

2013年度 一般入試第一次試験
学部・学科別使用試験問題一覧および正誤表

試験日	学部・学科等	使用試験問題
2月 5日(火)	文学部(国文学科)	2英語、3日本史、3世界史、10国語
	文学部(英文、ドイツ文、フランス文学科)	2英語、3日本史、3世界史、6国語、学科試験
	総合人間科学部(社会学科)	2英語、3日本史、3世界史、3数学、6国語
	法学部(国際関係法学科)	2英語、3日本史、3世界史、3数学、2国語

<訂正>

実施日	試験問題	訂正箇所	誤	正
2月5日	2英語	P.15 2 問(26) 1行目	Which word most	Which most

(2013年度)

2 英語問題 (90分)

(この問題冊子は21ページ，5問である。)

受験についての注意

1. 監督の指示があるまで，問題冊子を開いてはならない。
2. 試験開始前に，監督から指示があったら，解答用紙の右上の番号が自分の受験番号と一致することを確認し，所定の欄に氏名を記入すること。次に，解答用紙の右側のミシン目にそって，きれいに折り曲げてから，受験番号と氏名が書かれた切片を切り離し，机上に置くこと。
3. 監督から試験開始の指示があったら，この問題冊子が，上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は，HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能，計算機能，辞書機能などを使用してはならない。
5. 解答は解答用紙の各問の選択肢の中から正解と思うものを選んで，そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. マークをするとき，マーク欄からはみ出したり，白い部分を残したり，文字や番号，○や×をつけてはならない。
7. 訂正する場合は，消しゴムでていねいに消すこと。消しきらずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり，破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

1 以下の[1]～[4]のセクションに分けられた文章は、イヌイット(Inuit)族(エスキモー)の住む北極にやってきたスコットランド人医師の体験について書いたものである。これを読み、(1)～(15)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)～(d)から1つ選びなさい。なお*印がついている語には、本文の後に注が与えられている。

[1] When Santa Claus appeared in the doorway of the trading post*, the Inuit children screamed in terror. They covered their faces and huddled behind their parents, horrified by the fat, bizarrely-dressed* *qallunaat* in the overgrown beard. Even the adults backed away. For the Kogluktogmiut, this was their first encounter with Father Christmas, and it wasn't going well.

Introducing Santa to the Inuit of the Central Arctic had been the idea of a young Scottish physician named Ian McKay, who was one of just a handful of *qallunaat* who spent Christmas of 1929 at Fort Hearne. The tiny outpost—later renamed Coppermine, and now the bustling* community of Kugluktuk—is in the Barrenlands of western Nunavut, where the winters are long, dark and lonely. McKay wasn't thrilled about being stuck there for the holidays, but he'd decided to make the most of it.

A newcomer to Fort Hearne, McKay had come up that summer to run the hospital—a facility that, along with the Hudson Bay post, wireless radio station and Anglican* and Catholic missions, formed a beachhead* of civilization in the polar wilderness. McKay knew the holidays would be bleak* for his fellow white men (there were no *qallunaat* women at Fort Hearne). He also knew that during Christmas, the churches would summon the nomadic Inuit from hundreds of miles around, seeking to convert* them. McKay hoped he could also share with them the more secular* joys of the Yuletide, and have fun with the *qallunaat* as well.

(2) To do this, he'd planned ahead. For his trip north, McKay had packed not only trunkloads of medical gear, but also small toys, candy, Christmas

decorations and even the ingredients for plum pudding. He looked forward to decorating a spruce tree, exchanging gifts and introducing the Inuit to Kris⁽⁴⁾ Kringle—that most famous of Northerners, who flew through the air in a sleigh* pulled by magic caribou*.

[2] As December set in, though, finding a spruce tree was a challenge. Fort Hearne was above the treeline*, and the closest spruce was dozens of kilometres south, along the banks of the Coppermine River. Being unfamiliar with Arctic travel, McKay needed an Inuk* who, for a few dollars, would take a dog team and go hunting—not for a caribou, but for a spruce the perfect size and shape to be a Christmas tree.

