

2024(令和6)年度 沖縄国際大学一般選抜試験問題

【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. マーク用の解答用紙の選択問題マーク欄は使用しないこと。
4. 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ること。
5. 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。
6. 解答用紙には、受験番号、氏名、科目、受験地が印字されているので、間違いがないか確認すること。
7. 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、丁寧に記入すること。
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すること。
8. 解答は、設問ごとに指示してある番号の解答欄にマークすること。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にマークすること。

○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

9. 試験終了後、問題用紙は持ち帰ること。

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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)

Have you ever seen professional foreign sumo wrestlers giving a speech or appearing in TV interviews? They express themselves quite fluently in Japanese. Some Japanese people might even take them for Japanese when they hear them speaking Japanese. Most foreign wrestlers have not studied Japanese or even learned basic greetings before arriving in Japan. However, they rapidly become proficient in speaking Japanese compared to other learners of Japanese. By revealing the secrets of their success in foreign language acquisition, we can learn some effective ways of foreign language learning.

When foreign sumo wrestlers start their careers in the sumo world, they immediately become deeply immersed in the Japanese language and culture. They are exposed to the target language not only during training but also throughout their entire day. In the initial stage of sumo training, for example, they are often put in charge of making *chanko nabe*, the fish, meat, and vegetable stew traditionally served to wrestlers. As they have to go grocery shopping by themselves, they must first carefully examine flyers to search for sales and then make their own shopping list to buy ingredients. While cooking, they must also scrutinize the recipes in Japanese to make meals for their teammates. Through such repeated exposure to daily routines, they can quickly utilize the vocabulary necessary for everyday life.

As soon as they arrive in Japan, they are also expected to expand their social networks with people from various backgrounds. They interact with many types of people including sumo officials, supporters, fans, and neighbors in situations that force them to speak Japanese. For instance, when they participate in a sponsor's party, they have to create a pleasant atmosphere by making a speech or singing a song in front of the guests. At these parties, they also interact with their superiors and elders, thereby learning polite ways of speaking. As their participation in these events is regular and required, they become serious about learning Japanese.

One surprising fact about how foreign sumo wrestlers learn Japanese is that they seldom look up words in a dictionary. This may be hard to believe, especially for foreign language learners. Most of them bring a dictionary with them when they first come to Japan, but dictionaries do not list the meaning of technical terms related to the sumo industry, so they quickly realize they are of little use to them. In addition, they have no interpreters like professional baseball players coming to Japan. Therefore, the important thing for them is to keep actively communicating with people without hesitation. This positive and outgoing behavior expands their social network and makes their language learning successful.

After entering the world of sumo, foreign sumo wrestlers are put into a situation where they must speak Japanese. This allows them to create social interactions at an early stage of their arrival in Japan, which in turn promotes their foreign language acquisition. These wrestlers in Japan are here not to learn Japanese but to acquire sumo skills. By learning sumo, however, they become competent in understanding and speaking Japanese. Their learning situation is quite different from Japanese high school students, where the amount of foreign language input can be inadequate. Still, their ways of language learning provide valuable lessons for Japanese high school students.

第一段落【1】

- ① Foreign wrestlers generally start learning Japanese after they arrive in Japan.
- ② Prior to arriving, foreign wrestlers have already mastered Japanese.
- ③ Foreign wrestlers avoid speaking their first language as much as possible.
- ④ Some Japanese find it difficult to understand foreign wrestlers' Japanese.

第二段落【2】

- ① The use of foreign wrestlers' first language is prohibited in the sumo community.
- ② Practicing Japanese with teammates helps foreign wrestlers expand their vocabulary.
- ③ Foreign wrestlers' exposure to Japanese is limited to their training sessions.
- ④ Language and cultural immersion helps foreign wrestlers improve their Japanese.

第三段落【3】

- ① Language proficiency is not so important in foreign wrestlers' daily routines.
- ② Foreign wrestlers have no choice but to communicate in Japanese.
- ③ Foreign wrestlers have little interaction with people outside the sumo community.
- ④ Japanese is not required for interaction with sumo supporters.

第四段落【4】

- ① Dictionaries play no role in the language acquisition of foreign wrestlers.
- ② Carrying a dictionary is a must for foreign wrestlers.
- ③ Foreign wrestlers have difficulty finding sumo-specific terms in a dictionary.
- ④ Interpreters are essential for effective communication among foreign wrestlers.

