

2019年度

慶應義塾大学入学試験問題

商 学 部

英 語

- 注 意
1. 受験番号と氏名は、解答用紙 A（マークシート）と解答用紙 B のそれぞれ所定の欄に必ず記入すること。さらに、解答用紙 A（マークシート）の受験番号欄をマークすること。
  2. 解答は、必ず指定された解答用紙の所定の欄に記入ないしマークすること。解答欄外の余白および採点欄には一切記入してはならない。
  3. 解答用紙 A（マークシート）への記入に先立って、用紙上に記載された注意事項を必ず読むこと。
  4. 解答用紙 A（マークシート）の解答欄にマークするときには、すべて HB の黒鉛筆を使用し、また、次の解答例に従うこと。  
(解答例)  と表示のある問いに対して、3 と解答する場合は、右に示すように解答欄  の ③ にマークすること。
  5. 問題用紙は下書きに用いてよろしい。
  6. この冊子の総ページ数は16ページである。

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試験開始の合図とともに全てのページが揃っているか確認してください。ページが抜けていたり重複するページがあったら直ちに監督者に申し出てください。

《指示があるまで開かないこと》

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 19th-century image of the factory persists (1) many people. They were dark, smoky places where underpaid workers, many only children, spent long hours at unsafe machines. To the philosopher Friedrich Engels, factory work was “nothing less than torture of the severest kind ... in the service of a machine that never stops.” His colleague, Karl Marx, wrote this: (5) “In \*manufacture and handicrafts, the workman makes use of a tool; in the factory, the machine makes use of him.” And yet ever since the Lombe brothers opened their silk \*\*mill in northern England in 1721, there has been another, brighter vision of the factory, too. Their mill was probably the first successful model of the modern factory. It had a square, prison-like appearance copied by many thousands of its successors, and it contained “a large workforce engaged in coordinated production using powered machinery.” Visiting the Lombe mill, the writer Daniel Defoe saw it as a modern wonder. He detailed the amount of silk thread it could produce: 291,240,935.42 meters in 24 hours.

After Defoe came a long line of “factory tourists,” including the 19th-century writer Anthony Trollope, who observed that educated people like him came to see “the triumphant perfection of British mechanism” rather than the exhausted child laborers nearby. The truth was that people at this time had a love-hate relationship with factories. For example, Marx’s (2) capitalism had specific roots in the booming textile factories of northern England, where the harsh treatment of workers outraged him.

Other writers, however, saw well-regulated factories as agents of social progress. It was the factory worker who drew the attention of lawmakers—the British government passed five socially-progressive Factory Acts between 1802 and 1831—while the often harsher conditions of agricultural laborers, domestic servants, and coal miners were ignored. Factories were easier to control and improve. They concentrated employment in a single building, where workers had to obey an almost military discipline. Factories became a symbol not only of ever-greater productivity and the abundance of goods, but at the same time they represented the idea that a more humane version of capitalism was possible.

It was during this time that the material world became “factory made.” There was great technical progress, but the “factory effect” was not limited to technical achievements alone. Nor was it felt in just a single nation. The factory effect touched many aspects of life—economic, political, cultural and social—around the globe.

Women have an important role in this story, particularly after factories were established in the United States. In New England, water-powered cotton mills were (3) riverbanks that were often far from any large cities. Separated from urban temptations, these mills enjoyed a more wholesome reputation than their smoky British ancestors, but like British textile factories, they (4) female labor to operate the machinery. However, unlike typical English factory girls, the American workforce tended to be the literate daughters of farmers: they returned to their family homes during downturns in trade rather than staying in their factory lodgings and making trouble as their English counterparts often did.

Some mill owners did their best to create an atmosphere to improve workers' character. The Lowell mills in New England even published a magazine of poetry and fiction for workers. But what did more to change the lives of the mill women was money—that and a period of independence and self-discovery between being daughters and becoming wives. “The mills ... provided an escape from families, rural

life, boredom, and isolation, a chance to experience a new, more cosmopolitan world of independent living, abundant goods, and intense social interactions,” one woman said. She remembered how their first wages could transform “modest, depressed” girls into women who looked you in the face and sang happily among the machines.

