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19回

完全オリジナル予想問題

■ 試験時間

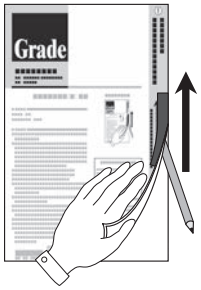
リーディング・ライティングテスト（85分）

※ 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 noise was only a (　　) problem. It ended as soon as the building work was finished.

1 tropical　　2 permanent
3 temporary　　4 personal

(2) Please (　　) the two lists to see whether any names appear on both.

1 forgive　　2 rescue
3 contain　　4 compare

(3) The museum keeps a written (　　) of every item it lends to other museums.

1 bargain　　2 record
3 recipe　　4 climate

(4) The coach praised Mina for her (　　) attitude. She believed the team could improve even after losing.

1 positive　　2 ordinary
3 private　　4 anxious

(5) The town plans to (　　) the empty building into a community center.

1 prevent　　2 repeat
3 admit　　4 convert

1

(6) The manager's main (　　) is that there may not be enough staff to run the new service.

1 fashion　　2 invitation
3 ingredient　　4 concern

(7) The guide spoke slowly to (　　) confusion among visitors who were still learning English.

1 contain　　2 avoid
3 display　　4 approach

(8) Our new timetable is more (　　). We no longer have to wait an hour between two classes.

1 ancient　　2 efficient
3 jealous　　4 rare

(9) The village depends on the river for its water (　　). There are no other reliable sources nearby.

1 supply　　2 custom
3 detail　　4 speech

(10) Before starting the project, the group held a (　　) to hear what local residents thought.

1 decoration　　2 permission
3 discussion　　4 departure

1

(11) Tomo has not finished (　　) a water-exhibition plan yet. There are still several details to add.

1 preparing　　2 prepare
3 to prepare　　4 will prepare

(12) The final version of a water-exhibition plan (　　) on the wall yesterday for everyone to see.

1 was displayed　　2 will display
3 has displaying　　4 is displaying

(13) The class is looking forward (　　) visiting the exhibition hall next month.

1 from　　2 for
3 to　　4 at

(14) The outdoor lesson near the exhibition hall will be canceled (　　) the weather improves. It is too windy now.

1 after　　2 because
3 unless　　4 although

(15) The person (　　) showed us around the exhibition hall answered all our questions patiently.

1 which　　2 where
3 whose　　4 who

1

(16) The explanation about the exhibition hall was (　　) than the first one, so even new students understood it.

1 as easy to follow　　2 easy to follow
3 easiest to follow　　4 easier to follow

(17) After the activity at the exhibition hall, please (　　) the tools in the cupboard where they belong.

1 set off　　2 put away
3 break down　　4 give up

2

A Museum Label with a Question

A museum displayed a wooden object whose original use was uncertain. Older labels had described it confidently as a kitchen tool. During a review, staff discovered that no record explained the source of that description. They decided that keeping the old wording (18). A familiar explanation was not automatically a well-supported one. Removing an unsupported claim was part of improving the display. The object had entered the collection long before the current staff were appointed. Its record gave the donor's name but little information about where it had been used. The review was an opportunity to separate what the museum had inherited as an explanation from what it could now demonstrate.

The new label described what staff could observe and offered two possible uses. It explained why each seemed reasonable and what evidence was missing. Some visitors worried that the museum was no longer giving an answer. (19), the curator explained that showing uncertainty could help people understand how research worked. Knowledge developed through questions as well as confirmed conclusions.

A retired craft worker later noticed a feature in the object and suggested a new comparison. Staff recorded the idea and investigated it rather than immediately replacing one confident story with another. The revised label had encouraged participation, but suggestions still (20). Inviting visitors to think did not mean treating every attractive explanation as established fact.

(18)

1 was necessary because all old labels were accurate
2 would prove exactly where the object was found
3 could prevent the public from seeing the object
4 would continue a claim without clear evidence

(19)

1 In response
2 By accident
3 In advance
4 For example

(20)

1 needed careful investigation
2 were useful only if they agreed with the oldest label
3 had to come only from professional historians
4 could all be accepted without checking

2

The Locker Nobody Used

A sports club installed lockers for members who arrived by bicycle. Staff expected people to leave helmets and bags inside, but most lockers remained empty. Some members still carried everything to the exercise room. When asked, they explained that the instructions were inside the locker door. People who did not know how to open a locker (21). Information existed, but it could not help at the point of difficulty. The lockers were placed near a corridor that members usually crossed quickly on their way to a session. Nobody wanted to delay a class by experimenting with unfamiliar equipment. A short explanation had to be visible before a user decided whether to stop and try the storage service.

The club moved a short guide outside and added a demonstration locker near reception. It also explained that members did not need to buy a special lock. A staff member observed first-time users during a trial. (22), the club could identify a confusing button before printing the final guide. Testing with experienced staff alone would probably have missed the problem.

More members began using the lockers. The club continued checking locks and keeping the route to reception clear. It did not assume that a better instruction sheet removed every barrier. Someone carrying a large bag might need a bigger space, for example. The project showed that a service (23). Its practical value depended on whether people could understand and use it in their actual circumstances.

