

高校での英語学習をスムーズに接続！

1 be 動詞① (現在形)

① Tom is busy now. トムは今、忙しいです。
② Tom is not busy now. トムは今、忙しくありません。
③ Is Tom busy now? トムは今、忙しいのですか。
→ Yes, he is. / No, he is not (he isn't). はい、忙しいです。 / いいえ、忙しくありません。

★文法① 「is」で「I」に「is」は「ある」という意味。be動詞 (am, is, are) も、be動詞によって使い分けられます。 (I am, you are, he is, she is, it is, we are, they are) 主語が「I, you, he, she, it, we, they」のときは、be動詞の形は「am, is, are」で決まります。 (I am, you are, he is, she is, it is, we are, they are) 主語が「I, you, he, she, it, we, they」のときは、be動詞の形は「am, is, are」で決まります。

★文法② 過去文にするときは、was (were) のあとに not (～でない) を置きます。
He was not (wasn't) at the party last night. 彼は昨夜パーティーに参加していませんでした。

★文法③ 疑問文にするときは、be動詞を主語の前に置き、(Yes/No) と答えます。

2 be 動詞② (過去形)

① John was tired yesterday. ジョンは昨日、疲れていました。
② Paul was not fine last week. ポールは先週、元気でありませんでした。
③ Was Emily in Sapporo three years ago? エミリーは三年前、札幌にいましたか。
→ Yes, she was. / No, she wasn't. はい、札幌にいました。 / いいえ、札幌にいませんでした。

★文法① 「is」で「I」に「is」は「ある」という意味。be動詞 (am, is, are) も、be動詞によって使い分けられます。 (I am, you are, he is, she is, it is, we are, they are) 主語が「I, you, he, she, it, we, they」のときは、be動詞の形は「am, is, are」で決まります。 (I am, you are, he is, she is, it is, we are, they are) 主語が「I, you, he, she, it, we, they」のときは、be動詞の形は「am, is, are」で決まります。

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★文法③ 疑問文にするときは、be動詞を主語の前に置き、(Yes/No) と答えます。

▼ CRONWのLesson 1の内容を予習します。

The Blue White Shirt

Steve is a 16-year-old high school student from America. He lives with a host family. He came to Japan to study Japanese. It hasn't been easy. Here he talks about a few of his confusing experiences.

① I was really surprised when I discovered that many Japanese words come from English. For example, "spoon" is スプーン and "table" is テーブル. Since these words are written in katakana, it is easy for me to recognize them. "Learning Japanese is a piece of cake." I thought.

But I soon discovered that the situation was much more complicated.

Last Sunday, I went out for a walk. I stepped into a coffee shop and ordered a latte. I was asked, "Would you like a マグ?" I thought it was a choice, since a cup and a mug are quite different. But that was not the case. I learned a little later that a マグ simply means a mug.

Another time, I ordered a glass of サイダー. In America, cider means apple juice. I really got confused when the waiter brought me soda pop.

▲ 中学校で学習した英文法の復習を行います。

Link to CROWN

※上記の紙面は現行版の内容です。令和8年度に改訂版を刊行予定です。

令和8年度用教科書の特設ページを展開！

令和8年度用

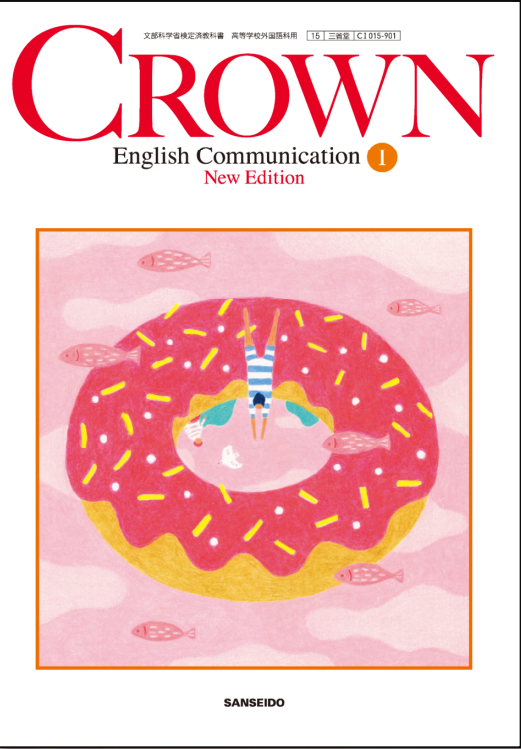
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CROWN MY WAY VISTA 現代の国語 新言語文化

各教科書の特色紹介、紙面ダイジェスト、指導用データサンプルなどの各種資料を掲載。QRコードコンテンツも公開しています。追加資料も順次更新予定！



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三省堂 高等学校英語教科書
英語コミュニケーション

生徒用教材ダイジェスト

ワークブック	アドバンスト	・・・	p.2
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SSD三省堂

※この資料は一般社団法人教科書協会「教科書発行者行動規範」に則って作成しています。
※紙面・内容は2025年4月現在（編集中）のものであり、今後変更となる場合があります。

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※Web版サンプルでは、解答・解説は掲載されていません。

1 Write a word that matches the meaning, starting with the given letter.

1. lack of justice (i)
2. a building or room for displaying paintings and other works of art (g)
3. to finish school, college or university education (g)

2 Put the Japanese sentences into English.

1. この祭りの目的は人々を結び付けることだ。
The purpose of this festival is to () people ().
2. ボブが教科書を忘れたので、私のものを共同で使った。
I () my textbook () Bob because he forgot his.
3. 駅へ向かう途中、私たちは有名な教会のそばを通った。
() our () to the station we passed by a famous church.

語義から語を推測
させる問題です。

3 Put the words and phrases in the correct order.

1. 私たちを案内してくれた女性はそこにある植物について何でも知っていた。
(there / us / guided / who / the plants / everything / the woman / knew / about).
_____.
2. あそこで犬といっしょに遊んでいる少年はだれですか。
(the boy / with / playing / is / who / the dog) over there?
_____ over there?

4 入試にチャレンジ Fill in the blanks with the most suitable words from the list below.

1. Can anyone () has met Mr. Glen in person speak ill of him? (20 獨協大 改)
ア. which イ. who ウ. whose エ. whom ()
2. The water () from the pipes above my desk ruined several of my books.
*pipe 「パイプ」 ruin 「～を損なう」 drip 「滴る」 (23 南山大)
ア. was dripping イ. dripping ウ. has dripped エ. had dripped ()

ターゲット文法を扱う
実際の入試問題です。

本文の理解

- In high school, Miyazaki visited Belgium and () on the street.
- He learned the () of art to bring people together.
- After two years, he decided to look for a different way to () himself.

