

Reading Passage 1

You should spend about 20 minutes on Questions 1–13, which are based on the reading passage below.

THE IMPORTANCE OF CHILDREN'S PLAY

Brick by brick, six-year-old Alice is building a ① magical kingdom. Imagining fairy-tale turrets and fire-breathing dragons, wicked witches and gallant heroes, she's creating an enchanting world. Although she isn't aware of it, this fantasy is ① helping her take her first steps towards her capacity for ① creativity and so it will have important repercussions in her adult life.

Minutes later, Alice has abandoned the kingdom in favour of playing schools with her younger brother. When she bosses him around as(=) his 'teacher', she's practising how to regulate(=control) her emotions through pretence. Later on, when they tire of this and settle down with a ② board game, she's learning about the need to follow ② rules and ② take turns with a partner.

'Play (in all its rich variety) is one of the highest achievements of the human species,' says Dr David Whitebread from the Faculty of Education at the University of Cambridge, UK. 'It underpins how we develop as intellectual, problem-solving adults and is crucial to our success as a highly adaptable species.'

Recognising the importance of play is not new: over two millennia ago, the Greek philosopher Plato extolled its virtues as a means of developing skills for adult life, and ideas about play-based learning have been developing since the 19th century.

But ③ we live in changing times, and Whitebread is mindful of a worldwide decline in play, pointing out that ③ over half the people in the world now live in ③ cities. 'The opportunities for free play, which I experienced almost every day of my childhood, are ④ becoming increasingly scarce (= are limited),' he says. Outdoor play is curtailed by ④ perceptions of risk to do with ④ traffic, as well as ⑤ parents' increased wish to protect their children from being the victims of ⑤ crime, and by the emphasis on 'earlier is better' which is ⑥ leading to greater (= increased) ⑥ competition in academic learning and schools.

コメントの追加 [Y1]: turrets = towers = 小塔、タレット

コメントの追加 [Y2]: wicked witches = 意地悪な魔女

コメントの追加 [Y3]:

コメントの追加 [Y4]: gallant heroes = 勇敢な、礼儀

コメントの追加 [Y5]: enchanting = 魅惑的な、うっとり

コメントの追加 [Y6]: take one's first step toward =

コメントの追加 [Y7]: Q1 根拠: helping her take her

コメントの追加 [Y8]: capacity = [学習や記憶の] 知的

コメントの追加 [Y9]: Q1: Answer - creativity

コメントの追加 [Y10]: repercussions = 反響、影響

コメントの追加 [Y11]: abandon = [計画・勝負・希

コメントの追加 [Y12]: in favour of = ~を選択して

コメントの追加 [Y13]: boss = [偉そうに] (人) に命

コメントの追加 [Y14]: pretence = ~ごっこ

コメントの追加 [Y15]: Q2: Answer - rules

コメントの追加 [Y16]: Q2 根拠: take turns with a

コメントの追加 [Y17]: 多種多様な遊びは、人類の最高

コメントの追加 [Y18]: underpin = [主張などを] 支

コメントの追加 [Y19]: crucial to ~に極めて重要な

コメントの追加 [Y20]: a highly adaptable species =

コメントの追加 [Y21]: extolled = 絶賛した、賞賛した

コメントの追加 [Y22]: Q3 根拠: we live in changing

コメントの追加 [Y23]: be mindful of = ~を心に留め

コメントの追加 [Y24]: Q3 根拠: over half the people =

コメントの追加 [Y25]: Q3: Answer - cities

コメントの追加 [Y26]: becoming increasingly scarce

コメントの追加 [Y27]: is curtailed = 削減・縮小され

コメントの追加 [Y28]: 見識、知見

コメントの追加 [Y29]: Q4 根拠: perceptions of risk =

コメントの追加 [Y30]: to do with ~と関係がある

コメントの追加 [Y31]: Q4: Answer - traffic

コメントの追加 [Y32]: Q5 根拠: parents' increased

コメントの追加 [Y33]: Q5: Answer - crime

コメントの追加 [Y34]: Q6 根拠: leading to greater =

コメントの追加 [Y35]: Q6: Answer - competition

International bodies like the United Nations and the European Union have begun to develop policies concerned with children's right to play, and to consider implications (意味) for leisure facilities and educational programmes. But ⑦ what they often lack = (difficult to find) is the ⑦ evidence to base policies on. base on = support

The type of play we are interested in is child-initiated, spontaneous and unpredictable – but, as soon as you ask a five-year-old “to play”, then you as the researcher have intervened,’ explains Dr Sara Baker. ‘And we want to know what the long-term impact of play is. It’s a real challenge.’

Dr Jenny Gibson agrees, pointing out that although some of the steps in the puzzle of how and why play is important have been looked at, ⑧ there is very little data on the impact it (= play) has on the child's later ⑧ life.

Now, thanks to the university's new Centre for Research on Play in Education, Development and Learning (PEDAL), Whitebread, Baker, Gibson and a team of researchers hope to provide evidence on the role played by play in how a child develops.

‘A strong possibility is that play supports the early development of children's self-control,’ explains Baker. ‘This is our ability to develop awareness of our own thinking processes – it influences how effectively we go about undertaking challenging activities.’

