



## 問題訂正

5 16ページ 英文 下から 2 行目

誤： too, and his bowel was covered by …

正： too, and his \*5bowel was covered by …

5 17ページ 英文 1 行目

誤： wound open and keep the liver and the slithering loops of \*5bowel …

正： wound open and keep the liver and the slithering loops of bowel …

5 19ページ 問8 1～2 行目

誤： Which of the following best explains the author's interaction with the patients after surgery in the last paragraph?

正： Which of the following is true about the last paragraph?

# 英 語

1 問1～10の( )に入る語句として最も適切なものを、下の①～④のうちからそれぞれ1つずつ選べ。

問1 This is a book written by a famous professor, ( 1 ) she talked about what we should do in our daily lives.

- ① in which      ② who      ③ that      ④ whom

問2 I borrowed two books from the city library for two weeks, ( 2 ) I have begun reading yet.

- ① both of which      ② either of which      ③ neither of which      ④ not of which

問3 “The sudden rain soaked my clothes.”

“That’s ( 3 ) I told you to bring an umbrella.”

- ① why      ② who      ③ how      ④ which

問4 The train ( 4 ) when we got to the station, so we did not have to wait in the cold.

- ① is already arriving      ② already arrives  
③ has already arrived      ④ had already arrived

問5 “The weather isn’t very warm today, is it?”

“No. If it ( 5 ), I would take my dog to the park.”

- ① hasn’t      ② isn’t      ③ has      ④ were

問6 It is vital to think about what ( 6 ) at our homes or workplaces, even without physically going to the sites of emergency drills.

- ① to do can      ② to be done can      ③ can be done      ④ be doing

問7 Mexico is five times ( 7 ) Japan.

- ① as the size      ② as large as      ③ the largest      ④ the size large

問8 He was not a diligent student. Not only ( 8 ) but also he often skipped classes.

- ① did he not study      ② he wasn’t studying  
③ he didn’t study      ④ was he not study

問 9 (  ) present at the general meeting are in favor of her drastic reform.

- ① Those                      ② Who                      ③ That                      ④ Whom

問10 I go for a walk along the beach every morning, (  ) the sea view.

- ① having enjoy              ② being enjoyed              ③ enjoyed                      ④ enjoying

2 Read the passage and the dialogue and answer the questions (問 1 ~ 8).

An alarming percentage of children and adolescents are experiencing a global-wide mental crisis due to the COVID-19 pandemic according to a new University of Calgary (UCalgary) study published in *The Journal of American Medical Association Pediatrics*.

The UCalgary study is a \*1meta-analysis. This meta-analysis pooled together data from 29 separate studies from around the world, including 80,879 young people globally. The new findings show that depression and anxiety symptoms have doubled in children and adolescents when compared to pre-pandemic times.

“Estimates show that one in four young people globally is experiencing clinically elevated depression symptoms while one in five has clinically elevated anxiety symptoms,” says Dr. Nicole Racine, a postdoctoral associate, clinical psychologist and lead author of the paper. Further alarming, these symptoms are compounding over time.

The UCalgary study — which incorporates 16 studies from East Asia, four from Europe, six from North America, two from Central and South America and one from the Middle East — also shows that older adolescents and girls are experiencing the highest levels of depression and anxiety.

“We know from other studies that rates of depression and anxiety in youth tend to ebb and flow with restrictions,” says Dr. Sheri Madigan, co-author of the paper, a UCalgary clinical psychologist and Canada Research Chair in Determinants of Child Development. “When more restrictions are imposed, rates go up, and when less restrictions are imposed, rates go down. Being socially isolated, kept away from their friends, their school routines, and social interactions has proven to be really hard on kids.”

She adds: “When COVID-19 started, most people thought it would be difficult at the outset but that kids would be better over time, as they adjusted and got back to school. But when the pandemic persisted, youth missed a lot of milestones in their lives. It went on for well over a year and for young people that’s a really substantial period of their lives.”

