

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)

It is well known that famous writers often lead lives that are not typical of their contemporaries, but few writers have the luxury of being able to devote their whole lives to writing, or the desire to do so. A few examples from the 18th and 19th century literary world should demonstrate the point. Johann Wolfgang von Goethe was active in various fields besides writing poems, novels and plays. After studying law, art, music, anatomy and chemistry in Strasbourg in his early twenties, he became minister of state in Weimar and manager of the court theatre. Leo Tolstoy was known as an educational reformer and pacifist moral philosopher as well as being the author of the fiction classics *War and Peace* and *Anna Karenina*. From 1859, he set up 13 schools for peasant children, all based on a libertarian philosophy. Lewis Carroll, in addition to writing *Alice's Adventures in Wonderland*, was a mathematician, photographer and university teacher, who travelled widely throughout the world. Separated by distance and genre, these three authors all serve to prove the point that the myth of writers separated from the world in their ivory towers' holds little substance in reality.

ようやく登場した英文を英語で要約 (sum up/summarize) するという英文要約問題である。

an English summary を ①in one sentence ②in your own words ③in the space provided on the separate answer sheet という3つの条件に従って書くことを求められている。③に関しては、日本語による要約の場合のような, from 20 to 30 words (あるいは about 30 words) という語数指定がないので, 求められる解答の具体性の程度がはっきりしない。解答欄のスペース (16センチ×4行) を目安にするしかないが, 仮に1行10語として, 丸々4行書けば40語の解答が可能になる。しかしこの語数はほぼ上限と考えてよいだろう。字の大きさには個人差があるし, 解答欄をびっしり埋める必要もないからだ。ただし解答欄を大幅に残すというのも印象的に好ましいものではない。

求められる適切な語数のヒントは, 実は in one sentence という指定にある。通常 one sentence が30語を越えると, かなり息の長い文となる。したがって, 25語~30 (or 35) 語というのが穏当なところだろう。200語程度の英文を30語程度に圧縮するわけである。あくまでも内容次第ではあるが, 20語以下では本文の語数と解答欄のスペースからすると簡潔に過ぎるだろう。一方, 30語以上を一文で書くとなると, 当然, 単文では書き切れず, 接続詞や関係詞あるいは複数の punctuation を用いるなど, readable な英語を書くにはそれなりの表現力が必要となる。ただし満点を狙うのではなく, 6~7割程度の得点を目指すなら, 語数はあまり気にせず, 本文の内容から逸れていない英文を, 構文・文法上のエラーやスペルのミスに気をつけて書けばよいだろう。ケアレス・ミスによる減点は, 常に英作文の最大の敵である。

最大のポイントは②の in your own words である。つまり本文の抜き書きやつぎはぎでは得点にならないことになる。ただし本文中の語句をいっさい使ってはいけないという極端に狭い意味に取る必要はない。まとまった表現をそのまま引用してはいけないという意味である。

要約の基本的な考え方は, 日本語による要約の場合と変わらない。英文の主題と結論を柱に, その論拠や例証に相当する内容を取捨・選択して補足していくわけである。英文の内容を読み取るという前提に変わりはないが, 一方は英語→日本語であるために最後は日本語の表現力が決め手となるのに対し, こちらは英語→英語であり, 英語の表現力=英作文の力が決め手となる。ただし課題文として与えられる英文も, 答えとして求められる英文も, 将来的にはともかく, この1, 2年はそれほどレベルの高いものではないだろう。日本語による要約の場合と同様にポイントをしっかりと掴んだ後は, あまり背伸びをせず, 平易であっても破綻のない英語を書くことを心がけたい。

本文中の要点となる箇所の下線を引いたが、本文は第一センテンス、特に but 以下に、主題と結論が述べられており、3人の著名な作家をその例証として挙げてから、最後のセンテンスでもう一度結論をまとめたものであり、典型的な英文構成のパターンに沿っている。ただし、最後のセンテンスは全体に平易な本文の中で唯一やや難解な表現を用いている。この部分を your own words で言い換えるには、相当な英語を書く力が必要である。したがって、日本語による要約の場合には避けて通るわけにはいかないこの箇所も、50語のような多めの語数指定がない以上、あまり自信のない人はあえて拾わないほうが無難かもしれない。

