

編修趣意書

(教育基本法との対照表)

申請図書番号	学校	教科	種目	学年
106-202	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. 編集の基本方針

教育基本法第2条に示す教育目標を達成するため、題材は、生徒の発達段階を考慮に入れつつ、個人の成長に資するだけでなく、個人と社会の相互補完的な関係について考える機会を設けるものを選定した。スポーツ選手や動物などの身近な話題、最新の科学的研究、今日のグローバルな社会課題である「持続可能な開発目標(SDGs)」などを主要テーマとしている。

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 Who Is Your Hero?	個人の価値を尊重して、その能力を伸ばし、自主及び自律の精神を養うに資する題材として、一度夢を失いながらも憧れの存在を胸に練習に励み、史上最年少でグランドスラム優勝の夢を実現させた車いすスポーツ選手の半生を描いた物語文を取り上げた。(第2号)	pp.12-23
Lesson 2 Go, Anzu!	個人の価値を尊重し、その能力を伸ばす精神を培い、生命を尊ぶ態度を養うに資する題材として、捨てられた小型犬が警察犬として活躍するまでを述べた物語文を取り上げた。(第2, 4号)	pp.24-35
Lesson 3 We Can Make a Difference 	幅広い知識と教養を身に付け、自然を大切にし、環境の保全に寄与する態度を養うに資する題材として、気候変動によって世界の人々が受けている影響と、問題を改善するための取り組みや行動について述べた説明文・意見文を取り上げた。(第1, 4号)	pp.36-47
Lesson 4 Creative Problem Solving 	公共の精神に基づき、主体的に社会に参画する態度を養い、創造性を培うに資する題材として、人間の心理や行動の特徴を利用して、ポイ捨ての問題を創造的に解決する方法を述べた論証文を取り上げた。(第2, 3号)	pp.48-59
Lesson 5 Canned Bread to Feed the World 	主体的に社会の形成に参画し、その発展に寄与する精神を養うに資する題材として、食糧廃棄問題の解決と飢餓地域への支援を可能とするシステムを構築したパン・アキモトの取り組みを述べた物語文を取り上げた。(第3号)	pp.70-81
Lesson 6 Could We Have a Real Jurassic Park? 	幅広い教養を身に付け、真理を求める態度や道徳心を養うに資する題材として、恐竜再生の可能性について論じた説明文を取り上げた。(第1号)	pp.82-93
Lesson 7 Behind the Price Tag 	正義と責任を重んずるとともに、主体的に社会の形成に参画する態度を養うに資する題材として、安価な衣類製造プロセスにおける労働者の実態を述べた説明文と、問題に対して対立する二者の意見文を取り上げた。(第3号)	pp.94-105

Lesson 8 The World's Winter Festivals	日本をはじめ他国の伝統や文化を尊重する精神を培うに資する題材として、世界の冬の祭りを比較し、その共通性について論じた説明文を取り上げた。(第 5 号)	pp.106-117
Lesson 9 Slackers in the Ant Nest	幅広い知識と教養を身に付け、真理を求める態度を養い、主体的に社会の形成に参画し、その発展に寄与する態度を養うに資する題材として、アリのコロニーの中に存在する働かないアリについての科学的事実を述べた説明文を取り上げた。(第 3, 4 号)	pp.132-143
Lesson 10 Capturing the Reality of the World	主体的に社会の形成に参画し、国際社会の平和と発展に寄与する態度を養うに資する題材として、フォトジャーナリスト安田菜津紀氏が仕事を通じて学んだ使命について述べた物語文を取り上げた。(第 3, 5 号)	pp.144-155
Reading 1 Four Words	豊かな情操を培うに資する題材として、留学先で孤独を感じていた女性が他人からかけられた忘れられない言葉をめぐる物語作品を取り上げた。(第 1 号)	pp.66-69
Reading 2 The Boy with the Box	豊かな情操を培うに資する題材として、家族や友人のことを思ってクリスマスプレゼントを用意しようと奔走する子どもたちを描いた物語作品を取り上げた。(第 1 号)	pp.124-131
Real Life English 1, 2, 3	他者との協力を重んずるとともに、他国の伝統や文化を尊重する態度を養うに資する題材として、アメリカ留学をして異文化を経験する主人公となってロールプレイングをする場面を設定した。(第 3, 5 号)	pp.62-65, pp.120-122, pp.158-161

編修趣意書

(学習指導要領との対照表、配当授業時数表)

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106-202	高等学校	外国語	英語コミュニケーションⅠ	
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1. 編修上特に意を用いた点や特色

本書は主に以下の4つの内容から構成されている。

- ①Lesson (10課)
- ②Real Life English (3課)
- ③Project (3課)
- ④Reading (2課)

①Lessonでは学習指導要領が定めるところの「社会的な話題」を中心に扱い、②Real Life Englishでは「日常的な話題」を中心に扱った。③ProjectはLessonで学んだ内容を元に、自主的に深く考え、またグループで協力して取り組む活動を用意した。④Readingでは教育基本法第2条が定めるところの「豊かな情操と道徳心を培う」に資する物語作品を扱った。

①Lesson

【プレ活動】QRコード(導入動画)

Think-Pair-Share

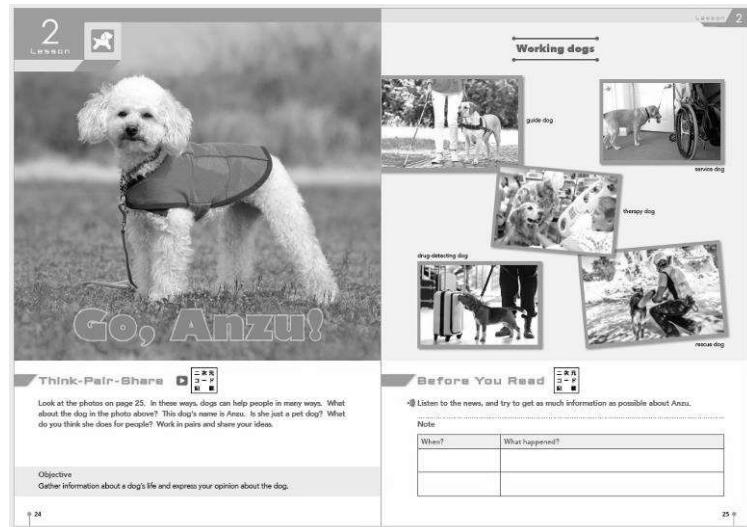
本課のテーマについて話し合う。

Objective

本課のコミュニケーション活動を最終タスクとして冒頭に掲げ、目的に応じた情報理解をめざした。

【Before You Read】QRコード(音声)

リスニングで本課のテーマに触れる。



【本文】QRコード(音声)

報道、SNS、講義などの生徒が実生活で英語に接する可能性のあるさまざまな場面を設定した。

テキストタイプは説明文、物語文、意見文、論証文を扱った。

Whole Text View ® QRコード(音声)

課の本文を見開きで掲載した。右上のグラフを参考にすれば、WPM を意識して本文を読むことができる。

また、生徒ひとりひとりが自分の WPM を意識して学習に取り組めるように、巻末に Reading Speed Tracker を用意した。

Summarizing

本文の論理展開と要点を確認。

ポスト活動

Communication Activity

QRコード(Listening 音声)

本文で学習した内容を最大限に活用して取り組めるコミュニケーション活動を用意した。

Listening

本文の内容についての会話を聞く。

Retelling

本文を再構成して話すためのヒントとなるように、キーワードを与え、イラストを効果的に使用した。

Interaction

本文の内容について話し合う。

Writing

本文の内容について自分の意見を書く。

その他

Grammar QRコード(追加問題)

本文で学習する文法事項を整理した。

Grammar

現在進行形 (have [has] + 现在分词) / 演在完了形 (have [has] + been+ing)

過去の出来事、或いは現在の状況を述べたい時。

過去式 He kept the dog ten years ago.

10年経ったところについて
過去式 → 10年前

He has kept the dog for ten years.

10年かかるところまで
現在式 → 10年間

1. Anzu has shown that even a small dog can do something great. → p.31, 32

2. I've never heard about Anzu before. →

3. He has kept the dog for ten years. →

4. Since then, the Ibaraki Police have been accepting other small dogs into their police dog unit. → p.32, 33

過去完了形 (had +過去分词) / 演在完了形 (had + been+ing)

過去の出来事、或いは既に終了した出来事が起こったことを述べたい時。

過去式 When I came back home, my dog had already eaten all the food in the bowl. → p.32

2. Mr. Suzuki had never considered training a small dog for this role before he met Anzu. → p.32, 33

3. He had kept the dog for ten years since he moved to Otsaku. →

4. Anzu had been waiting for Mr. Suzuki for two hours until he came home. → p.33

問題

① Answer with your own ideas.

1. Which professor have you traveled to? What did you do there?
You:

2. How long have you studied English?
You:

② Talk about yourself by following the example.
1. Have you ever been late to an appointment?
Example: I once had to go to a concert, but my train was late.
When I arrived at the hall, the concert had already started.

2. Have you achieved something recently? How long had you been preparing for it?
Example: I won a tennis match last week. I had been practicing tennis for one month.

More Exercises

Whole Text View

Read the whole text and arrange the titles of each part in the order of the story. There are two unnecessary options. () → () → () → () → ()

(a) Anzu's unique strengths as a police dog
(b) The best kind of dog for a police dog
(c) Rescued from an animal shelter
(d) Solving the abandoned pet problem
(e) Reactions from viewers
(f) Training for police work

From Baraki, Nakajima Sakura reports more about Anzu.

Can you believe that this white toy poodle is a police dog? Her name is Anzu. I've come to Tokai-university to meet her and her owner and trainer, Sumbi Hirudha. Today, I'd like to tell you an interesting story about her.

Mr. Suzuki and Anzu since March 2013. He saved her from an animal shelter, which she had only stayed at for a few days. She was abandoned by her previous owners, because she was about to be put down. The Suzuki family already had three German shepherds. Mr. Suzuki planned to give her away after taking her home. However, a few days later, the other dogs accepted her as a member of the family. Then he decided to keep her. (119)

Mr. Suzuki is a dog trainer with the Ibaraki Police. He brought Anzu to a training session with his team of German shepherds. He wanted to see if she was willing to imitate the other dogs. Just as he said to her, "Stand! Sit! Down! Stay!" Anzu understood the words and obeyed. Mr. Suzuki then decided to train her as a police dog. He had never considered training a small dog for this role before he met Anzu.

The training process was hard for Anzu. Since she was smaller than the German shepherds, she needed to be held by hand more often. She was also afraid of water, but it was a while before she could drink a glass of water. Also, when she was searching for something in the grass, she was almost attacked by a hawk. Luckily she was saved by another dog. In spite of all these challenges, she never gave up. She happily wagged her tail when she was praised. (16)

People say that Anzu could never become a police dog, but she has shown that even a small dog can be a functioning part. It's true that she is not as fast as the other dogs because small dogs are short. However, she doesn't mind the smallest ones that bigger dogs might see. She also plays an effective role in crowded places. A typical police dog is as big as any criminal will notice it. In contrast, a little toy poodle doesn't attract much attention. Moreover, she is often the target of search for missing people with dementia. However, she is cute and doesn't scare them away.

Ever since Anzu passed the test in October 2015, the Ibaraki Police have been accepting other small dogs into their police dog unit. She is now part of a team with her = German shepherd family. (142)

Fill in the blanks to complete the outline.

Anzu's Life

Part 1

Part 2

Part 3

October 2015

the police dog test
→ works with the big dogs in a team

March 2013

By Mr. Suzuki from the animal shelter
→ trained as a police dog → hard training

Anzu was

by the German shepherds

Here are some comments on a social media site.

[Josh] Anzu's story is so inspiring. Even though she is small, she passed the same test that German shepherds take. Nobody can tell you that you can't achieve your dreams.

[Naoki] Anzu's strength may be greater strength. Anzu is a little dog, but in many ways that give her special roles as a police dog. As part of the German shepherd team, she is doing things that big dogs cannot do.

[Hannah] Anzu was lucky to be saved by Mr. Suzuki and given the chance to prove herself. It is terrible to imagine what happens to cats and dogs in animal shelters. Can't we do something about the abandoned pet problem? (109)

(Total 337)

Summarizing

Fill in the blanks to complete the outline.

