

# 2018(平成30)年度 沖縄国際大学入学試験問題(前期)

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## 【英語】

### 注 意 事 項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけない。
2. この問題は、8 ページある。解答用紙は、マーク用が1 枚ある。マーク用の解答用紙は【1】～【40】まで使用する。
3. 試験中に問題の印刷不鮮明、ページの落丁、乱丁及び解答用紙の汚れ等に気がついた場合は、手を挙げて監督者に知らせなさい。
4. 解答用紙は直接機械処理をするので、折り曲げたり、汚してはいけない。
5. 解答用紙には、受験番号、氏名、志望学部学科、科目、受験地が印字されているので、間違いがないか確認しなさい。
6. 筆記用具は、必ず鉛筆(HB) または 0.5 ミリの HB シャープペンシルを使用し、丁寧に記入しなさい。  
また、訂正する場合は、プラスチック製消しゴムで完全に消してから改めて記入しなさい。
7. 解答は、設問ごとに指示してある番号の解答欄にマークしなさい。例えば【20】と指示のある問いに対して③と解答する場合は、次の(よい記入例)のようにNo. 【20】の解答欄の③にマークしなさい。

○よい記入例

No.	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
【20】	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

○悪い記入例(得点にならない)

【21】 2ヶ所にマークした

No.	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
【21】	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

【22】 はみだしてマークした

No.	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
【22】	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

【23】 ぬりつぶした

No.	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
【23】	①	②	●	④	⑤	⑥	⑦	⑧	⑨	⑩

8. 試験終了後、問題用紙は持ち帰りなさい。

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### 【英 語】

※ 解答はすべて解答用紙にマークすること。

I. 次の文章を読み、各段落【1】～【5】の内容に一致するものを、それぞれ①～④の中から一つずつ選びなさい。（各4点）

**著作権承諾上の理由により、問題文の掲載は  
控えさせていただきます。**

**問題文閲覧をご希望の方は、沖縄国際大学入  
試センターまでお問い合わせください。**

(Adapted from *Introducing the Japanese Mind* by Fukui, K., Nakane, C., & Komatsu, S., 1988.  
Tokyo: Kinseido)

### 第一段落 【 1 】

- ① Most Japanese offices have parties in January.
- ② Japanese are required to visit their families.
- ③ Many tourists come to Japan for shopping in December.
- ④ Traveling by car is difficult at the end of the year in Japan.

### 第二段落 【 2 】

- ① During New Year's, in addition to visiting a shrine or temple, Japanese pray for their ancestors.
- ② Local Japanese newspapers strongly recommend which shrines or temples should be visited every year.
- ③ More Japanese visit temples than shrines during the first three days of the new year.
- ④ Japanese are expected to visit the nearest shrine or temple.

### 第三段落 【 3 】

- ① If Japanese pray for health and safety, they also need to state their goals for the new year.
- ② For Japanese, Buddha is the only god to help them achieve their goals.
- ③ Japanese should put more money in the offering box if they visit a larger shrine or temple.
- ④ The purpose of putting money in the offering box is to show respect to the gods.

### 第四段落 【 4 】

- ① Japanese buy lucky charms instead of visiting a shrine or temple if they are healthy.
- ② Lucky charms are paper or wood cards decorated with pictures of bows and arrows.
- ③ Japanese believe the inside of their houses or cars are unlucky places.
- ④ Japanese buy lucky charms on many occasions for various purposes.

### 第五段落 【 5 】

- ① The majority of Japanese are Buddhists.
- ② Most Japanese are members of a religious group.
- ③ Most Japanese think it's good to visit a shrine or temple during New Year's.
- ④ Most Japanese think that they should believe only what they can see.

## Ⅱ. 次の文章を読んで、下の A、B の問いに答えなさい。

Imagine that your teacher tells you to write a 500-word essay to be submitted two weeks from now. How do you proceed? Do you panic, sit down at your desk, and frantically start writing? Or do you wait until the last minute and let the pressure of the deadline force you to finish? For too many students, writing is a stressful and unpleasant task, which ends with the teacher's criticism. This is unfortunate because few students will learn that writing can—and should—be an exciting process of discovery. Experienced writers know that the very act of writing yields new, surprising meanings, which in turn, lead to additional discoveries. If writers are to be open to such insights, however, they must view writing as a fascinating and complex process.

