

I 次の会話を読み、下記の設問に答えよ。(配点 25)

Andy: Good morning, Mom. Did you sleep well after your flight?

Maria: I don't know why you like sleeping on a futon. Maybe I'm just getting old, but my back is pretty stiff.

Andy: It took me a little while to get used to it, but I prefer it now. So,

Maria: Well, I still feel worn out from the flight, so I think I'd like to rest today. Maybe I'll walk down to the store you pointed out to me from the taxi last night. What's it called? "Larson"?

Andy: Oh, you mean "LAWSON," not "Larson," Mom! But the convenience store is a good idea. You can pick up a SIM card for your phone there, and get something to have for lunch. I know you'd rather , but they'll have something you can eat.

Maria: That's good to know! I hate the idea of being out on the town without any way to contact you for help. I think I can use a SIM card, but the mobile phone company in the US said my phone is locked, so it might be difficult.

Andy: OK, if that's the case, I might have an old phone you can borrow. So, what would you like to see while you're here in Osaka?

Maria: I don't know, you're the one who lives in Osaka. What do you recommend?

Andy: I know you like gardening, so why don't we go to the Herb Garden in Kobe? We can ride the *shinkansen* from Osaka to Kobe. It's not very far, but it'll be a fun experience for you. The train goes really fast! Then we can take the ropeway to the top of the garden and walk down.

Maria: Oh, that sounds lovely. But will the walk be difficult? You know I had hip surgery last year, and I've still not fully recovered.

Andy: It's steep, but the walk won't take very long, and we can take our time. There are a lot of benches, so we can sit down if you need to and enjoy the fragrant herbs. It'll be better that way. And next weekend I want to take you to Nara to see the World Heritage Sites. But during the week, I'll be at work. Is there anything else you'd like to do in Nara?

Maria: Hmm, I'm not really confident using the language or getting around on the trains, but I'd like to do some sightseeing. Are there any tours I could take in Nara?

Andy: I was just looking that up yesterday. You can take a bus tour around the city. It's not very long, but you can see a lot of places and get a feel for where things are. And if you see something interesting, you can go there by yourself later. I can help you plan your route.

Maria: I really like that idea. And if the tour isn't too long, then I can walk around and find lunch before or after. Maybe I'll grab something for dinner.

(1) 空所 に入る最も適切なものを次の中から1つ選び、その番号をマークせよ。

- ① what are you going to do here today?
- ② how was the food on the plane?
- ③ did you have any trouble finding the apartment?
- ④ are you tired from your workout?

(2) 空所 に入る最も適切なものを次の中から1つ選び、その番号をマークせよ。

- ① visit Tokyo
- ② fly first-class
- ③ experience regional cuisine
- ④ go by bus

(3) 会話の内容に合うように、次の1)と2)の問いの答えとして最も適切なものを下記の中からそれぞれ1つ選び、その番号をマークせよ。

1) How does Maria feel about finding her way around Osaka by herself?

- ① comfortable ② eager ③ worried ④ confident

2) Which of the following will Maria NOT do in Kobe?

- ① Walk down a hill
- ② Take the ropeway
- ③ Get off the *shinkansen*
- ④ Take a bus tour

(4) 会話の内容に合うように、次の英文を完成させるのに最も適切なものを次の中から1つ選び、その番号をマークせよ。

Maria's main reason for visiting Osaka is to

- ① spend time with her son.
- ② enjoy lunch at "Larson."
- ③ have hip surgery.
- ④ visit the Herb Garden.

Ⅱ 次のお知らせを読み、下記の設問に答えよ。(配点 25)

AI Ethics Course

Artificial Intelligence (AI) has arrived on the scene suddenly, and many people are worried about its effects on society. To help people better understand the technology and how it can be used and misused, Valley Hill Library will be offering a new introductory course, which is focused on the ethical use of AI. This course will cover a variety of AI topics, from the basic ways AI works to points to be careful about when using it. We hope this course will help you deepen your knowledge and engage more thoughtfully with new technologies. The course will be held in the PC Lab on the first floor every second and fourth Saturday at 10 a.m. The six-class course will cover the following topics:

The (A) of AI

In this section, we will look at the basic workings of AI and a brief history of how it has been used. We will avoid difficult technical terms as much as possible and use specific examples to learn about the possibilities and current limitations of AI. For example, we will look at how voice assistants in smartphones and recommendation features on the internet use AI. Learning about the basic functions of AI will help students better understand the many news articles that are being published.

