

英 語

〔注 意 事 項〕

- 1. 監督者の指示があるまでは、この問題冊子を開かないこと。
- 2. 解答用紙は、コンピュータで処理するので、折り曲げたり汚したりしないこと。
- 3. 解答用紙に、氏名・受験番号を記入し、受験番号をマークする。マークがない場合や誤って記入した場合の答案は無効となる。

受験番号のマーク例(3015の場合)

受 験 番 号			
3	0	1	5
千位	百位	十位	一位
①	●	①	①
②	①	●	②
③	②	②	③
●	③	③	④
④	④	④	⑤
⑤	⑤	⑤	●
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

- 4. 解答用紙にマークするときは、HBまたはBの黒鉛筆を用いること。誤ってマークした場合には、消しゴムで丁寧に消し、消しくずを完全に^{ていねい}に取り除いたうえで、新たにマークし直すこと。
- 5. 下記の例に従い、正しくマークすること。

(例えばcと答えたいとき)

正しいマーク例

①	②	●	④	⑤	⑦	⑧
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誤ったマーク例

①	②	○	④	⑤	⑦	⑧	○をする
①	②	✓	④	⑤	⑦	⑧	✓をする
①	②	●	④	⑤	⑦	⑧	完全にマークしない
①	②	●	④	⑤	⑦	⑧	枠からはみ出す

- 6. 解答は、すべて解答用紙の所定の位置に記入すること。
- 7. 最後の問題 Ⅴ に自由英作文があるので、時間配分に注意すること。

I

次の英文を読み、下記の設問に答えなさい。

Every doctor recognizes them. The man who discovers a bruise on his thigh and becomes convinced that it is leukemia*. The woman who examines her breasts so frequently that she makes them tender, then decides that the pain means she has cancer. The man who has suffered from heartburn all his life, but after reading about esophageal* cancer has no question that he has it. They make frequent doctors' appointments, demand unnecessary tests and can bother friends, relatives and physicians with a seemingly endless search for reassurance. By some estimates, they may be responsible for 10 to 20 percent of the nation's annual health care costs. Yet how to deal with hypochondria* has been one of the most stubborn puzzles in medicine. Where the patient sees physical illness, the doctor sees a psychological problem, and frustration rules on both sides of the examining room.

Recently, however, new hope has emerged. New treatment strategies are offering the first hope since the ancient Greeks recognized hypochondria 24 centuries ago. Cognitive therapy, researchers reported last week, helps hypochondria patients evaluate and change their distorted thoughts about illness. "The hope is that with effective treatments, a diagnosis of hypochondria will become a more acceptable diagnosis and less a laughing matter or a cause for embarrassment," said Arthur Barsky, director of psychiatric research at Brigham and Women's Hospital.

Almost everyone has physical symptoms that are hard to explain from time to time, and many people experience a moment of worry that their odd bumps or pains are signs of real trouble. But an official diagnosis of hypochondria, according to the American Psychiatric Association, is reserved for patients whose fears that they have a serious disease persist for at least six months and continue even after doctors have reassured them that they are healthy.

In patients with hypochondria, experts say, ordinary discomforts appear to be felt more intensely than they do for other people. As many as two-thirds of hypochondria patients have other psychiatric disorders. Studies suggest that 40 percent suffer from major depression and 10 to 20 percent have panic disorder. Hypochondria may be mild, a faint background noise, or so intense that it overpowers all other thoughts. “It can be hard to sleep or think of anything else other than your fears of hypochondria,” commented one expert. In some cases, patients become so fearful about their imagined illness that they make the symptoms worse. “A headache that you believe is due to a brain tumor is a lot worse than a headache you believe is due to tired eyes,” Barsky said. For the hypochondria patient, a persisting worry often becomes panic, which then leads to further symptoms.

In the study, the patients, whose obsession with illness had greatly interfered with their daily lives, did not see their symptoms disappear. But they did learn to pay much less attention to them. The therapy taught the patients to reexamine their assumptions about the symptoms. “We talk with patients about other possible explanations for their headaches, their tension or their lack of sleep,” Barsky said.

