

平成 25 年度 (2013)

慶應義塾大学入学試験問題

商 学 部

英 語

- 注 意
1. 受験番号と氏名は、解答用紙 A (マークシート) と解答用紙 B のそれぞれ所定の欄に必ず記入すること。さらに、解答用紙 A (マークシート) の受験番号欄をマークすること。
 2. 解答は、必ず指定された解答用紙の所定の欄に記入ないしマークすること。解答欄外の余白および採点欄には一切記入してはならない。
 3. 解答用紙 A (マークシート) への記入に先立って、用紙上に記載された注意事項を必ず読むこと。
 4. 解答用紙 A (マークシート) の解答欄にマークするときには、すべて HB の黒鉛筆を使用し、また、次の解答例に従うこと。
(解答例)

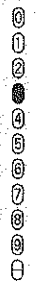
(12)

 と表示のある問いに対して、3 と解答する場合は、右に示すように解答欄

(12)

 の ㊸ にマークすること。
 5. 問題用紙は下書きに用いてよろしい。
 6. この冊子の総ページ数は 12 ページである。

(12)



試験開始の合図とともに全てのページが揃っているか確認してください。ページが抜けていたり重複するページがあったら直ちに監督者に申し出てください。

《指示があるまで開かないこと》

I. 次の英文を読み、(1)～(8)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄 にマークしなさい。

"If I were given 1 hour to save the planet, I would spend 59 minutes defining the problem and 1 minute resolving it," Albert Einstein said. These were wise words, but most organizations don't follow them when tackling innovation projects. Indeed, when developing new products, processes, or business ventures, most companies don't put enough effort into defining the problems they're trying to solve or identifying important related matters. that effort to define the problem, organizations miss opportunities, waste resources, and end up pursuing narrow innovation projects that don't match broader strategies. How many times have you seen a project go down one path only to realize later that it should have gone down another? Organizations need to become better at asking the right questions so that they address the right problems.

Consider a company that called in a consultant to find a particular oil for its manufacturing machinery by the end of the month. Here is the discussion between the consultant and the company's engineer:

Consultant: Why do you need the oil?

Engineer: Because our machinery now has to do things it was not designed to do, and it needs this particular oil to operate.

Consultant: Why don't you replace the machinery?

Engineer: Because no one makes any that exactly fits our needs.

This raises a deeper question: Does the company need the oil, or does it need a new way to make its product? It could be that rethinking the manufacturing process would give the company a new competitive edge.

The example is like many I have seen. A lower-level employee is assigned to fix a problem. But because the company doesn't make enough effort to understand the larger problem, its leaders miss the opportunity to see the connection with the bigger picture: broad company strategy. The idea that "The sooner the project is started, the sooner it will be finished" is often a matter of ⁽⁵⁾blind faith, but this notion often makes the situation worse. Organizational teams rush toward a solution, afraid that if they spend too much time defining the problem, they will be punished for taking so long to get to the starting line. This approach is more likely to waste time and money and reduce the chances of success than one that aims at a deep understanding of the problem and its importance to the company.

With this in mind, I developed a 4-step process for identifying and defining problems. Step 1 is to identify the problem in the simplest possible terms. "We are looking for X in order to achieve Z as measured by W." Such a statement makes the problem immediately clear and allows the organization to consider the resources to solve it. Step 2 is to justify the need. The purpose of this step is to clarify why the organization should attempt to solve the problem. ⁽⁶⁾Step 3 aims to put the problem in context. Studying past efforts to find a solution can save time and resources and produce highly innovative ideas. If the problem affects the whole of the particular industry, it's essential to understand why the market hasn't solved it.

The final step, Step 4, is to write a full description of the problem you're trying to solve and the

conditions the solution must meet. The ⁽⁷⁾problem statement, which includes all that you have learned through the previous steps, will help you to agree on the best solution and the necessary resources. People both inside and outside the organization will now understand the issue better. This is important since solutions to complex problems often come from experts in other fields.

Following this 4-step procedure can produce highly innovative solutions. By identifying and defining problems clearly, by analyzing them and asking better questions, organizations can create , promote innovation, and improve business performance.