1 Write a word that matches the meaning, starting with the given letter.

1. to make someone feel afraid (f)
2. not to accept something (r)
3. a child whose parents are both dead (o)

2 Put the Japanese sentences into English.

1. 母は私の学習計画について満足しているように見えた。
My mother seemed to () () () my study plan.
2. 私たちは明日どこを訪れるか決断した。
We () () () () where to visit tomorrow.
3. 私が具合が悪くなったとき、医者がかたまたま同じ飛行機に乗っていた。
A doctor () () be on the same airplane when I got sick.

3 Fill in the blanks so that each pair of sentences has a similar meaning.

1. Every year, many people visit this city for sightseeing.
Every year, this city () () () many people for sightseeing.
2. When I finished washing my hands, Tom handed me a towel.
When I finished washing my hands, a towel () () () me by Tom.

4 入試にチャレンジ Fill in the blanks with the most suitable words from the list below.

1. In Japan, seven gods () to live in a single grain of rice.
*god 「神」、grain 「粒」 (24 獨協大)
ア. had believed イ. are believed ウ. believed エ. have believed ()
2. Jazz music is regularly () on Saturday nights at *Soul to Soul* Jazz Club.
*regularly 「定期的に」 (24 立命館大)
ア. perform イ. performed ウ. performing エ. performs ()

本文の理解

本文の内容を英語で
簡潔にまとめます。

- When Miyazaki saw unhappy children in Kenya on TV, he felt an () to paint something for them.
- After painting together, the children became more () than before.
- He decided to do a painting project in () with others around the world every year.

1 Write a word that matches the meaning, starting with the given letter.

1. to give money or goods to help a person or organization (d)
2. a sudden shaking of the earth's surface *surface 「表面」 (e)
3. to damage something badly so it cannot be used (d)

2 Put the Japanese sentences into English.

1. フロントの職員からの助言はとても役に立った。
The advice (the front desk / to / from the staff / at / of / was / great help / us).
The advice _____.
2. 天気がよかったので、私たちは森の中を歩き続けた。
The weather was nice (on / so / through / went / walking / the woods / we).
The weather was nice _____.
3. 私たちは彼女を元気づけようとしたが、失敗した。
(her / we / to / cheer / tried / but / up / failed).
_____.

3 Put the words and phrases in the correct order.

1. 私たちは 800 年前に建てられた寺院を訪れる。
We will visit a temple () was () 800 years ago.
2. これは伊藤博文によって書かれた手紙だ。
This is a letter () () Ito Hirobumi.

4 入試にチャレンジ Fill in the blanks with the most suitable words from the list below.

1. X: Did you enjoy the movie yesterday?
Y: Not really. I don't like movies () have unhappy endings. (24 北海学園大)
ア. who イ. in which ウ. where エ. that ()
2. The material () for this dress is soft cotton. *cotton 「綿」 (24 松山大)
ア. using イ. uses ウ. which uses エ. used ()

本文の理解

- ・ In 2011, he started to paint the () of a school with local children in Sendai.
- ・ He thought not only money and () but also working together on an art project could be helpful.
- ・ In 2017, he went to Mariupol and saw buildings () by bombs.

1 Write a word that matches the meaning, starting with the given letter.

1. not fighting a war (p)
2. to be a symbol for or example of (r)
3. to make something more attractive (d)

2 Put the Japanese sentences into English.

1. 文化祭のためのアイデアを突然思いついた。
The idea for our school festival () () of ().
2. 彼の新曲は古典的なスペイン音楽に基づいている。
His new song () () () classical Spanish music.
3. 私が部屋に入ったとき、そこが花で飾られていることに気づいた。
When I entered the room, I noticed it was () () flowers.

3 Put words and phrases in the correct order.

1. これは私の誕生日にマリが私にくれた本だ。
(is / this / me / for my birthday / the book / gave / Mari / that).
_____.
2. 先月購入したコンピューターはとてもよく動いている。
(bought / is / I / the computer / which / last month / working) very well.
_____ very well.

4 入試にチャレンジ Fill in the blanks with the most suitable words from the list below.

1. Do you know where I can find a house () windows are painted with bright green?
(24 清泉女子大)
ア. their イ. those ウ. which エ. whose ()
2. () my great surprise, she finished the task in an hour. (24 日本女子大)
ア. At イ. In ウ. To エ. With ()

本文の理解

- ・ Miyazaki painted a big () from a popular Ukrainian story in Mariupol.
- ・ It shows that people's warm hearts can hatch the egg of hope and bring () to everyone's life.
- ・ He realized that he could make people "super happy" with his ().

Lesson 3 Hatching the Egg of Hope

Review & Upskill

1 Write a word that matches the meaning, starting with the given letter.

- no place
- average, usual, or not different
- a terrible accident such as an earthquake
- an occupation that you continue through life *occupation 「職業」
- working during only a part of the usual working time

語義から語を推測させる問題です。

(d)

(c)

(p)

2 Fill in the blanks with the most suitable words from the list below.

1. These dishes () by my grandmother for tonight's dinner.

ア. make イ. are making
ウ. made エ. were made

英検などの試験を意識した4択問題です。

2. Do you know the woman () the speech in front of the station?

ア. given イ. was given ウ. is giving エ. giving

3. His new book is () on an experience from his childhood.

ア. met イ. depended ウ. based エ. imaged ()

4. My sister () an independent life in California.

ア. takes イ. sends ウ. shares エ. lives ()

5. Most guests () in the hotel were sleeping when the earthquake happened.

ア. stays イ. staying ウ. stayed エ. was staying ()

(名城大 改)

6. The student () score is the highest on the exam will get a scholarship.

ア. who イ. whose ウ. that エ. which ()

* scholarship 「奨学金」 (南山大)

7. I cannot imagine the thing () made Mary get angry yesterday.

ア. how イ. that ウ. what エ. when ()

(近畿大)

8. The light in the professor's office is () on, but she doesn't seem to be in.

ア. still turning イ. to be turned
ウ. turned エ. turning ()

(慶應大)

Writing

以下の QUESTION について、あなた自身の考えとその理由を 2 つ英文で書きなさい。語数の目安は、50 ～ 60 語です。

英検などの試験を意識したライティングです。

QUESTION

Do you think it is good for students to go abroad before deciding on their career?

