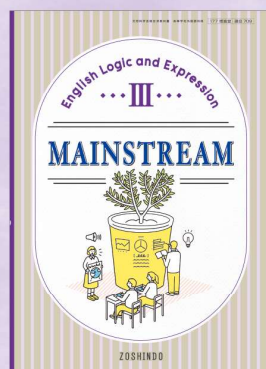


English Logic and Expression  
◆◆◆ III ◆◆◆

MAINSTREAM



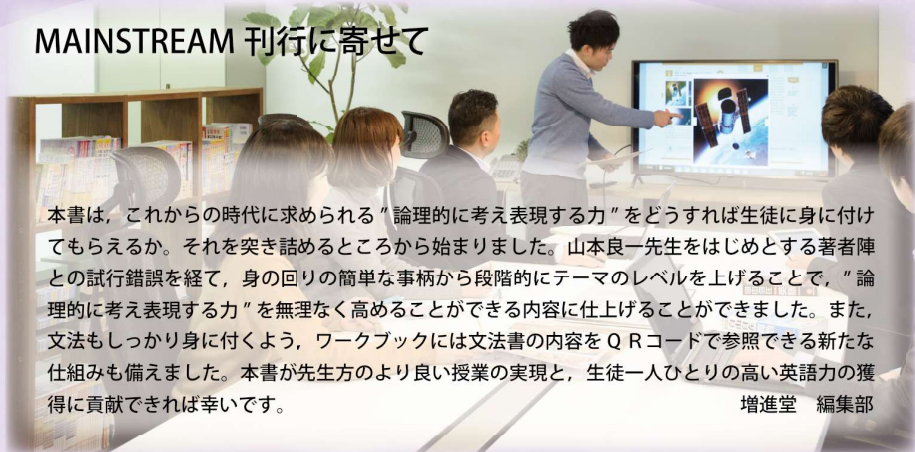
自然な流れで  
アウトプットを実現し、  
生徒の発信力を  
効率的に育てる



# MAINSTREAM

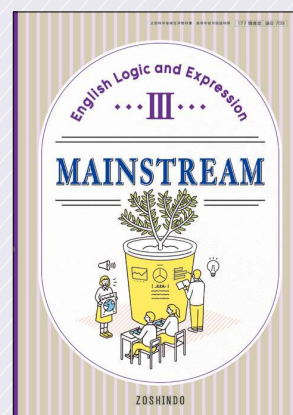
English Logic and Expression III

- 関連教材ラインナップ ..... 1
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- 内容紹介 ..... 10
- 教科書ダイジェスト版 ..... 14
- 関連教材内容紹介 ..... 30
- データ ROM 紹介 ..... 38
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- 指導者用デジタル教科書 ..... 60



本書は、これからの時代に求められる“論理的に考え表現する力”をどうすれば生徒に身に付けてもらえるか。それを突き詰めるところから始まりました。山本良一先生をはじめとする著者陣との試行錯誤を経て、身の回りの簡単な事柄から段階的にテーマのレベルを上げることで、“論理的に考え表現する力”を無理なく高めることができる内容に仕上げることができました。また、文法もしっかり身に付くよう、ワークブックには文法書の内容をQRコードで参照できる新たな仕組みも備えました。本書が先生方より良い授業の実現と、生徒一人ひとりの高い英語力の獲得に貢献できれば幸いです。

増進堂 編集部



# MAINSTREAM

## English Logic and Expression III

論III 709

B5判  
88頁

p.2 →

教授用資料

### Teacher's Manual

● 教師用指導書 p.30 →

280頁

教科書の解説や訳例、補充問題、評価規準など。

● Teacher's Book (分売あり) p.32 →

96頁

● 指導書付属 ROM  p.38 →

### Teacher's Manual PDFダウンロード版

※ PDFダウンロード版にはTeacher's Bookと指導書付属ROMは含まれておりません。

指導用音声

### 教科書内QRコードコンテンツ p.33 →

教科書内にあるQRコードからIntroduction, Model文、資料の英文などの音声が聞けます。

### 学校用音声CD [4枚組] p.33 →

教科書本文や設問などの音声を収録。

※ QRコードは(株)デンソーウェーブの登録商標です。

指導用ソフト

### 指導者用デジタル教科書 (インストール版 / Web版) p.60 →

パソコンやiPadなどを用いて、教科書画面を表示したり、音声を流したりすることにより授業をサポートする指導用ソフト。

※インストール版(フリーライセンス)対応OS: Windows10, 11

Web版推奨ブラウザ: Google Chrome, Safari

生徒用補助教材

### 生徒用音声CD

1枚 教科書のIntroduction, Model文、資料の英文などの音声を収録。 p.33 →

### Workbook

96頁 教科書の復習と入試対策ができるノート。 p.34 →

### RepeaTalk

リピート読みやシャドーイングなどの音読タスクやAIによる評価ができるアプリ。 p.59 →

特長

内容紹介

紙面紹介

関連教材

指導用Data

Digital



# MAINSTREAM English Logic and Expression III

社会で使える発信力と入試を突破する力、どちらも伸ばせる工夫が満載

論III 709 判型: B5判 頁数: 88頁

### Review | Speech

スピーチの例

STEP 1 Review (復習) スピーチやディスカッションなど活動の要点を確認

STEP 2 定着 Lesson (1レッスン) ステップ式で各活動の流れをつかむ

STEP 3 実践 Lesson (2レッスン) 複数の資料を活用して発信力を鍛える

**発信力**  
意見や考えを発信する力を確実に伸ばす

→ p.4

**入試突破力**  
入試頻出の英文・図・グラフへの対応力を培う

→ p.6

**Workbook**  
教科書と完全リンクのWorkbookで入試対策 pp.34-37 参照

### Lesson 1 A Person I Respect

Check 1

Warm Up

1. Key and Karim are going to talk about whom they look up to. Listen carefully and fill in the blanks below.

2. Kasidi respects \_\_\_\_\_ so many things.

3. When do you respect most among the three people below? Choose one and talk in pairs. Give reasons.

3. Make a report on whom your partner looks up to, as well as the reasons.

### Lesson 2 Universal Design of Buildings in Japan: Who Are the Assumed Residents?

Check 2

1. Read the following articles or passages. Think about why the situations have become what they are, how we can drop prejudice or stop discrimination, and how we can realize an inclusive society for anyone with different abilities.

2. Let's make a speech.

Topic: (in the person(s) you respect)

1. What you respect the person(s) for:

2. Your comments:

3. What you hope

### Lesson 3 Rediscovering Japanese Culture

Check 3

1. Look at Japanese culture objectively and think about its positive / negative points.

2. Make a speech on what you have rediscovered in Japanese culture.

Reference

Read the following articles and passages. Think about how certain aspects of Japanese culture are accepted, what aspects aren't preferred, and what we can do to protect/improve them.

Washoku Designated UNESCO Intangible Cultural Heritage

January 14, 2014 (Nippon.com) - At the eighth annual session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage - held in Abuja, Nigeria, on December 4, 2013, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) agreed to register washoku (traditional Japanese cuisine) as an intangible cultural heritage, a world cuisine handed down from generation to generation that expresses Japanese people's respect for nature.

### Lesson 4 Voices on the Custom of Taking One's Shoes Off Before Entering a House

Check 4

1. Look at Japanese culture objectively and think about its positive / negative points.

2. Make a speech on what you have rediscovered in Japanese culture.

Reference

Read the following articles and passages. Think about how certain aspects of Japanese culture are accepted, what aspects aren't preferred, and what we can do to protect/improve them.

High-Tech Toilets Become Standard Household Equipment in Japan

May 1, 2010 (Nippon.com) - According to a Cabinet Office Consumer Confidence Survey conducted in March 2010, 80.2% of households of two or more people own an electronic toilet with a bidet function. On average, there are 113 such toilets per 100 households.

### Lesson 1 A Person I Respect

Check 1

1. He ( ) a speech bravely.

2. A new program was ( ) on TV.

3. We do need to have discussions about ( ) change.

4. I have never met a ( ) person like her.

5. The company made ( ) efforts for years to supply high quality products.

6. Bugs flying around your face are ( ) annoying.

2 ( )内の語(句)を並べかえて、日本語に合う文にしない。ただし、文頭に合う語も小文字にしてある。

1. あなたのメールへの返事が遅れたことを謝罪します。(for, I, in, my, apologize, delay) responding to your e-mail.

2. その作家は若い読者から尊敬されている。The author is (to, looked, by, young readers, up). The author is \_\_\_\_\_.

3. 彼は慈善コンサートを計画する意気があるようだ。It seems like (to, is, organize, willing, he) a charity concert. It seems like \_\_\_\_\_.

4. メキシコの友人が日本を訪れるとき、彼らは必ずおいしい寿司を食べる。When my friends from Mexico visit Japan, (fail, have) to eat sushi. When my friends from Mexico visit Japan, \_\_\_\_\_.

5. 私の兄はいつも全力で野球の練習をする。(exerts, strength, my brother, his, always, all) when practicing baseball. \_\_\_\_\_ when practicing baseball.

3 ( )内の語(句)を並べかえて、日本語に合う文にしない。ただし、文頭に合う語も小文字にしてある。

1. The man ( ) because he didn't work hard.

2. She ( ) for stealing groceries from the shop last night.

3. I ( ) by little kids in the park this morning.

4. The cat ( ) by my grandfather.

5. You are a high school student studying in the U.S. and you have found a blog by a high school girl.

What children's books did you often read when you were little? My favorite was "Lily's Journey." It is a novel written by James Howe. It's about a girl who travels around the world. I still remember that its story gave me a lot of excitement and thrills. It was made into a movie about ten years ago, and of course, I went to see it. "Lily's Journey" was one of my best memories of my childhood that added brightness to my younger days.

After I entered high school, I found an essay by James Howe in a newspaper. Needless to say, I read it and was moved by his honesty about writing children's books. The essay he said, "Many people may think writing children's books is easier than writing for adults. I don't think so. It is true that we use easier words and simpler sentences. Therefore, we need to choose each word more carefully. Even though the vocabulary is less, every sentence should be precise, logical and beautiful. The author of "Lily's Journey" hopes to expand children's vocabulary by his books. Since I read the essay, James Howes has been the person I respect the most. My dream is to be a kindergarten teacher. If it comes true and I face children, I will try to have sincerity with children that James Howe has.

4 ( )内に当てはまる語(句)を①～④のうちから1つ選びなさい。

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2. She ( ) for stealing groceries from the shop last night.

3. I ( ) by little kids in the park this morning.

4. The cat ( ) by my grandfather.

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What children's books did you often read when you were little? My favorite was "Lily's Journey." It is a novel written by James Howe. It's about a girl who travels around the world. I still remember that its story gave me a lot of excitement and thrills. It was made into a movie about ten years ago, and of course, I went to see it. "Lily's Journey" was one of my best memories of my childhood that added brightness to my younger days.

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4 1. Which is true about the blog?

① The writer liked "Lily's Journey" very much but she failed to see its movie.

② The writer read an essay by the author of "Lily's Journey" when she was a high school student.

③ The author of "Lily's Journey" hopes to expand children's vocabulary by his books.

④ The writer hopes to be honest with children when she writes books in the future.

内容紹介 紙面紹介 関連教材 指導用Data

Digital

# 教科書の特長

## 教科書で発信力を鍛える！

MAINSTREAM English Logic and Expression IIIでは、Review, 定着レッスン, 実践レッスンの3つのステップで、生徒の意見や考えを発信する力を確実に伸ばします。

### STEP 1 導入 (復習)

論理・表現I, IIで学んだ活動の要点を確認。スピーチやプレゼンテーション、ディスカッションやディベートのポイント・コツを提示。

### STEP 3 活動

後続の2レッスンは話題のトピックに関連した資料を提示。多様な資料を活用して、活動を実践。入試でもよく使われる図・表にも慣れることができます。

### 実践 Lesson

### Review

### 定着 Lesson

### STEP 2 活動

トピックに関するやり取りや活動のモデルを段階的に学習。

### Grammar Compass / Give It a Shot

### 補充 (文法・リスニング演習)

定着レッスンで使用した文法の解説・演習問題やレッスンのトピックに関連したリスニング問題も収録。



# 教科書で入試突破力を鍛える！

教科書には近年の入試傾向に即した英文や図・グラフを多数掲載。教科書に加えて Workbook を併用すると、さらに効率的に入試突破力を鍛えられます。

## 定着 Lesson / モデル文

### Model

Do you have anyone you respect? I have some people I respect deeply, but the person I respect most is Saki, a friend of mine in my junior high school. Saki is, as you know, an ice skater who sometimes appears in competitions aired on TV. She looks slender and tender; her performance is elegant, energetic, and exciting.

Most people get attracted only by her skating, but what she should be looked up to most for is her ceaseless efforts. Since she was a junior high school student, she has lived alone in Canada for almost a third of a year for her practice. While she lives there, she does everything for herself. She practices ice skating for six hours a day whether she is in Japan or in Canada. Moreover, she never fails to study school subjects hard, always ranking in the top 10 percent. I wonder when she studies so hard.

Now, she is practicing for the next all-Japan competition. I really hope she will exert all her strength and win the championship. Do you know anyone who is as amazing as Saki? Thank you for listening.

### EXPRESSIONS

- air + 図(図を放送する)
- slender(細身の)
- energetic(エネルギーが豊富な)
- ceaseless(絶え間のない)
- never fail to + 動(必ず動する)
- exert + 図(図を發揮する)

### TRUE OR FALSE

- ( )
- ( )
- ( )

### GRAMMAR

- p.18 受け身
- G1 get + 過去分詞
- G2 群動詞の受動態



各パートの最初のレッスン(定着レッスン)では、パートで行う活動のモデルとしてスピーチ原稿やディスカッションの一連の対話を掲載しています。紙面にはモデル文の内容を確認する TRUE OR FALSE や、ディスカッションの話者の意見を問う Comprehension があり、読解力養成にもご使用いただけます。

## 実践 Lesson / 英文資料 ①

### 2 Voices on the Custom of Taking One's Shoes Off Before Entering a House

**Maia:** We live in London. My family has hosted a lot of Japanese students during summer vacation and learned from them the custom of taking one's shoes off at the entrance. We thought it would be helpful for keeping our house clean and hygienic. Several years ago, taking one's shoes off became one of our family's rules.

**Patrick:** I grew up in Canada, where we don't wear shoes in houses, so the custom is very natural for me.

**Karen:** It's not unusual in Asia. I'm accustomed to not wearing shoes indoors.

I got used to the custom soon when I went to Japan for the first time, but it took me some time to learn where to wear slippers inside a building. I should not wear them in a tatami-mat room, while I should put on another pair in a restroom. This is so confusing at first! This experience helps me when I visit my friend in Japan.

What is your opinion? Talk with your classmates about what is good and what is inconvenient.

### Feedback from participants

- HS: Thanks to this project, I got the highest score ever in an English vocabulary test. It was easy to set small goals to complete on my way.
- KF: My friend was sad because she couldn't participate. She lives nearby and walks to school. There should have been other ways to take part.
- SS: My train is always crowded and I have to stand, so there is no space to open a book or a tablet. I only used audio materials, but there were not nearly enough.
- JH: I kept a study log, which made me realise how I used my time. For some reason most of my first-year classmates didn't seem to know about this challenge.
- MN: I spent most of the time on the bus watching videos, and it helped me to understand classes better. I felt the time went very fast.

実践レッスンの英文資料はニュースや新聞で話題のトピックを扱い、図・グラフ・複数の意見が含まれたものなど、近年の入試に即した英文となっております。

2023年度 共通テスト

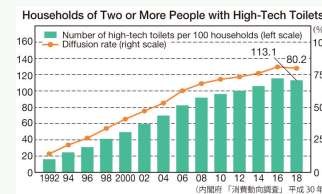
## 実践 Lesson / 英文資料 ②

### 3 High-Tech Toilets Become Standard Household Equipment in Japan

May 1, 2018(Nippon.com) — According to a Cabinet Office Consumer Confidence Survey conducted in March 2018, 80.2% of households of two or more people own an electronic toilet with a bidet function. On average there are 113 such toilets per 100 households.

A leading Japanese toilet manufacturer introduced the first toilet with a bidet function in 1980. However, it took people time to take to the idea of a toilet shooting a jet of warm water. In 1992, only 14.2% of Japanese households owned one. This figure has steadily risen, though, until high-tech toilets have become standard equipment in Japanese homes.

Electronic toilets have become popular among consumers overseas as well. Chinese tourists in particular have been purchasing such toilets in large quantities during their visits. Luxury hotels around the world also continue to install Japanese high-tech toilets. In response, Japanese sanitary equipment are working to boost their overseas sales.



consumer confidence(消費動向, 消費者マインド) bidet(お尻洗浄器)

グラフを扱った英文から情報を読み取ります。

2023年度 共通テスト

Lesson 3 Rediscovering Japanese Culture

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

Reference (P.17)

High-Tech Toilets Become Standard Household Equipment in Japan

May 1, 2018(Nippon.com) — According to a Cabinet Office Consumer Confidence Survey conducted in March 2018, 80.2% of households of two or more people own an electronic toilet with a bidet function. On average there are 113 such toilets per 100 households.

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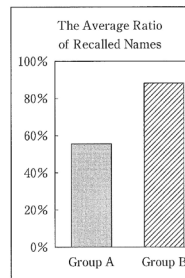
Electronic toilets have become popular among consumers overseas as well. Chinese tourists in particular have been purchasing such toilets in large quantities during their visits. Luxury hotels around the world also continue to install Japanese high-tech toilets. In response, Japanese sanitary equipment are working to boost their overseas sales.

### Reference 補充問題

各資料の読解問題を指導書付 ROM に収録  
→ p.53

Previous research has provided evidence for the advantages of spaced learning. In one experiment, students in Groups A and B tried to memorize the names of 50 animals. Both groups studied four times, but Group A studied at one-day intervals while Group B studied at one-week intervals. As the figure to the right shows, 28 days after the last learning session, the average ratio of recalled names on a test was higher for the spaced learning group.

I understand that students often need to learn a lot of information in a short period of time, and long intervals between studying might not be practical. You should understand, though, that massed learning might not be good for long-term recall.



## Workbook と併用してさらなる入試対策を!

Lesson 3 Rediscovering Japanese Culture

教科書 pp.16-17 報告 p.12

1. 日本語に合うように、( ) に語を入れて、英文を完成させなさい。

- 日本語は私にとってとてもややこしい。 Japanese is very ( ) for me.
- あそこの土地は私のおじが所有している。 The land over there is ( ) by my uncle.
- 消費者は何かを購入するとき、税金を払わなければならない。 ( ) usually have to pay tax when they buy goods.
- リスは冬が来る前に、地面の下や木の中に食物を保存する。 Squirrels ( ) food under the ground or in the trees before winter comes.
- 対戦相手の気持ちを読み取れるのは、選手として大きな利点だ。 Being able to understand his opponents' mind is a great ( ) as a player.
- 地元の電車が1時間に1本しかなく、とても不便だ。 Our local trains operate only once every hour, and it's very ( ) .

2. ( ) 内に当てはまる語(句)を①~③のうちから1つ選びなさい。

- I ( ) it for granted that I get up early in the morning. ① make ② have ③ take ④ get
- He grew ( ) in France. ① up ② forward ③ beyond ④ down
- Humans live on ( ) to about 80 years old. ① hand ② the way ③ conduct ④ average
- It's hot today ( ) particular. ① by ② in ③ to ④ with
- "The Tale of the Heike" was ( ) down by Biwa Hoshi. ① told ② heard ③ handed ④ preserved

教科書 pp.16-17 の Reference ①~③について、空欄に選べるものを①~③のうちから1つ選びなさい。

- According to the Reference ①, ( ) . ① UNESCO evaluated *wasshoku's* deliciousness from fresh ingredients. ② *wasshoku* was registered as an intangible cultural heritage applying. ③ one of *wasshoku's* advantages Japanese government cited was it. ④ *wasshoku* can keep its freshness longer than other cuisines in the world.

