

G 6

英 語

この冊子は、英語の問題で 1 ページより 19 ページまであります。

〔注 意〕

- (1) 試験開始の指示があるまで、この冊子を開いてはいけません。
- (2) 監督者から受験番号等記入の指示があったら、解答用マークシートに受験番号と氏名を記入し、さらに受験番号をマークしてください。
- (3) 解答は、所定の解答用マークシートにマークしたものだけが採点されます。
- (4) 解答用マークシートについて
 - ① 解答用マークシートは、絶対に折り曲げてはいけません。
 - ② マークには黒鉛筆(HBまたはB)を使用してください。
指定の黒鉛筆以外でマークした場合、採点できないことがあります。
 - ③ 誤ってマークした場合は、消しゴムで丁寧に消し、消しくずを完全に取り除いたうえで、新たにマークしてください。
 - ④ 解答欄のマークは、横 1 行について 1 箇所に限ります。
2 箇所以上マークすると採点されません。
あいまいなマークは無効となるので、はっきりマークしてください。
 - ⑤ 解答用マークシートに記載されている解答上の注意事項を、必ず読んでから解答してください。
- (5) 試験開始の指示があったら、初めに問題冊子のページ数を確認してください。
ページの落丁・乱丁、印刷不鮮明等に気づいた場合は、手を挙げて監督者に知らせてください。
- (6) 問題冊子は、試験終了後、持ち帰ってください。

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(下書き用紙)

- 1** 次の英文を読んで以下の問いに答えなさい。*印をつけた語句には下に[注]があります。
(経営学科は 51 点, ビジネスエコンミクス学科は 34 点)

Failing, of course, isn't fun. It's much more fun to tell the world about our successes. But failures can serve as incredible opportunities in disguise*. They force us to reevaluate our goals and priorities, and often propel us forward much faster than continued success.

Getting too comfortable with failure, however, seems risky. Are those (x) who celebrate failure (1) to fail? Imagine corporate "Employee of the Month" photos showcasing the biggest screwups*. However, as Bob Sutton points out in *Weird* Ideas That Work*, rewarding only successes can stifle (a) innovation because it discourages risk taking. Bob suggests that organizations consider rewarding successes *and* failures, and punishing inaction. Doing [1 encourage 2 experiment 3 people 4 so 5 to 6 would], (A) which is more likely to lead to interesting and unexpected outcomes.

I am not saying that your company should reward people who are stupid, lazy, or (2). I mean you should reward smart failures, not dumb* failures. If you want a creative organization, inaction is the worst kind of failure.... Creativity results from action, rather than inaction, more than anything else.

Bob adds that there is strong evidence that the ratio between our individual successes and failures stays the same. Therefore, if you want more successes, you're going to have to be willing to live with more failures. Failure is the flip side* of success, and you can't have one without the other.

At the d.school* there is a lot of (3) on taking big risks to earn big rewards. Students are encouraged to think really *big*, even if there's a significant chance that a project won't be successful. To encourage this, we

reward spectacular disasters. Students are told that it is much better to have a flaming failure than a so-so success. Jim Plummer, the dean* of Stanford's School of Engineering, (4) this philosophy. He tells his PhD students that they should pick a thesis* project that has a 20 percent chance of success. Some students find this discouraging, interpreting this to [1 have 2 mean 3 that 4 they 5 to 6 will] do five different projects before they reach completion. Quite the contrary. The experiments should be designed so that a failure is informative and a success leads to a major breakthrough. Doing small, incremental* experiments with predictable results is much less valuable than taking a big risk that will potentially lead to a much bigger reward.

The flip side of being comfortable with failure, and walking away from a project that doesn't work, is the risk of quitting too early. Take the classic story of 3M's* Post-it* notes, which began with an adhesive* that didn't stick and turned into a multibillion-dollar business. In 1968, Spencer Silver invented this "low tack*" adhesive and promoted it internally at 3M, but initially no one was interested. It wasn't until 1974 that a colleague, Art Fry, realized he could use the substandard glue to keep bookmarks in place in his church hymnal* and spent his free time designing the product we now know as Post-its. It wasn't until six years later that 3M launched the product across the United States. Today they sell more than six hundred Post-it products in more than a hundred countries. Imagine the lost opportunity if the engineers at 3M hadn't realized the potential in this "failed" product.

