

CROWN

English Communication III



■ご案内

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三省堂版 英語教科書

★印は平成29年度新刊, ☆印は平成30年度新刊です。

「クラウン」シリーズ

多様性のある題材を通して、新時代を読みとる「思考力」を育み、発信型コミュニケーションを指向するクラウン。

<p>CROWN English Communication I New Edition</p>  <p>★ B5変型判 192ページ コI 333</p>	<p>CROWN English Communication II New Edition</p>  <p>★ B5変型判 216ページ コII 331</p>	<p>CROWN English Communication III New Edition</p>  <p>★ B5判 192ページ コIII 305</p>	<p>CROWN English Expression I New Edition</p>  <p>★ B5判 160ページ 英I 323</p>	<p>CROWN English Expression II New Edition</p>  <p>★ B5判 160ページ 英II 318</p>
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「マイウェイ」シリーズ

文型・文法の基礎・基本をおさえながら、豊かな題材を通してコミュニケーション能力を養います。

<p>MY WAY English Communication I New Edition</p>  <p>★ B5変型判 168ページ コI 334</p>	<p>MY WAY English Communication II New Edition</p>  <p>★ B5変型判 176ページ コII 332</p>	<p>MY WAY English Communication III New Edition</p>  <p>★ B5判 152ページ コIII 306</p>	<p>MY WAY English Expression I New Edition</p>  <p>★ B5判 136ページ 英I 324</p>	<p>MY WAY English Expression II New Edition</p>  <p>★ B5判 160ページ 英II 319</p>
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「ビスタ」シリーズ

基礎・基本に徹して、中学の復習から徐々にステップ・アップ。バランスのとれた4技能の育成をめざします。

<p>VISTA English Communication I New Edition</p>  <p>★ B5判 136ページ コI 335</p>	<p>VISTA English Communication II New Edition</p>  <p>★ B5判 128ページ コII 333</p>
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「セレクト」シリーズ

[英語会話] 会話表現の基礎・基本をしっかりとおさえた、評価がしやすい教科書。
[英語表現I] 基本文型・文法項目をわかりやすい英文とイラストで提示し、ライティングとスピーキング活動につなげます。

<p>SELECT English Conversation</p>  <p>★ B5判 104ページ 英会 302</p>	<p>SELECT English Expression I New Edition</p>  <p>★ B5判 104ページ 英I 325</p>
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★三省堂 教科書・教材サイト <http://tb.sanseido.co.jp>

三省堂英語教科書

検索



三省堂

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コIII 305

*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。

CROWN

English Communication III



コⅢ 305 | B5判・192ページ

教科書の編集方針

1. ことばの学習を通じて、思考力、表現力の育成を促し、豊かな言語観を育てます。
2. 世界の中の日本、世界の中の自分を知ること、異なる文化を尊重する心を育みます。
3. 英語の学習を通じて、自らの力で考え、判断し、表現する力を培います。

教科書の特徴

- **大学入試を視野に入れたテーマ性の高い題材を精選**
日常生活・学校生活、比較文化、社会貢献、人間としての生き方、日本文化、芸術、平和と国際協力、科学、言語と民族、地球環境、医療、経済など、多様なテーマを取り上げました。
- **全体を3パートにわけ、英文の長さや難易度は易から難へ**
Part 1は3セクション(1セクション300語前後、1,000語未満)、Part 2は4セクション(1セクション300語前後、平均1,200語)、Part 3は4セクション(1セクション350~400語程度、合計1,400語前後)と、分量と難易度を上げています。
- **日本語を媒介としない「読み」に特化するためのさまざまな工夫**
Food for Thoughtを除いて指示文を英語に統一しました。また傍注で英語での言い換えを提示することで、英語を英語のまま理解することを促します。
- **「読み」の深度を深め、自身の考えを発信するための創造的な言語活動**
本文読解後にPISA型読解力を養うFood for Thoughtと、本課のテーマについて他者の意見に対して自身の意見を言う自己発信型言語活動Activitiesを用意しました。
- **豊富な「選択学習教材」を掲載**
Optional Readingとして、本課に関連するテーマを別の角度・視点から考えることができるように、300語前後の関連テキストを掲載しています。

21世紀を生きる「思考力」を育み、 発信型コミュニケーションを志向する伝統の「クラウン」!

「クラウン コミュニケーション英語Ⅲ」の特色を、3つのポイントでご紹介!

1. 生徒の思考力を育む、時代を捉えた新鮮な「題材」

今の高校生にぜひ考えてほしいテーマが、広く取り上げられています。

Lesson 3
God's Hands
神の手を持つ医師・天野篤



Lesson 5
**Only a Camera Lens
between Us**
難民の子どもと私のあいだにあるもの



Lesson 10
**Stay Hungry,
Stay Foolish**
ジョアスの生き方「ハングリーであれ、愚かであれ」



Story 1
Flying
ふたりの不思議な空中散歩



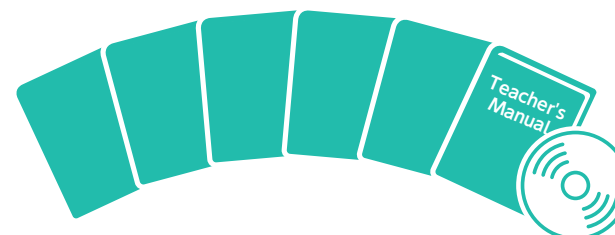
2. 考えを深め、自己発信しやすい「教科書構成」

各レッスン、「読解」から「思考」へ。各パーツの役割が明確になっています。



3. さまざまな授業に対応できる「指導書・教材」

充実の教師用指導書、指導用CD、そしてデジタル教科書などを用意しています。



教師用指導書[6分冊+CD-ROM]



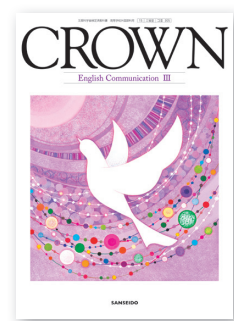
デジタル教科書



1. 生徒の思考力を育む、時代を捉えた新鮮な「題材」














今の高校生にぜひ考えてほしいテーマが、広く取り上げられています。

■ CROWN English Communication III コIII 305



おすすめ題材

- ① Lesson 3 ▶ 神の手を持つ医師・天野篤が目指す医師像。患者のために、どうあるべきか。
- ② Lesson 5 ▶ 武装解除で世界に平和をもたらそうと奮闘する瀬谷ルミ子さん。
- ③ Lesson 10 ▶ アップル創業者、スティーブ・ジョブズが大切にしていた3つのこと。

<p>Lesson 1 An American in the Heart of Japan 日本の心ーナルド・キーン</p> 	<p>Lesson 2 Design for Whom? 本当に“役に立つ”デザイン</p> 	<p>Lesson 3 God's Hands 神の手を持つ医師・天野篤</p> 	<p>Lesson 4 Be Aware! Be Engaged! 街へ出よう、アートに出会おう</p> 	
<p>Lesson 5 Only a Camera Lens between Us 難民の子どもと私のあいだにあるもの</p> 	<p>Lesson 6 The Magic of Reality Magicを科学する</p> 	<p>Lesson 7 Being Bilingual 母語とは何か?</p> 	<p>Lesson 8 Green Revolution, Blue Revolution 牛丼一杯に必要な水の量はどれくらい?</p> 	
<p>Lesson 9 What's Not for Sale? 白熱教室! それをお金で買いますか?</p> 	<p>Lesson 10 Stay Hungry, Stay Foolish ジョブズの生き方ーハングリーであれ、愚かであれ</p> 	<p>Story 1 Flying ふたりの不思議な空中散歩</p> 	<p>Story 2 The Silent Miaow 子猫の、家の乗っ取り大作戦</p> 	<p>Story 3 The Storyteller お説教くさいお話なんてウンザリ!</p> 

