I　次の英文を読み，下の問いに答えなさい。

If asked 'what do you expect from university studies?' how would you answer?

Those undertaking an economics degree may answer: to be taught economics. Those undertaking a politics degree: to be taught politics.

The idea of 'being taught' something (especially something as vast as 'economics' or 'politics') is too narrow for describing university education. Moreover, it is a reason provided from entirely the wrong perspective. To 'be taught' is an expectation of what others will 'do' to us, within the confines of their influence — for example, to be taught by a teacher in a classroom. However, 'to learn' is a much more powerful construct, and is from our own perspective. This allows us to have a much more expansive and inclusive view of what, where, from whom, and how we will learn.

What is the difference between teaching and learning? A simple depiction sees teaching as the process of imparting knowledge, and learning as the process of acquiring knowledge. Accepting that university is about our own learning makes *us* the focus of our own education. Moreover, this is how university faculty see university education: not as classrooms for the purposes of teaching, but campuses providing opportunities for learning. To this end, many university faculty will not see themselves as 'teachers' (at least, not in the school sense), but rather more broadly as 'educators' offering education in a more holistic and comprehensive way. (1) This pushes responsibility to the student to decide on the extent to which they will embrace that learning opportunity. A 'teacher' also implies an exclusive position: only the teacher teaches. But actually, as we will see, learning at university comes from many different directions. Finally, being 'taught' implies a passive approach: your job is to sit, absorb, study, and repeat. Learning is a much more active task.

So, what is it exactly that we are at university to learn?

Many may again answer with their discipline. 'I'm here to learn history' or

'I'm doing a business degree'. Undoubtedly there is much truth in this — it would be a pretty poor degree if we emerged with no knowledge of the discipline. We established in Chapter 1 that developing **foundational knowledge** is a key part of university studies generally. But is that it? Couldn't we just read textbooks written about the discipline in order to learn about it? Why spend the time (and money!) on learning this at a university? What *else* should we expect to learn at university?

Undoubtedly university education comprises explicit learning linked to our chosen degree or discipline: psychology, law, engineering, business, politics, philosophy, environmental science, etc. However, university education also comprises two further components which are as — if not more — valuable: learning **universal skills** and developing **personal characteristics**. Note that we use the verb 'learn' in relation to the skills, but replace this with 'develop' in relation to personal characteristics. This is because personal characteristics can't necessarily be learnt — they are *innate in each of us — but we can certainly develop them. This will become clear as we explore these.

Universal skills, also known as transferable skills, are ubiquitous and applicable across all disciplines and outside of our university life and degree. Universal skills are often 'tacit' elements of the curriculum (meaning unwritten or unsaid), although (ア) some may be made explicit in a course's learning objectives. These often include the following skills: writing, analysing, problem solving, presenting, team working, digital, networking, and decision making. Different disciplines (イ) will place the emphasis on different skills, but it should be clear that these are not discipline-specific. (ウ) The team-working skills we learn in a first-year economics course will be useful and applicable throughout our degree (and career) irrespective of whether that is related to economics.

Personal characteristics refer to something more innate and less able to be 'learnt' than the skills mentioned here, but (エ) instead is a greater reflection of who we are as a person. Nevertheless, they can certainly be developed and nurtured.

Personal characteristics include empathy, leadership, cultural understanding, and self-confidence.

Both universal skills and personal characteristics are often grouped under umbrella terms like 'soft skills'. This term, however, is deeply problematic and has the potential to downgrade their essential nature. Indeed, 'soft' skills are often contrasted with 'hard' skills, with the implied judgement that hard skills are essential, while soft skills are weaker, or less important. Ironically, it is really the other way around.(2) Universal skills and personal characteristics will remain important to us long after we have completed our university degree. Unlike many 'hard skills', soft skills are flexible, mouldable, and adaptable to many situations and contexts. While our discipline-based knowledge of (for example) how to identify metamorphic rocks has narrow application (and, indeed, possibly no application if we don't end up with a job in geology), our ability to work effectively in a team by empathizing with diverse team members, or to be confident and skilled at presenting, will never be out of date.

In summary, ( あ ) means that we *know things*. Learning ( い ) means we *know how* to do things with that knowledge. Developing our ( う ) gives us the *actual ability* to do things with that knowledge. See Figure 1 for a visual depiction of this.