注：leukemia 白血病

esophageal 食道の

hypochondria 心気症

設 問

上記の英文の内容に合うように各設問の選択肢 1 ～ 4 の中から最も適したものを選びなさい。

- (1) Hypochondria causes increases in _____.
1. esophageal cancer
 2. health costs
 3. leukemia
 4. brain tumors
- (2) The statement frustration rules on both sides of the examining room, in paragraph 1, suggests that _____.
1. hypochondria patients and doctors have quite different views of the problem
 2. frustration is the cause of most cases of hypochondria
 3. the rules of treating hypochondria patients can affect hypochondria
 4. doctors should reassure hypochondria patients that they are actually healthy
- (3) Cognitive therapy is a _____.
1. distorted way of thinking about illness
 2. diagnosis of psychological illness
 3. method of imagining new illness
 4. method of reevaluating illness

(4) A common reaction among patients to a diagnosis of hypochondria is _____.

1. laughter
2. embarrassment
3. headaches
4. heartburn

(5) The word they in the first sentence of paragraph 4 refers to _____.

1. common pains
2. medical experts
3. other disorders
4. diagnoses

(6) Dr. Barsky's comment, "A headache that you believe is due to a brain tumor is a lot worse than a headache you believe is due to tired eyes," in paragraph 4, means _____.

1. it is harder for doctors to treat headaches caused by brain tumors than it is to treat ones caused by tired eyes
2. patients who have brain tumors suffer more painful headaches than patients who have tired eyes
3. patients who believe their headache is due to a brain tumor have more reason to worry than patients who believe it is due to tired eyes
4. patients who have brain tumors are more likely to be mistaken about the cause of their headaches than patients with tired eyes

(7) The most appropriate title for this article is “_____.”

1. The Frustration of Medicine
2. The Imagined Illness
3. The Psychology of Fear
4. Diagnosing Depression and Panic Disorder

Ⅱ

下記の設問において、各々の英文を完成させるために、それぞれの選択肢 1～4の中から空所を埋めるのに最も適したものを選びなさい。

設 問

- (1) AIDS, _____ in Africa, is now a commonly occurring disease throughout the world.
1. which originated
 2. original
 3. originated
 4. originally
- (2) The games we teach _____ to play influence their future.
1. our child
 2. their child
 3. our children
 4. for children
- (3) To cure this illness, _____ two times a day for the next six weeks.
1. you will take this medicine
 2. take this medicine
 3. taking this medicine
 4. to take this medicine
- (4) Everyone who becomes a doctor _____ a course in human anatomy.
1. studying
 2. studies
 3. take
 4. takes

(5) _____ invited Mr. Sato, if I'd known he was in town.

1. I'd have
2. I'm supposed to have
3. I hope to have
4. I'd like to

Ⅲ

下記の設問において()内の語句を並べ換えて英文を完成させなさい。そして2番目と6番目にくる最も適したもの一つずつ選びなさい。

設 問

- (1) Researchers found (1 in people 2 exposed 3 cancer 4 rates 5 high 6 of 7 abnormally) to tobacco smoke.
- (2) The president assured customers that when (1 can count 2 quality 3 you 4 us 5 it 6 comes to 7 on 8 for) the best products.
- (3) To (1 all times 2 your eyes 3 your safety 4 the road 5 assure 6 keep 7 on 8 at) when driving.
- (4) The ozone (1 that 2 from 3 ultraviolet 4 layer 5 are 6 protects us 7 rays) harmful to life.
- (5) Prof. Smith said that (1 good 2 as far 3 your proposal 4 goes 5 sounds 6 it 7 as), but it needs to be developed more.

IV

次の英文を読み、下記の設問に答えなさい。

Today the statement that an infant is an active stimulus seeker is neither surprising nor controversial. In fact, it has become an accepted and important starting point for thinking about what infants do. Most of the earlier theories (1) this notion. The infant was viewed as either needing protection from external stimuli or at best as a passive recipient of stimulation. Freud's theories, which have been of far-reaching influence, were along these general lines, but with some additional thoughts. He argued that stimulation was accompanied by the build-up of excitation*, which was experienced as (2), while the release of this excitation was experienced as pleasurable. This idea is an example of the earlier theories that the infant does not actively and pleasurably seek stimulation.

