

編 修 趣 意 書

(教育基本法との対照表)

受理番号	学 校	教 科	種 目	学 年
106-199	高等学校	外国語	英語コミュニケーションⅠ	
発行者の番号・略称	教科書の記号・番号	教 科 書 名		

1. 編修の基本方針

本教科書は、教育基本法の目的と理念に則り、かつ英語コミュニケーションⅠで示される目標に向けて、次の3点を編修の基本方針とした。

1. 4技能（5領域）を用いた言語活動により、コミュニケーションの素地を養う。

外国語によるコミュニケーションにおける見方・考え方を働かせ、読む・聞く・話す（やりとり／発表）・書く活動を通して、表現したり、伝え合ったりするコミュニケーションを図る資質・能力を育成します。教材は弾力性のある普遍的なものを選択し、自己の経験と照らし合わせて教科書の英文を用いて各技能を育成できるものにしています。また、そうした各技能を用いるための準備として、サンプルの英文や会話例など多くの支援を設けています。

2. 種類に富んだ題材を通して、国際理解、人間性を育む。

多様な社会をこれから生きていく生徒にとって、英語を学習していくと同時に、人間として個性や生き方を尊重し合うことや、社会的、文化的側面から国際理解も高められるように、異なる種類の題材を用意しています。ある人物の生き方に関する題材、社会的、科学的な題材など、豊富な種類の題材を通して、さまざまな考え方を育むための要素を含んでいます。

3. 主体的に、学びに向かうための力をつける。

題材の内容によって、賛成や反対の両者の立場、長所や短所の利点と問題点を挙げるなど、さまざまな言語活動を行う要素を多く取り入れています。議論する活動や自身の考えを伝える活動などを通して、多面的かつ多角的に学習できるようにしています。またそうした活動の機会を経ていく中で、自身の振り返りや到達度を把握することにより、自然と学習に取り組もうとする力を身につけさせることができます。

2. 対照表

図書の構成・内容	特に意を用いた点や特色	該当箇所
Lesson 1 教科書本文	スポーツキャスターの松岡修造の人物像や言葉に触れる中で、人とコミュニケーションを取る際に重要なポイントや、彼の考えをもとに自律の精神を養わせる。（第2号）	17-23 頁
Lesson 2 教科書本文	瓶の中に石・小石・砂を入れるという講義から人生における優先順位について学ばせ、高校生活において優先的に取り組むべきものは何かを考えさせる。 （第2号）	29-37 頁
Lesson 3 教科書本文	JAXA が太陽光をエネルギーに還元する装置の開発を現在試みている過程を生徒に理解させると共に、世界人口の増加に備え、1人1人が行動を起こしていく必要があることを学ばせる。（第1号）	45-53 頁
Lesson 4 教科書本文	現代社会でも未だに差別や偏見があることを理解させ、またそうした差別や偏見は過去に根付いていることを理解さ	61-69 頁

	せる。メアリー・アニングは自身の発掘した化石を世間に認めてもらおうと努力を続けた。男女平等が認められていなかった時代を生きた彼女の生き様をもとに、男女が平等に生きていける社会づくりの重要性を学ばせる。(第1・3号)	
Lesson 5 教科書本文	富士山が文化遺産に採択されたのは、富士山が日本人の生活の根本に影響を与え、数々の文化を創造してきたことに起因する。この日本人の生活の一部となった富士山の存在を生徒に再認識させることで、伝統や文化を尊重させる。(第5号)	81-89 頁
Lesson 6 教科書本文	国連が発信する持続可能な社会づくりに向けた17の目標から成る「SDGs」の概要を把握させる。また「SDGs」の理念を取り入れた『きかんしゃトーマス』のいくつかのエピソードを学ぶ中で、男女の平等を重んじる態度や環境の保全に寄与する姿勢を養う。(第3・4号)	96-105 頁
Lesson 7 教科書本文	世界の人口増加に伴い、将来的に水不足が必至となることを理解させる。そして、直接的に使われる水に加えて、「仮想水」という概念に着眼して日本の抱える問題に気づかせる。その中で1人1人が持続可能な社会の構築のために何ができるのかを考えさせる。(第4号)	113-121 頁
Lesson 8 教科書本文	アンネ・フランクは第二次世界大戦中にナチスによって命を落とした少女であるが、その日記をもとにある映画が日本でも公開された。アンネが生きた世界と日記をもとにした映画、過去と現在を踏まえて、改めて過去に起きた出来事を再認識させ、平等な世界づくりのためにどのようなことができるか、自身の考えを深めさせる。(第3・5号)	129-137 頁
Lesson 9 教科書本文	人類の進歩の象徴である科学の発展は生物の存在の驚異から応用されているものが多い。そんな科学と自然との深い関わりを知ることで、どんな物事からもヒントを得て、それを自分の生活を豊かにするために活用しようとする姿勢を涵養する。(第1号)	149-157 頁
Lesson 10 教科書本文	ドナルド・キーン氏の書物、生き方を通して日本の古典、伝統、文化や歴史観を学ばせる。また、太平洋戦争期のキーン氏の思いに触れることで、文化が世界を繋ぐ架け橋になり得る点に気づかせ、これからの国際社会の平和と発展に寄与する態度を涵養する。(第3・5号)	171, 173 頁

3. 上記の記載事項以外の特に意を用いた

①昨今、重要視される課題を題材にした点

観 点	特 色
1 SDGsに関連した社会問題や環境問題	◆世界各地で起きている社会、環境などの諸問題に対して、どのように対応、解決していくべきかを考えさせるような題材を選定しました。「トーマスとSDGs (Lesson 6)」では、きかんしゃトーマスの物語にSDGsを組み合わせたという画期的なアイデアをもとに、子どもたちにどのような問題が起きているのか、どのような対策が必要かなどのメッセージが込められています。またエネルギー問題 (Lesson 3) や水不足 (Lesson 7) は、人口が年々上昇している世界で常に警鐘を鳴らしている問題であり、そうした問題に対するアクションを考えることで、

	学習に取り組む意識を養わせます。
② 世界平和を意識したトピック	◆ロシアとウクライナ間の戦争や、イスラエルで起きている戦争など、世界に目を向けると悲惨な出来事が常に目をします。よりよい世界づくりのために平和を意識した題材を選定しました。アンネ・フランク（Lesson 8）の題材では、これから起こりうるであろう悲劇を、過去の出来事を顧みることによって止められるのではないかというメッセージを込めています。またドナルド・キーン（Lesson 10）も戦時下を生き延びた人物ですが、戦争がいかにつらいものかを考えさせる内容が含まれています。平和の大切さ、人を尊重することなど、これから生きていく上で大切なことを、題材を通して伝えます。
③ 伝統や歴史などの文化的価値	◆歴史や伝統、文化、芸術に関わる内容も紹介し、自国と他国との違いを受け入れ、それぞれの国の良さに気づき、さらなる視野を広げられるように理解を促しています。富士山（Lesson 5）は日本の世界遺産の一つとして知られていますが、富士山には宗教や文学、美術などさまざまな文化的側面に大きく関わっています。日本の文化の良さを知ること、他国の文化との違いや良さに気づかせるきっかけにもなります。

②主体的に学習に取り組められるような特色

観 点	特 色
① 英語の基本を学ぶことができる Skill	◆各 Skill のページでは、リーディングだけでなく、リスニングやスピーキング、ライティングなど、あらゆる技能に関わる英語の基本を紹介しています。Skill で紹介している項目は Lesson 内でも応用できるもので、Skill と Lesson を組み合わせて学習を進めていくことで、英語の力を底上げします。 ◆基本的な Skill の内容を学んだあとに、練習問題（Let's do it!）を設けています。学んだ情報を復習することで定着を図ります。また例文を設けることで、練習問題に取り組みやしくしております。
② 多岐にわたる発信、記述形式の活動問題	◆Skill の練習問題と Lesson 章末の活動には、発表、やり取りを行う問題、記述形式の問題など、さまざまな技能を用いた活動を設けております。 ◆各活動の中で、与えられたテーマに基づいて、賛成か反対かを考えさせたり、意見を共有したりする問いがあります。さまざまな考えや意見を共有することで、生徒の知識が深まり、思考力、判断力、表現力の向上に繋がっていきます。 ◆Lesson 章末の活動は、段階的に活動を進められるような形にしています。暗記、調査や分類といったインプット中心の低次思考力を用いる活動から、最終は発表や記述といった高次思考力を用いる問いへステップアップ形式になっております。段階的に活動を経ることで、情報を構築しながら最終のアウトプットまで移行できるため、唐突なアウトプットを求めることなく、順を追って活動を展開できます。こうした形式の裏には、CLIL（Content and Language Integrated Learning）の理論をもとに作成をしています。

③生徒の学習を促す配慮

観 点	特 色
<p>1 視認性の工夫</p>	<p>◆本書の文字色や指示文について、弱視の生徒にも広く対応できるように黒色の文字で基本示しています。また、指示文はどのような問題に取り組むべきかを理解しやすくするために、ゴシック系の文字を使用しています。</p> <p>◆随所に題材に関連する写真や挿絵を配置することで、生徒の理解を促しています。</p>
<p>2 生徒の個人学習を促す工夫</p>	<p>◆各 Skill の練習問題、Lesson 章末の Final Task には、ある一定の例を示しています。教員の進行をサポートするだけでなく、生徒が事前に予習や復習課題としても使用できます。</p> <p>◆本文に記した二次元コードを各種機器で読み取ることにより、各 Lesson の英文、新出語の音声を聞くことができます。生徒の好きなタイミングに使用することができます。</p>

編 修 趣 意 書

(学習指導要領との対照表、配当授業時数表)

受理番号	学 校	教 科	種 目	学 年
106-199	高等学校	外国語	英語コミュニケーションⅠ	
発行者の番号・略称	教科書の記号・番号	教 科 書 名		

1. 編修上特に意を用いた点や特色

特色 1 Skill から各 Lesson へー基礎から応用へ

Skill では、「読む」「聞く」「話す」「書く」の4技能を基本となる情報を掲載しており、中学校からの橋渡しとしても再度おさらいできるような内容を設けております。

各 Lesson ではさまざまな技能を用いていきます。Skill ページで適宜情報を吸収していくことで、英文の理解や、インプットからインテイク、そしてアウトプットへの移行をスムーズにします。

①

Skill 5 フレーズ・リーディング
Skill ページでフレーズ・リーディングとは何か、また区切りのルールを学ぶ。

スラッシュを入れる目安
● ビリヤード、コンパ、コンサート、セミナーなどの参加の場
ex. I'm going to see the dentist / this afternoon. / I made the appointment / a month ago. /
● 到着時刻・出発時刻 ex. Turn right / at the next corner. /
● 楽器、音楽、練習の場 ex. I can't play any instruments. / I'm good at singing. /
● 料理の場 ex. I love it / I can't cook anything. /
● 予定の場 ex. My father likes to watch old movies. /
● 飲み物の場 ex. Drinking too much coffee / will have a bad effect / on your stomach. /

以下の英文でスラッシュを入れて、意味を考え、ペアで確認し合ってください。
① I said that at a department store in Tokyo yesterday.
② When my mother arrived at the station, it began to rain.
③ Where will we go on our school trip this year?

Memo

本文で応用

②

Skill で学んだフレーズ・リーディングについて、読解や音読時に活用していく。

PART 1 2 3 4

Q4
Where did Anning often go with her father?

Q5
Why did Anning begin to work harder to collect fossils after her father died?

Q6
When did Anning discover a full skeleton of a strange creature?

Anning was born in 1799. Early in her childhood, she would often go to the coast near her house with her father. Her father looked for fossils to sell. When she was 11 years old, however, her father died. After that, her family became very poor. To support her family, Anning began to work harder to collect fossils.

In 1811, during a hunt, she discovered a full skeleton of a strange creature. Its head looked like a crocodile, but the rest of its body looked like a fish. It was the first time for anyone to see such a fossil. She was able to sell it for 23 pounds. This was enough money to support her family for several months, but the fossil

Q12
In the film, where does Kitty appear first?

Q13
Who does Kitty go looking for?

Today, the Kitty's movie is on display in a museum in modern-day Amsterdam. Suddenly, the diary opens. Kitty appears from the pages. She goes looking for her friend Anne, but eventually learns what happened to her, which makes Kitty very sad. Kitty also learns of the refugee crisis that is happening now. She sees that people are still suffering from the effects of the war.

We need to do something to help them. We should try to avoid the war. We should try to prevent it from happening again. We should try to make the world a more peaceful place.

We should still believe, in spite of everything, that people are truly good at heart.

Q14
In 2021, Kitty was brought to life in an animated film. In it, Anne's diary is on display in a museum in modern-day Amsterdam.

読解や音読で活用していくことで、「読む」「聞く」「話す」など、あらゆる技能に繋がる。

①

Skill 10 句読法
Skill ページで句読法の使い方など、基本を学ぶ。

日本語の「、」や「。」のように、英語の句読法にも決まりがあります。このページでそのルールを学びます。

記号	意味	例文
period (ピリオド)	文の終わりを示す。	My father is a doctor. He works in a hospital.
comma (コンマ)	文中の要素を区切る。	My father is a doctor, and he works in a hospital.
question mark (クエスチョンマーク)	疑問の文の終わりを示す。	What do you usually do after school?
colon (コロン)	説明の文の終わりを示す。	I went to three countries on my trip: Canada, America, and Mexico.
semicolon (セミコロン)	関連する2つの文を区切る。	I wanted to eat sushi, my friends wanted to eat pizza.
em dash (エムダッシュ)	文中の要素を区切る。	My father is a doctor. He works in a hospital.
en dash (エンダッシュ)	文中の要素を区切る。	My father is a doctor. He works in a hospital.

以下の英文で句読法を使って、意味を考え、ペアで確認し合ってください。
① When I was in the third year of junior high school, I went on a school trip with my classmate who I had known for three years to several production in northern Japan: Akita, Aomori, and Hokkaido. It is one of my best memories of my junior high school years.

Memo

本文で応用

②

Skill で学んだ句読法の活用事例を、本文を通して理解を深める。

PART 1 2 3 4

Q12
In the film, where does Kitty appear first?

Q13
Who does Kitty go looking for?

In 2021, Kitty was brought to life in an animated film. In it, Anne's diary is on display in a museum in modern-day Amsterdam. Suddenly, the diary opens. Kitty appears from the pages. She goes looking for her friend Anne, but eventually learns what happened to her, which makes Kitty very sad. Kitty also learns of the refugee crisis that is happening now. She sees that people are still suffering from the effects of the war.

We need to do something to help them. We should try to avoid the war. We should try to prevent it from happening again. We should try to make the world a more peaceful place.

We should still believe, in spite of everything, that people are truly good at heart.

Q14
In 2021, Kitty was brought to life in an animated film. In it, Anne's diary is on display in a museum in modern-day Amsterdam.

さまざまな句読法をライティングのタスクで使用していく。

特色2 学習した知識・技能を用いて、思考・判断・表現力を養う

各 Lesson の英文の読解、そして理解した内容をもとに賛成、反対などの考えや意見を求める活動、自身の考えを書く活動など、Lesson の英文で得た情報をもとに、活動へつなげる仕組みとなっています。

Lesson 内では、ある一つの技能だけに偏らず、複数の技能を用いることで、バランスよく各技能を向上できるようにしています。聞き取った内容をもとに、自身のプレゼンテーションやライティングで使用したり、意見を共有したり、と複数の技能を使用します。Lesson 内で得た内容、また単語や文法といった技能をもとに、章末の Final Task ではそれらを活用して、思考、判断、表現を伴う活動へ移ることで、スキーマをある一定量を蓄積した状態で活動に向かうことができ、より深い思考力、判断力、表現力を養うことができます。

<例>

The example shows a progression from reading a text about Anne Frank to grammar exercises and finally a final task. The first page contains a reading passage and questions G1-G4. The second page, titled 'Grammar & Exercises', explains the use of 'would', 'could', and 'might' for hypothetical situations and includes matching exercises. The third page, titled 'Final Task', presents a table of historical figures and a writing prompt about a time machine.

①Lesson の英文を理解

ここではアンネ・フランクに関する内容を理解し、当時、彼女がどのような状況下で過ごしていたのかを理解する。

②Lesson の語彙や文法を学習、練習

本文中で扱われている語彙や重要文法事項を学ぶ。語彙は各 Lesson で密接に関わる単語も多いため、移行の活動でも使用が考え得る。ここでは仮定法過去について学習し、仮定法過去の内容を述べる際にどのような形で使用するのか、練習問題も含め、定着を図る。

③①、②で学習した知識、技能を用いた活動

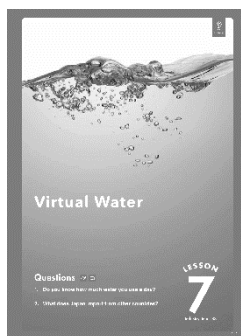
英文理解、また Lesson 内で使用された語彙や文法を進めた後に、それらを活用して活動を行います。ここでは、アンネ・フランクを一例に、「もし彼女が現代社会に生きていれば…」という形で、アンネ・フランクの内容も十分に理解しておくことも必要ですが、現代社会に生きていれば、という仮定の状況を考える設問となっている。

特色3 段階的に学習できる構成—主体的に取り組む姿勢を養う

上記で示しているように複数の技能を用いていますが、例えば、スピーキングやライティングの活動で、「～について話し合いなさい」、「～について自身の意見を書きなさい」といったように、唐突に問われるような問題では生徒自身も取り組みづらく、また学習に向かう姿勢も損ねてしまう可能性があります。

そうした懸念事項を避けるために本書では、インプットからアウトプットへと段階的に学習できる仕組みを設けることで、本文中で得た知識・技能をもとに、章末の Final Task まで応用できる、継続的かつ意図的に内容を連動させるような構成にしています。またそうした段階的な学習の中で、生徒がどこでつまづいているのか、生徒自身が顧みることができ、主体的に学習に取り組む姿勢を少しずつ意識づけることができます。

①

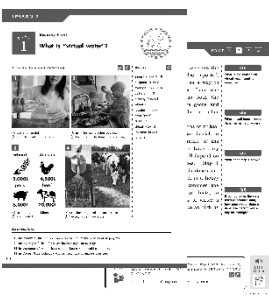


- ・ 本文に関連した音声の聞き取り
- ・ Lesson 内容に沿った Open Question 形式の問題



- スキーマの活性化
- Lesson への導入

②

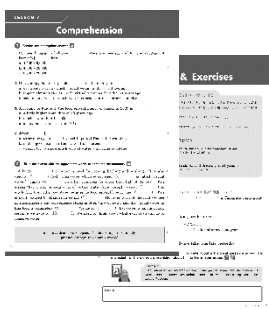


- ・ 本文では議論しやすいトピックを選定（例）仮想水について
- ・ 本文内容を踏まえたリテリング活動



- 本文内容へのアプローチ
- 知識・技能の習得

③

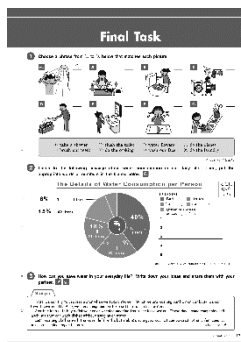


- ・ 本文内容の理解度を確認
- ・ 本文中で使用されている重要文法事項の確認



- 知識・技能の再確認
- 思考・判断・表現を用いた応用問題

④



- ・ 段階的なアウトプット活動（例）
- ①水を使用する場面と表現の確認
- ②日常生活の水の消費量に関するリスニング問題
- ③どのような場面で水を多く消費しているのか、またどのように節水できるのか方法を考える



- さらなる思考・判断・表現の活用
- 主体的に学習に向かう力を養う

2. 対照表				
図書の構成・内容	学習指導要領の内容		該当箇所	配当 時数
	2 内容	3 内容の 取扱い		
Skill 1	(1) ウ, エ (2) イ, ウ (3) ①ア, エ②ア (ア), イ(ア)(イ)(ウ)(エ)(オ)	(2)	8 頁	2
Skill 2	(1) ウ, エ (2) イ, ウ (3) ①ア, エ②ア (ア), イ(ア)(イ)(ウ)(エ)(オ)	(2)	9 頁	
Skill 3	(1) ウ, エ (2) イ, ウ (3) ①ア, オ, カ②ア (ア), イ(ア)(イ)(ウ)(エ)(オ)	(2)	10-11 頁	
Skill 4	(1) ア, ウ, エ (2) イ, ウ (3) ①ア, オ, カ ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)	(2)	12 頁	
Skill 5	(1) ア, ウ, エ (2) イ, ウ (3) ①ア, エ②ア (ア), イ(ア)(イ)(ウ)(エ)	(2)	13 頁	
Starting Lesson Introduction and Retelling Words Expressions Comprehension Questions 本文 Final Task	(2) ア, イ, ウ (3) ①ア, ウ, エ, オ (1) ア, ウ (1) ア, ウ (2) ア (3) ①ア, ウ (2) ア, イ, ウ, エ (3) ①ア, イ, ウ (2) イ, ウ (3) ①ア, エ, カ②ア(ア) (イ), イ(ア)(イ)(ウ)(エ)(オ)	(1)(2)	14-15 頁 14 頁 14 頁 14 頁 14 頁 15 頁 15 頁	2
Skill 6	(3) ②イ(ア)(イ)(ウ)(エ)(オ)	/	16 頁	※
Lesson 1 Listening / Questions Reading Point Introduction and Retelling Words / Expressions Part 1-3 / Rapid Reading Comprehension Questions Sound Tips Comprehension Grammar & Exercises Final Task True or False	(2) ア, イ, ウ (3) ①イ, ウ, エ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ) (2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ②イ (ア)(イ)(ウ)(エ)(オ) (1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ) (1) ア (2) ア (1) エ (2) イ, ウ (3) ①エ②ア(ア) (ウ), イ(ア)(イ)(ウ)(エ)(オ) (2) ア, イ, ウ (3) ①ア, ウ, エ, オ, カ ② ア(ア), イ(ア)(イ)(ウ)(エ)(オ) (2) ア (3) ①イ, ウ	(1)(2)	17 頁 17 頁 18-22 頁 18-22 頁 18-22 頁 19-23,28 頁 19-23 頁 19-23 頁 24 頁 25-26 頁 27 頁 28 頁	5
Lesson 2 Listening / Questions Reading Point Introduction and Retelling Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions Sound Tips Comprehension Grammar & Exercises Final Task True or False	(2) ア, イ, ウ (3) ①イ, ウ, エ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ) (2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ②イ (ア)(イ)(ウ)(エ)(オ) (1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ) (1) ア (2) ア (1) エ (2) イ, ウ (3) ①エ②ア(ア) (ウ), イ(ア)(イ)(ウ)(エ)(オ) (1) エ (2) ア, イ, ウ (3) ①ア, ウ, エ, オ, カ ② ア (ア)(イ), イ (ア)(イ)(ウ)(エ)(オ) (2) ア (3) ①イ, ウ	(1)(2)	29 頁 29 頁 30-36 頁 30-36 頁 30-36 頁 31-37,42-43 頁 31-37 頁 31-37 頁 38 頁 39-40 頁 41 頁 43 頁	6
Skill 7	(1) エ (2) ウ (3) ①ア, カ ②ア(イ), イ(ア)(ウ)(エ)	(1)(2)	44 頁	1
Lesson 3 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)	(1)(2)	45 頁 45 頁	7

