

# 上智大学

2021年度一般選抜（学部学科試験・共通テスト併用型）

学部学科試験サンプル問題

文学部 英文学科

## 【学部学科試験名】

英語適性検査（英語長文読解とその内容に基づく英語小論文により、理解力・思考力・表現力を問う）

## 【試験時間】 75分

## 【出題の意図、求める力等】

本学科では、アドミッション・ポリシーにあるように、「言葉というもの全般に興味があり、特定の言語のもつ社会的な意味作用や、言語表現としてのテキストの読解、分析に関心がある学生」を求めている。学科試問では、そのために必要な英語運用能力を測るため、アカデミックな内容の英文を読み解く力、およびその文章の内容に対する自分の考えを英語で書く力を問う出題とする。

※サンプル問題の出題形式は例であり、問題数は本試験と異なる場合があります。

問題は2つのパートに分かれる。①のリーディング問題を解答したうえで、その文章の内容に基づく②のライティング問題の答案を作成すること。

## ① リーディング

以下の[1]～[17]のパラグラフに分けられた文章を読み、(1)～(15)の問いに対する答えとして最も適切なものを、それぞれ(a)～(d)から1つ選びなさい。なお、\*印のついた語句については下に注が与えられている。

- [1] What can we do <sup>(1)</sup>to make the case for the humanities? Unlike the STEM disciplines (science, technology, engineering, and mathematics), they do not—on the surface—contribute to the national defense. It is difficult to measure, precisely, their effect on the GDP, or our employment rates, or the stock market.
- [2] And yet, we know <sup>(2)</sup>in our bones that secular humanism is one of the greatest sources of strength we possess as a nation, and that we must protect the humanities if we are to retain that strength in the century ahead.
- [3] I do not exactly <sup>(3)</sup>hail from the center of the humanities. I'm an economist. When you ask economists to weigh in on an issue, the chances are good that we will ultimately get around to a basic question: "Is it worth it?" Support for the humanities is more than worth it. It is essential.
- [4] We all know that there has been a fair amount of hostility to <sup>(4)</sup>this idea recently in Congress and in State Houses around the country. Sometimes it almost feels as if there is a "National Alliance against the Humanities." There are frequent insults by radio commentators, and calls to reduce government spending in education and scholarship in the humanities.
- [5] In the current economic environment, <sup>(5)</sup>"these attacks" have the potential to sway people. Any expense has to be clearly <sup>(6)</sup>worth it. "Performance funding" links government support to disciplines\* that provide high numbers of jobs. Or, as in a Florida proposal that emerged last year, a <sup>(7)</sup>"strategic" tuition structure would essentially charge more money to students who want to study the humanities and less money for those going into the STEM disciplines.
- [6] As a result, there is grave cause for concern. Federal support for the humanities is heading in the wrong direction. In fiscal year 2013, the National Endowment for the Humanities was funded at \$139 million, down \$28.5 million from FY\* 2010, at a time when science funding stayed mostly intact. This is part of a pattern of long-term decline since the Reagan years\*.
- [7] <sup>(8)</sup>I believe the question is fair. Are the humanities worth it? To push back against the recent tide of criticism, I'd like to offer several strategies.
- [8] First, we need to argue that there are <sup>(9)</sup>tangible benefits to the humanistic disciplines—to the study of history, literature, art, theater, music, and languages. In the complex, globalized world we are moving toward, it will obviously benefit American undergraduates to know something of other civilizations, past and present. Any form of immersion in literary expression is helpful when we are learning to communicate and defend our thoughts. And it should not be that difficult to agree that a thorough and objective grounding in history is helpful and even inspiring when applying the lessons of our past to the future.

