

時代を映す新鮮な題材で、生徒の知的好奇心を刺激します。

CONTENTS



SDGsに関連する題材も多く扱い、世界が抱えるさまざまな課題について、具体的な事例から考えることができます。

本書の構成と使い方	4
本課の学習目標一覧	6
辞書を活用しよう	7

Lesson 1	[言語・日本文化／スピーチ]	498 words
	〈to不定詞／動名詞〉	

The Blue White Shirt 8

Another Point of View	On the Other Hand ...	20
-----------------------	-----------------------	----



Lesson 2	[生き方・生活／エッセイ]	629 words
	〈現在完了／現在完了進行形／助動詞〉	

Does It Spark Joy? 22

Another Point of View	KonMari Answers Your Questions	36
-----------------------	--------------------------------	----



Lesson 3	[芸術・国際交流／エッセイ]	731 words
	〈関係代名詞／分詞の形容詞的用法／受動態〉	

Hatching the Egg of Hope 40

Another Point of View	"Live as a Villain, Die as a Hero"	56
-----------------------	------------------------------------	----



Lesson 4	[歴史・日本文化／プレゼンテーション]	792 words
	〈過去完了・過去完了進行形／関係代名詞 what／S+V+O(O=疑問詞節/if節)〉	

Digging into Mystery 58

Another Point of View	Trip to Jomon Village	72
-----------------------	-----------------------	----



Lesson 5	[環境・共生／インタビュー]	763 words
	〈分詞構文／It ~ that ... (形式主語)／同格〉	

Roots & Shoots 76

Another Point of View	Message for High School Students	90
-----------------------	----------------------------------	----



Lesson 6	[科学技術／雑誌記事]	708 words
	〈関係副詞／S+V+O+C(C=原形不定詞・分詞)〉	

You and Your Smartphone —Who's in Charge? 92

Another Point of View	Are You Using Your Smartphone in a Healthy Way?	106
-----------------------	---	-----



Lesson 7	[自然・異文化／講演]	780 words
	〈seem to ~; it seems that ~／S+is+C(C=that節)／S+V+C(C=分詞)〉	

Living in Alaska 110

Another Point of View	When I Was Sixteen	124
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Lesson 8	[平和・歴史／レクチャー]	816 words
	〈仮定法過去／S+V+O <sub>1</sub> +O <sub>2</sub> (O <sub>2</sub> =疑問詞節など)／付帯状況を表す with ~〉	

Not So Long Ago 126

Another Point of View	Images from the Trunk	140
-----------------------	-----------------------	-----



Lesson 9	[文化遺産／論説文]	725 words
	〈受動態の完了形／助動詞+be+過去分詞／関係代名詞の非制限用法〉	

Our Lost Friend 144

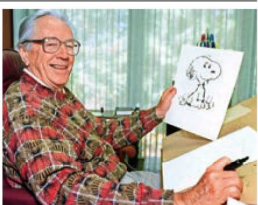
Another Point of View	Returning Stolen Treasures to Africa	158
-----------------------	--------------------------------------	-----



Lesson 10	[生き方・芸術／エッセイ]	808 words
	〈仮定法過去完了／used to ~; would ~など／形式目的語 it〉	

Good Ol' Charlie Brown 160

Another Point of View	Would You Like to Make Friends with Lucy and Linus?	176
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Reading	Santa Closet	787 words	178
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Optional Lesson	Find Your Own Donut [生き方／スピーチ]	1,504 words	184
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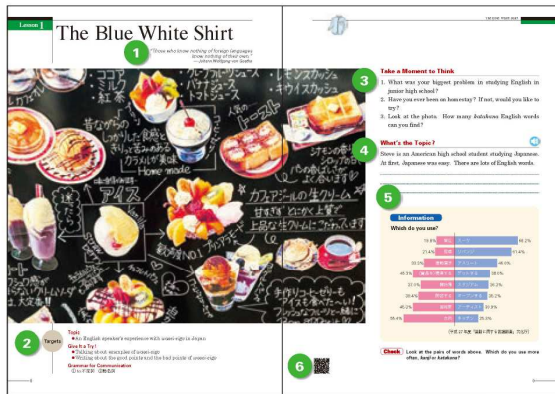
Reading Skill	Sound Studio	Appendix
1 句読法 38	1 音の連結・脱落・同化 39	Functional Expressions 200
2 フレーズ・リーディング 74	2 文の区切り 75	接続詞の用法と用例 202
3 談話標識 108	3 強勢とリズム 109	Word List 203
4 パラグラフの構成 142	4 イントネーション 143	Phrase List 205



