

社名入力 資料用ウェブ  
107-164 (社名入力)

107-164 (社名入力) / Lesson 5 The Lasting Legacy / Bird's-Eye Viewing

著作権について

72 ページ Model Reading

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Lesson 5 Bird's-Eye Viewing

Hiroshima Peace Memorial Park is a symbol of our wish for world peace. There, the A-Bomb Dome and the cenotaph stand in a straight line. What inspired the design of this landscape?

In May 2016, U.S. President Barack Obama made a historic visit to Hiroshima City. He toured the Peace Memorial Museum and the Peace Memorial Park as the first sitting President of the United States to visit there. This action carried significant weight, given the unique historical context of the U.S. as the only nation to have used nuclear weapons during wartime. In 2023, the G7 Hiroshima Summit took place. Japan's Prime Minister hosted leaders from major countries. They paid their respects to the war victims at the Peace Memorial Park by offering flowers for them.

At the entrance of the Peace Memorial Park, you can find the Peace Memorial Museum. Moving forward to the center of the Park, you will face a special tunnel-like structure called an HP shell over the cenotaph. When you look through this tunnel, you can see the Dome standing grandly on the other side of the Park.

It was Tange Kenzo who designed the Park as a meaningful reflection of the past. With deep feelings for Hiroshima, he made it an important place that helps us remember the pain of war and the hope for peace.

Tange was born in Osaka Prefecture in 1913 and grew up in Ehime Prefecture. In 1930, he entered high school in Hiroshima, where he focused his studies on science. During this time, he came across Le Corbusier's architecture. Impressed by his designs, Tange decided to major in architecture at university. He often asked himself, "When I look at a piece of art and it moves me, I wonder: What is it that makes me feel this way?"

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日本語 教科書クラブ  
107-164 (匿名入る)

107-164 (匿名入る) / Lesson 5 The Lasting Legacy / Activity Plus

音作権について

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Lesson 5 Activity Plus

In English class, you and your classmates are working on the following task.

**Task** "WHAT PEACE MEANS TO US" — CLASSROOM POSTER PROJECT

1. Write about what peace means to you on a piece of paper.
2. Discuss the content of the poster and summarize your views as a group. One of your group members will present it to the class.

**Satoshi** Peace is a state of harmony where everyone can live without fear.

- It is about equality, justice and understanding.

**Emi** Peace is about a state of mind.

- It is a state where people feel safe and content.
- People are nice to each other, understand each other and work together.

**Kazuki** Peace is a world where people accept diversity and there is no discrimination or injustice.

- Conflicts are resolved through dialogue, not through violence.
- Everyone has the opportunity to lead a peaceful life without the fear of violence.

**Speech by the group leader:**

連絡 辞文 一文 意味

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## Lesson5 Activity Plus 新出語・熟語

<b>summarize</b> /sʌməraɪz/	to give a brief and concise overview of the main points or ideas of a larger text, speech, or event, without including all the details
<b>fear</b> /fiə/	the feeling you have when you are afraid or worried that something bad is happening or is going to happen
<b>equality</b> /iˈkwə(ɪ)ləti/	a state in which people have the same rights, benefits, etc.
<b>justice</b> /dʒʌstɪs/	a judge in a law court
<b>diversity</b> /dɪvəˈrsəti/	a range of different people, things, or ideas
<b>discrimination</b> /dɪskrɪmɪˈneɪʃ(ə)n/	treating a person or particular group differently from another in an unfair way
<b>injustice</b> /ɪnˈdʒʌstɪs/	the absence of fairness or justice
<b>conflict</b> /kɒn(ɪ)nflikt/	disagreement or fighting between two or more groups of people or countries
<b>resolve</b> /rɪzə(ɪ)lv/	to find a solution to a problem, conflict, or issue
<b>dialogue</b> /ˈdiːləʊg/	a conversation in a book, play or film
<b>violence</b> /ˈvaɪələns/	the use of physical force or aggression that causes harm, injury, or damage to people, property, or the environment
<b>opportunity</b> /ɒ(ɪ)pəˈtjuːnəti/	a chance to do something
<b>absence</b> /æbs(ə)ns/	the state of being not present, missing, or not existing in a particular place, situation, or condition

lead a life

▶ as a result of ...


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著作権について

Short Clip

Lesson 6 Short Clip 食品ロスを考えよう



九都県市首脳会議 廃棄物問題検討委員会

社名入る 教材ウェブサイト  
107-164 (社名入る)

107-164 (社名入る) / Lesson 6 Actions to Reduce Loss and Waste / Part 1

著作権について

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Lesson 6 Part 1 本文

The world population is estimated to reach 9.7 billion in 2050, and global food problems are expected to become even more serious. Too much food produced for human beings is lost or wasted in the food supply chain. Food loss occurs early in the chain — before the food even gets to stores and consumers. For example, in developing countries, farmers lose a large part of their crops because they don't have appropriate storage equipment. Food is often eaten by bugs and small creatures. Furthermore, food is sometimes lost during transportation. For instance, food may go bad if it is transported in trucks without refrigeration. On the other hand, food waste occurs at the end of the chain — in stores, restaurants and homes. Food that is past its best-before date is discarded at grocery stores, and uneaten food is thrown away at restaurants. In our home, leftover food goes bad in the fridge and is thrown away. Having recognized the importance of reducing food loss and waste, the United Nations is encouraging people to take action. As one of the targets of SDGs, we need to reduce food waste by half and cut down the amount of food loss by 2030. Governments, organizations and individuals around the world have begun to make efforts to achieve this target.

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Lesson6 Part1 新出語・熟語

<b>expect</b> /ɪkspɛkt/	to think that something will happen or that someone will do something
<b>loss</b> /lɔ:s/	the state of no longer having something
<b>consumer</b> /kɔnsju:mər/	someone who buys goods or uses products and services
<b>crop</b> /krɒp/	a plant such as wheat, rice, or fruit grown and used as food
<b>equipment</b> /ɪkwɪpmənt/	the tools or machines needed for an activity or purpose
<b>bug</b> /bʌg/	a small insect
<b>creature</b> /kri:tʃə/	a living thing that can move around
<b>furthermore</b> /fɜ:ðəmə:z/	in addition; moreover
<b>transport</b> /trænspɔ:t/	to take goods or people from one place to another in a vehicle
<b>refrigeration</b> /rɪfrɪdʒəreɪʃ(ə)n/	the process of keeping food or drink cold in order to preserve it
<b>discard</b> /dɪskɑ:rd/	to throw away something or get rid of it
<b>grocery</b> /grɔ:ʃ(ə)rɪ/	a shop that sells food and other things for the home; a supermarket
<b>uneaten</b> /ʌni:t(ə)n/	not eaten
<b>leftover</b> /léftəvər/	that has not been eaten at the end of a meal
<b>recognize</b> /rɛkəgnəɪz/	to know who someone is or what something is, because you have seen or heard them or experienced it before; to notice or understand
<b>organization</b> /ɔ:rg(ə)nəzɪʃ(ə)n/	a group of people who form a business, club, etc. together for a particular purpose

go bad

 cut down ...



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-  **82** ページ Word Definitions

## Lesson 6 Part 2 本文



France was the first country to make a law to reduce food waste. Since 2016, large supermarkets have been prohibited from throwing away food. Instead, they have been required to donate it or turn it into compost or animal feed. France has become a leader in food waste reduction and has inspired other countries.

In the Spanish town of Galdakao, a community refrigerator was placed on a sidewalk in 2015. People from nearby restaurants and households put their excess food and leftovers into the fridge, and whoever wants them can take them for free. The movement of setting up community refrigerators has been spreading to many other countries, including the U.K., Belgium, Argentina and Israel.

October 16 is "World Food Day," which was established by the United Nations. In Japan, the entire month of October has been designated as "World Food Day Month." During this period, various food events are held all over Japan. For example, in an event in 2019, participants were asked to post recipes using unused food on social media. Sponsors of the event donated 120 yen per post to a charity that supported school meals in Africa.

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## Lesson6 Part2 新出語・熟語

**compost**

/k(ə)mpoʊst/

a mixture of decayed plants, food, etc. that is added to soil to improve its quality

**reduction**

/rɪdʌk(j)əʃn/

an act of making something less or smaller in size, amount, degree, importance, etc.

**Galdakao**

/gə(ˈ)ldəkə(ˈ)ou/

a town and municipality located in the province of Biscay, northern Spain

**refrigerator**

/rɪfrɪdʒə'reɪtəʃ/

a large piece of electrical kitchen equipment, used to preserve food at a cold temperature

**sidewalk**

/saɪdwɔːk/

a flat path on one or both sides of a road for people to walk on

**excess**

/ɛkses/

extra; surplus

**whoever**

/hu'eɪvəʃ/

any person who

**Belgium**

/bélɪdʒəm/

a country in western Europe whose capital is Brussels

**Argentina**

/ɑːrɪdʒ(ə)ntiːnə/

a large country in South America whose capital is Buenos Aires

**Israel**

/ɪzriəl/

a country in the Middle East surrounded by Egypt, Jordan, and Lebanon

**entire**

/ɪntaɪəʃ/

whole / all of a group, period of time, amount, etc.

**designate**

/dézɪgneɪt/

to choose something officially for a particular job or purpose

**unused**

/ʌnjúːzɪd/

not being used, or never having been used

**sponsor**

/sp(ɔː)nsəʃ/

a person or company that pays for a show, sports event etc., especially in return for advertising

**prohibit A from B****for free****designate A as B**

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107-164 (社名入力) / Lesson 6 Actions to Reduce Loss and Waste / Part 3

著作権について

B4 ページ Model Reading

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Lesson 6 Part 3 本文

Another way to tackle the problem of food loss and waste is to use technology. Recently, various food sharing apps have been developed and are receiving special attention. These apps help match people who don't want to discard food with people who need it. Some apps connect a person to another person. When you have more food than you can eat in your home, you can use these apps to find someone to share it with. Other apps link retailers to shoppers. A supermarket can post discount information about unsold food. Shoppers can purchase this unsold food cheaply with the app and come to the supermarket later to pick it up. There are also some apps that connect stores to charity organizations. When a restaurant has a surplus of food that will spoil soon, it can donate the food. These apps help reduce food loss and waste at every point along the food supply chain. Food loss and waste is a global issue. Everyone in the world has to understand the causes of this problem and make an effort to solve it. When these efforts bear fruit, we will finally have a world free of hunger.

