

平成 16 年度 入学試験問題

外 国 語

英 語

2 月 25 日(水) 9 : 00—10 : 30

(医 学 部)

注 意 事 項

1. 試験開始の合図まで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、9 ページである。
3. 問題冊子とは別に答案紙が 5 枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の 2 箇所に受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了時刻まで退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。

I 次の英文を読み、設問に日本語で答えなさい。

According to the 2000 U.S. Census, the Japanese American population of Hawaii, including part-Japanese, was 296,674, including 201,764 who claimed to be full Japanese. Unlike in previous censuses, in 2000 respondents were allowed to indicate that they belonged to more than one race or ethnic group, and 32 percent of the total number of Japanese Americans in Hawaii did so, that is, nearly one-third of local Japanese are part-Japanese, indicative of increased intermarriage among the Sansei and Yonsei generations. Persons of Japanese descent (full and part) can be considered to constitute 24.5 percent of Hawaii's population of 1,211,537 which is slightly higher than the 22.3 percent they represented in 1990. However, those percentages are not necessarily comparable because in 1990 census respondents could state they belonged to only one racial or ethnic group, and some part-Japanese may have opted to indicate membership in another racial or ethnic group. Taking into consideration multiple-counting of multiracial/ethnic persons (for example, a Japanese-Filipino individual would be counted as belonging to both groups if s/he had indicated such when completing the 2000 census form), Japanese Americans continue to constitute the second largest racial/ethnic group in Hawaii as in 1990 after Whites and before Filipino Americans, Native Hawaiians and Chinese Americans. This second ranking is a little surprising given the relatively lower birthrate among local Japanese and the ⁽¹⁾ lack of significant immigration from Japan. Based on ethnicity of the mother, Japanese represented 12.5 percent of resident live births in Hawaii in 1998.

In terms of socioeconomic status, the 2000 U.S. Census has not yet released information on occupational, income and educational status by race and ethnicity for Hawaii. However, I do not think that there was much change in the socioeconomic status of Japanese Americans since 1990, and they continue to be one of the dominant groups along with Chinese Americans and Whites. If anything, because of the recession in Hawaii for most of the 1990s, Japanese

Americans, together with the latter groups,^(□) enhanced their socioeconomic position relative to the more disadvantaged groups such as Native Hawaiians, Filipino Americans and Samoans that continue to remain overrepresented in blue collar work.

Local Japanese are able to maintain if not increase their socioeconomic status because most families have the financial resources to reproduce themselves socially in succeeding generations,^(∨) a process that Ethnic Studies scholar George Lipsitz has described for Whites as “intergenerational transfer of wealth.” That is, most Japanese Americans (not necessarily only parents but including grandparents) have sufficient income, wealth and property that can be used to ensure their children’s (or grandchildren’s) socioeconomic future especially through investing in education. For wealthier families with the necessary financial resources, education may mean private schooling for their children from kindergarten through high school at Honolulu’s elite schools such as Punahou and Iolani and college and graduate or professional school on the U.S. continent. For other less financially able families, investment in education may mean public schooling but financial assistance provided to children to attend college on the continental United States or at the University of Hawaii at Manoa. Japanese Americans continue to constitute the largest group among undergraduate students at the University of Hawaii at Manoa (25 percent), double their representation in the public school system, and are the second largest group among graduate students (19 percent).

The limited number of children in Japanese American families, generally one or two, lessens the financial burden of private school and college education, and this is a primary reason why parents decide to have small families. The result is another generation with a high proportion of college graduates who can assume the same or higher occupational status as their parents and thus the overall maintenance of the socioeconomic status of Japanese in Hawaii. However, despite these financial advantages and benefits, the Yonsei are not necessarily⁽⁼⁾

the “spoiled” generation they have been called because they have been coming of age when Hawaii’s economy has been in a prolonged recession since the early 1990s, and that has led some of them to join the “brain drain” to the continental United States for better economic opportunities rather than remaining in Hawaii with family and friends.

