

英検2級対策プリント 第6回

Reading & Writing Practice - Session 6

一次試験（リーディング・ライティング）実戦演習

目安時間：85分 | 問題数：33問（選択問題31問・ライティング2題）

問題文・選択肢・解答・解説・模範解答は、原本「05_英検2級_問題原本_350問.xlsx」から内容を変更せず掲載しています。

Part 1 短文の語句空所補充（17問）

次の（ ）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) We should not () universal access to computers when designing an online-only application process.

1. demonstrate
2. recommend
3. confirm
4. presume

(2) The campaign aims to () healthier eating habits by making nutritious meals easier to identify.

1. foster
2. postpone
3. measure
4. recover

(3) A () work schedule allows employees to vary their starting time while completing the same number of hours.

1. fixed
2. flexible
3. compressed
4. consecutive

(4) Submission of two professional references is () for every applicant, regardless of previous experience.

1. optional
2. available
3. mandatory
4. temporary

(5) Fresh water is a finite natural (), so policies must consider both present demand and future supply.

1. contest
2. feature
3. distance
4. resource

(6) The repairs are expected to take () three weeks, though severe weather could extend the schedule.

1. roughly
2. regularly
3. entirely
4. secretly

(7) One major () of asynchronous meetings is that participants can respond after reviewing the information carefully.

1. obligation
2. advantage
3. pressure
4. evidence

(8) Wearing protective clothing can () workers from being injured by chemicals.

1. convince
2. replace
3. prevent
4. surround

(9) The remaining tickets have been () to members of the local community rather than offered to travel agencies.

1. restored
2. estimated
3. postponed
4. allocated

(10) The old theater was () destroyed by fire and had to be rebuilt.

1. completely
2. fairly
3. rarely
4. nearly

(11) The support team is trained to () technical problems quickly.

1. care about
2. deal with
3. belong to
4. agree on

(12) The editor () several facts that needed to be checked before publication.

1. turned down
2. gave away
3. pointed out
4. put off

(13) We () printer paper, so someone went to buy another box.

1. got along with
2. looked forward to
3. came up with
4. ran out of

(14) Ms. Chen is () organizing the international conference this year.

1. in charge of
2. in need of
3. in common with
4. in return for

(15) If the warning had arrived earlier, more people () the area before the flood.

1. will leave
2. would have left
3. had left
4. would leave

(16) No matter how carefully he (), he could not find the missing number in the report.

1. checks
2. will check
3. checked
4. has checked

(17) A: I'm afraid I cannot attend Friday's meeting. B: That's all right. We can () it until Monday.

1. take after
2. bring in
3. look through
4. put off

Part 2 長文の語句空所補充 (6問)

Tracking Food Waste

Restaurants and school cafeterias usually know how much food they purchase, but they may not know which ingredients or prepared dishes are repeatedly thrown away. Some kitchens now weigh waste and record whether it came from preparation, unsold meals, or food left on customers' plates. [A] A total weight alone shows the size of the problem, while categories help managers understand where and why the waste occurs. This distinction matters because each source requires a different response.

The records may reveal unexpected patterns. A dish that appears popular may often be left unfinished because the portion is too large, or extra bread may be prepared on days when fewer customers arrive. [B] Staff can then change portion sizes, revise recipes, improve forecasts, or prepare smaller amounts near closing time instead of making the same general reduction every day.

Collecting reliable data takes effort, and workers may stop recording if the process has too many categories or interrupts busy service. Simple scales, consistent labels, and short weekly reviews make the system easier to maintain. [C] The goal is not to blame individual employees or customers but to improve purchasing and cooking decisions through evidence.

