

2023 年度

沖縄大学

一般選抜（中期）

[英語]

＊解答はすべて解答用紙に記入しなさい。

マーク記入例

1	<input checked="" type="radio"/>	②	③	④
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第Ⅰ問 次の英文の()内に入る語(句)として最も適したものを1~4の中から一つ選び、

1~20の解答欄にマークしなさい。

1. I'm looking after my () house for a month. They're on vacation.

1. parent's 2. parents' 3. parents 4. parent

2. A bicycle is normally () expensive than a car.

1. more 2. much 3. less 4. little

3. Children in Singapore () school uniforms.

1. wear 2. wears 3. doesn't wear 4. wearing

4. () play the guitar?

1. Does he can 2. Can he
3. Do he can 4. Can he does

5. The () parrots delighted the audience.

1. sung 2. singing 3. sang 4. sings

6. Has () seen my sunglasses and my hat?

1. anyone 2. anything 3. nobody 4. nothing

7. He is known () everyone in this village.

1. from 2. with 3. of 4. to

8. What () at noon yesterday?

1. did you 2. are you doing 3. have you done 4. were you doing

9. My grandmother wears *kimono* on special () such as weddings and New Year's Day.

1. occasions 2. locations 3. vacations 4. vocations

10. Charlie kept () for me in the rain.

1. wait 2. waits 3. waiting 4. waited

11. Call me () you get home.
1. as far as 2. as if 3. as soon as 4. since
12. We have not seen each other ().
1. rare 2. lately 3. seldom 4. late
13. Would you like () more milk in your coffee?
1. a few 2. a little 3. little 4. few
14. () I known more about his character, I would not have trusted him.
1. Could 2. As 3. Had 4. If
15. You should () attention to your instructor.
1. get 2. pay 3. push 4. pour
16. His speech was () that I tried to take notes as much as I could.
1. such an interesting 2. so interested
3. been interesting 4. so interesting
17. Eating food made from soybeans, such as *tofu* and *natto*, is () to be very good for one's health.
1. said 2. called 3. told 4. spoken
18. () busy my mother is, she always has a smile on her face.
1. Matter how not 2. No how matter
3. No matter how 4. Matter no how
19. When Karen got to the party an hour late, there was almost nothing () to eat.
1. had left 2. leave 3. leaving 4. left
20. Families () eat dinner together tend to eat more fruits and vegetables.
1. who 2. when 3. what 4. whose

第2問 次の 21~25 の会話文の()内に入る最も適切な表現を、1~4 の中から一つ選び、

21~25 の解答欄にマークしなさい。

21.

A: Excuse me. Does this bus stop at Okinawa University?

B: Yes, it's the fifth stop from here.

A: How long does it take from here?

B: ().

1. About 500 meters

2. Yes, it's not long

3. About 15 minutes

4. Yes, it's not far

22.

A: Hi, I'm Ken. I'm new in town.

B: Hi, Ken. What brought you here?

A: ().

1. I'm from Canada.

2. By bus

3. I brought my bag

4. I came to study

23.

A: Sam! What's wrong? You look upset.

B: (). I missed my vocabulary test this morning.

A: Why? What happened?

B: I got up at 9 am and when I got to school at 9:30, the test was over!

1. I did that

2. I would do that

3. I am

4. I will

24.

A: Hey Kai. What's up?

B: (). How about you?

A: I'm good, thanks.

1. None
2. Nothing much
3. Not at all
4. Nothing left

25.

A: I bought everything on the shopping list except milk.

B: ()?

A: Unfortunately, the milk was all sold out.

B: I see. We can go to another store to buy some.

1. May I take your order
2. How come
3. Can I check your list
4. How about you

第3問 次の英文を読んで 26~30 の問いに答えなさい。太字で示されている語句には注が付されています。

Canada: **Multiculturalism** and **Diversity**

If you walk down the street in any major city of Canada today, you will hear many different languages as well as see people from different cultural backgrounds. It is believed that there are more than 200 different ethnic groups speaking equally as many languages throughout the country. Street signs are written in Chinese, French, and other languages, depending on where you go. Even the ATMs need to be changed from Chinese or French into English at times. Hence, there are many small cultures held within one country. For instance, many major cities have their own Chinatown or Little Italy. Canada is often seen as a successful example of **diversity** and **inclusion** because there is little

social pressure to **assimilate**.

