東京大　2013年

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(B) 次の空所( 1 )～( 5 )に入れるのに最も適切なものを以下に記したア～クより選び，その記号を記せ。ただし，同じ記号を複数回用いてはならない。

It’s sometimes said that human beings live two lives, one before the age of five and another one after, and this idea probably stems from the enormous amount of time which those first five years of our lives contain. It’s possible that we experience as much time during those years as we do during the seventy or more years which come after them.

It seems that during the first months of our lives we don’t experience any time at all. According to the research of the psychologist Jean Piaget, during the first months of our lives we live in a state of ‘spacelessness’, unable to distinguish between different objects or between objects and ourselves. We are fused together with the world, and we don’t know where we end and where it begins. We also experience a state of timelessness, since ―― in the same way that we can’t distinguish between objects ―― we can’t distinguish one moment from the next. We ( 1 ).

We only begin to emerge from this timeless realm as our sense of separation begins to develop. According to Piaget, this begins at around seven months. We start to become aware of ourselves as separate entities, apart from the world, and also to perceive the separation between different objects. Along with this, we begin to be aware of separation between different events. We ( 2 ), encouraged by the development of language, with its past, present, and future tenses. According to Piaget, this process follows four stages. First, we recognise that people arrive and events begin; second, we recognise that people leave and events end; third, we recognise that people or objects cover distances when they move; fourth, we become able to measure the distance between different moving objects or people ―― and at this point we have developed a sense of sequential time.

After this point of ‘falling’ into time, we ( 3 ). If the sense of sequence is the result of our development of a separate sense of self, we can probably assume that the more developed our sense of self becomes, the more developed the sense of sequence will be. As a result, time will seem to move faster. This sense of time speeding up isn’t something that we just experience as adults; it probably happens from early childhood onwards. Time may pass for a two-year-old child, but probably only at an incredibly slow speed. But as the child’s sense of self becomes more developed, the speed of time increases, too. Time probably moves faster to a child of four than it does to a child of three, and faster to a child of seven than it does to a child of six.

However, even at this age time passes many times more slowly than it does for adults. This is why, as any parent knows, young children ( 4 ). Primary-school teachers should be mindful of this when their pupils’ attention starts to wander ―― what seems to be a fairly short 40-minute lesson to them is stretched many times longer to the children.

Young children’s sense of time is not yet fully developed in other ways, too. They can’t accurately guess how long events last ―― in fact, they only become able to do this in terms of seconds at the age of six or seven. They ( 5 ). When children between the age of two and four talk about what they have done, or retell the story of something that’s happened to them, they almost always mix up the order of the events, usually grouping them together in terms of association rather than sequence.

ア can only speak in the present tense

イ become more and more subject to it

ウ begin to rank the importance of events

エ don’t know when an event begins or when it ends

オ don’t have a clear sense of the sequence of past events, either

カ develop a sense of sequential time, a sense of the past and future

キ encounter many new things every minute but still retain a sense that each event is unique

ク always think that more time has gone by than actually has, and often complain that things are taking too long