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28回

完全オリジナル予想問題

■ 試験時間

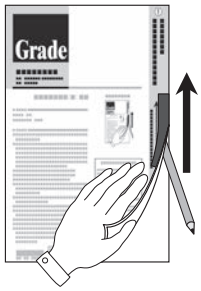
リーディング・ライティングテスト（９０分）

※ 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) Officials eventually agreed to ( ) that the first announcement had been misleading.

1 deny
2 imitate
3 concede
4 conceal

(2) A cheap replacement part might ( ) the reliability of the entire system.

1 strengthen
2 compromise
3 imitate
4 inherit

(3) The museum collected ( ) tools to show how manufacturing methods had changed.

1 obsolete
2 innovative
3 profitable
4 flexible

(4) The researchers wanted enough ( ) to choose their own methods rather than follow commercial instructions.

1 rivalry
2 scarcity
3 contamination
4 autonomy

(5) Young trees are ( ) to damage until their roots become firmly established.

1 invincible
2 irrelevant
3 prosperous
4 vulnerable

(6) Without clear ( ), every department could claim that another was responsible for the failure.

1 anonymity
2 scarcity
3 accountability
4 heritage

(7) A low price would not fully ( ) for a product that failed after a week.

1 deteriorate
2 compensate
3 inherit
4 vanish

(8) The committee rejected ideas that were impressive on paper but not financially ( ).

1 feasible
2 hostile
3 arbitrary
4 obsolete

1

(9) A confident statement is not enough to (　　) an explanation without supporting evidence.

1 substantiate　　2 contradict
3 imitate　　4 conceal

(10) The fund provided (　　) assistance for losses directly caused by the closure.

1 punitive　　2 accidental
3 edible　　4 compensatory

(11) The instrument recorded every small (　　) in pressure during the trial.

1 stability　　2 permission
3 fluctuation　　4 heritage

(12) The prize was intended as an (　　) for teams to develop practical improvements.

1 obstacle　　2 incentive
3 verdict　　4 deficiency

(13) The old accounts were (　　) to misinterpretation because their original context had been lost.

1 immune　　2 susceptible
3 irrelevant　　4 prosperous

(14) Delaying essential maintenance might (　　) the damage and increase the final repair bill.

1 exacerbate　　2 alleviate
3 assemble　　4 imitate

(15) Managers needed to (　　) the limitations of the old equipment before planning expansion.

1 look down on　　2 run out of
3 make room for　　4 come to terms with

(16) The grant would partly (　　) the income lost during the closure.

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

1

(17) The union agreed to (　　) workers who had raised legitimate safety concerns.

1 run out of　　2 catch up on
3 stand up for　　4 put up with

(18) Before rejecting the idea, the committee decided to (　　) its likely costs.

1 do away with　　2 look into
3 run out of　　4 put up for

2

A Library of Local Sounds

A community archive invited residents to record familiar neighborhood sounds. 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 appeal encouraged contributors to submit the longest and clearest recordings they could make. 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.

Some recordings included private conversations that speakers had not agreed to share. Technical quality did not establish that a recording was suitable for public access. 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.

Archivists introduced consent checks and offered ways to describe sensitive material without publishing it. 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 preserve private conversations without considering speakers
2 judge suitability solely by recording length
3 preserve aspects of daily life that rarely appeared in written records
4 publish the clearest sounds without checking consent

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 describing sensitive material is equivalent to publishing every voice
2 archival value removes any need for consent checks
3 technical quality establishes permission for public access
4 preserving a community's life also requires respect for the people represented in its records

2

The Record With No Date

A local history group catalogued handwritten notebooks donated by families. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. Volunteers first transcribed the pages but left uncertain dates and names unexplained. 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.

Readers treated guesses in the typed text as established facts because the uncertainty was no longer visible. Converting handwriting into neat print could accidentally strengthen claims beyond what the original supported. 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.

The group distinguished confirmed readings from uncertain ones and retained links to page images. 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 make uncertain names look confirmed in transcription
2 make the material useful for people researching everyday work and neighborhood change
3 remove links to handwritten evidence
4 assume neat print strengthens the historical source

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 clarity of presentation should preserve the uncertainty of the underlying evidence
2 readability and evidence uncertainty cannot be preserved together
3 a transcription should conceal doubts visible in the original
4 clarity requires presenting every uncertain reading as fact

3

The Collection That Needed to Leave

The fictional Sedgewick Museum reviewed objects acquired through temporary loans many decades earlier. The aim was to clarify ownership and care responsibilities before redesigning its permanent displays. Its old records used the same catalogue format for purchased objects and items entrusted by local families. 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 families expected objects to be returned, while staff had assumed they belonged permanently to the museum. 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. The renewed agreements distinguished ownership, public display, research access, and the possibility of return. These were separate questions rather than an automatic package. Staff documented the evidence for each decision and avoided presenting an unresolved object as unquestionably owned by the museum. A temporary absence from display could be preferable to creating a confident public account that ignored the terms of the original loan. Staff distinguished contacting a family for clarification from assuming that the first response settled every ownership question. Older agreements could involve several people or incomplete records. The museum sought appropriate advice where needed and documented the basis for decisions. The exhibition redesign was important, but its schedule was not treated as a reason to erase uncertainties about the collection's history.