There should be a bronze plaque dedicated to that intrepid* Inuk, but no one bothered to record his name. However, he apparently succeeded, returning after several days with the ideal tree. It didn't take long for McKay to put it up in his house and decorate it. Then he called all the white men of Fort Hearne to gather around. Gazing at that festive tree, their gloom seemed to dissolve. The Christmas spirit overtook them.

⁽⁶⁾ Suddenly, plans were hatched to make this the best holiday season the settlement* had seen. The radio operators not only started to organize a special Christmas dinner, but also baked batch after batch of cookies for the incoming Inuit. With these, they said, they'd lure* the Inuit to the colourfully decorated radio shack* and surprise them with the latest *qallunaat* inventions. To that end, they hooked up a string of electric lights—cutting-edge* technology at the time. Better yet, they ran a secret wire to the nearby generator shed, hid a microphone inside, and plotted a special announcement.

By Christmas Eve, the sea ice in front of Fort Hearne was dotted with igloos*. The Inuit began making their rounds to the various homes and buildings, where they were given hardtack* and tea. As they approached the radio shack for the cookies they'd been told about, the signal was given. A

switch was thrown and Fort Hearne's first electric lights pierced the Arctic night.

[3] The glowing bulbs attracted a crowd of Inuit onlookers*, who whispered about what they saw. Then a spokesperson emerged from the crowd and, through the Hudson's Bay Company interpreter, proclaimed that the lights were no big deal. The Kogluktogmiut, he said, had shamans* who could fly to the moon. By comparison, putting a spark in a glass bulb was a simple stunt*⁽⁸⁾.

So the radio operators tried another trick. They ushered* the Inuit into the radio shack and turned the radio on, tuning it to a New York station. Festive dance tunes filled the room. The Inuit smiled, yet they declared they were still not impressed. This, they felt, was just a different kind of gramophone*—a device with which they were familiar.

But then the music stopped, replaced by a human voice. It spoke in Inuktitut, greeting every Inuk by name. At this, finally, the Inuit were impressed. Still, they weren't dumb. The voice sounded familiar and, after a brief discussion, a young man went to the receiver and followed its wires out the door. He traced it to the nearby generator shed, where the Hudson's Bay interpreter sat speaking into the microphone. The jig was up*.

Amused by this strange *qallunaat* holiday, and by the clever *qallunaat* devices, the Inuit walked back to their igloos talking excitedly about what wonders Christmas morning would bring. They were not disappointed.

[4] The next day, when the sky brightened to a faint glow, everyone at Fort Hearne gathered for Christmas services. Then all of them—white and Inuit, Anglican and Catholic—headed to McKay's house for the big party.

The centrepiece of the house, of course, was the elaborately decorated Christmas tree. There was candy for the children and tea and platters of cookies for the adults. Every room was filled with laughter. Then the door

swung open, in burst Santa Claus, and all the holiday cheer came screeching to a halt*.

As the children screamed and ran, the adults reached for the knives they kept tucked in their caribou clothing. The situation remained tense until the interpreter stepped forward to explain. This, he said, was Santa Claus: a benevolent white man who lived at the North Pole, flew through the sky in a *qamutiq* pulled by *tuktu*, and was making a special visit to give them gifts.

After a brief silence the Inuit began to laugh. Flying caribou! The idea was hilarious—and clearly, the way Santa was dressed, he could never survive at the North Pole! This was just another *qallunaat* joke. A child pulled off Santa's fake beard and everyone had another laugh. Undaunted*, the barefaced Santa doled* out gifts, the radio was dialed to more dance tunes, and, in McKay's festive little house in the middle of the Arctic, everyone kicked up their heels.