ヒント 英文は「主張」⇒「理由①」⇒「理由②」(⇒主張)という構成で書きましょう。

主張

質問に対し、賛成か反対かを述べる。

使える表現：I think ... (私は…と思う) / I don't think ... (私は…と思わない)



理由①

1 つ目の理由を述べる 使える表現：First, ... (まず、…)

理由①の説明

具体的な例や説明などを入れる。



理由②

2 つ目の理由を述べる 使える表現：Second, ... (次に、…)

理由②の説明

具体的な例や説明などを入れる。



主張

最後に、再度主張を繰り返してもよい。(省略可)

使える表現：This is why I think ... (こういうわけで私は…と思います)

ガイドに従って書きましょう。

(主張) I (don't) think

(理由①) First,

(理由①の説明)

(理由②) Second,

(理由②の説明)

(主張)

Listening

共通テスト第1～3問を
意識したリスニングです。



第1問 音声は2回流れます。

英語を聞き、それぞれの内容と最もよく合っているものを、四つの選択肢 (①～④) のうちから一つずつ選びなさい。

- 問1 ① The artist is going to have an exhibition in the city.
② The artist won a prize for his paintings of the city streets.
③ The famous artist is likely to win an award soon.
④ When the artist was unknown, he often painted on the streets. ()

- 問2 ① The speaker decorated the room by himself.
② The speaker is decorating a room with Jane.
③ The speaker needs someone to help him decorate the rooms.
④ The speaker suggests that Jane should ask for help with the decorating. ()

第2問 音声は2回流れます。

英語を聞き、それぞれの内容と最もよく合っている絵を、四つの選択肢 (①～④) のうちから一つずつ選びなさい。

問1

①

②

③

④

()

問2

①

②

③

④

()

第3問 音声は1回流れます。

それぞれの問いについて、対話の場面が日本語で書かれています。対話を聞き、問いの答えとして最も適切なものを、四つの選択肢 (①～④) のうちから一つずつ選びなさい。(問いの英文は書かれています。)

- 問1 男性と女性が男性の旅行について話をしています。
- What are they looking at?
- ① A photo of a zoo in Kenya.
② A photo of the animals drawn by the man and some children.
③ A photo of the man and some local children.
④ A photo of the man riding an elephant. ()

- 問2 男性がアートプロジェクトのボランティアについてたずねています。
- What will the man do next?
- ① Fill out a form.
② Go to the second floor.
③ Help the woman with her work.
④ Sign up at the desk near the door. ()

課末の長文を用いた
リーディングの問題です。

Read the following passage and answer the questions.

The Power of Art

In 2017, Miyazaki Kensuke painted the mural of the mitten together with local people in Mariupol. He wanted to send a message of hope and peace to the world. Miyazaki says, "Each mural I left behind has its own subsequent story." Here's the story.

After the completion of the mural in Mariupol, Miyazaki said, "My art has the power to make people 'super happy.'" This is the driving force behind the mural projects which he has been carrying out in different parts of the world.

On April 15, 2022, Miyazaki received an email with a photo from a friend he met in Mariupol. While Miyazaki was working on the mural, his friend visited the site many times and helped with the project.

But then, a war started in 2022 and Mariupol was one of the places which was badly affected by the war. As the war escalated, Miyazaki's friend decided to leave the city. But just before he left, he remembered the mural and took the trouble to go and take a photo in spite of the danger.

Miyazaki recounted: "As I thought about the difficult situations that he was facing, it brought tears to my eyes." He added, "[5], the mural we painted in 2017 was damaged in an attack. It's sad, but I was more worried about the people who lived near the mural and the children who painted it together with us."

Miyazaki believes that the mural is a part of people's lives. He said, "The completion of it is not the end, but rather the beginning. Even as an artist, you have no control over the fate of a mural afterwards. It is entrusted to the local people, and all you can do is quietly watch over its fate."

Even so, Miyazaki believes in the power of art. He said, "Without a painting, a wall is just a wall. However, a painted wall is more than just a wall; it clearly shows the power of art. I hope that this wall in Ukraine will not just be a wall, but will last as a symbol of peace and recovery."

共通テストを意識した問題です。

問 1 Choose four out of the five events (①~⑤) and rearrange them in the order they happened. [1] → [2] → [3] → [4]

- ① A war started in Mariupol.
- ② Local people fixed the damaged mural.
- ③ Miyazaki received an email from his friend.
- ④ Miyazaki's friend decides to leave Mariupol.
- ⑤ Miyazaki's friend took a picture of the mural of the mitten.

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

問 2 Choose the best option for [5].

- ① Generally
- ② Surprisingly
- ③ Temporarily
- ④ Unfortunately

5. ()

問 3 Who does Miyazaki think hold the fate of the completed mural? [6]

- ① The artist who made it.
- ② Future artists who will see it.
- ③ The people who live near it.
- ④ The government of the city.

6. ()

問 4 Choose the best option for [7].

Miyazaki believes that art has the power to turn something like a wall into [7].

- ① a gathering place for local people
- ② an object that represents peace and recovery
- ③ control over fate
- ④ hope for fighting injustice

7. ()

Lesson 3 文法のまとめ

1 関係代名詞 who, whose, whom, which, that

ターゲット文法を簡潔に
まとめます。

▶ Key Point! 「…する（ところの）」「…である」という言い方。

- 名詞を後ろから修飾し、説明を加えるときに使います。説明する前の名詞（先行詞）と関係代名詞が導く節内での働きによって、どの関係代名詞を使うかが決まります。

先行詞	主格	所有格	目的格
人	who	whose	who(m)
人以外	which	whose	which
人・人以外	that	—	that

- ① **who / that**（主格）：前の名詞が「人」で、**主語**の働きをします。〈名詞＋ who [that] ＋ 動詞 …〉の形で表します。

This was written by a Chinese woman who [that] lives in Japan.
人 主語 動詞
 （これは日本に住んでいる中国人の女性によって書かれた）

- ② **which / that**（主格）：前の名詞が「人以外」で、**主語**の働きをします。〈名詞＋ which [that] ＋ 動詞 …〉の形で表します。

I went to a cafe which [that] is popular among young people.
人以外 主語 動詞
 （私は若者に人気のカフェに行った）

- ③ **whom / that**（目的格）：前の名詞が「人」で、**目的語**の働きをします。〈名詞＋ whom [that] ＋ 主語＋動詞 …〉の形で表します。

The man whom [that] we saw yesterday was a good speaker of Japanese.
人 saw の目的語の働きをしている
 （私たちが昨日会った男の人は日本語を上手に話した）

※話し言葉では、whom の代わりに who が用いられることが多いです。
 ※目的格の関係代名詞は省略することができます。

- ④ **which / that**（目的格）：前の名詞が「人以外」で、**目的語**の働きをします。〈名詞＋ which [that] ＋ 主語＋動詞 …〉の形で表します。

England is the country which [that] I want to visit. （イングランドは私が訪れたい国だ）
人以外 visit の目的語の働きをしている

※目的格の関係代名詞は省略することができます。

- ⑤ **whose**（所有格）：前の名詞が「人」「人以外」のどちらでも使え、「～の」の意味を表します。
 She is a singer whose name is well known in Japan.
= her name
 （彼女は日本でよく名前が知られている歌手だ）

2 分詞の形容詞的用法

▶ Key Point! 「～している…」 「～された [されている] …」という言い方。

- 名詞の後ろに**現在分詞（V-ing）**または**過去分詞**を置いて、人やものの状態を表します。
- ① **現在分詞（V-ing）**：名詞を後ろから修飾して、「～している…」という意味を表します。
 I know the boys practicing soccer over there.
男の子たち サッカーを練習している
 （私はあそこでサッカーを練習している男の子たちを知っている）
- ② **過去分詞**：名詞を後ろから修飾して、「～された [されている] …」という意味を表します。
 This is the story told by the woman.
物語 その女性によって語られた
 （これはその女性によって語られた物語だ）

