

英 語

(問 題)

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注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
7. いかなる場合でも、解答用紙は必ず提出すること。

I. Read the passage and answer the following questions.

- ① Japan was the first Asian society to cross the cultural boundary that separates traditional societies from modern ones. One aspect of the transition to modernity was the swift diffusion within nineteenth- and early twentieth-century Japanese society of baseball and other modern sports invented in Europe or North America. One reason for this quick acceptance of new sports may have been that some of their characteristics may not have been all that new. As early as the seventeenth century, Japanese archery had several of the most important characteristics of modern sports.
- ② Modern sports display a high degree of what the German sociologist Max Weber called "instrumental rationality." Abstractness and standardization are two forms of this rationality. A good example is the gymnast's pommel horse*. Originally the horse was a real horse, but some horses are better than others, which confers an advantage upon their riders. Standardization equalized the competition. The rider's stallion became the gymnast's wooden horse. In addition to its four wooden legs, the apparatus had a wooden head and a horsehair tail, neither of which has survived the impulse to rationalize.
- ③ A second and more remarkable characteristic of modern sports is the impulse to quantify achievement. We live today in a world of numbers. In track and field sports, we measure distances to the centimeter and times to the hundredth of a second. At the ancient Olympic Games, there was no attempt to measure times, which would have been difficult, or distances, which would have been easy. Today, we measure gymnastics scores to three decimal places.
- ④ The quantification of performance provides the basis for the quantified sports record, a concept unknown before the emergence of modern sports at the end of the seventeenth century. The sports record is a mechanism that allows the present to compete against the absent, and the living to compete against the dead. Among the characteristics of modern sports, the quest for records is perhaps the most significant.
- ⑤ In ways that strike me as quite extraordinary, some forms of Tokugawa-period Japanese archery exhibited these three characteristics—rationalization, quantification, and the sports record. Rationalization occurred most strikingly in the form of the modern archery target, which was apparently invented in Japan centuries before its appearance in the West. The very earliest archery targets probably involved living targets. Eventually, however, in Japan as elsewhere, living birds and animals were replaced by mimetic targets, that is, by targets whose shapes imitated the shapes of birds and animals. The next step was to replace the simulated animal with a purely geometrical shape, with a rationalized "animal" that symbolized the equality of all animals. The purely geometrical shape is, of course, the modern archery target.
- ⑥ In Japan, the transition from mimetic to abstract targets began as early as the tenth century. The earliest existing illustration is from the thirteenth century, and depicts an archery contest that took place in 870. It shows Sugawara no Michizane aiming at a painted target consisting of five concentric rings around a bull's-eye. The European abstract archery target seems first to have appeared in the fifteenth century, and consists of a single paper disk. Abstract targets with four concentric rings were known in England in the late seventeenth century.
- ⑦ Beyond rationalization, the second and third qualities of modern sports are quantification and the quest for records. The evidence for these two characteristics in archery can be seen most clearly in a contest known as *tōshiya*, first recorded in 1606. Sitting at one end of the long veranda on the west side of the Sanjūsangendō in Kyoto, a single archer shot a series of arrows that were supposed to traverse the 120-meter length of the veranda without touching the roof, pillars, or wall.
- ⑧ The first archer to test his skill was Asaoka Heibei, who was apparently satisfied with clearing fifty-one arrows. His record, set in 1606, was quickly surpassed. By 1623, Yoshida Okura had raised the record to 1,333 arrows. In 1669 Hoshino Kanzaemon scored 8,000 successes with 10,542 arrows. Wasa Daihachirō surpassed that record in 1686 when he achieved 8,133 successes with 13,053 arrows, a record that was never surpassed.

⑨ Thus, centuries before modern archery emerged as a European sport, one form of Japanese archery involved the use of abstract targets. By the seventeenth century, another form of Japanese archery emphasized quantification and the quest for records. This form of archery appeared in Japan at precisely the same time that European sports began to manifest a similar mania for numbers and for the quantified sports record. If all three of these characteristics of modern sports—rationalization, quantification, and the quest for records—were present in Japanese sports two centuries before Meiji-period modernizers began to borrow from the West, then Japan's amazingly quick acceptance of baseball and other modern sports is somewhat easier to understand.

(Adapted from Allen Guttman, "Targeting Modernity: Archery and the Modernization of Japan," in William W. Kelly, ed., *This Sporting Life: Sports and Body Culture in Modern Japan*, 2007)

* *pommel horse*: (体操の) 鞍馬

1. Choose the best way to complete each sentence below.

Paragraph ① ...

Paragraph ② ...

Paragraph ③ ...

Paragraph ④ ...

Paragraph ⑤ ...

Paragraph ⑥ ...

Paragraph ⑦ ...

