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4回

完全オリジナル予想問題

■ 試験時間

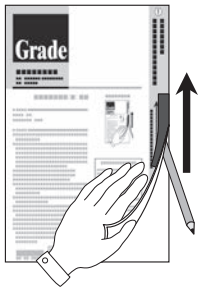
リーディング・ライティングテスト（85分）

※ 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)〜(17)の空所に入れる最も適切な語句を、1〜4から一つ選びなさい。

(1) The historical society plans to ( ) several old letters before they become too fragile to handle.

1 digitize　　2 consume

3 estimate　　4 disturb

(2) The company apologized for the ( ) in delivering medicine to the remote village.

1 delay　　2 achievement

3 request　　4 balance

(3) The students had to ( ) their original plan when the outdoor event was moved indoors.

1 borrow　　2 ignore

3 adjust　　4 support

(4) The volunteers were ( ) to discover that the old map was still in good condition.

1 separate　　2 surprised

3 ordinary　　4 responsible

(5) A: Will our interview be published online? B: Only if you give us your ( ).

1 attention　　2 direction

3 permission　　4 receipt

(6) A narrow path ( ) the two villages before a modern road was built.

1 measured　　2 treated

3 connected　　4 repaired

1 短文の語句空所補充

(7) The chef tried to ( ) food waste by using vegetables that were still fresh but looked unusual.

1 produce　2 reduce
3 cause　4 ignore

(8) The guide spoke slowly to make sure the international visitors could ( ) the instructions.

1 predict　2 discover
3 understand　4 represent

(9) The library will ( ) a workshop on repairing clothes next month.

1 divide　2 hold
3 avoid　4 cancel

(10) The manager asked the team to ( ) the results of the survey before making a decision.

1 transfer　2 analyze
3 imagine　4 interrupt

(11) The artist used natural materials to create a ( ) sculpture that would disappear after the exhibition.

1 valuable　2 temporary
3 annual　4 steady

(12) The new signs are intended to ( ) visitors toward the safer walking path.

1 blame　2 replace
3 guide　4 confuse

1 短文の語句空所補充

(13) The local radio station offers news updates in several languages to ( ) more residents.

1 punish　　2 hide

3 reach　　4 remove

(14) The team hopes the new system will make the reservation process more ( ).

1 efficient　　2 crowded

3 injured　　4 distant

(15) The article ( ) the importance of checking facts before sharing information online.

1 delays　　2 removes

3 emphasizes　　4 forbids

(16) Students should wear ( ) clothing when they help clean the riverside after the rain.

1 appropriate　　2 expensive

3 difficult　　4 ancient

(17) The director promised to ( ) the museum’s collection for future generations.

1 mislead　　2 preserve

3 reject　　4 overlook

2 長文の語句空所補充 A

Voices from an Old Radio Studio

A coastal town once had a small radio station that broadcast interviews with fishermen, musicians, and shop owners. When the station closed, dozens of recorded programs were placed in cardboard boxes. Years later, a group of university students found that many of the tapes were beginning to lose their quality. Some could no longer be played on ordinary equipment. The students asked local historians for help because they wanted to ( ) rather than allow the recordings to disappear.

The project did not begin with computer work. First, specialists examined the condition of each tape and cleaned equipment that might damage it. Students then made digital copies and wrote down the names of speakers, the dates, and the subjects discussed. In several interviews, older residents remembered events differently. ( ), the researchers kept more than one account instead of changing a recording to match a single version of the past. They added short notes to explain where the accounts disagreed.

Making material available online raised further questions. Some recordings mentioned people who had not agreed to have their private lives discussed in public. The students therefore contacted speakers or their families when possible and asked permission before publication. Some recordings were made available only to researchers. The historians explained that ( ) mattered as much as preserving the sounds themselves. The archive now provides visitors with a way to hear local voices while showing that responsible historical research involves choices about privacy and accuracy.

(18) What was the students' main goal?

1 make their own entertainment program
2 change the station's business model
3 buy new radios for the village
4 preserve local people's recorded voices

(19) Why did the researchers keep different accounts of an event?

1 Therefore
2 By comparison
3 For instance
4 Nevertheless

(20) What was as important as preserving the recordings?

1 shortening every interview
2 selling the equipment
3 respecting the privacy of people involved
4 increasing ticket prices

2 長文の語句空所補充 B

A Second Life for Old Clothes

Every year, families throw away clothing that no longer fits, even when the material is still strong. A youth center in Northport wanted to reduce this waste. Instead of asking people simply to donate unwanted clothes, the center offered workshops where visitors could learn to repair them. Participants brought jackets, school bags, and shirts with small tears. They discovered that ( ) could make many of these items useful again.

At first, the center invited an experienced tailor to teach basic techniques. Visitors learned how to replace buttons and strengthen weak seams. Later, volunteer students helped people practice on inexpensive pieces of fabric before working on their own clothes. Some participants had never held a needle before. ( ), the organizers created a separate table where beginners could receive individual instructions and ask questions without feeling rushed.

The workshops became popular, but collecting and storing donated material took more space than expected. The center also realized that not every damaged item could be repaired safely. Old helmets and certain protective clothing, for example, may not work properly after serious damage. Organizers therefore introduced clear rules about what volunteers would and would not repair. They explained that the project was not about saving every object at any cost. Its real purpose was to ( ), while helping residents make sensible decisions about when an item should be replaced.

(21) What did participants learn about damaged clothing?

1 overnight deliveries　　2 simple sewing

3 expensive advertisements　　4 new museum tickets

(22) Why did organizers set up a table for beginners?

1 In contrast　　2 For example

3 Meanwhile　　4 For this reason

(23) What was the project’s real purpose?