[Adapted from an article by Dwayne Spradlin in *Harvard Business Review*]

(i) In the context of this passage, choose the best word or expression to fill in each blank.

(1) The answer is: .

- 1 With 2 Without 3 Due to 4 According to

(2) The answer is: .

- 1 very specific, short-term 2 very broad, short-term
3 very specific, long-term 4 very broad, long-term

(3) The answer is: .

- 1 social security 2 widespread controversies
3 export opportunities 4 strategic advantage

(ii) In the context of this passage, choose the best answer for each question.

(4) The author quotes Albert Einstein to suggest that .

- 1 we should avoid spending too much energy solving a problem
2 we need to solve a problem quickly if we spend a long time defining it
3 we should consider the problem carefully before trying to solve it
4 we need to define a problem while simultaneously solving it

(5) The expression ⁽⁵⁾blind faith implies that the idea "The sooner the project is started, the sooner it will be finished" is .

- 1 divine 2 unproven 3 important 4 unclear

(6) Which one of the following is **NOT** part of ⁽⁶⁾Step 3 in the author's 4-step process?

The answer is: .

- 1 Research the cases of other organizations
2 Examine the problem against past examples
3 Understand the background and extent of the problem
4 Reach an innovative solution to the problem

(7) Which one of the following is **NOT** a characteristic of the ⁽⁷⁾problem statement?

The answer is: .

- 1 It solves the problem once and for all
2 It defines the problem and its conditions
3 It makes the problem clear to external specialists
4 It enables the organization to make an informed decision

(8) While working through the 4-step process, the organization should consider the question "Is the effort to solve the problem really beneficial to the company?" at

(8)

1 Step 1

2 Step 2

3 Step 3

4 Step 4

II. 次の英文を読み、(9)～(17)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄 (9) (10) (11) (12) (13) (14) (15) (16) (17) にマークしなさい。

In America, I had been living in New York. I loved New York, but increasingly, I had found life there uncomfortable. America was in a kind of fog. The war in Iraq was turning sour, the economy was failing. The country was consumed with a sense of its own decline.

India was so different. India was (9) from its depression — the centuries-long misfortune of foreign domination, poverty, and underdevelopment. Now, the country was looking ahead, almost dizzy with excitement. Bookstores were filled with titles like *India Booms*. Newspapers regularly ran surveys showing that India was the most optimistic country in the world.

In America, my friends were worried about losing their jobs; they held on to what they had. But in India, people I knew were (10) their jobs, casting aside the safety of well-established careers for the excitement — and potential riches — of starting their own businesses. Every other person I met dreamed of becoming an entrepreneur; they were willing to take a bet on the future.

Now back in India, I felt as if my (12) world had come full circle. I had grown up between India and America, the son of an Indian father and an American mother. I always considered both countries home. In 1991, at the age of 16, I moved to America in search of a better education and more opportunities. Like so many before me, I was escaping not only India's socialist ideology that blocked all entrepreneurial energy, but also its culture that viewed misfortune as destiny.

The India of my youth felt cut off from everything modern. When I got on my plane in southern India, trading the tropical heat for the bitter winters of boarding school in the northern United States, I felt like I was finally entering the modern world.

Now, 12 years later, India was at the center of the world. It was India, with its fast-growing economy, high savings rates, and young, educated workforce, that (13) beckoned with the sense of a brighter future; it was India that offered the promise of an economy on the rise. Einstein once wrote of America that its people were (14) "always becoming, never being," but now it was in India that I felt the sense of newness, of continual reinvention and forward momentum that I had felt when I first moved to America.

Almost half a century ago, R. K. Narayan, the great observer of Indian life in a slower, simpler time, traveled through the United States. In a book he later wrote about his journey, he noted the huge differences that separated the two countries. "America and India are deeply different in attitude and philosophy," he wrote. He observed that Indian philosophy stressed "austerity": the simple and spiritual daily life uncomplicated by material burdens. America's emphasis was on "material acquisition" and the limitless pursuit of prosperity; unlike Indians, Americans tended to be materialistic and down to earth, with little time to consider the soul and life after death.

By the time I returned to India, the country was cheerfully abandoning the austerity and spirituality that had defined it since independence. "Material acquisition" was no longer only an American dream. Unlike their parents, Indians of the present generation were pursuing wealth with great energy and often ruthless ambition.

