

英 語

試験時間60分

[注 意]

1. この問題冊子は指示があるまで開いてはいけない。
2. 受験番号が正しく記入・マークされていない場合は0点となる。
3. 解答はすべて解答用紙の所定欄にマークすること。例えば、問題文中に 

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 と表示のある問いに対して③と解答する場合は、次の(例)のように **解答番号10の解答記入欄の③**にマークすること。正しくマークされていない場合は採点できないことがある。

(例)

解答番号	解答記入欄 (マーク)									
10	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

4. 問題冊子の各ページの余白は自由に使用してよいが、どのページも切り離してはいけない。
5. 試験終了後、解答用紙は通路側に置くこと。なお、問題冊子は持ち帰ること。

英 語

( 解答番号 

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〈マーク式についての注意〉

1. 機械が読み取って採点するので、折り曲げたり汚したりしないこと。
2. マークはHBの鉛筆で枠の中を濃く塗りつぶすこと。
3. 1つのマーク欄には1つしかマークしないこと。
4. 訂正はプラスチック消しゴムでよく消し、消しきらずはきれいに取り除くこと。
5. 所定欄以外には何も書かないこと。

問題 I 次の英文を読んで、後に続く各問題文の空所に入れるのに最も適切なものを、それぞれの①～④の中から一つずつ選び、マークして答えなさい。

Parents talk and play with their children every day, and we know that these interactions can have effects that last a lifetime. Depending on the child's gender, these interactions can be very different; girls and boys are often treated differently from a very young age. Even though parents aren't always aware that they treat their sons and daughters differently, previous research has shown that many parents push gender stereotypes<sup>(注1)</sup> onto their children, such as offering them different types of toys to play with. Children are often strongly aware of their gender and have clear ideas of different ways that girls and boys "should" look, act, and play.

Most of the past research on this topic has focused on how mothers treat their children. But what about fathers? Do they treat and respond to their sons differently than to their daughters? This question is especially important because other research has revealed that children are heavily influenced by their father's expectations and the examples he sets around gender.

We observed 52 fathers of one-year-old and two-year-old children. Among them, 30 of the fathers had a daughter and 22 of them had a son. We gave each of these fathers a mobile sound-recording device, which they agreed to clip onto their belt and wear for two full days. The recording device was programmed to record 50 seconds of sound every nine minutes, and the fathers did not know when the device was recording. In the recordings, we paid attention to how fathers interacted with their children, as well as how they spoke to other people at home and at work. All the recorded data was written down and analyzed.

Next, we invited the fathers into our neuroimaging<sup>(注2)</sup> facility to study their brain activity. We showed them pictures of their child making different facial expressions (happy, sad, or neutral) while using an fMRI<sup>(注3)</sup> machine to track their brain activity.

We found that fathers interacted differently with their sons and daughters. Fathers with daughters sang more, talked more about sadness and body parts (using words like "cheek," "fat" and "foot"), and had more instances in which their daughter cried out and they responded to her. They also used more analytical<sup>(注4)</sup> language, for example, words like "all," "below," and "much," with

their daughters. Fathers with sons talked more about achievement (using words like "top," "win," and "best") and engaged in more rough-and-tumble<sup>(注5)</sup> play.

Fathers of daughters and sons also showed different brain activity when they looked at pictures of their child making different facial expressions. In parts of the brain that process emotions and rewards, fathers of daughters responded more to pictures of their little girl smiling than to other facial expressions, while fathers of sons responded more to neutral expressions on their little boy's face.

Both rough-and-tumble play and paying close attention to a child's needs<sup>(注6)</sup> can help children develop empathy and learn how to regulate their emotions. We still do not know how these different types of interactions affect the ways boys and girls develop socially and emotionally. Getting a better understanding of the long-term effects of fathers' differing interactions with sons and daughters is an important topic for future research.

[Adapted from <https://www.sciencejournalforkids.org/> (一部省略)]

【出典：Jennifer S. Mascaro, et al. (2018) Do fathers treat sons and daughters differently? Science Journal for Kids. [https://www.sciencejournalforkids.org/wp-content/uploads/2018/09/Gender\\_article.pdf](https://www.sciencejournalforkids.org/wp-content/uploads/2018/09/Gender_article.pdf)】

(注1) stereotype = ステレオタイプ《類型化された観念》

(注2) neuroimaging = 神経画像検査

(注3) fMRI = 磁気共鳴機能画像法《無害に脳活動を調べる方法》

(注4) analytical = 分析的な

(注5) rough-and-tumble play = (レスリングごっこのような) 荒っ払い遊び

(注6) empathy = 共感的理解

(1) Which of the following statements is true according to the passage? 1

- ① As children grow, they are less likely to engage in behaviors influenced by gender stereotypes.
- ② Many studies have shown that even very young children understand the importance of gender equality.
- ③ Most of the previous studies examined differences in fathers' responses to their daughters and sons.
- ④ Children are generally aware of the way boys and girls are expected to appear, behave, and play.

(2) Which of the following best describes how this study was conducted?

