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18回

完全オリジナル予想問題

■ 試験時間

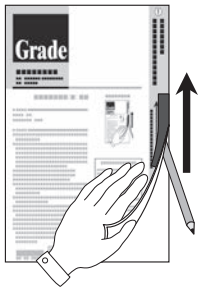
リーディング・ライティングテスト（９０分）

※ 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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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。
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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

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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 committee considered the possible (　　) of sharing the data with outside companies.

1 implication　　2 permission
3 inventory　　4 compensation

(2) The archive could not (　　) private information without appropriate permission.

1 conceal　　2 imitate
3 postpone　　4 disclose

(3) A small (　　) in the dates made the researcher examine the original documents again.

1 agreement　　2 remedy
3 discrepancy　　4 heritage

(4) The company could not (　　) its legal obligations simply by changing its name.

1 confront　　2 evade
3 imitate　　4 inherit

(5) The negotiator was willing to (　　) one minor point in order to secure the main agreement.

1 deny　　2 concede
3 imitate　　4 conceal

(6) The team refused to (　　) participants' privacy merely to simplify publication.

1 compromise　　2 strengthen
3 imitate　　4 inherit

(7) An (　　) regulation still referred to a communication system that had disappeared decades earlier.

1 innovative　　2 profitable
3 flexible　　4 obsolete

(8) Local branches gained (　　), no longer needing approval for every minor purchase.

1 rivalry　　2 scarcity
3 autonomy　　4 contamination

1

(9) The isolated settlement was ( ) to supply interruptions because it depended on one road.

1 invincible
2 irrelevant
3 vulnerable
4 prosperous

(10) The organization improved ( ) by identifying who approved each payment.

1 anonymity
2 accountability
3 scarcity
4 heritage

(11) Extra weekend sessions helped to ( ) for the lessons canceled during the closure.

1 compensate
2 deteriorate
3 inherit
4 vanish

(12) With the equipment already available, completing the work by Friday seemed perfectly ( ).

1 hostile
2 arbitrary
3 obsolete
4 feasible

(13) The investigator requested documents that might ( ) the allegation.

1 contradict
2 imitate
3 conceal
4 substantiate

(14) The policy included ( ) leave for staff who had worked extra hours.

1 punitive
2 accidental
3 compensatory
4 edible

(15) Unexpected repairs could ( ) much of the additional expenditure.

1 put up with
2 account for
3 run out of
4 look up to

(16) The town slowly began to ( ) the loss of its main employer.

1 come to terms with
2 look down on
3 run out of
4 make room for

1

(17) A low price could not (　　) the inconvenience of repeated failures.

1 make up for　　2 give rise to
3 do away with　　4 look down on

(18) Volunteers wanted to (　　) the principle of free public access.

1 run out of　　2 catch up on
3 put up with　　4 stand up for

2

The Box Beneath the Desk

An office asked workers to separate recyclable paper from confidential material. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The initial arrangement used identical boxes distinguished only by small labels. 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.

Temporary staff repeatedly put sensitive documents into the wrong container. A correct written instruction could be ineffective when the physical choices looked almost the same. 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 office changed the shape and position of secure bins and included disposal guidance in induction. 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 increase recycling without allowing private records to enter ordinary collection bins
2 use identical disposal boxes distinguished by tiny labels
3 make temporary staff infer the intended procedure
4 increase recycling without providing secure disposal

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 identical-looking containers always make disposal easier
2 reliable procedures should make the intended action easy to recognize
3 induction cannot influence the reliability of a disposal procedure
4 written rules work independently of the physical choices available

2

A Password for a Team

A volunteer group reviewed how members accessed shared online accounts. 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 group first assigned one complex password to a long-serving coordinator alone. 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.

When the coordinator became unavailable, nobody else could update the group's public schedule. Restricting access to one trusted individual reduced some risks while creating a serious continuity problem. 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.

Members introduced individual permissions and a documented recovery process controlled by more than one authorized person. 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 protect project information without losing access when individual volunteers left
2 restrict every shared account to one permanent coordinator
3 replace continuity planning with one complex password
4 prevent recovery whenever the authorized volunteer is absent

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 continuity is unrelated to the protection of project information
2 individual permissions necessarily prevent cooperation
3 security includes the ability to maintain authorized access during changes in personnel
4 security requires that only one person can ever recover access

3

The Archive After the Grant

The fictional research group at Welton College created an online collection with a short-term grant. The aim was to make interview material available to future students after the original project ended. The project budget covered scanning and website construction but no continuing maintenance or transfer costs. 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.