Reading Point Introduction and Retelling	(2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ ②イ (ア)(イ)(ウ)(エ)(オ)		46-52 頁 46-52 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ)		46-52 頁 47-53, 58-59 頁 47-53 頁	
Sound Tips Comprehension Grammar & Exercises	(1) ア (2) ア (1) エ (2) イ, ウ (3) ①オ, カ ②ア(ア) (イ)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		47-53 頁 54 頁 55-56 頁	
Final Task	(2) ア, イ, ウ (3) ①ア, ウ, エ, オ, カ ② ア(ア)(イ), イ(ア)(イ)(ウ)(エ)(オ)		57 頁	
True or False	(2) ア (3) ①イ, ウ		59 頁	
Skill 8	(1) エ (2) ウ (3) ①ア, カ ②ア(ウ), イ(ア)(ウ)(エ)	(1) (2)	60 頁	1
Lesson 4 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)		61 頁 61 頁	
Reading Point Introduction and Retelling	(2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ ②イ (ア)(イ)(ウ)(エ)(オ)		62-68 頁 62-68 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ)	(1) (2)	62-68 頁 63-69, 74-75 頁 63-69 頁	7
Sound Tips Comprehension Grammar & Exercises	(1) ア (2) ア (1) エ (2) イ, ウ (3) ①エ ②ア(ア) (ウ), イ(ア)(イ)(ウ)(エ)(オ)		63-69 頁 70 頁 71-72 頁	
Final Task	(2) ア, イ, ウ (3) ①ア, ウ, エ, オ, カ ② ア(ア)(イ), イ(ア)(イ)(ウ)(エ)(オ)		73 頁	
True or False	(2) ア (3) ①イ, ウ		75 頁	
Skill 9	(3) ①ウ, ②ア(イ)	/	76 頁	1
Optional 1	(1) ウ, エ (2) ア (3) ①ア, イ, ウ	(1) (2)	77-80 頁	4
Lesson 5 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)		81 頁 81 頁	
Reading Point Introduction and Retelling	(2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ ②イ (ア)(イ)(ウ)(エ)(オ)		82-88 頁 82-88 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ)	(1) (2)	82-88 頁 83-89, 94-95 頁 83-89 頁	8
Sound Tips	(1) ア (2) ア		83-89 頁 90 頁 91-92 頁	
Comprehension Grammar & Exercises	(1) エ (2) イ, ウ (3) ①エ ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)			
Final Task	(2) ア, イ, ウ (3) ①ア, ウ, エ, オ, カ ②ア(ア)(イ), イ(ア)(イ)(ウ)(エ)(オ)		93 頁	
True or False	(2) ア (3) ①イ, ウ		95 頁	
Lesson 6 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)		97 頁 97 頁	
Reading Point Introduction and Retelling	(2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ ②イ (ア)(イ)(ウ)(エ)(オ)		98-104 頁 98-104 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ)	(1) (2)	98-104 頁 99-105, 110-111 頁 99-105 頁	8
Sound Tips Comprehension	(1) ア (2) ア		99-105 頁 106 頁	

Grammar & Exercises	(1) エ (2) イ, ウ (3) ①エ, オ, カ ② ア(イ)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		107-108 頁	
Final Task	(2) ア, イ, ウ (3) ①ウ, エ, オ, カ ②ア (ア)(イ)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		109 頁	
True or False	(2) ア (3) ①イ, ウ		111 頁	
Skill 10	(1) イ, ウ, エ (2) ウ (3) ①ア, エ②ア (ア)(イ)(ウ), イ(ア)(イ)(ウ)(エ)(オ)	(1) (2)	112 頁	1
Lesson 7 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)	(1) (2)	113 頁 113 頁	8
Reading Point Introduction and Retelling	(2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ②イ (ア)(イ)(ウ)(エ)(オ)		114-120 頁 114-120 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ)		114-120 頁 115-121, 126-127 頁 115-121 頁	
Sound Tips Comprehension Grammar & Exercises	(1) ア (2) ア (1) エ (2) イ, ウ (3) ①オ, カ ②ア (ア)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		115-121 頁 122 頁 123-124 頁	
Final Task	(2) ア, イ, ウ (3) ①イ, ウ, エ, カ ②ア (ア)(イ)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		125 頁	
True or False	(2) ア (3) ①イ, ウ		127 頁	
Skill 11	(1) ア, エ	/	128 頁	※
Lesson 8 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)	(1) (2)	129 頁 129 頁	8
Reading Point Introduction and Retelling	(2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ②イ (ア)(イ)(ウ)(エ)(オ)		130-136 頁 130-136 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ)		130-136 頁 131-137, 142-143 頁 131-137 頁	
Sound Tips Comprehension Grammar & Exercises	(1) ア (2) ア (1) エ (2) イ, ウ (3) ①エ, オ ②ア (ア)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		131-137 頁 138 頁 139-140 頁	
Final Task	(2) ア, イ, ウ (3) ①イ, ウ, エ, オ, カ ② ア(ア), イ(ア)(イ)(ウ)(エ)(オ)		141 頁	
True or False	(2) ア (3) ①イ, ウ		143 頁	
Optional 2	(1) ウ, エ (2) ア (3) ①ア, イ, ウ	(1) (2)	144-147 頁	5
Skill 12	(1) ア, エ	/	148 頁	※
Lesson 9 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ②ア(ア), イ(ア)(イ)(ウ)(エ)(オ)	(1) (2)	149 頁 149 頁	8
Reading Point Introduction and Retelling	(2) ア (3) ①ウ ②イ(ア)(ウ) (2) ア, イ, ウ (3) ①ウ, エ, オ②イ (ア)(イ)(ウ)(エ)(オ)		150-156 頁 150-156 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1) ア, ウ (1) ア, イ, ウ, エ (2) ア (3) ①イ, ウ (2) ア (3) ①ウ ②イ (ア)(イ)(ウ)(エ)(オ)		150-156 頁 151-157, 162-163 頁 151-157 頁	
Sound Tips Comprehension Grammar & Exercises	(1) ア (2) ア (1) エ (2) イ, ウ (3) ①エ, オ ②ア (ア)(イ)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		151-157 頁 158 頁 159-160 頁	
Final Task	(2) ア, イ, ウ (3) ①ウ, エ, オ, カ ②ア (ア)(イ)(ウ), イ(ア)(イ)(ウ)(エ)(オ)		161 頁	
True or False	(2) ア (3) ①イ, ウ		163 頁	
Skill 13	(1) ア	/	164 頁	※
Lesson 10 Listening / Questions	(2) ア, イ, ウ (3) ①イ, ウ, エ②ア(ア),	(1) (2)	165 頁 165 頁	8

Reading Point Introduction and Retelling	イ(ア)(イ)(ウ)(エ)(オ) (2)ア (3)①ウ ②イ(ア)(ウ) (2)ア, イ, ウ (3)①ウ, エ, オ ②イ (ア)(イ)(ウ)(エ)(オ)		166-172 頁 166-172 頁	
Words / Expressions Part 1-4 / Rapid Reading Comprehension Questions	(1)ア, ウ (1)ア, イ, ウ, エ (2)ア (3)①イ, ウ (2)ア (3)①ウ ②イ (ア)(イ)(ウ)(エ)(オ)		166-172 頁 167-173, 178-179 頁 167-173	
Sound Tips Comprehension Grammar & Exercises	(1)ア (2)ア (1)エ (2)イ, ウ (3)①エ, オ, カ ② ア(ア), イ(ア)(イ)(ウ)(エ)(オ)		167-173 頁 174 頁 175-176 頁	
Final Task	(2)ア, イ, ウ (3)①ウ, エ, オ, カ ②ア (ア)(イ), イ(ア)(イ)(ウ)(エ)(オ)		177 頁	
True or False	(2)ア (3)①イ, ウ		179 頁	
Skill 14	(1)ア	/	180 頁	※
HOT TOPICS	(2)イ, ウ (3)①ウ, エ, オ ②ア(ア)(イ) (ウ), イ(ア)(イ)(ウ)(エ)(オ)	(1)	181-186 頁	※
			計	90

※は各学校で弾力的運営を想定している。

常用漢字以外の使用漢字一覧表

暢
6 ページ
彦
14 ページ
漱
86 ページ
嶽
86 ページ
伊
93 ページ

発音記号の表記に関する方針

1. 音声学的には不正確であっても，教育現場における混乱を避けるため，通常の英和辞典に見られる標準的表記に従った。例えば，弱母音の[u]は使用せず，[u]を用い，また[ʌ]の代わりに[ə r]を用いた。
2. 米音と英音が異なる場合には，米音を基本的に表記した。
3. 標準発音については，次の辞書を参照した。
GENIUS English-Japanese Dictionary（第6版）
4. 米音の r-coloring については，イタリックの r を用いた。イタリックを使用したのは，英音では省略可能という意味である。同様に，省略可能な子音もイタリックで表記した。
5. アクセントの表記では，第1アクセントに[ˈ]を，第2に[ˈ]を用いた。

外国語（英語）語彙リスト （中学校までに学習したと想定される語彙）
a
a.m.
able
about
above
abroad
accept
accident
across
act
active
activity
actor
add
address
adult
adventure
advice
afraid
Africa
African
African(-)American
after
afternoon
again
against
age
ago
agree
ah
AI
air
air conditioner
airline
airplane
airport
Alabama

alarm
Alaska
Alaskan
album
Alex
Alexandra
Alice
alive
all
allow
almost
aloha
alone
along
alphabet
already
also
ALT
always
am
Amazon
America
American
among
amount
amusement park
Amy
an
Anangu
and
Andes
Andy
angel
angry
animal
anime
Ann
another
answer

ant
any
anymore
anyone
anything
anytime
anyway
anywhere
apartment
apartment house
apollo
Apollo 11
app
appear
apple
April
apron
aquarium
Arabic
archery
are
area
aren't
Argentina
arm
around
arrive
art
artist
as
Asia
Asian
ask
asleep
Astro Boy
at
Athens
athlete
athletics

Atlanta
atomic
atomic bomb
attack
attract
August
aunt
Australia
Australian
autumn
avocado
away
awesome
baby
back
backpack
backyard
bacon
bad
badminton
bag
bagpipe
bake
Baker
bakery
balcony
Bali
ball
ball(-)game tournament
balloon
ballpoint pen
bamboo
ban
banana
band
Bangkok
bank
Barack Obama
barbecue

barber
base
baseball
basketball
bat
bath
bathroom
battery
BBC
be
beach
beak
bean
bear
beat
Beatles
beautiful
beauty
because
Becky
become
bed
bedroom
bee
beef
beefsteak
been
beer
before
begin
beginner
beginning
behind
Beijing
Belgium
believe
bell
belong
below

belt
Ben
bench
Benjamin
best
Beth
better
between
bicycle
big
Big Ben
Big Ben, the
bike
Bill
bingo
bird
Birmingham
birthday
bit
bite
bitter
black
blackboard
blanket
block
blog
bloom
blossom
blow
blue
blue
blueberry
boar
board
boat
Bob
body
boil
Bolivia

bomb
book
bookcase
bookstore
boot
booth
bored
boring
Boris
borrow
Boston
both
bottle
bottom
bowl
box
boxing
boy
brain
brand
brass
brass band
Brazil
Brazilian
break
breakfast
bridge
bright
bring
British
British Museum, the
brother
brown
brush
bucket
build
building
burn
bus

bus stop
business
busy
but
butter
butterfly
button
buy
by
bye
cabbage
cafe
cafeteria
cage
cake
calendar
California
call
calligraphy
calm
Cambodia
camera
camping
can
Canada
Canadian
Canberra
cancel
cancer
candle
candy
cannot
canoe
can't
cap
captain
Captain Tsubasa
car
card

cardboard
care
careful
carefully
caribou
Carlo
Carlos
Carol
carpenter
carpet
carrot
carry
cartoonist
case
castle
cat
catch
cause
CD
cell phone
cellphone
Celsius
cent
center
centimeter
century
ceremony
chair
chalk
challenge
challenged
chamomile
champion
championship
chance
change
chapati
Chaplin
character

charge
charity
Charles
chart
chat
cheap
check
cheerleading
cheese
cheeseburger
chef
cherry
chess
chest
chestnut
Chicago
chicken
child
children
China
Chinese
chip
chocolate
choose
chopstick
chorus
chorus contest
Christmas
church
circle
city
city hall
clarinet
class
class schedule
classic
classical
classmate
classroom

Claude Monet
clean
clean up
cleaner
clear
clearly
clerk
climb
climber
clinic
clock
close
closed
closet
cloth
clothes
cloud
cloudless
cloudy
club
coach
coast
coaster
coat
cockroach
coffee
coin
cola
cold
collect
college
color
colorful
Columbus
comb
come
comedian
comedy
comic

comic book
comment
common
communicate
communication
company
computer
concert
connect
contact
contest
continue
control
convenience store
convenient
conversation
cook
cookie
cooking
cool
corn
corner
correct
cost
costume
cotton
couch
could
couldn't
count
country
couple
course
court
cousin
cover
cow
crane
crayon

cream
create
creative
cricket
crime
crossing
crosswalk
crowded
cry
cucumber
cultural
culture
cup
curry
curry and rice
curtain
custom
customer
cut
cute
cycling
Cyndy Lauper
dad
daily
dam
damage
dance
dancer
danger
dangerous
Daniel
dark
darkness
data
date
daughter
David
day
dead

dear
death
debate
December
decide
decorate
decrease
deep
deeply
deer
delicious
deliver
delivery
Denmark
dentist
department store
desert
design
designer
desk
dessert
destroy
develop
diary
dictionary
did
didn't
die
difference
different
difficult
dining
dinner
dinosaur
direct
director
dirty
disagree
disappear

disaster
discuss
discussion
dish
Disneyland
display
dive
do
doctor
does
doesn't
dog
doghouse
doll
dollar
dolphin
dome
done
don't
donut
door
down
Dr.
dragon
drama
draw
dream
dress
dribble
drill
drink
drive
driver
drone
drop
drum
dry
Dubai
duck

durian
during
Dutch
DVD
each
eagle
ear
early
earth
earthquake
easily
east
eastern
easy
eat
edge
Edison
education
effect
egg
Egypt
eight
eighteen
eighteenth
eighth
eighty
either
elbow
electric
electricity
electronic
elementary
elephant
elevator
eleven
eleventh
Elizabeth
else
e-mail

Emily
Emma
end
ending
energy
engine
engineer
England
English
enjoy
enough
enter
environment
eraser
Eric
essay
Europe
European
eve
even
evening
event
ever
every
everybody
everyday
everyone
everything
everywhere
exactly
exam
example
excellent
exchange
excited
exciting
excuse
exercise
expect

expensive
experience
expert
explain
express
eye
eyes
face
fact
factory
fail
fair
fairy
fall
family
family budget
famous
fan
fantastic
far
farm
farmer
fashion
fast
fat
father
favorite
feather
February
feel
feeling
feet
fence
Fernandes
Ferris wheel
festival
few
fiction
field

fifteen
fifteenth
fifth
fifty
fight
figure
filed trip
Filipino
fill
film
fin
final
finally
find
fine
finger
finish
Finland
fire
fire station
firefighter
firework
first
fish
fishing
five
fix
flash
flashlight
floor
Florida
flour
flower
flute
fly
folk
follow
food
foot

football
for
foreign
foreigner
forest
forever
forget
fork
forty
forward
four
fourteen
fourteenth
fourth
fox
France
Franklin
free
freedom
freely
French
French fries
fresh
Friday
fridge
fried
fried chicken
fried noodle
friend
friendly
friendship
frog
from
front
fruit
full
fun
funny
future

game
garbage
garden
gas
gas station
gate
gather
gender
gentleman
gentlemen
George
Georgia
German
Germany
gesture
get
Ghana
giant
gift
giraffe
girl
girlfriend
give
glad
glass
glasses
global warming
globe
glove
glue
go
goal
goat
God
gold
gold fish
golden
goldfish
golf

good
goodbye
goods
Gordon
gorilla
grade
grader
graduate
graduation
graduation ceremony
grandfather
grandma
grandmother
grandpa
grandparent
grandparents
graph
grass
gray
great
greatly
Greece
green
green pepper
green tea
greenhouse
greeting
ground
group
grow
guess
guest
guide
guidebook
guitar
gum
gym
gymnastics
hair

Haiti
half
Halloween
hallway
halo-halo
hamburger
hammer throw
hamster
hand
handball
handkerchief
hang
happen
happiness
happy
harbor
hard
harmonica
harmony
Harry
has
hasn't
hat
have
haven't
Hawaii
hawk
he
head
headache
headphone
health
healthy
hear
heart
heat
heater
heavy
Helen Keller

he'll
hello
Hello Kitty
help
helpful
Helsinki
her
here
here's
hero
hers
herself
he's
hey
hi
hide
high
high school
highlighter
hike
hiking
hill
him
himself
Hindi
hint
hip-hop
his
historical
history
hit
hmm
hobby
hockey
hold
hole
holiday
Hollywood
home

homeroom
homesick
homestay
hometown
homework
honest
Hong Kong
Honolulu
hope
hopeful
horizon
horror
horse
hospital
host
hot
hot spring
hotel
hour
house
housework
how
however
how's
hug
hula
human
hundred
hungry
hunt
hurry
hurt
husband
I
ice
ice cream
ice hockey
I'd
idea

if
iguana
ill
I'll
I'm
image
imagine
importance
important
impossible
improve
in
in
increase
India
Indian
Indonesia
indoor
information
ink
inner
inside
interest
interested
interesting
Internet
Internet, the
interview
interviewer
into
introduce
Inuit
invite
Iran
Ireland
is
island
isn't
it

Italian
Italy
it'll
its
it's
itself
I've
Jack
jacket
jaguar
jam
Jane
January
Japan
Japan Expo
Japanese
jean
jellyfish
Jenny
jet
Jim
j o b
Joe
jog
jogging
John
John Lemon
John Mung
join
joke
Jones
joy
joyful
J-pop
j o dge
judo
Judy
juice
July

jump
June
jungle
junior
junior high school
just
kangaroo
kangaroo
Karen
Kate
keep
keeper
kendo
Kent
Kenya
kettle
Kevin
key
kick
kid
kill
kilogram
kilometer
kimono
kind
kindergarten
kindness
king
kingfisher
kitchen
knee
knife
knit
knives
knock
know
koala
Korea
Korean

lady
lake
lamp
land
language
Laos
Laputa
large
last
lastly
late
later
laugh
laughter
laundry
law
lazy
lead
leader
leaf
learn
least
leave
leaves
LED
left
leg
lemon
lemonade
lend
less
lesson
let
let's
letter
lettuce
level
library
life

light
like
Lily
Lincoln
line
lion
lip
Lisa
list
listen
listener
liter
little
live
lives
living
living room
living thing
Liz
local
locate
locker
London
lonely
long
look
Los Angeles
lose
loss
lot
loud
love
lovely
lover
low
luck
lucky
Lucy
lunch

lunch box
macaroni
machine
Mack
magazine
magic
Mahatma Gandhi
mailbox
main
major
make
Malala Yousafzai
Malawi
Malaysia
man
manage
manager
manga
mango
manner
many
map
marathon
March
Margaret
Maria
Marie
Mark
marker
market
marry
Martin
Martin Luther King, Jr.
Mary
Massachusetts
match
material
math
matter

Maui
May
maybe
mayonnaise
me
Me to We
meal
mean
meaning
meat
meatball
mechanical pencil
medal
media
medical
medical checkup
medicine
medium
meet
meeting
meeting place
Meg
melon
member
memory
men
menu
Merlion Park
message
metal
meter
Mexican food
Mexico
microwave oven
mid
middle
midnight
might
Mike

milk
Milky Way
million
mind
mine
minute
mirror
miss
mistake
mixed
mmmm
mom
moment
mommy
Monday
Monet
money
Mongolia
monkey
monster
month
moon
moral education
more
morning
most
mother
mountain
mouse
mouth
move
movie
Mr.
Mrs.
Ms.
Mt.
much
mug
museum

mushroom
music
musical
musician
must
mustn't
my
Myanmar
myself
nail
name
nan
Nancy
nap

NASA (=National Aeronautics and Space Administration)

national
native
natural
nature
NBA
near
necessary
neck
need
needle
negative
Neil Armstrong
Nelson Mandela
Nepal
net
never
new
New Year
New Year's Day
New Year's Eve
New York
New York
New Zealand
news

newscaster
newspaper
next
Niagara
nice
Nick
night
Nile
nine
nineteen
nineteenth
ninety
ninth
no
Nobel Peace Prize
nobody
noise
noodle
noon
normal
north
northern
Norway
nose
not
note
notebook
nothing
novel
November
now
number
nurse
nursery
nursery school
nursery school teacher
nut
ocean
o'clock

October
octopus
of
off
offer
office
officer
official
often
oh
Ohio
oil
OK
old
Olympic
Olympic Game(s) (and Paralympics), the
Olympics
Oman
omelet
on
once
one
One Piece
onion
online
only
only child
onto
oops
open
opinion
or
orange
other
ouch
our
ours
ourselves
out

outdoor
outside
over
owl
own
owner
ox
P.E.
p.m.
Pacific Ocean, the
pack
package
page
pain
paint
painter
painting
pair
Pakistan
pancake
panda
panic
pants
paper
paper crane
parade
Paralympic
pardon
parent
parfait
Paris
park
parking
parking lot
parody
part
partner
party
pass

passport
past
Paul
paw
pay
pea
peace
peace
Peace Memorial Park
peach
pen
pencil
penguin
people
pepper
per
percent
perfect
perform
performer
period
person
Peru
pet
Peter
Philippines
Philippines, the
phone
photo
photograph
phrase
pianist
piano
pick
picnic
picture
pie
piece
pig

pillow
pin
pineapple
pink
pitcher
pizza
place
plan
plane
planet
plant
plastic
plastic bag
plate
platform
play
player
please
pocket
poem
poet
point
pole
police
police box
police officer
police station
pool
poor
pop
popcorn
popular
porch
pork
port
Portuguese
positive
possible
post

post office
postbox
postcard
poster
pot
potato
potatoes
power
powerful
practice
prefecture
prepare
present
presentation
pretty
price
princess
print
prize
pro
problem
process
produce
product
program
programmer
project
promise
protect
provide
pudding
pull
pumpkin
puppy
purple
push
put
puzzle
pyramid

