

# 英 語

## 注 意

1. 問題は全部で13ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

### マーク・シート記入上の注意

1. 解答用紙はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答がイのとき)

1	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
---	--

4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

**問題 I** 次の英文を読み、続く設問文1～10について、内容から考えて最も適切な選択肢をa～dの中からひとつずつ選び、その記号を解答欄にマークしなさい。

A significant proportion of what we know comes to us via language. Sharing our thoughts about the world by talking and writing to one another allows us to pool our knowledge. How does this pooling process take place? That is, at least in broad outline, a question posed by the English philosopher John Locke (1632–1704):

**Locke's question**

How is it that “the thoughts of men’s minds [can] be conveyed from one to another?”

Locke’s description of linguistic communication makes it sound like a kind of telepathy, and perhaps that is a useful comparison. By using language we are able to “read each other’s minds” quite effortlessly. Effortless it may be, but linguistic communication is a magnificent human accomplishment, every bit as peculiar as telepathy but more interesting because it actually occurs. What is it about producing a particular sound or pattern of ink that allows one person, the speaker or writer, to share information about the world with another, the hearer or reader?

An intuitive way of describing what happens when “the thoughts of men’s minds” are “conveyed from one to another” is that the speaker invites his or her audience to accept that the world is *as it is represented to be* by the speaker’s utterance\*, and the audience takes up this offer. This way of putting it can be developed into a simple theory intended to answer Locke’s question:

### **The simple theory of communication**

The successful communication of knowledge about the world is possible because speakers are able to produce utterances *with a specific meaning*, and recognition of that meaning by an audience enables them to appreciate what the speaker intends to communicate.

The key phrase is “specific meaning” of an utterance. This is roughly equivalent to “how the utterance represents the world as being”, whatever that involves.

Saying what it involves is precisely what we must do if we wish to save this simple theory from the claim that it is hopelessly empty. For example, compare the simple theory with the theory parodied by the seventeenth-century French playwright Molière in *The Imaginary Invalid*. In this play, a doctor offers a fake account of what gives opium\* its power to induce sleep in those who take it; it has this power, he says, because of its *virtus dormitiva*, that is, its sleep-inducing virtues, the tendency of which is to calm the senses to sleep. The point of the parody is that the doctor has merely introduced a fancy-sounding name for the thing that needs to be explained, without having advanced us towards a genuine explanation. His suggestive explanation comes to this: opium induces sleep because it has the power to induce sleep. The simple theory of communication *as it stands* is little better than the doctor’s theory. Like Molière, we can ask whether a term like “meaning” as it figures in the simple theory is any more than a name for what we are trying to explain. Before we can sign up to the simple theory, we need to know how it differs from the following parodied version of it:

### **The empty theory of communication**

The successful communication of knowledge about the world is possible

because speakers are able to produce utterances with communicative powers, and audiences are induced by these powers to appreciate what the speaker intends to communicate.

Of course, if we supplement the simple theory with a substantial, reasonable and independent theory of what meaning is—a theory that amounts to more than the claim that meaning is what makes communication possible—all will be well. That task aims to develop a theory of the meaning of utterances, thereby rescuing the simple theory from the claim that it is empty as an explanation of how “the thoughts of men’s minds [can] be conveyed from one to another.”

It would be surprising if the meaning of our utterances turned out not to come, in part at least, from the thoughts and other mental states that these utterances express. Were that so, language would be failing in one of its main functions. Ordinarily, an utterance of the sentence, “The German economy is bouncing back,” is intended to express *the thought that the German economy is bouncing back*, typically so that the audience will come to adopt this same thought. It is hard to see how this could be so unless the meaning of the utterance did not come, in part at least, from the representational properties—the “content” as it is often put—of the thoughts and other mental states of the speaker.

Understanding the nature of mental content is taken by many to be equivalent to understanding how—probably because of possessing a brain, a complex physical organ\*—humans are able to think about the world around them. How can a state of the brain be about the world outside the head of the person whose brain it is? This is the mental equivalent of Locke’s question about language, and equally difficult.

