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山 梨 英 和 大 学  
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一般選抜 A 日程試験問題

英 語

注 意

1. 問題用紙は試験開始の合図があるまで開けないでください。
2. 試験開始直後に次のことを確かめ、解答用紙を冊子からはずして使用してください。
  - a. 問題用紙は表紙を除いて、6枚です。ページの順番も確認してください。
  - b. 解答用紙は1枚です。
3. 受験番号は、解答用紙に記入してください。氏名は書いてはいけません。
4. 答えは解答用紙に記入してください。
5. 問題用紙は、試験終了後、各自持ち帰ってください。



( 2 )

(解答はすべて解答用紙に記入すること)

問題 III 次の [A]～[E] の 1～4 の英文の ( ) には、同一の語が入ります。その語を答えなさい。ただし、その語が名詞または動詞の場合はそれぞれの英文に合わせた形になって入ります。名詞の場合は単数形を、動詞の場合は原形を書きなさい。

- (例) 1. ( Given ) her fluency in English, I think she would make a good interpreter.  
2. That story ( gave ) me a shudder.  
3. We should ( give ) careful attention to students' complaints.  
4. Hillary Clinton declared, "I'm not going to ( give ) up; I'll never ( give ) in."

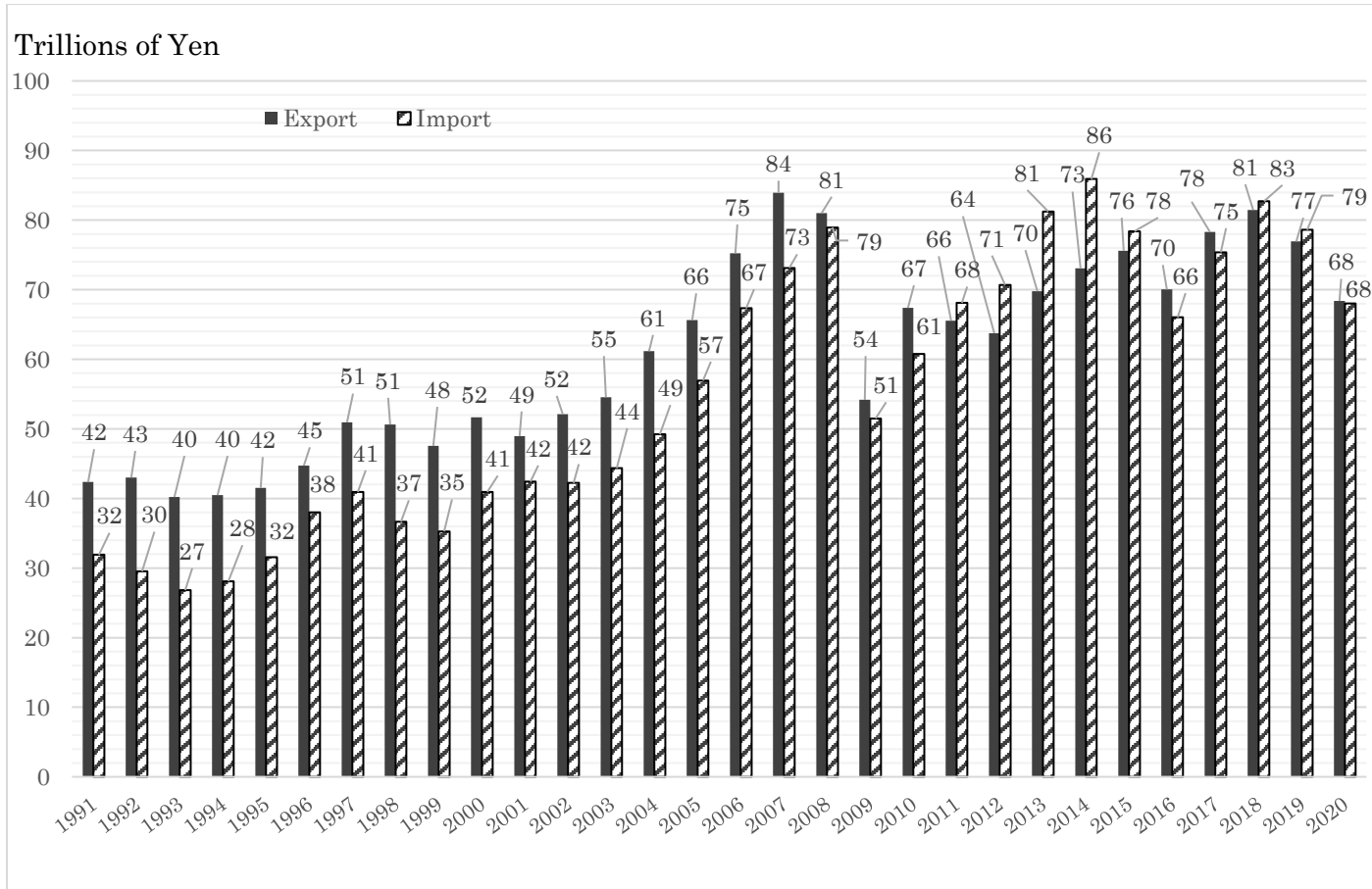
Answer: ( give )