本書の構成と  
使い方

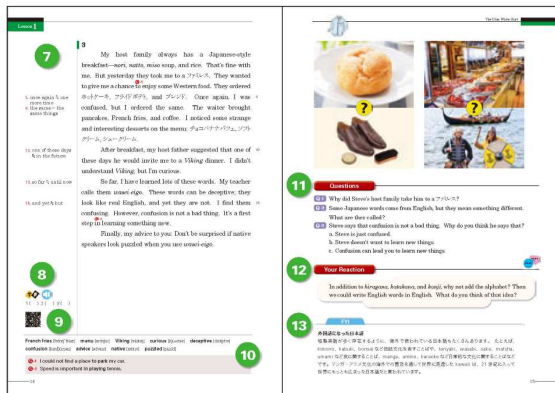
各レッスンの構成

4 技能の授業の流れがスムーズになるよう、ページ構成やタスクを配置しています。



1 扉のことは

本課のテーマを象徴的に表すことばです。



7 傍注

重要表現や連語・熟語などをとりあげます。

8 TF

英文を聞いて、本文の内容理解をTrue or Falseで確認します。

〈記号・略号〉

発音記号は標準的なアメリカ発音を採用。

●S = 主語、V = 動詞、C = 補語、O = 目的語

●n. = 名詞、v. = 動詞、a. = 形容詞、adv. = 副詞

●e.g. = 例 ●cf. = 比較[参照]しなさい

●( ) = 省略可能/〔 〕 = 補足説明/[ ] = 言い換え可能

※本書では日本人の人名を(姓 名)の順で示すことを基本としています

が、本人の意志により、(名 姓)と表記している場合もあります。

※二次元コードには、以下のURLからもアクセスできます。

<https://tbqr.sanseido-publ.co.jp/04-crown-ec1/contents/>



2 Targets

本課で学習する目標が示されています。

3 Take a Moment to Think

本課に入る前に、本文のテーマに関する質問に対して、自分の知識や経験をもとに自由に答えます。

4 What's the Topic?

題材紹介の英文を聞いて、本文の概要をとらえます。スクリプトの冒頭のみを示します。

5 Information

題材に関する情報を確認します。

6 二次元コード

題材に関するリンク集と、本文の通し読みの音声にアクセスできます。

9 二次元コード

本文と新出語の音声にアクセスできます。

10 脚注

本文に出てくる新出語と発音記号、および重要表現や文法項目の例文がまとめられています。

11 Questions

本文の内容理解に関する質問です。第3問は、内容をより深く考えるための問題です。

12 Your Reaction

本文の内容に関する質問に対して、自分の経験を述べたり、意見を交換したりします。

13 FYI (= For Your Information)

題材をより深く理解するための情報です。

〈アイコン〉



聞く



読む



話す(発表)



ペア



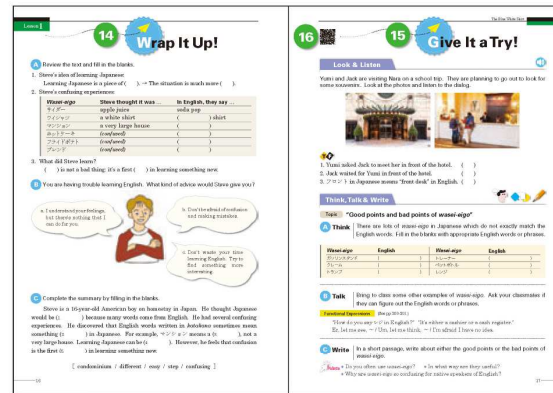
グループ



書く



考える



14 Wrap It Up!

- A 本課の主題や概要を整理します。
- B 本課の内容について思考力を問う問題です。
- C 本課の内容を80語程度で要約します。

15 Give It a Try!

本課の内容に関するコミュニケーション活動です。

Look & Listen

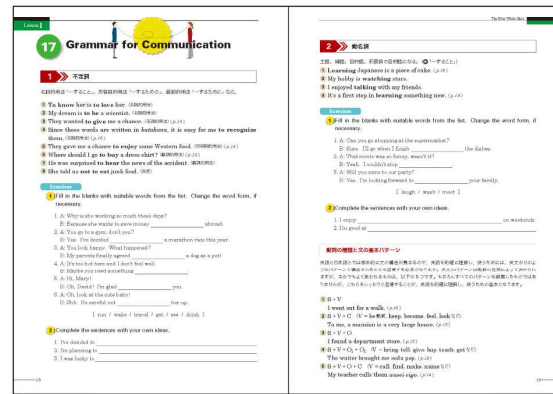
写真などを見てダイアログを聞きます。

Think, Talk & Write

質問に対して、考えて、意見交換をおこない、英文を書いてまとめます。ライティングのモデルは、巻末のAppendixに掲載しています。

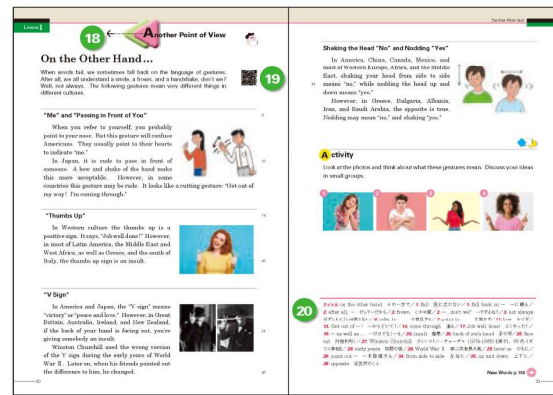
16 二次元コード

Look & Listenの音声にアクセスできます。



17 Grammar for Communication

重要な文法項目のまとめです(本文中の㊦マークと連動)。



18 Another Point of View

本課の題材を別の角度から扱った英文です。

Activity

本文を読んでおこなうコミュニケーション活動です。

19 二次元コード

本文の音声にアクセスできます。

20 脚注

本文理解の手助けとなる重要表現や連語・熟語などです。新出語と発音記号は、巻末のAppendixに掲載しています。



## 辞書を活用しよう

## 1 英和辞典

- ① 見出し
- ② 品詞／ 名詞、動詞、形容詞、副詞など。
- ③ 発音／ 「発音記号」や「米音」「英音」などの表示。
- ④ 音節／ 語はいくつかの部分に分けられ、そのいずれかに「強勢」がおかれる。
- ⑤ 語義 (意味)／ 日本語の意味とその解説。重要語義は、太字や赤字で表示されることがある。
- ⑥ 語形変化／ 名詞 (複数形)、動詞 (三単現・過去形や過去分詞形・現在分詞形)、形容詞や副詞 (比較級・最上級)。
- ⑦ 可算名詞・不可算名詞／ ㉠ (countable)「数えられる名詞」と㉡ (uncountable)「数えられない名詞」の表示。
- ⑧ 他動詞・自動詞／ 動詞を㉢や㉣で表示。
- ⑨ 語源・原義／ 語のおおもとの意味。
- ⑩ 派生語／ その語をもとにしてできた形の異なる語。
- ⑪ 文型・語法／ 動詞などがとる「文構造」や、語の用法。
- ⑫ 用例／ その語が使用された例文。
- ⑬ 熟語・連語／ その語を含む決まった形の表現。
- ⑭ 類義語／ 似たような意味を持つ語の使い分けの解説。

日本語から英語の語を調べるときに使用します。日本語の1つの語が、英語では複数の異なる語と対応する場合がありますので、用例を見て、どの語が自分の表したい意味に合っているかを判断する必要があります。

### 3 英英辞典

ネイティブ・スピーカーは、ことばを「翻訳」することなく、そのまま理解しています。日本語に置き換えるだけではとらえきれない、その語特有のニュアンスに触れるために、『英英辞典』はとても役に立ちます。

