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20回

完全オリジナル予想問題

■ 試験時間

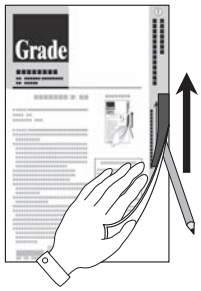
リーディング・ライティングテスト（９０分）

※ リスニングテストは収録していません。

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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) A (　　) disagreement about basic principles remained beneath their polite conversation.

1 superficial　　2 portable
3 profound　　4 annual

(2) The practice became (　　) as more businesses adopted the same method.

1 rare　　2 prevalent
3 optional　　4 edible

(3) The two groups developed a (　　) arrangement in which each supplied help to the other.

1 reciprocal　　2 unilateral
3 accidental　　4 temporary

(4) The insurer asked the club to clarify its (　　) for damage caused during events.

1 autonomy　　2 heritage
3 consensus　　4 liability

(5) The business had to (　　) to customers who preferred ordering online.

1 conceal　　2 imitate
3 postpone　　4 adapt

(6) The council decided to (　　) the timetable in response to repeated complaints.

1 retain　　2 imitate
3 revise　　4 conceal

(7) The operator had to (　　) the test when the equipment began to overheat.

1 commence　　2 terminate
3 imitate　　4 inherit

(8) Her (　　) inspection identified several tiny errors that the previous reviewer had missed.

1 meticulous　　2 reckless
3 indifferent　　4 temporary

1

(9) Before accepting the claim, experts would ( ) the methods used to produce the result.

1 scrutinize 2 ignore
3 imitate 4 postpone

(10) The new service generated enough ( ) from subscriptions to cover its running costs.

1 expenditure 2 shortage
3 liability 4 revenue

(11) The course provided short pauses so that students could ( ) each new concept.

1 reject 2 imitate
3 assimilate 4 conceal

(12) Visitors found it difficult to ( ) the official entrance from a staff-only doorway.

1 confuse 2 distinguish
3 imitate 4 conceal

(13) The workshop encouraged practical ( ), not simply copying existing products.

1 imitation 2 innovation
3 deficiency 4 scarcity

(14) The new evidence appeared to ( ) the original interpretation rather than challenge it.

1 reinforce 2 undermine
3 imitate 4 conceal

(15) The archivist could not ( ) the date without another independent document.

1 put up with 2 look after
3 run out of 4 pin down

(16) The report would ( ) clearer rules about who could access the records.

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

1

(17) The team needed sufficient time to (　　) all the planned tests.

1 call off　　2 put aside
3 carry out　　4 turn down

(18) Teachers could (　　) their own work experience when explaining the process.

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

2

A Budget in Plain Language

A youth council tried to explain a municipal budget to first-time participants. 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 handout converted every department's total into a large colorful chart. 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.

Readers could identify the largest category but could not tell which spending was legally required. Comparing totals alone concealed which choices the council could realistically change. 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 group separated fixed commitments from discretionary spending and explained the consequences of alternative allocations. 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 enable young residents to discuss trade-offs rather than memorize spending figures
2 teach budget categories without explaining possible choices
3 use colorful totals as a substitute for trade-off discussion
4 ask participants to change legally fixed commitments

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 the largest category necessarily offers the greatest scope for change
2 participation requires understanding the room for choice as well as the size of the numbers
3 required and discretionary spending should not be distinguished
4 displaying totals alone enables realistic public proposals

2

The Fee Paid in Small Amounts

A community sports club offered monthly payments for an annual membership. 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 scheme added an administrative charge to every monthly installment. 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.

Some households ended up paying considerably more than members who could afford the single annual payment. A payment option intended to improve access could impose its highest cost on people with the least flexibility. 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.

The club set a transparent low-cost installment policy and assessed access rather than cash collection alone. 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 judge affordability only from the monthly installment's size
2 improve cash collection without considering total cost
3 make participation possible for families unable to pay a full year's fee at once
4 increase charges for those unable to pay annually

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 financial arrangements should be examined from the perspective of users with different resources
2 users' financial flexibility is irrelevant to access policies
3 an installment option always costs the same as annual payment
4 smaller payments cannot create a larger final burden

3

The Grant That Followed Success

The fictional Vale Arts Fund reviewed its rules for supporting community performances. The aim was to help promising local groups develop projects that would otherwise be difficult to finance. Applicants were initially required to demonstrate several years of successful events. 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 groups with relevant experience but no formal record were excluded before the merits of their plans were considered. 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. The first-project category did not remove the need for a clear plan or responsible use of money. It asked for evidence suited to a small beginning project and provided support where the group lacked administrative experience. Established organizations could still apply through the existing route. The distinction was intended to broaden opportunity while keeping expectations proportionate to the scale of the grant. Mentoring was not used as a reason to give every applicant the same plan. A group organizing its first small performance needed different guidance from an established organization seeking a larger grant. Advisers focused on practical responsibilities and the evidence appropriate to each stage. This broadened opportunity while keeping accountability connected to the resources actually being offered.

