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＊印の15章を*15 Selected Units of English through the News Media —2017 Edition—*として別途ご用意しております。

Unit 1

創造性豊かな子供の育て方

「天才児」は大人になっても「天才」か？ Photo: iStockphoto

Before you read

1. What do you think the article will be about?

この記事は何の話題についてだと思いますか。

2. Was creativity encouraged at your elementary or high school?

小・中・高校の時に創造性を養うように奨励されましたか。

Words and Phrases

次の１～５の語句の説明として最も近いものをａ～ｅから１つ選び、（　）内に記入しなさい。

1.	breeze through	（　）	**a.** master with ease
2.	whimper	（　）	**b.** be adequate
3.	precocious	（　）	**c.** stuck in the same position
4.	suffice	（　）	**d.** pathetic sound or weak ending
5.	entrenched	（　）	**e.** well above average for one's age

Summary

次の英文は記事の要約です。下の語群から最も適切な語を１つ選び、（　）内に記入しなさい。

Disc 1 Track 2

The percentage of child prodigies who excel in (　　) is surprisingly small. It used to be thought that they suffered from poor (　　) skills. But now research suggests their main problem is (　　) of creativity. If children (　　) to please parents and teachers rather than through sheer (　　), they may never learn to be original.

adulthood　enjoyment　lack　practice　social

『十で神童、十五で才子、二十過ぎればただの人』という有名なことわざがある。'A man at five may be a fool at fifteen.' と、英語では５歳で並はずれていても、15歳ではバカになると明言している。つまり、幼少時代は並はずれて優れているように見えても、多くの人たちは成長するにつれて平凡な人になってしまうことのたとえである。飛び級を行っている国が多いが、若くして年上の人たちと同級生になることは、コミュニケーション能力や社会性が育まれることが難しいとされている。

また、『栴檀（せんだん）は双葉より芳し』とも言われている。これは、大成する者は幼いときから人並み外れて優れているという例えである。逆に『大器晩成』つまり偉大なる人物は、大成するまで時間がかかるとも例えられている。英語でも 'Who goes slowly goes far.' 'Great talents flower late.' 'Great minds mature late.' と言われている。

創造性豊かな子供に育て、成人しても社会性と独創性を持った自立した人物に成長させて行くのに、大切なことは一体何なのであろうか。矢張り幼少時の教育なのか。

Reading

Track 3

How to raise a creative child

They learn to read at age 2, play Bach at 4, breeze through calculus at 6, and speak foreign languages fluently by 8. But to paraphrase T.S. Eliot, their careers tend to end not with a bang, but with a whimper.

Consider the nation's most prestigious award for scientifically gifted high school students, the Westinghouse Science Talent Search, called the Super Bowl of science by one American president. From its inception in 1942 until 1994, the search recognized more than 2000 precocious teenagers as finalists. But just 1 percent ended up making the National Academy of Sciences, and just eight have won Nobel Prizes.

Track 4

Child prodigies rarely become adult geniuses who change the world. We assume that they must lack the social and emotional skills to function in society. When you look at the evidence, though, this explanation doesn't suffice: Less than a quarter of gifted children suffer from social and emotional problems.

What holds them back is that they don't learn to be original. They strive to earn the approval of their parents and the admiration of their teachers.

Research suggests that the most creative children are the least likely to become the teacher's pet, and in response, many learn to keep their original ideas to themselves.

Track 5

One study compared the families of children who were rated among the most creative 5 percent in their school system with those who were not unusually creative. The parents of ordinary children had an average of six rules, like specific schedules for homework and bedtime. Parents of highly creative children had an average of fewer than one rule.

Bach：バッハ《(1642-1703) ドイツのオルガン奏者で作曲家；近代音楽の父》

breeze through ～：～を難なくやってのける

calculus：微積分

T.S. Eliot：エリオット《(1888-1965) 米国生まれの英国詩人・批評家；ノーベル文学賞 (1948)》

not with a bang：大した成果もなく

with a whimper：メソメソ泣きで

Westinghouse Science Talent Search：ウェスティングハウス・サイエンス・タレント・サーチ《米国電機産業の先駆者の名を冠したコンテスト》

Super Bowl：スーパーボウル《米国プロフットボールの組織 NFL が行う王座決定戦；AFC と NFC の各優勝者が対戦》

inception：開始

recognized ～：～を選出した

making ～：～の会員となる

National Academy of Sciences：米国科学アカデミー《1863年設立の著名学者が集まる非営利団体；科学技術に関連した事項について政府に助言》

Child prodigies：天才児

Less than ～：～足らずの人たち

What holds them back：(天才としての) 成長を阻むもの

pet：お気に入り

keep ～ to themselves：～を胸にしまっておく

compared ～ with …：(with が離れている)

When the psychologist Benjamin Bloom led a study of the early roots of world-class musicians, artists, athletes and scientists, he learned that their parents didn't dream of raising superstar kids. They weren't drill sergeants or slave drivers. They responded to the intrinsic motivation of their children.