[注]

disguise 「変装, 見せかけ」

screwup 「大失敗をした人, へまをした人」 weird 「風変わりな」

dumb 「つまらない, 頭の悪い」 flip side 「裏面, 悪い面」

d.school 「スタンフォード大学デザインスクール」

dean 「(大学の)学部長」 thesis 「博士論文」

incremental 「増加の, 追加の」

3M 「スリー・エム」(アメリカの工業製品・事務用品などの複合企業)

Post-it 「(商標)ポスト・イット」(メモなどに用いられる付箋)

adhesive 「粘着性物質, 接着剤」 low tack 「接合力の弱い」

hymnal 「讃美歌集」

- (1) 下線部(a)~(d)の各語と最も近い意味の語をそれぞれ1~4から一つ選び, その番号を解答用マークシートにマークしなさい。

(a) stifle

1 assist

2 design

3 inspire

4 restrain

(b) spectacular

1 magnificent

2 modest

3 ordinary

4 slight

(c) breakthrough

1 discovery

2 loss

3 puzzle

4 trap

(d) launched

1 discontinued

2 introduced

3 recalled

4 surpassed

(2) 文中の空所(1)～(4)を本文の内容に合うように埋めるのに、最も適切な語をそれぞれ1～4から一つ選び、その番号を解答用マークシートにマークしなさい。

- | | | |
|-----|---------------|--------------|
| (1) | 1 banned | 2 doomed |
| | 3 hesitant | 4 threatened |
| (2) | 1 incompetent | 2 powerful |
| | 3 punctual | 4 talented |
| (3) | 1 criticism | 2 emphasis |
| | 3 penalty | 4 reduction |
| (4) | 1 defeats | 2 despises |
| | 3 embraces | 4 ignores |

(3) 文中の[(A)]および[(B)]内の各6つの単語を、本文の内容に合うようにそれぞれ最も適切な順序で並べ替えたい。その際、[(A)]の2番目にくるべき単語の番号を解答用マークシートの(a)欄に、5番目にくるべき単語の番号を(b)欄にそれぞれマークしなさい。同様に、[(B)]の2番目にくるべき単語の番号を解答用マークシートの(c)欄に、5番目にくるべき単語の番号を(d)欄にそれぞれマークしなさい。

- (A) [1 encourage 2 experiment 3 people 4 so 5 to 6 would]
- (B) [1 have 2 mean 3 that 4 they 5 to 6 will]

(4) 下線部(X)の意味に最も近いものを1～4から一つ選び、その番号を解答用マークシートにマークしなさい。

- 1 ceasing to make failures and not becoming the best employee at the workplace
- 2 feeling happy in making failures and intentionally making mistakes
- 3 getting used to making failures and not being able to learn from them
- 4 praising people who fail and preventing others from succeeding

- (5) 本文の内容に最も近い文をA～D群の1～4からそれぞれ一つ選び、その番号を解答用マークシートにマークしなさい。

A群

- 1 According to Bob Sutton, employees who have succeeded should compete with one another to become "Employee of the Month."
- 2 Bob Sutton says that it is important for companies to honor employees whose failures make others indifferent to innovation.
- 3 Bob Sutton believes that employees' actions contribute to creative companies, so their inaction should be punished.
- 4 Bob Sutton states that there are two types of failure — smart and dumb failure — and employees should be rewarded if their actions result in the latter.

B群

- 1 Jim Plummer prefers his students to conduct five projects that have a high chance of failing.
- 2 Jim Plummer wants his students to know innovations can be born not only from a big success but also from a big failure.
- 3 Jim Plummer tells his students that running small projects with predictable results will lead to revolutionary results.
- 4 Jim Plummer's idea of thinking big comes from the belief that students work more quickly when they tackle 20 percent of the project at a time.

C群

- 1 When Spencer Silver first introduced his “low tack” adhesive, it instantly attracted his colleagues’ interest because of its potential.
- 2 The “low tack” adhesive turned into a multibillion-dollar business because Spencer Silver and Art Fry gave up early enough.
- 3 A dozen years after Spencer Silver’s invention of “low tack” adhesive, 3M were able to sell Post-it notes across the United States.
- 4 3M’s Post-it notes are an example of how wise it is to walk away from a project with a limited chance of success.

D群

- 1 Failures can push us forward much faster than continued success because, when we fail, we evaluate our goals and priorities again.
- 2 Failures can become marvelous opportunities when you stop taking a risk and make steady progress.
- 3 There is no relationship between the number of times a person fails and the number of times that same person succeeds.
- 4 The more successes you achieve, the fewer failures you make, so you should focus on achieving success.