Past success could become a condition that denied newcomers the opportunity needed to establish a record. 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 fund created a small first-project category with mentoring and proportionate reporting requirements. 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 evidence requirements should reflect an applicant's stage rather than reward established status alone.

3

(25) Why did the original arts-grant requirements disadvantage newcomers?

1 Established groups were prohibited from seeking larger grants.

2 Applicants were chosen solely by the quality of their first-project plans.

3 A record of past events was required before applicants could establish one.

4 Every new group lacked any relevant practical experience.

(26) What did the new first-project category retain?

1 An automatic award for every group receiving mentoring.

2 Clear plans, proportionate reporting, and responsible use of funds.

3 A requirement that advisers supply an identical artistic program to all applicants.

4 The same lengthy record demanded from established organizations.

(27) Why was support adjusted to the applicant's stage?

1 The fund's goal was to replace every existing grant route with mentoring.

2 Early-stage applicants were assumed to have no responsibility for public money.

3 Established organizations no longer needed to explain their plans.

4 Different scales of experience and funding called for different evidence and guidance.

3

A Purchase Measured in Years

The fictional Brimley Council revised how it bought equipment for public buildings. The aim was to use limited funds responsibly while avoiding frequent replacements and maintenance difficulties. The old process normally selected the lowest initial price among products meeting basic specifications. 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.

Some inexpensive products required costly proprietary parts and became difficult to repair after a short period. 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.

A purchase could look economical at the moment of payment while creating higher costs over its useful 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.

Procurement staff were asked to show how their comparisons would change under different patterns of use. A product used daily might justify a different choice from one needed only occasionally. They also checked whether replacement parts could be obtained from more than one source. The new process did not assume that the most expensive item was best; it required reasons that extended beyond the initial invoice. The council documented assumptions used in comparing expected service life. If a supplier claimed that parts would remain available, staff asked what supported that claim and what alternatives existed. They avoided treating uncertain estimates as exact predictions. Purchase decisions could then be reviewed if circumstances changed. The purpose was not a complicated calculation for its own sake; it was to make the continuing consequences of a choice visible before money was committed. Departments could still choose an initially inexpensive product when they had good reasons, but they could no longer assume that a low invoice settled the entire question of value.

The council compared maintenance, parts availability, and expected service life alongside the purchase price. 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 responsible procurement considers continuing costs as well as immediate expenditure.

3

(28) Why could the lowest purchase price be misleading for public equipment?

1 Initial prices were unrelated to the funds available to the council.

2 Every expensive product necessarily lasted longer than a cheaper alternative.

3 Maintenance and restricted parts could create higher costs later.

4 The old rules had already included every continuing cost.

(29) Why were different patterns of use considered?

1 Purchase decisions were intended to ignore the equipment's actual function.

2 Usage was expected to remain identical in every public building.

3 Only rarely used products were permitted to have replacement parts.

4 The same product could represent different value when used daily or only occasionally.

(30) How did staff handle service-life estimates?

1 They assumed the costliest product always provided the strongest guarantee.

2 They examined assumptions and supporting evidence rather than treating predictions as exact.

3 They rejected any supplier that acknowledged uncertainty.

4 They postponed all comparison until after the purchase had been made.

(31) What change did the revised process require?

1 Buying the most expensive item whenever a choice was uncertain.

2 Reasons for value extending beyond the initial invoice.

3 Removing low-priced products from every shortlist automatically.

4 Treating future maintenance as irrelevant to the purchasing department.

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 online platforms for students to review one another's drafts. Under such a system, learners would exchange comments before submitting a final piece of work. 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 expose writers to different readers' perspectives. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could help reviewers notice weaknesses in their own writing. 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 inexperienced reviewers might give inaccurate advice. They also warn that unbalanced participation could leave some students with little useful feedback. 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 conservation projects involve local land users?

POINTS

• Expertise

• Responsibility

• Costs

• Cooperation

Remember to complete both the summary and the essay.