確認問題
304

大学別・難関大 CHECK TEST

立命館大学 英語の特徴と対策 確認問題集

立命館型の確認問題30問。英語の設問・一致／不一致／判断できない・主旨・指示語・会話・文法・語彙を全問マークで。

元のチートシートへ

月　日　名前　／30問

表で解いて、裏で答え合わせ。まちがえた所は元のシートへ。

Ⅰ 次の英文を読み、設問に答えよ

[1] In many towns, the public library is no longer just a place for books. A growing number of libraries now lend out everyday objects such as power drills, sewing machines, camping tents, and even musical instruments. The idea behind these collections, often called "libraries of things," is simple: most households own tools that they use only a few times a year. A drill, for example, may spend most of its life sitting in a drawer. Sharing such items, supporters argue, saves money and reduces waste. [2] The first libraries of this kind were set up by small community groups rather than by local governments. Volunteers collected donated tools, stored them in garages or church basements, and kept records by hand. Over time, some public libraries noticed how popular these projects were and decided to offer similar services themselves. Because public libraries already had buildings, staff, and systems for tracking loans, they could reach far more people than the volunteer groups. [3] Not everyone is convinced, however. Some critics point out that tools break more easily than books and are expensive to repair. Others worry that borrowers will not return items in good condition. Libraries have responded in different ways. Some ask borrowers to watch a short safety video before taking home anything with a motor, while others hold free repair workshops where volunteers teach visitors how to fix broken items. [4] Perhaps the most important effect of these libraries is not economic at all. Many users say that borrowing a tool led them to try something they had never done before, such as building a bookshelf or repairing a bicycle. In this sense, libraries of things are returning to the original purpose of public libraries: giving everyone, regardless of income, the chance to learn new skills.

1 [1] According to paragraph [1], why do supporters think sharing objects is a good idea?

a Because musical instruments are too expensive to rent.
b Because libraries no longer have enough books.
c Because new tools are hard to find in stores.
d Because many household items are used only rarely.

2 [1] Why could public libraries reach more people than the volunteer groups?

a They started lending tools before the volunteer groups did.
b They received more donated tools than the volunteer groups.
c They already had the buildings, staff, and systems they needed.
d They charged lower fees than the volunteer groups.

3 [2] The first libraries of things were started by local governments.

a (1) 本文の内容と一致する　b (2) 本文の内容と一致しない
c (3) 本文だけでは判断できない

4 [2] Volunteer groups ended their projects after public libraries began similar services.

a (1) 本文の内容と一致する　b (2) 本文の内容と一致しない
c (3) 本文だけでは判断できない

5 [2] Critics say that tools are inexpensive to repair.

a (1) 本文の内容と一致する　b (2) 本文の内容と一致しない
c (3) 本文だけでは判断できない

6 [2] Some libraries ask borrowers to watch a video before borrowing certain items.

a (1) 本文の内容と一致する　b (2) 本文の内容と一致しない
c (3) 本文だけでは判断できない

7 [2] The repair workshops are more popular than the lending services.

a (1) 本文の内容と一致する　b (2) 本文の内容と一致しない
c (3) 本文だけでは判断できない

8 [3] Which of the following best describes the main idea of the passage?

a Public libraries should stop lending books and lend only tools.
b Tools break so easily that lending them is not worth the cost.
c Volunteer groups are better than public libraries at sharing tools.
d Libraries that lend everyday objects save resources and help people learn new skills, although they face some problems.

Ⅱ 次の英文を読み、空所に入る最も適切なものと、下線部が指すものを選べ

[1] When laptops first appeared in university lecture halls, many people expected them to improve learning. Students could type faster than they could write, so they would be able to record almost everything the lecturer said. Some studies, however, have suggested that this advantage may come at a cost. (A) students take notes by hand, they cannot possibly write down every word. They are forced to listen, decide what is important, and put the main points into their own words. This process(1) requires effort, but that effort appears to help them remember the material later. [2] Students who type, on the other hand, tend to copy the lecture word for word. Their notes are longer and more complete, yet they(2) often understand less of what they have written. In other words, the speed of typing allows the hand to work without the mind. (B), laptops bring other distractions, such as messages and

websites, that pull attention away from the lecture. [3] This does not mean that laptops should be banned from classrooms. Typed notes are easier to organize and search, and for some students with disabilities they are essential. The lesson is rather that the tool matters less than the way it is used. A student who types slowly and summarizes along the way may learn just as much as one who writes by hand. What matters is whether the student is (C) about the content or simply recording it.