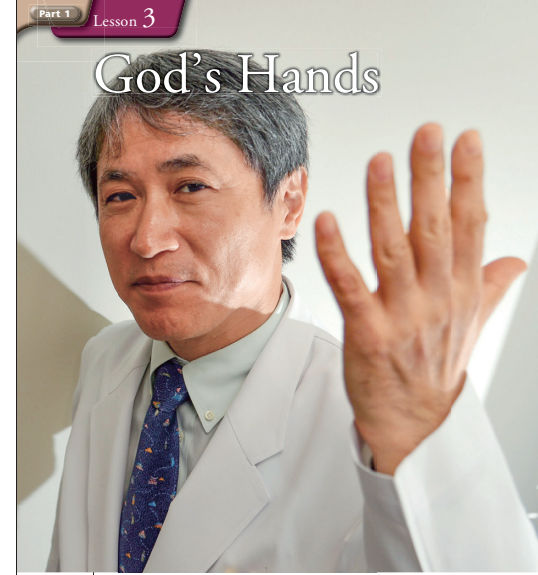


2. 考えを深め、自己発信しやすい「教科書構成」

各レッスン、「読解」から「思考」へ。各パーツの役割が明確になっています。

● 本課

● タイトルページ



Take a Moment to Think

1. Have you thought about your future career? How about becoming a doctor?
2. What kind of preparation do you think you need for your future career?
3. Do you have a role model?

perform [pə'fɔ:m] outstanding [aʊt'stændɪŋ] consider [kən'sɪdə] exaggeration [ɪg'zædʒə'reɪʃən]
attribute [ə'trɪbjʊt] relate [rɪ'leɪt]

Before You Read
150語前後で課の内容を簡単に導入

Before You Read

Dr. Amano Atsushi is one of the most famous heart surgeons in Japan. After graduating from the medical school of Nihon University in 1983, he worked at various hospitals before joining Juntendo University School of Medicine in 2002.

Dr. Amano has so far **performed** more than 6,000 operations with a success rate of 98 percent. Because of his **outstanding** skills, some people call him "the surgeon with God's hands." Dr. Amano considers this a great **exaggeration**. He **attributes** his success to hard work, **constant** practice, and the empathy he feels for his patients.

In this interview, Dr. Amano talks about his experiences—failing in his entrance exams, losing his father after a heart operation, trying to improve his skills as a surgeon, and relating to his patients.

If you wish success in life, make perseverance your bosom friend, experience your wise counselor, caution your elder brother and hope your guardian genius.
— Joseph Addison

Fill in the blanks with the words in bold type above.

() to say that something is the result of a particular cause
() to do something, especially something difficult or useful
() happening all the time
() extremely good
() a statement that makes something seem better or worse than it actually is

Take a Moment to Think
生徒の背景知識を活性化させる3つのQ

キーワードの意味をチェック

レッスンをテーマを象徴した名言

● 本文

傍注には重要語句と新出フレーズ
(英語によるパラフレーズ)

自然な英語で書かれたテーマ性の高い英文
1セクションはパートごとに300~350語

内容理解を助ける美しい写真
英文の行頭と写真が重ならない
ように配置

Q&A
内容理解のための
英問英答

T-F
各セクション3つ
リスニングで確認

● Comprehension

Check
3択形式で内容を確認

Summary
Part 1: () 穴埋め
Part 2: 下線部埋め
Part 3: キーワードを利用して書く

Food for Thought
「PISA型読解力」養成の
ための設問

● Activities

Comments
本課のテーマについて他者の意見に
対する自己発信型言語活動

自己発信に有用な機能表現

他者の意見に対する
意見表明

Optional Reading [選択教材]

センター試験
第5問を意識した読解問題

Lesson 3

Optional Reading

The Patient Always Comes First

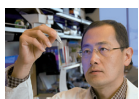
Dr. Amano has exceptional skill as a surgeon. But there are other ways to be successful as a doctor.

Here's another doctor who wanted to pursue a career as a surgeon. As a student he broke his bones a dozen times while playing rugby, which motivated him to become a surgeon. After finishing medical school in 1987, he became a resident at a hospital. He recalls, "The training as a resident was just like hell. It took me more than an hour to perform a simple operation which would usually take no more than 10 minutes. I simply lacked the skills to be a surgeon." Once when he was an assistant at an operation, one of his colleagues ridiculed him, saying, "You are not an assistant, but a resistant."

This clinical experience, however, taught him that there were many diseases and injuries that even the best doctors could not treat. He realized that fundamental medical research was needed in order to help those patients for whom modern medicine could not offer proper treatment. In 1993, he went to the United States. He stopped treating patients and turned his attention to research.

Almost 20 years later, in 2012, this doctor was awarded the Nobel Prize in Physiology or Medicine for developing induced pluripotent stem (iPS) cells, which have the potential to grow into any type of body tissue. His name is Yamanaka Shinya, professor at Kyoto University. Yamanaka says, "I feel a great sense of responsibility, because as a doctor I haven't been able to save the life of even one person so far. I really want to use our breakthrough for medical purposes."

However, the development of iPS cells does not immediately offer a panacea for various diseases; it might take 5 or 10 years of further research. But Yamanaka says, "I want patients not to give up hope." Dr. Amano and Dr. Yamanaka took different paths but they both share the same motto: "The patient always comes first."



40 Optional Reading

Lesson 3

Choose the right answer.

- When Dr. Yamanaka was a resident at a hospital,
 - he enjoyed the training as a resident.
 - he discovered that he lacked the skills to be a surgeon.
 - he was not allowed to perform even a simple operation.
 - his skill as a surgeon gradually improved through continued effort.
- Dr. Yamanaka went to the United States to
 - do research.
 - treat patients.
 - win a Nobel Prize.
 - become a better surgeon.
- According to the text, iPS cells
 - are already saving lives.
 - were originally discovered at Kyoto University.
 - have the potential to transform into any type of body tissue.
 - will not be ready to treat diseases and injuries for at least 20 years.
- Dr. Yamanaka and Dr. Amano have the same motto:
 - "First, do no harm."
 - "Stay hungry. Stay foolish."
 - "The patient always comes first."
 - "The nail that sticks up gets hammered down."

Focus on Reading —
本題では心臓外科医。天理院さんの生き方、考え方を取り上げましたが、この文章では、同じ外科医でありながら、まったく別の道を歩んだ医師、山中伸弥さんのことが紹介されています。本題で学んだことを思い出しながら、二人の相違点・共通点 (similarities & differences) がどこにあるのか確認してみましょう。情報をこのような形で整理して読んでいくのも、読解力の向上に役立ちます。

Optional Reading 41

Story

楽しく読める3つの
ストーリー性の高い読み物

Story 3

The Storyteller

storyteller [stɔ:ri'telə(r)]

railway [reɪlweɪ]
carriage [kærɪdʒ]
Templecombe [tɛmplekɒm]
[tɛmplekɒm]

bachelor [bætʃələr]

compartment [kɒmpɑ:rt'mɛnt]
● from time to time
☞ occasionally
remark [rɪ'mɑ:k]

Cyril [sɪrɪl]
exclaim [ɪk'skleɪm]
cushion [kʊʃən]

reluctantly [rɪ'lʌktəntli]
sheep [ʃi:p]
● drive ~ out of ...
☞ move ~ from ...
grass [grɑ:s]

It was a hot afternoon, and the railway carriage was also sultry, and the next stop was at Templecombe, nearly an hour ahead. The people in the carriage were a small girl, and a smaller girl, and a small boy. An aunt belonging to the children sat in one corner seat, and in the further corner seat on the opposite side sat a bachelor who was a stranger to their party, but the small girls and the small boy had taken over the compartment. Both the aunt and the children talked together from time to time. Most of the aunt's remarks seemed to begin with "Don't," and nearly all of the children's remarks began with "Why?" The bachelor said nothing out loud.

"Don't, Cyril, don't," exclaimed the aunt, as the small boy began hitting the cushions of the seat, producing a cloud of dust at each blow.

"Come and look out of the window," she added.

The child moved reluctantly to the window. "Why are those sheep being driven out of that field?" he asked.

"I expect they are being driven to another field where there is more grass," said the aunt weakly.

"But there is lots of grass in that field," said the boy.


"There's nothing else but grass there. Aunt, there's lots of grass in that field."

"Perhaps the grass in the other field is better," suggested the aunt.

"Why is it better?" came the inevitable question.

158 The Storyteller

Story 3



"Oh, look at those cows!" exclaimed the aunt. Nearly every field along the line had contained cows, but she spoke as though she were drawing attention to something unusual.

"Why is the grass in the other field better?" Cyril asked again.

The frown on the bachelor's face was deepening to a scowl. He was a hard, unsympathetic man, the aunt decided in her mind. She could not explain about the grass in the other field.

