

## More Exercises

## Lesson 4

## ① Fill in the blanks and complete the sentences.

1. 新しいタブレットがその交換留学生に購入された。

A new tablet (     ) (     ) (     ) the exchange student.

2. 私たちは田中先生に英語を教わった。

We (     ) (     ) (     ) by Mr. Tanaka.

3. 入院中の男の子にクリスマスカードが送られた。

A Christmas card (     ) (     ) (     ) the boy in the hospital.

4. そのバレエダンサーはファンから "Prince" と呼ばれている。

The ballet dancer (     ) (     ) (     ) by his fans.

## ② Fill in the blanks and complete the sentences.

1. あの山には神々が住んでいると信じられている。

(     ) (     ) (     ) that the gods live on that mountain.

2. 日本は住むのに安全な国だと言われている。

Japan (     ) (     ) (     ) be a safe country to live in.

3. リサは歌が上手だと思われている。

They (     ) (     ) Lisa is a good singer.

## ③ Complete the sentences.

1. その患者は新しい種類の薬を与えられた。

The patient \_\_\_\_\_.

2. そのレストランで、おいしいステーキが私たちに料理された。

Delicious steaks \_\_\_\_\_.

3. 彼女はクラスでピアノを一番上手にひくと言われている。

She \_\_\_\_\_ the best in her class.

4. 鳥は恐竜から進化したと信じられている。

It \_\_\_\_\_ from dinosaurs.

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二次遷移画面

pp.63-64 本文テキスト

Reading 1  
The Immortal Bard  
Part 1

“Oh, yes,” said Dr. Phineas Welch, a physicist, “I can bring back the spirits of the greatest famous people from the past.”

He was a little drunk. Perhaps he wouldn’t have said it otherwise. Of course, it was perfectly all right to get a little drunk at the Christmas party.

Scott Robertson, the school’s young English instructor, adjusted his glasses and looked to right and left to see if others were listening. “Really, Dr. Welch.”

“At least, a few of them.”

wpm 全文 x1.0

p.65 本文テキスト

Reading 1  
The Immortal Bard  
Part 2

“Don’t yell, my boy,” said Welch. “It’s bad manners.”

“Did you say you brought back Shakespeare?”

“I did. I needed someone with a universal mind; someone who knew people well enough to be able to live with them centuries after his own time.

Shakespeare was the man. I’ve got his signature. As a memento, you know.”

“On you?” asked Robertson, eyes wide open.

“Right here.” He looked around in all his pockets.

“At least, a few of them.”

wpm 全文 x1.0

二次遷移画面

p.66 本文テキスト

Reading 1  
The Immortal Bard  
Part 3

“I said people had written volumes of commentaries on his plays. Naturally he wanted to see one and I got one for him from the library.”

“And?”

“Oh, he was fascinated. Of course, he had trouble with the current idioms and references to events since 1600, but I helped out. Poor fellow. I don’t think he ever expected such treatment. He kept saying, ‘God ha’ mercy! What people can make up from my words

wpm 全文 ▶ □ ×1.0 ⚙️

p.67 本文テキスト

Reading 1  
The Immortal Bard  
Part 4

“I know. I enrolled him in your evening extension course. I never saw a man so eager to find out what future generations thought of him as poor Bill was. He worked hard at it.”

“You enrolled William Shakespeare in my course?” said Robertson. Even as an alcoholic fantasy, the thought shocked him. And was it an alcoholic fantasy? He was beginning to recall a bald man with a queer way of talking....

wpm 全文 ▶ □ ×1.0 ⚙️

二次遷移画面

p.70 本文テキスト

Lesson 5  
The Scent of Innovation  
Part 1

You're reading an online news article about a young entrepreneur.

Can you imagine being an entrepreneur one day? Recently, some Japanese high school students were asked in a survey, "What career would you like to pursue?" "Starting my own business" ranked second. In Japan, starting a company used to require a lot of initial capital. The 2006 revision of the Companies Act has made starting one's own business much less

uffle. News H... .. M... ..

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p.71 本文テキスト

Lesson 5  
The Scent of Innovation  
Part 2

Kukita Shieru from Kagoshima is one such young entrepreneur who is making a difference. She's been fascinated by aromas ever since she was in elementary school. In the fourth grade, she decided to try extracting essential oils from plants for her summer school project. Shieru's parents liked her pursuing her interests, so they bought her a distiller for the experiment.

When she was in junior high school, Shieru helped

out on a court... .. four... .. four... .. is a... ..

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二次遷移画面

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Lesson 5  
The Scent of Innovation  
Part 3

Shieru had a chance to sell her air freshener in a department store. There it caught the eye ? and the nose ? of a city official. The city decided to add it to the list of gifts for the Hometown Tax donation. Shieru was able to make something of value out of the things that were thrown away. This experience encouraged her to take on other projects. One day at her high school, a former student was giving a special talk. The speaker had started a

wpm 全文 x1.0

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Lesson 5  
The Scent of Innovation  
Part 4

Shieru was looking for new ideas to develop additional products for her business. One day, she read a newspaper article about koalas at the local zoo. The zoo gives koalas 100 kilograms of eucalyptus leaves a day, but because they only eat young leaves, four-fifths of the leaves go uneaten and are thrown away. "What a waste!" Shieru thought. "You can extract good oil from that amount of eucalyptus leaves." She

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二次遷移画面

pp.74-75 Whole Text View 本文テキスト

## Lesson 5

The Scent of Innovation

Whole Text View

## Part1

You're reading an online news article about a young entrepreneur.

