

○広島大学と兵庫県立大学の英語・日本語要約・直近10か年過去問演習 [月 日配布]

氏名 []

演習問題

I 広島大学の日本語要約(第1問)・直近10年分 (3)

* 2000～2900字の範囲での要約。2021年は各段落(5つ)×300字の要約(計1500字)。

- 【1】2021 広島大学 2/25,前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産 情報科 [宿題: 月 日まで] [済: 月 日]
- 【2】2020 広島大学 2/25,前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
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- 【3】2019 広島大学 2/25,前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
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- 【5】2017 広島大学 2/25,前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
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- 【10】2012 広島大学 2/25,前期日程 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯
薬 工 生物生産 [宿題: 月 日まで] [済: 月 日]

* 解答..... (23)

II 兵庫県立大学の日本語要約・直近10年のうち8年分 (26)

* 1000～1800字程度までの要約。2012年度は、500字。

- 【1】2021 兵庫県立大学 2/25,前期 国際商経 社会情報科 [宿題: 月 日まで] [済: 月 日]

日]

□ 【2】2020 兵庫県立大学 2/25, 前期 国際商経 社会情報科 [宿題: 月 日まで] [済: 月

日]

□—【3】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:

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* 解答..... (44)

※【1】【2】は、著作権上の理由で、問題掲載なし。

【1】2021 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬 工
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Read the following passage and grasp the main idea. With this in mind, summarize each paragraph within 30 characters in Japanese including punctuation marks.

The world of education is currently undergoing a massive transformation as a result of the digital revolution. This transformation is similar to the transition from apprenticeship^(註1) to universal schooling that occurred in the 19th century as a result of the industrial revolution. In the apprenticeship era, most of what people learned occurred outside of school. Universal schooling led people to identify learning with school, but now the identification of the two is unraveling^(註2).

All around us people are learning with the aid of new technologies: children are playing complex video games, workers are interacting with simulations that put them in challenging situations, students are taking courses at online high schools and colleges, and adults are consulting Wikipedia. New technologies create learning opportunities that challenge traditional schools and colleges. These new learning niches^(註3) enable people of all ages to pursue learning on their own terms. People around the world are taking their education out of school into homes, libraries, Internet cafes, and workplaces, where they can decide what they want to learn, when they want to learn, and how they want to learn.

Who will benefit ultimately from this revolution? In America there is a commercial push to sell educational products to consumers who are looking for an edge up in the race for success. This means that technological products and services are popping up all over the American landscape. Education, once viewed as a public good with equal access for all, is now up for sale to those who can afford specialized services and computer programs.

We think schools have served America and the world very well. We greatly admire the teachers who have dedicated themselves to helping children from different backgrounds to learn and succeed in a changing world. Schools have made invaluable contributions to the world's development, and we think they will continue to do so well into the future. However, we think it is time that educators and policy makers start to rethink education apart from schooling. Education is a lifelong enterprise, while schooling for most encompasses only ages five to 18 or 21. Even when students are in school, much of their education happens outside of school. We all know that technology has transformed our larger society. It has become central to people's reading, writing, calculating, and thinking, which are the major concerns of schooling. And yet technology has not been considered very important in schools, used for the most part only in specialized courses.

The central challenge is whether our current schools will be able to adapt and incorporate the new power of technology-driven learning for the next generation of public schooling. If schools cannot successfully integrate new technologies into what it means to be a school, then the long identification of schooling with education, developed over the past 150 years, will dissolve into a world where wealthier students pursue their learning outside of the public school.

(Adapted from *Rethinking Education in the Age of Technology* by Allan Collins and Richard Halverson, 2009)

(注 1) apprenticeship 徒弟制度

(注 2) unravel ほどける

(注 3) niche ふさわしい場所



【2】2020 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬 工
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次の英文を読んで、英文全体の内容を 220 字～240 字の日本語で要約しなさい。句読点も字数に含めます。

People who walk faster are more likely to live longer regardless of their weight. That's according to a study which suggests fitness levels might be a better indicator of health than an individual's body mass index (BMI).

Researchers in the U.K. looked at data on 474,919 people who took part in the U.K. Biobank study between March 13, 2006, and January 31, 2016. The participants answered whether their usual walking pace was slow, steady / average or brisk. Researchers also measured factors including the participants' BMI (calculated by dividing an adult's weight in kilograms by their height in meters squared), their waist circumference^(注1), and body-fat percentage. On average, the participants were 58.2 years old and had a BMI of 26.7, landing them in the overweight category.

Participants who said they walked briskly had longer life expectancies than the others regardless of their BMI, at 86.7 to 87.8 years for women and 85.2 to 86.8 years for men. Meanwhile, those who walked slowly had shorter life expectancies, particularly those who said they moved slowly and had a BMI of less than 20, even though this was in the healthy range. Women in this group had an average life expectancy of 72.4 years, dropping to 64.8 years for men.

The authors of the study published in the journal *Mayo Clinic Proceedings* concluded: "Brisk walkers were found to have longer life expectancies, which was constant across different levels and indices of adiposity." Adiposity means being severely or morbidly^(注2) overweight.

But more research must be done to look at whether the "high-risk" slowest paced low BMI group could improve their life expectancies by boosting their fitness, and whether walking pace could predict an individual's risk of disease, the authors noted.

Tom Yates, a lead author of the study and professor of physical activity, sedentary^(注3) behavior and health at the University of Leicester, told *Newsweek* scientists have extensively investigated the role of excess body weight on a person's life expectancy over the past few decades. Studies from several countries have shown the risk of an overweight or obese person dying is lower if their fitness is higher.

"Most of these studies reported the beneficial effect of fitness in terms of relative risk reduction, for example 20 percent reduction of risk of death. Relative estimates, though, are difficult to interpret," he said.

To answer the "fit vs fat" question, the team opted for walking pace because it is a "good measure of

general fitness and overall physical function,” according to Yates.

The team were surprised that the lowest life expectancy was seen in those who were underweight with a slow walking pace. “This is in contrast to assumption that is often made that obesity confers the most risk,” said Yates. “In fact, many other studies have also reported an elevated risk of mortality in those who are underweight, although ours is the first to investigate this in relation to walking pace.” However, he cautioned as the study was observational it didn’t show causation between walking and life expectancy.

“While there are likely to be multiple factors contributing to the strength of our findings, it is well established that increasing your fitness is one of the best things you can do for your health. Increasing your walking pace in everyday life is a good way to increase fitness levels, particularly in those who are slow walkers,” said Yates. “Therefore, a key message is that people should be conscious of their walking pace, and slow walkers should try and walk faster.”

(Adapted from “Walk Fast? Good News — You’re More Likely to Live Longer,” by Kashmira Gander, *Newsweek*, May 16, 2019)

(注 1) circumference : 周囲の長さ

(注 2) morbidly : 病的に

(注 3) sedentary : 座りがちな

【3】2019 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬 工
生物生産 情報科

次の英文を読んで、英文全体の内容を 260 字～280 字の日本語で要約しなさい。句読点も字数に含めます。

More than one million Americans require daily physical assistance to get dressed because of injury, disease and advanced age. Robots could potentially help, but cloth and the human body are complex.

To help address this need, a robot at the Georgia Institute of Technology^(註1) is successfully sliding hospital gowns on people's arms. The machine doesn't use its eyes as it pulls the cloth. Instead, it relies on the forces it feels as it guides the garment onto a person's hand, around the elbow and onto the shoulder.

The machine taught itself in one day, by analyzing nearly 11,000 simulated examples of a robot putting a gown onto a human arm. Some of those attempts were flawless. Others were spectacular failures — the simulated robot applied dangerous forces to the arm when the cloth would catch on the person's hand or elbow.

From these examples, the machine's neural network learned to estimate the forces applied to the human. In a sense, the simulations allowed the robot to learn what it feels like to be the human receiving assistance.

"People learn new skills using trial and error. We gave the robot the same opportunity," said Zackory Erickson, the lead Georgia Tech Ph.D. student on the research team. "Doing thousands of trials on a human would have been dangerous, let alone impossibly tedious. But in just one day, using simulations, the robot learned what a person may physically feel while getting dressed."

The robot also learned to predict the consequences of moving the gown in different ways. Some motions made the gown taut^(註2), pulling hard against the person's body. Other movements slid the gown smoothly along the person's arm. The robot uses these predictions to select motions that comfortably dress the arm.

After success in simulation, the robot attempted to dress people. Participants sat in front of the robot and watched as it held a gown and slid it onto their arms. Rather than vision, the robot used its sense of touch to perform the task based on what it learned about forces during the simulations.

"The key is that the robot is always thinking ahead," said Charlie Kemp, an associate professor in the Wallace H. Coulter Department of Biomedical Engineering at Georgia Tech and Emory University and the lead faculty member. "It asks itself, 'if I pull the gown this way, will it cause more or less force on the person's arm? What would happen if I go that way instead?'"

The researchers varied the robot's timing and allowed it to think as much as a fifth of a second into the future while strategizing about its next move. Less than that caused the robot to fail more often.

