

令和4年度  
奈良県立大学附属高等学校  
入学者一般選抜検査問題

# 英語

## 注意事項

- 1 指示があるまで、この冊子を開いてはいけません。
- 2 この時間には、はじめに聞き取り検査があります。聞き取り検査の最初にチャイムが入りますから、注意してください。
- 3 答えは全て解答用紙のマーク欄にマークしてください。マークは解答用紙の例に従って正しく記入してください。
- 4 印刷ミスなどがあれば、静かに手を挙げて監督の先生に知らせてください。問題内容についての質問には答えられません。
- 5 不正行為は絶対にしないようにしてください。

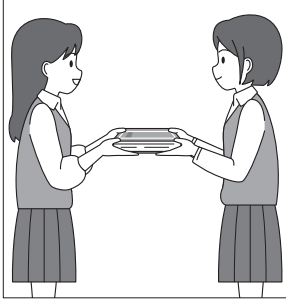


1 放送を聞いて、各問いに答えよ。

(1) ①～③の英語の内容に合うものを、次のア～エからそれぞれ1つずつ選び、その記号をマークせよ。  
 なお、放送はそれぞれ1回ずつ流れる。

①

ア



イ



ウ

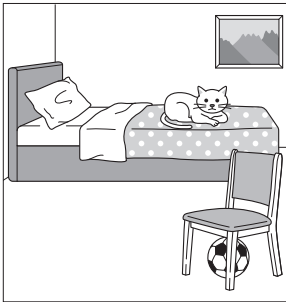


エ

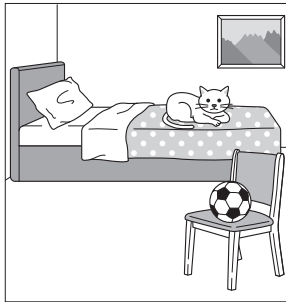


②

ア



イ



ウ



エ



③

ア

|   |
|---|
| Today's weather<br>Sapporo...☔<br>Nara...☁    |
| Tomorrow's weather<br>Sapporo...☁<br>Nara...☀ |

イ

|   |
|---|
| Today's weather<br>Sapporo...☀<br>Nara...☀    |
| Tomorrow's weather<br>Sapporo...☔<br>Nara...☁ |

ウ

|   |
|---|
| Today's weather<br>Sapporo...☔<br>Nara...☁    |
| Tomorrow's weather<br>Sapporo...☀<br>Nara...☀ |

エ

|   |
|---|
| Today's weather<br>Sapporo...☁<br>Nara...☔    |
| Tomorrow's weather<br>Sapporo...☀<br>Nara...☀ |

(2) ①, ②の会話に続く応答として最も適切なものを、放送されるア～エからそれぞれ1つずつ選び、その記号をマークせよ。なお、会話とア～エの応答はそれぞれ2回ずつ流れる。

- (3) 放送される英語の説明を聞いて、次の【ノート】の( ① ), ( ② )に入る最も適切なものを、後のア～エからそれぞれ1つずつ選び、その記号をマークせよ。なお、英語の説明は2回流れる。

【ノート】

|   |
|---|
| <u>Meguro</u>   |
| <ul style="list-style-type: none"> <li>・ a type of bird      ・ small      ・ live in the forests of the Ogasawara Islands</li> </ul> |
| <ul style="list-style-type: none"> <li>・ can be found only on the Ogasawara Islands      ・ ( ① )</li> </ul>                         |
| <u>An interesting fact about meguros</u>  |
| <ul style="list-style-type: none"> <li>・ <u>do not travel across islands</u></li> </ul>   |
| <ul style="list-style-type: none"> <li>= spend all their lives on the islands which they were born in</li> </ul>                    |
| <u>The number of meguros is small</u> ← ( ② )   |
| <ul style="list-style-type: none"> <li>・ Many people are trying to save meguros.</li> </ul>   |

( ① )

- ア have big black eyes
- イ have black parts like eyes
- ウ have black eyes called *meguro*
- エ have the black area around their eyes

( ② )

- ア though people didn't cut down the trees in *meguros'* forests
- イ because people cut down a lot of the trees in the past
- ウ though people were interested in *meguros*
- エ because people ate a lot of *meguros* in the past

2 次の英文を読んで、そのタイトルとして最も適切なものを、後のア～エから1つ選び、その記号をマークせよ。

Horses' teeth grow about 3 to 4 mm a year. However, the teeth wear down more rapidly than they grow because horses use them to grind grass while they are eating. We can find out how old a horse is by watching how much its teeth have worn down.

(注) horse 馬 wear down すり減る rapidly 速く grind grass 草をすりつぶす

- ア How long do horses' teeth grow in a year?
- イ A horse's teeth help us know its age.
- ウ Horses grind grass and their teeth wear down.
- エ How can we watch an old horse's teeth?

