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FLEX ENGLISH COMMUNICATION II SECOND EDITION

指導書付属ROM内容一覧

FLEX ENGLISH COMMUNICATION I SECOND EDITION

指導書付属ROM内容一覧

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Class: _____ Number: _____ Name: _____ / 50

1. 次の英語は日本語に、日本語は英語に直しなさい。 (2点×8=16点)

- | | | | |
|----------------|-------|---------------|-------|
| (1) strip | | (2) broadcast | |
| (3) pilgrimage | ..... | (4) holy | ..... |
| (5) 連続・シリーズ | ..... | (6) 小説 | ..... |
| (7) ～を説明する | ..... | (8) 場所 | ..... |

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) humorously (名詞形に) | ..... |
| (2) location (動詞形に) | ..... |
| (3) pilgrimage (「巡礼者」に) | ..... |
| (4) life (複数形に) | ..... |

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) その会社は、多くの人気の漫画を出版している
The company () many popular comic books.
ア public イ publish ウ publishes エ sends

- (2) 私はその物語の登場人物の一人に魅力を感じた。
I () by one of the characters in the story.
ア attracted イ was attracted ウ have attracted エ was attracting

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×5=20点)

- (1) 新曲が発表され、その曲は大ヒット作となった。
The new song was released and it became ag..... h.....

- (2) 彼はみんなから犯人だと思われた。
Hec..... be a criminal by everyone.

- (3) その物語は彼の実際の経験に基づいている。
The story his actual experience

- (4) アインシュタインが発表した理論は、相対性理論と呼ばれている。
The theory that Einstein releasedc..... theory of relativity.

- (5) その映画の舞台となっている場所は、観光地として有名だ。
The places the novel are famous for sightseeing.

Class: _____ Number: _____ Name: _____

1. 次の会話文を読んで、Lesson 1 で登場する表現を用いて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】

Aunt: What are you playing on the keyboard, Mika?

Mika: It's a song from *Lucky Star*. I love to watch a ①() of anime series and play their songs.

Aunt : Great, but it's almost 8 p.m. Use a headphone so that you don't ②() your neighbors.

Mika : OK. By the way, how was your trip to the U.K.? Did you visit "③()" places of the Beatles, such as Liverpool?

Aunt : Of course! There were many tourists there. I was able to interact ④() them.

Mika : Sounds good! Did you also talk with some ⑤() residents of Liverpool?

Aunt: Yes. ⑥() to one of them, the Beatles still have a positive economic effect. They feel very thankful.

Mika : Wow, that's amazing. I would like to visit Liverpool someday.

2. 次の英文は聖地巡礼の際のマナーに関する記事である。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。

知 【各 10 点 × 2 = 20 点】

How to visit "pilgrimages"

Many fans of novels, movies, and TV dramas make "pilgrimages": they visit locations where stories were set. For example, a shrine in *Lucky Star* was modeled on Washinomiya Shrine. When ①(be / came / known / quite / to / the connection / widely), many more fans rushed there. It became a famous place for people who like the anime.

Sadly, the growing number of "pilgrimages" can also cause problems. Therefore, here are some things to keep in mind when you visit the "pilgrimages"

-Don't ②(areas / go / to take / into / permission / restricted / without) pictures.

-Don't make any noise or have bad manners in the neighborhoods.

-Respect the local customs and lifestyles.

-Communicate with the people living in the area.

① When _____, ...

② Don't _____ pictures.

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> *Lucky Star* finished airing in 2007, but fans have continued to come to the Washinomiya Shrine area. (①) In the beginning, “Anime Pilgrims” visited there just to try to experience the world of *Lucky Star*. (②) Meanwhile, local people have tried to understand the anime better, and they willingly accepted “Pilgrims.” (③) Mutual understanding has also had very positive economic effect. (④)

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

Later, as they came back again and again, they became fans of the area, too.

()

Q2. According to the passage above, what is true about the feelings of the local people?

- a. They cannot understand why the “Pilgrims” come to visit the site.
- b. They are against accepting tourists in the area.
- c. They are happy that the *Lucky Star* finished airing in 2007.
- d. They are working hard to increase their understanding of the anime. ()

<2> “Anime Pilgrimages” also play an important role in attracting tourists from abroad. Those who visit “holy sites” often have a strong interest in Japanese culture and in the locations of their favorite anime stories. Information about “Anime Pilgrimages” is now () provided in many different languages by local people, on websites and social media. “Anime Pilgrimages” have great potential for promoting regional development in Japan.

Q1. Choose the appropriate word for the blank.

- a. be b. been c. being d. have been ()

Q2. What is true about “Anime Pilgrimages?”

- a. Information about them is only available in Japanese.
- b. They will be useful to promote development in local regions.
- c. There are “holy sites” have negative effects to tourists from abroad.
- d. Most locations are kept a secret to most people. ()

Q3. Do you think “Anime Pilgrimages” have great potential for promoting regional development in Japan?

<Lesson 1 Part 1>

○授業前：次の授業目標を確認し、授業内で達成できるように心がけましょう。

◎「アニメ聖地巡礼」について理解し、学び得た新出単語や重要表現を用いて、その内容をリテリングすることができる

知識	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
	発音	カタカナ表記の読みと英語の発音の違いを理解し、実際に発音することができる
	文法	既習の文法事項を理解し、リテリングの際に活用することができる
技能	聞く	本文を正確に聞き取り、ディクテーションすることができる
	読む	学び得た語彙や表現を足がかりに本文の大意を掴むことができる
	話す(発)	本文の内容を自分の言葉でリテリングすることができる
思考 判断 表現	内容	「アニメ聖地巡礼」の概要について理解し、自分の言葉で説明することができる
	発展	「聖地巡礼」の個人的な経験やこれまでに読んだニュース記事について振り返ることができる

○授業中：リテリング（要約）活動に移る前に、自分の理解度を確認しましょう。

①「らき☆すた」とはどのようなアニメですか？自分の言葉で書いてみましょう。

②「聖地巡礼」とはどのようなことですか？自分の言葉で書いてみましょう。

③あなたは「聖地巡礼」を経験したことはありますか？あるいはニュースなどで見たことはありますか？説明してみましょう。

④あなたは「アニメ聖地巡礼」が世界中からファンを集めていることについてどう思いますか？説明してみましょう。

⑤本文をリテリング（要約）する際に、特に重要だと考える語や表現をピックアップしましょう。

⑥本文中のカタカナ表記の読みに特に注意する箇所に下線を引きましょう。

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Lesson 1 Anime Pilgrimages 関連入試問題 法政大学

つぎの英文を読んで、問いに答えよ。

It is quite possible, even common, to work across cultures for decades and travel frequently for business while (1) remaining unaware and uninformed about how culture influences you. Millions of people work in global settings while viewing everything (A) their own cultural perspectives and assuming that all differences, controversies, and misunderstandings are rooted in personality. This is not due to laziness. Many well-intentioned people don't educate themselves about cultural differences, because they believe that if they focus on individual differences, that will be (B) .

After I published an online article on the differences among Asian cultures and their impact on cross-Asian teamwork, one reader commented, “(2) Speaking of cultural differences leads us to stereotype and therefore put individuals in boxes with ‘general features.’ Instead of talking about culture, it is important to judge people as individuals, not just products of their environment.”

At first, this argument sounds valid, even enlightened. Of course individuals, no matter their cultural origins, have varied personality features. So why not just approach all people with an interest in getting to know them personally, and proceed from there? Unfortunately, this point of view has (C) thousands of people from learning what they need to know to meet their objectives. If you go into every interaction assuming that culture doesn't matter, you will tend to view others through your own cultural lens and to judge or misjudge them accordingly.

Yes, every individual is different. And yes, when you work with people from other cultures, you shouldn't make assumptions about individual features based on where a person comes from. But this doesn't mean that learning about cultural contexts is unnecessary. If your business success relies on your ability to work successfully with people from around the world, you need to (3) have an appreciation for cultural differences as well as respect for individual differences.

As if this complexity weren't enough, cultural and individual differences are often wrapped up with differences among organizations, industries, professions, and other groups. But even in the most complex situations, understanding how cultural differences affect the mix may help you discover a new approach. Cultural patterns of behavior and belief frequently impact our perceptions (what we see), cognitions (what we think), and actions (what we do). Understanding this well will definitely enhance

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your effectiveness in cross-cultural communication.

