

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

経済学部 経営学科

【学部学科試験名】

英語

※選択科目として、英語、または、数学のいずれかを選択

【試験時間】 75分

【出題の意図、求める力等】

従来的一般入試（学科別）の出題と同様に、語彙、文法、読解を中心とした英語力を問う出題とする。本学科では、現代社会の様々な事象について、英語で書かれた情報を、深く、正確に理解する力を求めている。

※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。

1 次の会話文を読み、空欄(1)～(10)に入る最適な語句を(a)～(d)から一つ選びなさい。

A journalist visits Jackie for an interview at the Kennedy summer house in Hyannis Port, Massachusetts.

Jackie: You know what I think of history?

Journalist: Of history?

Jackie: I've read (1)_____, more than people realize. The more I read, the more I wonder. When something is written down, does it make it true?

Journalist: It's all that we have.

Jackie: (2)_____. We have television now. Now at least people can see for their own eyes.

Journalist: That tour of the White House that you did a couple years ago for CBS*. I always assumed that you did that (3)_____ a purpose. No? After that, you won an Emmy Award.

Jackie: I didn't do that program for me. I (4)_____ it for the American people.

Journalist: And the talk of the taxpayer money being (5)_____ for the restoration of the White House?

Jackie: I raised every dime privately that we spent on that restoration. I loved that house and I wanted to (6)_____ it with the American people to impart** a sense of America's greatness. Objects and artifacts last far longer than people and they (7)_____ important ideas. History, identity, beauty.

Journalist: But I (8)_____ that the readers would like to know what it is like to be a member of your family.

Jackie: Imagine a little boy (9)_____ by all these objects and artifacts... Having his older brother die in battle then going off to that same war, and coming home a hero. People see that little boy born to wealth, privilege, willing to sacrifice everything for his ideals in service to his nation.

Journalist: Royalty. You make them sound like royalty.

Jackie: Well, for royalty, you need tradition and for tradition you need time.

Journalist: Well, I guess it has to (10)_____ somewhere. Right? There has to be a Day 1.

*CBS: a TV network in the US

**impart: to make (information) known

Adapted from "Jackie." *Asahi Weekly*, 26 Mar. 2017, p.8.

承諾番号 20-1262

朝日新聞社に無断で転載することを禁じる。

- | | | | | |
|------|------------------|----------------|---------------|---------------|
| (1) | (a) a great deal | (b) none | (c) a few | (d) many |
| (2) | (a) Had | (b) Has | (c) Have | (d) Will have |
| (3) | (a) at | (b) by | (c) for | (d) on |
| (4) | (a) did | (b) had done | (c) might do | (d) would do |
| (5) | (a) cut | (b) held | (c) made | (d) wasted |
| (6) | (a) compare | (b) equip | (c) exchange | (d) share |
| (7) | (a) reject | (b) report | (c) represent | (d) reverse |
| (8) | (a) am sure | (b) am unaware | (c) doubt | (d) propose |
| (9) | (a) surprised | (b) surrounded | (c) suspended | (d) supposed |
| (10) | (a) go | (b) look | (c) settle | (d) start |

出典：上智大学 2018 年度一般入試（学科別）2 月 4 日実施分 4 英語 1 一部改変

2 次の英文を読み、(11)～(20)の問いにもっとも適切な答えを(a)～(d)から一つ選びなさい。

“My dad can’t come to the phone right now. May I take a message?” It is an expression we hear less and less as the shared family phone disappears.

Nearly half of U.S. households no longer have landlines* and instead rely on their cellphones, up from about 27% five years ago, the National Center for Health Statistics says. Among young adults ages 25 through 34, fewer than one-third have landlines. Even at homes with landlines, the phone rings mainly with telemarketers and poll-takers.

Few miss being tied by a cord to a 3-pound telephone. But family landlines had their pluses. Small children had an opportunity to learn telephone manners, siblings had to share, and parents had to set boundaries governing its use.