After a lot of wars broke out in America and Europe during the 18th and 19th centuries, many people **emigrated** to Canada for various reasons, which **contributed to** Canada's diversity. The first wave of immigrants consisted of Americans and British who were running away from **the American Revolution**, escaping **slavery**, or looking for land to start a new life. Irish **immigrants** were the second wave and they came during the **Potato Famine** because there was not enough food to eat. Around the same time, many Chinese arrived on the West Coast looking for work. The third and fourth waves occurred after World War I and World War II when people from countries such as Ukraine, Poland, Italy, and Portugal immigrated to Canada. These events all contributed to Canada's multiculturalism.

In the 20th and 21st centuries, Canada has been very active in accepting immigrants and sees it as a **strength** of the country. Canada has **made treaties** to accept **refugees** escaping countries with social, economic, political, and religious **oppression**. Many refugees have come from Southeast Asia, South America, Eastern Europe, and the Middle East. However, the working-class population will be retiring soon in Canada, so there will be a need to increase immigration in order to **compensate for** the loss of the **workforce**. Because of this, Canada is beginning to open its doors to even more.

Canada is a great example of diversity because the people who live there have found a way to exist with many different cultures **concentrated** in major cities. Almost one-quarter of the population is ①bilingual with most members of that group speaking both English and French. However, Chinese, Tagalog, and Spanish are on the rise. Now, more than 20% of the population is made up of foreign-born **nationals**, and ②Canada is seen as one of the most culturally diverse English-speaking countries in the world. Because of the history and the approaches that Canada has taken toward immigration, the country has become a ③haven for many who suffered from **prejudice** and **discrimination** in their home countries.

(Adapted from *Global Perspectives in the English-speaking World: Past and Present*.

Kusaka JA, Jesse Elam and Dax Thomas, Shohakusha, 2022)

(注)

multiculturalism 多文化主義 diversity 多様性 inclusion 一体性 assimilate 同化する
emigrate (他国へ)移住する contribute to ~の一因となる
the American Revolution アメリカ革命(アメリカ独立戦争のこと) slavery 奴隷制
immigrants (外国からの)移民者 Potato Famine ジャガイモの病気により起こったアイルランド
での大飢饉 strength 強み make treaties 条約を結ぶ refugees 難民 oppression 迫害
compensate for 補う workforce 労働力 concentrate 集中する nationals 国民
prejudice 偏見 discrimination 差別

26. 下線部①“bilingual”の単語の意味を最もよく説明しているものを 1~4 の中から選択し、26
の解答欄にマークしなさい。

1. Someone who is bilingual can speak two languages very well.
2. Someone who is bilingual is a girl often appearing on TV.
3. Someone who is bilingual speaks English very well.
4. Someone who is bilingual can speak French as well.

27. 下線部③“haven”の意味を最もよく説明しているものを 1~4 の中から選択し、27 の解答
欄にマークしなさい。

1. a place where people feel safe, peaceful, and happy
2. the place where God is believed to live
3. a place where people are kept for a crime
4. a place where people go to improve their health and beauty

28. カナダへの移民の歴史を表した下記の A~D の記述が、古い出来事から新しい出来事
へと順番に並んでいるものを 1~4 の中から選択し、28 の解答欄にマークしなさい。

- 記述:**
- A. 独立戦争で逃げてきたアメリカ人やイギリス人による移民
 - B. ジャガイモ飢饉で逃れてきたアイルランド人による移民
 - C. 世界大戦後に逃れてきたヨーロッパの人びとによる移民
 - D. 東南アジア、南アメリカ等から難民として逃れてきた人びとによる移民

- 選択肢:**
- 1. A→B→C→D
 - 2. B→C→A→D
 - 3. C→B→D→A
 - 4. D→C→B→A

29. 本文の内容に合致していない記述を1～4の中から選択し、29の解答欄にマークしなさい。

1. There are some towns called Chinatown or Little Italy in Canada.
2. When you use the ATMs in Canada, you sometimes have to change languages on the screen.
3. Canada used to welcome a lot of immigrants, but they cannot accept any more.
4. More than one-fifth of the people in Canada were born in foreign countries.

30. 下線部②が表すようなカナダの具体的な事例を1つ本文から抜き出し、裏面の 30 の

解答欄に日本語で記述しなさい。

第4問 次の英文を読んで 31～45 の問いに答えなさい。太字で示されている語句には注が付されています。

School Castes

Bullying has always existed in school society. It has shown various forms throughout history, and now a new type of bullying has appeared.

