

令和4年度

奈良県公立高等学校入学者一般選抜学力検査問題

英 語

注 意

- 1 指示があるまで開いてはいけません。
- 2 解答用紙には、受検番号を忘れないように書きなさい。
- 3 解答用紙の※印のところには、何も書いてはいけません。
- 4 答えは必ず解答用紙に書きなさい。

1 放送を聞いて、各問いに答えよ。

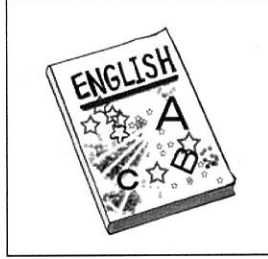
(1) ①, ②の英語の内容に合うものを、それぞれア～エから1つずつ選び、その記号を書け。なお、英語はそれぞれ1回ずつ流れる。

①

ア



イ



ウ

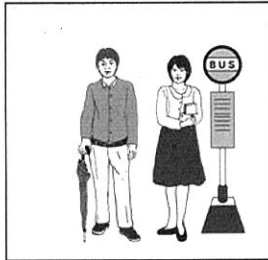


エ



②

ア



イ



ウ



エ



(2) ①, ②のそれぞれの会話の最後の応答にあたる部分に入る英語として最も適切なものを、それぞれア～エから1つずつ選び、その記号を書け。なお、会話はそれぞれ1回ずつ流れる。

① 〈教室での会話〉

- ア Sure. Take care of yourself.
- イ Sure. I want something to drink.
- ウ Sorry. You should go to the library.
- エ Sorry. I won't study math with you.

② 〈娘と父親の会話〉

- ア I like it very much.
- イ You should look for it with your friend.
- ウ It is fun to go shopping and buy a T-shirt.
- エ It is white and there are some stars on it.

- (3) 次の□内は会話の後にボブ (Bob) が自分のすることをまとめたメモである。①, ②に入る適切な英語を, それぞれ後のア~エから1つずつ選び, その記号を書け。なお, 会話は2回流れる。

<p><i>Things to Do:</i></p> <p><input type="checkbox"/> tell my father Mom will come home at 7</p> <p><input type="checkbox"/> (①)</p> <p><input type="checkbox"/> tell my father (②)</p> <p><input type="checkbox"/> make soup</p>

- ① ア help Emily do her homework
イ come home earlier than Mom
ウ make some sushi for dinner
エ buy some bread for tomorrow's breakfast
- ② ア Mom bought milk and juice
イ Mom forgot to go to the supermarket
ウ he doesn't have to cook dinner
エ he doesn't have to buy some sushi
- (4) 英語の内容と合っていないものを, 次のア~カから2つ選び, その記号を書け。なお, 英語は2回流れる。
- ア You can carry many things in the new sports bag.
イ It is easy to wash the new sports bag by hand.
ウ There are eight different colors for the new sports bag.
エ It's 50 dollars if you buy the new sports bag on a special shopping day.
オ You need 75 dollars if you buy two sports bags.
カ You can buy the new sports bag on the Internet.

- 2 次の□内は、ある旅行会社が企画した収穫体験 (harvest experience) のバスツアー (bus tour) に関する案内チラシの一部である。各問いに答えよ。

Weekend Harvest Experience Bus Tour

Tour A 【Potatoes】 Period : June Location : Reiwa Farm Price : 6,000 yen	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> じゃがいもの絵 </div>
Tour B 【Cherries】 Period : May - June Location : Reiwa Farm Price : 6,000 yen	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> さくらんぼの絵 </div>
Tour C 【Grapes】 Period : July - September Location : Yamato Fruits Park Price : 11,000 yen	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> ぶどうの絵 </div>
Tour D 【Apples】 Period : September - November Location : Yamato Fruits Park Price : 8,000 yen	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> りんごの絵 </div>

【For All Tours】

○Plan : Mahoroba Station (9:00) == (Special Lunch) == (Harvest Experience · Free Time)
 == Mahoroba Station (19:30)

* Half price for children under twelve in all tours.

