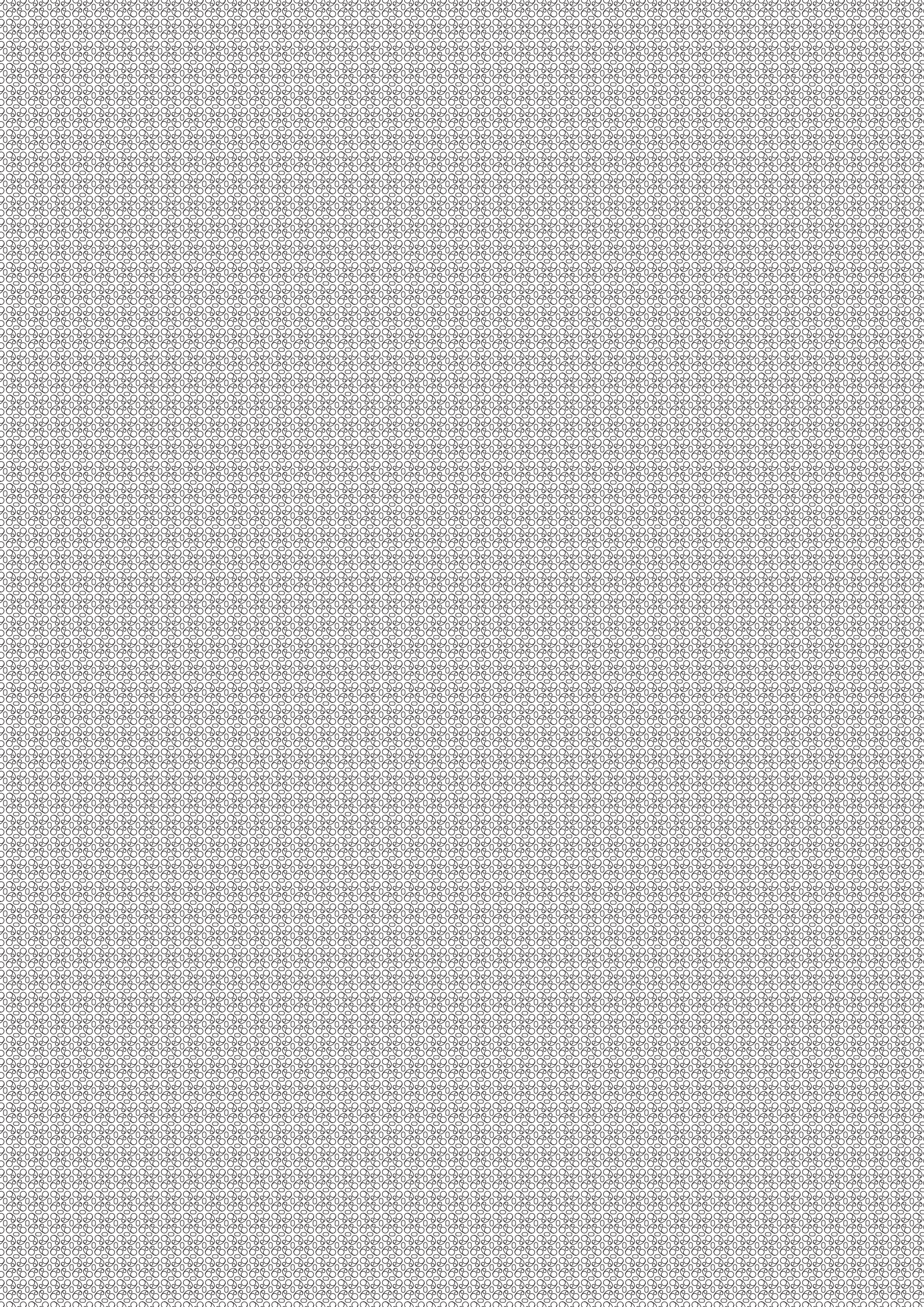


英 語

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 17 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。)

*Akiko is a Japanese high school student in Tokyo. Emma is a high school student in New Zealand, and she stayed at Akiko's house for a year in 2019. They have just started talking on an *online video chat.*

Akiko: Hi, Emma! How are you? I'm sorry I called you suddenly. We haven't talked for a while, right?