問 1 下線部 (1) とほぼ同じ内容を表すように、つぎの (a)～(e) の語を並べ替えるとき、3 番目と 4 番目にくるものの記号をそれぞれ書け。ただし、同じ選択肢を複数回使用しないこと。

(a) cultural (b) of (c) being (d) influences (e) ignorant

問 2 空所 (A) に入る最も適切な語を、つぎの (a)～(d) より 1 つ選べ。

(a) for (b) from (c) of (d) to

問 3 空所 (B) に入る最も適切な語を、つぎの (a)～(d) より 1 つ選べ。

(a) wrong (b) enough (c) difficult (d) real

問 4 下線部 (2) の意味に最も近いものを、つぎの (a)～(d) より 1 つ選べ。

- (a) When you pay no attention to cultural differences, you are likely to stereotype people and classify different groups into the same category.
- (b) When you consider cultural differences, you can't avoid thinking in terms of stereotypes and putting the same label on different individuals.
- (c) Unless you ignore cultural differences, you won't be able to benefit from cross-cultural perspectives.
- (d) Unless you attach importance to cultural differences, you will make the mistake of evaluating people too generally.

問 5 空所 (C) に入る最も適切な語を、つぎの (a)～(d) より 1 つ選べ。

(a) helped (b) put (c) let (d) kept

問 6 下線部 (3) の意味に最も近いものを、つぎの (a)～(d) より 1 つ選べ。

- (a) respect cultural differences rather than individual differences
- (b) respect individual differences instead of emphasizing cultural differences
- (c) understand cultural differences while recognizing individual differences
- (d) choose either cultural differences or individual differences

問 7 つぎの (a)～(e) のうち、著者の主張と合致するものを 1 つ選べ。

- (a) Understanding other cultures sometimes gives rise to serious friction, which may lead to misunderstandings in human interactions.
- (b) Some misunderstandings in cross-cultural communication are the result of too much interest in other cultures.
- (c) Understanding cultural contexts is important, but it is much more important to treat people as unique individuals.
- (d) Even in the most complicated environments, comprehending cultural influences may help you work with people from different cultural and social backgrounds.

確認テスト (A)

Lesson 1 Anime Pilgrimages

標準

Class :

Number :

Name :

/ 100

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) 統計 () (2) ~を放送する ()
 (3) 神聖な () (4) 可能性 ()
 [ア holy イ statistics ウ potential エ broadcast]

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。 【2点×3=6点】

- (1) You should eat a variety (with / of) food to stay healthy.
 (2) Oil prices jumped (to / for) the highest level since 2000.
 (3) My conclusions are based (on / about) facts.

3. 次の日本語に合うように、()に適切な語を入れなさい。 【完答4点×4=16点】

- (1) 私たちの新しいオフィスは建てられているところです。
 Our new office is () ().
 (2) そのとき、それらの問題は議論されているところでした。
 Those problems () () () at that time.
 (3) だれもが平等に扱われていますか。
 () everyone () () equally?
 (4) 今、重要な決断が行われつつあります。
 An important decision () () () now.

4. 次の日本語に合うように、()内の語を並べ替えなさい。 【6点×4=24点】

- (1) 私はそのパーティーに招かれています。
 (be / to / to / I / want / invited) the party.
 _____ the party.
 (2) 彼は人に見られるのが好きではありませんでした。
 He didn't (to / at / like / be / by / looked) others.
 He didn't _____ others.
 (3) 変更されるべき点がたくさんあります。
 There are (lot / changed / things / a / be / of / to).
 There are _____.

確認テスト (B)

Lesson 1 Anime Pilgrimages

発展

Class :

Number :

Name :

/ 100

1. 次の意味を表す英単語を書きなさい。 【2点×4=8点】

- (1) 住民 _____ (2) 振る舞い _____
 (3) 相互の _____ (4) 経済 _____

2. 次の英文の()内に入る語を、それぞれ下から選んで書きなさい。 【3点×3=9点】

- (1) I used English to () with people there.
 (2) People went west in () of gold.
 (3) I tried to () my manners on hers.
 [model search interact]

3. 正しい英文になるように、()内の語を並べ替えなさい。 【4点×4=16点】

- (1) Everyone (someone / wants / loved / be / by / to).
 Everyone _____.
- (2) I don't (the fish / be / want / to / eaten) by my cat.
 I don't _____ by my cat.
- (3) (cleaned / this / needs / be / room / to) at once.
 _____ at once.
- (4) (happy / treated / I / be / was / as / to) a guest.
 _____ a guest.

4. 次の日本文に合うように、[] の語を用いて英文を完成させなさい。 【6点×3=18点】

- (1) この会話は後日利用するために録音されています。[record]
 This conversation _____ for later use.
- (2) そのとき私のシャツは洗濯されているところでした。[wash]
 My shirts _____ then.
- (3) 私たちはだれかに後をつけられていると思います。[follow]
 I think _____ someone.

Lesson 1 Anime Pilgrimages

<Part 1>

Lucky Star

In 2003

- a four-panel comic (①) series
- first (②) in a magazine
- The story humorously (③) the lives of four high-school girls

In 2007

was (④) → a great hit
like *The Melancholy of Haruhi Suzumiya* in 2006

- many fans of novels, movies, and TV dramas make “ (⑤) ”
→ they visit (⑥) where stories were set



- these sites are considered to be “ (⑦) ” places by “pilgrims”
- anime fans have also been visiting such (⑧) = “Anime Pilgrimages”
- The sites have (⑨) fans, both from Japan and from around the world

Choose

sites / broadcast / describes / attracted / holy /
published / locations / strip / pilgrimages

05_Concept Mapping

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Lesson 1 Anime Pilgrimages

<Part 1>

『らき☆すた』

2003年

- ・4コマ (①) のシリーズ
- ・初めて雑誌に (②)
- ・物語は4人の女子高生の生活をユーモラスに (③)

2007年

(④) → 大ヒット
2006年の『涼宮ハルヒの憂鬱』のような

- ・小説や映画、テレビドラマのファンの多くは「(⑤)」をする
→ 彼らは物語の舞台となった (⑥) を訪れる



- ・これらの場所は「巡礼者」から「(⑦)」場所とみなされている
- ・アニメのファンもまたそうした (⑧) を訪れ続けている = 「アニメ聖地巡礼」
- ・そうした場所は日本からも、世界中からもファンを (⑨)

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Lesson 1 Anime Pilgrimages

Class: _____ Number: _____ Name: _____

○ 音声を聴いて空所に英語を書き取りましょう。

p. 11 Part 1

Have you ever seen the television anime series *Lucky Star*? It is (1. _____) a four-panel comic strip series that was first published in a magazine in 2003. The story (2. _____) describes the everyday lives of four high-school girls. *Lucky Star*, which was broadcast in 2007, was a great hit, like *The Melancholy of Haruhi Suzumiya*, (3. _____) television anime series of 2006.

Many fans of novels, movies, and TV dramas make “pilgrimages”: they visit (4. _____) where stories were set. These sites are considered by “pilgrims” to be “holy” places. Anime fans have also been visiting such sites. These are called “Anime Pilgrimages.” The sites have (5. _____) fans, both from Japan and from around the world.

p. 13 Part 2

One famous “Anime Pilgrimage” site is Washinomiya Shrine, in Saitama. A shrine in *Lucky Star* (1. _____) Washinomiya Shrine. Some fans noticed this and started to visit it. (2. _____), the connection came to be known quite widely, and many more fans rushed there. *Washinomiya Shrine* became famous as a “holy” place for *Lucky Star* fans.

(3. _____) statistics, the number of New Year’s visitors to the shrine was about 130,000 in 2007, before the anime was aired. The next year, (4. _____), it jumped to about 300,000. The number reached (5. _____) in 2011, and it remained the same for several years afterwards. It is estimated that the “pilgrimages” added about 3.1 billion yen to the local (6. _____) in the ten years following the broadcast.

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補充問題集

Lesson 1 Anime Pilgrimages

Class: _____ Number: _____ Name: _____

<Part 1>

●Comprehension Questions — 補充問題

① What is *Lucky Star*?

② What does the story of *Lucky Star* describe?

③ What kind of people make “pilgrimages”?

<Part 2>

●Comprehension Questions — 補充問題

① What did some *Lucky Star* fans notice?

② Why did Washinomiya Shrine become famous?

③ How many New Year’s visitors came to Washinomiya Shrine in 2011?

<Part 3>

●Comprehension Questions — 補充問題

① What are sold at Washinomiya Shrine and at other “Anime Pilgrimage” sites?

② What can the growing number of “Anime Pilgrims” cause?

③ What do some “Anime Pilgrims” not respect?

