

〔Ⅰ〕 次の 1～10 の文章について、空欄にあてはまる最も適切な語句を選択肢(A)～(D)より選び、その記号を解答用紙に記入せよ。

1. The heavy snow prevented the trains (1) the station.
【 A. from leaving, B. to leave, C. by being left, D. have left 】
2. You always have to keep in (2) with your advisor.
【 A. walk, B. terms, C. touch, D. joint 】
3. We are looking forward (3) from you soon.
【 A. to read a letter, B. to hearing, C. for visiting, D. for message 】
4. They (4) a new idea, which surprised the others.
【 A. came up with, B. thought about to, C. caught with, D. showed in 】
5. The customers (5) lower prices of the products.
【 A. stood up, B. gave off, C. called for, D. went on 】
6. My uncle used to be a heavy smoker, but now he has to stop (6) for his health.
【 A. by smoking, B. to smoke, C. from smoking, D. smoking 】
7. We want our webpage (7) by many people.
【 A. writing, B. to write, C. to read, D. to be read 】
8. Harry will get his grandma (8) him some money.
【 A. to borrow, B. to lend, C. to rent, D. from paying 】
9. We were told (9) in the auditorium.
【 A. to quiet, B. quiet, C. to keep quiet, D. be quiet 】
10. He told his aunt that he (10) in the new plan.
【 A. was interested, B. was interesting, C. interests, D. interested 】

〔Ⅱ〕 次の 1～5 の日本語文の内容と合致するように、カッコ内の語を並び変えて英文を作り、解答欄に書け。その際、不必要な語が各問に含まれる。文頭は大文字にし、文末にはピリオドを打ち、必要な場合は文中にカンマ(,)を打つこと。疑問文は含まれていない。正解が複数ある場合は、最も一般的だと考える英文を一つだけ記入すること。

1. ジェフはスキーをすることをあきらめなければなりません。

[Jeff, give, must, ski, skiing, to, up]

2. 私はこの仕事を明日までにやり終えるつもりです。

[I, by, get, this work, through, till, tomorrow, will]

3. スーザンはあの事故とは何の関係もありません。

[Susan, accident, anything, do, doesn't, have, nothing, that, to, with]

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[Susan, accident, anything, do, doesn't, have, nothing, that, to, with]

4. ディックは喜んで父親の仕事を引き継ぎます。

[Dick, business, enjoy, happy, his father's, is, over, take, to]

5. 君は自分の能力を利用するべきだ。

[ability, make, should, use of, use to, you, your,]

[III] 次の文章を読み、後の問いに答えよ。

Brazilian Zarela Mosquera moved to the United States as a teenager. The adjustment to a new place was difficult. Mosquera says she was a bratty teenager, as 【 1 】. But it was not just the adjustment that affected^(a) her behavior. Mosquera says there was another major stress in her life at that time: She was the only member of her family who spoke English.

“Being in a country with my family that doesn't speak Spanish⁽⁷⁾ and my parents don't really speak English, my parents were trying to give me all these responsibilities,” she says. Along with Spanish and English, Mosquera also speaks Portuguese. But there was another universal^(b) language she learned to love as a child – art.

Mosquera connected with drawing and painting while in school. But she mostly dismissed^(c) art as a path to a career. She says her Dad would⁽¹⁾ always say, “Think about the future.” Mosquera did not think he would support the study of art once she went to college. But, 【 2 】, it was her parents who suggested just that. They urged^(d) her to apply to technical and liberal arts schools.

“One of them was Rhode Island School of Design, that was like my top choice,” she says. RISD, as it is called, chose Mosquera⁽⁷⁾ as well. She enrolled in industrial design.

“It's basically to design products and services. I could be doing something more technical or something more related to problem solving^(A). Whether it's figuring out a better way to filter water or developing a type of specific shelter for refugees for example,” she says.

