

# 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
107-163	高等学校	外国語	英語コミュニケーションⅡ	
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Ⅱ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）を統合的に扱い、コミュニケーションの力を総合的に養う。

英語コミュニケーションⅠではそれぞれの技能を断片的に取り扱う部分が多く見られましたが、この英語コミュニケーションⅡにおいては、それぞれの技能を複合的、統合的に扱うことにより、コミュニケーションの力を総合的に向上できるように工夫を凝らしています。具体例として、聞き取った内容をまとめ、まとめた内容を踏まえてグループやペアで意見や考えを共有し合う、といったように「聞くこと」から「話すこと」へ、ある技能から異なる技能へ続けて扱うような、複数の技能を用いてコミュニケーションを図る仕組みを随所に設けています。

### 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。得た知識を、言語活動を通して利用することで、他者の意見や考えに触れることができ、多様な観点を育むことができます。

### 3. 生徒自ら発信していく、主体的に学ぶ姿勢を向上させる。

英語コミュニケーションⅠで培った内容や言語材料は、継続して英語コミュニケーションⅡの中でも繰り返し使用されています。ⅠからⅡへスパイラルのように語彙や表現を繰り返し提示、使用を促す仕組みを紙面で展開することにより、定着を図ることができ、あらゆる技能を用いて発信していく姿勢を身につけていくといった工夫を凝らしています。また、さまざまな言語活動で、語彙や表現、例文など、一定の支援を設けています。聞き取りの問いで読まれているスクリプト自体が、発表用にそのまま使える仕組みになっているなど、単に聞き取って終わりではなく、聞き取った内容全体を参考にして次の活動へとつなげていくことができます。

## 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	日本文化の一つとして挙げられる「アニメ」において、実在の場所を舞台にしたことにより、現地に訪れる人々が増加し、交流する機会が生まれ、その結果、経済効果を生み出す、という背景を読み取らせ、文化への尊重、また、国際社会の発展への寄与する態度を養わせたい。(第5号)	p.9-23
Lesson 2 教科書本文	若くして科学者、発明家として活躍するギタンジャリ・ラオ氏が、脚光を浴びるようになったきっかけを読み取らせ、また、彼女がこれから生きる生徒に対して抱く想いを理解させたい。(第2,3号)	p.25-39
Lesson 3 教科書本文	塩の役割に触れさせ、歴史的にどのように扱われたのか、文化的背景として、どのように使用されてきたのかを読み	p.41-55

	取らせ、伝統や文化を尊重する精神を養わせたい。(第5号)	
Lesson 4 教科書本文	ウミガメの生態などについて読み取らせることで、生命を尊び、自然を大切に、環境の保全に寄与する態度を養わせたい。(第4号)	p.57-71
Lesson 5 教科書本文	行列を待つ際の心理に関して、その心理状況や状態の変化をもたらす要因が何かについて学ばせることで、幅広い知識と教養を身に付け、真理を求める態度を養わせたい。(第1号)	p.79-93
Lesson 6 教科書本文	ヒューマンライブラリーの実情や実態を知ることで個々人の価値を尊重し、学習障害を持った人、あるいは職を失った人の話を聞くことで、他者の立場を想像し、相手への理解の態度も養わせたい。(第2,3号)	p.95-109
Lesson 7 教科書本文	坂茂氏が建てた建造物や災害時の慈善活動など、彼の考えや精神を学ぶことにより我が国の郷土を愛すること、また、他国を尊重し、国際社会への平和と発展に寄与する態度を養わせたい。(第5号)	p.111-125
Lesson 8 教科書本文	人間と常に共存するウイルスは、一体どのように形成されているのか、ウイルスに対してどのように対処し、発展を築き上げてきたのかについて触れさせ、生命を尊ぶ態度を伸ばすこと、また、国際社会の平和と発展に寄与する態度を養わせたい。(第4,5号)	p.127-141
Lesson 9 教科書本文	サプールの考え方から、自主及び自立の精神を養うとともに、公共の精神に基づき、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わせたい。(第1,3号)	p.149-163
Lesson 10 教科書本文	宇宙飛行士として活躍された向井千秋氏の宇宙へ飛び立つまでのストーリー、宇宙で行った実験など、彼女のバイオグラフィーを読み取らせたい。また、彼女が現在考えている宇宙研究の内容などを踏まえて、これからの宇宙開発や国際社会の発展に関連する内容を涵養する。(第1,5号)	p.165-179

### 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 近年注視される社会問題に関する題材について	◆世界各地で起きている社会問題に対して、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。具体的には、ウイルス(Lesson 8)に関する内容では、近年、新型コロナウイルスやインフルエンザなど、身近に感染症が存在すること、また、そうしたウイルスが引き起こす病は、世界的に問題視され、私たち生活や社会のあり方にも大きな影響を及ぼしました。また、「ヒューマンライブラリー(Lesson 6)」の単元では、LGBTQや社会的マイノリティの人たちに着眼し、他社への意識を向けることで、客観的な思考を養い、さまざまな社会問題に対する意識を養わせます。
2 科学界を牽引する人物について	◆若くして科学者、発明家として知られるギタンジャリ・ラオ氏(Lesson 2)はアメリカのある都市で起きた水質問題を機に、鉛を検知する装置を開発し、世界から脚光を浴びました。自身と同じような、若い科学者を育てるために、世界中でワークショップを開くなど、熱心に活動をしています。また、宇宙飛行士として有名になった向井千秋氏(Lesson 10)は、宇宙飛行士になるまでの過程もさることながら、現

	<p>在も最先端の宇宙科学の発展に寄与しています。科学の内容だけを切り取って文章で表現するとなると、どうしても専門的な内容ばかりになってしまい、技術や理論などの理解が難しく感じる場合があります。人物のバイオグラフィーをもとに、どのように科学と関わっているのか、どのようなことをしているのかなど、人物を引き合いに科学のトピックに触れることで、理解しやすいように工夫しています。</p>
<p>③ 伝統や歴史などの文化的価値</p>	<p>◆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。塩（Lesson 3）は日頃、調味料の一つとして使うことが多いですが、それ以外の用途でも使われています。歴史的な部分で見れば、お金の代わるものや、現代だとある宗教上の儀式や、化学製品にも塩は使われています。他国や異文化によっても塩の使われ方が異なる部分に着眼し、他の製品のさまざまな歴史、文化について調べる活動へつなげていきます。</p>

②主体的に学習に取り組められるような特色

観 点	特 色
<p>① 語彙学習を支援する Vocabulary Building</p>	<p>◆英語コミュニケーションⅠに比べて英語コミュニケーションⅡになると、新出語として学習する語彙数が約2倍近く増えます。語彙を効率的に学習できるような仕組みとして、Vocabulary Building ページを設けています。接頭辞、接尾辞、語幹など、語彙をパーツごとに見る意識を養うことで、語彙学習の効率化を図る工夫を取り入れています。</p>
<p>② コミュニケーション力を底上げする Skill</p>	<p>◆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、あらゆる技能で使える表現を学ぶことができます。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 を組み合わせることで学習を進めていくことで、英語の力を底上げします。</p> <p>◆基本的な Skill の内容を学んだ後に、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。Skill で学んだ表現を利用した活動も設けており、インプット→インテイク→アウトプットという流れが自然とできる仕組みになっています。</p>
<p>③ あらゆる技能を統合的に扱う活動問題</p>	<p>◆Skill の練習問題と Lesson 章末の活動には、やり取り、発表を行う問題、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います。</p> <p>◆読んだ内容、あるいは聞き取った内容をまとめ、まとめた内容を踏まえて、意見や考え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。</p> <p>◆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していく形式になっています。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</p>

	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。
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③生徒の学習を促す配慮

観 点	特 色
1 視認性の工夫	<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、文字の識別がしやすいような工夫を凝らしています。</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、英文の内容を理解する際の支援としています。</p>
2 生徒の個人学習を促す工夫	<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
107-163	高等学校	外国語	英語コミュニケーションⅡ	
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## 1. 編修上特に意を用いた点や特色

### 特色 1 Skill と Lesson の連動性—繰り返し学習を行う仕組み

Skill で学習する表現や方法は、「聞く」「読む」「話す（やり取り）」「話す（発表）」「書く」の4技能5領域すべてに通ずる内容になっています。主張や理由・根拠、事実や意見など、情報を正確に捉えるための表現や方法が記されています。Skill で紹介されている内容は Lesson 内の英文や活動でも使われており、繰り返し触れるような工夫を凝らしています。繰り返し学習していくプロセスを経ていくことで、自然とインプット、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

**例示・情報の追加の表現**

以下に示している表現が教科書にあり、追加で説明しようとする点です。教科書内で確認できることとなります。ハンソングの中でその表現の態様を学びます。

**例示・情報の追加**

**例示** ex. for example / for instance 例として、such as ~ 例として、～

Japanese snacks, also called *manju*, have a long history. For example, *Onigiri* from the Heian Period was one of the oldest snacks. It is a cone. The ingredients are various, such as *tempo*, *rabbits*, and *birds*, but they just use *sticky things* and *rice*.

**追加** ex. In addition to (除く) ~, in addition to (除く) ~, in addition to (除く) ~

Many turtles born all over the world visit Canada every year. Canada is famous for its sea, its mountains, lakes, and forests. In addition, Canada's people are very friendly and welcoming, so visitors can have a great time there. It is also a very attractive country for people who want to study abroad.

**<Skill 5 例示・情報の追加>**

Skill 5 では for example, such as ~, in addition, also などの表現を学びます。例文、練習問題をもとに使われ方を学びます。

本文中でも繰り返し使用

②

PART 1 | 2 | 3 | 4

When the babies have emerged, how do they know where to go? The reflection of moonlight on the sea shows them where to go. However, many get confused by the lights of nearby cars. Those lights are brighter than the reflection of moonlight. Confused babies often head toward roads. Some people are developing a lighting system that will help baby turtles get to the sea.

Baby turtles also face another risk: natural predators. Raccoons and crabs can easily steal eggs left on the beach. In the sea, both adult and baby turtles may come across dangerous creatures, such as sharks and killer whales. And there are environmental problems, too. Sometimes, baby turtles die because of sudden drops in ocean temperatures. Only about 1 in 1,000 baby turtles survive until it becomes an adult.

The problems that humans cause for turtles are especially serious. Shrimp trawling has reduced turtle numbers drastically. Sadly, in some countries, turtles are still hunted for their shells.

**Lesson 4 の英文でも Skill で学習した表現を繰り返し使用し、定着を図ります。**

PART 1 | 2 | 3 | 4

Skill で学ぶ表現とは別の関連表現も、本文中で扱うことで、より深く学ぶことができます。

Skill 1	考えや意見を伝え合う方法
Skill 2	複数のパラグラフの構成
Skill 3	時間・順序の表現
Skill 4	比較・対比の表現
Skill 5	例示・情報の追加の表現
Skill 6	原因・理由／結果の表現
Skill 7	言い換え／要約の表現
Skill 8	プレゼンテーションの準備
Skill 9	スキミング
Skill 10	スキヤニング
Skill 11	未知語の推測

**特色2 複合的な技能の使用—思考・判断・表現力の向上**

各 Lesson の語彙や表現、文法といった知識の定着、そして英文の読解を図った上で、アウトプット活動へと向かう流れになっています。より深い思考や判断、表現力の底上げをするために、Final Task では複数の技能を用いた構成を各 Lesson で設けています。聞き取った内容をまとめ、まとめた内容を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、単語や文法といった知識を Final Task で活用していくことで、思考、判断、表現力を伸ばす工夫を取り入れています。

**<例>**

**① Lesson の英文を理解**  
 ここではギタンジャリ・ラオに関する内容を理解し、彼女が紹介する「5 steps」について理解します。

**② Lesson 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びます。Final Task でも各 Lesson で学習する語彙や文法を使用しています。初出の文法事項は、Final Task へ移る前に、十分なインプットを行うためのページを設けています。

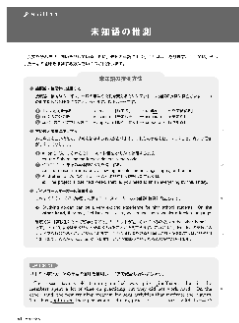
**③①、②で学習した知識、技能を用いた活動**  
 英文理解、また、Lesson 内で使用された語彙や文法を進めた後に、それらを活用して活動を行います。ここでは、本文中で学んだ 5 steps について以下の構成で技能を複合的に扱っています。  
 ① 5 steps についての詳しい内容を聞き取る、まとめる  
 ② 聞き取った内容を踏まえて、グループで 5 steps を考えるための問題提起を行う  
 ③ 提起した問題に対して、5 steps でどのように解決方法を見いだせるか、発表を通して、考えや意見をクラス内で共有を行う

**特色3** 段階的に学習できる構成—主体的学ぶ姿勢を養う

上記の特色1, 2で示しているように、学んだ表現を繰り返し使用したり、複数の技能を用いたりして、得た知識の定着、そして思考、判断、表現力の向上を踏まえています。これらの工夫の意図の裏側には、生徒自身が主体的になって取り組む姿勢を養うためでもあります。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、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



- ・各技能でも応用できる語(句), 表現を学ぶ
- ・例文, 練習問題を通して, 使い方



●重要表現のインプット

②

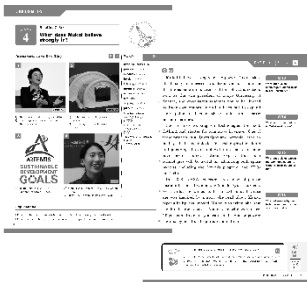


- ・本文に関連した音声の聞き取り
- ・Lesson 内容に沿った Open Question 形式の問題



●スキーマの活性化  
●Lesson への導入

③

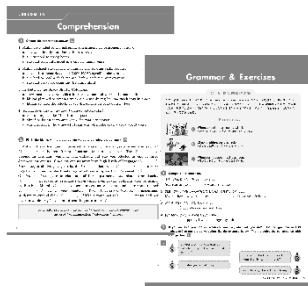


- ・本文では議論しやすいトピック, 最新の時事に関する内容を取り上げています。  
(例) 向井千秋氏と新たな宇宙飛行士, アルテミス計画
- ・本文内容を踏まえたリテリング活動



●本文内容へのアプローチ  
●知識・技能の習得

④

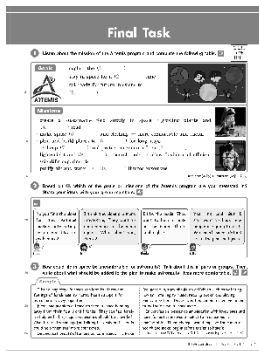


- ・ 本文内容の理解度を確認
- ・ 本文中で使用されている重要文法事項の確認



- 知識・技能の再確認
- 思考・判断・表現を用いた応用問題

⑤



- ・ 段階的なアウトプット活動

(例)

- ①本文中でも取り上げられた「アルテミス計画」について、概要を聞き取る、まとめる
- ②まとめた内容をもとに、計画の内容について、自身がどのように思うか、グループで意見を共有する
- ③どのようにすれば、宇宙飛行士がミッションを達成するために、快適な宇宙生活を過ごすことができるか、案を考え、書き起こす



- 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

図書構成・内容	学習指導要領の内容				3 内容の取扱い	該当箇所	配当時数
	2 内容						
	(1) 英語の特徴やきまり	(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	(3) 言語活動及び言語の働き				
①			②				
Skill 1	イ, ウ	イ, ウ	イ	ア (ア) (イ), イ (ア) (イ) (ウ) (エ) (オ)	(1)	p.6	1
Skill 2	イ, ウ		ウ		(1)	p.7	1
Lesson 1	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, カ	ア (ア) (イ), イ (ア) (イ) (ウ) (オ)	(1), (2)	p.9-23	7
Skill 3	イ, ウ	イ	イ, オ	ア (ア) (イ) (ウ), イ (ア) (イ) (ウ) (エ) (オ)		p.24	1
Lesson 2	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, オ	ア (ア) (イ), イ (ア) (イ) (ウ) (エ) (オ)	(1), (2)	p.25-39	7
Skill 4	イ, ウ	イ, ウ	カ	ア (ア) (ウ), イ (ウ) (エ)		p.40	1
Lesson 3	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, カ	ア (ア) (イ), イ (ア) (ウ) (エ) (オ)	(1), (2)	p.41-55	7
Skill 5	イ, ウ	イ, ウ	イ, オ	ア (ア) (イ), イ (ア) (イ) (ウ) (エ) (オ)		p.56	1
Lesson 4	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, オ, カ	ア (ア) (イ), イ (ア) (ウ) (エ) (オ)	(1), (2)	p.57-71	7
Optional 1	ア, イ, ウ		イ, ウ		(2)	p.72-75	4
Vocabulary Building 1	ウ					p.76-77	※
Skill 6	イ, ウ	ア, イ	ウ, エ	ア (ア) (イ), イ (ア) (ウ) (エ) (オ)		p.78	1
Lesson 5	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, オ, カ	ア (ア) (イ) (ウ), イ (ア) (ウ) (エ) (オ)	(1), (2)	p.79-93	8
Skill 7	イ, ウ	イ	ウ, エ	ア (ア) (イ), イ (ア) (イ) (ウ) (エ) (オ)		p.94	1
Lesson 6	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, オ, カ	ア (ア) (イ) (ウ), イ (ア) (イ) (ウ) (エ) (オ)	(1), (2)	p.95-109	8
Skill 8	ウ					p.110	1
Lesson 7	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, オ, カ	ア (ア) (イ), イ (ア) (イ)	(1), (2)	p.111-125	8

				(ウ)(エ)(オ)			
Skill 9	イ, ウ	イ	ウ, エ	ア (ア) (イ), イ (ア) (イ) (ウ)(エ)(オ)		p.126	1
Lesson 8	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, オ	ア (ア) (イ) (ウ), イ (ア) (イ) (ウ) (オ)	(1), (2)	p.127-141	8
Optional 2	ア, イ, ウ		イ, ウ		(2)	p.142-145	4
Vocabulary Building 2	ウ					p.146-147	※
Skill 10	イ, ウ		ウ			p.148	1
Lesson 9	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, カ	ア (ア) (イ), イ (ア) (イ) (ウ)(エ)(オ)	(1), (2)	p.149-163	8
Skill 11	イ, ウ	イ		ア (ア), イ (ア) (イ) (ウ) (オ)		p.164	1
Lesson 10	ア, イ, ウ, エ	ア, イ, ウ	イ, ウ, エ, カ	ア (ア) (イ), イ (ア) (イ) (ウ)(エ)(オ)	(1), (2)	p.165-179	8
Vocabulary Building 3	ウ					p.180-181	※
Optional 3	ア, イ, ウ		イ, ウ		(2)	p.182-185	4
HOT TOPICS	イ	イ, ウ	エ	ア (ア) (イ), イ (ア) (イ) (ウ)(エ)(オ)		p.186-191	※
						計	99
※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
4 ページ
絆
8 ページ
鷺
12 ページ
綾
21 ページ
乃
21 ページ
浩
190 ページ
也
191 ページ
莫
191 ページ

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		発行年次等
前見返し	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8  Lesson 9 Lesson 10  Optional 1 Optional 2 Optional 3	写真 写真 写真 写真 写真 写真 写真 写真 写真 写真 写真 挿絵 挿絵 写真						KADOKAWA pixta 41874517 Sharif Hamza Getty Images 85248136 Getty Images 153943525 Getty Images 95763390 Getty Images 78224802 Getty Images 991236864 shutterstock 1723643818 shutterstock 524351842 Getty Images 105953955 JAXA/NASA JAXA 山本篤 ホンマヨウヘイ Getty Images 450139793
前見返し裏	Classroom English	写真						Getty Images 1015169490
8	ガールズ&パンツァー	写真						バンダイナムコアーツ
9	らき☆すたアニメのシーン 聖地巡礼する人	写真 写真						KADOKAWA pixta 41874517
10	らき☆すた 涼宮ハルヒの憂鬱 写真を撮る人々 外国人が書いた絵馬	挿絵 挿絵 写真 写真						KADOKAWA KADOKAWA Getty Images 171861350 アフロ・フォト・エージェンシー 35583135
12	鷲宮神社 らき☆すたアニメのシーン 鷲宮神社の初詣 参拝者数の推移	写真 写真 写真 図版						pixta 43539662 KADOKAWA アフロ・フォト・エージェンシー 23455029 スタジオエクス
14	絵馬のキーホルダー 写真撮影禁止 住宅で騒ぐ若者 地域住民との交流	写真 写真 写真 写真						久喜市商工会鷲宮支所 アフロ・フォト・エージェンシー 116089596 Getty Images 1153460377 Getty Images 519051800
16	鷲宮神社に訪れる多くのファン 地域に集うファン 観光をする外国人たち スマートフォンで調べる外国人たち	写真 写真 写真 写真						久喜市商工会鷲宮支所 埼玉新聞社 pixta 39310815 Getty Images 1148590089
19	インド人と紙 壊れたスマートフォン サッカーのレギュラー	挿絵 挿絵 挿絵						ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
20	服屋 帰宅 祭り	挿絵 挿絵 挿絵						ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
21	千と千尋の神隠し この世界の片隅に 天気の子 響け！ユーフォニアム コクリコ坂から ペニーレイン	写真 写真 写真 写真 写真 写真						スタジオジブリ 「この世界の片隅に」製作委員会 「天気の子」製作委員会 『響け！』製作委員会 スタジオジブリ pixta 32355315
24	水族館 清水寺	挿絵 挿絵						青木麻緒 青木麻緒

	レストラン	挿絵					青木麻緒
25	ギタンジャリ・ラオ	写真					Sharif Hamza
26	ひらめき (女性) 黒電話 公衆電話 スマートフォン 白衣を着たギタンジャリ・ラオ フリント州のタンク水 哺乳瓶に入っているフリントの水	写真 挿絵 挿絵 挿絵 写真 写真 写真					Getty Images 109742939 イラストAC 1950946 イラストAC 22896899 イラストAC 25673367 STEM Scouts アフロ・フォト・エージェンシー 151903619 Getty Images 508204074
28	ネット記事 鉛を検出する装置の開発 研究所での実験 テテュスとアプリ	写真 写真 写真 写真					Getty Images 1207939813 Gitanjali Rao Gitanjali Rao Gitanjali Rao
30	Kindly 教育的活動 観察 (蛇口から出る水と虫眼鏡) ブレインストーミング (大量のふせん) 研究 (ギタンジャリ・ラオ) 構築 (機械いじり) コミュニケーション (ギタンジャリ・ラオ) Observeのピクトグラム Brainstormのピクトグラム Researchのピクトグラム Buildのピクトグラム Communicateのピクトグラム TIME	写真 写真 写真 写真 写真 写真 挿絵 挿絵 挿絵 挿絵 挿絵 挿絵 写真					UNICEF/Gitanjali Rao Gitanjali Rao pixta 84595809 Getty Images 966266528 Gitanjali Rao Getty Images 2170971251 Gitanjali Rao 編集委員会 編集委員会 編集委員会 編集委員会 編集委員会 TIME USA, LLC
32	ギタンジャリ・ラオ 人とテーブル (電球などのイラスト) 絵を持つ少女 文章を書く人の手 ギタンジャリ・ラオ ギターを弾く少女 メガホンで訴えかける女性	写真 写真 写真 写真 写真 写真 写真					Gitanjali Rao Getty Images 495193237 Getty Images 2173999508 Getty Images 863698106 Sharif Hamza Getty Images 1143073703 Getty Images 1385769279
35	アメリカにいる弟 疲れている生徒 電車に乗り遅れた	挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
36	本 ドローン 職場 おじいさんと時計のピクトグラム	挿絵 挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
37	Observeのピクトグラム Brainstormのピクトグラム Researchのピクトグラム Buildのピクトグラム Communicateのピクトグラム	挿絵 挿絵 挿絵 挿絵 挿絵					編集委員会 編集委員会 編集委員会 編集委員会 編集委員会
40	車の走行 (ドイツ/フランス) 車の走行 (イギリス)	挿絵 挿絵					青木麻緒 青木麻緒
41	塩	写真					Getty Images 85248136
42	身体のバランスが崩れる 狩猟 野菜と穀物 塩とコイン	挿絵 写真 写真 写真					スタジオエキス Getty Images 466399763 Getty Images 1212063466 Getty Images 74062794
44	塩による保存 古代エジプト 大航海時代の航海航路	写真 写真 図版					Getty Images 129097697 Getty Images 545790456 スタジオエキス