For many adolescents that loss was especially impactful. “Once you enter adolescence you begin differentiating from your family members and your peers can actually become your most important source of social support,” says Racine. “That support was greatly reduced, and in some cases absent altogether, during the pandemic.” Older teens in particular have missed out on significant life events such as graduations, sporting events and various coming of age activities. “These kids didn’t imagine that when they graduated, they’d never get to say goodbye to their school, their teachers or their friends, and now they’re moving on to something new, with zero closure,” says Racine. “There’s a grieving process associated with that.”

As more of the population becomes vaccinated and an end to the pandemic seems near, the question arises: how will our children and adolescents manage? Will they bounce back from this traumatic time, or will the mental health impacts linger?

“At this point we don’t know the answer to that,” says Racine. “I think for most children who have experienced elevated mental health symptoms, some of that will resolve. But there will be a group of children for whom that isn’t the case. For them, this pandemic may have been a \*<sup>2</sup>catalyst, setting them off on a trajectory that could be challenging. And there’s another group of children who had mental health difficulties before the pandemic. They might really struggle long term.”

(Adapted from <https://www.sciencedaily.com/releases/2021/08/210809112840.htm>)

注) \*<sup>1</sup>meta-analysis : 複数の研究結果を統合し, 統計的に解析した研究, \*<sup>2</sup>catalyst : 触媒, 促進する働きをするもの

Jack: Mom, Nancy has a headache again today. Could you call the school, and let them know that she will not be online for her classes?

Mom: That’s the second time this month. I’m getting worried about my dear daughter.

Jack: Me too. She said that she had a bad stomachache last week, and for the last few months, she had been suffering from anxiety.

Mom: For the last few months? That’s not good.

Jack: Yeah, I think so too. I have been sitting on the fence about what to do. So, in the end, I decided to speak with the school counselor between classes yesterday.

Mom: What did she say?

Jack: Since the beginning of the pandemic, she has noticed a sharp rise in the number of student health problems, especially mental health issues like anxiety and depression. The students hit the hardest have been the high school seniors. Like Nancy, they are terrified about graduating by only attending online classes.

Mom: But Nancy has been doing great. She seems to be hanging in there.

Jack: I’m not so sure. I think there are some things she isn’t telling us.

Mom: Things? Like what?

Jack: She has been traumatized by a lot of stuff since the start of the pandemic. Anything from being separated from her friends to having classes online. The counselor thinks she has GAD.

Mom: GAD? What’s that?

Jack: She said that GAD is generalized anxiety disorder. The counselor has noticed that Nancy has anxiety about changes in her daily routine. She also feels that Nancy is persistently worrying, and she has physical and mental problems.

Mom: Oh, Nancy! I had no idea.

問 1 According to the passage, who is the worldwide mental crisis affecting? 11

- ① boys and girls worldwide except for older teens
- ② only older adolescent girls in Asia and Europe
- ③ an increasing number of children and adolescents
- ④ a small number of adolescent peer groups

問 2 Which of the following is the closest meaning of the phrase, ebb and flow, in the passage? 12

- ① how something becomes higher and lower in a situation
- ② how something is restricted and isolated in a location
- ③ how something becomes bolder and clearer in research
- ④ how something becomes diagnosed and cured in medicine

問 3 According to the passage, which of the following is true about the influence of the pandemic on young people? 13

- ① Mental illness symptoms in youth, like anxiety and depression, have been increasing since the beginning of the pandemic.
- ② The number of cases of anxiety and depression in children and adolescents was doubled in pre-pandemic times compared to 2021.
- ③ Various restrictions have had no social effect on children and adolescents during the pandemic.
- ④ Since the beginning of the pandemic, older teens have had closure by saying goodbye to their classmates, teachers, and their school.

問 4 According to Dr. Racine's view on children's mental health difficulties, which of the following best answers the underlined, how will our children and adolescents manage?

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- ① Children's mental health symptoms will return to pre-pandemic levels.
- ② The situation is unsure now, but some children may continue to struggle.
- ③ More and more people will be vaccinated, so children's problems will increase.
- ④ Each child will bounce back after the pandemic, and they will fully recover.



