

英 語

問題冊子 2

注 意

「問題冊子 2」に印刷されている問題は、**2** から **4** までで、2 ページから 20 ページまであります。

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次の対話の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Yuki and Hiro are high school students in Tokyo. Eric is an *exchange student from New Zealand. They went on a school *field trip last week and they are talking about it in their classroom after school.*

Yuki: It was a great experience for us to go on a school field trip to the lake last week. I really enjoyed it. How about you?

Hiro: I enjoyed walking around the lake, riding a boat, and playing in the adventure park.

Eric: So did I. The weather was perfect, and I also enjoyed lunch by the lake. But it is a *shame that I didn't have enough time to go bird-watching around the lake.

Yuki: I know you love animals. Do you often go bird-watching in New Zealand?

Eric: Yes, I do. Also, I sometimes go penguin-watching.

Hiro: Penguin-watching? Are there penguins in your town?

Eric: Yes. Well, actually they don't live in town but on the beaches. . There are two types of penguin. One is called a yellow-eyed penguin and the other one is called a blue penguin.

Yuki: Wow, that sounds great! We can't see wild penguins in Japan. You're so lucky! What other animals can you see around your town?

Eric: On the beach, we can also see *seals and *sea lions. We can join eco-tours to see these animals.

Hiro: I've heard the word "eco-tour", but I don't really know what it is. Is it a tour for visiting natural places?

Eric: An eco-tour is more than that.

Hiro: Can you tell me more?

Eric: It is ⁽²⁾ doing so in a *responsible and *sustainable way. One important goal of an eco-tour is to teach tourists about *environmental conservation.

Yuki: Do you have to pay a lot of money to join an eco-tour?

Eric: Sometimes we have to, especially when , but part of the money we pay is used to *preserve nature or to protect wild animals. Can you think of any eco-tours that we can join in Japan?

Hiro: Hmm...I have no idea.

Yuki: Oh, I joined a nature *observation tour on an island in Okinawa three years ago. Our guide showed us the natural history of the island and how people have protected its environment. ⁽³⁾ I learned 【 ① the island / ② that / ③ to / ④ clean / ⑤ it / ⑥ important / ⑦ is / ⑧ keep 】 and beautiful.

Eric: That is a good example, Yuki. It sounds like you had a wonderful experience.

Hiro: *In addition to watching animals on the beach, are there any other examples of eco-tours in New Zealand?

Eric: Well, there are many in New Zealand, so 1-c. I will ask my mother for more information. I think she knows what kind of tours are especially popular now in New Zealand. Can I meet you tomorrow after school?

Yuki, Hiro: Sure, see you tomorrow!

Eric: See you!

-----*The next day, after school*-----

Eric: Hi! My mother sent me some information for eco-tours in New Zealand. Please have a look.

Dear Eric,

Hello! Thank you for your e-mail. I'm happy to know that you enjoyed your school field trip with your friends.

You asked me about good examples of eco-tours in New Zealand, so I checked some websites and found these two tours.

***Stargazing Tour**

Join this tour and you will be surprised to see the amazing view of millions of stars! You can learn not only about the southern stars but also about the problem of light pollution.

- \$40 for adults / \$20 for children (under 12)
 - Friday Night Tour : An *extra \$5 is needed for each person
- This tour takes about 2 hours (20:00 - 22:00)
- Tours are *available every night

Glowworm *Cave Tour

You can enjoy New Zealand's wonderful glowworm experience! Our tours are fun and safe for everyone from young children to adults. You will learn about the mystery of glowworms and how New Zealanders have protected these caves.

- \$45 for adults / \$20 for children (under 12)
- This tour takes about 2 hours (*Departure times : 10:00, 12:00, 14:00, 16:00)
- We are closed on Tuesdays and Wednesdays

I hear that these two are especially popular now, not only among New Zealanders but also among tourists from all over the world. They say that if you are lucky, you can see the Southern Lights on the stargazing tour. By the way, do your friends in Japan know about glowworms? If they don't, tell them about the worms. I am sure they will be interested in these tours!

Love,
Mum

Yuki: I like watching stars, so the stargazing tour looks exciting to me! But what are the Southern Lights that your mother wrote about in her e-mail?

