

入学試験問題(1次)

外国語

令和6年1月22日

13時10分—14時10分

注意事項

- 1 試験開始の合図があるまで、この問題冊子を開かないこと。
- 2 この問題冊子は表紙・白紙を除き13ページである。落丁、乱丁、印刷不鮮明の箇所等があった場合は申し出ること。
- 3 解答には必ず黒鉛筆(またはシャープペンシル)を使用すること。
- 4 解答は、各設問ごとに一つだけ選び、解答用紙の所定の解答欄の該当する記号を塗りつぶすこと。
- 5 解答を訂正する場合は、消しゴムできれいに消すこと。
- 6 監督員の指示に従って、問題冊子の表紙の指定欄に受験番号を記入し、解答用紙の指定欄に受験番号、受験番号のマーク、氏名を記入すること。
- 7 この問題冊子の余白は、草稿用に使用してよい。ただし、切り離してはならない。
- 8 解答用紙およびこの問題冊子は、持ち帰ってはならない。

受験番号					
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I . 次の英文を読み、1～8の問題に最も適した答えを選べ。

Among activities in the realm of sports, dance is typically not included. Nonetheless, dancers are clearly athletes in which they require sophisticated physical capacities to perform at a high level. Standard athletic qualities are all essential for dance performance. And in dance, as in any athletic activity, injuries are prevalent. A 1-year prospective study of professional ballet dancers recorded 355 injuries in 52 dancers, or a mean average of nearly seven injuries per dancer in that single year. The incidence was 4.4 injuries per 1,000 hours of dance exposure, and overuse injuries were the most commonly reported type in this sample (64% of injuries in females and 68% in males). Females had an average time-loss from dance due to injury of four days, while males' average time-loss was nine days.

In contrast to most athletes who engage in daily practice sessions that are of comparatively short duration, dancers may routinely participate in technique classes during most of any given day, followed by rehearsals through the late afternoons and evenings. They feel an obligation to participate in and perfect their art. Ballet dancers, in particular, exhibit a consuming passion for dance that makes a decision to stop dancing for injury or other reasons exceedingly difficult, a frame of mind similar to an addiction.

One difficulty in assessing and monitoring dance injuries is dancers' extraordinary processing of pain. They exhibit both a higher pain threshold (the amount of pain required for them to acknowledge it) and a higher pain tolerance (their ability to disregard pain while participating in physical activity) than non-dancers. In addition, ballet dancers tended to distinguish poorly between pain that is customary in dance performance and pain associated with injury. Pain is typically seen by dancers as an accompanying aspect of dance practice, and dancers are likely to "dance through" pain, even when doing so may be harmful. Moreover, their pain coping skills are not as developed as those seen in many types of sports participants.

As is also true in traditional sports, the prevention of injury is preferable to the management of injury; i.e., maximizing a participant's ability to engage in his or her chosen pursuit without injury is the ultimate goal. However, most dancers do not have access to specialized health care that is equivalent to their counterparts in traditional sports. Moreover, when they do approach the health care profession, the response they receive is often _____, or even discouraging. Empirically, most dancers will report at least one—and often several—instances of being told by a practitioner to “stop dancing” as a method to manage their injuries.

While this advice is sound under certain injury circumstances that require complete rest (e.g., a bone fracture), dancers strongly dislike receiving it as a carelessly offered solution. From the perspective of artists, health care workers could better serve them by purposefully learning about performing arts medicine and by attending dance performances as a method for understanding the physical demands of dance. If reduction or discontinuance of dancing is necessary for an injury, one method of improving the relationship between providers and dancers, and better serving the physical nature of dance, is for those in health care to prescribe rehabilitative exercises that either moderate dancers' dancing or define suitable activity alternatives during recovery periods (rather than suggest they “stop dancing”).