(18) セット6「Tracking Food Waste」の空所 [A] に入る最も適切な文を選びなさい。

1. The categories convert an invisible general problem into information that can be compared
2. The system guarantees that no food will be wasted after the first week
3. The records are useful only when customers identify themselves
4. The main purpose is to calculate the value of every ingredient separately

(19) セット6「Tracking Food Waste」の空所 [B] に入る最も適切な文を選びなさい。

1. For that reason, every menu item should be prepared in the same quantity
2. Comparing menu items and days helps managers identify likely causes
3. As a result, kitchens should stop serving dishes that leave any waste
4. The data show that preparation waste is always caused by customers

(20) セット6「Tracking Food Waste」の空所 [C] に入る最も適切な文を選びなさい。

1. Therefore, only managers should be allowed to see the measurements
2. In contrast, the recording process should become more detailed each week
3. Managers should share findings and explain why procedures are being changed
4. As a result, workers who record high waste should be punished

Peer Tutoring

Peer tutoring pairs students so that one can support another in a subject or skill. The tutor may be older, or students in the same class may help each other in different areas. [A] Explaining a process can expose gaps in the tutor's own understanding, while the learner may feel more comfortable admitting confusion to another student than in front of the whole class.

Effective programs do more than place two students at the same desk. Tutors need guidance on how to ask questions, give hints, wait for an answer, and check understanding without completing the work themselves. Learners also need to bring examples of what they have tried and identify where they became confused. [B] A short session focused on one goal is often more useful than a long meeting in which neither student knows what to practice.

Peer tutoring is not a replacement for teachers. A tutor may repeat an incorrect explanation, pairs may have personal conflicts, and some problems require expert knowledge. Teachers should review progress, observe sessions, and change pairs or provide direct instruction when necessary. [C] With training and supervision, peer tutoring can increase meaningful practice and give students greater responsibility for learning.

(21) セット6「Peer Tutoring」の空所[A]に入る最も適切な文を選びなさい。

1. Only the learner gains because the tutor already understands everything
2. The relationship works only when the tutor is several years older
3. Students should exchange roles during every individual question
4. Both participants may strengthen their learning in different ways

(22) セット6「Peer Tutoring」の空所[B]に入る最も適切な文を選びなさい。

1. Learners should prepare specific attempts and questions before the session
2. Tutors should avoid asking what the learner already understands
3. Students should continue meeting until every problem in the subject is solved
4. Teachers should select goals only after the tutoring session ends

(23) セット6「Peer Tutoring」の空所[C]に入る最も適切な文を選びなさい。

1. These checks are mainly intended to compare tutors publicly
2. Such supervision protects accuracy and the quality of support
3. Therefore, teachers should allow tutors to grade final examinations
4. As a result, difficult topics should be removed from the course

Part 3 長文の内容一致選択 (8問)

Apartment Energy Survey

From: Maple Residence Management <office@mapleresidence.jp>

To: All Residents

Subject: Voluntary apartment energy survey

Dear residents,

Maple Residence will conduct a voluntary energy survey from November 1 to November 14. The purpose is to understand how heat is lost from different types of apartments and to decide which building improvements should be considered next year. Participation is free, and individual electricity or gas bills will not be collected.

A technician will visit participating apartments for about thirty minutes. The technician will measure temperatures near windows and doors, check for air leaks, and ask residents how comfortable each room feels. No walls or equipment will be damaged. Residents may be present, or they may leave a key at the management office after signing a permission form. Children under eighteen cannot provide access unless an adult resident has completed the form in advance.

Participants will receive a brief report about their apartment in December. The report may suggest simple actions, such as adjusting curtains or furniture. It will not estimate future bills or guarantee that management will replace windows. A separate building-wide summary will be shared with all residents, but apartment numbers and names will not be shown.

To participate, choose an available time through the resident website by October 25. If you need to change your appointment, do so online at least twenty-four hours before the visit. Later changes must be made by phone.

Sincerely,

Maple Residence Management

(24) Which information is intentionally excluded from the apartment survey?

1. Residents' judgments about how comfortable rooms feel
2. Permission for a technician to enter when no resident is home
3. Individual household electricity and gas bills
4. A selected appointment time for the visit

(25) What may a resident do if unable to be home during the visit?

1. Ask a child to sign the permission form
2. Leave every apartment door unlocked
3. Send the technician a copy of a utility bill
4. Leave a key after completing a permission form

(26) What will the individual report not do?

