

令和 5 年度

大阪府学力検査問題
(一般入学者選抜)英 語
〔 A 問題 〕

注 意

- 1 「開始」の合図があるまで開いてはいけません。
- 2 答えは、すべて**解答用紙**に書きなさい。
 - ・ 答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて**解答用紙**の記号を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】

| | | | |
|---|---|---|---|
| ア | イ | ウ | エ |
|---|---|---|---|

 - ・ 答えの語数が指定されている問題は、コンマやピリオドなどの符号は語数に含めないこと。

解答用紙の採点者記入欄には、何も書いてはいけません。
- 3 問題は、中の用紙のA面に1・2、B面に3があります。
- 4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。
- 5 「終了」の合図で、すぐ鉛筆を置きなさい。
- 6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

1. 次の(1)~(10)の日本語の文の内容と合うように、英文中の()内のア~ウからそれぞれ最も適しているもの一つずつを選び、記号を○で囲みなさい。

- (1) 私は有名な音楽家に会いました。
I met a famous (ア doctor イ musician ウ scientist).
- (2) 多くの人々は春に桜の花を見に行きます。
Many people go to see the cherry blossoms in (ア spring イ autumn ウ winter).
- (3) 私たちは毎日、私たちの教室をそうじします。
We (ア clean イ close ウ watch) our classroom every day.
- (4) そのアドバイスは役に立ちました。
The advice was (ア funny イ useful ウ wrong).
- (5) もっとゆっくり話してください。
Please speak more (ア fluently イ quickly ウ slowly).
- (6) 机の上のあれらのノートは彼女のもです。
Those notebooks on the table (ア am イ are ウ is) hers.
- (7) 富士山は日本で最も高い山です。
Mt. Fuji is the (ア high イ higher ウ highest) mountain in Japan.
- (8) 私の弟はサッカーをするために公園に行きました。
My brother went to the park (ア play イ playing ウ to play) soccer.
- (9) この本はいつ書かれましたか。
When was this book (ア write イ wrote ウ written) ?
- (10) 私はとても速く走ることができる女性を知っています。
I know a woman (ア who イ which ウ where) can run very fast.

2 萌 (Moe) は日本の高校生です。次の [I], [II] に答えなさい。

[I] 次は、萌が英語の授業で行った和紙 (*washi*) に関するスピーチの原稿です。彼女が書いたこの原稿を読んで、あとの問いに答えなさい。

Today, I'm going to talk about traditional Japanese paper. It is called "*washi*" in Japanese. I heard an interesting story from my friend. She made *washi* before she graduated ① junior high school. In her junior high school, the students in the third grade make *washi*. The *washi* is used for their graduation certificate. I thought *washi* was used only for making traditional things, for example, *shoji* or lanterns. I think making *washi* for their own graduation certificate is a great experience for the students.



shoji (障子) lantern
(複数形も (ちょうちん) *shoji*)

I became interested in *washi*, so I read some books about *washi*. I found many interesting things. I'll tell you one of ② *them*. *Washi* is used for making clothes. I was surprised to know this. The clothes made with *washi* have many good points. I'll give you three examples. First, they are light, so people ② *them* can move easily. Second, air can go through *washi* easily, so the clothes can make people feel cool in summer. Finally, the clothes can easily return to nature because *washi* is made with trees and plants. This means they are good for the environment. I think clothes made with *washi* are wonderful. I want to wear such clothes someday. How about you? Do you want to try? Thank you for listening.

(注) graduation certificate 卒業証書

- (1) 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
ア from イ off ウ on エ to
- (2) 本文中の ② *them* の表している内容に当たるものとして最も適しているひとつづきの英語3語を、本文中から抜き出して書きなさい。
- (3) 次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
ア wear イ wears ウ wearing エ to wear
- (4) 次のうち、本文で述べられている内容と合うものはどれですか。一つ選び、記号を○で囲みなさい。
ア 萌の友だちが通っていた中学校では、2年生の生徒が和紙作りをすることになっている。
イ 萌は、和紙に興味をもったので、和紙を使って実際にちょうちんを作ってみた。
ウ 萌は、和紙は空気を通さないの、和紙で作られた服を着ると涼しく感じるということを知った。
エ 萌は、和紙で作られた服をすばらしいと考えていて、いつか着たいと思っている。

[II] スピーチの後に、あなた (You) が萌と次のような会話をするとします。あなたならば、どのような話をしますか。あとの条件1~3にしたがって、(①) ~ (③) に入る内容を、それぞれ5語程度の英語で書きなさい。解答の際には記入例にならって書くこと。

You: Hi, Moe. I enjoyed your speech. I'm interested in making *washi*. (①)

Moe: No, but I want to try. Let's ask our art teacher how to do it.

You: (②)

Moe: After making *washi*, what will you make with the *washi*?

You: (③)

Moe: I see.

<条件1> ①に、それを今までに作ったことがあるかをたずねる文を書くこと。

<条件2> ②に、それは良い考えだと伝える文を書くこと。

<条件3> ③に、前後のやり取りに合う内容を書くこと。

記入例

What time is it ?
Well, it's 11 o'clock.