	魚の塩漬け	写真					Getty Images 56290178
46	天秤 こぼれた塩 話半分に聞く 塩をまく力士	挿絵 写真 挿絵 写真					スタジオエキス Getty Images 103396383 スタジオエキス Getty Images 200450579-001
48	漂白剤 輪ゴム 冷蔵庫 料理に塩をふりかける 塩	写真 写真 写真 写真 写真					pixta 75947857 写真AC 139973 pixta 95888240 Getty Images 1225036972 Getty Images 938031900
51	試合で負けた 仕事を終わらせる 選挙演説 スマホのピクトグラム	挿絵 挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
52	席に座る トーナメント 嘘をつく	挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
53	印刷機 火薬 コンパス 紙と羽ペン	写真 写真 写真 写真					Getty Images 151390859 Getty Images 1189684673 Getty Images 2164213563 Getty Images 157524166
56	ロボット会話 ロボット洗い物 ロボット天気予報 ロボット掃除	挿絵 挿絵 挿絵 挿絵					青木麻緒 青木麻緒 青木麻緒 青木麻緒
57	ウミガメ	写真					Getty Images 153943525
58	ウミガメの卵 泳ぐウミガメ 鼻と口で呼吸 ウミガメの涙	写真 写真 写真 写真					pixta 81239087 アフロ・フォト・エージェンシー 20648531 Getty Images 1270676985 Cynet Photo SPEH3ETH0
60	ウミガメの移動経路 熱帯地域に着いたウミガメ ウミガメの産卵	図版 写真 写真					スタジオエキス Getty Images 1241231623 Getty Images 139480873
62	月明りの下のウミガメの赤ちゃん 月の光 ヘッドライト カニ サメ 網に引っかかるウミガメ	写真 写真 写真 写真 写真 写真					アフロ・フォト・エージェンシー 77232581 写真AC 26834620 Pixabay 438730 Pixabay 63084 Pixabay whitetip-shark-586792_640 Cynet Photo SPE2PHRRTH
64	海岸清掃 海中のプラスチックごみ 海岸を監視する人 ウミガメの死骸	写真 写真 写真 写真					Getty Images 186360547 Getty Images 1257309011 アフロ・フォト・エージェンシー 257595892 Getty Images 168635754
67	話者 おびえて眠る 事実を知っているかのように話す 犬とうさぎ	挿絵 挿絵 挿絵 写真					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ アフロ・フォト・エージェンシー 152042058
68	言うことを忘れた生徒 道を聞く外国人 電話するか迷う	挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
69	トラの狩猟 トラの骨 トラの毛皮 トラの骨から漢方薬	挿絵 挿絵 挿絵 挿絵					青木麻緒 青木麻緒 青木麻緒 青木麻緒

72	男の子	挿絵					山本篤
73	乾いた地面	挿絵					山本篤
74	シカ	挿絵					山本篤
75	水を飲むシカ 雨	挿絵 挿絵					山本篤 山本篤
72, 73, 74, 75	Billy' s Mission	英文	A Little Boys Heart				<a href="http://www.godswork.org/inspiration57.htm">http://www.godswork.org/inspiration57.htm</a>
76	考えているピクトグラム 餅つきのピクトグラム	挿絵 挿絵					編集委員会 編集委員会
77	ドミノを倒すピクトグラム 肩に手を置くピクトグラム	挿絵 挿絵					編集委員会 編集委員会
79	行列	写真					Getty Images 95763390
80	手荷物受取所 荷物係 手荷物を待つ人々 受取所まで歩く人	写真 写真 写真 写真					Getty Images 846485964 Getty Images 1203973070 Getty Images 200177118-003 Getty Images 133444925
82	荷物を取る人 エレベーター横の鏡 レジ横のガム レジに並ぶ人	写真 写真 写真 写真					Getty Images 1067612418 pixta 14982308 Getty Images 200464127-001 Getty Images 1213873955
84	待ち時間の感じ方 ヒトのピクトグラム 遊園地 笑顔の人々の行列 不満顔の人々の行列 長さの違う行列	写真 挿絵 写真 写真 写真 写真					Getty Images dv1682044 human pictogram 2.0 Getty Images 103331222 Getty Images 200239734-001 Getty Images 85702608 Cynet Photo SPEHY655K
86	チケット売り場 おもちゃ屋 プレゼント購入 待ち時間の心理 ポップコーン 時計 映画上映	写真 写真 写真 写真 写真 写真 写真					Getty Images 539496849 Getty Images 51795390 Getty Images 1190024517 Getty Images 78722449 Getty Images 1271701035 pixta 69652995 pixta 20109015
81, 83, 85, 87	The Psychology of Waiting in Line	英文					<a href="https://www.nytimes.com/2012/08/19/opinion/sunday/why-waiting-in-line-is-torture.html">https://www.nytimes.com/2012/08/19/opinion/sunday/why-waiting-in-line-is-torture.html</a>
89	新聞のニュース ゲーム禁止 日本へ帰国 グローバルなピクトグラム	挿絵 挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
90	京都を移動 寒い紅葉狩り ゴミ拾い 秋について話すピクトグラム	挿絵 挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
91	レジに並ぶ人々	挿絵					青木麻緒
95	椅子に座っている人	写真					Getty Images 78224802
96	本を探す女性 移民 LGBTQ 話す男性 スウェーデン国旗	写真 写真 写真 写真 図版					Getty Images 525468995 Getty Images 1041191736 Getty Images 650883975 Getty Images 513368233 pixta 67593140
98	落ち込んでいる男の子 失読症の人の見え方 レオナルド・ダ・ビンチ トーマス・エジソン 失読症の診察	写真 写真 写真 写真 写真					Getty Images 1217030489 編集委員会 Getty Images 647677542 Getty Images 517317548 Getty Images 705017783

100	解雇 ネットカフェ ベンチで眠るホームレスの男性 深夜のコンビニ The Big Issueを売る男性	写真 写真 写真 写真 写真						Getty Images 119702748 pixa 20090507 Getty Images 144079386 Getty Images 649664753 Getty Images 2500139
102	談話する人々 様々な人種や世代 カバーで判断しない	写真 写真 写真						Getty Images 1146500509 Getty Images 1140904022 Getty Images 824637328
105	アドバイスを求める ロボット改造 談笑する生徒たち 本とタブレットのピクトグラム	挿絵 挿絵 挿絵 挿絵						ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
106	体調不良 神輿 交番	挿絵 挿絵 挿絵						ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
107	家事 ホームレス ファッション 移民 読むのが難しい ジェンダー・アイデンティティー 疎開 手話	挿絵 挿絵 挿絵 挿絵 挿絵 挿絵 挿絵 挿絵						青木麻緒 青木麻緒 青木麻緒 青木麻緒 青木麻緒 青木麻緒 青木麻緒 青木麻緒
110	図版	挿絵						編集委員会
111	台湾の紙の教会	写真						Getty Images 991236864
112	重ねられた紙製品 毛布にくるまっている避難者 説明している坂茂 紙の支柱	写真 写真 写真 写真						Getty Images 153077840 Getty Images 521322708 Getty Images 453118170 坂茂建築設計
114	高層ビル群 地震で倒壊した家 紙のログハウス 紙の教会	写真 写真 写真 写真						Getty Images 827901014 Amana Images 10285002229 坂茂建築設計 坂茂建築設計
116	地震で倒壊した建物 紙でできた校舎 避難所での紙の間仕切り 坂茂氏プリツカー賞受賞	写真 写真 写真 写真						Getty Images 157617521 坂茂建築設計 坂茂建築設計 坂茂建築設計 Getty Images 473539830
118	天井をチェックする坂茂 新仮設住宅システム 避難所での坂茂 坂茂氏	写真 写真 写真 写真						坂茂建築設計 坂茂建築設計 坂茂建築設計 Getty Images 1000039020 坂茂建築設計
121	文化祭 好きではない小説 靴とお金 サンタの正体のピクトグラム	挿絵 挿絵 挿絵 挿絵						ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
122	太陽がない世界 野球選手になりたい 月に住む 無人島のピクトグラム	挿絵 挿絵 挿絵 挿絵						ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
123	避難者が密集 震える避難者 咳をする避難者 案内所	挿絵 挿絵 挿絵 挿絵						青木麻緒 青木麻緒 青木麻緒 青木麻緒
127	子どもの手に消毒をする女性	写真						shutterstock_1723643818

	ウイルスを検査する	写真					shutterstock_524351842
128	咳をしている女性 かぜとインフルエンザのウイルス 鼻をかむ男の子 咳をする女性 目をこする男の子 注射	写真 写真 挿絵 写真 写真 写真 写真					Getty Images 1240919446 青木麻緒 Getty Images 525446161 Getty Images 1209656656 Getty Images 2165834669 Getty Images 1162435145
130	細菌の構造 付着している手 身体を伸ばす女性 抗体の薬 ウイルス増殖 寝込んでいる女性	挿絵 写真 写真 写真 図版 写真					スタジオエクス Getty Images 1205282306 Getty Images 1162988339 Getty Images 2164395408 スタジオエクス Getty Images 1215042927
132	エドワード・ジェンナー 18世紀の病床 牛痘を調べている様子 実験をするジェンナー ワクチンと注射	挿絵 挿絵 挿絵 挿絵 写真					Getty Images 97475571 Getty Images 1148020259 Wellcome Collection CC BY 4.0 V0011690 Getty Images 517432318 Getty Images 579267832
134	荷物を運ぶ人々 コロンプス大陸発見 コロンプス航路での物流 消毒している電車内 マスクをしている子どもたち	写真 写真 図版 写真 写真					Getty Images 3313522 Getty Images 804445820 スタジオエクス Getty Images 1269926757 Getty Images 1225062658
129, 131, 133, 135	Infectious Diseases and Humans	英文		4, 15, 18, 22	DIE WISSENSBRÜCKE		VERLAG FÜR DEN UNTERRICHT
137	テレビが見えない 腕組する教師 窓を開けばなし	挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
138	おしらせ 試合の練習 新しいかばん 映画を見るピクトグラム	挿絵 挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ 編集委員会
139	グラフ 手洗いの手順	図版 挿絵					スタジオエクス スタジオエクス
142	ローズと学生が書いている手 ハグをしているローズと学生	挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ
144	スピーチをしているローズ	挿絵					ホンマヨウヘイ
145	話をしている学生たち	挿絵					ホンマヨウヘイ
142, 143, 144, 145	Days with Rose	英文	Rose				<a href="https://www.emailministry.org/rose-2/">https://www.emailministry.org/rose-2/</a>
146	除外するピクトグラム 運んでいるピクトグラム	挿絵 挿絵					編集委員会 編集委員会
147	下にぶら下がるピクトグラム 不幸なピクトグラム	挿絵 挿絵					編集委員会 編集委員会
148	お椀 書道	挿絵 挿絵					編集委員会 編集委員会
149	2人のサプール	写真					Getty Images 105953955
150	サプールの3人組 車の後ろから降りる男性 消防士 機械の上に乗る人々 コンゴフラン お洒落を楽しむサプール	写真 写真 写真 写真 挿絵 写真					アプロ・フォト・エージェンシー HIWA003001 Getty Images 528074916 Getty Images 1202756728 Getty Images 1092340288 デザインエクス アプロ・フォト・エージェンシー HIWA003025
152	サプールの男性と子どもたち 青いTシャツの男の子	写真 写真					Getty Images 698062388 Getty Images 698062400

	喧嘩 紳士	写真 写真					Getty Images 720072789 アフロ・フォト・エージェンシー 36557307
154	1960年代パリ サッカー サプールの子ども ポール・スミス ファッションショー	写真 写真 写真 写真 写真					Getty Images 514682336 Getty Images 564024471 Getty Images 105974497 Getty Images 489442966 Cynet Photo PST110003659
156	遅くまでの労働 白いスーツの男性 サプールの踊りながら歩く人々	写真 写真 写真					Getty Images 167184449 Getty Images 1130875663 Getty Images 698062290
159	事故をしたことがない 歌手になる にんじんが嫌い	挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
160	羊とスペイン語を話す人 宿題とジョギング 道に迷う 雪像	挿絵 挿絵 挿絵 写真					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ Getty Images 78763213
161	サプール ロードボーイ スウィング・ロンドン ヒッピー ヒップホップファッション	写真 写真 写真 写真 写真					アフロ・フォト・エージェンシー HIWA003017 Getty Images 84143962 Getty Images 3096000 Getty Images 1073997378 Getty Images 51645291
165	宇宙から見た地球 トンネルをくぐる向井千秋 訓練講義を受ける米田あゆ	写真 写真 写真					shutterstock_264914222 JAXA/NASA JAXA/JAMSS
166	新聞を開いている手 試験 採血 チャレンジャー号ロケット発射 カイワレ大根を手にする向井千秋	写真 写真 写真 写真 写真 写真					Getty Images bldcb0406dda_0087 pixta 100682336 Getty Images 1496758825 アフロ・フォト・エージェンシー 24214052 JAXA/NASA
168	英語の4技能のイラスト 訓練中の向井千秋 スペース内に整列したクルー 日米合同訓練	写真 写真 写真 写真					pixta 79392265 JAXA JAXA/NASA JAXA
170	スペース内で仕事中の向井千秋とクルーたち 地球での骨の仕組み 宇宙から地球に戻った際のリスク 転倒予防運動を行う金井氏	写真 挿絵 挿絵 写真					NASA 青木麻緒 青木麻緒 JAXA
172	大学で働く向井千秋 ポータブル研究施設 アルテミス計画 SDGsロゴ 米田あゆ	写真 写真 挿絵 挿絵 写真					東京理科大学 東京理科大学 NASA 国際連合広報センター JAXA
175	町を歩く ケーキを選ぶ 信頼するカップル	挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
176	サッカーの話 SNSを使う人々 登山	挿絵 挿絵 挿絵					ホンマヨウヘイ ホンマヨウヘイ ホンマヨウヘイ
177	アルテミス計画 宇宙での生活のイメージ図 宇宙服を着た人① 宇宙服を着た人② 生徒たちのイラスト	挿絵 挿絵 写真 写真 挿絵					NASA 青木麻緒 Getty Images 103405698 Getty Images 2178005829 編集委員会

180	船 保存	挿絵 挿絵						編集委員会 編集委員会
181	無視する 流行	写真 写真						編集委員会 編集委員会
182	ダライラマ14世日本来日 世界と人々	写真 写真						Getty Images 52602815 Getty Images 74956403
183	ダライラマ14世受賞 貧困	写真 写真						アフロ・フォト・エージェンシー 8256924 Getty Images 601936182
184	ダライラマ14世会議 ダライラマ14世とオバマ大統領	写真 写真						Getty Images 93178977 アフロ・フォト・エージェンシー 13529997
185	ダライラマ14世と生徒 子供達と地球儀	写真 写真						清風高校 アフロ・フォト・エージェンシー 20851440
186	鮭定食（一汁三菜）	写真						アフロ・フォト・エージェンシー 23194926
187	駅のホームに並ぶ人たち	写真						pixta 93085483
188	オーバーツーリズム	写真						アフロ・フォト・エージェンシー 235174168
189	コロナに関連する張り紙	写真						Getty Images 1266551861
190	縫製工場で働く女性たち	写真						アフロ・フォト・エージェンシー 91570481
191	宇宙で野菜栽培	写真						pixta 115972275
後見返し	スピーチをするギタンジャリ・ラオ 問題解決のプロセス(イラスト) オンラインでのワークショップ 学校の子供たちとギタンジャリ・ラオ 研究中のギタンジャリ・ラオ テテュス フォーラムで話すギタンジャリ・ラオ	写真 写真 写真 写真 写真 写真 写真						Gitanjali Rao Gitanjali Rao Gitanjali Rao Gitanjali Rao Gitanjali Rao Gitanjali Rao Gitanjali Rao

\*上記以外はすべて自社作成です。

(備考) 1 「申請図書」の欄については次のとおりとする。

- ① 「ページ」の欄には、引用又は新たに作成した教材や資料等の申請図書における掲載ページを示す。
- ② 「名称」の欄には、引用した教材や資料等の申請図書における名称を示す。
- ③ 「種別」の欄には、国語教材、楽譜、写真、図、挿絵、表、グラフ、地図などの別を示す。

2 「出典」の欄については次のとおりとする。

- ① 出典が一般図書の場合は、当該図書の名称（版次を含む。）、掲載ページ、著作者・編集者等、発行者及び発行年次を各欄に示す。
- ② 出典が定期刊行物の場合は、発行年次等欄に巻号、発行月日等を示す。
- ③ 出典が図書でない場合には、備考欄に資料提供者や保有者の氏名又は名称、及び当該資料に付された整理番号等を示すなど、出典を確認することが可能な情報を記入する。

3 出典を基に申請図書の発行者が改変を行った場合又は新たに作成を行った場合は、「備考」欄にその旨を示す。

4 (1) 写真等については、肖像権等の権利処理を必要に応じて行うこと。

(2) 著作物の掲載に当たっては、著作権法第33条に基づき、掲載する旨を著作者に通知するとともに、補償金を著作権者に支払う必要があることに留意すること（別途契約を締結する場合を除く）。

備考4の内容について確認しました。

## 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[ʊ]は使用せず、[u]を用い、また[ɝ]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.

ability

able

about

above

abroad

accept

access

accident

achieve

achievement

across

act

action

active

activity

actor

actually

add

addition

address

admit

adopt

adult

adventure

advice

affect

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
although
always
am
amazing
Amazon
ambulance
America
American
among
amount
amusement park

Amy
an
Anangu
anatomy
ancient
and
Andes
Andy
anecdote
angel
anger
angry
animal
animated
animation
anime
ankle
Ann
another
answer
ant
antenna
any
anymore
anyone
anything
anytime
anyway
anywhere
apart
apartment
apartment house
apollo
Apollo 11
app
appear
appearance
apple
apple pie

April
apron
aquarium
Arabic
archery
are
area
Argentina
arm
around
arrest
arrive
art
article
artist
arts and crafts
as
Asia
Asian
ask
asleep
asparagus
Astro Boy
at
Athens
athlete
athletics
Atlanta
atmosphere
atomic
atomic bomb
attach
attack
attend
attention
attract
August
aunt
Australia

Australian
author
autumn
average
avocado
avoid
award
aware
away
awesome
baby
back
backpack
backyard
bacon
bad
badly
badminton
bag
bagpipes
bake
Baker
bakery
balcony
Bali
ball
ball(-)game tournament
ballet
balloon
ballpoint pen
bamboo
ban
banana
band
Bangkok
bank
Barack Obama
barbecue
barber

bare
barely
base
baseball
basketball
bat
bath
bathe
bathroom
battery
bay
BBC
be
beach
beak
beaker
beam
bean
bear
beat
Beatles
beautiful
beauty
because
Becky
become
bed
bedroom
bee
beef
beefsteak
been
beer
beetle
before
begin
beginner
beginning
behind

Beijing
Belgium
believe
bell
belong
below
belt
Ben
bench
Benjamin
best
Beth
better
between
bicycle
big
Big Ben
bike
Bill
billion
bingo
biomass
biomimicry
bird
Birmingham
birthday
bit
bite
bitter
black
blackboard
blame
blanket
block
blog
blood
bloom
blossom
blow

blowfish
blue
blueberry
boar
board
boat
Bob
body
boil
Bolivia
bomb
book
bookcase
bookshelf
bookstore
boot
booth
bored
boring
Boris
borrow
Boston
both
bottle
bottom
bowl
box
boxing
boy
brain
brand
brass
brass band
brave
Brazil
Brazilian
bread
break
breakfast

bridge
bright
bring
British
British Museum, the
broccoli
brother
brown
brush
bubble
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
camel
camellia
camera

camping
can
Canada
Canadian
Canberra
cancel
cancer
candle
candy
cannot
canoe
cap
captain
Captain Tsubasa
capybara
car
card
cardboard
care
career
careful
carefully
caribou
Carlo
Carlos
Carol
carpenter
carpet
carrot
carry
cartoonist
case
castanets
castle
cat
catch
caterpillar
cause
CD

ceiling
celery
cell
cellphone
Celsius
cent
center
centimeter
century
cereal
ceremony
chair
chalk
challenge
challenged
chamomile
champion
championship
chance
change
chapati
Chaplin
character
charge
charity
Charles
chart
chat
cheap
check
cheer
cheerful
cheerleading
cheese
cheeseburger
cheetah
chef
cherry
chess

chest
chestnut
Chicago
chicken
child
childhood
children
chin
China
Chinese
chip
chocolate
choice
choose
chopstick
chorus
chorus contest
Christmas
church
circle
citizen
city
city hall
clarinet
class
class schedule
classic
classical
classmate
classroom
Claude Monet
clay
clean
clean up
cleaner
clear
clearly
clerk
climate

climb
climber
clinic
clock
close
closed
closely
closet
cloth
clothes
cloud
cloudless
cloudy
club
clue
coach
coast
coastal
coaster
coat
cockroach
coconut
coffee
coin
cola
cold
collect
collection
college
color
colored
colorful
Columbus
comb
come
comedian
comedy
comfortable
comic

comic book
comment
common
communicate
communication
community
company
complain
complete
completely
computer
concept
concert
condor
confident
conflict
congratulation
connect
conserve
consider
consume
consumption
contact
content
contest
continue
contribute
control
convenience store
convenient
conversation
cook
cookie
cooking
cool
copy
coral
corn
corner

correct
cost
costume
cotton
couch
could
count
country
couple
course
court
cousin
cover
cow
crack
crane
crayon
cream
cream puff
create
creative
creator
creature
credit
crest
cricket
crime
crisis
crocodile
crop
crossing
crosswalk
crow
crowded
cry
cucumber
cultural
culture
cup

cupboard
curry
curry and rice
curtain
cushion
custom
customer
cut
cute
cycling
Cyndy Lauper
dad
daily
dairy
dam
damage
dance
dancer
dandelion
danger
dangerous
Daniel
dark
darkness
data
date
daughter
David
day
dead
dear
dearest
death
debate
December
decide
decision
decorate
decrease

deep
deeply
deer
delicious
deliver
delivery
demand
Denmark
dentist
department store
dependent
describe
desert
design
designer
desk
despair
despite
dessert
destroy
detailed
determined
develop
development
diary
dictionary
did
die
difference
different
difficult
difficulty
dining
dinner
dinosaur
direct
directly
director
dirt

dirty
disagree
disappear
disaster
discount
discover
discovery
discuss
discussion
disease
dish
Disneyland
displace
display
distant
dive
diversity
do
doctor
dodgeball
does
dog
doghouse
doll
dollar
dolphin
dome
done
donut
door
doorbell
doorknob
doubt
down
downstairs
Dr.
dragon
dragonfly
drama

draw
dream
dress
dribble
drift
drill
drink
drive
driver
drone
drop
droplet
dropper
drugstore
drum
drumstick
dry
Dubai
duck
durian
during
Dutch
DVD
each
eagle
ear
early
earpick
earth
earthquake
easily
east
eastern
easy
eat
Ecuador
edge
Edison
editor

education
eel
effect
egg
eggplant
Egypt
eight
eighteen
eighteenth
eighth
eighty
either
elbow
electric
electricity
electronic
elementary
elephant
elevator
eleven
eleventh
Elizabeth
else
e-mail
Emily
emission
Emma
empty
encounter
encourage
encouragement
end
ending
enemy
energy
engine
engineer
England
English

enjoy
enjoyment
enough
ensemble
enter
entrance
entrance ceremony
entry
envelope
environment
episode
equality
era
eraser
Eric
error
erupt
eruption
escalator
escape
especially
essay
essential
Europe
European
eve
even
evening
event
eventually
ever
every
everybody
everyday
everyone
everything
everywhere
exact
exactly

exam
example
excellent
exchange
excited
exciting
excuse
exercise
exist
exit
expect
expensive
experience
expert
explain
express
extend
eye
eyebrow
eyelash
face
fact
factory
fail
fair
fairy
fall
family
family budget
famous
fan
fantastic
far
farm
farmer
fashion
fast
fastener
fat

father
favorite
fear
fearfully
feather
feature
February
feel
feeling
feet
fellow
female
fence
fencing
Fernandes
Ferris wheel
festival
few
fiction
field
field trip
fifteen
fifteenth
fifth
fifty
fight
figure
Filipino
fill
film
fin
final
finally
find
fine
finger
finish
Finland
fire

fire station
firefighter
fireplace
firework
first
fish
fisher
fishing
fit
five
fix
flag
flash
flashlight
flask
flavor
flee
flight
float
floor
Florida
florist
flour
flower
flute
fly
focus
folk
follow
following
food
foot
football
for
force
foreign
foreigner
forest
forever

forget
fork
form
forty
forward
fossil
fountain
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
fuel
full
fun
funny
fur
furniture
future

gallery
game
garage
garbage
garden
gas
gas station
gate
gather
gecko
gender
general
gentleman
gentlemen
geology
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

goddess
gold
golden
goldfish
golf
good
goodbye
goods
Gordon
gorilla
grade
grader
graduate
graduation
graduation ceremony
grandfather
grandmother
grandparent
grandparents
grapes
graph
grass
grasshopper
gray
great
greatly
Greece
green
green pepper
green tea
greenhouse
greeting
grilled fish
ground
group
grow
growing
guess
guest

guide
guidebook
guitar
gum
gun
gym
gymnastics
hair
hairdresser
Haiti
half
Halloween
hallway
halo-halo
ham
hamburger
hammer throw
hamster
hand
handball
handkerchief
hang
happen
happiness
happy
harbor
hard
hardly
harmful
harmonica
harmony
Harry
has
hat
hate
have
Hawaii
hawk
he

head
headache
headphone
health
healthy
hear
heart
heat
heater
heavy
heel
Helen Keller
hello
Hello Kitty
helmet
help
helpful
Helsinki
her
here
heritage
hero
hers
herself
hey
hi
hide
hide-and-seek
high
high school
highlighter
hike
hiking
hill
him
himself
Hindi
hint
hip-hop

his
historic
historical
history
hit
hmm
hobby
hockey
hold
hole
holiday
Hollywood
home
home economics
homeroom
homesick
homestay
hometown
homework
honest
Hong Kong
Honolulu
hook
hope
hopeful
horizon
horror
horse
hospital
host
hot
hot spring
hotel
hour
house
housework
how
however
hug

huge
hula
human
humanity
humid
hundred
hunger
hungry
hunt
hunter
hunting
hurry
hurt
husband
I
ice
ice cream
ice hockey
idea
if
iguana
ill
illustrator
image
imaginary
imagine
import
importance
important
impossible
improve
in
include
including
incorporate
increase
increasingly
India
Indian

