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23回

完全オリジナル予想問題

■ 試験時間

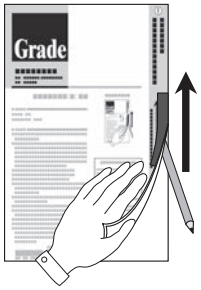
リーディング・ライティングテスト（85分）

※ 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 scientist gave a (　　) explanation, using everyday words instead of technical terms.

1 distant　　2 guilty
3 simple　　4 formal

(2) The new shelter will (　　) visitors from the rain while they wait for the bus.

1 prevent　　2 compare
3 protect　　4 borrow

(3) We had a very (　　) conversation about how to improve the school garden and made several useful decisions.

1 invisible　　2 productive
3 wealthy　　4 anxious

(4) The museum has a rare (　　) of letters written by an explorer during his travels.

1 collection　　2 conclusion
3 condition　　4 competition

(5) Please (　　) your name clearly at the top of the form. We need to be able to read it.

1 melt　　2 print
3 escape　　4 float

1

(6) The students were given an (　　) to ask the author about her latest book.

1 opportunity　　2 instruction
3 ingredient　　4 expense

(7) A: Why do you keep checking the map?
B: I want to make sure we are going in the right (　　).

1 population　　2 discussion
3 permission　　4 direction

(8) The experiment requires (　　) measurements. Even a small error could change the result.

1 crowded　　2 ordinary
3 patient　　4 precise

(9) The company hopes to (　　) its training program so that employees in other cities can join.

1 fold　　2 deliver
3 forgive　　4 expand

(10) The volunteers received a certificate in (　　) of their work during the festival.

1 competition　　2 recognition
3 comparison　　4 transportation

1

(11) Yua has not finished (　　) a history-walk leaflet yet. There are still several details to add.

1 preparing　　2 will prepare
3 prepare　　4 to prepare

(12) The final version of a history-walk leaflet (　　) on the wall yesterday for everyone to see.

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

(13) The class is looking forward (　　) visiting the old mill next month.

1 for　　2 to
3 at　　4 from

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

1 because　　2 after
3 unless　　4 although

(15) The person (　　) showed us around the old mill answered all our questions patiently.

1 which　　2 whose
3 where　　4 who

1

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

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

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

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

2

A Festival Sign Made to Move

Volunteers prepared signs for a weekend festival in a public park. They planned the routes using an empty map and placed a large arrow beside the main path. When food stalls arrived, a delivery vehicle blocked the sign. Visitors began following the wrong route. The team learned that its plan (18). A map of fixed objects did not show everything that would occupy the space during the event. The park remained open to other users while the festival was being prepared. Organizers could not simply close every path around the activities. Deliveries, visitors, and volunteers shared parts of the route, so signs had to remain visible without taking over the space needed for ordinary movement.

The volunteers mounted the sign on a stable movable stand and checked the route as stalls opened. They marked safe positions where it could be relocated without narrowing the path. (19), moving the sign became a controlled adjustment rather than an improvised obstacle. Staff were told who could authorize a change so that different people did not move it in conflicting directions.

After the festival, organizers recorded what had blocked views and when. They did not conclude that planning was useless because conditions changed. Instead, they added a check during setup to the next event's schedule. The experience showed that a good plan (20). It could include ways to notice and respond to change rather than assume that nothing would move.

(18)

1 had not accounted for changing conditions
2 had described every delivery vehicle accurately
3 proved that arrows could never be useful
4 required visitors to enter before setup began

(19)

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

(20)

1 should be judged only before anyone arrived
2 was unnecessary whenever objects could move
3 could prepare for adjustment as well as initial placement
4 needed to forbid all observation during setup

2

Learning a Word through Examples

A student kept a notebook of new English words with one Japanese meaning beside each. This helped her remember many words, but she sometimes used them in unusual combinations. Her teacher suggested adding a short sentence from a reliable source. The sentence could show details that (　21　). Knowing a general meaning did not always reveal how a word behaved with its neighbors. Some entries had been learned weeks earlier and were no longer connected to a situation she could remember. The notebook looked full, but it offered little help when she needed to write a new sentence. A short example could preserve the useful context without turning every entry into a long grammar lesson.

She began recording common combinations and noticing which prepositions followed a word. However, copying long sentences took too much time. She changed to short examples that showed one useful pattern clearly. (　22　), the notebook remained practical enough to review. A resource was less helpful if preparing it left no time to use it.

Every week, she covered the examples and wrote new sentences using the patterns. Her teacher checked a few, and she corrected combinations that sounded unnatural. She did not stop learning translations; she connected them to use. The experience helped her understand that vocabulary study (　23　). Recognition was a beginning, while using a word appropriately required further attention and practice.