2

次の英文を読んで以下の問いに答えなさい。*印をつけた語句には下に[注]があります。 (経営学科は54点, ビジネスエコンミクス学科は36点)

Does globalization make people around the world more alike or more different? This is the question most frequently raised^(a) in discussions on the subject of cultural globalization. A group of commentators* we might call 'pessimistic' globalizers argue (1) favour of the former. They suggest that we are not moving towards a cultural rainbow^(b) that reflects the diversity of the world's existing populations^(c). Rather, we are witnessing the rise of an increasingly homogenized* popular culture underwritten* by a Western 'culture industry' based in New York, Hollywood, London, Paris, and Milan. As evidence for their interpretation, these commentators point to Amazonian Indians wearing Nike sneakers; denizens* of the Southern Sahara purchasing Yankees baseball caps; and Palestinian youths proudly displaying their Golden State Warriors basketball singlets* in downtown Ramallah. Referring (2) the diffusion* of Anglo-American values and consumer goods as the 'Americanization of the world', the proponents* of this cultural homogenization thesis argue that Western norms and lifestyles are overwhelming more vulnerable* cultures. Although there have been serious attempts^(d) by some countries to resist these forces of cultural imperialism* — [X], a ban on satellite dishes in Iran, and the French imposition^(e) of tariffs* and quotas* on imported films and television programmes — the spread of American popular culture seems to be unstoppable.

But these manifestations^(f) of sameness are also evident inside the dominant countries of the global North. American sociologist George Ritzer coined^(g) the term 'McDonaldization' to describe the wide-ranging sociocultural processes by which the principles of the fast-food restaurant are coming to dominate more and more sectors of American society as well as the rest of the world. (3) the surface, these principles appear to be rational in their attempts to

offer efficient and predictable ways of serving people's needs. However, looking (4) the façade* of repetitive TV commercials that claim to 'love to see you smile', we can identify a number of serious problems. For one, the generally low nutritional value of fast-food meals — and particularly their high fat content^(h) — has been implicated* in the rise of serious health problems such as heart disease, diabetes, cancer, and juvenile obesity*. [Y], the impersonal, routine operations of 'rational' fast-service establishments actually (i) undermine* expressions of forms of cultural diversity. (5) the long run, the McDonaldisation of the world amounts (6) the imposition of uniform standards that eclipse* human creativity and dehumanize social relations.

[注]

commentator	「評論家」	homogenize	「均質化する」
underwrite	「支持する」	denizen	「住人」
singlet	「シングレット」(袖なしの運動着)	diffusion	「普及, 拡散」
proponent	「支持者, 擁護者」		
vulnerable	「傷つきやすい, 攻撃に弱い」		
imperialism	「帝国主義, 侵略主義」	tariff	「関税」
quota	「(輸出入の)割当数量」	façade	「外見, うわべ」
implicate	「原因であると指摘する」	juvenile obesity	「青少年の肥満」
undermine	「蝕む, だめにする」	eclipse	「覆い隠す, 暗くする」

(1) 下線部(a)～(i)の各語と最も近い意味の語をそれぞれ1～4から一つ選び、その番号を解答用マークシートにマークしなさい。

(a) raised

1 brought up

2 objected

3 put aside

4 solved

(b) rainbow

1 conflict

2 monotone

3 superiority

4 variety

(c) populations

1 disasters

2 inhabitants

3 media

4 technology

(d) attempts

1 contempt

2 despair

3 pursuits

4 retreat

(e) imposition

1 enforcement

2 prohibition

3 reluctance

4 tolerance

(f) manifestations

1 insufficiencies

2 oppositions

3 secrets

4 signs

(g) coined

1 abandoned

2 criticized

3 financed

4 invented

(h) content

1 appetite

2 component

3 poison

4 satisfaction

(i) impersonal

1 businesslike

2 frequent

3 passionate

4 precise

(2) 文中の空所(1)～(6)を本文の内容に合うように埋めるのに、最も適切な語をそれぞれ1～4から一つ選び、その番号を解答用マークシートにマークしなさい。

- | | | | | |
|-----|---------|--------|-----------|-----------|
| (1) | 1 at | 2 from | 3 in | 4 to |
| (2) | 1 at | 2 on | 3 through | 4 to |
| (3) | 1 Above | 2 Into | 3 Off | 4 On |
| (4) | 1 after | 2 away | 3 behind | 4 forward |
| (5) | 1 From | 2 In | 3 On | 4 To |
| (6) | 1 for | 2 of | 3 to | 4 without |

(3) 文中の空所[X]と[Y]を本文の内容に合うように埋めるのに、最も適切な語句をそれぞれ1～4から一つ選び、その番号を解答用マークシートにマークしなさい。

- | | | |
|-----|----------------|---------------|
| [X] | 1 by the way | 2 for example |
| | 3 in contrast | 4 on average |
| [Y] | 1 For instance | 2 Moreover |
| | 3 Nevertheless | 4 Therefore |

(4) 本文のタイトルとして最も適切なものを1～4から一つ選び、その番号を解答用マークシートにマークしなさい。

- 1 Global culture: sameness or difference?
- 2 How to combat health problems in the globalized world
- 3 McDonalldization in pursuit of efficiency
- 4 Popularity among the youth: Nike sneakers or Yankees baseball caps?