Over the past several decades, evidence has (3) from many diverse areas that the infant, from birth, will seek out stimulation and even work for it. In fact, the seeking of stimulation has by now achieved the status of a desire or motivational tendency not (4) that of hunger. Just as food is needed for the body to grow, stimulation is needed to provide the brain with the "raw materials" required for the development of perceptual and cognitive processes. The infant is provided with the tendencies to look for and get this needed "brain food."

We must distinguish two different types of stimulation that the infant seeks out: sensory* or perceptual stimulation, and intellectual or cognitive stimulation. Sensory stimulation would consist, for example, of the loudness or pitch of a sound or the intensity or complexity of a visual image. Cognitive stimuli, on the other hand, are stimulating because their contents have some relationship to a referent* stimulus (such as an image of the expected stimulus). The evaluation of the relationship between the stimulus and its referent is what (5) various mental operations and processes. For

instance, if an infant heard a loud noise many times in a row, and then heard a quieter one, the quieter noise would provide him with (6) sensory stimulation, since it has less intensity. However, the quieter noise would provide him with an increase in cognitive stimulation, since he would immediately evaluate and compare the new stimulus to the previous one. The relationship of the stimulus to a referent, rather than the properties of the stimulus itself, would represent the cognitive stimulation, the engagement and working of the mental abilities. The distinction is not always quite clear. Some stimulation, especially very early in life, could be interpreted as solely perceptual or sensory. However, all cognitive stimuli have to be received through perceptual processes to get into the brain and accordingly must produce some perceptual stimulation, even though the cognitive stimulation may be the one of primary importance. This distinction is of extreme importance to us because in a way it marks the beginning of what can rightfully be called intellectual activity.

注 : excitation 興奮(状態)

sensory 感覚の

referent 指示対象

設 問

A. 上記の英文の空所(1)～(6)について、それぞれの選択肢 1～4
の中から最も適したものを選びなさい。

- | | | | |
|-----|---------------------|-----------------------------|--------------|
| (1) | 1. ran counter to | 2. ran into | |
| | 3. ran out of | 4. ran under the counter of | |
| (2) | 1. displeased | 2. pleasant | |
| | 3. pleased | 4. unpleasant | |
| (3) | 1. accompanied | 2. accumulated | |
| | 3. assembled | 4. attached | |
| (4) | 1. dislike | 2. like | 3. likely |
| | | | 4. unlike |
| (5) | 1. is in movement | 2. sets into a motive | |
| | 3. sets into motion | 4. sets upon | |
| (6) | 1. few | 2. less | 3. more |
| | | | 4. the other |

B. 上記の英文の内容に合うように各設問の選択肢 1 ～ 4 の中から最も適したものを選りなさい。

- (1) Which of the following claims is NOT made by the author?
1. Stimulation is generally pleasurable for infants.
 2. Infants often seek stimulation.
 3. The brain needs stimulation for proper development.
 4. Infants are passive receivers of stimulation.

- (2) Which of the following ideas is stated in the article?
1. Cognitive stimulation is more highly evaluated than perceptual stimulation.
 2. Infants are not getting the food needed for proper brain development.
 3. Cognitive stimulation involves the comparison of a stimulus and a referent.
 4. Stimulation in early life is solely perceptual, rather than conceptual.
- (3) Why does one quiet noise sometimes give more stimulation than several loud ones?
1. It is because quiet noises require more effort to be heard.
 2. It is because quiet noises may produce greater cognitive stimuli.
 3. It is because quiet noises may produce greater sensory stimuli.
 4. It is because quiet noises are received through a perceptual process.
- (4) Which of the following would be the most appropriate title for this article?
1. Seeking Excitement
 2. Cognitive Stimulation
 3. Stimulation in Infants
 4. Infant Development

V**自由英作文問題**

下記のテーマについて、英語で自分の考えを述べなさい。書体は活字体でも筆記体でも良いが、解答は所定の位置の範囲内に収めなさい。

In English, write a short essay in which you discuss your ideas about the important factors that affect a child's mental and physical development.