Anzu's Life

Part 1

Part 2

Part 3

October 2015

the police dog test
→ works with the big dogs in a team

March 2013

By Mr. Suzuki from the animal shelter
→ trained as a police dog → hard training

Anzu was

by the German shepherds

Communication Activity

Listening

Yuka, Hanako, and Naoki are talking about how they feel about Anzu's story. Listen to the conversation and answer the questions.

1. Who is most likely to like Anzu's opinion?

(a) Yuka
(b) Hanako
(c) Naoki
(d) Yuka and Naoki

2. Who is most likely to learn more about Anzu?

(a) Yuka
(b) Hanako
(c) Naoki
(d) Yuka and Naoki

Source 1: あ～（汗）の質問で困るねえ。驚かされた感じがするな。

【Q】スクリプトの中の質問は、驚かされた感じがするよ。

【A】He rescued her from the animal shelter and trained her for a police dog.

【Q】スクリプトの中の一文が残されています。上のTopicを意識しながら読み、書きなさい。

Retelling

Imagine you are a TV reporter and are telling Anzu's story to viewers. Use the pictures below and add your comment at the end. Start with the following.

"This is (Cato Shun), reporting from Baraki..."

[abandon / animal shelter / rescue]

[train / a police dog / hard]

[a small dog / something great]

[pass the test / accept / team]

Interaction

How do you feel about Anzu's story? Talk about it with your classmates. Start with the following.

We learned about a police dog named Anzu. How do you feel about Anzu's story?

Useful Expressions

相手の意見には賛同する

- 相手の意見に賛同 / 賛成する
- That's a good idea! / That's a good point.

驚かされた / 惊いた

- Really? / Is that so? / No kidding! / What a surprise!

気付かなかった

- I didn't know that.

驚かされた / 惊いた

- I'm really glad / angry / sad / hopeful / excited / shocked / surprised / to hear ...

感動 / 動かされた

- I'm moved [impressed] by ~

Writing

What do you think about Anzu's story? Write your comment about Anzu on a social media site as the three people did on page 29.

...

Real Life Information QRコード(動画)

スキヤニングの練習のため、本課のテーマに関連するビジュアル資料と内容確認のための設問を用意した。

Real Life Information

Police dogs

Police dogs are not police officers, but they are often considered colleagues by police officers.

These are some of the popular breeds.

German shepherd
Collie
Border
Labrador
Dobeman
Aussiedler

What do they specialize in?

guard and protect
search and rescue
detect dangerous objects
find dead bodies

To be a police dog

- They only obey their partners.
- They must pass a physical training test.
- They are trained for working with ordinary people.

If they are killed, they get the same honors as a human police officer.

Reasons for retirement

pregnancy
serious injury
serious sickness
old age

Read the information above and answer the following questions with T(true) or F(false).

1. Police dogs are often regarded as teammates by police officers. ()
2. A boxer is one of the popular breeds for a police dog. ()
3. Police dogs are trained to obey every police officer. ()
4. Police dogs cannot retire when they become pregnant. ()

② Project

各学期に1回、それまでのLessonのテーマを元に、グループで話し合ったことを発表したり、動画や漫画などを作ったりする活動を行う。

Project 2 Lesson 5-8

Create a Video about the Lesson's Topics

K Company is looking for videos to help high school students learn. Your class decided to create a video that presents more information about one lesson topic in this textbook.

STEP 01 Write instructions

Work down anything you would like to know more about the contents of Lessons 5-8.

Lesson 5
Lesson 6
Lesson 7
Lesson 8

STEP 02 Work in a group

Mission

Work down anything you would like to know more about the contents of Lessons 5-8.

STEP 03 Work in a group

Example of a topic:

- Lesson 5: A visit to God's Rock
- Lesson 6: A trip to the beach
- Lesson 7: Introducing a factory in our city that is taking eco-friendly initiatives
- Lesson 8: Introducing exciting festivals around the world

Gather information through the Internet and books on the topic, and by conducting interviews if necessary.

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③ Real Life English

アメリカ留学中にさまざまな異文化を経験する主人公になって、ロールプレイングをおこなう。4技能を使いながら、日常生活で必要な英語を学習する。

Real Life English

2 How to Enjoy a Potluck Party on Christmas

Masaki is invited to a Christmas party at the home of Jane, one of his classmates. Some of his other classmates are also coming to the party. He hopes to experience culture in America.

STEP 1 Make a Guess

Look at the three pictures below and describe how people spend Christmas.

(1) A week before Christmas (2) Christmas Eve (3) Christmas Day

STEP 2 Have a Conversation

Jane asks you about how people spend Christmas in Japan. Imagine you are Masaki and answer her questions.

How do you spend Christmas in Japan?

Which do you prefer, staying at home or going out on Christmas Day?

What did you get last Christmas?

↑ 120

④ Reading

文学作品を通じて、想像力や他者への共感力を養うために、登場人物の心情を推論したり、自分の意見を述べたりする設問を用意した。

○その他の特に意を用いた点や特色

Reading Speed Tracker

Useful Expressions

学習の記録を残せるように、巻末にWPMを記録するページを設けた。また、ペアやグループで話し合うときに参照できる表現集を巻末に掲載した。

Reading

Four Words

Are there any words someone said to you that you will never forget? What are they? Do they encourage you or discourage you? When were they said to you? Work in pairs and share your ideas.

According to the narration, how did the main character feel at first when she came to the United States?

Reading

WPM

120
110
100
90
80
70
60
50
40
30

Lesson 1 Lesson 2 Lesson 3 Lesson 4

Date: _____ Date: _____ Date: _____ Date: _____
Goal: _____ Goal: _____ Goal: _____ Goal: _____

WPM

120
110
100
90
80
70
60
50
40
30

Lesson 5 Lesson 6 Lesson 7 Lesson 8

Date: _____ Date: _____ Date: _____ Date: _____
Goal: _____ Goal: _____ Goal: _____ Goal: _____

WPM

120
110
100
90
80
70
60
50
40
30

Lesson 9 Lesson 10

Date: _____ Date: _____ Date: _____ Date: _____
Goal: _____ Goal: _____ Goal: _____ Goal: _____

○ Reading Speed Tracker

Words Per Minute (WPM) を記録していきましょう。

(WPM)

この線を折って書いてましょう。

Useful Expressions

各課のCommunication ActivityのInteractionで取り上げた表現をまとめています。ペアやグループで話し合うときに活用しましょう。

自分の意見を述べる

- I am... (僕は...)

- I get it. / I understand. (分かった)

自分の意見を述べる

- I don't get you. / I don't understand. (分かりらない)

自分の意見を述べる

- Right! / That's right! / That's true. / Exactly. (そうだね/その通り)

相手の意見を尊重する

- That's a meeting. (みんなで話し合う)

- That's good idea. (いいね)

- That's a good point. (いい点を突いている)

相手の意見を尊重する

- Aha! (ああ)

- Is that so? (ほんのり?)

- No kidding! (ほんのり)

- Whoops! (失敗)

相手の意見を尊重する

- Excuse me. Can I say something? (すみません、話してもいいですか?)

- Can I ask a question? (質問してもいいですか?)

- Whoa! (ええ)

相手の意見を尊重する

- You said ... right? ... (本当にそうだ?)

- You got it. (分かった)

- What do you mean? / What does that mean? (どういう意味ですか?)

- Is that right? (それは違うですか?)

- Are you saying that...? (…って言っているのですか?)

2. 対照表

図書の構成・内容	内容				内容の取扱い	該当箇所	配当時数
	(1) 英語の特徴やきまりに関する事項 ※ウは全体を通じて扱う	(2) 情報を整理しながら考えなどを形成し、英語で表現したり、伝え合ったりすることに関する事項	(3) 言語活動及び言語の働きに関する事項 ①言語活動に関する事項 ※アは全体を通じて扱う	②言語の働きに関する事項			
Preparation	ア(ア)(イ)(ウ)、エ(ア)				(2)	pp.8-11	1
Lesson 1 Who Is Your Hero?	エ(イ)g	ア、イ、ウ	イ(ア)、ウ(ア)(イ)、エ(ア)、オ(ア)、カ(ア)	ア(ア)(イ)(ウ)、イ(ア)(ウ)(オ)	(1)	pp.12-23	8
Lesson 2 Go, Anzu!	エ(イ)g	ア、イ、ウ	イ(ア)、ウ(ア)(イ)、エ(ア)、オ(ア)、カ(ア)	ア(ア)(イ)、イ(ア)(イ)(ウ)(オ)	(1)	pp.24-35	8
Lesson 3 We Can Make a Difference	エ(イ)e	ア、イ、ウ	イ(イ)、ウ(ア)(イ)、エ(イ)、オ(イ)、カ(イ)	ア(ア)(イ)、イ(ア)(ウ)(エ)(オ)	(1)	pp.36-47	8
Lesson 4 Creative Problem Solving	エ(イ)e、f	ア、イ、ウ	イ(ア)、ウ(ア)(イ)、エ(ア)、オ(ア)、カ(ア)	ア(ア)(イ)、イ(ア)(ウ)(エ)(オ)	(1)	pp.48-59	8
Project 1		ア、イ、ウ	エ(ア)、カ(ア)	ア(ア)(イ)、イ(ウ)	(1)	pp.60-61	2
Real Life English 1		ア、イ、ウ	イ(ア)、ウ(ア)、エ(ア)、オ(ア)、カ(ア)	ア(ア)(イ)	(1)	pp.60-63	2
Reading 1 Four Words			イ(ア)、ウ(ア)		(1)	pp.64-69	4
Lesson 5 Canned Bread to Feed the World	エ(イ)a	ア、イ、ウ	イ(イ)、ウ(ア)(イ)、エ(イ)、オ(イ)、カ(イ)	ア(ア)(イ)、イ(ア)(ウ)(エ)(オ)	(1)	pp.70-81	8
Lesson 6 Could We Have a Real Jurassic Park?	エ(ア)	ア、イ、ウ	イ(イ)、ウ(イ)、エ(イ)、オ(イ)、カ(イ)	ア(ア)(イ)、イ(ウ)(エ)	(1)	pp.82-93	8
Lesson 7 Behind the Price Tag	エ(ア)	ア、イ、ウ	イ(イ)、ウ(ア)(イ)、エ(イ)、オ(イ)、カ(イ)	ア(ア)(イ)、イ(ウ)(エ)	(1)	pp.94-105	8
Lesson 8 The World's Winter Festivals	エ(イ)d	ア、イ、ウ	イ(ア)、ウ(ア)(イ)、エ(ア)、オ(イ)、カ(イ)	ア(ア)(イ)(ウ)、イ(ア)(ウ)(エ)	(1)	pp.106-117	8
Project 2		ア、イ、ウ	エ(ア)、カ(ア)	ア(ア)(イ)、イ(ウ)	(1)	pp.118-119	2
Real Life English 2		ア、イ、ウ	イ(ア)、ウ(ア)、エ(ア)、オ(ア)、カ(ア)	ア(ア)(イ)(ウ)、イ(ウ)	(1)	pp.118-121	2
Reading 2 The Boy with the Box			イ(ア)、ウ(ア)		(1)	pp.122-129	5
Lesson 9 Slackers in the Ant Nest	エ(イ)b、c	ア、イ、ウ	イ(イ)、ウ(イ)、エ(イ)、オ(イ)、カ(イ)	ア(ア)(イ)、イ(ア)(ウ)(エ)(オ)	(1)	pp.130-141	9
Lesson 10 Capturing the Reality of the World	エ(イ)h	ア、イ、ウ	イ(イ)、ウ(イ)、エ(イ)、オ(イ)、カ(イ)	ア(ア)(イ)、イ(ア)(イ)(ウ)(エ)	(1)	pp.142-153	9
Project 3		ア、イ、ウ	エ(ア)、カ(ア)	ア(ア)、イ(ウ)	(1)	pp.156-157	2
Real Life English 3		ア、イ、ウ	イ(ア)、ウ(ア)、エ(ア)、オ(ア)、カ(ア)	ア(ア)(イ)(ウ)、イ(ア)(ウ)	(1)	pp.154-157	2
Column	イ(ア)(イ)(ウ)					pp.162-163	1

