CLASS

NO.

確認テスト　UNIT 16～20

NAME

100

１ 《UNIT 16》 英文を読んで，下の問いに答えなさい。

(1)The researchers concluded that each culture may have fundamental expressions, but they are not necessarily shared by other cultures. For East Asians, Jack speculates that facial expressions are built from other fundamental emotions, such as “shame, pride, or guilt.” The study thus (　①　) the widely held belief that certain emotional expressions are biologically basic.

⑴　下線部(1)の研究者たちが出した結論を30字以内の日本語で説明しなさい。 (6点)

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　challenges　　イ　conveys　　ウ　develops　　エ　supports (　　　)

⑶　顔の表情を作る基本的感情で，特に東アジア人に見られるとジャックが推測しているのはどういう感情か。本文で述べられているものを日本語で３つ書きなさい。

(2点×3)

・(　　　　　　　　　 )　　・(　　　　　　　　　 )　　・(　　　　　　　　　 )

２ 《UNIT 17》 英文を読んで，下の問いに答えなさい。

Income inequality, the widening income gap between rich and poor, is increasing across much of the developed world, a trend that will continue unless governments move aggressively to (1)arrest it, according to a report released at the end of 2011 by the Organization for Economic Cooperation and Development.

This gap is being driven in part by a growing difference in wages, as skilled workers command an unreasonably large share of the rewards made possible by technological progress, the report said. In addition, a surge in foreign direct investment and a looser system of regulation that has reduced employee protections have led to (2)a wage premium for high-skill financial jobs and fewer rewards for workers at the bottom, the report said.

⑴　下線部(1)とほぼ同じ意味を表すものを選び，記号で答えなさい。 (3点)

ア　catch　　イ　reinforce　　ウ　stop　　エ　reverse (　　　)

⑵　OECDの報告書によると，賃金の格差は何によって引き起こされたか。説明する次の文を完成させなさい。 (3点×3)

(　　　　　　　　　　　　　　　　　　)によって可能になった報酬のうち

(　　　　　　　　　　　　　)を(　　　　　　　　　　　)が手にしたこと。

⑶　OECDの報告書によると，下線部(2)をもたらしたものは何か。日本語で２つ書きなさい。 (6点×2)

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・()

３ 《UNIT 18》 英文を読んで，下の問いに答えなさい。

Imitation is the beginning of a baby’s social interaction. Babies will imitate human actions, but (1)not those of objects; (2)they understand they are like other people. The brain has specific nerve circuits for identifying biological motion and \*inanimate object motion, along with specific circuits to identify faces and facial movement. What can a baby do to enter the (　①　) world before it can sit up or control its head or talk? How can she interact with another person and form a (　①　) link? When you first hold a baby, what links her to you and you to her are her imitative actions. You stick out your tongue, she (　　　②　　　). She doesn’t lie there like an object but responds in a way that you can relate to.

(注) inanimate　生命のない

⑴　下線部(1)は具体的に何を意味しているか。次の説明を完成させなさい。 (5点)

赤ん坊は(　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　)。

⑵　下線部(2)は脳にどのような回路が備わっていることで可能になるか。50字以内の日本語で説明しなさい。 (6点)

⑶　２つの(　①　)に共通して入れるのに最も適切な語を，本文から抜き出しなさい。

(4点)

⑷　本文の流れに合うように，(　②　)に適切な４語を入れなさい。 (4点)

she 　　　　　　　　 　　　　　　　　 　　　　　　　　 　　　　　　　　.

４ 《UNIT 19》 英文を読んで，下の問いに答えなさい。

It’s sometimes said that human beings live two lives, one before the age of five and another one after, and (1)this idea probably stems from the enormous amount of time which those first five years of our lives contain. (2)It’s possible that we experience as much time during those years as we do during the seventy or more years which come after them.

It seems that during the first months of our lives we don’t experience any time at all. According to the research of the psychologist Jean Piaget, during the first months of our lives we live in (3)a state of ‘spacelessness,’ unable to distinguish between different objects or between objects and ourselves. We are fused together with the world, and we don’t know (　①　) we end and (　①　) it begins. We also experience a state of timelessness, since ―― in the same way that we can’t distinguish between objects ―― we can’t distinguish one (　②　) from the next. We don’t know when an event begins or when it ends.

⑴　下線部(1)が指す内容を，日本語で説明しなさい。 (5点)

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⑵　下線部(2)を日本語に訳しなさい。 (5点)

⑶　下線部(3)はどのような状態か。日本語で説明しなさい。 (5点)

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⑷　本文の流れに合うように，２つの(　①　)に共通する適切な語を入れなさい。 (4点)

⑸　(　②　)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　person　　イ　moment　　ウ　stage　　エ　context (　　　)

５ 《UNIT 20》 英文を読んで，下の問いに答えなさい。

Before you grow nervous about turning into a cyborg, however, you should know that this new symbiosis with our digital devices is really just a variant of a much more familiar phenomenon, what psychologists call (1)\*transactive memory. (2)This is the ( which / of people / unspoken arrangement / give out / groups / memory tasks / by ) to each individual, with information to be shared when needed. In a marriage, one spouse might remember the kids’ after-school appointments while the other keeps track of the recycling-pickup schedule. In a workplace team, one member may be the designated \*number cruncher while a colleague is charged with remembering client preferences. The way we delegate to our computers is simply an extension of this principle ―― an instance of transactive memory carried out on a very grand scale.

But this handoff comes with a (3)downside. Skills like critical thinking and analysis must develop in the context of facts; we need something to think and reason about, after all. And these facts can’t be Googled as we go; they need to be stored in the original hard drive, our long-term memory.

(注) transactive：relating to exchanges or interactions between people

number cruncher：people whose jobs involve dealing with numbers or mathematical calculations

⑴　下線部(1)の例として本文で挙げられているものを，日本語で２つ説明しなさい。

(5点×2)

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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。 (5点)

This is the

to each individual

⑶　下線部(3)とほぼ同じ意味を表すものを選び，記号で答えなさい。 (3点)

ア　warranty　　イ　decline　　ウ　underestimate　　エ　disadvantage

(　　　)

⑷　筆者は人間の長期記憶を何にたとえているか。本文中の英語４語で書きなさい。 (4点)