

令和4年度 一般選抜(前期)問題

英 語

試験開始の指示があるまで問題冊子を開いてはならない。

注 意 事 項

1. 試験時間は70分である。
2. 試験開始の指示があるまで、筆記用具を持つてはならない。
3. 試験開始後に問題冊子の印刷不鮮明、ページの落丁等の不備、解答用紙の汚れ等を確認しなさい。これらがある場合には手を高く挙げて監督者に知らせること。
4. 解答番号は

1

 ~

44

 である。
5. 解答は指示された解答番号に従って解答用紙の解答欄にマークすること。
6. 解答用紙に正しく記入・マークしていない場合には、正しく採点されないことがある。
7. 指定された以外の個数をマークした場合には誤りとなる。
8. 下書きや計算は問題冊子の余白を利用すること。
9. 質問等がある場合には手を高く挙げて監督者に知らせること。
10. 試験終了の指示があったら直ちに筆記用具を机の上に置くこと。
11. 試験終了の指示の後に受験番号、氏名の記入漏れに気づいた場合には、手を高く挙げて監督者の許可を得てから記入すること。許可なく筆記用具を持つと不正行為とみなされる。
12. 試験終了後、問題冊子は持ち帰ること。

解答用紙記入要領

例：受験番号が「0123」番の「日本花子」さんの場合

受 験 番 号				
MB	0	1	2	3
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○

フリガナ	ニ ッ ポ ン	ハ ナ コ
氏 名	日 本 花 子	

- 注 意 事 項**
1. 黒鉛筆(HB, B, 2B)またはシャープペンシル(2B)を使用すること。
 2. マークは、はみ出さないように○の内側を●のように丁寧に塗りつぶすこと。
 3. 所定の記入欄以外には何も記入しないこと。
- ※ マークの塗り方が正しくない場合には、採点されないことがある。

良い例	●	●	●	●	●	●	●	●	●
悪い例	○	○	○	○	○	○	○	○	○

1. 受験番号の空欄に受験番号を記入し、さらにその下のマーク欄にマークする。次に、氏名を書き、フリガナをカタカナで記入する。
2. 受験番号欄と解答欄では、○の位置が異なるので注意する。
3. マークは黒鉛筆(HB, B, 2B)またはシャープペンシル(2B)を使い、はみ出さないように○の内側を●のように丁寧に塗りつぶす。
4. マークを消す場合には、消しゴムで跡が残らないように完全に消す。
5. 解答用紙は折り曲げたり、汚したりしない。
6. 所定の欄以外には何も記入しない。

英 語

1 下の問い(問1~10)に答えよ。

【A】 ()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 “I don't think you can take the five o'clock train for Tokyo.”

“Oh, no! I'll have to get my ticket (1).”

- ① to change ② changed ③ changes ④ changing

問2 Our plane was delayed due to the dense fog. We were made (2) for almost four hours at the airport.

- ① wait ② to wait ③ have waited ④ waited

問3 Lots of people came to the concert last evening. There (3) at least a thousand people.

- ① must have been ② used to have been
③ would be ④ should be

問4 I hear that the local government is moving to enforce escalator etiquette to crack down on falls and injuries, such as (4) caused by rushing for the trains.

- ① that ② those ③ one ④ these

問5 It will be important for the government to be more deeply (5) in the issue.

- ① involve ② to involve ③ involved ④ involving

問6 I hurt my left ankle while I was moving the furniture upstairs. I (6) more careful.

- ① was ② should have been
③ used to have been ④ ought to have

問7 He resigned the post at the age of fifty, (7) was the custom at the company in those days.

- ① it ② that ③ what ④ which

問8 My brother was not good at swimming, and (8).

- ① neither was I ② neither I was ③ either I was ④ either was I

2

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

Nothing compares to the joy of coming home to a loyal companion. The unconditional love of a pet can do more than keep you company. Pets may also decrease stress, improve heart health, and even help children with their emotional and social skills. An estimated 68% of U.S. households have a pet. But who benefits from an animal? And what are some of the health benefits?