Emma: I'm fine, thank you! Yes, . It was in December, just before the New Year holidays started. How have you been?

Akiko: I've been busy in writing reports and studying for my final tests. We will have the final tests next week.

Emma: You are working so hard! Did you enjoy the New Year holidays?

Akiko: Yes, we did. Do you remember the Japanese dish for New Year's Day?

Emma: Yes! Well, it was *Osushi* ...? *Oseji* ...?

Akiko: So close! It was *Osechi*. .

Emma: Now I remember the name *Osechi*! Your family cooked *Osechi* for me and it was so delicious. You also taught me the meaning of each *Osechi* dish. The *explanation for *Japanese lobsters was especially interesting. Seeing the shape of a lobster as that of an old man and wishing for a long life was *impressive to me.

Akiko: I'm 【 ① that you / ② know / ③ the meaning / ④ to / ⑤ remember / ⑥ happy 】 . Do you eat any special food during the New Year holidays in New Zealand?

Emma: Yes. In New Zealand, we have a special food called *Hangi*. *Hangi* is a traditional food of the *indigenous people, the Maori. , and we cook meat and vegetables with *heated rocks. We cook *Hangi* not only for the New Year but also for other special events. For example, when we welcome or say goodbye to someone, celebrate a national holiday or family's special day and so on. Cooking *Hangi* takes about four hours, but cooking and eating *Hangi* with our family and friends has an important meaning. .

Akiko: Sounds great. Our traditional foods both have important meanings. I want to cook *Hangi* with you someday.

At that moment, Akiko's mother, Michiko comes into Akiko's room.

Emma: Oh, Michiko-san!

Michiko: Wow, Emma! I'm surprised to see you again.

Akiko: We are having an online video chat now. Do you want to join us, Mom?

Michiko: Of course. How is the weather there, Emma? It is very cold in Tokyo now,

and the weather *forecast says it will snow tomorrow.

Emma: Snow! That sounds exciting! Well, it's still hot here during the *daytime, but it's getting cooler in the evening. I think that fall is just around the corner.

Michiko: Oh, I thought it was winter now. Is it summer ⁽³⁾ there now?

Emma: Yes, it is.

Akiko: Mom, the season in the southern *hemisphere is *opposite to ours.

Michiko: I see.

Emma: Well, something else is also different in the southern hemisphere.

Akiko: What is it?

Emma: I'll give you a hint. The sun.

Akiko: The sun? What do you mean?

Emma: I remember that many houses in Japan face south to get enough *sunshine. On the other hand, in New Zealand, the houses face north.

Akiko: Oh, now I understand!

Michiko: That is very interesting. How about the stars?

Emma: Good question. The stars in the southern sky in Japan, like the *constellation Orion, are in our northern sky, and they appear *upside down.

Akiko: Upside down in the northern sky? That means you see the star Betelgeuse at the *bottom?

Emma: Yes, that's right.

Akiko: I can't believe it! ⁽⁴⁾ Now I realize that I don't know much about the world. I hope I can learn a lot more about it.

Michiko: You should study science, too, Akiko.

Akiko: I know, Mom.

Emma: Well, I think I should go to bed now.

Akiko: Oh, don't say that, Emma. We are high school students and it's only five o'clock in the evening.

Michiko: Wait! You should think about the time difference, Akiko.

Akiko: Oh, I *totally forgot about it. What is the time difference between Japan and New Zealand?

Emma: From October to March, during *Daylight Saving Time, New Zealand is four hours *ahead of Japan.

Akiko: Oh, no! I'm so sorry! I really should learn more about the world.

Emma: Don't worry. I enjoyed talking with you two. Let's keep in touch and share our new *discoveries! Good night!

Akiko and Michiko: Good night!

