

早稲田大学 国際教養学部  
2026年度 入試問題の訂正内容

〈AO入学試験(総合型選抜)〈国内選考〉〉

【Critical Writing】

■設問番号I-2  
問題冊子6ページ最終行目

(誤)

Answer: (b) (date with → date)

(正)

Answer: (c) (date with → date)

■設問番号III 5 (a)  
問題冊子14ページ19行目

(誤)

(a)....changes<sub>1</sub>

(正)

(a)....changes<sub>2</sub>

以上

2026 年度  
**筆記審査**  
**Critical Writing**  
 (問 題)

**注意事項**

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、H B の黒鉛筆またはH B のシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
  - (1)印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名（カタカナ）を記入すること。
  - (2)マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input checked="" type="radio"/> 悪い	<input type="radio"/> 悪い

5. 記述解答用紙記入上の注意
  - (1)試験開始後、すべての記述解答用紙の所定欄に、氏名（カタカナ）および受験番号を正確に丁寧に記入すること。
  - (2)所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
  - (3)受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数字見本	0	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---	---

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
8. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
9. いかなる場合でも、解答用紙は必ず提出すること。
10. 試験終了後、問題冊子は持ち帰ること。

## I. Structure and Written Expression

**Carefully read the following passage and do the tasks that follow.**

Three Ways to Stop Comparing Yourself to Others, According to a Cognitive Scientist:  
Comparing Ourselves to Others is Natural, but Doing it Too Much can be Harmful and  
Productivity-draining

※この部分は、著作権の関係により掲載ができません。

※この部分は、著作権の関係により掲載ができません。

1. In the passage, there are 16 sentences that contain a blank. For each sentence, choose ONE word or sequence of words that best completes the sentence in terms of standard written English. Then, on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.

( 1 )

- (a) Beside
- (b) Despite
- (c) In spite
- (d) Instead of

( 2 )

- (a) a clear path for promotion
- (b) an almost guaranteed chance of promoting
- (c) promoting her career quickly
- (d) to be soon promoted

( 3 )

- (a) a few other people
- (b) a little bit of people
- (c) a small amount of people
- (d) larger numbers of people

( 4 )

- (a) alters
- (b) changes with
- (c) transforms
- (d) turns to

( 5 )

- (a) enhance
- (b) increase
- (c) reinforce
- (d) sap

( 6 )

- (a) an alternative method is what
- (b) here are three more productive things
- (c) several creative tasks that
- (d) there are the useful mind exercises

( 7 )

- (a) allow
- (b) force
- (c) let
- (d) license

( 8 )

- (a) get
- (b) keep
- (c) move
- (d) take

( 9 )

- (a) no matter what
- (b) whereas
- (c) which
- (d) while

( 10 )

- (a) for
- (b) to
- (c) with
- (d) within

( 11 )

- (a) feeling happy for them to be smart
- (b) it a fortune to be close friends with them
- (c) rejoicing them
- (d) sending a note of congratulations and enjoying their success

( 12 )

- (a) only few
- (b) scarce
- (c) scarcely few
- (d) very few

( 13 )

- (a) recharacterize
- (b) represent
- (c) resent
- (d) revere

( 14 )

- (a) ignoring
- (b) in ignoring
- (c) to ignore
- (d) with ignoring

( 15 )

- (a) accommodates
- (b) consists of
- (c) contains
- (d) involves

( 16 )

- (a) are contributing to
- (b) do contribute
- (c) play a part in providing
- (d) provide

2. In the passage, there are four sentences marked (A) – (D) that are in boldface. In each of them, four words or phrases are underlined and labeled (a) – (d). Identify ONE underlined word or phrase that would NOT be acceptable in standard written English. Then, on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.

Example: I <sup>(a)</sup>would like <sup>(b)</sup>to <sup>(c)</sup>date with someone who speaks <sup>(d)</sup>three languages.

Answer: (b) (*date with* → *date*)

## II. Essay 1

Carefully read the passage below and do the tasks that follow.

