

P 6

英 語

この冊子は、英語の問題で 1 ページより 10 ページまであります。

〔注 意〕

- (1) 試験開始の指示があるまで、この冊子を開いてはいけません。
- (2) 監督者から受験番号等記入の指示があったら、解答用マークシートに受験番号及び氏名を記入し、さらに受験番号・志望学科をマークしてください。
- (3) 解答は所定の解答用マークシートにマークしたものが採点されます。
- (4) 解答用マークシートについて
 - ① 解答用マークシートは絶対に折り曲げてはいけません。
 - ② マークには黒鉛筆(H BまたはB)を使用してください。指定の黒鉛筆以外でマークした場合、採点できないことがあります。
 - ③ 誤ってマークした場合は消しゴムで丁寧に消し、消しくずを完全に取り除いたうえで、新たにマークしてください。
 - ④ 解答欄のマークは横 1 行について 1 箇所に限ります。2 箇所以上マークすると採点されません。あいまいなマークは無効となるので、はっきりマークしてください。
- (5) 試験開始の指示があったら、初めに問題冊子のページ数を確認してください。
ページの落丁・乱丁、印刷不鮮明等に気づいた場合は、手を挙げて監督者に知らせてください。
- (6) 問題冊子は、試験終了後、持ち帰ってください。

1 次の英文を読んで、下記の設問に答えなさい。

(61 点)

Growing up on the sun-drenched French island of Réunion in the Indian Ocean, Sarah Davrinche was spoiled by sandy beaches and exotic bird-life, but works of art were in awfully short supply. “I wanted something different, something that I wasn’t accustomed to, another kind of beauty,” says Davrinche, recalling the first emotions that eventually led her to France’s prestigious state-run Institut National du Patrimoine (INP), where she is now in the first year of a five-year course in painting restoration.

After passing her *baccalauréat* (French high school diploma) six years ago, Davrinche hopped on a plane to Paris where she took the entrance exam to study art history at the École du Louvre where she stayed for five years. “It was fascinating, but all my studies were quite theoretical,” says Davrinche. “What I really yearned for was to be able to reach out and touch great works of art. That’s why I’m so happy here (at the Institut) where we get to work on pieces that are lent by the museums.”

In the spacious, well-lit atelier where she spends much of her time, Davrinche, along with several other first-year students (the annual admission is up to 20), is busy preparing some mastic: a vital restoration material which is often used to fill in the holes of damaged tiles. Davrinche is one of three first-year painting restoration students in a class of 16. By their fifth year, students will have decided whether they want to specialize in restoring paintings on canvas or murals*. Davrinche, who has begun learning about traditional techniques such as restoring antique gold leaf, hasn’t decided what her specialty will be, but there is still plenty of time for her to choose.

All of the INP’s first-year students are under 30 years old, but most like Davrinche have already had an extensive education either in art history, sciences, or both. “The entrance exam is quite difficult,” says the INP’s Director of Studies Roch Payet. “Most students have to take the exam more

than once before they can be admitted; a few geniuses get in on the first attempt. These are often kids who came to our open day when they were 15 and, deciding that's what they wanted to do, started preparing right away. It's a true vocation: It's badly paid, there's a lot of competition, but it's a passionate job, so people prepare themselves in advance because they've heard about the entrance exam." Students should have taken courses in art history and sciences before they apply, although previous restoration training isn't necessary. Before taking the exam, they need to specialize in one of seven fields: metal/ceramics/glass/enamel, graphic art, textiles, furniture, painting, photography or sculpture.

About 90% of graduates from the INP become freelance restorers. They enter a competitive marketplace where they must be comfortable submitting a bid in a call for tenders.^(ix) "For the first 20 years of my career I never had to struggle to find work," said Payet, who had a fruitful career as a freelance furniture restorer. "But the last five years there's been a lot more competition because the call for tenders has become less specialized. There's increased competition from the rest of Europe as well."