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In Japan, starting a company used to require a lot of initial capital. The 2006 revision of the Companies Act



全文



x1.0





## More Exercises

### Lesson 5

#### ① Fill in the blanks and complete the conversations.

1. Situation: You are sure that Mike will win a competition.  
 Friend: I heard Mike would take part in a piano competition next month.  
 You: Yes. I'm sure of \_\_\_\_\_ the competition.

2. Situation: You feel sorry that you didn't answer an email from your friend right away.  
 You: I'm sorry for \_\_\_\_\_ right away. I was busy with my club activity.  
 Friend: Don't worry about it. I know you are busy these days.

3. Situation: You are unhappy that you are treated like a child.  
 Mother: You have to eat all your vegetables.  
 You: I don't like \_\_\_\_\_ like a child.

#### ② Fill in the blanks and complete the sentences.

1. もしロンドンに行くなら、ロンドン塔は訪れる価値がある。  
 If you go to London, the Tower of London is (     ) (     ).

2. 今日の午後、公園に行くのはどうですか？  
 (     ) (     ) (     ) to the park this afternoon?

3. 駅に着くとすぐに、私は友達に電話をかけた。  
 (     ) (     ) at the station, I called my friend.

#### ③ Complete the sentences.

1. 十分な睡眠を取らないことはあなたの健康に悪い。  
 \_\_\_\_\_ for your health.

2. エリザベスは友だちからベスと呼ばれるのが好きだ。  
 Elizabeth \_\_\_\_\_ by her friends.

3. 今晚、映画を見たい気分じゃない？  
 Do you \_\_\_\_\_ ?

4. 彼らのサービスはひどかった。私はそれについて文句を言わずにはいられなかった。  
 Their service was terrible. I \_\_\_\_\_.

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二次遷移画面

p.82 本文テキスト

Lesson 6  
Background Music and Sharks  
Part 1

You are reading a study report about the effects of background music in a scientific journal. Sharks have been feared as dangerous creatures by humans throughout the ages. The mass media report shark attacks sensationally. However, the chances of a person actually being attacked or killed by a shark are very low. Moreover, negative attitudes toward sharks make it difficult for environmentalists to gain support for their protection, even though some species are in danger of extinction.

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p.83 本文テキスト

Lesson 6  
Background Music and Sharks  
Part 2

First, the researchers conducted an experiment to determine if background music had an influence on people's perceptions of sharks. They divided 616 participants into six different groups. The first group watched a 60-second video of sharks swimming with uplifting music. The second group watched the same video with ominous music, and the third watched it without any sound. The fourth, fifth, and sixth groups did not have any video to watch, only audio of uplifting music, ominous music, and total silence.

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Lesson 6  
Background Music and Sharks  
Part 3

Furthermore, the second experiment was set up to measure people's feelings regarding conservation of sharks. The measurement method was the same as in the first experiment. First, 759 participants were divided into 6 groups and they responded in regard to their perceptions of sharks. Then, the researchers told the participants that the researchers would make a 100-dollar donation to one of the three different funds. They were the Shark Conservation Fund, the

wpm 全文 ▶ █ ×1.0 ⚙

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Lesson 6  
Background Music and Sharks  
Part 4

The results of the two experiments show that background music affects people's views of sharks and their willingness to support shark protection. The results give us some important clues for how nature and animal documentaries should be created in the future. Documentaries are often viewed as an objective and reliable source of information. Also, for some people, documentaries may be the main source of information on wild animals. Therefore, it is

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## Lesson 6

Background Music and Sharks

Whole Text View

## Part1

You are reading a study report about the effects of background music in a scientific journal.

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全文



x1.0





## More Exercises

### Lesson 6

① Fill in the blanks and complete the sentences.

1. 彼女にとって、英単語を覚えるのは簡単なことだ。

It is easy (        ) (        ) (        ) (        ) English words.





2. 両親はいつも私にほかの人の感情を傷つけないようにと言います。

My parents always tell me (        ) (        ) (        ) other people's feelings.




3. キャプテンのアイデアがそのチームが試合に勝つのを可能にした。

The captain's idea made it possible (        ) the team (        ) (        ) the game.




② Fill in the blanks and complete the sentences.

1. ベティは昨日は具合が悪かった。

Betty (        ) (        ) (        ) sick yesterday.




2. あの女性が新しい校長先生のような。

That woman (        ) (        ) (        ) the new principal.




3. 彼は若いころフランスに住んでいたようだ。

He (        ) (        ) (        ) (        ) in France in his younger days.





③ Complete the sentences.

1. 結局、私はクリスマスパーティーに行かないことに決めた。

In the end \_\_\_\_\_.

2. 私にとってこのクラスでフランス語を学ぶことは楽しい。

It is fun \_\_\_\_\_ in this class.

3. 彼はわれわれの秘密を知っているようだった。

He \_\_\_\_\_.

4. その女の子は電車で傘を忘れたようだった。

The girl \_\_\_\_\_ on the train.

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p.94 本文テキスト

Lesson 7  
Nursing in a War Zone  
Part 1

Shirakawa Yuko talks in a magazine about what it is like to be a nurse in a war zone.

I work as a nurse for MSF. First, let me tell you why I joined MSF.