A great reconciliation was taking place. As a boy, I felt my two worlds were very far apart. India and America were on opposite sides of the planet not only in terms of geography, but also of culture, society, and experience. Now, for better or for worse, in ways that both excited and at times frightened me, I felt as though India was adopting all the qualities that defined America.

[Adapted from a book by Akash Kapur]

注) *boarding school: 寄宿学校

(i) In the context of this passage, choose the best word or expression to fill in each blank.

(9) The answer is: .

1 continuing 2 emerging 3 falling 4 revealing

(10) The answer is: .

1 giving up 2 taking back 3 returning to 4 sticking with

(ii) In the context of this passage, choose the best answer for each question.

(11) Which one of the following is the most appropriate title for this passage? The answer is: .

- 1 Widening Gaps between India and America
- 2 The New American Boom in the Eyes of an Indian
- 3 Pursuing the American Dream: My Life in America
- 4 Reconciling My Two Worlds: India and America

(12) The author felt that his ⁽¹²⁾ world had come full circle because .

- 1 he had left India to join his family and then returned for the same reason
- 2 he had left India in search of a better life and then returned for the same reason
- 3 India used to be greater than America, fell behind, and was now catching up
- 4 America used to be greater than India, fell behind, and was now catching up

(13) What does the author suggest when he writes that India ⁽¹³⁾ beckoned? The answer is: .

- 1 India was calling back its former foreign rulers to promote democracy
- 2 India's rapid economic growth was driving its educated workers away
- 3 India's new attractiveness was difficult for the author to resist
- 4 India was pushing the author in the direction of America

(14) Einstein wrote that people in America were ⁽¹⁴⁾ "always becoming, never being," to suggest that Americans .

- 1 respected the old rather than the new
- 2 had a strong belief in education
- 3 were philosophical about life
- 4 were always moving ahead

- (15) According to R. K. Narayan, Indians used to believe that .
- 1 life should be simple and free from greed 2 material possessions are essential
3 India must catch up with the West 4 Indians need to work harder
- (16) Which one of the following best expresses the author's feelings about the recent developments in America? The answer is: .
- 1 indifference 2 eagerness 3 uneasiness 4 admiration
- (17) Which one of the following best expresses the author's feelings about the new India? The answer is: .
- 1 alarm and hate 2 disappointment and despair
3 excitement and anxiety 4 compassion and pity

Ⅲ. 次の英文を読み、(18)～(26)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄 にマークしなさい。

There was a period of time, not so long ago, when people at the very top of their profession — the “talent” — in the United States did not make a lot of money. In the 1940s, lawyers, bankers, *CEOs, professional athletes, and the like earned considerably less than they do today. In baseball, between the mid-1940s and the mid-1960s, salaries fell by more than 30%. In 1935, lawyers made, on average, 4 times the country's **per-capita income. By 1958, that number was 2.4.

That era was an upside-down version of our own. When society looked at captains of industry and commerce in the 1940s and '50s, it was amazed by how . A *Wall Street Journal* profile of the CEO of one of the country's “top industrial companies” in the late 1940s began with a description of “Mr. C” writing down the cost of a taxi ride in a little black book he used to record his expenses. His after-tax income, Mr. C said, was a mere \$36,611, and it had been even less the year before, at \$21,032. He'd bought 2 cars the previous year, but had had to use his savings, reluctantly, to afford them. “Mr. C has never lived extravagantly or even elegantly,” the article reported. His main relaxation was swimming, but to build a pool he would have had to use his savings: “ , so I'm getting along without the pool.” In 1959, after 12 years of extraordinary economic growth, “Mr. O'Rourke,” another top CEO, was interviewed, but his life was no more luxurious than that of Mr. C a dozen years earlier. Mr. O'Rourke lived in a modest house in Chicago. “I'm president of one of the largest companies,” he said, “yet .