The smaller girl began to recite "On the Road to Mandalay" over and over again in a very loud voice; it seemed to the bachelor as though someone had had a bet with her that she could not repeat the line aloud two thousand times without stopping. Whoever it was who had made that bet was likely to lose.

frown [fraʊn]
deepen [di:pən]
scowl [skaʊl]
unsympathetic [ʌnsɪmpə'tetɪk]

recite [rɪ'saɪt]
Mandalay [mændə'reɪl]
bet [bet]
aloud [ə'ləʊd]

The Storyteller 159

本課のテーマを別の角度からとらえ
直す読み物(300語前後)

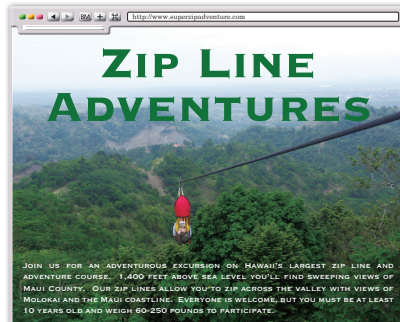
Reading Skill

オーセンティックな素材で
「読むための」力を養成

Reading Skill 1

Zip Lines

You are planning a trip to Hawaii in January and you are looking for something more exciting than sitting on the beach and shopping at Waikiki. How about spending a few days on Maui? If you check the Internet, you might find something like this ad for zip lines. Skim through it quickly and follow the instructions at the end.



JOIN US FOR AN ADVENTUROUS EXCURSION ON HAWAII'S LARGEST ZIP LINE AND ADVENTURE COURSE. 1,400 FEET ABOVE SEA LEVEL YOU'LL FIND BREATHING VIEWS OF MAUI COUNTY. OUR ZIP LINES ALLOW YOU TO ZIP ACROSS THE VALLEY WITH VIEWS OF MOLOKAI AND THE MAUI COASTLINE. EVERYONE IS WELCOME, BUT YOU MUST BE AT LEAST 10 YEARS OLD AND WEIGH 60-250 POUNDS TO PARTICIPATE.

ZIP LINE TOURS We have six interconnected zip lines. You may choose any one of our three tours:

- Adventure Tour**
This tour includes the longest line on the course, over 2,000 feet in length and 300 feet in elevation change. **3 ZIPS \$125 (per person)**
- Daredevil Tour**
You will cross a valley and ascend the mountain for your zipping adventure. Includes 4 zips and gourmet picnic lunch. **4 ZIPS \$150 (per person)**

28 Reading Skill 1

3 Ultimate Zip Experience

The cross and downhill lines run nearly 2.5 miles and drop almost 1,000 feet in elevation.

6 ZIPS \$200 (per person)

Here is the schedule of the tours on the dates you requested:

THREE ZIPS
Thursday, January 22 @9:00 AM
Friday, January 23 @9:00 AM
Saturday, January 24 @2:00 PM

FOUR ZIPS
Thursday, January 22 @2:00 PM
Friday, January 23 @9:00 AM
Saturday, January 24 @9:00 AM

SIX ZIPS
Thursday, January 22 @9:00 AM
Friday, January 23 @2:00 PM
Saturday, January 24 @9:00 AM


What to Wear and Bring
Closed-toe hiking or athletic type shoes are required. The weather can change quickly, so be sure to bring a sweater and a jacket.

What if I am scared of heights?
We understand that some people feel nervous about heights. Our professionally trained and experienced guides will be with you at all times. They will make sure that you have an enjoyable and exciting adventure. There is no need to be concerned about safety. All our equipment meets or exceeds industry standards and is inspected every day.

Would you be interested in zip line adventures in Hawaii? If yes, see if you can find three classmates, and plan a trip to Hawaii. If not, check the Internet for other interesting things to do. How about surfing, paragliding, scuba diving, or sightseeing? Find three classmates and plan a trip.

Reading Skill 1 29

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本書を使用する前に
構成と内容

- Before You Read: レッソンの導入。テーマに関連する語彙も確認
- 傍注: 熟語
- 脚注: 新語、内容理解の質問
- Comprehension: 本課の内容や話の展開の確認
- Activities: 本課の内容に関連したコミュニケーション活動
- Optional Reading: 本課に関連した読み物(選択教材)
- Reading Skill: 英語を読むためのスキル
- 発音記号: 標準的なアメリカ発音を採用

記号・略号

- S = 主語、V = 動詞、C = 補語、O = 目的語
- n. = 名詞、v. = 動詞、a. = 形容詞、ad. = 副詞
- e.g. = for example (たとえば)
- cf. = compare (比較しなさい)
- Q = 内容理解(本課の内容に関する質問)
- () = 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、ご本人の意志により、〈名 姓〉と表記している場合もあります。

God's Hands

『指導用CD』に
Oral Introductionを収録

『⑤英語で授業編』に
授業案2パターンを収録

Before You Read

Dr. Amano Atsushi is one of the most famous heart surgeons in Japan. After graduating from the medical school of Nihon University in 1983, he worked at various hospitals before joining Juntendo University School of Medicine in 2002.

Dr. Amano has so far **performed** more than 6,000 operations with a success rate of 98 percent. Because of his **outstanding** skills, some people call him “the surgeon with God’s hands.” Dr. Amano considers this a great **exaggeration**. He **attributes** his success to hard work, **constant** practice, and the empathy he feels for his patients.

In this interview, Dr. Amano talks about his experiences—failing in his entrance exams, losing his father after a heart operation, trying to improve his skills as a surgeon, and relating to his patients.

「Reading Skillを用いた指導」は、三省堂教科書・教材サイト(<http://tb.sanseido.co.jp>)からダウンロードできます。

*If you wish success in life, make
perseverance your bosom friend,
experience your wise counselor,
caution your elder brother and
hope your guardian genius.*
— Joseph Addison



Take a Moment to Think

1. Have you thought about your future career? How about becoming a doctor?
2. What kind of preparation do you think you need for your future career?
3. Do you have a role model?

perform [pə'fɔ:m] **outstanding** [aʊtstændɪŋ] **consider** [kən'sɪdər] **exaggeration** [ɪgzædʒə'reɪʃən]
attribute [ə'trɪbjʊ:t] **relate** [rɪ'leɪt]

● Fill in the blanks with the words in bold type above.

- () to say that something is the result of a particular cause
 () to do something, especially something difficult or useful
 () happening all the time
 () extremely good
 () a statement that makes something seem better or worse than it actually is

『指導用CD』にフレーズ読みやハイスピード読みを収録

When did you decide to become a doctor?

As a child, whenever I had a stomachache or a fever, my mother used to take me to a pediatrician, who happened to be one of my relatives. Somehow, I was fascinated by his medical books and stethoscopes. But it was when I was in high school that I first thought about becoming a doctor for my future career.

We know that becoming a medical doctor is not easy. How was it for you?

Well, I have to say that I was no exception. While in high school, I didn't get involved with any club activities, and I even went to cram school to prepare for entrance exams. But I failed for three consecutive years, and I was already 21 when I finally got accepted. Come to think of it, failing in the exams was not a bad thing for me after all. It gave me an opportunity to form the determination to become a doctor.



Dr. Amano with his father



As a university student

be no exception
≡ be the same

come to think of it
≡ now that I think about it

『指導用CD-ROM』に「情報の整理」(マッピング・シート)(英・日2種)を収録

After receiving training at medical school, you became a doctor. How was your career after finishing school?

A lot of my friends started to work as medical staff at the university hospital, but I chose a different career. I wanted to work at a general hospital where I would have more contact with patients. That way I thought I would be able to improve my skills as a surgeon. So I started to look for a job at general hospitals, and after being rejected several times, I finally managed to find a position.

I heard that you lost your father after heart surgery. Did it affect you in any way as a surgeon?

Yes, definitely. My father was suffering from heart disease, and he had had two operations. When I was 31, his condition had gotten worse to such an extent that he had to have his artificial valve replaced. I observed the operation from beginning to end, but troubles followed one after the other during the operation. A week later, my father passed away. He was 66 years old.

『指導用CD-ROM』にセクションごとのサマリーを収録

that way ≡ in that way

suffer from ~
≡ have a disease such ~ that ...
cf. so ~ that ...
from beginning to end
≡ from start to finish
one after the other
≡ continuously
pass away ≡ die

TF

『指導用CD-ROM』に補充のTF問題を収録(音声は無し)

Q-1 Why does Dr. Amano think that failing in the entrance exams was not a bad thing?

