問題11

The sentence are written in the plain-style.

次<small>つぎ</small>のAとB = the following A and B

は <topic particle> /

子<small>こ</small>ども = child /

が <subject particle> /

テレビ = television /

を <direct-object particle> /

見<small>み</small>る こと = to watch, watching /

* 見る = <plain-style-nonpast-affirmative> of 見ます sg2 = see, watch, look

* Here 'koto' is used to make a noun phrase (to change a verb to a noun).
に ついて = about, concerning, regarding　N2 No.10 /

の /

専門家<small>せんもんか</small>の意見<small>いけん</small> = specialist's opinion /

である。 = <plain-style-nonpast-affirmative> of '[na-adjective / noun] であります' which is more

formal than '[na-adjective / noun] です = is (are, am, etc) //

The following A and B are specialists' opinions regarding children's watching TV.

後<small>あと</small>の 問い に 対する 答え として = as the answer for the latter question　N2 No.9 No.1 /

最<small>もっと</small>も よい もの = the best thing /

を <direct-object particle> /

1・2・3・4から = from 1, 2, 3, 4 /

一<small>ひと</small>つ = one (small object) /

選<small>えら</small>び なさい。 = choose

* [masu-form] なさい is used to show a command or an order. //

Choose the best one from 1, 2, 3, and 4 as the answer for the following questions.

(注<small>ちゅう</small>1)
メディア： = the media
ここでは、テレビやビデオ = Here, it means TV, video, etc

りんしょう ば
臨床の場：= the place of clinical pathology

じっさい　しんさつ　ちりょう　げんば
実際の診察、治療の現場 = actual medical examination (examination performed by a doctor),

actual spot of medical treatment

(注3)

象徴機能：= the function of symbolizing

み　まわ　　　　　　　　　　たと　ことば　　　　あらわ　はたら
ここでは、身の回りのものを、例えば言葉など で 表す働き = Here, it means the function

which you express your personal belongings with words (for example). 😓

あらわ
* 表します g1 = express, show

The sentence is written in the polite-style.

A

にゅうようじき　こ
乳幼児期の子ども = a children who is in infancy or babyhood /

は <topic particle> /

みぢか　ひと
身近な人 = close person (to me) /

と <accompaniment particle> /

の <possession particle> /

かかわりあい、 = involvement, involved /

そして = and /

遊び など = game (fun activity; amusement, fun; toy; pastime, recreation; saunter, jaunt,

perambulation; binge, spree; idling, non-use) ,etc
の /

じったいけん
実体験 = real experience, actual observations /

を <direct-object particle> /

かさ
重ねる こと によって、 = by means of to piling up (putting something on another, heaping up,

adding, repeating) N2 No.13C /

かさ
* 重ねる = <plain-style-nonpast-affirmative> of 重ねます g2 = pile up, put something on another,

heap up, add, repeat
* Here 'koto' is used to make a noun phrase (to change a verb to a noun). /

にんげんかんけい
人間関係 = human relations /

を <direct-object particle> /

きず　　　　きず　　　　　きず
築き、 = 築いて、 = 築く。そして、 = build (construct; amass, pile up)

きず　　　　　　　　　　　　　　　　　　　　　　　　　　　きず
* 築く = <plain-style-nonpast-affirmative> of 築きます g1 = build, construct; amass, pile up

* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. //

心と身体 = the mind and the body /

を <direct-object particle> /

成長させます。 = make 〜 grow (to adulthood) = causative-verb of 成長します g3 = grow to

adulthood //

A children, who is in infancy or babyhood, builds human relations by (means of) involving with close persons to him and by piling up real experiences such as an fun activity, etc, and make his mind and body grow.

ところが = but, however, /

乳幼児期から = from infancy and babyhood

の <possession particle> /

メディア漬け の 生活 = the life which is soaked in the media

で <particle which shows the place where the action takes place.> /

は <topic particle> /

外遊び の 機会 = a chance of playing outside /

を <direct-object particle> /

奪い、 = 奪って、 = 奪う。 そして、 = snatch away (rob) and ....

* 奪う = <plain-style-nonpast-affirmative> of 奪います g1 = snatch away, rob /

* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /

人と の かかわり体験 の 不足 = the lack (insufficiency, shortage, deficiency, dearth) of the

experiences which (X) is involved in people (concern himself with people) /
を <direct-object particle> /
招きます。 = invite, beckon; call; summon //

But, if you lead the life which has been soaked in the media since you are in infancy or in childhood, it will rob the chance of playing outside and induce the lack of the experiences which you are involved in people.