【Source: Russell, J.A. (2013). Preventing dance injuries: current perspectives. *Open access journal of sports medicine*, 199–210. Retrieved from: <https://www.tandfonline.com/doi/full/10.2147/OAJSM.S36529> より一部改変】

1. In the reading, which of the _____ does the author focus on about pain management problems in dancers?
- (1)
- A. muscular strength
 - B. psychology
 - C. speed
 - D. motor control
 - E. balance

2. Based on the injury data, choose the best answer.
- A. The rate per dancer was probably between six and eight injuries per year.
 - B. Men suffer from injuries due to longer practice more than women.
 - C. Women on average required about half the time for one injury recovery.
 - D. About one injury happened every 227 hours of dance.
 - E. All of the above are true.
3. What does the author mean by referring to ballet dancers having an _____?
- (3) _____?
- A. continuing doing something in order to show negative effects can be overcome
 - B. continuing doing something because there are more positive than negative effects
 - C. continuing doing something although there are negative effects
 - D. continuing doing something since negative effects are fake
4. Why is it difficult for dancers to receive help from doctors with pain management according to the text?
- A. Dance companies do not have full-time doctors on staff like professional sports teams.
 - B. Dance medicine has many fewer specialists than sports medicine.
 - C. Dancers do not clearly realize the problems they are experiencing.
 - D. Dancers do not have time for physical examinations because of long rehearsals.
 - E. Dancers believe they will lose technique if they follow doctor's advice to rest.

5. Which situation is the extreme opposite of ballet dancer _____?
(5)
- A. a basketball player wearing an elbow supporter after an injury from practice
 - B. a rugby player changing uniforms if there is blood on it during a match
 - C. a baseball player doing heavy weight training in the off-season
 - D. a soccer player falling and rolling on the ground after a slight push in a game
6. What is the most appropriate for _____?
(6)
- A. not extreme
 - B. not constructive
 - C. not critical
 - D. not decisive
 - E. not trustworthy
7. What does _____ mean in the sentence?
(7)
- A. sensible
 - B. clearly debatable
 - C. hearable
 - D. cleverly forgettable
 - E. especially portable
8. What is the author not saying in the last two paragraphs?
- A. Dancers trust doctors who are doing their best when offering care.
 - B. There are more sports medicine specialists than dance medicine ones.
 - C. Viewing ballet live teaches doctors how to provide better care to dancers.
 - D. Other non-movement therapy can be used to support dancers during injury recovery.

II. 次の英文を読み、9～16の問題に最も適した答えを選べ。

The rise of baseball as a serious intercollegiate sport in Japan began in the 1890s. Student interest in athletics coincided with the search for a “national game” (*kokugi*) that would symbolize the collectivist ideal and fighting spirit of the nation. Although undoubtedly rooted in traditional culture, judo and kendo were too ⁽⁹⁾_____ to inspire the kind of public excitement required of a “national game.” Western team sports were best suited to this purpose. Baseball, played by the international community in Yokohama, seemed to emphasize those values that were celebrated in the civic morality of the nation: order, harmony, endurance, and self-restraint.

For unlike the mindless tackling and punching in American contact sports, baseball had a bushido-like harmonious balance between physical strength and mental agility. The resulting demand for concentration and gracefulness reflected cultivated martial ideals of the “⁽¹¹⁾_____”. Thus, at the end of the century, while Americans in Yokohama played baseball to be more American, Japanese students, especially in the higher schools, turned to baseball in an effort to strengthen traditional values and to establish a new basis for national pride.

Once convinced of their superiority among Japanese teams, players from the First Higher School of Tokyo (*Ichikō*) sent a message to the Yokohama Athletic Club, which had a team from members of the American community in the city, of their interest in an “international match”. Warnings from conservative educators did not deter the students from their goal to engage ⁽¹²⁾“the six-footed Americans” in their “national game.” Finally, after five years a game was arranged between the school and the Yokohama Athletic Club on the latter’s home field on May 23, 1896. It was the first official baseball game between American and Japanese teams, and the *Ichikō* players completely dominated the contest, delivering the Yokohama Athletic Club an embarrassing defeat, 29-4.

If the match did not contribute immediately to harmony and good will across

the Pacific, it most certainly did contribute to the connected desire for national dignity and social status among student athletes. By overwhelming the Americans in their “national game,” the students inspired considerable patriotic excitement and pride in the 1890s that extended down to the ⁽¹³⁾_____ workers of the treaty ports. While they dedicated their victories to the nation, the *Ichikō* players were also helping themselves. In an era before professional sports, baseball in Meiji Japan was the “pivotal link” between public nationalism and private social status: Before higher school and university students were equipped with bats and balls, they had little opportunity to establish their credibility as a hard-working and public-spirited elite. As privileged students, they were largely excused from responsibilities to serve in the military, to participate in community-assistance programs, or to add anything to the productive capacity of the economy.