Good writing includes many different stages, including researching, outlining, taking notes, writing several drafts, revising, consulting, and editing—with each step requiring special skills that lead to unique discoveries. Even before writing the actual essay, students should do some research, take notes, and try to get some creative ideas onto paper. After that, they might share their ideas with friends, get some feedback, and reorganize their ideas. Only after creatively exploring possibilities for the content should they consider writing a first draft.

Perhaps the most important part of the writing process is the ability to revise what one has written. Although many students view writing as a one-shot attempt at “getting it right,” most great writers spend enormous amounts of time on revision and rewriting. James Joyce, arguably the greatest novelist of all time, used different colored pens for various drafts, and many of his manuscripts have been so thoroughly marked that they are nearly unreadable. Of course, such an obsession with revision, far from being unusual, is the hallmark of most great writers.

Unfortunately, teachers often unintentionally discourage their students from having such a positive attitude towards revision. Teachers are disappointed when their comments on pieces of writing go unread, but since students are rarely given the opportunity to apply criticism in any meaningful way, it is natural that the comments are ignored. Besides, most teachers focus less on content than on sentence-level concerns, such as grammatical errors and misspellings, so that students mistakenly come to believe that revision only involves changing a few words. At the same time, many teachers view consultations with other students as cheating, discourage collaboration, and assign grades to everything their students write.

Finally, student writers need to experience the joy of being read by others. Normally, writers write with the goal of being read, and yet, the sad reality is that most student writing isn't read by anyone—sometimes not even the teacher. Though the process of writing can be stressful, the greatest pleasure of writing is being read by others. Teachers should do their best to create opportunities for student writing to be made public. For example, they can make student pamphlets, have public readings of student work, or post student compositions on the Internet. If students view writing as a one-shot attempt that only ends up being criticized by the teacher and that no one else even reads, how will they ever learn that writing can be one of the most exciting and rewarding human activities?

A. 本文の内容と一致するように、下の1～5の文の空欄【6】～【10】に入れるのに最も適切なものを、それぞれ①～④の中から一つずつ選びなさい。(各3点)

1. The writer fears that many students ( 【6】 ).

- ① don't listen to their teachers
- ② make too many grammatical mistakes
- ③ don't like writing
- ④ waste time

2. According to the writer, writing ( 【7】 ).

- ① cannot be taught effectively
- ② should end with the teacher's criticism
- ③ is a complex but exciting activity
- ④ should only be taught at university

3. The writer uses James Joyce as an example because ( 【8】 ).

- ① he was unusual
- ② he did a lot of revision
- ③ he wanted to be the greatest novelist
- ④ students should avoid getting obsessed

4. According to the writer, the most enjoyable part of writing is ( 【9】 ).

- ① talking with friends
- ② taking notes
- ③ being read
- ④ "getting it right"

5. From the article, it is clear that the writer ( 【10】 ).

- ① blames students for not writing better
- ② doesn't enjoy writing
- ③ thinks James Joyce spent too much time on his novels
- ④ wants teachers to improve how they teach writing

B. 次の文章は本文について述べたものです。本文の内容と一致するように、空欄【11】～【15】に入れるのに最も適切なものを、それぞれ①～④の中から一つずつ選びなさい。(各2点)

Writing should be taught as a ( 【11】 ) that includes preparation, revision, and editing. Unfortunately, many teachers have their students submit essays without letting them ( 【12】 ) with other students. Worse yet, they don't give their students time to revise their essays—( 【13】 ) that is the most important stage of writing. Sadly, students often don't get to experience the ( 【14】 ) of having someone read and react to what they wrote. Hopefully, teachers will learn how to make writing a more exciting and enjoyable ( 【15】 ) for their students.