- According to the Reference ②, ( ) . ① three of the speakers have a custom of not wearing shoes inside the house ② Maia first thought taking off one's shoes before entering a house was strange ③ one of the speakers hasn't got used to the custom of taking off one's shoes yet ④ Alex still has problems when he judges where to wear slippers inside a building

Enjoy Japanese Culture

Kaiseki Experience At "Mitsuya" (10 minutes' walk from Kita Station)

- 11:45 a.m. - 1:30 p.m.
- Menu: rice, miso soup, *sashimi*, *wasmono* (soup bowl), grilled fish, and two seasonal dishes
- 4,000 yen
- 18 years old and over
- A guide who speaks English will explain about *kaiseki* cuisine and each dish

Shojo's Experience (10 minutes' walk from Kita Station)

- 3:00 p.m. - 5:00 p.m.
- Try *wasshoku* (brush)
- 3,000 yen
- The *fude* you used will be given to you
- A *shodo* master who taught in the U.S. will teach you how to use *fude* and write letters in *sumi* (Japanese ink)

Workbook には、教科書の英文やトピックを用いた演習問題を掲載。入試頻出の英文・図・グラフへの対応力を培います。

- According to the Reference ②, ( ) . ① three of the speakers have a custom of not wearing shoes inside the house ② Maia first thought taking off one's shoes before entering a house was strange ③ one of the speakers hasn't got used to the custom of taking off one's shoes yet ④ Alex still has problems when he judges where to wear slippers inside a building

# 教材配当表



タイトル	配当時数
<b>Part 1 Speech: Talking About Your Ideas</b>	
Review: Speech	※
Lesson 1: A Person I Respect	定着 3
Lesson 2: For a More Diverse and Inclusive Society	実践 3
Lesson 3: Rediscovering Japanese Culture	実践 3
Grammar Compass: 受け身	※
<b>Part 2 Presentation: Sharing Your Information</b>	
Review: Presentation	※
Lesson 4: Issues I Want to Raise	定着 3
Lesson 5: How to Stay Fit: Food, Sleep, and Exercise	実践 3
Lesson 6: The Past, Present, and Future of Digital Communication	実践 3
Grammar Compass: 準動詞	※
<b>Part 3 Discussion: Exchanging Your Ideas</b>	
Review: Discussion	※
Lesson 7: Manga in School Libraries	定着 5
Lesson 8: What Would You Say to Newcomers?	実践 4
Lesson 9: What Can Be Done to Help Foreigners in Emergencies?	実践 4
Grammar Compass: 特殊な比較構文	※
<b>Part 4 Debate: Arguing For or Against a Proposal</b>	
Review: Debate	※
Lesson 10: Should Everyone Be a Vegetarian?	定着 5
Lesson 11: Are Digital Textbooks Better Than Print Textbooks?	実践 4
Lesson 12: Should Summer Time Be Adopted?	実践 4
Grammar Compass: 否定	※
<b>Part 5 Essay Writing: Writing About Our Society and Future</b>	
Review: Essay Writing	※
Lesson 13: Global and Local Food Problems	定着 5
Lesson 14: Should the Death Penalty Be Abolished?	実践 4
Lesson 15: What Can Be Done by 2030?	実践 4
Grammar Compass: 仮定法	※
<b>Part 6 Creative Writing: Enjoying Writing</b>	
Lesson 16: Let's Write a Fable	3

※総授業数は、週 2 時間、年間約 30 週として計算し、60 時間としました。  
 ※各 Part の活動の Review, Grammar Compass については各学校での弾力的運用を想定しています。

# パート別内容一覧

## Part 1 Speech: Talking About Your Ideas

「尊敬する人」「多様性と共生社会」「日本文化の再発見」をテーマにスピーチを行います。Lesson 2 では、ジェンダーに配慮した制服についてのニュース記事や、日本の女性の地位を他国と比較したデータなどを活用することで、社会的な話題について、自分の意見を発表する力を身につけます。



## Part 2 Presentation: Sharing Your Information

「健康でいるための方法」や「デジタルコミュニケーション」など、誰もが身近に感じる話題を取り上げてプレゼンテーションを行います。教科書に掲載されている図やグラフを参考に、視覚資料を用いた説得力のあるプレゼンテーション力を養います。



## Part 3 Discussion: Exchanging Your Ideas

「学校図書館に漫画を置くべきか」など、日常的な話題についてディスカッションを行います。Lesson 9 では、災害時に外国人が必要とする援助について、実際の集計データの情報をもとに話し合いを行います。問題を提起し、分析を行い、納得できる結論を導き出せるよう、効率的に議論する力を身につけます。



## Part 4 Debate: Arguing For or Against a Proposal

「立論」から「要約」までディベートの一連の流れを行います。Lesson 11 では、「デジタル教科書は紙の教科書より良いか」について、教師、生徒、保護者の視点からの賛成、反対意見を参照しながら準備をして主張を行います。その他にも「サマータイムは廃止すべきか」など話題の題材について討論します。



## Part 5 Essay Writing: Writing About Our Society and Future

複数のパラグラフを用いて意見文を書く活動を行います。読み手を説得することができるよう、論理的に構成を組み立てる力を養います。Lesson 15 では、SDGs 達成に向けて 2030 年までに具体的に何ができるのか、実際に地域で行われている活動についての記事を参考に自分の意見をまとめます。



## Part 6 Creative Writing: Enjoying Writing

「寓話とことわざ」をテーマに、オリジナルの寓話を考えたり、古くから親しまれてきた日本のことわざが英語ではどのように言い換えられるかを学んだりして、高度な表現力を身につけます。



# 内容紹介

## 複数の資料を活用して発信力を鍛える!

MAINSTREAM English Logic and Expression IIIは、論理・表現I, IIで培った「話す(やり取り)」「話す(発表)」「書く」の発信力をブラッシュアップします。ニュースや新聞記事などで取り上げられている話題のトピックについて、資料を活用しながら使える英語力を身につけます。

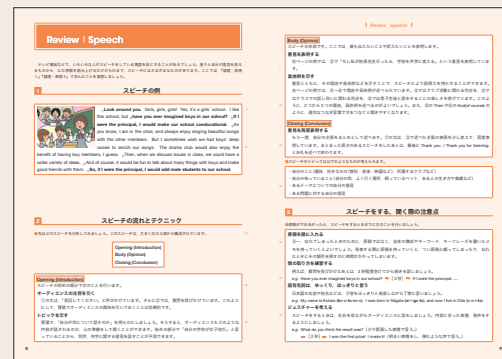
### パート構成

- Part 1 Speech
- Part 2 Presentation
- Part 3 Discussion
- Part 4 Debate
- Part 5 Essay Writing
- Part 6 Creative Writing

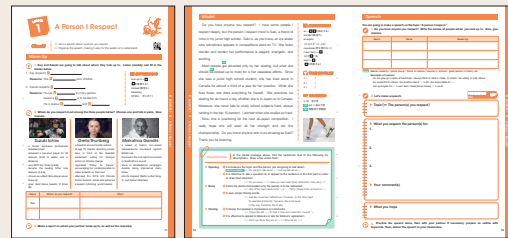
### 各パートに Review + 3 レッソンを収録

#### Review

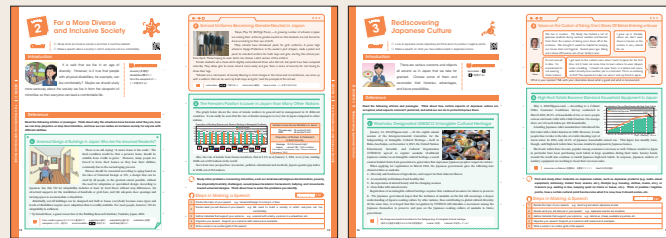
※ Part 6 は 1 レッソンのみ



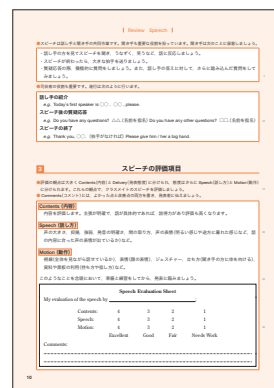
### 定着 Lesson (pp. 11 ~ 12 参照)



### 実践 Lesson × 2 (p. 13 参照)



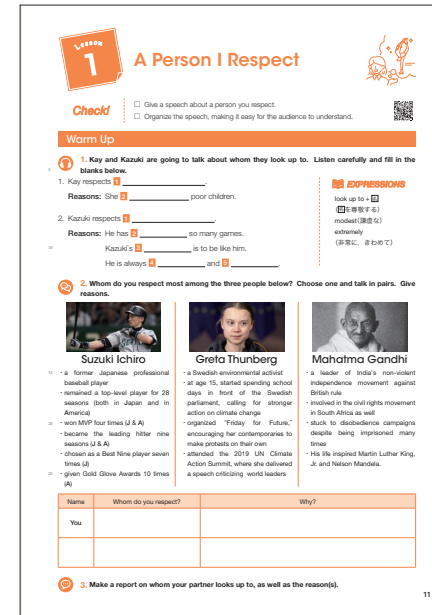
## Review



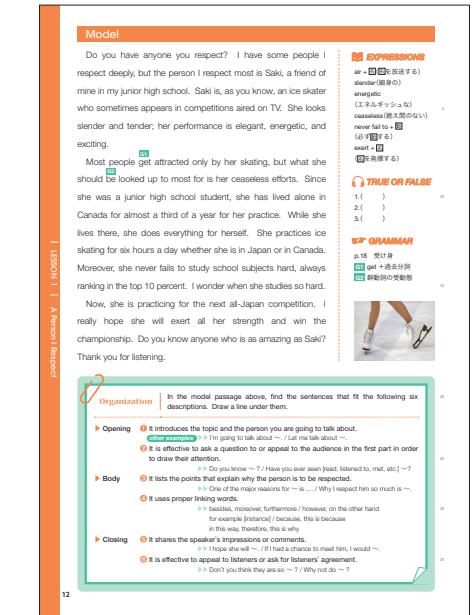
Review …レッスンに入る前に活動の内容を復習。

## 定着 Lesson

Part 1 Speech / Part 2 Presentation

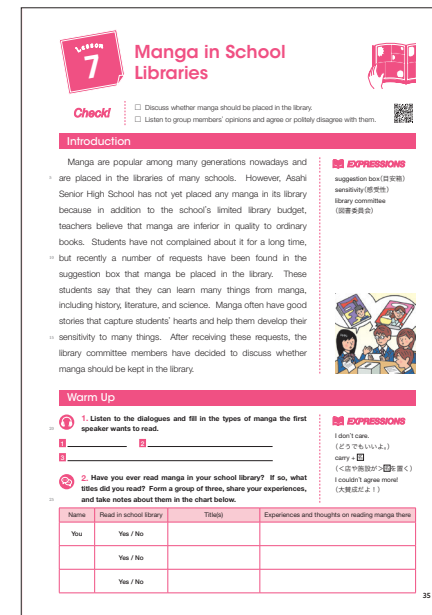


Warm Up … トピックに関わるリスニング問題や簡単なやり取り。

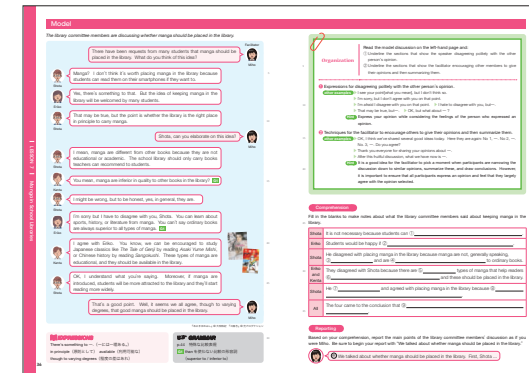


Model … レッスンで行う活動を想定したモデル文・モデル対話。

Part 3 Discussion / Part 4 Debate / Part 5 Essay Writing



Introduction … トピックの背景について説明した短い文章。



Model … レッスンで行う活動を想定したモデル文・モデル対話。(Part 5 は Key Text)

**Speech**

You are going to make a speech on the topic "A person I respect."

1. Do you have anyone you respect? Write the names of people whom you look up to. Also, give reasons.

Genre	Name	Reason(s)

**Hint:** Genre: celebrity / sports player / friend or relative / teacher or adviser / great person in history etc.  
**Examples of reasons:**  
 do not give up in spite of hardships / always think of others / listen to others / be willing to help others  
 be respectful to others / be positive about ~'s job / be responsible for ~  
 can apologize for ~'s own fault / keep [never break] ~'s word

Part 1, 2 は活動ページ内に、スピーチやプレゼンテーションに向けて自分の意見をまとめる表を設けています。

**Speech**

You are going to make a speech on the topic "A person I respect."

1. Do you have anyone you respect? Write the names of people whom you look up to. Also, give reasons.

Genre	Name	Reason(s)

**Hint:** Genre: celebrity / sports player / friend or relative / teacher or adviser / great person in history etc.  
**Examples of reasons:**  
 do not give up in spite of hardships / always think of others / listen to others / be willing to help others  
 be respectful to others / be positive about ~'s job / be responsible for ~  
 can apologize for ~'s own fault / keep [never break] ~'s word

2. Let's make a speech. **FOR MORE USE**

Topic (= The person(s) you respect)

What you respect the person(s) for:

- 
- 
- 

Your comment(s)

What you hope

3. Practice the speech alone, then with your partner. If necessary, prepare an outline with keywords. Then, deliver the speech to your classmates.

活動… 活動の実施。  
 スピーチやプレゼンテーションでは、原稿作成のためのアウトラインを掲載。

**Preparation**

Discussion Question! What types of manga should our school library carry?

1. First look at the three examples of manga and read the reasons for each recommendation. Then, form a pair and discuss whether or not the reasons are persuasive.

**Example: Shibusawa Eichi (Gokusyu Manga, Sekai no Denki NEXT)**

You can ... learn how the modernization of Japan was accomplished.  
 learn how to make the most of your life.  
 learn that it's important to look at things from multiple perspectives.  
 Even if you don't like reading history textbooks, you can learn about Japanese history.

**Example: Chihayafuru**

The library should place manga from which we can learn how to spend our adolescence meaningfully and improve ourselves through competition.

You can ... learn Hyakunin Issu poems and the poets who wrote them.  
 learn how to play the card pick-up game and about the players' passion to win as well as their thoughts and feelings as they play the game.  
 learn how students grow mentally as they practice the game, compete with other players, and lose or win games.

**Example: Dragon Zakura**

I think it's a good idea to place manga in the library that will encourage you to learn.

You can ... learn that everyone has the potential to accomplish great things.  
 learn that ambition and hard work will pay off eventually.  
 learn that it's important to think about things from different perspectives.  
 It helps you grow mentally and academically.

2. Write your opinion in the box below about what kind of manga your school library should keep, specific titles, and your reasons for choosing these.

Your Opinion:  
 Title(s):  
 Reason(s):

**FOR MORE USE**

**Time to think** Manga that help you ... learn effective strategies for solving exam questions. / learn about social issues.  
 learn about politics and economics. / learn how to live your life.  
 learn to be confident and live positively. / play sports at a high level.  
 Manga that ... offer a wide variety of information and facts to readers. / teach Japanese art and culture.

Preparation … 活動の準備。  
 ディスカッションやディベートで発言するためのメモや、エッセイライティングに向けて自分の意見をまとめる欄を設けています。

**Speech, Presentation, Discussion, Debate, Essay Writing**

FOR YOUR USE

OK, today, based on the library committee's conclusion, we'll talk about what types of manga should be placed in the library.

Well, it's important to select manga that ...  
 OK, but what do you mean by ...?  
 Are you talking about ...?  
 Yes, ... One example is ...  
 OK, I see. What do other people think? How about you, Mei?  
 I agree with Rika because according to ...  
 I understand what you mean, but ...  
 Right, you can ... for example ... (passing of time)  
 OK, it seems we have a degree of consensus about types of manga to be placed in the library, right? How can we summarize today's discussion? Any suggestions, Kaito?  
 How about manga that ...?  
 That's a good idea. In other words, those manga ... right?  
 Do others agree?  
 Yes, exactly! I can't think of a better idea.

3. Write about your ideas in about 100 to 150 words based on the discussion you had in your group.

活動… 活動の実施。  
 ディスカッションやディベートでは、議論を進めるうえで役立つガイドラインを掲載。

# 実践 Lesson

## 導入 準備・活動

**Lesson 2 For a More Diverse and Inclusive Society**

**Check!** Study what an inclusive society is and how it could be realized.  
 Make a speech about a society in which everyone can live comfortably.

**Introduction**

It is said that we live in an age of diversity. However, is it true that people with physical disabilities, for example, can live comfortably? Maybe we should study more seriously about the society we live in from the viewpoint of minorities so that everyone can lead a comfortable life.

**EXPRESSIONS**  
 diversity (多様性) disabilities (障がい) from the viewpoint of ~ (〜の視点から)

**Reference**

Read the following articles or passages. Think about why the situations have become what they are, how we can drop prejudice or stop discrimination, and how we can realize an inclusive society for anyone with different abilities.

1. Universal Design of Buildings in Japan: Who Are the Assumed Residents?

There is an old saying: "A man's home is his castle." The ideal condition would be that a person's home should be suitable from "cradle to grave." However, many people are forced to leave their homes as they lose their abilities, commonly due to the normal aging process.

Houses should be renovated according to aging based on the idea of Universal Design or UD, a design that can be used by all people, to the greatest extent possible, without the need for adaptation or specialized design. According to Japanese law, this UD for adaptability includes at least (i) level floors without step differences, (ii) structural supports for the installation of handrails or grab bars, and (iii) adequate door openings and turning space to accommodate a wheelchair.

Admittedly, not all buildings can be designed and built to house everybody because some types and levels of disabilities require more adaptation than is readily available. For most people, however, UD for adaptability is sufficient.

—by Satoshi Kose, a guest researcher at the Building Research Institute, Tsukuba, Japan, 2006.

from cradle to grave (ゆりかごから墓場まで) adaptation (適応) adaptability (適応性) installation (設置) adequate (十分な・適切な) accommodate (対応する) (図) 収容する admittedly (確かに)

**Introduction**

It is said that we live in an age of diversity. However, is it true that people with physical disabilities, for example, can live comfortably? Maybe we should study more seriously about the society we live in from the viewpoint of minorities so that everyone can lead a comfortable life.

**EXPRESSIONS**  
 diversity (多様性) disabilities (障がい) from the viewpoint of ~ (〜の視点から)

Introduction … 短い文章でトピックの背景を学習。

**Reference** … 活動の素材になる資料を複数掲載。  
 資料から情報を読み取り、気がついたことや考えたことをクラスで共有したり、調査活動を行ったりすることで、トピックに関する生徒の知識を深めます。

**2 School Uniforms Becoming Gender-Neutral in Japan**

Tsuyi, May 10, 2021 (Jiji Press) — A growing number of schools in Japan are making their uniforms gender-neutral so that students are not forced to dress according to their sex at birth.

Many schools have introduced pants for girls' uniforms. A junior high school in Hyogo Prefecture, in the western part of Japan, made a jacket and pants its standard uniform for both boys and girls, starting this school year from April. Those hoping to wear skirts can choose a skirt version of the uniform.

Female students who chose skirts slightly outnumbered those who did not, but pants have been accepted naturally. They allow girls to move around more easily and give them a sense of security for not having to show their legs.

"Schools are a microcosm of society. Bearing in mind changes in the times and circumstances, we came up with a uniform that can be worn by both boys and girls," said the principal of the school.

outnumber + outnumber outnumber (超過) bear in mind (〜を考慮し合わせる)

**3 The Female Position Is Lower in Japan than Many Other Nations**

The graph below shows the rates of female workers in general and in management in 12 different countries. It can easily be seen that the rate of female managers is very low in Japan compared to other nations.

**Proportion of Working Women and Women Working in Managerial Positions**

Country	Women workers (%)	Women workers in managerial positions (%)
Japan	51.8	8.4
France	48.3	15.3
Sweden	47.7	35.5
Norway	47.0	34.0
USA	47.0	24.1
UK	46.7	20.8
Germany	46.6	20.1
Singapore	45.9	20.0
Philippines	44.8	15.6
Korea	43.7	15.6
Malaysia	37.2	15.6
Indonesia	39.3	15.6

**Female Lower-House Members in Japan**

Year	Number of members	Percentage of total
75 years ago	39 people	8.4%
2021	46 people	9.9%

**Proportion of Women in Parliament in Each Country**

Average 25.5% (record-high)  
 Japan ranked 166 / 193 countries (International Parliamentary Union, "Women in National Parliaments," 2021)

Also, the rate of female lower-house members, that is 9.9% as of January 1, 2021, is very low, ranking 166th out of 193 nations in the world.