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Lesson6 Part3 新出語・熟語

<b>tackle</b> /tæ̀k(ə)l/	to try to deal with something or someone
<b>retailer</b> /ri:teɪlə̀r/	a person, shop, or business that sells goods directly to customers
<b>shopper</b> /ʃɔ̀pə̀r/	a person who buys things in shops
<b>discount</b> /dɪskaʊnt/	a reduction in the usual price
<b>unsold</b> /ʌnsəʊld/	not bought by a customer; not sold
<b>purchase</b> /pə:rtʃəs/	to buy something
<b>surplus</b> /sə:plʌs/	an amount of something that is more than what is needed; excess; extra
<b>spoil</b> /spɔɪl/	to become bad and no longer good enough to eat
<b>hunger</b> /hʌŋgə̀r/	the state of not having enough food, especially for a long time

match A with B

pick up ...

bear fruit

 free of ...



Lesson 6 Bird's-Eye Viewing



The world population is estimated to reach 9.7 billion in 2050, and global food problems are expected to become even more serious. Too much food produced for human beings is lost or wasted in the food supply chain. Food loss occurs early in the chain — before the food even gets to stores and consumers. For example, in developing countries, farmers lose a large part of their crops because they don't have appropriate storage equipment. Food is often eaten by bugs and small creatures. Furthermore, food is sometimes lost during transportation. For instance, food may go bad if it is transported in trucks without refrigeration. On the other hand, food waste occurs at the end of the chain — in stores, restaurants and homes. Food that is past its best-before date is discarded at grocery stores, and uneaten food is thrown away at restaurants. In our home, leftover food goes bad in the fridge and is thrown away. Having recognized the importance of reducing food loss and waste, the United Nations is encouraging people to take action. As one of the targets of SDGs, we need to reduce food waste by half and cut down the amount of food loss by 2030. Governments, organizations and individuals around the world have begun to make efforts to achieve this target. France was the first country to make a law to reduce food waste. Since 2016, large supermarkets have been prohibited from throwing away food. Instead, they have been required to donate it or turn it into compost or animal feed. France has become a leader in food waste reduction and has inspired other countries. In the Spanish town of Galdakao, a community refrigerator was placed on a sidewalk in 2015. People from nearby restaurants and households put their excess food and leftovers into the fridge, and whoever wants them can take them for free. The movement of

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## Lesson 6 Activity Plus



You responded to an online questionnaire made by your Assistant Language Teacher. After all the students answered, a slide with a graph was generated.

## Introduction

I am studying about food loss and waste in daily life. I would like to ask you to fill out this questionnaire. It only takes about five minutes. The results will be used for my study, and I will give a research presentation at a later date. Thank you in advance for your help.

Questionnaire about food loss and waste

## Question

Are you or your family members doing something to reduce food waste in your home? Please check all the actions that are true for your family, and then check who is or are doing them. You may choose more than one option.

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## Lesson 6 Activity Plus 新出語・熟語

**respond**

/rɪspɑːnd/

to do something as a reaction to someone or something

**online**

/ɔːnlaɪn/

connected to other computers through the Internet, or available on or performed using the Internet

**questionnaire**

/kwɛstʃənɛə/

a list of questions given to people to collect information about something

**slide**

/slaɪd/

one of the screens in a presentation viewed on a computer screen

**introduction**

/ɪntrədʌkʃ(ə)n/

a written explanation at the beginning of a book

**advance**

/ədˈvɑːns/

before something happens

**option**

/ɔːpʃ(ə)n/

something that you can choose from a set of possibilities

**pickle**

/pɪk(ə)l/

a vegetable preserved in vinegar or salt water

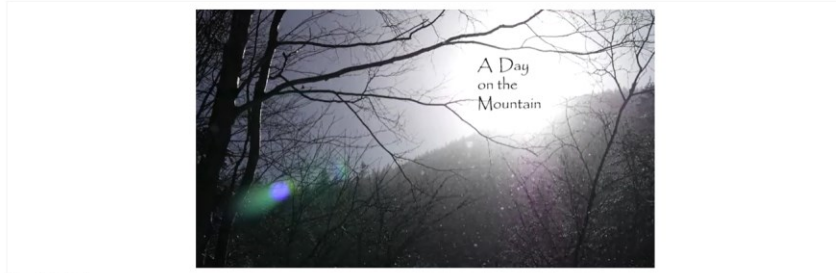
**fill out ...**

in advance



Short Clip

Lesson 7 Short Clip A Day on the Mountain



Mountain Works

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## Lesson 7 Part 1 本文



Minamiya Marin completed a remarkable achievement. What motivated her? What made her reach for her dream?  
"Strive toward your goal with passion. Nothing is stronger than our will. A person's potential is truly infinite," says Minamiya Marin. She completed the Explorer's Grand Slam when she was 20 years old.  
Marin was born in Tokyo on December 20, 1996. Since her father worked for a trading company, her family moved to various places, including China and Hong Kong. She lived outside Japan from a young age, and it was difficult for her to identify herself as Japanese. When she was 13 years old in Hong Kong, she got an opportunity to climb some mountains with her classmates. This became a turning point in her life. Each climb taught her something new, and afterward she felt as if she had escaped from all stress and anxiety.  
One day, Marin went trekking, and she saw Mt. Everest for the first time. Everything about the magnificent mountain was eye-opening for her. The experience inspired her greatly and provided her with courage, faith and power. She said, "I knew that I would come back to the great Everest one day. I wanted to explore myself and learn the purpose of my existence."

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<b>remarkable</b> /rɪməʔkəb(ə)l/	unusual or surprising in a way that someone admires
<b>motivate</b> /məʊtəveɪt/	to make someone want to do something
<b>strive</b> /streɪv/	to make a great effort to do something
<b>infinite</b> /ɪnfɪnət/	without limits
<b>explorer</b> /ɪksplɔːrə/	someone who travels through an unknown area to find out what is there
<b>grand slam</b> /grænd slæm/	any sweeping success or total victory
<b>trade</b> /treɪd/	the activity of buying, selling, or exchanging goods between people or countries
<b>Hong Kong</b> /hɒŋ(ː)ŋkɔŋ(ː)ŋ/	a region of China with its own government, consisting of several islands and the island of Hong Kong
<b>identify</b> /aɪdɛntəfaɪ/	to recognize who or what someone or something is
<b>afterward</b> /æftəwərd/	at a later time
<b>stress</b> /stres/	to emphasize a statement, fact, idea, etc.
<b>anxiety</b> /æŋzaiəti/	a worry about something; concern
<b>trek</b> /trek/	to journey or travel, usually over a long distance and often through challenging or rough terrain
<b>Everest</b> /év(ə)rɪst/	the highest mountain in the world
<b>magnificent</b> /mægnɪfɪs(ə)nt/	very good or very beautiful
<b>faith</b> /feɪθ/	great trust or confidence in something
<b>explore</b> /ɪksplɔːr/	to try to discover something
<b>existence</b> /ɪgzɪst(ə)ns/	the state or fact of something or someone existing

reach for ...



strive toward ...



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Lesson 7 Part 2 本文

When Marin was 17, she started preparing for climbing Mt. Everest. She told her father about her ambition. However, he said, "I won't support you financially. This is your project and you're old enough to figure out what to do on your own." Since she had no assistance, she had to request support from companies while studying and training. Some people told her she would not succeed. However, a strong will arose in her and defeated such negative words. She thought, "If I give up, I will be a person who never tried anything." Luckily, she received financial support from many firms.

As a first step, Marin climbed Mt. Aconcagua in her last year of high school. After entering university, she continued to challenge herself, climbing Mount Kilimanjaro, Mont Blanc, and Mt. Manaslu one after the other. Finally, the day came when her dream was realized. In May 2016, at the age of 19, she was standing on Everest above the clouds, above all her difficulties.

Marin's dream kept growing as she conquered more mountains. Never did she stop challenging herself, even though some people said her challenges were impossible. She set her sights on the Seven Summits and, eventually, on the Explorer's Grand Slam.

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## Lesson7 Part2 新出語・熟語

<b>ambition</b> /æmbɪʃ(ə)n/	something that you want to do very much
<b>assistance</b> /ə'sɪst(ə)n(s)/	help or support
<b>request</b> /rɪk'weɪst/	to ask for something politely
<b>succeed</b> /sək'si:d/	to achieve something you tried or wanted to do
<b>arose</b> /ə'rouz/	the past tense of arise
<b>arise</b> /ə'raɪz/	to happen; to start to exist
<b>defeat</b> /dɪ'fi:t/	to win against someone in a war, fight, sports game, etc.
<b>financial</b> /fɪ'nænʃ(ə)l/	relating to money or the management of money
<b>firm</b> /fɜ:rm/	a company or business
<b>Aconcagua</b> /ə:kɔ:ŋkɑ:gwa:/	the highest mountain in both the Southern and the Western Hemispheres which lies in Argentina
<b>mount</b> /maʊnt/	a mountain
<b>Kilimanjaro</b> /kɪlmændʒɑ:rou/	the highest mountain in Africa, which lies in Tanzania
<b>Mont Blanc</b> /mɔ:nb'lɑ:ŋ/	a mountain in the Alps that is the highest mountain in western Europe
<b>Manaslu</b> /mənæslu:/	the eighth-highest mountain in the world which lies in Nepal and it is a part of the Himalayas

figure out ...

on one's own

▶ set one's sights on ...



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## Lesson 7 Part 3 本文



Marin has accomplished the Explorer's Grand Slam, proving that there is nothing we cannot do if we keep trying. "Am I what I want to be?" This question made her set out for the mountains. Climbing mountains and keeping her motivation enabled her to prove herself and conquer her weaknesses. They taught her that anything could be attained; any summit could be reached, no matter how high it might be.

Marin is now preparing for her next adventure. She hopes to sail to various countries with a human-powered yacht and talk about life and the future with children there. Marin says, "To live is to weave your tapestry with different patterns. The patterns and colors in our tapestries are determined by how we live. We need to ask ourselves what we want to do in order to make our own special tapestries."