実際、 = actually, in fact, virtually, practically, in practice, currently, presently /
運動不足、 = insufficient exercise /
睡眠不足 = lack of sleep /

そして = and /

コミュニケーション能力の低下 (のうりょく ていか) = lowering (fall, decline, lowering, deterioration) of a communication ability /

など = ... etc, ... and so on /

を <direct-object particle> /

生じさせ (しょう)、= 生じさせて (しょう)、= 生じさせる (しょう)。そして、= make 〜 arise and ....

* 生じさせる (しょう) = <plain-style-nonpast-affirmative> of 生じさせます (しょう) (make 〜 arise) which is the causative-verb of 生じます (しょう) sg2 (arise, bring forth, produce, result from, yield, be generated) /

その結果 (けっか)、= as the result of that, /

心身の発達の遅れや歪み (しんしん はったつ おく ゆが) = the delay and distortion of the development of mind and body /

が <subject particle> /

生じた (しょう) = arose = <plain-style-past-affirmative> of 生じます (しょう) sg2 (arise, bring forth, produce, result from, yield, be generated) /

事例 (じれい) = example, precedent, sample /

→ the example which is that the delay and distortion of the development of mind and body arose 😓

が <subject particle> /

臨床の場 (りんしょう ば) = the place of clinical pathology /

から = from /

報告されています (ほうこく)。= be being reported now

* 報告します (ほうこく) g3 = report, give an account, inform /

* [te-form] います = 1 be doing now   2 <situation, state>   3 <habitual repeated action> //

Actually, it makes the insufficient exercise, lack of sleep and lowering of a communication ability arise, and as the result of that, the example which is that the delay and the distortion of the development of mind of body arose is reported from the place of clinical pathology. 😓

このような メディア弊害 (へいがい) = adverse effect (harmful effect, harmful result, malady, negative effect, harmful influence, evil practice, evil practice) of the media like this /

は <topic particle> /

ごく一部の影響 (いちぶ えいきょう) = influence (effect) of very specified area 😓

* ごく = quite, vey

* 一部の = some, being an unknown or unspecified amount /

を <direct-object particle> /

受けやすい (う) = <plain-style-nonpast-affirmative> of 受けやすいです = be easy to receive (catch, get; accept, have, take; suffer)

* 受けます g2 = receive, catch, get; accept, have, take; suffer

* [masu-form] やすいです = be easy to do 〜, do 〜 easily

* 影響を 受けます = be influenced (by 〜) /

個々の 子ども の 問題 として = as the problem of individual children   N2 No.1 /

→ as the problem of individual children who are easily influenced by some very specified area 😓

ではなく、= not only 〜 (but also) ..... N2 No.

メディア = the media

が <subject particle> /

子ども 全体 = all children

* 全体 = whole, entirety, total /

に

及ぼす = <plain-style-nonpast-affirmative> of 及ぼします g1 = exert, exercise; cause, make happen /

影響の 甚大さ の 警鐘 = alarm bell (fire bell) of how serious the influence is 😓

* 甚大さ = greatness, enormity, seriousness, bigness, hugeness, immensity, largeness, vastness

* [stem of i-adjective / stem of na-adjective] さ is used as a noun.

* 影響を 及ぼします g1 = affect, influence /

→ the alarm bell of how serious the media influence every child 😓

と /

私たち = we

は <topic particle> /

とらえています。= be catching (be perceiving, be catching sight of, be grasping) now

* とらえます g2 = catch, perceive, catch sight of, grasp

* [te-form] います = 1 be doing now   2 <situation, state>   3 <habitual repeated action>

* X を Y と とらえます = regard X as Y //

Regarding the harmful effect of the media, we regard it as not only the problem of individual children who are easily influenced by some very specified area, but also the alarm bell of how serious the media influence all children. 😓

特に = particularly, especially

　象徴 機能 が 未熟な 2歳以下の 子ども = the child who is below two years old and whose symbolizing function is immature 😓

* 未熟 = inexperience, unripeness, raw, unskilled, immature, inexperienced /

や、 = ... and ...., etc

発達に 問題の ある 子ども = the child who has a problem with development (maturation, growth) /

の <possession particle> /

テレビ画面へ の 早期 接触 = early contact towards the television picture /

や = ... and ...., etc

長 時間化 = lengthening (regarding a long period of time) /

は <topic particle> /

親子 = parent and child

が <subject particle> /

顔を あわせ = 顔を あわせて = 顔を あわせる。そして、 = face someone (meet, come in contact with) and ....