### Humor: A Real Puzzle for Translators

- ① Cultural by essence, humor is not easily translated from one language to another. To maintain the spirit of the original joke, the translator needs to show a great deal of inventiveness.
- ② What makes you laugh? What you perceive as funny can vary depending on unique characteristics such as age and personality traits, but culture and language are also key determining factors. Humor is a(n) ( 1 ) part of the culture in which it was created and as such, it can be one of the trickiest things to translate.
- ③ Because humor is often related to language itself — as in, for example, puns, regionalisms, wordplay, and cultural references — the ( 2 ) translation of a joke would most times fall flat, or be incomprehensible. To retain the essence of a joke, the translator is faced with the dilemma of preserving the original meaning (as in a word-for-word translation) or adapting it completely into another language. The idea is that the translator will create something new, but convey the emotion and intention of the ( 3 ) content.
- ④ Transcreation is often necessary for the translation of humor. However, since wordplay is verbal wit based on the meanings and ambiguities of words, and since the way words sound and are written varies from language to language, the task becomes challenging for the translator. For example, let's take a look at the following joke, which contains wordplay in English: *Last night, I dreamed I was swimming in an ocean of orange soda. But it was just a Fanta sea.*
- ⑤ In order to translate this into another language, the translator might have to come up with a new joke entirely. They could strive to preserve some element of the original text, for example, another joke about a drink, since creating a new pun or a new wordplay might be the only way to make sense of a joke like this.
- ⑥ Have you ever had someone explain why a joke is (supposedly) funny? American writer E.B. White once wrote that "Humor can be dissected, as a frog can, but the thing dies in the process and the innards are discouraging to any but the purely scientific mind."
- ⑦ This quote illustrates what might happen if the translator opts for explaining the joke in a different language. It could be linguistically interesting, but it ultimately kills the joke. A footnote or an explanation might not even be possible depending on the situation, such as, for example, subtitles of a movie or the voiceover of a video game.

- ⑧ To add to the translator's challenge: what happens when the joke is bad? Should the translator transcreate it into another bad joke or create something funnier? This is a common dilemma, and the answer usually lies in the author's intention. Perhaps there is a reason for the bad joke, making it essential for translators to convey that intention in a different language. On the other hand, if the author's intention was for the audience to laugh, they must strive to ensure that the translation has the same effect.

#### NAILING THE PUN-CHLINE

- ⑨ When adapting content that has to do with language itself, the translator must keep some aspect of the original joke. This is especially important if the joke has an image or a sound tied to it, like in the case of multimedia content.
- ⑩ Let's apply this idea to a scene from the 1984 American action-comedy film *Top Secret!*, where the two protagonists are approached by someone speaking German. The hero apologizes and says that he doesn't speak the language, but the heroine responds, "It's alright. I know a little German... he's sitting over there." She points across a crowded restaurant, and a very short man in traditional German attire stands up and waves. I used to watch this film growing up with my family, and this joke always got me. In English, the phrase "a little German" can indicate more than one thing: that you have a passing command of the German language or that you know someone who is of short stature and of German heritage.
- ⑪ However, how could it be conveyed in other languages when there is an image to match the dialogue? Challenges related to matching the context or text with an image or sound are adaptations that only the most creative and ( 4 ) translators are able to resolve.

#### DON'T PUN-ISH THE AUDIENCE

- ⑫ Just as the messenger and the message are important in the translation of humor, so is the target audience. For languages that have different variants or dialects, knowing the intended target audience will determine what terminology the translator can and cannot use.
- ⑬ If they're translating for a broader audience, the translator will need to avoid using ( 5 ) colloquialisms or regionalisms. This adds an extra layer of challenge to the adaptation since regionalisms spice up the language and help you connect with a particular audience. The age of the target audience will also need to be taken into account, since translating content for children is considerably different than translating for an older audience. For example, we would not be able to use ( 6 ) language or intricate vocabulary.
- ⑭ Making a joke work for a specific target audience requires inventiveness and resourcefulness. Humor is commonly related to language itself: the way words are written or sound, and the way they mix together. Additionally, each culture has its own unique sense of humor that is tied to its history, traditions, values, and beliefs. Oftentimes, this means that only people from a

certain culture are able to understand a joke or find it funny. Identifying the right words to preserve humor in a target language really is an art form and a massive challenge for the translator.

Adapted from Marina Ilari, "Humor: A Real Puzzle for Translators," *The UNESCO Courier*, March 24, 2022 (Updated: April 20, 2023).

※出典は下記に記載しております。

1. Which of the following statements best reflects what the author refers to as a "puzzle" in the title of this passage?

- (a) Flexible adaptation is essential to rendering humor from one language to another.
- (b) Humor is only understood by people with similar cultural backgrounds, making it difficult for others to piece together.
- (c) It is important to create new jokes when humor in another language is otherwise incomprehensible or puzzling.
- (d) Translators need to prioritize visual or sound components to translate something funny when treating multi-media content.

2. Throughout the passage there are six blanks ( 1 ) – ( 6 ). For each of them, choose the most appropriate adjective from the word list below. Do not use the same word more than once.

#### Word List

- (a) inappropriate
- (b) ingenious
- (c) integral
- (d) literal
- (e) original
- (f) specific

3. In this passage, what does the term *transcreation* most likely mean?

- (a) Transcending a joke to a universal level that can be understood by anyone.
- (b) Transcribing a joke from one language to another.
- (c) Transforming ambiguities of humor into something clearly comprehensible.
- (d) Transmitting the aim of a joke, while keeping the context in mind.

