

- 1 ① There is much **debate** on the origin of the game of football. The Japanese and Chinese claim to have **invented** a sport similar to **modern** soccer many centuries ago.
- ② In **comparison** to modern soccer, the Japanese game of *kemari* was a game that used a large ball **stuffed** with *sawdust. This **version** used a **field** which was **set** up by **choosing** four trees. These trees were usually cherry, maple, pine and willow. Many large houses in Japan would grow these trees to make a field for *kemari*. *Kemari* was **normally** played with two to twelve players.
- 10 ③ China's version, **tsu chu*, **involved** players **hitting** a **leather**, fur-stuffed ball into a small hole. As in soccer, no player could use his hands during play. It was considered an **honor** to be part of a team. The first **international** soccer or *tsu chu* **match** is believed to have been held in China around 50 B.C. (152 words)

*sawdust 「おがくず」 **tsu chu* 「蹴鞠」

- 1 ① The **Emperor** of the *Han Dynasty was an *avid, early player and fan of *tsu chu*. This **spread** the **popularity** of *tsu chu* all over China. Some people in China claim that it is even **possible** *tsu chu* could go back to 5000 B.C.
- 5 ② The **British** claim that soccer was created in the 8th century in Britain. It was not a recreational sport at the time, but a war game. It was a **violent** game and serious **injury** and even **death** were not uncommon. It was not until 1815 when Eton College set up a **series** of **rules** for the game that it became a less violent sport. At that time, colleges began to play using similar rules. In 1848, the rules were set by Cambridge **University**. In the Cambridge rules, shin-kicking and carrying the ball were **forbidden**. This is where rugby and soccer developed into two different sports. (149 words)

*Han Dynasty 「(中国の)漢」 *avid 「熱烈な」

1 ① When we watch *kittens and *puppies playing, we **realize** that through play they are learning how to live. They learn various physical **skills**, such as how to **jump** over **barriers** without getting **hurt**. They also learn **social interaction**. For example, if a kitten **bites** his sister
5 too hard, she will get **angry** and bite him back. These physical and social skills form part of the training that young animals need in **order** to grow up.

② Just as kittens and puppies learn about how to live through play, so do children. But in present-day Japan, especially in cities, there
10 is not much space for children to play in. Children need to **release** their **energy** for their mental and physical health. They need space, especially outdoors, so that they can run, jump, and **yell**. (132 words)

*kitten 「子猫」 *puppy 「子犬」

- 1 ① Another point to consider is how much time children have to play. Some people say that four to five hours a day of playing outdoors with others is necessary even for twelve-year-olds. It is very **doubtful**, however, **whether** any Japanese children get that much free time.
- 5 **Concerned** about their future in an **increasingly competitive** society, parents generally tell their children to study more; very few would tell them to go out and play.
- ② What do these children do at home when they are not studying? They tend to spend time by themselves. They play video games or
10 watch TV, for instance. These activities do not teach them how to get along with others. This can only be learned through playing with other children. They need to play without being told what to do by **adults** in order to learn about leadership ^(A) and group ^(B) **harmony** on their own. Outdoor space is particularly **suitable** for this **purpose**. Children
15 need a **proper** outdoor **environment** where they can freely spend their time playing with friends. (171 words)

- 1 ① **Traditions** and customs based on **superstitions** and **religion** have been an important aspect of weddings in all cultures. They vary greatly from one country to another and sometimes even between different **ethnic** groups in a particular country.
- 5 ② Though many traditions and customs have been forgotten through the years, many of today's wedding **ceremonies** have their beginnings in ancient **beliefs** and customs that originated in **medieval** times. In a Christian wedding, the *bride usually wears a white wedding *gown to show that she is **pure**. White was a color that was once believed to keep **evil spirits** away. On the other hand, in *Hinduism, white signifies the color of death. A Hindu bride usually wears a red dress with gold *stitching. In China, both the bride and *groom are dressed in red, which is a color **associated** with celebration and good **fortune**.

