英　　語

問題冊子 2

注　　意

「問題冊子 2」に印刷されている問題は，2 から 4 までで，2 ページから18 ページまであります。

2 次の対話の文章を読んで，あとの各問に答えよ。
（＊印の付いている単語・語句には，本文のあとに〔**注**〕がある。）

Ken, a student from Tokyo, is studying at Central High School in the US. He is working with his classmates, Sarah and Alex, on a group project about space for their science class. Their teacher, Mr. Mount, usually helps students with projects. Now the students are talking about their project in the science room.

Sarah: We've chosen the moon as the topic for our science project, and we need to *display it in the science room in two weeks. Have you thought about a plan for us, Ken?

Ken: Yes, of course! It's my first project here, and I said I wanted to lead our team.

Alex: What is your plan?

Ken: Well, we always see the front of the moon and can never see its back from the earth.

Sarah: I know. The front side of the moon always faces us, so we can't see the back side.

Alex: Wow, I didn't know that.

Ken: Also, many Japanese people think the dark shapes on the front side of the moon look like a rabbit making *mochi*. However, from the earth, we can never see how the back side looks. So, let's show both sides of the moon.

Alex: Oh, very interesting.

Ken: Thanks. Why don't we make a *model of the moon?

Sarah: That's a great idea, Ken. How about displaying it with the *globe we have in this science room? This way, people can not only see the back of the moon but also compare the size of the moon to the size of the earth. Finally, we can create a poster to show our research about the moon.

Alex: (1) That's a great plan. If the earth is the size of our globe, how big will the moon model be?

Sarah: The *diameter of the earth is about four *times that of the moon.

Alex: Sarah, you know a lot about the moon! Then, how can we make a moon model? [2-a].

Sarah: Why don't we use the 3D *printer in the computer room? Mr. Mount says students can use it when it's necessary.

Ken: What is that?

Sarah: Well, 3D means *three-dimensional. A *regular printer prints *flat pictures or *texts on paper. A 3D printer adds *depth and creates *objects that you can hold. It's a machine that can make various kinds of things including toys, tools, and even food.

Ken: Really? Can a printer make those kinds of things?

Sarah: Yes. It's really amazing. Some people even use 3D printers to create buildings.

Ken: Wow, that's really cool! Can we talk to Mr. Mount in the computer room now?

Alex: Sure. Let's go!

Sarah: Wait, we need to check the size of the globe before that.

*After checking the size of the globe in the science room, they go to the computer room to talk with Mr. Mount. He lets them use the 3D printer. Then, the students start to look for a website that provides *datafiles for 3D moon models.*

Alex: What do you think about this one? Here is a photo of the 3D moon model with a datafile we can print. It has lots of *craters on it.

Ken: Wow, it has many different craters on it and actually looks like the real moon. Let's use it for our project!

Sarah: Wait! I think there might be a problem when we print it out.

Alex: What kind of problem?

Sarah: The moon model is round, so it might move easily while we are printing it out. It can even fall from the printer. [2-b].

Alex: Oh, I didn't think about that. What should we do?

Ken: How about *cutting the *bottom off a little? If its bottom is flat, it won't move easily.

Sarah: Flat bottom? I don't like it. It should be a perfect ball shape.

Ken: I see, but if the model has a perfect ball shape, it could move easily when we try to display it, too. However, with a small flat bottom, the moon model will stay. And it will still look like the moon.

Sarah: Great point, Ken. We're not actually going to cut the bottom off. We just need to print a model which has a flat bottom, right?

Ken: That's right.

Sarah: Let's look for a good model on the Internet. Let's see... I've found the right model for us! Look at this. It looks exactly like the moon, but its bottom is flat.

Alex: Great! It looks like the moon with many craters on it. [2-c].

Ken: I agree. Mr. Mount, can we use this datafile for the 3D printer?

Mr. Mount: Yes. You can prepare to print it. Now, how big do you want it to be?

