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30回

完全オリジナル予想問題

■ 試験時間

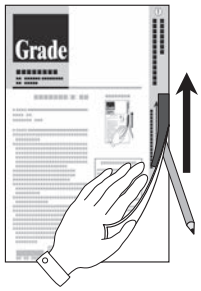
リーディング・ライティングテスト（９０分）

※ 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 standard design could be modified to ( ) it to a narrow site.

1 adapt
2 conceal
3 imitate
4 postpone

(2) Students were asked to ( ) their explanations after discussing the weaknesses in them.

1 retain
2 imitate
3 conceal
4 revise

(3) The council would ( ) funding if the organization failed to meet the agreed conditions.

1 commence
2 imitate
3 terminate
4 inherit

(4) Because the experiment required exact measurements, the team chose a particularly ( ) technician.

1 reckless
2 meticulous
3 indifferent
4 temporary

(5) The lawyer needed to ( ) every clause rather than rely on the contract's summary.

1 ignore
2 scrutinize
3 imitate
4 postpone

(6) The council hoped to increase ( ) without raising the charge paid by each user.

1 revenue
2 expenditure
3 shortage
4 liability

(7) The researcher tried to ( ) findings from several disciplines into one explanation.

1 reject
2 imitate
3 conceal
4 assimilate

(8) The report failed to ( ) the number of visits from the number of different visitors.

1 confuse
2 imitate
3 distinguish
4 conceal

1

(9) The firm invested in (　　) to develop methods its competitors had never used.

1 imitation　　2 deficiency
3 innovation　　4 scarcity

(10) Additional supports were added to (　　) the weakened structure.

1 undermine　　2 reinforce
3 imitate　　4 conceal

(11) Without a reliable source of parts, the repair scheme would not remain (　　).

1 viable　　2 impossible
3 hostile　　4 arbitrary

(12) An (　　) assumption underlay the argument even though the author never expressed it.

1 explicit　　2 portable
3 hostile　　4 implicit

(13) The owner gave explicit (　　) for the building to be used in the film.

1 hostility　　2 scarcity
3 remedy　　4 consent

(14) Only containers able to (　　) repeated washing were suitable for the reuse scheme.

1 undergo　　2 imitate
3 withstand　　4 conceal

(15) An immediate threat to safety would (　　) urgent action rather than another routine meeting.

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

(16) The charity appointed a coordinator to (　　) the agreed changes.

1 carry out　　2 call off
3 put aside　　4 turn down

1

(17) The designer wanted to (　　) traditional methods without merely copying old products.

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

(18) The archive would (　　) a separate space for material awaiting consent checks.

1 do away with　　2 run into
3 look down on　　4 set aside

2

A Map That Stayed Current

A neighborhood accessibility group maintained a map of public entrances. Those involved hoped to (19). The objective attracted interest because it addressed an ordinary problem rather than an unfamiliar technical question. The first map was based on a detailed survey conducted several years earlier. 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.

Renovations and temporary closures had changed some entrances, but the map gave every entry the same appearance. A once-accurate record could become misleading when users could not see how recently information had been checked. 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 group added review dates and a process for confirming reports of changed access. 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 replace current verification with confidence in old records
2 publish an access map without showing when entries were checked
3 assume entrances stay unchanged after one detailed survey
4 help residents plan routes that avoided unexpected physical barriers

(20)

1 Consequently
2 Similarly
3 Nevertheless
4 For example

(21)

1 review dates add nothing to the usefulness of a map
2 reports of changed entrances need no confirmation process
3 information remains dependable merely because it was once accurate
4 useful information requires a way to reveal and manage its age

2

The Survey After the Storm

A geography society collected reports of blocked paths following severe weather. 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 form accepted reports without asking when the obstruction had been observed. 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.

Teams sometimes traveled to places already cleared while newer problems remained unrecorded. The existence of a report did not establish that the reported condition still existed. 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 society added observation times and marked reports as unconfirmed until they were checked. 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 record obstructions without asking when they were observed
2 treat all reported conditions as continuing indefinitely
3 identify routes that needed inspection while avoiding unnecessary journeys by volunteers
4 send teams before checking whether a path was cleared

(23)

1 Similarly
2 Nevertheless
3 For example
4 Consequently

(24)

1 observation time has no bearing on inspection priorities
2 time-sensitive evidence needs information about when it was observed and verified
3 a report's existence proves that its condition still continues
4 verification is unnecessary when an obstruction was described confidently

3

The Warning on the Map

The fictional Bellwick Walking Association published an online route guide. The aim was to help visitors choose walks appropriate to their equipment and experience. Its first map marked every difficult section with the same red warning symbol. 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.