Q-2 Why did Dr. Amano want to work at a general hospital?

Q-3 When Dr. Amano was 31, his father had an operation. What kind of operation was it?

pediatrician [pi:diətrɪfən] **relative** [rɛlətɪv] **stethoscope** [stéθəskòup]

exception [iksɛpʃən] **cram** [kræm] **consecutive** [kɒnsɛkjətɪv]

determination [dɪtə:rminɛɪʃən] **training** [tréɪnɪŋ] **staff** [stæf]

general [dʒénərəl] **reject** [rɪdʒékt] **position** [pəzɪʃən] **surgery** [sə:rdʒəri]

definitely [dɛfənətli] **suffer** [sʌfər] **extent** [ɪkstént] **artificial** [ɑ:rtɪfɪʃəl]

valve [vælv]

標準的なアメリカ発音を採用

Losing your father must have been a heavy blow to you.

Yes, it was devastating. Although I didn't perform the operation, I just couldn't help feeling some responsibility for my father's death. At the same time I felt that he sacrificed his life to show me what *not* to do as a surgeon. I decided to do everything I could to become a skilled surgeon so that I could save the lives of many patients who needed my help. After a day's work at the hospital, I used to practice stitching all through the night. Whenever I heard about great surgeons, I went to see them to observe their operations. I asked them all sorts of questions until I was fully satisfied. Ever since those days, I have been "single-minded" in constantly trying to improve my skills as a surgeon.



Scrubbing up

So you learned a lot from your father's death.

Yes, absolutely. You see, the slightest mistake can put your patients at risk. This is probably one of the most

blow [blóu] **devastating** [dévəstèitiŋ] **sacrifice** [sækɹɪfàis] **skilled** [skíld]
stitch [stítʃ] **single-minded** [sínɡl máindid] **absolutely** [æbsə'lú:tli]
slight [sláit] **responsible** [rɪspánsəbl] **compromise** [kʌmpɹəmáiz]
metaphor [mɛtəfəɹ] **calculate** [kælkjələit] **critical** [kɹɪtikəl]
respond [rɪspánd] **occur** [əkóɹ]

cannot help V-ing
 ≙ cannot avoid V-ing



Dr. Amano's father's artificial valve

put ~ at risk
 ≙ put ~ in danger

important lessons I learned from my father. I know I'm responsible for the life of every one of the patients I meet, so I make the best possible effort to save their lives. I say to myself, "Never try to cut corners. Just do your job." The word "compromise" is not in my dictionary.

Some people call you "a surgeon with God's hands." How do you feel about that?

Well, I don't think that this metaphor works for me. What you really need is not "God's hands" but careful planning before an operation and the ability to calculate and anticipate things. I have so far performed more than 6,000 operations, and this experience helps me to anticipate what course of action to take at critical points. In an operation, it is important to make full use of the five senses so that you can respond quickly and accurately to any situation that may occur.



Dr. Amano and his father

be responsible for ~
 cf. be in charge of ~

make an effort to ~
 ≙ try to ~
 the best possible ~
 ≙ the very best ~
 say to *oneself* ~
 ≙ think ~
 cut corners

so far
 ≙ up to this point

make use of ~
 ≙ utilize ~

TF

Q-1 Dr. Amano felt that his father sacrificed his life to teach him something. What was it?

Q-2 What lesson did Dr. Amano learn from his father?

Q-3 What does Dr. Amano mean when he says, "Never try to cut corners"?

meet with ~ ⇨ meet
~ (for discussion)

lose one's life ⇨ die
due to ~
⇨ because of ~

You meet with patients with serious heart conditions every day, spending most of your time in the hospital. Is there anything you do in order to relate to your patients?

Establishing a good relationship with patients, and thus winning their trust, is extremely important for doctors. 5
Personally, when I listen to my patients' heart sounds, I try to warm my stethoscope with my hands before putting it on their chests. And then I let them hear my own heart sounds so that they can tell the difference. I do this in order to reduce the distance between myself as a doctor and patients. You 10
have to understand that patients come to you knowing that they might lose their lives due to an operation, so we need to have a sense of respect for people who have made such a difficult decision.



In the operating room

relationship [rɪlɪʃənʃɪp] **chest** [tʃɛst] **due** [dju:] **nail** [neɪl]
hammer [hæməɹ] **proverb** [prəvəɹb] **aspiring** [əspáɪərɪŋ] **rival** [raɪvəl]
Black Jack [blæk dʒæk] **ideal** [aɪdɪəl]

15 **People say that the nail that sticks up gets hammered down. As one of the top heart surgeons in the world, do you ever get hammered down?**

Well, I would say that the proverb you mentioned is only partly true. There might be times when the nail gets
20 hammered down, but only when it sticks up just a little. When the nail sticks up much higher than the rest of the nails, you will never get hammered. That way, I hope to be able to inspire young aspiring surgeons.

Do you have any rivals? Maybe Black Jack?

25 I would name Toma Tetsuhiko, the hero of a comic written by Ohgane Toshihiko. Toma somehow reminds me of what I used to be as a young aspiring surgeon. He tries his best to make his patients and their families happy by performing the best possible operations. Rather than a rival,
30 he is probably the ideal image of the kind of surgeon I hope to be.

stick up ⇨ be above a surface



Winning a patient's trust

TF

Q-1 What are some of the things that Dr. Amano does to establish a good relationship with his patients and to earn their trust?

Q-2 Dr. Amano thinks that doctors need to have a sense of respect for patients. Why?

Q-3 Dr. Amano feels that Toma Tetsuhiko is the ideal image of the kind of surgeon he hopes to be. Why does he feel that way?

Comprehension

本課の内容や話の展開の確認

Check

Choose the right answer.

- Dr. Amano's skill is
 - a gift from God.
 - about average for a surgeon today.
 - the result of hard work and constant practice.
- Dr. Amano's father had to have his artificial heart valve replaced. Dr. Amano
 - performed the operation himself.
 - observed the operation from start to finish.
 - told his father that it was too dangerous to have such an operation.
- When Dr. Amano says, "The word 'compromise' is not in my dictionary," he means that
 - he cuts corners.
 - he needs to buy a better dictionary.
 - he always makes the best possible effort to save lives.
- Dr. Amano feels that a doctor should
 - always carry a stethoscope.
 - establish a good relationship with patients.
 - cure the disease and not waste time being "nice" to people.

Summary

『①解説と指導編』にレッスン全体のサマリーを収録

Fill in the blanks with the right words.

Dr. Amano Atsushi is one of the most famous doctors in Japan. He has been called "the (1.) with God's hands." Dr. Amano, however, does not believe that his success comes from God. He attributes it to hard work and (2.) practice.

Success did not come easily to Dr. Amano. He failed the university entrance exams for three consecutive years. After finishing medical school, Dr. Amano went to work at a general hospital. He was single-minded in trying to (3.) his skills. After long work days, he practiced (4.) all through the night.

Dr. Amano feels that one of the most important things for a doctor is to establish a trusting (5.) with the patient.

Dr. Amano accepts his fame. He hopes it will inspire young (6.) surgeons.

Food for Thought

- "God's hands" と呼ばれるほどの技術は、だれにでも習得可能なものである。
- "God's hands" と呼ばれるほどの技術は、一部の天才だけが習得可能なものである。このふたつの主張につき、テキストの内容にそって立論しなさい。

Activities

本課の内容に関する意見表明

Read the following comments.



I don't like doctors and I hate hospitals. They're scary. A lot of people go to the hospital to get well, and they end up getting sick.

Fifty years from now there won't be any surgeons anymore. Robots can do the job better and faster. Things like iPS cells may completely change the way we treat disease altogether.



My father is a doctor, and I want to be a doctor too. I'm proud of my father for helping people. It's a noble and rewarding occupation.

Your Opinions

- Tell us about your family doctor.
- Have you ever had to stay overnight at a hospital? Were you scared? What did you think about your nurses and doctors?
- Do you think that there will ever be a time when we don't need doctors anymore?

Functional Expressions

Expressing fear

- I was scared to death when ...
- I was terrified when ...
- My heart almost stopped beating when ...

Expressing evaluation

- ... was one of the best [worst] I've ever known.
- ... was pretty much what I expected.
- ... was surprisingly good [bad].