- [9] This point came home to me when, in my previous role as Dean of Princeton University’s Woodrow Wilson School\*, I went to the university archives to read the reports and correspondence that concerned the formation of the School in 1929. The founding director of the School wrote that the need was not for “young men minutely trained in specific technicalities” but, instead, for a “broad culture that will enlarge the individual’s mental scope to world dimensions.” Accordingly, the curriculum was designed to ground students in both the social sciences and the humanities. At that time—on the eve of the Great Depression—there was concern that such an “impractical” education would be of little value. Indeed, one alumnus wrote that the curriculum “is not immediately useful to the boy who has to earn a living.” Yet, if one looks back over the course of the school’s rich history, it is evident that many of the men and women who were exposed to that curriculum went on to positions of genuine leadership in the public and private sectors.
- [10] We know that one of the best aspects of the undergraduate experience is the fact that it is so <sup>(10)</sup>multifaceted. Our scientists enjoy studying alongside our humanists and vice versa. They learn more that way, and they do better on each side of that not-very-precise divide. When I ask any of Brown University’s business-leader alumni what they valued most during their years at Brown, I am just as likely to hear about an inspirational professor of classics or religion as a course in economics, science or mathematics.
- [11] Second, we need to better defend an important principle that centuries of humanism have taught us—that we do not always know the future benefits of what we study and therefore should not rush to reject some forms of research as less deserving than others. In 1939, the founding director of the Institute for Advanced Studies in Princeton wrote an essay on this topic titled <sup>(11)</sup>“The Usefulness of Useless Knowledge.” It was published in 1939, on the eve of World War II, a time when we can assume there was a high priority placed on military and scientific knowledge. This essay argued that most of our really significant discoveries have been made by “men and women who were driven not by the desire to be useful but merely the desire to satisfy their curiosity.”
- [12] This essay underscores a very important idea—that random discoveries can be more important than the ones we think we are looking for, and that we should be wary of imposing standard criteria of costs and benefits on our scholars. Or perhaps I should put <sup>(12)</sup>it more precisely: We should be prepared to accept that the value of certain studies may be difficult to measure and may not be clear for decades or even centuries.
- [13] After September 11, <sup>(13)</sup>experts in Arabic and the history of Islam were suddenly in high demand—their years of research could not simply be invented overnight. Similarly, we know that regional leaders like Brazil, Indonesia, and South Africa will rise in relevance and connectivity to the United States over the next few decades, just as China and India already have. To be ready for those relationships, and to advance them, we need our humanists fully engaged.
- [14] And third, the pace of learning is moving so quickly that I would argue it is all the more important that we maintain support for the humanities, precisely to make sure that we remain grounded in our core values. As many previous generations have learned, innovations in science and technology are tremendously important. But they inevitably result in unintended consequences. Some new inventions,

if only available to small numbers, increase inequity or competition for scarce resources, with multiplying effects. We need humanists to help us understand and respond to the social and ethical dimensions of technological change. As more changes come, we will need humanists to help us filter them, calibrate them, and when necessary, correct them. And we need them to galvanize the changes that are yet to come. Our focus should not be only on training students about the skills needed immediately upon graduation. The value of those skills will depreciate quickly. Instead, our aim is to invest in the long-term intellectual, creative, and social capacity of human beings.

[15] I started by saying that we should embrace the debate about the value of the humanities. Let's hear the criticisms that are often leveled, and do what we can to address them. Let's make sure we give value to our students, and that we educate them for a variety of possible outcomes. Let's do more to encourage cross-pollination\* between the sciences and the humanities for the benefit of each. Let's educate all of our students in every discipline to use the best humanistic tools we have acquired over a millennium of university teaching—to engage in a civilized discourse about all of the great issues of our time. A grounding in the humanities will sharpen our answers to the toughest questions we are facing.

[16] We don't want a nation of technical experts in one subject. We want a lively civil society in which everyone can talk to everyone. That was a quality that Alexis de Tocqueville\* wrote of when he visited the United States at the beginning of the 1830s. Even in that era before mass communication, before the telegraph, before the Internet, we were engaged in an American conversation that stretched from one end of the country to another. We want politicians who have read Shakespeare—as Lincoln did. We want bankers and lawyers who have read Homer\* and Dante\*. We want factory owners who have read Dickens\*.

[17] It is really important we get this right. A mountain of empirical evidence indicates a growing inequality in our society. There is no better way to check this trend than to invest in education. And there is no better way to invest in education than to invest fairly, giving attention to all disciplines and short shrift to none.