第五段落【5】

- ① Foreign wrestlers' goal is to master Japanese while acquiring sumo skills.
- ② Acquiring sumo skills hinders foreign wrestlers' Japanese language development.
- ③ Social interactions in Japan prevent foreign wrestlers from acquiring sumo skills.
- ④ The language acquisition of foreign wrestlers promotes their social interactions.

Ⅱ. 次の文を読んで、下の A～B の問いに答えなさい。

One of the problems in English language teaching and learning comes from excessive attention to the differences between native speaking (NS) and non-native speaking (NNS) teachers. The discussion of this subject tends to revolve around the advantages that each group has when it comes to teaching. When the issue is discussed in this way, it is common for people to say that NS teachers have better pronunciation and more knowledge of the target culture, for example, American pronunciation and culture. The result of this is that many Japanese express a preference for NS teachers. English teaching and learning in Japan have long been plagued by this problematic focus on which group of teachers is better.

In this way of thinking, the pronunciation of NS teachers is seen to be superior to that of NNS teachers because they were born and raised in native-speaking countries such as the USA. This is based on the idea that the earlier you learn a language, the better your pronunciation will be. Some also believe that it is impossible to have “proper pronunciation” unless you learn it as a child. Japanese often think of native-speaking countries when they think of English, and many of them want to travel there. Because of all this, they believe that they should copy the pronunciation of NS teachers from these countries.

A similar argument is also made when it comes to the issue of knowledge of the target culture. Many Japanese students develop an interest in learning English because of their exposure to popular culture in English-speaking countries. They assume that people who are born and raised in the USA will know more about American culture than a Japanese person who has only read about it in books or may have only visited there for a short time. Because they want to learn more about the culture of, for example, the USA, some students will choose an American born teacher over a Japanese one.

This notion that NS teachers are superior to NNS teachers is still widespread but has been challenged by more than thirty years of research on English language teaching and learning. On the question of pronunciation, research has shown that various English pronunciations can be learned, and not only by the very young. More importantly, it has also been shown that pronunciation is not the most common source of misunderstandings. In addition, Japanese are just as likely to meet a non-native Chinese or Korean speaker of English in Japan as they are to meet a native American speaker. Finally, not all Americans speak with the same accent, come from the same culture, or know that culture well. English-speaking countries are multicultural places, with great cultural diversity. The fact that one is born in a culture does not mean they have a deep knowledge of that culture or the ability to teach it. NS English teachers who go abroad are sometimes unable to answer even simple questions about their own culture. Culture, like pronunciation, should be studied and learned.

Putting teachers into groups such as native or non-native might not be as useful as looking at each teacher as an individual and evaluating them based on all their skills. There is more to the skill of teaching than a teacher’s pronunciation and the culture they come from. Looking at the wider context, the scientific research, and the variety of skills involved in English language teaching, it is more desirable to consider all the skills a teacher has instead of their status as a native or non-native speaker.

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. A focus on differences between NS and NNS teachers often results in looking at (【6】).

- ① how teachers are trained
- ② pronunciation and cultural knowledge
- ③ pronunciation instead of cultural knowledge
- ④ why Japanese students prefer Japanese teachers

2. Some Japanese study the pronunciation of native speakers because they (【7】).

- ① need more time to have better pronunciation
- ② think they should learn earlier instead of later
- ③ want to visit the countries that native speakers are from
- ④ accept the notion that NNS teachers have better pronunciation

3. The argument over knowledge of the target culture means that students (【8】).

- ① should visit the culture in question
- ② sometimes prefer American teachers
- ③ should read more books about that culture
- ④ often assume that Americans do not understand Japanese culture

4. Japanese should not be surprised to meet foreigners in Japan (【9】).

- ① who have bad English pronunciation
- ② who are non-native speakers of English
- ③ because there are many foreign tourists in Japan
- ④ because many foreigners want to teach English in Japan

5. What matters most for good teaching is a teacher's (【10】).

- ① abilities as a whole
- ② speaking and listening skills
- ③ status as a native or non-native speaker
- ④ experiences working and studying abroad

- 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)

