平成25年度入学試験問題

外　国　語

英　語

150点満点

≪配点は，学生募集要項に記載のとおり。≫

（注　意）

1. 問題冊子および解答冊子は係員の指示があるまで開かないこと。
2. 問題冊子は表紙のほかに5ページ，解答冊子は表紙のほかに12ページある。
3. 問題は全部で3題ある（1～5ページ）。
4. 試験開始後，解答冊子の表紙所定欄に学部名・受験番号・氏名をはっきり記入すること。表紙には，これら以外のことを書いてはならない。
5. 解答は，すべて解答冊子の指定された箇所に記入すること。
6. 解答に関係のないことを書いた答案は無効にすることがある。
7. 解答冊子は，どのページも切り離してはならない。
8. 問題冊子は持ち帰ってもよいが，解答冊子は持ち帰ってはならない。

I 次の文章の下線をほどこした部分(1)～(4)を和訳しなさい。 (50点)

A quarter of a century ago, moral psychology was part of developmental psychology. Researchers focused on questions how children develop notions of fairness. The basic question behind this research was where morality came from. There are two obvious answers: nature or nurture. If you pick nature, then you are a nativist. You believe that moral knowledge is pre-loaded in our minds, or perhaps even inscribed by God. If you choose nurture, then you are an empiricist. You believe that children are morally neutral at birth, as John Locke would put it, and learn it particularly from adults.

However, there is a third possible answer: rationalism. (1) It assumes that morality varies around the world and across the centuries, and thus cannot be inborn. It also doubts the idea that whatever morals we have as grown-ups must have been learned during our childhood experience of adults telling us what is right and wrong. Instead, the rationalist approach asserts that children figure out morality for themselves. This third answer is now a major focus of moral psychology.

This new approach owes much to Jean Piaget, the greatest developmental psychologist of all time. He came up with this insight based on his early career in zoology. (2) He was fascinated by the stages that insects went through as they transformed themselves. Later, when his attention turned to children, he brought with him this interest in stages of development.

Piaget focused on the kinds of errors children make. For example, he put water into two identical drinking glasses and asked children to tell him if the glasses held the same amount of water. They answered yes. Then he poured the contents of one of the glasses into a tall skinny glass and asked them to compare the new glass to the one that had not been touched. Children younger than six or seven often said the tall glass now held more water, because the level was higher. They did not understand the total volume of water was

preserved when it moved from glass to glass. (3) He also found it pointless for adults to explain that the volume of water was exactly the same until the youngsters reached an age and cognitive stage when their minds were ready to grasp it. Once the little ones were ready, they figured it out for themselves just by playing with glasses of water.

Piaget argued children's understanding of morality was like their understanding of those water glasses. We cannot say that it is inborn, and we cannot say that children learn it directly from adults. It is, rather, self-constructed. (4) Taking turns in a game is like pouring water back and forth between glasses. No matter how often you do it with three-year-olds, they are just not ready to digest the concept of fairness, any more than they can understand the idea of volume conservation. After surpassing the age of five or six, the children will play games, have arguments, and work things out together, thereby develop notions of fairness without the help of adults.

II 次の文章の下線をほどこした部分(1)~(4)を和訳しなさい。 (50点)

Opening a door equipped with a familiar round doorknob is something that most of us learn to do as children. Even though one small hand might not fully encompass the knob, we can use two hands until we grow up and can finally grasp the knob easily with one. (1) The mechanics of the seemingly simple task of turning a doorknob involve a variety of forces that the hand exerts on the knob and through it to the door. If the shape of the knob is spherical or cylindrical, the pressure of the fingers on the edge must induce enough friction to cause it to turn. Once the bolt is released, we must change how we apply pressure. To move the door towards us our fingers must pull the back of the knob or we must press the front of the knob to push it open. We do all this naturally, of course, having learned the way to open a door.

Sometimes even the greatest pressure we can exert on a doorknob will not enable us to turn it. This will be the case, for example, if we cannot develop enough frictional force between our skin and the polished metal of the hardware due to moisture on the hand or the knob. Wearing gloves might also prevent us from grasping a doorknob firmly enough to operate it. (2) It is of such common domestic frustrations, if not absolute failures, that everyday inventions are born. Typically, first attempts to fix a problem begin with improving the existing technology with the aid of devices that serve the purpose at hand. In many cases, these fixes are devised by individuals for use in their homes. For example, one way to increase the frictional force between the hand and the doorknob is to place around the knob a tight-fitting rubber band. (3) An even less aesthetically pleasing solution might be to wrap the doorknob with some tape. But such solutions cry out for more elegant and architecturally integral means of increasing the frictional force between the knob and the hand.

The problem of not being able to develop enough grip between the hand and the doorknob can also be solved by changing the shape of the knob to oblate or prolate. This modification shapes the knob more like an egg, which (4) can be turned not so much by the friction but rather by the action of pushing opposite sides of the knob in opposing directions, effectively working it as a pair of levers. A doorknob of whatever roundish shape is in effect a continuum of levers. Given this, it is no surprise that today spherical and cylindrical doorknobs have sometimes been replaced by door handles that do not disguise the fact that they are indeed levers. Door levers come in a wide variety of decorative shapes and finishes, but they are all basically means to solve the problem of people not having enough size or strength or grip in their hands to open a door.

Ⅲ 次の文章(1), (2)を英訳しなさい。 (50 点)

(1) 今日，睡眠不足は見過ごせない問題となっている。原因の一つは，社会全体が深夜も多くの人が起きていることを想定して動いていることである。照明器具の発達も，我々の体内時計を狂わせているのかもしれない。その一方で，多くの学校や会社の始まる時間は変わっていない。こうして睡眠不足が生まれやすくなり，日中の集中力の低下を引き起こすのだ。

(2) 南半球を旅行していた時に，見慣れない星々が奇妙な形を夜空に描いているのを目にした。こうした星座のなかには，航海に必要な器具や熱帯に住む動物の名前が付けられたものがある。星座の名前の由来について，私には正確な知識がないが，何百年か前の船乗りたちが何を大切にし，何に驚いていたのか，その一端がうかがわれる。

問題は，このページで終わりである。