Seen from four perspectives (economic, political, educational and medical), Japan's gender-gap index is 120th out of 156 nations.

**Steps in Making a Speech**

1. Decide the topic of your speech. e.g. Universal Design for Living in a Town
2. Decide what you will discuss in your speech. e.g. We need to build a society in which everyone can live comfortably.
3. Gather materials that support your opinions. e.g. a parent with a baby, a person in a wheelchair, etc.
4. Organize your speech. Support your opinions with reasons and examples.
5. Write a script or an outline (gist) of the speech.

**3 The Female Position Is Lower in Japan than Many Other Nations**

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Seen from four perspectives (economic, political, educational and medical), Japan's gender-gap index is 120th out of 156 nations.

# Review Speech

論理・表現Ⅰ,Ⅱで学習した活動を、例を見ながら復習します。

テレビ番組などで、いろいろな人がスピーチをしている場面を目にすることがあるでしょう。堂々と自分の意見を訴えるものから、ただ原稿を読み上げるだけのものまで、スピーチにはさまざまなものがあります。ここでは、『論理・表現Ⅰ』『論理・表現Ⅱ』で学んだことを復習しましょう。

## 1 スピーチの例



① **Look around you.** Girls, girls, girls! Yes, it's a girls' school. I like this school, but ② **have you ever imagined boys in our school?** ③ **If I were the principal, I would make our school coeducational.** ④ As you know, I am in the choir, and always enjoy singing beautiful songs with the other members. But I sometimes wish we had boys' deep voices to enrich our songs. The drama club would also enjoy the benefit of having boy members, I guess. ⑤ Then, when we discuss issues in class, we could have a wider variety of ideas. ⑥ And of course, it would be fun to talk about many things with boys and make good friends with them. ⑦ **So, if I were the principal, I would add male students to our school.**

## 2 スピーチの流れとテクニック

●先ほどのスピーチを分析してみましょう。このスピーチは、大きく次の3部から構成されています。

- Opening (Introduction)
- Body (Opinion)
- Closing (Conclusion)

### Opening (Introduction)

スピーチの初めの部分で次のことを行います。

#### オーディエンスの注目を引く

①の文は、「見回してください」と呼びかけています。さらに②では、質問を投げかけています。このようにして、冒頭でオーディエンスの注目を引いておくと、その後のスピーチも興味を持って聞いてもらえるでしょう。

#### トピックを示す

冒頭で、「自分が何について話すのか」を明らかにしましょう。そうすると、オーディエンスもどのような内容が話されるのか、心の準備をして聞くことができます。始めの部分で「自分の学校が女子校だ」と言っていることから、別学、共学に関する意見を話すことが予測できます。

### Body (Opinion)

スピーチの本体です。ここで、トピックに関する自分の意見を表明し、展開していきます。

#### 意見を表明する

左ページの例では、③で「もし私が校長先生だったら、学校を共学に変える」と意見を表明しています。

#### 具体例を示す

意見とともに、その理由や具体例などを示すことで、スピーチにより説得力を持たせることができます。左ページの例では、④～⑥で理由や具体例が述べられています。④ではクラブ活動に関わる利点を、⑤ではクラスでの話し合いに関わる利点を、⑥では男子生徒と話をすることの楽しさを挙げています。このように、2つから3つの理由、具体例を述べるのがよいでしょう。また、⑤の Then や⑥の And(of course) のように、適切なたなぎ言葉で文をつなぐと聞きやすくなります。

### Closing (Conclusion)

#### 意見を再度表明する

もう一度、自分の主張をまとめとして述べます。⑦の文は、明しています。まとまった長さのあるスピーチをしたあとは、最後に Thank you. / Thank you for listening. とお礼を述べて終わります。

スピーチやプレゼンテーションなどの原稿構成やディスカッションなどの流れをまとめています。

●スピーチのトピックは以下のようなものが考えられます。

- ・自分のこと(趣味、好きなもの(教科・音楽・映画など)、所属するクラブなど)
- ・自分の知っていること(自分の町、よく行く場所、飼っているペット、ある人の生き方や業績など)
- ・あるテーマについての自分の意見
- ・ある問題に対する自分の提言

## 3 スピーチをする、聞く際の注意点

●原稿ができあがったら、スピーチをするときまでに次のことを行いましょう。

### 原稿を頭に入れる

原稿を読むだけの単調なスピーチにならないように、原稿なしでスピーチができるようにしましょう。本番では、原稿ではなく、全体の構成やキーワード、キーフレーズを書いたメモを持っていくとよいでしょう。発表する際に原稿を持っていくと、つい原稿に頼ってしまったり、忘れたときにその箇所を探すのに時間がかかってしまいます。

### 間の取り方を練習する

例えば、質問を投げかけたあとは、2秒程度の間隔を空けてから続きを話しましょう。

e.g. Have you ever imagined boys in our school? → [2秒] → If I were the principal, ...

### 固有名詞は、ゆっくり、はっきりと言う

日本語の名前や地名などは、子音をはっきりと発音しながら丁寧に言いましょう。

e.g. My name is Kotaro (ko-o-ta-ro-o). I was born in Niigata (ni-i-ga-ta), and now I live in Oita (o-o-i-ta).

### ジェスチャーを考える

スピーチをするときは、左右を見ながらオーディエンスに話をしましょう。内容に合った表情、発声をするようにしましょう。

e.g. What do you think the result was? (少々緊張した表情で言う。)

→ [2秒] → I won the first prize! I made it! (明るい表情をし、弾むような声で言う。)

●スピーチは話し手と聞き手の共同作業です。聞き手も重要な役割を担っています。聞き手は次のことに留意しましょう。

- ・話し手の方を見てスピーチを聞き、うなずく、笑うなど、話に反応しましょう。
- ・スピーチが終わったら、大きな拍手を送りましょう。
- ・質疑応答の際、積極的に質問をしましょう。また、話し手の答えに対して、さらに踏み込んだ質問をしてみましょう。

5

●司会者の役割も重要です。進行は次のように行います。

**話し手の紹介**

e.g. Today's first speaker is ○○. ○○, please.

**スピーチ後の質疑応答**

e.g. Do you have any questions? △△.(名前を指名) Do you have any other questions? □□.(名前を指名)

10

**スピーチの終了**

e.g. Thank you, ○○. (拍手がなければ) Please give him / her a big hand.

活動で用いるフレーズや表現を掲載しています。

**4 スピーチの評価項目**

●評価の観点は大きく Contents(内容)と Delivery(発表態度)に分けられ、態度はさらに Speech(話し方)と Motion(動作)に分けられます。これらの観点で、クラスメイトのスピーチを評価しましょう。

15

●Comments(コメント)には、よかった点と改善点の両方を書き、発表者に伝えましょう。

**Contents (内容)**

内容を評価します。主張が明確で、話が具体的であれば、説得力があり評価も高くなります。

**Speech (話し方)**

声の大きさ、抑揚、強弱、発音の明確さ、間の取り方、声の表情(明るい感じや途方に暮れた感じなど、話の内容に合った声の表情が出ているか)など。

20

**Motion (動作)**

視線(全体を見ながら話しているか)、表情(顔の表情)、ジェスチャー、立ち方(聞き手の方に体を向ける)、資料や黒板の利用(持ち方や指し方)など。

25

このようなことを念頭において、準備と練習をしてから、発表に臨みましょう。

**Speech Evaluation Sheet**

My evaluation of the speech by \_\_\_\_\_:

Contents:	4	3	2	1
Speech:	4	3	2	1
Motion:	4	3	2	1
	Excellent	Good	Fair	Needs Work

30

Comments:

.....

.....

Lesson 1

A Person I Respect



QRで本文を閲覧、音声を視聴できます。



Check!

- Give a speech about a person you respect.
- Organize the speech, making it easy for the audience to understand.

Warm Up

1. Kay and Kazuki are going to talk about whom they look up to. Listen carefully and fill in the blanks below.

1. Kay respects 1 \_\_\_\_\_.

Reasons: She 2 \_\_\_\_\_ poor children.

2. Kazuki respects 1 \_\_\_\_\_.

Reasons: He has 2 \_\_\_\_\_ so many games.

10 Kazuki's 3 \_\_\_\_\_ is to be like him.

He is always 4 \_\_\_\_\_ and 5 \_\_\_\_\_.

EXPRESSIONS

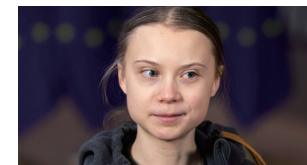
- look up to + 図 (図を尊敬する)
- modest (謙虚な)
- extremely (非常に、きわめて)

2. Whom do you respect most among the three people below? Choose one and talk in pairs. Give reasons.



Suzuki Ichiro

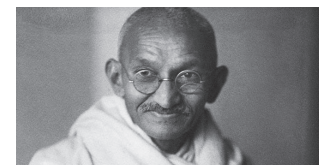
- 15 a former Japanese professional baseball player
- remained a top-level player for 28 seasons (both in Japan and in the US)
- 20 won MVP four times (JPN & US)
- became the leading hitter nine seasons (JPN & US)
- chosen as a Best Nine player seven times (JPN)
- 25 given Gold Glove Awards 10 times (US)



Greta Thunberg

- 15 a Swedish environmental activist
- at age 15, started spending school days in front of the Swedish parliament, calling for stronger action on climate change
- 20 organized "Fridays for Future," encouraging her contemporaries to make protests on their own
- attended the 2019 UN Climate

トピックに関連した簡単なやり取りでウォームアップを行います。



Mahatma Gandhi

- 15 a leader of India's non-violent independence movement against British rule
- involved in the civil rights movement in South Africa as well
- 20 stuck to disobedience campaigns despite being imprisoned many times
- His life inspired Martin Luther King, Jr. and Nelson Mandela.

Name	Whom do you respect?	Why?
You		

3. Make a report on whom your partner looks up to, as well as the reason(s).

## Model

活動のモデル文を読んでイメージをつかみます。

Do you have anyone you respect? I have someone I respect deeply, but the person I respect most is Saki, a friend of mine in my junior high school. Saki is an ice skater who sometimes appears in competitions aired on TV. Have you ever seen her skate? She looks slender and tender; her performance is elegant, energetic, and exciting.

Most people get attracted only by her skating, but what she should be looked up to most for is her ceaseless efforts. Since she was a junior high school student, she has lived alone in Canada for almost a third of a year for her practice. While she lives there, she does everything for herself. She practices ice skating for six hours a day whether she is in Japan or in Canada. Moreover, she never fails to study school subjects hard, always ranking in the top 10 percent. I wonder when she studies so hard.

Now, she is practicing for the next all-Japan competition. I really hope she will exert all her strength and win the championship. Do you know anyone who is as amazing as Saki? Thank you for listening.

### EXPRESSIONS

- air + 図(図を放送する)
- slender(細身の)
- energetic(エネルギッシュな)
- ceaseless(絶え間のない)
- never fail to + 動(必ず動する)
- exert + 図(図を発揮する)

### TRUE OR FALSE

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

### GRAMMAR

- p.18 受け身
- G1 get + 過去分詞
- G2 群動詞の受動態



## Speech

You are going to make a speech on the topic "A person I respect."

1. Do you have anyone you respect? Write the names of people whom you look up to. Also, give reasons.

Genre	Name	Reason(s)

意見をまとめるための表や原稿作成に使えるアウトラインを掲載しています。

Hints Genre: celebrity / sports player / friend or relative / teacher or adviser / great person in history etc.

Examples of reasons:

- do not give up in spite of hardships / always think of others / listen to others / be willing to help others
- be respectful to others / be positive about ~'s job / be responsible for ~
- can apologize for ~'s own fault / keep [never break] ~'s word

2. Let's make a speech.

FOR MORE USE  
P.82

▶ Topic (= The person you respect)

▶ What you respect the person for:

1.

2.

3.

▶ Your comments

▶ What you hope

3. Practice the speech alone, then with your partner. If necessary, prepare an outline with keywords. Then, deliver the speech to your classmates.

### Organization

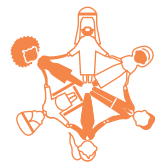
In the model passage above, find the sentences that fit the following six descriptions. Draw a line under them.

Organization では、モデル文を読みながら活動のテクニックを学習します。

- ▶ Opening
  - 1 It introduces the topic and the person you are going to talk about.
    - other examples ▶▶ I'm going to talk about ~. / Let me talk about ~.
  - 2 It is effective to ask a question to or appeal to the audience in the first part in order to draw their attention.
    - ▶▶ Do you know ~? / Have you ever seen [read, listened to, met, etc.] ~?
- ▶ Body
  - 3 It lists the points that explain why the person is to be respected.
    - ▶▶ One of the major reasons for ~ is .... / Why I respect him so much is ~.
  - 4 It uses proper linking words.
    - ▶▶ besides, moreover, furthermore / however, on the other hand for example [instance] / because, this is because in this way, therefore, this is why
- ▶ Closing
  - 5 It shares the speaker's impressions or comments.
    - ▶▶ I hope she will ~. / If I had a chance to meet him, I would ~.
  - 6 It is effective to appeal to listeners or ask for listeners' agreement.
    - ▶▶ Don't you think they are so ~? / Why not do ~?

Lesson 2

# For a More Diverse and Inclusive Society



## Check!

- Study what an inclusive society is and how it could be realized.
- Make a speech about a society in which everyone can live comfortably.



## Introduction



It is said that we live in an age of diversity. However, is it true that people with physical disabilities, for example, can live comfortably? Maybe we should study more seriously about the society we live in from the viewpoint of minorities so that everyone can lead a comfortable life.

### EXPRESSIONS

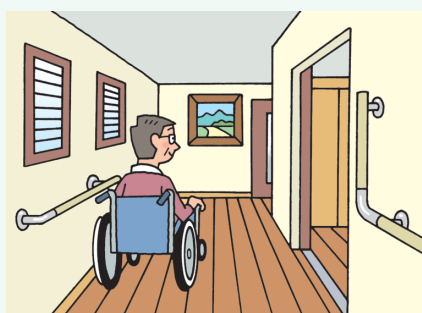
diversity (多様性)  
 disabilities (障がい)  
 from the viewpoint of ~  
 (~の視点から)

トピックについての短い英文でレッスンの導入を行います。

## Reference

Read the following articles or passages. Think about why the situations have become what they are, how we can drop prejudice or stop discrimination, and how we can realize an inclusive society for anyone with different abilities.

### 1 Universal Design of Buildings in Japan: Who Are the Assumed Residents?



There is an old saying: "A man's home is his castle." The ideal condition would be that a person's home should be suitable from 'cradle to grave.' However, many people are forced to leave their homes as they lose their abilities, commonly due to the normal aging process.

Houses should be renovated according to aging based on the idea of Universal Design or UD, a design that can be used by all people, to the greatest extent possible, without the need for adaptation or specialized design. According to

Japanese law, this UD for adaptability includes at least (i) level floors without step differences, (ii) structural supports for the installation of handrails or grab bars, and (iii) adequate door openings and turning space to accommodate a wheelchair.

Admittedly, not all buildings can be designed and built to house everybody because some types and levels of disabilities require more adaptation than is readily available. For most people, however, UD for adaptability is sufficient.

—by Satoshi Kose, a guest researcher at the Building Research Institute, Tsukuba, Japan, 2006.

from cradle to grave (ゆりかごから墓場まで) adaptation (適応) adaptability (適応性) installation (設置)  
 adequate (十分な・適切な) accommodate + 図(図)を収容する admittedly (確かに)



### 2 School Uniforms Becoming Gender-Neutral in Japan



Tokyo, May 10, 2021 (Jiji Press) — A growing number of schools in Japan are making their uniforms gender-neutral so that students are not forced to dress according to their sex at birth.

Many schools have introduced pants for girls' uniforms. A junior high school in Hyogo Prefecture, in the western part of Japan, made a jacket and pants its standard uniform for both boys and girls, starting this school year from April. Those hoping to wear skirts can choose a skirt version of the uniform.

Female students who chose skirts slightly outnumbered those who did not, but pants have been accepted naturally. They allow girls to move around more easily and give them a sense of security for not having to show their legs.

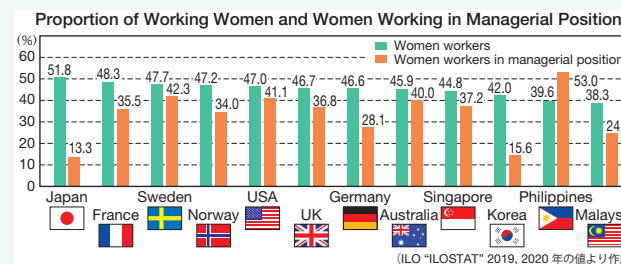
"Schools are a microcosm of society. Bearing in mind changes in the times with a uniform that can be worn by both boys and girls," said the principal of the school.

さまざまな資料をもとにクラスで意見交換を行い、トピックに関する知識を深めます。

outnumber + 図(図より数が多い) microcosm (縮図) bear in mind ~ (~を考慮合わせる)

### 3 The Female's Position Is Lower in Japan than Many Other Nations

The graph below shows the rates of female workers in general and in management in 12 different countries. It can easily be seen that the rate of female managers is very low in Japan compared to other nations.



Female Lower-House Members in Japan	
75 years ago	39 people (8.4%)
2021	46 people (9.9%)
Proportion of Women in Parliament in Each Country	
Average	25.5% (record-high)
Japan	ranked 166 / 193 countries
<small>(International Parliamentary Union, "Women in National Parliaments," 2021)</small>	

Also, the rate of female lower-house members, that is 9.9% as of January 1, 2021, is very low, ranking 166th out of 193 nations in the world.

Seen from four perspectives (economic, political, educational and medical), Japan's gender-gap index is 120th out of 156 nations.

**Study other problems concerning minorities, such as racial/sexual/religious discrimination, poverty, the physically/mentally challenged, sexual/power/academic harassment, bullying, and movements toward universal designs. Think about how to solve the problems you identify.**

### Steps in Making a Speech

トピックに関する資料を集め、活動に取り組みます。

- Decide the topic of your speech. e.g. Universal Design for Living in a Town
- Decide what you will discuss in your speech. e.g. We need to build a society in which everyone can live comfortably.
- Gather materials that support your opinions. e.g. a parent with a baby, a person in a wheelchair, etc.
- Organize your speech. Support your opinions with reasons and examples.
- Write a script or an outline (gist) of the speech.

Lesson 3

# Rediscovering Japanese Culture



## Check!

- Look at Japanese culture objectively and think about its positive / negative points.
- Make a speech on what you have rediscovered in Japanese culture.



## Introduction



There are various customs and objects all around us in Japan that we take for granted. Choose some of them and reconsider their histories, advantages, and future possibilities.

### EXPRESSIONS

reconsider + 図  
(図を再考する)

資料を掲載したレッスンは各パート2つずつ設けており、生徒の興味をひくトピックを選んで活動を実践することができます。

## Reference

Read the following articles and passages. Think about how certain aspects of Japanese culture are accepted, what aspects are / are not preferred, and what we can do to protect / improve them.

### 1 Washoku Designated UNESCO Intangible Cultural Heritage

January 14, 2014(Nippon.com) — At the eighth annual session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage — held in Baku, Azerbaijan, on December 4, 2013, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) agreed to register *washoku* (traditional Japanese cuisine) as an intangible cultural heritage, a social custom handed down from generation to generation that expresses Japanese people's respect for nature.



When applying for registration in March 2012, the Japanese government gave the following four characteristics as *washoku*.

1. Diversity and freshness of ingredients, and respect for their inherent flavors
2. A remarkably well-balanced and healthy diet
3. An expression of natural beauty and the changing seasons
4. Close links with annual events

Registration of an intangible cultural heritage requires that continued measures be taken to preserve it. The Japanese government hopes that the inclusion of *washoku* on the list will encourage a deeper understanding of Japan's cooking culture by other nations, thus contributing to global cultural diversity. At the same time, it is hoped that this recognition by UNESCO will stimulate a movement among the Japanese themselves to preserve and pass on the Japanese cooking culture of *washoku* to future generations.



the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage  
(無形文化遺産を保護するための政府間委員会) cuisine (料理) inherent (本来持っている)



### 2 Voices on the Custom of Taking One's Shoes Off Before Entering a House



Maia

We live in London. My family has hosted a lot of Japanese students during summer vacation and learned from them the custom of taking one's shoes off at the entrance. We thought it would be helpful for keeping our house clean and hygienic. Several years ago, taking one's shoes off became one of our family's rules.