Top concert pianists didn't have elite teachers from the time they could walk; their first lessons came from instructors who happened to live nearby and made learning fun.

Track 6

Even the best athletes didn't start out any better than their peers. A majority of the tennis stars remembered one thing about their first coaches: They made tennis enjoyable.

Since Malcolm Gladwell popularized the "10,000-hour rule" suggesting that success depends on the time we spend in deliberate practice, debate has raged about how the hours necessary to become an expert vary by field and person. In arguing about that, we've overlooked two questions that matter just as much.

Track 7

First, can't practice blind us to ways to improve our area of study? Research reveals that the more we practice, the more we become entrenched — trapped in familiar ways of thinking.

Second, what motivates people to practice a skill for thousands of hours? The most reliable answer is passion — discovered through natural curiosity or nurtured through early enjoyable experiences with an activity or many activities.

early roots：子供の頃の育った環境

drill sergeants：訓練係の軍曹

slave drivers：奴隷監督

intrinsic：本質的な

Malcolm Gladwell：マルコム・グラッドウェル《雑誌『ニューヨーカー』の専属ライター；『天才！成功する人々の法則』の著者》

debate … about ～：～についての論争《debate about だが、about の後が長いので分離》

overlooked ～：～を見落とした

matter：重要である

blind ～ to …：～に…を見落とさせる、…について～の分別（判断）を失わせる

entrenched：立場が守られた、非難されない

nurtured：育成される

International New York Times, February 3, 2016

Exercises

Multiple Choice

次の１～２の英文の質問に答え、３～５の英文を完成させるために、ａ～ｄの中から最も適切なものを１つ選びなさい。

1. What percentage of “gifted” children have social and emotional problems as they grow up?

a. Over 75%.
b. Over 50%.
c. Under 25%.
d. Under 20%.

2. Which situation does the article’s use of the word “precocious” fit best?

a. A plant flowering earlier than usual.
b. Mature and wise behavior.
c. Ability indicative of early development.
d. Trying to appear too smart.

3. The writer’s examples of creativity in children do not include

a. speaking foreign languages fluently by age 8.
b. becoming very popular with teachers.
c. learning to read at age 2.
d. ability to do calculus at age 6.

4. Star athletes in adulthood tell us that they had

a. the very best sports instructors in their younger years.
b. instructors who made the sport fun for them, which encouraged them to play and practice regularly.
c. parents who made them practice one thing every single day.
d. coaches forcing them to follow rules strictly.

5. Malcolm Gladwell proposed the 10,000 hour rule to explain

a. the way in which average children are raised.
b. how a “gifted, creative” child emerges.
c. what is necessary to produce well-behaved children.
d. the path to individual achievement.

True or False

本文の内容に合致するものに T（True）、合致しないものに F（False）をつけなさい。

（　　） **1.** "Ordinary" children are raised with more rules than "creative" children.

（　　） **2.** In school, "creative children" were often teachers' pets.

（　　） **3.** Just one former "gifted" child has been awarded a Nobel Prize.

（　　） **4.** "Creative children" are thought to be unoriginal and always trying to please others.

（　　） **5.** PASSION seems to be the author of this article's answer to the making of a "creative child".

Vocabulary

次の英文は、Internet に掲載されている *Albert Einstein*『アルバート・アインシュタイン』の伝記の一部です。下の語群から最も適切なものを 1 つ選び、（　　）内に記入しなさい。

Albert Einstein was a German-born (　　) who developed the general theory of (　　), among other feats. In 1921, he won the Nobel Prize for (　　) for his explanation of the photoelectric effect and immigrated to the U.S. in the following decade after being targeted by the Nazis. He is considered the most (　　) physicist of the 20th century, with his work also having a major impact on the development of atomic energy.

Einstein attended elementary school in Munich. However, he felt (　　) there and struggled with the institution's (　　) pedagogical style. He also had what were considered to be speech challenges. His youth was marked by deep inquisitiveness and (　　).

Albert's parents understood their son's perspective but were concerned about his future prospects as a school (　　) and draft dodger.

alienated	dropout	influential	inquiry
physicist	physics	relativity	rigid