

令和3年度 奈良大学附属高等学校入学試験問題（英語）

1 放送による聞き取りテスト（問題の答え方は放送で説明します。）

ただ今より1番の「放送による聞き取りテスト」を行います。問題は、第1問、第2問、第3問（A, B, C）の5問あります。全ての英文は2度読まれます。放送中にメモをとってもかまいません。では、始めます。

第1問。対話を聞き、最後の発言に対する相手の応答として最も適切なものを問題用紙の1~3の中から1つ選び、番号を答えなさい。

A: Hello. Are you ready to order?

B: Um, yes. I will have a hamburger and fries.

A: Of course. Will that be all?

第2問。対話を聞き、質問に対する答えとして最も適切なものを問題用紙の1~3の中から1つ選び、番号を答えなさい。

A: Hey, you have PE class later today, right?

B: We sure do. After lunch. We are playing dodgeball, today, I think.

A: Well, I have it next period. We are playing volleyball, but I forgot to bring my PE shorts.

B: Oh, you are going to be in big trouble.

A: I know. Can I borrow yours?

B: I guess so, but I need them back at lunchtime.

A: Got it. Thanks a lot!

Question: When will the student play volleyball?

第3問。英文を聞き、それについての質問A, B, Cに対する答えとして最も適切なものを問題用紙の1~3の中から1つずつ選び、番号を答えなさい。

Potato chips, cookies, or popcorn; almost everyone likes to eat snack food, right? Well, as it turns out, many of the wild deer that live in Nara Park in Nara City, Japan, like to, too.

There are about 900 deer living in and around the park, and they love to snack on crackers, so called, *shika senbei*, or deer crackers, they receive from visitors. Together, they usually get through around 20 million of the delicious crackers a year. That means each deer eats more than 20,000 of them over twelve months; that is about 60 every single day!

However recently, due to COVID-19, the corona virus, less tourists are able to visit the park, meaning the deer are not eating as many deer crackers as before. A professor from Hokkaido University found that recently about only half of the deer are still around the park during the day, and even fewer at night. This suggests that the deer are spending more time looking for food outside of the park. The deer appear to be going in search of grass or other things to eat. For the deer, grass is much healthier than deer crackers, but sadly, some are now looking thin and losing too much weight without their yummy snacks.

Questions:

(A) What is the passage mainly about?

(B) How many crackers does a deer usually eat in a year?

(C) Why are the deer becoming thin?

これで、1番の「放送による聞き取りテスト」を終わります。続けて2番以降の問題に取り組んでください。

1 放送による聞き取りテスト（問題の答え方は放送で説明します。）

- (1) 1. Oh, small, please.
2. No, that is for take away.
3. Oh, yes, thank you.
- (2) 1. In the morning.
2. At lunchtime.
3. In the afternoon.
- (3)
- A 1. The deer are not eating as many snacks lately.
2. Nara Park has many visitors each year.
3. Crackers are not healthy for some people.
- B 1. About nine hundred deer.
2. Over twenty thousand.
3. Around sixty each.
- C 1. They are eating more grass and fewer crackers.
2. There are less deer in the park.
3. Because they are eating less at night.

2

A 次の英文の（ ）内に、それぞれの文字で始まる適切な1語を書きなさい。

- (1) (F) comes after Thursday.
- (2) (J) is the first month of the year.
- (3) We visited the art (m) to see a famous painting.
- (4) A brother of your father is your (u).
- (5) I need a (k) to cut an apple with.

B 次の(C)と(D)の関係が(A)と(B)の関係と同じになるように、
()内に適切な1語を書きなさい。

	(A)	(B)	(C)	(D)
(1)	do not	don't	will not	()
(2)	1	first	20	()
(3)	go	gone	begin	()
(4)	there	their	here	()
(5)	I	mine	we	()

3 次の英文の () に入る最も適切なものを、下の 1～4 の中から 1 つずつ選び、番号を答えなさい。

- (1) Please wait () tomorrow morning.
1. to 2. by 3. since 4. until
- (2) Hikaru () to stay at home all day today.
1. have 2. has 3. used 4. must
- (3) A blue car is () in front of the building.
1. parks 2. parked 3. park 4. to park
- (4) Hurry up, () you will miss the train.
1. and 2. but 3. so 4. or
- (5) My father stopped () for his health.
1. smoke 2. to smoke 3. smoking 4. to smoking
- (6) Wendy sings best () the five.
1. of 2. at 3. than 4. in
- (7) Akira and I () our work thirty minutes ago.
1. am finished 2. have finished 3. finished 4. were finishing
- (8) () did you go to the airport? — My mother drove me there.
1. How 2. Why 3. What 4. Where
- (9) There is () water in the plastic bottle.
1. a 2. many 3. few 4. a little
- (10) Shall we go shopping this weekend? — ()
1. You're right. 2. No, it's not.
3. Why not? 4. Here it is.