The phrase “school caste” is new and it has been spreading through the Internet. As you know, the word “caste” means a social system which has existed in India for a long time. There are four main statuses in the caste system: **priests**, kings and **nobles**, **common** people, and **slaves**. Schools have a (31) system to Indian castes. The **ruling** group has the power and the middle group follows the ruling group at the bottom, there is the lower group which is the target of bullying.

There has been always such a **hierarchy** in schools. However, there is a difference between the **traditional order** and school castes: the ruling group differs from other people because they have high communication skills. In the past, the ruling group had (32) or academic skills. Students who were good at sports or fighting, or clever, were respected and made up the ruling group.

However, nowadays the students with high communication skills make up the ruling group. They can use the Internet to make a group and decide who will be **excluded**. They spread **rumors** online. Nowadays people who have more friends in class or through the Internet are respected and have power. To make matters worse, such castes sometimes change; members in the ruling group today can be in the lower group tomorrow, and the targets of bullying may also change.

School castes are a new form of social (33). This is very often **invisible** to teachers and parents and they hardly (34) what is going on in school. ①To solve this problem, it is important to find out how **it** is working as soon as possible.

(Adapted from *Skills of Better Reading<Intermediate>*, Yumiko Ishitani, Nanundo, 2020)
(注)

caste カースト・身分制 bullying いじめ priests 僧 nobles 貴族 common 一般の
slaves 奴隷 ruling 支配的 hierarchy 階層・上下関係 traditional order 伝統的序列
exclude 排除する rumors うわさ invisible 目に見えない

31~34. 文中の(31)~(34)に入る最も適切な単語を選び、その番号を解答欄にマークしなさい。

- | | | | | |
|------|---------------|---------------|------------|--------------|
| (31) | 1. nearer | 2. particular | 3. similar | 4. different |
| (32) | 1. power | 2. physical | 3. plain | 4. plenty |
| (33) | 1. friendship | 2. skill | 3. order | 4. policy |
| (34) | 1. remember | 2. recognize | 3. remove | 4. return |

35~39. 以下の 35~39 が本文の内容と一致するなら 1、しないなら 2 をそれぞれの解答欄にマークしなさい。

35. School castes have been created based on Indian social order.
36. Under the new school castes, students with academic skills are not respected.
37. The students in ruling groups at schools nowadays are often friendly to the target students.
38. High communication skills are not necessary to be in the ruling groups.
39. Teachers and parents have difficulty in getting information about bullying.

40. 現在の学校におけるスクールカーストは過去からどう変化したか、以下から正しいものを選びその番号を 40 の解答欄にマークしなさい。

1. 以前はコミュニケーション力と体力のあるものが上に立っていじめをしていたが、現在は対面のいじめが中心的なものになっている。
2. 以前は頭がいいか体力のある生徒が支配的グループだったが、現在はコミュニケーション能力が高くインターネットを駆使できる生徒たちが、支配的グループの中心となっている。
3. 以前の支配的グループは中間的グループを統制していたが、現在は中間的グループがそれより低いグループと協力するなどの変化がある。
4. 現在の支配的グループはコミュニケーション能力を駆使し、その体力や知力も以前同様深く尊敬されている。

41. 下線部①の中の it の意味を考えながら、最も適切な日本語訳だと思うものを選び、41 の解答欄にマークしなさい。

1. スクールカーストが目に見えにくいことは、できるだけ早くいじめを見つけ出し問題解決するための重要な利点である。
2. できるだけ早く重要な問題を解決するために、どんな種類のスクールカーストが見出されるかについて学校で取り組んでいる。
3. この問題を解決するためには、できるだけ早くスクールカーストがどう機能しているのか見極めることが重要である。
4. 何が学校で起きているかできるだけ早く発見することによって、深刻なスクールカーストは解決される事態となっている。

42~45. 以下の(a)~(d)の説明に合う英単語を下から選び、その番号を 42~45 の解答欄にマークしなさい。

(1) history	(2) bottom	(3) friend	(4) target
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- (a) To (42) a particular person or thing means to decide to attack or criticize them.
(b) The (43) of something is the lowest or deepest part of it.
(c) You can refer to the past events as (44).
(d) A (45) is someone who you know well and like.

第5問(英作文)

下記の問いについて、解答用紙裏面の 46 の解答欄に **50 語以上の英語**で記述しなさい。

Which do you like better, studying at home, in the library, or at a café? Express your opinion in 50 words or more.

[日本語訳]あなたは自宅、図書館、カフェなど、どこで勉強するのが好きですか？自分の意見を 50 語以上の英文で記述しなさい。