The (B) of AI Use

While AI is a useful tool, there are also some points to be careful about when using it. In this section, we will examine issues such as possible unfairness (bias) in AI, the risky handling of personal information, and copyright problems. We will also learn that information created by AI is not always correct, and the importance of checking the source of information carefully. Safe and responsible use of AI is one of the central goals of this course.

The (C) of AI and Us

AI technology is constantly developing and has the potential to greatly affect our society. In this section, we will discuss how the further development of AI technology will affect our lives and work. We will also think about how we can ethically use AI going forward to benefit society. By learning about AI, we hope participants will recognize that AI is a tool that can be used to do good or bad things.

If you are interested in this course, please visit the library website to register, or simply scan the QR code. We look forward to your participation.

- (1) 本文の内容に合うように、次の英文の空所に入る最も適切なものを下記の中から1つ選び、その番号をマークせよ。

This course is mainly intended for

- ① individuals with intermediate programming skills.
- ② people who don't know much about AI.
- ③ graduate students specializing in robotics.
- ④ engineers with intermediate English proficiency.

- (2) 下線部 “current” と文脈を変えずに置きかえられる語を次の中から1つ選び、その番号をマークせよ。

- ① progressive ② pleasant ③ rapid ④ present

- (3) 本文の内容に合うように、次の1)と2)の問いの答えとして最も適切なものを下記の中からそれぞれ1つ選び、その番号をマークせよ。

1) Which floor of the library will the class be held on?

- ① first ② second ③ fourth ④ tenth

2) What will NOT be discussed in this course?

- ① How early versions of AI have been used
- ② How participants can responsibly use AI
- ③ How participants can make money using AI
- ④ How social benefits can be created by AI

- (4) 本文の見出し (A) ~ (C) に入る最も適切なものを下記の中から1つ選び、その番号をマークせよ。

(A) — (B) — (C)

- ① **Basics** — **Risks** — **Future**
- ② **Basics** — **Future** — **Risks**
- ③ **Risks** — **Future** — **Basics**
- ④ **Future** — **Risks** — **Basics**

Ⅲ 次の英文の空所に入る最も適切なものを下記の中から1つずつ選び、その番号をマークせよ。(配点 25)

- (1) When traveling abroad, it is important to follow safety guidelines, and you should be () of local laws and customs.
- ① aware ② bored ③ capable ④ critical
- (2) She has lived in the city for many years, so she is () to the noise and crowded streets.
- ① dedicated ② adjust ③ used ④ devote
- (3) The project was () no means easy, but the team managed to complete it on time.
- ① of ② by ③ at ④ over
- (4) As the fashion industry grows and trends change, brands constantly introduce new designs to () with each other.
- ① give ② confuse ③ resemble ④ compete
- (5) The team wants to achieve success, so they () an effort to collaborate effectively.
- ① stand ② make ③ run ④ cut

Ⅳ 次の英文を読み、下記の設問に答えよ。(配点 50)

Social Education and Its Role

Even after graduating and starting their careers, people can keep learning. This process takes many forms outside of school, and it is called “social education.” While its structure and purpose may seem unclear to some, it offers valuable opportunities for individuals to connect others and enrich their lives. It supports personal growth and helps build stronger communities.

The Shifting Purpose of Social Education

Initially, social education aimed to help disadvantaged individuals survive in a market-driven society. As society progressed, its focus shifted to enriching lives both culturally and spiritually.

In the mid-2010s, some local leaders questioned the need for social education officers, but it was soon recognized that social education is essential in building human infrastructure. This includes helping people during disasters and bringing life back to rural communities. Recognizing the value of social education in strengthening the social infrastructure further emphasized its in society.

Masuda City’s Collaborative Approach

Masuda City, located in Shimane Prefecture, has been facing a population decline for many years. To tackle this problem, the city launched its *Collaborative Human Development Plan in 2016. This approach focuses on encouraging education that connects all aspects of life—work, family, and community.

