

2017(平成29)年度 沖縄国際大学入学試験問題(前期)

法律学科・経済学科・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、【1】～【5】の各段落で筆者が最も言いたいことと一致する内容を、それぞれ下の①～④の中から一つずつ選びなさい。(各3点)

**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 *The Yomiuri Shinbun* April 30, 2016)

【注】skeptical 懐疑的な

第一段落 【 1 】

- ① The panel has banned the use of both digital and printed textbooks at the same time.
- ② We cannot study the effects digital textbooks have on learning and health.
- ③ It was decided that conventional textbooks be introduced into primary, middle and high schools in 2020.
- ④ We disagree with the rushed introduction of digital textbooks.

第二段落 【 2 】

- ① Digital textbooks and tablet devices are incompatible in the classroom.
- ② Digital textbooks have the potential to give classes at school more visual input.
- ③ Users need to enlarge graphics and photos in order to write text and draw lines on digital textbooks.
- ④ Digital textbooks will be used to take photos of the solar system in classes.

第三段落 【 3 】

- ① Even though digital materials are useful, we believe in the value of printed textbooks.
- ② Digital technologies cannot go hand in hand with educational materials.
- ③ School children find digital materials less interesting than textbooks.
- ④ You cannot say that digital materials and printed textbooks are complementary to each other.

第四段落 【 4 】

- ① Digital devices may be detrimental to children's learning.
- ② Digital devices are difficult for students to use.
- ③ Digital devices can only do harm to children.
- ④ Digital devices help improve students' ability to think on their own.

第五段落 【 5 】

- ① The panel is likely to improve the quality of digital textbooks in the future.
- ② The Education Ministry does not need to check the plan to digitalize textbooks.
- ③ A number of problems regarding digital textbooks remain unsolved.
- ④ The panel has decided to ask parents to pay for digital textbooks.

II. 次の文を読んで、下の A ～ B の問いに答えなさい。

John, Paul, George and Ringo. Even people who are not fans of the Beatles are likely to recognize these four names as the members of that famed music group from Liverpool, England. Of the many reasons for their success that have been commented on over the years, one of the most intriguing has been the influences of the many people who have been called “The Fifth Beatle.” This is because while everyone recognizes the individual genius that John, Paul, George and Ringo brought to stages and recording studios, there were others involved whose talents drove them in significant ways.

Stuart Sutcliff, Pete Best and Billy Preston were all musicians who played with various members of the Beatles at one time or another and have been called “The Fifth Beatle.” Stuart and Pete played with John, Paul and George in their hometown of Liverpool in the early days before the group became famous and before Ringo replaced Pete. They also travelled from Liverpool to Hamburg, Germany with John, Paul and George where these five musicians honed their skills playing night after night into the early hours. Stuart was not much of a musician, but he brought the group a sense of style and introduced the others to interesting people in the arts. Pete was a drummer who had a cool stage presence and was popular with many fans. Billy Preston first met them in Hamburg and later played with John, Paul, George and Ringo in the studio after they became famous.

Brian Epstein was not a musician, but because he ran a popular record store in Liverpool and had been educated in the arts, he knew from the first time he heard the Beatles play live in Liverpool that they had the potential to become extremely successful. Even though he had never managed a musical act, he so impressed the Beatles with his knowledge and sophistication that they agreed to let him manage them. He convinced them to be more professional, show up on time, keep to a tight schedule and dress more sharply, all of which won them more bookings and more money than they had ever made before. Although Brian has also been called “The Fifth Beatle” for all this, it was not until they began to release hit records that their careers took off.

Here again, Brian was instrumental as he arranged for the Beatles to work with the record producer George Martin, another man credited with being “The Fifth Beatle.” Like Brian, George was older and better educated than the Beatles. He already had considerable experience as a record producer, and the Beatles recognized that he was worth listening to when it came to studio work. Part of the genius of the Beatles was that they insisted on doing things their own way at a time when managers and producers were used to calling the shots and musicians did what they were told. But the four lads from Liverpool who became the Beatles knew that they had found in Brian Epstein and George Martin two people that they could trust and that had skills they needed.

Who then was the fifth Beatle, or just how many Beatles were there? Others have also been mentioned as possible candidates in addition to those mentioned above. These are questions to which fans and those who study the Beatles may never have definitive answers. What is clear, however, is that anyone attempting to understand the international sensation that was the Beatles will need to examine how the people around the Beatles added to their success.

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. The contributions of people who have been called “The Fifth Beatle” are (【6】).