(13)

出典 : Randy Freeman, "The Year Christmas Came to the Arctic," *The Best Canadian Essays*. Ed. Christopher Doda et al. (Tightrope Books, 2011)

<注>

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|------------------------------|-------------------------------|
| [1] trading post: 交易所 | [2] treeline: (高山, 極地の)樹木限界 |
| bizarrely-dressed: 一風変わった服装の | Inuk: イヌイット人 |
| bustling: 騒がしい | intrepid: 勇敢な |
| Anglican: 英国国教会の | settlement: 居留地 |
| beachhead: 拠点 | lure: 招き寄せる |
| bleak: もの寂しい | radio shack: 無線室 |
| convert: 改宗させる | cutting-edge: 最先端の |
| secular: 非宗教的な | igloo: エスキモーの氷雪塊の家 |
| sleigh: そり | hardtack: 堅いビスケット |
| caribou: カリブー(北米のトナカイ) | |

- [3] onlooker: 見物人
shaman: シャーマン, まじない師
stunt: 妙技, 芸当
usher: 案内する
gramophone: レコードプレーヤー
the jig is up: 万事休す
- [4] screech to a halt: 突然パタリと止む
undaunted: くじけない
dole (out): 分け与える

[1]

- (1) When did McKay arrive at Fort Hearne?
- (a) in fall
 - (b) in spring
 - (c) in summer
 - (d) in winter
- (2) Based on the context of the section, what does "Yuletide" mean?
- (a) Christmas
 - (b) dessert
 - (c) hospital
 - (d) Scotland
- (3) Why did McKay pack toys and decorations?
- (a) to celebrate his birthday
 - (b) to entertain the white women
 - (c) to have a party for the Inuit
 - (d) to help with the religious services

- (4) Who is Kris Kringle?
- (a) an Anglican priest
 - (b) an Inuit man
 - (c) Ian McKay
 - (d) Santa Claus

[2]

- (5) How did McKay get a spruce tree?
- (a) He hired a local man to find it.
 - (b) He traded a caribou for it.
 - (c) He traveled down the river.
 - (d) He went down to the treeline.
- (6) What does the underlined sentence mean?
- (a) They became gloomy and sad.
 - (b) They drank too much alcohol.
 - (c) They felt more cheerful.
 - (d) They were frightened by a ghost.
- (7) What was the surprise that the men of Fort Hearne planned for the Inuit?
- (a) to decorate the Christmas tree
 - (b) to give them cookies
 - (c) to prepare a special dinner
 - (d) to show them new devices

[3]

- (8) What does "no big deal" mean?
- (a) not beautiful
 - (b) not bright
 - (c) not large
 - (d) not special
- (9) How did the Inuit respond when they heard the radio broadcasting in their own language?
- (a) They started talking to it excitedly.
 - (b) They thought it was magic.
 - (c) They were interested and curious.
 - (d) They were frightened and upset.
- (10) What was the mood among the Inuit as they went to bed on Christmas Eve?
- (a) They were eager to meet Santa Claus.
 - (b) They were hoping to attend church.
 - (c) They were looking forward to Christmas.
 - (d) They were tired from the parties.
- (11) What is the main idea of section [3]?
- (a) The Inuit are not easily surprised.
 - (b) The Inuit are frightened by electricity.
 - (c) The Inuit don't enjoy the white men's tricks.
 - (d) The Inuit understand modern technology.

[4]

(12) The Inuit thought Santa Claus couldn't live at the North Pole because he

_____.

- (a) had a white beard
- (b) was a European
- (c) was too frightening
- (d) wasn't dressed properly

(13) Based on the context of the sentence, what does the underlined expression mean?

- (a) enjoyed themselves
- (b) lay on the floor
- (c) played games
- (d) were exhausted

[1] ~ [4]

(14) What did McKay want to achieve with his party?

- (a) to encourage the Inuit to visit the hospital
- (b) to frighten the Inuit children with his costume
- (c) to introduce the fun of Christmas to the Inuit
- (d) to teach the Inuit to bake cookies

(15) Based on the context of this essay, what does "qallunaat" mean?