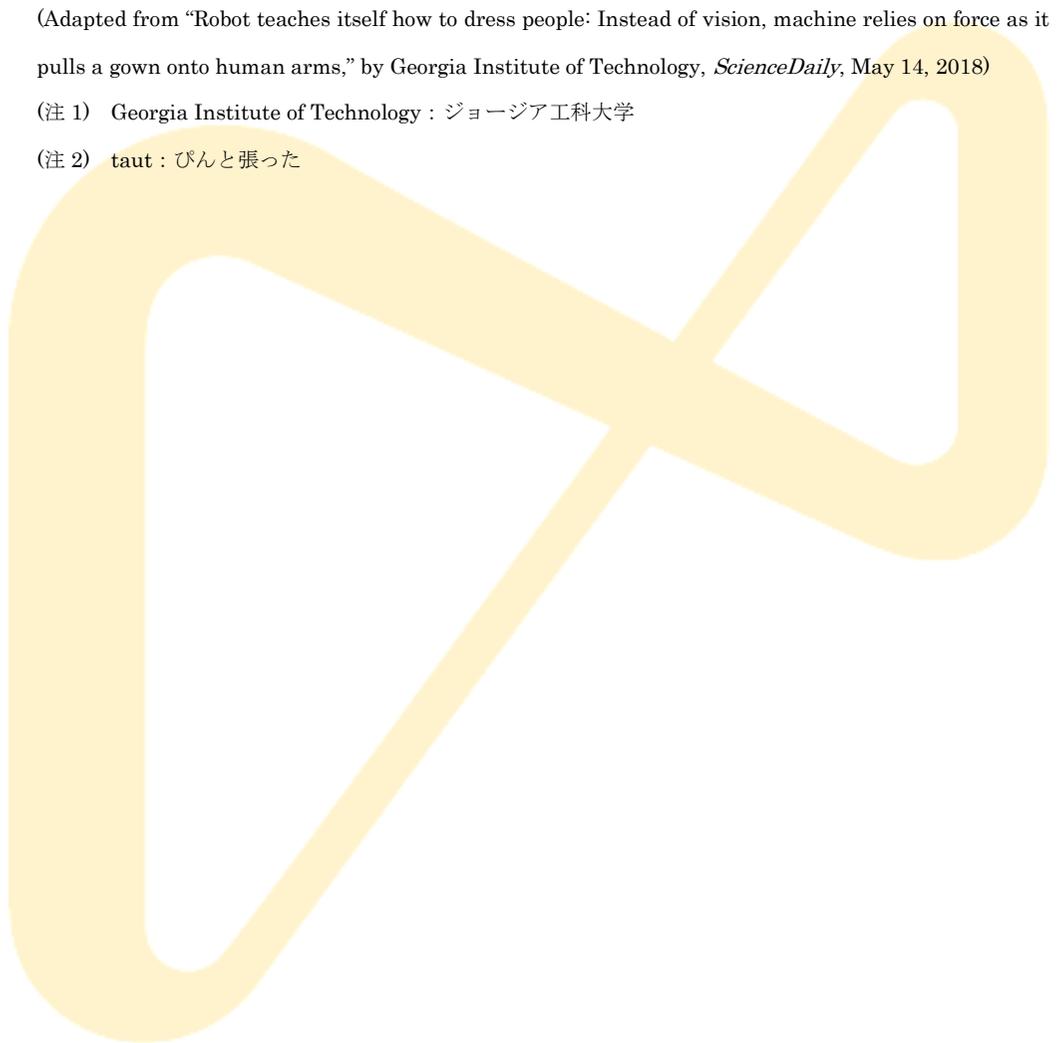
“The more robots can understand about us, the more they’ll be able to help us,” Kemp said. “By predicting the physical implications of their actions, robots can provide assistance that is safer, more comfortable and more effective.”

The robot is currently putting the gown on one arm. The entire process takes about 10 seconds. The team says fully dressing a person is something that is many steps away from this work.

(Adapted from “Robot teaches itself how to dress people: Instead of vision, machine relies on force as it pulls a gown onto human arms,” by Georgia Institute of Technology, *ScienceDaily*, May 14, 2018)

(注 1) Georgia Institute of Technology : ジョージア工科大学

(注 2) taut : びんと張った



【4】2018 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬 工
生物生産 情報科

次の英文を読んで、英文全体の内容を 270 字～290 字の日本語で要約しなさい。句読点も字数に含めます。

What is the natural human diet? For centuries, people have been debating the best foods, often making it a question of the morality of eating other animals. The lion has no choice, but we do. A lot of vegetarians say we should not eat meat.

But while humans don't have the sharp teeth to kill and eat other animals, that doesn't mean we aren't "supposed" to eat meat. Our early human ancestors invented weapons and cutting tools to use instead of sharp meat-eating teeth.

And gluten isn't unnatural either. Despite the widespread call to cut carbohydrates^(註1), there's plenty of evidence that cereal grains were basic foods, at least for some, long before they were planted. People in the present-day area of Iraq ate several grains during the peak of the last ice age, more than 10,000 years before these grains were planted. There's nothing new about cereal consumption.

This leads us to the Paleolithic^(註2) diet. As a paleoanthropologist^(註3), I'm often asked for my thoughts about it. I'm not really a fan — I like pizza and French fries and ice cream too much. Nevertheless, diet experts have built a strong case for the differences between what we eat today and what our ancestors evolved to eat. The idea is that our diets have changed too quickly for our genes to keep up; the result is said to be metabolic syndrome, a group of conditions including high blood pressure, high blood-sugar levels, high cholesterol levels, and being overweight.

Paleolithic diets make sense, and it's no surprise that they remain hugely popular. There are many variants on the general theme, but foods rich in protein and fatty acids show up again and again. Meat from grass-fed cows and fish are good, and carbohydrates should come from fresh fruits and vegetables. On the other hand, cereal grains, dairy, potatoes, and highly refined and processed foods are out. The idea is to eat like our Stone Age ancestors.

I am not a food expert, and cannot speak with authority about the nutritional costs and benefits of Paleolithic diets, but I can comment on our evolutionary beginnings. From the standpoint of paleoecology^(註4), the Paleolithic diet is a myth. Food choice is as much about what's available to be eaten as it is about what a species evolved to eat. And just as fruits ripen, leaves change colors, and flowers bloom predictably at different times of the year, foods available to our ancestors varied over time as the world changed around them from warm and wet to cool and dry and back again. Those changes are what drove our evolution.

Many paleoanthropologists today believe that increasingly unstable climates through the Pleistocene^(注5) helped our ancestors to develop a flexibility toward various diets, which has become a key characteristic of humanity. The basic idea is that our ever-changing world has eliminated most of the choosey eaters among us. Nature has made us an adaptable species. Thus, we have been able to change from food gatherers to farmers, and have really begun to consume our planet.

(Adapted from “The ‘True’ Human Diet,” by Peter Ungar, *Scientific American*, April 17, 2017)

(注 1) carbohydrates : 炭水化物

(注 2) Paleolithic : 旧石器時代の

(注 3) paleoanthropologist : 古人類学者

(注 4) paleoecology : 古生態学

(注 5) Pleistocene : 更新世

**【5】2017 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬 工
生物生産**

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In the Internet age, the world feels far smaller than it used to. But many Americans still know little about the rest of the world and may be more detached from it than ever. Such a lack of awareness is, in certain respects, understandable. Once the Cold War ended, some 25 years ago, Congress, perhaps out of a false sense of security, cut the foreign affairs budget, which led to the closing of some U.S. overseas posts. The news media, especially the commercial television networks, took their cue and began to reduce overseas coverage — responding, they said, to the decline of public interest in such matters, which conveniently coincided with their own economic woes. Although the 9/11 attacks and the subsequent wars in Afghanistan and Iraq stimulated renewed attention to international events, that phenomenon proved short-lived. Consequently, as new global challenges have arisen in recent years, American discourse on world affairs has lacked historical context or deeper understanding. It has become difficult to stir thoughtful, informed debate on foreign policy issues during congressional — or even presidential — campaigns. Many politicians who aspire to lead the country seem not to understand what constitutes a foreign policy issue, let alone the complexity of dealing with one. A candidate who speaks a foreign language appears almost suspect.

One symptom of Americans' new isolation is a sharp contrast between the positive, even zealous views they hold of the United States and its role in the world and the anti-Americanism and negative perceptions of U.S. foreign policy that flourish almost everywhere else. This gap persists in part because relatively few Americans look beyond, or step outside, their own borders for a reality check. Less than 40 percent of Americans hold passports. Compare that figure with the numbers from other English-speaking countries that are geographically isolated: 50 percent of Australian citizens hold passports, as do more than 60 percent of Canadians and 75 percent of New Zealanders. In the United Kingdom, which is admittedly much closer to foreign destinations, some 80 percent of citizens carry passports.

Given the United States' determination to project its hard and soft power and preserve its influence in a restless but interconnected world, the almost universal failure of the broader U.S. public to know and understand others, except through a military lens, is not just unfortunate but also dangerous. It severely hinders the creation and implementation of a rational, consistent, and nuanced foreign policy that reflects American values and enjoys public support.

Luckily, there exists a disarmingly simple way to help address this problem and to produce future

generations of Americans who will know more and care more about the rest of the world: massively increase the number of U.S. college and university students who go abroad for some part of their education and bring home essential knowledge and new perspectives. The federal government should pass ambitious legislation, akin in scope and impact to the transformative National Defense Education Act (NDEA) of 1958, that would directly fund more study-abroad opportunities and create incentives for colleges and universities to put them in place and for students to pursue them. Such action would help democratize study abroad by making it more affordable and accessible, spreading its benefits beyond the relatively narrow cohort of mostly white and well-off students at a relatively small number of institutions who tend to take advantage of it today. To realize the tremendous potential of study abroad to improve American society and U.S. foreign policy, many more Americans — and more kinds of Americans — need to take part.

