

2022年度

慶應義塾大学入学試験問題

総合政策学部

外国語

注意事項

1. 試験開始の合図があるまで、この問題冊子を開かないでください。
2. この冊子は全部で24ページです。ドイツ語Ⅰ（選択）は2ページから5ページ、フランス語Ⅰ（選択）は6ページから9ページ、英語Ⅰ（選択）は10ページから12ページ、英語Ⅱが14ページから16ページ、英語Ⅲは18ページから22ページです。試験開始の合図とともにすべてのページが揃っているか、確認してください。ページの欠落・重複があった場合には、直ちに監督者に申し出てください。
3. ドイツ語Ⅰ・フランス語Ⅰ・英語Ⅰのいずれかひとつの言語だけを選択し解答してください。選択した言語を解答用紙の選択問題マーク欄に必ずマークしてください。マークするのは、ひとつの言語だけです。英語Ⅱと英語Ⅲは全員が解答してください。
4. 問題冊子は、試験終了後必ず持ち帰ってください。
5. 受験番号と氏名は、解答用紙の所定の欄に必ず記入してください。
6. 解答用紙の「注意事項」を必ず読んでください。

ドイツ語 I (選択)

I-1 次の会話はスケートボード選手の Tony Hawk とジャーナリストのインタビュー内容です。
[1] - [5] に入る最も適切なものを、それぞれの選択肢から 1 つ選び、その番号を解答欄にマークしなさい。Lesen Sie das Interview einer Journalistin mit dem Skateboarder Tony Hawk und wählen Sie für die Lücken bei [1] - [5] jeweils die passendste Lösung aus.

Tony Hawk ist einer der bekanntesten Skateboarder der Welt. Was sich im Skate-Sport verändert hat, erzählt er im Interview.

Journalistin: Wie bist du zum Skaten gekommen?

Tony Hawk: Als ich 9 Jahre alt war, hat mir mein älterer Bruder eines seiner alten Skateboards gegeben. Das war 1982.

[1] _____

Journalistin: Was ist dein liebster Trick?

Tony Hawk: Der „Backside Ollie“. Bei diesem Trick halte ich mein Board mit den Füßen in der Luft. So habe ich sehr viel Kontrolle über das Board. Es fühlt sich so an, als ob ich fliegen könnte.

Journalistin: Woher kommen eigentlich die Namen der Skateboard-Tricks?

Tony Hawk: Die Regel ist: Wenn du der Erste bist, der den Trick macht, kannst du ihn benennen. Entweder denkst du dabei an etwas, das wichtig in deinem Leben ist.

[2] _____

Journalistin: Du bist auch in einigen sozialen Skate-Projekten für Kinder aktiv. Was lernen die Kinder dort?

Tony Hawk: Sie lernen nicht nur die Technik des Skateboard-Fahrens, sondern auch viel über sich selbst und ihre persönlichen Fähigkeiten. [3] _____

Journalistin: Manche Leute sagen, Skateboarden ist gefährlich, weil man sich dabei stark verletzen kann.

Tony Hawk: Das stimmt, aber man kann lernen, sicher zu skaten.

[4] _____

Journalistin: Hast du Angst, bevor du einen extremen Trick machst?

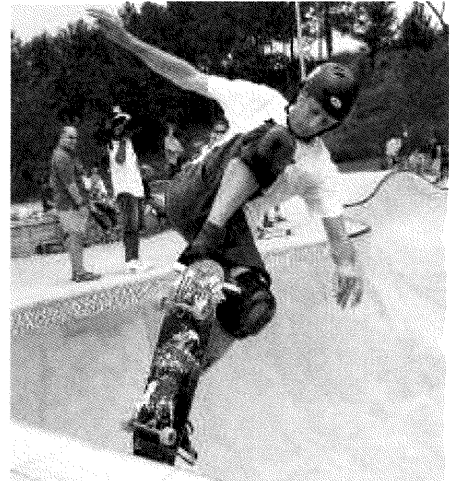
Tony Hawk: Ein bisschen. Aber normalerweise mache ich nur Sachen, von denen ich weiß, dass ich sie auch kann.

Journalistin: Skateboarden hat auf der Straße angefangen. Jetzt ist Skateboarden sogar eine olympische Sportart. Hast du Angst, dass sich der Sport zu stark verändert?

Tony Hawk: Nein, ich finde es toll, dass sich junge Skaterinnen und Skater bei Olympia präsentieren können. [5] _____

Journalistin: Muss man eigentlich cool sein, um ein Skater zu werden?

Tony Hawk: Nein. Man muss nur offen dafür sein, etwas Neues zu versuchen. Das ist alles.



テキスト: <https://www.spiegel.de/deinspiegel/skateboard-profi-tony-hawk-im-kinder-interview-als-ob-ich-fliegen-koennte-a-00000000-0002-0001-0000-000171724301> を改編

写真: <https://www.flickr.com/photos/tjc/5822940360> を改編; ライセンス: CC BY 4.0

- [1] 1. Mein Bruder und ich haben dann immer zusammen Tischtennis gespielt.
2. Damit habe ich angefangen, in der Nähe zu skaten.
3. Leider hatten meine Eltern nur eine kleine, dunkle Wohnung.
4. Aber das Skateboarden hat mir keinen Spaß gemacht.

