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北海道大学学務部入試課

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**【問い合わせ先】**

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# 英 語

12:30~14:00

## 解 答 上 の 注 意

1. 試験開始の合図があるまで、この問題紙を開いてはならない。
2. 問題紙は16ページある。
3. 解答用紙は 

解答用紙番号
英語0-1

 と 

解答用紙番号
英語0-2

 の2枚である。
4. 解答用紙は2枚とも必ず提出せよ。
5. 受験番号および座席番号(上下2箇所)は、監督者の指示に従って、すべての解答用紙の指定された箇所に必ず記入せよ。
6. 解答はすべて解答用紙の指定された欄に記入せよ。
7. 必要以外のことを解答用紙に書いてはならない。
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1

次の英文を読んで、設問に答えなさい。

In today's connected world, news media has the ability to reach millions of people with ease through various media platforms. These reports are used by readers to remain aware of international events. Communication by both professional and amateur news outlets allows us to absorb and reconsider a wide range of news, which we can then analyze to offer an informed and educated opinion. However, there is an area of this type of reporting that in fact can be problematic, this being the media's habit of stereotyping certain members of society.

A stereotype is a generally held opinion or belief by one social group, about another group, an individual, or things. A stereotypical judgment can relate to several factors including gender, sexuality, race, religion, behavior, or social class. Such judgments can lead to extreme oversimplification where a great number of people, despite their differences, are judged to be more or less the same. This oversimplification of social groups can lead to ( ア ) images, and in some extreme cases either discrimination or violence.

Stereotypes have existed for many years, with the mass media helping to unfavorably shape and promote hostility towards social groups. For example, there is historical evidence of ( イ ) stereotyping towards people of color, such as in Japanese children's books, and in the early days of American television where African Americans were portrayed as unskilled, unintelligent, and violent.

This issue is still prevalent today and an example can be found in current German news media's representation of Muslim women who have been reported as being untrustworthy and secretive. These two stereotypical character traits are reinforced, in this case, through the use of unfavorable media reporting attached to different types of religious clothing, most notably the Burkini, the Burka, and the headscarf. Such reporting has even resulted in

discussions in the German Parliament, where some have called for these items of clothing to be banned outright. Regarding such issues, it can be discussed that in both historical and contemporary contexts, the media are partly responsible for such judgments, and the cases mentioned above are good examples of how the media label and judge based on opinion and not hard<sup>(2)</sup> evidence.

Media stereotyping can have a huge impact on shaping our society, our beliefs, and our prejudices, particularly in the minds of younger people. The media's role not only constructs a generalization about 'the other', but also about ourselves, and the social group to which we belong. If our social group is being discussed in the media, it can affect how we think about ourselves and our peers. Such representations in the media can determine how different groups are judged and treated in different social settings such as education, business, the justice system, and leisure. The younger generation can be affected greatly by these media representations and form an opinion about certain people that is based upon images the media create.<sup>(3)</sup> Thus, it can be argued that the media play a large role in the continual promotion of stereotypes.

Our question here is, why stereotype? How does simple stereotyping help with a deeper understanding of a social group or situation? From a media perspective, this kind of categorization of various social groups is an important tool to inform an audience in a limited and restricted amount of time. (ウ), media production involves a complex array of factors ranging from the production process, the commercial aspect, and the relevance of the stories. More importantly, however, this trend could also be linked to the lack of diverse social representation within the media industry.

Regarding all elements of media, but particularly mass and social, the following years will prove crucial. The fact that news outlets and social media users continue to promote stereotypical views is extremely problematic. As

already discussed, there are various views regarding certain social groups that can lead to social disorder. There is no concrete proof that German Muslim women are 'untrustworthy and secretive', and while there is no hard evidence to support this notion, the German Parliament's discussions regarding the banning of religious clothing, for example, promote a dangerous narrative. Such stereotyping could put female Muslims at increased risk from social neglect or even, as has been seen in other countries, violence and persecution. All forms of media must address these issues, and there needs to be a thorough review from the ground up regarding the way that news is distributed, one that does not discriminate against a social group based on their religious beliefs, nationality, gender, sexual orientation, color, or class. Until this is reviewed, there is a very real danger that the divisions in society will become ever wider.

