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【国際商学部】

英語問題

2022(令和4)年度

【注意事項】

1. この問題冊子は「英語」である。
2. 試験時間は60分である。
3. 試験開始の合図まで、この問題冊子を開いてはいけない。ただし、表紙はあらかじめよく読んでおくこと。
4. 試験開始後すぐに、以下の5および6に記載されていることを確認すること。
5. この問題冊子の印刷は1ページから8ページまでである。
6. 解答用紙は問題冊子中央に2枚はさみこんである。
7. 問題冊子に落丁、乱丁、印刷不鮮明な箇所等があった場合および解答用紙が不足している場合は、手をあげて監督者に申し出ること。
8. 試験開始後、2枚ある解答用紙の所定の欄に、受験番号と氏名を記入すること（1枚につき受験番号は2箇所、氏名は1箇所）。
9. 解答は必ず解答用紙の指定された箇所に記入すること。解答用紙の裏面に記入してはいけない。
10. 問題番号に対応した解答用紙に解答していない場合は、採点されない場合もあるので注意すること。
11. 問題冊子の中の白紙部分は下書き等に使用してよい。
12. 解答用紙を切り離したり、持ち帰ってはいけない。
13. 試験終了時刻まで退室を認めない。試験中の気分不快やトイレ等、やむを得ない場合には、手をあげて監督者を呼び、指示に従うこと。
14. 試験終了後は問題冊子を持ち帰ること。



〔 I 〕 次の文章を読み、設問に答えなさい。

なお、使用語句は原文のままで、*が付いている語句には本文の後ろに注があります。

A hungry public has loved the breakfast you've been serving, and thanks to the help of your many customers and a friendly banker, you've created a breakfast factory, which among other things uses specialized production lines for toast, coffee, and eggs. As manager of the factory, you have a *substantial staff and a lot of automated equipment. But to run your operation well, you will need a set of good indicators, or measurements. Your output, of course, is no longer the breakfasts you deliver personally but rather all the breakfasts your factory delivers, profits generated, and the satisfaction of your customers. Just to get a fix on your output, you need a number of indicators; to get efficiency and high output, you need even more of them. The number of possible indicators you can choose is virtually limitless, but for any set of them to be useful, you have to focus each indicator on a specific operational goal.

Let's say that as manager of the breakfast factory, you will work with five indicators to meet your production goals on a daily basis. Which five would they be? Put another way, which five pieces of information would you want to look at each day, immediately upon arriving at your office?

Here are my candidates. First, you'll want to know your sales forecast for the day. How many breakfasts should you plan to deliver? To assess how much confidence you should place in your forecast, you would want to know how many you delivered yesterday compared to how many you planned on delivering—in other words, the *variance between your plan and the actual delivery of breakfasts for the preceding day.

Your next key indicator is raw material *inventory. Do you have enough eggs, bread, and coffee on hand to keep your factory running today? If you find you have too little inventory, you can still order more. If you find you have too much, you may want to cancel today's egg delivery.

Another important piece of information is the condition of your equipment. If anything broke down yesterday, you will want to get it repaired or rearrange your production line to meet your forecast for the day.

You also must get a fix on your manpower. If two waiters are out sick, you will have to come up with something if you are still going to meet the demand forecasted. Should you call in temporary help? Should you take someone off the toaster line and make him a waiter?

Finally, you want to have some kind of quality indicator. It is not enough to monitor the number of breakfasts each waiter delivers, because the waiters could have been rude to the customers even as they served a record number of breakfasts. Because your business depends

on people wanting what you sell, you must be concerned with the public's opinion of your service. Perhaps you should set up a "customer complaint log" maintained by the cashier. If one of your waiters *elicited more than the usual number of complaints yesterday, you will want to speak to him first thing today.

All these indicators measure factors essential to running your factory. If you look at them early every day, you will often be able to do something to correct a potential problem before it becomes a real one during the course of the day.^(B)

Indicators tend to direct your attention toward what they are monitoring. It is like riding a bicycle: you will probably steer it where you are looking. If, for example, you start measuring your inventory levels carefully, you are likely to take action to drive your inventory levels down, which is good up to a point. But your inventories could become so *lean that you can't react to changes in demand without creating shortages. So because indicators direct one's activities, you should guard against overreacting. This you can do by pairing indicators, so that together both effect and counter-effect are measured. Thus, in the inventory example, you need to monitor both inventory levels and the *incidence of shortages. A rise in the latter will obviously lead you to do things to keep inventories from becoming too low.