The students needed athletics to overcome any perception of ⁽¹⁴⁾_____ in the public mind. Through baseball, they demonstrated both that the battle for national dignity could be won on the playing field and that an academic elite could be filled with the fighting spirit expected of future leaders of the land. Whether in the form of celebratory media coverage or of impoverished citizens “⁽¹⁵⁾_____” on the streets of Yokohama, the more praise the students received for their achievements on the field, the greater was the actual class distance between the players and their fans.

【Source: Roden, D. (1980). Baseball and the quest for national dignity in Meiji Japan. *The American historical review*, 85(3), 511-534. Retrieved from: <https://www.jstor.org/stable/1854915> より一部改変】

9. Choose the most appropriate word for ⁽⁹⁾_____.
- A. abstract
 - B. neighborly
 - C. antique
 - D. solitary
 - E. forceful
10. What scenario is similar to baseball and the relationship between Japan and the US in the late 19th century?
- A. Malaysians discovering the strength of teamwork from Australia Rules Football
 - B. Uzbekistan people discovering the power of romance from Soviet Bolshoi ballet performance
 - C. Americans discovering the value of freedom through Native American lacrosse
 - D. Communist Chinese discovering the importance of family in traditional Beijing Opera
 - E. North Koreans discovering the beauty of harmony in K-Pop music
11. What word fits “⁽¹¹⁾_____” best to represent the characteristics described in the paragraph?
- A. brave warrior
 - B. clever businessman
 - C. modern gentleman
 - D. expert master
 - E. wise politician

12. What is the meaning implied in “_____”?
(12)

- A. discipline
- B. speed
- C. experience
- D. strength
- E. dignity

13. Choose the most appropriate word for _____.
(13)

- A. toughest
- B. proudest
- C. oldest
- D. humblest
- E. kindest

14. Choose the most appropriate word for _____.
(14)

- A. stupidity
- B. rudeness
- C. intolerance
- D. idleness
- E. indifference

15. What is the most appropriate expression “_____” for this sentence?
(15)

- A. “jumping for joy”
- B. “fighting for freedom”
- C. “rooting for rights”
- D. “singing for self”
- E. “dancing for democracy”

16. What is the situation stated in the last two paragraphs?
- A. Sports-related business was a useful way for fans to enter the economic system.
 - B. Sport victory over America was a positive bridge for international relations.
 - C. Sport entertainment reduced class separation in society.
 - D. Sports training was the best system for required military service.
 - E. Sports participation made *Ichikô* students more socially acceptable.

III. 次の英文を読み、17～25 の問題に最も適した答えを選べ。

The era of *Ottoman Rule, which began in the thirteenth century, is among the most controversial chapters of South-East European history. Over several stages of conquest, large parts of South-Eastern Europe were incorporated into the Ottoman Empire. However, from the late eighteenth century onwards it was not so much the military power of the Ottoman Empire (later, Turkey) which determined the extent of Ottoman territories in South-East Europe, but rather the political interests of the other European great powers. From the nineteenth century onwards, the Ottoman Empire found itself _____ emerging nationalism within its borders, mostly imported into South-East Europe by elites originally living outside the Empire's borders.⁽¹⁸⁾

The history of the emergence of the new Balkan nation states like Serbia and Greece were part of the "Eastern Question", the crisis in South-East Europe which _____ the military decline of the Ottoman Empire and the consequent rivalry among the European powers.⁽¹⁹⁾ Structures of imperial power which had been established in varying forms and intensity in different regions were replaced by emerging nation states in the nineteenth century. The development of national identities which accompanied this change was greatly decided by the new states distancing themselves from Ottoman authority based on past "tradition".⁽²⁰⁾ Consequently, _____.

