2026 ORIGINAL

Grade Pre-1

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。

英検準1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

準1級

第3回

完全オリジナル予想問題

■ 試験時間

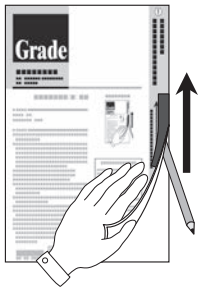
リーディング・ライティングテスト（９０分）

※ 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準1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
英検準1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

Start from the next page.

リーディング・ライティング：90分

問題は次のページから始まります。

リスニングは収録していません。解答は別紙に記入してください。

1

Choose the best word or phrase to complete each sentence.

(1) Fresh produce was (　　) at the end of the harvest, with more available than local shops could sell.

1 scarce　　2 hostile
3 obsolete　　4 plentiful

(2) A shortage of trained workers could (　　) the expansion of the service.

1 liberate　　2 imitate
3 constrain　　4 conceal

(3) The bright orange jacket made the worker (　　) even from the other side of the field.

1 invisible　　2 conspicuous
3 impartial　　4 edible

(4) The machine would automatically (　　) operating if its temperature became unsafe.

1 cease　　2 commence
3 imitate　　4 inherit

(5) One unexpected (　　) of the new rule was a sharp increase in applications for exemptions.

1 consequence　　2 assumption
3 exception　　4 permission

(6) The workshops aimed to (　　) cooperation between neighbors who had rarely met.

1 hinder　　2 imitate
3 conceal　　4 foster

(7) The rules would (　　) visitors from entering the storage area without an escort.

1 permit　　2 imitate
3 prohibit　　4 encourage

(8) The budget's (　　) of funds gave more support to districts with the greatest need.

1 conservation　　2 allocation
3 friction　　4 prestige

1

(9) The lack of reliable transport was a major (　　) to attending evening classes.

1 incentive　　2 obstacle
3 permission　　4 tribute

(10) An unexpected alarm could (　　) panic if visitors did not know what action to take.

1 induce　　2 prevent
3 imitate　　4 conceal

(11) The detective considered the explanation (　　), although further evidence would be needed to confirm it.

1 edible　　2 identical
3 impatient　　4 plausible

(12) The report should (　　) uncertainty rather than present every estimate as exact.

1 deny　　2 conceal
3 acknowledge　　4 imitate

(13) The instruction was (　　); readers could reasonably interpret it in two different ways.

1 explicit　　2 rigid
3 ambiguous　　4 abundant

(14) Restoring the damaged roof required a (　　) investment rather than a few minor repairs.

1 negligible　　2 substantial
3 fragile　　4 casual

(15) The council decided to (　　) construction until the safety report was complete.

1 hold off on　　2 look forward to
3 catch up with　　4 make up for

(16) The next project would (　　) lessons learned during the first trial.

1 do away with　　2 look down on
3 run out of　　4 build on

1

(17) Customers could (　　) a flexible ticket if their plans were uncertain.

1 put up with　　2 run out of
3 look down on　　4 opt for

(18) A successful small trial could (　　) a wider program.

1 run out of　　2 look down on
3 pave the way for　　4 put up with

2

Books Beyond the Library

A village library put small book cupboards outside shops after its opening hours were reduced. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The cupboards were first stocked entirely with books that had not been borrowed for years. The initial arrangement gave everyone a recognizable procedure to follow. Yet a workable procedure also had to fit the circumstances encountered after the plan was put into use.

Parents found few children's titles, and residents returning from late shifts rarely took anything. The cupboards' convenient locations could not compensate for a collection unrelated to readers' interests. The observation challenged a convenient assumption. It suggested that counting what was easy to record might overlook something more closely connected to the intended benefit. (20), those responsible reconsidered the original arrangement rather than treating the difficulty as irrelevant to the project.

Librarians rotated popular titles and invited residents to request books through the shops. The response focused on this distinction instead of simply demanding that users try harder. The group regarded further observation as part of the work, not as evidence that any revision must have failed. The wider lesson was that (21). This conclusion connected the change to its original purpose without suggesting that the same procedure would necessarily work everywhere.