- [2] 1. Als zweites kaufst du dir ein neues Skateboard, das etwas teurer sein darf.
 2. Oder du benennst den Trick danach, wie er funktioniert.
 3. Wenn der Trick schwierig ist, ist es besser, schnell wieder aufzuhören.
 4. Dann schreibst du den Namen auf die untere Seite des Skateboards.
- [3] 1. Du fährst jeden Tag, denn ohne das Skaten kannst du nicht mehr leben.
 2. Du darfst nur skaten, wenn du deine Hausaufgaben gemacht hast.
 3. Beim Skaten lernst du, wie du Probleme lösen und Ziele erreichen kannst.
 4. Nachdem du Skaten gelernt hast, musst du nicht mehr zur Schule gehen.
- [4] 1. Außerdem kann man sich bei jeder anderen Sportart auch verletzen.
 2. Skaten ist gut für die Schule, das weiß jeder.
 3. Ich denke, man wird schnell krank und kann nie wieder skaten.
 4. Man sollte so schnell fahren wie möglich, dann kann nichts passieren.
- [5] 1. Jeder sollte eine Goldmedaille gewinnen.
 2. Eigentlich sind die Olympischen Spiele langweilig.
 3. Das wird den Sport weltweit noch beliebter machen.
 4. Dort kann man nicht cool werden.

I-2 次の文章を読んで [6] - [10] に入る最も適切なものを、それぞれの選択肢から 1 つ選び、その番号を解答欄にマークしなさい。Lesen Sie den Text und wählen Sie für die Lücken bei [6] - [10] jeweils die passendste Lösung aus.

Natur erfahren und kennenlernen in der Grundschule Grabenfeld

Die Grundschule Grabenfeld liegt mitten im Grünen. Die Natur in [6] Schönheit ist hier sehr wichtig. Die Schule ist über mehrere Jahrzehnte zu einem naturnahen Spiel- und Erfahrungsraum für die Kinder, aber auch zu einem Lebensraum für Tiere und Pflanzen geworden. Dabei haben die Eltern, die Schüler, die Lehrer und Experten zusammengearbeitet.



In der Schule [7] es mehrere Umwelt-Projekte. Im ersten Schuljahr sollen die Kinder positive Erfahrungen und Emotionen mit der Natur haben, zum Beispiel beim Spielen oder bei einem Teddybär-Picknick im Wald. Im zweiten Schuljahr steht das Wissen der Schüler im Zentrum: Was ist ein Wald eigentlich? Welche Tiere und Pflanzen gibt es dort? Wie [8] aus einem Baum Papier? Was passiert mit dem Müll, den wir in die Mülltonne werfen? Im dritten Schuljahr werden dann in [9] Klasse Energie-Teams aus zwei Schülern gebildet. Sie lernen, wie man Strom, Heizung und Wasser kontrolliert und machen Vorschläge für Verbesserungen.

Die Schüler der Grundschule Grabenfeld sollen also nicht nur in der Natur spielen. Sie sollen die Natur respektieren lernen und dazu motiviert werden, Natur und Umwelt aktiv zu schützen. Kinder unserer Schule haben schon an großen internationalen Kinder-Umweltkonferenzen teilgenommen, mit Umweltministern [10] oder Umwelt-Theaterstücke aufgeführt. Im Jahr 2019 hat unsere Grundschule sogar den Umweltpreis des Landes Bayern bekommen.

テキスト: https://www.foerdereverein-umweltschule.de/projekte_informationen_projektbeispiele/ を改編

写真: <https://www.ganztagschulen.org/de/24734.php>; © Clemensschule Wesuwe

[6] 1. ihrer
2. seines
3. dieses
4. dort

[7] 1. kommt
2. macht
3. ist
4. gibt

[8] 1. kann
2. wird
3. sein
4. soll

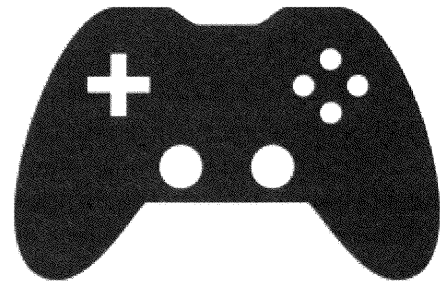
[9] 1. keinem
2. welchen
3. jeder
4. erste

[10] 1. gesagt
2. gemeint
3. informiert
4. diskutiert

I-3 次の記事を読んで [11] - [15] について、最も適切なものを1つ選び、その番号を解答欄にマークしなさい。Lesen Sie den Artikel und wählen Sie bei [11] - [15] jeweils die passendste Lösung aus.

Computerspiele als Gewinner der Corona-Pandemie

30 Prozent Plus im Corona-Jahr 2020, und in den ersten Monaten 2021 noch einmal 20 Prozent: starke Zahlen. Sechs von zehn Deutschen spielen digital. Sie geben für Spiele und alles, was dazu gehört, etwa 4,6 Milliarden Euro aus. Die Computerspiele-Industrie verkauft mehr als Film- und Musikindustrie zusammen.



Games sind heute ein Teil der Alltagskultur. Für 34 Prozent aller Deutschen ist es laut einer Statistik akzeptabel, zum Beispiel ein Museum über ein Computerspiel auch virtuell zu besuchen.

„Games sind überall präsent: zu Hause, am Arbeitsplatz, in den Schulen und in der Kirche“, so der Industrie-Experte Felix Müller. „Es ist nicht mehr die Frage, ob wir das Potenzial von Games nutzen, sondern nur noch wie.“

Besonders beim Thema „Schule und Lernen“ hat die Corona-Krise gezeigt, wie groß das Potenzial von digitalen Spielen ist, sagt Müller: „Im Elternhaus sind Vokabelspiele und Ähnliches schon normal, nur in den Schulen ist das noch nicht angekommen. Wir müssen das Potenzial der Computerspiele nutzen, weil sie zum Alltag der Kinder gehören.“

注) ausgeben: 支出する

テキスト: <https://www.tagesschau.de/wirtschaft/unternehmen/gamescom-spielebranche-101.html> を改編

写真: <https://www.maxpixel.net/Gamepad-Video-Games-Controller-Computer-Game-Icon-1784571>; ライセンス: CC0 Public Domain

[11] Wie war die Situation für die Computerspiele-Industrie in der Corona-Pandemie?