3 高校生のMisaとKenji, 留学生のSusieは, ある講演会 (lecture meeting)に参加した。次の図 (Figure) は, その講演会の案内チラシである。このチラシとそれに続く英文を読んで, Misaたちが参加した講演として, 後の表 (Table) の ( ① ) ~ ( ⑤ ) に入る最も適切なものを, 下のア~エからそれぞれ1つずつ選び, その記号をマークせよ。ただし, 同じ記号を何度用いてもよい。

Figure

| Lecture Meeting for Students   |  |  |  |
|--|--|--|--|
| This year's Lecture Meeting for Students is for the students who want to learn various fields in our society; however, everyone is welcome to take part in this event. Come and join us! |  |  |  |
| Date: August 11    Place: Man-yo Central Hall  |  |  |  |
| Schedule:  |  |  |  |
| Time   | Hall A                                 | Hall B                                       | Hall C                                 |
| 10:00<br>- 11:30   | What are SDGs?<br>—Sasaki Yukio        | The Frontiers of Medicine<br>—Mary Jackson   | Future Work-life Balance<br>—Yang Ming |
| Lunch time   |  |  |  |
| 1:00<br>- 2:00   | Japanese Tradition<br>—Ichikawa Hitomi | Economics is Attractive<br>—Christiano Lopez |  |

Misa, Kenji, and Susie participated in Lecture Meeting for Students held on August 11. Misa wanted to listen to “What are SDGs?,” Susie wanted to join “Future Work-life Balance,” and Kenji was interested in Mary Jackson’s lecture. They participated in the lectures that they wanted to join in the morning. After lunch, Susie did not decide which lecture to join. Misa decided to take part in Ichikawa Hitomi’s lecture, so she said to Susie, “How about listening to Ms. Ichikawa’s lecture? Her talk is very funny and interesting.” Susie agreed with Misa. Kenji wanted to study economics in university, so he took part in the lecture about it. Now they are writing reports about the things they learned from Lecture Meeting for Students.

(注) various fields    さまざまな分野    SDGs    持続可能な開発目標    frontiers    最先端  
work-life balance    ワークライフバランス    economics    経済学    attractive    魅力的な

Table

|           | Misa           | Kenji | Susie |
|-----------|----------------|-------|-------|
| Morning   | What are SDGs? | ( ① ) | ( ② ) |
| Afternoon | ( ③ )          | ( ④ ) | ( ⑤ ) |

ア The Frontiers of Medicine    イ Future Work-life Balance    ウ Japanese Tradition  
エ Economics is Attractive

- 4 次のAとBは、KevinとMs. YasudaとのEメールによるやりとりである。またCは、KevinがBへの返信として送ろうとしているEメールである。これらを読んで、各問いに答えよ。

A

From: Kevin Brown  
To: Nara Mahoroba Museum Research Section  
Date: Tuesday, June 7  
Subject: Appointment request

Dear Research Section curators,  
I hope this e-mail finds you well. I am Kevin Brown, a student at Komadori High School, Nara.  
I would like to visit your museum and ask you some questions about tumuli in Nara. I want to know more about them because I have a presentation on them in my Japanese history class. ( ① )  
Please let me know the date and time if this will be all right with you.

Sincerely,  
Kevin Brown

B

From: Nara Mahoroba Museum Research Section  
To: Kevin Brown  
Date: Wednesday, June 8  
Subject: ( ② )

Dear Mr. Brown,  
Thank you for your e-mail. I am Yasuda Akiko, a curator at Nara Mahoroba Museum.  
Our museum is open from Tuesday to Sunday. However, I am sorry that we cannot meet you this week because we are preparing for an important conference this weekend. I can meet you next weekend. ( ③ )

Best regards,  
Yasuda Akiko

C

From: Kevin Brown  
To: Nara Mahoroba Museum Research Section  
Date: Wednesday, June 8  
Subject: Visit you on Saturday next week

Dear Ms. Yasuda,  
※ I will visit you on Saturday next week at 11 a.m. I look forward to meeting you.

Many thanks,  
Kevin Brown

(注) Research Section 研究課 appointment 面会の約束 request 依頼  
curator 学芸員 tumuli tumulus (古墳) の複数形 presentation 発表  
prepare for ~ ~の準備をする conference 会議

(1) KevinがAを送った理由として最も適切なものを、次のア～エから1つ選び、その記号をマークせよ。

- ア Kevin wants the curators of the museum to tell him about tumuli in Nara.
- イ Kevin wants to go to tumuli in Nara with the curators of the museum.
- ウ Kevin wants the curators of the museum to visit his school.
- エ Kevin wants to give a presentation on the museum.

