



## 英 語 問 題

はじめに、これを読みなさい。

## (注意事項)

1. この問題冊子は、26 ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. この試験時間は 80 分である。
3. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合して確認すること。
4. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
5. 解答は、すべて解答用紙の所定欄に記入またはマークすること。解答欄以外のところには何も記入しないこと。解答欄は裏にもある。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれも HB・黒)で記入すること。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 問題に指定された数よりも多くマークしないこと。
9. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
10. 解答用紙は、絶対に持ち帰らないこと。
11. この問題冊子は必ず持ち帰ること。
12. 解答をマークするときには、下記の記入例を参照すること。

## (マークの記入例)

良い例	悪い例
	

[ I ] 次の英文を読んで設問に答えなさい。

The adult human is a serious animal: a worker, a thinker, a problem solver. He or she strives for focus and efficiency, resisting fun in the name of being a grown-up and staying on task.

OK, so maybe that's not always true. If it were, there probably wouldn't be ping-pong tables popping up in America's trendiest office buildings or karaoke nights in downtown Boston. And there probably wouldn't be so many funny dog videos on Facebook or such a premium placed on making other people laugh in social situations. <sup>(A)</sup>

The fact is, even the most responsible adults occasionally indulge in what can only be described as playfulness: pursuing delight in all its forms, engaging in friendly, low-risk competition, and investing precious resources in amusing themselves and others. ( B ) it's easy enough to say from personal experience that we do this stuff because it's fun, scientists who specialize in the psychology of play have only recently started getting a grip on what it is that makes otherwise calm, mature adults inclined toward fooling around and being silly — and what long-term benefits they get out of it.

“Adults are playful — that's a fact,” said René Proyer, a psychologist at the University of Zurich who has written more than a dozen papers on adult playfulness over the past three years. “[But] psychologists haven't thought much about this, probably because it wasn't deemed worthy enough.”

What Proyer and the other researchers who have recently moved to fill that gap are discovering is that playfulness, as a personality trait, is not only complex but consequential. People who exhibit high levels of playfulness — those who <sup>(C)</sup> are inclined to be spontaneous, outgoing, creative, fun-loving, and lighthearted — appear to be better at coping with stress, more likely to report leading active lifestyles, and more likely to succeed academically. According to a group of researchers at Pennsylvania State University, playfulness makes both men and

women more attractive to the opposite sex.

But wait. Before you run to the store to buy a yo-yo and a pair of roller skates in hopes of succeeding in your next exam or improving your romantic game, you should know that the whole endeavor of researching playfulness in adults poses a ( D ). As British researchers Patrick Bateson and Paul Martin argue in their 2013 book, *Play, Playfulness, Creativity, and Innovation*, it's crucial to distinguish between engaging in behavior that is technically play — battling it out in an intense game of tennis, for instance, or wasting time on an addictive iPhone game — and doing it in a way that is actually playful, which for Bateson and Martin means “cheerful, frisky, lively, good-natured, joyous, merry, spirited, sprightly and/or vivacious.” この分野の研究者たちが直面している重要な課題は、ある人がいかに行動しているかを単に記述することよりもむしろ、playfulness を心の内なる状態として特定し定義する方法を見つけることである。

(7) “Playfulness is something even people without expertise can recognize when they see it,” said Xiangyou Sharon Shen, a research consultant with a PhD in leisure studies from Pennsylvania State University, who has developed a psychological instrument to determine a person’s inclination toward playfulness. “But playfulness research is still in its infancy ( F ) there’s a lot of confusion and disagreement surrounding what playfulness even is and how to measure it.”

(1) The subject of play has attracted the interest of some of history’s great minds, including Charles Darwin, who was curious about the mechanics of tickling, and Sigmund Freud, who wrote about the role of play in emotional development. With few exceptions, however, psychologists interested in play have focused on children rather than adults. Over the years, a wealth of research has suggested that child’s play is an important part of growing up — that, among other things, it helps kids “practice” for the real world by prompting them to solve problems and deal with emotions they might encounter later in life.

(7) "I think it just didn't seem as respectable as other things, which is too bad," said Scott Eberle, the editor of the *American Journal of Play*. "The grave and the serious seem more important than the way we find playfulness in our lives."