- [A] 1. It is ( ) that John does not like me.  
2. Can you ( ) the dishes from the table?  
3. The weather was ( ) and sunny. Not a cloud in the sky.  
4. The whole table is made of ( ) glass.
- [B] 1. My motorcycle ( ) down at the side of the river in a rainstorm. I was helpless.  
2. The Prime Minister ( ) a promise not to say terrible jokes. She embarrassed reporters with awful jokes this morning.  
3. Alice ( ) into laughter when she heard the funny tale.  
4. Let's take a 10-minute ( ) after we have finished this paperwork.
- [C] 1. It is your turn to ( ). I hope you can get on first base.  
2. Oh! A ( ) flew into this room.  
3. The little boy broke the window with a ( ).  
4. The mosquito was flying in his face, so he ( ) it with his hand.
- [D] 1. It is said that Yoko Ono ( ) John Lennon up over his decision to quit the Beatles.  
2. Don't look ( ). Forget it and keep moving on.  
3. Thank you for calling, but I'm very busy now. Let me call you ( ) later.  
4. How can Sarah turn her ( ) on her own daughter? She is a cold-hearted mother.
- [E] 1. You need to remember this, so please write a ( ).  
2. Though Lynn is a professional piano player, she hit the wrong ( ).  
3. For our records, it is necessary to take ( ) of the exact time that you leave and return.  
4. The student lost his ( ) and could not study for the test.

問題 IV グラフを見ながら次の英文を読み、内容にあっている説明を選び、番号で答えなさい。

The following graph shows the results of a series of surveys about the total exports and imports of Japan.

Fig. 1 Total Exports and Imports of Japan (1991-2020)



出典 : <https://www.customs.go.jp/toukei/suii/html/nenbet.htm>

1. The total amount of exports was the highest in 2018.
2. Japan has never exported less than it imported in any year.
3. The imports kept increasing from 2009 to 2015.
4. In 2007, Japan exported twice as much as in 1991.

問題 V 次の会話文を読んで、空所 [A]～[C] にあてはまる最も適切な表現を 1～4 の中から一つ選び、番号で答えなさい。

[Bob and Rick sit down at the dinner table.]

Bob: For dinner, we have steak, baked potatoes, salad, and bread.

Rick: Sounds great. Would you pass the salt, please?

Bob: Here's the salt shaker.

Rick: Oh, [ A ].

Bob: You can get more salt from that shelf and fill the shaker.

[The doorbell rings, "Ding dong!" Bob opens the front door of the house.]

Police: Hello, are you Bob Williams?

Bob: Yes, I am. Can I help you?

Police: Do you own a red <sup>(1)</sup>Ford SUV?

Bob: Yes, I do. Is something wrong with my car?

Police: Well, we caught a teenage boy driving your car on Highway 20. He said that he knows you. This is him, James Miller.

James: Hi, Bob.

Bob: James, did you take my car?

James: Yeah, I didn't hurt it. I was teaching my friend how to drive so he can take the driver's license test.

Bob: [ B ]

Police: Do you want to press charges against him? This is not the first time he has taken someone's car.

Bob: It's not the first time? Really, James? I need to think about this.

Police: Okay, we are going to question James now. We'll contact you later and ask what you want to do.

Bob: Thank you, officer. Bye.

[Bob shuts the door.]

Bob: Oh, I'm not hungry now. [ C ]?

Rick: I think you need to call James's parents and talk to them about it. But I'm hungry now. Let's eat some steak. You'll get your appetite back.

- [A]
- |                                |                      |
|--------------------------------|----------------------|
| 1. It isn't salt               | 2. There are no salt |
| 3. The salt shaker is not salt | 4. It is out of salt |

- [B]
- |                                     |                      |
|-------------------------------------|----------------------|
| 1. Does your friend have a license? | 2. You stole my car! |
| 3. Did you enjoy my car?            | 4. Who took my car?  |

- [C]
- |                               |                     |
|-------------------------------|---------------------|
| 1. Shall we eat               | 2. What should I do |
| 3. Can James buy me a new car | 4. Where is James   |

<sup>(1)</sup> Ford SUV : フォード社の多目的乗用車

問題 VI 次の英文を読んで, [A]~[F]の各 1 ~ 4 の中から, 最も適切な答えを一つ選び, 番号で答えなさい.

### Classical Christian Art

When we think of classical art, we often think of artists from Europe, like Rubens, da Vinci, Michelangelo, or Rembrandt. Such painters developed their techniques at a time when the churches of Europe were wealthy. As a result, many of the paintings were centered on religious themes from Christianity. While most Japanese people know little about Christianity, many would recognize some of these famous paintings. Let's look at three paintings, and ask yourself if you have seen them while you learn about each painting's background and meaning.

