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8回

完全オリジナル予想問題

■ 試験時間

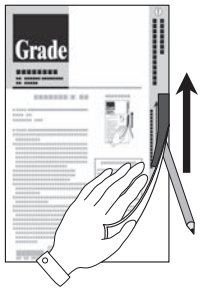
リーディング・ライティングテスト（９０分）

※ 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) The replacement part was (　　) with the older machine and could not be fitted.

1 identical　　2 cooperative
3 incompatible　　4 profitable

(2) A (　　) researcher records inconvenient findings instead of quietly removing them.

1 dishonest　　2 scrupulous
3 careless　　4 indifferent

(3) The revised notice would (　　) which entrance visitors should use.

1 clarify　　2 obscure
3 imitate　　4 postpone

(4) Repairing the unsafe roof became the committee's highest (　　).

1 shortage　　2 inheritance
3 permission　　4 priority

(5) The unexpected finding had an important (　　) for how future experiments should be designed.

1 permission　　2 inventory
3 compensation　　4 implication

(6) Applicants were required to (　　) any financial interests connected with the project.

1 conceal　　2 imitate
3 disclose　　4 postpone

(7) The auditor found a (　　) between the recorded sales and the money actually received.

1 agreement　　2 discrepancy
3 remedy　　4 heritage

(8) The spokesperson tried to (　　) the question by discussing an unrelated achievement.

1 evade　　2 confront
3 imitate　　4 inherit

1

(9) After seeing the additional evidence, the critic had to ( ) that the original estimate was reasonable.

1 concede 2 deny
3 imitate 4 conceal

(10) Removing the final inspection could ( ) the safety of the finished product.

1 strengthen 2 imitate
3 inherit 4 compromise

(11) The software became ( ) when modern computers could no longer run it.

1 innovative 2 profitable
3 obsolete 4 flexible

(12) The new manager gave staff greater ( ) to decide how they organized their daily work.

1 rivalry 2 autonomy
3 scarcity 4 contamination

(13) Without protective clothing, the workers were particularly ( ) to the chemicals used in cleaning.

1 invincible 2 vulnerable
3 irrelevant 4 prosperous

(14) Public ( ) requires officials to explain decisions and accept responsibility for their outcomes.

1 accountability 2 anonymity
3 scarcity 4 heritage

(15) The small team struggled to ( ) the growing number of requests.

1 look down on 2 break away from
3 put up for 4 keep up with

(16) The researcher needed to ( ) the difference between the two results.

1 put up with 2 run out of
3 account for 4 look up to

1

(17) The group had to (　　) the fact that the original site was no longer available.

1 look down on　　2 run out of
3 come to terms with　　4 make room for

(18) The extra session helped to (　　) the lesson canceled the previous week.

1 give rise to　　2 make up for
3 do away with　　4 look down on

2

Counting Birds Together

A nature club asked volunteers to report birds seen from their windows. 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 instructions invited people to report whenever they noticed something interesting. 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.

Rare visitors were reported repeatedly, while common birds attracted little attention. A collection of memorable observations could exaggerate unusual events and neglect ordinary patterns. 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. (20), those responsible reconsidered the original arrangement rather than treating the difficulty as irrelevant to the project.

The club introduced fixed observation periods and asked volunteers to record occasions when no birds appeared. 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 (21). This conclusion connected the change to its original purpose without suggesting that the same procedure would necessarily work everywhere.

(19)

1 rank volunteers according to the rarest bird reported
2 collect only the most unusual wildlife observations
3 learn about seasonal changes without relying entirely on visits by professional observers
4 replace ordinary records with memorable anecdotes

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 an absence of birds should never enter an observation record
2 unusual sightings alone describe ordinary seasonal patterns
3 more reports necessarily mean a more representative collection
4 consistent methods can make ordinary observations more useful than exceptional anecdotes

2

The Sample That Arrived Late

A college laboratory asked neighboring schools to send water samples for a teaching project. The initiative had a clear practical ambition: to (19). At the planning stage, a straightforward arrangement seemed more useful than a complicated set of exceptions. Teachers first delivered samples whenever their schedules permitted. That arrangement provided a starting point, but its simplicity was not in itself evidence of success. The experience of using it would matter as much as the ease of introducing it.

Some samples remained in warm classrooms for two days, while others reached the laboratory immediately. Differences in handling could influence results that students might otherwise attribute to differences between streams. The difficulty was important because it concerned the purpose of the project, rather than a preference unrelated to its operation. Repeating the initial procedure would not answer it. (23), those responsible reconsidered the original arrangement rather than treating the difficulty as irrelevant to the project.

The laboratory supplied a shared collection schedule and recorded transport conditions for every sample. The revised arrangement retained the basic purpose while changing how people could pursue it. Those responsible were careful to distinguish a necessary adjustment from a claim that every practical issue had now been solved. 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 allow delivery timing to determine scientific results
2 compare samples without controlling their handling
3 compare local streams using a procedure students could repeat safely
4 identify streams from changes caused during storage

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 a common laboratory makes all earlier handling equivalent
2 comparisons require attention to how evidence is produced before it is analyzed
3 transport conditions are irrelevant once a sample has been collected
4 every measured difference must come from the stream itself

3

An Experiment Without a Spectacle

A fictional science center redesigned demonstrations about friction. The aim was to help visitors predict outcomes instead of merely watching surprising events. Its popular demonstration involved a large device operated entirely by an expert presenter. 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.