3. 次は、高校生の広志 (Hiroshi)、インドネシア (Indonesia) からの留学生のサリ (Sari)、江藤先生 (Mr. Eto) の3人が学校で交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

Hiroshi: Hi, Sari. I have a question for you.

Sari: Hi, Hiroshi. What is your question?

Hiroshi: Yesterday, when I was using the Internet to find information about *natto*, I found some interesting information. According to it, *natto* is one kind of fermented soybean food and there are many other kinds of fermented soybean food in the world. ① people in Indonesia eat fermented soybean food?

Sari: Yes. In Indonesia, we eat food called "*tempeh*."

Hiroshi: *Tempeh*? ② heard the word. Is it similar to *natto*?

Sari: Well, I don't think so.

Mr. Eto: Hi, Hiroshi and Sari. What are you talking about?

Sari: Hello, Mr. Eto. Hiroshi wanted to know about fermented soybean food and he asked me about it.

Mr. Eto: Oh, in Indonesia, are there any kinds of fermented soybean food?

Hiroshi: Yes. Sari says people in her country eat food called *tempeh*.

Mr. Eto: I didn't know that. Sari, please tell us more about the food.

Sari: Sure. Both *tempeh* and *natto* are fermented soybean food. But, they have some differences. I'll show you a picture.

Hiroshi: Wow! The food in this picture looks like cake.

Mr. Eto: Is this *tempeh*? *Tempeh* and *natto* look very different.

Sari: That's right. The ways of eating *tempeh* and *natto* are also different. Many people in Japan usually eat *natto* with rice, right?

Mr. Eto: Yes. ③

Sari: We usually fry *tempeh*. And, we cook *tempeh* in various ways. For example, my brother cooks curry with *tempeh*.

Hiroshi: Oh, curry with *tempeh*? Is it delicious?

Sari: Yes! ④ I think some people in Indonesia always have *tempeh* to cook at home and ⑤ they eat it almost every day.

Mr. Eto: *Tempeh* is popular food in Indonesia, right?

Sari: Yes!

Hiroshi: I want to eat *tempeh*.

Sari: Oh, I saw *tempeh* sold in Japan.

Hiroshi: Really? Where did you find *tempeh*?

Sari: ⑤ Maybe now it's getting popular in Japan.

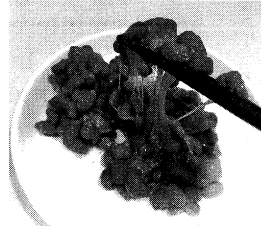
Hiroshi: I want to buy *tempeh* and eat it. Then, I can compare *tempeh* and *natto*.

Sari: Let's go there to buy *tempeh* this weekend.

Hiroshi: Thank you, Sari. You told us interesting things about *tempeh*. I became more interested in various kinds of fermented soybean food in the world. And, now I want to know more things about *natto*, too. It is interesting to learn about food both in my country and in other countries.

Sari: ⑥ I agree. Now, I want to know more things about *tempeh*. Talking about the differences between *tempeh* and *natto* was fun.

Mr. Eto: We can sometimes learn about our own country by knowing about other countries. Thank you for telling us about *tempeh*, Sari.



natto (納豆)
(複数形も *natto*)



tempeh (テンペ)
(インドネシアの
発酵大豆食品、
複数形も *tempeh*)

(注) fermented soybean food 発酵大豆食品 fry (フライパンなどで) 炒める

(1) 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

ア Are イ Do ウ Does エ Is

(2) 本文中の ' ② heard the word.' が、「私はその言葉を一度も聞いたことはありません。」という内容になるように、解答欄の _____ に英語 3 語を書き入れ、英文を完成させなさい。

(3) 本文の内容から考えて、次のうち、本文中の ③ に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

ア How do you eat *tempeh*? イ What does *tempeh* mean?
ウ When do you buy *tempeh*? エ Where do you eat *tempeh*?

(4) 本文中の ④ が、「私は彼が作るカレーが好きです。」という内容になるように、次の [] 内の語を並べかえて解答欄の _____ に英語を書き入れ、英文を完成させなさい。

I like [makes he curry the].

(5) 本文中の ⑤ they の表している内容に当たるものとして最も適しているひとつづきの英語 4 語を、本文中から抜き出して書きなさい。

(6) 本文の内容から考えて、次のうち、本文中の ⑥ に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

ア I thought that it was eaten in other countries.
イ I read a book about it in the school library.
ウ I found it in the supermarket near our school.
エ I found that *tempeh* and *natto* were different when I ate them.

(7) 次のうち、本文中の ⑦ I agree. が表している内容として最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

ア Sari thinks *tempeh* is getting popular in Japan.
イ Sari thinks *tempeh* is popular food in Indonesia.
ウ Sari thinks she and Hiroshi can eat *tempeh*, and compare *tempeh* and *natto* together.
エ Sari thinks learning about food both in her country and in other countries is interesting.

(8) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。ただし、①は 3 語、②は 4 語の英語で書くこと。

① Did Sari show Hiroshi and Mr. Eto a picture of *tempeh*?
② What did Hiroshi use to find information about *natto* yesterday?