("The study-abroad solution: How to open the American mind," by Sanford J. Ungar, *Foreign Affairs*, March / April 2016)

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Emerging adults are among the most active users of digital communication technologies, including texting, instant messaging, and video chat. Furthermore, today's 18-29 year olds are often described as "digital natives" because they have grown up using these technologies to develop existing friendships during adolescence. While research has established that digital communication can make existing friendships stronger over the long-term, a continuing concern among some is that youth are less "connected" than they were in the past or that increasing digital communication limits socioemotional or empathic growth. This question is difficult to answer. Drawing on the experimental traditions of computer-mediated communication research, the present study aimed to directly compare digital and in-person communication between pairs of close, emerging-adult friends to determine potential differences in ability to foster bonding. Bonding was defined as the momentary emotional experience of feeling connected to and affection for a friend.

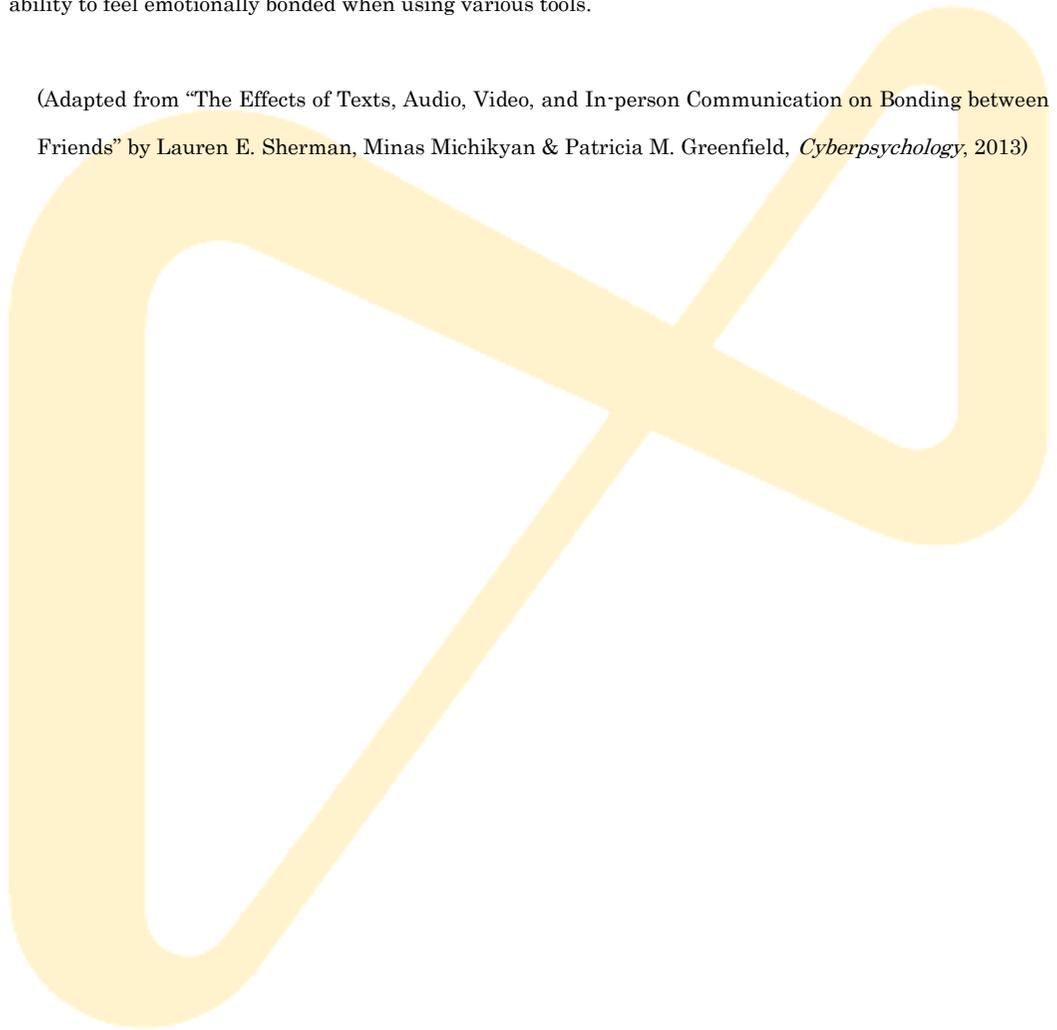
Research comparing face-to-face and distant forms of communication existed several decades before the rise of the Internet. By the late 1970's, experimental work examining information exchange through teleconferencing and closed-circuit television was advanced enough to be covered in psychological journals. In the years since, computer-mediated communication researchers have compared audiovisual, auditory, and text-based communication to in-person communication, looking at a wide variety of factors, including efficiency of communication and trust.

For strangers meeting for the first time, digital communication has been shown to enhance the closeness of the relationship and frequency of self-disclosure, and strangers meeting in text-based environments show higher connectedness to one another than strangers meeting one another face-to-face. These results seem at first to fly in the face of media richness theory, which proposes that the number of cues and channels available for communication relates directly to the exchange of richer information. They also seem to contradict social presence theory, which suggests that these "richer" media allow for greater warmth and affection.

The above evidence from media research might suggest that when young adults engage in digital communication, they can, with time, achieve the same level of connectedness as in-person communication. However, this research has focused on the process of meeting and getting to know others digitally. In contrast, adolescents and young adults use digital tools mainly to communicate with existing connections,

whether friends, family, or acquaintances. Stated differently, youth use digital media to maintain connections established in face-to-face contexts. Computer-mediated communication research, therefore, has explored different processes in online environments. Little is yet known about the emotional experience of bonding with an existing friend as it occurs online. Given the frequency with which adolescents and young adults use digital tools to communicate with friends, we hope to shed light on their ability to feel emotionally bonded when using various tools.

(Adapted from “The Effects of Texts, Audio, Video, and In-person Communication on Bonding between Friends” by Lauren E. Sherman, Minas Michikyan & Patricia M. Greenfield, *Cyberpsychology*, 2013)



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工 生物生産

次の英文を読んで、社会規定的完全主義とはどのようなものかということと、完全主義者が気をつけるべきことを具体的に説明しつつ、英文全体の内容を220～240字の日本語で要約せよ。句読点も字数に含める。

Do you set yourself high standards? Did receiving anything less than an A grade at school trigger a meltdown^(註1)? If you stress out about being anything less than truly excellent, you may be a perfectionist.

Rather than being a cause of celebration and high achievement, this trait can put you at risk of emotional pain and delay you in taking action. While striving to be the best you can be sounds admirable, research increasingly suggests that this pattern of behaviour is frequently linked to depression, anxiety, obsessive-compulsive disorders, eating disorders and chronic fatigue syndrome.

Research by Brock University in Ontario examining the relationship between perfectionism and physical health in 492 men and women aged between 24 and 35 years of age has found that perfectionists were more likely to feel unwell and complain of upset stomachs, poor sleep, shortness of breath, pain and fatigue, and that they took more sick days.

Perfectionists may also fear failure so much that they put off doing their work until it is too late. As psychologist David D. Burns wrote in a 1980 article in *Psychology Today*, by “reaching for the stars, perfectionists may end up clutching at air.”

Perfectionism is a stable personality trait and, as such, it is difficult to change. Thankfully, though, there is more than one type of perfectionism. Socially prescribed perfectionism is driven by the fear that others will ridicule you if you are not perfect. It is also often combined with demands of perfection from family, friends and colleagues, and accompanied by feelings of distress and depression.

The Ontario researchers found this group of perfectionists to be the most unhealthy, and at least some of their symptoms were thought to be connected to depression. Socially prescribed perfectionists also tended not to have strong social support networks because, not only were they critical of others, they also reported feeling like “failures” if they ever needed to ask others for help.

If your striving is internally motivated and you can bounce back from disappointment, a certain level of perfectionism is perfectly healthy. If you are not too self-critical and don't feel that your best will never be good enough, it can even be a motivating force that makes you feel good about yourself and the things that you achieve.

While the research seems to show that perfectionism is not always a virtue, how you cope with it is what really counts. Do not set unattainable goals and then blame yourself when you fail to achieve them. Also

avoid obsessing about how no one can do things as well as you. Remember, instead, that this trait is a double-edged sword — and don't set your standards too high.

(Adapted from “Should I Stop Being a Perfectionist?” *The Guardian*, 2014)

(注 1) meltdown : 冷静さを失うこと



【8】2014 広島大学 2/25, 前期日程 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産

本文で紹介されている *vervet monkeys* (ベルベットモンキー)と *humpback whales* (ザトウクジラ)の行動に具体的に触れながら、本文の要旨を 220～240 字の日本語で説明しなさい。句読点と数字も字数に含めます。

You don't have to be a teenager to want to fit in at the school lunchroom. Some wild animals seem to follow similar monkey-see, monkey-do behavior to follow the crowd and find the best eats, new research finds.

"We're not as unique as we would like to think," said monkey study lead author Erica van de Waal, of the University of St. Andrews in Scotland. "We can find many of the roots of our behaviors in animals." For her study, 109 *vervet monkeys* living in groups in the wild were given a choice of food that the researchers had colored pink or blue. A harmless but awful flavor was added to one color for each group. After a few meals, the food was no longer flavored but the monkeys still would not eat the color they figured was bad. But that changed when some of them tried to fit in with a new group of monkeys. Blue-food eaters instantly switched when they moved to an area full of pink-food eaters, even though they had avoided pink food before. Pink eaters also changed when they moved to a blue-food area. The social pressure may be like "teenagers with a desperate need to be just like the other guys," said co-author Andrew Whiten, also of St. Andrews. Or it could be that the monkeys are learning to adapt to local custom, he said.

The researchers were surprised by the findings. They were only aiming to find out if mothers taught their young the same color food preference they learned, Whiten said. The next generation automatically ate the same as their mother, showing how food choice is learned. Just by luck, some blue-eating monkeys went to the pink-eating tribes and some pink-eating males went to blue tribes. And that is when the researchers saw peer pressure in action. Of the 10 migrating males, nine instantly ate what everyone else ate. The only holdout was the most powerful male who stuck to his previous diet. Van de Waal said it could be the eat-what-locals-eat idea, but she favors the concept of social conformity and peer pressure. She figures the other males were trying to get in good with females, while the dominant male acted as "if he's already in charge, why does he need to do like the others?"

