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16回

完全オリジナル予想問題

■ 試験時間

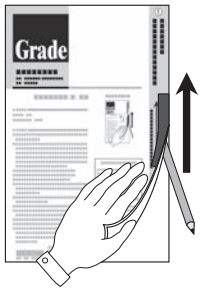
リーディング・ライティングテスト（９０分）

※ 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 plants would (　　) only if they received enough light and water.

1 deteriorate　　2 imitate
3 flourish　　4 vanish

(2) Reducing unnecessary (　　) helped the group operate within its limited budget.

1 revenue　　2 expenditure
3 surplus　　4 permission

(3) Plants selected for the exposed garden had to be (　　) enough to recover from harsh conditions.

1 resilient　　2 brittle
3 irrelevant　　4 stationary

(4) Clear labels can (　　) the identification of suitable replacement parts.

1 obstruct　　2 inherit
3 discard　　4 facilitate

(5) Having seen exaggerated advertisements before, customers were (　　) about the promised results.

1 grateful　　2 obedient
3 identical　　4 skeptical

(6) A minor inconvenience would not (　　) closing an essential service entirely.

1 conceal　　2 imitate
3 justify　　4 postpone

(7) A public (　　) developed after experts challenged the accuracy of the announcement.

1 harmony　　2 controversy
3 permission　　4 precision

(8) Managers agreed to (　　) additional staff to the busiest service desk.

1 allocate　　2 conceal
3 imitate　　4 withstand

1

(9) Participants were free to ( ) from the study without giving a reason.

1 withdraw 2 submit
3 imitate 4 inherit

(10) Her ( ) skills allowed her to move successfully between research, teaching, and management.

1 rigid 2 fragile
3 hostile 4 versatile

(11) Residents wanted to ( ) the character of the old street during redevelopment.

1 discard 2 distort
3 preserve 4 evade

(12) Users could ( ) a receipt by entering its reference number.

1 discard 2 retrieve
3 imitate 4 postpone

(13) They made a ( ) booking that could be changed without penalty.

1 definitive 2 tentative
3 hostile 4 edible

(14) Once the new system was operating, several old procedures became ( ) and were removed.

1 redundant 2 essential
3 edible 4 impartial

(15) The school would ( ) the outdated system as replacement equipment became available.

1 set aside 2 look into
3 bring up 4 phase out

(16) The center promised to ( ) complaints rather than merely record them.

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

1

(17) The committee was criticized for trying to (　　) objections without answering them.

1 look into
2 hold on to
3 brush aside
4 count on

(18) The service would have to improve reliability to (　　) customers' expectations.

1 run out of
2 live up to
3 look down on
4 break away from

2

Storing Heat, Not Just Power

A college workshop developed a classroom model of an insulated hot-water store. 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 demonstration compared tanks only by the maximum temperature reached. 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.

A poorly insulated tank became hottest quickly but lost much of that heat before the next lesson. A high initial temperature did not necessarily indicate how much useful heat remained when it was needed. 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. (20), those responsible reconsidered the original arrangement rather than treating the difficulty as irrelevant to the project.

Students measured cooling over several hours and compared usable output at the intended time. 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 (21). This conclusion connected the change to its original purpose without suggesting that the same procedure would necessarily work everywhere.

(19)

1 compare storage only by maximum temperature
2 show students how energy could be used at a different time from when it was supplied
3 ignore the time between supply and intended use
4 reward the tank that heats fastest regardless of later loss

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 the hottest initial tank always supplies the most useful heat later
2 performance depends on when a resource is needed as well as how much is initially stored
3 stored energy should be judged independently of when it is needed
4 insulation is irrelevant after the maximum is recorded

2

A Light for the Whole Room

A community center replaced old lamps with more efficient lighting. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The purchasing team initially compared lamps only by their rated power consumption. 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 new fittings cast strong shadows on tables despite making the ceiling appear bright. A lower electrical rating did not guarantee adequate illumination where people actually performed tasks. 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. (23), those responsible reconsidered the original arrangement rather than treating the difficulty as irrelevant to the project.

The center tested lighting at table level and adjusted the position of fittings before completing the purchase. 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 (24). This conclusion connected the change to its original purpose without suggesting that the same procedure would necessarily work everywhere.

(22)

1 cut electricity use while keeping rooms suitable for reading and social activities
2 illuminate ceilings without checking working surfaces
3 select lamps solely by their lowest electrical rating
4 replace lighting trials with a comparison of power labels

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 lower power consumption guarantees adequate task lighting
2 technical efficiency must be considered alongside the function a product is expected to perform
3 visible brightness in one place describes every surface
4 fitting position cannot affect practical illumination

3

The Retrofit Nobody Used

The fictional housing association of Stonewick installed new heating controls in older homes. The aim was to help residents maintain comfortable rooms while avoiding unnecessary energy use. Installers demonstrated every setting quickly on the day the equipment was fitted. 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.