Over the past 10 years, the National Institutes of Health (NIH) has partnered with the Mars Corporation's WALTHAM Centre for Pet Nutrition to answer questions like these by funding research studies. Scientists are looking at the potential physical and mental health benefits of animals. Research on human-animal interactions is new. Some studies have shown positive health effects, but the results have been mixed. Interacting with animals has been shown to decrease levels of cortisol (a stress-related hormone) and lower blood pressure. Other studies have found that animals can reduce (A), increase feelings of (B), and boost your (C). The NIH/Mars Partnership is funding a range of studies focused on the relationships we have with animals. For example, researchers are looking into how animals might influence child development. They're studying animal interactions with kids who have autism, attention deficit hyperactivity disorder (ADHD), and other conditions.

"There's not one answer about how a pet can help somebody with a specific condition," explains Dr. Layla Esposito, who oversees NIH's Human-Animal Interaction Research Program. "Is your goal to increase physical activity? Then you might benefit from owning a dog. You have to walk a dog several times a day and you're going to increase physical activity. If your goal is reducing stress, sometimes watching fish swim can result in a feeling of calmness. So, there's no one type fits all."

Animals can serve as a source of comfort and support. Therapy dogs are especially good at this. They're sometimes brought into hospitals or nursing homes to help reduce patients' stress and anxiety. "Dogs are very present. If someone is struggling with something, they know how to sit there and be loving," says Dr. Ann Berger, a physician and researcher at the NIH Clinical Center in Bethesda, Maryland. "Their attention is focused on the person all the time."

Berger works with people who have cancer and terminal illnesses. She teaches them about mindfulness to help decrease stress and manage pain. "The foundations of mindfulness include attention, intention, compassion, and awareness," Berger says. "All of those things are things that animals bring to the table. People kind of have to learn it. Animals do this innately."

Researchers are studying the safety of bringing animals into hospital settings because animals may expose people to more germs. A current study is looking at the safety of bringing dogs to visit children with cancer, Esposito says. Scientists will be testing the children's hands to see if there are dangerous levels of germs transferred from the dog after the visit.

Dogs may also aid in the classroom. One study found that dogs can help children with ADHD focus their attention. Researchers enrolled two groups of children diagnosed with ADHD into 12-week group therapy sessions. The first group of kids read to a therapy dog once a week for 30 minutes. The second group read to puppets that looked like dogs. Kids who read to the real animals showed better social skills and more sharing, cooperation, and volunteering. They also had fewer behavioral problems.

(Adapted from <https://newsinhealth.nih.gov/2018/02/power-pets>)

問 1 According to the passage, which is true about research on human-animal interactions?

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- ① The NIH/Mars Partnership needs more funding.
- ② The research focuses only on the negative effects.
- ③ The research doesn't have a long history.
- ④ Animals and humans are both very unpredictable.

問 2 Which of the following is the most appropriate for (A), (B), and (C)?

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- | A | B | C |
|------------------|----------------|------------|
| ① mood | social support | loneliness |
| ② loneliness | social support | mood |
| ③ social support | loneliness | mood |
| ④ social support | mood | loneliness |

問 3 Which of the following is the closest meaning of the expression, there's no one type fits all, in the passage? 7

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- ① Pet clothing has very few choices for consumers.
- ② Each species of fish comes in similar shapes and sizes.
- ③ One kind of animal does not match every purpose or situation.
- ④ It is not important to be part of every situation with your pet.

問 4 According to the passage, what is a benefit of therapy dogs? 16

- ① They are welcomed in hospitals and nursing homes for outdoor recreation.
- ② They often bring presents to patients at nursing homes.
- ③ They lack focus whenever people are around.
- ④ They are effective at reducing patients' stress and anxiety.

問 5 Which of the following is the closest meaning of the word, mindfulness, in the passage?

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- ① being mindless about the world and the people surrounding you
- ② being aware and creating feelings of compassion and attention
- ③ being satisfied with having a pet near you in a variety of places
- ④ being misguided and ignoring an illness or a form of stress

問 6 According to the passage, why is Dr. Esposito concerned about pets in hospitals?

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- ① Dr. Esposito is concerned that germs may be transferred from dogs to humans.
- ② Dr. Esposito is concerned about cancer rates increasing due to animal germs.
- ③ Dr. Esposito is concerned that there is little washing of pets.
- ④ Dr. Esposito is concerned about how fish cannot control people's emotions.