In the 27-year *humpback whale* study, scientists began tracking an unusual feeding behavior in 1980. Until then, whales usually fed by blowing bubbles underwater to gather small fish, which don't like to swim through bubbles. Then the whales would lunge upward and eat them. But in 1980, researchers saw one whale first strike the water loudly with its tail, making a big noise and giant splash before blowing

bubbles, said researcher Jenny Allen, who used to be at St. Andrews. The number of whales doing that maneuver has climbed steadily and is now at 37 percent, she said. This new trick coincided with a dramatic drop in the number of herring^(注1), which the whales like to eat. Allen said the technique, which might bring fish closer to the surface, seems to be passed down through the generations. This definitely appears to be something that is learned by copying more successful whales, she said.

Lori Marino of Emory University, who was not a part of either study, praised the research, saying it fits with other studies showing how many animals learn socially and how strong conformity is.

(AP “Animals Just Follow the Crowd When It Comes to Eating, Study Says” <The Japan Times 2013/04/27, The Japan Times>)

(注1) herring ニシン

【9】2013 広島大学 2/25, 前期日程 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産

次の英文を読んで、第 2, 第 3, 第 4 段落に書かれている旧来の学校の問題点と革新的な学校での取り組みについて対比的にまとめ、かつ、第 5 段落に書かれている新しい学校教育のあり方についてもまとめなさい。記述は日本語で、220～240 字で書きなさい。句読点と数字も字数に含めます。

Most of our high schools and colleges are not preparing students to become innovators. To succeed in the 21st-century economy, students must learn to analyze and solve problems, collaborate, persevere^(註1), take calculated risks, and learn from failure. To find out how to encourage these skills, I interviewed dozens of innovators and their parents, teachers, and employers. What I learned is that young Americans learn how to innovate most often despite their schooling — not because of it.

In most high-school and college classes, failure is penalized. But without trial and error, there is no innovation. Amanda Alonzo, a 32-year-old teacher at Lynbrook High School in San Jose, California, who has mentored two Intel Science Prize finalists and 10 semifinalists in the last two years — more than any other public school science teacher in the U.S. — told me, “One of the most important things I have to teach my students is that when you fail, you are learning.” Students gain lasting self-confidence not by being protected from failure but by learning that they can survive it.

The university system today demands and rewards specialization. Professors earn tenure^(註2) based on research in narrow academic fields, and students are required to declare a major in a subject area. Though expertise is important, Google’s director of talent, Judy Gilbert, told me that the most important thing educators can do to prepare students for work in companies like hers is to teach them that problems can never be understood or solved in the context of a single academic discipline. At the Institute of Design at Stanford and MIT’s Media Lab, all courses are interdisciplinary and based on the exploration of a problem or new opportunity. At Olin College in Massachusetts, half the students create interdisciplinary majors like “Design for Sustainable Development” or “Mathematical Biology.”

Learning in most conventional education settings is a passive experience: The students listen. But at the most innovative schools, classes are “hands-on,” and students are creators, not mere consumers. They acquire skills and knowledge while solving a problem, creating a product, or generating a new understanding. At High Tech High in San Diego, ninth graders must develop a new business concept — imagining a new product or service, writing a business and marketing plan, and developing a budget. The teams present their plans to a panel of business leaders who assess their work. At Olin College, seniors take part in a year-long project in which students work in teams on a real engineering problem supplied

by one of the college's corporate partners.

In conventional schools, students learn so that they can get good grades. My most important research finding is that young innovators are naturally motivated. The culture of learning in programs that excel at educating for innovation emphasizes what I call the three P's — play, passion, and purpose. The play is discovery-based learning that leads young people to find and pursue a passion, which evolves, over time, into a deeper sense of purpose.

(Adapted from “Educating the Next Steve Jobs: How Can Schools Teach Students to be More Innovative? Offer Hands-on Classes and Don't Penalize Failure” by Tony Wagner, *The Wall Street Journal*, 2012)

(注 1) persevere 目的を貫く

(注 2) tenure 雇用が終身的に保証される権利

【10】2012 広島大学 2/25, 前期日程 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産

次の英文は、科学における反証可能性(falsifiability)について書かれたものである。反証可能性とは何かを説明した上で、その優れた点と問題点を本文に基づいて、200～220字以内の日本語で要約しなさい。句読点も字数に含めます。

Science and philosophy have always worked together to try to uncover truths about the world and the universe around us. Scientists design experiments and try to obtain results verifying or disproving a hypothesis, but philosophers are the driving force in determining what factors determine the validity of scientific results. Often, they even determine the nature of science itself and influence the direction of viable^(註1) research. One of the tenets^(註2) behind science is that any scientific hypothesis and resultant experimental design must be inherently falsifiable.

In its basic form, falsifiability is the belief that for any hypothesis to have credence^(註3), it must be inherently disprovable before it can become accepted as a scientific hypothesis or theory. For example, if a scientist asks, “Does God exist?” then this can never be science because it is a theory that cannot be disproved. The idea is that no theory is completely correct, but if not falsified, it can be accepted as truth. For example, Newton’s Theory of Gravity was accepted as truth for centuries, because objects do not randomly float away from the earth. However, later research showed that, at quantum^(註4) levels, Newton’s laws break down and so the theory is no longer accepted as truth. The British philosopher Karl Popper saw falsifiability as a black and white definition: if a theory is falsifiable, it is scientific, and if not, then it is unscientific.

According to Popper, many branches of applied science, especially social science, are not scientific because they have no potential for falsification. Anthropology and sociology, for example, often use case studies to observe people in their natural environment without actually testing any specific hypotheses or theories. While such studies and ideas are not falsifiable, most would agree that they are scientific because they significantly advance human knowledge.

For many of the pure sciences, the idea of falsifiability is a useful tool for generating theories that are testable and realistic. If a falsifiable theory is tested and the results are significant, then it can become accepted as a scientific truth. The advantage of Popper’s idea is that such truths can be falsified when more knowledge and resources are available. The major disadvantage of falsifiability is that it is very strict in its definitions and does not take into account that many sciences are observational and descriptive.

(Adapted from “Falsifiability” by Martyn Shuttleworth, 2008)

(注 1) viable 実行可能な, 発展し得る

(注 2) tenets 信条

(注 3) credence 信頼, 信用

(注 4) quantum 量子



**【解答1】2021 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産 情報科**

- ・学習と学校の関係がデジタル革命によって変わろうとしている。
- ・テクノロジーによって、学校以外にも学びの場が生まれている。
- ・教育が公共のものから販売されるものへと変化しつつある。
- ・学校内のみならず学校外での教育の検討もしていくべきだ。
- ・公的な教育にテクノロジーをうまく取り入れることが課題である。

《出典》Allan Collins "Rethinking Education in the Age of Technology", 2009

**【解答2】2020 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産 情報科**

歩く速度の速い人は体重に関係なく寿命が長いことを示す研究がある。調査によると、様々な肥満度の人すべてに渡って、速く歩く人のほうが長く生きていた。痩せていても歩く速度の遅い人は寿命が短かったというデータからも、運動と健康という要素に、新たに歩く速度を加えてみるのは有意義だとしている。解明は今後の研究を待たねばならないが、運動は体に良いことであり、歩く速度を上げることは悪いことではないので、自分の健康状態と歩く速度を意識することは有益である。

《出典》Kashmira Gander "Walk Fast? Good News-You're More Likely to Live Longer", Newsweek, May 16, 2019

**【解答3】2019 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産 情報科**

収録なし

《出典》Georgia Institute of Technology "Robot teaches itself how to dress people: Instead of vision, machine relies on force as it pulls a gown onto human arms" <ScienceDaily, May 14, 2018>

**【解答4】2018 広島大学 2/25, 前期 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬
工 生物生産 情報科**

人間にとって自然な食物とはなんだろうか。狩猟の時代から肉は食べられていて、また、穀物をはじめとする炭水化物も、栽培されるかなり以前から食べられている。このことによって、我々は旧石器時代のような食事をすべきだという意見もあるが、それは机上の空論に過ぎない。食物の選択は、種が進化してなにを食べるようになったかということと、なにが入手できて食べられるかということにかかっている。現在では、多くの古人類学者が、更新世の変動しやすい気候により、我々の祖先はさまざまな食物に対して柔軟になり、そしてそのことが人間性の重要な特徴となったのだと信じている。

《出典》Peter Ungar "The "True" Human Diet" <Scientific American, April 17, 2017>

【解答5】2017 広島大学 2/25, 前期 総合科 文 教育 法一屋 経済一屋 経済一夜主 理 医 歯 薬 工 生物生産

インターネットの普及により世界を狭いと感じるようになったが、多くのアメリカ人は国外に対してあまり関心を抱いていない。冷戦終結後、外交予算は減り、メディアも外国取材を縮小した。結果として、アメリカ人は自国を高く評価するものの、国際的視点による理解は乏しい。この背景には、アメリカ人は他国民に比べて国外に出ないことがあり、パスポート所持率が低いことにも現れている。こうした状況下において、アメリカが世界に対して影響力を保持し続けようとしても、危険が伴う。よって、より様々な大学生を留学させ、今までとは異なる視点を獲得させるべきである。

《出典》Sanford J. Ungar "The study-abroad solution: How to open the American mind" <Foreign Affairs, 2016>

