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17回

完全オリジナル予想問題

■ 試験時間

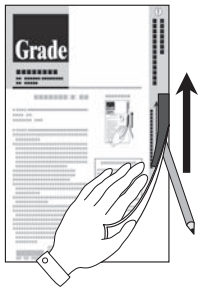
リーディング・ライティングテスト（９０分）

※ 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) Campaigners wanted to (　　) the rule entirely because they considered it unfair.

1 reinforce　　2 abolish
3 imitate　　4 retain

(2) Digital copies allowed researchers to consult documents while the archive could (　　) the originals.

1 retain　　2 discard
3 conceal　　4 exaggerate

(3) The project needed to (　　) changes over time rather than record one initial result.

1 conceal　　2 imitate
3 abandon　　4 monitor

(4) It was hard to (　　) how demand would change after the fee was removed.

1 conceal　　2 imitate
3 anticipate　　4 postpone

(5) Additional signs were installed to (　　) the confusion caused by the original layout.

1 preserve　　2 imitate
3 rectify　　4 conceal

(6) The grant required (　　) with clear reporting rules.

1 defiance　　2 compliance
3 shortage　　4 friction

(7) Applying the same rule to comparable cases improved (　　) in decision-making.

1 consistency　　2 contradiction
3 urgency　　4 scarcity

(8) The school needed enough trained staff to (　　) the new teaching approach.

1 abandon　　2 conceal
3 evade　　4 implement

1

(9) The emergency plan would ( ) essential supplies before nonurgent deliveries.

1 conceal
2 imitate
3 scatter
4 prioritize

(10) She organized the scattered notes into a ( ) account that readers could follow easily.

1 random
2 hostile
3 coherent
4 portable

(11) Their schedules were ( ), leaving no period when both could attend.

1 identical
2 incompatible
3 cooperative
4 profitable

(12) The charity was ( ) about ensuring that every payment followed the donor's conditions.

1 scrupulous
2 dishonest
3 careless
4 indifferent

(13) A diagram helped to ( ) the relationship between the separate stages.

1 clarify
2 obscure
3 imitate
4 postpone

(14) The project gave ( ) to households facing the most urgent difficulties.

1 shortage
2 inheritance
3 permission
4 priority

(15) The engineers could not ( ) further delays until the bridge had been inspected.

1 count on
2 make up for
3 rule out
4 hold on to

(16) A useful recommendation still needs to be ( ) before it can benefit users.

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

1

(17) The revised survey would (　　) the reasons people abandoned the booking process.

1 put up with　　2 zero in on
3 run out of　　4 look after

(18) The archive needed regular updates to (　　) changes in storage technology.

1 keep up with　　2 look down on
3 break away from　　4 put up for

2

The Letter That Needed a Voice

A language center created audio versions of letters sent to adult learners. 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). Staff initially recorded the full letter at a rapid natural speaking speed. 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.

Listeners found it difficult to locate the deadline or replay the exact action they were required to take. Replacing print with sound did not remove the need to organize information for the way people used it. 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 recordings were divided into short labeled sections with a separate summary of deadlines. 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 record full letters without helping listeners locate actions
2 replace replayable sections with one rapid continuous recording
3 help recipients who could understand spoken instructions more easily than dense written text
4 assume a change of medium removes information-design needs

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 spoken information is always easy to search without labels
2 a literal audio copy automatically makes written instructions accessible
3 accessibility often requires restructuring information rather than merely changing its format
4 deadlines need no special organization in a recording

2

A Dictionary in the Workshop

A vocational college built a small bilingual glossary for new trainees. 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 glossary listed single-word translations in alphabetical order. 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.

Trainees recognized the translations but confused tools whose names depended on the task being performed. A word-level equivalent could omit the practical context that distinguished similar objects or actions. 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.

Teachers added photographs, example tasks, and warnings about terms that did not translate directly. 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 assume a translated word identifies every tool correctly
2 teach technical terms only as isolated translations
3 replace practical distinctions with alphabetical order
4 help learners connect technical terms with the tools and processes used during practical lessons

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 photographs cannot contribute to specialist vocabulary learning
2 specialist language is learned through use and context as well as definitions
3 one word-level equivalent captures every practical distinction
4 context is irrelevant when a translation is available

3

The Interpreter's Waiting Room

The fictional town of Merehaven offered remote interpreters at its public advice center. The aim was to give residents access to assistance in languages not regularly spoken by local staff. The original system allowed staff to begin interpreted calls only after clients explained their problem in the main local language. 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.