I grew up in Canada, where we don't wear shoes in houses, so the custom is very natural for me.



Patrick



Karen

It's not unusual in Asia. I'm accustomed to not wearing shoes indoors.

I got used to the custom soon when I went to Japan for the first time, but it took me some time to learn where to wear slippers inside a building. I should not wear them in a tatami-mat room, while I should put on another pair in a restroom. This is so confusing at first! This experience helps me when I visit my friend in Japan.



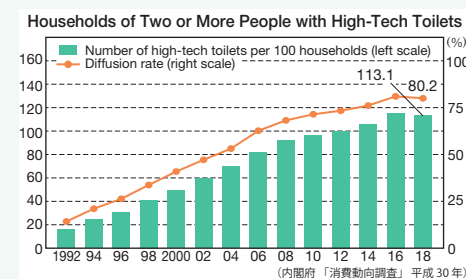
Alex

What is your opinion? Talk with your classmates about what is good and what is bad.

複数意見の比較・英文とグラフの組み合わせなど、入試頻出の形式の資料から情報を読み取ります。

### 3 High-Tech Toilets Become Standard Household Equipment in Japan

May 1, 2018(Nippon.com) — According to a Cabinet Office Consumer Confidence Survey conducted in March 2018, 80.2% of households of two or more people own an electronic toilet with a bidet function. On average there are 113 such toilets per 100 households.



A leading Japanese toilet manufacturer introduced the first toilet with a bidet function in 1980. However, it took people time to take to the idea of a toilet shooting a jet of warm water. In 1992, only 14.2% of Japanese households owned one. This figure has steadily risen, though, until high-tech toilets have become standard equipment in Japanese homes.

Electronic toilets have become popular among consumers overseas as well. Chinese tourists to Japan in particular have been purchasing such toilets in large quantities during their visits. Luxury hotels around the world also continue to install Japanese high-tech toilets. In response, Japanese makers of sanitary equipment are working to boost their overseas sales.



consumer confidence (消費動向, 消費者マインド) bidet (お尻洗浄器)

指導書付属 ROM に読解問題も収録しています。



Find and study other materials on Japanese culture, such as Japanese products (e.g. audio-visual equipment, stationery, instant food, snacks, etc.), lifestyle (e.g. housing, clothes, meals, etc.), or manners (e.g. waiting in line, keeping quiet on trains or buses, etc.). Think about their positive / negative points, how a certain cultural point has become what it is now, how it should evolve, etc.



### Steps in Making a Speech

FOR MORE USE P.82

- 1 Decide the topic and title of your speech. e.g. What Is Good About Japanese Snacks?
- 2 Decide what you will discuss in your speech. e.g. Japanese snacks are excellent.
- 3 Gather materials that support your opinions. e.g. delicious, cheap, available anywhere, etc.
- 4 Organize your speech. Support your opinions with reasons and examples.
- 5 Write a script or an outline (gist) of the speech.

**G1 get + 過去分詞** 受動態は **get (become, remain, etc.) + 過去分詞** で表すこともある。

- ① Nelson Mandela **got arrested** by the police for being a leader of the anti-apartheid movement.  
(ネルソン・マンデラは、反アパルトヘイト運動の指導者であったため警察に逮捕された。)
- ② It is said George Washington, as a boy, **got scolded** when he cut down his father's favorite cherry tree.  
(ジョージ・ワシントンが子供のとき、父親のお気に入りの桜の木を切り倒して叱られたと言われている。)
- ③ The Japanese soccer player said that he soon **had become accustomed** to his new team.  
(その日本人サッカー選手は、新しいチームにすぐに慣れたと言った。)

**G2 群動詞の受動態** 群動詞で受動態を作る場合は、動詞が伴う前置詞なども、ひとまとまりとして扱う。

- ① Although he is an actor, he says he doesn't like to **be stared at**.  
(彼は俳優でありながら、じろじろ見られるのはいやだと言う。)
- ② When I **was spoken to** by Emma Watson, I woke up. It was a dream...  
(エマ・ワトソンに話しかけられたときに、目が覚めた。夢だった...)
- ③ The Reverend King insisted all people **be dealt with** fairly.  
(キング牧師は、すべての人が公平に扱われなければならないと主張した。)

**1. Change the verb in the parentheses into the suitable form.**

- ① Marie and Pierre Curie got ( marry ) in 1895.
- ② Rosa Parks remained ( seat ) even when she was told by the bus driver to give up her seat to a white man.
- ③ Steve Jobs got ( fire ) from the company he started due to his business failures.

**2. Arrange the words in parentheses in the proper order.**

- ① Former U.S. President Barack Obama ( and, born, brought, up, was ) in Hawaii.  
Former U.S. President Barack Obama \_\_\_\_\_ in Hawaii.
- ② It is said that soldiers on both sides ( care, of, taken, were ) by Florence Nightingale.  
It is said that soldiers on both sides \_\_\_\_\_ by Florence Nightingale.
- ③ In the U.S., racial discrimination ( away, done, was, with ) legally in 1964.  
In the U.S., racial discrimination \_\_\_\_\_ legally in 1964.

**3. Think about one person whom you were greatly impressed by. Write about the person and what impressed you most, trying to use the passive voice.**

The person you were greatly impressed by

---

What impressed you most

---

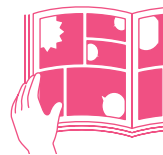
**例** When I was in junior high school, I read about Helen Keller's life. It is amazing that she was brought up in a world in which she was unable to see, hear, or speak. I also got inspired by the fact that she dedicated her life to disabled people's welfare. When I feel depressed, I often read her biography, and I am always cheered up.



定着レッスンのモデル文で使用した文法の解説と演習問題を収録しています。

Lesson 7

# Manga in School Libraries



Check!

- Discuss whether manga should be placed in the library.
- Listen to group members' opinions and agree or politely disagree with them.



## Introduction

Manga are popular among many generations nowadays and are placed in the libraries of many schools. However, Asahi Senior High School has not yet placed any manga in its library because teachers believe that manga are inferior in quality to ordinary books. Students have not complained about it for a long time, but recently a number of requests have been found in the suggestion box that manga be placed in the library. These students say that they can learn many things from manga, including history, literature, and science. Manga often have good stories that capture students' hearts and help them develop their sensitivity to many things. After receiving these requests, the library committee members have decided to discuss whether manga should be kept in the library.

**EXPRESSIONS**

suggestion box (投書箱)  
sensitivity (感受性)  
library committee (図書委員会)



## Warm Up

トピックに関するリスニング問題でウォームアップができます。

**1. Listen to the dialogs and fill in the speaker wants to read.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**2. Have you ever read manga in your school library? If you have, what titles did you read? If you have not, what kind of manga did you want to read? Form a group of three, share your experiences, and take notes about them in the chart below.**

Name	Read in school library	Title(s)	Experiences and thoughts on reading manga there
You	Yes / No		
	Yes / No		
	Yes / No		

**EXPRESSIONS**

I don't care.  
(どうでもいいよ。)  
carry + 図  
(<店や施設が>図を置く)  
I couldn't agree more!  
(大賛成だよ!)

The library committee members are discussing whether manga should be placed in the library.

Facilitator Miho: There have been requests from many students that manga should be placed in the library. What do you think of this idea?

Shota: Manga? I don't think it's worth placing manga in the library because students can read them on their smartphones if they want to.

Eriko: Yes, there's something to that. But the idea of keeping manga in the library will be welcomed by many students.

Shota: That may be true, but the point is whether the library is the right place in principle to carry manga.

Shota: Shota, can you elaborate on this idea?

Shota: I mean, manga are different from other books because they are not educational or academic. The school library should only carry books teachers can recommend to students.

Kenta: You mean, manga are inferior in quality to other books in the library? **G1**

Shota: I might be wrong, but to be honest, yes, in general, they are.

Eriko: I'm sorry but I have to disagree with you, Shota. You can learn about sports, history, or literature from manga. You can't say ordinary books are always superior to all types of manga. **G1**

Kenta: I agree with Eriko. You know, we can be encouraged to study Japanese classics like *The Tale of Genji* by reading *Asaki Yume Mishi*, or Chinese history by reading *Sangokushi*. These types of manga are educational, and they should be available in the library.

Shota: OK, I understand what you're saying. Moreover, if manga are introduced, students will be more attracted to the library and they'll start reading more widely.

Miho: That's a good point. Well, it seems we all agree, though to varying degrees, that good manga should be placed in the library.

モデル文でディスカッションの一連の流れをつかみます。

モデル文の要点を把握する内容理解の問題を収録しています。

EXPRESSIONS

There's something to + 図. (図には一理ある。)  
in principle (原則として) available (利用可能な)  
though to varying degrees (程度の差はあれ)

GRAMMAR

p.44 特殊な比較表現  
**G1** than を使わない比較の形容詞  
(superior to / inferior to)

Organization

Read the model discussion on the left-hand page and:

- Underline the sections that show the speaker disagreeing politely with the other person's opinion.
- Underline the sections that show the facilitator putting all the opinions together and then summarizing the discussion.

1 Expressions for disagreeing politely with the other person's opinion

- other examples**
- I see your point[what you mean], but I don't think so.
  - I'm sorry, but I don't agree with you on that point.
  - I'm afraid I disagree with you on that point. I hate to disagree with you, but~.
  - That may be true, but~. OK, but what about ~?

**Hint** Express your opinion while considering the feelings of the person who expressed an opinion.

2 Techniques for the facilitator to put all the opinions together and then summarize the discussion

- other examples**
- OK, I think we've shared several good ideas today. Here they are again: No 1, ~. No 2, ~. No 3, ~. Do you agree?
  - Thank you everyone for sharing your opinions about ~.
  - After this fruitful discussion, what we have now is ~.

**Hint** It is a good idea for the facilitator to pick a moment when participants are narrowing the discussion down to similar opinions, summarize these, and draw conclusions. However, it is important to ensure that all participants express an opinion and feel that they largely agree with the opinion selected.

Comprehension

Fill in the blanks to make notes about what the library committee members say about keeping manga in the library.

Shota	It is not necessary because students can ①_____.
Eriko	Students would be happy if manga ②_____.
Shota	He disagrees with placing manga in the library because manga are not, generally speaking, ③_____ and are ④_____ to ordinary books.
Eriko and Kenta	They disagree with Shota because there are ⑤_____ types of manga that help readers learn about ⑥_____ and these should be placed in the library.
Shota	He ⑦_____ and agrees with placing manga in the library because students ⑧_____ and they will start reading more widely.
All	The four come to the conclusion that ⑨_____.

Reporting

Based on your comprehension, report the main points of the library committee members' discussion as if you were Miho. Be sure to begin your report with "We talked about whether manga should be placed in the library."

例 We talked about whether manga should be placed in the library. First, Shota ...

# Preparation


**Discussion Question:** What types of manga should our school library carry?

**1. First, look at the three examples of manga and read the reasons for each recommendation. Then, form a pair and discuss whether or not the reasons are persuasive.**

**Example: Shibusawa Eiichi (Gakusyu Manga, Sekai no Denki NEXT)**

I think it's important to select manga that will help us study a school subject.

- You can ... learn how the modernization of Japan was accomplished.
- learn how to make the most of your life.
- learn that it's important to look at things from multiple perspectives.
- Even if you don't like reading history textbooks, you can learn about Japanese history.




『学習まんが世界の伝記NEXT 渋沢栄一』まんが / 伊藤砂務 シナリオ / はのみきみ 監修 / 渋沢史料館

The library should place manga from which we can learn how to spend our adolescence meaningfully and improve ourselves through competition.

**Example: Chihayafuru**

- You can ... learn *Hyakunin Isshu* poems and the poets who wrote them.
- learn how to play the card pick-up game and about the players' passion to win as well as their thoughts and feelings.
- learn how students grow mentally as they practice the game, compete with other players, and lose or win games.




『ちはやふる』© 末次由紀

I think it's a good idea to place manga in the library that will encourage you to learn.

**Example: Dragon Zakura**

- You can ... learn that everyone has the potential to accomplish great things.
- learn that ambition and hard work will pay off eventually.
- learn that it's important to think about things from different perspectives.
- It helps you grow mentally and academically.



『ドラゴン桜』© Norifusa Mita

**2. Write your opinion in the box below about what kind of manga your school library should keep, specific title(s), and your reasons for choosing it(them).**

Your Opinion: \_\_\_\_\_

Title(s): \_\_\_\_\_

Reasons: \_\_\_\_\_

例を参考に自分の意見をまとめてディスカッションの準備をします。

- Types of manga**
- Manga that help you ... learn effective strategies for solving exam questions. / learn about social issues.
  - learn about politics and economics. / learn how to live your life.
  - learn to be confident and live positively. / play sports at a high level.
  - Manga that ... offer a wide variety of information and facts to readers. / teach Japanese art and culture.

FOR MORE USE  
P.82

# Discussion

**1. Form a group of five and talk about the discussion question.**

**Facilitator**

OK, today, based on the library committee's conclusion, we'll talk about what types of manga should be placed in the library.

**Miki**

Well, it's important to select manga that \_\_\_\_\_.

**Rika**

**STEP 1 : Confirm what the other person said**

OK, but what do you mean by \_\_\_\_\_? Are you talking about \_\_\_\_\_?

**Miki**

Yes, \_\_\_\_\_. One example is \_\_\_\_\_.

**Rika**

OK, I see. What do other people think? How about you, Nao?

**Miki**

**STEP 2 : Reinforce an opinion by using facts and data**

I agree with Rika because according to \_\_\_\_\_, \_\_\_\_\_.

**Nao**

**STEP 3 : Politely disagree with the other person's opinion**

I understand what you mean, but \_\_\_\_\_.

**Tomo**

Right, you can \_\_\_\_\_, for example, \_\_\_\_\_.

**Kaito**

(passing of time)

**STEP 4 : Summarize the discussion**

OK, it seems we have a degree of consensus about types of manga to be placed in the library, right? How can we summarize today's discussion? Any suggestions, Kaito?

**Miki**

How about manga that \_\_\_\_\_?

**Kaito**

That's a good idea. In other words, those manga \_\_\_\_\_, right?

**Nao**

Do others agree?

**Miki**

Yes, exactly! I can't think of a better idea.

**Rika**

**FOR YOUR USE**

Can you be more specific? (もう少し明確に言ってももらえますか?)

Can you elaborate on that? (もう少し詳しく言ってももらえますか?)

Research reveals ~. (研究結果によると, ~.)

A survey shows ~. (調査によると, ~.)

A news report says ~. (報道によると, ~.)

That's a valid point, but ~. (それはもっともなことだけれど, ~.)

That's an interesting way to look at it, but ~. (それはおもしろい見方だけれど, ~.)

I respect your point but from my perspective, ~. (あなたの意見は尊重するけれど、私の視点では, ~.)

**Organization 1** (p.37)

Has everyone had a chance to speak? (みなさん話しましたか?)

Thank you, everyone, for sharing your opinions about + 図. (みなさん, 図に関するご意見をいただきありがとうございました。)

**Organization 2** (p.37)

活動のためのガイドラインを掲載しています。

**2. Make a presentation based on the discussion above.**

**例** We talked about the types of manga that should be kept in the library. First, we thought it was a good idea to select manga that would be good for students, including educational manga. We set the guidelines to cover manga that teach us particular knowledge, information, and ways of thinking. In other words, we should select manga that help us grow mentally and academically.

**3. Write your ideas in about 100 to 150 words based on the discussion you had in your group.**

# 教科書関連教材

## 教師用指導書 (Teacher's Manual) B5判 280頁 本体 30,000円 (税別) 定価 33,000円 (税込)

### 導入から評価に至る「授業の流れ」を徹底解説!

本文の訳例や解説、各設問の解答(例)などの基本的な情報に加え、観点別評価規準案や授業展開例、指導のポイント、教科書の活動にプラスして行える活動例、さらに評価のポイントと、「授業の流れ」をイメージできる情報を豊富に収録しています。

### Teacher's Manual の 4つの Point

#### Lesson 10

### Should Everyone Be a Vegetarian?

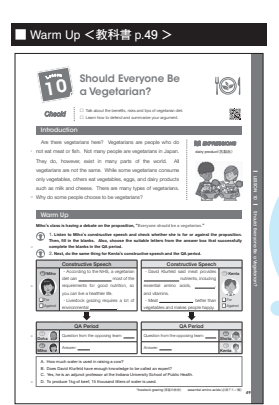
観点別評価規準案		評価規準	
Part / Task	観点	技能	(L: 聞く / R: 読む / I: 話す(やり取り) / P: 話す(発表) / W: 書く)
Introduction	技能・知識	L・R	英文で用いられている語彙や表現を理解し、大意を掴むことができる。
Warm Up	技能・知識	L	必要な情報を聞き取って理解し、空所に適切な語を補う。
Model	知識・技能	R	誰もがベジタリアンになるべきかについてのディベートを読んで、大意を掴むことができる。
	判断・思考・表現	R・I	相手に質問する表現、自分たちの主張を防御する表現、相手の主張を要約する表現に注目してディベートを読み直し、自分たちの主張の優位性を高める工夫を考える。
For Better Debates	技能・知識	R・W	ディベートにおける主張をより説得力のあるものにする表現を選択することができる。
Preparation	技能・知識	W	与えられた論題に対して、賛成意見と反対意見の両方を書ける。
	判断・思考・表現	W	自分が挙げた意見を批判的な視点で読み直し、的確な反論を述べることができる。
Debate	技能・知識	I	教科書の手順に沿って、ディベートを成立させることができる。
	技能・知識	W	ディベートの内容を踏まえての自分の意見を指定の文で述べる。
	判断・思考・表現	I	ModelのディベートやOrganizationで学習した語彙・表現を参考にして、自分たちの主張を強めるための工夫を考へる。
	判断・思考・表現	I	質問の機会も活用しながら、相手の主張の論理的な欠陥を反論を試みることができる。

#### 授業展開例

【授業展開例 1(週2時間の場合)】  
週2時間と想定し、1レッスンあたりの配当時間を5時間とした。

時間目	指導手順	留意事項	時間
1時間目	1 Introduction (p.49) ① 本文の内容を確認する。 ・ EXPRESSIONSの表現を確認しながら本文の内容を解説する。 ・ 生徒と簡単な質疑応答のやり取りをして導入を行う。	① Introductionの前に、Check!の2つの目標を確認し、目標達成のために必要な要素をワークシートなどに書かせておくとよい。	15分
	Warm Up (p.49) ① 1 のリスニング問題に取り組ませる。 ・ Mihoの立論の内容に合うよう空所に適切な語を補充させる。 ・ 質疑応答のやり取りとして正しい英文を選ばせる。 ② 2 のリスニング問題に取り組ませる。 ・ 1と同様の活動を Kentaの立論を聞いて、取り組ませる。		35分
2時間目	1 Model (pp.50-51) ① 本文を聞いて内容を確認する。 ・ 本文の音声を確認する。 ・ GRAMMARの文法事項を確認する。 ② Organizationに取り組ませる。 ・ 指示文の活動に取り組ませる。 ・ 表現の確認をする。 ③ Comprehensionを解かせる。 ④ Evaluationに取り組ませる。	① GRAMMAR COMPASS(p.58)の設問に適宜取り組みませる。	50分

**Point 1**  
3つの観点 / 4技能 5領域で具体的に示した「観点別評価規準案」と、授業の流れを細かく解説した「授業展開例」が授業準備をサポートします。



**Point 3**  
教科書の活動に+αで実践できる「活動例」が言語活動のバリエーションを広げます。

でジャッジに強く印象づけることができる。

**<Model 活動例>**  
ここでは発言者が6人登場するので、グループで読み合う「プラスワンスキット読み」をしたい。プラスワンスキット読みとは、それぞれのスキットに自分の台詞を一言加えて読んでいくという活動である。  
6人グループになり、3人ずつ肯定側と否定側でグループに分かれる。そして、それぞれがどの役になるかを決め、音読練習をしていく。  
まず、どこを強調して読んだら上手に読めるか心などを取りながらメモをとる。肯定側と否定側のグループで話し合いながら決まるとよい。そのあと、それぞれの台詞のどこかに自分なりの表現をつけ加える。文と文の間に不自然さを感じる場合は、1文加えて自然な流れにしたり、最後のまとめの文にひと言加えて、自分の考えを強めたりと生徒の創意工夫を見ることが出来る。例えば、Kazukiの Affirmative Refutationでは、For example, we can take a lot of dietary fiber from vegetarian diet. のように具体例を入れるなどして、より説得力のある主張にすることができる。効果的な発言を追加する判断ができていくかを評価するとよい。