【解答6】2016 広島大学 2/25, 前期 総合科 文 教育 法一屋 経済一屋 経済一夜主 理 医 歯 薬 工 生物生産

今日の若者はデジタル通信の積極的使用者で、「デジタル育ち」と言われる。こうした技術が、友情を深めるのに役立つという研究もあるが、社会性の発達に支障を来すのではという懸念もある。現在その実証研究が進められているが、70年代末以降、様々な要因の比較研究が行われてきた。初対面の相手と親しくするには、文字ベースのデジタル通信が優位だと分かった。しかし、デジタル通信は友人同士の道具であり、よって、その面の研究がなされたが、ネットで心の絆ができるかどうかは、まだほとんど分からず、研究者は新技術の可能性を明らかにしたいと思っている。

《出典》Lauren E. Sherman "The Effects of Texts, Audio, Video, and In-person Communication on Bonding between Friends" <2013, Cyberpsychology>

【解答7】2015 広島大学 2/25, 前期日程 総合科 文 教育 法一屋 経済一屋 経済一夜主 理 医 歯 薬 工 生物生産

社会規定的完全主義とは、周囲の人たちから自分が完全を求められていると考え、完全でなければ嘲笑されるのではないかという不安から生まれるものである。完全主義者は、自分に課した高い基準によるストレスによって、うつ状態などを患うことがある。また、失敗を恐れるために行動を取るのが遅れてしまうこともある。このような人は、他者に助けを求めたがらないために、社会的支援を受けられないことが多い。完全主義者は、自分が達成不可能な目標を設定せずに、目標を達成できなくても自分を責めるべきではない。

《出典》"Should I Stop Being a Perfectionist?" <2014, The Guardian>

【解答8】2014 広島大学 2/25, 前期日程 総合科 文 教育 法一屋 経済一屋 経済一夜主 理 医 歯 薬 工 生物生産

薬 工 生物生産

一部の野生動物も人間と同様に、集団に同調する圧力や周りに合わせる必要性を持つ。2色に色分けした食べ物的一方を食べるようにベルベットモンキーの群れを習慣づけた。一方の色を好むものももう一方の色を好む群れへと移動させると、群れに馴染むためにもう一方の色を食べるようになった。また、ザトウクジラは泡を発生させることで獲物を捕まえていたが、尾びれで水をたたいて音と水しぶきを立てることで以前よりも効率的に獲物を捕まえられるものが現れると、その方法は模倣によって仲間や次世代へと伝わった。

《出典》AP "Animals Just Follow the Crowd When It Comes to Eating, Study Says" <The Japan Times 2013/04/27, 2013, The Japan Times>

【解答9】2013 広島大学 2/25, 前期日程 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬 工 生物生産

旧来の学校では失敗に罰が与えられ、1つの専門的な領域を極めていくことが求められ、そして、生徒は授業を聞くだけの受動的学習が行われているという問題がある。一方、革新的な学校では、失敗の中にこそ学ぶことがあると考え、その失敗を乗り越えることで生徒に自信をつけさせ、学際的な教育を重視し、生徒に自ら積極的に行動させて技術や知識を習得させる。学校は、発見を通して若者が夢中になれるものを追求し、それをより深い目的意識へと発展させるように教育を行うべきである。

【解答10】2012 広島大学 2/25, 前期日程 総合科 文 教育 法一昼 経済一昼 経済一夜主 理 医 歯 薬 工 生物生産

反証可能性とは、科学を定義するもので、ある仮説が科学的真理だと受け入れられるには、その仮説が間違いであると証明できるものでなければならないという考えである。反証可能性を科学の特性とする利点は、ある時点で受け入れられている理論が、知識や資料が増えると反証され、新たな理論が導かれるということにある。一方で、その欠点は、定義が厳しすぎて、多くの科学が観察に基づいており、記述的である点を考慮していないところにある。

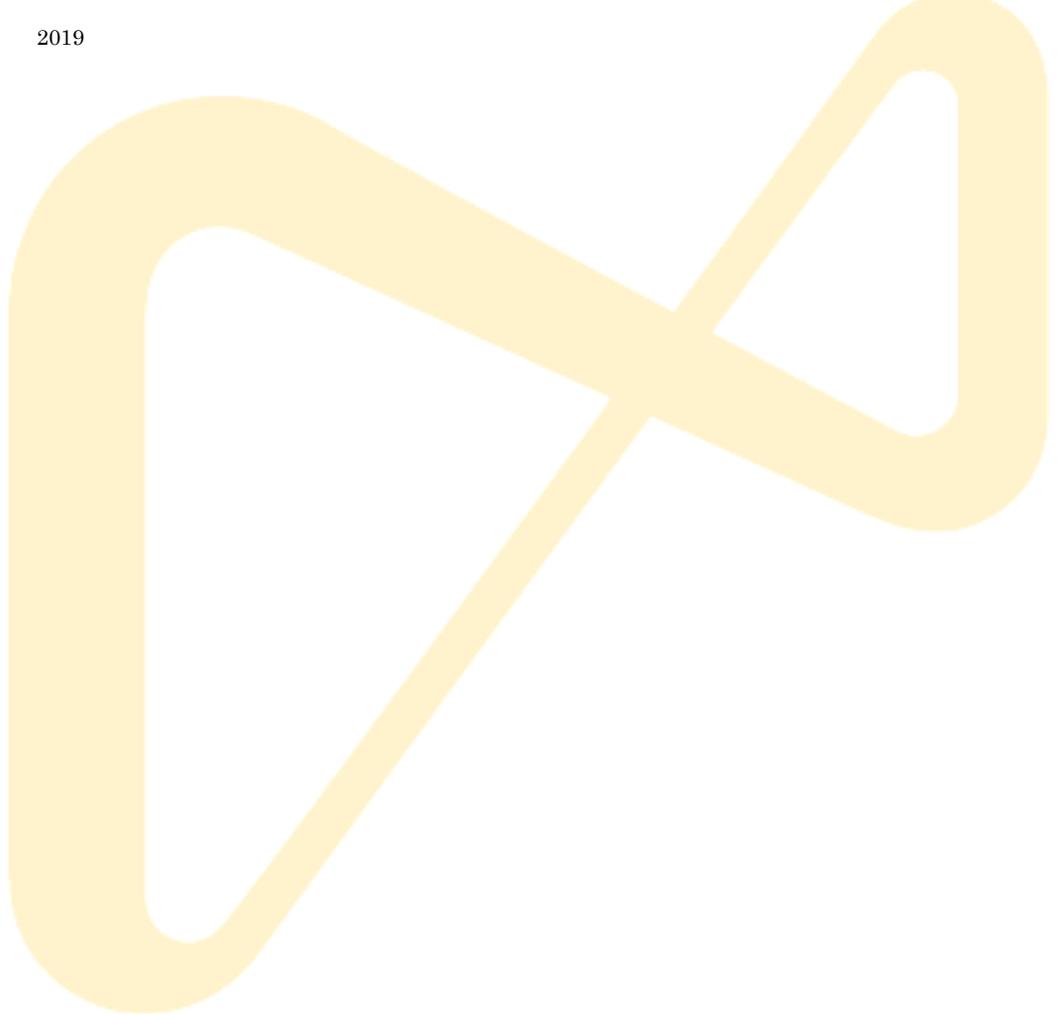
《出典》Martyn Shuttleworth "Falsifiability" <2008>

【1】2021 兵庫県立大学 2/25, 前期 国際商経 社会情報科

次の英文の内容を 150～180 字の日本語で要約しなさい。

(著作権処理の都合により省略)

《出典》 “Geisha Selfies Banned in Kyoto as Foreign Tourism Boom Takes Toll.” *The Guardian*. Nov. 5, 2019



【2】2020 兵庫県立大学 2/25, 前期 国際商経 社会情報科

次の英文の内容を 150～180 字の日本語で要約しなさい。

At one of the beaches on a small island in Japan's Seto Inland Sea, the glittering sea sparkles more than one would expect. This is because many of the bright spots in the water are PET bottles floating on the surface. So many of them and other products end up in the ocean that it has become a serious problem, not just in the Inland Sea but in many places all around the world.

Here on the beach today, there are several tents. Their occupants include 11 high school students from Kobe who are members of an environmental group. They have volunteered for the fourth year in a row to come here and help collect and dispose of the many PET bottles and other forms of trash that wash up on the island's shore.

The situation on most of the islands in the Inland Sea is exactly the same as it is here. Their shores are full of garbage, much of it plastic, that has drifted through the sea and washed up onto them. Where does it all come from? Some islanders blame it on foreign countries, while others say people throw their garbage into the rivers, which then gets carried downstream into the Inland Sea when there is heavy rainfall. Interestingly, no one blames themselves.

One might think that because one is a responsible citizen who throws out or recycles one's plastic waste properly, none of it can end up polluting the ocean. Yet it would be difficult to prove that none of one's plastic waste finds its way to the sea. Thousands of containers fall off ships into the ocean during storms. Their contents include many plastic goods and products in plastic bags, wrappings, and boxes. Through our purchasing of products, we create this demand for all of these plastic products, so we must bear a part of the responsibility for all of this waste that ends up in the ocean.

Every time we buy a bag of potato chips, a chocolate bar, a cup of instant noodles, or a soft drink, we are creating a demand for these plastics to be continually produced. Also, as consumers we cannot control how companies dispose of their waste products. In addition, sometimes there are accidents involving waste. And sometimes, mistakes are made, causing more pollution than was intended, even by companies whose job is to dispose of garbage.

