J PREP

英検® 2級 実践演習

2026
Winter

2級

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英検２級について

まずは英検２級の形式について知ろう！

一次試験（リーディング・ライティング ＋ リスニング）

リーディング・ライティング、リスニングはともにマークシートに記入して答えます。選択式なのでスペリングを覚えていなくても正解できますが、今後の英語学習のことも考え、正しいスペリングも覚えておきましょう。

リーディング・ライティングテスト 85 分

各セクションの内容と問題数です。右の解答時間の目安内に問題が解き終わるように常に時間を計って問題に取り組むようにしましょう。

測定技能	Sec.	形式	問題数	解答時間目安	
リーディング	1	短文の語句空所補充	17	10 分	
	2	長文の語句空所補充	6	15 分	
	3	長文の内容一致問題			
		A E メール	3	10 分	25 分
		B 説明文	5	15 分	
ライティング	4	英文要約	1	15 分	
	5	英作文	1	20 分	

Section 1 短文の語句空所補充 17 問

短文や簡単な会話文からなる問題で、**動詞・名詞・形容詞・副詞・熟語表現**など幅広い知識を問う問題です。文法問題は出題されません。語彙力が問われる内容となっています。特に熟語表現は７問出題されるので重要です。

Section 2 長文の語句空所補充 6 問

250 語程度の文章を２つ読み、それぞれに３か所ある空欄に当てはまる内容を選ぶ問題です。つなぎ言葉（At first / Therefore / However など）に注目しながら、空欄前後の文のつながりを正確に理解することが求められます。つなぎ言葉を入れる問題も文章１つにつき１問（合計２問）出題されます。

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Section 3 長文の内容一致問題 7 問

読解問題は決まった形式 A, B の 2 種類の問題が出されます。A の E メールでは、メールの書き方のルールを理解しておく必要があります。B の説明文では、単純に一文一文を理解することに加えて、本文の要旨を捉える力が求められます。

問題	種類	語数目安	トピック
A	E メール メール形式のやり取りを通じて、日常的な出来事や計画を読み取る形式	220 語程度	学生の身近な生活、個人的な日常の延長にある話題がほとんどです。学生への連絡や卒業生への連絡など、当事者同士のシンプルなやり取りが中心です。
B	説明文 環境・科学・社会問題など、幅広いジャンルから出題	350 語程度	環境・科学・社会問題などの現実の世界で起きていることに関する説明文です。

Section 4 ライティング（英文要約） 1 問

150 語程度の英文を読み、45～55 語に要約します。英文では、SNS の利用や大学のオンライン授業などの日常生活に関するテーマについて、メリットとデメリットが提示されます。

Section 5 ライティング（英作文） 1 問

TOPIC にある質問に対して、自分の意見を 80～100 語程度で答える問題です。社会性の高いトピックが出題されます。質問は Yes / No で答えられる問題で、自分の答えとそれに対する理由を２つ書くことが求められます。

※ライティングの採点

英文要約・英作文がそれぞれ 16 点満点で採点されます。内容・構成・語彙・文法の４つの観点について、それぞれ０～４の５段階で評価されます。

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リスニングテスト 約 25 分

リスニングテストは第１部・第２部で、問題数は 30 問です。また、**放送は１回のみ**です。

Sec.	形式	問題数	放送回数
1	会話の聞き取り問題 やや長めの会話文（男性→女性→男性→女性 または 女性→男性→女性→男性 の４ターン、**55～70 語程度**）で**選択肢４つ**の中から適切な応答を選ぶ形式。まれに５ターンの問題もある。	15	1
2	短い英文の聞き取り問題 ナレーション形式の長めの文章（**55～70 語程度**）＋質問という形式で選択肢は４つ	15	1

合格点について

英検２級の合否は、すべての級に共通する Common Scale for English (CSE) というスコアを元に判断されます。一次試験と二次試験の合格の目安は以下の通りです。

	合格 CSE スコア	満点	正答率目安
一次試験	1520	R: 650, L: 650, W: 650	各技能 6~7 割程度
二次試験	460	S: 650	

Reading (R), Listening (L), Writing (W), Speaking (S)