1. Die Computerspiele-Industrie hat fast keinen Gewinn gemacht.
2. Die Computerspiele-Industrie hat weniger Geld verdient als zuvor.
3. Die Computerspiele-Industrie ist 2021 um weniger als 20 Prozent gewachsen.
4. Die Computerspiele-Industrie war in den ersten Monaten 2021 stärker als 2020.

[12] In dem Artikel steht, ...

1. dass die Deutschen sechs von zehn Spielen digital spielen.
2. dass 60 Prozent Deutschlands digitalisiert ist.
3. dass 60 Prozent der Deutschen digital Musik hören.
4. dass sechs von zehn Deutschen keinen Computer haben.

[13] In dem Artikel steht auch, ...

1. dass mehr als ein Drittel der Deutschen Computerspiele im Alltag nutzen wollen.
2. dass mehr als ein Drittel der Deutschen im Alltag Kultur genießen.
3. dass mehr als ein Drittel der Deutschen schon einmal ein Museum besucht haben.
4. dass mehr als ein Drittel der Deutschen ein Museum in einem Computerspiel besucht haben.

[14] Der Experte Felix Müller meint, ...

1. es ist schwierig, das Potenzial von Computerspielen zu nutzen.
2. es ist wichtig darüber nachzudenken, wie man Computerspiele nutzen kann.
3. man sollte Computerspiele nicht an jedem Ort nutzen, den man besucht.
4. man sollte sich fragen, ob man Computerspiele wirklich in der Kirche nutzen will.

[15] Felix Müller denkt auch, ...

1. dass Kinder heute zu Hause mehr mit Computerspielen lernen als in der Schule.
2. dass Kinder heute in der Schule schon viel mit Computerspielen lernen.
3. dass es zu Hause kein großes Potenzial für das Lernen mit Computerspielen gibt.
4. dass die Kinder in den Schulen nicht mit Computerspielen lernen sollen.

フランス語 I (選択)

1. それぞれの文の内容に合うように正しいものを選び、その番号を解答欄[16]から[20]にマークしなさい。

- [16] - Au fait, Alex souhaite nous inviter à dîner chez lui...
(**1. vers midi** **2. demain** **3. ce matin** **4. hier soir**), tu es d'accord ?
- [17] - Bonjour à toutes et tous, je vous présente Mme Legrand, notre nouvelle conseillère psychologique. N'hésitez pas à vous adresser à (**1. lui** **2. moi** **3. nous** **4. elle**) si vous avez un problème.
- [18] - Allô Juliette ! Ça te dirait d'aller au château de Chantilly, ce week-end ?
- OK ! Ça marche. (**1. On se quitte** **2. On se promène** **3. On se retrouve** **4. On se regarde**) où et à quelle heure ?
- [19] - Tu comptes travailler tout de suite après tes études ?
- Pas du tout. Si tout va bien, dans cinq ans, quand j'aurai réussi mes examens, je (**1. prenais** **2. prendrais** **3. prenne** **4. prendrai**) un an de vacances !
- [20] - (**1. Malgré un** **2. A cause d'un** **3. D'après un** **4. Suite à un**) article du journal *Libération*, le pape serait prêt à renoncer au célibat des prêtres.
- Ça, ça m'étonnerait. L'église est trop conservatrice !

2. それぞれの資料をよく読み、質問に対する正しい答えを選んで、その番号を解答欄[21]から[25]にマークしなさい。

[21] Quelle information M. Moquette veut-il donner à ses élèves ?

- 1. Il veut leur annoncer un changement de salle.
- 2. Il veut les inviter à une réunion.
- 3. Il veut modifier l'horaire de leur cours.
- 4. Il veut remercier tous les élèves de 5^e B.

À L'ATTENTION DES ÉLÈVES DE 5E B
LE COURS DE MATHÉMATIQUES AURA
EXCEPTIONNELLEMENT LIEU À 15 HEURES
CE JOUR, DANS VOTRE SALLE HABITUELLE.
MERCI DE VOTRE COMPRÉHENSION.
LE PROFESSEUR, M. MOQUETTE

NOUS CÉLÉBRONS NOS 40 ANS
CE SOIR :

NOUS ESSAIERONS DE NE PAS
METTRE LA MUSIQUE TROP
FORT. SINON, N'HÉSITÉS PAS À
VENIR NOUS VOIR.
LES INVITÉS PARTIRONT VERS
2 HEURES DU MATIN.

MERCI.

MARIKO ET DAVID

[22] Pour quelle raison Mariko et David ont-ils affiché ce message ?

- 1. Pour prévenir leurs voisins de leur fête.
- 2. Pour inviter des amis à leur anniversaire.
- 3. Pour organiser une réunion entre locataires.
- 4. Pour trouver des musiciens pour la soirée.

[23] De quoi le professeur Van Ypersele va-t-il probablement parler pendant sa conférence ?

1. Des ours polaires qui vont bientôt nous attaquer à cause de la fonte des glaces.
2. De l'impact de nos actions individuelles sur le climat.
3. De la meilleure politique à suivre pour se protéger contre les migrants climatiques.
4. De notre impuissance face au changement climatique.