常用漢字以外の使用漢字一覧表

使用漢字	初出ページ
凱	4

出典一覧表

申請図書			出典					備考
ページ	名称	種別	名称	ページ	著作者等	発行者	発行年次	
表見返し1	ラケットを構える小田凱人選手	写真						aflo 200717065
表見返し1	水色の服を着たアンズ(犬)	写真						岩崎書店
表見返し1	パンの缶詰	写真						パン・アキモト
表見返し1	恐竜のいる風景	イラスト						shutterstock 1682140066
表見返し1	カンボジアの少年としゃぼん玉	写真			安田菜津紀			Dialogue for People
表見返し2	ニューヨークのチャージング・ブル像(気温4℃上昇時)	写真			Nickolay Lamm			Climate Central
表見返し2	ごみ箱と地面に描かれた迷路	写真						Manuela Jans
表見返し2	縫製工場で働くバングラデシュの労働者	写真						Alamy GD659Y
表見返し2	オーストリアの聖ニコラスとクリンプス	写真						aflo 4093848
12	ラケットを構える小田凱人選手	写真						aflo 200717065
13	ラケットを振る国枝慎吾選手	写真						aflo 200717085
14	入院中の小田凱人さん	写真						一般社団法人 トップアスリートグループ
14	2012年ロンドンパラリンピック時の国枝慎吾選手	写真						aflo 15959648
15	ジュニア世界ランキング1位になった小田凱人選手	写真						一般社団法人 トップアスリートグループ

出典一覧表

16	握手をする小田凱人選手と国枝慎吾選手	写真						aflo 200717010
17	全仏オープンで優勝した小田凱人選手	写真						aflo 220913944
23	車いすテニス選手のシルエット	イラスト						shutterstock 362037686
24	水色の服を着たアンズ(犬)	写真						岩崎書店
25	盲導犬	写真						shutterstock 714740068
25	介助犬	写真						GettyImages 98955810
25	セラピー犬	写真						shutterstock 168763247
25	麻薬探知犬	写真						shutterstock 1538486276
25	救助犬	写真						GettyImages 1281493913
26	警察犬となったアンズ	写真						朝日新聞社
27	アンズとジャーマンシェパードのグリム	写真						鈴木博房
27	ハーダルを飛び越えるアンズ	写真						鈴木博房
28	鈴木さんとアンズとグリム	写真						鈴木博房
29	遠くを見るアンズ	写真						鈴木博房

出典一覧表

36	ニューヨークのチャージング・ブル像(気温2°C上昇時)	写真			Nickolay Lamm			Climate Central
36	ニューヨークのチャージング・ブル像(気温4°C上昇時)	写真			Nickolay Lamm			Climate Central
36	SDGs7番アイコン	図版						国連広報センター
36	SDGs13番アイコン	図版						国連広報センター
36	SDGs14番アイコン	図版						国連広報センター
36	SDGs15番アイコン	図版						国連広報センター
36	SDGsロゴマーク	図版						国連広報センター
37	自転車に乗る人々	写真						shutterstock 143800954
37	水筒を持つ子ども	写真						shutterstock 2031384647
37	マイバッグでの買い物	写真						shutterstock 1494110720
37	グリーンカーテンのある家屋	写真						shutterstock 1802853385
38	苗木を持つLesein	写真						Lesein Mutunkei
39	アイロンカートでアイロンをかける男性	写真						ユニフォトプレス 25.H4P4XK
39	Iron-MaxとVinisha	写真						The Earthshot Prize
40	藻類で作られたコップ	写真						GettyImages 1228940204

出典一覧表

41	浜辺のゴミ拾いをする若者	写真						shutterstock 2248587889
47	地球の平均気温の推移	図版	世界の年平均気温偏差の経年変化(1891~2020年)			気象庁	2023年	出典を基に作成
48	街中のリサイクル分別ごみ箱	写真						shutterstock 1615145956
48	消費カロリーが示された階段	写真						shutterstock 546241837
48	ソーシャルディスタンスが示されたスーパーマーケットの床	写真						shutterstock 1735444826
48	トリックアートを活用した横断歩道	写真						shutterstock 1747364714
49	空港のリサイクル分別ごみ箱	写真						shutterstock 1482090788
49	横向きの路上ごみ箱	写真						shutterstock 1054031726
49	ごみ箱と地面に描かれた迷路	写真						Manuela Jans
49	ウサギのごみ箱	写真						aflo 7342215
60	辞書とルーペ	写真						shutterstock 2154962145
63	HOUSE RULES	イラスト	https://simplyguest.com/house-rules			SimplyGuest		出典を基に改変
66	Four Words	英語教材	<i>He Was a Midwestern Boy on His Own</i>	270-272	Bob Greene	Ballantine Books	1992	出典を基に改変
70	パンの缶詰	写真						パン・アキモト

出典一覧表

70	SDGs2番アイコン	図版						国連広報センター
70	SDGs12番アイコン	図版						国連広報センター
70	SDGsロゴマーク	図版						国連広報センター
71	非常食(白米)	写真						aflo 196553932
71	非常食セット	写真						aflo 36569807
71	乾パン	写真						aflo 196553933
71	缶詰とカップめん	写真						aflo 200101038
71	さば缶	写真						aflo 25823652
72	缶詰/パンから出したパン	写真						パン・アキモト
72	阪神・淡路大震災直後の神戸の避難所の様子	写真						aflo 8218678
73	パン生地を缶に詰める作業	写真						パン・アキモト
73	オーブンでパンを焼く	写真						パン・アキモト
74	津波の被害にあったスリランカの町	写真						shutterstock 534272290
75	パンを手渡す秋元氏	写真						パン・アキモト

出典一覧表

75	救缶鳥の缶詰	写真						パン・アキモト
81	ハンガーマップ	図版	ハンガーマップ2018			国連世界食糧計画	2018年	出典を基に作成
82-83	恐竜のいる風景	イラスト						shutterstock 1682140066
85	琥珀の中の蚊	写真						shutterstock 1459035071
85	琥珀の中のダニ	写真						ナショナルジオグラフィック
86	シノサウロプテリクス	イラスト						aflo 29707603
93	恐竜が走る速さ	図版	(出典①)恐竜はどのくらいの速さで走ったの? (https://www.dinosaur.pref.fukui.jp/kids/nazenani/nazenani_05.html)			福井県立恐竜博物館		出典を基に作成
			(出典②)『新説 恐竜学』 (恐竜の走る速さ)	87	平山廉	カンゼン	2019年	出典を基に作成
94-95	買い物をしている女性	写真						Getty 1078681172
94	SDGs8番アイコン	図版						国連広報センター
94	SDGs10番アイコン	図版						国連広報センター
94	SDGs12番アイコン	図版						国連広報センター
94	SDGsロゴマーク	図版						国連広報センター
95	縫製工場で働くバングラデシュの労働者	写真						Alamy GD659Y

出典一覧表

96	14ドルのシャツにおける利益配分	図版	What does that \$14 shirt really cost? (https://www.macleans.ca/economy/business/what-does-that-14-shirt-really-cost/)		Lauren Cattermole	Macleans	2013年	出典を基に作成
97	バングラデシュのラナ・プラザ倒壊事故	写真						shutterstock 797806180
98	ハンガーにかかったTシャツ	写真						shutterstock 645339832
99	ポロシャツ	写真						shutterstock 414766651
106	ブルガリアのクケリ(赤・白)	写真			Aron Klein			Aron Klein photography
106-107	ブルガリアのクケリ(茶色)	写真			Aron Klein			Aron Klein photography
106-107	オーストリアの聖ニコラスとクランプス	写真						aflo 4093848
107	ナマハゲ	写真						aflo 5686648
108	青いナマハゲ	写真						aflo 1259709
109	クランプスと子ども	写真						aflo 9705480
109	クケリ	写真			Aron Klein			Aron Klein photography
110	冬の景色	写真						shutterstock 1381639436
115	青いナマハゲ	写真						aflo 1259709
118	カチンコ	写真						shutterstock 755861212

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119	マンモス	イラスト						illustAC 855623
119	スマートフォンでの撮影	写真						shutterstock 1334537588
124	The Boy with the Box	英語教材	The Boy with the Box (http://www.altogetherchristmas.com/stories/TheBoyWithTheBox.html)		Mary Griggs Van Voorhis			出典を基に改変
133	葉を運ぶハキリアリ	写真						shutterstock 2393667469
133	対面する2匹のアリ	写真						GettyImages BD1195-001
133	ハチの巣	写真						shutterstock 746773288
133	花とハチ	写真						shutterstock 387134887
134	色分けされたアリ	写真			山本達紘			長谷川英祐
144	安田菜津紀さん	写真						Dialogue for People
144-145	カンボジアの少年としゃぼん玉	写真			安田菜津紀			Dialogue for People
145	カンボジアの施設で暮らす子どもたち	写真			安田菜津紀			Dialogue for People
145	地雷で片足を失った男性	写真			安田菜津紀			Dialogue for People

出典一覧表

146	カンボジアのデータ	図版	(出典①)カンボジア王国基礎データ		外務省		2019年	出典を基に作成
			(出典②)"Life expectancy and Healthy life expectancy"		WHO		2018年	出典を基に作成
			(出典③)世界子供白書		ユニセフ		2017年	出典を基に作成
147	高校時代の安田菜津紀さんとカンボジアの子供たち	写真						認定NPO法人国境なき子どもたち
148	カンボジアの少女	写真			安田菜津紀			Dialogue for People
149	シリア人の難民キャンプでの安田菜津紀さん	写真						認定NPO法人国境なき子どもたち
155	壁の落書き「mama」	写真			安田菜津紀			Dialogue for People
156	マンガの原稿	写真						shutterstock 1640064595
157	コマ割りされた原稿用紙	写真						shutterstock 396718807

上記以外はすべて自社作成です。

発音記号の表記に関する方針

1. 発音は現代の標準的な発音を示した。
2. 発音記号は Daniel Jones: *Cambridge English Pronouncing Dictionary*(18版)、 J. C. Wells: *Longman Pronunciation Dictionary* (3版)などを参照し、生徒の学習を考慮して、現在日本で使用されている一般的な表記を用いた。
3. アクセントは第1及び第2アクセントを表記し、単音節語についてもアクセントを付した。

abandon
absorb
abuse
acceptable
achieve
advantage
affect
afterwards
amazingly
amber
amusing
ancestor
apologize
apparently
appeal
approach
arrange
ashamed
ashtray
assist
asteroid
attract
awful
backyard
ballot
bamboo
baton
beak
beam
beast
belief
beneath
bin
biologist
bioplastic
blame
boss
boyish
branch

brand-new

brightly

bunch

burst

canned

capture

cart

cell

chapter

charcoal

cheaply

cigarette

cleanup

clone

clue

collapse

colony

combine

community

complete

completely

concerned

conclusion

conduct

contain

contrast

conversely

creative

criminal

critical

criticize

crocodile

crop

cruel

crybaby

cultivate

curiosity

curly

decoration

decrease
deforestation
delight
dementia
demon
descendant
designate
desire
despise
dinosaur
disability
disaster
distress
distribute
DNA
donate
dough
drought
durable
dynamic
eagerly
eagerness
effective
efficient
elder
elsewhere
embarrassment
emergency
environmentally
error
eventually
evidence
evil
evolutionary
evolve
experiment
experimental
exploit
fable

fascinate
fate
fault
fear
feather
feathered
fellow
finding
folk
forgive
fortune
fossil
freeze
frequently
freshly
frightening
front-line
frustrate
fulfill
fur
fuss
garment
generosity
generous
genetic
glance
glorious
glory
graceful
gradually
grasshopper
grateful
guarantee
gymnasium
happily
harmful
harsh
hawk
heartily

hesitate
horn
humidity
humiliate
humor
hurdle
identify
ignorance
ignore
imitate
immediately
impressively
inactive
industrial
industry
inexpensive
inform
inspiration
inspiring
instructor
intangible
interact
iron
ironic
Jurassic
kindergarten
knowledge
labor
larva
larvae
lecture
leftover
legend
lid
likely
limited
litter
lizard
long-lasting

longtime
lousy
luckily
maker
manufacture
marine
masked
material
measure
missing
mold
moonlight
mosquito
mostly
motivate
mysterious
nag
naive
naturally
naughty
nearby
neglect
neighborhood
nest
nicely
non-working
normal
nudge
obey
observe
occur
operation
opportunity
originally
outsider
pain
panel
parade
participate

passion
penalty
peninsula
perfectly
perhaps
personally
phase
photograph
photojournalist
pile
pioneer
plenty
plight
pointless
pollute
polo
poodle
poorly
position
possibly
practical
praise
precious
prefecture
preserve
press
prevent
previous
private
proceed
process
production
professor
property
proportion
prosperous
prove
psychological
publisher

purchase
purchaser
quality
quantity
quarrel
railroad
rank
rapidly
ray
reaction
recent
recognize
recommend
refer
regard
regularly
relief
relieved
remain
represent
rescue
response
retire
retirement
reverse
rewarding
rid
robot
routine
rubbish
rural
sack
sacred
sadly
salary
scale
scare
scary
scientific

seal
seaweed
selfish
selflessness
sense
session
sewing
shelter
sheperd
shortage
shrink
simulation
simultaneously
slackster
slip
slot
smoker
snout
sociable
softness
solar
sparkle
specially
spite
starving
sterilize
stimuli
stimulus
stock
storeroom
storybook
straw
strength
stretch
strike
stroke
strongly
struggle
succeed

sudden
suffer
superstar
surely
surrounding
survival
sustainable
swift
swiftly
swing
tag
tail
task
tend
tense
terribly
terrify
thrill
thud
thus
tick
time-honored
tiptoe
tone
trainer
trap
treat
trial
trim
triumphant
trivial
twinkle
typical
tyrannosaurus
unable
undoubtedly
unforgettable
unfortunately
unit

unusual
upset
urge
vacuum-pack
value
victim
virtual
wag
wage
warmly
warning
weakness
well-behaved
whether
whisper
widow
wildlife
worth
wrap
youth

