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20回

完全オリジナル予想問題

■ 試験時間

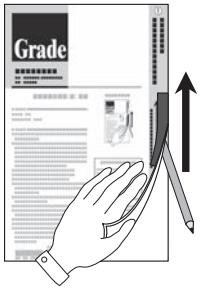
リーディング・ライティングテスト（85分）

※ 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



＊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

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

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 shop assistant was very (　　) and helped us choose shoes that fitted properly.

1 helpful　　2 empty
3 careless　　4 ancient

(2) The trip was canceled because of an (　　) storm that made it unsafe to travel.

1 ordinary　　2 official
3 indoor　　4 unexpected

(3) The scientist will (　　) the data before deciding whether the experiment supports her idea.

1 celebrate　　2 analyze
3 forgive　　4 decorate

(4) Please ask for (　　) before using photographs taken by another person.

1 permission　　2 pollution
3 income　　4 arrival

(5) The café has a calm (　　), with quiet music and soft lighting.

1 advantage　　2 appointment
3 atmosphere　　4 accident

1

(6) The company will (　　) a new training program for all employees next month.

1 introduce　　2 escape
3 interrupt　　4 complain

(7) The old map is no longer (　　). Several roads shown on it have been closed.

1 loyal　　2 brave
3 accurate　　4 grateful

(8) It takes a lot of (　　) to master a musical instrument. Progress is often slow.

1 employment　　2 advertising
3 patience　　4 violence

(9) The teacher asked us to (　　) the main point of each paragraph in one short sentence.

1 borrow　　2 summarize
3 separate　　4 rescue

(10) A: Why are the bags different colors?
B: The colors help us (　　) between clean equipment and equipment that needs washing.

1 apologize　　2 disappear
3 distinguish　　4 graduate

1

(11) Aya promised (　　) a boat-trip report before the next club meeting.

1 completing　　2 for completing
3 complete　　4 to complete

(12) Aya had a copy of a boat-trip report (　　) into another language by a volunteer.

1 translating　　2 translated
3 translate　　4 to translate

(13) Aya is responsible (　　) checking that every visitor has left the landing.

1 from　　2 for
3 at　　4 of

(14) (　　) Aya had never visited the landing before, the clear signs made it easy to find the room.

1 So that　　2 Because
3 Although　　4 Unless

(15) This is the folder (　　) contains the plans for our visit to the landing.

1 where　　2 whose
3 who　　4 which

1

(16) There were (　　) chairs for everyone at the landing, so nobody had to stand.

1 each　　2 much
3 enough　　4 little

(17) The students will (　　) a survey about how visitors travel to the landing. They have prepared the questions.

1 turn down　　2 give away
3 take off　　4 carry out

2

A Ticket for the Next Visitor

A small concert hall received donations to provide free tickets for people who could not easily afford them. At first, staff asked applicants to write a detailed explanation of their circumstances. Very few applied. A volunteer suggested that the process (18). People might value a concert without wanting to describe private difficulties to strangers. The hall decided to review what information it truly needed. The donations covered a small number of seats at selected performances. The hall could not make every event free, but it wanted the available tickets to reach people who would use them. Staff also needed a procedure that could be explained consistently by different people working at reception.

The new process allowed residents to request one ticket from a limited monthly allocation without giving a personal story. Staff clearly explained that availability varied and that tickets could not be guaranteed. (19), applicants understood the limit before making plans. The hall kept only the contact details needed to send the ticket and handle cancellations.

More residents used the program, and some later bought ordinary tickets when they could. The hall did not require this as proof that free admission had been worthwhile. Its purpose was to make a cultural event accessible at a particular time. Staff learned that fair access (20). The way help was offered could matter as much as the amount of help available.

(18)

1 had already reached every interested resident
2 might discourage the people it was meant to help
3 proved that no one wanted free tickets
4 needed even more personal questions to succeed

(19)

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

(20)

1 included thinking about the experience of applying
2 meant offering unlimited seats at every performance
3 required all recipients to buy later tickets
4 could be measured only by ticket prices

2

The Class Plant on Holiday

A class had cared for a large plant throughout the spring term. Before a long holiday, students assumed the teacher would water it. The teacher thought the gardening club had accepted the job. When someone finally checked, the soil was very dry. The problem was not that nobody cared, but that (21). Good intentions had not created a reliable arrangement. The plant had become part of daily classroom life, and several students had helped care for it during lessons. That shared familiarity made responsibility feel obvious when everyone was present. Once the normal school routine stopped, however, the assumptions behind the arrangement no longer worked in the same way.

The class made a care plan with named volunteers and dates. A simple sheet showed when the plant had last been watered. Students also learned to check the soil rather than add water automatically every visit. Too much water could cause problems as well as too little. The plan helped them (22). Responsibility involved both keeping a promise and noticing what the plant actually needed.

For the next holiday, the class chose a location that volunteers could reach during the building's open hours. They arranged a backup contact if someone became unavailable. (23), they checked access and communication before the holiday began. A schedule was useful only when people could carry out the tasks it described.