- (a) Anglican priest
- (b) married woman
- (c) medical doctor
- (d) white person

- 2 以下の[1]～[3]のセクションに分けられた文章を読み、(16)～(30)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)～(d)から1つ選びなさい。なお*印がついている語には、本文の後に注が与えられている。

[1] The first problem every student of literature faces is a feeling of blankness.
(16)
I have read the text, now I am supposed to study it: how do I start? Teachers and critics sometimes make this stage more difficult by pretending that literature is a special subject which only experts can understand. Nothing could be more misleading. Great writers and poets write because they want to communicate with ordinary readers like you and me: they do not write for experts. They are not writing on a specialised subject, either. Literature is about the same things you and I are concerned with: life and living. Be confident, therefore. Every student finds the first step in studying literature difficult, but there is nothing mysterious or specialised about it. The difficulty you face at the beginning is simply one of choosing what to focus on out of the rich mass of details, characters, events and so on, which you have met in reading the text. You are faced with the intricate* complexity of a literary work: as soon as you can decide what to study first, and where to start, you can make a start.

What will obviously help you is if you have a method which tells you how and where to start. The method I will be explaining can be applied to any of the texts you have to study, whether they are novels, plays or poems. I shall be showing how you can think about the text, and go on to study important passages, so your understanding develops fruitfully and is supported by the detailed analysis you need when you come to write essays or examinations.
(18)
The way to overcome the first difficulty is really quite straightforward: you can make a start by finding a theme.

[2] A theme is simply this: a subject which interests the writer, and which is

discussed in the text or portrayed in it in some way. Finding a 'subject' in a book may sound difficult, but when you know the kind of subject you are looking for you will see that it is quite easy. A theme is not a summary of the story: that is not what the text is 'about'; nor is it a special subject you have to search for. Literature is about ordinary life, so the big themes in literature are the important subjects and experiences of our public and private lives: they are the ordinary and common words in our everyday thoughts and conversations, like love, death, marriage, freedom, hope, despair, power, war, revenge, evil, and so on. This list of the big common experiences of life could go on and on, because anything which is a subject in life can become a theme in literature. The first thing you can say about a text is that it is about one of these common subjects, so the first thing you say is startlingly simple. You might think it even too obvious, but it is a very important step forward because you have left the feeling of blankness behind: you simply say 'There is a lot in it about love', or 'It is about hope and despair'. Then you have made a start.

There is one more point to make about themes. They are big ordinary subjects, but they are complex. The texts you study focus on the problems people face, their contradictory feelings, and the complex moral and social entanglements* which confront people and make our experience of living so complex. So the big ideas in a text are not simple opinions: they are full of complexity like our experience of life itself.

- [3] The writer weaves* his themes into every aspect of the life of the text. Because these major concerns are portrayed throughout the text, you still have the problem of choosing a part to look at more closely. What is more, the part you choose must be short enough for you to think about without confusion; at the same time, it must be important enough to reveal something significant about the text when you study it. How can you be sure of choosing

an important passage, which will be really revealing to study? The answer is to look for a *crisis* in the text. A crisis is a place where there is a sudden event like a murder or a wedding or a confession or a quarrel or a battle. In a crisis there is sudden action or change. It shakes up the life of the text, so the feelings, ideas and important issues are thrown into particularly sharp relief. In a crisis, then, the big issues are portrayed most openly and forcefully, so choosing a crisis to study will tell you a lot about the text as a whole.

出典：Nicholas Marsh, *How to Begin Studying English Literature* (Palgrave, 2002) [一部改変]

<注>

intricate: 難解な

entanglement: もつれた状況

weave: 織り込む

[1]

- (16) Students of literature often feel “blankness” because they _____.
- (a) are not yet experts in their field
 - (b) are too confident in their ability
 - (c) don't know where to begin
 - (d) have not listened to their teachers
- (17) People at first tend to find literature difficult, because it is _____.
- (a) complicated
 - (b) misleading
 - (c) mysterious
 - (d) specialised

(18) Based on the context of the sentence, what does “fruitfully” mean?

- (a) hungrily
- (b) mysteriously
- (c) organically
- (d) productively

(19) What is the main idea of section [1]?

- (a) Students need to choose a focus in their study of literature.
- (b) Teachers are the most important guides in studying literature.
- (c) The study of literature is difficult because readers need to be experts.
- (d) The subject of literature is usually a specialised topic.

