

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	● 良い	○ 悪い	○ 悪い
マークを消す時	○ 良い	○ 悪い	○ 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 following passage and answer the questions below.

① Florida last month became the first state in the United States to require high school girls lacrosse players to wear protective headgear. Florida officials are worried about the risk of serious head injuries in a sport where the players swing stiff reinforced sticks and shoot a hard, unyielding ball. Boys lacrosse teams nationwide have worn hard-shell helmets for many years. By contrast, girls, who play by vastly different rules that generally forbid contact, have not used much protective gear. Florida's decision angered the sport's traditionalists by requiring a soft form of headgear for all players in a girls lacrosse game or practice in Florida.

② At a time when many communities in the U.S. are introducing new rules to protect the brains of young athletes, Florida's rule has created widespread controversy. Coaches across Florida have panned the new rule. "It serves no purpose, other than being a costly distraction to parents and the players," said Nikki Krakower, the coach of the girls team in a Florida high school. Opponents of the rule said it was especially flawed because the Florida-approved headgear—a 5-cm-wide, 10-mm-thick headband—is flimsy. "A headband is only going to prevent minor injuries that happen in the limited area that the headband covers," said Lynn Millinoff, the coach of the girls team at Buchholz High School in Florida.

③ Many of the athletes, who have now played hundreds of games with the headgear, are not happy. "Most of us feel like the headgear is unnecessary and doesn't do anything except get in the way of our goggles," said Sydney Steinberg, a student athlete at Buchholz, referring to the protective eyewear that players nationwide are required to use.

④ Proponents of the new rule point to data that shows that girls lacrosse has the fifth-highest rate of concussions in high school sports—only American football, ice hockey, boys lacrosse, and girls soccer rank higher. When the Florida High School Athletic Association (FHAA) was discussing whether to approve headgear, it heard emotional testimony from a mother whose daughter had suffered a severe head injury while playing lacrosse. "We felt we had to do something to provide a level of safety that had been missing," said Dr. Roger Dearing, the head of FHAA.

⑤ Helmets, while universal in many contact sports, are a frequent source of controversy because their protective value is not always understood. Studies have generally indicated that helmets do not protect against many kinds of concussions, although they can help prevent certain kinds of concussions, as well as skull fractures.

⑥ Last year, Dawn Comstock, a professor at the Colorado School of Public Health, published a report explaining how boys and girls high school lacrosse players suffer from head injuries in very different ways. Comstock discovered that most concussions in boys lacrosse occurred because of athlete-to-athlete collisions, which is a result of the fact that boys lacrosse allows full-contact play. By contrast, most concussions in girls lacrosse occurred when players were struck by the ball or a stick. "Helmets are very good at preventing injuries from a blow to the head by a stick or a ball," Comstock explained. "Why shouldn't girls benefit from a piece of equipment that boys benefit from?"

⑦ The biggest fear among girls lacrosse coaches and players is that the headgear might make the girls game become more like the boys game, which involves far more contact and violence. "I've definitely seen more aggressive play by girls this year," said Steinberg, the Buchholz student. "Girls will put their head down and charge after a ball on the ground." Some players believe the new headgear decision could make girls lacrosse more dangerous because it might encourage players to be more aggressive.

⑧ This is a familiar concern seen in multiple sports, including American football in the early part of the 20th century and ice hockey in the 1970s. Critics of headgear then insisted that mandatory helmet use would increase the ferocity of the hitting and lead to more injuries, not fewer. Comstock rejects that theory. "If the referees enforce the rules and the coaches teach by the rules, then the game cannot change," she insists. "Athletes cannot play more aggressively unless you allow them to do so."

[Adapted from Bill Pennington, "In Girls Lacrosse, a Move in the Name of Safety Sparks Debate," *The New York Times* (March 30, 2015).]

(1) Choose the best way to complete the sentences about Paragraphs ① to ⑧.