Mary Ann Glynn, a professor at Boston College, was one of the first researchers to break with this tradition. She, along with her coauthor Jane Webster, published a paper in the early 1990s that described adult playfulness as "an inclination to define and engage in activities in a nonserious or fanciful manner to increase enjoyment." Based on a series of lab experiments and surveys, Glynn and Webster concluded that playfulness in adults was linked to "innovative attitudes" and "intrinsic motivational orientation<sup>1</sup>," meaning playful people were more likely to do things without regard for their practical purpose. The researchers also found that when study participants were asked to compose sentences using a specific set of words and told to treat the task as work, they exhibited less creativity and imaginative thinking than people who were instructed to approach the exact same task as play.

(8) One of the most interesting findings Proyer has generated so far is that playful people perform better academically — a discovery he made after conducting a study on his own students over the course of a semester. "The more playful the students were, the better the grades were," he said. He pointed out that the course in question was extremely challenging and technical, not one where being particularly playful would give an obvious advantage.

Another interesting finding, reported by University of Illinois associate professor and playfulness expert Lynn A. Barnett, is that playful people are less likely to encounter stress in their lives, and that when they do, they're better at coping with it. "People who are playful don't ( I ) stress — they don't do avoidance," Barnett said.

Another study, coauthored by Pennsylvania State University professor Garry

Chick, found that when asked about qualities they looked for in potential romantic partners, participants said they preferred playful people. A separate study conducted at Pennsylvania State University, this one focused on the elderly, showed that playfulness in later life is associated with better cognitive<sup>2</sup> and emotional functioning.

It's clear that playful people have a better time. But is the level of playfulness that comes naturally to you fixed, or is it something you can knowingly cultivate<sup>(1)</sup>? "It's the 64 million dollar question<sup>3</sup>," said Barnett, noting that the one relevant study she's aware of, in which researchers tried to train children to become better at pretend-play<sup>4</sup>, ended in failure.

Most researchers in the field seem optimistic, though. Patrick Bateson, for one, says playfulness should be seen not as a fixed trait but rather as a mood that some people are more likely to express than others. That being the case, he wrote in an e-mail, he hopes that "non-playful people can be encouraged to become more playful."

We need to allow ourselves to indulge in the pleasures of pointless or purely enjoyable activity, whether that means board games, dancing, playing tricks, or making other people laugh. Growing up, in other words, doesn't have to mean cutting fun and lightheartedness out of our lives. On the contrary, it may mean realizing that engaging in such childishness is an excellent use of our time.

(Adapted from "What playfulness can do for you" by Leon Neyfakh, *The Boston Globe*, 2014)

(注)

1 intrinsic motivational orientation 内発的な動機づけをもつ傾向

2 cognitive 認知的な

3 the 64 million dollar question 簡単に答の見つからない重要で難しい問題

4 pretend-play ごっこ遊び

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 下線部(A) premium の意味に最も近いものは次のどれか。

- ① heavy cost
- ② high value
- ③ low price
- ④ severe criticism

(2) 空欄(B)に入る最も適切なものは次のどれか。

- ① Although
- ② Because
- ③ If
- ④ When

(3) 下線部(C) consequential の意味に最も近いものは次のどれか。

- ① brings results
- ② causes confusion
- ③ raises awareness
- ④ shows weaknesses

(4) 空欄(D)に入る最も適切なものは次のどれか。

- ① fun
- ② participant
- ③ problem
- ④ summary

(5) 空欄(F)に入る最も適切なものは次のどれか。

- ① even though
- ② in that
- ③ nevertheless
- ④ on the contrary

(6) 下線部(G) prompting の意味に最も近いものは次のどれか。

- ① encouraging
- ② preventing
- ③ promising
- ④ requesting

(7) 下線部(H) innovative の意味に最も近いものは次のどれか。

- ① aggressive
- ② confident
- ③ creative
- ④ honest

(8) 空欄(I)に入る最も適切なものは次のどれか。

- ① deal with
- ② look at
- ③ run away from
- ④ take care of

(9) 下線部(J) comes naturally to you の意味に最も近いものは次のどれか。

- ① you aim to achieve
- ② you are aware of
- ③ you are born with
- ④ you want to maintain

- 2 次の文が入る最も適切な場所を本文中の空欄 (ア) ~ (エ) の中から1つ選び、その番号を解答欄にマークしなさい。

Playfulness in adults did not become a significant area of research until recently — perhaps because play tends to become less central as people get older.