〔注〕 online video chat	オンラインのビデオチャット	
explanation	説明	Japanese lobster
impressive	印象的な	伊勢エビ
heated	熱せられた	indigenous
daytime	日中	先住民の
opposite	反対の	forecast
constellation	星座	予報
bottom	下	hemisphere
Daylight Saving Time	夏時間（夏に時計を1時間進め日照時間を多く利用する仕組み）	半球
ahead	進んで	sunshine
		日光
		upside down
		上下逆さまで
		totally
		完全に
		discovery
		発見

〔問1〕 本文の ～ の中には、次の (A) ～ (D) のうちのいずれかが入る。それぞれに入るものを並べた組み合わせとして正しいものを、下のア～オの中から一つ選べ。なお文頭にくる語も小文字で示してある。

- (A) it is the traditional Japanese New Year's dish
 (B) it brings people together and makes us happy
 (C) it has been two months since we talked last
 (D) it is cooked in a hole in the ground

- | | | | | |
|---|-----------|-----------|-----------|-----------|
| ア | 1-a : (B) | 1-b : (C) | 1-c : (D) | 1-d : (A) |
| イ | 1-a : (A) | 1-b : (C) | 1-c : (B) | 1-d : (D) |
| ウ | 1-a : (B) | 1-b : (D) | 1-c : (A) | 1-d : (C) |
| エ | 1-a : (C) | 1-b : (B) | 1-c : (A) | 1-d : (D) |
| オ | 1-a : (C) | 1-b : (A) | 1-c : (D) | 1-d : (B) |

〔問2〕 I'm 【① that you / ② know / ③ the meaning / ④ to / ⑤ remember / ⑥ happy】.
 (2) 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るとき、【 】内で2番目と4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～オの中から一つ選べ。

- | | | |
|---|-------------------|-------------------|
| ア | 2番目 ① that you | 4番目 ③ the meaning |
| イ | 2番目 ④ to | 4番目 ① that you |
| ウ | 2番目 ③ the meaning | 4番目 ④ to |
| エ | 2番目 ⑤ remember | 4番目 ② know |
| オ | 2番目 ⑥ happy | 4番目 ⑤ remember |

〔問3〕 fall is just around the corner が表す意味として適切なものは、次のうちではどれか。

- ア snow will fall during the winter
- イ fall has gone and it is cold now
- ウ we have to be very careful when we walk around the corner
- エ fall will come soon

〔問4〕 I can't believe it! の内容を最もよく表しているのは、次のうちではどれか。

- ア Akiko can't believe that people can see the constellation Orion in New Zealand.
- イ Akiko can't believe that the stars seen in New Zealand appear differently in Japan.
- ウ Akiko can't believe that the seasons in New Zealand are opposite to the seasons in Japan.
- エ Akiko can't believe that people in New Zealand can't get enough sunshine.

〔問5〕 本文の内容と合っているものを、次のア～オの中から一つ選べ。

- ア Akiko's final tests finished last week.
- イ Emma wants to eat the Japanese dish for New Year's Day because she has never eaten it before.
- ウ *Hangi* is cooked only to celebrate the New Year.
- エ Before realizing the time difference, Akiko wanted to talk longer with Emma.
- オ When Akiko, Emma, and Michiko finished the conversation, it was eight o'clock in the evening in New Zealand.

〔問6〕 次の質問に対する答えを完成させるとき、 に入る最も適切な連続する2語を、本文中の **Akiko** の発言から抜き出せ。

(Question) What does Akiko say about *Osechi* and *Hangi*?

(Answer) She says that they both have .

- 3 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。)

Eriko, Akira, and Hanae are members of the English club at A High School. After school, they are talking with Ms. Oda, the English club teacher, about finding work.

Ms. Oda: I am guessing that you sometimes think of your dreams for the future.

