

英 語

注 意

1. 問題は全部で17ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶすこと。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

- I** 次の文章を読んで、グローバル・ガバナンスとはいかなるものか、本文に沿った形で、95～105字(句読点を含む)の日本語で説明してください。解答用紙(その2)を使ってください。

Governance refers to the different ways that organizations, institutions, businesses, and governments manage their affairs. Governance is the act of governing and thus involves the application of laws and regulations, but also of customs, ethical standards, and norms. Good governance means that affairs are managed well, not that the laws, regulations, or norms are themselves necessarily “good.”

Global governance refers to the way in which global affairs are managed. As there is no global government, global governance typically involves a range of actors, including states, as well as regional and international organizations. However, a single organization may sometimes be given the lead role on an issue—for example, the World Trade Organization in world trade affairs. Thus, global governance is thought to be an international process of consensus formation which generates guidelines and agreements that affect national governments and international corporations.

- II** Write an essay of not more than 60 words in English in which you answer the following question and give reasons to support your answer: What foreign language would you like to learn, other than the ones you have already studied? 解答用紙(その2)を使ってください。なお、句読点は語数に含まれません。

III 次の3つのパラグラフ(A～C)を読んで、下記の設問の答えとして最も適切なものをそれぞれ[a]～[c]の中から1つ選び、解答用紙(その1)にマークしてください。

A. While primitive peoples were continually on the move, following the migrating herds of animals which provided their food, there could have been little chance for them to put down roots or to have the leisure to develop anything other than the barest essentials of communication with each other. Only when people became less mobile, when they learned to cultivate crops and domesticate animals, would the growth of more elaborate language have begun. It is no coincidence, therefore, that the first system of marks which we can call writing has been found in what were once the first lands to grow crops on. As humans learned to be farmers, their prosperity and numbers increased, and so did their need to keep records of transactions, property, and religious practices. It is easy to imagine that the simplest way to record the ownership of three cows would be to carve their images on a stone or paint them on a wall. Such records, although durable, would nonetheless be time-consuming to make. The evolution of pictures into symbols — and from symbols into letters as we know them — must have been driven by the urge for efficiency and utility, which is still a driving force of humans in our own age.

1. What is the main theme of this passage?
 - [a] When primitive peoples became less mobile.
 - [b] How writing may have originated among primitive peoples.
 - [c] Why primitive peoples started farming.

2. Which of the following does the author suggest is the most likely reason why primitive peoples may have carved images of cows on stones or painted them on walls?

- [a] They found it easy to keep a record of their ownership by doing so.
- [b] They stopped moving from one place to another.
- [c] They intended to pass down the record to the next generation.

B. Ever since the first humans went to space in the early 1960s, people have studied the effects living in outer space has on their bodies. The biggest issue that astronauts face after launch is weightlessness. Living in an almost weightless environment for long periods of time causes muscles to weaken and bones to lose mass. Loss of muscle tone can be mostly reduced by engaging in long periods of weight-bearing exercise. This is why you often see images of astronauts doing exercise each day. Bone loss is a bit more complicated, and NASA also gives its astronauts dietary supplements that make up for the loss of calcium. Fortunately, there is quite a lot of research into treatments for osteoporosis that might be applicable to astronauts in space. Aside from the above issues, astronauts have also suffered from blows to their immune system in space, changes in their cardiovascular system (the system of heart and blood vessels), vision loss, and sleep disturbances. A great deal of attention is also being paid to the psychological effects of space flight. This area of the life sciences is still very much in its infancy, particularly with regard to long-duration space flights. Stress is another factor that scientists want to measure, although there have not been any reported cases of psychological deterioration among astronauts due to stress so far.

1. Which of the following is associated with osteoporosis among astronauts?
 - { a } Their bodies become weightless due to living in outer space for long periods of time.
 - { b } Their muscles become weaker due to a lack of exercise.
 - { c } Their bones deteriorate due to a loss of calcium.