It is well known that famous writers often lead lives that are not typical of their contemporaries, but few writers have the luxury of being able to devote their whole lives to writing, or the desire to do so. A few examples from the 18th and 19th century literary world should demonstrate the point. Johann Wolfgang von Goethe was active in various fields besides writing poems, novels and plays. After studying law, art, music, anatomy and chemistry in Strasbourg in his early twenties, he became minister of state in Weimar and manager of the court theatre. Leo Tolstoy was known as an educational reformer and pacifist moral philosopher as well as being the author of the fiction classics War and Peace and Anna Karenina. From 1859, he set up 13 schools for peasant children, all based on a libertarian philosophy. Lewis Carroll, in addition to writing Alice's Adventures in Wonderland, was a mathematician, photographer and university teacher, who travelled widely throughout the world. Separated by distance and genre, (these three authors all serve to prove the point that the myth of writers separated from the world in their ivory towers' holds little substance in reality).

【解答例 1】

Many authors spend their lives not only (in) writing but also (in) doing many other activities, and famous writers in the past prove this [which three famous writers in the past prove]. (22~24 words)

【解答例 2】

Many writers do not devote their lives to writing alone, as famous authors in history did not; in fact, they were engaged in many other activities than writing literary works, too. (31 words)

【解答例 3】

Few writers devote their lives to writing alone [only to writing], which [and this] is proved by famous authors in history who played an active part in other areas as well as [in addition to] producing literary works. (30 or 31 words)

【解答例 4】

Writers seldom apply themselves to producing works, as [which] is shown by some examples of well known authors who were active participants in different fields from [than] literature instead of being absorbed in the creation of literary works isolated from the world. (40 words)

※解答例の 4 はあくまでも参考のためである。

※語数[字数]が少ない場合、具体例は極力省くのが原則だが、Goethe や Tolstoy という具体例を挙げたからといって減点されることはないだろう。

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)

John Wood was a rich, successful Microsoft executive, the Director of Business Development in Beijing. In 1998, during a trekking holiday in the Himalayas, he met a Nepalese man who invited him to visit a school in the area. The next year, he gave up his career and his future with Microsoft to start an NPO. His motivation, in his own words, was the thought, "Did my job really matter? A successful year would only help a rich company get richer." The NPO was called Room to Read, and its primary aim was to provide books for children who had little or no access to reading materials. The project began with the establishment of a school library in Nepal, and soon mushroomed. In 2000, it expanded to Vietnam, and from there to Cambodia, India, Sri Lanka, Laos and South Africa. As well as providing books, the NPO builds schools, establishes computer and language labs, and funds education for girls who would not otherwise be able to attend school. In the first 8 years of operation, Room to Read has partnered with local communities and businesses to build over 300 schools, establish 4,000 libraries and 125 computer labs, fund 4,000 girls' scholarships and provide over 4 million books for children in English and local languages.

設問文は昨年度とまったく同じ。与えられた passage の分量も大差ない。英文の内容自体は本年度のほうが読みやすい。したがって要約に手こずることはないはずだが、ポイントはやはり in one sentence+in your own words というアンダーライン付きの指定である。初年度(2007年度)の答案には、本文の語句をそのまま拾って繋げただけの解答が少なくなかったためであろう。しかし全面的な言い換えを求められているとまで解する必要はない。それだと大半の受験生の手には負えなくなるはずだ。

本来、最も重要なのは、ポイントとしてどこ[何]を拾うかだが、主題と主張を正確に捉えることを求められる論説文ではないので、許容される解答の幅は相当に広く設定されていると考えてよい。とはいえ、枝葉末節に当たる部分を拾っただけで要点を無視した記述では、やはり合格点はもらえない。いくつかの解答例を提示しておくので、参考にして欲しい。

なお、慣れてきたら少し多めの語数を one sentence で書くことを心がけたい。今日の時代背景からして、受験生に対する大学の要求水準も、それに応える受験生の英語力も、短期間のうちに進化していくと考えられるからだ。その際、準動詞を使いこなせるかどうかが決め手になる。ある意味では、通常の和文英訳や自由英作文よりも、英語を書く、より確かな力を求められることになるだろう。

※(Room to Read という)NPO がテーマであることは誰でもわかるはずだ。したがって「この NPO 誕生のいきさつから今日までの活動を簡潔にまとめる」ことが要約のすべてである。

