

## 指導用各種データ一覧

この冊子では、以下の表内で★がついているデータについて、サンプルを提示しています。

<b>1 題材資料 ★</b>		各レッスンの題材資料PDF
<b>2 評価問題</b>	①確認問題 ★	セクションの語彙・文法等を確認する問題
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	③総合問題 A ★	レッスンの総合問題
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	⑤総合問題 C	読解力をはかる発展的総合問題
	⑥ APV 本文を使った長文問題	Another Point of View を入試長文に模した総合問題
	⑦題材関連英文を使った長文問題	レッスンの題材に関連した英文と内容理解問題
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	⑨リスニングテスト	全3回分
	⑩大学入学共通テスト型問題 ★	全3回分
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<b>4 教科書本文データ</b>	①教科書データ	教科書本文のすべてを収録
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	③通し読みシート ★	セクション分けせずに読むためのシート
<b>5 スラッシュ入り本文</b>	①スラッシュ入り本文 A ★	標準的な長さで区切ったもの
	②スラッシュ入り本文 B (訳つき) ★	和訳をつけたもの (Word)
	③スラッシュ入り本文 C (訳つき)	和訳をつけたもの (Excel)
<b>6 穴あき本文</b>	①穴あき本文 A ★	新出語部分が穴あき
	②穴あき本文 B (1文字入り) ★	( ) 内に最初の1文字入り
	③穴あき本文 C (訳つき) ★	( ) に訳を付したのもの
	④穴あき本文 D (ディクテーション) ★	ディクテーション用に新出語・内容語を穴あきにしたシート
<b>7 Easy Version</b>	Easy Version ★	本文を平易な英語で書き換えたもの
<b>8 訳文</b>	①訳文 A (意訳)	教科書本文の意訳
	②訳文 B (逐語訳)	教科書本文の逐語訳
	③訳文 C (Another Point of View)	各課の Another Point of View の意訳
<b>9 ボキャブラリー</b>	①単語・熟語リスト A ★	新出語・新出熟語リスト。例文つき (Word)
	②単語・熟語リスト B	新出語・新出熟語リスト。例文つき (Excel)
	③単語リスト (英英) ★	英語の語釈から語を解答する問題形式
	④クロスワードパズル (英英) ★	英語の語釈と単語を結びつけるクロスワードパズル形式のシート

<b>10 本文理解・サマリー</b>	①補充 Q&A	各セクションの補充 Q&A
	②補充 TF	各セクションの補充 TF。音声なし
	③サマリー A ★	レッスン全体および各セクションのサマリー (英語＋日本語訳)
	④サマリー B (穴あき) ★	セクションごとのサマリーの一部を ( ) にしたもの
	⑤情報の整理 A (日本語) ★	パラグラフごとの情報の整理 (日本語)
	⑥情報の整理 B (英語) ★	パラグラフごとの情報の整理 (英語)
	⑦リテリングシート	セクションごとにキーワードとイラスト・写真を集めたシート
<b>11 Another Point of View</b>	①本文	Another Point of View の本文データ
	② Q&A ★	英問英答の Q&A
	③ TF ★	内容理解を問う TF
<b>12 その他 (レッスンごと)</b>	① What's the Topic?	各レッスンの What's the Topic? のスクリプト
	② Oral Introduction	各セクションの Oral Introduction のスクリプト
	③活動用ワークシート (Give It a Try!) ★	課末のコミュニケーション活動で使えるワークシート
	④評価ルーブリック案 ★	言語活動の評価に使えるルーブリック
	⑤原典	原典 (ある課のみ)
	⑥文法等チェック ★	各レッスンで学習した文法の確認問題
	⑦リテリングイラストデータ ★	リテリング用イラストの画像データ
<b>13 その他 (全体)</b>	①英英データ (新出語) ★	全新出語の英英語訳データ。CEFR-J レベルつき
	②熟語リスト ★	教科書傍注・脚注の全熟語リスト (出現順)
<b>14 ワークブック</b>	①ワークブック スタンダード版	スタンダード版の文字データ
	②ワークブック アドバンスド版	アドバンスド版の文字データ
	③サブノート	サブノートの文字データ
<b>15 投影用パワーポイント (音声付き)</b>	①セクション本文 ★	パラグラフごとに1スライド
	②セクション本文 (1文ごと) ★	1文ごとに区切られた本文と和訳
	③セクション本文 (スラッシュ) ★	スラッシュで区切られた本文と和訳
	④ Questions・TF ★	教科書の各セクションの Questions, TF の文字と解答
	⑤単語フラッシュカード ★	新出語 (フラッシュカード形式)
<b>16 ①解説と指導編 PDF 版</b>		
<b>17 教科書紙面 PDF 版</b>		
<b>18 『コーパスクラウン総合英語』 PDF 版</b>		
<b>19 自動問題作成プログラム ★</b>		



## 2-② 本文を使った長文問題

## Lesson 3 Section 1 本文を使った長文問題

●以下の文を読んで設問に答えなさい。

For Miyazaki Kensuke, art is a way to share happiness ( ア ) people all over the world. He sees life as a (j ) 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 (a)(paint) on the streets. (a) People who passed by seemed happy to see my work, ( イ ) though I couldn't understand their language. I realized the power of art to bring people ( ウ ).

In college, I had a dream. I wanted people all over the world to recognize me ( エ ) a great artist. After (i)(graduate), I went to London to become famous.