CAMPAGNE DE VACCINATION
HALL DU PARC DES EXPOSITIONS
 Entrée > côté du Champ-de-Foire
 de 9h à 18h du lundi au vendredi

Public concerné
+75 ANS
 Habitants de l'Agglomération du Pays de Dreux

Comment s'inscrire ?

- Par téléphone au **02 18 48 51 51** de 9h à 18h du lundi au vendredi
- En ligne sur **DOCTOLIB** Centre de vaccination covid19 Dreux

[24] A propos de cette affiche, une seule affirmation est fausse. Laquelle ?

1. Cette campagne de vaccination s'adresse exclusivement aux personnes du troisième âge habitant la région de Dreux.
2. On peut réserver par téléphone ou en utilisant Internet.
3. Il est inutile de prendre rendez-vous pour se faire vacciner, à condition d'arriver entre 9h et 18h.
4. Il n'est pas possible de se faire vacciner le week-end.

[25] Quel est le sujet de ce livre ?

1. Il propose aux futures ou jeunes mamans des recettes pour qu'elles et leurs bébés restent en bonne santé.
2. Il explique qu'il est important que les mères mangent les mêmes bonnes choses que leurs enfants jusqu'à l'âge de 2 ans.
3. Il demande aux jeunes mamans de donner le sein à leurs enfants pendant 2 ans.
4. Il recommande aux futures mamans de toujours sortir accompagnées pendant la grossesse.

Céline DE SOUSA
 Audrey NDJAVE-SULPIZI
 Christelle PERRIN-FAYOLLE

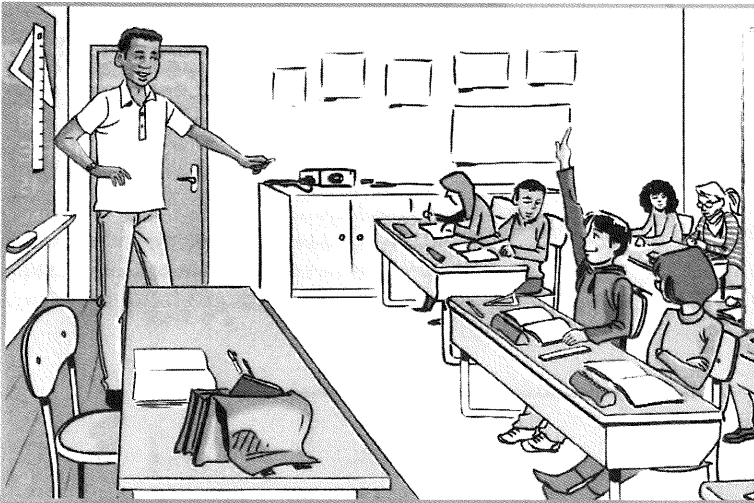
Une alimentation saine pour mon bébé et moi

Avec 80 recettes pour Maman et Bébé

Recettes et conseils pour vous accompagner pendant la grossesse, l'allaitement, et jusqu'aux 2 ans de votre enfant

■ Albin Michel

3. それぞれの絵または写真をよく見て、そこに示されている日常の場面をあらわすもっとも自然な選択肢を選び、その番号を解答欄[26]から[30]にマークしなさい。



[26] Que dit ce professeur à l'un de ses élèves ?

1. Ce n'est pas poli de lever le doigt !
2. Tu crois que tu es plus intelligent que les autres ?
3. Tu penses que tu as la bonne réponse ?
4. Non, tu n'iras pas aux toilettes !

[27] Que dit ce dentiste à sa patiente ?

1. Je peux, si vous voulez, enlever 5 ou 6 dents.
2. C'est étonnant ! Vous avez des dents d'homme !
3. Je ne peux rien faire pour vous ! Vos dents sont trop mauvaises !
4. Le problème semble venir de cette dent-là ! Vous voyez ?



[28] Cet homme semble inquiet, pourquoi ?

1. Il se demande combien vont coûter les frais d'hospitalisation.
2. Il pense que c'est peut-être assez grave et qu'il est préférable d'appeler des secours.
3. A cause de sa femme, il ne pourra pas faire son jogging habituel.
4. Il n'ose pas annoncer à sa femme qu'il va la laisser ici, toute seule.



[29] De ces 4 hypothèses, laquelle vous semble la plus probable ?

1. Le contrôleur explique à ce passager étranger que son billet n'est pas valable pour ce train.
2. Le contrôleur demande au passager pourquoi il voyage seul et sans bagages.
3. Le contrôleur discute avec ce passager parce qu'il partage avec lui la même passion pour les chapeaux et les casquettes.
4. Le contrôleur rappelle à ce passager que le port du masque est obligatoire dans les trains.



[30] Selon vous, pourquoi cette femme est-elle en colère contre sa fille ?

1. Elle se demande pourquoi sa fille ne veut pas lui faire écouter la musique qu'elle écoute.
2. Elle lui reproche de toujours être sur les réseaux sociaux sans participer à la vie familiale.
3. Elle ne comprend pas pourquoi sa fille utilise un casque blanc avec une tablette blanche. Elle trouve que c'est une faute de goût !
4. Elle exige des excuses de sa fille parce que celle-ci utilise le iPad de son père sans son autorisation.