4

A 次の各組の英文がほぼ同じ意味になるように、() 内に最も適切な 1 語をそれぞれ書きなさい。

- (1) a. My brother made up his mind to study in Canada.
b. My brother () () study in Canada.
- (2) a. I have a black cat with green eyes.
b. I have a black cat () eyes () green.
- (3) a. Be on time.
b. Don't () ().
- (4) a. This is my first visit to Sydney.
b. I () never () Sydney before.
- (5) a. How old is this temple?
b. () () this temple built?

B 次の日本語に相当する英文を完成するために、1～6の語(句)を正しく並べかえなさい。答えとしては、aとbに入るものの番号を答えなさい。ただし、文頭にくる語も小文字で示してある。

(1) 旅行中に猫の面倒をみてくれる人が必要です。

We () () (a) () () (b) our cat during our trip.

- | | | |
|------------|---------|----------|
| 1. will | 2. who | 3. after |
| 4. someone | 5. look | 6. need |

(2) あの男の人が誰か知っていますか。

() (a) () () (b) ()?

- | | | |
|-------------|---------|--------|
| 1. that man | 2. do | 3. is |
| 4. who | 5. know | 6. you |

(3) 姉は、私がお気に入りのカップを割ったことで、私に腹を立てました。

My sister () () (a) () (b) () her favorite cup.

- | | | |
|--------|---------|-------------|
| 1. me | 2. for | 3. angry |
| 4. got | 5. with | 6. breaking |

(4) だんだん暖かくなってきました。

() () (a) () (b) ().

- | | | |
|------------|-----------|-----------|
| 1. and | 2. warmer | 3. is |
| 4. getting | 5. it | 6. warmer |

(5) あとで折り返し電話をくれるように、彼女に伝えて下さいますか。

Could () () (a) () () (b) back later?

- | | | |
|---------|-------|---------|
| 1. tell | 2. to | 3. her |
| 4. you | 5. me | 6. call |

5 次の会話文の（ ）内に入る最も適切なものを、下のア～オの英文の中から1つずつ選び、記号を答えなさい。

A : Today is the last day of school!

B : (1)

A : My family is planning to go skiing in Nagano.

B : Really? I always go to Nagano to see my grandparents every year.

A : I didn't know that. (2)

B : No. I'm going to Australia because my aunt is living there.

A : (3)

B : Yes, I'll try. It's summer in Australia now, so we can go to the beach.

A : Let's enjoy our vacation!

(Three weeks later...)

B : How was Nagano? Did you enjoy it?

A : Sadly, I couldn't go skiing because there wasn't enough snow.

B : (4) Then what did you do?

A : We had a lot of free time, so we tried some local dishes. How was your trip?

B : I enjoyed eating meat pies and doing water sports. I talked with a lot of people in English. My aunt was very pleased with my visit, so I'm going to meet her again in the summer vacation!

A : That sounds great! I hope I can visit Australia someday.

B : Well, I'll take you there and you can go skiing this August!

A : (5)

ア. That will be strange.

イ. Oh, that's too bad.

ウ. Are you going there this time?

エ. You will become good at English during this trip.

オ. Are you doing anything this winter?

6 次の英文を読んで、設問に答えなさい。

Have you ever thought about the differences (①) the way you play now and the way you did in the past? Technologies have developed, so ② it's possible that the way you play now has changed.

(a) Today, there are so many kinds of video games or online games, from war games to peaceful games. (b) Surprisingly, players can chat in the games, (c) so the phrases which is said by kids at the end of the school day has changed. (d) Thirty years ago, we said, "Goodbye. See you tomorrow." (e) But now, kids say, "Goodbye. See you at 6pm in the game." (f) The development of technologies is amazed, (g) but I don't want to say you about the good points in this report. (h) I want to talking about traditional Japanese toys, like *origami*, *kendama* and *otedama*. (i) Particularly, I hope you learn about the good effects of those toys on your brain and health.

It is said that *kendama* or *otedama* are very good for some parts of the brain. When you play them at a high level of skill, your brain becomes very active. In fact, I've asked my students to play *otedama* (③) classes every morning. One day, a student said, "I'm surprised that it is getting much easier to remember English words." Also, at some cram schools, the students have time to play *kendama* between the classes. For right-handed students, when they play it with their right hand, they can do it well. ④ But when they don't do so, they can't. However, if they continue to practice, they are able to do it much better. This means that their brain develops, or they get smarter.

There are a lot of traditional Japanese toys. Can you guess which toy seems to be the best for the brain among them? According to research, it may be *origami*. Then, why is *origami* said to be a good toy for the brain? I once ⑤ read about it in a book. According to the book, the important point is making something from zero. To make something from just a piece of paper can be very good training for the imagination. In addition, by folding or cutting *origami*, you can make a lot of different shapes. When you put them together, you can create something unique from your imagination. By doing this, your brain gets more active. Surprisingly, *origami* is said to be the best training to prevent dementia. Also, it is thought that *origami* even has the power to heal some illnesses.