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

(b) My street artist friends and I thought ( was / look / it / cool / angry / to ). They were expressing their anger at social (i ), and their anger was real. But (c) I was from an ordinary family living an ordinary life. I wasn't angry ( オ ) 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 (ア) ~ (オ) に入れるのもっとも適切なものを□から選びなさい。(1点×5)

as with even at together

② 次の英語もしくは日本語の意味の語を (①) ~ (④) に入れなさい。最初の文字は与えられている。(2点×4)

- ① 旅
- ② a person that you have invited to your house or to an event
- ③ 画廊
- ④ 不公正

③ (あ)、(い) の ( ) 内の語を適当な形に書きかえなさい。(1点×2)

④ 下線部 (B) が、次の日本語が表す意味になるように、( ) 内の語句を並べかえなさい。(3点)

「ストーリーアーティストの友人たちと私は、怒っているように見えることがかっこいいと思っていた」

⑤ 下線部 (A) (C) の日本語訳を完成させなさい。(3点×2)

- (A) ( ) は私の作品を見て喜んでいるようだった。  
 (C) 私は ( ) ふうの家族の生まれだった。

## 2-③ 総合問題 A

## Lesson 3 総合問題 A

① 下線部の発音が同じものを5つ選びなさい。(完答5点)

ア guest      イ painting      ウ frighten      エ stay      オ creation  
 カ peaceful      キ bright      ク break      ケ anger      コ dangerous

② 各組の第1アクセントの発音が同じであれば○、異なっていれば×を書きなさい。(2点×5)

1. su-per : sup-ply      2. rec-og-nize : rep-re-sent      3. no-where : snow-y
4. ca-reer : drag-on      5. col-lab-o-ra-tion : dec-o-rate

③ 指定された文字で始めて、次の定義にあてはまる英語1語を書きなさい。(2点×5)

1. a strong feeling that you have when you have an unhappy experience (a)
2. a person who is invited to someone's home (g)
3. cause so much damage to something (d) 注 damage 被害
4. the act of working together with another person or group to produce something (c)
5. a child who lost their parents (o)

④ 日本語を参考に、( ) に適切な語を入れなさい。指定があればその文字で始めなさい。

(2点×5)

1. その兄弟は危険に直面しても落ち着いていた。  
The brothers kept cool in ( ) ( ) ( ) danger.
2. 自動車事故から回復した時、私は医師になろうと決心しました。  
I ( ) ( ) ( ) ( ) to be a doctor when I recovered from the car accident.
3. ひょっとしてこの写真の女性をご存じではありませんか。  
Do you (h ) ( ) know the woman in this picture?
4. その事故はジェーンと僕を引き合わせてくれた。  
The accident (b ) Jane and I ( ) .
5. この映画は、ある有名な俳優が書いた物語が元になっている。  
This movie ( ) ( ) ( ) a story written by a famous actor.

⑤ 以下の文を読んで設問に答えなさい。(合計45点)

Mariupol was *not* a safe place for an art project. But ( ア ) my surprise, when I ( あ ) painting, children came out ( イ ) nowhere to join me.

We painted a big mitten. The idea is based ( ウ ) a popular Ukrainian story, *The Magic Mitten*. In the story, one snowy night, an old man ( い ) 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 ( う ) people from all over the world ( of / huge mitten / sharing / a / the / warmth ). It is decorated with ( which / Easter eggs / life / and hope / represent ). Our painting ( え ) that people's warm hearts can hatch the egg of hope and bring a peaceful life ( エ ) us all.

I still do not ( お ) 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."





2-10 大学入学共通テスト型問題

Using an international history story, you are going to take part in an English oral presentation contest. Read the following article from America in preparation for your talk.

On May 5, 1961, Alan Shepard waved and climbed out of a spacecraft. He was smiling because he was the first American to fly in space. He was able to make that famous flight because of Ham.

Ham was a chimpanzee born in 1957 in Cameroon, an African country. When he was two years old, the United States Air Force bought him. They took him to the Holloman Aerospace Medical Center in New Mexico. He was named for the first letters of that place, H-A-M. At Holloman, there were forty chimpanzees, called Astrochimps. They were part of a program to send a man into space. Earlier, scientists sent dogs, mice, rabbits, and even flies into space. Some of these animals lived, but many did not. At that time, no one knew if a person could make decisions and do tasks in space. The scientists decided to send a chimpanzee, which is very similar to a human.

Day after day, the Astrochimps learned to do tasks like push buttons or pull levers as if they were flying a spacecraft. Edward Dittmer, who was in charge of the project's animals, taught the chimpanzees. He really liked Ham because Ham was friendly. Ham played games and hugged Dittmer. Ham also learned very quickly. Many of the chimpanzees could not do the tasks. Finally, there were only six Astrochimps left in the program. They were sent to Cape Canaveral in Florida. There, the chimpanzees learned to do the tasks alone in a model of the spacecraft. On the last day of training, the scientists decided that Ham was the best. Dittmer was happy that his friend Ham would be the first chimpanzee in space.


Ham sat in a special container inside the spaceship. This container was made of aluminum and strong plastic. It was very small, not much bigger than Ham's body. There was a clear window to see out. On January 31, 1961, his spacecraft was launched from Cape Canaveral. However, the ride did not go as the scientists expected. The spacecraft traveled too high and too fast. Suddenly, one part broke and all the air went out! Everyone was worried. Would Ham live? Sixteen minutes and thirty-nine seconds later, the spacecraft landed in the ocean. Water entered the spacecraft, but his special container stayed dry. Fortunately, a helicopter arrived quickly. Ham was not hurt, but he was scared.