Visitors remembered the dramatic movement but often could not explain which surface had changed the result. 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. The new devices allowed visitors to change one surface while keeping the other parts in place. Presenters asked what people expected to happen and why. A surprising outcome became the beginning of a discussion rather than the conclusion of a performance. Staff listened for changes in explanations instead of assuming that visitors who stayed longest had necessarily learned the most. The center observed families as well as individual visitors. In some groups, one confident person operated the device while everyone else watched. Presenters changed their prompts so that several people could offer predictions before a test. This made participation less dependent on who reached the equipment first and gave staff more evidence about different visitors' reasoning.

Attention and enjoyment did not by themselves show that visitors had understood the underlying relationship. 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 center added small devices visitors could adjust and asked them to predict outcomes before testing. 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 active comparison can reveal understanding that applause does not measure.

3

(25) What did staff learn from the original friction demonstration?

1 Visitors who left early always understood the science better than those who stayed.

2 Applause reliably revealed which surface had affected the result.

3 Visitors could remember the spectacle without understanding the relationship being shown.

4 The larger device allowed all visitors to make their own adjustments.

(26) How did the smaller devices support the new approach?

1 They removed the need for presenters to ask visitors any questions.

2 Visitors could alter one feature and compare a prediction with an outcome.

3 Visitors could change every feature at once to avoid careful comparison.

4 They made all demonstrations produce the same surprising result.

(27) Why did presenters ask several family members for predictions?

1 Staff wanted to replace family discussion with a formal competition.

2 Children's predictions were considered more accurate than adults' explanations.

3 One confident person could otherwise dominate the practical activity.

4 The equipment could not operate unless everyone gave an identical answer.

3

The Trial Plot

A fictional farming cooperative compared two methods of conserving moisture in vegetable beds. The aim was to find a practical method that members could use under their own growing conditions. The first trial put one method in a sunny field and the other beside a shaded wall. A proposal could look persuasive when expressed as a single target. In practice, however, the target would have to be interpreted through decisions about who used the service and what conditions they encountered. The initial plan made those decisions manageable without yet establishing that it made them appropriate.

The shaded beds retained moisture longer regardless of which covering was later placed on them. This was not simply an unexpected complaint to add at the end of a successful project. It showed why the unit chosen for an evaluation could affect the conclusion. The same arrangement might appear satisfactory from one perspective while leaving a central practical problem unresolved from another.

A difference attributed to the treatment could instead reflect the locations chosen for comparison. The organizers distinguished this issue from a demand for unlimited resources. They needed a way to compare actual effects with the intended purpose. Neither keeping the first rule unchanged nor assuming that every objection deserved an identical response would provide a convincing basis for that comparison.

Members also agreed to write down when a bed was watered and how the covering was maintained. These notes were not treated as unimportant details outside the experiment. They helped explain occasions when apparently identical beds behaved differently. The cooperative wanted a result that other members could examine and repeat, not merely a winning treatment announced at the end of one season. Farmers also discussed what would make a method worth adopting. A small improvement in moisture retention might not justify a covering that took too long to lay or could not be reused. These judgments did not replace the measurements; they explained what the measurements would mean in ordinary farming. The cooperative therefore recorded labor and material requirements separately. A method could perform well on one measure while remaining unsuitable for a member with different equipment or available time. The final discussion presented these trade-offs rather than announcing a universally superior treatment. Members could use the findings to make a reasoned choice and could identify what further evidence they would need in their own circumstances.

The cooperative distributed both treatments across several locations and recorded weather and soil conditions. The adjustment did not promise a final solution to every uncertainty. Instead, it made the basis for decisions clearer and created a way to examine whether the project was helping in the circumstances that mattered. Further evidence could still lead to changes without making the entire initiative pointless. The central lesson was that a convincing comparison separates the proposed cause from competing explanations.

3

(28) What problem affected the cooperative's first moisture trial?

1 Farmers had selected a treatment that could not be applied outdoors.

2 The treatment locations differed in ways that could influence the results.

3 Every bed received the same covering and the same amount of shade.

4 The trial was designed to compare production on two different continents.

(29) Why were watering and maintenance notes considered important?

1 They could help explain differences between beds that appeared comparable.

2 They were intended to replace measurements of retained moisture.

3 They guaranteed that another farm would obtain an identical numerical result.

4 They showed that the location of a bed had no effect on the experiment.

(30) What did the farmers consider beyond moisture retention?

1 Only the ease of announcing a winner mattered after measurements were complete.

2 Labor and material requirements could affect whether a method was worth adopting.

3 A treatment could be valuable only if it required the same equipment on every farm.

4 The most expensive covering was assumed to provide the strongest scientific evidence.

(31) What was the cooperative's final approach to the findings?

1 Giving greater weight to members who had predicted the initial result.

2 Presenting trade-offs that members could assess in their own circumstances.

3 Treating all unexpected readings as mistakes to remove from the record.

4 Choosing one universal winner without discussing practical differences.

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 shared workspaces in towns with many home workers. Under such a system, members could rent a desk for selected days without leasing an entire office. 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 provide a professional place outside the home. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could create opportunities for informal cooperation. 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 membership fees could exclude workers with unstable incomes. They also warn that open rooms might offer insufficient privacy for some tasks. 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 science education place greater emphasis on experiments?

POINTS

• Understanding

• Safety

• Resources

• Interest

Remember to complete both the summary and the essay.