- ① still a mystery to most people
- ② known even to people who are not Beatles fans
- ③ one of the reasons for the success of the Beatles
- ④ more important than the role played by John, Paul, George and Ringo

2. Stuart Sutcliff, Pete Best and Billy Preston (【7】).

- ① were all from Liverpool
- ② have each been called “The Fifth Beatle”
- ③ were all good musicians
- ④ have each been known for their studio work with the Beatles

3. Although inexperienced as a musician or a manager, Brian Epstein (【8】).

- ① convinced the Beatles to release hit records
- ② knew that he wanted to hear the Beatles play live
- ③ was popular in Liverpool because he was a sharp dresser
- ④ succeeded in winning more exposure and money for the Beatles

4. The Beatles agreed to work with George Martin because (【9】).

- ① he was older
- ② they trusted his judgment
- ③ musicians did what they were told
- ④ he was from their hometown of Liverpool

5. The author’s main point is that what matters most is (【10】).

- ① individual genius
- ② who the fifth Beatle was
- ③ how important others can be
- ④ understanding the role of managers and producers

- 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)

There has been a great deal of (【11】) over the years as to who might have been the fifth Beatle. Among the musicians mentioned as (【12】) candidates, Stuart Sutcliff, Pete Best and Billy Preston are on many lists, but there are others as well. As far as managers are concerned, the role played by Brian Epstein is generally agreed to be (【13】) due to all the changes he convinced the Beatles to make. Finally, George Martin has also been called “The Fifth Beatle” because their first big hits were records he (【14】), and he continued to work with them on many of their singles and albums. Despite all the information available on this question, there may never be (【15】) answers as to who the fifth Beatle was and how many Beatles there were.

- | | | | | |
|----------|---------------|-------------|--------------|---------------|
| (【11】) | ① involvement | ② judgement | ③ discussion | ④ imagination |
| (【12】) | ① problematic | ② potential | ③ passive | ④ pleasing |
| (【13】) | ① negligible | ② minimal | ③ restricted | ④ crucial |
| (【14】) | ① produced | ② sang | ③ wrote | ④ sold |
| (【15】) | ① conclusive | ② difficult | ③ ordinary | ④ debatable |

Ⅲ. 次は Karola と Zoe 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)

Karola: That was a great lunch, Zoe. How much did it cost?

Zoe: (【16】)

Karola: What do you mean?

Zoe: It means that I'll pick up the tab.

Karola: I'm sorry. I don't understand. The tab?

Zoe: You're visiting me here in Canada. It's only natural.

Karola: Natural? (【17】) Canadians love nature?

Zoe: No, not "nature," "natural." That's the way we do things here.

Karola: Wait a minute. (【18】) And isn't a treat something you eat?

Zoe: (【19】) Here it means the bill for lunch.

Karola: Now I understand tab. What about treat?

Zoe: It *can* mean something you eat, but here it means that I'll pay.

Karola: OK. I think I understand now. Thank you. (【20】) We have the same custom in Hungary, but you use different words.

Zoe: You'll catch on soon enough.

Karola: Catch what?

Zoe: I'll explain in the car. Let's go.

- ① It's my treat.
- ② What is a tab?
- ③ What's that mean?
- ④ Let me pay next time.
- ⑤ Do you understand me now?
- ⑥ "Tab" is another way of saying "bill."
- ⑦ Treats are often served after meals.

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. Taro seems (【21】) quite busy when he was younger.

- ① to have been ② having been ③ being ④ to be

2. How nice it was (【22】) Jim to help me carry this heavy suitcase!

- ① to ② on ③ with ④ of

3. Please (【23】) touch with me when you arrive in Okinawa.

- ① make for ② take off ③ get in ④ keep on

4. (【24】) you could visit any foreign country; where would you like to go?

- ① Think ② Dream ③ Suppose ④ Wonder

5. Could you tell me how to (【25】) to the bus station?

- ① get ② reach ③ take ④ find

6. They are so (【26】) that it is difficult to tell which is which.

- ① resemble ② likely ③ nearly ④ alike

7. Sorry, she is out now. Can I (【27】) a message?

- ① promote ② mind ③ take ④ make

8. (【28】) is the population of Okinawa prefecture?

- ① How many ② What ③ When ④ What number

9. Everyone (【29】) own likes and dislikes.

- ① have their ② has him ③ have them ④ has their

10. Tom was (【30】) with the work.

- ① bored ② boring ③ bear ④ bore

11. Mary looked the man (【31】) the face.

- ① at ② in ③ to ④ for

12. Sorry to (【32】) you, but do you know if there's a vending machine near here?

- ① mind ② tell ③ remind ④ bother

13. Bill has a slight headache, so he doesn't (【33】) like going out tonight.

- ① taste ② mean ③ would ④ feel

14. I'm going to pass (【34】) the handouts for Unit 5.

- ① above ② away ③ out ④ of

15. Hanako told me the secret on (【35】) of anonymity.

- ① grounds ② condition ③ reason ④ idea

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. 私、パーティーに 30 分ほどおくれそうです。

I am running about _____ (【36】) _____ party.

- ① late ② 30 ③ for ④ minutes ⑤ the

2. 私たちは、今日は仕事の遅れを取り戻さなければならない。

We need to _____ (【37】) _____ today.

- ① work ② catch ③ on ④ our ⑤ up

3. その女優の下手な演技に聴衆はがっかりした。

The actress' _____ (【38】) _____ down.

- ① audience ② let ③ performance ④ poor ⑤ the

4. 台風 3 号が来るって新聞の天気予報で読んだわ。

I read a weather forecast in _____ (【39】) _____ No. 3 is coming.

- ① newspaper ② that ③ the ④ saying ⑤ Typhoon

5. 面白い事に、高校の最終学年になってはじめて、ビルは自分が英語に興味があることに気づいた。

Interestingly, it _____ (【40】) _____ year in high school that Bill discovered his interest in the English language.

- ① his ② was ③ until ④ final ⑤ not