**例1 knowledge** 名 ≡ 「知識」  
**knowledge** (n.) = the information and understanding that you have gained through learning or experience

knowledgeを単に「知識」と言い換えるのではなく、下線部（「人が学んだり、経験したりして身につけた情報や理解のこと」）で示したように、より具体的な説明が提示されています。

**例2 achieve 勳** ≡ 「～を達成する」  
**achieve (v.)** = to succeed in doing or getting something as a result of your actions  
 achieveを単に「達成する」と言い換えるのではなく、下線部（「自分の行動の結果、なにかを成し遂げたり、獲得したりすることに成功する」）のように、詳しい記述が提示され、英語の本来の意味を的確に知ることができます。

語の正確な意味や用法をより確かに理解するためには、『英和辞典』と『和英辞典』、そして『英英辞典』などを目的に応じて使うことが大切です。



## Lesson 3

## Hatching the Egg of Hope

"To be an artist is to believe in life."  
— Henry Moore

レッスンテーマを象徴した名言



導入活動として、**題材に関する問い、リスニングによる導入、図表やグラフの読み取り**を用意。生徒や題材に合わせた活動を選択できます。

Hatching the Egg of Hope



トピック、活動、文法の観点から、学習内容をわかりやすく提示します。

## Targets

## Topic

- Miyazaki Kensuke's art projects

## Give It a Try!

- Talking about how you enjoy art
- Writing about how you enjoy art

## Grammar for Communication

- ①関係代名詞 ②分詞の形容詞的用法 ③受動態

Ecuador, 2018  
©Keisuke Ono



音声、参照リンク、通し読み本文など、多彩なコンテンツにアクセスできます。

## Take a Moment to Think

1. What did you learn in your junior high school art classes?
2. Does art have any useful purpose or is it only for decoration and entertainment?
3. Have you heard of Kenya and Ukraine? Do you know anything about these countries?

## What's the Topic?

You are going to read about a very interesting artist. His name is Miyazaki Kensuke. He likes to paint *BIG*.

## Information

## Miyazaki Kensuke's Art Projects



Kenya (2015)

East Timor (2016)

Ukraine (2017)

Ecuador (2018)

Haiti (2019)

Pakistan (2022)

**Check** Match the countries with the numbers on the map.



## Lesson 3

各セクションは見開きで完結させ、学習のプロセスがわかりやすいよう配置を工夫しています。

For Miyazaki Kensuke, art is a way to share happiness with people all over the world. He sees life as a journey to discover an answer to the question: Who am I as a person and as an artist?

## 1

I've always loved painting. During a spring break in high school, I visited Belgium for two weeks. I spent my time painting on the streets. People who passed by seemed happy to see my work, even though I couldn't understand their language. I realized the power of art to bring people together.

7. even though ~  
≡ although ~

In college, I had a dream. I wanted people all over the world to recognize me as a great artist. After graduating, I went to London to become famous.

In London, I lived and worked part-time in a guest house. I didn't have much money. No gallery accepted my paintings.

12. work part-time ≡  
have a part-time job

12. a guest house  
≡ a small hotel

My street artist friends and I thought it was cool to look angry. They were expressing their anger at social injustice, and their anger was real. But I was from an ordinary family living an ordinary life. I wasn't angry at all.

I was in London for two years, but still I wasn't a famous artist. I decided I had to find a different way of expressing myself.



1 ( ) 2 ( ) 3 ( )



hatch [hætʃ] journey [dʒɜːrni] Belgium [bɛldʒəm] graduate [grædʒuəɪt] part-time [pɑːrttaɪm]  
guest [ɡɛst] gallery [ɡæləri] anger [æŋɡər] injustice [ɪndʒʌstɪs]

1. share ~ with ... I shared a room with my sister.

5. spend ~ V-ing I spent two days (in) writing a paper.

6. pass by ~ cf. The express train passed by the station without stopping.

8. bring ~ together The Olympic Games bring people together from all over the world.

18. live a ~ life My aunt lives a happy life.

G-1 She is the person who won the prize.

G-2 The boy playing tennis there is my brother.



## Looking for a way to express himself



In Belgium



In London



In London

Q-1・2は内容理解、Q-3は推論を含む問いで、より深い理解へとつながります。

## Questions

Q-1 How does Miyazaki Kensuke see life?

Q-2 What were Miyazaki's street artist friends expressing through their work?

Q-3 In Belgium, Miyazaki realized the power of art. It was the power to  
a. change the world.  
b. make you famous.  
c. bring people together.

## Your Reaction

自分の意見を考え、伝え合う活動「Your Reaction」を、各セクションに配置しています。

When Miyazaki was just out of college, his dream was to be a famous artist. What is your dream?



## Lesson 3

## 2

In London, I happened to watch a TV program about a school for orphans and street children in Nairobi, Kenya. The children looked unhappy. I suddenly felt an urge to go to Kenya and paint something for those children.

It wasn't easy, but finally in 2006, I got to Kenya, found the school, and was able to paint for the children. I painted an angry dragon. I was happy with it, but a teacher complained, "The children are frightened by the dragon. Some of them refuse to come to school." The children thought that it was a big snake. They did not know that dragons are imaginary.

I asked them, "What would *you* like me to paint?"

"Lions!" "Baobabs!"

I asked the children to help me, and we had a lot of fun painting together. According to the teachers, the children became more active than before.

That was a turning point in my career. Creating happiness through painting in collaboration with others is my thing. I made up my mind to do a painting project every year in different parts of the world.

7. be happy with ~  
≡ be satisfied with ~

17. a turning point ≡  
a moment which  
changes one's life

19. make up one's  
mind ≡ decide



1 ( ) 2 ( ) 3 ( )



各セクションに、T-Fのリスニング問題を配置しています。

orphan [ˈɔːrfən] Nairobi [naɪˈroʊbi] Kenya [kɛnˈjə] urge [ɜːrɪdʒ] dragon [dræɡən] frighten [fráɪtən]  
refuse [rɪfjuːz] imaginary [ɪmædʒənəri] baobab [bəʊˈbæb] according [əˈkɔːrdɪŋ] turning [tɜːnɪŋ]  
career [kəˈrɪər] collaboration [kələˈbɒrɪʃən]

1. **happen to** ~ I *happened to* meet her on the train.

