

# 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>
---	---	---	--	--

## 「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>
--	--	--	---	---

## 「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>
---	---

## 「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>
---	--

### CROWN 編著者

霜崎 實 しもぎき みのる  
慶應義塾大学名誉教授

松原好次 まつばら こうじ  
元電気通信大学

井本由紀 いもと ゆき  
慶應義塾大学

岩佐洋一 いわさ よういち  
麻布高等学校

黒岩 裕 くろいわ ゆたか  
青山学院女子短期大学

河野 力 こうの つとむ  
東京都立国分寺高等学校

滝田裕幸 たきた ひろゆき  
麻布高等学校

辻本千鶴子 つじもと ちづこ  
元東京都立日比谷高等学校

松原一宣 まつばら かずのり  
慶應義塾高等学校

望月尚子 もちづき なおこ  
元東京都立小石川中等教育学校

由井ロバート ゆい ロバート  
慶應義塾大学

渡辺 靖 わたなべ やすし  
慶應義塾大学

George Deaux ジョージ・ドウ  
元慶應義塾大学

Ann Slater アン・スレーター  
日本女子大学

Glenn Taylor グレン・テイラー  
元法政大学第二高等学校

北川達夫 きたがわ たつお  
日本教育大学院大学

★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

〒101-8371 東京都千代田区三崎町2-22-14 ☎03(3230)9411(編集)・9556(営業)  
英語教科書編集部 ☎03(3230)9421

●大阪支社 ☎530-0002 大阪市北区曽根崎新地2-5-3 ☎06(6341)2177  
●名古屋支社 ☎460-0002 名古屋市中区丸の内3-21-31 協和丸の内ビル2F ☎052(953)9211  
●九州支社 ☎810-0012 福岡市中央区白金1-3-1 ☎092(531)1531・1532  
●札幌営業所 ☎060-0042 札幌市中央区大通西15-2-1 ラスコム15ビル3F ☎011(616)8722

# CROWN

## English Communication II

### New Edition



■ ご案内

- 教科書の特徴 ..... 1
- 題材 ..... 2
- 年間指導計画一覧表 ..... 3
- 教科書ダイジェスト ..... 4
- 指導書・教材/デジタル教科書 ..... 25

コII 331

\*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。

SANSEIDO

# CROWN

## English Communication

I New Edition / II New Edition / III



コⅠ 333	B5変型判・192ページ
コⅡ 331	B5変型判・216ページ
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

- **生徒の知的好奇心を刺激する、時代を映す新鮮な題材**  
日常生活・学校生活、言語と民族、比較文化、平和や地球環境、国際協力、科学技術や芸術・音楽(I)、社会貢献、歴史、人間としての生き方など、多様なテーマを取り上げました。
- **言語材料は易から難へ、既習事項はスパイラル学習**  
『Ⅰ』ではより基本的なものを、『Ⅱ』ではより発展的なものを扱いました。高校入門期のⅠ、2、3課の導入部は主に中学校における復習とし、既習事項はその後のレッスンでも積極的に取り上げるようにしています。
- **内容理解を助ける豊富な写真とイラスト**  
写真や図版、イラストは、教科書の内容理解の補助や補足情報を提供するものを厳選しています。インタラクティブなリテリング活動など、授業を活性化させる素材として利用できます。
- **英語で考え、コミュニケーションを図ることを促す工夫**  
ほとんどの指示文を英語に統一。文中のフレーズについて英語での言い換えや例文を提示。Your Reactionでは、自らの考えを英語で表現、他者と意見交換し、英語での思考とコミュニケーション活動を促します。
- **豊富な「選択学習教材」を掲載**  
Anything more to say? : 本課に関連する別の課題についての意見表明とコミュニケーション活動。  
Optional Reading : 本課に関連する300語前後の関連テキスト。  
Optional Lesson : 本課よりやや難易度が高いテキストを読んで総まとめをおこなうことができます。

