

英 語 (C)
(問 題)

2025年度

⟨2025 R07190015 (英語 (C))⟩

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2~7ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、H Bの黒鉛筆またはH Bのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input checked="" type="radio"/> 悪い	<input type="radio"/> 悪い

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄(2カ所)に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
 - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
8. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
9. いかなる場合でも、解答用紙は必ず提出すること。
10. 試験終了後、問題冊子は持ち帰ること。

I. 読解問題

次の英文（Passage A, Passage B）は、同じテーマについて書かれた文章である。Passage A はある評論家が自身の見解をまとめたもので、Passage B はそれを読んだ学生が、自分の意見をまとめたものである。2つの英文を読み、以下の問題に答えなさい。

Passage A

By Kendra Thomas

[1] Tracking screen time is like counting calories: It is partially accurate but misleading. The World Health Organization and the American Academy of Pediatrics provide time-based guidelines for screens in young children: For babies and toddlers, keep the screens to Facetime family and friends. For younger kids, 1 to 2 hours, and from ages 6 to 12, keep it to roughly 2 hours.

[2] For those who are not raising children, the guidelines seem straightforward. Shouldn't it be easy to count one hour of PBS¹ before dinner? That's not most people's reality. Older siblings watch shows near younger ones. Tablets are in the car. Texting arrives earlier than parents expect and comes in spurts of screen time throughout the day. Even the most media-stringent parents get submerged by elementary school in a nebulous cloud. Screens bleed into play and school activities.

[3] As someone who reads empirical research for a living, I am quite cautious about my children's screen time. But screens are not the only source of childhood misfortune. The minute-by-minute guilt reminds me of the burden of counting calories. A push for detailed, numbers-driven control must surely tame the unruly beast. But it doesn't.

[4] Screens are too ubiquitous for minute-by-minute analysis. Counting screen time becomes an organizational feat — [A]

[5] From the 1980s to the early 2000s, nutrition books focused increasingly on counting calories. It reached its peak around 2013. Yet, reducing calorie intake does not guarantee health. Consuming an appropriate amount of calories can still lead to anemia, high blood pressure, or metabolic dysfunction. Today, there is more knowledge dissemination around the quantity of sugar and the timing of food. Healthy interventions change how food is offered or address underlying issues. But while public dialogue around nutrition is imperfect, it has come a long way.⁽¹⁾ Screen time needs the same conceptual shift.

[6] Parents say raising children today is hardest because of screens. Nearly half of 8-12 year-olds have phones, but almost 80% of parents don't think it is right for them to. The average American child spends 5.5 hours of entertainment screen time per day (over double the guidelines), much of which is on YouTube and social media.

[7] Screen-time guidelines are based on decades of research on only television. This is why the guidelines seem unglued from how screens are used in most families. Of course, the basic finding still holds true: more time on screens means less time outside and asleep. But there will never be decades of longitudinal evidence on updated technology. Media guidelines will inevitably be an educated guess.⁽²⁾

¹ Public Broadcasting Service

[8] What's more, the focus on hours takes the focus away from content and context. Screens are no longer just television. Today's screens are portable and individual. They pop in and out and layer on top of each other—texting while completing online homework with the TV on in the background.

[9] Instead of counting screen time, parents can think about the time of day, what is on the screen, what it is replacing, and what it is adding.⁽³⁾

[10] Shifting the time of day (without diminishing the amount) is the most important thing to promote healthy screen habits. Three out of four children look at screens an hour before bed. When screens affect sleep, everything wilts: distractibility increases, metabolism slows, emotions dysregulate, and attention wains. A candy bar before bed, for instance, will be metabolized differently than a candy bar before a run.⁽⁴⁾ Even still, the nutrients in the snack still matter.

[11] The difference between an avocado and a bowl of ice cream isn't really in the calories; it's in the nutritional content. The nutritional content of the screen also matters. From 2019 to 2021, there was a larger increase in entertainment media usage than in the previous four years. While that is unsurprising, it would behoove us to ask what kind of screen time increased? The answer: It was primarily in social media and YouTube. There was no increase in reading on screens.

