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11回

完全オリジナル予想問題

■ 試験時間

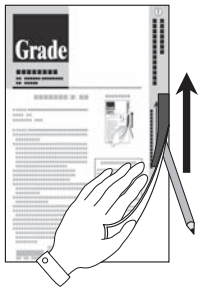
リーディング・ライティングテスト（９０分）

※ 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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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。
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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) Learners needed time to (　　) the unfamiliar information before applying it.

1 reject　　2 imitate
3 conceal　　4 assimilate

(2) The records should (　　) confirmed observations from uncertain recollections.

1 confuse　　2 imitate
3 distinguish　　4 conceal

(3) The award recognized an (　　) that solved an old problem in an entirely new way.

1 imitation　　2 innovation
3 deficiency　　4 scarcity

(4) Repeated successful use helped to (　　) the customers' confidence in the service.

1 reinforce　　2 undermine
3 imitate　　4 conceal

(5) The service needed enough regular users to remain financially (　　).

1 viable　　2 impossible
3 hostile　　4 arbitrary

(6) Although nothing was stated directly, there was an (　　) understanding that the material would remain private.

1 explicit　　2 portable
3 hostile　　4 implicit

(7) The photographs could not be published without the subjects' informed (　　).

1 hostility　　2 scarcity
3 consent　　4 remedy

(8) The new material had to (　　) high temperatures without changing shape.

1 undergo　　2 withstand
3 imitate　　4 conceal

1

(9) The negotiators tried to ( ) the need for quiet with the musicians' need to practice.

1 exaggerate 2 reconcile
3 conceal 4 discard

(10) Planners should not ( ) the time needed to explain the new procedure.

1 underestimate 2 exaggerate
3 imitate 4 conceal

(11) Applicants whose income exceeded the eligibility ( ) could not receive support.

1 inventory 2 tribute
3 consensus 4 threshold

(12) The instructions should ( ) the deadline so that readers do not overlook it.

1 conceal 2 imitate
3 emphasize 4 discard

(13) A shortage of supplies might ( ) the workshop to suspend operations.

1 deter 2 imitate
3 compel 4 conceal

(14) The council would ( ) the rule to allow justified exceptions.

1 conceal 2 amend
3 imitate 4 discard

(15) The project would ( ) the practical knowledge of local residents.

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

(16) The group agreed to ( ) money for future maintenance.

1 do away with 2 run into
3 look down on 4 set aside

1

(17) Several researchers would (　　) the claim that one small trial proved the method universally effective.

1 look forward to　　2 make up for
3 catch up on　　4 take issue with

(18) A sudden increase in demand might (　　) long queues at the collection point.

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

2

The Museum in a Suitcase

A regional museum lent small collections to isolated schools. 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 boxes contained valuable objects accompanied by lengthy catalogues written for specialists. 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.

Teachers hesitated to open them because the handling rules and learning goals were unclear. Providing authentic objects did not guarantee that teachers could use them confidently in ordinary lessons. 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 museum included robust examples, concise handling cards, and activities linked to classroom questions. 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 lend valuable objects without explaining handling
2 let pupils handle historical objects without making an expensive journey
3 replace classroom questions with the size of a collection
4 make schools responsible for interpreting specialist catalogues alone

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 long specialist descriptions provide enough support for every lesson
2 teachers' practical circumstances are unrelated to outreach success
3 authentic objects automatically become useful teaching resources
4 outreach succeeds when resources fit the conditions in which they will be used

2

A Map Drawn by Children

A primary school asked pupils to map their journeys through the neighborhood. 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 gave marks for matching the scale and symbols of an official map. 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.

Pupils omitted informal meeting places and shortcuts because these did not fit the marking scheme. Technical neatness could suppress the local knowledge the exercise was intended to reveal. 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 school separated mapping skills from discussion and invited pupils to explain their own symbols. 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 require children's routes to match an official drawing
2 assess local knowledge solely through cartographic neatness
3 remove informal places from pupils' accounts
4 understand which places children found difficult or important in everyday life

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 unofficial symbols should be ignored even when their meaning is explained
2 an accurate-looking map necessarily includes every important experience
3 assessment cannot influence the information pupils provide
4 a method of assessment can change the evidence participants are willing to provide

3

The Object Without a Label

The fictional Hillford Museum opened part of its storage collection for public study. The aim was to encourage visitors to examine objects normally excluded from permanent displays. The museum initially put every available object into a dense arrangement with minimal explanation. 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 spent most of their time trying to determine what individual items were and rarely compared them. 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. Curators chose a small number of objects whose differences visitors could investigate. One group showed successive repairs to a household tool, while another compared materials used for similar tasks. The labels offered enough information to begin looking, without supplying an answer to every question. Staff also indicated where the objects' histories were uncertain rather than filling every gap with a confident statement. Visitors could use the questions to compare objects even when they did not read every label. Curators observed where people stopped and asked what had drawn their attention. This helped distinguish an engaging comparison from a confusing cluster of material. The arrangement could then be adjusted without assuming that the most densely filled display offered the richest learning experience.