This is Marin's message to us all: "Even though your steps may seem small, they will surely combine to become a great leap to make your future better. Believe that you are going to make it through everything you are doing. There is nothing as strong as your passions to make your dreams come true."

通読 本文 一文 意味



## Lesson7 Part3 新出語・熟語

**accomplish**

/ə'kʌmplɪʃ/

to succeed in doing something good, especially after trying very hard

**prove**

/pru:v/

to show that something is true

**enable**

/ɪn'eɪb(ə)l/

to allow or make it possible for someone to do something

**weakness**

/wi:knəs/

a weak point in someone's character, abilities, etc.

**attain**

/ə'teɪn/

to succeed in achieving something

**sail**

/seɪl/

to travel on the water in a boat or ship

**weave**

/wi:v/

to make cloth, a carpet, etc. by crossing threads repeatedly by hand or on a loom

**tapestry**

/tæpɪstri/

a piece of cloth with a picture or pattern that is made by weaving different colored threads

**leap**

/li:p/

a big change or movement

set out for ...

enable ... to ~

prove oneself

come true



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## Lesson 7 Bird's-Eye Viewing



Minamiya Marin completed a remarkable achievement. What motivated her? What made her reach for her dream?

"Strive toward your goal with passion. Nothing is stronger than our will. A person's potential is truly infinite," says Minamiya Marin. She completed the Explorer's Grand Slam when she was 20 years old.

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Lesson 7 Activity Plus

In class, students are sharing their plans for the future while showing charts about their goals. You are listening to a student's presentation about her goals and action plans.

**Mayu's presentation**

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## Lesson7 Activity Plus 新出語・熟語

<b>chart</b> /tʃɑ:rt/	a drawing that shows information in the form of a simple picture, set of figures, graph etc.
<b>term</b> /tɜ:rm/	a fixed or limited time during which someone does something
<b>regional</b> /ri:dʒ(ə)n(ə)l/	relating to a particular area; local
<b>attend</b> /ətend/	to go to an event
<b>broaden</b> /brɔ:d(ə)n/	to increase your experience, knowledge, etc.
<b>perspective</b> /pərspektɪv/	a way of thinking about something; viewpoint
<b>academic</b> /ækədəmɪk/	relating to education
<b>participate</b> /pɑ:rtɪsɪpət/	to take part in an activity or event
<b>definitely</b> /def(ə)nətli/	without any doubt; certainly
<b>command</b> /kəmənd/	an ability to do or use something, especially a language; a knowledge of something

participate in ...

▶ by the time ...



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107-164 (社名入る)

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著作権について

110 ページ Model Reading

110 ページ Word Definitions

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Lesson 8 Part 1 本文

Batteries, particularly rechargeable ones, are essential in our daily lives. What technological advances have been made in the history of batteries?

Batteries are now a large part of our lives. They are at the heart of everyday mobile devices, such as smartphones, tablets and laptop computers. Hybrid and electric cars would not exist without powerful batteries. Innovations in batteries have had a great impact on the success of new technologies.

Good rechargeable batteries are necessary in order to make efficient use of renewable energy sources, such as sunlight and wind. These energy sources depend highly on the weather, and they may not be able to produce enough electricity when it is most needed. This is when batteries come into play: they store electricity until it is needed.

Rechargeable batteries can contribute to saving the environment. Currently, single-use primary batteries occupy most of the market. They are used only once and are then thrown away. Billions of such batteries become waste every year, and most of them end up in landfills. In contrast, rechargeable batteries can be reused many times, and this lessens the waste problem of primary batteries. Rechargeable batteries are becoming more important as a means to achieve a sustainable, greener future.

連続 本文 一文 巻頭


▶

⚙️



Lesson8 Part1 新出語・熟語

<b>particularly</b> /pɑːtɪkjələˈrli/	more than usual; especially
<b>technological</b> /tɛknəlɑː(ɔː)dʒɪk(ə)l/	relating to technology
<b>mobile</b> /móub(ə)l/	not fixed in one place and easy to move and use in different places
<b>tablet</b> /tá:blət/	a small computer that is controlled by touching the screen
<b>laptop</b> /læptɔː(ɔː)p/	(laptop computer) a small computer that is easy to carry and can be used on the knees when someone is sitting
<b>hybrid</b> /há:brɪd/	consist of two or more other things; (of a vehicle) using two different types of power, especially gasoline and electricity
<b>exist</b> /ɪgzɪst/	to be real or present
<b>innovation</b> /ɪnəˈveɪʃ(ə)n/	a new idea, method, or invention
<b>efficient</b> /ɪfɪf(ə)nt/	working or operating without wasting time, money, or energy
<b>currently</b> /kɑːr(ə)ntli/	at the present time
<b>primary</b> /prá:məri/	happening or developing first
<b>occupy</b> /ú(ɔː)kjəpá:ɪ/	takes up time, space, etc.
<b>lessen</b> /lés(ə)n/	make something smaller in size, importance, or value; to reduce
<b>means</b> /mi:nz/	a way of doing something

have an impact on ...

 come into play



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- 112 ページ  Word Definitions

## Lesson 8 Part 2 本文



What does a typical battery consist of? It has two electrical ends and a chemical between them. These parts react with each other inside the battery. As a result, electricity is produced. Many different chemicals can be used in batteries and, generally speaking, they determine a battery's power.

The word "battery" goes back to the 18th century. It was first used by Benjamin Franklin of the U.S. He called a device he invented an "electrical battery." It could only store electricity. In 1800, Alessandro Volta of Italy developed a "true" battery. He used copper, zinc and salt water in his device, and his battery could produce electricity chemically. However, it couldn't recharge for reuse.

The earliest rechargeable battery was the lead-acid battery. It was invented in 1859. This type is still widely used in cars. In 1899, nickel-cadmium batteries were created, and they were a top choice for use in portable devices for many years. In the 1990s, nickel-metal hydride batteries took over. They had a longer life. They were also less harmful to the environment. Later, as people wanted smaller and better batteries, lithium-ion batteries were developed.

連続 本文 一文 意味



<b>typical</b> /ˈtɪpɪk(ə)l/	having the usual qualities or features of something (a group, people, things, ideas, etc.)
<b>consist</b> /kənˈsɪst/	(consist of : ) to be made from something
<b>electrical</b> /ɪˈlektɪk(ə)l/	relating to electricity
<b>chemical</b> /kɛˈmɪk(ə)l/	a substance used in chemistry or produced by chemistry
<b>react</b> /rɪˈækt/	to change in a chemical way when mixed with another chemical substance
<b>Benjamin Franklin</b> /ˈbɛn(d)ʒ(ə)mɪn fræŋkɪn/	(1706–90) a US politician, writer, and scientist who helped to write the Declaration of Independence
<b>Alessandro Volta</b> /æləsæˈndrəʊ vóʊltə/	(1745–1827) an Italian physicist, chemist, and pioneer of electricity and power
<b>copper</b> /kʌ(ː)pə/	a soft red-brown metal which pass electricity and heat easily, and used for making wire and coins
<b>zinc</b> /zɪŋk/	a blue-white metal that is used to make brass and to cover and protect other metals
<b>chemically</b> /kɛˈmɪk(ə)li/	in a way that relates to chemistry or chemicals
<b>recharge</b> /rɪːtʃɑːrdʒ/	to fill a battery with electricity
<b>lead</b> /léd/	a heavy, soft, gray, poisonous metal
<b>acid</b> /æˈsɪd/	a chemical, usually a liquid, that reacts with other materials and sometimes dissolves them
<b>nickel</b> /nɪk(ə)l/	a silver-white metal that is often combined with other metals to make some types of steel and other alloys
<b>cadmium</b> /kædmiəm/	a soft poisonous blue-white metal that is used in the protective shields in batteries and nuclear reactors
<b>metal</b> /mɛt(ə)l/	a hard and shiny chemical element, such as iron, gold, or steel
<b>hydride</b> /háɪdraɪd/	a compound of hydrogen with another metal
<b>harmful</b> /háːmf(ə)l/	causing harm, damage, or injury to someone or something
<b>lithium</b> /lɪθiəm/	a soft, light, silver-white metal that is used in batteries (lithium-ion battery) a type of rechargeable battery
<b>ion</b> /áɪən/	an atom that has an electric charge

consist of ...

 take over


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著作権について

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Lesson 8 Part 3 本文

The 2019 Nobel Prize in Chemistry went to Japanese scientist Yoshino Akira. He shared the prize with John B. Goodenough of the U.S. and Britain's Stanley Whittingham. They were recognized for their work on the lithium-ion battery (LIB). Yoshino made the battery safe and commercially usable for the first time.

The lithium-based battery was invented by Whittingham in the 1970s. However, his battery did not last very long. To make matters worse, it also had a serious safety concern, as it could catch fire and explode. In the 1980s, a more powerful type was developed by Goodenough. He used lithium-cobalt oxide on one end of the battery. Some years later, Yoshino made a step further. He adopted Goodenough's idea, but he used carbon on the other end. This cleared the way for a safe, stable and practical LIB.

The LIB is one of the most common batteries today. Its evolution does not stop, and many important discoveries are still made today. Lithium-ion technology is still full of unknowns and possibilities. Yoshino believes that the LIB can play a central role in creating a society without fossil fuels. LIB technology is bringing great power to people around the world.

連続 本文 一文 意味

▶

⚙️

## Lesson8 Part3 新出語・熟語

**chemistry**

/kémistri/

the scientific study of the structure of substances

**John B. Goodenough**

/dʒó(ç)n bí: gódnɒf/

(1922-) an American materials scientist who was awarded the Nobel Prize in Chemistry in 2019 alongside Akira Yoshino and Stanley Whittingham

**Stanley Whittingham**

/sténi (h)wítɪŋəm/

(1941-) a British-American chemist who was awarded the Nobel Prize in Chemistry in 2019 alongside Akira Yoshino and John B. Goodenough

**commercially**

/kəmə:ʃ(ə)li/

in a way that makes a profit

**usable**

/ju:zəb(ə)l/

can be used

**explode**

/iksplóud/

to burst or to break up into pieces

**cobalt**

/kóubə:lt/

a hard silver-white metal, often mixed with other metals and for making materials blue

**oxide**

/ó(ç)ksaɪd/

a compound of oxygen and one other element

**adopt**

/əðó(ç)pt/

to choose to take up an idea, method, or course of action

**stable**

/stérb(ə)l/

steady and not likely to change or fail

**discovery**

/dɪskáv(ə)ri/

a fact or thing that someone finds out about something that was not known about before

**unknown**

/ʌnnoʊn/

something that is not known

**possibility**

/pá(ç)səbɪləti/

a chance that something might happen or be true

**central**

/séntɹ(ə)l/

in the center of a place or an object

▶ catch fire



Lesson 8 Bird's-Eye Viewing



Batteries, particularly rechargeable ones, are essential in our daily lives. What technological advances have been made in the history of batteries?