[12] One study followed over 4,000 Australian children for five years and found that what was on the screen mattered more than the amount of time. Passive scrolling and watching videos are similar to the simple fats and sugars: Fastest to digest and most detrimental long-term. Interactive games with friends were better; the most nutritious options were educational games and reading.

[13] Screens are often problematic because of what they are replacing. Screen time, for one,⁽⁵⁾ shouldn't be a self-soothing hack. Rage and grief are often resolved by screen distraction instead of real coping. Screens bump out exercise, books, and, perhaps most importantly, free, unstructured time. Boredom stimulates creativity and often catalyzes new ideas and "aha moments." Exercise activates the brain. Books teach children to focus and get lost in a narrative. Unstructured play time forces them to problem-solve and invent. Being frequently distracted, as a result, is a developmental dead-end.

[14] To be clear, screens are not the only source of childhood misfortune. Other generations were failing children long before we all bought tablets. But screens can easily encroach on other life skills. Are children still learning to calm themselves down? Have eye-to-eye conversations? And fall asleep by themselves? When screens are used to avoid emotional meltdowns and fall asleep independently, they undermine the human capacity to process emotions and learn to rest. Empty calories.

[15] But food is also for pleasure. Joy. Celebration. Likewise, screens add connection, play, and efficiency to life. It is wonderful to Facetime with grandma or play Minecraft with a cousin. School is better when gamified concepts or adaptive quizzing teaches a skill faster. People engage in online communities that share a similar interest, a rare disease, or a unique support system.

[16] Counting calories can be a helpful first step to realizing the highest-calorie foods or recognizing unhealthy patterns. Counting provides the audit before an intervention. But it is an exhausting (and frankly useless) long-term option.

[17] Counting isn't a problem-solving strategy. Statistically, most people consume both too many calories and too much screen time. It is time to focus on when it is happening and what it is replacing. Ensure youth still get high-quality doses of boredom, exercise, sleep, and live friendships.

[18] Screen *time* will pale in importance.

※出典は下記に記載しております。

1. What is the main problem discussed in paragraph [2]?
 - a. the excessive use of screens in educational settings
 - b. the growing trend of watching TV news during dinner time
 - c. the challenges parents face in controlling their children's screen time
 - d. the issue of text messages being sent early in the morning
2. Blank [A] can best be filled by
 - a. like pulling out a calorie app every time you try a bite of a friend's parfait.
 - b. like chewing and chatting at the same time.
 - c. like planning a dinner party when you don't know what to cook.
 - d. like trying out a new diet of which you don't know the side-effects.
3. Underline (1) can best be rephrased as follows:
 - a. It has taken different routes.
 - b. It has moved in the wrong direction.
 - c. It has a long history.
 - d. It has seen some improvement.
4. Underline (2) refers to the fact that
 - a. technology simply evolves too quickly.
 - b. researchers are not sufficiently involved.
 - c. children don't use technology long-term.
 - d. educators will provide solutions in due time.
5. Underline (3) mainly refers to the following paragraphs:
 - a. 7-8
 - b. 10-11
 - c. 10, 12, 14
 - d. 10-15
6. The main point of underline (4) can best be paraphrased as follows:
 - a. We shouldn't snack before going to bed.
 - b. It's unhealthy to eat before doing sports.
 - c. Timing matters both for screen time and for eating.
 - d. Sugar intake is necessary to regulate our emotions.
7. Underline (5) can best be replaced by
 - a. to start with
 - b. in short
 - c. after all
 - d. to be sure
8. The following is true about paragraph [13].
 - a. Increased screen time is a result of boredom.
 - b. Unstructured time is developmentally harmful.
 - c. Children should avoid getting lost in unstructured play.
 - d. Screen time cannot be a substitute for non-screen activities.

※WEB掲載に際し、以下のとおり出典を追記しております。 —— 4 ——

Passage B

By Haruka Umemoto

[1] In today's world, where the internet is everywhere, we spend a lot of time stuck to our smartphones, computers, and iPads. To stay healthy, some people suggest we set daily screen time limits. In her essay, Kendra Thomas takes a hard look at these limits, comparing tracking screen time to counting calories. She believes both are rather ineffective, and she argues that we shouldn't focus on strict time limits but should consider other factors instead.