Qatar
queen
question
quickly
quiet
quiz
rabbit
racket
radio
radish
railroad
rain
rainbow
raincoat
rainwater
rainy
ramp
raw
reach
read
reader
ready
real
really
reason
receive
recipe
record
rectangle
recycle
red
reduce
refrigerator
relax
relay
remember
repeat
report
reporter

research
researcher
respect
restaurant
restroom
return
rhythm
ribbon
rice
rice ball
rice cake
rice cooker
rich
Richard
ride
right
ring
Rio de Janeiro
river
road
roast
robot
rock
role
roll
roller coaster
Romania
Rome
roof
room
rope
rose
round
rug
rugby
rule
run
runner
Russia

sad
safe
safety
salad
sale
salt
salty
Sam
same
San Francisco
sandwich
Santa Claus
Saturday
sauce
sausage
save
say
scarf
scene
schedule
school
school building
school festival
school trip
schoolyard
science
scientist
scissors
score
Scotland
scuba diving
sea
sea level
seafood
sea-level
season
seat
second
secret

see
seed
seem
select
sell
send
Seoul
September
service
set
setting
seven
seventeen
seventeenth
seventh
seventy
shake
shall
shampoo
shape
share
sharp
shaved ice
she
sheep
shelf
she'll
she's
ship
shirt
shoes
shoot
shop
shopping
shopping ma ^{ll}
short
should
shoulder
shoulders

shouldn't
shout
show
shower
shy
sick
side
sightseeing
sign
sign language
silver
simple
since
sing
Singapore
singer
single
sir
sister
sit
site
sitting
situation
six
sixteen
sixteenth
sixth
sixty
size
skate
skateboard
skating
ski
skiing
skill
skin
skip
skirt
sky

sleep
sleepy
slow
slowly
small
smart
smartphone
smell
smile
Smith
smoke
snack
snake
sneaker
snow
snowboarding
snowman
snowy
so
soccer
social
social studies
society
socks
soda
sofa
soft
softball
solve
some
somebody
someday
someone
something
sometimes
son
song
soon
sorry

sound
soup
sour
south
South Africa
soy sauce
soybean
space
spaghetti
Spain
Spanish
speak
speaker
special
speech
speed
spend
spice
spicy
spider
spoon
sport
sports day
spot
spread
spring
square
squirrel
stadium
stage
stamp
stand
stapler
star
starfish
start
station
stay
steak

steal
step
Steve Jobs
stick
still
stomach
stomachache
stone
stop
store
story
stove
straight
straw
strawberry
street
stretch
strong
strongly
student
study
style
stylist
subject
subway
such
Sue
sugar
suit
suitcase
summer
sun
Sunday
sunflower
sunny
sunrise
sunset
sunshine
super

superman
supermarket
support
sure
surf
surfing
surprise
surprised
surprising
sushi
sweater
Sweden
Swedish
sweet
sweet potato
swim
swimmer
swimming
Swiss
Switzerland
Sydney
system
table
table tennis
tablet
tail
Taiwan
take
tale
talent
talk
tank
tape
taste
tasty
taxi
tea
teach
teacher

teachers' room
team
teammate
teamwork
technology
teenager
teeth
telephone
telephone
television
tell
temple
ten
tennis
tennis
tent
tenth
terrible
test
textbook
Thai
Thailand
Thailand
than
thank
that
that's
the
theater
their
theirs
them
themselves
then
there
there's
these
they
they'll

they're
they've
thin
thing
think
third
thirsty
thirteen
thirteenth
thirtieth
thirty
thirty-first
this
those
though
thousand
three
through
throw
Thursday
ticket
tie
tiger
time
tiny
tired
title
to
toast
today
toe
tofu
together
toilet
Tom
tomato
tomorrow
ton
tonight

too
tool
tooth
toothache
top
topic
total
touch
tour
tournament
towel
tower
town
toy
track
track and field
tradition
traditional
traffic
traffic light
train
trainer
tram
translate
trash
trash can
travel
tree
triangle
triathlon
trick
trip
triple jump
trophy
trouble
truck
true
trumpet
trust

truth
try
T-shirt
Tuesday
tuna
tunnel
Turkey
Turkish
turn
turtle
TV
twelfth
twelve
twentieth
twenty
twenty-eighth
twenty-fifth
twenty-first
twenty-fourth
twenty-ninth
twenty-second
twenty-seventh
twenty-sixth
twenty-third
twice
two
type
typhoon
U.F.O. / UFO
U.K.
U.K., the
U.N.
U.S.
UK
UK, the
Uluru
um
umbrella
uncle

under
understand
UNESCO
unfair
uniform
unique
United Nations
United States
United States, the
university
until
up
upon
us
US, the
USA
USA, the
use
used
useful
user
usually
vacation
valley
van
Vancouver
vase
vegetable
vending machine
very
victim
victory
video
video game
Vietnam
view
village
Vincent van Gogh
violin

visit
visitor
voice
volleyball
volunteer
wait
wake
walk
wall
want
war
warm
was
wash
washing machine
Washington, D.C.
wasn't
waste
watch
water
watermelon
wave
way
we
weak
wear
weather
website
Wednesday
week
weekday
weekend
welcome
well
we'll
were
we're
weren't
west

western
wet
we've
whale
what
what's
wheel
wheel chair
wheelchair
when
where
where's
which
while
whistle
white
who
whole
who's
whose
why
wide
wife
wild
will
win
wind
window
windy
wing
winner
winter
wipe
wish
witch
with
within
without
wizard

woman
women
wonder
wonderful
won't
wood
word
work
worker
world
World Cup, the
World War II
worried
worry
worse
would
wouldn't
wow
wrap
wrestling
wrist
write
writer
writing
wrong
yacht
yard
yeah
year
yearly
yellow
Yemen
yen
yes
yesterday
yet
yogurt
you
you'll

young
your
you're
yours
yourself
you've
yo-yo
yummy
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申請図書			学習上の参考に供する情報			備考
番号	ページ	種別	参照先	URL	概要	
1	15	二次元コード	自社ページ	自社ページURL	p.14, 15に記載のWords, 本文の文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）	別紙1参照
2	19	二次元コード	自社ページ	自社ページURL	p.18, 19に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙2参照
3	21	二次元コード	自社ページ	自社ページURL	p.20, 21に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙3参照
4	23	二次元コード	自社ページ	自社ページURL	p.22, 23に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙4参照
5	31	二次元コード	自社ページ	自社ページURL	p.30, 31に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙5参照
6	33	二次元コード	自社ページ	自社ページURL	p.32, 33に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙6参照
7	35	二次元コード	自社ページ	自社ページURL	p.34, 35に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙7参照
8	37	二次元コード	自社ページ	自社ページURL	p.36, 37に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙8参照
9	47	二次元コード	自社ページ	自社ページURL	p.46, 47に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙9参照
10	49	二次元コード	自社ページ	自社ページURL	p.48, 49に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙10参照
11	51	二次元コード	自社ページ	自社ページURL	p.50, 51に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙11参照
12	53	二次元コード	自社ページ	自社ページURL	p.52, 53に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙12参照
13	63	二次元コード	自社ページ	自社ページURL	p.62, 63に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙13参照
14	65	二次元コード	自社ページ	自社ページURL	p.64, 65に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙14参照
15	67	二次元コード	自社ページ	自社ページURL	p.66, 67に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙15参照
16	69	二次元コード	自社ページ	自社ページURL	p.68, 69に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙16参照
17	73	二次元コード	自社ページ	自社ページURL	p.73に記載のFinal Task ①について, ゴッホに関するリスニング問題の音声（男女による会話形式の音声）	別紙17参照
18	77	二次元コード	自社ページ	自社ページURL	p.77に記載のWords, 本文の文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）	別紙18参照
19	79	二次元コード	自社ページ	自社ページURL	p.78, 79に記載のWords, 本文の文字情報, および音声（本文の音声は普通読み, フレーズ読みの3種類含む）	別紙19参照
20	80	二次元コード	自社ページ	自社ページURL	p.80に記載のWords, 本文の文字情報, および音声（本文の音声は普通読み, フレーズ読みの4種類含む）	別紙20参照
21	83	二次元コード	自社ページ	自社ページURL	p.82, 83に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙21参照
22	85	二次元コード	自社ページ	自社ページURL	p.84, 85に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙22参照
23	87	二次元コード	自社ページ	自社ページURL	p.86, 87に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙23参照
24	89	二次元コード	自社ページ	自社ページURL	p.88, 89に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙24参照
25	99	二次元コード	自社ページ	自社ページURL	p.98, 99に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙25参照

26	101	二次元コード	自社ページ	自社ページURL	p.100, 101に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙26参照
27	103	二次元コード	自社ページ	自社ページURL	p.102, 103に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙27参照
28	105	二次元コード	自社ページ	自社ページURL	p.104, 105に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙28参照
29	115	二次元コード	自社ページ	自社ページURL	p.114, 115に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙29参照
30	117	二次元コード	自社ページ	自社ページURL	p.116, 117に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙30参照
31	119	二次元コード	自社ページ	自社ページURL	p.118, 119に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙31参照
32	121	二次元コード	自社ページ	自社ページURL	p.120, 121に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙32参照
33	125	二次元コード	自社ページ	自社ページURL	p.125に記載のFinal Task ②について, 水の使用量に関するリスニング問題の音声	別紙33参照
34	128	二次元コード	自社ページ	自社ページURL	p.128に記載のLet's do it!の①②のモデルとなる音声	別紙34参照
35	131	二次元コード	自社ページ	自社ページURL	p.130, 131に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙35参照
36	133	二次元コード	自社ページ	自社ページURL	p.132, 133に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙36参照
37	135	二次元コード	自社ページ	自社ページURL	p.134, 135に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙37参照
38	137	二次元コード	自社ページ	自社ページURL	p.136, 137に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙38参照
39	141	二次元コード	自社ページ	自社ページURL	p.141に記載のFinal Task ②について, アンネ・フランクに関するリスニング問題の音声	別紙39参照
40	145	二次元コード	自社ページ	自社ページURL	p.144, 145に記載のWords, 本文の文字情報, および音声（本文の音声は普通読み, フレーズ読みの3種類含む）	別紙40参照
41	147	二次元コード	自社ページ	自社ページURL	p.146, 147に記載のWords, 本文の文字情報, および音声（本文の音声は普通読み, フレーズ読みの3種類含む）	別紙41参照
42	148	二次元コード	自社ページ	自社ページURL	p.148に記載のLet's do it!の①②のモデルとなる音声	別紙42参照
43	151	二次元コード	自社ページ	自社ページURL	p.150, 151に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙43参照
44	153	二次元コード	自社ページ	自社ページURL	p.152, 153に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの3種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙44参照
45	155	二次元コード	自社ページ	自社ページURL	p.154, 155に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの4種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙45参照
46	157	二次元コード	自社ページ	自社ページURL	p.156, 157に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの5種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙46参照
47	164	二次元コード	自社ページ	自社ページURL	p.164に記載のLet's do it!の①②③のモデルとなる音声	別紙47参照
48	167	二次元コード	自社ページ	自社ページURL	p.166, 167に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙48参照
49	169	二次元コード	自社ページ	自社ページURL	p.168, 169に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの3種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙49参照
50	171	二次元コード	自社ページ	自社ページURL	p.170, 171に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの4種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙50参照
51	173	二次元コード	自社ページ	自社ページURL	p.172, 173に記載のWords, 本文, SOUND TIPSの文字情報, および音声（本文の音声は普通読み, フレーズ読みの5種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載	別紙51参照
52	180	二次元コード	自社ページ	自社ページURL	p.180に記載のLet's do it!の①②のモデルとなる音声	別紙52参照

Words

本文普通読み

本文フレーズ読み

表示内容

表

日本語英語なし

裏

日本語英語なし

その他

音声

ONOFF

表示切替

自動手動

ランダム再生

ONOFF

表示時間

表裏

3秒3秒



mascot
[mæskɑ:t]

マスコット



especially
[ispɛʃəli]

特に, とりわけ



Starting Lesson Words

eel
[í:l]

Starting Lesson Words

ウナギ

戻る

進む

戻る

進む

Starting Lesson Words

helmet
[hélmət]

Starting Lesson Words

ヘルメット, 鉄かぶと, かぶと

戻る

進む

戻る

進む

Starting Lesson Words

proud
[praúd]

Starting Lesson Words

誇りとしている, 誇りに思う

戻る

進む

戻る

進む

<

Starting Lesson 本文普通読み

Many Japanese towns have their own mascot characters. Two of them are here today in our class. They’re going to talk about their hometowns.

“Hello! I’m Unarikun. I come from Narita City. Narita is especially famous for two things: its eel dishes and its airport. The eel dishes are delicious. From the airport, you can travel to many different countries. I hope many of you will visit Narita.”

“Hi, everyone! I’m Hikonyan. If you like traditional culture and history, you should visit Hikone City. Look at my red helmet. A long time ago, this kind of helmet was worn by samurai. People of Hikone are proud of the helmets. They are proud of Hikone Castle, too. I hope many of you will visit our city.”

When you see a mascot character, you may become interested in its hometown. In fact, you can learn a lot about a town through its mascot character. Does your hometown have a mascot character? What is it like?

speed

interval

timer

hide

show

<

Starting Lesson 本文フレーズ読み

Many Japanese towns / have their own mascot characters. // Two of them are here / today in our class. // They’re going to talk about their hometowns. //

“Hello! // I’m Unarikun. // I come from Narita City. // Narita is especially famous / for two things: / its eel dishes / and its airport. // The eel dishes are delicious. // From the airport, / you can travel / to many different countries. // I hope / many of you / will visit Narita.” //

“Hi, everyone! // I’m Hikonyan. // If you like traditional culture and history, / you should visit Hikone City. // Look at my red helmet. // A long time ago, / this kind of helmet / was worn by samurai. // People of Hikone / are proud of the helmets. // They are proud of Hikone Castle, too. // I hope / many of you / will visit our city.” /

When you see a mascot character, / you may become interested / in its hometown. // In fact, / you can learn a lot / about a town / through its mascot character. // Does your hometown have / a mascot character? // What is it like? //

speed

interval

timer

hide

show

別紙 2

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Rapid Reading

別紙 2 p. 18 Words

professional	[prəfɛʃənl]	プロの, 本職の
sportscaster	[spɔ:rtskæstər]	スポーツ解説者, スポーツキャスター
passion	[pæʃən]	情熱
spirit	[spɪrɪt]	気迫, 勇気; 精神
cheer	[tʃɪər]	声援; 元気, 幸福感
encouragement	[ɪnkə:ridʒmənt]	励ますこと, 激励
encourage	[ɪnkə:ridʒ]	～を励ます, ～に自信をつける, ～を勇気づける

別紙 2 p.19 本文普通読み

Hello, everyone. I am Matsuoka Shuzo. I was a professional tennis player about thirty years ago. Now I am a sportscaster and tell everyone about the great world of sports.

By the way, what is your image of me? You may think of such words as “passion,” “spirit,” or “cheer.” But I am not that kind of person. I am a negative person. So, I always try to support myself with positive words of encouragement. The words encourage me very much and I can become stronger.

I will tell you about some of my positive words of encouragement. They often help me. I hope that they might help you, too.

別紙 2 p.19 本文フレーズ読み

Hello, everyone. // I am Matsuoka Shuzo. // I was a professional tennis player / about thirty years ago. // Now I am a sportscaster / and tell everyone / about the great world of sports. //

By the way, / what is your image of me? // You may think of such words / as “passion,” “spirit,” or “cheer.” // But I am not that kind of person. // I am a negative person. // So, I always try to support myself / with positive words of encouragement. // The words encourage me very much / and I can become stronger. //

I will tell you / about some of my positive words / of encouragement. // They often help me. // I hope / that they might help you, too. //

<

Lesson 3 Part 2 Sound Tips

単語が子音で終わり、次の語が母音で始まるときは、2つの単語の音をつなげて、ひとかたまりで発音します。単語の切れ目で区切らないように注意して発音しましょう。

what is your image of me?

But I am not that kind of person

with positive words of encouragement

The words encourage me very much

about some of the positive words

別紙 3

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Rapid Reading

別紙 3 p.20 Words

nervous	[nə:rvəs]	不安で，びくびくして，心配で；緊張して
result	[rizʌlt]	成績，結果
serious	[sɪəriəs]	本気の，まじめな，真剣な
achieve	[əʃi:v]	～を達成する
loudly	[laʊdli]	大声で
succeed	[səksɪ:d]	成功する，うまくいく

別紙 3 p.21 本文普通読み

“It is good to be nervous!”

Are you often nervous during a test or a presentation? That is not a bad thing. You are nervous because you care about the results. That means that you are serious. You do not want to fail. You want to do well. Be glad that you are worried and change that feeling into something positive. Then, give 120% to achieve your goal!

“When you have a hard time, smile.”

Many people can't smile when they are having a hard time. But that is the most important time to try to smile. A smile will have a good effect on you. It will also be good for the people around you. It is a way to bring cheer into people's lives. Say loudly with a smile, “Next time, I'll succeed!” If you say to yourself, “I can do it,” your heart and body will believe you.

別紙 3 p.21 本文フレーズ読み

“It is good to be nervous!” //

Are you often nervous / during a test or a presentation? // That is not a bad thing. // You are nervous / because you care about the results. // That means / that you are serious. // You do not want to fail. // You want to do well. // Be glad / that you are worried / and change that feeling / into something positive. // Then, / give 120% / to achieve your goal! //

“When you have a hard time, smile.” //

Many people can't smile / when they are having a hard time. // But that is the most important time / to try to smile. //

A smile will have a good effect / on you. // It will also be good / for the people / around you. // It is a way / to bring cheer / into people's lives. // Say loudly with a smile, / "Next time, / I'll succeed!" // If you say to yourself, / "I can do it," / your heart and body / will believe you. //

別紙3 p.21 Sound Tips

語末が[t], [d]で終わり、次の語が子音で始まる時、前の語の[t], [d]は発音されない、もしくは弱められ、ほとんど聞こえません。語末の[t], [d]がはっきり聞こえないように発音しましょう。

- because you care aboutt the result
- Thatt means
- You do not wantt to fail
- Be gladd that you are worried
- andd change
- Many people can'tt smile
- Butt that is the most important time
- Nextt time

別紙 4

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Rapid Reading

別紙 4 p.22 Words

thankful [θæŋkfl]	感謝して、ありがたく思っ
brave [breiv]	勇敢な、勇ましい、勇気がある
difficulty [difikəlti]	問題、難題、困ったこと
stressful [strésfl]	ストレスの多い、緊張を要する

別紙 4 p.23 本文普通読み

"Thank you. Thank you so much."

When I say these words, I remember that other people support me in my life. Sometimes, it may be hard to say "thank you" to them. But we should feel thankful to those people. If it is difficult to say "thank you," you should just thank the people in your heart. Then, when you feel brave, just put your feelings into words. Those people will be very happy to hear your words of thanks.

In your school life, you may often make mistakes or feel down. You may face some difficulties. To study and to do club activities may be stressful. But these experiences will help you become stronger. When life is hard, believe in yourself. Then new worlds will open for you. Good luck to you all!

別紙 4 p.23 本文フレーズ読み

"Thank you. // Thank you so much." //

When I say these words, / I remember / that other people support me / in my life. // Sometimes, / it may be hard / to say "thank you" / to them. // But we should feel thankful / to those people. // If it is difficult / to say "thank you," / you should just thank the people / in your heart. // Then, / when you feel brave, / just put your feelings / into words. // Those people / will be very happy / to hear your words of thanks. //

In your school life, / you may often make mistakes / or feel down. // You may face some difficulties. // To study and to do club activities / may be stressful. // But these experiences / will help you / become stronger. // When life is hard, / believe in yourself. // Then / new worlds will open / for you. // Good luck / to you all! //

別紙 4 p.23 Sound Tips

語末が子音で終わり、次の語が[j]で始まる時、2つの語は音を切らずにつなげて発音します。例えば、thank you では、[θæŋkju:]のように、アルファベットの q[kjú:]と同じ発音になります。

- in your heart
- when you feel brave
- But these experiences will help you
- believe in yourself

別紙 2-4 Rapid Reading

Hello, everyone. I am Matsuoka Shuzo. I was a professional tennis player about thirty years ago. Now I am a sportscaster and tell everyone about the great world of sports.

By the way, what is your image of me? You may think of such words as “passion,” “spirit,” or “cheer.” But I am not that kind of person. I am a negative person. So, I always try to support myself with positive words of encouragement. The words encourage me very much and I can become stronger.

I will tell you about some of my positive words of encouragement. They often help me. I hope that they might help you, too.

“It is good to be nervous!”

Are you often nervous during a test or a presentation? That is not a bad thing. You are nervous because you care about the results. That means that you are serious. You do not want to fail. You want to do well. Be glad that you are worried and change that feeling into something positive. Then, give 120% to achieve your goal!

“When you have a hard time, smile.”

Many people can't smile when they are having a hard time. But that is the most important time to try to smile. A smile will have a good effect on you. It will also be good for the people around you. It is a way to bring cheer into people's lives. Say loudly with a smile, “Next time, I'll succeed!” If you say to yourself, “I can do it,” your heart and body will believe you.

“Thank you. Thank you so much.”

When I say these words, I remember that other people support me in my life. Sometimes, it may be hard to say “thank you” to them. But we should feel thankful to those people. If it is difficult to say “thank you,” you should just thank the people in your heart. Then, when you feel brave, just put your feelings into words. Those people will be very happy to hear your words of thanks.

In your school life, you may often make mistakes or feel down. You may face some difficulties. To study and to do club activities may be stressful. But these experiences will help you become stronger. When life is hard, believe in yourself. Then new worlds will open for you. Good luck to you all!

別紙 5

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 5 p.30 Words

professor	[prəfésər]	教授
jar	[dʒɑ:r]	ガラス容器, びん
pebble	[pébl]	小石
sand	[sænd]	砂
pour	[pó:r]	～を注ぐ, 移す
empty	[émpti]	空（から）の
completely	[kəmplí:tli]	完全に, すっかり, 徹底的に

別紙 5 p.31 本文普通読み

One day, a professor came into the classroom with a large glass jar. He also brought some rocks, pebbles, and sand. In front of the students, he filled the jar with some large rocks. He then asked, "Is the jar full?" The students said, "Yes."

Next, he put some small pebbles into the jar. They went into the spaces among the rocks. He asked again, "Is the jar full now?" The students again said, "Yes."

Then the professor poured the sand into the jar. All the empty spaces were filled with the sand. He then asked, "Is the jar full now?" The students laughed and agreed that it was completely full.

