

香川大学

2023 年 度

問題冊子

教 科	科 目	ページ数
外 国 語	英 語	9

試験開始の合図があるまで、問題冊子を開かないこと。

解答の書き方

1. 解答は、すべて別紙解答用紙の所定欄に、はっきりと記入すること。
2. 解答を訂正する場合は、きれいに消してから記入すること。
3. 解答用紙には、解答と志望学部及び受験番号のほかは、いっさい記入しないこと。

注 意 事 項

1. 試験開始の合図の後、解答用紙に志望学部及び受験番号を必ず書くこと。
2. 試験終了時には、解答用紙の1ページ目を表にし、机上に置くこと。解答用紙は、解答の有無にかかわらず回収する。
3. 試験終了後、問題冊子は持ち帰ること。

[I] Read the article below and answer the following questions in English.

A century ago, the overwhelming majority of people in developed countries worked with their hands: on farms, in domestic service, in small craft shops and in factories. There was not even a word for people who made their living other than by manual work. These days, the fastest-growing group in the developed world are 'knowledge workers' — people whose jobs require formal and advanced schooling.

At present, this term is widely used to describe people with considerable theoretical knowledge and learning: doctors, lawyers, teachers, accountants, chemical engineers. But the most striking growth in the coming years will be in 'knowledge technologists': computer technicians, software designers, analysts in clinical labs, manufacturing technologists, and so on. These people are as much manual workers as they are knowledge workers; in fact, they usually spend far more time working with their hands than with their brains. But their manual work is based on a substantial amount of theoretical knowledge which can be acquired only through formal education. They are not, as a rule, much better paid than traditional skilled workers, but they see themselves as professionals. Just as unskilled manual workers in manufacturing were the dominant social and political force in the twentieth century, knowledge technologists are likely to become the dominant social — and perhaps also political — force over the next decades.

Such workers have two main needs: formal education that enables them to enter knowledge work in the first place, and continuing education throughout their working lives to keep their knowledge up to date. For the old high-knowledge professionals such as doctors, clerics and lawyers, formal education has been available for many centuries. But for knowledge technologists, only a few countries so far provide systematic and organised preparation. Over the next few decades, educational institutions to prepare knowledge technologists will grow rapidly in all developed and developing countries, just as new institutions to meet new requirements have always appeared in the past.

What is different this time is the need for the continuing education of already well-trained and highly knowledgeable adults. Schooling traditionally stopped when work began. In the knowledge society it never stops. Continuing education of already highly educated adults will therefore become a big growth area in the next society. But most of it will be delivered in non-traditional ways, ranging from weekend seminars to online training programmes, and in any number of places, from a traditional university to the student's home. The information revolution, which is expected to have an enormous impact on education and on traditional schools and universities, will probably have an even greater effect on the continuing education of knowledge workers, allowing knowledge to spread near-instantly, and making it accessible to everyone.

All this has implications for the role of women in the labour force. Although women have always worked, since time immemorial¹ the jobs they have done have been different from men's. Knowledge work, on the other hand, is 'unisex', not because of feminist pressure, but because it can be done equally well by both sexes. Knowledge workers, whatever their sex, are professionals, applying the same knowledge, doing the same work, governed by the same standards and judged by the same results.

The knowledge society is the first human society where upward mobility is potentially unlimited. Knowledge differs from all other means of production in that it cannot be inherited from one generation to another. It has to be acquired anew by every individual, and everyone starts out with the same total ignorance. And nowadays it is assumed that everybody will be a 'success' — an idea that would have seemed foolish to earlier generations. Naturally, only a tiny number of people can reach outstanding levels of achievement, but a very (①) number of people assume they will reach adequate levels.

The upward mobility of the knowledge society, however, comes at a high price: the psychological pressures and emotional traumas of the rat race². Schoolchildren in some countries may suffer sleep deprivation because they spend their evenings

at a cram school to help them pass their exams. Otherwise they will not get into the prestige university of their choice, and thus into a good job. In many different parts of the world, schools are becoming highly competitive. That this has happened over such a short time — no more than 30 or 40 years — (②) part of the knowledge society.

