

2016年度

神戸国際高等学校入学試験

英 語

(2016年2月10日実施、試験時間90分、150点満点)

(注意)

1. 解答用紙には必ず受験番号を記入してください。
2. 全ての問題に解答してください。
3. 解答は全て解答用紙に記入してください。記入方法を誤ると得点にはならないので、十分に注意してください。
4. 試験終了後、解答用紙のみ提出し、問題冊子は各自持ち帰ってください。



I 放送を聞いて、リスニングテスト 1、2、3の問題に答えなさい。英文はそれぞれ 2 度放送されます。

リスニングテスト 1 英文を聞き、解答用紙の下線部ア～ウに聞き取った英語を書き入れなさい。

リスニングテスト 2 会話文を聞き、質問に対する答えとして適切なものをア～エからそれぞれ 1 つ選んで、その記号を解答欄に書きなさい。

No.1

- ア Take her to the train station.
- イ Pick her up from the train station.
- ウ Go to church together.
- エ Wake her up.

No.2

- ア They are going to the movies and the Chinese restaurant.
- イ They are going to the museum and the Chinese restaurant.
- ウ They are going to the museum and a Mexican restaurant.
- エ They are going to the movies and a Mexican restaurant.

No.3

- ア His school.
- イ His bed.
- ウ His mother.
- エ His mother's cooking.

No.4

- ア Cook Italian food at Greg's house.
- イ Meet at Greg's house at 6:30.
- ウ Eat at an Italian restaurant.
- エ Eat at Bonnie's house.

No.5

- ア On March 11th at 10 am.
- イ On March 11th at 3 pm.
- ウ On March 16th at 10 am.
- エ On March 16th at 3 pm.

リスニングテスト3 少し長めの英文を聞き、質問に対する答えとして適切なものをア～エからそれぞれ1つ選んで、その記号を解答欄に書きなさい。

No.1

- ア In the United Kingdom.
- イ In the United States.
- ウ In the United Arab Emirates.
- エ In Japan.

No.2

- ア 3%.
- イ 11%.
- ウ 13%.
- エ 73%.

No.3

- ア They felt that they could make better decisions.
- イ They felt that they could face more problems.
- ウ They felt more tired.
- エ They felt more stressful.

No.4

- ア Because they can exercise in trains and buses.
- イ Because they can smoke in trains and buses.
- ウ Because they can drive buses or trains.
- エ Because they can relax in buses and trains.

II 次の1から10の英文の( )に当てはまる最も適切なものを、ア～エからそれぞれ1つずつ選んで記号を書きなさい。

1. Kobe is famous ( ) its delicious beef and wine.  
ア to            イ of            ウ for            エ at
2. Sara has lived in this city ( ) last year.  
ア in            イ for            ウ from            エ since
3. The game those girls are playing now ( ) exciting.  
ア looks            イ look            ウ look for            エ looks at
4. I saw a girl and her dog ( ) were playing in the living room.  
ア who            イ which            ウ that            エ whose
5. This window was broken by Tom, ( )?  
ア doesn't it    イ didn't he    ウ wasn't it    エ wasn't he
6. Lisa can dance the best ( ) all the members in the group.  
ア of            イ in            ウ than            エ at
7. It'll be fine tomorrow, so how about ( ) fishing?  
ア to going    イ going            ウ to go            エ to go to
8. After she watched the movie, her eyes were ( ) with tears.  
ア full            イ filled            ウ felt            エ flowed
9. Akiko ( ) be late for today's meeting because of heavy traffic.  
ア cannot            イ shouldn't            ウ won't            エ may
10. Please ( ) yourself at home.  
ア make            イ help            ウ take            エ have

III 次のア～オ(カ)の語句を並べ替え、正しい英文を完成させなさい。解答欄には( A )～( L )に入る語句の記号を書きなさい。ただし、文頭に来る語も小文字で示してあります。