Batteries are now a large part of our lives. They are at the heart of everyday mobile devices, such as smartphones, tablets and laptop computers. Hybrid and electric cars would not exist without powerful batteries. Innovations in batteries have had a great impact on the success of new technologies.

Good rechargeable batteries are necessary in order to make efficient use of renewable energy sources, such as sunlight and wind. These energy sources depend highly on the weather, and they may not be able to produce enough electricity when it is most needed. This is when batteries come into play: they store electricity until it is needed.

Rechargeable batteries can contribute to saving the environment. Currently, single-use primary batteries occupy most of the market. They are used only once and are then thrown away. Billions of such batteries become waste every year, and most of them end up in landfills. In contrast, rechargeable batteries can be reused many times, and this lessens the waste problem of primary batteries.

Rechargeable batteries are becoming more important as a means to achieve a sustainable, greener future.

What does a typical battery consist of? It has two electrical ends and a chemical between them. These parts react with each other inside the battery. As a result, electricity is produced. Many different chemicals can be used in batteries and, generally speaking, they determine a battery's power.

The word "battery" goes back to the 18th century. It was first used by Benjamin Franklin of the U.S. He called a device he

漢検 単語 一文 意味



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Lesson 8 Activity Plus



You are listening to Yoshino Akira speaking shortly after the announcement of his Nobel Prize in Chemistry.

Question no.1 How did you feel when you heard you were awarded the prize?

Question no.2 How can the lithium-ion battery help a society based on renewable energy?

Question no.3 What message do you have for young people who are interested in science?

播放 早戻 一文 意味



Lesson8 Activity Plus 新出語・熟語

**announcement**

/əˈnʌnsmənt/

a spoken or written statement that someone says or writes to give information about something

**award**

/əˈwɔːrd/

a prize or money given to someone to reward them for something they have done

**uneasy**

/ʌnɪˈzi/

feeling worried about a particular situation; anxious

**broadcast**

/brɔːdkæst/

to send out a program on television or radio

**widespread**

/waɪdspred/

existing or happening in many places or among many people

**compose**

/kəmˈpəʊz/

to make up or form something

**stimulate**

/stɪmjəleɪt/

to encourage someone by making them excited about something

**nourish**

/nəˈrɪʃ/

to keep a feeling, idea, or belief strong and make it grow stronger

**candle**

/kænd(ə)/

a stick of wax with a piece of string through the middle that gives light as it burns

**fascinate**

/fæsmɪneɪt/

to attract much interest in something, someone, etc.



Short Clip

著作権について

Lesson 9 Short Clip オーバーツーリズムに抗議するデモ



AFP/アフロ

107-164 (社名入る) / Lesson 9 Traveling This Beautiful Planet / Get Ready / Short Clip

107-164 (社名入る) / Lesson 9 Traveling This Beautiful Planet / Part 1

著作権について

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## Lesson 9 Part 1 本文



Can you imagine a time when you can't travel? In fact, with restrictions on non-essential travel and complete lockdown in some countries, we were able to witness what could happen to the world.

For a while, tourism declined significantly due to infectious diseases and natural disasters. It is still fresh in our memories that the number of tourists decreased drastically in 2020 because of COVID-19. However, the period of the pandemic is over, and the problem of overtourism is once again emerging around the world.

Overtourism has quickly become one of the most serious social problems in the modern age of travel. More and more people visit sightseeing places, thanks to convenient flights, rising incomes and the power of social media. Many popular sightseeing destinations are no longer able to cope with their own popularity. A number of these places have raised the alarm over this situation.

In 2018, the Oxford Dictionary chose "overtourism" as one of its Words of the Year. The World Tourism Organization defines it as "the negative impact that tourism has on a destination." An excess of tourist crowds impacts the local people's quality of life. Excessive crowds hinder the experiences of the tourists themselves. Many places dependent on money from tourism wonder if they can maintain a good environment not only for travelers but also for their own residents.

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## Lesson9 Part1 新出語・熟語

<b>restriction</b> /rɪstrɪkʃ(ə)n/	a rule or law that limits what people can do
<b>lockdown</b> /lɒk(ə)daʊn/	an emergency situation in which people's movements or actions are restricted because of a dangerous situation
<b>witness</b> /wɪtnəs/	to see something happen, especially a crime or accident
<b>tourism</b> /tʊəriz(ə)m/	the business of providing services such as transport, places to stay, or entertainment for tourists
<b>decline</b> /dɪklaɪn/	a decrease in the number, value, quality, or importance of something
<b>significantly</b> /sɪgnɪfɪk(ə)ntli/	by a large amount
<b>infectious</b> /ɪnfɛkjəs/	(of a disease) can be passed easily from one person to another, especially through the air or water
<b>drastically</b> /dræstɪkəli/	in a way that is extreme and sudden
<b>COVID</b> /kóʊvɪd/	a highly contagious disease caused by the SARS-CoV-2 virus
<b>pandemic</b> /pændémɪk/	a disease that spreads over the whole world
<b>overtourism</b> /əʊvərtʊəriz(ə)m/	the situation when too many people visit a place at one time, so the place is spoiled and local people's lives become difficult
<b>emerge</b> /ɪmɔːrdʒ/	to come out or appear from a hidden or confined state
<b>income</b> /ɪnkʌm/	the money that someone earns from their work
<b>cope</b> /kóʊp/	to deal successfully with a difficult problem or situation
<b>alarm</b> /ə'lɑːrɪm/	a warning of danger
<b>Oxford</b> /ɒ(ə)ksfərd/	(Oxford Dictionary) a division of Oxford University Press
<b>crowd</b> /kráʊd/	a large group of people who are together in one place to do something
<b>excessive</b> /ɪksésɪv/	too much or too many
<b>hinder</b> /hɪndə/	to make it difficult for someone to do something
<b>resident</b> /résɪd(ə)nt/	someone who lives or stays in a particular place

once again

cope with ...

 raise the alarm


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Lesson 9 Part 2 本文

Overtourism has caused problems for tourist destinations around the world. In Barcelona, residents protested against many problems caused by having too many tourists. In Paris, workers at the Louvre Museum went on strike over dangerous conditions resulting from having too many visitors. In Venice, residents tried hard to get cruise ships banned from docking there. On Mt. Everest, some climbers died of altitude sickness because of the delays caused by too many climbers.

How about in Japan now? The number of tourists coming to this country is once again increasing rapidly. Inbound tourism can contribute greatly to the Japanese economy. Having too many visitors, however, can lead to many problems, such as noise, litter and traffic congestion. It can cause great inconvenience to local residents. It may even spoil the attraction of the sightseeing spot itself.

In Kyoto, people are feeling the negative impacts of overtourism. For example, they have trouble boarding the buses by which they commute. One of the local residents expresses his mixed feelings: "Many locals depend on tourism, so I'm not saying we don't need tourists. But we do see its negative impacts." Even Japanese tourists often avoid visiting Kyoto because of overtourism.

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## Lesson9 Part2 新出語・熟語

<b>Barcelona</b> /bɑːrsəlóʊnə/	a large city in northeast Spain that is famous for its buildings by the architect Gaudí
<b>protest</b> /prəˈtɛst/	to show that you disagree with something publicly
<b>Louvre</b> /ˈluːvr(ə)/	the most famous French museum
<b>strike</b> /straɪk/	a period of time when workers stop working because of a disagreement about pay, working conditions etc.
<b>Venice</b> /ˈvɛnɪs/	a city in northeastern Italy that is now one of the most popular places in the world for tourists
<b>cruise</b> /krúːz/	a journey on a large ship like a hotel, with restaurants, bars etc., visiting different places
<b>ban</b> /bæn/	to prohibit something officially
<b>dock</b> /dɒk/	to sail into a harbor and stay there so that a ship can unload
<b>climber</b> /klaɪmər/	someone who climbs mountains
<b>altitude</b> /æltɪtjuːd/	the height above sea level
<b>sickness</b> /sɪknəs/	illness
<b>delay</b> /dɪleɪ/	the situation in which someone or something has to wait for something to happen
<b>rapidly</b> /ræpɪdli/	very quickly
<b>inbound</b> /ɪnbəʊnd/	arriving at a place
<b>economy</b> /ɪkə(ɪ)nəmi/	the system of trade and industry
<b>litter</b> /lɪtər/	small pieces of rubbish that people have thrown away and have been left in public places
<b>congestion</b> /kɒndʒɛstʃ(ə)n/	the state of too much traffic in a place
<b>inconvenience</b> /ɪnkɒnvɪniəns/	trouble or problems that often cause a delay or discomfort
<b>attraction</b> /əˈtrækʃ(ə)n/	something that makes people want to go to a place
<b>commute</b> /kəmjú:t/	to travel a long distance regularly by bus, train, car, etc. to get to work

result from ...

 ban A from B


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## Lesson 9 Part 3 本文

Now is the time when we should reflect on what it actually means to travel. Imagine that you are a resident of a famous tourist destination. Do you think people in your town want to welcome more tourists from abroad? Do you think foreign tourists who visit your town will come back again in the future?

Professor Harold Goodwin, who wrote *Responsible Tourism*, remarked, "Tourism is like a fire — you can use it to cook your food or it can burn your house down." Responsible tourism is about making places better for people to live in and better for people to visit. It demands responsibility for achieving sustainable development.

How can we achieve responsible tourism to overcome the problems of overtourism? There is no single perfect solution to these problems. There are, however, many ways to reduce crowding and protect the environment. By taking a more responsible approach to tourism, we can maximize the positive effects and minimize the negative ones. Nobody can deny the fact that we all live on this beautiful planet and we are in the same boat. Traveling should be a beneficial experience. It is up to us to make sure it stays that way.

