



英 語 問 題

はじめに、これを読みなさい。

(注意事項)

1. この問題冊子は24ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 試験時間は80分である。
3. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合して確認すること。
4. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
5. 解答は、すべて解答用紙の所定欄に記入またはマークすること。解答欄以外のところには何も記入しないこと。解答欄は裏にもある。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれもHB・黒)で記入すること。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
10. 解答用紙は持ち帰らないこと。
11. この問題冊子は必ず持ち帰ること。
12. 解答をマークするときには、下記の記入例を参照すること。

(マークの記入例)

良い例	悪い例
	

[I] 次の英文を読んで設問に答えなさい。

Japanese corporations are expressing growing interest in enrolling more of their managers in executive education programs overseas, acknowledging a need to make their organizations more globally oriented at a time when their home market is projected to shrink. The change reflects a long-term evolution of Japanese companies' love-hate relationship with Western business schools. A massive loss of company-sponsored business graduates to foreign firms in the '80s and '90s caused resentment among big Japanese companies, which today send fewer of their workers to overseas schools for Master of Business Administration (MBA) degrees.

But now, students like Koh Akiyama, a medical products manager and a 25-year veteran at Sumitomo Corp., a giant trading company, say the companies are drawing a different conclusion. Mr. Akiyama, who attended the advanced senior management program at INSEAD, a business school in Fontainebleau, France, this past July, said he was eager to apply what he learned back in Tokyo. "It was very refreshing and useful for me," he said. "You get to see things in a different light and grasp logically what you'd only be vaguely aware of in your normal routines." He participated in role-playing exercises with a group of managers from a number of European companies as well as Chinese, Indian, Singaporean, and South African firms and came away with a simple conclusion: "At the end of the day, we all think alike and encounter similar problems in our management routines."

Japanese managers and their corporate sponsors say they are finding new usefulness in the executive education programs at European and American business schools, which they say suit the needs and the organizational setup of Japanese firms much better than the traditional MBA that focuses on younger business people.

The mismatch with the traditional MBA was clear. Historically, company-paid MBA graduates in their late 20s learned big ideas overseas and often could no longer fit into the framework of their seniority-oriented Japanese companies. Frustrated, they left their companies, which were equally frustrated for having poured out tens of millions of yen in tuition and salaries for people the employers hoped would make long-term contributions to the organization when they reached management age.

Executive programs, (B), are designed for more senior managers in their late 30s and 40s, who have a proven record of loyalty and usefulness to the organization. "Shorter executive programs are a great (C) to the in-house programs Japanese companies typically have," said Jukka Majanen, director of sales and business development at INSEAD. "Unlike with the MBAs, losing staff is not really an issue. The benefit — besides the length and cost — is that they are more applicable to the job situation of the executives. They can put the knowledge gained into practice straightaway, and hence the programs can have an immediate impact on the business."

Sumitomo decided to send 30 managers annually to overseas executive programs in 2010, an increase from just a few each year, and has custom-designed a training program with IMD, a business school based in Lausanne, Switzerland. Mitsui & Co., another trading company, which had been sending 20 to 30 managers to senior management programs overseas, has made similar changes. Starting this year, the company will send an additional 30 senior staff annually to Harvard Business School for a tailor-made program. This also complements the company's internal four-week management training program for elite managers in their early 40s.

"We need to aim for global organization when the home market is (D) expected to grow," said Kenji Noda, deputy general manager of human resources and general affairs at Mitsui in Tokyo. Big Japanese companies like his often have a presence worldwide, "but we are not exactly

global organizationally," he said. "We are actually quite domestically oriented in many ways."

(7) Western business schools for their part are eyeing the opportunities presented by changing dynamics at Japanese organizations. IMD, the Swiss business school, set up a Tokyo office last year to market its executive programs to Japanese firms. Dominic Turpin, president of IMD, said there is a surge in interest from competitive Japanese companies aiming to go global, precisely because they are not there yet. "Many Japanese companies are international, but not global," he said. "When we talk to CEOs and top executives, there is growing concern that they need to develop global leaders."