Given this competitive struggle, a growing number of highly successful knowledge workers of both sexes — business managers, university teachers, museum directors, doctors — ‘plateau³’ in their 40s. They know they have achieved all they will achieve. If their work is all they have, they are in trouble. Knowledge workers therefore need to develop, preferably while they are still young, a non-competitive life and community of their own, and some serious outside interest — be it working as a volunteer in the community, playing in a local orchestra or taking an active part in a small town’s local government. This outside interest will give them the opportunity for personal contribution and achievement.

[出典 : Terry, Morgan and Wilson, Judith. (2010). “The knowledge society.” *Focus on Academic Skills for IELTS*. Pearson Education Ltd. pp. 72-73.]

Notes:

1. **since time immemorial**: since a long time ago
2. **rat race**: competitive and stressful modern lifestyle
3. **plateau**: reach the highest stage of one’s career

Questions:

1. How are knowledge workers defined?
2. Why are knowledge technologists considered as much manual workers as knowledge workers?
3. Why do knowledge workers need formal education and continuing education?
4. Give two examples of non-traditional ways to gain education.
5. What effect will the information revolution have on the continuing education of knowledge workers?
6. Why is knowledge work unisex?
7. Fill in the blank ① with the most appropriate word.
8. What is the price that comes with upward mobility?
9. Put these words in correct order for ②.
[already become failure fear has how indicates
much of the]
10. What value will an outside interest have for knowledge workers?

〔Ⅱ〕 次の英文を読んで、後の問いに日本語で答えなさい（問い7を除く）。

If the question was ‘Will history stop the next war?’, the answer must be almost certainly not. There are wars being fought all over the world right now, and almost all of them have their roots in historical issues. Some of the historical issues are in the recent past; some are fuelled by ancient, yet still burning arguments; some are a mix of both. The conflict between Israel and Arab Palestine, for instance, finds its ^①origins both in ancient tribal and religious differences and in the more recent nature of the division of Palestine after the Second World War. And it’s highly likely ^②that historical issues will play a key role in whatever wars start next.

However, the question asks ‘can’ history stop the next war; in other words, might lessons learned from history reduce the chances of a war starting? It seems logical that they might. Surely people learn from their mistakes? The pessimists¹ would say that there is no evidence that they do. ^③If people did learn from history that war is a ‘bad thing’, then we would surely have seen the frequency and severity of wars decline throughout history as their costs became clear. Yet the last hundred years have seen the most devastating² wars of all time. In some ways, you could say that the lesson people actually seem to have taken from history is that war is not such a bad thing, or at least that it’s not so bad that it must be avoided in the future. The costs seem never to have been so high that they have ever made starting another war inconceivable.

Yet there is a more optimistic way of looking at things. After the horror of the First World War, the victorious nations got together to form the League of Nations with the aim of preventing other wars in the future. Yet they made the mistake of punishing Germany too severely. The economic hardship and loss of national pride drove the Germans into accepting Hitler and took the world into an even more widespread and devastating war. After the Second World War, it seems enough people had learned the lessons of the previous disaster to avoid pressing the defeated Germany too hard. Indeed, the famous Marshall Plan helped to rebuild

the German economy and trigger its remarkable post-war drive to economic growth and stability, which played a major part in weakening the attractions of communism in the east of Europe, and so helped to bring about the end of the Cold War.

People criticise the ineffectiveness of the United Nations, and yet the establishment of an international forum where nations can publicly discuss their problems before going to war is a lesson learned from history. Of course there have been many wars, large and small, since the Second World War and the UN itself has provided the initiation of some of them.

However, it is entirely possible to argue that the devastation of the two world wars has at least made the major powers stop to think before reacting to issues with a declaration of war, and may have kept conflicts regional rather than global. The rivalry between the Soviet Union and the USA during the Cold War, for instance, never escalated beyond the regional in a way such a rivalry might have done earlier. And it may be that the experience of the horror of the atomic bomb attacks on Japan in 1945 has been behind the determination of the major powers to avoid nuclear war or even major warfare — though of course the moral drawn by some of the American and Russian military from Hiroshima and Nagasaki was also that nuclear weapons are so powerful that they cannot afford to be without their own ‘superior’ versions. And here we come to the heart of this question.