Paragraph ⑧ ...

Paragraph ⑨ ...

- A. asserts that living animals make better targets, all things being equal.
- B. asserts that rationalization, quantification, and the quest for records were unknown in Japanese sports before the introduction of Western sports to Japan in the Meiji period.
- C. asserts that the abstract archery target appeared in Japan centuries before it did in Europe.
- D. concludes by suggesting that European and North American sports spread quickly in Japan because three important characteristics of modern sport were already known there.
- E. concludes that Meiji modernizers borrowed the mania for numbers and the quantified sports record from the West.
- F. describes an archery contest that was held in Kyoto in the seventeenth century.
- G. describes the rationalization of the archery target.
- H. explains another characteristic of modern sports, the tendency to measure performance.
- I. explains how the concept of quantification was introduced into Japanese archery from the West.
- J. explains one of the characteristics of modern sports, rationality.
- K. explains the most striking of the characteristics of modern sports, the sports record.
- L. introduces the idea that Japan may have readily adapted modern Western sports because some Japanese sports already displayed similar characteristics.
- M. shows that sports records were noted in Japan from at least the seventeenth century.
- N. states that although Japan was the first Asian nation to modernize, Japan's traditional sports, such as archery, remained unaffected.

2. How did the gymnast's pommel horse develop?
- A. Actual horses were used at first, then replaced by a wooden apparatus with a head and tail.
 - B. Better horses were used to confer an advantage on their riders.
 - C. It was an impulse to survive.
 - D. It was introduced by the German Max Weber.
 - E. None of the above.
3. According to this passage, what is one reason that modern sports may have spread so rapidly in Japan?
- A. Live targets were at one time used in Japanese archery.
 - B. Modern Western sports derived their characteristics from traditional Japanese sports.
 - C. Some traditional Japanese sports had already developed certain important characteristics of modern sports.
 - D. The abstract target was developed in Europe before it was in Japan.
 - E. None of the above.
4. Why is the *tōshiya* competition significant in the history of the development of sport in Japan?
- A. Archers competed to set records.
 - B. Archers were able to shoot arrows for a distance of 120 meters without touching the roof, pillars, or wall.
 - C. Asaoka Heibei was satisfied with clearing fifty-one arrows.
 - D. Other archers cleared more arrows than Asaoka Heibei.
 - E. None of the above.
5. Which of these statements about the ancient Olympic Games is correct?
- A. It was difficult to measure times, but they managed to do so.
 - B. They didn't measure times or distances.
 - C. They measured distances because it was easy to do so.
 - D. They measured distances, but not times.
 - E. None of the above.

II. Read the passage and answer the following questions.

- ① Like many Western European countries, Italy maintains a set of social and cultural supports that sustains huge numbers of dedicated cyclists, particularly older cyclists with decades of cycling experience. These older, primarily male practitioners keep up their participation, and not just for the health benefits.
- ② There is a concentration of registered cyclists and cycling associations in northern Italy, where the roads teem with cyclists on summer weekends and organized group rides, *raduni*, attract several thousand riders. Average speeds for these group rides are usually around 30 km per hour, which is fast for cyclists of any age. The average distance per ride is 60 to 80 km, and every serious ride has at least one climb.
- ③ To prepare for a group ride, they hit the roads every day or at least several days a week and most cyclists do one or two rides at least as long as the weekend events. The serious non-professional cyclists cover an annual distance of 10,000 km per year. They record their distances in exacting detail in training booklets so that they can review their performance and compare it with previous seasons and years. These booklets are not just records of past experience; they also serve as training menus and may encourage the cyclists to ride more than the previous year.
- ④ Preparation for an event is not merely a solo endeavor. Participants share their knowledge with one another, based on their knowledge of the course for the upcoming ride. As they discuss strategies for the flat sections and the climbing sections of a ride, they also tell stories about themselves and about others. They are particularly fond of telling stories both about men their age who are physically inactive and who have health and weight problems and about older cyclists whose athleticism inspires them. One rider who continued the sport through two six-month rounds of chemotherapy for cancer commented that he enjoyed the physical effort, the time to reflect, and the natural beauty of the mountainous surroundings. He claims to gain a calm serenity on his cycle, despite his continuing health problems.
- ⑤ The aging riders are often competitive on the weekend rides, but they are careful with themselves. They know when not to push too hard and how to avoid injuries from misuse or overuse. Fear of breaking a bone in a fall keeps them wearing a helmet on all rides.
- ⑥ There is a psychological element involved as well. Through a combination of hard physical effort, speed, and contact with the open air and the sights and sounds of the road, the cyclists report experiencing a sense of well-being, an improvement of focus, and an increase in vital energy. They are often able to ride with less effort or discomfort than when they were younger, due to factors such as better knowledge of roads and routes, more efficient technique, the physiological effects of years of training, and an absence of psychological barriers regarding the difficulty or length of rides.
- ⑦ For most of these cyclists, the fact that riding a bike is fun should be enough to explain why they ride and what it means to them. Riding fast in a group, speeding down hills, or challenging themselves over a difficult climb is fun and often thrilling. Some find the bicycle itself an article of fascination. They may have an entire garage for working on bicycles, and it becomes a gathering place for like-minded members.
- ⑧ Certain cyclists in this group of older men emphasize the appeal of the natural environment: the beauty of the countryside, the opportunity to breathe fresh air, the freedom in covering great distances, and the thrill of discovering new places. Each has his favorite landscape, whether it is a deep forest, a broad field of wildflowers, or a high mountain pass. "It's a pleasure," says one rider. "You see things you wouldn't see otherwise. It's you with yourself. You ask yourself questions, you reflect, you do a little philosophy. It's a whole series of positive values."
- ⑨ Many cyclists have been riding with the same friends for years. While they also enjoy riding alone, they say that it is fun to be in company and be able to have a conversation during the ride. The more sociable riders are active in cycling associations, going to weekly meetings and joining in annual cycling trips to other regions or countries. One rider describes the value he places on the "associative life" surrounding his cycling group. It gets the riders out into the world and into direct contact with other