英検協会ホームページより抜粋
https://www.eiken.or.jp/eiken/result/eiken-cse_admission.html

スコアは技能ごとに算出され、それぞれの技能でバランスよく得点することが求められます。各技能で **６割～７割程度**が合格の基準となっています。

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Unit 1

Section 1: 短文の語句空所補充

1. 動詞

動詞について問う問題を扱います。１７問中４問程度出題されます。
頻出動詞については意味だけではなく、過去形・過去分詞形もしっかりと覚えましょう。また、問題は正解だけではなく、不正解の選択肢の意味もしっかりと押さえましょう。

Exercise 1 **解答時間目安 １５分**

次の(1)から(15)までの（　　）に入れるのに最も適切なものを **1, 2, 3, 4** の中から一つ選びなさい。

(1) My brother was not interested in going to the concert, but I finally (　　) him by offering to buy his ticket.

1 persuaded　2 pretended　3 forgave　4 rescued

(2) The local government is making a lot of effort to (　　) the historic buildings so that future generations can enjoy them.

1 confuse　2 interact　3 command　4 preserve

(3) A: Why is your son reading so many books about space and the universe?
B: He is (　　) by the stars and planets.

1 diagnosed　2 fascinated　3 manufactured　4 isolated

(4) To keep the computers and books clean, the school library strictly (　　) students from bringing in any food or drinks.

1 calculates　2 explores　3 prohibits　4 registers

(5) A: Are you going to buy that old sports car?
B: No, it would (　　) too much gas, and fuel is very expensive these days.

1 whisper　2 behave　3 import　4 consume

(6) The famous athlete's speech was so powerful that it (　　) many young students to start playing sports and live healthier lives.

1 annoyed　2 inspired　3 delayed　4 spilled

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(7) In order to ( ) a healthy weight, the doctor advised Mr. Smith to exercise regularly and eat plenty of fresh vegetables.

1 regret 2 wander 3 maintain 4 qualify

(8) The criminal used a fake name and identity card to ( ) the old woman and steal a large amount of money from her.

1 deceive 2 decorate 3 endure 4 embrace

(9) A: How is the new exchange student doing in your class?
B: She seems to be doing well. She has already ( ) to our school life.

1 objected 2 submitted 3 adapted 4 related

(10) If you want to lose weight quickly, you should try to ( ) sugar from your diet and drink only water instead of juice.

1 generate 2 anticipate 3 eliminate 4 negotiate

(11) A: Look at little Bobby pretending to read the newspaper just like his father.
B: Yes, young children love to ( ) their parents' behavior.

1 imitate 2 guarantee 3 undertake 4 correspond

(12) Although modern technology has improved greatly, it is still difficult for weather reporters to ( ) when a sudden storm will happen.

1 resolve 2 predict 3 conquer 4 burst

(13) The popular smartphone company will hold a big event tomorrow to ( ) the design of its newest model to the public.

1 relieve 2 reveal 3 defend 4 defeat

(14) A: Did the boss accept your proposal for the new marketing campaign?
B: Unfortunately, he ( ) it because it would cost too much money.

1 adjusted 2 absorbed 3 exported 4 rejected

(15) Many people ( ) the young firefighter for his bravery because he saved a family from a burning building without caring about his own safety.

1 bother 2 accuse 3 scold 4 admire

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2. 名詞

続いて名詞について問う問題です。１７問中４問程度出題されます。
間違った問題には印をつけ、必ず覚えるまで解き直しましょう。また、巻末に頻出名詞一覧がありますので、試験までにかならず覚えましょう。

Exercise 2

解答時間目安　１５分

次の(1)から(15)までの（　　）に入れるのに最も適切なものを **1, 2, 3, 4** の中から一つ選びなさい。

(1) The company interviewed over twenty people for the new management position, but they finally chose a (　　) who had ten years of experience.

1 machinery　　2 dimension　　3 candidate　　4 illusion

(2) A: This soup tastes amazing! What did you put in it?
B: The secret (　　) is a special local spice that I bought yesterday.