1. A: I hurt my leg in a soccer game last week, and it still hurts.  
B: I think it's ( ) ( A ) ( ) ( B ) ( ) ( ) a doctor.  
ア to    イ you    ウ for    エ go    オ time    カ and see
2. Emi didn't ( ) ( C ) ( ) ( D ) ( ) a birthday present for her grandmother.  
ア for    イ know    ウ to    エ what    オ buy
3. A: ( ) ( E ) ( ) ( F ) ( ) in your school?  
ア there    イ many    ウ teachers    エ are    オ how  
B: Well, about thirty.
4. These days, a lot of museums ( ) ( G ) ( ) ( H ) ( ) do during the summer vacation.  
ア activities    イ offer    ウ interesting    エ to    オ people
5. This problem ( ) ( I ) ( ) ( J ) ( ).  
ア as    イ that    ウ difficult as    エ one    オ isn't
6. A: What happened? You look sad.  
B: Well, I ( ) ( K ) ( ) ( L ) ( ) by my father.  
ア bought    イ the    ウ watch    エ lost    オ have

IV 次の英文を読んであとの問いに答えなさい。

Valentine's Day, or St. Valentine's Day, is celebrated every year on February 14th around the world. It's the day when people show their \*affection for another person ( ① ) sending cards, flowers or chocolates with messages of love. And traditionally on Valentine's Day in a leap year - every four years - women can propose \*marriage to their partner!

The day gets its name from a famous \*saint, but there are several stories of the name. A popular story about St. Valentine is that he was a \*priest from Rome in the third century AD. \*Emperor Claudius II ②**banned** marriage because he thought married men were bad soldiers. Valentine thought that this was unfair because marriage was the \*will of God, so he broke the rules and continued to hold weddings in secret. When Valentine's actions were found out, he was thrown in \*jail and \*sentenced to death. When he was taken to be killed on February 14th, he left a farewell letter signed "from your Valentine" to ③(took / who / him / of / in / good care / the girl) the jail.

Valentine's Day is a very old tradition. It is thought that it came from a Roman festival. The Romans had a festival called \*Lupercalia in the middle of February. It celebrated the start of their springtime. It is thought that as part of the celebrations, boys drew names of girls from a box. They often became boyfriend and girlfriend ( ④ ) the festival and sometimes they would get married. Later on, the church wanted to turn this festival into a Christian celebration and decided to use it to remember St. Valentine, too. Gradually, St. Valentine's name started to be used by people to show their feelings to people that they loved. Now, it is said that one billion cards are sent every year, so, after Christmas, it is the second largest card-sending holiday of the year in the world.

In Japan and Korea, however, ⑤Valentine's Day is ( ) only a celebration ( ) also an unwanted event for some women and men.

Some women give chocolates, known as *giri-choco*, to \*colleagues and friends to be \*sociable with them. One month later, ( ⑥ ) 14th, a day known as White Day is popular these days in Japan. Some men return white chocolate or marshmallows to those who gave them chocolates on Valentine's Day. In Korea there is a Black Day. It is on April 14th for those who did not receive any gifts on Valentine's Day. They gather together to eat \*Jajangmyun, Chinese style black noodles with a black sauce.

(注) affection 愛情 marriage 結婚 saint 聖人 priest 聖職者

Emperor Claudius II 皇帝クラウディウス二世 will 意思 jail 刑務所、ろうや  
sentence to death 死刑を宣告する Lupercalia ルペルカーリア祭  
colleague 職場の同僚 sociable 社交的な Jajangmyun ジャージャー麺

1. 空欄( ① )( ④ )に入れるのに最も適切な前置詞を下から 1 つずつ選び、その記号を答えなさい。それぞれの語は 1 度しか使えません。  
ア about    イ by    ウ to    エ until    オ during
2. 下線部②について ban の意味として最も適切なものを下から 1 つ選び、記号で答えなさい。  
ア ～を認める    イ ～を禁止する    ウ ～を奨励する    エ ～を祝福する
3. 下線部③が「刑務所で彼の世話をよくしてくれた女の子」という意味になるよう( )内の語句を並べかえ解答欄に書きなさい。
4. 下線部⑤が「バレンタインデーはある女性や男性たちにとってお祝いであるだけでなく、望ましくない行事でもある。」という意味になるように( )に適切な語を入れなさい。
5. 空欄( ⑥ )に入る最も適切な 1 語を答えなさい。
6. 本文の内容に一致するものを下から 2 つ選び、記号で答えなさい。  
ア Emperor Claudius II thought Valentine was a bad soldier.  
イ Valentine was killed because he wrote a letter to a girl.  
ウ The church started to use a traditional festival as a Christian celebration.  
エ More cards are sent on Christmas than on St. Valentine's Day.  
オ In Korea, if men don't get presents on April 14th, they eat black noodles.