9 空所(A)
a Although b Unless c Until d When

10 空所(B)
a Nevertheless b In addition c Otherwise d Instead

11 空所(C)
a worrying b thinking c joking d complaining

12 下線部(1) This process が指すものを選べ。
a 話を聞き、大事な点を決め、要点を自分の言葉でまとめること
b 講義の言葉をすべて書き取ること
c ノートパソコンで速くタイプすること
d 講義の後で教材を覚え直すこと

13 下線部(2) they が指すものを選べ。
a the lecturers b the notes c students who write by hand
d students who type their notes

◆ Ⅲ 次の会話文の空所(a)～(e)に入る最も適切なものを選べ

(At a café near the university) Ben: Excuse me, is this seat taken? Aya: (a) Oh, Ben! It's you. I didn't recognize you in that hat. Ben: Hi, Aya. I just came from the bookstore. What are you working on? Aya: My report for the environmental studies class. It's due on Friday, but I'm stuck. Ben: (b) I took that class last year. Aya: Really? That would be great. Could you look at my outline? Ben: Sure. Hmm, your topic is good, but the second part is a little vague. (c) Aya: You mean I should give some examples? Ben: Exactly. Anyway, let me get us some coffee. (d) Aya: Thanks! Then next time, I'll treat you. Ben: By the way, a few of us are going hiking on Saturday. Do you want to come? Aya: (e) I have to finish this report.

14 空所(a)
a No, go ahead. b I'm afraid I can't make it. c Yes, it's free.
d That sounds great.

15 空所(b)
a I'll take it. b I couldn't agree more. c It's on me.
d Maybe I can help.

16 空所(c)
a Why don't you add a few concrete cases?
b Could you do me a favor? c Would you mind if I sat here?
d Why don't we take a break?

17 空所(d)
a I'll take it. b I'm afraid not. c Go ahead. d It's on me.

18 空所(e)
a I'm afraid I can't make it. b No, not at all.
c I couldn't agree more. d That sounds great.

◆ Ⅳ 空所に入る最も適切なものを選べ

19 I'd rather you ＿＿ anything about this to anyone yet.
a don't say b not to say c didn't say d won't say

20 The number of students who walk to school ＿＿ been decreasing for years.
a are b is c have d has

21 The new museum downtown is ＿＿ worth visiting.
a good b very c well d much

22 ＿＿ the heavy rain, the game was not canceled.
a Because of b Although c However d Despite

23 She speaks English ＿＿ fluently that people often take her for a native speaker.
a very b such c so d too

24 You will not be allowed in ＿＿ you show your ticket at the door.
a because b whether c unless d if

◆ Ⅴ 空所に入る最も適切な語、または下線部に最も意味の近い語句を選べ

25 Higher prices for rice were one ＿＿ of the poor harvest.
a currency b curiosity c ceremony d consequence

26 The museum's ＿＿ of ancient coins is one of the largest in the world.
a conclusion b convenience c collection d confusion

27 The firefighter showed great ＿＿ by running into the burning house to save a child.
a cabinet b crowd c climate d courage

28 The climbers were forced to <u>abandon</u> their attempt to reach the summit.
a celebrate b repeat c give up d begin

29 The instructions were so <u>vague</u> that nobody knew what to do.
a strict b short c unclear d detailed

30 Demand for paper maps has <u>diminished</u> since smartphones became common.
a changed b decreased c doubled d continued

1 **d Because many household items are used only rarely.**
use only a few times a year と「引き出しで眠るドリル」の言い換え。本は足りない・店で手に入らない、はどれも本文にない。英語の設問は先に読み、問われている情報(理由)を決めてから探す。

2 **c They already had the buildings, staff, and systems they needed.**
Because 以下(建物・職員・貸出管理の仕組み)がそのまま根拠。寄付の量・料金は本文にない。始めたのはボランティアが先なので「ボランティアより先に始めた」は本文と逆。

3 **b (2) 本文の内容と一致しない**
本文は by small community groups rather than by local governments とはっきり否定している。本文と食い違うので「不一致」。→ シートの『「書いてない」と「反対」は別物』

4 **c (3) 本文だけでは判断できない**
公立図書館が同様のサービスを始めたことは書いてあるが、ボランティア団体がその後どうなったかには触れていない。本文の語句を使って結果を足した文は「判断できない」の典型。

5 **b (2) 本文の内容と一致しない**
批判者は工具は本より壊れやすく expensive to repair(修理が高い)と言う。inexpensive(安い)は本文と食い違う。反対の意味の語にしたすり替え。

6 **a (1) 本文の内容と一致する**
Some ask borrowers to watch a short safety video before taking home anything with a motor を、anything with a motor→certain items と抽象化した言い換え。