 2. Which of the following statements is NOT supported by the passage?
 - { a } There is still a lot of research to be done on the impacts of prolonged stays in space on mental health.
 - { b } The effects of space flight on the human body include, but are not limited to, damage to the immune system, changes in the cardiovascular system, visual impairment, and sleeplessness.
 - { c } There is strong evidence of a connection between astronauts' living in space for long periods of time and a decline in their psychological health due to stress.
- C. Deflation is a persistent fall in the general price level of goods and services. It is not to be confused with a decline in prices in one economic sector or with a fall in the inflation rate. Sometimes deflation can be harmless, perhaps even a good thing, if lower prices lift real income and, thus, spending power. In the last 30 years of the 19th century, for example, consumer prices fell by almost half in the United States, as the expansion of railways and advances in industrial technology brought cheaper ways to make everything. Yet annual real GDP growth over the period averaged more than 4%. Deflation is dangerous, however, even more so than inflation, when it reflects a sharp slump in demand, excess capacity, and a shrinking money supply, as in the Great Depression of the early 1930s. In the four years leading up to 1933, American consumer prices fell by 25% and real

GDP by 30%. Runaway deflation of this sort can be much more damaging than runaway inflation, because it creates a vicious spiral that is hard to escape. The expectation that prices will be lower tomorrow may encourage consumers to delay purchases, which in turn depresses demand and forces firms to cut prices even more.

1. What can be inferred from the passage?
 - [a] Deflation is a good thing for the economy if a decline in the cost of living encourages consumers to buy more goods and services.
 - [b] Deflation is a good thing for the economy if it leads to a decrease in the demand for goods and services.
 - [c] Deflation is a good thing for the economy if it encourages companies to produce more goods and services than they are able to sell.

2. Which of the following statements is supported by the passage?
 - [a] Deflation in the United States at the end of the 19th century was harmful because consumer prices fell by almost half.
 - [b] Deflation in the United States at the end of the 19th century was harmless because the decline in prices occurred only in the railway sector.
 - [c] Deflation in the United States at the end of the 19th century was a good thing because the steady decline in prices was accompanied by an increase in the overall production of goods and services.

IV 次の文章を読んで、下記の文(1~10)が本文の内容と合致している場合には T、合致していない場合には F として、解答用紙(その1)にマークしてください。

Human beings do not like to think of themselves as animals. It is thus with decidedly mixed feelings that we regard the frequent reports that activities once thought to be uniquely human are also performed by other species: chimpanzees who make and use tools, parrots who use language, ants who teach. Is there anything left?

You might think that human beings at least enjoy the advantage of being more generally intelligent. To test this idea, my colleagues and I recently administered an array of cognitive tests — the equivalent of nonverbal IQ tests — to adult chimpanzees and orangutans (two of our closest primate relatives) and to two-year-old human children. As it turned out, the children were not more skillful overall. They performed about the same as the apes on the tests that measured how well they understood the physical world of space, quantities, and causality. The children performed better only on tests that measured social skills: social learning, communicating, and reading the intentions of others.

But such social gifts make all the difference. Imagine a child born alone on a desert island and somehow magically kept alive. What would this child's cognitive skills look like as an adult — with no one to teach her, no one to imitate, no pre-existing tools, no spoken or written language? She would certainly possess basic skills for dealing with the physical world, but they would not be particularly impressive. She would not invent for herself English, or Arabic numerals, or metal knives, or money. These are the products of collective cognition; they were created by human beings, in effect, putting their heads together.

When you look at apes and children in situations requiring them to put.

their heads together, a subtle but significant difference emerges. We have observed that children, but not chimpanzees, expect and even demand that others who have committed themselves to a joint activity stay involved and not abandon their duties. When children want to get out of an activity, they recognize the existence of an obligation to help the group — they know that they must, in their own way, “take leave” to make amends. Humans structure their collaborative actions with joint goals and shared commitments.

Another subtle but crucial difference can be seen in communication. The great apes — chimpanzees, bonobos, gorillas, and orangutans — communicate almost exclusively for the purpose of getting others to do what they want. Human infants, in addition, gesture and talk in order to share information with others — they want to be helpful. This unprompted sharing of information can lead to adult gossip, which ensures that members of a group can pool their knowledge and know who is or is not behaving cooperatively. The free sharing of information also creates the possibility of pedagogy — in which adults impart information by telling and showing, and children trust and use this information with confidence. Our nearest primate relatives do not teach and learn in this manner.

Finally, human infants, but not chimpanzees, engage in pretend play. This seemingly useless play activity is in fact a first baby step toward the creation of distinctively human social institutions. In social institutions, participants typically endow someone or something with special powers and obligations; they create roles like president or teacher or wife. Presidents and teachers and wives operate with special powers and obligations because, and only because, we all believe and act as *if* they fill these roles and have these powers. Two young children pretending together that a stick is a horse have thus taken their first step toward inhabiting human institutional reality.

