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28回

完全オリジナル予想問題

■ 試験時間

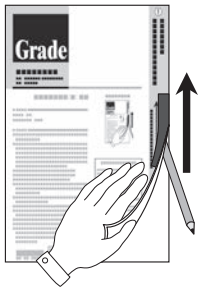
リーディング・ライティングテスト（85分）

※ 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 museum will ( ) its new exhibition to the public next Friday.
1 borrow 2 introduce 3 interrupt 4 reduce

(2) The instructions were too ( ) for first-time users to understand.
1 formal 2 generous 3 familiar 4 complicated

(3) The town hopes to ( ) more tourists by improving its walking paths.
1 attract 2 depend 3 remove 4 divide

(4) Mina felt ( ) when she learned that her missing wallet had been returned.
1 furious 2 nervous 3 relieved 4 curious

(5) The research team needs ( ) evidence before reaching a conclusion.
1 ordinary 2 crowded 3 reliable 4 temporary

(6) A: Have you finished your report? B: Almost. I just need to ( ) the final paragraph.

1 look after 2 go over 3 turn down 4 give away

(7) The company decided to ( ) its delivery service to smaller towns.

1 refuse 2 exchange 3 predict 4 expand

(8) The old photograph was so ( ) that we could barely recognize the faces.

1 faded 2 accurate 3 familiar 4 bright

(9) Volunteers were asked to ( ) the safety rules before the event began.

1 invent 2 ignore 3 destroy 4 review

(10) Some plants can ( ) in dry conditions without much water.

1 disappear 2 disagree 3 survive 4 arrange

(11) The school has ( ) a new rule to reduce food waste in the cafeteria.
1 put out 2 introduced 3 taken off 4 broken into

(12) The speaker gave a ( ) explanation supported by several examples.
1 convincing 2 narrow 3 silent 4 distant

(13) The train was delayed because of an ( ) problem with the signals.
1 independent 2 unexpected 3 ancient 4 official

(14) We should ( ) the costs carefully before choosing a contractor.
1 remove 2 complain 3 repair 4 compare

(15) The scientist tried to ( ) the reason for the change in temperature.
1 prevent 2 announce 3 identify 4 borrow

(16) The project was successful ( ) the limited amount of money available.

1 despite 2 unless 3 because 4 instead

(17) Students are encouraged to ( ) in local volunteer projects.

1 recover 2 participate 3 persuade 4 deliver

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。

Making Local Videos Accessible

At many community museums, short videos introduce local history or explain how objects were used in the past. However, these videos are not always useful to everyone. People who cannot hear clearly may miss important information, and visitors who are learning the local language sometimes struggle to follow fast speech. To address these problems, the Harbor Cultural Center started a project in which volunteers add subtitles to its collection of educational films. The goal is to make the information easier for more people to understand.

Before starting, volunteers attend workshops led by a specialist in accessible media. They learn that subtitles must be more than a written copy of every sound. For example, they may need to (18) so that viewers can follow the action without becoming confused. The team also checks whether names and historical terms are spelled correctly. Some volunteers translate the subtitles into other languages, while others test them on small screens to ensure that they remain readable.

The work requires patience. A five-minute film can take several hours to prepare, especially when speakers talk over one another. As a result, the center began with its most popular videos rather than trying to complete everything at once. The project has also brought unexpected benefits: older residents have helped explain unfamiliar expressions in recorded interviews. Organizers hope that the project will (19) by allowing more visitors to learn independently. They also plan to invite schools to use the finished films, provided that (20).

(18)

1 turn off all written explanations 2 replace the video with background music 3 describe important sounds and identify speakers 4 remove every historical name

(19)

1 reduce the number of museum visitors 2 prevent volunteers from learning new skills 3 replace the exhibits with computers 4 make the collection more accessible

(20)

1 the materials can be used with clear permission 2 every visitor purchases new equipment 3 the videos are never updated again 4 students agree to stop asking questions

Learning from the Trees in Our Forests

Forests change gradually, but it can be difficult to notice those changes during a single visit. A tree may grow only a small amount in a year, while changes in rainfall or temperature may affect an entire area over several decades. Researchers therefore use long-term records to understand the health of forests. In the small town of Pinebrook, a university has recently invited residents to help collect such records in a nearby woodland.

The volunteers visit marked trees four times a year. They measure the trunks, photograph the leaves, and note when flowers appear. Because different people take measurements, the organizers provide clear instructions and simple tools. Participants are asked to (21) rather than estimating measurements by eye. The information is entered into a shared database, where researchers can compare changes from season to season. Children also participate, which has made the program popular with local schools.

However, collecting a large amount of information does not automatically produce useful scientific results. Volunteers sometimes record the wrong tree number or forget the date of an observation. To reduce such mistakes, staff members review photographs and contact participants when an entry seems unusual. (22), the researchers encourage everyone to report observations even when a tree looks unchanged. Those ordinary records may become valuable when compared with data collected many years later.

The project has already helped residents notice how forests respond to extreme weather. After a particularly dry summer, volunteers found that leaves on some trees had fallen earlier than usual. Scientists cautioned that one season was not enough to establish a clear trend. They will continue collecting information before making strong claims. The university hopes that these records will (23) and help the town make informed decisions about protecting its woodland.