Indonesia
indoor
influence
information
ink
inner
insect
inside
inspire
instead
interest
interested
interesting
international
Internet
interpreter
interview
interviewer
into
introduce
Inuit
invade
invisible
invite
Iran
Ireland
is
island
it
Italian
Italy
itchy
its
itself
Jack
jacket
jaguar
jam
Jane

January
Japan
Japan Expo
Japanese
jar
jeans
jelly
jellyfish
Jenny
jet
jewel
Jewish
Jim
job
Joe
jog
jogging
John
John Lemon
John Mung
join
joke
Jones
joy
joyful
J-pop
judge
judo
Judy
juice
July
jump
June
jungle
junior
junior high school
just
kangaroo
Karen

Kate
keep
keeper
kendo
Kent
Kenya
kettle
Kevin
key
kick
kid
kill
kilogram
kilometer
kimono
kind
kindergarten
kindness
king
kingfisher
kiss
kitchen
kite
knee
knife
knight
knit
knock
know
koala
Korea
Korean
lacquer
ladder
lady
lake
lamp
land
language

Laos
Laputa
large
laser
last
lastly
late
later
laugh
laughter
laundry
law
lawyer
layer
layman
lazy
lead
leader
leaf
lean
learn
least
leave
leaves
LED
left
leftover
leg
lemon
lemonade
lend
leopard
less
lesson
let
letter
lettuce
level
library

life
lifestyle
lifetime
light
like
Lily
limited
Lincoln
line
lion
lip
Lisa
list
listen
listener
liter
literature
little
live
lives
living
living room
living thing
Liz
lobster
local
locate
locker
locomotive
London
lonely
long
look
loop
Los Angeles
lose
loss
lot
lotus

loud
loudly
love
lovely
lover
low
luck
lucky
Lucy
lunch
lunch box
lunchtime
macaroni
machine
Mack
mad
Madagascar
magazine
magic
magical
Mahatma Gandhi
mailbox
main
mainly
major
make
maker
Malala Yousafzai
Malawi
Malaysia
man
manage
manager
manatee
manga
mango
manner
mantis
many

map
maple
marathon
March
Margaret
Maria
Marie
marine
Mark
marker
market
marry
Martin
Martin Luther King, Jr.
Mary
mascot
Massachusetts
match
material
math
matter
Maui
May
maybe
mayonnaise
me
Me to We
meal
mean
meaning
measure
meat
meatball
mechanical pencil
medal
media
medical
medical checkup
medicine

medium
meet
meeting
meeting place
Meg
melody
melon
member
memory
men
menu
Merlion Park
merry
message
messy
metal
meter
method
Mexican food
Mexico
micro
microscope
microwave
microwave oven
middle
midnight
might
Mike
milk
Milky Way
million
mind
mine
minus
minute
miracle
mirror
miss
missionary

mist
mistake
mixed
mmm
modern
modern-day
mom
moment
mommy
Monday
Monet
money
Mongolia
monkey
monster
month
moon
moonlight
moral education
more
morning
mosquito
most
mostly
mother
mound
mountain
mouse
mouth
move
movie
movie theater
moving
Mr.
Mrs.
Ms.
Mt.
much
muddy

mug
museum
mushroom
music
musical
musician
must
mustard
my
Myanmar
myself
mysterious
nail
name
nan
Nancy
nap
narrow
NASA (=National Aeronautics and Space Administration)
national
native
natural
nature
navy
NBA
near
nearly
necessary
neck
necklace
need
needle
negative
Neil Armstrong
Nelson Mandela
Nepal
nephew
nerve
nervous

net
network
never
new
New Year
New Year's Day
New Year's Eve
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
nosebleed
not
note
notebook
nothing

notice
novel
novelist
November
now
number
numerous
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
Olympics
Oman
omelet
on
once
one
One Piece
onion
online
only

only child
onto
oops
open
opinion
opportunity
oppose
opposing
or
orange
orangutan
orbit
order
ordinary
orphan
other
ouch
our
ours
ourselves
out
outdoor
outflow
outside
over
overseas
owl
own
owner
ox
oyster
P.E.
p.m.
Pacific Ocean, the
pack
package
packed
page
pain

painless
paint
painter
painting
pair
Pakistan
palace
palette
pancake
panda
panic
pants
paper
paper crane
parade
paragraph
Paralympic
pardon
parent
parfait
Paris
park
parking
parking lot
parody
parsley
part
particular
partly
partner
party
pass
passenger
passion
passionate
passport
past
Paul
paw

pay
pea
peace
Peace Memorial Park
peaceful
peacefully
peach
pebble
pen
pencil
penguin
people
pepper
per
percent
perfect
perform
performer
period
persecute
persecution
person
perspective
Peru
pessimistic
pet
Peter
pharmacist
Philippines
phone
photo
photograph
photographer
phrase
pianist
piano
pick
picnic
picture

pie
piece
pig
pigeon
pillow
pin
pine
pineapple
pink
pitcher
pizza
place
plan
plane
planet
plant
plantation
plastic
plastic bag
plate
platform
play
player
please
plug
plum
plus
pocket
poem
poet
poetry
point
poison
polar bear
pole
police
police box
police officer
police station

polite
pond
pool
poor
pop
popcorn
popular
population
porch
pork
port
portrait
Portuguese
positive
possible
post
post office
postbox
postcard
poster
pot
potato
pound
pour
power
powerful
practical
practice
pray
precious
prefecture
prepare
present
presentation
press
pretty
prevent
price
princess

print
priority
private
privately
prize
pro
probably
problem
process
produce
product
production
professional
professor
program
programmer
progress
project
promise
protect
proud
prove
provide
public
publish
pudding
pull
pumpkin
puppy
pure
purify
purple
purpose
purse
push
put
puzzle
pyramid
Qatar

quality
quarter
queen
question
quick
quickly
quiet
quite
quiz
quokka
rabbit
race
racket
radio
radish
railroad
rain
rainbow
raincoat
raindrop
rainfall
rainwater
rainy
raise
ramp
range
rapidly
raw
ray
reach
read
reader
ready
real
reality
realize
really
reason
receive

recent
recipe
recognize
record
recorder
rectangle
recycle
red
reduce
reef
reflect
refrigerator
refuge
refugee
related
relax
relaxation
relay
relieved
religion
remain
remember
remind
remove
repair
repayment
repeat
reply
report
reporter
represent
require
research
researcher
resource
respect
response
responsibility
responsible

restaurant
restore
restroom
result
return
reuse
rhythm
ribbon
rice
rice ball
rice cake
rice cooker
rich
Richard
ride
right
ring
Rio de Janeiro
rise
river
road
roadway
roast
robot
rock
role
roll
roller coaster
Romania
Rome
roof
room
root
rope
rose
round
rug
rugby
rule

ruler
run
runner
Russia
sad
safe
safety
sail
salad
sale
salt
salty
Sam
same
San Francisco
sand
sandwich
sanitation
Santa Claus
satellite
Saturday
sauce
sausage
savanna
save
say
scared
scarf
scene
schedule
scholar
school
school building
school festival
school trip
schoolyard
science
scientific
scientist

scissors
score
Scotland
scrap
screwdriver
scuba diving
sea
sea otter
seafood
sea-level
search
seashore
season
seat
seaweed
second
secret
see
seed
seem
seize
select
sell
send
sensitivity
Seoul
September
series
serious
seriously
serve
service
set
setting
seven
seventeen
seventeenth
seventh
seventy

several
severe
shade
shake
shall
shampoo
shape
share
shark
sharp
shaved ice
shaver
she
sheep
shelf
shine
ship
shirt
shocked
shoes
shoot
shop
shopkeeper
shopping
shopping mall
short
shortage
shortcut
should
shoulder
shoulders
shout
show
shower
shrine
shy
sick
side
sidewalk

sight
sightseeing
sign
sign language
silent
silly
silver
similar
simple
since
sincerely
sing
Singapore
singer
single
sir
sister
sit
site
sitting
situation
six
sixteen
sixteenth
sixth
sixty
size
skate
skateboard
skating
skeleton
ski
skiing
skill
skin
skip
skirt
sky
sleep

sleepy
slice
slide
slight
slipper
slope
slow
slowly
small
smart
smartphone
smell
smile
Smith
smoke
snack
snake
sneaker
snow
snowboarding
snowman
snowy
so
soap
soccer
social
social studies
society
socks
soda
sofa
soft
softball
softly
solar
soldier
solution
solve
some

somebody
someday
someone
something
sometimes
son
song
soon
sorry
sort
soul
sound
soup
sour
source
south
South Africa
soy sauce
soybean
space
spaghetti
Spain
Spanish
speak
speaker
special
specialist
species
speech
speed
spell
spend
spice
spicy
spider
spinach
spirit
spoon
sport

sports day
sportscaster
spot
sprayer
spread
spring
square
squid
squirrel
stab
stable
stadium
staff
stage
stainless
stamp
stand
standard
stapler
star
starfish
starry
start
station
statue
status
stay
steak
steal
steam
steel
step
Steve Jobs
stick
sticker
still
stomach
stomachache
stone

stop
stopwatch
store
storm
story
storyline
stove
straight
strange
straw
strawberry
street
stress
stressful
stretch
strong
strongly
student
study
style
stylist
subject
submarine
subway
succeed
successful
such
suck
suddenly
Sue
suffer
sugar
suggest
suggest
suit
suitcase
summer
sun
Sunday

sunflower
sunlight
sunny
sunrise
sunset
sunshine
super
superman
supermarket
supper
support
sure
surf
surface
surfing
surprise
surprised
surprising
survive
survivor
sushi
sustainable
sweater
Sweden
Swedish
sweet
sweet potato
swim
swimmer
swimming
swimming meet
swing
Swiss
switch
Switzerland
Sydney
sympathy
system
table

table tennis
tablet
tadpole
tail
Taiwan
take
tale
talent
talk
tambourine
tank
Tanzania
tape
taste
tasty
taxi
tea
teach
teacher
teachers' room
teacup
team
teammate
teamwork
teapot
technical
technology
teenager
teeth
telephone
television
tell
temperature
temple
ten
tend
tennis
tension
tent

tenth
term
terrible
terrifying
test
textbook
Thai
Thailand
than
thank
thankful
that
the
theater
their
theirs
them
themselves
then
there
these
they
thin
thing
think
third
thirsty
thirteen
thirteenth
thirtieth
thirty
thirty-first
this
those
though
thought
thousand
three
throat

through
throughout
throw
thumb
thunderstorm
Thursday
ticket
tie
tiger
tightly
time
timetable
tiny
tiptoe
tired
tissue
title
to
toast
today
toe
tofu
together
toilet
Tom
tomato
tomorrow
ton
tonight
too
tool
tooth
toothache
toothbrush
toothpaste
top
topic
tornado
total

touch
tour
tournament
toward
towel
tower
town
toy
toyshop
track
track and field
tradition
traditional
traffic
traffic light
tragedy
train
trainer
tram
translate
translation
translator
transplant
transport
trash
trash can
travel
tray
treasure
treatment
tree
trial
triangle
triathlon
trick
trip
triple jump
trophy
trouble

truck
true
truly
trumpet
trunk
trust
truth
try
T-shirt
Tuesday
tulip
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
UK
Uluru
um

umbrella
UN
uncle
under
understand
understanding
UNESCO
unfair
unfortunately
unicycle
uniform
unimportant
unique
university
unlike
unsold
until
unusual
up
upon
upper
upstairs
us
US
use
used
useful
user
usually
vacation
valley
valuable
value
van
Vancouver
variety
various
vase
vegetable

vending machine
veranda
very
vet
victim
victory
video
video game
Vietnam
view
village
Vincent van Gogh
vinegar
violin
virtual
visit
visitor
vital
vitamin
voice
volcano
volleyball
volunteer
waffle
wait
wake
walk
wall
wallet
want
war
warm
warmth
was
wash
washing machine
Washington, D.C.
waste
watch

water
watermelon
wave
way
we
weak
weapon
wear
weather
website
Wednesday
week
weekday
weekend
welcome
well
were
west
western
wet
whale
what
wheat
wheel
wheelchair
when
where
which
while
whisper
whistle
white
who
whole
whose
why
wide
wife
wild

will
win
wind
window
windy
wing
winner
winter
wipe
wiper
wire
wise
wish
witch
with
within
without
wizard
wolf
woman
wonder
wonderful
wood
word
work
worker
world
World Cup, the
World War II
world-famous
worried
worry
worse
worst
would
wow
wrap
wrestling
wrist

write
writer
writing
wrong
yacht
yard
yeah
year
yearly
yellow
Yemen
yen
yes
yesterday
yet
yield
yogurt
you
young
your
yours
yourself
yo-yo
yummy
Zambia
zebra
zero
zoo
zookeeper
zucchini
計2,758語

外国語（英語）語彙リスト（新出語）

abandon	119
abbreviation	169
accessory	69
accurate	47
ache	129
achievable	169
actual	83
addict	97
additional	45
additionally	85
admire	155
advance	173
advertisement	167
affordable	190
afterward	13
agriculture	43
ahead	85
AIDS	189
aim	173
Ainu	186
alternative	188
analyze	81
announce	183
annoy	15
anthropologist	187
antibiotic	131
antibody	129
antler	74
anybody	144
apparel	151
applicant	167
application	29
apply	29
appreciate	183
apprentice	153
approach	81
architect	113
Architecture	117

argentum	43
arrival	81
Artemis	173
artificial	49
asthma	129
astronaut	167
attain	119
attitude	103
attractive	56
attribute	173
audience	151
automatic	94
available	43
background	103
bacteria	37
baggage	81
baggy	161
basically	183
beard	161
behave	157
behavior	15
belief	94
benefit	45
besides	56
beyond	87
bias	94
biased	187
bleach	49
bodily	131
bone	69
border	173
brainstorm	31
branch	74
Brazzaville	151
breakdown	171
breath	59
breathe	59
brightly	142
broadcast	11

bullet	191
bullying	31
campus	143
candidate	167
canning	49
capital	110
carbon	29
cash	83
casualty	190
casualty	190
catholic	47
certain	49
certainly	15
Challenger	167
challenging	103
chemical	189
chemically	43
Chengdu	117
chlorine	49
circumstance	157
claim	81
clothing	161
clumsy	59
coexist	135
collapse	190
collapse	190
colonize	155
Columbia	167
combination	182
commonly	133
compass	53
compassion	182
complaint	81
component	131
compromise	185
concentrate	187
concerned	182
conclude	144
concrete	151

condition	113
conduct	29
confused	63
Congo	151
Congolese	155
connection	13
consist	49
constantly	171
construction	113
consumer	78
contamination	27
continent	40
conversely	85
convince	29
cooperate	164
cooperation	183
cough	129
counseling	177
COVID-19	189
cowpox	133
crab	63
crawl	7
creativity	27
creek	37
crew	169
cross	61
cruel	157
crumble	151
curious	33
current	61
cyberbullying	31
dairymaid	133
dangerously	74
dawn	157
daytime	101
deadly	133
deaf	107
Debmark	97
debut	153

decade	51
defend	153
define	83
definitely	87
degree	145
delay	87
deliberately	85
demolish	113
density	171
deny	103
destruction	183
destruction	189
detect	29
devastating	117
device	29
devil	47
diabetes	129
diagnose	99
dialogue	185
differ	131
dig	61
digest	186
digestion	131
dignity	117
dioxide	78
disability	99
disagreement	169
discrimination	187
disposable	189
distance	45
divide	171
drastically	63
drought	73
dusk	157
dust	151
dyslexia	99
earn	101
earnest	117
earring	69

Ebola	139
eco-friendly	78
economic	17
economics	182
economy	13
ecosystem	188
educational	31
effective	131
Egyptian	45
elderly	144
elect	183
elegant	153
embarrassed	143
embrace	153
emerge	63
emergency	113
emotion	138
emphasis	169
emphasize	169
employ	65
employment	188
empower	173
endure	155
enlightenment	184
entomologist	190
environmental	63
equally	40
eradicate	133
establish	99
estimate	13
Ethiopia	43
euphonium	21
evaluation	187
evil	47
examination	167
excessive	189
exclude	103
ex-drug	97
executive	81

ex-gangster	97
expand	173
expectation	85
expense	191
experiment	29
explode	167
exploration	45
explorer	45
export	119
expose	135
expression	47
extinct	65
extreme	129
extremely	45
eyesight	59
facility	81
fairness	87
faith	157
fame	151
familiar	169
famine	45
fancy	151
farther	81
fascinating	110
fashionable	151
faucet	75
favorable	126
fever	129
fiber	188
first-ever	31
flea	139
flexible	177
Flint	27
flipper	59
flu	139
formal	155
former	85
fortunate	184
freezing	113

frustrated	99
function	131
fundamental	189
funeral	145
furthermore	113
gain	182
gardener	133
generally	85
generate	184
generation	153
genius	99
gentle	142
gentlemanly	155
Gitanjali Rao	27
gland	59
globalization	135
Gothic	107
government	117
grain	43
gravity	191
guard	65
guidance	29
gunpowder	53
handful	47
handle	169
handler	81
handsome	142
hatch	59
hippie	161
HIV	139
holy	11
homeless	101
homelessness	101
homogenization	186
horrible	113
Houston	81
humanitarian	117
humor	144
humorously	11

hurricane	113
hydroponics	191
icon	143
ignore	115
illness	129
imagination	103
imbalanced	43
imitate	155
immigrant	97
immune	129
immunity	135
impact	33
importantly	153
improved	135
independence	101
individual	171
industry	190
infect	133
infected	129
infection	131
infectious	129
inflexible	187
influenza	129
inform	65
innocent	142
innovate	33
insecure	164
instance	56
instant	143
instantly	29
insulator	113
intelligence	186
interact	17
intermediate	189
invasive	188
invent	29
invention	27
inventor	27
involve	47

ironically	186
isolated	135
isolation	185
issue	27
item	43
Jamaica	161
jokingly	142
judgment	94
killer	63
kneel	74
knowledge	31
labor-saving	94
landmark	106
lane	91
launch	167
lay	61
lead	27
leading	133
length	83
lengthen	87
LGBTQ	97
life-threatening	169
lift	74
lighting	63
lightweight	173
Liverpool	21
location	11
Lolita	107
loneliness	177
luckily	78
lyric	21
magnetic	61
majority	103
male	74
mandatory	145
manned	191
manual	169
mask	129
mass	190

massive	119
mate	61
meanwhile	17
measles	139
melancholy	11
memorable	160
memorize	169
mental	177
mere	87
MERS	139
microgravity	171
microphone	143
migrate	61
mildly	133
miniskirt	161
minority	97
misfortune	101
mission	72
misunderstanding	169
model	13
monk	182
monthly	151
moreover	56
motherland	155
motivate	142
mountainous	110
movement	97
multiple	167
multiply	131
mumps	139
muscle	43
mutual	17
nanotube	29
NASA	167
nationality	169
naturally	101
nearby	63
necessity	27
necklece	69

neighborhood	15
neither	151
nest	61
nevertheless	151
noisy	15
none	81
nonstop	143
non-violence	153
nor	151
nutritious	186
observe	31
obtain	155
occupied	83
occupy	83
occur	78
optional	145
organ	69
organism	131
organizer	103
orientation	107
original	153
otherwise	97
outfit	157
overcome	135
overestimate	85
overtourism	188
oxygen	7
pandemic	139
Parisian	155
participant	31
participate	31
partition	117
path	119
patient	133
payment	43
perception	87
perhaps	87
permission	15
personal	183

personality	94
philosophy	153
pilgrim	11
pilgrimage	11
pioneer	133
plague	189
pleasantly	85
political	182
pollute	113
poppy	21
portable	173
possibly	83
postpone	167
potential	17
poverty	157
preach	182
predator	63
prejudice	97
premise	189
prepared	143
preservation	45
preservative	49
preserve	45
president	173
prestigious	117
pride	153
Pritzker	117
privacy	113
proceed	119
processed	186
productive	144
proficiency	169
profit	126
promote	17
properly	43
protection	129
prototype	37
proudly	151
psychology	83

punctual	187
purchase	153
pursue	173
pursuit	182
pus	133
quit	143
rabies	189
raccoon	63
rarely	97
rate	157
rather	99
readily	155
ready-made	182
rebuild	101
reconsider	31
recover	133
recruitment	167
reflection	63
region	61
regional	17
register	83
regret	144
regularly	129
regulate	191
rehabilitation	171
relation	81
relatively	85
relieve	131
religious	182
rely	185
rental	101
replace	171
reproduce	131
republic	151
resident	15
resolve	185
restricted	15
resume	117
retire	142

revitalize	188
rhinoceros	69
ritual	47
rob	113
roughly	81
route	135
rubber	49
rubella	139
ruin	153
rumor	89
runway	151
rush	13
sadly	15
safely	6
sailor	45
salarium	43
salary	43
salesperson	101
salted	45
sapeur	151
SARS	139
satisfaction	182
saying	27
scare	47
scary	101
seasoning	49
secretly	83
secure	117
seek	183
selection	167
self-actualization	173
self-centeredness	182
self-interest	87
selfish	94
self-satisfied	155
semester	143
sense	183
sensibility	155
sensor	29

sentence	99
sewing	190
sexual	107
sheet	151
shell	59
shelter	113
shift	171
Shinto	47
shocking	97
shortly	167
showy	151
shrimp	63
shuttle	167
similarly	40
simplify	187
simply	131
smallpox	133
smooth	169
smoothly	59
sneeze	129
sodium	49
somehow	85
somewhat	99
souvenir	15
spa	110
spacecraft	169
spark	157
specific	131
spill	47
spirited	21
spiritual	184
spiritually	182
split	131
statistic	13
stem	191
stereotype	187
storage	191
streamlined	59
stressed	113

strip	11
stroll	151
structure	131
stuffed	176
stylish	151
subculture	107
substance	29
subtropical	61
successfully	29
sudden	63
suited	99
sunglasses	151
supply	27
surely	103
surgeon	167
surround	185
sweetener	191
swine	139
swinging	161
symptom	129
task	99
tear	59
tease	99
terminal	81
Tethys	29
theme	79
therefore	7
thick	169
threaten	74
tide	61
till	157
tiredness	69
tolerance	103
tourist	17
toxic	189
toxicity	191
trade	43
training	164
transmission	135

transportation	188
trap	78
treat	94
trend	157
tropical	61
tube	113
Twiggy	161
ultimate	183
uncertain	167
unconscious	94
underwater	59
unemployed	153
unhappy	85
union	143
universal	183
unoccupied	83
unwashed	129
upright	7
upset	87
upsetting	87
urge	182
urgent	27
vaccination	129
vaccine	129
vary	40
vice	173
Vietnamese	115
violence	153
violent	183
virus	129
voyage	45
wallet	106
ward	115
warm-heartedness	183
warning	31
weakness	171
wealth	151
wealthy	115
weight	183

westernization	186
whereas	40
wherever	143
whisky	143
widely	13
Wi-Fi	91
willingly	17
wisdom	143
workshop	31
worldwide	31
worth	47
wrestler	47
youngster	153
計	714

# 別紙 1

Lesson 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	>

< Lesson 1 Part 1 Words

**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** ON OFF

**表示切替** 自動 手動      **ランダム再生** ON OFF

**表示時間**

表 3秒

裏 3秒

▶ ■

Lesson 1 Part 1 Words

strip  
[stri:p]

Lesson 1 Part 1 Words

(新聞・雑誌の) 続き漫画 (comic strip)

Lesson 1 Part 1 Words

humorously  
[hju:mərəsli]

Lesson 1 Part 1 Words

ユーモラスに, こっけいに

Lesson 1 Part 1 Words

broadcast  
[brɔ:dkæst]

Lesson 1 Part 1 Words

(番組など) を放送する

Lesson 1 Part 1 Words

pilgrimage  
[pilgrəmidʒ]

Lesson 1 Part 1 Words

聖地巡礼

Lesson 1 Part 1 Words

location  
[ləuкеiʃən]

Lesson 1 Part 1 Words

場所; 口々地

Lesson 1 Part 1 Words

pilgrim  
[pilgrəm]

Lesson 1 Part 1 Words

巡礼者

Lesson 1 Part 1 Words

Lesson 1 Part 1 Words

Lesson 1 Part 1 Words

holy  
[hóuli]

Lesson 1 Part 1 Words

神聖な, 聖なる

戻る 次へ 閉

戻る 次へ 閉

別紙1 p.11 本文普通読み

< Lesson 1 Part 1 本文普通読み

Have you ever seen the television anime series *Lucky Star*? It is based on a four-panel comic strip series that was first published in a magazine in 2003. The story humorously describes the everyday lives of four high-school girls. *Lucky Star*, which was broadcast in 2007, was a great hit, like *The Melancholy of Haruhi Suzumiya*, one of the most popular television anime series of 2006.

Many fans of novels, movies, and TV dramas make "pilgrimages" : they visit locations where the stories were set. These sites are considered by "pilgrims" to be "holy" places. Anime fans have also been visiting such sites. These are called "Anime Pilgrimages." The sites have attracted fans, both from Japan and from around the world.