Eric: You know about the colorful lights that sometimes appear in the night sky in the northern parts of the world. They are called the Northern Lights. The Southern Lights are the same thing, but they are seen in the southern *hemisphere.

Yuki: I see. We call them "aurora" in Japan.

Hiro: By the way, what is a glowworm?

Eric: A glowworm is the baby of an *insect that looks like a *mosquito. Glowworms live in dark caves, and they *glow blue or green. They look beautiful.

Hiro: Wow, I want to see them! I really want to join the tour and visit the caves some day. It's very nice to hear that though many people go there.

Yuki: I agree. I want to learn how people in New Zealand have lived with nature.

Eric: I think the same thing happens in this town, too. I often see many kinds of birds in the river near our school. At the same time, many children play in the river and people enjoy walking along the river. I know that those birds live only in a clean river or forest with rich food. People in this town don't give tours, but the rivers and the forests have been clean for a long time. Giving and joining eco-tours is an important way to protect the natural environment, but how people in the area take care of their natural environment is also important.

Hiro: That's true.

Yuki: I agree. Well then, how about going bird-watching next Sunday?

Eric, Hiro: Great idea!

〔注〕 exchange student 交換留学生	field trip 遠足
shame 残念なこと	seal アザラシ
sea lion アシカ	responsible 責任ある
sustainable 持続可能な	environmental conservation 環境保護
preserve 保護する	observation 観察
in addition to ~ ~に加えて	stargazing 星空観察
extra 追加の	available 利用できる
cave 洞窟	departure 出発
hemisphere 半球	insect 昆虫
mosquito 蚊	glow 光る

〔問1〕 本文の ~ の中には、次の (A) ~ (D) のうちのいずれかが入る。それぞれに入るものを並べた組み合わせとして最も適切なものを、下のア~オの中から一つ選べ。なお文頭にくる語も小文字で示してある。

- (A) we go to places far away from town
- (B) to get to the nearest one takes about thirty minutes
- (C) those places are protected
- (D) it's hard for me to choose just one

ア	1-a : (B)	1-b : (A)	1-c : (D)	1-d : (C)
イ	1-a : (A)	1-b : (C)	1-c : (B)	1-d : (D)
ウ	1-a : (B)	1-b : (D)	1-c : (C)	1-d : (A)
エ	1-a : (C)	1-b : (B)	1-c : (A)	1-d : (D)
オ	1-a : (C)	1-b : (D)	1-c : (A)	1-d : (B)

〔問2〕 ⁽²⁾ doing so が表す内容を、本文中から連続する 3 語で抜き出せ。

〔問3〕 ⁽³⁾ I learned 【 ① the island / ② that / ③ to / ④ clean / ⑤ it / ⑥ important / ⑦ is / ⑧ keep 】 and beautiful. について、本文の流れに合うように【 】内の単語・語句を正しく並べかえるとき、【 】内で 3 番目と 7 番目にくる単語・語句の組み合わせとして正しいものを、次のア～カの中から一つ選べ。

	3 番目	7 番目
ア	② that	⑥ important
イ	③ to	⑧ keep
ウ	⑤ it	② that
エ	⑥ important	④ clean
オ	⑦ is	① the island
カ	⑧ keep	⑤ it

〔問4〕 ⁽⁴⁾ the Southern Lights について説明した次の英文の空所に入る最も適切な 1 語を考えて書け。

According to Eric, the Southern Lights and the Northern Lights are the same. However, there is a . We see one in the northern parts of the world, and the other in the southern parts.

〔問5〕 ある親子（大人1名40歳・子ども1名10歳）がニュージーランドを訪れて、Stargazing Tour と Glowworm Cave Tourに参加した。Eメール内にあるそれぞれのツアーの条件に合うスケジュール（曜日・時間）と、かかった合計費用の組み合わせとして最も適切なものを、下のア～クの中から一つ選べ。

スケジュール（曜日・時間）

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10:00-12:00							G
12:00-14:00		B					
14:00-16:00						F	
16:00-18:00			C				
18:00-20:00				D			
20:00-22:00	A				E		