<Part 4>

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Lesson 1 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)

Part 1



- ① *Lucky Star*, a four-panel comic strip
- ② the everyday lives, four high-school girls, 2007, a great hit



- ① *The Melancholy of Haruhi Suzumiya*
- ② one of the most popular, 2006



- ① “pilgrimages”, stories were set
- ② “pilgrims”, “holy” places, “Anime Pilgrimages”



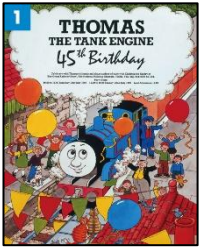
- ① attracted fans
- ② Japan, around the world

●メモ

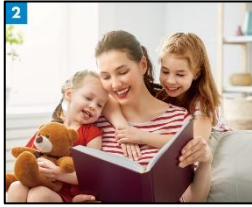
●原稿

Lesson 6 Retelling

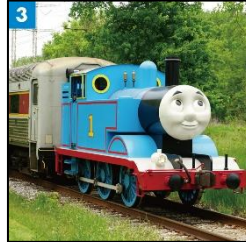
Part 1



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



- ① is still read by children
- ② more than 160 countries

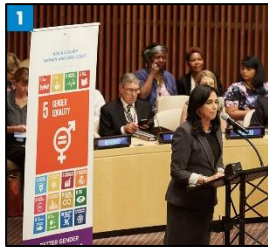


- ① leaves Sodor, travels, meets
- ② to feature more female characters

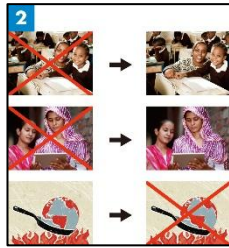


- ① the United Nations, the US toy maker
- ② 17 Sustainable Development Goals

Part 2



- ① the 17 SDGs, the United Nations General Assembly
- ② achieve a better and more sustainable future



- ① hopes to meet the goals, by 2030
- ② education, gender equality, climate change



- ① The UN, the toy company, see great value



- ① a natural fit with
- ② stories, in *Thomas & Friends™*

Part 3



- ① cities, good transport networks
- ② use public transport, clean the air



- ① waste, reused, recycled
- ② broken, can't be repaired, recycles

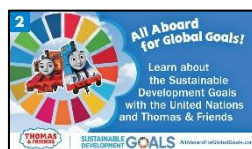


- ① forests, take care of
- ② the insects, plants, and animals

Part 4



- ① the world, quite different, was first created
- ② people's values, have greatly changed, new problems, people face



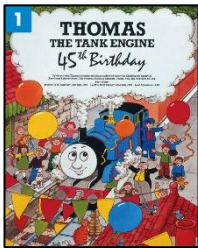
- ① very early, children form
- ② easy to understand, life lessons



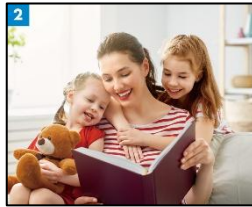
- ① the importance of diversity
- ② children, important values

Lesson 6 Retelling

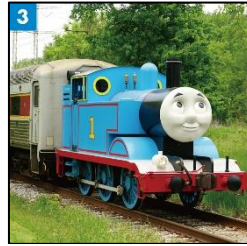
Part 1



- 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, the US toy maker
- ② 17 Sustainable Development Goals

●Sentence

1 Thomas is () () () () in () () () () ().

2 This series () () () () () in () () 160 countries today.

3 In the 22nd series of *Thomas & Friends™*, Thomas () Sodor Island for the first time and () around the world. He () new engine friends in many countries. The show's creators added two female engines to the Steam Teams to () () () () in the show.

4 The United Nations decided to work with the US () (). They incorporated some of its 17 () () () into the storylines of several episodes from that series.

FLEX ENGLISH COMMUNICATION II

Lesson 1

p. 11 Part 1

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

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

<訳例>

あなたはこれまで見たことがありますか / テレビアニメのシリーズ / 『らき☆すた』を // それは基づいています / 4コマ漫画のシリーズに / 初めて出版された / 雑誌で / 2003年に // その物語はユーモラスに描いています / 4人の女子高生の日常生活を // 『らき☆すた』は / 2007年に放送されたのですが / 大ヒット作となりました / 『涼宮ハルヒの憂鬱』のような / 最も人気のあるテレビアニメシリーズの一つである / 2006年の //

多くのファンは / 小説や映画, そしてテレビドラマの / 「聖地巡礼」をします, すなわち / 彼らは場所を訪れるのです / 物語の舞台となった // これらの場所はみなされています / 「巡礼者」から / 「聖なる」場所であると // アニメのファンもまた, そのような場所を訪れ続けています // これらは「アニメ聖地巡礼」と呼ばれています // そうした場所はファンを引きつけています / 日本からも / そして世界中からも //

Lesson 1 Part 1

Have you ever seen	あなたはこれまで見たことがありますか
the television anime series	テレビアニメのシリーズ
<i>Lucky Star</i> ?	『らき☆すた』を
It is based	それは基づいています
on a four-panel comic strip series	4コマ漫画のシリーズに
that was first published	初めて出版された
in a magazine	雑誌で
in 2003.	2003年に
The story humorously describes	その物語はユーモラスに描いています
the everyday lives of four high-school girls.	4人の女子高生の日常生活を
<i>Lucky Star</i> ,	『らき☆すた』は
which was broadcast in 2007,	2007年に放送されたのですが
was a great hit,	大ヒット作となりました
like <i>The Melancholy of Haruhi Suzumiya</i> ,	『涼宮ハルヒの憂鬱』のような
one of the most popular television anime series	最も人気のあるテレビアニメシリーズの一つであ
of 2006.	2006年の
Many fans	多くのファンは
of novels, movies, and TV dramas	小説や映画、そしてテレビドラマの
make “pilgrimages”:	「聖地巡礼」をします、すなわち
they visit locations	彼らは場所を訪れるのです
where stories were set.	物語の舞台となった
These sites are considered	これらの場所はみなされています
by “pilgrims”	「巡礼者」から
to be “holy” places.	「聖なる」場所であると
Anime fans have also been visiting such sites.	アニメのファンもまた、そのような場所を訪れ続 けています
These are called “Anime Pilgrimages.”	これらは「アニメ聖地巡礼」と呼ばれています
The sites have attracted fans,	そうした場所はファンを引きつけています
both from Japan	日本からも
and from around the world.	そして世界中からも

Lesson 6 Thomas the Tank Engine and SDGs Part 1

赤字: 新出単語 黄色マーカー: 重要表現 青字: 構文・語法 緑色マーカー: 内容把握

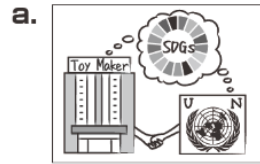
Thomas the Tank Engine	きかんしゃトーマスは
is a blue steam engine	青い蒸気機関車です
in a British children's book series.	イギリスの子ども向けのシリーズ本に出てくる
He first appeared	彼は初めて登場しました
in 1946.	1946年に
In the stories,	物語の中で
Thomas has many adventures	トーマスはたくさんの冒険をします
with his fellow locomotives	仲間の機関車たちと
on the Island of Sodor.	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 & 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 Team,	スチームチームに
a group of steam engines	機関車グループ

Lesson 6 Thomas the Tank Engine and SDGs

Class : _____ Number : _____ Name : _____

Guess & Check

PART 1



- ① the United Nations
- ② SDGs, storylines

Before ()→()→()→()



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



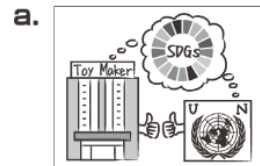
- ① television show
- ② leaves Sodor

After ()→()→()→()



- ① show's creators
- ② female characters

PART 2

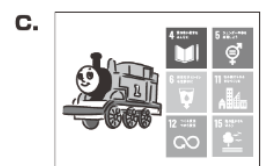


- ① UN, toy company, great value

Before ()→()→()→()



- ① hope, goals, by 2030



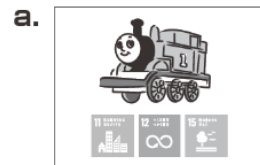
- ① chose, six SDGs
- ② natural fit

After ()→()→()→()



- ① 17 SDGs
- ② sustainable future

PART 3

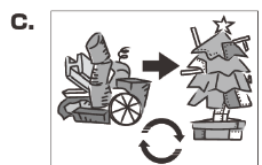


- ① examples of SDGs, world of Thomas

Before ()→()→()→()

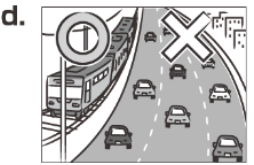


- ① forests
- ② insects, plants, animals



- ① reusing and recycling

After ()→()→()→()



- ① living in cities
- ② transport networks

PART 4



- ① children, form ideas
- ② new episodes, easy

Before ()→()→()→()



- ① diversity, genders
- ② environment, education



- ① the world, different
- ② values, have changed

After ()→()→()→()



- ① new problems, today
- ② response to changes

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*TM. 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 Team, a group of steam engines including Thomas who are the main characters.

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

PART 2

The 17 SDGs were adopted by the United Nations General Assembly in 2015. They are what the UN created to help achieve a better and more sustainable future for everyone. The UN hopes to meet the goals by 2030. Their global challenges include improving education, achieving gender equality, and fighting climate change. People all over the world are now working to achieve these goals.

