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24回

完全オリジナル予想問題

■ 試験時間

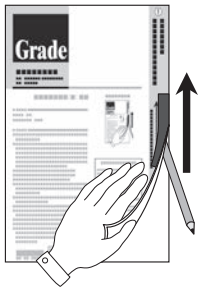
リーディング・ライティングテスト（９０分）

※ 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 farm could not ( ) production without a dependable water supply.

1 disrupt 2 imitate
3 sustain 4 conceal

(2) The teacher asked students to ( ) the graph before drawing a conclusion.

1 conceal 2 interpret
3 imitate 4 postpone

(3) Funds were set aside for ( ) work after water had damaged the roof.

1 remedial 2 preventive
3 edible 4 obsolete

(4) Regular donations helped to ( ) the emergency fund after several unexpected payments.

1 deplete 2 imitate
3 conceal 4 replenish

(5) The warning concerned an ( ) danger requiring immediate action, not a remote possibility.

1 distant 2 voluntary
3 annual 4 imminent

(6) Payment was ( ) on completion of the work rather than promised unconditionally.

1 independent 2 inevitable
3 contingent 4 obsolete

(7) A plausible theory still needed ( ) testing under realistic conditions.

1 imaginary 2 empirical
3 decorative 4 compulsory

(8) Several consistent witness accounts made the allegation more ( ) than an anonymous rumor.

1 credible 2 reckless
3 temporary 4 edible

1

(9) It would be misleading to ( ) the entire delay to staff when the equipment had also failed.

1 attribute　　2 conceal
3 postpone　　4 imitate

(10) The competition imposed ( ) limits on the amount of material teams could use.

1 lenient　　2 portable
3 casual　　4 stringent

(11) The department hoped to ( ) the progress already made rather than launch unrelated projects.

1 fragment　　2 evade
3 consolidate　　4 imitate

(12) A narrow definition of success could ( ) important benefits that were difficult to count.

1 include　　2 exclude
3 imitate　　4 inherit

(13) The complicated application could ( ) precisely the applicants the fund wanted to reach.

1 encourage　　2 deter
3 imitate　　4 conceal

(14) The project required someone to ( ) the work of surveyors and local volunteers.

1 coordinate　　2 scatter
3 imitate　　4 conceal

(15) Residents wanted assurance that the council would ( ) the maintenance commitment.

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

(16) The service continued to ( ) the standard promised to customers.

1 look forward to　　2 come down with
3 fall short of　　4 make room for

1

(17) The group needed to (　　) a practical way of sharing the maintenance costs.

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

(18) The agreement was likely to (　　) unless the partners resolved the funding dispute.

1 take off　　2 fall through
3 hold on　　4 turn up

2

The Rain Gauge at School

A geography class placed rain gauges around its neighborhood. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The first comparison included gauges placed beneath trees and on open playing fields. 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.

Pupils noticed that leaves redirected water and that some containers collected splashes from nearby roofs. Differences between readings could arise from placement rather than different rainfall across the neighborhood. 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 class agreed on siting rules and recorded unavoidable differences before comparing results. 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 make every reading comparable merely by using containers
2 compare rainfall without recording gauge positions
3 infer neighborhood weather from roof splashes
4 compare rainfall observations while teaching pupils how measurements could differ

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 different measurements necessarily establish different rainfall
2 standardizing conditions means ignoring local interference
3 placement cannot influence a rain-gauge reading
4 standardizing conditions helps separate the intended measurement from local interference

2

The Number on the Scale

A makerspace compared prototypes of a lightweight trolley. 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 competition awarded the prize to the prototype with the lowest empty weight. 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.

That prototype became difficult to steer when loaded and required repairs during the trial. A simple measurement taken without a realistic load did not capture the product's practical usefulness. 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.

Judges added loaded steering, durability, and repair tests alongside the original weight comparison. 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 evaluate steering without the loads users would carry
2 choose the trolley with the lowest empty weight alone
3 replace practical usefulness with one unloaded measurement
4 reduce effort for users without producing a fragile or unstable design

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 test conditions do not affect engineering conclusions
2 durability is unrelated to reducing practical effort
3 the lightest empty prototype is necessarily most useful when loaded
4 an engineering target must remain connected to the circumstances of actual use

3

The Picture Too Clear to Trust

The fictional Alderwick Science Club created enlarged images from low-resolution photographs. The aim was to help students understand the difference between observed detail and digitally inferred detail. The first presentation displayed processed pictures without explaining which features had been added by software. 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.