(1) "European schools can provide that global management experience, as the wide variety of faculty and students reflects most closely the diverse world environment" he said. "In my view, the U.S. is not the most global country, (F) all its diversity."

(ウ) Among the growing list of clients, said Naoshi Takatsu, executive vice-president and Tokyo representative for IMD, are leading Japanese trading firms like Sumitomo as well as consumer brand companies like Shiseido and Kao. "One of the biggest challenges for them is to train a large number of skilled corporate managers, especially for trading companies," Mr. Takatsu said. Over the years, big Japanese trading firms, known as *shosha*, have become investment companies managing a whole range of industries like natural resources, restaurant chains, and supermarkets. "For those managers in Tokyo who are around 40, the typical age of our participants, their next position might be the No. 1 or 2 position at overseas subsidiaries," Mr. Takatsu said. "The domestic market is not growing, so available positions at home are limited. The jobs with the biggest responsibilities for *shosha* managers are overseas," he added.

(エ) "We recognize that Japanese managers overseas have often had an arrogant or disrespectful attitude towards local staff, especially in Asia,"

said Mr. Noda of Mitsui. "The frequent criticism of Japanese companies is that managers make decisions disregarding local staff, who find themselves ^(G) unaware of what's going on. We want to change this."

With that in mind, Mitsui made certain to seek participation from non-Japanese managers hired in locations outside of Japan in their management program, including the sessions at Harvard Business School, hoping to send the signal that talented employees of any nationality could be promoted to top managerial positions within the Mitsui system, according to Mr. Noda. There were six non-Japanese managers in the program, including two Americans, a Canadian, a Briton, a South Korean, and a Chinese.

(H) most schools rarely publish accurate student numbers, enrollments from Japanese companies, especially in custom-designed programs, appear to be on the rise. "At INSEAD, both customized programs and open programs have grown fast in the last two years, particularly in Japan," said Mr. Majanen of INSEAD. "Some large companies have, in a short time, doubled the number of managers they are sending to us."

For Japanese companies that enroll their managers in executive training, one major difficulty in making the (I) of the experience is the participants' language skills, a point that most business schools cited as a challenge. David Yoffie, the senior associate dean and faculty chairperson of executive education at Harvard Business School, said that the classes required students to possess high participatory skills, and language could become an issue. "The single biggest challenge is usually not culture, but language," he said. "ここ数年間、必要とされる語学力を持たない人が我々のプログラムに来ることがないように、我々は追加的な策を講じてきた。" ^(J) That has meant interviewing the applicants by telephone before they arrive, although Dr. Yoffie pointed out that filtering out candidates for inadequate language skills is not limited to Japanese students, but also applies to people from other Asian countries like China and South Korea. "If participants are not sufficiently

prepared linguistically, they may not feel comfortable taking part in debates because they are still processing the language,” he explained.

Still, Dr. Yoffie said that Harvard’s strengths, especially in leadership and innovation, had proved to be useful for Japanese participants. “They get into a very large network of global companies, interact with people for a very long period of time, and gain intensive experience with the faculty,” he said. “The program gets people out of the Japanese shell they have been working in for many years.”

(This text is adapted from a newspaper article published on October 19, 2011.)

1. 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 下線部(A) resentment の意味に最も近いものは次のどれか。

① anger

② confidence

③ indifference

④ love

(2) 空欄(B)に入る最も適切なものは次のどれか。

① in addition

② likewise

③ nevertheless

④ on the other hand

(3) 空欄(C)に入る最も適切なものは次のどれか。

- ① complaint
- ② complement
- ③ complex
- ④ complication

(4) 空欄(D)に入る最も適切なものは次のどれか。

- ① in particular
- ② in turn
- ③ no doubt
- ④ no longer

(5) 下線部(E) there が指すものとして、最も適切なものは次のどれか。

- ① competitive
- ② domestic
- ③ global
- ④ international

(6) 空欄(F)に入る最も適切なものは次のどれか。

- ① according to
- ② against
- ③ because of
- ④ despite

(7) 下線部(G) disregarding の意味に最も近いものは次のどれか。

- ① without dismissing
- ② without dissatisfying
- ③ without hiring
- ④ without including