After his flight, Ham became very famous. His story was in newspapers, magazines, and television. Ham was moved to the National Zoo in Washington, DC so that his fans could see him. His fans were excited that a chimpanzee flew in space. However, he had done more than that. Following commands from the

Earth, Ham completed all the tasks in the possibility that a person could make person could fly in space. Three months later, he would be safe because Ham lived. The space program was a success. In 1980, he was moved to the North Carolina. He died in 1983 at age 22. His story was in the Smithsonian Museum. However, his story is not as famous as the story of the human. Human bodies are not as strong as Ham's. He was the first chimpanzee to fly in space. He was the first chimpanzee to fly in space.

Your Presentation Slides:

1



Valley English Speaking Contest

What Happened to Ham?

New Mexico

Florida

2

Training Storyline

Bought by US Air Force

3

4

5

6

Flight into space

Ham's Famous Flight

- He flew in an aluminum and plastic container.
- The flight was 16 minutes and 39 seconds.
- The spacecraft landed in the ocean.

7

8

Ham Became Famous

- Many news articles and television shows about him.
- Fans visited him at the National Zoo.

9

3 授業案

授業展開や言語活動のさまざまなアイデアを収録した授業案です。Lesson 1～Lesson 10について用意しています。

Lesson1 授業案		
時	学習・活動の内容;教師による指導・支援	ねらい・留意点・評価等
Step1 Warm-up Quiz 10分	①あいさつ、ワークシートを出すよう指示。 ②宿題で調べて来た「英語としても通じるカタカナ」、「英語としては通じないカタカナ」を用いてクイズ問題を作成することを伝える。Step1(1) ③ワークシートのFunctional Expressionsを意味を確認しながら教師の後ろについてリピートさせ、クイズ出題の際活用するよう指示。Step1(1) ④ ③を用いて1分程でクイズ出題の準備をさせる。Step1(1) ⑤ペアでクイズを英語で出題し合うよう指示。Step1(2)	【活動のねらい】 ・Introduction、家庭学習、Section 1導入への流れを自然なものにする。 ・クイズという「場面」を設定し対話を楽しむ。 ・家庭学習が授業中の「交流」につながることを体感させる。 【留意点】 ・教科書は閉じた状態でおこなう。 ・宿題をやってきていない生徒に対しては、④の準備時間でその場で考えるよう指示。 【評価】 「主体的に学習に取り組む態度」・「知識・技能」
Step2 Listening 14分	① Now, you will listen to Section 1. In this section, you will learn more examples of <i>wasei-igo</i> . What are they? のようなことばでつなぎ、ワークシートStep2(1)を見るよう指示。 ②音声を聞きSteveが簡単に理解できたカタカナに○を付けるよう指示。Step2(1) ③ワークシートの絵の周りに聞きながらキーワードを記入し、What happened to Steve? という問いに対して英語で説明する活動を後におこなうことを伝える。Step2(2) ④(1)の答えをペアで確認し、絵とキーワードを活用して理解した内容をペアで説明し合うよう指示。Step2(3) ⑤confusing, recognize, discover that, complicated, confusedの意味をパワポ等で提示し教師の後ろにリピートさせて音と意味を確認させる。Step2(4) ⑥もう1度音声を聞かせ、(3)の活動に取り組ませる。Step2(5) ⑦TF問題を聞かせ、ディクテーションもするよう指示する。2回聞かせ、1回聞かせるごとにペアで相談する時間を1分程度与える。	【活動のねらい】 ・Warm-up Quizからの自然な接続。 ・ListeningからSpeakingへの技能統合。 ・教科書の挿絵を用いてリテリングをすることで概要を掴む。 ・語彙学習の前で理解度が変わることや体感させ、語彙学習への意識を高める ・1回目と2回目の「差」や「成長」に気付かせることで、「学びに向かう力」の伸長を狙う。 ・「聞いたことを書く」機会を与えることで、書くことへの意識も高める。 【留意点】 ・教科書は閉じたまま。 ・期間巡視中にリテリングがうまくできている生徒がいても、全体シェアはなし。ネタバレが生じ、次のReadingをする意義がなくなるため。 ・教師主導の「答え合わせ」はこの段階ではしない。あえてモヤモヤ感を残し、「読んで理解」することへの期待を残す。 【評価】 「主体的に学習に取り組む態度」・「知識・技能」
Step3 Reading 14分	① OK, have you enjoyed talking? I think you have, but can you explain what happened to Steve? Maybe not, so let's learn more about Steve by reading the text. Now, you can open your textbook! のようなことばでつないで、ワークシートに記載されたQuestions (=教科書p.11のQuestions)にまずは1人で取り組み、その後ペアで相談するよう指示する。Step3(1)～(3) ②大体の生徒が記入を終えた頃合いで、パワポ等で提示し、全体で答えを確認する。Step4	【活動のねらい】 ・本文の要点を読んで理解する力を養う。 【留意点】 ・「生徒が学び合う時間確保」を最優先。「答え合わせ」の時間を極力短くするためにパワポ等でまとめて提示する。または、「ペアで確認が終わるまで黒板を見ないように」と指示し、生徒が活動している間に答えを板書する方法もある。 TF問題、Dictationの答えも併せて提示する。 ・後に機会があるため「説明」はしない。 【評価】 「知識・技能」

教科書本文は、全文字データ、レッスン本文のみの文字データ、セクションごとに分けずに本文を読むための通し読みシートの3種類を用意しました。

4-③ 通し読みシート

本文をセクション分けせず、通して読むためのシートです。第1ページに本文をまとめ、第2ページにTFとQ&Aを、第3ページには新出語の英英定義などを掲載しています。

TFとQ&Aの解答は、データ上では白色の文字になっています。文字色を変えることで、解答入りのシートに変えることができます。

Lesson 3  
Hatching the Egg of Hope

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

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?"