**<指導のポイント>**  
Lessonの目標のひとつである「素食の利点、危険性、秘訣について話す」は、素食に関する知識を Miho と Kenta の立論から得られるようにしたい。そのために、それぞれの立場の立論をただ聞かせるのではなく、スクリプトも示してあげて素食の利点と欠点を板書でまとめたい。  
また、Warm Upの内容は Model で扱われる反論から総括の活動につながる。立論の主張と理由、また質疑応答でどのような内容を述べているかをしっかりと確認していきたい。

**<指示文 訳例>**  
1 Mihoの立論を聞いて、彼女が論題に賛成か反対かに「+」をつけてください。それから空所を埋めなさい。

**Point 2**  
導入例や活動の目標をまとめた「指導のポイント」が生徒へのアプローチを具体化する上で役立ちます。

**<評価のポイント>**  
①インプットした内容とともに、用いられている表現、文法事項、構成面の工夫を理解し、のちの言語活動の中で活用することができる。(知識・技能)  
Modelで学習した語彙・表現をディベートや受容活動のライティング活動で適切かつ豊かに活用し、自分の役割を全うしている。  
Modelで学習した語彙・表現をディベートや受容活動のライティング活動で適切かつ豊かに活用し、自分の役割を全うしている。  
C Bを満たしていない。

上記の規準で段階的に評価する。Modelで学んだ定型的表現や Organization の表現を理解しているか、また、ベジタリアンに関する語彙を言語活動で適切に活用できているかを観察する。  
最後の Debate での生の言語活動やライティング活動で評価を行う。できるだけ多くの語彙・表現を用いているかを評価したい。  
②自分が挙げた意見を批判的な視点で読み直し、的確な反論を挙げることができる。(思考・判断・表現)  
最後のふり返りの際に、最初に確認した目標を達成することができたか、またできなかった場合、目標に向けてどのような改善の余地があるかなどを、ふり返りシートに記入させるとよい。

**Point 4**  
3段階のルーブリックや評価方法の例をまとめた「評価のポイント」が授業中・授業後の評価をサポートします。

相手の主張を分析し、相手の主張がある程度理解し、論理的な欠陥を分析し、的確な反論をしようとしている。  
C Bを満たしていない。

上記の規準で段階的に評価する。Debateの中でグループ内の発言をもとにして評価を行うことになる。相手の立論のパートの際にメモをとりながら聞いているか、そのあとの準備の際に積極的に参加しているかを観察しながら、最終的にまとまった相手

Lesson 10 — 185

### 「主体的に取り組む態度」の評価例も掲載!

**「主体的に取り組む態度」の評価**  
この Lesson の「素食の利点、危険性、秘訣について話す」こと、また「防御と総括の仕方を学ぶ」という全体の目標を確認したあと、これを実現するためにはどのような工夫が必要なのかを語彙・表現、パフォーマンス、必要な情報などの多角的な観点から生徒自身に考えさせる。全体の目標に対する生徒自身の目標を考えさせる際に、… (以下略)

#### ★ご購入に際して★

- ① Teacher's Manual をご購入されますと、Teacher's Book (p. 32 参照)、指導書付属 ROM (p.38 参照) が同封されております。Teacher's Book を追加でご購入の際は、別途ご購入いただくことも可能です。
- ② Teacher's Manual は PDF ダウンロード版としても販売しております (定価 5,500円 (税込))。なお、PDF ダウンロード版には上記の Teacher's Book、指導書付属 ROM は同封されませんので、予めご確認ください。

# Teacher's Book

B5判 96頁 本体 4,500円(税別)  
定価 4,950円(税込)

スクリプトや解答が一目で分かる授業必携の1冊!

**Lesson 4 Issues I Want to Raise**

**Check**

- Raise issues from your daily life and express your opinion about them.
- With simple slides, try to convey your message effectively.

**Warm Up**

1. Kazuki and Miho are going to raise issues. Listen carefully and fill out the blanks below.

Problems: 2. Short messages: misunderstanding  
3. Emojis: superficial  
Talk more and enjoy communication.

2. Miho: We use 1. too much plastic.  
Examples: disposable 2. food containers or straws  
3. PET bottles  
Work harder to give up plastic to save the environment.

**GRAMMAR COMPASS**

3 (解答例)  
The person you were greatly impressed by  
Hellen Keller  
What impressed you most  
- brought up in a world in which she was unable to see, hear or speak  
- dedicated her life to disabled people's welfare

**Lesson 4**

**Warm Up**

1. I have a message for all of you, my classmates. We depend highly on digital communication. I think this tendency is not good. Let's talk more. I want to talk to you directly, at school, not on a screen or a phone. Short messages are quick, but they sometimes cause misunderstandings. Emojis are fun, but they are superficial. We cannot convey our true feelings. I want to enjoy talking in person more and understand with each other more.

**GRAMMAR COMPASS**

3 (解答例)  
The person you were greatly impressed by  
Hellen Keller  
What impressed you most  
- brought up in a world in which she was unable to see, hear or speak  
- dedicated her life to disabled people's welfare

巻末にはリスニング音声のスクリプトやペア対話例、ライティングの解答例を掲載。

# 教科書関連音声教材

学校用音声 CD (4枚組) 本体 18,000円(税別) 定価 19,800円(税込)  
生徒用音声 CD (1枚) 本体 500円(税別) 定価 550円(税込)

## 教科書内 QR コードコンテンツ

いつでもどこでも教科書の音声聞ける!

教科書内の QR コードから音声視聴が可能。Introduction, Model 文, 資料の英文などの音声を収録。

**倍速再生でリスニング力強化**

本文はスピード調整が可能。(0.5 - 1.5倍)

**シャドーイングでスピーキング練習**

英文間は間隔調整が可能。(0 - 10秒)

5.0秒

サンプルはこちら

## 学校用・生徒用音声 CD

**学校用音声 CD 収録内容**

教科書の内容	付属教材の内容
Warm Up のリスニング問題 Model / Key Text TRUE OR FALSE Introduction	資料の英文 Give It a Shot など リスニングシート音声 確認テスト音声

**生徒用音声 CD 収録内容**

Model / Key Text  
Introduction  
資料の英文

学校用音声⇒ 増進堂 HP より mp3 データがダウンロード可能 (学校用音声 CD を購入された場合のみ)  
生徒用音声⇒ 指導書付属 ROM に mp3 データ収録

**学校用音声データ ダウンロード方法**

学校用音声 CD 送付時に、パスワードを記載した紙を同封しております。  
弊社 HP の音声ダウンロード画面にパスワードを入力すると、mp3 データをダウンロードいただけます。

授業  
内容紹介  
紙面紹介  
関連教材  
指導用 Data  
Digital

# Workbook

B5判 本冊 96頁 解答 84頁 本体 700円(税別) 定価 770円(税込)

## この1冊で教科書の確認から入試対策まで!

1レッスン見開き3ページ構成で、教科書の確認から入試対策までできるワークブックです。各レッスンのトピックに関連した読解問題・リスニング問題を豊富に収録しており、多様な問題に取り組むことで「読む」「聞く」の力を鍛えます。

### 教科書の確認

レッスンで学習した語彙・表現・英文の内容を確認



### 共通テスト対策

共通テスト形式のオリジナル問題に挑戦

**1** 内から適切な語を選び、( ) に入れなさい。

1. He ( ) a speech bravely.  
 2. A new program was ( ) on TV.  
 3. We do need to have discussions about ( ) change.  
 4. I have never met a ( ) person like her.  
 5. The company made ( ) efforts for years to supply high quality products.  
 6. Bugs flying around your face are ( ) annoying.

modest / delivered / extremely / aired / ceaseless / climate

**4** ( ) 内に当てはまる語(句)を①~④のうちから1つ選びなさい。

1. The man ( ) because he didn't work hard.  
 2. She ( ) for stealing groceries from the shop last night.  
 3. I ( ) by little kids in the park this morning.  
 4. The cat ( ) by my grandfather.

① got fired ② gets firing ③ got fired ④ got firing  
 ① get arresting ② got arrests ③ gets arrested ④ got arrested  
 ① laughed ② laughed at ③ was laughed ④ was laughed at  
 ① brought up ② was brought ③ is being brought ④ was brought up

## 文法

教科書の各パートで解説している文法の確認問題。

**4** ( ) 内に当てはまる語(句)を①~④のうちから1つ選びなさい。

1. The man ( ) because he didn't work hard.  
 2. She ( ) for stealing groceries from the shop last night.  
 3. I ( ) by little kids in the park this morning.  
 4. The cat ( ) by my grandfather.

① got fired ② gets firing ③ got fired ④ got firing  
 ① get arresting ② got arrests ③ gets arrested ④ got arrested  
 ① laughed ② laughed at ③ was laughed ④ was laughed at  
 ① brought up ② was brought ③ is being brought ④ was brought up

QRコードで詳しい解説を閲覧できます。

450ページ分の  
文法解説書全データが  
無料で閲覧可能!

## 語彙・表現

語彙・表現の確認問題。語群選択問題や4択問題など多様な形式で出題しております。

**1** □ 内から適切な語を選び、( ) に入れなさい。

1. He ( ) a speech bravely.  
 2. A new program was ( ) on TV.  
 3. We do need to have discussions about ( ) change.  
 4. I have never met a ( ) person like her.  
 5. The company made ( ) efforts for years to supply high quality products.  
 6. Bugs flying around your face are ( ) annoying.

modest / delivered / extremely / aired / ceaseless / climate

## 内容理解

教科書のモデル文・資料の英文の内容を確認する4択問題。英文や図、グラフの要点を掴む力を磨きます。

**3** 教科書 pp.14-15 の Reference ①~③について、空所に適するものを①~④のうちから1つ選びなさい。

1. According to the Reference ①, □.

① there are many people who can live in a house from the birth to the death  
 ② UD needs to be designed especially for aged or people with disabilities  
 ③ a UD building must have a door that opens widely enough for a wheelchair  
 ④ every building should be one where people with any disability can use

2. According to the Reference ②, □.

① more and more schools in Japan tell girls to wear pants as their uniform  
 ② a junior high school in Hyogo allows boys to choose skirts as their uniform  
 ③ there are more girls who choose pants than skirts at a junior high school in Hyogo  
 ④ a pants version of uniform brings girls not only movableness but also safety

## <教科書の英文>

**1 Universal Design of Buildings in Japan: Who Are the Assumed Residents?**

There is an old saying: "A man's home is his castle." The ideal condition would be that a person's home should be suitable from 'cradle to grave.' However, many people are forced to leave their homes as they lose their abilities, commonly due to the normal aging process.

Houses should be renovated according to the idea of Universal Design or UD, a design used by all people, to the greatest extent possible, the need for adaptation or specialized design.

Japanese law, this UD for adaptability includes at least (i) level floors without step differences, (ii) handrails or grab bars, and (iii) adequate door turning space to accommodate a wheelchair.

Admittedly, not all buildings can be designed and built to house everybody because so many levels of disabilities require more adaptation than is readily available. For most people, however, adaptability is sufficient.

—by Satoshi Kose, a guest researcher at the Building Research Institute, Tsukuba, Japan, 2011

from cradle to grave(ゆりかごから墓場まで) adaptation(適応) adaptability(適応性) install(設置) adequate(十分な・適切な) accommodate+図(図)を収容する admittedly(確かに)

**2 School Uniforms Becoming Gender-Neutral in Japan**

Tokyo, May 10, 2021 (Jiji Press) — A growing number of schools in Japan are making their uniforms gender-neutral so that students are not forced to dress according to their sex at birth.

Many schools have introduced pants for girls' uniforms. A junior high school in Hyogo Prefecture, in the western part of Japan, made a jacket and pants its standard uniform for both boys and girls, starting this school year from April. Those hoping to wear skirts can choose a skirt version of the uniform.

Female students who chose skirts slightly outnumbered those who did not, but pants have been accepted naturally. They allow girls to move around more easily and give them a sense of security for not having to show their legs.

"Schools are a microcosm of society. Bearing in mind changes in the times and circumstances, we came up with a uniform that can be worn by both boys and girls," said the principal of the school.

outnumber + 図(図)より数が多い microcosm(縮図) bear in mind ~ (〜を考慮合わせる)

## 関連入試問題

トピックに関連した国公立・私立大学の入試問題を実践

**2 関連入試問題**

1. According to the passage, choose the best answer.

1. Why did Audrey and her family decide to live in the Netherlands in 1937?  
 2. Audrey was good at dancing and wanted to go to ballet school in the Netherlands.  
 3. Her father was tired from moving between countries and wanted to settle down.  
 4. The Netherlands seemed safer from Nazi invasion than other parts of Europe.  
 5. Audrey wanted to raise money to support underground groups against the Nazis.

2. Which sentence best describes the situation in the Netherlands towards the end of the war?  
 3. Many people died from hunger and disease by the Germans were common.  
 4. Some Germans secretly took the remaining food to families including Audrey's.  
 5. Many families had to change their names to avoid being seen as Jewish partners.

3. What established Audrey as a well-known star in Hollywood?  
 4. She was first spotted and got the role of Holly Golightly in *Breakfast at Tiffany's*.  
 5. She was chosen as a Pinup Girl by a journalist called Gregory Frank.  
 6. She played a minor role in a play called *Gigi*, which was a great hit in the West End.  
 7. She was discovered by a director who was looking for an actor after a storm.

4. What activity was Audrey mostly involved in after 1957?  
 5. She visited many poor countries and reported to the world about poverty.  
 6. She was helping with children from Ethiopia, South Africa and Somalia.  
 7. She worked hard for companies to improve the conditions for child actors.  
 8. She worked hard for the world with her family and never acted in movies.  
 9. She visited Africa and worked with UNICEF, who spends a day in the company of a journalist Gregory Frank. The film was a great success, and established her place in Hollywood.  
 10. UNICEF was ignoring the terrible state of some children.  
 11. UNICEF had schools in South America.  
 12. UNICEF provided water systems and materials to build schools.  
 13. UNICEF believed in providing for people should help themselves.

5. Choose the word(s) that can best replace the underlined word(s).

1. delighted ① surprised ② realized ③ enjoyed  
 2. amazed ① shocked ② looked after ③ take up ④ taken out  
 3. astonished ① shocked ② explained by ③ rejected by ④ questioned by  
 4. astonishing ① surprising ② surprising ③ challenging ④ boring  
 5. amazing ① surprised ② found ③ enjoyed

## リスニング演習

トピックに関連したリスニング問題に挑戦

**2 Listening Project**

1. 次のイラストについて、A~Cの3つの英文を読みます。イラストの内容を音声を聞きながら読み、○で読みなさい。

1. A B C  
 2. A B C  
 3. A B C  
 4. A B C

2. 対話文を聞き、それに対する答として最も適切なものを選び、○で読みなさい。

1. A B C 2. A B C  
 2. A B C 3. A B C

3. 対話文を聞き、それに対する答として最も適切なものを選び、○で読みなさい。

1. Where did the speaker become friends with Mia?  
 A. In Spain.  
 B. In junior high school.  
 C. In high school.

2. What is Mia's dream?  
 A. To compete in the national championships.  
 B. To win a local competition.  
 C. To show the Japanese sports to the world.

内容紹介 紙面紹介 関連教材 指導用Data Digital

レッスンのトピックに関連した内容のワークブックオリジナルの読解問題。

5 Your English teacher has told everyone in your class to make a presentation on problems on the Internet, using notes. You have found a website written for junior high school students in the U.S.

What Is "Fake News"?

We often hear and see the word "fake news." Of course, you must be careful not to spread such news. Also, you should keep in mind that you could be the source of fake news.

Why is fake news born? Generally speaking, there are two ways. Some people invent stories that are not true in order to make a profit, or just to be popular. Others post false information with not intended harm but kindness.

What should we do? First, check the source of the information you come up with. Who wrote it? Or from what media is it? Second, read as many articles that are not favorable to you as possible. There's an old saying, "Men willingly believe what they wish to believe." When you are against something, you always want to deny it, but it might be true.

Your notes:

What Is "Fake News"?

We must be careful

- not to spread fake news
- not to produce fake news by ourselves

Why it is born

- To make a profit or to be popular
- It is sometimes 1

What we should do

- Check where the information comes from
- Try not to 2

プレゼンテーション用スライドの空所を埋めるなど要点を把握する問題。

- 問1 Choose the best option for 1.
- intended to harm someone or some companies
  - because of information which is out-of-date
  - written or spoken with good intentions
  - by the reason of lack of knowledge
- 問2 Choose the best option for 2.
- immediately believe something after you see it
  - avoid reading something that is unpleasant
  - deny something that is supported by many people
  - read too many articles about something

4 You are working on a speech about \*e-books. First, you will read and understand various viewpoints about e-books, and take a position on them.

Author A (High school student)

I love reading. I once had several shelves that were full of books I liked. It took a lot of room and I sometimes had difficulty finding one that I wanted to read. So I started to replace my books into e-books two years ago. Now it becomes much easier to select a book and carry it to school and so on. Also, I've found another merit. Last summer, while camping with my family, I felt like reading a book I often read when I was younger. If I had had only paper books, I would have given up. But thanks to e-books, I could easily find it in my device.

Author B (Bookstore staff member)

Because of the increase of people who read e-books, our sales are visibly diminishing. Actually, a large number of bookstores are going out of business all over this country. I'm afraid that people will not be able to experience the joy of looking over and choosing books at a bookstore. Also, buying an e-book doesn't mean getting the book. You just have the right to read. However, if the service is terminated, you will lose all the books you have paid for. E-books cannot substitute paper books.

Author C (Novelist)

I state that e-books can contribute to the book culture. They can expand the joy of reading. For example, when you come up with a word you don't know while reading a paper book, what do you usually do? Maybe most of you ignore it. However, using a device for e-books, you can open a dictionary just by clicking the word. I believe readers can understand the book more deeply. Also, you can access to your whole book collection anytime. That is a new means of enjoying reading that we could not imagine before.

(注) e-book 電子書籍

問1 Now that you understand the various viewpoints, you have taken a position on e-books. Choose the best options to complete 1, 2 and 3.

Your position: E-books are superior to paper books.

- Authors 1 and 2 support your position.
- The argument in common of the two authors supporting your position: 3.

Options for 1 and 2 (The order does not matter.)

- A
- B
- C

Options for 3

- E-books doesn't occupy as much space as paper books
- The price of e-books is usually lower than that of paper books
- We can look up words whose meanings we don't know in a dictionary
- Having e-books means that we can read them anytime

複数の意見文を読んで、主張する内容の趣旨や相違点を読み取る問題。

レッスンのトピックに関連した大学入試問題。

関連入試問題

(名古屋外国語大)

1 次の英文を読み、下記の設問 1, II に対する最も適当な答えを、それぞれ①~④の中から選びなさい。

Audrey Hepburn was born to an English father and Dutch mother in Belgium in 1929. Her father's job as an insurance agent meant the family often moved between England, Holland and Belgium.

In 1939 the family settled in Arnhem in the Netherlands, where her mother thought it would be safe from Nazi invasion. However, in 1940, the Netherlands, fell under Nazi occupation until liberation in 1945. During this time, Audrey went to school at the Arnhem conservatory where she studied ballet. At one time she considered taking ballet as a career. During the occupation, it was said she would often dance in various locations, helping to raise money for the underground movement.

Towards the end of the war, the occupation of the Netherlands became increasingly inhumane. After 1944, the Germans took most of the food of the Dutch, leaving many to starve or freeze to death. Shootings of the local population were common. As a young girl, Audrey saw her uncle and mother's cousin shot in the street by the Germans.

After the war, Audrey went to London where she continued to practice ballet. talent, but lack of food during the war meant that she was unable to become ballerina, and so decided to seek work as an actor. After several minor roles in was chosen to play Gigi, the lead role in a hit West End play. She was given an theatre world for the best debut performance. She was spotted by director William Wyler producing the film Roman Holiday, and he felt the innocent beauty of Audrey Hepburn make a perfect choice for the Princess, who spends a day in Rome in the company (Gregory Peck). The film was a great success, and established her place in Hollywood.

