

経済学部 英語

【注 意】

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. 試験時間は13時30分から15時10分まで(100分間)です。
3. この問題冊子は表紙以外に8ページあり、解答用紙は3枚あります。
4. 試験開始後直ちに問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等を確認すること。気付いた場合は、手を挙げて監督者に知らせてください。
5. 解答はすべて解答用紙の解答欄に記入してください。
6. 解答用紙の氏名欄を除き、受験者本人の特定につながるような氏名、住所、学校名等は記述しないでください。
7. 解答用紙を持ち出してはいけません。持ち出した場合、試験をすべて無効とします。
8. 試験終了後、問題冊子は持ち帰ってください。

I. 次の文章を読んで、下の問いに答えなさい。(70 点)

著作権の観点から、公開していません。

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(Adapted from Tara Shine, *How to Save Your Planet One Object at a Time*)

注：

- | | |
|-----------------------|------------------|
| *were leading the way | リードしていた |
| *equates to | ～に等しい |
| *pollutants | 汚染物質 |
| *nitrogen oxide | 窒素酸化物 |
| *particulate matter | 微粒子状物質 |
| *electricity mix | 様々な発電方式の組み合わせや割合 |

* lithium-ion リチウムイオン

* cobalt コバルト

問 1 下線部 (1) の footprint が意味するものとして最も適切なものはどれか。下の
選択肢から選び、番号で解答しなさい。(10 点)

(選択肢)

- ① important map ② bad effect ③ running burden ④ walking road
⑤ swift footwork

問 2 下線部 (2) が意味する内容として最も適切なものはどれか。下の選択肢から選
び、記号で解答しなさい。(10 点)

(選択肢)

- a) CO₂ b) emissions c) gasoline and diesel
d) renewable energies

問 3 下線部 (3) の this の内容を明らかにしながら、下線部を日本語に訳しなさい。
(20 点)

問 4 下線部 (4) の意味として最も適切なものを下の選択肢から選び、記号で解答し
なさい。(5 点)

(選択肢)

- A) causes
B) consumes
C) designs at
D) responds to

問 5 下線部 (5) を日本語に訳しなさい。(10 点)

問6 以下の英文の中で、本文の内容に合致するものを下の選択肢から2つ選び、番号で解答しなさい。(15点)

(選択肢)

- 1) Nuclear cars charge the current electricity mix.
- 2) Diesel cars produce more air pollutants than gasoline cars.
- 3) The making of gasoline cars produces more carbon than using them.
- 4) Electric cars with storage batteries were invented after 1912.
- 5) Electricity can be produced by nuclear, gas, oil, coal and renewables.

II. 次の文章を読んで、下の問いに答えなさい。(80 点)

Do children evaluate objects based on their history? ⁽¹⁾ For them to do so, they have to be capable of thinking about objects as distinct individuals. Even babies can think about individuals. The psychologist Karen Wynn demonstrated this in an elegant study with six-month-olds. The experimenter shows the baby an empty stage and then blocks the stage with a screen. She then shows the baby a Mickey Mouse doll and places it behind the screen, out of sight. Then she takes another, identical, Mickey Mouse doll and places it behind the screen as well. Then the screen drops. Babies expect two dolls; they look longer, indicating surprise, if one or three appear. This is typically cited as evidence for baby mathematics (they know that $1 + 1 = 2$), but it tells us something else as well, which is that babies can track individual objects.

This ability to reason about individuals shows up in children's language by about the first birthday. The initial words of children typically include pronouns* like "this" and "that" that can serve to pick out specific individuals in the environment. ⁽²⁾ This is true of children learning every language studied, including Chinese, Italian, Japanese, Korean, and Swedish. Some children create their own pronoun to point out objects around them.

Children might be able to tell one thing from another, recognizing that two objects possessing the same properties are nevertheless distinct, but this doesn't mean that they believe that objects have essences or that they think an objects' value can be affected by its history.

To explore this issue, I did a series of studies in collaboration with Bruce Hood. For these studies, we needed a duplicating machine, something that creates perfect copies of real-world objects.