* 顔を あわせます g2 = meet, come in contact with /

一緒に = together /

遊ぶ = <plain-style-nonpast-affirmative> of 遊びます g1 = play /

時間 = time /

→ the time when parent and child face each and play

を <direct-object particle> /

奪い、 = 奪って、 = 奪う。そして、 = snatch away (rob) and ....

* 奪います g1 = snatch away, rob

* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /

言葉や 心の 発達 = development of speech, mind, etc /

を <direct-object particle> /

妨げます。 = g2 disturb; prevent //

Especially, <u>the early contact and lengthening of time towards the television picture</u> regarding <u>the child who is below two years old and whose symbolizing function is immature</u> and <u>the child who has a problem with development</u> rob <u>the time when parent and child face each and play</u>, and <u>disturb development of speech and mind</u>. 😥

社団法人日本小児科医会 = corporation (association of individuals legally authorized to act as an individual (Business)) Japan pediatrics medical society

< 〜 >

2010年6月18日取得による = by obtaining (acquiring) on the 18 of June, 2010

B

専門家から = from a specialist /

は <topic particle> /

「テレビ = television /

を <direct-object particle> /

やめて = やめる。そして、= end (stop, cease, resign) and ...

* やめます = end, stop, cease, resign /

積極的に = positively, aggressively /

外遊び = playing outside /

を <direct-object particle> /

しましょう」= let's do /

「自然の中で = in nature

遊びましょう」= let's play

という意見 = the opinion which is ～

* (X) という (Y) = (Y) called (X), (Y) named (X), (Y) which is (X) (It is used to supplement the

contents of some noun. In '(X) to iu (Y)', (X) illustrates (Y) concretely.)

が <subject particle> /

聞かれます = be heard = passive-verb of 聞きます g1 = hear, listen, ask /

が、= but, /

お母さん たち = mothers /

は <topic particle> /

進んで = 進む。そして、= make progress (proceed, advance, improve, move forward) and ....

* 進みます g1 = make progress, proceed, advance, improve, move forward /

* Here 進んで means 'voluntarily, willingly, of one's own free will'.

テレビ = television /

を <direct-object particle> /

見せて いる = be showing now

* 見せます = show, display, exhibit

のではなく、= , not ～

地域 = region, area, zone; township /

に <arrival particle> /

出ても = even if (X) go out (leave)

* 出ます g2 = go out, exit, leave

* [te-form] も = even if ～ /

同世代の 子ども = the child who is in the same generation as him /

が <subject particle> /

いない、= <plain-style-nonpast-affirmative> of いません = there is not 〜, have 〜

* います sg2 = there is 〜, have 〜

昔（むかし）= olden days

と 比（くら）べて = in comparison with 〜　N2 No.6 /

自然（しぜん）= nature /

が <subject particle>

なくなった、= disappeared, got lost, died = <plain-style-past-affirmative> of なくなります g1 (disappear, get lost, die) /

という 問題（もんだい）= the problem which is 〜

* (X) という (Y) = (Y) called (X), (Y) named (X), (Y) which is (X) (It is used to supplement the contents of some noun. In '(X) to iu (Y)', (X) illustrates (Y) concretely.) /

も = also /

ある の だ = <plain-style-nonpast-affirmative> of ある のです = there is 〜 (have 〜), I strongly want to say so.

* ある = <plain-style-nonpast-affirmative> of あります g1 = there is 〜, have 〜 /

と <quotation particle> /

思（おも）います。= g1 think //

We can hear the opinions such as 'Let's stop watching TV and play outside!' and 'Let's play in nature!' from specialists, but I don't think that mothers show TV program to their children willingly, but I think that there are the problems such as 'there is no child who is in the same generation as him' and 'nature disappeared in comparison with olden days' as well. 😓

(中略（ちゅうりゃく）) = omission, ellipsis, omission of a word or words /

多（おお）く の 親（おや）= many parents /

は <topic particle> /

テレビの 長（ちょう）時（じ）間（かん）視（し）聴（ちょう）が よくない こと = the fact that television viewing for a long time is not good

* よくない = be not good = <plain-style-nonpast-negative> of いいです (be good)

* Here 'koto' is used to mean 'the fact that 〜'. /

を <direct-object particle> /

自覚（じかく）して おり、= 自覚（じかく）して おって、= 自覚（じかく）して おる。そして、= (X) know his own mind and ....