Recent developments in theories of human cognition have added energy to the search for an answer to this question. Many philosophers and cognitive scientists have been impressed by the explanatory benefits of claiming that mental activity in humans is similar to the operations of a computer. Simply put, computers operate by transforming symbols within them in a blindingly fast but rule-governed manner. According to advocates of the computational theory of mind, the same is true of us. On most versions of the theory, for a human being to be in a particular mental state is for their brain to contain symbols of a kind of brain language, "Mentalese" as it is usually called. The supposed attractions of thinking of the human brain as populated by symbols of a language come to this: the computational theory of mind promises to explain how thought is possible in a purely physical entity, as a living human body is assumed to be. Such an explanation has been a dream for many philosophers.

Not everyone accepts the comparison of human thinking with the operations of computers, but among those who do, the question arises of what gives the symbols of Mentalese their meaning. How can "words" in a brain be about anything? How can they represent the world outside the head? The meaning of the symbols of an actual computer—what makes it appropriate to call them 'symbols', in fact—comes from the interpretation given to them by computer designers and operators. The meaning of words in spoken or written language is also given, this time by the people using the language for the purpose of communication. But the source of the meaning of sentences hidden inside the human head cannot be the interpretation given to them by an external interpreter, since there does not seem to be any such interpreter. So anyone who accepts the computational theory of mind is under an obligation to say what gives the symbols in the human brain their meaning. Many are doubtful of the computational theory of mind precisely because it is hard to see how this obligation could ever be met.

Discussion of mental representation, then, is often put in terms of the meaning of inner symbols. But most of the difficulties that arise for those who accept the computational theory of mind also arise for anyone who (i) agrees that humans are capable of representing the world around them, but also (ii) wishes to claim that humans are in some sense essentially physical creatures subject to the laws of physics like other objects in the universe, and apt for study using scientific methods. Critics of this materialist world view are keen to stress how hard it is to show how both these assumptions could be true.

Notes:

utterance : 発話

opium : アヘン

organ : 器官

1. What does “this pooling process” of the first paragraph indicate?
  - a. Joining forces for the progress of human linguistic abilities on an international scale.
  - b. Permitting each other to write and speak freely.
  - c. Putting together the information of those involved in verbal communication.
  - d. Saving much data about language in one’s own brain.
  
2. According to the author, the difference between linguistic communication and telepathy lies in their . . .
  - a. easiness.
  - b. efficiency.
  - c. reality.
  - d. uniqueness.

3. Which is *not* involved in the answer to “Locke’s question” in this text?
- a. The audience goes back to the intention of the speaker.
  - b. The meaning of the speaker’s utterance is understood by the audience.
  - c. The speaker invites the audience to the world of communication.
  - d. Words issued from the speaker convey some particular message.
4. “The simple theory of communication” in this text becomes meaningless when . . .
- a. it is not supported by evidence.
  - b. it is not written by John Locke.
  - c. its key word is left undefined.
  - d. its theatrical parody is made.
5. An astonishing situation in verbal communication would be if . . .
- a. the speaker and the audience had a different background.
  - b. the utterance and thought of the speaker completely failed to correspond to each other.
  - c. utterances were interrupted by a mental state of the speaker.
  - d. the audience did not always comprehend the meaning of what the speaker said or wrote.
6. Mental content is . . .
- a. a state of the brain which has a lot of virtue.
  - b. organized by the world outside humans.
  - c. related both to human thinking and language.
  - d. something with no connection to the physical world.

7. According to the computational theory of mind, human mental activity and computer operations are alike in that both . . .
- have not drawn the attention of many philosophers and scientists.
  - run language-like elements rapidly and in sequence.
  - keep a rational state because of material essences.
  - work by the intellectual substances in them.
8. The weak point of the computational theory of mind is that . . .
- it applies what is right only about the human brain to computer design and operation.
  - it cannot explain the relation between mental symbols and their meanings sufficiently.
  - it is solely concerned with the study of the external world outside the human head.
  - it is supported by only a small number of people and many are firmly opposed to it.
9. The reason why (i) and (ii) of the last paragraph are in conflict is because . . .
- each of the two cannot be realized from the very beginning.
  - symbols and representations observe totally different laws.
  - humans are essentially psychological beings.
  - the one is a matter of an inner process while the other is related to the outer world.
10. Which is the most suitable title for the text?
- History of Linguistic Philosophy and Cognitive Psychology
  - Influence of Computer Sciences upon the Study of Human Language
  - Language, Thought and Communication
  - Symbols and Their Interpretation