Sarah: The diameter of the globe is 24 centimeters, so the diameter of this moon model should be about [3] centimeters. People can compare the sizes of the earth and the moon by looking at the globe and our moon model.

Mr. Mount: Sounds great. I'll help you prepare the datafile for the 3D printer. Well, the diameter of the flat bottom circle will be 2 centimeters. Is that OK?

Ken: Yes, it is. Thank you, Mr. Mount.

Alex: How long will it take to print the model?

Mr. Mount: [2-d], so you can stay here until it's finished.

Alex: I see. Thank you, Mr. Mount.

The printer starts to print the moon model, and the students wait for several hours.

Mr. Mount: Look! The 3D printer has finished (4)your model.

Alex: Wow, this is really nice! The 3D printer has created the craters. It's amazing!

Sarah: I love it.

Ken: It looks amazing. (5)I'm【① to ／② our ／③ by ／④ see ／⑤ very／⑥ moon model ／⑦ excited ／⑧ made】the 3D printer.

Sarah, Ken, and Alex: Thank you, Mr. Mount.

Mr. Mount: You're welcome.

Ken: This project is going to be great! Now let's work on the poster!

〔注〕 display 展示する
globe 地球儀
～ times ～倍
three-dimensional 三次元の
flat 平らな
depth 奥行き
datafile データファイル
cut ～ off ～を切り取る
model 模型
diameter 直径
printer プリンター
regular 普通の
text 文書
object 物体
crater クレーター
bottom 底

〔問 1〕 (1)That's a great plan. とあるが，その内容に**合わないもの**は，次のうちではどれか。

ア displaying how Japanese people see a rabbit on the moon
イ showing the back side of the moon by using a moon model
ウ comparing the size of the moon to the size of the earth
エ creating a poster to show information about the moon

〔問 2〕 [2-a] ～ [2-d] の中に，それぞれ次の**A**～**D**のどれを入れるのがよいか。その組み合わせとして最も適切なものを，下の**ア**～**カ**の中から**一つ**選べ。

A It's perfect for our project
B It will take about four or five hours
C We should do something about it
D I think it'll be hard to make it with paper

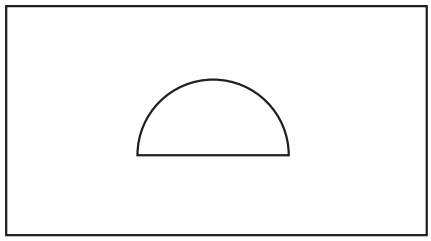
	2-a	2-b	2-c	2-d
ア	**B**	**C**	**A**	**D**
イ	**B**	**D**	**A**	**C**
ウ	**A**	**C**	**B**	**D**
エ	**D**	**C**	**B**	**A**
オ	**A**	**B**	**D**	**C**
カ	**D**	**C**	**A**	**B**

