

山口大学 一般 前期

平成 24 年度 入学者選抜学力検査問題

英 語

注 意 事 項

- 1 試験開始の合図があるまで、問題冊子及び解答用紙の中を見てはいけません。
- 2 解答用紙は 2 枚あります。解答用紙枚数に過不足がある場合は、手を挙げて監督者に知らせてください。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気がついた場合は、手を挙げて監督者に知らせてください。
- 4 試験開始後、すべての解答用紙に受験番号、志望学部及び氏名を記入してください。受験番号の記入欄は各解答用紙に 2 箇所あります。
- 5 解答はすべて解答用紙の指定された解答欄に記入してください。
- 6 問題冊子の余白は適宜使用してください。
- 7 各問題の配点は 200 点満点としたときのものです。
- 8 試験終了後、問題冊子は持ち帰ってください。

I Read the following passage and answer the questions based on the passage.

(配点 60)

My mother was in charge of three huts at a village called Qunu which, as I remember, were always filled ⁽¹⁾(in/over/with) the babies and children of my relations. In fact, I hardly recall any occasion as a child when I was alone. In African culture, the sons and daughters of one's aunts or uncles are considered brothers and sisters, not cousins. We do not make the same distinctions among relations practiced by whites. We have no half brothers or half sisters. My mother's sister is my mother; my uncle's son is my brother; my brother's child is my son, my daughter.

Of my mother's three huts, one was used for cooking, one for sleeping, and one for storage. In the hut in which we slept, there was no furniture in the Western sense. We slept on mats and sat on the ground. My mother cooked food in a three-legged iron pot over an open fire in the center of the cooking hut or outside. Everything we ate we grew and made ourselves. My mother planted and harvested her own corn. Corn was harvested from the field when it was hard and dry. It was stored in sacks or pits dug in the ground. When preparing the corn, the women used different methods. They could grind the pieces of corn between two stones to make bread, or boil the corn first, producing *umphothulo* (corn flour eaten with sour milk) or *umngqusho* (corn mash, sometimes plain or mixed with beans). Unlike corn, which was sometimes in short supply, milk from our cows and goats was always plentiful.

From an early age, I ⁽²⁾(spent/started/studied) most of my free time in the veld* playing and fighting with the other boys of the village. A boy who remained at home tied to his mother's apron strings was regarded as a coward. At night, I shared my food and blanket with these same boys. I was no more than five when I started looking after sheep and calves in the fields. I discovered the close attachment that the Xhosa people have for cattle, not only as a source

of food and wealth, ⁽³⁾(and/or/but) as a blessing from God and a source of happiness. It was in the fields that I learned how to knock birds out of the sky with a stone, to gather wild honey and fruits and roots that can be eaten, to drink warm, sweet milk straight from a cow, to swim in the clear, cold streams, and to catch fish with string and sharpened bits of wire. I learned to stick-fight — essential knowledge to any rural African boy — and became skilled at its various techniques, blocking blows, feinting in one direction and striking in another, breaking away from an opponent with quick footwork. From these days I date my love of the veld, of open spaces, the simple beauties of nature, the clean line of the horizon.

As boys, we were mostly left to our own devices. We played with toys we made ourselves. We molded* animals and birds out of clay. We made ox-drawn sleighs out of tree branches. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller coaster. We sat on flat stones and slid down the face of the large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting on top of calves — after being thrown to the ground several times, one got used to it.

I learned my lesson one day from an unruly donkey. We had been ⁽⁴⁾(doing/making/taking) turns climbing up and down its back and when my chance came I jumped on and the donkey ran into a nearby bush. ⁽⁵⁾It bent its head, trying to unseat me, which it did, but not before the sharp points of the bush had scratched my face, embarrassing me in front of my friends. Africans have a highly developed sense of dignity, or “face.” I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonoring them.

(Adapted from Nelson Mandela, *Long Walk to Freedom*, 1995.)

