

2025年度 入学試験問題

英 語

(6 0 分)

〔 注 意 〕

- ① 問題は[1]～[5]まであります。
- ② 解答用紙はこの問題冊子の間にはさんであります。
- ③ 解答用紙には受験番号、氏名を必ず記入すること。
- ④ 各問題とも解答は解答用紙の所定のところへ記入すること。
- ⑤ リスニング問題は試験開始10分後に始めます。

西大和学園高等学校

英語 訂正

7 ページ

[4] 本文 上から 17 行目

[誤] key comes after the right or left key, ...

[正] key came after the right or left key, ...

8 ページ

[4] 本文 下から 2 行目

[誤] ・ ・ ・ on children's brains. Chaarani ...

[正] ・ ・ ・ on children's brains.” Chaarani ...

(以下は板書不要)

引用符を brains.の後ろに足す。

問題は次のページから始まります。

1 (リスニング問題) この問題は試験開始 10 分後に始まる。

これから放送するのは、ルワンダを旅行中の親子の会話である。次の設問 A と設問 B にそれぞれ答えよ。なお、対話文と設問の質問は 2 度放送される。また、放送中に問題用紙にメモをとってもかまわない。

設問 A 対話文の内容について英語で 4 つの質問を行う。それぞれの質問に対する最も適切な答えを選び、記号で答えよ。

(1)

- ア Around 17:00.
- イ Around 17:30.
- ウ Around 18:00.
- エ Around 18:30.

(2)

- ア Delicious food.
- イ Beautiful view.
- ウ Smooth wi-fi connection.
- エ Boat fishing.

(3)

- ア She does not want to get on the bus because it is so small.
- イ She is not interested in the view from the hotel at all.
- ウ She will not eat fried food because of her health condition.
- エ She wants to find another hotel without wi-fi connection.

(4)

- ア Because he thinks Sofie should stop using her smartphone and just enjoy the view.
- イ Because Sofie is always playing games online even during that trip.
- ウ Because Sofie has a bad stomach and he wants her to take some rest.
- エ Because Kibuye is very far from large cities and wi-fi costs a lot of money.

設問B 次の資料は Sofie（ソフィー）が後日作成したスライドの一部である。聞き取った内容を踏まえ、空所に入れる最も適当なものを1つ選び、記号で答えよ。

DO YOU KNOW "SAMBAZA"?

- It is a kind of fish which lives in Lake Kivu, Rwanda.
- Its size is around 6cm.
- They are active at night.
- Fishermen light lamps .
- Fishermen catch them with fishing nets.
- Fried *sambaza* is very delicious!
You should try it!!



- ア because they have to prepare fishing nets in the dark
- イ because they must let people around the lake know where the fishing boats are
- ウ to see how many fish there are in the water
- エ to make the fish gather around their boats

2 次の設問Aと設問Bにそれぞれ答えよ。

設問A 次の英文を読み、空所①～⑤を補うのに最も適当なものを1つずつ選び、記号で答えよ。（*は、あとに注釈のあることを示す。）

How do you READ English *articles? ① more than fifteen years, I have felt that many of my students, or many Japanese students, don't read English. Actually, they do not read it but just *translate it into Japanese. That's all. While they translate each sentence into Japanese, they get tired. As a result, some of them fall into sleep, and ② just stop reading. In fact, it is even tiring for me to keep translating English sentences into Japanese. And of course, it ③ me sleepy.

When we read something ④ in our first language, we can read it and understand what the *author wants to say, why the author thinks so, and what the author gives his or her readers as examples to support his or her own idea. We can even say which part is the main idea, which part is the reason for it or which part is the examples. This is READING. Just do the same thing when you read English!

Just translating is not reading. You can see and understand English in English. Don't forget it and ⑤ your best in today's exam.

*) article : 記事 translate A into B : A を B に翻訳する author : 著者

①

ア Since イ In ウ For エ About

②

ア one イ any ウ other エ others

③

ア gets イ makes ウ invites エ has

④

ア written イ writes ウ writing エ to write

⑤

ア be イ try ウ give エ make

設問B 次の(1)～(2)は日本語に合うように、(3)は意味の通る英文になるように、
[]内の語句を並びかえて、英文を完成させよ。ただし、文頭にくるものも全て小
文字で記してある。**【指示】**がある場合は従うこと。また、(1)(3)の解答欄には
(①) (②)に入るものの、(2)の解答欄には(①) (②) (③)
に入るものの記号を答えよ。

(1) 人類は、言語を話す能力において他の全ての動物と異なっている。

Humans are () () (①) () () (②) () to speak
languages.

[ア all イ their ability ウ with エ animals オ different カ the other キ from
ク in] **【1つ不要】**

(2) 午後の早い時間には、彼の乗った飛行機がきっと空港に着くでしょう。

I'm sure the plane () (①) () (②) () () (③) ()
afternoon.

[ア he イ the ウ in エ took オ arrive at カ the airport キ will ク early]

(3) There are so many earthquakes in () (①) () () () (②)
() is always needed.

[ア that イ for ウ against earthquakes エ Japan オ strong カ the technology
キ making houses]

3 下線部①～③の日本語を文脈に合うように英語の文に直せ。

①アメリカの多くの学校では、生徒はコンピューターを教室に持ち込むことが許可されていない。コロナ・パンデミックの時代には一気にオンライン授業が普及し、脚光を浴びたこれらの端末も、今では「害なすもの」として、教室には持ち込ませないようにしているとのこと。字が書けない、書いて学習できない、それまでの教育ではありえなかった人間がたくさん育ったことに対する反省もあるようだ。日本はこういうトレンドが10年遅れてやってくる。なるほど9年前にも中学生を教えていたが、今の方がノートを取らない生徒は確かに多い。②君たちは、文字を書いていますか。確かに、端末がそれまでは人間がやらないといけなかった作業をやってくれる便利な時代になっています。ですが、テストでは、君たちが自分で考え、書かなくてはならないのです。今も昔も、③教科書を眺めているだけでうまくいく生徒はそれほど多くありません。

問題は次のページに続きます。

4 次の英文をよく読み、あとの問いに答えよ。（*は、あとに注釈のあることを示す。）

A lot of kids spend their free time playing video games. And many adults worry that those games might be bad for a child's development. But ① a new research finds that games could offer some benefits to the brain. Video gamers did better on two tasks than non-gamers did.