〔問 3〕 本文の内容から考えて，[3] の中に入る最も適切な数字を，次の**ア**～**エ**の中から**一つ**選べ。

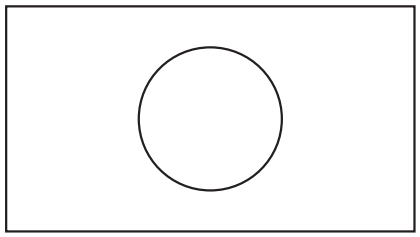
ア 3
イ 6
ウ 12
エ 24

〔問 4〕 (4) your model とあるが，それを**横から**見た図として最も適切なものは，次のうちではどれか。

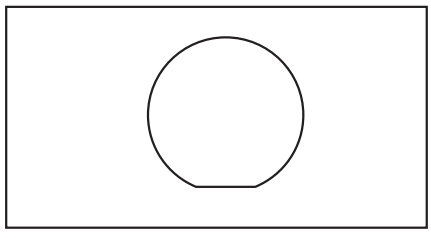
ア



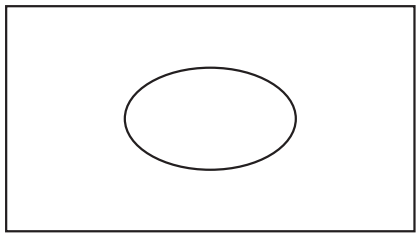
イ



ウ



エ



〔問 5〕 (5) I'm【 ① to ／ ② our ／ ③ by ／ ④ see ／ ⑤ very ／ ⑥ moon model ／ ⑦ excited ／ ⑧ made 】the 3D printer. について，本文の流れに合うように【　　】内の単語・語句を正しく並べかえたとき，【　　】内で**3番目**と**7番目**にくる単語・語句の組み合わせとして正しいものを，次の**ア**～**カ**の中から**一つ**選べ。

	3番目	**7番目**
ア	①	③
イ	④	⑥
ウ	②	④
エ	①	⑧
オ	④	①
カ	②	⑦

〔問 6〕 本文の内容と合っているものを，次の**ア**～**カ**の中から**一つ**選べ。

ア Ken didn't want to be the leader of the project for the science class.

イ People can sometimes see the back side of the moon from the earth.

ウ Alex, Ken, and Sarah created both a moon model and an earth model for their project.

エ 3D printers can create not only toys and tools but also buildings and food.

オ Alex, Ken, and Sarah found their model by checking books in the science room.

カ Alex, Ken, and Sarah created a moon model without any help from Mr. Mount.

3 次の文章を読んで，あとの各問に答えよ。
（＊印の付いている単語・語句には，本文のあとに〔**注**〕がある。）

People have always wished they could see future events before they happen. They have also wished to be able to decide future events. Of these two wishes, the first one has come true in some ways. One such example is forecasting the weather for the near future. "Fore" means "before," and "cast" means "*cause something to appear," so "to forecast" means to cause future events to appear before they actually happen. The weather forecast tells you early in the morning what the weather will be like.

If there were no weather forecast, you could talk to people living in your town for a long time. They could *predict what the weather might be like from their experience. You can also watch animals or the sky carefully. Some people say rain is coming if a cat washes its face. Others say the coming day's weather is bad if the morning sky is red. But now, people can check the weather forecast and prepare for the day and the next day. You can trust the weather forecast more than a cat or the color of the morning sky.

When did Japan start weather forecasting? During the Meiji Period, the government introduced science and technology from abroad and started weather forecasting. The first weather forecast for the whole country was, "*Variable winds, *changeable, some rain." Now the weather forecast is made for almost every town and city in Japan, and it also tells us the high and low [1-a], the [1-b] direction, and the *chance of [1-c].

The modern weather forecasting started in the nineteenth century in Europe and America. Some people wanted to know what the wind and rain would be like at sea for the safety of their ships. Others needed to know the weather to decide when to start working or traveling. Local weather reports from towns and cities were collected. Researchers carefully studied the reports and they were finally able to start weather forecasting for the whole country. Today, the wind and rain are *observed, and the air temperature is recorded. Clouds in the sky are also observed from the ground and from space. By using these *data, researchers can make weather forecasts.

In Japan today, the *Japan Meteorological Agency (JMA) collects weather data and the computers *process them for weather forecasting. Now the weather forecast is more *accurate than before. **【Table 1】** shows how accurate JMA local weather forecasts for rain or snow are. It shows that weather is easier to forecast in spring and fall. Also, the local weather forecasts for Hokkaido and Okinawa are not as accurate as in other areas. In **【Table 1】**, the number in Hokkaido in winter is the lowest. Weather forecasting there is difficult because the area is large and snow can fall only in some parts. Weather forecasting in Okinawa is also difficult because it has many islands in the ocean. For this reason, Okinawa has the lowest number in spring and fall. *On average, however, the weather forecasts in **【Table 1】** are 83 % accurate. That is excellent.