This was the factory effect at its gentlest. It showed its more brutal side as the 19th-century moved on. Owners often refused to improve the hellish conditions in mills and used violence to break up workers’ strikes and deny them their civil rights. In industries such as steel, oil, and transport, powerful monopolies were created to keep prices high and wages low. We associate industrialization with the rise of individual liberty and free markets, but factories often did best in opposite conditions, profiting most when workers’ civil liberties were denied and owners’ absolute control of markets was maintained. [Adapted from an article in *The Guardian Weekly*]

注) \*manufacture: ≪古≫ the making of goods and articles by hand

\*\*mill: factory (cotton, steel, silk, textile, etc.)

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

(1) The answer is: .

- |                   |                       |
|-------------------|-----------------------|
| 1 in the minds of | 2 to the delight of   |
| 3 by the light of | 4 from the efforts of |

(2) The answer is: .

- |              |                   |
|--------------|-------------------|
| 1 praise for | 2 indifference to |
| 3 faith in   | 4 criticism of    |

(3) The answer is: .

- |                  |               |
|------------------|---------------|
| 1 made good by   | 2 put down to |
| 3 shut off along | 4 set up on   |

(4) The answer is: .

- |               |                |
|---------------|----------------|
| 1 ruled out   | 2 skipped over |
| 3 depended on | 4 struck down  |

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

(5) Based on the underlined quotation <sup>(5)</sup> “In manufacture and handicrafts, the workman makes use of a tool; in the factory, the machine makes use of him,” with which one of the following would Karl Marx agree? The answer is: .

- 1 Engels was mistaken about the very nature of factory work
- 2 Factory-produced goods had been replaced by handicrafts
- 3 A sense of human dignity is achieved by factory workers
- 4 Factories transform workers into the parts of a machine

- (6) What did Anthony Trollope observe about “factory tourists”? The answer is that they .
- 1 tended to ignore workers and focus on the machines instead
  - 2 disagreed with Daniel Defoe's view of the Lombe silk mill
  - 3 had a negative view of the factory's contribution to society
  - 4 were not impressed by awe-inspiring production numbers
- (7) Why was it easy for lawmakers to focus on the factory worker? The answer is: .
- 1 Factory owners paid higher taxes than land or mine owners
  - 2 The factory brought a large workforce together in one place
  - 3 Factory workers were spread throughout the countryside
  - 4 Factories had become a symbol of increasing productivity
- (8) Which one of the following is **NOT** a reason that the cotton mills of New England enjoyed a more wholesome reputation than British textile mills? The answer is: .
- 1 The mills were often built far away from the cities
  - 2 Workers could go home during downturns in trade
  - 3 American mill owners paid workers higher wages
  - 4 They were less smoky than their British ancestors
- (9) Which one of the following is the most appropriate title for this passage? The answer is: .
- 1 English Culture and Society: the Role of the Factory
  - 2 How the World Became Factory Made in the 19th-Century
  - 3 The Factory System as the Gentle Face of Capitalism
  - 4 The Global Economic Effects of the Rise of the Factory
- (10) What is one effect that working in the New England cotton mills had on the lives of mill women? The answer is: .
- 1 It forced them into increased social isolation
  - 2 It taught them an almost military discipline
  - 3 It allowed them to marry at a younger age
  - 4 It relieved them from the boredom of rural life

- II 次の英文を読み、(11)～(20)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) ～ (20) にマークしなさい。

There are many indexes that rank the livability of big cities in environmental terms, but what does it actually mean for a city to be green? There is, for example, the “café and river walk” model of sustainability, which focuses on providing green space for upper middle-class and high-income residents. This vision of shiny residential towers and waterfront parks has become a widely-held conception of what green cities look like. This model, however, tends to drive up real estate prices which displaces low- and middle-income residents who already live in the area. As scholars who study urban development, we prefer a model that recognizes all aspects of sustainability: not just issues of the environment and the economy but also of social fairness. The fairness component is often missing from development projects promoted as green or sustainable. We are interested in models of urban greening that produce real environmental improvement but at the same time, benefit working-class residents who historically have been left out.

After a decade of research in an industrial section of New York City, we have seen an alternative vision of sustainability taking shape. This model, which we call <sup>(12)</sup> “green enough,” aims to protect the environment while retaining working-class residents and creating living-wage jobs, enabling those who have endured decades of pollution and neglect to stay in place and enjoy the benefits of a greener neighborhood. Gentrification, a general term used to describe neighborhood renovation and better housing, is often seen as the only path to progress. In fact, a defining feature of gentrification is displacement. Typically, people who move into these changing neighborhoods are wealthier than those who are displaced.

