2026 ORIGINAL

Grade 2

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2級 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

2 級

第20回

完全オリジナル予想問題

■ 試験時間

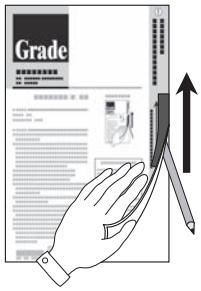
リーディング・ライティングテスト（85分）

※ 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2級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，この問題冊子を開いてはいけません。**
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（マークシート）に記入してください。解答用紙以外に記入した解答は，すべて無効となります。問題冊子にはメモをしてもかまいませんが，後で解答用紙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一切受けつけません。
5. 不正行為をした場合は，答案は無効となります。
6. 他の受験者に迷惑をかける行為を禁じます。
7. この問題冊子にはリスニングテストを収録していません。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. 携帯電話などは必ず電源を切ってカバンにしまい，絶対に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. 携帯電話などの着信音・バイブ音，その他試験を妨げる音を発生させた場合は，失格とすることがあります。
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. 本教材を無断で複製・再配布・販売することを禁止します。学習・授業の範囲で利用してください。本教材は公式の英検問題ではありません。

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2級の形式を参考

問題冊子を開く前に確認

WISH×AI 英検LAB
非公式教材

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。

1 短文の語句空所補充

次の(1)から(17)の空所に最も適切な語句を1〜4から選びなさい。

(1) The staff had to ( ) the damaged bridge before allowing people to cross.
1 encourage 2 inspect 3 publish 4 invent

(2) Students were ( ) to join the workshop because space was limited.
1 permitted 2 required 3 relieved 4 invited

(3) Our town will ( ) a new online system for reporting broken streetlights.
1 introduce 2 refuse 3 borrow 4 repair

(4) The instructions were so ( ) that even beginners could follow them.
1 reliable 2 distant 3 clear 4 temporary

(5) Several local businesses agreed to ( ) the art festival with small donations.
1 prevent 2 reduce 3 support 4 divide

(6) We had to ( ) our plans when the museum unexpectedly closed.

1 pretend 2 adjust 3 admit 4 describe

(7) The engineer offered a ( ) explanation of how the machine worked.

1 crowded 2 fragile 3 unusual 4 detailed

(8) Please ( ) your tickets until you leave the concert hall.

1 keep 2 attract 3 produce 4 compare

(9) The new bike lanes are expected to ( ) traffic in the city center.

1 borrow 2 expand 3 refuse 4 ease

(10) The research team made an ( ) discovery while examining old photographs.

1 ordinary 2 exact 3 unexpected 4 entire

(11) The school decided to ( ) the trip because of the approaching storm.
1 collect 2 postpone 3 restore 4 identify

(12) All visitors must ( ) the safety guidelines during the tour.
1 follow 2 predict 3 invent 4 affect

(13) We were ( ) to learn that the missing documents had been found.
1 private 2 relieved 3 distant 4 steady

(14) The speaker ( ) the importance of asking questions during a lesson.
1 exchanged 2 prevented 3 decorated 4 emphasized

(15) The company will ( ) the survey results on its website next week.
1 protect 2 recognize 3 publish 4 consume

(16) The children took ( ) in preparing meals for the neighborhood event.

1 part 2 place 3 care 4 turn

(17) The city has ( ) funds to repair the public swimming pool.

1 hesitated 2 allocated 3 escaped 4 disappeared

2 長文の語句空所補充

次の英文を読み、(18)から(23)に当てはまる語句を選びなさい。

Mapping Safer Neighborhoods

After several unusually heavy storms, residents of Eastbay realized that many people did not know which streets flooded first. Some families relied on old paper maps, while others followed routes suggested by phone applications that did not show temporary road closures. A group of volunteers proposed creating a neighborhood safety map based on information collected by residents themselves. Their aim was to (18) before another severe storm arrived. Rather than marking only official shelters, they wanted to include steep paths, low bridges, and places where people might need extra help. The local council agreed to lend meeting space but asked the volunteers to check every report carefully.

To collect information, the group held walking surveys on weekends. Volunteers photographed drains, measured the distance between shelters and homes, and spoke with people who had experienced flooding. Some older residents described routes that had remained safe during earlier storms. Others pointed out entrances that were difficult for wheelchair users. (19), the first version of the map included features that had been missing from official tourist maps. Teachers invited students to participate as well, but asked them not to enter dangerous areas or publish anyone’s private address.

