

令和4年度 日高看護専門学校 入学試験問題
[一般]

[コミュニケーション英語 I]

(時間…60分)

《注意事項》

1. 試験監督者の指示があるまで問題冊子は開かないでください。
2. 解答用紙には解答欄以外に次の記入欄があります。監督者の指示に従って、それぞれ正しく記入し、マークしてください。
 - ① 氏名欄に、氏名・フリガナを記入してください。
 - ② 番号欄に、右詰めで受験番号を記入し、その下のマーク欄にマークしてください。
正しくマークされていない場合には、採点できないことがあります。
3. 解答は、解答用紙の問題番号に対応した解答欄にマークしてください。
コミュニケーション英語 I の問題は、全部で 32 問あります。解答用紙の問 1 から問 32 までの解答欄を使用してください。
4. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせてください。
5. 試験終了後に問題冊子を回収しますので持ち帰らないでください。
6. 問題冊子の所定の欄に受験番号を記入してください。

受 験 番 号

【A】 次の各組の左の語と下線部の発音が異なる語をそれぞれ1つ選び、番号で答えなさい。

- (1) southern [① theater ② though ③ smooth ④ worthy]
(2) shook [① wood ② wool ③ bloom ④ stood]
(3) author [① fault ② law ③ broad ④ soul]

【B】 次の各組の語について、最も強いアクセントの位置がほかの3つと異なるものをそれぞれ1つ選び、番号で答えなさい。

- (4) ① ar-row ② dif-fer ③ sub-mit ④ sur-face
(5) ① ham-burg-er ② in-fa-mous ③ ul-ti-mate ④ en-ter-tain
(6) ① va-ri-e-ty ② lit-er-a-ture ③ ma-jor-i-ty ④ in-tel-li-gence

【C】 次の定義に最も合うものをそれぞれ1つ選び、番号で答えなさい。

- (7) the colored or white part of a plant or tree that later becomes fruit or seeds
① ink ② flower ③ temper ④ delight
(8) a machine that shows the time, which can be placed on a table or hung on a wall
① clock ② telescope ③ injection ④ roof
(9) someone you know but with whom your relationship is not close enough to call a friend
① vehicle ② prejudice ③ acquaintance ④ burden

【D】 次の日本語の意味に合うように、()に入る適切な語をそれぞれ1つ選び、番号で答えなさい。

(10) この工場でこのような事故が発生したことは誠に遺憾です。

It is () that such an accident occurred at this factory.

- ① regretful ② regrettable ③ considerate ④ considerable

(11) ホワイトさんは、若い頃は有名なコメディアンだったと言われています。

Mr. White is said () a famous comedian when he was young.

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

(12) 私の母は絵を描くのが得意です。彼女はちょっとした芸術家です。

My mother is good at painting. She's () of an artist.

- ① anything ② nothing ③ something ④ everything

(13) 駅まで送ってくれるなんて、あなたはとても親切ですね。

It's very kind () you to give me a ride to the station.

- ① of ② for ③ on ④ with

(14) この前の月曜日、ベッキーは教授に論文を直してもらいました。

Becky got her professor () her paper last Monday.

- ① fix ② fixed ③ fixing ④ to fix

(15) 消防士たちは全力で放水して火を消しました。

The firefighters released water as hard as they could to put () the fire.

- ① on ② out ③ off ④ over

【E】 次の日本語の意味に合うように、()内のア～オの語(句)を並べかえたとき、()内で2番目と4番目にくる語(句)の適切な組み合わせをそれぞれ1つ選び、番号で答えなさい。

(16) ジェームズは、まるで日本のことを何でも知っているかのように話します。

James talks (ア everything イ if ウ knew エ he オ as) about Japan.

- ① イーア ② オーア ③ イーウ ④ オーウ

(17) 湖までどれくらいの時間がかかると思いますか。

How (ア think イ it ウ you エ long オ do) will take to get to the lake?

- ① オーア ② イーオ ③ オーウ ④ イーア

(18) その犬は私の妹が面倒を見ていました。

The dog (ア by イ care ウ was エ of オ taken) my little sister.

- ① オーイ ② ウーイ ③ ウーエ ④ オーエ

【F】 次の各対話文の（ ）に入る最も適切なものをそれぞれ1つ選び、番号で答えなさい。

(19) A: Thank you for everything, Emma.

B: ()

- ① Here's your change.
- ② Don't mention it.
- ③ I'm afraid not.
- ④ That's too bad.

(20) A: What are you searching for on your phone?

B: I want to buy some Asian food, so I'm looking for a good shop.

A: Kevin might know a good place. ()

B: Thanks. I'll ask him.

- ① He has studied abroad in France before.
- ② He got a very expensive smartphone.
- ③ He has a lot of Chinese friends.
- ④ His mother is a famous psychologist.

(21) A: I'll have two hamburgers and some French fries, please.

B: ()

A: A medium orange juice, please.

B: OK. That'll be eight dollars.