英語 I (選択)

次の文章に関して、空欄補充問題と読解問題の二つがあります。まず、[31]から[40]の空所を埋めるのに、文脈的に最も適切な語を 1 から 3 の中から選び、その番号を解答欄 (31) から (40) にマークしなさい。次に、内容に関する[41]から[45]の設問には、1 から 4 の選択肢が付されています。そのうち、文章の内容からみて最も適切なものを選び、その番号を解答欄 (41) から (45) にマークしなさい。

- 1 The understanding of human origins was turned on its head on Wednesday with the announcement of the discovery of fossils unearthed on a Moroccan hillside that are about 100,000 years older than any other known remains of our species, *Homo sapiens*. Scientists determined that skulls, limb bones and teeth representing at least five individuals were about 300,000 years old, a [31](1. blockbuster 2. distasteful 3. mundane) discovery in the field of anthropology.
- 2 The antiquity of the fossils was startling—a “big wow,” as one of the researchers called it. But their discovery in North Africa, not East or even sub-Saharan Africa, also [32](1. reinforced biases 2. fulfilled dreams 3. defied expectations). And the skulls, with faces and teeth matching people today but with archaic and elongated braincases, showed our brain needed more time to evolve its current form. “This material represents the very root of our species,” said paleoanthropologist Jean-Jacques Hublin of Germany’s Max Planck Institute for Evolutionary Anthropology, who helped [33](1. refute 2. lead 3. hinder) the research published in the journal *Nature*.
- 3 Before the discovery at the site called Jebel Irhoud, located between Marrakech and Morocco’s Atlantic coast, the oldest *Homo sapiens* fossils were known from an Ethiopian site called Omo Kibish, dated to 195,000 years ago. “The message we would like to convey is that our species is much older than we thought and that it did not emerge in an Adamic way in a small ‘Garden of Eden’ somewhere in East Africa. It is a pan-African process and more complex [34](1. agenda 2. myth 3. scenario) than what has been envisioned so far,” Hublin said.
- 4 The Moroccan fossils, found in what was a cave setting, represented three adults, one adolescent and one child roughly age 8, thought to have lived a hunter-gatherer lifestyle. These were found alongside bones of animals including gazelles and zebras that they hunted, stone tools perhaps used as spearheads and knives, and evidence of extensive fire use. An analysis of stone flints heated up in the ancient fires let the scientists calculate the age of the adjacent human fossils, Max Planck Institute archaeologist Shannon McPherron said.
- 5 There is broad agreement among scientists that *Homo sapiens* originated [35](1. at 2. by 3. in) Africa. These findings suggest a complex evolutionary history probably involving the entire continent, with *Homo sapiens* by 300,000 years ago [36](1. disguised 2. dispersed 3. displaced) all over Africa.

Morocco was an unexpected place for such old fossils [37](1. neglecting 2. considering 3. mapping) the location of other early human remains. Based on the shape and age of the Moroccan fossils, the researchers concluded that a mysterious, previously discovered 260,000-year-old partial cranium from Florisbad, South Africa also represented *Homo sapiens*. The Jebel Irhoud people had large braincases that lacked the globular shape of those today. Max Planck Institute paleoanthropologist Philipp Gunz said the findings [38](1. indicate 2. ensure 3. disprove) the shape of the face was established early in the history of *Homo sapiens*, but brain shape, and perhaps brain function, evolved later.

6 But given their modern-looking face and teeth, Hublin said, these people may have [39](1. blended in 2. dressed up 3. stuck out) today if they simply wore a hat. *Homo sapiens* is now the only human species, but 300,000 years ago it would have shared the planet with several now-extinct cousins in Eurasia—Neanderthals in the west and Denisovans in the east—and others in Africa. Hublin did not [40](1. choose 2. hazard 3. elaborate) a guess as to how long ago the very first members of our species appeared, but said it could not have been more than 650,000 years ago, when the evolutionary lineage that led to *Homo sapiens* split from the one that led to the Neanderthals.

—Based on Dunham, W. (2017). “Moroccan fossils shake up understanding of human origins,” *Reuters*.

[41] In the 1st paragraph, what is meant by “The understanding of human origins was turned on its head”?

1. Recent evidence has allowed a long-held theory to be settled conclusively.
2. Findings in Ethiopia and Morocco confirm the path *Homo sapiens* took leaving Africa.
3. Understanding of human development is centered on studying the braincase.
4. A surprising discovery has caused a significant change in our perception of *Homo sapiens*.

[42] Which of the following claims is made in the article?

1. Ancient humans had more spherical heads than modern humans.
2. *Homo sapiens* once shared the earth with other closely related species.
3. Modern humans are a younger species than previously thought.
4. There is broad agreement that evolution took place in an “Adamic” way.

[43] According to the article, what is one surprising finding?

1. Human bones were found in a narrow geographic region.
2. Compared to modern humans, our ancestors had oddly shaped faces.
3. The family structure has not changed much over evolutionary time.
4. *Homo sapiens* have existed longer than originally thought.

[44] What is the purpose of mentioning the flints in the 4th paragraph?

1. to demonstrate that the remains were those of hunter-gatherers
2. to explain how the age of the bones found next to them was determined
3. to suggest that the flints are an interesting subject for future research
4. to show the advanced toolmaking ability of the ancient people

[45] What is true about the Florisbad discovery, as mentioned in the 5th paragraph?

1. It is by far the oldest and most revealing discovery of its time.
2. It helped to date the discovery of Morocco with greater precision.
3. It was newer than previous discoveries of the same kind.
4. It was properly understood only after the discovery in Morocco.