The enduring popularity and appeal of Audrey Hepburn can be attributed to many factors. She had a natural beauty and elegance. She also had an aura of childlike innocence which added to her natural charm and humour.

I According to the passage, choose the best answer.

- Why did Audrey and her family decide to live in the Netherlands in 1939?
  - Audrey was good at dancing and wanted to go to ballet school in the Netherlands.
  - Her father was tired from moving between countries and wanted to settle down.
  - The Netherlands seemed safer from Nazi invasion than other parts of Europe.
  - Audrey wanted to raise money to support underground groups against the Nazis.
- Which sentence best describes the situation in the Netherlands towards the end of the war?
  - Local people became very violent and they took revenge on the Germans.
  - Many people died from hunger and shootings by the Germans were common.
  - Some Germans secretly took the remaining food to families including Audrey's.
  - Many ballerinas had to change their career to acting because of health problems.

リスニング演習

イラスト描写や簡単な対話、モノローグなどさまざまな形式に対応したリスニング問題。

Listening Project



QRコードで音声を聞くことができます。

1 次のイラストについて、A~Cの3つの英文が読まれます。イラストの内容を表す英文として最も適当なものを選び、○で囲みなさい。

4 対話を聞き、その内容に関する質問について、答えとして最も適当なものを選び、○で囲みなさい。

状況: Kota と Lucy は授業で SDGs の 18 番目の目標を独自で設定する活動の話し合いを行っています。

ワークシート

○ Let's set our 18th SDG goal!

Goal title: Save the 1 Environment

Problem: There is space debris moving around the 2.

→ It can cause damage to our life.

- communication systems
- collecting data to 3

1. Which are the appropriate words for 1, 2, and 3?

- Earth
- Space
- Ocean
- prevent disasters
- forecast the weather
- save the environment

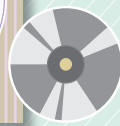
講義を聞いてメモの空欄を埋めるなど、共通テスト対策の問題も収録しています。

# データ ROM 紹介

## 指導書付属 ROM



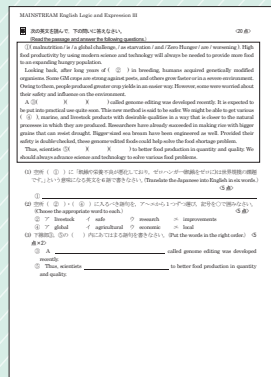
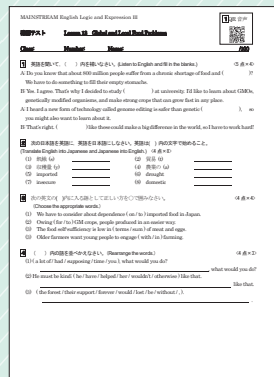
充実したデータが  
授業をしっかりとサポート。



### テスト

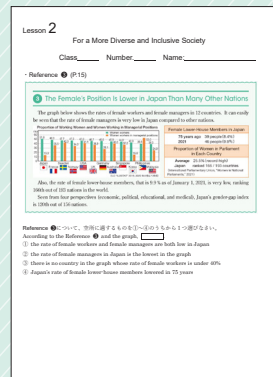
■確認テスト ... p. 40

語彙・表現・文法・教科書の英文読解の確認問題。全レッスン分収録。



■Reference 補充問題 ... p. 53

実践レッスンの各資料の確認問題。



### シート

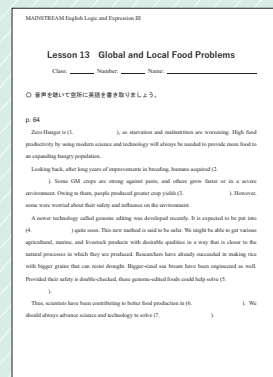
■リスニングシート ... p. 41

レッスンの内容に関連したリスニング問題に取り組むためのシート。



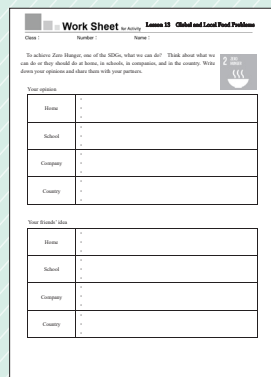
■ディクテーションシート ... p. 42

各レッスンのモデル文や資料の英文を穴埋め形式にしたディクテーション用シート。



■活動用ワークシート ... p. 56

教科書の補充として取り組める活動用のワークシート。



### 授業サポート

■題材背景資料集 ... p. 45

レッスンのトピックの背景知識をまとめた資料データ。



■書き込み活動ノート (ROM データのみ) ... p. 43

教科書の書き込み欄を広く設けたワークシート。論理・表現 III では書籍としての販売はなく、ROM データのみとなります。

■教科書画像データ ... p. 48

教科書の写真やイラストの画像データ。

### その他サポート

■本文・訳例 ... p. 46

教科書のテキスト及びモデル文や資料内の英文の訳例データ。

■教科書紙面 PDF ... p. 48

■単語・連語リスト ... p. 50

訳付き単語・連語データ。

■リスニングスクリプト ... p. 49

教科書に英文が掲載されていない音声 (TRUE OR FALSE など) のスクリプト。

■解答一覧 ... p. 57

教科書の設問に対する解答一覧データ。

■授業計画案 ... p. 55

教科書を使った授業の年間計画と各レッスンの指導計画案。

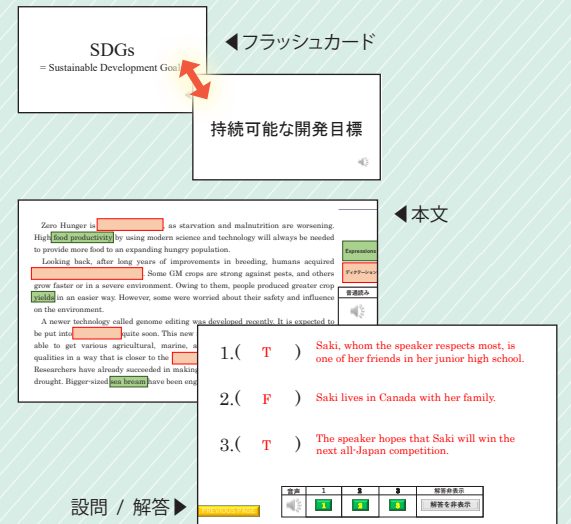
■生徒用音声 CD データ (mp3)

生徒用音声 CD に収録されている音声データ。

◎好評

■指導用 PowerPoint ... p. 51

定着レッスンのフラッシュカード・本文・設問 / 解答, 実践レッスンの英文・グラフ・写真などのスライドを種類ごとに収録。音声データもスライド内に配置されています。



■観点別評価規準案 ... p. 54

観点ごとに評価案を記入したデータ。

■観点別評価ポイント ... p. 54

評価ルーブリックや評価方法の例をまとめたデータ。

■Can-do リスト ... p. 55

英文やその他の素材で「何ができるようになるか」を記したリスト。

■ワークブック文字データ ... p. 44

本誌及び解答編のテキストデータ。

■ワークブック音声データ (mp3)

リスニング問題に使用する音声データ。

■Google Forms ... p. 58

教科書内容に準拠した Google Forms を収録。

■文法書データ ... p. 47

教科書の文法を含む詳しい解説書 pdf データ。

# 確認テスト

リスニング問題の音声は学校用音声 CD に収録されているほか、テスト中の QR コードから聞くことができます。



## 確認テスト Lesson 1 A Person I Respect

Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_ /100

1 英語を聞いて、( ) 内を補いなさい。(Listen to English and fill in the blanks.) <5 点×4>  
I ( ) Audrey Hepburn. She was a world-famous movie star. Everyone knows she ( ) in great movies like *Roman Holiday* and *My Fair Lady*, but did you know she was a UNICEF member? In the ( ) part of her life, she supported ( ) children in Africa, South America, and Asia. I respect her so much for that.

2 次の英語は日本語に、日本語は英語に直しなさい。(Translate the English into Japanese or Japanese into English.) <4 点×8>

- |              |       |               |       |
|--------------|-------|---------------|-------|
| (1) modest   | ..... | (2) extremely | ..... |
| (3) imprison | ..... | (4) ceaseless | ..... |
| (5) ~を放送する   | ..... | (6) エネルギッシュな  | ..... |
| (7) ~を発揮する   | ..... | (8) 細身の       | ..... |

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。(Choose the appropriate word(s) in each sentence.) <4 点×4>

- (1) 尊敬する人はいますか。  
Do you have anyone to ( )?  
ア look down on    イ look up to    ウ have a look at    エ look ahead
- (2) 次の会議には必ず出席してください。  
Never ( ) attend the next meeting.  
ア fail to    イ give up    ウ end up    エ far from
- (3) 彼は避難所にいる人々を手助けすることをいとわない。  
He ( ) help people in emergency shelters.  
ア doesn't mind    イ can't afford to    ウ is willing to    エ is eager to
- (4) さらに、彼女はフランス語も話すことができます。  
( ), she can speak French as well.  
ア Eventually    イ Moreover    ウ Effectively    エ Therefore

4 ( ) 内の語を並べかえなさい。(Arrange the words in parentheses in the proper order.) <4 点×3>

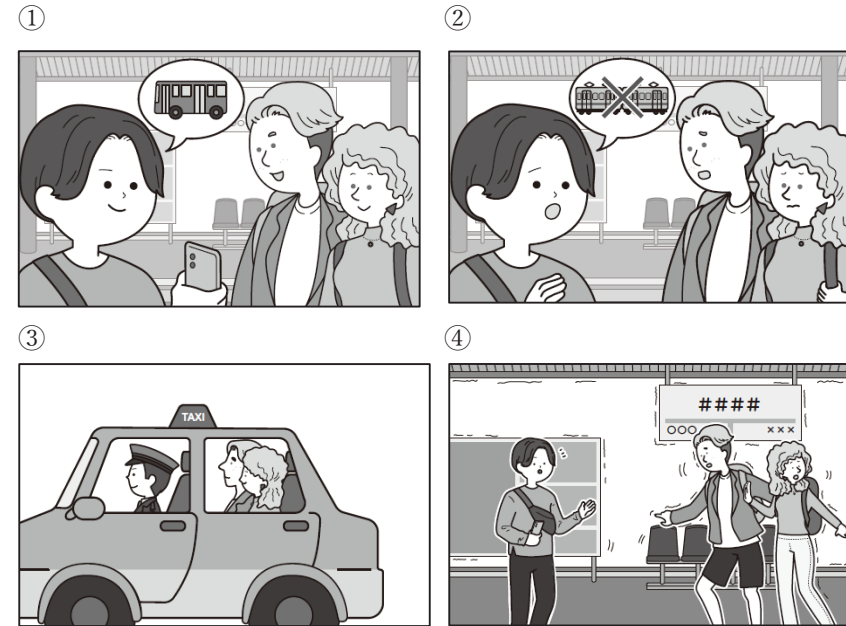
- (1) The idea of the students ( the new rules / the school / got / of / into / adopted ).  
The idea of the students \_\_\_\_\_ last night.

1 ページ目ではディクテーション・語彙・表現・文法に関する問題, \_\_\_\_\_ last night.  
2 ページ目では教科書の英文を使った読解問題に取り組みます。 \_\_\_\_\_ actor.  
\_\_\_\_\_ many fans of the actor.

# リスニングシート

ご好評

2 外国人観光客が、日本で観光していたときの出来事について話をしています。話を聞き、その内容を表した四つのイラスト(①~④)を、出来事が起きた順番に並べなさい。



A. \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

教科書の内容と関連したリスニング問題を収録。外部試験や共通テスト対策、また定期テストの素材として利用できます。

音声は学校用音声 CD, またはシート中の QR コードからも聞くことができます。



# ディクテーションシート

## Lesson 1 A Person I Respect

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

○ 音声を聴いて空所に英語を書き取りましょう。

p. 12

Do you have anyone you respect? I have some people I respect deeply, but the person I respect most is Saki, a friend of mine in my junior high school. Saki is an ice skater who sometimes appears in competitions aired on TV. Have you ever seen her skate? She looks slender and tender; her performance is elegant, energetic, and exciting.

Most people get attracted only by her skating, but what she should be (1. \_\_\_\_\_) most for is her ceaseless efforts. Since she was a junior high school student, she has lived alone in Canada for almost a third of a year for her practice. While she lives there, (2. \_\_\_\_\_). She practices ice skating for six hours a day whether she is in Japan or in Canada. Moreover, she never fails to study school subjects hard, always ranking in the top 10 percent. (3. \_\_\_\_\_) she studies so hard.

Now, she is practicing for the next all-Japan competition. I really hope she will exert all her strength and win the championship. Do you know anyone who is as amazing as Saki? (4. \_\_\_\_\_).

モデル文や資料の英文のディクテーションに取り組めるワークシートを収録。  
リスニングの練習に最適です。

# 書き込み活動ノート

## Lesson 1 A Person I Respect

教科書 ▶ p. 11

Speech

You are going to make a speech on the topic "A person I respect."

1. Do you have anyone you respect? Write the names of people whom you look up to. Also, give reasons.

Genre	Name	Reason(s)

教科書の書き込み欄を広く設けたワークシートです。  
論理・表現Ⅲは ROM データのみの収録となります。

Hints

**Genre:** celebrity / sports player / friend or relative / teacher or adviser / great person in history etc.

**Examples of reasons:**

do not give up in spite of hardships / always think of others / listen to others / be willing to help others

be respectful to others / be positive about ~'s job / be responsible for ~

can apologize for ~'s own fault / keep [never break] ~'s word

# ワークブック文字データ

## Lesson 1 A Person I Respect

教科書 ▶ pp. 11-13 解答 ▶ p. 1

1.  内から適切な語を選び、( ) に入れなさい。

1. He ( ) a speech bravely.
2. A new program was ( ) on TV.
3. We do need to have discussions about ( ) change.
4. I have never met a ( ) person like her.
5. The company made ( ) efforts for years to supply high quality products.
6. Bugs flying around your face are ( ) annoying.

modest / delivered / extremely / aired / ceaseless / climate

2. ( ) 内の語 (句) を並べかえて、日本語に合う文にしなさい。ただし、文頭にくる語も小文字にしてある。

1. あなたのメールへの返事が遅れたことを謝罪します。  
( for, I, in, my, apologize, delay ) responding to your e-mail.  
\_\_\_\_\_ responding to your e-mail.
2. その作家は若い読者から尊敬されている。  
The author is ( to, looked, by, young readers, up ).  
The author is \_\_\_\_\_.
3. 彼は慈善コンサートを計画する意志があるようだ。  
It seems like ( to, is, organize, willing, he ) a charity concert.  
It seems like \_\_\_\_\_ a charity concert.
4. メキシコの友人が日本を訪れるとき、彼らは必ずおいしい寿司を食べる。  
When my friends from Mexico visit Japan, ( fail, have, never, they, to ) delicious sushi.  
When my friends from Mexico visit Japan, \_\_\_\_\_ delicious sushi.
5. 私の兄はいつも全力で野球の練習をする。  
( exerts, strength, my brother, his, always, all ) when practicing baseball.

ワークブックのテキストデータです。このまま活用することはもちろん、テスト作成の際にも役立ちます。

# 題材背景資料集

## Lesson 1 A Person I Respect

### ■どんな人が「尊敬する人」？

このレッスンでは、「尊敬する人」をテーマにスピーチを行います。いざ「尊敬」と言われると、いったいどのような人について話してよいのか、分からなくなってしまう人も多いのではないでしょうか。偉大な功績を残した人や、社会に大きな影響を与えた人を挙げなければならないと思ってしまう人もいるかもしれません。

「尊敬する人」がすぐに思いつかない場合は、まず「尊敬」が「どういった気持ちなのか」から順番に考えてみるとよいでしょう。ある辞書によると、「尊敬」とは、「他人の人格や行いの素晴らしさを感じ入り、頭を下げるような、仰ぎ見るような、見習いたく思うような気持ちのこと」を意味するようです。この意味から考えると、「尊敬する人」とは、皆さん自身が「すごい！」と感じた人や、この人が自分の人生にいてくれてよかったと思う人、自分が目指すべき姿として心に残っているような人、と言い換えられそうですね。

また、「尊敬」は自分自身の心から生まれる気持ちであり、他の人の考えや評価は必ずしも重要ではない、というのも大切なポイントかもしれません。つまり、自分が「すごい、この人が自分の人生にいてくれてよかった、この人を目指したい」といった気持ちを感じてさえいれば、その人が世間には知られていないごく普通の人であったり、完璧でなかったりしても、「尊敬する人」になりえるのです。



### ■高校生が「尊敬する人」

「尊敬する人」について考える際には、他の人がどのような人を尊敬しているのかも参考になるでしょう。2022年に行われたLINEリサーチの調査結果によると、高校生が尊敬する人の割合は以下のような結果となりました。(複数回答)

	女子高校生		男子高校生	
1	母親	30.8%	友達	25.9%
2	歌手・音楽アーティスト	29.3%	スポーツ選手	21.7%
3	友達	28.6%	歌手・音楽アーティスト	20.1%
4	先輩・後輩	25.7%	先輩・後輩	19.5%
5	アイドル	24.3%	YouTuber/Vtuber	17.3%
6	YouTuber/Vtuber	19.7%	母親	17.0%
7	父親	15.9%	父親	15.9%
8	俳優・女優	14.2%	歴史上の人物	15.6%
9	学校の先生	12.7%	学校の先生	14.5%
10	作家・小説家・漫画家	9.9%	作家・小説家・漫画家	9.2%

教科書で扱うトピックについての背景知識を補完できる生徒用の資料集を収録しています。活動前のインプットにも活用できます。

人といたる人を尊敬す

## 本文・訳例

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### Model

Do you have anyone you respect? I have some people I respect deeply, but the person I respect most is Saki, a friend of mine in my junior high school. Saki is an ice skater who sometimes appears in competitions aired on TV. Have you ever seen her skate? She looks slender and tender; her performance is elegant, energetic, and exciting.

Most people get attracted only by her skating, but what she should be looked up to most for is her ceaseless efforts. Since she was a junior high school student, she has lived alone in Canada for almost a third of a year for her practice. While she lives there, she does everything for herself. She practices ice skating for six hours a day whether she is in Japan or in Canada. Moreover, she never fails to study school subjects hard, always ranking in the top 10 percent. I wonder when she studies so hard.

Now, she is practicing for the next all-Japan competition. I really hope she will exert all her strength and win the championship. Do you know anyone who is as amazing as Saki? Thank you for listening.

<訳例>

あなたには尊敬する人がいますか？私には心から尊敬する人が何人かいますが、最も尊敬している人は、私の中学校の友人の1人である紗季です。紗季はアイススケートの選手で、テレビで放送される大会にときどき出場しています。彼女がスケートをするとところを見たことがありますか？彼女は細目で優しい印象ですが、優雅で、エネルギッシュで、ワクワクする演技を見せてくれます。

ほとんどの人は彼女の滑りだけに引きつけられますが、彼女の最も尊敬されるべき点は、その絶え間のない努力です。彼女は中学生のころから、1年のほぼ3分の1は、練習のためにカナダで一人暮らしをしています。そこに住んでいる間は、彼女は自分のことは全て自分でやっています。日本にいてもカナダにいても、1日6時間、アイススケートの練習をしています。その上、彼女は学校の勉強をおろそかにしたことは一度もなく、常に上位10パーセントに入っています。あんなに勉強する時間がいったいいつあるのでしょうか。

今、彼女は次の全日本大会に向けて練習しています。彼女が力を出し切って、優勝することを切に願っています。あなたも紗季のように素晴らしい人を知っていますか？ご清聴ありがとうございました。

### EXPRESSIONS

air + 名 (名)を放送する)

slender (細身の)

energetic (エネルギッシュな)

ceaseless (絶え間のない)

never fail to + 動 (必ず動する)

exert + 名 (名)を発揮する)

### TRUE OR FALSE

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

教科書の本文・語彙・表現などのテキストデータ  
および訳例を収録しています。

## 文法書データ

174 第6章 準動詞

### 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. 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.*

(隣人たちとうまくやっていくのは難しかった。)

[It = getting along with the neighbors]



高校で習う英文法の詳しい文法解説書  
(450 ページ分) の pdf データを収録  
しています。

# 教科書紙面 PDF データ / 教科書画像データ

教科書で使用されている写真やグラフの jpg ファイルや教科書紙面の pdf データを収録しています。

**Lesson 2 For a More Diverse and Inclusive Society**

**Check!**

- Study what an inclusive society is and how it could be realized.
- Make a speech about a society in which everyone can live comfortably.