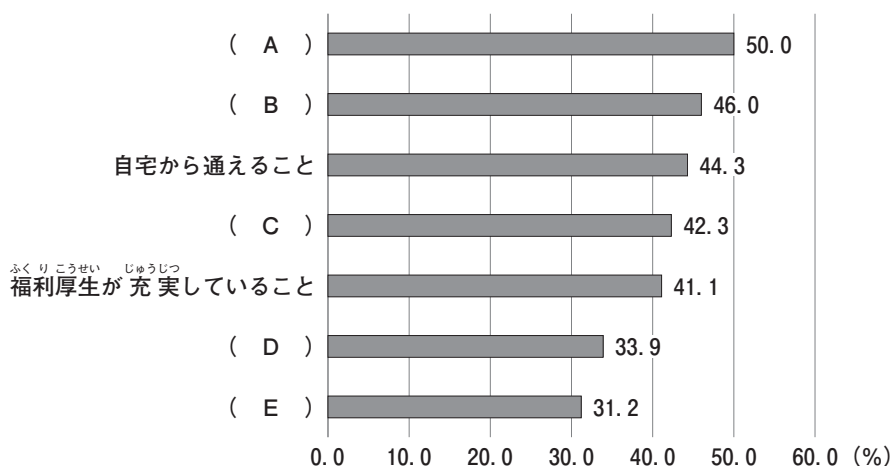
Eriko: Of course, I do. I often wonder what I will be in the future.

Ms. Oda: Today let's talk about finding work. What is important for you when you choose a job?

Akira: I want to do my favorite job in the company.

Hanae: I want to balance work and fun in my life, so it is better for me to have a lot of free time.

【Graph】 仕事を選択する際に重要視する観点
 (上位7項目)



出典：内閣府「子供・若者の意識に関する調査」(平成29年度調査)より

【16歳から29歳までの男女(有効回答数1万)を対象に実施したインターネット調査】

※「あなたは、仕事を選ぶ際に、それぞれの観点をどれくらい重要だと思いますか。」との問いに対して、各項目について「とても重要」と回答した人の割合

Ms. Oda: There are different points of view about finding work. Look at 【Graph】. In the 2017 *survey on children's and young people's *awareness, the following question was asked: what are important points when you choose work. What do you think of 【Graph】?

Eriko: I thought that “*Income is high” would come first, but it was next below “The job is *stable and I can work for a long time”. If I am asked, I will choose “I can use my *knowledge and skills”. I am going to be a history teacher, so I want to learn a lot about history in high school and college. Then I want to be able to

use that knowledge in the future. I am sorry that it was the lowest in **[Graph]** .

Akira: In my opinion, high school students don't think that jobs need to be stable. So I am surprised that *exactly half of the *respondents chose "**The job is stable and I can work for a long time**".

Eriko: I am guessing that a lot of young people *in their twenties chose it.

Akira: Oh, maybe you are right.

Hanae: Though free time is important to me, "**There is a lot of free time**" was less than 40%. Akira, I guess that "**I can do my favorite things**" is your choice, right?

Akira: Yes. That was above "**There is a lot of free time**". Actually, I didn't think it was among the top five.

Ms. Oda: *According to the answers to another question in the 2017 survey, more and more young people think their *private life is as important as work.
[Graph] shows what today's young people think important when they choose work. Now, do you know what kinds of workers are needed by companies and local communities?

Hanae: Eriko says that she will choose "**I can use my knowledge and skills**", and I think that companies are also looking for young workers with useful knowledge and skills.

Eriko: I agree. Many companies will be happy if their new workers play an active part, especially in the information technology field.

Ms. Oda: That's true. Such workers will *contribute to their companies from an early stage. What kinds of workers do most companies want when they think about their future? Do you have any idea?

Akira: I think that they want to have global leaders in *various fields.

Ms. Oda: That's a good point. Today, the growth of many companies will depend on how they develop overseas. Are there any other kinds of workers needed by companies?

Eriko: I think that new workers will be helpful to companies if they have original ideas. They can create new things and contribute to developing their company.

Ms. Oda: I agree. In addition, such people may start a new business in their local areas. In that case, they will contribute to developing their local communities. Local governments hope that more young people will work in their own areas. Also they are 【① living / ② to / ③ encouraging / ④ in / ⑤ move / ⑥ young people / ⑦ big cities】 to their areas and continue living there.

Hanae: I see. They may take part in local events or local volunteer work. Now I understand what kinds of workers are needed by companies and local communities. Then I wonder how we can increase the number of such workers.

Akira: I think that *career education is important.