I went through most of my high school years without having any idea what I wanted to do with my life. In the fall of my last year, a friend told me she would go to nursing school. "I want to be a nurse, too!" I burst out spontaneously. The entrance exams were

only four months away, but I was now determined to

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Lesson 7  
Nursing in a War Zone  
Part 2

Can you imagine what it's like to work in a war zone? When I visited some clinics in northern Yemen in 2012, I was horrified at the devastation I saw. Airstrikes had destroyed many of the clinics. We needed to set up a room for washing and sterilizing medical instruments. Honestly speaking, that seemed a hopeless task. There was no electricity or running water because of the bombing damage. When there's a job to be done, though, it's amazing what kind of

ideas you can come up with. We managed to work

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Lesson 7  
Nursing in a War Zone  
Part 3

Treating patients in a war zone can involve unexpected danger. Once, some of us were working at a hospital in a relatively safe part of Syria. Suddenly, we heard bombs exploding. Our team leader ordered us to evacuate immediately. However, many patients still required treatment, and we were performing emergency surgery on one of them. The bombs kept falling nearby, and the building shook violently. Yet my colleagues continued operating. “I can’t just abandon the patients and run away!” I

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Lesson 7  
Nursing in a War Zone  
Part 4

I was sent on my second assignment to Syria in June 2013. One day a teenage girl was rushed into the hospital with her legs badly injured. The doctor said she would never walk again. Every day I spoke to her in Arabic and held her hand, but she just lay there staring blankly. An entire month went by like that. On the day before the end of my tour of duty, I said to her, “Let’s take a photo together.” Then she broke into a beautiful big smile for the camera. At that moment, I was so glad that I had come back to

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## Lesson 7

Nursing in a War Zone

Whole Text View

## Part1

Shirakawa Yuko talks in a magazine about what it is like to be a nurse in a war zone.

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wpm

全文



x1.0



## More Exercises

### Lesson 7

## ① Fill in the blanks and complete the sentences.

1. 2年前にロンドンを訪れたので、私はその観光地をいくつか知っています。  
 (            ) (            ) London two years ago, I know some tourist sites there.

2. 運転免許を持っていないので、彼女は自転車で買い物に行きます。  
 (            ) (            ) a driver's license, she goes shopping by bicycle.

3. 昼食を食べていなかったで、彼女はとても空腹だった。  
 (            ) (            ) (            ) lunch, she was very hungry.

## ② Fill in the blanks and complete the sentences.

1. あまりに風が強かったので、傘を開けなかった。  
 It (            ) too (            ), I couldn't open the umbrella.

2. 停留所に人がたくさんいたので、次のバスを待たなければなりません。  
 (            ) (            ) a lot of people at the bus stop, I had to wait for the next bus.

3. 彼は水を出しっ放しにして歯を磨いていた。  
 He was brushing his teeth (            ) the water (            ).

## ③ Complete the sentences.

1. ジャケットを着ていなかったで、彼女は寒く感じた。  
 \_\_\_\_\_, she felt cold.

2. とても一生懸命勉強したので、彼はその試験に合格した。  
 \_\_\_\_\_ the exam.

3. とても暑かったので、彼女はエアコンをつけた。  
 \_\_\_\_\_ the air conditioner.

4. 彼女は目を閉じたまま、いすに座っていた。  
 She \_\_\_\_\_.

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二次遷移画面

p.106 本文テキスト

Lesson 8  
Hawaii's Debate about a Sacred Mountain  
Part 1

You are reading two opinions about the news.  
The summit of Mauna Kea is one of the best places on the earth for astronomical observation. It rises to an altitude of 4,207 meters above sea level. The night sky is pitch-black, and the air is cold and dry. A new telescope is scheduled to be built in this ideal spot. It's called the Thirty Meter Telescope, or TMT. It will be the largest telescope in the world, with a mirror about four times larger in diameter than that

wpm 全文 ▶ ×1.0 ⚙️

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Lesson 8  
Hawaii's Debate about a Sacred Mountain  
Part 2

Secondly, TMT will have a large role in stimulating the economy of Hawaii. In addition to the 300 new jobs for the construction, 140 staff jobs will be created to operate the observatory. A large amount of money will be spent on the TMT project, and it will boost the economy.

Thirdly, the project accords with the Hawaiian belief called "Imi Ike," which means "to seek knowledge." The ancestors of the Hawaiians came to the islands

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Lesson 8  
Hawaii's Debate about a Sacred Mountain  
Part 3

On Hawaii's highest mountain of Mauna Kea, there are already 13 observatories. Even now, five countries – the U.S., Canada, China, India, and Japan – are working together on creating a new giant telescope, TMT, there. Mauna Kea is considered a remarkably good place to conduct astronomical studies. One astronomer says, "Working at TMT would be like being a kid in a candy shop." Only thinking about the treasures they will find through the telescope, they

Don't think of how we Native Hawaiians honor this

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Lesson 8  
Hawaii's Debate about a Sacred Mountain  
Part 4

Another reason is that TMT will affect Mauna Kea's unique natural environment. The mountain has always been frozen, and the permafrost can be traced back to the Ice Age. There are plants and living creatures that cannot be found anywhere other than at the summit. The best way to protect such a fragile ecosystem is to stay away from it.

Finally, by opposing the construction of TMT, we are encouraging indigenous people around the world to

fight to protect their own sacred sites.