- (5) 本文の内容に最も近い文をA～D群の1～4からそれぞれ一つ選び、その番号を解答用マークシートにマークしなさい。

A群

- 1 Amazonian Indians wearing Nike sneakers indicate evidence of large increases in people's incomes in rural regions.
- 2 Large corporations in New York, Hollywood, and London suffer from the globalized economy, and they are struggling to make profits in the competitive world.
- 3 Owing to protests from people in Iran and France, American popular culture is losing its influence.
- 4 Some critics believe that globalization works against promoting the cultural diversity of the world.

B群

- 1 TV commercials that claim to 'love to see you smile' are banned in such countries as Iran and France.
- 2 The French government exported French films and television programs to the U.S. to spread its cultural values.
- 3 Even in the U.S., one of the countries of the global North, the process of cultural homogenization is advancing.
- 4 Americanization of the world means that large sums of money are invested in American firms and even small American businesses become prosperous.

C群

- 1 McDonaldization brings about nothing but positive outcomes including expansion of efficient and predictable services.
- 2 The principles of McDonaldization are not only found in fast-food restaurants but also in other parts of American society.
- 3 McDonald's TV commercials warn viewers about health risks of eating fast-food regularly.
- 4 McDonaldization will result in encouraging human creativity and strengthening social relations.

D群

- 1 The principles of fast-food restaurants seem to be practical and realistic because people are given efficient and predictable services.
- 2 The process of homogenization is witnessed in countries with vulnerable cultures, but not in advanced Western countries.
- 3 Cultural diversity is promoted by the companies that adopt the strategy of making customers smile.
- 4 Thanks to globalization, more and more people will enjoy cultural diversity, engage in creative activities, and develop civilized social relations.

3

以下の各文は下線部 1～4 のどれか一つに文法・語法上の誤りがあります。その箇所を選び、その番号を解答用マークシートにマークしなさい。

(経営学科は 15 点, ビジネスエコノミクス学科は 10 点)

- (1) Unless I hear from you until the end of this week, I don't have any option
but to take this problem to the police.
- (2) Simple as it may seem, seasoning salad with just salt and olive oil have
been the most popular way to eat greens in Europe.
- (3) Regardless our office will move from Osaka to Tokyo, we will continue to
provide our valued customers with the same service of much higher quality.
- (4) Hours of studying had made Sarah so tired that the moment she arrived
home, she fell fast sleep with the lights still on.
- (5) Having told by people that I did not have what it takes to be a star, I too
began to believe that I would never become a successful singer.

(下書き用紙)

4

次の各文の()にそれぞれ1～4から最も適切な語(句)を選び、その番号を解答用マークシートにマークしなさい。

(経営学科は30点、ビジネスエコノミクス学科は20点)

- (1) Before his job interview I tried my best to put my nervous brother at () by telling him jokes popular among my friends at school.

1 ease 2 last 3 length 4 sight

- (2) We wasted so much time talking about unimportant things before the chairperson of the meeting finally suggested that we get down to ().

1 business 2 date 3 degrees 4 ground

- (3) When we said good-bye at the airport, we were struggling to () back tears because we thought we would never see each other again.

1 fall 2 hold 3 look 4 send

- (4) The decision to () of the minimum-age requirement changed the whole atmosphere of the late-night jazz concerts at the festival.

1 fall behind 2 opt out
3 run out 4 take off

- (5) There is no point for us to go through all the () of the business collaboration with our new client. The president has pretty much made up her mind.

1 more or less 2 needle and thread
3 pros and cons 4 rain or shine

(6) Let's stop the car and locate our position on the map. It seems we have traveled a long way to ().

- | | |
|---------------|---------------|
| 1 get nowhere | 2 go along |
| 3 put off | 4 think twice |

(7) My grandfather became impatient and angry quite easily, but my father does not. In fact I've never seen him lose his () even when I misbehaved.

- | | | | |
|--------|--------|---------|----------|
| 1 face | 2 luck | 3 sense | 4 temper |
|--------|--------|---------|----------|

(8) Don't dwell on what we could have done. That's (). We should discuss what we can do now.

- | | |
|--------------------|-----------------|
| 1 beside the point | 2 by air |
| 3 in return | 4 out of breath |

(9) I see a lot in common between Jane and her mother. She surely () after her mother as far as appearances go, being blond and fair-skinned with blue eyes.

- | | | | |
|---------|---------|---------|---------|
| 1 calls | 2 looks | 3 names | 4 takes |
|---------|---------|---------|---------|

(10) The good news is that everything has () out for our new product, and it will be on the market in three months.

- | | | | |
|---------|--------|----------|----------|
| 1 found | 2 left | 3 sought | 4 worked |
|---------|--------|----------|----------|



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