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Lesson9 Part3 新出語・熟語

**professor**  
/prə'fɛsə/

a teacher at a university or college

**Harold Goodwin**  
/hɑ:ɹ(ə)ld gʊdwin/

a Professor Emeritus and Responsible Tourism Director at the Institute of Place Management at Manchester Metropolitan University

**remark**  
/rɪ'mɑ:k/

to say something about something; to comment

**development**  
/dɪvələpmənt/

the growth or changes in an economy through increased business activity

**overcome**  
/əʊvə'kʌm/

to succeed in controlling or dealing with something

**maximize**  
/mæksɪməɪz/

to increase something as much as possible

**minimize**  
/mɪnɪməɪz/

to reduce something to the smallest possible amount or level

**deny**  
/dɪnaɪ/

to not allow someone to have or do something that they want

**beneficial**  
/bɛnɪfɪj(ə)l/

having a good and useful effect

reflect on ...

 burn ... down



## Lesson 9 Bird's-Eye Viewing



Can you imagine a time when you can't travel? In fact, with restrictions on non-essential travel and complete lockdown in some countries, we were able to witness what could happen to the world.

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Lesson 9 Activity Plus 


In English class, you are listening to a discussion of the following statement: "In order to prevent overtourism, people should refrain from posting pictures of their trips on social media."

**Teacher:**

**Satoshi:**

**Emi:**

**Mika:**





Lesson9 Activity Plus 新出語・熟語

<b>statement</b> /stéɪtmənt/	something that someone says or writes to express opinions
<b>refrain</b> /rɪfréɪn/	to stop oneself from doing something or to hold back from a particular action or behavior
<b>crucial</b> /krú:ʃ(ə)l/	extremely important
<b>frankly</b> /fræŋkli/	used when giving an honest opinion
<b>worth</b> /wɔ:θ/	to be important, useful or pleasant to have or do
<b>wherever</b> /(h)weə'revə/	to or in any place
<b>trend</b> /trénd/	a general tendency in the way that people are behaving
<b>undertourism</b> /ʌndə'túəriz(ə)m/	travel that reduces the number of visitors to a place to a minimum level / the practice of traveling to local places that have not previously been noted as famous tourist spots
<b>plus</b> /plʌs/	and also; besides

---

**refrain from ...**


**for the purpose of ...**

 **be worth ~ing** 

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著作権について

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## Lesson 10 Part 1 本文



The world is full of diverse information, not all of which is correct.

Have you heard about a lion escaping from a zoo in Japan? The news spread with fake images immediately after the 2016 Kumamoto Earthquake. People in the area were alarmed by this news, and the zoo was flooded with phone calls. Their website had gone down due to the quake, and it was not until the next day that the zoo was finally able to announce the correct information on it. During the COVID-19 pandemic, another piece of fake information spread in Japan. It claimed, falsely, that Japan would soon run out of toilet paper because China had stopped production of it. The media reported that this information was false, but people were still worried by the images of empty supermarket shelves. The confusion caused by this false news lasted for nearly two months. Fake news refers to misinformation expressed in various forms, including text, images, videos, and audio clips. It can quickly spread when people feel fear or anger during disasters or social crises. It can also devastate our livelihoods and economy. How can we avoid believing fake news and reach the truth based on facts?

連絡 本文 一文 意味




## Lesson10 Part1 新出語・熟語

<b>diverse</b> /dɪvə's/	having a variety or range of different elements, qualities, or characteristics
<b>fake</b> /feɪk/	not genuine or authentic, often created to deceive or imitate something real
<b>immediately</b> /ɪmɪ'diətlɪ/	at once
<b>quake</b> /kwéɪk/	a sudden shaking or vibration of the ground
<b>announce</b> /ə'nəʊns/	to tell people something, especially officially
<b>claim</b> /kleɪm/	to state something as true, often without providing proof
<b>falsely</b> /fɜ:lslɪ/	in a way that is not true or accurate
<b>production</b> /prə'dʌkʃ(ə)n/	the activity of making films, television programs, plays, or a particular film, etc.
<b>confusion</b> /kən'fju:ʒ(ə)n/	a state of being unclear or uncertain
<b>misinformation</b> /mɪsɪn'fɔ:məʃ(ə)n/	false or inaccurate information that is spread, regardless of intent
<b>audio</b> /ɔ:diəʊ/	of or relating to sound
<b>clip</b> /klɪp/	a short part of a film
<b>anger</b> /æŋgə/	a strong feeling of displeasure, frustration, or hostility
<b>crises</b> /krá:si:z/	plural of crisis
<b>crisis</b> /krá:sis/	a time of great danger, suffering, etc.
<b>devastate</b> /dévəstèɪt/	to cause great damage, destruction, or overwhelming emotional distress
<b>livelihood</b> /lá:vlɪhəʊd/	the means or way of earning a living
<b>truth</b> /tru:θ/	the real facts about a situation, event, or person

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**be flooded with ...**

**go down**

 **run out of ...**



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## Lesson 10 Part 2 本文

An interesting survey was conducted in 2017 in 14 countries to assess highly educated people's factual understanding of society. One survey item asked about the percentage of the global population in extreme poverty over the past 20 years. The answer options were "almost doubled," "remained about the same," and "almost halved." The correct answer is "almost halved." Only 25% of people answered correctly in Sweden and Norway, the two top-ranking countries on this question. Japan ranked 4th in percentage of correct answers at only 10%.

Another question gave similar results. It asked what percentage of girls complete elementary education in all low-income countries with three answer options: "20%," "40%," and "60%." The correct answer is 60%. Even among the top-ranking Swedish people, the percentage of correct answers to this question was only 11%, while the Japanese percentage was still lower at 7%. If people had chosen the answer randomly, one out of three would have chosen the correct answer.

What implications do these survey results have? They tell us we tend to think negatively, even if the truth is not so negative.



## Lesson10 Part2 新出語・熟語

<b>conduct</b> /kəndʌkt/	to do a particular activity to get information or prove facts
<b>assess</b> /əˈsɛs/	to evaluate, examine, or determine the value, quality, or significance of something
<b>educate</b> /ˈɛdʒəkəɪt/	to teach someone at a school, university, etc.
<b>factual</b> /fæktʃu(ə)l/	based on facts, or something that is accurate, true, and supported by evidence, rather than opinion or interpretation
<b>percentage</b> /pərséntɪdʒ/	the rate
<b>extreme</b> /ɪkstri:m/	very great in degree
<b>poverty</b> /pɔ(ː)vərti/	the state of being poor
<b>halve</b> /hælv/	to divide something into two equal parts or to reduce it by half
<b>correctly</b> /kəˈrɛktli/	in a way that is right and suitable
<b>rank</b> /ræŋk/	to give someone or something a position in a list or evaluation according to quality or importance
<b>elementary</b> /ˈɛlmənt(ə)ri/	basic, simple, or fundamental
<b>Swedish</b> /swiːdiʃ/	related to Sweden
<b>randomly</b> /rændəmli/	in a way that is without a specific pattern, order, or plan
<b>implication</b> /ɪmplɪk(ə)ʃ(ə)n/	a possible consequence, result, or effect that is suggested or inferred, though not explicitly stated
<b>negatively</b> /nəˈɡətɪvli/	in a bad way



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## Lesson 10 Part 3 本文



Indeed, the proportion of low-income countries' populations within the global population declined from 29% in 1997 to 9% in 2017. During this time, life expectancy in these countries rose to 64 years, with many girls finishing elementary education. These developments sharply contrast with the human tendency to think of situations negatively. When we know these facts, we can see that the world is not as bad as we are being told.

Then why are we drawn to negative stories? One explanation can be found in the evolution of the human brain. In ancient times, our ancestors needed to be ready for unpredictable dangers to survive. To cope with these challenges, their brains evolved to focus on negative things, which helped protect them by preparing them for negative happenings. When dramatic fake news appears during dangerous situations like disasters, our brains quickly switch on to believe the negative fake news.

Generally speaking, there is no such thing as only one side being completely right. We should recognize there are usually multiple ways of looking at things. Do not focus only on the bad. Look for examples of good things.

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## Lesson10 Part3 新出語・熟語

**indeed**

/ɪnˈdiːd/

in fact or actually

**proportion**

/ˈprɒpɔːʃ(ə)n/

the relationship in size, amount, or degree between different parts of a whole

**expectancy**

/ɪkspɛkt(ə)nsi/

(life expectancy): length of time that a person or animal is likely to live

**sharply**

/ʃɑːrpli/

suddenly and by a large amount

**tendency**

/ˈtɛndənsi/

a likelihood of someone's behaving or acting in a particular way

**explanation**

/ɛkspləˈneɪʃ(ə)n/

a statement for someone to understand something clearly

**ancestor**

/ˈænsɛstər/

a person from whom one is descended

**unpredictable**

/ʌnpɪdɪkəb(ə)l/

difficult to foresee or anticipate

**dramatic**

/drəˈmætɪk/

striking, intense, or emotionally charged

**multiple**

/mʌltɪp(ə)l/

more than one or several things

contrast with ...

be ready for ...

 switch on

## Lesson 10 Bird's-Eye Viewing



The world is full of diverse information, not all of which is correct.

Have you heard about a lion escaping from a zoo in Japan? The news spread with fake images immediately after the 2016 Kumamoto Earthquake. People in the area were alarmed by this news, and the zoo was flooded with phone calls. Their website had gone down due to the quake, and it was not until the next day that the zoo was finally able to announce the correct information on it. During the COVID-19 pandemic, another piece of fake information spread in Japan. It claimed, falsely, that Japan would soon run out of toilet paper because China had stopped production of it. The media reported that this information was false, but people were still worried by the images of empty supermarket shelves. The confusion caused by this false news lasted for nearly two months. Fake news refers to misinformation expressed in various forms, including text, images, videos, and audio clips. It can quickly spread when people feel fear or anger during disasters or social crises. It can also devastate our livelihoods and economy. How can we avoid believing fake news and reach the truth based on facts?

An interesting survey was conducted in 2017 in 14 countries to assess highly educated people's factual understanding of society. One survey item asked about the percentage of the global population in extreme poverty over the past 20 years. The answer options were "almost doubled," "remained about the same," and "almost halved." The correct answer is "almost halved." Only 25% of people answered correctly in Sweden and Norway, the two top-ranking countries on this question. Japan ranked 4th in percentage of correct answers at only 10%.