Before sharing the map online, the team worked with emergency officials to check its accuracy. They discovered that a school gym shown as a shelter would be closed for repairs during the summer. The volunteers corrected this detail and printed copies for residents without internet access. They also set up a method for receiving updates after each storm. Organizers emphasize that the map cannot predict every emergency; it is a tool that should be used together with official warnings. The project has helped neighbors (20) while making practical information easier to find.

(18)

1 replace all weather forecasts 2 close every public road 3 improve local preparation 4 make emergency warnings unnecessary

(19)

1 On the contrary 2 For the first time ever 3 In spite of that 4 As a result

(20)

1 share reliable knowledge 2 avoid working together 3 ignore changing conditions 4 keep warnings secret

Buildings That Breathe

Keeping buildings comfortable can require large amounts of electricity, especially in places with hot summers. Air conditioners are useful, but some designers are also examining ways to move air through buildings naturally. In a school in the fictional town of Cedarhill, architects studied where wind entered classrooms and where warm air became trapped. They hoped to (21) without making rooms uncomfortable for students. Their plan included carefully positioned windows, shaded corridors, and openings near the roof. When warm air rises and leaves through high openings, cooler outdoor air may enter below.

The project began with small experiments. Sensors measured temperatures in different rooms, and teachers recorded when students felt too hot or cold. Designers found that opening every window at once was not always helpful. In one classroom, a strong afternoon wind blew papers from desks, while another room had almost no movement of air. The architects therefore tested several window positions and installed simple controls so teachers could adjust them. They also planted trees near the west-facing walls to reduce direct sunlight during the hottest hours.

After the changes, the school used less electricity for cooling on mild days. (22), air conditioning was still necessary during heat waves and on days when outdoor air was unhealthy. Researchers stressed that natural ventilation should not be treated as a complete replacement for mechanical systems. It works best when weather conditions, the shape of a building, and the needs of the people inside are all considered together.

The experience encouraged other schools to examine their own buildings before paying for expensive changes. Some older buildings have windows that cannot safely be opened, and busy roads may bring noise or pollution indoors. Designers recommend collecting data across seasons instead of assuming that a single arrangement will work everywhere. They argue that energy savings depend on (23) as well as thoughtful design. Small adjustments can make a difference, but reliable results require continued observation.

(21)

1 remove every window in the school 2 reduce the need for cooling energy 3 stop students from entering 4 make outside temperatures rise

(22)

1 For this reason alone 2 Similarly to the past 3 However 4 Above all else

(23)

1 the color of a school uniform 2 closing every opening 3 advertising the building 4 careful testing and regular use

3 長文の内容一致

英文を読み、(24)から(31)の質問に対する最も適切な答えを選びなさい。

A Young Scientists Presentation

From: Daniel Kim <daniel@hillcrest.example>
To: Ms. Parker <events@discoverycenter.example>
Date: August 3
Subject: Student presentation at the science center

Dear Ms. Parker,

I lead the science club at Hillcrest Secondary School. This year, our members have been studying how different materials affect the temperature of small model houses. They tested cardboard, wood, and recycled insulation and compared the results on sunny afternoons. We would like to explain our methods and findings to younger students in the community. I noticed that your science center offers short presentations by local groups, and I am writing to ask about taking part in the autumn program.

Would it be possible for our six club members to give a twenty-minute presentation on Saturday, September 26? We would bring posters and two small models, but we would need a table, an electrical outlet, and a screen for slides. None of the demonstrations uses fire or dangerous chemicals. Our teacher, Ms. Ruiz, would accompany us and remain responsible for the equipment throughout the visit.

We hope the presentation can be free for visitors, although we understand that the center may charge its usual admission fee. We would be happy to answer questions afterwards and to provide our slides in advance. Could you also tell us whether the presentation room is accessible to visitors using wheelchairs? We need to confirm our school transportation by August 21. If September 26 is unavailable, an afternoon during the following week would also be possible.

Thank you for your time.
Sincerely,
Daniel Kim

(24) Why is Daniel contacting the science center?

1 To request a chance to present a school project. 2 To purchase materials for model houses. 3 To register for a professional examination. 4 To borrow a bus for the whole school.