問 7 According to the passage, which of the following best describes the outcomes for children with ADHD who worked with a therapy dog? 19

- ① The children learned to build a lego bridge between the teacher and their classmates.
- ② The children were more anxious, but they were also more cooperative.
- ③ The children had better social skills and fewer behavioral issues.
- ④ The children found the puppets to be equally enjoyable and asked for a longer session.

問 8 Which of the following is true about the passage? 20

- ① The passage shows the positive effects of animals on people.
- ② The passage discusses the problems of having pets in the U.S.
- ③ The passage explains how research confirms what we know about the life of dogs.
- ④ The passage describes how dogs are a family's best friend.

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3 次の英文を読み、下の問い(問1～8)に答えよ。

Fossils have been known since ancient times: Aristotle discussed them, and fossils of the beaked dinosaur ^{*1}*Protoceratops* may have given rise to the mythological ^{*2}griffin of the ancient Greeks. But the real meaning of fossils wasn't appreciated until much later. Even in the nineteenth century, they were simply explained away as products of supernatural forces, organisms buried in ^{*3}Noah's flood, or remains of still-living species inhabiting remote and uncharted parts of the globe.

But within these petrified remains () the history of life. How can we decode that history? First, of course, you need the fossils — lots of them. Then you have to put them in the proper order, from oldest to youngest. And then you must find out exactly when they were formed. Each of these requirements comes with its own set of challenges.

The formation of fossils is straightforward, but requires a very specific set of circumstances. First, the remains of an animal or plant must find their way into water, sink to the bottom, and get quickly covered by sediment so that they don't decay or get scattered by ^{*4}scavengers. Only rarely do dead plants and land-dwelling creatures find themselves on the bottom of a lake or ocean. This is why most of the fossils we have are of marine organisms, which live on or in the ocean floor, or naturally sink to the floor when they die.

Once buried safely in the sediments, the hard parts of fossils become replaced by dissolved minerals. What remains is a cast of a living creature that becomes compressed into rock by the pressure of sediments piling up on top. Because soft parts of plants and animals aren't easily fossilized, this immediately creates () in what we can know about ancient species. Bones and teeth are abundant, as are shells and the hard outer skeletons of insects and ^{*5}crustaceans. But worms, jellyfish, bacteria, and fragile creatures like birds are much rarer, as are all terrestrial species compared to aquatic ones. Over the first 80 percent of the history of life, all species were soft-bodied, so we have only a foggy window into the earliest and most interesting developments in evolution, and none at all into the origin of life.

Once a fossil is formed, it has to survive the endless shifting, folding, heating, and crushing of the earth's ^{*6}crust, processes that completely destroy most fossils. Then it must be discovered. Buried deeply beneath the earth's surface, most are inaccessible to us. Only when the sediments are raised and exposed by the erosion of wind or rain can they be attacked with the ^{*7}paleontologist's hammer. And there is only a short window of time before these semiexposed fossils are themselves destroyed by wind, water, and weather.

Taking into account all of these requirements, it's clear that the fossil record must be incomplete. How incomplete? The total number of species that ever lived on earth has been

estimated to range between 17 million (probably a drastic underestimate given that at least 10 million species are alive today) and 4 billion. Since we have discovered around 250,000 different fossil species, we can estimate that we have fossil evidence of only 0.1 percent to 1 percent of all species — hardly a good sample of the history of life! Many amazing creatures must have existed that are forever lost to us. Nevertheless, we have enough fossils to give us a good idea of how evolution proceeded, and to discern how major groups split off from one another.

(Adapted from *Why Evolution is True*, by Jerry A. Coyne, Viking Penguin, 2009)

注) *¹*Protoceratops* : プロトケラトプス, *²*griffin* : グリフィン。上半身が鷲^{わし}, 下半身がライオンの想像上の生物, *³Noah's flood : 旧約聖書に出てくる, ノアという人物が経験したとされる洪水, *⁴scavenger(s) : 死肉を食べる動物, *⁵crustacean(s) : 甲殻類の動物, *⁶crust : 地殻, *⁷paleontologist : 古生物学者

問 1 下線部 explained away の意味として最も適切なものを、次の①～④のうちから1つ選べ。 21

- ① 正しく判断される ② 冗談めかして議論される
③ 保守的に教えられる ④ 巧みに言い抜けられる

問 2 (22)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 than ② in ③ that ④ lies

問 3 第3段落の内容に関する次の文中の(23)に入る最も適切なものを、下の①～④のうちから1つ選べ。

Typically, more fossils are available that are of aquatic animals than land ones, because the remains of the former are more likely (23).