The INP has its restoration buildings in the northern Paris suburb of Plaine Saint-Denis. Though the INP is quite well equipped, with several ateliers and a laboratory for scientific experiments, the Institut's buildings, which were constructed in the 1960s, have become quite run down. According to Payet, a move to new buildings in Cergy-Pontoise, a northwestern Paris suburb, is in the cards for 2015. But it's not the buildings [that have earned the INP a reputation as one of Europe's leading restoration schools] so much as the quality of its teaching (all of the staff are either professional restorers or doctorate level scientists) and the wide range of subjects. The INP is the only school in France that still teaches textile restoration (there are currently 10 students) and is also one of the few places that has begun to take a genuine interest in the restoration of natural history specimens.

Fifth- and final-year student Marie Debeaulieu, who received classical sculpture training for her first four years, recently began to specialize in the restoration of natural history specimens, like the almost hundred-year-old stuffed lemur* that sits alertly atop the massive worktable. For Debeaulieu, finding solutions in her chosen field has been made a lot easier by getting to know people working in other fields of restoration. "Quite often I've been able to find practical solutions to problems by talking to or watching someone working in another domain." Just call it (㊦).

(Notes)

mural: a picture painted on a wall

lemur: an animal that looks like a small monkey and has a long thick tail

- (1) 下線部(ア), (イ), (ウ)の文中での意味に最も近いものを下記の中からそれぞれ1つずつ選んで、その番号を解答用マークシートにマークしなさい。

(ア) prestigious

- | | |
|----------------------------|-------------------------|
| 1 celebrated and protected | 2 entirely independent |
| 3 remarkably professional | 4 respected and admired |

(イ) well-lit

- | | |
|------------------------|----------------------------|
| 1 conveniently located | 2 designed for performance |
| 3 full of atmosphere | 4 having a lot of light |

(ウ) vital

- | | |
|-----------------------|-----------------------|
| 1 delicately improved | 2 extremely important |
| 3 generally known | 4 highly expensive |

(2) 下線部(エ)の意味として最も適当なものを下記の中から1つ選んで、その番号を解答用マークシートにマークしなさい。

- 1 answering a request for a job and making every effort to finish it
- 2 holding a high position in society and earning a good amount of money
- 3 offering to do a job at a specific price in competition with other offers
- 4 working flexibly and meeting the changing needs of their customers

(3) 下線部(オ)の状況について筆者が文中で述べているもののうち、当てはまらないものを下記の中から1つ選んで、その番号を解答用マークシートにマークしなさい。

- 1 Competition for a job among restorers including the INP graduates has been more intense.
- 2 Demand for a restoration expert with knowledge and skills in one specific field has diminished.
- 3 Organizations have had more difficulties in employing restorers due to economic decline.
- 4 The number of restorers who apply for a job from the other countries in Europe has increased.

- (4) 下線部(カ)の理由として筆者が文中で述べているもののうち、当てはまらないものを下記の中から1つ選んで、その番号を解答用マークシートにマークしなさい。

- 1 Each building of the INP has its own ateliers, adequate facilities, and research resources.
- 2 In the INP students can take some courses which are not offered by many other institutes.
- 3 Teaching staff is excellent and education in the INP is of high quality.
- 4 The INP offers a wide variety of subjects for its students.

- (5) 空所(キ)に入れるのに最も適当なものを下記の中から1つ選んで、その番号を解答用マークシートにマークしなさい。

- | | |
|-----------------------------|-----------------------------|
| 1 the key to promotion | 2 the pioneering experiment |
| 3 the spirit of the atelier | 4 the systematic training |

- (6) 次の各文について本文の内容に一致するものには正を、一致しないものには誤を、それぞれ解答用マークシートにマークしなさい。

- 1 As part of her studies, Davrinche has the opportunity to practice restoring artworks of some museums' possession.
- 2 One of the main reasons Davrinche decided to attend the INP was her desire to engage herself actively in the beauty of art.
- 3 There is no upper limit to the number of students the INP accepts because the results of the entrance examination vary each year.
- 4 Students in the INP must decide on their own specialty from seven fields by the final year of their education.
- 5 The INP recommends that the applicants should have received some preparatory restoration training before entering the institute.
- 6 Since the INP buildings are old and partly in bad condition, there is a strong possibility that the institute will move to another place.
- 7 Once students have chosen their specialty, they are absorbed in their studies and rarely interact with students in other fields.