1 instrument　　2 ancestor　　3 affection　　4 ingredient

(3) For many centuries, the economy of this small country was based on (　　), with most of its citizens working as farmers in the fields.

1 agriculture　　2 psychology　　3 admission　　4 destination

(4) Before building the new high school, the construction workers had to lay a strong (　　) to ensure the building would be safe.

1 foundation　　2 reputation　　3 limitation　　4 convention

(5) A: Can we still get tickets for the basketball game tonight?
B: No, the stadium has already reached its full (　　), so it's sold out.

1 necessity　　2 signature　　3 capacity　　4 logic

(6) The two business partners had different ideas about the project, but after a long discussion, they finally reached a (　　) that satisfied both sides.

1 preference　　2 compromise　　3 sequence　　4 routine

(7) A: I can't believe I was chosen to give the speech at graduation.
B: You should be proud. It's a great (　　) to represent our class.

1 gratitude　　2 principle　　3 sacrifice　　4 privilege

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(8) The museum strictly prohibits visitors from taking photographs inside, and there is no (　　) to this rule, even for professional journalists.

1 infection　　2 exhibition　　3 exception　　4 evolution

(9) Many animals do not have to learn how to find food or protect themselves from danger because they know what to do by (　　).

1 insight　　2 instinct　　3 interval　　4 incident

(10) A: How do you usually get to your office in the city?
B: I use public (　　), like the train or the bus, to avoid traffic.

1 translation　　2 transformation　　3 transportation　　4 transmission

(11) The documentary film shows how people can overcome their (　　) against foreign cultures by traveling and making friends from different parts of the world.

1 popularity　　2 prejudice　　3 procedure　　4 prospect

(12) While taking the train across the country, tourists can enjoy the beautiful natural (　　) of tall mountains, deep valleys, and large green forests.

1 landscape　　2 literature　　3 luggage　　4 laundry

(13) A: Did you see the expensive sports car parked in front of the hotel?
B: Yes. Buying a car like that is a (　　) I cannot afford.

1 penalty　　2 poverty　　3 strategy　　4 luxury

(14) When opening a new bank account, customers are required to show their driver's license or passport to prove their (　　) to the staff.

1 inquiry　　2 outcome　　3 origin　　4 identity

(15) After working as a researcher for a private company, Dr. Harris decided to get a job at an educational (　　) to teach college students.

1 interference　　2 institution　　3 inspiration　　4 instruction

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Section 2: 長文の語句空所補充

説明文

空所前後の文に注目して読み進めよう。特に前後に**つなぎ言葉（so, because, however など）**がある場合はそれがヒントになる場合が多い。また、**代名詞（it, they など）**がある場合は空欄内の内容を指す場合があり、ヒントになることが多いので意識しよう。

Exercise 3

解答時間目安 ２２分

次の英文 A、B、C を読み、その文意にそって(1)から(9)までの(　　)に入れるのに最も適切なものを **1, 2 ,3, 4** の中から一つ選びなさい。

A

The Power of Handwriting

Today, many people use computers and smart devices to communicate. Typing is fast and easy for everyone. As a result, handwriting has become less common. Some college students even take all of their class notes using digital devices. (　1　), a recent scientific study shows that writing by hand has special benefits for us. It suggests that this traditional action is still important for learning and memory despite the growing popularity of digital devices.

The main reason for these benefits lies in how our brains work. When people write with a pen, they have to think about the unique shape of each letter and move their fingers carefully. This physical movement takes more time and energy. As a result, the brain receives much more stimulation. This active mental process builds stronger connections in the mind, helping students to (　2　). The effort required to form words naturally improves their understanding of the topic.

To test this idea, experts conducted an experiment where students were divided into two groups during a lecture. One group took notes by hand, while the other used digital devices. After the class, all of the students were given a test on what they had learned. The results showed that the students in the handwriting group performed better on the test. Based on this evidence, many educators now encourage students to (　3　) during class. If you are preparing for an important exam, picking up a pen may be more helpful than you think.