## 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Ⅰ・Ⅱ」の特色を、3つのポイントでご紹介!

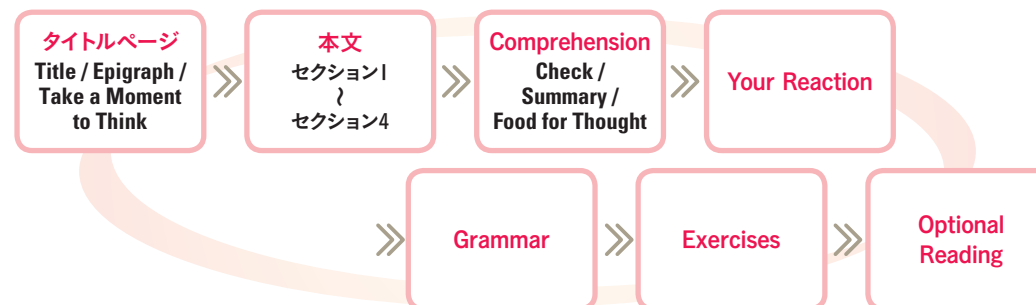
### 1. 生徒の思考力を育む、時代を捉えた新鮮な「題材」

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。

<b>I</b> <b>Lesson 3</b> <b>A Canoe Is an Island</b> 星を頼りに大海原へ 	<b>Lesson 7</b> <b>Paper Architect</b> 建築家・坂茂の被災地支援 	<b>II</b> <b>Lesson 1</b> <b>Around the World on a Bike</b> 16歳のとき、自転車でアメリカとヨーロッパを一人旅した平田オリザ。 	<b>Lesson 3</b> <b>OOPARTS</b> 世界は、まだまだ「不思議」であふれている 
--	--	---	--

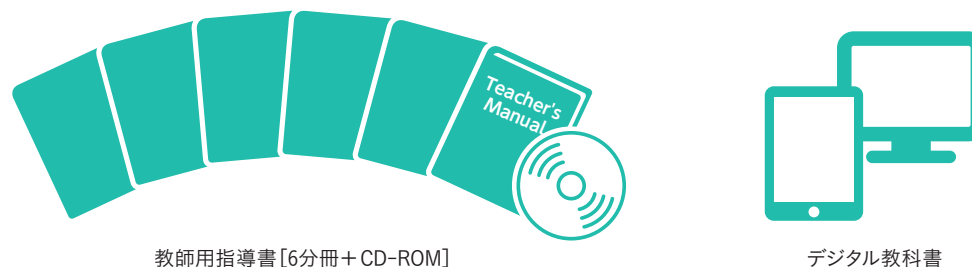
### 2. 教えやすく、学びやすい「教科書構成」

本文を中心に、4技能のバランスのとれた活動ができます。



### 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。






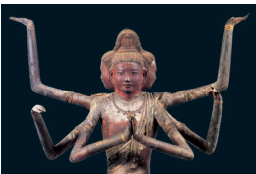




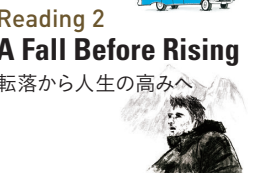


## ■ CROWN English Communication II New Edition

### おすすめ題材

コII 331

- ① Lesson 1 ▶ 16歳で, 自転車でアメリカとヨーロッパの一人旅に出発した劇作家・演出家, 平田オリザさんの物語。
- ② Lesson 3 ▶ 世界に残る「不思議」を論理的・科学的に見つめ直す。
- ③ Lesson 4 ▶ 日本人ではじめて国境なき医師団に参加した貫戸朋子さんを動かしている「思い」を知る。



<p><b>Lesson 1</b> <b>Around the World on a Bike (仮)</b> 16歳のとき, 自転車でアメリカとヨーロッパを一人旅した平田オリザ。 </p> 	<p><b>Lesson 2</b> <b>Into Unknown Territory</b> 史上最強の棋士。その頭脳の中は? </p>	<p><b>Lesson 3</b> <b>OOPARTS</b> 世界は, まだまだ「不思議」であふれている </p> 	<p><b>Lesson 4</b> <b>Crossing the Border</b> 「国境なき医師団」貫戸朋子さんのメッセージ </p>
<p><b>Lesson 5</b> <b>Saving Cherokee</b> 言語を失うことは, 自分を失うこと </p> 	<p><b>Lesson 6</b> <b>Ashura -A Statue with Three Faces-</b> その「まなざし」は何を秘めているのか </p>	<p><b>Lesson 7</b> <b>Why Biomimicry?</b> 動物に学べ。植物に学べ。自然界に学べ。 </p>	<p><b>Lesson 8</b> <b>Working against the Clock (仮)</b> 地雷除去。その危険な任務を負うのは? </p>
<p><b>Lesson 9</b> <b>The Long Voyage Home</b> あきらめない。はやぶさ, 奇跡の生還 </p>	<p><b>Lesson 10</b> <b>Grandfather's Letters</b> 絵手紙が深める家族の絆 </p>	<p><b>Reading 1</b> <b>Sun-Powered Car</b> 夢の自動車 — ついに世紀の大発明か! </p> <p><b>Reading 2</b> <b>A Fall Before Rising</b> 転落から人生の高みへ </p>	<p><b>Optional Lesson</b> <b>Err in the Direction of Kindness</b> 人は間違える生き物。でも, どうせ間違えるのならば… </p> 