* 自覚（じかく）して おる = <plain-style-nonpast-affirmative> of 自覚（じかく）して おります which is the humble-verb of 自覚（じかく）して います (know one's own mind)

* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal.
* [te-form] います = 1 be doing now　2 <situation, state>　3 <habitual repeated action> /
見(み)せる 内容(ないよう) = the contents (X) show

* 見(み)せる = <plain-style-nonpast-affirmative> of 見せます g2 = show, display, exhibit /

に /

も = also /
気(き)を 遣(つか)って います。= be paying attention to another's needs now, be attending to now, be fussing about now, be taking into consideration now
* 気(き)を 遣(つか)います g1 = pay attention to another's needs, attend to, fuss about, take into consideration //

Many parent realize that television viewing for a long time is not good and mind the contents which they show their children.

生活(せいかつ)の 中(なか)から = from the inside of life /

テレビ = television /

を <direct-object particle>
排除(はいじょ)する だけではなく、 = not only (X) exclude (reject; remove)
一日(いちにち)に = in a day, a day
六時間(ろくじかん)も 七時間(しちじかん) も = for as many as six hours or for as many as seven hours /
子(こ)ども = child

に <recipient particle>
テレビを 見(み)せる 親(おや)の背景(はいけい) = the back ground of the parents who show TV program (to their children) /
に <existence particle> /
何(なに) = what /

が <subject particle> /

あるのか = <plain-style-nonpast-affirmative> of ある のですか = Is there 〜, I wonder? Do (X) have 〜, I wonder?

* ある = <plain-style-nonpast-affirmative> of あります g1 = there is 〜, have 〜 /

を <direct-object particle>
考(かんが)えなければ、 = if (X) don't consider, if (X) don't think over

* conditional-form-nagative of 考(かんが)えます g2 = consider, think over /
問題(もんだい)の 根本的(こんぽんてき)な 解決(かいけつ) = fundamental solution (settlement, resolution) of a problem /

に /

は <topic particle> /

ならない のです。 = (X) don't become 〜, I strongly want to say so.

* [stem of i-adjective] く なります ; [na-adjective] に なります = become [adjective]

* [noun] に なります = become [noun] //

Not only do we remove television from our life, but if we don't think about what exists in the background of the parents who show TV program to their children for as many as six hours, seven hours in a day, it doesn't become the fundamental solution of the problem.

したがって、 = therefore /

私たち の 生活スタイル = our lifestyles /

と、 = and /

子ども = child /

に とって = from the viewpoint of 〜, for 〜　N2 No.11 /

望ましい テレビ視聴の あり方の バランス = the balance of the way desirable television viewing

ought to be, the balance of how desirable television viewing is, the balance of the current state of desirable television viewing

* あり方 = the way something ought to be, the (current) state of things, what things should be,

the ideal method of 〜 /

を <direct-object particle> /

とり ながら、 = while taking /

* とります = take /

* [masu-form] ながら = while doing 〜　or N2 No.144 /

これら の 検証 = these verifications (confirmations; inspections) /

を <direct-object particle> /

進める 必要が ある = <plain-style-nonpast-affirmative> of 進める 必要が あります g1 = there is

a necessity that (X) advance (promote, hasten, further), need to advance (promote, hasten,

further)

* 進める = <plain-style-nonpast-affirmative> of 進めます g2 = advance, promote, hasten,

further /

のでは ないでしょうか。 = more polite than の では ありませんか。 = ..., don't you think so, I

wonder?　　......, I want to confirm with you, I wonder? //

Therefore, while keeping the balance of what desirable television viewing should be for our lifestyles and children, we need to advance these verifications, don't you think so?

小西行郎
「早期教育と脳」 = education at an early age (infant education) and a brain /

光文社新書による = published by Koubun Sha Shin Sho
<small>こうぶんしゃしんしょ</small>

P29

★ Refer to the top of this page

(注1)
メディア：ここでは、テレビやビデオ

(注2)
臨床の場：実際の診察、治療の現場

(注3)
象徴機能：ここでは、身の回りのものを、例えば言葉などで表す働き

□62

The sentence is written in the plain-style.