“Yuta-Lab” (Yutakana Kurashi Laboratory) in Masuda City

In Masuda City, a general incorporated association called Yuta-Lab has become a key part of the city’s efforts to address its population decline. Established in 2020 with support from Masuda City, Yuta-Lab a significant role by providing “third spaces,” which are places outside of home, school, or the workplace, where people can gather. Its goal is to offer people opportunities to engage in community activities, helping them gain experience and eventually become independent contributors to the community.

Volunteer Group’s Engagement

A volunteer group called MACHINOWA, which is part of a community initiative in Masuda City, successfully organized a sports festival for local families with the help of

Mr. Ikuta, a 27-year-old staff member at Yuta-Lab. The first festival helped the Machinowa staff learn essential skills, such as creating schedules and managing logistics.

Motivated by their initial success, the group organized a second festival independently, demonstrating their 19 organizational abilities. The event attracted about 30 families and was filled with fun activities such as obstacle relays and board games, leaving everyone with smiles and lasting memories.

“Kiire Manabiba Project Tsuwabuki” (a volunteer group) in Kagoshima City

In Kiire, Kagoshima City, 19-year-old Ms. Higashi founded the Kiire Manabiba Project Tsuwabuki to deliver learning opportunities for local children. The group started with educational events, such as science experiments and stargazing sessions, and it has since (ア) to organize community festivals. While these festivals may not seem directly educational at first glance, they offer valuable learning experiences through active involvement, fostering a (イ) of connection and engagement among participants.

Youth Development through the Kiire Project

Young members of the Kiire Manabiba Project Tsuwabuki have shared how their involvement in the group has influenced their personal growth. For example, one member developed an interest in illustration, while another valued the learning experience gained from organizing events and interacting with the community. These experiences shaped their career goals and deepened their appreciation for the support they received from the community.

Lifelong Learning for Everyone

The activities of young people in community projects demonstrate how social education not only improves communities but also contributes to the well-being of individuals. These projects represent the idea of lifelong learning, encouraging people to engage with their communities and continue learning throughout their lives. When both youth and adults take part, they help build stronger, more supportive societies, showing that social education has a long-term effect on everyone involved.

注 *Collaborative Human Development Plan ひとづくり協働構想

(Source: *The Japan News*, October 26, 2024)

(1) 空所 ～ に入る最も適切なものを次の中からそれぞれ1つずつ選び、その番号をマークせよ。

- | | | | | |
|---------------------------------|---------------|--------------|---------------|----------------|
| <input type="text" value="16"/> | ① of | ② at | ③ with | ④ as |
| <input type="text" value="17"/> | ① importantly | ② importance | ③ importation | ④ imported |
| <input type="text" value="18"/> | ① throws | ② affects | ③ conducts | ④ plays |
| <input type="text" value="19"/> | ① growing | ② failing | ③ ignoring | ④ disappearing |

(2) 社会教育について、本文に述べられていないものを次の中から1つ選び、その番号をマークせよ。

- ① Social education provides meaningful opportunities for individuals to interact with others.
- ② Originally, social education was designed to assist disadvantaged people in surviving a market-driven society.
- ③ The focus of social education is now mainly on enhancing the academic results of students.
- ④ Social education has become crucial in developing human infrastructure, such as coordinating disaster relief operations.

(3) 鳥根県益田市について、本文に述べられている最も適切なものを次の中から1つ選び、その番号をマークせよ。

- ① Masuda City's Collaborative Human Development Plan encourages education that connects work, family, and community.
- ② Yuta-Lab in Masuda City provides specialized training for local teachers.
- ③ Masuda City is addressing its population decline by focusing primarily on economic growth.
- ④ Yuta-Lab provides financial assistance to the people of Masuda City.

