2026 ORIGINAL

Grade Pre-2 Plus

ライティングテストの出題は2題です。
忘れずに、2つの問題に解答してください。

英検準2級プラス　完全オリジナル予想問題

学校法人早稲田学園
WISH×AI 英検LAB

準2級プラス

第18回

完全オリジナル予想問題

■ 試験時間

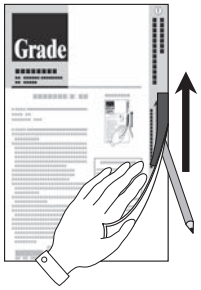
リーディング・ライティングテスト（85分）

※ リスニングテストは収録していません。

■ 注意事項

1. この問題冊子は英検準2級プラスの形式を参考にした独自の予想問題です。公式の試験冊子ではありません。
2. 試験開始まで、この問題冊子を開かないでください。
3. 解答は、HBの黒鉛筆かシャープペンシルを使用して解答用紙に記入してください。問題冊子にはメモをしてもかまいませんが、終了後に解答を書き写す時間はありません。
4. 問題内容に関する質問は受け付けません。
5. 不正行為をした場合は、答案は無効となります。
6. ほかの受験者に迷惑をかける行為を禁じます。
7. リスニングは収録していません。リーディングとライティングの問題に解答してください。
8. 携帯電話などは電源を切ってカバンにしまい、使用しないでください。
9. 電子機器（ウェアラブル端末を含む）の使用を禁じます。
10. 着信音やバイブ音など、試験を妨げる音を出さないでください。
11. 試験終了後、問題冊子は持ち帰ってください。
12. 正答・解説は別冊PDFを参照してください。
13. 本教材の無断複製・再配布・販売を禁じます。学習・授業の範囲で利用してください。

問題冊子の開け方



非公式の予想問題です
英検準2級プラスの形式を参考

問題冊子を開く前に確認

＊学習用です。必要に応じて記入してください。

受験番号　　氏名

WISH×AI
英検LAB
非公式教材

Start from the next page.

リーディング・ライティングテストは

次のページから始まります。

試験時間85分。リスニングは収録していません。

1

次の(1)から(17)までの空所に入る最も適切なものを、1～4から一つ選びなさい。

(1) The students were (　　) about the strange object and asked the guide many questions.

1 loyal　　2 formal
3 curious　　4 wealthy

(2) The machine needs regular (　　) to keep it working safely for many years.

1 maintenance　　2 argument
3 entertainment　　4 population

(3) The information desk can (　　) you with a map showing all the bus stops in the city.

1 compare　　2 replace
3 prevent　　4 provide

(4) We have a (　　) budget, so we must choose carefully which equipment to buy.

1 crowded　　2 limited
3 visible　　4 grateful

(5) The teacher encouraged us to (　　) questions whenever a point was unclear.

1 fetch　　2 raise
3 fold　　4 earn

1

(6) The new path offers an ( ) to the steep steps. People with heavy bags can use it.

1 atmosphere　　2 alternative
3 agreement　　4 occasion

(7) The chef gave a cooking ( ) so visitors could see exactly how the dish was prepared.

1 competition　　2 advertisement
3 demonstration　　4 immigration

(8) Please ( ) that all windows are closed before you leave the classroom.

1 borrow　　2 ensure
3 permit　　4 imagine

(9) The students worked hard to meet the ( ) for their project. They had to finish by Thursday.

1 deadline　　2 background
3 sunshine　　4 countryside

(10) A: Why did you choose this material?
B: It is very ( ), so the bag should last for many years.

1 ordinary　　2 durable
3 invisible　　4 nervous

1

(11) Sora decided (　　) a bridge model again because the first version contained mistakes.

1 to build　　2 build
3 building　　4 for building

(12) Visitors (　　) to leave large bags outside the technology center before entering yesterday.

1 were asked　　2 will ask
3 are asking　　4 have asking

(13) The success of the visit to the technology center depends (　　) careful preparation by the whole team.

1 at　　2 from
3 on　　4 into

(14) The instructor waited (　　) all the students had arrived at the technology center before starting the explanation.

1 until　　2 although
3 unless　　4 because of

(15) The student (　　) notebook was left at the technology center should contact the school office.

