

平成 30 年度 北海道千歳リハビリテーション大学 一般入試  
コミュニケーション英語 I 問題用紙

I 各組の 4 語のうち、最も強く発音する箇所が他の 3 語と異なる語を選び、記号で答えなさい。

- (1) ア curtain      イ unique      ウ success      エ unite  
(2) ア police      イ occur      ウ offer      エ appear  
(3) ア passenger      イ occupy      ウ conference      エ official  
(4) ア intelligence      イ participate      ウ economic      エ necessity  
(5) ア elevator      イ accessory      ウ secretary      エ supermarket

II (      )に入れるのに最も適切なものを、ア～エの中から 1 つ選び、記号で答えなさい。

- (1) There (      ) be a large amusement park around here. I often came here to ride a roller coaster in my childhood.  
ア should      イ have      ウ could      エ used to  
(2) (      ) airport in Hokkaido is larger than New Chitose Airport.  
ア No an      イ Nothing an      ウ No other      エ Nothing other  
(3) (      ) you go to the Fighters baseball game at Sapporo Dome this coming Saturday?  
ア Why don't      イ How about      ウ What do      エ When do  
(4) If I (      ) a goal at the game last week, we would be playing the final tournament now.  
ア scored      イ had scored      ウ decided      エ had decided  
(5) Is it possible for you to put off today's meeting (      ) next Thursday?  
ア in      イ till      ウ by      エ on  
(6) I got to my office earlier today because the traffic was (      ) than usual.  
ア busier      イ heavier      ウ lighter      エ weaker  
(7) He (      ) his father in that he likes climbing mountains.  
ア takes apart      イ takes away      ウ takes care of      エ takes after

III 日本文の内容に合うように、空所に適語を入れなさい。ただし、(      )内に示されたアルファベットで始まる英語で答えること。

- (1) ここでタバコを吸ってもいいですか。  
Do you (m      ) if I smoke here?  
(2) 彼は静かに話したので、私は彼の言うことがほとんど聞こえなかったの。  
He spoke so quietly, so I could (h      ) hear what he said  
(3) 家を離れると、家族がいなくて寂しく思うんだ。  
I (m      ) my family when I am away.  
(4) 僕と兄はよく似ているから、みんな時々混乱してしまうんだ。  
My brother and I are so (a      ) that everyone often becomes confused.

IV 次の会話文の内容に合うものを、ア～ウの中から 1 つ選び、記号で答えなさい。

Mitsuo: I picked up a wallet on the way home from school today.

Mother: Did you turn it in to the police?

Mitsuo: Of course, I did.

Mother: That's good. If the owner appears, you might get a reward, naturally.

ア Mitsuo found a wallet at school.

イ Mitsuo's mother got a reward because the owner of the wallet appeared.

ウ Mitsuo gave the wallet he found to the police.

V 次の英文の内容に合っているものを、下のア～エの中から 2 つ選び、記号で答えなさい。

Over the summer, employees at a Japanese company found that not all of their \*colleagues were working the same number of hours.

About one-third of the people at the company were smokers and stepped away from their desks during the day for cigarette breaks. Despite the time when smokers were away from work, everyone left the office for the night at the same time.

Nonsmokers at the company complained about the unfairness to their boss, whose response has drawn attention in a country where tobacco use remains popular. Employees at the company who did not smoke, the company announced, would be \*rewarded with up to six additional vacation days a year.

\*colleague 「同僚」      \*reward 「報いとして与える」

ア ある日本の会社の社員は、全員が同じ労働時間で働いているというわけではなかった。

イ 退勤する時間は、タバコを吸っている社員も吸っていない社員も同じであった。

ウ タバコを吸う社員が、労働時間に対する不公平さについて上司に不満を言った。

エ タバコがよく吸われている国の注目を集めた社員だけが、年に 6 日までの休暇が与えられる。

(裏面に続く)

VI 次の英文を読んで、下の問に答えなさい。

Famous Brazilian cartoonist Mauricio de Sousa has created a cartoon(manga) introducing Japanese school life to Brazilian children who have moved to Japan.

In the cartoon “Monica’s Gang” series, the 82-year old man uses his new comic book to draw unique Japanese school culture, for example, students taking turns serving lunch and going on school trips, through illustrations and \*Portuguese captions.