別紙 5 p.31 本文フレーズ読み

One day, / a professor came into the classroom / with a large glass jar. // He also brought / some rocks, pebbles, and sand. // In front of the students, / he filled the jar / with some large rocks. // He then asked, / "Is the jar full?" // The students said, / "Yes." //

Next, / he put some small pebbles / into the jar. // They went into the spaces / among the rocks. // He asked again, / "Is the jar full now?" // The students again said, / "Yes." //

Then / the professor poured the sand / into the jar. // All the empty spaces / were filled with the sand. // He then asked, / "Is the jar full now?" // The students laughed / and agreed / that it was completely full. //

別紙5 p.31 Sound Tips

語末が子音で終わり，次の語が母音で始まるとき，2つの語は区切らずに，つなげて発音します。ただし，意味の区切りがあるときは，区切って発音します(put small pebbles / into the jar)。

- a professor came into the classroom
- with a large glass jar
- In front of the students
- They went into the spaces
- He asked again
- The students again said
- He then asked
- The students laughed and agreed

別紙 6

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 6 p.32 Words

consider [kənsɪdə]	～をよく考える, 熟慮 [検討] する
priority [praɪɔːrəti]	優先事項
represent [rɛprɪzɛnt]	～を表す, 象徴する
tend [tɛnd]	(tend to <i>do</i> の形で) ～する傾向がある, ～しがちである

別紙 6 p.33 本文普通読み

Why did the professor do this for his students? He wanted them to consider their priorities in life. The jar represents your life. The rocks, pebbles, and sand represent things in your life. The rocks are your family, your health, and other very important things. The pebbles are such things as your job, house, or car. They are important, too, but living a good life is possible without having them. Your rocks will support you even if your pebbles are gone. The sand represents the smaller things in your life. They aren't really important, but some people tend to spend too much time on them.

別紙 6 p.33 本文フレーズ読み

Why did the professor do this / for his students? // He wanted them / to consider their priorities in life. // The jar represents your life. // The rocks, pebbles, and sand / represent things in your life. // The rocks / are your family, / your health, / and other very important things. // The pebbles are such things / as your job, house, or car. // They are important, too, / but living a good life is possible / without having them. // Your rocks will support you / even if your pebbles are gone. // The sand represents the smaller things / in your life. // They aren't really important, / but some people tend to spend / too much time on them. //

別紙 6 p.33 Sound Tips

A, B, and C のように, 3つ以上の事柄を並べていう場合, イントネーションは A, B は上昇させて, 最後の C

で下降させます。

The rocks (↗), pebbles (↗), and sand (↘)

your family (↗), your health (↗), and other very important things (↘)

別紙 7

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 7 p.34 Words

probably [prá:bəbli]	たぶん, おそらく
unimportant [λnimpós:rtnt]	重要でない
attention [æténʃən]	注意, 注意力
order [ó:rdər]	順序, 順番

別紙 7 p.35 本文普通読み

You can probably imagine what will happen if you put your sand into the jar first. After that, you will not be able to put all the rocks and pebbles into it. There will not be enough room for them. This is also true for your life. If you do too many unimportant things first, you will not have enough time to do the important things. To have a good life, you should pay attention to your rocks first. Pebbles come next, and then sand. This order of priorities is really important. It will help you keep all the important things in your life.

別紙 7 p.35 本文フレーズ読み

You can probably imagine / what will happen / if you put your sand / into the jar first. // After that, / you will not be able to put / all the rocks and pebbles / into it. // There will not be enough room / for them. // This is also true / for your life. // If you do / too many unimportant things first, / you will not have enough time / to do the important things. // To have a good life, / you should pay attention / to your rocks first. // Pebbles come next, / and then sand. // This order of priorities / is really important. // It will help you / keep all the important things / in your life. //

別紙 7 p.35 Sound Tips

前の語が子音で終わり, 次の語が[j]で始まる時, 2つの語はつなげて発音します。[j]はアルファベットの j とは異なり, 日本語のヤ行音に近い発音をします。例えば, If you は[ifju:]のようになります。ただし, put your での[t]+[j]は[tʃ]になります。

- if you put your sand
- It will help you
- in your life

別紙 8

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 8 p.36 Words

quite [kwáit] 非常に，とても

limited [límətid] 限られた，限度のある

choice [tʃóis] 選択，選ぶこと

別紙 8 p.37 本文普通読み

Most high school students are quite busy every day. They study a lot in class and have club activities after school. Some students even study at another school, such as a **juku**. For others, helping their families at home may take a lot of time. Many students can't get enough sleep. Everyone's time is limited. People always have to make choices about how they should use their limited time. Think about what your rocks, pebbles, and sand are in your life. When you want to put everything into the "jar," remember this: first rocks, then pebbles, and **then** sand!

別紙 8 p.37 本文フレーズ読み

Most high school students / are quite busy every day. // They study a lot / in class / and have club activities / after school. // Some students even study / at another school, / such as a **juku**. // For others, / helping their families at home / may take a lot of time. // Many students can't get enough sleep. // Everyone's time is limited. // People always have to make choices / about how they should use / their limited time. // Think / about what your rocks, pebbles, and sand are / in your life. // When you want to put everything / into the "jar," / remember this: / first rocks, / then pebbles, / and **then** sand! //

別紙 8 p.37 Sound Tips

語末が[t], [d]などで終わり，次の語も子音で始まるとき，前の語の[t], [d]は弱く発音されるか，ほとんど音を飲み込んでしまい，聞こえなくなります。文末に置かれた場合でも，同じようになります。

- Most high school students

- and have club activities
- helping their families at home
- Many students can't get enough sleep
- about how they should use
- first rocks
- Everyone's time is limited.
- and *then* sand!

別紙 5-8 Rapid Reading

One day, a professor came into the classroom with a large glass jar. He also brought some rocks, pebbles, and sand. In front of the students, he filled the jar with some large rocks. He then asked, "Is the jar full?" The students said, "Yes."

Next, he put some small pebbles into the jar. They went into the spaces among the rocks. He asked again, "Is the jar full now?" The students again said, "Yes."

Then the professor poured the sand into the jar. All the empty spaces were filled with the sand. He then asked, "Is the jar full now?" The students laughed and agreed that it was completely full.

Why did the professor do this for his students? He wanted them to consider their priorities in life. The jar represents your life. The rocks, pebbles, and sand represent things in your life. The rocks are your family, your health, and other very important things. The pebbles are such things as your job, house, or car. They are important, too, but living a good life is possible without having them. Your rocks will support you even if your pebbles are gone. The sand represents the smaller things in your life. They aren't really important, but some people tend to spend too much time on them.

You can probably imagine what will happen if you put your sand into the jar first. After that, you will not be able to put all the rocks and pebbles into it. There will not be enough room for them. This is also true for your life. If you do too many unimportant things first, you will not have enough time to do the important things. To have a good life, you should pay attention to your rocks first. Pebbles come next, and then sand. This order of priorities is really important. It will help you keep all the important things in your life.

Most high school students are quite busy every day. They study a lot in class and have club activities after school. Some students even study at another school, such as a *juku*. For others, helping their families at home may take a lot of time. Many students can't get enough sleep. Everyone's time is limited. People always have to make choices about how they should use their limited time. Think about what your rocks, pebbles, and sand are in your life. When you want to put everything into the "jar," remember this: first rocks, then pebbles, and *then* sand!

別紙 9

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 9 p.46 Words

crisis	[kraɪsɪs]	危機
population	[pɒːpjələɪʃən]	人口
billion	[bɪljən]	10 億
modern	[mɑːdərn]	現代的な, 最新式の
severe	[sɪvɪər]	厳しい, 深刻な
shortage	[ʃɔːrtɪdʒ]	不足
solar	[səʊləɹ]	太陽光 [熱] を利用した ; 太陽の
source	[sɔːrs]	源
stable	[steɪbl]	安定した

別紙 9 p.47 本文普通読み

Emma is an exchange student from Australia. Today, she's going to tell us about an interesting space project in a JAXA program.

Today, experts are worried about a future energy crisis. In 2040, the world's increasing population will reach nine billion. If everyone wants to live a "modern" life, then the world will face a big problem—a severe shortage of energy.

In order to support our lives, we can use green energy, such as solar and wind power. However, there is a big problem with this kind of energy. Its sources are not stable: sometimes they can't produce enough power. They depend on the time of day and the weather.

別紙 9 p.47 本文フレーズ読み

Emma is an exchange student / from Australia. // Today, / she's going to tell us / about an interesting space project / in a JAXA program. //

Today, / experts are worried / about a future energy crisis. // In 2040, / the world's increasing population / will reach nine billion. // If everyone wants to live a "modern" life, / then the world will face a big problem / — a severe shortage of energy. //

In order to support our lives, / we can use green energy, / such as solar and wind power. // However, / there is a big problem / with this kind of energy. // Its sources are not stable: / sometimes they can't produce / enough power. // They depend on the time of day / and the weather. //

別紙9 p.47 Sound Tips

語末が子音で終わり，次の語が母音で始まる場合，2つの語は区切らずに，つなげて発音します。例えば，tell us では，[telʌs]のように発音します。

- about an interesting space project
- experts are worried about a future energy crisis
- such as solar and wind power
- with this kind of energy

別紙 1 0

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 1 0	p.48	Words
solution	[səluːʃən]	解決策 [法]
satellite	[sætəlaɪt]	人工衛星
sunlight	[sʌnlàit]	日光, 陽光
form	[fɔːrm]	形態
microwave	[maɪkrouwèiv]	マイクロ波
laser	[léizər]	レーザー
beam	[bi:m]	光線, ビーム
antenna	[ænténə]	アンテナ
exist	[ɪgzɪst]	存在する, 実在する

別紙 1 0 p.49 本文普通読み

Are there any solutions to the energy problem? JAXA is now working on a big project. It is planning to build satellites in space and produce energy there. The satellites built by JAXA will produce energy from sunlight. But how will they send the energy to the earth? In the form of microwaves or laser beams! People on the earth will catch them with big antennas called **rectennas**.

What does this mean for the future? If the project succeeds, we will be able to get energy produced in space at any time. There are no rainy days and no nights there. We can always get sunlight as long as the sun exists.

別紙 1 0 p.49 本文フレーズ読み

Are there any solutions / to the energy problem? // JAXA is now working / on a big project. // It is planning / to build satellites in space / and produce energy there. // The satellites built by JAXA / will produce energy / from sunlight. // But how will they send the energy / to the earth? // In the form of microwaves or laser beams! // People

on the earth / will catch them / with big antennas / called rectennas. //

What does this mean / for the future? // If the project succeeds, / we will be able to get energy / produced in space / at any time. // There are no rainy days / and no nights / there. // We can always get sunlight / as long as the sun exists. //

別紙 10 p.49 Sound Tips

What や **How** で始まる感嘆文のイントネーションは、驚きや感動を表現するために、高い声から急激に下降させます。文末に!がつく文でも、感嘆文と同じような抑揚を持たせます。通常の下降のイントネーションと区別しましょう。

In the form of microwaves (↗) or laser beams! (↘)

別紙 1 1

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 1 1 p.50 Words

huge	[hjú:dʒ]	巨大な, 莫大な
focus	[fókəs]	(光など)を集める; ~の焦点を合わせる
exact	[igzækt]	正確な, ぴったりの

別紙 1 1 p.51 本文普通読み

JAXA has worked on this project for a long time. However, it still needs to solve some problems. The biggest one is its costs. JAXA will have to send many satellite parts into space. This will cost a huge amount of money.

Another problem is space debris moving around the earth. Because of its high speed, even a small piece of debris can cause great damage to a satellite.

Also, it is difficult to focus microwaves or laser beams on exact points very far away. In the JAXA project, the antennas on the earth will be about 36,000 kilometers away. This is another big problem for JAXA to solve.

別紙 1 1 p.51 本文フレーズ読み

JAXA has worked on this project / for a long time. // However, / it still needs / to solve some problems. // The biggest one is its costs. // JAXA will have to send / many satellite parts / into space. // This will cost / a huge amount of money. //

Another problem is space debris / moving around the earth. // Because of its high speed, / even a small piece of debris / can cause great damage / to a satellite. //

Also, / it is difficult / to focus microwaves or laser beams / on exact points very far away. // In the JAXA project, / the antennas on the earth / will be about 36,000 kilometers away. // This is another big problem / for JAXA to solve. //

別紙 1 1 p.51 Sound Tips

語末が子音で終わり，次の語が母音で始まる場合，2つの語は区切らずに，つなげて発音します。例えば，for a では，[fəɹə]と発音します。

- The biggest one is its costs
- This will cost a huge amount of money
- Another problem is space debris
- Because of its high speed
- even a small piece of debris
- on exact points very far away

別紙 1 2

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 1 2 p.52 Words

staff [stæf] 職員，従業員，部員，局員

rapidly [ræpidli] 速く，急速に，迅速に

action [ækʃən] 行動，活動

別紙 1 2 p.53 本文普通読み

In spite of these problems, JAXA hasn't given up the idea. Why not? One of its staff members said, "We think energy from space will be a great help to Japan. Also, Japan will be able to share the energy with other countries in need."

Before I went to JAXA, I didn't know much about the future energy crisis. But now I know that it's a big problem. Everyone should think about it. The world population is rapidly increasing. Will the earth be able to support so many people?

Each of us should do something now. For our future, we should take action today. Thank you for your attention.

別紙 1 2 p.53 本文フレーズ読み

In spite of these problems, / JAXA hasn't given up the idea. // Why not? // One of its staff members said, / "We think / energy from space / will be a great help to Japan. // Also, / Japan will be able to share the energy / with other countries in need." //

Before I went to JAXA, / I didn't know much / about the future energy crisis. // But now / I know / that it's a big problem. // Everyone should think about it. // The world population / is rapidly increasing. // Will the earth be able to support / so many people? //

Each of us / should do something now. // For our future, / we should take action today. // Thank you for your attention. //

文ではすべての語を強く読まず、語によって強弱をつけます。原則は重要な語＝名詞・動詞・否定語などは強く発音し、意味が重要でない語＝冠詞・前置詞・接続詞・助動詞などは弱く発音します。

In spite of these problems, JAXA hasn't given up the idea. Why not? (下線部に強勢)

別紙 9-12 Rapid Reading

Emma is an exchange student from Australia. Today, she's going to tell us about an interesting space project in a JAXA program.

Today, experts are worried about a future energy crisis. In 2040, the world's increasing population will reach nine billion. If everyone wants to live a "modern" life, then the world will face a big problem—a severe shortage of energy.

In order to support our lives, we can use green energy, such as solar and wind power. However, there is a big problem with this kind of energy. Its sources are not stable: sometimes they can't produce enough power. They depend on the time of day and the weather.

Are there any solutions to the energy problem? JAXA is now working on a big project. It is planning to build satellites in space and produce energy there. The satellites built by JAXA will produce energy from sunlight. But how will they send the energy to the earth? In the form of microwaves or laser beams! People on the earth will catch them with big antennas called *rectennas*.

What does this mean for the future? If the project succeeds, we will be able to get energy produced in space at any time. There are no rainy days and no nights there. We can always get sunlight as long as the sun exists.

JAXA has worked on this project for a long time. However, it still needs to solve some problems. The biggest one is its costs. JAXA will have to send many satellite parts into space. This will cost a huge amount of money.

Another problem is space debris moving around the earth. Because of its high speed, even a small piece of debris can cause great damage to a satellite.

Also, it is difficult to focus microwaves or laser beams on exact points very far away. In the JAXA project, the antennas on the earth will be about 36,000 kilometers away. This is another big problem for JAXA to solve.

In spite of these problems, JAXA hasn't given up the idea. Why not? One of its staff members said, "We think energy from space will be a great help to Japan. Also, Japan will be able to share the energy with other countries in need."

Before I went to JAXA, I didn't know much about the future energy crisis. But now I know that it's a big problem. Everyone should think about it. The world population is rapidly increasing. Will the earth be able to support so many people?

Each of us should do something now. For our future, we should take action today. Thank you for your attention.

別紙 1 3

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ①

Rapid Reading

別紙 1 3	p.62	Words
gallery	[gæləri]	画廊, ギャラリー
feature	[fi:tʃər]	<人・会社などが>～を呼び物にする, ～を特集する
variety	[və'riəti]	[a+of+複数名詞] いろいろの～
fossil	[fau:sl]	化石
portrait	[pɔ:'treit]	肖像画, ポートレート
hunter	[hʌntər]	(宝物などを) 求める人, あさる人
discovery	[diskʌvəri]	発見
credit	[kredit]	称賛, 名声; 評価; 功績
understanding	[ʌndə'stændiŋ]	理解, 知識
species	[spi:'fi:z]	(分類上の) 種
successful	[səksésfl]	成功した, 好結果の
career	[kə'riər]	経歴, 履歴, キャリア; 生涯

別紙 1 3 p.63 本文普通読み

In the Natural History Museum in London, there is a popular gallery featuring a variety of fossils. There, a portrait of a woman is displayed with them. Her name is Mary Anning. She was a professional fossil hunter who made many important discoveries.

Anning often did not receive credit for her work. However, the fossils that she found changed scientists' understanding of the history of the earth. They showed that species changed in shape over long periods of time. Some of her discoveries were even used as examples for Darwin's theory of evolution. With such a successful career in science, what kind of life did Mary Anning live?

別紙 1 3 p.63 本文フレーズ読み

In the Natural History Museum / in London, / there is a popular gallery / featuring a variety of fossils. // There, / a portrait of a woman / is displayed with them. // Her name is Mary Anning. // She was a professional fossil hunter / who made many important discoveries. //

Anning often did not receive credit / for her work. / However, / the fossils that she found / changed scientists' understanding of the history / of the earth. // They showed / that species changed in shape / over long periods of time. // Some of her discoveries / were even used / as examples for Darwin's theory / of evolution. // With such a successful career / in science, / what kind of life / did Mary Anning live? //

別紙 1 3 p.63 Sound Tips

文を区切ることで、英文の意味が理解しやすくなります。句や節など、意味のまとまりに注意し、区切る位置を考えてみましょう。

However, / the fossils that she found / changed scientists' understanding of the history / of the earth.

別紙 1 4

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ①

Rapid Reading

別紙 1 4	p.64	Words
childhood [tʃɪldhʊd]		子供の頃, 子供時代, 幼少期
discover [dɪskʌvər]		～を発見する
skeleton [skelətən]		骨格; 骸骨
strange [streɪndʒ]		奇妙な, 変な, 不思議な
creature [kri:tʃər]		生き物
crocodile [krɑ:kədəɪl]		クロコダイル
pound [paʊnd]		ポンド (英国の通貨単位)
several [sevrəl]		いくつかの
actually [ækʃuəli]		実際は, 事実上は,
valuable [væljuəbl]		価値の高い, 高価な

別紙 1 4 p.65 本文普通読み

Anning was born in 1799. Early in her childhood, she would often go to the coast near her house with her father. Her father looked for fossils to sell. When she was 11 years old, however, her father died. After that, her family became very poor. To support her family, Anning began to work harder to collect fossils.

In 1811, during a hunt, she discovered a full skeleton of a strange creature. Its head looked like a crocodile, but the rest of its body looked like a fish. It was the first time for anyone to see such a fossil. She was able to sell it for 23 pounds. This was enough money to support her family for several months, but the fossil was actually much more valuable than that.

別紙 1 4 p.65 本文フレーズ読み

Anning was born in 1799. // Early in her childhood, / she would often go to the coast / near her house / with her father. // Her father looked for fossils / to sell. // When she was 11 years old, / however, / her father died. // After that, / her family became very poor. // To support her family, / Anning began to work harder / to collect fossils. //

In 1811, / during a hunt, / she discovered a full skeleton / of a strange creature. // Its head looked like a crocodile, / but the rest of its body / looked like a fish. // It was the first time / for anyone / to see such a fossil. // She was able to sell it / for 23 pounds. // This was enough money / to support her family / for several months, / but the fossil was actually much more valuable / than that. //

別紙 1 4 p.65 Sound Tips

長い文では、意味のまとまりを意識して、区切りながら読みましょう。

Early in her childhood, / she would often go to the coast / near her house / with her father. /

別紙 1 5

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ①

Rapid Reading

別紙 1 5	p.66	Words
distant	[dɪstənt]	遠く離れた
mysterious	[mɪstɪəriəs]	不可解な, 不思議な
eventually	[ɪvenʃʊəli]	結局, 最後に, ついに
prove	[pru:v]	～が...であると証明する, はっきり示す
geology	[dʒiə:lədʒi]	地質学
anatomy	[ənætəmi]	解剖学
hunting	[hʌntɪŋ]	[複合語で] ～搜索, 探究; ～探し
complete	[kəmpli:t]	全部の, すべてそろった
shark	[ʃɑ:k]	サメ, フカ
ray	[rei]	エイ (類)
increasingly	[ɪnkri:sɪŋli]	ますます, だんだん
recognize	[rɛkəɡnaɪz]	(～の正しさ, 存在) を認める

別紙 1 5 p.67 本文普通読み

Scientists of the time thought the skeleton which Anning found was a crocodile. Some thought it had come from a distant land. This mysterious creature was studied and discussed for years. Eventually, it was proved to be a new species. They named it *Ichthyosaurus*.

Anning studied geology and anatomy on her own. Over time, she became more and more interested in fossil hunting. In 1823, she discovered the first complete skeleton of a *Plesiosaurus*. In 1829, she found a strange-looking fossil that had the features of both a shark and a ray. After several years of research, the new creature was named *Squaloraja*. As a result, her discoveries were increasingly recognized.

Scientists of the time thought / the skeleton which Anning found / was a crocodile. // Some thought / it had come / from a distant land. // This mysterious creature / was studied and discussed / for years. // Eventually, / it was proved / to be a new species. // They named it *Ichthyosaurus*. //

Anning studied geology and anatomy / on her own. // Over time, / she became more and more interested / in fossil hunting. // In 1823, / she discovered the first complete skeleton / of a *Plesiosaurus*. // In 1829, / she found a strange-looking fossil / that had the features / of both a shark and a ray. // After several years of research, / the new creature was named *Squaloraja*. // As a result, / her discoveries were increasingly recognized. //

語末が[t], [d]で終わり、次の語が子音で始まるとき、前の語末の[t], [d]は発音されない、もしくは弱められ、ほとんど聞こえません。語末の[t], [d]の発音に注意しましょう。

- Scientists of the time thoughtt the skeleton which Anning found
- it hadd come
- from a distantt land
- it was provedd to be a new species
- Anning studiedd geology and anatomy
- she became more andd more interested
- she discoveredd the firstt complete skeleton
- the new creature was namedd *Squaloraja*

別紙 1 6

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ①

Rapid Reading

別紙 1 6	p.68	Words
vital	[váitl]	きわめて重要な, 不可欠の, 肝要な
scientific	[sàientífik]	科学の, 科学上の, 自然科学の
progress	[prá:gres]	進歩, 発達, 上達
publish	[pábliʃ]	～を [新聞・雑誌などに] 掲載する
attend	[əténd]	～に通う
unfortunately	[ʌnfó:rtʃənətli]	不運にも, 残念ながら, あいにく
lifetime	[láiftàim]	一生, 生涯, 終生
world-famous	[wó:rlɒféməs]	世界的に有名な
search	[sá:rtʃ]	～をさがす
heritage	[hérətɪdʒ]	文化的遺産, 伝統
statue	[stætʃu:]	像
survive	[sərváiv]	生き残る
historic	[histó:rik]	歴史上重要な[有名な], 歴史に残る

別紙 1 6 p.69 本文普通読み

The fossils that Anning discovered were vital to scientific progress. Despite this, she continued to live a hard life. Scientists often bought her fossils and published papers about them, but did not put her name in their papers. Since she was a woman, she could not attend university or join a scientific society.

