

前

令和8年度入学者選抜

一般選抜 試験問題

試験科目 外国語(英語)

試験開始	9:30
試験終了	11:00

【受験上の注意】

- 1 用紙は、すべて試験開始の合図があるまで開かないこと。
- 2 試験開始後、ただちに次のことについて、よく確かめること。
 - ア. 乱丁・落丁のある場合は、試験開始後速やかに手を挙げ、監督者に知らせること。
 - イ. 問題冊子は、全部で32ページある。
 - ウ. 解答用紙は、マーク式用の解答用紙(マークシート)と記述式用の解答用紙の2種類ある。受験する学部によって解答用紙が異なる。(問題冊子の裏表紙の枠内参照)
- 3 解答用紙の氏名欄・受験番号欄は必ず記入すること。マークシートについては、記入に加え受験番号をマークすること。
- 4 解答用紙に、正しく記入・マークされていない場合や、解答を訂正するときの消しゴムのカスなどで、採点されない場合があるので、注意すること。
- 5 解答用紙を折り曲げたり、破ったり、汚したりしないこと。
- 6 I, II, IIIのPart AとB, IVのPart Aの解答はマークシートにマークし、IIIのPart C, IVのPart Bの解答は記述式用の解答用紙に記入すること。

受験上の注意は、問題冊子の裏表紙にも続きます。必ず、問題冊子を裏返して読むこと。

【 I, II は共通問題です。受験者全員が解答すること。】

I Read the following text and answer the questions that follow it.

Collingwood “Cherry” Ingram: The Englishman Who Preserved Japan's Cherry Blossom Trees

Many Japanese visitors to England in spring are surprised by the number of cherry blossom trees blooming in towns, cities, and the countryside throughout the country. They may also be surprised to find that English people admire and appreciate the blossoms. In some towns, cherry blossom trees have even become a tourist attraction. One such town is Harrogate, in the north of England, where 200 cherry blossom trees were planted to celebrate the coronation of Queen Elizabeth II in 1953. However, cherry blossom trees were present in the U.K. long before Elizabeth II became the Queen of England, and there is an important reason for this — one that highlights the special connection between Japan and the U.K.

In the early 20th century, industrialization and modernization in Japan led to a loss of land once used for growing plants and trees. ⁽¹⁾_____, the number and variety of cherry blossom trees in Japan declined significantly. However, an Englishman named Collingwood Ingram became an unlikely protector of these trees. Ingram, who later became known as “Cherry” Ingram, was born in 1880 in Kent, in the south-east of England. As a boy, he loved nature and the animals that lived in it, so he first became an ornithologist, a scientist who studies birds. Later, however, his interests expanded to horticulture, the study of the growth of plants and flowers.

Ingram first visited Japan in 1902 and again in 1907. On both trips, he became increasingly fascinated by the country's many varieties of cherry blossom trees. These visits marked the beginning of a lifelong passion for growing and preserving the different types of cherry blossom trees. During his travels, he collected many samples of cherry blossom trees so that he could continue studying them after returning to England. He was so successful in his work that he even created new types of cherry blossom trees by combining different varieties. By the 1920s, Ingram had established himself as an expert on Japanese cherry blossom trees. His garden in Kent became home to more than 130 varieties of the tree, one of the largest collections outside Japan. His knowledge was recognized internationally, and in 1926, he was invited to return to Japan to give a lecture at the Japanese Cherry Blossom Society.

During that visit, he travelled around the country to observe and study cherry blossom trees. However, he was disappointed to discover that many of the varieties he had seen on his earlier trips had disappeared. Most had been replaced by a type known as the Yoshino Cherry. He soon realized that he might be able to help increase the diversity of cherry blossom trees in Japan. This idea came after he was shown a painting owned by Funatsu Seisaku, a well-known Japanese cherry blossom tree expert. The painting showed a beautiful white cherry blossom tree called the Great White Cherry. Seisaku told Ingram that this variety had become extinct in Japan, but Ingram recognized the tree in the painting — he had the same variety growing in his garden in England. After some consideration, it dawned on him that he could take cuttings from the Great ⁽²⁾White Cherry blossom tree in his garden and send them to Japan.

After returning home, Ingram became determined to reintroduce the Great White Cherry blossom tree to Japan. He tried to send cuttings by ship, but the journey was long, and the plants did not survive. It took him five attempts before he

succeeded. On the fifth try, he sent the cuttings packed inside potatoes to keep them moist, and this method worked. Thanks to his efforts, a cherry blossom tree variety ⁽³⁾ once thought to be extinct returned to Japan.

