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15回

完全オリジナル予想問題

■ 試験時間

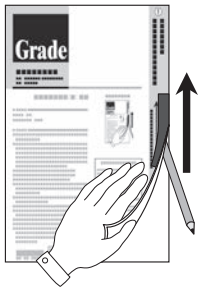
リーディング・ライティングテスト（９０分）

※ 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) The firm decided to ( ) several small deliveries into a single shipment.

1 fragment
2 evade
3 imitate
4 consolidate

(2) Researchers had to explain why they chose to ( ) particular observations from the analysis.

1 include
2 imitate
3 exclude
4 inherit

(3) Clear penalties were intended to ( ) people from dumping waste illegally.

1 encourage
2 deter
3 imitate
4 conceal

(4) The groups agreed to ( ) their schedules so that they could share the workshop.

1 coordinate
2 scatter
3 imitate
4 conceal

(5) Repeated minor expenses had a ( ) impact on the annual budget.

1 cumulative
2 isolated
3 simultaneous
4 edible

(6) The discovery of missing evidence threatened to ( ) the report's central conclusion.

1 reinforce
2 assemble
3 inherit
4 undermine

(7) A shared database could ( ) work that previously required entering the same information several times.

1 complicate
2 imitate
3 streamline
4 conceal

(8) Space was the main ( ); the larger machine would not fit inside the workshop.

1 privilege
2 constraint
3 surplus
4 tribute

1

(9) The organization promised greater (　　) by releasing information about how donations were spent.

1 secrecy　　2 transparency
3 scarcity　　4 urgency

(10) Volunteers worked to preserve the region's architectural (　　) for future generations.

1 heritage　　2 deficiency
3 liability　　4 friction

(11) The rainfall was (　　), consisting of brief showers rather than a steady downpour.

1 continuous　　2 compulsory
3 identical　　4 sporadic

(12) An (　　) omission left one applicant's name off the list despite no intention to exclude her.

1 deliberate　　2 compulsory
3 inadvertent　　4 profitable

(13) There was no (　　) among the experts, whose recommendations differed sharply.

1 conflict　　2 shortage
3 consensus　　4 exemption

(14) The witness was (　　) to speak publicly because she feared unwanted attention.

1 enthusiastic　　2 reluctant
3 inevitable　　4 transparent

(15) The event could (　　) because neither venue was willing to confirm the date.

1 fall through　　2 take off
3 hold on　　4 turn up

(16) The discrepancy could not simply be (　　) careless measurement.

1 come down with　　2 look forward to
3 stand up for　　4 put down to

1

(17) The archive would (　　) new management after the merger.

1 do away with　　2 look up to
3 make room for　　4 come under

(18) A different entrance would allow wheelchair users to (　　) the barrier.

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

2

A Seat Beside the Door

A bus operator asked passengers about priority seating. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The initial publicity showed only elderly people and passengers using visible mobility aids. 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.

Some passengers with less visible conditions reported being challenged when they used the seats. An illustration intended to clarify entitlement could unintentionally narrow public understanding of who might need assistance. 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 operator changed the messages to include needs that were not immediately apparent. 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 limit assistance to people shown in the first publicity
2 judge seating needs entirely by visible appearance
3 make seats accessible to people who needed them without forcing everyone to explain private circumstances
4 require passengers to disclose private conditions publicly

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 illustrations can never influence who is considered entitled to help
2 a priority policy is fair whenever one familiar example is advertised
3 invisible needs are less legitimate than visible ones
4 access policies should not depend entirely on visible signs of need

2

The Appointment Reminder

A community advice center sent text reminders before appointments. 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 messages included the full reason for each appointment on the phone's lock screen. 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.

Several clients shared phones with relatives and preferred not to display sensitive personal matters. A reminder could improve attendance while creating a privacy problem unrelated to the appointment itself. 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 center used neutral wording and let clients choose whether and how they received reminders. 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 require clients to display appointment reasons on shared phones
2 improve attendance without allowing communication choices
3 reduce missed visits while keeping the booking process simple
4 include sensitive details in every public notification

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 the wording matters less than sending the message quickly
2 a helpful reminder cannot create a separate privacy problem
3 a helpful communication method must respect the context in which a message is seen
4 communication choices are unnecessary when attendance improves

3

Designing the Public Counter

The fictional Bracken Council renovated its customer-service hall. The aim was to make face-to-face assistance easier to obtain for residents with different needs. The original design replaced all counters with standing-height desks to speed short transactions. 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.

