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27回

完全オリジナル予想問題

■ 試験時間

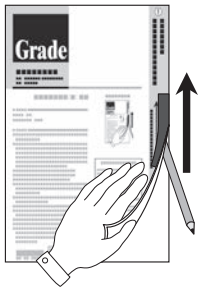
リーディング・ライティングテスト（９０分）

※ 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 team acted quickly to (　　) a fault in the booking system.

1 preserve　　2 imitate
3 conceal　　4 rectify

(2) Training helped employees understand what full (　　) with the privacy policy involved.

1 defiance　　2 shortage
3 compliance　　4 friction

(3) The repeated measurements showed remarkable (　　), with almost no variation.

1 contradiction　　2 consistency
3 urgency　　4 scarcity

(4) A recommendation has little effect unless someone is responsible for helping to (　　) it.

1 implement　　2 abandon
3 conceal　　4 evade

(5) The council decided to (　　) repairs affecting public safety.

1 prioritize　　2 conceal
3 imitate　　4 scatter

(6) Although his individual points were interesting, they did not form a (　　) explanation.

1 random　　2 hostile
3 portable　　4 coherent

(7) The two files used (　　) formats, preventing the software from combining them directly.

1 identical　　2 cooperative
3 incompatible　　4 profitable

(8) The editor took (　　) care to distinguish verified facts from uncertain recollections.

1 dishonest　　2 scrupulous
3 careless　　4 indifferent

1

(9) The chair asked a follow-up question to (　　) an ambiguous answer.

1 obscure　　2 clarify
3 imitate　　4 postpone

(10) Limited funds meant that the council had to decide which service deserved (　　).

1 priority　　2 shortage
3 inheritance　　4 permission

(11) One (　　) of the proposal was that smaller offices would need additional staff.

1 permission　　2 inventory
3 compensation　　4 implication

(12) The report would (　　) how the selection committee reached its decision.

1 conceal　　2 imitate
3 disclose　　4 postpone

(13) They investigated the (　　) between the two measurements before reporting a result.

1 agreement　　2 remedy
3 discrepancy　　4 heritage

(14) The witness appeared to (　　) responsibility rather than explain what had happened.

1 confront　　2 evade
3 imitate　　4 inherit

(15) The workshop helped participants (　　) techniques learned from the manual.

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

(16) The workshop helped teams (　　) the most serious weakness in their designs.

1 put up with　　2 run out of
3 look after　　4 zero in on

1

(17) Workers required training to (　　) the new procedures introduced each year.

1 look down on　　2 break away from
3 put up for　　4 keep up with

(18) The existing theory could not (　　) every observation in the new data.

1 put up with　　2 run out of
3 account for　　4 look up to

2

A Promise About Quiet

A residential music school offered practice rooms to local learners. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The first booking system treated every instrument as requiring the same type of room. 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.

Low-frequency sound from some instruments remained noticeable outside rooms that worked well for others. A general claim of sound insulation could conceal meaningful differences between sources and listening conditions. 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 school matched instruments to tested rooms and used feedback from neighbors to adjust schedules. 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 use identical rooms for every instrument without testing
2 make regular practice possible without disturbing neighboring households
3 promise quiet solely from a general insulation claim
4 assume all sound sources behave the same way

(20)

1 Nevertheless
2 For example
3 Consequently
4 Similarly

(21)

1 schedules are unrelated to the effect of a particular instrument
2 a service standard must be assessed under the particular conditions it is supposed to cover
3 neighbor feedback cannot inform a practice-room standard
4 performance under one sound source guarantees performance under another

2

The Review Written Too Soon

A travel club asked members to review organized excursions. 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 questionnaire was completed before the return journey because everyone was still gathered together. 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.

Problems with the final connection or the usefulness of purchased materials never appeared in the results. Collecting feedback conveniently could leave an important stage of the experience outside the assessment. 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 club added a short follow-up message after participants reached home. 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 assume an early questionnaire covers every outcome
2 exclude later stages for the convenience of organizers
3 understand whether the trips met participants' expectations over the whole experience
4 collect reviews before the experience has ended

(23)

1 For example
2 Consequently
3 Similarly
4 Nevertheless

(24)

1 the timing of evaluation influences which outcomes people are able to report
2 evaluation timing cannot influence what respondents can report
3 the return journey falls outside a travel experience
4 a convenient collection moment is always the most informative

3

The Artist After the Workshop

The fictional town of Redmere funded artists to run workshops with local groups. The aim was to develop lasting opportunities for creative participation rather than stage isolated events. The first funding report counted workshop attendance and photographs taken on the day. 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 groups wanted to continue but had no access to materials, space, or advice once the visiting artist left. 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 follow-up workshop did not have to repeat the opening event. It could help a local volunteer organize regular sessions or give participants advice about the materials available nearby. The town also asked who remained involved after several months. Attendance photographs could document a successful introduction, but they could not answer whether the project had created an activity people could continue without the visiting artist. Local facilitators were asked what kinds of support would help them continue rather than reproduce the visiting artist's style. A group might need basic storage, a reliable room, or advice about leading beginners. The town considered these modest requirements alongside the cost of commissioning another large opening event, making the intended lasting benefit part of the funding decision.