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 finished the series of art to bring people together.

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. No gallery accepted my paintings.

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.

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.

I 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!"

According to the teachers, the children became more active than before. // That was a turning point in my career. // Creating happiness through painting is with others in my mind. // I made up my mind to do a painting project over different parts of the world.

In 2011, after the Great East Japan Earthquake, I joined a volunteer team. Because schools were closed, children had nothing to do. The school I thought my painting project might cheer them up. I started with three children. We painted the walls of a school.

**First Reading**  
Find the following sentences. If the statement is true, mark it "T". If the statement is false, mark it "F".

- When he was in college Miyazaki Kensuke had no interest in becoming famous. ( )
- In London, Miyazaki thought it was cool to look angry. ( )
- Miyazaki became famous while he was in London. ( )
- A school in Kenya invited Miyazaki to paint something for children. ( )
- Miyazaki was happy with the dragon he painted. ( )
- The children and Miyazaki enjoyed painting together. ( )
- Miyazaki thought his art project in Nairobi might cheer the children up. ( )
- The teacher asked Miyazaki to paint for his whole class. ( )
- In 2011, Miyazaki was not a solo painter. ( )
- Miyazaki was surprised when many children came and helped him paint. ( )
- His art eggs represent world peace. ( )
- Miyazaki found a clear answer to the question: "Who am I as a person and as an artist?" ( )

**Second Reading**  
Answer the following questions.

Q1 How does Miyazaki describe his life?

Q2 What were Miyazaki's street artist friends expressing through their work?

Q3 Why did some of the children refuse to come to school?

Q4 What did Miyazaki ask for help with the painting?

Q5 Why were the children in Nairobi scared?

Q6 How East Japan and Ukraine suffered from disasters. What were they?

Q7 What did Miyazaki and the children paint in Nairobi?

Q8 What is one thing that has become clear to Miyazaki?

**TF**  
The number of words: 231 words / time: ( ) × 60 = the number of the right answers of TF questions ( ) / 12 questions

Your WPM = \_\_\_\_\_

New Words and Phrases	synonyms	antonyms
hatch	to hatch (an egg)	to hatch (an egg)
share	to share (with sb/sth)	to share (with sb/sth)
discover	to discover (a new place)	to discover (a new place)
journey	to journey (to a place)	to journey (to a place)
paint	to paint (a picture)	to paint (a picture)
pass by	to pass by (a place)	to pass by (a place)
seem	to seem (to be)	to seem (to be)
understand	to understand (a language)	to understand (a language)
finish	to finish (a project)	to finish (a project)
bring people together	to bring people together	to bring people together
college	to go to college	to go to college
graduate	to graduate (from a school)	to graduate (from a school)
become famous	to become famous	to become famous
gallery	to go to a gallery	to go to a gallery
street artist	to be a street artist	to be a street artist
social injustice	to be a social justice	to be a social justice
ordinary	to be ordinary	to be ordinary
live	to live (in a place)	to live (in a place)
decide	to decide (to do sth)	to decide (to do sth)
find	to find (a way)	to find (a way)
different	to be different	to be different
world	to be a world	to be a world
orphan	to be an orphan	to be an orphan
street child	to be a street child	to be a street child
look unhappy	to look unhappy	to look unhappy
suddenly	to suddenly (feel)	to suddenly (feel)
urge	to feel an urge	to feel an urge
go to Kenya	to go to Kenya	to go to Kenya
find the school	to find the school	to find the school
be able to paint	to be able to paint	to be able to paint
paint for the children	to paint for the children	to paint for the children
happy with it	to be happy with it	to be happy with it
teacher complained	to complain	to complain
frightened	to be frightened	to be frightened
refuse to come to school	to refuse to come to school	to refuse to come to school
thought that it was a big snake	to think it was a big snake	to think it was a big snake
did not know that dragons are imaginary	to not know that dragons are imaginary	to not know that dragons are imaginary
asked them	to ask them	to ask them
"Lions!" "Baobabs!"	to say "Lions!" "Baobabs!"	to say "Lions!" "Baobabs!"
became more active than before	to become more active than before	to become more active than before
turning point in my career	to be a turning point in my career	to be a turning point in my career
creating happiness through painting	to create happiness through painting	to create happiness through painting
in collaboration with others	to be in collaboration with others	to be in collaboration with others
is my thing	to be my thing	to be my thing
made up my mind	to make up my mind	to make up my mind
do a painting project every year	to do a painting project every year	to do a painting project every year
in different parts of the world	to be in different parts of the world	to be in different parts of the world

スラッシュ入り本文は、教科書の本文にスラッシュを入れて示したものです。フレーズ・リーディングなどの指導に使うことができます。

5-① スラッシュ入り本文A

標準的な長さで区切っています。指導書②「Teacher's Book」のスラッシュ、指導用デジタル教科書(教材)や指導用CDのフレーズ読み、採用教材「サブノート」のスラッシュと連動していますので、音声を利用した指導に利用できます。

Lesson 3  
Hatching the Egg of Hope

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? //

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. //

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. //

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. //

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. //

## 5-② スラッシュ入り本文B (日本語訳つき) (Word)

## 5-③ スラッシュ入り本文C (日本語訳つき) (Excel)

「5-① スラッシュ入り本文A」を、左半分は英語、右半分は日本語訳と、縦に並べて配置したものです。Wordバージョンのほか、加工のしやすいExcelバージョンもあります。また、Excelバージョンでは、(英語/日本語)のほか、(日本語/英語)のシートも用意しました。サイトトランスレーション活動でも利用できます。

