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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 questions below.

My grandparents' bathroom, unlike many others, didn't have a wide selection of magazines to flip through to pass the time. Other than a slightly odd framed sketch of a man selling apples, there was only one other object that warranted my attention: a paperback entitled *The Yogi Book*. A crazed Yankee fan as a kid (my middle school email, Xbox gamertag, and room design were all Yankees-themed), I loved flipping through a quote book of one of the greatest Yankees of all time, Yogi Berra. I must have read that short book one hundred times over. Of the many Yogi-isms I read, a few stuck with me to this day. "When you come to a fork in the road, take it," "Nobody comes here anymore, it's too crowded," and, most famously, "It ain't over 'til it's over." But there's another saying that stood ( 1 ) to me.

"Baseball is 90% mental, and the other half is physical."

While the numbers don't add up and few people attempt to unpack the philosophy of Berra, there is an obvious point he makes. Mentality is important to baseball. Berra suggests it's even more important than the physical part—which may seem to be a crazy concept. This mathematically erroneous phrase retains its value across sports. Today, the idea that mental proWess has a role in sports is common knowledge and finds its way into many of sports' most popular clichés, like "Get your head in the game!" and "You have to want it more!" It's a universally accepted truth that there is more to sports than pure physical talent. Sports psychology, the broad study of how the mind affects performance and participation in sports, started gaining attention in the early twentieth century, but it would be silly to assume that people considered the mind and the athletic body separate before then. There was just no way to scientifically test the link between the two, a blockade that still gives researchers trouble even with our current technological innovations.

Despite the absence of methods to test the theory, the distinction between mind and body in athletic competition can be traced back to the time of the ancient Greek Olympic Games. Soon after the first ever Olympics were held in Greece nearly 2,500 years ago, Aesop wrote his famous fables. The only one of Aesop's stories I remember is "The Tortoise and the Hare." The moral of that story is clear: slow and steady wins the race. We've heard it thousands of times. The distinction Aesop makes is a simple one, and its message still holds true today. No matter how much more physically equipped and skilled one side is, the mental approach of the team can ( 2 ) its chances at winning. Mentality can level the playing field and tip the scales regardless of physical skill.

If Berra is right, it's remarkable how little we understand about the mind of an athlete. What does it mean to have the mental fortitude to thrive at the top levels of sport? And why, in an era of exploding statistics, analysis, and data, do we understand so little about the mental side of the game?

We know that mentality is vital in everything we do. Saying the mind is not utilized in sports is ridiculous, but since Aesop's time, we have taken this concept for granted. We know the mental aspect is important, but we don't know why, and because of this, we cast mentality aside. The implications and intricacies are forgotten, and we take this dogma at face value. The sports world, including fans, does not fully understand the significance of mentality. It isn't seen as a make-or-break factor for an athlete, whereas physical skill and athleticism are defining features. An athlete is an athlete because he consistently bats around .300 or because she can drive a golf ball over two hundred yards, not because of how he or she performs ( 3 ) pressure; mentality is undermined constantly by physical skill and physical appearance. We need to deeply critique and offer alternatives to the biases surrounding mentality in sports and shed light on many overlooked concepts that are rarely investigated because of how common sense they seemingly are.

[Adapted from Luca Romeo, *Mind over Data: Commodified Athletes and Overlooking Mental Power* (2019).]

(1) Choose the one way to complete each of these sentences that does NOT agree with the passage.

1. Yogi Berra

- A. fascinated the author in his childhood with his quirky quotes.
- B. was a professional sports psychologist.
- C. was not very well understood in his views.
- D. wrote a book about his thoughts on life and sports.

2. Aesop's fables

- A. argued for the importance of physical training.
- B. contain some messages that are taken for granted despite their wisdom.
- C. had deep messages that are still relevant today.
- D. were written not long after the first Olympics.

3. The mental side of sports

- A. has been accepted for a long time as a prerequisite for success.
- B. has been researched extensively despite the lack of data.
- C. is a part of many clichés in modern sporting circles.
- D. is not really understood regarding its significance.

4. The author

- A. criticizes Berra for his unusual philosophies.
- B. does not remember most of Aesop's fables.
- C. often read in his grandparents' bathroom.
- D. was an avid baseball fan as a child.

5. Sports psychology

- A. examines the role of the mental side of sports.
- B. has still not been able to understand the complexities of the mind.
- C. uses science to explore the link between mental and physical aspects.
- D. was the first attempt to separate mind and body.

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

1. Here "prowess" means

- A. ability.
- B. creativity.
- C. humility.
- D. sensitivity.

2. Here "tip the scales" means

- A. hide one's advantage.
- B. make the critical difference.
- C. pay a compliment.
- D. weigh the importance.

