

# 2010年度 関西学院高等部 入学試験 英語 問題用紙 その1

\*リスニングテストは試験開始20分後に始まります。

I. 次の英文を読んで、あとの設問に答えなさい。

\*Thumbs up. A friendly wave. All these hand gestures are part of the body language that we use 1) to communicate every day. \*Chimpanzees can also use their hands to give messages ( ① ) others. Scientists have found that chimpanzees are better at communicating with their hands than communicating with smiles, cries and other \*facial expressions. Because chimpanzees are \*close to human beings, 2) this \*discovery gives us an important hint about how humans started speaking.

Only humans can communicate with words, and scientists have long tried to find how our \*ancestors were able to use  ア  . They say that our \*ape-like ancestors first communicated through hand gestures. 3) Over time, some areas of our ancestors' \*brains \*developed more for this kind of communication. Finally, these areas of the brain could understand simple language. Scientists know that \*apes today use some areas of the brain to think about hand gestures. They also know that human beings today use the same areas to understand words.

Scientists from a university in the U.S. \*observed 47 apes to study hand gestures and 4) other ways apes communicate. The scientists recorded every hand gesture, facial expression, and cry ( ② ) one ape made to another. They also recorded when the animals were playing, eating or doing other things. They found that each facial expression and cry was almost always used for just one \*situation, for example, when the animal was afraid.

Each hand gesture, however, can show more than one meaning. For example, when the animal is hungry, \*reaching out with the \*palm of the hand \*facing up means, "( A )." When a fight is going on, the same gesture means, "( B )."

This shows that the apes can use hand gestures ( ③ ) a \*flexible way. 5) Like human language, the animals' gestures can give more difficult  イ  than facial expressions or cries.

Scientists believe that human beings and chimpanzees have the same ancestors and the two groups became different ( ④ ) each other about 2.5 million years ago. Scientists think that human language comes from the hand gestures that our ape-like ancestors used. So, 6) the hand gestures we use every day are as important as the words we speak.

\*thumb 親指    \*chimpanzee チンパンジー    \*facial expressions 顔の表情    \*close 近い    \*discovery 発見  
\*ancestor 先祖    \*ape-like 類人猿に近い    \*brain 脳    \*develop 発達する    \*ape 類人猿(チンパンジーなど)  
\*observe 観察する    \*situation 状況    \*reach out 手を伸ばす    \*palm 手のひら    \*facing up 上向きにして  
\*flexible 柔軟な

1. 下線部1)の中の to に最も近い使われ方をしているものを下の選択肢から選び、記号で答えなさい。

- a) I have many things to do today.                      b) I went to the office to see him.  
c) I look forward to hearing from you.                      d) I hope to visit your country again.

2. ( ① )～( ④ )に入る適切な語を下の選択肢から選び、記号で答えなさい。ただし、選択肢は1度しか使えません。

- a) in    b) by    c) that    d) from    e) to

3. 下線部2)は具体的にどういうことを意味するのか、日本語で答えなさい。

4.  ア  、  イ  に入る語句として適切なものを下の選択肢から選び、記号で答えなさい。

- a) body    b) information    c) language    d) science

5. 下線部3)から推測される内容として、最も適当なものを下の選択肢から選び、記号で答えなさい。

- a) 手のジェスチャーを支配する脳の領域が、言語を理解する脳の領域へと発達した。  
b) 手のジェスチャーは、言語の一部として進化の過程で後に発達した。  
c) 手のジェスチャーと言語の使用は、進化の過程で互いに別々に発達した。

6. 下線部4)は具体的に何を指しているか日本語で答えなさい。

7. ( A )、( B )に入る最も適切なものを下の選択肢から選び、記号で答えなさい。

- a) Give me a message    b) I ate enough    c) Please help me    d) It's very fun    e) More food, please

## 2010年度 関西学院高等部 入学試験 英語 問題用紙 その2

8. 下線部 5) の中の like に最も近い使われ方をしているものを下の選択肢から選び、記号で答えなさい。

- a) This is food which they like very much.                      b) How do you like your coffee?  
c) The boys I know like baseball.                                      d) The boy can swim like a fish.

9. 下線部 6) の英文を日本語に直しなさい。

10. 次の英文の中で本文の内容と合うものを 1 つ選び、その番号を答えなさい。

- 1) Scientists found that each facial expression of a chimpanzee has more than one meaning.  
2) Each hand gesture of a chimpanzee can give different messages.  
3) Chimpanzees use only hand gestures to give messages to others.  
4) The cries made by animals are more important than hand gestures when they communicate.

