

Read the following passage and write an English summary in one sentence in your own words in the space provided on the separate answer sheet. (2007年)

The First World War was significant in many ways. Submarines were used as a tool of war for the first time, when the Germans used them to sink British ships in 1914. Tanks were also used for the first time in battle in September 1916. They did not have a great impact at this time as they were few in number and broke down easily. However, by November 1917, they were being used much more effectively. Perhaps the greatest revolution in warfare methods, though, was the use of aircraft. At the beginning of the First World War, airplanes were still very weak, made of wood and canvas, and they were used mainly for reconnaissance, flying over enemy ground and reporting back what they had seen. The use of aircraft to drop bombs began in 1914 and, by the end of the war in 1918, about 1,400 people had been killed by bombs dropped from the air. Army commanders also began to use aircraft to spy on enemy positions and to bomb guns before they were used in ground attacks. Finally, poison gas was also used for the first time by the Germans in April 1915, killing large numbers of soldiers.

設問の英文も文化構想学部とまったく同じであり、基本的に同じ条件に基づいて解答することになる。

ただしこの年度に関しては、与えられた短い passage のほとんどが具体的な事例の記述であり、筆者の主張を読み取ってそれを自分の言葉で要約する、本格的な内容要約問題とは異なる。したがって、30語程度の解答を書くとなると、具体例を挙げることは避けられず、本文中の語句を使用する頻度が増すのもやむを得ないだろう。

【解答例 1】

The First World War is [was] very important in war history [the history of war], because such weapons as submarines, tanks, airplanes and poison gas were used for the first time. (26 or 28 words)

【解答例 2】

The First World War revolutionaized (modern) warfare, for such weapons as submarines, tanks, airplanes and poison gas were employed for the first time in history. (24 or 25 words)

【解答例 3】

World War I was significantly diffrent from the former wars since [in that] new weapons, such as submarines, tanks, airplanes and poison gas, were used in battle against enemies. (27 or 28 words)

【解答例 4】

We can find an important meaning in the First World War, during which various tools or methods of war, including submarines, tanks, airplanes and poison gas, were newly invented or greatly improved, (32 words)

【解答例 5】

The First World War brought about a revolutionary change in modern warfare as new tools and methods were employed, especially aircraft to serve more than one purpose, and poison gas to destroy a large number of people at one time. (40 words)

※接続詞 as が複数のニュアンスを持つ解答例 5 は参考のため。

Read the following passage and write an English summary in one sentence in your own words in the space provided on the separate answer sheet. (2008年)

In a typical Sherlock Holmes story, the fictional detective moves through the city, often street by street, with each place described by name, such as "Baker Street", "Old Kent Road" and so on. We understand this movement by imagining a map of London, even if we have never been there, and locate this map within a historical moment of time; in the case of Sherlock Holmes, the late 19th century. A similar process happens when we read books set in New York, or in San Francisco, or Nairobi. And if the work is set in some distant historical period, we supplement the text with the knowledge we have of those times, and those places, much of it derived of course from our previous imaginative journeys through fictional landscapes and urban geographies.

課題文は総語数131語であり、量的には2007年度よりかなり減少したものの、内容的には著しくレベルアップした。解答の英文をまとめるのに苦労した受験生が少なくないはずだ。要約以前に、特に最後のセンテンスは、短時間で正確に内容を読み取るには相応の読解力が要る。予想に反して一気に難化したと言ってよい。だからといって来年度はさらに難化するとは限らず、逆にかかなりの易化もあり得るのが入試の特徴とはいえ、このくらいの問題で6割は得点できる力を養っておきたい。対策なしのぶっつけ本番で得点できる問題ではない。はっきり言って受験生のレベルを越えている。歴史と伝統を誇る早大・文学部の意地？を見たと言ってもよいだろう。

In a typical Sherlock Holmes story, the fictional detective moves through the city, often street by street, with each place described by name, such as "Baker Street", "Old Kent Road" and so on. We understand this movement by imagining a map of London, even if we have never been there, and locate this map within a historical moment of time; in the case of Sherlock Holmes, the late 19th century. A similar process happens when we read books set in New York, or in San Francisco, or Nairobi. And if the work is set in some distant historical period, we supplement the text with the knowledge we have of those times, and those places, much of it derived of course from our previous imaginative journeys through fictional landscapes and urban geographies.

