

令和 8 年度 日高看護専門学校 入学試験問題 [地域枠・社会人]

[英語コミュニケーション 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。試験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。

英語コミュニケーション 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、手を挙げて試験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) seat [① leave ② peace ③ bread ④ beach]
(2) rough [① tough ② ghost ③ cough ④ enough]
(3) thirsty [① hire ② circle ③ birthday ④ skirt]

【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 fol-low ② oc-cur ③ ar-row ④ of-fer
(5) ① rep-re-sent ② un-der-stand ③ vol-un-teer ④ in-flu-ence
(6) ① va-ri-e-ty ② e-con-o-my ③ sci-en-tif-ic ④ dis-cov-er-y

【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) a large animal with four legs that people ride or use to pull things
① giraffe ② horse ③ deer ④ lion
(8) a regular action or behavior that you do often, sometimes without thinking
① habit ② talent ③ leisure ④ hobby
(9) the number of people who live in one area, city, or country
① citizen ② residence ③ government ④ population

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

- (10) 私は先生が昨日話してくれたおもしろい話に笑わずにはいられませんでした。

I couldn't () laughing at the funny story our teacher told us yesterday.

- ① keep ② help ③ find ④ make

- (11) 自分の名前が呼ばれたら、面接室に入ってください。

When you hear your name (), please enter the interview room.

- ① call ② called ③ calling ④ will call

- (12) あなたとマイクは彼の誕生日会で会っていますよね？

You and Mike met at his birthday party, ()?

- ① did you ② didn't you ③ have you ④ haven't you

- (13) この森に住む人々と動物は法律で守られています。

The people and the animals () live in this forest are protected by law.

- ① that ② who ③ which ④ what

- (14) 私たちは未来のためにエネルギーを節約する効果的な方法を考え出す必要があります。

We need to () an effective way to save energy for our future.

- | | |
|-------------------|----------------|
| ① look forward to | ② make use of |
| ③ come up with | ④ take part in |

- (15) 彼女はバスに乗り遅れて学校に遅刻しました。もっと早く家を出るべきだったのに。

She missed the bus and was late for school. She () home earlier.

- | | |
|--------------------|-------------------|
| ① should have left | ② might have left |
| ③ would have left | ④ must have left |

- 【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。ただし、文頭に置くべき語も小文字で示してある。

- (16) お母さんに花をあげるなんて、あなたはやさしいですね。

It (ア to イ you ウ kind エ is オ of) give your mother some flowers.

- | | | | |
|-------|-------|-------|-------|
| ① アーオ | ② イーエ | ③ ウーイ | ④ エーウ |
|-------|-------|-------|-------|

- (17) 私の父はすでにインドに何度も行ったことがあります。

(ア been イ has ウ my father エ already オ to) India many times.

- | | | | |
|-------|-------|-------|-------|
| ① アーイ | ② イーア | ③ イーオ | ④ エーオ |
|-------|-------|-------|-------|

- (18) なんと言えば良いかわからなかったので、彼は黙ったままだった。

(ア not イ what ウ to エ knowing オ say), he kept silent.

- | | | | |
|-------|-------|-------|-------|
| ① アーオ | ② イーオ | ③ ウーイ | ④ エーウ |
|-------|-------|-------|-------|

【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: It is very hot in this room. Would you mind if I open the window?

B: () Please go ahead.

- ① Yes, I would.
- ② Not at all.
- ③ You are right.
- ④ Here you are.

(20) A: The basketball club meeting is at 4 o'clock today, right?

B: ()

A: No, I went to bed early yesterday, and I forgot my phone at home today.

B: According to the message, the meeting was changed to Saturday morning.

- ① Have you talked to the coach about your schedule?
- ② Haven't you read the news about tomorrow's game?
- ③ Did you get the email about the school festival?
- ④ Didn't you see the message that came last night?

(21) A: Excuse me, is the coffee shop called *Sweet Garden* around here?

B: Yes. Go along this street and you'll see it on the right. But they're closed today.

A: Oh, that's too bad. ()

B: Well, there's another café just around the corner. Their banana cake is amazing.