II. 次の英文を読んで、あとの設問に答えなさい。

Have you eaten “fast food” before? I think most of you have. There are so many fast food restaurants which have a lot of different kinds of food like hamburgers, fried chicken, pizza, and *gyu-don* all over Japan. Some of them are open 24 hours, and many are even open on January 1st. Fast food is very useful in our daily life. It has already become ( ① ), and is now a part of our eating \*habits.

What is important for us when we travel abroad? One of the problems we may have is ‘food.’ But we are lucky to be able to find fast food restaurants in big cities, not only in Western countries but also in Asian or African countries. This means that we can, for example, always enjoy the same food at the shops of the same company anywhere in the world.

Today I would like to introduce “Slow Food” to you. Have you ever heard of “Slow Food”? Slow Food is a \*movement that started in Italy. This movement shows the dangers of the “fast life” in today’s world. Of course, its idea is to cook food with care and eat it slowly. However, the Slow Food movement does not talk only about ‘time.’ It also wants us to eat more \*local food from each season.

This movement was introduced to Japan by Katsushi Kunimoto. He became interested in “Slow Food” when he was working as a designer in Italy. As soon as he returned to Japan, he started the Japan Slow Food \*Association. However, this group changed its name later to “Japan Food” because its members felt the \*Japanese version of Slow Food covers a ( ② ) area. They wanted to think about Japanese culture, too.

The purpose of the Japanese version of the Slow Food movement is to put food back into the ( ③ ) of our culture and lifestyle. The movement began by talking to children about food. This is the starting point for making eating habits better. Japan Food visits schools around the country, teaches children about traditional cooking, and shows them the good points of ( ④ ) eating habits and Japanese food.

Japan Food asked children to paint pictures of food. Many of them did not paint real vegetables and fish. They painted pictures of foods which were already cut and put into plastic \*containers, like those found on \*shelves in supermarkets. Mr. Kunimoto was very shocked to see their pictures. So, he asked supermarkets not to sell only cut vegetables and fish.

Do you think the members of Japan Food hope that people will stop selling fast food in Japan?

Mr. Kunimoto answers, “We want to keep \*harmony. We have open hearts and minds. Slow Food does not always mean careful ( A )ing and slow ( B )ing. We just want people to change their habits for the better.” He says that each person must choose their own way.

“*Shoku*,” the *Kanji* character which means “food” or “meal,” clearly shows us the hopes of Japan Food. It was made from the combination of the *Kanji* characters that mean “human” and “good.” Japan Food is working to change the eating habits of Japanese people to make their lifestyle healthy. So, what will you eat tonight?

\*habit 習慣      \*movement 運動      \*local 地元の      \*Association ~協会      \*Japanese version 日本版  
\*container 容器      \*shelves shelf(棚)の複数形      \*harmony 調和

## 2010年度 関西学院高等部 入学試験 英語 問題用紙 その3

1. ( ① )～( ④ )の中に入る最もふさわしい語を下の選択肢から選び、記号で答えなさい。ただし、選択肢は1度しか使えません。

a) careless   b) center   c) clear   d) difference   e) healthy   f) ill   g) popular   h) wider   i) worse

2. ( A ), ( B )に入る最もふさわしい動詞を文中から選び、書きなさい。

3. 次の英文の中で本文の内容と合うものを3つ選び、その番号を答えなさい。

- 1) When we visit big cities in African countries, it is not very difficult to find fast food restaurants and enjoy fast food.
- 2) The idea of “the Slow Food” movement is for people to cook food carefully but what they eat is not so important.
- 3) Members of the Japan Slow Food Association changed its name because they didn’t like the main idea of the movement in Italy.
- 4) To make Japanese eating habits better, Japan Food thinks it is important to eat local food.
- 5) The pictures painted by the children showed that they don’t have many chances to look at the natural shapes of vegetables and fish in their daily lives.
- 6) One of the main goals of Japan Food is to ask people to give up selling fast food.
- 7) The *Kanji*, “*shoku*,” means that humans will keep harmony by eating good food.