2

- ① Fathers who have both daughters and sons participated in the study.
- ② Fathers' speech while playing with their children was recorded for 9 minutes.
- ③ Fathers' conversations with their children, family members, and coworkers were recorded.
- ④ Fathers were invited to take photos with their daughters and sons.

(3) Which of the following results did this study find?

3

- ① Fathers responded more to their son's crying than neutral facial expressions.
- ② Fathers responded more to pictures of their daughters smiling than looking sad.
- ③ Fathers talked more about achievement with their daughters.
- ④ Fathers talked more about sadness with their sons.

(4) Which of the following is the best title for this passage?

4

- ① Child Gender Influences Fathers' Behavior, Language, and Brain Function
- ② Cooperation of Fathers and Mothers in Raising Sons and Daughters
- ③ Understanding Fathers' Psychological Barriers to Child Care
- ④ When Do Children Develop Their Gender Identity?

問題Ⅱ 次の英文を読んで、後に続く各問の答えとして最も適切なものを、それぞれの

①～④の中から一つずつ選び、マークして答えなさい。

Karen Hurt volunteers in her local arts community and loves to travel. The 71-year-old had dreams of her children going out on their own, doing well in life and returning home for visits. She didn't expect her 38-year-old son, his wife and their daughter to move back in with her after he lost his job during the pandemic and relapsed<sup>(注1)</sup> into drug use. "No parent thinks this will happen to them," says Ms. Hurt, a social-work case manager in Staunton, Virginia.

Many adult children are returning home lately because they need help. Some adult children have addiction or mental-health disorders, while others are emotionally and financially troubled after a divorce, broken relationship or job loss.

The pandemic increased the trend of adult children living at home. In 2021, close to one-third of adults aged 18 to 34 lived with their parents—which would include those in the younger age range who came home when campuses moved to remote learning—up from 27% in 2005, according to U.S. Census figures<sup>(注3)</sup>.

For parents, this often means giving up retirement plans and new worries about their child's emotional and mental health, as well as their grandchildren's well-being<sup>(注4)</sup>. They have to find a way to be supportive but not enabling, and set boundaries and expectations. "Parents are always in the parent role," says Karen Fingerman, a professor of human development and family sciences at the University of Texas at Austin.

Dr. Fingerman, who researched the pandemic's impact on psychological well-being, says young adults had more stress, more life changes and more isolation<sup>(注5)</sup> during the COVID-19 pandemic than older adults. Six out of ten young adults aged 18 to 24 reported anxiety or depressive disorders during the pandemic, according to the Centers for Disease Control and Prevention. About 25% of young adults abused drugs or alcohol to help cope with the pandemic.

One unexpected aspect of the pandemic is that it helped to normalize adult children living with their parents. "There's less judgment when it's the norm," says Dr. Fingerman<sup>(注7)</sup>.

Judith Smith interviewed dozens of older mothers whose children returned to live at home for her book *Difficult: Mothering Challenging Adult Children*

*Through Conflict and Change*. “Mental health, addiction, job loss, or broken relationships were the main reasons for the child’s return home,” says Dr. Smith, a clinical social worker and associate professor at Fordham University.

Many parents blamed themselves for their children’s problems, while others were angry that their retirement years were disrupted. But all stepped up, she says, opening their doors to children and, sometimes, their grandchildren, while also trying to set limitations on what they would do financially for both their own sake and that of their children.

Dr. Smith’s advice to parents: get formal and informal support, set boundaries and negotiate expectations. Julie Lythcott-Haims, author of books on adulthood and parenting, suggests that parents and their adult children have weekly check-in conversations. “Is there anything we need to talk about? You don’t want tensions to simmer.” It also helps to develop a road map together to help adult children get on their feet again.

[Adapted from <https://www.wsj.com/> (一部省略)]

【出典：Used with permission of Dow Jones & Company, Inc., from ‘Parents Are Always in the Parent Role’: When Adult Children Move Home in Crisis, Clare Ansberry, The Wall Street Journal, May 15, 2022; permission conveyed through Copyright Clearance Center, Inc.】

(注1) relapse = ぶり返す

(注2) addiction = 依存(症)

(注3) U.S. Census = 米国国勢調査

(注4) well-being = 健康や幸福な状態

(注5) isolation = 孤独感

(注6) anxiety or depressive disorders = 不安障害, うつ病

(注7) norm = 標準

(注8) disrupted = 邪魔された

(注9) simmer = くすぶる, 爆発せずに続く

(1) According to the passage, Karen Hurt 5 .

- ① is a volunteer who loves travelling
- ② quit her job to care for her adult child
- ③ had dreams of her children living with her
- ④ expected her son to move back in with her

(2) According to the passage, 6 .

- ① university students who live with their parents are not included in the adult children category
- ② parents think it is their adult children’s responsibility to take care of them
- ③ it is important for parents to keep a certain distance from their adult children
- ④ it is the parents’ responsibility to save extra money for their children

(3) Dr. Fingerman says that the pandemic 7 .

