

I 次の英文を読み、(1)～(10)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(1)～(10)にマークしなさい。

The first thing to acknowledge about diversity is that it can be difficult. In the U.S., where the dialogue of inclusion is relatively advanced, even the mention of the word “diversity” can lead to anxiety and conflict. Supreme Court justices disagree on the virtues of diversity and the best way to achieve it. Corporations spend billions of dollars to attract and manage diversity both internally and externally, yet they still face discrimination lawsuits, and the leadership ranks of the business world remain predominantly white and male.

It is reasonable to ask what good diversity does for us. ⁽⁴⁾Diversity of expertise brings about benefits that are obvious — you would not think of building a new car without engineers, designers, and quality-control experts — but what about social diversity? What good comes from diversity of race, ethnicity, gender, and sexual orientation? Research has shown that social diversity in a group can cause discomfort, rougher interactions, a lack of trust, greater perceived interpersonal conflict, infrequent communication, less cohesion, more concern about disrespect, and other problems. So what is the upside?

The fact is that if you want to build teams or organizations capable of innovating, you need diversity. Diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision-making and problem-solving. Diversity can increase a company's revenue and lead to discoveries and breakthrough innovations. Even simply being exposed to diversity can change the way you think. This is ⁽⁶⁾not just wishful thinking — it is the conclusion I draw from decades of research from organizational scientists, psychologists, sociologists, and economists.

The key to understanding the positive influence of diversity is the concept of informational diversity. When people are brought together to solve problems in groups, they bring different information, opinions, and perspectives. This makes obvious sense when we talk about diversity of disciplinary backgrounds — think again of the interdisciplinary team building a car. The same logic applies to social diversity. People who are different from one another in race, gender, and other dimensions bring unique information and experiences to bear on the task at hand. A male and a female engineer might have perspectives as different from each other as an engineer and a physicist — and that is a good thing.

Research on large, innovative organizations has repeatedly demonstrated the benefits of diversity. For example, business professors Deszö and Ross studied the effect of gender diversity on the top firms in Standard & Poor's Composite 1500 list, a group designed to reflect the overall U.S. equity market. First, they examined the size and gender composition of the firms' top management teams from 1992 through 2006. Then they looked at the financial performance of the firms. In their words, they found that, on average, “female representation in top management leads to an increase of \$42 million in firm value.” They also measured the firms' “innovation intensity” through the ratio of research and development expenses to assets. They found that companies that prioritized innovation saw greater financial gains when women were part of the top leadership ranks.

Evidence for the benefits of diversity can be found the U.S. In August 2012, a team of researchers at the Credit Suisse Research Institute issued a report in which they examined 2,360 companies globally from 2005 to 2011, looking for a relationship between gender diversity on corporate management boards and financial performance. , the researchers found that companies with one or more women on their boards delivered higher average returns on equity,

lower gearing (that is, net debt to equity), and better average growth.

Large data-set studies have an obvious limitation: they only show that diversity is correlated with better performance, not that it causes better performance. Research on racial diversity in small groups, however, makes it possible to better understand how diversity works. Again, the findings are clear: for groups that value innovation and new ideas, diversity helps.

In 2006, my colleagues and I set out to examine the impact of racial diversity on small decision-making groups in an experiment where sharing information was a requirement for success. We recruited U.S. undergraduate students taking business courses at the University of Illinois. We put together three-person groups — some consisting of all white members, others with two white members and one non-white member — and had them perform a murder mystery exercise. We made sure that all the group members were given the same list of clues, but we also gave each member important information that we did not give the others. To find out who committed the murder, the group members would have had to share all the information they collectively possessed during the discussion. The groups with racial diversity significantly outperformed the groups with no racial diversity. Being with similar others leads us to think we all hold the same information and share the same perspective. This perspective, which stopped the all-white groups from effectively processing the information, is what hinders creativity and innovation.

[Adapted from an article in *Scientific American*]

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

(1) The answer is: .

1 mainly around 2 just inside 3 only outside 4 well beyond

(2) The answer is: .

