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

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WISH×AI 英検LAB

準1級

第19回

完全オリジナル予想問題

■ 試験時間

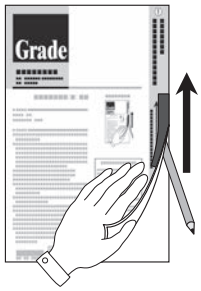
リーディング・ライティングテスト（９０分）

※ 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。
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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 company prepared for seasonal (　　) in demand instead of expecting identical sales every month.

1 stability　　2 permission
3 heritage　　4 fluctuation

(2) Without an (　　) to save energy, tenants might have little reason to change their routines.

1 obstacle　　2 verdict
3 incentive　　4 deficiency

(3) Young plants were (　　) to sudden changes in temperature.

1 immune　　2 susceptible
3 irrelevant　　4 prosperous

(4) Unclear instructions would only (　　) the confusion caused by the new procedure.

1 exacerbate　　2 alleviate
3 assemble　　4 imitate

(5) The group raised extra funds to cover the remaining (　　) between costs and income.

1 shortfall　　2 surplus
3 heritage　　4 permission

(6) The conclusion was supported by (　　) evidence from several independent investigations.

1 delicate　　2 casual
3 remote　　4 robust

(7) The new arrangement reduced (　　) by making each team's responsibilities clear.

1 harmony　　2 inventory
3 friction　　4 heritage

(8) Judges must remain (　　) rather than favor competitors they know personally.

1 biased　　2 impartial
3 reckless　　4 temporary

1

(9) The athlete won five (　　) matches without a single defeat between them.

1 simultaneous　　2 consecutive
3 accidental　　4 optional

(10) Her knowledge of the old equipment made her (　　) to the restoration team.

1 indispensable　　2 optional
3 irrelevant　　4 fragile

(11) A (　　) analysis must examine competing explanations rather than accept a convenient answer.

1 careless　　2 casual
3 portable　　4 rigorous

(12) Farmers learned to (　　) varieties suited to the local soil.

1 neglect　　2 imitate
3 cultivate　　4 conceal

(13) Despite initial (　　) from staff, the revised procedure was eventually accepted.

1 compliance　　2 permission
3 resistance　　4 surplus

(14) Affordable accommodation was (　　), with many applicants competing for every available room.

1 abundant　　2 scarce
3 obedient　　4 precise

(15) The council agreed to (　　) residents' concerns about access.

1 look into　　2 do away with
3 run out of　　4 put up for

(16) Residents were invited to (　　) the benefits and disadvantages of each option.

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

1

(17) The teacher asked students to (　　) the notice to their parents.

1 put off　　2 turn down
3 wear out　　4 pass on

(18) Families wanted to (　　) fuel use while keeping their homes comfortable.

1 look forward to　　2 catch up with
3 cut back on　　4 stand up for

2

The Journey Not Taken

A regional planning class asked residents about trips they made each week. 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 questionnaire listed only completed journeys and their destinations. 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.

People who had stopped attending activities because no bus was available had nothing to enter. A record of observed travel could omit the unmet demand created by gaps in the service. 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.

The class added questions about desired journeys and reasons for abandoning trips. 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 exclude activities people could no longer reach
2 understand transport needs before proposing changes to a small bus network
3 interpret absent passengers as proof of absent demand
4 collect only trips already made on the current network

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 observed travel contains every journey residents need
2 asking nonusers adds nothing to transport planning
3 existing behavior is independent of service barriers
4 planning from existing behavior alone can reproduce the barriers that produced it

2

The Last Connection Home

A rural bus cooperative examined a service whose final departure attracted few passengers. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The first review treated each departure as an independent service with separate costs and ticket sales. 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.

Interviews suggested that some people used earlier buses only because they knew the late departure was available as a backup. A lightly used final trip could influence confidence in the whole day's service. 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 cooperative studied linked travel choices before deciding whether to remove the last departure. 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 evaluate a late departure without considering other journeys
2 decide whether the late bus supported a useful pattern of travel beyond its own passenger count
3 assume each bus affects only its own passengers
4 remove backup services whenever direct ticket income is low

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 the value of a network component may extend beyond its direct recorded use
2 backup availability matters only when every passenger uses it
3 network value is identical to separate departure totals
4 a lightly used trip cannot influence confidence in earlier services

3

A Station Without Steps

The fictional town of Hartwick redesigned access to its railway station. The aim was to provide a route that passengers with luggage, limited mobility, or pushchairs could use reliably. The original plan added a lift but placed its entrance behind a long narrow passage. 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.