The weather forecast tells us what the weather will be like, but can we change the weather from sunny to rainy? "In some cases, it's possible," is the answer. Researchers have tried to create rain by sending special gases into clouds. Some of such experiments were successful. However, without

rain clouds, you cannot create rain. Science and technology have developed, but humans still do not have power over nature.

【Table 1】

「降水の有無」の予報精度（的中率）の例年値　単位：[%]

地方予報区	年平均	春（4月）	夏（7月）	秋（10月）	冬（1月）
北海道	[A]	79	80	80	[D]
東北	81	83	79	83	79
関東甲信	84	85	77	85	90
東海	85	[B]	80	[C]	86
北陸	83	86	79	84	85
近畿	84	87	80	86	83
中国	84	87	80	[C]	83
四国	84	[B]	81	86	84
九州北部	84	[B]	81	[C]	81
九州南部	85	[B]	81	86	88
沖縄	[A]	78	78	77	78
全国平均	83	85	79	84	82

（注）表中で同じ記号は同じ数値を表している。出典は気象庁ホームページ

(3) Weather forecasts【 ① decide / ② for rain / ③ help / ④ or / ⑤ take an umbrella / ⑥ what to / ⑦ when to / ⑧ you 】wear. The JMA makes weather forecasts not only for one day, but also for one week, temperature forecasts for the next two weeks, and so on. They are useful in various situations. For example, managers of supermarkets may need to plan what to and how much to *stock for their shops. They can check the weather forecast and make a decision. If they order the right kind of products and stock enough of them, they will not miss the *opportunities to sell them, and the customers can buy things they need.

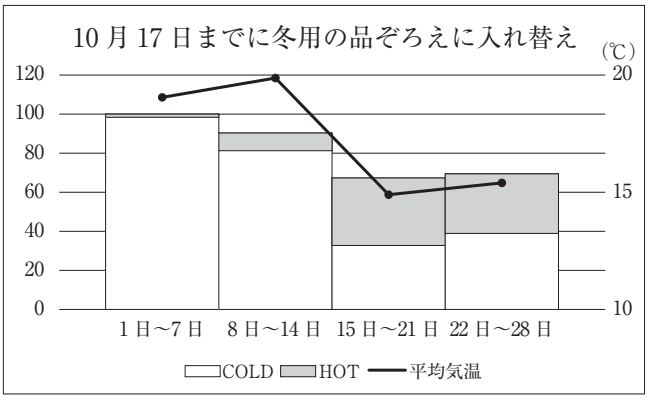
The drink or food you want depends on the temperature outside. According to one report, people want hot drinks when the temperature is below 15℃. But when the temperature is above 20℃, cold drinks and ice cream become popular. Shop managers check the weather forecast and prepare for their customers. If they prepare the right kind and amount of products, more people are happy and food loss could be reduced.

Weather forecasts suggest the best time to *replace *vending machine drinks when the temperature changes. For example, shop managers start to reduce the number of cold drinks in their vending machines and increase hot drinks when it is getting cold. But when is the best time? Weather forecasts can help them. Look at **【Graph 1】**. It shows how many cold or hot coffee drinks people bought from a group of vending machines. When it is getting [4-a], people start to buy more [4-b] drinks and stop buying [4-c] ones. If shop managers decide to replace the drinks after the temperature drops, that may be too late. In the case of vending machines in **【Graph 1】**, they started to replace the drinks before the temperature dropped thanks to the weather forecasts. (5) **【Graph 2】** shows what happened when they started replacing drinks after the temperature dropped.