Ms. Oda: That is true. It is important to improve career education.
Young people try to choose a job according to their hopes and situations. They

also want to succeed in their companies. They have to understand today's working environment, too. When respondents were asked in the 2017 survey about the *effects of career education, over 60% of them chose “**I learned the importance of work**” and “**I learned the importance of communication skills**”.

Hanae: I hear that more and more young people hope to learn after they get a job.

Ms. Oda: You are right. According to the 2017 survey, the number of respondents with a positive opinion about learning after getting a job was more than three times as large as the number of respondents with a *negative opinion. Well, what do you imagine when you hear career education?

Akira: I imagine *providing young people with chances to experience work. That is helpful in understanding the importance of work and working conditions, right?

Ms. Oda: Yes. That is one of the most important parts of career education. For example, the Government provides public work training with the help of training *organizations and universities. That is an example of not only career education but also *employment support.

Eriko: I wonder what kinds of employment supports the Government and local governments provide for young people now.

Ms. Oda: The Government encourages building the employment support system in universities with the help of Job Supporters at *the Public Employment Security Office. Job Supporters provide personal advice and support. And the Public Employment Security Office provides chances to practice job interviews in addition to a lot of useful employment information about various job fields.

Eriko: If *includes providing chances for work experience, we can say that providing chances for sports activities is also a kind of , right?

Ms. Oda: I agree. These days some local governments are making efforts to improve the sports environment in their local areas. For example, they have made large community sports clubs. They will provide young people with chances to experience various sports and become interested in them. In the future, some of them will find employment as sports leaders. Also, such sports clubs may produce top athletes.

Hanae: That reminds me. Some young people want to be great artists. And there are a lot of museums all over Japan. They will provide chances to enjoy art. So I am sure that they will contribute to making great artists in the future.

Ms. Oda: OK. That's all for today. I hope that young people will get a good job through career education and employment support.

〔注〕 survey 調査	awareness 意識
income 収入	stable 安定した
knowledge 知識	exactly ちょうど
respondent 回答者	in their twenties 20歳代で
according to ~ ~によると	private 私的な
contribute to ~ ~に ^{こうけん} 貢献する	various 様々な
career 職業	effect 効果
negative 否定的な	provide 提供する
organization 組織・機関	employment ^{こよう} 雇用
the Public Employment Security Office 公共職業安定所	
include ^{みく} 含む	

〔問1〕 **【Graph】**において、本文の内容から、(a)「自分のやりたいことができること」及び (b)「自分が身につけた知識や技術が活かせること」が入るのは、それぞれ (A) ~ (E) のどれか。正しい組み合わせを、次のア~クの中から一つ選べ。

- | | |
|----------------------------|----------------------------|
| ア (a) — (A), (b) — (B) | イ (a) — (B), (b) — (C) |
| ウ (a) — (C), (b) — (D) | エ (a) — (C), (b) — (E) |
| オ (a) — (D), (b) — (A) | カ (a) — (D), (b) — (E) |
| キ (a) — (E), (b) — (A) | ク (a) — (E), (b) — (B) |

〔問2〕 次の英文が入る最も適切な箇所を、本文の ~ の中から一つ選べ。

So it is necessary for young people to get a lot of knowledge and skills.

〔問3〕 本文に取り上げられている、^{きぎょう}企業が求める人材の組み合わせとして最も適切なものを、下のア~クの中から一つ選べ。

- (A) young people in their twenties
- (B) university students with a lot of free time
- (C) young workers with useful skills in information technology
- (D) global leaders
- (E) new workers with original ideas
- (F) people contributing to local governments
- (G) volunteer workers supporting their local communities

- | | | |
|-----------------|-----------------|-----------------|
| ア (A), (C), (D) | イ (A), (C), (E) | ウ (A), (E), (F) |
| エ (B), (D), (G) | オ (B), (E), (G) | カ (B), (F), (G) |
| キ (C), (D), (E) | ク (C), (F), (G) | |

〔問4〕 Also they are 【 ① living / ② to / ③ encouraging / ④ in / ⑤ move / ⑥ young people / ⑦ big cities 】 to their areas and continue living there. 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るとき、【 】内で2番目と5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。