**問題Ⅱ** 次の1～5の日本語を英文にするためには、選択肢の語句をカッコの中にどのような順序で並べるのが適切ですか。最も適切な順序に並べたときに( \* )の中に入る選択肢の記号を解答欄にマークしなさい。なお、文頭に来る語も小文字で表記しています。また、選択肢の中に不要語が含まれている場合もあります。

1. 「昼ごはん、どこに行こうか?」「おまかせするわ。」(不要語1語)  
“Where do we go for lunch?” “( ) ( ) ( \* ) ( ) ( )?”  
a. don't                      b. me                      c. expect  
d. surprise                      e. you                      f. why
2. 次の社長は誰だと思う?  
( ) ( ) ( ) ( \* ) ( ) ( ) him as president?  
a. do                      b. succeed                      c. think  
d. you                      e. who                      f. will
3. それは千載一遇の好機だ。(不要語1語)  
That's the ( ) ( ) ( ) ( \* ).  
a. a                      b. chance                      c. lifetime                      d. lifelong                      e. of
4. 海辺で一日過ごすほど楽しいことはないね。(不要語1語)  
( ) ( ) ( ) ( \* ) ( ) a day at the beach.  
a. exciting                      b. is                      c. less  
d. more                      e. nothing                      f. than
5. 母にお会いいただければ大変ありがたく存じます。(不要語1語)  
I would very much ( ) ( ) ( \* ) ( ) ( ) find time to see my mother.  
a. appreciate                      b. if                      c. it  
d. thank                      e. you                      f. would

**問題Ⅲ**

次の1～5のカッコの中にa～eを埋めて英文を構成する場合,どのような順序で並べるのが適切ですか。最も適切な順序に並べたときに( \* )の中に入る選択肢の記号をひとつずつ選び, 解答欄にマークしなさい。

1. Cloud computing seems to be (     ) (     ) (     ) ( \* ) (     ).  
a. of            b. shape        c. the            d. things        e. to come
2. A bird in the (     ) (     ) (     ) ( \* ) in the (     ).  
a. bush        b. hand        c. is            d. two            e. worth
3. She was given a lot of (     ) (     ) ( \* ) (     ) (     ) to take with her to Indonesia.  
a. advice      b. as            c. clothes      d. to            e. what
4. The police questioned the (     ) (     ) ( \* ) (     ) (     ) disappearance.  
a. in            b. relation     c. suspect      d. the girl's    e. to
5. If you find the sentence, "Mr. Tanaka is away until Thursday inclusive" in a business e-mail, it means: "Mr. Tanaka (     ) ( \* ) and (     ) (     ) (     ) in the office on Friday."  
a. back        b. he            c. is            d. away        e. will be

**問題Ⅳ** 次の1～15の英文の空所に入れるのに最も適切な語句をa～dからひとつずつ選び、その記号を解答欄にマークしなさい。

1. Let me drop by a bank. I am running (       ) of cash.  
a. apart                      b. away                      c. short                      d. stock
  
2. Haruka (       ) German since she was a high school student, and she is interested in studying in Germany.  
a. is learning    b. has been learning  
c. learns    d. will learn
  
3. (       ) her taste, I bought a red wine, and sent it to her apartment.  
a. Neither knowing    b. Not know  
c. Not knowing    d. Not to know
  
4. The factory management finally (       ) to the union's demands for higher pay.  
a. broke down      b. broke up      c. gave in      d. gave off
  
5. The TV debate brought (       ) the real problem of the Japanese economy.  
a. around                      b. for                      c. out                      d. over
  
6. Please don't forget to (       ) off the light before you leave the room.  
a. come                      b. go                      c. put                      d. switch
  