In the book, Monica—the main character from de Sousa’s popular series—and her friends come to Japan and attend school. They encourage other Brazilian-born children to overcome cultural \*barriers and become accustomed to school life in Japan. The manga covers Japanese school life in details, showing scenes of students going to school in groups, changing to indoor shoes while in the school building and saying “*itadakimasu*” before meals. It introduces the *shitajiki* (pencil board), which is not used in Brazil, as well as school trips and Sports Day.

There is also a scene reminding parents that they must contact the school when their child is absent in the book.

De Sousa often visits Japan and holds lectures for Brazilian \*immigrants. He decided to publish the special manga after learning that Brazilian children ★ [ ア life here イ difficulties ウ to school エ have had オ getting used ].

Based on stories he heard from teachers, he finished the book at the beginning of October, paying all the necessary money himself.

So far, about 2,000 copies have been given out to children in Shiga, Aichi, Gifu, Mie, Shizuoka and Gunma prefectures, where there are many Japanese-Brazilians, with plans to publish more if necessary.

Chiebao Nicoloy, 8, a third-grader at an elementary school in Konan, Shiga Prefecture, was happy to receive the book.

“It will help me learn about the Japanese school system,” she said. “I think it will also help my friends who come to Japan.”

There are also many children from other countries attending school in Japan, so de Sousa is thinking of publishing versions of his book in Spanish, Korean, Chinese and Tagalog.

“Studying in two languages (their mother tongue and Japanese) will become a valuable experience for them in the future,” he said. “I hope I can support them through this picture book so that they can \*utilize this opportunity.”

\*immigrant 「移民」 \*Portuguese captions 「ポルトガル語の字幕」 \*barrier 「障害、障壁」  
\*utilize 「利用する」

1 本文中の「★」印のついた箇所を、次の日本語の意味になるように並べ替え、2番目と4番目に来る語を記号で答えなさい。

「ここでの学校生活に慣れるのが大変だった」

2 次の英文について、本文の内容に合っているものを3つ選び、記号で答えなさい。

ア Mauricio de Sousa is a cartoonist who drew a manga introducing school life in Japan for children living in Brazil.

イ Students in Japanese schools serve lunch in turn and change to indoor shoes in the school building.

ウ Parents don’t have to contact the school when their children can’t go to school.

エ Monica and her friends encourage other children from Brazil to get used to school life in Japan.

オ About two hundred copies of “Monica Gang” were published only in Kinki area.

カ De Sousa is considering publishing the book translated into other languages.

キ According to de Sousa, learning two languages, Japanese and English, will become a valuable experience only for children from South American countries attending school in Japan.

3 本文のタイトルを表す次の英文の( )内に入る適語を、ア～エの中から一つ選び、記号で答えなさい。

Brazilian cartoonist helps kids ( ) to school in Japan

ア talk イ assist ウ adjust エ return

VII 次の英文は、「アジアの次世代の100人」が日本の若者へ送ったメッセージです。A群の文に続く最も適切な文をB群から選び、記号で答えなさい。(完全解答)

**A群**

1. Dao Van Luong(Saigon Technoogy University)  
I want the young people to cherish these four words: “\*enthusiasm,” “study,” “confidence,” and “corporation.”

2. Kazumitsu Sone(Daiwa Group)  
Japan is trying hard to \*excel in the world.

3. Loh Lik Peng(Unlisted Collection)  
I think the most important thing in life is to enjoy yourself and discover something new.

4. Irena Ang(Fly Entertainment Pte Ltd.)  
What I want everybody to know is that there is hope in your daily life.

\* enthusiasm 「情熱」 \*excel 「卓越する」

**B群**

ア I would like you to improve Japan’s position in the world.

イ Where there is hope, there is a chance. You can succeed as long as you don’t give up.

ウ Life is fun. If you live a fun life, your job will go well. You can do it.

エ It is important to become enthusiastic about work.

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受験番号	
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I

(1)	(2)	(3)	(4)	(5)

II

(1)	(2)	(3)	(4)	(5)	(6)	(7)

III

(1)	(2)	(3)	(4)

IV

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V

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VI

1	2	3
2番目	4番目	

VII

1	2	3	4