Bryna Klevan got her first summer job during college, as a receptionist for a law firm, partly because of skills learned answering the family landline. “I had a polite telephone voice, and I knew how to answer and get the caller to the right person,” says Ms. Klevan.

Tracy Kurschner learned as a toddler to spell her name by listening to her mother spell it for others on the phone. “She’d say, ‘Hello, this is Mrs. Zajackowski, Z-A-J-A-C-K-O-W-S-K-I,’” says Ms. Kurschner, a Minneapolis communications consultant. “People were just shocked that I knew how to spell my name by age 3.”

Overhearing adults’ phone conversations taught children “the nurturing work of adulthood,” such as setting up doctor appointments or planning activities for loved ones, says Sherry Turkle, author of “Reclaiming Conversation” and a professor at the Massachusetts Institute of Technology. “Now all that work is done silently, by tapping on a keyboard.”

Sharing the landline often required parents to set boundaries around its use. “Parents said, ‘When we’re at dinner and the landline rings, we don’t answer it,’” Dr. Turkle says. It also caused family conflict, says Laura Markham, a New York clinical psychologist. Siblings fought over who got to use the landline, and for how long. Parental anger rained down on any child whose long conversations blocked incoming calls.

The landline put children in situations where they had to talk with adults, Dr. Markham says. Calling a friend at home often meant talking with a parent who answered—a conversation that was “a little bit uncomfortable, but manageable,” and that helped children learn conversation skills, she says.

Now, children's and teens' cellphone communications are "more private, for better or worse, and a little less connected to the larger community," Dr. Markham says. Many parents miss having "some sense of who was calling your child, or trying to reach your child." Dr. Turkle says.

Some families coach their children on phone skills. Jeff Levy often uses the landline in his Providence, R.I., home, to talk with relatives on birthdays and holidays. When his 11-year-old son Jonah got a call at home recently from his Little League coach, inviting Jonah to join his team, Jonah was polite but shy. Standing nearby, Mr. Levy says he realized Jonah "isn't really comfortable having a conversation with an adult on the phone who isn't a relative." He coached him gently, whispering, "Say thank you."

Adapted from Shellenbarger, S. (April 13th, 2016). "What children learned from the shared family phone." *Wall Street Journal*. Print. Retrieved April 27th, 2017.

*Landlines = 固定電話

- (11) According to the article, what happens "less and less"?
- (a) Parents take less messages for their children.
 - (b) People use answering machines less than before.
 - (c) Children remember less of their parent's messages.
 - (d) Families use a single home phone less than before.
- (12) According to the article, which of the following statements is true about landlines in the US?
- (a) Only 30% of people still rely solely on their cellphones.
 - (b) Most 25-34 year olds ignore their landlines and use their cell phones.
 - (c) Sales calls and surveys make up the bulk of incoming calls to landlines.
 - (d) Three-pound cords were often connected to American landlines.
- (13) Which of the following is **NOT** a past benefit of landlines?
- (a) Landlines prepared children to work for their parents.
 - (b) Landlines helped teach children to be polite.
 - (c) Landlines promoted cooperation between brothers and sisters.
 - (d) Landlines allowed parents to set household rules.
- (14) What impressed people about Tracy Kurschner?
- (a) She could spell Kurschner before she was three.
 - (b) She could spell her family name by the time she was three.
 - (c) She could spell her last name after listening to her father spell it.
 - (d) She could spell her last name before her three siblings could.

