CLASS

NO.

確認テスト　UNIT 1～5

NAME

100

１ 《UNIT 1》 英文を読んで，下の問いに答えなさい。

\*Albert was never very happy in school. He did not like to memorize facts and rules. He answered slowly because he was very thoughtful. And (1)he asked difficult questions, which made his teachers think that he was trying to make trouble. The strict discipline of a German school made him very unhappy.

However, young Einstein did learn what interested him. And he was interested in what lay below the surface of things. When he was 5, for instance, his father gave him a \*compass with a magnetic needle. (2)This made Albert curious about the unseen forces that could keep a compass needle always pointing north. He was always good at mathematics and literature. In his teens he read deeply in science. He had already started to wonder about the mysteries of the universe.

(注) Albert　アルバート（・アインシュタイン）

compass　（方位を知るため）のコンパス

⑴　下線部(1)に対し，アルバートの教師たちはどう思ったか。日本語で説明しなさい。

(4点)

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⑵　下線部(2)を日本語に訳しなさい。 (5点)

⑶　アルバートは10代のとき，何に思いを巡らせるようになったか。本文中の英語５語で書きなさい。 (4点)

⑷　本文の内容に合うように，　　に入る語を本文から抜き出しなさい。 (3点×2)

　Albert wasn’t satisfied with the 　　　　　　　　 of his school.

　Albert always did well in mathematics and 　　　　　　　　.

２ 《UNIT 2》 英文を読んで，下の問いに答えなさい。

Finally, (1)the “fairness” of food is measured by whether farmers get paid what they deserve. “It is becoming harder for farmers to (2)(　　　) ends (　　　). Do you know why young people don’t want to be engaged in farming? Because they cannot earn enough money,” he said when speaking to a group of graying Japanese farmers whose average age was 57. “(　①　), in the 1970s, people spent 30 percent of their income on food in Italy, but they only spend 13 percent today. And we’re spending more money on small machines like mobile phones.”

⑴　下線部(1)を日本語に訳しなさい。 (5点)

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⑵　本文の流れに合うように，下線部(2)の(　　　)に適切な語を入れなさい。 (完答4点)

ends

⑶　(　①　)に入れるのに最も適切なものを選び，記号で答えなさい。 (3点)

ア　To begin with イ　Strictly speaking

ウ　Needless to say エ　What is worse (　　　)

⑷　本文を読んで，次の文を完成させなさい。 (2点×3)

イタリアでは(　　　　　　　)のうち食べ物に費やされる割合が，1970年代では(　　　　　　　)だったが，現在では(　　　　　　　)にまで落ちた。

３ 《UNIT 3》 英文を読んで，下の問いに答えなさい。

Residents in the Pacific Northwest of America are very much aware that the number of salmon in the area has decreased a lot in the last fifty years. Salmon populations once numbered in the millions in the Columbia River, but now thirteen populations of the fish there are listed as threatened or endangered. Hydroelectric dams have long been blamed as a major cause for (1)that decline because (2)they supposedly ( traveling / young salmon / the sea / to / from / prevent ). In hopes of (3)increasing survival rates, fishery managers have modified fish passageways on dams, changed the timing of water release, and even gone so far as to truck young salmon around eight major dams on the Columbia.

⑴　下線部(1)の具体的な内容を説明する次の文を完成させなさい。 (2点×3)

かつてはコロンビア川の(　　　　　　　　)が(　　　　　　)に達していたが,現在ではそこの魚の13の個体群が(　　　　　　　　　　　　　　　)こと。

⑵　下線部(2)の(　　)内の語句を並べかえて，英文を完成させなさい。 (4点)

they supposedly 　　　　　　　　　　　　　　　　　　　　　　　　　　　　　.

⑶　下線部(3)のために行われていることに含まれないものを選び，記号で答えなさい。 (3点)

ア　ダム周辺への稚魚の運搬　　　　　イ　放水タイミングの変更

ウ　人工的にふ化させた稚魚の放流　　エ　魚の通り道の改良 (　　　)

４ 《UNIT 4》 英文を読んで，下の問いに答えなさい。

When I was in my early twenties, it was surprisingly difficult for me to separate what I wanted for myself and what others wanted for me. I know (1)this is true for many of my students as well. They tell me they’re getting so much “guidance” from others that they have a tough time figuring out what they want to do. I remember clearly that I sometimes had the urge to quit or to avoid things that others strongly encouraged me to do. By doing (2)this, I could have the space to figure out what I wanted, independent of what they wanted for me. For example, I started graduate school at the University of Virginia right after I graduated from the University of Rochester. My parents were thrilled. They were so proud of me and were comforted that my path for the next few years was set. But after only one semester of graduate school I decided to take a break and go to California. The hardest part of the entire process was telling my parents I was taking a leave of absence. (3)My decision was extremely hard for them. I appreciated their support and encouragement, but (4)it made it difficult for me to truly know if being in school was the right decision for me. I drove across the country to Santa Cruz with no idea of what I was going to do next.

⑴　下線部(1)の具体的な内容を説明する次の文を完成させなさい。 (完答5点)

It 　　　　　　　　　　　　 for many of my students to

　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　.

⑵　下線部(2)が指す内容を，日本語で説明しなさい。 (4点)

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⑶　下線部(3)の具体的な内容を説明する次の文を完成させなさい。 (3点×3)

筆者が，(　　　　　　　　　　　　　　　　　　　　　　)後に

(　　　　　　　　　　　　　　　　　　　　　　　　　　)と決めたことは

(　　　　　　　　　　　)にとってとてもつらいものだった。

⑷　下線部(4)を日本語に訳しなさい。 （5点）

⑸　次の意味を表す語を本文から抜き出し，原形にして書きなさい。 (3点×2)

　a strong desire to do something

　to be grateful for what someone has done

５ 《UNIT 5》 英文を読んで，下の問いに答えなさい。

Consider (1)a boy, for example, who likes video games. Playing video games is one of his favorite means of killing time at home. While being absorbed in doing it, he feels relaxed and forgets everything troublesome in his daily life. When the time of playing video games is over, however, his fun is over as well. Afterwards, he feels empty. Why? It is because he does it only for fun; it requires no effort, and it does not contribute in any real way to happiness itself.

(　①　), consider another boy, who likes movies. Though he wants to enjoy Italian movies, his poor knowledge of Italian prevents him from doing it. One day, this boy makes up his mind to catch successfully what actors and actresses are saying in Italian without the help of English subtitles. In order to fulfill (2)his desire, he spends a lot of his time and energy studying Italian. After years of effort, (3)the time has come when he is able to understand not only all the lines in an Italian movie but also a great deal more about another culture. This very moment brings him a sense of fulfillment, and he feels happy from the bottom of his heart. In other words, (4)it is not until he makes every (　　) for years that he realizes what true (　　) is like.

⑴　下線部(1)の少年はどのようなことの例として挙げられているか。最も適切なものを選び，記号で答えなさい。 (3点)

ア　We need fun activities that help us relax.

イ　Happiness has something to do with fun.

ウ　Fun activities don’t bring happiness. (　　　)

⑵　(　①　)に入れるのに最も適切なものを選び，記号で答えなさい。 (3点)

ア　On the contrary イ　On the other hand

ウ　What is more エ　In the same way (　　　)

⑶　下線部(2)の具体的な内容を日本語で説明しなさい。 (4点)

⑷　下線部(3)を日本語に訳しなさい。 (5点)

⑸　下線部(4)の(　　)(　　)に入れるのに最も適切な語を，本文から１語ずつ抜き出しなさい。 (3点×2)