子ども = child /

に <recipient particle> /

テレビ = television /

を <direct-object particle> /

長 時間 = long period of time /
<small>ちょうじかん</small>

見せる こと = to show (display, exhibit), sowing (displaying, exhibiting)

* 見せます g2 = show, display, exhibit

* Here 'koto' is used to make a noun phrase (to change a verb to a noun).
に ついて、 = about, concerning, regarding　N2 No.10

Aと Bの 観点 = viewpoints (outlooks, attitudes, point of view) of A and B /
<small>かんてん</small>

は <topic particle> /

どの ような もの か。= <plain-style-nonpast-affirmative> of どの ような もの ですか。= what kind of thing is (X)?, what type of thing is (X)?
* どの ような = more formal than どんな (what kind of 〜, what type kind of 〜) //

What are the viewpoints of A and B like regarding showing TV program to children for a long time?

1

A /

は <topic particle> /

問題解決を 意識した 今後の課題 = the task (task, challenge, problem, question, assignment, homework, subject, theme, issue, matter) in the future which (X) became conscious of problem-solving

* 意識した = became conscious (aware) = <plain-style-past-affirmative> of 意識します g3 = become conscious of, sense, understand /

を <direct-object particle> /

述べ、 = 述べて、 = 述べる。そして、 = describe (say, state, express, mention) and ....

* 述べる = <plain-style-nonpast-affirmative> of 述べます g2 = describe, say, state, express, mention

* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /

B /

は <topic particle> /

批判的に = critically, in a critical manner /

現状 = status quo, current situation, existing state /

を <direct-object particle> /

報告して いる。 = <plain-style-nonpast-affirmative> of 報告して います。 = be reporting now

* 報告します g3 = report, give an account, inform

* [te-form] います = 1 be doing now   2 <situation, state>   3 <habitual repeated action> //

A states the task in the future which he is conscious of problem-solving of and B reports the current situation critically.

2

A /

は <topic particle> /

解決を 意識した 問題提起 = problem-bringing (proposing) which (X) became conscious of a solution (settlement, resolution) /

を <direct-object particle> /

し、 = して、 = する。そして、 = do and ....

* する = <plain-style-nonpast-affirmative> of します g3 = do

* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /

B /

は <topic particle> /

問題の原因 = the cause of the problem /

は <topic particle> /

社会的背景 = social background /

に <existence particle> /

ある = <plain-style-nonpast-affirmative> of あります g1 = there is 〜, have 〜

と <quotation particle> /

指摘して いる。= <plain-style-nonpast-affirmative> of 指摘して います = be indicating now, be pointing out now, be drawing attention to now

* 指摘します g3 = indicate, point out, draw attention to

* [te-form] います = 1 be doing now   2 <situation, state>   3 <habitual repeated action> //

A proposals the problem which he is conscious of a solution of and B points out that the cause of the problem exists in the social background.

3
A /
は <topic particle> /

影響の 大きさ = size (dimensions; volume, capacity; bigness, largeness) of influence /

を <direct-object particle> /

示して = 示す。そして、= point out (indicate, denote, show, evince, exhibit) and ....

* 示す = <plain-style-nonpast-affirmative> of 示します g3 = point out, indicate, denote, show, evince, exhibit /

注意 = caution, warning; advice; attention, being careful; heed, regard /

を <direct-object particle> /

喚起し、= 喚起して、= 喚起する。そして、= call (attention) and ...., arouse (interest) and ...., attract (attention) and ...., draw (notice) and ....., summon and ....

* 喚起する = <plain-style-nonpast-affirmative> of 喚起します g3 = call (attention), arouse (interest), attract (attention), draw (notice), summon /

B /
は <topic particle> /

問題解決を 意識した 今後の課題 = the task (task, challenge, problem, question, assignment, homework, subject, theme, issue, matter) in the future which (X) became conscious of problem-solving

* 意識した = became conscious (aware) = <plain-style-past-affirmative> of 意識します g3 = become conscious of, sense, understand /

を <direct-object particle> /

述べて いる。= <plain-style-nonpast-affirmative> of 述べて います。 = be describing now, be saying now, be stating now, be expressing now, be mentioning now

* 述べます g2 = describe, say, state, express, mention

* [te-form] います = 1 be doing now   2 <situation, state>   3 <habitual repeated action> //

A shows the bigness of influence and calls attention, and B states the task in the future which he is conscious of problem-solving of.

