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# FLEX ENGLISH COMMUNICATION I SECOND EDITION

## 指導書付属ROM内容一覧

## Lesson 6 Thomas the Tank Engine and SDGs

Part 1(pp.98-99) 小テスト

Class : \_\_\_\_\_ Number : \_\_\_\_\_ Name : \_\_\_\_\_ Score : \_\_\_\_\_ /50

1. 教科書本文中の意味に即して、次の英語は日本語に、日本語は英語に直しなさい。

(2点×10=20点)

- |            |       |                 |       |
|------------|-------|-----------------|-------|
| (1) エンジン   | _____ | (2) steam       | _____ |
| (3) アニメの   | _____ | (4) locomotive  | _____ |
| (5) 創案者    | _____ | (6) incorporate | _____ |
| (7) 開発     | _____ | (8) sustainable | _____ |
| (9) 筋・プロット | _____ | (10) include    | _____ |

2. 次の語を( )内の指示にしたがって書きかえなさい。

(2点×4=8点)

- |                   |       |                   |       |
|-------------------|-------|-------------------|-------|
| (1) female (反意語に) | _____ | (2) appear (反意語に) | _____ |
| (3) read (過去形に)   | _____ | (4) many (比較級に)   | _____ |

3. 次の空所に当てはまるもっとも適切な語(句)を選択肢から選び、記号で答えなさい。

(3点×2=6点)

- (1) あなたと同じ仕事をしている人は、「仕事仲間」と呼ばれる。

The person who has the same job as you is often called a ( ) worker.

ア friend    イ fall    ウ fallow    エ fellow

- (2) コマーシャルで有名な俳優を出演させるためには、多額を払わなければならない。

We have to spend a lot of money to ( ) a famous actor in the commercial.

ア hire    イ feather    ウ feature    エ future

4. 次の日本文に合うように適当な語を入れ、英文を完成させなさい。ただし最初の1文字が与えられているものはそれに従うこと。

(4点×4=16点)

- (1) 私が彼に初めて会った時、私はカフェテリアにいました。

When I met him ...f...t...f...t..., I was in a cafeteria.

- (2) 一緒に働くことで、お互いのことを知ることができるでしょう。

We can get to know with each other ...b...w... together.

- (3) 彼はボウルに、卵を3つ加えた。

He ...a... three eggs ...t... the bowl.

- (4) TVクリエイターたちは一般人の考えをその番組に組み入れました。

TV creators ...i... the ideas of people ...i... the program.

Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_

## 1. 次の会話文を読んで、①～⑥の ( ) に当てはまる語をそれぞれ書きなさい。

知【各 5 点 × 6 = 30 点】

Uncle: What are you watching?

Bill : We are watching the final ①( ) in this drama.

Uncle: Oh, I remember you loved this drama last year.

Bill: It is my brother ②( ) loved this drama. I didn't watch it last year.

Uncle: I see. I heard it is popular all ③( ) the world.

Bill: Yes. Why don't you watch it with me ④( ) of standing over there?

Uncle: Bill, your birthday is coming soon. Do you have anything you want?

Bill: Thank you, uncle. ⑤( ) I want now is a new bag for school.

Uncle : OK. Let's go and buy one next weekend.

Bill: Thanks. I want one that is very different ⑥( ) the one I have now.

## 2. 次の英文は SDGs の「17 のゴール」の概要である。これを読んで、①, ②の ( ) 内の語を意味が通じるようにそれぞれ並び替えなさい。ただし、文頭にくる語も小文字になっています。

知【各 10 点 × 2 = 20 点】

The 17 SDGs

The 17 SDGs were adopted by the United Nations General Assembly in 2015. They are ①(created / help / what / to / the UN ) achieve a better and more sustainable future for everyone. The UN has ②(meeting/ by / hope / a / of / the goals) 2030. Their global challenges include improving education, achieving gender equality, and fighting climate change. People around the world are now working to achieve these goals.

The 17 goals include the following: No Poverty (Goal 1), Zero Hunger (Goal 2), Good Health and Well-being (Goal 3), Quality Education (Goal 4), Gender Equality (Goal 5), Clean Water and Sanitation (Goal 6), Affordable and Clean Energy (Goal 7), Decent Work and Economic Growth (Goal 8), Industry, Innovation and Infrastructure (Goal 9), Reduced Inequalities (Goal 10), Sustainable Cities and Communities (Goal 11), Responsible Consumption and Production (Goal 12), Climate Action (Goal 13), Life below water (Goal 14), Life on Land (Goal 15), Peace, Justice and Strong Institutions (Goal 16), and Partnerships for the Goals (Goal 17).

① They are \_\_\_\_\_ achieve a better...

② The UN has \_\_\_\_\_ 2030.

3. 次の英文を読んで、後の設問に答えなさい。

【各 10 点 × 5 = 50 点】

<1> Thomas the Tank Engine is a blue steam engine in a British children's book series. In the stories, Thomas has many adventures with his fellow locomotives. ( ① ) It also appears in an animated television show. ( ② ) In 2018, Thomas traveled to different countries and met new friends in India, China, Australia, and many other countries. ( ③ ) They incorporated some of the SDGs into the storylines. ( ④ )

Q1. Where do you put the following sentence in the passage? Choose the appropriate part from ①~④.

In that year, the UN decided to work with a US toy maker which has Thomas' brand.

( )

Q2. According to the passage above, what did Thomas do in 2018?

- a. He made a British children's book series.
- b. He appeared in a television show for the first time.
- c. He met new friends in other countries.
- d. He made storylines for different television shows.

( )

<2> Children form ideas about the world around them when they are very young. The messages that use SDGs are easy to understand, and they give life lessons. For example, they can help children learn about the importance of ( ). The stories are about engines of both genders who work together. The engines feel that it is their responsibility to take care of the environment and are excited about receiving a good education. They can help children learn important values at an early age.

Q1. Choose the appropriate word for the blank.

- a. differ      b. diverse      c. different      d. diversity

( )

Q2. In the passage above, what is NOT mentioned as an example of a life lesson?

- a. Taking care of the environment      b. Receiving a good education
- c. Sharing ideas with friends      d. Having both genders who work together

( )

Q3. What do you think are important values to teach children at an early age?

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○授業後：リテリング（要約）活動を終えて、以下の振り返りシートを記入しましょう。

語彙表現	新出単語・重要表現の意味を理解し、リテリングの際に活用することができる。	
A	新出単語・重要表現の意味を理解し、リテリングの際に活用できた	
B	本文中の新出単語・重要表現の意味を理解することができた	
C	本文中の新出単語・重要表現の意味を全て理解することは難しかった	

発音	音の連結の仕組みを理解し、音読やリテリングの際に意識して発音することができる。	
A	音の連結の仕組みを理解し、リテリングの際に実践することができた	
B	音の連結の仕組みを理解し、本文中でそれが起きている箇所を把握できた	
C	音の連結の仕組みを理解することが難しかった	

技能	聞く：本文を聞いて正確にディクテーションできる。 読む：本文を読んで、大意を理解できる。 話す（発）：本文の内容を自分の言葉でリテリングできる。	
A	「聞く」「読む」「話す（発）」のすべての目標を達成することができた	
B	「聞く」「読む」「話す（発）」から1つまたは2つの目標を達成することができた	
C	「聞く」「読む」「話す（発）」の目標を達成することが難しかった	

内容	トーマスの物語とSDGsが組み込まれた経緯を本文から理解し、自分の言葉で表現することができる。	
A	理解した上で、それを自分の言葉で表現することができた	
B	自分の言葉で表現することは難しかったが、理解することはできた	
C	英文を読んで理解することが難しかった	

発展	トーマスの物語とSDGsの関連について自分なりに考え、説明することができる。	
A	トーマスの物語とSDGsの関連を自分の言葉で説明できた	
B	トーマスの物語とSDGsの関連を理解できた	
C	トーマスの物語とSDGsの関連を理解できなかった	

☆今回の授業で特に自分の課題だと感じたことはなんですか？

○次の授業に向けて：

次回以降の授業での目標（取り組みたいこと、実践したいこと、理解したいこと）はありますか？

Thomas the Tank Engine and SDGs 関連入試問題	同志社大学
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Forestry is the science of developing and managing woodlands and the water resources that sustain them. The purpose of forestry is to develop fuelwood (for fuel), sawlogs (for lumber), and pulpwood (for paper production) that can be extracted through logging. The production of fuelwood sawlogs and pulpwood grew (a) steadily between 1960 and 2000, rising from 62 billion cubic feet\* in 1960 to 84 billion cubic feet in 1980, and 110 billion cubic feet in 1995. Global population growth increased demand for wood by 77 million cubic meters per year in the early 2000s. By 2005, production was expected to reach 122 billion cubic feet. About half the wood harvested each year is used for fuel.

Since forestry directly affects the environmental quality of every nation and involves the use of enormous amounts of public and private land, it is a focus of intense public debate in many countries. In most nations, the forest industry — which cuts timber — is also responsible for regenerating and maintaining the land. While intense worldwide debate continued over the extent and location of timber harvests, the forest industries of most major industrial nations have, for the most part, become more responsible and careful in their management of forest resources.

In some developing nations, overcutting of land to create farmland, ranchland\*, or fuel continued to degrade the environment. While Southeast Asian nations producing tropical timber moved to check overcutting through regulation, taxation, and export bans, overcutting was said to continue despite safeguards. The loss of tropical rain forests in South America is a major example of this problem. Another problem was the (b) massive damage done in Indonesia from 1997 through 2002, when fires — some (c) deliberately set — ravaged\* lands where timber had been cut or where forests were being cleared for agriculture. The burnings were supposed to help prepare or clear the land for agricultural purposes, but once the fires were out of control, they created intense smog and haze that affected the entire region for months. Monetary damages from the fires and the haze they caused were estimated at US\$4.4 billion in a study from the Economy and Environment Program for South East Asia (EEPSEA)\* and the World Wildlife Fund (WWF)\*. (中略)

While forests exist in every nation on earth, the scientific management of forests tended to be concentrated in countries that produce large volumes of forest products although these countries did not necessarily have the most total forest area. For example, Finland and Sweden were leaders in forestry management and produced very high volumes of forest products yet did not rank among the top ten countries in terms of total forest area. Leading areas in terms of total forest cover were the Commonwealth of Independent States (former Soviet Union), North America, (中略) continental Europe, Southeast Asia, New Zealand, and Latin America. In Latin America several companies established highly productive plantation forests (artificially planted forests intended for harvest at a specific time), particularly in Brazil and Chile.

