公立大学中期日程

2023年度

＜工　学　部＞

外　国　語　問　題

(英　語)

注 意 事 項

1　問題冊子は，監督者が「解答始め」の指示をするまで開かないこと。

2　問題冊子は全部で7ページ，解答用紙は1枚である。脱落のあった場合には申し出ること。

3　解答用紙の所定欄に，受験番号（左右2箇所），氏名を必ず記入すること。

4　解答は，すべて解答用紙の所定欄に記入すること。

5　解答以外のことを書いたときは，該当箇所の解答を無効とすることがある。

6　解答終了後，配付された解答用紙は必ず提出すること。

7　問題冊子の余白は下書きに使用してもよい。

8　問題冊子は持ち帰ること。

（余　　白）

第１問　次の英文を読んで，設問に答えよ。　（90点）

Do you talk to yourself? Most people do. We use a kind of inner monologue, sometimes referred to as “self-talk,” when thinking, daydreaming, making decisions, solving problems, or regulating our emotions, and when weaving narratives to account（　イ　）behavior controlled nonconsciously. And in social situations we can (1)（　①　）（　②　）in which（　③　）（　④　）（　⑤　）（　⑥　）（　⑦　）（a kind of mental model about other minds）. Writers do this quite often, envisioning how their words will sound when read by either some mythical all-purpose reader, or some specific kind of reader.

The idea of inner speech was made famous by the Russian psychologist Lev Vygotsky. He noted that it is not quite the same thing as ordinary spoken language, (2)as it is not as formal or rigid. Vygotsky was interested in how children acquire and use inner speech in the process of cognitive development. As explained by Oliver Sacks in *Seeing Voices*, “It is through inner speech that the child develops his own concepts and meanings; it is through inner speech that he achieves his own identity; it is through inner speech,（　あ　）, that he constructs his own world.” Language and deliberative thought, and even consciousness, are closely entwined.

Aldous Huxley noted that it is via language that “we have raised ourselves above the brutes.” Indeed, many in the psychological and brain sciences agree that the human capacity for language is key to the complex, rich, and unique nature of human cognitive mental life. But others insist that language can’t be the answer. A common argument used（　ロ　）the language and cognition connection is that deaf people and people who lose speech because of brain damage aren’t unconscious zombies. It’s not the ability to talk per se that is key. What matters is what underlies talking—what language does for cognition. In *Kinds of Minds*, the philosopher Daniel Dennett put it this way: “(3)The kind of mind you get when you add language to it is so different from the kind of mind you can have without language that calling

them both minds is a mistake." Elsewhere, Dennett says that "language lays down tracks on which thoughts can travel."

Recall, the Greeks sought to carve nature at its joints by classifying the natural world. They could do this because they had language. Much（　い　）, Benjamin Whorf*[1] wrote: "We dissect nature（　ハ　）lines laid down by our native languages. . . . Observers are not led by the same physical evidence to the same picture of the universe, unless their linguistic backgrounds are similar." Whorf is partly responsible for the most famous idea about the relation of language to thought. The Sapir-Whorf hypothesis, for example, emphasized the role of language in shaping perceptual experience. This idea fell out of favor under the scrutiny of Noam Chomsky, the powerful and opinionated linguist, and his influential student, Steven Pinker. Jerry Fodor, who provided a philosophical foundation for cognitive science in its early days, also rejected the idea that natural language is the language of thought, and（　う　）introduced the idea of "mentalese," a kind of nonconscious universal language in which we do our thinking. (4)But with some modifications made in light of new findings, Whorf's notion that language and culture shape thought and experience is currently thriving again in psychology.

Language allows thoughts to wander in novel directions and yet stay connected as a "train." It provides words to label external objects and to characterize and recognize our perceptions, memories, concepts, thoughts, beliefs, desires, and feelings. The words individuals use reflect the things of significance in their culture. For example, Whorf made famous the notion that (5)people living in snowy environs have names for and can recognize more kinds of snow than those not living under such conditions, because snow is important for their ability to survive and thrive.

But language does much more than（　え　）name and categorize objects and events and organize their underlying conceptions. With language also comes syntax, or grammar, which structures our mental processes and guides their operation when we are thinking, planning, and deciding. The cognitive neuroscientist Edmund Rolls

has noted that syntax enables humans to plan actions and evaluate their consequences by anticipating many steps ahead, without having actually to perform the actions.（This is a version of hierarchical reasoning.）Most other animals, Rolls notes, are limited to innate programs, habits, and rules, or, in the case of mammals and birds, to reinforcement-based instrumental learning. We can (6)give primates a bit more cognitive credit because of their greater facility with deliberation to solve problems. But（　ニ　）the ability to bring language into deliberation, thought remains static and crude.

（出典：Joseph Ledoux. *The Deep History of Ourselves*. Penguin Books, 2020）

*1　Benjamin Whorf：ベンジャミン・ウォーフ。アメリカの言語学者。

問1　空所（　イ　）～（　ニ　）を補うのにそれぞれ最も適切な語を，次の１～４の中から選んで，その番号を記せ。ただし，同じ番号を繰り返し用いてはならない。

１．against　　２．along　　３．for
４．without

問2　次の語（句）を並べかえて，下線部(1)の空所（　①　）～（　⑦　）を補う場合，（　②　）（　③　）（　⑦　）にはそれぞれどの語（句）が入るか，その番号を記せ。

１．a dialogue　　２．of others　　３．of view
４．simulate　　５．take　　６．the point
７．we

問3　下線部(2)の言い換えとして最も適切なものを，次の１～４の中から選んで，その番号を記せ。

１．because spoken language is not as encouraged in conversations
２．for the reason that spoken language is not as accepted in society
３．since inner speech is not as controlled by a specific set of rules
４．while inner speech is not as stimulated by other people

問4　空所（　あ　）～（　え　）を補うのにそれぞれ最も適切な語を，次の１～４の中から選んで，その番号を記せ。ただし，同じ番号を繰り返し用いてはならない。

１．finally　　２．instead　　３．later
４．simply

問５　下線部(3)を日本語に訳せ。

問６　下線部(4)を日本語に訳せ。

問７　下線部(5)を日本語に訳せ。

問８　下線部(6)の言い換えとして最も適切なものを，次の１～４の中から選んで，その番号を記せ。

１．give primates a bit more appreciation for their intelligence
２．give primates a bit more chance for their intelligence
３．give primates a bit more expectation for their intelligence
４．give primates a bit more talent for their intelligence

問９　次の１～５のそれぞれの文について，本文の内容と一致する場合は○を，一致しない場合は×を記せ。

１．Children’s inner speech is critical for higher cognitive functions.
２．Language structure enables humans to think about the future.
３．Most animals have the ability to plan the future.
４．People’s ability to think disappears when they lose ability to speak.
５．Without talking to yourself inside your mind, your identity is able to develop.

第 2 問　次の日本文の下線部(1)と(2)を英語に訳せ。　（30点）

たとえば，美術の時間に，「好きなように描きなさい」と言われて，好きなように描くのは，とても楽しいものだよね。(1)上手だろうが下手だろうがおかまいなしに，自分が描きたいように描けたら，それだけですごく満足感があるんじゃないか。

(2)逆に，自分がどう描きたいのかわからないまま，なんとなく人の真似（まね）をして描いたり，上手に描かなくちゃと思って描いたりするのは，ちっとも楽しくない。たとえそれでいい点をもらったとしても，なんだか空（むな）しい感じが残るんじゃないか。（以下・略）

（出典：池田晶子.『14歳からの哲学―考えるための教科書―』所収
「本物と偽物」より部分，株式会社トランスビュー，2003．一部改変）