※解答のヴァリエーションは、

①本文の記述に沿って、設立者(John Wood という固有名詞を用いるかどうかは別)を主語にして書き出すか、あるいは、

②初めから NPO のほうを主語にして書いていくか、ということくらいだが、後者のほうが字数は節約できる。

※その後の活動の経緯についてどこまで詳しく述べるかは、用いる語数次第であり、語数を絞った場合、拾う箇所には相当なヴァリエーションが生じるはずである。

John Wood was a rich, successful Microsoft executive, the Director of Business Development in Beijing. In 1998, during a trekking holiday in the Himalayas, he met a Nepalese man who invited him to visit a school in the area. The next year, he gave up his career and his future with Microsoft to start an NPO. His motivation, in his own words, was the thought, "Did my job really matter? A successful year would only help a rich company get richer." The NPO was called Room to Read, and its primary aim was to provide books for children who had little or no access to reading materials. The project began with the establishment of a school library in Nepal, and soon mushroomed. In 2000, it expanded to Vietnam, and from there to Cambodia, India, Sri Lanka, Laos and South Africa. As well as providing books, the NPO builds schools, establishes computer and language labs, and funds education for girls who would not otherwise be able to attend school. In the first 8 years of operation, Room to Read has partnered with local communities and businesses to build over 300 schools, establish 4,000 libraries and 125 computer labs, fund 4,000 girls' scholarships and provide over 4 million books for children in English and local languages.

【解答例 1】

An NPO, started by a former Microsoft executive in 1999 to provide books for children in Nepal, is now doing some more educational projects in other developing countries as well. (30 words)

【解答例 2】

An NPO, started by a former IT business executive in 1999 for providing children [with] books in Nepal, expanded to other developing countries, and has been doing other educational projects too. (30 or 31 words)

【解答例 3】

An NPO Room to Read, established by a former MS executive in 1999, provided books for children in Nepal, and a year later it started to carry out more educational plans in other countries as well. (35字)

【解答例 4】

In 1999 a former IT company executive started an NPO in Nepal to provide books for children, which extended its activity to several developing countries, and began to work on other educational programs as well. (35字)

【解答例 5】

A successful executive quit his job at an IT company to start an NPO providing children books in Nepal, and a year later, in 2000, it spread out into other educational areas in several more countries in Asia and Africa. (40字)

【解答例 6】

In 1999 an MS executive quit his job so as to start an NPO 'Room to Read' to provide children books in Nepal, and apart from having extended its activity to other developing countries, the NPO is now doing some more educational programs as well. (45字)

※a former ... executive としないと, business executive を続けながら NPO 活動を始めたことになる。

※米語では, provide を give と同じ語法で用いることが珍しくない。

※中途退職=quit, 定年退職=retire は必須の単語力

※解答例 6 の apart from ~≒in addition to [besides] ~

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)

When you walk into a bookshop or library and pick up a book, do you ever wonder how it got there? Obviously, an employee of the bookshop or library placed it on a shelf, but what happened before then? Every book starts with an author, of course. The author is the originator, the creator, the master planner. Still, the author cannot produce a book single-handedly. The author first needs to have a proposal accepted by a commissioning editor in a publishing company. The author and editor then collaborate to prepare the book for publication. Once the final manuscript is near completion, various departments of the publishing company become involved. The sales and marketing department prepares promotional materials to release to trade publications and draws up a marketing plan. Designers transform raw material into a visually appealing product, considering a range of details from font to cover design. Copywriters and proofreaders revise any errors in the text. The administration department deals with contracts and financial matters. In the final stage, printers print the book, distributors distribute it to retailers, and at last the book is ready to be delivered into the hands of the readers. (194 words)

2008年度と同様、事実と具体例を記述した文章であり、筆者の主張を読み取って、それを簡潔にまとめるという本格的な要約問題ではない。しかも内容はさらに平易になっている。現在までのところ、2008年の文学部の問題が突出してレベルが高く、全体としては易化の傾向にある。話の本筋に関係のない部分は省いて、全体を30語程度に圧縮するのはけっして難しい作業ではない。厄介なのは、in your own words をどこまで厳密に解釈するのだが、こだわり過ぎて答えを書けなくなるのは本末転倒である。単語の一部をそのまま使用することまで妨げられると考える必要はないだろう。