1. In Paragraph ① the writer mainly
2. In Paragraph ② the writer mainly
3. In Paragraph ③ the writer mainly
4. In Paragraph ④ the writer mainly
5. In Paragraph ⑤ the writer mainly
6. In Paragraph ⑥ the writer mainly
7. In Paragraph ⑦ the writer mainly
8. In Paragraph ⑧ the writer mainly

- A. demonstrates how male and female competitors experience head injuries differently in lacrosse.
- B. describes how the athletes themselves feel about having to wear headgear on the field.
- C. explains that people often disagree about helmet use in sports because they do not always understand its effectiveness.
- D. illustrates why the new headband provides enough protection against injuries from full-contact play.
- E. introduces the dissatisfaction among Florida's lacrosse coaches who must follow the new rule.
- F. lays out the reasoning behind Florida's decision to require headgear for female lacrosse players.
- G. presents some data about how helmets are more protective than one might think.
- H. provides a comparative view on the current debate, and presents assenting and dissenting opinions.
- I. refutes the position of FHAA, which believes that boys and girls deserve the same level of protection.
- J. shows that participants in the sport worry that the new rule could lead to rougher play.
- K. summarizes the different positions taken on the recent decision to require headgear in girls lacrosse in Florida.
- L. uses comments from an expert to prove that boys and girls are at equal risk when playing lacrosse.

(2) Choose the best answer for each question.

1. Who among these supports the recent decision in Florida?
 - A. Dawn Comstock
 - B. lacrosse traditionalists
 - C. Lynn Millinoff
 - D. Nikki Krakower
2. Who among these disagrees with the recent decision in Florida?
 - A. Dr. Roger Dearing
 - B. FHAA
 - C. Sydney Steinberg
 - D. those who believe more protection leads to fewer injuries

(3) Choose the ONE way to complete each of these sentences, which relates to the underlined words in the passage.

1. Here "panned" means
 - A. changed.
 - B. created.
 - C. criticized.
 - D. followed.

2. Here "flimsy" means
- A. excessive.
 - B. expensive.
 - C. heavy.
 - D. insubstantial.
3. Here "proponents" means
- A. commentators.
 - B. experts.
 - C. opponents.
 - D. supporters.
4. Here "collisions" means
- A. aggression.
 - B. carelessness.
 - C. crashes.
 - D. equipment.

II. Read the following passage and answer the questions below.

During the First World War, the U.S. Army noticed a puzzling pattern among its young soldiers. Soldiers from some parts of America had a high rate of goiter—the swelling of the thyroid gland. The average I.Q. of the men also varied according to the same pattern. Soldiers from coastal regions seemed more “normal” than soldiers from other parts of the country.

The cause turned out to be iodine. Iodine is an essential nutrient. Without it, the human brain does not develop normally and the thyroid begins to enlarge. And in certain parts of the U.S. back then, there wasn't enough iodine in the local diet. Seawater is rich in iodine, which is why goiter was not observed in coastal areas. Those who lived far from the ocean, however, did not naturally get sufficient iodine from their food and water.

In 1924, the Morton Salt Company, at the urging of the U.S. government, began adding iodine to its salt. Since then, iodine supplementation around the world has raised I.Q. scores by as much as thirteen points—an extraordinary increase. The iodized salt in your kitchen is an intervention in the natural order of things. When a student from the iodine-poor mountains of Idaho is called upon to compete academically against a student from iodine-rich coastal Maine, we consider it our moral obligation to correct their natural inequality.

By contrast, use of performance-enhancing drugs in sports is contentious because, in the world of sports, there is little of that moral clarity. What if those two students were competing in a footrace? Should we still be able to give the naturally disadvantaged student the equivalent of iodine? We can't decide.

Baseball players generally have excellent eyesight. A study of over 400 professional baseball players found an average visual acuity of about 20/13; that is, the typical professional baseball player can see at 20 feet (about 6 meters) what the rest of us see at 13 feet (about 4 meters). Half the players on the Los Angeles Dodgers had 20/10 vision, and some had better than 20/9, which is very close to the theoretical limit of the human eye. The ability to consistently hit a baseball thrown with a dizzying mix of velocity, spins, and curves requires the kind of eyesight found in only a tiny percentage of the general population.