1. Promise that windows will be replaced
2. Suggest ways to improve comfort
3. Describe measurements from the apartment
4. Arrive before the building-wide summary

Libraries of Things

Most libraries lend books, but some now lend tools, kitchen equipment, musical instruments, toys, and other objects. These services are often called “libraries of things.” The idea is that people do not need to own every item they use occasionally. Borrowing a drill for one home repair or a tent for one weekend can save money and storage space.

A library of things can also reduce the number of products that must be manufactured. If one high-quality tool is shared by many households, fewer cheap tools may be bought and later thrown away. Some programs offer short classes so that borrowers know how to use equipment safely. This learning element can be as important as access to the object itself.

Operating the service is more complicated than lending books. Objects vary greatly in size, value, and risk. Staff must inspect and clean items, track missing parts, and decide how often equipment should be replaced. Borrowers may need to show identification, sign a safety agreement, or pay a deposit for expensive items. Certain tools may be available only after training.

Demand is difficult to predict. Many people may want a carpet cleaner before a holiday, while another object may remain unused for months. Programs study reservation data and ask residents what they need. Donations can help build the collection, but accepting every donated object may create storage and maintenance problems. Clear standards are necessary.

Libraries of things do not eliminate the need for personal ownership. Items used daily or needed in emergencies may be better kept at home. Still, for occasional needs, sharing can make useful equipment available to people who could not afford to buy it. The success of the service depends on choosing appropriate items, maintaining them well, and making borrowing rules understandable.

(27) How does borrowing an occasional-use item benefit a household?

1. It guarantees that maintenance will always be free.
2. It can reduce both purchase costs and the need for storage space.
3. It allows the borrower to keep the object after one reservation.
4. It removes the need to learn how the item is used safely.

(28) Why do some programs offer classes?

1. To teach people how to manufacture tools
2. To increase the price of every item
3. To help borrowers use equipment safely
4. To prevent residents from making reservations

(29) What is one operational difficulty?

1. Every object has the same size and risk.
2. Books require more cleaning than tools.
3. Borrowers never lose small parts.
4. Staff must manage objects with different maintenance needs.

(30) Why might a program refuse some donations?

1. Too many unsuitable objects can create storage and maintenance problems.
2. Donated objects are always too expensive.
3. Residents are not interested in borrowing anything.
4. Donations cannot be recorded in reservation data.

(31) What is the author's main conclusion?

1. Everyone should stop owning all household objects.
2. Sharing occasional-use items can be valuable if the collection and rules are carefully managed.
3. Libraries of things work best when they accept every possible item.
4. The main purpose of libraries of things is to replace book lending.

Part 4 ライティング（英文要約）

以下の英文「Electric Bicycles」を45～55語の英語で要約しなさい。

Electric Bicycles

Electric bicycles use a small motor to assist the rider while pedaling. They can make hills and longer distances easier, allowing some people to replace short car trips. This may reduce traffic and pollution, and riders still receive physical activity.

Electric bicycles are heavier and more expensive than ordinary bicycles. Their batteries require charging and eventually replacement. Higher speed can increase the seriousness of accidents, especially when riders are unfamiliar with the bicycle or when paths are crowded.

Cities can support safe use by creating connected bicycle lanes, setting appropriate speed rules, and providing secure parking and charging places. Riders also need helmets, maintenance, and training. Electric bicycles offer benefits, but safe infrastructure and responsible use are essential.

解答（45～55語）

Part 5 ライティング (英作文)

Some people say schools should teach all students basic financial skills. Do you agree?

POINTS: Daily life / Future planning / Curriculum

解答 (80～100語)

