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| 受験番号 | |
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平成 31 年度
大分工業高等専門学校編入学試験問題

外 国 語
(各学科共通)

平成 30 年 11 月 17 日(土)
12 : 50 ~ 13 : 50

【注意事項】

1. 指示があるまで問題用紙は開いてはいけません
2. この問題は表紙のほかに 4 ページあります
3. 全てのページの受験番号欄に受験番号を記入しなさい
4. 各解答はその問題の所定の欄に記入しなさい

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1. 次の各日本語を () 内の文字で始まる英単語に直しなさい。

- (1) 電池 (b) (2) 中止する (c) (3) 結果 (r) (4) 出口 (e) (5) 溶ける (m)

解答欄

| | | | | |
|-----|-----|-----|-----|-----|
| (1) | (2) | (3) | (4) | (5) |
|-----|-----|-----|-----|-----|

2. 次の各英語の意味を下の枠内の ア) ~ キ) より 1 つずつ選び, その記号を記しなさい。

- (1) waste (2) react (3) social (4) quality (5) closely

ア) 最近は イ) 質 ウ) 社会の エ) 量 オ) 密接に カ) 廃棄物 キ) 反応する

解答欄

| | | | | |
|-----|-----|-----|-----|-----|
| (1) | (2) | (3) | (4) | (5) |
|-----|-----|-----|-----|-----|

3. 次の各日本文に合うよう, () 内に入る英単語 (1 語) を下の解答欄に記しなさい。

- (1) 今年の夏, 人々は水不足に悩んでいる。

People are suffering () a shortage of water this summer.

- (2) 彼は外見は父親似だけど性格は違うね。

He () after his father in appearance but differs in character.

- (3) 好きなものは何でも注文していいよ。

You can order () you like.

- (4) 彼には奥さんが歌手の友人がいる。

He has a friend () wife is a singer.

- (5) 私はむしろ家に居たいのです。

I'd () stay home.

- (6) 彼はもはや強いレスラーではない。

He is no () a strong wrestler.

- (7) 会員の全員が会議に出席したというわけではなかった。

() all of the members attended the meeting.

- (8) 私はその曲を聴くと泣かずにはいられない。

I cannot help () when I hear the song.

- (9) 時間がなければ, この計画はうまくいかないだろうに。

() time, this project would not succeed.

- (10) 卵はダース単位で売られる。

Eggs are sold () the dozen.

解答欄

| | | | | |
|-----|-----|-----|-----|------|
| (1) | (2) | (3) | (4) | (5) |
| (6) | (7) | (8) | (9) | (10) |

4. 次の会話文において、会話が成り立つように (1) ~ (5) に入る英文を下の枠内から 1 つずつ選び、その記号を記しなさい。ただし、各記号は 1 回のみを使用可とします。

Rebecca : What is your goal for the future?

Mary : I don't know yet... I haven't really thought about it! How about you?

Rebecca : I was thinking of becoming an engineer. I like computers and I want to make something that can help people with their everyday lives!

Mary : (1)

Rebecca : I'm not really good at math or science. I know that I need to get into a good school and study hard to get a good job in the future too...

Mary : (2)

Rebecca : You're right. My mom recommended me to go to a cram school so I can get better at difficult subjects, and maybe make it easier to pass the entrance exams.

Mary : (3)

Rebecca : The test is this month. I'm really nervous but I can only do my best at this point!

Mary : (4)

Rebecca : Really? Thanks for your kind words... Sometimes I don't think I'm good enough for university. But if you believe in me, I'll do my best not to disappoint anyone!

Mary : (5)

Rebecca : By the end of the year. Waiting to see if I pass or not is going to make me sick!

Mary : Don't worry about it so much. Just believe in your dreams and you can do it!

Rebecca : So, what do you want to be in the future? Want to become an engineer with me?

Mary : Sure! Let's do our best together for our future!

ア When is the exam going to be?

イ You don't have to worry about subjects yet as long as you study a lot!

ウ That sounds like a great idea! What's stopping you?

エ I'm sure you will get a good result on the test if you believe in yourself!

オ When will you find out the results of the test?