**Introduction**

It is said that we live in an age of diversity. However, is it true that people with physical disabilities, for example, can live comfortably? Maybe we should study more seriously about the society we live in from the viewpoint of minorities so that everyone can lead a comfortable life.

**EXPRESSIONS**

diversity (多様性)  
disabilities (障がい)  
from the viewpoint of ~ (〜の視点から)

**Reference**

Read the following articles or passages. Think about why the situations have become what they are, how we can drop prejudice or stop discrimination, and how we can realize an inclusive society for anyone with different abilities.

**1 Universal Design of Buildings in Japan: Who Are the Assumed Residents?**

There is an old saying: "A man's home is his castle." The ideal condition would be that a person's home should be suitable from "cradle to grave." However, many people are forced to leave their homes as they lose their abilities, commonly due to the normal aging process.

Houses should be renovated according to aging based on the idea of Universal Design or UD, a design that can be used by all people, to the greatest extent possible, without the need for adaptation or specialized design. According to Japanese law, this UD for adaptability includes at least (i) level floors without step differences, (ii) structural supports for the installation of handrails or grab bars, and (iii) adequate door openings and turning space to accommodate a wheelchair.

Admittedly, not all buildings can be designed and built to house everybody because some types and levels of disabilities require more adaptation than is readily available. For most people, however, UD for adaptability is sufficient.

—by Satoshi Kose, a guest researcher at the Building Research Institute, Tsukuba, Japan, 2006.

from cradle to grave (ゆりかごから墓場まで) adaptation (適応) adaptability (適性) installation (設置)  
adequate (十分な) accommodate (対応) admit (認容) admit (認容) admit (認容)

**2 School Uniforms Becoming Gender-Neutral in Japan**

Tokyo, May 10, 2021 (Jiji Press) — A growing number of schools in Japan are making their uniforms gender-neutral so that students are not forced to dress according to their sex at birth.

Many schools have introduced pants for girls' uniforms. A junior high school in Hyogo Prefecture, in the western part of Japan, made a jacket and pants its standard uniform for both boys and girls, starting this school year from April. Those hoping to wear skirts can choose a skirt version of the uniform.

Female students who chose skirts slightly outnumbered those who did not, but pants have been accepted naturally. They allow girls to move around more easily and give them a sense of security for not having to show their legs.

"Schools are a microcosm of society. Bearing in mind changes in the times and circumstances, we came up with a uniform that can be worn by both boys and girls," said the principal of the school.

outnumber + outnumber が多い microcosm (顕微鏡) bear in mind (〜を考慮しながら)

**3 The Female's Position Is Lower in Japan than Many Other Nations**

The graph below shows the rates of female workers in general and in management in 12 different countries. It can easily be seen that the rate of female managers is very low in Japan compared to other nations.

Country	Working Women (%)	Women in Management (%)
Japan	74.2	1.4
USA	73.2	1.4
UK	72.8	1.4
France	72.5	1.4
Germany	72.1	1.4
Canada	71.8	1.4
Italy	71.5	1.4
Spain	71.2	1.4
Sweden	70.9	1.4
Netherlands	70.6	1.4
Australia	70.3	1.4
South Korea	70.0	1.4

**Female Lower-House Members in Japan**

Year	Number of Members	Percentage
75 years ago	39 people	0.4%
2021	43 people	0.9%

**Proportion of Women in Parliament in Each Country**

Country	Proportion (%)
Japan	25.5
USA	25.5
UK	25.5
France	25.5
Germany	25.5
Canada	25.5
Italy	25.5
Spain	25.5
Sweden	25.5
Netherlands	25.5
Australia	25.5
South Korea	25.5

Average: 25.5% (record-high)  
Japan ranked 169 / 193 countries (International Parliamentary Union, "Women in National Parliaments, 2021")

Also, the rate of female lower-house members, that is 9.9% as of January 1, 2021, is very low, ranking 166th out of 193 nations in the world.

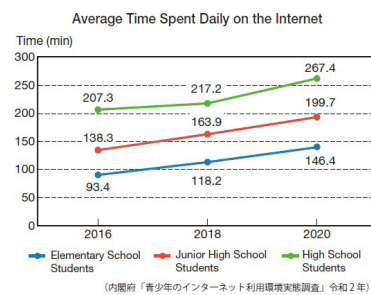
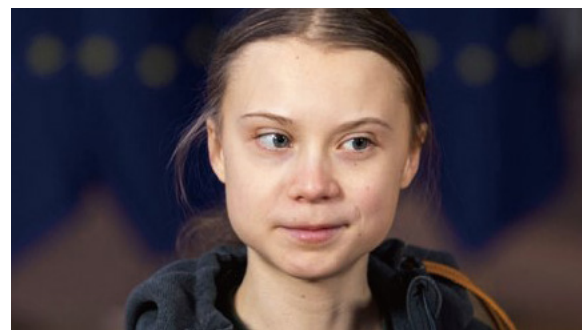
Seen from four perspectives (economic, political, educational and medical), Japan's gender-gap index is 120th out of 156 nations.

**Study other problems concerning minorities, such as racial/sexual/religious discrimination, poverty, the physically/mentally challenged, sexual/power/academic harassment, bullying, and movements toward universal designs. Think about how to solve the problems you identify.**

**Steps in Making a Speech**

- Decide the topic of your speech. e.g. Universal Design for Living in a Town
- Decide what you will discuss in your speech. e.g. We need to build a society in which everyone can live comfortably.
- Gather materials that support your opinions. e.g. a parent with a baby, a person in a wheelchair, etc.
- Organize your speech. Support your opinions with reasons and examples.
- Write a script or an outline (gist) of the speech.

FOR MORE USE P.82



# リスニングスクリプト

## Lesson 1

<p.11 Warm Up>

1. I admire Audrey Hepburn. She was a world-famous movie star. Everyone knows she appears in great movies like *Roman Holiday* and *My Fair Lady*, but did you know she was a UNICEF member? In the later part of her life, she supported poor children in Africa, South America, and Asia. I respect her so much for that.

2. I look up to a professional shogi player, Fujii Sota. One reason is that, though he is still quite young, he has won so many games so far. Another reason is that I myself play shogi and being like him is my goal. Last but not least, he is always calm and modest though he is extremely strong. I keenly feel he wants to be still better than he is now.

<p.12 TRUE OR FALSE>

- Saki, whom the speaker respects most, is one of her friends in her junior high school.
- Saki lives in Canada with her family.
- The speaker hopes that Saki will win the next all-Japan competition.

## Lesson 2

<Give It a Shot>

<p. 79>

Last year, we learned that helping people with disabilities is necessary, so I asked all my classmates what activities they are interested in taking part in. As you see from this pie chart, nearly half of them chose sign language. About one fifth of my classmates would like to learn how to effectively help people with disabilities on the streets, such as pushing a wheelchair as a helper. Ten percent are interested in Braille. It is also the most interesting for me. Among the other answers are raising service dogs and making artificial legs.

学校用音声 CD に収録されている音声で、教科書に英文がない音声のテキストデータを収録しています。

## 単語・連語リスト

ページ	Lesson	単語・連語	訳例
11	1	look up to + (名)	(名)を尊敬する
11	1	modest	謙虚な
11	1	extremely	非常に、きわめて
12	1	air + (名)	(名)を放送する
12	1	slender	細身の
12	1	energetic	エネルギーギッシュな
12	1	ceaseless	絶え間のない
12	1	never fail to + (動)	必ず(動)する
12	1	exert + (名)	(名)を発揮する

ページ	Lesson	単語・連語	訳例
82	1	the ten best + (名)	トップテンの(名)
82	1	historical figure	歴史上の人物
82	1	fight for equality [justice]	平等 [正義] のために戦う
82	1	influencer	影響力のある人
82	1	role model	模範となる人
82	1	hard worker	努力家
82	1	person of strong faith	信念の強い人

ページ	Lesson	単語・連語	訳例
14	2	diversity	多様性
14	2	disabilities	障がい
14	2	from the viewpoint of + (名)	(名)の視点から

ページ	Lesson	単語・連語	訳例
82	2	person with visual [hearing] impairment	視覚 [聴覚] 障がい者
82	2	sexual minority	性的マイノリティ
82	2	reason for living	生きがい
82	2	reasonable accommodation	合理的配慮
82	2	public welfare	公共の福祉
82	2	gender equality society	男女共同参画社会
82	2	right to the pursuit of happiness	幸福追求権

教科書の本文で使用された単語・連語のリストを Excel ファイルで収録しています。

## 指導用 PowerPoint ①

ご好評

### Expressions

look up to + 名

↔

名を尊敬する

PowerPoint 上でカードをめくって使えます。

modest

↔

謙虚な

### Model / Key Text

Do you have anyone you respect? I have some people I respect deeply, but the person I respect most is Saki, a friend of mine in my junior high school. Saki is an ice skater who sometimes appears in competitions **aired** on TV. Have you ever seen her skate? She looks **slender** and tender; her performance is elegant, **energetic**, and exciting.

Most people get attracted only by her skating, but what she should be **most** for is her **ceaseless** efforts. Since she was a junior high school student, she has lived alone in Canada for almost a third of a year for her practice. While she lives there, **she**. She practices ice skating for six hours a day whether she is in Japan or in Canada. Moreover, she **never fails to** study school subjects hard, always ranking in the top 10 percent. **she** she studies so hard.

Now, she is practicing for the next all-Japan competition. I really hope she will **exert** all her strength and win the championship. Do you know anyone who is as amazing as Saki? **she**.

Expressions

ディクテーション

普通読み

1文読み

カラオケ読み

TRUE OR FALSE

モデル文を掲載したスライドです。音声で聞けるだけでなく、重要な単語や表現を強調することもできます。

設問 / 解答

1. ( T ) Saki, whom the speaker respects one of her friends in her junior high school.
2. ( F ) Saki lives in Canada with her family.
3. ( T ) The speaker hopes that Saki will win the next all-Japan competition.

デジタル教科書のように教科書の問題の音声を読み取り、解答を表示させたりできます。

音声	1	2	3	解答非表示
	1	2	3	解答を非表示

PREVIOUS PAGE

Name	The issue you chose	Problems we will have	Possible solutions
You	sleep / digital behavior	(例) The amount of time high school students spend daily on the Internet will increase and may reach 300 hours in the future. → addiction, poor face-to-face communication skills, lower academic performance	<ul style="list-style-type: none"> <li>• to make our offline life more interesting.</li> <li>• to increase opportunities for students to take unique classes to their liking</li> <li>→ to make students want to learn more.</li> </ul>
	sleep / digital behavior		

解答例を表示/非表示

PREVIOUS PAGE



1. Kazuki: We depend highly on **1 digital communication** .  
**Problems:** **2 Short messages** : misunderstanding  
**3 Emojis** : superficial  
 Talk more and enjoy communication.

PREVIOUS PAGE

1	2	3	解答を表示/非表示
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NEXT PAGE

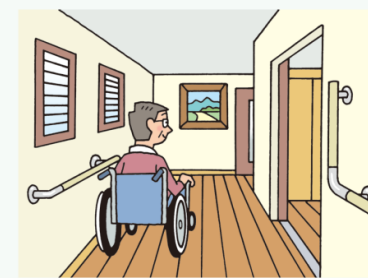
Lesson 2

For a More Diverse and Inclusive Society

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

• Reference ① (P.14)

① Universal Design of Buildings in Japan: Who Are the Assumed Residents?



There is an old saying: A man's home is his castle. The ideal condition would be that a person's home should be suitable from "cradle to grave." However, many people are forced to leave their homes as they lose their abilities, commonly due to the normal aging process.

Houses should be renovated according to aging, based on the idea of Universal Design or UD. It is a design that can be used by all people, to the greatest extent possible, without the need for adaptation or specialized design. According to

Japanese law, UD for adaptability includes at least (i) level floors without step differences, (ii) structural supports for the installation of handrails or grab bars, and (iii) adequate door openings and turning space to accommodate a wheelchair.

Admittedly, not all buildings can be designed and built to house anybody. Some types and levels of disabilities require more adaptation than is readily available. For most people, however, UD for adaptability is sufficient.

—by Satoshi Kose, a guest researcher at the Building Research Institute, Tsukuba, Japan, 2006.

from cradle to grave(ゆりかごから墓場まで) adaptation(適応) adaptability(適応性) installation(設置)  
 adequate(十分な・適切な) accommodate + 図(図)を収容する admittedly(確かに)

Reference ①について、空所に適するものを①～④のうちから1つ選びなさい。

According to the Reference ①, .

- ① there are many people who can live in a house from the birth to the death
- ② UD needs to be designed especially for aged or people with disabilities
- ③ a UD building must have a door that opens widely enough for a wheelchair
- ④ every building should be one where people with any disability can use

資料の読解問題を4択形式で収録。共通テスト対策としても利用できます。

## 観点別評価規準案

Part/Task	観点	技能	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)
Warm Up	知識 技能	I・W	尊敬する人物についてその理由を書くことができる。また、その内容を相手に伝えることができる。
		L	必要な情報を聞き取って理解し、空所に適切な語を補充することができる。
	思考 判断 表現	I	自分の尊敬する人物について伝える際に、用いる語句や論理展開、構成などを工夫することができる。
W		相手の尊敬する人物についてのレポートを書く際に、用いる語句や論理展開、構成などを工夫することができる。	
Model	知識 技能	R	尊敬する人物についてのスピーチを読んで、全体の大意を掴むことができる。
		R・P	インプットした内容とともに、用いられている表現、文法事項、構成面の工夫を理解し、のちの言語活動の中で活用することができる。
	思考 判断 表現	R・P	スピーチをする上で役立つ語句や表現を意識しながらモデル文を読み直し、その意味や効果について考えることができる。
Speech	知識 技能	P・W	自分が尊敬する人物について、Modelで学んだ語彙・表現、構成の工夫を取り入れながら、アウトラインを作成しスピーチを行うことができる。
		I・W	自分が尊敬する人物についてのスピーチを聞き手にとってわかりやすいものにするために、理由やエピソード、発言の引用などをアウトラインやスピーチの内容に取り入れることができる。
	思考 判断 表現	P	聞き手の興味を引く、あるいは聞き手にとって説得力のあるスピーチにするために、問いかけやリンキングワード、順序を示す表現などを効果的に取り入れることができる。

4 技能 5 領域の学習目標をパートやタスクごとに、3 つの観点でまとめています。

## 観点別評価ポイント

### 評価のポイント

観点	技能	評価規準	A	B	C
知識・技能	I・W	(1) 尊敬する人物についてその理由を書くことができる。また、その内容を相手に伝えることができる。	支援をほとんど受けなくても、表に自分の意見または相手の情報をまとめることができる。また、それを論理的な展開や構成を工夫して相手に詳しく伝えることができる。	一定の支援を受けながら、表に自分の意見または相手の情報をまとめることができる。また、それを論理的な展開や構成を工夫して相手に伝えることができる。	支援を与えても、表に自分の意見または相手の情報をまとめることができない。また、それを論理的な展開や構成を意識的に取り入れて相手に伝えることが難しい。
	R・P	(2) インプットした内容とともに、用いられている表現、文法事項、構成面の工夫を理解し、それらをのちの言語活動の中で活用することができる。	インプットした内容とともに、用いられている表現、文法事項、構成面の工夫を理解できる。また、それらを音読やリテリン	インプットした内容とともに、用いられている表現、文法事項、構成面の工夫をある程度理解している。また、それらを音読	インプットした内容とともに、用いられている表現、文法事項、構成面の工夫への理解が十分でない。また、それらを音読

3 段階の評価ルーブリックや評価方法の例をまとめています。

## Can-do リスト

技能	言語目標	5	4	3	2	1
聞く	<input type="checkbox"/> 必要な情報を聞き取って理解し、空所に適切な語を補充することができる。					
読む	<input type="checkbox"/> 尊敬する人物についてのスピーチを読んで、全体の大意を掴むことができる。					
	<input type="checkbox"/> スピーチをする上で役立つ語句や表現を意識しながらモデル文を読み直し、その意味や効果について考えることができる。					
話す (やり取り)	<input type="checkbox"/> 自分の尊敬する人物について伝える際に、用いる語句や論理展開、構成などを工夫することができる。					
話す (発表)	<input type="checkbox"/> インプットした内容とともに、用いられている表現、文法事項、構成面の工夫を理解し、のちの言語活動の中で活用することができる。					
	<input type="checkbox"/> 自分が尊敬する人物について、Model で学んだ語彙・表現、構成の工夫を取り入れながら、アウトラインを作成しスピーチを行うことができる。					

## 授業計画案

### ■授業展開例

#### 【授業展開例 1 (週 2 時間の場合)】

週 2 時間と想定し、1 レッスンあたりの配当時間を 3 時間とした。

- 1 時間目 : Warm Up (p. 11)
- 2 時間目 : Model (p. 12)
- 3 時間目 : Speech (p. 13)

授業計画案のテキストデータです。  
多様な授業展開を想定し、複数の授業案を収録しています。

#### 1 時間目

	指導手順	留意事項	時間
1	Warm Up (p. 11) ① 1 のリスニング問題に取り組ませる。	① リスニング前に Check! の 2 つの目標を確認し、授業に入る前段階のトピックに対する考えや目標達成のために必要な要素をワークシートなどに書かせておくとよい。	50 分
	② 2 の活動に取り組ませる。 ・ 3 人の人物について簡単に説明する。 ・ 表に自分の意見を書かせる。 ・ 表をもとにペアで意見交換させる。	② 写真下の人物概要については適宜、語彙や文法事項の解説を加える。	
	③ 3 の活動に取り組ませる。	③ 理由とともに相手の情報を説明できているかを評価する。	

# 活動用ワークシート

## Work Sheet for Activity Lesson 1 A Person I Respect

Class :                      Number :                      Name :

### 【目標】

- ① 「尊敬する人物」について発表する。
- ② 聞き手にとって理解しやすいスピーチを作る。

〔Step 1〕 「尊敬する人物」の名前とその理由を書きましょう。

Genre	Name	Reason(s)
e.g. sports player	Ohtani Shohei	<ul style="list-style-type: none"> <li>• really loves playing baseball</li> <li>• be never satisfied with his skill</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

〔Step 2〕 目標②を達成するために必要な工夫を書きましょう。教科書 pp. 11-12 で学んだ表現で自分の発表で使いたいものも書きましょう。

〔Step 3〕 発表時に参照するアウトラインを作成しましょう。

※あくまでメモ書き程度であり、スピーチ原稿ではありません。

Topic (= The person(s) you respect)

---

What you respect the person(s) for:

- 1.
- 2.
- 3.

▶ Your comment(s)

教科書と関連した題材で、少し発展的な補充活動を収録したワークシートです。詳しい使用方法や指導のポイントは、指導書に掲載しています。

# 解答一覧

## Lesson 1 A Person I respect

<p. 11> Warm Up

1.
  1. 1 Audrey Hepburn    2 supported
  2. 1 Fujii Sota    2 won    3 goal    4 calm    5 modest
2. (例)

Name    Whom do you respect?    Why?

You    Suzuki Ichiro    • ceaseless efforts, physically and mentally strong

• His way of thinking has inspired many people.

→ Respect the people who made the tools and never treat them roughly. / Make routines to stabilize your body and mind.

対話例は割愛

3. 割愛

<p. 12> Model

[TRUE OR FALSE]

1. T    2. F    3. T

[Organization]

▶ Opening

① Do you have anyone ~ junior high school. (I.2 -4)

または I have some people ~ junior high school. (I.2-4)

② Do you have anyone you respect? (I.2)

▶ Body

③ what she should be ~ her ceaseless efforts. (I.8-9)

④ Moreover, she never ~ the top 10 percent. (I.14-15)

▶ Closing

⑤ I really hope ~ win the championship. (I.16-18)

⑥ Do you know anyone who is as amazing as Saki? (I.18)

<p. 13> Speech

1. (例)

Genre	Name	Reason(s)
celebrity	Emma Watson	<ul style="list-style-type: none"> <li>• hardworking, kind, and brave</li> <li>• She fights against problems in the world, such as poverty and gender equality, in various ways.</li> </ul>

2. (例)

▶ Topic (=The person you respect)

Emma Watson → English actress (Hermione Granger, the *Harry Potter* series)

▶ What you respect the person for:

1. has achieved great international success

→ doesn't let this success cause her to be arrogant

教科書に掲載されている問題の解答をまとめたテキストデータです。対話活動やライティングの解答例も収録しています。

# Google Forms

**LESSON 4 Issues I Want to Raise**

**Check!** □ Raise issues from your daily life and express your opinion about them.  
□ With simple slides, try to convey your message effectively.