(下書き用)

英語Ⅱ

次の文章に関して、空欄補充問題と読解問題の二つがあります。まず、[46]から[55]の空所を埋めるのに、文脈的に最も適切な語を1から3の中から選び、その番号を解答欄(46)から(55)にマークしなさい。次に、内容に関する[56]から[60]の設問には、1から4の選択肢が付されています。そのうち、文章の内容からみて最も適切なものを選び、その番号を解答欄(56)から(60)にマークしなさい。

- 1 Over the last two decades, I have been working at The Long Now Foundation to build a monument-scale “10,000 Year Clock” as an icon to long-term thinking, with computer scientist Danny Hillis and a team of engineers. The idea is to create a [46](1. justification 2. simplification 3. provocation) large enough in both scale and time that, when confronted by it, we have to engage our long-term future.
- 2 Building a 10,000-year machine required diving into both history and the present to see how artefacts have lasted. While we can slow the workings of the clock itself down so that it only ticks as many times in 10,000 years as a watch does in a person’s lifetime, what about the materials and location? Over the last 20 years I have studied how other structures and systems have lasted [47](1. for good 2. over time 3. as expected), and visited as many of them as I can. Some sites have been conserved by simply being lost or buried, some have survived in plain sight by their sheer mass, others have had much more [48](1. ambitious 2. programmed 3. subtle) strategies.
- 3 Few human-made objects or organisations last more than a handful of centuries, much less millennia. Stories, myths, religions, a handful of institutions, [49](1. as well as 2. putting aside 3. in contrast to) some structures and artefacts have lasted this long. Most of these were not built with the intention of extreme longevity, but are accidents of history. More recent efforts such as nuclear waste sites, genealogic repositories and seed vaults, are being designed explicitly to last for thousands—or even hundreds of thousands—of years. There are a series of lessons we can learn from the past and present, ranging from material science and engineering, to the ideological. I will cover some of these as well as discuss how they have [50](1. replicated 2. jeopardized 3. influenced) our work on the 10,000 Year Clock.
- 4 Many of the best preserved artefacts probably spent most of their time underground. The subterranean environment protects them from sunlight and generally keeps a very stable temperature. The rise and fall of temperature accelerates oxidation and aging. In fact, when manufacturers do rapid aging tests for materials, it is done largely through cycling temperatures up and down. There is, however, one serious drawback to trying to preserve things underground—water. I have visited nuclear waste sites in the US and Europe, the Global Seed Vault, and the Mormon Genealogical Archive—and in every case they are fighting a losing battle to keep water out. Over centuries and millennia, water will always

find a way in. The only successful [51](1. sanitisations 2. mitigations 3. reservoirs) of water I have seen are when it is redirected rather than blocked. The ancient rice paddies of Asia are a testament to the effectiveness of carefully directing water over thousands of years.

5 Building the 10,000 Year Clock underground is important not only for preservation, but for timekeeping as well. Temperature change causes metals to expand and contract, requiring clever and imperfect schemes to keep devices like pendulums at the same length, and [52](1. otherwise 2. therefore 3. alternately) keep regular time. The less temperature change a mechanical clock experiences, the more accurate it will be. However, after witnessing the struggles with water at nearly every underground site I have visited, we had to think very carefully about how we tackle it. Our underground site is built at the top of a mountain in order to minimise the area of drainage that can collect water, but we still assume that water will get in. To [53](1. address 2. formulate 3. expedite) this eventuality, we angled every underground surface away from the clock and made sure that water would not be trapped anywhere and could escape at the bottom of the site. If we can't stop the water, we can choose where to direct it.

6 The final and greatest danger to building anything that lasts is human beings themselves. In recent years we have witnessed some of the world's oldest sites destroyed because their values or ideology were seen as in conflict. One of the more [54](1. heart-breaking 2. arm-twisting 3. knee-slapping) of these was the Taliban's destruction of the massive Buddhas of Bamiyan in Afghanistan. It is hard to imagine a more innocuous religious symbol than a Buddha, but it was threatening enough to the Taliban to spend weeks blasting these amazing artefacts out of the cliffs.

7 How do we make something of value and cultural significance that will not at some point be stolen or destroyed? This is the true question when we ask how to build something like the 10,000 Year Clock. It is not the engineering of the materials and its workings, but the civilisation [55](1. around 2. against 3. beyond) it, which we hope to shape as one that cares for both the present and the future. We hope that by building such things, they challenge us not just technically, but ethically as well. We hope that they challenge us to become better ancestors.

—Based on Rose, A. (2019). "How to build something that lasts 10,000 years," *BBC Future*.

[56] According to the 1st paragraph, the author and his team hope that the “10,000 Year Clock” will be regarded as

1. a critique of the disposability of our modern devices.
2. an ideal case of modern technological achievement.
3. a symbol of humankind’s ability to look far into the future.
4. an example of humankind’s eagerness to learn from the past.

[57] According to the 3rd paragraph, which statement is true of human-generated items and concepts that have lasted thousands of years?

1. Most of them have survived in spite of a lack of careful planning.
2. Roughly half of them have endured by design, and the rest by chance.
3. Historically, many items have been destroyed by accident.
4. A high percentage of them were purposefully designed to do so.

[58] According to the 4th paragraph, why would an above-ground storage location not be opportune for the 10,000 Year Clock?

1. The clock could be deliberately ruined.
2. The clock could deteriorate at a faster rate.
3. The clock could languish in a stable temperature.
4. The clock could become submerged in water.

[59] According to the 6th paragraph, why did the Taliban destroy the Buddhas of Bamiyan?

1. The enormous statues were an obstacle to the Taliban’s military construction plans.
2. The Taliban felt the statues could easily be used as propaganda by their enemy.
3. The local people pleaded with them to use the material for practical purposes.
4. The Taliban were philosophically opposed to what the statues signified.