<スケジュール（曜日・時間）と合計費用の組み合わせ>

	Stargazing Tour	Glowworm Cave Tour	合計費用
ア	A	B	\$125
イ	A	C	\$125
ウ	A	F	\$130
エ	D	G	\$130
オ	D	F	\$130
カ	E	B	\$135
キ	E	C	\$135
ク	E	G	\$135

〔問6〕 本文の内容と合っているものを、次のア～カの中から一つ選べ。

- ア Yuki, Hiro and Eric enjoyed bird-watching around the lake on their school field trip.
- イ Both Yuki and Hiro have joined an eco-tour before.
- ウ According to Eric, people don't have to pay money to join eco-tours.
- エ In the e-mail, Eric's mother introduced three examples of eco-tours that are popular in New Zealand.
- オ The river near Yuki, Hiro and Eric's school has been clean for a long time because nobody plays in it.
- カ Eric thinks that giving and joining eco-tours is not the only way to protect the natural environment.

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次の対話の文章を読んで、あとの各問に答えよ。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Saki, Takeshi, and Daisuke are members of the English club at Bunji High School in Bunji City. After school, they are talking with Ms. Ito, the English club teacher, about volunteer work.

Ms. Ito: Have you ever done any volunteer work outside of school?

Saki: No, I haven't.

Takeshi: I often join in local street cleaning and sometimes help to prepare *seasonal festivals in my town.

Daisuke: A few years ago, my family went to the sea and we cleaned the beach with a local group of people working to protect nature. I think that was a kind of volunteer work.

Ms. Ito: First of all, what is volunteering?

Saki: I think volunteering ⁽¹⁾【 ① for / ② good / ③ without / ④ getting / ⑤ doing / ⑥ something / ⑦ is / ⑧ someone 】 any money.

Daisuke: And I think your own *will is important in volunteering. I mean, you do volunteer work because you want to do it.

Takeshi: I agree with your ideas. Actually, my parents tell me to join the cleaning activities. If I don't, they won't give me pocket money. Maybe that is not true volunteer work.

Saki: You still do good things for the people around you, Takeshi.

Daisuke: That's right. *Even if your parents said nothing about the work, I believe you would do it. So I think you can say you do volunteer work.

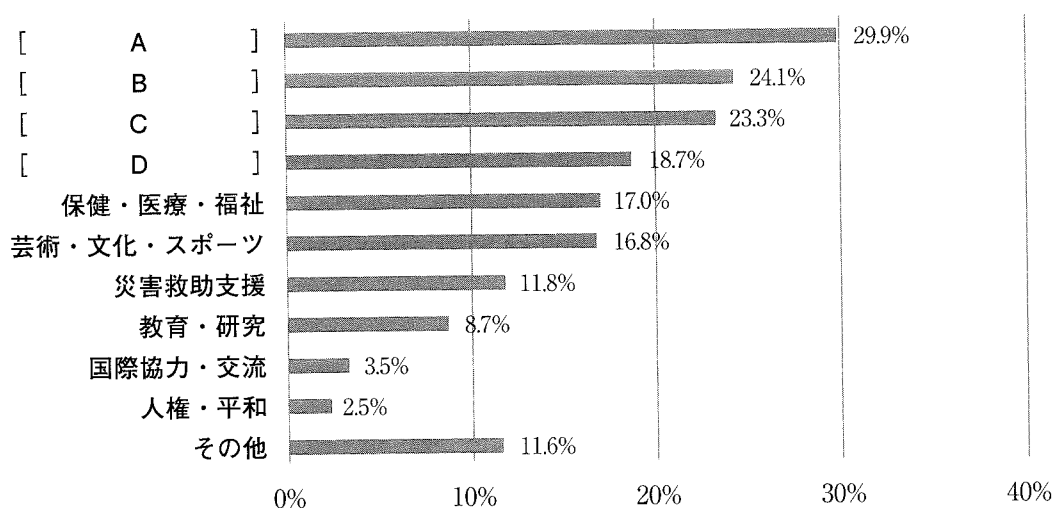
Saki: Do many people do volunteer work?

Ms. Ito: According to a survey, about 17 % of Japanese people say they had some volunteer experience in the *past year.

Saki: What kind of volunteer work did they do?

Ms. Ito: Let's have a look at 【 Graph A 】 from the survey.

