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23回

完全オリジナル予想問題

■ 試験時間

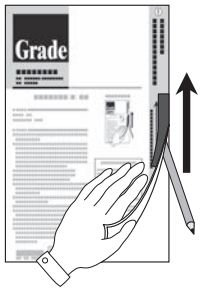
リーディング・ライティングテスト（９０分）

※ 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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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。
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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

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 negotiators overcame the final (　　) and signed the agreement.

1 incentive　　2 permission
3 tribute　　4 obstacle

(2) The experiment examined whether the added information would (　　) participants to reconsider their choice.

1 prevent　　2 imitate
3 induce　　4 conceal

(3) Researchers tested several (　　) explanations instead of assuming that the first was necessarily correct.

1 edible　　2 plausible
3 identical　　4 impatient

(4) A fair account must (　　) the contribution made by volunteers.

1 acknowledge　　2 deny
3 conceal　　4 imitate

(5) The sign's (　　) message left visitors unsure whether photography was permitted.

1 ambiguous　　2 explicit
3 rigid　　4 abundant

(6) A (　　) proportion of the archive was destroyed, leaving only a small number of documents.

1 negligible　　2 fragile
3 casual　　4 substantial

(7) Some volunteers found (　　) satisfaction in the work itself without expecting payment.

1 external　　2 temporary
3 intrinsic　　4 accidental

(8) Unlike the optional excursion, the laboratory briefing was (　　) for all participants.

1 optional　　2 compulsory
3 profitable　　4 portable

1

(9) The association agreed to ( ) a panel of independent advisers.

1 disperse 2 convene
3 imitate 4 conceal

(10) Teachers used a short practical task to ( ) students' understanding.

1 assess 2 conceal
3 imitate 4 abandon

(11) The manual provides a ( ) guide, from installation to maintenance and troubleshooting.

1 partial 2 accidental
3 temporary 4 comprehensive

(12) The grant operated as a ( ), lowering the cost of participation for eligible households.

1 penalty 2 shortage
3 subsidy 4 verdict

(13) The team held a ( ) discussion before preparing its formal proposal.

1 final 2 hostile
3 preliminary 4 rigid

(14) Her argument contained an unsupported ( ) about how customers would respond.

1 evidence 2 assumption
3 inventory 4 compensation

(15) Residents might ( ) a shorter course that fitted their working hours.

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

(16) Removing the legal uncertainty might ( ) restoration of the building.

1 run out of 2 look down on
3 put up with 4 pave the way for

1

(17) A technical improvement alone would not necessarily (　　) a change in user behavior.

1 look after　　2 run across
3 hold back　　4 bring about

(18) Independent measurements could (　　) the preliminary result.

1 put off　　2 turn down
3 back up　　4 wear out

2

The Bench That Faced the Wrong Way

A care-home garden was redesigned to encourage residents to spend time outside. 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 arrangement placed every seat in a circle intended to promote conversation. 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.

Some residents preferred to watch birds or rest without facing a group. A single idea of sociability did not capture all the ways people wished to use the garden. 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.

Staff provided varied seating positions and asked residents which places they actually preferred. 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 arrange every garden seat for compulsory conversation
2 provide comfortable places where people could choose between company and quiet observation
3 treat quiet observation as a failure to participate
4 replace residents' preferences with one model of sociability

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 resting without conversation has no legitimate value
2 one seating arrangement reflects every desirable use of a garden
3 supportive environments offer meaningful choices rather than prescribe one desirable behavior
4 providing choices prevents a shared space from supporting company

2

The Walk After Lunch

A workplace encouraged staff to take short outdoor walks. 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 campaign ranked employees by daily step totals. 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.

Workers with mobility limitations or duties that prevented regular breaks felt excluded from the competition. An activity intended to support well-being could become a narrow measure of achievement. 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.

Organizers replaced rankings with flexible break options and asked managers to make time available. 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 make participation a contest without reviewing access
2 make brief breaks easier without turning participation into a performance contest
3 rank well-being solely through identical step totals
4 reward one form of exercise as universal success

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 time available for breaks is unrelated to participation
2 a single physical target suits every worker equally
3 support must be competitive to have practical value
4 a supportive initiative should not confuse one form of participation with universal success

3

The Volunteer on the Doorstep

The fictional charity at Highmere organized visits to residents who reported social isolation. The aim was to offer consistent contact based on what each resident actually wanted. The first plan matched volunteers and residents mainly by geographical distance. 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.