(8) 空欄(E)に入る最も適切なものは次のどれか。

- ① If
- ② Therefore
- ③ While
- ④ Yet

(9) 空欄(I)に入る最も適切なものは次のどれか。

- ① last
- ② least
- ③ most
- ④ worst

2 次の文が入る最も適切な場所を本文中の(ア)~(エ)の中から1つ選び、その番号を解答欄にマークしなさい。

Human resources officials at some big Japanese firms acknowledge that their managers have not been the most culturally sensitive leaders.

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

3 下線部(J)「ここ数年間、必要とされる語学力を持たない人が我々のプログラムに来ることがないように、我々は追加的な策を講じてきた」を、次の(a)~(e)を並べかえて英文にする場合、最も適切な順番はどれか。①~⑤の中から1つを選び、その番号を解答欄にマークしなさい。

- (a) Over the last several years,
- (b) people do not come to our program
- (c) to make sure that
- (d) we have taken additional steps
- (e) unless they have the required language skills

- ① (a)→(b)→(c)→(d)→(e)
- ② (a)→(c)→(b)→(d)→(e)
- ③ (a)→(c)→(d)→(b)→(e)
- ④ (a)→(d)→(c)→(b)→(e)
- ⑤ (a)→(d)→(e)→(c)→(b)

4 本文の内容について、次の質問に対する最も適切な答を①~④の中から1つを選び、その番号を解答欄にマークしなさい。

- (1) Which of the following is NOT stated as something Mr. Akiyama learned from the management program he attended in France?
- ① He discovered common management problems across cultures.
 - ② He improved his language skills.
 - ③ He found that managers from different countries think similarly.
 - ④ He learned to see things from a different perspective.

(2) Which of the following is NOT stated as an advantage of enrolling Japanese company managers in overseas executive education programs over traditional MBA programs?

- ① Executive education programs cost less than traditional MBA programs.
- ② Executive education programs provide a more academic education than traditional MBA programs.
- ③ Executive education programs take less time than traditional MBA programs.
- ④ Executive education programs are more focused on the executives' job situation than traditional MBA programs.

(3) Which of the following is stated as a reason why many Japanese corporate-sponsored MBA graduates moved on to foreign firms in the '80s and '90s?

- ① They were attracted by high salaries offered by foreign firms.
- ② They were concerned about the shrinking Japanese market.
- ③ They were frustrated with the seniority-oriented system of their Japanese companies.
- ④ They were disappointed with Japanese managers' attitudes toward local staff.

(4) According to the text, which of the following is NOT true?

- ① Sumitomo Corp. decided to send 30 managers to domestic executive programs in 2010.
- ② Mitsui & Co. will send 50 to 60 senior staff in total to overseas management training programs in 2011.
- ③ Not only trading companies but also other types of companies are sending their managers to overseas management training programs.
- ④ Some large Japanese companies have sent twice as many managers as they previously did to management training programs.

(5) Which of the following is NOT stated as one of the things Japanese companies acknowledge they need to do to make their organizations more global?

- ① Change attitudes toward local staff
- ② Develop global leaders
- ③ Give more promotion opportunities to non-Japanese staff
- ④ Trade with more countries

〔Ⅱ〕 次の英文を読んで設問に答えなさい。

In the city of Kato, Hyogo Prefecture, washing machines, air conditioning units, television sets, and refrigerators move along conveyor belts with the efficiency that is associated with the Japanese term *kaizen* (continuous improvement). These appliances, (A), are not on their way to delivery trucks and trains which will take them to retailers. Instead, each unit has reached the end of its life cycle and is about to be disassembled, shredded, and even crushed.