- | | | | | |
|---|-----|----------------|-----|----------------|
| ア | 2番目 | ① living | 5番目 | ⑤ move |
| イ | 2番目 | ① living | 5番目 | ⑥ young people |
| ウ | 2番目 | ④ in | 5番目 | ① living |
| エ | 2番目 | ④ in | 5番目 | ② to |
| オ | 2番目 | ⑥ young people | 5番目 | ④ in |
| カ | 2番目 | ⑥ young people | 5番目 | ⑦ big cities |

〔問5〕 本文の流れに合うように、本文の2箇所の

5

 に共通して入る最も適切な連続する2語を、本文中の Ms. Oda の発言から抜き出せ。ただし、career education を除く。

〔問6〕 本文の内容と合っているものを、次のア～キの中から一つ選べ。

- ア According to the answers to the question about the effects of career education, less than half of the respondents had a positive opinion about career education.
- イ According to the answers to the question about continuing to learn after employment, no respondents wanted to stop learning after getting a job.
- ウ When Akira hears career education, he imagines understanding the importance of work.
- エ The Government encourages building the Public Employment Security Office with the help of local governments.
- オ The Public Employment Security Office provides chances to practice job interviews instead of providing a lot of useful employment information.
- カ Ms. Oda thinks that some community sports clubs may produce not only sports leaders, but also top athletes.
- キ Hanae says that great artists should build more and more museums all over Japan.

4

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。)

*Sayaka is a high school student in Tokyo. Her school has an *exchange program with a high school in a city in the southeastern part of Australia. She is going to visit Australia on the exchange program in six months.*

Ben is a student at the Australian high school. He visited Sayaka's school on the exchange program last year and became good friends with her.

In March, just after the final tests, Sayaka sent an e-mail message to Ben.

From Sayaka to Ben

In Japan, the school year ends this month, in March, and I have just finished my final tests. I am very much looking forward to visiting Australia in six months. I want to see many interesting things and talk about many kinds of things in English and Japanese with you.

We are going to stay in Australia for about two weeks, and we are making a plan for our trip. Our teachers told us to think about the last two days of our stay.

After we leave your school, we are going to go to Sydney by bus. We have to arrive at the hotel in Sydney around six in the evening. I think that we can visit some interesting places on the way to Sydney.

From Ben to Sayaka

I am looking forward to seeing you in Australia.

I think that I can get some information for your one-day sightseeing trip.

You can go to Sydney from our high school in one hour by bus. So, if you have time, you can go to several interesting places, stay there for some time, have exciting experiences and have lunch.

Please give me a few days to collect some information and think about the trip.

Three days later, Ben sent an e-mail message to Sayaka.

From Ben to Sayaka

I talked about your one-day trip with my teachers, my friends, and my parents. All of them agree that it will be a good idea for you to visit the Blue Mountains. ⁽¹⁾

The Blue Mountains is one of the best places to visit in Australia. It is on the list of World Heritage Sites, and you can enjoy wonderful natural *landscapes there. It has a very big mountain area, large forests, and beautiful waterfalls. You can ride *railways to go deep inside the mountains and walk along mountain *paths. I'm sure you'll enjoy it.

There are many restaurants and shops near the parking area, so you can eat many kinds of food and enjoy shopping there. There are also some cafeterias in the mountains.

You can go there from our school in about two hours by bus, and you can get to your hotel in Sydney from the Blue Mountains also in two hours. So, if you leave our school at nine, you can stay in the Blue Mountains for about

2

. I'm sending some maps with this message.

I am sure that you can have a wonderful experience there.

From Sayaka to Ben

Thank you very much for the good and useful information. Visiting the Blue Mountains sounds wonderful to me. After we study hard at your school, we can enjoy beautiful Australian *nature and have a good time. I 【 ① some more advice / ② you / ③ of our study trip / ④ to give / ⑤ the last day / ⑥ want / ⑦ about / ⑧ us 】.