Unfortunately, Anning died at the age of 47. While few people knew her name and her achievements during her lifetime, her discoveries are now displayed in world-famous museums. The coast that she searched for fossils is a UNESCO World Heritage Site. Thousands of people visit it every year to look for fossils. In 2022, near that coast, a

statue of Mary Anning was put up to recognize her achievements. About 180 years after her death, her memory survives thanks to her historic discoveries.

別紙 1 6 p.69 本文フレーズ読み

The fossils that Anning discovered / were vital to scientific progress. // Despite this, / she continued to live a hard life. // Scientists often bought her fossils / and published papers / about them, / but did not put her name / in their papers. // Since she was a woman, / she could not attend university / or join a scientific society. //

Unfortunately, / Anning died at the age of 47. // While few people knew / her name and her achievements / during her lifetime, / her discoveries are now displayed / in world-famous museums. // The coast that she searched for fossils / is a UNESCO World Heritage Site. // Thousands of people visit it / every year / to look for fossils. // In 2022, / near that coast, / a statue of Mary Anning / was put up to recognize her achievements. // About 180 years after her death, / her memory survives / thanks to her historic discoveries. //

別紙 1 6 p.69 Sound Tips

語末が[t], [n]で、次の語が[ð]で始まる場合、[t], [n]を本来の発音ではなく、[ð]の位置(舌先が上下の歯の間)で発音すると、英語らしく発音できます。

- Despite this
- about them
- in their papers
- Anning died at the age of 47
- The coast that she searched for fossils

別紙 13-16 Rapid Reading

In the Natural History Museum in London, there is a popular gallery featuring a variety of fossils. There, a portrait of a woman is displayed with them. Her name is Mary Anning. She was a professional fossil hunter who made many important discoveries.

Anning often did not receive credit for her work. However, the fossils that she found changed scientists' understanding of the history of the earth. They showed that species changed in shape over long periods of time. Some of her discoveries were even used as examples for Darwin's theory of evolution. With such a successful career in science, what kind of life did Mary Anning live?

Anning was born in 1799. Early in her childhood, she would often go to the coast near her house with her father. Her father looked for fossils to sell. When she was 11 years old, however, her father died. After that, her family became very poor. To support her family, Anning began to work harder to collect fossils.

In 1811, during a hunt, she discovered a full skeleton of a strange creature. Its head looked like a crocodile, but the rest of its body looked like a fish. It was the first time for anyone to see such a fossil. She was able to sell it for 23 pounds. This was enough money to support her family for several months, but the fossil was actually much more valuable than that.

Scientists of the time thought the skeleton which Anning found was a crocodile. Some thought it had come from a distant land. This mysterious creature was studied and discussed for years. Eventually, it was proved to be a new species. They named it *Ichthyosaurus*.

Anning studied geology and anatomy on her own. Over time, she became more and more interested in fossil hunting. In 1823, she discovered the first complete skeleton of a *Plesiosaurus*. In 1829, she found a strange-looking

fossil that had the features of both a shark and a ray. After several years of research, the new creature was named *Squaloraja*. As a result, her discoveries were increasingly recognized.

The fossils that Anning discovered were vital to scientific progress. Despite this, she continued to live a hard life. Scientists often bought her fossils and published papers about them, but did not put her name in their papers. Since she was a woman, she could not attend university or join a scientific society.

Unfortunately, Anning died at the age of 47. While few people knew her name and her achievements during her lifetime, her discoveries are now displayed in world-famous museums. The coast that she searched for fossils is a UNESCO World Heritage Site. Thousands of people visit it every year to look for fossils. In 2022, near that coast, a statue of Mary Anning was put up to recognize her achievements. About 180 years after her death, her memory survives thanks to her historic discoveries.

別紙 1 7

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ①


Rapid Reading


別紙 1 7

p.73

Final Task ①

Lesson 4 Final Task

1 Listen to the conversation and fill in the blanks. 



Vincent van Gogh

- He is a famous Dutch (1.).
- He effectively used a variety of (2.) colors in his paintings.
- The Van Gogh Museum is in the (3.).
- The museum opened in 1973, and it was over (4.) years after his death.
- He died when he was (5.) years old.
- He produced more than (6.) artworks.

#Dutch(オランダ人の), artwork(芸術作品)

speed interval timer hide show

別紙 1 8

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

別紙 1 8	p.77	Words
supper	[sʌpər]	夕食, 晩ごはん
hardly	[hɑːrdli]	ほとんど～ない
enemy	[énəmi]	敵, 敵対者
downstairs	[daʊnstéərz]	階下へ [で]
upstairs	[ʌpstéərz]	階上の, 2 階の
upper	[ʌpər]	上の (ほうの), 高いほうの
fireplace	[fáɪərplèis]	暖炉

別紙 1 8 p.77 本文普通読み

We found the whole family at the table. They were a family of six: a husband, his wife, and their four sons. The husband and his wife told us to join them for supper and stay for the night. But they didn't seem to be welcoming us. During the supper they hardly spoke to us, but my friend talked a lot. He told them where we came from and where we were going. He also told them that we were French! Just imagine! We were among our enemies.

After the supper was over, each member of the family went to their bedrooms. They slept downstairs, and we were given an upstairs room. My friend lay down on the upper bed and soon fell asleep, but I couldn't sleep. I decided to stay up. I made a fire in a small fireplace and sat down beside it. There, I decided to pass the night.

別紙 1 8 p.77 本文フレーズ読み

We found the whole family / at the table. // They were a family of six: / a husband, his wife, and their four sons. // The husband and his wife told us / to join them for supper / and stay for the night. // But they didn't seem / to be welcoming us. // During the supper / they hardly spoke to us, / but my friend talked a lot. // He told them / where we came from / and where we were going. // He also told them / that we were French! // Just imagine! // We were among our enemies. //

After the supper was over, / each member of the family / went to their bedrooms. // They slept downstairs, / and we were given an upstairs room. // My friend lay down / on the upper bed / and soon fell asleep, / but I couldn't sleep. // I decided to stay up. // I made a fire / in a small fireplace / and sat down beside it. // There, I decided to pass the night. //

別紙 1 9

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

別紙 1 9 p.78 Words

nearly [níərlɪ] ほとんど, もう少しで

reply [rɪpláɪ] [人・手紙などに] 返事をする, 答える, 回答する

scared [skéərd] おびえた, こわがって

escape [iskéɪp] 逃げる, 脱出する

weapon [wépən] 武器, 兵器; 凶器

gun [gʌn] 銃; ピストル, 拳銃

wolf [wúlf] オオカミ

別紙 1 9 p.78 本文普通読み

The night was nearly over when I heard voices. Our host and his wife were talking downstairs. I clearly heard these words spoken by the husband: "Well, let's see, must we kill both of them?"

His wife replied, "Yes."

I felt scared. We had to escape from this house! We had to fight without any weapons against a large family who had so many knives and guns.

My friend was still sleeping. The window was not high. But outside were two large dogs that looked like wolves. To escape was impossible.

別紙 1 9 p.78 本文フレーズ読み

The night was nearly over / when I heard voices. // Our host and his wife / were talking downstairs. // I clearly heard these words / spoken by the husband: / "Well, let's see, / must we kill both of them?" //

His wife replied, / "Yes." //

I felt scared. //We had to escape / from this house! //We had to fight / without any weapons / against a large family / who had so many knives and guns. //

My friend was still sleeping. //The window was not high. // But outside were two large dogs / that looked like wolves. //To escape was impossible. //

別紙 1 9	p.79	Words
slight	[sláit]	わずかな, 少しの
crack	[kræk]	隙間, 少しの開き
doorknob	[dó:rnò:b]	ドアノブ, ドアの取っ手
whisper	[wíspər]	～とささやく
softly	[só:fli]	柔らかく, 静かに, 控えめに
tiptoe	[típtəu]	つま先で [忍び足で] 歩く
ladder	[lædə]	はしご
lean	[lí:n]	寄りかかる, もたれかかる
throat	[θróut]	のど
bare	[béər]	裸の, むき出しの
seize	[sí:z]	～を急にぐいとつかむ, つかみ取る

別紙 1 9 p.79 本文普通読み

Soon I heard a slight noise. Someone was coming upstairs. I looked through a crack in the door. I saw the husband and his wife. He had a lamp in one hand, and in the other hand he had a long knife. They came up and stopped in front of the door. He held the doorknob. Before he opened the door, I hid behind it.

The husband opened the door. But before he came in, he put down the lamp, and his wife took it. He then entered the room.

From the outside his wife whispered, "Softly, go softly."

He tiptoed to the ladder leaning against the upper bed. My friend was sleeping there! He got to the ladder and started to climb it. His knife was between his teeth. He got up as high as the bed. My poor friend was sleeping with his throat bare! With one hand he took his knife, and with the other hand he seized

別紙 1 9 p.79 本文フレーズ読み

Soon I heard a slight noise. //Someone was coming upstairs. // I looked / through a crack / in the door. // I saw the husband and his wife. // He had a lamp in one hand, / and in the other hand / he had a long knife. //They came up / and stopped in front of the door. // He held the doorknob. / Before he opened the door, / I hid behind it. //

The husband opened the door. // But before he came in, / he put down the lamp, / and his wife took it. // He then entered the room. //

From the outside / his wife whispered, / "Softly, go softly." //

He tiptoed to the ladder / leaning against the upper bed. //My friend was sleeping there! //

He got to the ladder / and started to climb it. // His knife was between his teeth. // He got up as high as the bed. //My poor friend was sleeping / with his throat bare! // With one hand / he took his knife, / and with the other hand / he seized //

別紙 2 0

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

別紙 2 0 p.80 Words

ham	[háem]	ハム
ceiling	[sí:liŋ]	天井
slice	[sláis]	(薄く切った) 1 枚
relieved	[rilí:vd]	安心した, ほっとした
terrifying	[térafaiiŋ]	恐ろしい, ぞっとするような
drift	[dríft]	漂う, (ゆっくりと) 流れる
doubt	[dáut]	疑い
poison	[póizn]	(人が) ～に毒を盛る, ～を毒殺する ; <有害物質などが> (人) を病気にさせる,
		死に至らせる
fearfully	[fiərfəli]	恐れて, びくびくして

別紙 2 0 p.80 本文普通読み

The man seized one of the hams which were hung from the ceiling and cut off a slice. Then he climbed down the ladder and tiptoed to the door. He left the room with his wife.

The door was closed again. I felt a little relieved. But I couldn't forget those terrifying words: "Must we kill both of them?"

Morning came. Soon a good smell drifted up from downstairs. The wife came to wake us, and said, "Come downstairs. Breakfast is ready."

There was no doubt. They were planning to poison us! When my friend woke up, I told him about the terrifying words from last night. We went downstairs fearfully.

We found the man and his wife at the table. And on the table, there was a breakfast that looked delicious. The moment I saw two chickens on the plate, I understood the meaning of those terrifying words. Now so do you.

別紙 2 0 p.80 本文フレーズ読み

The man seized / one of the hams / which were hung from the ceiling / and cut off a slice. // Then he climbed down the ladder / and tiptoed to the door. // He left the room / with his wife. //

The door was closed again. // I felt a little relieved. // But I couldn't forget / those terrifying words: / "Must we kill both of them?" //

Morning came. // Soon a good smell drifted up / from downstairs. // The wife came to wake us, / and said, / "Come downstairs. // Breakfast is ready." //

There was no doubt. // They were planning / to poison us! // When my friend woke up, / I told him / about the terrifying words / from last night. // We went downstairs fearfully. //

We found the man and his wife / at the table. // And on the table / there was a breakfast / that looked delicious. // The moment / I saw two chickens / on the plate, / I understood the meaning / of those terrifying words. // Now so do you. //

別紙 2 1

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 1	p.82	Words
sight	[saɪt]	名所
extend	[ɪksténd]	延びる, 広がる
value	[vælju:]	価値
influence	[ínfluəns]	影響, 作用; 感化
religion	[rilídʒən]	宗教
literature	[lítərətʃər]	文学

別紙 2 1 p.83 本文普通読み

Mt. Fuji is a large and beautiful mountain. It is one of the most famous sights in Japan. Among other things, its size and beauty attract a large number of people. In 2013, Mt. Fuji was placed on the Cultural World Heritage List. Many people were surprised that it was not put on the Natural World Heritage List.

Though Mt. Fuji extends over both Shizuoka and Yamanashi Prefectures, it can be seen from many other prefectures. When people come to Japan by air, they sometimes can see Mt. Fuji from their airplane windows. Then they know they have arrived over Japan.

Why was Mt. Fuji chosen for its cultural value? It has had a strong influence on religion, literature, and art in Japan. Let's look at some examples.

別紙 2 1 p.83 本文フレーズ読み

Mt. Fuji is a large and beautiful mountain. // It is one of the most famous sights / in Japan. // Among other things, / its size and beauty / attract a large number of people. // In 2013, / Mt. Fuji was placed / on the Cultural World Heritage List. // Many people were surprised / that it was not put / on the Natural World Heritage List. //

Though Mt. Fuji extends / over both Shizuoka and Yamanashi Prefectures, / it can be seen / from many other prefectures. // When people come to Japan / by air, / they sometimes can see Mt. Fuji / from their airplane windows.

// Then / they know / they have arrived over Japan. //

Why was Mt. Fuji chosen / for its cultural value? // It has had a strong influence / on religion, literature, and art / in Japan. // Let's look at some examples. //

別紙 2 1 p.83 Sound Tips

語の終わりが子音で、次の語が母音で始まる時、2つの語はつなげて発音します。例えば、put on では[t]で終わり [ɑ:]で始まるので、[putɑ:n]のようにつながります。

- its size and beauty
- attract a large number of people
- they have arrived ed over Japan
- It has had a strong influence
- Let's look at some examples

別紙 2 2

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 2	p.84	Words
volcano	[vɔːlkéinou]	火山；噴火口
ancient	[éinʃənt]	古代の，大昔の
erupt	[irápt]	噴火する，噴出する
goddess	[gɔːdəs]	女神
anger	[æŋgə]	怒り
prevent	[privént]	～を防ぐ
eruption	[irápʃən]	噴火，爆発
shrine	[ʃráin]	神社，神殿
pray	[préi]	～であることを祈る
remain	[riméin]	～の（状態の）ままである
purify	[pjúərəfài]	～を清める；〔汚れなどを〕取り除く
soul	[sóul]	精神，心；魂
pure	[pjúə]	清らかな，純潔な
mound	[máund]	塚，盛り土，小山

別紙 2 2 p.85 本文普通読み

Mt. Fuji is an active volcano. In ancient times, it often erupted. But it has not done that for about 300 years. Ancient Japanese people regarded Mt. Fuji as a goddess. They thought the goddess' anger made it erupt. To prevent eruptions, they built a shrine on Mt. Fuji. There, people prayed that the goddess would remain calm.

Long ago, people climbed Mt. Fuji to purify their souls. After climbing the mountain, they felt pure in their hearts. This was an important tradition.

But it was difficult for many people to get to the mountain because their homes were far away. They sometimes

built mounds that were shaped like Mt. Fuji. These were called *fujizuka*. Climbing the mounds let them feel that they were purifying their souls.

別紙 2 2 p.85 本文フレーズ読み

Mt. Fuji is an active volcano. // In ancient times, / it often erupted. // But it has not done that / for about 300 years. // Ancient Japanese people / regarded Mt. Fuji as a goddess. // They thought / the goddess' anger made it erupt. // To prevent eruptions, / they built a shrine / on Mt. Fuji. // There, / people prayed / that the goddess would remain calm. //

Long ago, / people climbed Mt. Fuji / to purify their souls. // After climbing the mountain, / they felt pure / in their hearts. // This was an important tradition. //

But it was difficult / for many people / to get to the mountain / because their homes were far away. // They sometimes built mounds / that were shaped like Mt. Fuji. // These were called *fujizuka*. // Climbing the mounds / let them feel / that they were purifying their souls. //

別紙 2 2 p.85 Sound Tips

文の途中のコンマや意味の区切りでは、「下降して少し上昇」する音調を用いることが自然です。下降すると文の区切りを示すので、まだ文があとに続くというサインになります。In ancient times, it often erupted. times の[ai]の部分で下降してから、少し上昇させます。

- To prevent eruptions, they built a shrine ... ,
- After climbing the mountain, they felt pure ...

別紙 2 3

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 3	p.86	Words
strongly	[stró:ŋli]	強く, 断固として, 明確に
affect	[əfékt]	～に影響する
describe	[diskráib]	～を記述する, 描写する, 説明する
include	[inklú:d]	～を含む, 含んでいる
sail	[séil]	航行する
bay	[béi]	湾
crest	[krést]	山頂
passenger	[pæ̀səndʒər]	乗客, 旅客
various	[véəriəs]	さまざまな
appearance	[əpíərəns]	外見, 印象

別紙 2 3 p.87 本文普通読み

Mt. Fuji has also strongly affected Japanese literature. Writers in Japan have often used it in their works since ancient times.

In the Nara Period, Yamabe no Akahito, a famous poet, described Mt. Fuji in a Japanese *tanka*. This work is included in the *Manyōshū*.

*As I sail out
through the Bay of Tago,
I look up and see that
pure white snow is falling
on the crest of Fuji.*

Writers in the Meiji Period also described Mt. Fuji. In Natsume Soseki's *Sanshiro*, the hero saw Mt. Fuji from a train. He talked about it with another passenger. Another example, from the Showa Period, is Dazai Osamu's short story *Fugaku Hyakkei*. In this work, the different daily lives of various people are described. The differences that they see in the appearance of Mt. Fuji are also described.

別紙 2 3 p.87 本文フレーズ読み

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別紙 2 3 p.87 Sound Tips

短歌を読むときは、作者・山部赤人の気持ちを表現できるよう、声の調子を考えましょう。また、音をつなげたり、落としたりする部分にも気をつけましょう。

つなぐ : *As I, sail out, look up and, crest of* 落とす : *out, and, that*

- *As I sail out*
- *I look up and see that*
- *on the crest of Fuji*

別紙 2 4

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 4	p.88	Words
series	[siəri:z]	シリーズもの, 続き物
particular	[pə'tɪkjələʔ]	特定の; 特別の
perspective	[pə'spektɪv]	観点, 見方; 遠近 (画) 法

別紙 2 4 p.89 本文普通読み

Of all mountains, Mt. Fuji has been artists' favorite as a subject for their paintings and prints. The *Thirty-six Views of Mt. Fuji* series, by Katsushika Hokusai, is especially popular. Hokusai is one of the most famous of all the *ukiyo*e artists.

The works of *ukiyo*e artists have influenced Western art as well as other Japanese art. In particular, Hokusai's views of Mt. Fuji changed Western art. They strongly influenced impressionism in France. It is said that Claude Monet learned much about the use of colors and perspectives from Hokusai.

Thus, Mt. Fuji has played a number of very important roles. It has had a particular meaning for Japanese culture, especially in religion, literature, and art. It is not surprising that it was placed on the Cultural World Heritage List.

別紙 2 4 p.89 本文フレーズ読み

Of all mountains, / Mt. Fuji has been artists' favorite / as a subject / for their paintings and prints. // The *Thirty-six Views of Mt. Fuji* series, / by Katsushika Hokusai, / is especially popular. // Hokusai is one of the most famous / of all the *ukiyo*e artists. //

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語の終わりが子音で、次の語が母音で始まるとき、2つの語はつなげて発音します。例えば、one of では、one の[n]と、of の[a]がつながり、1つのまとまりのように発音されます。

- for their paintingsand prints
- ofall the *ukiyo*e artists
- The worksof *ukiyo*e artists
- as well as other Japanese art
- It is said that Claude Monet learned much about the use of colors and perspectives

別紙 21-24 Rapid Reading

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But it was difficult for many people to get to the mountain because their homes were far away. They sometimes built mounds that were shaped like Mt. Fuji. These were called *fujizuka*. Climbing the mounds let them feel that they were purifying their souls.

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別紙 2 5

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 5	p.98	Words
steam	[sti:m]	蒸気, 水蒸気, スチーム
fellow	[felou]	仲間の, 同僚の
locomotive	[ləukəməutiv]	機関車
animated	[ænəmeitid]	アニメの
creator	[kri:itə]	創案 [考案] 者, 創造 [創作, 創設] 者
female	[fi:meil]	女性の
maker	[meikə]	製造業者, メーカー
brand	[brænd]	銘柄, 商標, ブランド, 品種
animation	[ænəmeiʃən]	アニメ制作
incorporate	[inkɔ:rpəreit]	～を組み入れる
sustainable	[səsteɪnəbl]	持続可能な
development	[divələpmənt]	開発
storyline	[stɔ:rilàin]	筋, プロット
episode	[épəsəud]	(連続番組などの) 1 回分の話

別紙 2 5 p.99 本文普通読み

Thomas the Tank Engine is a blue steam engine in a British children's book series. He first appeared in 1946. In the stories, Thomas has many adventures with his fellow locomotives on the Island of Sodor. This series is still read by children in more than 160 countries today.

Thomas also appears in an animated television show called *Thomas & Friends*TM. In the show's 22nd series in 2018, Thomas leaves Sodor for the first time. He travels around the world and meets new engine friends in India, China, Australia, and other countries. The show's creators worked to feature more female characters in the show by

adding two female engines to the Steam Team, a group of steam engines including Thomas who are the main characters.

In that year, the United Nations (UN) decided to work with the US toy maker which has Thomas' brand and makes its animation. They incorporated some of its 17 Sustainable Development Goals (SDGs) into the storylines of several episodes from that series.

別紙 2 5 p.99 本文フレーズ読み

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In that year, / the United Nations (UN) decided to work / with the US toy maker / which has Thomas' brand / and makes its animation. // They incorporated / some of its 17 Sustainable Development Goals (SDGs) / into the storylines of several episodes / from that series. //

別紙 2 5 p.99 Sound Tips

語末が子音で、次の語頭が母音の場合、2つの語はつなげて発音します。in an animated では、in と an, an と animated の 2ヵ所でつながるので、[inænənimetid] と 3語が1つのまとまりとして発音されます。

- in an animated television show
- a group of steam engines
- some of its 17 Sustainable Development Goals (SDGs)

別紙 2 6

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 6	p.100	Words
adopt	[ədɒ:pt]	～を採択する
equality	[ikwɔ:ləti]	平等, 対等
climate	[klaɪmət]	気候
fit	[fit]	ぴったり合うもの
quality	[kwɔ:ləti]	高品質の
sanitation	[sænətəɪʃən]	公衆衛生, 衛生設備, 下水設備
community	[kəmju:nəti]	共同体, 共同生活体, コミュニティ
responsible	[rɪspɔ:nsəbl]	責任を伴う; 責任がある
consumption	[kənsʌmpʃən]	消費, 購入
production	[prədʌkʃən]	製造, 生産

別紙 2 6 p.101 本文普通読み

The 17 SDGs were adopted by the United Nations General Assembly in 2015. They are what the UN created to help achieve a better and more sustainable future for everyone. The UN hopes to meet the goals by 2030. Their global challenges include improving education, achieving gender equality, and fighting climate change. People all over the world are now working to achieve these goals.