▶ ◻ speed interval timer hide show

別紙1 p.11 本文フレーズ読み

< Lesson 1 Part 1 本文フレーズ読み

Have you ever seen / the television anime series / *Lucky Star*? // It is based / on a four-panel comic strip series / that was first published / in a magazine / in 2003. // The story humorously describes / the everyday lives of four high-school girls. // *Lucky Star*, / which was broadcast in 2007, / was a great hit, / like *The Melancholy of Haruhi Suzumiya*, / one of the most popular television anime series / of 2006. //

Many fans / of novels, movies, and TV dramas / make "pilgrimages" : / they visit locations / where the stories were set. // These sites are considered / by "pilgrims" / to be "holy" places. // Anime fans have also been visiting such sites. // These are called "Anime Pilgrimages." // The sites have attracted fans / from Japan / and around the world. //

▶ ◻ speed interval timer hide show

カタカナ表記の読みと英語の発音の違いに注意しましょう。

テレビジョン : television [téləvɪʒən]

アニメ : anime [áːnimeɪ]

コミック : comic [kómɪk]

マガジン : magazine [mægəziːn]

ドラマ : drama [dráːmə]

## 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

## 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

## p.12 Words

model	[máːdl]	(しくみ・過程などにならって) ~を作る
connection	[kənékʃən]	関係, 関連, つながり
widely	[wáɪdli]	広く
rush	[rʌʃ]	急いで行く, 殺到する
statistic	[stətístɪk]	統計 (の数値)
afterward	[áftərwərd]	それ以降

estimate	[éstəməit]	～であると見積もる, 推定する
economy	[iká:nəmi]	経済

別紙2 p.13 本文普通読み

One famous “Anime Pilgrimage” site is Washinomiya Shrine in Saitama. A shrine in *Lucky Star* was modeled on Washinomiya Shrine. Some fans noticed this and started to visit it. Soon after that, the connection came to be known quite widely, and many more fans rushed there. Washinomiya Shrine became famous as a “holy” place for *Lucky Star* fans.

According to statistics, the number of New Year’s visitors to the shrine was about 130,000 in 2007, before the anime was aired. The next year, however, it jumped to about 300,000. The number reached 470,000 in 2011, and it remained the same for several years afterward. It is estimated that the “pilgrimages” added about 3.1 billion yen to the local economy in the ten years following the broadcast.

別紙2 p.13 本文フレーズ読み

One famous “Anime Pilgrimage” site / is Washinomiya Shrine / in Saitama. // A shrine in *Lucky Star* / was modeled on Washinomiya Shrine. // Some fans noticed this / and started to visit it. // Soon after that, / the connection came to be known / quite widely, / and many more fans rushed there. // Washinomiya Shrine became famous / as a “holy” place / for *Lucky Star* fans. //

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別紙2 p.13 Sound Tips

語末が/t/や/d/で終わり, 次の語が子音で始まる時, 前の語の/t/や/d/の発音は弱くなり, ほとんど聞こえないことがあります。語末の/t/や/d/を意識的に弱く発音してみましょう。

noticeded this, anded started, anded many, rusheded there, jumpeded to, remaineded the

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

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3	p.14	Words
souvenir	[sù:vəniər]	(思い出になるような) 記念品 ; (忘れ) 形見
sadly	[sædli]	<文修飾> 残念なことに
restricted	[ristriktid]	制限された, 限られた
permission	[pə:mɪʃən]	許可
neighborhood	[néibərhùd]	近所, (ある特定の) 区域, 地域
noisy	[nóizi]	騒がしい
behavior	[bihéivjər]	振る舞い, 行動
annoy	[ənóí]	~をいらいらさせる, ~を悩ませる
resident	[rézədənt]	住民
certainly	[sə:rtlnli]	確かに, 疑いなく, きっと

別紙3 p.15 本文普通読み

Anime-related events are still held at Washinomiya Shrine and other “Anime Pilgrimage” sites. A variety of souvenirs, including character goods, are sold there. Many fans visit the sites to buy souvenirs and to take photos.

Sadly, the growing number of “Anime Pilgrims” can also cause problems. Some fans go into restricted areas without permission to take pictures. Others walk around local neighborhoods in search of better photo spots, and they are often very noisy. Such behavior annoys the residents.

Certainly, some “Anime Pilgrims” do not respect local customs and lifestyles. However, more and more visitors now try to communicate with local people. As their communication continues, many of the visitors want to do something for the local areas.

別紙3 p.15 本文フレーズ読み

Anime-related events are still held / at Washinomiya Shrine / and other “Anime Pilgrimage” sites. // A variety of souvenirs, / including character goods, / are sold there. // Many fans visit the sites / to buy souvenirs / and to take photos. //

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Certainly, / some “Anime Pilgrims” do not respect / local customs and lifestyles. // However, / more and more visitors / now try to communicate / with local people. // As their communication continues, / many of the visitors / want to do something / for the local areas. //

別紙3 p.15 Sound Tips

文中で強く読む語(句)は伝える情報の重要性が高く, 名詞や動詞, 形容詞, 副詞などがあります。ここでは形容詞と副詞に着目して, それぞれ強く読むように意識しましょう。

形容詞 : growing, restricted, better, noisy, more and more

副詞 : still, Sadly, also, often, Certainly, However, now

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

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 p.16 Words

interact	[ɪntərækt]	交流する, 触れ合う
meanwhile	[mi:nwaɪl]	一方では
willingly	[wɪlɪŋli]	快く, 自発的に
mutual	[mjú:tʃuəl]	相互の
economic	[əkənámɪk]	経済の, 経済に関する
tourist	[tuərist]	観光客, 旅行者
potential	[pəténʃəl]	可能性
promote	[prəməút]	～を促進する
regional	[rí:dʒənl]	地域の

別紙 4 p.17 本文普通読み

Even though *Lucky Star* finished airing in 2007, fans have continued to interact with local people in the Washinomiya Shrine area. In the beginning, “Anime Pilgrims” visited it just to try to experience the world of *Lucky Star*. Later, as they came back again and again, they became fans of the area, too. Meanwhile, local people have tried to understand the anime better, and they have willingly accepted “Pilgrims.” Mutual understanding has had a very positive economic effect as well.

“Anime Pilgrimages” also play an important role in attracting tourists from abroad. Those who visit “holy sites” often have a strong interest in Japanese culture and in the locations of their favorite anime stories. Information about “Anime Pilgrimages” is now being provided in many different languages by local people, on websites and social media. “Anime Pilgrimages” have great potential for promoting regional development in Japan.

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子音で終わる単語と母音で始まる単語が続くときは、音をつなげて発音しましょう。

back again and again, Mutual understanding, had a, an important, and in

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別紙5

Skill 3

Skill 3 Let's do it!

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>

別紙5 p.24 Skill 3 Let's do it!

Skill 3 Let's do it!

Let's do it!

(1) 次の音声は校外学習の一日の流れについての説明です。音声を聞いて、説明の内容に合うように、絵を正しい順に並べましょう。

a.  b.  c. 

( ) → ( ) → ( )

<スクリプト>

Next month we will go on a field trip to Kyoto. First, we will visit a famous temple in Kyoto. Then we will go to a restaurant for lunch. Finally, we will go to the aquarium, and then we will leave at the end of the trip. However, if it rains, the trip will be canceled.

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

Final Task

Rapid Reading

別紙6	p.26	Words
saying	[sɛɪɪŋ]	ことわざ, 格言
necessity	[nəsésəti]	必要 (性)
invention	[ɪnvénʃən]	発明, 発明品
urgent	[ɔːrdʒənt]	急を要する, 緊急の
issue	[ɪʃuː]	問題
creativity	[kriːeɪtɪvəti]	創造力, 創造性
inventor	[ɪnvéntər]	発明家
lead	[léd]	鉛
supply	[səpláɪ]	供給
contamination	[kəntæməneɪʃən]	汚染, 汚染物

別紙6 p.27 本文普通読み

You may have heard the saying, “Necessity is the mother of invention.” This means that inventions tend to come about because of urgent problems or needs. Even in modern times, the world faces many issues that will need to be solved through the creativity of inventors. One such inventor is Gitanjali Rao.

One night in 2014, Rao, who was only nine years old at the time, learned about a crisis in Flint, Michigan, while watching the news. Lead had entered the city’s water supply. Its residents were complaining about the taste, smell, and appearance of the water. This contamination resulted in serious health issues for many of the people living there. Rao decided that she wanted to do something to help them and began searching for solutions.

別紙6 p.27 本文フレーズ読み

You may have heard the saying, / “Necessity is the mother of invention.” // This means / that inventions tend to come

about / because of urgent problems or needs. // Even in modern times, / the world faces many issues / that will need to be solved / through the creativity of inventors. // One such inventor is Gitanjali Rao. //

One night in 2014, / Rao, / who was only nine years old / at the time, / learned about a crisis / in Flint, / Michigan, / while watching the news. // Lead had entered / the city's water supply. // Its residents were complaining / about the taste, smell, and appearance / of the water. // This contamination / resulted in serious health issues / for many of the people / living there. // Rao decided / that she wanted to do something / to help them / and began searching / for solutions. //

別紙6 p.27 Sound Tips

語末が/t/で、次の語が/d/で始まる場合、直前の/t/は“th”を発音するときの形（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。

at the time, about the taste

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

Final Task

Rapid Reading

別紙7 p.28 Words

detect	[ditékt]	～を検知する
substance	[s'ábstəns]	物質
apply	[əplái]	～を適用する, 応用する
guidance	[gáidns]	指導, 手引き
convince	[kənvíns]	～を説得する, 納得させる
conduct	[kəndákt]	～を行う
experiment	[íkspérəmənt]	実験
invent	[invént]	～を発明する, 考案する
device	[diváís]	装置

sensor	[sɛnsər]	感知装置, センサー
application	[æplɪkේjʃən]	アプリケーション
instantly	[ɪnstəntli]	即座に, すぐに
successfully	[səksésfəli]	成功のうちに

別紙7 p.29 本文普通読み

One year later, during her research, Rao came across an article on the Internet. It introduced a technology that detected harmful substances in the air. She came up with the idea of applying it to detecting lead in water.

However, this was far from easy, so she asked her parents, teachers, and experts for guidance. Although she was only 11, she also convinced the local high school and university to provide her with a place to conduct experiments.

Through much trial and error, she finally invented a cheap and easy-to-use tool named *Tethys*: a small device with carbon nanotube sensors inside. These sensors can detect lead in water. Eventually, she developed a smartphone application which allows people to see the test results instantly. After successfully developing *Tethys*, Rao moved on to other projects.

別紙7 p.29 本文フレーズ読み

One year later, / during her research, / Rao came across an article / on the Internet. // It introduced a technology / that detected harmful substances / in the air. // She came up with the idea / of applying it to detecting lead / in water. //

However, / this was far from easy, / so she asked her parents, / teachers, / and experts / for guidance. // Although she was only 11, / she also convinced / the local high school and university / to provide her with a place / to conduct experiments. //

Through much trial and error, / she finally invented / a cheap and easy-to-use tool / named *Tethys*: / a small device / with carbon nanotube sensors / inside. // These sensors can detect lead / in water. // Eventually, / she developed a smartphone application / which allows people to see / the test results / instantly. // After successfully developing *Tethys*, / Rao moved on / to other projects. //

別紙7 p.29 Sound Tips

A, B, and C のように, 3 つ以上の事柄を列挙する場合, A, B でイントネーションを上昇させ, 最後の C で下降させます。ただし, 以下の部分は文中にあるので, 最後の C にあたる部分は下降せず, 軽く上げて読み, 次へつなぎます。

..., so she asked <sup>(A)</sup>her parents, <sup>(B)</sup>teachers, <sup>(C)</sup>and experts for guidance.

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  
 Final Task  
 Rapid Reading

別紙 8	p.30	Words
warning	[wɔːrniŋ]	警告, 注意
bullying	[bʊliŋ]	いじめ
reconsider	[riːkənsɪdər]	～を考え直す
moreover	[mɔːrʊvər]	その上, さらに
knowledge	[nɔːlɪdʒ]	知識
educational	[ɛdʒəkɛɪʃənl]	教育の, 教育的な
participate	[pɑːrtɪsəpeɪt]	参加する
workshop	[wɔːrkʃɔːp]	勉強会, 研修会
observe	[əbzəːrv]	観察する
brainstorm	[brɛɪnstɔːrm]	考えを出し合う
participant	[pɑːrtɪsəpənt]	参加者
worldwide	[wɔːrldwaɪd]	世界的に [で]
first-ever	[fɜːrstɛvər]	初めての, 最初の, 前例のない

別紙 8 p.31 本文普通読み

One of Rao's projects is an application called *Kindly*. It displays a warning when users are about to send a message that might be considered bullying. It then encourages them to reconsider what they have written and change it. *Kindly* can help prevent cyberbullying.

Moreover, she shares her knowledge and experiences with students all over the world. Among her educational activities, she provides opportunities for students to conduct experiments and to participate in contests. In her workshops, she teaches five steps for problem solving: observe, brainstorm, research, build, and communicate. Within a few years of starting the workshops, there were more than 85,000 participants in 47 countries.

Her achievements have been recognized in magazines and news articles worldwide. For example, in 2020, *TIME Magazine* chose her to be the first-ever *TIME Kid of the Year*. She was interviewed not only about her inventions, but also about her activities and workshops. She even appeared on the cover of the magazine.

別紙 8 p.30 本文フレーズ読み

One of Rao's projects / is an application called *Kindly*. // It displays a warning / when users are about to send a message / that might be considered bullying. // It then encourages them / to reconsider / what they have written / and change it. // *Kindly* can help prevent / cyberbullying. //

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## 別紙8 p.31 Sound Tips

語末が子音で終わり、次の語が母音で始まる場合、2つの語は切らずに、つなげて発音します。例えば、an application では/ænæplɪkේʃən/のように発音します。

displays a, users are, send a, change it, all over, participate in, Within a

## 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

### Final Task

### Rapid Reading

## 別紙9 p.32 Words

curious [kjúəriəs] 好奇心がある, 好奇心が強い

innovate [ínəvèt] 革新する, 新境地を開く

impact [ímpækt] 影響(力), 効果, 衝撃

## 別紙9 p.33 本文普通読み

Rao's goal is not just to make her own inventions to solve problems. Through her activities and workshops, she also hopes to encourage the young to find their own solutions to the problems that they see every day. Rao believes in the potential of young scientists and hopes that by participating in her programs, they will be able to achieve their dreams.

Here is Rao's message to high school students in Japan:

“Be creative and curious. Don’t be afraid to innovate and solve big or small problems. Your simple ideas can make a big difference. You can use any talent you have to make a positive impact. It doesn’t have to be technology. Music, art, writing, and speaking out can all make a difference. The only person that is stopping you is yourself.”

別紙 9 p.33 本文フレーズ読み

Rao’s goal / is not just to make her own inventions / to solve problems. // Through her activities and workshops, / she also hopes / to encourage the young / to find their own solutions / to the problems / that they see every day. // Rao believes in / the potential of young scientists / and hopes / that by participating in her programs, / they will be able to achieve / their dreams. //

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別紙 9 p.33 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。

Through her activities and workshops, / she also hopes to encourage the young / to find their own solutions to the problems / that they see every day. /

別紙 10

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

Rapid Reading

別紙 10 p.37 Final Task

1 Listen to Rao's five steps to solve problems and fill in the blanks. 

 Observe	<b>Step 1 Goal</b>	Find and (1. ) problems around you.
	<b>Example</b>	Rao became interested in water after walking near a creek. Afterward, she learned about the water crisis. <small>※creek(入り江)</small>
 Brainstorm	<b>Step 2 Goal</b>	Write down (2. ) in your head (good or bad).
	<b>Example</b>	Rao even thought about using bacteria to (3. ) lead. <small>※bacteria(バクテリア, 細菌)</small>
 Research	<b>Step 3 Goal</b>	Search for possible solutions.
	<b>Example</b>	Rao collected information from books, papers, the Internet, and (4. ).
 Build	<b>Step 4 Goal</b>	Make a (5. ) based on your idea.
	<b>Example</b>	Rao made a prototype of <i>Tethys</i> with cardboard. <small>※prototype(原型, 試作品)</small>
 Communicate	<b>Step 5 Goal</b>	(6. ) your ideas effectively.
	<b>Example</b>	You can make (7. ), videos, research papers, and so on.

<スクリプト>

Rao introduces five steps to problem solving. The first step is to observe. In this step, the goal is to find and choose problems around you. For example, Rao first became interested in water after walking near a creek. Afterward, she learned about the water crisis. The second step is to brainstorm. Do not worry if your idea is good or bad. The goal is to write down everything in your head to solve the problem. In particular, Rao brainstormed ideas that may have seemed crazy, such as using bacteria to eat lead. The third step is to research. The goal is to search for possible solutions. For example, when Rao made *Tethys*, she collected information from books, papers, the Internet, and experts. The fourth step is to build. The goal is to start making a design based on your idea. When Rao first made a prototype of *Tethys*, she made it with cardboard. Finally, the fifth step is to communicate. The goal is to share your ideas effectively such as through presentations, videos, research papers, and so on.

別紙 6 - 1 0 p.38-39 Rapid Reading

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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.42

Words

chemically	[kémikəli]	化学的に
imbalanced	[imbælənst]	不均衡な
muscle	[másl]	筋肉；筋組織
properly	[prá:pərli]	適切に，正しく
agriculture	[ægriklɪtʃər]	農業，農耕
grain	[gréin]	穀物

available	[əvɛɪləbl]	利用できる, 入手できる
trade	[treɪd]	取引, 貿易, 通商
item	[aɪtəm]	1 品, 品物
payment	[péimənt]	支払い
salary	[sæləri]	給料

別紙 1 1 p.43 本文普通読み

Salt is essential for human life. Without it, our bodies would be chemically imbalanced. Also, our muscles and nervous systems would not work properly.

Early humans got salt from the meat of the wild animals they hunted. Then, as agriculture developed, people began to eat more and more grains and vegetables, but these foods were low in salt. This led to a great demand for it. For many people, however, salt was not easily available. Because of this, it became a precious trade item.

In fact, salt was even used as a method of payment in some areas. In Ethiopia, from ancient times to the beginning of the 20th century, it was used as money. Roman soldiers were given *salarium argentum* (“salt money”) as part of their pay. This is the term from which the English word “salary” is taken.

別紙 1 1 p.43 本文フレーズ読み

Salt is essential / for human life. // Without it, / our bodies would be chemically imbalanced. // Also, / our muscles and nervous systems / would not work properly. //

Early humans got salt / from the meat of the wild animals / they hunted. // Then, / as agriculture developed, / people began to eat / more and more grains and vegetables, / but these foods were low in salt. // This led to a great demand / for it. // For many people, / however, / salt was not easily available. // Because of this, / it became a precious trade item. //

In fact, / salt was even used / as a method of payment / in some areas. // In Ethiopia, / from ancient times / to the beginning of the 20th century, / it was used / as money. // Roman soldiers were given / *salarium argentum* (“salt money”) / as part of their pay. // This is the term / from which the English word “salary” is taken. //

別紙 1 1 p.43 Sound Tips

文中の機能的な役割の語（前置詞，冠詞，代名詞，助動詞，接続詞など）は通常，弱く速く発音されます。一方で，情報の重要性が高い語は強く，はっきりと発音されます。強弱や速さなど，リズムを意識して発音してみましょう。

This led to a great demand for it.

from ancient times to the beginning of the 20th century

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.44	Words
preserve	[prɪzə:rv]	～を保存する
famine	[fæmɪn]	飢きん, 大変な食料不足
preservation	[prɪzərvéɪʃən]	保存
extremely	[ɪkstri:mli]	極度に, 極端に; 非常に
additional	[ədɪʃənl]	追加の
benefit	[bɛnəfɪt]	利点, 利益, 恩恵
distance	[dɪstəns]	距離, 間隔; 道のり, 行程
explorer	[ɪksplɔ:rər]	探検家
voyage	[vɔɪdʒ]	航海
sailor	[seɪlə]	船員
salted	[sɔ:ltɪd]	塩漬けにした, 塩で味を付けた; 塩分を加えた

別紙 1 2 p.45 本文普通読み

Salt was valuable in another way as well. Ancient people discovered that salt preserves food. This helped them survive times of famine. The use of salt for preservation is an extremely old custom. It is said that ancient Egyptians preserved fish and meat in salt.

Preserving food in this way had an additional benefit. It enabled people to travel a long distance. During the Age of Exploration, many European explorers sailed for the New World, that is, North and South America. But those places were so far away that it took months to reach them. During those long voyages, salt supported the sailors. They survived the hard voyages by eating salted fish and meat. Without these foods, they could not have succeeded in their long voyages.

別紙 1 2 p.45 本文フレーズ読み

Salt was valuable / in another way / as well. // Ancient people discovered / that salt preserves food. // This helped them / survive times of famine. // The use of salt for preservation / is an extremely old custom. // It is said / that ancient Egyptians preserved fish and meat / in salt. //

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succeeded / in their long voyages. //

別紙 1 2                      p.45      Sound Tips

Japan < Japanese のように国や地域名を指す語は、その国や地域の人を指す語になると、強勢の位置が後ろに移動する場合がありますに注意して発音しましょう。

Egypt < Egyptian, Europe < European

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

Rapid Reading

別紙 1 3                      p.46      Words

expression	[ɪksprɛʃən]	表現
worth	[wɜːrθ]	～の値打ちのある, ～に値する
involve	[ɪnvɔːlv]	～を含む, ～に関連する
spill	[spɪl]	～をこぼす
scare	[skeə]	～をこわがらせる, おびえさせる, びっくりさせる
devil	[dɛvəl]	悪霊, 悪魔
accurate	[ækjərət]	正確な
evil	[ɪvəl]	悪, 邪悪
wrestler	[rɛslər]	レスリング選手, レスラー
handful	[hændfʊl]	一握りの量
ritual	[rɪtʃuəl]	儀式, 典礼, 祭式

別紙 1 3                      p.47      本文普通読み

Ancient people realized that salt was very important. Even today, people still use the expression “worth one’s salt.” This expression is used to describe someone’s doing their job well and being respected.

There is an interesting old custom that involves salt. In some Western countries, spilling salt means bad luck. Even in modern times, some people throw salt over their left shoulder if they have spilled some. They believe that it will scare any devil behind them. Of course, you should “take this with a grain of salt.” That means you should not believe that it is completely accurate or true.

In religion, you can see some other cultural influences of salt. For example, the Shinto religion uses salt to purify an area—in other words, to get rid of evil. That is why sumo wrestlers throw a handful of salt into the ring before they enter it. The Roman Catholic Church also uses salt in its rituals. Salt still plays an important role in many cultures around the world today.

別紙 1 3 p.47 本文フレーズ読み

Ancient people realized / that salt was very important. // Even today, / people still use the expression / “worth one’s salt.” // This expression is used / to describe someone’s doing their job well / and being respected. //

There is an interesting old custom / that involves salt. // In some Western countries, / spilling salt means bad luck. // Even in modern times, / some people throw salt / over their left shoulder / if they have spilled some. // They believe / that it will scare any devil / behind them. // Of course, / you should “take this with a grain of salt.” // That means / you should not believe / that it is completely accurate or true. //

In religion, / you can see / some other cultural influences of salt. // For example, / the Shinto religion uses salt / to purify an area — / in other words, / to get rid of evil. // That is / why sumo wrestlers throw a handful of salt / into the ring / before they enter it. // The Roman Catholic Church also uses salt / in its rituals. // Salt still plays an important role / in many cultures around the world today. //

別紙 1 3 p.47 Sound Tips

日本語の「ア」に相当する英語の母音は、以下のように複数の種類があります。それぞれを区別して発音しましょう。

/æ/ bad, accurate, handful, Catholic

/ʌ/ custom, countries, luck, other, cultural, cultures

/ɑ/ involves, modern

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

Rapid Reading

別紙 1 4	p.48	Words
consist	[kənsɪst]	成る, 成り立つ
bleach	[bli:tʃ]	漂白剤, 除菌剤
artificial	[ɑ:rtəfɪʃəl]	人工の, 人造の, 人工的な
rubber	[rʌbər]	ゴム
canning	[kæniŋ]	缶詰製造 (法, 業)
preservative	[prɪzə:rvətɪv]	防腐剤, 保存剤
certain	[sə:rtɪn]	確かな, 明白な
seasoning	[si:zəniŋ]	調味 (料); 味付けするもの [こと]

別紙 1 4 p.49 本文普通読み

As modern science has changed people's ways of living, the role of salt has also changed. In the past, scientists found that salt consists of sodium and chlorine. Now, they are used, along with other substances, to produce such things as bleach and artificial rubber. On the other hand, thanks to canning and refrigerators, salt has become less important as a preservative. Still, it is certain that we cannot live without salt. It will probably have new roles to play in the future, too.

As we have seen above, salt is much more than just a seasoning. It has played important roles in human societies for thousands of years. It has had a huge historical and cultural impact on the lives of people. Learning these facts may change the way you look at salt from now on.

別紙 1 4 p.49 本文フレーズ読み

As modern science has changed / people's ways of living, / the role of salt has also changed. // In the past, / scientists found / that salt consists of sodium and chlorine. // Now, / they are used, / along with other substances, / to produce such things / as bleach and artificial rubber. // On the other hand, / thanks to canning and refrigerators, / salt has become less important / as a preservative. // Still, / it is certain / that we cannot live / without salt. // It will probably have new roles / to play in the future, too. //

As we have seen above, / salt is much more / than just a seasoning. // It has played important roles / in human societies / for thousands of years. // It has had / a huge historical and cultural impact / on the lives of people. // Learning these facts / may change the way / you look at salt / from now on. //

別紙 1 4 p.49 Sound Tips

in the, on the など/n+/ð/の連続する発音では, 音をつなげて発音しましょう。

In the past, On the other hand, in the future, on the lives

別紙 1 1 - 1 4 p.54-55 Rapid Reading

Salt is essential for human life. Without it, our bodies would be chemically imbalanced. Also, our muscles and

nervous systems would not work properly.

