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30回

完全オリジナル予想問題

■ 試験時間

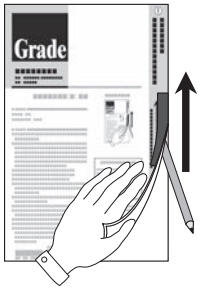
リーディング・ライティングテスト（85分）

※ 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 plan has several (　　), including lower costs and shorter travel times.

1 accidents　　2 advantages
3 injuries　　4 complaints

(2) The company will (　　) the results of the survey on its website next week.

1 punish　　2 forgive
3 publish　　4 escape

(3) The two proposals are (　　) different, even though they have similar titles.

1 fundamentally　　2 accidentally
3 politely　　4 annually

(4) We need to (　　) the total cost, including transport, before making a final decision.

1 decorate　　2 borrow
3 entertain　　4 calculate

(5) The volunteers showed great (　　) to the project, working every weekend for six months.

1 permission　　2 confusion
3 departure　　4 commitment

1

(6) The guide explained that the path was (　　) for beginners and did not require special climbing skills.

1 invisible　　2 ancient
3 violent　　4 suitable

(7) The new signs should (　　) visitors to find the exit more easily.

1 enable　　2 refuse
3 prevent　　4 disturb

(8) The team needs more (　　) before it can decide which design is best.

1 luggage　　2 evidence
3 scenery　　4 traffic

(9) The writer thanked her editor for making several useful (　　) about the final chapter.

1 destinations　　2 occupations
3 temperatures　　4 suggestions

(10) The museum plans to (　　) the exhibition for another month because it has been so popular.

1 extend　　2 refuse
3 borrow　　4 melt

1

(11) Rina decided (　　) a festival report again because the first version contained mistakes.

1 complete　　2 completing
3 to complete　　4 for completing

(12) Visitors (　　) to leave large bags outside the storage room before entering yesterday.

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

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

1 into　　2 at
3 from　　4 on

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

1 unless　　2 although
3 until　　4 because of

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

1 where　　2 whose
3 who　　4 which

1

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

1 the shortest　　2 most short
3 shorter　　4 as short

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

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

2

Instructions for the Next Team

A student festival committee worked for months and then left school at the end of the year. The next committee received photographs of the successful event but little practical advice. Members repeated several avoidable mistakes, including booking equipment too late. They realized that the photographs (18). A record of the result was different from a guide to the decisions that produced it. The outgoing committee had solved many problems through informal conversations that were never written down. Members remembered which arrangements mattered because they had lived through them together. The next team had no access to that shared experience and could not infer every useful lesson from pictures of the finished celebration.

The outgoing members were invited to explain three things they wished they had known earlier. The new team recorded deadlines, contact roles, and reasons behind important choices. It avoided keeping unnecessary personal details. (19), the notes remained useful without becoming a collection of private messages. The aim was to transfer knowledge, not copy every conversation.

After the next festival, the committee updated the guide with changes and marked which advice no longer applied. It did not assume that last year's solution would suit every future event. The project showed that handing over responsibility (20). A useful guide preserved experience while leaving space for the next team to question and adapt it.

(18)

1 showed success without explaining enough of the process
2 contained every booking deadline in clear order
3 proved that the new team needed no advice
4 could replace all contact with former members

(19)

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

(20)

1 required explaining decisions and keeping information current
2 meant following every old instruction without change
3 required saving personal details about all visitors
4 ended when attractive photographs had been shared

2

An Experiment Open to Visitors

A science club invited visitors to predict which of two paper shapes would fall more slowly. Members planned to announce the answer before demonstrating it. Their teacher suggested letting people make a prediction first. The club found that visitors paid closer attention when they (21). They wanted to compare what happened with an idea they had considered themselves. The shapes were made from equal pieces of paper, with one folded differently. Visitors could inspect them before choosing and were not expected to know any technical vocabulary. The club wanted the activity to encourage observation and explanation rather than become a test of whether a person already knew the expected result.

Members asked people to give a reason, but made clear that a wrong prediction was welcome. They released the shapes from the same height and repeated the trial. A result that differed slightly on one attempt became a chance to discuss air movement rather than hide an awkward moment. (22), visitors could see that an experiment involved method and variation, not simply a dramatic answer.

The display included instructions so another person could try the comparison later. It also described what the simple test could not establish. Members learned that explaining science to the public (23). Inviting a prediction was useful when followed by a fair test and a careful discussion, rather than used only to surprise an audience.

