

2019(平成31)年度 沖縄国際大学入学試験問題(前期)

法律学科・地域環境政策学科・企業システム学科・英米言語文化学科・社会文化学科・人間福祉学科(心理)

【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】の回答欄の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3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。**

(Retrieved April 22, 2018 and adapted from “Stephen Hawking” in *Behind the News*
<http://www.abc.net.au/btn/story/s4816600.htm>)

第一段落 【1】

- ① Hawking’s achievements are considered far greater than those of Albert Einstein.
- ② When Hawking was a young student, he had some difficulties with his studies.
- ③ Hawking failed all the examinations he sat and was forced to leave his school.
- ④ Hawking initially studied cosmology and changed his research area to physics.

第二段落 【2】

- ① Despite his serious illness, Hawking’s engagement gave his life new meaning.
- ② People with Motor Neuron Disease are unable to work.
- ③ Hawking’s research activities at Oxford University enabled him to make a living.
- ④ Doctors’ predictions about Hawking’s life expectancy were correct.

第三段落 【3】

- ① Hawking made a special wheelchair and speech computer.
- ② Hawking discovered that black holes pull in some radiation.
- ③ Hawking’s books were written for experts.
- ④ Hawking Radiation changed the way people view black holes.

第四段落 【4】

- ① Hawking talked about the future of *The Big Bang Theory* on TV.
- ② Hawking appeared in the media, and a movie was made about his life.
- ③ Hawking loved watching regular TV talk shows.
- ④ Hawking created anime characters which appeared in various programs.

第五段落 【5】

- ① Hawking attended the anniversary ceremonies of Galileo’s death and Einstein’s birth.
- ② Hawking’s family thinks that his ideas have died with him.
- ③ Hawking’s life was devoted to encouraging people to think more about the universe.
- ④ Hawking inspired people to believe there is no life beyond our planet.

Ⅱ. 次の文を読んで、下の A～B の問いに答えなさい。

When Japanese people read the names Seiji Ozawa, Hikaru Utada and Ryuichi Sakamoto, they will recognize them as Japanese names. They may also know that they are all famous musical artists. These three share some other things in common as well. They have all chosen to live in foreign countries, and they have all chosen New York City as a place to work during at least one point in their lives. At the same time, increasing numbers of foreigners have in recent years chosen to come to Japan, especially the Tokyo area, to study, live and work. The decision to leave one's own country for another should not be taken lightly, yet more and more people leave their homes every day to live in other countries.

Why would a young Japanese person want to leave Japan and move to a foreign country? Surely, we can imagine that life in Japan would be easier for them than living abroad. First, there are language and cultural differences to overcome. There is also the added cost of travel and getting established in a new home. The same can be asked of international students who travel from developed industrial countries to study in Japan. Life in their own country must be easier than in Japan where the language and culture are different, and they may have no family or friends to turn to.

When researchers are attempting to understand why people migrate, or move, from one country or region to another, one tool of analysis they use is the Lee migration model, named after Everett S. Lee. This model considers three factors that can help explain the reasons. The first two are factors that “push” or “pull” a person to migrate. A push factor is something that causes a person to want to leave the place they live. This can include war, discrimination, poverty and other problems. A pull factor is something that causes a person to come to another place. This might include security, freedom, better pay and other advantages. Lee's model also includes what he called “intervening obstacles,” things that might prevent someone from migrating such as distance, cost and visa requirements.

In the case of the three Japanese artists mentioned above, it is clear that their professional careers have benefitted from their time abroad. Ozawa has lived and worked in New York and other cities in the United States and Europe and is now a world-famous conductor of classical music at the highest levels of his profession. Utada, one of Japan's most successful musical artists, has also lived in New York City, first as a child and then again after becoming a hit sensation in Japan. Sakamoto, who has an impressive reputation as a musician, composer, producer and actor, also splits his time between Tokyo and New York City. It has been said that in all three cases, their successes as artists can be traced to their experiences of living and working abroad.

Japanese students who consider going abroad to study might also benefit from examining the Lee migration model before deciding on their study plan. The factors that push, pull or block someone will not be the same for all people. Some may decide that they need to first improve their language skills. Others may decide to go abroad sooner than they expected while still young. Still others might even decide that it is better to stay in Japan and study. Going abroad is not a guarantee of fame and success, and no two individuals will come to the same conclusion.

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、それぞれ下の①～④の中から一つずつ選びなさい。(各3点)

1. Ozawa, Utada and Sakamoto (【6】).

- ① share very little in common
- ② are part of a trend to experience life abroad
- ③ left their homes in Tokyo for work in New York
- ④ decided to become recognized as famous people

2. Young people who move to a foreign country will probably (【7】).

- ① find life there easier
- ② save money by moving
- ③ face more challenges than at home
- ④ encounter similar languages and cultures

3. The Lee migration model can help us understand why (【8】).

- ① people might want to leave one place or come to another place
- ② factors that prevent someone from moving are not significant
- ③ “pull” factors are more important than “push” factors
- ④ people should prevent war, discrimination, poverty and other problems

4. The experiences of these three Japanese artists demonstrate that (【9】).

- ① New Yorkers love music
- ② people in New York City love Japanese musicians
- ③ life abroad can contribute to professional success
- ④ not all Japanese people will be successful if they go abroad