※前年度とは打って変わった本格的な内容要約であり、主題をきちんと押さえた上で固有名詞は原則として省いていく、要約問題本来の解答法が求められる。英文を日本語で要約する東大型の要約問題も十分に参考になるが、最後は英語を書く力が物を言う。難易度はこちらの方がはるかに高い。ただし採点基準が甘ければ話は別。

※模範解答を提示して、仮にそれが解答として、また英文として完成度の高いものであっても、受験生に書けるレベルを大きく越えていれば、本来、解答例としての意味がない。しかし問題のレベルが高ければ、自ずと解答の英文も難しくならざるを得ない。5例の解答を提示するので、自分の現在の力に応じて参考にしてほしい。

【解答例1】 When we read a book set in some city, or in some remote historical era, we understand the story by imagining a city map, locating it within a historical context, or supplementing the text with [adding to the text] our knowledge of the time and the place. (42 words)

【解答例2】 When reading a story set in a city, and in a remote historical era, we follow the story by imagining a city map located in a historical background, and making use of our knowledge about the time and the place. (40 words)

【解答例 3】 When reading a book set in another city, we follow the story by imagining a city map locating it in a historical context, and if the story is set in a remote historical era, we supplement the description with [add to the discription] our knowledge acquired through previous reading. (45 words)

【解答例 4】 When the setting of a story is a city, we follow the story by imagining a city map, locating it in a historical context, and if the setting is the remote past, we supplement the description by taking advantage of our previous reading. (43 words)

【解答例 5】 We read stories with the help of our imagination, even if we have no direct knowledge of the times and places which the stories are set in.
(27 words)

※【解答例 3】の we add to the discription our knowledge acquired through previous reading (=we add our knowledge acquired through previous reading to the discription)

※【解答例 5】は within 30 words のような語数指定がある場合には申し分ないかもしれないが、本文の内容をおおよそ推測できるという要約文本来の要件を満たしていると言えるかどうか。つまり本問は、本文が短い割に要約に語数を要するタイプである。London, New York, San Francisco, Nairobi 等の固有名詞を挙げるのを避けるのは当然であるにしても、city (あるいはその意味を含む place) という語は本文の key word のひとつである。これを省くと本文の趣旨やニュアンスが読み手に伝わらなくなる。内容はそこそこ書けていれば 5 割、あとは文法 5 割というお決まりの配点であれば、これだけの素材を用いる意味がない。ぜひ出題者としての解答例を公表してほしい、と言ってもやはり無い物ねだりだろう....。

- ・本文 2 行目 with each place described by name の with=分詞構文の意味上の主語の前に置いた付帯状況の with
- ・本文下から 2 行目 much of it derived of course from ... =much of it (being) derived of course from ... つまり、これも分詞構文

Read the following passage and write an English summary in one sentence in your own words in the space provided on the separate answer sheet. (2009年)

Although we might think that the art of conversation is something that some people are born with, and not a technique that can be acquired through a simple, though demanding process, it is in fact something that can be achieved and continuously improved. It is an art, not because it requires genius like a master painter or writer, but because of the way in which it makes our lives better and richer. Just think of the the difference between a meal one eats on one's own, purely for nutrition, and a meal with friends or family in which the conversation is as important as the food. By taking every opportunity we have to engage in conversation, with those we know well and with those we have only just met, we can become artists in our speech, transforming our lives and those of others. (144 words)

課題文の総語数は2008年度の131語とほぼ同程度だが、内容的にははるかに平易になった。2010年度の予想は立てにくいだが、2008年度が難しすぎて、まともに答えられた受験生はほとんどいなかった、というのが実情だろう。今回は「会話能力の重要性」という日常的なテーマであり、どこを拾っても、30語(-40語)程度の要約文を組み立てることは可能だろう。

ただし in your own words という指定を厳密に考えると、相当な語彙力と表現力が必要となり、きわめてレベルの高い出題形式であることに変わりはない。満点狙いではなく、合格ラインを狙うのであれば、指定にこだわり過ぎて答えがまとまらず、時間切れになるという危険は、初めから避けたほうがよいだろう。

Although we might think that the art of conversation is something that some people are born with, and not a technique that can be acquired through a simple, though demanding process, it is in fact something that can be achieved and continuously improved. It is an art, not because it requires genius like a master painter or writer, but because of the way in which it makes our lives better and richer. Just think of the the difference between a meal one eats on one's own, purely for nutrition, and a meal with friends or family in which the conversation is as important as the food. By taking every opportunity we have to engage in conversation, with those we know well and with those we have only just met, we can become artists in our speech, transforming our lives and those of others.