1 Coincidentally 2 Sure enough 3 Moreover 4 Surprisingly

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

(3) Which one of the following is presented as support for the claim that diversity can be difficult? The answer is: .

- 1 Mentioning the word “diversity” can diminish conflict
- 2 Not all companies can afford to spend billions of dollars on it
- 3 The legal system consistently discriminates against minorities
- 4 We receive mixed messages from courts and companies

(4) Which one of the following would be a clear example of (4)diversity of expertise? The answer is: .

- 1 Engineers from various branches of a global company collaborating on new technology
- 2 Male and female designers from across the country collaborating on a fashion show
- 3 A programmer, a strategy consultant, and a sales specialist working on a new game
- 4 Marketers from a company’s regional offices working on an advertising campaign

- (5) All of the following are consistent with the author's perspective on the upside of diversity **EXCEPT**: .
- 1 It helps us come up with creative ideas
 - 2 It motivates us to look at the world in new ways
 - 3 It motivates companies to reach quick decisions
 - 4 It can help companies boost their gross income
- (6) The author asserts that her arguments are ⁽⁶⁾not just wishful thinking in order to .
- 1 propose that they are often shaped by personal preferences
 - 2 emphasize that they are based on empirical evidence
 - 3 illustrate that wishes and thoughts can make a difference
 - 4 challenge the work of organizational scientists
- (7) Which one of the following is in agreement with the author's thoughts regarding the various types of diversity introduced in this passage? The answer is: .
- 1 Gender diversity leads to diversity of disciplinary backgrounds
 - 2 Diversity of expertise is a type of informational diversity
 - 3 Social diversity is identical to ethnic diversity
 - 4 One variety of social diversity is diversity of expertise
- (8) Which one of the following is correct about Deszö and Ross's study? The answer is: .
- 1 They limited their focus to a few case studies within the U.S. equity market
 - 2 Their results contradicted those of previous studies on the topic
 - 3 Companies without female representation at the top showed rapid growth
 - 4 Companies that valued innovation benefited from having females at the top
- (9) Which one of the following best explains a limitation of large data-set studies? The answer is: .
- 1 They do not show whether one phenomenon is the result of another
 - 2 They only explain the process through which a phenomenon works but not the outcome
 - 3 They do not indicate how the phenomena examined are related to each other
 - 4 They do not reveal if the relationship between the phenomena examined is positive or negative
- (10) Which one of the following did the author and her colleagues discover from their 2006 study? The answer is: .
- 1 Non-diverse groups were more willing to share information
 - 2 Each of the diverse groups reached a different conclusion
 - 3 Diverse groups were more effective in communicating with each other
 - 4 Non-diverse groups performed better than diverse groups

- II 次の英文を読み、(11)～(19)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(11)～(19)にマークしなさい。

That summer, we spent six weeks in a remote Scottish seaside town. Sitting on the beach one day, I gathered up the courage to ask my father, 'What is economics?'

He sighed. Pointing towards all the families enjoying the North Sea, he said: 'Imagine you are the prime minister, and you've just been informed that many children had tragically drowned last year swimming in the sea. Your challenge is to stand on the steps of 10 Downing Street and tell the grieving parents, angry politicians, and a hostile press just what you are going to do to prevent it from happening again.'

This was not the economics lesson I was (11). As an eleven-year old, I had never been asked to devise a governmental response to a national tragedy. I spoke from the gut. 'Well, Dad, why not make swimming lessons compulsory? No more children should drown; surely we need to ensure they can all swim?'

'That's (12). That's just making people who are upset feel like you're doing something. But let's apply some economics, which is about taking the time to understand and analyse the facts about what has actually happened.' Slightly arrogantly, I reminded him that children who had drowned were a good reason to get upset, and that swimming lessons *would* save lives!

Adopting a more patient tone, he asked: 'Where were these children when they sadly died?' They were in the sea — obviously. 'Do people who can't swim usually go in the sea?' Of course they don't. 'So, then what do we know about the children who drowned?' Well, I guess they must have known how to swim...

Suddenly, the penny dropped. My father waited a little, seeing that I was perplexed by what had just hit me. 'So,' he finally said, 'would we have more or fewer children in the water as a result of your compulsory swimming lesson policy?'