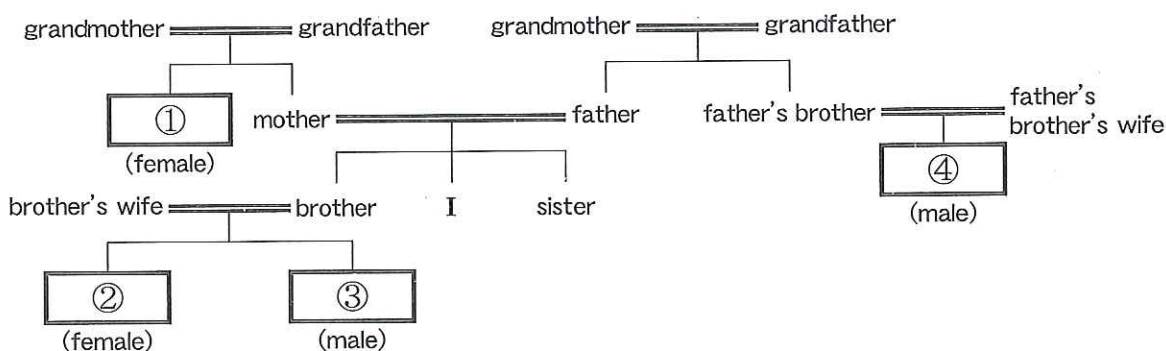
***Notes:**

veld: African grassland

mold: to put something soft into a particular shape

Questions

1. Choose the most suitable word for (1)~(4) in the passage.
2. According to the author, family relations are treated differently in white and African society. Suppose you are the "I" in the family tree graph below and write in blanks ①~④ the correct family relations in relation to you for each society. A double line () between two people means they are married.



3. Choose two statements that are correct from the six statements listed below and write the numbers.
- (1) When the author was a young child, there were no other children in the huts.
 - (2) When the author was a young child, he was always hungry.
 - (3) When the author was a young child, he planted corn for his mother.
 - (4) When the author was a young child, he took care of cattle for his family.
 - (5) When the author was a young child, he paid to ride on a roller coaster.
 - (6) When the author was a young child, he learned important African values.

4. What does the author believe important in African culture when you beat someone? Write in an English sentence.
5. Translate the underlined part (5) into Japanese.

Ⅱ 次の英文を読んで設問に答えなさい。(配点 60)

When you're in a bad mood, the comfort of your home is often most appealing. However, when you're feeling a bit happier, you might be more likely to go outside and explore the world around you. Recent research on a new theory in the journal *Psychological Science* shows that a grumpy feeling* might make us less likely to try new things, but a good mood may make our sense of adventure stronger. In other words, mood can change the way we see the world around us.

It has been said that experience with familiar things — familiar places, everyday things, the faces of our family members — is linked with happiness. According to some researchers, this relationship may be caused by repeated experience. Other researchers think that the value of familiarity depends on the situation.⁽¹⁾ A familiar face is more attractive in unusual situations. For example, if you are travelling, seeing a hometown neighbor while you are walking around a strange city might create happy feelings. However, meeting that same neighbor at the local supermarket in your hometown is less likely to create positive emotions.

⁽²⁾The new theory presented in the journal *Psychological Science* was tested in the following way. Researchers did an experiment in which participants looked at a series of dot patterns. In the first part of the experiment, the participants looked at several patterns. In the second part of the experiment, they saw the same patterns again and some new patterns. In one experiment group, before looking at the patterns, the participants were put in a good or bad mood by being asked to remember a happy or sad personal experience. As they looked at the patterns, the expressions on their faces were measured with special cameras. The participants also talked about how they felt.

⁽³⁾As the researchers predicted, participants who were feeling sad were more likely to like familiar patterns. Cheerful participants showed no preference for

familiar patterns over new patterns. Happy participants liked the familiar patterns, but their happy mood also increased positive emotions towards new patterns. The researchers believe that a good mood may make new things seem more attractive. Mood can change the way people think about the world.