[2]

(20) According to section [2], the source of most themes in literature is

- _____.
- (a) human experience
 - (b) obvious statements
 - (c) private occasions
 - (d) the writer’s life

(21) What word does “it” refer to?

- (a) feeling
- (b) step
- (c) text
- (d) thing

(22) The second paragraph of section [2] repeats the word “complex” frequently in order to _____.

- (a) comfort students who feel inferior
- (b) convince us that we need expert help
- (c) emphasise that literary texts are not easy
- (d) explain why studying literature is difficult

(23) What is the main purpose of section [2]?

- (a) to explain how to identify a theme
- (b) to give examples of common themes
- (c) to help students get started
- (d) to motivate students to study themes

[3]

(24) The best passage to study in a literary work is one that is _____.

- (a) sharp
- (b) confusing
- (c) long
- (d) revealing

(25) Section [3] mentions “a wedding” as an example of a _____.

- (a) crisis
- (b) subject
- (c) text
- (d) theme

- (26) Which word most closely expresses the meaning of “relief” in the sentence?
- (a) After the earthquake, many families had to go on relief.
 - (b) The aspirin finally gave me some relief from that headache.
 - (c) The second pitcher came in as relief, because the starter was tired.
 - (d) You can see the artist’s skill in the details of this relief.
- (27) Which word most closely expresses the meaning of “forcefully” in the sentence?
- (a) strongly
 - (b) suddenly
 - (c) rudely
 - (d) violently
- (28) If you choose a good passage to study, it can show you something about _____.
- (a) everyday experience
 - (b) the entire work
 - (c) the life of the text
 - (d) readers’ confusion
- (29) Which of the following is NOT explained in section [3]?
- (a) Literary essays must present a short passage to analyse.
 - (b) Students should focus on the turning point in the text.
 - (c) The best themes can be found in the most confusing passages.
 - (d) The important themes run through the whole text.

[1] ~ [3]

(30) Which of the following is NOT discussed in this essay?

- (a) beginning literary study
- (b) finding a subject
- (c) organizing a report
- (d) selecting a passage

3 以下の文章を読み、(31)~(40)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)~(d)から1つ選びなさい。なお*印がついている語には、本文の後に注が与えられている。

Many of the mental health difficulties associated with appearance are the product of widespread social stigma* and discrimination. (31) at early ages, children develop an aversion to individuals who are overweight or unattractive, and those individuals are teased, ridiculed, and ostracized*. By age nine, anywhere from 50 to 80 percent of girls want to lose weight. Unlike other forms of bias, reports of weight discrimination are increasing and at a rate that cannot be explained by a rising rate of obesity*. Obesity carries as much stigma as AIDS, drug addiction, and criminal behavior. Stigma often leads to stress, which is a risk factor associated with many diseases. (35) discrimination based on appearance is common and generally legal. Weight bias is a particularly serious problem, even in health care settings, which both discourages overweight individuals (36) seeking medical treatment and (37) the quality of care they do receive. Such discrimination reflects deeply rooted cultural attitudes. About two-thirds of surveyed Americans believe that people are fat because they lack self-control. Yet experts generally agree that weight is not (39) a matter of willpower. Weight reflects a complex (40) of physiological*, psychological, socioeconomic, and cultural factors.

出典 : Deborah L. Rhode, *The Beauty Bias* (Oxford UP, 2010) [一部改変]

<注>

stigma: 汚名

ostracize: のけ者にする

obesity: 肥満

physiological: 生理学の

(31) 空欄に入るもっとも適切な語形を選びなさい。

- (a) As is begun (b) Beginning
(c) In the beginning (d) Since it begins

(32) 下線部と意味の異なる単語を選びなさい。

- (a) antipathy (b) dislike (c) indifference (d) rejection

(33) 下線部と意味のもっとも近い単語を選びなさい。

- (a) account (b) prejudice (c) regulation (d) rumor

(34) 下線部ともっとも近い意味で使われているものを選びなさい。

- (a) It cannot be stressed too strongly that junk food damages your health.
(b) Jogging puts a lot of stress on your knee joints.
(c) The Japanese government is laying ever more stress on domestic tourism.
(d) There is little hope for a solution to a wide range of stress-related problems.