(注) period:時期 location:場所 farm:農園 price:値段 yen:円 half:半分の under:~未満の

- (1) 案内チラシの内容と合っているものを、次のア～オから2つ選び、その記号を書け。

- ア In all tours, you can have potatoes, cherries, grapes and apples.
- イ In Tour A, you will have a harvest experience at Reiwa Farm.
- ウ The price of Tour D is higher than the price of Tour C.
- エ In all tours, you will have a harvest experience before lunch.
- オ In all tours, you will start at Mahoroba Station at 9:00 a.m.

- (2) 次の□内の条件のもと、大人1人、子ども(7歳)1人の計2人で収穫体験バスツアーに参加したい。条件をすべて満たしているものはどれか。後のア～エから1つ選び、その記号を書け。

【条件】

・果物の収穫体験を希望 ・9月に参加 ・ツアー代金の合計は15,000円以内

ア Tour A イ Tour B ウ Tour C エ Tour D

- (3) あなたは、Tour A～Dのいずれかの収穫体験バスツアーに参加することにした。どのバスツアーに参加したいか。あなたの考えを、その理由も含めて15語程度の英語で書け。ただし、1文または2文で書き、コンマやピリオドなどは語数に含めないこと。なお、選んだものを、それぞれA, B, C, Dと表してよい。

3 次の英文を読んで、各問いに答えよ。

Haruka, Mai, Tatsuya, and Ichiro are high school students. They are members of the English club. After school, they are talking in the English club room.

Haruka: We are going to talk online to students in Australia next week again.

Mai: Great. I enjoyed talking to them last month.

Tatsuya: Exactly. I was very nervous and didn't know I should say at first, but I introduced myself well, and we could keep talking.

Haruka: Then, we introduced each other's popular spots around the school. What should we talk about this time? Do you have any ideas?

Mai: How about talking about manga with them? I like manga, so I would like to tell them how good Japanese manga is.

Tatsuya: I agree. I want to ask them which Japanese manga they know. I also want to know about popular manga in Australia.

Ichiro: Are they interested in manga? How about sports? Rugby and soccer are popular in Australia, I think.

Haruka: Well, everyone is interested in different things. How about school life? We can talk about our school life, and they can talk about their school life.

Tatsuya: That's a good idea. We should talk about it. We can talk about our school events. What do you think about talking about school life, Mai?

Mai: I agree, too.

Haruka: Right. The differences may reflect cultural differences. Also, we may learn about the things we have in common.

Ichiro: That's right.

(注) online: オンラインで exactly: そのとおり spot: 場所 manga: マンガ reflect: ~を反映する
cultural: 文化の in common: 共通で

(1) に入る最も適切な英語を、次のア～エから1つ選び、その記号を書け。

ア what イ why ウ before エ because

(2) 他のメンバーとの話し合いを通して、Tatsuya の意見はどのように変わったと考えられるか。最も適切なものを、次のア～エから1つ選び、その記号を書け。

ア 最初はマンガに限らず互いが興味のあることについて話をしたいと思った。話し合いをする中で、学校生活について話をするのがよいという意見になった。

イ 最初はマンガに限らず互いが興味のあることについて話をしたいと思った。話し合いをする中で、文化の違いについて話をするのがよいという意見になった。

ウ 最初はマンガについて話をしたいと思った。話し合いをする中で、学校生活について話をするのがよいという意見になった。

エ 最初はマンガについて話をしたいと思った。話し合いをする中で、文化の違いについて話をするのがよいという意見になった。

(3) あなたは、Maiがでどのように発言したと考えるか。文脈に合うように、に入る英語を20語程度で書け。ただし、1文または2文で書き、コンマやピリオドなどは語数に含めないこと。

4 次の英文を読んで、各問いに答えよ。なお、英文の左側の[1]~[5]は各段落の番号を示している。

[1] Have you ever seen the 2D codes which have a special mark on the corners? For example, you can find the 2D codes in your textbooks. When you scan them with a tablet computer, you can see pictures or watch videos. Today, a lot of people around the world use them in many different ways. This type of 2D code was invented by engineers at a car parts maker in Japan.