- (15) Why was Byrna Klevan able to get her first job?
- (a) She practiced speaking on the phone at her family's law firm.
 - (b) Wanting to work in law, she practiced having a polite voice.
 - (c) Talking on her home phone taught her how to manage callers.
 - (d) Growing up, she was free in the summer to talk on the phone.
- (16) What benefit did Dr. Turkle see in children listening to their parents talk on the phone?
- (a) Listening helped children learn to spell their names.
 - (b) Listening helped children learn to connect with loved ones online.
 - (c) Listening helped children learn how to arrange events for family.
 - (d) Listening helped children learn how to quietly use their keyboards.
- (17) According to Dr. Markham, how did talking on the phone teach children conversation skills?
- (a) Children had to learn how to talk to their friend's parents.
 - (b) Children had to learn how to speak to friends at home.
 - (c) Children had to learn how to talk to their parent's friends.
 - (d) Children had to learn how to speak like adults on the phone.
- (18) According to the article, what do parents miss about having a landline?
- (a) Parents miss the low cost of having a landline.
 - (b) Parents miss the feeling of sharing a single phone.
 - (c) Parents miss being able to always reach their children.
 - (d) Parents miss knowing who their children are speaking to.
- (19) Which of the following best describes Jonah Levy?
- (a) His father coaches his Little League team on phone skills.
 - (b) He only talks to family on birthdays and holidays.
 - (c) He feels awkward speaking on the phone to older people who aren't family.
 - (d) He's always shy when he's forced to speak to anyone on a landline.
- (20) After reading the article, which of the following best describes the current attitude young people have toward cellphone use?
- (a) They prefer to mix their time on their cellphone and family phone.
 - (b) They appreciate the privacy that cellphones provide.
 - (c) They prefer the sound of tapping keyboards, to tapping phone keys.
 - (d) They appreciate being less connected to their online communities.

3 (21)～(30)の下線部(a)～(d)の中で間違いのあるものを一つ選び正しい形に直しなさい。

- (21) (a)Scientists have not confirmed (b)any general rise in ocean levels, but Pacific islanders believe (c)something is already happening (d)and blames global warming.
- (22) (a)For thousands of years, the Isahaya wetlands in southern Japan teemed with exotic birds, rare fish and (b)a rich, delicate ecosystem that sustained (c)more than 500 species of sea life, some (d)of whom are endangered.
- (23) (a)Even if he had been driving (b)more slowly, (c)it will have been quite impossible to avoid the accident, in (d)which six people were seriously injured.
- (24) (a)Although I am not sure about this, (b)I think that, when my brother (c)is in Europe last year, (d)he went to England.
- (25) When I (a)reached to the library, (b)I found that it was closed, (c)and would not reopen (d)until the next morning.
- (26) The university (a)did not allow (b)the students submit their (c)term papers after the (d)final exam.
- (27) (a)As Robert had a (b)severe stomach ache, (c)he informed his school and (d)stay in bed for the whole day.
- (28) This (a)class will provide the (b)students with opportunities to (c)get to know many people from (d)different cultural background.
- (29) (a)Famous for his (b)complicating sentences, the (c)Australian novelist, Patrick White, wrote (d)compelling stories about love and identity.
- (30) (a)Finding in coffee, tea, cola nuts and cocoa, the alkaloid, caffeine, (b)acts as a (c)mild stimulant (d)by increasing the heart rate.

出典：上智大学 2015 年度一般入試（学科別）2 月 9 日実施分 6 英語 1 一部改変

4 次の英文を読み、(31)～(40)に入る最も適切な語を(a)～(j)の中から一つ選びなさい。ただし同じ語を二度使ってはならない。

A photo exhibition (31) Swedish stay-at-home dads who took parental leave for more than six months convincingly poses questions on societal perceptions of masculinity and gender equality.

Johan Bavman, 35, whose “Swedish Dads” collection of photos has been exhibited in 25 countries since the two-year project was completed in 2015, says he wants to show role models who are often “not perfect” as fathers, worn out from (32) care of the kids.

Among the 45 fathers portrayed with their children in a photo book, 25 of whom are shown in the exhibition, are a dad (33) the floor while (34) his baby on his back, one (35) his three kids brush their teeth and another looking at a smartphone while holding his baby in his other arm.