The truly rich in the 1950s and '60s had inherited their fortunes. They were called “old money,” heirs of the great fortunes of the age of Rockefeller and Carnegie. They did not work to earn salaries but rather lived off profits from their investments. These investments were taxed at a much lower rate than salaries, so “old money” not only had more but kept more of it. In sharp contrast, the market chose not to pay salaried professionals a lot, and, through tax policy, society chose not to let them keep much of what they made. On salaries above \$200,000 a year, the tax rate was as high as 91%. Elite salaried professions such as law and finance, meanwhile, were opening themselves to new

talent, as a result of the expansion of public universities. ⁽²²⁾ Many economists of the 1950s forecast, wrongly, that as the economy grew and education became available to all, the economic status of the intellectual and professional classes — lawyers, bankers, etc. — would worsen. In 1956, Roswell Magill, a leading lawyer, spoke for a generation of professionals when he wrote, “I can no longer tell young men that if they rise to the top of the legal profession they can save a lot of money or build country homes for themselves like their fathers and grandfathers did.”

And then, suddenly, the world was transformed. In the 1970s, against all expectations, salaried professionals rose from the dead. Taxes began to fall. The salaries paid to high-level professionals — the “talent” — started to rise. Baseball players became multimillionaires. CEOs got private jets. Mr. Magill’s colleagues, who once despaired of their economic future, began earning a lot of money and building country homes for themselves like their fathers and grandfathers had done. By the 1990s, CEOs of top American companies were paid hundreds of times more than the average worker.

The story of how this transformation happened has been told in many different ways. Economists have pointed to globalization and the rise of what is called the “winner-take-all” economy. Political scientists speak of how the social consensus shifted in favor of privilege: taxes came down, and the commitment to economic equality was largely forgotten. But there is one more important piece to the puzzle: people with “talent” came to realize that what they had was more scarce and valuable than what their employers — the “owners” — had at their disposal. ⁽²⁶⁾ People like Mr. C, Mr. O’Rourke, and Roswell Magill “woke up” to what they were really worth.

[Adapted from an article by Malcolm Gladwell]

注) *CEOs : 最高経営責任者 ** per-capita income : 一人当りの所得

(i) In the context of this passage, choose the best expression to fill in each blank.

(18) The answer is: .

- | | |
|---------------------------|-----------------------------|
| 1 large their houses were | 2 hard they were working |
| 3 selfish they had become | 4 ordinary their lives were |

(19) The answer is: .

- | | |
|---------------------------|---------------------------|
| 1 I don't like to do that | 2 I'm really very wealthy |
| 3 It's my main relaxation | 4 I'm against high taxes |

(20) The answer is: .

- | |
|-----------------------------------------------------|
| 1 you can be sure I will build a swimming pool |
| 2 chances are I will never become a millionaire |
| 3 my company pays me a very high salary indeed |
| 4 I'm not responsible for the growth of the economy |

(ii) In the context of this passage, choose the best answer for each question.

(21) What is the most appropriate title for this passage? The answer is: .

- | |
|---------------------------------------|
| 1 The Decline of Morality in the U.S. |
| 2 American Tax Policy: 1930s-1990s |
| 3 Talent's Rising Wealth: How and Why |
| 4 The Awakening of Capital and Labor |

- (22) ⁽²²⁾ Many economists of the 1950s mistakenly predicted that .
- 1 if more talent entered the elite occupations, it would promote economic growth and political democracy
 - 2 when the economic status of the professional classes declined, the expansion of the economy might end
 - 3 while democracy was good for economic growth, it had a negative effect on public universities
 - 4 as the economy grew and education became more democratic, professional salaries would fall
- (23) The rising prosperity of high-level professionals can be explained by all of the following EXCEPT: .
- 1 the fall in rates of taxation
 - 2 a reshaping of social attitudes
 - 3 the general decline in salaries
 - 4 a growing appreciation of talent
- (24) The passage implies all of the following EXCEPT: .
- 1 Tax policy reflects society's view of what a fair salary is
 - 2 The strength of owners increased with the rise of professionals
 - 3 The descendants of Rockefeller and Carnegie inherited a fortune
 - 4 Salaries can remain low even at a time of economic growth
- (25) Which one of the following is true? The answer is: .
- 1 High-level professionals did not always get generous salaries
 - 2 The "winner-take-all" economy benefits everyone in society
 - 3 Economists alone understood the improved status of professionals
 - 4 Growth of public universities damaged elite professions
- (26) What does the author mean when he writes, ⁽²⁶⁾ People like Mr. C, Mr. O'Rourke, and Roswell Magill "woke up" to what they were really worth? The answer is: .
- 1 CEOs and professionals began to demand higher taxes
 - 2 Owners resisted paying high salaries until the end
 - 3 Talent began to think that they deserved better pay
 - 4 Demand for valuable professionals fell below supply