【解答例1】 A writer cannot publish his book by himself, and so in order to have it read by readers, he cooperates with experts in many areas, including editing, marketing, designing, copywriting, proofreading, printing, distributing, and retailing. (35 words)

※本文中の語をそのまま用いたのは下線を引いた3語だけだが、名詞を -ing 形に変えるというごく初歩的なテクニックを使っている。

【解答例2】 A writer cannot publish his book without the aid of many people engaged in book producing, and through their contribution he can finally have his work chosen by readers. (29 words)

前述の通り、この3年間は易化の傾向を辿っている。限られた時間内に、英文を英語で要約するのは----しかも in your own words という条件つきで----たいへんレベルの高い問題である。短くても少し捻りのきいた英文を題材にすると、東大型の日本語による要約をはるかに超えたハイレベルな設問にならざるを得ない。まともに対応できるのはごく一部の受験生だけだろう。出題者がそのことに気づいてトーンダウンした、というのが実情ではないだろうか。

とはいえ、2010年度にまた難化しないという保証もない。過去問3年分では不安が残るが、同形式の文学部の問題と合わせれば6年分あるので、一応の対策はできるはずだ。数例の解答を挙げた2007年と2008年の問題で、解答の組み立て方を身に付けておけば、2009年の問題が平易であることはわかるはずだ。

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)

Marie Antoinette was widely considered to love wild parties and extravagant spending. However, contrary to the image portrayed by the quote, "Let them eat cake," many believe that the young queen was actually quite kind-hearted. Stories have been told of her helping a poor peasant who had been injured by a wild animal, and others have also mentioned her kind and generous character. In fact, the famous quote attributed to her may not even have been hers. When Rousseau wrote *The Confessions* in which the phrase appears, Marie Antoinette was only 10 years old. Either he made it up or, as some historians think, it was probably said by her mother, Maria Teresa. The idea also may not be as terrible as it sounds. "Cake" is really a mistranslation of "brioche," an egg-based bread, which is a richer type than the water-based bread eaten by the poor. The problem was that French law demanded that bakers sell this bread at the same price as the inexpensive bread. That would have been bad for business! (174 words)

意外に手強い。抽象的な主張を読み取るタイプの問題ではなく、最後のセンテンスに筆者の主張が凝縮されていることが多い東大型の要約問題と混同すると、まったく見当違いな解答になる。歴史上の実在の人物に対する評価の真偽が主題だが、世界史の素養がまったくない人には、200語足らずの英文の内容を正確に読み取るのは容易ではないだろう。ただし、ポイントは Marie Antoinette という人物に対する評価が分かれることだと分かりさえすれば、解答は十分可能である。与えられる課題文によって要約文のまとめ方も異なる、という前提を忘れずに、文学部の問題を含む過去問4年分(つまり8回分)を解くだけでもかなりの対策になるだろう。

この英文だけからだと "Let them eat cake" の真意は掴みにくいが、かつて日本の政治家(発言当時は官僚)が言ったとされる、これとは一見逆の言葉「貧乏人は麦を食え」の解釈も、今の受験生の間では分かれるだろう。

【解答例1】 People had a negative picture of Marie Antoinette created by the [her] misquoted words, "Let them eat cake," while others regard her as a warm-hearted and considerate woman because of the opposite episodes in her life. (35 words)

※本文中の語をそのまま用いたのは下線を引いた語だけである。ただしその狙いは、平易な同義語・類義語に言い換えれば in your own words という指定は恐れるに足りないことを示すことであり、実際はもっと多用しても許容されるはずである。指定にこだわりすぎて時間を浪費する愚を犯してはならないことは、すでに何度も指摘している。たとえば negative は当然 bad で構わない。ただし教師が提示する解答例では、容易に読める語彙を書ける語彙に高めるくらいの見本は示すべきだろう。なお、her misquoted words を the misquoted words に直したが、より正確を期すためである。その趣旨は解答例2でお分かりになるだろう。

【解答例2】 Because of the quotation out of context, Marie Antoinette was thought to be wasteful and unthoughtful, but now many people believe different stories and moreover, historical evidence suggests that she didn't say, "Let them eat cake." (36 words)

(大手予備校の解答例は次ページ)

【A予備校解答例1】 There are stories that show Marie Antoinette may acuyually have been a kind-hearted, generous queen, though she was widely believed to be extravagant and inconsiderate towards poor people. (29 words)