One of the most famous works is *The Last Supper*, a painting done between 1495 to 1498. It was painted by Leonardo de Vinci on the wall of a large dining room in a church building so that the <sup>(1)</sup> monks could look at it while they ate their meals. In the center of de Vinci's picture is a long table where Jesus and his 12 <sup>(2)</sup> disciples were eating their last meal before Jesus died. The table runs horizontally across the picture. Jesus is sitting in the middle with a bright window behind him, which highlights him as the central person. There are six men sitting on his left and six on his right. The painting takes place just after Jesus has told his disciples that one of them would <sup>(3)</sup> betray him. By looking closely at the 12 men, we see their emotions and reactions to Jesus' statement. There are surprised faces, questioning faces, angry expressions, and hands raised with emotion. Judas, who betrayed Jesus, sits silently and holds a bag of money because the Bible says that he received 30 pieces of silver for telling Jewish leaders where Jesus was so that they could kill him. The gestures of Peter, Thomas, and the other disciples, and the great emotions that they display show us that this event was important to those people and should be important to us.

A famous fresco painting was done by Michelangelo in 1511. It is called *The Creation of Adam* and was painted in the Sistine Chapel. The Sistine Chapel was a very highly decorated church, and the whole ceiling, over 465 square meters, was completely painted. *The Creation of Adam* was one of many works painted directly on the ceiling, but it was placed in the very middle, showing its importance. In this picture, God is on the right surrounded by angels. God has been painted as an old man with a beard to show that God is ancient, yet God looks tremendously powerful and lively as he reaches out to Adam. Adam is on the left and also has a powerful body to show that humans were created in some way like God. But Adam has no beard, suggesting youth or lack of experience. Adam holds his body in a weak way as if sleeping, and he reaches out his hand to God without much energy. Their two fingers touch one another, suggesting a connection between God and humans. We can see in this picture how humans are connected to God yet are weak and in need of God.

Another famous work done much later is *The Angelus*, painted in 1859 by Jean-Francois Millet. The original work now hangs in the Musée d'Orsay museum in Paris. It does not represent a scene from the Bible but shows the daily life of common people. The Angelus is the name of a Catholic prayer that some people said three times a day, at 9:00 am, 12:00 noon, and 6:00 pm. At exactly those times, the people stopped whatever they were doing to say the prayer. In Millet's picture, two poor farmers, a husband and wife, are in the field digging up potatoes. The sun is going down, so it must be 6:00 pm. They are both looking down humbly, the man holding his hat, and the woman holding two hands together in prayer. The tools have been set aside, showing that prayer is more important than work. In the background, we see the shape of a small church building. Each church would ring its bell three times a day to signal the time to say the Angelus. When Millet painted this picture, he did not intend to relay a religious message but wanted to depict the lives of poor, hard-working people. However, copies of his painting are loved and displayed in homes and offices of many who feel that humility and prayer are important ways to honor God.

These three paintings represent thousands of works regarding Christianity that have been painted on buildings, furniture, or canvas screens across Europe. The next time you see a classical Christian painting, you might investigate the story and meaning behind that painting to help you better understand and enjoy it.

<sup>(1)</sup> monks : カトリック修道士、僧徒; <sup>(2)</sup> disciples : 弟子たち; <sup>(3)</sup> betray : 裏切る

- [A] What is the main purpose of this essay?
1. To tell how Christianity was spread throughout Europe by means of art.
  2. To help the reader better understand some classical Christian paintings they may have seen.
  3. To describe the lives of three famous artists who painted pictures mostly for Christian churches.
  4. To show that human emotion, energy, and humility can be seen in famous paintings.
- [B] In *The Last Supper*, why is Jesus sitting in front of a window?
1. The window helps us to see Jesus' emotions.
  2. The window shows us that someone will betray Jesus.
  3. The window light makes the features of his face more clear.
  4. The window shining behind Jesus shows his importance.
- [C] Why does Judas look silent in the painting?
1. He has betrayed Jesus and is satisfied with his money, so he doesn't express great emotion.
  2. He is so surprised and sad by what Jesus said that he cannot express his emotions.
  3. He is thinking of asking Peter or Thomas or the other disciples what they should do next.
  4. He is hungry, so he is thinking of eating the meal and doesn't want to talk.
- [D] How could we summarize the meaning of *The Creation of Adam*?
1. Both God and Adam are powerful beings, and they compete with each other.
  2. God is ancient and powerful, and he made humans who are weaker and need him.
  3. Humans are sleepy and lack experience since they were only recently made.
  4. God, angels, and humans are high on the ceiling to show they are equally great beings.
- [E] Why did Millet paint this man and woman praying in a field?
1. He wanted to paint his friends in a religious setting.
  2. He tried to teach us that farmers should always pray after digging potatoes.
  3. He wished to show us how ordinary people lived day by day.
  4. He painted it to remind people to always stop work to say the Angelus prayer.
- [F] Which of these three paintings might have been painted on a canvas screen?
1. *The Last Supper*
  2. *The Creation of Adam*
  3. *The Angelus*
  4. All three: *The Last Supper*, *The Creation of Adam*, and *The Angelus*