Forest policies around the world differed based on each country's political history. In the United States, the federal and state governments own and manage substantial shares of forestland — especially in the West — but private corporations and individuals also own large woodland (d) tracts, particularly in the South. In former communist countries, where forests were owned by the state, emerging (e) market economies privatized forestry to varying degrees. Mixed ownership of woodlands, like that of the United States, is found

throughout most of Asia, Western Europe, and South America. In Japan, most forests — a precious (e) commodity in such a densely populated country — are state owned. In many African countries, tribal ownership is prevalent, a (f) practice that can make modern forestry management difficult.

Although there are thousands of tree, plant, and shrub varieties growing in the world's forests, foresters cultivate a relatively small number of tree species. Most forestry activities focus on two broad varieties of trees: coniferous\* and nonconiferous\* (broadleaf). (中略) Forested areas around the world also contain (c) a large variety of woody shrubs and grasses (such as bamboo). In 2005 about 41 percent of the annual world harvest of wood was comprised (Y) softwood species. Plantation forests (g) accounted for only 4.7 percent of forestry acreage\* worldwide.

Forests regenerate naturally through seeding or sprouts that grow from the roots of cut trees or artificially by planting seedlings\*. Hardwood trees are usually allowed to regenerate naturally. Most softwoods do not sprout from the roots of cut trees and are most often replanted after harvest. In the early 2000s, according to USDA\* statistics, about 2.6 million acres of trees were planted (h) annually in the United States: roughly 1.8 billion trees. The forest industry planted 45 percent of this total, and the national forest system planted 6 percent. Other government and industries accounted for another 7 percent, (Z) the remainder planted by noncommercial owners. Replanting by forest products companies and other groups created a net growth in the amount of forested land in most major countries. In Western Europe, for example, there was 30 percent (あ) forested land in the mid-1990s (い)(う)(え) 50 years prior. From the early 1970s to the mid-1990s, the total acreage of trees growing in the United States increased by 20 percent.

(From "Forestry," *Encyclopedia of Global Industries*, 4th ed., Gale, 2007)

[注] cubic feet (foot) 立方フィート (フット) : 1 foot = 30.48 cm ranchland 大牧場

ravage 荒らす EEPSEA 東南アジア経済環境プログラム WWF 世界自然保護  
基金 coniferous 針葉樹の nonconiferous 広葉樹の acreage エーカー(acre)単  
位による面積 : 1 acre = 4047m<sup>2</sup> seedlings 苗木 USDA 米国農務省

I - A 空所(Y)および(Z)に入るもっとも適切なものを次の1～4の中からそれぞれ一つ選びなさい。

(Y) 1 at            2 in            3 of            4 out  
(Z) 1 for           2 of            3 on            4 with

I - B 下線部(a)~(h)の意味・内容にもっとも近いものを1～4の中からそれぞれ一つ選びなさい。

(a) steadily  
1 intensively            2 occasionally            3 rapidly            4 stably  
(b) massive  
1 artificial            2 huge            3 environmental            4 progressive  
(c) deliberately  
1 accidentally           2 cruelly           3 consciously           4 unwillingly  
(d) tracts  
1 areas           2 benefits           3 budgets           4 fortunes  
(e) commodity  
1 export           2 import           3 quality           4 resource

1. 次の意味を表す語を下から選び、記号で答えなさい。 【2点×4=8点】

- (1) 製造, 生産 ( ) (2) 昆虫 ( )  
(3) 責任 ( ) (4) 気候 ( )

[ ア climate イ insect ウ production エ responsibility ]

2. 次の英文の( )内に入る語として正しい方を○で囲みなさい。 【3点×4=12点】

- (1) English is studied all ( over / in ) the world.  
(2) My idea is different ( from / with ) yours.  
(3) He will go with you instead ( about / of ) me.  
(4) You must ( make / take ) good care of your dog.

3. 次の日本文に合うように、( )に適切な語を入れなさい。 【完答5点×3=15点】

- (1) あなたが食べるものは、あなたの健康に重要です。  
( ) ( ) ( ) is important for your health.  
(2) それが私の知りたかったことです。  
That's ( ) ( ) ( ) to know.  
(3) 黒板に書かれていることが読めますか。  
Can you read ( ) ( ) ( ) on the blackboard?

4. 次の日本文に合うように、( )内の語(句)を並べ替えなさい。 【7点×3=21点】

- (1) 彼女が日本に来たのは先月でした。  
It ( last / she / that / came / month / was ) to Japan.  
It \_\_\_\_\_ to Japan.  
(2) 私がエマに会ったのは駅でした、図書館ではなくて。  
It ( that / at / Emma / I / the station / met / was ), not at the library.  
It \_\_\_\_\_, not at the library.  
(3) 私がつらいときにいつも話を聞いてくれたのはケイトでした。  
It ( listened / that / was / me / always / Kate / to ) when I had a hard time.  
It \_\_\_\_\_ when I had a hard time.

1. 次の意味を表す英単語を, ( )内の文字で始めて書きなさい。 【2点×4=8点】

- (1) 女性の (f) \_\_\_\_\_ (2) 平等 (e) \_\_\_\_\_  
(3) 責任を伴う (r) \_\_\_\_\_ (4) ～を採択する (a) \_\_\_\_\_

2. 下線部が [ ] 内の意味になるよう, ( )に適切な語を入れなさい。 【3点×3=9点】

- (1) I met him yesterday ( \_\_\_\_\_ ) the first time. [初めて]  
(2) The drama was a big hit all ( \_\_\_\_\_ ) the world. [世界中で]  
(3) I decided to go there by bike ( \_\_\_\_\_ ) of by train. [～ではなく]

3. 次の日本語に合うように, ( )内の語を並べ替えなさい。 【6点×3=18点】

- (1) あなたに本当に必要なことは, 十分に休養をとることです。  
( is / need / you / what / taking / really ) a good rest.  
\_\_\_\_\_ a good rest.
- (2) それはまさに私があなたに伝えたかったことなのです。  
That's exactly ( tell / what / you / wanted / I / to ).  
That's exactly \_\_\_\_\_ .
- (3) 昨晚彼に起きたことを彼女に知らせてやってください。  
Please let ( to / happened / know / her / him / what ) last night.  
Please let \_\_\_\_\_ last night.

4. 次の日本語に合うように, 英文を完成させなさい。 【7点×3=21点】

- (1) 彼女が来日するのは来月です。  
It \_\_\_\_\_ to Japan.
- (2) 私が困難に直面したとき助けてくれたのは兄でした。  
It \_\_\_\_\_ when I faced difficulties.
- (3) 私が行ったことがあるのはスペインです, ポルトガルではなく。  
It \_\_\_\_\_, not Portugal.

FLEX ENGLISH COMMUNICATION I

Lesson 6 Thomas the Tank Engine and SDGs

<Part 1>

Thomas — blue steam ( ① ) in a British children’s book series

- first ( ② ) in 1946
- about many (③) with his fellow locomotives on the Island of Sodor
- ( ④ ) by children in more than 160 countries

Thomas & Friends™ — an ( ⑤ ) television show

- 2018 : ( ⑥ ) Sodor → travels around the world → meets new engine friends
- show’s creators → featured two ( ⑦ ) characters

United Nations

- decided to work with a US ( ⑧ )
- ↓
- incorporate some of the SDGs into the ( ⑨ ) of Thomas & Friends™ episodes
- └→ (=Sustainable ( ⑩ ) Goals)

Choose	adventures / animated / appeared / Development / engine female / leaves / read / storylines / toy maker
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Lesson 6 Thomas the Tank Engine and SDGs

<Part 1>

トーマス — イギリスの児童書のシリーズに出てくる青い蒸気（ ① ）

- ・ 1946 年に初めて（ ② ）
- ・ 仲間の機関車たちとソドー島でたくさんの（ ③ ）をする
- ・ シリーズは 160 か国以上の子どもたちに（ ④ ）

『きかんしゃトーマス』 — （ ⑤ ） テレビ番組

- ・ 第 22 作目（2018 年）：
  - ソドー島を（ ⑥ ） → 世界中を旅する → 新しい（ ① ）の友達に出会う
- ・ 番組のクリエイターたち → 2 台の（ ⑦ ） 機関車を登場させた

国際連合

- ・ アメリカの（ ⑧ ）と協力      ↓  
    = トーマスのブランドを保有，アニメを制作
- ・ 『きかんしゃトーマス』の話の（ ⑨ ）に **SDGs** のいくつかを組み入れた  
    ↓ = 持続可能な（ ⑩ ） 目標

**Lesson 6 Thomas the Tank Engine and SDGs**

Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_

○ 音声を聴いて空所に英語を書き取りましょう。

**p. 99 Part 1**

Thomas the Tank Engine is a (1. \_\_\_\_\_) in a British children's book series. He first appeared in 1946. In the stories, Thomas has many adventures with his (2. \_\_\_\_\_) on the Island of Sodor. This series is still read by children in more than 160 countries today.

Thomas also appears in an (3. \_\_\_\_\_) called *Thomas & Friends*<sup>TM</sup>. In the show's 22nd series in 2018, Thomas leaves Sodor for the first time. He travels around the world and meets new engine friends in India, China, Australia, and other countries. The show's creators worked to feature more (4. \_\_\_\_\_) in the show by adding two female engines to the Steam Teams, a group of steam engines including Thomas who are the main characters.

In that year, the United Nations (UN) decided to work with a US toy maker which has Thomas' brand and makes its animation. They (5. \_\_\_\_\_) some of its 17 Sustainable Development Goals (SDGs) into the storylines of (6. \_\_\_\_\_) from that series.



Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_

<Part 1>

●Comprehension Questions — 補充問題

① When did Thomas first appeared?