Several users found that the supposedly accessible route required a substantial detour with little shelter. 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. Planners asked users to try the route with the luggage or equipment they would normally carry. They recorded travel time and places where assistance became necessary, rather than simply checking whether a lift existed. A route that complied with one technical requirement could still be difficult to find or tiring to use. These observations helped establish priorities for revising the station entrance. The trials included the route during busy periods, when queues or parked delivery vehicles could alter the available space. Planners did not regard these conditions as irrelevant because they were temporary. Passengers could encounter them on an ordinary journey. The access assessment therefore considered both permanent features and predictable patterns in how the station was used.

Removing steps did not eliminate other features that made the journey difficult or discouraging. 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.

Planners shortened the approach and assessed the complete route from the street to the platform. 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 accessibility concerns the whole journey rather than one obstacle considered in isolation.

3

(25) Why did adding a lift not settle the station's access problem?

1 The plan required all passengers to use stairs after leaving the lift.

2 The entrance was designed only for passengers traveling without assistance.

3 Luggage was excluded from every stage of the station trial.

4 The complete route could still involve an inconvenient and poorly sheltered detour.

(26) What did route trials examine?

1 Whether temporary conditions could be ignored in a permanent access assessment.

2 Realistic travel conditions, including equipment carried and places where help became necessary.

3 Only whether a lift appeared on the final architectural drawing.

4 The shortest possible route taken by an unencumbered regular staff member.

(27) Why were busy periods considered relevant?

1 The planners wanted to evaluate the station only when it was closed.

2 Queues and deliveries were treated as unrelated to ordinary passenger experience.

3 A temporary obstacle was assumed to affect every user identically.

4 Predictable use could create obstacles not represented by permanent features alone.

3

The Bicycle at the Other End

The fictional city of Calderwick expanded its public bicycle service beyond the center. The aim was to support practical journeys to workplaces and colleges in outer neighborhoods. The first expansion placed many bicycles at residential stations at the start of each morning. 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.

Some employment areas had too few empty docking spaces when commuters arrived. 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.

Having a bicycle available at departure was of little help when returning it at the destination became difficult. 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.

Operators first noticed the problem through reports of people circling destination stations. The bicycles had successfully left residential neighborhoods, so a dashboard focused on departures alone had appeared encouraging. Empty docking spaces were therefore treated as part of capacity, not an unimportant detail. The revised assessment counted how often users could complete an intended journey without searching for an alternative return point. The service also needed a way to communicate when a station was temporarily full. A map showing available bicycles but not return spaces offered only half the information required for planning. Operators displayed both and explained alternatives without assuming that every rider could make a long detour. Staff reviewed recurring imbalances rather than treating each full station as an isolated inconvenience. The aim was a system in which users could rely on completing routine journeys. More bicycles alone would not achieve that if the pattern of docking space and the information supplied remained poorly matched to the places people actually needed to reach.

The operator balanced docking capacity and tracked whether complete journeys could be finished reliably. 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 a transport service must support both ends of the trip it encourages.

3

(28) What did the bicycle operator's original departure figures conceal?

1 Most bicycles remained unused in residential neighborhoods all morning.

2 Riders could obtain bicycles but fail to find return spaces at destinations.

3 The service had recorded a decline in departures that never occurred.

4 Employment areas had too many empty docks and no demand.

(29) Why did the operator display return spaces as well as available bicycles?

1 Return information could replace the need to maintain destination docks.

2 A station's capacity depended only on how many bicycles it held at dawn.

3 Users needed information about both ends to plan a complete journey.

4 Every rider could be expected to accept a long detour without difficulty.

(30) How were recurring imbalances treated?

1 As errors to remove from reports because departures remained strong.

2 As patterns requiring review rather than isolated inconvenience reports.

3 As evidence that customers should stop commuting by bicycle.

4 As proof that buying more bicycles would necessarily solve the problem.

(31) What was the main practical goal of the revised service?

1 Make routine journeys dependably completable, not merely make departures possible.

2 Ensure every station had the same number of bicycles throughout the day.

3 Increase the number of bicycles counted at the same residential location.

4 Judge success before users reached their intended destinations.

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 video appointments with archive staff. Under such a system, researchers could discuss collections and view selected materials without traveling to the archive. 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 specialist help available to distant users. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could help researchers decide whether an in-person visit is worthwhile. 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 staff would need time to prepare material for each call. They also warn that some objects could not be examined adequately through a camera. 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 public organizations publish clearer explanations of spending?

POINTS

• Trust

• Workload

• Participation

• Security

Remember to complete both the summary and the essay.