注

live birth: 死産に対する生産(せいざん)

recession: 不景気

enhance: 高める

設 問

- (1) 1990年の人口調査の結果の数字と2000年のものを直接比較できないのはどうしてか、100字以内で述べなさい。
- (2) 2000年におけるハワイの総人口は何人ですか。
- (3) 1990年と2000年におけるハワイで最大の人種・民族集団は、それぞれ何でしたか。
- (4) 下線部(ロ) the latter groups とは何を指していますか。
- (5) 比較的裕福でない日系アメリカ人家庭の子どもたちは、大学に進む前にはどんな学校へ行きますか。
- (6) 日系アメリカ人の少子化傾向はなぜ生じているのか、15字以内で述べなさい。
- (7) 下線部(イ)を訳しなさい。
- (8) 下線部(ハ)を訳しなさい。
- (9) 下線部(ニ)を訳しなさい。

II 次の英文を読み、設問に答えなさい。

While 47 million children in the United States of America went to school last year, another two million stayed at home to study. In nearly every state, the number of children being educated in their homes is rising about ten percent a year.

The growth reflects a vast broadening in the types of families that embrace home schooling. The growing diversity among families that teach their children themselves is linked to the spreading popularity of the school choice movement. Parents like having the power to choose the educational setting that best serves their children's needs.

Yet instead of accepting — even welcoming — the valuable role home-school supporters can play in increasing choices, too many traditional educators are setting up roadblocks. Some states impose excessive paperwork demands (㊦) _____ home-schooling parents, even when their children appear to be flourishing academically. Many school districts deny home-schooled children the opportunity to participate (㊧) _____ music and sports activities at local schools. Such moves can needlessly deprive public schools (㊨) _____ valuable alliances with taxpayers and advocates of quality education. Several proven ways can help more states and school districts reach out to home-schooling parents. Among them:

- | |
|-------------------------|
| Funding online teaching |
|-------------------------|

The Florida Virtual School, for example, is a public school that conducts classes over the Internet. Students include not only home-schoolers but also students looking for courses their local schools don't offer or more flexible class schedules.

- Reducing burdensome paperwork

The state of Maine did so as one of several states that acceded to home-schooling parents' requests to be treated more like families in private schools. In recent years, Oregon, Arkansas and Arizona have loosened onerous rules aimed at home-schoolers.

- (ホ)

In July, the Pennsylvania House of Representatives passed a bill requiring the state's 501 school districts to open sports teams and other extracurricular activities to home-schoolers. The measure, which goes to the state senate this fall, reflects a national trend granting home-schooled students use of some public-school services.

Those critical of home schooling argue that parents often fall short as competent teachers. However, _____ date, no evidence demonstrates a significant problem of home-schooled children receiving poor educations. In fact, research suggests home schooling can be very effective.

Families choosing home schooling provide the close parental involvement that students need to succeed academically. Supporting that choice benefits children, their parents and local school districts.

注

school district: (米国)学区, 教育行政上の最小の単位

accede: 応じる

onerous: わずらわしい

設 問

- (1) 下線部(イ), (ハ), (チ)をそれぞれ日本語に訳しなさい。
- (2) 空欄(ロ), (ハ), (ニ), (ト)に入る最も適切な前置詞を書きなさい。
- (3) 空欄(ホ)に入れる見出しとして最も適切なものはどれか、以下の中から選び、その番号を書きなさい。
 - 1 Forbidding home-schoolers from joining school activities
 - 2 Forcing home-schoolers to join school activities
 - 3 Letting home-schoolers join school activities
 - 4 Permitting school districts to open school activities to home-schoolers
- (4) 以下の四つの文の中から、本文の内容と一致しているものを一つ選び、その番号を書きなさい。
 - 1 ホームスクール制(home schooling)の人気の秘密は、家で学ぶか学校で学ぶかを子供達だけで選べるからである。
 - 2 フロリダでは、インターネットを通じての遠隔学習法が、ホームスクール制学習者(home-schoolers)のみに限られている。
 - 3 ホームスクール制によって子供が有意義な教育を受けることは可能である。
 - 4 筆者は、ホームスクール制について、いくぶん否定的な態度を表明している。

