

令和5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解答記入欄にマークしてください。例えば、と表示のある問いに③と解答する場合は、次の(例)のように解答番号10の解答記入欄の③にマークしてください。

(例)

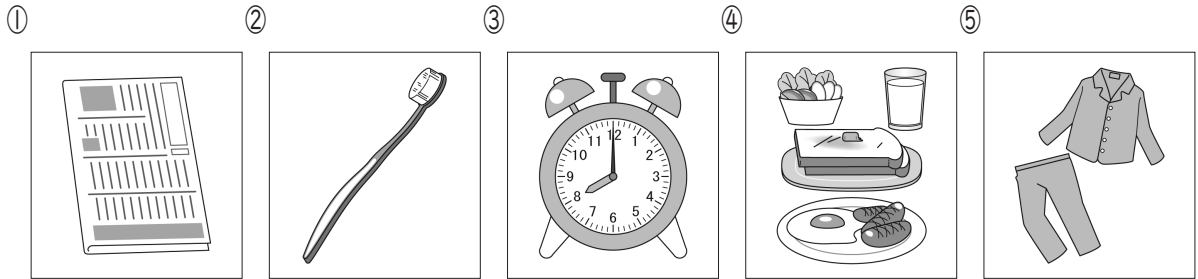
解答番号	解答記入欄
10	① ② ● ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

- 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。

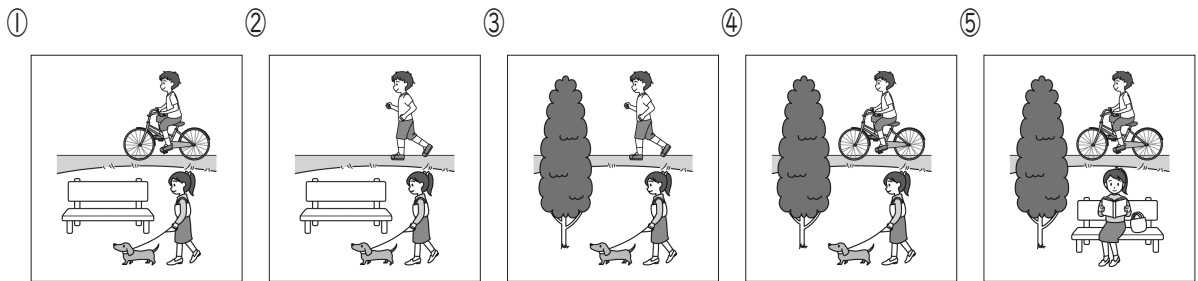
1 放送を聞いて、各問いに答えなさい。

(1) 問1～問3の英語の内容に合うものを、次の①～⑤からそれぞれ一つずつ選び、その数字を解答番号 ～ にマークしなさい。なお、英語はそれぞれ1回ずつ流れる。

問1



問2



問3

① ② ③ ④

今日の時間割	今日の時間割	今日の時間割	今日の時間割	今日の時間割
8:45 - 9:30 国語	8:45 - 9:30 数学	8:45 - 9:30 英語	8:45 - 9:30 数学	8:45 - 9:30 理科
9:40 - 10:25 英語	9:40 - 10:25 理科	9:40 - 10:25 国語	9:40 - 10:25 国語	9:40 - 10:25 英語
10:35 - 11:20 理科	10:35 - 11:20 国語	10:35 - 11:20 数学	10:35 - 11:20 英語	10:35 - 11:20 数学
11:30 - 12:15 数学	11:30 - 12:15 英語	11:30 - 12:15 英語	11:30 - 12:15 理科	11:30 - 12:15 国語

(2) 問4、問5の会話のチャイムの部分に入る英語として最も適切なものを、放送される①～⑤からそれぞれ一つずつ選び、その数字を解答番号 、 にマークしなさい。なお、会話と①～⑤の応答はそれぞれ2回ずつ流れる。

問4

問5

- (3) 放送される英語の説明を聞いて、次の【ノート】の 、 に入る最も適切なものを、後の①～⑤からそれぞれ一つずつ選び、その数字を解答番号 、 にマークしなさい。なお、英語の説明は2回流れる。

【ノート】

Things we don't know about fish in the deep and dark sea
• the area they live in
• how they live
• <input type="text" value="6"/>
A new study on fish
• <input type="text" value="7"/> have a lot of information about their lives.