15. **according to** ~ According to the newspaper, it's going to rain tomorrow.

18. **in collaboration with** ~ This building was designed *in collaboration with* several companies.

G-3 This photo **was taken by** one of the most famous photographers in the world.



## A turning point in his career, Kenya



Does this dragon look scary to you?

写真に関連した問いも配置。生徒の興味関心を高め、言語活動につなげることができます。



Lion



Happy kids

## Questions

- Q-1 Why did some of the children refuse to come to school?  
Q-2 Who did Miyazaki ask for help with the painting?  
Q-3 "Creating happiness through painting in collaboration with others is my thing."  
"My thing" means  
a. my life's work.  
b. my painting technique.  
c. my favorite belongings.

## Your Reaction

Suppose you are going to paint a picture for African children, what would you paint?





## Lesson 3

## 3

In 2011, after the Great East Japan Earthquake, I joined a volunteer group in Sendai. Because schools were closed, children had nothing to do. They looked bored. I thought my painting project might cheer them up. I started working with these children. We painted the walls of a school. 5

A barber in Ofunato, Iwate, asked me to paint a sign for his shop. I not only made the sign, but I also painted his whole shop in bright colors!

I had doubts about the usefulness of my art project, but I did not want to think that art has no power in the face 10 of disaster. Money and supplies that people donate can be of great help. But working together on a painting and sharing the joy of creation can also help. People can laugh and smile even in the worst conditions.

In 2017, I found myself in Mariupol, Ukraine. A war 15 was going on. It was a very dangerous place. People were dying every day. I saw shell holes everywhere and buildings destroyed by bombs. 16

10. in the face of ~ ≡  
when you face ~  
11. be of help  
≡ be helpful

15. find oneself ~ ≡  
discover oneself ~  
16. go on ≡ continue



1 ( ) 2 ( ) 3 ( )



earthquake [ˈɜːθkwɛɪk] cheer [tʃɪər] usefulness [juːsəfnəs] disaster [dɪzæstər] supply [səplai]  
donate [dóneɪt] creation [kriːʃən] condition [kəndɪʃən] Mariupol [mæriú:pəl] Ukraine [juːkréɪn]  
shell [ʃél] destroy [dɪstrɔɪ]

### 1. the Great East Japan Earthquake 東日本大震災

4. cheer ~ up When he hit a home run, it really *cheered* the team up.

G-1 French is one of the languages **which [that]** people in Canada speak.

G-2 I have a watch **made** in Japan.

文中のGマークの文法に対応した平易な例文を、脚注に示しています。



Painting together in Sendai



Barbershop in Ofunato, before and after



## Questions

- Q-1 Why were the children in Sendai bored?  
Q-2 Both East Japan and Ukraine suffered from disasters. What were they?  
Q-3 Which of the following would be the most appropriate title for this section?  
a. Painting a Barbershop in Iwate  
b. Art Has No Power in the Face of Disaster  
c. Even in a Disaster People Can Laugh and Smile

## Your Reaction

Is there anything you can do to help in a disaster?



## Lesson 3

2. come out of nowhere  
≡ suddenly appear



Working together  
in Ukraine

## 4

Mariupol was not a safe place for an art project. But to my surprise, when I started painting, children came out of nowhere to join me.

We painted a big mitten. The idea is based on a popular Ukrainian story, *The Magic Mitten*. In the story, one snowy night, an old man drops his mitten. A mouse, a frog, a rabbit, a fox, a wolf, and many other animals climb into the mitten to stay warm.

In our painting, you see people from all over the world sharing the warmth of a huge mitten. It is decorated with Easter eggs which represent life and hope. Our painting shows that people's warm hearts can hatch the egg of hope and bring a peaceful life to us all.

I still do not have a clear answer to the question: Who am I as a person and as an artist? But one thing has become clear: my art has the power to make people "super happy."



Getting ready for the next project in Ecuador

TF 1 ( ) 2 ( ) 3 ( )



nowhere [nóʊw(h)ðər] mitten [mɪtn] Ukrainian [juːkrɛɪniən] warmth [wɜːrmlθ] decorate [dɛkəreɪt]  
Easter [ˈiːstər] represent [rɛprɪzɛnt] peaceful [piːsfl] super [súːpər]

2. **to one's surprise** To our surprise, we won the game.

4. **(be) based on** ~ His speech is based on his experience as a scientist.

10. **decorate ~ with** ... The room was decorated with flowers for my birthday.

G-1 I saw a movie which had many fighting scenes.



The Magic Mitten

## Questions

- Q-1 What did Miyazaki and the children paint in Mariupol?  
Q-2 What is one thing that has become clear to Miyazaki?  
Q-3 What do you think the mitten represents?  
a. A home for animals.  
b. A society that welcomes all people.  
c. A place to keep warm on a cold winter night.

## Your Reaction

Miyazaki says that his art can make people "super happy." What makes you "super happy"?

本文内容に付随する補足的な情報を示し、内容理解を助けます。

## FYI

## Easter とは？

ミヤザキケンスケさんは、Easter（イースター）から着想を得て、希望あふれる壁画を完成させました。イースターとは、キリストが死んでから3日目に復活したことを記念する重要な祭日です。日本では復活祭とも呼ばれます。春分後の初めの満月の次に訪れる日曜と定められています。欧米では、生命や復活の象徴とされる卵を色づけたイースター・エッグを飾ったり、繁栄を象徴するウサギをモチーフに飾りつけをしたりします。







色彩豊かな写真資料を豊富に示し、生徒の興味関心を高め、内容理解を助けるとともに、**写真を見て説明する活動、リテリング活動**にも活用することができます。



Lesson 3

本文内容のまとめ

表などを使い、本文の構成・内容を視覚的に整理します。

Wrap It Up!

A Review the text and fill in the blanks.