Imagine what one could do with such a machine. One could become rich, copying gold, diamonds, emeralds, and valuables such as watches and notebook computers. But not all duplicates would be worth the same as the originals. If you

copied a stack of bills*, you might be tempted to spend the duplicate money, but because history matters in the legal system—a counterfeit* is considered to be something that has the wrong origin—you could go to prison for a long time. You might put a Picasso into the machine, your wedding ring, but then ⁽³⁾ you should be careful to keep the duplicates separate, since they would be worth much less than the originals. Copying your hamster, dog, or child would have its own special moral and emotional consequences.

⁽⁴⁾ We started off small, exploring whether children [_____], as adults do, that something can be valuable if it once belonged to a famous person. Since our task was a bit complicated, we tested somewhat older children—six-year-olds.

We taught the children to give estimates of value, by giving them 10 coins and teaching them to distribute them to pairs of objects based on their value. For instance, they were shown an attractive toy and a rock, and once they agreed that the toy was worth more, ⁽⁵⁾ they learned to give it more coins.

The children then watched as either a small metal goblet* or a small metal spoon was placed into the machine. They were told that this was special because it once belonged to Queen Elizabeth II. After the transformation, the doors were opened to reveal identical objects (goblets or spoons) in each box. Children were then invited to estimate how many coins each item was worth. We had another condition where children were told that the object being duplicated was valuable because it was made of silver; the queen wasn't mentioned.

As we predicted, the queen-owned objects tended to get more coins than the duplicates. Children know that this sort of contact adds value to an object, value that is not carried over to a duplicate. This effect did not occur in the other condition—⁽⁶⁾ an object that is special because it is made of silver is no different in value from a duplicate object that is also made of silver. Substances can be duplicated; ⁽⁷⁾ [_____] cannot.

(Adapted from Paul Bloom, *How Pleasure Works*)

* pronouns	代名詞
* stack of bills	大量の紙幣
* counterfeit	偽札、偽造通貨
* three-dimensional	三次元の、立体的な
* goblet	台と脚があり、とつてのないグラス

問1 下線部 (1) の ‘them to do so’ が何を意味するかを具体的に示しながら、下線部を日本語に訳しなさい。(15 点)

問2 下線部 (2) の This が意味する内容を日本語で説明しなさい。(15 点)

問3 下線部 (3) を they の意味を明らかにしながら、日本語に訳しなさい。(15 点)

問4 括弧 [] に入る単語として、最も適切なものを下の選択肢から選び、記号で解答しなさい。(5 点)

(選択肢)

a) appreciate b) happen c) present d) provide

問5 下線部 (5) の it が意味する内容を日本語で 10 字以内で述べなさい。(10 点)

問6 下線部 (6) を日本語に訳した場合、下の下線の引かれた訳文に続く [] に囲まれた後半は、どのような文が適当と考えられるか、解答欄に記入しなさい。
(10 点)

(訳文) 銀で作られているから特別な価値があるといっても、[……]

問7 括弧 (7) に入る英単語として、最も適切なものを選択肢から選び、記号で解答しなさい。(10 点)

(選択肢)

イ) adults ロ) children ハ) coins ニ) copying ホ) history

III. 次の文章の下線部を英語に訳しなさい。(20 点)

小さいときから、外国語が好きだった。とはいっても、身近に外国人がいたわけでは
ない。いまから 40 年ほど前の東京南部では、外国人をまだそれほど見かけなかった。
外国に住んでいたわけでもない。それどころか海外旅行ですら、はじめて行ったの
は 20 歳を過ぎてから。留学なんて、夢のまた夢。それでも、外国語が好きだった。

(黒田龍之助『もっとにぎやかな外国語の世界』による。ただし、出題に際して原文の一部を改めた。)

IV. 次の文章の下線部を英語に訳しなさい。(30 点)

著作権の観点から、公開していません。

(池田晶子『14 歳の君へ』による。ただし、出題に際して原文の一部を改めた。)

経済 学部

学科

科目名(英語)

① 7 ページ、問 4

(誤) 括弧 [] に入る単語

(正) 下線部 (4) 内の括弧 [] に入る英単語

② 8 ページ、12 行目のアンダーラインの開始位置の訂正

(誤) 「知る」

(正) 「知る」

③ 7 ページ、4 行目「*three-dimensional 三次元の、立体的な」を削除