- (注) recommend ~を勧める, cram school 塾, entrance exam 入試,
disappoint ~を失望させる

解答欄

| | | | | |
|-----|-----|-----|-----|-----|
| (1) | (2) | (3) | (4) | (5) |
|-----|-----|-----|-----|-----|

5. 次の英文を読んで各問いに答えなさい。

You can imagine ① how hard it must have been to do business in ancient times, before numbers were invented. To show a quantity, tradesmen used their fingers or bags of stones. For example, a person who wanted to buy ② () might put five stones in a bag. The word *calculate*, in fact, comes from a Latin word for “stone.”

Ancient people also scratched lines in the dirt or on stone, one line for each object to be counted. These lines became the earliest numbers around the time that writing began.

Since the fingers were used in counting, ③ it is not surprising that number systems came to be based on the number ten. The number systems of the ancient Egyptians, Greeks, and Romans were based on ten. But systems based on other numbers, such as five, 12, or 20, were used in some places.

The number system we use today, which is also based on the number ten, came originally from India, and it ④ (bring) to Europe by the Arabs. Therefore, our numbers are known as Hindu-Arabic numbers. The earliest known use of these numbers in Europe was in the 10th century.

(注) quantity 数量, tradesmen 商人達, Latin ラテン語の, number system 数を表す方法,
Hindu-Arabic numbers インド-アラビア数字

(本文出典 : James Meyers & Vance Johnson. (1986). *There's a reason for everything*. マクミラン
ランゲージハウス. 一部改変)

- (1) 下線部 ① の英文を日本語に訳しなさい。
- (2) 下線部 ② に「5匹の羊」に相当する英語(2語)を入れなさい。
- (3) 下線部 ③ の *it* が指す内容を日本語で正確に記しなさい。
- (4) 下線部 ④ の単語を最も適切な形に直しなさい(1語とは限らない)。

解答欄

| | |
|-----|--|
| (1) | |
| (2) | |
| (3) | |
| (4) | |

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6. 次の英文を読んで各問いに答えなさい。

During the 18th century, there were many different systems of measurement in Europe. One of them was the English system, using inches, feet, and miles, ① () we still use in America today.

In 1791, a group of French scientists proposed a new measurement system based on the number ten. The new system would be easier to use than the older systems, and could ② (use) by people in all countries, making trade between nations easier.

The standard measure of length, called the meter, was defined as one ten-millionth of the shortest distance between the equator and the North or South Pole. ③ It (to, to, equal, happened, be) 39.37 inches. The meter was divided into ten parts, called (a)s; the (a) was divided into ten (b)s; and the (b) was divided into ten (c)s. The standard measure for larger distances was the (d), equal to a thousand meters.

It wasn't until 1875 that the measurement system based on the meter—the metric system—was accepted by many countries in Europe. Today, only the United States and a handful of small countries still use measurement systems other than the metric system.

(注) measurement 測量, propose ~を提案する, equator 赤道, metric system メートル法
 (本文出典: James Meyers & Vance Johnson. (1986). *There's a reason for everything.* マクミラン
 ランゲージハウス. 一部改変)

(1) 下線部 ① に入る語として最も適切なものを次のア～エから 1 つ選び、その記号を記しなさい。

| | | | |
|-------|---------|--------|---------|
| ア who | イ whose | ウ whom | エ which |
|-------|---------|--------|---------|

- (2) 下線部 ② の単語を最も適切な形に直しなさい (1 語とは限らない)。
 (3) 'meter' とはどのように定義づけられているのかを正確に日本語で記しなさい。
 (4) 下線部 ③ の括弧内の単語を並べ替えて「それはたまたま 39.37 インチと同じになった。」という
 意味になるようにしなさい。
 (5) 本文中の (a), (b), (c), (d) 内に入る語として最も適切なものを下の枠内から
 1 つずつ選んで記号で記しなさい。

| | | | |
|-------------|--------------|--------------|-------------|
| ア kilometer | イ centimeter | ウ millimeter | エ decimeter |
|-------------|--------------|--------------|-------------|

解答欄

| | | | |
|------|-----|---|---|
| (1) | (2) | | |
| (3) | | | |
| (4) | | | |
| (5)a | b | c | d |