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22回

完全オリジナル予想問題

■ 試験時間

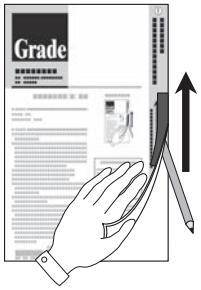
リーディング・ライティングテスト（85分）

※ 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 manager asked for a (　　) of the damaged chair before deciding whether it could be repaired.

1 description　　2 celebration
3 permission　　4 population

(2) The students were (　　) to finish the task without help and kept trying different methods.

1 ashamed　　2 temporary
3 fragile　　4 determined

(3) The town is trying to (　　) the old trees that give shade along its main street.

1 translate　　2 preserve
3 predict　　4 afford

(4) A: Is there a fee for the workshop?
B: Yes, but it covers all the (　　), including paper and glue.

1 memories　　2 passengers
3 materials　　4 directions

(5) The designer suggested a (　　) change to the poster, moving the title a little to the left.

1 violent　　2 remote
3 minor　　4 massive

1

(6) The visitors were asked to (　　) their bags in lockers before entering the exhibition room.

1 obtain　　2 owe
3 invent　　4 store

(7) The guide pointed out an unusual (　　) of the building: its roof can be opened in summer.

1 injury　　2 salary
3 argument　　4 feature

(8) The two teams worked (　　) to prepare the event. Neither could have finished it alone.

1 jointly　　2 formerly
3 rarely　　4 accidentally

(9) Our class carried out a (　　) to discover how students traveled to school.

1 recipe　　2 survey
3 repair　　4 ceremony

(10) Please (　　) the empty bottles from the paper before putting them in recycling bins.

1 approve　　2 separate
3 attract　　4 encourage

1

(11) Mao decided (　　) a package design again because the first version contained mistakes.

1 draw　　2 to draw
3 drawing　　4 for drawing

(12) Visitors (　　) to leave large bags outside the school shop before entering yesterday.

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

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

1 from　　2 on
3 at　　4 into

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

1 unless　　2 because of
3 until　　4 although

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

1 whose　　2 which
3 who　　4 where

1

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

1 as short　　2 most short
3 shorter　　4 the shortest

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

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

2

Testing a Paper Package

A school shop wanted to replace plastic bags with paper packages for its handmade cards. The first sample looked attractive, and students were ready to order hundreds. Their teacher suggested testing it first. When a card was carried through light rain, the package softened and the corners bent. The class realized that a material (18). Appearance at a table was only one part of its performance. The cards included raised paper decorations, making their corners and surfaces especially easy to damage. Customers might carry them with books or groceries rather than carefully in their hands. The class therefore wanted a package suited to an ordinary journey home, not just a neat arrangement on the sales table.

The students compared several designs using the same number of cards and similar carrying conditions. They recorded thickness, weight, and whether the package could be used again. One heavier design protected cards well but required more material. (19), the group discussed several kinds of cost rather than choosing only the strongest sample. No option was best in every respect.

The final choice used a simple folded cover for ordinary sales and offered extra protection when needed. Students explained how customers could reuse it. They did not describe paper as automatically harmless or suitable for every product. The activity taught them to (20). A thoughtful decision depended on the purpose and the whole experience of use, not on one attractive label.

(18)

1 had to be tested during actual use
2 needed no comparison once it had a name
3 was always suitable if it looked attractive
4 could protect cards only if it was colorful

(19)

1 Even so
2 In the meantime
3 By contrast
4 For this reason

(20)

1 compare benefits and limits in a specific situation
2 assume that one material had no disadvantages
3 choose every product only by its color
4 avoid telling customers how packaging worked

2

A Walk without a Phone Map

A geography class walked to a nearby sports ground without using phone maps. The teacher asked students to describe the route through landmarks. At first, several directions referred only to shop names. When one shop had a new sign, another group became confused. The students discovered that useful directions (21). A familiar name might mean little to someone visiting for the first time. The destination was familiar to several students who had attended sports events there with their families. They could picture the route easily, but that knowledge made some instructions incomplete. They sometimes skipped a turning because it felt too obvious to mention to anyone who already knew the neighborhood.

On the second attempt, they included crossings, distances, and visible buildings. They also distinguished the route for pedestrians from the route for cars. A shortcut with steps was not suitable for everyone, so the class described an alternative. (22), the directions gave users information for choosing rather than assuming all travelers had the same needs.

Back at school, pairs exchanged route descriptions and identified places where a decision remained unclear. The teacher did not claim that digital maps were unnecessary. The aim was to notice what following a route involved. Students learned that giving directions required them to (23). Knowing a place well could actually make it easy to overlook details that a newcomer needed.