Human beings have evolved to coordinate complex activities, to gossip, and to engage in pretend play together. It is because they are adapted for

such cultural activities — and not because of their cleverness as individuals — that human beings are able to do so many exceptionally complex and impressive things.

1. Despite learning that other species do the same activities we do, we are still absolutely confident in our uniqueness.
2. The experiments conducted by the author and his colleagues showed that human children were generally more intelligent but less skillful than nonhuman primates.
3. Social skills, such as social learning, communication, and intention reading, were the only abilities in which the human children showed superiority to the apes on the tests.
4. Cultural products, such as language, numerals, metal tools, and money, are created through the collaborative efforts of human beings.
5. Unlike chimpanzees, children believe that others should stay committed to collective activities and fulfill their obligations to the group.
6. Human babies share information with others in order to get help from them, whereas great apes communicate in order to give aid to others.
7. One function of adult gossip is to allow members of a group to know who is or is not being helpful.
8. The free sharing of information makes it possible for adults to educate children, a form of behavior that is not observed in nonhuman primates.

9. Human infants engaging in pretend play are taking the first step toward participating in human society.

10. Cultural adaptation alone is sufficient to explain why we are able to do many complex and impressive activities that are thought to be distinctively human.

V 次の文章を読んで、下記の設問の答えとして最も適当なものをそれぞれ〔a〕～〔c〕の中から1つ選び、解答用紙(その1)にマークしてください。

Long accustomed to hiring mainly Japanese staff, domestic firms are likely to start diversifying their workforces in response to a declining working population, and to accommodate clients' needs amid rapid globalization. Bringing talented workers, including more foreign nationals, into the labor force is one of the major policies in the country's growth strategy, as a diverse workforce is considered essential for strengthening the creativity and competitiveness of the Japanese economy.

At an international workshop on workplace diversity management held in Tokyo, William Swing, director general of the International Organization for Migration, stated that one out of every seven of the world's 7 billion people is a migrant. "So if I have a message today, it would be that we are living in an era of the greatest human mobility in recorded history," he said.

Swing said the issue of utilizing foreign workers is particularly relevant in most industrialized countries such as Japan, where workplaces are destined to become more diverse. "Like most developed countries, Japan has an aging society. It happens to have one of the world's lowest birthrates," he said, adding that one-fourth of the Japanese population is 65 years old or older at present, with the proportion set to reach one-third 14 years from now.

Another expert at the workshop emphasized the importance of diversity management in Japanese firms to attract talented workers from abroad. According to a professor of labor policy and human resource management at a university in Tokyo, "Globalization brings complexity into workplaces because it creates differences among employees such as their nationalities, ethnicities, religions, and languages, and how to manage those differences becomes crucial. Providing fair treatment to those workers without losing the organization's efficiency in such a complex environment will be key."

Intercultural training programs are being offered to help firms deal with intensifying globalization and international competition. The programs are designed for participants ranging from new recruits to senior executives, both Japanese and non-Japanese, based on the belief that a common framework must be shared among employees and management to be effective.

The president of an intercultural training company said there are differences in how people from different cultures communicate based on how important context is for getting a message across. According to a theory presented by American anthropologist, Edward Hall, members of low-context cultures generally engage in a verbally explicit style of communication, while members of high-context cultures have an implicit communication style based more on nonverbal information and contextual cues.

In an intercultural training course, participants also learn about types of corporate cultures in terms of job descriptions and the scope of employees' responsibilities. "In some organizations, there is a job description, and an employee may get a raise and promotion by fulfilling duties in the job description, but in other organizations more flexibility is required in terms of covering gaps between the job descriptions of different employees," said Gareth Monteath, who teaches intercultural training programs. "Many Japanese firms fall into this second category, and foreign employees need to understand this because they may become uneasy about their jobs without this knowledge," he said.

Monteath has a word of advice for firms looking to diversify their workforces: doing so alone will not enhance corporate performance, as it comes with various internal costs. Instead, it must go hand in hand with an inclusive mindset. The diversification of the workforce itself is a means for individuals to maximize their talent, which in turn leads to the reinforcement of competitiveness, he suggested. "People need to comprehend why diversity is important with their own heart, instead of just their head," he added.

1. Which of the following is NOT given as a reason why Japanese firms might begin to hire non-Japanese employees in the future?
 - { a } Japanese firms want to expand their well-established practice of hiring a large number of foreign workers.
 - { b } Japanese firms want to better serve their customers and business partners in a world that is quickly becoming globalized.
 - { c } Diversity in the workplace is thought to be a necessary factor for making the Japanese economy more innovative and competitive.