Ingram's story shows how one person's passion can build a bridge between cultures. He dedicated ⁽⁴⁾ his life to protecting Japan's cherry blossom trees, because he understood their deep cultural meaning. In Japan, cherry blossoms have long been symbols of renewal, beauty, and the temporary nature of life. His love for these trees also helped increase their popularity in England, which is why so many cherry blossom trees can now be seen in British parks, gardens, and streets. Ingram's life is an inspiration to people around the world who care about preserving natural and cultural treasures.

Cherry Ingram saw his last cherry blossoms bloom in May 1981 and passed away at the age of 100. It is often said that his death coincided with the gentle fall of the last cherry petals in his garden — a fitting end to the life of a man so deeply moved by their beauty and so devoted to their preservation.

◆For each question, choose **one** of the following options, a, b, c, or d, and mark the letter on your answer sheet.

1. According to the text, why are many Japanese visitors to England surprised when they see cherry blossom trees in the country?
 - a. because cherry blossom trees are very rare outside of Japan
 - b. because England's climate is not suitable for cherry blossom trees
 - c. because there are so many cherry blossom trees in England
 - d. because cherry blossom trees were only recently introduced to England

2. According to the text, what event was celebrated by planting cherry blossom trees in Harrogate?
 - a. the Queen's official crowning ceremony
 - b. the royal wedding of the Queen at that time
 - c. the Queen's birthday celebration
 - d. the death of the former Queen

3. Which of the following best fills in the underlined blank (1) in the text?
 - a. In contrast to this
 - b. Despite this
 - c. As a result of this
 - d. Similar to this

4. According to the text, what impact did industrialization have on cherry blossom trees in Japan?
 - a. Industrialization improved the diversity of cherry blossom trees in many cities.
 - b. Industrialization caused many varieties of cherry blossom trees to become extinct.
 - c. Industrialization modernized how cherry blossom trees were planted.
 - d. Industrialization had no obvious effect on cherry blossom trees.

5. According to the text, which of the subjects below would a horticulturalist **NOT** study?
- a. the best ways to grow fruits, vegetables, and herbs
 - b. the creation of new types of plants by combining different varieties
 - c. the ways that climate may affect soil conditions
 - d. the varieties of birds found in vegetable gardens
6. According to the text, what was the result of Ingram's visits to Japan in 1902 and 1907?
- a. His interest in cherry blossom trees expanded until he reintroduced them to English gardens.
 - b. He became interested in cherry blossom trees, collected cuttings, and eventually created new varieties.
 - c. He developed a lifelong passion for Japanese culture, while his interest in cherry blossom trees faded.
 - d. He collected many cherry blossom tree samples and created new varieties of cherry blossom trees while in Japan.
7. According to the text, what did Ingram realize after seeing the painting of the Great White Cherry blossom tree?
- a. The painting helped Ingram realize that a supposedly extinct cherry blossom tree was growing in his garden.
 - b. The painting helped Ingram realize that he had never seen that tree in Japan before and that he wanted to study it.
 - c. The painting helped Ingram notice that a supposedly extinct cherry blossom tree was growing in Japan.
 - d. The painting helped Ingram teach Funatsu how to identify the most common cherry blossom trees in Japan.

8. What does the underlined phrase (2) “it dawned on him” in the text mean?
- a. It means that Ingram became confused slowly.
 - b. It means that Ingram forgot something suddenly.
 - c. It means that Ingram realized something gradually.
 - d. It means that Ingram became frustrated quickly.
9. According to the text, what method did Ingram use to successfully send cherry blossom tree cuttings back to Japan?
- a. He placed cherry blossom tree cuttings on a specially designed ship.
 - b. He placed cherry blossom tree cuttings inside a type of vegetable.
 - c. He placed cherry blossom tree cuttings inside a white cherry blossom tree.
 - d. He placed cherry blossom tree cuttings in a sealed container.
10. Which of the following is **NOT** close in meaning to the underlined word (3) “moist” in the text?
- a. soaked
 - b. shiny
 - c. dripping
 - d. watery
11. According to the text, what does the rediscovery of the Great White Cherry blossom tree suggest about Ingram’s role in plant preservation?
- a. He relied mainly on luck rather than knowledge about cherry blossom trees.
 - b. He made a valuable scientific contribution by saving a species from extinction.
 - c. He only focused on growing cherry blossom trees for decorative purposes in England.
 - d. He preferred studying extinct plants rather than preserving living ones.