Lesson 3 Hatching the Egg of Hope	希望の卵をかえす
For Miyazaki Kensuke, art is a way to share happiness with people all over the world.	ミヤザキケンスケにとって アートとは幸せを共有するひとつの手段である 世界中の人々と
He sees life as a journey to discover an answer to the question: Who am I as a person and as an artist?	彼は人生を旅である考えている 問いに対する答えを探すための 「私はひとりの人間として何者なのか そしてアーティストとして」
1 I've always loved painting.	私は絵を描くのがずっと大好きだった
During a spring break in high school, I visited Belgium for two weeks.	高校の春休みの間 私は2週間ベルギーを訪れた
I spent my time painting on the streets.	私は時間を過ごした 路上で絵を描いて
People who passed by seemed happy to see my work, even though I couldn't understand their language.	道行く人たちは 私の描く絵を見ることを楽しんでいるように見えた たとえ私が彼らのことばを理解できなくても
I realized the power of art to bring people together.	私はアートには力があると気づいた 人と人をつなぐという
In college, I had a dream.	大学のとき 私には夢があった
I wanted people all over the world to recognize me as a great artist.	私は世界中の人々に～してほしかった 私を偉大なアーティストとして認識して (ほしか った)

## 6-① 穴あき本文A

教科書本文の、新語部分が( )になっています。ディクテーションなどで利用できるほか、穴埋めテストとしても利用可能です。( )に入る語は、データ上では白色の文字になっています。文字色を変えることで、解答入りのシートに変えることができます。

## Lesson 3

( ) the Egg of Hope

For Miyazaki Kensuke, art is a way to share happiness with people all over the world. He sees life as a ( ) 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 ( ) 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.

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 ( ) in a ( ) house. I didn't have much money. No ( ) accepted my ( ).

## 6-② 穴あき本文B (1文字入り)

「穴あき本文B」は、「穴あき本文A」の( )に、ヒントとして最初の文字を入れています。

## Lesson 3

(H ) the Egg of Hope

For Miyazaki Kensuke, art is a way to share happiness with people all over the world. He sees life as a (j ) 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 (B ) 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.

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 (p ) in a (g ) house. I didn't have much money. No (g ) accepted my (p ).

## 6-① 穴あき本文C (訳つき)

「穴あき本文C」は、「穴あき本文A」の( )に、ヒントとして単語の訳を入れています。( )に入る語は、データ上では白色の文字になっています。文字色を変えることで、解答入りのシートに変えることができます。

1

I've always loved painting. During a spring break in high school, I visited ( ベルギー ) 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.

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 ( アルバイトで ) in a ( 来客 ) house. I didn't have much money. No ( 画廊 ) accepted my ( 絵画 ),

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

## 6-② 穴あき本文D (ディクテーション用)

「穴あき本文D」は、ディクテーション用の虫食い本文です。新語を中心に1セクションあたりおよそ10個の単語を( )としました。

Lesson 3  
( ) the Egg of Hope

For Miyazaki Kensuke, art is a way to share happiness with people all over the world. He sees life as a ( ) 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 ( ) 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 ( ) of art to bring people together.

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

In London, I lived and worked ( ) in a ( ) house. I didn't have much money. No ( ) accepted my ( ).

## 7 Easy Version

教科書本文を、中学校3年生レベルを目安に、平易な英語で書き換えました。

長い文を分割したり、代名詞がなにを指すか書き直したりしました。そのため、教科書本文よりも長いものや、若干の不自然さが残る箇所もあります。本格的に教科書本文の学習に入る前の、内容理解の一助などとして利用することができます。

Lesson 3  
Hatching the Egg of Hope

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. When I was a high school student, I visited Belgium for two weeks during spring break. I painted on the streets. People came and looked at my painting. I couldn't understand what they were saying. But they seemed happy. I understood the power of art then. I understood that art can connect people.

In college, I had a dream. I wanted to be a great artist and become famous all over the world. After graduating from college, I went to London to become famous.

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

My street artist friends and I drew angry paintings. We thought it was cool to look angry. My friends were drawing to express their anger at inequality in society. Their anger was real. But I was from an ordinary family. My life was ordinary. I wasn't angry at all.

I was in London for two years. But I couldn't become famous. I decided to find a different way of expressing myself.

2

While I was living in London, once I watched a TV program about a school in Nairobi, Kenya. The school was for street children and children whose parents were dead. The children did not look happy. I suddenly wanted to go there and paint something for the children.

Going there was not easy. Finally in 2006, I arrived in Kenya. I found the school and painted for the children. I painted an angry dragon. I thought it was a good painting, but a teacher did not think so. They said, "The children are afraid of the dragon. Some children don't want to come to school because of the scary dragon." To the children, the dragon was a big snake. They did not know that dragons are not real.

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

The children answered, "Lions!" "Baobabs!"

I asked the children to help me, and we enjoyed painting together. The teachers said that the children became more active than before. That experience changed me. I found that I enjoy creating happiness through painting. I also found that I enjoy painting with others. This is me. I decided to do a painting project like this every year. I decided to do the project in different parts of the world.



