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25回

完全オリジナル予想問題

■ 試験時間

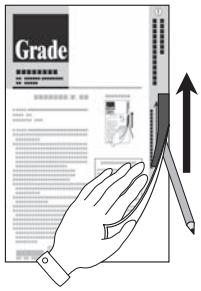
リーディング・ライティングテスト（９０分）

※ 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 damage was (　　), resulting from many small stresses rather than one event.

1 isolated　　2 cumulative
3 simultaneous　　4 edible

(2) A service that ignored complaints would eventually (　　) the trust of its users.

1 undermine　　2 reinforce
3 assemble　　4 inherit

(3) Managers hoped to (　　) procedures without eliminating essential safeguards.

1 complicate　　2 imitate
3 conceal　　4 streamline

(4) Time imposed a (　　) that prevented the researchers from examining every possible explanation.

1 privilege　　2 surplus
3 constraint　　4 tribute

(5) Without financial (　　), supporters could not check whether funds were used as promised.

1 secrecy　　2 scarcity
3 transparency　　4 urgency

(6) The festival celebrated a shared (　　) of music and storytelling.

1 deficiency　　2 heritage
3 liability　　4 friction

(7) After the service cuts, buses became so (　　) that travelers could no longer rely on regular departures.

1 sporadic　　2 continuous
3 compulsory　　4 identical

(8) The team apologized for an (　　) error made while copying the figures.

1 deliberate　　2 compulsory
3 profitable　　4 inadvertent

1

(9) The chair sought a (　　) that all participating groups could support.

1 conflict　　2 shortage
3 exemption　　4 consensus

(10) Although he eventually agreed, his long hesitation showed that he remained (　　) to participate.

1 enthusiastic　　2 inevitable
3 reluctant　　4 transparent

(11) Local cultural groups could (　　) when they had stable access to affordable meeting space.

1 deteriorate　　2 flourish
3 imitate　　4 vanish

(12) The council required approval before any major (　　) of public money.

1 expenditure　　2 revenue
3 surplus　　4 permission

(13) A more (　　) organization can continue operating when one part of its system fails.

1 resilient　　2 brittle
3 irrelevant　　4 stationary

(14) The mediator arranged informal discussions to (　　) an agreement.

1 obstruct　　2 inherit
3 discard　　4 facilitate

(15) The improvement was (　　) the new instructions rather than a change in equipment.

1 come down with　　2 look forward to
3 put down to　　4 stand up for

(16) The contractor began to (　　) pressure to explain the repeated delays.

1 do away with　　2 come under
3 look up to　　4 make room for

1

(17) The workshop sought to (　　) the shortage by sharing parts with another group.

1 comply with　　2 get around
3 look after　　4 run into

(18) The company intended to (　　) disposable containers rather than stop using them overnight.

1 phase out　　2 set aside
3 look into　　4 bring up

2

The Package That Was Easy to Open

A design class evaluated packaging for everyday household goods. 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 test asked a young adult to open each empty package using both hands. 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.

Older participants and people with limited grip later found several successful designs difficult to use. One convenient test user did not represent the range of abilities the packaging would encounter. 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 tested realistic filled packages with varied users and documented where help was needed. 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 judge packages using only one convenient tester
2 test empty containers as a universal model of use
3 make containers usable without compromising their ability to protect contents
4 assume two-handed opening represents every user's needs

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 usability claims depend on whose experience is included in the test
2 variation among users is unrelated to design evaluation
3 one successful opener demonstrates usability for everyone
4 filled packages offer no relevant additional information

2

The Manual Without Words

A furniture cooperative replaced long assembly instructions with illustrations. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The first drawings showed the finished shape clearly but omitted the order in which small parts had to be fitted. 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.

Customers completed several stages before realizing that a connector should have been inserted earlier. A clear picture of the destination did not necessarily explain a workable sequence of actions. 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.

Designers tested step-by-step diagrams and marked irreversible actions before customers reached them. 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 leave irreversible actions unexplained until the end
2 show a finished object without a workable sequence
3 replace ordered stages with an attractive final illustration
4 make guidance understandable to customers using different languages

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 assembly order is irrelevant when individual drawings are accurate
2 effective instructions make the process visible as well as the intended result
3 a clear destination automatically explains how to reach it
4 process information is unnecessary in instructions without words

3

The Chair That Changed Hands

The fictional Calder Furniture Workshop introduced a take-back scheme for office chairs. The aim was to recover usable materials and offer repaired furniture at a lower price. The first collection contract accepted all chairs but recorded only the total weight received. 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.