Targeted attempts at raising the idea of nationhood in the population of Balkan states began at different times throughout South-East Europe. Nations had to be _____ out of diverse group identities whose common points of reference might be a _____ religion, language, or cultural similarities.^(21 a) Besides language, independence leaders also hoped to create a shared national origin, which could be _____ by establishing their "own" education systems or by glorifying national folklore.^(21 b) The independence of the Principality of Serbia (1829) or the creation of the Kingdom of Greece (1830) were responsible for conditions which _____ these efforts.^(21 c) This was partly due to the _____ conditions which _____ these efforts.^(21 d)

emigration, or rather forced removal, of the Muslim population. From the beginning of the Serbian rebellion in 1804 to 1820, about 15,000–20,000 Muslims had left Serbian territory. With the Greek rebellion in 1821 came the end of ^(21 e) _____ Muslim settlement in Southern Greece, where an estimated number of between 60,000 and 90,000 Muslims had been living until the vast majority fled.

The retreat of the Ottoman Empire's forces from South-East Europe during the nineteenth and early twentieth century significantly changed the political ^(24 a) _____ on the Balkan Peninsula, and was replaced by nation states whose ^(24 b) _____ has influenced the development of the region to this day. The political ^(24 c) _____ of the idea of nation states in South-East Europe did not only result in anti-Ottoman or anti-Muslim attitudes but also held significant potential for ⁽²⁵⁾ _____ in the near future. Regions such as Macedonia, Kosovo or Bosnia were claimed by several nationalist movements because of linguistic, religious or historic criteria; consequently, some ^(24 d) _____ of the ^(24 e) _____ would repeatedly suffer murder, forced removal and flight, or found themselves under severe pressure to be absorbed into the majority.

*Ottoman オスマン王朝の

[Source: Koller, Markus: Ottoman History of South-East Europe, in: European History Online (EGO), published by the Leibniz Institute of European History (IEG), Mainz 2012–01–10. Retrieved from: <http://www.ieg-ego.eu/kollerm-2010-en> より一部改変]

17. What limited the spread of the Ottoman Empire at the end of the 1700's?
- A. Countries like France and Germany began to expand influence.
 - B. Rivalries between smaller nations were difficult to control.
 - C. The Ottoman rulers self-image had become negative.
 - D. National identities in South-Eastern Europe increased as other nations declined militarily.

18. Which words fit in _____?
 (18)
- A. congratulated by
 - B. complained by
 - C. combined with
 - D. comforted by
 - E. confronted with
19. What expression fits in _____?
 (19)
- A. grew at
 - B. grew for
 - C. grew down to
 - D. grew apart in
 - E. grew out of
20. Finish the sentence “Consequently, _____”.
 (20)
- A. the “Eastern Question” became separated from world affairs in the 20th Century
 - B. images of “Turkish Rule” have been mainly negative in this area until the present
 - C. “European Muslims” developed an identity different from the Middle East
 - D. creating a “Future Vision” was a priority for Balkan countries
21. Choose the correct order of the words for _____ to _____.
 (21 a) (21 e)
- A. widespread / facilitated / realized / shared / constructed
 - B. realized / shared / constructed / widespread / facilitated
 - C. facilitated / realized / shared / widespread / constructed
 - D. constructed / shared / realized / facilitated / widespread
 - E. shared / realized / facilitated / widespread / constructed

22. What describes the educational goal of the new South-East European nations?
- A. spreading the language
 - B. combining the cultures
 - C. inventing the history
 - D. educating the leaders
 - E. diversifying the identity
23. According to the text, what was the direct effect on the populations of Serbia and Greece after independence?
- A. Culture and ethnicity in these states became more uniform internally.
 - B. The dominant ethnic and linguistic groups increased in number.
 - C. Schools teaching the national language and culture meant more people could read and write.
 - D. The Christian church became more important culturally as the Muslim population reduced.
24. Choose the correct order of the nouns for ^(24 a) _____ to ^(24 e) _____.
- A. population / section / realization / formation / situation
 - B. section / realization / formation / situation / population
 - C. realization / formation / situation / population / section
 - D. formation / situation / population / section / realization
 - E. situation / formation / realization / section / population
25. Which is the most appropriate phrase for ⁽²⁵⁾ _____?
- A. political domination by a major power over these nations
 - B. military competition between larger states for these countries
 - C. conflicts between new countries desiring to expand influence
 - D. stronger religious common identity among these communities

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