12. According to the text, how is Ingram's life seen as a connection between Japanese and British cultures?
- a. He introduced many varieties of Japanese cherry blossom trees to England and helped preserve and grow British plants in Japan.
 - b. He promoted cultural exchange between Japan and the U.K. through his travel lectures and his love of Japan.
 - c. He worked as a diplomat between Japan and England, creating strong political relationships and friendships between the two countries.
 - d. He worked to safeguard and restore Japanese cherry blossom trees and by doing so he created a deeper link between the two countries.
13. Which of the following is closest in meaning to the underlined word (4) "dedicated" in the text?
- a. decided
 - b. coincided
 - c. devoted
 - d. attached
14. According to the text, who might be most inspired by Ingram's life story?
- a. people who are interested in preserving international relationships
 - b. people who are interested in protecting natural and cultural heritage
 - c. people who are interested in preserving art and cultural heritage
 - d. people who are interested in protecting historical relationships

II Read the following text and answer the questions that follow it.

Food Festivals and Regional Characters

Both Japanese and foreign commentators like to see Japan as a single ethnic and cultural group. However, regional differences are important, and have influenced consumer culture and entertainment. Regional differences are marketed most strongly through food. For example, food festivals where people can sample various regions' foods are very popular. One example is the Nagoya Ramen Festival, held every year in the city of Nagoya. Both the event itself and the publicity documents that advertise it promote a "plural" Japan consisting of distinct and sometimes competing regions. The festival promotion uses caricatured images of different regions to market the event. Interestingly, the images of regional characters also rely on narratives from other media.

The Nagoya Ramen Festival is similar to other food festivals of its kind. It is held in a large downtown park, with one-room food stands lined up along a main square. The stands house different ramen shops, representing various regions throughout Japan, as well as different styles of ramen. To showcase the wide variety of specialties, the event is held in parts. For example, the 2025 festival had three parts, each featuring ten regional ramen vendors. Part 1 lasted from January 28th to February 2nd, Part 2 from February 4th to February 9th, and Part 3 from February 11th to February 16th. This festival is a good example of contemporary domestic tourism strategies. The tourism industry has developed local events that offer foods and products from different Japanese regions, so people can sample the flavors of other regions while remaining in their own city. In this sense, the ramen festival is a type of "virtual tourism," where visitors can enjoy the feeling of a faraway region without actually going there. This activity is more exciting than online varieties of virtual tourism, since one can actually be

in a physical space, surrounded by other people.

In the promotional materials for the festival, regional differences are used to advertise each shop. This can be seen by comparing the promotional materials for ramen vendors from Tokyo with those from Kyoto. Tokyo often has the image of a modern and trendy city, while Kyoto is usually seen as the keeper of old Japanese tradition. These regional images are reflected in the promotional materials. Firstly, the photos of the two owners are very different. The Tokyo owner is shown in a baseball cap with dyed hair, while the Kyoto owner is shown in traditional Japanese work clothes. Secondly, in the Tokyo photo, the ramen is photographed with a closeup shot, to emphasize the volume of food, whereas in the Kyoto photo, the ramen is shot from farther away and at a slight angle, so as to highlight the delicate presentation. Thirdly, the tone and style of each shop's tag line reflect perceived differences. Both shops have a phrase that roughly translates into English as "the owner has prepared a new style of ramen especially for this festival." However, the Tokyo tag line uses casual Japanese and words borrowed from foreign languages, while the Kyoto tag line uses more formal Japanese. Images of Tokyo as "cool and new" and Kyoto as "elegant and old" are used to promote each shop.

(2) _____

(3) Competitive cooking narratives are a common feature of the Japanese popular imagination. Reality cooking programs in Japan often revolve around battles between chefs, whose dishes are evaluated by a panel of judges. There are also many anime, manga, and live-action television serials with stories of talented young chefs who rise from the bottom to the top of a competitive cooking industry. The Nagoya Ramen Festival makes use of such narratives as well. The shop owners travel from their homes to compete at the Nagoya Ramen Festival. Just like athletes, they use their passion and ambition to train hard, beat rivals, and ultimately become the best of the best.

