

## ○兵庫県立大学・工学部の英語・直近10年過去問演習 [ 月 日配布]

氏名 [ ]

※直前演習として用いる場合は、2, 3年分を解けば対策としては十分です。必要に応じて追加して解いてください。文法問題や和訳など特定の出題形式に絞って10年分を解くことも有益です。

## 演習問題

**I 兵庫県立大学・工学部の英語・直近10年分** ..... (1)**I-i 1回目(2021年)** ..... (4)

- ☐ 【1】2021 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【2】2021 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【3】2021 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【4】2021 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【5】2021 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]

**I-ii 2回目(2020年)** ..... (16)

- ☐ 【6】2020 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【7】2020 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【8】2020 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【9】2020 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【10】2020 兵庫県立大学 2/25, 前期 工 [宿題: 月 日まで] [済: 月 日]

**I-iii 3回目(2019年)** ..... (28)

- ☐ 【11】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【12】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【13】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【14】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工 [宿題: 月 日まで] [済: 月 日]

I-iv 4回目(2018年) ..... (34)

- ☐ 【15】2018 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【16】2018 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【17】2018 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【18】2018 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【19】2018 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]

I-v 5回目(2017年) ..... (46)

- ☐ 【20】2017 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【21】2017 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【22】2017 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【23】2017 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【24】2017 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]

I-vi 6回目(2016年) ..... (57)

- ☐ 【25】2016 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【26】2016 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【27】2016 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【28】2016 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【29】2016 兵庫県立大学 2/25,前期 工 [宿題: 月 日まで] [済: 月 日]

I-vii 7回目(2015年) ..... (72)

- ☐ 【30】2015 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【31】2015 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【32】2015 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【33】2015 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【34】2015 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]

I-viii 8回目(2014年) ..... (86)

- ☐ 【35】2014 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【36】2014 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]
- ☐ 【37】2014 兵庫県立大学 2/25,前期日程 工 [宿題: 月 日まで] [済: 月 日]

☐ 【38】2014 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

**I-ix 9回目(2013年)** ..... (94)

☐ 【39】2013 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【40】2013 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【41】2013 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【42】2013 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【43】2013 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

**I-x 10回目(2012年)** ..... (105)

☐ 【44】2012 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【45】2012 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【46】2012 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【47】2012 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

☐ 【48】2012 兵庫県立大学 2/25, 前期日程 工〔宿題： 月 日まで〕〔済： 月 日〕

\* 解答..... (115)

【1】2021 兵庫県立大学 2/25, 前期 工

次の英文を読んで、設問に答えなさい。

If you are attempting to improve a relationship and develop a greater level of peace and harmony with another person, and you are trying to change that person in the process, expect ①the inevitable: resistance! If you say, “I want you to change to ( ア ) our relationship,” the other person will probably counter with, “I don’t want to change.”

People resist change for many reasons, but there is one basic factor behind them all. When you request that individuals change their behavior, you may be challenging a pattern of behavior they have been following for years. Their \*established patterns of \*interacting with other people, responding to situations, and performing tasks are deeply rooted in their \*self-identity. It’s their way of saying, “This is who I am.” A request for change becomes a threat to their \*self-image and they wonder, *What’s wrong with me? Haven’t I been okay?*

Think about it for a moment. When someone asks you to change, how do you feel about yourself at that moment? Doesn’t your sense of \*self-worth ②rise \*defensively within you? For most people, that’s exactly what happens. The way change is requested or demanded of us often leaves us feeling that we are wrong or less than we should be. When a request for change threatens or destroys a means by which our \*self-esteem has been \*affirmed, our normal response to the change will be resistance.

We agree that it is difficult to get others to change, so we must ( イ ) ourselves to get along with our unchanging family members and friends. [A]Change is no less difficult for us than it is for them, but it is possible. Let’s explore why change, even for us, is so difficult.

Imagine that you’re aboard an airplane heading for a destination across the country. After half an hour of flying, you notice the co-pilot \*strolling down the \*aisle chatting with the passengers. You think, *That’s all right; the pilot is flying the plane.* But then the pilot appears in the aisle alongside the co-pilot. “Who’s flying the plane?” you ask the pilot as he walks by. “Don’t worry,” he responds. “We’re on automatic pilot. It flies the plane better than we do. It reacts and responds to flying conditions without having to think.”

Many people find change difficult because they live their lives on automatic pilot. They don’t really think about what they do or say. They have an entire \*repertoire of \*preprogrammed responses \*tucked within them. Whenever they ③encounter a situation or a relationship, they react without having to think. Whatever is programmed into them just happens. We are all creatures of habit to a great extent. We may like to think we’re flexible, but so many things we do take little or no thought. We ( ウ ) habits over the years. We may not be aware of how deeply \*ingrained those patterns are until we catch ourselves doing

them almost \*unconsciously.

I play \*racquetball every Tuesday, Wednesday, and Thursday morning before going to work. To drive to the club, I just steer the car east on Interstate 405 to highway 22, then turn north on highway 57. I really don't think about it very much. The car seems to know where it's going. But (4)occasionally I need to go to the Orange County Airport by staying on Interstate 405. I am so used to turning north on 22 that I must consciously tell myself, "Stay on 405. Do not take 22 or you will end up at the office or the racquetball club instead of the airport."

Habits ( エ ) outside the conscious mind, whereas our choices come from within the conscious mind. As much as 98 percent of what we do is habit rather than choice. Whatever you do again and again becomes a habit. If you smile at your co-workers every morning, it will become a habit. If you respond with defensiveness each time your employees question you, it will become a habit.

Here's the rule: Whatever you practice, you become. If you argue with people regularly, you become an \*argumentative person. If you criticize people often, you become a critical person. If you keep bringing work home from the office, you become a \*workaholic. Repeated behaviors become habits. And are you aware of what it takes to change a habit pattern? To replace a negative behavior with a positive one, you need a minimum of eighteen days of conscious repetition of that behavior to give it a chance to lock into your (5)system. A habit seems to have a life of its own. Just like every living being, a habit will ( オ ) to stay alive. When you try to change a pattern of behavior, your habit will resist the change. Changing behavior patterns is a massive battle. It can only be won when you focus on replacing old, negative behaviors with positive, new behaviors.

注：

\*established 定着した

\*self-identity 自己同一性の意識

\*self-worth 自分に価値があるという思い

\*defensively 防御的に

\*affirm 肯定する

\*aisle (座席列間の)通路

\*preprogrammed 前もって決められた

\*ingrained 深く染み込んだ

\*racquetball (競技)ラケットボール

\*argumentative 議論好きな, 理屈っぽい

\*workaholic 仕事中毒の人

\*interact 相互に作用する, 影響し合う

\*self-image 自己像

\*self-esteem 自尊心

\*stroll ぶらぶら歩く

\*repertoire 能力範囲

\*tucked しまい込まれた

\*unconsciously 無意識に

問 1 下線部(1)の意味として最もふさわしいものを選んで記号で答えなさい。

- (a) 必然的なこと                      (b) 取り越し苦労                      (c) 困難なこと  
(d) 楽に回避できること

問 2 下線部(2)の意味として最もふさわしいものを選んで記号で答えなさい。

- (a) よみがえる                      (b) 生じる                      (c) 成長する  
(d) 増える

問 3 下線部(3)の意味として最もふさわしいものを選んで記号で答えなさい。

- (a) ～に遭う                      (b) ～に対抗する                      (c) ～に従う  
(d) ～に適応する

問 4 下線部(4)の意味として最もふさわしいものを選んで記号で答えなさい。

- (a) 頻繁に                      (b) 徐々に                      (c) 時折                      (d) 稀に

問 5 下線部(5)の意味として最もふさわしいものを選んで記号で答えなさい。

- (a) 方法                      (b) 身体                      (c) 規則                      (d) 秩序

問 6 (ア)～(オ)に入る最も適切な語を選んで記号で答えなさい。ただし、語の使用は一度のみです。

- (a) change                      (b) fight                      (c) improve                      (d) operate  
(e) develop

問 7 them の内容を明示し、下線部[A]を日本語に直しなさい。

## 【2】2021 兵庫県立大学 2/25, 前期 工

次の英文を読んで、設問に答えなさい。

As the world focuses on the \*coronavirus, \*deforestation continues to \*surge in the Amazon rainforest this year, raising fears of a repeat of last year's record-breaking devastation — or worse.

Deforestation in the Brazilian Amazon hit a new high in the first four months of the year, according to data released Friday by Brazil's National Space Research Institute (INPE), which uses satellite images to (1)track the destruction. A total of 1,202 square kilometers of forest (464 square miles) — an area more than 20 times the size of Manhattan — (2)was wiped out in the Brazilian Amazon from January to April, it found. That was a 55 percent increase from the same period last year, and the highest figure for the first four months of the year since monthly records began in August 2015. The numbers raise new questions about how well Brazil is protecting its share of the world's biggest rainforest under President Jair Bolsonaro, a far-right climate change \*skeptic who advocates opening protected lands to mining and farming.

“Unfortunately, it looks like what we can expect for this year are more record-breaking fires and deforestation,” \*Greenpeace campaigner Romulo Batista said in a statement.

Last year, in Bolsonaro's first year in office, deforestation soared 85 percent in the Brazilian Amazon, to 10,123 square kilometers of forest. That loss — nearly the size of Lebanon — fueled worldwide alarm over the future of the rain-forest, seen as (3)vital to \*curbing climate change. The destruction was (4)driven by record wildfires that raged across the Amazon from May to October, in addition ( ア ) illegal logging, mining and farming on protected lands.

(A) The trend so far in 2020 is all the more worrying, given that the usual high season for cutting down trees and removing them only starts in late May.

“The beginning of the year is not the time where deforestation normally happens, because it's raining, and it's raining a lot,” said Erika Berenguer, an ecologist at Oxford and Lancaster Universities. “In the past, when we see deforestation increase in the beginning of the year, it's an indicator that when deforestation season starts ... you're going to see an increase, as well.”

Bolsonaro this week authorized the army to \*deploy to the Amazon to fight fires and deforestation from May 11. He also deployed the army last year, after facing \*scathing international criticism ( イ ) \*downplaying the fires. Environmentalists said a better plan would be to give more support to Brazil's environmental protection programs. Under Bolsonaro, environmental agency IBAMA has faced staffing and budget cuts. Last month, the government fired the agency's top environmental enforcement officer,

after he authorized a raid on illegal miners that was broadcast ( ウ ) television.

Another problem with the government's military strategy, said Berenguer, is that it has focused exclusively on fires. That ignores the fact that fires are often caused ( エ ) illegal farmers and ranchers \*bulldozing trees and then burning them, she said. Addressing only the fires "is like me taking \*paracetamol because I have a toothache: it's going to reduce the pain, but if it's a \*cavity, it's not going to cure it," she said.

The coronavirus \*pandemic is only making things more complicated in the Amazon region. Brazil, which contains more than 60 percent of the Amazon, is the \*epicenter of the pandemic in Latin America, ( オ ) nearly 10,000 deaths so far. The state of Amazonas, largely covered in forest, has been one of the hardest hit. With only one intensive care unit (ICU), the state has been overwhelmed by the outbreak. There are also fears of the potentially devastating effects the virus could have among \*indigenous communities, which are historically vulnerable to outside diseases.

注 :

\*coronavirus コロナウイルス

\*surge 一気に加速する

\*Greenpeace グリーンピース(国際的環境保護団体の一つ)

\*curb 抑制する

\*scathing 痛烈な

\*bulldoze ブルドーザーで除去する

\*paracetamol パラセタモール(解熱・鎮痛薬)

\*cavity 虫歯

\*epicenter 発生地

\*deforestation 森林伐採

\*skeptic 懐疑論者

\*deploy 配置につく

\*downplay 軽く扱う

\*pandemic 世界的流行

\*indigenous 現地の

問 1 下線部(1)の意味として最もふさわしいものを選んで記号で答えなさい。

- (a) 探知する (b) 邪魔する (c) 操作する (d) 運転する

問 2 下線部(2)の意味として最もふさわしいものを選んで記号で答えなさい。

- (a) 創り出された (b) ふき取られた (c) 全滅させられた  
(d) 救われた

問 3 下線部(3)の vital とほぼ同じ意味の表現を選んで記号で答えなさい。

- (a) comparatively good (b) relatively important



(c) significantly large

(d) absolutely necessary

問 4 下線部(4)の driven とほぼ同じ意味の表現を選んで記号で答えなさい。

(a) to be forced to move

(b) to be provided power

(c) to be made to control

(d) to be given supplies

問 5 下線部(5)の含意として最もふさわしいものを選んで記号で答えなさい。

(a) the government should be praised

(b) the government is satisfied with its policy

(c) the government fails to consider other causes

(d) the government does nothing meaningful

問 6 (ア)～(オ)に入る最も適切な語を選んで記号で答えなさい。ただし、語の使用は一度のみです。

(a) by

(b) on

(c) with

(d) to

(e) for

問 7 下線部(A)を日本語に直しなさい。

【3】2021 兵庫県立大学 2/25, 前期 工

次の1980年代のインドについて書かれた英文を読んで、設問に答えなさい。

Since independence, the government of India has worked to provide a higher standard of living for its people, whether they live in remote villages or \*teeming cities. It has been successful in many of its efforts, but enormous challenges remain.

One of India's main goals after independence was to produce food to feed its growing population. More land was brought under cultivation. Better farming methods, increased \*irrigation, and higher quality seeds helped to yield more and better crops.

Perhaps the major obstacle to improved \*prosperity for farmers in India is the small size of most of the farms. Only a few families own enough land to support themselves. Almost half of the farmers in India do not own any land at all.

One answer to the problem is the development of cottage industries. People employed in these industries produce goods in their homes using their own tools and machines. They may spin \*yarn and weave cloth, or they may produce such items as \*brassware, jewelry, leather goods, and \*pottery. These goods can then be sold in the cities and towns.

Although 70 percent of India's people are farmers, the country is one of the ten largest industrial nations in the world. India has made great advances in the computer industry and in space research. The country has recently placed its first communications satellite in orbit. It plans to use the satellite to improve the nation's telephone system and to \*beam educational programs to rural areas.

A major growth industry in recent years has been the production of consumer goods — color televisions, videocassette recorders, wristwatches, and automobiles. The growth of the consumer goods industry is largely due to the growth of the urban middle class.

Traditionally, Indian society has been sharply divided between a wealthy minority and a poor majority. Over the past decade, however, many people, employed as teachers, writers, doctors, and government workers, have become part of a growing middle class. Others have moved into the middle class after building successful businesses of their own.

In 1950 only about 16 percent of India's population could read and write. In 1980 the figure had reached 37 percent and was still rising. This improvement was the result of intensive government efforts to expand education. Almost every village now has a primary school. ①Despite the government's efforts, however, many children either do not attend these schools or drop out very quickly. Often their families need them to work in the fields. Girls stay home to care for younger brothers and sisters.

India's government has also given high priority to improving people's health. In 1950, the average Indian's \*life expectancy was only 32 years. By the 1980s it had risen to 55 years, and the government is hoping to increase the figure to 64 years by the year 2000. Unfortunately, many people in India are too poor to afford food, proper medical care, or even a home. Homeless people live on the streets of India's cities, where some beg for food. In cities like Bombay, several thousand sleep on the sidewalks.

One of the government's efforts to improve health has been directed at improving the water supplies in rural areas. In the past, most Indians drank from open wells, which were breeding grounds for bacteria. In the early 1980s, the government began drilling deep, machine-made wells, covered to reduce the risk of \*contamination. Most villages now have a safe water supply and as a result, diseases such as \*malaria and \*cholera have become much less common.

注：

\*teeming (人が)たくさんいる

\*prosperity 繁栄, 幸福

\*brassware 真鍮(しんちゅう)製品

\*beam 送信する

\*contamination 汚染

\*cholera コレラ

\*irrigation 灌漑

\*yarn 紡ぎ糸

\*pottery 陶器

\*life expectancy 寿命

\*malaria マラリア

問 1 下線部(1)を日本語に直しなさい。

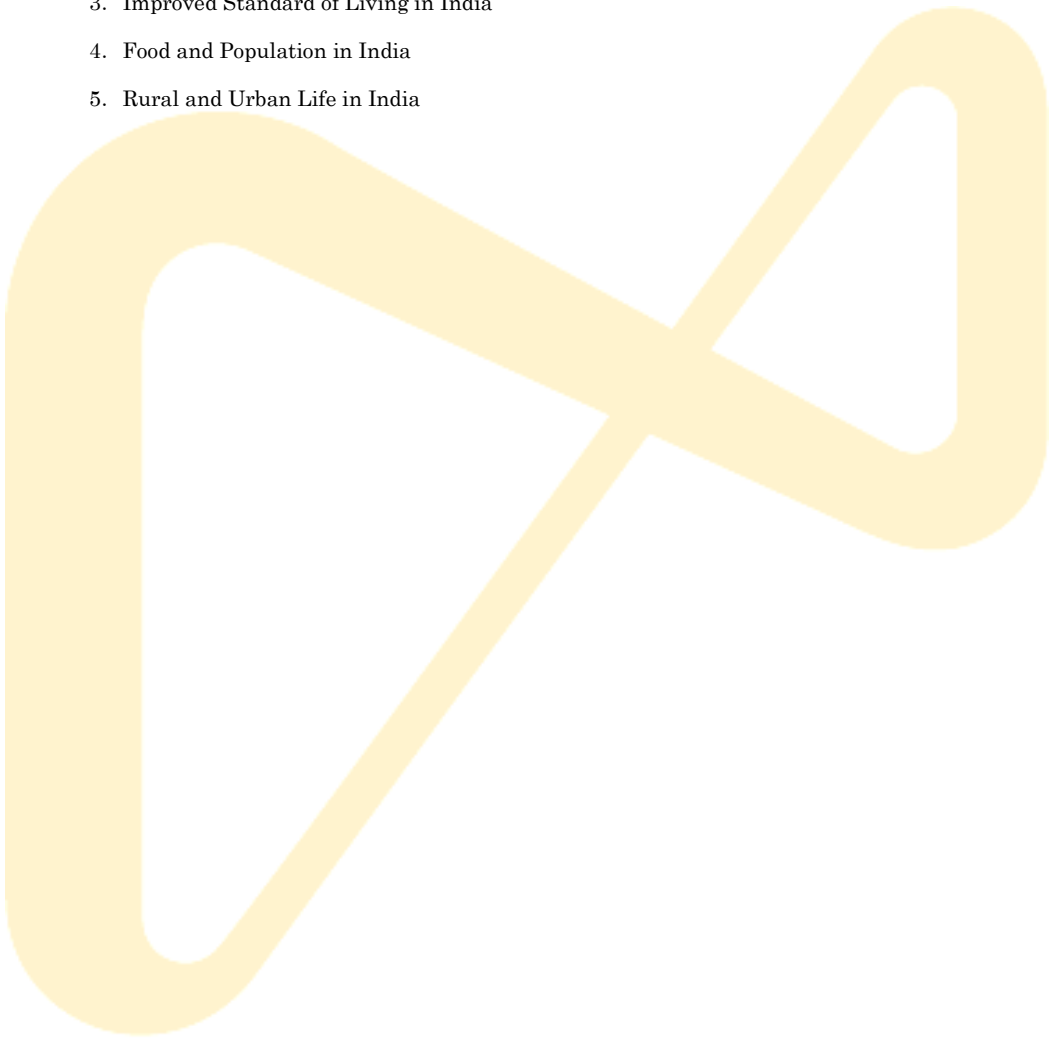
問 2 本文の内容と一致しているものを 3 つ選びなさい。

1. Despite extreme poverty, most families consider themselves better off in a city than in a village.
2. Thanks to the growth in production of consumer goods, each family now owns a car and color television.
3. Before the government began improving water supplies in rural areas, most people drank from open wells.
4. One of India's main goals is to make great progress in the computer industry.
5. India plans to use its first communications satellite to make it easy for people to communicate by phone.
6. Better farming methods have contributed to India's goal of achieving food independence.
7. Girls are unable to receive an education as most villages do not have a school.
8. In an effort to increase life expectancy, the government provides food, medical care, and

housing for the homeless.

問 3 本文の題名として最もふさわしいものを選びなさい。

1. Education and Health in India
2. Indian Independence
3. Improved Standard of Living in India
4. Food and Population in India
5. Rural and Urban Life in India



【4】2021 兵庫県立大学 2/25, 前期 工

Write the letter (A–J) for the word that best completes the sentence.

**Smart Community**

Anika (A) is a faculty member at a major university. Paul (P) is the head of an NGO.

A : Hello, Paul. Good to see you.

P : Hello, Anika. I'm happy to see you, too.

A : So, what brings you to the university?

P : Just having a look around. I got a short tour of the new lab facilities. Impressive!

A : Yes, we're in the middle of some pretty major reforms.

P : Say, I'm glad I ran into you. I'd like to schedule a meeting to ( 1 ) our upcoming project.

A : The Smart Community project?

P : Yes, that's right. We hope to bring in staff from each of your university's departments to ( 2 ) on the project.

A : Yes, that's what I ( 3 ); all six departments. It's exciting to think about.

P : Yes. We ( 4 ) that by combining the knowledge and skills of each of your departments, we'll be able to ( 5 ) up with a creative solution to the problem. Your university has the diversity of \*expertise to ( 6 ) it happen.

A : Thank you for saying so. Going through the proposal, I felt that we ( 7 ) in well with the project's goals. Given our broad research agenda, I think we'll be able to ( 8 ) all the bases.

P : Our group will conduct a needs assessment. We'd like to ( 9 ) your faculty to join us in putting together an initial survey.

A : Sure thing. Just ( 10 ) me know how I can help.

P : Are you in tomorrow?

A : I'll be working at home tomorrow. Can we set up an online meeting?

注 :

\*expertise 高度の専門的知識

A. believe

B. collaborate

C. come

D. cover

E. fit

F. invite

G. let

H. make

I. discuss

J. understand



【5】2021 兵庫県立大学 2/25, 前期 工

空所に適語を入れて英文を完成させなさい。

1. 私は彼女が流暢にフランス語を話すのを聞いてびっくりした。

I was astonished (      ) (      ) her speak French fluently.

2. 概して、日本人は勤勉な国民だ。

Generally (      ), the Japanese people are a (      ) people.

3. 彼はあやうくトラックにひかれるところだった。

He narrowly escaped (      ) (      ) by a truck.

4. 明日晴れば、私たちはピクニックに行くつもりです。

If it (      ) (      ) tomorrow, we will go on a picnic.

5. 彼はいつも自分の仕事のことにについて不平を言っている。

He (      ) always (      ) about his job.

6. 来月で彼らは結婚 10 年になります。

They (      ) (      ) been married for ten years next month.

7. 彼はおじいさんの名をとってジムと名づけられた。

He (      ) (      ) Jim after his grandfather.

8. 私が彼女の立場だったら、彼のことを許したでしょうね。

If I had (      ) in her place, I would have (      ) him.

9. 世界で 2 番目に高い山は何ですか。

What's the (      ) (      ) mountain in the world?

10. 彼に限ってあなたを裏切るようなことはしない。

He is the (      ) (      ) to betray you.

