

久留米大学 推薦 平成 24 年度

基礎学力テスト I (全4の1)

1 次の英文を読んで、以下の問いに答えよ。

The largest of the giant gas planets, Jupiter, with a volume 1,300 times greater than Earth's, contains more than twice the mass of all the other planets (ア). It is thought to be a gaseous and fluid planet without solid surfaces. Had it been somewhat more massive, Jupiter might have attained internal temperatures as high as the ignition point for nuclear reactions, and it would have flamed as a star in its own right. Jupiter and the other giants are composed (イ) of such substances as hydrogen, helium, ammonia, and methane, unlike terrestrial planets. Much of Jupiter's interior might be in the form of liquid, metallic hydrogen. Normally, hydrogen is a gas, but under pressures of millions of kilograms per square centimeter, which exist in the deep interior of Jupiter, the hydrogen atoms might lock together to form a liquid with the properties of a metal. Some scientists believe that the innermost core of Jupiter might be rocky, or metallic like the core of Earth. Jupiter rotates very fast, once every 9.8 hours. As a result, its clouds, which are composed largely of frozen and liquid ammonia, have been whipped into (ウ) dark and bright bands that circle the planet at different speeds in different latitudes. Jupiter's puzzling Great Red Spot changes size as it hovers in the Southern Hemisphere. Scientists (エ) it might be a gigantic hurricane, which because of its large size (the Earth could easily fit inside it), lasts for hundreds of years. Jupiter gives off twice as much heat as it receives from the Sun. Perhaps this is primeval heat or heat generated by the continued gravitational contraction of the planet. Another star-like characteristic of Jupiter is its sixteen natural satellites, which, like a miniature model of the Solar System, decrease in density with distance—from rocky moons close to Jupiter to icy moons farther away. If Jupiter were about 70 times more massive, it would have become a star. Jupiter is the best-preserved (オ) of the early solar nebula, and with its satellites, might contain the most important clues about the origin of the Solar System.

(1) 本文の空所(ア)～(オ)に入れるのに最も適切なものを、下記の(a)～(d)からそれぞれ1つ選び、その記号をマークせよ。

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|-----|-------------------|-----------------|------------------|-------------------|
| (ア) | (a) combined | (b) contrived | (c) commenced | (d) confused |
| (イ) | (a) paradoxically | (b) prematurely | (c) particularly | (d) predominantly |
| (ウ) | (a) abrogating | (b) alienating | (c) alternating | (d) assuming |
| (エ) | (a) stipulate | (b) surrogate | (c) speculate | (d) scintillate |
| (オ) | (a) scruple | (b) sample | (c) scrapple | (d) staple |

基礎学力テスト I (全4の2)

(2) 本文の内容と最もよく適合するものを下記の (a) ~ (h) から 4つ選び, その記号をマークせよ。

- (a) The Earth rotates almost three times faster than Jupiter.
- (b) Its size and weight are the primary reasons why Jupiter did not become a star.
- (c) Jupiter is the largest known planet of its kind.
- (d) Jupiter's Great Red Spot is really a number of different storms.
- (e) Jupiter shares certain characteristics with stars.
- (f) Scientists expect that Jupiter will one day be recognized as a star.
- (g) It is widely agreed that Jupiter is comprised solely of gasses and liquids.
- (h) Deep within Jupiter, hydrogen may not be in gaseous form.

2 次の (1) ~ (10) の各英文の中で英語の表現として不適切なものを 5つ選び, その番号をマークせよ。

- (1) No generation ever before had such a uniformly shared pop-cultural background and none ever will again.
- (2) First of all, no sensitive spirit can be presuming to grow here.
- (3) In the current debate about economic policy, two contrasting approaches have been emerging.
- (4) If I would not be cautious, they might shove me off the sidewalk.
- (5) Now since there are no literal genes involved, this is not a true extension of biological theory.
- (6) She made nothing of their beauty, on what everyone felt compelled to remark.
- (7) She is not pretty enough to take a chance of breaking your neck.
- (8) It is true Japan has become better known abroad, comparing with the situation 30 years ago.
- (9) What neither Aristotle nor Newton had accomplished, no one else would do.
- (10) Modern person's bliss is consisted in the thrill of looking at the shop windows.

基礎学力テスト I (全4の3)

- 3 次の英文の (1) ~ (10) に入れるのに最も適切な語を、それぞれ下記の (a) ~ (d) から1つ選び、その記号をマークせよ。

Authority is not a quality one person "has," in the (1) that he has property or physical qualities. Authority refers to an interpersonal (2) in which one person looks upon another as somebody superior to him. But there is a fundamental (3) between a kind of superiority-inferiority relation which can be called *rational* authority and one which may be described as *inhibiting* authority.