1 spread practical repair skills　　2 avoid teaching young volunteers

3 repair every damaged object　　4 collect as many helmets as possible

3 長文の内容一致 A

以下のEメールを読んで、設問に答えなさい。

From: Sofia Martin <sofia@elmclub.example>
To: Mr. James Walsh <jwalsh@riverpark.example>
Date: March 6
Subject: Request to use the riverside learning trail

Dear Mr. Walsh,
My name is Sofia Martin, and I help organize outdoor activities for the science club at Elm High School. We would like to bring a group of students to the learning trail in River Park on Friday, April 17. Our students are preparing a project about how insects and plants change during spring. We hope to observe the area without disturbing wildlife and share what we learn at a school exhibition in May.

Our group will include twenty-two students and two teachers. We plan to arrive at ten in the morning and leave before three. We will carry notebooks and cameras, but we will not collect plants or insects. A teacher told us that the trail has a small outdoor classroom. If possible, we would like to use this space for a short discussion and to eat packed lunches. We can bring bags for all of our rubbish.

Could you tell us whether school groups must register in advance? I would also like to know if any part of the trail is closed for restoration work this spring. Several students use wheelchairs, so information about accessible paths would be especially helpful. We will make our final travel arrangements on March 20. If you could reply before that date, we would have time to choose another route if necessary.

Thank you for your advice and for the work your team does to protect River Park.
Sincerely,
Sofia Martin

3 A 設問（24）～（26）

(24) What is the main purpose of the school visit?

1 To repair the classroom roof
2 To collect insects for sale
3 To organize a sports competition
4 To observe seasonal changes for a project

(25) What would the group like to do in the outdoor classroom?

1 Hold a discussion and eat lunch
2 Leave cameras overnight
3 Display a permanent exhibition
4 Build new benches

(26) Why does Sofia ask about accessible paths?

1 The school bus is too large
2 Students want to collect plants
3 The teachers plan to cycle
4 Some students use wheelchairs

3 長文の内容一致 B

Making Museum Information Easier to Hear

Museums traditionally explain their collections through signs placed beside objects. These signs are useful for many visitors, but they can be difficult to read for people with limited vision. Some museums now offer audio guides that describe exhibitions through recorded speech. A well-designed guide does more than repeat the words on a sign. It may explain the size, shape, and position of an object so that listeners can form a clearer mental picture.

Designing such descriptions requires careful choices. If a recording contains too many details, listeners may forget the most important points. If it is too short, they may not understand what makes an object interesting. In a pottery exhibition, for example, describing a bowl as blue would provide little information about its unusual shape. A better guide might explain that one side of the bowl is much higher than the other and that the surface contains patterns made by pressing small tools into soft clay.

Museums also face the challenge of helping visitors move safely through galleries. A guide that describes an object does not automatically tell someone how to reach it. At a city museum, staff invited visitors with limited vision to test new directions. Early recordings simply said to turn right at the next room. Test visitors pointed out that they could not always identify the boundary between rooms. In response, the museum added clearer landmarks, such as the location of a handrail or a change in floor texture.

Another question concerns independence. Some visitors prefer to explore without constantly asking staff members for help. Others enjoy guided conversations and want opportunities to touch specially prepared copies of objects. Museum educators therefore offer several ways to learn rather than assuming that one type of guide suits everyone. They also train staff to ask what kind of assistance a visitor wants instead of deciding for that person.

Audio guides cannot make every museum completely accessible. Exhibitions change, recordings must be updated, and physical barriers may remain. Still, the process of developing good guides encourages museums to think carefully about how different people experience the same display. When museums include visitors in designing and testing their services, the result can benefit a much wider audience.

3 B 設問（27）～（31）

(27) How can an audio guide provide more than a written sign?

1 By replacing all museum staff
2 By showing only videos without speech
3 By requiring visitors to read maps
4 By describing the physical qualities of objects

(28) Why does the author discuss an unusually shaped bowl?

1 To illustrate the importance of specific descriptions
2 To show all pottery is blue
3 To recommend making objects smaller
4 To explain how museums buy collections

(29) What problem did test visitors identify in the city museum?

1 The galleries were closed at night
2 It was hard to know where one room ended
3 They disliked every pottery exhibition
4 They could not use headphones

(30) What do museum educators recommend about assistance?

1 Visitors must explore without any support
2 All visitors should use the same guide
3 Staff should always decide for visitors
4 Staff should ask visitors what help they prefer

(31) What does the passage conclude about designing guides?

1 Physical barriers disappear automatically
2 Written signs should be banned
3 Recordings never need updates
4 Visitor participation can improve accessibility

4 ライティング（英文要約）

以下の英文を読み、45〜55語の英語で要約しなさい。

Some cities are experimenting with mobile applications that connect shops with residents who want to buy unsold food at reduced prices. Restaurants and bakeries list items that will not be sold before closing, and customers reserve them through the application. The aim is to prevent edible food from being thrown away simply because it was not purchased in time.

Supporters say these services can save money for customers while helping businesses recover part of their costs. They may also encourage people to think about how much food is wasted. Some stores use the applications to introduce unfamiliar products to new customers.

However, customers cannot always choose exactly what they receive, and collection times may be inconvenient. Shops must also make sure that food is handled safely and that descriptions are accurate. Organizers therefore need clear rules about freshness, collection, and refunds if the service is to gain users’ trust.

4 英文要約 MEMO

MEMO

5 ライティング（英作文）

次のTOPICについて、理由を2つ挙げて80〜100語で意見を書きなさい。

TOPIC

Do you think public libraries should remain open later in the evening?

POINTS

• Study opportunities

• Staff costs

• Community needs

5 英作文 MEMO

MEMO