令和 5 年度

大阪府学力検査問題
(一般入学者選抜)英 語
〔 B 問題 〕

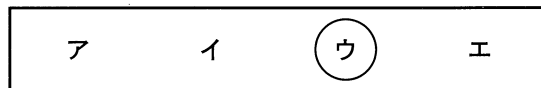
注 意

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- 答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて**解答用紙の記号**を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】



- 答えの語数が指定されている問題は、コンマやピリオドなどの符号は語数に含めないこと。

解答用紙の採点者記入欄には、何も書いてはいけません。

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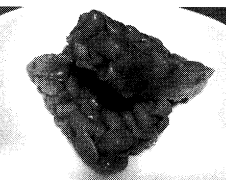
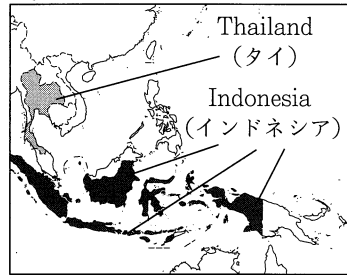
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1 次は、高校生の広志 (Hiroshi)、アメリカから来たグリーン先生 (Mr. Green)、インドネシアからの留学生のサリ (Sari) の3人が学校で交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

- Hiroshi: Hi, Mr. Green. I have a question for you.
 Mr. Green: Hi, Hiroshi. What is your question?
 Hiroshi: Yesterday, I [①] for information on the Internet about fermented soybean food, for example, *natto*. Then, I found some interesting information. According to [A], *natto* is one kind of fermented soybean food and there are many other kinds of fermented soybean food in the world. Are there any kinds of fermented soybean food in America?
- Mr. Green: Well, *natto* is often sold in supermarkets in America, but I'm not sure that other kinds of fermented soybean food are sold there. However, I know that there are other kinds of fermented soybean food in Asia.
- Hiroshi: Really? Why do you know that?
 Mr. Green: Actually, when I visited Thailand three years ago, I ate fermented soybean food made in Thailand. I studied cultures of Asia at university, and learned that some areas and countries in Asia have similar food. They have a similar climate, and similar trees and plants, so people there can make similar food.
- Hiroshi: That sounds interesting. You mean [②], right?
 Mr. Green: That's right!
 Hiroshi: Thank you, Mr. Green. I will try to find information about fermented soybean food in Asia.
- Mr. Green: I hope you'll find something about it. Oh, Sari is there. She is from Indonesia. Maybe she knows something. [③]
- Hiroshi: Oh, yes! I'll do so. Hi, Sari.
 Sari: Hi, Hiroshi. Hi, Mr. Green.
 Hiroshi: Sari, you're from Indonesia, right? I was talking with Mr. Green about fermented soybean food in the world. In Indonesia, are there any kinds of fermented soybean food?
 Sari: Yes. We have food called "*tempeh*."
 Hiroshi: *Tempeh*? Does it look like *natto*?
 Sari: Well, *tempeh* and *natto* look very different. [④] of *tempeh* now, I could show it to you.
- Hiroshi: Oh, I've just found a picture on my tablet. Look at this. The food in this picture looks like cake.
 Mr. Green: Is this *tempeh*?
 Sari: Yes, this is *tempeh*. *Tempeh* and *natto* look different, right? *Tempeh* isn't sticky. When I ate *natto* for the first time, I was surprised that *natto* was sticky!
- Hiroshi: I'm surprised to know that *tempeh* isn't sticky.
 Mr. Green: I can understand how you felt, Sari. I told Hiroshi that I ate fermented soybean food made in Thailand. [ア] So, when I first ate *natto*, I was surprised like Sari because eating sticky food was a new experience for me.
- Hiroshi: I see. It's interesting to know how other people feel when they eat *natto*.
 Mr. Green: That's true. [イ]
 Hiroshi: Is *tempeh* popular food in Indonesia?
 Sari: Yes! I think some people in Indonesia always have *tempeh* to cook at home and they eat it almost every day.
- Mr. Green: How do they cook *tempeh*?
 Sari: We usually fry *tempeh*. For example, my family fries *tempeh* with various vegetables.
 Mr. Green: That's interesting. In Japan, *natto* is usually eaten with rice, right? [ウ] People eat various kinds of fermented soybean food in various ways. [エ]
 Hiroshi: I can't imagine the taste of *tempeh*. But, I want to try it someday.
 Sari: Now, *tempeh* is getting popular in Japan. [⑤]
 Hiroshi: Really? I didn't think I could buy *tempeh* in this neighborhood. I want to eat *tempeh*, and compare *tempeh* and *natto*.
 Sari: Let's go there this weekend.
 Hiroshi: Yes! Thank you, Sari. Learning about various kinds of food in other countries was interesting. And, it made me become more interested in *natto*. I think learning about food in other countries leads me to learning about food in my country.
 Sari: I agree with you. [⑥]
 Mr. Green: Thank you for telling us about *tempeh*, Sari, and thank you for sharing an interesting topic, Hiroshi.