問 5 According to the dialogue, what is Jack's concern about Nancy? 15

- ① Nancy is a senior and will not graduate from high school.
- ② Nancy's online classes have been increasing lately.
- ③ Nancy has missed classes and hasn't been well.
- ④ Nancy has anxiety, and she does not like her counselor.

問 6 According to the dialogue, what are Nancy's symptoms? 16

- ① She has had sleep problems and has had severe headaches.
- ② She is anxious about school events, but she is not physically ill.
- ③ She had a stomachache, but her mental condition is improving.
- ④ She has physical and mental problems, like anxiety and headaches.

問 7 Which of the following is the closest meaning of the phrase, sitting on the fence, in the dialogue? 17

- ① avoiding making a decision or choice
- ② resting after a long race or personal struggle
- ③ offering help to someone who needs it
- ④ accepting the outcomes of some kind of difficulty

問 8 According to the dialogue, what does the counselor believe about Nancy? 18

- ① Nancy feels little anxiety about speaking with her teachers online.
- ② Nancy's daily routine has been changed, and she has physical and mental problems.
- ③ Nancy has GAD because of her repeating headaches and stomachaches.
- ④ Nancy has various study problems that are causing her to fail her classes.

3

次の英文を読み、下の問い(問1～8)に答えよ。

We take our ability to recognize our friends and family for granted — what could be more natural than recognition of your siblings, partner, or parents? Therefore, it seems amazing that for some individuals this ability is lost. Such patients, known as prosopagnosics, can often appear to have quite normal visual functions. They can read books and eye charts, they can ride a bicycle, play the piano, and do nearly all the things that people with ‘normal’ vision can do. Nearly but not all, because prosopagnosics will fail to identify pictures of famous people, will fail to greet old friends, and even fail to recognize their spouse. Much research has established that many prosopagnosics can ‘see’ perfectly well, in that they perform quite like other people in several tests. So what has gone wrong? Perhaps they have simply lost the memory for these people? It appears not. The same prosopagnosic patient who fails to recognize his wife when looking at her face may well recognize her from a variety of other cues, such as the colour of her shoes, the sound of her voice, or even something in the way she walks. Obviously the patient still remembers the person (some can even describe how she looks!) but the presentation of the face does not provide a route for location of the person’s identity.

The study of such brain-damaged individuals has provided a wealth of data about how information concerning faces may be organized in the normal brain. In line with the studies of cells and brain imaging, it has become clear that there isn’t just one area that deals with all aspects of the processing of faces, but there are many areas which may, or may not, contribute depending on what the person is trying to do (understand an emotion, recognize a friend, spot a potential boy/girlfriend). Some cases of brain damage appear to impair the person so they can no longer recognize famous faces, but can still recognize what emotion is on the same face that they cannot recognize, while another patient could tell you the name of the face but not the expression upon it. Even more puzzling is a wonderful report that a prosopagnosic farmer could not recognize members of his family but still recognized each of his cows, so just because he couldn’t recognize his wife and children ( 23 )! This suggests that prosopagnosia can be specific for just human faces.

Another dissociation of function that has been described in some prosopagnosic patients is a distinction between (a) their inability to name overtly the face presented to them and (b) measures of their covert behaviour, which suggest that they can differentiate familiar faces from unfamiliar ones. For example, some researchers measured the skin conductance response (as the skin sweats its electrical resistance changes and this is picked up by \*<sup>1</sup>electrodes) as faces were presented to prosopagnosic patients who had damage in their

\*<sup>2</sup>occipitotemporal region. They used two different types of faces in the experiment — ‘familiar’ faces that the patients knew before the brain damage occurred, and ‘unfamiliar’ faces that the patients had encountered only after the brain damage (for instance the doctors and psychologists who were testing them). Although the patients were very poor at naming any of these faces when asked to do so, the familiar faces produced responses in the patient’s skin that unfamiliar faces did not — they produce a covert response without any overt response. In other words, they could not say which faces they had seen before, but they had a different emotional response to familiar and unfamiliar faces.