(19)

1 replace librarians' collection decisions with shop sales
2 reduce borrowing by limiting books to a single subject
3 reach readers who could not visit during the working day
4 distribute only books readers had already rejected

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 rarely borrowed books are necessarily suitable for outreach
2 access involves suitable material as well as a convenient location
3 stock rotation matters less than preserving the original collection
4 an accessible location makes the choice of books unimportant

2

Notes Before the Lecture

A college considered giving students outline notes before difficult lectures. The first question was what a successful service should make possible. A simple idea could attract agreement while leaving important details unresolved. The organizers wanted to (19). Tutors first supplied complete explanations with no questions or unfinished examples. This approach was understandable: a common procedure would be easier to explain and supervise. However, agreement about a goal did not establish that the first method would achieve it.

Some students stopped attending because they assumed the handouts contained everything they needed. Possessing a written explanation did not necessarily mean that a learner could apply the ideas. This did not mean that the original aim had become worthless. Rather, it raised a question about whether the method matched the conditions in which it would operate. (23), those responsible reconsidered the original arrangement rather than treating the difficulty as irrelevant to the project.

Tutors replaced complete answers with short outlines and examples to be discussed during class. The change was deliberately limited. The group did not claim that it had removed every difficulty or found a rule suitable for all settings. It wanted the next decision to be informed by the problem that had actually appeared. The wider lesson was that (24). This conclusion connected the change to its original purpose without suggesting that the same procedure would necessarily work everywhere.

(22)

1 help learners follow an argument without transcribing every sentence
2 assess understanding by the quantity of notes distributed
3 supply complete answers before learners examine any examples
4 remove every reason for students to attend lectures

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 written materials are useful only when they replace active learning
2 outline notes should eliminate discussion during class
3 teaching materials should support active use rather than passive possession
4 receiving complete notes guarantees the ability to apply them

3

The Value of a Second Attempt

The fictional Northbridge College changed the way it assessed introductory design projects. The aim was to encourage students to use feedback instead of treating grades as the end of learning. The original scheme allowed unlimited resubmissions without requiring an explanation of the changes. The project began with a reasonable objective, but translating that objective into a procedure required choices. Those choices could affect who benefited and what became visible in the records. It was therefore important to distinguish the purpose of the work from the first method selected to carry it out.

A few students made repeated cosmetic alterations while ignoring the central weaknesses identified by tutors. The significance of the finding lay in its connection to ordinary use. A procedure could be followed correctly and still leave an important need unmet. Understanding the circumstances was more informative than deciding in advance that a disappointing result must reflect either an unreasonable user or a wholly useless project. A revision statement was not intended to reward elegant writing. A student could explain briefly that moving a control made it easier to reach or that replacing a material addressed a repeated breakage. Tutors checked whether the stated reason matched the actual change. This made small but thoughtful revisions more informative than a large number of unexplained alterations. Tutors kept examples of revision statements from earlier assignments, with permission and identifying details removed. Students could see the difference between explaining a design decision and merely saying that a project looked better. The examples did not supply a model answer to copy; they showed what kind of connection the assessment was asking learners to make.

Counting resubmissions provided little evidence that students understood why a design had failed. This distinction changed the question being asked. Instead of defending the first arrangement because it was easy to describe, the team considered what would count as relevant evidence about its operation. It also avoided claiming that one problem proved that no version of the proposal could be worthwhile.

The college required a short revision statement linking each important change to a specific problem. The new arrangement left responsibilities to be carried out and results to be reviewed. What changed was the relationship between the evidence and the decision. The organizers could explain why they had revised a particular feature while retaining the broader aim, rather than presenting every change as a completely new beginning. The central lesson was that opportunities to revise become useful when reflection accompanies repetition.

3

(25) What weakness appeared under unlimited project resubmissions?

1 Students could make superficial changes without addressing the problems in feedback.

2 The system required more written explanation than a design course could use.

3 Students were unable to receive comments before submitting their first attempt.

4 Tutors had to award the same grade to every resubmitted project.

(26) What would count as a useful revision statement?

1 An explanation connecting a particular change with a problem it was intended to solve.

2 A list of every alteration without distinguishing important changes from minor ones.

3 An elegant description emphasizing how much time the student had spent working.

4 A statement promising that no further changes would be needed.

(27) What was the purpose of examples from earlier assignments?

1 To replace individual feedback with successful students' explanations.

2 To establish that a longer revision statement deserved a higher grade.

3 To demonstrate the reasoning expected without supplying an answer for students to copy.

4 To show that one design style should be used across all projects.

3

Learning Outside the Timetable

The fictional Faircross School offered an evening workshop for parents who wanted to support mathematics learning. The aim was to help families understand current classroom methods without requiring advanced mathematical knowledge. Organizers advertised it mainly through a lengthy message on the school's online portal. This was an attempt to improve an existing situation, not simply to introduce something new for its own sake. The people responsible had to decide what evidence would show that the proposal was useful. A convenient rule offered a clear beginning, but the effects of following it had not yet been fully examined.