Like a child who had swum out too far, I suddenly felt overwhelmed. 'There would be (13), Dad,' I acknowledged.

'And if a certain percentage of children swimming drown,' my father said, closing the loop on the problem I'd stumbled into, 'then increasing the number of kids in the water will increase the number of kids who drown.'

I asked my father, 'If you were prime minister, what would you do?'

Looking out to the sea, he replied: 'Those kids who can swim would benefit from more information, such as which beaches are safe and when it is too dangerous to swim.'

I asked how this could be done.

'This beach could simply have a system that would alert the kids and their parents as to when the water is too dangerous to swim.'

My first lesson in economics was a classic, albeit bizarre, (16)supply-and-demand problem — if I demanded to make swimming compulsory, I would be supplying the British coastline with more kids swimming in its seas.

I still use that lesson when teaching economics — whether to high school students or CEOs. And guess what? Regardless of age and experience, 'make swimming lessons compulsory' is the most popular response. Role-playing as the prime minister staring grieving parents in the face prompts an

emotional, from-the-gut response similar to the one I came up with as an eleven-year-old. This is why my father used such a shocking scenario for his lesson — to show me that the context in which you find yourself making a decision can be just as important as the decision itself.

He wasn't just opening my eyes to what economics is, but also to ⁽¹⁷⁾the drivers behind it — politics, emotions, personal incentives — all ideas which are difficult (if not impossible) to reduce into numbers you can put into an equation. But that doesn't mean economics isn't approachable. Everyone can relate to incentives. They are where economics meets the real world.

Trying to make things better, and then learning that what I was proposing would have actually made things , was a 'penny dropping' moment for me. It got me hooked on economics. Many years later I would learn of a similar lesson; this time it wasn't how best to prevent children from drowning but how to stop wartime planes from being shot out of the sky.

Abraham Wald, a famous wartime statistician, noticed that when planes came back from their missions, mechanics determined where on the planes to add extra protection based on the location of bullet holes — this was the result of their rational thinking. His pivotal thinking was that this wasn't the right solution, as these planes had successfully made it home despite being hit. The bullet holes that mattered were the ones that stopped planes from returning home. The air force needed to focus not on the positive signals, but on the negatives. The zeroes, not the ones. Just like my father's lesson: don't focus on the people who couldn't swim, but those who could and were unaware of its risks — Wald taught us not to focus on the planes that came back but instead on those that didn't.

If the world's problems could be solved with purely rational thinking — by finding the right data and plugging it into the right equation — we would have done it by now. Yet we're still surrounded by problems — social, economic, and political — to which no purely rational solutions have emerged. In the real world, there simply are problems which no theoretical framework, no prescribed path from A to B to C, will solve. What is required is 'pivotal thinking'.

[Adapted from a book by Will Page]

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

(11) The answer is: .

- 1 expecting 2 practicing 3 preparing 4 taking

(12) The answer is: .

- 1 economy 2 my answer 3 politics 4 the right solution

(13) The answer is: .

- 1 fewer kids drowning 2 fewer kids in the sea
3 more kids in the lessons 4 more kids in the water

(14) The answer is: .

- 1 even better 2 easier 3 worse 4 less interesting

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

(15) Which one of the following is the author's father's proposed solution to the hypothetical scenario? The answer is: .

- 1 Informing the children of swimming conditions
- 2 Requiring swimming lessons at school
- 3 Building seawalls on all the dangerous beaches
- 4 Hiring more lifeguards for the beaches

(16) Which one of the following can be inferred from the ⁽¹⁶⁾supply-and-demand relationship mentioned by the author? The answer is: .

- 1 The harder one tries to improve a situation, the better it becomes
- 2 The more required swimming lessons, the more children drown in the sea
- 3 The more children who know how to swim, the fewer children drown in the sea
- 4 The more schools offer swimming lessons, the more expensive their fees become

(17) The author uses the phrase ⁽¹⁷⁾the drivers behind it to indicate .