(Adapted from *Basic Vision*, by Robert Snowden, Peter Thompson, and Tom Troscianko, Oxford University Press, 2012)

注) \*<sup>1</sup>electrode(s) : 電極, \*<sup>2</sup>occipitotemporal : 後頭側頭の

問 1 次の表は、第 1 段落の内容をまとめたものである。  ,  に入る最も適切な組合せを、下の①~④のうちから 1 つ選べ。

	people with ‘normal’ vision	prosopagnosic patients
reading eye charts	successful	successful
identifying pictures of famous people	successful	( <input type="text" value="A"/> )
recognizing the voice of a spouse	successful	( <input type="text" value="B"/> )

- | A              | B            |
|----------------|--------------|
| ① successful   | successful   |
| ② successful   | unsuccessful |
| ③ unsuccessful | successful   |
| ④ unsuccessful | unsuccessful |

問 2 下線部 prosopagnosics に関する、次の文中の  に入る最も適切なものを、下の①～④のうちから1つ選べ。

Although prosopagnosic patients retain almost perfect visual functions, they have trouble in (  ), with regard to whom they knew well.

- ① recognizing the person by their face
- ② forgetting the person's characteristics
- ③ memorizing the person's name
- ④ discerning the person's facial expressions

問 3 下線部 Perhaps they have simply lost the memory for these people? を筆者が否定する理由として最も適切なものを、次の①～④のうちから1つ選べ。

- ① Prosopagnosic patients can never remember how a person was related to themselves in the past.
- ② Prosopagnosic patients can always read books well, showing their intact ability to learn new things.
- ③ Prosopagnosic patients can never remember who a person is due to their memory malfunction.
- ④ Prosopagnosic patients can still recognize a familiar person using sources of information other than a face.

問 4 第2段落から言えることとして最も適切なものを、次の①～④のうちから1つ選べ。

- ① Damage to different areas of brain should cause the same symptom — prosopagnosia.
- ② Some areas of the brain deal with information processing for human face recognition.
- ③ There is only one area of the brain that deals with information concerning human faces.
- ④ Our brain is so intricate that no correlation can be found between brain damage and various symptoms.

問 5  に入る最も適切なものを、次の①～④のうちから1つ選べ。

- ① that meant he couldn't differentiate his cows
- ② didn't mean that he could differentiate his cows
- ③ didn't mean that he couldn't differentiate his cows
- ④ that meant he could differentiate his cows

問 6 下線部 some researchers が行った実験の結果について最も適切なものを、次の①～④のうちから1つ選べ。

- ① 'Familiar' faces produced emotional responses different from those with 'unfamiliar' faces.
- ② The skin conductance response turned out to be a reliable measure for verbal reports.
- ③ The patients could name 'familiar' faces better than 'unfamiliar' faces.
- ④ Overall, 'familiar' faces were emotionally preferable for the patients.

問 7 下線部 the skin conductance response の説明として最も適切なものを、次の①～④のうちから1つ選べ。

- ① It uses electrodes that should be implanted into the subjects underneath the skin.
- ② It is used to detect the smell of the subjects' sweat during the experiment.
- ③ It is used to detect electrical resistance changes on the subjects' skin.
- ④ It must be used to check if the subjects have damage in the occipitotemporal region.

問 8 最終段落の後には、次の文が続く。次の文中の  に入る最も適切なものを、下の①～④のうちから1つ選べ。

Thus, there must be some early physiological process of recognition that is marked by the skin response, but without the patient's (  ).

- ① awareness      ② emotion      ③ vision      ④ identity

4 次の英文を読み、下の問い(問1～7)に答えよ。

Under what conditions will cooperation emerge in a world of selfish individuals without central authority? This question has fascinated people for a long time. And for good reason. We all know that people are not angels, and that they tend to look after themselves and their own first. Yet we also know that cooperation does occur and that our civilization is based upon it. But, in situations where each individual has an \*<sup>1</sup>incentive to be ( 27 ), how can cooperation ever develop?

The answer each of us gives to this question has a fundamental effect on how we think and act in our social, political, and economic relations with others. And the answers that others give have a great effect on how ready they will be to cooperate with us.