- ① to die due to the watery environment
② to reach the floor of a lake or ocean
③ to get scattered by aquatic life
④ not to be found in the water

問 4 下線部^イcast に最も近い意味をもつものを、次の①～④のうちから1つ選べ。 24

- ① mold
- ② throw
- ③ hard inner skeleton
- ④ character

問 5 (25)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 a better accessibility
- ② a mythological justification
- ③ a severe bias
- ④ a crucial clue

問 6 第5段落の内容に関する次の文中の(26)に入る最も適切なものを、下の①～④のうちから1つ選べ。

There are lots of fossils that we haven't found yet. Only sometimes, when wind or rain (26) the sediments by erosion, we can dig out the fossils.

- ① puts
- ② unveils
- ③ develops
- ④ presses

問 7 最終段落の内容と合っているものを、次の①～④のうちから1つ選べ。 27

- ① The number of species that have become extinct is exactly the same as the number of currently-living species.
- ② 10 million, one of the estimations of the total number of species that ever lived on earth, is probably overestimated.
- ③ In the form of fossils, some of the creatures that must have existed are still available to us.
- ④ Although the fossil record is incomplete, we have a perfect sample of the history of life.

問 8 本文の内容と合っているものを、次の①～④のうちから1つ選べ。 28

- ① It was widely believed that the mythological griffin evolved from *Protoceratops*.
- ② The fossils of soft organisms such as worms, jellyfish, and bacteria cannot exist.
- ③ According to the author, we have enough fossils to guess how organisms evolved.
- ④ Owing to the fossils, we have a total understanding of the origin of life.

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4 次の英文を読み、下の問い(問1～8)に答えよ。

Stereotype threat is defined as a situational difficulty in which individuals are at risk, by their actions or behaviors, of confirming negative stereotypes about their group. It is the resulting sense that one might be judged in terms of a negative stereotype that is 'in the air.' For example, because African Americans are well aware of the negative stereotypes attacking their intellectual ability, whenever they are in a situation requiring them to display said ability — say, a standardized testing situation — they may (30) confirming the stereotype. Ironically, this fear of stereotype confirmation can hijack the cognitive systems required for optimal performance and result in (31) test performance. In the original studies documenting this effect, researchers endeavored to show that if situations themselves create or deepen group differences in performance, then African American college students should perform much better when the situation is cast in a less stereotype relevant way. Indeed, African Americans in their sample performed much better on a set of verbal ability problems when they were described as (A) than when they were described as (B).

Research over the past 15 years has shown, time and time again, that stereotype threat (33) low performance not only among African Americans, but also Latinos and the poor in standardized testing, women in math and science, the elderly in memory, and whites in athletics. This is a robust phenomenon, then, frequently-repeated in different groups, on different tasks, and in different countries. Even groups that are not traditionally disregarded in society (e.g., white men) can exhibit these effects if they are led to believe that their performance on a math test is being used to examine Asian superiority at math.

The phenomenon of stereotype threat has proved to be incredibly popular in academic psychology as well as among the lay public. The first empirical article on stereotype threat was published in the *Journal of Personality and Social Psychology* in 1995, and is now widely welcomed as a modern (34). For example, when the editors of *Psychological Inquiry* asked prominent social psychologists to nominate articles published in the 1990s that are now considered classics of the field, more than one contributor nominated the 1995 paper. And it is no wonder. Since the appearance of this first paper, stereotype threat has become one of the most vigorously explored topics of the past decade in social psychology.

(Adapted from *Stereotype Threat: Theory, Process, and Application*, by Michael Inzlicht and Toni Schmader, Oxford University Press, 2011)

問1 Which of the following is the closest in meaning to the words, in the air, in the passage?

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- ① impossible to notice
- ② broadcast on TV
- ③ in people's thoughts
- ④ about to float

問 2 Which of the following is the most appropriate for ()?
① fear ② enjoy ③ give up ④ require

問 3 Which of the following is the most appropriate for ()?
① the first ② the last ③ high ④ low

問 4 Which of the following is the most appropriate combination for (A) and (B)?