Early humans got salt from the meat of the wild animals they hunted. Then, as agriculture developed, people began to eat more and more grains and vegetables, but these foods were low in salt. This led to a great demand for it. For many people, however, salt was not easily available. Because of this, it became a precious trade item.

In fact, salt was even used as a method of payment in some areas. In Ethiopia, from ancient times to the beginning of the 20th century, it was used as money. Roman soldiers were given *salarium argentum* (“salt money”) as part of their pay. This is the term from which the English word “salary” is taken.

Salt was valuable in another way as well. Ancient people discovered that salt preserves food. This helped them survive times of famine. The use of salt for preservation is an extremely old custom. It is said that ancient Egyptians preserved fish and meat in salt.

Preserving food in this way had an additional benefit. It enabled people to travel a long distance. During the Age of Exploration, many European explorers sailed for the New World, that is, North and South America. But those places were so far away that it took months to reach them. During those long voyages, salt supported the sailors. They survived the hard voyages by eating salted fish and meat. Without these foods, they could not have succeeded in their long voyages.

Ancient people realized that salt was very important. Even today, people still use the expression “worth one’s salt.” This expression is used to describe someone’s doing their job well and being respected.

There is an interesting old custom that involves salt. In some Western countries, spilling salt means bad luck. Even in modern times, some people throw salt over their left shoulder if they have spilled some. They believe that it will scare any devil behind them. Of course, you should “take this with a grain of salt.” That means you should not believe that it is completely accurate or true.

In religion, you can see some other cultural influences of salt. For example, the Shinto religion uses salt to purify an area—in other words, to get rid of evil. That is why sumo wrestlers throw a handful of salt into the ring before they enter it. The Roman Catholic Church also uses salt in its rituals. Salt still plays an important role in many cultures around the world today.


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As we have seen above, salt is much more than just a seasoning. It has played important roles in human societies for thousands of years. It has had a huge historical and cultural impact on the lives of people. Learning these facts may change the way you look at salt from now on.

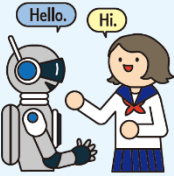
別紙 1 5

Skill 5 Let’s do it!

## Let's do it!

(1) 次の音声はあるロボットについての説明です。音声を聞いて、以下の絵の中から、そのロボットができることすべてを選びましょう。 

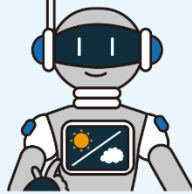
a.



b.



c.



d.



( )

&lt;スクリプト&gt;

We have developed a new robot that can do many things. It can do housework, such as cleaning rooms and washing dishes. In addition, it can give the news of the day and weather reports. However, it is not yet able to chat with people.

## 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

## Rapid Reading

## 別紙 1 6

p.58

## Words

hatch	[hætʃ]	ふ化する
clumsy	[klʌmzi]	ぎこちない, 不器用な
smoothly	[smú:ðli]	滑らかに, 円滑に
shell	[ʃél]	甲羅
streamlined	[stri:mliənd]	流線型の
flipper	[flípə]	ひれ足
eyesight	[áisàit]	視力

underwater	[ʌndərwá:tər]	水中で〔に〕
breathe	[brí:ð]	呼吸する, 息をする
breath	[bréθ]	呼吸, 息
gland	[gláënd]	腺
tear	[tíər]	涙

別紙 1 6 p.59 本文普通読み

What animals hatch on land but spend their lives in the sea? What start out as eggs that are the size of ping-pong balls but can grow to about two meters long? Sea turtles!

Sea turtles look clumsy when they are walking on the beach. In the water, though, the design of their bodies helps them move smoothly. Their shells are streamlined so they can dive deep down into the ocean. They have large front flippers which give them power to move forward fast, and they have good eyesight underwater. They can breathe through their noses and mouths like humans, but they can hold their breath underwater for hours. They can even sleep at the bottom of the ocean before coming up again for air. They also have glands that remove salt from the water they drink. Sometimes they look as if they were crying. Their tears help them get rid of salt.

別紙 1 6 p.59 本文フレーズ読み

What animals / hatch on land / but spend their lives in the sea? // What start out / as eggs / that are the size of ping-pong balls / but can grow / to about two meters long? // Sea turtles! //

Sea turtles look clumsy / when they are walking / on the beach. // In the water, / though, / the design of their bodies / helps them move smoothly. // Their shells are streamlined / so they can dive deep down / into the ocean. // They have large front flippers / which give them power / to move forward fast, / and they have good eyesight underwater. // They can breathe / through their noses and mouths / like humans, / but they can hold their breath underwater / for hours. // They can even sleep / at the bottom of the ocean / before coming up again / for air. // They also have glands / that remove salt / from the water / they drink. // Sometimes they look / as if they were crying. // Their tears help them / get rid of salt. //

別紙 1 6 p.59 Sound Tips

カタカナ表記の読みと英語の発音の違いに注意しましょう。

アニマル : animal/áénəml/, ピンポン : ping-pong/pínŋpò:ŋ/, メートル : meter/mí:tər/, ビーチ : beach/bí:tʃ/, デザイン : design/dízáim/, パワー : power/páúə/, フォワード : forward/fó:rwərd/

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

Rapid Reading

別紙 1 7	p.60	Words
migrate	[maɪgreɪt]	移動する, 渡る
nest	[nést]	巣を作る
region	[rí:dʒən]	地域, 地方
cross	[krɔ:s]	～を横断する
tropical	[trɔ:pɪkl]	熱帯の
subtropical	[sʌbtrɔ:pɪkl]	亜熱帯の
current	[kʌ:rənt]	流れ, 潮流
magnetic	[mægnétɪk]	磁気の
mate	[méɪt]	交尾する
lay	[léɪ]	～を産む
dig	[díɡ]	～を掘る
tide	[taɪd]	潮 (の干満)
emerge	[ɪmə:rdʒ]	現れる, 出てくる

別紙 1 7 p.61 本文普通読み

Sea turtles migrate from their nesting grounds to regions rich in food. Some turtles will even cross the ocean to another continent. But how do we know? Actually, scientists are able to track turtles with satellites.

Sea turtles usually go to tropical and subtropical regions when it is time to nest. In general, they return to the nesting grounds on which they were born. But nobody is quite sure how they are able to return in this way. It is possible that they use the ocean currents and Earth's magnetic field to migrate.

After sea turtles have mated in the water, females come to land to lay eggs. First, they dig holes above the high tide line so that the eggs won't get washed away. Each turtle lays 100 or more eggs. Then they cover the holes up with sand and go back into the sea. After about 60 days, little baby turtles will start to emerge from the eggs.

別紙 1 7 p.61 本文フレーズ読み

Sea turtles migrate / from their nesting grounds / to regions rich in food. // Some turtles will even cross the ocean / to another continent. // But how do we know? // Actually, / scientists are able to track turtles / with satellites. //

Sea turtles usually go / to tropical and subtropical regions / when it is time to nest. // In general, / they return to the nesting grounds / on which they were born. // But nobody is quite sure / how they are able to return / in this way. // It is possible / that they use the ocean currents / and Earth's magnetic field / to migrate. //

After sea turtles have mated / in the water, / females come to land / to lay eggs. // First, / they dig holes / above the high tide line / so that the eggs won't get washed away. // Each turtle lays / 100 or more eggs. // Then they cover the

holes up / with sand / and go back / into the sea. // After about 60 days, / little baby turtles / will start to emerge / from the eggs. //

別紙 1 7 p.61 Sound Tips

文中に if, when, because, though などの副詞節を導く接続詞がある場合は、接続詞の前で区切って読みましょう。

Sea turtles usually go to tropical and subtropical regions / when it is time to nest. /

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 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 8 p.62 Words

reflection	[rɪflɛkʃən]	反射
confused	[kən'fju:zd]	混乱した, 困惑した
nearby	[niə'baɪ]	近くの
lighting	[laɪtɪŋ]	照明, 照明器具
predator	[prɛdətə]	捕食動物
raccoon	[ræku:n]	アライグマ
crab	[kræb]	カニ
environmental	[ɪnvàɪənméntl]	環境の
sudden	[sʌdn]	突然の, 急な
shrimp	[ʃrɪmp]	小エビ
drastically	[dræstɪkəli]	急激に, 極端に

別紙 1 8 p.63 本文普通読み

When the babies have emerged, how do they know where to go? The reflection of moonlight on the sea shows them

where to go. However, many get confused by the lights of nearby cars. Those lights are brighter than the reflection of moonlight. Confused babies often head toward roads. Some people are developing a lighting system that will help baby turtles get to the sea.

Baby turtles also face another risk: natural predators. Raccoons and crabs can easily steal eggs left on the beach. In the sea, both adult and baby turtles may come across dangerous creatures, such as sharks and killer whales. And there are environmental problems, too. Sometimes, baby turtles die because of sudden drops in ocean temperatures. Only about 1 in 1,000 baby turtles survives until it becomes an adult.

The problems that humans cause for turtles are especially serious. Shrimp trawling has reduced turtle numbers drastically. Sadly, in some countries, turtles are still hunted for their shells.

別紙 1 8 p.63 本文フレーズ読み

When the babies have emerged, / how do they know / where to go? // The reflection of moonlight / on the sea / shows them / where to go. // However, / many get confused / by the lights of nearby cars. // Those lights are brighter / than the reflection of moonlight. // Confused babies often head / toward roads. // Some people are developing a lighting system / that will help baby turtles / get to the sea. //

Baby turtles also face another risk: / natural predators. // Raccoons and crabs / can easily steal eggs / left on the beach. // In the sea, / both adult and baby turtles / may come across dangerous creatures, / such as sharks and killer whales. // And there are environmental problems, too. // Sometimes, / baby turtles die / because of sudden drops / in ocean temperatures. // Only about 1 / in 1,000 baby turtles survives / until it becomes an adult. //

The problems / that humans cause for turtles / are especially serious. // Shrimp trawling has reduced turtle numbers drastically. // Sadly, / in some countries, / turtles are still hunted / for their shells. //

別紙 1 8 p.63 Sound Tips

主語が長い場合、そのまともりに注意しながら、動詞の前で区切りながら読みましょう。

The reflection of moonlight on the sea / shows them where to go. /

Only about 1 in 1,000 baby turtles / survives / until it becomes an adult. /

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 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 9	p.64	Words
guard	[gá:rd]	警備隊, 守衛
employ	[implóɪ]	～を雇う
extinct	[ɪkstɪŋkt]	絶滅した
inform	[ɪnfó:rm]	～を知らせる, 伝える, 報告する

別紙 1 9 p.65 本文普通読み

Many people want to know what to do to help save sea turtles. One way to help is to pick up any trash we find on beaches. Rain and wind wash trash from beaches into the sea. Turtles often die because they eat pieces of plastic, thinking they are food. Just by cleaning up beaches, we can contribute to protecting sea turtles.

Another way is to protect sea turtles' nesting grounds. When people visit these areas, it becomes difficult for the sea turtles to get close to the places where they lay their eggs. In some regions, guards are employed to protect these nesting sites.

Nearly all species of sea turtles could become extinct in a century or so. We should not just sit back and watch this happen. By informing one person at a time, cleaning up one beach at a time, and saving one turtle at a time, we can help prevent this from happening.

別紙 1 9 p.65 本文フレーズ読み

Many people want to know / what to do / to help save sea turtles. // One way to help / is to pick up any trash / we find on beaches. // Rain and wind wash trash / from beaches into the sea. // Turtles often die / because they eat pieces of plastic, / thinking they are food. // Just by cleaning up beaches, / we can contribute / to protecting sea turtles. //

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Nearly all species of sea turtles / could become extinct / in a century or so. // We should not just sit back / and watch this happen. // By informing one person at a time, / cleaning up one beach at a time, / and saving one turtle at a time, / we can help / prevent this from happening. //

別紙 1 9 p.65 Sound Tips

and や or で並列されている語 (句) は, それぞれ強くゆっくりと読むことで, 並列関係にあることがよりはっきりと伝わります。

Rain and wind wash trash from beaches into the sea.

We should not just sit back and watch this happen.

別紙 1 6 - 1 9 p.70-71 Rapid Reading

What animals hatch on land but spend their lives in the sea? What start out as eggs that are the size of ping-pong balls but can grow to about two meters long? Sea turtles!

Sea turtles look clumsy when they are walking on the beach. In the water, though, the design of their bodies helps

them move smoothly. Their shells are streamlined so they can dive deep down into the ocean. They have large front flippers which give them power to move forward fast, and they have good eyesight underwater. They can breathe through their noses and mouths like humans, but they can hold their breath underwater for hours. They can even sleep at the bottom of the ocean before coming up again for air. They also have glands that remove salt from the water they drink. Sometimes they look as if they were crying. Their tears help them get rid of salt.

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Baby turtles also face another risk: natural predators. Raccoons and crabs can easily steal eggs left on the beach. In the sea, both adult and baby turtles may come across dangerous creatures, such as sharks and killer whales. And there are environmental problems, too. Sometimes, baby turtles die because of sudden drops in ocean temperatures. Only about 1 in 1,000 baby turtles survives until it becomes an adult.

The problems that humans cause for turtles are especially serious. Shrimp trawling has reduced turtle numbers drastically. Sadly, in some countries, turtles are still hunted for their shells.

Many people want to know what to do to help save sea turtles. One way to help is to pick up any trash we find on beaches. Rain and wind wash trash from beaches into the sea. Turtles often die because they eat pieces of plastic, thinking they are food. Just by cleaning up beaches, we can contribute to protecting sea turtles.

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Nearly all species of sea turtles could become extinct in a century or so. We should not just sit back and watch this happen. By informing one person at a time, cleaning up one beach at a time, and saving one turtle at a time, we can help prevent this from happening.

別紙 2 0

Before Reading 本文普通読み

Before Reading 本文フレーズ読み

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

別紙 2 0                      p.72      Words  
mission                      [mɪʃən]      使命, 責務, 目標

別紙 2 0                      p.72      本文普通読み

Once there was a boy named Billy. He was only six years old, but he had a mission. A “mission” is a special job. One dry, hot day, Billy’s mother saw him walking slowly into the woods behind their house. Soon after that, he came out of the woods and ran back to the house. He repeated that activity again and again. What was he doing? What was Billy’s mission?

別紙 2 0                      p.72      本文フレーズ読み

Once / there was a boy / named Billy. // He was only six years old, / but he had a mission. // A “mission” is a special job. // One dry, hot day, / Billy’s mother saw him / walking slowly into the woods / behind their house. // Soon after that, / he came out of the woods / and ran back / to the house. // He repeated that activity / again and again. // What was he doing? // What was Billy’s mission? //

別紙 2 0                      p.73      Words  
drought                      [draʊt]      干ばつ

別紙 2 0                      p.73      本文普通読み

It was one of the hottest days of the dry season that year. The crops were dying due to the drought. Every day my husband and his brothers worked hard to get water to the farm. They said, “If we don’t see some rain soon, we will lose everything.”

I was making lunch for my husband and his brothers in the kitchen. From the kitchen window, I noticed my six-year-old son, Billy. He was walking slowly toward the woods behind our house. Then he disappeared into the woods. I continued to watch. Soon after that, he came out and ran back to the house. I went back to making lunch. A few minutes later, however, he was once again walking in the same way toward the woods. This activity went on for an hour: walking slowly to the woods and running back to the house.

別紙 2 0                      p.73      本文フレーズ読み

It was one of the hottest days / of the dry season / that year. // The crops were dying / due to the drought. // Every day / my husband and his brothers worked hard / to get water to the farm. // They said, / “If we don’t see some rain soon, / we will lose everything.” //

I was making lunch / for my husband and his brothers / in the kitchen. // From the kitchen window, / I noticed my six-year-old son, / Billy. // He was walking slowly / toward the woods / behind our house. // Then he disappeared into the woods. // I continued to watch. // Soon after that, / he came out / and ran back / to the house. // I went back / to making lunch. // A few minutes later, / however, / he was once again walking / in the same way / toward the woods. // This activity went on / for an hour: / walking slowly to the woods / and running back to the house. //

別紙 2 1

Before Reading 本文普通読み

Before Reading 本文フレーズ読み

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

別紙 2 1	p.74	Words
branch	[bræntʃ]	枝
male	[méil]	雄の
antler	[æntlər]	(雄鹿の) 枝角
dangerously	[déndʒərəsli]	危険なまでに
threaten	[θrétʃn]	～を脅す, 威嚇する
kneel	[ní:l]	ひざまずく, ひざをつく
lift	[líft]	(手・足など) を上げる

別紙 2 1 p.74 本文普通読み

Finally, I went out of the house and followed Billy. I didn't want him to see me. He was carrying water in his hands in front of him as he walked. He was very careful not to spill the water. When he was going through the woods, tree branches hit his little face, but he did not try to avoid them. He seemed to have an important purpose. As I continued to watch him, I saw a very surprising sight.

Several large deer appeared in front of him. Billy walked right up to them. I almost shouted to him, "Run away!" A huge male deer with big antlers was dangerously close. But this deer did not threaten him. In fact, the big deer didn't even move as Billy knelt down. And there I saw a tiny baby deer. It was lying on the ground. This little deer lifted its head with great effort to drink the water in my young son's hands.

別紙 2 1 p.74 本文フレーズ読み

Finally, / I went out of the house / and followed Billy. // I didn't want him / to see me. // He was carrying water / in his hands / in front of him / as he walked. // He was very careful / not to spill the water. // When he was going through the woods, / tree branches hit his little face, / but he did not try / to avoid them. // He seemed to have an important purpose. // As I continued to watch him, / I saw a very surprising sight. //

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別紙 2 1                      p.75      Words  
faucet                      [fɔːsət]      蛇口, 飲み口

別紙 2 1                      p.75      本文普通読み

When the water was gone, Billy jumped up to run back to the house. I followed him back to the house, to the faucet of an almost empty water tank. Billy opened it up and caught drops of water in his hands. The sun beat down on his little back.

When he stood up to go back to the young deer, I was there in front of him. He was so surprised that he could only say, "I'm not wasting it." As he began his walk, I joined him. While he was giving the water to the deer, I stayed far away. It was his job. I was watching my beautiful boy and his hard work to save another life.

The tears rolling down my face began to hit the ground, and suddenly they were joined by other drops and more drops. I looked up at the sky. Very soon, a heavy rain came. That rain saved our farm, just as the actions of one little boy had saved a baby deer.

別紙 2 1                      p.75      本文フレーズ読み

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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.80	Words
executive	[ɪgzékjətɪv]	経営幹部
relation	[rɪleɪʃən]	関係, 関連
baggage	[bæɡɪdʒ]	手荷物
handler	[hændləʃ]	扱う人
complaint	[kəmpleɪnt]	不満, 苦情
analyze	[ænəlaɪz]	～を分析する
facility	[fəsɪləti]	施設, 建物
arrival	[əraɪvl]	到着
roughly	[rʌfli]	おおよそ
approach	[əprəʊtʃ]	取り組み方, 手法
farther	[fɑːrðər]	より遠く, もっと先に
terminal	[tɜːrmənl]	ターミナル (ビル), 発着場
none	[nʌn]	何一つ (誰一人) ...ない

### 別紙 2 2 p.81 本文普通読み

Some years ago, executives at a Houston airport faced a customer relations issue. It was the problem that many passengers were complaining about long waiting times at the baggage claim. In response, the executives increased the number of baggage handlers working there. The plan worked: the average waiting time fell to eight minutes, which was well within airport-industry standards. But complaints continued.

The airport executives decided to analyze their facilities more carefully. They found that it took passengers only one minute to walk from their arrival gates to the baggage claim area. Then they had to wait seven more minutes to get their bags. That is, roughly 88 percent of passenger time was spent just standing around, waiting for their baggage.

The airport decided on a new approach: it moved the arrival gates farther away from the main terminal. Passengers then had to walk six times longer to get their bags, and the number of complaints dropped to almost none.

### 別紙 2 2 p.81 本文フレーズ読み

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### 別紙 2 2 p.81 Sound Tips

カタカナ表記の読みと英語の発音の違いに注意しましょう。

プラン : plan/plæn/, ゲート : gate/géit/, エリア : area/éəriə/, バッグ : bag/bæg/, アプローチ : approach/əpróutʃ/

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.82

Words

define	[dɪfáɪn]	～を定義する
actual	[æktʃuəl]	実際の
length	[lénkθ]	長さ
psychology	[saɪkə:lədʒi]	心理 (状態) ; 心理学
occupied	[á:kjəpaɪd]	占有された
unoccupied	[ʌná:kjəpaɪd]	占有されていない
occupy	[á:kjəpàɪ]	(時間など) を占有する, 費やす
secretly	[sí:krətli]	内緒で, ひそかに
cash	[kæʃ]	現金
register	[rédʒɪstər]	レジ (スター), 金銭登録器
possibly	[pá:səbli]	ひょっとしたら, もしかすると

別紙 2 3

p.83

本文普通読み

The experience of waiting is defined only partly by the actual length of time people wait. The psychology of waiting is, in fact, more important than the waiting time itself. In the airport case, occupied time (walking to the baggage claim) felt shorter than unoccupied time (waiting for the baggage to come out) .

That is why mirrors are often put next to elevators. Mirrors are provided to give people something to occupy their time, so that the waiting feels shorter. People use the mirrors to do things like checking their hair or secretly looking at other people. There are fewer complaints about waiting times when mirrors are provided.

That is also why stores put such products as magazines and packs of gum near cash registers. It gives customers things to look at (and, possibly, to choose to buy) while they are waiting in line. With things to look at, people do not feel so bored, and the waiting does not seem so long.

別紙 2 3 p.83 本文フレーズ読み

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別紙 2 3 p.83 Sound Tips

子音で終わる単語と母音で始まる単語が続くときは、音をつなげて発音しましょう。

experienceof, waitingis, lengthof, comeout, Thatis, mirrorsare, lookingat other, Thereare, complaintsabout, packsof, lookat

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.84 Words

expectation [èkspektéiʃən] 予期, 予想, 期待

relatively [rélativli] 比較的

unhappy	[ʌnhæpi]	不満な, うれしくない, 不幸な
deliberately	[dɪlɪbərətli]	意図的に, 故意に
overestimate	[əʊvə'restəmeɪt]	～を過大に見積もる
pleasantly	[plézn̩tli]	楽しく, 愉快地
ahead	[ə'héd]	前に, 先に; (時間などが) 進んで
additionally	[ədɪ'ʃənəli]	その上, さらに
conversely	[kən'vɜ:rsli]	反対に
generally	[dʒénərəli]	通例, たいてい; 一般的に
former	[fɔ:rmə]	(the former の形で) 前者
somehow	[sʌmhəʊ]	どういふわけか

別紙 2 4 p.85 本文普通読み

Expectations also affect the way people feel about waiting in line. When they have to wait less than expected, they tend to feel relatively happy. When waiting is longer than expected, however, they tend to feel relatively unhappy. In theme parks, where there are often long lines, wait-times may be deliberately overestimated. The idea is that visitors may feel pleasantly surprised if they are able to get on rides ahead of schedule.

Additionally, memories of a waiting experience are strongly influenced by the final moments. When a long line speeds up near the end, for example, people tend to remember it in a positive way. Conversely, when a line slows down near the end, people tend to remember it in a negative way.

Researchers have also found that people are more interested in how long a line is than in how fast it is moving. When people can choose between a slow-moving short line and a fast-moving long one, they generally choose the former. Somehow, it seems that the wait-time might be shorter in a short line, even if that line is moving relatively slowly.

別紙 2 4 p.85 本文フレーズ読み

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別紙 2 4 p.85 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。

Researchers have also found / that people are more interested / in how long a line is / than in how fast it is moving. /

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.86	Words
perhaps	[pəˈhæps]	ひょっとしたら, おそらく
perception	[pəˈsɛpʃən]	認識
fairness	[ˈfɛərnəs]	公平 (性)
definitely	[dɛfənətli]	確かに, 間違いなく, 絶対に
beyond	[biːjɑːnd]	～を越えて
mere	[ˈmiə]	単なる, ほんの
self-interest	[sɛlfɪntərəst]	利己心, 私利私欲
upset	[ʌpsɛt]	いらいらして
lengthen	[lɛŋkθn]	～を長くする
delay	[dɪleɪ]	遅れ
upsetting	[ʌpsɛtɪŋ]	動揺させる, 怒らせる

別紙 2 5 p.87 本文普通読み

Perhaps the biggest influence on our feelings about lines is the perception of fairness. Cutting in line is definitely considered to be unfair, and the demand for fairness extends beyond mere self-interest. A study of fans in a long line for tickets to a concert found something interesting. It discovered the fact that people were upset by cutting in line that occurred behind them. Even at such times, when the cutting in line did not lengthen their own wait, they still felt upset. In fact, they were just as upset as if it had happened in front of them.

Also, people generally feel that the length of a line depends on how valuable a product or service is. The more valuable it is, the longer people seem happy to wait for it.

There will always be lines, but a better understanding of the psychology of waiting can help make delays a little less upsetting.