**Warm Up**

1. Kazuki and Aki are going to raise issues. Listen carefully and fill out the blanks below.

1. Kazuki: We depend highly on (1) \_\_\_\_\_.

Problems: (2) \_\_\_\_\_: misunderstanding  
(3) \_\_\_\_\_: superficial  
Talk more and enjoy communication.

2. Mino: We use (4) \_\_\_\_\_.

Examples: (5) \_\_\_\_\_  
(6) \_\_\_\_\_  
Work harder to give up plastic to save the environment.

2. Talk in pairs about your ideas on these issues. Think about problems you'll have in the future and suggest some possible solutions. Based on your discussion, make a report.

**We don't get enough sleep.**

Average Time to Go to Bed and Wake Up / Average Amount of Sleep

Category	2018	2019	2020
Elementary School Students	21:57	21:57	21:57
Junior High School Students	22:55	22:55	22:55
High School Students	23:42	23:42	23:42

**We are not aware of our digital behavior.**

Average Time Spent Daily on the Internet

Category	2018	2019	2020
Elementary School Students	95.4	116.2	146.4
Junior High School Students	138.5	143.3	196.7
High School Students	207.3	217.2	257.4

**Keywords:** amount of sleep, stress, fatigue, nap, time-management, self-control, digital devices

**Keywords:** self-control, communication, addiction, privacy, bullying, sleep, eyesight, limitation

Name	The issue you chose	Problems we will have	Possible solutions
You	sleep / digital behavior		
	sleep / digital behavior		

メールや URL で教科書の Warm Up のリスニング問題・TRUE OR FALSE・GRAMMAR COMPASS の文法問題を生徒に送信し、PC やタブレットなどの端末で課題に取り組みさせることができます。

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。

Kazuki: We depend highly on (1) \_\_\_\_\_ \*

回答を入力

(2) \_\_\_\_\_: misunderstanding \*

回答を入力

(3) \_\_\_\_\_: superficial

Talk more and enjoy communication.

回答を入力

**GRAMMAR COMPASS 準動詞**

41 進行形の不定詞 **to be + doing**

① This new system appears to **be solving** the food-waste problem. (解決しているようだ)  
The baby seems to **be singing** happily to the music. (歌っているようだ)

42 完了形の分詞構文 主節の動詞の時刻より以前の出来事は **having + 過去分詞** で表す。下線部は発着より以前の出来事を表す。

① **Not having organized** his desk, it was difficult for Ken to find the important paper. (机の整理をしていなかったため、ケンには重要な書類を探しだすのが大変だった。)

② **Having worked too much**, he lost a balance between family and career. (働き過ぎたために、彼は家族と仕事のバランスを失った。)

43 目的語が動名詞と不定詞で意味が異なる動詞

I clearly **remember seeing** a small boy begging on the street. (～したことを覚えてる)  
We all have to **remember to eat** well-balanced food. (忘れずに～する)

1. Change the verb in the parentheses into the suitable form.

① Not having (educate) enough, some people have difficulty in finding jobs. \*

② As more people are aware of the issue, the situation seems (get) better year by year. \*

③ Ken did try (read) the book. He tried hard (understand) it, but it was too difficult. \*

2. Arrange the words in parentheses in the proper order.

① (online, to, gotten, communication, used, having), people have trouble writing letters. \_\_\_\_\_ people have trouble writing letters.

② (of, a large number, to, moving, be, appear, people) from cities to the suburbs. \_\_\_\_\_ from cities to the suburbs.

③ Even though (lending, forgot, the book, Ken, I), he remembered to return it to me. Even though \_\_\_\_\_, he remembered to return it to me.

1. Change the verb in the parentheses into the suitable form.

① Not having (educate) enough, some people have difficulty in finding jobs. \*

回答を入力

② As more people are aware of the issue, the situation seems (get) better year by year. \*

回答を入力

③ Ken did try (read) the book. He tried hard (understand) it, but it was too difficult. \*

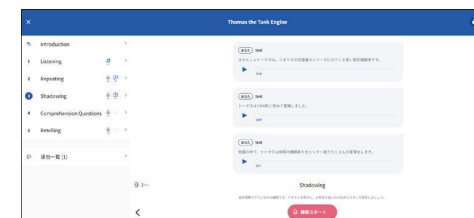
回答を入力

# リピートーク RepeaTalk

コトバンク株式会社が開発した音読指導アプリです。増進堂の全教科書が対応しており、先生のご要望に応じたオリジナルの音読教材を作成します。



## こんなコンテンツが作れます!

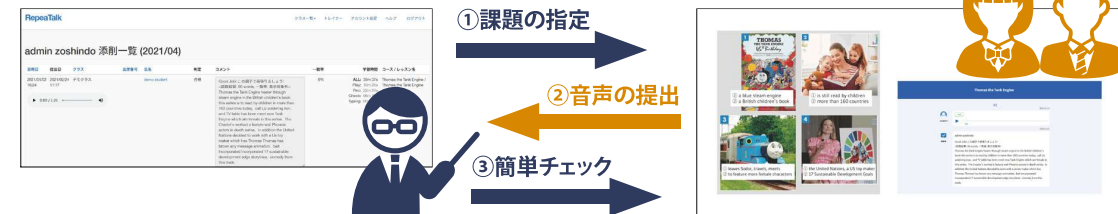


シャドーイングやオーバーラッピングなど様々な音読スタイルに対応した教材を作成します。

※ FLEX ENGLISH COMMUNICATION I を例にしています。

## 音読を「見える化」します!

音読学習を「見える化」し管理可能にするアプリです。教員が出した課題を、生徒が録音提出します。



## Q&A

- Q1** アプリの教材ですか?
- A** はい。タブレットなどにアプリをインストールして、お使いいただけます。また、ブラウザ上で使用していただくことも可能となっています。
- Q2** 何人から使用可能ですか?
- A** 特に利用人数に制限はございません。
- Q3** AIによる発音の判定があるようですが、どんなことをどれくらいの精度でできますか?
- A** 発話した内容をAIがテキスト化し、元の英文と比較します。精度はGoogleの音声認識と同程度です。
- Q4** 実際に使用してから導入を決めたいのですが?
- A** 最大2か月間の無料トライアルをご案内することが可能です。(無料期間を過ぎた後の解約は自由です)

## 動作環境

PC	iOS	Android
【OS】 Windows 7 以上, Mac OS X El Capitan 10.11 以降, Google Chrome OS 【ブラウザ】 Google Chrome 最新版 【その他】 マイク (PC 付属も可)	iPad アプリ, iPhone アプリ (OS の最新バージョンに対応) Safari	Android アプリ (OS の推奨バージョンは 10.0.0 以上) 端末推奨 RAM (メモリ) は 3GB 以上 Google Chrome

お問い合わせ情報 ご利用料金やその他詳細につきましてはコトバンク株式会社までお気軽にご連絡ください。

URL <https://www.repeaTalk-info.net/single-form/campaign/> メール [emura@repeaTalk.net](mailto:emura@repeaTalk.net) 電話 050-3000-0576 (担当者: 江村)



# 指導者用デジタル教科書

インストール版 / Web 版

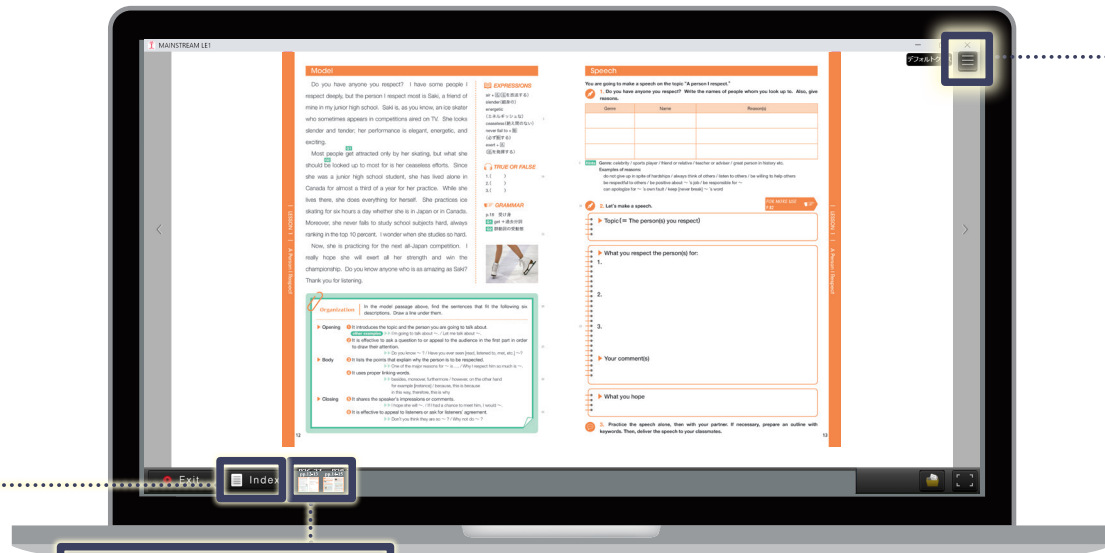
初めて利用される方でも容易に使える操作性を重視しました。  
Web ブラウザ対応なので、PC でも iPad でも使用可能です。  
ここでは、主な機能をご紹介します。

※各画面の内容はサンプルです。

本体 50,000 円 (税別)  
定価 55,000 円 (税込)  
※ インストール版 (フリーライセンス)  
対応 OS : Windows10, 11  
※ Web 版推奨ブラウザ : Google Chrome, Safari  
Web 版使用時はインターネット環境が必要です。

## 教科書見開き画面

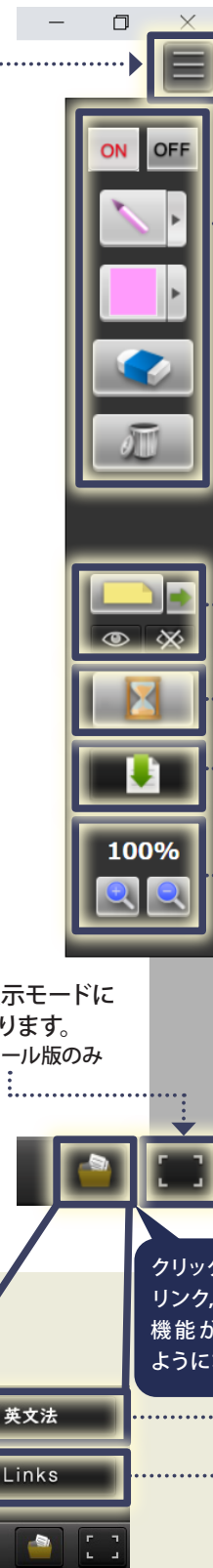
本文や単語などをクリックすると、それぞれの画面へ移ります。



移りたいページが一目でわかります。

## 目次

目次画面から任意のレッスン、  
ページに移動することができます。



## ペン機能

ON を選択することで、本文拡大画面のペン機能と同じように、  
教科書の見開き画面上でも文字を書くことができます。  
※機能の詳細は p.63

## 付箋機能

付箋を置いて文字を隠したり、付箋にテキストで文字入力  
したりすることができます。※機能の詳細は p.64

## ストップウォッチ・タイマー機能

速読用の時間計測に使えるストップウォッチやタイマーを  
用意しました。



## ファイル配置機能

※インストール版のみ  
※PCでの使用に限りです。

指導書付属 ROM に収録されているファイルや、自作の  
Power Point ファイルなどのリンクを配置して、授業中に  
ワンクリックで呼び出すことができます。

## 拡大縮小機能

お使いのコンピュータのモニタサイズや画面解像度に合わせて  
拡大縮小ができます。

## 英文法参照機能

高校で習う英文法の詳しい解説が参照できます。  
※機能の詳細は p.64

## リンク機能

※インターネット環境が必要です。

あらかじめ URL を登録しておくことで、授業中に  
すぐさま参照したい Web サイトへアクセスするこ  
とができるようになります。



全画面表示モードに  
切り替わります。  
※インストール版のみ

クリックすると  
リンク、英文法参照  
機能が選択できる  
ようになります。

英文法

Links

読む・ペンモードは次へ▶

## 本文（読むモード）

### 単語・熟語

記号をクリックすると、和訳、例文、解説などが表示されます。例文の音声もあります。

take in ~

意味 (食物・水など) を取る, 摂取する

例文 I take in water after exercise to stay hydrated. 運動後は水分補給のために水を摂る。

解説 このinは副詞なので、代名詞や短い目的語の場合はinが後ろに回される。他にも受け身で「だまされる」のような意味がある。

Miho: We have to register our class activity for the festival tomorrow. Let's make a decision today. So far, we have two proposals, a play and an acappella concert. What should we do?

Kay: I would like to try a play. There are lots of different roles for

### カラオケ/ハイド

音声に合わせて本文の文字の色が変わります。生徒が文字を目で追いかけるようになるので、より英文と音声に集中させることができます。

- Karaoke: 読まれている文を赤字で追いかけて表示します。
- Hide: 読まれた単語を追いかけて消していきます。

### ●カラオケ 赤字

(N2) Eriko: Let me refute the affirmative side. The affirmative's points were health and the environment. They said vegetarians can live healthier lives, but it's difficult to take in all the essential nutrients from vegetables. If you eat either meat or fish, both of which contain a lot of

※文字を赤字で追いかけます

### ツール

- 読むモードとペンモードの切り替えボタン
- 読み上げの設定
- 一文ごとの再生 (一文読み)
- 全文再生 (全文読み)
- 一文ごとにポーズを入れての再生 (ポーズ読み)
- 特定のキャラクターのセリフのみ再生 (ロールプレイ読み)
- ※音量とスピードも調節可能です。

### ●ハイド 文字消し

(N2) Eriko: Let me refute the affirmative side. The affirmative's points were health and the environment. They said vegetarians can live healthier lives, but it's difficult to take in all the essential nutrients from vegetables. If you eat either meat or fish, both of which contain a lot of

※文字が消えていきます

## 本文（ペンモード）

ペンモードは、本文中に品詞や節といった文の構造の説明に使うことができる画面です。文中にはスタンプ機能を使いながら、構造の説明をすることができます。本文解説をする上で、大きな画面を用いて明示的に説明が行えます。

(N2) Eriko: Let me refute the affirmative side. The affirmative's points were health and the environment. They said vegetarians can live healthier lives, but it's difficult to take in all the essential nutrients from vegetables. If you eat either meat or fish, both of which contain a lot of

### ペン・消しゴム機能

ふつうの黒板と同じような感覚で板書が可能です。ペンの太さや色も変更が可能です。強調箇所などを示すのに役立ちます。消しゴム機能も「部分的に消す」か「全てを消す」かを選択できます。

### アンドゥ機能

クリックすると、1つ前の作業に戻ります。

### 文字サイズ・行間調整

文字サイズ・本文の行間をそれぞれ±5段階で調整することができます。

### 表示/非表示

メニューの表示/非表示が切り替えられます。

### スタンプ機能

クリック1つで文法事項を示す便利なスタンプ機能もあります。スタンプでは、主語や動詞といった主要素、品詞、句や節を示すことができます。



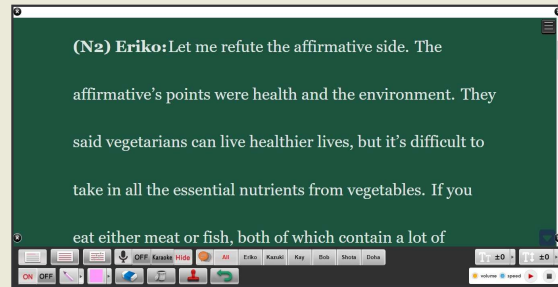
上記の機能を使えば…

1 / I am (a brain surgeon). I am always thinking about

S V C S V

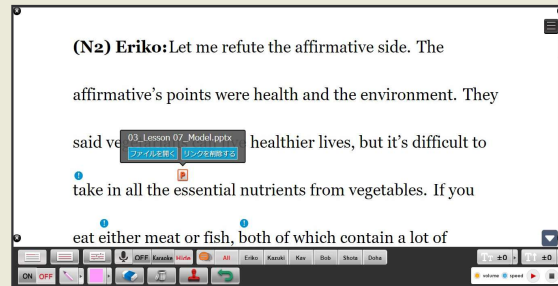
板書のように本文の構造を示すことができます!

# 機能一覧



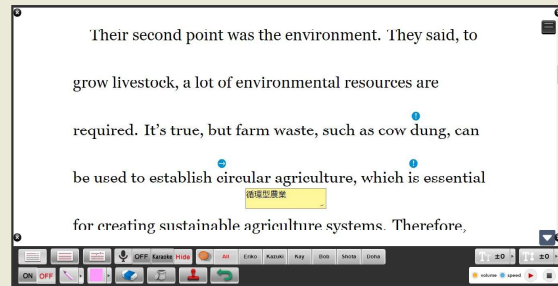
## 黒板機能

機能を ON にすることで、黒板に英文が投影されたような画面に切り替わります。プロジェクターを通すと実際の黒板に白い文字だけが投影されるので、英文を説明する際は、黒板に直接書き込みすることも可能です。



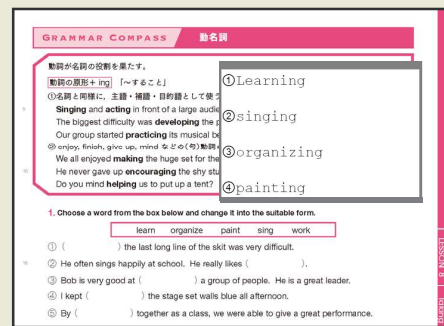
## ファイル配置

本文中に関連する内容のファイルをリンク付けできる機能です。ファイル配置機能を用いて、授業準備を入念に行うことができます。



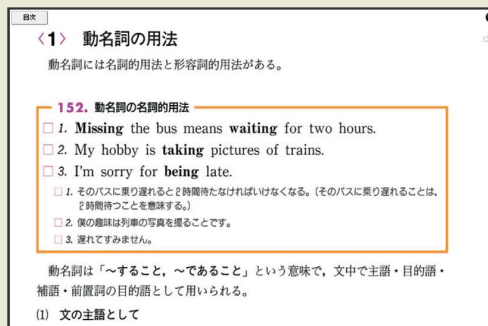
## 付箋機能

授業準備で、生徒に補足して伝えたい内容を追加したり、付箋で英字を隠して音読の練習をさせるなど、さまざまな用途で使用できます。



## 入力機能

メモパットを使って文字を入力することができます。生徒自身に解答を入力させたり、入力した情報を共有し合ったりすることもできます。



## 英文法参照機能

高校で習う英文法の詳しい解説を収録した文法書(450ページ)を参照できます。解説ページ上では、該当の文法内容の解説に加えて、例文や問題も含まれております。

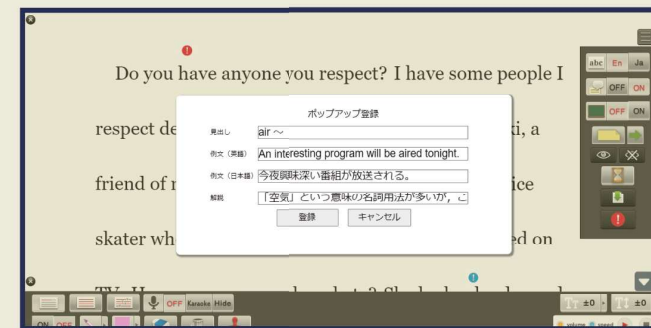
## クラス別保存機能

クラスによって進度が異なることや、途中で終わることに対応し、進捗ごとに保存できる機能を設けました。トップ画面から、保存した任意のクラスで開始することで、前回入力した内容やマーカーなどが保存された状態から再現できます。



## 自作機能

自作のポップアップを作成することで、授業中に生徒へ復習として尋ねるなど、確認を行うことができます。



English Logic and Expression  
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**MAINSTREAM**



since 1890

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