Another question gave similar results. It asked what percentage of girls complete elementary education in all low-income countries with

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Lesson 10 Activity Plus 

In English class, your teacher shows you two photographs as an example of fake news.

Teacher: [Redacted]

Satoshi: [Redacted]

Teacher: [Redacted]

Teacher: [Redacted]

Mika: [Redacted]



Teacher: [Redacted]

Teacher: [Redacted]

Lesson10 Activity Plus 新出語・熟語

<b>circulate</b> /sɑ:kjələt/ <b>overwhelm</b> /əʊvə(r)lweɪm/ <b>upset</b> /ʌpsɛt/ <b>despite</b> /dɪspɑ:t/ <b>description</b> /dɪskrɪpʃ(ə)n/ <b>spectator</b> /spektətə(r)/ <b>extinguish</b> /ɪkstɪŋgwɪʃ/ <b>stir</b> /stɪr/	<p>to distribute something, like news or materials, to a group of people</p> <p>to overpower or affect someone or something in a way that is too much to handle</p> <p>being emotionally disturbed, distressed, or agitated</p> <p>in spite of</p> <p>a detailed account or explanation of something</p> <p>someone who watches an activity, especially a sports event</p> <p>to put out or eliminate something, typically a fire, light, or flame, by removing the source of heat or oxygen</p> <p>to provoke or inspire an emotional response or action in someone</p>
--	--

 put out ... 

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## Optional Lesson 1 Part 1 本文



When we look around ourselves, we find a surprising variety of things made of one particular metal. What is this metal that is so vital to our lives?

We cannot spend a single day without seeing electric devices, cars, trains, buildings, and airplanes. What do you think is commonly used in these things? Yes, it is iron. Iron is used all over the world, because it is very strong and cheap compared with other metals. Let's look at the world of iron.

Iron, whose symbol Fe comes from the Latin ferrum, is a gray, silvery metal. It is found in rocks and soils combined with other elements. It makes up about five percent of Earth's crust and is fourth in abundance behind oxygen, silicon, and aluminum among all the elements found on the Earth. The main ingredient in Earth's core is melted iron. It is estimated that iron makes up about one-third of Earth's mass.

Iron is the most stable metal, and its reserves are the largest. Nowadays, among the various metals that are produced and used around the world, iron accounts for the largest share, about 95 percent. The annual worldwide production of iron now amounts to more than 1.8 billion tons.

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## Optional Lesson1 Part1 新出語・熟語

<b>particular</b> /pɑːtɪkjələːr/	<b>special</b>
<b>vital</b> /ˈvaɪt(ə)l/	essential, crucial, or necessary for life, health, or success
<b>iron</b> /ˈaɪərn/	a hard metal used to make steel
<b>Latin</b> /ˈlæɪt(ə)n/	the ancient language of the Romans, which served as the foundation for the Romance languages
<b>ferrum</b> /ˈfɛrəm/	the Latin word for iron
<b>silvery</b> /ˈsɪlv(ə)ri/	resembling silver in appearance
<b>soil</b> /sɔɪl/	the substance on the surface of the ground in which plants, trees, etc. grow
<b>element</b> /ˈɛlmənt/	a fundamental or essential part of something
<b>crust</b> /krʌst/	the outer, hard or firm layer of something
<b>abundance</b> /əˈbʌnd(ə)ns/	a large quantity or ample supply of something
<b>silicon</b> /ˈsɪlk(ə)n/	a hard, brittle, crystalline substance with the symbol Si and atomic number 14
<b>aluminum</b> /əˈlʊːmɪnəm/	a lightweight, silvery-white, and malleable metal with the symbol Al and atomic number 13
<b>ingredient</b> /ɪnɡriːdiənt/	one of the materials that is used to make a particular thing, particularly food
<b>core</b> /kɔːr/	the central or most important part of something
<b>melt</b> /mɛlt/	to change a solid substance into a liquid by applying heat
<b>mass</b> /mæs/	having an effect on a large number of people or things
<b>reserve</b> /rɪzəːrv/	a supply of something kept for future use
<b>annual</b> /ˈænju(ə)l/	occurring once a year or being completed within a year

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## Optional Lesson 1 Part 2 本文



It is said that iron was first discovered around 4000 B.C., and that it started to be used for making weapons and tools in India and the Anatolian Peninsula, now Turkey, around 1400 B.C. That means people in those days already had ironmaking skills. Since then, iron has supported human civilization.

There remain some things that were made of iron in the ancient days. In the Qutub Minar, the oldest Islamic ruins in India near New Delhi, stands an iron pole that was made in the 4th century. It is 7.2 meters high, 0.42 meters in diameter, and weighs about seven tons. It is estimated that about one meter of it is buried in the ground. It has already been 1,600 years since the pole was built, but we can see hardly any rust on it.

In Japan in the late 20th century, old Japanese-style nails were found during the renovation of Horyuji Temple, the oldest wooden architecture in the world. The surfaces of the nails were covered with black rust, but the rust hadn't progressed inside. In Europe, the Eiffel Tower in Paris, which was completed in 1889 using a great amount of iron, still attracts a large number of tourists. These are examples of high-level iron-making skills that produced long-lasting iron.

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## Optional Lesson1 Part2 新出語・熟語

<b>Anatolian</b> /æˈnætəʊliən/	related to Anatolia, a large peninsula in Western Asia
<b>peninsula</b> /pəˈnɪns(ə)lə/	a piece of land that sticks out from a larger area and is almost completely surrounded by water
<b>Qutub Minar</b> /kʊtəb mɪnɑːr/	a towering minaret located in India
<b>Islamic</b> /ɪsˈlæmɪk/	related to Islam, the religion founded in the 7th century
<b>New Delhi</b> /njuː dɛli/	the capital city of India, located in the northern part of the country
<b>pole</b> /pəʊl/	the most northern or most southern point on a planet
<b>diameter</b> /daɪəˈmɪtəːr/	the length of a straight line from one side of a circle to the other side, passing through its center
<b>bury</b> /bəri/	to hide or cover something so that it cannot be seen
<b>rust</b> /rʌst/	a reddish-brown color
<b>nail</b> /neɪl/	a small metal pin or fastener used to join or secure materials
<b>renovation</b> /rɛnəˈveɪʃ(ə)n/	the process of improving, updating, or restoring a building, structure, or space
<b>wooden</b> /wʊd(ə)n/	made of wood
<b>Eiffel</b> /aɪf(ə)l/	a world-famous iron lattice tower located in Paris



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## Optional Lesson 1 Part 3 本文



Human beings use many kinds of metals in our lives, and among them iron is the most widely used not only because it is strong, but also because it can easily be shaped and formed when it is melted by heat. Therefore, it is easy to recycle iron. It can be made harder and stronger, or softer for a specific purpose.

Another basic and important quality of iron is that it can easily be magnetized. When attached to other magnets or provided with electricity, iron attracts some other metals or magnetized materials. The Earth, whose core is melted iron, acts like a giant magnet with the North and South Poles. So, a magnetized iron needle points its ends toward the North and South. These properties have enabled us to create useful tools, from compasses to maglev trains.

Normally, iron is found as ore in the ground. Iron ore is made up of iron and oxygen. If we remove oxygen from ore, we get iron. To do this, a very high temperature of more than 1,000 degrees Celsius is necessary. The crystal structure of iron varies depending on the temperature, and because of this its nature and hardness can vary greatly as well. When combined with a small amount of carbon, it can be made into steel, which is stronger and harder than iron by itself.

漢字 単語 一文 意味



## Optional Lesson 1 Part 3 新出語・熟語

**magnetize**

/mæɡnətaɪz/

to subject a material to a magnetic field in order to give it magnetic properties

**attach**

/ətætʃ/

to fasten, join, or connect one thing to another

**magnet**

/mæɡnɪt/

a piece of iron that attracts iron and steel objects

**needle**

/niːd(ə)l/

a slender, pointed tool used for sewing, threading, or piercing materials

**compass**

/kæmpəs/

an instrument typically consisting of a magnetized needle that points to magnetic north

**maglev**

/mæɡləv/

causing an object to float above a solid surface using magnets

**normally**

/nɔːrml(ə)li/

in a normal or ordinary way

**ore**

/ɔːr/

a rock or soil from which a metal can be obtained

**Celsius**

/sɛlsɪəs/

a temperature scale where 0°C represents the freezing point of water and 100°C represents the boiling point of water at standard atmospheric pressure

**crystal**

/krɪst(ə)l/

a solid substance in which the atoms or molecules are arranged in a highly ordered, repeating pattern

**hardness**

/hɑːrdnəs/

the ability of a material to resist deformation, scratching, or indentation

**steel**

/stiːl/

a strong metal that is made of a mixture of iron and carbon

be made up of ...

remove A from B



be made into ...



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## Optional Lesson 1 Part 4 本文



Iron also plays a vital role for all living things on our planet. It is one of the essential minerals for every kind of life, from microbes to plants and animals. When life started in the ancient oceans, iron was abundant in that environment, so it was readily utilized in life activities.

Both plants and animals require a small amount of iron. Meat-eating animals, such as lions and bears, tend to eat the liver first after catching their prey. It may be because the liver contains plenty of iron. People who enjoy bonsai often insert nails into the bases of potted pine trees, because this helps the plants stay in good condition.

The average quantity of iron in a typical human adult body is about 4.5 grams, that is, about 0.004 percent of the total weight. About 65 percent of the body's iron is in the blood as part of the hemoglobin of the red blood cells. The most important role of hemoglobin is to carry oxygen from the lungs through the blood vessels to all parts of the body. Without iron, hemoglobin cannot be formed and oxygen cannot be carried to the body cells. The reason why our blood looks red is that the iron-containing hemoglobin turns red when it combines with oxygen in the lungs.

