

令和3年度

奈良県公立高等学校入学者特色選抜学力検査問題

英 語

注 意

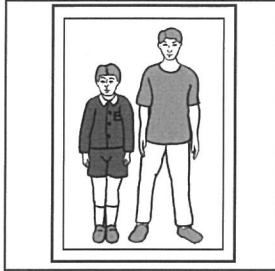
- 1 指示があるまで開いてはいけません。
- 2 解答用紙には，受検番号を忘れないように書きなさい。
- 3 解答用紙の※印のところには，何も書いてはいけません。
- 4 答えは必ず解答用紙に書きなさい。

1 放送を聞いて、各問いに答えよ。

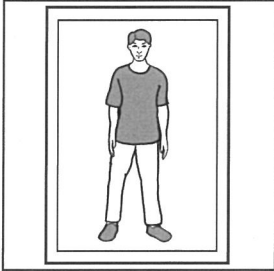
(1) ①～③の会話の内容についての質問に対する答えとして最も適切なものを、それぞれア～エから1つずつ選び、その記号を書け。なお、会話と質問をそれぞれ1回ずつ行う。

①

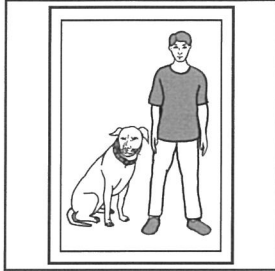
ア



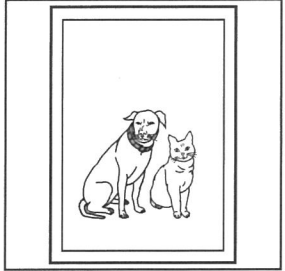
イ



ウ

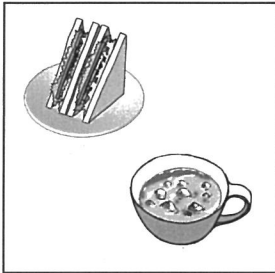


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②

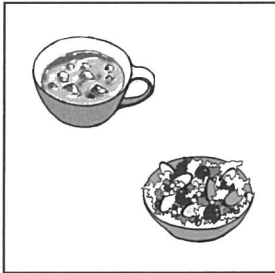
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③

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エ



(2) 聞き取った英語の内容についての質問①、②に対する答え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、英語が2回流れた後、質問をそれぞれ2回ずつ行う。

- ① ア The dishes she has cooked.
 イ The speech she made last year.
 ウ The memory of the winter vacation.
 エ The homework during the winter vacation.
- ② ア In the first class in January.
 イ In the second class in January.
 ウ During the vacation.
 エ In the cooking class.

2 次の英文を読んで、各問いに答えよ。

Mika and Emma are high school students. Emma came to Japan from France two weeks ago, and she goes to Mika's school. They are talking in Mika's room.

Mika: Let's eat ice cream. There are two kinds.

Emma: They look delicious!

Mika: Let's do *janken*, and decide who chooses first. Do you know *janken*? In English, rock-paper-scissors.

Emma: Oh, yes. I know it.

Mika: OK. Rock, paper, scissors, one, two, three.

Emma: I won!

Mika: Wait, wait! It was a draw, Emma. Both of us chose rocks.

Emma: Sorry, Mika. This is a well. A well beats a rock and scissors because they sink in a well.

Mika: A well? It looks like a rock, but we don't use a well when we do *janken* in Japan.

Emma: In my country, we sometimes use four shapes when we do rock-paper-scissors. A rock, a leaf, scissors and a well. A well looks like a rock, but it's different from a rock. We make space in the fist.

Mika: I see. Then, what shape can beat a well?

Emma: A leaf beats a well because leaves can cover a well.

Mika: You use a leaf instead of a paper. So, scissors beat a leaf, right?

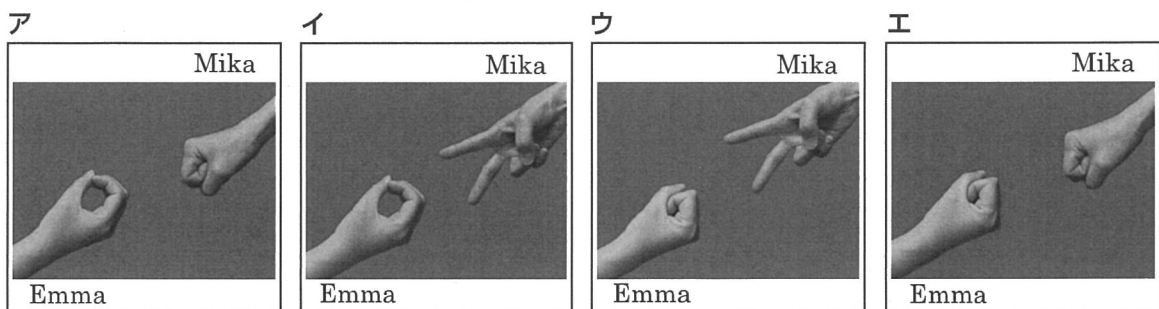
Emma: Right.