When the hosting contract expired, the collection became unavailable despite the existence of its digital files. 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. A repository was chosen partly because its staff already maintained formats and catalogues for other collections. The original researchers supplied context explaining how interviews were conducted and what permission had been obtained. These details mattered because future users might not know the people who created the files. A technically readable recording could still be difficult to interpret responsibly without its accompanying records. The repository also recorded restrictions applying to particular interviews. A collection could be preserved even when every recording was not immediately available to everyone. Clear descriptions helped researchers understand what they could request and why some access required additional permission. This was more useful than making material disappear from the catalogue merely because its use needed careful management.

Finishing a funded project did not ensure that its output would remain accessible or understandable later. 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 assigned long-term responsibility and stored documented copies in an established institutional repository. 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 digital preservation requires continuing stewardship beyond the moment of publication.

3

(25) What was missing from the research group's first archive budget?

1 Any intention to make interviews available to students.

2 Continuing arrangements for maintenance, access, and transfer after the grant ended.

3 The original researchers' interest in retaining readable digital files.

4 The cost of scanning or building the first website.

(26) Why did interview context accompany the deposited files?

1 The repository could preserve files only if every interview was publicly unrestricted.

2 Recording the method would remove the need to keep original sound files.

3 Future users might need information about methods and permissions to interpret material responsibly.

4 The information was intended to replace all catalogue descriptions.

(27) How did the repository treat restricted material?

1 It had to remove it from the catalogue until every restriction disappeared.

2 It could preserve and describe it while explaining appropriate access conditions.

3 It automatically made the material available to every visitor.

4 It treated permission as unnecessary once a file was technically readable.

3

The Volunteer With the Keys

The fictional Dunmere Community Hall relied on a small group of volunteers to manage bookings. The aim was to keep local facilities available while preventing knowledge from becoming concentrated in one person. The main organizer kept the booking calendar, maintenance contacts, and access instructions in a private notebook. 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.

New volunteers could help at events but could not run the hall when the organizer was away. 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.

Recruiting more people did not reduce dependency if essential knowledge was not shared in an accessible form. 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 common guide was tested when a newer volunteer handled a complete booking while an experienced organizer observed. Questions revealed missing details that had seemed obvious to the original coordinator. The aim was not to prevent anyone from asking for help. It was to make routine knowledge available and reduce the chance that a single absence would force the hall to cancel community activities. New volunteers were invited to note where the guide was unclear while carrying out a real task. The resulting corrections captured practical knowledge that an experienced organizer might struggle to describe in advance. The group also assigned responsibility for reviewing the guide. A shared document would provide little resilience if outdated phone numbers or access instructions were allowed to accumulate. Its value came from being used and maintained, not simply from existing in a common folder. The hall could then distribute responsibilities gradually, giving newcomers support while reducing the risk that one departure would remove the knowledge needed to keep local events running.

The group created a common operations guide and paired experienced volunteers with newcomers for complete booking cycles. 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 organizational resilience depends on distributing knowledge as well as recruiting helpers.

3

(28) Why did recruiting more hall volunteers fail to remove dependency?

1 New volunteers had been given too much independent responsibility.

2 Essential knowledge remained concentrated in one organizer's private notebook.

3 Every booking required a different legal agreement unavailable to volunteers.

4 The hall had no routine work that could be documented.

(29) What was the purpose of testing the shared guide through a complete booking?

1 Written instructions were intended to replace every relationship between volunteers.

2 The trial would eliminate the need for volunteers to ask questions in future.

3 A new volunteer's performance would decide whether the hall should close.

4 Real use could reveal missing details that experienced organizers took for granted.

(30) Why did the guide need a review responsibility?

1 The guide would remain accurate as long as it was stored in a common folder.

2 Shared information could become unreliable if changes were not maintained.

3 Only the original organizer was permitted to correct a phone number.

4 Maintaining a guide was less important than creating more copies of it.

(31) What contributed to the hall's organizational resilience?

1 Distributing practical knowledge with support and continuing maintenance.

2 Counting recruited helpers without considering what they could do.

3 Treating a departure as an event that documentation could never address.

4 Keeping the most experienced volunteer responsible for every essential decision.

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 temporary conversion of some parking spaces into small public areas. Under such a system, streets could host seating or plants for a trial period before permanent changes were considered. 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 provide places for residents to rest outdoors. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could allow communities to test changes before major construction. 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 drivers might find nearby parking more difficult. They also warn that maintaining the new areas would require continuing resources. 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 transport planners consider journeys people cannot currently make?

POINTS

• Demand

• Costs

• Equality

• Environment

Remember to complete both the summary and the essay.