【6】2020 兵庫県立大学 2/25, 前期 工

次の英文を読んで、問いに答えなさい。

(著作権処理の都合により省略)

《出典》 Abigail Abrams *Time*, August 7, 2017

\*census 国勢調査

\*government-assigned district 行政が割り当てた地域

\*biodiversity 生物多様性

\*aesthetic 美的な

\*functionality 機能性

問1 文意に照らして、( 1 )から( 3 )の( )に入れるのに最も適切な単語を下から選び、書き入れなさい。

physical,

moreover,

because,

more,

mental,

less,

regardless,

imaginary

問2 文意に照らして、(a)から(e)の下線を引いた語に最も意味の近いものを1から4の中から選びなさい。

(a) guarantee

1. privilege

2. promise

3. attend

4. undergo

(b) resident

1. visitor

2. foreigner

3. police

4. inhabitant

(c) feature

1. highlight

2. perform

3. shape

4. impress

(d) unique

1. common

2. regular

3. individual

4. usual

(e) escape

1. avoid

2. await

3. absorb

4. avert



問3 (ア) “a few key qualities”が、具体的に指しているものは何ですか。文意に照らして1から6のうち当てはまるものに○, 当てはまらないものには×をつけなさい。

1. giving opportunities for social contact
2. spacious
3. easy to visit
4. having natural beauty
5. good for team sports
6. fit for life transition

問4 本文中にある(イ) “the opposite”と(ウ) “these settings”が具体的に指す内容を、1から4の中から一つ選びなさい。

(イ) “the opposite”

- |            |            |           |
|------------|------------|-----------|
| 1. 癒される    | 2. 気分が晴れない | 3. 楽しく過ごす |
| 4. 友達と会えない |            |           |

(ウ) “these settings”

- |                 |                |
|-----------------|----------------|
| 1. 子どもの心を取り戻すこと | 2. 自然と切り離されること |
| 3. 生活環境が変わること   | 4. 自然の中で楽しむこと  |

問5 本文のタイトルとして最もふさわしいものを一つ選びなさい。

1. The Best Ways to Spend Time in Parks
2. What Green Spaces Can Do to Your Mood
3. The Beauty of Nature that Soothes Us
4. Childhood Experience Matters Most

【7】2020 兵庫県立大学 2/25, 前期 工

次の英文を読んで、問いに答えなさい。

There is little doubt that, worldwide, humanity struggles to exist together with other species that inhabit the planet. Biodiversity includes \*pollinating insects we rely on for food, trees and plants that provide clean air and water and the network of life underground that keeps soil fertile and productive. It is the network of life — we depend on it.

In \*Mangabe, a village in \*Madagascar, communities live alongside one of the richest, most diverse rainforests in the world. They make their livelihoods entirely through farming; here the link between people and the forest is visible and impossible to separate. “If the forest is lost, many things will be lost,” explains Voahirana Randriamamonjy from the \*Malagasy \*conservation organization Madagasikara Voakajy. The optimistic conservationist has been working with the young people of Mangabe’s communities for the last three years. “It’s not just about the wildlife. Without the forest, there will be no clean water for people to drink. The soil will lose its fertility and be \*eroded away,” she says. “The forest even provides medicine,” she adds. “(1)It takes hours to walk to a doctor from these villages, so people rely on natural remedies that grow here.”

Voahirana and her team train the teenage recruits as part of their “Youth for \*Lemurs” project. (a)This community-based mission sets out to provide the new generation of farmers with the skills, knowledge and tools to be able to grow their food without destroying the forest. Traditionally, Voahirana explains, forest destruction and farming go hand in hand. “The old method is often called ‘slash and burn’ — cutting down a patch of forest and setting fire to it. Ash makes a good \*fertilizer.” But when the \*nutrients in the ash are used up, that cycle of slash and burn starts again. “It causes a great deal of \*deforestation here in Madagascar,” says Voahirana.

That has contributed to an undesirable honor: Madagascar is the world-leader in deforestation. In 2017 alone, 500,000 hectares were cut down — half a million football pitches of rich, diverse rainforest. Gone. The situation has become so urgent and terrible that a group of Malagasy and international scientists have come together to urge the new government here to take steps to preserve the country’s famous biodiversity. “Madagascar’s unique forests are burning and there are species, threatened by the pet trade, which will disappear in the next few years if things don’t change,” explains Prof. Julia Jones from Bangor University, UK. “The link to human welfare is often less clear for biodiversity loss than it is for climate change, but effective conservation is essential. If Madagascar lost its lemurs, its forests, its \*coral reefs, it would be so much poorer.” It is (b)that pattern of destruction that the young people of Mangabe are now

working to break away from.

The charity — Madagasikara Voakajy — will recruit and train a new group of young volunteers in 10 villages around the forest; this year, they are starting in Mangabe. Voahirana, her colleague Harifefitra and the rest of the team will provide the dozen or so new recruits with tools and seeds, as well as the new skills and knowledge. “They tell us what they want to grow and we give them the training,” explains Harifefitra. That training consists of how to make \*compost as a fertilizer and how to cycle the crops you grow to produce a better yield. These modern farming techniques may not appear revolutionary, but they provide life-changing benefits. The techniques enable the same plot to be farmed each season, removing the need to move into the forest. And they produce higher yields.

The village has an experimental plot where the teenagers practice their skills and try growing new crops. Lines of sweet potatoes are flourishing and there are papaya and lychee fruit trees at each end. (2)Since the project began three years ago, older villagers have started coming to the young pioneers for advice about their methods — wanting to understand how they achieve their higher yields. “The future of the forest,” says Voahirana, “depends on these young people. They have these new skills, which they can teach to their kids. So the next generation will be able to farm sustainably.”

But however much people want to protect the forest, says Prof. Jones, “they need to be able to feed their families. Shifting towards more productive forms of agriculture can be helpful for people and for the environment.” But as much as the teenagers of Mangabe are working hard to save their forest, the youngest, poorest people simply do not have the power and resources to drive change in Madagascar.

“If people want a world in which lemurs live, people in richer countries may well need to be willing to help cover some of the costs of protecting that forest,” says Prof. Jones. “This involves supporting organizations such as Madagasikara Voakajy to do what they do. They work on a small budget, protecting some of the most threatened species on the planet by working with some of the poorest people on the planet.”

By Victoria Gill

Adapted from BBC News, May 3, 2019

\*pollinate 授粉する

\*Mangabe マンガベ村(マダガスカル北東部の村)

\*Madagascar マダガスカル(インド洋上にある共和国)

\*Malagasy マダガスカルの

\*conservation 保護

\*erode 侵食する

\*lemur キツネザル(マダガスカル島のキツネザル属の霊長類)

\*fertilizer 肥料

\*nutrient 栄養

\*deforestation 森林破壊

\*coral reef 珊瑚礁

\*compost 堆肥

問 1 下線部(a)と(b)の内容を示すものとして、最も適切なものを 1 から 4 の中から選びなさい。

(a) this community-based mission

1. the mission which promotes forest destruction and farming to go hand in hand
2. the mission called 'slash and burn'
3. the mission to prevent climate change
4. the mission to offer teenage recruits new skills and knowledge

(b) that pattern of destruction

1. Madagascar cannot be the world-leader in deforestation if things don't change.
2. People tend to discourage the government to take measures to maintain its biodiversity.
3. When people burn more forests, their welfare will be threatened.
4. More and more young people are promoting the pet trade.

問 2 下線部(1)を日本語に直しなさい。

問 3 下線部(2)を日本語に直しなさい。

問 4 本文の内容に照らして、一致するものを 2 つ選び、番号で答えなさい。

1. People in Madagascar no longer require forests for resources, such as water and food.
2. Through the method 'slash and burn', people will be able to maintain the forests for an unlimited time.
3. International scientists named Madagascar the world-leader in deforestation in order to praise its leadership.
4. Since the connection between human welfare and biodiversity has been obvious, people in Madagascar are unlikely to appreciate the importance of forests.
5. The new project in Mangabe provides young learners with not only tools and seeds but also skills and knowledge, which decreases the need to cut more trees.
6. The ways of making compost and cycling the crops are too revolutionary for villages to get used to.

7. Although some people try hard to maintain the forests, they are facing difficulties partly due to the lack of funds.
8. More rich countries should come to Madagascar in order to protect and preserve the forests rather than leaving it to the Malagasy people.



【8】2020 兵庫県立大学 2/25, 前期 工

次の英文を読んで、問いに答えなさい。

The Mississippi River is one of the longest rivers in the world, running on the North American continent. A large amount of literature has been discussing this great river, but there are still plenty of things that can be said about it.

There is so much to consider about this American waterway as it runs ( 1 ) ten states — including Minnesota, Wisconsin, Kentucky and Louisiana — it would seem easy to overlook several important points. Yet, the ability to connect parts of the country remains its most critical component. The Mississippi provides drinking water for millions and supports a \$12.6 billion shipping industry, with 35,300 related jobs. It's one of the greatest water highways ( 2 ) earth, carrying commerce and food for the world.

The river is both a natural and cultural treasure for the people. It is the background for countless American stories and gives constant inspiration to artists and musicians. A famous American novelist, Mark Twain (1835-1910), noted how much of the 2,320-mile Mississippi's finest landscape has not been fully appreciated as people are likely to fix their attention to the lower course of the river. In 1886, he said, "Along the Upper Mississippi every hour brings something new," which, he said, includes odd islands, \*bluffs, \*prairies, hills, woods and villages — everything one could desire to amuse the children. Twain continued: " ( ア ) people ever think of going there, however. We ignore the finest part of the Mississippi." In fact, the Upper Mississippi provides recreation, ranging from fishing, hunting and hiking, to birdwatching. It is also home ( 3 ) a large number of freshwater fishes. One-fourth of all fish species in North America have been reported in the area.

Historically, Native Americans have lived along the Mississippi River since at least 5,000 years ago. The river provided transportation, clean water and abundant food, especially freshwater fish. ( A ) equally attracted the attention of European settlers who first learned of the Mississippi from Spanish explorer Hernando de Soto in 1541. The river has also been essential to the nation's growth throughout the industrial revolution and beyond.

The Mississippi River underwent various changes over time to reduce flood damage. The river once had large areas of \*floodplains, land which would be flooded to reduce the water level of the river. ( イ ) the major flood of 1927, a kind of man-made river bank called a levee was constructed to stop the river flooding. In an attempt to control the river, we have built levees over more than 2,000 miles of the Mississippi area, isolating it from surrounding plains. ( ウ ), the surrounding places including such plains were drained and cut off from the river, threatening the vast amount of fish and wildlife that

traditionally call the Mississippi River home.

These days, the Mississippi is more an over-engineered canal than the dynamic natural system it once was. ( エ ) some areas are reconnecting the floodplain to the river, it still struggles to regain natural floodplain functions; in many areas levees are seen ( 4 ) the only tool to manage flood risk. As a well-known commentator said, for thousands of years, the Mississippi River provided rich \*habitat for millions of birds and fishes along its 3,000 miles. Then people transformed the big river until it became a giant man-made canal. There are several attempts to help reconnect the Mississippi River to its natural ecosystem by removing dams and modifying levees to restore lost habitat and river functions. However, there remains plenty of work to be done.

Adapted from American Rivers HP, "Mississippi River"

\*bluff 断崖, 絶壁

\*prairie 大草原

\*floodplain 氾濫原, 洪水時の遊水地帯

\*habitat 動植物の生息地

問1 本文中の空所( 1 )から( 4 )に入る最も適切な語を下の語群から選びなさい。ただし、各語は一度だけしか用いることができない。

over,	in,	through,	since,	as,
to,	on			

問2 本文中の空所( ア )から( エ )に入れるのに最も適切な語を1から4の中から選びなさい。

(ア) 1. Few 2. A few 3. Many 4. All

(イ) 1. Following 2. Following to 3. Followed by  
4. Having been followed by

(ウ) 1. On the other hand 2. Nevertheless  
3. By the way 4. As a result

(エ) 1. However 2. While 3. But 4. In

問3 文脈から考えて、本文中の空所( A )に入れるのに最もふさわしいものを1から4の中から一つ選びなさい。

1. Recreation in the Mississippi 2. The Upper Mississippi

### 3. Native Americans

### 4. The richness of resources

問 4 次の 1 から 5 のうち、本文の内容に合致するものに○、合致しないものに×、本文からは真偽が判断できないものに△をつけなさい。△は 1 つだけである。

1. Mark Twain thought people fully appreciated all of the Mississippi landscape.
2. By isolating the river from the surrounding areas, people transformed a giant man-made canal into a natural waterway.
3. Around twenty-five percent of fish species in North America have been found in the Upper Mississippi.
4. The Mississippi River provides American people with drinking water, which amounts to millions of dollars.
5. A great number of fish and animals that have long been inhabiting the Mississippi River are currently threatened.



【9】2020 兵庫県立大学 2/25, 前期 工

次のそれぞれの会話について、空所( 1 )から( 5 )に入るもののうちもっとも適切なものを a から d の中から選びなさい。

Sasha : Hi Tim. Long time no see!

Tim : Hey Sasha. Good to see you again.

Sasha : If you're free this morning, would you like to come to my office for a coffee and a chat?

Tim : Well, um, that's awfully kind of you, ( 1 ) I have to be in my office at that time.

( 1 )

- a. so I think I can come to you.
- b. or I'd like to be in your office.
- c. but I don't think that I can make it.
- d. and I can't take coffee.

Robert : Hi Jane. Why didn't you come to class last week?

Jane : Let me tell you what happened. You know, it snowed last week, right? On the way to school, I slipped and I hit my head on the ground so hard!

Robert : ( 2 )

Jane : Yeah, so I had to go to the hospital immediately.

Robert : And you couldn't attend classes.

Jane : ( 3 )

Robert : I hope you're feeling better soon.

Jane : Thank you.

( 2 )

- |                       |                      |
|-----------------------|----------------------|
| a. Why did it happen? | b. Did you?          |
| c. Don't mind.        | d. Don't mention it. |

( 3 )

- |                    |                  |                   |
|--------------------|------------------|-------------------|
| a. Really?         | b. I don't know. | c. Yes, I didn't. |
| d. No, I couldn't. |                  |                   |

Joan : This is Jack's Sweets Market. May I help you?

Dagmar : Yes, I ordered some snacks from you a couple of weeks ago. And I want to order some more. My name is Dagmar.

Joan : Hi, Dagmar. How many bags of snacks would you like?

Dagmar : ( 4 )

Joan : I'll just check that for you. Wait a moment please.

Dagmar : Sure. Thanks.

(10 seconds)

Joan : Three dollars a bag.

Dagmar : Okay, could I order ten bags?

Joan : ( 5 ) Thank you for your order. We will deliver ten bags of snacks to the address you registered last time.

( 4 )

- a. What kinds of snacks are contained in the bag?
- b. May I have three bags of snacks?
- c. Um, what is the price now per bag?
- d. Could you check it for me?

( 5 )

- a. Yes, I will.
- b. I'm afraid not.
- c. That's right.
- d. Certainly.

【10】2020 兵庫県立大学 2/25, 前期 エ

次の英文の( ア )から( エ )の(        )内の1から7の語句を、意味の通る文に並び替えたとき、その中で3番目と5番目にくる語句の番号を記入しなさい。

There has been a lot of research which shows the importance of physical health in avoiding anxiety and depression. The mind and the body are highly interconnected. In order to be happy, we ( ア ) more exercise, healthier eating, getting enough sleep, being exposed to sunlight and so on.

Also, having good relationships is a big part of being happy. In one study, ( イ ) strong ties to friends and family and they made sure they spent time with them regularly. You also need at least ( ウ ) with. Just one person for a heart-to-heart is enough, together with a network of other relationships. It's not ( エ ) things with or to chat to about music or football. That deeper connection is all-important. Some people need to learn how to listen to others in order to develop stronger relationships.

- |     |              |               |               |
|-----|--------------|---------------|---------------|
| (ア) | 1. lifestyle | 2. include    | 3. make       |
|     | 4. to        | 5. changes in | 6. our        |
|     | 7. can       |               |               |
| (イ) | 1. were      | 2. people     | 3. maintain   |
|     | 5. found     | 6. happy      | 7. most       |
|     |              |               | 4. to         |
| (ウ) | 1. person    | 2. personal   | 3. discuss    |
|     | 5. you       | 6. feelings   | 7. who        |
|     |              |               | 4. one        |
| (エ) | 1. have      | 2. friends    | 3. lots       |
|     | 5. enough    | 6. of         | 7. to         |
|     |              |               | 4. just to do |

次の英文を読んで、以下の問いに答えなさい。

What will you do with your long, productive life? 1) Finding work that excites and inspires you will be one of the keys to a good life. In the past, many people joined large corporations, but I think that, in your working life, there will be more opportunities to create your own business, working perhaps with people from across the world. In order to do this, you will have to find a ( 1 ) that you can master and develop deeply. You will also have to become familiar with and indeed talented at working with people of different nationalities than your own, who may live far ( a ) the place you were born. Your success will depend on how creative and innovative you are — and it is in these diverse relationships that innovation often develops.

Your father and grandfather — and your mother and grandmother, if they worked — tended to spend their working life in one type of job. Over the 60 years that you may work, you will have the opportunity to create much more variety ( b ) what you do. You may take one career path and then switch to another after 20 years, or even after 40 years. Your life will not simply have education at the beginning, work in the middle and ( 2 ) at the end. Instead, you can expect to experience education and development woven in at different times all the way through a) it.

The potential length of your life is one of the defining opportunities and obstacles of your generation — and so will be the extent ( c ) which you will be connected to many billions of people across the world. Increasingly, your actions, ideas and creativity will be transparent to others. No generation before you had the technology to do this. 2) There will be enormous potential for you to use this connectivity with billions of others to really understand and empathize with them, and to solve tough challenges. Much of your time will be spent working with people virtually, and so one of the ( 3 ) you will face is how to create deep friendships with a small group of people in a way that can be sustained for many years of your life. Remember that friendship brought great joy to your parents' lives, just as it will to yours.

The biggest challenge for your generation will be how you decide to use and conserve the earth's energy, water and land resources. Many of the ( 4 ) you have inherited in your developed society have reduced these resources to dangerous levels. In your lifetime, hundreds of thousands of people around the world will be working to solve these resource challenges, and they will have access to unimaginable technology to do this. However, you cannot simply look to technology to solve b) this problem. It is for you and your generation to decide what compromises you are prepared to accept between your standard of living and the quality of your life. Much of the development of the world over the last 100 years has raised the

standard of living — for you the challenge will be to raise the quality of life for yourself and others.

You will be faced with choices that go way ( d ) any faced by previous generations. You will be able to choose what you work on, how you work, where you work and ( e ) whom you work. But with crafting a working life come the responsibilities of wise decision-making. In particular, in an increasingly transparent world, you will be faced with ( 5 ) for your actions in a way previous generations rarely were. That means that, in making choices, you will have to consider the compromises you are prepared to make.

(Lynda Gratton, *The Shift: The Future of Work Is Already Here*, London: HarperCollins Publishers, 2011 一部抜粋・加筆修正)

- 1 文脈から考えて、( a )から( e )に入る最も適切な語を下の語群から選び、記入しなさい。(それぞれ一度だけ用いること)

beyond from in to with

- 2 文脈から考えて、( 1 )から( 5 )に入る最も適切な語を下の語群から選び、必要に応じて適切な形に変えて記入しなさい。(それぞれ一度だけ用いること)

consequence difficulty privilege retirement  
skill

- 3 下線部 a), b)が表す内容として最もふさわしいものを記号で答えなさい。

a) it

(ア) one type of job (イ) one career path (ウ) the opportunity  
(エ) your life

b) this problem

(ア) access to unimaginable technology  
(イ) how to use and conserve the earth's resources  
(ウ) the standard of living  
(エ) what compromises you are prepared to accept

- 4 下線部 1), 2)を日本語に訳しなさい。

次の英文を読んで、以下の問いに日本語で答えなさい。

Should rich countries try to get their citizens to have more children? Social conservatives generally say yes. Centrists often tentatively agree, worrying that the financial burden of paying for aging populations will be intolerable for a shrinking base of young workers. Liberals often counter that having more people in rich countries would just put pressure on the environment, and that population problems are better solved by higher immigration.

The truth is, the right answer to this question probably varies from country to country. In the U.S., boosting the fertility rate isn't a big priority. The U.S. has a total fertility rate of 1.8 children per woman, which is reasonably close to the replacement rate of 2.1 — i.e., the rate that leads to long-term population stability. Also, the U.S. tends to be welcoming to immigrants, and (at least, up until now) has been able to attract large numbers of the kinds of skilled immigrants who contribute most to fiscal and financial sustainability.

But for rich countries in Europe and East Asia, the picture isn't so rosy. These countries have historically defined their national identity less in terms of universal ideals and more in terms of shared ancestry and ethnicity. Liberals would like to change this fact. However, countries such as Germany, Japan and South Korea probably can't import enough people to cancel out aging without experiencing increased nationalism. Also, these countries are in a much worse situation in terms of fertility. Japan's rate is at 1.46, Germany's at 1.5 and South Korea's at a startlingly low 1.24. Without more babies, these countries' economies are in danger.

How can the government raise the country's fertility rate? Singapore's failure to raise birth rates by encouraging marriage and paying people to have more children has been much publicized, leading some to believe that a policy promoting childbirth is useless. But Singapore might be a special case. It's a city-state, with an extremely high population density. Countries with more room for lower-density suburbs may be a different story.

The most obvious solution — paying people to have children — sometimes causes a short-term spike in birth rates. But a lot of this is probably due to timing. Parents who were planning to have children at some point have them earlier in order to claim the benefit immediately. Over the long run, some of these direct childbearing subsidies leave fertility rates unchanged. Some studies have found that childbearing subsidies raise fertility rates even after timing effects are removed, but the effect is modest.

But there are two other policies that show more promise as long-term birth rate boosters. These are

child-care subsidies and paid-parental leave. Both of these policies make it easier to bear the burden of child-rearing. They allow you to maintain your job and not lose your position on the career ladder in order to take care of your child. This is probably a lot bigger in financial terms than any government baby bonus could ever be.

There is encouraging evidence that these policies boost fertility rates. Demographers Olivier Thevenon and Anne Gauthier surveyed the evidence in rich countries, and found that “policies that facilitate the work-family balance seem to have a strong influence on the decision to have children or not.” In other words, it’s not just a timing effect. Policies to make it easier for people to both have children and keep a job or career change the whole decision of whether or not to have children. Other studies tend to corroborate this finding.

So countries like Japan, Germany and South Korea do have a way out of their low-fertility trap that doesn’t require potentially destabilizing levels of immigration. Paid parental leave and heavily subsidized day care aren’t cheap, but they work. And even countries like the U.S., where the fertility rate isn’t a pressing issue, should consider reducing pressure on struggling young parents by adopting some of these pro-family policies.