We are thinking about visiting a museum in Sydney in the morning and enjoying shopping in the afternoon. We have to be at the airport at around seven in the evening, so we will have enough time to visit some museums.

Can you *recommend a museum in Sydney?

From Ben to Sayaka

I live in a town near Sydney, so I know a lot about the city. Give me a day to think about it and I will get back to you tomorrow.

The next day, Sayaka received a message from Ben.

From Ben to Sayaka

There are many good museums in Sydney. It is very difficult for me to choose one museum from them, but I recommend you to visit the Australian Museum because you can learn a lot about Aboriginal culture there.

The first people of Australia came here from Southeast Asia. When did they arrive? Nobody knows clearly, but it was *at least 50,000 years ago.

They *hunted animals for food and also collected food such as plants and insects. You may know some things about boomerangs. A boomerang is a *curved *stick and when you throw it in a *certain way, it comes back to you. The first Australian people used boomerangs when they hunted animals.

When British people came to Australia in the 18th century, they called these first Australian people "aboriginals." It means that these people have lived there since the earliest times.

If you visit the Australian Museum, you can see a lot of things from Aboriginal culture.

From Sayaka to Ben

I have some *knowledge about Aboriginal culture because I have read about it in

our English textbook. We had a lesson about “dreamtime” in the textbook, and I am very much interested in Aboriginal art. I have seen many beautiful and interesting paintings. Though I have read about “dreamtime” in the textbook, I feel that it is very difficult for me to understand it. When I visit Australia, I hope I can learn a lot about it, and I really want to go to the Australian Museum.

From Ben to Sayaka

It is great to know that you are interested in Aboriginal culture, and I am very surprised that you have read about “dreamtime.”

As you may know, “dreamtime” is a very important idea when we talk about Aboriginal art. For aboriginal people, “dreamtime” is the past, the *present, and the future at the same time. It is a beginning, and it has no end. It is not easy to explain “dreamtime” in words.

Aboriginal people have *passed down dreamtime stories from one *generation to the next for thousands of years. Through those dreamtime stories, you can feel something deep from Aboriginal culture.

From Sayaka to Ben

It is still not easy to understand “dreamtime,” but I am so excited. I really want to see many interesting things from Aboriginal culture at the Australian Museum.

Thank you again for giving me a lot of information. When we make a plan for our study trip, I will send it to you.

〔注〕 exchange program 交換留学プログラム
railway 鉄道
nature 自然
at least 少なくとも
curved 曲がった
certain 何らかの
present 現在
generation 世代

landscape 景色
path 道
recommend ^{すいせん} 推薦する
hunt ^{しゅりょう} 狩猟をする
stick 棒
knowledge 知識
pass down 伝える

〔問1〕 All of them agree that it will be a good idea for you to visit the Blue Mountains.
 (1) とあるが、Ben の先生、友人、両親が言ったと考えられるものとして適切でないものの組み合わせを、下のア～クの中から一つ選べ。

- (A) I think the Blue Mountains is good because it takes only a few hours by bus from our city.
- (B) You can go to either the Blue Mountains or the Australian Museum on the way to Sydney. In my opinion, the Blue Mountains is better.
- (C) The Blue Mountains is good because it is one of the World Heritage Sites in Australia. It is a good place to visit for a tourist.
- (D) It takes about two hours from the Blue Mountains to Sydney, so the Japanese students can stay there for several hours and enjoy themselves.
- (E) The roads to the Blue Mountains are not so wide. You cannot go there by bus. You have to take a taxi.

- ア (A), (C) イ (A), (E) ウ (B), (D) エ (B), (E)
 オ (C), (D) カ (C), (E) キ (A), (B) ク (A), (D)

〔問2〕 2 に入る最も適切な2語を考えて書け。

〔問3〕 I ⁽³⁾ 【 ① some more advice / ② you / ③ of our study trip / ④ to give / ⑤ the last day / ⑥ want / ⑦ about / ⑧ us 】. 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るとき、【 】内で4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～クの中から一つ選べ。