(141 words)

1 ① In many cultures, after the wedding it is traditional for the groom to carry the bride over the *threshold of their new home. This custom originated from the belief that bad **luck** may fall on the bride if she **enters** a new home with her left foot first. The custom of throwing
5 rice or flowers at the newly married couple to **wish** them **fertility** and **prosperity** originated in Asia and later became popular in America. At a traditional Japanese wedding, it is considered unlucky to use words like “cut”, “separate”, or “leave”.

2 ② Though weddings in many parts of the world still **continue** to
10 be **rituals** that reflect ethnic, cultural, and social backgrounds, **contemporary** weddings **incorporate** more meaningful customs better suited to today's **values**. (123 words)

*threshold 「敷居」

- 1 ① A basic rule of **medical** science is that no human life should be used for the benefit of another. Some people are against human **cloning** and **related** techniques for this reason. In cloning, an egg cell is used to develop **ordinary** cells. The **opponents** of cloning **insist** that this is killing, because it **destroys** the potential of the egg to develop into a human being.
- ② Other people oppose cloning because at this stage it is **unreliable**. In animal experiments, for example, success rates are very low. Still others are concerned about the future that cloning might bring about.
- 10 They are afraid that cloning will lead to the production of human beings for body parts. They also **fear** that cloning might lead to attempts to create "**superior**" humans. (127 words)

1 ❶ Not everyone is against human cloning, however. Some people support cloning if it is for the purpose of medical treatment, although they oppose the cloning of babies. The medical benefits of cloning and related techniques, they **argue**, could be huge. For example, if a heart
5 can be developed from a **patient**'s own cell, the body will not **reject** it. Furthermore, he or she will not have to wait for someone to die to get a new heart.

❷ Supporters claim that the use of such techniques is not killing. Just as ordinary store-bought eggs do not develop into chickens, the eggs
10 used for cloning do not develop into human beings by themselves. They also argue that it is already **practically** impossible to stop a patient from **receiving** medical treatment that in some way depends on cloning and related techniques. Even if one country **bans** cloning, there will always be another country that **promotes** it. The supporters,
15 therefore, **maintain** that scientists should have the **freedom** to experiment and that people should have the freedom to **seek** lifesaving treatments. In other words, they feel that cloning should be continued **unless** it is **clearly** shown to be **harmful**. The debate over this **issue** is likely to go on for some time. (207 words)

- 1 ① When it comes to eating, the United States has a **lesson** to learn from France. I'm not talking about the kind of **elaborate** dinners Americans often associate with the French. Many of the **meals** the French eat are quick and simple. The difference is that the French eat together. They have **managed** to **preserve** a tradition that is good for everyone's health — the family meal.
- 2 According to the French government's **Committee** for Health **Education**, 75 percent of the French eat dinner together as a family and many French schoolchildren still go home for lunch.
- 10 ③ These **figures** haven't changed much in **decades**. In the United States, on the other hand, **national** studies show that on average, only one family in three sits down for dinner together on a **daily** basis. Over the last two decades, there has been a **steady decline** in the number of American families that eat together regularly. It looks like
15 the family meal is disappearing. (158 words)

1 ❶ How and why did the family meal start to disappear in the United States? My friends in the United States have various explanations why meals together aren't an **option** for their families. Parents and children lead *hectic lives and there just isn't time for a sit-down meal. **Kids'** sports **schedules** run on into dinner hour. After a long day at work, parents are too tired to cook. **Teenagers** are off on their own after school. "Everyone likes different foods," they say, "so what is the point of eating together?"

10 ❷ Yet study after study shows that having meals together as a family is good for both adults and children. A University of Michigan study found that mealtime at home was the **single** strongest **factor** predicting better **achievement scores** and fewer behavioral problems for children. Mealtime was **far** more powerful than time spent in school, studying, **worshipping**, playing sports or doing **arts** activities.

20 ❸ Other studies show that children like family meals. In one report, **nearly** four-fifths of **adolescents** cited eating dinner at home as one of their top-rated family activities. In a national YMCA **poll** in 2000, when teenagers were asked about their worries, 21 percent **rated** "not having enough time with parents" as their top concern. (205 words)
*hectic 「大忙しの」