※現在分詞または過去分詞が1語で名詞を修飾する場合は、その名詞の前に置かれることが多いです。
 the burning fire（燃えている火） a broken window（壊れた窓）

3 受動態

▶ Key Point! 「～が…される」という言い方。

- 〈be 動詞＋過去分詞〉の形で受動的な意味を表します。
- ① **肯定文**
 This book **was written** last year. （この本は去年書かれたものだ）
 This book **is read** by many children. （この本は多くの子どもたちに読まれている）
動作をした人は by ... で表す
- ② **受動態の疑問文**は be 動詞を主語の前に置いて作ります。答え方も be 動詞を使って答えます。
Are these pictures taken by your brother?
（これらの写真はあなたのお兄さんによって撮られたのですか）
 — Yes, they **are**. / No, they **are not** [aren't]. （はい、そうです／いいえ、そうではありません）
- ③ **受動態の否定文**は be 動詞の後ろに not を置いて作ります。
 This shirt **is not washed** yet. （このシャツはまだ洗われていない）

次の英文が文法的かつ意味的に適切な文章となるように、空所 (a ~ n) に入れるのに最も適切な語句を、それぞれ (a ~ n) の選択肢 (1 ~ 4) から 1 つ選んで、その番号を記入せよ。

Alma Thomas was an African-American artist. She was born in the state of Georgia in 1891. In 1907, her parents decided (a) the family to Washington, D.C. in order to escape the policy of racial separation that was in (b) in Georgia. This policy was designed to keep black people (c) the facilities and services that white people used. Her parents hoped that in Washington, D.C. Alma and her sisters would have more opportunities to (d) their dreams.

Alma’s dream was to be an architect, and in 1924 she became a student at Howard University. But there turned out to be (e) opportunity for Alma to follow her childhood dream despite being a university graduate. (f), she started working as a teacher and did painting on the side.

Her early work was considered good enough to be included in group exhibitions, but it failed to (g) art critics. It was only after her retirement in 1960 that she started to gain (h) as an artist. At that time, most black artists chose to focus on politics and issues of racial injustice, but Alma turned toward (i). She studied the shapes of trees, the patterns of flowers, and the ways light shone through leaves. Then she put these images into a beautiful mosaic of color. “I’ve never bothered painting the (j) things in life,” she said.

Another subject that interested Alma was space travel. From her house, she imagined what it would be (k) to look down on Earth from inside a spaceship. “You look down on things and fly through the clouds so fast that you don’t know (l) the flower below is a violet or not. You see only lines of color.” These thoughts inspired her series on space, a project she began in 1969. In these paintings, typical space imagery, such as the pointed tip of a rocket and the round shape of the earth, is changed (m) columns of color and shining balls of light.

At the age of 80, Alma was given her own exhibition at a famous museum in New York City. She was the first black woman to have a solo show in that museum. “One of the things black people couldn’t do was go into museums, (n) think of hanging our pictures there. Times have changed. Just look at me now!” This was Alma’s comment on the eve of the opening of her exhibition.

(Z. Tsjeng, “Alma Thomas” 一部改変)

- | | | | | | |
|-----|--------------|-----------------|-------------|----------------|-----|
| (a) | 1. move | 2. moving | 3. moved | 4. to move | () |
| (b) | 1. debt | 2. reality | 3. effect | 4. need | () |
| (c) | 1. overusing | 2. from leaving | 3. close to | 4. away from | () |
| (d) | 1. pursue | 2. give up | 3. aim | 4. persuade | () |
| (e) | 1. much | 2. little | 3. good | 4. any | () |
| (f) | 1. Perhaps | 2. In addition | 3. Instead | 4. Once more | () |
| (g) | 1. exclude | 2. increase | 3. reject | 4. impress | () |
| (h) | 1. future | 2. recognition | 3. fault | 4. celebration | () |
| (i) | 1. economics | 2. humanity | 3. society | 4. nature | () |
| (j) | 1. ugly | 2. pretty | 3. colorful | 4. seasonal | () |
| (k) | 1. likely | 2. like | 3. love | 4. lovely | () |
| (l) | 1. whatever | 2. wherever | 3. whether | 4. while | () |
| (m) | 1. away | 2. into | 3. light | 4. dark | () |
| (n) | 1. let alone | 2. let’s | 3. let me | 4. let’s not | () |

(21 西南学院大)

1 語彙 次の意味を表す語を選択肢から選びなさい。

1. to finish school, college or university education ()
2. working during only a part of the usual working time ()
3. lack of justice ()
4. a visitor who receives food, a bed etc. in a person's house, in a hotel etc. ()
5. average, usual, or not different ()

語義から語を推測
させる問題です。

ordinary / guest / graduate / part-time / injustice

2 表現 日本語に合うように () に適切な語を書きなさい。

1. 私は先週風邪をひいたときに 2 日間寝て過ごした。
I () two days () in bed when I had a fever last week.
2. 私は毎日学校へ行くときに郵便局を通り過ぎる。
I () () a post office every day when I go to school.
3. ボブは妻と田舎で静かな生活を送っている。
Bob () a quiet () with his wife in the countryside.

3 文法 日本語に合うように () 内の語句を並べかえなさい。

1. 帽子をかぶった少女は私のいとこです。
(is / the girl / is / the hat / my cousin / wearing / who).
_____.
2. その本には男の子が宝物を箱に隠している絵が載っていた。
The book had a picture of (a box / hiding / in / some treasure / a boy).
The book had a picture of _____.
3. 教室のすみでソーダを飲んでいる生徒たちを見てごらん。
(soda pop / drinking / at / in the corner / the students / look) of the classroom.
_____ of the classroom.

ターゲット文法を扱う
問題です。

本文の理解

- In high school, Miyazaki visited Belgium and () on the street.
- He learned the () of art to bring people together.
- After two years, he decided to look for a different way to () himself.

本文の内容を英語で
簡潔にまとめます。

1 語彙 次の意味を表す語を選択肢から選びなさい。

1. a child whose parents are both dead ()
2. to make someone feel afraid ()
3. not real; existing only in your mind *exist 「存在する」 ()
4. a strong wish to do something ()
5. not to accept something ()

refuse / imaginary / urge / frighten / orphan

2 表現 日本語に合うように () 内の語句を並べかえなさい。

1. 私たちはそのレストランでの食事に満足した。
(we / the food / happy / that restaurant / with / at / were).
_____.
2. エイミーは決断して、青い T シャツではなく赤いものを買った。
(up / Amy / bought / made / and / a red T-shirt / her mind) instead of a blue one.
_____ instead of a blue one.
3. そのニュースによると、その事故でけがをした人はいなかった。
(no one / the news / injured / according / was / to / ,) in the accident.
_____ in the accident.