Eyesight can be improved through laser surgery or implantable lenses. Should a promising young baseball player cursed with normal vision be allowed to get that kind of corrective surgery? In this instance, Major League Baseball says yes. Major League Baseball also permits pitchers to replace the ulnar collateral ligament in their elbow with a tendon taken from elsewhere in the athlete's body. Tendon-replacement surgery is similar to laser eye surgery; it turns the athlete into an improved version of his natural self.

But when it comes to performance-enhancing drugs, Major League Baseball, like most sports, draws the line. An athlete cannot use a drug to become an improved version of his natural self. This is true even if the drug is used in amounts that are not harmful, and even if it is something that—like testosterone—is no more than a copy of a natural hormone, available from doctors to anyone, virtually anywhere in the world.

Baseball is in the middle of one of its periodic doping scandals, centering on one of the game's best players, Alex Rodriguez. Rodriguez is among the most disliked players of his generation. He tried to recover from injury and extend his career through illegal performance-enhancing drugs.

It is hard to think about Rodriguez without also thinking about Tommy John, the pitcher who, in 1974, was the first player to have tendon-replacement surgery. John used modern medicine to recover from injury and extend his career. He won 164 games after his transformation, far more than he did before science intervened. He had one of the longest careers in baseball history, retiring at the age of 46. People loved Tommy John. Perhaps Alex Rodriguez looks at Tommy John—and at the fact that at least one-third of current major-league pitchers have had the same surgery—and is genuinely baffled about why baseball has drawn a bright moral line between the performance-enhancing benefits of modern drugs

and those offered by modern surgery.

[Adapted from Malcolm Gladwell, "Man and Superman," *The New Yorker* (September 9, 2013).]

- (1) Choose the ONE way to complete each of these sentences that is NOT correct according to the passage.
- Iodine supplementation
 - has not been morally objectionable.
 - should be used to aid students in an athletic competition.
 - sought to correct differences caused by the environment.
 - was aimed at helping naturally disadvantaged people.
 - A baseball player who has 20/15 vision
 - can see from 20 feet away what ordinary people can see from 15 feet.
 - has poorer eyesight than the average professional baseball player.
 - is able to see better than someone with 20/20 vision.
 - is less advantaged than a baseball player with 20/10 vision.
 - Performance-enhancing drugs are
 - an example of using science to alter nature.
 - barely harmful and scarcely available.
 - currently prohibited by Major League Baseball.
 - sometimes used to recover from injury and to prolong careers.
 - Alex Rodriguez and Tommy John are comparable in that
 - both relied upon modern medicine to improve performance.
 - Major League Baseball regards them in the same light.
 - science allowed them to do something they otherwise might not have.
 - they took advantage of a man-made boost.
- (2) What is the author's primary goal in the passage? Choose the BEST answer from below.
- To argue that using science to assist disadvantaged people is imperative for ensuring competitive equality.
 - To demonstrate why public policies such as iodine supplementation are irrelevant when discussing fairness in sports.
 - To insist that, despite current rules, performance-enhancing drugs ought to be permitted in professional baseball.
 - To question the way we make moral distinctions between various artificial methods of overcoming natural reality.
- (3) Choose the ONE way to complete each of these sentences, which relates to the underlined words in the passage.
- Here "sufficient" means
 - adequate.
 - excessive.
 - healthy.
 - necessary.

2. Here "intervention" means

- A. independence.
- B. intention.
- C. invention.
- D. involvement.

3. Here "contentious" means

- A. controversial.
- B. illegal.
- C. unclear.
- D. widespread.

4. Here, "to draw the line" means to

- A. clarify right and wrong.
- B. divide something equally.
- C. mark out the playing field.
- D. separate according to ability.

5. Here "baffled" means

- A. bewildered.
- B. furious.
- C. regretful.
- D. relieved.

III. Read the following passage and answer the questions below.

① The crowd has quieted, but an electric energy from the packed grandstands fills the air. The diver stands atop the platform, aware of television cameras below that are broadcasting his every muscle twitch to millions of viewers worldwide. He can smell the chlorine wafting up from the diving pool 10 meters below. The texture of the platform feels rough beneath his feet. He takes a breath, makes his approach, and jumps sharply upward. Then he twists through the air, executing a perfect dive and, finally, with no more than a few drops of splash, knifes smoothly into the cool water. The diver opens his eyes. Feeling confident and relaxed, he now looks ahead at the platform and gets ready to climb the familiar ladder to make his practice dive before the actual competition, still weeks down the road.