中学校までに学習したと想定される語彙（計2200語）

a

a.m.

able

about

above

abroad

accept

accident

according

across

act

action

active

activity

actor

actually

add

addition

address

admire

adult

adventure

advice

afraid

Africa

African

after

afternoon

again

against

age

ago

agree

ah

ahead

AI

air

airplane

airport
alarm
album
alive
all
allow
almost
alone
along
already
alright
also
although
always
am
amazing
America
American
among
amount
amuseme
nt
an
anchor
ancient
and
angel
angry
animal
animated
animation
anime
ankle
announce
another
answer
ant
any
anybody

anymore

anyone

anything

anytime

anyway

anywhere

apart

apartmen
t

app

appear

apple

April

apron

aquarium

architect

are

area

arm

army

around

arrive

art

article

artist

as

Asia

Asian

ask

asleep

astronaut

at

ate

athlete

atomic

attack

attend

attention

audience

August
aunt
Australia
autumn
average
awake
award
away
awesome
baby
back
backpack
bacon
bad
badminto
n
bag
bake
baker
bakery
balcony
ball
ballet
balloon
banana
band
bank
bar
barbecue
barber
base
baseball
basket
basketbal
l
bat
bath
bathroom
battery
bay

be
beach
bean
bear
beat
beaten
beautiful
beautifull
y
beauty
became
because
become
bed
bedroom
bee
beef
been
before
began
begin
beginner
beginning
begun
behavior
behind
being
believe
bell
belong
below
belt
bench
beside
besides
best
better
between
beyond

bicycle
big
bike
billion
bird
birth
birthday
biscuit
bit
bite
bitten
bitter
black
blackboar
d
blank
blanket
blew
blind
block
blog
blood
bloom
blossom
blow
blue
board
boarding
boat
body
boil
boiled
bomb
bone
book
bookcase
bookshelf
bookstore
border
bored

boring
born
borrow
both
bottle
bottom
bought
bowl
box
boxing
boy
boyfriend
brain
brave
bravely
Brazil
bread
break
breakfast
breathe
bridge
bright
bring
British
broccoli
broke
broken
bronze
brother
brought
brown
brush
bucket
build
building
built
burger
burn
burned

burnt
bury
bus
bush
business
busy
but
butter
butterfly
button
buy
by
bye
cabbage
café
cafeteria
cage
cake
calendar
call
calligraph
y
came
camel
camera
camp
camping
can
Canada
cancel
cancer
candle
candy
cannot
canoe
cap
capital
captain
car
card

care
career
careful
carefully
carpenter
carpet
carrot
carry
cartoon
cartoonist
case
castle
cat
catch
caught
cause
CD
ceiling
celebrate
celebratio
n
cent
center
centimete
r
central
century
ceremony
certain
certainly
chain
chair
chalk
challenge
champion
champion
ship
chance
change
character

charge
charity
chart
chat
cheap
check
cheek
cheer
cheerful
cheese
chef
chemical
cherry
chess
chest
chestnut
chicken
child
childhood
children
chin
China
Chinese
chip
chocolate
choice
choose
chopstick
chorus
chose
chosen
Christma
s
church
cinema
circle
city
clarinet
class
classical

classmate

classroom

clean

cleaner

clear

clearly

clerk

clever

climate

climb

climber

climbing

clock

close

closed

closet

cloth

clothes

clothing

cloud

cloudless

cloudy

club

coach

coast

coat

coconut

code

coffee

coin

coke

cold

collect

collection

college

color

colorful

come

comedian

comedy

comfortable

comic

comment

common

communicate

communication

company

compare

compete

competition

computer

concert

condition

conductor

connect

consider

contact

container

contest

continue

control

convenience

convenien-

convenien-

conversation

cook

cookie

cooking

cool

cop

copy

corn

corner

correct

cost
costume
cotton
couch
cough
could
count
country
countrysi
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couple
courage
course
court
cousin
cover
cow
craft
crane
crazy
cream
create
creature
credit
card
cricket
cross
crossing
crowded
cry
cucumber
cultural
culture
cup
curious
curry
curtain
cushion
custom
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cut
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daddy
daily
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deal
dear
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debate

December

decide
decision
decorate
deep
deeply
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delicious
deliver
delivery
dentist
departme
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desert
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desk
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difficulty
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dinner
direction
directly
director
dirty
disagree
disappear
disappointed
discover
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discussion
disease
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divide
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doctor
does
dog
doghouse
doing
doll
dollar
dolphin
dome
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donut
door
double
down
Dr.
dragon
drama
drank
draw
drawer
drawing
drawn
dream
dreamer
dress
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dribble
drill
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fencing
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finally
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firefighter

firework
first
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fisherman

fishing
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flight
floor
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flute
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flying
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forehead
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Japanese
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jewelry
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jog
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join
joke

journalist

joy

judge

juice

July

jump

June

jungle

junior

just

kangaroo

keep

keeper

kept

kettle

key

keyboard

kick

kid

kill

kilogram

kilometer

kind

kindness

king

kiss

kitchen

kite

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knife

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lantern
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lastly
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laugh
laughter
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lawyer
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lazy
lead
leader
leaf
league
learn
least
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lemon
lend
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lesson
let
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lettuce
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life
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lily
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lion
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listen
little
live
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local
lock
locker
London
lonely
long
look
lose
loss
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loud
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lovely
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made
magazine
magic
mail
main
major
make
male
mall

man
manager
mango
many
map
marathon

March
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marry
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math
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May
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mayor
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meal
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meaning
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merry
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might
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milk
million
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mirror
miss
mistake
mobile
model
modern
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note
notebook
nothing
notice
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November
now
number
nurse
ocean
o'clock
October
octopus
of
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office
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or
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p.m.
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package

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painting
pair
palace
pan
pancake
panda
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park
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partner
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passenger
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pay
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peaceful
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pen
pencil
penguin
people
pepper
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perfect
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person
personal
pet
phone
photo
photograph
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physical
piano
pick
picnic
picture
pie
piece
pig
pineapple
pink
pizza
place
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plane
planet
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plate
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play
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playground
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please
pleased
pleasure
pocket
poem
poet
point
pole
police

polite
political
pollution
pond
pool
poor
pop
popcorn
popular
population
pork
positive
possible
post
postcard
poster
pot
potato
pour
power
powerful
practice
pray
prefer
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present
presentation
president
pretty
price
prince
princess
print
prize
probably
problem
produce
product

profession

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project

promise

protect

proud

provide

public

publish

pudding

pull

pumpkin

puppy

purple

purpose

push

put

quarter

queen

question

quick

quickly

quiet

quietly

quite

quiz

rabbit

race

racket

radio

radish

rain

rainbow

raincoat

rainy

raise

ran

rang
rat
raw
reach
read
reader
reading
ready
real
reality
realize
really
reason
receive
recently
recipe
record
recorder
recover
recycle
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relay
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remind
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repair
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rose
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rugby
rule
run
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Russia
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safely
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sailing
sailor
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sale
salt
salty
same
sand
sandal
sandwich
sang
sank
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Saturday
sausage
save
saw
say
saying
scan
scarf
scene
schedule
school
science
scientist
scissors
score
screen
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seafood
search
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second
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seem
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sell
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shall
shampoo
shape
share
sharp
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sheep
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shine

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shirt
shock
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shoe
shone
shook
shoot
shop
shopping
short
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should
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shout
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showed
shower
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shrine
shut
shy
sick
side
sight
sightseein
g
sign
silent
silver
similar
simple
since
sincerely
sing
singer
single
sink
sir
sister

sit
site
situation
six
sixteen
sixteenth
sixth
sixtieth
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size
skate
skateboar
d
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skill
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skirt
sky
sleep
sleepy
slept
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slowly
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smile
smoke
smoking
snack
snake
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snowboar
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so
soccer

social
society
sock
soda
sofa
soft
softball
sold
solution
solve
some
somebody
someday
someone
somethin
g
sometime
s
somewher
e
son
song
soon
sorry
sound
soup
sour
south
southern
space
spaghetti
Spain
speak
speaker
special
specific
speech
speed
spell
spend
spent

spider
spirit
spoke
spoken
spoon
sport
spot
spread
spring
spy
square
squirrel
stadium
staff
stage
stair
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star
start
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statue
stay
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steal
step
stick
still
stole
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stood
stop
store
storm

story
straight
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strawberr
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strict
strong
student
study
style
subject
subway
success
successful
such
suddenly
sugar
suggest
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sum
summer
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Sunday
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surprise
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tomato
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toothache
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touch
tour
tourist

tournament

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town

toy

track

tradition

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traffic

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training

trash

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treasure

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trick

trip

trouble

trousers

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T-shirt

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Tuesday

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unicycle
uniform
unique
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Kingdom
United
States
university
until
up
upon
upper
us
use
used
useful
user
usually
vacation
vanilla
variety
various
vase
vegetable
very
vest
vet
video
view

village
violin
visit
visitor
voice

volleyball

volunteer
vote
wait
waiter
waitress
wake
walk
wall
want
war
warm
was
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waste
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water
watermel
on
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way
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zebra

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zoo

zookeeper

ウェブページのアドレス等の掲載箇所一覧表

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	12	二次元コード	自社	自社ページURL	レッスンの導入として、国枝選手と小田選手について紹介する動画	
	14	二次元コード	自社	自社ページURL	p.14 本文テキストと音声	別紙1添付
	15	二次元コード	自社	自社ページURL	p.15 本文テキストと音声	
	16	二次元コード	自社	自社ページURL	p.16 本文テキストと音声	別紙2添付
	17	二次元コード	自社	自社ページURL	p.17 本文テキストと音声	
	18-19	二次元コード	自社	自社ページURL	pp.18-19 Whole Text View本文テキストと音声	別紙3添付
	22	二次元コード	自社	自社ページURL	GrammarのExercisesの追加問題	別紙4添付
	23	二次元コード	自社	自社ページURL	Real Life Informationの内容（車いすテニス）を説明する音声付きのスライド動画	

ウェブページのアドレス等の掲載箇所一覧表

2	24	二次元 コード	自社	自社ページURL	レッスンの導入として、働く犬について紹介する動画	
	26	二次元 コード	自社	自社ページURL	p.26 本文テキストと音声	別紙5添付
	27	二次元 コード	自社	自社ページURL	p.27 本文テキストと音声	
	28	二次元 コード	自社	自社ページURL	p.28 本文テキストと音声	別紙6添付
	29	二次元 コード	自社	自社ページURL	p.29 本文テキストと音声	
	30-31	二次元 コード	自社	自社ページURL	pp.30-31 Whole Text View本文 テキストと音声	別紙7添付
	34	二次元 コード	自社	自社ページURL	GrammarのExercisesの追加問 題	別紙8添付
	35	二次元 コード	自社	自社ページURL	Real Life Informationの内容（警 察犬）を説明する音声付きのス ライド動画	