As discussed above, each part of the festival contains 10 separate ramen vendors from different regions of Japan. The festival website provides visitors with four categories of information about each stand:

- 1) the name and hometown of the shop owner
- 2) the stand number and the part of the festival in which it appears
- 3) the ramen's flavor profile, nutritional information, and ingredients
- 4) the comments from the vendor

In this final category, the vendors appeal to customers not only by pushing the deliciousness of their ramen but also by describing their fighting spirit. For a ramen shop from Hyogo Prefecture, the young owner is photographed with his arms crossed, staring fiercely at the camera. He wears a towel around his head, giving him the appearance of an athlete who has been training hard. The tag line says, "He has been all over the country, getting the top sales at ramen events in all regions. Will he be able to increase his record here in Nagoya as well?" From the photo and this tag line, we can see that this owner appears ⁽⁴⁾_____ a young hero from a food manga, ready to take on the competition.

The Nagoya Ramen Festival is a good example of Japan's popular food festival phenomenon, not only because of the wide variety of delicious food there, but ⁽⁵⁾also because of the way it ⁽⁶⁾plays on Japanese people's ideas of regional difference, and the way it uses popular stories to promote the event. This is what makes it popular. However, this kind of festival is not just enjoyable for Japanese. After all, food is a universal language.

◆For each question, choose **one** of the following options, a , b , c , or d , and mark the letter on your answer sheet.

1. What is the author’s main purpose in the text?
 - a . to explain the relationship between food culture and regionalism
 - b . to criticize the organization of food festivals based on virtual tourism
 - c . to promote the festival as a tourist destination for Japanese residents
 - d . to discuss how Japan’s food culture is influenced by outside cultures

2. According to the text, how many ramen shops in total joined the 2025 Nagoya Ramen Festival?
 - a . 18
 - b . 20
 - c . 30
 - d . 38

3. What does the author mean by the underlined phrase (1) “virtual tourism” in the text?
 - a . Visitors can use the latest technology in order to simulate a visit to a new location.
 - b . Visitors can join the event remotely, without leaving the comfort of their homes.
 - c . Visitors can enjoy the food atmosphere of another region while remaining in their own.
 - d . Visitors can see exhibits that help them imagine the lifestyle of a different region.

4. Which was **NOT** a difference noted by the author in their comparison of the promotional materials for the Tokyo and Kyoto ramen shops?
- a. the method of displaying the dishes
 - b. the flavor and texture of the soup
 - c. the visual appearance of the shop owners
 - d. the language used in the advertisements
5. Which of the following best fills in the underlined part (2) in the text?
- a. In summary, the materials highlight the mutual influences between the two regions.
 - b. In summary, the materials display a clear preference for the Kyoto stand over the Tokyo stand.
 - c. In summary, the materials rely on common stereotypical images of Tokyo and Kyoto.
 - d. In summary, the materials urge customers to decide based on their own regional background.
6. Which of the following is closest in meaning to the underlined sentence (3) “Competitive cooking narratives are a common feature of the Japanese popular imagination.” in the text?
- a. Stories in Japan about cooking are different now from how they were in the past.
 - b. Many Japanese people are familiar with stories about cooking.
 - c. Japanese people have trouble imagining new narratives about cooking.
 - d. Japanese people often take part in competitive cooking events.

7. According to the text, where would you look on the festival website if you wanted to find out if a particular ramen might cause allergies?
- a. category 1
 - b. category 2
 - c. category 3
 - d. category 4
8. Which of the following best fills in the underlined blank (4) in the text?
- a. different from
 - b. similar to
 - c. angry at
 - d. familiar with
9. Which of the following is closest in meaning to the underlined word (5) “phenomenon” in the text?
- a. incident
 - b. trend
 - c. episode
 - d. sensation
10. Which of the following is closest in meaning to the author’s statement that the festival (6) “plays on Japanese people’s ideas of regional difference” in the text?
- a. It exposes prejudices about Japanese regional identity.
 - b. It uses shared cultural images of Japanese regional identities.
 - c. It reminds visitors of Japanese regional games and entertainment.
 - d. It enables people to imagine new Japanese cultural traditions.

11. Which of the following statements would the author most likely agree with?
- a. Japanese food culture reflects the nature of Japan as a single ethnic and cultural group.
 - b. Virtual tourism events like food festivals are inferior to actually visiting a new location.
 - c. The Nagoya Ramen Festival's promotional style cannot be found anywhere else in Japan.
 - d. Popular events help us understand the role of local identities in Japanese culture.

【Ⅲは、日本文化学部・教育福祉学部・看護学部の受験者のみ
解答すること。】

Ⅲ There are three parts in this section:

- In Parts A and B, read the texts and answer the questions that follow them.
- In Part C, write an essay in English about a given topic.