Making a collection visible could increase confusion when basic orientation was missing. 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.

Curators added short introductory labels and grouped contrasting examples around clear questions. 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 access to a collection needs an intellectual route as well as an open door.

3

(25) Why did simply opening the museum's stored collection produce difficulties?

1 The museum had prohibited comparisons between different kinds of material.

2 Every visitor preferred reading specialist catalogues to seeing displays.

3 Visitors lacked the basic orientation needed to identify and compare objects.

4 The objects had already been described in too many introductory labels.

(26) What did the revised labels aim to do?

1 Show that a densely filled display always creates more learning.

2 Give visitors enough information to begin investigating clear questions.

3 Hide uncertainties so that displays would appear more authoritative.

4 Provide a complete explanation that made looking closely at objects unnecessary.

(27) Why did curators observe where visitors stopped?

1 The observations could help distinguish an engaging comparison from a confusing arrangement.

2 The new route through the collection was expected to need no further adjustment.

3 Visitors who spent longest at one label were assumed to be the most knowledgeable.

4 Staff wanted to choose displays using visitor age alone.

3

Saving the Local Newspaper

The fictional town of Millbrook debated funding a searchable archive of its local newspaper. The aim was to preserve access to reporting that recorded daily community life. The proposed contract allowed the scanning company to charge separately for every page residents viewed. 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.

Families whose donations had supported the project discovered that repeated searches would become expensive. 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.

Technical preservation could succeed while practical public access became more restrictive than expected. 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.

The agreement covered more than the right to view pages on the current website. It specified what would happen if the supplier ended the service or changed its technical format. Local staff wanted the information needed to move the collection without losing its organization. This prevented the archive's future from depending entirely on a contract that had originally appeared to concern scanning alone. Public support for the project depended partly on explaining why future access required negotiation at the beginning. A cheap scanning contract could become costly if moving the records later required new payments or permission from one supplier. The town therefore compared proposals across the expected life of the archive. It also considered whether local staff could maintain the catalogue without specialist knowledge held only by the company. These questions did not make digital preservation undesirable. They helped define the work more accurately, separating the act of creating a file from the continuing arrangements that would allow a resident to find and use it years afterward.

The town negotiated free local access and retained copies that could be transferred to another service. 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 preservation agreements should protect future access rather than merely create digital copies.

3

(28) What concern arose about the newspaper archive's proposed contract?

1 The scanning company refused to create any copies of donated newspapers.

2 Local residents had asked to pay separately for every search result.

3 Families wanted the original paper copies destroyed after scanning.

4 Digital preservation could succeed while access became more expensive and restrictive.

(29) Why did the agreement address transferring the archive to another service?

1 Future access should not depend completely on the original supplier.

2 The company had guaranteed that its current technical format would never change.

3 Transfer would remove the need to retain a searchable catalogue.

4 The council wanted to change contractors after every individual scan.

(30) What did the town consider when comparing costs?

1 The cheapest contract would be best if the first website looked clear.

2 The expected life of access and maintenance, not just the initial scanning charge.

3 Future payments could be ignored because existing donors had funded publication.

4 Only the price paid by researchers visiting from outside the town.

(31) What is a central distinction in the passage?

1 Preserving a newspaper requires keeping every user on one permanent commercial platform.

2 Public ownership of paper records automatically guarantees unrestricted digital access.

3 A supplier's technical expertise makes contractual access conditions unimportant.

4 Creating digital files is different from sustaining the ability to find and use them.

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 school-managed loans of electronic textbooks. Under such a system, pupils could access course materials on devices supplied or approved by their schools. 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 reduce the weight of school bags. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could allow materials to be updated without printing new books. 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 technical failures could interrupt access to lessons. They also warn that reading exclusively on screens might not suit every learner. 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 museums invite more contributions from local residents?

POINTS

• Accuracy

• Community

• Costs

• Exhibitions

Remember to complete both the summary and the essay.