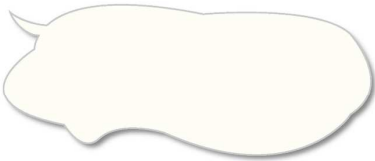
Kenya	Japan	Ukraine
Time and place: 2006, Nairobi, a school for ( ) and street children	Time and place: 2011, Tohoku, after the Great East Japan Earthquake	Time and place: 2017, Mariupol, during a war
•Painting an angry ( )	•Painting the walls of a school in Sendai	•Creating a painting based on <i>The Magic Mitten</i> story
↓		
•Painting ( ) and baobabs with the children	•Painting the whole shop of a ( ) in Ofunato	•Message: We can hatch the egg of ( ) and bring a peaceful life to us all.
Miyazaki found out: His art has the ( ) to make people “super happy.”		

B Kenya was a turning point in Miyazaki’s career. What would he say before and after the turning point? Choose the number from the list and put it in an appropriate space.

Before the turning point ...



After the turning point ...



本文の内容をもとに推論させる思考を伴う問いを配置しています。

1. I want people all over the world to recognize me as a famous artist.
2. Sharing the joy of creation can help people suffering from disaster.
3. I want to express my emotions, such as the anger inside me.
4. Creating happiness through painting interests me more than anything else.
5. I like to work in collaboration with other people.

C Complete the summary by filling in the blanks.

Miyazaki Kensuke is trying to discover who he is as a person and as an artist. After college he went to London to become (1. ). When that didn’t work, he decided to find a new way to express himself. He began to do large art projects with the help of (2. ). He painted in Kenya, Tohoku, and (3. ). Although he is still not sure who he is as an artist, he has discovered that art has the (4. ) to make people (5. ).

[ Ukraine / power / children / happy / famous ]

キーワードを補いながら、英文サマリーを作成します。

本課の題材に関連したコミュニケーション活動

Give It a Try!



Look & Listen

本課のテーマに関連したダイアログを聴きます。

Look at the photos and listen to the dialog.



Vincent Van Gogh, *Sunflowers*



Louise Bourgeois, *Maman*



1. Van Gogh’s *Sunflowers* made Jack super happy. ( )
2. Yumi first saw Louise Bourgeois’ spider when she was a kid. ( )
3. Yumi thinks fireworks are art. ( )

Think, Talk & Write

テーマ関連のトピックについて、話す・書くを交えた統合的なコミュニケーション活動を行います。

Topic “Art as a product or art as a process.”

A Think Miyazaki says that art can make people “super happy.” Is he talking about looking at art, the product, or is he talking about the process of making art?

B Talk Would you like to enjoy art in a museum, or would you like to create works of art yourself? Which do you prefer? And why? Discuss your ideas in small groups.

Functional Expressions (See pp.200-201.)

I would prefer to ~ / In my opinion, ~ / As far as I’m concerned, ~ / This is because ~

C Write Based on the discussion, write a short passage about your choice.



- What type of art do you like? (e.g. music, painting, pottery, sculpture, etc.)
- How would you like to enjoy it?

活用できる表現やポイントなど、活動を支援する情報を添えています。



## Lesson 3

## Grammar for Communication

文法項目のまとめと練習問題

1 関係代名詞: **who, whose, whom, which, that**

先行詞を後ろから修飾し、説明を加えるときに使われる。

- 1 People **who** [that] passed by seemed happy to see my work. (p.42)
- 2 She is the writer **whose** book won the prize.
- 3 These are the actors **whom** [that] I like best.
- 4 It is decorated with Easter eggs **which** [that] represent life and hope. (p.48)
- 5 Money and supplies **that** [which] people donate can be of great help. (p.46)

## Exercises

- 1 Complete the sentences. Choose the best ending from below and change it into a relative clause.

e.g. *The Magic Mitten* is a story which is very popular in Ukraine.

1. French is one of the languages \_\_\_\_\_
2. Leonardo da Vinci is the person \_\_\_\_\_
3. KonMari is a tidying consultant \_\_\_\_\_
4. Okamoto Taro is an artist \_\_\_\_\_

- it is very popular in Ukraine
- he painted the *Mona Lisa*
- she helps people clean up their houses
- it is spoken in West Africa
- his well-known works include \*the Tower of the Sun

\*「太陽の塔」

使用場面を意識しながら自分の考えを伝える練習問題を配置しています。

- 2 Tell your classmates about your favorite novel, comic, or anime. Use "who," "which," or "that" to explain the story and characters.

e.g. My favorite novel is *The Story of Dr. John Dolittle*. It is a story about a vet **who** can speak many animal languages. He uses his ability to help solve problems of his animal friends.

各文法項目の番号は、本文・脚注のGマークと連動しています。

## 2 分詞の形容詞的用法

現在分詞 (V-ing) または過去分詞が名詞を修飾し、形容詞のはたらきをする。

(例「～している…」 「～された…」)

- 1 I was from an ordinary family **living** an ordinary life. (p.42)
- 2 You see people from all over the world **sharing** the warmth of a huge mitten. (p.48)
- 3 I saw buildings **destroyed** by bombs. (p.46)

## Exercises

With your partner, look at students in a schoolyard and ask each other questions about them. Change off being "A" and "B."



e.g.

A: Who are the two girls **sitting** and **talking** beside the building?

B: The girl on the left is Cath, and the other one is Katy.

写真を使った練習問題で、実際の使用場面をよりリアルに意識した文法活用を行えます。

3 受動態: **be** 動詞 + 過去分詞

能動態が「～が…する」という能動的な意味を表すのに対して、受動態は「～が…される」という受動的な意味を表す。

- 1 The children **are frightened** by the dragon. (p.44)
- 2 It **is decorated** with Easter eggs which represent life and hope. (p.48)
- 3 The cake **was not baked** by my mother; it **was baked** by my sister.
- 4 Wine **is made** from grapes.

## Exercises

Tell your classmates about your favorite musician and TV program using the passive.

e.g. I'm going to talk about my favorite group, AKB48. They **were formed** in 2005. They **are produced** by Akimoto Yasushi. They **were named** after Akihabara. I listen to their music on the train every morning.