② This diver had just gone through one of his most important workouts before he actually stands up on the Olympic diving platform: visualization. Olympic divers, such as David Boudia and Thomas Finchum, as well as other top athletes, use trusted psychological tactics such as visualization and positive self-talk to stay at the top of their games—even when the pressure is on. Yet the sports psychologists who teach these techniques now have more scientific results in hand, and they are learning that the athlete's mental tools are just the jumping-off point to achieving peerless performance. Giving an athlete or team the best chance of bringing home the gold also requires creating an entire environment of carefully constructed group and interpersonal dynamics. Sports psychologists are no longer just training athletes. They are also training the coaches and family members in the competitors' lives. "We've learned a lot in the past 10 or 15 years about how to be more effective" in teaching everyone around an athlete how to help him or her excel, says Daniel Gould, professor of applied sports psychology at Michigan State University. And the athletes say the work is paying off.

③ Even an athlete in the most individual of sports is part of a complex network of relationships. Coach, family, friends, even team administrators are an extensive and often under-recognized part of the experience. Elite athletes might be better than the average person at shutting out distractions, managing their emotions, and controlling their energy levels. But they are not immune to an overbearing parent, negative coach, or unsupportive teammate. Coaches and support staff, whether they realize it or not, are creating a mental environment for athletes, not just a physical training regimen. And although sports psychologists are often deployed for the benefit of the athletes, "a lot of times we work through the coach because the coach is creating a psychological climate," Gould says.

④ Counselors are achieving "a huge gain in better educating our coaches," Gould continues. By the time an athlete reaches college or professional levels, coaches are almost operating like CEOs, Gould notes. They're in charge of coordinating a huge organization of specialists—athletes, nutritionists, strength coaches, media liaisons, and psychologists. So to gain access to athletes, physically and mentally, a sports psychologist must first be accepted and supported by the coach. Then the expert can start working to help the coach maintain a productive, balanced emotional arena for the athletes. Gould describes this environment as a fine balance of autonomy—individually empowered athletes and staff—and connectivity, essentially a feeling of relatedness among the entire group. "That's pretty easy to say," Gould says. But helping coaches and teams achieve that state is no small task. Especially when everyone is under the extreme stress of high-level competition.

⑤ Other psychologists have focused their efforts on helping athletes smooth over these support relationships themselves. Adeline Gray, a 2012 Olympic hopeful as an alternate for the first U.S. women's wrestling team, can attest to the powerful role sports psychology can play in helping her support network help her. Gray knows that to do her best she needs to be calm and upbeat before hitting the mat. "If I get too nervous, it's too much," she says. But her father, who has been one of her biggest supporters and long-time coach, had a habit of trying to pump her up before matches, getting in her face and yelling. This interference was starting to get to Gray. So her sports psychologist helped her work up the courage to ask her dad, instead, for a hug and a smile. Just like that, her dad switched to the hug, and she was able to enter into her matches in a better frame of mind.

⑥ The field of sports psychology is spotty on a global scale. Although many pro and Olympic—and even college—teams in the U.S. and other wealthier countries work extensively with sports psychologists, most teams across the world do not have this luxury. One of the biggest challenges facing the field, however, is that it's nearly impossible to measure results. Athletes can report what they were thinking and how they felt, and those answers can be measured against the competitive results. But Gould says that's not good enough. Brain-imaging studies are likely to be the next step in improving the mental game. With a peek into high-performers' brain activity, sports psychologists and coaches might be able to learn some of the secrets to success—and then try to teach these ways of thinking to other athletes.

[Adapted from *Scientific American* (August 1, 2012).]

(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑥.