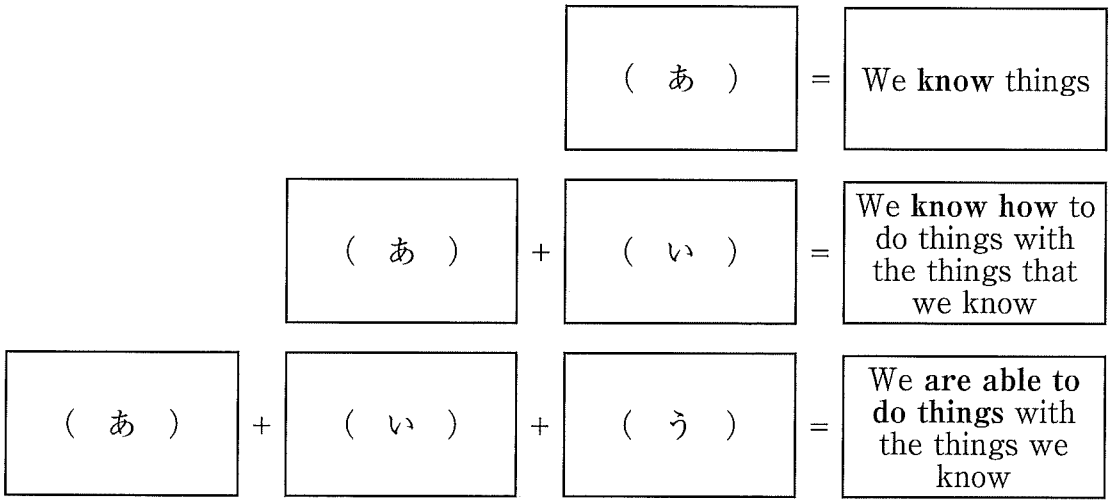


Figure 1 Three elements of university education

When we graduate we are expected not just to 'know' certain things about our field, but to know how to 'do' certain things, and be able to actually do them. While some of these are assessed in a university context, some are not, often because developing effective assessments is difficult or impossible. This is one of the reasons why many employers look far beyond just a student's final degree classification when assessing *CVs, and why graduate assessment centres and job interviews focus much more on universal skills and personal characteristics, than on celebrating very high marks on transcripts. It is also why a university education contributes as much if not more to a person's development, as to their job prospects.

Those undertaking more vocational degrees (which focus on specific career paths immediately after graduation) might push back a little here and say 'but I need to know the legal system to become a lawyer, or I need to know how to produce a balance sheet to become an accountant'. There is an element of truth to this: we do need foundational knowledge. Indeed, in some of these professions there are additional exams and certifications which test this.(カ) But it is also worth examining these 'needs' in more detail.(キ) If we can perfectly depict how the justice system works, but can't examine why it developed in this way(ク) or how it could be improved (that is, we can't *think* about it in context), what happens when governments change the system? Moreover, the law might be our first graduate job. But many trained lawyers go on to other careers, for example in business or politics. So, what we 'need' for our graduate job, is not the only thing we will 'need' for our career. Again, universal skills and personal characteristics will be essential. Finally, with the rapidly changing world of employment and work driven by technological and social changes, the current generation should expect to work in jobs, and possibly industries, which haven't invented yet.(ケ) How can discipline-based foundational knowledge alone prepare us for this?

Given [(A) we (B) this (C) description (D) what (E) broader (F) of (G) learn](3) at university it is worth considering therefore from *whom* we learn, to

successfully achieve this. But first, turn your mind to the qualities that you think are important for individuals to possess to successfully learn at university in *the Guided Reflection.

(Adapted from Sarah Birrell Ivory, *Becoming a Critical Thinker: For Your University Studies and Beyond*)

(注)

*innate　生まれつき備わっている

*CV　履歴書

*the Guided Reflection　読者が段階を踏んで自分の考えを深められるように筆者が各章の終わりに設けた一連の課題

問 1　下線部(1)について，This が指す内容を明らかにして，日本語に訳しなさい。

問 2　下線部(2)はどのようなことを意味しているか，本文に即して日本語で説明しなさい。また筆者がそのように主張している理由は何か，日本語で説明しなさい。

問 3　Figure 1 の中の空欄(　あ　)～(　う　)に入る最も適切な語句を，次の(A)～(H)の中から1つずつ選び，記号で答えなさい。ただし，本文中の空欄(　あ　)～(　う　)にも同じ語句が入る。また，同じ選択肢を複数回使用することはできない。