Recently, a good deal of research has focused on the displacement effects of green space initiatives, particularly the phenomenon called “environmental gentrification.” Resources to fund cleanup of polluted areas are scarce in many cities, which creates pressure to designate industrial land for luxury apartment towers in exchange for developer-funded cleanup. In neighborhoods where gentrification has already begun, a new park or green space contributes to making the area attractive to potential investors. In some cases, developers even create temporary community gardens and farmers’ markets to attract home buyers. Environmental gentrification encourages the closing of factories and workplaces for blue-collar residents. It makes de-industrialization seem inevitable, as industry is replaced with more natural-looking landscapes. When these neighborhoods are finally cleaned up, typically after years of local activism, it is precisely the longtime residents who are unable to stay in the area and enjoy the benefits of their efforts.

Greening and environmental cleanup do not automatically lead to gentrification. There are ways to make cities both greener and more inclusive. The work of the Newtown Creek Alliance in New York provides an example. The Alliance is a community-led organization working to improve environmental conditions and revitalize industry at the same time. The industrial zone of Newtown Creek is not the polluted mess that *The New York Times* described in 1881 as “the worst smelling district in the world,” but it is <sup>(14)</sup> still a far cry from clean. For 220 years it has been a dumping ground for oil and chemical plants, sugar refineries, paint factories, and coal yards. In the late 1970s, an investigation found that

17 million gallons of oil had leaked into the creek from a nearby storage facility. The U.S. Environmental Protection Agency placed Newtown Creek on its list of heavily polluted waste sites in 2010. The Newtown Creek Alliance and other groups are working to make sure that cleanup efforts are comprehensive. At the same time, they are creating new green spaces within areas designated for industry, rather than designated exclusively for housing.

As this approach shows, green cities don't have to be post-industrial. Some 20,000 people work in the industrial area that borders Newtown Creek, and a number of these businesses have helped to make environmental improvements. The green enough strategy separates environmental cleanup from high-end residential development. For example, UPROSE, one of the city's oldest immigrant community organizations, is combining social justice with environmental planning in the Sunset Park area of New York. The group advocates investment and training for existing small businesses. Its goal is not only to increase well-paid factory jobs, but also to include businesses in rethinking what a sustainable economy looks like. Rather than designating the waterfront for high-cost residential use, UPROSE is working for an inclusive vision of development, built on the experience and expertise of its largely working-class immigrant residents.

The approach illustrates a pattern identified by geographer Dan Trudeau, whose research on residential developments in the U.S. shows that socially inclusive neighborhoods have to be planned from the beginning, with affordable housing and green parks for all residents, not just the wealthy. Trudeau highlights the need for local governments to find long-term capital investment that does not expect a quick profit and to put forward a vision of fair housing for all and a strategy for inclusion. It is time to expand the notion of what a green city looks like and who it is for. For urban development to be truly sustainable, residents should have access to not only clean air and green space, but also affordable housing and living-wage jobs. Cities should not accept a  between pollution and gentrification. [Adapted from an article in *theconversation.com*]

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

- (11) Which one of the following is **NOT** a typical feature of the widely-held conception of sustainable urban development? The answer is: .
- 1 parks and green areas that serve as magnets for investors
  - 2 attractive luxury apartment towers for high-income buyers
  - 3 blue-collar factory jobs in neighborhood industries
  - 4 access to cafés and waterfront pathways for local residents
- (12) Which one of the following is an aspect of the <sup>(12)</sup>“green enough” model? The answer is: .
- 1 Sustainability is best considered separate from environmental protection
  - 2 Development should help long-term residents stay in their neighborhoods
  - 3 Industrial zones are not as attractive as markets and green parks
  - 4 Urban planning makes an area sufficiently green to attract new residents