(21)

1 were prevented from asking any questions
2 had to agree with the strongest student
3 had made a prediction they could test
4 were told the result before seeing the shapes

(22)

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

(23)

1 meant keeping methods secret after the event
2 could involve visitors in reasoning as well as watching
3 required presenting one attempt as perfect proof
4 worked only when every visitor predicted correctly

3 A

From: David Moore <office@example.org>
To: Rina Hata <club@example.org>
Date: June 15
Subject: Returning equipment after the festival

Dear Rina,

Thank you for your work at the student festival. We are now arranging the return of equipment lent by the community center. Please bring the sound equipment to our storage room on July 3 between 10:00 a.m. and noon. Tables and chairs will be collected from your school by our driver that afternoon, so please do not transport them yourselves.

Check the equipment against the original list before returning it. Cables should be placed in the numbered bags they came in. If something is missing or damaged, tell us in advance rather than buying a replacement. We may have suitable spare parts, and some items need to be checked by a technician. You will not be asked to repair electrical equipment. Please keep a copy of your completed equipment check for your own records. Our staff will confirm the items received, and any unresolved question can then be discussed using the same list rather than relying only on memory.

Please email the name of next year's committee contact by June 26 if that person has already been chosen. If not, give a teacher's contact address instead. We will send a summary of this year's booking dates and return arrangements for future planning. The summary is advice, not a reservation; next year's team must still submit its own booking request.

Best wishes,
David Moore

(24) What should the school bring to the center?

1 Replacement items bought without discussion.
2 Only the original paper list.
3 All tables and chairs.
4 The sound equipment.

(25) What should the school do about damaged equipment?

1 Hide the damage inside numbered bags.
2 Inform the center before buying a replacement.
3 Remove it from the original list without comment.
4 Repair all electrical items itself.

(26) What does the planning summary mean for next year?

1 A new booking request will still be necessary.
2 Only the old committee can use the center.
3 All equipment is automatically reserved.
4 A teacher's address can never be used as a contact.

3 **B**

The Project That Continued after Graduation

A student club in the fictional town of Fairbrook had maintained a small community website for three years. It listed local events and explained how to join volunteer activities. When the oldest members prepared to graduate, they planned to hand over passwords and a folder of finished pages. A younger member asked how they decided which notices to accept and what happened when an event changed. The finished pages did not answer these questions.

The club began documenting its decisions. Members wrote simple criteria for relevant events, a checking process for dates and contact details, and a way to remove outdated information. They also explained who should be asked before publishing a photograph. The guide did not include every private conversation from the club's history. It focused on knowledge the next team needed to act responsibly, while protecting information that did not need to be passed on.

Before graduation, the younger team practiced updating a page while the older members watched and answered questions. Several hidden assumptions became clear. A file name made sense only to its original writer, and one contact address would stop working after the school year. The club corrected these problems and arranged for a teacher to remain an official contact. Testing the handover revealed gaps that a folder of instructions alone had not exposed. The practice session included an imaginary cancellation, requiring the team to change a date and explain the update. Following a normal task was not enough to test every responsibility. A realistic problem helped reveal who would make decisions when routine instructions no longer applied.

The following year, the new team changed the design and added a different kind of event. They kept the checking process but revised the guide when circumstances changed. The older members saw this as successful continuity, not a failure to preserve their exact work. The project lasted because essential responsibilities were understood and new members could make informed decisions. Handing over a shared activity meant passing on the ability to maintain and improve it, rather than asking the next group to copy the past forever.

3 B

(27) What was missing from the planned handover?

1 Students willing to ask practical questions.

2 A website about local activities.

3 An explanation of decisions behind the published pages.

4 Any finished pages or passwords.

(28) What did the guide focus on?

1 Keeping all outdated events visible.

2 Necessary knowledge for responsible action.

3 Every private conversation from three years.

4 Publishing photographs without permission.

(29) What did the practice update reveal?

1 That every old address would work forever.

2 That a folder could expose every problem without use.

3 That the younger team needed no instructions.

4 Unclear file names and a contact address that would expire.

(30) How did the new team use the guide?

1 It refused to change any old design.

2 It kept useful checks and revised information when needed.

3 It used the guide instead of making any decisions.

4 It removed every responsibility for accuracy.

(31) What made the project continue successfully?

1 All questions were postponed until after graduation.

2 Every page was copied unchanged forever.

3 New members could maintain and improve it with informed decisions.

4 Only the oldest students understood the process.

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 ask older students to prepare short guides for students taking over clubs. The guides describe regular tasks, useful contacts, and problems that earlier members encountered.

This can save new members time and prevent avoidable mistakes. It also encourages experienced students to reflect on which parts of their work matter most and explain the reasons for important decisions.

However, old advice can become unsuitable when conditions change. New members need opportunities to ask questions and update the guide, rather than treating every earlier suggestion as a permanent rule.

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 prepare guides for the next members of their clubs?

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。