3 文法 文法 日本語に合うように () に適切な語を書きなさい。

1. その子どもは昨日彼らによって世話をされた。
The child () () care of by them yesterday.
2. 私はボブから読むための本をいくつか渡された。
I () () some books to read by Bob.
3. あの映画は 60 歳以上の人の多くに知られている。
That movie () () to many people over 60.

本文の理解

- When Miyazaki saw unhappy children in Kenya on TV, he felt an () to paint something for them.
- After painting together, the children became more () than before.
- He decided to do a painting project in () with others around the world every year.

1 語彙 次の意味を表す語を選択肢から選びなさい。

1. a process in which someone makes something happen or exist ()
2. to damage something badly so it cannot be used ()
3. to give money or goods to help a person or organization ()
4. equipment and provisions like food and clothing *provision 「備え」 ()
5. a sudden shaking of the earth's surface *surface 「表面」 ()

earthquake / destroy / creation / supply / donate

2 表現 日本語に合うように () に適切な語を書きなさい。

1. ここで何か問題があれば、専門家たちが助けてくれる。
If you have any trouble here, the experts will () () ().
2. 私がトムを止めるまで、トムは話し続けた。
Tom () () talking until I stopped him.
3. その俳優は日本だけでなくフランスでも有名だ。
That actor is famous () () in Japan but () in France.

3 文法 日本語に合うように () 内の語句を並べかえなさい。

1. これらはあの池で捕まえられたカメだ。
(that pond / in / are / the turtles / these / caught).
_____.
2. 祭りで集められた缶はリサイクルセンターに運ばれた。
(the cans / were / carried / at / collected / to / the festival) the recycling center.
_____ the recycling center.
3. 旅行中に私が撮った写真を何枚か見せましょう。
(some pictures / will / you / I / which / took / show / I) during the trip.
_____ during the trip.

本文の理解

- ・ In 2011, he started to paint the () of a school with local children in Sendai.
- ・ He thought not only money and () but also working together on an art project could be helpful.
- ・ In 2017, he went to Mariupol and saw buildings () by bombs.

1 語彙 次の意味を表す語を選択肢から選びなさい。

1. to make something more attractive ()
2. a type of glove that covers the four fingers together and the thumb separately
*thumb 「親指」 separately 「別々に」 ()
3. to be a symbol for or example of ()
4. not fighting a war ()
5. a comfortable degree of heat ()

mitten / represent / warmth / decorate / peaceful

2 表現 日本語に合うように () 内の語句を並べかえなさい。

1. 私が遊園地で迷子になったとき、どこからともなく職員が出てきて助けてくれた。
When I got lost at an amusement park, (of / and / a member of the staff / out / me / nowhere / helped / came).
When I got lost at an amusement park, _____.
2. 私たちが驚いたことに、ジェーンの試験に関する予言は本当だった。
(our / Jane's prediction / to / about / surprise / the exam / ,) came true.
_____ came true.
3. 私たちがやる劇は、過去にあった実話に基づいている。
(we / doing / the play / is / are / based / a true story / on) from the past.
_____ from the past.

3 文法 () 内の語句を用いて次の日本語を英語にきなさい。

1. これらは夏目漱石によって書かれた小説だ。(which)

2. これは私が中学にいたときに買った本だ。(that)

3. あなたは先月オープンした店に行きましたか。(that)

本文の理解

- ・ Miyazaki painted a big () from a popular Ukrainian story in Mariupol.
- ・ It shows that people's warm hearts can hatch the egg of hope and bring () to everyone's life.
- ・ He realized that he could make people "super happy" with his ().

Lesson 3 Hatching the Egg of Hope

Review & Upskill

語義から語を推測させる問題です。

1 次の意味を表す語を、最初の文字に続けて書きなさい。

1. to make someone feel afraid (f)
2. a terrible accident such as an earthquake (d)
3. a comfortable degree of heat (w)

2 () に入れるのに最も適切なものを、一つ選びなさい。

1. The man () is fixing the door is Mr. Brown.
ア. which イ. who ウ. whose エ. whom ()
2. I () to by a foreigner when I was waiting for my friend at the station.
ア. spoke イ. was speaking
ウ. am spoken エ. was spoken
3. A: What are you listening to, Meg?
B: It's a song from an album () was released last week. This is the most popular song now.
ア. who イ. what ウ. that エ. whose ()
4. Jane was wearing a dress () by her mother.
ア. made イ. was made
ウ. making エ. was making ()
5. The bus () is 10 minutes late because of the heavy traffic.
ア. arrives イ. arrived ウ. is arriving エ. arriving ()
6. () the weather forecast, a typhoon will hit this area on Thursday.
ア. Due to イ. Because of
ウ. According to エ. Refer to ()
7. To my (), he was very good at playing the piano.
ア. surprise イ. success ウ. amazing エ. attraction ()
8. This T-shirt was designed in () with my favorite artist so I must buy it.
ア. connection イ. collaboration
ウ. line エ. decoration ()

英検などの試験を意識した4択問題です。

Writing

以下の QUESTION について、あなた自身の考えとその理由を 2 つ英文で書きなさい。語数の目安は、50 ～ 60 語です。POINTS を参考にしてもかまいません。

英検などの試験を意識したライティングです。

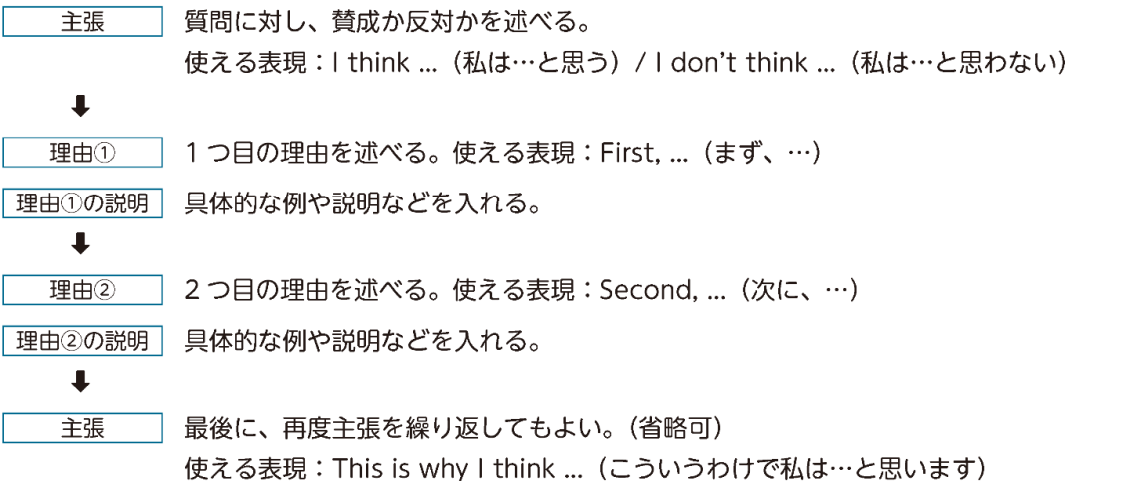
QUESTION

Do you think it is good for students to go abroad before deciding on their career?