[2] As someone from the "digital native" generation, I have to disagree. I think setting clear rules for screen use is not just helpful but essential. Without these rules, screens can take over important activities like exercise, sleep, and face-to-face interactions. By setting time limits, we can reduce these negative effects and make sure screen time doesn't interfere with our important routines and overall well-being.

[3] While the author highlights how important the content and context of screen use are, time limits also play a key role. It's not enough to just focus on quality content; how long we spend on [A]. Thomas points out that interactive games and educational content are better than passive scrolling, but even these positive activities can become harmful if they take up too much time. For example, spending hours on educational games can still lead to sitting around too much and not getting enough exercise. Time limits help mix screen use with more healthy activities.

[4] The author compares the changes in nutritional advice to how we should think about screen time. Just like we've moved past just counting calories, we should also move past strict screen time limits. But, even in nutrition, it's still important to know portion sizes and set limits. Just like it's helpful to know how much sugar or fat you're eating, it's also good to know how much time you're spending on screens. This awareness helps with better self-control and healthier habits.

[5] Moreover, in today's world, setting screen time limits is really [1] for keeping a [2] balance. Thomas talks about how screens are mixed into so many activities, making it [3] to figure out exactly how much screen time we have each day. But I think this is exactly why having clear rules is useful. For example, setting specific times for screen use, like only allowing entertainment after homework, can help manage how often we're on screens. These limits give structure and help people, especially kids, develop self-discipline and time management skills.

[6] In conclusion, while Thomas makes good points about how tricky it is to manage screen time and the importance of content quality, setting limits is still a useful and necessary strategy. Clear boundaries help prevent watching screens from taking over other important activities, balance the perks of good content with the need for physical and social activities, and promote mindful and healthy screen habits. Just like [B], screen time limits are crucial for maintaining overall well-being in our digital world.

9. Which of the following best fits in blank [A] ?
- a. screen matter
 - b. screens matter
 - c. screen matters
 - d. screens matters
10. Choose the combination of words that best fits in blanks [1], [2], and [3].
- | | | |
|--------------------|-----------------|-----------------|
| a. [1] practical | [2] healthy | [3] hard |
| b. [1] practical | [2] hard | [3] healthy |
| c. [1] healthy | [2] hard | [3] practical |
| d. [1] healthy | [2] practical | [3] hard |
11. Which of the following best fits in blank [B] ?
- a. knowing portion sizes in nutrition
 - b. knowing your food's ingredients
 - c. knowing where your food comes from
 - d. knowing where and what to eat
12. What is one proposed strategy for managing screen time discussed in Passage B?
- a. Allowing unlimited screen time during weekends
 - b. Restricting entertainment screen time to only after completing homework
 - c. Banning all screens in the household during dinner time
 - d. Permitting screen time exclusively at school

II. 日本語論述問題

Passage A の筆者は “tracking screen time” と “counting calories” を対比しながら議論を展開している。議論の要点を整理した上で、筆者の主張を180～250字の日本語でまとめなさい。なお、句読点や引用符などはそれぞれ1字と数えること。また、アルファベットは2文字で日本語1文字分とする。

III. 英語論述問題

次の主張に対する自分の意見を、賛成か反対かを明確にして、構成の整った英文1パラグラフにまとめなさい。(150語程度)

With the rise in screen usage, daily time limits are necessary.

解答の際は、Passage A または Passage B で述べられていることを1回以上引用すること。ただし、引用は必要最小限とし、その方法は下の例を参考にすること。

引用文例

*I strongly agree with Umemoto's point that we should...

*Thomas suggests that “...”

*According to the author, ...

[以 下 余 白]

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受 験 番 号	万	千	百	十	一
氏 名					

問	〔Ⅱ〕		〔Ⅲ〕	
	+	-	+	-
採 点 欄				

(注意) 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

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受 驗 番 号	万	千	百	十	一
氏 名					

問	〔Ⅱ〕		〔Ⅲ〕	
	+	-	+	-
採 点 欄				

(注意) 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

英 語 (C) (解 答 用 紙)

II. 日本語論述

III. 英語論述

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