[60] According to the passage, the author hopes that participants in the “10,000 Year Clock” project will

1. gain more sophisticated technological expertise.
2. develop a profound appreciation of teamwork.
3. become more principled and mindful people.
4. obtain a deeper understanding of our history.

(下書き用)

英語Ⅲ

次の文章に関して、空欄補充問題と読解問題の二つがあります。まず、[61]から[80]の空所を埋めるのに、文脈的に最も適切な語を1から3の中から選び、その番号を解答欄(61)から(80)にマークしなさい。次に、内容に関する[81]から[90]の設問には、1から4の選択肢が付されています。そのうち、文章の内容からみて最も適切なものを選び、その番号を解答欄(81)から(90)にマークしなさい。

- 1 The changing attitude toward Soft Power stems not from its theoretical dimension, but from a changing global landscape. The 21st century will be characterized by growing competition among three giants—China, India and the United States. To contend with this triumvirate, nations will create short-termed strategic alliances that will collectively bargain opposite the giants, or force their hands. These alliances will rest on shared interests, not shared values. In a world [61](1. suppressed 2. restored 3. governed) by increased competition, as opposed to cooperation, the practice of Soft Power will become secondary. The benefit of strategic alliances lies in their malleability. Unlike the Cold-War era, nations will not be bound to one giant. On the contrary, nations will collaborate with different giants towards different ends. National power will [62](1. emanate from 2. escape into 3. erode away) a nation's status as a desirable member in strategic alliances. This desirability may rest on diverse resources ranging from economic stability to technological infrastructure and geographic location. Now is not the age of uni-polarity or bi-polarity. Now is the age of giants, and in this age, power will function differently.
- 2 Vladimir Putin once stated that 'I would prefer to abandon the terminology of the past. *Superpower* is something that we used during the Cold War time. Why use it now?' The demise of the Cold War led scholars to reconsider additional terms including *power*. In a world no longer marked by ideological conflict and a nuclear arms race, collaboration rather than [63](1. confrontation 2. comradery 3. convergence) could be the order of the day. In a seminal article, Professor Joseph Nye introduced the concept of Soft Power. Ultimately, Nye argued, the attractiveness of a nation's culture, political values, and foreign policy will be more influential on its engagement with other nations than the number of ballistic missiles at its disposal.
- 3 We argue that the world is in the midst of profound structural change, and that this change necessitates that the concept of power be examined yet again. [64](1. Inadvertently 2. Conversely 3. Specifically), we contend that this century will see the emergence of a modern day triumvirate of three giants. While middle powers such as Russia, Iran, Brazil and the European Union will remain central to global affairs, it is the three giants who will dictate the rules of the game. India's population size and status as a global telecommunications hub will see its power [65](1. reabsorb 2. supplement 3. overshadow) that of Iran or Brazil. China's financial dominance and global military reach will eclipse

that of Russia, while the US's strength will continue to rest on its mass investment in defense, and ardent commitment to consumerism.

4 We argue that the power of strategic alliances will become a core concept in the field of international relations due to its ability to account for relationships that cannot be explained through the Soft Power [66](1. paranoia 2. paradox 3. paradigm). A strategic alliance will consist of several nations who share a common interest that can only be secured by one of the giants. Jointly, alliance members will hold greater sway [67](1. under 2. over 3. around) a giant, or even threaten to align with another giant. Yet once an alliance has obtained its goal, it will disband. For in a world dominated by three giants, permanent alliances will be harder to maintain. Continuous competitions between the giants will send constant ripple effects locally, regionally and globally and shifting [68](1. fads 2. gears 3. sands) will result in new alliances.

5 When Joseph Nye first introduced the concept of Soft Power in 1990, the bi-polar system was drawing its last [69](1. picture 2. arrow 3. breath). The collapse of the Soviet Union was imminent while Communist states in Eastern Europe were openly courted by the West. The bi-polar world was one of Hard Power defined by an arms race that ultimately bankrupted the Soviet Union. The exercise of power, or changing the actions of other states, rested heavily on the use of weapons and the threat of force. Nye hypothesized that the post-Cold War world would be marked by collaboration as shared challenges would necessitate shared solutions (e.g., terrorism or drug trade). The world would also become more interdependent thanks to advances in transportation and telecommunications.

6 [70](1. Given 2. Ignoring 3. Afraid) that the post-Cold War era would rest on cooperation, Nye conceptualized Soft Power as 'getting other states to want what you want'. The Soft Power arsenal would include culture, political values and foreign policy. If a state could make its power seem [71](1. impotent 2. monotonous 3. legitimate) in the eyes of others, it would encounter less resistance to its foreign policies. If a state's culture and ideology seemed attractive, allies would be willing to follow it rather than being ordered to do so. And if a state could establish international norms consistent with its own society, it would not be required to alter its behavior.

7 Nye's original article was also a manifesto, a [72](1. lifeboat 2. password 3. roadmap) that sought to guide America through times of global restructuring while avoiding conflicts with other states. Through Soft Power, America could make the world American without using weapons. American ideology, masked in culture, arts and cultural exchanges would reshape the international system while American prosperity would win over former Communist States. [73](1. Consequently 2. Superficially 3. Indignantly), the world would change to accommodate America rather than America changing to accommodate the world.