POINTS

・ Experience ・ Purpose ・ Culture

ヒント 英文は「主張」⇒「理由①」⇒「理由②」(⇒主張)という構成で書きましょう。



ガイドに従って書きましょう。

(主張) I (don't) think

(理由①) First,

(理由①の説明)

(理由②) Second,

(理由②の説明)

(主張)

Listening

共通テスト第1～3問を
意識したリスニングです。



第1問 音声は2回流れます。

英語を聞き、それぞれの内容と最もよく合っているものを、四つの選択肢 (①～④) のうちから一つずつ選びなさい。

- 問1 ① The artist is going to have an exhibition in the city.
② The artist won a prize for his paintings of the city streets.
③ The famous artist is likely to win an award soon.
④ When the artist was unknown, he often painted on the streets. ()

- 問2 ① The speaker decorated the room by himself.
② The speaker is decorating a room with Jane.
③ The speaker needs someone to help him decorate the rooms.
④ The speaker suggests that Jane should ask for help with the decorating. ()

第2問 音声は2回流れます。

英語を聞き、それぞれの内容と最もよく合っている絵を、四つの選択肢 (①～④) のうちから一つずつ選びなさい。

問1

①

②

③

④

()

問2

①

②

③

④

()

第3問 音声は1回流れます。

それぞれの問いについて、対話の場面が日本語で書かれています。対話を聞き、問いの答えとして最も適切なものを、四つの選択肢 (①～④) のうちから一つずつ選びなさい。(問いの英文は書かれています。)

- 問1 男性と女性が男性の旅行について話をしています。
- What are they looking at?
- ① A photo of a zoo in Kenya.
② A photo of the animals drawn by the man and some children.
③ A photo of the man and some local children.
④ A photo of the man riding an elephant. ()
- 問2 男性がアートプロジェクトのボランティアについてたずねています。
- What will the man do next?
- ① Fill out a form.
② Go to the second floor.
③ Help the woman with her work.
④ Sign up at the desk near the door. ()

Lesson 3 文法のまとめ

1 関係代名詞 who, whose, whom, which, that

ターゲット文法を簡潔に
まとめます。

▶ Key Point! 「…する(ところの)」 「…である」という言い方。

- 名詞を後ろから修飾し、説明を加えるときに使います。説明する前の名詞(先行詞)と関係代名詞が導く節内での働きによって、どの関係代名詞を使うかが決まります。

先行詞	主格	所有格	目的格
人	who	whose	who(m)
人以外	which	whose	which
人・人以外	that	—	that

- ① **who / that** (主格): 前の名詞が「人」で、**主語**の働きをします。〈名詞 + who [that] + 動詞 …〉の形で表します。

This was written by a Chinese woman who [that] lives in Japan.
人 主語 動詞
 (これは日本に住んでいる中国人の女性によって書かれた)

- ② **which / that** (主格): 前の名詞が「人以外」で、**主語**の働きをします。〈名詞 + which [that] + 動詞 …〉の形で表します。

I went to a cafe which [that] is popular among young people.
人以外 主語 動詞
 (私は若者に人気のカフェに行った)

- ③ **whom / that** (目的格): 前の名詞が「人」で、**目的語**の働きをします。〈名詞 + whom [that] + 主語 + 動詞 …〉の形で表します。

The man whom [that] we saw yesterday was a good speaker of Japanese.
人 saw の目的語の働きをしている
 (私たちが昨日会った男の人は日本語を上手に話した)

※話し言葉では、whom の代わりに who が用いられることが多いです。
 ※目的格の関係代名詞は省略することができます。

- ④ **which / that** (目的格): 前の名詞が「人以外」で、**目的語**の働きをします。〈名詞 + which [that] + 主語 + 動詞 …〉の形で表します。

England is the country which [that] I want to visit. (イングランドは私が訪れたい国だ)
人以外 visit の目的語の働きをしている

※目的格の関係代名詞は省略することができます。

- ⑤ **whose** (所有格): 前の名詞が「人」「人以外」のどちらでも使え、「～の」の意味を表します。
 She is a singer whose name is well known in Japan.
= her name
 (彼女は日本でよく名前が知られている歌手だ)

2 分詞の形容詞的用法

▶ Key Point! 「～している…」 「～された [されている] …」という言い方。

- 名詞の後ろに**現在分詞 (V-ing)** または**過去分詞**を置いて、人やものの状態を表します。

- ① **現在分詞 (V-ing)**: 名詞を後ろから修飾して、「～している…」という意味を表します。
 I know the boys practicing soccer over there.
男の子たち サッカーを練習している
 (私はあそこでサッカーを練習している男の子たちを知っている)

- ② **過去分詞**: 名詞を後ろから修飾して、「～された [されている] …」という意味を表します。
 This is the story told by the woman.
物語 その女性によって語られた
 (これはその女性によって語られた物語だ)

※現在分詞または過去分詞が1語で名詞を修飾する場合は、その名詞の前に置かれることが多いです。
 the burning fire (燃えている火) a broken window (壊れた窓)

3 受動態

▶ Key Point! 「～が…される」という言い方。

- 〈be 動詞 + 過去分詞〉の形で受動的な意味を表します。

- ① **肯定文**
 This book **was written** last year. (この本は去年書かれたものだ)
 This book **is read** by many children. (この本は多くの子どもたちに読まれている)
動作をした人は by ... で表す

- ② **受動態の疑問文**は be 動詞を主語の前に置いて作ります。答え方も be 動詞を使って答えます。
 Are these pictures **taken** by your brother?
(これらの写真はあなたのお兄さんによって撮られたのですか)
 — Yes, they **are**. / No, they **are not** [aren't]. (はい、そうです／いいえ、そうではありません)

- ③ **受動態の否定文**は be 動詞の後ろに not を置いて作ります。
 This shirt **is not washed** yet. (このシャツはまだ洗われていない)

セクション分けせずに
本文を読むことができます。



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?

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.

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.

A barber in Ofunato, Iwate, asked me to paint a sign for his shop. I not only made the sign but 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 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 was going on. It was a very dangerous place. People were dying every day. I saw shell holes everywhere and buildings destroyed by bombs.

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."