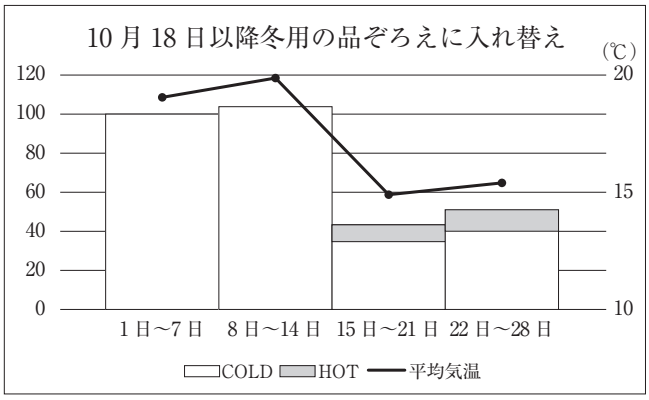
In any case, seeing the future is a dream for humans. Weather forecasting is making that dream

a reality. It will continue to develop and become more useful for humans.

【Graph 1】



【Graph 2】



10 月の 1 日から 28 日までの 7 日ごとの都内平均気温と 2 つのグループに分けた屋外自動販売機のコーヒー飲料（HOT，COLD 別）の販売数推移

（注）第 1 週の販売数をそれぞれ 100 とした場合（東京都内　2017 年）。気象庁ホームページの情報をもとに作成

〔**注**〕 cause...to ～　…が～する原因となる
variable　定まらない
chance　可能性
data　データ
process　処理する
on average　平均すると
opportunity　機会
vending machine　自動販売機
predict　予測する
changeable　（天気が）変わりやすい
observe　観察する
Japan Meteorological Agency　気象庁
accurate　正確な
stock　仕入れる
replace　入れ替える

〔問 1〕 本文の流れに合うように，［ 1-a ］～［ 1-c ］に入る最も適切な単語・語句の組み合わせを，次の**ア**～**カ**の中から**一つ**選べ。

	1-a	1-b	1-c
ア	numbers	cloud	rain or snow
イ	numbers	wind	sunrise
ウ	temperatures	sun	wind
エ	temperatures	wind	rain or snow
オ	levels	cloud	sunrise
カ	levels	sun	wind

〔問 2〕 **【Table 1】**において，本文の内容から，［ **A** ］～［ **D** ］に入る数字の組み合わせとして最も適切なものを，次の**ア**～**カ**の中から**一つ**選べ。

	A	B	C	D
ア	78	88	87	71
イ	83	71	77	82
ウ	78	71	77	88
エ	83	88	77	71
オ	78	87	88	88
カ	83	87	88	82

〔問 3〕 (3) Weather forecasts【 ① decide / ② for rain / ③ help / ④ or / ⑤ take an umbrella / ⑥ what to / ⑦ when to / ⑧ you 】wear. について，本文の流れに合うように，【　　】内の単語・語句を並べかえたとき，【　　】内で**3番目**と**7番目**にくる単語・語句の組み合わせとして正しいものを，次の**ア**～**カ**の中から**一つ**選べ。

	3番目	7番目
ア	⑧	⑥
イ	①	③
ウ	⑦	⑤
エ	⑧	③
オ	①	④
カ	⑦	⑧

〔問 4〕 本文の流れに合うように，［ 4-a ］～［ 4-c ］に入る最も適切な単語の組み合わせを，次の**ア**～**カ**の中から**一つ**選べ。

	4-a	4-b	4-c
ア	hot	cold	cold
イ	hot	cold	hot
ウ	hot	hot	cold
エ	cold	hot	hot
オ	cold	hot	cold
カ	cold	cold	hot

〔問 5〕 (5)【Graph 2】shows what happened when they started replacing drinks after the temperature dropped. とあるが，この文の内容を次のように説明する場合（ 5-a ），（ 5-b ）に最も適する単語の組み合わせを下の**ア**～**カ**の中から**一つ**選べ。

In the case of vending machines in **【Graph 2】**, shop managers started to put in more hot drinks and remove cold ones after the temperature dropped. But it was too（ 5-a ）. The customers couldn't find enough hot drinks and went away. The shop managers（ 5-b ）some opportunities to sell drinks.

