

弘前大学

平成 31 年度入学試験問題(前期)

コミュニケーション英語 I・II・III, 英語表現 I・II

【注意事項】

1. 試験開始の合図があるまで、この問題冊子を開いて見てはならない。
2. 本冊子には、①から④までの4問題が印刷されていて、8ページある。
落丁、乱丁、印刷の不鮮明な箇所等がある場合には、申し出ること。
3. 解答用紙と下書き用紙を別に配付している。解答は、解答用紙の指定された箇所に記入すること。所定の箇所以外に記入したものは無効である。
4. 日本語で解答する問題と、英語で解答する問題があるので、注意すること。
5. 解答用紙の指定された欄に、学部名および受験番号を記入すること。
6. 提出した解答用紙以外は、すべて持ち帰ること。

- 1 次の英文を読み、下の設問に答えなさい。(後ろに星印[*]がついている語には英文の後に注がある。)

Ellis Island sits quietly in New York Harbor. For many years, it was a beacon* of hope for new immigrants. People came to America from around the world, searching for a better life. Some were fleeing poverty; others were seeking freedom from religious persecution*. Reaching Ellis Island and the Statue of Liberty were a sign to immigrants that they had arrived in America and could begin their new lives. For some of the 12 million people who passed through Ellis Island between 1892 and 1954, (1) this was true. They were processed and admitted in just a few hours. Others had a much different experience.

The trip across the Atlantic Ocean was difficult, especially for passengers in third class, or steerage. People were often tired and sick when they arrived. They had spent several weeks aboard a large, crowded ship. First- and second-class passengers had an easier time. If they passed a health check onboard the ship, they would be quickly processed and released. The third-class passengers had to wait much longer — sometimes, even days. When they did finally leave the ship, they were given identity tags and told to head for the main building on Ellis Island.

This was often a time of great confusion. Following directions in a language you don't understand is difficult! The passengers carried their most important belongings — the items they had chosen to make the long trip across the ocean with them. They were tired, they were anxious, and there were often young children or elderly parents to keep track of.

On the way to the Great Hall (officially known as the Registry Room), doctors watched the immigrants as they waited in line. They looked for people who were having any sort of difficulty that could indicate they were ill. In the large, noisy room, the immigrants had to pass a health inspection. One of the

worst parts was having your eyelid* lifted by a tool called a buttonhook so that doctors could check for a contagious* eye disease.

Immigrants who needed further inspection had (2) a letter marked with chalk on their clothing. The letter indicated what sort of problem they were suspected of having. Immigrants who passed the health inspection were sent on to have their legal inspection. The big worry, of course, was separation. What if you passed the health inspection but your child or spouse did not?

At the next stop, immigrants were asked a series of questions, such as where they were born, were they married, what sort of work did they do, how much money did they have, and so on. Their answers needed to match the answers on the list, or manifest, from the ship. Many people were admitted to the United States after passing the necessary requirements, but many were also detained. Some were immediately sent back to their home countries, while others spent days, or even months, in the infirmary*. Their cases would eventually be reviewed again and a decision would be made as to whether or not they could stay in America. About three thousand immigrants died on Ellis Island, and about two percent were denied entry to the U.S.

For the fortunate immigrants who were given permission to stay, social workers were on hand to offer help as people made their way in a new and foreign country. They often met relatives at the Kissing Post, a column outside the Great Hall, where the new immigrants were reunited with friends and family.

(Adapted from "Island of Hope," *Spectrum Reading Grade 8*, Carson-Dellosa Publishing, 2015)

注：beacon 灯台などの航路標識 persecution 迫害 eyelid まぶた
contagious 伝染性の infirmary 医療施設

設問 1 下線部(1)の内容を日本語で説明しなさい。

設問 2 一等・二等船室の乗客と三等船室の乗客の扱いにはどのような違いがあるか、日本語で説明しなさい。

設問 3 下線部(2)はどのような目的で服につけられ、何を意味していたか、日本語で説明しなさい。

設問 4 審査を受けた移民たちはどのように分類されたか、3つの場合に分けて日本語で説明しなさい。

設問 5 以下のエリス島に入港後の手続き(a)~(e)について、行われる順に(1)~(5)に記号で記入しなさい。

- (a) being interviewed about personal information
- (b) health inspection
- (c) getting permission to stay in the United States
- (d) getting identity tags
- (e) health check onboard the ship

2 次の英文を読み、下の設問に答えなさい。

Shopper: Excuse me, officer. I would like to know if anyone has turned in a wallet.

Police officer: A lost wallet? (1) When did you realize it was missing?

Shopper: I know that I had it this morning, because I bought some groceries, but it was gone when I got home.

Police officer: (2)

Shopper: Well, I had it when I paid for my shopping at ABC Supermarket. Then I walked back down Main Street and stopped in the bookstore on the corner. I didn't end up buying anything there, though, and walked through the park and then to my car afterward.

Police officer: Okay. Probably somewhere in the local neighborhood, within walking distance. (3)

Shopper: Yes, of course. [Spreading her hands out] It is about this big, and light blue with a gold hook to hold it shut. I had about \$50 in it, along with my credit card, library card, and office ID. Oh, and there's a photo of my daughter in there, too.