Part A

The M.W. Craft Writing Contest

Attention all aspiring writers!

Here is the opportunity you have been waiting for! This is the chance for you to demonstrate your creativity in the university's annual M.W. Craft Writing Contest. Whether you are a novelist, poet, or essay writer, there is a place for you.

History of the Contest

The M.W. Craft Writing Contest was founded in 1983 by the Department of English Language and Literature. The original goal of the competition was to provide students from the English Department with the opportunity to express themselves creatively outside the classroom. The competition quickly gathered popularity, and since 1991 participants from other departments have been allowed to compete for the prizes. In recent times, the competition has become one of the university's most exciting events of the year. Do not miss your chance to be a part of this fantastic event.

Theme: "The Future is Ours"

This year's theme encourages participants to write about the hopes, dreams, and fears of their generation. You can express yourself using poetry, fiction, or non-fiction. Share your message with the world.

This Year's Categories

- Short Fiction (1000–2000 words)

Write a convincing story with believable characters that relates to the theme of this year's competition.

- Short Non-Fiction (1000–2000 words)

This could be a personal essay, a true story, or a work of narrative journalism that reflects your feelings and attitudes towards the future.

- Poetry (100 lines maximum)

Display your creativity through poetry. You may write several poems as long as you do not ⁽¹⁾_____ the line limit.

Who Can Enter?

The M.W. Craft Writing Contest is open to all members of the English Department. Students from other departments in the School of Humanities may also enter the contest. However, third-year and fourth-year students from those departments will need written permission from their course supervisor. Students from departments outside the School of Humanities are also welcome to enter the contest. However, they will need permission from the head of their department in order to make sure that entering the contest does not interfere with any academic obligations or coursework.

The Prize

The winner of each category will be given a \$100 voucher to spend at Watermill Bookstores. They will also receive a certificate of achievement from the president of the university, and will be interviewed for the magazine *FutureBright*, where their writing will be published. In addition, they will be invited to the celebration dinner hosted by the famous writer and former M.W. Craft Contest winner Philip John.

How to Enter

The deadline for applications is September 5th. You can submit your work in PDF or Word format. For details on how to _____ with your application, please check the website at mwcraftercontest.com.

Good luck to all!

◆ For each question, choose **one** of the following options, a, b, c, or d, and mark the letter on your answer sheet.

1. According to the text, what was the initial purpose of the M.W. Craft Writing Contest?
 - a. to encourage students from the English Department to develop their coursework writing
 - b. to encourage students from all departments to express creativity outside the classroom
 - c. to give English Department students more chances to express their creativity in writing
 - d. to give other departments in the university the opportunity to improve their English writing skills

2. According to the text, which of the following is **NOT** true about the M.W. Craft Writing Contest?
 - a. The M.W. Craft Writing Contest has been available to all students enrolled at the university since 1991.
 - b. Third-year and fourth-year English Department students must ask their department head before applying.
 - c. All current students in the School of Humanities are able to enter the M.W. Craft Writing Contest.
 - d. The M.W. Craft Writing Contest started in 1983, but was only available to certain students at the university.

3. According to the text, which of the following is **NOT** awarded to the winner of each category?
- a . a \$100 gift voucher to spend at Watermill Bookstores
 - b . an invitation to a dinner hosted by a past M.W. Craft winner
 - c . a subscription to the published magazine *FutureBright*
 - d . a signed achievement award from the current university president
4. Which of the following best fills in the underlined blank (1) in the text?
- a . exceed
 - b . exclaim
 - c . express
 - d . expire
5. Which of the following best fills in the underlined blank (2) in the text?
- a . engage
 - b . enact
 - c . proceed
 - d . precede

Part B

Dear students and parents,

I hope this letter finds you well. As you are aware, we will soon be welcoming a group of students from Townbridge University in the U.K. I am writing this letter with an urgent appeal from the university board. We still require people willing to host some of the students during their stay with us in Nagoya. Earlier in the year we sent out forms requesting volunteers to host the international students during their visit to our university. This visit is the continuation of a longstanding relationship of cultural exchange between the two universities. For the past 35 years, our collaboration with Townbridge University has provided our students with many opportunities for cultural exchange.