TF Questions

確認の問題です。

- Miyazaki expresses his anger at social injustice in his art. ()
- Miyazaki's experience in Kenya became a turning point in his career. ()
- After the Great East Japan Earthquake, Miyazaki realized his art wasn't useful at all. ()
- The painting of the mitten in Ukraine represents hope and connection between people. ()
- Miyazaki was not surprised when children in Mariupol came out to join his project. ()

WPMを計ろう

		W P M				
		約 70w/m	約 80w/m	約 100w/m	約 125w/m	約 150w/m
所要時間(秒)		601 秒以上	501 ~ 600 秒	401 ~ 500 秒	300 ~ 400 秒	300 秒未満
月	日					
月	日					
月	日					

※所要時間を記入し、該当する WPM に○をつけよう。

※ WPM × TF の
正答数を
記入しよう。

3回計ること得上達がわかります。

Lesson 3 Hatching the Egg of Hope

新出語・表現

※意味を調べて記入しよう。また、派生語などを（ ）内に記入しよう。

Section 1

行	新出語・表現	発音記号	品詞	意 味	派生語など
	title hatch	/hætʃ/	動		
1	share ~ with ...				
5	Belgium	/bəˈdʒɪəm/	名	ベルギー	形 ()
5	spend ~ V-ing				
6	pass by ~				
8	bring ~ together				
11	recognize	/rɪˈkɒɡnaɪz/	動		名 ()
11	graduate	/ˈɡrædʒuət/	動		名 ()
13	part-time	/pɑːrttaɪm/	副		
13	work part-time				≡ have a part-time job
13	guest	/ɡɛst/	名		
13	a guest house				≡ a small hotel
14	gallery	/ˈɡæləri/	名		
17	anger	/ˈæŋɡər/	名		形 ()
18	injustice	/ɪndʒʌstɪs/	名		対 ()
19	ordinary	/ˈɔːrdənəri/	形		対 ()
19	live a ~ life				

語彙力のアップにつながります。

Section 2

1	happen to ~				
2	orphan	/ˈɔːrfən/	名		
2	Nairobi	/naɪˈroʊbi/	名	ナイロビ	
3	urge	/ɜːrʒ/	名		動 ()
7	dragon	/ˈdræɡən/	名		
7	be happy with ~				≡ be satisfied with ~
8	frighten	/ˈfraɪtən/	動		形 ()
9	refuse	/rɪˈfjuːz/	動		名 ()
11	imaginary	/ɪmæˈdʒənəri/	形		動 ()
13	baobab	/bəɪˈɒbæb/	名		
15	according	/əˈkɔːrdɪŋ/	副		
15	according to ~				
17	turning	/ˈtɜːnɪŋ/	名		
17	a turning point				≡ a moment which changes one's life
17	career	/ˈkæriər/	名		
18	collaboration	/kələˈbɒrɪʃən/	名		動 ()
18	in collaboration with ~				
19	make up one's mind				≡ decide

Section 3

1	earthquake	/ˈɜːθkwèɪk/	名		
1	the Great East Japan Earthquake		名	東日本大震災	※ 2011 年 3 月 11 日
4	cheer	/tʃɪər/	動		
4	cheer ~ up				
8	not only ~ but also ...				
10	usefulness	/ˈjuːsfəlness/	名		形 ()
12	disaster	/ˈdɪzəstər/	名		形 ()
12	supply	/səˈplaɪ/	名		動 ()
12	donate	/ˈdóneɪt/	動		名 ()
12	be of help				≡ be helpful
14	creation	/kriˈeɪʃən/	名		動 ()
15	condition	/kənˈdɪʃən/	名		
15	find oneself in ~				≡ be in ~
16	Mariupol	/məˈrɪuːpəl/	名	マリウポリ	
16	Ukraine	/ˈjuːkrɛɪn/	名	ウクライナ	形 ()
17	go on				≡ continue
18	shell	/ʃél/	名		
19	destroy	/ˈdɪstrɔɪ/	動		名 ()

Section 4

2	to one's surprise				
2	come out of nowhere				≡ suddenly appear
3	nowhere	/ˈnóʊwɛər/	名		
4	mitten	/ˈmɪtən/	名		
4	be based on ~				
5	Ukrainian	/ˈjuːkrɛɪniən/	形	ウクライナの	名 ()
10	warmth	/wɜːrmθ/	名		形 ()
10	decorate	/ˈdeɪkəreɪt/	動		名 ()
10	decorate ~ with ...				
11	Easter	/ˈiːstər/	名	イースター	
11	represent	/rɪˈprezɪnt/	動		
13	peaceful	/ˈpiːsfəl/	形		名 ()
16	super	/ˈsúːpər/	副		

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▶ Reading Points 以下のことを考えながら読んでみよう。

(1) ミヤザキケンスケさんにとってアートとは何ですか。

(2) ミヤザキケンスケさんはロンドンでどのような決心をしましたか。

行間に書き込んで授業ノートとしても使えます。

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 ① 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. // ② People who passed by / seemed happy to see my work, / even though I couldn't understand their language. // ③ I realized the power of art / to bring people together. //

In college, / I had ④ 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 ⑤ 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 / ⑥ 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. //

情報の整理

本文の内容をひととおり把握します。

■ ミヤザキケンスケさんにとってのアートと人生

アートとは世界中の人々と _____ 手段

人生は「自分は _____ として、 _____ として何者か」への答えを見つける _____

■ 高校時代: _____ でストリートペインティングを体験

作品を見てうれしそうな人々 → _____ は人々を結びつける

■ 大学時代: 夢 = 世界中の人から _____ として認められたい

■ 卒業後: 有名になるため _____ に2年間滞在

_____ に住み、アルバイト → _____ は作品を受け入れない

友人のアーティストは _____ を表現 → 自分に _____ はない

有名になれず、 _____ を見つけなければならないと決心

文法・表現の確認

① the question は「 _____ 」という問い。

② 文構造: S = (_____) V = (_____) C = (_____)

[G-1] who は関係代名詞。人を表す先行詞(ここでは People) を後ろから修飾する節を導く。

③ 文構造: S = (_____) V = (_____) O = (_____)

④ a dream は「 _____ 」という夢。

⑤ it は to look angry を受ける形式主語。

⑥ [G-2] living an ordinary life は an ordinary family を後ろから修飾している。(現在分詞(V-ing)の形容詞的用法) 〈名詞 + V-ing + 語句〉で「～している(名詞)」の意味。

本文の理解

問1 What did Miyazaki Kensuke dream of when he was a student?

- ① He dreamed of meeting famous artists around the world.
- ② He dreamed of living as an artist in Belgium.
- ③ He dreamed of becoming a world-famous artist.
- ④ He dreamed of graduating from a great London college.

共通テストを意識したリーディングの問題です。

問2 What is the main topic of this section?

- ① Miyazaki changed his life by going to moving to Belgium.
- ② Miyazaki decided that he needed a new way to express himself.
- ③ Miyazaki had a hard time living in London with no money.
- ④ Miyazaki realized that art was a good way to express anger.

● 問3 What did Miyazaki realize from spending time in Belgium?