The UN and the toy company see great value in the goals. They chose six of the SDGs that were a natural fit with the kind of stories that are often seen in *Thomas & Friends*TM: Quality Education (Goal 4), Gender Equality (Goal 5), Clean Water and Sanitation (Goal 6), Sustainable Cities and Communities (Goal 11), Responsible Consumption and Production (Goal 12), and Life on Land (Goal 15).

別紙 2 6 p.101 本文フレーズ読み

The 17 SDGs / were adopted / by the United Nations General Assembly / in 2015. // They are / what the UN created / to help achieve / a better and more sustainable future / for everyone. // The UN hopes to meet the goals / by 2030. // Their global challenges / include improving education, achieving gender equality, and fighting climate change. // People all over the world / are now working / to achieve these goals. //

The UN and the toy company / see great value / in the goals. // They chose six of the SDGs / that were a natural fit / with the kind of stories / that are often seen / in *Thomas & Friends*TM: / Quality Education (Goal 4), / Gender Equality (Goal 5), / Clean Water and Sanitation (Goal 6), / Sustainable Cities and Communities (Goal 11), / Responsible Consumption and Production (Goal 12), / and Life on Land (Goal 15). //

別紙 2 6 p.101 Sound Tips

英文を読む際、強勢を置いて読む語と弱く読む語を区別しましょう。弱く読むのは、冠詞、助動詞、前置詞、接続詞などです。強く読む場合、音を高く大きく、母音を少し長く発音します。以下の英文の下線箇所を強く読んでみましょう。

The 17 SDGs were adopted by the United Nations General Assembly in 2015.

別紙 2 7

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 7	p.102	Words
transport	[trænsˈpɔːrt]	輸送機関
network	[nétwɜːrk]	網状のもの, 網状組織
public	[pʌblik]	人々が使う, 公共の; 公立の
instead	[ɪnstéd]	その代わりに; それよりも
private	[praɪvət]	私用の, 個人的な, 私有の
reuse	[riːjuːz]	～を再利用 [再生] する
scrap	[skræp]	スクラップ, 廃物
repair	[rɪˈpeər]	～を修理する, 修繕する
insect	[ɪnsekt]	昆虫
coconut	[kóukənʌt]	(ココ) ヤシの実

別紙 2 7 p.103 本文普通読み

Here are examples of how three of the goals were brought into the world of Thomas:

Goal 11: Thomas talked about living in cities. He said, "Cities need good transport networks to help people get from their homes to school and work." Thomas also said that more people should use public transport, instead of private cars, to help clean the air.

Goal 12: Thomas talked about reusing and recycling. He gave the example of his friend, Reg. Reg works at a scrap yard and knows if waste can be reused or recycled. Thomas said, "When something is broken and can't be repaired, Reg recycles it! Once, he even made a Christmas tree out of scrap!"

Goal 15: Thomas said that it is especially forests that we should take care of. "Nearly all the insects, plants, and animals on Earth live in forests," he said. "When I visited China, I traveled through a bamboo forest, and I was really lucky to see a panda in the wild! When I went to India, I saw monkeys in the coconut trees."

Here are examples / of how three of the goals were brought / into the world of Thomas: //

Goal 11: / Thomas talked about living in cities. //He said, / "Cities need good transport networks / to help people / get from their homes / to school and work." // Thomas also said / that more people should use public transport, / instead of private cars, / to help clean the air. //

Goal 12: / Thomas talked about reusing and recycling. // He gave the example / of his friend, Reg. // Reg works at a scrap yard / and knows / if waste can be reused or recycled. // Thomas said, / "When something is broken / and can't be repaired, / Reg recycles it! // Once, / he even made a Christmas tree / out of scrap!" //

Goal 15: / Thomas said / that it is especially forests / that we should take care of. // "Nearly all the insects, plants, and animals on Earth / live in forests," / he said. // "When I visited China, / I traveled through a bamboo forest, / and I was really lucky / to see a panda / in the wild! // When I went to India, / I saw monkeys / in the coconut trees." //

語末が[t], [d]や[p], [k]など破裂する音で、次の語が子音で始まる場合、破裂する音はとても弱くなるか、消えてしまいます。

- Cities need good transport networks
- to help people
- that more people should use public transport
- that we should take care of
- in the coconut trees

別紙 2 8

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 8 p.104 Words

response [rispɑ:ns] 対応, 反応, 返答

diversity [dəvə:rsəti] 多様性

responsibility [rispɑ:nsəbɪləti] 責任

別紙 2 8 p.105 本文普通読み

The world is quite different from what it was when Thomas the Tank Engine was first created. Today, people's values have greatly changed. There are also new problems that people face. The new episodes of *Thomas & Friends*TM are an important response to these changes.

It is very early in their lives that children form ideas about the world around them. The messages in the new episodes are easy to understand, and they give life lessons. For example, the episodes can help children learn about the importance of diversity. The stories are about engines of both genders who work together. The engines feel a responsibility to take care of the environment and are excited about receiving a good education. They can help children learn important values at an early age.

別紙 2 8 p.105 本文フレーズ読み

The world is quite different / from what it was / when Thomas the Tank Engine / was first created. // Today, people's values have greatly changed. // There are also new problems / that people face. // The new episodes of *Thomas & Friends*TM / are an important response / to these changes. //

It is very early in their lives / that children form ideas / about the world around them. // The messages in the new episodes / are easy to understand, / and they give life lessons. // For example, / the episodes can help children / learn about the importance of diversity. // The stories are about engines / of both genders / who work together. // The engines feel a responsibility / to take care of the environment / and are excited about receiving a good education. // They can help children / learn important values / at an early age. //

語末が子音で、次の語頭も子音の場合、前の語末はとても弱くなるか、発音されなくなります。例えば、**first created** では **first** の [t] が弱く発音されます。

- **that** people face
- **about** the world around them
- the episodes can **help** children
- who **work** together
- learn **important** values

別紙 25-28 Rapid Reading

Thomas the Tank Engine is a blue steam engine in a British children's book series. He first appeared in 1946. In the stories, Thomas has many adventures with his fellow locomotives on the Island of Sodor. This series is still read by children in more than 160 countries today.

Thomas also appears in an animated television show called *Thomas & Friends*TM. In the show's 22nd series in 2018, Thomas leaves Sodor for the first time. He travels around the world and meets new engine friends in India, China, Australia, and other countries. The show's creators worked to feature more female characters in the show by adding two female engines to the Steam Team, a group of steam engines including Thomas who are the main characters.

In that year, the United Nations (UN) decided to work with the US toy maker which has Thomas' brand and makes its animation. They incorporated some of its 17 Sustainable Development Goals (SDGs) into the storylines of several episodes from that series.

The 17 SDGs were adopted by the United Nations General Assembly in 2015. They are what the UN created to help achieve a better and more sustainable future for everyone. The UN hopes to meet the goals by 2030. Their global challenges include improving education, achieving gender equality, and fighting climate change. People all over the world are now working to achieve these goals.

The UN and the toy company see great value in the goals. They chose six of the SDGs that were a natural fit with the kind of stories that are often seen in *Thomas & Friends*TM: Quality Education (Goal 4), Gender Equality (Goal 5), Clean Water and Sanitation (Goal 6), Sustainable Cities and Communities (Goal 11), Responsible Consumption and Production (Goal 12), and Life on Land (Goal 15).

Here are examples of how three of the goals were brought into the world of Thomas:

Goal 11: Thomas talked about living in cities. He said, "Cities need good transport networks to help people get from their homes to school and work." Thomas also said that more people should use public transport, instead of private cars, to help clean the air.

Goal 12: Thomas talked about reusing and recycling. He gave the example of his friend, Reg. Reg works at a scrap yard and knows if waste can be reused or recycled. Thomas said, "When something is broken and can't be repaired, Reg recycles it! Once, he even made a Christmas tree out of scrap!"

Goal 15: Thomas said that it is especially forests that we should take care of. "Nearly all the insects, plants, and animals on Earth live in forests," he said. "When I visited China, I traveled through a bamboo forest, and I was really lucky to see a panda in the wild! When I went to India, I saw monkeys in the coconut trees."

The world is quite different from what it was when Thomas the Tank Engine was first created. Today, people's values have greatly changed. There are also new problems that people face. The new episodes of *Thomas & Friends*TM are an important response to these changes.

It is very early in their lives that children form ideas about the world around them. The messages in the new episodes are easy to understand, and they give life lessons. For example, the episodes can help children learn about the importance of diversity. The stories are about engines of both genders who work together. The engines feel a responsibility to take care of the environment and are excited about receiving a good education. They can help children learn important values at an early age.

別紙 2 9

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 2 9	p.114	Words
essential	[isénʃəl]	不可欠の，きわめて重要な
purpose	[pə:rpəs]	意義，目的，用途
average	[ævəridʒ]	平均，標準
bathe	[béið]	入浴する
directly	[dərékʌli]	直接に，じかに
wheat	[wí:t]	小麦
require	[rikwáir]	～を必要とする
crop	[krá:p]	作物，農作物
raise	[réiz]	～を飼育する，栽培する，育てる
virtual	[və:rtʃuəl]	仮想の
invisible	[invízəbl]	見えない
term	[tə:rm]	言葉，専門用語

別紙 2 9 p.115 本文普通読み

Water is essential for human life. People need to drink two to three liters of water every day in order to stay alive. It is also used for many other purposes. On average, one person uses about 300 liters of water a day for cooking, bathing, and washing clothes. However, this is only the water they use directly.

A large amount of water is also used to produce food. For example, to produce one kilogram of wheat, 2,000 liters of water are needed. For one kilogram of chicken, 4,500 liters of water are needed. Pork requires 6,000 liters. In the case of beef, it is 20,000 liters! In this way, a huge amount of water is used in growing crops and raising farm animals. This water is called "virtual water" because it is invisible to us. People started to use this term in the early 1990s.

別紙 2 9 p.115 本文フレーズ読み

Water is essential / for human life. // People need to drink / two to three liters of water / every day / in order to stay alive. // It is also used / for many other purposes. // On average, / one person uses about 300 liters of water / a day / for cooking, bathing, and washing clothes. // However, / this is only the water / they use directly. //

A large amount of water is also used / to produce food. // For example, / to produce one kilogram of wheat, / 2,000 liters of water are needed. // For one kilogram of chicken, / 4,500 liters of water are needed. // Pork requires 6,000 liters. // In the case of beef, / it is 20,000 liters! // In this way, / a huge amount of water is used / in growing crops / and raising farm animals. // This water is called "virtual water" / because it is invisible to us. // People started to use this term / in the early 1990s. //

別紙 2 9 p.115 Sound Tips

数字の読み方は、3 けた毎にコンマで区切られた単位を意識して読みます。例えば、4,500 は four thousand / five hundred, 20,000 は twenty / thousand と読みます。また、年代の 1990s は, nineteen / nineties と数字を2 けたずつに分割して読みます。

- 300 liters
- 2,000 liters
- 4,500 liters
- 6,000 liters
- 20,000 liters
- 1990s

別紙 3 0

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ②

Rapid Reading

別紙 3 0 p.116 Words

import [impɔ:rt] ～を輸入する

[ímpɔ:rt] 輸入；輸入品

overseas [ðu:vəsi:z] 海外へ [に，で]

concept [káp(:)nsept] 概念

measure [méʒəʔ] ～を測る

rainfall [réinfɔ:l] 降雨，降水量

access [ækses] （利用などの）権利，機会；接近方法

dependent [dipéndənt] 頼っている，依存している

別紙 3 0 p.117 本文普通読み

When things are imported from overseas, the water used to produce them is also imported. This concept is used in research as a way to measure how much water goes from one country to another. It tells us both the amount of water used to produce goods and how much one country depends on other countries for water.

Let's take a look at Japan in terms of virtual water. It is well known that Japan is rich in fresh water, with twice the rainfall of the world average. Japanese people have easy access to clean water. But they still depend on virtual water from other countries. Map 1 (p. 116) shows that Japan, which is dependent on imports for over half of its food, is a heavy user of virtual water. If you consider the water used to produce food products, a Japanese person uses 3,000 liters of water a day on average. This is about twice as high as the world average.

別紙 3 0 p.117 本文フレーズ読み

When things are imported / from overseas, / the water used to produce them / is also imported. // This concept is

used / in research / as a way / to measure / how much water / goes from one country to another. // It tells us both / the amount of water / used to produce goods / and how much one country / depends on other countries for water. //

Let's take a look at Japan / in terms of virtual water. // It is well known / that Japan is rich / in fresh water, / with twice the rainfall of the world average. // Japanese people have easy access / to clean water. // But they still depend on virtual water / from other countries. // Map 1 shows / that Japan, / which is dependent on imports / for over half of its food, / is a heavy user / of virtual water. // If you consider the water / used to produce food products, / a Japanese person uses 3,000 liters of water / a day on average. // This is about twice / as high as the world average. //

別紙 3 0 p.117 Sound Tips

語の終わりが子音で、次の語が母音で始まる時、2つの語はつなげて発音します。例えば、on average では on が[n]で終わり、average が[æ]で始まるので、1つのまとまりになります。

- This conceptis used
- the amountof water
- Let's take a look at Japan
- that Japan, whichis dependent on imports

別紙 3 1

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ②

Rapid Reading

別紙 3 1	p.118	Words
mainly	[méinli]	主に
recent	[rí:snt]	最近の, 近ごろの
partly	[pá:rtli]	一部分は, 部分的に
blame	[bléim]	～を非難する, とがめる, ～の責任にする
mostly	[móus/li]	主に, たいてい (は)
addition	[ədífən]	追加, 付加
consume	[kəns(j)ú:m]	～を消費する
dairy	[déəri]	乳製品(dairy products)

別紙 3 1 p.119 本文普通読み

As Map 1 (p.116) shows, Japan imports a large amount of virtual water from other countries, mainly in food products. Why does Japan import so much food from other countries? It is because there has been a recent decrease in Japan's food self-sufficiency (see Figure 1 (p.118)). It is now far lower than it was in 1965.

Changes in eating habits are partly to blame for this. Japanese people eat less than half as much rice as they did 60 years ago. Instead, they eat more bread and noodles. They are made from wheat, which is mostly imported from other countries. Greater consumption of wheat products means a decrease in food self-sufficiency.

In addition, Japanese people are consuming more imported meat and dairy products. A lot of water is necessary to produce milk, butter, and cheese. Even more water is used to produce meat. It takes a large amount of water to raise chickens, pigs, and cows, and also, to grow their food.

別紙 3 1 p.119 本文フレーズ読み

As Map 1 shows, / Japan imports a large amount of virtual water / from other countries, / mainly in food products.
// Why does Japan import so much food / from other countries? // It is because / there has been a recent decrease / in
Japan's food self-sufficiency / (see Figure 1 (p.118)). // It is now far lower / than it was in 1965. //

Changes in eating habits / are partly to blame for this. // Japanese people eat / less than half as much rice / as
they did 60 years ago. // Instead, / they eat more bread and noodles. // They are made from wheat, / which is mostly
imported / from other countries. // Greater consumption of wheat products means / a decrease in food self-
sufficiency. //

In addition, / Japanese people are consuming / more imported meat and dairy products. // A lot of water is
necessary / to produce milk, butter and cheese. // Even more water is used / to produce meat. // It takes a large
amount of water / to raise chickens, pigs, and cows, / and also, / to grow their food. //

別紙 3 1 p.119 Sound Tips

語末が子音で終わり，次の語が母音で始まる時，2つの語は切らずに，つなげて発音します。例えば，In
addition では，下線部がつながって[nədɪʃən]と発音します。

- there has been a recent decrease
- Changes in eating habits
- less than half as much rice
- as they did 60 years ago
- Greater consumption of wheat products means
- more imported meat and dairy products

別紙 3 2

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ②

Rapid Reading

別紙 3 2 p.120 Words

unsold	[ʌnsóuld]	売れない；売れ残りの
growing	[gróuin]	（サイズ・程度が）大きくなる，（数量が）増加する
demand	[dimænd]	需要；要求
resource	[rí:sò:rs]	資源
seriously	[síəriəsli]	まじめに，真剣に，本気で
conserve	[kənsé:rv]	～を大切に使う，節約する

別紙 3 2 p.121 本文普通読み

The problem is that Japan wastes a huge amount of the virtual water imported from abroad. A lot of the food you see in supermarkets and convenience stores is often thrown away. Japan is a country where so much food is imported, but some of it is left unsold, and it must be thrown away. The virtual water in the food is completely wasted.

With an increase in the world population, there will be a growing demand for water. Many of the wars of the 20th century were fought over oil. But some experts say that countries will fight over water in the 21st century. We must recognize that water is an important resource which we have to share. We live in an age when we need to think seriously about what each of us can do to conserve water.

別紙 3 2 p.121 本文フレーズ読み

The problem is / that Japan wastes a huge amount of the virtual water / imported from abroad. // A lot of the food / you see / in supermarkets and convenience stores / is often thrown away. // Japan is a country / where so much food is imported, / but some of it is left unsold, / and it must be thrown away. // The virtual water in the food / is

completely wasted. //

With an increase in the world population, / there will be a growing demand for water. // Many of the wars of the 20th century / were fought over oil. // But some experts say / that countries will fight over water // in the 21st century. // We must recognize / that water is an important resource / which we have to share. // We live in an age / when we need to think seriously / about what each of us can do / to conserve water. //

別紙 3 2 p.121 Sound Tips

[t, d]で発音の終わる語が、子音で始まる語の前や文末に置かれるときは、その語末の[t, d]は弱く発音されるのが自然です。

- The problem is that Japan wastes a huge amount of the virtual water imported from abroad
- where so much food is imported
- that water is an important resource

別紙 29-32 Rapid Reading

Water is essential for human life. People need to drink two to three liters of water every day in order to stay alive. It is also used for many other purposes. On average, one person uses about 300 liters of water a day for cooking, bathing, and washing clothes. However, this is only the water they use directly.

A large amount of water is also used to produce food. For example, to produce one kilogram of wheat, 2,000 liters of water are needed. For one kilogram of chicken, 4,500 liters of water are needed. Pork requires 6,000 liters. In the case of beef, it is 20,000 liters! In this way, a huge amount of water is used in growing crops and raising farm animals. This water is called "virtual water" because it is invisible to us. People started to use this term in the early 1990s.

When things are imported from overseas, the water used to produce them is also imported. This concept is used in research as a way to measure how much water goes from one country to another. It tells us both the amount of water used to produce goods and how much one country depends on other countries for water.

Let's take a look at Japan in terms of virtual water. It is well known that Japan is rich in fresh water, with twice the rainfall of the world average. Japanese people have easy access to clean water. But they still depend on virtual water from other countries. Map 1 (p. 116) shows that Japan, which is dependent on imports for over half of its food, is a heavy user of virtual water. If you consider the water used to produce food products, a Japanese person uses 3,000 liters of water a day on average. This is about twice as high as the world average.

As Map 1 (p.116) shows, Japan imports a large amount of virtual water from other countries, mainly in food products. Why does Japan import so much food from other countries? It is because there has been a recent decrease in Japan's food self-sufficiency (see Figure 1 (p.118)). It is now far lower than it was in 1965.

Changes in eating habits are partly to blame for this. Japanese people eat less than half as much rice as they did 60 years ago. Instead, they eat more bread and noodles. They are made from wheat, which is mostly imported from other countries. Greater consumption of wheat products means a decrease in food self-sufficiency.

In addition, Japanese people are consuming more imported meat and dairy products. A lot of water is necessary to produce milk, butter, and cheese. Even more water is used to produce meat. It takes a large amount of water to raise chickens, pigs, and cows, and also, to grow their food.

The problem is that Japan wastes a huge amount of the virtual water imported from abroad. A lot of the food you see in supermarkets and convenience stores is often thrown away. Japan is a country where so much food is imported, but some of it is left unsold, and it must be thrown away. The virtual water in the food is completely

wasted.

With an increase in the world population, there will be a growing demand for water. Many of the wars of the 20th century were fought over oil. But some experts say that countries will fight over water in the 21st century. We must recognize that water is an important resource which we have to share. We live in an age when we need to think seriously about what each of us can do to conserve water.

別紙 3 3

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み


Part 4 本文フレーズ読み

Part 4 Sound Tips

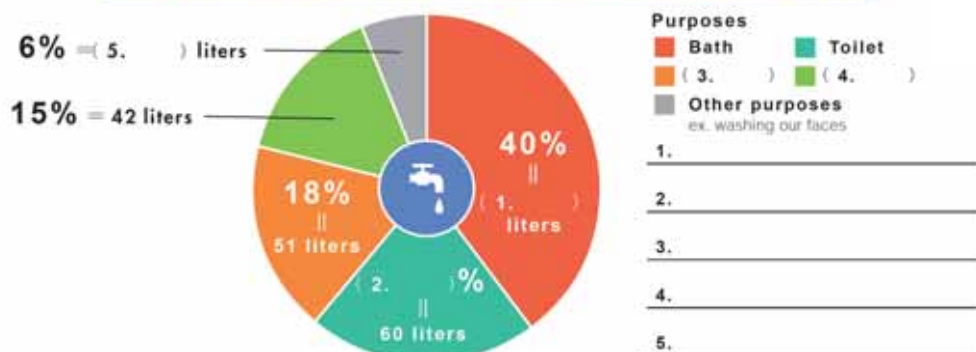
Final Task ②

Rapid Reading

別紙 3 3 p.125 Final Task ②

- 2 Listen to the following passage about water consumption in our daily life. Then, put the appropriate words or numbers in the blanks below. 

The Details of Water Consumption per Person



(出典 国土交通省「水資源の利用状況」令和5年12月17日更新)

別紙 3 4

Let's do it! ①

Let's do it! ②

別紙 3 4 p.128 Let's do it! ①

1. an easy book
2. come in
3. break up
4. an important story
5. He had a key to his success.
6. There are a lot of Japanese restaurants in America.
7. The power of one person is very small.

別紙 3 4 p.128 Let's do it! ②

1. a hot tea
2. that town
3. deep blue
4. the same month
5. He looks so cute.
6. I want to eat an apple.

別紙 3 5

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ②

Rapid Reading

別紙 3 5	p.130	Words
conflict	[kɒːnflikt]	闘争, 衝突
persecution	[pəːrsəkjuːʃən]	(政治・宗教・人種上の理由による) 迫害
force	[fɔːrs]	～を強いる
flee	[fliː]	<人・場所>～から逃げる, ～を捨てる
displace	[displéis]	(本来の場所から) 移動 [移住, 追放] させられる
Jewish	[dʒúːiʃ]	ユダヤの, ユダヤ人の, ユダヤ教の
invade	[invéid]	侵入する, 侵害する
thought	[əó:t]	考え
peacefully	[piːsfəli]	平和 (的) に; 安らかに
fear	[fiə]	恐れ, 恐怖 (感)
despair	[dispéər]	〔～に〕絶望する, 失望する

別紙 3 5 p.131 本文普通読み

War has always existed throughout human history. Many die due to conflict and persecution every year. More are forced to flee their homes. In 2022, over 100 million people were displaced by war. Over 40% of them were children.