(2) A, Bの( ① )～( ③ )に入る最も適切なものを、次のア～エからそれぞれ1つずつ選び、その記号をマークせよ。

( ① )

- ア Could you visit my school this weekend?
- イ Could you meet me on Monday this week?
- ウ Could I meet you if it is sunny this weekend?
- エ Could I visit and talk to you this week?

( ② )

- ア Sorry that we can never meet you.
- イ Conference on the weekend.
- ウ OK if on Saturday or Sunday next week.
- エ Please visit our museum this week.

( ③ )

- ア I think I have to visit you by Saturday next week.
- イ We can talk any time between ten a.m. and two p.m. on either day.
- ウ We are closed from 9 a.m. to noon on Saturday and Sunday.
- エ You can come to our museum from Tuesday to Sunday next week.

(3) Kevinは、Cに欠けている1文があるように感じたので、Cの※の箇所に、英文を付け足そうと考えた。Kevinが付け足すべき英文として最も適切なものを、次のア～エから1つ選び、その記号をマークせよ。

- ア I am glad that you can meet me.
- イ Thank you for inviting me to the conference.
- ウ I can meet you on June 19.
- エ I am very sorry that you must attend the conference.

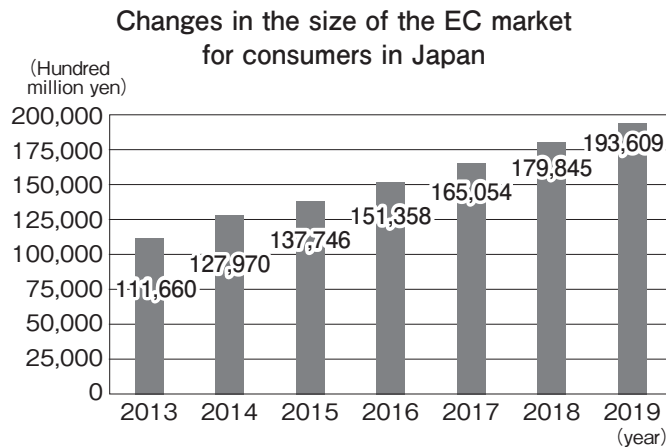


5 次の英文と図 (Figure), 表 (Table) は, ある高校生が, 電子商取引 (e-commerce, EC) に関する発表のために作っている原稿と資料である。これらを読んで, 各問いに答えよ。

Have you ever heard of e-commerce, EC? It lets us sell or buy items or services on the Internet. The Figure shows the changes in the size of the EC market for consumers in Japan. The Table shows the breakdown of its size in 2013 and 2019. From the Figure, we can see its size ( ① ) from 2013 to 2019. Also from the Table, we can see that ( ② ) during the period.

While I was researching EC, I knew some people say we need to be careful about using it. In the last week, I asked two hundred people in front of the station, "What are you worried about while you are using EC?" I was surprised that about 30% of the people who answered my question did not worry about using EC. It is very useful because we can buy items and use services at home. However, I often hear about some people having trouble with EC. I think we should pay attention to using EC.

Figure



(経済産業省資料より作成)

Table

**Breakdown of the size of the EC market for consumers in Japan**

(Hundred million yen)

| kinds of sales        | year          | 2013    | 2019    |
|-----------------------|---------------|---------|---------|
|                       | Product sales |         | 59,931  |
| Service sales         |               | 40,710  | 71,672  |
| Digital product sales |               | 11,019  | 21,422  |
| Total                 |               | 111,660 | 193,609 |

(経済産業省資料より作成)

(注) item 品物    service サービス    market 市場    consumer 消費者  
 breakdown 内訳    product sale 製品販売    digital product デジタル製品  
 total 合計

(1) ( ① ) と ( ② ) にあてはまる英語として最も適切なものを, それぞれのア~エから1つずつ選び, その記号をマークせよ。

( ① )

- |                           |                         |
|---------------------------|-------------------------|
| ア increased and decreased | イ was larger and larger |
| ウ became over twice       | エ kept decreasing       |

( ② )

- ア the size of all kinds of sales increased
- イ the size of product sales decreased
- ウ the size of service sales became twice
- エ the size of digital product sales became small

(2) この発表の要点として最も適切なものを、次のア～エから1つ選び、その記号をマークせよ。

- ア We need to pay attention to using EC because most people are worried about it.
- イ EC is popular in Japan now, and we should use it more.
- ウ The EC market should be larger for the people who cannot go out.
- エ EC is very useful, but we should be careful while we are using it.