III. 次の各組の4つの英文の中に、文法的に誤りがある文がそれぞれ1つある。解答用紙の例にならってその誤りの部分を書き出し、誤りを正しなさい。

1. ア) I asked him bringing some chairs.  
イ) The coldest season of the year in Japan is winter.  
ウ) Did you enjoy yourself last night?  
エ) He drank two glasses of water.
2. ア) She has just finished reading the book.  
イ) This area has a lot of rain at this time of the year.  
ウ) Get up early, and you’ll be late for school.  
エ) The top of Mt. Everest is always covered with snow.
3. ア) My father is so sick that he cannot go to work.  
イ) We like to see many red leaf in the fall.  
ウ) My sister has read as many books as I have.  
エ) Tokyo is one of the largest cities in the world.
4. ア) How do you like better, coffee or tea?  
イ) Thank you for writing me a letter.  
ウ) She has a cat called Tama.  
エ) Nishinomiya is famous for *sake*, Japanese rice wine.
5. ア) I enjoyed the rugby game very much because it was so exciting.  
イ) Lake Biwa is bigger than any other lake in Japan.  
ウ) I need to write down this information. Will you lend me your pen?  
エ) How long is it from this station to Kwansei Gakuin Senior High School?

IV. 次の英文の意味が通じるように、下線部を正しく書き直しなさい。

1. July is the ninth month of the year.
2. Friday comes between Tuesday and Thursday.
3. The sun rises in the east and sets in the north.
4. If you buy books from a school library, you should return them.
5. You use a watch to speak to someone in another place.

## 2010年度 関西学院高等部 入学試験 英語 問題用紙 その4

V. 次の対話文を読み、それぞれの対話が成り立つように、空所に最も適当な質問を3語以上の英語で書きなさい。

1. A: Somebody left a book here. Oh, it's a book in English.  
B: ( )?  
A: Mariko likes to read English books. So maybe it is hers.
2. A: I didn't see you on the bus today. ( )?  
B: Well, I usually take the bus, but today I walked to school.  
A: It's a beautiful morning, isn't it?
3. A: Would you help me, please?  
B: Sure, ( )?  
A: Will you carry this box to the kitchen?

VI. 学(まなぶ)のクラスには日本に来たばかりのイギリス人の留学生 Tom がいます。ホームルームで話された甲山(かぶとやま)への遠足のことについて、学は Tom に説明しなくてはなりません。下の表の情報が伝わるように、会話の中の(1)~(4)の空欄に6語以上の英語で書き、遠足について Tom に簡潔に伝えて下さい。ただし、記号(.,?! )は1語として数えないものとします。

＜2月20日(土)の遠足について＞

集合場所と時間	クラスの活動	持ち物
仁川駅 午前9時 *遅れたら学校に連絡	ゲーム 歌	飲み物 昼食

- Manabu: Hi, Tom! Are you ready for the school trip next Saturday?  
 Tom: School trip? I didn't know that we would have a school trip so soon. Where are we going?  
 Manabu: Well, we are going to *Kabuto-yama*.  
 Tom: Wow! That sounds great.  
 Manabu: (1)\_\_\_\_\_ in the morning.  
 You (2)\_\_\_\_\_.  
 Tom: OK. I'll be on time. What are we going to do?  
 Manabu: A lot of fun activities! We (3)\_\_\_\_\_.  
 Tom: That will be exciting.  
 Manabu: There are no shops and restaurants up there, so (4)\_\_\_\_\_.  
 Tom: OK. Thanks. I can't wait!

VII. リスニングテスト：放送の指示をよく聞いて答えなさい。

問題は《 リスニングテスト1 》と《 リスニングテスト2 》の2つがあります。

受験番号

2010年度 関西学院高等部 入学試験 英語 解答用紙

- I. 1. \_\_\_\_\_ 2. ① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_ ④ \_\_\_\_\_  
3. \_\_\_\_\_  
4. ア \_\_\_\_\_ イ \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_  
7. (A) \_\_\_\_\_ (B) \_\_\_\_\_ 8. \_\_\_\_\_  
9. 下線部6) \_\_\_\_\_  
10. \_\_\_\_\_

- II. 1. ① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_ ④ \_\_\_\_\_  
2. (A) \_\_\_\_\_ (B) \_\_\_\_\_ 3. \_\_\_\_\_ ・ \_\_\_\_\_ ・ \_\_\_\_\_

- III. 

