次の1～3の各組の対話が成り立つように、A～Dにあてはまる最も適当なものを、それぞれのA～Eから一つ選び、記号を書け。

1 {  
Mother:  Kate, I found your cap under your desk.
Kate:    Thank you, Mom. I have to take it to school today.  A
Mother:  On the desk. You should put it in your bag now.

A | Where did you find it?
   | Where is it now?
   | What did you see?
   | What should I bring?

2 {  
Emily:  Excuse me. I think this is my seat.
Man:    Really? What’s your seat number?
Emily:  It’s 25, and this seat is 25.
Man:    Oh! Sorry.  B  I’ll move.

B | Please find a seat in the next train.
   | Your seat is behind this one.
   | Let’s find your seat together.
   | My seat is in front of yours.

3 {  
Father: When will your friend Mary come to our house?
Sarah:  C
Father: On that day we will visit Grandmother’s house, so the next day will be better. Please tell Mary.
Sarah:  OK. At Grandmother’s house, can I make something to eat for Mary with Grandmother?
Father: That’s a good idea. How about apple pies?  D
Sarah:  Great! I’ll ask her to teach me.

C | She said she wanted to come next Saturday.
   | She said she was free yesterday.
   | She will be very busy next month.
   | She will come to Grandmother’s house next week.

D | Mary will make them for you.
   | Grandmother has never made them.
   | We don’t think she likes eating them.
   | I loved her apple pies when I was young.
Mr. Jones: Look at these pictograms.
Kenta: Pictograms? What are they?
Mr. Jones: Pictograms are pictures that give information in a simple way.
Kenta: Well, then the pictograms show baseball and swimming, right?
Mr. Jones: That’s right. They are the pictograms for the Tokyo Olympics. We can also find other pictograms in our town.
Kenta: Oh, really?
Mr. Jones: Yes! When I came to Japan, I didn’t understand any Japanese. ① Pictograms were very useful for me when I had (to / do / where / find / to) go in the airport.

Yuki: Oh, I had an experience like that. One day at the station, a woman came to me and said in English, “Excuse me. Where is the restroom?” But I didn’t understand the word “restroom,” so I took her to the guide map on the wall. She pointed at the restroom pictogram. Then I understood the word and showed her the way to the restroom.

Kenta: Wow! By using the pictogram you helped the woman from a foreign country.
Yuki: Yes, but I don’t think pictograms are only for foreign people.
Mr. Jones: That’s true. They are also used for many other people and there are some other ways to tell people something without words. One example is color. When we take a bath, we can see colors on the faucet. Usually red means “hot” and blue means “cold.” ② I’m (these / make / from / life / sure) easier for a lot of people.

Kenta: Interesting! Now I want to learn more about pictograms and colors which are used to give information. Mr. Jones, may I talk about them in our English class next week?
Mr. Jones: Of course!
問1 英文中の下線部(①)が、会話の内容から考えて意味がとるように、それぞれ(□)内から4語を選び、それらを正しい語順に並べて書け。

問2 次は、この会話の後、健太が英語の授業で発表するために作成したスライドと、発表原稿の一部である。下の各問い答えよ。

<table>
<thead>
<tr>
<th>Pictograms in Our Town</th>
<th>We usually tell people something with words, but we have some other ways. For example, pictograms give us information in a simple way.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Colors on the Faucet</td>
<td>Color is another example. The colors on the faucet, red and blue, mean “hot” and “cold.”</td>
</tr>
<tr>
<td>Let’s Learn Together!</td>
<td>Let’s learn more about these ways to tell all people things and how to use them.</td>
</tr>
</tbody>
</table>

(1) □□□□には、健太の発表のテーマが入る。テーマとして最も適当なものを、ア〜エから一つ選び、記号を書け。

ア Information about Famous Things in Our Town
イ Pictograms Used in Other Countries
ウ Ways to Give Information to All
エ Learning the Way to Make New Pictograms

(2) 発表の後、健太は、ジョーンズ先生から次のようなコメントをもらった。部を別の語句で表現する場合、最も適当な2語を、会話の中からそのまま抜き出して書け。

Kenta, your speech was great! Using words is one important way to share information. Sharing information nonverbally, for example, using pictograms or colors, is also important. You've learned about it and taught it to your friends. I'm very happy about that.

問3 次の質問にあなたならどう答えるか。Becauseで書き出し、これを含め4語以上の英語で書け。

Why are pictograms useful?
Saori has two little brothers who go to kindergarten. She always takes care of them to help her mother. She likes playing with them. So, last fall, when Saori had a work experience, she decided to work at a kindergarten.

When the work experience started, Mr. Suzuki, a kindergarten teacher, said, “Teachers in this kindergarten clean all the rooms every morning before the children come.” Saori was surprised because she didn’t know this, but she started cleaning with the other teachers.

All the jobs were fun on the first day. Saori was tired on the second day, but she worked hard. On the third morning, she became very tired and wanted to stop cleaning. Then she saw Mr. Suzuki. He was cleaning the playground. He looked happy. She went there and said, “Do you like cleaning, Mr. Suzuki?” He said, “Well, it is hard but I always do it for the children. This is significant work. When we clean the rooms and the playground, we also check their safety for the children. I sometimes feel tired, but I try to think about the children. Then I can work harder. When I see their smiles, I feel happy.”

After Saori went home that evening, she talked with her mother about her experience. Her mother said, “You’ve learned an important thing. In my case, I became a chef because I liked cooking, but I’m really glad when people enjoy the food and look happy in my restaurant.” Saori listened to her mother and said, “Before the work experience, I thought people worked for their own happiness. It is an important thing. Today, I learned another important thing about working. We also work for the happiness of others and it brings happiness to us.”

On the last day of the work experience, Saori was cleaning in the morning with other teachers again. Mr. Suzuki saw her and said, “Saori, you look happier than before.” Saori said, “Yes. I’m happy to work for the children!”

<table>
<thead>
<tr>
<th>注</th>
<th>kindergarten 幼稚園</th>
<th>work experience 職場体験学習</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>playground 運動場</td>
<td>check~ を点検する</td>
</tr>
<tr>
<td></td>
<td>safety 安全性</td>
<td>smiles 笑顔</td>
</tr>
<tr>
<td></td>
<td>case 場合</td>
<td>happiness 幸せ</td>
</tr>
<tr>
<td></td>
<td>bring~ をもたらす</td>
<td></td>
</tr>
</tbody>
</table>

問1 次の質問の答えを、(1)は6語以上、(2)は3語以上の英語で書け。

(1) What does Saori always do to help her mother?

(2) How did Saori look when she was cleaning on the last day?

問2 下線部①の具体的な内容を英文中からきがし、日本語で書け。
問３ 下線部②を別の語句で表現する場合、最も適当なものを、ア～エから一つ選び、記号を書け。

ア small but popular
ウ easy and interesting

イ important and special
ヨ amazing but different

問４ 英文の内容に合っているものを、ア～カから二つ選び、記号を書け。

ア Before the work experience at the kindergarten, Saori had no chance to play with little children.

イ Saori enjoyed all the jobs at the kindergarten during the work experience because they were all new and fun.

ウ The safety of the rooms and the playground was checked by the teachers when they were cleaning in the morning.

ヨ After Saori went home, Saori’s mother talked about her own work experience at a kindergarten.

カ Saori’s mother told Saori that working for others was the most important thing when the work experience started.

あなたはホームステイ先で、バスケットボールチームの部員募集ポスターについて、Ａ．Ｂどちらの案がよいか意見を求められた。あなたの考えを以下の【条件】にしたがって書け。