(21)

1 were always identical for drivers and walkers
2 could ignore every change in a street
3 needed to work for people without local knowledge
4 should use only names known by the writer

(22)

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

(23)

1 memorize every shop owner's name
2 avoid checking whether instructions were clear
3 imagine the decisions another person would face
4 replace all street signs with private messages

3 A

From: Tom Ellis <office@example.org>
To: Mao Kubo <club@example.org>
Date: July 10
Subject: The science demonstration schedule

Dear Mao,

Thank you for booking the science demonstration on August 6. The program will take place in our second-floor laboratory from 10:00 to 11:30 a.m. Please arrive fifteen minutes early at the main reception. Students will observe demonstrations about air and movement, then try two small activities under supervision. They must not handle equipment until the instructor gives permission.

Please divide students into pairs before the visit. We provide safety glasses in several sizes, so students do not need to bring their own. Long hair should be tied back, and closed shoes are required. There is no eating or drinking in the laboratory. Water bottles can be left on the shelf outside, and a short break is included in the program. The laboratory is a working space, so students should remain in the marked visitor area between activities. Teachers will stay with their groups. Staff will explain where coats and bags can be left safely on arrival.

The usual lift will be unavailable for maintenance that morning. A second lift can be used from the courtyard entrance with staff assistance. Please tell us by July 23 if anyone needs that route so that we can arrange a meeting point. We will send teachers a worksheet after the demonstration, rather than asking students to complete it while watching.

Best wishes,
Tom Ellis

(24) When may students handle the equipment?

1 Whenever they finish the worksheet.
2 Only before putting on safety glasses.
3 After the instructor gives permission.
4 As soon as they enter the building.

(25) What will the center provide?

1 Hair ties required by all visitors.
2 Safety glasses in different sizes.
3 Closed shoes for every student.
4 Lunch inside the laboratory.

(26) Why should some visitors contact the center by July 23?

1 To arrange access using the second lift.
2 To reserve the normal lift for repairs.
3 To collect a worksheet before the event.
4 To request permission to eat during demonstrations.

3 B

The Seeds beyond the Fence

A biology class studying a school field found young plants growing in cracks beside a fence. The nearest adult plants of the same kind stood several meters away. A student asked how the seeds had crossed the open ground. Their teacher could have supplied a general explanation immediately, but instead invited the class to investigate what evidence might support different possibilities.

The students examined fallen seeds from several plants without removing living specimens. Some were light and had thin structures that caught moving air. Others had surfaces that could catch on cloth. The class compared shapes, but avoided assuming that appearance alone proved exactly how a particular seed had traveled. An object could have more than one possible route, including movement with soil or human activity.

To test one idea, groups released paper models from the same height in a sheltered corridor. They changed one feature at a time and measured how far each model moved. They quickly found that an open door affected the results, so they recorded whether it was open and repeated the trials. The models were not copies of real seeds in every detail. They helped explore a principle under limited conditions, not recreate every event outside. Groups kept failed paper models beside the improved ones and labeled what had changed. This prevented them from remembering only their most successful attempt. A visitor reading their report could follow the reasoning rather than see a final model presented without the trials behind it.

At the end, students could explain how certain features might assist movement. They could not identify the exact journey of every plant beside the fence. Their report separated direct observations, results from models, and remaining possibilities. The teacher considered this a strong outcome rather than an incomplete answer. The class had learned to use experiments without pretending that a simple indoor test explained the whole natural world. A good investigation could clarify both what evidence suggested and what it could not yet establish.

3 B

(27) What question began the investigation?

1 Why the corridor had no windows.

2 How to remove all plants from the school field.

3 Why every plant beside the fence had died.

4 How seeds had reached places away from adult plants.

(28) Why did students avoid a definite conclusion from seed shape alone?

1 They had already tracked every seed directly.

2 Human activity could never move soil.

3 All seeds had identical surfaces.

4 Several routes of movement were possible.

(29) What improved the paper-model test?

1 Using different release heights without notes.

2 Ignoring conditions in the corridor.

3 Recording an open door and repeating trials.

4 Changing every feature at the same time.

(30) What could the models do?

1 Remove the need to examine real objects.

2 Help test a principle under limited conditions.

3 Recreate every outdoor journey exactly.

4 Prove the route of each plant beside the fence.

(31) Why did the teacher value the report?

1 It avoided recording any observations.

2 It distinguished evidence from possibilities and recognized limits.

3 It claimed complete certainty about every seed.

4 It offered an attractive answer without a test.

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 invite students to help choose books for the library. A small group reviews suggestions and recommends titles within a set budget.

This can introduce staff to interests they might otherwise miss. Students may also feel more connected to the library when they see books they helped select on the shelves.

However, a group may focus mainly on its own favorites. Staff need to ensure that the final selection serves different readers and includes suitable materials, rather than simply buying the most popular requests.

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 students should help decide which books school libraries buy?

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。