Nowhere can indicators—and paired indicators—be of more help than in administrative work. Having come to this realization, our company has been using measurements as a key tool to improve the productivity of administrative work for several years. The first rule is that a measurement—any measurement—is better than none. But a genuinely effective indicator will cover the output of the work unit and not simply the C involved. Obviously, you measure a salesman by the orders he gets (output), not by the calls he makes (C).

The second criterion for a good indicator is that what you measure should be a physical, countable thing. Examples of effective measures of administrative output are shown below. Because those listed here are all quantity or output indicators, their paired counterparts should stress the quality of work. Thus, in accounts payable, the number of vouchers processed should be paired with the number of errors found either by auditing or by our suppliers. For another example, the number of square feet cleaned by a *custodial group should be paired with a partially objective / partially subjective rating of the quality of work as assessed by a senior manager with an office in that building.

ADMINISTRATIVE FUNCTION	WORK OUTPUT INDICATOR
Accounts payable	# Vouchers processed
Custodial	# <u>Square feet cleaned</u>
Customer service	# Sales orders entered
Data entry	# Transactions processed
Employment	# People hired (by type of hire)
Inventory control	# Items managed in inventory

Examples of administrative work output indicators.

Such indicators have many uses. First, they spell out very clearly what the objectives of an individual or group are. Second, they provide a degree of objectivity when measuring an administrative function. Third, and as important as any, they give us a measure by which various administrative groups performing the same function in different organizations can be compared with each other. The performance of a custodial group in one major building can now be compared with that of another group in a second building. In fact, if indicators are put in place, the competitive spirit *engendered frequently has an *electrifying effect on the motivation each group brings to its work, along with a parallel improvement in performance.

(出典 Andrew S. Grove, *High Output Management*, Vintage Books, 2015. 一部改変)

注

substantial: large in amount.

variance: a difference.

inventory: a stock of something.

elicit: to get or produce something, especially information or a reaction.

lean: slim.

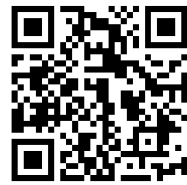
incidence: the extent to which something happens.

custodial: having the responsibility of maintaining something.

engender: to make people have a particular feeling.

electrifying: exciting, stimulating.

- (1) breakfast factory の下線部 (A) の具体例について、本文に即して日本語で全て説明しなさい。
- (2) 下線部 (B) について them の意味を明確に示しながら、日本語に訳しなさい。
- (3) 空欄 に入るものとして最も適切なものを、次の(ア)～(エ)のうちから一つ選び、記号で答えなさい。
- (ア) achievement
 - (イ) activity
 - (ウ) attitude
 - (エ) strategy
- (4) 下線部 (D) の pairing indicator として最も適切でないものを、次の(ア)～(エ)のうちから一つ選び、記号で答えなさい。
- (ア) amount of cleaning supplies used
 - (イ) amount of trash recycled
 - (ウ) number of rooms cleaned
 - (エ) satisfaction level of users
- (5) indicator の持つ役割とその効用についての筆者の主張を、本文に即して日本語で説明しなさい。



〔 Ⅱ 〕 次の文章を読み、設問に答えなさい。

なお、使用語句は原文のまま、*が付いている語句には本文の後ろに注があります。

Macroeconomics is concerned with the big economic issues that determine your own economic well-being as well as that of your family and everyone you know. Each of these issues involves the overall economic performance of the nation rather than whether one particular individual earns more or less than another.

The nation's overall macroeconomic performance matters, not only for its own sake but ^(A) because many individuals experience its consequences. The Global Economic Crisis that began in late 2007 has created *enormous losses of income and jobs for millions of American families. Not only were almost 15 million people unemployed in late 2010, but many more have given up looking for jobs, have been forced to work part-time instead of full-time, or have experienced pay cuts or *furlough days when they have not been paid. By one estimate, more than half of American families since 2007 have experienced the job loss of a family member, a pay cut, or being forced to work part-time instead of full-time.

Macroeconomic performance can also determine whether inflation will *erode the value of family savings, as occurred in the 1970s when the annual inflation rate reached 10 percent. Today's students also care about economic growth, which will determine whether in their future lives they will have a higher standard of living than their parents do today.