- (13) Which one of the following is **NOT TRUE** about the Newtown Creek area? The answer is: .
- 1 It has remained home to many people in spite of the pollution
  - 2 It offers a good example of purely residential urban development
  - 3 It is still one of the areas where cleanup is most needed today
  - 4 It is the site of attempts to balance the rights of residents and businesses
- (14) The underlined phrase <sup>(14)</sup>still a far cry from clean suggests that the Newtown Creek area .
- 1 continues to be a particularly noisy example of a green neighborhood
  - 2 has never been a contentious site of debate about urban development
  - 3 is not as bad as it used to be, but it is still polluted
  - 4 is now much dirtier than it was over a hundred years ago
- (15) According to the article, Dan Trudeau supports the position that .
- 1 there is a clear need for cities to involve developers in the pursuit of profit
  - 2 mixed-use neighborhoods should be included from the first stages of planning
  - 3 long-term capital must be available for investment that promotes gentrification
  - 4 a true vision of affordable housing is beyond the scope of local government
- (16) Which one of the following characterizes “environmental gentrification”? The answer is: .
- 1 efforts over time to make a neighborhood attractive to its long-term residents
  - 2 increasing green space initiatives so as to prevent residential development
  - 3 creating permanent farmers’ markets by using government regulations
  - 4 cleaning up contaminated areas with funds provided by developers
- (17) According to the article, the UPROSE organization .
- 1 advocates an inclusive vision of residential development
  - 2 is a member of the Newtown Creek Alliance
  - 3 is a traditional immigrant neighborhood in New York
  - 4 expanded efforts to protest investments in local businesses
- (18) Which one of the following is the most appropriate title for the passage? The answer is: .
- 1 Beyond a Café and River Walk Model of Development
  - 2 Bringing Exclusive Businesses to the Neighborhood
  - 3 Activists Support Inclusion of Immigrant Communities
  - 4 Green Is the Means for Profitable Return on Investment

- (19) Which one of the following ideas does the article support? The answer is: .
- 1 Pollution prevents the expanded gentrification of traditional neighborhoods
  - 2 Green space has always been defined and controlled by long-term residents
  - 3 Working-class residents need access to jobs and housing as well as green areas
  - 4 No green areas or investment opportunities are available to immigrants
- (20) What is the most appropriate expression to fill in the blank? The answer is: .
- |                       |                     |
|-----------------------|---------------------|
| 1 flexible compromise | 2 false choice      |
| 3 better relationship | 4 desirable balance |

Ⅲ 次の英文を読み、(21)～(32)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。

If you want to be great at something, learn from the best. What could be better than studying physics under Albert Einstein?

A lot, as I . Three years after publishing his first brilliant paper in physics, Einstein taught his first course at the University of Bern. He wasn't able to attract much interest in his subject: just three students signed up, and they were all friends of his. The next semester he had to cancel the class after only one student enrolled. A few years later, when Einstein applied for another teaching position, the president of the institute questioned the physicist's poor teaching skills. Einstein eventually got the job after a friend recommended him, but the friend admitted, "He is not a fine talker." As his biographer Walter Isaacson wrote, "Einstein was never an inspired teacher, and his lectures tended to be regarded as disorganized."

Although it's often said that "those who can't do, teach," the reality is that the best doers are often the worst teachers.

Two decades ago, I arrived at university as an undergraduate excited by the brilliance of professors who had won Nobel and Pulitzer prizes. But by the end of the first month of my freshman year, it was clear that these world-class experts were my worst teachers. It wasn't that they didn't care about teaching. It was that they knew  about their subject, and had mastered it too long ago, to relate to my ignorance about it. Social scientists call it <sup>(25)</sup>the curse of knowledge. As the psychologist Sian Beilock writes, "As you get better and better at what you do, your ability to communicate your understanding or to help others learn that skill often gets worse and worse."

I've come to believe that if you want to learn something new, there are three factors that you should keep in mind when choosing a teacher—whether it's a professor or mentor or soccer coach.

First, pay attention to how long it has been since a teacher studied the material. Elite universities love to  how most of their classes are taught by top faculty. Yet most of my great teachers were junior faculty. Because they had just learned the material themselves, they had an easier time remembering what it was like to be a beginner. Instead of studying under people who have learned the most, it can be wise to study under people who have learned the most recently.



Second, consider how difficult it was for the educator to master the material. We are often attracted to geniuses like Einstein because their expertise seems so effortless. That's a mistake. We should be learning from overachievers: the people who accomplish the most with the least natural talent and opportunity.

Third, focus as much on how well the teacher communicates the material as on how well the teacher knows the material. Communication is especially hard for experts teaching basic classes. This might be one reason that when college students take an introductory class with a younger lecturer, they (24) to get higher grades in a more advanced class in that subject.

Here's another problem with the idea that "those who can't do, teach": teachers often turn into great doers. After all, the best way to learn something is not to do it but to teach it. You understand it better after you explain it—and you remember it better after recalling and sharing it. As you gain experience studying and explaining a skill, you might actually improve your ability to execute that skill. A powerful example comes from a study of what happens when teachers become doers. Although appointing a business school professor as an executive sounds like a terrible idea, researchers managed to find more than 200 companies that did it. Compared with closely matched industry competitors, the companies with ex-professors in their executive ranks generated significantly higher revenues per employee, especially if those former teachers were in vice president roles where they could use their academic expertise. Knowledge from researching and teaching didn't prevent them from making good judgments; it actually seemed to help.

