

I 次の英文は、ある教師が書いたものです。これを読んで設問に答えなさい。
(*印の単語には注があります。)

If you watch a father and son kicking a football against a garage door,
^(a)or a mother and daughter swimming in the pool, you'll see parents
deliberately coming second. The father misses the ball, the mother tires
just before the end of the swim: the triumph and self-esteem on the child's
face brings a smile to the passer-by.

Self-esteem is critical in a child's development, yet the force of this
obvious truth is often diminished or forgotten in the later stages of school
life. True, a teacher may well have more than 100 pupils coming in and out
of his room every week and some of them will be intractable.* And as the
pupils go up the school the tactics have to become subtler, the strategies
more varied. But the basic goal remains the same—build them up. Give
them a taste of winning, of succeeding, of celebrating, as well as preparing
them for disappointment.

I think a little too much praise does less damage than pouring cold
water. Flatter them, don't flatten them. Both at school and university I was
inspired by teachers who, I later realized, flattered me into thinking I was
on my way to becoming a scholar. That sharpened my ambition and put a
spring into my step. In that hope, I worked even harder.

Many intellectually clever teachers are tempted to dominate most
discussions. To show off, to dazzle the class, leaving them gasping. Any
competent teacher is likely to have more information available at his
fingertips than even his best students. But the point is not to leave the
classroom with your overawed pupils thinking you are brilliant, but with
your pupils thinking the subject is fascinating and they are getting
somewhere.

A colleague,* who in his own university and school days had a modest
academic record, taught physics successfully at all levels for many years.

He was effective in the classroom, loved and respected by his pupils and greatly admired by his cleverer colleagues. What were his gifts?

He spoke confidently and naturally. ^(b) He treated his class as if there was no reason he could see, if they worked and asked and listened, why they should not do well. He looked at them openly, with warmth, without irony, with humour, and he knew how to come second.

Interestingly, he also loved playing sport with the boys, where he was most noted for his unstinted* effort.

Not for him the effortless superiority or casual display of languid* skills. He came off the field grinning* and covered in mud. He ran and bowled until he dropped. In his lessons his pupils felt their intellectual muscles and developed them. And they never stopped trying either.

Contrast the teacher who is always complaining: who always seems to have difficult classes. Each year he finds his pupils even more stupid than the last lot and tells you triumphantly how low the marks are in his class. What fun it must be in his lessons!

When you read out the timetable (who's teaching whom) at the beginning of the year you can't miss the groans when certain teachers are assigned to their set.

One boy banged his head hard on the desk. "Oh no! That's it! I've got no chance!"

Coming second is an indulgence with a higher purpose.

(注)

intractable: very difficult to deal with

colleague: person with whom one works

unstinted: limitless

languid: without strength or any show of effort

grinning: making a wide smile

設 問

1. 本文の論旨を日本語で 60 字以内にまとめなさい。
2. 下線部(a)を日本語に直しなさい。
3. 下線部(b)を日本語に直しなさい。

Ⅱ 次のような場面で、太郎になったつもりでリチャード(Richard)に英語で説明しなさい。解答欄におさまる長さで自由に書くこと。

高校生の太郎の家に、アメリカから同じ年ごろのリチャードがホームステイのために到着した日のこと。この日ばかりはお客さま扱いで、リチャードに一番風呂をすすめることになった。以前、イギリスからの訪問客が浴槽のなかでからだを洗い、お湯を全部捨ててしまっていて困ったことがある。日本が初めてのリチャードに、一般家庭での入浴の仕方を要領よく説明しておきたい。

Ⅲ 次の文章の下線部を英語に直しなさい。

人間の感情のなかで、いちばん解明しにくいのは「笑い」である。怒りや、悲しみは、比較的容易に説明できる。そうした感情を生み出す原因が、はっきりしているからである。だから相手を怒らすことは、やろうと思えばだれにでもできる。悲しませることも、けっしてむずかしいことではない。ところが、人を意図的に笑わせることは、そう簡単ではない。それはきわめて知的な計算、技術を必要とするのだ。

(森本哲郎『日本語 根ほり葉ほり』)