V 次の文は、中学生のともさんとニュージーランドからの留学生 Mary との対話です。  
これを読んであとの問いに答えなさい。

Tomoko: Hi, Mary. How are you doing?

Mary: Hi, Tomoko. I am thinking about my homework. Do you remember that our English teacher told us to write an essay last week?

Tomoko: Yes, I do. Have you decided what to write about?

Mary: Well, I am going to write about cultural differences between New Zealand and Japan.

Tomoko: ( ① ) I want to go to New Zealand to study abroad in the future. So, I really want to know the ( ② ).

Mary: OK. For example, in Japan, the public transportation system is very convenient and comfortable.

Tomoko: Oh, really? Is it so different from that in your country?

Mary: Well, in my town, there are no announcements in the bus. So, we have to remember the landscape around the neighborhood and push the button before the bus passes by the \*destination.

Tomoko: That will be difficult for me. I sometimes \*take a nap in the bus on my way home. I will have to be more careful if I take a bus in New Zealand.

Mary: Don't worry. You will get ( ③ ) to it soon. And the people are very kind, too. If you tell the bus driver your address, he will tell you when you need to get off.

Tomoko: That sounds nice! How about trains?

Mary: Trains are not so popular in New Zealand. I took trains for the first time after I came to Japan. I was very surprised to see a lot of trains and train lines. I didn't know which train to take to go to school on the first day.

Tomoko: ( ④ ) did you go to school then?

Mary: Well, a kind woman came and told me how to buy the ticket and led me to the platform.

Tomoko: I see. Even if the cultures are different, we can depend on each other when we are in trouble.

(注) take a nap 居眠りをする destination 目的地

1 空欄( ① )に入る最も適切な表現を下から1つ選び、記号で答えなさい。

ア That sounds interesting!

イ Thank you for helping me.

ウ Have you been to New Zealand?

エ How about writing about cultural differences?



2 空欄( ② )に入る最も適切な語を本文中から 1 語抜き出して書きなさい。

3 空欄( ③ )に入る最も適切な表現を下から 1 つ選び、記号で答えなさい。

ア well      イ back      ウ lost      エ used

4 空欄( ④ )に入る最も適切な語を下から 1 つ選び、記号で答えなさい。

ア What      イ When      ウ How      エ Where

5 会話の内容に合うものを下から 2 つ選び、記号で答えなさい。

ア Tomoko advised Mary to write about cultural differences.

イ Mary didn't use trains while she was in New Zealand.

ウ In New Zealand, the bus driver needs to push the button before stopping at the bus stop.

エ A woman at the station helped Mary to go to school on the first day.

VI 次の各文の日本語の意味に合うように、それぞれの英文の ( ) 内に適切な語を 1 語ずつ解答欄に書きなさい。

1 この本を読めば、あなたは幸せな気持ちになるでしょう。

Reading this book will (      )(      )(      ).

2 ロンドンは多くの旅行者が訪れる都市の一つです。

London is one of the cities (      )(      ) many tourists.

3 彼がいつ戻ってくるのか私に教えてください。

Please tell me (      )(      )(      )(      ) back.

4 彼女は彼に話を聞いてもらいたかった。

She (      )(      )(      ) listen to (      ).

VII 次の英文は、2014年にノーベル平和賞を受賞したインドの人権活動家(children's rights activist) カイラシュ・サティヤルティ(Kailash Satyarthi)さんの話の一部を抜粋したものです。これを読んであとの問いに答えなさい。

For a long time we were taught anger is bad. Our parents, and teachers -- everyone taught us how to control our anger. But I ask why? Why can't we change our anger for the larger good of society? Why can't we use our anger to challenge and change the evils of the world?

When I was waiting for my train to come back to my hometown, Delhi, I saw that dozens of children were arriving; they were being \*human trafficked by someone. I stopped them and \*complained to the police. Then the policemen, instead of helping me, threw me in this small, tiny \*cell, like an animal. That was the night of anger when one of the brightest and ( ① ) ideas was born. I thought that if I keep freeing 10 children, it may become 50 children, but that's not enough. I believed in the power of \*consumers, and let me tell you that this was the first time when I started a \*campaign to stop ②(buy) \*rugs made by children. In Europe and America, we have been successful, and it has \*resulted in a fall in \*child labor in South Asian countries by 80 percent.

Not only that, but this first-ever consumer's power, or consumer's movement has ③(grow) in other countries and other industries, maybe chocolate, maybe clothes, maybe shoes -- it has gone beyond.