- 1 economic issues that can be translated into numbers
- 2 factors that guide people to behave in a particular way
- 3 economists who secretly direct people's attention to certain problems
- 4 socio-cultural and personal elements that can be expressed in terms of quantity

(18) Based on **rational thinking**, one would approach Wald's plane problem by examining planes that were .

- 1 hit by bullets but were able to return
- 2 not hit by bullets and were able to return
- 3 hit by bullets and were not able to return
- 4 not hit by bullets but were not able to return

(19) Based on **pivotal thinking**, one would approach Wald's plane problem by examining planes that were .

- 1 hit by bullets but were able to return
- 2 not hit by bullets and were able to return
- 3 hit by bullets and were not able to return
- 4 not hit by bullets but were not able to return

Ⅲ 次の英文を読み、(20) ～ (28) 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 (20) ～ (28) にマークしなさい。

Sitting atop a cliff on the island of La Gomera, Antonio Márquez issued an invitation — “Come over here, we’re going to slaughter the pig” — without speaking a word: he whistled it. Márquez, 71, said that in his youth — when local shepherds rather than tourists walked the steep and rough footpaths of La Gomera, one of Spain’s Canary Islands — his news would have been greeted right away by a responding whistle, loud and clear. But his message was lost on these hikers, and they soon resumed their trek.

The whistling of the indigenous people of La Gomera is mentioned in the 15th-century descriptions of the explorers who paved the way for the Spanish conquest of the island. Over the centuries, the practice was adapted to communicating in Spanish. The language, officially known as Silbo Gomero, substitutes whistled sounds that vary in pitch and length for written letters. (20), there are fewer whistles than there are letters in the Spanish alphabet, so a sound can have multiple meanings, causing misunderstandings. The sounds made for a few Spanish words are the same — like “sí” (yes) and “tí” (you) — as are those for some longer words that sound similar in spoken Spanish, like “gallina” (hen) and “ballena” (whale). As part of a sentence, the animal reference is clear, but not if whistled on its own.

In 2009, the island’s language was added by UNESCO to its list of the Intangible Cultural Heritage of Humanity; UNESCO described it as “the only whistled language in the world that is fully developed and practiced by a large community.” But with whistling no longer essential for communication among La Gomera’s 22,000 inhabitants, Silbo’s survival mostly relies on a 1999 law that made teaching it an obligatory part of La Gomera’s school curriculum.

On a recent morning at a school in the port town of Santiago, a classroom of 6-year-olds had little (21) identifying the whistling sounds corresponding to different colors or the days of the week. Things got trickier, however, when the students had to listen to a long series of whistles in full sentences, like “What is the name of the child with the blue shoes?” A couple of the children argued that they had heard the whistling sound for “yellow.”

With its distinct geography, it’s easy to see why whistling came into use on the Canary Islands; on most of the islands, deep valleys run from high peaks down to the ocean, and plenty of time and effort are required to travel even a short distance overland. Whistling developed as a good alternative way to deliver a message, with its sound carrying farther than shouting — as far as two miles across some canyons under favorable wind conditions. Some of the other Canary Islands have their own whistling languages, but their use has faded.

Older residents on La Gomera recall how Silbo was used as a warning language, (22) a police patrol was spotted looking for illegal goods. In a recent fictional movie, “The Whistlers,” Silbo is used by gangsters as a secret code language. Nowadays, La Gomera relies heavily on tourism, which has created an opportunity for some young whistlers like Lucía Darias, 16, who has a weekly whistling show at an island hotel. While she normally whistles Spanish, Darias can also adapt her Silbo to other languages spoken by her audience, on an island that is especially popular with Germans.

The coronavirus has not only canceled such shows, but also forced schools to limit their whistling instruction. At a time of compulsory face masks, a teacher cannot help students reposition

their fingers inside their mouths in order to whistle better. “Younger children also make huge efforts to blow out a lot of air, which means some are spitting rather than whistling,” explained the school coordinator. So as a precaution against spreading the virus, the children now spend their weekly whistling lesson listening to recordings of Silbo, rather than whistling themselves.