ウェブページのアドレス等の掲載箇所一覧表

3	36	二次元 コード	自社	自社ページURL	レッスンの導入として、地球温暖化による海面上昇についての動画	
	38	二次元 コード	自社	自社ページURL	p.38 本文テキストと音声	別紙9添付
	39	二次元 コード	自社	自社ページURL	p.39 本文テキストと音声	
	40	二次元 コード	自社	自社ページURL	p.40 本文テキストと音声	別紙10添付
	41	二次元 コード	自社	自社ページURL	p.41 本文テキストと音声	
	42-43	二次元 コード	自社	自社ページURL	pp.42-43 Whole Text View本文 テキストと音声	別紙11添付
	46	二次元 コード	自社	自社ページURL	GrammarのExercisesの追加問 題	別紙12添付
	47	二次元 コード	自社	自社ページURL	Real Life Informationの内容（地 球温暖化と環境）を説明する音 声付きのスライド動画	

ウェブページのアドレス等の掲載箇所一覧表

4	48	二次元 コード	自社	自社ページURL	レッスンの導入として、人々に行動を促すさまざまな仕掛けを紹介する動画	
	50	二次元 コード	自社	自社ページURL	p.50 本文テキストと音声	別紙13添付
	51	二次元 コード	自社	自社ページURL	p.51 本文テキストと音声	
	52	二次元 コード	自社	自社ページURL	p.52 本文テキストと音声	別紙14添付
	53	二次元 コード	自社	自社ページURL	p.53 本文テキストと音声	
	54-55	二次元 コード	自社	自社ページURL	pp.54-55 Whole Text View本文 テキストと音声	別紙15添付
	58	二次元 コード	自社	自社ページURL	GrammarのExercisesの追加問 題	別紙16添付
	59	二次元 コード	自社	自社ページURL	Real Life Informationの内容（架空の自治体の資源ごみ収集ルール）を説明する音声付きの スライド動画	

ウェブページのアドレス等の掲載箇所一覧表

5	67	二次元 コード	自社	自社ページURL	p.67 Part 1 本文テキストと音声 p.67 Part 2 本文テキストと音声	別紙17添付
	68	二次元 コード	自社	自社ページURL	p.68 本文テキストと音声	別紙18添付
	69	二次元 コード	自社	自社ページURL	p.69 本文テキストと音声	
6	70	二次元 コード	自社	自社ページURL	レッスンの導入として、非常食について紹介する動画	
	72	二次元 コード	自社	自社ページURL	p.72 本文テキストと音声	別紙19添付
	73	二次元 コード	自社	自社ページURL	p.73 本文テキストと音声	
	74	二次元 コード	自社	自社ページURL	p.74 本文テキストと音声	別紙20添付
	75	二次元 コード	自社	自社ページURL	p.75 本文テキストと音声	
	76-77	二次元 コード	自社	自社ページURL	pp.76-77 Whole Text View本文 テキストと音声	別紙21添付
	80	二次元 コード	自社	自社ページURL	GrammarのExercisesの追加問 題	別紙22添付

ウェブページのアドレス等の掲載箇所一覧表

	81	二次元コード	自社	自社ページURL	Real Life Informationの内容（世界の食糧問題）を説明する音声付きのスライド動画	
7	82	二次元コード	自社	自社ページURL	レッスンの導入として、恐竜について概説する動画	
	84	二次元コード	自社	自社ページURL	p.84 本文テキストと音声	別紙23添付
	85	二次元コード	自社	自社ページURL	p.85 本文テキストと音声	
	86	二次元コード	自社	自社ページURL	p.86 本文テキストと音声	別紙24添付
	87	二次元コード	自社	自社ページURL	p.87 本文テキストと音声	
	88-89	二次元コード	自社	自社ページURL	pp.88-89 Whole Text View本文テキストと音声	別紙25添付
	92	二次元コード	自社	自社ページURL	GrammarのExercisesの追加問題	別紙26添付

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	93	二次元 コード	自社	自社ページURL	Real Life Informationの内容（恐竜Q&A）を説明する音声付きのスライド動画	
	94	二次元 コード	自社	自社ページURL	レッスンの導入として、ファストファッショントラックについて概説する動画	
	96	二次元 コード	自社	自社ページURL	p.96 本文テキストと音声	
	97	二次元 コード	自社	自社ページURL	p.97 本文テキストと音声	別紙27添付
8	98	二次元 コード	自社	自社ページURL	p.98 本文テキストと音声	
	99	二次元 コード	自社	自社ページURL	p.99 本文テキストと音声	別紙28添付
	100-101	二次元 コード	自社	自社ページURL	pp.100-101 Whole Text View本文テキストと音声	別紙29添付
	104	二次元 コード	自社	自社ページURL	GrammarのExercisesの追加問題	別紙30添付

ウェブページのアドレス等の掲載箇所一覧表

	105	二次元コード	自社	自社ページURL	Real Life Informationの内容 (ファストファッションの服のライフサイクル)を説明する音声付きのスライド動画。音声に合わせて説明箇所が拡大される。	
	106	二次元コード	自社	自社ページURL	レッスンの導入として、世界の冬の祭りを紹介する動画	
	108	二次元コード	自社	自社ページURL	p.108 本文テキストと音声	
	109	二次元コード	自社	自社ページURL	p.109 本文テキストと音声	別紙31添付
9	110	二次元コード	自社	自社ページURL	p.110 本文テキストと音声	
	111	二次元コード	自社	自社ページURL	p.111 本文テキストと音声	別紙32添付
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	117	二次元 コード	自社	自社ページURL	Real Life Informationの内容（来訪神と冬の祭り）を説明する音声付きのスライド動画	
10	125	二次元 コード	自社	自社ページURL	p.125 本文テキストと音声	別紙35添付
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	127	二次元 コード	自社	自社ページURL	p.127 本文テキストと音声	
	128	二次元 コード	自社	自社ページURL	p.128 本文テキストと音声	別紙37添付
	129	二次元 コード	自社	自社ページURL	p.129 本文テキストと音声	
	130	二次元 コード	自社	自社ページURL	p.130 本文テキストと音声	別紙38添付
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ウェブページのアドレス等の掲載箇所一覧表

11	132	二次元 コード	自社	自社ページURL	レッスンの導入として、社会性のある昆虫について紹介する動画	
	134	二次元 コード	自社	自社ページURL	p.134 本文テキストと音声	別紙39添付
	135	二次元 コード	自社	自社ページURL	p.135 本文テキストと音声	
	136	二次元 コード	自社	自社ページURL	p.136 本文テキストと音声	別紙40添付
	137	二次元 コード	自社	自社ページURL	p.137 本文テキストと音声	
	138-139	二次元 コード	自社	自社ページURL	pp.138-139 Whole Text View本文テキストと音声	別紙41添付
	142	二次元 コード	自社	自社ページURL	GrammarのExercisesの追加問題	別紙42添付
	143	二次元 コード	自社	自社ページURL	Real Life Informationの内容（アリの生態）を説明する音声付きのスライド動画	

ウェブページのアドレス等の掲載箇所一覧表

12	144	二次元 コード	自社	自社ページURL	レッスンの導入として、世界の子供たちの写真を示す動画	
	146	二次元 コード	自社	自社ページURL	p.146 本文テキストと音声	別紙43添付
	147	二次元 コード	自社	自社ページURL	p.147 本文テキストと音声	
	148	二次元 コード	自社	自社ページURL	p.148 本文テキストと音声	別紙44添付
	149	二次元 コード	自社	自社ページURL	p.149 本文テキストと音声	
	150-151	二次元 コード	自社	自社ページURL	pp.150-151 Whole Text View本文テキストと音声	別紙45添付
	154	二次元 コード	自社	自社ページURL	GrammarのExercisesの追加問題	別紙46添付

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 1

Think-Pair-Share

Think-Pair-Share 導入動画

Lesson 1

Who Is Your Hero?

Before You Read

Part 1

| New Words

0:05:0:30

Part 2

| New Words

0:05:0:30

Part 3

| New Words

0:05:0:30

Part 4

| New Words

0:05:0:30

Whole Text View

| 本文

別サイトへ

Communication Activity : Listening

| Listening

0:05:0:30

| Sound Tips Check 2

0:05:0:30

Grammar

| More Exercises

別サイトへ

Real Life Information

Real Life Information

Lesson 1

Wheelchair tennis

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 2

Think-Pair-Share

Think-Pair-Share

導入動画

Lesson 2

Go, Anzu!

Before You Read

Part 1

| New Words

| 本文

Part 2

| New Words

| 本文

Part 3

| New Words

| 本文

Part 4

| New Words

| 本文

Whole Text View

| 本文

Communication Activity : Listening

| Listening

| Sound Tips Check 2

Grammar

| More Exercises

Real Life Information

Real Life Information

Lesson 2

Police Dogs

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 3

Think-Pair-Share

Think-Pair-Share

導入動画

Lesson 3

We Can Make a Difference

Before You Read

Part 1

| New Words

0:05:0:30

Part 2

| New Words

0:05:0:30

Part 3

| New Words

0:05:0:30

Part 4

| New Words

0:05:0:30

Whole Text View

| 本文

別サイトへ

Communication Activity : Listening

| Listening

0:05:0:30

| Sound Tips Check 2

0:05:0:30

Grammar

| More Exercises

別サイトへ

Real Life Information

Real Life Information

Lesson 3

Rising global temperature and effects on the environment

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 4

Think-Pair-Share

Think-Pair-Share

導入動画

Lesson 4

Creative Problem Solving

Before You Read

Part 1

New Words

0:05:0:30

本文

別サイトへ

Part 2

New Words

0:05:0:30

本文

別サイトへ

Part 3

New Words

0:05:0:30

本文

別サイトへ

Part 4

New Words

0:05:0:30

本文

別サイトへ

Whole Text View

Communication Activity : Listening

Listening

0:05:0:30

Sound Tips Check 2

0:05:0:30

Grammar

More Exercises

別サイトへ

Real Life Information

Real Life Information

Lesson 4

Green City recycling tips

目次 教科書名入る English Communication I New Edition QRコード コンテンツ

Reading 1

Introduction

▶ 0:05:30 ⏪ ⏴

Part 1

| New Words

▶ 0:05:30 ⏪ ⏴

| 本文
別サイトへ □

Part 2

| New Words

▶ 0:05:30 ⏪ ⏴

| 本文
別サイトへ □

Part 3

| New Words

▶ 0:05:30 ⏪ ⏴

| 本文
別サイトへ □

Part 4

| New Words

▶ 0:05:30 ⏪ ⏴

| 本文
別サイトへ □

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 5

Think-Pair-Share

Think-Pair-Share 導入動画

Lesson 5 Canned Bread to Feed the World

Before You Read

Part 1

New Words

0:05:0:30

本文

別サイトへ

Part 2

New Words

0:05:0:30

本文

別サイトへ

Part 3

New Words

0:05:0:30

本文

別サイトへ

Part 4

New Words

0:05:0:30

本文

別サイトへ

Whole Text View

Communication Activity : Listening

Listening

0:05:0:30

Sound Tips Check 2

0:05:0:30

Grammar

More Exercises

別サイトへ

Real Life Information

Real Life Information

Lesson 5

World Hunger and Food Loss

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 6

Think-Pair-Share

Think-Pair-Share 導入動画

Lesson 6 Could We Have a Real Jurassic Park?