Mika: That's interesting. Just a minute, Emma. If you choose a leaf or a well, , right?

Emma: You are so smart, Mika. Now, let's do rock-paper-scissors in the Japanese way!

(注) rock-paper-scissors:じゃんけん rock:石 scissors:はさみ draw:あいこ well:井戸 beat:打ち負かす sink:沈む shape:形 leaf:葉 fist:拳 leaves:leafの複数形 instead of:~の代わりに

(1) Mika と Emma がじゃんけんをしたときにそれぞれが出した手の組み合わせとして正しいものはどれか。次のア～エから1つ選び、その記号を書け。



(2) 文脈に合うように、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 you may continue to lose
- イ we can't decide the winner
- ウ you have more chances to win
- エ I should choose a rock to win

3 次の英文を読んで、各問いに答えよ。

What do you imagine when you hear the word “summer”? Some of you may think of fireworks, the sea and so on. A chorus of cicadas may be one of them. Many people may believe that cicadas live in the ground for about seven years and can live above the ground for about only seven days. Do you think this is true?

A high school student in Okayama researched cicadas' lives. When he was in elementary school, he got interested in cicadas. He caught cicadas every summer. In those days, some researchers noticed that cicadas could maybe live longer than seven days above the ground. He also believed that there were many cicadas which lived longer than seven days. When he was in high school, he started his research to know how long they could live above the ground.

His research method was very unique. In one summer, when he heard the chorus of cicadas, he began to catch them around his house. After he caught a cicada, he wrote a number on the wing of the cicada. Then, he wrote down the number and the date in his notebook and released the cicada. He continued catching and releasing cicadas every day. While he kept catching cicadas, he happened to catch cicadas which had a number on their wings. Those cicadas were already caught by him that summer. When he caught such a cicada, he wrote a different number on the wing, wrote down the number and the date in his notebook and released it again. By catching and releasing cicadas and comparing the dates in his notebook, he was able to find how long they could live above the ground.

In that summer, he caught 15 cicadas which had a number on their wings. Those cicadas were caught by him twice. Moreover, he caught four cicadas which had two different numbers on their wings. They were caught by him three times. He caught about 860 cicadas in total. He researched four kinds of cicadas around his house. He found that all of them lived longer than seven days. In addition, he found one cicada which lived for 32 days.

He started his research about cicadas with one question, and continued his efforts to get the answer to his question. He researched cicadas very hard and found new things. Every great research may start with one simple question. Our efforts to find the answer to the question will give us great chances to learn new things.

(注) imagine: 想像する firework: 花火 chorus: 合唱 cicada: セミ get interested in: ~に興味をもつ
in those days: 当時 researcher: 研究者 notice: 気がつく method: 方法 unique: 独特の wing: 羽
release: 放つ happen to: たまたま~する compare: 比較する moreover: さらに in total: 合計で

- (1) 岡山県の高校生が行ったセミの研究について以下のようにまとめたとき, , , に入る最も適切な英語を, 上の英文中からそれぞれ 1 語で抜き出して書け。

When the high school student caught a cicada, he wrote a on the wing of the cicada. He also wrote down the and the in his notebook, and released it. He sometimes caught cicadas which had a on their wings. Such cicadas were caught by him . By comparing the two dates in his notebook, he researched the cicadas' lives.

- (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。

- (a) Did the student research cicadas with some researchers?
(b) How many kinds of cicadas did the student research?

(3) 下線部の具体的な内容を表す最も適切な英語を、次のア～エから1つ選び、その記号を書け。

- ア “How long can cicadas live above the ground?”
- イ “How many cicadas can I catch in one summer?”
- ウ “How far can cicadas fly from my house?”
- エ “How do cicadas communicate with each other?”

(4) 英文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 The student researched cicadas with a very unique method.
- イ The student caught many cicadas and took care of them in his house.
- ウ The student found a new kind of cicada around his house through his research.
- エ The student found that all cicadas he caught lived longer than seven days.
- オ The student learned a new thing by having a question and looking for the answer to it.

4 次の英文は、オーストラリアに住む Mike が日本に住む Takeshi に送った電子メールの一部である。英文を読んで、各問いに答えよ。

In my town, we will have “Japan Day” soon. Many people enjoy Japanese culture on this day. This event is held every year, and this will be the fifth “Japan Day”. Students in my high school join it as volunteers. This year, classmates from my Japanese class and I are planning to cook a Japanese dish for visitors. What is the best Japanese dish that we can cook for “Japan Day”?

(1) 英文の内容を表しているものを、次のア～エから1つ選び、その記号を書け。

- ア “Japan Day”に参加する際の注意点と申し込み方法の確認
- イ Mike の学校の生徒が昨年行ったボランティア活動の報告
- ウ “Japan Day”の紹介とそこで Mike たちが作る日本食についての相談
- エ Mike の学校の紹介と“Japan Day”で行われる日本語の授業についての計画

(2) あなたが Takeshi なら、Mike にどのように返信するか。下の□内の文に続けて、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、日本独特のものの名前は、ローマ字で書いてよい。

Thank you for your e-mail. I will answer your question.