注) Burkini : ブルキニ(女性のイスラム教信者のために作られた水着)

Burka : ブルカ(イスラム圏における女性向けの伝統的の衣服の一つ)

問 1 下線部(1)を日本語に訳しなさい。

問 2 空欄(ア)(イ)に共通して入る最も適切な語を次から選び, 記号で答えなさい。

- (A) final
- (B) negative
- (C) popular
- (D) traditional

問 3 下線部(2)が意味する内容として最も適切なものを次から選び、記号で答えなさい。

- (A) correct information
- (B) diligent research
- (C) hypothetical proof
- (D) sincere belief

問 4 下線部(3)を日本語に訳しなさい。

問 5 空欄(ウ)に入る最も適切な語句を次から選び、記号で答えなさい。

- (A) For example
- (B) In addition
- (C) In other words
- (D) On the contrary

問 6 本文の内容と一致しないものを次から2つ選び、記号で答えなさい。

- (A) The German government's position on the banning of certain clothing could ultimately put female Muslims in danger.
- (B) In the media, stereotyping people/groups of people can be useful as it can give a certain amount of information quickly.
- (C) In the passage, it is argued that stereotypes cannot be attached to social class.
- (D) The mass media help to promote the use of stereotypes.
- (E) Stereotyping certain groups of people is a new phenomenon that has only recently been used by the media.
- (F) To make sure the media report about various groups accurately, it is important to review media methods, and then make thorough changes.

2 次の英文を読んで、設問に答えなさい。

Recently, learning a second language has become more accessible due to both the number of dedicated software packages, as well as the many applications available across various digital platforms. Many people find the convenience of this way of learning extremely useful, as they can fit studying around their lifestyle. In addition, there is no restriction on where, when, and what language to learn. Students no longer need to attend scheduled classes, travel to a class, or choose from a limited number of languages. It would be easy to argue that such a trend would result in a shift to learning more diverse languages. However, statistics suggest that this is not the case, and that <sup>(1)</sup> technology is actually contributing to some languages becoming endangered.

In modern education, it has always been English that has dominated foreign language learning. To participate in the global language of business and communication, a grasp of English is seen as an essential tool for those who wish to be successful on the global stage. In more recent times, there has also been interest in both Chinese and Spanish and, at this moment, it is quite clear that it is these three languages that dominate language learning. This is <sup>(2)</sup> a trend that has been proved to be extremely worrying for those who have been actively promoting the teaching of native languages, particularly in schools and colleges.

Once a foreign language is introduced into a curriculum-based learning environment, teaching the native language can, in some cases, become less prominent. As the foreign language becomes more dominant, the native language is used less frequently. This unfortunately begins in the educational arena, but then, as students graduate and begin their careers, spreads across all areas of business, society, and culture. Thus, over time, the native language becomes less used, and in some cases, endangered. The problem worsens even further as the older generation of native speakers becomes fewer

and consequently, the language begins to fade away. One such example of the dangers of language extinction can be observed in the countries of Northern Europe.

In Norway, Finland, Sweden, Denmark, and Iceland, English is the dominant second language but considered as important as the respective native languages. Children are taught English from a very early age, and by the age of nine, will have studied English for, at minimum, five years. In addition to this, many specialist undergraduate degrees are taught exclusively in English. In 2021, these courses outnumbered their native language counterparts by three-to-one across the region. Noticing this as problematic, one country has begun to take steps to ensure that their native language remains vibrant, and used by all citizens, young and old.

In Iceland, linguists and language scholars are beginning to explore the danger of the Icelandic language disappearing completely. Although not endangered at present, it is predicted that if current trends in language use continue, Icelandic could be considered an endangered language by 2045, and could be all but extinct by 2070. But why?

The answer could be found in the very reason that allows many people to learn a second language, which is technology. There is an increasing reliance upon voice commands to operate digital services and equipment, and Icelandic is often not included in the language lists of many current products. This is due to the financial cost, where supporting a language only spoken by around 300,000 people would be too demanding for many companies.