Several pairs struggled because their available times and expectations of conversation did not match. 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 matching discussion covered whether residents wanted conversation, help taking a short walk, or simply a regular brief visit. Volunteers also described their own availability and limits. Either side could ask for a change without the match being treated as a personal failure. The charity wanted reliable relationships that people welcomed, rather than a map of apparently efficient pairs who rarely met successfully. Volunteers were also offered support when a visit raised a problem beyond their role. A friendly contact was not expected to replace every professional or practical service. Clear limits protected both sides and helped the charity direct requests appropriately. A reliable arrangement depended on honest expectations, not simply on increasing the number of visits recorded each month.

Living near one another did not necessarily make a lasting or welcome visiting relationship possible. 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 charity discussed preferences with both sides and provided a simple way to request a new match. 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 personal support depends on compatibility and choice as well as logistical efficiency.

3

(25) Why was geographical distance alone insufficient for matching visits?

1 All residents wanted exactly the same kind of conversation.

2 The charity's only purpose was to maximize distance traveled by volunteers.

3 Every nearby volunteer already knew the resident personally.

4 Compatible availability and expectations also affected whether contact was welcome and reliable.

(26) Why could either person request a different match?

1 Every disagreement showed that the entire visiting scheme should stop.

2 Only volunteers had the right to decide what support residents wanted.

3 Changing pairs removed the need to discuss preferences at the start.

4 A practical incompatibility did not have to be treated as a personal failure.

(27) Why were limits on volunteers' roles explained?

1 The charity wanted visits to become less consistent and less welcome.

2 A larger visit total would resolve any need beyond the volunteer's expertise.

3 Residents were expected to solve all practical problems before joining.

4 Friendly contact could not replace every professional or practical service.

3

The Advice That Could Wait

The fictional Westmere Advice Service introduced appointment triage to handle rising demand. The aim was to identify urgent cases while keeping less urgent clients informed and able to obtain help. Its first online form required everyone to describe their situation within a strict character limit. 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 clients omitted details that would have revealed an approaching deadline or immediate practical difficulty. 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.

Brevity could conceal the very information staff needed to distinguish urgency fairly. 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.

Staff could not assess urgency from the length or emotional force of a description alone. The new questions asked about concrete dates and events, while leaving room for circumstances outside the standard list. Assisted completion was available before an application was rejected as incomplete. The service reviewed whether clients understood the next step, including what to do if their situation changed before an appointment. The service checked whether people could update their information after submitting a form. An approaching deadline might become more urgent, or a problem might be resolved elsewhere. A fixed record could therefore become misleading even when it had been accurate initially. Staff explained how to report a change and how that information would be used. This made triage a continuing assessment rather than a one-time judgment based on who described a situation most effectively. It also helped avoid repeated applications, which could otherwise give the appearance of greater demand without revealing that several entries concerned the same unresolved need.

The service asked a few explicit deadline questions and provided a route to assisted completion. 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 prioritization depends on collecting the right signals rather than merely shortening explanations.

3

(28) How could the strict character limit weaken triage?

1 Longer explanations always meant that a case was more urgent.

2 A brief form automatically supplied all information needed to prioritize cases.

3 The service had no way to assist someone completing the form.

4 Clients could omit facts revealing an approaching deadline or urgent difficulty.

(29) What did the new deadline questions provide?

1 A requirement that every problem share the same final date.

2 Concrete information less dependent on the length or emotional force of a description.

3 Proof that staff no longer needed to understand the client's next step.

4 A reason to reject circumstances outside the standard list.

(30) Why did the service allow information to be updated?

1 An initial record was assumed never to have been accurate.

2 Only the most forcefully worded account could receive a changed priority.

3 Updating was intended to require a separate new application every time.

4 Urgency or the problem itself could change after submission.

(31) What principle guided the redesigned process?

1 Prioritization required the right information and a practical route to provide it.

2 Shortening every explanation was more important than recognizing a deadline.

3 Repeated applications should count as unrelated new needs.

4 Submission ended any need to tell clients how their case would proceed.

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 subscriptions to regular boxes of seasonal farm produce. Under such a system, customers would pay in advance and collect a changing selection of food throughout a season. 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 growers with more predictable income. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could introduce households to a wider range of seasonal foods. 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 customers might receive items they could not use. They also warn that advance payments could be difficult for households on tight budgets. 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 schools reward careful reasoning rather than correct answers alone?

POINTS

• Assessment

• Confidence

• Time

• Understanding

Remember to complete both the summary and the essay.