natto (納豆)
(複数形も *natto*)



tempeh (テンペ)
(インドネシアの発酵大豆食品、複数形も *tempeh*)

(注) fermented soybean food 発酵大豆食品 climate 気候
 tablet タブレット sticky ねばねばした fry (フライパンなどで) 炒める

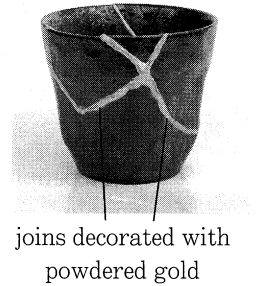
- (1) 本文の内容から考えて、次のうち、本文中の [①] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
- ア got イ looked ウ took エ used
- (2) 本文中の [A] の表している内容に当たるものとして最も適しているひとつづきの英語3語を、本文中から抜き出して書きなさい。
- (3) 本文の内容から考えて、次のうち、本文中の [②] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
- ア only people living in Japan and Thailand can make fermented soybean food
 イ people living in various areas tell each other how to make popular food through the Internet
 ウ people living anywhere in the world can make similar food because the climate isn't important for making food
 エ even people living in different areas and countries in Asia can make similar food because the climates, trees and plants of those places are similar
- (4) 本文の内容から考えて、次のうち、本文中の [③] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
- ア How is she today? イ How about asking her?
 ウ What are you going to do? エ Let's ask her about American food.
- (5) 本文中の '[④] of *tempeh* now, I could show it to you.' が、「もし今私が1枚のテンペの写真を持っていたら、それをあなたに見せてあげることができるでしょうに。」という内容になるように、解答欄の _____ に英語5語を書き入れ、英文を完成させなさい。
- (6) 本文中には次の英文が入ります。本文中の [ア] ~ [エ] から、入る場所として最も適しているものを一つ選び、ア~エの記号を○で囲みなさい。
- And, it wasn't sticky, either.
- (7) 本文の内容から考えて、次のうち、本文中の [⑤] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
- ア I found that *tempeh* was interesting food.
 イ I found a book about *tempeh* in the school library.
 ウ I found *tempeh* in the supermarket near our school.
 エ I found that *tempeh* and *natto* were different when I was in Indonesia.
- (8) 本文中の [⑥] が、「私はあなたにテンペについて話ができてうれしいです。」という内容になるように、次の [] 内の語を並べかえて解答欄の _____ に英語を書き入れ、英文を完成させなさい。
- I [am could glad I that] tell you about *tempeh*.
- (9) 次のうち、本文で述べられている内容と合うものはどれですか。二つ選び、記号を○で囲みなさい。
- ア Hiroshi asked Mr. Green where people in America went to buy fermented soybean food.
 イ Mr. Green knows that there are some kinds of fermented soybean food in Asia.
 ウ Sari knows that *tempeh* and *natto* look different, but she has never eaten *natto* before.
 エ Sari thinks *tempeh* is popular only among people in Indonesia.
 オ Hiroshi thinks learning about food in other countries leads him to learning about food in his country.

2 高校生の美香 (Mika) が英語の授業でスピーチを行いました。次の [I], [II] に答えなさい。

[I] 次は、美香が行ったスピーチの原稿です。彼女が書いたこの原稿を読んで、あとの問いに答えなさい。

Please imagine that you have a favorite cup. You use it every day. But, one day, you [①] the cup and it breaks. You'll be sad, right? Then, what will you do with the broken cup? Maybe you will throw it away, or you may connect the pieces of the broken cup with glue. But, there is a traditional way of repairing. The way is called "kintsugi." Today, I'll tell you about kintsugi.

When my favorite cup broke last year, my brother told me about kintsugi. I heard the word "kintsugi" for the first time then. [②] He used traditional glue called urushi to connect the pieces and after that, he put some powdered gold on the joins. I was surprised to see this because he didn't hide the joins. I asked him why he put some powdered gold on the joins. He said, "To decorate the joins." It took a long time to finish repairing the cup, but, when I looked at the joins decorated with powdered gold, they looked beautiful. I thought kintsugi was interesting and I wanted to know more things about kintsugi, so I read some books about it.



When people repair things with kintsugi, urushi and powdered gold are usually used. Urushi is taken from urushi trees. People in Japan [③] urushi for more than 3,000 years to connect things together. In the 16th century, the tea ceremony became popular among some people, and special cups for the tea ceremony were used. [④] After repairing their broken cup, people thought that they could make it beautiful by adding powdered gold to the joins. At that time, decorating things with powdered gold was already known in the art world, so people started to decorate the joins with powdered gold. In this way, kintsugi was known to many people.

When things break, I usually repair them to use them for a long time. But, actually, I wanted to hide broken parts, so the idea of decorating the joins with powdered gold was strange to me at first. However, through learning about kintsugi, I could imagine that the joins made the repaired thing special. I talked with my brother about my thought. Then, he told me about his experience. Before learning about kintsugi, he [⑤] which part was repaired. The repaired part showed that the thing was once a broken thing. But, kintsugi changed his way of thinking, and now he feels the repaired part is beautiful. After listening to his experience, I looked carefully at my repaired cup again. The cup had many joins. The joins made me feel that the cup was more special than the one I used before repairing. I also felt that the cup was a special thing to me because it was [⑥] for anyone else to get one with the same joins. I was happy to use the cup again.