people, giving them a sense of social connectedness. On long rides, the men schedule a midday break at a bar or café along the way, where they can socialize as they gather nourishment for the second half of the ride.

(Adapted from Elizabeth D. Whitaker, "The Bicycle Makes the Eyes Smile: Exercise, Aging, and Psychophysical Well-Being in Older Italian Cyclists", *Medical Anthropology* 24(1), 2005)

1. Indicate which of the following statements are true, according to the passage. Choose FOUR and only FOUR answers.
 - A. Benefits from cycling are generally limited to the physiological elements.
 - B. Cyclists admire the accomplishments of men who are older than they are.
 - C. Cyclists rarely explore new courses to practice on or new countries to ride in.
 - D. Most riders find the long rides boring despite getting exercise.
 - E. Older riders often display a competitive attitude during the group rides.
 - F. Participants find pleasure in working with their cycling equipment.
 - G. Practice distances are never as long as the actual weekend rides.
 - H. Psychological benefits are minor compared with the physical benefits.
 - I. Social involvement is promoted through weekend rides.
 - J. The booklets cyclists keep for recording their participation in rides function only as ways to remember the past.
 - K. The majority of participants keep their preparations secret to maintain an advantage.
 - L. Years of training make it harder for riders to participate in weekend rides.
2. The phrase "teem with" in paragraph ② means _____. Choose the most appropriate answer from those below.
 - A. are abandoned by
 - B. are crowded with
 - C. conflict with
 - D. cooperate with
3. According to paragraph ⑤, what do aging riders try not to misuse or overuse?
 - A. cooperation with others
 - B. the equipment they use
 - C. the rules
 - D. their bodies
4. According to paragraph ⑥, in what sense do the riders experience less discomfort?
 - A. medically
 - B. philosophically
 - C. physically
 - D. socially
5. What does the author mean by the underlined phrase in paragraph ⑦? Choose the most appropriate answer from those below.
 - A. Riding a bike is hard work, even though it may be a pleasant activity.
 - B. Riding itself is not sufficiently enjoyable to explain the activity.
 - C. The enjoyment of riding is an adequate explanation for the activity.
 - D. The riders find it hard to tell why they participate in this activity.

III. Read the following passage and choose the most appropriate word or phrase for each blank (1) – (10).

Most people have an inspiration in their life. Maybe it's a talk with someone you respect or an experience. Whatever the inspiration, it tends to make you look at life from (1). My inspiration came from my sister Vicki, a kind and caring person. She didn't care about praise or being written about in newspapers. All she wanted was to share her love with the people she cared about, her family and friends.

The summer before my junior year of college, I received a phone call from my father saying that Vicki (2). She had collapsed and the right side of her body was paralyzed. The doctors first thought that she had suffered a stroke. However, test results confirmed it was much more serious. There was a malignant brain tumor causing her paralysis. Her doctors didn't give her more than three months to live. I remember wondering (3)? The day before Vicki was perfectly fine. Now, her life was coming to an end at such a young age.

After overcoming the initial shock and feeling of emptiness, I decided that Vicki needed hope and encouragement. She needed someone to make her believe that she would overcome this obstacle. I became Vicki's coach. Every day we would visualize the tumor shrinking and everything that we talked about was positive. I even posted a sign on her hospital room door that read, "(4), leave them at the door." I was determined to help Vicki beat the tumor. She and I made a deal called 50-50. I would do 50% of the fighting and Vicki would do the other 50%.