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## Lesson 8

Hawaii's Debate about a Sacred Mountain

Whole Text View

## Part1

You are reading two opinions about the news.

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全文



x1.0





## More Exercises

### Lesson 8

#### ① Fill in the blanks and complete the sentences.

1. この本はその本の3倍のページ数がある

This book has (     ) (     ) (     ) many pages as that one.

2. ブラジルは世界で5番目に大きい国だ。

Brazil is (     ) (     ) (     ) country in the world.

3. このレストランは、通り向こうのレストランよりはるかに安い。

This restaurant is (     ) (     ) (     ) the one across the street.

#### ② Fill in the blanks and complete the sentences.

1. 雨が降らないかぎり、明日約りに行きます。

I will go fishing tomorrow (     ) it rains.

2. たとえ十分な時間とお金があっても、私は南極には行きません。なぜなら、そこはあまりにも寒すぎるからです。

I would not go to Antarctica (     ) (     ) I had enough time and money because it is too cold there.

3. エリとユイは私の友達です。エリは話し好きですが、一方、ユイは物静かです。

Eri and Yui are my friends. Eri is talkative, (     ) Yui is quiet.

#### ③ Complete the sentences.

1. 彼女の髪は私の2倍の長さだ。

Her hair \_\_\_\_\_.

2. この湖はその国で4番目に大きい。

This lake \_\_\_\_\_.

3. 静かにしている限り、君はこの部屋にいてもよい。

You can stay in this room \_\_\_\_\_.

4. たとえ両親が許さ(allow)なくても、私はそのコンサートに行きたい。

I want to go to the concert \_\_\_\_\_.

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二次遷移画面

p.123 本文テキスト

## Reading 2

The Selfish Giant

Part 1

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that



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x1.0



二次遷移画面

pp.124-125 本文テキスト

## Reading 2

The Selfish Giant

Part 2

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still Winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board, it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were



全文



x1.0



二次遷移画面

pp.126-127 本文テキスト

## Reading 2

The Selfish Giant

Part 3

What did he see?

He saw a most wonderful sight. The children were sitting in the branches of the trees. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only



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pp.128-129 本文テキスト

## Reading 2

The Selfish Giant

Part 4

Years went by, and the Giant grew very old and feeble. He could not play about any more, so he sat in a huge armchair, and watched the children at their games, and admired his garden.

One winter morning he looked out of his window as he was dressing. Suddenly he rubbed his eyes in wonder, and looked and looked. It certainly was a marvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms.



全文



x1.0



二次遷移画面

p.132 本文テキスト

Lesson 9  
The Anatomy of Games  
Part 1

You are listening to a webinar by a game creator. Have you ever played a video game for hours without realizing how much time has passed? Why do so many people get caught up in playing video games? One reason is that games are fundamentally designed to create pleasure in the brain. Take a falling block puzzle game, for example. When a piece appears from the top of the screen, the inner core of the brain, which is responsible for emotions, feels a bit of

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Lesson 9  
The Anatomy of Games  
Part 2

Another reason why people get drawn into video games is that they include aspects of what people feel as “fun.” However, what feels “fun” to one person is different for another. Then, how do game creators offer experiences that are enjoyable for the widest range of players? When developing new games, many game creators refer to the “four forms of play” described by sociologist Roger Caillois. Caillois grouped “play” into four categories using

wpm 全文 ▶ ×1.0 ⚙️


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Lesson 9  
The Anatomy of Games  
Part 3

How are these four forms of play incorporated into the games that you know? Let's take a look at a car racing game as an example. The basic aspect of this game fits into the category of agon, where players compete to be the fastest. Next, imagine obstacles like rocks falling randomly on the course during the race ? this introduces the element of alea into the game, because luck plays a role in the outcome, regardless of the player's skill. How about mimesis?


Does a car racing game include this aspect? Instead



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Lesson 9  
The Anatomy of Games  
Part 4

So far, we have learned the basic methods to attract players to a game. But how do game creators make them want to keep on playing? There is another important feature that keeps people engaged in games: giving rewards. In many games, players earn rewards for completing tasks or challenges. For example, after defeating a powerful enemy in a role-playing game, players might get new weapons or armor, or after earning enough experience points, they might gain new abilities. Giving rewards is like



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## Lesson 9

## The Anatomy of Games

## Whole Text View

## Part1

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wpm

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x1.0



## More Exercises

### Lesson 9

## ① Fill in the blanks and complete the sentences.

- ここはその作家がよく滞在したホテルです。  
This is the hotel (                    ) the writer often stayed (                    ).
- 彼らはその会議が開催された目的を知らなかった。  
They didn't know the purpose (                    ) (                    ) the meeting was held.
- 私は5時に起きると、大雨であることに気づいた。  
I got up at five, (                    ) I found it was raining hard.
- カナダは、私は2、3年そこで暮らしましたが、美しい国です。  
Canada, (                    ) I lived for a few years, is a beautiful country.

## ② Fill in the blanks and complete the sentences.

- この映画を見る人は誰でも感動するだろう。  
(                    ) (                    ) this movie will be impressed.
- この付近に来たときには、いつでも私を訪ねてください。  
You can visit me (                    ) (                    ) (                    ) to this neighborhood.
- 彼らが私たちにしてほしいことなら何でもするつもりです。  
We will do (                    ) (                    ) (                    ) us to do.
- どこでも好きなところに机を置いてかまいません。  
You can put your desk (                    ) (                    ) (                    ).