5. The author concludes that people who use the Lee migration model will (【10】).

- ① agree to work hard to overcome obstacles
- ② decide that it is best to go abroad while young
- ③ discover that they need to study more before going abroad
- ④ come to different conclusions based on individual differences

- 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、それぞれ下の①～④の中から一つずつ選びなさい。(各3点)

Three famous Japanese artists have chosen to live in countries other than where they were born. The decision to move to another country is one that should be taken (【11】). Japanese and foreigners coming to Japan are no exception to this pattern. This means that it is (【12】) to ask questions regarding their reasons for wanting to do so. The Lee migration model has been developed as a way to (【13】) some of these movements. The three artists mentioned in this reading have all (【14】) both in Japan and in the United States at different times in their lives. The Lee migration model is something that Japanese students (【15】) consider examining before they decide to study abroad.

- | | | | | |
|----------|---------------|---------------|---------------|-------------|
| (【11】) | ① immediately | ② carefully | ③ lightly | ④ quickly |
| (【12】) | ① important | ② problematic | ③ troublesome | ④ useless |
| (【13】) | ① excuse | ② exercise | ③ experience | ④ explain |
| (【14】) | ① read | ② studied | ③ worked | ④ travelled |
| (【15】) | ① cannot | ② often | ③ never | ④ should |

Ⅲ. 以下は日本からの観光客(A)と地元の通行人(B)との会話です。次の会話の空欄【16】～【20】に入れるのに最も適切なものを、それぞれ下の①～⑦の中から一つずつ選びなさい。(各3点)

A: Excuse me. How can I get to Taronga Zoo from here?

B: You want to go to the zoo? Well, it's a little far from here. (【16】)
You should first catch a bus from that bus stop to Circular Quay for the ferries.

A: (【17】)

B: Well, any of them should take you to Circular Quay. (【18】) Follow the signs to Taronga Zoo.

A: How long does it take from Circular Quay to the zoo?

B: Umm...about 20 minutes.

A: Do you know when the zoo closes?

B: (【19】)

A: Thanks. (【20】)

B: OK. Good luck!

- ① I think by 6 pm.
- ② It opens at 9 am.
- ③ I should be able to find it.
- ④ You can't go there on foot.
- ⑤ Which one do I need to take?
- ⑥ Aren't buses expensive here?
- ⑦ You then need to go to the pier to catch a ferry.

IV. 次の各文の空欄【21】～【35】に入れるのに最も適切なものを、それぞれ下の①～④の中から一つずつ選びなさい。(各2点)

1. There are sixty students in the class, and they are (【21】) boys.
① most ② most of ③ mostly ④ almost
2. My dad is always in a bad mood (【22】) his favorite soccer team loses.
① whoever ② however ③ whatever ④ whenever
3. Sam wasn't sure who Mari was (【23】) to.
① saying ② mentioning ③ stating ④ referring
4. Japan's GNP increased (【24】) about 1.5% last year.
① by ② in ③ at ④ for
5. It took my brother two hours to (【25】) the answer.
① run out ② clear out ③ work out ④ go out
6. Don't make (【26】) of Hiroshi just because he can't ride a bicycle.
① enjoyment ② fun ③ joy ④ pleasure
7. Many Okinawans emigrated to Hawaii in (【27】) of a better life.
① hunt ② looking ③ search ④ seeking
8. We are all (【28】) toward each other.
① respected ② respectful ③ respective ④ respectable
9. Sachiko went (【29】) her way to see me off.
① onto ② into ③ out of ④ through with
10. Regular exercise will make you (【30】) better.
① having felt ② feel ③ to feel ④ to have felt
11. Ms. Kim went to work this morning (【31】) she was not feeling well.
① in spite of ② despite ③ even though ④ even with
12. I can't (【32】) nine hours of sleep a night.
① do without ② fall apart ③ run away ④ move over

13. It is (【33】) that he will live to be eighty.

- ① likely ② predictably ③ possibly ④ probably

14. (【34】) fixing computers, Saki is the person to ask.

- ① Rather than ② What we call ③ At the expense of ④ When it comes to

15. We have no doubt at (【35】) about Emi's potential.

- ① all ② once ③ first ④ hand

V. 次の日本語の意味に合うように、①～⑤の語句を並べかえて英文にすると、3番目の空欄【36】～【40】に入れるのに最も適切なものは何か、それぞれ下の①～⑤の中から一つずつ選びなさい。(各2点)

1. おにぎりが食べられるなら、トーストは食べたくない。

I _____ (【36】) _____ if I can have rice balls.

- ① have ② not ③ toast ④ rather ⑤ would

2. 君はそれをする必要はないし、トムも同じだ。

You don't have to _____ (【37】) _____ Tom.

- ① and ② it ③ do ④ does ⑤ neither

3. 残念ながらもう話し合う余地はない。

I'm afraid _____ (【38】) _____ for discussion.

- ① is ② more ③ room ④ no ⑤ there

4. 禁煙は頑張るだけの価値がある。

Giving up _____ (【39】) _____ .

- ① effort ② is ③ smoking ④ the ⑤ worth

5. ケンは番犬としてはあまり役立たない。

Ken _____ (【40】) _____ guard dog.

- ① a ② is ③ much ④ not ⑤ of