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語末が/t/や/d/で終わり，次の語が子音で始まる時，前の語の/t/や/d/の発音は弱くなり，ほとんど聞こえないことがあります。語末の/t/や/d/を意識的に弱く発音してみましょう。

andu the demandu for, beyondu mere, foundu something, waitu for

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## 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.96

### Words

shocking	[ʃʌ:kɪŋ]	衝撃的な, ぎょっとさせる, ぞっとさせる
otherwise	[ʌðərwaɪz]	さもなければ
rarely	[rɛərlɪ]	めったに～ない
immigrant	[ɪmɪgrənt]	(外国からの) 移民, 移住者
prejudice	[prɛdʒədəs]	偏見, 先入観
minority	[mɪnɔːrəti]	少数集団, 少数民族
movement	[mú:vmənt]	(政治・社会的) 運動

In a Human Library, you can enjoy “reading” a variety of “books.” However, they are not books with covers, titles, and pages. Actually, they are real human beings. When you “borrow” one as a “reader,” a person will start to tell you their own life story directly. Their stories may be exciting, shocking, or sad. You are allowed to ask a question or two during the story, too. Sometimes the “book” may ask you a question. Through this experience, you may be able to imagine a life very different from your own.

Many of the “books” are kinds of people you would otherwise rarely have opportunities to meet: refugees, ex-drug addicts, or immigrants. Or they may be ex-gangsters, LGBTQ people, or crime victims. The main purpose of the Human Library is to challenge any prejudices people may have against others who belong to minority groups.

The Human Library movement, which was started in Denmark in 2000, has spread to over 85 countries, including Japan. Why are so many people attracted to this movement?

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The Human Library movement, / which was started / in Denmark / in 2000, / has spread to over 85 countries, / including Japan. // Why are so many people attracted / to this movement? //

A, B, and [or] C のように、3 つ以上の事柄を並べて言う場合、イントネーションはA、B と順に上昇させて、最後のC で下降させます。

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## 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.98	Words
suited	[sú:tid]	適した
sentence	[sénts]	文
task	[tæsk]	(やるべき) 仕事, 任務, 課業, 作業
tease	[tí:z]	～をからかう
frustrated	[frástreitid]	いらいらして, 不満を持って
somewhat	[sámwɔ̀t]	いくぶん, 多少
diagnose	[dà:əgnóus]	～を診断する
disability	[disəbíləti]	障害
rather	[ræðər]	むしろ, それどころか
genius	[dʒi:njəs]	天才
establish	[istæblɪʃ]	～を設立する, 確立する, 創立する

別紙 2 7 p.99 本文普通読み

Book 1

“I was never well suited to studying at school because I had difficulty reading and writing, even when sentences were simple. It took me hours to finish a task that was really easy for others. Classmates would often tease me about this. Not being understood, I felt sad and frustrated. I realized I was somewhat different.”

“It was just after high school graduation that I was diagnosed with dyslexia. People with this learning disability have great difficulty reading and writing. I was not shocked to learn that I had dyslexia. Rather, I felt relieved because it proved that I had not been lazy. But my parents were still deeply worried about my future.”

“Dyslexia is more widely known to people now than before. It is said that such geniuses as Leonardo da Vinci and Thomas Edison had dyslexia. Support systems are being established these days. If dyslexia is found at an early stage and treated properly, the problems it causes can be made less serious.”

別紙 2 7 p.99 本文フレーズ読み

Book 1 //

“I was never well suited to studying / at school / because I had difficulty / reading and writing, / even when sentences were simple. // It took me hours / to finish a task / that was really easy / for others. // Classmates would often tease me / about this. // Not being understood, / I felt sad and frustrated. // I realized / I was somewhat different.” //

“It was just after high school graduation / that I was diagnosed with dyslexia. // People with this learning disability / have great difficulty / reading and writing. // I was not shocked to learn / that I had dyslexia. // Rather, / I felt relieved / because it proved / that I had not been lazy. // But my parents were still deeply worried / about my future.” //

“Dyslexia is more widely known / to people now / than before. // It is said / that such geniuses / as Leonardo da Vinci and Thomas Edison / had dyslexia. // Support systems are being established / these days. // If dyslexia is found / at an early stage / and treated properly, / the problems / it causes / can be made less serious.” //

別紙 2 7                      p.99      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。

If dyslexia is found / at an early stage / and treated properly, / the problems it causes / can be made less serious. /

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.100      Words

misfortune	[mɪsfɔːrtʃən]	不幸, 不運
naturally	[nætʃərəli]	当然ながら, もちろん
scary	[skɛəri]	恐ろしい, こわい
daytime	[deɪtʌɪm]	昼間, 日中
rental	[rɛntl]	レンタルの, 賃貸〔賃借〕の
independence	[ɪndɪpɛndəns]	自立, 自活
homeless	[hóumləs]	家のない
salesperson	[séɪlzpɛːrsn]	販売員, 店員
earn	[éːrn]	(賃金, 収入) を得る, 稼ぐ
rebuild	[riːbɪld]	(生活など) を立て直す
homelessness	[hóumləsnəs]	ホームレスであること〔状態〕

別紙 2 8                      p.101      本文普通読み

Book 2

“I seem to have had one misfortune after another. First, I got fired, and then I lost my home. I had to start life on the streets. For the first few months, I spent nights at Internet cafés or fast-food restaurants. Naturally, I soon ran out of money. Sleeping outside at night is so scary that now, during the daytime, I take naps in public libraries or parks. Then, at night, I go from convenience stores to rental video shops.”

“Do you know about *The Big Issue*? It is a magazine that helps support the independence of homeless people. If you become a salesperson, you are given the first ten copies for free. The price is 450 yen. If you sell all ten of them, you can buy more copies from the company at 220 yen each. That means you will earn 230 yen for each new one that you sell.”

“I am trying to rebuild my life by selling *The Big Issue*. It is difficult, but I keep trying. What I want you to know is that this is not happening in some distant world. Homelessness is not just someone else’s problem—it can happen to anyone.”

別紙 2 8                      p.101    本文フレーズ読み

Book 2 //

“I seem to have had / one misfortune after another. // First, / I got fired, / and then / I lost my home. // I had to start life / on the streets. // For the first few months, / I spent nights / at Internet cafés or fast-food restaurants. // Naturally, / I soon ran out of money. // Sleeping outside at night / is so scary / that now, / during the daytime, / I take naps / in public libraries or parks. // Then, / at night, / I go / from convenience stores / to rental video shops.” //

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別紙 2 8                      p.101    Sound Tips

If you では下線の子音の音がつながり, few のように/fj/と発音することがあります。/t/のあとに you がくる場合も同様に/tj/または/tj/と発音することがあります。

If you, that you, want you

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.102	Words
attitude	[ætət(j)ù:d]	態度, 姿勢, 考え方
deny	[dɪnaɪ]	～を否定する, 拒む
exclude	[ɪksklú:d]	～を除外する, 排除する
organizer	[ó:rgənàizər]	主催者, まとめ役
imagination	[ɪmædʒənéɪʃən]	想像力
background	[bækgɾàund]	背景, 生い立ち; 経歴
tolerance	[tá:lərəns]	寛容 (さ)
surely	[ʃúərlɪ]	確かに
challenging	[tʃælɪndʒɪŋ]	( <仕事・問題などが>骨が折れるが) やりがいのある, 意欲をかき立てる
majority	[mədʒó:rəti]	大多数

別紙 2 9 p.103 本文普通読み

This unique idea—a living person becoming a book—has great potential. It has been shown to have had a positive effect on people’s attitudes and behavior toward members of minority groups. What should we do to try to achieve a society in which nobody is denied or excluded?

A volunteer organizer of the Human Library says, “Use your imagination about people with different backgrounds. Show deeper understanding and tolerance. Accept diversity. It is surely challenging to imagine ourselves in other people’s places, especially when we are on the majority side. But we should still try. After all, everyone is in a minority group in some way.”

Maybe you should borrow “books” from the Human Library. They could open up whole new worlds. They could teach you the importance of the phrase “Don’t judge a book by its cover.”

別紙 2 9 p.103 本文フレーズ読み

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Maybe you should borrow “books” / from the Human Library. // They could open up whole new worlds. // They could teach you / the importance of the phrase / “Don’t judge a book / by its cover.” //

ダッシュ (一) が含まれる文では、その箇所です少し間を置いて読みます。挿入句の前後にダッシュが対で用いられている場合は、それぞれの箇所です間を置いて読みましょう。

This unique idea / —a living person becoming a book— / has great potential.

In a Human Library, you can enjoy “reading” a variety of “books.” However, they are not books with covers, titles, and pages. Actually, they are real human beings. When you “borrow” one as a “reader,” a person will start to tell you their own life story directly. Their stories may be exciting, shocking, or sad. You are allowed to ask a question or two during the story, too. Sometimes the “book” may ask you a question. Through this experience, you may be able to imagine a life very different from your own.

Many of the “books” are kinds of people you would otherwise rarely have opportunities to meet: refugees, ex-drug addicts, or immigrants. Or they may be ex-gangsters, LGBTQ people, or crime victims. The main purpose of the Human Library is to challenge any prejudices people may have against others who belong to minority groups.

The Human Library movement, which was started in Denmark in 2000, has spread to over 85 countries, including Japan. Why are so many people attracted to this movement?

#### Book 1

“I was never well suited to studying at school because I had difficulty reading and writing, even when sentences were simple. It took me hours to finish a task that was really easy for others. Classmates would often tease me about this. Not being understood, I felt sad and frustrated. I realized I was somewhat different.”

“It was just after high school graduation that I was diagnosed with dyslexia. People with this learning disability have great difficulty reading and writing. I was not shocked to learn that I had dyslexia. Rather, I felt relieved because it proved that I had not been lazy. But my parents were still deeply worried about my future.”

“Dyslexia is more widely known to people now than before. It is said that such geniuses as Leonardo da Vinci and Thomas Edison had dyslexia. Support systems are being established these days. If dyslexia is found at an early stage and treated properly, the problems it causes can be made less serious.”

#### Book 2

“I seem to have had one misfortune after another. First, I got fired, and then I lost my home. I had to start life on the streets. For the first few months, I spent nights at Internet cafés or fast-food restaurants. Naturally, I soon ran out of money. Sleeping outside at night is so scary that now, during the daytime, I take naps in public libraries or parks. Then, at night, I go from convenience stores to rental video shops.”

“Do you know about *The Big Issue*? It is a magazine that helps support the independence of homeless people. If you become a salesperson, you are given the first ten copies for free. The price is 450 yen. If you sell all ten of them, you can buy more copies from the company at 220 yen each. That means you will earn 230 yen for each new one that you sell.”

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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

Rapid Reading

別紙 3 0	p.112	Words
architect	[á:rkətèkt]	建築家, 設計者
emergency	[ímə:rdʒənsi]	非常事態, 緊急事態
shelter	[ʃéltər]	避難所
hurricane	[hə:rəkèim]	ハリケーン
rob	[rá:b]	～から奪う
condition	[kəndíʃən]	(周囲の) 状況, 事情, 環境
freezing	[frí:ziŋ]	凍るような
stressed	[strést]	ストレスがたまって
privacy	[práivəsi]	プライバシー, 私的自由
horrible	[hə:rəbl]	ひどく不快な, ひどい
tube	[t(j)ú:b]	(ガラス・金属・ゴムなどの) 管, 筒
construction	[kənstrá:kʃən]	建設
furthermore	[fə:rðərmò:r]	さらに, しかも, その上
pollute	[pəlu:t]	～を汚染する
demolish	[dimá:liʃ]	～を取り壊す, 解体する

What things do you know that are made of paper? You might think of books, magazines, or newspapers. Ban Shigeru, an architect, uses paper in a surprising way. He uses it to build emergency shelters for people who have lost their homes.

Every year, millions of people around the world are displaced by natural disasters. Some earthquakes and hurricanes are so powerful that they instantly rob people of their homes. After disasters, many victims are forced to live in emergency shelters, but the living conditions there are not always good. Some victims may suffer from freezing cold at night in simple tents. Others may feel stressed because they do not have privacy. Seeing such horrible conditions, Ban decided to help people in his own way.

Ban often uses paper tubes in building emergency shelters. Each tube is very light, so he can build shelters quickly without any construction machines. Also, paper tubes work like insulators. They can keep rooms warm even in cold weather. Furthermore, paper can easily be recycled, and the tubes do not pollute the environment when the shelters are demolished. Ban makes good use of the features of paper in his work.

What things do you know / that are made of paper? // You might think of / books, magazines, or newspapers. // Ban Shigeru, / an architect, / uses paper / in a surprising way. // He uses it / to build emergency shelters / for people / who have lost their homes. //

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Ban often uses paper tubes / in building emergency shelters. // Each tube is very light, / so he can build shelters quickly / without any construction machines. // Also, / paper tubes work / like insulators. // They can keep rooms warm / even in cold weather. // Furthermore, / paper can easily be recycled, / and the tubes do not pollute the environment / when the shelters are demolished. // Ban makes good use / of the features of paper / in his work. //

日本語の「シ」「ジ」で代用しないよう区別して発音しましょう。

/θɪ/ things, think /si/, /si/ emergency, simple, privacy, Seeing

/zi/ surprising, freezing

## 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 3 1	p.114	Words
wealthy	[wélθi]	裕福な
ignore	[ignó:r]	～を無視する
ward	[wó:rd]	(行政上の単位の) 区

別紙 3 1 p.115 本文普通読み

Ban thinks many architects today are just interested in houses or buildings for wealthy people. Those architects may ignore people who badly need simple shelters. “How could architects be more helpful to such people? What should I do as an architect?” When young, Ban asked himself these questions, but he was not able to answer them.

In January 1995, the Great Hanshin-Awaji Earthquake hit Kobe City. Many houses and other buildings were burned and destroyed. Ten days later, Ban visited Kobe’s Nagata Ward. He had heard about the difficult situation of Vietnamese residents, who were still living in cheap tents in a park. Ban and other volunteers worked together to build paper shelters for them in the park. They also built the “Paper Church” for people living in the area. Many people came to the church to talk and pray. They loved it very much.

The success of Ban’s activities in Kobe inspired him. He made up his mind to help disaster victims. He finally found what he should do in the future as an architect.

別紙 3 1 p.115 本文フレーズ読み

Ban thinks / many architects today are just interested / in houses or buildings / for wealthy people. // Those architects may ignore people / who badly need simple shelters. // “How could architects be more helpful / to such people? // What should I do / as an architect?” // When young, / Ban asked himself these questions, / but he was not able to answer them. //

In January 1995, / the Great Hanshin-Awaji Earthquake / hit Kobe City. // Many houses and other buildings / were burned and destroyed. // Ten days later, / Ban visited Kobe’s Nagata Ward. // He had heard / about the difficult situation / of Vietnamese residents, / who were still living / in cheap tents in a park. // Ban and other volunteers worked together / to build paper shelters / for them / in the park. // They also built the “Paper Church” / for people / living in the area. // Many people came to the church / to talk and pray. // They loved it very much. //

The success of Ban’s activities in Kobe / inspired him. // He made up his mind / to help disaster victims. // He finally found / what he should do / in the future / as an architect. //

別紙 3 1 p.115 Sound Tips

子音で終わる単語と母音で始まる単語が続くときは、音をつなげて発音しましょう。

interestedin, housesor, shouldI, as an, housesand, burnedand, heardabout, livingin, in a park, talkand, lovedit

## 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

### Rapid Reading

## 別紙 3 2

p.116

### Words

earnest	[ə:rnɪst]	まじめ, 本気
devastating	[dévəstèɪtɪŋ]	破壊的な, 壊滅的な
resume	[rɪz(j)ú:m]	～を再開する
secure	[sɪkjúər]	～を確保する
government	[gʌvənmənt]	政府, 内閣
partition	[pɑ:rtɪʃən]	仕切り (板 [壁])
prestigious	[prestí:dʒəs]	名声のある, 権威のある
humanitarian	[hju:mænətéəriən]	人道主義の
dignity	[dígnəti]	尊厳, 威厳

## 別紙 3 2

p.117

### 本文普通読み

After this, Ban started in earnest to help disaster victims. When a devastating earthquake hit Chengdu City, China, in 2008, news reports said that many school buildings were destroyed. Ban soon flew to China and started building classrooms for an elementary school. When he finished this work, the students were very happy that they would be able to resume their studies.

In 2011, the Great East Japan Earthquake hit the Tohoku region. Many victims were housed in gyms, which were very crowded. There was no privacy, which caused a lot of stress to the people there. To secure their privacy, Ban talked with local governments and was allowed to set up partitions in the gyms. The partitions worked very well.

People felt less stress because they had more privacy.

In 2014, Ban was awarded the Pritzker Architecture Prize, one of the most prestigious prizes for architects. He received it for his excellent designs and humanitarian activities. Many people think he provides more than just shelters. What he really gives people is lives with dignity.

別紙 3 2 p.117 本文フレーズ読み

After this, / Ban started / in earnest / to help disaster victims. // When a devastating earthquake hit Chengdu City, China, / in 2008, / news reports said / that many school buildings were destroyed. // Ban soon flew to China / and started building classrooms / for an elementary school. // When he finished this work, / the students were very happy / that they would be able to resume their studies. //

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別紙 3 2 p.117 Sound Tips

語末が/t/や/d/で終わり、次の語が子音で始まる時、前の語の/t/や/d/の発音は弱くなり、ほとんど聞こえないことがあります。語末の/t/や/d/を意識的に弱く発音してみましょう。

/t/ earnestto, finishedthis, excellentdesigns, justshelters

/d/ awardedthe, andhumanitarian

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

Rapid Reading

別紙 3 3	p.118	Words
massive	[máesiv]	大規模の, 強力な
export	[ikspó:rt]	～を輸出する
attain	[ətéin]	～を達成する
abandon	[əbáendən]	～をあきらめる, 断念する
proceed	[prəsi:d]	(先に) 進む, 前進する
path	[páθ]	[目標への] 道, 生き方

別紙 3 3 p.119 本文普通読み

Today Ban is thinking about a new project. His plan is to produce a large number of low-cost houses in developing countries. The houses would be provided for low-income people there. Also, if a massive disaster were to happen in another country, houses made in factories would be exported there. Ban believes the project will be helpful for many victims of disasters.

Here is Ban's message for young people: "Please think of what you can do or what you want to do for others. Looking around carefully, you will notice that there are many problems to solve in our society. Which one would you like to work on the most? Your ideas and actions could probably make the world a much better place."

Ban's goal is to support people in need around the world. It would be difficult for him to attain this goal by himself. He believes, however, that he can do it by working together with many others. He will never abandon the effort. He will continue proceeding along his chosen path as long as there are people who need his support.

別紙 3 3 p.119 本文フレーズ読み

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別紙 3 3 p.119 Sound Tips

カタカナ語として日本語に定着している単語の発音は、実際の英語では異なる発音であることが多いので注意しましょう。

プロジェクト : project/prá:dʒekt/, メッセージ : message/mésɪdʒ/, アイデア : idea/aídí:ə/, ゴール : goal/góul/, サポート : support/səpó:rt/

別紙 3 0-3 3 p.124-125 Rapid Reading

What things do you know that are made of paper? You might think of books, magazines, or newspapers. Ban

Shigeru, an architect, uses paper in a surprising way. He uses it to build emergency shelters for people who have lost their homes.

Every year, millions of people around the world are displaced by natural disasters. Some earthquakes and hurricanes are so powerful that they instantly rob people of their homes. After disasters, many victims are forced to live in emergency shelters, but the living conditions there are not always good. Some victims may suffer from freezing cold at night in simple tents. Others may feel stressed because they do not have privacy. Seeing such horrible conditions, Ban decided to help people in his own way.

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In 2011, the Great East Japan Earthquake hit the Tohoku region. Many victims were housed in gyms, which were very crowded. There was no privacy, which caused a lot of stress to the people there. To secure their privacy, Ban talked with local governments and was allowed to set up partitions in the gyms. The partitions worked very well. People felt less stress because they had more privacy.

In 2014, Ban was awarded the Pritzker Architecture Prize, one of the most prestigious prizes for architects. He received it for his excellent designs and humanitarian activities. Many people think he provides more than just shelters. What he really gives people is lives with dignity.

Today Ban is thinking about a new project. His plan is to produce a large number of low-cost houses in developing countries. The houses would be provided for low-income people there. Also, if a massive disaster were to happen in another country, houses made in factories would be exported there. Ban believes the project will be helpful for many victims of disasters.

Here is Ban’s message for young people: “Please think of what you can do or what you want to do for others. Looking around carefully, you will notice that there are many problems to solve in our society. Which one would you like to work on the most? Your ideas and actions could probably make the world a much better place.”

Ban’s goal is to support people in need around the world. It would be difficult for him to attain this goal by himself. He believes, however, that he can do it by working together with many others. He will never abandon the effort. He will continue proceeding along his chosen path as long as there are people who need his support.

別紙 3 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 3 4

p.128

Words

virus	[váirəs]	ウイルス
symptom	[símptəm]	症状
cough	[kó:f]	せき ; せきをする
fever	[fi:vər]	(病気による) 熱, 発熱
ache	[ék]	痛み
extreme	[íkstri:m]	極度の, 非常な
illness	[ílnəs]	(特定の) 病気
infectious	[infékʃəs]	(病気などが) 感染性の (強い), 伝染性の
sneeze	[sní:z]	くしゃみをする
infected	[inféktɪd]	感染した
unwashed	[ʌnwá:ʃt]	洗っていない, 汚い
regularly	[régjələrlɪ]	頻繁に ; 定期的に
vaccine	[væksi:n]	ワクチン
vaccination	[væksənéɪʃən]	ワクチン [予防] 接種
antibody	[éntibà:di]	抗体
protection	[prətékʃən]	保護, 防御
immune	[imjú:n]	免疫のある

別紙 3 4

p.129

本文普通読み

Both influenza and the common cold are caused by viruses. Also, both can have such symptoms as coughs and high fevers. Other symptoms may include body aches and extreme tiredness. However, the viruses that cause these two

illnesses are different, and influenza symptoms are usually more severe. Influenza can be an especially serious disease for people who have other health problems, such as diabetes or asthma.

Additionally, influenza is more infectious than the common cold. It is dangerous when people who have influenza sneeze or cough. Since virus-filled droplets fly through the air, other people can easily become infected. When you touch your nose, mouth, or eyes with your hands unwashed, you may possibly get infected, too. It is important to wear a face mask and to wash your hands regularly.

Influenza viruses tend to change from year to year. For this reason, a new vaccine usually has to be developed every year. After a vaccination, antibodies develop in a person's body and provide protection against influenza. This helps the body build up its immune system so that it can fight off the virus more quickly.

別紙 3 4 p.129 本文フレーズ読み

Both influenza and the common cold / are caused by viruses. // Also, / both can have such symptoms / as coughs and high fevers. // Other symptoms may include / body aches and extreme tiredness. // However, / the viruses / that cause these two illnesses / are different, / and influenza symptoms are usually more severe. // Influenza can be an especially serious disease / for people / who have other health problems, / such as diabetes or asthma. //

Additionally, / influenza is more infectious / than the common cold. // It is dangerous / when people / who have influenza / sneeze or cough. // Since virus-filled droplets fly / through the air, / other people can easily become infected. // When you touch your nose, mouth, or eyes / with your hands unwashed, / you may possibly get infected, too. // It is important / to wear a face mask / and to wash your hands regularly. //

Influenza viruses tend to change / from year to year. // For this reason, / a new vaccine usually has to be developed / every year. // After a vaccination, / antibodies develop in a person's body / and provide protection against influenza. // This helps the body / build up its immune system / so that it can fight off the virus / more quickly. //

別紙 3 4 p.129 Sound Tips

文中の機能的な役割の語（冠詞，前置詞，代名詞，助動詞，接続詞など）は通常，弱く速く発音されます。  
and/ənd/, can/kən (kən) /, that/dæt/, be/bi/, for/fər/, you/ju/, your/jər/, to/tə (tu) /

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

Rapid Reading

別紙 3 5	p.130	Words
infection	[ɪnfɛkʃən]	感染症
organism	[ˈɔːrgənɪzəm]	有機体 ; (特に小さな) 生物, 生命体
differ	[dɪfə]	異なる
structure	[strʌktʃə]	構造, 構成
component	[kəmˈpəʊnənt]	構成要素
reproduce	[rɪˈprɒd(j)ú:s]	繁殖する
split	[splɪt]	分裂する
bodily	[ˈbɔːdəli]	身体の
function	[fʌŋkʃən]	機能, 働き
digestion	[daɪdʒɛstʃən]	消化 (作用)
antibiotic	[æntɪbaɪˈɔːtɪk]	抗生物質
effective	[əfektɪv]	効果的な, 効き目がある
multiply	[mʌltɪpləɪ]	繁殖する
specific	[spəsɪfɪk]	特定の
simply	[sɪmplɪ]	単に, ただ
relieve	[rɪli:v]	～を取り除く, 和らげる

別紙 3 5 p.131 本文普通読み

Bacteria can also cause infections, but they are different organisms. They differ from viruses in their structure and response to medicines.

Bacteria are living organisms made up of a single cell. They have a cell wall and all the components necessary to survive. They live all around us, including in and on our bodies. They reproduce by splitting in half. Most bacteria are not harmful, and some of them help keep people healthy. They often support such bodily functions as digestion. Other bacteria cause illnesses. Antibiotics are used to treat infections caused by bacteria. They work to keep bacteria from growing, but they are not effective against viruses.

Viruses are from fifty to one hundred times smaller than bacteria. They are not considered to be living organisms, and they need living host cells in order to grow. Some viruses invade the cells of people's bodies, using those cells to grow and multiply. Though our immune systems attack most harmful viruses, there is no specific treatment for many infections caused by viruses. The treatment is often focused simply on relieving symptoms.