Viewers confidently described small patterns that were absent from the original image data. 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. Students first compared what was visibly present in the original photograph with features that appeared only after processing. Some reconstructions were plausible but not uniquely determined by the data. The club stressed that a useful visualization could still require a warning about inference. Viewers were encouraged to ask how an image was produced before relying on its apparent sharpness as proof of a small detail. The club invited students to compare several plausible reconstructions of the same unclear region. Seeing more than one sharpened result helped expose the distinction between recovering evidence and supplying a likely pattern. Students could then discuss when processed images were useful for communication and when a conclusion required access to the original observations or another independent source.

Visual sharpness could be mistaken for stronger evidence even when detail had been reconstructed rather than observed. 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 club showed originals alongside processed versions and labeled the assumptions used in reconstruction. 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 the appearance of precision should not be confused with the amount of evidence available.

3

(25) Why did processed images raise a problem for the science club?

1 Students were unable to notice any difference between clear and unclear images.

2 The software was used only to change the size of printed captions.

3 Sharp-looking features could be inferred by software rather than present in the original data.

4 The original photographs already showed every small pattern unambiguously.

(26) Why were several reconstructions compared?

1 Different plausible outputs helped reveal that added detail was not uniquely established by the data.

2 Students had to choose the most visually attractive version as the original.

3 The comparison removed any need to inspect the underlying photograph.

4 An identical image produced repeatedly would prove every reconstructed detail was true.

(27) What attitude toward processed images did the club encourage?

1 Prefer a sharper output even when the original evidence is unavailable.

2 Assume that a useful presentation always provides new independent observations.

3 Consider their production and limits before treating apparent precision as evidence.

4 Reject every visualization that used any digital processing.

3

The Repeated Measurement

The fictional Parkmere Laboratory redesigned a practical course for first-year students. The aim was to teach students to assess uncertainty rather than report a single apparently exact result. The original assessment rewarded closeness to a published answer and penalized every deviation equally. 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.

Some students discarded inconvenient readings without investigating why measurements differed. 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.

Rewarding agreement alone could encourage the concealment of uncertainty instead of an explanation of it. 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 redesigned assessment did not reward careless measurement simply because a student discussed uncertainty. Students still had to use the equipment properly and explain their procedure. What changed was the requirement to justify exclusions and consider why a result differed. A surprising reading could become evidence to investigate rather than something to hide in order to obtain an acceptable-looking answer. Students were asked to explain how they chose the number of measurements. Repeating a reading mechanically did not guarantee a sound result if the setup remained flawed. Tutors therefore examined the relationship between the question, the procedure, and the uncertainty reported. The published answer remained a useful reference, but it was no longer the sole basis for awarding credit. A student who noticed a faulty connection and explained its effect could demonstrate more understanding than one who happened to produce the expected figure without a defensible method. This connected assessment with the reasoning the practical course was intended to develop.

Tutors asked for repeated readings, justified exclusions, and discussion of plausible sources of variation. 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 scientific judgment includes explaining uncertainty rather than hiding it.

3

(28) What unintended behavior did the original laboratory assessment encourage?

1 Treating an unexpected result as a reason to inspect the procedure.

2 Justifying exclusions and explaining sources of variation.

3 Discarding inconvenient readings to produce agreement with a published answer.

4 Using repeated observations to investigate a faulty connection.

(29) What did the redesigned assessment still require?

1 Acceptance of any result as long as uncertainty was mentioned.

2 An explanation designed chiefly to hide disagreement with the reference answer.

3 A fixed number of repetitions regardless of the setup's suitability.

4 Proper equipment use and a defensible procedure.

(30) Why might a student with an unexpected result demonstrate strong understanding?

1 They would have avoided examining the method used.

2 An unexpected number was considered sufficient evidence without further reasoning.

3 They could identify and explain a fault affecting the measurement.

4 Their result would automatically deserve more credit than a correct measurement.

(31) What distinction did the new course emphasize?

1 Repeating readings mechanically guarantees that the setup is sound.

2 A published answer can replace all discussion of a student's procedure.

3 Explaining uncertainty is different from concealing it or measuring carelessly.

4 Credit should depend only on numerical closeness to the expected result.

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 automatic translation headsets at public exhibitions. Under such a system, visitors could hear explanations in a selected language while moving around displays. 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 offer information in more languages. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could allow visitors to explore at their own pace. 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 translation errors could alter important meanings. They also warn that equipment would require maintenance and assistance for users. 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 manufacturers provide better instructions for repairing products?

POINTS

• Safety

• Waste

• Competition

• Costs

Remember to complete both the summary and the essay.