- ① I came all the way here to try their delicious cakes.
- ② To be honest, I'm not a big fan of sweets.
- ③ Do you know any good hamburger shops around here?
- ④ Could you tell me what time they open on weekdays?

(22) A: Have you decided what to write about for the English essay?

B: Not yet. I was going to write about space travel, but I realized I don't know much about space science.

A: Then why don't you write about something closer to you, like your own interest in space? You don't need to explain the difficult science.

B: Oh, that's a good idea! () Thank you.

- ① I'm going to go to the library to learn more about space science.
- ② Maybe I should change the topic to something more difficult.
- ③ I'll write about why I became interested in the moon and stars.
- ④ Can you tell me the story about the moon landing?

【G】 次の会話を読んで、あとの問いに答えなさい。

Aya: Ryan, what did you usually do after school when you were in the U.S.?

Ryan: Well, I practiced basketball almost every day after school, worked part-time at a local café on weekends, and sometimes joined volunteer activities in my community.

Sota: You were so busy. You even had a part-time job? In Japan, many high schools don't (ア) students to have part-time jobs. My teacher said that's because studying should be our top *priority. If students get too busy with jobs and don't have time for homework, it could be a problem. (A)

Ryan: It sounds like Japanese students are really protected. But honestly, it might be a bit too strict. I think it's important to learn how to be *responsible outside of school.

Aya: Speaking of that, I found an interesting *survey last week. It was about high school students in four countries — Japan, the U.S., China, and South Korea. It showed differences in students' *attitudes and activities in each country. For example, about 60% of Japanese high school students said they participate in school events and club activities. That was the highest rate among the four countries. (B)

Ryan: That makes sense. I've noticed there are many school events like sports festivals and cultural festivals in Japan, and all students work together to support each other. I'm always really impressed by how everyone cooperates well and gets great results.

Sota: When we work together toward the same goal, like preparing for a school festival, we build strong friendships. I think that's because Japanese people are good at teamwork.

Aya: But when it comes to activities outside of school, (イ) the results are quite different: Compared to students in the U.S., China, and South Korea, Japanese high school students *are less involved in out-of-school activities. (C)

Ryan: I see what you are saying. It seems to me that students in Japan don't do many activities outside school. It's quite different from the U.S.

Aya: According to the survey, there aren't many students in Japan who are interested in community events or politics. The number of these students is (ウ) the number of such students in the other three countries. On the other hand, more than 80% of Japanese students said they're very interested in hobbies and part-time jobs.

Sota: I understand that. In other words, we only focus on our personal interests and don't pay much attention to society or politics. I think it's because the community and the government are too big for us to feel close to them. (D)

Ryan: It's interesting how ideas about society are very different in each country. Some American students even join volunteer activities for *political parties they support.

Aya: The survey also said that many Japanese students believe they can't influence government's decisions. The *percentage was the highest among the four countries. We can *vote from 18 now, but to be honest, I'm not so interested in politics.

Ryan: That's really too bad. But it's not your fault. I think the problem lies with the adults. It's up to them to create a society where young people can have hope for the future.

*priority 優先事項 responsible 責任がある survey 調査
attitude 態度, 心構え be involved in ～に参加する political party 政党
percentage 割合 vote 投票する

(23) 次の文が入る本文中の位置として最も適切なものを1つ選び、番号で答えなさい。

Also, teachers worry about accidents or injuries at work.

- ① < A > ② < B > ③ < C > ④ < D >

(24) 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 force ② make ③ need ④ allow

(25) 下線部（イ）の具体的な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 アメリカの高校生のアルバイト割合は、日本よりもはるかに高い。
② 多くの日本人高校生が、趣味やアルバイトに興味を持っている。
③ 他の3か国に比べて、日本人高校生は学外活動に取り組む割合が高い。
④ 学内活動とは対照的に、日本の高校生は学外活動にあまり参加していない。

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

- ① much higher than ② much lower than
③ as high as ④ the highest among

(27) 会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 Ryan doesn't think students should do part-time jobs because studying is the most important thing.
② Aya found an interesting survey that compared students in four countries: Japan, the U.S., Canada, and Korea.
③ The survey showed that the percentage of Japanese students who join school events and club activities was the highest.
④ According to the survey, many students in the U.S. believe they can change politics by their actions.