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## Optional Lesson1 Part4 新出語・熟語

<b>mineral</b> /mɪn(ə)r(ə)l/	a natural substance in food and drink that is important for our body to stay healthy
<b>microbe</b> /maɪkroʊb/	a very small living thing that can only be seen with a microscope, and which sometimes can cause diseases
<b>readily</b> /riːdɪli/	quickly and easily
<b>utilize</b> /juːt(ə)laɪz/	to make practical use of something or to put it to work for a specific purpose
<b>liver</b> /lɪvər/	an organ in the body that cleans the blood
<b>prey</b> /preɪ/	an animal that is hunted, caught, and eaten by another animal, typically a predator
<b>plenty</b> /plenti/	a large amount
<b>insert</b> /ɪnsɜːrt/	to place or put something into a particular space or location
<b>potted</b> /pɒt(ɪ)tɪd/	a plant being placed in a pot, typically for decorative or practical purposes
<b>pine</b> /paɪn/	A type of evergreen tree or shrub
<b>quantity</b> /kwɒntəti/	the amount or number of something
<b>gram</b> /græm/	a unit for measuring weight
<b>hemoglobin</b> /hi:məgləʊb(ə)n/	a protein found in red blood cells
<b>cell</b> /sɛl/	the smallest unit of a living thing
<b>lung</b> /lʌŋ/	one of the two organs in the respiratory system responsible for gas exchange
<b>vessel</b> /vés(ə)l/	a tube-like structure that carries fluids, such as blood

plenty of ...



that is ...



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## Optional Lesson 1 Part 5 本文



Iron is one of the nine "micro minerals" essential for the human body. It is said that iron is the mineral we tend to be most inadequate in consuming, though the recommended daily amount is only about seven milligrams. Some kinds of food rich in iron are meat, fish, beans, vegetables, and seaweeds. Among them, meat, especially liver, contains the most iron. The iron found in liver and other meats is not only plentiful but also easily absorbed. It is called "heme iron." On the other hand, iron in vegetables, which is called "non-heme iron," is not absorbed right away. Heme iron is ten times easier to absorb than non-heme iron. Another good point of heme iron is that it is not damaged by cooking like vitamin C is. We can say it is beneficial for us to regularly eat liver and other meats with little fat. As we have seen, iron is an essential substance for both building strong structures and maintaining our healthy bodies. Iron has been strongly supporting our society and our bodies for a long period of time and will continue to do so for many years to come.

通読 本文 一文 意味



## Optional Lesson1 Part5 新出語・熟語

<b>micro</b> /máikrou/	very small
<b>inadequate</b> /mædikwət/	insufficient, lacking in quality or quantity, or not meeting the required standard
<b>consume</b> /kənsjú:m/	to use fuel, energy, time, etc.
<b>recommend</b> /rɛkəménd/	to tell someone that something is good or useful, or advise someone to do something
<b>milligram</b> /míligræm/	a unit of mass in the metric system, equal to one thousandth (1/1,000) of a gram
<b>seaweed</b> /si:wí:d/	various types of marine plants or algae that grow in the ocean
<b>plentiful</b> /pléntif(ə)/	abundant; more than enough in amount
<b>absorb</b> /əbzɔ:rb/	to take something in
<b>heme</b> /hi:m/	a complex molecule containing iron that is an essential component of hemoglobin and other oxygen-carrying proteins
<b>vitamin</b> /vítəmm/	a natural substance in food that is necessary for good health
<b>substance</b> /sʌbst(ə)ns/	a form of matter with a specific composition and distinct properties



be rich in ...



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## Optional Lesson 2 Part 1 本文



I am sitting in an overstuffed chair in the lobby of The Dominion Imperial International Hotel. No kidding, that's really the name. My friend Wendy dragged me here to meet a guy, but he doesn't know it. In fact, he's never heard of Wendy. But that doesn't stop her from being in love with him. Well, maybe not in love. I think love is for people you've at least met. Wendy has never met Craig the Cat. That's the name of the guy. At least that's his stage name. He's a rock star who's been famous for over six months. Even my parents have heard of him.

Wendy is here to get Craig the Cat's autograph on his latest album. She constantly talks about Craig the Cat. But it was like discussing something that was going on in another time frame, on another continent. I didn't mind. It was nicely, safely unreal. Until Craig the Cat came to town today.

Wendy looks at her watch. "He's showered and is relaxing now. He's feeling rested, triumphant, and receptive."

"Receptive to what?"

"To meeting us. To autographing my album."

"How are you going to accomplish that? You don't actually know that he's staying at this hotel, and even if he is, you don't know his room number."

Wendy stands up. "Don't be so negative, Rosalind. Come," she says.

I follow her to one of those telephones that connect the caller to hotel rooms. She dials a number. She waits. Then she says, "Craig the Cat, please."

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<b>overstuffed</b> /ˈoʊvərstʌft/	filled completely with a thick layer of stuffing
<b>lobby</b> /lɑː(ə)bi/	a large hall just inside the entrance of a building
<b>dominion</b> /dəˈmɪnjən/	the power or right to control a country or people
<b>imperial</b> /ɪmˈpiəriəl/	belonging or relating to an empire or the person who rules it
<b>Wendy</b> /wɛndi/	a first name for girls
<b>drag</b> /dræg/	to make someone go somewhere they do not really want to go
<b>Craig</b> /kreɪg/	a first name for boys
<b>autograph</b> /ˌɔːtəgræf/	a famous person's signature given to someone who admires them
<b>latest</b> /leɪtɪst/	the most recent or newest
<b>constantly</b> /kɑː(ə)nst(ə)ntli/	always, or very often
<b>frame</b> /frɛm/	(time frame) the period of time that is used or available for something
<b>continent</b> /kɑː(ə)nt(ə)nənt/	a large area of land surrounded by sea, such as Asia, Africa, or Europe
<b>unreal</b> /ʌnrɪː(ə)l/	not related to real things; unrealistic
<b>triumphant</b> /traɪˌʌmf(ə)nt/	feeling very pleased because of a victory or success
<b>receptive</b> /rɪsɛptɪv/	willing to accept new ideas or listen to someone else's opinions
<b>Rosalind</b> /rɔːzələnd/	a first name for girls
<b>caller</b> /kɔːləɹ/	a person who makes a phone call
<b>dial</b> /diəl/	to turn the dial on a phone to make a call

no kidding

 stop A from B


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## Optional Lesson 2 Part 2 本文



She looks at me. "I found him! Listen!" She turns the receiver so that I, too, can hear. A woman is on the other end. "How did you find out where Craig the Cat is staying?" she asks. "The leak. I need to know where the leak is."

"There isn't any. I'm the only one with the information. Please listen. I want his autograph."

"Who doesn't?"

"Help me get it, please. What are my chances?"

"Poor to none."

"Oh."

"I'm his manager and, my dear, I'm his mother. I protect Craig from two vantage points. Now, how many other fans know where he's staying?"

"None that I know of."

"You mean you didn't sell the information to the highest bidder?"

"I wouldn't do that."

"Maybe not, dear, but I'm tired of his fans. Leave him alone! I'm hanging up."

Click.

Wendy sighs.

連続 本文 一文 意味



## Optional Lesson2 Part2 新出語・熟語

<b>receiver</b> /rɪsɪvər/	the part of a phone that you hold to your ear
<b>leak</b> /li:k/	giving out secret information to the newspapers, etc.
<b>none</b> /nʌn/	not any
<b>vantage</b> /væntɪdʒ/	a good place or position from which you can see something
<b>bidder</b> /bɪdə/	someone who offers to pay a particular amount of money for something
<b>hang</b> /hæŋ/	to be attached at the top, leaving lower parts free
<b>click</b> /klɪk/	a short sharp sound
<b>sigh</b> /saɪ/	to make a long sound as you breathe out, often because you are sad, disappointed, or tired
<b>dining</b> /daɪnɪŋ/	the act of eating a meal

know of ...

be tired of ...

leave ... alone



hang up



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## Optional Lesson 2 Part 3 本文



We are sitting in the overstuffed chairs again. Wendy is watching and waiting. I see no human-size cat in the lobby. I feel like going to sleep.

Almost an hour goes by. Suddenly, Wendy pokes me. "It's him! It's him!"

I look up. A guy who seems to be about twenty or twenty-five is passing by with a woman who looks old enough to be his mother. He is lean. She is not. They are dressed normally.

I whisper to Wendy. "That's Craig the Cat? How do you know? He looks like an ordinary guy."

Wendy doesn't answer. She stands up and starts to follow the guy and the woman. They are heading for the hotel coffee shop. I follow all of them. I see the guy and the woman sit down. They are looking at menus.

Wendy rushes up to them, clutching her album. "May I have your autograph?" she asks the guy.

The woman glares at Wendy. "He doesn't give autographs," she says. "He's just an ordinary person. Can't you see he's just an ordinary person?"

"You're Craig the Cat!" Wendy says to the guy.

She says it too loudly.

"How do you know I'm Craig the Cat?" the guy asks. Also too loudly.

People in the coffee shop turn and stare. They repeat, "Craig the Cat!"

Suddenly somebody with a camera appears and aims the camera at Craig. Wendy bends down and puts her face in front of Craig's.

連続 本文 一文 意味



## Optional Lesson2 Part3 新出語・熟語

<b>poke</b> /póuk/	to quickly push your finger or other pointed object into something or someone
<b>lean</b> /li:n/	to slope in one direction
<b>whisper</b> /(h)wispə̀r/	to speak or say something very quietly so that other people cannot hear
<b>rush</b> /rʌʃ/	to hurry or move very quickly somewhere
<b>clutch</b> /klʌtʃ/	to hold something tightly
<b>glare</b> /glɛə̀r/	to look at someone in an angry way
<b>stare</b> /stɛə̀r/	to look at something or someone for a long time without moving your eyes
<b>aim</b> /éim/	to point a weapon or camera towards a target
<b>bend</b> /bénd/	to move part of your body so that it is not straight

feel like ...

go by

head for ...

aim A at B



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## Optional Lesson 2 Part 4 本文



Craig's mother glares at the photographer. "Shoo!" she says, waving her hand. "Shoo immediately!" The photographer leaves. So does Wendy. She runs back to me. I am hiding behind a fern. Wendy has lost her cool. "Let's get out of here before we're kicked out or arrested," she says. We rush toward a door. "Wait!" Someone is yelling at us. When I hear the word wait, it's a signal for me to move even faster. But Wendy stops. "It's him!" she says, without turning around. I turn. It is Craig the Cat. He's alone. He rushes up to Wendy. "How did you know me?" he asks. "I didn't tell the media where I was staying. And I certainly didn't give out my room number. I wasn't wearing my cat costume. And I was with my mother. So how?" Wendy looks at me. She's trying to decide if she should answer. Something in her wants to and something in her doesn't want to. She turns back to Craig. "I'm an expert on you," she says. "I know you like fancy, old hotels, and this is the oldest and the fanciest in town. I know your lucky number is twelve, so I figured you'd stay on the twelfth floor in room 1212. I know you always wear red socks when you're not performing, so tonight I watched ankles in the lobby. And I knew you'd be with your manager — your mother."



