

久留米大学 一般
平成 24 年度

英 語 (全6の1)

1 次の英文を読んで、下記の問いに答えよ。

The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality and artificiality which were characteristic of classical studies, but they were (a) disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dullness and superstition of medieval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's *Aeneid*.

The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific (b) out of school hours. As to the learning of scientific method, the whole thing is a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is (c) that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or myths, shows that fifty years of education in the method of science has produced no (d) effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to (e) some of the techniques of science and a still smaller minority who are able to use and develop them.

英 語 (全6の2)

1 本文の空所(a)～(e)に入れるのに最も適切な語を、下記の(1)～(4)からそれぞれ1つ選び、その番号をマークせよ。

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|-------------------|--------------|----------------|----------------|
| (a) (1) gratingly | (2) gravely | (3) grippingly | (4) gruelingly |
| (b) (1) hints | (2) habits | (3) heretics | (4) hobbies |
| (c) (1) needless | (2) nebulous | (3) necessary | (4) negative |
| (d) (1) virulent | (2) vibrant | (3) visible | (4) vicious |
| (e) (1) acquire | (2) acquit | (3) acquiesce | (4) acquaint |

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 teaching of science leads to children's ability to use logical thought processes.
- (b) Those who have experienced a formal education are more knowledgeable in the ways of science than are curious and keen youth.
- (c) Personal experience is more useful than memorization in learning the methods of science.
- (d) Physics and Chemistry were more difficult to learn one hundred years ago.
- (e) At present, science in education actually teaches students to think less creatively.
- (f) The use of science in education has not achieved any success in teaching children about their immediate surroundings.
- (g) Education and society should provide more opportunities for personal experience.
- (h) Unless changes are made to how methods in science are taught, a majority of people will not be able to use them effectively.

英 語 (全6の3)

- 2 次の英文が完成した文章になるように、その文意に沿って、(1)～(3)の(a)から(g)をそれぞれ並べ替えよ。そして、1番目、3番目、6番目にくるものを1つずつ選び、その記号をマークせよ。

In 1920, when I was still only three, my mother's eldest child, my own sister Astri, died from appendicitis. She was seven years old when she died, which was also the age of my own eldest daughter, Olivia, when she died from measles forty-two years later.

Astri was far and away my father's favorite. He adored (1)((a) her sudden death (b) and (c) for days (d) literally speechless (e) him (f) left (g) her beyond measure) afterwards. He was (2)((a) when he himself (b) so overwhelmed (c) or so (d) with grief that (e) with pneumonia (f) went down (g) a month) afterwards, he did not much care whether he lived or died.

If they had had penicillin in those days, neither appendicitis nor pneumonia would have been so much of a threat, but (3)((a) a very (b) magical antibiotic cures, (c) dangerous illness (d) with no penicillin (e) particular was (f) or any other (g) pneumonia in) indeed. The pneumonia patient, on about the fourth or fifth day, would invariably reach what was known as 'the crisis.' The temperature soared and the pulse became rapid. The patient had to fight to survive. My father refused to fight. He was thinking, I am quite sure, of his beloved daughter, and he was wanting to join her in heaven. So he died. He was fifty-seven years old.

3 次の文章の下線部(A)の英訳と下線部(B)の和訳を解答欄に記入せよ。

When to advance to a higher educational level is a big issue for anyone who has begun the one-million-word extensive reading. In fact, the timing of this move is a big concern not only for starters, but also for those who have read over one million words, even two or three million words. Instructional details can be found in this chapter. Here, I will touch upon what I call 'champururu reading,' named after Okinawa's cuisine mixing many ingredients; this is beneficial for deciding both when to advance and when to stop moving up.

^(A)これは同時にいくつかのレベルを混ぜて読むことを言います。 For example, if you are mainly reading level 2 books, then you are to read concurrently books of lower levels such as 0 or 1, and also higher levels of 3 or above. Therefore I also call it 'uneven parallel reading.'

Unless your brain is confused by reading different level books, there are some advantages to this. First, even more advanced readers can learn quite a few points from lower level texts. Also, since the most basic several hundred ^(B) words are frequently used in daily speech, they can be reused when readers engage in conversations and email.