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

- 3 下線部(E)「この分野の研究者たちが直面している重要な課題は、ある人がいかに行動しているかを単に記述することよりもむしろ、playfulnessを心の内なる状態として特定し定義する方法を見つけることである」を英訳すると、たとえば次のような英文になる。

An important ( ① ) that researchers in this field are ( ② ) is ( ③ ) out how to identify and define playfulness as an internal state of mind rather ( ④ ) a mere description ( ⑤ ) how someone is acting.

それぞれの空所に最も適切な語を1つ書いて、文を完成させなさい。ただし、次の〔 〕内の単語は、必ず1度用いること。同じ語を2度以上用いてはならない。

[challenge, figuring, of]



4 本文の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Which of the following is stated as one of the research findings in the text?

- ① Unlike adults, children can be trained to be good at any kinds of play.
- ② People with a high level of playfulness are poor at coping with stress.
- ③ Playfulness is an unfavorable quality in a potential partner.
- ④ Playful older people are more likely to have better cognitive and emotional functioning.

(2) According to the text, which of the following adjectives is NOT related to playfulness?

- ① easygoing
- ② energetic
- ③ happy
- ④ idle

(3) Which of the following is NOT stated in the text?

- ① Researchers have shown more interest in children's play than that of adults.
- ② Playfulness has been seen as more important than seriousness.
- ③ A person who is engaged in play does not necessarily do it in an actually playful way.
- ④ Most researchers seem to think that adults can raise their level of playfulness.

〔Ⅱ〕 次の英文を読んで設問に答えなさい。

Esperanto is a constructed language intended for worldwide use between speakers of different languages. It is designed to facilitate communication among people of different languages, countries, and cultures. Supporters of Esperanto have reservations about calling other languages “natural,” as opposed to Esperanto being “artificial.” Hence they prefer to call other languages national, ethnic, or traditional. Its supporters claim for it two crucial advantages over other languages.

The first of these claimed advantages is that Esperanto allows communication on an equal footing between people of different native languages. In using Esperanto, neither is speaking the other one’s language, but both meet on equal ground. The second claimed advantage is that Esperanto is considerably easier to learn than national languages, since its design is far simpler and more regular.

The origins of Esperanto can be traced to the situation in the nineteenth century, by which time Latin had lost its position as the universal language of scholarship and wider communication in Europe and the Western world. With the growth of national languages throughout Europe, people had begun to be more aware that there was a language problem: people couldn’t understand one another unless they learned one another’s languages. Foreign languages are hard to learn, and even the best linguists can only learn a handful of the thousands of languages in the world. Even today, if we consider only those languages with a large enough literate population to have a daily newspaper published in them, we are faced with somewhere between 50 and 100 such major languages. Probably none of us have mastered more than five or six of them, and most people know fewer.

(7) This awareness of the language problem is one of the intellectual currents that gave rise to Esperanto. Its creator, Ludovik Zamenhof

(1859-1917), was a Jewish physician living in a part of eastern Europe where populations speaking Russian, Polish, German, and Yiddish were in conflict with one another. One of the reasons for these conflicts, Zamenhof believed, was that people literally didn't speak the same language. And they ( C ) having to speak other people's languages.

(1) The other intellectual current from which Esperanto springs is the philosophical fascination with what are now called universals of language. Leibniz, Descartes, and others had struggled with the questions of what all human languages have in common, and how one can extract from them some essence that would be universal. (D)

(2) Esperanto, then, was ( E ) in 1887. Zamenhof published it under the name "Dr. Esperanto," meaning "one who hopes." This name then got transferred to the language itself, which came to be known as Esperanto. It attracted a steadily increasing body of supporters, first in what was then the Russian empire and then elsewhere, in the last years of the century. It reached Britain, for example, in 1903.

(3) It is perhaps worth emphasizing that it is not intended to replace existing languages: rather, the idea is that Esperanto should be used alongside them, primarily for international contacts, as a means of communication between speakers of different mother tongues.

Most speakers of Esperanto are what we might call voluntary enthusiasts, who have made a conscious decision to learn the language for practical or idealistic reasons. They have learned it specifically with a view to international contacts, and hence in their learning and use of the language are strongly motivated to aspire towards international norms. There is widespread awareness of the likelihood or danger of interference from the mother tongue, and a conscious striving not to create local varieties of the language, but to make one's Esperanto "international." When other users of Esperanto congratulate me on my good pronunciation of Esperanto, they are referring to the fact that I don't

sound particularly like an Englishman.