The UN 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*TM: 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 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 reusing and recycling. He gave the example of his friend, Reg. Reg 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, Reg recycles it! Once, he even made a Christmas tree out of scrap!"

Goal 15: 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 coconut trees."

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*TM are an important response to these changes.

It is very early in their lives that children form ideas about the world around them. The messages in the new episodes are easy to understand, and they give life lessons. For example, the episodes can help children learn about the importance of diversity. The stories are about engines of both genders who work together. The engines feel a 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.

FLEX ENGLISH COMMUNICATION II

Lesson 1 Anime Pilgrimages

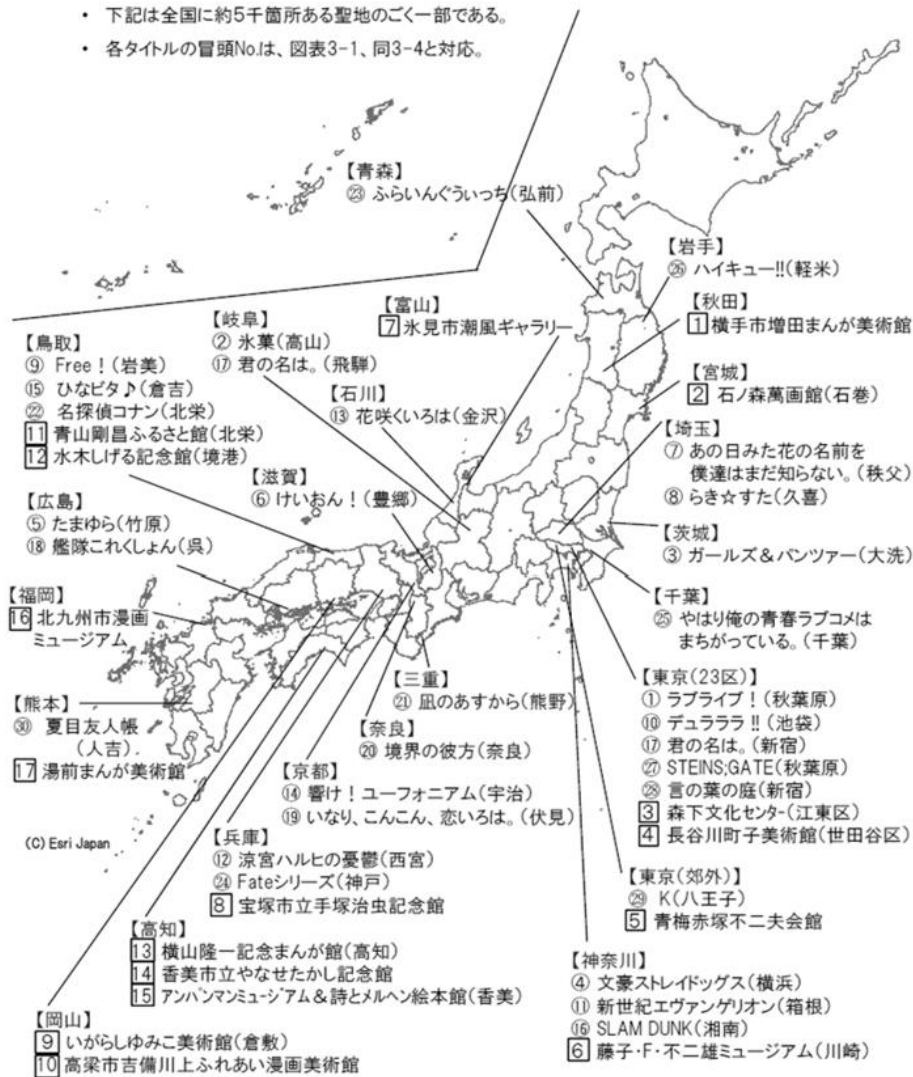
■アニメ聖地巡礼とは

「聖地巡礼」は、もともと宗教において使われていた言葉で、宗教上重要とされる場所（聖地・聖域）を参拝して回ることを意味します。転じて、今では映画やドラマ、小説、漫画、アニメなどの舞台となった場所を、熱心なファンが「聖地」と称して訪れることも指すようになりました。観光行動の一つとして「コンテンツツーリズム」、あるいはアニメに絞って「アニメツーリズム」とも呼ばれます。

映画やドラマ、小説の舞台を訪れるといった行為は、古くから見られました。では、「アニメ聖地巡礼」は、いつ頃から始まったのでしょうか。諸説ありますが、1991年の『究極超人あ〜る』OVA（オリジナル・ビデオ・アニメーション）版の発売を機に、ファンが長野県上伊那郡にある田切駅を「聖地」として訪れたことが始まりではないかという説が有力です。また、岡山県・太老神社を「聖地」とするSFアニメ『天地無用!』（1992～1994年）を挙げる人も少なくありません。

図3-5 全国の主なアニメの聖地巡礼地および主な作者ゆかりの地にある漫画・アニメミュージアム
○=主な聖地、□=主な漫画・アニメミュージアム

- ・ 下記は全国に約5千箇所ある聖地のごく一部である。
- ・ 各タイトルの冒頭Noは、図表3-1、同3-4と対応。



出典:一般社団法人アニメツーリズム協会HP(<http://shadan.animetourism88.com/>、最終閲覧日2017年3月7日)、HP「全国マンガ・アニメミュージアムマップ」(<http://sam.or.jp/map/>、最終閲覧日2017年3月2日)等よりDBJ作成

全国の主なアニメの聖地巡礼地および主な作者ゆかりの地にある漫画・アニメミュージアム
(出典:株式会社日本政策投資銀行「コンテンツと地域活性化」)

FLEX ENGLISH COMMUNICATION II

Lesson 1 Anime Pilgrimages**Lesson 1 Part 1 Summary**

Lucky Star is based on a four-panel comic strip series. The story describes the everyday lives of four high-school girls. It was broadcast in 2007 and was a great hit.

Lucky Star was a great hit like *The Melancholy of Haruhi Suzumiya*. It was one of the most popular television anime series of 2006.

Many fans of novels, movies, and TV dramas make “pilgrimages.” “Pilgrims” visit places where stories were set. They consider these places to be “holy” places. Anime fans have also been visiting such places. These are called “Anime Pilgrimages.”

These places have attracted fans from Japan and around the world.

Lesson 1 Part 2 Summary

Washinomiya Shrine is a famous “Anime Pilgrimage” site. A shrine in *Lucky Star* was modeled on this shrine.

Some fans noticed this and started to visit this shrine. After that, the connection came to be widely known. Washinomiya Shrine became famous.

According to statistics, the number of New Year’s visitors to the shrine was about 130,000 in 2007.

The next year, the number increased to about 300,000. It reached 470,000 in 2011. It is estimated that the “pilgrimages” added about 3.1 billion yen to the local economy.

Lesson 1 Part 3 Summary

A variety of souvenirs, including character goods, are sold at Washinomiya Shrine and other sites. Many fans visit the sites to buy souvenirs and to take photos.

The growing number of “Anime Pilgrims” can cause problems. Some of them go into restricted areas to take pictures.

Others walk around local neighborhoods to find better photo spots. They are often very noisy and such behavior annoys the residents.

There are “Anime Pilgrims” who do not respect local customs and lifestyles. However, more and more visitors are now trying to communicate with local people. They want to do something for the local areas.

Lesson 1 Part 4 Summary

Lucky Star finished airing in 2007, but fans have continued to interact with local people in the Washinomiya Shrine area.

Meanwhile, local people have tried to understand anime better, and they have willingly accepted anime fans. Mutual understanding has had a very positive economic effect.

“Anime Pilgrimages” play an important role in attracting tourists from abroad. Those people often have a strong interest in Japanese culture and in the locations of their favorite anime stories.

Information about “Anime Pilgrimages” is being provided in many different languages on websites and social media. In Japan, “Anime Pilgrimages” have great potential for promoting regional development.

FLEX ENGLISH COMMUNICATION II

<Lesson 1>

Part 1

Have you ever seen the television anime series *Lucky Star*? It is based on a simple comic strip series that first appeared in a magazine in 2003. It is a funny story about the everyday lives of four high-school girls. *Lucky Star*, which was shown on TV in 2007, became very popular, like *The Melancholy of Haruhi Suzumiya*, which was one of the most popular television anime series of 2006.

Many fans of novels, movies, and TV dramas make “pilgrimages”: which means they visit locations from stories. The “pilgrims” consider these sites to be “holy” places. Anime fans also enjoy visiting such sites. These trips are called “Anime Pilgrimages.” The sites have attracted fans, both from Japan and from around the world.

Part 2

One famous “Anime Pilgrimage” site is Washinomiya Shrine, in Saitama. A shrine in *Lucky Star* was created to look like it. After some fans noticed this, they went to visit the shrine. This news spread quickly and many more fans rushed to visit there. In this way, Washinomiya Shrine became famous as a “holy” place for *Lucky Star* fans.