\_\_\_\_\_

② What did Thomas do after he left Sodor for the first time?

\_\_\_\_\_

③ What did the United Nations incorporate into the storylines of several episodes from Thomas' series?

\_\_\_\_\_

<Part 2>

●Comprehension Questions — 補充問題

① What did the UN General Assembly adopt in 2015?

\_\_\_\_\_

② Who is working now to achieve the 17 goals?

\_\_\_\_\_

③ Why did the UN and the toy company choose the six of the 17 SDGs?

\_\_\_\_\_

<Part 3>

●Comprehension Questions — 補充問題

① Why did Thomas say that more people should use public transportation instead of private cars?

## Lesson 6 リテリング用ワークシート (スピーチの構想作り→ペアワーク→発表)

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- 

- メモ

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●原稿

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small graphic element representing a folded corner of the paper. The entire sheet is framed by a thin black border.

Lesson 6

p. 99 Part 1

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

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

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

<訳例>

きかんしゃトーマスは / 青い蒸気機関車です / イギリスの子ども向けのシリーズ本に出てくる / トーマスは初めて登場しました / 1946 年に / 物語の中で / トーマスはたくさんの冒険をします / 仲間の機関車たちと / ソドー島で / このシリーズはなお読まれています / 子どもたちに / 今日 160 か国以上の /

トーマスは登場してもいます / アニメのテレビ番組に / 『きかんしゃトーマス』と呼ばれる / 22 作目の番組シリーズの中で / 2018 年の / トーマスはソドー島を出ます / 初めて / 彼は旅します / 世界中を / そして新しい機関車の友達に出会います / インド, 中国, オーストラリアで / そして他の国々で / 番組のクリエイターたちは力を尽くしました / より多くの女性キャラクターを登場させるよう / 番組に / 2 台の女性機関車を加えることで / スチームチームに / 機関車グループ / トーマスを含む / 主人公たちである /

その年 / 国際連合は協力することを決めました / アメリカの玩具メーカーと / トーマスのブランドを保有している / そしてそのアニメを制作している / 彼らは組み入れました / 17 の持続可能な開発目標 (SDGs) のいくつかを / 数話の筋に / そのシリーズの

# Lesson 6 Part 1

Thomas the Tank Engine	きかんしゃトーマスは
is a blue steam engine	青い蒸気機関車です
in a British children's book series.	イギリスの子ども向けのシリーズ本に出てくる
He first appeared	トーマスは初めて登場しました
in 1946.	1946年に
In the stories,	物語の中で
Thomas has many adventures	トーマスはたくさんの冒険をします
with his fellow locomotives	仲間の機関車たちと
on the island of Sodor.	ソドー島で
This series is still read	このシリーズはなお読まれています
by children	子どもたちに
in more than 160 countries today.	今日160か国以上の
Thomas also appears	トーマスは登場してもいます
in an animated television show	アニメのテレビ番組に
called <i>Thomas &amp; Friends</i> ™.	『きかんしゃトーマス』と呼ばれる
In the show's 22nd series	22作目の番組シリーズの中で
in 2018,	2018年の
Thomas leaves Sodor	トーマスはソドー島を出ます
for the first time.	初めて
He travels	彼は旅します
around the world	世界中を
and meets new engine friends	そして新しい機関車の友達に出会います
in India, China, Australia,	インド、中国、オーストラリアで
and other countries.	そして他の国々で
The show's creators worked	番組のクリエイターたちは力を尽くしました
to feature more female characters	より多くの女性キャラクターを登場させるよう
in the show	番組に
by adding two female engines	2台の女性機関車を加えることで
to the Steam Teams,	スチームチームに
a group of steam engines	機関車グループ
including Thomas	トーマスを含む
who are the main characters.	主人公たちである
In that year,	その年
the United Nations (UN) decided to work	国際連合は協力することを決めました
with a US toy maker	アメリカの玩具メーカーと
which has Thomas' brand	トーマスのブランドを保有している
and makes its animation.	そしてそのアニメを制作している
They incorporate	彼らは組み入れました
some of its 17 Sustainable Development Goals (SDGs)	17の持続可能な開発目標（SDGs）のいくつかを
into the storylines of several episodes	数話の筋に
from that series.	そのシリーズの

## Lesson 6 Thomas the Tank Engine and SDGs

### ■『機関車トーマス』の進んだレール

皆さんも一度は目にしたことのある、親しみのある機関車のキャラクター、トーマス。彼が最初に登場したのは、第二次世界大戦が終わった 1945 年のイギリスでした。当時は絵本でしたが、やがて人形劇やアニメとしても人気を博し、現在では最新の 3DCG を駆使したアニメとなり、世界中の子どもたちを楽しませています。

元々はウィルバート・オードリーという牧師が描いた絵本が始まりでした。それが多くの人に知られるようになったのは 1979 年のこと。放送作家のブリット・オールクロフトとウィルバートが知り合ったことがきっかけとなります。

長い間シリーズを続けるために、様々な試行錯誤を行われました。またそれと同時に、実際の鉄道で起こったことや、実際の鉄道のディテールにこだわり抜いたこと、さらにその時々最新の技術を取り入れることで、トーマスと仲間たちは息の長い存在となったのです。

教科書で取り上げられた国際連合との連携は 2018 年に始まりました。このときに女性の機関車を導入して、またトーマスが世界各国を回るエピソードを設けるなどして、国際化社会に合わせた内容となったのです。



### ■世界に飛び立つトーマス

国際連合との共同制作となった作品では、全 17 の目標のうち 6 つ、つまり「質の高い教育をみんなに」「ジェンダー平等を実現しよう」「安全な水とトイレを世界中に」「住み続けられるまちづくりを」「つくる責任つかう責任」「陸の豊かさを守ろう」をストーリーの筋とする取り組みが始まりました。

第 22 シリーズとなった本作はトーマスが中国とインド、オーストラリアを旅する内容となり、そこで現地の文化や環境問題を学びます。さらに一年後の第 23 シリーズにはさらにブラジルやイタリア、そして第 24 シリーズでは日本、それも新幹線のケンジが登場します。

世界を旅してトーマスが多くのことを学び、子どもたちに伝えたいメッセージを国連が手掛けるアニメを通して届けます。教科書で紹介した Goal 11, 12, 15 の他に, Goal 4 では世界の国々を見たうえでトーマスが話す教育の重要性, Goal 5 では少年と少女が同等に機会や権利を与えられることの素晴らしさ, Goal 6 では地球上すべての生物にとっていかに水が大切なのかを, 世界の実例や問題をからめて紹介しています。

今日も子どもたちに大切なメッセージを届けるために、トーマスは世界を走り回っているのです。



## Lesson 6 Thomas the Tank Engine and SDGs

### Lesson 6 Part 1 Summary

Thomas is a blue steam engine in a British children's book series.

This series is still read by children in more than 160 countries today.

In the 22nd series of *Thomas & Friends*<sup>TM</sup>, Thomas leaves Sodor Island for the first time and travels around the world. The show's creators worked to feature more female characters in the show by adding two female engines to the Steam Teams.

The United Nations decided to work with a US toy maker. They incorporate some of its 17 Sustainable Development Goals into the storylines of several episodes from that series.

### Lesson 6 Part 2 Summary

The 17 SDGs were adopted by the United Nations General Assembly in 2015. They are what the United Nations created to help achieve a better and more sustainable future for everyone.

The United Nations has a hope of achieving the goals by 2030. Their global challenges include improving education, achieving gender equality, and fighting climate change.

The United Nations and the toy company see great value in the goals.

They chose six of the SDGs that were a natural fit with the kind of stories that are often seen in *Thomas & Friends*<sup>TM</sup>.

### Lesson 6 Part 3 Summary

The episode of Goal 11 is about living in cities. It says cities need good transport networks and more people should use public transport, instead of private cars, to help clean the air.

The episode of Goal 12 is about reusing and recycling. His friend, Reg, works at a scrap yard and knows if waste can be reused or recycled. Thomas said "Reg recycles it when something is broken and can't be repaired."

The episode of Goal 15 is about forests. It is especially forests that we should take care of because nearly all the insects, plants, and animals on Earth live in forests.

### Lesson 6 Part 4 Summary

The world today is quite different from when Thomas the Tank Engine was first created. People's values have greatly changed and there are new problems. The SDGs in *Thomas & Friends*<sup>TM</sup> are an important response to these changes.

The messages in the SDG episodes are easy to understand for children, and they give life lessons.

The episodes can help children learn important values such as the importance of diversity at an early age.

## FLEX ENGLISH COMMUNICATION I

### <Lesson 6>

#### Part 1

Thomas the Tank Engine is one of the most famous children's book characters in the world today. His stories are about his adventures with his friends on the Island of Sodor. His book series started in the UK in 1946. Now, his stories are loved by children in more than 160 countries.

Thomas is also the main character of a television show called *Thomas & Friends*<sup>™</sup>. In 2018, in its 22nd series, the show made a big change. Thomas left the Island of Sodor for the first time. He began to travel around the world and meet new friends in India, China, Australia, and other countries. Two new female locomotives also joined Thomas's team.

In that year, the United Nations (UN) began working with a company that makes *Thomas & Friends*<sup>™</sup> and its toys. They decided to introduce some of the Sustainable Development Goals (SDGs) into several episodes from that series.

#### Part 2

The 17 SDGs were announced by the United Nations General Assembly in 2015. These SDGs are what the UN created to help solve some of the most serious problems in the world today. Some examples of these SDGs are making education better for everyone, achieving gender equality, and solving environmental problems. They hope to meet their goals by 2030.

The UN and the company of *Thomas & Friends*<sup>™</sup> understand the importance of the goals. They chose six of the SDGs. The goals were a natural fit with the kinds of stories often seen in the TV show. These are the goals they use in *Thomas & Friends*<sup>™</sup>: Quality Education (Goal 4), Gender Equality (Goal 5), Clean Water and Sanitation (Goal 6), Sustainable Cities and Communities (Goal 11), Responsible Consumption and Production (Goal 12), and, Life on Land (Goal 15).

#### Part 3

Here are examples of how three of the six goals are brought into the world of Thomas.