The photographer based in Malmo, Sweden, who spent a total of 19 months on parental leave for his own two sons and recently came back to work, was motivated to look for other stay-at-home dads because, he says, “[I had] no one I could relate to” when his first child was born five years ago.

Bavman says that most pictures of (36) are too commercialized, such as ones that show happy dads, or parents (37) their children on park swings, often (38) out the negative emotions that go into (39) up children. “Not often (would) you see pictures that express the emotions of tiredness and hard work you have to put in (40) parents,” he says.

Adapted from Kaneko, Maya. “Images of Swedish stay-at-home dads spark conversations on masculinity.” *The Japan Times*. (Kyodo) 22 Dec. 2017. www.japantimes.co.jp/culture/2017/12/22/arts/images-swedish-stay-home-dads-spark-conversations-masculinity/#.WzmKIYVolFY. Accessed 2 July 2018.

- | | | | |
|--------------|---------------|---------------|---------------|
| (a) becoming | (b) bringing | (c) carrying | (d) depicting |
| (e) helping | (f) leaving | (g) parenting | (h) pushing |
| (i) taking | (j) vacuuming | | |

出典：上智大学 2019 年度一般入試（学科別）2 月 4 日実施分 4 英語 2

5 (41)～(50)の問いに対する最適な答えを(a)～(d)の中から1つ選びなさい。

(41) The Abe administration has begun discussions for tightening regulations on overtime work in an attempt to rectify the notoriously long working hours at Japanese firms—which not only threaten the health of company employees but are also blamed for leaving them with little time to spend with their families. This causes difficulties for couples raising children. The government’s resolve for pushing through this agenda will be tested by whether and how it will overcome anticipated opposition from business circles. The administration so far has a track record of pushing for deregulation of labor rules, such as exempting certain workers from work-hour regulations. It needs to demonstrate its seriousness by coming up with effective measures to reduce overtime work.

This seems to be another example of Prime Minister Shinzo Abe’s newfound interest in labor-friendly issues. Along with his bid to introduce an equal pay for equal work principle—supposedly to improve conditions for the nation’s growing ranks of irregular workers—the administration plans to consider a cap on overtime hours by revising the Labor Standards Law. It plans to feature the outline of the policies in a plan to be compiled next month for Abe’s pet project to “promote the dynamic engagement of all citizens.”

According to OECD statistics, workers in 2013 put in an average of 2,071 hours in South Korea, 1,795 in the United States, 1,746 in Japan and 1,713 in Canada. These figures are far higher than in many European economies—1,313 hours in Germany, 1,401 in France, 1,478 in Italy, 1,328 in the Netherlands and 1,659 in Britain.

Average working hours per year in Japan have been on a gradual decline. But this is mainly because part-time workers are making up a larger percentage of the nation’s labor force. Working hours for full-time employees have reportedly not declined so much.

The chronically long hours are linked to the problem of overwork, which can cause labor accidents, overwork-induced deaths and suicides. The practice also hampers the full participation of women in the labor force in various ways. In fiscal 2014, there were 277 cases of labor accidents in which company employees suffered brain or heart diseases that were blamed on their heavy workload, and in most cases the workers had logged more than 80 hours of overtime each month.

One reason Japan has been slow to reduce working hours lies in the Labor Standards Law. It limits work to eight hours a day and 40 hours a week. But a company’s management can make employees work longer if it concludes an agreement with the firm’s labor union in accordance with Article 36 of the law. Overtime of up to 45 hours per month and up to 360 hours per year is allowed under such an accord. And the law also says labor and management can sign an agreement with a special provision that allows more than 45 hours of monthly overtime for up to six months of the year for such reasons as busy seasons. Such accords effectively circumvent the limits on overtime hours. According to a 2013 survey by the Health, Labor and Welfare Ministry, 62 percent of big companies and 26 percent of small and medium-size businesses have labor-management accords with such a provision.