(A) soft skills
(B) hard skills
(C) universal skills
(D) practical skills
(E) personal characteristics
(F) social characteristics
(G) foundational knowledge
(H) generational knowledge

問 4　下線部(ア)～(エ)及び(カ)～(ケ)のうち，文法的な間違いを含むものをそれぞれ1つ選び，解答欄の該当する記号を○で囲みなさい。

問 5　下線部(3)の[　]内の単語を並べ替えて，最も適切で意味の通る文を作り，並べ替えた部分の2番目，4番目，6番目に来る単語を記号で答えなさい。ただし，同じ選択肢を複数回使用することはできない。

問 6　本文の内容から正しいと判断できる英文を，次の(A)～(E)の中から2つ選び，記号で答えなさい。

(A) For the university student, the main difference between 'learning' and 'being taught' is that 'learning' is a passive process while 'being taught' requires action.

(B) The most important role of a university education is to provide a fundamental knowledge of one's discipline which will prepare the learner for future employment in their field of study.

(C) Problem solving, team working, and decision making are examples of universal skills which we are all born with.

(D) One benefit of the university educational experience is that it allows students the opportunity to develop personal characteristics such as leadership and self-confidence.

(E) Many employers tend to pay more attention to the personal characteristics and universal skills of the student applicants rather than the explicit knowledge demonstrated on their final degrees.

Ⅱ　次の英文を読み，下の問いに答えなさい。

Do you think you got enough sleep this past week? Can you recall the last time you woke up without an alarm clock feeling refreshed, not needing caffeine? If the answer to either of these questions is "no," you are not alone. Two-thirds of adults throughout all developed nations fail to obtain the recommended eight hours of nightly sleep.

I doubt you are surprised by this fact, but you may be surprised by the consequences. Routinely sleeping less than six or seven hours a night demolishes (ア) your immune system, more than doubling your risk of cancer. Insufficient sleep is a key lifestyle factor determining whether or not you will develop Alzheimer's disease. Inadequate sleep — even moderate reductions for just one week — disrupts blood sugar levels so profoundly that you would be classified as pre-diabetic. Short sleeping increases the likelihood of your coronary arteries becoming blocked and *brittle, setting you on a path toward cardiovascular disease, stroke, and congestive heart failure. Fitting Charlotte Brontë's *prophetic wisdom that "a ruffled mind makes a restless pillow," sleep disruption further contributes to all major psychiatric conditions, including depression, anxiety, and suicidality.

[ ① ] This is no coincidence. Too little sleep swells concentrations of a hormone that makes you feel hungry while suppressing a companion hormone that otherwise signals food satisfaction. Despite being full, you still want to eat more. It's a proven recipe for weight gain in sleep-deficient adults and children alike. Worse, should you attempt to diet but don't get enough sleep while doing so, it is futile, since most of the weight you lose will come from lean body mass, not fat.

Add the above health consequences up, and a proven link becomes easier to accept: the shorter your sleep, the shorter your life span. The old *maxim "I'll sleep when I'm dead" is therefore unfortunate. Adopt this mind-set, and you will (1)

be dead sooner and the quality of that (shorter) life will be worse. The *elastic band of sleep deprivation can stretch only so far before it snaps. Sadly, human beings are in fact the only species that will deliberately deprive themselves of sleep without legitimate gain. Every component of wellness, and countless seams (1) of societal fabric, are being *eroded by our costly state of sleep neglect: human and financial alike. So much so that the World Health Organization (WHO) has now declared a sleep loss epidemic throughout industrialized nations. It is no coincidence that countries where sleep time has declined most dramatically over the past century, such as the US, the UK, Japan, and South Korea, and several in western Europe, are also those suffering the greatest increase in rates of the aforementioned physical diseases and mental disorders.

Scientists such as myself have even started lobbying doctors to start "prescribing" sleep. As medical advice goes, it's perhaps the most painless and (2) enjoyable to follow. Do not, however, mistake this as a *plea to doctors to start prescribing more sleeping *pills* — quite the opposite, in fact, considering the alarming evidence surrounding the *deleterious health consequences of these drugs.