4
A /
は <topic particle> /
問題の原因 = the cause of the problem /
<ruby>問題<rt>もんだい</rt></ruby>の<ruby>原因<rt>げんいん</rt></ruby> = the cause of the problem /

は <topic particle> /
<ruby>社会的背景<rt>しゃかいてきはいけい</rt></ruby> = social background /

に <existence particle> /

ある = <plain-style-nonpast-affirmative> of あります g1 = there is 〜, have 〜

と <quotation particle> /
<ruby>指摘<rt>してき</rt></ruby>し、 = <ruby>指摘<rt>してき</rt></ruby>して、 = <ruby>指摘<rt>してき</rt></ruby>する。そして、 = indicate (point out, draw attention to) and ....
* <ruby>指摘<rt>してき</rt></ruby>する = <plain-style-nonpast-affirmative> of <ruby>指摘<rt>してき</rt></ruby>します g3 = indicate, point out, draw

attention to /
B /
は <topic particle> /
<ruby>影響<rt>えいきょう</rt></ruby>の <ruby>大<rt>おお</rt></ruby>きさ = size (dimensions; volume, capacity; bigness, largeness) of influence /

を <direct-object particle> /
<ruby>示<rt>しめ</rt></ruby>して = <ruby>示<rt>しめ</rt></ruby>す。そして、 = point out (indicate, denote, show, evince, exhibit) and ....
* <ruby>示<rt>しめ</rt></ruby>す = <plain-style-nonpast-affirmative> of <ruby>示<rt>しめ</rt></ruby>します g3 = point out, indicate, denote, show,

evince, exhibit /
<ruby>注意<rt>ちゅうい</rt></ruby> = caution, warning; advice; attention, being careful; heed, regard /

を <direct-object particle> /
<ruby>喚起<rt>かんき</rt></ruby>して いる。 = <plain-style-nonpast-affirmative> of <ruby>喚起<rt>かんき</rt></ruby>して います。 = be calling (attention)

now, be arousing (interest), be attracting (attention) now, be drawing (notice), be summoning
now /
* <ruby>喚起<rt>かんき</rt></ruby>します g3 = call (attention), arouse (interest), attract (attention), draw (notice), summon //

A points out that the cause of the problem exists in the social background , and B shows the bigness of influence and calls attention.

□63
<ruby>子<rt>こ</rt></ruby>ども と テレビの <ruby>関係<rt>かんけい</rt></ruby> について、 = regarding the relationship between children and

television /
AとB = A and B /

は <topic particle> /

どの ように = in what way, how /

述べて いる = <plain-style-nonpast-affirmative> of 述べて います = be describing now, be saying now, be stating now, be expressing now, be mentioning now
* 述べます g2 = describe, say, state, express, mention
* [te-form] います = 1 be doing now 2 <situation, state> 3 <habitual repeated action> //
か。<question particle> //

How do A and B describe about the relationship between children and television?

1
A /
は <topic particle> /
メディア と の 接触 より = than making contact with the media
親子の かかわり = relation (connection, association) of parent and child /
が <subject particle> /
大切だ = <plain-style-nonpast-affirmative> of 大切です = (X) is important /
と <quotation particle> /
述べ、 = 述べて、 = 述べる。そして、 = describe (say, state, express, mention) and ....
* 述べる = <plain-style-nonpast-affirmative> of 述べます g2 = describe, say, state, express, mention
* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /
B /
は <topic particle> /
テレビを 見せる よりも = than showing TV program
* 見せる = <plain-style-nonpast-affirmative> of 見せます g2 = show, display, exhibit /
外で の 遊び = game (fun activity; amusement, fun; toy; pastime, recreation; saunter, jaunt, perambulation; binge, spree; idling, non-use) which (X) play (do) outside ; playing outside /
を <direct-object particle> /
重視した ほうが いい = <plain-style-nonpast-affirmative> of 重視した ほうが いいです = had better take something seriously (attach importance, stress)
* 重視した = <plain-style-past-affirmative> of 重視します g3 = take something seriously, attach importance, stress, put emphasis on, make much of, place much emphasis on
* [ta-form (plain-style-past-affirmative)] ほうが いいです = had better do 〜
と <quotation particle> /
述べて いる。 = <plain-style-nonpast-affirmative> of 述べて います。 = be describing now, be saying now, be stating now, be expressing now, be mentioning now
* 述べます g2 = describe, say, state, express, mention
* [te-form] います = 1 be doing now 2 <situation, state> 3 <habitual repeated action> //

A states that relation of parent and child is more important than making contact with the media, and B states that we had better put emphasis on playing outside than showing TV program.