During World War II, Anne Frank, a Jewish girl, was such a child. Anne lived with her family in Amsterdam. In 1940, the Nazis invaded, and did not allow Jewish people to live freely. Over time, the situation became more dangerous. Anne and her family left their home and hid in a secret annex behind her father's office on July 6, 1942.

Anne spent over two years there. During this time, she kept a diary where she wrote her thoughts and feelings. She wrote, "Why can't people live peacefully?" Although she and her family lived in fear, she also wrote, "Why

should I despair?" Her diary eventually became a book read by millions of people. It is called *The Diary of Anne Frank*.

別紙 3 5 p.131 本文フレーズ読み

War has always existed / throughout human history. // Many die / due to conflict / and persecution every year. // More are forced to flee their homes. / In 2022, / over 100 million people / were displaced by war. // Over 40% of them were children. //

During World War II, / Anne Frank, a Jewish girl, / was such a child. // Anne lived with her family / in Amsterdam. // In 1940, / the Nazis invaded, / and did not allow Jewish people / to live freely. // Over time, / the situation became more dangerous. // Anne and her family left their home / and hid in a secret annex / behind her father's office / on July 6, 1942. //

Anne spent over two years there. // During this time, / she kept a diary / where she wrote her thoughts and feelings. // She wrote, / "Why can't people live peacefully?" // Although she and her family lived in fear, / she also wrote, / "Why should I despair?" // Her diary eventually became a book / read by millions of people. // It is called / *The Diary of Anne Frank*. //

別紙 3 5 p.131 Sound Tips

英語と日本語でアクセントや発音が異なる単語に注意しましょう。例えば、「パーセント」(percent, %)は[pərsént], 「アムステルダム」(Amsterdam)は[æmstərdæm]と発音します。

- Over 40% of them were children
- Anne Frank, a Jewish girl
- in Amsterdam
- the Nazis invaded

別紙 3 6

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ②

Rapid Reading

別紙 3 6	p.132	Words
precious [préʃəs]		とても大切な
article [á:rtɪkl]		記事, 論説
enjoyment [indʒóimənt]		楽しむこと, 喜び

別紙 3 6 p.133 本文普通読み

The diary, a 13th birthday gift from her parents, was special to Anne. Living in the annex was stressful. She and everyone else there had to stay quiet at all times. During these times, the diary was precious to her. She often expressed her worries in it.

I know we can't leave here, but if we had to, being seen on the streets would be just as dangerous as getting caught up in an air raid.

(26 July, 1943)

She often wrote her dreams, too. She wanted to become a writer and write a book about her time in the annex one day.

And if I don't have the talent to write books or newspaper articles, I can always write for myself. But I want to achieve more ... I want to be useful or bring enjoyment to all people, even those I've never met. I want to go on living even after my death!

(4 April, 1944)

別紙 3 6 p.133 本文フレーズ読み

The diary, / a 13th birthday gift / from her parents, / was special to Anne. // Living in the annex / was stressful. // She and everyone else there / had to stay quiet at all times. / During these times, / the diary was precious to her. / She often expressed her worries in it. //

I know / we can't leave here, / but if we had to, / being seen on the streets / would be just as dangerous / as getting caught up in an air raid. //

(26 July, 1943) //

She often wrote her dreams, too. // She wanted to become a writer / and write a book / about her time in the annex one day. //

And if I don't have the talent / to write books or newspaper articles, / I can always write for myself. // But I want to achieve more // I want to be useful / or bring enjoyment / to all people, / even those I've never met. / I want to go on living / even after my death! //

(4 April, 1944) //

別紙 3 6 p.133 Sound Tips

[t], [d]などが語末にくると, [t], [d]は発音されない, もしくは弱められ, ほとんど聞こえません(下線部)。ただし, at all の部分は音をつなげて発音します。

- She and everyone else there had to stay quiet at all times.

別紙 3 7

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ②

Rapid Reading

別紙 3 7	p.134	Words
imaginary [imædʒənəri]		想像上の, 実在しない, 仮想の, 架空の
following [fɑ:louɪŋ]		次の, 次に来る
entry [éntri]		〔帳簿・日記などへの〕記載〔記入〕事項
dearest [diərist]		最愛の~, ~様
arrest [ərest]		〔~の罪で/~として〕逮捕する, 検挙する
survivor [sərváivər]		〔事故・病気・戦争などから〕生き残った人, 生存者
copy [ká:pi]		(印刷した本, 雑誌, 新聞などの) 部, 冊, 通

別紙 3 7 p.135 本文普通読み

Anne did not just consider her diary as a book. She regarded it as an imaginary friend. She even gave it a name.

I don't just want to write down facts in this diary the way most people do. I want the diary to be my friend, and I'm going to call this friend Kitty.
(20 June, 1942)

Over the following years, Anne often began her entries with "Dearest Kitty," She shared her deepest secrets and most private thoughts with Kitty. She wrote about love and the war. On August 1, 1944, Anne wrote an entry to Kitty. She did not know that this would be her last chance to write to Kitty.

Three days later, the Nazis found the annex and arrested everyone in it. Anne died in a concentration camp the following March at the age of 15. Her father, the only survivor of her family, published her diary in 1947. It has since sold over 30 million copies. Anne and Kitty live on in her writings.

Anne did not just consider her diary / as a book. // She regarded it / as an imaginary friend. // She even gave it a name. //

I don't just want to write down facts / in this diary / the way most people do. // I want the diary / to be my friend, / and I'm going to call this friend Kitty. //
(20 June, 1942) //

Over the following years, / Anne often began her entries / with "Dearest Kitty," // She shared her deepest secrets / and most private thoughts / with Kitty. // She wrote about love and the war. // On August 1, 1944, / Anne wrote an entry to Kitty. // She did not know / that this would be her last chance / to write to Kitty. //

Three days later, / the Nazis found the annex / and arrested everyone in it. // Anne died in a concentration camp / the following March / at the age of 15. // Her father, / the only survivor of her family, / published her diary / in 1947. // It has since sold / over 30 million copies. // Anne and Kitty live on in her writings. //

単語を 1 つずつ区切るのではなく、音を弱める部分やつなげる部分に注意して読みましょう。「•」は弱められ、細い下線部はつなげて発音します（ただし、意味や文法単位の切れ目では、つなげて発音はしません）。

- Anne did not just consider her diary as a book. She regarded it as an imaginary friend. She even gave it a name.

別紙 3 8

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Final Task ②

Rapid Reading

別紙 3 8	p.136	Words
modern-day	[má:dərndéi]	現代の, 今日の
suddenly	[sʌdnli]	突然, 不意に, 急に
refugee	[rɛfʃudʒi:]	(戦争・災害などの) 難民, 避難民
suffer	[sʌfə]	(精神的に) 苦しむ, 悩む
remind	[rimáind]	～を思い出させる
tragedy	[trædʒədi]	(死などを伴う) 悲しい事件, 惨事
avoid	[əvɔid]	～を避ける, (未然に) 防ぐ
present	[prézent]	現在の, 今の
wise	[wáiz]	賢い, 賢明な
decision	[disiʒən]	決定, 決意, 決断
peaceful	[pi:sfl]	平和な
reality	[riæləti]	現実, 事実, 実在
truly	[tru:li]	本当に, 実に, まさに

別紙 3 8 p.137 本文普通読み

In 2021, Kitty was brought to life in an animated film. In it, Anne's diary is on display in a museum in modern-day Amsterdam. Suddenly, the diary opens. Kitty appears from the pages. She goes looking for her friend Anne, but eventually learns what happened to her, which makes Kitty very sad.

Kitty also learns of the refugee crisis that is happening now. She sees that people are still suffering from conflict and persecution. Kitty wants to help them because they remind her of Anne.

Today, the messages from Anne's diary and Kitty's movie are more important than ever. We need to recognize the

tragedies of the past to avoid them in the present and the future. If we had made wiser decisions, we could have prevented many tragedies. We can create a more peaceful world by learning from the past. We should make Anne's words into a reality: "I still believe, in spite of everything, that people are truly good at heart."

別紙 3 8 p.137 本文フレーズ読み

In 2021, / Kitty was brought to life / in an animated film. // In it, / Anne's diary is on display / in a museum / in modern-day Amsterdam. // Suddenly, / the diary opens. // Kitty appears from the pages. // She goes looking for her friend Anne, / but eventually learns / what happened to her, / which makes Kitty very sad. //

Kitty also learns of the refugee crisis / that is happening now. // She sees / that people are still suffering / from conflict and persecution. // Kitty wants to help them / because they remind her of Anne. //

Today, / the messages from Anne's diary / and Kitty's movie / are more important than ever. // We need to recognize the tragedies / of the past / to avoid them / in the present and the future. // If we had made wiser decisions, / we could have prevented many tragedies. // We can create a more peaceful world / by learning from the past. / We should make Anne's words / into a reality: / "I still believe, / in spite of everything, / that people are truly good at heart." //

別紙 3 8 p.137 Sound Tips

強弱をつけて読むことで英語のリズムが生まれます。強く読むとは、「母音を長く・高く・大きい」声で発音することです。強める箇所(下線部)と弱める箇所を意識して読みましょう。

・ In 2021, Kitty was brought to life in an animated film. In it, Anne's diary is on display in a museum in modern-day Amsterdam.

別紙 35-38 Rapid Reading

War has always existed throughout human history. Many die due to conflict and persecution every year. More are forced to flee their homes. In 2022, over 100 million people were displaced by war. Over 40% of them were children.

During World War II, Anne Frank, a Jewish girl, was such a child. Anne lived with her family in Amsterdam. In 1940, the Nazis invaded, and did not allow Jewish people to live freely. Over time, the situation became more dangerous. Anne and her family left their home and hid in a secret annex behind her father's office on July 6, 1942.

Anne spent over two years there. During this time, she kept a diary where she wrote her thoughts and feelings. She wrote, "Why can't people live peacefully?" Although she and her family lived in fear, she also wrote, "Why should I despair?" Her diary eventually became a book read by millions of people. It is called *The Diary of Anne Frank*.

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I know we can't leave here, but if we had to, being seen on the streets would be just as dangerous as getting caught up in an air raid.
(26 July, 1943)

She often wrote her dreams, too. She wanted to become a writer and write a book about her time in the annex one day.

And if I don't have the talent to write books or newspaper articles, I can always write for myself. But I want to achieve more I want to be useful or bring enjoyment to all people, even those I've never met. I want to go on living even after my death!

(4 April, 1944)

Anne did not just consider her diary as a book. She regarded it as an imaginary friend. She even gave it a name.

I don't just want to write down facts in this diary the way most people do. I want the diary to be my friend, and I'm going to call this friend Kitty.

(20 June, 1942)

Over the following years, Anne often began her entries with "Dearest Kitty," She shared her deepest secrets and most private thoughts with Kitty. She wrote about love and the war. On August 1, 1944, Anne wrote an entry to Kitty. She did not know that this would be her last chance to write to Kitty.

Three days later, the Nazis found the annex and arrested everyone in it. Anne died in a concentration camp the following March at the age of 15. Her father, the only survivor of her family, published her diary in 1947. It has since sold over 30 million copies. Anne and Kitty live on in her writings.

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Kitty also learns of the refugee crisis that is happening now. She sees that people are still suffering from conflict and persecution. Kitty wants to help them because they remind her of Anne.

Today, the messages from Anne's diary and Kitty's movie are more important than ever. We need to recognize the tragedies of the past to avoid them in the present and the future. If we had made wiser decisions, we could have prevented many tragedies. We can create a more peaceful world by learning from the past. We should make Anne's words into a reality: "I still believe, in spite of everything, that people are truly good at heart."

別紙 3 9

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips


Final Task ②


Rapid Reading

別紙 3 9

p.141

Final Task ②

- 2** A student is talking about the following topic: "If Anne Frank came to today's world, she would ...". Listen to the speech and fill in the blanks below (the answers can be a word or a phrase). 

Name	What did she do?	What would she do in today's world?
Anne Frank 	<ul style="list-style-type: none"> • born in (1.) in 1929 • family members include her parents and her (2.) • hid for years due to persecution by the Nazis • wrote her feelings in her (3.) • discovered by the Nazis in (4.) and died in a camp in 1945 • her diary was published by her (5.) 	<ul style="list-style-type: none"> • start a blog to (6.) with people • talk about victims that have to (7.) • encourage people because she (8.) • work for (9.) so that people could live together peacefully

別紙 4 0

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

別紙 4 0	p.144	Words
coral	[kó:rəl]	サンゴ
unusual	[ʌnjú:ʒuəl]	ふつうでない, 異常な
shine	[ʃáin]	輝く, 光る
shocked	[ʃá:kt]	ショックを受けた, びっくりした
marine	[mərí:n]	海の, 海に住む, 海洋の

別紙 4 0 p.144 本文普通読み

I am a "coral man." My job is to grow coral in the sea. I began this work because I saw something unusual with the coral in the sea around Okinawa one day in 1998. That day the sea was shining white. When I dived in, I was shocked to find that the coral had turned all white, though it had been beautiful and rich in colors just three months before. The fish and other marine animals around it were gone.

I wondered why no one was doing anything to help. So, I decided to raise coral myself and save it. No one had ever succeeded in having coral produce eggs. I wanted to be the first in the world.

別紙 4 0 p.144 本文フレーズ読み

I am a "coral man". //My job / is to grow coral in the sea. //I began this work / because I saw something unusual with the coral / in the sea around Okinawa / one day in 1998. //That day / the sea was shining white. //When I dived in, / I was shocked / to find / that the coral had turned all white, / though it had been beautiful / and rich in colors / just three months before. //The fish and other marine animals around it / were gone. //

I wondered / why no one was doing anything / to help. //So, I decided to raise coral myself / and save it. //No one had ever succeeded / in having coral produce eggs. //I wanted to be the first / in the world. //

別紙 4 0	p.145	Words
trial	[tráíəl]	試み, 試し, 試験
error	[érər]	誤り, 間違い
transplant	[trænsplánt]	～を植え替える, 移植する, 移し替える

standard [stændərd]	標準的な, 標準の
technical [tɛknɪkl]	専門の, 専門的な
layman [lɛɪmən]	(専門家に対する) 素人, 一般人
determined [dɪtəːmænd]	固く決心した, 意志の強い
root [ru:t]	～を根付かせる
passionate [pæʃənət]	夢中の, 熱中して

別紙 4 0 p.145 本文普通読み

After a lot of trial and error, I finally succeeded in transplanting coral. I went to a meeting of coral experts and gave a presentation. Soon I heard laughing voices, probably because I didn't use standard Japanese or technical terms in the right way. No doubt they were thinking, "You're a layman. Keep out of this." I wanted to say, "The coral is dying. But what you do is just studying in your offices with computers and books." I shouted, "You know nothing about what's really happening!" I left the meeting and said to myself, "Planting coral is not enough. I'm determined to have it produce eggs no matter what. This will show that new life is rooted in the sea." I felt passionate about this.

別紙 4 0 p.145 本文フレーズ読み

After a lot of trial and error, / I finally succeeded in / transplanting coral. // I went to a meeting of coral experts / and gave a presentation. // Soon I heard laughing voices, / probably because I didn't use / standard Japanese or technical terms / in the right way. // No doubt they were thinking, / "You're a layman. // Keep out of this." // I wanted to say, / "The coral is dying. // But what you do / is just studying in your offices / with computers and books." // I shouted, / "You know nothing / about what's really happening!" // I left the meeting / and said to myself, / "Planting coral is not enough. // I'm determined / to have it produce eggs / no matter what. // This will show / that new life is rooted / in the sea." // I felt passionate about this. //

別紙 4 1

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

別紙 4 1	p.146	Words
reef	[rɪ:f]	岩礁, 砂洲
notice	[nóutəs]	〜だと気づく, 分かる
moonlight	[mú:nlàit]	月光, 月明かり
numerous	[n(j)ú:mərəs]	多数の, たくさんの
float	[flóut]	浮かぶ, 浮く
surface	[sə:rfəs]	水面
starry	[stá:ri]	星の多い

別紙 4 1 p.146 本文普通読み

The coral I transplanted in 2005 grew and formed a small reef. I watched it every day because I wanted to see it produce its first eggs. But I was afraid the moment might never come.

One night in June 2007, I noticed that a few eggs were beginning to come out of the coral. The moment I had waited for finally came. In the moonlight, numerous shining eggs rose. They floated around me and the surface of the sea turned pink. The sea began to shine like a starry sky. The beautiful sight made me cry. Each egg had a new life in it. It is a new hope for the future of Okinawa. I felt so happy that I had continued with my work.

別紙 4 1 p.146 本文フレーズ読み

The coral / I transplanted in 2005 / grew and formed a small reef. / I watched it every day / because I wanted to see / it produce its first eggs. // But I was afraid / the moment might never come. //

One night, / in June 2007 / I noticed / that a few eggs were beginning / to come out of the coral. // The moment I had waited for / finally came. // Under the moonlight, / numerous shining eggs rose. // They floated around me / and the surface of the sea / turned pink. // The sea began to shine / like a starry sky. // The beautiful sight / made me cry. // Each egg had a new life in it. / It is a new hope / for the future of Okinawa. // I felt so happy / that I had continued with my work. //

別紙 4 1	p.147	Words
pessimistic [pèsə'místik]		悲観的な
disease [dizí:z]		病気, 疾病, 疾患
coastal [kóustl]		沿岸の
clay [kléi]		粘土, 土
outflow [áutflòu]		流出
aware [əwéər]		～に気づいている, ～を知っている
complain [kəmpléin]		不満 [不平] を言う
restore [ristó:r]		～を回復する, 復活させる, 取り戻す
confident [ká:nfədənt]		確信している
miracle [mírəkl]		奇跡

別紙 4 1 p.147 本文普通読み

I am still planting coral. These days more people than ever before understand the importance of this work. They support me. Others, on the other hand, are pessimistic. They say that the reefs may be damaged again by rising sea temperatures, stronger typhoons, diseases, coastal development, and red clay outflow. I am aware of these risks, but instead of complaining, I want to transplant as much coral as possible. My goal is to restore *chura-umi*, the beautiful sea of Okinawa. I'm confident that the miracle coral reefs will bring back the Okinawan sea of the past.

別紙 4 1 p.147 本文フレーズ読み

I am still planting coral. // These days / more people than ever before / understand the importance of this work. // They support me. // Others are pessimistic, though. // They say / that the reefs may be damaged again / by rising sea temperatures, / stronger typhoons, / diseases, / coastal development, / and red clay outflow. // I am aware of these risks, / but instead of complaining, / I want to transplant / as much coral as possible. // My goal is / to restore *chura-umi*, / the beautiful sea of Okinawa. // I'm confident / that the miracle coral reefs / will bring back / the Okinawan sea of the past. //

別紙 4 2

Let's do it! ①

Let's do it! ②

別紙 4 2 p.148 Let's do it! ①

1. Did you know that?
2. Why don't you have some tea?
3. Did you press your hands against the wall?

別紙 4 2 p.148 Let's do it! ②

1. The works () () the Meiji, Taisho, Showa periods.
2. They () still read () the world today.
3. Donald Keene () born () 1922 () New York City.
4. He thought () a language specialist () at least avoid killing people.

別紙 4 3

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 4 3 p.150 Words

biomimicry [bəiəuˈmɪmɪkri]	生体 [生物] 模倣
closely [kləʊsli]	綿密に，細かく注意して，念入りに
tightly [taɪtli]	(通例，過去分詞の前で) 堅く，しっかりと，きつく，ぐっと
hook [hʊk]	～を (かぎなどで) 引っ掛ける，かぎ，フック
fur [fɜːr]	毛，柔らかい毛
fastener [fæsnər]	留め具，ファスナー
opposing [əˈpəʊzɪŋ]	反対の，相反する
loop [luːp]	輪状のもの
press [pres]	～をしっかりと押し付ける，押す
attach [ətætʃ]	～を取り付ける，貼り付ける
apart [əˈpɑːrt]	ばらばらに，離れて
sort [sɔːrt]	種類，タイプ

別紙 4 3 p.151 本文普通読み

Many important new ideas have come from biomimicry (*bio*, meaning “life,” and *mimicry*, meaning “copying”). This new science copies things found in nature. Biomimicry helps researchers to develop new technologies that provide solutions for problems that people face. It has become important in all of our lives.

Here is a good example of the use of biomimicry. One day when a Swiss engineer was climbing a mountain, he found that a number of burdock burrs had stuck to his dog. He looked at them closely and discovered how they worked. The ends of the burr needles were tightly hooked in the dog’s fur. This gave him the idea for Velcro, which is a fastener known in Japan as “magic tape.” When one surface with hooks and an opposing one with loops are pressed together, they are attached to one another. Also, it is easy to pull the surfaces apart. Today such hook-and-

loop fasteners are used in all sorts of products.

別紙 4 3 p.151 本文フレーズ読み

Many important new ideas have come from biomimicry / (*bio*, meaning “life,” / and *mimicry*, meaning “copying”).
// This new science copies things / found in nature. // Biomimicry helps researchers / to develop new technologies /
that provide solutions / for problems / that people face. // It has become important / in all of our lives. //

Here is a good example / of the use of biomimicry. // One day / when a Swiss engineer was climbing a mountain, /
he found / that a number of burdock burrs / had stuck to his dog. // He looked at them closely / and discovered / how
they worked. // The ends of the burr needles / were tightly hooked / in the dog’s fur. // This gave him / the idea for
Velcro, / which is a fastener / known in Japan as “magic tape.” // When one surface with hooks / and an opposing one
with loops / are pressed together, / they are attached / to one another. // Also, / it is easy / to pull the surfaces apart.
// Today / such hook-and-loop fasteners are used / in all sorts of products. //

別紙 4 3 p.151 Sound Tips

There is..., There are... を読むときには、間に[r]の音を意識的に入れて、[ðeəriz]と[ðeərər]と 2 つの語をつなげて読む練習をしましょう。

- Here is [hiəriz] a good example of the use of biomimicry.

別紙 4 4

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 4 4	p.152	Words
lotus	[lóutəs]	ハス
muddy	[mʌdi]	濁った；泥の
pond	[pɒ:nd]	沼，池
droplet	[drɔ:plət]	小さな滴
micro	[maikrou]	微小の
raindrop	[réindrɔ:p]	雨だれ，雨滴
swing	[swɪŋ]	揺れ動く
dirt	[dɜ:rt]	汚れ
ability	[əbɪləti]	能力
wiper	[waipər]	（車の）ワイパー

別紙 4 4 p.153 本文普通読み

Here is another good example. Lotuses grow in muddy lakes and ponds. When you look at lotus leaves, however, you will notice that the surfaces appear dry and clean. You may also see water droplets rolling off the leaves. If you look at a lotus leaf carefully, you will find a large number of micro bumps on its surface. Thanks to the bumps, raindrops rolling there don't touch the surface very much. The raindrops keep their round shapes. When the leaf swings in the wind, those raindrops clean dirt off the surface as they roll. This is how lotuses keep their leaves dry and clean.