We are sincerely grateful to those of you who have already volunteered to act as hosts. Unfortunately, we did not receive enough responses. If we are unable to fulfil our hosting duties we will be required to cover the cost of accommodating the visiting students in a hotel. One of the main advantages of staying with a host family is seeing real local culture and observing the daily lives of people in a different country. It would be unfortunate if our guests were unable to benefit from this valuable experience. Therefore, we are sending another letter to inquire whether any of you are able and willing to host one of the visiting students.

The students from Townbridge University will be in Japan from August 4th to August 18th. The main purpose of their trip is to attend the Students for Hope International Conference in Nagano. The students from Townbridge will be accompanied by our own students from the Global Vision Course who

are also participating in the event. The conference takes place during the last week of the Townbridge students' trip to Japan, so families will only be required to host the visitors for seven nights. During their time in Nagano, the students will be staying in hotels alongside the students from our university.

Any potential hosts will be required to provide the following:

- A private bedroom and access to bathroom facilities
- Breakfast and dinner (lunch will be provided by the university)
- Support or guidance with local transportation while commuting to campus

If you are able to meet the criteria listed above then please consider being a host. Welcoming one of the international students into your home will allow them to experience real Japanese culture. Moreover, I am sure that the opportunity to interact with someone from a different cultural background will be a worthwhile experience for the hosts.

If you are able and willing to help us with this matter, please respond before May 30th. We will be holding a seminar in June to provide information and assistance to the participating host families. We appreciate your consideration and look forward to hearing from you. ⁽²⁾

Kind regards,

Hanako Tanaka, Yamakawa International University, Nagoya, Aichi

◆For each question, choose **one** of the following options, a, b, c, or d, and mark the letter on your answer sheet.

1. What is the main purpose of this letter?
 - a. to explain the benefits of the longstanding relationship between the two universities
 - b. to explain to potential host families what facilities they will need to host the visiting students
 - c. to encourage more people to offer accommodation to visiting students from the U.K.
 - d. to give thanks to the families that have volunteered to host the international students

2. According to the text, what benefits have the two universities enjoyed from their longstanding partnership?
 - a. 35 years of collaboration between Townbridge University and the Global Vision Course
 - b. the shared creation of the Students for Hope International Conference in Nagano
 - c. a relationship that has provided students with many experiences of cultural exchange
 - d. an opportunity for host families to demonstrate an interest in international conferences

3. According to the text, what will happen if Yamakawa International University is unable to find enough hosts?
 - a. Yamakawa International University will be required to pay for suitable accommodation.
 - b. The university board will send Yamakawa International University students to Nagano.
 - c. Students from Townbridge University will stay with host families before moving to Nagano.
 - d. Students from Townbridge University will be unable to attend the conference.

4. According to the text, what is the main benefit of staying with a Japanese host family for international students?
 - a. They can join a seminar about Japanese culture.
 - b. They can enjoy authentic Japanese culture.
 - c. They can practice speaking Japanese with the host family.
 - d. They can support each other with local transportation.

5. According to the text, what is the main reason why the university students from the U.K. are visiting Japan?
 - a. to work with Yamakawa International University and promote cultural exchange
 - b. to accompany students from the Global Vision Course who are attending the conference
 - c. to experience real Japanese culture by staying with a host family in Nagoya
 - d. to take part in the Students for Hope International Conference in Nagano

6. Which of the following is closest in meaning to the underlined word

(1) “valuable” in the text?

- a. responsible
- b. possible
- c. rewarding
- d. demanding

7. Which of the following is closest in meaning to the underlined word

(2) “appreciate” in the text?

- a. verify
- b. value
- c. reflect
- d. relate

Part C

Write a short essay of about 50 to 75 words in English on your answer sheet.

Give advice to new high school students on how to use social media responsibly.

In your essay:

1. Describe a possible problem related to the use of social media.
2. Suggest a way to avoid this problem.

The following five points will be used to score your essay.

- inclusion of responses to 1 and 2 above
- length
- grammar
- vocabulary
- organisation

【IVは、外国語学部の受験者のみ解答すること。】

IV There are two parts in this section:

- In Part A, read the text and answer the questions that follow it.
- In Part B, follow the instructions and write an essay in English.

Part A

Is the World Expo Still a Celebration of Innovation and Unity?