When I first heard the word "kintsugi," I thought it was just a way of repairing. But now kintsugi is more than that to me. When something like a favorite cup breaks, maybe some people don't know what to do or other people may throw it away because they can't use it. However, if people repair it with kintsugi, [⑦]. I think that's wonderful.

- | | | | | | |
|------------------|-------|---------------|------|--------------|-----|
| (注) throw ~ away | ~を捨てる | glue | 接着剤 | kintsugi | 金継ぎ |
| urushi | 漆 | powdered gold | 金粉 | join | 継ぎめ |
| hide | 隠す | decorate | 装飾する | tea ceremony | 茶道 |

(1) 本文の内容から考えて、次のうち、本文中の [①] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア disappear イ drink ウ drop エ fall

(2) 本文中の [②] が、「彼は私が私の壊れたカップを金継ぎの方法で直すのを手伝ってくれました。」という内容になるように、次の [] 内の語を並べかえて解答欄の _____ に英語を書き入れ、英文を完成させなさい。

He [broken helped me my repair] cup with the way of kintsugi.

(3) 次のうち、本文中の [③] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア are using イ are used ウ were used エ have used

(4) 本文中の [④] に、次の (i) ~ (iii) の英文を適切な順序に並べかえ、前後と意味がつながる内容となるようにして入れたい。あとのア~エのうち、英文の順序として最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- (i) However, a cup sometimes broke, and people thought that they could continue to use the broken cup by repairing it.
(ii) At that time, these cups were expensive and getting new ones was not easy, so people used them very carefully.
(iii) Then, they connected the pieces of the cup together with urushi to keep using the cup.

- ア (ii) → (i) → (iii) イ (ii) → (iii) → (i)
ウ (iii) → (i) → (ii) エ (iii) → (ii) → (i)

(5) 本文中の 'Before learning about kintsugi, he [⑤] which part was repaired.' が、「金継ぎについて学ぶ前、彼はどの部分が直されたのかを誰にも見つけてほしくありませんでした。」という内容になるように、解答欄の _____ に英語 5 語を書き入れ、英文を完成させなさい。

(6) 本文の内容から考えて、次のうち、本文中の [⑥] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア easy イ impossible ウ simple エ useful

(7) 本文中の that の表している内容に当たるものとして最も適しているひとつづきの英語 4 語を、本文中から抜き出して書きなさい。

(8) 本文の内容から考えて、次のうち、本文中の [⑦] に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア they can't use it again because connecting the pieces is difficult
イ no one can use it again because it has many joins
ウ it can be used again and it becomes the only one in the world
エ they think it becomes easy for them to throw it away

(9) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。ただし、①は 3 語、②は 7 語の英語で書くこと。

- ① Did Mika know the word "kintsugi" before her brother told her about it?
② Why was the idea of decorating the joins with powdered gold strange to Mika at first?

[II] スピーチの後に、あなた (You) と美香が、次のような会話をするとして、あなたならば、どのような話をしますか。あとの条件 1・2 にしたがって、(①), (②) に入る内容をそれぞれ英語で書きなさい。解答の際には記入例にならって書くこと。文の数はいくつでもよい。

You: Hi, Mika. Thank you for telling us an interesting story. I became interested in kintsugi. (①)

Mika: It took about two months. It was a wonderful experience. I think kintsugi is a way of using things for a long time. Do you think using things for a long time is a good idea?

You: (②)

Mika: I see.

- <条件 1> ①に、その壊れたカップを直すのにどれくらい時間がかかったかをたずねる文を、10 語程度の英語で書くこと。
<条件 2> ②に、解答欄の [] 内の、Yes, I do. または No, I don't. のどちらかを○で囲み、そのあとに、その理由を 20 語程度の英語で書くこと。

記入例

When _____ is _____ your birthday?
Well, it's _____ April _____ 11 _____.

令和5年度

大阪府学力検査問題
(一般入学者選抜)英語
〔C問題〕

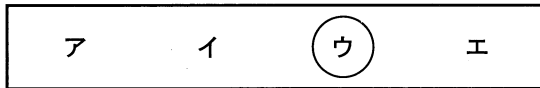
注意

1 「開始」の合図があるまで開いてはいけません。

2 答えは、すべて**解答用紙**に書きなさい。

答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて**解答用紙**の記号を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】