Before You Read

Part 1

New Words

本文

Part 2

New Words

本文

Part 3

New Words

本文

Part 4

New Words

本文

Whole Text View

Communication Activity : Listening

Listening

Sound Tips Check 2

Grammar

More Exercises

Real Life Information

Real Life Information

Lesson 6

Dinosaurs Q&A

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 7

Think-Pair-Share

Think-Pair-Share 導入動画

Lesson 7

Behind the Price Tag

Before You Read

Part 1

| New Words

0:05:0:30

Part 2

| New Words

0:05:0:30

Part 3

| New Words

0:05:0:30

Part 4

| New Words

0:05:0:30

Whole Text View

| 本文

別サイトへ

Communication Activity : Listening

| Listening

0:05:0:30

| Sound Tips Check 2

0:05:0:30

Grammar

| More Exercises

別サイトへ

Real Life Information

Real Life Information

Lesson 7

The life cycle of a fast-fashion dress

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 8

Think-Pair-Share

Think-Pair-Share 導入動画

Lesson 8 The World's Winter Festivals

Before You Read

Part 1

New Words

本文

Part 2

New Words

本文

Part 3

New Words

本文

Part 4

New Words

本文

Whole Text View

Communication Activity : Listening

Listening

Sound Tips Check 2

Grammar

More Exercises

Real Life Information

Real Life Information

Lesson 8

Bringers of joy in winter festivals

目次

教科書名入る English Communication I New Edition QRコード コンテンツ

Reading 2

Introduction

▶ 0:05/0:30 ━━━━ ● ◀ ▶ ⏷

Part 1

■ New Words

▶ 0:05/0:30 ━━━━ ● ◀ ▶ ⏷

■ 本文

別サイトへ

Part 2

■ New Words

▶ 0:05/0:30 ━━━━ ● ◀ ▶ ⏷

■ 本文

別サイトへ

Part 3

■ New Words

▶ 0:05/0:30 ━━━━ ● ◀ ▶ ⏷

■ 本文

別サイトへ

Part 4

■ New Words

▶ 0:05/0:30 ━━━━ ● ◀ ▶ ⏷

■ 本文

別サイトへ

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 9

Think-Pair-Share

Think-Pair-Share 導入動画

Lesson 9

Slackers in the Ant Nest

Before You Read

Part 1

New Words

本文

Part 2

New Words

本文

Part 3

New Words

本文

Part 4

New Words

本文

Whole Text View

Communication Activity : Listening

Listening

Sound Tips Check 2

Grammar

More Exercises

Real Life Information

Real Life Information

Lesson 9

More interesting facts about ants

教科書名入る English Communication I New Edition QRコード コンテンツ

Lesson 10

Think-Pair-Share

Think-Pair-Share 導入動画

Lesson 10 Capturing the Reality of the World

Before You Read

Part 1

I New Words

I 本文
別サイトへ

Part 2

I New Words

I 本文
別サイトへ

Part 3

I New Words

I 本文
別サイトへ

Part 4

I New Words

I 本文
別サイトへ

Whole Text View

I 本文
別サイトへ

Communication Activity : Listening

I Listening

I Sound Tips Check 2

Grammar

I More Exercises
別サイトへ

Real Life Information

二次遷移画面

p.14 本文テキスト

You are reading an article in a sports magazine.

In June 2023, seventeen-year-old Oda Tokito was on the court at the French Open. He was going to fulfill his longtime dream.

Tokito had a dream of becoming a professional soccer player. However, when he was nine, a bone cancer was found in his leg. He had an operation but lost the use of his left leg.

"I'll never be able to play soccer again," Tokito said sadly. Then his doctor recommended some wheelchair sports. When Tokito searched on the internet, one video really caught his eye. It was a wheelchair tennis match. It featured wheelchair tennis superstar Kunieda Shingo.

"This is it!" he thought. Tokito was fascinated by Kunieda's dynamic playing style. "This sport is so cool! I want to be like him one day!"

wpms

Lesson 1
Who is your Hero?
Part 1

x1.0

p.15 本文テキスト

Tokito was in the hospital for nine months. Kunieda gave him hope during that long stay. Tokito got a racket and practiced his swing in his bed. Tennis became his passion.

When he was ten, Tokito entered his first tournament but lost in the first round. He was upset and burst into tears. The loss, though, gave him a reason to try harder. "It's not going to be easy—that's a given," he said. "I'm not going to give up now!"

Tokito improved his skills by studying Kunieda's shots. His hard work finally paid off. At fourteen, he became the youngest player to be ranked Number One in the World Juniors.

wpms

Lesson 1
Who is your Hero?
Part 2

x1.0



二次遷移画面

p.16 本文テキスト

Lesson 1
Who is your Hero?
Part 3

A year later, Tokito played against his hero, Kunieda Shingo three times, but he was easily beaten by the champion. "I'll never win by just imitating him," Tokito realized. He focused on developing a more powerful serve and shots.

When he was sixteen, Tokito had a chance to play against Kunieda again. Tokito fought hard in the final match of a tournament, and he won a set against Kunieda for the first time. In the end, however, he lost the match. When he was interviewed afterwards, he couldn't hold back his tears. "I'm not crying because I lost. These are tears of joy. I was thrilled to play against my hero."

WPM: 1000

Progress: 1/1

Speed: x1.0

Settings gear icon

p.17 本文テキスト

Lesson 1
Who is your Hero?
Part 4

In January 2023, Tokito got a sudden phone call from Kunieda. "I'm retiring," the legend said to Tokito. "I'm passing the baton to you."

With Kunieda's retirement, the Number One position was taken by another player. "Next time it'll be me!" said Tokito strongly. Five months later, he won his first Grand Slam at the French Open wheelchair tennis and became the youngest World Number One in history.

"Kunieda showed people that wheelchair tennis is an exciting sport," Tokito said in an interview. "Now I'd like to add a new chapter to the sport's history. I want to be an inspiration to all kids facing challenges, whether they have disabilities or not."

WPM: 1000

Progress: 1/1

Speed: x1.0

Settings gear icon

二次遷移画面

pp.18-19 Whole Text View 本文テキスト

You are reading an article in a sports magazine.

In June 2023, seventeen-year-old Oda Tokito was on the court at the French Open. He was going to fulfill his longtime dream.

Tokito had a dream of becoming a professional soccer player. However, when he was nine, a bone cancer was found in his leg. He had an operation but lost the use of his left leg.

"I'll never be able to play soccer again," Tokito said sadly. Then his doctor recommended some wheelchair sports. When Tokito searched on the internet, one video really caught his eye. It was a wheelchair tennis match. It featured wheelchair tennis superstar Kunieda Shingo.

"This is it!" he thought. Tokito was fascinated by Kunieda's dynamic playing style. "This sport is so cool! I want to be like him one day!"

Tokito was in the hospital for nine months. Kunieda gave him hope during that long stay. Tokito got a racket and practiced his swing in his bed. Tennis became his passion.

When he was ten, Tokito entered his first tournament but lost in the first round. He was upset and burst into tears. The loss, though, gave him a reason to try harder. "It's not going to be easy—that's

wpm

x1.0

⚙️

二次遷移画面

目次

教科書名入る English Communication I New Edition QRコード コンテンツ

More Exercise

Lesson 1

① Change the verb to the appropriate form if necessary and complete the sentences.

1. 見て! 男が木に登っているよ。
Look! A man up the tree. [climb]

2. 私は兄と住んでいます。今、大学のそばのアパートを探しています。
I with my brother. Now I for an apartment near the college. [live / look]

3. 祖母を訪ねたとき、彼女は昼食をとっていた。
My grandmother lunch when I her. [eat / visit]

② Fill in the blanks and complete the sentences.

1. 祖母は来週、70歳になる。
My grandmother 70 years old next week.

2. 「この夏の予定は何かありますか?」「はい、佐賀のおばを訪ねる予定です」
"Do you have any plans for this summer?" "Yes, I am my aunt in Saga."

3. 「この数学の問題はすごく難しい」「本当? 僕が挑戦してみるよ」
"The math problem is very difficult." "Really? I to solve it."

4. 彼の乗った飛行機はまもなく空港に着く。
His plane is at the airport soon.

③ Complete the sentences.

1. 私の姉は、ほぼ毎週末、図書館で勉強する。
 almost every weekend.

2. 私は中学生のころ、美術部に所属していた。
 when I was in junior high school.

3. 兄は来年オーストラリアに留学する予定だ。
My brother is next year.

画面を画像で保存

二次遷移画面

p.26 本文テキスト

From Ibaraki, Nakajima Sakura reports more about Anzu.
Can you believe that this white toy poodle is a police dog? Her name is Anzu. I've come to Tokai-mura to meet her and her owner and trainer, Suzuki Hirofusa. Today, I'd like to tell you an interesting story about her.

Mr. Suzuki has had Anzu since March 2013. He saved her from an animal shelter when she was only three months old. She was abandoned by her previous owner. Actually, she was about to be put down. The Suzuki family already had three German shepherds. Mr. Suzuki planned to give her away after taking her home. However, a few days later, the other dogs accepted her as a member of the family. Then he decided to keep her.

WPM: 1000

Progress: □

Speed: ×1.0

Settings gear icon

p.27 本文テキスト

Lesson 2
Go, Anzu!
Part 2

Mr. Suzuki is a dog trainer with the Ibaraki Police. He brought Anzu to a training session with his three German shepherds. One day, he noticed that she was trying to imitate the other dogs. Just for fun he said to her: "Stand!" "Sit!" "Down!" "Stay!" Anzu understood the words and eagerly obeyed. Mr. Suzuki then decided to train her as a police dog. He had never considered training a small dog for this role before he met Anzu.

The training program was hard for Anzu. Since she was smaller than the German shepherds, she needed to work harder. She jumped over a low hurdle easily, but it was a while before she could clear a high hurdle. Also, when she was searching for something in the grass, she was almost attacked by a hawk. Luckily she was saved by another dog. In spite of all these challenges, she never gave up. She happily wagged her tail when she was praised.

WPM: 1000

Progress: □

Download icon

別紙 6

二次遷移画面

p.28 本文テキスト

Lesson 2
Go, Anzu!
Part 3

People said that Anzu could never become a police dog, but she has shown that even a small dog can do something great. It's TRUE that she is not as fast as the other dogs because her legs are short. However, she doesn't miss the smallest clues that bigger dogs might not see. She also plays an effective role in crowded places. A typical police dog is so big that any criminal will notice it. In contrast, a little toy poodle doesn't attract much attention. Moreover, she is often given the task of searching for missing people with dementia. She is cute and doesn't scare them away.

Ever since Anzu passed the test in October 2015, the Ibaraki Police have been accepting other small dogs into their police dog unit. She is now part of a team with her German shepherd family.

p.29 本文テキスト

Lesson 2
Go, Anzu!
Part 4

Here are some comments on a social media site.

[Josh] Anzu's story is so inspiring. Even though she is small, she passed the same test that German shepherds take. Nobody can tell you that you can't achieve your dreams.

[Naoki] Your weakness may be your greatest strength. Anzu is a little dog, but in many ways that gives her special roles as a police dog. As part of the German shepherd team, she is doing things that big dogs cannot do.

[Hannah] Anzu was lucky to be saved by Mr. Suzuki and given the chance to prove herself. It is terrible to imagine what happens to cats and dogs in animal shelters. Can't we do something about the abandoned pet problem?

Lesson 2
Go, Anzu!

二次遷移画面

pp.30-31 Whole Text View 本文テキスト

The screenshot shows a digital reading interface. At the top, there's a teal header bar with the text "Lesson 2" and "Go, Anzu!" followed by a "Whole Text View" button. Below the header is a white text area containing the following story:

From Ibaraki, Nakajima Sakura reports more about Anzu.
Can you believe that this white toy poodle is a police dog? Her name is Anzu. I've come to Tokai-mura to meet her and her owner and trainer, Suzuki Hirofusa. Today, I'd like to tell you an interesting story about her.

Mr. Suzuki has had Anzu since March 2013. He saved her from an animal shelter when she was only three months old. She was abandoned by her previous owner. Actually, she was about to be put down. The Suzuki family already had three German shepherds. Mr. Suzuki planned to give her away after taking her home. However, a few days later, the other dogs accepted her as a member of the family. Then he decided to keep her.

Mr. Suzuki is a dog trainer with the Ibaraki Police. He brought Anzu to a training session with his three German shepherds. One day, he noticed that she was trying to imitate the other dogs. Just for fun he said to her: "Stand!" "Sit!" "Down!" "Stay!" Anzu understood the words and eagerly obeyed. Mr. Suzuki then decided to train her as a police dog. He had never considered training a small dog for this role before he met Anzu.

At the bottom of the screen, there are several icons: a circular timer icon labeled "wpm", a right-pointing arrow, a square icon, a "x1.0" zoom level indicator, and a gear settings icon.

二次遷移画面

教科書名入る English Communication I New Edition QRコード コンテンツ

More Exercise

Lesson 2

① Fill in the blanks and complete the sentences.

1. メアリーは5年間東京に住んでいる。
 Mary () () () Tokyo for five years.
 [] [] []

2. もう宿題は終わりましたか。
 () () () your () yet?
 [] [] [] []

3. 私は一度もこの本を読んだことがない。
 I () () () this book.
 [] [] []

4. 今朝からずっと雨が降り続いている。
 It () () () since this morning.
 [] [] []

② Change the verb to the appropriate form and complete the conversations.

1. A: Did you see the final game of the World Cup last night?
 B: No. The game _____ when I turned on the TV. [already end]
 []

2. A: Jane is studying hard these days, isn't she?
 B: Yes, the exam is coming up. Yesterday, she _____ for five hours until she went to bed. [study]
 []

③ Complete the sentences.