For Goal 11, Thomas talks about living in cities. He says that cities need good train, subway, and bus systems to help people get from their homes to school and work. He also says that more people should use these systems instead of their private cars to clean the air.

For Goal 12, Thomas talks about reusing and recycling. In this story, Thomas meets his friend Reg. Reg can reuse and recycle things that cannot be repaired. Once, he even made a Christmas tree from scrap!

## FLEX ENGLISH COMMUNICATION I

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

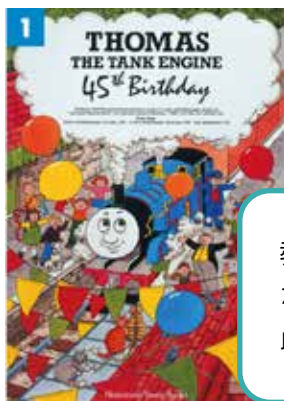
### **Part 4**

The world of today is different from how it was when Thomas the Tank Engine was first created. The problems that people face and the ways that we think have changed greatly. *Thomas & Friends™* responds to these changes by teaching about SDGs.

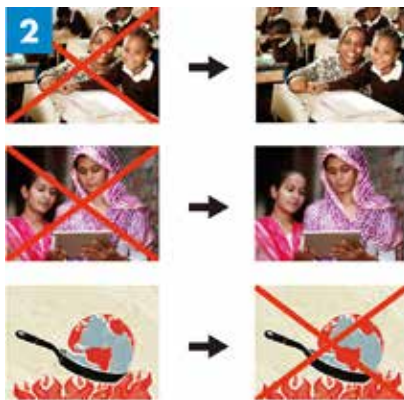
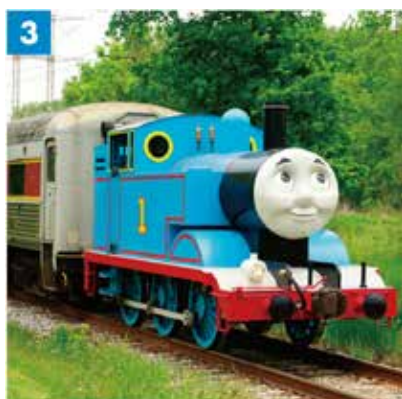
It is very early in their lives that children create ideas about the world around them. The messages in the SDGs seen in *Thomas & Friends™* are easy to understand and give important life lessons. By watching some episodes, children can learn the importance of men and women working together. They can find new ways to take care of the environment. Most of all, they can feel excited about education. *Thomas & Friends™* can help very young children learn how to make the world better.



# 教科書画像データ



教科書に掲載されている写真や図版などの画像データをjpg形式で全て収録しています。



レッスン	タイトル	リンクの概要	リンク先
Lesson6	Thomas the Tank Engine and SDGs	SDGsとは？【アニメでわかるSDGs】	<a href="https://www.youtube.com/watch?v=lnbFQ9zVwG8">https://www.youtube.com/watch?v=lnbFQ9zVwG8</a>
		Sustainable Development Goals (SDGs): IIED and the new global agenda on sustainable development	<a href="https://www.iied.org/sustainable-development-goals-sdgs-iied-new-global-agenda-sustainable-development">https://www.iied.org/sustainable-development-goals-sdgs-iied-new-global-agenda-sustainable-development</a>
		トーマスとなかまたち：SDGs - 質の高い教育をみんなに（ゴール4）	<a href="https://www.youtube.com/watch?v=DP8IV-PUHmQ&amp;t=0s">https://www.youtube.com/watch?v=DP8IV-PUHmQ&amp;t=0s</a>
		トーマスとなかまたち：SDGs - ジェンダー平等を実現しよう（ゴール5）	<a href="https://www.youtube.com/watch?v=4Y36AORTRb4&amp;t=0s">https://www.youtube.com/watch?v=4Y36AORTRb4&amp;t=0s</a>
		トーマスとなかまたち：SDGs - 安全な水とトイレを世界中に（ゴール6）	<a href="https://www.youtube.com/watch?v=zuX6xvTXX7o&amp;t=0s">https://www.youtube.com/watch?v=zuX6xvTXX7o&amp;t=0s</a>
		トーマスとなかまたち：SDGs - 住み続けられるまちづくりを（ゴール11）	<a href="https://www.youtube.com/watch?v=h8sv08CIuE&amp;t=0s">https://www.youtube.com/watch?v=h8sv08CIuE&amp;t=0s</a>
		トーマスとなかまたち：SDGs - つくる責任 つかう責任（ゴール12）	<a href="https://www.youtube.com/watch?v=hof7RJMPHII&amp;t=0s">https://www.youtube.com/watch?v=hof7RJMPHII&amp;t=0s</a>
		トーマスとなかまたち：SDGs - 陸の豊かさを守ろう（ゴール15）	<a href="https://www.youtube.com/watch?v=smY4Lz7lyYU&amp;t=0s">https://www.youtube.com/watch?v=smY4Lz7lyYU&amp;t=0s</a>
		SDGsをまとめた国連のサイト	<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>
		SDGs専門メディア [ SDGsナビ ]	<a href="https://sdgs-navi.com/">https://sdgs-navi.com/</a>
		まんがでよくわかる！「地球防衛隊SDGs」	<a href="https://kids.gakken.co.jp/kagaku/nandemo/edf_sdgs_01/">https://kids.gakken.co.jp/kagaku/nandemo/edf_sdgs_01/</a>

<Lesson 6 TF 音声スクリプト>

• Part 1

- ① Thomas the Tank Engine book series is not so popular among children in the 21st century.
- ② Thomas first appeared in an animated television show.
- ③ The United Nations and a US toy maker used some of the SDGs in several episodes of Thomas series.

• Part 2

- ① The UN General Assembly will adopt the 17 SDGs in 2030.
- ② The UN and the toy company chose the six SDGs though they were a little hard for little children to understand.

• Part 3

- ① Thomas said it is private cars that people in cities should use more.
- ② Reg says when something is broken and can't be repaired, you should throw it away.
- ③ Thomas had some experiences of seeing some kinds of animals in forests and trees.

• Part 4

- ① People today face not only changes of values but also new problems.
- ② It is difficult for children today to understand the importance of diversity or responsibility through the SDG episodes.

## FLEX ENGLISH COMMUNICATION I

### Short Reading

Class :              Number :              Name :

#### <SDGs について(スピーチ)>

次の英文は、中学3年生の Mei が SDGs (Sustainable Development Goals 「持続可能な開発目標」) について調べて書いたスピーチ原稿である。①～⑥に答えなさい。

Do you know about SDGs? They are goals to make the earth sustainable. They are shared by many countries for the better future. Today we have a lot of problems on the earth. The problems are so I that we must work together for the SDGs. One way to find an answer to the problems is to think about the clothes we wear every day. Many companies know they must do something, and they are doing some interesting things.

Some companies make organic clothes. They are usually more expensive, and organic cotton is often used for them. To grow organic cotton, the farmers may need more people and time. But when they grow it, they usually use almost no chemicals. Also, they don't need so much water then. So it is good for the earth. They can grow organic cotton almost without any II and save some III.

Some companies make clothes by hand, without machines. There are some good things about this. If machines are used, we will have more CO<sub>2</sub>. If they are not used, we can reduce it. Also, when clothes are made by hand, the companies will need more workers. So more people will get jobs. I heard a story about a woman who lives in a small village in India. In that country, many people must leave their villages to find jobs in big cities because it is difficult to get jobs in their villages. But that woman doesn't have to <sup>IV</sup>do so. She is a good worker. Her job is to make clothes by hand. She doesn't use machines, and she can work at home. She is glad to have a job and live with her family in her village. I hope more people will be happy like her.

Other companies collect used clothes to reuse or recycle them. By doing so, they can reduce waste.

“Upcycling” is also useful. It means that we make better things by using old or unwanted things. I know about some upcycled things. Some shoes are made from plastic waste in the sea. That is useful for reducing the waste in the sea. I also think we will remember another important thing by wearing them. The sea color is used for them. So, when we wear them and see the color, we will not V that we must make the sea clean.

Most of the things these companies are doing are good, but they are not new. Do you know people in the old days did the same kind of things? Traditional Japanese clothes, kimonos, are good examples. A long time ago, Japanese people wore kimonos every day. They were organic clothes and made by hand. People wore them for many years with love. People's lives were sustainable then.

At first, I thought that SDGs were only for companies. But now I've found that each of us has a thing we can do for these goals. We wear something every day. That means we can do something. I will think more about the clothes I wear every day. When I go shopping, I will try to VI. Then I will wear them with love. When they become old, I want to upcycle them. I believe our clothes can change the world and everyone will be happy.

Organic 有機栽培の    cotton 綿    chemical 農薬    machine 機械    CO<sub>2</sub> 二酸化炭素    reduce ～ ～を減らす    waste ごみ    unwanted 不必要な    make ～ from ... ～を…から作る    in the old days 昔の

## FLEX ENGLISH COMMUNICATION I

Question 1:  に入れるのに最も適当なのは、1～4のうちではどれですか。1つ答えなさい。

1. perfect
2. big
3. right
4. short

( )

Question 2: ,  に入る英語の組み合わせとして最も適当なのは、1～4のうちではどれですか。1つ答えなさい。

- |  |  |
|--|--|
| 1. <input type="text" value="II"/> people    | <input type="text" value="III"/> water |
| 2. <input type="text" value="II"/> chemicals | <input type="text" value="III"/> time  |
| 3. <input type="text" value="II"/> people    | <input type="text" value="III"/> time  |
| 4. <input type="text" value="II"/> chemicals | <input type="text" value="III"/> water |

( )

Question 3: 次の ,  にそれぞれ適当な日本語を入れて、下線部Ⅳの具体的内容を説明しなさい。

大都市で  という目的のために、自分の 。

(1)( )

(2)( )

Question 4:  に入れるのに適当な英語 1 語を書きなさい。

( )

Question 5: あなたが Mei になったつもりで、 に 6 語以上の英語を書きなさい。

( )

Question 6: 本文の内容と合っているのは、1～5のうちではどれですか。当てはまるものをすべて答えなさい。

1. Many companies have already started doing something for SDGs.
2. Mei likes organic clothes very much because they are not so expensive.
3. More companies are trying to reduce CO<sub>2</sub> by using good machines.
4. People can make things better by using new things for upcycling.
5. Kimonos in the old days show Japanese people had sustainable lives then.