(21)

1 proved that dictionary meanings were worthless
2 were always unrelated to actual language use
3 a single translation did not make clear
4 could be learned only by copying a whole page

(22)

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

(23)

1 should never include a learner's own sentences
2 required avoiding all correction from others
3 was complete when a Japanese meaning was memorized
4 involved patterns of use as well as meanings

3 A

From: Peter Wells <office@example.org>
To: Yua Seki <club@example.org>
Date: August 5
Subject: Arrangements for the local history walk

Dear Yua,

Your class can join our history walk on September 8. We will meet outside the public library at 9:30 a.m., not at the museum where the walk ends. The route takes about ninety minutes and includes several stops for discussion. Students will compare old photographs with streets as they look today. There is no need to buy a guidebook.

Please ask students to wear comfortable shoes and bring water. We will lend each pair a folder of photographs. The folders must stay dry, so they should be kept closed between stops if it rains. Teachers should bring a phone for contacting the guide, but students will not need phones to complete the activities. We will provide a large print version if requested by August 25. Please keep borrowed folders with the class until reaching the museum, where the guide will collect them. If a student notices a loose page, tell the guide rather than trying to repair it during the walk.

The original route includes a flight of steps near the old mill. An alternative path without steps is available and adds about ten minutes. Please tell us by August 25 if the group needs this route so that we can adjust the finishing time. The walk continues in light rain, but we will contact the school if a severe weather warning requires cancellation.

Best wishes,
Peter Wells

(24) Where does the walk begin?

1 In the guidebook shop.
2 Outside the public library.
3 Inside the museum.
4 At the bottom of the old mill steps.

(25) What can be requested by August 25?

1 A free phone for each student.
2 A new guidebook written by the class.
3 Permission to keep all the borrowed folders.
4 A large print version of the materials.

(26) What is true about the route without steps?

1 It can be used only during severe weather.
2 It finishes before the original route begins.
3 It takes about ten minutes longer.
4 It is unavailable to school groups.

3 B

The Color That Seemed to Change

In an art lesson, a teacher placed two small squares of the same gray paper on different backgrounds. One background was very dark and the other very light. Several students insisted that the gray squares were different colors. When the teacher moved them together onto a plain white sheet, the class saw that they matched. The paper had not changed, but the conditions around it had changed how it appeared.

The class began an investigation using colored paper rather than relying on a single demonstration. Groups kept the small square the same and changed the surrounding sheet. They described the effects before comparing notes. Some effects were strong, while others were difficult to notice. The teacher encouraged careful descriptions instead of demanding that every student report the same strength of experience. Observations could differ without making discussion impossible.

Students then examined posters and signs they had designed. A color that looked clear on a computer screen was less easy to distinguish after printing on colored paper. They also tried reading the signs from different distances. The lesson was not simply to choose the brightest colors. It was to test whether important information remained easy to identify in the setting where the design would be used. Color choices worked with size, spacing, and the surrounding surface. One group compared its draft with a design using fewer colors and larger gaps between lines. Members discovered that adding decoration could compete with the message. They kept the change that helped readers find important details, even though the simpler version had taken less artistic effort.

For the final task, each group explained one design change with evidence from its trials. A successful poster was not necessarily the one with the most colors. The teacher wanted students to connect visual choices with the experience of a reader. The matching gray squares had offered a surprising beginning, but the larger lesson concerned context. What people see cannot always be predicted by examining a small part separately from everything around it.

3 B

(27) What did the first demonstration show?

1 The surroundings could affect how the same gray appeared.

2 The paper changed its material when moved.

3 A white sheet made every color disappear.

4 All students had used different gray squares.

(28) How did groups investigate the effect?

1 They kept the small square unchanged and varied its background.

2 They used only one background throughout.

3 They asked the teacher to provide all descriptions first.

4 They changed every part without recording anything.

(29) What did the teacher accept about observations?

1 Students should not compare any notes.

2 People might notice different strengths of an effect.

3 Only identical descriptions could be discussed.

4 Every weak effect had to be called strong.

(30) What was important when students tested their signs?

1 Whether printing always matched a screen exactly.

2 Whether information stayed clear in its intended setting.

3 Whether every sign used the maximum number of colors.

4 Whether the design could avoid all spacing.

(31) What is the broader lesson?

1 Surprising examples are more useful than all later practice.

2 Only computer screens can show reliable colors.

3 A part's appearance can depend on its surrounding context.

4 Visual choices should never be explained with evidence.

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 provide recorded audio versions of reading passages alongside printed texts. Students can listen while following the words or use the recording after reading alone.

Audio can demonstrate pronunciation and the rhythm of sentences. It may also help some students follow a long passage more comfortably and review it without asking a teacher to read it repeatedly.

However, listening alone may not develop every reading skill. Students can miss spelling or sentence structure if they stop looking at the text, so recordings work best when their purpose is clearly explained.

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 schools should provide more audio versions of reading materials?

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。