I ( G ) that the two main claimed advantages of Esperanto over national languages are ease of learning and political neutrality. Esperanto is easy because it is regular. Its grammatical rules have no exceptions. So for example, every noun forms its plural in the same way and every verb forms its past tense in the same way. There are no irregular verbs. Moreover, it is easy to learn because of the way words are built up out of simpler elements. And it is easy because its spelling is regular.

Esperanto is politically neutral in that it is no one's and everyone's. Perhaps in this respect it is a bit like the Internet, which no one can control because no one owns it. By using Esperanto you escape the power relationship that is inherent if A speaks, or is forced to speak, B's language on the one hand, or if B <sup>(H)</sup> speaks A's language on the other. It also avoids the imperialist connotations<sup>1</sup> which are inevitably still attached to some extent to languages such as English and French, the languages of the great powers. But political neutrality is a complex concept that is interpreted differently at different times and in different places. Esperanto has regularly been suppressed by totalitarian<sup>2</sup> governments and its supporters imprisoned or killed. Many died under both Hitler and Stalin for the crime of being Esperantists, and so possibly having international contacts that were not ( I ) by the state.

(Adapted from "Esperanto: a joke, or a serious option?" by J. C. Wells, [https://www.phon.ucl.ac.uk/home/wells/esperanto\\_joke.htm](https://www.phon.ucl.ac.uk/home/wells/esperanto_joke.htm), 2003)

(注)

- 1 imperialist connotation 帝国主義的な意味合い
- 2 totalitarian 全体主義の

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 下線部(A) facilitate の意味に最も近いものはどれか。

- ① control
- ② express
- ③ limit
- ④ promote

(2) 下線部(B) footing の意味に最も近いものはどれか。

- ① appearance
- ② basis
- ③ shape
- ④ size

(3) 空欄(C)に入る最も適切なものは次のどれか。

- ① became confident about
- ② became excited about
- ③ felt bitter about
- ④ were envious about

(4) 下線部(D) extract の意味に最も近いものは次のどれか。

- ① bury
- ② expand
- ③ obtain
- ④ treat

(5) 空欄(E)に入る最も適切なものは次のどれか。

- ① fired
- ② discovered
- ③ introduced
- ④ opened

(6) 下線部(F) likelihood の意味に最も近いものは次のどれか。

- ① availability
- ② necessity
- ③ possibility
- ④ uncertainty

(7) 空欄(G)に入る最も適切なものは次のどれか。

- ① demanded
- ② mentioned
- ③ questioned
- ④ required

(8) 下線部(H) inherent の意味に最も近いものは次のどれか。

- ① accidental
- ② built-in
- ③ foreign
- ④ vital

(9) 空欄(I)に入る最も適切なものは次のどれか。

- ① approved
- ② closed
- ③ protected
- ④ rejected

- 2 次の文が入る最も適切な場所を本文中の空欄 

(ア)
-----

 ~ 

(エ)
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 の中から1つ選び、その番号を解答欄にマークしなさい。

The aim of Esperanto is to be a second language for all humankind.

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

- 3 本文中の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Which of the following is NOT stated in the text?

- ① Esperanto is seen as a politically neutral language, unlike English and French.
- ② Esperanto speakers are uncomfortable when the language is described as artificial.
- ③ Zamenhof invented Esperanto to encourage peaceful relations between people.
- ④ Zamenhof signed his article as "Dr. Esperanto" because he was a doctor of philosophy.

(2) Which of the following is described as an advantage of using Esperanto?

- ① Esperanto enables speakers to develop local varieties of the language.
- ② Esperanto supports volunteer projects in eastern Europe.
- ③ Esperanto is easier to learn in comparison to national languages.
- ④ Similar to Latin, Esperanto is a universal language of scholarship.

(3) Which of the following is NOT stated in the text?

- ① Esperanto is a language that has no irregular verbs.
- ② Some people have been imprisoned for supporting Esperanto.
- ③ The goal of the Esperanto movement is to replace existing languages.
- ④ The spelling rules of Esperanto are all consistent.



〔Ⅲ〕 以下の空欄に入れる最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) The meaning of gestures used in one culture can sometimes be quite different from (        ) people from another culture understand.