3. Here "at face value" means

- A. as it seems without questioning.
- B. based on sound advice.
- C. by looking at the deeper meaning.
- D. through discussion with others.

4. Here "make-or-break" means

- A. confusing.
- B. futile.
- C. pivotal.
- D. unnecessary.

(3) Choose the best items to fill in the blanks.

- |              |            |            |          |
|--------------|------------|------------|----------|
| 1. A. out    | B. over    | C. through | D. up    |
| 2. A. divide | B. enhance | C. prevail | D. ruin  |
| 3. A. for    | B. from    | C. under   | D. using |

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

① The ways in which people communicate during conflicts vary widely from one culture to another. The kind of rational, straight-talking, calm yet assertive approach that characterizes Euro-American disagreements is not the norm in other cultures. For example, in traditional African-American culture, conflict is characterized by a greater tolerance for expressions of intense emotions than is the rational, calm model taught in mainstream U.S. culture. Ethnicity isn't the only factor that shapes a communicator's preferred conflict style. The degree of assimilation also plays an important role. For example, Latino Americans with strong cultural identities tend to seek compromise more than those with weaker cultural ties.

② Not surprisingly, people from different regions manage conflict quite differently. In individualistic cultures like that of the United States, the goals, rights, and needs of each person are considered important, and most people would agree that it is an individual's right to stand up for himself or herself. By contrast, collectivist cultures (more common in Latin America and Asia) consider the concerns of the group to be more important than those of any individual. In these cultures, the kind of assertive behavior that might seem perfectly appropriate to a North American would seem rude and insensitive.

③ Another factor that distinguishes the assertiveness that is so valued by North Americans and northern Europeans from other cultures is the difference between high- and low-context cultural styles. Low context cultures like that of the United States place a premium on being direct and literal. By contrast, high-context cultures like that of Japan value self-restraint and avoid confrontation. Communicators in these cultures derive meaning from a variety of unspoken rules, such as the context, social conventions, and hints. Preserving and honoring the face of the other person are prime goals, and communicators go to great lengths to avoid any communication that might risk embarrassing a conversational partner. For this reason, what seems like "beating around the bush" to an American would be polite to a Japanese. In Japan, for example, even a simple request like "close the window" would be too straightforward. A more indirect statement like "it is somewhat cold today" would be more appropriate. Another example is the Japanese reluctance to simply say "no" to a request. A more likely answer would be "Let me think about it for a while," which anyone familiar with Japanese culture would recognize as a refusal. When indirect communication is a cultural norm, it is unreasonable to expect more straightforward approaches to succeed.

● It isn't necessary to look at Eastern cultures to encounter cultural differences in conflict. The style of some other familiar cultures differs in important ways from the northern European and North American norm. These cultures see verbal disputes as a form of intimacy and even a game. Americans visiting Greece, for example, often think they are witnessing an argument when they are overhearing a friendly conversation. A comparative study of American and Italian nursery school children showed that one of the Italian children's favorite pastimes was a kind of heated debating that Italians called *discussione*, which Americans would regard as arguing. Likewise, research has shown that working-class Jewish speakers of eastern European origin used arguments as a means of being sociable.

● Within the United States, the ethnic background of communicators also plays a role in their ideas about conflict. When African-American, Mexican-American, and white American college students were asked about their views regarding conflict, some important differences emerged. For example, white Americans seem more willing to accept conflict as a natural part of relationships, whereas Mexican Americans describe the short- and long-term dangers of disagreeing. Whites' willingness to experience conflicts may be part of their individualistic, low-context communication style of speaking directly and avoiding uncertainty. It's not surprising that people from more collective, high-context cultures that emphasize harmony among people with close relationships tend to handle conflicts in less direct ways. With differences like these, it's easy to imagine how two friends, lovers, or fellow workers from different cultural backgrounds might have trouble finding a conflict style that is comfortable for both of them.

[Adapted from Ronald Adler and George Rodman, *Understanding Human Communication* (2006).]

(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑤.

1. In Paragraph ① the authors mainly describe
  2. In Paragraph ② the authors mainly describe
  3. In Paragraph ③ the authors mainly describe
  4. In Paragraph ④ the authors mainly describe
  5. In Paragraph ⑤ the authors mainly describe
- 
- A. American people's reluctance to understand Japanese people's indirect communication style.
  - B. how people from different ethnic backgrounds struggle to find a way to handle conflict even when they are from the same country.
  - C. how people's tendencies to communicate directly or indirectly depend on cultural norms.
  - D. that assertiveness is perceived differently between those who value the individual and those who place importance on the group.
  - E. the importance of ethnicity compared with assimilation in communicating during conflicts.
  - F. the inability of Japanese people to say "no."
  - G. the differences in communication styles during conflicts for different cultures.
  - H. the different views toward arguing in different countries and cultural groups.
  - I. the difficulties friends and lovers from different cultures have in communicating.