(Adapted from Tiffany O’Callaghan, “Why a Good Mood May Make You More Adventurous,” *Time*, February 23, 2010.)

*注 grumpy feeling: 不機嫌

設 問

1. 下線部(1)はどうか、本文中に用いられている具体例を使って日本語で説明しなさい。
2. 下線部(2)の the new theory を検証するために行われた実験の中で、1つのグループだけに行われたことがあります。それはどのようなことか日本語で説明しなさい。
3. 下線部(3)を日本語に訳しなさい。
4. 本文中で紹介された新しい研究が主張していることを100字程度の日本語で説明しなさい。

- Ⅲ 山口大学の4年生スズキ・カオルが書いた次の文章について以下の設問に英語で答えなさい。(配点 80)

Memories of My English Teachers

The English teacher that I had in my first year at university was very strict. Many students did not really want to go to his class. He would often get angry if a student was not able to answer his difficult questions in English. My friends were always worried that they would not know the correct answer if he asked them a question about the homework. Even students who said they liked learning English did not like his class very much. I thought that English was too difficult for me. What I really couldn't accept was the way he taught. That English teacher was almost always talking and writing on the blackboard. The students usually just listened to him for most of the class, and we were rarely allowed to speak to each other during class. He never asked us our opinion about anything.

Luckily, the English teacher I had in my second year at university was a very nice, friendly person from Canada. She was kind and encouraging, and she did not get angry if students did not know the right answer every time. We learned a lot about life in English-speaking countries, listened to English songs, watched short English news videos, and did fun role plays. We used our own experience and imagination in our English role plays. She even taught us how to sing some popular English songs. The students in her class often smiled and laughed because they enjoyed her lessons. She told us many interesting travel stories and asked us our opinions on different topics. There were many group work activities and interesting homework assignments. My favorite activity was giving opinions in English. We learned a lot of English in her class, and our test scores improved. We could practice English without worrying about a negative reaction from the teacher. English was not frightening anymore.

This second English teacher returned to Canada two years ago, but thanks to that kind teacher, I started to read English books and magazines as a hobby every day. I also began to listen to English news programs on the radio, television, and Internet. I tried learning new words every day and writing them down in a notebook with example sentences. My family went on a short holiday to the United States, and I was able to communicate with local people for the first time. They were all very interested in Japan and asked me many questions in English. My English was not perfect, but I never felt embarrassed speaking English. I talked to many people and made some new friends on my family holiday. My parents were very happy and surprised, and they told me that my English was very good! When we returned from our holiday in America, I decided that I wanted to use English in my future job.

設 問

1. **Answer each question in a full sentence. Use only the given space on the answer sheet for each answer.**

- (1) What did the writer dislike about the teaching style of the first English teacher?
- (2) What did the writer enjoy most in the second-year class?
- (3) Why could the students relax in the second-year class?
- (4) What was the reaction of the Americans that the writer met on a family holiday in America?

2. 自分がこの文章を書いたスズキ・カオルだと想像しなさい。あなたは日々英語を使う会社から内定をもらい、2年生の時の英語の先生にお礼の手紙を書くことにしました。以下の手紙の空欄(1)～(4)を埋めるべく、次のポイント(1)～(4)をそれぞれ英語にしなさい。なおポイントの番号(1)～(4)は手紙の空欄・解答欄(1)～(4)に対応します。

- (1) 自己紹介と、2年前に山口大学で先生のクラスにいたことを覚えているかの確認
- (2) 希望していた貿易会社に就職が決まったこと
- (3) 出張でカナダを含め多くの国に行く機会があること
- (4) また会えることを楽しみにしていること

Dear Ms. Smith,

(1) _____

_____ I am writing this letter to thank you for teaching me English. I enjoyed learning English because your lessons were always interesting and enjoyable. The group activity helped me to speak English with confidence. I am now in my fourth year at university, and I will graduate soon.

(2) _____

(3) _____

Thank you again for your wonderful English lessons.

(4) _____

Sincerely,

Kaoru