Residents later left the controls on a basic setting because the display symbols and instructions were difficult to follow. 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. Follow-up visits were arranged after residents had lived with the controls for a while. This allowed questions to emerge from ordinary routines instead of a hurried demonstration beside newly installed equipment. A short guide explained common actions before introducing advanced settings. Residents could ask for help without being told that a feature's presence proved that it was already useful to them. The housing association also checked whether difficulties resulted from the controls or from the heating system itself. Clearer instructions could not repair an unrelated fault. Residents were given a way to report both kinds of problem, helping the association direct the response appropriately instead of assuming that every complaint showed a failure to understand the new device.

Installing a capable device did not ensure that its features would be understood or used in everyday life. 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 association offered follow-up visits and developed short guides around common household routines. 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 the benefits of new equipment depend partly on continuing support for its users.

3

(25) Why were many heating controls left on a basic setting?

1 Every resident preferred higher energy use to more comfortable rooms.

2 Residents found the display and instructions difficult to use after a brief demonstration.

3 The equipment had been designed without any advanced functions.

4 Installers had prohibited residents from adjusting the temperature.

(26) What did follow-up visits provide?

1 A chance to answer questions arising from actual household routines.

2 An opportunity to remove the controls from all homes immediately.

3 Proof that printed instructions could never support users.

4 A requirement that residents memorize every setting before asking for help.

(27) Why did the association distinguish controls from the heating system?

1 Every complaint was assumed to result from misunderstanding the display.

2 A capable device guaranteed that the heating system operated correctly.

3 Instructions could not resolve an unrelated equipment fault.

4 Technical complaints were considered outside the installation project's purpose.

3

Energy on a Shared Roof

The fictional Elmford Housing Cooperative proposed solar panels on a building occupied by both owners and tenants. The aim was to share potential savings among households with different contractual arrangements. The first financial model credited all electricity savings to the people who owned individual apartments. 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.

Tenants would experience installation work but receive no direct reduction in the bills they paid. 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.

An arrangement that benefited the building overall could still allocate costs and gains unevenly between residents. 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 agreement distinguished savings appearing on a shared account from savings reaching an individual household. It also explained who would organize repairs and whether a change of tenant or owner affected participation. Residents were shown examples of different circumstances rather than only the total expected return. The cooperative wanted members to understand the arrangement they were entering, including its uncertainties. Residents were also told how actual results would be reported after installation. Estimates could inform a decision, but they were not guarantees for every household. The cooperative planned to compare the expected distribution of savings with later bills and explain any important differences. New residents would receive the same information rather than depend on the memory of an earlier meeting. This continuing process mattered because ownership and tenancy could change while the equipment remained in place. The project was therefore understood as an arrangement among people as well as a set of panels on a roof, with responsibilities that would need to remain clear over time.

The cooperative negotiated a billing agreement and published how maintenance obligations and savings would be divided. 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 collective projects require an explicit account of who pays and who benefits.

3

(28) Why did the housing cooperative revise the first solar-panel financial model?

1 It allocated savings to owners while tenants experienced work without equivalent bill reductions.

2 It gave every household identical savings before installation.

3 It ignored the total electricity expected from the panels.

4 It assumed tenants owned the roof and all the equipment.

(29) What did the agreement make explicit?

1 A guarantee that every household's later bills would match estimates exactly.

2 How savings, repair obligations, and changes of resident would be handled.

3 An arrangement in which no resident needed information after the first meeting.

4 The right of owners to change tenants' bills without explanation.

(30) Why were actual bills to be compared with estimates?

1 Any difference would show that rooftop electricity had no potential value.

2 The comparison would eliminate every uncertainty before installation.

3 The cooperative needed to examine whether benefits reached households as expected.

4 Estimates were intended to remain unchanged regardless of later evidence.

(31) What broader issue did the project illustrate?

1 Tenancy changes are irrelevant once panels have been installed.

2 Collective equipment involves continuing arrangements among people as well as technical output.

3 Maintaining a shared project requires less explanation than approving its first proposal.

4 A building's total gain ensures that every resident benefits in the same way.

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 advance reservations for popular visitor attractions. Under such a system, visitors would choose an arrival period before entering a heavily used site. 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 crowding at the busiest times. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could help managers plan staffing and maintenance. 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 people without reliable online access could find booking difficult. They also warn that fixed arrival periods could reduce flexibility for travelers. 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 local governments preserve traditional place names?

POINTS

• Navigation

• Identity

• Costs

• Education

Remember to complete both the summary and the essay.