(“Rich Nations Need a Cure for the Baby Bust.” *Bloomberg*. Oct. 31, 2017 一部抜粋・加筆修正)

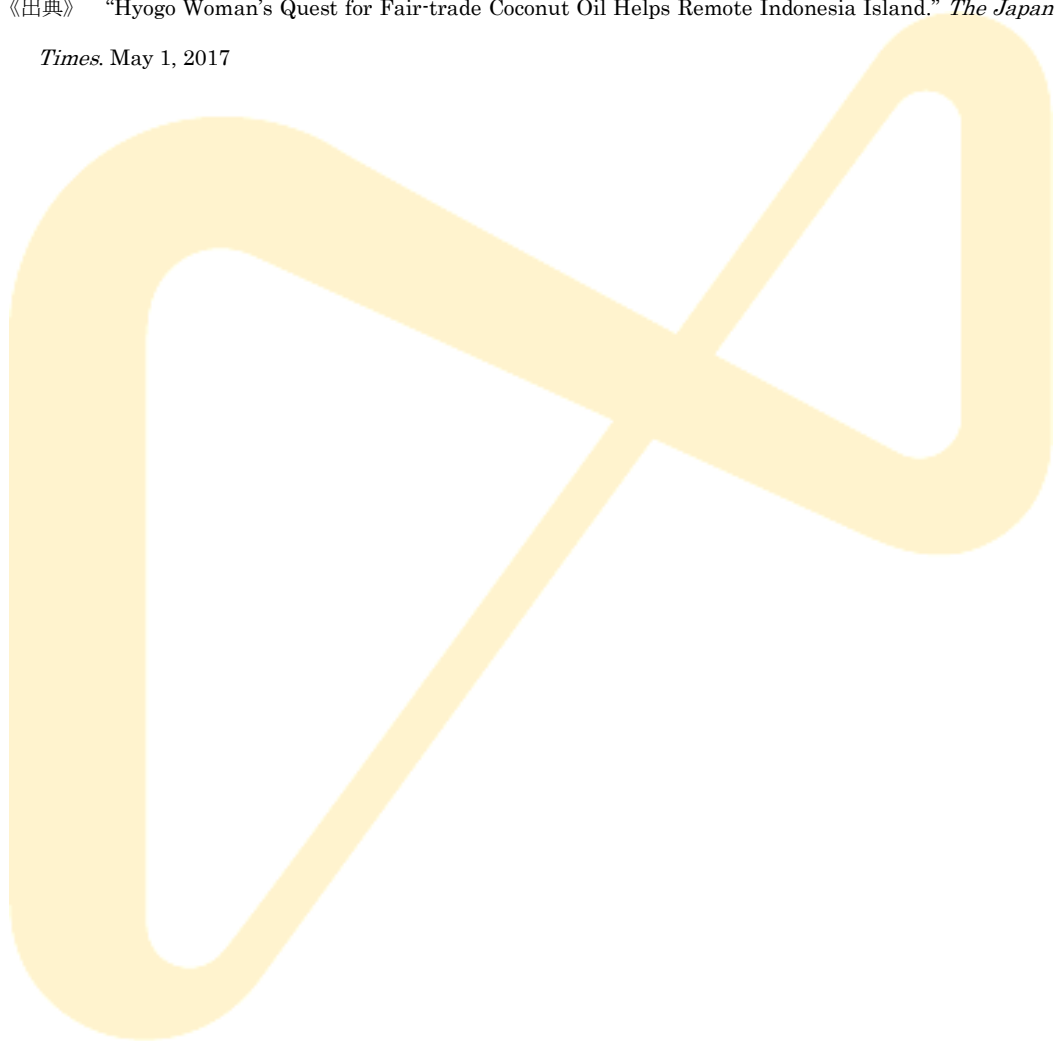
- 1 豊かな国が出生数を増やそうとすることに反対する人々の意見を2点挙げなさい。
- 2 ヨーロッパや東アジアの豊かな国々において、国のアイデンティティはどのような観点からとらえられているか、説明しなさい。
- 3 シンガポールが出生率向上に失敗したことについて、シンガポール特有の事情は何か、説明しなさい。
- 4 出産給付金のタイミング効果とはどのようなものか、説明しなさい。
- 5 本文中の下線部が示す内容を説明しなさい。

【13】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工

次の英文を読んで、150～180 字の日本語でまとめなさい。

(著作権処理の都合により省略)

《出典》 “Hyogo Woman’s Quest for Fair-trade Coconut Oil Helps Remote Indonesia Island.” *The Japan Times*. May 1, 2017





【14】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工

Write an essay in English about the following question. (about 100 words)

What was easy and what was difficult during your high school years?



【15】2018 兵庫県立大学 2/25, 前期 工

次の英文を読んで、問いに答えなさい。

\*Confucius taught that the most important thing about acting was what he called “harmony.” If your actions are in harmony ( 1 ) the rest of society, then they are moral actions and you are a good person. Society, to Confucius, is like music. All the different parts should work together.

According to Confucius, whether your actions (a) fit in with society depends on what everyone else is doing. You are not alone, but are deeply connected to your group. Other people, then, determine how you should act. For Confucius, it is terribly important to fit in, no matter who you are.

Confucian philosophy, with its emphasis ( 2 ) social harmony, has been tremendously influential for centuries. The belief that social harmony is more important than individual desires is at work in many Asian countries. This belief helps explain the success of communism in China. It also helps explain the focus on teamwork found in Japanese auto manufacturing and other companies.

This is not to say that all Asians read Confucius. But Confucius’s ideas are (b) in step with a broad \*spectrum of Eastern culture, just as \*Judeo-Christianity plays a major role in Western thinking, even for people who don’t consider themselves religious.

In general, traditional Western philosophy has focused less heavily than Eastern thought on society ( 3 ) its own sake. Western thought tends to be more \*preoccupied with the individual. As a result, people in the West tend to be more \**individualistic*; they tend to think about themselves as free, independent individuals rather than as holding sharply defined social positions. People in the East, on the other hand, are more \**collectivistic* in general; they tend to think of themselves ( 4 ) terms of their relationships with others.

Democratic values like “freedom” and “equality” reflect Western individualism. These values suggest that people should be able to do what they want and not worry too much about what society expects them to do. This means they don’t try to look to other people to figure out how to “play their part,” but instead look inside themselves to find what they want. They also look at rules that they think should apply equally to everybody.

The \*downside of individualism is that individualists sometimes forget how important other people are in their lives. We all need help from other people whether we realize it or not, even if we think we are independent. Say, for example, a person becomes successful partly because of opportunities resulting from personal connections. If this person is an individualist, she is likely to overlook the social connections involved and (c) take the full credit for her success.

Not only might this person be \*ungrateful, she is likely to be unsympathetic toward people who don't have the right connections themselves. (a) Individualists tend to look at those who are unsuccessful as being at fault for their lack of success. When they see a homeless or an unemployed person, they don't say to themselves, "That person needs more help" — they say "That person should have tried harder to succeed."

This is only one of the problems with individualism. Another is that it encourages people to be competitive rather than \*cooperative. Individualists tend to (a) be out for themselves, often at the expense of others.

Still, this doesn't mean that it's always better to emphasize the good of society ( 5 ) the good of the individual. In China, there is a serious problem with people being \*exploited — made to work long, hard hours for very little pay. The state benefits from their efforts, but is it worth living in a state like this where the same thing could happen to you? Would you want to live in a society in which you had to sacrifice your freedom for the good of the state?

(注)

\*Confucius 孔子(中国春秋時代の思想家；儒教の開祖)

\*spectrum 範囲，領域

\*Judeo-Christianity ユダヤ教とキリスト教に根ざした教義

\*preoccupied ～に夢中になった，～に心を奪われている

\*individualistic 個人主義的な

\*collectivistic 集産主義的な

\*downside マイナス面，否定的側面

\*ungrateful 感謝の意を表さない

\*cooperative 協力的な

\*exploit ～を搾取する，食い物にする

問 1 下線部(a)の意味として最もふさわしいものを記号で答えなさい。

- (ア) 調和する                      (イ) 協力する                      (ウ) 貢献する                      (エ) 適応する

問 2 下線部(b)の意味として最もふさわしいものを記号で答えなさい。

- (ア) ～と対立し                      (イ) ～と交流し                      (ウ) ～と歩調を合わせ  
(エ) ～と連合し

問 3 下線部(c)の意味として最もふさわしいものを記号で答えなさい。

- (ア) 自分の成功を大いに感謝する  
(イ) 自分の成功は他者のお陰と思う

- (ウ) 自分の成功はみんな自分の手柄と思う
- (エ) 自分の成功により自分は信頼されると思う

問 4 下線部(d)の意味として最もふさわしいものを記号で答えなさい。

- (ア) 自分の(得になる)ことばかり考えている
- (イ) 自分以外の人のことばかりを配慮している
- (ウ) 自分自身のことをダメだと考えてしまう
- (エ) 自分の力だけに頼って頑張っている

問 5 ( 1 )～( 5 )に入る最も適切な前置詞を下から選んで記号で答えなさい。

- (ア) for                      (イ) in                      (ウ) with                      (エ) over                      (オ) on

問 6 下線部(1)を日本語に直しなさい。

次の英文を読んで、問いに答えなさい。

The period of the \*Renaissance was a time of discovery and learning in Europe. The intellectual climate of the Renaissance was shaped by the philosophical and literary movement of \*humanism, which made the capabilities of the human individual its central concern. A new ideal was born, that of the “universal” man. The “universal” man was educated in all branches of knowledge and capable of producing \*innovations in many of them. Nowadays, we call a person with a wide range of knowledge and creative talents a “Renaissance man”. \*Leonardo da Vinci (1452-1519) was such a person. He lived and worked in Florence, the heart of the 15th century Italian Renaissance. He was a genius of his time, asking questions no one had asked, finding patterns in nature no one had observed.

Leonardo was a keen observer. His notebooks are filled with sketches of his observations. He was a talented painter as well. His unique way of learning about nature was a \*synthesis of art and science. We must keep in mind that the terms art and science were not used in the sense in which we understand them today. To people of Leonardo’s time, *arte* meant skill (in the sense we still use today when we speak of the “art of medicine,” or “the art of management”), while *scientia* meant knowledge, or theory. Leonardo insisted again and again that the “art,” or skill, of painting must be supported by the painter’s “science,” or knowledge of living forms, by his intellectual understanding of their nature and principles.

Leonardo also emphasized that this understanding was a continual intellectual process — *discorso mentale* — and that painting itself, therefore, was an intellectual endeavor. This conception of painting sets Leonardo apart from other Renaissance scholars. He saw it as his mission to elevate his art from the rank of craft to that of an intellectual discipline equal with the seven traditional liberal arts of the time. (In the Middle Ages, the seven branches of learning known as the liberal arts began with the “trivium” of grammar, logic, and \*rhetoric, whose study led to the \*Bachelor of Arts degree, then the “quadrivium” of mathematics, geometry, \*astronomy, and music, which led to a degree in the \*Master of Arts.)

The third element in Leonardo’s synthesis, in addition to *arte* (skill) and *scientia* (knowledge), is *fantasia*, the artist’s creative imagination. During the Renaissance, confidence in the capabilities of the human individual had become so strong that a new conception of the artist as creator had emerged. Indeed, the Italian humanists were so bold as to compare artistic creation to the creations of God. Leonardo insisted on the \*divine quality of the painter’s creativity. “The godlike nature of the science of painting,” he wrote, “transforms the painter’s mind into a \*resemblance of the divine mind.” Leonardo realized that *fantasia* is not limited to artists, but rather is a general quality of the human mind. He called all human

creation, including works of art, “inventions” and he made an interesting distinction between human inventions and the living forms created by nature.

Throughout his life, Leonardo referred to himself as an inventor. In his view, an inventor was someone who created a work of craftsmanship or art by assembling various elements into new patterns that did not appear in nature. This definition comes very close to our notion of a designer, which did not exist in the Renaissance. At that time, design was always part of a larger process that included problem solving, innovation, form giving, decoration, and manufacturing. This process traditionally took place in the fields of engineering, architecture, crafts, and the fine arts.

It seems to me, then, that the wide-ranging activities and achievements of Leonardo da Vinci are best examined within the three categories of artist, designer, and scientist. In his own synthesis, the activities of the inventor, or designer, like those of the artist, are closely linked to *scientia*, the knowledge of natural principles. Leonardo once referred to himself as “inventor and interpreter between nature and humans.”

(注)

\*Renaissance ルネサンス

\*humanism 人間主義, 人道主義

\*innovation 革新

\*Leonardo da Vinci レオナルドダビンチ(1452–1519 ; イタリアの画家・彫刻家・建築家・科学者)

\*synthesis 合成, 統合

\*rhetoric 修辞法

\*Bachelor of Arts 文学士

\*astronomy 天文学

\*Master of Arts 文学修士

\*divine 神性の

\*resemblance 相似, 酷似

問 1 Select the letter (A–D) for the statement that best answers the question.

(1) The “universal man” of Renaissance Europe was someone who

- A. had a deep intellectual understanding of ancient Egyptian science.
- B. had a keen sense of observation and was talented at painting portraits.
- C. had a good understanding of human capabilities including modern art.
- D. had a broad range of knowledge as well as talent for creating new things.

(2) Leonardo insisted that skill in painting

- A. is an intellectual and artistic tradition from the Italian Renaissance.
- B. is supported by understanding the nature of the form being painted.

- C. is achieved through continual painting of the object again and again.
- D. is based on understanding and following the principles of art design.

- (3) Leonardo's method was unique for his time in that it
- A. brought together the seven branches of learning.
  - B. brought together painting and architecture.
  - C. brought together philosophy and literature.
  - D. brought together art and science.

問2 Complete the following sentences using words from the article.

- (1) In 15th century Europe the term for art meant (\_\_\_\_), while that of science meant (\_\_\_\_), or theory.
- (2) Leonardo believed strongly that the art of (\_\_\_\_) should be ranked higher than (\_\_\_\_).
- (3) In Leonardo's view, the work of the (\_\_\_\_) was to put together various elements into new (\_\_\_\_) not found in nature.

【17】2018 兵庫県立大学 2/25, 前期 工

次の英文を読んで、問いに答えなさい。

Imagine a world almost entirely unchanged by people: a world of thick forests, blue-green oceans, rushing rivers, and wind-blown grasslands. A world with no roads, no cities, and no farms. Until quite recently in \*geological time, that was how the earth looked. People lacked the skills, knowledge, and tools necessary to make many changes in the land.

Perhaps most surprising of all, people did not even know how to plant and grow their own food until around 8000 B.C. Instead, people everywhere on the earth lived as hunters and gatherers. Most were \*nomadic, moving from place to place according to the seasons, following herds of \*migrating animals, and seeking new supplies of wild plants.

One of the first places where this way of life began to change was in the Middle East. It was in the mountainous area of the Middle East that a few groups of people first developed simple farming skills. These people actively began to change the land to meet their needs in a way that no one before them had done. They \*plowed the earth to loosen the soil, they planted seeds, and they pulled out weeds. They began to \*tame and raise their own animals.

In time, ①this extraordinary change in the relationship between people and the environment led to even greater changes in how people lived. Most important, the development of farming and a steady supply of food allowed people to settle permanently in one place.

Once people were able to settle down in one place, they began to form small villages. Many of the earliest farming villages were located in the northern mountains, where the amount of rainfall was sufficient to grow wheat and \*barley. In some of these villages, people developed simple \*irrigation skills to \*supplement the rainfall and to produce more \*bountiful crops. Early farmers irrigated their fields by digging \*ditches through the banks of a river and thus \*diverting some of the water into their fields.

Once people had developed the technology needed to irrigate crops using water from a river, they no longer needed to depend on rainfall for farming. As a result, they could move south onto the plain of the lower \*Tigris and Euphrates rivers, where rainfall was scarce but the waters of the rivers were abundant. In ancient times, the Greeks called this flat, treeless plain between the two rivers \*Mesopotamia.

The move south to Mesopotamia was especially appealing to early farmers, because the land along these rivers was some of the most \*fertile in the world. In most years the river flooded, depositing new layers of \*nutrient-rich soil along their banks. This meant that farmers could plant crops in the same fields year after year without using \*fertilizer.



In time, the combination of irrigation and rich soil allowed farmers in the river valley to produce surpluses — more than they and their families needed — of their crops. This surplus of food meant that some people in the area could make a living as \*artisans, or craftspeople, instead of as farmers. Artisans could exchange the goods they produced for food from farmers.

As irrigation technology improved, more and more food could be produced on smaller pieces of land. With animals to carry loads and pull carts, it also became easier to transport the food from the fields to the people. With each of these advances in technology, the population grew. In time, it was possible to support entire cities of people with food from surrounding lands.

(注)

\*geological 地質学(上)の

\*migrate 移住する, 移動する

\*tame 飼いならす

\*irrigation 水を引くこと, 灌漑

\*bountiful 豊富な

\*divert 〜の方へ向ける

\*Tigris and Euphrates rivers チグリス, ユーフラテス川(現在のイラクにある)

\*Mesopotamia メソポタミア

\*nutrient-rich 栄養分豊富

\*artisans 職人

\*nomadic 遊牧の

\*plow (土)をすきで耕す

\*barley 大麦

\*supplement 補う

\*ditch みぞ

\*fertile 肥沃な

\*fertilizer 肥料

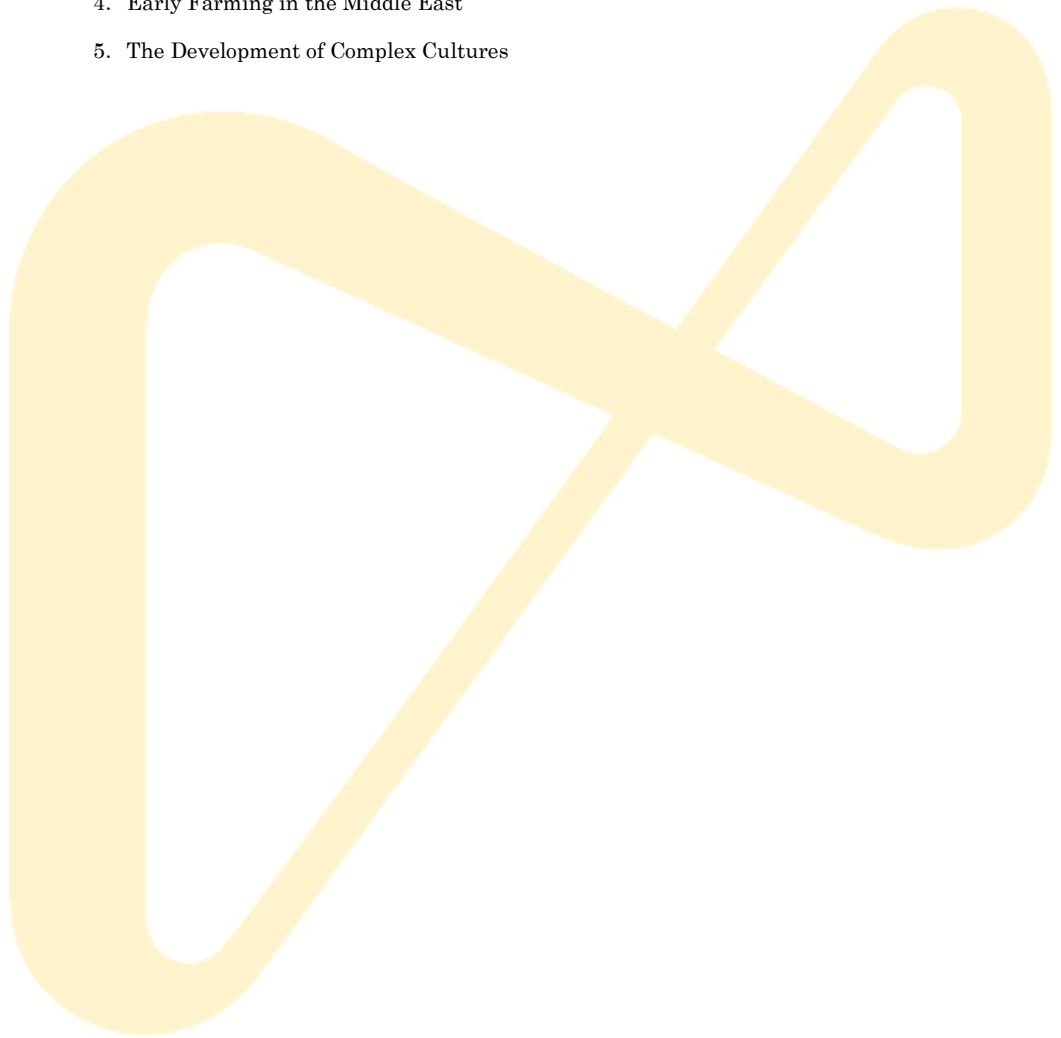
問 1 下線部(1)を日本語に直しなさい。

問 2 本文の内容と一致しているものを 3 つ選びなさい。

1. New skills and technologies allowed people to settle in one place and form villages.
2. Mesopotamia, an area between two rivers, was rich in nature with many forests and mountains.
3. New technologies and life styles helped to keep the population of villages low.
4. People living in the northern mountains had a hard time as there was little rainfall in the area.
5. Moving to the Tigris and Euphrates rivers was good for farmers because of the rich soil.
6. A steady supply of food allowed people to go back and forth to many places.
7. Irrigation made farmers more dependent on rainfall.
8. New techniques in farming were developed in the mountainous area of the Middle East.

問 3 本文の題名として最もふさわしいものを選びなさい。

1. Urban Life in Early Mesopotamia
2. Exchange of Goods for Food
3. The Relationship between Rainfall and Farming
4. Early Farming in the Middle East
5. The Development of Complex Cultures



*Write the letter (A–J) for the word that best completes the sentence.*

Sound Technology

“B” has just bought a new set of guitar strings and is trying them out. “A” comes into the room.

A : Nice sound!

B : I just put on new strings. I really like them. They ( 1 ) a nice, warm sound, don't they?

A : Yeah, that is nice.

B : Do you play?

A : A little.

B : Here, ( 2 ) it a try.

A : Thank you. Hmm. Smooth!

B : Yes, they're made with a special coating technology.

A : Is that right...

B : If you ( 3 ) closely at regular guitar strings, you'll ( 4 ) they're wound around a metal core.

A : Right, now that you mention it...

B : The problem is dirt tends to ( 5 ) in the gaps. Also, natural oils from the fingers ( 6 ) the strings. This all reduces the quality of sound you get.

A : So, how are these strings different?

B : The string is coated, so there're no gaps and it's protected from \*corrosion.

A : They do ( 7 ) smooth. It's easy on my fingers and easy to play too.

B : Nice, huh?

A : Yeah.

B : You know, the story behind this technology is interesting.

A : Oh?

B : It was developed by a team of engineers who worked together on their own time.

A : After work?

B : No, actually the company lets workers ( 8 ) ten percent of their time to ( 9 ) new product ideas. This particular team would use their time \*collaborating on this guitar string project.

A : Now, that's a project I'd like to ( 10 ) in on!

\*corrosion 腐食

\*collaborate 共同研究をする

A. collect

B. damage

C. feel

D. spend

E. look

F. make

G. notice

H. pursue

I. give

J. be



【19】2018 兵庫県立大学 2/25, 前期 工

次の日本語の意味になるように、( )内に適切な語を入れなさい。

1. 彼は、イギリスはもちろん、フランスに行ったこともある。

He has been to France, ( ) ( ) nothing of England.

2. 彼女は、娘が医者であることを誇りにしている。

She is ( ) of her daughter ( ) a doctor.

3. ここ3ヶ月、彼から何の便り也没有ありません。

I ( ) not ( ) from him for three months.

4. 彼は、叔父の名をとってスペンサーと名づけられました。

He was ( ) Spencer ( ) his uncle.

5. 分別のある人ならそんなことはしないだろう。

A man of ( ) ( ) not do such a thing.

6. 火のないところに煙は立たぬ。

There is ( ) smoke ( ) fire.

7. もし都合がよければ、明日私の家まで来てください。

Please come to my place tomorrow ( ) ( ) is convenient for you.

8. 彼女は高齢にもかかわらず、活動的な生活を楽しんでいる。

She is enjoying an active life in ( ) ( ) her advanced age.

9. 彼がカナダに行ってから2年が経ちます。

Two years have ( ) ( ) he went to Canada.

10. ちょうど空港へ出かけようとした時に電話が鳴った。

I was just ( ) for the airport ( ) the phone rang.

【20】2017 兵庫県立大学 2/25, 前期 工

次の英文を読んで、問いに答えなさい。

\*Agatha Christie is often called the “Queen of Crime.” But Christie was not a thief or a murderer. She was a very respectable woman. She ( 1 ) this title because she wrote some of the most popular mysteries and detective stories in the world.

Agatha was born in 1890 in Devonshire, England. As a child, she loved to hear and tell stories. Agatha never went to school, but she was very (a)bright. She loved books and ( 2 ) herself to read before she was five years old.

Agatha wrote her first short story when she was 18 years old. Her first novel, *The Mysterious Affair at Styles*, was published in 1920. By then, she was married to Archibald Christie. Soon after, she wrote four more popular novels. In 1926, *The Murder of Roger Ackroyd* was published. Some people didn't like it because an unusual character was the murderer. Others called it one of the greatest detective stories of all time. It (1)(book, that, was, famous, her, the, made).

Christie was very successful. But her marriage was unhappy. Her husband, Archibald, was in love with a woman named Nancy Neele, and Agatha was \*devastated. She was also (b)upset because some people didn't like her new book. On December 3, 1926, Agatha Christie did something very mysterious. She got into her car, drove away, and disappeared. Someone found her car the next day. Christie's coat was on the seat and the car lights were on. For ten days, thousands of police officers and volunteers looked for her. The newspapers wrote stories about the real-life mystery of the mystery writer.