According to statistics, in 2007, before the anime appeared on TV, the number of New Year’s visitors to the shrine was only about 130,000. The next year, however, it reached about 300,000. Then it reached 470,000 in 2011, and it stayed there for several years. It is said that the “pilgrimages” added about 3.1 billion yen to the local economy in the ten years after the anime was shown on TV.

Part 3

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

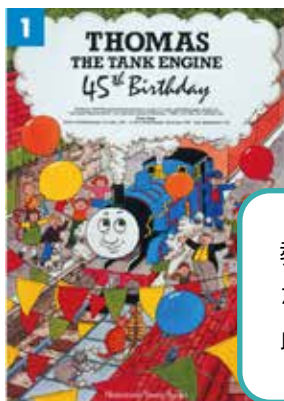
Sadly, the growing number of “Anime Pilgrims” can also cause problems. For example, some fans go into private places to take pictures. Others walk around local neighborhoods to find better photo spots, and they are often very noisy. Such behavior makes the local people angry.

It is clear that some “Anime Pilgrims” do not respect local communities and lifestyles. However, more and more visitors now try to communicate with local people. As their efforts continue, many of the visitors want to do something to help the local community.

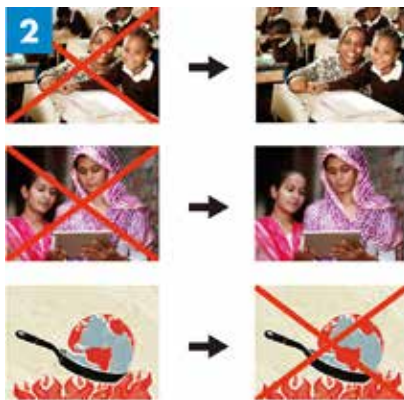
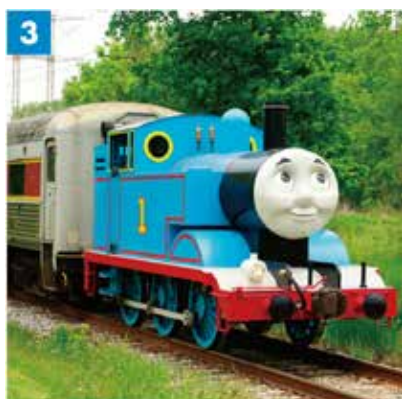
Part 4

Even though *Lucky Star* was ended in 2007, fans still continue to visit the Washinomiya Shrine area and communicate with the people there. At first, “Anime Pilgrims” just wanted to try to experience the world of *Lucky Star*. But later, as they came back again and again, they became fans of the area, too. At the same time, local people have tried to accept the anime and “Pilgrims” 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。



19_教科書関連URL資料

レッスン	タイトル	リンクの概要	リンク先
Lesson1	Anime Pilgrimages	「Wouldn't you like to come and visit them?」アニメツアーリズム協会PV_201806製作_英語字幕版 【JETRO】アニメの世界を現実に - 外国人が体験した地域の新たな試み - SBS News 無断侵入も ゆるキャン△“聖地”で相次ぐマナー違反（静岡県） Anime tourism is a BIGGER deal than you think	https://www.youtube.com/watch?v=0LNLC9uCmH0 https://www.youtube.com/watch?v=QrhBu-p9gl4 https://www.youtube.com/watch?v=xVfEuRaY6P8 https://www.youtube.com/watch?v=mg2n9d8UZq4

FLEX ENGLISH COMMUNICATION II

<Lesson 1 TF 音声スクリプト>

• Part 1

- ① *Lucky Star* is based on a four-panel comic strip series that was first published in a magazine in 2003.
- ② The story of *Lucky Star* describes the everyday lives of four junior-high-school girls.
- ③ Anime fans visit places where stories were set. These visits are called “Movie Pilgrimages.”

• Part 2

- ① Washinomiya Shrine became famous as a “holy” place for *Lucky Star* fans.
- ② The number of New Year’s visitors to the shrine was about 230,000 in 2007.
- ③ It is estimated that the “pilgrimages” added about 3.1 billion yen to the local economy in the ten years after the broadcast.

• Part 3

- ① Many fans visit Washinomiya Shrine to join anime-related events.
- ② You need permission to buy character goods at the Washinomiya Shrine.
- ③ Many of the visitors want to do something for anime fans.

• Part 4

- ① As “Anime Pilgrims” came back again and again to their favorite “holy sites,” they became fans of the local area.
- ② It is still hard for local people to accept “Pilgrims.”
- ③ Information about “Anime Pilgrimages” is now being provided in many different languages by anime fans.

Short Reading

Class: _____ Number: _____ Name: _____

< 1 > 219 words

英文を読んで後の問いに答えなさい。

Suzuka is a Japanese high school student and she is now visiting her friend Betty in America.

Betty: I'm going to study at a high school in Japan from this September.

Suzuka: Wow! I'm glad to hear that! What kind of uniform do you want to wear?

Betty: Uniform?

Suzuka: Well, many Japanese high school girls enjoy wearing school girl fashion and it's very popular in some countries in Europe and Asia. In my high school, we all have the same jacket, but we can choose other *items that we like. Last year, some students from Spain visited our school and they were also wearing school girl fashion, like jackets, blouses with neckties and *checkered miniskirts.

Betty: Really? I didn't know that school girl fashion is so popular. What is your favorite *combination?

Suzuka: I wear a blouse with a ribbon, a jacket with the school *emblem and a checkered miniskirt. You may think it's strange to wear a uniform even when you do not need to wear one, but this *trend is a new part of Japanese culture called *kawaii* culture.Betty: *Kawaii*?Suzuka: It means pretty. Do you know Japanese *manga* and maid costumes? They are also *kawaii* culture.Betty: I thought *kimono*, *ocha* and *kabuki* *represent Japanese culture, but now Japanese people have another new culture!item 品物 checkered miniskirt チェックのミニスカート combination 組み合わせ emblem 校章
trend 流行 represent ～を代表する

Question: 次の文のうち、本文の内容とあっていれば○を、間違っていれば×を（ ）に書きなさい。

1. Suzuka is going to study at Betty's high school from this September.
2. Suzuka likes to wear a jacket, a blouse with a necktie, and a checkered miniskirt.
3. Betty thinks it's strange to wear a uniform when they don't need to wear one.
4. Betty was surprised to hear *Kawaii* culture is another new culture in Japan.

1. () 2. () 3. () 4. ()

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 show's first female engine, Emily.

In that year, the United Kingdom's toy maker has incorporated some of its characters into the storylines of several new books.

Part 全体の音声を流せます。

新出単語を強調します。

新出表現を強調します。

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.

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

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
[ɛndʒɪn]



(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
オーディオ
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*TM 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
					解答を表示

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
How	<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*TM. 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.



[PREVIOUS PAGE](#)[NEXT PAGE](#)

25_本文・訳例

FLEX ENGLISH COMMUNICATION II

Part 1

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

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

<訳例>

テレビアニメのシリーズ『らき☆すた』をご覧になったことはありますか？それは2003年に初めて雑誌に掲載された連載4コマ漫画が原作です。物語は4人の女子高生の日常生活をユーモラスに描いています。『らき☆すた』は2007年に放送され、2006年の大人気テレビアニメシリーズの一つ『涼宮ハルヒの憂鬱』と並ぶ大ヒット作となりました。

小説や映画、テレビドラマのファンの多くは、物語の舞台となった場所を訪れる「聖地巡礼」をします。これらの場所は「巡礼者」から「聖なる」場所とみなされています。アニメのファンもまた、そうした場所を訪れ続けています。このことは「アニメ聖地巡礼」と呼ばれています。そうした場所は、日本からも世界中からもファンを集めています。

Q1

What is the television anime series *Lucky Star* based on?

Q2

What was one of the most popular television anime series of 2006?

Q3

What locations do many fans of novels, movies, and TV dramas visit?

Q4

Who have the sites of “Anime Pilgrimages” attracted?