In education, we often assume that a successful career qualifies someone to teach. It's why business schools love to hire former executives as professors. (a) But we're doing it backward. (31).

Of course, there may be a problem with the data: perhaps only the competent professors got executive jobs. But this supports my point that doing and teaching are distinct skills. Being good at one doesn't mean you're bad at the other.

Before universities hire Nobel prize winners and other world-class experts, it would be a good idea to find out whether they can teach. Before you seek out an expert as your teacher or coach, remember that it's not just about what they know; it's about how recently and easily they learned it, and how clearly and enthusiastically they communicate it. Studies of world-class scientists, musicians, athletes and artists reveal that they didn't have top teachers or coaches from a young age; they started with a teacher or coach who made it fun and enjoyable to learn.

Being a great physicist doesn't make you a great physics teacher. You don't want to take your first physics class with Einstein. (b) You want to learn from his student who has spent years figuring out how to explain what it would be like to (32).

[Adapted from an article in *The New York Times*]

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

(21) The answer is: (21).

1 found out

2 turned off

3 put aside

4 learned about

- (22) The answer is:  .
- |             |               |
|-------------|---------------|
| 1 so little | 2 just enough |
| 3 too much  | 4 a bit       |
- (23) The answer is:  .
- |            |               |
|------------|---------------|
| 1 hold off | 2 boast about |
| 3 put by   | 4 turn up     |
- (24) The answer is:  .
- |             |             |
|-------------|-------------|
| 1 go on     | 2 drop out  |
| 3 learn not | 4 move down |

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

- (25) Which one of the following explains the underlined phrase <sup>(25)</sup>the curse of knowledge?  
The answer is:  .
- 1 Even a little knowledge can do a great deal of damage
  - 2 Great experts often have difficulty explaining their subjects
  - 3 Some information is not usually taught due to academic tradition
  - 4 Teaching skills always improve when experts do advanced research
- (26) Which one of the following is the most appropriate title for this passage? The answer is:  .
- 1 Those Who Can Do, Often Can't Teach
  - 2 Advice for Overachievers in Business
  - 3 Why Universities Should Hire Executives
  - 4 Knowledge Is Based on Ignorance
- (27) Which one of the following does the author imply? The answer is:  .
- 1 Lectures require completely different study skills than seminars do
  - 2 Finding a politically powerful mentor is a key to success in university
  - 3 Students should master the basics before they study with top faculty
  - 4 Learning is a serious activity with no connection to fun or enjoyment
- (28) Which one of the following is **TRUE**? The answer is:  .
- 1 Teaching and doing are skills that everyone can master in universities
  - 2 Companies that hired teachers made more money than those that didn't
  - 3 The more Nobel prize winners a company hires, the better it will be
  - 4 Schools should focus their efforts on practical research by top faculty

- (29) According to the author, when choosing a teacher, we should consider all of the following **EXCEPT** .
- 1 how many research papers the teacher has published recently
  - 2 how much time has passed since the teacher studied the subject
  - 3 how difficult it was for the teacher to gain knowledge of the field
  - 4 how well the teacher can explain the subject to the students
- (30) With which one of the following statements would the author agree? The answer is: .
- 1 Top athletes learn in a totally different way than top musicians
  - 2 Having a brilliant teacher guarantees that you will learn a lot
  - 3 Universities should make sure that professors they hire can teach
  - 4 Introductory courses should not be taught by junior faculty
- (31) Which one of the sentences below would logically follow the underlined sentence (a) But we're doing it backward? The answer is: .
- 1 We must hire more executives to teach in business schools
  - 2 We need to give students real-world business experience
  - 3 We would be better off if business focused on research
  - 4 We should be sending teachers out to run businesses
- (32) Which one of the phrases below would logically complete the underlined phrase? (b) You want to learn from his student who has spent years figuring out how to explain what it would be like to .
- 1 write a brilliant physics paper
  - 2 chase a beam of light
  - 3 spend less time teaching
  - 4 be a world-class scientist