For the reasons above, I think that traditional Japanese toys are excellent. (A) They are good for our brains and health. (B) Recently, in some games, you can make your own avatar. (C) The avatar develops islands, builds houses or castles and makes cities in the game. (D) The idea of these games is the same as that of *origami*. (E) It's very good for the brain. (F) More recently, you can move your avatar with your body movement instead of controllers. (G) That means that if you move your body, your avatar moves in the games, too. (H) By using this system, you can actually do exercise. (I) It's very good for your health.

I compared traditional Japanese toys with video games or online games that are now popular among children. I wanted to tell you about some of the good effects of traditional Japanese toys in this report, but I have noticed some good effects of video or online games. Of course, ⑥ [to / you / play / them / should be / for / not / a long time / careful]. If you do so, it could have a bad influence on your eyes or brain. But if you play them smartly, they might have a good influence on you.

Now, are you a little more interested (⑦) *origami*, *kendama* or *otedama*? If so, you should go to a hundred-yen store. There you can buy different kinds of them (⑧) only one hundred and ten yen. Spending only one hundred and ten yen may make you smarter. Don't you think that is good value?

注 chat おしゃべりする particularly 特に effect 効果
 brain 脳 cram school 塾 prevent 防ぐ dementia 認知症
 heal 治す avatar 分身

(1) ①・③・⑦・⑧の () 内に入る適切な語を下のア～ウの中から1つずつ選び、記号を答えなさい。

- | | | | | |
|---|---|-----------|-----------|------------|
| ① | : | ア. among | イ. beyond | ウ. between |
| ③ | : | ア. before | イ. over | ウ. across |
| ⑦ | : | ア. into | イ. on | ウ. in |
| ⑧ | : | ア. by | イ. for | ウ. at |

- (2) 下線部②と同じ用法の that を含む文を下のア～エの中から 1 つ選び、記号を答えなさい。

ア. The wind was so strong that we couldn't go camping.

イ. The problem is that he never learns from his mistakes.

ウ. The park is in front of that building.

エ. I think it is the best restaurant that I know.

- (3) 第 2 段落の下線部 (a)～(i) には文法的誤りを含む英文がいくつかある。誤りを含むものを全て選び、アルファベットの早い順に記号を答えなさい。

<解答例> (a), (b), (c), …

- (4) 下線部④を、内容を変えずに下のように書きかえた場合、() 内に入る適切な 1 語をそれぞれ補い、英文を完成させなさい。

But when they play it with their () (), they can't.

- (5) 下線部⑤の ea の部分と同じ発音を含む単語を下から全て選び、記号を答えなさい。

ア. great	イ. bread	ウ. breakfast	エ. beach	オ. peace
カ. steak	キ. head	ク. reason	ケ. meal	コ. health

- (6) 第 5 段落の中に下の 1 文を挿入するとしたら、(A)～(I) のどこに挿入するのが適切か、記号を答えなさい。

However, I don't mean that they are better than video games or online games that children of today play.

- (7) 下線部⑥が「長い間それらをしないように注意しなければならない」という意味になるように [] 内の語 (句) を並べかえ、英文を完成させなさい。解答は [] 内の部分だけでよい。

(8) 本文の内容に合っている英文を、下のア～オの中から全て選び、記号を答えなさい。

ア. Traditional Japanese toys can be good for the health but not the brain.

イ. One student the writer taught said that English words were easier to remember after playing *otedama*.

ウ. It is possible that some illnesses get better by playing with *origami*.

エ. By playing any video or online game, everyone will be able to keep the body healthy.

オ. By playing with traditional Japanese toys from a hundred-yen store, you can get smarter.

令和3年度 奈良大学附属高等学校入学試験 解答用紙 (英語)

受験番号	
氏 名	

得点	
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1	(1) 3	(2) 1	(3) A	1	B	2	C	1	
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2	A	(1) Friday	(2) January	(3) museum	
		(4) uncle	(5) knife		

B	(1) won't	(2) twentieth	(3) begun	
	(4) hear	(5) ours		

3	(1) 4	(2) 2	(3) 2	(4) 4	(5) 3	
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(6) 1	(7) 3	(8) 1	(9) 4	(10) 3	
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4	A	(1) decided	to	(2) whose	are	(3) be	late	
		(4) have	visited	(5) When	was			

B	(1) a 2 b 3	(2) a 6 b 1	(3) a 5 b 2	(4) a 4 b 1	(5) a 3 b 5	
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5	(1) オ	(2) ウ	(3) エ	(4) イ	(5) ア	
---	-------	-------	-------	-------	-------	--

6	(1) ① ウ	③ ア	⑦ ウ	⑧ イ	(2) イ	
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(3)	(c), (f), (g), (h)	
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(4)	But when they play it with their (left) (hand), they can't.	
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(5)	イ, ウ, キ, コ	(6) (B)	
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(7)	you should be careful not to play them for a long time	
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(8)	イ, ウ, オ	
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