The PETEC (Panasonic Eco Technology Center) complex is a clean, ultra-modern, and relatively quiet facility. It is also a leading example of resource recovery. 2001年以降、14億を超える電気製品がリサイクルされており、回収された^(B)アルミニウム、銅、鋼鉄から大型ジェット95機、奈良の大仏81体相当、自動車15万8千台を製造するのに十分な素材を生み出している。Machines also collect dangerous gases that are used to cool refrigerators. New developments will improve the collection of rare earth metals from high-end electronics. (ア) Plastics, including polypropylene and polystyrene*, are recovered, thanks to technology that can quickly sort and separate various types of plastics.

Meanwhile, visitors can watch the entire recycling process from walkways high above the center floor. They can even watch the (C) of old washing machines, by means of hidden cameras that film the machines being put into a massive shredder and torn into pieces within seconds. (イ)

PETEC continually improves its recycling efficiency, mainly because product managers and engineers who design the appliances regularly visit the center so they can study the different parts of the products they designed. The collaboration between professionals who create the appliances and those who destroy them helps not only to increase recycling efficiency but also to improve the quality of the products. (ウ) For example, with one kind of air conditioner, the engineers realized that if they laser-printed the company

logo on the machine instead of pasting a small piece of plastic on it, the different parts of the air conditioner would be recycled more efficiently.

Japan's Home Appliance Law, which has been in effect for over 10 years, is primarily responsible for the changes that facilities like PETEC have made. The law has forced people to pay attention to the idea of extended producer responsibility. This idea has become common in Europe and is now widely accepted throughout Japan. The law places the burden and responsibility for recycling (E) everyone: consumers, retailers, and manufacturers.

* Consumers must pay a recycling fee when they take their used appliances either to a shop or to a collection center. They must also purchase a recycling ticket. This proves to a collector that recycling fees, which manufacturers themselves put on products, have been paid.

(E) The fees vary by the type of appliance and brand. For example, the recycling fee is about 1,500 yen for small televisions and about 2,500 yen for refrigerators. The recycling fees are supposed to cover the costs of collecting, transporting, and recycling the appliances. These fees are then sent to the manufacturers. Retailers are the middlemen as they have to collect and distribute unwanted machines to the appropriate recycling facilities.

For Panasonic and its competitors, there is still not total zero-waste, in which every part of a machine is recycled. Nevertheless, PETEC boasts an overall 85 percent recycling rate and is now beginning to make a profit. The enormous investment in PETEC has produced a profit of approximately 10 percent. In addition, the research and development staff in Kato is constantly producing new ideas that are eventually used in Panasonic's other recycling facilities. (F)

With fears that declining supplies of natural resources will result in higher prices for products — (G) the destruction of the environment as companies search even harder for precious resources — the 230 employees at PETEC are a leading example of recycling efficiency.

*polypropylene and polystyrene ポリプロピレンとポリスチレン

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 空欄(A)に入る最も適切なものは次のどれか。

- ① besides
- ② however
- ③ otherwise
- ④ therefore

(2) 空欄(C)に入る最も適切なものは次のどれか。

- ① birth
- ② death
- ③ process
- ④ product

(3) 下線部(D) collaboration が示す意味に最も近いものは次のどれか。

- ① competition
- ② condition
- ③ conflict
- ④ cooperation

(4) 空欄(E)に入る最も適切なものは次のどれか。

- ① at
- ② by
- ③ in
- ④ on

(5) 下線部(F) eventually が示す意味に最も近いものは次のどれか。

- ① hardly
- ② quickly
- ③ suddenly
- ④ ultimately

(6) 空欄(G)に入る最も適切なものは次のどれか。

- ① judging from
- ② not to mention
- ③ nothing more than
- ④ speaking of

2 次の文が入る最も適切な場所を本文中の空欄(ア)~(エ)の中から1つ選び、その番号を解答欄にマークしなさい。

Some changes seem small, but they make a huge difference.

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

3 下線部(B)「2001年以降、14億を超える電気製品がリサイクルされており、回収されたアルミニウム、銅、鋼鉄から大型ジェット95機、奈良の大仏81体相当、自動車15万8千台を製造するのに十分な素材を生み出している」を英訳すると、たとえば次のような英文になる。

(①) 2001, (②) 1.4 billion appliances have (③) recycled, (④) enough materials to manufacture 95 jumbo jets, the (⑤) of 81 of the Great Buddha statue at Nara, and 158,000 cars from reclaimed aluminum, copper, and steel.