On the eleventh day, someone found Christie at a hotel. She was talking with other guests and acting very normal. She said her name was Teresa Neele, the same last name as her husband's lover! Christie never ( 3 ) her actions, but she and her husband got divorced a short time later. In 1930, she married Max Mallowan. He was an archeologist, a scientist who studies ancient cultures. He was 14 years younger than she was. They were very happy together. Christie once said, “(2)It's wonderful to be married to an archeologist — the older you get, the more interested he is in you.”

Christie tried to write a novel for Christmas each year. She wrote for over 50 years and produced a (c)remarkable amount of work. She wrote 66 novels, 15 plays, and 157 short stories. Once, one of Christie's books saved someone's life. A little girl was very sick. The doctors tried everything, but she only got worse. One of the girl's nurses was reading Christie's mystery story *The Pale Horse*. In the story, the murderer kills his victim with a poison called \*thallium. The victim's symptoms described in the book were like the little girl's symptoms. The nurse thought, “Did this little girl \*swallow thallium?” She told the doctors

about the case. They ( 4 ) a new medicine and saved the girl's life.

Agatha Christie liked to write stories about two detectives. Their names were Miss Marple and Hercule Poirot. Miss Marple is a quiet, unmarried woman who lives in a small village. She notices everything that happens. She is very bright and always solves the crimes before the police do. Hercule Poirot is a retired Belgian detective. He has a very good opinion of himself and is very neat and \*meticulous. Readers loved the characters of Miss Marple and Hercule Poirot and always wanted to read their next cases.

Sometime in the 1940s, Christie wrote the last cases for Miss Marple and Hercule Poirot. Readers wanted more of these stories, so Christie asked for the books to be published after she ( 5 ). She died on January 12, 1976. Both books became immediate best sellers.

Agatha Christie's books have sold over a billion copies in English and another billion in over 45 other languages. Her books still continue to sell. She is now the most popular British author in the world and the fifth best selling author of all time. That is why some call her the "Queen of Crime."

\*Agatha Christie アガサ・クリスティー(英国の推理小説作家)

\*devastated 打ちのめされて, 大きなショックを受けて

\*thallium [化]タリウム

\*swallow 飲み込む

\*meticulous 細部まで気を配って, 非常に注意深い

問 1 下線部(1)の( )内の単語を並べ替えて英文を完成させなさい。

問 2 下線部(2)を日本語に直しなさい。

問 3 下線部(a)の意味として最もふさわしいものを記号で答えなさい。

(ア) able to be trusted

(イ) cheerful and lively

(ウ) intelligent; quick to learn

(エ) generous and considerate

問 4 下線部(b)の意味として最もふさわしいものを記号で答えなさい。

(ア) disappointed or worried

(イ) disregarded or ignored

(ウ) discouraged or denied

(エ) dismissed or removed

問 5 下線部(c)の意味として最もふさわしいものを記号で答えなさい。

(ア) common or ordinary

(イ) unusual or surprising

(ウ) good or successful

(エ) memorable or unforgettable

問 6 ( 1 )～( 5 )に入る最も適切な語を下から選んで記号で答えなさい。

(ア) died

(イ) explained

(ウ) earned

(エ) tried

(オ) taught

(カ) wrote

(キ) brought





次の英文を読んで、問いに答えなさい。

Two centuries ago \*Immanuel Kant remarked, “The hand is the window on to the mind.” Modern science has sought to make good on this observation. Of all the parts of the human body, the hands make the most varied movements, movements that can be controlled at will. Science has sought to show how these motions, plus the hand’s varied ways of \*gripping, affect how we think.

The image of the “intelligent hand” appeared in the sciences as early as 1833 when, a generation before \*Charles Darwin, Charles Bell published *The Hand*. Bell believed the hand came from God perfectly designed from the beginning. Bell’s belief was replaced by Darwin’s science. In evolution, Darwin thought, the brains of apes became larger as their arms and hands were used for purposes other than keeping the moving body steady. With greater brain capacity, our human ancestors learned how to hold things in their hands, to think about what they held, and eventually to shape the things held: man-apes could make tools, humans make culture.

Scientists studying evolution once thought that it was the uses of the hand rather than changes in its structure that have matched the increasing size of the brain. Today we understand that the physical structure of the hand has itself evolved and these structural changes have given us modern humans a unique experience of grip. Grips are voluntary actions; to grip is a decision, in contrast to involuntary motions like \*blinking. Mary Marzke, who researches \*primate and human evolution, points out three basic ways we grip things. First, we can hold small objects, like a pencil, between the tip of the thumb and the \*index finger. Second, we can hold an object in the palm of our hand and move it around with our thumb and fingers. (Though advanced primates such as the chimpanzee can perform these two grips, they cannot perform them as well as we can.) Third is the cupping grip which allows us to hold an object in one hand while we work on it with the other hand. This grip is even more developed in our species.

Once an animal like ourselves can grip well in these three ways, cultural evolution takes over. Marzke dates *Homo faber’s* first appearance on earth to the moment when someone could grip things in order to work them over: “Most of the unique features of the modern human hand, including the thumb, can be related to...the stresses that would have been \*incurred with the use of these grips in the \*manipulation of stone tools.” Thinking then begins about the nature of what one is holding. American slang advises us to “get a grip” or “get a hold of yourself”, in other words, to gain control of oneself. More generally we speak of “coming to grips with an issue” which means to face the reality of a situation. Such figures of speech reflect the evolutionary \*dialogue between the hand and the brain.

There is, however, a problem about grips, especially important to people who develop an advanced hand technique or skill. This is how to release or let go. In music, for instance, one can play rapidly and cleanly only by learning how to come off a piano key or how to release the finger on a guitar string or on a trumpet valve. In the same way, mentally, we need to let go of a problem, usually temporarily, in order to see better what it's about, then take hold of it afresh. Scientists now believe that the physical and \*cognitive capacity to release allows us to let go of a fear or an \*obsession. Release is also full of \*ethical implication, as when we surrender control — our grip — over others.

\*Immanuel Kant ドイツの哲学者

\*Charles Darwin イギリスの自然科学者

\*primate 霊長類の動物

\*incur 生じる

\*dialogue 対話

\*obsession 強迫観念

\*gripping にぎること

\*blinking (目を)まばたくこと

\*index finger 人差し指

\*manipulation 操作

\*cognitive 認識の

\*ethical implication 倫理的含意

問 1 Select the letter (A–D) for the statement that best answers the question.

(1) According to the article, which of the following has science sought to explain?

- A. The relation between religion and science
- B. The relation between the hand and thought
- C. The relation between language and ape brains
- D. The relation between music and human emotion

(2) According to Charles Darwin, what caused the ape brain to become larger?

- A. Apes were constantly moving.
- B. Apes had large arms and hands.
- C. Apes used their hands for various purposes.
- D. Apes were able to balance their large bodies.

(3) Which of the following summarizes Marzke's quote in the fourth paragraph?

- A. The structure of the human hand changed with the size of the brain.
- B. The structure of the human hand changed due to the stress of daily life.
- C. The structure of the human hand changed as it was put to use with tools.

D. The structure of the human hand changed with the development of the thumb.

問 2 Complete the following sentences using words from the article.

- (1) A greater brain capacity allowed apes to learn how to (\_\_\_\_) (\_\_\_\_) in their hands and to think about those things.
- (2) The grip which is most (\_\_\_\_) in humans is called the (\_\_\_\_) grip.
- (3) Scientists believe that the ability to release your finger on a guitar string is similar to being able to (\_\_\_\_) (\_\_\_\_) of a problem or fear.

【22】2017 兵庫県立大学 2/25, 前期 工

次の英文を読んで、問いに答えなさい。

Driving a car is a major responsibility. Often, in their haste to get somewhere, motorists violate state laws and local \*ordinances. Traffic tickets are issued by the police to motorists who violate traffic laws. A traffic ticket indicates the offense, the date it was committed, and when the offender should appear in court.

The fines imposed by the court vary from as little as two dollars for a routine parking ticket to as much as seventy-five dollars for a major offense such as speeding. If you receive a ticket or \*summons to appear in court, you have two choices. You can either admit that you committed the violation and pay the fine by mailing a check or money order for the \*specified amount with your ticket to the court. (The address of the court is given on the ticket). Or, if you feel the ticket was unfair, you can appear in court on the day indicated on the ticket and plead your case before a judge.

What happens if you take no action at all and either ignore the ticket or destroy it? You can be sure that the court will eventually catch up with you and increase your penalty. Ignoring a ticket is both \*irresponsible and costly.

To protect yourself against unfair penalties, read the ticket carefully. Check to see that it is correctly filled out, giving your license plate and make of car. \*Clerical errors can occur, and if you find one, you can argue that the ticket is \*invalid.

If you decide to appear in court to contest the charge, you may plead either “not guilty” or “guilty” with an explanation. The second \*plea means that you admit having committed the traffic violation checked off on your ticket. However, there are special circumstances that you want the judge to know about before imposing a fine. For example, if you are charged with driving with only one headlight on, you can argue that you were unaware of it. The headlight might have gone out only minutes before the police officer stopped you. A parking ticket may be protested if you believe the “No Parking” restriction was not clearly posted. The charge of making an \*improper turn may be excused if you were driving through an unfamiliar town.

The judge will weigh your argument and then reach a decision. He or she has the authority to impose the full penalty, a reduced penalty, or no penalty.

\*ordinance 法令

\*specified 記入された

\*summons 出頭命令書

\*irresponsible 無責任な

\*clerical error 書き誤り

\*invalid 無効の

\*plea 弁解 \*improper 不適切な

問 1 下線部(1)を日本語に直しなさい。

問 2 本文の内容と一致しているものを 3 つ選びなさい。

1. You have no choice but to pay the fine for any traffic ticket issued by the police.
2. Traffic tickets are often very complicated so you should have a lawyer read it for you.
3. It's a good idea to carefully read the ticket to make sure all the information is correct.
4. If you receive a ticket for a traffic violation, you should take appropriate action.
5. The judge can decide to double your fine if you show a poor attitude in court.
6. You're allowed to ignore traffic tickets due to car problems such as a broken headlight.
7. If you think the ticket is unfair, you can explain why and the judge will consider your argument.
8. A traffic ticket shows the offense and how much time you must spend in jail.

問 3 本文の題名として最もふさわしいものを選びなさい。

- |                           |                              |
|---------------------------|------------------------------|
| 1. Appearing in Court     | 2. Imposing a Fine           |
| 3. Reducing a Penalty     | 4. Handling a Traffic Ticket |
| 5. Violating Traffic Laws |                              |

【23】2017 兵庫県立大学 2/25, 前期 工

*Write the letter (A–L) for the word that best completes the sentence.*

**Robotic arms made with 3-D printers**

*I: Interviewer, K: Mr. Kondo, a tech industry entrepreneur*

I: Hello and welcome to the University of Hyogo's TechTimes student news program. Hello, Mr. Kondo. Thank you for taking the time to be with us here today on TechTimes.

K: My pleasure.

I: I understand that your company uses 3-D printers to make robotic arms. What is your goal?

K: Yes. We ( 1 ) to make a practical and affordable robotic arm for people who have lost an arm due to injury or illness.

I: I guess we ( 2 ) for granted having the use of two arms.

K: Yes, we do. We normally don't think about how easy it is to open a plastic bottle, for example. Most people hold the bottle in one hand and unscrew the cap with the other.

I: Sure. Easy enough. I've never thought about opening a bottle with one hand.

K: If you're one-handed, you have to use your teeth to ( 3 ) the cap, or hold the bottle under one arm so you can use your good hand to open the bottle. Try it some time. It's not easy!

I: I can imagine. What's the market for robotic arms? Are there a lot of people who need one?

K: Actually, the domestic market is small and lacks competition which makes them very expensive and difficult to ( 4 ) here in Japan.

I: You use 3-D printers in the manufacturing process. Is there some advantage to that?

K: Yes, there is. With 3-D printers, you can easily manufacture a single product. You don't ( 5 ) to make metal molds. That greatly reduces the cost of manufacture.

I: I see. How much does a robotic arm typically cost?

K: They ( 6 ) around ¥1.5 million. Right now, most are made by a company in Germany.

I: ¥1.5 million! That's quite expensive, isn't it!

K: Yes, indeed. Using 3-D printer technology, though, we think we can ( 7 ) the cost down to between ¥200,000 and ¥300,000.

I: That's quite a reduction! By the way, I hear you introduced your product in the United States.

K: Yes, we took our robotic arms to a major IT trade show in the U.S. the year before last.

I: What kind of response did you get?

K : The response was good. It was encouraging. People are starting to ( 8 ) the various applications of 3-D technology.

I : Speaking of technology, I'm curious. Can you tell us how the arm works?

K : Yes, actually we have two types. One uses a sensor to ( 9 ) muscle \*contractions that activate the robotic arm's fingers. The user then is able to grasp objects. The other type uses a smartphone to ( 10 ) up \*myoelectric signals sent from the brain to control the muscles. The smartphone detects these and conveys them to the robotic arm.

I : That's amazing! Thank you for joining us on TechTimes.

K : My pleasure!

\*contraction 収縮

\*myoelectric signal 筋電信号

A. aim

B. consist

C. obtain

D. remove

E. bring

F. detect

G. pick

H. run

I. conclude

J. need

K. realize

L. take

【24】2017 兵庫県立大学 2/25, 前期 工

次の日本語の意味になるように、( )内に適切な語を入れなさい。

1. こんなきれいな鳥を見たことはありません。

This is ( ) ( ) beautiful bird I have ever seen.

2. 彼のおじいさんが亡くなってから 10 年になります。

His grandfather has ( ) ( ) for ten years.

3. 雨が止むまでここにいきましょう。

Let's stay here till ( ) ( ) raining.

4. 彼は、もう少しで凍死するところだった。

He was nearly ( ) ( ) death.

5. その辞書のどちらも役に立たない。

( ) ( ) the dictionaries is useful.

6. 彼女は、その問題に気づいていました。

She was ( ) ( ) the problem.

7. 彼は、決して経験豊かな弁護士ではない。

He is by ( ) ( ) an experienced lawyer.

8. 彼は、言わば成人した赤ん坊だ。

He is, ( ) it ( ), a grown-up baby.

9. 初心者にしては彼女のバイオリン演奏はわりとよかった。

Her violin performance was pretty good ( ) a ( ).

10. 健康がお金よりも大事であることは言うまでもない。

It ( ) ( ) saying that health is more important than money.



【25】2016 兵庫県立大学 2/25, 前期 工

次の英文を読み、問いに答えなさい。

You may be familiar with how water is always cycling around, through, and above the Earth, continually changing from liquid water to water vapor to ice. One way to \*envision the water cycle is to follow a drop of water around as it moves on its way. I could really begin this story anywhere along the cycle, but I think the ocean is the best place to start, since that is ( A ) most of Earth's water is.

①If the drop wanted to stay in the ocean then it shouldn't have been sunbathing on the surface of the sea. The heat from the sun found the drop, warmed it, and \*evaporated it into water vapor. It rose as tiny drops into the air and continued rising until strong high winds grabbed it and took it hundreds of miles until it was over land. There, warm \*updrafts coming from the heated land surface took the drops, now water vapor, up even higher, where the air is quite cold.

When the vapor got cold it changed back into a liquid. If it was cold enough, it would have turned into tiny ice crystals, such as those that make up \*cirrus clouds. The vapor condenses on tiny particles of dust, smoke, and salt crystals to become part of a cloud.

After a while our drop combined with other drops to form a bigger drop and fell to the earth as \*precipitation. Earth's gravity helped to pull it ( B ) to the surface. Once it starts falling there are many places for water drops to go. Perhaps it would land on a leaf in a tree, in which case it would probably evaporate and begin its process of heading for the clouds again. If it misses a leaf there are still plenty of places to go.

The drop could land on a patch of dry dirt in a flat field. In this case it might sink into the ground to begin its journey down into an underground \*aquifer as groundwater. The drop will continue moving mainly downhill as groundwater, but the journey might end up taking tens of thousands of years until ②(ground, finds, of, back, the, way, it, out, its). Then again, the drop could be pumped out of the ground via a water well and be sprayed on crops where it will either evaporate, flow along the ground into a stream, or go back down into the ground. Or the well water containing the drop could end up in a baby's drinking bottle or be sent to wash a car or a dog. From these places, it is back again either into the air, down drains into rivers and ( C ) into the ocean, or back into the ground.

But ③our drop may be a land-lover. Plenty of precipitation ends up staying on the earth's surface to become a component of surface water. If the drop lands in an urban area it might hit your house's roof, fall off your roof, go down your driveway to the \*curb. If a dog or squirrel doesn't lap it up it will run down the curb into a storm sewer and end up in a small stream. It is likely the stream will flow into a larger river

and the drop will begin its journey back towards the ocean.

If no one interferes, ④the trip will be fast back to the ocean, or at least to a lake where evaporation could again take over. But, with billions of people worldwide needing water for most everything, there is a good ( D ) that our drop will get picked up and used before it gets back to the sea.

A lot of surface water is used for irrigation. Even more is used by power-production facilities to cool their electrical equipment. From there it might go into the cooling tower to be evaporated. This is a quick trip back into the atmosphere as water vapor. Perhaps a town pumps the drop out of the river and into a water tank. From here the drop could go on to help wash your dishes, fight a fire, water the tomatoes, or flush your toilet. Probably the local steel mill will grab the drop, or it might end up at a fancy restaurant mopping the floor. The possibilities are endless — but it doesn't ( E ) to the drop, because eventually it will get back into the environment. From there it will again continue its cycle into and then out of the clouds, this time maybe to end up in the water glass of the President of the United States.

(Adapted from U.S. Geological Survey, HP)

\*envision 心に描く

\*updrafts 上昇気流

\*precipitation (雨, 雪, あられなどが)降ること

\*aquifer 帯水層

\*evaporate 蒸発させる, 蒸発する

\*cirrus clouds 巻雲

\*curb (舗道の)縁石

問 1 下線部(1)のように述べられている理由として最も適切なものを, 次の 1 から 4 の中から選びなさい。

1. Water in the sea may be soon changed into water vapor when it is heated.
2. Sunbathing becomes occasionally dangerous when you stay long at a seaside.
3. The ocean winds can be strong enough to reduce the amount of water in the ocean.
4. On the surface of the ocean water is less movable than in the deep sea.

問 2 (2)の括弧内の語を並べ替えて, 意味の通る文にしなさい。

問 3 下線部(3)の内容を最もよく表している文を, 次の 1 から 4 の中から選びなさい。

1. Like animals, humans need the soil that they dig out trying to save water.
2. Rainfall makes streams that help keep water running into the ocean.
3. On the surface of the earth there are various places where water moves or stays.
4. Last year more rain fell onto the ground than into the ocean.

問 4 次の 1 から 5 について、本文の内容に照らして二重下線部(4)の **the trip** の例と考えることができるものに○、例とはならないものに×をつけなさい。

1. the transportation of water made possible by trains
2. the river water flowing through mountains and cities
3. the evaporation of water of the ocean creating clouds
4. the water running through plant facilities making electric power
5. the rain drops on the ground gradually making streams

問 5 本文の文脈に照らして、A から E までの( )に入れるのに、最も適切な語を 1 から 4 の中から選びなさい(解答欄には数字で記入しなさい)。

A

- |         |          |        |         |
|---------|----------|--------|---------|
| 1. when | 2. where | 3. why | 4. what |
|---------|----------|--------|---------|

B

- |       |         |          |          |
|-------|---------|----------|----------|
| 1. up | 2. down | 3. aside | 4. under |
|-------|---------|----------|----------|

C

- |               |            |                 |
|---------------|------------|-----------------|
| 1. contrarily | 2. however | 3. surprisingly |
| 4. eventually |            |                 |

D

- |           |                 |             |
|-----------|-----------------|-------------|
| 1. chance | 2. circumstance | 3. evidence |
| 4. use    |                 |             |

E

- |         |         |           |           |
|---------|---------|-----------|-----------|
| 1. mean | 2. stop | 3. matter | 4. follow |
|---------|---------|-----------|-----------|

問 6 本文全体の説明として最もふさわしいものを 1 から 4 の中から選びなさい。

1. This is an article about how far the sun and the oceans may affect the water cycle.
2. Some explanations are given in this article regarding how clouds are made.

3. This article introduces scientifically various ways of how water comes to our home.
4. The water cycle is here presented by means of a drop that travels around the earth.



【26】2016 兵庫県立大学 2/25, 前期 工

次の英文を読み、問いに答えなさい。

In 1748, the British politician and aristocrat John Montagu, the 4th \*Earl of Sandwich, used a lot of his free time for playing cards. One of the problems he had was that he greatly enjoyed eating a snack, while still keeping one hand free for the cards. So he came up with the idea to eat beef between slices of toast, which would allow him to finally eat and play cards at the same time. Eating his newly invented “sandwich,” the name for two slices of bread with meat in between, became one of the most popular meal inventions in the western world.

Now you are very likely to never forget the story of who invented the sandwich. Or at least, much less likely to do so than if it had been presented in \*bullet points or another purely information based form. For over 27,000 years, since the first cave paintings were created, telling stories has been one of our most fundamental communication methods.

We all enjoy a good story, whether it’s a novel, a movie or simply something one of our friends is explaining to us that they’ve experienced. But ① why do we feel so much more engaged when we hear a narrative about events? It’s quite simple. If we listen to a Powerpoint presentation with boring bullet points, certain parts in the brain get activated. Scientists call these \*Broca’s area and \*Wernicke’s area. Overall, it hits our language processing parts in the brain, where we decode words into meaning. And that’s it, nothing else happens. When we are being told a story, though, things change dramatically. Not only are the language processing parts in our brain activated, but any other area in our brain that we would use when experiencing the events of the story are too.

A story can put your whole brain to work. And yet, it gets better. ② When we tell stories to others that have helped us shape our thinking and way of life, we can have the same effect on them too. The brains of the person telling a story and listening to it, can synchronize, says Uri Hasson from Princeton: “When the woman spoke English, the volunteers understood her story, and their brains synchronized. When she had activity in her \*insula, an emotional brain region, the listeners did too. When her \*frontal cortex lit up, so did theirs. By simply telling a story, the woman could plant ideas, thoughts and emotions into the listeners’ brains.” Anything you’ve experienced, you can get others to experience the same. Or at least, get their brain areas active, too.

Now all this is interesting. We know that we can activate our brains better if we listen to stories. The still unanswered question is: Why is that? ③ Why does the format of a story, where events unfold one after the other, have such a profound impact on our learning? The simple answer is this: We are \*wired that

way. A story, if broken down into the simplest form is a connection of cause and effect. And that is exactly how we think.

We think in narratives all day long, no matter if it is about buying groceries, whether we think about work or our \*spouse at home. We make up stories in our heads for every action and conversation. In fact, Jeremy Hsu found: “Personal stories and gossip make up 65% of our conversations.”

Now, ( ア ) we hear a story, we want to relate it to one of our existing experiences. That’s why \*metaphors work so well with us. While we are busy searching for a similar experience in our brains, we activate a part called insula, ( イ ) helps us relate to that same experience of pain, joy, disgust or else. We link up metaphors and literal happenings automatically. Everything in our brain is looking for the cause and effect relationship of something we’ve previously experienced.

When we think of stories, it is often easy to convince ourselves that they have to be complex and detailed to be interesting. The truth is however, that (5) the simpler a story, the more likely it will stick. Using simple language as well as low complexity is the best way to activate the brain regions that make us truly relate to the happenings of a story. This is a similar reason why multitasking is so hard for us. Try for example to reduce the number of adjectives or complicated nouns in a presentation or article and exchange them with more simple, yet heartfelt language.