【 Graph A 】 ボランティア活動に参加した分野（複数回答）



過去1年間でボランティア活動を「したことがある」と回答した521人への質問

出典：市民の社会貢献に関する実態調査（令和元年度）内閣府

Saki: There are many kinds of volunteer work. Let me see...more than 20 % of the *respondents did volunteer work for “**local safety**.” What do they do?

Takeshi: Every weekday morning, some adults are standing at *crosswalks and helping schoolchildren cross them.

Saki: I see. That’s one example of volunteering for “**local safety**.”

Daisuke: Takeshi helps to prepare the local festivals in his town. Many local people are working for their own town to make it a better and more *attractive place. Such activities took first place on 【 Graph A 】 .

Ms. Ito: Volunteer work for “**children and young people**” is the next most common answer. When I was a university student, I helped elementary school students with their summer homework as a volunteer teacher.

Takeshi: Did it help you become a teacher?

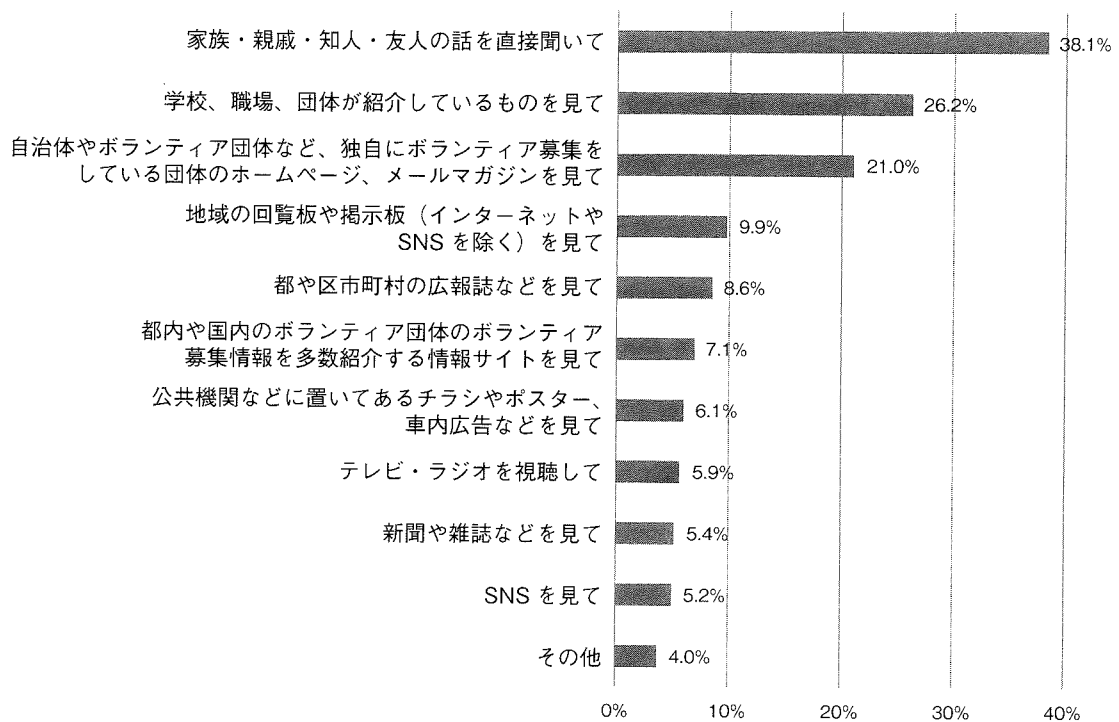
Ms. Ito: Yes, I think so. Sometimes volunteering can give young people a chance to think about their future.

Saki: That’s great. The activity Daisuke joined on the beach is the fourth one from the top on the list. I’m the only one here who hasn’t done any volunteer work outside of school. I’m interested in it, but I don’t know what to do. How can I get more information?

Daisuke: I think you can look on the Internet and find volunteer activities you can join.

Ms. Ito: You can do that, but another survey shows that the Internet is not the most popular way to find information about volunteering. Look at 【 Graph B 】 . You can see how people get information.