それぞれの空所に最も適切な語を1つ書いて、文を完成させなさい。ただし、次の〔 〕内の単語は、必ず1度ずつ用いること。

[equivalent, producing]

4 本文の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) What does the text say about PETEC?

- ① PETEC does not allow visitors in the facility.
- ② PETEC does not collect dangerous gases.
- ③ PETEC divides up different kinds of plastics.
- ④ PETEC stands for the Panasonic Eco Technique Center.

(2) Which can be inferred from the text?

- ① The Home Appliance Law was the first recycling law in the world.
- ② The Home Appliance Law was enacted less than 10 years ago.
- ③ The Home Appliance Law can lead to an increase in waste.
- ④ The Home Appliance Law can raise awareness of recycling.

(3) According to the text, which of the following is NOT true?

- ① Consumers have to pay 1,500 yen to recycle all kinds of home appliances.
- ② Engineers visit the recycling facility looking for ways to improve recycling efficiency.
- ③ PETEC has achieved a recycling rate of more than 80 percent.
- ④ PETEC's recycling activities are becoming profitable.

〔Ⅲ〕 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答用紙にマークしなさい。

(1) I still hear the song he played — “Just the way you are” — and it will always remind me () him.

- ① into
- ② of
- ③ on
- ④ to

(2) She is hardworking and intelligent. (), she is worth recommending as a manager.

- ① For example
- ② However
- ③ In contrast
- ④ Thus

(3) We () six earthquake drills so far this year.

- ① have
- ② have been
- ③ have had
- ④ had had

(4) Have Ms. Sato () to New York instead of Mr. Ueda. She is more competent.

- ① go
- ② going
- ③ gone
- ④ have gone

(5) Several sightings of unidentified flying objects were reported to the police by Tokyo residents. They claim to () two of them flying side by side.

① have seen

② saw

③ seen

④ seeing

(6) Aya had () good time in Rome that she dreams of going back.

① not so

② too much

③ such a

④ such as

(7) Typhoon-strength winds have impeded communications on the Izu Islands today. The weather bureau is warning all boats, () size, to remain in port.

① ahead of

② in search of

③ instead of

④ regardless of

(8) The e-mail program quit unexpectedly while the antivirus software was being updated. I () cannot send any e-mail.

① otherwise

② soon

③ still

④ yet

(9) Some students may be reluctant to share lecture notes with others

() that their own grades might suffer.

① for fear

② in the hope

③ provided

④ so

(10) People who keep appointments are considered to be dependable, and

() who do not are seen as unreliable.

① anyone

② someone

③ that

④ those

(IV) 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Mariko: I'm leaving for Florida next week. It's my first time to the States.

Hiroki: Oh, that's exciting.

Mariko: Do you have any suggestions?

Hiroki: Why don't you take some cash with you? It will () when you have to give a tip.

- ① come in handy
- ② come into being
- ③ come into effect
- ④ come to nothing

(2) Customer: Excuse me. I'd like to buy two tickets for the baseball game.

Ticket vendor: I'm sorry, but I just sold the last one 10 minutes ago. () you weren't here earlier.

- ① It's a pity
- ② It's great that
- ③ It's very funny
- ④ It's very mean

(3) Rafael: I heard you got a new job. Congratulations! So how do you like working at your new company?

Nora: (). The pay is good, and the hours are flexible. I haven't had any major problems so far.

- ① Can't be bothered
- ② Can't complain
- ③ Can't help
- ④ Can't sleep

(4) Ali: Have you seen the TV news? The forest fire is still burning

Anjali: That's awful.

- ① out of breath
- ② out of control
- ③ out of date
- ④ out of order

(5) Daughter: I can't find my bike key. Can I use yours?

Mother: All right. But (), you should leave your key beside the door, so that you always know where it is.

- ① from door to door
- ② from now on
- ③ from place to place
- ④ from your home

(6) Meili: Hurry up! If we are late, we will () the start of the movie.