(Adapted from Life Hacker HP, “The Science of Storytelling” by Leo Widrich, 2012)

\*Earl 伯爵 \*bullet points 箇条書き

\*Broca’s area ブローカ野(運動性言語中枢)

\*Wernicke’s area ウエルニッケ野(知覚性言語中枢)

\*insula 島(とう) : 脳部位の一つ

\*frontal cortex 前頭皮質

\*spouse 配偶者

\*wired 組み込まれた

\*metaphor 隠喩

問 1 下線部(1)の理由として、正しいものを 1 から 4 の中から選びなさい。

1. We become fascinated when decoding narrated words into meaning.
2. We activate the language processing parts of our brain only.
3. We are likely to feel somehow confused when listening to a story.
4. We use various parts of our brain following the events that are told.

問 2 下線部(2)の内容を最もよく表すものを 1 から 4 の中から選びなさい。

1. Telling a story to others lets us think about ourselves, while the listeners just follow what we talk.
2. A way of life for one is not the best one for others, so that we need to tell a story of ourselves continuously.
3. The effect of storytelling is to influence others in a way that the story begins circulating among wider communities.
4. The power of telling a story is effective not only for the mind of the one who tells it but also of the listener.

問 3 下線部(3)の問いの答えとして、最も適切なものを 1 から 4 の中から選びなさい。

1. Our way of thinking is similar to the way we make up stories.
2. Stories are made up of causes and effects which we know well.
3. The structure of our brain is a model of how we understand.
4. The fundamental organ of our brain is made sensitive to stories.

問 4 ( ア ) と ( イ ) の中に入れるのに最も適切な語を 1 から 4 の中から選びなさい。

( ア )

- |             |              |            |             |
|-------------|--------------|------------|-------------|
| 1. whenever | 2. whichever | 3. however | 4. whatever |
|-------------|--------------|------------|-------------|

( イ )

- |        |          |          |          |
|--------|----------|----------|----------|
| 1. who | 2. where | 3. which | 4. while |
|--------|----------|----------|----------|

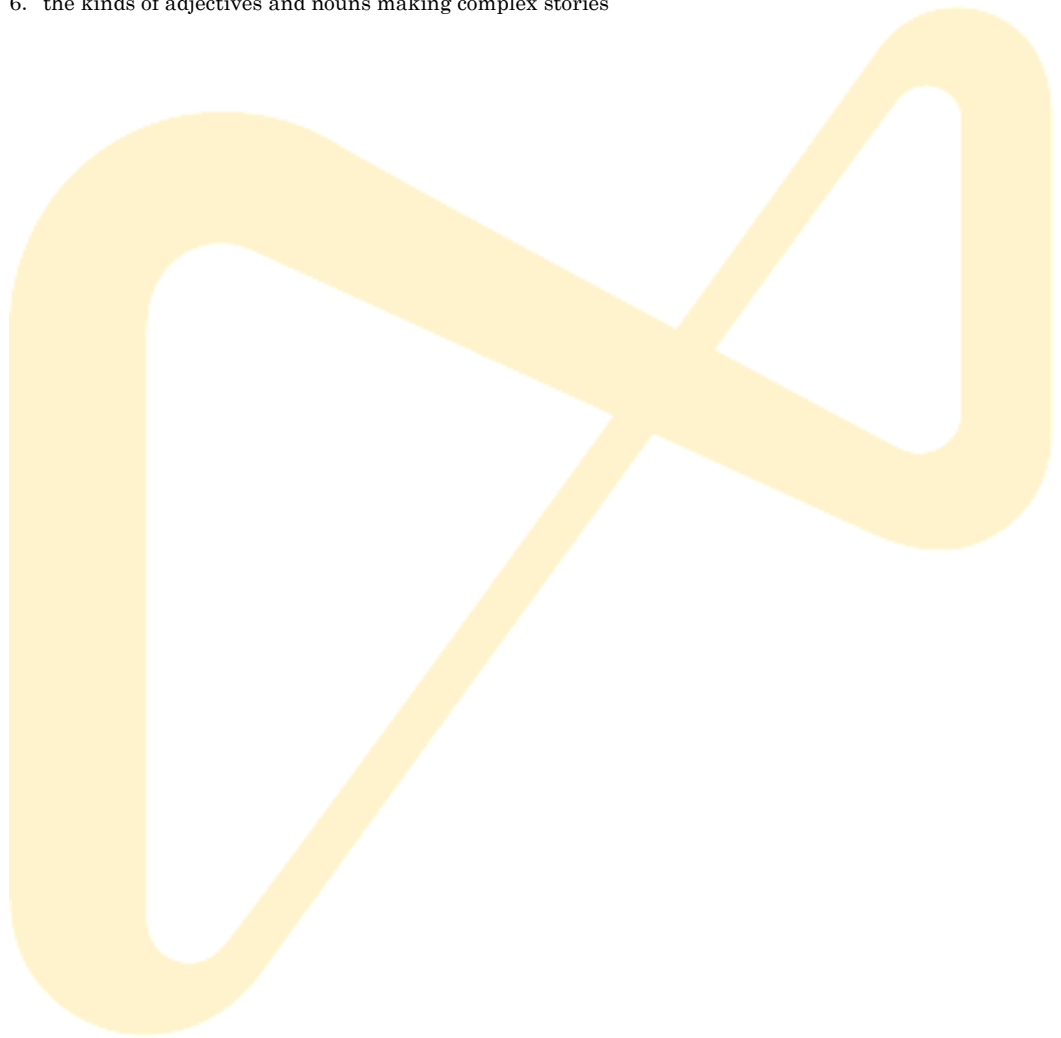
問 5 下線部(5)と同様の意味を表すために、下の ( ウ ) と ( エ ) の中に入れるのに最も適切な語を、1 から 4 の中から選びなさい。

A ( ウ ) story is likely to be more memorable than the one that is ( エ ).

- |            |        |           |         |
|------------|--------|-----------|---------|
| 1. complex | 2. low | 3. simple | 4. best |
|------------|--------|-----------|---------|

問 6 次の 1 から 6 の英文の内容について、本文で述べられている場合は○、述べられていない場合は×をつけなさい。

1. why the Earl of Sandwich became enthusiastic with playing cards
2. a history of storytelling fundamental to human social developments
3. how our brain functions when listening to a story
4. logical understanding not connected to how we remember shopping items
5. how we comprehend a story in relation to our experiences
6. the kinds of adjectives and nouns making complex stories





【27】2016 兵庫県立大学 2/25, 前期 工

次の英文を読んで問いに答えなさい。

Take a class of writing students in a \*liberal arts college and assign them to write about some aspect of science, and a pitiful moan will go around the room. “No! Not science!” the moan says. The students have a common problem: fear of science. They were told at an early age by a chemistry or a physics teacher that they don’t have “a (a) head for science.”

Take an adult chemist or physicist or engineer and ask him or her to write a report, and you’ll see something close to panic. “No! Don’t make us write!” they say. They also have a common problem: fear of writing. They were told at an early age by an English teacher that they don’t have “a (b) gift for words.”

Both are unnecessary fears to carry through life, and I’d like to help you (c) ease whichever one is yours. There is a simple principle: writing is not a special language owned by the English teacher. (1) Writing is thinking on paper. Anyone who thinks clearly can write clearly about anything at all. Science, clearly explained, is just another nonfiction subject. Writing, clearly explained, is just another way for scientists to (d) transmit what they know.

The science assignment that I give to students is a simple one. I just ask them to describe how something works. I don’t care about style or any other graces. I only want them to tell me, say, how a sewing machine does what it does, or how a pump operates, or why an apple falls down, or how the eye tells the brain what it sees. Any process will do, and “science” can be defined loosely to include technology, medicine and nature.

A principle of journalism is that “the reader knows nothing.” As principles go, it’s not a nice thing to say, but a technical writer can never forget it. (2) You can’t assume that your readers know what you assume everybody knows, or that they still remember what was once explained to them. After hundreds of demonstrations I’m still not sure I could get into one of those life jackets that airline flight attendants have shown me: something about “simply” putting my arms through the straps, “simply” pulling two cords sharply downward (or is it sideways?) and “simply” blowing it up — but not too soon. The only step I’m confident I could perform is to blow it up too soon.

Describing how a process works is valuable for two reasons. It forces you to make sure you know how it works. Then it forces you to take the reader through the same sequence of ideas and reasons that made the process clear to you. I’ve found it to be a big step up for many students whose thinking was confused. One of them, a bright Yale second-year student still spraying the page with unclear general statements at midterm, came to class in a high mood and asked if he could read his paper on how a fire extinguisher

works. I was sure we were in for chaos. But his piece moved with simplicity and logic. It clearly explained how three different kinds of fires are attacked by three different kinds of fire extinguishers. I was delighted by his overnight change into a writer who had learned to write logically, and so was he. By the end of his junior year he had written an instruction book that sold better than any book I had written.

Many other confused students tried the same cure and have written with clarity ever since. Try it. For the principle of scientific and technical writing applies to all nonfiction writing. It's the principle of leading readers who know nothing, step by step, to a grasp of subjects they didn't think they had an ability for or were afraid they were unable to understand.

Imagine science writing as an upside-down pyramid. Start at the bottom with the one fact a reader must know before he can learn any more. The second sentence broadens what was stated first, making the pyramid wider, and the third sentence broadens the second, so that you can gradually move beyond fact into significance and (e)speculation — how a new discovery alters what was known, what new avenues of research it might open, where the research might be applied. There's no limit to how wide the pyramid can become, but your readers will understand the broad implications only if they start with one narrow fact.

(Adapted from *On Writing Well* by William Zinsser, 2006)

\*liberal arts college 教養学部

問1 二重下線部(a)から(e)の語の意味に最も近いものを選び、番号で答えなさい。

(a) head :

- |           |           |           |          |
|-----------|-----------|-----------|----------|
| 1. leader | 2. talent | 3. origin | 4. front |
|-----------|-----------|-----------|----------|

(b) gift :

- |            |            |             |          |
|------------|------------|-------------|----------|
| 1. present | 2. charity | 3. capacity | 4. favor |
|------------|------------|-------------|----------|

(c) ease :

- |            |            |           |             |
|------------|------------|-----------|-------------|
| 1. subside | 2. relieve | 3. format | 4. simplify |
|------------|------------|-----------|-------------|

(d) transmit :

- |            |            |            |             |
|------------|------------|------------|-------------|
| 1. receive | 2. provide | 3. publish | 4. transfer |
|------------|------------|------------|-------------|

(e) speculation :

- |               |         |           |
|---------------|---------|-----------|
| 1. investment | 2. risk | 3. theory |
| 4. usefulness |         |           |

問 2 下線部(1)を日本語に直しなさい。

問 3 下線部(2)を日本語に直しなさい。

問 4 本文の内容に照らして、一致するものを3つ選び番号で答えなさい。

1. Many students are now afraid of science because they had few opportunities to study it in a liberal arts college.
2. Adult scientists have a fear of writing since English teachers in their childhood scientifically proved that they were unable to write properly.
3. A fear of writing is pointless because writing actually requires no unique language that only skilled people can make use of.
4. Explaining how the eye informs the brain of what it sees will encourage students to revise their writing step by step.
5. People are unable to remember how to get into life jackets due to the lack of attention to what flight attendants demonstrate.
6. Illustrating how a process works produces good writing since it compels writers to present ideas logically.
7. A bright second year student made his writing teacher confused when he showed his paper on how a fire extinguisher operates.
8. Troubled students became capable of writing clearly owing to nonfiction writing which was once too difficult for them.
9. Excellent science writing begins with one small fact everyone knows which gradually guides readers to wider applications.

【28】2016 兵庫県立大学 2/25, 前期 工

次の会話文の( 1 )から( 6 )に入れるのに最も適切な単語を a から c のの中から選びなさい。

A : Hello, Satoshi. Here is the picture of our English conversation class I took last week.

B : Thank you, Mari. I really ( 1 ) you making a copy for me.

A : No problem. Say, Satoshi, I was ( 2 ) how much longer you are going to be attending our class.

B : Well, I have to fly home to Japan at the end of next month. I want to travel around Australia for two weeks before I go.

( 1 )

a. accustom

b. appreciate

c. approach

( 2 )

a. wondering

b. suggesting

c. discussing

A : Your English is great, Antonio, I'm jealous. How did you learn to speak so ( 3 )?

B : Well, I took classes in English when I was a high school student in Brazil. Then when I was a college student, I ( 4 ) one year at a British university. I like English, so I worked very hard at it.

( 3 )

a. awfully

b. hardly

c. fluently

( 4 )

a. spent

b. left

c. went

A : Hello, Barbara, I saw you on your bicycle this morning. Do you ride to work every day?

B : Yeah, Tom, I ride every day, rain or shine.

A : Really? But isn't it dangerous with ( 5 ) traffic and all?

B : Actually, the city has been ( 6 ) a lot of cycling paths recently.

( 5 )

a. noisy

b. many

c. heavy

( 6 )

a. performing

b. building

c. riding



【29】2016 兵庫県立大学 2/25, 前期 エ

次の英文のアからカの( )内の単語を並び替え、適切な文にしたとき、その中で3番目と5番目にくる番号を記入しなさい。

*Cha* was originally produced in the temperate, tropical regions of Southeast Asia. The Japanese word *cha* has the same derivation as the English word “tea”. In the same way ( ア ), in Japan *cha* is essential in people’s lives. A long-standing Japanese custom ( イ ) to enjoy sweets and *cha*. As made evident by the fact that Buddhist priests originally used Japanese *cha* for medicinal purposes, it is known to include a lot of vitamins and ( ウ ).

ア

- |                        |         |         |
|------------------------|---------|---------|
| (1. their daily lives  | 2. make | 3. part |
| 4. as                  | 5. of   | 6. tea  |
| 7. the British people) |         |         |

イ

- |              |                  |                     |
|--------------|------------------|---------------------|
| (1. at three | 2. the afternoon | 3. to               |
| 4. is        | 5. have          | 6. refreshment time |
| 7. in)       |                  |                     |

ウ

- |         |               |              |
|---------|---------------|--------------|
| (1. for | 2. considered | 3. is        |
| 4. be   | 5. the health | 6. very good |
| 7. to)  |               |              |

*Miso* is made from soy beans. It is paste-like food mostly brown in color. Many Japanese have *miso* soup for breakfast. *Miso* soup ( エ ) a basic soup, for example, tofu, seaweed, or vegetables, then stirring in the soy bean paste. Soy bean paste is ( オ ). Recently, *miso* soup ( カ ) to a balanced diet.

エ

- |            |                |         |
|------------|----------------|---------|
| (1. adding | 2. is          | 3. by   |
| 4. to      | 5. ingredients | 6. made |

7. several)

才

(1. the Japanese people

2. to

3. that is

4. an

5. food

6. vital

7. important)

力

(1. been

2. that

3. as

4. valued

5. has

6. contributes

7. a health food)

【30】2015 兵庫県立大学 2/25, 前期日程 工

次の英文を読んで、問いに答えなさい。

A coral \*reef is made up of many coral colonies all living together. The reef may stretch hundreds of miles across, but it is constructed by \*coral polyps only a quarter of an inch or less in size. The reef itself is a living, growing organism — colonies of tiny animals all working together to create the largest structures on Earth. This is one of the most complex and mysterious \*ecosystems known to mankind, and it all works because of the tiny animals that produce the ㄱ huge reef structure.

Over half a billion years ago, before there was any life on land, the seas contained primitive coral reefs, consisting of sponges and primitive corals. ㉠ This means that coral reefs are among the oldest ㄴ complex natural communities still in existence on Earth. While many changes and extinctions in reefs have occurred throughout their history, reefs have ㄷ survived. In fact, some coral reef animals known today are almost unchanged from ㉡ (dating from, the age, fossils, of, those, in, found) dinosaurs, 100 million years ago. Coral reefs are wonderful to see, and rich gardens in the sea, supporting an astonishing amount of marine life in a densely packed, thriving marine metropolis. In fact, coral reefs have the largest abundance and greatest ㄹ diversity of life living together of any place on Earth, including the tropical rain forests. ㉢ People often refer to coral reefs as “rainforests of the sea.” In an area with this much diversity of life, it is easy to think that the tropical oceans are highly rich in nutrients. This is the popular misunderstanding. Compared to the cold, murky waters of the temperate seas, tropical seas limit the number of animal plankton, which makes their water clear, yet with very low food resources. Thus, coral reefs live in nearly \*sterile water. A coral reef is a gathering place in the ocean. ㉣ It is an oasis in a desert. a place which gives shelter and food in an ocean where these things are ㄹ rare. In fact, the entire tropical ocean ecosystem depends on the reef for sustenance.

(Adapted from Oceanic Research Group HP)

\*reef 礁(しょう)

\*coral polyps サンゴ虫

\*ecosystem 生態系

\*sterile 不毛な

1. 下線(1)の this が指す内容に最も近いものを、次の a から d のの中から選びなさい。

- a. Coral reefs have sustained a kind of ecosystem from an ancient age.
- b. Coral reefs existed in a primitive form when there were no living creatures on land.



2. (2)の( )の中の語句を並べ替え、意味の通る文にしてください。

- Strange creatures are often found in a tropical ocean.
- Numberless creatures make up a living organism.
- Beauty of nature can be seen in the sea.
- Living things in the sea have something in common with those in forests.

- Fishes are always searching for food and shelter in the tropical ocean.
- Coral polyps produce clearer water for their growth.
- There are few living creatures in the tropical ocean except coral polyps.
- There are almost no other places to feed and protect sea animals.

ア

- イ

- ウ

- 工

- 73/123

オ

a. real

b. strange

c. scarce

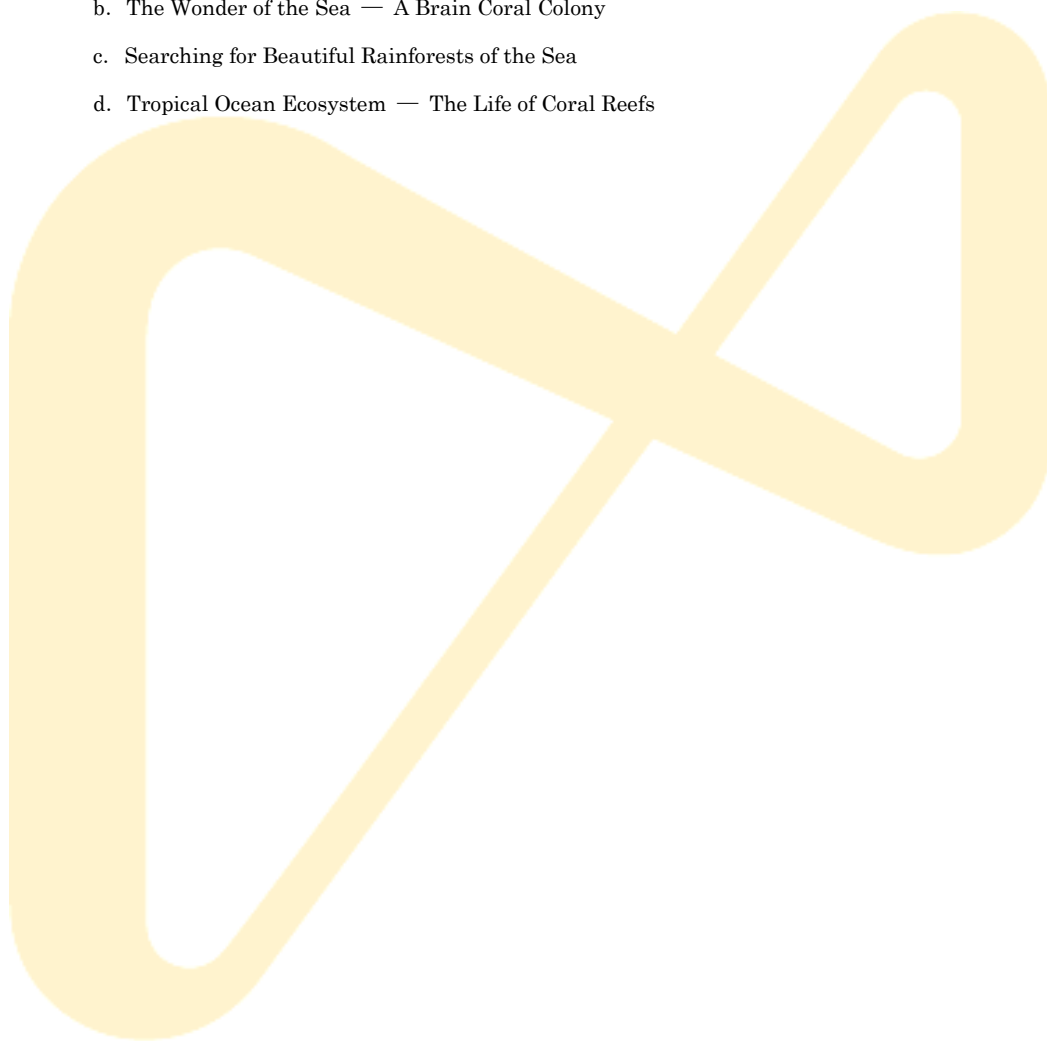
6. 本文のタイトルとして最もふさわしいものを一つ選びなさい。

a. Coral Reefs — How to Enjoy Summer in the Ocean

b. The Wonder of the Sea — A Brain Coral Colony

c. Searching for Beautiful Rainforests of the Sea

d. Tropical Ocean Ecosystem — The Life of Coral Reefs



【3 1】2015 兵庫県立大学 2/25, 前期日程 工

次の英文を読んで、問いに答えなさい。

In 1790, President George Washington was granted the authority to oversee the selection of a site for a permanent national capital. The city was to be located on the Maryland-Virginia border, along the Potomac River.

No individual could have been better suited to the task of selecting the capital site than George Washington. The distinguished general and first president of the United States was also a land surveyor and farmer, who possessed a great ① sensitivity to the land. The site he chose early in 1791 was just a few miles upriver from his estate in Mount Vernon, Virginia.

The eighteenth-century landscape where the city of Washington, D. C. now lies was laid out with picturesque orchards and corn and tobacco fields, set among the lovely woodlands. Native Americans had cleared the land and planted crops along the Potomac centuries earlier. By 1790 Georgetown had become a thriving tobacco port.

George Washington hired Major Pierre Charles L'Enfant, a European-born engineer who has been described as an "artist, adventurer, and spectacularly \*arrogant visionary" to design the federal city. L'Enfant brought to the task an intimate knowledge of the great capitals of Europe. The Washington city plan benefited from L'Enfant's ② appreciation of the finest elements of eighteenth century Paris, London and Rome. Broad avenues were laid out in every direction, radiating from the central axis of the Capitol. Spacious grounds were planned for stately federal government buildings and there would be plenty of parks throughout the city.

Both George Washington and Pierre L'Enfant appreciated the need to incorporate trees into the city plan. Every street, avenue, and federal building was to be generously graced by groves of trees.

While his splendid capital is here for the ages, L'Enfant's \*tenure as the city's designer met an untimely end. Disagreements between the board of commissioners overseeing the city's development and the \*temperamental engineer put the ever-\*diplomatic George Washington in an uncomfortable position. For a time, the President managed to calm the commissioners and keep the rebellious L'Enfant in line. But the efforts of the President were ③ doomed to fail. When Daniel Carroll, one of the area's wealthiest men, began erecting a house in the middle of where L'Enfant had envisioned New Jersey Avenue, the Frenchman sent out his assistant to tear it down. When the assistant was arrested, L'Enfant himself attempted to destroy the structure. Washington's fatherly scolding, "I must strictly \*enjoin you to touch no man's property without his consent," and numerous similar warnings did little to check L'Enfant's

\*impetuous behavior. Eventually he was fired.

L'Enfant later submitted a bill to Congress for \$95,000, but he was paid less than \$4,000 for designing the capital of the United States. The plan was completed by Andrew Ellicott, who had originally been commissioned to survey the land for the new capital. Ellicott made minor adjustments to the L'Enfant map, then removed L'Enfant's name and signed his own. The map for the new city was known thereafter as the Ellicott map.