2
A /
は <topic particle> /
メディアと の 接触 = making contact with the media /

が <subject particle> /
子ども の 発育を 妨げる 要因だ = <plain-style-nonpast-affirmative> of 子供の 発育を 妨げる 要因です = (X) is the primary factor (main cause) which disturbs the growth (development) of children
* 妨げる = <plain-style-nonpast-affirmative> of 妨げます g2 = disturb, prevent /

と <quotation particle> /
述べ、 = 述べて、 = 述べる。そして、 = describe (say, state, express, mention) and ....
* 述べる = <plain-style-nonpast-affirmative> of 述べます g2 = describe, say, state, express, mention
* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /
B /
は <topic particle> /
子育て を 取り巻く 状況 = the situation which surrounds raising children
* 取り巻く = <plain-style-nonpast-affirmative> of 取り巻きます g1 = inclose, surround, circle, enclose /
が <subject particle> /
テレビの 見せ過ぎ を 引き起こす 場合 = the case that (X) cause showing TV program too much
* 引き起こす = <plain-style-nonpast-affirmative> of 引き起こします g1 = cause, induce; create, make; work; procure; raise; originate; provoke
* [masu-form] 過ぎ = doing 〜 too much /

→ the case that <u>the situation which surrounds raising children</u> causes showing TV program too much /
が <subject particle> /
ある = <plain-style-nonpast-affirmative> of あります g1 = there is 〜, have 〜 /

と <quotation particle> /
述べて いる。 = <plain-style-nonpast-affirmative> of 述べて います。 = be describing now, be saying now, be stating now, be expressing now, be mentioning now
* 述べます g2 = describe, say, state, express, mention
* [te-form] います = 1 be doing now　2 <situation, state>　3 <habitual repeated action> //

A stats that making contact with the media is the main cause which disturbs the growth of children, and B states that there is the case that <u>the situation which surrounds raising children causes showing TV program too much.</u>

3
A /
は <topic particle> /
メディアと の 接触が 長い こと = the fact that making contact with the media is long

* Here 'koto' is used to mean 'the fact that 〜'.

よりも = than /
実体験の 不足 の ほうが 問題だ = <plain-style-nonpast-affirmative> of 実体験の 不足 の ほうが 問題です = the lack of real experiences is more problematic.

* (X) より (Y) のほうが 〜 = (Y) is more 〜 than (X) /

と <quotation particle> /
述べ、 = 述べて、 = 述べる。 そして、 = describe (say, state, express, mention) and ....

* 述べる = <plain-style-nonpast-affirmative> of 述べます g2 = describe, say, state, express, mention
* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /
B /
は <topic particle> /
生活の 中から = from one's life /
テレビを 排除した だけ で = by (means of) just removing television
* 排除した = <plain-style-past-affirmative> of 排除します g3 = exclude, reject; remove /
は <topic particle> /
問題 = problem, question; issue /
は <topic particle> /
解決しない = don't settle (solve, explain, resolve) = <plain-style-nonpast-megative> of 解決します g3 = settle, solve, explain, resolve /
と <quotation particle> /
述べて いる。 = <plain-style-nonpast-affirmative> of 述べて います。 = be describing now, be saying now, be stating now, be expressing now, be mentioning now
* 述べます g2 = describe, say, state, express, mention
* [te-form] います = 1 be doing now   2 <situation, state>   3 <habitual repeated action> //

A states that the lack of experiences is more problematic than the fact that making contact with the media is long, and B states that the problem will not be solved by just removing television form our life.

4

A /

は <topic particle> /

メディアに 長時間 接する こと = to come in contact with the media for a long time, coming in contact with the media for a long time

* 接する = <plain-style-nonpast-affirmative> of 接します g1 = come in contact with, connect, attend, receive, touch

* Here 'koto' is used to make a noun phrase (to change a verb to a noun).

が <subject particle> /

子ども の 成長に 影響を与える 場合 = the case that (X) influence the growth of children

* 与える = <plain-style-nonpast-affirmative> of 与えます g2 = give, present, award

* 影響を 与えます g2 = influence, affect, impact /

が <subject particle> /

多い = many /

と <quotation particle> /

述べ、 = 述べて、 = 述べる。 そして、 = describe (say, state, express, mention) and ....