IV. 次の英文 (27) ~ (38) の空所に入る最も適切なものを選択肢 1 ~ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 にマークしなさい。

- (27) The truly remarkable decreases in crime in the 2nd half of the 20th century are _____ significant for having occurred in a period when one would expect rising crime.
- 1 all the more
 - 2 even less
 - 3 less than
 - 4 more or less

- (28) It is not always easy to write a news article that delivers _____ information in _____ of space.
 1 many ... a small amount 2 many ... a small number
 3 much ... a small amount 4 much ... a small number
- (29) Mental training, such as visualization and meditation, _____ athletes over the years.
 1 has practiced 2 has been practiced by
 3 has been practicing 4 has been practice among
- (30) Most decisions corporate leaders make are not political. You would be insane to seek an average executive _____ you thought might be acceptable politically, as opposed to a first-class business expert about _____ politics you are unclear.
 1 who ... whose 2 who ... which 3 whom ... whose 4 whom ... which
- (31) One difference between Japan and Korea on the one hand and the United States and _____ Western developed countries on _____ is that women tend to drop out of the labor force while raising children in the two Asian countries.
 1 other ... other 2 other ... the other
 3 another ... another 4 another ... one another
- (32) The compelling success story, amply _____ over fifty photographs, is enlivened by sketches of notable politicians of the era.
 1 illustrates by 2 illustration of 3 illustrated with 4 illustrating for
- (33) I was certain that it would be enormously profitable for our company to build a new production base but my colleagues _____.
 1 disagreed with 2 unconvinced 3 didn't support 4 didn't think so
- (34) He revised the badly written essay extensively. It is still not perfect, but it is certainly _____ imperfect.
 1 much less 2 much more 3 not less 4 even more
- (35) She and I were closest collaborators. When her name is spoken by future generations, my name will come up in the talk, and if my name is spoken first, her name will come in _____ turn, because of the years _____ worked together.
 1 her ... they 2 their ... we 3 our ... they 4 its ... we
- (36) While the rebellion might have been a needless sacrifice, it _____ promoted democracy in the nation a great deal.
 1 whatever 2 nonetheless 3 moreover 4 nothing
- (37) _____ knowledge of the poet's life and thought _____ helpful for understanding his poems.
 1 A few ... is 2 A few ... are 3 Some ... is 4 Some ... are
- (38) _____ writing to an irritable man, I would have tried harder than I did to find expressions more suitable to his character.
 1 As I am 2 If I am 3 I had been 4 Had I been

V. 次の英文 (39) ~ (42) を読み、各々の設問について最も適切なものを選択肢 1 ~ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 にマークしなさい。

(39) The proposal that the "bottom 8 percent" of employees will be given a year to improve or face dismissal is seriously faulty. I cannot see any reason for the number "8" and, on any scale of values, there will always be a "bottom 8 percent" even if all the employees are performing excellently. Also, every individual who climbs out of the "bottom 8 percent" inevitably sends someone else to that group without any decline in that latter person's performance.

The author makes all the following points to argue against the proposal EXCEPT:

- 1 One employee's improvement puts another employee in an unfavorable light
- 2 The "bottom 8 percent" of employees are not necessarily underperforming
- 3 The employees who are seriously failing still have the right to work
- 4 The proposed percentage of employees is arbitrary

(40) A university student was travelling on a very crowded train. As the train stopped at Oxford, an elderly lady standing next to a heavy suitcase by the door asked him, "Would you help me with this case?" The sturdy young man lifted it and followed the lady along the platform, down the stairs to where the taxis were. As he tried to hand her the case, she said, "It's not mine, dear, it was in the way."

What did the elderly lady mean when she said, "Would you help me with this case"? The answer is: .