- ① Would you like anything to drink?
- ② For here or to go?
- ③ Do you have a coupon?
- ④ May I take your order?

(22) A: I heard that you started playing tennis.

B: Yes, I did. I've been going to a tennis school for the past three months.

A: ()

B: I can introduce you to my tennis school. They're really nice to beginners like us.

- ① I was in the tennis club when I was in school.
- ② I think basketball would suit you better than tennis.
- ③ Maybe I should start playing tennis too.
- ④ Tennis schools are really expensive, aren't they?

【G】 次の対話を読んで、あとの問いに答えなさい。

Misaki: Mom, how can I make delicious food like you?

Ms. Ito: Well, do you know that there are five basic *tastes?

Misaki: Sweet, salty, sour, and bitter, right? But what's the last one?

Ms. Ito: It's a taste (ア) "umami". Umami is one of the five basic tastes, together with sweet, sour, salty, and bitter. The five basic tastes are unique tastes that cannot be created by *combining any other tastes. In 1908, a Japanese scientist *discovered that the delicious taste of *seaweed soup stock was *glutamic acid, and he called that taste "umami."

Misaki: How can I combine the five basic tastes to make delicious food?

Ms. Ito: *Seasoning food isn't only *adding together the tastes you want to use. Depending (イ) the combination of tastes you use, some tastes will become stronger, and others will become weaker. One example is putting salt on a watermelon. It makes the watermelon taste sweeter.

Misaki: Can we make umami stronger too?

Ms. Ito: Yes, we can. There are several *ingredients we can use to create umami. One of them is *monosodium glutamate, or MSG. If we combine MSG with either *sodium inosinate or *sodium guanylate, we can make the umami taste up to about 8 times stronger.

Misaki: That's amazing!

Ms. Ito: This kind of umami *synergy was discovered in 1960. But foods that have used this synergy have existed for a long time. One example is putting a slice of tomato and a meat *patty together in a hamburger.

Misaki: So people in the past knew about (ウ) that synergy from experience.

Ms. Ito: The way we experience taste also changes based (イ) the *temperature of the food. For example, foods taste saltier (エ) .

Misaki: That's why, when we make cold soup, it tastes too salty if we season it so it tastes good while it's still hot.

Ms. Ito: That's right. Sweet tastes are the strongest in foods that are close to our body temperature. In foods that are colder than our body temperature, the sweet tastes become weaker. When ice cream *melts, it's too sweet, isn't it? That's another example of how our *taste buds are *affected differently by tastes and communicate tastes differently to our *nervous systems at different temperatures.

Misaki: I see. Do taste *substances themselves also change based (イ) the temperature?

Ms. Ito: Yes, they do. For example, fruit sugar, which gives fruit its sweetness, becomes sweeter at low temperatures.

Misaki: That's why frozen fruit tastes so good!

Ms. Ito: Exactly. But taste isn't the only thing that *determines whether we think something is delicious. The *appearance and smell of the food and the *atmosphere also play a role. We experience deliciousness with all five of our senses.

Misaki: You're right. Food always tastes better when we eat together with family and friends.

*taste 味, 味がする combine 混ぜ合わせる discover 発見する
 seaweed soup stock 昆布だし glutamic acid グルタミン酸
 season 味付けする add 加える ingredient 成分
 monosodium glutamate グルタミン酸ナトリウム
 sodium inosinate イノシン酸ナトリウム
 sodium guanylate グアニル酸ナトリウム synergy 相乗効果
 patty パテ, パティ temperature 温度 melt 溶ける
 taste bud 味蕾 (味覚の受容を担う器官) affect 影響を与える
 nervous system 神経系 substance 物質 determine 決める
 appearance 外観 atmosphere 雰囲気

(23) 文中の (ア) に入る最も適切なものを1つ選び, 番号で答えなさい。

- ① call ② called ③ to calling ④ to called

(24) 文中の3つの (イ) に共通して入る最も適切なものを1つ選び, 番号で答えなさい。

- ① at ② with ③ on ④ for

(25) 下線部 (ウ) の具体的内容として, 最も適切なものを1つ選び, 番号で答えなさい。

- ① うま味成分は, 1つではなく複数種類があること。
 ② うま味成分を組み合わせるとうま味が増強すること。
 ③ トマトをハンバーガーに挟むと酸味が弱まること。
 ④ うま味を発見したのが日本人科学者であったこと。

(26) 文中の (エ) に入る最も適切なものを1つ選び, 番号で答えなさい。

- ① at colder temperatures
 ② at hotter temperatures
 ③ when salty tastes are combined with bitter tastes
 ④ when salty tastes are combined with sour tastes

(27) 対話の内容に合うものとして最も適切なものを1つ選び, 番号で答えなさい。

- ① You can create umami by combining the other four tastes: sweet, salty, bitter, and sour.
 ② Watermelon tastes sweeter when you put salt on it, because salt makes the bitter taste weaker.
 ③ When you are making food that is colder than your body temperature, you should add fewer sweet ingredients.
 ④ To create delicious food, we need to consider not only taste, but also many other elements.