An example will show what I have in (4). The relationship between teacher and student and that between slave owner and slave are both based on the (5) of the one over the other. The interests of teacher and student lie in the same direction. The teacher is (6) if he succeeds in furthering the student; if he has failed to do so, the failure is his and the student's. The slave owner, on the other hand, wants to (7) the slave as much as possible; the more he gets out of him, the more he is satisfied. At the same time, the slave seeks to defend as best he can his claims for a minimum of (8). These interests are definitely antagonistic, as what is of advantage to the one is detrimental to the other. The superiority has a different (9) in both cases: in the first, it is the condition for the helping of the person (10) to the authority; in the second, it is the condition for his explanation.

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|------|-----------------|----------------|----------------|-----------------|
| (1) | (a) spell | (b) service | (c) sight | (d) sense |
| (2) | (a) restriction | (b) revolution | (c) relation | (d) restoration |
| (3) | (a) difficulty | (b) difference | (c) disorder | (d) display |
| (4) | (a) mind | (b) method | (c) might | (d) movement |
| (5) | (a) solvency | (b) simplicity | (c) stability | (d) superiority |
| (6) | (a) shocked | (b) surprised | (c) satisfied | (d) suspected |
| (7) | (a) extend | (b) exploit | (c) exchange | (d) expose |
| (8) | (a) happiness | (b) hunger | (c) harmony | (d) honesty |
| (9) | (a) factor | (b) frequency | (c) foundation | (d) function |
| (10) | (a) supposed | (b) superior | (c) subjected | (d) separated |

- 4 次の (1) ~ (5) の単語に関して、最も強いアクセントをもつ音節の番号をそれぞれ1つ選び、その番号をマークせよ。

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|-------------------------|----------------------|-----------------------|
| (1) in-de-pend-ence | (2) ex-traor-di-nary | (3) so-phus-ti-cat-ed |
| 1 2 3 4 | 1 2 3 4 5 | 1 2 3 4 5 |
| (4) re-spon-si-bil-i-ty | (5) com-pre-hen-sive | |
| 1 2 3 4 5 6 | 1 2 3 4 | |

基礎学力テスト I (全4の4)

5 次の(1)～(6)の英文の空所に入れるのに最も適切な語を、それぞれ下記の(a)～(d)から1つ選び、その記号をマークせよ。

- (1) As a child he had no problems learning foreign languages mainly because he was very quick on the ().
(a) downturn (b) upstart (c) downfall (d) uptake
- (2) At least that was () to be the background although the main interest was in something else.
(a) inferred (b) implied (c) suggested (d) supposed
- (3) His agent spent a lot of time () the press on his background in the hope that they would present a balanced view.
(a) training (b) briefing (c) showing (d) clearing
- (4) The treatment has proved very successful but to check progress he has to arrange to visit the doctor's ().
(a) usually (b) always (c) principally (d) annually
- (5) As the hospital had been careless with its hygiene procedures, the patient found she had been () with a harmful virus.
(a) detected (b) rejected (c) infected (d) suspected
- (6) I think you can clearly see now what I mean as that incident () that I am obviously right.
(a) decides (b) demonstrates (c) protests (d) highlights

6 次の英文が完成した文章になるように、その文意にそって(1)～(5)までの1.～6.を並べ替えなさい。そして2番目と5番目にくるものをそれぞれ1つ選び、その番号をマークせよ。

I admired the cherry blossoms in all their glory at Hagi and Tsuwano. I happened to see them at the end of March on the very day when they were at their best. No (1) with me, "It's (2) Tokyo, hasn't it?" (3) and abundant masses of cherry blossoms were really rather tiring to keep looking at.

The Japanese have always had an intense longing for cherry blossoms that they eagerly wait for their arrival. In fact, they cannot (4) the cherry buds are faring, and yet, once the buds are open, (5) very closely.

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|---------------------|---------------|---------------|---------------------|--------------|-------------|
| (1) 1. who was | 2. I | 3. said to | 4. my wife | 5. sooner | 6. had |
| (2) 1. to have come | 2. worth | 3. while | 4. all the way from | 5. our | 6. been |
| (3) 1. that | 2. I felt | 3. all | 4. magnificent | 5. those | 6. than |
| (4) 1. themselves | 2. how | 3. from | 4. to see | 5. going out | 6. restrain |
| (5) 1. bother | 2. the petals | 3. scrutinize | 4. they | 5. to | 6. do not |