問6

- ① where they catch delicious fish
- ② what is in the deep sea
- ③ the food they eat
- ④ the number of fish
- ⑤ why it's difficult for them to live there

問7

- ① The years we spent
- ② The lines in trees
- ③ Things that fish ate
- ④ The trees that fish like
- ⑤ The lines in fish's eyes

- (4) 放送される問8、問9の英語を聞いて、英語の内容と合っていないものを、次の①～⑤からそれぞれ一つずつ選び、その数字を解答番号 、 にマークしなさい。なお、英語はそれぞれ2回ずつ流れる。

問8

- ① People can pick and eat oranges at Minami Farm.
- ② Visitors to Minami Farm can enjoy different kinds of oranges.
- ③ Visitors can go fishing in the river near Minami Farm.
- ④ Visitors have to bring some fishing tools if they want to fish in Minami Farm.
- ⑤ This announcement encourages people to visit Minami Farm.

問9

- ① When Thomas got home, there wasn't anyone at home.
- ② Thomas had a snack and watched TV alone.
- ③ Ken and his mother went to a department store to buy a bag for Ken.
- ④ At home, Thomas, Ken, and their mother decided to go to a hamburger restaurant.
- ⑤ Thomas, Ken, and their mother wanted hamburgers.

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①～⑤から一つ選び、その数字を解答番号 10 にマークしなさい。

If you have a child and a new elementary school is built near your house, you may become happy. However, some of your neighbors may not, because they don't want to hear children's loud voices. They know building an elementary school is necessary, but they think their quiet lives may be changed by having one in their neighborhood. Such people or such a way of thinking is called NIMBY. It means Not In My Backyard.

(注) neighbor 近所の人 loud (音、声などが) 大きな neighborhood 近所
backyard 裏庭

10

- ① How should we live with neighbors who are not kind?
- ② What is the meaning of NIMBY?
- ③ What should we do when we become NIMBY?
- ④ NIMBY people we've met before.
- ⑤ The reason for building an elementary school.

3 次のAとBは、HarukaとMr. GreenとのEメールによるやりとりである。また、Cは、Haruka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、各問いに答えなさい。

A

From: Yamanaka Haruka
To: John Green
Date: Friday, September 2
Subject: English homework

Dear Mr. Green,

I'm sorry to send this e-mail to you late in the evening.

I wanted to submit my English homework after class today, but you were busy with a teachers' meeting, and I couldn't. But I had to go to the dentist, so I left school. May I send the homework by e-mail?

Yours,

Yamanaka Haruka

B

From: John Green
To: Yamanaka Haruka
Date: Friday, September 2
Subject:

Hello, Haruka,

As you know, I usually don't accept overdue homework.

But I understand your situation today, so you can send it to me by e-mail just this time.

The next time, you must hand your homework to me before leaving school. You should give it to me in the morning, in class, or during lunchtime.

Take care,

John Green

C

From: Yamanaka Haruka
To: John Green
Date: Friday, September 2
Subject: Thank you.

Dear Mr. Green,

Thank you very much for your kindness.