- ① what
- ② where
- ③ which
- ④ why

(2) Studies (        ) by many famous researchers around the world show that the temperature of the earth has risen steadily.

- ① conduct
- ② conducted
- ③ conducting
- ④ to conduct

(3) One of the things I (        ) differently would have been to focus more on the present moment. I find myself overplanning too often.

- ① have been done
- ② will be done
- ③ would be done
- ④ would have done

(4) The president of XYZ Corporation is expected to ( ) so as to take responsibility for accounting irregularities.

- ① step down
- ② step into
- ③ step on
- ④ step over

(5) We have been using the word "globalization," and ( ) intuitively it is an easy concept, there are several different definitions.

- ① as soon as
- ② because
- ③ since
- ④ while

(6) ( ) answer these questions, you have to thoroughly read the chapter.

- ① According to
- ② In order to
- ③ Thanks to
- ④ With respect to

(7) The new energy-efficient programs are expected to dramatically reduce the rate of electricity consumption ( ) about 30 percent over the next three decades.

- ① at
- ② by
- ③ of
- ④ on

(8) If a bicycle (        ) properly, we can ask for further repairs at no extra cost.

- ① has been repairing
- ② has not been repaired
- ③ has not repair
- ④ has to be repaired

(9) One of the most famous baseball players in the U.S. was arrested for (        ) driving too fast in a residential area.

- ① allege
- ② alleged
- ③ allegedly
- ④ alleging

(10) In addition to studying and having part-time jobs, there is just so (        ) I want to do when I enter college.

- ① anything else
- ② many more
- ③ more than
- ④ much more

[IV] 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) A: I really want to try the new Italian restaurant that's just opened.

B: Me too! Why don't we ( ) next weekend?

A: Great idea!

- ① check it in
- ② check it on
- ③ check it out
- ④ check it through

(2) A: Terry seems really worried these days. Is he all right?

B: He has got a lot ( ) at the moment. He's stressed at work, and I think he's having some problems at home.

A: That's too bad.

- ① by his mind
- ② in his mind
- ③ on his mind
- ④ to his mind

(3) A: How are things going between you and your new boss?

B: Much better, thanks. We're ( ) fine now.

A: I'm glad to hear that.

- ① bringing along
- ② getting along
- ③ putting along
- ④ taking along

(4) A: I haven't seen Rebecca for such a long time. How is she?

B: She's very well, but she's really busy. ( ) her regular job, she's also doing volunteer work on weekends.

- ① Apart from
- ② Instead of
- ③ Next to
- ④ Rather than

(5) A: We've ( ) milk. Can you buy some more on the way home?

B: Sure. Send me a text message later to remind me.

A: Okay!

- ① been out of
- ② got out of
- ③ left out of
- ④ run out of

(6) A: How did your presentation go?

B: ( ), it was fine. I was a bit nervous at the beginning, but I got more confident. Some of the questions were difficult, but I think I answered them all right.

A: Sounds like it went well.

- ① At the whole
- ② By the whole
- ③ In the whole
- ④ On the whole

(7) A: It's such a beautiful morning.

B: Yes, it is! We should go for a picnic.

A: Great idea! It's a perfect day for ( ) in the park.

- ① hanging by
- ② hanging on
- ③ hanging out
- ④ hanging over

(8) A: How was your trip?

B: I didn't go. I had to ( ) because I couldn't get a visa in time.

A: I'm sorry to hear that.

- ① call it off
- ② cut it off
- ③ take it off
- ④ turn it off

(9) A: Did you enjoy studying abroad?

B: ( ), I found it really difficult at first. But after a few weeks, I loved it!

A: Great! Let's go for coffee. I want to hear all about it.

- ① To be fair
- ② To be honest
- ③ To be right
- ④ To be true

(10) A: We need to hurry, or we'll miss the train.

B: Give me a minute. I'm just looking for my wallet.

A: Come on! We need to leave (        ), or we'll miss it.

