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21回

完全オリジナル予想問題

■ 試験時間

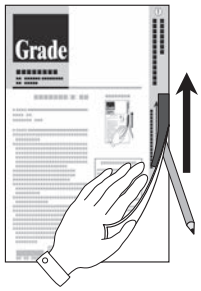
リーディング・ライティングテスト（９０分）

※ 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 committee sought a (　　) alternative that could operate within the available budget.

1 impossible　　2 viable
3 hostile　　4 arbitrary

(2) The permission was (　　) rather than written, leaving room for disagreement.

1 implicit　　2 explicit
3 portable　　4 hostile

(3) The researchers obtained written (　　) before collecting information from participants.

1 hostility　　2 scarcity
3 remedy　　4 consent

(4) The bridge was designed to (　　) the force of unusually strong winds.

1 undergo　　2 imitate
3 withstand　　4 conceal

(5) The accountant had to (　　) the two sets of records before preparing the report.

1 exaggerate　　2 conceal
3 reconcile　　4 discard

(6) The first budget had to be revised because it appeared to (　　) repair costs.

1 exaggerate　　2 underestimate
3 imitate　　4 conceal

(7) The system activated only after noise passed the preset (　　).

1 threshold　　2 inventory
3 tribute　　4 consensus

(8) The report sought to (　　) the importance of maintenance after installation.

1 conceal　　2 imitate
3 discard　　4 emphasize

1

(9) The rules did not merely suggest attendance; they would ( ) every member to participate.

1 deter　　2 imitate
3 conceal　　4 compel

(10) The authors needed to ( ) the report after discovering a small error in the figures.

1 conceal　　2 imitate
3 amend　　4 discard

(11) The committee introduced flexible deadlines to ( ) difficulties faced by part-time participants.

1 aggravate　　2 mitigate
3 imitate　　4 conceal

(12) Researchers described the conclusion as ( ) because the remaining samples had not been analyzed.

1 provisional　　2 permanent
3 hostile　　4 edible

(13) Wearing protective gloves was a sensible ( ) when handling the damaged containers.

1 precaution　　2 prediction
3 tribute　　4 conflict

(14) The expert declined to ( ) a product she had never tested.

1 oppose　　2 imitate
3 conceal　　4 endorse

(15) Teachers were asked to ( ) time for students to revise their work.

1 do away with　　2 run into
3 set aside　　4 look down on

(16) Residents began to ( ) the assumption that low attendance meant low interest.

1 look forward to　　2 take issue with
3 make up for　　4 catch up on

1

(17) Missing dates could ( ) mistaken conclusions about the sequence of events.

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

(18) The reviewer chose to ( ) the report's careful treatment of uncertainty for praise.

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

2

The Path Through the Meadow

A conservation group asked walkers to remain on a marked route. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The first signs emphasized punishment but gave no explanation for the route's unusual bends. 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 walkers assumed the route was arbitrary and continued using a shorter informal path. A restriction could appear unreasonable when the local conditions behind it were invisible to visitors. 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 group explained the sensitive areas and improved the route where avoidable inconvenience encouraged shortcuts. 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 protect plants while allowing visitors to enjoy an accessible landscape
2 secure compliance through punishment without explaining the route
3 assume all short paths are equally harmless
4 place warnings without checking avoidable inconvenience

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 clear reasons and practical design can support compliance together
2 visitors need no information about sensitive conditions
3 a restriction is persuasive regardless of its reasons or practical design
4 improving the marked route cannot influence shortcut use

2

The Visitor at the Hide

A nature reserve lent binoculars to people arriving without equipment. 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 initial lending desk required a large cash deposit that experienced visitors considered routine. 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.

Families and younger visitors often declined even though they were interested in trying the binoculars. An arrangement designed to protect equipment could discourage people the outreach program was intended to welcome. 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.

The reserve introduced a supervised trial area and alternative forms of responsibility without a large cash payment. 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 make wildlife observation welcoming to first-time visitors
2 measure outreach by the value of deposits collected
3 protect equipment by requiring every visitor to provide a large deposit
4 limit binocular loans to people already owning specialist equipment

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 supervised trials offer no alternative to a high cash requirement
2 a routine deposit is equally manageable for every visitor
3 protection and inclusion cannot be considered together
4 protecting shared resources should not require unnecessary exclusion

3

A Corridor for More Than Wildlife

The fictional region of Mossdale proposed linking small woodland areas across working farms. The aim was to improve habitat connections while keeping agricultural operations viable. The first map drew the shortest lines between existing woodlands without consulting farmers. 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.