Reportedly under consideration by the government is setting a uniform cap on overtime hours and having penalties for firms that violate the limit. To reduce overtime and protect the health of workers, such steps are long overdue. The government should follow the lead of the European Union, which has a limit on overtime.

Business circles may oppose such moves, testing the Abe administration's resolve. Another question will be whether the regulations will be effective enough to curb overtime hours. The measure will be meaningless if the limit is set too high. The government is reportedly weighing exceptions to the planned rule for certain sectors and job categories. But the regulations will lose their meaning if the exceptions are broadly allowed.

Adapted from Editorial. *The Japan Times*. (April 16, 2016). Retrieved from:
<http://www.japantimes.co.jp/opinion/2016/04/16/editorials/laboring-reduce-overtime/>

- (41) Which of these statements best describes the meaning of the underlined sentence in Paragraph 1?
- (a) The administration wants to reduce overtime hours as they affect the health and family life of employees.
 - (b) The administration wants to reduce overtime hours as many Japanese companies are in debt.
 - (c) The administration wants to reduce overtime hours to boost the economy.
 - (d) The administration wants to reduce overtime hours to increase the birth-rate in Japan.
- (42) In Paragraph 2, the writer is suggesting that Prime Minister Abe has
- (a) always been interested in labor issues.
 - (b) recently become interested in labor issues.
 - (c) no interest in labor issues.
 - (d) a strong interest in labor issues.
- (43) According to the article, which country has (on average) longer working hours than Japan?
- (a) South Korea
 - (b) Canada
 - (c) Italy
 - (d) Germany
- (44) According to Paragraph 4, the average working hours per year in Japan have
- (a) slowly reduced.
 - (b) remained stable.
 - (c) steadily increased.
 - (d) dramatically fallen.

- (45) According to the article, which of these is **not** a problem caused by overwork?
- (a) labor accidents
 - (b) death (caused by overwork)
 - (c) divorce
 - (d) suicide
- (46) According to the article, how can companies make their employees work longer?
- (a) By asking the government
 - (b) By agreeing with the executives
 - (c) By pressuring them to work more
 - (d) By negotiating with the labor unions
- (47) According to Paragraph 7, which statement is **false**?
- (a) The government plans on capping overtime hours.
 - (b) The government plans to impose penalties on companies that break the law on overtime.
 - (c) The government plans are overdue.
 - (d) The government plans to follow the lead of the European Union.
- (48) What is the Abe administration doing in regard to new laws on overtime work?
- (a) It is planning them.
 - (b) It is against them.
 - (c) It is blocking them.
 - (d) It is abandoning them.
- (49) According to the article, who may be opposed to the plans to reduce overtime?
- (a) The Democratic Party of Japan
 - (b) workers
 - (c) businesses
 - (d) the government
- (50) Which of these titles best describes the overall content of the article?
- (a) Employees Dying from Overwork
 - (b) Government Attempts to Reduce Overwork
 - (c) Business Fights Government Plans to Reduce Overwork
 - (d) Japan: A Nation Against Overwork

【記述式問題解答例】

3

| | 選択肢 | 誤 | 正 |
|------|-----|--------------------------------------|---------------------------------------|
| (21) | (d) | and <u>blames</u> | and <u>blame</u> |
| (22) | (d) | of <u>whom</u> | of <u>which</u> |
| (23) | (c) | it <u>will</u> have been | it <u>would</u> have been |
| (24) | (c) | <u>is</u> in Europe | <u>was</u> in Europe |
| (25) | (a) | <u>reached to</u> the library | <u>reached</u> the library |
| (26) | (b) | the students <u>submit</u> | the students <u>to submit</u> |
| (27) | (d) | <u>stay</u> in bed | <u>stayed</u> in bed |
| (28) | (d) | different cultural <u>background</u> | different cultural <u>backgrounds</u> |
| (29) | (b) | <u>complicating</u> sentences | <u>complicated</u> sentences |
| (30) | (a) | <u>finding</u> in | <u>found</u> in |