## ③ Complete the sentences.

- 私は新潟が好きで、そこで毎年冬にスキーを楽しむ。  
I like Niigata, \_\_\_\_\_.
- これは、昨日彼が話題にしていた本です。  
This is \_\_\_\_\_.
- 質問があるときにはいつでも私に電話してください。  
Please call me \_\_\_\_\_.
- あなたの好きな色は何でも使っていいですよ。  
You can use \_\_\_\_\_.

画面を画像で保存



二次遷移画面

p.144 本文テキスト

Lesson 10  
What If There Were No Moon?  
Part 1

You are listening to a lecture by a professor about the Moon.

Today I'm going to talk about a celestial body you're all very familiar with: the Moon. Since ancient times people have admired its beauty, have created calendars based on the waxing and waning of it, and have even dreamed of going there. The Moon is the only celestial body on which humans have set foot. You've all heard of Apollo 11, right? It made the first successful human moon landing in 1969.

wpm 全文 ▶ ■ ×1.0 ⚙

p.145 本文テキスト

Lesson 10  
What If There Were No Moon?  
Part 2

Imagine what the Earth would be like if there were no Moon. If it were not for the Moon, of course there would be no large gravitational pull on the Earth. In such a case, the Earth would rotate at a wild speed. When the Moon was formed 4.5 billion years ago, the Earth used to spin a lot faster than it does now, but the Moon's gravitational pull has gradually made it slow down. Now the Earth rotates once every twenty-four hours. But for the Moon, it would rotate three times as fast. Three times as fast.

wpm 全文 ▶ ■ ×1.0 ⚙

二次遷移画面

p.146 本文テキスト

Lesson 10  
What If There Were No Moon?  
Part 3

Another influence the Moon has on the Earth is the tilt of its axis. The Earth rotates with its axis tilted 23.4 degrees now. If there were no Moon, however, the tilt of the Earth's axis would not be stable at all. This is due to the gravitational influence of giant planets like Jupiter and Saturn. The Earth is subject to that effect in any case. However, the Moon's gravitational pull reduces that effect and keeps that tilt steady.

Another influence the tilt of the Earth is...

wpm 全文 ▶ ■ ×1.0 ⚙️

p.147 本文テキスト

Lesson 10  
What If There Were No Moon?  
Part 4

A "moonless" Earth would be a much more dangerous place as well. Our home planet would get a lot more meteor strikes. Of course, even now, the Earth is sometimes hit by meteors. However, some of the meteors heading our way smash into the Moon instead, because they are pulled by its gravity. The Moon has been protecting the Earth against meteors for 4.5 billion years. If the Moon didn't exist, the Earth would be continuously struck by many more meteors. Huge meteors like the one that wiped out...

wpm 全文 ▶ ■ ×1.0 ⚙️

二次遷移画面

pp.148-149 Whole Text View 本文テキスト

## Lesson 10

What If There Were No Moon?

Whole Text View

## Part1

You are listening to a lecture by a professor about the Moon.

Today I'm going to talk about a celestial body you're all very familiar with: the Moon. Since ancient times people have admired its beauty, have created calendars based on the waxing and waning of it, and have even dreamed of going there. The Moon is the only celestial body on which humans have set foot.



wpm

全文



x1.0



## More Exercises

## Lesson 10

## ① Fill in the blanks and complete the sentences.

1. もしタイムマシンを持っていたとしたら、どの時代に行きますか？

If you (        ) (        ) (        ) a time machine, what time period would you go to?

2. もし私のミスがなければ、私たちのチームは勝っていたらう。

(        ) (        ) my mistake, our team would have won.

3. 真の友だちだったら、あなたの話に耳を傾けていただろう。

A true friend (        ) (        ) (        ) to you.

## ② Fill in the blanks and complete the sentences.

1. 霧のせいで飛行機が離陸できなかった。

The fog (        ) the planes (        ) (        ) off.

2. その映画を見ると、ケイトとの初めてのデートを思い出す。

That movie (        ) me (        ) my first date with Kate.

3. 頭痛が原因で、私の兄は仕事を休んだ。

The headache (        ) my brother (        ) take a day off from work.

## ③ Complete the sentences.

1. この本がなければ、彼はレポートを書けないだろう。

If it \_\_\_\_\_ his report.

2. もし長い休暇を取るとしたら、あなたは何をしますか。

If you \_\_\_\_\_.

3. そのジーンズをはくと、私の父はより若く見える。

Those jeans \_\_\_\_\_.

4. 病気のせいで、彼は先週学校に行けなかった。

Illness \_\_\_\_\_ last week.