Please find my homework attached to this e-mail. *

Thank you again,

Yamanaka Haruka

(注) submit 提出する overdue 期限が過ぎた hand 手渡しする lunchtime 昼食時間
kindness 親切 attach 添付する

- (1) HarukaがAを送った理由として最も適切なものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① Haruka wanted to send her homework to Mr. Green.
 - ② Haruka wanted to learn English from Mr. Green.
 - ③ Haruka wanted to know what her homework was.
 - ④ Haruka wanted Mr. Green to give her some homework.
 - ⑤ Haruka wanted Mr. Green to wait for her homework until Monday.
- (2) Aの に入る最も適切なものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① I didn't have anything to do at the meeting.
 - ② I thought I should wait until the end of the meeting.
 - ③ You gave me very difficult homework today.
 - ④ It was my first time seeing you in the teachers' room.
 - ⑤ You told me about the homework soon.
- (3) Bの に入る最も適切なものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① Sorry, but I can't accept your homework.
 - ② I will accept your homework next week at school.
 - ③ I have already accepted your homework.
 - ④ Don't send your homework by e-mail.
 - ⑤ Send your homework soon.
- (4) Bの に入る最も適切なものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① I won't accept your homework this time.
 - ② I won't accept your homework after you leave school next time.
 - ③ I won't accept your next homework if you hand it to me.
 - ④ I will accept your next homework by e-mail, too.
 - ⑤ I will accept your homework by e-mail at any time.
- (5) Harukaは、Cに欠けている一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。Harukaが付け足すべき英文として最も適切なものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① I am happy to send my homework to you by e-mail next time.
 - ② I will keep sending e-mails to you.
 - ③ I am sorry I didn't do my homework this time.
 - ④ I won't be late for school next time.
 - ⑤ I will never do the same thing when I submit my homework to you.

4 次の英文と図 (Figure) は、ある日本人高校生が社会貢献 (contribution to society) に関する若者の意識 (young people's attitude) についての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、各問いに答えなさい。

Are you interested in helping people and improving society? Do you think you can do it? The Japanese government asked young people between 13 years old and 29 years old in Japan and six other countries about their attitude toward contribution to society.

Look at **Figure 1**. It shows the percentage of young people who want to do something useful for their countries. In this figure, the percentage of Japan is **16**. However, **Figure 2** shows surprising results. In this figure, the percentage of Japan is the lowest.

Figure 3 shows another interesting result. It shows the answers of young Japanese people to the two questions: "Do you think you may be able to change society?" and "Do you want to do something useful for your country?" The first bar shows that 76.9% of the people who answered "Yes." to the first question also answered "Yes." to the second question. If more people think **17**, even more people may want to help their country.

Researchers say many young Japanese people want to help their country, but most of them don't know what they can do.

