

# 平成23年度入学試験問題

## 英 語 (前期日程)

### 医学部医学科

#### 注意事項

- 1 試験時間は90分です。
- 2 試験開始の合図があるまで、この問題用紙の中を見てはいけません。
- 3 この問題用紙は表紙を含めて5枚あります。
- 4 この解答用紙は4枚あります。
- 5 答案は、解答用紙に横書きで書きなさい。
- 6 試験中に問題用紙及び解答用紙の印刷不鮮明、ページの落丁・乱丁及び汚れ等に気づいた場合は、手を挙げて監督者に知らせなさい。
- 7 解答用紙4枚すべてに、受験番号を記入しなさい。
- 8 試験終了後、問題用紙は持ち帰りなさい。

宮崎大学

## 平成23年度個別学力検査問題訂正

教科・科目名	英語（医学部医学科）
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次のとおり問題を訂正してください。

### 〔前期日程〕

#### 問題訂正

#### 英語（医学部医学科）

1. 2ページ, Q3の選択肢のうちのb)

(誤) b) exlpanation

(正) b) explanation

次の英文を読んで、下の問に答えなさい。

Here's a story that many foreign residents of Japan, like me, will be familiar with. I drove into a parking garage with my wife (who is Japanese) following in her car behind. We were going to meet for lunch at a nearby hotel restaurant. When the parking attendant came to my car window he asked, "Shukuhaku desu ka?" (Are you staying at the hotel?). "No. Just to the hotel restaurant for lunch" I replied in Japanese, since I knew that parking was free for restaurant customers too. When he saw my face though he became tense and anxious, "But you have to...umm... you can't...". Then he noticed my wife's car behind me. "Are you together?" he asked. "Yes". So he went over to my wife's window and asked her, "Shukuhaku desu ka?" with my wife answering 'No' but that we were going to the restaurant inside the hotel for lunch. "OK", he said and directed both our cars in.

This is a common scenario for foreign residents: a local person wrongly assuming that foreigners must not understand the system and will therefore cause problems. Where does this attitude come from? Why did the parking attendant start from the assumption that as a foreigner I would not know what I was doing? My visual foreignness seemed to make him forget that I was driving my own car, with local license plates, and that I had spoken to him in Japanese.<sup>(1)</sup> To the garage attendant, locked into a narrow us-and-them thinking, I was simply a foreigner over and above anything else.

I think I know why he might think like this. I'm not 'visually' Japanese<sup>(2)</sup> and 99% of non-Japanese have no connection to Japan. So, it could be said that foreigners generally don't know details about Japanese society and this parking garage (and system) is in Japan. Therefore since I am a foreigner, it might seem logical to think that I will probably not know the parking system. After all, what many Japanese students have been told by scholars and educators – even in English lessons – by Japanese and non-Japanese alike,<sup>(3)</sup> is that other cultures are different and these cultural differences determine who we are.

However, rather than just complaining about how thinking of culture as meaning only "learning cultural differences" can actually lead to cases of 'accidental' discrimination<sup>(4)</sup> like the one described above, let me instead suggest twelve culture education goals to help young Japanese students get out of this 'cultural differences' trap.

1. Help students understand that learning about culture is not all about finding differences.  
Culture learning should not be reduced to a 'find the differences' picture, which merely helps to emphasize the sense of otherness. As the story above shows, too strong a focus upon assumed differences can actually produce the very misunderstandings that most people are hoping to avoid.<sup>(5)</sup> Rather, teachers should focus upon how humans create and display culture in general, what universals we share, as well as how cultures develop, interact and change over time.
2. Help them understand that "foreign countries" ("gaikoku") is not a single unit.  
There are very few things you can say accurately beginning with "Foreign countries are..." or "In foreign countries...". There are almost 200 countries on the planet, and many more ethnicities and cultures. Students should become familiar with a variety of worldwide cultures and not hold on to a "Japan and other countries" model.
3. Help them understand that America does not equal "foreign countries".  
Much about the U.S. is unique and unusual- more so than Japan I would argue. America does not represent the world, nor in many cases does it represent the international standard or norm.
4. Help them understand the differences between foreign, American, Western, Caucasian, Anglo-Saxon, and Christian.  
Many Japanese students tend to confuse these categories unthinkingly which leads to false generalizations. Learners should be clear and knowledgeable before using these terms. This can apply to other common associations too – such

as Arabs and Islam.