An added challenge for the students is that they don't always have much opportunity to practice Silbo outside of school. In the class of 6-year-olds, only five of 17 raised their hands when asked if they had a chance to whistle at home. Still, some teenagers enjoy whistling greetings to each other when they meet in town and welcome the chance to chat without many of the adults around them understanding. Some had parents who went to school before learning Silbo became mandatory, or who settled on the island as adults. Erin Gerhards, 15, sounded keen to improve her whistling and help safeguard the traditions of her island. “It is a way to honor the people who lived here in the past,” she said. “And to remember where everything came from, that we didn't start with technology, but from simple beginnings.”

[Adapted from an article posted on *nytimes.com*]

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

- (20) The answer is: (20) .
 1 Tentatively 2 Simultaneously 3 Unfortunately 4 Strictly
- (21) The answer is: (21) .
 1 difficulty 2 temptation 3 time 4 energy
- (22) The answer is: (22) .
 1 particularly when 2 as long as
 3 provided that 4 on the condition that

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

- (23) Which one of the following is true about La Gomera's whistled language? The answer is: (23) .
 1 Whistling practices on La Gomera were unknown before 2009
 2 Whistled sounds are used to communicate words, letter by letter
 3 Silbo is notable for its skillful mimicry of indigenous animal noises
 4 Because it is based on Spanish, Silbo cannot be used for foreign words
- (24) Which one of the following best describes the landscape of La Gomera? The answer is: (24) .
 1 Mountainous and varied 2 Gentle and hilly
 3 Level and rocky 4 Green and wide

- (25) Which one of the following is true about the relationship between La Gomera's inhabitants and Silbo? The answer is: .
- 1 Teenagers resent having to learn a language that has little contemporary usefulness
 - 2 Older generations used to use the language to communicate with day hikers
 - 3 Not all of the island's 22,000 residents can speak and understand Silbo
 - 4 The indigenous people of La Gomera are proud that their language has not changed over time
- (26) UNESCO perceives Silbo Gomero to be valuable because .
- 1 the people of La Gomera constantly rely on it to exchange information
 - 2 no other whistled language has ever actually existed
 - 3 it is a tricky language to learn and thus a testament to human achievement
 - 4 it is an unusual language that is still used by a community of substantial size
- (27) Silbo Gomero is still around today largely because .
- 1 of the international recognition it has received
 - 2 it provides economic opportunities connected to tourism
 - 3 schools are required to teach it to their students
 - 4 of its widespread use in popular movies
- (28) Since the spread of the coronavirus, .
- 1 unvaccinated residents have been discouraged from whistling in public
 - 2 educators have been required to help students position their fingers correctly to whistle safely
 - 3 more and more people have wanted to learn Silbo so that they can communicate at a safe physical distance
 - 4 lessons in schools have focused on comprehension skills rather than whistling techniques

IV 次の英文 (29) ~ (35) 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。

- (29) I won't let them know about your problem. I promise not _____ you want me to.
 1 as far as 2 if 3 to unless 4 only that but also
- (30) A wall was created on the border between the two countries, which would be _____ easy to cross.
 1 respectively 2 differently 3 anymore 4 otherwise
- (31) The open space next to my house is not a park _____, but more like a patch of garden.
 1 as such 2 at most 3 by itself 4 from nature
- (32) Being a native speaker of a language _____ you are an effective communicator in that language.
 1 not necessarily means 2 doesn't always mean
 3 not hardly means 4 doesn't seldom mean
- (33) Violence in this country is geographically _____ in certain areas.
 1 concentrated 2 condensed 3 contaminated 4 contracted
- (34) We were planning to go _____ last month, but decided against it, because we did not want to risk getting infected with the virus.
 1 for a travel 2 traveling 3 to travel 4 over traveling
- (35) Feedback that shows gamblers their losses can counteract their faulty memory of wins versus losses. This is, _____, why many companies that profit from providing online gambling opportunities don't give their customers any feedback whatsoever.
 1 no doubt 2 far more 3 no way 4 far above

V 次の英文の空所 (36) ~ (41) 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 (36) ~ (41) にマークしなさい。

Since the early days of computing, people have (36) software programs that are used directly by users as *applications*. This term was shortened to *app* as a convenience, and in the past, the two terms were (37). However, since Apple opened the iPhone *App Store* in 2008, the word *app* has taken on a distinct meaning. Although there is no standard technical definition for what (38) a software program an app, apps tend to share a number of common characteristics.