Although the visions of Washington's founders were eventually to become reality, the early years of the capital city were (4)bleak. During his administration, Thomas Jefferson was forced to witness the widespread destruction of the area's trees. Property owners throughout the District cleared the beautiful stands of native timber from their land for profit, and trees were felled by the poor for use as firewood. The \*staunchly democratic Jefferson even expressed a (5)momentary wish for \*despotic power, "that, in the possession of absolute power, I might enforce the preservation of these valuable groves."

Despite the despair he felt over the destruction of the city's native trees, Jefferson set to work planting new trees throughout the District. He personally sketched out a plan to plant \*Lombardy poplars along Pennsylvania Avenue stretching from the Capitol to the White House, and then supervised its execution. This is the first Washington street tree-planting on record. Drawings and paintings that survive the era depict the avenue lined with rows of Jefferson's delicate, \*columnar trees.

(Adapted from Melanie Choukas-Bradley, *City of Trees: The Complete Field Guide to the Trees of Washington, D. C.*)

\*arrogant 横柄な

\*temperamental 感情の起伏が激しい

\*enjoin 申しつける

\*staunchly 忠実な

\*Lombardy poplars セイヨウハコヤナギ, ポプラ

\*columnar 円柱形の

\*tenure 在職期間

\*diplomatic 人扱いの上手な

\*impetuous 衝動的な

\*despotic 専制的な

1. 本文の内容に照らして、次の下線を引いた(1)から(5)の単語の意味に最も近いものを、a から dの中から選びなさい。

(1) sensitivity

a. ambition

b. sympathy

c. restriction

d. obsession

(2) appreciation

- a. understanding                      b. approval                      c. obligation  
d. criticism

(3) doomed

- a. planned                      b. considered                      c. fated                      d. calculated

(4) bleak

- a. bright                      b. comfort                      c. enjoyable                      d. dismal

(5) momentary

- a. monumental                      b. pathetic                      c. short-lived                      d. terrific

2. 次の(1)から(10)までの英文について、本文に照らして正しいものに○、間違っているものに×をつけなさい。

(1) George Washington was in charge of making the capital city, which is now called Washington, D. C.

(2) George Washington was not informed of cultivating lands in order to produce crops.

(3) In the eighteenth-century, Washington, D. C. was a desolate place which had been discarded by Native Americans.

(4) Pierre Charles L'Enfant made use of his wide knowledge of European city planning when he designed the capital city.

(5) Pierre Charles L'Enfant was a sensible man who was popular among governmental people.

(6) Washington gave a lot of advice to L'Enfant in order to persuade Daniel Carroll into giving up his property.

(7) The Name "Ellicott map" was taken from the person who took over L'Enfant's designing project.

(8) There had been woodlands of native timber in the area where Washington, D. C. was located, but those trees were consumed for various uses.

(9) Thomas Jefferson, with other property owners, cleared the land of timber in the possession of absolute power.

(10) Thomas Jefferson was the man who first introduced the street plans with trees in the area of Washington, D. C.

【32】2015 兵庫県立大学 2/25, 前期日程 工

次の英文を読んで、問いに答えなさい。

There are lots of reasons why people don't always wear their glasses. They might dislike the way they look, get teased or simply feel more comfortable without them. Beyond comfort and \*aesthetics, though, some people fear that wearing glasses too often will weaken their eyesight, and that they will increasingly rely on them more often than when first worn.

A study from Nigeria published last year found 64% of students believed that wearing glasses can damage eyes. Research in the Indian state of Karnataka put the figure at 30%, and in Pakistan 69% of people feel the same way. In Brazil, even medical staff believed that your eyes would gradually get weaker as a consequence of wearing glasses. Is there any evidence to suggest they are right?

There are, of course, two very different reasons why people wear glasses — short-sightedness, or \*myopia, where things in the distance are unclear; and long-sightedness, or \*hyperopia, where you can't focus on things close up. Long-sightedness is often age-related: (A) many people begin noticing in their 40s to 50s that it's difficult to read in low lighting. As we age, the lenses in our eyes gradually harden, making it more difficult to adjust to different distances. When people get to the stage where their arms aren't long enough to hold a book or menu far enough away to focus on the text, they choose reading glasses.

What's surprising is how few trials have been conducted on the prolonged effect of wearing glasses. (B) And from what we know there's no persuasive evidence that wearing reading glasses affects your eyesight. Why then do so many people become convinced that glasses have made their eyesight worse? People may gradually find themselves more and more dependent on their glasses, but it's because their eyes have continued to weaken with age. So people find themselves needing their glasses more often, leading them to conclude that the glasses must have made their sight worse, where in fact, there's no \*causal relationship. Whether or not you choose to wear your reading glasses will make no difference to your eyesight in the long run.

However, (1) the situation is not the same with children. Not wearing the right glasses, or any glasses at all if they are needed, can have a long-term impact. For decades it was thought that \*deliberately under-correcting for short-sightedness—by giving children weaker glasses than they really needed—might slow down the \*elongation of the \*eyeball over time and thus slow down the progression of myopia. The idea was that if you wear glasses to allow you to see clearly in the distance, your eyeball tries to elongate itself when you focus on a close object in order to see it properly.

But a trial conducted in Malaysia in 2002 proved (2) this hypothesis was so wrong it had to be halted a

year early. A group of 94 children with myopia were \*randomized at the toss of coin either to wear the correct glasses for their prescription, or to wear glasses that left them slightly short-sighted. When the study began the children were between the ages of nine and 14, and for the next two years the length of their eyeballs were measured at regular intervals. Contrary to an earlier, smaller study from the 1960s, the children who wore the weaker glasses showed a greater elongation of the eyeball over time. In other words their eyesight was gradually getting worse.

Some argue that there's still not enough evidence to come to any firm conclusions. But limited evidence suggests it is better to give children the correct glasses, rather than deliberately trying to under-prescribe. There's no suggestion that wearing the correct glasses will make their eyesight worse than not wearing them at all. In fact the longest-ever study of the progression of myopia, which has just published its 23-year findings, suggests the contrary. Back in 1983 a group of children in Finland with myopia were randomized to various conditions, including reading without glasses. Their myopia progressed a little faster than those who wore their glasses continuously. After the initial three years of the study, they were all advised to wear glasses all the time. Twenty years on, there was no difference between the groups.

But, returning to adults, what I find curious is the lack of studies that have been carried out in this area. We might expect science to have all the answers, but sometimes the studies that seem the most obvious to conduct haven't been done. Studies requiring children with myopia not to wear glasses would be \*unethical because of the effects it's known to have on educational achievement and on the developing eye. But, in principle, this kind of study could be carried out on long-sighted or short-sighted adults. So we're left with the question of why no one wants to do it. Professor Ananth Viswanathan, Consultant Surgeon at Moorfields Eye Hospital in London, believes the lack of research is probably due to the absence of any \*physiological reason why glasses might damage eyesight.

So it sounds as though this type of study won't be done any time soon. And while there are plenty of reasons to choose not to wear glasses, the fear that you might be damaging your eyesight isn't one of them.

(Adapted from BBC Future)

\*aesthetics 美しさ

\*hyperopia 遠視

\*deliberately 故意に

\*eyeball 眼球

\*unethical 倫理に反する

\*myopia 近視

\*causal 因果関係を示す

\*elongation 伸長

\*randomize 無作為に選ぶ

\*physiological 生理学的な

1. 下線部(1)から(3)が示す内容として、最も適切なものを a から c から選びなさい。

(1) the situation

- a. Their eyes have continued to weaken with age.
- b. People find themselves needing their glasses less often.
- c. Whether or not you wear reading glasses will make no difference.

(2) this hypothesis

- a. Giving children weaker glasses slows down the progression of myopia.
- b. You wear glasses to allow you to see clearly.
- c. You focus on a close object in order to see it properly.

(3) the contrary

- a. A group of children with myopia were randomized to various conditions.
- b. Not wearing glasses makes children's myopia worse.
- c. Children were advised to wear glasses all the time.

2. 下線部(A)を日本語に直しなさい。

3. 下線部(B)を日本語に直しなさい。

4. 本文の内容に照らして、一致するものを 3 つ選びなさい。

- (1) Nearly 70% of people in Pakistan consider that wearing glasses would weaken their eyesight.
- (2) 30% of people in Karnataka wearing glasses seemed to have damaged their eyes.
- (3) When people get old, their eyes get too soft to adjust to various distances when reading.
- (4) When people lose power to hold books away from their body when reading, they decide to wear glasses.
- (5) Owing to the studies which have been done so far, people become convinced that reading glasses are the cause of weakened eyes.
- (6) Many people believe that their eyes get weaker because of reading glasses rather than aging.
- (7) With children, wearing weaker glasses can delay the advance of short-sightedness.
- (8) The experiment in Malaysia had to be stopped because children who did not wear proper



glasses damaged their eyes.

- (9) The study in Finland showed that wearing stronger glasses would worsen their eyesight.
- (10) Research on adults' eyesight has not been done so far because it might damage eyesight.



【33】2015 兵庫県立大学 2/25, 前期日程 工

次の会話文の( 1 )から( 6 )に入れるのに最も適当な単語を a から c のの中から選びなさい。

A : You know, I have a feeling this deal isn't going to work out. I can't seem to get their salespeople to give me a decent price on the material.

B : I don't know. During the last conference call, I thought I could hear them talking about lowering the base price. I think we should try to ( 1 ) one more meeting. If they still give us the same price, then we'll have to try another supplier. ( 2 ) we'll never meet the October deadline.

( 1 )

a. ask

b. arrange

c. invite

( 2 )

a. Otherwise

b. Unless

c. However

A : Hello?

B : Hi, it's Susan. Can you pick me up at the station after you finish work? It's ( 3 ) pretty hard.

A : OK, but I'm going to a meeting now, and it won't finish until six. Can't you walk home?

B : I forgot my umbrella.

A : Well, if you don't mind ( 4 ), I'll come when I'm finished here.

( 3 )

a. getting

b. raining

c. training

( 4 )

a. smoking

b. walking

c. waiting

A : It ( 5 ) like winter. This weather is really cold for April.

B : Yeah. I heard the temperature might drop below zero tonight.

A : Really? I hope not. I've just put some new plants in my garden. If it gets too cold, they'll freeze and die.

B : Well, let's hope it doesn't get ( 6 ) cold.

( 5 )

a. feels

b. comes

c. sounds

( 6 )

a. the

b. this

c. that



【34】2015 兵庫県立大学 2/25, 前期日程 工

次の英文のアからカの( )内の単語を、意味の通る文に並べ替えたとき、その中で3番目と5番目にくる単語の番号を記入しなさい。

George had a job interview at a food company last Thursday. Unfortunately, ( ア ) the company's office. He finally got there seven minutes after the interview was scheduled to start. George knows that this made a bad impression, and he thinks he will not get the job. In the future, George will check that ( イ ) he is going to.

ア

- (1. the                      2. got                      3. on                      4. he                      5. way                      6. to  
7. lost)

イ

- (1. enough time                      2. to                      3. he                      4. the  
5. has                      6. place                      7. find)

People can have very strong feelings about noise. If someone is trying to sleep and there is too much noise, ( ウ ). For harmony, it's best to respect other people when they need peace and quiet. For example, make sure ( エ ).

ウ

- (1. stressed                      2. this                      3. make                      4. feel  
5. very                      6. can                      7. them)

エ

- (1. loud                      2. music                      3. that                      4. not                      5. your  
6. is                      7. too)

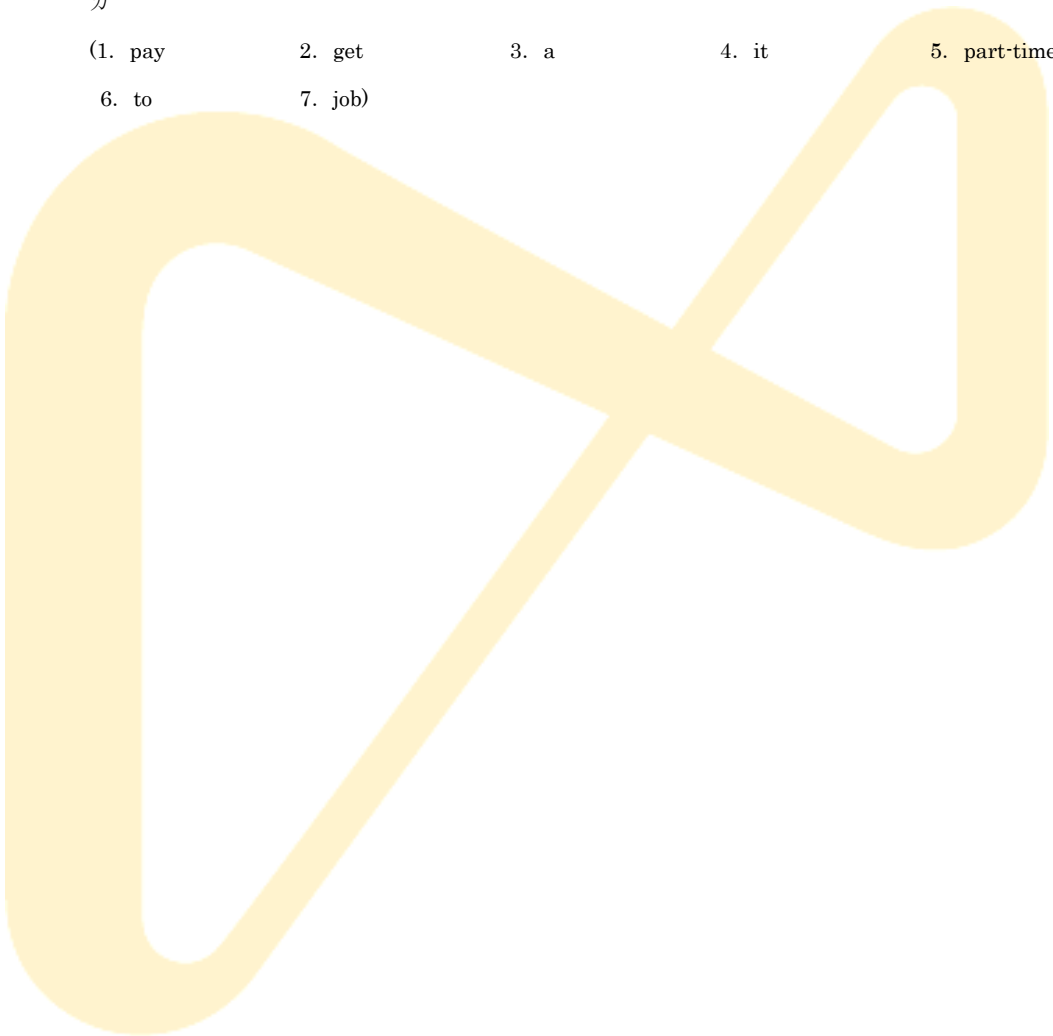
Sandy will start college this year. Her parents are going to pay her college fees, but she will ( オ ) by herself. Luckily, her bank offers special loans for college students, so she will be able to borrow some money. During summer vacation, she'll ( カ ) back.

才

- |         |        |                |         |
|---------|--------|----------------|---------|
| (1. get | 2. to  | 3. the money   | 4. have |
| 5. else | 6. for | 7. everything) |         |

力

- |         |         |      |       |              |
|---------|---------|------|-------|--------------|
| (1. pay | 2. get  | 3. a | 4. it | 5. part-time |
| 6. to   | 7. job) |      |       |              |



次の英文を読んで、問いに答えなさい。

Regions of the world do not exist in isolation. They are connected to each other in countless ways. For example, they are linked by the movement of people, goods, and ideas from one region to another; by the satellite linkages that transport news and information from one region to another; and even by the clothes that are made in one region and worn by people in another. Regions are also connected to one another by the movement of natural resources.

The shapes, colors, and conditions of the earth can vary tremendously from one place to another. Likewise, <sup>(1)</sup>the many resources that people use and on which they depend are spread unevenly across the planet. Though one region may enjoy a thousand riches, another may possess key resources necessary for the first to enjoy its wealth.

Because of this uneven distribution of resources, the regions of the world have become increasingly interdependent. Raw materials and manufactured goods are in constant motion between different regions of the earth. <sup>(2)</sup>Nations around the world trade what they have for what they do not have in a never-ending cycle.

The movement of goods traded between nations is an enormous and impressive undertaking. Most of these goods are shipped by oceangoing vessels. Such ships can carry a large volume of goods for much less than the cost of air transportation. The ocean route between the Middle East and Europe carries more \*tonnage than any other route. Oil tankers use this route to carry \*shipments from the oil-rich nations of the Middle East to the oil-poor nations of Europe. In turn, \*freighters follow this route carrying European-made consumer goods to the Middle East. These two regions are regular partners in the trade of their resources. But more than that, each depends on the other for resources.

Consider the bicycle for another example of how regions are connected by the movement of resources. None of the major bicycle-producing nations — the United States, China, France, Great Britain, Italy, Japan, South Korea, and Taiwan — has all the resources necessary to produce bicycles in large numbers.

For example, the United States and Japan lack major deposits of \*bauxite, the ore used to make \*aluminum. A number of bicycle parts, such as chain-wheels and brakes, are commonly made of aluminum. Both nations must therefore import bauxite in order to make aluminum. In return, the United States and Japan export some of their resources to the bauxite supplier. Many bicycle frames are made from steel, \*chrome, and \*molybdenum. Although the United States produces steel and has deposits of molybdenum, it has no chrome. The areas of the world that have major supplies of \*chromite include

Brazil, Eastern Europe, and Turkey.

Many of the bicycles sold in the United States are produced in another country — perhaps more than one country. Some bicycle manufacturers buy components, such as gear shifts, from Japan and ship them to Taiwan for assembly. The finished bicycles are then shipped to the United States for sale.

The manufacture of bicycles is just one example of how trade plays a critical role in the United States economy. The United States is the world leader in the value of the goods and services it produces. Its farms and factories produce goods that are in great demand around the world. At the same time, the United States needs resources that are available only from other nations.

(注)

\*tonnage 積載トン数

\*freighter 貨物船

\*aluminum アルミニウム

\*molybdenum モリブデン

\*shipment 積み荷

\*bauxite (鉱物)ボーキサイト

\*chrome クロム

\*chromite 亜クロム酸塩

問 1 下線部(1)を日本語に直しなさい。

問 2 下線部(2)を日本語に直しなさい。

問 3 本文の内容と一致しているものを 3 つ選びなさい。

1. A natural disaster in one country can affect the manufacture of goods in other nations.
2. Bicycle production is an example of how one country can be dependent on another for resources.
3. Countries with complex ocean networks have an advantage over those without them.
4. Major railways in Europe are as important as shipping routes for carrying goods between countries.
5. A government in the Middle East manufactures large ships to carry oil to nations in Europe.
6. Ocean routes are generally used to ship manufactured goods around the world.
7. Countries lacking resources for manufacturing must import them from the countries that have them.
8. The nations that produce bicycles have the necessary raw materials for their production.

問 4 本文の題名として最もふさわしいものを選びなさい。

1. Transportation and Trade

2. Land and Ocean Transportation

3. Bicycle Production

4. Shipping Route

5. Manufacture of Goods





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次の英文を読んで、問いに答えなさい。

Spain and Portugal established vast overseas empires during the 1500s, while England remained preoccupied with problems at home. Even though these problems ( A ) during the 1600s, English mariners began explorations that allowed England to claim lands on the Americas and Asia. English merchants founded companies to trade in these new lands, in addition to English companies that traded in the Baltic and Russia. By the mid-1600s English naval power had become a major force. By the 1700s Europe began to recognize British naval supremacy on the high seas. At the same time, the British merchant \*fleet began to overtake the Dutch fleet in the amount of goods carried. By the 1760s England's colonial empire had no serious competition in North America or India.

Shortly after Columbus landed in the Western Hemisphere in 1492, King Henry VII commissioned an Italian captain named John Cabot to sail to North America. In 1497 and 1498 he explored the coasts of Newfoundland, \*Nova Scotia, and New England. Although Cabot's voyages gave the English (1) a claim in the New World, almost a century ( B ) before the English took steps to develop this territory.

During the reign of Queen Elizabeth I, in the second half of the 1500s, a hardy breed of sea captains appeared in England. The English called this group of traders and pirates sea dogs. These men — John Hawkins, Francis Drake, and Walter Raleigh, among others — challenged Portuguese and Spanish \*monopolies of overseas trade. They also made important voyages of exploration. Sir Francis Drake, for example, sailed westward from North America across the Pacific Ocean, around the southern tip of Africa, and north to England. In 1580 he became the first English sea captain to sail around the globe.

However, the English sea dogs were better known for \*plundering foreign shipping. They stole from Spanish ships not protected by \*convoys, and they seized slaves being shipped from Africa and sold them in Spanish colonies. The attacks by English sea dogs greatly angered King Philip II of Spain. He protested to Queen Elizabeth, but she claimed that she was helpless to control (2) them. Secretly she supported the sea dogs and shared what they had stolen. Despite their involvement in piracy, the sea dogs played a part in England's defeat of the Spanish Armada in 1588, and they strengthened the \*seafaring tradition of the island nation.

The defeat of the Spanish Armada ( C ) the English to establish colonies overseas. In 1600 Queen Elizabeth I granted a \*charter to a trading company called the English East India Company.

This company set up trading posts at Bombay, Calcutta, and Madras in India. The company dealt mainly with local rulers because the \*Mogul Empire had declined in power. To gain the support of these

rulers, the company helped those who were weak, used force without hesitation against those who opposed the company, and extended generous “gifts” to those who might be swayed by bribery.

The English East India Company eventually set up a few trading posts in Malaya and the East Indies, but India remained the company’s headquarters and chief source of trade and wealth. The English East India Company rapidly became extremely wealthy and powerful, with a vast fleet of merchant ships and warships to ( D ) its interests.

Because of its great interest in Asia, England was slow to establish colonies in North America. Initially, the English explored North America in hopes of finding a northwest passage to India — a water route around the Americas to the north and west. The Spanish dominated the southern route around Cape Horn in South America.

Henry Hudson searched unsuccessfully for the northwest passage, but in 1609, on a voyage for the Dutch, he charted much of the coast of eastern North America and explored the river which now ( E ) his name. On a voyage for the English one year later, he explored Hudson Bay in northern Canada.

(3) As the search for a northwest passage to India continued, the English began to establish colonies along North America’s east coast. The first of these colonies were founded by private companies or individuals. The English established the first permanent settlement at Jamestown, Virginia, in 1607. In 1620 they founded the second settlement, Plymouth, in what is now the state of Massachusetts.

The English founded the settlement primarily for commercial purposes since they no longer wanted to be dependent on imports from Asia. Investors hoped that the settlers would ( F ) products that would make the home country more self-sufficient. However, the North American colonies proved to be (4) a disappointment. Few of the original investors made a profit or even got their money back. Many colonists had reasons other than profit for settling in the New World. These people hoped to find greater political and religious freedom and to make better lives for their families.

As in other colonial empires, the British used slavery in their colonies, especially those in southern North America and the West Indies. Settlements on the Caribbean islands, such as Barbados, were commercially successful largely because of slave labor.