Ken: I'm coming right now. I'm just turning off the lights.

- ① drop
- ② fail
- ③ lose
- ④ miss

(7) Customer: Excuse me, but this digital camera I bought here doesn't work properly. May I exchange it for another one?

Clerk: Of course. () you have the receipt, we will be able to exchange it for you.

- ① As big as
- ② As far as
- ③ As long as
- ④ As much as

(8) Leon: How do you like the tennis club?

Nicole: It's great. We've played several games now and enjoy hanging out together. We all really ().

- ① get ahead
- ② get along
- ③ get by
- ④ get in

[V] 次の(A)~(J)の空欄に入る最も適切なものを①~④の中から1つ選び、その番号を解答欄にマークしなさい。ただし、同じものを2度以上使ってはならない。なお、選択肢は文頭に来るものも、“I”以外は小文字で始まっている。

Keiko Nakamura (K) is a Japanese university student who came to Mozambique, Africa, to take part in an international student volunteer project. She has just finished the six-week project and, before returning to Japan, is visiting the volunteer organization's head office in Beira, Mozambique's second largest city. There she is being interviewed by Pedro Almeida (P), a university student who is writing an article about international volunteers for the student newspaper at his university in Beira.

P: Can you tell me why you came to Mozambique?

K: One of the university courses (A) and I wrote a report about Mozambique. I became very interested in coming here, so I asked my professor for advice. He told me about a number of different volunteer projects in Mozambique, and I chose one.

P: What kinds of projects were there?

K: (B) For example, there were several environmental projects such as monitoring coral reefs, checking turtle nests, and saving the whale shark. I'm not a good swimmer, so I didn't choose any of these.

P: So what kind of volunteer work did you do?

K: I wanted to do something in community development and also work in the countryside. Finally, I chose a project (C). I helped rebuild an elementary school in a village, which had been almost totally destroyed by the floods in 2007. It was unbelievable how much had been destroyed.

P: Those floods were a disaster. Beira also suffered, and (D).

K: Did you have to rebuild your house?

P: Luckily, no. However, it took a long time to remove all the mud from the

first floor, clean everything, and get back to a normal life. It was bad in the city. (E) Tell me more about your project. How many international volunteers were there?

K : There were eight of us. (F) I was the only one from Japan. In addition, there were two students from Mozambique and that was very important. Since they were from the area, they knew the local language, Ndaou, and were able to interpret for us. They worked with the village leaders and explained the local culture. We could not have survived without them.

P : It's great you were all able to work together. Portuguese is the official language of Mozambique. Can you speak it?

K : Actually, I can speak a little Brazilian Portuguese, and so I thought I'd have an easy time. But I discovered Brazilian Portuguese is not exactly the same as the Portuguese spoken here in Mozambique.

P : How do you know Brazilian Portuguese?

K : I have relatives in Brazil, and they've visited my family in Japan. I've also been to Brazil to stay with them. I thought this would help me. (G) that, in the countryside, you really needed to know Ndaou. Since the Mozambican students were the only ones who could communicate easily with the villagers, (H) None of the international volunteers knew Ndaou or much Portuguese.

P : So how did you communicate with the villagers?

K : I used a lot of gestures, some Portuguese words, and even English. I also learned some local words. (I) had great fun teaching us their language. It's amazing how quickly you learn when you really have to.

P : Now that the project has ended, will you come back to Mozambique?

K : Definitely! (J) and see everyone again. We rebuilt the elementary school, but there's still a lot more work to do. Some of us are planning to return next year.

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- ① the children in the village
- ② my home was damaged
- ③ there were many schools
- ④ I want to go back to the village
- ⑤ all volunteers had to study Portuguese
- ⑥ but much worse in the countryside
- ⑦ I took last year was on Africa
- ⑧ the international student volunteers
- ⑨ that combined both of these
- ⑩ there was a great variety
- ⑪ all from different countries
- ⑫ but we found on the project
- ⑬ can you find it
- ⑭ they were essential for the project's success