Figure 1

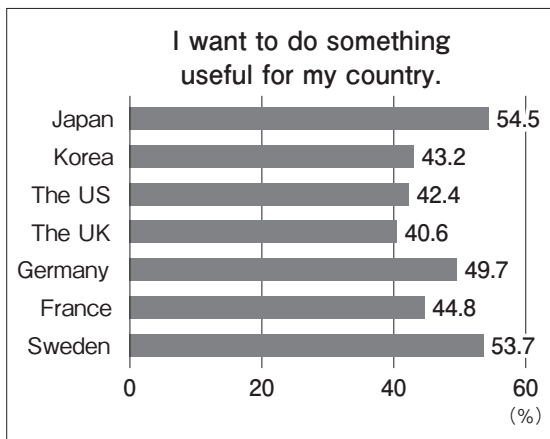


Figure 2

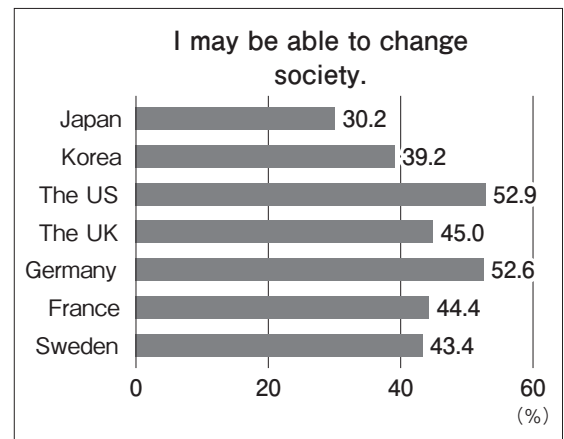
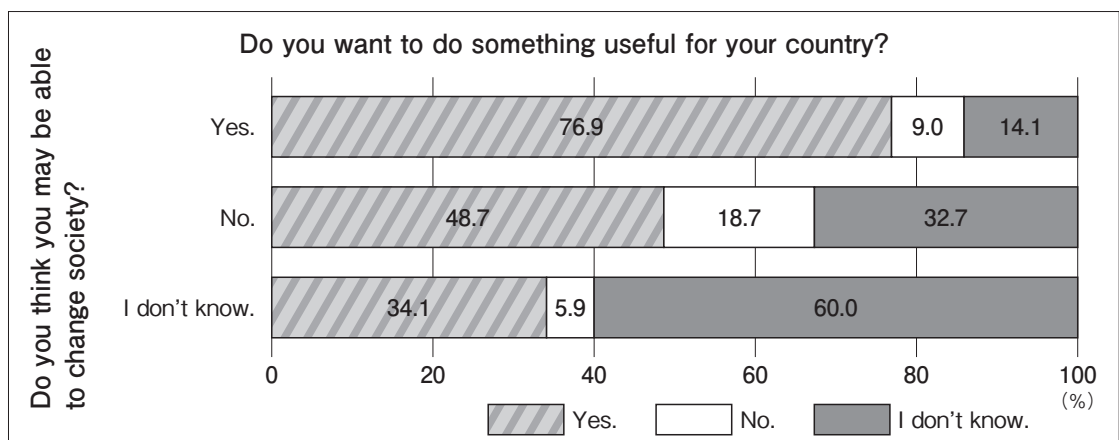


Figure 3



*図 (Figure) はすべて、「特集 今を生きる若者の意識～国際比較からみえてくるもの～」(内閣府) を基に作成。なお、数値は四捨五入しているため、Figure 3のグラフでは%の合計値が100にならない。

(注) toward ~に対する percentage 割合 surprising 驚くべき result 結果 bar (棒グラフの) 棒 even さらに Sweden スウェーデン

- (1) にあてはまる英語として最も適切なものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① about the same as Korea
 - ② higher than Sweden, but lower than the UK
 - ③ higher than any other country
 - ④ lower than the US, but higher than Sweden
 - ⑤ lower than any other country
- (2) にあてはまる英語として最も適切なものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① helping society can change their attitude toward other people
 - ② helping each other is important for them
 - ③ they want to support society
 - ④ they may be able to change society
 - ⑤ they are useful for society
- (3) 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①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① Most of the young Japanese people who think they may be able to change society are interested in helping their country.
 - ② Many young Japanese people don't think they can change society, and they don't want to do anything for their country.
 - ③ Most of the young Japanese people who want to help their country think they can change society.
 - ④ More than 30% of the young Japanese people answered "Yes." to both questions.
 - ⑤ About 60% of the young Japanese people answered "I don't know." to the first question.
- (4) この高校生は、発表の準備を進める中で、アメリカ合衆国の若者の意識についての説明を発表のどこかに加えようと思った。本文や図の内容から考えて、この高校生が追加しようと思っている英文と一致するものを、次の①～⑤から一つ選び、その数字を解答番号 にマークしなさい。
- ① A lot of young Americans want to do something useful for their country. However, they don't think they may be able to change society.
 - ② Some young Americans think they may be able to change society. All of them want to do something useful for their country.
 - ③ More than 50% of young Americans want to do something useful for their country. However, more than 50% of them don't think they may be able to change society.
 - ④ Not many young Americans want to do something useful for their country. However, the percentage of young Americans who think they may be able to change society is the highest.
 - ⑤ The percentage of young Americans who think they may be able to change society is less than the percentage of young Japanese people who think the same.