But can we go so far as to say that a lack of sleep can kill you outright? (3) Actually, yes — on at least two counts. First, there is a very rare genetic disorder that starts with a progressive *insomnia, emerging in midlife. Several months into the disease course, the patient stops sleeping altogether. By this stage, they have started to lose many basic brain and body functions. No drugs that we currently have will help the patient sleep. After twelve to eighteen months of no sleep, the patient will die. Though exceedingly rare, this disorder asserts that a lack of sleep can kill a human being.

Second is the deadly circumstance of getting behind the wheel of a motor vehicle without having had sufficient sleep. Drowsy driving is the cause of hundreds of thousands of traffic accidents and fatalities each year. And here, it is not only the life of the sleep-deprived individuals that is at risk, but the lives of

those around them. Tragically, one person dies in a traffic accident every hour in the United States due to a fatigue-related error. It is *disquieting to learn that *vehicular accidents caused by drowsy driving exceed (ウ) those caused by alcohol and drugs combined.

[ ② ] Sleep remained one of the last great biological mysteries. All of the mighty problem-solving methods in science — genetics, molecular biology, and high-powered digital technology — have been unable to unlock the stubborn vault of sleep. Minds of the most *stringent kind, including Nobel Prize-winner Francis Crick, who deduced the twisted-ladder structure of DNA, famed Roman educator and rhetorician Quintilian, and even Sigmund Freud had all tried their hand at deciphering sleep's *enigmatic code, all in vain.

To better frame this state of prior scientific ignorance, imagine the birth of your first child. At the hospital, the doctor enters the room and says, "Congratulations, it's a healthy baby boy. We've completed all of the preliminary tests and everything looks good." She smiles reassuringly and starts walking toward the door. However, before exiting the room she turns around and says, "There is just one thing. From this moment forth, and for the rest of your child's entire life, he will repeatedly and routinely lapse into a state of apparent coma. It might even resemble death at times. And while his body lies still his mind will often be filled with stunning, bizarre hallucinations. This state will consume one-third of his life and I have absolutely no idea why he'll do it, or what it is for. Good luck!"

Astonishing, but until very recently, this was reality: doctors and scientists could not give you a consistent or complete answer as to why we sleep. Consider that we have known the functions of the three other basic drives in life — to eat, to drink, and to reproduce — for many tens if not hundreds of years now. Yet the fourth main biological drive, common across the entire animal kingdom — the drive to sleep — has continued to elude science (4) for millennia.

Addressing the question of why we sleep from an evolutionary perspective

only compounds the mystery. No matter what vantage point you take, sleep would appear to be the most foolish of biological phenomena. When you are asleep, you cannot gather food. You cannot socialize. You cannot find a mate and reproduce. You cannot nurture or protect your offspring. Worse still, sleep leaves you vulnerable to *predation. [ ③ ]

On any one of these grounds — never mind all of them in combination — there ought to have been a strong evolutionary pressure to *prevent* the emergence of sleep or anything remotely like it. As one sleep scientist has said, "If sleep does not serve an absolutely vital (エ) function, then it is the biggest mistake the evolutionary process has ever made."

Yet sleep has persisted. Heroically so. Indeed, every species studied to date sleeps. This simple fact establishes that sleep evolved with — or very soon after — life itself on our planet. Moreover, the subsequent perseverance of sleep throughout evolution means there must be tremendous benefits that far outweigh all of the obvious hazards and *detriments.

(Adapted from Matthew Walker, *Why We Sleep: Unlocking the Power of Sleep and Dreams*)

(注)

*brittle　もろい

*prophetic　予言的な

*maxim　格言

*elastic　伸縮自在の

*erode　壊す

*plea　嘆願

*deleterious　有害な

*insomnia　不眠症

*disquieting　人を不安にさせる

*vehicular　車の

*stringent　厳格な

*enigmatic　謎めいた

*predation　略奪

*detriment　不利な点

問 1　下線部(1)について，this mind-set が指す内容を明らかにして，日本語に訳しなさい。

問 2　下線部(3)の疑問に答える際の根拠として，筆者はどのような具体例をあげているか，本文に即して2つ日本語で簡潔に説明しなさい。

問 3　空欄[　①　]～[　③　]に入る最も適切な文を，次の(A)～(C)の中から１つずつ選び，記号で答えなさい。ただし，同じ選択肢を複数回使用することはできない。

(A) Society's apathy toward sleep has, in part, been caused by the historic failure of science to explain why we need it.

(B) Sleep is surely one of the most puzzling of all human behaviors.