- 1 She begged the student to remove his suitcase from the doorway
- 2 She wanted the student to carry her suitcase all the way to a taxi
- 3 She persuaded the student to steal an unattended suitcase for her
- 4 She asked the student to move someone else's suitcase out of her way

(41) Think of the first week of university as a little bit like the conquest of the New World. From across the country, various people come together and meet for the first time. Just as the arrival of the Spanish in South America resulted in epidemic diseases, so the new students' arrival in university results in "freshers' flu." Admittedly the consequences won't exactly be fatal as they were among Native Americans, but it's still a good idea to eat some fruit.

Which one of the following is the main point the author is trying to make? The answer is: .

- 1 New students must overcome innumerable hardships at university
- 2 New students need to be careful in choosing friends at university
- 3 New students tend to be self-centered and not to care for each other
- 4 New students should look after themselves by having a healthy diet

- (42) As I see it, civil servants should never be afraid of challenging, advising, and pushing forward and, once a decision is made, they should be wholly clear about implementing it.

According to the author, civil servants should be (42).

- | | |
|---------------------------|--------------------------|
| 1 cautious and thoughtful | 2 fearless and resolute |
| 3 kind and approachable | 4 proud and intimidating |

ここからは解答用紙 B を使用しなさい。

- VI. 次の英文を読み、空所 (a) ~ (e) に入る最も適切な動詞を下記の語群から選び、必要に応じて語形を変えて解答欄に記入しなさい。ただし、各解答欄に記入する語は一語のみとし、同じ語を二回以上使ってはいけない。同じ語を二回以上使った場合、正解が含まれていてもその正解は得点にならない。

change	draw	forbid	pride	retain
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The entry of many women into the workforce has deeply (a) America's corporate culture. Today, some family-oriented workplaces (b) themselves on implementing paid family leave and on (c) up flexible schedules. They have become famous for hiring and then (d) the most talented and loyal staff for extended periods of time. A big advance for working women was the introduction of a law which, since 1979, has strictly (e) employers to discriminate against women about to give birth.

- VII. 次の英文を読み、空所 (a) ~ (f) に入る最も適切な名詞を解答欄に記入しなさい。ただし、下記の動詞群の名詞形のみを使用し、~ing 形は使用しないこと。また、同じ語を二回以上使ってはいけない。同じ語を二回以上使った場合、正解が含まれていてもその正解は得点にならない。

例: establish → establishment

anticipate	enroll	imply	memorize	rely	require
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If the 20th century was the age of specialization, the 21st has become one of generalized outlooks and of globalized interconnections. Formerly, mechanical and tedious (a) of facts was deemed the goal of education. Now, thanks to the Internet, facts are at anyone's fingertips. The abilities needed today are formation of ideas from disconnected facts, recognition of patterns, and (b) of future mistakes. Specialists will always be in demand. From now on, though, increasing (c) on generalists is inevitable. The (d) for our educational system is profound and requires careful consideration. Apple's co-founder Steve Jobs' (e) and attendance in a *calligraphy class, seemingly unrelated to his field, did not make him an expert calligrapher but enriched his intellect and his company's products in unexpected ways. Soon, there may be a (f) for science majors to study art, music majors physics, and business majors dance.

注) *calligraphy: 装飾文字

〈以下余白〉

ここからは練習問題の解答を載せておきます

問題 1. 関数 $f(x) = x^2 + 2x - 3$ のグラフを求めよ。また、この関数の最大値と最小値を求めよ。

解答 1. $f(x) = x^2 + 2x - 3 = (x+1)^2 - 4$ より、グラフは下に開いた放物線であり、頂点は $(-1, -4)$ である。また、 $x = -1$ のときに最小値 -4 をとり、 $x = 1$ のときに最大値 0 をとる。

問題 2. $\sin x + \cos x$ の最大値と最小値を求めよ。

解答 2. $\sin x + \cos x = \sqrt{2} \sin(x + \frac{\pi}{4})$ より、最大値は $\sqrt{2}$ 、最小値は $-\sqrt{2}$ である。

問題 3. $x^2 + 1/x$ の最小値を求めよ。

解答 3. $f(x) = x^2 + 1/x$ の導関数は $f'(x) = 2x - 1/x^2$ であり、 $f'(x) = 0$ のとき $x = 1$ となる。このとき $f(1) = 2$ であり、これが最小値である。