別紙 3 5 p.131 本文フレーズ読み

Bacteria can also cause infections, / but they are different organisms. // They differ from viruses / in their structure / and response to medicines. //

Bacteria are living organisms / made up of a single cell. // They have a cell wall / and all the components / necessary to survive. // They live all around us, / including in and on our bodies. // They reproduce / by splitting in half. // Most bacteria are not harmful, / and some of them help / keep people healthy. // They often support such bodily functions / as digestion. // Other bacteria cause illnesses. // Antibiotics are used / to treat infections / caused by bacteria. // They work

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別紙 3 5 p.131 Sound Tips

日本語には、英語の/sɪ/という音がありません。カタカナの「シ」の音にならないように注意しましょう。  
single, considered, systems, specific, simply, symptoms

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

Rapid Reading

別紙 3 6 p.132 Words

pioneer	[pəˈɒniə]	先駆者, 草分け
leading	[liːdɪŋ]	主要な; 最も重要な;
deadly	[ˈdeɪdli]	命に関わる (ような), 致命的な
commonly	[kɑːmənli]	一般に, 広く
gardener	[gɑːdnə]	庭師
infect	[ɪnˈfekt]	～に感染 [伝染] する
mildly	[ˈmɪldli]	少し, いくぶん
recover	[rɪkəˈvər]	回復する
patient	[ˈpeɪʃənt]	患者, 病人
eradicate	[ɪˈrædɪkət]	～を根絶 [撲滅] する

別紙 3 6 p.133 本文普通読み

A vaccine protects the body from infections. Edward Jenner was a British doctor and is famous for being a pioneer of the smallpox vaccine. This was the first vaccine in the world, and it saved a huge number of people's lives.

In the 18th century, smallpox was the leading cause of death in Europe. A similar but far less deadly disease was cowpox, which is caused by a virus that is often found in cows. In Jenner's time, it was commonly known that people who had had cowpox were immune to smallpox.

Jenner carried out an experiment. He took pus from a dairymaid with cowpox. Then he put the pus into the arm of an eight-year-old boy who was the son of his gardener. Infected with the virus, the boy became mildly ill, but he soon recovered. Later, Jenner took pus from a patient who had died of smallpox, and put it into the boy's arm. As Jenner expected, the boy did not get smallpox.

Jenner's discoveries and work as a doctor led to the development of modern smallpox vaccines. Smallpox was finally eradicated worldwide in 1980.

別紙 3 6 p.133 本文フレーズ読み

A vaccine protects the body / from infections. // Edward Jenner was a British doctor / and is famous / for being a pioneer of the smallpox vaccine. // This was the first vaccine / in the world, / and it saved a huge number of people's lives. //

In the 18th century, / smallpox was the leading cause of death / in Europe. // A similar but far less deadly disease / was cowpox, / which is caused by a virus / that is often found in cows. // In Jenner's time, / it was commonly known / that people / who had had cowpox / were immune to smallpox. //

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Jenner's discoveries and work / as a doctor / led to the development / of modern smallpox vaccines. // Smallpox was finally eradicated worldwide / in 1980. //

別紙 3 6 p.133 Sound Tips

子音で終わる単語と母音で始まる単語が続くときは、音をつなげて発音しましょう。

2 語 : and is, cause of, which is, that is, found in, son of, died of, as a

3 語 : put it into

4 語 : carried out an experiment, arm of an eight-year-old

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  
 Rapid Reading

別紙 3 7	p.134	Words
coexist	[kòurgízit]	共存する
isolated	[áísələítɪd]	孤立した
route	[rú:t]	道, 道筋, 経路
globalization	[glòubəlezéiʃən]	グローバル化, 国際化
expose	[ɪkspóuz]	～をさらす
immunity	[ɪmjú:nəti]	免疫 (性)
improved	[ɪmprú:vd]	改良した, 進歩した
transmission	[trænsmíʃən]	伝染, 伝達
overcome	[òuvərkálm]	～を克服する, ～に打ち勝つ, ～を乗り越える

別紙 3 7 p.135 本文普通読み

Infectious diseases have coexisted with humans throughout history. The earliest humans lived in small, isolated communities. This meant that there was only a limited danger of spreading viruses. As humans began to live in larger cities, however, things changed. Trade routes were created, and, with more trade routes connecting cities, viruses spread more easily.

Let us look at one historical example. Columbus reached the American continents in 1492. After that, plants and people began to come and go between Europe and the American continents. This “trade” led to the development of societies, but at the same time viruses were also widely spread. As a result, many people on both continents suffered from infectious diseases because they did not have immune systems that would protect them from the viruses.

With increased globalization, infectious diseases spread around the world more quickly and easily. Exposed to diseases, however, people often develop a level of immunity over time. Also, improved sanitation and vaccines have decreased the transmission of many infectious diseases.

Although we may never be able to completely avoid infectious diseases, we will surely continue to find ways of overcoming new viruses.

別紙 3 7 p.135 本文フレーズ読み

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Although we may never be able to completely avoid / infectious diseases, / we will surely continue / to find ways of overcoming new viruses. //

別紙 3 7 p.135 Sound Tips

日本語でカタカナ表記される固有名詞の発音は、英語の発音と異なるので注意しましょう。特に母音に注意して発音してみましょう。

Columbus/ə/, /ʌ/, /ə/ American/ə/, /ə/ Europe/uə/, /ə/

別紙 3 4-3 7 p.140-141 Rapid Reading

Both influenza and the common cold are caused by viruses. Also, both can have such symptoms as coughs and high fevers. Other symptoms may include body aches and extreme tiredness. However, the viruses that cause these two illnesses are different, and influenza symptoms are usually more severe. Influenza can be an especially serious disease for people who have other health problems, such as diabetes or asthma.

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Although we may never be able to completely avoid infectious diseases, we will surely continue to find ways of overcoming new viruses.

## 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 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 3 8

p.142 Words

gentle	[dʒɛntl]	優しい, 親切的な
brightly	[bráɪtli]	明るく, 快活に
handsome	[hænsəm]	ハンサムな
innocent	[ɪnəsənt]	純真な, 無邪気な
jokingly	[dʒóukɪŋli]	冗談で, ふざけて
retire	[rɪtáɪər]	退職する, 引退する
motivate	[móutəvèɪt]	～に意欲を起こさせる

On my first day at university, a professor in one of my classes introduced himself and challenged us to get to know someone new among the other students. I stood up to look around, and someone's gentle hand touched my shoulder. I turned to see the person, and I was surprised. I saw a little old lady. She smiled at me brightly.

She said, "Hi, handsome. My name is Rose. I'm eighty-seven years old. May I give you a hug?" I laughed and said, "Of course you may!" She gave me a long, strong hug.

"Why are you in college at such a young and innocent age?" I asked. She jokingly replied, "I'm here so that I can meet a rich future husband, get married, have a couple of children, and then retire and travel."

"No, seriously," I asked. I was curious about what had motivated her to take on this challenge at her age.

"I have always dreamed of getting a college education, and now I'm starting to get one!" she told me.

On my first day / at university, / a professor in one of my classes / introduced himself / and challenged us / to get to know someone new / among the other students. // I stood up / to look around, / and someone's gentle hand touched my shoulder. // I turned to see the person, / and I was surprised. // I saw a little old lady. // She smiled at me brightly. //

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"Why are you in college / at such a young and innocent age?" / I asked. // She jokingly replied, / "I'm here / so that I can meet a rich future husband, / get married, / have a couple of children, / and then retire and travel." //

"No, seriously," / I asked. // I was curious / about what had motivated her / to take on this challenge / at her age. //

"I have always dreamed / of getting a college education, / and now I'm starting to get one!" / she told me. //

union	[jú:njən]	連合, 連盟, 組合
instant	[ɪnstənt]	即時の, 即座の
nonstop	[nɑ:nstɑ:p]	途切れなく, 絶え間なく
wisdom	[wɪzdəm]	英知, 知恵
campus	[kæmpəs]	構内, キャンパス
icon	[áikɑ:n]	アイドル, 象徴
wherever	[weə'revər]	～するところはどこでも, どこで [へ] ～しようとも

After class we walked to the student union building, where we each had a chocolate milkshake. We became instant friends. Every day for the next three months we would leave class together and talk nonstop. It was always fascinating to hear her stories about things that had happened in her past, and I felt lucky when she would share her wisdom and experience with me.

Over the course of the year, Rose became a campus icon, and she easily made friends wherever she went. She loved to dress up and loved the attention the other students gave her. She was enjoying her college life.

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別紙 3 8	p.143-144	Words
semester	[səməstə]	学期
prepared	[prɪpəəd]	前もって準備された
embarrassed	[ɪmbərəst]	当惑した, 恥ずかしい, きまりの悪い
microphone	[maɪkrəfəʊn]	マイク
quit	[kwɪt]	～をやめる, ～することをやめる
whisky	[ˈwɪski]	ウイスキー
humor	[ˈhju:mər]	ユーモア, おかしさ
productive	[prədʌktɪv]	実りの多い
anybody	[ˈeniːbɔ:di]	誰でも, どの人も
regret	[rɪgrət]	後悔, 悔い
elderly	[ˈɛldərli]	年配の, 年老いた
conclude	[kənklʊ:d]	～を終える, 締めくくる

別紙 3 8 p.143-144 本文普通読み

At the end of the first semester, we invited Rose to speak at a big dinner party. I'll never forget what she said on that evening. She was introduced, and, as she began to deliver a prepared speech, she dropped her notes. They fell to the floor. She seemed to be frustrated and a little embarrassed. But then she leaned toward the microphone and simply said, "I'm sorry I'm so nervous. I quit drinking beer, but this whisky is killing me! I'll never get my notes back in order, so let me just tell you what I know."

As we laughed, she cleared her throat and began, "We do not stop playing because we are old; we grow old because we stop playing. I will tell you some ways to stay young, be happy, and achieve success."

"You have to laugh and find humor every day. And you need to keep your dreams. When people lose their dreams, they die. There are too many people walking around who are dead and don't even know it!"

"There is a huge difference between growing older and growing as a person. Even if you don't do anything productive at all during the year while you are nineteen, you will still be twenty years old. If I became eighty-seven years old and then stayed in bed and never did anything for the next year, I would still become eighty-eight. Anybody can grow older. That doesn't take any talent or ability. The idea is to find opportunities for change. Those will be opportunities for you to grow as a person."

"Try to have no regrets. The elderly usually don't have regrets for what they *did*. Rather, they usually have regrets for things they did *not* do. The only people who fear death are people with strong regrets."

She concluded her speech by singing the song "The Rose." She challenged each of us to study the lyrics and remember them in our daily lives.

別紙 3 8 p.143-144 本文フレーズ読み

At the end of the first semester, / we invited Rose / to speak at a big dinner party. // I'll never forget / what she said

/ on that evening. // She was introduced, / and, / as she began to deliver a prepared speech, / she dropped her notes. // They fell to the floor. // She seemed to be frustrated / and a little embarrassed. // But then / she leaned toward the microphone / and simply said, / “I’m sorry / I’m so nervous. // I quit drinking beer, / but this whisky is killing me! // I’ll never get my notes / back in order, / so let me just tell you / what I know.” //

As we laughed, / she cleared her throat / and began, / “We do not stop playing / because we are old; / we grow old / because we stop playing. // I will tell you some ways / to stay young, / be happy, / and achieve success.” //

“You have to laugh / and find humor / every day. // And you need to keep your dreams. // When people lose their dreams, / they die. // There are too many people / walking around / who are dead / and don’t even know it!” //

“There is a huge difference / between growing older / and growing as a person. // Even if you don’t do / anything productive at all / during the year / while you are nineteen, / you will still be twenty years old. // If I became eighty-seven years old / and then stayed in bed / and never did anything / for the next year, / I would still become eighty-eight. // Anybody can grow older. // That doesn’t take any talent or ability. // The idea is / to find opportunities for change. // Those will be opportunities / for you to grow / as a person.” //

“Try to have no regrets. // The elderly usually don’t have regrets / for what they *did*. // Rather, / they usually have regrets / for things / they did *not* do. // The only people / who fear death / are people with strong regrets.” //

She concluded her speech / by singing the song / “The Rose.” // She challenged each of us / to study the lyrics / and remember them / in our daily lives. //

## 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 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 3 9

p.145 Words

degree	[diɡri:]	学位
funeral	[fju:nərəl]	葬式, 葬儀, 告別式
mandatory	[mændətə:ri]	義務的な, 強制的な
optional	[ə:psənl]	選択の, 自分で選べる

## 別紙 3 9

p.145 本文普通読み

Eventually, Rose received a college degree. And one week after her graduation, she died peacefully in her sleep. Over two thousand college students attended her funeral. They remembered a wonderful woman who taught by example that it’s never too late to be all you can possibly be.

These words have been passed along in loving memory of Rose:

GROWING OLDER IS MANDATORY; GROWING AS A PERSON IS OPTIONAL!

*The Rose by Amanda McBroom*

Some say love, it is a river that drowns the tender reed.  
Some say love, it is a razor that leaves your soul to bleed.  
Some say love, it is a hunger, an endless aching need.  
I say love, it is a flower, and you, its only seed.  
It's the heart, afraid of breaking, that never learns to dance.  
It's the dream, afraid of waking, that never takes the chance.  
It's the one who won't be taken, who cannot seem to give.  
And the soul, afraid of dyin', that never learns to live.  
When the night has been too lonely, and the road has been too long,  
And you think that love is only for the lucky and the strong,  
Just remember in the winter far beneath the bitter snows,  
Lies the seed that with the sun's love, in the spring becomes  
The Rose ....

別紙 3 9

p.145 本文フレーズ読み

Eventually, / Rose received a college degree. // And one week after her graduation, / she died peacefully / in her sleep. // Over two thousand college students / attended her funeral. // They remembered a wonderful woman / who taught by example / that it's never too late / to be all / you can possibly be. //

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When the night has been too lonely, / and the road has been too long, /  
And you think / that love is only for the lucky / and the strong, /  
Just remember / in the winter / far beneath the bitter snows, /  
Lies the seed / that with the sun's love, / in the spring becomes /  
The Rose .... //

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 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 0

p.150

Words

audience	[ɔ:diəns]	聴衆, 観客, 聞き手
stylish	[stáilɪʃ]	おしゃれな, 流行に合った
sunglasses	[sʌŋglæsɪz]	サングラス
stroll	[stróul]	ぶらぶら歩く, そぞろ歩きする
proudly	[práudli]	誇らしげに, 得意げに
runway	[rʌnwèi]	花道, ランウェイ
dust	[dʌst]	砂〔土〕ほこり, ほこり
sheet	[ʃi:t]	(金属・ガラスなどの) 薄板
crumble	[krʌmbl]	ぼろぼろになる, 崩れる
concrete	[kʌ.nkri:t]	コンクリート製の
neither	[ní:ðər]	(neither ~nor ... の形で) ~も...も (し) ない
nor	[nɔ:r]	(neither ~nor ... の形で) ...もまた (し) ない
monthly	[mʌnθli]	毎月の, 1 か月間の
nevertheless	[nèvərðəlés]	それにもかかわらず
wealth	[wélθ]	富, 財産
fame	[féim]	名声
fancy	[fáensi]	装飾の多い, 手の込んだ, 華やかな
fashionable	[fæʃənəbl]	流行に敏感な; 流行の
showy	[ʃóui]	人目を引く, 派手な
apparel	[əpérəl]	衣服, 衣料品

別紙 4 0

p.151

本文普通読み

Three gentlemen are standing before an audience. They are wearing stylish three-piece suits and expensive sunglasses. The men then stroll proudly down a runway. Dust covers the stage, however, and old sheets of metal cover the area's crumbling concrete homes. The city is neither Paris nor London. It is Brazzaville, the capital city of the Republic of the Congo. Also, these men are not real fashion models. They are a taxi driver, a firefighter, and a carpenter—just ordinary working men from the town.

Fashion is important to many people, but never is it essential to their lives. In the Republic of the Congo, the average monthly income is only about 30,000 yen. And nearly 30% of the population earns only 150 yen a day. Nevertheless, this particular group of men enjoys fashion more than anyone else. They do not have wealth or fame, but they own fancy suits and ties. They are *sapeurs*—fashionable, showy, and passionate men who spend their time and money on apparel. The question is, why have they chosen this kind of lifestyle?

別紙 4 0 p.151 本文フレーズ読み

Three gentlemen are standing / before an audience. // They are wearing / stylish three-piece suits and expensive sunglasses. // The men then stroll proudly down a runway. // Dust covers the stage, / however, / and old sheets of metal cover / the area's crumbling concrete homes. // The city is neither Paris nor London. // It is Brazzaville, / the capital city / of the Republic of the Congo. // Also, / these men are not real fashion models. // They are a taxi driver, a firefighter, and a carpenter / — just ordinary working men / from the town. //

Fashion is important / to many people, / but never is it essential / to their lives. // In the Republic of the Congo, / the average monthly income is / only about 30,000 yen. // And nearly 30% of the population / earns only 150 yen / a day. // Nevertheless, / this particular group of men enjoys fashion / more than anyone else. // They do not have wealth or fame, / but they own fancy suits and ties. // They are *sapeurs* / — fashionable, showy, and passionate men / who spend their time and money / on apparel. // The question is, / why have they chosen / this kind of lifestyle? //

別紙 4 0 p.151 Sound Tips

語末が/t/や/d/で終わり，次の語が子音で始まる時，前の語の/t/や/d/の発音は弱くなり，ほとんど聞こえないことがあります。語末の/t/や/d/を意識的に弱く発音してみましょう。

/t/ Dust covers, important to

/d/ old sheets, And nearly, and ties, and passionate, spend their time

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 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 1	p.152	Words
pride	[praɪd]	誇り
elegant	[élægənt]	上品な, 優雅な
philosophy	[fələːsəfi]	哲学
original	[əˈrɪdʒənəl]	最初の, 本来の
embrace	[ɪmbréis]	(考えなど)を受け入れる, 採用する
importantly	[ɪmpɔːrtntli]	重要なことには
non-violence	[nɑːnváɪələns]	非暴力(主義, 政策)
generation	[dʒɛnərəɪʃən]	世代, 一世代
youngster	[jʌŋstər]	子ども, 若者
apprentice	[əprentɪs]	見習い
unemployed	[ʌnɪmplɔɪd]	失業した, 仕事のない
purchase	[pɜːrtʃəs]	～を購入する
violence	[váɪələns]	暴力(行為)
defend	[dɪfend]	～を守る
ruin	[rúːɪn]	～を台無しにする, だめにする
debut	[deɪbjúː]	デビュー, 初登場

別紙 4 1 p.153 本文普通読み

Being a *sapeur* is not just about fashion; it's also about pride. "A *sapeur* will give up anything to be elegant." This is a philosophy developed by the original *sapeurs*. *Sapeurs* have to both dress and act as gentlemen. According to the original *sapeurs*, a true gentleman must embrace good manners, the spirit of friendship, and, most importantly, non-violence.

One good example of a *sapeur* is Maxime Pivot. He works hard to spread the *sapeur* philosophy to the younger generation. "I put passion into working with kids because they are the future of the country," says Maxime.

One of the youngsters who has been influenced by Maxime is Ted. One day, Ted went to Maxime and asked to be accepted as an apprentice. Until then, he was unemployed, and he often got into fights with other teenagers. After he became an apprentice to Maxime, however, Ted followed the *sapeur* philosophy. He worked hard to earn enough money to purchase fancy clothes. And he no longer used violence to defend himself. Now, proudly wearing a tie, Ted has become clean on both the inside and the outside. "I won't fight again. I'm a *sapeur* now. Also, I don't want to ruin my clothes," Ted says. On the day of Ted's debut as a *sapeur*, Maxime presented him with a fine suit. "Good clothes help create good habits, and people can learn from that."

別紙 4 1 p.153 本文フレーズ読み

Being a *sapeur* / is not just about fashion; / it's also about pride. // "A *sapeur* will give up anything / to be elegant."  
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別紙 4 1 p.153 Sound Tips

子音で終わる単語と母音で始まる単語が続くときは、音をつなげて発音しましょう。

justabout fashion, give up anything, and act as gentlemen, good example of a sapeur, One of the, been influenced, as an apprentice, clean on, fight again, with a fine suit

別紙 4 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 4 2 p.154 Words

colonize	[kɑ:lənàɪz]	～を植民地化する
imitate	[ímətèit]	～を手本にする, 見習う
motherland	[máðərlænd]	母国, 故国
formal	[fó:rml]	堅い, 形式ばった, 正式の
gentlemanly	[dʒéntlmənli]	紳士的な, 礼儀正しい

sensibility	[sɛnsəbɪləti]	感性, 感受性
admire	[ədmaɪər]	～に感心する, 敬服する
self-satisfied	[sɛlfsætɪsfaɪd]	自己満足した, 独りよがりの
readily	[rɛdəli]	容易に, 難なく
endure	[ɪnd(j)ʊər]	～に我慢する, 耐える
obtain	[əbteɪn]	(努力して・計画的に) ～を得る, 手に入れる

別紙 4 2 p.155 本文普通読み

The history of the *sapeur* movement began when the part of Africa that is today's Republic of the Congo was colonized by France. In those days, many Congolese people tried to imitate the style of their dream city—Paris. In the 1960s, many Congolese men flew to France and learned about its elegant style. Later, having learned much, they returned to their motherland in formal, gentlemanly fashion. They eventually developed their own style and established a social movement called *La Sape*. In this movement, they added their own unique colors and sensibility to Parisian fashions.

Many boys in Brazzaville admire *sapeurs*. If you ask them “What is your dream?”, they will likely answer that they want to be “a professional soccer player” or “a *sapeur*.”

One of the most famous designers in the world, Sir Paul Smith, was inspired by the *sapeurs*. “We have become self-satisfied in today's world as everything has become so readily available. Clothes are clothes. Even so, clothes are special to people who have endured severe working conditions to obtain them.”

*Sapeur* pride and style moved Sir Paul Smith, and he modeled his 2010 collection on *sapeur* fashion. It was a great success, and *sapeur* fashion became known around the world.

別紙 4 2 p.155 本文フレーズ読み

The history of the *sapeur* movement began / when the part of Africa / that is today's Republic of the Congo / was colonized by France. // In those days, / many Congolese people tried to imitate / the style of their dream city / — Paris. // In the 1960s, / many Congolese men flew to France / and learned about its elegant style. // Later, / having learned much, / they returned to their motherland / in formal, gentlemanly fashion. // They eventually developed their own style / and established a social movement / called *La Sape*. // In this movement, / they added their own unique colors and sensibility / to Parisian fashions. //

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*Sapeur* pride and style / moved Sir Paul Smith, / and he modeled his 2010 collection / on *sapeur* fashion. // It was a great success, / and *sapeur* fashion became known / around the world. //

別紙 4 2 p.155 Sound Tips

関係詞や接続詞が含まれる文では、節で区切って読みましょう。

The history of the *sapeur* movement began / when the part of Africa / that is today's Republic of the Congo / was colonized by France. /

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.156	Words
outfit	[áutfít]	(特別な機会用の) 衣装一式
dawn	[dó:n]	夜明け
till	[tíl]	(ある時点) まで (ずっと)
dusk	[dásk]	夕暮れ (時)
trend	[trénd]	傾向, 動向
poverty	[pá:vərti]	貧困, 貧乏
rate	[réit]	割合, 比率
behave	[bihéiv]	振る舞う
cruel	[krú:əl]	つらい, ひどい, 悲惨な
circumstance	[sá:rkəmstæns]	境遇, 暮らし向き
faith	[féiθ]	信念, 確信
spark	[spá:rk]	わずか, ほんの少し

別紙 4 3 p.157 本文普通読み

Being a *sapeur* is not an easy task. In order to save money to buy their outfits, they have to work from dawn till dusk. How is a trend like this possible in a country with such a high poverty rate?

By behaving like gentlemen, *sapeurs* express a strong belief: “However cruel the environment you are in, being a *sapeur* is a way of having pride. In life, you cannot always choose your circumstances, but you can choose who you are.” To them, wearing fashionable clothes has a special meaning.

Strolling around in formal, expensive outfits does not directly make their circumstances any better. But *sapeurs* have chosen this style to feel “the joy of living” in their everyday lives. Their faith and pride might be a spark of hope to others in their country.

Now, having understood the *sapeur* spirit, we might ask ourselves this: What kind of people do we want to be?

別紙 4 3 p.157 本文フレーズ読み

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Now, / having understood the *sapeur* spirit, / we might ask ourselves this: / What kind of people / do we want to be? //

別紙 4 3 p.157 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。

Strolling around / in formal, expensive outfits / does not directly make / their circumstances any better. /

別紙 4 0-4 3 p.162-163 Rapid Reading

Three gentlemen are standing before an audience. They are wearing stylish three-piece suits and expensive sunglasses. The men then stroll proudly down a runway. Dust covers the stage, however, and old sheets of metal cover the area’s crumbling concrete homes. The city is neither Paris nor London. It is Brazzaville, the capital city of the Republic of the Congo. Also, these men are not real fashion models. They are a taxi driver, a firefighter, and a carpenter—just ordinary working men from the town.

Fashion is important to many people, but never is it essential to their lives. In the Republic of the Congo, the average monthly income is only about 30,000 yen. And nearly 30% of the population earns only 150 yen a day. Nevertheless, this particular group of men enjoys fashion more than anyone else. They do not have wealth or fame, but they own fancy suits and ties. They are *sapeurs*—fashionable, showy, and passionate men who spend their time and money on apparel. The question is, why have they chosen this kind of lifestyle?