画面を画像で保存



ウェブページのアドレス等の掲載箇所一覧表  
(外国語(英語)音声に係るもの)

番号	ページ	行	ウェブページを参照させる手段(URL、二次元コード等の別)
1	9	2-6	二次元コード
	10-13	本文, 傍注	二次元コード
	14	(14-15ページ)本文	二次元コード
	16	3-12, 17-18	二次元コード
2	21	2-7	二次元コード
	22-25	本文, 傍注	二次元コード
	26	(26-27ページ)本文	二次元コード
	28	3-12, 16-17	二次元コード
3	33	2-9	二次元コード
	34-37	本文, 傍注	二次元コード
	38	(38-39ページ)本文	二次元コード
	40	3-12, 17-18	二次元コード
4	45	2-23	二次元コード
	46-49	本文, 傍注	二次元コード
	50	(50-51ページ)本文	二次元コード
	52	3-12, 17-18	二次元コード
5	58	8-17	二次元コード
	60	1-10	二次元コード
6	62	4	二次元コード
		(63-67ページ)本文, 傍注	
7	69	2-5	二次元コード
	70-73	本文, 傍注	二次元コード
	74	(74-75ページ)本文	二次元コード
	76	3-14, 18-19	二次元コード
8	81	2-7	二次元コード
	82-85	本文, 傍注	二次元コード
	86	(86-87ページ)本文	二次元コード
	88	3-12, 16-17	二次元コード

ウェブページのアドレス等の掲載箇所一覧表  
(外国語(英語)音声に係るもの)

9	93	2-8	二次元コード
	94-97	本文, 傍注	二次元コード
	98	(98-99ページ)本文	二次元コード
	100	3-12, 16-17	二次元コード
10	105	2-5	二次元コード
	106-109	本文, 傍注	二次元コード
	110	(110-111ページ)本文	二次元コード
	112	3-14, 18-19	二次元コード
11	118	8-20	二次元コード
	120	1-10	二次元コード
12	122	9 (123-129ページ) 本文, 傍注	二次元コード
13	131	2-4	二次元コード
	132-135	本文, 傍注	二次元コード
	136	(136-137ページ)本文	二次元コード
	138	3-14, 18-19	二次元コード
14	143	2-8	二次元コード
	144-147	本文, 傍注	二次元コード
	148	(148-149ページ)本文	二次元コード
	150	3-14, 19-20	二次元コード
15	156	9-19	二次元コード
	158	1-10	二次元コード
16	160	5-12, 14-16, 20-24, 26-30	二次元コード
17	168	4-15, 17-33	二次元コード
18	169	3-8, 10-25	二次元コード

ウェブページのアドレス等の掲載箇所一覧表  
 (外国語(英語)音声に係るもの)

19	170	3-11, 13-28	二次元コード
20	171	3-20, 23-28	二次元コード
21	172	3-12, 14-33	二次元コード
22	173	3-8, 10-24	二次元コード
23	174	3-8, 10-26	二次元コード
24	175	3-15, 17-33 36-41	二次元コード
25	176	3-16, 18-39	二次元コード
26	177	3-11, 13-30	二次元コード

## Lesson 1

**Think-Pair-Share**

**Think-Pair-Share**  
導入動画

**Lesson 1**  
**The Adventure of Art**

**Before You Read**

0:05/0:30

**Part 1**

**New Words**  
0:05/0:30

**本文**  
[別サイトへ](#)

**Part 2**

**New Words**  
0:05/0:30

**本文**  
[別サイトへ](#)

**Part 3**

**New Words**  
0:05/0:30

**本文**  
[別サイトへ](#)

**Part 4**

**New Words**  
0:05/0:30

**本文**  
[別サイトへ](#)

**Whole Text View**

**本文**  
[別サイトへ](#)

**Communication Activity : Listening**

**Listening**  
0:05/0:30

**Sound Tips Check 2**  
0:05/0:30

**Grammar**

**More Exercises**  
[別サイトへ](#)

**Real Life Information**

**Real Life Information**

**Lesson 1**  
**The family tree of JoJo's Bizarre Adventure**

## Lesson 2

Think-Pair-Share

Think-Pair-Share  
導入動画

Lesson 2  
The Ongoing Voyages  
of Curry

Before You Read

0:05/0:30

Part 1

New Words  
0:05/0:30

本文  
別サイトへ

Part 2

New Words  
0:05/0:30

本文  
別サイトへ

Part 3

New Words  
0:05/0:30

本文  
別サイトへ

Part 4

New Words  
0:05/0:30

本文  
別サイトへ

Whole Text View

本文  
別サイトへ

Communication Activity : Listening

Listening  
0:05/0:30

Sound Tips Check 2  
0:05/0:30

Grammar

More Exercises  
別サイトへ

Real Life Information

Real Life Information

Lesson 2  
Indian chicken curry  
in 30 minutes

### Lesson 3

#### Think-Pair-Share

**Think-Pair-Share**  
導入動画

**Lesson 3**  
**The World's Most Bicycle-friendly City**

#### Before You Read

0:05 / 0:30

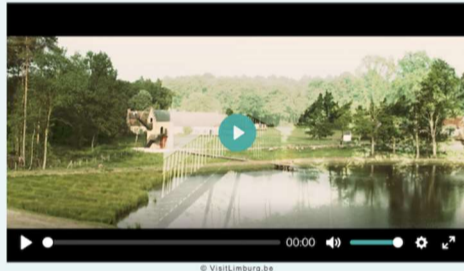
##### Videos

Cykelslangen



© Visit Copenhagen, Copenhagen Media Center

Cycling Through Water



© VisitLimburg.be

#### Part 1

New Words

0:05 / 0:30

本文  
[別サイトへ](#)

#### Part 2

New Words

0:05 / 0:30

本文  
[別サイトへ](#)

#### Part 3

New Words

0:05 / 0:30

本文  
[別サイトへ](#)

#### Part 4

New Words

0:05 / 0:30

本文  
[別サイトへ](#)

#### Whole Text View

本文  
[別サイトへ](#)

