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26回

完全オリジナル予想問題

■ 試験時間

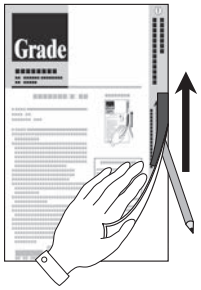
リーディング・ライティングテスト（85分）

※ 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 cafe's menu includes a wide (　　) of dishes suitable for people who do not eat meat.

1 variety　　2 permission
3 disaster　　4 identity

(2) A small (　　) of the visitors answered the survey, so the results may not represent everyone.

1 tradition　　2 destination
3 proportion　　4 ceremony

(3) We must (　　) the meeting room by six because another group has booked it for the evening.

1 advertise　　2 vacate
3 repair　　4 import

(4) The actor's performance was very (　　). The audience laughed throughout the play.

1 unnecessary　　2 remote
3 entertaining　　4 confidential

(5) The new signs should help (　　) accidents by warning drivers about the sharp bend.

1 announce　　2 compare
3 deserve　　4 prevent

1

(6) The manager gave us (　　) instructions, including the exact order of every task.

1 brief　　2 silent
3 wealthy　　4 detailed

(7) Please (　　) the invoice to your email so the office can check how much you paid.

1 attach　　2 succeed
3 hesitate　　4 melt

(8) The photographer waited for the (　　) moment when the bird opened its wings.

1 precise　　2 empty
3 patient　　4 annual

(9) The project received (　　) from local businesses, which provided both money and equipment.

1 pollution　　2 departure
3 confusion　　4 support

(10) The school encourages students to become more (　　) and make some decisions for themselves.

1 ancient　　2 invisible
3 independent　　4 guilty

1

(11) Sara decided (　　) an engineering worksheet again because the first version contained mistakes.

1 to complete　　2 completing
3 complete　　4 for completing

(12) Visitors (　　) to leave large bags outside the training center before entering yesterday.

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

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

1 on　　2 at
3 from　　4 into

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

1 unless　　2 although
3 until　　4 because of

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

1 where　　2 who
3 which　　4 whose

1

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

1 as short
2 the shortest
3 most short
4 shorter

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

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

2

An Email Worth Answering

A student group wanted a local engineer to answer questions about bridges. Their first email said only that they needed help with a project. After a week without a reply, they considered sending the same message again. Their teacher suggested reading it from the engineer's perspective. The message (18). A busy reader could not tell what responding would involve. They had found her name in a public article about a local construction project. The article gave a professional contact address, but no promise that she could advise a whole class. The students needed to make a request that could be considered realistically rather than assume that public contact details guaranteed unlimited availability.

The students wrote a shorter, more precise request. They introduced the project, included three questions, and explained that a brief written answer would be enough. They offered a reasonable deadline and said that declining was acceptable. (19), the engineer could judge the time required and decide whether she could help. Courtesy involved clarity as well as polite phrases.

The engineer replied to two questions and suggested a public resource for the third. The students thanked her and later sent a short account of how they had used the information. They learned that asking for help (20). A useful exchange respected the other person's time and continued after the requested answer had arrived.

(18)

1 required only a simple yes-or-no reply
2 contained three precise questions and a deadline
3 proved that the engineer disliked all students
4 did not explain the task clearly enough

(19)

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

(20)

1 ended before the students explained their purpose
2 included making a manageable request and acknowledging the response
3 required the recipient to answer every possible question
4 meant repeating a vague message until someone agreed

2

A Park Guide for Rainy Days

A visitor center displayed beautiful photographs of sunny walks in a national park. Travelers arriving in rain often asked what they could do safely. Staff realized that the display (　21　). It described an attractive visit without helping people adapt to ordinary changes in conditions. They decided to create a separate guide for wet days. Some travelers had booked accommodation months earlier and could not simply move their trip to a sunnier week. Others were visiting with children or people who preferred not to walk far. Staff wanted to offer useful choices without encouraging anyone to ignore closures or underestimate conditions on a wet surface.

The guide did not simply call every short path safe. Staff checked surfaces, slopes, and places where water collected. They included indoor exhibits and explained when even an easy route should be avoided. A short distance was not a guarantee of suitable conditions. These details helped visitors (　22　). They could choose with better information instead of assuming all walks were interchangeable.

The center reviewed the guide after storms and temporary closures. Printed copies carried a date and asked readers to check current notices. (　23　), the guide offered preparation without pretending to replace up-to-date local advice. Staff learned that useful information could remain encouraging while honestly describing limits and alternatives.