(1) 1 At most　　2 Like before

3 However　　4 In exchange

(2) 1 understand classroom discussions better　　2 rely heavily on smart devices

3 remember complex information more easily　　4 forget the strict rules completely

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(3) 1 use pen and paper　　2 borrow digital screens

3 spend less time studying　　4 share their notes with classmates

B

The Secret Language of Trees

When people walk through a large forest, they often think that the trees are individual organisms. Because trees stand far apart from one another, they appear to live alone. In reality, however, a large forest is a highly connected community. Trees use a hidden system located under the ground (4). Made by tiny fungi growing on the roots of the trees, this system allows them to share resources, much like human societies do.

This hidden network acts like a busy web designed to support the whole forest in many ways. (5), trees can not only share water and food with younger trees but even send warning messages. When insects attack a specific tree, it releases chemical signals into the fungal web to warn others. Receiving these messages quickly, the nearby trees soon begin making natural chemicals to protect themselves. By working together, this helpful teamwork allows the whole forest to survive difficult times more easily.

The discovery of this network has changed how scientists view plant life. Scientists once believed that trees competed for resources, but they now understand that cooperation is also important in forest ecosystems. Forests act as support systems where members actively help one another to grow. As a result, researchers argue that we must change our approach to forest care. Cutting down just a few old trees might (6), stopping them from sharing information. Therefore, protecting the whole forest area remains essential, rather than focusing only on a few single trees.

(4) 1 to hide their roots from wild animals　　2 to keep a safe distance from other trees

3 to communicate with nearby plants　　4 to grow much taller than human societies

(5) 1 In fact　　2 Until then

3 In exchange　　4 On average

(6) 1 help them get more sunlight and water　　2 break the entire network

3 make it harder for young trees to survive　　4 make forest management much easier

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Section 3B: 長文の内容一致問題

説明文

説明文の内容に関する問題です。最初の４問は本文の１～４段落に対応しています。最後の設問は本文全体からの出題となり、回答根拠がどの段落にあるかは決まっていません。
タイトルを確認した後は、１つ目の設問を読んで問われていることを押さえたましょう。この時に選択肢は見る必要がありません。第一段落を読み進め、答えが分かったら、２つ目の設問を読んで第二段落を読んでいきます。４つ目の設問を答え終えたら、５つ目の設問を読んで本文全体の中から答えを探します。

Exercise 3

解答時間目安　１５分

次の英文の内容に関して、(1)から(5)までの質問に対して最も適切なもの、または文を完成させるのに最も適切なものを **1, 2, 3, 4** の中から一つ選びなさい。

The Invention of Braille

In the early 1800s, a special communication system was developed in France. A soldier named Charles Barbier created a method called night writing to help the army send secret messages. By using this method, soldiers could communicate without making any noise or using light. This made it more difficult for enemies to discover where they were. The system used raised dots on thick paper, which soldiers could read by touching them with their fingers. However, each symbol required no less than twelve dots, so the system was difficult to learn and use quickly. As a result, the army eventually stopped using it.

A few years later, a blind boy named Louis Braille learned about night writing. Braille had lost his sight in an accident when he was a child. While studying at a school for blind students in Paris, he realized that raised dots could be very useful. However, twelve dots were too many to feel easily with one finger. Braille decided to improve the system and eventually created a simpler one that used only six dots for each letter. This made it much easier for blind people to read by touching the dots with their fingers.

Despite its advantages, Braille's new system was not accepted right away. In fact, some teachers at his school were against it. They worried that if blind students learned a system that sighted people could not understand, it might separate them from the rest of society. Because of this, the head of the school decided to ban the use of Braille. However, the students found the system very useful for reading and studying, so they continued to teach it to one another in secret.

Several years after Braille's death, schools began to use his system more widely. Today, the six-dot system remains an important tool for millions of blind people around the world. Modern technology has also made Braille more useful. Electronic Braille displays use small pins that move up and down to form Braille dots, allowing users to read digital text with their fingers. In this way, an idea developed almost 200 years ago continues to help people in the modern world.

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(1) Charles Barbier's night writing system

1 was created to help blind people read books more easily.

2 allowed soldiers to communicate by using light at night.

3 required soldiers to use special paper that was difficult to obtain.

4 was difficult for soldiers to learn because it used many dots.

