

2026年度 入学試験問題
(札幌・東京・東海・仙台・高松会場)

英 語

(60分)

〔注意〕

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- ① 問題は①～⑤まであります。
 - ② 解答用紙はこの問題用紙の間にはさんであります。
 - ③ 解答用紙には受験番号、氏名を必ず記入のこと。
 - ④ 各問題とも解答は解答用紙の所定のところへ記入のこと。
 - ⑤ リスニング問題は試験開始10分後に始めます。
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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、Yumi と Mike の対話文である。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 A 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当な答えを選び、記号で答えよ。

(1)

- (ア) 7
- (イ) 24
- (ウ) 33
- (エ) 40

(2)

- (ア) Because he wanted to study at a foreign university and learn about other cultures.
- (イ) Because he became free to travel in the time of the Tokyo Olympics.
- (ウ) Because his friend lived in another country and invited him to visit.
- (エ) Because he didn't like his life in Japan and wanted to change his feelings.

(3)

- (ア) To protect Japan's free society.
- (イ) To become rich quickly.
- (ウ) To travel to many countries.
- (エ) To stay in his hometown forever.

(4)

- (ア) He is a kind person who helps others.
- (イ) He is a friendly person who likes to meet people.
- (ウ) He is a careful person who thinks before acting.
- (エ) He is a hard-working person who tries his best.

設問 B 次の（１）～（４）のうち、Ryotaro Tanose が放浪の旅で訪れた国には○を、そうでない国には×と、それぞれ答えなさい。

（１）Sweden

（２）Greece

（３）the United States

（４）Germany

2 [] 内の語句を並べかえて、英文を完成させよ。解答欄には (①) (②) に入るものを記号で答えよ。先頭に来る語も小文字にしてある。

(1) 写真がたくさんありすぎて、どれを選んだらよいのかわかりません。

There are () () (①) () () () (②) () () .

[ア which イ I can't ウ one エ to オ photos カ that キ choose
ク so many ケ decide]

(2) トムが相談したいことがあると言っているよ。

Tom says () () (①) () () (②) () () .

[ア wants イ something ウ he エ you オ to カ he has キ with
ク discuss]

(3) 何度彼に話しかけたと思っているの。

() () () (①) () () (②) () to him?

[ア think イ times ウ talked エ many オ I カ you キ how ク do]

問題は次のページに続きます。

3 次の日本文①～③をそれぞれ英語に直せ。

- ① 私は通りがかった人に駅までの道をたずねた。
- ② この学校で彼に数学で優る生徒はいません。
- ③ マイクは長い間その映画を見たがっています。

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。）

Have you ever felt full after a big meal but still wanted to eat something sweet? Many people say they have a “dessert stomach”. It looks like a joke, but science says it may be true. A new report shows that the same brain *cells that tell us we are full can also give us a wish for sugar. This report was written by a scientist named Marielle Minère. She works at the Max Planck Institute for Metabolism Research in Cologne, Germany. Her team shared their results in February. Minère started thinking about this problem when she was working with mice. She noticed something strange: when the mice were full, they stopped eating their normal food, but they still ate sugar.

Minère and her team wanted to learn more. So, they made a plan for an experiment with two groups of mice. One group could eat food all night long. The other group could not eat during the night. In the morning, both groups of mice were given sugar. Even after the mice just ate a big meal, they ate the sugar soon. This showed that even full mice still wanted sugar.

The team wanted to understand what was happening in the brain. They looked closely at a part of the brain called the ① hypothalamus. This part makes you feel hungry or not. Inside the hypothalamus is a group of brain cells called POMC *neurons. These neurons usually tell animals when they are full. To study the mice's brains, the scientists put a special protein into the brain cells. When the cells became active, they shone. The scientists also placed a small tool into each mouse's brain to record this bright light. By ② doing this, they were able to see which parts of the brain were active when the mice ate sugar. Normally, POMC neurons send a message to the brain to stop eating when an animal is full. But when the mice were shown sugar, a different message came from the same POMC neurons. This message was not about being full. It was about wanting sugar.

Minère thinks this is a special brain part that wants sugar. ③ It turns on when animals see or *smell sugar. This way in the brain is connected to the part of the brain that feels happiness. The sugar-wanting way in their brains can even stop the feeling of being full. This was true in mice. But does the same thing happen in people?

To answer that question, Minère's team did two more tests. First, they studied human brain *tissue. They looked at the same POMC cells in people.

④

The brain scanner showed what parts of the brain became active. When the volunteers got sugar, the sugar-wanting way in their brains became bright. This showed that people have the same kind of sugar-wanting brain way as mice.

Sabrina Diano, a scientist at Columbia University in New York, said the report was well done. She did not work on the report, but she agrees that the same sugar-wanting systems are in both mice and people.

Why does our brain do this? Minère says that it may be because of our past. A long time ago, food was hard to find. People didn't always know when they could eat again. Sweet food, like fruit, gives quick energy.

Minère gives an example: "Imagine you just ate meat. You are full. But then you see fruits. Even if you are not hungry, ⑤ your brain tells you to have them." That's because your body can keep the sugar in the body for energy later. A long time ago, thanks to this, people were able to live.

Today, we don't need to keep energy in the same way. But our brain still works like it did in the past. That's why we still want sweets, even after a big meal. So if you want dessert after dinner, it is a natural thing. Your brain is just doing its old job. It wants to keep you alive, just like it did for people a long time ago. Thanks to this report, scientists will understand more about how our brain decides to eat. It shows that ⑥ (about / is / only / hungry / sweet / also / not / being / but / about / wanting / food) how the brain works. In the future, scientists want to learn how the sugar system in the brain can work well. In this way, people can be healthy and protect themselves from illnesses like *diabetes.