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Strolling around in formal, expensive outfits does not directly make their circumstances any better. But *sapeurs* have chosen this style to feel “the joy of living” in their everyday lives. Their faith and pride might be a spark of hope to others in their country.

Now, having understood the *sapeur* spirit, we might ask ourselves this: What kind of people do we want to be?

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

Final Task

Rapid Reading

別紙 4 4	p.166	Words
surgeon	[sə:rdʒən]	外科医
advertisement	[ædvə:táizmənt]	広告
recruitment	[rɪkrú:tmənt]	新規募集 [採用]
astronaut	[æstrənə:t]	宇宙飛行士
selection	[sələkʃən]	選択, 選抜
applicant	[æplɪkənt]	志願者, 応募者, 申込者
multiple	[mʌltəpl]	多数の, 多様の
examination	[ɪgzæməneɪʃən]	試験, テスト, 考査
candidate	[kændədeɪt]	候補者
explode	[ɪkspləʊd]	爆発する, 破裂する
shortly	[ʃɔ:rtli]	まもなく, すぐに, やがて
launch	[lɔ:nʃ]	打ち上げ, 発射 / ~を打ち上げる
postpone	[pəʊstpəʊn]	~を延期する
uncertain	[ʌnsə:rtɪn]	はっきりしない, 不確実な, 未定の

別紙 4 4 p.167 本文普通読み

One night in 1983, Mukai Chiaki, a university hospital surgeon, was reading a newspaper. An advertisement caught her eye. It was for the recruitment of astronauts. Having been interested in space for many years, she thought, "I want to see the Earth from space, and see the wider world." Three days later, she applied for the job.

Mukai faced a long and difficult selection process. There were 533 applicants. Following the written test, only 34 remained. Then, after multiple medical examinations, seven candidates were taken to NASA for the final stage. In 1985, she was selected as one of three astronauts.

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On July 8, 1994, the Space Shuttle Columbia was launched into space with Mukai on board, making her the first Asian female astronaut. When she saw the blue Earth in the darkness of space, she was moved by its beauty. Her dream of visiting space finally came true.

別紙 4 4 p.167 本文フレーズ読み

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Mukai faced / a long and difficult selection process. // There were 533 applicants. // Following the written test, / only 34 remained. // Then, / after multiple medical examinations, / seven candidates were taken to NASA / for the final stage. // In 1985, / she was selected / as one of three astronauts. //

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canceled. // Mukai's future as an astronaut / became uncertain, / but she knew / that whatever happened, / she would not give up her dream. //

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別紙 4 4 p.167 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。

One night in 1983 (↑), Mukai Chiaki (↑), a university hospital surgeon (↑), was reading a newspaper.

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

Final Task

Rapid Reading

別紙 4 5 p.168 Words

proficiency	[prəfɪʃənsi]	熟達, 熟練; 技量
familiar	[fəmiljər]	よく知っている, 詳しい
emphasis	[émfəsis]	強調, 重点, 重視
thick	[θɪk]	分厚い, 厚みのある
manual	[mænjuəl]	手引き書, 説明書, マニュアル
memorize	[méməraɪz]	～を記憶する, 暗記する, 覚える
spacecraft	[spéiskræft]	宇宙船
crew	[krú:]	乗組員, 乗務員; 船員
nationality	[nəʃənələti]	国籍
misunderstanding	[mɪsʌndərstændɪŋ]	誤解

smooth	[smú:ð]	障害のない, 円滑な, スムーズな
handle	[háendl]	～を取り扱う, 処理する
disagreement	[disəgrí:mənt]	意見の相違
achievable	[əʃí:vəbl]	達成可能な
emphasize	[émfəsàiz]	～を強調する, 重要視する

別紙 4 5 p.169 本文普通読み

Astronauts like Mukai must have high levels of language proficiency. As a doctor, Mukai was already familiar with reading and writing English, so she placed special emphasis on speaking and listening.

However, after she became an astronaut, she soon realized that she would need to improve her reading skills as well. She had to read a thick manual before each training exercise. On top of this, she had to memorize more than 6,000 NASA-specific abbreviations used in training and on missions.

On a spacecraft, crew members of different nationalities, values, and fields must cooperate and respect each other's diversity to live together in an isolated space. Therefore, the ability to communicate without misunderstandings in English, the common language on board, is especially important. Only with smooth communication is it possible to handle life-threatening situations in the extreme environment of space.

Mukai says she has often learned new perspectives from disagreements. She believes that as long as we can listen, understand others, and clearly communicate our thoughts and feelings, this is achievable. She emphasizes the importance of this not only in English, but also in our native languages.

別紙 4 5 p.169 本文フレーズ読み

Astronauts like Mukai / must have high levels of language proficiency. // As a doctor, / Mukai was already familiar / with reading and writing English, / so she placed special emphasis / on speaking and listening. //

However, / after she became an astronaut, / she soon realized / that she would need to improve / her reading skills / as well. // She had to read / a thick manual / before each training exercise. // On top of this, / she had to memorize / more than 6,000 NASA-specific abbreviations / used in training and on missions. //

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別紙 4 5 p.169 Sound Tips

接続詞 and は, 語末の/d/を省略し/ən/と発音, または弱く発音することがあります。同じように but などの /t/で終わる語も, 語末の/t/は省略, もしくは弱く発音することがあります。第 1, 2 段落では次の語が該当します。

/d/ : and, realized, need, had, read, used /t/ : must, astronaut, that

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  
 Final Task  
 Rapid Reading

別紙 4 6	p.170	Words
divide	[diváid]	～を分ける, 分割する
shift	[ʃift]	(勤務の) 交替, シフト ; (交替制の) 勤務時間
density	[dénsəti]	密度
constantly	[kɑ:nstəntli]	絶えず, しきりに
replace	[ripléis]	(古くなったもの・破損品など) を (新しいものに) 取り替える
individual	[indəvídʒuəl]	[修飾語, 形容詞を伴って] ~な人
breakdown	[bréikdaun]	分解, 破壊
rehabilitation	[ri:əbɪlətේʃən]	リハビリテーション
weakness	[wí:knəs]	弱さ, 虚弱

別紙 4 6 p.171 本文普通読み

Life in space is extremely busy. On the Space Shuttle Columbia, seven crew members were divided into two teams, and they took turns working 12-hour shifts. Mukai's goal was to conduct 82 experiments during her two-week stay in space. Her first experiment began just two and a half hours after launch.

One of the experiments was about bone density loss in space. On Earth, old bone is constantly broken down and then replaced by new bone. In young and healthy individuals, these two processes occur at about the same rate. However, in the microgravity of space, the rate of bone breakdown speeds up. As a result, astronauts can lose 1% to 2% of their bone density per month. When they return to Earth, they are at a much higher risk of experiencing breaks and other health problems.

On Mukai's second space mission in 1998, she also studied the effects of age differences on bone density loss. The results of these studies have been used to slow bone density loss in astronauts and for rehabilitation programs on Earth. Thanks to her work, preventing bone weakness in older people and those who cannot leave their beds may not be impossible.

Life in space / is extremely busy. // On the Space Shuttle Columbia, / seven crew members were divided / into two teams, / and they took turns / working 12-hour shifts. // Mukai's goal / was to conduct 82 experiments / during her two-week stay / in space. // Her first experiment began / just two and a half hours after launch. //

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前の語が子音で終わり, 次の語が母音で始まる場合, 2つの語はつなげて発音することがあります。例えば, 第1段落冒頭の Life in は /láifin/ と音が1つのまとまりで発音することがあります。

and a, One of, On Earth, at about, speeds up, As a, at a, in astronauts

## 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

Rapid Reading

attribute

[ə'tribju:t]

～を...に帰する, のせいにする

president	[pré:zədənt]	校長, 社長
expand	[ɪkspænd]	～を広げる, 拡大させる
border	[bɔ:rdə]	境界 (線), 国境
lightweight	[laɪtwèɪt]	軽量の
portable	[pɔ:rtəbl]	移動式の
advance	[ədvæns]	進歩させる, 発展させる
aim	[éim]	～しようと試みる, ～するつもりである
empower	[ɪmpáúə]	[～すること] を可能にする
pursue	[pərs(j)ú:]	～を追求する

別紙 4 7 p.173 本文普通読み

Mukai believes strongly in the power of education, attributing her success as a doctor and astronaut to it. She considers it a vital tool for self-actualization. Now, as the vice president of Tokyo University of Science, she encourages students not to be limited by their own majors or nationalities but to expand their potential beyond those fields and across national borders.

She is also working on technologies for food, clothing, and shelter for long stays in space. One of these projects is a lightweight and portable research facility. In it, technologies for better growing plants and purifying the air and water on space missions have been studied. Mukai expects that such technologies will be useful for advancing both space projects, including the Artemis program, and SDGs on Earth.

In 2023, JAXA selected two new Japanese astronauts, one of whom was Yoneda Ayu, a surgeon. As a child, she aimed to be an astronaut because she was inspired by a story she read about Mukai, especially by how moved Mukai was when she saw the Earth from space. Mukai's favorite words are, "If you can dream it, you can do it." She empowers the next generation to pursue their dreams.

別紙 4 7 p.173 本文フレーズ読み

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別紙 4 7 p.173 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。

As a child, / she aimed to be an astronaut / because she was inspired by a story / she read about Mukai, / especially by how moved Mukai was / when she saw the Earth from space. /

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


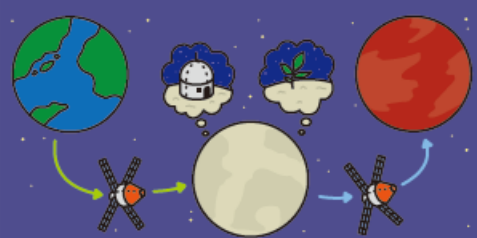


Final Task

Rapid Reading

別紙 4 8

p.177 Final task

**1** Listen about the mission of the Artemis program and complete the following table. 

	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• explore the (1. )</li> <li>• stay in space for a (2. ) time</li> <li>• get ready for future missions to (3. )</li> </ul>	
<p><b>Missions</b></p>	<ul style="list-style-type: none"> <li>• create a sustainable food supply in space → growing plants and (4. ) food</li> <li>• make space (5. ) and clothing ← more comfortable and useful</li> <li>• plan and build places to (6. ) for long stays → keep (7. ) and protect astronauts from (8. )</li> <li>• lightweight and (9. ) research tools → allow flexible and efficient scientific experiments</li> <li>• purify air and water → (10. ) limited resources</li> </ul>	 

<スクリプト>

The goal of the Artemis program is to explore the moon, help humans stay there for a long time, and get ready for future missions to Mars. This includes creating new technologies to help people live in space for a long time. A major focus is

on creating a sustainable food supply in space by researching methods like growing plants and preserving food. New materials are being made to make space suits and clothing more comfortable and useful. The program is also planning and building places to live for long stays on the moon or Mars. They are solving problems like keeping warm, protecting astronauts from radiation, and using space efficiently. Lightweight and portable research tools are being made to allow flexible and efficient scientific experiments in space. Additionally, air and water purification technologies are essential for recycling limited resources in space. This includes removing carbon dioxide, regenerating oxygen, and recycling water. These improvements are important for allowing humans to live and work on the moon and beyond as part of the Artemis program.

別紙 4 4 - 4 8 p.178-179 Rapid Reading

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#### 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 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 9

p.182 Words

combination	[kà.mbənɛɪʃən]	組み合わせさせたもの, 組み合わせ
spiritually	[spɪrɪtʃuəli]	精神的に
political	[pəlɪtɪkl]	政治の, 政治に関する
religious	[rɪlɪdʒəs]	宗教の, 宗教に関する
monk	[mɒŋk]	僧, 修道士
concerned	[kənsɛ:rnd]	心配して, 懸念して
preach	[pri:tʃ]	～(ということ)を説く
self-centeredness	[sɛlfsɛntərdnəs]	自己中心, 自分本位
pursuit	[pərs(j)u:t]	追求, 探求

gain	[géin]	～を得る, 獲得する
satisfaction	[sætəs'fækʃən]	満足 (感)
compassion	[kəmpæʃən]	(深い) 思いやり, 同情
ready-made	[rédiméid]	出来合いの
economics	[ékənómiks]	経済学
urge	[ɔ:rdʒ]	(～に...すること) を強く求める, 促す

別紙 4 9 p.182 本文普通読み

The title Dalai Lama is a combination of two words. *Dalai* means “ocean,” and *lama* means “teacher.” “Dalai Lama” means a “teacher spiritually as deep as the ocean.” The present Dalai Lama, the 14th, is known throughout the world. He used to be Tibet’s political leader, and he is still the religious leader of Tibetan Buddhism. He once said, “I am just a simple Buddhist monk—no more, no less.” But he is famous all over the world for promoting peace and non-violence.

As a Buddhist monk, the 14th Dalai Lama is concerned about all the people suffering in the world. He preaches all suffering is caused by self-centeredness. He believes that people cause pain to others in the selfish pursuit of gaining their own happiness or satisfaction. But he also believes that people will become happy if they think about love and show compassion to others. He has said, “Happiness is not something ready-made. It comes from your own actions.” And he tries to help people in the world become happy.

The 14th Dalai Lama has also often spoken about economics, women’s rights, and the environment. At the 2009 United Nations Climate Change Conference, he urged national leaders to work together to protect the earth.

別紙 4 9 p.182 本文フレーズ読み

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別紙 4 9 p.183 Words

basically	[béisikli]	基本的に, 根本的に
seek	[sí:k]	～を探し求める, 得ようとする
ultimate	[áltəmət]	究極の, 最も重要な
personal	[pé:rsənl]	個人的な, 私的な
violent	[vá:ələnt]	乱暴な, 暴力的な
destruction	[distrʌkʃən]	破壊

cooperation	[kouà:pəréɪʃən]	協力, 協同
sense	[séns]	(知的・道徳的な) 感覚, 観念
universal	[jù:nəv'é:rsɪ]	万人 (共通) の, 全世界の, 世界共通の
weight	[wéɪt]	重要性, 重み
appreciate	[əprɪ:'ʃi:ɪt]	～を正しく理解 [認識] する
warm-heartedness	[wɔ:rmhɑ:rtɪdnəs]	心の温かさ, 思いやり

別紙 4 9 p.183 本文普通読み

In 1989, the 14th Dalai Lama received the Nobel Peace Prize. In his speech, he said, “No matter what part of the world we come from, we are all basically the same human beings. We all seek happiness and try to avoid suffering.” He shared his belief in kindness and compassion as the ultimate solution to the personal and political conflicts people may have. In his mind, problems such as violent conflicts, poverty, hunger, and the destruction of nature can be solved through cooperation. He also feels that we should show compassion, even for enemies. It is his belief that everyone can develop a good heart and a sense of universal responsibility, with or without religion.

The 14th Dalai Lama once said, “We don’t give enough weight to inner values. We see other people in terms of ‘us’ and ‘them’. ... We need to look deeper and appreciate that we are all the same in being human. And I believe we have a responsibility to share the importance of warm-heartedness.” He believes that “we should each contribute as best we can to making humanity better and happier.”

別紙 4 9 p.183 本文フレーズ読み

In 1989, / the 14th Dalai Lama received the Nobel Peace Prize. // In his speech, / he said, / “No matter what part of the world / we come from, / we are all basically the same human beings. // We all seek happiness / and try to avoid suffering.” // He shared his belief / in kindness and compassion / as the ultimate solution / to the personal and political conflicts / people may have. // In his mind, / problems such as violent conflicts, poverty, hunger, / and the destruction of nature / can be solved / through cooperation. // He also feels / that we should show compassion, / even for enemies. // It is his belief / that everyone can develop / a good heart and a sense of universal responsibility, / with or without religion. //

The 14th Dalai Lama once said, / “We don’t give enough weight / to inner values. // We see other people / in terms of ‘us’ and ‘them’. ... // We need to look deeper / and appreciate / that we are all the same / in being human. // And I believe / we have a responsibility / to share the importance of warm-heartedness.” // He believes / that “we should each contribute / as best we can / to making humanity better and happier.” //

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 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 5 0	p.184	Words
announce	[ə'naʊns]	～を公表する, 発表する, 知らせる
elect	[ɪ'lekt]	～を (投票で) 選ぶ
spiritual	[spɪ'ɪtʃʊəl]	精神的な, 精神 (上) の ; 宗教上の
fortunate	[fɔ:'tʃʊnət]	幸運な, (～するとは) 運がよい
enlightenment	[ɪn'laɪtnmənt]	悟り
generate	[dʒenə'reɪt]	～を生み出す, (感情など) を引き起こす

別紙 5 0 p.184 本文普通読み

On March 10, 2011, the 14th Dalai Lama announced that he would give up his role as Tibet's political leader. This important decision came from a very strong belief that Tibetans needed a freely elected leader.

As the spiritual leader of Tibetan Buddhism, the 14th Dalai Lama says, "Every day, think as you wake up, 'today I am fortunate to be alive. I have a precious human life. I am not going to waste it. I am going to use all my energies to develop myself, to expand my heart out to others, and to achieve enlightenment for the benefit of all beings. I am going to have kind thoughts towards others. I am not going to get angry or think badly about others. I am going to benefit others as much as I can.'"

The 14th Dalai Lama has met many political and religious leaders around the world. He would like people to understand that we are sharing the planet with all the other people in the world. He has also said, "I have found my own Buddhist religion helpful in generating love and compassion."

別紙 5 0 p.184 本文フレーズ読み

On March 10, 2011, / the 14th Dalai Lama announced / that he would give up his role / as Tibet's political leader. // This important decision / came from a very strong belief / that Tibetans needed a freely elected leader. //

As the spiritual leader of Tibetan Buddhism, / the 14th Dalai Lama says, / "Every day, / think as you wake up, / 'today I am fortunate / to be alive. // I have a precious human life. // I am not going to waste it. // I am going to use all my energies / to develop myself, / to expand my heart / out to others, / and to achieve enlightenment / for the benefit of all beings. // I am going to have kind thoughts / towards others. // I am not going to get angry / or think badly about others. // I am going to benefit others / as much as I can.'" //

The 14th Dalai Lama has met / many political and religious leaders / around the world. // He would like people to understand / that we are sharing the planet / with all the other people / in the world. // He has also said, / "I have found my own Buddhist religion helpful / in generating love and compassion." //

別紙 5 0	p.185	Words
surround	[sə'raʊnd]	～を囲む, 取り巻く
isolation	[aɪ'səleɪʃən]	孤立 (状態), 隔離 (状態)
rely	[rɪ'laɪ]	(～を) 頼りにする, 信頼する
resolve	[rɪ'zɔ:lv]	～を解決する
dialogue	[dɪ'ælɒ:g]	対話, 会話

別紙 5 0 p.185 本文普通読み

The 14th Dalai Lama has written, “I always tell people that my religion is kindness, because kindness is ‘in our bones.’ Without kindness, none of us could survive. When we are born, we are welcomed with kindness and compassion. Due to the kindness of others, we have food, shelter, clothing, and medicine—all that we need to stay alive. As children, under the care of others, we receive an education and learn good values that help us in life.” He believes that young people should show the same sort of kindness to others.

Also, each time he visits Japan, the 14th Dalai Lama says how important it is for Japanese people to gain English abilities to participate in world issues. He says, “Whether you like it or not, English is the universal language. In order to communicate with foreign people and to better contribute to the world community, you should learn English.”

He also encourages Japanese students to travel abroad. His country, Tibet, is surrounded by snowy mountains. He says, “When we were in Tibet, we liked our isolation. ... We didn’t see the need for establishing relations with others. Japan too is surrounded by sea, but relying on isolation like that is a mistake.” And he also tells young people this: “You have the opportunity to build a more peaceful century. When you face conflict, you need to resolve it through dialogue and compromise.”

別紙 5 0 p.185 本文フレーズ読み

The 14th Dalai Lama has written, / “I always tell people / that my religion is kindness, / because kindness is ‘in our bones.’ // Without kindness, / none of us could survive. // When we are born, / we are welcomed / with kindness and compassion. // Due to the kindness of others, / we have food, shelter, clothing, and medicine / —all that we need / to stay alive. // As children, / under the care of others, / we receive an education / and learn good values / that help us in life.” // He believes / that young people should show / the same sort of kindness / to others. //

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## 別紙様式第24号

申請図書				
番号	ページ	種別	参照先	URL
1	11	二次元コード	自社ページ	自社ページURL
2	13	二次元コード	自社ページ	自社ページURL
3	15	二次元コード	自社ページ	自社ページURL
4	17	二次元コード	自社ページ	自社ページURL
5	24	二次元コード	自社ページ	自社ページURL
6	27	二次元コード	自社ページ	自社ページURL
7	29	二次元コード	自社ページ	自社ページURL
8	31	二次元コード	自社ページ	自社ページURL
9	33	二次元コード	自社ページ	自社ページURL
10	37	二次元コード	自社ページ	自社ページURL
11	43	二次元コード	自社ページ	自社ページURL
12	45	二次元コード	自社ページ	自社ページURL
13	47	二次元コード	自社ページ	自社ページURL
14	49	二次元コード	自社ページ	自社ページURL

15	56	二次元コード	自社ページ	自社ページURL
16	59	二次元コード	自社ページ	自社ページURL
17	61	二次元コード	自社ページ	自社ページURL
18	63	二次元コード	自社ページ	自社ページURL
19	65	二次元コード	自社ページ	自社ページURL
20	73	二次元コード	自社ページ	自社ページURL
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22	81	二次元コード	自社ページ	自社ページURL
23	83	二次元コード	自社ページ	自社ページURL
24	85	二次元コード	自社ページ	自社ページURL
25	87	二次元コード	自社ページ	自社ページURL
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29	103	二次元コード	自社ページ	自社ページURL
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33	119	二次元コード	自社ページ	自社ページURL
34	129	二次元コード	自社ページ	自社ページURL
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41	153	二次元コード	自社ページ	自社ページURL
42	155	二次元コード	自社ページ	自社ページURL
43	157	二次元コード	自社ページ	自社ページURL
44	167	二次元コード	自社ページ	自社ページURL
45	169	二次元コード	自社ページ	自社ページURL
46	171	二次元コード	自社ページ	自社ページURL

47	173	二次元コード	自社ページ	自社ページURL
48	177	二次元コード	自社ページ	自社ページURL
49	183	二次元コード	自社ページ	自社ページURL
50	185	二次元コード	自社ページ	自社ページURL

ウェブサイトのアドレスの掲載箇所一覧表

学習上の参考に供する情報

概要
p.10, 11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
p.12, 13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
p.14, 15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
p.16, 17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
p.24に記載のLet's do it!の(1)について, 校外学習の一日の流れに関するリスニング問題の音声
p.26, 27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
p.28, 29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
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p.37に記載のFinal Task ①について, ラオの5 stepsに関するリスニング問題の音声
p.42, 43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
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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

p.56に記載のLet's do it!の(1)について、ロボットの機能に関するリスニング問題の音声
p.58, 59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
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p.74, 75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）
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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2種類含む）※Lesson全体のRapid Readingの文字情報, および音声も掲載
p.177に記載のFinal Task ①について, アルテミス計画に関するリスニング問題の音声
p.182, 183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）
p.184, 185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）

備考
別紙1参照
別紙2参照
別紙3参照
別紙4参照
別紙5参照
別紙6参照
別紙7参照
別紙8参照
別紙9参照
別紙10参照
別紙11参照
別紙12参照
別紙13参照
別紙14参照

別紙15参照
別紙16参照
別紙17参照
別紙18参照
別紙19参照
別紙20参照
別紙21参照
別紙22参照
別紙23参照
別紙24参照
別紙25参照
別紙26参照
別紙27参照
別紙28参照
別紙29参照
別紙30参照

別紙31参照

別紙32参照

別紙33参照

別紙34参照

別紙35参照

別紙36参照

別紙37参照

別紙38参照

別紙39参照

別紙40参照

別紙41参照

別紙42参照

別紙43参照

別紙44参照

別紙45参照

別紙46参照

別紙47参照
別紙48参照
別紙49参照
別紙50参照

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	11	脚注3-4行 右	二次元コード
2	13	脚注4-5行 右	二次元コード
3	15	脚注3-4行 右	二次元コード
4	17	脚注2行 右	二次元コード
5	24	20行目 右	二次元コード
6	27	脚注3行 右	二次元コード
7	29	脚注4行 右	二次元コード
8	31	脚注3行 右	二次元コード
9	33	脚注2-3行 右	二次元コード
10	37	1行目 右	二次元コード
11	43	脚注4-5行 右	二次元コード
12	45	脚注3行 右	二次元コード
13	47	脚注4-5行 右	二次元コード
14	49	脚注2行 右	二次元コード
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19	65	脚注3-4行 右	二次元コード
20	73	見出し上部 右上	二次元コード
21	75	見出し上部 右上	二次元コード
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32	117	脚注4-5行 右	二次元コード
33	119	脚注3-4行 右	二次元コード
34	129	脚注3-4行 右	二次元コード
35	131	脚注3行 右	二次元コード
36	133	脚注3-4行 右	二次元コード
37	135	脚注3行 右	二次元コード
38	143	見出し上部 右上	二次元コード
39	145	見出し上部 右上	二次元コード
40	151	脚注4-5行 右	二次元コード
41	153	脚注3-4行 右	二次元コード
42	155	脚注2-3行 右	二次元コード
43	157	脚注2-3行 右	二次元コード
44	167	脚注3-4行 右	二次元コード
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