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

【1】 Steve Jobs, the CEO of Apple Inc. was the person who brought the iPhone to the world. He had a lot of ideas and invented many things in his life. Before he needed to talk about important things with someone, or when he wanted to organize his ideas, he often walked around the city. Many famous writers all over the world have written that walking is good for thinking.

【2】 When people walk, more blood goes through the body than when they are sitting. That means more oxygen goes to the brain. Some scientists think getting a lot of oxygen improves memory. A lot of research has shown that people do better on memory tests during or just after exercise than when they are just sitting. Also, with even light exercise, people can keep their brains young.

【3】 A university research team in the US did some tests to understand 176 students' ways of thinking. In one of the tests, the team asked the students to think of new ways to use things. For example, a tennis racket is usually used to play tennis. In the tests, however, students were asked to find different ways to use the racket. The test results showed that the students who walked while they were thinking had more new ideas than the students who sat while they were thinking.

【4】 However, the results also showed that the students who sat while they were thinking did better in different kinds of tests. For example, they were good at finding something in common among several things. The researchers say that it may be better for us to sit and think when we need to think about something carefully, for example, when we need to find the best way to solve a problem.

【5】 Another study from the US shows that people can do better in memory tests after walking in nature than in the city. We can also pay attention for a longer time after walking in nature.

(注) CEO 最高経営責任者 Apple Inc. アップル社 iPhone スマートフォンの一種
invent ～を発明する organize ～をまとめる、整理する
blood 血液 oxygen 酸素 brain 脳 memory 記憶力
exercise 運動 result 結果 in common 共通した
study 研究

(1) 【1】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①～⑤から一つ選び、その数字を解答番号 にマークしなさい。

- ① Some famous writers can't sit while they are thinking.
- ② Some famous writers walk when they don't want to think about anything.
- ③ Many famous writers don't think they should walk while they are thinking.
- ④ Many famous writers think walking is good for thinking.
- ⑤ Many famous writers think walking makes their bodies strong.

(2) 【2】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①～⑤から一つ選び、その数字を解答番号 にマークしなさい。

- ① Exercise makes our bodies strong, but it doesn't work for our brains.
- ② Exercise makes our memory better.
- ③ Exercise is useful for both our bodies and brain if we keep doing it for a long time.
- ④ People can do better in tests before exercise than after exercise.
- ⑤ People can't take tests during exercise.

(3) 【3】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①～⑤から一つ選び、その数字を解答番号 にマークしなさい。

- ① Young students were able to think of more new ideas than older people.
- ② Thinking in a group was better than thinking alone when new ideas were needed.
- ③ There were no differences in the test results between walking and sitting.
- ④ Sitting and thinking was a better way to think of new ideas than walking and thinking.
- ⑤ Walking and thinking gave students more new ideas than sitting and thinking.

(4) 【4】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①～⑤から一つ選び、その数字を解答番号 にマークしなさい。

- ① When we take several tests in one day, we should keep walking during the tests.
- ② When we want a lot of new and interesting ideas, we should sit and think.
- ③ We may find something in common between things if we sit and think.
- ④ We should always walk when we want to find something we've lost.
- ⑤ We should always sit while we are thinking to have better ideas.

(5) 【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①～⑤から一つ選び、その数字を解答番号 にマークしなさい。

- ① Walking in nature takes a long time.
- ② Walking in nature helps us remember facts.
- ③ Walking in the city is better for our memory than walking in nature.
- ④ Walking in the city is better for our attention than walking in nature.
- ⑤ Walking in nature didn't improve people's memories.

(6) 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①～⑤から一つ選び、その数字を解答番号 にマークしなさい。

- ① Thinking after some exercise is the best way to improve our memory.
- ② We should walk more for our health.
- ③ In some cases, it's good for us to walk when we're thinking.
- ④ We should always walk when we need to find an answer to something.
- ⑤ Young people have a better memory than older people.