Expressing certainty

- There is absolutely no doubt that ...
- Nobody can question the fact that ...
- It is beyond dispute that ...

The Patient Always Comes First

本課に関連した読み物
(選択教材)

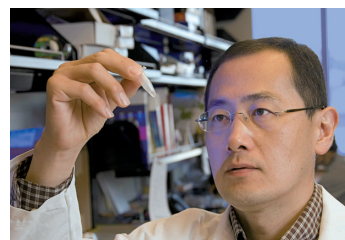
Dr. Amano has exceptional skill as a surgeon. But there are other ways to be successful as a doctor.

Here's another doctor who wanted to pursue a career as a surgeon. As a student he broke his bones a dozen times while playing rugby, which motivated him to become a surgeon. After finishing medical school in 1987, he became a resident at a hospital. He recalls, "The training as a resident was just like hell. It took me more than an hour to perform a simple operation which would usually take no more than 10 minutes. I simply lacked the skills to be a surgeon." Once when he was an assistant at an operation, one of his colleagues ridiculed him, saying, "You are not an assistant, but a resistant."

This clinical experience, however, taught him that there were many diseases and injuries that even the best doctors could not treat. He realized that fundamental medical research was needed in order to help those patients for whom modern medicine could not offer proper treatment. In 1993, he went to the United States. He stopped treating patients and turned his attention to research.

Almost 20 years later, in 2012, this doctor was awarded the Nobel Prize in Physiology or Medicine for developing induced pluripotent stem (iPS) cells, which have the potential to grow into any type of body tissue. His name is Yamanaka Shinya, professor at Kyoto University. Yamanaka says, "I feel a great sense of responsibility, because as a doctor I haven't been able to save the life of even one person so far. I really want to use our breakthrough for medical purposes."

However, the development of iPS cells does not immediately offer a panacea for various diseases; it might take 5 or 10 years of further research. But Yamanaka says, "I want patients not to give up hope." Dr. Amano and Dr. Yamanaka took different paths but they both share the same motto: "The patient always comes first."



Choose the right answer.

『指導用CD-ROM』には
内容確認問題を収録

1. When Dr. Yamanaka was a resident at a hospital,
 - a. he enjoyed the training as a resident.
 - b. he discovered that he lacked the skills to be a surgeon.
 - c. he was not allowed to perform even a simple operation.
 - d. his skill as a surgeon gradually improved through continued effort.
2. Dr. Yamanaka went to the United States to
 - a. do research.
 - b. treat patients.
 - c. win a Nobel Prize.
 - d. become a better surgeon.
3. According to the text, iPS cells
 - a. are already saving lives.
 - b. were originally discovered at Kyoto University.
 - c. have the potential to transform into any type of body tissue.
 - d. will not be ready to treat diseases and injuries for at least 20 years.
4. Dr. Yamanaka and Dr. Amano have the same motto:
 - a. "First, do no harm."
 - b. "Stay hungry. Stay foolish."
 - c. "The patient always comes first."
 - d. "The nail that sticks up gets hammered down."

『③評価問題集』には内容
確認問題や入試長文にみ
たてた問題を収録

Focus on Reading

本課では心臓外科医、天野篤さんの生き方、考え方を取り上げましたが、この文章では、同じ外科医でありながら、まったく別の道を歩んだ医師、山中伸弥さんのことが紹介されています。本課で学んだことを思い出しながら、二人の相違点・共通点 (similarities & differences) がどこにあるのか確認してみましょう。情報をこのような形で整理して読んでいくのも、読解力の向上に役立つでしょう。

Flying

3つの長文の読み物を配置
 Story 1 Flying (995語)
 Story 2 The Silent Miaow (1,377語)
 Story 3 The Storyteller (1,844語)

flying [fláiiŋ]

● fool around with ~
 ≡ use ~ carelessly
 handle [háéndl]
 sweetheart [swi:thà:rɪ]

yell [jél]
 Judith [dʒú:diθ]
 terrified [térifàid]
 ● carry ~ away
 ≡ move ~ away
 ● hold out ~
 ≡ keep ~ out
 darling [dá:rliŋ]
 ● put out ~
 ≡ extend ~

● let ~ out ≡ leave ~
 out; abandon ~

● by now
 none [nán]
 alter [ɔ:lɔ:r]

illusion [ilú:ʒən]

● for now

She was fooling around with the plane's door handle. I said, "Don't touch that, sweetheart, you never know what can happen." Suddenly the door disappeared and she flew out and I yelled "Judith" and saw her looking terrified at me as she was being carried away. I jumped out after her, smiled and held out my arms like wings and yelled, "Fly like a bird, my darling, try flying like a bird." She put out her arms, started flying like me and smiled. I flew nearer to her and when she was close enough I pulled her into my body and said, "It's not so bad flying like this, is it? It's fun. You hold out one arm now and I'll hold out one of mine and we'll see where we can get to." She said, "Daddy, you shouldn't have gone after me, you know that," and I said, "I wouldn't let you out here all alone. Don't worry, we'll be okay if we keep flying like this and once we're over land, get ourselves closer and closer to the ground."

The plane by now couldn't be seen. Others could, going different ways, but none seemed to alter their routes for us no matter how much waving I did. It was a clear day, blue sky, no clouds, the sun moving very fast. She said, "What's that?" pointing down and I said, "Keep your arm up, we have to continue flying." She said, "I am, but what's that?" and I said, "Looks like a ship but it's probably an illusion." "What's an illusion?" and I said, "What a time for word lessons; save them for when we get home. For now just enjoy the flying and hope



for no sudden air current shifts." My other arm held her tightly and I pressed my face into hers. We flew like that, cheek to cheek, our arms out but not moving. I was worried because I hadn't yet come up with any idea to help us make a safe landing. How do we descend, how do we land smoothly or crash-land without breaking our legs? I'll hold her legs up and just break mine if it has to come to that. She said, "I love you, Daddy, I both like you and love you and always will. I'm never going to get married and move away from home." I said, "Oh well, one day you might, not that I'll ever really want you to. And me too to you, sweetie, with all that love. I'm glad we're together like this. A little secret though. For the quickest moment in the plane I thought I wouldn't jump out after you, that something would hold me back. Now nothing could make me happier than what I did."

current [kó:rənt]
 shift [ʃift]
 tightly [táitli]
 press [prés]
 cheek [tʃi:k]
 ● cheek to cheek
 ≡ being very close
 to another person
 descend [disénd]
 smoothly [smú:ðli]
 crash-land [kræʃ lænd]
 ● hold ~ up
 ● if it has to come to
 that ≡ if it becomes
 necessary
 ● get married
 ● move away from ~
 ≡ leave ~
 ● not that ~ ≡ but it
 doesn't mean that ~
 sweetie [swi:ti]
 secret [sí:krət]
 ● hold ~ back ≡ stop ~

The Storyteller

It was a hot afternoon, and the railway carriage was also sultry, and the next stop was at Templecombe, nearly an hour ahead. The people in the carriage were a small girl, and a smaller girl, and a small boy. An aunt belonging to the children sat in one corner seat, and in the further corner seat on the opposite side sat a bachelor who was a stranger to their party, but the small girls and the small boy had taken over the compartment. Both the aunt and the children talked together from time to time. Most of the aunt's remarks seemed to begin with "Don't," and nearly all of the children's remarks began with "Why?" The bachelor said nothing out loud.

"Don't, Cyril, don't," exclaimed the aunt, as the small boy began hitting the cushions of the seat, producing a cloud of dust at each blow.

"Come and look out of the window," she added.

The child moved reluctantly to the window. "Why are those sheep being driven out of that field?" he asked.

"I expect they are being driven to another field where there is more grass," said the aunt weakly.

"But there is lots of grass in that field," said the boy. "There's nothing else but grass there. Aunt, there's lots of grass in that field."

"Perhaps the grass in the other field is better," suggested the aunt.

"Why is it better?" came the inevitable question.



"Oh, look at those cows!" exclaimed the aunt. Nearly every field along the line had contained cows, but she spoke as though she were drawing attention to something unusual.

"Why is the grass in the other field better?" Cyril asked again.

The frown on the bachelor's face was deepening to a scowl. He was a hard, unsympathetic man, the aunt decided in her mind. She could not explain about the grass in the other field.