SOUND TIPS

カタカナ表記の読みと英語の発音の違いに注意しましょう。

テレビジョン : television[ˈtɛləvɪʒən], アニメ : anime[ˈænimeɪ],

コミック : comic[kɑː(ː)mɪk], マガジン : magazine[ˈmæɡəzɪːn],

ドラマ : drama[ˈdrɑːmə]

26_単語・連語リスト

Page	Lesson	Part	単語	発音記号	品詞	訳	英英定義
10	1	1	strip	[stri:p]	名	(新聞・雑誌の) 続き漫画 (comic strip)	a series of pictures drawn inside boxes that tell a story (LDOCE)
10	1	1	humorously	[hju:mə rəsli]	副	ユーモラスに, こっけいに	in a way that entertains and is funny (OALD)
10	1	1	broadcast	[brɔ:dkæst]	動	(番組など) を放送する	to send out radio or television programmes (LDOCE)
10	1	1	pilgrimage	[pilgrəmidʒ]	名	聖地巡礼	a journey to a holy place for religious reasons (LDOCE)
10	1	1	location	[ləukeiʃən]	名	場所; ロケ地	a place where something happens or exists (OALD); a place away from a film studio where scenes are filmed (LDOCE)
10	1	1	pilgrim	[pilgrəm]	名	巡礼者	a person who travels to a holy place for religious reasons (OALD)
10	1	1	holy	[həuli]	形	神聖な, 聖なる	connected with God and religion (LDOCE)
12	1	2	widely	[waɪdli]	副	広く	in a lot of different places or by a lot of people (LDOCE)
12	1	2	rush	[rʌʃ]	動	急いで行く, 殺到する	to move or to do something with great speed, often too fast (OALD)
12	1	2	according	[əki:rdiŋ]	副	(according to ~の形で) ~によれば	as stated or reported by somebody/something (OALD)
12	1	2	statistics	[stəti:stiks]	名	統計 (の数値)	a set of numbers which represent facts or measurements (LDOCE)
12	1	2	afterwards	[æftə wə:dz]	副	それ以降	after an event or time that has already been mentioned (LDOCE)
12	1	2	economy	[i:kə(:)nəmi]	名	経済	the relationship between production, trade and the supply of money in a particular country or region (OALD)
14	1	3	variety	[vəriəti]	名	(同種の) いろいろなもの	several different sorts of the same thing (OALD)
14	1	3	sadly	[sædli]	副	<文修飾> 残念なことに	unfortunately (LDOCE)
14	1	3	restricted	[ristriktid]	形	制限された, 限られた	(of a place) only open to people with special permission, especially because it is secret or dangerous (OALD)
14	1	3	permission	[pə:mɪʃən]	名	許可	the act of allowing someone to do something (LDOAE)
14	1	3	neighborhood	[nei:bə:hʊd]	名	近所, (ある特定の) 区域, 地域	the area that you are in or the area near a particular place (OALD)
14	1	3	noisy	[nɔɪzi]	形	騒がしい	someone or something that is noisy makes a lot of noise (LDOCE)
14	1	3	behavior	[bi:heivjə:]	名	振る舞い, 行動	the way that somebody behaves, especially towards other people (OALD)
14	1	3	annoy	[ənoɪ]	動	~をいらいらさせる, ~を悩ませる	to make someone feel slightly angry and unhappy about something (LDOCE)
14	1	3	resident	[rezə də nt]	名	住民	someone who lives or stays in a particular place (LDOCE)
16	1	4	interact	[intə rækt]	動	交流する, 触れ合う	if people interact with each other, they talk to each other, work together etc (LDOCE)
16	1	4	meanwhile	[mi:nwaɪl]	副	一方では	while something else is happening (LDOCE)
16	1	4	willingly	[wɪlɪŋli]	副	快く, 自発的に	in a way that shows you are happy or pleased to do something or that you do not object to doing something (OALD)
16	1	4	mutual	[mjʊ:tʃʊəl]	形	相互の	mutual feelings such as respect, trust, or hatred are feelings that two or more people have for each other (LDOCE)
16	1	4	understanding	[ʌndə stændɪŋ]	名	理解, 思いやり	the ability to understand why people behave in a particular way and to forgive them when they do something wrong (OALD)
16	1	4	economic	[i:kə nə(:)mik]	形	経済の, 経済に関する	relating to trade, industry, and the management of money (LDOCE)
16	1	4	tourist	[tuə rist]	名	観光客, 旅行者	someone who is visiting a place for pleasure on holiday (LDOCE)
16	1	4	potential	[pə'tenʃəl]	名	可能性	the possibility of something happening or being developed or used (OALD)
16	1	4	regional	[ri:dʒə nl]	形	地域の	of or relating to a region (OALD)

26_単語・連語リスト

Page	Lesson	Part	連語	訳	英英定義
10	1	1	<i>be</i> based on ～	～に基づいている	if one thing is based on another, it uses it or is developed from it (<i>OALD</i>)
12	1	2	model ～ on ...	…をもとに～を作る, …を～の手本にする	to make something so that it looks, works, etc. like something else (<i>OALD</i>)
12	1	2	jump to ～	～にまで急増する, ～に跳ね上がる	to increase or improve suddenly and by a large amount (<i>LDOCE</i>)
14	1	3	a variety of ～	いろいろな～	a lot of things of the same type that are different from each other in some way (<i>LDOCE</i>)
14	1	3	in search of ～	～を捜して, ～を探し求めて	looking for something (<i>LDOCE</i>)
16	1	4	interact with ～	～と交流する, 触れ合う	to communicate with somebody, especially while you work, play or spend time with them (<i>OALD</i>)

FLEX ENGLISH COMMUNICATION II

※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 1 Anime Pilgrimages

Listening

Television anime programs are very popular around the world. So, anime fans are everywhere. They want to visit places where stories were set. However, they can cause problems. Sometimes, anime fan behavior annoys local people. It is important that anime fans and local people understand each other.

Part 1 Oral Introduction

There are many television anime programs in Japan. For example, *Lucky Star* and *The Melancholy of Haruhi Suzumiya*. Have you seen them on TV? Many fans visit places where the stories are set. These places are called “holy” places. And the visits to such sites are called “Anime Pilgrimages.”

Part 2 Oral Introduction

Washinomiya Shrine is an example of a “holy” place. A shrine in one anime was modeled on it. Soon fans noticed this. After the anime was broadcast, the number of visitors to the shrine increased. It remained at high levels for several years. The effect on the local economy has been very big.

Part 3 Oral Introduction

Many anime fans visit “holy” places to buy souvenirs and to take photos. It is good for the local economy. However, there are some problems. Some fans do not respect local customs and lifestyles, and their behavior annoys local people sometimes. It is important for anime fans to communicate with the local people.

Part 4 Oral Introduction

Now we know that “Anime Pilgrims” can cause problems. However, they have great potential. They usually become fans of the local area. So they play an important role in promoting regional development in Japan.

Anime Pilgrimages

■ 本文解析 Part 1 (教科書 p.11) ……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」

テレビアニメのシリーズ『らき☆すた』

Have you 〈ever〉 seen the television anime series *Lucky Star*?

同格

↓ 具体的説明

2003年：4コマ漫画でのスタート

It is based on a four-panel comic strip series (that was 〈first〉 published (in a magazine) 〈in 2003〉).

= the television anime series *Lucky Star*
be based on ~ 「～に基づいている」

時間

The story 〈humorously〉 describes the everyday lives (of four high-school girls).

2007年：テレビアニメ化

Lucky Star, (which was broadcast 〈in 2007〉), was a great hit, (like *The Melancholy of Haruhi Suzumiya*,

関係代名詞の非制限用法

時間

同格

one of the most popular television anime series of 2006).

one of the + 最上級 + 複数名詞 「最も～な…の一つ」

「聖地巡礼」とは

Many fans (of 「novels」, 「movies」, and 「TV dramas」) make “pilgrimages”

言い換え

↓ 具体的説明

they visit locations (where stories were set). These sites are considered (by “pilgrims”) [to be “holy”

= many fans of novels, movies, and TV dramas

= locations where stories were set

places].

「アニメ聖地巡礼」

Anime fans have 〈also〉 been visiting such sites.

現在完了進行形
新情報の追加

= locations where stories were set

These are called “Anime Pilgrimages.” The sites have attracted fans, (both 「from Japan」 and 「from

= 前文の内容

= アニメファンが聖地巡礼をする場所

both ~ and ... 「～と…の両方」

around the world」).

How Can We Become Stronger?

■ 本文解析 Part 1 (教科書 p.19) …… 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]

松岡修造の自己紹介

こんにちは、皆さん 私は松岡修造です 私はプロのテニス選手でした 約30年前
1 Hello, everyone. | I am Matsuoka Shuzo. | I was a professional tennis player <about thirty years ago>|. |

現在、私はスポーツキャスターです そして皆さんに伝えていきます スポーツの素晴らしい世界について
 <Now> I [am a sportscaster] and [tell everyone] <about the great world (of sports)>|. |

松岡修造のイメージと実像

ところで 私に関する皆さんのイメージはどんなものでしょうか あなたたちはそのような言葉を思い浮かべるかもしれませんが [情熱] [気迫] あるいは [声援] のような
2 <By the way>, what is your image (of me)? | You may think of such words as [“passion,”] [“spirit,”] or
 by the way 「ところで、それはそうと」 G1 助動詞 think of ~ 例示
 「~を思い浮かべ、思いつく」 such ~ as ...
 「…などの~、…のような~」
 [“cheer.”]