(21)

1 required all visitors to complete the longest walk
2 did not address the conditions many visitors actually faced
3 had already explained every wet-weather risk
4 showed that rain never occurred in the park

(22)

1 ignore current closures whenever a path was short
2 assess options rather than rely only on distance
3 assume all outdoor routes were safe in any weather
4 avoid asking staff about uncertain conditions

(23)

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

3 A

From: Adam Price <office@example.org>
To: Sara Fuji <club@example.org>
Date: September 22
Subject: The engineering careers afternoon

Dear Sara,

Your students are welcome at our engineering careers afternoon on October 18. Please arrive at the training center at 1:00 p.m. The first session is a discussion with three engineers, followed by small-group activities at 2:00. Students do not need advanced mathematics for these activities; the aim is to show different kinds of decisions engineers make in everyday work.

Please ask each student to bring one written question. We will collect these at the beginning and group similar questions to make good use of the discussion time. Students should bring notebooks, but calculators will be provided if needed. The center café will be closed, so anyone who needs a snack should bring one and eat it only during the break in the reception area. Students will move between a few rooms, so please keep personal bags small. We will provide a simple schedule on arrival. A teacher should remain with each group while the engineers explain the activities and answer questions.

Please send your final number by October 4. The afternoon finishes at 4:00 p.m. If your school bus must leave earlier, tell us when confirming numbers, and we will assign your students to an activity group that finishes first. We cannot change the order of all sessions on the day without advance notice.

Best wishes,
Adam Price

(24) What is the aim of the small-group activities?

1 To test advanced mathematics before admission.
2 To show practical decisions made by engineers.
3 To replace the initial discussion with an examination.
4 To recruit only students who own calculators.

(25) Why should students bring written questions?

1 Similar questions can be grouped for the discussion.
2 Only students with identical questions may attend.
3 The engineers will collect them after everyone leaves.
4 Questions will be sold in the center café.

(26) What if the school needs to leave before 4:00?

1 It should explain this when confirming numbers.
2 Students cannot attend any of the activities.
3 It must wait until the event day to mention it.
4 Every session will automatically be moved earlier.

3 B

The Tree with Two Different Sides

A school nature group examined the bark of trees near its sports field. One student noticed that the two sides of the same tree did not look identical. A patch of green growth covered part of one side, while the other appeared dry. The students wanted a quick rule that would explain every tree. Their teacher asked them first to record what they could actually see.

They drew simple outlines and marked shade, nearby buildings, and areas reached by water from a roof. They also noted whether the ground sloped toward the trunk. At first, they tried to compare trees of different kinds without recording their differences. The teacher helped them choose more similar examples and separate observations from possible explanations. A pattern was easier to discuss when the class knew which conditions had changed and which had remained roughly alike.

The students returned after different weather conditions. Some surfaces looked much darker immediately after rain, and a patch that seemed green from a distance contained several colors close up. They used photographs for comparison but included written notes because lighting changed the appearance of each image. They did not scrape off bark or remove growth to improve their view. The investigation could continue through observation without damaging the living objects being studied. The group used a shared observation sheet so that later visitors could understand the notes. Words such as "wet" or "dark" were explained with brief descriptions rather than left as private impressions. The aim was to make another person able to follow the comparison.

The final report offered several possible influences rather than one universal rule. The class had found useful differences within a small area, but its observations did not explain every tree in every place. Students suggested longer study and advice from someone with specialist knowledge. Their teacher valued the shift from a quick answer to a more precise question. Looking closely had made the familiar school grounds less simple and more interesting, while also showing how much remained to be learned.

3 B

(27) What started the investigation?

1 A plan to replace bark with artificial material.

2 The disappearance of every tree near the field.

3 A photograph taken in a distant forest.

4 Different appearances on two sides of one tree.

(28) How did the teacher improve the comparisons?

1 By helping students choose more similar examples.

2 By requiring photographs without any notes.

3 By replacing observations with a universal answer.

4 By asking them to ignore all surrounding conditions.

(29) Why were written notes used with photographs?

1 The class wanted to avoid returning after rain.

2 Lighting could change how the same surface appeared.

3 Every image had been taken from exactly the same angle.

4 Pictures could never show any useful detail.

(30) How did students protect the trees?

1 They cut every branch that created shade.

2 They removed all green growth before comparing.

3 They observed without scraping or removing material.

4 They replaced real trees with photographs permanently.

(31) What was a valuable outcome?

1 They found that familiar places could teach nothing new.

2 They no longer needed specialist advice.

3 Students developed more precise questions and recognized limits.

4 They proved a rule applying to every tree worldwide.

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 let students submit a short audio explanation with a project. The recording describes one important choice or difficulty rather than repeating the whole written report.

This gives teachers another way to understand a student's thinking. Some students can explain an idea more clearly by speaking, and recording may encourage them to reflect on how the work developed.

However, producing polished audio can take extra time. Teachers need clear assessment rules so that recording quality or access to expensive equipment does not matter more than the thinking being 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 students should sometimes explain projects using audio recordings?

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。