( )

# 指導用 PowerPoint

## 本文（全文読み）

Thomas the Tank Engine is a blue steam engine in a British children's book series. He first appeared in 1946. In the stories, Thomas has many adventures with his fellow locomotives on the Island of Sodor. This series is still read by children in more than 100 countries today.

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

In that year, the United Nations incorporated some of its ideas into the storylines of several children's books.

新出単語  
Expressions  
スラッシュ  
ディクテーション  
音読読み  
読み

Part 全体の音声を流せます。

Thomas the Tank Engine is a blue steam engine in a British children's book series. He first appeared in 1946. In the stories, Thomas has many adventures with his fellow locomotives on the Island of Sodor. This series is still read by children in more than 100 countries today.

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新出単語  
Expressions  
スラッシュ  
ディクテーション  
音読読み  
読み

新出単語を強調します。

Thomas the Tank Engine is a blue steam engine in a British children's book series. He first appeared in 1946. In the stories, Thomas has many adventures with his fellow locomotives on the Island of Sodor. This series is still read by children in more than 100 countries today.

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In that year, the United Nations incorporated some of its ideas into the storylines of several children's books.

新出単語  
Expressions  
スラッシュ  
ディクテーション  
音読読み  
読み

新出表現を強調します。

Thomas the Tank Engine is a blue steam engine in a British children's book series. He first appeared in 1946. In the stories, Thomas has many adventures with his fellow locomotives on the Island of Sodor. This series is still read by children in more than 100 countries today.

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In that year, the United Nations incorporated some of its ideas into the storylines of several children's books.

新出単語  
Expressions  
スラッシュ  
ディクテーション  
音読読み  
読み

スラッシュが入ります。

## 本文（一文読み）

Lesson 6 Thomas the Tank Engine and SDGs Part 1 (P.99)

Thomas the Tank Engine is a blue steam engine in a British children's book series.

Lesson 6 Thomas the Tank Engine and SDGs Part 1 (P.99)

きかんしゃトーマスは、イギリスの子ども向けのシリーズ本に出てくる青い蒸気機関

本文と訳例を1文ずつに区切って掲載。  
スライドを切り替えると、音声で自動で流れます。

## 本文（フレーズ読み）

Lesson 6 Thomas the Tank Engine and SDGs Part 1 (P.99)

Thomas the Tank Engine

きかんしゃトーマスは

Lesson 6 Thomas the Tank Engine and SDGs Part 1 (P.99)

is a blue steam engine

青い蒸気機関車です

フレーズリーディング用のスライドです。  
訳例がアニメーションで表示され、音声も流れます。

# 指導用 PowerPoint

## フラッシュカード

engine  
[éɪndʒən]

(鉄道)機関車,  
エンジン

PowerPoint 上でカードをめくって使えます。

## オーラルイントロダクション&リテリング



① a blue steam engine  
② a British children's book series



① is still read by children  
② more than 160 countries



① leaves Sodor, travels, meets  
② to feature more female characters



① the United Nations, a US toy maker  
② 17 Sustainable Development Goals

本文音声

イントロダクション

ヒント

表示/非表示

教科書の画像を表示。本文の音声とオーラルイントロダクションの音声を聞くこともできます。

## 設問

教科書の設問をスライドに掲載。解答の表示、非表示に加え、音声を聞くこともできます。

Thomas the Tank Engine is a blue steam (1. **engine**) in a British children's book series. His stories are about (2. **adventures**) with his fellow locomotives. The United Nations decided to work with a US (3. **toy maker**) to incorporate some of the SDGs into the *Thomas & Friends*™ series. In the series, Thomas leaves Sodor and meets new engines from all over the world. Also, (4. **female**) characters were more featured by the show's creator.

音声	①	②	③	④	解答を隠す

PREVIOUS PAGE

NEXT PAGE

## Final Task



PREVIOUS PAGE

Final Task の課題をスライドにまとめました。解答例も収録。

Goal 3の場合

Who	gourmets (Akatsuka, Komazawa, Nogawa)	What	Komazawa got a bad result from the health checkup, stopped eating <i>tonkatsu</i> to be healthy, looks unhappy
When	modern times, nowadays	Why	being overweight may cause serious problems to human body
	<i>tsu</i> shop yo	How	by changing his eating order and eating vegetables before oily foods

解答例を表示/非表示

NEXT PAGE



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

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

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



# engine

[éɪndʒən]



Thomas the Tank Engine is a blue steam engine in a British children's book series.





## Part 1

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

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

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

### <訳例>

きかんしゃトーマスは、イギリスの児童書のシリーズに出てくる青い蒸気機関車です。トーマスは 1946 年に初めて登場しました。物語の中で、トーマスは仲間の機関車たちとソドー島でたくさんの冒険をします。このシリーズは今日でもなお、160 か国以上の子どもたちに読まれています。

トーマスは『きかんしゃトーマス』というアニメのテレビ番組にも登場しています。2018 年の 22 作目の番組シリーズの中で、トーマスは初めてソドー島を出ます。彼は世界中を旅して、インド、中国、オーストラリア、そして他の国々で新しい機関車の友達に出会います。番組のクリエイターたちは、主人公であるトーマスを含む機関車グループ、スチームチームに 2 台の女性機関車を加えることで、番組により多くの女性キャラクターを登場させるようにしました。

その年、国際連合はトーマスのブランドを保有して、そのアニメを制作しているアメリカの玩具メーカーと協力することにしました。双方は、17 の持続可能な開発目標 (SDGs) のいくつかを、トーマスのシリーズの数話の筋に組み入れました。

Q1

What is Thomas the Tank Engine?

Q2

How many countries is this series still read by children in today?

Q3

In the 2018 season, what does Thomas do for the first time?

Q4

What did the United Nations decide to do?

Page	Lesson	Part	単語	発音記号	品詞	訳	英英定義
98	6	1	engine	[éɪndʒə n]	名	(鉄道の) 機関車, エンジン	a vehicle that pulls a train; the part of a vehicle that produces power to make the vehicle move
98	6	1	steam	[sti:m]	名	蒸気, 水蒸気, スチーム	the hot gas that water changes into when it boils
98	6	1	fellow	[félou]	形	仲間の, 同僚の	someone who is travelling, working, studying with you
98	6	1	locomotive	[ləukəməutiv]	名	機関車	a railway engine that pulls a train
98	6	1	animated	[ænəməitid]	形	アニメの	produced through the process of animation
98	6	1	creator	[kri:itə r]	名	創案 [考案] 者, 創造 [創作, 創設] 者	a person who makes something new
98	6	1	feature	[fi:tʃə r]	動	～を出演させ (てい) る	to have or include someone or something as an important part
98	6	1	female	[fi:meil]	形	女性の	being a woman or a girl
98	6	1	incorporate	[ɪnkɔ:pə reit]	動	～を組み入れる	to include something as part of a group, system, plan etc
98	6	1	sustainable	[səsteɪnəbl]	形	持続可能な	able to last or continue for a long time
98	6	1	development	[divələpmənt]	名	開発	the process of working on a new product, plan, idea etc to make it successful
98	6	1	storyline	[stɔ:rilain]	名	筋, プロット	the basic story in a novel, play, film, etc
98	6	1	episode	[épəsoud]	名	(連続番組などの) 1 回分の話	one part of a story that is broadcast on television or radio in several parts
100	6	2	adopt	[ədɔ:(:pt]	動	～を採択する	to accept or approve (something, such as a proposal) in a formal or official way
100	6	2	create	[kri:it]	動	～を生み出す, 創作する	to make something happen or exist
100	6	2	gender	[dʒéndə r]	名	性, ジェンダー; (集合的に) 男性, 女性	the fact of being male or female; males or females, considered as a group
100	6	2	equality	[ikwá(:)ləti]	名	平等, 対等	the fact of being equal in rights, status, advantages, etc
100	6	2	climate	[klaɪmət]	名	気候	the typical weather conditions in a particular area
100	6	2	quality	[kwá(:)ləti]	形	高品質の	very good or excellent
100	6	2	sanitation	[sænəteɪʃə n]	名	公衆衛生, 衛生設備, 下水設備	the equipment and systems that keep places clean, especially by removing human waste
100	6	2	responsible	[rɪspá(:)nsəbl]	形	責任を伴う; 責任がある	sensible and able to make good judgments, so that you can be trusted
100	6	2	consumption	[kənsʌmpʃə n]	名	消費, 購入	the act of using energy, food or materials
100	6	2	production	[prədʌkʃə n]	名	製造, 生産	the process of making or growing things to be sold, especially in large quantities
102	6	3	transport	[tráenspɔ:t]	名	輸送機関	a system for carrying people or goods from one place to another using vehicles, roads, etc
102	6	3	network	[nétwə:r k]	名	網状のもの, 網状組織	a system of lines, tubes, wires, roads etc that cross each other and are connected to each other
102	6	3	private	[praɪvət]	形	私用の, 個人的な, 私有の	belonging to or for the use of a particular person or group; not for public use
102	6	3	scrap	[skræp]	名	スクラップ, 廃物	things that are not wanted or cannot be used for their original purpose, but which have some value for the material they are made of
102	6	3	yard	[já:r d]	名	～場, 工場, 作業場	an area of land used for a special purpose or business
102	6	3	insect	[ínsekt]	名	昆虫	a small creature such as a fly or ant, that has six legs, and sometimes wings
102	6	3	coconut	[kókəʊnʌt]	名	(ココ) ヤシの実	a large fruit that has a thick shell with white flesh and liquid inside it and that grows on a palm tree
104	6	4	response	[rɪspá(:)ns]	名	対応, 反応, 返答	something that is done as a reaction to something else
104	6	4	diversity	[dəvə:r səti]	名	多様性	the fact of including many different types of people or things
104	6	4	responsibility	[rɪspà(:)nsəbɪləti]	名	責任	something that you ought to do because it is morally or socially right

Page	Lesson	Part	連語	訳	英英定義
98	6	1	for the first time	初めて	used to say that something has never happened or been done before
100	6	2	all over the world	世界中に〔で〕	in every part of the world — use this especially to say how much a particular idea, organization etc has spread
102	6	3	instead of ～	～の代わりに, ～ではなく	used to say what is not used, does not happen etc, when something else is used, happens etc
102	6	3	take care of ～	～の世話をする; ～に気を配る	to do the things that are needed to help or protect someone or to keep something in good condition
104	6	4	<i>be</i> different from ～	～と異なっている	not like something or someone else, or not like before
104	6	4	at an early age	若い時に, 幼い頃に	when you are very young, or starting when you were very young

※教科書に記載のある部分は「本文・訳例データ」を、スラッシュ入りのフレーズリーディングは「フレーズリーディング用本文・訳例」データを参照ください。

### Lesson 6 Thomas the Tank Engine and SDGs

#### Listening

There are many famous children's shows all over the world. They often teach children important ideas about having friends, learning from mistakes, and always doing your best. Some of these shows are translated into different languages and become popular in many countries. People who watch these shows as young children remember their lessons when they are adults. It can be said that children's shows have the power to change the world very much.

