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6回

完全オリジナル予想問題

■ 試験時間

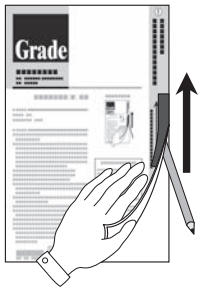
リーディング・ライティングテスト（９０分）

※ リスニングテストは収録していません。

■ 注意事項

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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。
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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) Contact with the remote station was (　　), with occasional messages separated by long silences.

1 sporadic　　2 continuous
3 compulsory　　4 identical

(2) The disclosure was (　　); an employee had attached the wrong file by mistake.

1 deliberate　　2 compulsory
3 profitable　　4 inadvertent

(3) After several rounds of discussion, the committee finally reached a (　　) on the basic principles.

1 conflict　　2 shortage
3 consensus　　4 exemption

(4) Having lost money on a similar venture, the investor was (　　) to support another.

1 enthusiastic　　2 reluctant
3 inevitable　　4 transparent

(5) The young business began to (　　) once it obtained a reliable supply of materials.

1 deteriorate　　2 flourish
3 imitate　　4 vanish

(6) The financial report listed total (　　) on repairs, materials, and staff wages.

1 expenditure　　2 revenue
3 surplus　　4 permission

(7) The community proved remarkably (　　), rebuilding its services quickly after the storm.

1 brittle　　2 irrelevant
3 stationary　　4 resilient

(8) The new booking system was designed to (　　) cooperation between groups sharing the hall.

1 obstruct　　2 inherit
3 facilitate　　4 discard

1

(9) The reviewer remained (　　) of the claim because no independent evidence supported it.

1 grateful　　2 obedient
3 skeptical　　4 identical

(10) The director had to (　　) the additional expense by explaining the benefits it would provide.

1 conceal　　2 justify
3 imitate　　4 postpone

(11) The plan caused considerable (　　), with residents divided over its benefits and costs.

1 controversy　　2 harmony
3 permission　　4 precision

(12) The committee had to (　　) its limited funds among several worthwhile projects.

1 conceal　　2 imitate
3 withstand　　4 allocate

(13) The supplier decided to (　　) its offer after discovering an error in the price.

1 submit　　2 imitate
3 inherit　　4 withdraw

(14) The designer wanted a (　　) tool that could perform several different tasks.

1 rigid　　2 fragile
3 versatile　　4 hostile

(15) The team found a legal way to (　　) the technical limitation without replacing the whole system.

1 comply with　　2 get around
3 look after　　4 run into

(16) The operator planned to (　　) the old machines over several years.

1 phase out　　2 set aside
3 look into　　4 bring up

1

(17) The editor needed to (　　) the new information supplied by a reader.

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

(18) The manager could not simply (　　) repeated reports of unsafe conditions.

1 look into　　2 hold on to
3 count on　　4 brush aside

2

The Shorter Working Meeting

A publishing office experimented with limiting routine meetings to twenty minutes. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. Managers first measured success solely by the number of minutes saved each week. 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.

Staff subsequently spent longer sending messages to clarify decisions that had not been recorded. Time removed from meetings could reappear as fragmented work elsewhere in the organization. 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.

The office introduced written decision summaries and reviewed the combined time spent on meetings and follow-up. 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 measure efficiency through attendance alone
2 reduce interruptions while keeping decisions understandable to people who were not present
3 replace all coordination with unrelated individual work
4 reduce meeting time without recording any decisions

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 shorter meetings always reduce total organizational effort
2 written summaries are unnecessary once a decision has been announced
3 a change should be judged by its overall effects rather than one visible saving
4 follow-up communication can be ignored when calculating time saved

2

Sharing a Specialist

Several small farms considered employing one equipment technician together. 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). The first schedule assigned each farm an equal number of hours every month. 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.

During harvest, several farms needed urgent assistance at once, while the technician was less busy in winter. Equal monthly allocations did not match the strongly seasonal nature of the work. 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.

The farms agreed on emergency priorities and reserved shared time during predictable busy periods. 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 give each farm its own permanent technician
2 replace emergency priorities with fixed equal monthly allocations
3 obtain skilled maintenance that no single farm could afford throughout the year
4 assign identical work every month regardless of season

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 an equal monthly share always provides an equally useful service
2 seasonal demand has no bearing on fair access
3 urgent harvest repairs should wait for the next ordinary allocation
4 fair allocation requires attention to timing and urgency as well as equal shares

3

When Training Travels

A fictional association of independent hotels designed a shared staff-training program. The aim was to offer professional development to workers whose employers could not run large courses. Organizers initially held every course at a central hotel and assessed demand by registrations. 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.