The smaller girl began to recite "On the Road to Mandalay" over and over again in a very loud voice; it seemed to the bachelor as though someone had had a bet with her that she could not repeat the line aloud two thousand times without stopping. Whoever it was who had made that bet was likely to lose.

storyteller [stɔːritələʊ]

railway [reɪlwɛɪ]
carriage [kærɪdʒ]
Templecombe [tɛmplkɔːm]

bachelor [bætʃələʊ]

compartment [kəmˈpɑːtmənt]
● from time to time
≠ occasionally
remark [rɪmɑːrk]

Cyril [sɪrɪl]
exclaim [ɪkskleɪm]
cushion [kʊʃən]

reluctantly [rɪlʌktəntli]
sheep [ʃi:p]
● drive ~ out of ...
≠ move ~ from ...
grass [græs]

frown [fraʊn]
deepen [di:pən]
scowl [skaʊl]
unsympathetic [ʌnsɪmpəθetɪk]

recite [rɪsaɪt]
Mandalay [mændələɪ]
bet [bet]
aloud [əlaʊd]

Zip Lines

目的を持って英語を読むためのスキルを育成

You are planning a trip to Hawaii in January and you are looking for something more exciting than sitting on the beach and shopping at Waikiki. How about spending a few days on Maui? If you check the Internet, you might find something like this ad for zip lines. Skim through it quickly and follow the instructions at the end.

ZIP LINE ADVENTURES

JOIN US FOR AN ADVENTUROUS EXCURSION ON HAWAII'S LARGEST ZIP LINE AND ADVENTURE COURSE. 1,400 FEET ABOVE SEA LEVEL YOU'LL FIND SWEEPING VIEWS OF MAUI COUNTY. OUR ZIP LINES ALLOW YOU TO ZIP ACROSS THE VALLEY WITH VIEWS OF MOLOKAI AND THE MAUI COASTLINE. EVERYONE IS WELCOME, BUT YOU MUST BE AT LEAST 10 YEARS OLD AND WEIGH 60-250 POUNDS TO PARTICIPATE.

ZIP LINE TOURS We have six interconnected zip lines. You may choose any one of our three tours:

- 1 Adventure Tour**
This tour includes the longest line on the course, over 2,000 feet in length and 300 feet in elevation change. **3 ZIPS \$125 per person**
- 2 Daredevil Tour**
You will cross a valley and ascend the mountain for your zipping adventure. Includes 4 zips and gourmet picnic lunch. **4 ZIPS \$150 per person**
- 3 Ultimate Zip Experience**
The cross and downhill lines run nearly 2.5 miles and drop almost 1,000 feet in elevation. **6 ZIPS \$200 per person**

3 Ultimate Zip Experience
The cross and downhill lines run nearly 2.5 miles and drop almost 1,000 feet in elevation. **6 ZIPS \$200 per person**

What to Wear and Bring
Closed-toe hiking or athletic type shoes are required. The weather can change quickly, so be sure to bring a sweater and a jacket.

Cancellation Policy
Cancellations one week or more before the scheduled date will be fully refunded. All others will be charged full tour price.

What if I am scared of heights?
We understand that some people feel nervous about heights. Our professionally trained and experienced guides will be with you at all times. They will make sure that you have an enjoyable and exciting adventure. There is no need to be concerned about safety. All our equipment meets or exceeds industry standards and is inspected every day.

Here is the schedule of the tours on the dates you requested:

THREE ZIPS	
Thursday, January 22	@9:00 AM
Friday, January 23	@9:00 AM
Saturday, January 24	@2:00 PM
FOUR ZIPS	
Thursday, January 22	@2:00 PM
Friday, January 23	@9:00 AM
Saturday, January 24	@9:00 AM
SIX ZIPS	
Thursday, January 22	@9:00 AM
Friday, January 23	@2:00 PM
Saturday, January 24	@9:00 AM

Would you be interested in zip line adventures in Hawaii? If yes, see if you can find three classmates, and plan a trip to Hawaii. If not, check the Internet for other interesting things to do. How about surfing, paragliding, scuba diving, or sightseeing? Find three classmates and plan a trip.

オーセンティックなタスクを配置

文法のまとめ

S+V

1. Birds fly. (I p.12)

S+V+C

1. I am happy. (I p.12)
2. **The problem was that** her mother tongue, *Persian*, does not use Chinese characters. (C = that 節) (I p.40)
3. **The fact is that** the earth looks like an oasis in space. (C = that 節) (I p.40)
4. **The reason for her success is that** she enjoys the challenges. (C = that 節) (I p.40)
5. **Ando's hope is that** Umi-no-Mori will be a model for the world. (C = that 節) (I p.40)
6. I **kept working** in a Japanese company. (C = 現在分詞) (I p.70)
7. My two-year-old daughter **came running** to me. (C = 現在分詞) (I p.70)
8. He **got caught** by the police. (C = 過去分詞) (I p.70)
9. Please **remain seated** at your desk. (C = 過去分詞) (I p.70)
10. **The important question, however, is whether** governments and NGOs can possibly clear that many mines. (V = be 動詞, C = whether 節) (II p.130)
11. **The point is whether** (or not) you believe what he says. (V = be 動詞, C = whether 節) (II p.130)
12. **What we want to know is whether** the robot can be used easily. (V = be 動詞, C = whether 節) (II p.130)

S+V+O

1. I played tennis. (I p.12)
2. **Everyone wonders when** the new park will open. (O = 疑問詞節) (I p.26)
3. **I don't know if** he finished his journey safely. (O = if 節) (I p.26)
4. A group of shogi players were discussing **whether** or not you could predict what the game would be like 10 moves from now. (O = whether 節) (II p.28)
5. I don't know **whether** (or not) he has completed his journey safely. (O = whether 節) (II p.28)
6. I wonder **whether** she loved him (or not). (O = whether 節) (II p.28)

S+V+O1+O2

1. I gave her a present. (I p.12)
2. The photos will **show** you **what** people went through in the 20th century. (O₂ = 疑問詞節) (I p.122)
3. The TV program will **tell** you **how** he became a famous actor. (O₂ = 疑問詞節) (I p.122)
4. She didn't **tell** her family **when** she would come back. (O₂ = 疑問詞節) (I p.122)
5. The Bible **tells** us **that** the world was created in six days. (O₂ = that 節) (I p.122)

S+V+O+C

1. I call him John. (I p.12)
2. He **heard** his mother **sing** "Jingle Bells." (C = 原形不定詞) (I p.54)
3. I **saw** a lot of people **enter** the concert hall. (C = 原形不定詞) (I p.54)
4. The Davidsons did their best to **make** them **feel** at home. (C = 原形不定詞) (I p.54)
5. The teacher **had** his students **help** him with the work. (C = 原形不定詞) (I p.54)
6. The teacher **let** us **go** home early. (C = 原形不定詞) (I p.54)
7. I often **saw** them **sleeping** on the streets. (C = 現在分詞) (I p.70)
8. We **heard** somebody **playing** the piano in the music room. (C = 現在分詞) (I p.70)
9. They **wanted** the wall **painted** white. (C = 過去分詞) (I p.70)
10. He **found** himself **left** alone in the forest. (C = 過去分詞) (I p.70)