#### 全体 Oral Introduction

Many of today's popular children's shows were popular many years ago too. But as time passes, the world becomes a different place. These shows change too. In this lesson, we'll learn about Thomas the Tank Engine. This character is very old, and the ideas his show teaches have changed a lot. In modern times, he teaches new ideas to children.

#### Part 1 Oral Introduction

When children watch a TV show, they notice many things. They notice the characters' genders, home countries, and speaking styles. Thomas the Tank Engine now tries to show children many different kinds of characters. It teaches children that equality is very important. Everybody is different, but we should all be treated fairly.

#### Part 2 Oral Introduction

Protecting the environment is important for everyone. It is a big global challenge of the 21st century. We need to make a clean world so people in the future can live peacefully. The United Nations created the 17 SDGs to help protect the environment. And Thomas the Tank Engine is teaching children about them.

#### Part 3 Oral Introduction

We can learn a lot by traveling around the world. One important lesson is that the world is a great, big, and beautiful place. It makes us feel that we should protect nature. Thomas talks about some small things that we can do for the environment. They're all very simple but very important.

#### Part 4 Oral Introduction

Children's TV shows aren't only for entertainment. They're for education too. The messages these shows send can have a great effect on children. They can make them aware of many world problems and help give ideas to solve them. In the 21st century, we're going to see new problems around the world, and we'll need to find solutions to them. TV shows like Thomas the Tank Engine may help.



# Thomas the Tank Engine and SDGs

■ 本文解析 Part 1 (教科書 p.99) ……主な記号: 〈副詞句(節)〉 [名詞句(節)] (形容詞句(節)) 「並列されている要素」

## きかんしゃトーマス

Thomas the Tank Engine is a blue steam engine (in a British children's book series).

← 同格

### ↓ 具体的説明

He **first** appeared **in 1946**. 〈In the stories〉, Thomas has many adventures 〈with his fellow locomotives〉 〈on the Island of Sodor〉. **This series** is 〈still〉 read 〈by children〉 〈in more than 160 countries〉 〈today〉.

順序  
= Thomas the Tank Engine

時間

locomotives〉 〈on the Island of Sodor〉. **This series** is 〈still〉 read 〈by children〉 〈in more than 160 countries〉 〈today〉.

= トーマスのシリーズ

countries〉 〈today〉.

時間

## アニメ版『きかんしゃトーマス』

Thomas **also** appears 〈in an animated television show **called Thomas & Friends™**〉.

新情報の追加

過去分詞の後置修飾

## 新たな展開

〈In the show's 22nd series **in 2018**〉, Thomas leaves Sodor **for the first time**. He 「travels 〈around the world〉」 and 「meets new engine friends 〈in 「India」, 「China」, 「Australia」, and 「other countries」〉」. The

時間

for the first time 「初めて」

show's creators worked **to feature** more female characters 〈in the show〉 〈by **adding** two female engines to

S V

不定詞の副詞的用法

add ~ to ... 「～を…に加える」

the Steam Teams, a group of steam engines including Thomas **who are the main characters**〉).

← 同格

関係代名詞

## 『きかんしゃトーマス』とSDGs

〈In that year〉, the United Nations (UN) decided **to work** 〈with a US toy maker **which** has Thomas' brand〉 and 「makes its animation」〉). **They incorporate** some of its 17 Sustainable Development Goals

時間 = in 2018

不定詞の名詞的用法

関係代名詞

= the United Nations と the US toy maker

incorporate ~ into ... 「～を…に組み入れる」

(SDGs) 〈into the storylines (of several episodes (from that series))〉.

← 同格

← 関係代名詞

= 2018 年の 22 作目の番組シリーズ



## FLEX ENGLISH COMMUNICATION I

### <Lesson 6 Thomas the Tank Engine and SDGs >

○Questions 解答例

Q1 : I loved Doraemon.

Q2 : They can teach the importance of friendship.

#### <Part 1>

○Reading Point 解答例

They are about Thomas' adventures with his fellow locomotives on the Island of Sodor.

○Comprehension Questions 解答例

Q1 : It [He] is a blue steam engine in a British children's book series.

Q2 : (This series is (still) read by children) In more than 160 countries.

Q3 : He leaves Sodor.

Q4 : It decided to work with a US toy maker.

#### <Part 2>

○Reading Point 解答例

To help achieve a better and more sustainable future for everyone.

○Comprehension Questions 解答例

Q5 : In 2015.

Q6 : It has a hope of meeting the goals by 2030.

Q7 : They see great value in the 17 SDGs [them].

Q8 : Six of them were.

#### <Part 3>

○Reading Point 解答例

They tell us about living in cities, reusing and recycling, and life in forests.

○Comprehension Questions 解答例

Q9 : They should use public transport.

Q10 : He recycles it.

Q11 : Because nearly all the insects, plants, and animals on Earth live there.

## Lesson 6 Thomas the Tank Engine and SDGs

●：全体に関わる内容 ①～④：各 Part 番号 GE：Grammar & Exercises FT：Final Task

読む	<p>●関係代名詞whatや強調構文（It is ... that ～）を的確に把握し、本文の内容を正確に理解できる。</p> <p>●本文中で用いられた熟語や表現を的確に把握し、その意味が理解できる。</p> <p>●子音と母音のつながりを示すリエゾン、強勢位置、破裂音とその語に続く子音での音の弱化、子音が連続で続くときに起きる脱落などに注意して音読することができる。</p> <p>①トーマスの概要とそのアニメシリーズにSDGsが取り入れられるに至った経緯を正確に読み取ることができる。</p> <p>②SDGsが国際連合でなぜ採択されたのかを理解することができる。</p> <p>③SDGsと紐づいたトーマスの各エピソードの内容を読み取り、理解することができる。</p> <p>④なぜ子ども向けのアニメーションにSDGsを取り入れることが効果的なのかを読み取ることができる。</p>
聴く	<p>●本レッスンの英文本文を聴いて、大まかな概要を把握できる。</p> <p>●本レッスンの内容についての英問や英文を聴いて、内容を正しく理解できる。</p> <p>●子音と母音のつながりを示すリエゾン、強勢位置、破裂音とその語に続く子音での音の弱化、子音が連続で続くときに起きる脱落などを聴き分けて理解できる。</p>
話す(やり取り)	<p>●本文の内容についての英問英答や、知り得た情報の英語による説明ができる。</p> <p>①「きかんしゃトーマス」について知っていることや調べたことをペアやグループで伝え合うことができる。</p> <p>②SDGsがどういう経緯で採択されたのか、何を目指しているのかなどについて知っていることや調べたことをペアやグループで伝え合うことができる。</p> <p>③「きかんしゃトーマス」の3つのエピソードがそれぞれ子どもにどんな影響を与えるのかを考え、ペアやグループで話し合うことができる。</p> <p>④トーマスが作られた頃と現代ではどんな変化があったか、知っていることや調べたことを伝え合うことができる。</p> <p>GE: 強調構文（It is ... that ～）を用いて、週末の予定について会話することができる。</p> <p>FT: 17のSDGsの中から興味があるものについて意見を交換することができる。また、ペアやグループで協働しながらSDGsに関連したスキットの作成を進めることができる。</p>
話す(発表)	<p>●写真や図、イラスト、またキーワードを用いて、ペアで考えを共有しながら本文内容をリテリングできる。</p> <p>①本文を読んで「きかんしゃトーマス」の概要やSDGsを取り入れることになった経緯を自分の言葉でリテリングすることができる。</p> <p>②SDGsがどういう経緯で採択されたのか、何を目指しているのかなどについて知っていることや調べたことを説明することができる。</p> <p>③SDGsに関連した「きかんしゃトーマス」の3つのエピソードのあらすじを自分の言葉でリテリングすることができる。</p> <p>④トーマスが作られた頃と現代ではどんな変化があったか、知っていることや調べたことを発表することができる。</p> <p>GE: 関係代名詞whatを用いて、『無人島で1年過ごすとしたら何を持っていくか』というテーマで自分の考えを発表することができる。</p> <p>FT: SDGsと関連づけて作成したスキットをクラスの前で実際に演じることができる。</p>
書く	<p>●本レッスンの内容についての英問に対して英語で答えを書くことや、知り得た情報を英語に直して書くことができる。</p> <p>●関係代名詞what、強調構文（It is ... that ～）、本文中に出てきた語法・熟語を使って、指示にそった適切な英文を書くことができる。</p> <p>FT: 17のSDGsから興味のあるゴールを選び、それと関連づけたスキットをペアやグループで協働しながら書くことができる。</p>

Lesson 2 “Rocks, Pebbles, Sand: A Story-bite about the Important Things in Life”

Posted on August 7, 2013 by Jean Storlie —

<https://storlietelling.com/2013/08/07/rocks-pebbles-sand-a-story-bite-about-the-important-things-in-life/>

A teacher walks into a classroom and sets a glass jar on the table. He silently places 2-inch rocks in the jar until no more can fit. He asks the class if the jar is full and they agree it is. He says, “Really,” and pulls out a pile of small pebbles, adding them to the jar, shaking it slightly until they fill the spaces between the rocks. He asks again, “Is the jar full?” They agree. So next, he adds a scoop of sand to the jar, filling the space between the pebbles and asks the question again. This time, the class is divided, some feeling that the jar is obviously full, but others are wary of another trick. So he grabs a pitcher of water and fills the jar to the brim, saying, “If this jar is your life, what does this experiment show you?” A bold student replies, “No matter how busy you think you are, you can always take on more.” “That is one view,” he replies. Then he looks out at the class making eye contact with everyone, “The rocks represent the BIG things in your life – what you will value at the end of your life – your family, your partner, your health, fulfilling your hopes and dreams. The pebbles are the other things in your life that give it meaning, like your job, your house, your hobbies, your friendships. The sand and water represent the ‘small stuff’ that fills our time, like watching TV or running errands.” Looking out at the class again, he asks, “Can you see what would happen if I started with the sand or the pebbles?”