Some clients could not provide enough initial detail for staff to decide which service to request. 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 language-selection card did not require a client to summarize a sensitive problem in words they could not confidently use. Once an interpreter was connected, staff could gather the detail needed to direct the inquiry appropriately. The center kept a record of unresolved language needs, since offering several common languages did not establish that every visitor had effective access to assistance. The center trained front-desk staff to use the cards without treating them as a test. A person might be able to manage a greeting but need interpretation for a complicated problem. Staff were asked to offer the route early and explain how information would be handled, so that requesting language support did not itself require a difficult negotiation.

A gateway designed for administrative convenience could exclude the very people the interpreting service was meant to assist. 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 center introduced simple language-selection cards and let clients request interpretation before explaining their case. 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 arrangements must work before users can demonstrate the need for the service.

3

(25) Why did the original interpreting gateway exclude some clients?

1 They were required to translate staff instructions for other residents.

2 The remote interpreters could speak only the main local language.

3 They had to explain enough in the main language before obtaining the help needed to do so.

4 The center asked every client to choose a language after the appointment ended.

(26) What did the language-selection cards allow?

1 Staff could determine the outcome without hearing further details.

2 A greeting in the main language was treated as proof that interpretation was unnecessary.

3 Clients could request interpretation before explaining a complicated or sensitive case.

4 Only clients who could read long instructions could request support.

(27) Why were unresolved language needs recorded?

1 Records allowed staff to stop explaining how information would be handled.

2 The center intended to reject languages not requested in the first week.

3 Offering several common languages did not establish effective access for everyone.

4 The service's sole purpose was to count how many clients could greet staff.

3

Naming a Place Twice

The fictional city of Lowmere considered adding older local place names to public signs. The aim was to recognize cultural history while helping people navigate a changing city. The first design placed the historic name prominently above a much smaller current street name. 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.

Delivery workers and visitors sometimes mistook the historic name for the official address. 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.

Recognition of the past could undermine navigation if a sign failed to distinguish different kinds of information. 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 city tested the signs on people who knew the old names and people who had never visited. Local recognition and successful navigation were recorded separately. A design could be culturally meaningful yet still send a delivery worker to the wrong place. The final scheme explained the relationship between names rather than expecting every reader to know which one belonged in an official address. The city retained records of the naming process, including sources and uncertainties about earlier usage. This prevented the sign project from turning a convenient story into an unquestioned account of local history. Schools and community groups could use the fuller material beyond the short wording on a sign. The signs were evaluated for their own task: helping people recognize and locate a place while showing its historical connection. They were not expected to contain everything known about it. Distinguishing these purposes made it easier to decide what belonged on the street and what should be explained through another source.

Designers gave the names clearly labeled roles and tested the signs with both residents and unfamiliar visitors. 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 public recognition and practical clarity can be pursued together through careful presentation.

3

(28) Why did the first dual-name signs cause confusion?

1 Historic and current names were not distinguished clearly enough for practical navigation.

2 Delivery workers had been required to use older names in official records.

3 The signs showed only the official address and omitted historical information.

4 Residents had requested the removal of every current street name.

(29) Why were unfamiliar visitors included in testing?

1 Recognition by residents did not guarantee that others could locate an address.

2 Residents had already agreed that navigation was irrelevant to the scheme.

3 The historic name had to replace the current one whenever visitors preferred it.

4 Only visitors could judge whether the old name had cultural importance.

(30) Why did the city retain fuller sources outside the signs?

1 All historical uncertainty had to be removed before schools could use the material.

2 Public explanation was unnecessary once a name had been printed prominently.

3 A short street sign could not responsibly contain the entire history of a place.

4 The sources were kept secret to prevent disagreement about earlier names.

(31) What did the final scheme seek to combine?

1 Historical recognition and practical clarity through distinct presentation of different information.

2 A complete historical essay on every sign and fewer resources elsewhere.

3 One official account of local history and the removal of current addresses.

4 The assumption that all users already knew which name belonged in an address.

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 remote visual inspections using small camera-equipped devices. Under such a system, inspectors could examine hard-to-reach parts of structures before deciding where direct access was necessary. 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 some dangerous work at height. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could help inspectors identify areas requiring closer examination. 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 images might fail to reveal problems beneath visible surfaces. They also warn that operating equipment near homes could raise privacy concerns. 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 organizations plan more carefully for staff departures?

POINTS

• Efficiency

• Privacy

• Costs

• Continuity

Remember to complete both the summary and the essay.