【 Graph B 】 ボランティア活動の情報入手方法



出典：都民等のボランティア活動等に関する実態調査（令和4年3月）東京都生活文化局

Takeshi: Almost 40% of the respondents say they get information *directly from someone around them.

Daisuke: And places such as schools and offices also give people some information.

Saki: I thought more people depend on the Internet, and I don't know why other *media like newspapers or TV are not very common.

Takeshi: I guess many people are interested in local volunteer work that they can do in their own *neighborhood. So they think *face-to-face information is more useful and *reliable. Maybe you can get good information from someone around you, Saki.

Ms. Ito: We still have a lot to say about volunteering. OK, let's close today's meeting here and talk more about it tomorrow.

----- The next day, after school -----

Saki: Everyone, look at this! When I stopped by city hall on my way home from school yesterday, I found this *leaflet. Bunji city is looking for volunteers for the marathon race on the last Sunday of next month.

Ms. Ito: Wow, you got volunteer information by yourself, Saki.

Daisuke: I know this race. It is held every year, and last year I cheered the runners from the side of the road. Do they need volunteers? That sounds exciting! I want to join.

Takeshi: I'm interested, too. I'm not good at sports, but I like watching them. It's fun for me to support athletes. What kind of work do the volunteers do?

Saki: They have a variety of jobs such as preparing and cleaning up the event site, checking the runners' *entry at the *reception desk, *supplying drinks for runners, and guiding them on the running course.

Daisuke: That sounds difficult.

Saki: I don't think so. People from city hall are the main staff of the event, and they give *instructions to volunteers. One main staff member and several volunteers make a team, and they always work together.

Daisuke: That's great. Then, there is to worry about.

Takeshi: The volunteers meet up at the volunteer tent at 7:30 in the morning. I need to wake up early. Runners start at 10:00. A marathon race takes a long time, so it is a full-day volunteer job.

Saki: You're right. So, the volunteers are given a *boxed lunch.

Takeshi: I'm glad to hear that. Are there any conditions to join?

Saki: Anyone who lives, studies, or works in Bunji city and is a junior high school student or older can be a volunteer.

Takeshi: I don't live in Bunji city, but I'm *qualified because I'm a student here, right?

Daisuke: Yes, you are qualified. How can we *apply?

Saki: Just send an e-mail to the address on the leaflet with your name, address, and contact information. You need to do it two weeks before the race.

Daisuke: Thank you for giving us good information. Later I will check my schedule for next month, and if I'm free on the race day, I will apply for it.

Takeshi: Me, too! How about you, Saki?

Saki: Actually, I already applied last night.

Ms. Ito: Good for you, Saki. I hope you all can join this event as volunteers and have fun. I think one of the most important things about volunteering is that you enjoy yourself. Volunteer work is not only for other people but also for you.

〔注〕 seasonal 季節の
 even if ～ たとえ～でも
 respondent 回答者
 attractive 魅力的な
 media 情報媒体
 face-to-face 面と向かっての
 leaflet チラシ
 reception 受付
 instruction 指示
 qualified 資格のある

will 意志
 past 過去の
 crosswalk 横断歩道
 directly 直接的に
 neighborhood 近隣
 reliable 信頼できる
 entry 登録
 supply 供給する
 boxed lunch 弁当
 apply 申し込む

〔問1〕 I think volunteering ⁽¹⁾【 ① for / ② good / ③ without / ④ getting / ⑤ doing / ⑥ something / ⑦ is / ⑧ someone 】 any money. について、本文の流れに合うように、【 】内の単語を並べかえるとき、【 】内で3番目と7番目にくる単語の組み合わせとして正しいものを、次のア～カの中から一つ選べ。

	3番目	7番目
ア	④ getting	⑦ is
イ	⑥ something	③ without
ウ	⑥ something	① for
エ	④ getting	③ without
オ	② good	⑦ is
カ	② good	① for

〔問2〕 次の英文が入る最も適切な箇所を、本文の ア ～ エ の中から一つ選べ。

It was a great experience.