	5-a	5-b
ア	late	lost
イ	early	got
ウ	much	lost
エ	late	added
オ	early	added
カ	much	got

〔問 6〕 本文の内容と合っているものを，次の**ア**～**カ**の中から**一つ**選べ。

ア Cats often start to wash their faces early in the morning if they find the sky is red.

イ During the Meiji Period, people came to Japan from abroad to learn about weather forecasting.

ウ The world's first modern weather forecasting started in Japan in the nineteenth century.

エ Modern weather forecasting started because shop managers wanted weather information to prepare for their customers.

オ Today's scientists know how to create rain when there are enough rain clouds in the sky.

カ Most people want hot drinks both on a hot day and a cold day.

4 次の対話の文章を読んで，あとの各問に答えよ。
（＊印の付いている単語・語句には，本文のあとに〔**注**〕がある。）

*Ryoko and Shota are students at Bunji High School in Tokyo. They are members of the science club. One Saturday in December, they visit a mountain in Tokyo. Mr. Miyake is their science teacher. They invite Hugh and Jessica, students from Australia, to their *fieldwork.*

Ryoko: We visit this mountain in December before Christmas every year. This fieldwork is our favorite activity.

Hugh: Really? [1-a]

Shota: That's right. There are many species of plants and animals in this mountain. It *is worth visiting.

Mr. Miyake: Let's start our fieldwork. It's already 1:30 p.m. First, let's walk around here, the *foot of the mountain, and look for many species of *ferns. Don't forget to take notes and photos of them.

Hugh: OK. We also have ferns in bushes in Australia.

Shota: What is a "bush"?

Hugh: In Australia, "bush" means a wild land with many trees. Many of the trees in bushes in Australia are shorter and wilder than those in this area. In bushes, there are *a wide variety of plants.

Jessica: [1-b]

Mr. Miyake: That's true. Both countries have a lot of unique species, such as *kangaroos in Australia and Japanese monkeys in Japan. By the way, when you look for ferns, you need to look at the shapes of fern leaves carefully. Each species of fern has its own feature.

Ryoko: I like these ferns. They have smaller leaves than others.

Jessica: OK. I've found some different ones.

Mr. Miyake: How many different species of ferns have you found?

Shota: We have already found four species, and took notes and photos of them.

Mr. Miyake: All right. We need to start climbing now. We cannot be late for (2) our special event today.

Jessica: What? Our special event? I thought we would just *observe plants in this area.

Ryoko: We have something else at the end of our fieldwork today.

Shota: It's a secret. You will see later.

Hugh and Jessica: We are looking forward to the special event.

After walking around the foot of the mountain for an hour, they climb the mountain for 30 minutes. Then, they take a break at about 3:00 p.m. After taking a break for 30 minutes, they continue to climb the mountain for one hour. Finally, they arrive at a temple. There are some buildings and a garden. It is 4:30 p.m.

Hugh: Is this temple our goal today? It's already dark, and the temple's buildings are closed. Why are there so many people around here?

Ryoko: We did not come here to visit this temple. [1-c]

Jessica: Special animals? I don't see any animals now.

Shota: They will appear soon.

After it gets dark, they are in the temple's garden with some tall trees.

Shota: Have you ever joined wild animal watching tours?

Hugh: No, I haven't. But there are several old trees in my grandparents' garden. I like watching *sugar gliders there at night. They are *gliding animals. [1-d]

Ryoko: Sugar gliders? I haven't heard of them. I'd like to know more about (3) gliding animals.

Hugh: Mr. Miyake, do sugar gliders live in Japan?

Mr. Miyake: No. (4) Actually, 【① cannot / ② sugar gliders / ③ found / ④ country / ⑤ be / ⑥ in / ⑦ wild / ⑧ my】. Most of them live in Australia. But another kind of gliding animals live in Japan.

Hugh: Oh!

Mr. Miyake: They are flying squirrels. We call them *musasabi* in Japanese.

Jessica: Oh, I got it! Today's special event is to watch *musasabi* here. Am I right?