*) cells : 細胞

neurons : ニューロン、神経細胞

smell : においをかぐ

tissue : 組織

diabetes : 糖尿病

問 1 下線部①が指している内容として最も適当なものを選び、記号で答えよ。

- (ア) It decides the movement of the body.
- (イ) It tells your body when to eat or stop eating.
- (ウ) It sends blood to different parts of the brain.
- (エ) It produces sugar in the blood.

問 2 下線部②が指している内容として最も適当なものを選び、記号で答えよ。

- (ア) マウスが水を飲んだ時に脳が活動すること。

(イ) マウスの脳細胞の明るく光ったタンパク質を記録するために脳に小さな道具を入れたこと。

(ウ) 人が夜の間に砂糖を食べなかったこと。

(エ) マウスの POMC ニューロンを人間の中に移植したこと。

問3 下線部③を、It の指す内容を明らかにして日本語にせよ。

問4 空白④に入るように次の英文を並びかえるとき、最も適当な配列を選び、記号で答えよ。

あ The scientists gave them water or sugar.

い They found that the cells were very similar to the cells in mice.

う They stayed inside the machine.

え The cells made the same relationships.

お Next, they tested people by using a brain scanner called an fMRI.

(ア) あ — い — お — え — う (イ) あ — い — う — お — え

(ウ) あ — え — お — う — い (エ) い — え — お — う — あ

(オ) い — あ — う — え — お (カ) う — い — あ — お — え

問5 下線部⑤の説明として最も適当なものを選び、記号で答えよ。

(ア) 脳が甘いものを見つけると、満腹でも食べたくなくなるよう命令すること。

(イ) 脳が甘いものを見つけると、すぐに満腹感をなくすよう命令すること。

(ウ) 脳が水を見つけると、すぐに飲むように命令すること。

(エ) 脳が甘いものを見つけると、それを保存するよう命令すること。

問6 下線部⑥の () 内の語を、本文の内容に最も合うように並びかえて、英文を完成させよ。ただし、文頭に来る語も小文字で示してある。また、解答欄には並びかえた英語だけを書くこと。

問7 本文の内容に合う最も適当な英文を1つ選び、記号で答えよ。

(ア) Marielle Minère worked at a university in the United States and studied dogs instead of mice.

(イ) Even after eating a large meal, the mice still wanted to eat sugar.

(ウ) POMC neurons usually tell animals when they are hungry.

(エ) Human brains do not have the same sugar-wanting system as mice.

(オ) In the past, eating sweet food like fruit helped people live longer because it gave them quick energy.

(カ) Today, the human brain works in a different way from the past.

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。）

問1 下線部①とあるが、父は具体的に何をしていたのか。15字以内の日本語で答えよ。

問2 下線部②の私の気持ちとして、最も適当なものを選び、記号で答えよ。

- (ア) 非難 (イ) 驚嘆 (ウ) 安心 (エ) 不満

問3 下線部③が伝えたい内容として、最も適当なものを選び、記号で答えよ。

- (ア) 私の要求に対し、目に見える形でタイミング良く応えるものはなかった。
(イ) 憂うつな気分になるこの時期に、私を元気づけるものは一体何だったのか。
(ウ) 冬が嫌いな私を元気づけてくれるのは、父の花サフラン以外になかった。
(エ) 花サフランに対する感謝の気持ちを絶好のタイミングで伝えるのが一番だ。

問4 次の英文が、下線部④とほぼ同じ内容になるように、空所に入る適当2語を答えよ。

It was time in my life.

問5 段落全体の内容から考え、(⑤)に入る最も適当な語を選び、記号で答えよ。

- (ア) closer (イ) better (ウ) junior (エ) greater

問6 下線部⑥の内容を説明したものとして最も適当なものを選び、記号で答えよ。

- (ア) 毎年冬には憂鬱な気持ちに襲われるが、今年は更に嫌悪感まで覚えた。
(イ) 今年は今までになく忙しく、加えてこの時期特有の憂鬱さにさいなまれた。
(ウ) いつもの憂鬱な気持ちとは別に、父の人柄が久しぶりに気になり始めた。
(エ) 父へのいつもの感情以外に、彼の死後の世界での安否が気になりだした。

問7 本文全体の内容から考え、(⑦)に入る適当な算用数字を答えよ。

問8 物語後半で咲いた花サフランについて、以下の2つの問いに答えよ。

- ①この花が、他でもない私だけのために奇跡的に咲いたものであることを象徴的に示す3語の表現を本文中から抜き出して答えよ。
②この花を通して、父がいつものメッセージ以外で私に伝えたかったことは何か。
「～こと。」に続く形で具体的に25字以内の日本語で答えよ。

問9 本文の内容に合う最も適当な英文を1つ選び、記号で答えよ。

- (ア) At first, my father was not familiar with our new place. However, after he visited us a few times, he liked the area and started gardening there.
(イ) We were very busy getting used to our new life, so we didn't pay much attention to my father's surprise, and it really disappointed him.
(ウ) A lot of bulbs of crocuses my father planted did not come out after a few seasons. Then, I asked him to come over and plant new bulbs.
(エ) My father tried helping poor people, for example, by giving his coat to a homeless man and inviting hungry people home for a meal.

(オ) The flower which bloomed on my father's birthday kept blooming like a shining light much longer than I had expected.

問題は以上です。

