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24回

完全オリジナル予想問題

■ 試験時間

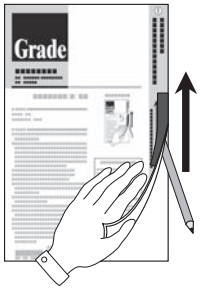
リーディング・ライティングテスト（85分）

※ 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 hall has a maximum (　　) of two hundred people. We cannot sell any more tickets.

1 capacity　　2 ceremony
3 curiosity　　4 courage

(2) It is (　　) to wear a helmet during the cycling lesson. Students cannot participate without one.

1 compulsory　　2 delightful
3 former　　4 unlikely

(3) The shop agreed to (　　) the price of the coat because a button was missing.

1 borrow　　2 lower
3 export　　4 appear

(4) The project has a clear (　　): to make the town center easier to walk around.

1 ingredient　　2 accident
3 portrait　　4 objective

(5) The students were asked to (　　) what would happen before they carried out the experiment.

1 distribute　　2 rescue
3 complain　　4 predict

1

(6) The workshop provides an (　　) to traditional methods of making paper.

1 imagination　　2 introduction
3 immigration　　4 interruption

(7) Please choose a password that is difficult for other people to (　　). Do not use your birthday.

1 guess　　2 forgive
3 replace　　4 donate

(8) The two paths eventually (　　) near the river, so it does not matter which one we take.

1 melt　　2 graduate
3 meet　　4 pretend

(9) The library has a large (　　) of books on gardening, from beginner guides to specialist studies.

1 infection　　2 permission
3 selection　　4 destination

(10) The manager listened (　　) while each worker explained the problem without being interrupted.

1 carelessly　　2 suddenly
3 accidentally　　4 patiently

1

(11) Aoi promised (　　) a kitchen schedule before the next club meeting.

1 checking　　2 to check
3 for checking　　4 check

(12) Aoi had a copy of a kitchen schedule (　　) into another language by a volunteer.

1 translated　　2 translating
3 translate　　4 to translate

(13) Aoi is responsible (　　) checking that every visitor has left the kitchen.

1 from　　2 for
3 at　　4 of

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

1 Although　　2 Because
3 Unless　　4 So that

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

1 where　　2 which
3 who　　4 whose

1

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

1 little　　2 each
3 enough　　4 much

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

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

2

A Repair Message with a Photograph

A community hall asked groups to report broken equipment by email. Messages such as "the chair is broken" often arrived without enough detail. Staff had to search several rooms or ask another question before acting. They created a short reporting form to (18). A useful report needed to identify the object and its location before discussing how it might be repaired. Different groups used the hall on different days, and the person reading a report might not know which room had hosted a particular class. Chairs and other items were sometimes moved between rooms. A precise location and a recognizable description would help staff avoid checking the wrong object.

The form asked for the room, a brief description, and a photograph if one could be taken safely. It also told users not to touch damaged electrical equipment just to get a better picture. (19), gathering information did not take priority over personal safety. A report without a photograph was still accepted when approaching the object would be risky.

Staff acknowledged reports and marked items that should not be used. They later added a message when repairs were complete. Users no longer had to guess whether anyone had seen their email. The new arrangement showed that maintenance communication (20). Reporting, making equipment safe, and explaining what happened were connected stages rather than isolated messages.

(18)

1 stop accepting reports about furniture
2 encourage users to repair every object themselves
3 make photographs more important than location
4 obtain the details needed to take action

(19)

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

(20)

1 was useful only for people who owned cameras
2 ended as soon as a user pressed send
3 required every broken item to remain available
4 worked better when it included a response and follow-up

2

The Walking Group That Slowed Down

A weekend walking group welcomed new members but kept the pace set by its most experienced walkers. Several beginners stopped attending after one visit. Organizers first thought the routes were too long. When they asked former participants, they found that some had enjoyed the distance but (21). Frequent pressure to catch up had made the experience unpleasant. The group had grown from a few friends who already knew one another's abilities. As more people joined, the old informal arrangements became harder to understand from outside. Leaders wanted to keep the friendly spirit while making expectations clear enough for someone attending without an experienced companion.

The group introduced two pace options on suitable routes. Both had a leader and a person walking at the back. The invitation explained the approximate speed and planned breaks rather than calling one route simply "easy." That word meant different things to different people. Clearer descriptions helped newcomers (22). Choosing a group became less dependent on guessing what regular members considered normal.

The organizers could not offer every option every week, so they published the schedule in advance. They also asked walkers to tell the leader if conditions felt unsafe. (23), the changes made participation more predictable without promising that every walk would suit everyone. Welcoming people required describing the actual experience, not merely placing an open invitation on a poster.