(3) この高校生は、発表の準備を進める中で、ある資料を用意するのを忘れていたことに気付いた。本文から考えて、この高校生が用意するのを忘れていた資料として最も適切なものを、次のア～エから1つ選び、その記号をマークせよ。

ア

| Answer                                       | Number of the people |
|--|----------------------|
| Nothing                                      | 61                   |
| Buying wrong things/services                 | 49                   |
| Someone else using my account                | 32                   |
| Someone else getting my personal information | 20                   |
| Others                                       | 38                   |
| Total  | 200                  |

イ

| Answer                           | Number of the people |
|----------------------------------|----------------------|
| I do not have to go out.         | 61                   |
| The price is lower.              | 49                   |
| I can buy something at any time. | 32                   |
| I can get more points.           | 20                   |
| Others                           | 38                   |
| Total                            | 200                  |

ウ

| Answer        | Number of the people |
|---------------|----------------------|
| Never         | 61                   |
| Once a week   | 49                   |
| Twice a month | 32                   |
| Once a month  | 20                   |
| Others        | 38                   |
| Total         | 200                  |

エ

| Answer                               | Number of the people |
|--------------------------------------|----------------------|
| Buying something I do not need       | 61                   |
| No room to put something I bought    | 49                   |
| I have never worried about using EC. | 32                   |
| I have never used EC.                | 20                   |
| Others                               | 38                   |
| Total                                | 200                  |

(注) account アカウント (インターネットのサービスを利用するための権利)

6 次の英文を読んで、各問いに答えよ。ただし、【1】～【5】は段落番号を示している。

- 【1】 For many years, scientists have thought that creatures may make decisions using a kind of language or information. Now, most of them believe that some creatures have the intelligence to understand a situation, make plans for it, and decide what to do. Here are some examples of the intelligence that some creatures have.
- 【2】 Scientists have studied the lives of dolphins and learned that they are the smartest creatures on earth after humans. Dolphins live in groups and catch fish together. They use a kind of language to communicate with each other, and catch their food. However, the scientists do not understand their language yet.
- 【3】 A type of bird uses a tool —a small branch— to get its food. When the bird finds an insect inside a small hole on a tree, it picks up a small branch with its beak. Then, it puts the branch in the hole, catches the insect, and eats it. This shows that this type of bird can use a tool to get food.
- 【4】 A scientist made an experiment on fishing carp. He asked several people to fish carp in a pond and put the carp back there after they catch them. On the first day of the experiment, the people caught a lot of carp, but the number of the carp they fished was less and less every day. The scientist thought that the fished carp did not try to get close to the hook because they learned that it was dangerous.
- 【5】 These examples show that some creatures can really “think.” In the past, scientists thought creatures acted by their instinct and had little or no intelligence. However, now, many scientists are sure that some creatures are much smarter than the scientists in the past thought.

(注) creature (人間以外の) 生物    make a decision 決定する    intelligence 知能  
dolphin イルカ    tool 道具    branch 枝    insect 昆虫    hole 穴  
beak くちばし    experiment 実験    carp carp (コイ) の複数形    pond 池  
hook 釣り針    instinct 本能

(1) 【1】～【5】段落で述べられている内容として最も適切なものを，次のア～エからそれぞれ1つずつ選び，その記号をマークせよ。

【1】

- ア Scientists think that creatures can communicate with people.
- イ Scientists have thought that creatures use some language or information.
- ウ A lot of scientists do not believe that creatures have intelligence.
- エ It is easy for creatures to understand a situation, make plans for it, and decide what to do.

【2】

- ア Scientists found why dolphins are the most intelligent creatures in the world.
- イ Dolphins usually live alone, but they get fish with other dolphins.
- ウ Dolphins have a kind of language and can communicate with each other.
- エ Scientists cannot understand dolphins' language, but they can communicate with dolphins.

【3】

- ア A type of bird uses an insect as a tool to eat its food.
- イ There is a type of bird which gets food by using a tool.
- ウ When a type of bird finds a small branch, the bird gives it to an insect.
- エ A type of bird goes into a hole when the bird eats an insect.

【4】

- ア After the experiment on fishing carp, scientists understood how dangerous the carp were.
- イ The people fished many carp every day, so finally there was no carp in the pond.
- ウ It became more difficult for the people to fish the carp day by day.
- エ The scientist asked many people to fish carp and give them to him.

【5】

- ア From the examples of dolphins, a type of bird, and carp, we can learn the creatures have intelligence.
- イ Many scientists thought people were smarter than creatures, but that is wrong.
- ウ The examples of dolphins, a type of bird, and carp show that creatures act by instinct.
- エ Many scientists believe that creatures are smart, but they do not know how to explain it.

(2) 本文で述べられている内容として最も適切なものを，次のア～エから1つ選び，その記号をマークせよ。

- ア Some creatures have the intelligence, so they can think and decide what to do.
- イ Dolphins have their special language, so they can communicate with a type of bird.
- ウ The fished carp remembered and learned how dangerous the pond was.
- エ Creatures' instinct is very important for them to think.