解答用紙の採点者記入欄には、何も書いてはいけません。

3 問題は、中の用紙のA面に1・2、B面に3・4、C面に5・6があります。

4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。

5 「終了」の合図で、すぐ鉛筆を置きなさい。

6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

1 Choose the phrase that best completes each sentence below.

- (1) I'm () are kind to you.
 ア glad to all that your neighbors hear イ glad that hear to your neighbors all
 ウ glad to hear that all your neighbors エ your neighbors that glad to hear all
- (2) The book () a difficult math question.
 ア answer me helped my father gave me イ gave me answer me helped my father
 ウ helped my father gave me answer me エ my father gave me helped me answer
- (3) I could play basketball () to practice.
 ア as well as my brother if I had more time イ well if I had more time as my brother as
 ウ if time more I had as well as my brother エ if I had time my brother as more well as
- (4) The soccer player () Japan.
 ア came to many people who is loved by イ loved by many people who is came to
 ウ is loved to many people who came by エ who is loved by many people came to
- (5) () wonderful.
 ア The idea sounds in our group shared イ Our group sounds the idea shared in
 ウ The idea shared in our group sounds エ Our group shared the idea sounds in
- (6) I want to know () by plane.
 ア London takes many hours how to go to it イ how many hours it takes to go to London
 ウ how to go to London it takes many hours エ how many it takes hours to go to London

2 Read the passage and choose the answer which best completes each blank ① and ②, and choose the answer which best completes sentence (3).

In 2021, Osaka Prefecture did research to know what people thought about using a smartphone while walking. The members of the research group asked some questions to 1,000 people over 17 years old. To answer each question, the respondents chose their answers from the choices prepared by the research group. "Do you use a smartphone while walking?" was the first question. 332 of the 1,000 respondents chose "Yes," and the other respondents chose "No." The respondents who chose "Yes" were also asked other questions. "Why do you use a smartphone while walking?" was one of the questions. The table shows what respondents in each age group chose as their answers to this question. Each respondent chose only one answer.

We can learn some things from the table. First, in each age group, the percentage of the respondents who chose "To send or read messages" was the highest. More than half of the respondents who were ① chose that answer. Then, if we compare the percentages of the respondents who chose ② the percentage of the respondents who were 60-84 years old was the highest.

According to the research, more than 80% of the respondents who chose "Yes" to the first question also chose "Yes" to the question "Do you think using a smartphone while walking is dangerous?". Let's stop using a smartphone while walking.

【Table】

| Question: "Why do you use a smartphone while walking?" | | | | | | | |
|--|------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| answers | ages | 18-84 years old | 18-29 years old | 30-39 years old | 40-49 years old | 50-59 years old | 60-84 years old |
| To send or read messages. | | 46.1 % | 50.6 % | 40.8 % | 48.6 % | 43.9 % | 45.0 % |
| To see a map or a timetable. | | 14.8 % | 21.2 % | 11.8 % | 11.4 % | 19.5 % | 10.0 % |
| To get information. | | 9.6 % | 4.7 % | 11.8 % | 12.9 % | 9.8 % | 10.0 % |
| To play a game. | | 7.5 % | 2.4 % | 7.9 % | 8.6 % | 7.3 % | 13.3 % |
| To play, stop or choose music. | | 6.9 % | 5.9 % | 11.8 % | 5.7 % | 4.9 % | 5.0 % |
| To watch videos or movies. | | 1.8 % | 1.2 % | 2.6 % | 2.9 % | 0.0 % | 1.7 % |
| Without thinking anything. | | 10.8 % | 12.9 % | 13.2 % | 8.6 % | 9.8 % | 8.3 % |
| For other reasons. | | 2.4 % | 1.2 % | 0.0 % | 1.4 % | 4.9 % | 6.7 % |

(大阪府「大阪府政策マーケティング・リサーチ「おおさかQネット」(令和3年度)」により作成)

(注) Osaka Prefecture 大阪府 smartphone スマートフォン
 while ~ ing ~している間に over 17 years old 17歳より年上の, 18歳以上の
 respondent 回答者 table 表 percentage 割合
 timetable 時刻表 video 動画

- (1) ① ア 18-29 years old
 イ 30-39 years old
 ウ 40-49 years old
 エ 50-59 years old
- (2) ② ア "To get information,"
 イ "To play a game,"
 ウ "To play, stop or choose music,"
 エ "To watch videos or movies,"
- (3) According to the research,
 ア Osaka Prefecture did research to know the percentage of people who have their own smartphone.
 イ more than half of all the respondents chose "No" to the question "Do you use a smartphone while walking?".
 ウ less than 10% of the respondents in each age group chose "Without thinking anything" to the question "Why do you use a smartphone while walking?".
 エ more than 80% of the respondents who chose "Yes" to the first question didn't choose "Yes" to the question "Do you think using a smartphone while walking is dangerous?".

3 Read the passage and choose the answer which best completes each sentence (1)~(5).

Smart agriculture is a new way of agriculture. It uses machines, AI, and other technology.

Smart agriculture can [①] farmers in many ways. One example is a machine working on a large farm. The machine doesn't need a farmer to drive it. It can work even in bad weather. Such a machine can help farmers do their work and make their working time shorter. Another example is using various kinds of data. Various kinds of data like weather information are used for smart agriculture. Through the Internet, such data can easily be shared by many farmers without talking to each other. In addition, if farmers can use the data analyzed by AI, they can easily judge various things. For example, they can judge how much water they should give to their farms. They can also judge when to pick vegetables. In the past, farmers judged these things only by using their special skills. To learn such special skills, farmers need a lot of time and experience. This means it is difficult for farmers who have just started agriculture to judge many things. However, by using the data analyzed by AI, farmers who have just started agriculture can easily judge what work they should do or judge when they should do it.