(21)

1 copy numbers from another participant 2 use the same measuring method each time 3 avoid writing down the date 4 choose only the largest trees

(22)

1 For this reason 2 In contrast 3 In addition 4 On the contrary

(23)

1 remove the need for future research 2 guarantee that droughts will never occur 3 make every tree grow at the same speed 4 support future environmental planning

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 Student Robotics Demonstration

From: Hannah Ortiz <hortiz@elmwoodschool.example>
To: Dr. Malik <programs@cityuniversity.example>
Date: May 8
Subject: Questions about the robotics demonstration

Dear Dr. Malik,

I am a science teacher at Elmwood Secondary School. Our students have been preparing small robots that can sort recyclable materials by color. We heard about the student demonstration day at City University on June 18, and our team would like to take part. The activity would be a valuable opportunity for the students to share their designs and receive suggestions from university researchers.

Seven students and two teachers would attend. We can bring our own laptops and robots, but we need a table and an electrical outlet to operate the equipment. Some robots make a quiet mechanical noise, so I would also appreciate information about whether sound restrictions apply. In addition, one student uses a wheelchair. Could you tell us whether the exhibition room has an accessible entrance and enough space between the tables?

Our principal must approve the trip before the end of May, so a reply by May 22 would be extremely helpful. Please let us know if there is a fee or a separate application form. We are happy to send photographs of the robots in advance if that would assist your planning. Thank you for considering our request.

Sincerely,
Hannah Ortiz

(24) Why does Hannah want her students to join the event?

1 To receive feedback on their robots. 2 To sell new computers to visitors. 3 To replace equipment in their classrooms. 4 To take part in a university entrance examination.

(25) What does Hannah ask about the exhibition room?

1 Whether visitors can bring pets. 2 Whether students must wear uniforms. 3 Whether food can be sold nearby. 4 Whether it is accessible and has enough space.

(26) Why does Hannah request an answer by May 22?

1 The demonstration ends that day. 2 The principal must approve the trip. 3 The robots will be sold on that date. 4 The university will close permanently.

Keeping Historic Bridges Safe

Old bridges are often more than convenient ways to cross a river. They may remind residents of important events, traditional building methods, or the growth of a town. Some bridges have been used for more than a century, and visitors travel to see their unusual designs. Yet age also creates problems. Metal parts can rust, wooden sections may weaken, and modern vehicles are sometimes heavier than those the bridges were designed to carry. Communities therefore face a difficult question: how can they protect historic structures without putting people at risk?

In Brookford, engineers recently examined a stone bridge built in the nineteenth century. Small cracks had appeared near its supports, and heavy rain sometimes washed soil away from the riverbank. The town invited historians as well as engineers to study the structure. Historians explained which features were historically significant, while engineers investigated the sources of damage. Their collaboration helped officials decide which repairs were necessary and which parts should remain untouched.

The town considered replacing the bridge completely, but many residents opposed that idea. Instead, officials limited heavy traffic and built a newer crossing nearby. They repaired damaged drainage channels and installed sensors that measure slight movements in the old bridge. The sensors cannot prevent all accidents, but they can alert staff when changes require a closer inspection. Walking tours continue to use the historic bridge, although large crowds are restricted during maintenance.

Preservation projects also require ongoing funding. Initial repairs may receive public support, but regular inspections and cleaning often attract less attention. Brookford created a small education program to explain why maintenance matters. Schools visit the bridge to learn about construction materials and river geography, and volunteers help keep nearby paths clean. Tourism businesses have agreed to contribute a portion of certain event fees to a maintenance fund.

Experts emphasize that preserving history should never mean ignoring new information about safety. If monitoring reveals serious damage, access may need to be reduced temporarily. Brookford’s experience suggests that preservation works best when engineers, historians, businesses, and residents share responsibility. The aim is not to freeze a bridge in the past, but to allow future generations to understand it while using the surrounding area safely.

(27) Why can historic bridges become unsafe?

1 They are always used only by tourists. 2 They are never located near water. 3 Age and modern traffic can damage them. 4 All of them were originally made of plastic.

(28) What did historians contribute to the Brookford project?

1 Information about valuable original features. 2 A plan to remove every old stone. 3 A decision to stop all education programs. 4 New cars designed for narrow roads.

(29) What action did Brookford take instead of replacing the old bridge?

1 It permitted unlimited heavy traffic. 2 It installed a large shopping center on it. 3 It stopped all riverbank repairs. 4 It restricted heavy vehicles and built another crossing.

(30) What is mentioned as a challenge for preservation?

1 Schools refuse to learn about history. 2 Regular maintenance needs continuing financial support. 3 Tourists never visit historic structures. 4 Sensors make all repairs unnecessary.

(31) What is the main point of the passage?

1 Historic bridges should be kept open without inspections. 2 Building new roads always destroys a town’s identity. 3 Cooperation and safety monitoring are essential to preservation. 4 Only engineers should make decisions about local history.

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。

In some cities, public libraries have begun lending musical instruments to residents. Instead of buying an expensive guitar or keyboard, members can borrow one for a short period. The programs are especially useful to people who want to try playing music before deciding whether to take formal lessons.

Supporters say the service makes music education more affordable. Some libraries also arrange beginner workshops and small concerts, allowing participants to meet others with similar interests. Children who do not have instruments at home can practice, while adults may discover a new hobby.

However, instruments require careful maintenance, and repairs can be costly. Libraries must explain how to handle borrowed items and decide what to do when equipment is returned damaged. Demand may also exceed supply, creating waiting lists. Organizers need fair borrowing rules and reliable funding to maintain the service.

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 schools should offer more lessons about preserving local history?

POINTS

Community / Education / Cost

MEMO