(C) Perhaps you have also noticed a desire to eat more when you're tired?

問 4　下線部(2)と下線部(4)の意味に最も近い意味を表すものを，それぞれ(A)～(D)の中から１つ選び，記号で答えなさい。

(2) "prescribing" sleep

(A) advising patients to sleep longer

(B) having patients understand the side effects of sleeping pills

(C) recommending patients to get up early in the morning

(D) telling patients to take sleeping pills

(4) has continued to elude science

(A) has been considered scientifically less important

(B) has been primarily investigated by non-experts

(C) has not been scientifically illuminated

(D) has not been targeted for scientific research

問 5　下線部(ア)～(エ)の意味と最も近い意味をもつ語を，それぞれ(A)～(D)の中から1つ選び，記号で答えなさい。

| | | | | | |
|---|---|---|---|---|---|
| (ア) | demolishes | (A) | demonstrates | (B) | destroys |
| | | (C) | enlarges | (D) | refreshes |
| (イ) | legitimate | (A) | abnormal | (B) | admissible |
| | | (C) | genuine | (D) | legal |
| (ウ) | exceed | (A) | influence | (B) | subsidize |
| | | (C) | surpass | (D) | surrender |
| (エ) | vital | (A) | additional | (B) | indispensable |
| | | (C) | misaligned | (D) | trivial |

**Ⅲ Professor Hickey is a professor of economics and he is discussing the topic of overtourism to his students. Read the dialogue below between the professor and students in the class and answer questions 1) and 2) at the end of the passage.**

**Professor Hickey:** Good morning, everyone. Today, we'll be discussing the concept of overtourism and its impact on various destinations around the world. Overtourism refers to a situation where a particular place is inundated (1) with too many visitors. How many is 'too many' is, of course, subjective, and this figure is usually decided by the communities and local businesses found within these tourist areas. Basically, overtourism is when too many tourists visit a place, causing problems for the local community and environment. Overtourism can lead to overcrowding, damage to local ecosystems, and be a strain on infrastructure. What do you think are some of the economic impacts of overtourism?

**Cillian:** I guess one positive impact could be more revenue for local businesses and the government from tourist spending.

**Professor Hickey:** Correct, there is definitely an economic boost from tourism. However, there are also negative economic impacts. The government and local authorities often have to spend more on maintenance and repairs, which can offset some of the economic benefits. Additionally, overtourism can drive up prices for locals, making it harder for them to afford housing and everyday goods. Now, let's focus on a specific example: Japan. Compared to 2022, Japan witnessed a sixfold surge in tourism in 2023. An incredible 25.1 million tourists visited the country. This is obviously going to have an impact, both good and bad. Can anyone share what they know about overtourism in Japan?

**Finn:** I heard that places like Mount Fuji have experienced a lot of overtourism. The number of visitors to Japan has rapidly increased, especially because of

the weak yen. The number of tourists who want to climb Mount Fuji has also gone up rapidly.

**Professor Hickey:** Yes, that is a good example. Have there been any positive outcomes of this overtourism on Mount Fuji?

**Finn:** Some businesses in the area have benefitted from the surge in visitor numbers and some appreciate the extra income and the liveliness that extra tourists bring. However, Mount Fuji is considered to be a sacred place in the Shinto religion and some residents and local shop owners are annoyed and exasperated (2) at the amount of litter that is being dropped on the mountain.

**Professor Hickey:** Yes, the influx of tourists has led to traffic jams, increased waste, and even some residents feeling that their quality of life has declined. The Japanese town of Fujikawaguchiko in Yamanashi prefecture is a good example of this. Actually, there was one interesting story about what happened outside a convenience store there. The store is a prime spot to take scenic photos of Mount Fuji because from behind it you can get a wonderful view of Mount Fuji and it has become extremely popular with tourists. However, the problem with this is that it has led to tourists cramming (3) themselves onto the pavement trying to take the perfect picture. This has generated complaints from local residents of illegal parking in a nearby dental clinic, tourists ignoring a smoking ban, and traffic violations. It seems like a lot of tourists have been jaywalking (4) and causing traffic accidents. There has also been an increase in the amount of litter in the area. All of this has led to the local authorities putting up black netting. It's about 20 meters wide and 2.5 meters tall. The aim is to prevent tourists from flocking to the area and taking photos. So far, it appears to have worked with tourists now going elsewhere to take their pictures. This may sound extreme but as you can see, overtourism can cause problems that lead to such drastic

measures. The Japanese government has already initiated a number of measures to deal with overtourism. In our next class I would like to discuss some possible solutions for how the Japanese government can tackle overtourism in Japan. So, for homework I would like you to write a short essay on 'What can be done to tackle overtourism in Japan?' I look forward to hearing your ideas.