(21)

1 the plant had never needed water in spring
2 the gardening club had deliberately damaged it
3 the teacher had forbidden all student help
4 everyone had assumed someone else was responsible

(22)

1 avoid writing down when visits took place
2 water as much as possible without checking
3 prove that a timetable could replace all judgment
4 connect regular action with observation of conditions

(23)

1 By accident
2 In other words
3 For the first time
4 On the contrary

3 A

From: Henry Cole <office@example.org>
To: Aya Hino <club@example.org>
Date: May 25
Subject: Arrangements for the river boat visit

Dear Aya,

We look forward to taking your class on the river boat on June 11. Please arrive at the lower landing at 9:10 a.m., twenty minutes before departure. The upper landing is for a different operator. Our staff will check the group list and fit life jackets before boarding. The boat cannot wait for late arrivals because it must pass a lock at a fixed time.

Students should bring a light raincoat and a packed lunch. Large umbrellas cannot be used on board because they block the view and may catch the wind. There is covered seating, but the observation deck is outside. The guide will explain changes along the river, and students will have time to sketch buildings from their seats. Please bring pencils rather than loose art materials. Please keep personal belongings in one small bag that fits under a seat. The central passage must remain clear. Teachers should check that no worksheets or other loose objects are left behind when the group leaves.

The trip will normally continue in light rain. If river conditions make travel unsafe, we will contact your school by 7:30 a.m. and offer a choice of a new date or a refund. Please send a mobile number for the teacher leading the visit by June 4. Return to the same landing is scheduled for 12:30 p.m.

Best wishes,
Henry Cole

(24) Why must the group arrive on time?

1 The boat has a fixed time to pass a lock.
2 The guide plans to leave before checking life jackets.
3 The upper landing closes at noon.
4 Students must buy umbrellas before departure.

(25) What should students bring?

1 Large umbrellas for the observation deck.
2 Their own life jackets instead of school identification.
3 A light raincoat and a packed lunch.
4 Loose painting materials for the wind.

(26) What happens if river conditions are unsafe?

1 The school must decide before receiving any message.
2 Only the upper landing will be used automatically.
3 The class must board without using the lock.
4 The school can choose another date or a refund.

3 B

The Report That Came Back to the Class

A secondary school in the fictional town of Northfield asked students to investigate litter near the station. Groups counted objects, took photographs, and wrote reports for the town office. Their teacher was pleased with the careful work, but several students asked what happened after the reports were sent. In previous projects, they had received only a general thank-you message and did not know whether anyone had used their findings.

This time, the teacher arranged a meeting with a town officer before the investigation began. The officer explained which information could help: locations, times, and the kinds of litter found, rather than photographs alone. Students could not observe every hour, so they recorded the limits of their study. Their aim was not to claim a complete picture but to provide a clear account of what they had actually checked.

After reading the reports, the office sent specific responses. One group's findings led to moving a bin closer to a food stall. Another suggestion could not be adopted because it would block access for deliveries. The officer explained this difficulty and invited students to consider another position. Students discovered that an idea could be taken seriously even when it was not accepted exactly as proposed. Practical decisions often involved needs that their first survey had not covered. Before submitting their work, groups exchanged drafts and checked whether another reader could understand the method. They corrected unclear locations and distinguished counts from guesses. This made it easier for the officer to interpret findings without repeatedly asking the teacher what students had meant.

The class returned several weeks later to observe the changed area. Litter had decreased near the moved bin, but the students avoided claiming that their project was the only cause. Weather and visitor numbers had also changed. The teacher valued the full cycle: asking a useful question, reporting evidence, receiving a reasoned response, and checking what followed. Students had learned more than how to write a report. They had seen how information might become part of a continuing public decision.

3 B

(27) What had been missing from earlier projects?

1 A teacher who read the work.

2 A specific explanation of how students' findings were used.

3 Any opportunity to write a report.

4 Photographs of the station area.

(28) What did the officer explain before the survey?

1 Which conclusions every group must copy.

2 Which kinds of information would be useful.

3 Why students should hide the limits of their work.

4 How to observe every hour without assistance.

(29) Why was one suggestion not accepted as proposed?

1 It would obstruct delivery access.

2 The station had already closed permanently.

3 It contained no written conclusion.

4 The office refused to read student reports.

(30) Why were students cautious about the decrease in litter?

1 They had not returned to the area.

2 The original reports contained no counts.

3 Other conditions had changed too.

4 Every bin had been removed from the station.

(31) What did the teacher value most?

1 The complete process linking inquiry, response, and later observation.

2 Acceptance of every suggestion without discussion.

3 A result that could be announced before collecting evidence.

4 The number of pages in each group's report.

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 provide secure lockers where delivery workers can leave parcels. Residents receive a code and collect their package when convenient instead of waiting at home.

This can reduce repeated delivery attempts and help people who are away during the day. Several parcels may also be delivered at one location, making the route simpler.

However, lockers have limited space and cannot hold every size of package. Residents also need a convenient way to reach them, so their location matters as much as the technology used to open them.

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 install more lockers for parcel deliveries?

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。