- | A | B |
|--|--------------------------------------|
| ① a formal intelligence test | an informal language quiz |
| ② a diagnostic measure of intelligence | an informal language quiz |
| ③ a simple laboratory task | a diagnostic measure of intelligence |
| ④ a formal intelligence test | a simple laboratory task |

問 5 Which of the following is the most appropriate for ()?
① contributes to ② results from ③ opposes ④ improves

問 6 Which of the following is the most appropriate for ()?
① art ② classic ③ history ④ society

問 7 Which of the following is true about the passage?
① Some researchers fear the influence of the stereotype in a scientific situation.
② The stereotype threat about women in math and science has not been examined.
③ People who are not disregarded can never suffer from the stereotype threat.
④ The stereotype threat is popular not only in psychology but also among ordinary people.

問 8 According to the passage, which of the following underlined (A), (B), (C), or (D) is NOT true?

Under the influence of stereotype threat, individuals may worry about confirming the bad stereotype about them. This fear of stereotype confirmation can make the test performance worse. ^(A) Based on past research, this effect can be observed even between the elderly and their memory. ^(B) This phenomenon is often repeated in different groups and in different countries, ^(C) and in the 1990s, it used to be one of the popular topics in personality psychology. ^(D)

- ① (A) ② (B) ③ (C) ④ (D)

5

次の英文を読み、下の問い(問1～8)に答えよ。

“Dr. Sovndal,” the nurse said, staring at me. “Dr. Sovndal.” This time a little more forcefully. “Yeah.” I jerked my head up from the big blue ^{*1}ICU book.

“Do you want to do anything about the output on Mrs. Sanders? Room 325? It has dropped off a bit.” She said it a bit irritably, like she didn’t want or need to wait for my answer.

I stared at her for a moment. The way I stare at my wife when I’ve zoned out and completely missed what she said. The question hung in the air. And I continued to stare.

“I was going to give another sixty of ^{*2}Lasix,” she said, breaking the silence.

“I should look and see if we can —”

“I think we should give the Lasix,” she said firmly, like the patient, in fact, needed sixty of Lasix.

“Ah, OK, sounds good,” I said, smiling. “(38) Sixty of Lasix.”

“Thanks.” She was gone.

The ICU is an intense place. This is where the sickest patients in the hospital get care. I felt like I had no business being there. My only option was to learn. This was (A) or swim. And by (A), I mean getting someone killed.

Emergency medicine is a mix of all the critical elements of the different specialties. Other types of doctors say that they don’t like it because ER doctors aren’t experts in anything. For example, ear, nose, and throat (ENT) doctors spend their entire ^{*3}residency focusing on the ear, nose, and throat. They are clearly experts in that specific area. Same can be said for neurologists, gynecologists, cardiologists, and any other specialists.

Emergency medicine is unique, because in the ER, on any given day, at any time, any problem can occur. Heart attack (the domain of the cardiologist), peritonsillar abscess (ENT), gunshot (trauma surgeon), baby delivery (obstetrician), dog bite to the face (plastic surgeon), overdose (toxicologist), renal failure (nephrologist), stroke (neurologist)—the list goes on and on. Because of that uncertainty, ER doctors must know how to handle anything that comes through the door. So, I’m no ENT, but in the middle of the night with a bleeding pharyngeal obstruction, I’m the only option the patient’s got.

And that is my area of expertise. Emergency physicians are experts at ^{*4}initial resuscitation and stabilization of, well, everything. Our residency, which allows us to have such a wide range of jobs, forces us to become weak in every other specialty. We rotate through all the various services, trying to learn as many of the critical components as possible during our short adoptive stay. I might be a trauma surgeon for five months, then I become an obstetrician, then an internist. It’s difficult because you’re always trying to be

(40) you're not. But on the flip side, it is fantastic for someone who likes stress, is easily bored, and has ADHD.

During residency, emergency medicine house staff spends considerable time in the ICU. It is a no-joke rotation. The patients are very complex and supersick. I was fortunate (sarcasm) enough to be allotted to the ICU as my first rotation during training.