1. Your favorite musician
2. Your favorite TV program



## Lesson 3

本課の題材と関連したテーマの追加英文をレッスンごとに用意。多角的な視点を育みます。

Hatching the Egg of Hope

## Another Point of View



### “Live as a Villain, Die as a Hero”

When he was living in London in the 1990s, Miyazaki Kensuke met other young artists. Some of them expressed their anger through graffiti, although it was against the law. They painted pictures or messages on public and private places. Here's a story of Banksy, one of those graffiti artists.



ウェブサイトや新聞記事、雑誌記事、観光案内など、さまざまなタイプのテキストを扱います。

Information | What's on | Art & Artist | Search | Store

Gallery

C R O W N



No one knows much about Banksy, not even his real name. But his purpose is clear: *“to have the guts to ... call for things no one believes in—like peace and justice and freedom.”*

Banksy's style is unique. He is one of the best-known artists in the world. Banksy is still painting graffiti, he is still angry, and still no one knows who he really is.

Have you seen this Banksy?

Here, a small girl is reaching for (or releasing) a heart-shaped balloon. Apparently, it is a cute, charming painting. You may think that this is typical of Banksy's work. But that's not the case. More typically, his paintings are dark and his messages are often pessimistic.

In Banksy's view, the future will be difficult, especially for young people. One of his favorite subjects is rats. *“They are hated .... They live in quiet desperation .... And yet they are capable of bringing entire civilizations to their knees.”*



London



London

30

Banksy even thinks of rats as a role model for the poor and oppressed: *“If you are dirty ... and unloved, then rats are the ultimate role model.”*



Tokyo

There are hundreds of Banksy paintings. Banksy moves around the world. His paintings appear in strange places. He has also produced several books and a movie. But still nobody knows his real name.

自分の考えや調べたことを発表したり、テーマについて想像力を働かせたりする言語活動を用意しています。

### Activity

Look at this photograph.



Now look at this Banksy.



1. What similarities and differences do you see between the photo and the painting?
2. Do you think Banksy wants to send you a message? Discuss your ideas in small groups.

2. graffiti 壁などの落書き / 4. Banksy バンクシー (イギリスを拠点とする覆面アーティスト) / 6. not even ~ ~でさえない / 7. guts 勇気、決断力 / 7. call for ~ ~を声を上げて求める / 7. believe in ~ ~の存在を信じる / 10. best-known もっとも有名な / 14. this Banksy このバンクシーの作品 / 15. reach for ~ ~を取ろうとする / 23. pessimistic 悲観的な / 24. in one's view ~の考えでは / 28. desperation 絶望 / 28. be capable of ~ ~することができる / 29. bring one to one's knees ~を壊滅させる / 29. civilization 文明 / 30. think of ~ as ... ~を...だと思ふ / 30. role model 模範となるもの / 30. the poor and oppressed ≡ poor and oppressed people / 31. ultimate 究極の

New Words p.192



## Reading

## Santa Closet

高校生にとって身近で、かつ味わい深い物語文を掲載しています。

Santa Closet



2. **Hilburn** [hɪlbɜːrn]

2. **undoubtedly**  
[ʌndaʊtɪdli]

4. have ~ on *one's*  
mind ⇨ think  
about ~

5. move into ~  
⇨ start to live in ~

6. **chimney** [tʃɪmni]

8. **concerning**  
[kənˈsɜːnɪŋ]

The following is a paper I recently wrote for my fifth grade English class. Mrs. Hilburn gave me an A, undoubtedly for my excellent use of the language.

Three long years ago, when I was seven, I had a lot on my mind. My family had moved into a new house right before Christmas. A house with no chimney.

No chimney, no Santa Claus.

I asked my parents concerning the problem.

“Don’t worry, Johnny,” they said, “Santa will find a way to deliver your presents.”

I was shocked by their attitude. This was a critical issue. I demanded an answer.

5 They laughed and told me I was cute.

But I didn’t want to be cute. I wanted my presents.

I found myself in a constant state of panic. My five-year-old brother, Billy, lived in his own little world. He was too young to understand the situation.

10 I began to count down the days until Christmas. Ten more days. Nine more days. Three more days. Tomorrow is Christmas Eve! It was going to be the worst Christmas ever. And there was nothing I could do about it.

On Christmas Eve our house was filled with happiness. My dad read “The Night Before Christmas.” Mom led us in singing Christmas carols.

I played along—just to make my parents happy. Billy laughed and sang his heart out—he didn’t understand there would be no Santa that year.

20 When it was time for bed, my parents gave their usual Christmas Eve speech: “You boys try to fall asleep fast, because Santa won’t come until you’re asleep.”

How could they be so naive? Did they really think Santa could somehow get into a house without a chimney?

25 What was he supposed to do—come in through the plumbing? Pop his head out of the toilet, and exclaim, “Merry Christmas”?

30 So, for once in my life, I had very little trouble going to sleep on Christmas Eve. I had to tell Billy to shut up a couple of times. But after that, we were both out cold.

1. **Johnny** [dʒɒni]

2. **deliver** [dɪlɪvə]

3. **attitude** [ætɪtʃʊd]

3. **critical** [krɪtɪkəl]

4. **demand** [dɪmənd]

7. in a state of ~

7. **panic** [pænik]

8. **Billy** [bɪli]

10. count down ~

16. **carol** [kærl]

17. play along  
⇨ pretend that  
everything is fine

18. sing *one's* heart  
out ⇨ sing as loud  
as *one* can

21. fall asleep ⇨ go to  
sleep

23. **naive** [naɪv]

24. get into ~ ⇨ enter ~

25. be supposed to ~  
⇨ have to do ~

26. **plumbing** [plʌmɪŋ]

26. pop *one's* head out  
of ~ ⇨ suddenly  
appear from ~

26. **exclaim** [ekskleɪm]