7. The waiter (       ) the plate on the table, wiped it with a clean cloth, and replaced it in the glass cabinet.  
a. laid                      b. lain                      c. lay                      d. lied

8. Their father may have missed the bus, (      ) the sisters must wait for another hour.
- a. at which way                          b. for which matter  
c. in which case                          d. on which fact
9. I am sorry I am late. The car (      ) down on my way here.
- a. breaks                  b. broke                  c. had broken          d. was broken
10. It used to be impossible to determine the sex of an unborn baby, (      ).
- a. and so it is                          b. and you can't today  
c. but not any more                  d. but no so more
11. It was (      ) I took a day off from work.
- a. a so lovely day                          b. a such lovely day  
c. so a lovely day                          d. such a lovely day
12. (      ) for the latecomers, the meeting would have finished earlier.
- a. As                          b. But                          c. Unless                          d. Without
13. If only (      ) with jam and yoghurt, it makes a fabulous breakfast.
- a. having served                          b. serve  
c. served                          d. serving
14. I looked up your blog. This information is exactly (      ) I have been looking for.
- a. that                          b. what                          c. which                          d. whom
15. Professor Brown is (      ) asked to be the presenter.
- a. constantly                  b. likely                          c. once                          d. sometime

**問題 V** 次の英文の空所( 1 )～( 10 )に入れるのに最も適切な語句をそれぞれ a～d からひとつずつ選び、その記号を解答欄にマークしなさい。

Five centuries of artists' pictures of volcanoes are examined in the exhibition *Volcano: Turner to Warhol* that includes 150 paintings, drawings and prints from the 17th century to the ( 1 ).

The exhibition ( 2 ) with pictures of sleeping volcanoes in the landscape—quiet, peaceful, benign—including woodblock prints of Mount Fuji by the 19th-century Japanese artist Hiroshige. “Then we see them ( 3 ) to smoke,” said the curator and writer, James Hamilton, who has selected “red, hot and terrifying” works from public and private collections including London’s British Museum and the Tate, the Capodimonte in Naples and the National Gallery of Iceland, which is loaning a group of late 19th- and early 20th-century works by artists including Brynjólfur Thordarson and Asgrímur Jónsson that have never been exhibited in the UK.

Pictures of Vesuvius, Italy’s most ( 4 ) volcano, feature heavily in the show.

Many who have climbed up the mountain to stare ( 5 ) its large crater and enjoy the view of the towns below will find it hard to visualise the fiery monster that sleeps within, but it is this cruel demon that ( 6 ) artists throughout the centuries.

They include Turner, Warhol and the Neapolitan painter Scipione Compagno, whose *Eruption of Vesuvius in 1631*, a “direct and agonising work” painted a ( 7 ) of years after the eruption that killed more than 3,000 people, shows fleeing villagers.

After the smoke and fire there is a section ( 8 ) to the aftermath of volcanic eruptions and its effects on the population as well as the landscape.

Images of cooled lava\* from Iceland are ( 9 ) alongside a 19th-century work by Filippo Palizzi that shows early excavations\* at Pompeii.

The use of volcano imagery to support political ideas is examined with a display of cartoons from the recent UK general election as ( 10 ) as pieces by the 18th-century English cartoonist James Gillray, who draws Vesuvius in his cartoons of the politician and volcanologist Sir William Hamilton, whose wife famously began a not-so-secret affair with the naval hero, Horatio Nelson, in Naples.

Notes:

lava : 溶岩

excavation : 发掘

1. a. current            b. moment            c. present            d. recent
2. a. gives            b. opens            c. runs            d. takes
3. a. close            b. lead            c. relate            d. start
4. a. nameless            b. nominal            c. notorious            d. numerous
5. a. by            b. into            c. of            d. with
6. a. captivates            b. has been captivated  
c. has captivated            d. will captivate
7. a. babble            b. couple            c. kind            d. long
8. a. absolved            b. combined            c. devoted            d. included
9. a. assimilated            b. displayed            c. indicated            d. looked
10. a. hard            b. long            c. much            d. well