	誤		正	
例.	誤り:( イ )	is	⇒	will be (正誤とも1語とは限らない)
1.	誤り:( )		⇒	
2.	誤り:( )		⇒	
3.	誤り:( )		⇒	
4.	誤り:( )		⇒	
5.	誤り:( )		⇒	

- IV. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

- V. 1. \_\_\_\_\_ ?  
2. \_\_\_\_\_ ?  
3. \_\_\_\_\_ ?

- VI. (1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_  
(4) \_\_\_\_\_

- VII. 《リスニングテスト1》 記入例) c が正しい時 ~~✕~~ ~~✕~~ (c) ~~✕~~  
1. a. b. c. d. 2. a. b. c. d. 3. a. b. c. d. 4. a. b. c. d.  
《リスニングテスト2》  
1. a. b. c. d. 2. a. b. c. d. 3. a. b. c. d. 4. a. b. c. d.

受験番号

2010年度 関西学院高等部 入学試験 数学 その1

(注意) 採点の対象になるので途中経過も必ず書くこと

1. 次の式を計算せよ。

(1)  $(\sqrt{5} + \sqrt{3})^2 (\sqrt{5} - \sqrt{3})^2$

(2)  $\frac{a^3 + 2a^2b}{3} \div \left( \frac{7b^2 + 6}{6} - \frac{5b^2 + 4}{4} \right) \times \left( -\frac{5b}{2a} \right)^2$

2. 次の問いに答えよ。

(1) 2次方程式  $(1 - 2x) - (1 - 2x)^2 = 0$  を解け。

(2)  $x, y$  についての連立方程式  $\begin{cases} 3x - 8y = 2a \\ 9x + 3ay = 7 \end{cases}$  の解が  $x = \frac{b}{9}, y = -\frac{1}{6}$  であるとき、定数  $a, b$  の値を求めよ。

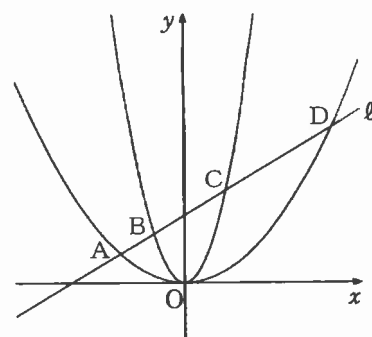
3. 次の式を因数分解せよ。

(1)  $3a^2 - 18ab + 15b^2$

(2)  $4x^2 + 12x - y^2 + 9$

4. 右の図のように、直線  $\ell$  が放物線  $y = ax^2$  と2点 A, D で、放物線  $y = 9x^2$  と2点 B, C でそれぞれ交わっている。点 A, B, C の  $x$  座標は、それぞれ  $-2, -1, \frac{4}{3}$  であるとき、次の問いに答えよ。

(1) 直線  $\ell$  の方程式を求めよ。



(2)  $a$  の値を求めよ。

(3)  $\triangle OAD$  の面積を求めよ。

受験番号

2010年度 関西学院高等部 入学試験 数学 その2

(注意) 採点の対象になるので途中経過も必ず書くこと

5. 次のような規則で計算される数  $a_1, a_2, a_3, \dots$  がある。以下の問いに答えよ。

$$a_1 = (1+3) \times (3+2)$$

$$a_2 = (2+5) \times (4+4)$$

$$a_3 = (3+7) \times (5+6)$$

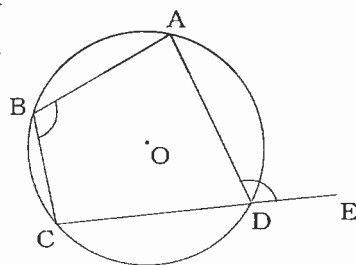
$\vdots$

(1) 30 番目の数  $a_{30}$  の値を求めよ。

(2)  $n$  番目の数  $a_n$  を  $n$  の式で表せ。

(3)  $a_n = 3422$  となる  $n$  の値を求めよ。

6. 右の図で四角形  $ABCD$  は円  $O$  に内接している。線分  $CD$  の延長上に点  $E$  をとるとき、 $\angle ABC = \angle ADE$  であることを証明せよ。



7. 大, 中, 小3つのサイコロを同時に1回投げるとき, それぞれのサイコロの出た目を  $X, Y, Z$  とする。次のような場合は何通りあるか。

(1)  $X + Y + Z = 10$

(2)  $\sqrt{XY} \geq 2Z$