1. 私たちは子どものころから知り合いた。
 _____ since we were children.
 []

2. 私は1時間ずっと姉を待っている。
 _____ for an hour.
 []

3. ケンが手伝いに来るまで、私はずっと忙しかった。
 _____ until Ken came to help me.
 []

4. 彼女はイギリスに帰る前に、3度京都を訪れたことがあった。
 _____ before she went back to the UK.
 []

画面を画像で保存

二次遷移画面

p.38 本文テキスト

You are watching a high school club's online video program on effective climate action.

Cindy: Hello, everyone. I'm Cindy from California. Welcome to our show. Today I want to share messages of young people taking practical steps for environmental change. First up is Lesein from Kenya.

Lesein, Kenya: Kenya has a rich natural environment and wildlife. In recent years, however, the country has been facing its worst drought in 40 years.

When I was eleven, I learned that my country lost 138 football fields' worth of trees every day. I thought I had to do something about it. I decided to combine the two things that I loved most, nature and football. I promised to plant eleven trees for every goal I scored.

Now my football teammates, students from twelve schools and friends in our neighborhood have started doing this too. Over the past five years, we have planted 8800 trees. No one is too small or too young to make a difference in the world. Remember that everything you do, however small, counts.



p.39 本文テキスト

Cindy: Next is Vinisha from India.

Vinisha, India: In my rural town, I often see ironing carts that use charcoal-heated irons to press clothes. People using them suffer from diseases that affect their breathing because charcoal pollutes the air. Also, charcoal causes deforestation because large numbers of trees are cut down to make it.

I thought that instead of charcoal, I could use something that we have lots of in India: energy from the sun. I invented "Iron-Max," a cart with solar panels to power an iron. It is environmentally friendly and safe for users.

Today, the youth of my generation are angry because world leaders are not doing enough about climate change. But I have no time to be angry. We all must act now.



二次遷移画面

p.40 本文テキスト

Cindy: Finally, we have Leo from Indonesia.

Leo, Indonesia: Plastic takes many years to break down and it damages nature. Bioplastic products are becoming more popular these days because they break down easily in the environment. However, they are mostly produced from corn. Corn is a crop, so using it for bioplastic could lead to problems like food shortages and rising food prices.

I thought of using seaweed as a raw material for bioplastic. There is plenty of seaweed in the ocean, and it grows very quickly. Also, seaweed is known to absorb large quantities of CO₂. Therefore, cultivating seaweed is effective for reducing global warming.

Bioplastic made from seaweed can be processed into products such as containers, bags, and straws. I'm now working on how to cultivate seaweed on an industrial scale. I want to continue to think of practical solutions for our sustainable future.

p.41 本文テキスト

Cindy: We have watched three people's actions on environmental issues. Our planet is facing many difficult challenges. However, there is hope. We can make a difference. As these three examples show us, everyone has the power to create a more sustainable future.

When I was small, I would often watch news on environmental problems. I became worried about our future. Now, as a part of my environmental club activity, I participate in a beach cleanup on weekends. There is a lot of plastic waste along the coast, and it will pollute the ocean and harm marine life. I collect and remove it from our local beaches. This is my small action for change. What do you want to try?

二次遷移画面

p.42-43 Whole Text View 本文テキスト

You are watching a high school club's online video program on effective climate action.

Cindy: Hello, everyone. I'm Cindy from California. Welcome to our show. Today I want to share messages of young people taking practical steps for environmental change. First up is Lesein from Kenya.

Lesein, Kenya: Kenya has a rich natural environment and wildlife. In recent years, however, the country has been facing its worst drought in 40 years.

When I was eleven, I learned that my country lost 138 football fields' worth of trees every day. I thought I had to do something about it. I decided to combine the two things that I loved most, nature and football. I promised to plant eleven trees for every goal I scored.

Now my football teammates, students from twelve schools and friends in our neighborhood have started doing this too. Over the past five years, we have planted 8800 trees. No one is too small or too young to make a difference in the world. Remember that everything you do, however small, counts.

Cindy: Next is Vinisha from India.

Vinisha, India: In my rural town, I often see ironing carts that use charcoal-heated irons to press

wpm

x1.0

Settings icon

二次遷移画面

教科書名入る English Communication I New Edition QRコード コンテンツ

More Exercise

Lesson 3

① Fill in the blanks and complete the conversation.

ユカ: 校則では式典のときにネクタイをしなくてはいけないんだよ。
 You () wear a tie at the ceremony under the school rules.

ケン: 本当に? ネクタイをしてないよ。田中先生は怒るかも知れないな。
 Really? I'm not wearing a tie. Mr. Tanaka () get angry with me.

ユカ: 田中先生に伝えたほうがいいよ。
 You () tell him about it.

② Fill in the blanks and complete the sentences.

1. 私たちは晴れた日に、よくハイキングを行ったものだ。
 We () () go hiking on sunny days.

2. 最寄り駅に行く道を教えていただけませんか。
 () () tell me the way to the nearest station?

3. あなたを私の両親に紹介したいのですが。
 I () () () introduce you to my parents.

③ Complete the sentences.

1. 気にしないで。だれでもミスをすることはあるよ。
 Don't worry about it. Anyone _____.

2. 私は昨日までにレポートを終わらせなければならなかった。
 I _____ by yesterday.

3. 医者を呼んでいただけませんか。
 _____ for me?

4. 私は中学生のころ、よく同級生とサッカーをしたものだ。
 _____ when I was a junior high school student.

画面を画像で保存

二次遷移画面

p.50 本文テキスト

You are worried about littering in the neighborhood. You have found a video about how to reduce littering.

Why is our neighborhood always littered with garbage? Everyone knows you shouldn't litter. However, some people still ignore the "No littering" or "Don't throw garbage here" signs. Why do they ignore them? It may be because nobody is watching, or others are doing the same thing.

If signs, warnings, and even penalties cannot correct such bad behavior, what can we do? I think there is a more effective way to change people's behavior. We can take a psychological approach instead of telling people what to do. With this approach, people will naturally want to put their garbage in a bin. Here are three interesting examples.

p.51 本文テキスト

First, you can nudge people by appealing to their sense of humor. A great example of this is the World's Deepest Bin, a public garbage can in Sweden. Every time you put your garbage in it, there is a falling sound for eight long seconds, and then there's a thud. In most cases, people are surprised. Some of them look into the bin. Others even come back with another piece of trash in their hand and put it in again. During a single day 72 kilograms of rubbish was collected in the bin. On the other hand, normal bins nearby collected only 31 kilograms on average. This bin changes people's behavior for the better by making it fun to throw away their trash.

二次遷移画面

p.52 本文テキスト

Lesson 4
Creative Problem Solving
Part 3

Another approach is to take advantage of people's natural desire to express their opinions. A British ashtray called the Ballot Bin makes use of this. This voting ashtray displays a question along with two choices. For example, "Who is the best player in the world?" with the choices "Ronaldo" or "Messi." Below each choice, there is a slot. People can vote by putting their used cigarette in the slot of their choice. Two piles of thrownaway cigarettes can be seen through the clear glass. The questions are often amusing, and they're changed regularly so that people don't lose interest. As a result, this ashtray has reduced cigarette litter by 46 percent. The Ballot Bin gets smokers to throw away their used cigarettes in the right place.



p.53 本文テキスト

Lesson 4
Creative Problem Solving
Part 4

Finally, you can make use of the natural urge to help others. The Sociable Trash Box, a robot built by a Japanese scientist, is an example. This robot looks like a garbage can, but it has a camera and a set of wheels. How does it pick up trash? Actually, it doesn't. When it moves around and finds a piece of trash, it just stops and waits until someone comes around. It looks like the robot is asking for help. Amazingly, in an experiment at a kindergarten, children naturally began interacting with the robot. The children started putting trash in it, even though they hadn't been told to. Thus, people are happy to throw garbage in a bin to help someone—or something—else.

In conclusion, taking a psychological approach is the best way to change people's behavior for the better. It's more fun, natural, and effective than other approaches. Don't nag at people; nudge them.



二次遷移画面

p.54-55 Whole Text View 本文テキスト

Lesson 4
Creative Problem Solving
Whole Text View

You are worried about littering in the neighborhood. You have found a video about how to reduce littering.

Why is our neighborhood always littered with garbage? Everyone knows you shouldn't litter. However, some people still ignore the "No littering" or "Don't throw garbage here" signs. Why do they ignore them? It may be because nobody is watching, or others are doing the same thing.

If signs, warnings, and even penalties cannot correct such bad behavior, what can we do? I think there is a more effective way to change people's behavior. We can take a psychological approach instead of telling people what to do. With this approach, people will naturally want to put their garbage in a bin. Here are three interesting examples.

First, you can nudge people by appealing to their sense of humor. A great example of this is the World's Deepest Bin, a public garbage can in Sweden. Every time you put your garbage in it, there is a falling sound for eight long seconds, and then there's a thud. In most cases, people are surprised. Some of them look into the bin. Others even come back with another piece of trash in their hand and put it in again. During a single day 72 kilograms of rubbish was collected in the bin. On the

wpm

▶ ■ ×1.0 ⚙

二次遷移画面

目次

教科書名入る English Communication I New Edition QRコード コンテンツ

More Exercise

Lesson 4

① Fill in the blanks and complete the sentences. Use the given verbs.

1. 元日には多くの人がこの神社を訪れる。

This shrine _____ on New Year's Day. [visit]

2. 彼女の新しい映画は今、ニュージーランドで撮影されている。

Her new movie _____ in New Zealand now. [film]

3. その柵はできるだけ早く修理されるべきだ。

The fence _____ as soon as possible. [repair]

4. 彼の新しい小説はまだ出版されていない。

His new novel _____ yet. [publish]

② Choose a word from the brackets below and complete the sentences. You can use it only once.

1. You can see the moon () Mt. Fuji now. It's so beautiful.

2. Excuse me, someone is () the door.

3. It's freezing this morning. The temperature is () zero.

4. There is not much juice () the bottle.

[below / at / above / in]

③ Complete the sentences.

1. このケーキ屋は長年、地元の人々に愛され続けている。

This cake shop _____ for many years.

2. このコピー機は今使用中です。

This copier _____.

3. 私たちは1時間後に空港に着いた。

We _____ an hour later.

4. 彼女はその本を自分の机の上に置いた。

She _____.

画面を画像で保存

二次遷移画面

p.67 本文テキスト

Part 1

Reading 1
Four Words
Part 1

In the city of Fujisawa, Japan, lives a woman named Atsuko Saeki. She is twenty-six years old. She has a job as a sales clerk at a bookstore in her town.

When she was a teenager, she dreamed of coming to the United States. Her knowledge of American life came from reading textbooks. "I had a picture of the daddy sitting in the living room," she said, "and of the mommy baking chocolate chip cookies, and of a big dog lying by the couch. In my mind, the teenage girl goes to the movies on the weekends with her boyfriend...."

wpm

▶ ■ ×1.0 ⚙

p.67 本文テキスト

Part 2

Reading 1
Four Words
Part 2

She arranged to attend a college in the United States – Lassen College, in Susanville, California. When she arrived in the United States, though, it was not the dream world she had imagined. She couldn't blame anyone; it was no one's fault, and certainly not the college's fault. She just had a naive storybook view of American life.

"People were struggling with their own problems," she said. "People had family troubles, and money worries, and often they seemed very tense. I felt very alone."

At college, one of the classes that was hardest for her was physical education.

"We played volleyball," she said. "The class was held in an indoor gymnasium. The other students were very good at it, but I wasn't."

She tried to have fun playing volleyball, and often she was able to. But the games made her nervous. "I was very short, compared to other students," she said. "I felt I wasn't doing a very good job. To be very honest, I was a lousy player."

wpm

▶ ■ ×1.0 ⚙

二次遷移画面

p.68 本文テキスト

Reading 1
Four Words
Part 3

One afternoon, the physical education instructor told Atsuko that her role was to set the volleyball up for the other players on her team. "I was told that it was my job to put the ball up, so that they could hit it over the net."

No big deal for most people, but it terrified Atsuko Saeki. For some reason, she feared she would be humiliated if she failed - if she was unable to set the shots up for her teammates. Undoubtedly they would have forgiven her. But to her the fear was private and real.

Apparently a young man on her team sensed what she was going through. He was on her side of the net.

"He walked up to me," she said. "He whispered to me: 'Oh, come on. You can do that.'"

wpm

▶ ■

x1.0

p.69 本文テキスト

Reading 1
Four Words
Part 4

"He said it in a nice way, but he was serious. If you are the kind of person who has always been encouraged by your family, friends, or somebody else, maybe you will never understand how happy those words made me feel. Four words: 'You can do that.'"