Apps are designed for end users. Apps often target a mobile device, such as a smartphone or tablet. Apps are typically distributed through an internet-based digital storefront (an *app store*), such as the Apple App Store, the Google Play Store, or the Microsoft Store. Apps have limited access to the system on which they run, and often must declare what specific capabilities they require to operate. Apps tend to use touchscreens as their primary (39) of user input. The term *app*, when used alone, usually implies software installed on a device that makes direct use of the operating system's Application Programming Interface. In other words, the term *app* usually means a *native app*, an app built for a particular operating system (OS). In (40), *web apps* are apps designed with web technology, and are not tied to a particular OS.

Thus, native apps are typically (41) from an app store and are designed to utilize the capabilities of a specific operating system. Web apps typically run from a website and are designed to use web technologies. Web apps run in a browser or another process that renders web content.

[Adapted from a book by Matthew Justice]

- | | | | |
|------------------|-------------------|-----------------|-------------|
| (36) 1 announced | 2 called | 3 referred to | 4 told off |
| (37) 1 clear-cut | 2 interchangeable | 3 misunderstood | 4 technical |
| (38) 1 becomes | 2 brings | 3 causes | 4 makes |
| (39) 1 amount | 2 availability | 3 means | 4 value |
| (40) 1 brief | 2 contrast | 3 opposition | 4 sum |
| (41) 1 charged | 2 disposed | 3 facilitated | 4 obtained |

VI 次の英文 (42) ~ (45) を読み、それぞれ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。

(42) Marketers, over time, realized something very powerful: people make decisions emotionally, more than rationally or logically. In fact, in many cases, entirely emotionally! Therefore, they began appealing to emotions in their advertisement campaigns. When television came on the scene, it brought visual and audio together into a powerful new medium through which stories could be told very compellingly. Interestingly, emotional claims needed no scientific or data-based proof.

[Adapted from a book by Raja Rajamannar]

Which one of the following does the passage imply? The answer is: .

- 1 Stories used in advertisements today are primarily based on data, logic, and rationality
- 2 From the start, marketers have been aware of the power of human emotions
- 3 The field of marketing was largely unaffected by advancements in technology
- 4 Targeting consumers' sight and hearing helps reach them at an emotional level

(43) It is worth pausing to ponder the profound paradox that hangs over twenty-first-century "globalization." In a sense, we live in a world of growing standardization, or seeming "Coca-colonization." Flows of commerce, finance, information, and people have bound different corners of the globe increasingly tightly together in recent years. Thus, an item such as a bottle of Coca-Cola — or a computer chip — travels almost everywhere, creating an impression of "global standardization," if not "cultural colonization." But even when symbols, ideas, images, and objects move around the world, they do not carry the same meaning for all the people who use them, let alone what their creator intended. A Coca-Cola bottle might look physically identical worldwide, but Coca-Cola is believed to smooth wrinkles in Russia, to revive someone from the dead in Haiti, and to turn copper into silver in Barbados.

[Adapted from a book by Gillian Tett]

Which one of the following best explains the paradox discussed in this passage? The answer is: .

- 1 Globalization and colonization are taking place at the same time
- 2 Although the world is becoming uniform, traditional cultures should be preserved
- 3 A globally available object can mean different things in different cultural contexts
- 4 Globalization has led to mass-consumption and environmentalism at the same time

(44) The Ivory Tower never existed. It was only ever a figure of speech, used to signal lofty detachment from the world, because ivory was so costly that its main use was for art or religious symbols and pictures. It began as a religious metaphor, until nineteenth-century writers adapted it to talk about the art world. Only in the second part of the twentieth century did universities begin to be called Ivory Towers. Scientists at universities were increasingly doing applied research, contributing to the manufacture of drugs, weapons, and agricultural chemicals. Those scholars still doing non-applied research began to be accused of hiding in Ivory Towers. By the 1970's, the Ivory Tower was judged to be almost indisputably a 'Bad Place,' one where elites retreated behind high walls.