Mr. Miyake: Yes, you're right. They are called "flying" squirrels, but they actually cannot fly. Flying squirrels have *skin that stretches between their front and back legs. They use their skin like a *parachute. They *glide for over twenty meters at thirty to forty kilometers *per hour. Their long *tail also provides *stability when they glide.

Jessica: What's the difference between flying and gliding?

Mr. Miyake: Birds use their wings to fly. Flying squirrels use their skin to glide.

Jessica: Oh! Flying squirrels do not have wings to fly, but they have skin. Interesting!

Mr. Miyake: They are unique animals in Japan. They are a little bigger than sugar gliders. However, both of them are active at night. Their big eyes help them see better in the *dark.

Hugh: I understand.

Shota: Now, let's find *musasabi*. They are going to glide from their *nests. Some of them make nests in the holes on the trees. Others make nests under the roofs of the buildings.

Jessica: They are very smart.

Ryoko: Yes, they are. They use both natural and *artificial settings for their nests. When they are hungry, they start to *search for food in the night.

Mr. Miyake: Jessica, can you see the hole on the tall tree?

Jessica: Yes, I see the hole. How about you, Hugh?

Hugh: Me, too.
Mr. Miyake: Now we are ready to find flying squirrels.

They wait for flying squirrels for 15 minutes. It is around 5:30 p.m.

Jessica: I hear some strange sounds.
Mr. Miyake: Yes. They are coming from the flying squirrels. These sounds are the *signals to show that they will soon begin to glide.
Hugh: Look! The flying squirrel is coming out of the hole! Now it jumped!
Jessica: Wow! It looks so big! It's beautiful!
Hugh: It all happened so quickly!
Jessica: Mr. Miyake, thank you for showing us such a cute animal. We are so moved.
Mr. Miyake: I'm glad you enjoyed it.

After moving to a different place in the temple's garden, they are able to watch another flying squirrel. It glides from under the roofs of the temple building. All the members are tired but feel happy. They walk down the mountain and arrive at the train station.

Mr. Miyake: I'll give you homework. Write a report about today's fieldwork.
All the students: All right.
Hugh: Now I want to know how flying squirrels can glide by spreading their skin.
Mr. Miyake: You can do more research by reading animal books or magazines.
Hugh: I will search on the Internet, too.
Mr. Miyake: That's a good idea. See you on Monday at the meeting.
All the students: Thank you very much for guiding us, Mr. Miyake.

〔**注**〕 fieldwork　野外調査
foot　ふもと
a wide variety of ～　多種多様な～
observe　観察する
gliding animal　滑空する動物
parachute　パラシュート
per ～　～につき
stability　安定
nest　巣
search for ～　～を探す
be worth ～ ing　～する価値がある
fern　シダ植物
kangaroo　カンガルー
sugar glider　フクロモモンガ
skin　皮膜
glide　滑空する
tail　尾
dark　暗闇
artificial setting　周囲にある人工物
signal　徴候

〔問１〕 1-a ～ 1-d の中に，それぞれ次のA～Dのどれを入れるのがよいか。その組み合わせとして，最も適切なものを，下のア～カの中から一つ選べ。

A　They are called sugar gliders because they love eating sweet fruits or plants.

B　This mountain must be nice because you come here every year.

C　I think both Australia and Japan are rich in nature.

D　We are here to watch special animals living around this temple.

	1-a	1-b	1-c	1-d
ア	A	C	D	B
イ	B	A	D	C
ウ	B	C	D	A
エ	C	B	A	D
オ	C	D	B	A
カ	D	A	B	C

〔問２〕 (2)our special event とあるが，その具体的な内容の説明として，最も適切なものは次のうちではどれか。

ア　The science club members have a meeting about mountain ferns on Monday at school.

イ　The science club members write reports about their fieldwork on Saturday at home.

ウ　The science club members have fieldwork in Australia to see sugar gliders in a forest.

エ　The science club members watch flying squirrels in the mountain during their fieldwork.