(4) 空所 (ア) と (イ) に入る組み合わせとして最も適切なものを次の中から1つ選び、その番号をマークせよ。

(ア) — (イ)

- ① sent — factor
- ② closed — sound
- ③ left — reason
- ④ expanded — sense

(5) 「喜入マナビバプロジェクトつわぶき」^{きいれ}に関して、最も適切なものを次の中から1つ選び、その番号をマークせよ。

- ① The Kiire Manabiba Project Tsuwabuki focuses on teaching children how to cook.
- ② Young participants in the Kiire Manabiba Project Tsuwabuki often engage in political events.
- ③ Local youth benefit from scholarships provided by the Kiire Manabiba Project Tsuwabuki.
- ④ Members of the Kiire Manabiba Project Tsuwabuki grow through their involvement in the community.

(6) 下線部 “take part” と文脈を変えずに置きかえられる最も適切なものを次の中から1つ選び、その番号をマークせよ。

- ① explain ② participate ③ assume ④ isolate

(7) 本文の内容に合うものを次の中から1つ選び、その番号をマークせよ。

- ① 学校内での様々な学びの形は、社会教育と呼ばれている。
- ② 一般社団法人「ユタラボ」は、島根県益田市で環境保護の啓発活動を推進している。
- ③ ボランティア団体「MACHINOWA」が開催したイベントでは、障害物リレーも行われた。
- ④ 「喜入マナビバプロジェクトつわぶき」は、失業者の就職活動をサポートするプログラムを提供している。

V 次の英文を読み、下記の設問に答えよ。(配点 25)

Visiting museums and art galleries may have a good effect on both mental and physical health. Some researchers call this effect “museum bathing.” Recent studies suggest that spending time in museums can reduce stress and bad feelings and increase good ones. A study led by Izumi Ogata, a professor of museology at Kyushu Sangyo University, examined this effect in detail. The research revealed that both older and younger participants experienced (① after ② visiting ③ emotional ④ benefits ⑤ under)¹⁾ a museum. The findings of his study, along with other related research, might support the idea that cultural exposure improves well-being. What exactly did he do in his research?

Ogata’s team conducted an experiment at the National Museum of Western Art in Tokyo, where 41 participants, including both young adults and seniors, viewed exhibits for 20 minutes in silence and another 20 minutes talking with others. The researchers measured their blood pressure, pulse rate, and emotional state before and after viewing the exhibits. The results indicated that negative emotions such as anger, fatigue, tension, confusion, and depression decreased after looking at the artworks, (① positive ② find ③ emotions ④ increased ⑤ while), especially after social²⁾ interaction. A university student who participated in the study expressed surprise at the clear reduction in negative feelings.

Ogata’s research began in September 2020 and has involved over 1,000 participants and 75 museums. Studies in various types of museums—history, archaeology, folklore, and fine arts—have shown consistent relaxation effects. Ogata says that museum visits help people feel calm and stable.

Additionally, a 2019 study by the University of London found that residents of communities (① to ② higher ③ with ④ than ⑤ exposure)³⁾ cultural arts tended to live longer. The World Health Organization (WHO) also concluded that artistic experiences contribute to well-being. The conclusion was based on 3,000 studies conducted around the world. However, despite Japan having more than 5,700 museums, citizens visited museums only 1.2 times on average in fiscal year 2018.

Museum visits provide significant⁴⁾ benefits for both the mind and body, such as reducing stress and helping people feel emotionally balanced. Research suggests that “museum bathing” can serve as a valuable form of relaxation and self-care. Because cultural experiences have these positive effects, more frequent visits to museums could help people feel more relaxed overall.

(Source: *The Asahi Shimbun*, August 28, 2024 承諾番号 26-0613 「朝日新聞社に無断で転載することを禁じる」)

(1) 下線部1)～3)を文脈に合うように並びかえる際、不必要なものが1つ含まれている。

その語をそれぞれ1つ選び、その番号をマークせよ。

下線部1)

26

下線部2)

27

下線部3)

28

(2) 下線部4) “significant” と文脈を変えずに置きかえられる語を次の中から1つ選び、その番号をマークせよ。

29

① considerable ② much ③ excessive ④ variety

(3) 本文の内容に合うものを次の中から1つ選び、その番号をマークせよ。

30

① Ogata’s research was conducted only in history museums across Japan.

② Participants in Ogata’s study were required to stay silent for the entire museum visit.

③ Museum visits were found to decrease negative emotions such as anger, fatigue, and depression.

④ The World Health Organization concluded that museum visits increase blood pressure and stress.