The issue of Icelandic becoming endangered is one that the academic  
(3) community, as well as the government, have been quick to address. Promoting the language, however, has been a difficult task as many younger people rely more on their English skills than they do on their native language. This has not discouraged those who wish to ensure that Icelandic remains ( 𐀀 ) in the modern age. Firstly, there have been moves to ensure that the education



system is more focused on teaching in Icelandic, and this includes traditional subjects as well as IT. In addition, some technology companies, most notably Google and Microsoft, have also implemented voice activation for the Icelandic language across their products. This is an extremely important step, not only to keep the Icelandic language alive, but also to help those who have disabilities that could prevent them from using technology in the traditional way.

Although English language learning is still encouraged across the countries of Northern Europe, it is Iceland that has seen the potential damage that over-saturation may cause. Some technology companies have been <sup>(4)</sup>sympathetic to this trend and have begun to offer services that consider minority languages. However, the problem here is that a language is then at the mercy of the software developers and its use depends entirely on how long they are prepared to support it. A language with a limited number of speakers tends to result in little or no financial profit.

Of course, a country must remain international and it is important that citizens can converse with people from around the world on various issues, in various languages. However, it is also important to respect and treasure the native language as once it has gone, it is gone forever.

問 1 下線部(1)が意味する内容として最も適切なものを次から選び、記号で答えなさい。

- (A) Many students choose to learn a variety of languages.
- (B) People tend to learn only certain languages.
- (C) Students learn languages using diverse digital platforms.
- (D) Technology contributes to language extinction.

問 2 下線部(2)を日本語に訳しなさい。

問 3 下線部(3)を日本語に訳しなさい。

問 4 空欄(ア)に入る最も適切な語を次から選び、記号で答えなさい。

- (A) academic
- (B) consistent
- (C) extinct
- (D) relevant

問 5 下線部(4)が意味する内容として最も適切なものを次から選び、記号で答えなさい。

- (A) The English language has become excessively dominant.
- (B) English language learning is no longer promoted.
- (C) Everybody is completely satisfied with English education.
- (D) Teaching native languages needs to be more actively encouraged.
- (E) Technology has too much influence on education.

問 6 本文の内容と一致するものを次から2つ選び、記号で答えなさい。

- (A) In Iceland, IT education at school is conducted only in English.
- (B) In some countries, teaching university subjects in English could be a threat to education in the native language.
- (C) It is easy for many companies to include a variety of languages in their voice activation services.
- (D) Language experts predict that the Icelandic language will disappear by 2045.
- (E) Nowadays, studying abroad is not an effective way of language learning.
- (F) There is no relationship between the number of elderly native speakers and how likely the language is to disappear.
- (G) We should always maintain a balance between communicating with people from different language backgrounds and retaining respect for our native language.

**3** Read the following passage.

Today, sushi is very popular and eaten all over the world, from high-end restaurants in New York City to street markets in Morocco. It tends to be favored as healthy food and its aesthetic quality often fascinates people. Despite the common belief that sushi is a traditional dish in Japan, it has been historically transformed through cultural adaptation to the present.

When asked which country sushi comes from, one would instantly respond “Japan”. However, sushi was first eaten in Southeast Asia over 1600 years ago and was called *Narezushi*, pickled fish with salt and rice. Hundreds of years later, sushi arrived in Japan and was slowly adapted over the centuries. It was not until the 1820s that the Edo style sushi was created using fresh fish and rice vinegar, and from there, in the 1970s, sushi became modernized and more widespread across Japan with the advancement of refrigeration. Yet, credit for this now international dish is only given to the Japanese with its roots forgotten.

When Japanese people travel abroad, many have the opinion that sushi is not authentic. For instance, many Japanese might consider the American tuna roll with cream cheese, Jalapenos, and a spicy southwestern sauce not to be proper sushi. Also, some might take issue that sushi is often prepared by untrained cooks in America whereas in Japan it is an artisan skill developed over a lifetime. However, sushi in America has been changing since the 19th century. Similar to how sushi was adapted to the flavor profiles of the Japanese, the same can be said for America.

Sushi is not the only cuisine that has been adopted from other cultures over the past 100 years. One example is taco rice, which was created in Okinawa but was heavily influenced by Tex-Mex cuisine. After World War II, with the occupation of allied forces in Okinawa, there was a demand for tacos, which requires ground corn to make flatbread to wrap meat and vegetables.