(2) Choose the BEST way to complete each of these sentences that does NOT agree with the passage.

1. Euro-Americans

- A. are known for their straight-talking approaches.
- B. disagree in a calm but assertive way.
- C. follow the norm of other cultures in their disagreements.
- D. have less tolerance of expressions of intense emotion than African-Americans.

2. Japanese people

- A. prefer to make simple requests.
- B. rely on unspoken rules.
- C. try not to embarrass their conversation partners.
- D. usually refuse indirectly.

3. Arguments

- A. are a part of the culture of Italians from a young age.
- B. are not seen as negative in all cultures.
- C. are often mistaken by Americans visiting Greece as friendly conversations.
- D. are viewed as a game in some cultures.

4. Conflict

- A. is a natural part of relationships to white Americans.
- B. is considered differently by white Americans and Mexican Americans.
- C. is handled less directly in high-context cultures.
- D. is more common in collectivist cultures.

- (3) Which of the following sentences best sums up the authors' main idea in the passage?
- A. Because of differences in conflict styles, it is not surprising that people from different cultures often misunderstand each other.
  - B. It is better for North Americans and northern Europeans to be more indirect in order to avoid conflicts with others.
  - C. It is necessary to avoid conflict in all cases, because some cultures consider conflict as unacceptable.
  - D. North Americans and northern Europeans have difficulty in understanding conflict in other cultures.
- (4) Choose the BEST way to complete each of these sentences, which relates to the underlined words in the passage.
1. Here "beating around the bush" means
    - A. acting in an overly cautious way.
    - B. being dishonest about something.
    - C. saying things overly directly.
    - D. taking time to get to the point.
  2. Here "heated" means
    - A. anxious.
    - B. disrespectful.
    - C. irritated.
    - D. passionate.

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

① Soccer is the most popular sport on the planet, a universal language like no other. Billions of people play and watch the game. Many of its greatest players, like those in other sports, have come from the margins of society. Part of what draws multitudes is that soccer is a place of possibility, where even those born into the most difficult of circumstances can become global icons, celebrated for playing a game that explodes with joy and creativity.

② Yet the men's side of professional soccer has given rise to a merciless process of talent identification and development that operates on a global scale. Many promising young players sign contracts with clubs whose finances depend on buying and selling those contracts in an international market. The "transfer fees" exchanged between clubs have risen drastically over the past few decades. Last summer, Paris Saint-Germain, a team bankrolled by Qatari investors, set a record by buying the Brazilian star Neymar from Barcelona for \$263 million. For top players, as well as the clubs and intermediaries involved in the soccer market's chains of speculation, there are fortunes to be made. For the masses of aspiring players, whose chances of succeeding are tiny, the human costs are in many cases quite brutal.

③ Starting in the 1980s, European national teams and professional clubs began organizing youth academies aimed at identifying and cultivating male players at a very young age. Those academies have now spread all over the continent, and the competition among the kids there, some brought in as young as 5 years old, is fierce. A recent study of English academies concluded that out of about 10,000 kids in the system, roughly 100 will become professionals. And among those who do get professional contracts as teenagers, two-thirds will no longer be playing by the time they are 21.

④ The net is cast wide at the youth level because it is so difficult to determine which players have the talent, skills, and drive that will allow them to succeed. Soccer doesn't require a particular body type. Lionel Messi is 5 foot 7 and suffered from growth-hormone deficiency as a child, but was nevertheless recruited to the Barcelona academy when he was 11. Nicknamed "The Flea" by his teammates, he had amazing technique with the ball and consistently outplayed them. As he matured, Messi stood out thanks above all to what coaches call "game intelligence"—the ability to evaluate a dynamic situation and execute the right decision almost instantly.

⑤ Game intelligence can be nurtured, but it is difficult to teach. The only surefire way to cultivate it is to play a lot. And the more structured training approach taken by many academies may, ironically, be a hindrance. One study suggests that play in informal environments—on a patch of dirt or in the courtyard of a housing project, for example, rather than on a well-manicured pitch under adult supervision—is key to the development of game intelligence. In these settings, kids also tend to one-up each other with flashy play—dribbling skillfully around someone, kicking the ball over a head or through a thicket of legs, juggling the ball in the air for a while, executing a back-heel pass to a teammate—which is a great way to master technical skills. Such pickup games demand creativity and improvisation, and reward those who are constantly observing their surroundings and adjusting their moves accordingly. Coaching is no doubt useful, but even players at academies do better when they spend a lot of time in free-form play.