(“The Lesson from One Student-led Trash Pick-up Is That Everyone Needs to Do Their Part.” *The Japan Times*. April 21, 2019 一部抜粋・加筆修正)

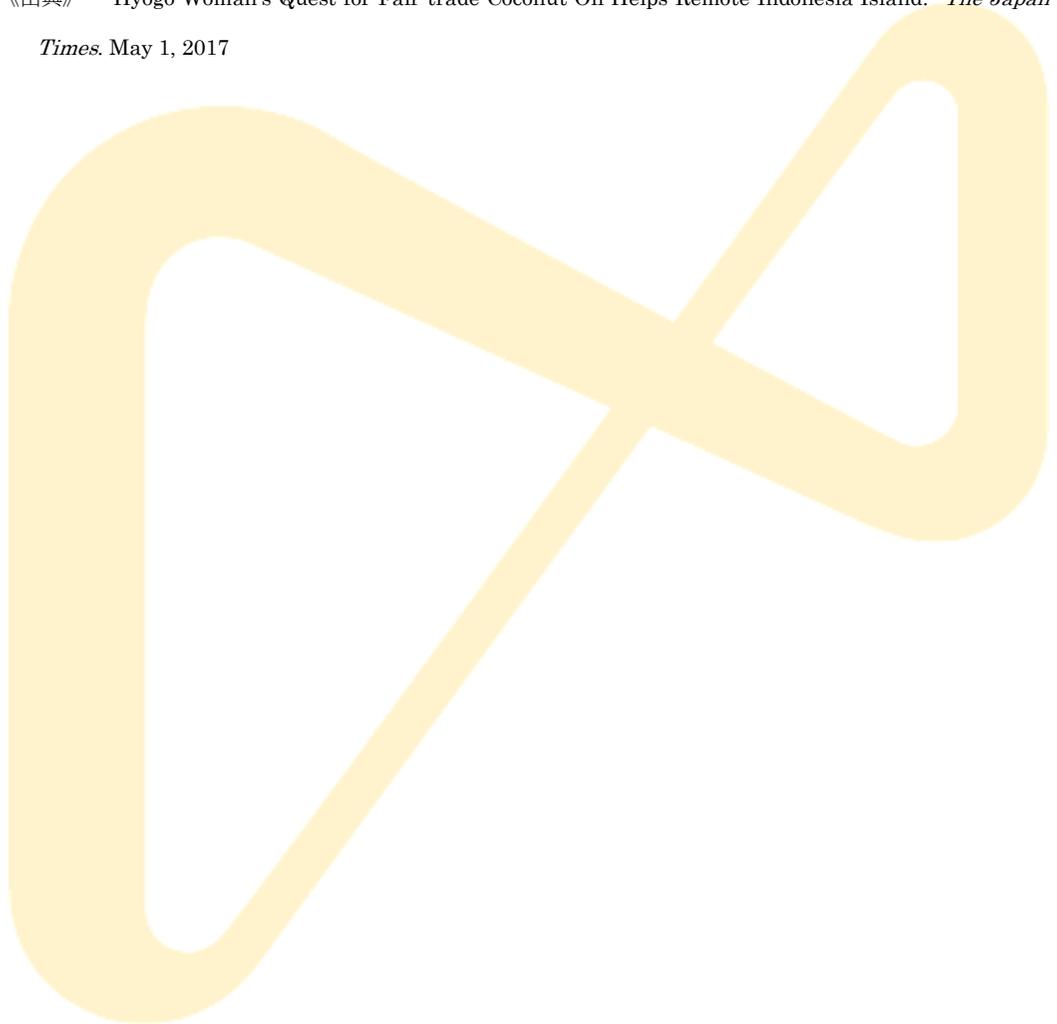


【3】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工

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



【4】2018 兵庫県立大学 2/25, 前期 経済 経営

次の英文の内容を 150～180 字程度の日本語でまとめなさい。

Recently published research headed by Professor Stephan Heppell of Bournemouth University in southern England revealed some interesting results for school policy makers. This decade-long study of thousands of children from 25 countries found that children who study at school with no shoes on are more likely to behave better and obtain good grades than children who wear their shoes in the classroom.

The researchers think that children's learning increases when they do not wear shoes because the children feel more at home and become more relaxed. Professor Heppell said, "Children are much more willing to sit on the floor and relax if they have no shoes on. Actually, very few children will choose to sit in a chair to read, if there are other places to sit. Most of them prefer to read lying down. Having conditions in the classroom that are similar to those at home results in more children reading while they are at school."

This research also revealed that children in shoeless schools tend to arrive earlier and leave later, adding an extra half hour, on average, to the amount of time they spend at school and, thus, on school-related activities per day. They also read more widely. From these two changes alone, the better overall academic achievement that the researchers observed is not surprising. If children spend more time studying and engage in more varied reading, their school learning ought to increase.

In addition, other benefits of having children be shoeless at school were discovered, as well. Shoeless classrooms were quieter, providing a calmer atmosphere where the children were more engaged in their learning activities. The amount of bullying in these schools also declined greatly. In addition, these schools spent about 20 percent less on cleaning bills and spent less money on furniture, since children sat on cushions on the floor, than they had spent before implementing this policy.

Obviously, the classroom conditions that these researchers investigated are not exactly like Japanese classrooms. The children were walking around their classrooms in their socks, not in slippers. Also, the children were reading extensively while in school and were not being required to sit in their chairs while they read. Considering these positive results, Japanese educators and policy makers should consider these details as they try to improve Japanese education.

("Children with no shoes on 'do better in classroom,' major study finds." *The Independent*. 一部抜粋・加筆修正)



【5】2017 兵庫県立大学 2/25, 前期 経済 経営

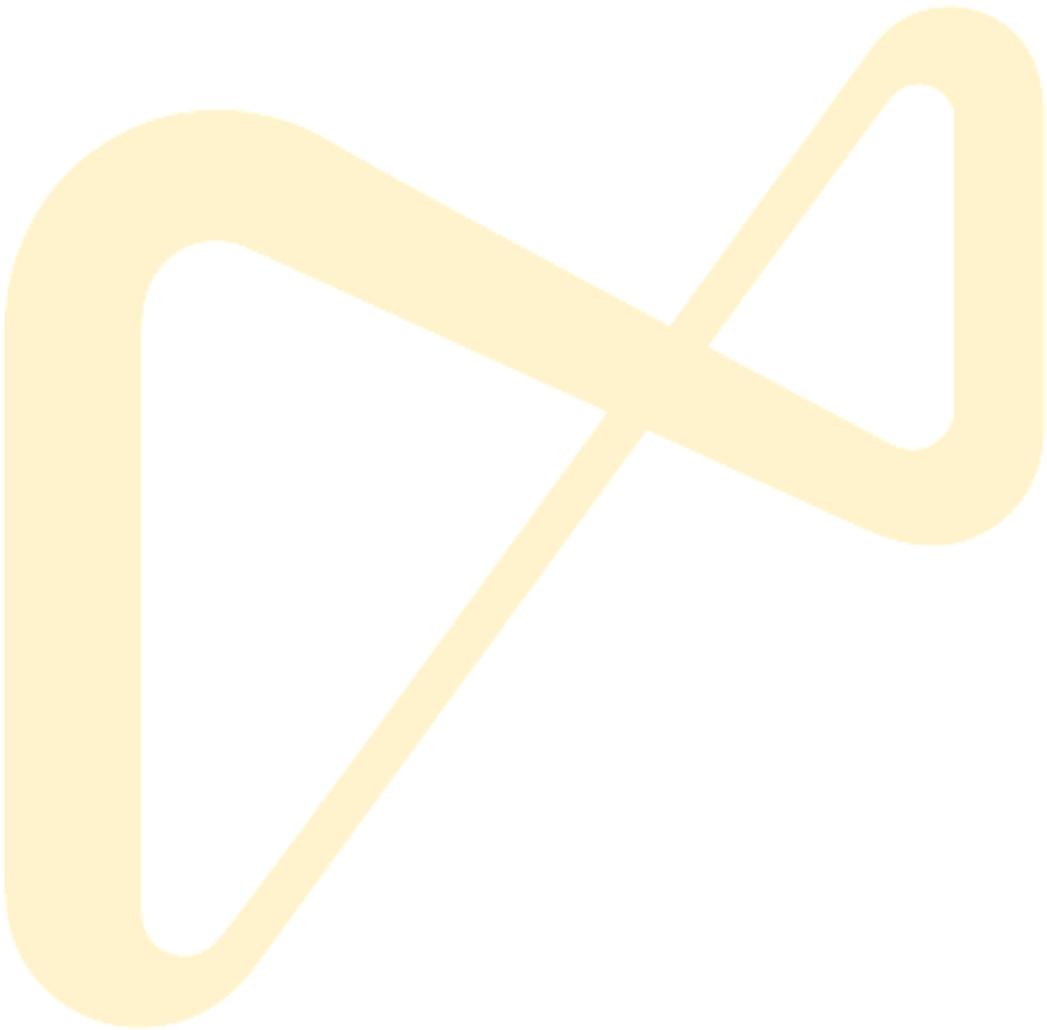
次の英文を読んで、ソーシャルメディアの使用がもたらしうる問題とその対処法について 150～180 字程度の日本語でまとめなさい。

A newly published study of nearly 1,800 young adults, aged 19 to 32, found that participants visited various social media accounts, like Facebook and Twitter, 30 times per week and that thirty percent of the participants reported having serious problems sleeping. The results also indicated that young people who often used social media were likely to suffer more from various difficulties with sleeping than those who used social media less. Consequently, the researchers advised doctors to ask young adults about their use of social media when treating their problems sleeping.

Those people who used social media a lot were three times more likely to have a problem sleeping than those who did not use social media sites very often. This suggests that if young people often use social media and are having trouble with sleeping, they should stop using social media so much. Frequently checking social media is an even bigger part of the problem. The study found that the number of times a person visited social media sites was a better predictor of sleep problems than the overall amount of time spent using social media. Therefore, checking various social media websites less often would be the most effective way to reduce sleeping difficulties.