5. Help them to understand that culture and country may not be directly connected.  
Some countries contain numerous cultural groups. Conversely, many cultural mixes extend well beyond national borders.<sup>(6)</sup> Think of Arabic culture spreading from North Africa to the Arabian Peninsula. Then think of Islamic culture, where common threads extend well beyond Arabic countries. And think of the local cultural varieties within each. Think of subcultures too – how skateboarders or fashion designers might be more influenced by their common interests rather than by any “national culture”.<sup>(7)</sup>
6. Help them to understand that if X is the standard in Japan, it does not follow that ‘not X’ must be the case everywhere else.  
For example, “Japan has a national health care system. Japan is different from other countries. Therefore other countries must not have national health care systems”. Even though this is illogical even medical students seem to believe it.
7. Help them understand that what they think are uniquely or specifically Japanese common values might well be universals.  
“Enryo” (restraint for the sake of modesty) exists in all cultures in some form. So do concepts such as hygiene, love of family, concern for others, and the value of human life. Assuming that outsiders don’t hold such values can be an ugly prejudice.<sup>(8)</sup>
8. Help them to understand that many foreigners in Japan will actually be familiar with Japanese customs and culture.  
My introduction story serves as an example. So, if you are working in a Japanese-style pub in a small country town and a few non-Japanese enter you don’t have to change what you say or do. Why worry about misunderstandings from the beginning? Treat the foreign customers as if they were Japanese and, in most cases, you will find that your non-Japanese customers are quite at ease with the system.<sup>(9)</sup>
9. Help them to understand that that which may be true of a culture or country as a whole may not be true of each member thereof.  
For example, “Jorge is from Brazil. Yuji is from Japan. Brazil has a higher crime rate than Japan. Therefore, Jorge is more likely to be a criminal than Yuji”. Sorry, but this doesn’t make sense.
10. Help them to understand that not all features of personal behavior are cultural but may instead be psychological or philosophically based.  
Saying that you believe X because “it is my culture” and assuming that others believe Y for the same reason is to remove any notion of justification, responsibility, or meaningful discussion regarding beliefs and values. It is a completely anti-intellectual approach.<sup>(10)</sup>
11. Help them to focus upon interpersonal features, rather than cultural, when actually dealing with foreigners.  
We generally mix with people, not cultures, and people may display their backgrounds in many different ways. Don’t treat people merely as cultural products.<sup>(11)</sup>
12. Help them to understand that race does not necessarily imply culture or even specific beliefs and values.  
Culture is neither genetic nor biological. For example, my white face does not mean that I must hold the same values as ex-President George W. Bush.

It goes without saying that many of these culture learning goals could be applied in various places all over the world,

but why not start in Japan where so much is made of cultural differences?<sup>(12)</sup>

*Adapted from the Daily Yomiuri Newspaper Dec. 01/2009*

Questions:

- Q1. Explain in Japanese the meaning of the underlined sections marked (1), (4), (7), (8), (10) and (11).
- Q2. Translate into Japanese the underlined sections marked (3), (5), (6), (9) and (12).
- Q3. Which two of the following best summarize the article?
- a) The writer dislikes Japanese ways of thinking.
  - b) The writer has difficulty understanding Japanese culture.
  - c) The writer thinks that Japanese are too concerned about cultural differences.
  - d) The writer thinks that Japanese have some misunderstandings about foreigners in Japan.
  - e) The writer thinks that if we learn more about cultural differences discrimination may decrease.
- Q4. Why did the parking garage attendant become confused? Choose the two best answers from the following.
- a) He didn't know that restaurant customers could park there for free.
  - b) He didn't understand the foreigner's English.
  - c) He believed that the foreigner didn't understand the parking system.
  - d) He didn't understand why the foreigner and his wife came in two separate cars.
  - e) He thought that the foreigner could not communicate in Japanese.
- Q5. Which two of the following do you think the writer means by not 'visually' Japanese<sup>(2)</sup>?
- a) He has difficulty understanding Japan.
  - b) He speaks Japanese poorly.
  - c) His appearance is clearly not Asian.
  - d) He has trouble communicating face-to-face with Japanese people.
  - e) He doesn't look like an average Japanese person.
- Q6. Each of the following statements represents a misunderstanding about foreign countries and culture. Which of the author's twelve goals do each of these statements refer to? Answer using the *number* of the goal (1 – 12).
- a) Westerners are white.
  - b) Americans can buy guns so it seems that you can buy guns in foreign countries.
  - c) Foreign countries don't have special New Year's foods.
  - d) If you are Asian you must hold Asian values.
- Q7. Make a sentence using the following words, which summarizes the writer's goal #2, and find the words for blank spots (c) and (l). The first and last words have been done for you.

There ( a ) ( b ) ( c ) ( d ) ( e ) ( f ) ( g ) ( h ) ( i ) ( j ) ( k ) ( l ) ( m ) countries.

of very foreign all few can say things true we are that are

- Q8. Make a sentence using the following words, which summarizes the writer's goal #3, and find the words for blank spots (c) and (f). The last word has been done for you.

( a ) ( b ) ( c ) ( d ) ( e ) ( f ) ( g ) ( h ) countries.

standard America foreign doesn't necessarily represent for the

Q9. Look at the example the writer gives in goals #6 and #9. These examples are "illogical" or "do not make sense" according to the writer. Make your own "illogical" example in English to express the point that the writer is making in *either one* of goals #6 or #9. (Please indicate from *which goal* you are making an example.)

Q10. Choose any *one* of the writer's 12 goals and write your personal opinions about that goal in English. Your answer should contain about 100 words. Be sure to tell us the number of the 'goal' that you are writing about.

Q11. What experiences have you had with foreigners in Japan? Write about that, plus anything that you have learned from those experiences, in English, in about 150 words.

Q12. In goal #12, the writer says that "culture is neither genetic nor biological". Do you agree or disagree? Explain why you think so in English in about 50 words and support your answer with an example.