The first day blew by like a fierce thunderstorm on the front range. I had barely caught my breath when all the team leaders started handing me their *⁵pagers. My scrub pants nearly fell down as I hooked the fifth pager onto the drawstring. Unbeknownst to me, I was on call the first night. My resident assured me I'd be fine. There was a 'night float' resident 'floating' around the hospital; they'd give me backup if I got into trouble. *If I got into trouble?* I was already in (41).

Alone, in the middle of a bank of blinking and beeping monitors, I sat quietly at the doctor's desk. *Breathe in and breathe out*, I told myself. My mind was racing uncontrollably. I worked to calm down, grabbing my bouncing leg, like my arm could control it better than my brain.

Knowledge is protection. Knowledge is king. If I knew more about medicine, maybe I wouldn't hurt anybody. Maybe I wouldn't be scolded on rounds by the attending the next morning. If I were smart, everyone would leave me alone. And hopefully everyone would leave alive. I decided to approach it step by step. I opened up the blue ICU book.

The nurses in the ICU must get tired of *⁶interns. That is why my nurse was a bit rude about the Lasix. She actually didn't need me. I would only get in the way of her taking care of the patient. She was the real doctor. I was a novice with a crisp white coat and a can-do attitude and not much else.

I had been reading the textbook for about a half hour when the nurse interrupted me. I had literally started on page one and hadn't made it all that far. After our brief interaction, I looked back down at the ridiculously thick book. Only a couple thousand pages to go. I knew so little. A wave of *⁷nausea came over me.

(Adapted from *Fragile*, by Shannon Sovndal, Gyrfalcon Press, 2020)

注) *¹ICU : intensive care unit 集中治療室(病棟), *²Lasix : 利尿薬の一種, *³residency : 専門医実習(診療領域における専門的知識・技能の実地習得のために病院に勤務している医師をレジデント resident と呼ぶ), *⁴initial resuscitation : 初期蘇生, *⁵pager(s) : ポケットベル(小型の無線受信機), *⁶intern(s) : インターン(実地研修を受ける見習い段階の研修医の総称), *⁷nausea : 吐き気, むかつき, 嫌悪

問 1 Which of the following best explains the relationship between Sovndal and Sanders?

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- ① Sanders is a nurse at the hospital where Sovndal is working.
- ② Sanders is an inpatient at the hospital where Sovndal is working as a doctor.
- ③ Sovndal is an outpatient at the hospital where Sanders is working.
- ④ Sovndal is a doctor at the hospital where Sanders is also working as a doctor.

問 2 Which of the following is the most appropriate for (38)?

- ① Let's wait and see what will happen without it.
- ② Let's give the other medicine.
- ③ Let's go ahead and do that.
- ④ Let's ask Mrs. Sanders if she really needs that.

問 3 Which of the following is the most appropriate for the TWO brackets labelled (A) in the passage? 39

- ① run ② get ③ drop ④ sink

問 4 Which of the following is the most appropriate for (40)?

- ① nothing ② someone ③ everyone ④ none

問 5 Which of the following is the most appropriate for (41)?

- ① advance ② security ③ trouble ④ vain

問 6 Which of the following best explains the meaning of the sentence, She actually didn't need me? 42

- ① The nurse knew what kind of treatment the patient should be given at that moment without the author's opinion.
- ② The nurse usually asked the patients what kind of medicines they wanted in advance and didn't have to ask the author about them.
- ③ The nurse didn't need the author's judgement because she had a medical license, working as a doctor at another hospital.
- ④ The nurse didn't need the author's advice because she had asked for another doctor's suggestions in advance.

問 7 Which of the following best explains the author's condition in the last paragraph?

43

- ① The author was too busy reading the textbook to talk with the nurse.
- ② The author was under considerable stress and irritation because he had a terrible stomachache.
- ③ The author was overwhelmed by a strong feeling about his lack of knowledge.
- ④ The author was confident of his medical knowledge that he gained from the textbook.

問 8 Which of the following best explains the passage? 44

- ① This is an essay about recollections of when the author was treated in the ICU because of a serious disease.
- ② This is a doctor's medical report about incidents in the ICU that the author faced as a young surgeon.
- ③ This is an instruction notebook written by an ER doctor for medical students to understand what they should do in the ICU.
- ④ This is an ER doctor's story about anxiety or confusion in those days when the author started to work as an intern.

