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14回

完全オリジナル予想問題

■ 試験時間

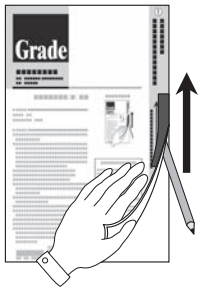
リーディング・ライティングテスト（９０分）

※ 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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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) Before changing the policy, the council commissioned a (　　) review of all available evidence.

1 comprehensive　　2 partial
3 accidental　　4 temporary

(2) Farmers applied for a (　　) to help pay for equipment that reduced waste.

1 penalty　　2 shortage
3 verdict　　4 subsidy

(3) A (　　) inspection identified issues that would require more detailed examination.

1 final　　2 hostile
3 preliminary　　4 rigid

(4) They tested the (　　) instead of treating it as an established fact.

1 evidence　　2 assumption
3 inventory　　4 compensation

(5) A single successful event was not enough to (　　) public interest over several months.

1 disrupt　　2 sustain
3 imitate　　4 conceal

(6) Readers might (　　) the ambiguous instruction in several different ways.

1 interpret　　2 conceal
3 imitate　　4 postpone

(7) The school offered (　　) instruction to help pupils overcome difficulties already identified.

1 preventive　　2 edible
3 obsolete　　4 remedial

(8) The store needed to (　　) its stock before the next period of high demand.

1 deplete　　2 imitate
3 replenish　　4 conceal

1

(9) With the deadline (　　), the editors worked late to complete the final corrections.

1 distant　　2 voluntary
3 imminent　　4 annual

(10) The trip remained (　　) on the weather being safe enough for the crossing.

1 independent　　2 contingent
3 inevitable　　4 obsolete

(11) The course emphasized (　　) investigation through measurements students collected themselves.

1 empirical　　2 imaginary
3 decorative　　4 compulsory

(12) Without supporting documents, the explanation did not seem (　　) to the committee.

1 reckless　　2 temporary
3 edible　　4 credible

(13) The manager was reluctant to (　　) the sales increase solely to advertising.

1 conceal　　2 postpone
3 imitate　　4 attribute

(14) New applicants faced (　　) checks before they could handle the sensitive records.

1 lenient　　2 portable
3 stringent　　4 casual

(15) Staff were required to (　　) important files before changing the software.

1 put off　　2 back up
3 turn down　　4 wear out

(16) A decision has little value if nobody will (　　) the agreed actions.

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

1

(17) A quick demonstration might (　　) the evidence needed to establish long-term reliability.

1 fall short of　　2 look forward to
3 come down with　　4 make room for

(18) Students were encouraged to (　　) their own explanations before reading the textbook.

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

2

A Meal Worth Waiting For

A school kitchen adjusted serving arrangements to reduce food waste. 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). At first the kitchen weighed only the food left on trays at the end of lunch. 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.

Pupils at the back of the queue often received their least preferred option after popular dishes ran out. Uneaten food could reflect the timing of access rather than a general dislike of the menu. 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 kitchen varied serving order and recorded availability alongside the amount discarded. 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 let pupils choose meals they would eat while keeping lunch queues manageable
2 give early arrivals priority in every lunch queue
3 measure waste without considering which meals remained available
4 interpret all leftovers as general dislike of a menu

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 a tray's contents reveal nothing about the choices offered
2 uneaten food can always be explained by personal taste
3 serving order cannot affect the meaning of waste measurements
4 waste measurements become more useful when the circumstances of choice are included

2

The Market at Closing Time

A market association tested discounted food boxes near the end of trading. 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. The first system asked buyers to collect boxes at one fixed time from a single stall. 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.

Workers whose shifts ended slightly later could not participate, while early arrivals crowded the narrow passage. A low price was not sufficient when collection arrangements excluded some interested customers and disrupted others. 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 association introduced brief staggered collection windows and a separate pickup point. 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 extend every vendor's working day indefinitely
2 reduce prices without examining collection arrangements
3 sell every box at one crowded collection moment
4 sell surplus produce without requiring vendors to remain open late

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 a low price alone ensures practical access for all buyers
2 collection timing is unrelated to participation
3 affordability and practical access need to be designed together
4 crowding is evidence that no operational change is needed

3

The Kitchen Shared by Many

The fictional town of Fernbridge opened a licensed kitchen for very small food businesses. The aim was to help new producers meet preparation standards without renting a full commercial kitchen. The first booking policy divided available hours equally among registered members. 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.

