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**

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**WISH×AI 英検LAB**

## 準1級

## 第12回

### 完全オリジナル予想問題

■ 試験時間

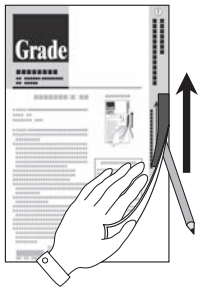
リーディング・ライティングテスト（９０分）

※ 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) Emergency supplies could (　　) the disruption caused by a temporary transport failure.

1 aggravate　　2 imitate
3 mitigate　　4 conceal

(2) The committee reached a (　　) agreement pending a final legal review.

1 permanent　　2 provisional
3 hostile　　4 edible

(3) The staff checked the emergency exit as a routine (　　) before opening the hall.

1 precaution　　2 prediction
3 tribute　　4 conflict

(4) Several community groups agreed to (　　) the revised access plan.

1 oppose　　2 imitate
3 conceal　　4 endorse

(5) Researchers sought independent documents to (　　) the dates recorded in the diary.

1 contradict　　2 imitate
3 conceal　　4 corroborate

(6) They reached a (　　) agreement that both organizations formally accepted.

1 isolated　　2 edible
3 mutual　　4 obsolete

(7) Her (　　) in old handwriting helped the archive identify several difficult names.

1 ignorance　　2 expertise
3 shortage　　4 conflict

(8) Technicians repeated the measurement to (　　) that the first reading was accurate.

1 verify　　2 conceal
3 distort　　4 postpone

## 1

(9) The researcher avoided an (　　) choice by specifying the selection rule in advance.

1 arbitrary　　2 systematic
3 mandatory　　4 cooperative

(10) Without regular maintenance, the condition of the path would continue to (　　).

1 improve　　2 imitate
3 commence　　4 deteriorate

(11) The village had a (　　) supply of building stone from the nearby quarry.

1 scarce　　2 hostile
3 plentiful　　4 obsolete

(12) The narrow site would (　　) the size of any building constructed there.

1 liberate　　2 constrain
3 imitate　　4 conceal

(13) A large error was (　　) on the front page, where every reader could notice it.

1 invisible　　2 conspicuous
3 impartial　　4 edible

(14) The charity could not continue indefinitely and would (　　) its activities when funds ran out.

1 cease　　2 commence
3 imitate　　4 inherit

(15) The award would (　　) an especially effective contribution.

1 put up with　　2 run out of
3 look after　　4 single out

(16) She agreed to (　　) the revised schedule after the access problem was resolved.

1 break away from　　2 look down on
3 go along with　　4 run out of

## 1

(17) A shared form would (　　) the need to submit identical information twice.

1 put up with　　2 look up to
3 do away with　　4 catch up on

(18) The editor would (　　) publication while the quotation was being checked.

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

**2**

## When the Screen Turns Off

A secondary school asked pupils to keep phones out of sight during discussion periods. Those involved hoped to ( 19 ). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The first rule counted every visible screen as evidence that a student was distracted. 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.

One pupil used a device to enlarge text, and another relied on it to communicate. A simple visible indicator could confuse an access requirement with behavior that interfered with learning. 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.

Teachers clarified exceptions and evaluated the quality of participation instead of counting devices alone. 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 remove educational exceptions from classroom rules
2 assess participation without considering access requirements
3 count visible devices as proof of distraction
4 help students sustain attention while allowing legitimate educational uses at other times

**(20)**

1 Consequently
2 Similarly
3 Nevertheless
4 For example

**(21)**

1 educational purpose is irrelevant once a classroom rule is simple
2 a classroom rule should reflect its educational purpose and accommodate access needs
3 an access need must be treated as a failure to participate
4 a visible screen always indicates an unrelated activity

**2**

## A Tutor Between Lessons

A college offered short peer-tutoring sessions before examinations. 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 ). Organizers first selected tutors only on the basis of their highest examination scores. 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 strong performers explained solutions rapidly but struggled to identify where another student was confused. Mastery of a subject did not automatically provide the ability to make another person's difficulty visible. 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 college added tutor preparation and asked applicants to demonstrate how they would respond to an incorrect answer. 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 replace explanations with rapid demonstrations of correct answers
2 choose tutors exclusively by their examination rank
3 assume subject knowledge makes preparation unnecessary
4 give students a place to ask questions they were reluctant to raise in large classes

**(23)**

1 Similarly
2 Nevertheless
3 For example
4 Consequently

**(24)**

1 high scores automatically provide skill in recognizing another learner's difficulty
2 peer tutors need no practice responding to errors
3 effective teaching requires understanding learners as well as knowing the material
4 an incorrect answer reveals nothing useful to a tutor