1) Choose the appropriate answer from (A) - (D) that best matches the meaning of the underlined word (1) - (4) in the passage.

(1) inundated
(A) enhanced
(B) isolated
(C) overwhelmed
(D) ignored

(2) exasperated
(A) furious
(B) indifferent
(C) disloyal
(D) unaware

(3) cramming
(A) helping people to make them feel more comfortable
(B) forcing people into a very tight space
(C) moving people across a large area
(D) pushing people neatly into place

(4) jaywalking
(A) walking in a park without a permit
(B) crossing the street without following traffic regulations
(C) running on a pedestrian lane
(D) walking on the sidewalk with headphones on

2) Imagine you are a student in Professor Hickey's class. You have been given the homework assignment: "What can be done to tackle overtourism in Japan?" State your opinion, giving two reasons. Your response should be written in English and be 60 – 80 words long.

Ⅳ　次の文章を読み，下の問いに答えなさい。

滑らかに進行する言葉のやりとりは，あたかも定石に沿って囲碁を打つように，すでに繰り返し踏み均された会話の道筋を辿っている場合が多い。(1)そして，その整備された道筋は，長く蓄積されたステレオタイプの温床でもある。また，たとえば政治家の討論会において当意即妙に思える受け答えがなされているように見えても，それは往々にして，周到に準備された想定問答や，古来錬成されてきたレトリックや雄弁術の賜物にほかならない。

そもそも，「当意即妙さ」や「流暢さ」というものを，言語実践における美徳としてどこまで賞賛すべきなのか，私たちは一度問い直す必要があるだろう。昨今はテレビなどのマスメディアだけではなく，たとえばSNS上で展開される論争でも，次のような光景がよく見られる。(2)すなわち，相手の主張や批判に対して瞬時に切り返す言葉が「論破」としてもてはやされ，相手がそれに対して間髪容れずに反論しなければ「論破された」と判定される，という光景だ。しかし，後でそのやりとりをゆっくり辿ってみると，「論破した側」はたんに論点をずらして攻撃していただけであり，とても「論争」の名に値するものになっていなかった，ということも少なくない。そこでは，当意即妙の切り返しが示唆するところの(実情はどうであれ)頭の回転の速さや「地頭」なるものの良さが賞賛の対象となり，議論の内容という肝心のものが置き去りにされている。

また，これはテレビなどでお笑い芸人が見せる突っ込みに影響されているのだろうが，日常の会話やプレゼン，スピーチといった場で，誰かが言葉を噛んだり言葉に詰まったりすると，「いま噛んだよね！」などと指摘され，笑いが起こるということが，いつの頃からかよく見られるようになった。(3)噛んで何が悪いのだろうと思うのだが，これもまたひとつの「お約束」となってしまったようである。

（古田徹也『いつもの言葉を哲学する』より一部改変）

問 1　下線部(1)の英訳として最も適切な文となるように，次の(A)～(J)の中から8つを選び，並べ替えて，英文を完成させなさい。解答は空欄(　①　)(　②　)(　③　)に入るものを記号で答えなさい。同じ選択肢を複数回使用しないこと。

And, such a well-developed (　①　) (　　) (　　) also constitutes (　　) (　②　) (　　) (　　) (　③　)stereotypes have accumulated over time.

(A) breeding　(B) ground　(C) in　(D) line　(E) of
(F) reasoning　(G) the　(H) ways　(I) which　(J) whose

問 2　下線部(2)を英語に訳しなさい。

問 3　下線部(3)の英訳として最も適切な文となるように，次の(A)～(J)の中から7つを選び，並べ替えて，英文を完成させなさい。解答は空欄(　①　)(　②　)(　③　)に入るものを記号で答えなさい。同じ選択肢を複数回使用しないこと。

Although I don't know (　①　) (　　) (　②　) (　　) (　③　) (　　) (　　) smoothly, it seems that this has also been generally accepted.

(A) failing　(B) is　(C) not　(D) speak　(E) talking
(F) there　(G) to　(H) what　(I) with　(J) wrong