Many Japanese people believe that native-speaking English teachers make better teachers because they have better English pronunciation and more knowledge of the (【11】) in English-speaking countries. The interest in pronunciation comes from the notion that students of English should (【12】) the pronunciation of native speakers due to the belief that only people who are born and raised in a country can learn the “proper pronunciation” of that country. The same holds true for the question of who (【13】) understands the culture of a particular country. Here again, it is thought by many Japanese that the natives of a country know more about the culture of that country than non-natives do. The problem with this way of thinking is that it is not (【14】) by evidence. Indeed, research has shown that both pronunciation skills and cultural knowledge can and should be (【15】) if one is to be a good teacher, so what makes a person a good teacher is a question of their individual training and skills, and this can have little to do with where they were born and raised.

- | | | | | |
|----------|-------------|--------------|------------|---------------|
| (【11】) | ① research | ② culture | ③ business | ④ experiences |
| (【12】) | ① resonate | ② prevent | ③ imitate | ④ emit |
| (【13】) | ① less | ② simply | ③ best | ④ hardly |
| (【14】) | ① supported | ② disproven | ③ weakened | ④ appreciated |
| (【15】) | ① forgotten | ② remembered | ③ mastered | ④ repeated |

Ⅲ. 下記は (A) と (B) の講義内での会話です。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: That's all for today. (【16】)
B: Yes. Is there any homework for next week?
A: I already told you earlier today.
B: Sorry. (【17】)
A: Once more then. Answer all the questions in Unit 10.
B: Thank you. Sorry again.
A: No problem. Is that all?
B: (【18】) Did you mention anything about the test?
A: Yes, I did. It will cover Units 9 and 10.
B: Sorry. Just one more thing.
A: (【19】)
B: Can we use translation software for the essay?
A: (【20】)
B: I suppose not. Did you also mention that earlier?
A: Yes, I did. And yes, you are right. You are not allowed to use it.

- ① Not quite.
② What's that?
③ Yes, you can.
④ What do you think?
⑤ Give me something.
⑥ I must have missed that.
⑦ Are there any questions?

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. I (【21】) in the ocean yesterday.
① swum ② swims ③ swim ④ swam
2. If it (【22】) a nice day tomorrow, we will go on a picnic.
① is ② was ③ will be ④ has been
3. The teacher gave her students (【23】) advice.
① an ② a piece of ③ many ④ a number of
4. It (【24】) that Sakura won first prize.
① is surprised ② surprised ③ is surprising ④ surprises
5. I haven't finished (【25】) the book.
① having read ② to have read ③ reading ④ to read
6. Our vacation is just around the (【26】).
① turn ② clock ③ corner ④ table
7. Everybody (【27】) hard times with friends.
① looks on ② puts together ③ drops by ④ goes through
8. (【28】) the good points of Okinawan culture.
① Speak ② Appeal ③ Talk ④ Show
9. He wishes he (【29】) a little sister.
① is having ② had ③ has had ④ has
10. My brother had to (【30】) his holiday in Hokkaido.
① put off ② take after ③ put on ④ take down
11. As (【31】) as I know, the tickets are free.
① much ② soon ③ hard ④ far
12. I couldn't make myself (【32】) in English.
① understands ② understood ③ to understand ④ understanding

13. Don't talk (【33】) your mouth full.

- ① about ② of ③ with ④ to

14. (【34】) was worse, it started to rain.

- ① Which ② What ③ That ④ Who

15. Ken was rather angry, to say the (【35】).

- ① less ② least ③ worse ④ worst

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. ご遠慮なくケーキをお取りください。

Please _____ (【36】) _____ .

- ① the ② yourself ③ cake ④ to ⑤ help

2. 彼の推測は結局正しいことが分かった。

His _____ (【37】) _____ true.

- ① out ② guess ③ turned ④ be ⑤ to

3. 実にひどいけど、でもそれで済んでよかった。

That's bad enough but _____ (【38】) _____ .

- ① have ② it ③ worse ④ could ⑤ been

4. 彼女の熱意が経験不足を補っている。

Her enthusiasm _____ (【39】) _____ of experience.

- ① up ② lack ③ makes ④ for ⑤ her

5. もうその話はしたくない。

I _____ (【40】) _____ it any more.

- ① not ② talk ③ would ④ about ⑤ rather