3

## The Room Students Could Reserve

The fictional Bellford College converted unused offices into study rooms. The aim was to give commuting students a reliable place to work between classes. Rooms were first allocated through an online booking system that opened at midnight each Sunday. 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 small group reserved the best periods immediately, while students with early shifts found little remaining space. 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. Some students needed to work only for half an hour before their next bus. Others required a quiet place for a longer assignment. Allowing a few short sessions to remain available helped both groups use the rooms without rewarding whoever could make the earliest booking. The college also monitored cancellations so that apparently occupied periods did not remain empty in practice. The college retained some advance bookings because predictable access was valuable to students planning longer work. The revised system did not assume that one method should replace every other. It used different routes to reservation for different situations and reviewed whether the balance made useful study time available without leaving rooms unnecessarily empty.

A formally open system could favor people whose schedules allowed them to act at one particular moment. 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 staggered booking times and reserved some short sessions for same-day requests. 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 procedural openness should be assessed by who can actually use the opportunity.

## 3

**(25) Why did the first study-room booking system favor a small group?**

1 They could reserve useful periods as soon as booking opened at one particular time.

2 The college deliberately prohibited people with early shifts from applying.

3 They needed the rooms less often than commuting students.

4 They had been given formal permission to keep rooms empty.

**(26) Why were some same-day short sessions retained?**

1 They ensured that rooms could not be booked by different kinds of users.

2 They helped students whose immediate needs were not served by advance reservations.

3 They replaced all advance planning with a first-come queue at midnight.

4 They eliminated the need for any longer period of quiet study.

**(27) Why did the college monitor cancellations?**

1 Every cancellation showed that the room should be removed permanently.

2 Cancellation totals could replace information about students' work patterns.

3 Students who canceled a room were no longer eligible to study on campus.

4 Apparently occupied periods might otherwise remain unused in practice.

3

## Choosing the Next Course

The fictional Alder College asked adults which evening courses they wanted. The aim was to develop classes that answered local needs without relying only on last year's enrolment. The survey offered a fixed list of existing courses and asked respondents to select one. 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.

Several residents wrote that their preferred topics were absent and that they needed shorter sessions. 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 survey measured preferences within the current offer rather than demand for forms of learning not yet provided. 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 consultation asked adults to describe a task they wanted to perform better or a subject they wished they understood. Staff then discussed whether these needs could be addressed through short workshops or a longer sequence. This did not mean that every suggestion became a course. It meant that the decision was informed by needs outside the institution's existing list. After selecting courses, the college returned to the community with a brief explanation of its decisions. Some suggestions could be combined, while others required facilities or teaching expertise not currently available. Giving reasons helped distinguish a considered decision from an ignored request. It also allowed residents to correct misunderstandings before the program began. The college kept a list of unmet needs for later review rather than treating one consultation as the end of the conversation. This record could reveal changes over time, including needs that became feasible when a partner organization offered space or specialist support.

The college added open questions and discussed scheduling needs before selecting the final program. 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 consultation can miss new demand when its choices merely reproduce existing provision.

## 3

**(28) What did the first adult-course survey fail to reveal?**

1 Preferences among the existing choices in the questionnaire.

2 The number of people who returned a completed survey.

3 Needs outside the list of courses already offered.

4 Whether respondents had selected more than one printed option.

**(29) What change did open questions make possible?**

1 Residents could describe learning needs and scheduling requirements in their own terms.

2 Every suggested topic automatically became a full-length course.

3 The college could stop considering the availability of facilities and expertise.

4 Residents had to design a complete qualification before expressing interest.

**(30) Why did the college explain its final decisions publicly?**

1 The aim was to prove that residents had requested only the courses already available.

2 Reasons could show how requests were considered and allow misunderstandings to be corrected.

3 A public explanation removed the need to preserve suggestions not immediately adopted.

4 The explanation transferred responsibility for staffing every course to survey respondents.

**(31) How were unmet needs treated?**

1 They remained available for later review as circumstances and partnerships changed.

2 They were counted as enrolments in courses that had not been approved.

3 They were interpreted as unrealistic because they did not fit present resources.

4 They were deleted once the next teaching program had been chosen.

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 local authorities publishing nonpersonal service data. Under such a system, people could download records about spending and service operation for independent examination. 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 make public decisions easier to scrutinize. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could allow outside groups to develop useful services. 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 poorly explained figures could be misinterpreted. They also warn that preparing reliable accessible data would require staff time. 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 colleges offer more short courses for adults?

### POINTS

• Employment

• Costs

• Flexibility

• Standards

*Remember to complete both the summary and the essay.*