Administrative appearance could not resolve the different agreements under which objects had entered the collection. 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 museum contacted families, reviewed correspondence, and documented renewed agreements before displaying disputed material. 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 care for a collection includes respecting the terms on which material was received.

3

(25) Why did the museum review its old loan records?

1 The museum had never accepted objects from local families.

2 Every family had already transferred permanent ownership in writing.

3 Similar catalogue entries concealed different ownership and care agreements.

4 The exhibition redesign required all temporary loans to be sold.

(26) Why were ownership, display, and research access considered separately?

1 Public display always made an uncertain object permanent museum property.

2 A renewed agreement was intended to erase the original correspondence.

3 Research access had to be refused whenever ownership was documented.

4 Permission for one purpose did not automatically settle the others.

(27) How did staff treat the exhibition schedule?

1 It did not justify hiding uncertainties or ignoring the terms of receipt.

2 It took priority over all unresolved evidence about an object's history.

3 It proved that the first family response settled every legal question.

4 It required every disputed item to remain on display without explanation.

3

The Memory That Disagreed

The fictional Oldbridge Archive organized interviews about a factory that had closed years earlier. The aim was to preserve different experiences of work without turning memory into a single official account. The first exhibition draft combined interviews into a smooth narrative with disagreements removed. 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.

Former workers objected that the narrative concealed important differences between departments and periods. 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 coherent account could be misleading if it erased conflicts that were part of the historical experience. 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.

Some interviewees remembered the same change differently because they had worked on different shifts. Other disagreements concerned an event for which the written record was also incomplete. Presenting these differences did not mean every recollection was treated as equally supported. The archive distinguished contradictions that could be checked from differences of experience that were themselves part of the subject being preserved. The project included opportunities for interviewees to comment on how their words were presented. This did not grant anyone the right to remove every account with which they disagreed. It helped identify missing context and obvious errors while preserving different experiences. The archive made its editorial method visible so audiences could distinguish original recollection from explanatory commentary. Visitors were encouraged to compare evidence rather than decide that disagreement made all testimony worthless. The resulting exhibition was less seamless than the first draft, but it gave a more honest account of a workplace whose history had never been experienced in exactly the same way by everyone involved.

The archive presented contrasting recollections with dates, contexts, and relevant written records. 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 historical understanding can improve when meaningful differences remain visible rather than being edited away.

3

(28) Why did workers object to the archive's first smooth narrative?

1 The archive had refused to conduct interviews about the factory.

2 Removing disagreements concealed differences that were part of their experience.

3 Every worker remembered the same events and shifts identically.

4 The exhibition had presented too many unconnected written records and no interviews.

(29) How did the revised archive treat conflicting recollections?

1 It selected only the account with the most confident speaker.

2 It treated disagreement as a reason to discard all testimony.

3 It distinguished checkable contradictions from differences of experience and support.

4 It assumed that every memory was equally reliable because it was personal.

(30) What was the purpose of inviting interviewees to comment on presentation?

1 To allow each speaker to remove all recollections they disliked.

2 To guarantee a single account supported by every former employee.

3 To replace the archive's editorial method with a popularity vote.

4 To identify missing context and clear errors without granting control over every contrasting account.

(31) What value did the less seamless exhibition have?

1 It proved that a coherent public account should contain no acknowledged uncertainty.

2 It treated the history of every department as identical.

3 It eliminated the need to compare interviews with written sources.

4 It preserved meaningful differences while showing how evidence and commentary were handled.

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 organized exchanges of musical instruments and sports equipment between schools. Under such a system, schools could lend items temporarily when another school's needs were greater. 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 reduce duplicate purchases. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could give more pupils a chance to try unfamiliar activities. 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 transport and repair responsibilities could cause disputes. They also warn that equipment might be unavailable when several schools need it at once. 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 businesses make cancellation conditions more visible?

POINTS

• Choice

• Competition

• Trust

• Convenience

Remember to complete both the summary and the essay.