Workers on evening shifts registered but often missed sessions because replacement staff were unavailable. 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. Small hotels did not all need the same topic at the same time. Some requested help with booking software, while others wanted practice responding to guest complaints. The revised sessions used shared examples but allowed questions from different workplaces. Organizers evaluated whether staff could use what they learned on a later shift, rather than treating registration as the final achievement. Employers were asked to discuss training needs before places were offered. A course could not solve a problem caused mainly by unsuitable equipment or an unclear work procedure. Identifying the difficulty helped determine whether instruction was appropriate and what support a participant would need to apply a new skill after returning to the workplace.

A free course still imposed a substantial cost when attending meant leaving a shift uncovered. 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 association offered short repeated sessions and contributed to temporary replacement cover for participants. 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 removing a course fee does not remove every obstacle to professional learning.

3

(25) Why did free training still remain difficult for some hotel staff?

1 Most courses required participants to leave their jobs permanently.

2 Attending a course could leave a shift uncovered unless replacement support was available.

3 The central hotel refused to admit workers whose employers were small.

4 The association could not find any subjects relevant to independent hotels.

(26) What did the revised program consider a useful sign of success?

1 Whether participants could apply the learning on a later shift.

2 Whether staff completed a course without asking workplace-specific questions.

3 Whether the number of course titles increased every month.

4 Whether every registered worker attended one long central course.

(27) Why were employers asked to discuss problems before booking training?

1 Registration was intended to replace a practical discussion of learning needs.

2 Some difficulties might arise from equipment or procedures rather than lack of skill.

3 Employers needed to decide which workers should leave the association.

4 Only problems shared by every hotel could be included in a course.

3

A Wage Without a Job Title

A fictional furniture company reviewed pay differences after workers questioned its promotion system. The aim was to make compensation reflect the responsibilities employees actually carried. The first review compared people only when they shared an official job title. 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.

Employees with different titles were sometimes doing similar work, while others with identical titles supervised very different tasks. 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.

Formal categories concealed some of the differences the review was intended to investigate. 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.

Workers helped describe what their roles involved, but no individual was asked to set their own pay. The review compared the scale of responsibility, the judgments required, and the support available. Managers also documented why apparently similar tasks were treated differently when there was a relevant distinction. This made the process more open without pretending that all jobs were interchangeable. The review team invited staff to correct descriptions of their work before comparisons were finalized. This did not mean that every disagreement would change the outcome. It ensured that decisions were not based on an inaccurate account of routine responsibilities. Employees could see what evidence had been considered and how to raise a remaining concern. Managers also examined whether tasks traditionally described as informal support were essential to the work of others. When such tasks were relevant, they were recorded rather than overlooked because they did not appear in an old job description. The aim was a defensible comparison, not an automatic assumption that either identical or different titles justified particular pay levels.

The company mapped tasks and decision-making responsibilities before comparing compensation across departments. 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 administrative labels should be checked against the realities they describe.

3

(28) Why was the furniture company's first pay review inadequate?

1 Workers had been allowed to determine their own compensation.

2 Job titles could conceal similarities or differences in actual responsibilities.

3 The official categories contained no information about employees' names.

4 Every department had already agreed to give identical pay to all staff.

(29) What did workers contribute to the revised review?

1 Evidence that formal job titles should never appear in employment records.

2 Information that could correct descriptions of the tasks they actually carried out.

3 A binding decision on which colleague should receive the highest salary.

4 A guarantee that every apparently similar task required equal compensation.

(30) How did the review treat differences between apparently similar tasks?

1 Any disagreement automatically led to an identical pay award.

2 Managers were expected to document relevant reasons for treating them differently.

3 Staff preferences were accepted without checking the nature of the work.

4 Only differences already listed in old job descriptions could be considered.

(31) What was one aim of making the review more open?

1 To remove the need for managers to explain difficult compensation decisions.

2 To replace all responsibility measures with employees' length of service.

3 To classify informal support as irrelevant because it lacked a formal title.

4 To support defensible comparisons without assuming that all jobs were interchangeable.

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 devices showing households how much water they use. Under such a system, residents could see daily consumption and compare it with their previous patterns. 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 help households identify wasteful routines. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could make otherwise unnoticed leaks easier to detect. 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 equipment and installation would cost money. They also warn that information alone might not enable tenants to repair faulty pipes. 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 employers provide more opportunities for staff training?

POINTS

• Productivity

• Costs

• Technology

• Job satisfaction

Remember to complete both the summary and the essay.