

朝日新聞 時事ワークシート

英語・長文読解

朝日新聞の社説を英訳した読解問題です。
今週は、原発事故避難者へのいじめについてです。

Many children of families who have fled Fukushima Prefecture after the 2011 nuclear disaster have become targets of bullying at school. The education ministry said on April 11 that a total of 129 cases of school bullying in which children from Fukushima were victims have been confirmed over the past fiscal year*.

Only four have been formally recognized as cases linked directly to the Great East Japan Earthquake and tsunami and the (1) consequent catastrophic accident at the Fukushima No. 1 nuclear power plant. But the ministry said it has not tracked down all bullying cases involving Fukushima evacuees*. The confirmed cases are, of course, the (2) of the iceberg.

In some past cases, the victims suffered various forms of verbal abuse. "The nuclear plant exploded because of people like you," is one example of verbal harassment hurled* at a bullying victim. "Don't come close to me. I don't want to get contaminated with radiation," is another. These harrowing* stories of bullying are reminiscent* of the high-profile harassment case involving a boy who moved from Fukushima to Yokohama with his family after the accident. In that case, which (3) headlines in the media last autumn, the boy stopped attending classes.

"Behind the problem is a lack of understanding about radiation and the situations of evacuees," said education minister Hirokazu Matsuno. Children tend to be influenced by the words and attitudes of adults around them. The problem of rampant* bullying of Fukushima evacuees reflects a lack of understanding among adults about the plight* of these people.

If a lack of understanding is the cause of bullying of

children from Fukushima, adults have the (4) (to / to / give / opportunities / responsibility / children) learn and think about the reality.

Collections of materials for ethics education compiled by the Fukushima prefectural board of education* may help. Different versions designed for classes at elementary, junior and senior high schools are now available and can be obtained from the education board's website.

The collections include materials based on real stories concerning such serious topics as the feelings of local residents who were forced to leave their homes, discrimination driven by fears of radiation and unfounded (5) prejudice against agricultural products grown in Fukushima.

People in Fukushima have made different decisions on such vital questions as whether they should leave their communities or stay and whether they should return home to make a fresh start or rebuild their lives where they are living now. That's because there is no simple answer to (6) these questions.

"We hope children will have honest discussions, recognize that they may disagree on some issues and learn to get along while respecting one another," says a Fukushima prefectural board of education member.

(a) The problem of bullying of Fukushima evacuees should be taken as a good opportunity for educators to tackle the challenge of offering classes designed to encourage children to think on their own instead of instilling* ideas and views into them.

(The Asahi Shimbun, April 16)

(*注) fiscal year: 年度 evacuee: 避難者 hurl: ~を浴びせる
harrowing: 痛ましい reminiscent: 思い出させる
rampant: はびこる plight: 窮状 board of education: 教育委員会
instill: ~を教え込む

1 下線部(1)、(5)に最も意味が近いものを選びなさい。

(1) (a) pitiful (b) resulting (c) terrible (5) (a) bias (b) concern (c) prediction

2 空所(2)、(3)を補うのに最も適するものを選びなさい。

(2) (a) corner (b) piece (c) tip (3) (a) gave (b) made (c) set

3 下線部(4)の()内の単語を正しく並べかえなさい。

4 下線部(6)が指す二つの問題の具体的内容を日本語で述べなさい。

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②

5 下線部(a)を日本語に訳しなさい。