This self-cleaning ability is called the "lotus effect." People have used it in various kinds of products, such as toilet bowls and outside mirrors on cars. Even cars without wipers are now under development. There will probably be many more uses in the future, too. In this way, biomimicry offers important ways to make people's lives better.

別紙 4 4 p.153 本文フレーズ読み

Here is another good example. // Lotuses grow / in muddy lakes and ponds. // When you look at lotus leaves, / however, / you will notice / that the surfaces / appear dry and clean. // You may also see water droplets / rolling off the leaves. // If you look at a lotus leaf carefully, / you will find / a large number of micro bumps / on its surface. // Thanks to the bumps, / raindrops rolling there / don't touch the surface very much. // The raindrops keep their round shapes. // When the leaf swings in the wind, / those raindrops clean dirt / off the surface / as they roll. // This is / how lotuses keep their leaves / dry and clean. //

This self-cleaning ability is called the "lotus effect." // People have used it / in various kinds of products, / such as toilet bowls / and outside mirrors on cars. // Even cars without wipers / are now under development. // There will probably be many more uses / in the future, too. // In this way, / biomimicry offers important ways / to make people's lives better. //

別紙 4 4 p.153 Sound Tips

前の単語の終わりが[n]や[m]で、次の単語の始まりが[b], [p], [m]のとき、前の単語の発音は[im]になります。唇を閉じたまま、つなげて発音するようにしましょう。

- Lotuses grow in muddy lakes and ponds.

別紙 4 5

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 4 5	p.154	Words
painless	[péinləs]	痛みのない, 無痛の
mosquito	[məski:tou]	蚊
clue	[klú:]	手がかり
suck	[sʌk]	～を吸う
blood	[blʌd]	血, 血液
stab	[stæb]	～を刺す
barely	[béərli]	ほとんど～ない
nerve	[nə:rv]	神経, 神経繊維
realize	[rí:əlaiz]	～と悟る, 気づく
itchy	[ítʃi]	かゆい
ordinary	[ó:rdənəri]	ふつうの, 通常の, いつもの; 平均的な, 一般的な
practical	[præktikl]	実用的な, 実際の役に立つ, 効果的な

別紙 4 5 p.155 本文普通読み

Biomimicry can be helpful in solving medical problems. For example, it might be used to develop painless needles for giving shots to people. Researchers have thought mosquitoes may hold an important clue about this because mosquito bites are painless.

Take a close look at how mosquitoes suck blood. They stab our skin with sharp, needle-like mouth parts. These are very thin. They are as thin as a human hair. They barely touch the nerves. Also, their needles are serrated. This is even more important. As a result, they touch the nerves in the skin at very few points. This smaller contact area means less pain. That is why we don't realize mosquitoes have stabbed our skin until it gets itchy.

Because of this, mosquitoes have survived well. They might not have been successful if they had caused the

same pain as ordinary shots. Studying mosquito bites, researchers have tried to create new types of needles, and some are already in practical use. It may not be long before we all can look forward to painless shots.

別紙 4 5 p.155 本文フレーズ読み

Biomimicry can be helpful / in solving medical problems. // For example, / it might be used / to develop painless needles / for giving shots to people. // Researchers have thought / mosquitoes may hold an important clue about this / because mosquito bites are painless. //

Take a close look / at how mosquitoes suck blood. // They stab our skin / with sharp, needle-like mouth parts. // These are very thin. // They are / as thin as a human hair. // They barely touch the nerves. // Also, / their needles are serrated. // This is even more important. // As a result, / they touch the nerves / in the skin / at very few points. // This smaller contact area means less pain. // That is / why we don't realize / mosquitoes have stabbed our skin / until it gets itchy. //

Because of this, / mosquitoes have survived well. // They might not have been successful / if they had caused the same pain / as ordinary shots. // Studying mosquito bites, / researchers have tried / to create new types of needles, / and some are already in practical use. // It may not be long / before we all can look forward to painless shots. //

別紙 4 5 p.155 Sound Tips

語数が多い文では、意味の区切りで休止(/)を入れ、休止の前で軽く上昇させるイントネーションを用いることが自然です。それによって文が続いていることを示します。

That is / why we don't realize / mosquitoes have stabbed our skin / until it gets itchy. /

別紙 4 6

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 4 6	p.156	Words
harmful	[há:ɾmfl]	有害な, 害を及ぼす
layer	[léiəɾ]	層, 重ね
reflect	[riflékt]	～を反射する, 反響する
inspire	[inspáiəɾ]	～(の着想)をもたらす
method	[méəəd]	方法, 方式; (専門分野の) 方法論
stainless	[stéinləs]	ステンレス製の; (金属が) さびない
steel	[stí:l]	鋼, 鋼鉄, はがね
tray	[tréi]	盆, トレイ
colored	[káləɾd]	色のついた, 着色した
remove	[rimú:v]	～を取り除く, 取り払う
opportunity	[ú:pəɾt(j)ú:nəti]	機会, 好機, チャンス

別紙 4 6 p.157 本文普通読み

Biomimicry can also provide ideas for making things less harmful to human health and the environment. Jewel beetles have given us one such idea.

Jewel beetles' bodies look bright and colorful. This is because their surfaces are covered with layers of thin films that reflect light and produce various colors.

Inspired by jewel beetles, a company in Niigata has developed a method of coloring stainless steel products without using paint. The company now produces spoons and forks, and trays and tweezers for medical use. The colored medical tools make it easier to see things on the trays or to pick things up. Also, the products without paint, unlike painted ones, are not harmful to our health. What's more, although painted products cannot be recycled without first removing their paint, the new products don't require that trouble.

Biomimicry offers us important opportunities. What works in nature will work for us, too. Look to nature for

ideas. Solutions are all around us.

別紙 4 6 p.157 本文フレーズ読み

Biomimicry can also provide ideas / for making things less harmful / to human health and the environment. //
Jewel beetles have given us / one such idea. //

Jewel beetles' bodies look bright and colorful. // This is because / their surfaces are covered with layers / of thin
films / that reflect light / and produce various colors. //

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The colored medical tools / make it easier / to see things / on the trays / or to pick things up. // Also, / the products
without paint, / unlike painted ones, / are not harmful / to our health. // What's more, / although painted products /
cannot be recycled / without first removing their paint, / the new products / don't require that trouble. /

Biomimicry offers us important opportunities. // What works in nature / will work for us, too. // Look to nature for
ideas. // Solutions are all around us. //

別紙 4 6 p.157 Sound Tips

語の終わりが子音で、次の語が母音で始まる時、2つの語はつなげて発音します。例えば、given us だと、
n と u がつながって[na]のように発音されます。

- Biomimicry can also provide ideas
- one such idea
- This is because
- make it easier
- or to pick things up
- Biomimicry offers us important opportunities
- will work for us, too
- Look to nature for ideas
- Solutions are all around us

別紙 43-46 Rapid Reading

Many important new ideas have come from biomimicry (*bio*, meaning "life," and *mimicry*, meaning "copying"). This new science copies things found in nature. Biomimicry helps researchers to develop new technologies that provide solutions for problems that people face. It has become important in all of our lives.

Here is a good example of the use of biomimicry. One day when a Swiss engineer was climbing a mountain, he found that a number of burdock burrs had stuck to his dog. He looked at them closely and discovered how they worked. The ends of the burr needles were tightly hooked in the dog's fur. This gave him the idea for Velcro, which is a fastener known in Japan as "magic tape." When one surface with hooks and an opposing one with loops are pressed together, they are attached to one another. Also, it is easy to pull the surfaces apart. Today such hook-and-loop fasteners are used in all sorts of products.

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and clean.

This self-cleaning ability is called the “lotus effect.” People have used it in various kinds of products, such as toilet bowls and outside mirrors on cars. Even cars without wipers are now under development. There will probably be many more uses in the future, too. In this way, biomimicry offers important ways to make people’s lives better.

Biomimicry can be helpful in solving medical problems. For example, it might be used to develop painless needles for giving shots to people. Researchers have thought mosquitoes may hold an important clue about this because mosquito bites are painless.

Take a close look at how mosquitoes suck blood. They stab our skin with sharp, needle-like mouth parts. These are very thin. They are as thin as a human hair. They barely touch the nerves. Also, their needles are serrated. This is even more important. As a result, they touch the nerves in the skin at very few points. This smaller contact area means less pain. That is why we don’t realize mosquitoes have stabbed our skin until it gets itchy.

Because of this, mosquitoes have survived well. They might not have been successful if they had caused the same pain as ordinary shots. Studying mosquito bites, researchers have tried to create new types of needles, and some are already in practical use. It may not be long before we all can look forward to painless shots.

Biomimicry can also provide ideas for making things less harmful to human health and the environment. Jewel beetles have given us one such idea.

Jewel beetles’ bodies look bright and colorful. This is because their surfaces are covered with layers of thin films that reflect light and produce various colors.

Inspired by jewel beetles, a company in Niigata has developed a method of coloring stainless steel products without using paint. The company now produces spoons and forks, and trays and tweezers for medical use. The colored medical tools make it easier to see things on the trays or to pick things up. Also, the products without paint, unlike painted ones, are not harmful to our health. What’s more, although painted products cannot be recycled without first removing their paint, the new products don’t require that trouble.

Biomimicry offers us important opportunities. What works in nature will work for us, too. Look to nature for ideas. Solutions are all around us.

別紙 4 7

Let's do it! ①

Let's do it! ②

Let's do it! ③

別紙 4 7 p.164 Let's do it! ①

1. 「●」 dome / toast / strike
2. 「●●」 donut / robot / trumpet

別紙 4 7 p.164 Let's do it! ②

1. 「●」 box/dog/house
2. 「●●」 a box/my dog/the house
3. 「●●●」 in a box/with my dog/to the house

別紙 4 7 p.164 Let's do it! ③

1. He put the ball in a box.
2. I always play with my dog.
3. Let's go to the house.
4. Jane put some eggs in a basket.

別紙 4 8

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 4 8

p.166

Words

international [ɪntəˈnæʃənl]

国際的な，国家間の，国際上の

collection [kəˈleɪʃən]

（詩・小説などの）作品集；収集物

translation [trænsleɪʃən]

翻訳したもの，翻訳作品；翻訳

era [ɪəə]

時代，時期

poetry [ˈpɔːtri]

詩，詩歌

serve [sɜːrv]

勤務する，務める，使える；〔～の一員として〕働く

editor [ɛdɪtə]

編集者；編集長

range [reɪndʒ]

範囲，種類

general [dʒenərəl]

全体的な，全般的な

別紙 4 8

p.167

本文普通読み

Donald Keene created great international interest in the language and culture of Japan. He is not the only person who has done that. But he did more than anyone else in the world. In 1955, he published his first collection of English translations of Japanese literature. It included literature from ancient times to the Tokugawa era. It presented poetry from the *Manyōshū* and some of the major dramas of Chikamatsu Monzaemon. The next year, he published another collection. This time, the works were from the Meiji, Taisho, and Showa Periods.

Keene did many of the translations himself. He also served as the editor of the books. These were works in which the world outside Japan got its first look at a wide range of Japanese literature. The books inspired the world to become more interested in Japanese culture in general. They even led many readers to begin studying the Japanese language. They are still read around the world today. Many universities have been using them for a very long time in courses that introduce Japanese literature in English.

Donald Keene created / great international interest / in the language and culture of Japan. // He is not the only person / who has done that. // But he did more / than anyone else / in the world. // In 1955, / he published his first collection / of English translations / of Japanese literature. // It included literature / from ancient times / to the Tokugawa era. // It presented poetry / from the *Manyōshū* / and some of the major dramas / of Chikamatsu Monzaemon. // The next year, / he published another collection. // This time, / the works were from the Meiji, Taisho, and Showa Periods. //

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1 文が長いときは、意味の区切りで休止(/)を入れ、休止の前で軽く上昇させるイントネーションを用いることが自然です。それによって文が続いていることを示します。

These were works / in which the world outside Japan / got its first look / at a wide range of Japanese literature.

別紙 4 9

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 4 9 p.168 Words

admit	[ədmít]	〔～への〕入場 [入会] を認める, 許す
discount	[dískaunt]	割引, 値引き
encounter	[inkáuntər]	出会い, 遭遇
scholar	[skó(:)lə]	学者
magical	[mædʒikl]	不思議な, 神秘的な, 魅惑的な
oppose	[əpóuz]	～に反対する
refuge	[réfju:dʒ]	避難場所, 逃げ場
hate	[héit]	～をひどく嫌う, 憎む

別紙 4 9 p.169 本文普通読み

Keene was born in 1922 in New York City. He was admitted to Columbia University at the age of 16. He had no special interest in Japan at all then. Two years later, however, he happened to visit a shop that sold books at discount prices. By chance, he noticed something there called *The Tale of Genji*. This lucky encounter resulted in the start of his life's work. He became not just a scholar of the Japanese language. He also became an expert in Japanese literature and culture.

Keene bought *The Tale of Genji* that day. He loved it. He once wrote that the novel was magical. He said that it showed him a beautiful new world. At that time, countries in both Europe and East Asia were fighting wars. This was the situation about which Keene felt very sad. He opposed war. He wrote that *The Tale of Genji* became a "refuge" for him. He said that it protected him from things in the world that he hated.

別紙 4 9 p.169 本文フレーズ読み

Keene was born / in 1922 / in New York City. // He was admitted / to Columbia University / at the age of 16. // He

had no special interest / in Japan / at all then. // Two years later, / however, / he happened to visit a shop / that sold books / at discount prices. // By chance, / he noticed something there / called *The Tale of Genji*. // This lucky encounter / resulted in the start / of his life's work. // He became not just a scholar / of the Japanese language. // He also became an expert / in Japanese literature and culture. //

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別紙 4 9 p.169 Sound Tips

at the や in the では, [ətðə]や[inðə]を続けて発音するのは難しいので, at の[t]や in の[n]は, [ð]の構え(=舌先を上下の歯の間に入れて)で発音します。

- resulted in the start
- He once wroteu that the novel was magical.
- At that time
- in the world

別紙 5 0

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 5 0	p.170	Words
privately [praɪvətli]		個人的には、ひそかに、内密に
navy [néivi]		海軍
translator [trænsleɪtər]		翻訳家
interpreter [intəˈrprətər]		通訳（者）
specialist [speʃəlist]		専門家
packed [pækt]		〔～が〕 いっぱい詰まった
soldier [souldʒər]		兵士、兵卒、兵；下士官
moving [múːvɪŋ]		感動させる；悲しみをさそう
badly [bædli]		（状況・出来事の深刻さについて）ひどく、重大に
humanity [hjuːmænəti]		人間性；人間であること
sympathy [sɪmpəði]		同情、思いやり
sensitivity [sensətɪvəti]		感じやすさ、感受性

別紙 5 0 p.171 本文普通読み

Keene soon began studying the Japanese language privately. Later, he began taking lessons at a U.S. Navy school. This was after war had broken out between Japan and the United States. The school trained people to become translators and interpreters. He imagined that the job of a language specialist would be good for him. He thought that a language specialist could at least avoid killing people.

While working for the Navy in 1943, Keene had another important encounter. He found a box packed with diaries written by Japanese soldiers. They were deeply moving to Keene. He read about the soldiers' feelings for their families and also about their hopes for the future. He felt sad when he read about how badly they had suffered. And he realized something important about those "enemies." He clearly saw their humanity. Keene developed sympathy

and sensitivity toward Japanese people. Those feelings remained with him throughout his life.

別紙 5 0 p.171 本文フレーズ読み

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別紙 5 0 p.171 Sound Tips

コンマや意味の区切りで、休止を入れて文を読む場合、区切りの直前のイントネーションは、少しだけ上昇させて、次へつなぐのが自然です。疑問文のように高く上昇させないので、注意して練習しましょう。

While working for the Navy in 1943, Keene had another important encounter.

別紙 5 1

Part 1 Words

Part 1 本文普通読み

Part 1 本文フレーズ読み

Part 1 Sound Tips

Part 2 Words

Part 2 本文普通読み

Part 2 本文フレーズ読み

Part 2 Sound Tips

Part 3 Words

Part 3 本文普通読み

Part 3 本文フレーズ読み

Part 3 Sound Tips

Part 4 Words

Part 4 本文普通読み

Part 4 本文フレーズ読み

Part 4 Sound Tips

Rapid Reading

別紙 5 1 p.172 Words

related	[rɪleɪtɪd]	関係 [関連] がある
award	[əwɔːrd]	〔業績などに対して〕～を与える, 授与する
contribute	[kəntrɪbjʊ:t]	貢献する, 寄与する
citizen	[sɪtəzn]	国民, 公民; 市民

別紙 5 1 p.173 本文普通読み

After the war, Keene returned to Columbia University. The soldiers' diaries had given him new goals. He decided to study more about Japan at the university. He started his long career as an expert on Japan. As his special area was Japanese literature, he wrote a lot about it. He also wrote on other topics related to Japan: its people, its culture, its language, and its history.

In 2008, he was awarded the "Order of Culture" (*Bunka Kunsho*) medal. It is given to people who have greatly contributed to the development of literature, art, and science in Japan. Keene had been writing a great number of books both in English and in Japanese. And these books played an important role in making Japanese culture known to the world. Keene was one of the non-Japanese scholars to receive this medal.

After the Great East Japan Earthquake of 2011, Keene came to Japan to live. Then the next year, he became a Japanese citizen. In 2019, at the age of 96, he died in the country he had deeply loved for many years.

別紙 5 1 p.173 本文フレーズ読み

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別紙 5 1 p.173 Sound Tips

語末が子音で終わり、次の語が母音で始まる時、2つの語は区切らずに、つなげて発音します。①more about は[mɔːrəbaʊt], ②and its[ənɪts]では and の[d]が発音されずに its につながります。

①as an, about it, both in, played an important, one of, became a

②It is, and in, died in

- as an expert on Japan
- he wrote a lot about it
- both in English and in Japanese
- And these books played an important role
- Keene was one of the non-Japanese scholars
- he became a Japanese citizen
- It is given to people
- both in English and in Japanese (※3つ目と同じものを入れてください)
- he died in the country

別紙 48-51 Rapid Reading

Donald Keene created great international interest in the language and culture of Japan. He is not the only person who has done that. But he did more than anyone else in the world. In 1955, he published his first collection of English translations of Japanese literature. It included literature from ancient times to the Tokugawa era. It presented poetry from the *Manyōshū* and some of the major dramas of Chikamatsu Monzaemon. The next year, he published another collection. This time, the works were from the Meiji, Taisho, and Showa Periods.

Keene did many of the translations himself. He also served as the editor of the books. These were works in which the world outside Japan got its first look at a wide range of Japanese literature. The books inspired the world to become more interested in Japanese culture in general. They even led many readers to begin studying the Japanese language. They are still read around the world today. Many universities have been using them for a very long time in courses that introduce Japanese literature in English.

Keene was born in 1922 in New York City. He was admitted to Columbia University at the age of 16. He had no special interest in Japan at all then. Two years later, however, he happened to visit a shop that sold books at discount prices. By chance, he noticed something there called *The Tale of Genji*. This lucky encounter resulted in the start of his life's work. He became not just a scholar of the Japanese language. He also became an expert in Japanese literature and culture.

Keene bought *The Tale of Genji* that day. He loved it. He once wrote that the novel was magical. He said that it showed him a beautiful new world. At that time, countries in both Europe and East Asia were fighting wars. This was the situation about which Keene felt very sad. He opposed war. He wrote that *The Tale of Genji* became a "refuge" for him. He said that it protected him from things in the world that he hated.

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別紙 5 2

Let's do it! ①

Let's do it! ②

別紙 5 2 p.180 Let's do it! ①

This is the house that Jack built.



1. Betty Brown bought some butter to make a cake for her brother.
2. There was a little girl who had a little curl right in the middle of her forehead.

別紙 5 2 p.180 Let's do it! ②

●	●	●
John	kicks	a ball.
Johnny	kicks	a ball.
Johnny	was kicking	a ball.
Johnny	has been kicking	a ball.

ウェブサイトのアドレスの掲載箇所一覧表
(外国語（英語）音声に係るもの)

番号	ページ	行	ウェブサイトを参照させる手段（URL、二次元コード等の別）
1	15	本文上部右上	二次元コード
2	19	脚注4行 右	二次元コード
3	21	脚注4-5行 右	二次元コード
4	23	脚注4行 右	二次元コード
5	31	脚注4-5行 右	二次元コード
6	33	脚注3-4行 右	二次元コード
7	35	脚注4行 右	二次元コード
8	37	脚注5-6行 右	二次元コード
9	47	脚注3行 右	二次元コード
10	49	脚注4行 右	二次元コード
11	51	脚注3-4行 右	二次元コード
12	53	脚注4-5行 右	二次元コード
13	63	脚注3-4行 右	二次元コード
14	65	脚注2-3行 右	二次元コード
15	67	脚注4-5行 右	二次元コード
16	69	脚注3行 右	二次元コード
17	73	脚注10-11行 右	二次元コード
18	77	1行目 右	二次元コード
19	79	見出し上部右上	二次元コード
20	80	1行目 右	二次元コード
21	83	脚注3行 右	二次元コード
22	85	脚注5-6行 右	二次元コード
23	87	脚注3行 右	二次元コード
24	89	脚注4行 右	二次元コード
25	99	脚注4行 右	二次元コード
26	101	脚注4-5行 右	二次元コード
27	103	脚注3-4行 右	二次元コード
28	105	脚注3-4行 右	二次元コード
29	115	脚注4行 右	二次元コード
30	117	脚注4行 右	二次元コード
31	119	脚注3行 右	二次元コード
32	121	脚注3-4行 右	二次元コード
33	125	脚注8-9行 右	二次元コード
34	128	脚注15-16行 右	二次元コード
35	131	脚注4行 右	二次元コード
36	133	脚注3行 右	二次元コード
37	135	脚注4-5行 右	二次元コード
38	137	脚注4-5行 右	二次元コード
39	141	脚注16-18行 右	二次元コード
40	145	見出し上部右上	二次元コード
41	147	見出し上部右上	二次元コード
42	148	脚注19-20行 右	二次元コード
43	151	脚注3行 右	二次元コード
44	153	脚注3行 右	二次元コード
45	155	脚注3-4行 右	二次元コード
46	157	脚注3-4行 右	二次元コード
47	164	脚注18-19行 右	二次元コード
48	167	脚注3-4行 右	二次元コード
49	169	脚注3行 右	二次元コード
50	171	脚注4行 右	二次元コード
51	173	脚注4-5行 右	二次元コード
52	180	脚注18-19行 右	二次元コード