(2) Why did Louis Braille decide to improve the night writing system?

1 He wanted blind students to communicate with soldiers.

2 He found that twelve dots were difficult to sense with one finger.

3 He wanted sighted people to be able to read by touching dots.

4 He was asked by his school to develop a simpler system.

(3) Some teachers at Braille's school were against his system because

1 they worried that it might make blind students isolated from the rest of society.

2 they thought that students would take too long to learn the six-dot system.

3 they wanted students to continue using Barbier's night writing system.

4 they discovered that students were secretly teaching the system to one another.

(4) By using electronic Braille displays, blind people can

1 replace the six-dot system that Louis Braille developed.

2 read information without touching the dots on the device.

3 read digital information on computers and smartphones.

4 use the original night writing system on modern devices.

(5) Which of the following statements is true?

1 The French army continued using night writing after Braille improved it.

2 Teachers at Braille's school quickly accepted his new reading system.

3 Braille's system became widely used in schools during his lifetime.

4 Students did not stop using Braille after the school had banned the system.

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Exercise 4

解答時間目安 １５分

次の英文の内容に関して、(1)から(5)までの質問に対して最も適切なもの、または文を完成させるのに最も適切なものを **1, 2, 3, 4** の中から一つ選びなさい。

Rooftop Farming in Cities

As more people move to large cities, providing fresh food for them can cause environmental problems. Much of the food eaten in cities is grown on farms far away and carried by truck for long distances. These trucks use fuel and produce gases that add to air pollution. To reduce these problems, some people have started growing food inside cities. One idea that has become more common is rooftop farming, which uses empty roofs as places to grow fruit, vegetables, and other plants.

Rooftop farms can provide fresh food close to where people live. This means that some food does not need to travel as far before it reaches consumers. The farms can also help keep buildings cool. During summer, soil and plants on a roof block some of the sun's heat before it reaches the building below. As a result, rooms may remain cooler, so people need to use less energy for air conditioning. In this way, rooftop farms can provide food while also helping building owners reduce energy use.

Rooftop farms can also benefit local communities. Some schools have created small farms on their roofs, where students grow plants and learn how food is produced. By caring for the plants, children can gain a better understanding of nature and the food they eat. Other rooftop farms provide shared spaces for people in the neighborhood to meet, work together, and talk. Such places can be useful in large cities because people may live close to one another but still have few chances to build relationships with their neighbors.

However, creating a rooftop farm is not always easy. Ordinary roofs may not be strong enough to support the weight of soil, plants, and water, especially after heavy rain. Building owners may therefore need to spend money to strengthen a roof before using it as a farm. This can make rooftop farming too expensive for some people. To help with this problem, some local governments provide financial support for rooftop farming projects. With such support, more building owners may be able to create farms that provide food, save energy, and add green spaces to their cities.

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(1) Why have some people started growing food inside cities?

1 To reduce some environmental effects of bringing food into cities.

2 To help farmers find larger areas where they can grow crops.

3 To make it easier for trucks to deliver food to city residents.

4 To prevent people from moving from farms to large cities.

(2) Buildings with rooftop farms

1 need more energy to keep their rooms cool during summer.

2 allow their owners to grow food without using any water.

3 can provide enough fresh food for everyone who lives in them.

4 help prevent buildings from becoming too hot in summer.

(3) What is one way rooftop farms can benefit local communities?

1 They provide local people with food grown by students.

2 They give schools more space for students to study together.

3 They give neighbors chances to meet and connect with one another.

4 They help children bring fresh food from farms to their schools.

(4) When building owners want to create a rooftop farm, they may need to

1 remove plants from nearby roofs to provide enough sunlight.

2 ask local governments to take care of the farm for them.

3 reduce the amount of water used after periods of heavy rain.

4 make the roof stronger so that it can support the extra weight.

(5) Which of the following statements is true?

1 Rooftop farms usually cost less to create than ordinary gardens.

2 Some local governments offer funding for rooftop farming projects.

3 Rooftop farms at schools are used for local people to learn about the plants grown there.

4 Some schools with rooftop farms use them to grow food for their students' families.

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