History is nothing more than the story of the past, and there are as many interpretations of it as there are people telling the story. It is certainly worth studying history to learn from our mistakes, but there is not one single history teaching one clear lesson. The lesson many Germans learned from their defeat in the First World War was not to avoid war in the future but to make sure they won the next time. Each of us draws our own lessons from history, and applies them in our own way.

And this leads to another problem raised by this question. Who is learning the lessons? Is it individual people? Is it politicians? Is it generals? Is it nations? And

how do they put what they have learned into practice in a world that might fundamentally disagree with them, or simply have an entirely different goal? ⑥ Ultimately, then, it's impossible to say if history, or rather lessons learned from history, can stop the next potential war; the responsibility belongs to a wide variety of people and events in the here and now. This is not to say that studying history can teach us nothing. No, history may just provide the vital insights to the right people at the right moment that make it possible to avoid going down the same terrible path to war again.

[出典：Farndon, John. (2009). “Can History Stop the Next War?” *Do You Think You're Clever?* Icon Books Ltd. pp. 49-53. 一部改編]

Notes:

1. **pessimists**: people who thinks negatively; not optimistic
2. **devastating**: highly damaging

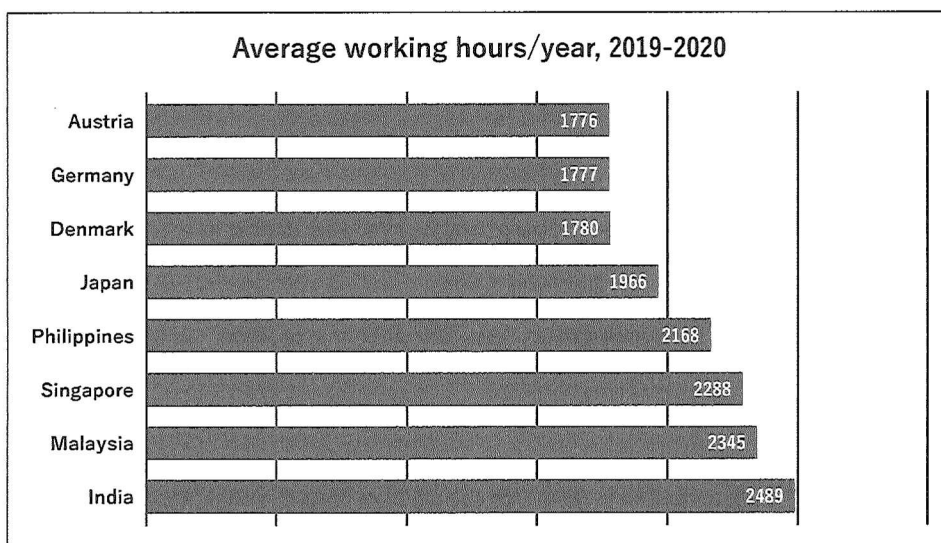
[問い]

1. 下線部①の内容を説明しなさい。
2. 下線部②を日本語に直しなさい。
3. 下線部③の内容を説明しなさい。
4. 第一次世界大戦の後、ドイツでヒトラーが受け入れられた要因を本文に即して2つ挙げなさい。
5. 国際連合の設立によって何が可能になったかを答えなさい。
6. 2つの世界大戦の惨劇から大国が学んだことは何か、本文に即して説明しなさい。
7. 下線部④とほぼ同じ意味で使われている英単語を本文中から抜き出しなさい。
8. 下線部⑤を日本語に直しなさい。
9. 下線部⑥の指す内容は何かすべて挙げなさい。
10. 歴史を学ぶ意義はどこにあると筆者は述べているか説明しなさい。

(III) Look at the graph below.

- a. What does it show about the average number of working hours in different countries?
- b. Do you think working long hours is a good thing? Why or why not?

Your answer should be **in English** and about 120 words in total.



Original graph by *People Matters.com* (<https://www.peplematters.in/article/compensation-benefits/where-people-work-the-fewest-hours-in-the-world-31877>)