対比

しかし、私はそのような人間ではありません 私は消極的な人間です
But I am not that kind of person. | I am a negative person. |

対処法

主題提示

だから、私は常に自分を支えるよう努めています 前向きな励ましの言葉で その言葉は私をとても励ましてくれます
 So, I <always> try [to support myself] <with positive words (of encouragement)>|. | **The words** encourage
 try to do G2 不定詞の名詞的用法 = positive words of encouragement
 「~しようと(努力)する」
 そして私はより強くなれます
 me <very much> | and [I can become stronger]. |
 G1 助動詞

具体的説明

前向きな励ましの言葉

私は皆さんにお話ししましょう 私の前向きな言葉のいくつかについて 励ましの それらはよく私を助けてくれます 私は望みます
3 I will tell you <about some (of my positive words) (of encouragement)>|. | **They** <often> help me. | I hope |
 G1 助動詞 = some of my positive words of encouragement S V
 それらが皆さんも助けるかもしれないことを
 [that they might help you, <too>]. |
 O = some of my positive words 情報の追加
 of encouragement
 G1 助動詞

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. //

Thomas also appears / in an **animated** television show / called *Thomas & Friends*TM. // 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 Team, / a group of steam engines / **including** Thomas / who are the main characters. //

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

FLEX ENGLISH COMMUNICATION II

<Lesson 1 Anime Pilgrimages >

p. 9 Questions

Q1 : Kanda Shrine and Akihabara are often seen in Japanese anime.

Q2 : I think it's famous in the US. My friend in the US often talks about it.

p. 10 Part 1 Reading Point

They are locations where stories were set.

p. 11 Comprehension Questions

Q1 : It is based on a four-panel comic strip series.

Q2 : It was *The Melancholy of Haruhi Suzumiya*.

Q3 : They visit locations where stories were set.

Q4 : They have attracted fans (, both) from Japan and (from) around the world.

p. 12 Part 2 Reading Point

It is Washinomiya Shrine, in Saitama.

p. 13 Comprehension Questions

Q5 : It was modeled on Washinomiya Shrine.

Q6 : They started to visit it.

Q7 : It was about 130,000.

Q8 : They added about 3.1 billion yen.

p. 14 Part 3 Reading Point

They go into restricted areas without permission to take pictures. [They walk around local neighborhoods in search of better photo spots, and they are often very noisy.]

p. 15 Comprehension Questions

Q9 : To buy souvenirs and to take photos.

Q10 : To take pictures.

Q11 : Because they are in search of better photo spots. [To search for better photo spots.]

Q12 : They try to communicate with local people.

p. 16 Part 4 Reading Point

They have great potential for promoting regional development in Japan.

p. 17 Comprehension Questions

Q13 : They have continued to interact with local people in the Washinomiya Shrine area.

Q14 : It has had a very positive economic effect.

Q15 : They often have a strong interest in Japanese culture and in the locations of their favorite anime stories.

Lesson 1 Anime Pilgrimages

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

読む 読む	<p>●受け身の不定詞や受け身の進行形を的確に把握し、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単語や熟語・表現を的確に把握し、その意味が理解できる。</p> <p>●カタカナ語と英語の発音の違い、子音が連続で続くときに起きる脱落、文中で強調して発音する語、また子音と母音のつながりに注意して音読することができる。</p> <p>①『らき☆すた』と、「アニメ聖地巡礼」がどのようなものかを読み取ることができる。</p> <p>②驚宮神社が聖地として認知された経緯と、どれほどの経済効果があったかを読み取ることができる。</p> <p>③「アニメ聖地巡礼」の拡大によって引き起こされた問題について読み取ることができる。</p> <p>④「アニメ聖地」の地元住民と、「巡礼者」がどのように問題を解決してきたか、また「アニメ聖地巡礼」が今後どのように観光産業に影響を与えるとみられているかを読み取ることができる。</p>
聴く 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>●カタカナ語と英語の違い、子音が連続で続くときに起きる脱落、文中で強調して発音する語、また子音と母音のつながりを把握して聴くことができる。</p>
話す 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「アニメ聖地巡礼」について知っていることをペアやグループで伝え合うことができる。</p> <p>②ある場所がアニメの「聖地」として認知される理由についてペアやグループで話し合うことができる。</p> <p>③「アニメ聖地巡礼」が引き起こす問題や、起こりうる問題についてペアやグループで意見交換することができる。</p> <p>④今後「アニメ聖地巡礼」がどのように拡大し、どのような影響を与えるかペアやグループで考えることができる。</p> <p>GE: 日常で起こり得る状況を踏まえて、受け身の不定詞を用いて、ペアで会話することができる。</p> <p>GE: 日常で起こり得る状況を踏まえて、受け身の進行形を用いて、ペアで会話することができる。</p> <p>FT: アニメの邦題と英題の組み合わせについて、ペアやグループで意見を交換することができる。</p> <p>FT: 自分が好きな作品とその理由、またその「聖地」についてペアで伝え合うことができる。</p>
話す 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「アニメ聖地巡礼」について知っていることを発表することができる。</p> <p>②どういった場所が「聖地」であるか説明することができる。</p> <p>③「アニメ聖地巡礼」が引き起こす問題や、起こりうる問題について理由を合わせて発表することができる。</p> <p>④「アニメ聖地巡礼」が今後どのように変化していくと思うか自分の意見を発表することができる。</p>
書く 書く	<p>●本文中で用いられた単語や熟語・表現を適切に用いて、本文内容をリテリングする文を書くことができる。</p> <p>FT: 自分が好きな作品とその理由、またその「聖地」について発表するためのメモを書くことができる。</p>

FLEX ENGLISH COMMUNICATION II

“Why Waiting Is Torture”

<https://www.nytimes.com/2012/08/19/opinion/sunday/why-waiting-in-line-is-torture.html>

Why Waiting Is Torture

Alex Stone

Some years ago, executives at a Houston airport faced a troubling customer-relations issue. Passengers were lodging an inordinate number of complaints about the long waits at baggage claim. In response, the executives increased the number of baggage handlers working that shift. The plan worked: the average wait fell to eight minutes, well within industry benchmarks. But the complaints persisted.

Puzzled, the airport executives undertook a more careful, on-site analysis. They found that it took passengers a minute to walk from their arrival gates to baggage claim and seven more minutes to get their bags. Roughly 88 percent of their time, in other words, was spent standing around waiting for their bags.

So the airport decided on a new approach: instead of reducing wait times, it moved the arrival gates away from the main terminal and routed bags to the outermost carousel. Passengers now had to walk six times longer to get their bags. Complaints dropped to near zero.

This story hints at a general principle: the experience of waiting, whether for luggage or groceries, is defined only partly by the objective length of the wait. “Often the psychology of queuing is more important than the statistics of the wait itself,” notes the M.I.T. operations researcher Richard Larson, widely considered to be the world’s foremost expert on lines. Occupied time (walking to baggage claim) feels shorter than unoccupied time (standing at the carousel). Research on queuing has shown that, on average, people overestimate how long they’ve waited in a line by about 36 percent.

This is also why one finds mirrors next to elevators. The idea was born during the post-World War II boom, when the spread of high-rises led to complaints about elevator delays. The rationale behind the mirrors was similar to the one used at the Houston airport: give people something to occupy their time, and the wait will feel shorter. With the mirrors, people could check their hair or slyly ogle other passengers. And it worked: almost overnight, the complaints ceased.

The drudgery of unoccupied time also accounts in large measure for the popularity of impulse-buy items, which earn supermarkets about \$5.5 billion annually. The tabloids and packs of gum offer relief from the agony of waiting.