(21)

1 had refused to follow any planned route
2 could not understand the names of nearby towns
3 needed more time to walk comfortably
4 wanted to remove all breaks from the walk

(22)

1 decide which option fitted their needs
2 walk faster than the most experienced members
3 avoid speaking to any group leader
4 guarantee that no route involved effort

(23)

1 In contrast
2 Previously
3 Overall
4 By chance

3 A

From: Rose Baker <office@example.org>
To: Aoi Miura <club@example.org>
Date: December 15
Subject: The community kitchen session

Dear Aoi,

We can welcome your home economics class to the community kitchen on January 19. Please arrive at 9:45 a.m. so that everyone can wash their hands and put on aprons before the 10:00 start. The class will prepare a vegetable soup in small groups. Knives and other tools will be supplied, and students must use them only after the instructor's demonstration.

Please send a list of food allergies by January 5. We will confirm any ingredient changes before the visit. Students should bring a clean container if they want to take their soup home. The container must close securely; we cannot provide spare ones. Anyone without a suitable container can eat their portion in the dining area after the lesson. Please divide the class into four working groups before arrival. We will assign each group a station, and teachers should remain nearby during practical work. The instructor will explain where cleaned equipment should be returned.

The activity finishes at noon, followed by thirty minutes for eating and cleaning. Please arrange transport no earlier than 12:30 p.m. Cleaning is part of the class, and every group must leave its work surface ready for the next users. The fee includes ingredients and use of equipment, but it does not include transport to the center.

Best wishes,
Rose Baker

(24) What happens before students use the tools?

1 Every student buys a new knife.
2 The class leaves the building for lunch.
3 The groups prepare soup without supervision.
4 The instructor demonstrates their use.

(25) What if a student brings no suitable container?

1 The soup must be given to another class.
2 The student cannot join any part of the lesson.
3 The student can eat the soup in the dining area.
4 The center will always provide a spare container.

(26) Why should transport be arranged for 12:30 or later?

1 The cooking lesson begins at noon.
2 Students need time for eating and cleaning after cooking.
3 All allergy information is checked only after noon.
4 The center provides a free afternoon bus tour.

3 B

Why the Same Cup Was Not the Same Measure

A science club planned to compare how quickly different paper towels absorbed water. Groups brought cups from home and agreed to use "one cup" of water in each test. Their results differed so much that they could not tell which towel worked best. When they compared equipment, they discovered that their cups held different amounts. Using the same word had not ensured that they used the same quantity.

The teacher asked them to redesign the investigation. They used marked measuring containers, equal pieces of towel, and the same waiting time. They also agreed on what they meant by "absorbed": water held after a piece was lifted and allowed to drip for a set period. Defining the outcome mattered as much as measuring the starting amount. Without this agreement, one group might count water that another group allowed to run off.

The new tests produced more similar results, but differences remained. Students checked whether pieces were folded in the same way and repeated the experiment several times. Rather than choosing the most convenient result, they recorded the range. They also discussed limits: a test of plain water did not show how well a towel would clean every kind of spill. The investigation answered a narrower question than an advertisement claiming that one product was best for everything. Each group wrote its method clearly enough for another group to repeat. When a reader could not tell exactly when to lift the paper, the writers added a step. Explaining the method exposed another assumption before the class treated the comparison as finished.

The club presented its method alongside the results at the school fair. Visitors could see why the second comparison was more useful than the first. Students had learned that fairness in an experiment involved more than treating groups politely. It required common definitions, suitable measurements, and attention to the conditions being compared. Their first unsuccessful attempt had revealed a hidden assumption and helped them ask a question they could answer more clearly.

3 B

(27) What caused a major problem in the first test?

1 Every towel had been cut to the same size.

2 The cups contained different amounts of water.

3 No group recorded any result at all.

4 All groups used exactly the same measuring container.

(28) Why did students define "absorbed"?

1 They had already proved all towels were identical.

2 They wanted to avoid measuring the starting water.

3 They needed to measure the outcome in the same way.

4 They planned to test only the appearance of the cups.

(29) What did students do when results still differed?

1 They stopped recording the range of results.

2 They selected only the result they liked most.

3 They changed the definition after every measurement.

4 They checked conditions and repeated tests.

(30) What limit did the club recognize?

1 Visitors could not understand any experimental method.

2 A water test did not cover every kind of spill.

3 Advertisements always used exactly the same method.

4 A fair test could answer no question at all.

(31) What is the main lesson?

1 Reliable comparisons require shared definitions and controlled conditions.

2 An unsuccessful first attempt has no learning value.

3 Scientific fairness means only speaking politely to other groups.

4 Using the same everyday word guarantees equal quantities.

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 community centers offer short classes where adults and teenagers learn together. The courses may include practical activities such as cooking, drawing, or using everyday technology.

Mixed-age classes allow participants to share different experiences. A teenager may explain a digital tool while an older participant offers practical knowledge gained through years of work.

However, learners may need different speeds or kinds of explanation. Instructors must avoid assuming that age alone shows someone's ability and plan activities that give everyone a meaningful role.

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 community centers should offer more classes for different age groups together?

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。