(7) 次の文中の各語について、最も強く発音する部分をそれぞれ1つずつ選んで、その番号を解答用マークシートにマークしなさい。

(あ) ex-ot-ic

1 2 3

(う) gen-u-ine

1 2 3

(い) fas-ci-nat-ing

1 2 3 4

(え) mu-se-um

1 2 3

- 2 以下は[A]銀行と[B]ガソリンスタンドでの会話です。空所(ア)～(キ)に入れるのに最も適当なものを下記の1～10の中からそれぞれ1つずつ選んで、その番号を解答用マークシートにマークしなさい。ただし、同じものを複数回用いてはいけません。また、選択肢には使用しないものも含まれています。
- (14点)

[A]

Cashier: Yes, please?

Customer: I'd like to (ア) some pounds, please.

Cashier: How many would you like?

Customer: What's the (イ) of exchange against the dollar?

Cashier: Two dollars and five cents to the pound.

Customer: I'll have fifty dollars' (ウ) in pounds then, please.

Cashier: That's £24.39. How would you (エ) it?

Customer: Five-pound notes, please.

Cashier: Five, ten, fifteen, twenty pounds. One, two, three, four and thirty-nine pence.

Customer: Thank you.

[B]

Mechanic: Can I help you?

Motorist: Yes, there's something wrong with my car.

Mechanic: What's the matter with it?

Motorist: Well, it won't (オ) very fast and the engine makes a coughing noise all the time.

Mechanic: You've probably got dirt in the carburetor. I'll have a look at it for you. Won't you leave the car with me for a while?

Motorist: Well... I'm in a hurry. I know you're busy, but could you (カ) at it right now?

Mechanic: OK, in a few minutes.

Motorist: Can I wait here, please?

Mechanic: Yes, (キ) a seat.

Motorist: Thank you.

1 buy

2 fit

3 go

4 like

5 look

6 match

7 rate

8 report

9 take

10 worth

- 3 次の英文中の(ア)～(オ)について、各()内の語または語句を意味が通るように最も適当な順序に並べ換え、その番号を上から順に解答用マークシートにマークしなさい。(25 点)

Computer scientists at Lancaster University have been working on a tool which can work out a person's age and gender using language analysis techniques. They hope it will eventually be used to help police and law enforcement agencies to spot when an adult in a chat room* is posing as a child.

For several months, groups of children and teenagers have been taking part in experiments (1 designed 2 provide 3 the researchers 4 to 5 with) exactly the kind of informal web chat they need to help to improve the accuracy of their software. The 350 students have also been taking part in an experiment to find (1 if 2 know 3 out 4 they 5 when) they are talking to adults posing as children online.

So far the results show that even pupils as (1 as 2 old 3 seventeen 4 struggled 5 tell 6 the difference 7 to) and in total, only 18 % of children taking part in the experiment guessed correctly. Approximately 4 out of 5 thought they were chatting to a teenager, when, in fact, it was an adult. The computer software did significantly better correctly working out whether web chat was written by a child (1 an adult 2 47 3 50 4 in 5 of 6 or 7 out) cases—even when the adult was pretending to be a child.

Lead researcher, Professor Awais Rashid of the Department of Computing, said, “We hope to develop an automated (1 can 2 characteristics 3 language 4 of 5 pick 6 system 7 up 8 which) particular to a certain age group. These language patterns can help us to expose adults that pose as children in chat rooms for example.”

(Note)

a chat room: a site on the Internet where people can exchange messages