(21)

1 wanted the club to remove all storage space
2 had already read every instruction carefully
3 could not reach the explanation they needed
4 were required to bring their own locks

(22)

1 By contrast
2 In the meantime
3 As a result
4 For instance

(23)

1 could work without considering different users
2 was successful whenever equipment had been purchased
3 should be judged only by how new it looked
4 needed more than equipment and written information

3 A

From: Nina Shaw <office@example.org>
To: Tomo Kato <club@example.org>
Date: May 1
Subject: Your visit to the water exhibition

Dear Tomo,

We have reserved places for your class at the water exhibition on May 30. Please meet our educator in the entrance hall at 9:45 a.m. The guided activity begins at 10:00 and lasts one hour. Students will compare ways of storing and transporting water in different periods. This is an exhibition activity, not a tour of the city's working water treatment plant.

After the guided session, the group may explore the public displays until noon. Teachers are responsible for supervising this part of the visit. We will provide activity sheets, but students should bring pencils. Please divide the class into groups of five before arriving. Each group will receive one set of picture cards, which must be returned at the end of the guided session. The public displays will also be used by other visitors. Please keep groups together and leave space for people to pass. Staff will explain where the class can wait if one activity area is busy.

Please confirm the final student number by May 16. Payment is due on arrival and can be made by card at reception. If a student is absent that morning, you will pay only for those attending. The exhibition shop accepts cash, but admission payments do not. Please make sure the teacher responsible for payment knows this distinction.

Best wishes,
Nina Shaw

(24) What will the guided session focus on?

1 Building a new water pipe for the city.
2 Ways of storing and moving water in different periods.
3 How to use the exhibition shop's payment system.
4 The operation of a working treatment plant.

(25) What must be returned after the guided activity?

1 All items bought in the shop.
2 Every student's pencil.
3 The sets of picture cards.
4 The teachers' payment cards.

(26) How must admission be paid for?

1 By card for the students actually attending.
2 In cash for every student originally listed.
3 With a shop receipt after exploring the displays.
4 By card two weeks before the visit.

3 B

The Bench That Started a Conversation

The fictional town of Eastwick planned to replace a damaged bench in a small square. The first proposal used the same model as before. During a public meeting, however, an older resident explained that the low seat was difficult to stand up from. A parent noted that there was nowhere nearby to place a bag while helping a child. The discussion showed that replacing an object could also be a chance to reconsider what it needed to do.

The town placed two temporary benches in the square and invited people to try them. One had arms and a higher seat; the other offered a broader flat surface. Comments varied according to how people used the space. Someone who stopped for a short rest wanted different features from a person waiting with shopping bags. Staff recorded these uses rather than asking only which bench looked more attractive in a photograph.

Location mattered too. A comfortable model was less useful when placed in a spot with strong afternoon sun. Moving it slightly created shade but narrowed the path. Staff checked the route with wheelchair users and people pushing strollers before selecting a position. They also considered cleaning and repairs, because a design that worked well for a week had to remain usable through ordinary maintenance. No single detail could be considered completely on its own. Staff made notes while people tested the seats rather than relying only on comments sent later. Someone could demonstrate a difficulty by trying to stand or placing a bag beside them. Observing the action often made the explanation more precise.

The final plan included two kinds of seats and a clear walking route. Not every request could be met in the small space, so the town explained the choices. The process took longer than ordering a replacement immediately, but it prevented some avoidable mistakes. Residents had contributed information that a catalogue could not provide. The project showed that consultation was most useful when it involved real use, specific observations, and an honest explanation of the limits.

3 B

(27) What did the first public discussion reveal?

1 A replacement had already been installed permanently.

2 The old bench did not meet everyone's practical needs.

3 The square no longer needed any seating.

4 All residents wanted the same photograph.

(28) Why were temporary benches provided?

1 To test only which color looked best online.

2 To observe how different people actually used them.

3 To avoid asking residents any questions.

4 To replace all seating with one low model.

(29) Why was the shaded position not chosen immediately?

1 It could make the walking route too narrow.

2 Shade always made every seat uncomfortable.

3 Only cyclists were permitted to use that part.

4 The bench could not be moved at all.

(30) What did the final plan recognize?

1 Catalogue information made local comments unnecessary.

2 Maintenance was irrelevant after installation.

3 Different seats and a clear route could serve several needs.

4 Every request could be met without limits.

(31) What made the consultation useful?

1 It counted only the fastest replies.

2 It combined real use, detailed observations, and clear limits.

3 It considered appearance separately from every practical issue.

4 It prevented any change to the original proposal.

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 towns collect fallen leaves separately and turn them into material that can improve garden soil. Residents put leaves in marked bags for collection during autumn.

This can reduce the amount sent away with ordinary waste. The resulting material may be used in public gardens, returning some natural resources to the local environment.

However, collection works poorly if bags contain plastic or other rubbish. The town also needs space and time for the leaves to break down properly, so clear instructions and realistic planning are necessary.

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 towns should collect more garden waste separately?

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。