No matter how many times I hear this popular story, which is widely circulated and told in many ways, I am reminded about what is important in my life and work: if I solve the big issues first, the small ones will fall into place, but the reverse is not the case. I have found myself working with teams who focus on the pebbles. They stay very busy, counting tactical accomplishments as successes. But at the end of the day, their work begs the question: “Despite all this activity, what does it mean?” I’ve also fallen prey to petty distractions, like sand, that creep into the extra spaces of my life and paralyze me from moving forward. Some sand helps to cement our boulders, but if we let too much fill our jars, we have no room for the BIG things. So what does this have to do with health and innovation?

EVERYTHING!

As health counselors/coaches, we can share this story to help our clients focus on the most important diet, exercise, and life issues to tackle. Eliminating gluten may not help if their issue

## Lesson 6 Thomas the Tank Engine and SDGs

●指導と評価の計画（8 時間）

時間	ねらい・学習活動・指導上の留意点	単元の評価基準	評価方法
1 2 3 4	<p>Part 1 ～ 4</p> <p>[ねらい]</p> <ul style="list-style-type: none"> <li>『きかんしゃトーマス』とはどのようなアニメなのか、国連とどのように協力したのかを読み取らせる。</li> <li>SDGs とは何か、どの目標が『きかんしゃトーマス』に組み込まれているのかを理解させる。</li> <li>SDGs のどの目標をどのようにトーマスの物語に織り交ぜているのかを読み取らせる。</li> <li>『きかんしゃトーマス』が最初に作られた頃からの時代の変化と子どもたちに与えている影響について読み取らせる。</li> </ul> <p>[学習活動]</p> <ul style="list-style-type: none"> <li>新出語句の確認をする。</li> <li>文法事項の確認をする</li> </ul> <p>[各パートで学習する文法事項]</p> <p>Part 2: 関係代名詞 what</p> <p>Part 3: 強調構文 It is ... that ～</p> <ul style="list-style-type: none"> <li>本文の内容および背景知識を学習し、音読や内容理解の問題、Retelling 等の活動を通して理解を深める。</li> </ul> <p>[指導上の留意点]</p> <ul style="list-style-type: none"> <li>イラストや写真、音声を効果的に活用する。</li> <li>学習の形態(個人, ペア, 全体)を工夫する。</li> </ul>	<p>知識・技能(L・R)</p> <p>思考・判断・表現(L・R)</p> <p>主体的に学習に取り組む態度(L・R) (I・P・W)</p>	<p>単語・連語小テスト</p> <p>リテリング用ワークシート</p>
5	<p>Comprehension</p> <p>[ねらい]</p> <ul style="list-style-type: none"> <li>空所補充の質問を解かせ、本文の内容を復習する。</li> <li>本文全体の要約文を完成させる。</li> </ul> <p>[学習活動]</p> <ul style="list-style-type: none"> <li>空所補充の問題に取り組みながら本文の内容を復習する。</li> <li>要約文を完成させる。</li> </ul> <p>[指導上の留意点]</p> <ul style="list-style-type: none"> <li>ペアで解答を確認させる時間を設ける。</li> <li>Lesson 全体および各 Part の要点を押さえられているかを確認する。</li> </ul>	<p>思考・判断・表現(L・R)</p> <p>主体的に学習に取り組む態度(L・R)</p>	確認テスト

## 観点別評価規準（案）

観 点	Part ・ Task	評価規準 (L: 聞く / R: 読む / I: 話す (やり取り) / P: 話す (発表) / W: 書く)
知 識 ・ 技 能	Part 1～4	<p>【知識】 関係代名詞 what・強調構文 It is ... that ～の用法や決まりに関する事項を理解している。</p> <p>【技能】 (L) 教科書本文の音声聞いて、本文中の関係代名詞 what・強調構文 It is ... that ～が使われた英文の意味を把握する技能を身につけている。 (R) 教科書本文を読んで、本文中の関係代名詞 what・強調構文 It is ... that ～が使われた英文の意味を把握する技能を身につけている。</p>
	G&E	<p>【技能】 (W・P) 関係代名詞 what を用いて「無人島に持っていくもの」について書き、それを発表する技能を身につけている。 (I・P) 強調構文 It is ... that ～を用いて週末の過ごし方についての会話を即興で作り、それをペアで発表する技能を身につけている。</p>
思 考 ・ 判 断 ・ 表 現	全体	<p>(L・R) 「国連の定めた SDGs」「トーマスの物語に人生の教訓を組み込む意義」の内容を理解できる。 (I・P・W) 理解した内容を自分の言葉で表現し、相手に伝えることができる。また、本文から学んだ「国連の定めた SDGs」「児童用の本やテレビ番組の物語に人生の教訓を組み込むこと」について自分なりに意見を持ち、それを表現することができる。</p>
	Part1	(L・R) トーマスの物語と SDGs が組み込まれた経緯を本文から理解できる。
	Part2	(L・R) SDGs の内容と意義を本文から理解できる。
	Part3	(L・R) SDGs を組み込んだトーマスのエピソードについて本文から理解できる。
	Part4	(L・R) 子どものテレビ番組に人生の教訓を盛り込む意義を理解できる。
	G&E	(I・P・W) 関係代名詞 what・It is ... that ～を使って、指示に沿った適切な英文を書いたり、自分の考えを表現したり、相手に伝えたりすることができる。
	Final Task	<p>(I) 興味のある SDGs について自分の意見や考えを、学び得た語彙や表現、情報を基に表現し、即興で相手に伝えることができる。 (P・W) やり取りの内容を踏まえ、改めて自分の意見を発表したり、書いたりできる。</p>
主 体 的 に 学 習 に 取 り 組 む 態 度	全体	<p>(L・R) 国連が定めた SDGs の内容や、それを取り入れたトーマスの物語を自ら理解しようとしている。 (I・P・W) 本文から学んだ自分を取り巻く「社会」や「環境」の問題について自分なりに意見を持ち、積極的に発信しようとしている。</p>
	Part1	<p>(L・R) トーマスの物語と SDGs が組み込まれた経緯を読み取ろうと努めている。 (I・P・W) 本文の内容を自分なりに理解して、リテリングしようとして努めている。</p>
	Part2	<p>(L・R) SDGs の内容と意義を理解しようとして努めている。 (I・P・W) 本文の内容を自分なりに理解して、リテリングしようとして努めている。</p>
	Part3	<p>(L・R) SDGs を組み込んだトーマスのエピソードについて理解しようとして努めている。 (I・P・W) 本文の内容を自分なりに理解して、リテリングしようとして努めている。</p>
	Part4	<p>(L・R) 子どものテレビ番組に人生の教訓を盛り込む意義を理解しようとして努めている。 (I・P・W) 本文の内容を自分なりに理解して、リテリングしようとして努めている。</p>
	Final Task	<p>(I) 興味のある SDGs について自分の意見や考えを、学び得た語彙や表現、情報を基に表現し、即興で相手に伝え、相手の意見を聞き取ろうとしている。 (P・W) 他の生徒の意見も取り入れながら、自分の意見をまとめ、主体的に発信しようとして努めている。</p>

# Google Forms

Google Forms でPartごとに3種類の課題を取り揃えています。メールやURLで生徒に送信し、PCやタブレットなどの端末で課題に取り組むことができます。課題提出後は、解答が決まっているものは自動で、英作文や記述問題は添削して個々に採点することができます。

## 単語・連語小テスト

1. 教科書本文中の意味に即して、次の英語は日本語に、日本語は英語に直しなさい。

(1) エンジン 2ポイント

回答を入力

(2) steam 2ポイント

回答を入力

LESSON 6

Reading Point

1 What are Thomas' stories about?

Introduction and Briefing

新出単語・表現

Words

Thomas' stories

What are Thomas' stories about?

Thomas' stories are about a blue steam engine called Thomas the Tank Engine. The stories are about his adventures and the other engines on the island of Sodor.

Thomas the Tank Engine

Thomas the Tank Engine is a blue steam engine. He lives on the island of Sodor. He has many friends, including James, Percy, and Gordon. They all have adventures together.

Thomas the Tank Engine

Thomas the Tank Engine is a blue steam engine. He lives on the island of Sodor. He has many friends, including James, Percy, and Gordon. They all have adventures together.

## Comprehension Questions

Q1 What is Thomas the Tank Engine? \* 5ポイント

回答を入力

Q2 How many countries is this series still read by children in today? \* 5ポイント

回答を入力

Thomas the Tank Engine is a blue steam engine in a British children's book series. He first appeared in 1946. In the stories, Thomas

本文側注の内容確認問題

Q1 What is Thomas the Tank Engine?

Q2 How many countries is this series still read by children in today?

Q3 In the 20th series, what did Thomas do for the first time?

Q4 What did the United Nations decide to do?