⑥ No wonder, then, that Africa, which over the past several decades has produced some of Europe's greatest soccer stars, has beckoned as a vast and untapped recruiting ground. Structured academy training of the kind now prevalent in Europe is rare there. The next star, the thinking goes, could be anywhere, honing his talents under an overpass in Lagos or oceanside in Dakar. The prospect appealed to Sheikh Jassim, the founder of Aspire Academy. In line to be the next emir of Qatar, Jassim had renounced the throne to focus on his true passion, soccer. Setting out to train a great Qatari team, Sheikh Jassim decided that importing talented African players would help, and hired Josep Colomer to search the continent.

⑦ Called Football Dreams, the enterprise was the largest soccer scouting project in history. In the first year, nearly 430,000 boys participated in the tryouts. By 2014, more than 3.5 million youths had been

scouted by the program. At one field in Ghana, more than 100 young players showed up two days early, sleeping on the ground while they waited for Aspire Academy representatives to arrive. In the first year, Colomer persuaded Jassim to expand the number of scholarships awarded by setting up an academy in Senegal, which welcomes 20 students a year, in addition to the few who get to train in Qatar. Still, the process is a thousand times more selective than getting into Harvard.

⑧ What if the system were structured differently, focused on the experiences of the vast majority of aspiring players who will fail rather than on the tiny number who will succeed? This would be more ethical and less exploitative, and might well produce just as many great stars, at a much lower personal price. The Aspire Academy quest has yielded strikingly mixed results, especially given the massive investment involved. A blunt truth emerges: Seeking out players when they are very young is surely not an ideal formula for scouting success. The development of game intelligence remains fairly mysterious; an asset whose eventual emergence can be hard to predict early on.

[Adapted from Laurent Dubois, "The Wrong Way to Scout for Soccer Talent," *The Atlantic* (2018).]

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

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

- A. compares Aspire Academy and more traditional European academies by focusing on their ways of recruiting and training young children.
- B. criticizes the system in which national teams see top players as merchandise and buy and sell them to make profit.
- C. defines the concept of game intelligence and shows experimental results that uncover the mystery of its development among certain groups of children.
- D. describes the way game intelligence is developed in the environments outside of organized training programs adopted by academies.
- E. focuses on the system in which talented young players are incorporated into a global market, so their move to another club involves an exchange of large amounts of money.
- F. highlights the popularity of the newly established academy in Africa and the difficulty in succeeding in it with reference to the situations in some countries in Africa.
- G. illustrates how difficult it is to identify talented young players and introduces game intelligence, an essential ability for them to be successful.
- H. outlines how youth academies started and how fierce the competition among young players in this system is at the professional level.
- I. points out that soccer is popular partly because it gives people in difficult circumstances a chance to become globally acknowledged players.
- J. questions the system that makes small children go through extremely fierce competitions without identifying their potential clearly at an early stage.
- K. shows that Africa has been a source of some talented soccer players in Europe, and how a new academy has been established in Africa.
- L. summarizes the problems Aspire Academy faces at the moment and proposes possible changes that would allow it to make more profit.



(2) Choose the BEST answer for each question.

1. What is the rate of soccer players who enter an academy at an early age and can play as a professional at the age of 21 in England?
  - A. 1/100
  - B. 1/200
  - C. 1/300
  - D. 2/3
2. Why is game intelligence developed better in informal environments than structured training at academies?
  - A. Children have more freedom in informal environments, so they are more likely to try something creative, which also trains them to adjust themselves to dynamic situations.
  - B. Children participating in academies are dependent on coaches despite there not being any benefits.
  - C. Professional coaches are not good at making a program that encourages players to develop physical strength required for game intelligence.
  - D. Running on the patch of dirt or in a rough courtyard enables young players to strengthen their feet and accordingly brush up their ball-handling skills.

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

1. Here “multitudes” means
  - A. attention.
  - B. crowds.
  - C. money.
  - D. sponsors.
2. Here “aspiring” means
  - A. aggressive.
  - B. ambitious.
  - C. clever.
  - D. developing.
3. Here “prospect” means
  - A. change.
  - B. potential.
  - C. result.
  - D. talent.

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

1. \_\_\_\_\_ it comes to placing the ball on the court just so, no one can hold a candle to her.  
A. When  
B. Wherever  
C. Whichever  
D. While
2. I \_\_\_\_\_ the piano after I started high school and became too busy.  
A. stopped learning  
B. stopped to learning play  
C. stopped to learn play  
D. stopped the learn of
3. I'm sure that she would be \_\_\_\_\_ to show you around town.  
A. delight  
B. delighted  
C. delightful  
D. delightfully
4. When the Swallows defeated the Giants 9-3, it could be said that the Swallows outscored the Giants \_\_\_\_\_ runs.  
A. at six  
B. by six  
C. in nine  
D. over three