8 The concept of Soft Power had an [74](1. antagonistic 2. equivocal 3. immense) influence on policy makers throughout the world. Following the Cold War, numerous nations invested billions of dollars on Soft Power initiatives. These included the creation of radio and television stations; the promotion of cultural institutions (e.g., Confucius Institutes); the expansion of foreign exchange programs and, more recently, maintaining social media empires spanning thousands of YouTube, Facebook and Twitter accounts. Most [75](1. unsettled 2. taken 3. upset) with the Soft Power concept was the Obama White House. As *Foreign Policy* wrote in 2011, ‘All roads to understanding American foreign policy run through Joseph Nye’.

9 In many ways, the Obama Presidency and its Middle Eastern policy symbolize the [76](1. practical 2. personal 3. commercial) limitations of Soft Power. Following the Bush administration’s War on Terror, Obama started his tenure with the ‘New Beginnings’ address in which he called for a new beginning to America’s relationship with the Muslim world. This [77](1. proclamation 2. application 3. fabrication) was followed by mass investments in Soft Power throughout the region including broadcasting, cultural exchanges, and citizen diplomacy programs. Yet despite the consistent and expansive engagement with Arabs and Muslims in the Middle East and South Asia, anti-American sentiment remains high. Not even America’s war on the cruelty of the Islamic State was enough to win the hearts and minds of the Muslim world.

10 America’s failure to successfully engage the Middle East through Soft Power was further [78](1. magnified 2. repeated 3. lauded) by Russia’s effective use of Hard Power. Sensing America’s unwillingness to involve itself in another military conflict, Vladimir Putin carpet bombed his way to Damascus. Supporting President Assad and the Alawi Shiite minority against the majority Sunni opposition, Putin aligned himself with Iran, Hezbollah, and a variety of Shiite militia fighters from all over the world. Overseeing a [79](1. rhetorical 2. brutal 3. moral) war, Putin and his allies killed more than half a million people, and it led to the ethnic cleansing of Sunnis in many parts of Syria.

11 And what was the cost to Russia? The Soft Power model would [80](1. assure 2. predict 3. reject) that Russia would lose its legitimacy, its seat at the table of international affairs or at the very least turn into an outcast. Western diplomats did in fact wail into microphones while UN ambassadors tweeted images of dead Syrians. Yet Russia gained its stronghold in the region. Even more importantly, Russia has become a genuine powerbroker in the region with Lebanon, Iraq and even Israel looking to bolster their ties with the Kremlin. Obama talked. Putin bombed. The results speak for themselves.

—Based on Manor, I. and Golan, G.J. (2020). *E-International Relations*.

[81] At the end of the 1st paragraph, what do the authors probably mean by “Now is the age of giants?”

1. For the foreseeable future, a handful of countries will influence world affairs.
2. Nowadays, it is the largest and most populous nations that will prosper.
3. Russia and the United States will continue to be the world’s superpowers.
4. Small countries should stand up to larger ones to avoid being conquered.

[82] Which of the following statements best fits the description of the “giants” in the 3rd paragraph?

1. Their influence will be conferred by large populations.
2. Their status will depend on more than one factor.
3. Their power will be determined by military superiority.
4. Their standing will stem from cooperativeness.

[83] Which of the following is a characteristic of “strategic alliances,” as described in the 4th paragraph?

1. They foster competition between less powerful nations to attract the giants’ attention.
2. They are the reason why several giants will come to dominate international relations.
3. They have joint objectives that cannot be obtained without cooperation from a giant.
4. They consist mostly of partnerships between the three giants aimed at shared goals.

[84] According to the 5th paragraph, which of the following was an assumption Joseph Nye probably made when he first proposed the idea of Soft Power?

1. The country that won the arms race would have the most influence.
2. The world would become an increasingly fragmented, isolated place.
3. The need for cooperation to deal with global issues would increase.
4. Russia would remain in a strong position for the time being.

[85] What was a supposed benefit to America of implementing Nye’s “manifesto” as described in the 7th paragraph?

1. America could stop conflicts among countries without violence by spreading prosperity.
2. Other countries would adopt democratic governments in imitation of America.
3. The culture and art of America could slow the spread of communism around the world.
4. International norms would come to be shaped by America’s values, and not vice versa.

[86] Which of the following is most probably an example of Japan using Soft Power?

1. income tax programs to allow citizens to financially support their local areas
2. promoting study abroad by Japanese students to foster global human resources
3. importing foreign movies and media that introduce Japanese to diverse ideologies
4. initiatives to promote Japanese cartoons, literature, and cuisine around the world

[87] According to the article, which of the following was **NOT** a result of the Obama administration's policy toward the Middle East?

1. Cultural and political methods were tried.
2. America fought against the Islamic State.
3. Negative opinions on America were changed.
4. Large amounts of money and effort were spent.

[88] The authors compare American and Russian involvement in the Middle East in order to

1. advise that Lebanon, Iraq, and Israel form a strategic alliance to avoid the same fate as Syria.
2. show that the use of military might is often the last option to achieve national goals.
3. illustrate that the results of using the Soft Power model did not live up to expectations.
4. prove that Vladimir Putin was a militaristic leader while Barack Obama was a peaceful one.

[89] Why do the authors say, "The results speak for themselves" in the end of the passage?

1. Putin's approach gave Russia a firmer leadership position in the Middle East.
2. Obama's policies caused the decline of America's economic power in the Middle East.
3. Obama's actions counterbalanced the Bush administration's War on Terror.
4. Putin's strategy was responsible for the deaths of around 500,000 people in Syria.

[90] Which of the following would be the best title for this article?

1. The Strategic Alliances of America
2. The Irrelevance of Soft Power
3. The Hard Power of Vladimir Putin
4. The Giants among the Superpowers

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