1 whose　　2 where
3 who　　4 which

1

(16) Of the three routes to the technology center, this one is (　　). We will arrive sooner if we use it.

1 shorter　　2 as short
3 the shortest　　4 most short

(17) The group will (　　) for the technology center at seven in order to arrive before the morning traffic becomes heavy.

1 give up　　2 take after
3 put away　　4 set off

2

A Class with No Finished Example

A design teacher asked students to build bridges from paper. Usually she showed a finished example first, and many students copied it closely. This time, she gave them only the goal: support a small weight across a gap. Some students felt uncertain, but the teacher wanted them to (18). The activity was intended to reveal their ideas, not their ability to reproduce one familiar shape. Every group received the same amount of paper and a limited length of tape. These conditions gave the class a common problem while allowing different approaches. Students could change a design during the lesson, but they needed to explain what they were trying to improve rather than simply add more material.

The first bridges often collapsed. The teacher asked groups to describe where the paper bent and what they would change. They recorded each trial with a sketch rather than throwing the failed model away immediately. (19), an unsuccessful attempt became evidence for the next decision. Groups could compare changes instead of relying on memory.

At the end, the class discussed several designs that worked in different ways. The teacher then showed photographs of real bridges and explained useful principles. She had not removed instruction from the lesson; she had changed when it appeared. Students learned that an open task (20). Freedom was most useful when combined with a clear goal, careful observations, and later explanation.

(18)

1 explore more than one possible solution
2 finish without discussing any results
3 build an exact copy of her usual model
4 avoid thinking about the strength of paper

(19)

1 In contrast
2 By chance
3 In this way
4 Until then

(20)

1 required teachers to avoid giving any advice
2 still benefited from guidance and explanation
3 was successful only if every bridge looked alike
4 could replace every kind of direct teaching

2

A Song List for the Whole Room

A youth center allowed visitors to suggest songs for its afternoon playlist. At first, one confident group made most requests, and their favorite music played repeatedly. Other visitors did not complain directly, but some left the room. The staff realized that allowing requests (21). A choice could be open in theory while still being difficult for quieter people to influence. The center offered games, reading, and informal conversation in the same open area. Music formed part of the atmosphere even for people who had not chosen to listen. Staff therefore needed to think about the experience of the whole room, not only the enthusiasm of the people requesting songs.

The center introduced a box for written suggestions and a rule limiting repeated requests. Staff explained that songs would be chosen across different styles and that not every suggestion could be played. They also set aside a short quiet period. The changes helped people understand that a shared room (22). No one group owned the sound simply because its members spoke first.

Attendance did not suddenly double, and staff avoided claiming that music alone determined whether people felt welcome. They asked about seating, activities, and noise as well. (23), the playlist became one part of a wider discussion about using the center together. The useful change was not a perfect song list, but a fairer process for making and explaining choices.

(21)

1 proved that quiet visitors had no preferences
2 required staff to play songs without any limits
3 did not automatically give everyone an equal voice
4 meant that every visitor enjoyed the same music

(22)

1 should never include periods without music
2 had to accommodate more than one set of preferences
3 could be managed only by the loudest group
4 needed music at maximum volume all day

(23)

1 By contrast
2 In the meantime
3 Consequently
4 For instance

3 A

From: Marcus Hill <office@example.org>
To: Sora Abe <club@example.org>
Date: June 30
Subject: The bridge-building competition

Dear Sora,

Your engineering club has a place in the junior bridge-building competition on July 28. Teams should arrive at the technology center by 9:00 a.m. Registration will take place in Room 2, followed by a briefing in the main hall. Please do not bring finished bridges. All models must be made during the ninety-minute building period using the materials we supply.

Each team may bring pencils, rulers, and scissors. Glue will be provided because all teams must use the same kind. A maximum of four students may work on one bridge. Teachers may observe, but they cannot help with construction. Before testing, each team will give a two-minute explanation of one change it made during the building process. Please mark personal rulers and scissors with the team name. They should be carried in a suitable case when moving between rooms. Organizers cannot interrupt the testing session to search for items left at a building table.

Please send the team members' names by July 14. If one member becomes unable to attend, a replacement is allowed until the registration desk closes on the morning of the event. Results will be announced at 1:30 p.m. A bridge does not need to be the strongest to receive a special award for a well-explained design decision.