## Optional Lesson2 Part4 新出語・熟語

**shoo**

/ʃuː/

said to an animal or a child to make them go away

**fern**

/fɜːn/

a plant with green leaves like large feathers and no flowers

**arrest**

/əˈrɛst/

to take someone or keep them in a police station because they have done something wrong under law

**yell**

/jél/

to shout or say something very loudly

**signal**

/sɪgn(ə)l/

a movement, light, or sound in order to give information or tell someone to do something

**costume**

/kɒst(ə)stju:m/

a set of clothes worn by an actor or by someone in order to look like someone else

**fancy**

/fænsi/

expensive and fashionable

**sock**

/sɒk/

a piece of clothing you wear on your foot inside your shoe

**ankle**

/æŋk(ə)l/

the part of your leg that is just above your foot

lose one's cool

yell at ...



give out ...



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## Optional Lesson 2 Part 5 本文



"What about the photographer?"

"I know you don't want to be photographed without your cat costume and makeup. In an interview on October eighth of this year, you said it would wreck your feline image. So when I saw the photographer trying to take your picture, I put my face in front of yours."

"You did that for me?"

"I'd do it for any special friend."

"But you don't know me."

"Yes, I do. When I read about someone, I get to know him. I don't believe everything I read, of course. I pick out certain parts. I look for the reality behind the unreality. I went through seventy-one pages about Craig the Cat, in eleven different magazines, and I ended up thinking of you as my friend."

Craig the Cat is staring at Wendy as if he's the fan. He's in awe of her! It's nothing very earthshaking. It's not like there's a crowd roaring or it's a summit meeting of world leaders or a huge change in the universe. It's just a small, nice moment in the lobby of The Dominion Imperial International Hotel, and it will never go away for Wendy.

We're back in the hotel coffee shop. Four of us are sitting around a table, eating. Craig's mother is beaming benevolently like a contented mother cat presiding over her brood, which now includes Wendy and me in addition to Craig. After we finish eating, Wendy hands her record album to Craig. "Now may I have your autograph?" she asks.

連続 本文 一文 意味



## Optional Lesson2 Part5 新出語・熟語

**makeup**

/mékʌp/

colored substances that are put on the face, used to improve or change one's appearance

**wreck**

/rék/

to destroy or spoil something completely

**feline**

/fi:li:n/

looking like or moving like a cat

**unreality**

/ʌnrɪəli:ti/

the quality of not being real

**awe**

/ɔ:/

a feeling of great respect and sometimes fear

**earthshaking**

/ɜ:ʃðʃèikɪŋ/

very important or great in effect

**roar**

/rɔ:ʔ/

to make a deep and loud sound

**universe**

/jú:nɪvə:ʔs/

everything that exists, including all the stars, planets, galaxies, etc. in space

**beam**

/bi:m/

to smile very happily

**benevolently**

/bənév(ə)lɒntli/

in a kind and helpful way

**contented**

/kɒnténtɪd/

happy and satisfied

**preside**

/prɪzɪd/

to be in charge of a formal event, meeting, or ceremony

**brood**

/brú:d/

a family of young animals, especially the babies of a bird

get to ~

pick out ...



be in awe of ...

go away



preside over ...



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## Lesson 1 Part 1 本文



Climate change is one of the biggest environmental problems. These days, the need to deal with it is becoming increasingly urgent. The United Nations Youth Climate Summit took place on September 21, 2019. It was held at the UN Headquarters in New York. Young climate action leaders presented their ideas to politicians all over the world. The Youth Climate Summit was followed by the UN Climate Action Summit on September 23.

Over 7,000 young people from more than 140 countries and territories applied for participation in the Youth Climate Summit. They were screened on the basis of how they worked on climate change and how they discussed possible solutions. Their performances were evaluated by a panel led by UN officials. After that, 500 selected young people were invited to the Summit. One hundred of them got "Green Tickets." These winners received fully funded travel to New York. Their transportation was as carbon-neutral as possible. In other words, they used vehicles which emitted less carbon dioxide.

The participants shared their ideas on the global stage. They delivered a clear message to world leaders: We need to act now to work on climate change.



## Lesson1 Part1 新出語・熟語

**increasingly**

/ɪnkrɪːsɪŋli/

more and more

**urgent**

/ˈɜːrdʒ(ə)nt/

very important and needs to be dealt with immediately

**United Nations**

/ˌjuːnəˈteɪd nේj(ə)nz/

an international organization that was established in 1945 which aims to help economic and social conditions improve and to solve political problems in the world in a peaceful way

**youth**

/jú:θ/

young people

**summit**

/sʌmɪt/

an important meeting between leaders of two or more governments

**headquarters**

/hédkwɔ:rtərz/

the main building or offices of a large company or organization

**territory**

/térətɔ:ri/

land that belongs to a particular country

**apply**

/əpláɪ/

to make a formal request

**evaluate**

/tvæljúeɪt/

to judge how good or useful something is

**panel**

/pæn(ə)l/

a group of specialists who give advice or opinions about something

**official**

/əfɪʃ(ə)l/

approved by someone in authority, especially the government

**transportation**

/trænsপোর্টেɪʃ(ə)n/

vehicles such as cars, buses, etc. or method of travel

**carbon-neutral**

/kɑ:rb(ə)njú:tr(ə)l/

removing the same amount of carbon dioxide from the environment as released into the environment

**vehicle**

/vi:ək(ə)l/

a machine with wheels and an engine, used for transporting people or goods

**emit**

/ɪmɪt/

to send out light, heat, sound, gas, etc.

**take place****apply for ...****on the basis of ...****in other words**

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## Lesson 1 Part 2 本文



One of the participants at the Summit was 15-year-old Aditya Mukarji from India. He is working on problems of plastic pollution. In India, Aditya helps an NGO so that businesses can sort their waste and recycle plastics. He also promotes the use of more eco-friendly goods rather than plastics. For example, at the age of 13, Aditya went to cafés and restaurants, persuading them to use eco-friendly alternatives instead of plastic straws and other single-use plastics. He said, "I'm hopeful about the future if we can make change today. If we wait for another day, I'm not." He is promoting the philosophy of "Refuse If You Cannot Reuse." Aditya was impressed by his fellow attendees at the Summit. "All these youths who have come here are excellent in their fields. They are all the best, and they are trying to empower other people to work toward preventing climate change," he said. "They all have the same ideal: to save the Earth. They all have different approaches."

通読 本文 一文 意味



## Lesson1 Part2 新出語・熟語

**Aditya Mukarji**  
/á:ditjə məkár:dʒə/

an Indian boy

**sort**  
/sɔ:rt/

to separate things according to size, type, etc.

**persuade**  
/pə'swéid/

to make someone do something by giving them a good reason to do it

**alternative**  
/ɔ:l'tə:rnətiv/

something different that you can choose to do or use instead of something else

**hopeful**  
/hóupf(ə)l/

having hope

**philosophy**  
/fə'lə(ç)səfi/

a particular system of beliefs, values, and principles

**refuse**  
/rifjuz/

to say no to something that you have been offered

**fellow**  
/félou/

somebody who is the same as you in some way, or is in the same situation

**attendee**  
/əténdi:/

someone who attends an event, a meeting, etc.

**empower**  
/impáúə:/

to encourage and support the ability to do something

so that ...



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Lesson 1 Part 3 本文



Eva Jones used to be a student at Hood River Valley High School in the U.S. She took part in the Summit at the age of 17. She was one of the 100 "Green Ticket" winners; the United Nations supported her trip to this event. Here is her message.

"I grew up in the Columbia Gorge in the U.S. There are different communities and environments there. I was inspired to be an advocate for the Earth and the living things on it. I'm honored to be selected as a voice at the Summit. Brave action is the only way to make a difference for future generations. We must make our leaders take their responsibility for the Earth seriously. We have the power to stop the bad effects that are changing the Earth's climate. The main way is to use our money for encouraging sustainable consumption and for stopping the use of unclean energy. I'm proud to represent my lovely hometown and its environmental beauty."



## Lesson1 Part3 新出語・熟語

**Eva Jones**

/i:və dʒəʊnz/

an American female who attended the United Nations Youth Climate Summit

**Hood River Valley**

/hʊd rɪvər væli/

the river basin of Hood River in northern Oregon, U.S.A.

**Columbia Gorge**

/kə'lʌmbiə ɡɔ:rdʒ/

an 80-mile geologic wonder that forms the border between northern Oregon and southern Washington

**honor**

/ɪ(ː)nər/

to show great respect for someone

**effect**

/ɪfekt/

a change caused by someone or something else

**sustainable**

/sə'steɪnəb(ə)l/

able to continue for a long time without damaging the environment

**consumption**

/kənsʌm(p)ʃ(ə)n/

the amount used of something

**unclean**

/ʌnkleɪn/

not clean or pure, or morally bad

take part in ...

be honored to ~

make a difference

▶ take responsibility



## Lesson 1 Bird's-Eye Viewing



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The participants shared their ideas on the global stage. They delivered a clear message to world leaders: We need to act now to work on climate change.

One of the participants at the Summit was 15-year-old Aditya Mukarji from India. He is working on problems of plastic pollution. In India, Aditya helps an NGO so that businesses can sort their waste and recycle plastics. He also promotes the use of more eco-friendly goods rather than plastics. For example, at the age of 13, Aditya went to cafés and restaurants, persuading them to use eco-friendly alternatives instead of plastic straws and other single-use plastics. He said, "I'm hopeful about the future if we can make change today. If we wait for another day, I'm not." He is promoting the philosophy of "Refuse If You Cannot Reuse."

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著作権について


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Lesson 1 Activity Plus 

In English class, a teacher and three students are speaking at a mock youth climate summit.

Teacher: 

Kazuki: 

Teacher: 

Emi: 

Teacher: 

Satoshi: 