Mosquera says the course of study was tough including metal working, woodworking and model making. She says in one class she just drew cubes for an entire month, which 【 3 】 her to a question: “Wow, do I really want to do this?” But, she says, she survived the cube study. And, then began working on more interesting projects. “You kind of dive more into the creative process when you have a strong foundation^(x) and design. And my school is really big on material understanding as well, which is why we're trained to use every imaginable tool there is. When you have that understanding that's when you can start designing things that are functional and

also form driven^(e),” she says.

Mosquera is now a design strategist for Marshall Moya Design, an architecture and interior design company in Washington, D.C. Her job, Mosquera says, is to find the best solutions for a client need. She also supports the architecture team and branding department.

“I have experience in exhibit design, product design, website design and textiles. I’ve been using all of the experience that I’ve had and all the different skills that I’ve gained,” she says.

Mosquera also has a long-lived and deep interest in public art. One of those projects is “The Walkway,” for the D.C government.

“They wanted to see public art that was related to street harassment and to the public realm and how that affects pedestrian safety.”

The creation was an 11-meter long tunnel-like structure. It was built to narrow sharply as the walker moves through. Bright lights change color along the path. On the walls are images of people. Voices and city sounds are played through speakers installed in the walkway. At first, the recorded conversations and street noise and pictures have a positive feel. But the imagery and audio increase in intensity^(*) along the path. The experience becomes dark and violent in the middle part of the walkway.

“The purpose of showing these two 【 4 】 human emotions and human reactions is to allow people to reflect upon a variety of different expressions. So that brings up the conversation as to what is the right way to talk to each other in a public space. Should we talk to each other at all? So people are really questioning that. And that’s what public art is 【 5 】 to do,” she says.

For Mosquera, the form of the structure created the greatest impact.

“In a couple of steps, it changes pretty drastically and so actually feeling it versus just seeing it in a drawing was really impactful,” Mosquera says. She enjoys developing public art in her free time, too.

“Throughout my career, I’ve picked up different things along the way. The best way to learn in my opinion is through working, getting as many projects as you can. Industrial design kind of makes you a jack of all trades.”

出典 : Creating Messages Through Public Art and Design

VOA News, February 14, 2018 6:02 PM

<https://www.voanews.com/a/zarela-mosquera-public-art-design-walkway/4254980.html>

1. 本文で使われた(1) ～ (5) の語について、下線部の発音が同じものをそれぞれ A～D より選び、その記号を解答欄に記入せよ。

(1) design [A. resign B. designate C. assign D. signature]

(2) tough [A. tourism B. touch C. taught D. toe]

(3) client [A. cliff B. inclination C. climber D. claimer]

(4) realm [A. readable B. spread C. reaction D. scream]

(5) through [A. rough B. brought C. thorough D. rumor]

2. 本文中の下線部 (a) ～ (e) の語句について、本文中での意味として最も適切なものをそれぞれ A～D より選び、その記号を解答欄に記入せよ。

(a) affected

A. influenced B. built up C. spoiled D. processed

(b) universal

A. particular B. popular C. useful D. global

(c) dismissed

A. didn't trust B. gave up C. misunderstood D. disappointed

(d) urged

A. allowed B. let C. encouraged D. permitted

(e) functional and also form driven

- A. convenient and also excellent from the driving point of view
- B. helpful in function and the form is also good for driving
- C. excellent in function and form is also essential
- D. function is excellent and the form of drive is also nicely designed

3. 本文中の空欄【 1 】 ～ 【 5 】 に入る、文脈上最も適切な語句をそれぞれ A～D より選び、その記号を解答欄に記入せよ。

【 1 】 A. far as a teacher B. well as myself C. for regarding D. a result

- 【 2 】 A. against her will B. to her surprise
 C. of course D. as was imagined
- 【 3 】 A. led B. told C. answered D. asked
- 【 4 】 A. surprising B. scary C. different D. difficult
- 【 5 】 A. target B. aim C meant D. idea

4. 次の 1 ～6 の文章が、本文内容と合致しておれば○を、合致していなければ×を解答欄に記入せよ。

1. Mosquera is now working as an architect and interior designer in Marshall Moya Design, and training her younger colleagues energetically.
2. When Mosquera had to draw cubes for an entire month, she asked herself, “Wow, do I really want to do this?” This is why she converted to more interesting fields.
3. “The Walkway” was designed to let people think about pedestrian safety and the right way to talk to each other in a public space.
4. “The Walkway” was an 11-meter long tunnel-like structure with voices and sound through speakers, which was displayed for the D.C. government people.
5. According to Mosquera, the best way to work through is to get as many projects as you can and to learn her opinion.
6. “The Walkway” included many exciting sections for young people and children, including the lights, noises, voices, and music in the tunnel.