The most famous answer was given over three hundred years ago by \*<sup>2</sup>Thomas Hobbes. It was pessimistic. He argued that before governments existed, the state of nature was dominated by the problem of selfish individuals who competed on such heartless terms that life was “solitary, poor, nasty, cruel, and short.” In his view, cooperation could not develop without a central authority, and consequently a strong government was ( 29 ). Ever since, arguments about the proper scope of government have often focused on whether one could, or could not, expect cooperation to emerge in a particular domain if there were not an authority to police the situation.

Today nations interact without central authority. Therefore the requirements for the emergence of ( 30 ) have relevance to many of the central issues of international politics. The most important problem is the security dilemma: nations often seek their own security through means which challenge the security of others. This problem arises in such areas as escalation of local conflicts and arms races. Related problems occur in international relations in the form of competition within alliances, tariff negotiations, and communal conflict in places like Cyprus.

The Soviet invasion of Afghanistan in 1979 presented the United States with a typical dilemma of choice. If the United States continued business as usual, the Soviet Union might be encouraged to try other forms of noncooperative behavior later on. On the other hand, any substantial lessening of United States cooperation risked some form of revenge, which could then set off counter-revenge, setting up a pattern of mutual hostility that could be difficult to end. Much of the domestic debate about foreign policy is concerned with problems of just this type. And properly so, since these are hard choices.

(Adapted from *The Evolution of Cooperation*, by Robert Axelrod, Basic Books, 2006)

注) \*<sup>1</sup>incentive : 誘因(行動を促す外的な動機付け), \*<sup>2</sup>Thomas Hobbes : 17世紀イギリスの哲学者。社会契約説により、近代的な政治哲学理論を基礎付けた。

問 1 Which of the following is the most appropriate for (  )?

- ① cooperative      ② civilized      ③ selfish      ④ political

問 2 Which of the following best explains the phrase, The most famous answer?

- ① Hobbes believed selfish individuals could not develop cooperation without a central authority.  
② Hobbes believed individuals in our society were more or less selfish.  
③ Hobbes believed people's lives in the state of nature were solitary, poor, nasty, cruel, and short.  
④ Hobbes believed the citizens could develop cooperation easily in facing difficulties.

問 3 Which of the following is the most appropriate for (  )?

- ① necessary      ② ineffective      ③ unstable      ④ dangerous

問 4 Which of the following is the most appropriate for (  )?

- ① competition      ② cooperation      ③ government      ④ dilemma

問 5 Which is the most appropriate explanation of the phrase, the security dilemma, in this passage?

- ① If a nation arms more for its own security, another nation will give in to the threat.  
② If a nation arms more for its own security, other nations must form alliances to compete with it.  
③ If a nation arms more for its own security, that may allow the nation to conquer other nations.  
④ If a nation arms more for its own security, that can be a risk for the security of other nations.

問 6 According to the last paragraph, which of the following is **FALSE** about the dilemma of the Soviet invasion of Afghanistan?

- ① If the United States did not do anything, the Soviet Union might take advantage of it and take further actions in the future.  
② If the United States took a negative reaction against the Soviet Union, this might lead to the Soviet Union's counter-actions and worsen the confrontation.  
③ If the United States showed a strong noncooperative attitude, the Soviet Union might be discouraged from trying other forms of noncooperative behavior.  
④ If the confrontation between the United States and the Soviet Union began to heat up, it might be difficult for them to end it.

問 7 Which of the following best explains the author's opinion in the passage?

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- ① It is impossible to develop competition if people are selfish.
- ② Being kind to others is the key to developing cooperation.
- ③ A central authority is indispensable to developing competition.
- ④ Finding a way to develop cooperation is important in international politics.



次のページに続く

**5** 次の英文を読み，下の問い(問1～8)に答えよ。

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(Adapted from *Complications*, by Atul Gawande, Metropolitan Books, 2002)

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◇ 一般入学試験（前期）英語 出典許諾一覧

# 1（大問 2）

COVID-19: Depression and anxiety symptoms have doubled in youth, help needed, warn UCalgary clinical psychologists (<https://news.ucalgary.ca/news/covid-19-depression-and-anxiety-symptoms-have-doubled-youth-help-needed-warn-ucalgary-clinical>)

# 2（大問 3）

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# 3（大問 4）

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