## 9-① 単語・熟語リストA (Word)

## 9-② 単語・熟語リストB (Excel)

新出単語、新出熟語を、セクションごとに出現順にリストアップし、表にしました。品詞や意味を記入する欄を設け、辞書を引かせるなど予習用のシートとしても利用できます。各単語、表現の例文も入れています。Wordバージョンのほか、加工のしやすいExcelバージョンも用意しました。解答は、データ上では白色の文字になっています。文字色を変えることで、解答入りのシートに変えることができます。

Lesson 3 Hatching the Egg of Hope			
	品詞	意味	例文
hatch			Six of the chickens have hatched today.
share ~ with...	—		I shared a room with my sister.
journey			Boston is about a day's journey from New York.
Section 1			
	品詞	意味	例文
Belgium			—
spend ~ V-ing	—		I spent two days (in) writing a paper.
pass by ~	—		<i>cf.</i> The express train passed by the station without stopping.
even though ~	—		Even though he said so, you need not believe him.
bring ~ together	—		The Olympic Games bring people together from all over the world.
graduate			I'm going to join the coastguard when I graduate.
part-time			<i>cf.</i> He teaches English on a part-time basis.
work part-time	—		She works part-time to help pay her expenses.
guest			A guest must always be treated with respect.
guest house	—		《米》来客専用棟 <i>cf.</i> We have a guest house in back of the big house.
gallery			His works are on exhibition at the art gallery now.
anger			I understood his sense of frustration and anger.
injustice			I think we can solve the problem without injustice to anybody.
live a ~ life	—		My aunt lives a happy life.

## 9-③ 単語リスト(英英)

新出語の語義が英語で与えられています。教科書の出現順に表形式になっています。与えられた語義から解答させたり、教科書本文から抜き出させるなどの活動に利用できます。解答は、データ上では白色の文字になっています。文字色を変えることで、解答入りのシートに変えることができます。

## Lesson 3

## Hatching the Egg of Hope

## Introduction &amp; Section 1

	to apply heat artificially to hasten the birth of a bird or other animal from its egg
	a traveling from one place to another: a trip
	to finish school, college or university education
	working during only a part of the regular working time
	a visitor received and offered food, a bed etc. in a person's house, in a hotel etc.
	a building where paintings (and other works of art) are shown
	a strong feeling of displeasure, often leading to a desire to hurt or stop the person or thing causing it
	lack of justice or fairness

## Section 2

	a child whose parents are both dead
	a strong wish or desire to do something
	a large imaginary animal with wings and a long tail, that can breathe fire
	to make someone feel afraid
	not to accept something
	not real: existing only in your mind or imagination
	a tropical tree with a very thick trunk
	(____ to ~) as said by someone or in some publication
	(____ point) a time when an important change happens
	an occupation or profession that you continue through life
	the act of working with other to achieve something, especially in science or art



## 10-⑤ 情報の整理A (日本語)

セクションごとに、日本語で情報を整理します。簡潔に図式化してあり、穴埋めをしていくことで、本文の内容を理解します。( )に入る語は、データ上では白色の文字になっています。文字色を変えることで、解答入りのシートに変えることができます。

## Lesson 8

## Not So Long Ago

## セクション2

## 第1段落 少年の写真

撮影者 : ( ) 人のフォトジャーナリスト、( ) さん

撮影場所 : ( )

撮影時期 : ( ) 年

## 第2~4段落 オダネルさんによる写真解説

〈オダネルさんの回想〉

写真の男の子 : ( ) 歳くらい、( ) を背負っていた ← 明らかに様子がふつうと違った

その様子・( ) でここに来たようだった

・( ) をはいていなかった

・表情は( )

・背中の( ) の頭は( ) ように倒れていた

オダネルさんが見たもの : ( ) が少年に近づき

赤ちゃんを背負っていたひもを( )

↑ そのとき

オダネルさんはその赤ちゃんが( ) と気づいた

一男たちは( ) を( ) に置いた

少年の行動 : じっと動かず、まっすぐ立って( ) を見つめていた

( ) を強くかみしめて、( ) がにじんでいた

→ 火が消えたあと、背を向けて( )

## 10-⑥ 情報の整理B (英語)

セクションごとに、英語で情報を整理します。簡潔に図式化してあり、穴埋めをしていくことで、本文の内容を理解します。( )に入る語は、データ上では白色の文字になっています。文字色を変えることで、解答入りのシートに変えることができます。

## Lesson 8

## Not So Long Ago

## Section 2

Joe O'Donnell, ( ) , took this picture

↓ when and where

In ( ) in 1945

【 what's going on in this photo 】

A boy about 10 years old ⇒ ( )

↓

The boy came to the place for a serious reason

↓ どんな理由？

( )

↓ 赤ん坊の様子

The baby's head was ( )

The men in white masks quietly ( ) holding the baby

↓ At this moment

O'Donnell knew the baby was ( )

↓

The men placed ( )

↓

The boy stood there straight ( )

The boy was ( ) so hard that it shone ( )

↓

The flame burned down ⇒ The boy turned around and ( )

↓ year later

what O'Donnell said = "Children and their mothers did not ( ) to win the war"

## 11-② Q&amp;A (Another Point of View)

Another Point of Viewの本文内容を確認するための問いです。教科書のQuestionsのQ-1, 2と同タイプの問題です。

Lesson 8 Another Point of View  
Images from the Trunk

## Q&amp;A

1. Why did Joe O'Donnell visit Hiroshima and Nagasaki in 1945?  
\_\_\_\_\_
2. What did Joe O'Donnell do in Hiroshima and Nagasaki in 1945?  
\_\_\_\_\_
3. After O'Donnell went back to the United States, how did his life change?  
\_\_\_\_\_
4. What did O'Donnell do with the photographs he had brought from Japan?  
\_\_\_\_\_

## 11-③ TF (Another Point of View)

Another Point of Viewの本文内容を確認するためのTrue or Falseです。教科書セクションごとのTFと同タイプの問題ですが、音声はありません。