〔問3〕 【 Graph A 】において、本文の内容から、(a)「まちづくり・まちおこし」及び(b)「自然・環境保全」が入るのは、それぞれ [A] ～ [D] のどれか。正しい組み合わせを、次のア～クの中から一つ選べ。

ア (a) — [A], (b) — [C] イ (a) — [A], (b) — [D]
 ウ (a) — [B], (b) — [A] エ (a) — [B], (b) — [D]
 オ (a) — [C], (b) — [A] カ (a) — [C], (b) — [B]
 キ (a) — [D], (b) — [B] ク (a) — [D], (b) — [C]

〔問4〕 本文の内容から、マラソン大会のボランティアに申し込む条件を確実に満たしている人物及びその人物に関する説明の組み合わせとして最も適切なものを、下のア～クの中から一つ選べ。

	人物	人物に関する説明
(A)	Takeshi's older brother	He is a university student.
(B)	Mr. Saito	He is a math teacher at Bunji High school.
(C)	Daisuke's younger sister	She is 10 years old.
(D)	Ms. Ito's son	He is a junior high school student.
(E)	Saki's mother	She lives in Bunji city.
(F)	a woman over 20 years old	She lived in Bunji city when she was a child.
(G)	a 30-year-old man	He works for a bank in Bunji city.

ア (A), (B), (D) イ (A), (D), (E) ウ (A), (E), (F)
 エ (B), (C), (G) オ (B), (E), (G) カ (B), (F), (G)
 キ (C), (D), (E) ク (C), (F), (G)

〔問5〕 本文の流れに合うように、本文の 5 の中に入る最も適切な1語を、本文中の **Daisuke** の発言から抜き出せ。

〔問6〕 本文の内容と合っているものの組み合わせを、下のア～カの中から一つ選べ。

- (A) Saki wants to do some volunteer work outside of school because she has never tried it.
- (B) All the members of the English Club agree that the Internet is the best way to find information about local volunteer work.
- (C) Takeshi likes running and is a very good runner, so he is going to join the marathon race this year.
- (D) On the race day, volunteers work in groups, and they don't need to bring their own lunch.
- (E) Anyone who wants to join the marathon race as a volunteer needs to go to city hall and apply for it before the race.
- (F) Daisuke and Takeshi will apply for the marathon race volunteer if they don't have any plans for the race day.

ア (A), (B), (D) イ (A), (C), (E) ウ (A), (D), (F)
 エ (B), (C), (F) オ (B), (D), (E) カ (C), (E), (F)

4

次の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

Jennifer teaches science at a university in the U.S. She made a study group with high school students around the world. They have an online meeting every month. Peter, Sophie, and Hideki join this month's meeting from their own countries.

Jennifer :

Hi, everyone. Can you see and hear me?

I'm very happy to see you all online and talk about science. We have about fifty students from twenty countries at this meeting.

Last month, we talked about AI, *artificial intelligence. What is artificial intelligence? What do computers do? We talked about these things. At the end of last month's meeting, one student said that it would be interesting to talk about examples of artificial intelligence. So, we decided to talk about how we artificial intelligence.

Three students are going to talk about interesting examples of AI. Our first speaker is Peter from Kenya, and he is going to talk about *insects and AI.

Peter :

Thank you Jennifer, and hello everyone.

Some of you may know about the problem of locusts in my country. Locusts are large insects which fly in large groups and destroy plants and *crops. We find lots of them in my country. They *tend to increase in number after heavy rain. Heavy rain gives them wet ground, and they *lay eggs in the wet ground. When large groups of locusts appear in my country, they are a difficult problem.

Our country has even seen a large group of locusts which was about the size of a big city like Tokyo. A group of this size has almost 200 billion locusts and eats about the same amount of food that 90 million people eat. So, a large number of locusts means a serious food problem.

*Climate change has an influence on weather *patterns, and the change in weather patterns has led to an increase in the number of locusts in my country.

So, ⁽²⁾ 【 ① developed / ② the problem / ③ to / ④ researchers in / ⑤ solve / ⑥ a computer system / ⑦ have / ⑧ my country 】 of locusts. The researchers use this system to tell us when and where locusts lay eggs and when and where young locusts are born. They can also tell us about the movement of locusts. This computer system uses information such as wind speed and direction, temperature and ground conditions. It also uses *data from *satellites. AI plays a very important *role in the computer system.

The researchers say that this computer system could change how we work to solve the problem

of locusts.