Interviews showed that many interested parents had never opened the portal or could not attend at that hour. The observation mattered because it revealed a difference between an administrative description and the experience of the people affected. Treating the original arrangement as neutral would have left that difference unexplained. The team therefore asked what the apparent result depended on, rather than assuming that every recorded outcome had the same meaning.

Low attendance could not fairly be interpreted as a lack of concern about children's education. The criticism was not that a project should satisfy every possible preference. It was that the evaluation needed to remain connected to its stated aim. A difficulty relevant to that aim could not be dismissed merely because it was less convenient to measure or lay outside the first set of categories.

The revised notices did not assume that every family needed the same assistance. Some parents wanted a paper explanation to discuss at home, while others preferred a short session before work. The school kept several routes open and asked how families used them. Organizers also avoided interpreting a request for translated information as evidence of limited interest in mathematics. The organizers also reconsidered the language used in their own evaluation. A family might support a child's learning without attending a workshop, and attendance did not prove that the explanations had been useful. Instead of ranking parents by participation, the school asked whether the information answered the questions families actually raised. Teachers recorded repeated points of confusion and used them to revise future sessions. Where a parent requested help privately, that contact was not displayed as part of a public attendance table. The program remained accountable for the resources it used, but its evaluation was directed toward the quality of support rather than assumptions about the character of people who could or could not attend.

The school provided brief translated notices, repeated sessions, and paper examples to take home. This was a revision of the method rather than abandonment of the purpose. Its success would still need to be checked in practice. The important change was that a practical difficulty had become evidence for improving the arrangement, instead of being treated as an exception that the report could ignore. The central lesson was that participation depends on practical access rather than interest alone.

3

(28) Why did the school avoid interpreting low workshop attendance as lack of concern?

1 Most parents had already mastered the mathematical methods being taught.

2 Teachers had asked families to avoid using the online portal.

3 Practical barriers prevented some interested parents from participating.

4 The workshops were intended only for parents attending every school event.

(29) What was one feature of the revised communication?

1 Families could use different formats and times according to their circumstances.

2 Parents had to explain their mathematical qualifications before requesting information.

3 All translated notices were replaced by one shorter message in the main language.

4 Paper examples were reserved for families who had attended a session.

(30) What did the organizers recognize about evaluation?

1 Attendance alone showed neither the value of the explanation nor all parental support.

2 Requests for private help should count as failures of the workshop format.

3 A positive attendance total would eliminate the need to ask parents questions.

4 Parents who used translated material were less interested in mathematics.

(31) Which action was consistent with the revised program?

1 Using recurring questions to improve sessions while respecting private requests for help.

2 Treating the same session time as equally convenient for every family.

3 Publishing a table comparing how often individual families sought assistance.

4 Measuring parental commitment chiefly through workshop registrations.

This is the end of the Reading Test. Continue to the Writing Test.

4

English Summary

• Read the article below and summarize it in your own words as far as possible in English.

• Write between 60 and 70 words.

• Write your summary on a separate answer sheet.

Complete both writing tasks within the 90-minute time limit.

Some communities are considering online visits to workplaces for secondary-school pupils. Under such a system, employees could show their work through live video sessions and answer questions. The idea is intended to change how an existing service or resource is used, rather than simply add another option without examining its purpose. Before introducing it widely, organizers would need to decide how the scheme could operate in everyday circumstances and who would be responsible for keeping it available.

Supporters argue that the approach could reach pupils far from major employers. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could allow schools to introduce a wider range of careers. From this perspective, the value of the proposal extends beyond the immediate transaction and includes the opportunities created when people can use the system successfully.

Critics, however, point out that online tours might reveal little about everyday working conditions. They also warn that pupils without reliable connections could miss important parts. These issues would not necessarily be solved simply by attracting more participants. Unless organizers address both the resources required to maintain the scheme and the circumstances in which people would use it, the expected benefits might not be shared as widely or as reliably as supporters hope.

5

English Composition

• Write an essay on the topic below.

• Use TWO of the points to support your answer.

• Organize your essay with an introduction, a main body, and a conclusion.

• Suggested length: 120-150 words.

• Write your essay on a separate answer sheet.

TOPIC

Should secondary schools offer more practical projects?

POINTS

• Motivation

• Assessment

• Skills

• Resources

Remember to complete both the summary and the essay.