【H】 次の英文を読んで、あとの問いに答えなさい。

We use numbers all the time. Not only during math classes at school, but also when we pay money at a store, remember the numbers of our favorite TV channels, or even check how many hours we spend online. Numbers are (ア) familiar (イ) most of us never stop to think about where they actually came from.

To find the answer, we have to travel back in time to the 6th century in India. Around that time, a famous Indian *astronomer named Aryabhata created a set of *numerals that are now used by people all over the world.

You might have heard that zero was invented in India, but many people do not know that the other numbers — like 1, 2, and 3 — were also invented there. These numbers are often called “*Arabic numerals,” which sounds strange. (A)

Here is the story: Around the year 771, *Arab *merchants brought Indian *scholars to *Baghdad, which is now the capital of *Iraq. The Indian scholars taught the Arab merchants how to use these new numbers. The Arab people then wrote the numbers in their own language, Arabic. Later, Arab *traders carried books with these numbers to Europe, where the numbers were translated into *Latin letters. Because the numbers came to the rest of the world through *Arabia, they became known as Arabic numerals.

Another number system you might know is the *Roman numeral system. This system uses letters like I, II, III, IV, and V to show numbers. (ウ) Roman numerals work well for some things, they have a big problem: there is no symbol for zero. Without zero, it is very hard to do math.

For example, adding 2076 and 600 is very easy with Arabic numerals. We just write 2076 and then 600 under it and add them. But with Roman numerals, this kind of math is much harder. Roman numbers use letters that stand for amount: M means 1000, D means 500, C means 100, L means 50, X means 10, V means 5, and I means 1. So, writing large numbers and doing math with Roman numerals takes more time and effort.

It is amazing what a small number like zero can do. Zero may look simple, but it is very powerful. Thanks to zero, the number 1 can become a very large number like (エ) 10,000,000. Zero gives numbers their true power and makes math easier.

Here are some more interesting facts. The Arabic language is written from right to left, unlike English, which is written from left to right. However, Arabic numbers are written from left to right. This is because the numbers were borrowed from India, where people write from left to right.

Since their invention, Arabic numerals have changed very little from the original Indian system. Only a few numbers, like 4, 5, 6, and 7, have changed slightly over time.

So, this is the story of how numbers were born in India, traveled to Arabia, and then spread to Europe. Today, people all over the world use these numbers every day in their lives. Isn't that an interesting story?

* astronomer 天文学者 numeral (記号の)数字 Arabic アラブの, アラビア語
 Arab アラブ人の merchant 商人 scholar 学者 Baghdad バグダッド
 Iraq イラク trader 貿易業者 Latin ラテン語の Arabia アラビア
 Roman 古代ローマ様式の

(28) 文中の (ア) と (イ) に入る最も適切な組み合わせを1つ選び, 番号で答えなさい。

- | | | | |
|------------|----------|-----------|----------|
| ① ア : as | イ : as | ② ア : too | イ : to |
| ③ ア : more | イ : than | ④ ア : so | イ : that |

(29) 〈 A 〉に入る文として最も適切なものを1つ選び, 番号で答えなさい。

- ① We would like to know how to do math by using zero.
- ② No one knew about the astronomer Aryabhata very much.
- ③ Why would numbers invented in India be called Arabic?
- ④ Can you imagine living in the old days without numbers?

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

- | | | | |
|---------------|------------|-------------|----------------|
| ① Furthermore | ② Although | ③ Therefore | ④ Nevertheless |
|---------------|------------|-------------|----------------|

(31) 下線部 (エ) の読み方として最も適切なものを1つ選び, 番号で答えなさい。

- | | |
|------------------------|------------------------|
| ① ten million | ② one billion |
| ③ one hundred thousand | ④ ten hundred thousand |

(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 The numbers we use today were first created by an Indian scholar named Aryabhata in 8th century.
- ② The Arab merchants wrote the numbers in their language after they learned how to use numbers from the Indian scholars.
- ③ Doing math with Roman numerals is much easier than with Arabic numbers thanks to zero.
- ④ The Arabic language is written from right to left, so Arabic numerals are also written from right to left.