Lesson 1 Anime Pilgrimages

●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	単元の評価規準	評価方法
1 2 3 4	<p>Part 1～4 [ねらい]</p> <ul style="list-style-type: none"> ・「聖地巡礼」「聖地」とはどのようなものかを理解させる。 ・埼玉県にある鷲宮神社はどのような経緯で「聖地」となったのかを読み取らせる。 ・「聖地」となった場所にはどのような効果があるのかを考えさせる。 ・「アニメ聖地巡礼者」の問題行動を読み取らせる。 ・「アニメ聖地巡礼」が持つ大きな可能性を読み取らせる。 <p>[学習活動]</p> <ul style="list-style-type: none"> ・新出語句の確認をする。 ・文法事項の確認をする。 <p>[各パートで学習する文法事項]</p> <p>Part 2：受け身の不定詞 Part 4：受け身の進行形</p> <ul style="list-style-type: none"> ・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。 <p>[指導上の留意点]</p> <ul style="list-style-type: none"> ・イラストや写真、音声を効果的に活用する。 ・学習の形態（個人、ペア、全体）を工夫する。 	<p>知識・技能（L・R）（I・P・W）</p> <p>思考・判断・表現（L・R）（I・P・W）</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>

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(やりとり) / P: 話す(発表) / W: 書く)
知識・技能	Part 1~4	<p>【知識】 受け身の不定詞, 受け身の進行形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, 本文中の受け身の不定詞, 受け身の進行形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, 本文中の受け身の不定詞, 受け身の進行形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】 (I) 受け身の不定詞, 受け身の進行形を用いて会話を即興で成立させる技能を身につけている。(例: 「あなたのスマホは修理が必要だと思よ」「そのお祭りはどこで開かれていますか」など) (P・W) 受け身の不定詞, あるいは受け身の進行形を用いて一つのテーマについて書き, それを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) 「アニメ聖地巡礼」について理解できる。 (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「アニメ聖地巡礼」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) 「アニメ聖地巡礼」について本文から理解できる。
	Part2	(L・R) 『らき☆すた』の聖地がどこなのか, 聖地となってどのような変化があったのかを理解できる。
	Part3	(L・R) 「アニメ聖地巡礼者」が引き起こす問題について理解できる。
	Part4	(L・R) 「アニメ聖地巡礼」が持つ可能性について理解できる。
	G&E	(I・P・W) 受け身の不定詞, 受け身の進行形を使って, 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>(R) 本文に出てきていないアニメの英語名を推測することができる。 (I) Lesson 1 で学び得た語彙や表現, 情報をもとに表現し, 即興で相手に伝えることができる。 (P・W) やりとりの内容を踏まえ, 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) 「アニメ聖地巡礼」がどのようなものかを自ら理解しようとしている。 (I・P・W) 「アニメ聖地巡礼」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) 「アニメ聖地巡礼」がどのようなものか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) 『らき☆すた』の聖地がどこなのか, 聖地となってどのような変化があったのか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) 「アニメ聖地巡礼者」が引き起こす問題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) 「アニメ聖地巡礼」が持つ可能性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>
	Final Task	<p>(R) 本文に出てきていないアニメの英語名を推測しようとして努めている。 (I) 自分の好きなアニメ, 音楽, 映画, 書籍などについてペアで積極的に伝え合おうとしている。 (P・W) ほか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>

PART
1

Reading Point

What are “holy” places for anime fans?



Introduction and Retelling



- 1 *Lucky Star*, a four-panel comic strip
 2 the everyday lives, four high-school girls, 2007, a great hit



- 1 *The Melancholy of Haruhi Suzumiya*
 2 one of the most popular television anime series, 2006



- 1 “pilgrimages”, the stories were set
 2 “pilgrims”, “holy” places, “Anime Pilgrimages”



- 1 have attracted fans
 2 Japan, around the world

Words

- strip /stri:p/
 humorously /hju:mərəsli/
 broadcast /brɔ:dkæst/
 pilgrimage /pɪlgrɪmədʒ/
 location /ləukéiʃən/
 pilgrim /pɪlgrɪm/
 holy /həuli/
 2. *Lucky Star*
 「らき☆すた」
 (美水かがみの4コマ漫画を原作としたアニメ作品)
 6. *The Melancholy of Haruhi Suzumiya*
 「涼宮ハルヒの憂鬱」
 (谷川流のライトノベル「涼宮ハルヒ」シリーズを原作としたアニメ作品)



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

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

Q1

What is the television anime series *Lucky Star* based on?

Q2

What was one of the most popular television anime series of 2006?

Q3

What locations do many fans of novels, movies, and TV dramas visit?

Q4

Who have the sites of “Anime Pilgrimages” attracted?

SOUND TIPS



カタカナ表記の読みと英語の発音の違いに注意しましょう。

テレビジョン : television/télevizən/, アニメ : anime/ə'neɪ/,
 コミック : comic/ká:mɪk/, マガジン : magazine/mægəzi:n/,
 ドラマ : drama/drá:mə/



Let's Listen

ここに QR を 付す。

Expressions

1.2 **be based on** ~ : This TV drama is based on a true story.

FLEX ENGLISH COMMUNICATION II

Lesson 1 Anime Pilgrimages

→教科書 p.10-11

Part 1

Reading Point

What are “holy” places for anime fans?

Content

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

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

Words & Expressions

- | | | | |
|-------------------------------|-------|-----------------------------|-------|
| 1. strip [stri:p] 名 | _____ | 5. location [lou:kéi:ʃən] 名 | _____ |
| 2. humorously [hju:mərəsli] 副 | _____ | 6. pilgrim [pɪlgrəm] 名 | _____ |
| 3. broadcast [hju:mərəsli] 動 | _____ | 7. holy [hóuli] 形 | _____ |
| 4. pilgrimage [pɪlgrəmidʒ] 名 | _____ | 8. be based on ~ | _____ |

Key Sentences

① It **is based on** a four-panel comic strip series that was first published in a magazine in 2003.

▶ 受け身の文。be based on ~で「～に基づいている」という意味。

▶ 関係代名詞 that 以下で直前の名詞 a four-panel comic strip series を説明している。

訳 _____

② Many fans of novels, movies, and TV dramas make “pilgrimages”: they visit locations **where** stories were set.

▶ where は関係副詞で、where stories were set が先行詞 locations を説明している。

▶ この set は受け身で「(物語などが) セットされている、舞台となっている」の意味になる。

訳 _____

Comprehension

Q1 What is the television anime series *Lucky Star* based on?

解答 _____

Q2 What was one of the most popular television anime series of 2006?

解答 _____

FLEX ENGLISH COMMUNICATION II

Lesson 1 Anime Pilgrimages

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) The concert was () last night.
 a. attracted b. considered c. broadcast d. published
- (2) No photos are allowed here because it's a () place.
 a. lucky b. pilgrim c. serious d. holy
- (3) They are looking for a good () for a new convenience store.
 a. strip b. location c. production d. panel

2 E 日本語の意味に合うように、()に適切な語を入れなさい。

- (1) この小説は彼がインドを旅行中に体験したことに基づいている。
 This novel is () () his experiences during his trip to India.
- (2) その歌手は日本と韓国の両方で人気がある。
 The singer is popular () in Japan () Korea.

3 G 日本語の意味に合うように、()内の語(句)や符号を並べかえなさい。

- (1) おじは私に本を何冊か貸してくれたが、それらはとてもおもしろかった。
 My uncle (were / lent / , / some / which / me / books) very interesting.
 My uncle _____ very interesting.
- (2) そのレストランは開店したばかりだが、もう満席だ。
 (opened / the restaurant / has / , / just / which), is already full.
 _____, is already full.
- (3) ぼくはジョンを2時間ずっと待っている。
 I (waiting / have / John / been / for) two hours.
 I _____ two hours.

4 C p.11 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 everyday life of a high-school girl is described in *Lucky Star*. ()
- (2) *Lucky Star* was one of the most popular television anime series in 2006. ()
- (3) Many fans visit locations where stories were set. ()
- (4) "Anime Pilgrimages" mean that anime fans visit their "holy" places. ()

Lesson 1 Anime Pilgrimages

・ PART 1 →教科書 pp.10-11

1 Choose the appropriate answer.

- (1) The hospital is in a convenient () near the Central Station.
 a. strip b. location c. life d. panel
- (2) You can't step into the area surrounded by the ropes. It is regarded as a () place.
 a. holy b. popular c. everyday d. lucky
- (3) The soccer game was () to a lot of countries around the world.
 a. published b. described c. broadcast d. attracted

2 Put the words in bracket into the correct order.

- (1) その映画は日本でも世界中でも好評だった。
 The movie was well (and / in / received / around / Japan / the world / both).
 The movie was well _____.
- (2) 今年の学園祭のプログラムは昨年作られたものに基づいている。
 The program for the school festival this year (made / is / year / on / the one / based / last).
 The program for the school festival this year _____.
- (3) マイクはコーチたちにチームで一番の選手だと見なされている。
 Mike (to / on / the best / considered / be / the team / player / is) by the coaches.
 Mike _____ by the coaches.

3 Choose a part that is wrong and correct it.

- (1) ① The book, that ② was written ③ in the 19th century, ④ is still very popular.
 Choice: _____ Correction: _____
- (2) ① How long ② have you ③ being ④ waiting here?
 Choice: _____ Correction: _____

4 Read the following passage and answer the questions below.

Lucky Star, (①) broadcast in 2007, was a great hit. Like many fans of novels, movies, and TV dramas, anime fans visit the sites where the stories were set. These trips are called “Anime Pilgrimages.” The sites attract fans, both from Japan and from around the world.

Q1. Choose the appropriate words for the blank ①.

- a. that was b. who was c. which was d. what was

Q2. According to the passage above, what are “Anime Pilgrimages?”

- a. They are anime fans who visit the sites where anime stories were set.
 b. They are the sites which attract anime fans from around the world.
 c. They are the sites where anime stories were set.
 d. They are trips to visit the sites where the anime stories were set.

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?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、?時間待つことを意味する。)
 - 2. 私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]