She made it through the P.E. class. She may have thanked the young man; she is not sure.

But now five years have passed; she is out of college, and back in Japan.

"I have never forgotten the words," she says. "'You can do that.' When things are not going so well, I think of those words."

She is quite sure that the young man had no idea how much his words meant to her. "I'm sure that he was just a nice guy," she says. "I'm sure that he was the kind of guy who would say those words to anyone."

"But at the time it made a big difference to me. When I left the gymnasium I felt like crying with happiness. He probably doesn't even remember saying the words."

Which, perhaps, is the lesson here. You say something cruel to a person, you have no idea how long it will stick. You say something kind, you have no idea how long that will stick either.

wpm

▶ ■

x1.0

二次遷移画面

p.72 本文テキスト

You are reading an article about canned bread.

Canned Bread to Feed the World

Have you ever heard of canned bread? This specially packed bread is designed as emergency food.

When you open the can, it tastes as delicious as freshly baked bread.

The idea of canned bread started in the Great Hanshin-Awaji Earthquake of 1995. Right after the earthquake, a baker named Akimoto Yoshihiko baked 2000 rolls and sent them to the victims. A few days later, he got bad news. Half of the rolls went bad before they could be distributed to people in need. Therefore, they were thrown away. Akimoto was disappointed to hear that.

A little while later, one of the earthquake victims said to him, "It was very sad to have only hard biscuits to eat. I'd like you to create bread that keeps for a long time but stays soft." Akimoto decided to rise to the challenge.

p.73 本文テキスト

Akimoto experimented with different ways to preserve baked bread. He tried vacuum packing it or freezing it, but it lost its softness. One day, a farmer in the neighborhood was canning bamboo shoots. Akimoto watched him work. "Canning has been used to preserve food for a long time," he thought. "Why hasn't anyone canned bread before?"

Creating canned bread took a lot of trial and error. First, he put the baked bread in a can and sealed it. However, after a week, the bread was covered in mold. He realized that he needed to sterilize the can. Then, he got the idea of baking the bread and sterilizing the can at the same time. He put the dough in a can and placed it in a hot oven. The bread baked nicely, but it stuck to the can and would not come out. So, he wrapped the dough in paper before baking it. That worked very well. Thus, he finally perfected canned bread.

二次遷移画面

p.74 本文テキスト

Lesson 5
Canned Bread to Feed the World
Part 3

Orders for Akimoto's canned bread started to come in from companies and local governments all over Japan. One day in 2004, there was a phone call from a city office that had bought the bread. "Our canned bread is nearing its best-before date," the city official said, "so we want to purchase some more boxes, and we'd like you to get rid of our old stock." Akimoto had a new challenge. He now needed to prevent his bread from going to waste.

A few months later, a terrible tsunami struck Sri Lanka. Akimoto was asked by a friend in that country. He said, "The people here have nothing to eat. So could you send us any leftover canned bread?" That gave Akimoto an idea. "Canned bread is sometimes thrown away in Japan as the best-before date approaches. But some people around the world need that bread right now," he thought. "Let's give the cans to them."

wpm

x1.0

p.75 本文テキスト

Lesson 5
Canned Bread to Feed the World
Part 4

Akimoto started a new project called the Kyu-Can-Cho Project to send canned bread to people in need. It worked like this. The canned bread has a shelf life of three years. Akimoto asked purchasers of the canned bread to donate it one year before the best-before date. If the purchasers agreed, Akimoto collected their old cans and sent them new cans. The collected cans were sent to those in need, instead of going to waste. This system worked well for everyone: Akimoto, the customers who donated canned bread, and the people who ate it. Since the project began in 2009, it has delivered 550000 cans to feed disaster victims and starving people in many countries.

Akimoto has personally delivered canned bread to people overseas. Children's faces light up with delight as they eat it. "It is so rewarding to bring a moment of happiness to a hungry person," he says. "It makes me feel proud."

wpm

x1.0

二次遷移画面

pp.76-77 Whole Text View 本文テキスト

The screenshot shows a digital reading application interface. At the top, there is a teal header bar with the text "Lesson 5" and "Canned Bread to Feed the World". Below the header, a green bar indicates "Whole Text View". The main content area contains several paragraphs of text. The first paragraph reads: "You are reading an article about canned bread. Canned Bread to Feed the World". The second paragraph continues: "Have you ever heard of canned bread? This specially packed bread is designed as emergency food. When you open the can, it tastes as delicious as freshly baked bread." The third paragraph describes the origin of canned bread: "The idea of canned bread started in the Great Hanshin-Awaji Earthquake of 1995. Right after the earthquake, a baker named Akimoto Yoshihiko baked 2000 rolls and sent them to the victims. A few days later, he got bad news. Half of the rolls went bad before they could be distributed to people in need. Therefore, they were thrown away. Akimoto was disappointed to hear that." The fourth paragraph details Akimoto's efforts: "A little while later, one of the earthquake victims said to him, 'It was very sad to have only hard biscuits to eat. I'd like you to create bread that keeps for a long time but stays soft.' Akimoto decided to rise to the challenge." The fifth paragraph describes Akimoto's experiments: "Akimoto experimented with different ways to preserve baked bread. He tried vacuum packing it or freezing it, but it lost its softness. One day, a farmer in the neighborhood was canning bamboo shoots. Akimoto watched him work. 'Canning has been used to preserve food for a long time,' he". At the bottom of the screen, there are several icons: a timer icon labeled "wpm", a play button icon, a square icon, a zoom icon labeled "x1.0", and a gear icon.

二次遷移画面

教科書名入る English Communication I New Edition QRコード コンテンツ

More Exercise

Lesson 5

① Choose a verb from the brackets below and change it to the appropriate form.

1. A: I hear it is a three-hour train ride to Narita Airport. It is a long way, isn't it?
 B: Yes, it is. You should bring some books _____ on the train.

2. A: Do you have to leave early tomorrow?
 B: Yes, I must leave here around 5:30 _____.
 the first bus.

3. A: What is your dream, Luke?
 B: I want _____ a professional soccer player in the future.

[be / catch / read]

② Choose a verb from the brackets below and complete the conversations.

1. A: Daddy, Mike's room is littered with toys and clothes.
 B: Again? I will _____ him clean his room later.

2. A: Hmm... This math problem is really difficult.
 B: (_____) me see. I think I can help you.

3. A: Did you (_____) someone scream outside?
 B: No, I didn't. It's probably just the sound of the wind.

[hear / let / make]

③ Complete the sentences.

1. 君にもっと一生懸命バスケットボールの練習をしてもらいたい。
 I want _____ harder.

2. 彼女のためには歓迎会(welcome party)を開くのはいい考えだ。
 It is _____ for her.

3. マイクは息子に大きなかばんを運んでもらった。
 Mike _____ for him.

4. 私は彼が教室から走り出るのを見た。
 I _____ the classroom.

画面を画像で保存

二次遷移画面

p.84 本文テキスト

Lesson 6
Could We Have a Real Jurassic Park?
Part 1

You are listening to a lecture by a professor about dinosaurs.

Now I'm going to talk about dinosaurs. Dinosaurs first appeared about 230 million years ago. For over 160 million years they ruled the earth. There were many different sizes and shapes of dinosaurs. Some were very big, like the tyrannosaurus. It was thirteen meters long. Others were as small as a dog. Then, 66 million years ago, they died out. But why? The most likely cause is that an asteroid struck the earth. That completely changed the earth's environment, and so the dinosaurs couldn't survive.

By the way, have you ever seen Jurassic Park? In that movie, scientists bring the dinosaurs back to life with high technology. They use a mosquito fossil that is tens of millions of years old. The mosquito fed on dinosaur blood, and it remained trapped in amber. The scientists take out dinosaur DNA from the blood. Then they clone dinosaurs from it. However, it's just a movie. Is it really possible to bring dinosaurs back to life that way?



p.85 本文テキスト

Lesson 6
Could We Have a Real Jurassic Park?
Part 2

Since Jurassic Park was released in 1993, a lot of scientists have been searching for dinosaur DNA. In 2015, Dr. Susie Maidment discovered red blood cells in dinosaur bones. Unfortunately, though, no DNA was found in the cells. Then, a year later, a tick was discovered in a 99 million-year-old piece of amber. Scientists believed it had fed on dinosaur blood. But the tick didn't contain any dinosaur DNA either. Why hasn't dinosaur DNA ever been found? DNA breaks down rapidly. It decreases by 50 percent every 500 years. The last dinosaurs lived on the earth 66 million years ago, and so almost no genetic information from them remains. Taking out dinosaur DNA from fossils may not be impossible, but it is not likely to happen.



二次遷移画面

p.86 本文テキスト

Lesson 6
Could We Have a Real Jurassic Park?
Part 3

Could there be another way to bring dinosaurs back to life? Some scientists think so. They are interested in creating dinosaurs from their descendants living today. I'm not talking about crocodiles or lizards. I'm referring to birds.

Scientists are now certain that birds evolved from dinosaurs. An important piece of evidence was the fossil of a dinosaur discovered in China in 1996. This dinosaur was about a meter long and covered in feathers. Since then a lot of feathered dinosaurs have been found. Dinosaurs with bird-like wings have also been discovered. These discoveries tell us that dinosaurs had a lot in common with birds. So as it turns out, the dinosaurs didn't die out completely. Some of them changed in various ways and became the birds we know today.

⌚ wpm ▶ ■ ×1.0 ⚙

p.87 本文テキスト

Lesson 6
Could We Have a Real Jurassic Park?
Part 4

Since birds are the descendants of dinosaurs, some scientists have tried to bring dinosaurs back to life by changing bird DNA. Dr. Jack Horner is a pioneer in this field. He believes it will be possible to create an animal almost the same as a dinosaur. Take a look at the picture below. Dinosaurs had long tails and arms like this. But in the course of evolving into birds, their long tails became short ones, and their arms became wings. Also, their snouts turned into beaks. According to Dr. Horner, you can turn a bird back into a dinosaur by reversing these changes. Sure enough, in 2015 a team of researchers succeeded in changing a bird's beak into a snout like that of a dinosaur. Now some scientists are trying to make a dinosaur tail from a bird's. Who knows? Perhaps they will soon create a whole "chickenosaurus."

⌚ wpm ▶ ■ ×1.0 ⚙

二次遷移画面

pp.88-89 Whole Text View 本文テキスト

The screenshot shows a digital reading interface. At the top, there's a teal header bar with the text "Lesson 6" and "Could We Have a Real Jurassic Park?". Below the header is a grey bar labeled "Whole Text View". The main content area contains two paragraphs of text. The first paragraph discusses the extinction of dinosaurs, mentioning they first appeared 230 million years ago and were ruled by the earth for over 160 million years. It notes the presence of various sizes and shapes of dinosaurs, including the Tyrannosaurus Rex, which was 13 meters long. The second paragraph discusses the cloning of dinosaurs from a mosquito fossil found in amber, referencing the movie Jurassic Park where scientists used DNA from mosquito blood to clone dinosaurs. The text concludes with a question about whether it's really possible to bring dinosaurs back to life. At the bottom of the screen, there are several icons: a timer icon labeled "wpm", a play button, a square button, a volume icon labeled "x1.0", and a gear icon.

You are listening to a lecture by a professor about dinosaurs.

Now I'm going to talk about dinosaurs. Dinosaurs first appeared about 230 million years ago. For over 160 million years they ruled the earth. There were many different sizes and shapes of dinosaurs. Some were very big, like the tyrannosaurus. It was thirteen meters long. Others were as small as a dog. Then, 66 million years ago, they died out. But why? The most likely cause is that an asteroid struck the earth. That completely changed the earth's environment, and so the dinosaurs couldn't survive.

By the way, have you ever seen Jurassic Park? In that movie, scientists bring the dinosaurs back to life with high technology. They use a mosquito fossil that is tens of millions of years old. The mosquito fed on dinosaur blood, and it remained trapped in amber. The scientists take out dinosaur DNA from the blood. Then they clone dinosaurs from it. However, it's just a movie. Is it really possible to bring dinosaurs back to life that way?

Since Jurassic Park was released in 1993, a lot of scientists have been searching for dinosaur DNA. In 2015, Dr. Susie Maidment discovered red blood cells in dinosaur bones. Unfortunately, though, no DNA was found in the cells. Then, a year later, a tick was discovered in a 99 million-year-old piece of

wpm

x1.0