They came from 21 different places across the United States. Every year, they answer a lot of questions. Some questions are about their height and physical health. Others focus on a kid's activity, mind and more. *Every other year, the scientists also check *the MRI scan of each kid's brain.

He and his team worked with data from 2,217 children. The children joined in one of two groups. Some kids said that they never played video games. This was the non-gamer group. A video-gamer group said that they played at least three hours a day. The researchers compared data from the two groups and looked for differences in their ability to think and learn.

The kids did two tasks in the MRI scanner. ② The first task was to push a right or left arrow key. They saw either a left arrow or a right arrow on a computer screen. Just after that, they had to push the key with the same arrow as the one on the screen. But if an up key comes after the right or left key, they didn't have to push any key. The up arrow was the signal to stop. This task tested their ability to quickly act on that signal.

The second task asked the kids to remember *facial expressions in pictures that were shown on the screen. They had to remember the first facial expression which they saw. After a while, they answered the expression which they remembered. This task tested their working memory.

Gamers got better scores at both tasks. They were better at avoiding pushing a key when the up arrow appeared than non-gamers. They were also better at remembering facial expressions. And, the MRI scans also showed clear differences in the brains.

Brain areas affected hand-eye control. When we see something, our fingers or hands move without thinking. It was better in gamers than non-gamers. Chaarani says that this ability is improved by practice. It's like using a muscle. He notes that someone who goes to the gym can lift the same weight with less effort than someone who goes to the gym for the first time. Gamers' brains may be stronger in this area.

Do gamers have an advantage because the tasks used screens and keyboards just like video games do? The researchers don't think so. But Chaarani says, "We can check the answer by looking at other tasks that don't affect ③ finger-eye control."

Fran Blumberg is a professor in Fordham University. Her study checks children's attention and problem-solving skills without finger-eye control. She says that this study also shows differences between gamers and non-gamers. Her study shows that ④ . And the differences in their brain scans are clear. Playing games may have some good effects on their brains. So she says that the big question is the reason. "We need more studies to understand the differences in the brain pictures of these two groups of children."

The results might give (⑤) to gamers. But Chaarani also said, "You should think the meaning of the results. Many media show that video games are good for you. But we don't think so. Playing video games may have a bad effect on children's brains. Chaarani plans to see whether and how their skills and brains may change as they grow.

*) every other year : 隔年で、1 年おきに

the MRI scan : MRI 装置 (検査機械) によって撮影した画像

facial expression : 表情

問1 下線部①を日本語にせよ。

問2 本文中の ～ に入る最も適当な英文を選び、記号で答えよ。

ただし、同じ英文を2度用いてはならない。

ア It isn't hard for them to respond to the images on the screen.

イ Chaarani was part of a team that started to study the brains of more than 2,000 kids.

ウ The model can be the first step to improve communication ability.

エ In other words, they were tested on their ability to keep and use short-term information.

問3 下線部②の内容について正しいものを1つ選び、記号で答えよ。

- ア 画面上に表示された矢印と同じ矢印キーを押すが、直後に上向きの矢印が表示された場合は何も押さない。
- イ 画面上に表示された矢印と同じ矢印キーを押すが、直後に上向きの矢印が表示された場合は同じキーを再度押す。
- ウ 画面上に表示された矢印と逆向きの矢印キーを押すが、直後に上向きの矢印が表示された場合は何も押さない。
- エ 画面上に表示された矢印と逆向きの矢印キーを押すが、直後に上向きの矢印が表示された場合は同じキーを再度押す。

問4 下線部③とはどういうことか、15字から25字（句読点含む）の日本語で答えよ。

問5 本文の流れに合うように、④ に英語を入れるとき、最も適当なものを選び、記号で答えよ。

- ア children do better on some tasks than adults
- イ non-gamers do better on some tasks than gamers
- ウ gamers do better on some tasks than non-gamers
- エ adults do better on some tasks than children

問6 (⑤) に入る最も適当なものを選び、記号で答えよ。

- ア troubles イ pleasure ウ sadness エ pain

問7 次の中から本文のタイトルとして適切なものを選び、記号で答えよ。

- ア Video Games Are No Good to Children's Development
- イ The Benefits of Outdoor Activities Over Video Games
- ウ Video Games Have No Effect on the Brain
- エ Playing Video Games may Improve Your Memory and Attention

問題は次のページに続きます。

5 次の英文をよく読み、あとの問いに答えよ。（＊は、あとに注釈のあることを示す。）

現在、出典調査中。



英語解答用紙



250206-50

↓ここにシールを貼ってください↓

受験番号	氏名
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※の欄には何も書かないこと。

1	設問A	(1)		(2)		(3)		(4)											
	設問B																		
2	設問A	①		②		③		④		⑤									
	設問B	(1)	①		②		(2)	①		②		③		(3)	①		②		
3	①																		
	②																		
	③																		
4	問1																		
	問2	A				B				C				問3					
	問4																		
	問5																		
5	問1	①								⑤						⑧			
	問2									問3	あ			い			う		え
	問4									問5									
	問6																		
	問7																		

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