28. for once ⇨ only  
one time

29. shut up ⇨ be  
quiet

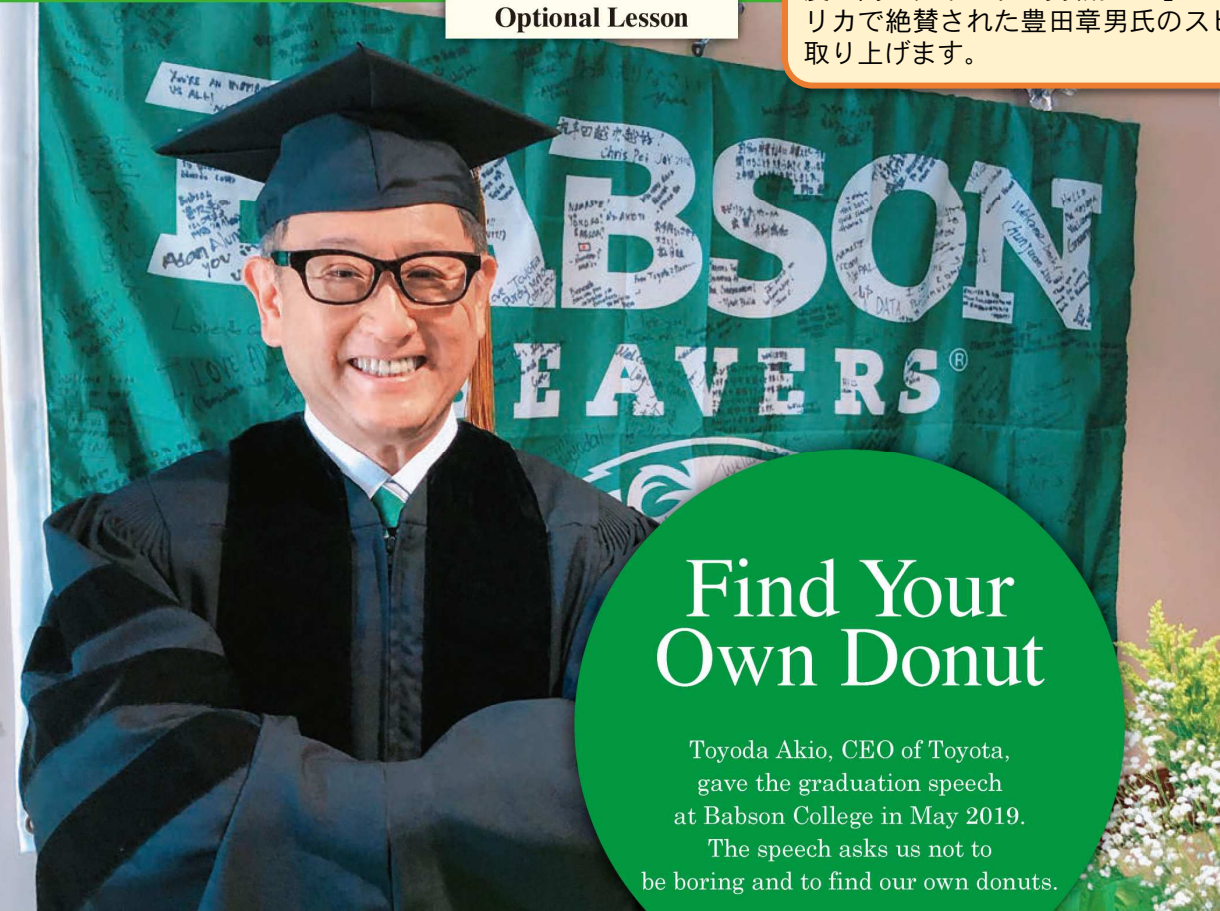
29. a couple of ~ ⇨ a  
few ~; several ~

30. be out cold ⇨ be  
asleep



Optional Lesson

Optional Lessonでは、本レッスンより難易度の高いテキストを掲載。『I』では、アメリカで絶賛された豊田章男氏のスピーチを取り上げます。



## Find Your Own Donut

Toyoda Akio, CEO of Toyota,  
gave the graduation speech  
at Babson College in May 2019.  
The speech asks us not to  
be boring and to find our own donuts.



- donut** [dʊnʌt]  
**CEO** [si: i: ʊ] = chief executive officer  
最高経営責任者
- emeritus** [imɛrɪtəs]
  - Sorenson** [sɔ:rensən]
  - Babson** [bæbsən]
  - Healey** [hi:li]
  - Capozzi** [kəpɔʊzi]
  - provost** [prəʊvoust]
  - Rice** [raɪs]
  - dean** [di:n]
  - Rolleg** [rɔʊleg]
  - governing** [gəvɜ:nɪŋ]
  - governing board  
運営委員会
  - spouse** [spáʊs]
  - fellow** [félu]
  - extreme** [ɪkstri:m]
  - honor** [ɒnər]

Thank you, President Emeritus Sorenson, for that kind introduction, and thank you to Babson for inviting me here today.

President Healey, Chair Capozzi, Provost Rice, Dean Rolleg, members of the governing boards, parents, spouses, friends, babies, and my fellow graduates. It is my extreme honor to speak to you today as Babson College celebrates its 100<sup>th</sup> anniversary.

And may I be among the first to congratulate this very special class of 2019!

So, let me get right to the point. I know that some of you may be sitting there, stressed out about where you will

### Find Your Own Donut

work after graduation. You may be wondering what company will offer you a job. Well, let me take that worry off the table for you right now and offer each and every one of you a job at Toyota!

I haven't actually cleared that with my HR department yet, but I'm sure it will be OK.

So now that the employment issue has been solved, let's talk about more important things, like how you plan to celebrate this momentous occasion. I mean, how wild is tonight's party going to get? And more importantly, can I come?

But I can't stay out too late because tomorrow is the finale of "Game of Thrones"!

I have to tell you, when I was at Babson, I had no social life. For me, taking classes in English was a real challenge. It took all of my focus and free time. I never went to parties. I never went to a hockey game. I just went from my dorm to class, to the library, to my dorm, to class, to the library.

So when I attended Babson, I was, in a word, boring. But once I graduated, I went to work in New York, where I immediately made up for lost time and became "the King of the Night"!

Now I'm not suggesting you do the same. I can tell, just by looking at you, that none of you are boring. I'm sure you have enjoyed a very active social life while you were here. But since I'm here to offer you words of advice, let the first be this: *Don't be boring.* Have fun!