- ① created more pressure on adult children who live with their parents
- ② created more stress for parents than their children
- ③ encouraged more young adults to stop using drugs or alcohol
- ④ made it more normal for adult children to live with their parents

(4) The passage suggests that it is important for adult children 8 .

- ① to talk with their parents on a regular basis
- ② to limit what they do financially for their parents
- ③ to wait for their mothers to start conversations
- ④ to set limitations on their parents’ role in their lives

問題Ⅲ 次の(1)~(12)の文中の空所に入れるのに最も適切なものを、それぞれの①~④の中から一つずつ選び、マークして答えなさい。

(1) When my aunt  my uncle, she was still a student.

- ① married to                      ② marries  
③ got married                      ④ married

(2) Look! That is the town  my nephew lives.

- ① which            ② what            ③ that            ④ where

(3) You cannot start living alone  you promise to pay your own rent.

- ① that            ② but            ③ unless            ④ in spite of

(4) Her hard work made it possible  the race.

- ① for her to win                      ② she wins  
③ her winning                      ④ she to win

(5) The students were asked  their homework by the following lesson.

- ① submitting    ② submitted    ③ to submit    ④ to be submitted

(6) I'd like to thank Dr. Young for giving me  advice.

- ① many            ② an            ③ by far            ④ a lot of

(7) I'll get my son  at the station tonight.

- ① to pick up you                      ② to pick you up  
③ picking up you                      ④ picking you up

(8)  the telephone ring, I returned to my desk immediately.

- ① Heard                                      ② Hearing  
③ Have I heard                              ④ I was hearing

(9) You can visit the museum  Mondays nor Wednesdays.

- ① neither            ② either            ③ on            ④ except

(10) My uncle failed to hear his name  at the hospital.

- ① announced                              ② is announced  
③ to announce                              ④ announcing

(11) Five guests arrived early and  five came later.

- ① other            ② some            ③ another            ④ any

(12) My sister feels  when she is watching her favorite animated movie.

- ① the happier                              ② happiest  
③ more happier                              ④ as much happy

問題IV 次の(1)~(6)の日本語の意味を表すように、それぞれ下の①~⑦の語を並べかえて空所を補い英文を完成しなさい。解答は  ~  に入るべきものをマークして答えなさい。

- (1) あなたはそんなに素晴らしいキャリアがあるのに、なぜ転職しようとするのか？

Why are you \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ got such a great career?

- ① you            ② another        ③ have            ④ job  
⑤ for            ⑥ when           ⑦ looking

- (2) 大学在学中に海外留学プログラムに参加したい。

I would \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ program during college.

- ① abroad        ② a                ③ in                ④ like  
⑤ participate   ⑥ to               ⑦ study

- (3) 家族と過ごす時間は私には欠かせない。

The time that I \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ me.

- ① essential     ② is                ③ to                ④ with  
⑤ family        ⑥ my               ⑦ spend

- (4) ナオミは拒否されることを恐れているので、自分の気持ちに素直になれない。

Naomi cannot \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ is afraid of being rejected.

- ① her            ② be                ③ about            ④ she  
⑤ because      ⑥ honest           ⑦ feelings

- (5) 我々は一度にすべてのことは出来ないが、まずは何かを始めることが大切だ。

We cannot \_\_\_\_\_  \_\_\_\_\_, \_\_\_\_\_  \_\_\_\_\_ important to start with something.

- ① everything    ② it                ③ once            ④ do  
⑤ is              ⑥ but              ⑦ at

- (6) 好きなことを英語で学ぶことは、語学学習の意欲向上に役立つ。

Studying your favorite things in English \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ language study.

- ① help            ② increase        ③ enthusiasm    ④ for  
⑤ can            ⑥ you              ⑦ your

問題Ⅴ 次の(1)~(5)に与えられた定義に最も合う語句を、それぞれの①~④の中から一つずつ選び、マークして答えなさい。

(1) an answer or response to a question or message

- ① a reply                      ② an argument  
③ a greeting                    ④ an article

(2) to speak in a low, soft voice; using mostly breath or the lips

- ① to yell            ② to breathe    ③ to blow        ④ to whisper

(3) avoiding waste or extra use; not using too many resources

- ① valuable    ② industrial    ③ economical    ④ fundamental

(4) in a way that is the last or furthest possible; close to the limit

- ① relatively    ② ultimately    ③ entirely        ④ hardly

(5) a responsibility, difficulty, or trouble

- ① an advantage                ② a complaint  
③ a priority                      ④ a burden

問題Ⅵ 次の英文を読んで、 ~  に入れるのに最も適切なものを、それぞれの①~④の中から一つずつ選び、マークして答えなさい。

※著作権の関係上、問題文は掲載しておりません。



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(10) 47

- ① computer    ② food    ③ skills    ④ tests

(11) 48

- ① achieve    ② compete    ③ prevent    ④ overcome

(12) 49

- ① give    ② require    ③ neglect    ④ suppress

(13) 50

- ① illegal    ② new    ③ early    ④ past

(14) 51

- ① looked    ② reached  
③ embarrassed    ④ aimed

(15) 52

- ① boring    ② abstract    ③ creative    ④ religious