2. Why does William Swing cite the fact that one out of seven of the world's 7 billion people is a migrant?
 - { a } Because it provides the rationale for the international workshop on workplace diversity management that was held in Tokyo.
 - { b } Because it explains why he became the director general of the International Organization for Migration.
 - { c } Because it supports his claim that more people are moving to new locations than at any other time in recorded human history.

3. Why does William Swing think that it will be necessary for Japan to hire more foreign workers in the future?
 - { a } Because it is inevitable that Japan will have an aging society with one of the world's lowest birthrates.
 - { b } Because it is expected that there will be a larger percentage of people 65 years old or older and a smaller percentage of younger people in Japan 14 years from now.
 - { c } Because in the future it is likely that the number of older people in Japan will far exceed the number of younger people.

4. Which of the following statements best expresses the opinion of the professor of labor policy and human resource management at a university in Tokyo?

{ a } Since workplaces are becoming more complex as a result of globalization, working for a Japanese company no longer appeals to talented foreign workers.

{ b } It is vital for companies to learn how to manage national, ethnic, religious, and linguistic diversity among their employees.

{ c } Maintaining efficiency within an organization takes precedence over how fairly employees from different backgrounds are treated.

5. Who are the intended beneficiaries of intercultural training programs?

{ a } The programs are aimed primarily at employees who are just entering the workforce and have no prior experience working in a global environment.

{ b } The programs are designed mainly for managers who have been recently promoted to senior positions and are responsible for creating a common framework for their employees.

{ c } The programs are offered to everyone in a company, with the idea that employees and managers of all nationalities should have the same understanding of how to deal with cultural differences in the workplace.

6. Which of the following forms of behavior would most likely be engaged in by persons from low-context cultures?
- [a] They would be inclined to speak in a very clear manner so that listeners do not need to guess what they mean.
 - [b] They would tend to use gestures and other forms of body language to convey their meaning rather than give listeners a detailed explanation in words.
 - [c] They would try to express themselves in as few words as possible and expect listeners to understand what they mean by looking at the situation.
7. According to Gareth Monteath, what should foreign employees understand about working for a Japanese company?
- [a] That they will be evaluated mainly on the basis of how well they execute the duties listed in their job descriptions.
 - [b] That they may be required to perform tasks which fall outside their job descriptions.
 - [c] That they lack the knowledge to perform well in Japanese companies and will always feel uncomfortable.

8. What advice does Gareth Monteath have for companies that would like to diversify their workforces?

{ a } Hiring people from different backgrounds will inevitably lead to employees acquiring an inclusive mindset and thus to gains for the company.

{ b } Given the internal costs, cultural differences should be completely ignored so that employees can focus on performing to the best of their abilities.

{ c } Having a more diverse workforce will be effective only if everyone in a company is willing to sincerely embrace diversity rather than simply give intellectual assent to it.

VI 次の文章の(1～10)の空所に入れるのに最も適当なものを下記の〔a〕～〔j〕の中から1つ選び、解答用紙(その1)にマークしてください。ただし、各単語は1度しか使えません。

Are women bad navigators? Society seems to believe this is true. Previous research in fact shows that women are biologically evolved to be poor navigators. There is still hope for women, however. One particular study (1) an entirely different light on the results found by the previous experiments. The authors of the study found that anxiety plays an extremely important role in the ability of a person to navigate. They also found that although anxiety has a direct influence on the performance in each (2) navigational skills, it is far (3) in women than in men. The study went on to explain how women could have more anxiety due to societal pressures. For example, starting at a young age, girls are often restricted in their (4) of their surroundings. They are kept at home for their "safety," while young boys are allowed to roam farther. This could significantly hinder the development of a (5) navigational abilities simply because she is never able to practice developing such skills.

Society also constantly (6) women as bad navigators, leading to greater anxiety and pressure to perform, as (7) navigation is suddenly a task insurmountable for the female sex. Women are automatically set up for failure (8) the anxiety and pressure lead to a poor performance. This only reinforces the stereotype.

In conclusion, science seems to say that women are (9) navigators than men. They are born with a different skill set that could simply stem from evolution. However, it remains questionable whether or not this (10) of skills would continue to hold true if the social anxiety and pressure were lifted and women were allowed to freely develop their navigational skills.

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| { a } worse | { b } stereotypes | { c } because |
| { d } gender's | { e } though | { f } stronger |
| { g } sheds | { h } separation | { i } female's |
| { j } exploration | | |