5. 本文内容について次の問いに答えよ。

(1) 二重線(ア)で “doesn’t speak Spanish” というのは誰のことか、A～D より選び、その記号を解答欄に記入せよ。

- A. Mosquera’s family except for her parents
- B. Mosquera’s parents
- C. A country, where Mosquera and her family moved to
- D. Mosquera, when she was a teenager

(2) 二重線(イ)の would はどのような意味合いを持って使われているか、A～D より選び、その記号を解答欄に記入せよ。

- A. He used to say, “Think about the future” very often in the past.
- B. If Mosquera mentioned her interest in art, he would surely say, “Think about the future.”

- C. Mosquera thought her father was going to say, “Think about the future.”
- D. Mosquera’s father was thinking of saying, “Think about the future.”

(3) 二重線(ウ)の “chose Mosquera” とはどのようなことか、A～D より選び、その記号を解答欄に記入せよ。

- A. Mosquera’s high school chose Mosquera to send to RISD.
- B. Mosquera chose to call the school, “RISD.”
- C. RISD admitted Mosquera to enroll.
- D. RISD was the school which Mosquera chose.

(4) 二重線(エ)の “a strong foundation”に含まれるものを、A～D より選び、その記号を解答欄に記入せよ。

- A. a strong funding and financial background
- B. a strong support by other people
- C. architecture and interior design strategies
- D. metal working, woodworking, and model making

(5) 二重線(オ)の “increase in intensity” とは具体的にどのような意味か、A～D より選び、その記号を解答欄に記入せよ。

- A. become more colorful and attractive
- B. become stronger
- C. become focusing on one point
- D. become wider in scope

6. 本文内容について次の問いに対する答えを解答欄に記述せよ。

1. 波線部(A)の “problem solving”に関して、具体的にあげられている例を日本語で解答欄に記述せよ。
2. 筆者が関わったプロジェクト “The Walkway”とは具体的にどのような「構造物」であり、どのような「映像・音響効果」が付加されたものだったかを日本語で記述せよ。

2019年度 一般選抜入学試験 英語 解答

[I]

1. A	2. C	3. B	4. A	5. C
6. D	7. D	8. B	9. C	10. A

[II]

1. Jeff must give up skiing.
2. I will get through this work by tomorrow. 等、語順一部変更可
3. Susan doesn't have anything to do with that accident. 等、語順一部変更可
4. Dick is happy to take over his father's business.
5. You should make use of your ability.

[III]

1.

(1) A	(2) B	(3) C	(4) B	(5) D
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2.

(a) A	(b) D	(c) B	(d) C	(e) C
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3.

【 1 】 D	【 2 】 B	【 3 】 A	【 4 】 C	【 5 】 C
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4.

1. ×	2. ×	3. ○	4. ×	5. ×	6. ×
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5.

(1) C	(2) A	(3) C	(4) D	(5) B
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6.

1.(これを日本語で、2項目とも記述すること) figuring out a better way to filter water developing a type of specific shelter for refugees
2.(この中から4項目を日本語で記述すること) (1) an 11-meter long tunnel-like structure. (2) It was built to narrow sharply as the walker moves through. (3) Bright lights change color along the path. (4) On the walls are images of people. (5) Voices and city sounds are played through speakers installed in the walkway. (6) At first, the recorded conversations and street noise and pictures have a positive feel, but the imagery and audio increase in intensity along the path. (7) The experience becomes dark and violent in the middle part of the walkway.