Lesson 8 Another Point of View  
Images from the Trunk

## T/F

1. O'Donnell's mission was to photograph the effects of bombings in Japanese major cities. [ ]
2. O'Donnell began to work as a White House photographer after he went back to his country. [ ]
3. O'Donnell put the photos of the devastated cities in a trunk because he thought he might see them again in the near future. [ ]
4. The memories of Nagasaki and Hiroshima faded away from O'Donnell's heart as time went by. [ ]

## 12-③ 活動用ワークシート (Give It a Try!)

教科書課木のGive It a Try!の流れに沿ったワークシートです。

## Lesson 3 Hatching the Egg of Hope

## Give It a Try! (p.53)

## Look &amp; Listen

- TF**
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. ( )

**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?

## MEMO

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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 ~

## MEMO

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 12-④ 評価ルーブリック案

教科書課木のGive It a Try!のルーブリック評価の基準を示しました。

## プレゼンテーションの評価規準例

	A	B	C
英語 English	プレゼン全体を通して不自然な表現がなく、既習の表現などを適切に用いながら、プレゼンをしている。	理解に支障をきたすような誤りがなく、おおむね、伝えようとしている内容が伝わるようにプレゼンをしている。	わかりづらい表現や聞いて理解できない誤りがいくつもあり、全体をとおして理解困難な部分が3カ所以上ある。
表現 Delivery わかりやすさ	聞き手の反応を確かめたり時折問いかけたりくり返したりするなどやりとりをしながら、伝えるべき情報や重要な点を強調してプレゼンしている。	全員に聞こえる声量と明瞭さで、英語のリズムや区切りを失わずに、適度なアイコンタクト取りながらプレゼンしている。	不明瞭で聞きづらかったり、アイコンタクトが取れていなかったりしており、英語らしいリズムも失われ、棒読みになっている部分が多い。
内容 Contents	ウェブ上の単なる情報だけでなく、その情報や知識を選択した理由や話し手の意見や印象が含まれていたりしている。	重要な情報、興味深い知識など、教科書以外の情報が必ず含まれ、なぜその情報を選択したのか理由が語られている。	一般的な情報や事実の羅列で、自分の意見や感想などが語られていない。



## 12-⑥ 文法等チェック

新規の文法項目の理解、定着をはかるための資料です。各レッスンのGrammar for Communicationで取り上げた項目別に、展開例、並べ替え問題、部分英作文、空所補充、自由英作文などがあります。それぞれの項目の特性によって、用意のないものもあります。

## 展開例

既習の文法事項を利用し、ステップを踏んでゆるやかに、新規の文法項目へ導きます。

## Lesson 3 Hatching the Egg of Hope

文法等のチェック (文法項目別)

## G1 関係代名詞: who, whose, whom, which, that

## ◆基本文の展開例◆

Step 1 「私たちは町でとても人気のあるフランス料理店で夕食を食べた」

We had dinner at the French ( ) ( ) ( ) very popular in our city.

Step 2 「私たちは先週開店したフランス料理店で夕食を食べた」

We had dinner at the French ( ) ( ) ( ) last week.

Step 3 「私たちは劇場の近くで見つけたレストランで夕食を食べた」

We had dinner at a ( ) ( ) ( ) found near the theater.

Step 4 「私たちはそのシェフが賞を取ったフランス料理店で夕食を食べた」

We had dinner at the French ( ) ( ) chef won an award.

## ◆穴うめ (日本語なし) ◆

- (1) He is the scientist ( ) was awarded a Nobel Prize.
- (2) This is the museum ( ) was designed by a famous architect.
- (3) Is this the book ( ) you told me about yesterday?
- (4) I have a classmate ( ) father is a world-famous conductor.

## 並べ替え問題

新規の文法事項についての、並べ替え問題です。

## ◆並べ替え (日本語つき) ◆

- (1) きみの兄さんと話しているあの女性を知ってるかい?  
Do you know ( is / the woman / who / talking ) with your brother?  
Do you know \_\_\_\_\_ with your brother?
- (2) あなたがイタリアで買ったバッグを私に見せてくれない?  
Will you show me ( you / in Italy / which / bought / the bag )?  
Will you show me \_\_\_\_\_?
- (3) 恵美子は「こまち」という名前のネコを飼っています。  
( whose / Emiko / name / Komachi / a cat / is / keeps ).  
\_\_\_\_\_.
- (4) 10年前その公園に植えられた木は順調に育っている。  
( 10 years ago / the trees / planted / in the park / were / that ) are growing well.  
\_\_\_\_\_ are growing well.

## 12-⑦ リテリングイラスト

リテリング活動に利用できるイラストのデータです。セクションごとに平均して2~3枚あります。キーワードや、教科書掲載の図版と併用するなどして、リテリング活動をおこなうことができます。また、リテリング用イラストとキーワードをまとめて掲載したリテリング用シートも収録しています。



13-① 英英データ (新出語)