However, because there was a lack of ingredients to make traditional Tex-Mex cuisine, a local restaurant owner adapted the recipe to use more Japanese ingredients, chiefly rice. Nowadays, when many Japanese think of taco rice, they only relate it to Okinawa instead of the American southwest or Mexico. This is because it has been made into something uniquely Japanese, similar to how Jalapeno sushi in the U.S. is uniquely American.

While American sushi restaurants might sell traditional Japanese sushi, it is currently diverging away from Japanese traditions, just as modern sushi was adapted from *Narezushi*. However, it remains to be asked whether American sushi will ever be accepted as its own cuisine or will always be labeled inauthentic.

注) Jalapeno : ハラペーニョ(トウガラシの一品種)

Tex-Mex cuisine : アメリカ風のメキシコ料理

Answer questions A to C **in English**. You may use words and ideas from the text, but you **must not** copy complete sentences.

### Question A

Complete the following sentence.

According to the fourth paragraph, when taco rice was first created, it was almost impossible to cook tacos in Okinawa because \_\_\_\_\_, yet a restaurant owner managed to create taco rice by using Japanese rice.

### Question B

Complete the following sentences.

In the second paragraph, the author explains \_\_\_\_\_ and how it has been historically changed, becoming more widespread as technology developed. In the third paragraph, the author suggests that American sushi

has its own history and culture although there are some people who \_\_\_\_\_  
\_\_\_\_\_.

**Question C**

Considering the article you have just read, do you think that the influence of foreign food culture on traditional dishes from your country is a good thing or a bad thing? Write a 70-100 word paragraph to explain your thoughts.

4 Read the following transcript [I] of a conversation between friends, Hanako and Taro. Then, read the summary of the transcript [II]. The summary contains 14 blank spaces. For each blank space, you must choose the most appropriate word(s) from the list provided. Each word or phrase must only be used once. However, please note that blank 4 and blank 7 appear twice. On your answer sheet, write the letter (A, B, C, etc.) that corresponds to your choice.

[I]

**Hanako:** Hi, are you going to the job fair at the university this weekend?

**Taro:** Yeah, I am just checking which companies have been in the news for mistreating their workers or have a poor work-life balance ratio. I don't want to end up like my dad and work in a company that treats you like a slave. He was hospitalized once from overwork. I will not be like that.

**Hanako:** That sounds awful. Didn't his company give him time off to recover? They would have to, right?

**Taro:** You would think so, but no. Companies often find ways to navigate around the law so that they would technically not be breaking it. In this case, they said he could take time off but then made him feel guilty by saying that his co-workers would have to do all of his tasks.

**Hanako:** I see. That is true. Many companies put tremendous pressure on their workers. However, I think it was and is still necessary. After World War II, a huge effort was needed to rebuild the country, and now, with the economy in recession again, we have to work even harder.

**Taro:** Yes, we need to do something to help out our economy, but maybe more work is not the answer. More work leads to

overwork that could lead to ill health or even death. For example, do you remember that extremely overworked employee who committed suicide a few years back? People should be able to have a life outside of work, especially if they have a family. Being more relaxed would make workers more productive, right?

**Hanako:** True. What about this case then? The other day, I saw something in the news about how an IT company is letting employees adopt a 4-day work week to promote a greater work-life balance. Doesn't that seem to be a step in the right direction?

**Taro:** Yeah, I heard about that too. But that was nothing more than just lip service by the company. In fact, their new policy seems to make things worse.

**Hanako:** How so?

**Taro:** Well, they mention how they want their employees to work the same number of hours as a 5-day work week but in 4 days.

**Hanako:** That does not seem so bad. I'd rather work a couple more hours a day to have a whole day off, wouldn't you?

**Taro:** Yeah, maybe so, but you forget that there is a tradition of forced overtime in Japan, so it would likely be more than twelve hours a day; people would be too exhausted. And the worst part of it is that they want to reduce salaries by 20% because people would be coming in one day less.

**Hanako:** That doesn't seem fair since they would be working the same number of hours.

**Taro:** Absolutely right, and they also say that with the extra day off, their employees have the benefit of getting a second job if they want.

**Hanako:** What? They are telling their employees to get a second job?

What company would hire someone who could only work 3 days a week?