Best wishes,
Marcus Hill

(24) What is a rule about the bridges?

1 They must be built during the competition.
2 Teachers must construct the central section.
3 They must be completed at school beforehand.
4 Every team must use glue brought from home.

(25) What must teams explain before testing?

1 The names of all previous winners.
2 Why teachers should build the model.
3 The price of every tool they brought.
4 One change made during construction.

(26) What does the email say about awards?

1 Every team must have exactly four students to qualify.
2 Only the strongest bridge can receive any award.
3 A clear design explanation can earn a special award.
4 Awards will be decided before registration.

3 B

The Market on a Different Day

The fictional town of Oakbridge held its farmers' market on Saturday mornings. It was popular with weekend visitors, and photographs showed crowded stalls. However, several residents told the organizers that they worked on Saturdays and could never attend. The organizers considered adding a weekday evening market, but some farmers worried that another session would require too much time away from their farms.

The team tried one evening market a month rather than immediately adding a weekly event. Farmers could participate on different dates, and a shared collection point allowed a few to deliver produce without remaining for the whole session. The organizers explained clearly which stalls would attend each time. They wanted to test a realistic arrangement, not advertise an evening event that promised every product available on Saturdays.

The evening market attracted fewer people than the Saturday one, but conversations showed that many were new customers. Some were buying food on the way home from work. Others liked the quieter atmosphere. Organizers recorded sales and attendance while also asking whether the timing and transport connections were convenient. A resident without a car noted that the last bus left before the market closed. The team adjusted the closing time so people could finish shopping and reach the stop. The trial notice gave both the opening time and the last recommended arrival time. Someone reaching the market just before closure might technically have access but little real opportunity to shop. The team wanted its information to describe a practical visit.

After the trial, farmers chose to continue the monthly event. It did not replace the main market or suit every seller. Nevertheless, it gave another group of residents access without requiring every farmer to take on the same commitment. The organizers learned that a smaller event could serve a purpose that a larger one did not. Comparing totals alone would have missed the different people and practical needs involved in each session.

3 B

(27) Why was an evening market considered?

1 Farmers wanted to stop selling food locally.

2 Every seller wanted to work every evening.

3 The main market had never attracted visitors.

4 Some residents could not attend on Saturdays.

(28) How did the trial reduce pressure on farmers?

1 It replaced all farm work with market attendance.

2 It promised every Saturday product at every evening market.

3 It required every farmer to stay for two full days.

4 It allowed different participation dates and shared collection.

(29) What did organizers learn about evening customers?

1 They all arrived by car at the same time.

2 All preferred the most crowded possible atmosphere.

3 They bought nothing on their way home.

4 Many had not attended the Saturday market.

(30) Why was the closing time adjusted?

1 To make every seller attend more often.

2 To prevent workers from visiting after work.

3 To allow the Saturday market to move indoors.

4 To help shoppers catch the last bus.

(31) What was the main conclusion?

1 Monthly events are useful only if they replace weekly ones.

2 A smaller event can meet needs a larger one misses.

3 One schedule must suit every resident and farmer.

4 Attendance totals always show exactly who benefits.

This is the end of the Reading Test. Continue to the Writing Test.

4

English Summary

以下の英文を読んで、その内容を25～35語の英語で要約しなさい。

自分の意見を加えず、本文の内容をまとめてください。解答は別の解答用紙に記入してください。

Some schools record short explanations of difficult homework questions. Students can watch these videos after trying the work themselves, and pause or replay them when necessary.

This lets students review at their own pace. A teacher also avoids answering exactly the same basic question many times and can spend more lesson time on deeper discussion.

However, watching a solution is not the same as understanding it. If students play the video before making an attempt, they may copy the steps without learning why they work. Clear guidance about use is important.

ライティングは2題あります。次の英作文にも必ず解答してください。

5

English Composition

外国人の知り合いから次のQUESTIONをされました。

あなたの意見と、その理由を2つ、50～60語を目安に英語で書きなさい。

解答は別の解答用紙に記入してください。

QUESTION

Do you think teachers should provide more video explanations of homework?

英文要約と英作文の両方に、85分の試験時間内で解答してください。