We have many challenges, but I hope we can solve the problem some day.

Thank you.

Jennifer :

Thank you, Peter, for your interesting presentation.

Our next speaker is Sophie from *the Netherlands. She is going to talk about one of the most famous paintings in the world.

Sophie :

Thank you, Jennifer.

I think that most of you have heard the name Rembrandt. He is one of the greatest artists in the history of art, and one of his best paintings is "The Night Watch." He painted this large picture in the 17th century. He painted about 20 people in this picture, but do you know that this picture was once larger than it is now?

Rembrandt painted "The Night Watch" in 1642, and the painting was put on the wall of a building. In 1715, the painting was moved to the local city hall. The people who moved it found that it was too large for its new place, so they cut the painting on all four sides. We have not found the pieces which were cut from the painting. It is possible that they were thrown away.

In 2019, researchers at a museum decided to create "The Night Watch" in its original form. In the 17th century, an artist made a smaller *copy of "The Night Watch", but the copy was different in some ways. The researchers decided to use artificial intelligence, and their computer studied the smaller copy. The computer also learned Rembrandt's "The Night Watch" and tried to understand how Rembrandt painted.

The computer was able to create "The Night Watch" again, and the *image was printed in its original size. Visitors to the museum can see the painting in its original form.

It is sad that the original painting was cut on all four sides, but it is really exciting to have it back and see it in its original form.

Thank you.

Jennifer :

Thank you, Sophie. It is surprising that "The Night Watch" was cut on all four sides when it was moved to a different place.

Our next speaker is Hideki from Japan. He is going to talk about sign language and artificial intelligence.

Hideki :

Thank you, Jennifer. Thank you, Peter and Sophie. Your presentations were really exciting. Hi, I'm Hideki, and I'm going to talk about sign language.

Do you know what sign language is? People who use sign language make shapes with their hands and arms, and those shapes *stand for letters, words, or ideas.

A university is working together with a computer and communication company in Tokyo to develop a system which can translate sign language into written words. The system uses artificial intelligence. Some local governments in Japan are beginning to use this system to communicate with people who use sign language.

A city in Tokyo has begun to use this system. You can use this system in the local city hall. First, you stand in front of a camera connected to a computer. Second, you talk to the camera in sign language. Third, your message is changed into a written text, and it appears on a computer *screen of a staff member in a few seconds. Finally, the staff member writes a *response, and you can read it on the computer screen in front of you.

This system uses image *recognition technology and *analyzes the movements of fingers and arms. It needs to study the movements of a lot of people to be able to change sign language into written language *accurately. Artificial intelligence plays an important role.

This system may not be perfect yet, but researchers are trying to make it a better system. They are trying to make an *application software that people can use on their phones.

I believe that this kind of technology will make our society better.

Thank you.

Jennifer :

Thank you so much for your exciting presentations, Peter, Sophie, and Hideki. It's your turn now, everyone. I'd like to hear your opinions.

〔注〕 artificial intelligence	人工知能	insect	昆虫
crop	農作物	tend to ~	~する傾向がある
lay eggs	産卵する	climate	気候
pattern	パターン	data	データ
satellite	人工衛星	role	役割
the Netherlands	オランダ	copy	模写
image	画像	stand for ~	~を表す
screen	画面	response	返答
recognition	認識	analyze	分析する
accurately	正確に		
application software	アプリケーションソフトウェア		

〔問1〕 本文中の に入る最も適切な1語を本文中から抜き出せ。

〔問2〕 【 ① developed / ② the problem / ③ to / ④ researchers in / ⑤ solve / ⑥ a computer system / ⑦ have / ⑧ my country 】 of locusts. ⁽²⁾について、本文の流れに合うように、【 】内の単語・語句を正しく並べかえるとき、【 】内で3番目と7番目にくる単語・語句の組み合わせとして正しいものを、次のア～カの中から一つ選べ。

	3番目	7番目
ア	⑥ a computer system	④ researchers in
イ	⑦ have	① developed
ウ	⑧ my country	③ to
エ	⑧ my country	② the problem
オ	⑦ have	⑤ solve
カ	⑥ a computer system	⑤ solve

〔問3〕 Sophie の発表の中の美術館における展示を紹介する文章を完成させるとき、次に示す英文の ～ に入る最も適切な単語・語句の組み合わせを、下のア～カの中から一つ選べ。

Visitors to the museum can now enjoy “The Night Watch” in its original form for the first time in about years. Several parts were cut from the painting in the past .