A well-attended event did not demonstrate that participants could sustain the activity afterward. 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 town set aside support for local facilitators and follow-up sessions before commissioning new workshops. 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 short-term projects should be planned with attention to what remains after they end.

3

(25) Why were opening-event figures insufficient for evaluating arts support?

1 Every well-attended workshop was assumed to require no local materials.

2 Attendance did not show whether people could continue the activity afterward.

3 The town had no interest in participation beyond publicity photographs.

4 Artists were prohibited from working with local facilitators.

(26) What could a useful follow-up provide?

1 A substitute for asking who remained involved after several months.

2 Proof that all projects needed another large launch before regular activity.

3 A requirement that participants reproduce only the visiting artist's style.

4 Support suited to local groups' continuing needs rather than a copy of the opening event.

(27) How were modest ongoing requirements considered?

1 As irrelevant because they were less visible in photographs.

2 As evidence that community groups should not receive any support.

3 Alongside the cost of commissioning more introductory events.

4 Only after a new large event had already spent the remaining budget.

3

The Hotel That Offered Less

The fictional hospitality cooperative at Broadwick tested discounts for guests who declined routine room cleaning. The aim was to reduce unnecessary laundry and cleaning while respecting different guest needs. Its first evaluation counted every declined cleaning visit as an equal environmental saving. 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 longer stays still required replacement items, while very short stays involved little avoidable cleaning to begin with. 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 simple count of refusals could exaggerate savings by ignoring what work or resource use actually changed. 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.

Guests who accepted the discount still needed a clear route to obtain clean towels or report a problem. The cooperative did not count these requests as failures of participation. It distinguished routine work that had genuinely been avoided from necessary work postponed to another time. This kept the evaluation connected to resource use while avoiding pressure on guests to decline assistance they reasonably needed. The cooperative explained the arrangement before guests selected it. Customers were not expected to discover restrictions only when they requested assistance. Feedback asked whether the choice was understandable and whether the room remained suitable for the length of stay. Staff could also report cases in which work had merely shifted from one day to another. The final evaluation presented these distinctions rather than assuming that every accepted discount represented an identical saving. This offered a more realistic basis for deciding whether to continue the scheme and how to explain it without overstating either its environmental benefits or its demands on guests.

The cooperative measured specific changes and kept straightforward ways to request necessary assistance. 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 an incentive should be evaluated by its real consequences rather than the action used to claim it.

3

(28) Why did the hotel cooperative question a simple count of declined cleanings?

1 Some recorded refusals represented different or postponed resource use.

2 Long stays never required replacement items or assistance.

3 Every declined visit removed exactly the same amount of work.

4 The scheme was intended to eliminate cleaning on all occupied rooms.

(29) How did the scheme treat requests for necessary assistance?

1 As legitimate needs rather than automatic failures to participate.

2 As evidence that guests had misunderstood the idea of accommodation.

3 As grounds for canceling every previously offered discount.

4 As work that could always be omitted without affecting the room.

(30) Why was information provided before guests chose the discount?

1 People needed to understand the arrangement while they still had a meaningful choice.

2 The cooperative wanted guests to discover limitations only after paying.

3 Every room could be assumed to need the same service regardless of stay length.

4 Guests were expected to evaluate the cleaning schedule without staff explanations.

(31) What was the revised evaluation intended to distinguish?

1 Genuine avoided work from necessary work shifted to another time.

2 The number of discounts from every other practical consideration.

3 A simple participation total from a guarantee of identical savings.

4 Guests who never asked questions from those who should not use the hotel.

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 official platforms for reselling tickets that buyers can no longer use. Under such a system, ticket holders could transfer admission through a system recognized by the organizer. 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 help unused seats reach new audiences. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could reduce buyers' exposure to invalid tickets. 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 service charges could raise the final price. They also warn that restrictive rules might prevent some legitimate transfers. 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 archives record uncertainty more clearly?

POINTS

• Accuracy

• Convenience

• Costs

• Trust

Remember to complete both the summary and the essay.