He realized _____

このセクションのメイントピックを問います。



▶ Reading Points 以下のことを考えながら読んでみよう。

- (1) ミヤザキケンスケさんにとってアートとは何ですか。
 (2) ミヤザキケンスケさんはロンドンでどのような決心をしましたか。

In London, / I happened to watch ① 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. //

② 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, / “③ The children are frightened by the dragon. // Some of them refuse to come to school.” // ④ The children thought / that it was a big snake. // They did not know / that ⑤ 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. // ⑥ 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. //

情報の整理

■ ミヤザキケンスケさん：ロンドンで見たテレビ番組

ケニアのナイロビの_____のための学校
 _____に見えない子どもたち

→ ケニアに行き子どもたちのために_____という衝動

■ 2006年：ケニアの学校で描いたドラゴン

子どもたち → ドラゴンを_____り、_____のをいやがる子もいた

→ 子どもたちに手伝ってもらい、いっしょに_____

→ 子どもたちは以前よりも_____になった

■ 人生の転機

_____を通じて幸せを作り出す

毎年、世界各地で_____と決心

文法・表現の確認

- ① a TV program は「_____」についての番組。
 ② It は「_____」こと。
 ③ [G-3] 受動態〈be 動詞＋過去分詞〉の文で「～が…される」の意味。by —「一によって」は動作主を表す。
 ④ 文構造：〈S (= The children) + V (= thought) + O (= that 節)〉の形。that 節内は時制の一致で過去形 was になっている。
 it は () () を指している。
 ⑤ dragons are imaginary は不変の事実なので、時制の一致が起きていない。
 ⑥ この文の主語は () ～ () 。

本文の理解

問1 Why did some of the children in Kenya avoid going to school?

- ① The children were frightened of Miyazaki when they met him.
 ② The children were unhappy with their school lessons.
 ③ They did not enjoy painting pictures with Miyazaki.
 ④ They were scared of the picture that Miyazaki painted.

問2 What is the main topic of this section?

- ① Painting together is a way to make children happy and active.
 ② Kenyan children like to learn how to paint various local animals.
 ③ Young children in Kenya are frightened by snakes and dragons.
 ④ Children in Kenya love animals like lions, baobabs, and snakes.

問3 What did Miyazaki realize was “his thing”?

He realized _____



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▶ Reading Points 以下のことを考えながら読んでみよう。

- (1) ミヤザキケンスケさんは、東日本大震災後、退屈している子どもたちを見てどう思いましたか。
 (2) ミヤザキケンスケさんは、自分のどのような活動が災害時でも役に立つと考えますか。

In 2011, / after the Great East Japan Earthquake, / I joined a volunteer group in Sendai. // Because schools were closed, / ① 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. //

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

I had ② doubts / about the usefulness of my art project, / but I did not want to think / that art has no power / in the face of disaster. // ③ Money and supplies that people donate / can be of great help. // But ④ 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 was going on. // It was a very dangerous place. // People were dying every day. // I saw shell holes everywhere / and ⑤ buildings destroyed by bombs. //

G-2

情報の整理

- 2011 年、東日本大震災後：仙台のボランティアグループに参加
 学校の閉鎖により _____ 子どもたち
 → ミヤザキ：自分の _____ が子どもたちを _____ かもしれない
 → 子どもたちといっしょに _____ にペイント
- 岩手県大船渡市の床屋からのペイント依頼
 → _____ だけでなく _____ を明るい色でペイント
- アートの力
 _____ に直面しても _____ が無力だと思いたくない
 金品だけでなく、いっしょにペイントして _____ ことも役に立つ
 人は最悪の状況でも _____ ことができる
- 2017 年：戦争下で危険なウクライナ、マリウポリに
 毎日、人々が死に、 _____ や _____ を目撃

文法・表現の確認

- ① 理由は「 _____ 」から。
 ② doubts は「 _____ 」に対する疑問。
 ③ 主語は (_____) ~ (_____)。
 [G-1] that は関係代名詞。人 [もの] を表す先行詞を後ろから修飾する節を導く。
 that の先行詞 = (_____)
 ④ 主語は (_____) ~ (_____)。
 ⑤ [G-2] destroyed by bombs は名詞 buildings を修飾している。(過去分詞の形容詞的用法) 〈名詞 + 過去分詞 + 語句〉で「~された(名詞)」の意味。

本文の理解

問1 Why did the children in Sendai look bored?

- ① They were not interested in painting the walls of their school.
- ② Their school was not open and there were few activities for them.
- ③ They did not know the best way to use the paints for their school.
- ④ They could not find anyone to help them with their painting project.

問2 What is the main topic of this section?

- ① Money and supplies is more important than art in a disaster.
- ② Painting shop signs is something that Miyazaki wants to do more.
- ③ Painting and creating something can be helpful in a disaster.
- ④ Schools should be open in a disaster so that children are not bored.

問3 What did Miyazaki realize people can do in the worst conditions?

People can _____



▶ Reading Points 以下のことを考えながら読んでみよう。

- (1) ミヤザキケンスケさんと子どもたちが描いた絵はどんなメッセージを表していますか。
 (2) ミヤザキケンスケさんは自分の作品にはどんな力があると考えますか。

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. // ① The idea is based on / a popular Ukrainian story, / The
 Magic Mitten. // In the story, / one snowy night, / an old man drops his mitten. //
 ② 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 ③ see people from all over the world / sharing the warmth of
 a huge mitten. // ④ 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 / ⑤ to make people
 "super happy." //

情報の整理

■マリウポリでの活動

アートプロジェクトには_____ではない場所だが、_____が参加してくれた

■作品：ウクライナの有名な民話「てぶくろ」を題材

_____が大きな手袋のぬくもりを共有

イースター・エッグ = _____と_____を象徴

→ 人々の温かい心が_____を孵化させ、みんなに_____をもたらす

■ミヤザキのアートが持つ力

人々を「_____」にする力

文法・表現の確認

- ① The idea は「_____」という構想。
 ② 主語は () () ~ () 。
 ③ <see + O + V-ing> は「O が ~ しているのを見る」の意味。
 O = ()
 ④ [G-3] decorate ~ with ... の受動態の文。
 [G-1] which は関係代名詞。ものを表す先行詞を後ろから修飾する節を導く。
 which の先行詞 = ()
 ⑤ <make + O (= people) + C (= super happy)> は「O を C にする」の意味。to make ~ は the power を修飾している。(不定詞の形容詞的用法)

本文の理解

問1 What did Miyazaki and the children paint instead of animals in the mitten?

- ① They painted a man reading an old Ukrainian story.
 ② They painted pictures of hearts and eggs.
 ③ They painted an old man on a cold, snowy night.
 ④ They painted people from various different countries.

問2 What is the main topic of this section?

- ① Art can be a way to spread peace and hope.
 ② Old story books can teach us many things.
 ③ Art is a good way to teach old stories to children.
 ④ Children in Ukraine are interested in art and books.

問3 What has become clear to Miyazaki?

His art _____