出典 : Christina H. Paxson, “The Economic Case for Saving the Humanities”

(<https://newrepublic.com/article/114392/christina-paxson-president-brown-humanities-can-save-us>) (一部改変)

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〈注〉

disciplines: 学問分野

FY=Fiscal Year: 会計年度

the Reagan years: レーガン大統領の在任期間 (1981-1989)

Dean of Princeton University's Woodrow Wilson School: プリンストン大学ウッドロウ・ウィルソン・スクールの長

cross-pollution: 他家受粉

Alexis de Tocqueville: トックヴィル (フランスの政治家・歴史家・著述家: 1805-1859)

Homer: ホメーロス (古代ギリシアの詩人)

Dante: ダンテ (イタリアの詩人: 1265-1321)

Dickens: ディケンズ (イギリスの小説家: 1812-1870)

[1] について

- (1) What is the meaning of the underlined phrase, “to make the case for”?
- (a) to argue for
  - (b) to call for
  - (c) to arrange for
  - (d) to cheer for

[2] について

- (2) What is the meaning of the underlined phrase, “in our bones”?
- (a) deeply
  - (b) deftly
  - (c) superficially
  - (d) subtly

[3] について

- (3) What is the meaning of the underlined word, “hail”?
- (a) criticize
  - (b) be
  - (c) work
  - (d) call

[3]~[4] について

- (4) What is the meaning of the underlined words, “this idea”?
- (a) Support for the humanities is probable.
  - (b) Support for the humanities is unnecessary.
  - (c) Support for the humanities is possible.
  - (d) Support for the humanities is necessary.

[4]~[5] について

- (5) “[T]hese attacks” do NOT come from which of the following?
- (a) government
  - (b) radio
  - (c) newspapers
  - (d) politicians

[5] について

- (6) How do we know if something is “worth it”?
- (a) It balances the budget.
  - (b) It is popular with voters.
  - (c) It is popular with elected officials.
  - (d) It constitutes good cultural value.
- (7) Presumably, what would be the effect of a “strategic’ tuition structure”?
- (a) the reduction of the number of humanities students
  - (b) decreasing money or revenue
  - (c) the reduction of the number of STEM students
  - (d) increasing money or revenue

[7] について

- (8) What is the function of the underlined sentence?
- (a) It shows the reader that the author is balanced.
  - (b) It shows the reader that the author is passionate.
  - (c) It shows the reader that the author is interested.
  - (d) It shows the reader that the author is correct.

[8] について

- (9) What does “tangible” mean?
- (a) unbiased
  - (b) possible
  - (c) material
  - (d) numerous

[10] について

- (10) What does “multifaceted” mean?
- (a) economical
  - (b) reasonable
  - (c) friendly
  - (d) diverse

[11] について

- (11) What does the title “The Usefulness of Useless Knowledge” probably mean?
- (a) It is difficult to know what knowledge will be useful.
  - (b) Most knowledge is useful.
  - (c) Very little knowledge is not useful.
  - (d) Curiosity can lead to harm.

[12] について

(12) The underlined “it” refers to which of the following?

- (a) a cost
- (b) an idea
- (c) a scholar
- (d) a benefit

[12]~[13] について

(13) The passage, “experts in Arabic and the history of Islam,” illustrates which point?

- (a) We should plan for all future events.
- (b) It is difficult to know how to prevent terrorism.
- (c) We do not know what will make a nation rise economically.
- (d) We may not know what knowledge will be valuable.

[16] について

(14) What is the main idea of this paragraph?

- (a) We want a citizenry that is righteously educated.
- (b) We want a citizenry that is diversely educated.
- (c) We want a citizenry that is practically educated.
- (d) We want a citizenry that is professionally educated.

[1]~[17] について

(15) Which of the following is part of the author’s main thesis?

- (a) Democracy is the best form of government.
- (b) A well-educated citizenry requires an education in the humanities.
- (c) Both of the above.
- (d) None of the above.

## ② ライティング

大学での人文学教育に関する筆者の考えを踏まえ、日本の大学で文学を学ぶ意義について、あなた自身の見解を 200 語程度の英語で述べなさい。

### 【記述式問題の出題の意図・ねらいや採点のポイント】

「思考力・判断力・表現力」を評価するため、読んだ文章の内容に基づく 200 語程度の英語小論文を出題する。採点は、全体の内容、論理の構成、文法・語法・句読法の正確さ、語彙の適切さと多様性などを観点として、総合的に行う。なお、本文の英語表現をそのまま使うことが多かったり、単なる内容の要約や繰り返して独自の考えが少ない場合は、減点の対象となる。