本課の本文と Another Point of View のすべての新出語の英英定義を出現順に掲載しています。

レッスン	セクション	頁	語	発音記号	品詞	日本語訳	※*1, *2, *3	英英
105	L03	1	40	hætʃ	v.	(ひな・卵) をかえす, 孵化させる		to apply heat artificially to hasten the birth of a bird or other animal from its egg
107	L03	1	42	journey	n.	旅		a traveling from one place to another; a trip
108	L03	1	42	Belgium	n.	ベルギー		—
109	L03	1	42	graduate	v.	卒業する		to finish school, college or university education
110	L03	1	42	part-time	adv.	アルバイトで		working during only a part of the regular working time
111	L03	1	42	guest	n.	来客, 宿泊客		a visitor received and offered food, a bed etc. in a person's house, in a hotel etc.
112	L03	1	42	gallery	n.	画廊		a building where paintings (and other works of art) are shown
113	L03	1	42	anger	n.	怒り		a strong feeling of displeasure, often leading to a desire to hurt or stop the person or thing causing it
114	L03	1	42	injustice	n.	不正, 不公平		lack of justice or fairness
115	L03	2	44	orphan	n.	孤児		a child whose parents are both dead
116	L03	2	44	Nairobi	n.	ナイロビ		—
117	L03	2	44	Kenya	n.	ケニア		—
118	L03	2	44	urge	n.	衝動		a strong wish or desire to do something
119	L03	2	44	dragon	n.	ドラゴン		a large imaginary animal with wings and a long tail, that can breathe fire
120	L03	2	44	frighten	v.	～を怖がらせる		to make someone feel afraid
121	L03	2	44	refuse	v.	～を拒否する, ～し ようとしない		not to accept something
122	L03	2	44	imaginary	a.	想像上の		not real; existing only in your mind or imagination
123	L03	2	44	baobab	n.	バオバブ		a tropical tree with a very thick trunk
124	L03	2	44	according	prep.	(according to ~ で) ~によれば		(according to →) as said by someone or in some publication
125	L03	2	44	turning	n.	(turning pointで) (重要な) 転機		(turning point) a time when an important change happens
126	L03	2	44	carcer	n.	職業, 経歴		an occupation or profession that you continue through life
127	L03	2	44	collaboration	n.	協同		the act of working with other to achieve something, especially in science or art

13-② 熟語リスト

本課の本文と Another Point of View の傍注、脚注で扱っているすべての熟語を日本語付きで出現順に掲載しています。

No.	レッスン	セクション	頁	語	日本語訳
66	L03	1	42	share ~ with ...	～を…と分かち合う
67	L03	1	42	spend ~ V-ing	…するのに～を費やす
68	L03	1	42	pass by ~	～のそばを通る, 通りすぎる
69	L03	1	42	bring ~ together	～を集める, まとめる
70	L03	1	42	even though ~	たとえ～であっても
71	L03	1	42	work part-time	アルバイトをする
72	L03	1	42	guest house	小規模ホテル
73	L03	1	42	live a ~ life	～な生活を送る
74	L03	2	44	happen to ~	たまたま～する
75	L03	2	44	be happy with ~	～に満足して
76	L03	2	44	according to ~	～によれば
77	L03	2	44	turning point	(重要な) 転機
78	L03	2	44	in collaboration with ~	～と協力して
79	L03	2	44	make up one's mind	決心する
80	L03	3	46	the Great East Japan Earthquake	東日本大震災
81	L03	3	46	cheer ~ up	～を励ます, 元気づける
82	L03	3	46	in the face of ~	～に直面して
83	L03	3	46	be of help	役に立つ
84	L03	3	46	find oneself ~	気がつくとき～にいる
85	L03	3	46	go on	続く
86	L03	4	48	to one's surprise	(人) が驚いたことに
87	L03	4	48	come out of nowhere	どこからともなく現れる
88	L03	4	48	(be) based on ~	～に基づく
89	L03	4	48	decorate ~ with ...	～を…で装飾する

15 投影用パワーポイント (音声付き)

5種類のデータを用意しています。音声も付いていますので、授業の展開に合わせてお使いください。

セクション本文

セクション本文 (1文ごと)

セクション本文 (スラッシュ)

Questions・TF

単語フラッシュカード

## 19 自動問題作成プログラム

自動問題作成プログラムを利用すると、以下のようなテスト問題を作成することができます。

分類	
確認テスト	年組 番氏名 /20
1. 日本語の意味を参考にして、( )内に入れる適切な語(句)を選びなさい。	
(1) 以前どこかでその女性に会ったことを覚えている。	_____
I remember (seeing / to see) the woman somewhere before.	
(2) 写真を撮っている女性は私の先生です。	_____
The woman (taking / taken) pictures is my teacher.	
(3) 彼らは私を1時間待たせた。	_____
They kept me (waited / waiting) for an hour.	
(4) オリーブオイルで調理されたその料理はとてもおいしかった。	_____
The dish (boil / cook / cover / collect / carry) with olive oil was very delicious.(必要なら形を変えて)	
(5) ジョージは後ろを振り返らずに歩き続けた。	_____
George kept (seat / enter / smile / walk / wave) without looking back.(必要なら形を変えて)	
2. 日本語の意味を参考にして、( )内に適切な語(句)を入れなさい。	
(1) 景気が後退していくのを見るのは悲しいことだ。	_____
It is sad to ( ) the economy ( ) down.	
(2) 子どもたちは雨の中でサッカーをやり続けた。	_____
The children ( ) ( ) soccer in the rain.	
(3) 私はすぐに車を修理してもらいたい。	_____
I want my car ( ) right away.	
3. 次の各組の英文がほぼ同じ意味になるように、( )内に適切な語(句)を入れなさい。	
(1) A: A man is standing at the door. I have seen him before.	_____
B: I have seen the man ( ) at the door before.	
(2) A: The computer Ken uses is very old.	_____
B: The computer ( ) by Ken is very old.	
4. 次の日本語の意味を参考にして、( )内の語(句)を並べ換えて文を完成しなさい。	
(1) 2番ホームに到着の電車は嵐のため10分遅れています。	_____
(at / late / the train / platform 2/ because of / arriving /10 minutes / is) the storm.	
(2) あちらで夕食の準備をしている人は、あなたのお姉さんですか。	_____
Is (dinner / over there / preparing / the person) your sister?	
(3) 状況は長い間変わらないままだった。	_____
(the / unchanged / situation / remained) for a long time.	