When I was 11, seeing some of my friends leaving the school because their parents could not pay the money for textbooks made me angry. I found out how important education is for every child. I got an idea to collect used books and help the ( ④ ) children. I created a book bank at the age of 11. I did not stop. Later on, I made one of the world's largest civil society campaigns for education; that is the Global Campaign for Education. That has helped to reduce the number of out-of-school children by half in the last 15 years.

When I was 27, hearing that a girl was sold because of her poor family conditions made me angry. We made a group of people to rescue children and I am happy to say that we have been able to free 83,000 child workers and hand them back to their families.

I knew that we needed some rules in the world. We organized worldwide \*marches against child labor and that has also resulted in a new international \*convention to protect the children who are in the ( ⑤ ) environments. Then the number of child laborers globally has gone down by one-third in the last 15 years.

So, in each case, it began from anger, turned into an idea, and action. So anger, what's next? An idea and action come. Anger, an idea, and action, and that is what I am trying to do.

Anger is a power, anger is energy, and the law of nature is that energy can be changed into a different form but can never be destroyed. I learned this from my former job. Does anyone know what I was doing before becoming a children's rights activist? I was an \*electrical engineer. And then I learned how the energy of burning fire, \*coal, fast flow of river, strong winds, could be changed into light and used for making the lives of millions of people better. So why can't the energy of anger be translated and used to create a better, beautiful and more \*equitable world?

Anger is within each one of you, and I will tell you a secret: if we are kept in the circles of \*selfishness, then the anger will turn out to be \*violence, revenge, or destruction. But if we are able to break the circles, then the same anger could turn into a great power. We can break the circles and connect with the world through \*compassion to make this world better. That same anger could be transformed into good power.

So, as a Nobel Laureate, I am encouraging you to become angry. And the ( ⑥ ) among us is the one who can transform his anger into idea and action.

(注) human trafficked 人身売買 complain 訴える cell (刑務所の)独房  
consumer 消費者 campaign (社会的な)運動 rug じゅうたん  
resulted in ~という結果になる child labor 児童労働 march 行進  
convention 条約 electrical engineer 電気技師 coal 石炭  
equitable 平等な selfishness 利己心  
violence, revenge, or destruction 暴力、復讐、破壊  
compassion 他者への思いやり

1. 空欄( ① )( ④ )( ⑤ )( ⑥ )に入れるのに最も適切な語を下から1つずつ選び、その記号を答えなさい。同じ語は一度しか使えません。  
ア worst          イ poorest          ウ angriest          エ biggest
2. 下線部②、③を適切な形に直しなさい。
3. 本文ではサティヤルティさんが11歳の時に見たこと、27歳の時に聞いたことへの怒りが、彼の次の行動につながっています。その怒りとは何に対する怒りですか。それぞれ30字以内(句読点を含む)の日本語で説明しなさい。

4. サティヤルティさんの行動がどのような結果につながったのか、本文の内容に合うものを2つ選び記号で答えなさい。

ア アメリカやヨーロッパで児童労働が減った。

イ 児童労働者によって作られた物の消費者による不買運動が、他の国や産業（チョコレートや衣服など）にも広まった。

ウ この15年で、学校に行くことができない子どもの数が半分に減った。

エ 83,000人の児童労働者が、家族に仕送りをできるようになった。

オ 新しい国際条約によって、児童労働者の三分の一が児童労働反対の行進に参加した。

5. 次の設問の答えとして最も適切なものをア～エから1つずつ選び記号で答えなさい。

A. For many years, adults taught us

ア it was wrong to get angry.

イ it was right to get angry.

ウ it was necessary to get angry .

エ it was useful to get angry.

B. On the way home at the train station, he got angry because

ア many children were very noisy at the station.

イ many children were selling some bad goods at the station.

ウ the police didn't listen to him and caught him.

エ the police caught children who were selling some nice goods.

C. When Satyarthi was an electrical engineer he learned that

ア energy could be destroyed.

イ energy could make people's lives better.

ウ energy could be changed into anger.

エ energy could make the world beautiful.

D. Satyarthi is telling people that

ア they should get angry because the bad feelings can move people quickly.

イ they should get angry because anger can destroy everything.

ウ they should get angry because that's the only way to change the world.

エ they should get angry because they can turn its power into good ideas and actions.