People using wheelchairs and residents completing complicated forms found the new arrangement difficult. 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. Staff also considered the point at which a person entered the hall. Clear instructions about available assistance were placed before the main queue, so residents did not have to reach a standing desk before learning that a seated appointment was possible. The council tested the layout with tasks of different lengths. A brief request for a leaflet and a complicated application were not treated as identical visits. Some residents wanted to complete a form independently once they reached an appropriate desk; others needed assistance. The redesign allowed both possibilities. Staff were trained to ask what help was useful rather than infer every need from appearance. This kept the service flexible without requiring a separate process for every possible individual circumstance.

Optimizing the most common short visit did not ensure that the service worked for less typical but legitimate visits. 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 council provided seated desks, private appointments, and clear information about available assistance. 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 efficient public services should accommodate the range of tasks residents must complete.

3

(25) Why did standing-height desks fail to serve all visitors?

1 They prevented staff from giving out any printed information.

2 They were installed only in a private appointment room.

3 They suited some short transactions but made other legitimate tasks difficult.

4 Visitors using wheelchairs had requested a longer queue rather than seating.

(26) Why was assistance information placed before the main queue?

1 It ensured that longer applications would receive no face-to-face support.

2 It encouraged every visitor to choose the same type of appointment.

3 It removed the need to ask users what assistance would help.

4 People could learn about suitable options before reaching an unsuitable desk.

(27) How were different needs handled?

1 Staff assigned help solely from a visitor's appearance.

2 Every visitor had to use a separate specialist process.

3 Only people with brief requests were included in layout testing.

4 Residents could complete tasks independently or request assistance without one compulsory pattern.

3

The Benefit Form

A fictional community foundation simplified applications for small emergency grants. The aim was to reduce paperwork while still gathering enough information to make fair decisions. The first revision removed explanatory questions and required applicants to choose one standard category. 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.

People whose difficulties crossed several categories struggled to explain why the assistance was needed. 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.

A shorter form could become less informative when its fixed categories did not match real circumstances. 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 optional space did not replace questions needed to check eligibility. It gave applicants a way to explain why the standard categories failed to describe their situation. Advisers could help someone record the relevant facts without deciding the outcome on their behalf. Reviewers were trained to use the additional context consistently rather than reward whichever applicant wrote the longest account. The foundation monitored whether the revised form reduced requests for clarification or merely moved them to a later stage. A form could appear shorter for applicants while creating more work when reviewers had to reconstruct missing information. Likewise, collecting every imaginable detail would burden people without necessarily improving decisions. The review focused on the information needed to understand a claim and apply the rules fairly. Applicants could see why important questions were asked, and advisers could identify sections that repeatedly caused confusion. The foundation treated the form as part of the service, not simply as a barrier that applicants had to overcome before their circumstances deserved attention.

The foundation kept essential questions and added a short optional space for context or help from an adviser. 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 simplification should reduce unnecessary effort without erasing relevant differences.

3

(28) Why could a shorter grant form be less informative?

1 Removing explanatory questions necessarily made every applicant ineligible.

2 Fixed categories could fail to describe difficulties crossing several kinds of need.

3 The original form had already eliminated all duplicate questions.

4 Applicants were asked to supply a complete budget for the whole foundation.

(29) What was the role of the optional context space?

1 It allowed relevant circumstances to be explained without replacing essential eligibility questions.

2 It removed the need for any applicant to meet the foundation's rules.

3 It allowed advisers to decide the outcome before reviewers saw the application.

4 It gave priority to whichever applicant wrote the longest account.

(30) Why did the foundation monitor later requests for clarification?

1 A large number of questions always produced the fairest decisions.

2 The monitoring would establish that applicants never needed assistance.

3 A form might look shorter while shifting necessary work to a later stage.

4 Clarification was intended to discourage people from using advisers.

(31) What principle guided the revision?

1 Keep the form as short as possible regardless of what reviewers need.

2 Reduce unnecessary effort while retaining information needed for fair decisions.

3 Treat categories as more reliable than evidence about actual circumstances.

4 Assume that submission ends the foundation's responsibility for understandable procedures.

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 beekeeping projects on suitable urban sites. Under such a system, trained members would maintain hives and use the project for community education. 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 offer practical learning about living systems. 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 cooperation among neighbors. 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 poor management could cause conflicts with nearby residents. They also warn that suitable sites and continuing specialist support might be limited. 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 communities create more opportunities for sharing equipment?

POINTS

• Costs

• Responsibility

• Skills

• Convenience

Remember to complete both the summary and the essay.