The researchers also note that in some cases, young adults who have a hard time sleeping use social media to help them fall asleep. However, this may lead to more sleeping problems. Many forms of social media involve interactive screen time that is stimulating and rewarding and, for those reasons, can keep people awake longer. Also, the content of the statements people read on social media may cause them to become excited or angry, which in turn would make it harder for them to fall asleep. Perhaps the best way to help young people avoid these potential problems is to educate them about the possible effects of using social media too much and about what symptoms to look for in themselves that might indicate their sleep is being negatively affected by social media.

(“Social Media Is Keeping Young Adults Awake.” *VOA Learning English*. 一部抜粋・加筆修正)



【6】2016 兵庫県立大学 2/25, 前期 経済 経営

次の英文を読んで、本文の内容を 100～150 字程度の日本語でまとめなさい。

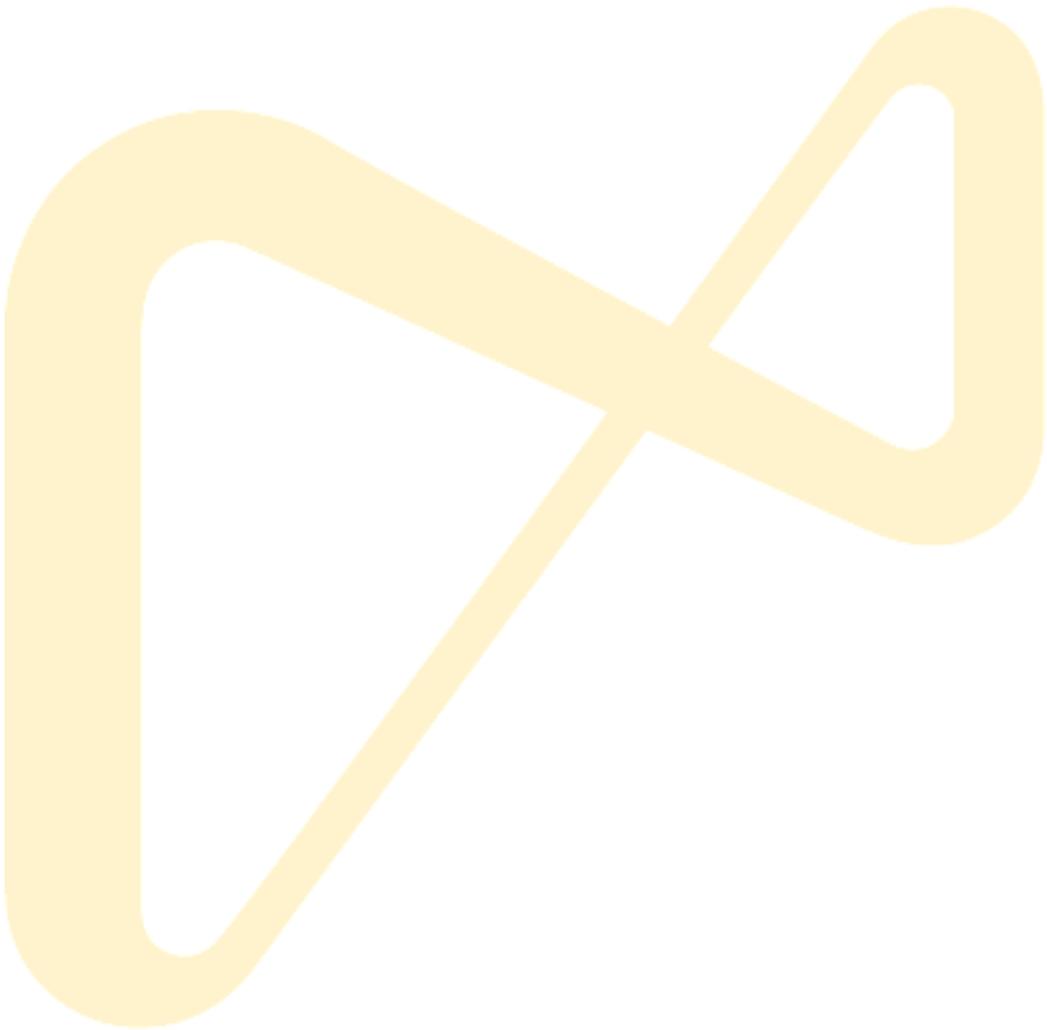
Japanese living in the countryside often say that people in the big cities have forgotten all about them. Yet, many people living in cities still have strong feelings towards their hometown or that rural area in which their ancestors used to live, even though they may have left many decades ago. However, many of Japan's rural towns have been in financial trouble for a long time. In an attempt to increase the budgets in rural areas, seven years ago, the national government began allowing city residents to decide individually to have a proportion of their income tax payments be given to rural towns of their choice. To attract people's interest in participating, it is called the hometown tax.

For some lucky towns, the unexpected popularity of this tax policy is providing them with a lot of additional tax revenues. In fact, the response has been overwhelming. In the last financial year, rural towns earned 14 billion yen from such contributions. If the town is not actually the person's hometown nor any of the person's family members' hometowns, she or he can think of it as adopting a hometown. For example, some people choose a town not on the basis of any family ties, but simply because they like the area. Many people select towns on Japan's northeastern coast that were destroyed by the tsunami in March of 2011.

Another benefit of these hometown tax support payments is that living in rural areas is beginning to seem more attractive to some people. One small town in Hokkaido claims that 200 people have recently moved there because of the extra budget money available for services. In another town in Nagano Prefecture, elderly residents who had given up farming their rice fields started cultivating them again because the town now needs more rice since it began offering it as return gifts for the extra tax money it receives.

("Hometown Dues: Struggling Parts of the Countryside Have Found a Novel Way to Attract Money.")

The Economist. 一部抜粋・加筆修正)



【7】2015 兵庫県立大学 2/25, 前期日程 経営

次の英文で議論されている“interoperability”とは何か、100～150字程度の日本語で説明しなさい。

Interoperability is increasingly seen as critical for business success, but what is it? Simply put, it is the ability to work together. Interoperable organizations are those that can easily exchange information and subsequently make use of that information. Interoperability allows organizations to work with other systems and organizations without barriers and without extra effort.

Technologies that make interoperability easier support beneficial changes. If businesses do not introduce new ideas and better products, they will eventually fail. Interoperability between enterprises is important, as it increases collaboration and innovation, leading to new relationships with business partners and new ways of doing business and serving customers. It increases efficiency, thus decreasing costs and increasing profits and customer satisfaction. It helps enterprises to be creative and to evolve to a higher level.

Interoperability can focus on different aspects of these relationships, which organizations must make use of to the fullest in order to produce the changes they need to survive:

- *Communication — exchanging information.
- *Coordination — arranging activities in an orderly way.
- *Cooperation — sharing.
- *Collaboration — creating cooperative interaction.
- *Channeling — using the Internet.

One should not only use the Internet (channeling interoperability) to solve organizational problems. We increasingly need to share ideas among individuals, teams, and organizations (communication and cooperation interoperability), as this contributes to the creation of knowledge. Working together in teams allows more to be accomplished (collaboration interoperability). We also need to be organized and orderly so as not to repeat activities that have already been performed and not to forget to do other activities that cannot be left undone (coordination interoperability).

Companies are increasingly making use of more of the interoperability types. This will lead to more forms of innovation, such as new products and services, new processes and organizational structures, and new marketing strategies and techniques. Companies need to introduce as many forms of innovation as possible in order to minimize costs, maximize profits, and increase market share.

“Interoperability: Working Together to Enhance Innovation.” *The Futurist*. 一部抜粋・加筆修正)



【8】2014 兵庫県立大学 2/25, 前期日程 経営

次の英文を読んで、以下の問いに答えなさい。なお、答えは解答欄に記すこと。

Studies indicate that people go through three phases when settling down in a foreign country.

During Phase 1, people learn they will be moving to another country. This phase, which includes the period prior to departure and immediately after arrival, is usually associated with positive feelings. Upon learning they will be moving to another country, many people experience feelings of excitement and anticipation. Even those who are reluctant to move get caught up in the excitement of attending good-bye parties and watching others' excitement about the move. Once they arrive, the *novelty effect prevails and everything is new and interesting. Any negative aspects and worries tend to be pushed aside during this "honeymoon" period, which usually lasts about two to three months.

Sometime between three and six months, however, the novelty begins to wear off. During Phase 2, things that were previously considered *exotic become sources of frustration. There is general dissatisfaction with daily living, and conflicts and negative feelings appear as the individual is forced to make adjustments to things that are difficult to accept about the new home. The person becomes vulnerable to anxiety and depression during this phase, and it is considered to be the lowest period during the *sojourn. A family therapist who has studied *migrant families in the United States found that families usually experience the shock and effects of migrating to a new country beginning about the sixth month following *relocation.

Phase 3 finds the process of adjustment beginning after six to eight months. As newcomers gain some *mastery over the language and learn the social norms, they are able to function more adequately, at least in the daily routine. There is a *reevaluation of the culture, and individuals learn to appreciate what they like and to tolerate or ignore what is unacceptable. There is also an *integration of the foreigner/stranger roles during this phase.