Really figure out what makes you happy in life, what brings you joy.

When I was a student here, I found joy in donuts. American donuts were a joyful, astonishing discovery. I want to encourage all of you to find your own donut. Find what

- (p.184)
- anniversary** [ænɪvɜ:rsəri]  
[ænɪvɜ:rsəri]
  - congratulate** [kɒŋgrætʃəleɪt]  
[kɒŋgrætʃəleɪt]
  - get to the point**
  - stressed** [streɪst]  
[streɪst]
  - stressed out ~  
≡ worried and tired

- (p.185)
- take ~ off the table
  - each and every ~
  - HR** [eɪtʃ ɑ:r]  
(= human resources)
  - now that ~
  - employment** [ɪmplɔɪmənt]  
[ɪmplɔɪmənt]
  - momentous** [məʊməntəs]  
[məʊməntəs]
  - occasion** [əˈkeɪʒən]  
[əˈkeɪʒən]
  - stay out
  - finale** [fɪnæli]  
[fɪnæli]
  - Game of Thrones  
ゲーム・オブ・スローンズ  
(米国のドラマシリーズ)
  - challenge** [tʃælɪndʒ]  
[tʃælɪndʒ]
  - hockey** [ˈhɒki]  
[ˈhɒki]
  - dorm** [dɔ:rm]  
[dɔ:rm]

- in a word
- make up for ~

- joyful** [dʒɔɪfəl]  
[dʒɔɪfəl]
- astonishing** [əˈstɒnɪʃɪŋ]  
[əˈstɒnɪʃɪŋ]
- discovery** [dɪskʌvəri]  
[dɪskʌvəri]

本文の後には、発信活動や思考力強化につながる問いを掲載しています。



全4回の「Reading Skill」では、読解の助けとなる情報や練習問題などを掲載しています。（1句読法 2フレーズ・リーディング 3談話標識 4パラグラフの構成）

Reading Skill 1

句読法



英語の文章では、ピリオド（.）やコンマ（,）の他にも、いくつかの記号を使って区切りを示します。それらはコミュニケーションのために独自のはたらきを持っています。こうした区切り方の約束を句読法 (punctuation) と言います。その主な記号は以下の通りです。

- 1 . 終止符 (Period)
- 2 ? 疑問符 (Question Mark)
- 3 ! 感嘆符 (Exclamation Mark)
- 4 , コンマ (Comma)
- 5 : コロン (Colon)
- 6 ; セミコロン (Semicolon)
- 7 ' アポストロフィ (Apostrophe) e.g. Mary's bag
- 8 " 引用符 (Quotation Marks)
- 9 - ダッシュ (Dash)
- 10 - ハイフン (Hyphen) e.g. a well-known singer

●ここでは、特に注意すべき記号について、例文と用法を示します。

- 1) , コンマ(Comma)

a) He brought pancakes, French fries, and coffee. [3つ以上の語句を並べて示す]

b) I didn't understand *Viking*, but I'm curious. [and, but, or などの接続詞で節をつなげる]

c) Since this word is written in *katakana*, it is easy for me to recognize it. [since や if など で始まる節と、次に続く節との区切りを示す]

d) For example, "spoon" is スプーン. [「談話標識」(cf. p.108) の前後]

e) Ryo, a friend of mine, invited me to visit. [同格または挿入句を示す]
- 2) : コロン(Colon)

a) Her principle is this: "Keep things only if they 'spark joy.'" [引用が続くことを示す]

b) On our trip we visited three places: Nara, Kyoto and Kobe. [具体的な例を加える]
- 3) ; セミコロン(Semicolon)

a) The admission fee is 12 dollars; there is no fee for guests under 15.

b) *Wasei-eigo* can be deceptive; they look like real English. [and, but, or, yet などの接続詞を使わずに節をつなぐ]
- 4) - ダッシュ (Dash)

a) He always has a Japanese-style breakfast—*nori*, *natto*, *miso* soup, and rice. [前述の内容の補足説明をする]

b) That boy—he is from Canada—can speak English and French. [挿入句を示す]

c) There is only one possible solution—stop it. [続く部分が結果や結論を示す]

全4回の「Sound Studio」では、音読や聞き取りのコツと練習問題を掲載しています。（1音の連結・脱落・同化 2文の区切り 3強勢とリズム 4イントネーション）

Sound Studio



1

音の連結

Stop it. を自然に発音すると、stop の語末の [p] と、it の語頭の [i] が連結し、[stápit] のように発音されます。このように、英語では、子音で終わる語の後に母音または半母音で始まる語が続くと、語末の子音と語頭の音が連結されて発音される傾向があります。



- 連結が起きているところにーのマークをつけ、文全体を音読してみましょう。
- (1) When I was young, I often went skiing.
- (2) Please take off your shoes here.
- (3) Can you do me a favor?

音の脱落

丁寧にゆっくり話す場合には発音される音が、自然なスピードで話す場合に脱落する現象です。たとえば、last chance [læs(t)tʃæns]、next day [néks(t)déi]、left turn [léf(t)tá:rn] のような子音連鎖において、先行する語の末尾の子音がしばしば脱落します。

- 脱落が起きている子音を○で囲み、文全体を音読してみましょう。
- (1) Doesn't she know that?
- (2) An old man is eating mashed potatoes.

音の同化

have は単独で [hæv]、to は [tú:] と発音されますが、have to となると、[háftə] のように発音されることがあります。このように、有声音 ([v] のような音) の後に無声音 ([t] のような音) が続くと、無声音の影響で有声音が無声化 ([v] → [f]) されることがあります。これを「同化」と言います。

- 同化が起きているところにーのマークをつけ、次の文を音読してみましょう。
- (1) I have to go shopping now.
- (2) Of course, you're right.

発音のヒント

英語では、bring における [br]、stone における [st] のように、複数の子音連鎖がごくふつうに起こります。日本語の発音習慣から、子音の後に母音を挿入してしまいがちになりますので、注意しましょう。

- 子音連鎖に注意して、次の語を発音してみましょう。
- please, glad, pray, bright, stick, strike, strong, slow, click, climb