※解答に用いた本文中の語句は、下線を引いた語句だけだが、これはあくまでも解答例だからである。

【解答例1】 Conversation skill, which enriches our lives, is not natural [innate] but learned and polished, so we can become specialists in our exchanges of words in order to better our lives (if we try to).
(29 or 33 words)

【解答例2】 The technique of conversation, which can be developed, is regarded as a kind of art because it can make our lives fruitful, and therefore can change lives of ourselves and people around us. (33 words)

Read the following passage and write an English summary in one sentence in your own words in the space provided on the separate answer sheet. (2010年)

In 1529, the Bishop of London, the person responsible for religious and public order in the city, became very concerned about the circulation of certain religious books. He decided that it would be necessary to buy all of the copies of these books, and then burn them, thus solving the problem. What he had not anticipated was that, although all of the copies had been burned, it was now a simple matter for the printers of the books, with the money he had so generously provided, to print yet more books, and so it turned out within a few months even more of the offending texts were circulating in London and elsewhere. The bishop had fallen into the false belief, which has continued to be held by governors and rulers to the present era, that suppression of disagreeable ideas can be implemented by the blocking or removal of the media of those ideas. It is clear, however, that in an age of rapid, mechanical production of texts such suppression is pointless; a fact which is, of course, even more the case in the present day with the immediate, electronic transfer of information. (192 words)

この年度もけっして難問ではない。

支配者（為政者）にとって有害（危険）な文書（考え）が広まるのを阻止しようとする試みは、メディアの発達によって効果がなくなる、という本文の趣旨を読み取るのは、このレベルの大学を受験する者にとってさほど難しくはないはずだ。

英語で要約する以前に東大型の日本語による要約の訓練が必要だという某予備校の解説は、東大の問題が最もレベルが高いはずだという思い込みから来ているのでなければ幸いである。すでに一步先を行く出題形式を採用している他大学の意図がわかっていないと言わざるをえない。in one sentence in your own words という指定は、あくまでも、出来るだけ日本語を介さない英語から英語への要約の力を求めるものである。つまり英語を英語として読む力と書く力を求めているのである。「... 英語の訓練も大事だが、日本語の訓練が優先で、まず英文を日本語で要約する訓練を重ね、その後で和文英訳の訓練をするのが最善である」とアドバイスしているが、では実際の試験の場ではどういう手順で取り組めばよいのだろう。まさか、まず英文を日本語で要約し、その後で和文英訳をしろ、と言っている訳ではないだろう。

※けっして難問ではない、と書いたが、本文の三分の二ほどは具体例の記述であるにもかかわらず、最後のセンテンスを中心に述べられている結論の部分が重要である点では、確かに東大の要約問題と似ている。具体例をいっさい省くか、ある程度取り入れていくかによって、解答はかなり違ってくる。その意味で本格的な要旨要約問題であるが、in one sentence in your own words という指定と解答欄のスペースによって、解答の幅は自ずと限られてくる。

In 1529, the Bishop of London, the person responsible for religious and public order in the city, became very concerned about the circulation of certain religious books. He decided that it would be necessary to buy all of the copies of these books, and then burn them, thus solving the problem. What he had not anticipated was that, although all of the copies had been burned, it was now a simple matter for the printers of the books, with the money he had so generously provided, to print yet more books, and so it turned out within a few months even more of the offending texts were circulating in London and elsewhere. The bishop had fallen into the false belief, which has continued to be held by governors and rulers to the present era, that suppression of disagreeable ideas can be implemented by the blocking or removal of the media of those ideas. It is clear, however, that in an age of rapid, mechanical production of texts such suppression is pointless; a fact which is, of course, even more the case in the present day with the immediate, electronic transfer of information.