(注)

\*fleet 艦隊

\*monopolies 専売権

\*convoy 護衛艦

\*charter 特権

\*Nova Scotia カナダの南東の州

\*plunder 略奪する

\*seafaring 航海

\*Mogul Empire ムガル帝国

問 1 下線部(1) a claim の意味を、次の中から選びなさい。

- (a) 損害賠償 (b) 請求 (c) 権利 (d) 苦情

問 2 下線部(2)の代名詞の意味を、次の中から選びなさい。

- (a) the attacks by English sea dogs (b) the sea dogs  
(c) slaves (d) colonies

問 3 下線部(3)を日本語に直しなさい。

問 4 下線部(4) a disappointment について、具体的に日本語で説明しなさい。

問 5 本文の内容と一致しないものを、次の内から 3 つ選びなさい。

- a. 1700 年代になると、英国の航海術は優れていた。  
b. カボットの探検航海によって英国はアメリカ新大陸を得た。  
c. エリザベス 1 世は、海賊と手を組んで、スペインの商船を苦しめた。  
d. 海賊は英国のスペイン艦隊の撃退に手を貸した。  
e. 英国はスペイン艦隊に勝って、航海技術をより強めた。  
f. 英国はインドの地方有力者と、ワイロを使い付き合った。  
g. アジアに大きな関心があったために、英国は北アメリカへの植民地化をゆっくりと進めた。  
h. ヘンリー・ハドソンは、オランダ人との航海でハドソン湾の探検をした。  
i. 北アメリカへの植民は、最初民間でなされた。  
j. 北アメリカでの植民地への移住民は、第一に利益を目指した。

問 6 ( A )～( F )の空欄に入る単語を、次から選び記号で答えなさい。

- (a) carries (b) encouraged (c) persisted  
(d) passed (e) protect (f) raise  
(g) have (h) had

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Write the letter (a-p) from the list below for the word that best completes the sentence.

**Weekend Plans:** Meg (M) and Janet (J) are talking in the university cafeteria. Meg has lived in Himeji her whole life. Janet is an exchange student and lives on campus.

- M : Hi Janet. Long time, no see! Where've you been keeping yourself?
- J : Oh, hi Meg. I've been busy with my studies. I ( 1 ) to finish this report by Friday in Japanese!
- M : Well then, let's celebrate this weekend, after you ( 2 ) it in! I ( 3 ) use a break. It's been such a long week. How about going on a shopping spree in Osaka?
- J : That sounds like fun, but to ( 4 ) you the truth I have to ( 5 ) my budget this month. I'm afraid I'll ( 6 ) all my money if I go to Osaka!
- M : You're right. Actually, I ( 7 ) resist the temptation too.
- J : Isn't there anything we can do around here in Himeji?
- M : Now that you ( 8 ) it, we could go to Himeji castle. I haven't been there since I was little.
- J : That'd be great. I've been so busy with school that I haven't been there even once!
- M : Well then, Himeji castle it is! Also, I know a great dessert shop near the station. We can ( 9 ) by there afterwards. It'll be my treat!
- J : Thank you, Meg! Now, I think I can finish my report!
- M : Let me ( 10 ) if you need any help.
- J : *Arigoto!*

- |          |            |          |         |           |
|----------|------------|----------|---------|-----------|
| a. ask   | b. come    | c. could | d. have | e. know   |
| f. look  | g. mention | h. pay   | i. say  | j. should |
| k. spend | l. stop    | m. tell  | n. turn | o. want   |
| p. watch |            |          |         |           |

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次の日本語の意味になるように、(        )内に適語を入れて英文を完成させなさい。

1. 彼女はとてもショックを受けたので、眠ることができなかった。

She was (        ) shocked that she (        ) not sleep.

2. 彼は目を閉じて椅子の上に座っていた。

He was sitting on a chair (        ) his eyes (        ).

3. 早寝早起きは健康によい。

(        ) (        ) hours is good for your health.

4. そんな高級車を買えるだけの余裕はありません。

I cannot (        ) (        ) buy a deluxe car like that.

5. 彼女は年のわりに若く見えます。

She (        ) young (        ) her age.

6. 彼が亡くなって来月で10年になります。

He will have (        ) (        ) for ten years next month.

7. 私は叔父の名をとってマークと名づけられました。

I (        ) (        ) Mark after my uncle.

8. 彼女の住所が分かればいいのだが。

I (        ) I (        ) her address.

9. 彼女のかばんは、私のかばんより3倍高い。

Her bag is three (        ) as expensive (        ) mine.

10. 車を運転する時は、いくら注意してもし過ぎることはありません。

You (        ) be (        ) careful when you drive a car.

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次の英文を読んで、問いに答えなさい。

For almost a generation, psychologists around the world have been engaged in a spirited debate ( a ) a question that most of us would consider to have been settled years ago. The question is this: is there such a thing as ①innate talent? The obvious answer is yes. Achievement is talent plus preparation. The problem with this view is that the closer psychologists look at the careers of the gifted, the smaller the role innate talent seems to play and the bigger the role preparation seems to play.

\*Exhibit A in the talent argument is a study done in the early 1990s by the psychologist K. Anders Ericsson and two colleagues at Berlin's elite Academy of Music. With the help of the Academy's professors, they divided the school's violinists into three groups. In the first group were the stars, the students with the potential to become \*world-class soloists. In the second were those judged to be merely "good." In the third were students who were unlikely to ever play professionally and who intended to be music teachers in the public school system. All of the violinists were then asked the same question: over the course of your entire career, ever since you first picked up the violin, how many hours have you practiced?

Everyone from all three groups started playing at roughly the same age, around five years old. In those first few years, everyone practiced roughly the same amount, about two or three hours a week. But when the students were around the age of eight, real differences started to emerge. The students who would end up the best in their class began to practice more than everyone else: six hours a week by age nine, eight hours a week by age twelve, sixteen hours a week by age fourteen, and up and up, until by the age of twenty they were practicing — that is, purposefully and \*single-mindedly playing their instruments with the intent to get better — well over thirty hours a week. In fact, by the age of twenty, the elite performers had each totaled ten thousand hours of practice. The merely good students, ( b ) contrast, had totaled eight thousand hours, and the future music teachers had totaled just over four thousand hours.

Ericsson and his colleagues then compared amateur pianists with professional pianists. The same pattern emerged. The amateurs never practiced more than about three hours a week over the course of their childhood, and by the age of twenty they had totaled two thousand hours of practice. The professionals, on the other hand, steadily increased their practice time every year, until by the age of twenty they, like the violinists, had reached ten thousand hours.

The ②striking thing about Ericsson's study is that he and his colleagues couldn't find any "naturals," musicians who floated effortlessly to the top while practicing \*a fraction of the time their \*peers did. Nor could they find any "grinds," people who worked harder than everyone else, yet just didn't have what it

takes to break the top ranks. Their research suggests that once a musician has enough ability to get ( c ) a top music school, the thing that distinguishes one performer from another is how hard he or she works. (7) That's it. And what's more, the people at the very top don't work just harder or even much harder than everyone else. They work much, *much* harder.

The idea that \*excellence at performing a complex task requires a critical minimum level of practice surfaces again and again in studies of \*expertise. In fact, researchers have settled on what they believe is the magic number for true expertise: ten thousand hours.

“The emerging picture from such studies is that ten thousand hours of practice is required to achieve the level of mastery associated ( d ) being a world-class expert — in anything,” writes the \*neurologist Daniel Levitin. “In study after study, of composers, baseball players, fiction writers, ice skaters, concert pianists, chess players, master criminals, and (9) what have you, this number comes up again and again. Of course, this doesn't address why some people get more out of their practice sessions than others do. But no one has yet found a case in which true world-class expertise was accomplished in less time. It seems that it takes the brain this long to \*assimilate all that it needs to know to achieve true mastery.”

This is true even of people we think of as \*prodigies. Mozart, for example, famously started writing music at six. But, writes the psychologist Michael Howe in his book *Genius Explained*,

by the standards of mature composers, Mozart's early works are not outstanding. The earliest pieces were all probably written down by his father, and perhaps improved in the process. Many of Wolfgang's childhood compositions, such as the first seven of his \*concertos for piano and orchestra, are largely arrangements of works by other composers. Of those concertos that only contain music original to Mozart, the earliest that is now regarded as a masterpiece (No. 9, K. 271) was not composed until he was twenty-one: by that time Mozart had already been composing concertos for ten years.

The music critic Harold Schonberg goes further: Mozart, he argues, actually “developed late,” since he didn't produce his greatest work until he had been composing for more than twenty years.

(注)

\*exhibit A 最も重要な証拠

\*single-mindedly ひたむきに

\*peer 対等者, 同等の者

\*expertise (専門的)技術

\*world-class 超一流の

\*a fraction of the time わずかな時間

\*excellence 優秀さ, 卓越

\*neurologist 神経学者

\*assimilate 理解する, 吸収する

\*prodigy 神童, 天才児

\*concerto 協奏曲

問 1 下線部(1)の意味として最もふさわしいものを選びなさい。

- a. of a quality that you have when you are born
- b. of a quality that you gain after you are born
- c. of a quality that you achieve with preparation
- d. of a quality that you can develop over time

問 2 下線部(2)の意味として最もふさわしいものを選びなさい。

- a. interesting but not new enough to attract attention
- b. interesting and unusual enough to attract attention
- c. interesting but not important to a study
- d. interesting and expected outcome of a study

問 3 ( a )～( d )に入る前置詞を下から選びなさい。

[by,                      into,                      over,                      with]

問 4 下線部(7)が具体的に意味することを日本語で述べなさい。

問 5 下線部(4)を日本語に直しなさい。

問 6 本文の内容と一致しているものを二つ選びなさい。

- 1. Only the gifted can achieve great success.
- 2. Preparation as well as innate talent plays an important role in becoming expert in any field.
- 3. All pianists who practice from an early age will become successful world-class pianists.
- 4. If you practice anything for ten thousand hours, it is possible that you can be a world-class expert.
- 5. Mozart was a genius, so he didn't have to make any efforts to compose music.



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次の英文を読んで、問いに答えなさい。

A true democratic government, as opposed to one that only uses the term “democracy” in its name, has a number of characteristics that distinguish it from other forms of government. Democracy requires that all individuals must have the greatest amount of freedom consistent with order. No individual, of course, can be completely free to do absolutely anything he or she wants. That would result in disorder or even violence. Rather, democracy requires that all persons be as free as possible to develop their own capacities. This does not mean that all people are born with equal talents or deserve an equal share of material goods. Rather, it means that they should have an equal chance to develop their talents to the fullest extent possible.

Democracy requires that government decisions be based on majority rule, but with the rights of the minority protected. Since democracy means rule by the people, majority rule answers the question of how the government determines what people want. In a democracy, people usually accept decisions made by the majority of the voters in a free election. Laws enacted in our \*legislatures represent the will of the majority of lawmakers and are accepted as such by the people and public officials.

At the same time, believers in democracy are concerned about the possible \*tyranny of the majority. Democracy requires that the majority not use its power to \*diminish or misuse the rights of the minority. Further, they believe that the majority must respect the rights of the minority. These can be difficult standards to meet, especially when society is under great stress. One example of an abuse of the rights of a minority occurred in the United States during World War II.

At the outbreak of the war in 1941, over 100,000 Americans of Japanese descent living on the West Coast were removed to inland \*relocation camps because the government feared they would prove to be disloyal. Two-thirds of them were native-born Americans. The relocation program caused severe hardships for many Americans of Japanese descent and deprived them of their basic liberties. Even so, the program was upheld as a reasonable wartime emergency measure by \*the Supreme Court.

In recent years, however, this wartime action has been severely criticized as an \*unjustified denial of the rights of a group of Americans and as proof that tyranny of the majority can occur in even the most democratic societies. However, the constitutional mechanisms for protecting the rights of minorities did survive the crisis of the war. After the war was over, some of the victims of \*internment used these constitutional \*safeguards to regain property that had been taken from them. In 1948 Congress recognized the damage done by relocation and offered small compensation payments. Finally, in 1988

Congress acknowledged the “grave injustice” of the relocation experience and offered payments of \$20,000 to each \*internee still living.

All genuine democracies have free and open elections. Free elections give people the chance to choose their leaders and to voice their opinions on various issues. Free elections also help insure that public officials pay attention to the wishes of the people.

In a democracy, free elections are marked by the following characteristics: First, all citizens have equal voting power. This means that the votes of all persons carry the same weight — a principle often expressed in the phrase “one person, one vote.” Second, all candidates have the right to express their views freely, and voters have access to competing ideas. Third, citizens are free to organize in support of candidates or issues. Fourth, the legal requirements for voting, such as age, residence, and citizenship, are kept to a minimum so that the largest possible number of people have the right to vote. Thus, for example, being a member of a certain race or a believer in a certain religion is not a requirement for voting. Fifth, citizens are able to vote freely by secret \*ballot, without \*coercion or fear of punishment for their voting decisions.

Rival political parties are an important element of democratic government. A political party is a group of individuals who organize to win elections, conduct government, and determine public policy. In the United States, we have developed a two-party system in which \*the Republicans and \*the Democrats have become the two major political parties. However, we also have minor parties that often run candidates for office.

Rival parties help make elections meaningful. They give voters a choice among candidates representing different interests and points of view. They also help simplify and focus attention on key issues for voters. Finally, in democratic countries, the political party or parties that are out of power serve as a “loyal opposition.” That is, by criticizing the policies and actions of the party in power, they can help make those in power more responsible to the people.

(注)

\*legislature 立法院

\*diminish 小さくする

\*relocation camps (日系人の)強制収容所

\*unjustified 不当な

\*safeguards 保護措置

\*ballot 無記名投票

\*the Republicans 共和党

\*tyranny 専制(独裁)政治

\*the Supreme Court 最高裁判所

\*internment 抑留(収容)

\*internee 抑留(収容)された人

\*coercion 威圧, 弾圧

\*the Democrats 民主党

問 1 下線部(1)の内容を具体的に日本語で説明しなさい。

問 2 下線部(2)を日本語に直しなさい。

問 3 本文の内容と一致しているものを三つ選びなさい。

1. The two-party system in the United States is important as it provides citizens a choice of candidates.
2. Laws in a democratic country are enacted by majority vote of the citizens.
3. Many Japanese were put in prison in the United States during World War II.
4. In a democracy, government decisions based on majority rule must also protect the rights of the minority.
5. Democracy is most likely to succeed in countries with a wealthy, educated public.
6. Democracy requires citizens to participate in civic life.
7. True democratic countries oppose countries that are democratic in name only.
8. Free elections are an important element of a democratic country.
9. A democratic country is one in which all people are born with the right to do what they want.

問 4 本文の題名として最もふさわしいものを選びなさい。

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. Democratic Governments | 2. Characteristics of Democracy |
| 3. Voting Process         | 4. Free Elections               |
| 5. Citizens' Rights       |                                 |

【4 1】2013 兵庫県立大学 2/25, 前期日程 工

次の英文を読んで、問いに答えなさい。

Socrates, one of history's greatest thinkers and teachers, lived in Athens from 469 B.C. to 399 B.C. Trained as a sculptor, Socrates left <sup>(1)</sup>the profession to become a teacher.

Socrates criticized Athenian education, especially the teachings of the \*Sophists, who taught in most Athenian schools. He believed that they boasted of their wisdom, too often inspiring \*conceit in their pupils. He would not ( a ) himself to be called a Sophist, preferring the term *philosopher*, a Greek word that means "lover of wisdom." From this term comes our word philosophy, or the study of the most fundamental questions of reality and human existence.

Socrates wanted people to think for themselves and not imitate their elders. Only then could they ( b ) wisdom, which would lead to "right living." According to Socrates, only evil could result from ignorance. People should depend on reason and logic to guide their lives.

Unlike the Sophists, Socrates did not use the teaching method of memorizing. Instead he asked questions of anyone he met, anywhere. His purpose was not to receive information but to make people think in order to answer the questions. Consequently repeating his motto "knowing \*thyself," Socrates tried to teach people to understand what love, friendship, duty, patriotism, honor, and justice really meant. He ( c ) each person to find his or her own answers to these and other questions. This way of teaching became known as the "Socratic method."

<sup>(2)</sup>Although greatly loved because of his wisdom, honesty, and kindness, Socrates also had enemies. His questions often made public officials look foolish. He also criticized democracy. He believed it unwise to elect unskilled people to positions of power, and he distrusted the wisdom of the \*Assembly. After all, he said, we do not elect doctors or ship pilots — why should we elect rulers? Crowds of young followers gathered to hear Socrates mock democracy and its leaders, who did not ( d ) him so amusing.

Though Socrates honored the gods of Athens, his enemies accused him of denying the existence of many Greek gods. If allowed to live, he would continue to teach because his conscience would force him to do so. <sup>(3)</sup>Found guilty and condemned to die by drinking a poison made from the \*hemlock plant, Socrates faced his fate cheerfully. He believed in the immortality of his soul and ( e ) in his search for truth until his death.

Although Socrates never recorded his ideas, later generations learned of them from the writings of Plato, a wealthy young \*aristocrat and the greatest of his students. After the death of Socrates, Plato traveled throughout the \*Mediterranean region. He then returned to Athens and began to teach philosophy on the

grounds of the Academy, a public park and athletic field.

Plato wrote dialogues, or imaginary conversations among several people, covering such topics as government, education, justice, virtue, and religion. In each dialogue Socrates usually ( f ) as the primary speaker and asked questions of the others. The dialogues, however, expressed many of Plato's theories as well.

In one such dialogue, Socrates asked "What is justice?" To answer the question, Plato wrote the *Republic*, a long dialogue describing his concept of the ideal form of government. (4) People, he said, should do the work for which they are best suited. For example, those noted for their bravery should be in the army. People interested in material things such as food, clothing, and luxuries should ( g ) the business and perform the labor. Plato's ideal government was an aristocracy — a government ruled by an upper class. However, it was not an aristocracy of birth or of wealth but one based on intelligence, reasoning, education, and high ideals. Plato's ideal "aristocrats" were philosophers, ( h ) for their wisdom, ability, and "correct" ideas about justice.

(注)

\*Sophist 古代ギリシアの教師

\*thysself=yourself

\*hemlock 毒ニンジン

\*Mediterranean 地中海

\*conceit うぬぼれ

\*Assembly 議会

\*aristocrat 上流階級の人

問 1 下線部(1)は何を指しているかを、次の中より一つ選びなさい。

(ア) thinker

(イ) teacher

(ウ) sculptor

(エ) historian

問 2 下線部(2)を、日本語に直しなさい。

問 3 下線部(3)の内容を、次の中より選びなさい。

(ア) 罪を見つけること

(イ) 有罪と判決されること

(ウ) 罪をかぶせること

(エ) 無罪になること

問 4 下線部(4)の意味を、次の中より選びなさい。

(ア) 自分が一番好きな職に就くべきだ。

(イ) 自分に一番合った職に就くべきだ。

(ウ) 人に一番よく言われる職に就くべきだ。

(エ) 一番見栄えの良い職に就くべきだ。

問 5 本文の内容と一致しているものを三つ選びなさい。

1. ソクラテスは古代ギリシアの教師と仲が良かった。
2. ソクラテスのモットーは、自分で物事を考える事であった。
3. ソクラテスにとって、悪とは無知そのものであった。
4. ソクラテスは、物事を暗記することを人々に勧めた。
5. ソクラテスのする質問に答えたのは、馬鹿な官僚であった。
6. ソクラテスは、アテネの神を毛嫌いしていた。
7. ソクラテスは、膨大な書物を残して死んだ。
8. プラトンの書物の書き方は、会話形式を採った。
9. プラトンの理想国家形式は、金持ちの上級社会人による支配であった。

問 6 ( a )～( h )に入る動詞を、次の(ア)～(コ)から選びなさい。

- |             |           |               |            |
|-------------|-----------|---------------|------------|
| (ア) acquire | (イ) allow | (ウ) appeared  | (エ) chosen |
| (オ) conduct | (カ) find  | (キ) persisted | (ク) urged  |
| (ケ) write   | (コ) wrote |               |            |

【4 2】2013 兵庫県立大学 2/25, 前期日程 工

Write the letter for the word from the list below (a–p) that best completes the sentence.

*It's a hot summer day. Two friends are talking on the veranda.*

- A : Thank you for inviting me to your grandma's house. It's a nice place.
- B : I thought you might ( 1 ) it. This farmhouse is old, but I ( 2 ) at ease here.
- A : I read somewhere that Japanese houses were designed with hot summers in mind. The bamboo blinds make it nice and shady and ( 3 ) the breeze in as well.
- B : Grandma manages to ( 4 ) by without a lot of the modern conveniences.
- A : Yeah, I notice she doesn't turn on the air conditioner.
- B : Only when it's really hot. Then she uses it in combination with the electric fan.
- A : In combination?
- B : Yes. You see, the fan helps circulate the cold air generated by the air conditioner so you can ( 5 ) the air conditioner's thermostat a couple of degrees higher. That way you can ( 6 ) energy.
- A : Oh, I see. I guess everybody's pretty careful now about energy use.
- B : That's right. You know, nuclear power plants all over Japan had been ( 7 ) down at one point.
- A : How much does Japan ( 8 ) on nuclear power?
- B : Until recently it had covered almost a third of Japan's energy needs. That's been reduced now.
- A : I can see why in the light of recent events.
- B : Anyway...not to change the subject, but my grandma brought us some *mizuyokan*. Please ( 9 ) yourself.
- A : Thank you. Mmm! Delicious! I have to hand it to your grandma. She really knows how to ( 10 ) cool during these hot summer days.

- |           |         |         |         |             |
|-----------|---------|---------|---------|-------------|
| a. depend | b. have | c. let  | d. set  | e. feel     |
| f. help   | g. like | h. shut | i. get  | j. increase |
| k. resume | l. stop | m. give | n. keep | o. save     |
| p. use    |         |         |         |             |

【43】2013 兵庫県立大学 2/25, 前期日程 工

次の日本語の意味になるように、(        )内に適語を入れて英文を完成させなさい。

1. 彼女に限って、そんな馬鹿なことはしない。

She is the (        ) person (        ) do such a foolish thing.

2. 彼は親切にも駅まで車で送ってくれた。

He was kind (        ) (        ) give me a ride to the station.

3. 彼女を来るように説得しようとしても無駄だ。

It is (        ) (        ) trying to persuade her to come.

4. 不思議なことに、ドアがひとりでに開いた。

Strangely, the door opened (        ) (        ).

5. 何事も練習次第。

Practice (        ) (        ).



【4 4】2012 兵庫県立大学 2/25, 前期日程 工

次の英文を読んで問いに答えなさい。

Where can you find a frog that can fly, or a spider that eats birds? The answer is in tropical rainforests. Tropical rainforests are home to many of the strangest-looking and most beautiful, largest and smallest animals on the earth. There are so many fascinating animals in tropical rainforests that millions haven't been named or even identified yet. In fact, about half of all of the world's species live in tropical rainforests.

Scientists believe that there is such a great diversity of animals because rainforests are the oldest ecosystem on the earth. Some forests in Southeast Asia have been around for at least 100 million years, ever since dinosaurs walked on the earth. During the Ice Ages, the last of which occurred about 10,000 years ago, the frozen areas of the North and South Poles spread over much of the earth, causing huge numbers of extinctions. But the giant freeze did not reach many tropical rainforests. ( 1 ), these plants and animals could continue to evolve, developing into the most diverse and complex ecosystems on the earth.

The nearly perfect conditions for life also help contribute to the great number of species. With temperatures constant at 24-27 degrees Celsius, the whole year, animals don't have to worry about freezing during cold winters or finding shade in the hot summers. They ( 2 ) have to search for water, as rain falls almost every day in tropical rainforests. Some rainforest species have populations that number in the millions. Other species consist of only a few dozen individuals. Living in limited areas, most of these species are found nowhere else on the earth.

If you were to visit a rainforest, you probably wouldn't run into many jaguars or monkeys. The only living animals you could be sure to see are the millions of insects creeping and crawling around in every layer of the rainforest. Scientists estimate that there are more than 50 million different species of \*invertebrates living in rainforests. One scientist found 50 different species of ants on a single tree in Peru. You would probably only need a few hours of digging around in a rainforest to find an insect unknown to science.

Insects aren't the most lovable creatures, but they are sometimes beautiful and always fascinating. Have you ever heard of an ant that farms? Or ants that act as security guards? Leaf-cutters, or parasol ants, can rightfully be called the world's first farmers. They ( 3 ) trees up to 100-feet tall and cut out small pieces of leaves. They then carry these fragments, weighing as much as 50 times their body weight, back to their homes. The forest floor is converted to a maze of busy highways full of these moving leaf

fragments.