【B予備校解答例】 Although it was commonly thought that Marie Antoinette behaved badly and did not feel sympathy for the poor, historical evidence has led many people to believe that the opposite is true. (31 words)

【C予備校解答例】 Marie Antoinette is said to have loved wild parties and wild spending and is often portrayed as a cold woman, but it is also believed by some that she was a kind-hearted woman and that some stories about her were made up. (42 words)

※阿佐谷英語塾と大手予備校の解答例の大きな違いは、"Let them eat cake." にまったく触れていないことである。具体例だから省くというのであれば、Marie Antoinette も具体例そのものである。この両者がこのパッセージの二大キーワード [フレーズ] であることは言うまでもない。語数の関係で省くというのならわかるが、もし省かないと減点される恐れがあると考えているとしたら本末転倒である。もっとも大学の採点者までそう考えているとしたら何をか言わんやであるが、それはまずありえないだろう。これを省いてしまうと、このエピソードの面白みは台無しになる。せめて、the [her] famous words くらいの表現は使いたいところだが、ただし採点に大きく影響することもないだろう。当面は、まとまった英語の文を書くことを第一に求められているからだ。

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. (2011年)

As media for conveying stories to readers, it might seem that comics and novels are very different: the former 'shows' the story through giving visual images like films do, while the latter cannot provide such images except when books are illustrated. However, readers of comics and novels are allowed at least one kind of liberty in the way they enjoy them that viewers of film do not have. In the case of comics and novels, you can read them as quickly, or as slowly, as you like. You also can stop and resume reading at any time or you can interrupt reading with thoughts relevant or irrelevant to the story. No author could seriously make a complaint that some readers hurry through a long work in only a few hours, or that other readers start recollecting the good old days with the book on their laps. Viewers of films can perhaps have the same kind of liberty, especially when watching a DVD, but such ways of reception would be far beyond the expectations of filmmakers as time is one of the most crucial components in the presentation of stories in that genre. (191 words)

読解問題で得点できる人なら、このパッセージが漫画と小説の類似点を述べたものであることは直ぐにわかるはずだが、この両者と対比されている映画にも言及しないと多少の減点は避けられないだろう。しかし、採点基準として、漫画と映画の共通点を指摘することまでは求められていないだろう。なんととっても in one sentence in your own words という指定を満たすだけでも相当な英語力が求められるからだ。

しかも、190語程度の英語を35語程度に圧縮するにはかなりの構成力も必要である。とはいえ、まず日本語で要約文を作ってから、それを英訳するといった手順は所要時間からして無理である。要点を日本語で箇条書きにして、それをうまく英文に組み立てていくという方法が現実的だろう。もちろん、初めから英語で構成を考えていくのが理想ではあるが、すべての受験生にできることではない。すでに何度も指摘したように、非常にレベルの高い出題形式であることは間違いない。

However, readers of comics and novels are allowed at least one kind of liberty in the way they enjoy them that viewers of film do not have.

\*allow は VOO の受け身形であり, let someone have something の意味で, 日本語で言えば「与える」に近い。

\*in the way の後は how の消去。

\*that の先行詞は (at least) one kind of liberty であるが, やや読みにくい。

【解答例1】 There seems to be an obvious difference between comics, which use pictures, and novels, which usually use only words, but they are alike in that we can enjoy them at our own pace [speed], unlike movies, (35 words)

\*comics と novels の後の関係代名詞は非限定用法であることに注意。

\*下線を引いた語が本文中にも出てくる語だが, comics and novels を使うのは当然許されるはずだ。

【解答例2】 In spite of the seeming difference in representational form between comics and novels, it is a common distinctive feature as compared with movies that we can stop or restart enjoying them whenever we want to, which moviemakers would never expect. (40 words)

\*representational form は form だけでも構わないだろう。



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)

Modern technology has induced tremendous changes, not only quantitative but also qualitative, in our ways of communication, changes such that more than a hundred people, wherever they are, can interact in one and the same information interchange. Also, we can 'tweet' to an unlimited number of people throughout the world fully expecting they may reply to or quote our message. Even science fiction stories of the past failed to foresee and describe these new types of communication; for example, videophones were a familiar device that appeared in science fiction or movies, but in most cases they were fixed-line phones using a static TV screen set in a room. Using a videophone by means of a portable gadget was an idea apparently beyond our imagination, including that of most science fiction writers. Perhaps we can say it is due to the limits of human imagination that even creative writers could not predict these new inventions. Developments of technology may have gone far ahead of human imagination. However, here we should consider whether people in the past wanted these new ways of communication to be realized or not. I believe you will agree that 'tweeting to the whole world' was never among the list of our dream things simply because we never wanted to do such a thing. What the failures of science fiction writers show may not be the limits of our imagination but those of our desires. New kinds of desire are now being 'created' one after another by the relentless advance of technology.