【解答例1】 People in power [authority] have believed they can prevent dangerous thoughts from spreading by controlling the media, but as printing or, moreover, communication technology has advanced, such an attempt has become more and more useless. (34 words)

※本文中に出てくる語で用いたのは media だけだが、出題者がここまで in your own words にこだわっているということはまずありえない。ただし、本文中の語よりも平易な語で言い換えても解答は可能だということである。
authority: 権力

【解答例2】 Traditionally, the authorities have tried unsuccessfully to suppress harmful thoughts by getting rid of the media, such as printed matter [material], but today with the development of information technology, this has become still more meaningless [difficult]. (34 words)

※suppress 自体易しい語ではないので、同義語、類義語はなかなか思いつかないだろう。今回はそのまま用いたが、それでも合計三語である。the authorities の代わりに governors [rulers] を使うくらいは許容されるだろう。そうでないと下に掲載する大手予備校の解答例は立場がなくなる。
the authorities: 当局, 官憲 printed matter [material]: 印刷物
なお本文7行目の yet は even/still の意味である。

【A予備校解答例1】 Rulers have always believed that all they have to do to suppress dangerous ideas is control the media, but in ages when information can quickly be transferred, this is quite meaningless. (31 words)

【B予備校解答例】 History shows us that it is a mistake for people in power to believe that they can suppress texts they find offensive in an age when texts can quickly be produced by machines. (33 words)

【C予備校解答例1】 Almost since the invention of the printing press, rulers have tried to control what gets printed or not and to suppress disagreeable ideas, but they have all learned that such suppression is useless, if not impossible. (36 words)

※自力ではなかなかこういう解答が書けない受験生でも、本気で合格を狙うレベルの人であれば、それぞれの解答の優劣の判断はある程度はつくはずである。

早稲田文学部で初めて出題された2007年から2010年まで4年間、取り上げた英文要約問題の掲載を中止した理由は次の通りである。

過年度のコメントでも触れているが、英文を指定の語数の英語で、しかも in one sentence, in your own words で要約することを求める出題形式は、きわめてレベルが高い。採点基準がよほど甘くなければ、高得点を取ることは至難の技である。

一方、対策に費やす時間と労力は並大抵のものでない。しかも、この問題に時間をかけ過ぎて他の問題の正答率を落とすくらいならば、ときには、あえて「捨てる」というのも一つの判断である。そもそも読解や会話文で何問も間違える人が、この要約問題で(高)得点を狙うこと自体に無理がある。

おそらく、10年続けた結果、出題者もそのことに気づいたのではないだろうか。2017年から出題形式が大きく変化した。[英語を読む力]+[基本的な英語を書く力]のテストになった。その結果「捨てる」という選択肢はなくなったかと思われたが、受験生にとって相当に荷が重いことには変わりはないようだ。

PLEASE READ THE INSTRUCTIONS CAREFULLY.

Read the following passage and complete the English summary in your own words in the space provided on the separate answer sheet. The beginning of the summary is provided; you should complete it in 4 to 10 words. (2017年)

How do historical interpretations become dominant? In 2016, a German musicologist discovered the score of a long-lost composition by Wolfgang Amadeus Mozart. The musicologist had been researching the life of Mozart's contemporary, Antonio Salieri, when he recognised the title of a catalogue entry at the Czech Museum of Music as being the lost collaboration between Mozart, Salieri, and Cornetti, an unknown composer. For a long time, people believed that Mozart and Salieri, the court composer to the Hapsburg Emperor, had been bitter rivals engaged in a vicious personal feud. Indeed, there was a persistent rumor that Salieri had poisoned Mozart because of jealousy of the younger composer's genius. This story was the basis of the 1984 film *Amadeus*, which reinforced for many people the scandalous, but untrue tale. In fact, the two were professionals who mutually respected each other's work, while competing for patronage and musical acclaim. The discovery of the collaborative work by Mozart and Salieri shows how the musical creativity of the time emerged.

SUMMARY:

As seen in the relationship between Mozart and Salieri, historical interpretation can be ...