(Joy Norton and Tazuko Shibusawa, *Living in Japan: A Guide to Living, Working, and Traveling in Japan*, Boston: Tuttle Publishing, 2001. 一部抜粋・加筆修正)

注)

*novelty 「珍しさ・新しさ」,

*exotic 「異国風の・異国情緒の」,

*sojourn 「滞在」,

*migrant 「移住者」,

*relocation 「移転」,

*mastery 「熟練・精通」,

*reevaluation 「再評価」,

*integration 「統合」

問 1. 本文の内容を 150 字程度の日本語でまとめなさい。



【9】2013 兵庫県立大学 2/25, 前期日程 経営

次の英文を読んで、以下の問いに答えなさい。なお、答えは解答欄に記すこと。

Ever since the first settlement of Europeans in the New World America has been a magnet for people seeking adventure, fleeing from tyranny, or simply trying to make a better life for themselves and their children.

An initial trickle swelled after the American Revolution and the establishment of the United States of America and became a flood in the nineteenth century, when millions of people streamed across the Atlantic, and a smaller number across the Pacific, driven by misery and tyranny, and attracted by the promise of freedom and affluence.

When they arrived, they did not find streets *paved with gold; they did not find an easy life. They did find freedom and an opportunity to make the most of their talents. Through hard work, ingenuity, *thrif, and luck, most of them succeeded in realizing enough of their hopes and dreams to encourage friends and relatives to join them.

The story of the United States is the story of an economic miracle and a political miracle that was made possible by the translation into practice of two sets of ideas — both, by a curious coincidence, formulated in documents published in the same year, 1776.

One set of ideas was embodied in *The Wealth of Nations*, the masterpiece that established the Scotsman Adam Smith as the father of modern economics. It analyzed the way in which a market system could combine the freedom of individuals to pursue their own objectives with the extensive cooperation and collaboration needed in the economic field to produce our food, our clothing, our housing. Adam Smith's key insight was that both parties to an exchange can benefit and that, *so long as cooperation is strictly voluntary*, no exchange will take place unless both parties do benefit. No external force, no coercion, no violation of freedom is necessary to produce cooperation among individuals all of whom can benefit. That is why, as Adam Smith put it, an individual who "intends only his own gain" is "led by an invisible hand to promote an end which was no part of his intention. Nor is it always the worse for the society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more *effectually than when he really intends to promote it. I have never known much good done by those who affected to trade for the public good."

The second set of ideas was embodied in the Declaration of Independence, drafted by Thomas Jefferson to express the general sense of his fellow countrymen. It proclaimed a new nation, the first in history established on the principle that every person is entitled to pursue his own values: "We hold these truths

to be self-evident, that all men are created equal, that they are endowed by their Creator with certain *unalienable Rights; that among these are Life, Liberty, and the pursuit of Happiness.”

(Milton and Rose Friedman, *Free to Choose: A Personal Statement*, New York: Harcourt Brace Jovanovich, 1980. 一部抜粋・加筆修正)

注)

*paved with 「～で舗装された」,

*thrift 「儉約」,

*effectually 「効果的に」,

*unalienable 「奪うことのできない」

問 1. 本文の内容を 100 字程度の日本語でまとめなさい。

【10】2012 兵庫県立大学 2/25, 前期日程 経営

ポーランドからオーストラリアへ移住してきた筆者の体験記を読んで、以下の問いに答えなさい。なお、答えは解答欄に記すこと。

I have a baby granddaughter, who lives far away from me (in Perth) but whom I often visit. When I come back from these visits (to Canberra), and when my *Anglophone friends ask me how she is, I am often stuck for words. I just can't find English words suitable for talking about my tiny granddaughter. It is not that I am unfamiliar with the register of English used for talking about babies, but I feel that this register does not fit the emotional world to which this baby belongs for me. No doubt one reason is that Polish was my first language and that as such it is endowed with an emotional force that English doesn't have for me. But this is not the only reason. Another reason is that Polish words which I could use to talk about my baby granddaughter do not have exact *semantic equivalents in English and therefore feel *irreplaceable. For example, I could say in Polish that she is *rozkoszna*, using a word rendered in Polish-English dictionaries as 'delightful', but I couldn't possibly use the word 'delightful' about her myself — not only because it has no emotional force for me but because its meaning, which is not identical with that of *rozkoszna*, doesn't fit my way of thinking and feeling about this baby. *Rozkoszna* has a greater emotional force by virtue of its meaning, and 'delightful' would sound, from the point of view of a bilingual but culturally *predominantly Polish person, too light, too objective and too lacking in emotional intensity.

In fact, in English, too, most people would probably be reluctant to describe their own child or grandchild as 'delightful', because the word appears to imply an outsider's perspective and a lack of personal emotional involvement. They might, however, describe their own child or grandchild as 'adorable', or as 'a cutie', or 'a sweetie' or 'a dear little thing'; and they might describe other people's babies as 'gorgeous'. None of these options are available to me. I feel I couldn't use any of these expressions about my little granddaughter, not only because they all leave me cold but because their meaning does not fit my own way of thinking and feeling, and so they would not sound 'true' to me.

(Anna Wierzbicka, "Two languages, two cultures, one(?)self: Between Polish and English," Mary Besemeres & Anna Wierzbicka (Eds.), *Translating Lives: Living with Two Languages and Cultures*, Australia: University of Queensland Press, 2007. 一部抜粋・加筆修正)

注)

*Anglophone 「英語を話す」,

*semantic 「意味に関する」,

*irreplaceable 「代用の利かない」,

*predominantly 「主に」

問 1. 本文の内容を 50 字以内の日本語でまとめなさい。



【解答 1】2021 兵庫県立大学 2/25, 前期 国際商経 社会情報科

《採点基準》 英文要約問題。京都における観光客のマナーの悪さへの苦情に対応するための、地域住民による具体的な取組みが題材となっている。英文の文脈を正しく理解し、要点を的確に把握する力をはじめ、総合的な英語の読解力を問う問題である。

《出典》 Justin McCurry "Geisha Selfies Banned in Kyoto as Foreign Tourism Boom Takes Toll", The Guardian, Nov. 5, 2019, 抜粋・一部改変

【解答 2】2020 兵庫県立大学 2/25, 前期 国際商経 社会情報科

収録なし

《出典》 Amy Chavez "The lesson from one student-led trash pick-up is that everyone needs to do their part", The Japan Times, April 21, 2019, 抜粋・一部改変

【解答 3】2019 兵庫県立大学 2/25, 前期 国際商経 社会情報科 工

収録なし

《出典》 (Kyodo) "Hyogo woman's quest for fair-trade coconut oil helps remote Indonesia island" <The Japan Times Online 2017/05/01, 一部抜粋・改変>

【解答 4】2018 兵庫県立大学 2/25, 前期 経済 経営

収録なし

《出典》 "Children with no shoes on 'do better in classroom', major study finds" <The Independent, 一部抜粋・加筆修正>

【解答 5】2017 兵庫県立大学 2/25, 前期 経済 経営

ソーシャルメディアをあまりに頻繁に利用すると、睡眠障害を招くことがある。そうならないためには、過度の利用がどのような結果を招くことになるかを子どもたちに教え、睡眠がソーシャルメディアによって悪影響を受けていることを示すのは、どんな兆候であり、それが自分にあるかどうかを探すように教えるのが、最善の手段である。

《出典》 "Social Media Is Keeping Young Adult Awake" <VOA Learning English>

【解答6】2016 兵庫県立大学 2/25, 前期 経済 経営

田舎の歳入を増やすため、人々の興味を惹く目的で始まったふるさと納税という制度では、自分や家族の故郷でなくても、好きな自治体に納税ができることにより、多くの人が納税先に東日本大震災の被害にあった東北の沿岸部の街を選んでいて、またそれにより田舎に住むことが魅力的に見えるという利点がある。

《出典》”Hometown Dues: Struggling Parts of the Countryside Have Found a Novel Way to Attract Money”<The Economist, 一部抜粋・改変>

【解答7】2015 兵庫県立大学 2/25, 前期日程 経営

簡潔に言えば共同作業をすることであり、情報を交換して活用し、障壁や余計な努力なしに他のシステムや機関と連携することを可能にする。また、協力や革新を拡大させ、さらに協力相手と新たな関係を築くことで能率を上げてコストを削減し、利益と顧客の満足度を高め、企業を創造的でより高いレベルに発展させるもの。

《出典》”Interoperability: Working Together to Enhance Innovation” <The Futurist>

【解答8】2014 兵庫県立大学 2/25, 前期日程 経営

問 1. 外国に定着するのに3段階ある。第1段階は出発直前と到着直後を含み、興奮と期待の時期で約2, 3ヶ月続く。第2段階は3~6ヶ月目に始まる不満期で、慣れない日常生活に適応を強いられ、負の感情を抱き、不安や鬱になる。第3段階は6~8ヶ月目に始まる適応期である。言葉にも慣れ、日常生活にも支障がなくなって文化の再評価も進む。

《出典》Joy Norton ”Living in Japan: A Guide to Living, Working, and Traveling in Japan”<2001, Boston: Tuttle Publishing>

【解答9】2013 兵庫県立大学 2/25, 前期日程 経営

問 1. 最初にヨーロッパからアメリカに入植した人々は、勤勉、創意工夫、儉約、幸運によって成功を収めた。アメリカの奇跡的な成功は、国富論と独立宣言に見られる、個人の自由な経済活動と万人の平等という2つの考えの実践によるものである。

《出典》Milton ”Free to Choose: A Personal Statement”<1980, New York: Harcourt Brace Jovanovich>

【解答 10】2012 兵庫県立大学 2/25, 前期日程 経営

問 1. 孫娘の可愛さを表現する言葉を、母国語では思いつくが、英語ではびったりした表現がうまく思いつかない。

《 出 典 》 Anna Wierzbicka "Two languages, two cultures, one(?)self: Between Polish and English"<Translating Lives: Living with Two Languages and Cultures, 2007, Australia: University of Queensland Press>一部改変あり