Ⅲ 次の日本語を読み、下線部(1)～(3)を英訳しなさい。

川原に行こう、と思いついた本当の理由は、実のところ自分でもわからない。 ⁽¹⁾
それは梅雨どきのある夕方はじまって、夏中続いたのだった。

行って何をするかといえば、ただ歩く。上流に向かって歩き、小一時間行ったところで引き返してくる。雨が降ろうと風が吹こうと、夕方になれば歩いた。 台風の日だって、⁽²⁾溢れんばかりの濁流がどうどうとゆく水際を、おちよこになった傘をさし、つんのめって歩いた。人から見ればちょっと妙だったかもしれないが、そのときの私はそうしないでは胸苦しくてたまらなかったのだ。

しばらくたってから、ようやくまわりの景色に目が行くようになった。 ⁽³⁾すると夕日を浴びる水の流れや、丈の高い草むらを川風が通り抜ける様子が、はじめて見るもののようにみずみずしく感じられる。

IV 設問A, Bに答えなさい。

A 次の英文の括弧内の不完全な単語を完成し、意味の通る文にしなさい。下線1本につき1文字を入れること。各語の最初の文字は与えられている。

- (1) "You'll need to make an (a _____) with the doctor," the nurse told the patient.
- (2) A representative was sent to speak on (b _____) of those who could not attend the meeting.
- (3) Repairing that old bicycle would be a (w _____) of time and effort. Just buy a new one.
- (4) I stood there watching the child (b _____) spoken to by her teacher.
- (5) His wife asked him to whom he was sending such a large (a _____) of money.
- (6) Bill was (s _____) off his expertise in sailing when he ran the boat aground.
- (7) The effect of the sleeping pill did not (w _____) off for several hours.
- (8) He becomes incapable of thinking clearly (w _____) he gets even a little drunk.
- (9) He spilled the coffee all over the table on (p _____) in order to get revenge on the waitress.
- (10) The news of his accident (t _____) us by surprise.

B 次の英文を読み、(1)~(5)の〔 〕内の語を並べ替えて、文脈に合うように文を完成し、解答欄に記入しなさい。解答にあたっては次の点に注意すること。

- ・各〔 〕内には余分な語が一つ入っているので、余分な語を除いて解答すること。
- ・各語はすべて小文字で書いてあるが、必要な部分は大文字で書くこと。

In late 1945, when I was living in London, I received a postcard with an official police seal on it. It threw me into a panic. The card instructed me to report to the police station as soon as possible. What had I done wrong? Unable to cope with the fear and suspense, I immediately headed up the hill to the station and showed the card to the police officer on duty.

“Hey, Mac. (1)〔 been, for, girl, here’s, is, the, waiting, you’ve 〕!”

Another officer appeared. “Did you ever own a bicycle?”

“Yes.”

“(2)〔 happened, had, it, to, what 〕?” the officer asked.

I told him the story. After a while, nearly everyone in the station was listening to me. I found that puzzling.

“(3)〔 did, it, like, look, what, you’ve 〕?”

I described it. When I mentioned the unusual red balloon tires, they all laughed with relief. One of the officers wheeled out a bike.

“Is this the one?”

It was rusted, the tires were flat, and the seat had a tear in it, but it was definitely my bicycle. “Well, what are you waiting for? (4)〔 home, you, it, take, will, with 〕.”

“Oh, thank you, thank you so much,” I said. “But how did you ever find it?”

“It was abandoned, and someone found it. He brought it in (5)〔 at, it, tag, a, had, it, because, name, on 〕.”

I wheeled it back to my apartment house full of happiness.