Several suggested strips crossed machinery access routes or occupied the only dry ground for seasonal work. 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. Farmers identified routes used only during particular weeks, which did not appear busy during the survey team's visit. Conservation staff explained where a small change could preserve the biological purpose of a link. Both types of knowledge affected the route rather than being collected after the central decision had been made. The resulting agreement included who would inspect and maintain different sections over time. Landholders were given enough information to understand why a connection mattered beyond the boundary of an individual farm. Conservation staff in turn learned where maintenance could conflict with seasonal work. These exchanges helped identify a route that people could actually maintain over time. A signed agreement was treated as the beginning of coordinated management rather than the end of the project.

A biologically attractive map could be difficult to maintain if it ignored the practical use of the intervening land. 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 project adjusted routes with landholders and agreed on long-term maintenance responsibilities. 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 ecological planning benefits from understanding the people who manage the landscape.

3

(25) What did the first woodland-corridor map overlook?

1 The existence of woodland beyond individual farm boundaries.

2 Farmers' preference for routes without any seasonal activities.

3 Practical land uses along the shortest biological connections.

4 The need for any long-term habitat management.

(26) How did consultation influence the corridor design?

1 Farmers supplied information only after the central route decision was final.

2 The project abandoned its habitat purpose whenever a conflict appeared.

3 Maintenance was assigned without discussing who managed the land.

4 Landholder knowledge and conservation requirements both affected the route.

(27) Why was a signed agreement not treated as the project's endpoint?

1 Further communication would weaken the ecological purpose of the links.

2 Signatures proved that every future condition could be predicted.

3 Coordinated inspection and maintenance would still be needed over time.

4 The agreement automatically replaced seasonal farming activities.

3

The Species on the Sign

The fictional Brookmere Reserve reconsidered its campaign to protect an unfamiliar wetland plant. The aim was to build public support for habitat management without reducing the ecosystem to one attractive symbol. Publicity first portrayed the plant as the sole reason for protecting the marsh. 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.

Residents asked why other areas without that species also needed careful management. 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 successful symbol could unintentionally imply that places lacking it had little conservation value. 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 revised exhibition compared the well-known plant with organisms that depended on less obvious parts of the marsh. Guides explained that the campaign's symbol was a useful starting point, not a complete test of ecological worth. Residents could then discuss management elsewhere without assuming that a site was valuable only when it contained the featured species. The reserve reviewed whether visitors understood this distinction. The reserve also avoided promising that every management action would benefit every organism in the same way. Different parts of the marsh served different functions, and some decisions involved trade-offs. Guides used the familiar plant to introduce these relationships without suggesting that complexity made conservation impossible. Visitors could ask what evidence supported a particular action and what remained uncertain. This approach required more explanation than a campaign built around one threatened symbol, but it offered a stronger basis for discussing future work. The symbol retained its public appeal while becoming part of a wider account rather than a substitute for one.

The reserve kept the species in its campaign but explained water quality, habitat diversity, and relationships among organisms. 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 a clear public message should remain connected to the wider system it represents.

3

(28) What unintended message did the reserve's first campaign suggest?

1 Areas lacking the featured plant might seem less worthy of protection.

2 The featured species had no connection with public conservation interest.

3 Residents had been asked to protect water quality instead of any species.

4 Every part of the marsh contained the same organisms and conditions.

(29) How was the plant used in the revised explanation?

1 As a starting point for understanding relationships within the wider marsh.

2 As the only valid test of whether a management action should proceed.

3 As proof that other organisms would respond identically to every decision.

4 As an alternative to answering questions about evidence and uncertainty.

(30) Why did guides discuss trade-offs?

1 Different organisms and areas could respond differently to management choices.

2 The reserve wanted residents to believe that complexity made conservation impossible.

3 Every management action was expected to benefit all species equally.

4 Public appeal was treated as more important than the ecological account.

(31) What broader lesson did the reserve draw about public messages?

1 A less simple explanation necessarily prevents public support.

2 All conservation information must be reduced to one universal indicator.

3 A clear symbol is useful when connected to the system it represents.

4 An attractive campaign should avoid explaining any relationships beyond its symbol.

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 free entry periods at community sports centers. Under such a system, residents could use selected facilities without paying an admission fee at advertised times. 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 lower financial barriers to physical recreation. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could introduce facilities to people who would not otherwise visit. 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 additional demand could cause crowding. They also warn that local authorities would need to replace lost admission income. 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 consultations use a wider variety of formats?

POINTS

• Participation

• Costs

• Technology

• Representation

Remember to complete both the summary and the essay.