World Expos, also known as World's Fairs, are international exhibitions that showcase the achievements of nations in various fields such as technology, culture, and sustainability. These events provide a platform for countries to present their innovations and foster global cooperation. However, like any large-scale event, Expos come with their own set of benefits and drawbacks.
(1)

Over the years, Expos around the world have amazed and inspired many people, drawing huge crowds of tourists. The Dubai 2020 Expo, for example, attracted over 24 million visits. On the surface, this seems to be a financial plus for local economies. Nevertheless, the primary goals of World Expos are the fostering of international cooperation and the sharing of knowledge and innovation. These events allow countries to display their cultural heritage, latest technological advancements, and other noteworthy developments. They also bring together nations from around the globe, encouraging dialogue and cross-border collaboration. Expo 2010, in Shanghai, for example, attracted participants from 246 countries, territories, and organisations. Previous Expo themes, such as “Better City, Better Life” (Shanghai, 2010) and “Feeding the Planet, Energy for Life” (Milan, 2015), helped to improve the quality of city life and food supplies in many places around the world. This exchange of information and expertise is a huge _____ participants and visitors alike.
(2)

Although Expos have a positive goal, it is natural for such large-scale events to have some challenges. A key target is to boost global collaboration. ⁽³⁾_____, political tensions have the potential to cause problems. For example, at the Paris 1939 Expo, held during an unstable pre-World War II period, Nazi Germany and the Soviet Union used their pavilions for aggressive propaganda. More recently, during construction for Expo 2010 in Shanghai, thousands of residents were forced to leave their homes, raising human rights concerns.

The construction and operation of Expo sites also has significant environmental impacts. For instance, the 1992 Expo in Seville, Spain, damaged the Guadalquivir River and its surrounding ecosystem. Preparations for the Expo diverted parts of the river, resulting in disruption to its natural flow, affecting the health of riverbanks and wetlands. Furthermore, Expos require an enormous amount of electricity, water, and travel, and produce a vast amount of waste. The trade show industry, which includes World Expos, is the second largest waste-producing industry in the world. While sustainable practices have been improving in recent years, the strain these events put on the environment are considerable.

Furthermore, the huge workload involved in holding the World Expo often results in host cities spending far more money than they originally planned. For instance, Expo 1967 in Montreal went extremely over budget, creating financial strain for the Canadian government, while Expo 2000 in Hanover resulted in German taxpayers ultimately covering a larger portion of the costs, leading to strong national debate. Overspending is not the only financial risk. The Seville 1992 Expo also faced serious reports of dishonesty and mismanagement.

Osaka 2025 Expo: A Step Towards Sustainability?

The theme for Expo 2025, “Designing Future Society for Our Lives,” reflected a shared goal of working together to achieve a more sustainable future. Visitors were able to explore futuristic exhibits like Martian meteorites, androids, and artificial hearts, highlighting scientific progress. The German Pavilion showcased biodegradable materials that reduce waste and increase environmental protection. The Expo also featured the “Grand Roof Ring,” a massive wooden structure designed by architect Sou Fujimoto, which was recognised by Guinness World Records as the world’s largest wooden architectural structure. This feature reflected a desire to reduce carbon emissions and promote the use of renewable materials.

Now that the Osaka 2025 Expo has come to an end, many are asking, “Was it truly a sustainable Expo?” Unfortunately, it is hard to say. Fujimoto continues to face criticism for sourcing much of the wood from overseas, leading to a higher carbon footprint. Osaka 2025 also went over budget. According to reports, the bill for the event nearly doubled due to factors like labour shortages and rising material costs, which also resulted in high prices at the event. Other issues included ⁽⁴⁾_____ transportation networks and privacy issues with ticketing. With international tourist numbers in Japan already soaring, was this further increase in visitors really good for the country, its people, and the environment? Needless to say, it resulted in some strong local opposition.

The history of the World Expo is colourful and controversial. While they are enjoyed by millions of people, it is harder to measure the negatives. Osaka’s theme asked us to gaze into the future. However, it can be hard to look to the future with excitement and positivity, when there are so many issues in the present. Many people feel that all of those resources could have been better used elsewhere. Therefore, as with most such events, the legacy of the Osaka 2025 Expo is neither a complete success nor a total failure, but somewhere in the middle.

◆For each question, choose **one** of the following options, a, b, c, or d, and mark the letter on your answer sheet.