【H】 次の英文を読んで、あとの問いに答えなさい。

L. L. Zamenhof was born in Bialystok, Poland in 1859. At that time, various *ethnic groups such as *Jews, Russians, *Poles, and Germans lived in Bialystok, and (ア) there was a lot of *conflict among these different groups. Zamenhof, who was a Jewish Pole, also experienced *bullying himself.

When he was 14, Zamenhof moved to *Warsaw, but he didn't forget what he had experienced in Bialystok. He thought that the main reason for conflict among different ethnic groups was the difficulty in understanding one another that was *caused by the lack of a common language. He decided to create an international language that would be simple and easy to learn. When he was 19, he created the first version of a new language.

After that, Zamenhof studied at universities in *Moscow and Warsaw, and became a doctor. While working as a doctor, he also *improved his language, and in 1887, he *published the first textbook for his language. At that time, he used the pen name "Esperanto". As the language *spread little by little, it began to be known as "Esperanto". In 1905, the first World Esperanto *Conference was held in France, and in 1906, an Esperanto *institute was also *founded in Japan.

However, when *World War I broke out in 1914, Warsaw was *captured by the German *army, and many Esperantists died. Zamenhof continued his activities, but years of hard work had weakened him, and he *passed away in Warsaw in April 1917.

(イ) But as the Esperanto movement spread in *connection with the *labor movement, the world's *imperialist governments began to consider Esperanto a *threat. The *Nazis in particular severely *oppressed the Esperanto movement, and most of Zamenhof's family were killed. Even after World War II, Esperanto continued to be *forbidden in most Eastern European countries.

*Despite this, however, (ウ) Esperanto spread throughout the world, and there are now Esperanto speakers in over 130 countries. It is said that hundreds of thousands of people use Esperanto in their daily lives, and millions of people have studied the basics. Many literary works have been written in Esperanto, and there are even Esperanto rock and hip-hop songs.

Zamenhof did not create Esperanto as only a useful tool. Some scholars say that Zamenhof's love for *humankind and his *idealistic belief that people of all ethnic groups should be equal were the basis for his beliefs. "Esperanto" means "one who hopes." Zamenhof hoped that the spread of his language would deepen understanding among people of different ethnic backgrounds and put an end to conflict. It can be said that Esperanto itself is a language that hopes for world (エ) .

*ethnic 民族の Jew ユダヤ人 Pole ポーランド人 conflict 争い
bullying いじめ Warsaw ワルシャワ cause への原因になる
Moscow モスクワ improve 改良する publish 出版する
spread 広がる conference 会議 institute 協会 found 設立する

World War I 第一次世界大戦 capture 占領する army 軍
pass away 亡くなる connection 関係 labor movement 労働運動
imperialist 帝国主義の threat 脅威 Nazis ナチス
oppress 抑圧する forbidden forbid(禁じる)の過去分詞
despite ~にもかかわらず humankind 人類 idealistic 理想主義の

(28) Zamenhofが、下線部(ア)の理由と考えたものとして最も適切なものを1つ選び、番号で答えなさい。

- ① 共通の言語がなく、お互いの気持ちを理解することが難しいこと。
- ② 同じ民族の間でも、貧富の差が大きくなっていったこと。
- ③ どこに国にも属していない、無国籍の人々が増えたこと。
- ④ 進歩的な若い世代と保守的な高齢者との間に考え方の違いが生まれたこと。

(29) 文中の(イ)に入る最も適切なものを1つ選び、番号で答えなさい。

- ① After World War I, the Esperanto movement died out completely.
- ② After World War I, various governments oppressed Esperanto more strongly.
- ③ After World War I, the Esperanto movement thrived again.
- ④ After World War I, many other artificial languages besides Esperanto were created.

(30) 下線部(ウ)に関して、現代のエスペラント語の状況の具体例として本文で述べられていないものとして最も適切なものを1つ選び、番号で答えなさい。

- ① 世界130か国以上に話者がいること
- ② エスペラント語の基礎を学んだ人が何百万人もいること
- ③ エスペラント語のロックやヒップホップがあること
- ④ エスペラント語でニュースが放送されている国があること

(31) 文中の(エ)に入る最も適切なものを1つ選び、番号で答えなさい。

- ① literature
- ② privilege
- ③ peace
- ④ sacrifice

(32) 本文の内容に合うものとして最も適切なものを1つ選び、番号で答えなさい。

- ① Even after he moved to Warsaw, Zamenhof often remembered the fun times he had in Bialystok.
- ② The name “Esperanto” comes from the pen name Zamenhof used to write a book about his language.
- ③ After World War II, the Esperanto movement was rarely oppressed by governments in Eastern Europe.
- ④ Zamenhof’s main purpose for creating Esperanto was to have many people use it to make their lives more convenient.