Smart agriculture is also good for the environment. For example, the natural environment of the farm can be kept in good condition by using a drone which has a camera. The drone can easily find which area of the farm really needs chemical fertilizer, fly there, and give chemical fertilizer only to the area, so less chemical fertilizer can be used. In addition, if too much food is produced, some of the food is left and just thrown away. But, by using various data which shows how much food will be needed in the future, it becomes possible to plan how much food farmers should make on their farms, and food waste will be [②].

Actually, in Japan, the number of farmers has been getting smaller and many farmers are old. This has been a serious problem for agriculture in Japan. Now, more people are paying attention to the environment. Although people can't solve all the problems in Japan with smart agriculture, it can be one of the choices for both people and the environment.

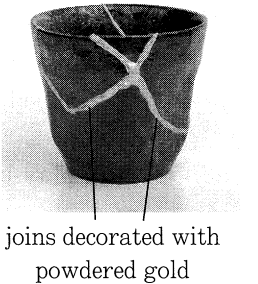
(注) smart agriculture スマート農業 agriculture 農業 AI 人工知能
data データ analyze 分析する drone ドローン
chemical fertilizer 化学肥料 throw away ~ ~を捨てる

- (1) The word which should be put in [①] is
ア fill. イ invent. ウ receive. エ support.
- (2) The word which should be put in [②] is
ア bought. イ raised. ウ reduced. エ worn.
- (3) The data analyzed by AI
ア shows how long it takes to learn special skills which people in the past used.
イ helps farmers give much water to their farms although it is not necessary to do so.
ウ can only be shared by farmers through the Internet when they gather at a meeting.
エ tells farmers who have just started agriculture what work to do or when to do it on their farms.
- (4) According to the passage, smart agriculture helps farmers
ア make their working time less. イ produce food which will be thrown away.
ウ make the condition of their farms worse. エ use more chemical fertilizer.
- (5) According to the passage,
ア farmers can't learn special skills if they don't use technology used in smart agriculture.
イ the number of people who work in agriculture has been getting bigger in Japan.
ウ people in Japan can solve all the problems they have with smart agriculture.
エ technology like AI or drones can be helpful for people and the environment.

4 Read the passage and choose the answer which best completes each sentence (1)~(5).

There is a Japanese traditional way of repairing broken things like a cup. The way is called "kintsugi." When people repair something with *kintsugi*, two things are usually used. One of them is *urushi*. *Urushi* is taken from *urushi* trees and used for connecting pieces. The other one is powdered gold. Powdered gold is used for decorating the joins.

People in Japan have used *urushi* to connect things together for more than 3,000 years. In the 16th century, the tea ceremony became popular among some people, and cups for the tea ceremony were used. [A] At that time, these cups were expensive. [B] People used the cups very carefully because getting new ones was not easy. [C] However, a cup sometimes broke. [D] Then, they connected the pieces of the cup with *urushi* to keep using it. And, they thought that [①] powdered gold to the joins would make the cup beautiful. At that time, decorating things with powdered gold was already known in the art world. Then, people started to decorate the joins with powdered gold when they repaired things. In this way, *kintsugi* was known to many people.



joins decorated with powdered gold

When people repair a broken thing like a cup, some people want to hide joins because the joins show that the repaired one was once a broken thing. For those people, the idea of decorating joins with powdered gold may sound strange. However, *kintsugi* gives people a new idea. If people repair a broken cup with the way of *kintsugi*, many joins are seen clearly. But, the joins show that it is impossible for anyone else to get a cup with the same joins and the cup is the only one in the world. The cup repaired with *kintsugi* can make people feel that the repaired cup is more special than the one they used before it broke.

Kintsugi is more than just a way of repairing things. People who try to repair things with *kintsugi* don't hide the joins. They believe that the joins make the things special.

(注) *kintsugi* 金継ぎ *urushi* 漆 powdered gold 金粉
decorate 装飾する join 継ぎめ tea ceremony 茶道
hide 隠す

- (1) When people want to repair a broken cup with *kintsugi*, they usually use
ア only one piece of the broken thing. イ *urushi* and powdered gold.
ウ a traditional way of breaking things. エ powdered gold taken from *urushi* trees.
- (2) The sentence "People thought that they could continue to use the broken cup by repairing it." should be put in
ア [A]. イ [B]. ウ [C]. エ [D].
- (3) The word which should be put in [①] is
ア adding. イ losing. ウ stopping. エ turning.
- (4) The words a new idea mean that
ア no one can find any joins on the repaired thing.
イ the thing repaired with *kintsugi* is something that has never broken.
ウ decorating the joins with powdered gold is strange.
エ the joins show that the repaired thing is the only one in the world.
- (5) According to the passage,
ア the tea ceremony became popular because it was easy for people who enjoyed the tea ceremony to get cups for the tea ceremony.
イ the idea of decorating joins with powdered gold sounds strange to some people who want other people to notice which part was repaired.
ウ *kintsugi* is a way of both repairing things like a broken cup and making the repaired things special.
エ the joins decorated with powdered gold don't make the thing repaired with *kintsugi* special because no one can find where the joins are.