- (42) So \_\_\_\_\_ a nation of immigrants, the U.S. cannot produce the capable, well-educated, bilingual professionals it needs without serious investment in training.
- |           |                 |
|-----------|-----------------|
| 1 this is | 2 rather than   |
| 3 if any  | 4 despite being |
- (43) Once you have a presentation topic in mind, make an outline first: do not \_\_\_\_\_ making slides.
- |                   |                |
|-------------------|----------------|
| 1 catch hold of   | 2 be free from |
| 3 dive right into | 4 get rid of   |

V 次の英文の空所 (44) ~ (51) 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。

Work in the science of the brain indicates that the acquisition of literacy ( 44 ) a new circuit in the human brain more than 6,000 years ago. This "reading circuit" enables some of our most important intellectual processes: analogical reasoning, inference, perspective-taking and empathy. Research surfacing in many parts of the world now cautions that each of these essential "deep reading" operations may be under ( 45 ) as we move into digital-based modes of reading. English literature scholar Mark Edmundson describes how many college students actively avoid classic literature of the 19th- and 20th-centuries because they no longer have the ( 46 ) to read longer, more difficult texts. We should also be concerned with the inability of large numbers of students to read with a level of critical analysis sufficient to comprehend the ( 47 ) of argument found in more demanding texts. Ziming Liu argues that the "new ( 48 )" in reading is skimming. Many readers sample the first line and then browse through the rest of a text. When the reading brain skims like this, there is no time to ( 49 ) nuance, to understand another's feelings, perceive beauty, or create thoughts of our own. The subtle weakening of critical analysis allows a retreat to the most familiar territories of unchecked information, which require no analysis, leaving us open to lies and deception. Deep reading and all that it implies is vital to the ability of citizens in a healthy democracy to try on other perspectives and ( 50 ) the truth; to appreciate beauty; and to go beyond ( 51 ) in order to reach the wisdom that social engagement is the foundation of a good society.

[Adapted from an article in *theguardian.com*]

- |                  |                |               |                |
|------------------|----------------|---------------|----------------|
| (44) 1 performed | 2 discovered   | 3 compared    | 4 generated    |
| (45) 1 threat    | 2 impression   | 3 imagination | 4 develop      |
| (46) 1 fiction   | 2 theme        | 3 authority   | 4 patience     |
| (47) 1 biology   | 2 consultation | 3 containment | 4 complexity   |
| (48) 1 norm      | 2 sound        | 3 league      | 4 illustration |
| (49) 1 plan      | 2 deny         | 3 grasp       | 4 enclose      |
| (50) 1 obscure   | 2 distinguish  | 3 wear        | 4 avoid        |
| (51) 1 reason    | 2 hope         | 3 ourselves   | 4 honor        |

ここからは解答用紙 B を使用しなさい。

- VI 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： proceed → procedure

consume	convene	decide	inspect	subscribe
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In a presentation I made at a recent ( a ) on telecommunications issues, I said that people were ready to take out a billion new ( b ) for Internet services. Then, I showed a picture of a cow. Everyone laughed, but I was completely serious. Chinese dairy farmers are already connecting their herds to the Internet. Cows wear collars that enable a series of regular ( c ) of biometric data in order to increase milk production, helping farmers earn an extra \$420 per cow each year. Connecting things to the Internet has the potential to both stimulate economic growth and reduce the over- ( d ) of natural resources. Today's broadband networks were built to serve people but they are limited in scope. Scenarios for connecting things offer greater value and the ability to make wiser, more fully informed ( e ) about the future, but we must begin thinking differently about networks. After all, everything is a potential client.

[Adapted from an article in *project-syndicate.org*]

- 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。

dare	foresee	kick	matter	turn	waste
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The history of business has often been told through inspirational stories about destiny being fulfilled. Occasionally, these have ( a ) out to be true. Andrew Carnegie ( b ) that America would need an integrated market for steel by the late 19th century; he used this insight to grow his business. Steve Jobs had a vision of how smart devices would change the world, so he ( c ) off a new phase in the development of IT. But for most companies, especially ones in mature economies, facing the future poses more questions than answers. Balance, optimality, and position now ( d ) more than a strong conviction about what the world will look like in twenty years. Too much emphasis on the distant future will ( e ) valuable time in the present. The insightful, long-term vision of Jobs and Carnegie should not be ignored, but should be kept in perspective. Based on their vision, Jobs and Carnegie took risks that most companies ( f ) not take today; most businesses need to be more practical.

[Adapted from an article in *The Economist*]

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