【11】 ① mystery                      ② stage                      ③ process                      ④ criticism

【12】 ① consult                      ② copy                      ③ obsess                      ④ compete

【13】 ① whenever                      ② because                      ③ if in fact                      ④ even though

【14】 ① pain                      ② confusion                      ③ creativity                      ④ joy

【15】 ① activity                      ② grade                      ③ method                      ④ homework

Ⅲ. 次は、Cathy と Masao の会話です。空欄【16】～【20】を埋めるのに最も適切なものを、下の①～⑧の中から一つ選び、記号で答えなさい。(各2点)

**Cathy:** Masao, did you know that we don't have English class today?

**Masao:** Really? (【16】)

**Cathy:** George.

**Masao:** Oh, then it's probably true.

**Cathy:** Yeah, you know George. (【17】)

**Masao:** You got that right. Anyway, I'm kind of relieved to hear that.

**Cathy:** (【18】)

**Masao:** I didn't quite finish my report for the class. (【19】)

**Cathy:** Actually, I turned mine in last week.

**Masao:** (【20】) Now I think I'd better head to the library.

**Cathy:** Good luck and see you next week!

- ① He knows everything.
- ② Why do you say that?
- ③ How about you?
- ④ I've already finished.
- ⑤ He's always late for class.
- ⑥ Who told you?
- ⑦ Wow, good for you!
- ⑧ I'm afraid that's too late.

IV. 次の各文の空欄【21】～【35】を埋めるのに最も適切なものを、①～④の中からそれぞれ一つずつ選びなさい。(各2点)

1. My family and I (【21】) going to Tokyo next week.

- ① am                      ② are                      ③ is                      ④ be

2. Did you (【22】) to school the day before yesterday?

- ① go                      ② going                      ③ went                      ④ to go

3. We talked (【23】) our country's history in detail.

- ① to                      ② out                      ③ about                      ④ with

4. Let's meet again tomorrow (【24】) 10 a.m.

- ① of                      ② in                      ③ on                      ④ at

5. My cousin wants to (【25】) at the flower shop during the summer.

- ① walk                      ② woke                      ③ work                      ④ weak

6. Tom introduced me to (【26】) best friend Jack.

- ① he                      ② he's                      ③ his                      ④ him

7. The old diary (【27】) by my grandmother.

- ① to write                      ② has written                      ③ wrote                      ④ was written

8. Could I (【28】) a cup of coffee?

- ① had                      ② have                      ③ having                      ④ had been

9. It was the first time for Jane to (【29】) Tim.

- ① live                      ② speak                      ③ look                      ④ meet

10. The students were all (【30】) in attending the workshop.

- ① interest                      ② interesting                      ③ interested                      ④ interestingly

11. Neither the parents (【31】) the children were informed about the last minute changes.

- ① or                      ② nor                      ③ for                      ④ not

12. Mr. Kinjo has been the president of the company (【32】) 2010.

- ① between                      ② of                      ③ since                      ④ by



13. The picnic was held ( 【33】 ) the rainy weather.

- ① despite                      ② because                      ③ but                      ④ although

14. Would you ( 【34】 ) going to the convenience store with me?

- ① want                      ② mind                      ③ buy                      ④ take

15. Ivan was late because he ( 【35】 ) up late this morning.

- ① get                      ② got                      ③ gotten                      ④ getting

V. 次の日本語の意味に合致するように、①～⑤の語句を並べ替えて英文を完成すると、3番目の空欄 【36】 ～ 【40】 に入る語句は何か、①～⑤の中からそれぞれ一つずつ選びなさい。ただし、文頭に入るべき語も小文字で表示されているので、注意すること。(各3点)

1. あなたのおじいさんは沖縄のどこ出身ですか？

Where \_\_\_\_\_ 【36】 \_\_\_\_\_ grandfather \_\_\_\_\_ ?

- ① Okinawa                      ② is                      ③ in                      ④ from                      ⑤ your

2. パムはいつも図書館で宿題をします。

Pam always does \_\_\_\_\_ 【37】 \_\_\_\_\_ .

- ① homework                      ② her                      ③ library                      ④ the                      ⑤ at

3. 携帯電話の使用はご遠慮ください。

Please \_\_\_\_\_ 【38】 \_\_\_\_\_ phone.

- ① using                      ② from                      ③ refrain                      ④ mobile                      ⑤ your

4. 戻ったらすぐ私に電話をください。

Give me a call as \_\_\_\_\_ 【39】 \_\_\_\_\_ .

- ① get                      ② soon                      ③ back                      ④ as                      ⑤ you

5. 残念ながらこの本は私には難し過ぎます。

\_\_\_\_\_, this book \_\_\_\_\_ 【40】 \_\_\_\_\_ me.

- ① too                      ② hard                      ③ unfortunately                      ④ for                      ⑤ is