- 5 Read the passage and choose the answer which best completes each sentence (1), (2), (4), (5) and (6), and choose the answer to the question (3).

Have you heard the word “nudge”? It is an English word which means “to push someone softly to get the person’s attention.” People usually nudge someone when they want to make someone do something without talking to the person. However, the word has a wider meaning in the theory called “nudge theory.” According to the theory, people tend to choose to do something that is easy. They sometimes don’t do something they should do because doing it is a little difficult for them. But, if there is a special situation which makes doing it easy, the special situation has an influence on their actions, and they will do it. In the theory, “nudging” means ①

Here is an example of “nudging” which has an influence on many people’s actions. In 2020, the Japanese government did research to find how the government could help people reduce the number of plastic bags they use when they shop. In the research, the government made a special situation for the convenience stores which joined the research. In convenience store A, if shoppers don’t need a free plastic bag, they show a ‘Refusal Card’ to a clerk. If they don’t show the card, they get a free plastic bag when they pay for their shopping. In convenience store B, if shoppers want to get a free plastic bag, they show a ‘Request Card’ to a clerk. If they don’t show the card, they don’t get a free plastic bag. Each convenience store has only one type of card: ‘Refusal Card’ or ‘Request Card.’ Here are the results of the research. In convenience store A, the number of shoppers who didn’t get free plastic bags didn’t change very much from the number before. However, in convenience store B, the number became clearly bigger than the number before. Before the research, to get a free plastic bag, shoppers did nothing. However, during the research, doing nothing became a part of a special situation. In convenience store A, doing nothing meant shoppers wanted to get a free plastic bag. In convenience store B, doing nothing meant shoppers didn’t want to get a free plastic bag. The special situation of convenience store B helped more people reduce the number of plastic bags they use when they shop.

By “nudging,” you can also help yourself do something you should do. Please imagine that you want to get up at five and study for one hour before going to school. In the morning, your alarm clock rings at five. If the alarm clock is ② to the bed, you can easily stop it without getting out of the bed. After that, you may sleep again. However, if you make the situation a little different, you can get up at five and study. For example, you put the alarm clock far from the bed and put your textbooks next to the alarm clock before going to bed. The next morning, when the alarm clock rings, you can’t stop it if you stay in the bed. ③ In this case, to make a special situation means to put the alarm clock far from the bed and the textbooks next to the alarm clock. The special situation can help you get out of the bed and start to study.

Sometimes, “nudging” is to make a small ④ in the situation, but it can sometimes have a great influence on people’s actions. Now, many people in the world are interested in “nudging.” They think “nudging” is one way of solving various problems, and they are trying to learn how they can use “nudging” to solve them.

(注) nudge (注意をひくために) そっと突く
theory 理論 nudge theory ナッジ理論
shopper 買い物客 Refusal Card 辞退カード
result 結果 alarm clock めざまし時計

softly そっと
tend to ~ ~する傾向がある
Request Card 要求カード
ring 鳴る

- (1) The phrase which should be put in ① is
ア “to make a situation which makes something more difficult.”
イ “to make a special situation which helps someone do something the person should do.”
ウ “to let someone do something without having any influence on the person’s action.”
エ “to ask someone what the person should do and tell the person how to do it.”
- (2) The word which should be put in ② is
ア close. イ different. ウ open. エ similar.
- (3) The following passages (i) ~ (iii) should be put in ③ in the order that makes the most sense.
(i) After stopping it, you find your textbooks next to the alarm clock and remember that you have to study.
(ii) Then, you don’t go back to the bed, and you start to study.
(iii) To stop the alarm clock, you have to get out of the bed, and go to it.
Which is the best order?
ア (ii) → (iii) → (i) イ (ii) → (i) → (iii)
ウ (iii) → (i) → (ii) エ (iii) → (ii) → (i)
- (4) The word which should be put in ④ is
ア difference. イ mistake. ウ technology. エ wish.
- (5) According to the passage, in convenience store B,
ア clerks in the convenience store told shoppers to shop without getting free plastic bags.
イ shoppers showed a ‘Refusal Card’ to a clerk if they didn’t need a free plastic bag.
ウ shoppers showed a ‘Request Card’ to a clerk when they wanted to buy a plastic bag.
エ the number of shoppers who didn’t get free plastic bags became bigger than the number before.
- (6) According to the passage,
ア people talk to someone when they push the person softly.
イ the nudge theory says that people always do something they should do.
ウ many people in the world think “nudging” can be used to solve various problems.
エ the Japanese government did the research to help people get free plastic bags when they shop.

- 6 Read the following sentences and write your answer in English.

Some people say that reading books is important in our lives, and it helps us in many ways. How does it help us in our lives? Write your idea and after that, write some examples or your experiences to support your idea.