Each of these connections between the overall economy and the lives of individuals involves a central macroeconomic concept introduced in this chapter—unemployment, inflation, and economic growth. The basic task of macroeconomics is to study the causes of good or bad performance of these three concepts, why each matters to individuals, and what (if anything) the government can do to improve macroeconomic performance. While there are numerous other important macroeconomic concepts, we start by focusing just on these, which are the “Big Three” concepts of macroeconomics:

The unemployment rate. The higher the overall unemployment rate, the harder it is for ^(B) each individual who wants a job to find work. College seniors who want permanent jobs after graduation are likely to have fewer job offers if the national unemployment rate is high, as in 2009–10, than low, as in 2005–2007. All adults fear a high unemployment rate, which raises the chances that they will be *laid off, be unable to pay their bills, have their cars *repossessed, lose their health insurance, or even lose their homes through *mortgage foreclosures. In “bad times,” when the unemployment rate is high, crime, mental illness, and suicide also increase. The widespread consensus that unemployment is the most important macroeconomic issue has been further highlighted by the dismal labor market of 2009–10, when fully half of the unemployed

were jobless for more than six months. And the recognized harm created by high unemployment is nothing new. Robert Burton, an English clergyman, wrote in 1621 that “employment is so essential to human happiness that *indolence is justly considered the mother of misery.”

The inflation rate. A high inflation rate means that prices, on average, are rising rapidly, while a low inflation rate means that prices, on average, are rising slowly. An inflation rate of zero means that prices remain essentially the same, month after month. In inflationary periods, retired people, or those about to retire, lose the most, since their hard-earned savings buy less as prices go up. Even college students lose as the rising prices of room, board, and textbooks erode what they have saved from previous summer and after-school jobs. While a high inflation rate harms those who have saved, it helps those who have borrowed. Great harm comes from this *capricious aspect of inflation, taking from some and giving to others. People want their lives to be predictable, but inflation *throws a monkey wrench into individual decision making, creating *pervasive uncertainty.

Productivity growth. “Productivity” is the *aggregate output per hour of work that a nation produces in total goods and services; it was about \$61 per worker-hour in the United States in 2010. The faster aggregate productivity grows, the easier it is for each member of society to improve his or her standard of living. If productivity were to grow at 3 percent from 2010 to the year 2030, U.S. productivity would rise from \$61 per worker-hour to \$111 per worker-hour. When multiplied by all the hours worked by all the employees in the country, this extra \$50 per worker-hour would make it possible for the nation to have more houses, cars, hospitals, roads, schools, and to combat greenhouse gas emissions that worsen global warming.

But if the growth rate of productivity were zero instead of 3 percent, U.S. productivity would remain at \$61 in the year 2030. To have more houses and cars, we would have to *sacrifice by building fewer hospitals and schools. Such an economy, with no productivity growth, has been called the “,” because any extra good or service enjoyed by one person requires that something be taken away from someone else. Many have argued that the achievement of rapid productivity growth and the avoidance of a form the most important macroeconomic challenge of all.

The first two of the “Big Three” macroeconomic concepts, the unemployment and inflation rates, appear in the newspaper every day. When economic conditions are poor—as in 2009–10—daily headlines announce that one large company or another is laying off thousands of workers. In the past, sharp increases in the rate of inflation have also made headlines, as when the price of gasoline jumped during 2006–08. The third major concept, productivity growth, has received widespread attention since 1995 as a source of an improving American standard of

living compared to that in Europe and Japan.

(出典 Robert J. Gordon, *Macroeconomics*, Pearson, 2012. 一部改変)

注

enormous: very large.

furlough: a period of time when a company stops employing someone.

erode: to slowly reduce or destroy something.

lay off: to end someone's employment.

repossess: to take back property or goods from a buyer who has failed to make payments.

mortgage foreclosure: the act of taking control of somebody's property because they have not paid back money that they borrowed to buy it.

indolence: lazy behavior.

capricious: showing sudden changes in attitude or behavior.

throw a monkey wrench: to cause a delay or problem with something that somebody is planning or doing.

pervasive: existing in all parts of a place or thing.

aggregate: total or whole.

sacrifice: to give up something important to obtain something else for yourself or for other people.

- (1) macroeconomics が基本的に取り組むべきことについて、本文に即して日本語で説明しなさい。
- (2) 下線部 (A) と (B) を日本語に訳しなさい。
- (3) 空欄

C

 に入る適切な言葉を次の(ア)～(エ)のうちから一つ選び、記号で答えなさい。
- (ア) plus-minus society
 - (イ) unit society
 - (ウ) zero-sum society
 - (エ) not-growing society
- (4) macroeconomics の対象となりにくいのはどれか、次の(ア)～(エ)のうちから一つ選び、記号で答えなさい。
- (ア) a fiscal policy to stabilize economy
 - (イ) a firm's decision-making to maximize profit
 - (ウ) aggregate demand and aggregate supply
 - (エ) an economic growth theory
- (5) 本文で議論されている inflation rate において、2013-2020 年の日本経済全般の performance は、本文の説明とは違う状況下にあると言える。どのように違うかについて、国の macroeconomy 政策に関連付けて、自分なりに日本語で説明しなさい。