**Taro:** Exactly! In reality, their work-life balance is 100% work and no life. On the other hand, a video game company has done things a little better. While they are still reducing the salary by 20%, they are also reducing the hours.

**Hanako:** That sounds a little fairer.

**Taro:** It does, and it is aimed at employees with special circumstances, such as those with family members in ill health, or those with small children.

**Hanako:** Hmm, while you raise some serious issues, I think you should not be too serious with each company's policy. You should at least hear them out first. Even though I agree with you, it is probably more important just to get a job.

## [ II ]

Two university students, Hanako and Taro are having a conversation. At first, Hanako asks a question to confirm what Taro is researching. Taro replies that he is attempting to ( 1 ) which companies value the work-life balance at the job fair he will be ( 2 ) soon. Because he viewed his father as being overworked, he does not want to work in a company that would ( 3 ) him.

Hanako provides a suggestion about a company that had recently promoted its new work-life balance ( 4 ) in the media. Specifically, she mentions that this company will allow workers to adopt a 4-day work week to provide more ( 5 ) in the work-life balance for its employees. However, Taro recognizes that this company is not being ( 6 ) with its workers. He explains that this company's new work-life balance ( 4 ) would, actually, make the current issue of overwork worse in Japanese work ( 7 ).



Taro illustrates this by mentioning the three negative ( 8 ) of this company's program. Namely, they want employees to work the same number of hours as a 5-day work week, they will reduce salary by 20%, and they anticipate workers to take up a second job on their three days off. Both Taro and Hanako agree with each other that these points prevent this company's workers from obtaining a favorable work-life balance. Taro then provides ( 9 ) of another company that is doing this better, although only slightly. While that company is still reducing pay, it does not want employees to work the same amount or more hours. This demonstrates that the company expects its employees to be with ( 10 ) rather than taking up a second career.

Despite agreeing with Taro to a point, Hanako, nevertheless, maintains that she places greater ( 11 ) on obtaining a career rather than the morals of companies' policies. From this dialogue between the two of them, it appears that Taro has a ( 12 ) attitude to Japanese work ( 7 ), while Hanako maintains a more traditional stance.

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| (A) achievements | (B) ambitious   | (C) aspects     |
| (D) attending    | (E) a basis     | (F) capitalism  |
| (G) company      | (H) criticize   | (I) culture     |
| (K) determine    | (L) efficiency  | (M) emphasis    |
| (N) an example   | (O) family      | (P) flexibility |
| (Q) honest       | (R) initiatives | (S) managing    |
| (T) mistreat     | (V) order       | (W) passive     |
| (X) progressive  | (Y) protest     | (Z) results     |

# 解 答 用 紙 訂 正

令和5年度 一般選抜

前期日程

教科・科目名 英語

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記

解答用紙 3 A. 4行目

誤) Japanese rise.

正) Japanese rice.

R-5 (A)

受験番号	A								
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解答用紙番号
英語 0—1

11-0-1

採点記入欄

### 英語解答用紙

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問 1 \_\_\_\_\_  
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問 2       問 3

問 4 \_\_\_\_\_  
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※採点欄

問 5       問 6   (順不同)

2

問 1

問 2 \_\_\_\_\_  
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問 3 \_\_\_\_\_  
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問 4       問 5       問 6   (順不同)

1

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※採点欄

R-5 (A)

選抜区分
A

注意

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R-5 (A)

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解答用紙番号
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### 英語 解 答 用 紙

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3

A. According to the fourth paragraph, when taco rice was first created, it was almost impossible to cook tacos in Okinawa because \_\_\_\_\_, yet a restaurant owner managed to create taco rice by using Japanese rice.

A

B. In the second paragraph, the author explains \_\_\_\_\_ and how it has been historically changed, becoming more widespread as technology developed. In the third paragraph, the author suggests that American sushi has its own history and culture although there are some people who \_\_\_\_\_.

B

C. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C

※採点欄

1~6

7~12

※採点欄

4

1	2	3	4	5	6
7	8	9	10	11	12

選抜区分  
A

R-5 (A)

注意

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- ※採点表には何も記入しないこと。

解答用紙番号
英語 0—2

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座席番号

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※採点表					
問題 3			問題 4		
0			0		

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