年間指導計画一覧表

● CROWN English Communication III

L=Lesson, OR=Optional Reading, S=Story

学期 (2学期)	学期 (3学期)	月	課	タイトル	内 容	テーマ/形式ほか	配当 時間
I	4	L1	L1	An American in the Heart of Japan [901語]	東日本大震災のあと、日本に帰化したドナルド・キーン。1940年に日本と「出会い」、その後の人生を日本と関わり続けたキーンの軌跡。	人生・日本文化/説明文・エッセイ	5
				OR How Does It Sound in English? [312語] [翻訳]			(1)
	5	L2	L2	Design for Whom? [848語]	最新機器やブランドだけが、デザインではない。世界にはそれらを手にできない90%の人々がいるのだ。彼らにとって、本当に役立つデザインとは何か。	デザイン・貧困・社会貢献/説明文	5
				OR Designs for Nobody [288語] [説明文]			(1)
	6	L3	L3	Reading Skill 1 Zip Lines	ハワイ旅行のオプションツアーを申し込もう	旅行・インターネット	1
				God's Hands [971語]	神の手を持つと言われる医師・天野篤。しかし、天才的な能力は幾度もの挫折と不断的の努力によって獲得されたものだ。	人生・医療/インタビュー	5
	7	L4	L4	OR The Patient Always Comes First [329語] [雑誌記事]			(1)
				Flying [995語]	うっかり飛行機から落ちてしまった娘を追って飛び出した父親。ふたりは不思議な空中散歩を楽しむ。	小説/物語文	4
	9	L5	L5	Be Aware! Be Engaged! [1,208語]	美術館で身構えて見るだけがアートではない。高い技術や崇高なテーマを堪能するだけがアートではない。触れて、インスパイアされて、楽しむこそ、アートだ!	芸術/説明文	6
				OR Breaking Out, Breaking In [323語] [説明文]			(1)
	10	L6	L6	Only a Camera Lens between Us [1,299語]	紛争のあとに残るもの。瀬谷ルミ子が携わるDDR(武装解除・動員解除・社会復帰)は、紛争後の世界の再構築。きっかけは、高校生のと看に見た一枚の写真だった。	人生・平和/説明文	6
				OR Design Your Own Life [335語] [メッセージ]			(1)
II	10	L7	L7	Reading Skill 2 Traveling to Cappadocia	カッパドキアのホテルを予約しよう	旅行・インターネット	1
				The Magic of Reality [1,240語]	ScienceとMagic。理解できないものをMagicのせいにしていたら、科学の進歩はありえない。その不思議さを説明しようとする中で、世界は一步步動いてきたのだから。	科学/論説文	6
	11	L8	L8	OR Nessie [316語] [説明文]			(1)
				Being Bilingual [1,220語]	日本語一言語だけがメインに使われている日本は、実は世界の少数派。自分の使うことばを守るため命をかけている人も少なくない。キーワードはidentity。	言語・比較文化/説明文	6
	12	L9	L9	OR The Bilingual Benefit [321語] [雑誌記事]			(1)
				The Silent Miaow [1,377語]	母猫を失った子猫は、その魅力を駆使してとある家に入り込もうと目論む。必殺技 Silent Miaowを武器にして。	小説/物語文	4
	1	L10	L10	Green Revolution, Blue Revolution [1,327語]	海に囲まれ雨にも恵まれ潤沢な水資源を享受する日本。しかし実は、大量の水を輸入しているのだ。それは、ヴァーチャル・ウォーター。目に見えない「水」だ。	環境/論説文	6
				OR Need Water? Just Make It! [326語] [説明文]			(1)
	2	L11	L11	What's Not for Sale? [1,396語]	市場経済では、価値はお金に換算される。しかし、教育や福祉までもお金で換算していいのだろうか。倫理や道徳は、果たしてお金で換算するべきものなのか。	経済/説明文	6
				OR What Would You Do? [310語] [説明文]			(1)
	3	L12	L12	Reading Skill 3 Applying to a University	クラウン大学に入学願書を送ろう	インターネット	1
				Stay Hungry, Stay Foolish [1,592語]	アップル創設者、スティーブ・ジョブズのスピーチ。彼の人生に立ちだかかった、3つの岐路。他人の声に惑わされず自分の人生を生きたジョブズの助言。	人生・生き方/スピーチ	6
OR Whole Earth Catalog [315語] [説明文]						(1)	
4	L13	L13	The Storyteller [1,844語]	列車の長旅中、教訓めいたお話にうんざりの三姉弟。彼らを惹きつけたのは、隣にすわる青年のお話。	小説/物語文	5	
【付録】 文法のまとめ/Word List/Phrase List							合計 73 (10)

(新出語: 740語)

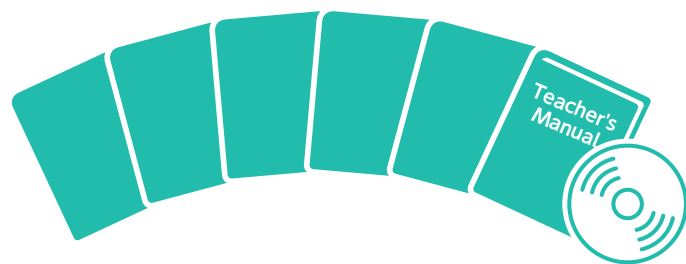
3. さまざまな授業に対応できる「指導書・教材」

充実の教師用指導書、指導用CD、そしてデジタル教科書などを用意しています。

*Ⅲのご案内になります。

■ 教師用指導書[6分冊+CD-ROM]

*詳しくは「教師用指導書ダイジェスト」をご覧ください。



①解説と指導編

各課ごとに「ねらい」「Oral Introduction」「本文訳例」「文法・語法」「音声スクリプト」などを丁寧に解説。コミュニケーション活動の指導法・手順、Q&A、T-F問題も掲載。「Reading Skillを用いた指導」はウェブサイトからダウンロードできます。

②題材資料編

授業を充実させる、題材の背景情報や図版・写真などを掲載。生徒用の資料は見開き構成。

③評価問題集

各セッションごとに「語法・文法の確認問題」。各課ごとに「本文を使った長文問題」、「総合問題」、「例文集」(熟語・連語のための例文)を収録。

④ワークシート素材集

ワークシートを作る際に必要な素材を、文字データとして提供します。

⑤英語で授業編

英語で授業をおこなうための資料。教室英語、Oral Introduction、Q&A、Mapping Sheet、授業展開例などを掲載。定型のほか、アクティブ・ラーニングの視点を取り入れた発展編も収録。

⑥Teacher's Book

指導上の簡潔な解説、解答、Oral Introduction、日本語部分の英訳、音声スクリプト、新語の出現箇所、指導用CDのトラックナンバーなどを、教科書の体裁で掲載。

●指導用CD-ROM

便利で使いやすい教科書関連データを収録。

[主な収録内容]

1. 教科書本文
2. 日本語訳例(意識、逐語訳ほか)
3. フレーズ・リーディング用英文(スラッシュ入り3種)
4. Oral Introduction
5. 評価問題
6. 単語・熟語テスト
7. 単語リスト/フレーズリスト
8. 英語で授業編[定型編]
9. ワークブック・予習サブノート
10. ワークシート素材集
11. 教室投影用本文データ(パワーポイント) ほか

*「テスト問題自動作成システム」付き

■ 指導用CD

- | | |
|--------------|---------------------|
| ① 本文ナチュラル読み | ⑤ Q&A |
| ② 本文フレーズ読み | ⑥ T-F Test |
| ③ 本文ハイスピード読み | ⑦ Oral Introduction |
| ④ 新出語 | ⑧ Listening Test ほか |



■ 生徒用教材

*詳しくは見本をご覧ください。

・ワークブック[スタンダード版](B5判)

語彙や文法のチェックパートと内容理解パートで構成。関連入試長文も掲載。

・ワークブック[アドバンスト版](B5判)

スタンダード版の内容をレベルアップ。総合問題も加えました。関連入試長文はスタンダード版と共通問題です。

・予習サブノート(B5判)

教科書の内容を理解するためのサブノート。教科書本文をそのまま収録し、学習のポイントを予習することができる。復習教材としても使えます。

・生徒用リスニングCD(3枚組)

「教科書本文(ナチュラル、ハイスピード)」「ストーリー」「新語」の読みを収録したCD。

・Link to CROWN(B5判)