Bakers needed early access, while other producers required long uninterrupted periods for cooling and storage. 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. One producer needed to leave a mixture undisturbed before using the next machine; another needed to move directly from preparation to heating. The shared rules made these sequences visible before bookings were accepted. Labeling stored material also prevented the next user from mistaking a cooling product for abandoned supplies. The cooperative reviewed the schedule with users rather than assuming the first plan would remain suitable. The managers arranged a trial week before fixing the new booking rules permanently. Users could identify conflicts that were not obvious in a written schedule. Some adjustments concerned equipment or storage rather than extra hours. Resolving those practical details allowed the kitchen to serve more production patterns without pretending that every business followed the same sequence.

Equal hourly shares did not account for different production sequences or the use of equipment between bookings. 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.

Managers created activity-based booking blocks and agreed on clearly labeled storage areas. 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 a shared facility needs rules that reflect how its users' work actually proceeds.

3

(25) Why were equal hourly kitchen bookings insufficient?

1 All producers wanted to carry out exactly the same task at dawn.

2 The users had agreed that cooling products should be discarded after each booking.

3 The licensed kitchen lacked any equipment shared between members.

4 Different production processes required different sequences, storage, and uninterrupted time.

(26) What did activity-based booking make visible?

1 Only the number of registered businesses in the town.

2 A reason to give every business identical uninterrupted hours.

3 The fact that labeled storage removed the need for agreed responsibilities.

4 How one stage of work depended on equipment or space between formal sessions.

(27) Why was a trial week used before fixing the rules?

1 The managers wanted production to follow the first plan regardless of feedback.

2 The trial would prove that no further changes could become necessary.

3 Users could reveal conflicts not obvious in a written schedule.

4 The kitchen had to operate without identifying its members.

3

A Label People Could Use

A fictional food cooperative developed labels explaining the origin of its ingredients. The aim was to help customers compare products without presenting every item as equally sustainable. The first labels combined distance, farming method, packaging, and transport into one unexplained score. 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.

Customers assumed that two products with the same score had identical environmental effects in every respect. 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 single figure could conceal the different judgments and trade-offs used to produce it. 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.

Customers could compare two products and see that one used less packaging while another traveled a shorter distance. The label did not tell them that every environmental consideration had equal importance. Instead, it showed the basis for the comparison and directed interested readers to fuller information. The cooperative hoped this would encourage informed judgment rather than confidence in an unexplained score. The cooperative did not assume that every shopper wanted to study a technical report while standing at a shelf. The most important distinctions were shown briefly, with further detail available for those who wanted it. Staff tested whether customers understood what an indicator described and what it did not. Where a measure relied on an estimate, this was stated clearly. The goal was not to make decisions impossible through excessive detail, but to provide an honest comparison. A simpler display could still be useful if it preserved the distinctions that mattered and did not imply that a complicated environmental judgment had become a precise universal ranking.

The cooperative displayed a few separate indicators and explained the assumptions behind each one. 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 simplifying information should not hide the choices built into the simplification.

3

(28) Why was the food label's single score criticized?

1 It made every product's production method completely transparent.

2 It concealed different judgments and trade-offs behind an apparently simple comparison.

3 It required customers to compare the same environmental factor twice.

4 It displayed too many separate indicators at the point of sale.

(29) What did separate indicators allow customers to recognize?

1 Products could differ across environmental considerations even when a total looked similar.

2 A shorter transport distance proved that every other effect was smaller.

3 All environmental effects had been assigned equal importance by scientific agreement.

4 The cooperative had removed all assumptions from environmental measurement.

(30) How did the cooperative balance brevity and detail?

1 It showed key distinctions briefly and made fuller explanations available.

2 It expected every customer to study a complete report before purchasing.

3 It treated more detailed information as unnecessary once a score had been printed.

4 It removed all estimates so that labels would contain only exact figures.

(31) What was the intended value of the revised labels?

1 To replace customers' preferences with an unexplained recommendation from staff.

2 To guarantee that every shopper would choose the same product.

3 To eliminate the need to explain which environmental effects were being compared.

4 To support informed judgment without presenting a complex comparison as a universal ranking.

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 labels explaining selected environmental effects of household goods. Under such a system, shops could display information intended to help buyers compare similar products. 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 hidden environmental costs more visible. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could encourage producers to improve their practices. 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 different calculation methods could produce confusing comparisons. They also warn that collecting trustworthy information would be expensive for small producers. 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 schools teach students how to evaluate information online?

POINTS

• Technology

• Responsibility

• Resources

• Judgment

Remember to complete both the summary and the essay.