(254 words)

SUMMARY:

Nobody predicted the way modern life would develop because technology has ...

【阿佐谷英語塾・解答例】

- [1] produced unexpected humans' wishes. (4 words)
- [2] progressed in unimaginable manners. (4 words)
- [3] made us unable to dispense with what had not existed. (10 words)

【A予備校・解答例】

- [1] changed what we want. (4 words)
- [2] created new types of desires among people. (7 words)
- [3] the power to make people want to do new things. (10 words)

【B予備校・解答例】

- [1] progressed beyond our expectations. (4 words)
- [2] moved beyond what we were able to imagine. (8 words)
- [3] moved beyond what we wanted or were able to imagine. (10 words)

【C予備校・解答例】 given rise to new kinds of desire (we couldn't imagine)  
(7-10 words)

※要約に関係があるのは11行目の Perhaps 以下の内容であることは、与えられた[書き出し]からわかるはずである。

阿佐谷英語塾の解答例では、本文中に出てくる語は、一語もそのまま使っていないが、in your own words という指示をここまで厳密に守る必要はないだろう。

2011年で中止していた掲載を再開した理由は、2010年と2017年早稲田文学部の要約問題のコメントを参照してほしい。

\*最初のセンテンスだけ構文が複雑で読み取りにくいので、注を付す。

changes such that ... =such changes that ... =such great changes that ...

that は関係代名詞ではなく副詞節を導く接続詞, changes は一行目の tremendous changes の言い換え(同格)である。

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 must complete it in 4-10 words. (2018年)

It is almost impossible to find a society without some process of education. Historically there have been a variety of aims pursued such as completion of personal character, cultivation of intelligence, or simply job preparation; however, as the American philosopher John Dewey put it, 'the purpose of education has been, in essence, the same — to give the young the things they need in order to develop in an orderly, sequential way into members of society.' Socialization has been arguably one of the most common functions, regardless of time or place, that schools or teachers are expected to fulfill. People without children, for example, usually aren't opposed to the government spending their taxes on education, partly because they believe this contributes to the welfare of society through creating responsible members and 'good neighbors'. What counts here is what a 'responsible' member of a society means. If socialization simply means to make children well-behaved and obedient to society by instilling in them existing norms, education could in an extreme case be complicit in perpetuating corruption or tyranny. In fact, this has seldom been the case, and education can have the opposite effect. What James Baldwin, an American writer, called 'the paradox of education' occurs, that 'as one begins to become conscious one begins to examine the society in which he is being educated.' By its failure to complete their socialization, education can raise children to become members of society who are responsible not only for the present but also for the future.

SUMMARY:

Education has historically aimed at making people conform to society, but it also ...

【阿佐谷英語塾・解答例】

- [1] lets them reconsider it. (4 wrds)
- [2] helps them become disobedient to it. (6 wirds)
- [3] produces those who can think about its future. (8 wrds)

【A予備校・解答例】

- [1] creates people who critically examine their society. (7 words)
- [2] has produced people who are critical of it. (8 words)
- [3] serves to prevent society from going in the wrong direction. (10 words)

【B予備校・解答例】

- [1] can help them take a critical view of it. (9 words)
- [2] helps them to fight against repressive or dishonest leaders. (9 words)

【C予備校・解答例】 encourages them to look at their own society critically. (9 words)

※課題文は「教育の目的」について述べた、たいへん興味深いものである。けっして易しい英語ではないが、主題と要約のポイントを掴むことは可能である。

\*'the paradox of education' の具体的な内容を述べたのが that 'as one begins to become conscious one begins to examine the society in which he is being educated.' である。

\*By its failure to complete their socialization, education can raise children ... の its は education を, their は children を受けている。(副詞句・副詞節では、先に代名詞を用いることができる)