Staff discovered that mixed components and missing repair histories made many items difficult to restore safely. 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. Chairs that could not be restored were still considered for material recovery, but this outcome was recorded separately from successful reuse. A removable component in good condition might be useful even when the complete chair was not. The workshop also retained repair histories for future users. The scheme's evaluation therefore distinguished several outcomes instead of treating everything collected as equally valuable. The workshop shared information about which chair designs were easiest to maintain. This could influence future purchasing by local organizations, not only decisions inside the take-back scheme. Recording the reasons for successful repair made the evidence useful beyond one restored item. It also helped explain why a superficially similar chair might be suitable only for material recovery.

A large weight of collected furniture did not directly measure the value recovered or the amount suitable for reuse. 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.

The workshop recorded condition, replaceable parts, and repair outcomes before evaluating the scheme. 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 recovery programs should measure useful outcomes rather than the volume of material entering them.

3

(25) Why did the chair take-back scheme change its first evaluation?

1 Every chair received had been restored safely in its original form.

2 The scheme had accepted only one identical type of component.

3 Collected weight did not reveal how much useful restoration or recovery was achieved.

4 The workshop was no longer interested in offering repaired furniture.

(26) Why were reuse and material recovery recorded separately?

1 Material recovery was assumed to be identical to restoring a complete chair.

2 Only total weight could show whether either activity had value.

3 The workshop wanted to remove repair histories after each sale.

4 They represented different outcomes even when both involved collected chairs.

(27) How could repair information influence future purchases?

1 It replaced the need to inspect incoming furniture.

2 It showed which designs were easier to maintain and why superficially similar items differed.

3 It proved that every chair with the same appearance had interchangeable parts.

4 It justified counting every collected component as a complete repaired chair.

3

A Standard Size for Everyone?

The fictional Brackwell Design Office developed a uniform layout for public information boards. The aim was to make essential directions recognizable across different public buildings. The first standard required every board to use exactly the same dimensions and position. 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.

In a narrow station passage, the approved position left little viewing space for wheelchair users. 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.

A rule intended to create consistency could become an obstacle when applied without regard to local conditions. 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.

A common visual hierarchy helped visitors recognize where to look for an entrance or essential service. Local adaptation was permitted only when the reason was documented and the meaning remained clear. Designers tested unfamiliar visitors as well as regular users, since staff knowledge could conceal a confusing placement. The office sought a consistent reading experience, which was different from requiring every physical board to be identical. The revised standard included examples of justified adaptations, making it easier for designers to explain a local decision without abandoning the shared system. A narrow passage might require a different board position while keeping symbols and reading order recognizable. Reviewers considered the resulting experience, not merely whether every measurement matched the first drawing. The office also asked building staff to report situations where visitors repeatedly sought the same direction. Such reports could reveal a weakness that formal compliance had missed. This created a way for the standard to learn from use while protecting the clarity that had motivated standardization in the first place.

The office retained common symbols and hierarchy while allowing justified changes to placement and size. 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 consistency is most useful when its purpose survives sensible adaptation.

3

(28) Why was rigid compliance with the board standard reconsidered?

1 Identical dimensions and positions could obstruct viewing in a particular building.

2 Common symbols made every direction impossible to recognize.

3 Regular staff were less familiar with the information than first-time visitors.

4 All buildings had the same passage width and visitor patterns.

(29) What did justified adaptation retain?

1 Different meanings for familiar symbols whenever a building preferred them.

2 A requirement that every board occupy precisely the same physical position.

3 Recognizable symbols and hierarchy while allowing suitable changes to size or placement.

4 The assumption that documented reasons were unnecessary for local changes.

(30) Why did repeated requests for the same direction matter?

1 They allowed the office to stop reviewing its examples of adaptations.

2 They showed that visitors preferred verbal help regardless of board placement.

3 They proved that unfamiliar users should not be included in testing.

4 They could expose a practical weakness not revealed by formal compliance.

(31) What was the office trying to standardize?

1 A layout whose meaning could change to suit every department.

2 The number of signs installed regardless of how they were used.

3 A clear reading experience rather than every physical measurement in isolation.

4 A prohibition on using evidence from real buildings.

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 short examination windows instead of one fixed sitting for every student. Under such a system, learners could select one of several supervised times within an approved period. 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 accommodate students with unavoidable scheduling conflicts. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could reduce pressure on limited examination rooms. 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 different sittings could create concerns about sharing questions. They also warn that organizing several sessions would increase administrative work. 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 towns develop shared emergency supplies?

POINTS

• Costs

• Responsibility

• Preparedness

• Equality

Remember to complete both the summary and the essay.