〔問３〕 本文で述べられている (3) gliding animals について述べる文章を完成させるとき，次に示す英文の [1] ～ [3] に入る最も適切な単語・語句の組み合わせを，下の**ア**～**カ**の中から**一つ**選べ。

During their fieldwork, Mr. Miyake and the science club members talked about two species of gliding animals. They are sugar gliders and flying squirrels.

Both of the animals are [1] . Flying squirrels can glide thanks to [2] , and they can glide at [3] per hour.

	1	2	3
ア	active all day	their parachutes	40-50 kilometers
イ	active all day	their wings	20-30 kilometers
ウ	active in the morning	their skin	40-50 kilometers
エ	active in the morning	their parachutes	30-40 kilometers
オ	active at night	their wings	20-30 kilometers
カ	active at night	their skin	30-40 kilometers

〔問４〕 (4) Actually,【 ① cannot / ② sugar gliders / ③ found / ④ country / ⑤ be / ⑥ in / ⑦ wild / ⑧ my 】. について，本文の流れに合うように，【　　】内の単語・語句を正しく並べかえたとき，【　　】内で**３番目**と**７番目**にくる単語・語句の組み合わせとして正しいものを，次の**ア**～**カ**の中から**一つ**選べ。

	３番目	**７番目**
ア	①	⑥
イ	①	⑧
ウ	②	⑤
エ	③	⑤
オ	⑤	⑧
カ	⑥	⑤

〔問５〕 Ryoko は fieldwork の翌週の月曜日に，science club の meeting で fieldwork について発表をした。その発表を聞いた友人の Betty が書いたその日の日記の内容を完成させるとき，次に示す英文の [1] ～ [3] に入る最も適切な語句の組み合わせを，下の**ア**～**カ**の中から**一つ**選べ。

At the meeting, Ryoko talked about their fieldwork and showed some pictures. The science club members started their fieldwork at about 1:30 p.m., and it took [1] including a break to reach the temple. At the beginning, they searched for ferns. The important thing was [2] when they were looking at ferns.

Then, Ryoko talked about flying squirrels. Ryoko said they were so smart that they could use [3] when they made their nests. Hugh and Jessica really enjoyed watching flying squirrels. I became interested in flying squirrels. After listening to her presentation, I wanted to join in this fieldwork next year.

	1	2	3
ア	1 hour	to walk around	only natural settings
イ	1.5 hours	to take notes	only artificial settings
ウ	3 hours	to look at the shape of each leaf	both natural and artificial settings
エ	1 hour	to take notes	only artificial settings
オ	1.5 hours	to look at the shape of each leaf	only natural settings
カ	3 hours	to walk around	both natural and artificial settings

〔問６〕 本文の内容と合っているものの組み合わせを，下の**ア**～**カ**の中から**一つ**選べ。

（A） In a bush in Australia, there are shorter and wilder trees than those in the mountain the students visited.
（B） The science club members found four species of ferns at the temple's garden.
（C） Hugh and Jessica wanted to visit the temple in the mountain as tourists.
（D） Jessica likes watching sugar gliders living in her grandparents' garden.
（E） Both sugar gliders and flying squirrels can see better in the dark with their big eyes.
（F） Flying squirrels make strange sounds while they are gliding.

ア （A），（E）　**イ** （A），（F）　**ウ** （B），（F）
エ （C），（E）　**オ** （D），（E）　**カ** （D），（F）

〔問７〕 あなたが fieldwork に出かけるとしたら**どこで何を調査したいか**について **20 語以上 40 語以内**の英語で書け。ただし，本文に出てくる ferns, sugar gliders, flying squirrels については書かないこと。またそのテーマを選んだ**二つ以上の理由を必ず書くこと**。なお，下の〔例〕のように，「, 」「. 」などは語数に含めない。短縮形は 1 語と数える。

〔例〕 I'm a student . My mother said to me , " Are you busy ?" I said , " Yes !"

英
語