* 述べる = <plain-style-nonpast-affirmative> of 述べます g2 = describe, say, state, express, mention

* Both [masu-form] and [te-form] are used to join sentences, but [masu-form] one is more formal. /

B /

は <topic particle> /

親 = parent /

が <subject particle> /

子ども = child /

に <recipient particle> /

適切に テレビを 見せる こと = to show TV program properly, showing TV program properly /

が <subject particle> /

大切だ = <plain-style-nonpast-affirmative> of 大切です = (X) is important

と <quotation particle> /

述べて いる。 = <plain-style-nonpast-affirmative> of 述べて います。 = be describing now, be saying now, be stating now, be expressing now, be mentioning now

* 述べます g2 = describe, say, state, express, mention

* [te-form] います = 1 be doing now   2 <situation, state>   3 <habitual repeated action> //

A states that there are many cases that coming in contact with the media for a long time influences the grow of children, and B states that it is important for parents to show TV program properly.

Original

問題11

次のAとBは、子どもがテレビを見ることについての専門家の意見である。
後の問いに対する答えとして最もよいものを、1・2・3・4から一つ選びなさい。

A
乳幼児期の子どもは、身近な人とのかかわりあい、そして遊びなどの実体験を重ねることによって、人間関係を築き、心と身体を成長させます。
ところが乳幼児期からのメディア漬けの生活では、外遊びの機会を奪い、人とのかかわり体験の不足を招きます。
実際、運動不足、睡眠不足そしてコミュニケーション能力の低下などを生じさせ、その結果、心身の発達の遅れや歪みが生じた事例が臨床の場から報告されています。
このようなメディア弊害は、ごく一部の影響を受けやすい個々の子どもの問題としてではなく、メディアが子ども全体に及ぼす影響の甚大さの警鐘と私たちはとらえています。
特に象徴機能が未熟な2歳以下の子どもや、発達に問題のある子どものテレビ画面への早期接触や長時間化は、親子が顔をあわせ一緒に遊ぶ時間を奪い、言葉や心の発達を妨げます。

社団法人日本小児科医会 ＜～＞
2010年6月18日取得による

B
専門家からは「テレビをやめて積極的に外遊びをしましょう」「自然の中で遊びましょう」という意見が聞かれますが、お母さんたちは進んでテレビを見せているのではなく、地域に出ても同世代の子どもがいない、昔と比べて自然がなくなった、という問題もあるのだと思います。
(中略)
多くの親は、テレビの長時間視聴がよくないことを自覚しており、見せる内容にも気を遣っています。
生活の中からテレビを排除するだけではなく、一日に六時間も七時間も子どもにテレビを見せる親の背景に何があるのかを考えなければ、問題の根本的な解決にはならないのです。したがって、私たちの生活スタイルと、子どもにとって望ましいテレビ視聴のあり方のバランスをとりながら、これらの検証を進める必要があるのではないでしょうか。

小西行郎
「早期教育と脳」
光文社新書による

P29

(注1)
メディア：ここでは、テレビやビデオ

(注2)
臨床の場：実際の診察、治療の現場

(注3)
象徴機能：ここでは、身の回りのものを、例えば言葉などで表す働き

□62
子どもにテレビを長時間見せることについて、AとBの観点はどのようなものか。

1
Aは問題解決を意識した今後の課題を述べ、Bは批判的に現状を報告している。

2
Aは解決を意識した問題提起をし、Bは問題の原因は社会的背景にあると指摘している。

3
Aは影響の大きさを示して注意を喚起し、Bは問題解決を意識した今後の課題を述べている。

4
Aは問題の原因は社会的背景にあると指摘し、Bは影響の大きさを示して注意を喚起している。

□63
子どもとテレビの関係について、AとBはどのように述べているか。

1
Aはメディアとの接触より親子のかかわりが大切だと述べ、Bはテレビを見せるよりも外での遊びを重視したほうがいいと述べている。

2
Aはメディアとの接触が子どもの発育を妨げる要因だと述べ、Bは子育てを取り巻く状況がテレビの見せ過ぎを引き起こす場合があると述べている。

3
Aはメディアとの接触が長いことよりも実体験の不足のほうが問題だと述べ、Bは生活の中からテレビを排除しただけでは問題は解決しないと述べている。

4
Aはメディアに長時間接することが子どもの成長に影響を与える場合が多いと述べ、Bは親が子どもに適切にテレビを見せることが大切だと述べている。