You may be amazed that so many different species of animals can all live together. The main secret lies in the ability of many animals to adapt to eating a specific plant or animal, which few other species are able to eat. Have you ever wondered, for instance, why \*toucans and parrots have such big beaks? These beaks give them a great advantage over other birds with smaller beaks. The fruits and nuts from many trees have evolved with a tough shell to protect them from \*predators. In turn, toucans and parrots developed large strong beaks, which serve as nutcrackers and provide them with many tasty meals.

Many animal species have developed relationships with each other that ( 4 ) both species. Birds and mammal species love to eat the tasty fruits provided by trees. Even fish living in the Amazon River rely on fruits dropped from forest trees. In turn, the fruit trees depend upon these animals to eat their fruit, which helps them to spread their seeds to far-off parts of the forest.

In some cases two species are so dependent upon each other that if one becomes extinct, the other will as well. This nearly happened with trees that relied on the now-extinct \*dodo birds. They once lived in Mauritius, a tropical island located in the Indian Ocean. They became extinct during the late 19th century when humans overhunted them. The \*calvaria tree stopped sprouting seeds soon after. Scientists ( 5 ) concluded that, for the seeds of the calvaria tree to sprout, they needed to first be digested by the dodo bird. By forcefully feeding the seeds to a domestic turkey, which digested the seeds the same way as the dodo birds, the trees were saved. Unfortunately humans will not be able to save each species in this same way.

Many species have developed their own kind of camouflage. Every animal has the ability to protect itself from being someone's next meal. Insects play some of the best hide-and-go-seek in the forest. The "walking stick" is one such insect; it blends in so well with the palm tree it calls its home that no one would notice it unless it moved. Some butterflies, when they close their wings, look exactly like leaves.

The \*three-toed sloth is born with brown fur, but you would never know this by looking at it. The green \*algae that make its home in the sloth's fur help it to blend in with the tops of the trees, the canopy, where it makes its home. But green algae aren't the only thing living in a sloth's fur; it is literally "bugged" with a variety of insects. 978 beetles were once found living on one sloth.

\*invertebrates 無脊椎動物

\*toucans オオハシ(巨大なくちばしをもった羽の美しい鳥)

\*predators 捕食動物

\*dodo ドーダー(インド洋モーリシャス島などにいた大型で飛べない鳥)

\*calvaria tree モーリシャス島原生の大型の木

\*three-toed sloth ミツユビナマケモノ

\*algae 藻類

問 1 ( 1 )から( 5 )に入れるのに最も適切なものを選びなさい。

( 1 )

- a. However                      b. Therefore                      c. Moreover                      d. Regrettably

( 2 )

- a. rarely                      b. mostly                      c. often                      d. usually

( 3 )

- a. eat                      b. attack                      c. fly                      d. climb

( 4 )

- a. defect                      b. cultivate                      c. transfer                      d. benefit

( 5 )

- a. finally                      b. eagerly                      c. hopefully                      d. extremely

問 2 (1)から(4)の問いに対する答えとして、最も適切なものを a から d の中から選びなさい。

(1) What is historically important for the development of rainforests?

- a. All rainforests are older than dinosaurs.  
b. Many rainforests continued to develop their ecosystem during the Ice Age.  
c. Some rainforests became extinct about 10,000 years ago.  
d. Millions of species are only found in rainforests.

(2) What contributes to the diversity of species in rainforests?

- a. They have warm temperatures and constant rain falls.  
b. Many different kinds of insects are hidden in a layer of a rainforest.  
c. They are home to parasol ants which bring small pieces of leaves.  
d. There are millions of insects that are not scientifically identified.

(3) According to the passage, which is true?

- a. You are more likely to meet monkeys than other animals in rainforests.
- b. Dodo birds became extinct because calvaria trees died away.
- c. To avoid eating, some butterflies hide themselves in leaves.
- d. Some animals help distribute the seeds of fruit trees.

(4) Which is an example of camouflage of living creatures?

- a. ants carrying leaf fragments on their backs
- b. fish eating fruits dropped from trees
- c. toucans using their beaks as nutcrackers
- d. sloths having algae in their fur

【45】2012 兵庫県立大学 2/25, 前期日程 工

次の英文を読んで問いに答えなさい。

We've used the wind as an energy source for a long time. The Babylonians and Chinese were using wind power to pump water for irrigating crops 4,000 years ago, and sailing boats were around long before that. Wind power was used in the Middle Ages, in Europe, to ( 1 ) corn, which is where the term "windmill" comes from.

The sun heats our atmosphere unevenly, so some parts become warmer than others. These warm parts rise up, other air blows in to replace them — and we feel a wind blowing. We can use the energy in the wind by building a tall tower, ( 2 ) a large propeller on the top. The wind blows the propeller round, which turns a generator to produce electricity. We tend to ( 3 ) many of these towers together, to make a "wind farm" and produce more electricity. The more towers, the more wind, and the larger the propellers, the more electricity we can make. It's only worth building wind farms in places that have strong, steady winds.

The best places for wind farms are in coastal areas, ( 4 ) the tops of rounded hills, on open plains and in gaps in mountain — places where the wind is strong and reliable. Some are offshore. To be worthwhile, you need an average wind speed of around 25 km/h. Most wind farms in the UK are in Cornwall or Wales. Isolated places ( 5 ) farms may have their own wind generators. Several wind farms supply electricity to homes around Los Angeles in California.

The propellers are large, to take energy out from the largest possible volume of air. The angle of the blades can be changed, to cope with varying wind speeds, and the generator and propeller can turn to face the wind wherever it comes from. Some designs use vertical turbines, which don't need to be turned to face the wind. The towers are tall, to get the propellers as high as possible, up to where the wind is stronger. This means that the land beneath can still be used for farming.

問1 ( 1 )から( 5 )に入る最も適切な単語を、次の a～c の中から選びなさい。

( 1 )

a. steam

b. grind

c. peel

( 2 )

a. of

b. with

c. towards

( 3 )

a. build

b. blow

c. convert

( 4 )

a. at

b. in

c. under

( 5 )

a. likely to

b. which are

c. such as

問2 次の(1)から(5)の英文を読んで、本文に照らして正しいものに○、間違っているものに×をつけなさい。

- (1) European people were the first to use wind power in agriculture.
- (2) The cause of wind lies in the difference of temperature in some parts of the air.
- (3) A wind farm is constructed in places where wind is stronger.
- (4) Most wind farms are situated offshore.
- (5) Vertical turbines turn the generator and propeller to face the wind.

【46】2012 兵庫県立大学 2/25, 前期日程 工

次の英文を読んで問いに答えなさい。

Chicago is getting ready for a wetter, steamier future. Much of Chicago's adaptation work is about transforming paved spaces. The city's 13,000 concrete pathways were originally built without drainage and are a nightmare every time it rains. Storm water pours off the hard surfaces and routinely floods basements.

As the region warms, Chicago is expecting more frequent and extreme storms. In the last three years, the city has had two strong storms classified as 100-year events. The sidewalk in front of the high school on Cermak Road has been widened to include planting areas that are lower than the street surface. This not only encourages more people to walk, but also provides shade and landscaping. In some places, water will find its way into storage tanks beneath the streets so it can be used later for watering plants or in new decorative fountains in front of the high school.

Awareness of climate change has filled Chicago city planners with deep <sup>(a)</sup>concern for the trees. Not only are they beautiful, but their shade also provides immediate relief to heat. Trees improve air quality by absorbing carbon dioxide, and their leaves can keep 20 percent of an average rainfall from hitting the pavement. Chicago spends over \$10 million a year planting roughly 2,200 trees. From 1991 to 2008, the city added so many that officials <sup>(b)</sup>estimate tree cover increased to 17.6 percent from 11 percent. The goal is to exceed 23 percent this decade.

<sup>[1]</sup>The problem is that if trees are going to survive, they have to be able to live in hotter conditions. Chicago has already changed from one growing zone to another in the last 30 years, and it expects to change several times again by 2070. Knowing this, planners asked experts at the city's botanical garden to evaluate their planting list. They were told to remove six of the most common tree species. Off came the ash trees that account for 17 percent of Chicago tree cover, which is more than any other tree. Gone, too, are the enormous Norway maples, which provide the most amount of shade.

<sup>[2]</sup>A warming climate will make them more likely to suffer diseases. Already white oak, the state tree of Illinois, is on the decline and, like several species of conifer, is expected to be extinct from the region within decades. So Chicago is turning to swamp white oaks and bald cypresses. It is like the rest of the adaptation strategy: a constant ongoing process to make sure we are as flexible as we can be in facing the future.

問 1 下線部(a)～(b)の語の意味に最も近いものを選びなさい。

(a)

- |             |             |             |          |
|-------------|-------------|-------------|----------|
| 1. business | 2. interest | 3. relation | 4. water |
|-------------|-------------|-------------|----------|

(b)

- |         |              |            |          |
|---------|--------------|------------|----------|
| 1. hope | 2. calculate | 3. neglect | 4. admit |
|---------|--------------|------------|----------|

問 2 下線部[1]を日本語に直しなさい。

問 3 下線部[2]を **them** の内容を明らかにして日本語に直しなさい。

問 4 本文の内容に照らして、一致するものを 3 つ選びなさい。

- (1) Whenever it rains in Chicago, people suffer from flooding due to the lack of drainage.
- (2) Chicago needs to repair pathways since they are damaged and take in too much water.
- (3) The sidewalk in front of the high school on the Cermak Road was replaced by storage tanks and new fountains.
- (4) The number of trees in Chicago has increased since 1991, and is expected to increase in the next ten years.
- (5) Several kinds of trees were already taken away from Chicago, in order to make the city more attractive.
- (6) The state tree of Illinois is likely to disappear from the region in the future because of diseases.
- (7) Chicago's strategy to deal with a warmer climate is to keep to its original plans no matter what happens.



【47】2012 兵庫県立大学 2/25, 前期日程 工

次の英文を完成させるために、下の 1 から 12 の中から最も適切な語を選び、その番号を( a )から( j )に入れなさい。

*Mother drives to school and child comes out from school.*

Child : Hi, Mom. Thanks for coming to ( a ) me up.

Mother : That's OK. I was in the neighborhood, anyway.

Ch : I'm glad you came, because my bags ( b ) a lot.

M : Why is that?

Ch : I have to ( c ) my football clothes back because they got wet in the rain.

M : Well, ( d ) them in the washing machine when we get home.

Ch : Mom, could you ( e ) me off at Pat's house on the way home?

M : Why do you want to go and see Pat?

Ch : We're going to ( f ) each other with the science homework.

M : OK. I'll ( g ) round by Pat's house. But make sure you ( h ) back home by nine o'clock.

Ch : Yeah, no problem.

M : And ( i ) careful on the way home.

Ch : Don't worry. I'm old enough to ( j ) after myself.

- |          |          |         |          |         |          |
|----------|----------|---------|----------|---------|----------|
| 1. weigh | 2. bring | 3. be   | 4. look  | 5. hold | 6. help  |
| 7. put   | 8. drive | 9. have | 10. pick | 11. get | 12. drop |

【48】2012 兵庫県立大学 2/25, 前期日程 工

次の日本語と同じ意味になるように、( )内を並べ替えて英文を完成させなさい。

簡単な学習習慣が成績の向上と結びつきます。大学で、私は十分な睡眠を取ることがどれほど大切か学びました。十分に休息が取れていれば、学習が楽になります。ある研究によると、人は十分な睡眠が取れていない時には、記憶の効果が上がらないそうです。学生が極度に疲れていれば、授業中に寝てしまう可能性すらあります。よく眠ることが、いかに大学における活動を向上できるかは簡単に分かることです。

Simple study habits can improve your grades. In college, ①(it, sleep, learned, how, get, is, to, I, enough, important). When you are well-rested, it is easier to learn. Research shows that when ②(effective, memories, people, sleep, their, don't, aren't, enough, so). If ③(tired, might, fall, students, are, class, they, asleep, in, really). It's ④(in school, how, easy, improve, having a good sleep, your performance, to, can, see).

【解答 1】2021 兵庫県立大学 2/25, 前期 工

問 1 (a)                      問 2 (b)                      問 3 (a)                      問 4 (c)                      問 5 (b)

問 6        ア (c)                      イ (a)                      ウ (e)                      エ (d)                      オ (b)

問 7 変わることは、家族や友達にとっても同様、自分たちにとっても難しいことであるが、可能である。

【解答 2】2021 兵庫県立大学 2/25, 前期 工

問 1 (a)                      問 2 (c)                      問 3 (d)                      問 4 (b)                      問 5 (c)

問 6        ア (d)                      イ (e)                      ウ (b)                      エ (a)                      オ (c)

問 7 木々を伐採し取り除く作業の最盛期が 5 月下旬になってようやく始まることを考えれば、2020 年のこれまでの流れは、より一層心配である。

【解答 3】2021 兵庫県立大学 2/25, 前期 工

問 1 しかしながら、政府の努力にもかかわらず、多くの子どもはこういった(小)学校に行っていない、もしくはすぐにやめてしまう。

問 2 3, 5, 6                      問 3 3

【解答 4】2021 兵庫県立大学 2/25, 前期 工

1 I                      2 B                      3 J                      4 A                      5 C                      6 H

7 E                      8 D                      9 F                      10 G

【解答 5】2021 兵庫県立大学 2/25, 前期 工

- |   |                          |
|---|--------------------------|
| 1. to hear  |                          |
| 2. speaking diligent [industrious, hard-working など] |                          |
| 3 being hit [struck]                                | 4 is fine [sunny, clear] |
| 5 is complaining                                    | 6 will have              |
| 7 was named   | 8 been forgiven          |
| 9 second highest [tallest]                          | 10 last person [man]     |

【解答 6】2020 兵庫県立大学 2/25, 前期 工

問 1	1 mental	2 more	3 regardless		
問 2	(a) 2	(b) 4	(c) 1	(d) 3	(e) 1
問 3	1. ○	2. ×	3. ○	4. ○	5. ×

6. ×

問 4 (イ) 2 (ウ) 4

問 5 2

《出典》Abigail Abrams, Time, August 7, 2017

【解答 7】2020 兵庫県立大学 2/25, 前期 工

問 1 (a) 4 (b) 3

問 2 それらの村から医者の所に歩いていくのに何時間もかかるので, [マンガベの]人々はそこに生える自然の薬草に頼っている。

問 3 この計画が三年前に始まって以来, 年配の村人たちは彼らの方法について助言を与えるために先駆者の若者たちのところに訪ねてきている。

問 4 5, 7 (順不同)

《出典》Victoria Gill, BBC News, May 3, 2019

【解答 8】2020 兵庫県立大学 2/25, 前期 工

問 1 1 through 2 on 3 to 4 as  
問 2 (ア) 1 (イ) 1 (ウ) 4 (エ) 2  
問 3 4  
問 4 1. × 2. × 3. ○ 4. △ 5. ○

《出典》"Mississippi River", American Rivers HP

【解答 9】2020 兵庫県立大学 2/25, 前期 工

1 c 2 b 3 d 4 c 5 d

【解答 10】2020 兵庫県立大学 2/25, 前期 工

(ア) 5, 1 (イ) 2, 5 (ウ) 7, 3 (エ) 1, 6 [4]

【解答 11】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工

1 a from b in c to d beyond  
e with



収録なし

**【解答 1 6】 2018 兵庫県立大学 2/25, 前期 工**

収録なし

**【解答 1 7】 2018 兵庫県立大学 2/25, 前期 工**

収録なし

**【解答 1 8】 2018 兵庫県立大学 2/25, 前期 工**

収録なし

**【解答 1 9】 2018 兵庫県立大学 2/25, 前期 工**

収録なし

**【解答 2 0】 2017 兵庫県立大学 2/25, 前期 工**

問 1 was the book that made her famous

問 2 考古学者と結婚するのは素晴らしい。だって、年をとればとるほど、自分に興味をもってくれるのだから。

問 3 (ウ)                      問 4 (ア)                      問 5 (イ)

問 6                      1 (ウ)                      2 (オ)                      3 (イ)                      4 (エ)                      5 (ア)

**【解答 2 1】 2017 兵庫県立大学 2/25, 前期 工**

問 1                      (1) B                      (2) C                      (3) C

問 2                      (1) hold, things    (2) developed, cupping

(3) let, go

**【解答 2 2】 2017 兵庫県立大学 2/25, 前期 工**

問 1 もしも違反切符が不公正だと思うなら、切符に示された日時に法廷に出頭して判事の前で自分の言い分を申し立てることもできる。

問 2 3, 4, 7

問 3 4

**【解答 2 3】 2017 兵庫県立大学 2/25, 前期 工**

1 A                      2 L                      3 D                      4 C                      5 J                      6 H

7 E

8 K

9 F

10 G

【解答 2 4】2017 兵庫県立大学 2/25, 前期 工

1. the, most

2. been, dead

3. it, stops

4. frozen, to

5. Neither, of

6. aware, of

7. no, means

8. as, were

9. for, beginner

10. goes, without

【解答 2 5】2016 兵庫県立大学 2/25, 前期 工

問 1 1

問 2 it finds its way back out of the ground

問 3 3

問 4 1. ×

2. ○

3. ○

4. ×

5. ○

問 5 A 2

B 2

C 4

D 1

E 3

問 6 4

【解答 2 6】2016 兵庫県立大学 2/25, 前期 工

問 1 4

問 2 4

問 3 2

問 4 ア 1

イ 3

問 5 ウ 3

エ 1

問 6 1. ×

2. ×

3. ○

4. ×

5. ○

6. ×

《出典》Leo Widrich "The Science of Storytelling"<2012, Life Hacker HP>

【解答 2 7】2016 兵庫県立大学 2/25, 前期 工

問 1 (a) 2

(b) 3

(c) 2

(d) 4

(e) 3

問 2 書くことは紙の上で考えることである。明晰に考えることができる人なら誰でも、どんなことについてでも、明晰に書くことができる。

問 3 読者が、みんなが知っていると思っていることを知っていると思っはいけない。

問 4 3, 6, 9

《出典》William Zinsser "On Writing Well"<2006>

【解答 2 8】2016 兵庫県立大学 2/25, 前期 工

1 b                      2 a                      3 c                      4 a                      5 c                      6 b

【解答 2 9】2016 兵庫県立大学 2/25, 前期 工

ア 7, 3                      イ 3, 1                      ウ 2, 6                      エ 6, 7                      オ 7, 6  
カ 1, 7

【解答 3 0】2015 兵庫県立大学 2/25, 前期日程 工

1. b                      2. those found in fossils dating from the age of  
3. b                      4. d  
5.    ア c                      イ a                      ウ a                      エ b                      オ c  
6. d

【解答 3 1】2015 兵庫県立大学 2/25, 前期日程 工

1.    (1) b                      (2) a                      (3) c                      (4) d                      (5) c  
2.    (1) ○                      (2) ×                      (3) ×                      (4) ○                      (5) ×                      (6) ×  
      (7) ○                      (8) ○                      (9) ×                      (10) ○

《出典》Melanie Choukas-Bradley "City of Trees: The Complete Field Guide to the Trees of Washington, D. C. "

【解答 3 2】2015 兵庫県立大学 2/25, 前期日程 工

1.    (1) c                      (2) a                      (3) b  
2. 多くの人々が、40 代や 50 代で暗い照明のもとでは字が読みづらいことに気づきはじめる。  
3. そして、私たちにわかっていることからすると、読書用の眼鏡をかけることが視力に影響を及ぼすという説得力のある証拠はない。  
4. (1), (6), (8)

《出典》<BBC Fvuture>

【解答 3 3】2015 兵庫県立大学 2/25, 前期日程 工

1 b                      2 a                      3 b                      4 c                      5 a                      6 c

【解答 3 4】2015 兵庫県立大学 2/25, 前期日程 工



ア 7, 1                  イ 1, 7                  ウ 3, 4                  エ 2, 4                  オ 1, 6  
カ 5, 6

【解答 35】2014 兵庫県立大学 2/25, 前期日程 工

問 1 人々が利用し、依存している数多くの資源は、地球全体に不均一に分布している。

問 2 世界中の国々は、自国にあるものを自国にないものと交換し、その循環は決して絶えることがない。

問 3 2, 6, 7                      問 4 5

【解答 36】2014 兵庫県立大学 2/25, 前期日程 工

問 1 (c) 問 2 (b)

問 3 インドへの北西航路の探索が続くうちに、英国人は北アメリカの東海岸沿いに移住地を作り始めた。

問4 元々の投資家で、利益を上げられたり、資金が返って来たりした人はほんのわずかだったので、落胆を招いたということ。

問 5 b, e, h

問 6            A   (c)            B   (d)            C   (b)            D   (e)            E   (a)            F   (f)

【解答 37】2014 兵庫県立大学 2/25, 前期日程 工

1 d	2 n	3 c	4 m	5 p	6 k
7 j	8 g	9 l	10 e		

【解答38】2014 兵庫県立大学 2/25, 前期日程 工

1. so, could                      2. with, closed                      3. Keeping, early  
4. afford, to                      5. looks, for                      6. been, dead  
7. was, named                      8. wish, knew                      9. times, as  
10. cannot, too

【解答 39】2013 兵庫県立大学 2/25, 前期日程 工

問 1 a 問 2 b

問 3 (a) over (b) by (c) into (d) with

問 4 どれだけ練習量を増やすかが重要であるということ。

問 5 その他の人たち 問 6 2, 4

【解答 4 0】2013 兵庫県立大学 2/25, 前期日程 工

問 1 万人が自分の潜在能力を自由に高められること。

問 2 できるだけ多くの人たちが参政権を持てるように、年齢、居住地、市民権など選挙権を得るための法的要件は最小限に抑えられている。

問 3 2, 4, 8

問 4 2

【解答 4 1】2013 兵庫県立大学 2/25, 前期日程 工

問 1 (ウ)

問 2 ソクラテスは知恵、誠実さ、親切さのため大いに愛されていたが、敵もいた。

問 3 (イ)

問 4 (イ)

問 5 3, 8, 9

問 6 (a) (イ)

(b) (ア)

(c) (ウ)

(d) (カ)

(e) (キ)

(f) (コ)

(g) (チ)

(h) (ク)

【解答 4 2】2013 兵庫県立大学 2/25, 前期日程 工

1 g

2 e

3 c

4 i

5 d

6 o

7 h

8 a

9 f

10 n

【解答 4 3】2013 兵庫県立大学 2/25, 前期日程 工

1. last, to

2. enough, to

3. no, use [good]

4. of, itself

5. makes, perfect

【解答 4 4】2012 兵庫県立大学 2/25, 前期日程 工

問 1 1 b

2 a

3 d

4 d

5 a

問 2 (1) b

(2) a

(3) d

(4) d

【解答 4 5】2012 兵庫県立大学 2/25, 前期日程 工

問 1 1 b

2 b

3 a

4 a

5 c

問 2 (1) ×

(2) ○

(3) ○

(4) ×

(5) ×

【解答 4 6】2012 兵庫県立大学 2/25, 前期日程 工

問 1 (a) 2

(b) 2

問 2 問題は、樹木を生かし続けるには、より暖かい気候の下でそれらを生育させる必要があるとい

う点である。

問 3 気候が温暖になると樹木は病気にかかりやすくなる。

問 4 (1), (4), (6)

**【解答 4 7】2012 兵庫県立大学 2/25, 前期日程 工**

a 10	b 1	c 2	d 7	e 12	f 6
g 8	h 11	i 3	j 4		

**【解答 4 8】2012 兵庫県立大学 2/25, 前期日程 工**

- (1) I learned how important it is to get enough sleep
- (2) people don't sleep enough, their memories aren't so effective
- (3) students are really tired, they might fall asleep in class
- (4) easy to see how having a good sleep can improve your performance in school