In a study carried out by Baker with toddlers and young pre-schoolers, she found that children with greater self-control solved problems more quickly when exploring an unfamiliar set-up () requiring scientific reasoning. ‘This sort of evidence makes us think that giving children the chance to play will make them more successful problem-solvers in the long run.’

If playful experiences do facilitate this aspect of development, say the researchers, it could be extremely significant for educational practices, ⑨ because the ability to self-regulate (=self-control) has been shown to be a key predictor of academic performance.

Gibson adds: ‘Playful behaviour is also an important indicator of healthy social and emotional development. In my previous research, I investigated how observing children at play can give us important clues about their well-being and can even be useful in the ⑩ diagnosis of neurodevelopmental disorders like autism.’

コメントの追加 [Y36]: International bodies = 国際的機関

コメントの追加 [Y37]: policies = 政策

コメントの追加 [Y38]: 《be》concerned with = ～に関係している、携わっている、～に関心がある

コメントの追加 [Y39]: Q7 根拠: what they often lack = it is difficult to find

コメントの追加 [Y40]: Q7: Answer · evidence

コメントの追加 [Y41]: Q7 根拠 base on = support

コメントの追加 [Y42]: type = 種類

コメントの追加 [Y43]: child-initiated = 子ども始動で

コメントの追加 [Y44]: spontaneous = 自発的な

コメントの追加 [Y45]: intervene = [正常な進行を] 邪魔

コメントの追加 [Y46]: Q8 根拠: there is very little

コメントの追加 [Y47]: Q8: Answer · life

コメントの追加 [Y48]: go about = 行動する、生活す

コメントの追加 [Y49]: undertake = 着手する

コメントの追加 [Y50]: toddlers = 乳幼児

コメントの追加 [Y51]: pre-schoolers = 未就学児

コメントの追加 [Y52]: set-up = 状況、設定

コメントの追加 [Y53]: scientific reasoning = 科学的

コメントの追加 [Y54]: playful experiences = 遊び心

コメントの追加 [Y55]: facilitate = 促進する

コメントの追加 [Y56]: educational practices = 教育実

コメントの追加 [Y57]: academic performance = 学業

コメントの追加 [Y58]: Q9 根拠: True

コメントの追加 [Y59]: neurodevelopmental disorders

コメントの追加 [Y60]: autism = 自閉症

コメントの追加 [Y61]: Q10 根拠: True

Whitebread's recent research has involved developing a play-based approach to supporting children's writing. 'Many primary school children find writing difficult, but we showed in a previous study that a playful stimulus was far more effective than an instructional one.' Children wrote longer and better-structured stories when they first played with dolls representing characters in the story. In the latest study, children first created their story with Lego *, with similar results. ⑬ Many teachers commented that they had always previously had children saying they didn't know what to write about. With the Lego building, however, not a single child said this / through the whole year of the project.'

Whitebread, who directs PEDAL, trained as a primary school teacher in the early 1970s, when, as he describes, 'the teaching of young children was largely a quiet backwater, untroubled by any serious intellectual debate or controversy.' Now, the landscape is very different, with hotly debated topics such as school starting age.

⑬ Somehow the importance of play has been lost in recent decades. It's regarded as something trivial, or even as something negative that contrasts with "work". Let's not lose sight of its benefits, and the fundamental contributions it makes to human achievements in the arts, sciences and technology. Let's make sure children have a rich diet of play experiences.'

* Lego: coloured plastic building blocks and other pieces that can be joined together

コメントの追加 [Y62]: instructional one (stimulus) = 教育的刺激

コメントの追加 [Y63]: better-structured = より良い構成

コメントの追加 [Y64]: Q11 根拠: NG

コメントの追加 [Y65]: Q12 根拠: False

コメントの追加 [Y66]: a quiet backwater = 静かなへき地

コメントの追加 [Y67]: Q13 根拠: True

Questions 1-8:

Complete the notes below

Choose **ONE WORD ONLY** from the passage for each answer:

Write your answers in boxes 1-8 on your answer sheet.

Children's play

Uses of children's play

- building a 'magical kingdom' may help develop **1**
- board games involve **2** and turn-taking

コメントの追加 [Y68]: turn-taking = [発話の] 順序
交代 ◆通常の会話における、発話順序の交代を指す。

Recent changes affecting children's play

- populations of **3** have grown
- opportunities for free play are limited due to:
 - fear of **4**
 - fear of **5**
 - increased **6** in schools

International policies on children's play:

- it is difficult to find **7** to support new policies
- research needs to study the impact of play on the rest of the child's **8**

Questions 9-13:

Do the following statements agree with the information given on the reading passage?

In boxes 9-13 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

9. Children with good self-control are known to be likely to do well at school later on.
10. The way a child plays may provide information about possible medical problems.
11. Playing with dolls was found to benefit girls' writing more than boys' writing.
12. Children had problems thinking up ideas when they first created the story with Lego.
13. People nowadays regard children's play as less significant than they did in the past.

解答

- Q1. creativity
- Q2. rules
- Q3. cities
- Q4. Q5. traffic / crime
- Q6. competition
- Q7. evidence
- Q8. life
- Q9. TRUE
- Q10. TRUE
- Q11. NOT GIVEN
- Q12. FALSE
- Q13. TRUE