#### Communication Activity : Listening

Listening

0:05 / 0:30

Sound Tips Check 2

0:05 / 0:30

#### Grammar

More Exercises  
[別サイトへ](#)

#### Real Life Information

**Real Life Information**

**Lesson 3**  
**Online bike shop**

## Lesson 4

Think-Pair-Share

Think-Pair-Share  
導入動画

Lesson 4  
Why Personality Tests  
Seem So Accurate

Before You Read

0:05/0:30

Part 1

New Words  
0:05/0:30

本文  
別サイトへ

Part 2

New Words  
0:05/0:30

本文  
別サイトへ

Part 3

New Words  
0:05/0:30

本文  
別サイトへ

Part 4

New Words  
0:05/0:30

本文  
別サイトへ

Whole Text View

本文  
別サイトへ

Communication Activity : Listening

Listening  
0:05/0:30

Sound Tips Check 2  
0:05/0:30

Grammar

More Exercises  
別サイトへ

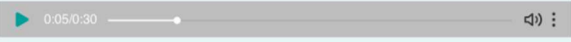
Real Life Information

Real Life Information

Lesson 4  
Examples of  
cognitive bias

### Real Life English 1

#### 2. Have a Conversation

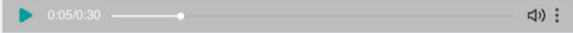


#### 4. Get the Message 2



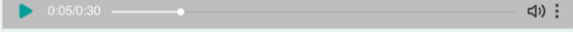
## Reading 1

**Introduction**


▶ 0:05/0:30  🔊

**Part 1**

**I New Words**

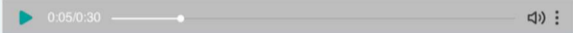
▶ 0:05/0:30  🔊

**I 本文**


[別サイトへ](#) 

**Part 2**

**I New Words**


▶ 0:05/0:30  🔊

**I 本文**


[別サイトへ](#) 

**Part 3**

**I New Words**

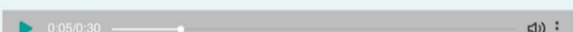
▶ 0:05/0:30  🔊

**I 本文**


[別サイトへ](#) 

**Part 4**

**I New Words**

▶ 0:05/0:30  🔊

**I 本文**

[別サイトへ](#) 

## Lesson 5

Think-Pair-Share

Think-Pair-Share  
導入動画

Lesson 5

The Scent of Innovation

Before You Read

▶ 0:05/0:30

Part 1

| New Words

▶ 0:05/0:30

| 本文

[別サイトへ](#)

Part 2

| New Words

▶ 0:05/0:30

| 本文

[別サイトへ](#)

Part 3

| New Words

▶ 0:05/0:30

| 本文

[別サイトへ](#)

Part 4

| New Words

▶ 0:05/0:30

| 本文

[別サイトへ](#)

Whole Text View

| 本文

[別サイトへ](#)

Communication Activity : Listening

| Listening

▶ 0:05/0:30

| Sound Tips Check 2

▶ 0:05/0:30

Grammar

| More Exercises

[別サイトへ](#)

Real Life Information

Real Life Information

Lesson 5

Taking on  
social challenges

## Lesson 6

Think-Pair-Share

Think-Pair-Share  
導入動画

Lesson 6  
Background Music  
and Sharks

Before You Read

0:05:0:30

Part 1

New Words

0:05:0:30

本文  
別サイトへ

Part 2


New Words

0:05:0:30

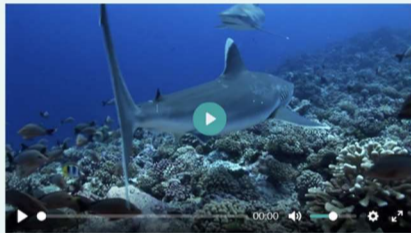
本文  
別サイトへ

Videos

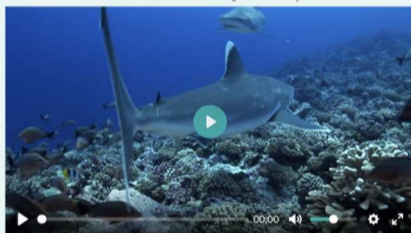
1. Video of sharks swimming with uplifting music



2. Video of sharks swimming with ominous music



3. Video of sharks swimming without any sound



Part 3

New Words

0:05:0:30

本文  
別サイトへ

Part 4

New Words

0:05:0:30

本文  
別サイトへ

Whole Text View

本文  
別サイトへ

Communication Activity : Listening

Listening

0:05:0:30

Sound Tips Check 2

0:05:0:30

Grammar

More Exercises

別サイトへ

Real Life Information

Real Life Information

Lesson 6  
How sound affects the  
way we feel and think

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

## Lesson 7

**Think-Pair-Share**

Think-Pair-Share  
導入動画

Lesson 7  
Nursing in a War Zone

**Before You Read**

0:05/0:30

**Part 1**

**New Words**

0:05/0:30

**本文**  
別サイトへ

**Part 2**

**New Words**

0:05/0:30

**本文**  
別サイトへ

**Part 3**

**New Words**

0:05/0:30

**本文**  
別サイトへ

**Part 4**

**New Words**

0:05/0:30

**本文**  
別サイトへ

**Whole Text View**

**本文**  
別サイトへ

**Communication Activity : Listening**

**Listening**

0:05/0:30

**Sound Tips Check 2**

0:05/0:30

**Grammar**

**More Exercises**  
別サイトへ

**Real Life Information**

Real Life Information

Lesson 7  
Things to bring to your assigned area (MSF)