※WEB掲載に際し、以下のとおり出典を追記しております。

Marina Ilari / Humor: A Real Puzzle for Translators / The Unesco Courier, <https://courier.unesco.org/en/articles/humour-real-puzzle-translators> – licensed under CC-BY-SA 3.0 IGO.

4. Which of the following CANNOT safely be inferred from the passage?
- (a) Translation can be creative and does not always have to convey the original accurately.
  - (b) Translators need to have a good sense of humor to understand a joke in both the original and the target languages.
  - (c) Translators need to understand the nuances of humor in both the original and target languages.
  - (d) Translators of humor sometimes make difficult choices about how best to convey a joke.

5. Which of the following best describes the meaning of paragraph ⑥?

- (a) Analysis can ruin the fun.
- (b) Analyzing a joke can be linguistically interesting.
- (c) Scientists can salvage a bad joke.
- (d) Sometimes translators need to explain jokes.

6. Essay 1

「ボクは君が好き」 and 「俺はお前が好きだ」 are often translated simply as "I like you," although many Japanese speakers feel that something important is lost in translation. Given this reality, how should we approach literature and film in translation? Can we still consider ourselves to be experiencing the original work, or should we view the translated version as a new creation in its own right? Write an essay in English on the answer sheet, supporting your position with specific reasons and examples.

### III. Essay 2

Carefully read the following passage and do the tasks that follow.

Lab Mice Go Wild: Making Experiments More Natural in Order to Decode the Brain

- ① In a dimly lit laboratory in London, a brown mouse explores a circular tabletop, sniffing as it wanders around. Suddenly, a shadow silently appears.
- ② In a split second, the mouse's brain reacts. Neurons in its midbrain start to fire, sensing the threat of a potential predator, and a **cascade of activity in an adjacent region** orders its body to choose a response — freeze to the spot in the hope of going undetected, or run for shelter, in this case a red clear-plastic box stationed nearby.
- ③ From the mouse's perspective, this is life or death. But the shadow wasn't cast by a predator. Instead, it is the work of neuroscientists in Tiago Branco's lab, who have attached a plastic disc to a lever to provoke, and thereby study, the mouse's escape behavior. This is a rapid decision-making process that **draws on** sensory information, previous experience, and instinct.
- ④ Branco, a neuroscientist at the Sainsbury Wellcome Centre at University College London, has wondered about installing a stuffed owl on a zip wire to create a more realistic experience. And his colleagues have more ideas — cutting the disc into a wingspan shape, for instance. "Having drones — that would also be very nice," says one of them.
- ⑤ The set-up is part of a growing movement to step away from some of the lab experiments that neuroscientists have used for decades to understand the brain and behavior. Such exercises — training an animal to use a lever or joystick to get a reward, for example, or watching it swim through a water maze — have established important principles of brain activity and organization. But they take days to months of training an animal to complete specific, unique tasks. The end result, Branco says, is like studying a "professional athlete"; the brain might work differently in the messy, unpredictable real world.
- ⑥ Mice didn't evolve to operate a joystick. Meanwhile, many behaviors that come naturally — such as escaping a predator, or finding scarce food or a receptive mate — are extremely important for the animal, says Ann Kennedy, a theoretical neuroscientist at Northwestern University in Chicago, Illinois. They are "critical to survival," she says. By studying these natural actions, scientists are hoping to learn about the brain and behavior in ways that are more **holistic** and more relevant to everyday activity than ever before.
- ⑦ As neuroscientists continue to refine their naturalistic set-ups using the latest technologies for brain imaging and behavior tracking, they are finding better, more nuanced ways to use animals

to study pain responses and conditions such as Down's syndrome. Other specialists are rethinking popular theories about aggression and fear. And some are looking for ways in which these methods could enable richer studies of human behavior, says Sarah Lisanby, a psychiatrist at the U.S. National Institute for Mental Health (NIMH) in Bethesda, Maryland. That could be a game-changer for research into some psychiatric conditions.

#### ACT NATURAL

- ⑧ Studying mice fighting each other led Kennedy and her colleagues to revisit a classic theory of animal behavior that had fallen out of favor. The idea, from Austrian scientist Konrad Lorenz, who shared the 1973 Nobel Prize with Tinbergen, was that an internal signal of aggression builds up until it tips the animal into action. Some critics thought the model was overly simplistic, lacked a neurobiological basis, and didn't account for learning.
- ⑨ Kennedy and her colleagues, however, found evidence for the process in mice. When a mouse interacted with another, the activity of certain brain neurons gradually increased to a level that correlated with what the mouse did. At low levels, the animal might freeze or ignore the other mouse. But as levels built up over tens of seconds, it might show signs of aggression. At high levels, mice began to attack others outright. The neurons seem to function like a volume dial for aggression, although the levels vary between mice, with some creatures almost never attacking and some quick to do so.