The month of August arrived and it was time to begin my junior year of college 3,000 miles away. I was unsure whether I should leave or stay with Vicki. I made the mistake of telling her that (5). She became angry and said not to worry because she would be fine. There was Vicki lying ill in a hospital bed telling me not to worry. I realized that if I stayed it might send a message that (6) and I didn't want her believing that. Vicki needed to believe that she could win against the tumor.

Leaving that night feeling it might be the last time I would ever see Vicki alive was (7). While at school, I never stopped fighting my 50% for her. Every night before falling asleep I would talk to Vicki, hoping that there was some way she could hear me. I would say, "Vicki I'm fighting for you and I will never quit. As long as you never quit fighting we will beat this."

A few months passed and she was still holding on. I was talking with an elderly friend and she asked about Vicki's situation. I told her that Vicki was getting worse but that she wasn't quitting. My friend asked a question that (8). She said, "Do you think the reason she hasn't let go is because she doesn't want to let you down?"

Maybe she was right? Maybe I was (9) for encouraging Vicki to keep fighting? That night before falling asleep, I said to her, "Vicki, I understand that you're in a lot of pain and that you might like to let go. If you do, then I want you to. We didn't lose, because you never quit fighting. If you want to go on to a better place, then I understand. We will be together again. I love you and I'll always be with you wherever you are."

Early the next morning, my mother called to tell me that (10).

(Adapted from James Malinchak, "A Brother's Voice" in
Chicken Soup for the Teenage Soul, 1997)

(1)

- A. a different perspective
- B. a long distance
- C. every angle
- D. the opposite viewpoint
- E. the right direction

(2)

- A. had been in a car accident
- B. had been rushed to the hospital
- C. had had a complete medical checkup
- D. needed a routine doctor's visit
- E. still remained in critical condition

(3)

- A. how this could happen
- B. if she knew it
- C. when it would end
- D. where I should get legal advice
- E. why the doctor didn't give it to her

(4)

- A. As you are not allowed to bring in beverages
- B. If you are wearing dirty clothes
- C. If you carry heavy burdens
- D. If you have any negative thoughts
- E. If you have dangerous items

(5)

- A. I didn't want to graduate from college
- B. I knew she had developed a fatal disease
- C. I might not leave for school
- D. I should go to college
- E. I wished she would get out of the hospital

(6)

- A. I didn't believe her words
- B. I intended to leave school
- C. she was dying
- D. she was in a stable period
- E. she would recover soon

(7)

- A. a disagreeable experience in my life
- B. not allowed in a very uncomfortable situation
- C. the dramatic moment I awaited
- D. the most difficult thing I have ever done
- E. what I had to cautiously avoid

(8)

- A. anyone could easily answer
- B. concerned her medical condition
- C. I had had in my mind for a long time
- D. really made me think
- E. was hardly out of her mouth

(9)

- A. confident
- B. honest
- C. mature
- D. selfish
- E. thankful

(10)

- A. I had to come back
- B. I should have been with her
- C. it was too late to turn back
- D. she had done all she could do
- E. Vicki had passed away

IV. Choose the ONE word or phrase that best completes the sentence.

1. English is _____ more than a language: it is a bridge across borders and cultures, a source of unity in a rapidly changing world.
 - A. much
 - B. no
 - C. not
 - D. very
2. I'm sorry _____ I was any trouble yesterday.
 - A. because
 - B. if
 - C. that
 - D. when
3. Shops and stores now use cameras to _____ which products attract the attention of consumers walking through the aisles.
 - A. detect
 - B. elect
 - C. protect
 - D. select
4. The old restraints were loosened during the Renaissance, and all creative expressions of the human spirit were _____ by clerical ideals and purposes.
 - A. effectively controlled
 - B. generally accepted
 - C. no longer dominated
 - D. strictly prohibited
5. I fully understood _____ you asked me such a question for.
 - A. how
 - B. what
 - C. whether
 - D. why

V. Identify the ONE underlined word or phrase that must be changed in order for the sentence to be correct.

1. Miss Stewart kept her sick mother in a bed in the middle of the living room, because she didn't want her to think she was missing anything when people came for visit.
(A) (B) (C) (D)
2. She was determined to pass even the exam was extremely challenging.
(A) (B) (C) (D)
3. The proposed research project consists a detailed survey, personal interviews and computer analysis.
(A) (B) (C) (D)
4. In one of my moments of despair following my husband's death, I decided to go to a play, hoping that a night at the theater lift my spirits.
(A) (B) (C) (D)
5. Among primitive peoples, one of the great purposes of dance was to establish social unity and provides a means of collective strength and purpose.
(A) (B) (C) (D)

[以 下 余 白]