CROWN コミュニケーション英語Iへのブリッジ教材。中学校で学習した文法事項を中心に復習。Lesson Iの予習ページを配置。

●指導書・教材一覧表

★印は平成29年度新刊、☆印は平成30年度新刊です。

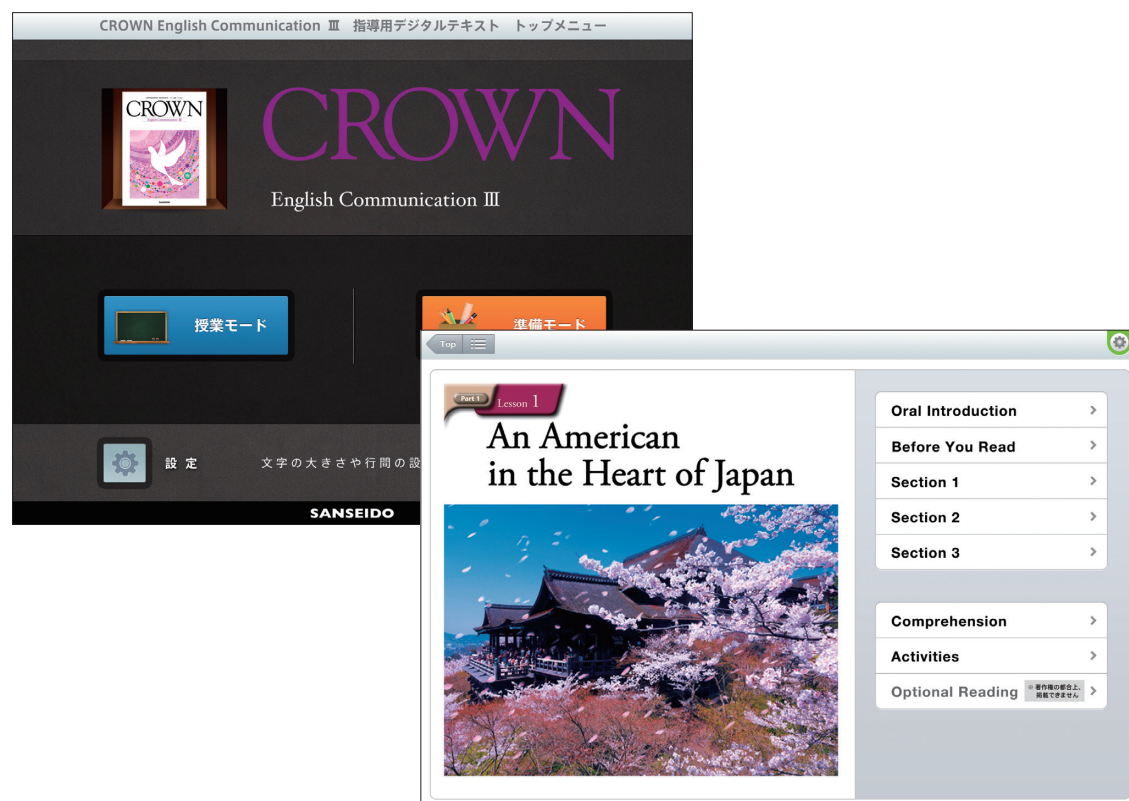
(価格はすべて税抜です)

教科書名	Teacher's Manual [®] (教師用指導書)	指導用CD	ワークブック [採用品]	予習サブノート [採用品]	生徒用CD [採用品]	Link to CROWN [採用品]
CROWN English Communication I New Edition ★ [コI 333]	[6分冊+CD-ROM] 18,000円	8枚組 15,000円	[スタンダード版] B5 80頁 CD付 600円 [アドバンスト版] B5 136頁 CD付 600円	B5 128頁 600円	2枚組 1,000円	B5 48頁 400円
CROWN English Communication II New Edition ☆ [コII 331]	[6分冊+CD-ROM] 19,000円(予定)	9枚組 16,000円 (予定)	[スタンダード版] B5 80頁 CD付 600円(予定) [アドバンスト版] B5 136頁 CD付 600円(予定)	B5 120頁 600円 (予定)	2枚組 1,000円 (予定)	
CROWN English Communication III [コIII 305]	[6分冊+CD-ROM] 19,000円	13枚組 16,000円	[スタンダード版] B5 96頁 600円 [アドバンスト版] B5 112頁 600円	B5 120頁 600円	3枚組 1,000円	

*同梱されている「Teacher's Book」は別売しています(5,000円)。また「解説と指導編」の「指導資料PDFファイル版」(IとIIのみ/5,000円)もご用意しています。[IIIは予定]

デジタル教科書 指導者用デジタルテキスト

みんなで見る教科書でさらに「教えやすく、学びやすく」



直感的に使うことができ、操作に迷わず授業のテンポがくずれません。
注目させたいところを拡大提示し、生徒たちも「今、なにをしているのか」が明確になり、集中力が上がります。

OS	ライセンス	価格
Windows 版	シングルライセンス※1	25,000円+税
	追加ライセンス※2	1ライセンスあたり 4,000円+税 7ライセンス以上※3 28,000円+税
	校内フリーライセンス※4	50,000円+税
iPad 版	シングルライセンス	25,000円+税
	追加ライセンス	1ライセンスあたり 4,000円+税 7ライセンス以上 28,000円+税
	校内フリーライセンス	50,000円+税

- ※1 お客様がご使用の1台のコンピュータ(またはiPad)に限り、ご使用いただけます。複数のコンピュータ(またはiPad)や異なるコンピュータ(またはiPad)で同時に使用することはできません。
- ※2 シングルライセンス版をご購入のお客様のみ、シングルライセンス版と同じOSの追加ライセンス版をご購入いただけます。シングルライセンス版をお持ちでもOSが異なる場合は、まずそのOSのシングルライセンス版をご購入ください。
- ※3 シングルライセンス1本+追加ライセンス7本をご購入いただくと、校内フリーライセンスと同じ扱いになります。追加ライセンスをご購入の際は学校内のライセンス数をご確認ください。
- ※4 お買い上げいただいた学校内での使用に限り、インストールするコンピュータ(またはiPad)の台数を制限しないでご使用いただけます。

指導者用

音声再生

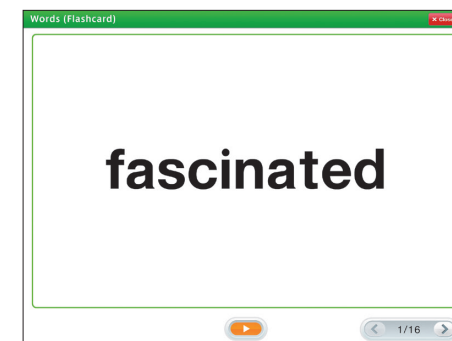
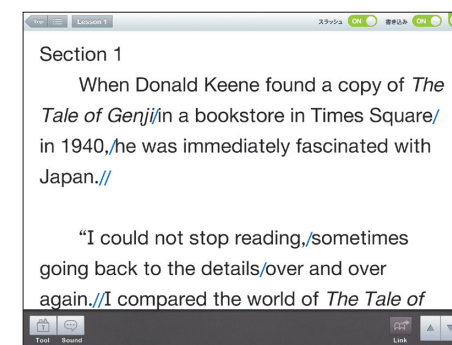
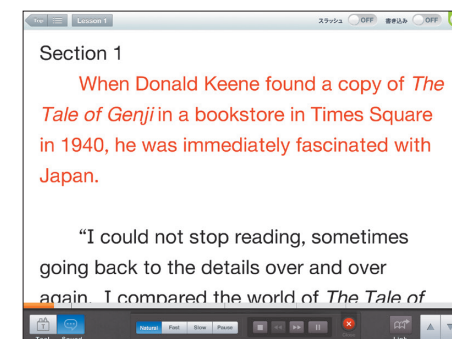
本文をクリックして再生する「一文再生」とNatural, Fast, Slow, Pauseの4種の「全文再生」があります。再生時は現在読んでいる文が赤字になり、どの部分を読んでいるか視覚的にもわかりやすくなっています。再生位置を変えることもできます。

スラッシュ表示

フレーズリーディング用の区切り(スラッシュ)を表示させることができます。音声再生のPauseと同じ位置にスラッシュが入ります。

フラッシュカード

単語と音声をあわせて確認することができたり、スピードや提示順などを変えて表示したりすることができます。新出単語に加えて、脚注語のフラッシュカードもあります。また、レッスンやセクションをまたいでできる「まとめのフラッシュカード」もあります。



動作環境 指導者用 (2017年4月現在)

Windows 版		iPad 版	
OS	Microsoft Windows Vista/7/8 ※ Windows RTには対応していません。	デバイス	iPad2以降
CPU	Intel Pentium 4 1.3GHz相当以上	OS	iOS 9以降
メモリ	1GB以上	空き容量	1GB以上
システムドライブ	200MB以上	※ Microsoft Windowsは、米国マイクロソフト社登録商標です。	
モニタ	1024×768	※ Pentiumは、米国インテル社の登録商標です。	
サウンド	サウンドカード・スピーカー	※ Adobe AIRは、アドビ システムズ社の登録商標です。	
空き容量	1GB以上	※ iPadは、米国および他の国々で登録されたApple Inc.の商標です。	
必須ソフトウェア	Adobe AIR3.0以上		
その他	DVD-ROMから起動する場合はDVDドライブ4倍速以上推奨		

その他の特徴や動作環境など、詳細な情報は三省堂教科書・教材サイトをご覧ください。

★三省堂教科書・教材サイト <http://tb.sanseido.co.jp>