## Lesson 8

Think-Pair-Share

Think-Pair-Share  
導入動画

Lesson 8  
Hawaii's Debate about  
a Sacred Mountain

Before You Read

▶ 0:05/0:30

Part 1

I New Words  
▶ 0:05/0:30

I 本文  
別サイトへ

Part 2

I New Words  
▶ 0:05/0:30

I 本文  
別サイトへ

Part 3

I New Words  
▶ 0:05/0:30

I 本文  
別サイトへ

Part 4

I New Words  
▶ 0:05/0:30

I 本文  
別サイトへ

Whole Text View

I 本文  
別サイトへ

Communication Activity : Listening

I Listening  
▶ 0:05/0:30

I Sound Tips Check 2  
▶ 0:05/0:30

Grammar

I More Exercises  
別サイトへ

Real Life Information

Real Life Information

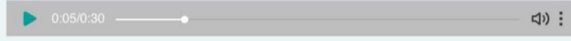
Lesson 8  
Heritage and natural  
resources guide on  
Mauna Kea

### Real Life English 2

#### 2. Have a Conversation



#### 4. Get the Message 2





## Reading 2

**Introduction**

▶ 0:05:30

**Part 1**

**I New Words**

▶ 0:05:30

**I 本文**

[別サイトへ](#)

**Part 2**

**I New Words**

▶ 0:05:30

**I 本文**

[別サイトへ](#)

**Part 3**

**I New Words**

▶ 0:05:30

**I 本文**

[別サイトへ](#)

**Part 4**

**I New Words**

▶ 0:05:30

**I 本文**

[別サイトへ](#)

### Lesson 9

**Think-Pair-Share**

Think-Pair-Share  
導入動画

Lesson 9  
The Anatomy of Games

**Before You Read**

▶ 0:05:0:30

**Part 1**

**I New Words**  
▶ 0:05:0:30

**I 本文**  
別サイトへ

**Part 2**

**I New Words**  
▶ 0:05:0:30

**I 本文**  
別サイトへ

**Part 3**

**I New Words**  
▶ 0:05:0:30

**I 本文**  
別サイトへ

**Part 4**

**I New Words**  
▶ 0:05:0:30

**I 本文**  
別サイトへ

**Whole Text View**

**I 本文**  
別サイトへ

**Communication Activity : Listening**

**I Listening**  
▶ 0:05:0:30

**I Sound Tips Check 2**  
▶ 0:05:0:30

**Grammar**

**I More Exercises**  
別サイトへ

**Real Life Information**

Real Life Information

Lesson 9  
Jobs in game creation

## Lesson 10

Think-Pair-Share

Think-Pair-Share  
導入動画

Lesson 10  
What If There Were  
No Moon?

Before You Read

0:05/0:30

Part 1

New Words

0:05/0:30

本文  
別サイトへ

Part 2

New Words

0:05/0:30

本文  
別サイトへ

Part 3

New Words

0:05/0:30

本文  
別サイトへ

Part 4

New Words

0:05/0:30

本文  
別サイトへ

Whole Text View

本文  
別サイトへ

Communication Activity : Listening

Listening

0:05/0:30

Sound Tips Check 2

0:05/0:30

Grammar

More Exercises

別サイトへ

Real Life Information

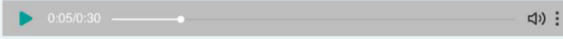
Real Life Information

Lesson 10  
The invention of the  
lunar calendar

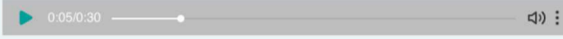


### Real Life English 3

#### 2. Have a Conversation



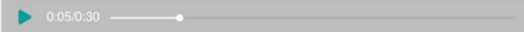
#### 4. Get the Message 2



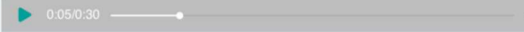
## Column

Column 1

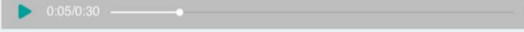
つづりの違い

▶ 0:05/0:30  🔊 ⋮

語彙の違い

▶ 0:05/0:30  🔊 ⋮

Check!

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Lesson 1	The Adventure of Art	-
Think-Pair-Share		⊖
Before you read		⊖
Part 1		⊖
Part 2		⊕
Part 3		⊕
Part 4		⊕
Whole Text View		>
Communication Activity:Listening		>
Grammar		>
Real Life Information		>
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Lesson 3	The World's Most Bicycle-friendly City	+
Lesson 4	Why Personality Tests Seem So Accurate	+
Real Life English 1	How to Explain Japanese Food	+
Reading 1	The Immortal Bard	+
Lesson 5	The Scent of Innovation	+
Lesson 6	Background Music and Sharks	+
Lesson 7	Nursing in a War Zone	+
Lesson 8	Hawaii's Debate about a Sacred Mountain	+
Real Life English 2	How to Deal with Tipping Etiquette	+
Reading 2	The Selfish Giant	+
Lesson 9	The Anatomy of Games	+
Lesson 10	What If There Were No Moon?	+
Real Life English 3	How to Explain St. Patrick's Day	+
Column	Column 1	+



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