1. Which of the following is closest in meaning to the underlined phrase (1) “benefits and drawbacks” in the text?
 - a. ins and outs
 - b. leaps and bounds
 - c. pros and cons
 - d. dos and don'ts

2. According to the text, in which of the following areas have previous Expo themes resulted in positive development?
 - a. urban living and world food issues
 - b. sustainable local and global tourism
 - c. raising human rights in Asia
 - d. local river and wetland environments

3. Which of the following best fills in the underlined blank (2) in the text?
 - a. journey for
 - b. attention to
 - c. attraction for
 - d. connection to

4. Which of the following best fills in the underlined blank (3) in the text?
 - a. Therefore
 - b. However
 - c. Also
 - d. Despite

5. According to the text, while preparing for Expo 2010, what happened to some residents in Shanghai?
- a. They left their homes because of international political tensions.
 - b. They were removed from their homes without consent.
 - c. They willingly made a choice to leave their homes for the Expo.
 - d. They moved to Europe because of aggressive propaganda.
6. According to the text, which of the following is **NOT** true about construction for the Seville 1992 Expo?
- a. It improved environmental conditions around the Expo.
 - b. It was criticised by the public for its poor management.
 - c. It changed waterways while getting ready to host the event.
 - d. It caused problems for local wildlife in riverbanks and wetlands.
7. According to the text, which of the following was one of the main goals of the Osaka 2025 Expo?
- a. to promote architect Sou Fujimoto's recognition by Guinness World Records
 - b. to explore futuristic exhibits like Martian meteorites, androids, and artificial hearts
 - c. to improve teamwork around the world in order to become more environmentally friendly
 - d. to decrease costs for Expos by using wood sourced from overseas rather than local suppliers

8. According to the text, why was wood sourced from overseas for the Osaka 2025 Expo?
- a. to reduce the high carbon footprint of the Expo
 - b. to build the German pavilion with biodegradable materials
 - c. to build the small wooden structures in the Expo
 - d. to build the record-breaking Grand Roof Ring
9. According to the text, which of the following caused the Osaka 2025 Expo to go over budget?
- a. wood imported from overseas and the higher carbon footprint
 - b. high prices at the event due to international tourists
 - c. transportation networks and privacy issues with ticketing
 - d. the lack of workers and the increasing price of goods
10. Which of the following best fills in the underlined blank (4) in the text?
- a. interest on
 - b. enjoyment of
 - c. pressure on
 - d. cause of
11. Which of the following would best summarise the text?
- a. World's Fairs now use resources in a sustainable way, with no negative environmental impact.
 - b. The 2025 Expo was a complete success, and everyone was satisfied with the results.
 - c. The future seems brighter thanks to the efforts of Sou Fujimoto and his Grand Roof Ring.
 - d. World's Fairs have had many challenges, and continue to face significant issues today.

12. Which of the following would the author of this text most likely agree with?
- a. World's Fairs will become less and less popular in the future compared to the past.
 - b. World's Fairs have always had many more positive than negative points.
 - c. World's Fairs should improve their cost performance and sustainability.
 - d. World's Fairs have always been beneficial for the host country and its people.

Part B

Write a short essay in English on your answer sheet in which you discuss a previous travel experience. Write at least 120 words and include the following three topics in your essay.

1. a memorable city that you have visited, and what you did there
2. at least one positive and one negative aspect of tourism in the city
3. how the city could improve experiences for tourists

The following five points will be used to score your essay:

- inclusion of the topics 1, 2, and 3 above
- length
- grammar
- vocabulary
- organisation

7 マークシートについて

解答は、マークシートの解答欄にマークすること。例えばⅢの Part A の 9 の問いに対し“b”と解答する場合は、Ⅲの解答番号 A 9 の解答欄の“b”にマークすること。

(例)

Ⅲ					
解答 番号	解 答 欄				
	a	b	c	d	
A	9	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 記述式用の解答用紙について

解答は、所定の欄内にはっきりと記入し、欄外には記入しないこと。

9 問題冊子の余白は、メモ又は下書に利用してよい。

10 問題冊子は、持ち帰ること。

外国語学部の受験者は I, II, IV を解答すること。

解答用紙はその 1 (マーク式用), その 4 (記述式用) の 2 枚である。

日本文化学部・教育福祉学部・看護学部の受験者は I, II, III を解答すること。

解答用紙はその 2 (マーク式用), その 3 (記述式用) の 2 枚である。

令和8年度 一般選抜（前期日程）

試験科目：外国語（英語）

問 題 訂 正

対象学部	外国語学部
訂正箇所 (下線部)	IV Part A 本文 (26 ページ上から 16 行目)
	<p>【誤】 While sustainable practices have been improving in recent years, the strain these events put on the environment <u>are</u> considerable.</p> <p>【正】 While sustainable practices have been improving in recent years, the strain these events put on the environment <u>is</u> considerable.</p>