2D code
(2次元コード)

[2] When cars are produced, many kinds of parts are needed. Car parts makers have to manage all of the car parts. About 30 years ago, car companies needed to produce more kinds of cars, and car parts makers had to manage many different kinds of car parts for each car. At that time, they used barcodes to manage the car parts, but they could not put a lot of information in one barcode. So, they used many barcodes. Workers had to scan many barcodes. A worker at a car parts maker had to scan barcodes about 1,000 times a day. It took a lot of time to scan them. The workers needed some help to improve their situation.



0 000742 221101
barcode
(バーコード)

[3] The engineers at a car parts maker in Japan knew the situation of the workers. They started to learn about 2D codes because 2D codes can contain more information than barcodes. There were already some types of 2D codes in the U.S. One type could contain a lot of information, but it took a lot of time to scan that type. Another type was scanned very quickly, but it contained less information than other types. The engineers at the car parts maker did not use these types. They decided to create a new type of 2D code which had both of those good points. The engineers needed a long time to create this new type which could be scanned quickly. Finally, they thought of an idea. They thought, "If a 2D code has a special mark on the three corners, it can be scanned very quickly from every angle." In this way, the new type of 2D code with special marks was invented by the engineers at a car parts maker in Japan.

[4] How did people around the world start to use the new type of 2D code? After car parts makers started to use it, other businesses also started to pay attention to it. For example, a mobile phone company started to use it to help people visit websites directly by using their mobile phone cameras. By scanning a 2D code with their mobile phones, users can get a lot of information quickly and easily. With this technology, people learned that the new type of 2D code was very useful.

[5] Today, the 2D code invented by the engineers at a car parts maker in Japan has become popular in people's lives around the world. It was invented by engineers to help workers, but now, it helps people around the world a lot.

(注) mark:目印 scan:読み込む tablet computer:タブレットコンピュータ type:種類
engineer:エンジニア part:部品 maker:製造業者 manage:管理する put:(情報などを)入れる
worker:労働者 situation:状況 contain:含む quickly:素早く think of:~を思いつく
angle:角度 business:事業 pay attention to:~に注目する mobile phone:携帯電話
directly:直接 user:利用者

- (1) 英文の段落ごとの見出しを下の表のようにつけるとき、表中の , , に入る最も適切な英語を、後のア～カから1つずつ選び、その記号を書け。

段落	見出し
[1]	The 2D codes in our daily lives
[2]	<input type="text" value="A"/>
[3]	<input type="text" value="B"/>
[4]	<input type="text" value="C"/>
[5]	The 2D code for people around the world

- ア A new type of 2D code invented by engineers in Japan
 イ The barcode which can improve the situation of workers
 ウ Another way of using the new type of 2D code
 エ The way of using some 2D codes from the U.S.
 オ The company which started to use mobile phone cameras
 カ The problems of using barcodes
- (2) 英文の内容について、次の問いにそれぞれ3語以上の英語で答えよ。ただし、コンマやピリオドなどは語数に含めないこと。
- ① Did the engineers at the car parts maker in Japan use the 2D codes from the U.S.?
 ② Where did the engineers put a special mark when they invented the new type of 2D code?
- (3) 英文の内容と合っているものを、次のア～カから2つ選び、その記号を書け。
- ア A car parts maker in Japan invented barcodes.
 イ Car parts makers used barcodes to sell more cars.
 ウ Barcodes can contain more information than 2D codes.
 エ The 2D code with special marks can be scanned quickly.
 オ A mobile phone company used the new type of 2D code to help users visit websites easily.
 カ The engineers from Japan and the U.S. worked together to invent the new type of 2D code.