(35) 空欄に入るもっとも適切な語を選びなさい。

- (a) Accordingly (b) Otherwise (c) Thus (d) Yet

(36) 空欄に入る前置詞を選びなさい。

- (a) at (b) for (c) from (d) into

(37) 空欄に入るもっとも適切な語形を選びなさい。

- (a) compromise (b) compromises
(c) compromising (d) would compromise

(38) 下線部ともっとも近い意味で使われているものを選びなさい。

- (a) I have been surveyed for the census every ten years.
(b) A government spokesman surveyed the current economic situation in Japan.
(c) A group of geologists surveyed the forest area.
(d) We will survey the view from the top of the hill.

(39) 空欄に入るもっとも適切な語を選びなさい。

- (a) as (b) hardly (c) simply (d) without

(40) 空欄に入るもっとも適切な語を選びなさい。

- (a) analysis (b) dilemma (c) interaction (d) paradox

4 次の各文の下線部の意味にもっとも近い語句を, (a)~(d)から1つ選びなさい。

(41) I should have suggested a few things to my daughter about her ballet performance, but as her parent I didn't want to intrude.

- (a) get along (b) get in the way
(c) take hold of (d) take notice

- (42) You cannot read his letters without believing that you are in the presence of a man of extraordinary learning.
- (a) company (b) family (c) home (d) influence
- (43) Spanish and Italian composers made great strides in developing new playing styles for the guitar.
- (a) discussions (b) strings (c) songs (d) advances
- (44) Some questions that our teacher has assigned us are so tricky that simple answers will not work.
- (a) dominate (b) do (c) use (d) labor
- (45) His life was so restricted that major events taking place in the outside world never bothered him.
- (a) disturbed (b) moved (c) shocked (d) resulted
- (46) It is not how much you read, but what you read that is important.
- (a) shows (b) demonstrates (c) counts (d) proves
- (47) I wanted to be left alone to come to terms with something that was troubling me.
- (a) accept (b) deliver (c) explain (d) protest
- (48) The fact that I had become a firefighter was something that my father could never get over.
- (a) return to (b) hope for (c) deal with (d) turn around
- (49) That guy was a mysterious man, somebody you could never pin down.
- (a) study (b) define (c) introduce (d) examine

- (50) My sister said nothing but kept contemplating the dark and quiet sea.
(a) meditating (b) enjoying (c) admiring (d) watching

5 次の各文の空欄に入るもっとも適切な語句を、(a)~(d)から1つ選びなさい。

- (51) There is no denying that he doesn't do much. But what he () do, he does very well.
(a) daren't (b) can't (c) does (d) did
- (52) What I would like to tell you is that to possess knowledge is one thing, but it's quite () to put the knowledge to practical use.
(a) easy (b) opposite (c) different (d) another
- (53) I don't know why she married an unprincipled person like him, especially because she is deeply religious, () are all the members of her family.
(a) which (b) so (c) whereas (d) as
- (54) The problem is not so much in understanding why she drowned in the river. (), the greater mystery is what made her go there at all.
(a) Instead (b) Moreover (c) Nevertheless (d) Otherwise
- (55) He apologized tearfully for his rudeness. Yet () his regret is as genuine as it seems, I cannot say.
(a) unless (b) still (c) whether (d) how
- (56) We know that people in groups are inclined to behave () fairly predictable ways.
(a) so (b) in (c) like (d) as if

- (57) Most of the patients in the waiting room looked old enough to be my father; thrown () among them were a few girls in their twenties.
(a) off (b) from (c) in (d) down
- (58) There is a lively debate about whether any animals () than humans have the ability to speak.
(a) better (b) less (c) inferior (d) other
- (59) His father died () a huge debt behind; it is by no means possible to clear it within 10 years.
(a) into (b) leaving (c) from (d) owed
- (60) There is much truth in what he says, but, () all that, the problem under consideration is not so simple.
(a) in (b) for (c) at (d) with