[complete the summary on the separate answer sheet]

※historical interpretation can be ... という書き出しによって、要約すべき主題が示されている。語数は 4-10 とごく少ないが、解答は何通りも可能である。この形式が続く限り、「標準以上」の読解力と単語力、そして英作文の力があれば満点を取れるだろう。と書いたが、これは文学部と文化構想学部受験生の英語を読む力と書く力に対する過大評価の可能性がある。

※2017年から英語民間試験を利用したいいわゆる「4技能型」の受験が可能になった。この英文要約問題の対策に時間と労力を費やすよりも、英検二級レベルの検定試験の対策をするほうが、はるかに効率が良い。speaking に不安を持っている人が多いようだが、国内の民間試験はみな採点基準がきわめて甘い。しかも「4技能型」のほうが倍率も低い。したがって、2018年で再び解答例の掲載を中止する。国社二教科よりも英語で高得点を稼ぎたい人、稼げる人は、頑張っておそらく一般試験受けてほしいが、今後はおそらく「4技能型」で受験する人が増えてくるだろう。

【阿佐谷英語塾・解答例】

- [1] distorted by wrong information. (4 words)
- [2] proved (to be) opposite to the truth. (5-7 words)
- [3] corrected if a new fact is found. (7 words)

【A予備校・解答例】

- [1] based on false stories. (4 words)
- [2] changed by the discovery of new facts. (7 words)
- [3] wrong and is sometimes corrected when new evidence is found. (10 words)

【B予備校・解答例】

- [1] generally accepted and then proven wrong by new discoveries. (9 words)
- [2] affected by rumor, popular entertainment or written evidence. (8 words)

【C予備校・解答例】

- [1] very different from what really happened. (6 words)
- [2] quite wrong and different from reality. (6 words)
- [3] greatly distorted over time. (4 words)

Read the following passage and complete the English summary in your own words in the space provided on the separate answer sheet. The beginning of the summary is provided; you must complete it in 4-10 words. (2018年)

History witnessed an unexpected impact of English literature outside the British Isles. During the first half of the nineteenth century, the British ruled India through a company called the East India Company. In 1813 Parliament increased the company's responsibility for the education of the Indian population and at the same time made it much harder for the Company to support the work of Christian missionaries and preachers. Previously, the East India Company had helped to convert the Indian population, because the people in charge believed that Christian Indians would be more honest and hard-working, and more supportive of the Company's colonial exploitation. They thought that studying the Bible and Christianity made the population more 'moral', if moral is understood in the rather narrow sense of 'being in agreement with the principles of the Company'. However, many people in London thought it was quite risky persuading someone to become a Christian. (Perhaps this was because converting someone involved asking her or him a lot of searching questions which Christianity then claimed to answer: the last thing Britain and the East India Company wanted was for anybody to ask searching questions about anything, in case their regime itself came into question.) The upshot of this was that the East India Company had to devise another way of making sure that the native population would be keen to follow an 'English way of life', at least enough to be good Company servants. The literature of England was seen as a mould of the English way of life, morals, taste, and way of doing things, so why not teach Indians how to be more English by teaching them English literature? Studying English literature was seen as a way of 'civilising' the native population. By 1835, this tactic was made law by the English Education Act, which officially made English the medium of instruction in Indian education and required the study of English literature.

(Adapted from Robert Eaglestone, Doing English)

SUMMARY:

In colonial India, English values and mentality were diffused not through Christianity but through English literature, so that the indigenous people could ...

[complete the summary on the separate answer sheet]

【阿佐谷英語塾・解答例】

[1] become easier (for the British) to rule. (4-7 words)

[2] accept the British lifestyle more easily. (6 words)

[3] be formed into what they were wanted to be. (9 words)

【A 予備校・解答例】

[1] be tamed more easily. (4 words)

[2] accept the rule of the British Empire more readily. (9 words)

[3] be encouraged to unquestioningly support Britain's policies toward their country. (10 words)

【B 予備校・解答例】

be persuaded to do what the British wanted. (8 words)

【C 予備校・解答例】

[1] become good East India Company servants. (6 words)

[2] serve Britain and the East India Company obediently. (8 words)

※一部やや分かりにくい表現もあるが、設問に答えるには後半3分の1の内容が読み取れば十分。ただし the indigenous people が the native population [people] の言い換えだと分かることが前提となる。diffuse=spread

※なお、C 予備校の解答は in your own words という指定に反する恐れがある。