Readers could not tell whether a warning referred to steep ground, poor reception, or a seasonal access restriction. 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 warning about steep ground might lead someone to choose different footwear or another route, whereas a temporary access restriction might require postponing the visit entirely. The association therefore considered the action each warning was meant to support. It also separated confirmed current reports from older information awaiting review, so that a clearly visible symbol did not imply more certainty than the evidence justified. The association kept the earlier wording in its internal records when it changed a warning. This allowed volunteers to understand why the revision had been made and whether it answered the original report. Changes were not treated as embarrassing corrections to hide, but as part of maintaining information that visitors could use to make practical decisions.

A prominent warning could be less useful than expected when it failed to distinguish the action required. 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 association separated warning types and explained when each condition had last been confirmed. 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 risk communication should help people decide what to do rather than merely attract attention.

3

(25) Why were identical red symbols insufficient in the walking guide?

1 Every difficult section involved the same steep ground.

2 Different hazards required different practical responses from readers.

3 The association wanted visitors to ignore seasonal access conditions.

4 The guide had described all warnings in separate clear categories.

(26) What did separating current and older reports achieve?

1 The display could show different levels of confirmation rather than imply equal certainty.

2 Visitors no longer needed to consider what action a condition required.

3 The same warning could be retained indefinitely without review.

4 Every old report was automatically proven false.

(27) Why were earlier warning versions retained internally?

1 Corrections were treated as information that volunteers should never see.

2 They helped explain revisions and whether changes addressed the original report.

3 They allowed outdated warnings to replace the current public guide.

4 Every revision required returning to the first wording after one month.

3

The Community Noticeboard

The fictional Westridge Council introduced electronic notices in public buildings. The aim was to make announcements easy to update while retaining access for people who did not follow social media. The first screens rotated every notice at the same rapid speed. 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.

Readers with limited vision or unfamiliarity with the language could not finish important notices before they disappeared. 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.

Digital updating could improve convenience for staff while reducing the time available for some residents to understand information. 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.

Printed details were available beside the screens, and each essential announcement carried a reference number that staff could recognize. The council tested whether people could find the information later, not only whether they noticed a moving display. Notices that remained unchanged for long periods were reviewed and removed when no longer useful. Faster publication was treated as a means of informing residents rather than the sole measure of success. Staff could pause a notice or provide its printed equivalent when someone needed more time. This was built into the service rather than left to an unusually helpful employee. The council also used feedback to decide which announcements deserved a stable display instead of rotation. It distinguished information that people merely noticed from information they could understand and act upon. A visually impressive screen could attract attention without serving that purpose. The final approach therefore combined fast updating with slower, dependable ways of obtaining details, recognizing that residents approached the same public information with different reading speeds, language backgrounds, and immediate needs.

The council slowed essential notices and provided printed details and a stable reference number. 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 communication systems must consider the pace of the reader as well as the speed of publication.

3

(28) Why did the first electronic notice screens disadvantage some readers?

1 All public buildings had removed printed details before the trial began.

2 The council had asked every reader to interpret moving notices at the same language level.

3 Notices could not be updated once they had been displayed.

4 The rotation was too rapid for them to finish important information.

(29) What was one purpose of a stable reference number?

1 The number replaced the need to make any notice understandable.

2 It ensured that every announcement stayed on screen for the same short period.

3 Only residents with smartphones could request a printed equivalent.

4 Staff and readers could identify essential information and find its details again.

(30) Why was noticing a screen not the only measure of success?

1 Rapid publication was unrelated to how soon a notice became outdated.

2 People also needed time and routes to understand the information and act on it.

3 An impressive display guaranteed that every reader had understood its contents.

4 Staff assistance could substitute for maintaining information indefinitely.

(31) What did the final approach combine?

1 Only rotating displays and the withdrawal of printed materials.

2 Fast updating with dependable alternatives suited to different reading needs.

3 The assumption that essential notices should remain unchanged forever.

4 A fixed pace for all readers regardless of language or vision.

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 touchable replicas of fragile objects in museum exhibitions. Under such a system, visitors could handle carefully labeled models while the originals remained protected. 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 access through more than visual observation. They believe this would make a meaningful difference to people who face difficulties with current arrangements. Another potential advantage is that it could help visitors understand shape and construction. 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 producing accurate durable models could be expensive. They also warn that models might conceal details or material qualities found only in originals. 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 communities encourage cooperation between different local groups?

POINTS

• Resources

• Independence

• Skills

• Administration

Remember to complete both the summary and the essay.