解答・解説

Answer Key & Explanations

選択問題 正解と日本語解説

- (1) 正解：4. presume
正解は `presume` です。「当然だと仮定する」。全員が端末を持つと決めつけるべきでないという意味です。
- (2) 正解：1. foster
正解は `foster` です。「育成する、促進する」。healthy eating habits と自然に結びつきます。
- (3) 正解：2. flexible
正解は `flexible` です。開始時刻を変えられる勤務形態を flexible schedule といいます。compressed は勤務日数を圧縮する意味です。
- (4) 正解：3. mandatory
正解は `mandatory` です。「義務付けられた、必須の」。every applicant が手掛かりです。
- (5) 正解：4. resource
正解は `resource` です。natural resource で「天然資源」。finite と future supply が手掛かりです。
- (6) 正解：1. roughly
正解は `roughly` です。「およそ」。天候により日程が変わり得るため概算を示します。
- (7) 正解：2. advantage
正解は `advantage` です。内容を確認してから回答できることが利点として述べられています。
- (8) 正解：3. prevent
正解は `prevent` です。prevent A from -ing で「Aが☒するのを防ぐ」。
- (9) 正解：4. allocated
正解は `allocated` です。「割り当てられた」。to members と自然につながります。
- (10) 正解：1. completely
正解は `completely` です。completely destroyed で「完全に焼失」。rebuilt が必要。
- (11) 正解：2. deal with
正解は `deal with` です。deal with は「対処する」。technical problems と結びつく。
- (12) 正解：3. pointed out
正解は `pointed out` です。point out は「指摘する」。facts that needed checking。
- (13) 正解：4. ran out of
正解は `ran out of` です。run out of は「☒を使い切る」。
- (14) 正解：1. in charge of
正解は `in charge of` です。in charge of は「☒を担当して」。
- (15) 正解：2. would have left
正解は `would have left` です。過去の事実と反する仮定で would have + 過去分詞。
- (16) 正解：3. checked
正解は `checked` です。主節が過去 could not なので、譲歩節も過去 checked が自然。
- (17) 正解：4. put off
正解は `put off` です。put off は「延期する」。Monday まで延期する文脈。
- (18) 正解：1. The categories convert an invisible general problem into information that can be compared
廃棄を種類別に記録することで、原因を比較・分析できる情報に変えるという説明です。
- (19) 正解：2. Comparing menu items and days helps managers identify likely causes
曜日・料理・量のパターンを比べて原因を特定し、対策へつなげる流れです。
- (20) 正解：3. Managers should share findings and explain why procedures are being changed
記録を継続するには、結果と変更理由を共有し、現場の協力を得ることが自然です。
- (21) 正解：4. Both participants may strengthen their learning in different ways
教える側は理解を深め、学ぶ側は質問しやすくなるため、双方に異なる利点があります。
- (22) 正解：1. Learners should prepare specific attempts and questions before the session
学習者も試した例や混乱点を準備し、明確な目標を持つ必要があるという流れです。
- (23) 正解：2. Such supervision protects accuracy and the quality of support
誤説明や相性の問題に対し、教師の確認・観察が支援の質を守ります。

(24) 正解：3. Individual household electricity and gas bills

本文にindividual electricity or gas bills will not be collectedと明記されています。

(25) 正解：4. Leave a key after completing a permission form

許可書に署名し管理事務所へ鍵を預けられる。

(26) 正解：1. Promise that windows will be replaced

窓交換を保証するものではない。

(27) 正解：2. It can reduce both purchase costs and the need for storage space.

たまにしか使わない物を共有すれば、購入費用と家庭内の保管場所を節約できます。

(28) 正解：3. To help borrowers use equipment safely

安全な使用方法を教えるため。

(29) 正解：4. Staff must manage objects with different maintenance needs.

物ごとに大きさ・価値・危険性・部品が異なる。

(30) 正解：1. Too many unsuitable objects can create storage and maintenance problems.

全て受け入れると保管・整備負担が増える。

(31) 正解：2. Sharing occasional-use items can be valuable if the collection and rules are carefully managed.

時々使う物の共有は有用だが管理が重要。

ライティング 模範解答

(32) 英文要約

Electric bicycles assist riders on hills and long trips, may replace some car journeys, and still provide exercise. However, they cost more, are heavier, need battery care, and can cause serious accidents at higher speeds. Cities need connected lanes and suitable rules, while riders require training, helmets, maintenance, and secure parking.

(33) 意見論述

I agree that schools should teach basic financial skills to all students. First, young people soon need to manage bank accounts, phone contracts, and daily spending, but many do not learn these topics at home. Practical lessons could prevent costly mistakes. Second, students should understand saving, interest, taxes, and the risks of borrowing before making major decisions as adults. Schools do not need a separate course every year. Financial examples can be included in mathematics, social studies, and career education, with activities based on realistic situations.