[Adapted from an article by Joe Moran]

Which one of the following does the passage imply? The answer is: .

- 1 Our ability to construct stronger defenses relies upon centuries of research
- 2 The term Ivory Tower has acquired a very different meaning compared to its original use
- 3 Once the Ivory Tower was physically built, it was perceived to be a terrible place
- 4 In the 1970's, art and religion were valued more than applied research

(45) The majority of economists still adhere to a fifty-year-old doctrine that relies on human suffering to fight inflation. In recent years, a few experts have voiced concerns about the U.S. Federal Reserve's framework and indicated an openness to rethinking their approach. But most economists still stick to the idea that there is some lower boundary below which unemployment cannot safely be permitted to decline. Some slack must be maintained in the form of a human sacrifice — forced idleness — lest we condemn ourselves to the destructive effect of accelerating inflation.

Because economists in the Federal Reserve accept the concept of an inherent trade-off between inflation and unemployment, they are forced to think in terms of how much unemployment to keep in the system as a sort of insurance policy against inflation. They simply see no other way to achieve low and stable inflation.

[Adapted from a book by Stephanie Kelton]

According to this passage, most economists believe that if the unemployment rate .

- 1 drops below a certain level, inflation will rise too rapidly
- 2 goes down, inflation will drop to dangerously lower levels
- 3 increases, inflation will reach much higher levels
- 4 rises above a certain percentage, inflation will not fall

VII 次の英文を読み、空所 (a) ~ (f) に入る、文脈の上で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動詞一語のみとし、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。

evolve	lay	prevent	prove	retain	return
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When Steve Jobs (a) to Apple in 1997, after his 11-year absence, it had a conventional structure for a company of its size and scope. It was divided into business units, each with its own P&L (Profit and Loss) responsibilities. Believing that conventional management was (b) innovation, Jobs made some major changes. He (c) off the general managers of all the business units (in a single day), put the entire company under one P&L, and combined the various functional departments of the business units into one functional organization. While such a structure is common for small firms, Apple—remarkably—(d) it today, even though the company is nearly 40 times as large in terms of revenue as it was in 1997 and is far more complex than before. The innovation benefits and leadership challenges of Apple as a distinct and ever-(e) organization may be useful for other companies competing in rapidly changing environments. Even now, Apple's track record (f) that the rewards may justify the risks. Its approach can produce extraordinary results. [Adapted from an article in the *Harvard Business Review*]

VIII 次の英文を読み、空所 (a) ~ (e) に入る、文脈の上で最も適切な名詞を解答欄に記入しなさい。下記の動詞群の名詞形のみを使用すること。ただし、～ing形は使用してはいけない。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： allow → allowance

bathe	please	produce	read	state
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Strong writing skills are essential for anyone in business. You need them to effectively communicate with colleagues, employees, and bosses and to sell any ideas, consumer (a), or services you're offering. Many people think good writing is an art—and that those who do it well have an innate talent they've nurtured through experience, intuition, and a habit of reading often and widely. But every day we're learning more about the science of good writing. Advances in neurobiology and psychology show exactly how the brain responds to words, phrases, and stories. And the criteria for making better writing choices are more objective than you might think.

Good writing gets dopamine flowing in the area of the brain known as the reward circuit. Great writing releases chemicals that turn on reward hot spots. Just like good food, a hot-spring (b), or a comforting hug, well-executed prose brings us (c), which makes us want to keep reading. Scientists using MRI and PET machines can literally see how reward regions clustered in the midbrain are activated when people read certain types of writing or hear them read aloud. Each word, phrase, or idea acts as a stimulus, causing the brain to instantly answer a stream of questions: Does this promise value? Will I like it? Can I learn from it? Whether it's a brief declarative (d) in an email or a complex argument expressed in a report, your own writing has the potential to activate the neural circuitry of your (e)' brains. [Adapted from an article in the *Harvard Business Review*]