Police officer: [Reading off a computer record] 15 centimeters long, blue, with XYZ Travel Agency photo ID and \$50 in bills and assorted change. . . . Well, I think you're in luck! (4) According to this record, it was found on the corner of Main Street and Elm Street — right by the bookstore. (5)

Shopper: Oh, what a relief! I was terribly worried. Thank you so much!

設問 (1) ~ (5) には、次の(a)~(e)の日本語に相当する英文のいずれかが入る。解答欄[A]には(a)~(e)の記号を記入し、解答欄[B]にはそれに対応する英文を書きなさい。

- (a) その落とし物を詳しく説明してもらえますか。
- (b) 少しだけ書類に記入してもらえれば、すぐに持って帰っていいですよ。
- (c) 残念なことに、こういうことはしょっちゅう起こるんですね。
- (d) ある人が、その説明に一致する財布をちょうど届けてくれたところですよ。
- (e) 家に帰る前に行ったところを正確に教えてください。

3

次の英文を読み、下の設問に答えなさい。(後ろに星印[*]がついている語には英文の後に注がある。)

Recent discoveries suggest that the adoption of agriculture, supposedly our most decisive step toward a better life, was in many ways a catastrophe* from which we have never recovered.

For most of our history we humans supported ourselves by hunting and gathering: we hunted wild animals and searched for wild plants. It's a life that philosophers have traditionally regarded as (1) nasty, wild, and short. Since no food is grown and little is stored, there is no rest from the struggle that starts anew each day to find wild foods and avoid starving. Our escape from this misery was made easier only 10,000 years ago, when in different parts of the world people began to breed plants and animals. The agricultural revolution gradually spread until today it's nearly universal and few tribes of hunter-gatherers survive.

This progressivist view is really making a claim about the distant past: that the lives of primitive people improved when they switched from gathering to farming. To the contrary, one straightforward example of what scientists have learned from skeletons concerns (2) historical changes in height. Skeletons from Greece and Turkey show that the average height of hunter-gatherers toward the end of the ice ages was a generous 5' 9" (175 cm) for men, 5' 5" (165 cm) for women. With the adoption of agriculture, height crashed, and by 3000 B.C. had reached a low of only 5' 3" (160 cm) for men, 5' (152 cm) for women.

There are at least (3) three sets of reasons to explain the findings that agriculture was bad for health. First, hunter-gatherers enjoyed a varied diet, while early farmers obtained most of their food from one or a few starchy* crops. The farmers gained cheap calories at the cost of poor nutrition. Second, because of dependence on a limited number of crops, farmers ran the risk of starvation if one crop failed. Finally, the mere fact that agriculture encouraged people to live together in crowded societies, many of which then

carried on trade with other crowded societies, led to the spread of parasites* and infectious disease.

Hunter-gatherers practiced the most successful and longest-lasting life style in human history. In contrast, we're still struggling with the mess into which agriculture has dropped us, and it's unclear whether we can solve it. Suppose that a historian who had visited us from outer space were trying to explain human history to his fellow aliens. He might illustrate the results of his research by (4) a 24-hour clock on which one hour represents 100,000 years of real past time. If the history of the human race began at midnight, then we would now be almost at the end of our first day. We lived as hunter-gatherers for nearly the whole of that day, from midnight through dawn, noon, and sunset. Finally, at 11:54 p.m., we adopted agriculture. As our second midnight approaches, will the difficult condition of famine-stricken* farmers gradually spread and overwhelm us all? Or will we somehow achieve the great possibilities that we imagine in agriculture, and that have so far escaped us?

(Adapted from Jared Diamond, "The Worst Mistake in the History of the Human Race," *Discover*, vol.8, no.5, May 1987)

注 : catastrophe 大失敗 starchy でんぷん質の parasite 寄生生物
famine-stricken 飢饉に襲われた

設問 1 下線部(1)において、哲学者たちが狩猟採集民(hunter-gatherers)の人生を nasty, wild, and short とみなしてきた理由を日本語で説明しなさい。

設問 2 下線部(2)の内容を日本語で簡潔に説明しなさい。

設問 3 下線部(3)の three sets of reasons を日本語でそれぞれ説明しなさい。

設問 4 下線部(4)の a 24-hour clock という比喩で筆者が一番言いたいことは何か、「農業の導入」という言葉を用いて日本語で説明しなさい。

4 以下のAとBからどちらか一つを選び、その指示に従って英語で自分の考えを述べなさい。選んだ問題の記号を解答用紙に必ず明記すること。

A : People throughout Japan own smart phones. Smart phones have significantly changed the way humans interact with and see the world. What are some of the positive and negative impacts that you think smart phones have on society? Write one to two paragraphs (about 100 words total) explaining your opinion with good examples.

B : You will have to consider many different things when choosing your future job or career. What are some criteria or points that you will think about? Write one to two paragraphs (about 100 words total) explaining your thoughts and reasoning why.