(25) What does the club need the center to provide?

1 A laboratory with dangerous chemicals. 2 Six new computers for every member. 3 A large outdoor cooking area. 4 A table, power supply, and screen.

(26) Why does Daniel ask for a reply before August 21?

1 The experiment ends that morning. 2 The school must arrange transportation. 3 The center is closing permanently. 4 The students will move to another city.

Bringing a River Back to the City

For decades, the narrow Greyfield River flowed through a concrete channel behind shops and apartment buildings. The channel had been built to carry floodwater away quickly, but it left few places for plants and animals to live. During dry months, the river was often little more than a shallow stream surrounded by bare walls. When the city proposed renewing an old riverside road, a local environmental group suggested that officials also consider improving the river itself. Rather than covering the water completely, the group wanted to make it a healthier part of the neighborhood.

The proposal faced several challenges. Engineers explained that removing all the concrete could increase the risk of flooding during sudden storms. Shop owners worried that construction would reduce access for customers. The city therefore began with a short section of river near a public park. Workers replaced one steep wall with a gently sloping bank and created shallow areas where native plants could grow. A path for pedestrians was placed above the expected flood level, and signs explained why certain spaces were not open to visitors.

Researchers observed the site before and after the work. Water quality improved slightly after rubbish was removed, and insects began to appear around the new plants. Several species of birds were seen searching for food along the bank. However, the changes did not produce immediate results everywhere. Heavy rain sometimes washed soil from newly planted areas, and volunteers had to replace damaged vegetation. The team also tested the water regularly because pollution from roads could still enter through drains.

Public opinion changed gradually. At first, many residents questioned why money was being spent on a small section of river while other streets needed repairs. After a year, nearby schools started using the path for nature lessons, and older residents visited it for short walks. Businesses appreciated the additional foot traffic, although the construction period had been difficult. Officials published both the positive findings and the remaining problems instead of describing the work as an immediate success.

The Greyfield experiment suggests that improving urban waterways requires more than planting greenery. Cities must protect people from floods, maintain new habitats, and listen to those who use surrounding streets. Some locations may remain unsuitable for major changes, while others could benefit from modest improvements. By testing small projects and measuring their results, planners can learn which approaches are likely to work elsewhere. The aim is not to return the river to an imagined past but to make it more useful and resilient today.

(27) Why had the Greyfield River been placed in a concrete channel?

1 To provide space for a new railway. 2 To prevent people from seeing the water. 3 To carry floodwater away quickly. 4 To make the river deeper for large ships.

(28) Why did the city begin with only a short section?

1 Engineers and local businesses had practical concerns. 2 No one supported improving the river. 3 The rest of the river had already been restored. 4 The city had decided to cover the entire river.

(29) What did researchers observe after the work?

1 All pollution disappeared immediately. 2 Every bird species returned to the city. 3 The river never flooded during heavy rain. 4 Some insects and birds began using the new habitat.

(30) What happened to public opinion over time?

1 Residents stopped visiting the area. 2 More people recognized the value of the improved area. 3 Businesses demanded an immediate closure. 4 Schools refused to use the path.

(31) What is the main lesson of the Greyfield project?

1 Every concrete channel should be removed at once. 2 Planting flowers eliminates all flood risks. 3 River restoration requires testing, maintenance, and community input. 4 Public discussions are less useful than quick decisions.

4 ライティング（英文要約）

次の英文を読み、その内容を45〜55語の英語で要約しなさい。

Many schools have begun lending small electronic devices, such as tablets and cameras, to students who need them for particular assignments. Instead of asking every family to buy equipment that may be used only occasionally, schools keep shared collections and allow students to reserve items for short periods.

These programs can make learning resources more accessible and reduce unnecessary purchases. Students may also try unfamiliar technology before deciding whether they need it. Teachers report that shared devices help groups complete creative projects together.

However, the equipment must be cleaned, updated, and repaired regularly. Devices may be damaged or returned late, and schools need clear rules for protecting personal information. Without trained staff and reliable funding, maintaining a lending system can become difficult.

MEMO

5 ライティング（英作文）

次のTOPICについて、あなたの意見と理由を2つ、80〜100語の英語で書きなさい。

TOPIC

Do you think cities should create more public places where teenagers can study after school?

POINTS

Access / Costs / Community

MEMO