- | | |
|--------------------------|------------------------|
| ア 4番目 ⑧ us | 7番目 ⑦ about |
| イ 4番目 ① some more advice | 7番目 ⑤ the last day |
| ウ 4番目 ② you | 7番目 ① some more advice |
| エ 4番目 ⑦ about | 7番目 ⑥ want |
| オ 4番目 ⑤ the last day | 7番目 ② you |
| カ 4番目 ⑧ us | 7番目 ⑤ the last day |
| キ 4番目 ② you | 7番目 ④ to give |
| ク 4番目 ⑤ the last day | 7番目 ⑧ us |

[問4] 本文の内容に合うように、次の英文を完成させるとき、 ~
 に入れるのに最も適した単語・語句の組み合わせを、下のア～クの中から一つ選べ。

Aboriginal people came to Australia from Southeast Asia. They
 here for at least 50,000 years. British people began to live in Australia about
 ago.

Aboriginal people ate meat, plants, and insects. Boomerangs were used to
, and they were also used to fight.

In some dreamtime stories, boomerangs were used to make landscapes of
 Australia.

	1	2	3
ア	were	100 years	play games
イ	have been	300 years	play games
ウ	are	500 years	send messages
エ	have been	100 years	send messages
オ	were	300 years	get food
カ	are	500 years	get food
キ	are	100 years	play games
ク	have been	300 years	get food

〔問5〕 Sayaka が、教科書で dreamtime について読んだときに書いた感想文の英文を完成させるとき、 , に入れるのに最も適した文の組み合わせを、下のア〜クの中から一つ選べ。

I like all of the paintings by Aboriginal painters in this lesson. I can see many kinds of birds, fish, and insects in these paintings. Aboriginal people have told their dreamtime stories through these paintings. But I am very much interested in Aboriginal art. I want to see many more Aboriginal paintings.

- (A) I can't understand the meanings of these Aboriginal paintings.
- (B) I have seen most of the paintings before.
- (C) When I saw these paintings in the lesson, I could really understand "dreamtime."
- (D) I can also see interesting things and beautiful colors in them.
- (E) I was surprised to know that boomerangs were painted with beautiful colors.

- | | | | | | |
|---|--------|--------|---|--------|--------|
| ア | 1: (E) | 2: (A) | イ | 1: (D) | 2: (A) |
| ウ | 1: (B) | 2: (D) | エ | 1: (B) | 2: (A) |
| オ | 1: (C) | 2: (D) | カ | 1: (D) | 2: (E) |
| キ | 1: (C) | 2: (E) | ク | 1: (A) | 2: (D) |

[問6] 本文の内容に合うように、Ben の姉の Katherine と Ben との会話を完成させるとき、
 ~ に入れるのに最も適した単語・語句の組み合わせを、下
 のア〜クの中から一つ選べ。

Katherine: What are you doing, Ben?

Ben: I'm writing an e-mail message to Sayaka. I've just received her message.

Katherine: What is her message about?

Ben: It's about her trip to Australia. She wants to .

Katherine: What did you do for her?

Ben: I sent her some information about the Australian Museum.

Katherine: Is she going there? That's great.

Ben: I also recommended her to go to the Blue Mountains.

Katherine: Oh, she is going there, too. That's nice.

Ben: I'm not sure yet, but I think she is going to send me a for her trip soon.

Katherine: When is she coming to Australia?

Ben: She is coming here .

	1	2	3
ア	ask me a question	list	next month
イ	thank me	plan	in three weeks
ウ	ask me a question	plan	in September
エ	give me some information	plan	in September
オ	thank me	plan	in September
カ	ask me a question	list	in three weeks
キ	thank me	map	in three weeks
ク	give me some information	map	in three weeks

[問7] 自分たちが the Blue Mountains を訪問すると仮定して、その行動計画を書け。Ben が Sayaka に送った情報を使って、we を主語として 20 語以上 40 語以内の英語で書け。行動に要する時間、行動の順序等は自由に判断してよいが、本文中の情報以外のものを使ってはならない。最初と最後の文は解答用紙に書かれている。二つ以上の英文になってもかまわない。ただし、**first** と **after lunch** の二つの語句は必ず使用すること。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 !"