1. In Paragraph ① the writer mainly
 2. In Paragraph ② the writer mainly
 3. In Paragraph ③ the writer mainly
 4. In Paragraph ④ the writer mainly
 5. In Paragraph ⑤ the writer mainly
 6. In Paragraph ⑥ the writer mainly
-
- A. describes how athletes visualize their best past performance and use it to create a clearer image for the next competition.
 - B. emphasizes the importance for sports psychologists to work with coaches, so that athletes and people in supporting roles can do their jobs independently and jointly.
 - C. explains how people surrounding athletes influence them mentally and how sports psychologists work closely with those people.
 - D. illustrates how athletes imagine the situation in which they will perform and use it as mental preparation for the real competition.
 - E. indicates the future direction sports psychologists may take to help athletes gain better outcomes by introducing more scientific techniques.
 - F. outlines sports psychologists' approaches to creating an environment that enables athletes to achieve the best result.
 - G. predicts that new scientific technology such as brain-imaging will enable sports psychologists and athletes to build an ideal network of human relationships.
 - H. presents a story in which a sports psychologist resolves a conflict between an athlete and a coach by spending more time communicating with the coach.
 - I. shows an example in which sports psychologists help athletes by encouraging them to resolve problems in their relationships with their supporters by themselves.

(2) Indicate which of the following statements are TRUE, according to the passage. Choose ONLY FOUR answers.

- A. Adeline Gray's father stopped stirring her up before matches because she asked him for more gentle encouragement like a hug.
- B. Daniel Gould is not fully satisfied with the current methods sports psychologists employ and seeks an alternative that allows them to see athletes' mental states more directly.
- C. Elite athletes are better at dealing with interference from coaches, family, and friends, so they often achieve their best performance without help from sports psychologists.
- D. Normally, it is easy for sports psychologists to create a good mental environment for athletes and supporters because they are all determined to achieve high goals.
- E. Some athletes are skeptical about psychological tactics sports psychologists teach them to use, so they trust physical training more.

- F. Sports psychologists not only train athletes by teaching them various tactics to cope with their mental states, but also educate coaches who play a significant role in college or professional sports.
- G. Sports psychologists play an important role in professional sports in the U.S. and they will do so across the world in the near future.
- H. The approaches sports psychologists take vary depending on whether they work for an athlete in individual sports or for one in team sports.
- I. The effect of the approaches sports psychologists currently employ is measured by relating the athletes' subjective perceptions to their results in competitions.

(3) Choose the ONE way to complete each of these sentences, which relates to the underlined words in the passage.

1. Here "peerless" means

- A. artistic.
- B. dynamic.
- C. supreme.
- D. uncompromising.

2. Here "paying off" means

- A. economical.
- B. effective.
- C. encouraging.
- D. essential.

3. Here "immune to" means

- A. critical of.
- B. free from.
- C. happy with.
- D. used to.

4. Here "to attest to" means to

- A. clarify.
- B. exemplify.
- C. signify.
- D. verify.

(4) Choose the best title for this passage.

- A. "Sports Psychologists Extend Their Counseling to Athletes' Coaches and Families"
- B. "Sports Psychologists Perform Better than Athletes and Coaches"
- C. "Sports Psychologists Turn Sports into Mental Games"
- D. "Sports Psychologists Visualize High Performance with Brain-imaging Technology"

IV. Choose the ONE way to fill in each of the blanks in the following sentences that is NOT appropriate.

1. _____ a farmer, he never gets up at dawn.
A. Although he is
B. Despite he is
C. Even though he is
D. In spite of his being
2. I _____ calling him yesterday.
A. avoided
B. gave up
C. intended
D. tried
3. I really need to know _____ you are going.
A. how
B. what
C. when
D. why
4. The girl looks _____ the elderly man.
A. after
B. at
C. for
D. out
5. You should try taking _____ sugar in your coffee.
A. a little
B. any
C. less
D. no

V. Choose the ONE underlined phrase in each sentence below that is grammatically INCORRECT.

1. He refuses to answer to anyone, so we won't even discuss about the possibility of
(A) (B) (C)
giving him the position.
(D)
2. I think you will not have many difficulty if you apply your skills effectively.
(A) (B) (C) (D)
3. It is easy to misunderstood what others are saying if they are talking in a language
(A) (B) (C)
that is not your own.
(D)
4. What matters best is the fact that you give it your all in the exam.
(A) (B) (C) (D)

[以 下 余 白]