- ① right away
- ② right soon
- ③ right through
- ④ right to

[V]. 次の(A)~(J)の空欄に入る最も適切なものを①~⑬の中から1つ選び、その番号を解答欄にマークしなさい。ただし、同じものを2度以上使ってはならない。

*Adharanand Finn is assistant production editor at "The Guardian," and author of two books, "Running with the Kenyans: Discovering the Secrets of the Fastest People on Earth" and "The Way of the Runner: A Journey into the Fabled World of Japanese Running." "Running with the Kenyans" was published in 2012 and has become a well-respected book. The story is the product of Finn studying Kenya's running culture for six months during 2011. Again, in 2014, he immersed himself and his family in running culture, this time Japan's. Christopher Kelsall (CK), editor of "Athletics Illustrated," an online publication about athletics, interviews Adharanand Finn (AF) about his most recent book.*

CK: The Japanese appear to be into running as much as or more than anyone else. Can you describe the level of interest that they possess?

AF: In Japan, all anyone cares about is road running and in particular marathons and *ekiden* races. Track running, even long distance, is just not on the radar. *Ekiden* races are long-distance relay races and they're super popular. The biggest race of the year, the Hakone Ekiden, brings the nation \_\_\_\_\_ (A) . Run over two days (January 2nd and 3rd) and featuring only male university teams from the Kanto region, it captures TV viewing audience figures of around 30%, which is higher than any other annual sporting event in Japan. The top runners at the Hakone Ekiden are some of the biggest, most famous sports stars in Japan.

CK: Is it because all of the athletes are of similar capability that they make the race exciting?



AF: Not really. The fact that it is a relay is exciting. This is the biggest race of their lives. In the year I watched, for example, on the first leg, which is around 21 kilometers long, 10 of the 23 runners in the race broke their personal record in the first 10 kilometers. They just \_\_\_\_\_ (B) \_\_\_\_\_ right from the start.

The team spirit is also impressive, with runners breaking down \_\_\_\_\_ (C) \_\_\_\_\_ of their teammates at the end of each leg, many collapsing on the road or needing to be given oxygen. It's all very dramatic.

Then, with this particular race, the popularity comes partly from its long history — the race has been run for over 90 years now — and the fact that it starts in Tokyo and runs to the foot of Mount Fuji and back, and the fact that it takes place during a national holiday while everyone is at home \_\_\_\_\_ (D) \_\_\_\_\_ with nothing much else to do. It has become a national tradition to watch the Hakone Ekiden after New Year.

CK: What is the origin of Japan's fascination with long-distance road running?

AF: Japan has a long history of marathon and *ekiden* running. While the running boom in the West happened in the 1970s and 1980s, in Japan the boom happened in the 1940s. As the country began to rebuild itself after the destruction of the Second World War, marathon running was seen \_\_\_\_\_ (E) \_\_\_\_\_ all the attributes required of the country — persistence, determination, willpower — so marathon runners were admired and races became popular.

CK: Apparently you spent six months living in Japan, immersing yourself in their running culture. Are there any other stories that \_\_\_\_\_ (F) \_\_\_\_\_ ?

AF: Yes, I look at how the seriousness of the sport in Japan is in some ways one of the hindering aspects. Many of the corporate runners generally don't enjoy training, and coaches can be very strict. Yet I also find the beginnings of a small change taking place. Younger coaches are       (G)      , questioning the traditional Japanese approach of strict discipline and effort over fun and enjoyment. One of the main characters in my book is one of these young, modernizing coaches, named Kenji Takao.

CK: How did Kenji begin to change his ideas about training? Does he have an influential mentor?

AF: Kenji's biggest influence is the mistakes of his own career. At one point he was the second fastest junior in the world for 10,000 meters,       (H)       as an international star later in life. He is constantly talking about how he wants to avoid the mistakes he made, such as overtraining without enough rest.

In Japan, the traditional method is to run       (I)       as you can. If you're struggling with form, if you're tired, then train harder. But this goes against all the evidence. So Kenji embraces rest and recovery because it's part of a more scientific approach; a more modern approach.

CK: Does Kenji continue to adhere to the very high volume of training that the Japanese are famous for?

AF: No. As I've said, he is a believer       (J)      , with rest and recovery taken more seriously.

(Adapted from "Adharanand Finn Interview — Author of *Running with the Kenyans* and *The Way of the Runner*," <http://athleticsillustrated.com>, 2015)

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- ① yet he never made it
- ② give it everything
- ③ as something that embodied
- ④ go deeper into that culture
- ⑤ with their families
- ⑥ give it nothing
- ⑦ coming through with new ideas
- ⑧ as hard and as far
- ⑨ to a complete halt
- ⑩ in a more methodical approach
- ⑪ in the sky
- ⑫ in the arms
- ⑬ because that embodied