A group of staff members at the museum has created these parts again and they have added them to the image of Rembrandt’s world-famous painting with the help of artificial intelligence. This work was based on by a different artist.

We can learn a lot of things from the result. You can see “The Night Watch” in its original form at the museum for the next few months.

	1	2	3
ア	300	to move the painting to the local city hall	the 17th century copy
イ	200	to make the painting more beautiful	the 18th century copy
ウ	200	to move the painting to the museum	the 17th century painting
エ	500	to make the painting more beautiful	the 17th century painting
オ	300	to move the painting to the museum	the 18th century painting
カ	500	to move the painting to the local city hall	the 17th century copy

〔問4〕 AIと sign language について、Hideki は発表の前に大学の研究者と話をした。その対話を完成させるとき、次に示す英文の , に入る最も適切な文の組み合わせを、下のア～カの中から一つ選べ。

Hideki:

Researcher: Thank you for your interest in our research, but we have to do a lot of things to make our system better.

Hideki: What do you have to do?

Researcher: Our computer uses AI to study it.

Hideki: How do you do it?

Researcher: We ask people to send their sign language movements online. We need help from many people.

- (A) We have to collect a large amount of sign language data.
- (B) I want to know how your computer system changes sign language into sounds.
- (C) We have to find a company which can work with us in this research.
- (D) I am excited to learn that sign language can be changed into written words.
- (E) We need to collect a large number of photographs of sign language.

- ア 1: (E) 2: (D) イ 1: (B) 2: (C)
ウ 1: (B) 2: (E) エ 1: (D) 2: (A)
オ 1: (E) 2: (B) カ 1: (C) 2: (E)

[問5] この meeting に参加した高校生が、3人の発表の後に参加者に向けて発言をした。その発言を完成させるとき、次に示す英文の ~ に入る最も適切な単語・語句の組み合わせを、下のア~カの中から一つ選べ。

At last month's meeting, we talked about of AI.

At today's meeting, I learned a lot from the presentations by Peter, Sophie, and Hideki. Now I know that AI research brings us a lot of good things in the fields of food, art, and .

However, some people are not happy about AI. They are that AI can do dangerous things without our knowledge.

So, in my opinion, we should talk about problems of AI at the next meeting.

	1	2	3
ア	our basic knowledge	communication	excited
イ	serious problems	languages	happy
ウ	several examples	government	surprised
エ	the bright future	languages	afraid
オ	several examples	government	excited
カ	our basic knowledge	communication	afraid

〔問6〕 本文の内容と合っているものの組み合わせを、下のア～カの中から一つ選べ。

- (A) At the end of last month's meeting, the students decided to talk about dangerous examples of artificial intelligence at this month's meeting.
- (B) When it rains a lot in Kenya, the number of locusts increases there, so climate change is very important in the research of the problem of locusts.
- (C) Large groups of locusts help plants grow fast, so it is important to know when and where young locusts are born.
- (D) Rembrandt painted about 20 people in the parts which were cut from "The Night Watch," and when the parts were added to the painting, it looked very different.
- (E) At the beginning of the 18th century, Rembrandt made a smaller copy of "The Night Watch," and researchers found the copy in 2019 and used it to know the painting's original color.
- (F) You cannot use an application software on your phone to talk to a staff member at the city hall in sign language now, but researchers are trying to make it possible.

ア (A), (F) イ (B), (D) ウ (B), (F)
エ (C), (D) オ (D), (E) カ (E), (F)

〔問7〕 本文の study group にあなたが参加して、AI以外の科学的なことについて発表するとしたら、何について発表したいかを 20 語以上 40 語以内の英語で書け。ただし、二つ以上の理由を必ず書くこと。二つ以上の英文になってもかまわない。なお、下の〔例〕のように、「,」「.」などは語数に含めない。短縮形は1語と数える。

〔例〕 I'm a student . My mother said to
me , " Are you busy ?" I said , " Yes !"