英 語 (全6の5)

4 次の英文(1)～(5)の空欄(ア)～(オ)に入れるのに最も適切な語を、下記の(a)～(d)の中からそれぞれ1つ選び、その記号をマークせよ。

- (1) Before you invest, you should realize that low risk and high return are mutually (ア).
- (a) inclusive (b) exclusive (c) ambiguous (d) synonymous
- (2) We want people to live in harmony with each other and to settle (イ) amicably.
- (a) distastes (b) disasters (c) disturbs (d) disputes
- (3) I'll do your laundry for you this time, but I'm not going to make a (ウ) of it.
- (a) sense (b) custom (c) record (d) practice
- (4) After her promotion, Ms. White worked longer hours and saw (エ) of her children.
- (a) modicum (b) any (c) less (d) infrequency
- (5) The citizens of that town are getting sick of all this (オ) violence.
- (a) ugly (b) disgusted (c) considerate (d) pertinent

5 次の英文(1)～(5)の下線部1～4の中で、英語の表現として最も不適切なものをそれぞれ1つ選び、その番号をマークせよ。

- (1) I talked with the beautiful woman every day for two or three weeks and found her exhaustive.
- (2) A gay bootblack in a street who took me unawares, tore the heels off my shoes and nailed on new one.
- (3) The injuring cyclist was in dire need of medical attention, but there was no hospital for miles around.
- (4) The doctor discovered a tumor in the patient's stomach while routine examination, but fortunately it turned out to be benign.
- (5) Enable to pinpoint the cause of the disease, the family doctor was forced to solicit the advice of a specialist.

英 語 (全6の6)

6 次の(1)～(10)の空欄(ア)～(コ)を補充するのに最も適切なものを、下記の(a)～(d)の中からそれぞれ1つ選び、その記号をマークせよ。

- (1) What I'll do now is (ア).
- (a) up to me (b) through me (c) across me (d) on to me
- (2) It must be at least a year since (イ).
- (a) you are here (b) you will be here (c) you were here (d) you had been here
- (3) I'm desperate. All I need really is someone to (ウ).
- (a) take me a hand (b) put me a hand (c) give me a hand (d) show me a hand
- (4) As far as I'm concerned, they can all go (エ).
- (a) jump through the oven (b) jump under the bin (c) jump over the field (d) jump in the lake
- (5) Did you hear that noise? I'm sure there must be (オ).
- (a) a bugler in the house (b) a burglar in the house (c) a bungler in the house (d) a bowler in the house
- (6) I don't know about you, but I'm so hungry (カ).
- (a) I ought to eat a mountain (b) I should eat a cow (c) I would eat a table (d) I could eat a horse
- (7) I have tried, but honestly I just can't (キ).
- (a) get without her (b) get in between her (c) get up to her (d) get through to her
- (8) If you can't get this right, then there's no (ク).
- (a) sense for you (b) hope for you (c) thought for you (d) idea for you
- (9) I can't make head or tail of this — (ケ).
- (a) it's utter destruction (b) it's utter rubbish (c) it's utter paperwork (d) it's utter cheese
- (10) You don't have to shout. (コ).
- (a) I'm not that dear (b) I'm not that deaf (c) I'm not that dead (d) I'm not that dean

7 次のA～Eのそれぞれ4つの単語の中から、下線部の発音が他のものと異なるものをそれぞれ1つ選び、その番号をマークせよ。

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| A. 1. inv <u>i</u> ncible | 2. b <u>i</u> osensor | 3. f <u>i</u> lament | 4. h <u>o</u> listic |
| B. 1. hippo <u>c</u> ampus | 2. det <u>r</u> action | 3. t <u>a</u> nnic | 4. cirro <u>s</u> tratus |
| C. 1. con <u>u</u> ndrum | 2. s <u>u</u> lfur | 3. plu <u>m</u> met | 4. prof <u>u</u> sion |
| D. 1. <u>o</u> zone | 2. dispo <u>s</u> al | 3. ins <u>o</u> mnia | 4. do <u>s</u> e |
| E. 1. pe <u>s</u> ticide | 2. to <u>t</u> emic | 3. e <u>n</u> zyme | 4. deple <u>t</u> ion |