#### BETTER SCIENCE

- ⑩ Studying natural behavior has produced some interesting findings — but it could also improve neuroscience more broadly.
- ⑪ At the NIMH, neuroscientist Yogita Chudasama directs the Rodent Behavioral Core, a centralized facility that helps researchers across the National Institutes of Health (NIH) to characterize rat and mouse behavior. Her unit is setting up equipment that will allow researchers to collect data on spontaneous behaviors over long time periods to decrease variability in experiments and make the findings more reliable. In a typical experiment, an animal might be lifted from its home cage and taken somewhere else to be observed. But this new environment could affect how it behaves. Longer-term observation in an environment with less human interference might reveal more natural rodent behavior.
- ⑫ Some researchers using the facility are monitoring animals for the long term, to compare those that have been left intact and those in which a particular gene has been modified in a way that disrupts its function. Some of the resulting changes can be subtle. "We believe that by looking over long timescales, we will see nuances of behavioral abnormality," says Chudasama.

Adapted from Keri Smith (2023), "Lab Mice Go Wild: Making Experiments More Natural in Order to Decode the Brain," *Nature* 618: 448-450.

※WEB掲載に際し、以下のとおり

出典を追記しております。

1. For each of the three bold-faced words or phrases, choose the definition that is closest in meaning as used in the passage.

(1) **a cascade of activity in an adjacent region** (Paragraph ②)

- (a) a rapid sequence of neural activations spreading through a neighboring area
- (b) a specific command center nearby responsible for executing the motor response
- (c) a widespread suppression of neural signals occurring across connected brain areas
- (d) an amplification of the initial threat signal within a related brain structure

(2) **draws on** (Paragraph ③)

- (a) avoids or disregards
- (b) collects and reinforces
- (c) creates pictures of
- (d) uses or relies on

(3) **holistic** (Paragraph ⑥)

- (a) emphasizing the most intricate neurological processes underlying specific survival behaviors
- (b) encompassing the complete system and the interplay of its parts, not merely isolated elements
- (c) pertaining to research conducted entirely outside of traditional laboratory constraints
- (d) representing a perfect understanding that fully integrates instinct and learned responses

2. According to the article, why are traditional lab experiments sometimes considered limited?

- (a) The highly specific tasks might not reflect how the brain works in complex, real-world situations.
- (b) The mice often refuse to learn the required tasks while engaging in extensive training.
- (c) They are too expensive to be conducted properly.
- (d) They require highly developed technology that is not available in ordinary research labs.

3. How did the neuroscientists in Tiago Branco's lab initially study mouse behavior?

- (a) By moving a model predator bird along a cable above the mouse.
- (b) By placing a hostile mouse in the cage.
- (c) By playing recorded sounds made by the mouse's natural enemies.
- (d) By using a specially shaped object to block light over the mouse.

4. For which concept did the research by Ann Kennedy's team on mice fighting provide supporting evidence?

- (a) Aggressive displays depend significantly on social learning rather than internal biological states.
- (b) Specific neural circuits instantly trigger attack behaviors, challenging Lorenz's build-up model.
- (c) There is a correlation between gradually increasing neuron activity and the subsequent emergence of aggressive actions.
- (d) Variations in aggressive tendencies among mice are linked primarily to genetic predispositions.

5. According to Yogita Chudasama, what is the key benefit of the research method that her lab is utilizing?

- (a) Enhancing experimental reliability by reducing data fluctuations and more consistently detecting behavioral changes,
- (b) Facilitating detailed studies of vocal interactions that are normally missed in short experimental trials.
- (c) Minimizing animal stress to ensure that observed behaviors are reliably natural and spontaneous.
- (d) Providing a reliable baseline to confirm the validity of findings obtained from more constrained, short-term tests.

6. Essay 2

Although the passage suggests that the naturalistic method is making a comeback, the research conducted at the Rodent Behavioral Core still involves the genetic modification of mice. Do you believe this is a necessary compromise, or should research methods be strictly naturalistic and avoid causing harm to animals? Write an essay in English on the answer sheet, supporting your position with specific reasons and examples.

[以 下 余 白]

<2026年度>

受験番号	万	千	百	十	一
氏名	(カタカナ)				

(注意) 所定の欄以外に受験番号・氏名を書いてはならない。

# 筆記審查 Critical Writing (解答用紙)

<2026年度>

II 6

# II

# Essay 1

解答を始める前に、問題番号および、Essay1つにつき解答用紙が1枚あることを確かめること。解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。

6

<2026年度>

<2026年度>

受 験 番 号	万	千	百	十	一
氏 名	(カタカナ)				

# 筆記審查 Critical Writing (解答用紙)

III 6

(注意) 所定の欄以外に受験番号・氏名を書いてはならない。

III

# Essay 2

解答を始める前に、問題番号および、Essay1つにつき解答用紙が1枚あることを確かめること。解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。

6