## True or False

1. Thomas leaves Sodor for the first time and travels around the world and meets new friends.  
[https://drive.google.com/file/d/10EBknbrVHqzQD0jN\\_wDyl3NYgNu3XDb/view?usp=sharing](https://drive.google.com/file/d/10EBknbrVHqzQD0jN_wDyl3NYgNu3XDb/view?usp=sharing)

☐ True

☐ False

2. The United Nations hopes to meet the goals by 2030.  
<https://drive.google.com/file/d/12nYzLmDzGRykBR7ucgHrAiq7SKjdM/view?usp=sharing>

☐ True

☐ False

Part 3

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

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

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

Goal 16 Thomas said that it is especially forests that we should take care of. "Nearly all the insects, plants, and animals on Earth live in forests," he said. "When I visited China, I traveled through a bamboo forest, and I was really lucky to see a panda in the wild! When I went to India, I saw monkeys in the national forest."

Part 4

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

It is very early in these times that children form ideas about the world around them. The messages in the new episodes are easy to understand, and they give life lessons.

TF 形式の内容確認問題

True or False

1. In 2018, Thomas leaves Sodor for the first time and travels around the world.

2. The United Nations has a hope of meeting the goals by 2030.

3. The 16th series in the new episodes are too difficult for children to understand.

## Lesson 6 Thomas the Tank Engine and SDGs

→教科書 p.98-99

### Part 1

#### Content

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

① Thomas also appears / in an **animated** television show / called *Thomas & Friends*<sup>TM</sup>. // In the show's 22nd series / in 2018, / Thomas leaves Sodor / **for the first time**. // He travels / around the world / and meets new engine friends / in India, China, Australia, / and other countries. // The show's **creators** worked / to **feature** more **female** characters / in the show / by adding two female engines / to the Steam Teams, / a group of steam engines / including Thomas / who are the main characters. //

② In that year, / the United Nations (UN) decided to work / with a US toy maker / which has Thomas' brand / and makes its animation. // They **incorporate** / some of its 17 **Sustainable Development** Goals (SDGs) / into the **storylines** of several **episodes** / from that series. //

#### Words & Expressions

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. engine [éndʒən] 名 _____           | 8. female [fɪ:meɪl] 形 _____           |
| 2. steam [sti:m] 名 _____             | 9. incorporate [ɪnkɔ:rpəreɪt] 動 _____ |
| 3. fellow [félou] 形 _____            | 10. sustainable [səsteɪnəbl] 形 _____  |
| 4. locomotive [ləukə'móutiv] 名 _____ | 11. development [divéləpmənt] 名 _____ |
| 5. animated [æ'nəməɪtɪd] 名 _____     | 12. storyline [stó:rilàɪn] 名 _____    |
| 6. creator [kriéitə] 名 _____         | 13. episode [épəsòud] 名 _____         |
| 7. feature [fi:tʃə] 動 _____          | 14. for the first time _____          |

#### Key Sentences

① Thomas also appears in an animated television show **called** *Thomas & Friends*<sup>TM</sup>.

▶ **called** ～は過去分詞の形容詞的用法で, television show を後ろから修飾。call O C「O を C と呼ぶ」。  
訳 \_\_\_\_\_

② In that year, the United Nations decided to work with the US toy maker **which** has Thomas' brand and makes its animation.

▶ **which** は a US toy maker を先行詞とする主格の関係代名詞。関係代名詞節の動詞は has と makes。  
訳 \_\_\_\_\_

#### Comprehension

Q1 Who is Thomas the Tank Engine?

解答 \_\_\_\_\_

## Lesson 6 Thomas the Tank Engine and SDGs

### Part 1

**1 W** 英文に合う最も適切な語を，それぞれ a. ～ d. の中から 1 つ選びなさい。

- (1) Thomas the Tank Engine first ( ) in 1946.  
a. appeared      b. decided      c. called      d. made
- (2) The show ( ) a popular idol group.  
a. appeared      b. featured      c. read      d. traveled
- (3) Susan became the first ( ) student in her school to receive the prize.  
a. children      b. cultural      c. female      d. different
- (4) There have been amazing computer ( ) during the last ten years.  
a. adventure      b. animations      c. value      d. developments

**2 E** 英文に合う最も適切な語を，それぞれ a. ～ d. の中から 1 つ選びなさい。

- (1) The character appeared in a British children's book in 1946 ( ) the first time.  
a. as      b. at      c. for      d. in
- (2) I added milk ( ) my shopping list.  
a. to      b. at      c. from      d. with

**3 G** 下線部に注意し，書き出しの日本語に沿って訳しなさい。

- (1) The café serves a good lunch including a coffee and a dessert.  
そのカフェは\_\_\_\_\_。
- (2) Before going to bed, I always listen to music sung by my favorite singer.  
寝る前に私はいつも\_\_\_\_\_。

**4 C** p.99 の本文を読み，本文に合っているものには○，合っていないものには×を入れなさい。

- (1) The Thomas the Tank Engine series is read by children in about 60 countries. ( )
- (2) Thomas appears in an animated television show called *Thomas & Friends*<sup>TM</sup>. ( )
- (3) The creators of the Thomas series worked to feature more cute characters. ( )
- (4) The UN and a US toy maker incorporate some of the SDGs into the storylines of several episodes from the Thomas series. ( )



## Lesson 6 Thomas the Tank Engine and SDGs

• PART 1 →教科書 pp.98-99

1 Connect each word and phrase that have similar meanings with a line.

- |                |   |  |
|----------------|---|--|
| (1) feature    | • | • a railway engine   |
| (2) fellow     | • | • relating to women or girls                                   |
| (3) locomotive | • | • to have or include someone or something as an important part |
| (4) female     | • | • people who you work with, or study with                      |

2 Put the appropriate words into each sentence.

- (1) 自分の国を出たのはそのときが初めてだったので、サリーはわくわくしていた。

Sally was excited because she left her country ( ) the first ( ) then.

- (2) レベッカという名の女性機関車が、スチームチームに加わった。

A female engine ( ) Rebecca joined the Steam Team.

- (3) きかんしゃトーマスは 70 年以上前に最初に登場した。

Thomas the Tank Engine was first appeared ( ) ( ) seventy years ago.

3 Choose the appropriate word(s) in each sentence. (You may choose more than one option.)

- (1) They worked with a development team ( included / including / which included ) a toy maker.

- (2) The writer made the animation more interesting by ( added / adding / addition ) a new storyline to it.

- (3) The creators decided ( featured / featuring / to feature ) more female characters in the show.

4 Read the following passage and answer the questions below.

Thomas the Tank Engine is a blue steam engine in a children's book series which is still very popular. Thomas also appears in a TV animation. In the series, Thomas travels around the world and meets new engine friends. The show's creators worked to feature more female characters in the show. The United Nations and a toy maker ①incorporated some of 17 Sustainable Development Goals into the storylines of several episodes from that series.

Q1. Choose the word which is closest in meaning to the word ①. (You may choose more than one option.)

- a. put      b. left      c. mixed      d. studied

Q2. According to the passage, what did the creators work to do in the show?

- a. To make more friends.  
b. To appear in the animation.  
c. To make Thomas popular.  
d. To feature more female characters

# Mascot Characters for Towns

## Introduction and Retelling



- ① many Japanese towns
- ② mascot characters



- ① Unarikun, Narita City
- ② eel dishes, airport



- ① Hikonyan, Hikone City
- ② red helmet, Hikone Castle

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- ① see a mascot character
- ② become interested in its hometown

## Words

mascot /mæskɑ:t/  
 especially /ɪspɛʃəli/  
 eel /i:l/  
 helmet /hélmət/  
 proud /praʊd/

## Expressions

I.4  
 be famous for ~  
 I.11  
 be proud of ~  
 I.16  
 What is ~ like?

## Comprehension Questions

- Q1** Where is Unarikun from?  
 He is from Narita [ Airport, City, dishes ].
- Q2** What does Hikonyan have on his head?  
 He has a [ bell, castle, helmet ] on it.
- Q3** What can people learn about through a mascot character?  
 They can learn a lot about the mascot's [ hometown, interests, life ].



Let's Listen



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

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

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

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

## Final Task

- 1 Find one mascot character on the Internet and write about it in English. (With two sentences or more.)

### Sample

Unarikun is from Narita City. The city is famous for its eel dishes and its airport. So, Unarikun looks like an eel and an airplane.

- 2 Choose some good points of your town.

My town has ...

- |   |   |
|---|---|
| <input type="checkbox"/> delicious local foods.   | <input type="checkbox"/> an interesting festival.         |
| <input type="checkbox"/> a famous zoo or museum.  | <input type="checkbox"/> a beautiful mountain or the sea. |
| <input type="checkbox"/> an interesting building. | <input type="checkbox"/> a place for film or drama.       |

- 3 Use good points about your town to create a new mascot. Write about it in English.

## 2 動名詞

動名詞は動詞の原形に **ing** をつけたもので、動詞の働きだけでなく名詞の働きもする。次のようなことから、動名詞が動詞としての性格をとどめていることがわかる。

**saving energy** (エネルギーを節約すること)

動名詞 **saving** が目的語 **energy** を伴っている。

**being rich** (金持ちであること)

動名詞 **being** が補語 **rich** を伴っている。

**rising early** (早く起きること)

動名詞 **rising** が副詞 **early** によって修飾されている。

動名詞が目的語や補語を伴ったり副詞によって修飾されたりするのは、動名詞が動詞としての働きをしていることを示している。

### ＜1＞ 動名詞の用法

動名詞には名詞的用法と形容詞的用法がある。

#### 152. 動名詞の名詞的用法

☐ 1. **Missing** the bus means **waiting** for two hours.

☐ 2. My hobby is **taking** pictures of trains.

☐ 3. I'm sorry for **being** late.

☐ 1. そのバスに乗り遅れると2時間待たなければいけなくなる。(そのバスに乗り遅れることは、2時間待つことを意味する。)

☐ 2. 僕の趣味は列車の写真を撮ることです。

☐ 3. 遅れてすみません。

動名詞は「～すること、～であること」という意味で、文中で主語・目的語・補語・前置詞の目的語として用いられる。

#### (1) 文の主語として

例文1. の **Missing** は文の主語。the bus を目的語として伴っている。

**【注意】** 動名詞句が長い場合は後ろに置き、形式主語 **it** を用いる。

*It was hard **getting** along with the neighbors.*

(隣人たちがうまくやっていくのは難しかった。)

[It=getting along with the neighbors]