7 **c (3) 本文だけでは判断できない**
修理講座があることは書いてあるが、貸出サービスとの人気の比較はどこにもない。食い違ってもいないので「不一致」ではなく「判断できない」。

8 **d Libraries that lend everyday objects save resources and help people learn new skills, although they face some problems.**
[1]利点・[2]広がり・[3]課題と対応・[4]学びの機会、の段落要点をまとめた選択肢。ほかは一部だけを極端にした誤り。段落ごとに要点をメモしておくと主旨は速く選べる。

9 **d When**
「手で書く時は、すべての語を書き取るのは無理」。条件・時の When。Unless(〜しない限り)では「手で書かない限り書き取れない」と逆の意味になる。

10 **b In addition**
タイプは頭を使わずに手だけ動く(欠点1)＋メッセージなどの気が散るもの(欠点2)。同じ方向の追加なので In addition。Nevertheless(それでも)は逆接で合わない。

11 **b thinking**
「内容について考えているか、ただ記録しているだけか」の対比。本文全体の主張(頭を使うことが大事)とも合う。worrying(心配する)は記録との対比にならない。

12 **a 話を聞き、大事な点を決め、要点を自分の言葉でまとめること**
直前の文の3つの動作(listen・decide・put … into their own words)をまとめて This process と受けている。「すべて書き取る」は手書きではできないと否定された内容。

13 **d students who type their notes**
understand(理解する)の主語になれるのは人。直前の名詞 Their notes に飛びつくと誤る。段落の主語 Students who type を指す。置き換えて文が通るかで確かめる。

14 **a No, go ahead.**
Is this seat taken?(ふさがっていますか)に空いていると答えるなら No。Yes, it's free は「ふさがっている」と「空いている」が矛盾する。go ahead＝どうぞ(促し)。

15 **d Maybe I can help.**
その授業を去年取った→手伝えるかも。直後の Aya の That would be great.(それは助かる)とつながる。I couldn't agree more は「大賛成」で、意見がないので合わない。

16 **a Why don't you add a few concrete cases?**
直後の「例を挙げるべきってこと？」が答え。Why don't you 〜? は相手への勧め、Why don't we 〜? は「一緒に〜しよう」の提案。会話の空所は次の発言から逆算する。

17 **d It's on me.**
It's on me.＝おごるよ。Aya の「じゃあ次は私がおごる(treat)」が決め手。I'll take it. は店で買う物を決めた時の表現。

18 **a I'm afraid I can't make it.**
レポートを仕上げなければならない＝行けない。make it＝都合がつく。I'm afraid で断りを和らげる。That sounds great. は誘いを受ける返事で、後ろの文と合わない。

19 **c didn't say**
would rather＋S＋過去形＝(相手に)〜してほしい。仮定法なので現在のことでも過去形。would rather の後に to は付かないので not to say は不可。

20 **d has**
the number of 〜(〜の数)は単数扱い。a number of 〜(たくさんの〜)なら複数。been があるので be 動詞は入らない。

21 **c well**
be well worth 〜ing＝十分〜する価値がある。worth は前置詞的な形容詞で very では修飾しない。品詞の働きで絞る典型。

22 **d Despite**
後ろが名詞(the heavy rain)なので前置詞。Although は接続詞で節が続く。Because of は「雨のせいで中止されなかった」と論理が逆になる。

23 **c so**
so＋副詞＋that 〜＝とても…なので〜。such は such a＋形容詞＋名詞 の形で、副詞 fluently の前には置けない。

24 **c unless**
unless＝〜しない限り。「入口でチケットを見せない限り入れない」。if では「見せたら入れない」となり意味が逆になる。

25 **d consequence**
不作の結果として米の値段が上がった。consequence＝結果(≒result)。意味の離れた名詞から選ぶ問題は、文の因果関係から入る。

26 **c collection**
古代の硬貨の「収集品」が世界有数の大きさ。of ancient coins と結びつく名詞はこれだけ。conclusion は「結論」、confusion は「混乱」。

27 **d courage**
燃える家に飛び込んで子どもを救った→勇気。show courage は定番の連語。ほかの名詞は show great 〜 と結びつかない。

28 **c give up**
abandon＝やめる・捨てる≒give up。were forced to(〜せざるを得なかった)から、残念な中止の流れ。言い換えの組で覚える。

29 **c　unclear**

誰もどうすればいいかわからなかった→あいまいな＝unclear。detailed(詳しい)は逆。short は短くても明確でありうるので同義ではない。

30 **b　decreased**

diminish＝減る≒decrease。スマホの普及で紙の地図の需要が減った。changed は意味が広すぎて同義語にならない。

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