## 年間指導計画一覧表

### ● CROWN English Communication II New Edition

L=Lesson, OR=Optional Reading  
R=Reading, OL=Optional Lesson

学期 (2学期)	学期 (2学期)	月	課	タイトル	内 容	主な言語材料	配当 時間		
I	I	4	L1	Around the World on a Bike (仮) [846語] OR Across the Australian Outback [275語]	冒険・生き方／本・旅行 16歳でアメリカ・ヨーロッパへの自転車ひとり旅に出発した平田オリザ。彼がこの旅で得たものは…。	関係代名詞の非制限用法 不定詞の意味上の主語 動名詞の意味上の主語	6 (1)		
			L2	Into Unknown Territory [787語] OR Computers vs. Human Shogi Players [308語]	伝統文化・生き方／インタビュー・学校生活 棋士・羽生善治。進化し続ける羽生の将棋に対する想いは, 彼の人生訓を映している。	関係副詞の非制限用法 受け身・否定の分詞構文 S+V+O (O=whether節)	6 (1)		
				Reading Skill 1		文章の種類と構成を把握する		1	
		6	L3	OOPARTS [783語] OR Pufferfish in Love [305語]	探究・科学・歴史／学校生活 世界はまだまだ「不思議」であふれている。そんな「不思議」に出くわしたとき, どう対処したらよいのだろう。	前置詞＋関係代名詞 助動詞+have+過去分詞 It is known that ~	6 (1)		
					Sound Studio 1 Sound Studio 2	音の連結・脱落・同化 文の区切り		0.5 0.5	
		7	L4	Crossing the Border [779語] OR Triage [327語]	国際協力・医療／スピーチ・学校生活 「国境なき医師団」に参加した医師・貫戸朋子。彼女は与えたよりも多くのものを得た。	不定詞＋前置詞 完了進行形 強調構文	6 (1)		
					Reading Skill 2	語句の意味を推測する		1	
		II	II	9	L5	Saving Cherokee [754語] OR Reviving Warrongo [295語]	言語・民族／学校生活 母語を守る活動を続けるチェロキーの取り組み。母語を失わないことの意味を考える。	複合関係詞 不定詞の完了形 比較級+than S+V	6 (1)
					R1	Sun-Powered Car [880語]	物語／本 ニュースキャスターが田舎のハンバーガーショップで出会った大発明家!		4
				10	L6	Ashura—A Statue with Three Faces— [728語] OR Reading Faces [313語]	伝統文化・歴史／学校生活 人々を魅了する興福寺・阿修羅像。その三つの顔に人は何を, 何を感じてきたのか。	結果を表す不定詞 倒置 無生物主語の他動詞構文	6 (1)
					Reading Skill 3	スキミングで概要をつかむ		1	
11	L7			Why Biomimicry? [774語] OR Learning from Lotus Leaves and Lizards [283語]	発明・環境・共生／学校生活 バイオミミクリーの考え方は, 自然の一部として生きる術を, 動植物から学ぶこと。	仮定法現在 if節のない仮定法 未来に関する仮定法	6 (1)		
					Sound Studio 3 Sound Studio 4	強勢とリズム イントネーション		0.5 0.5	
12	L8			Working against the Clock (仮) [760語] OR Clearing Mines with ... Honey Bees? [318語]	平和・社会貢献／スピーチ・学校生活 世界ではまだたくさんの人が地雷の犠牲になっている。その時計の針を止めなければ…。	完了の分詞構文 受け身の進行形 S is C (C=whether節)	6 (1)		
					Reading Skill 4	スキミングで情報を探す		1	
OPTION	OPTION			1	L9	The Long Voyage Home [771語] OR Hayabusa 2: To the Dragon's Palace and Back [319語]	自然科学・宇宙／学校生活 はやぶさが運んだ小惑星イトカワの砂は宇宙誕生の謎のカギを握っている?	独立分詞構文 未来進行形 未来完了形	6 (1)
					L10	Grandfather's Letters [780語] OR Is the Medium the Message? [330語]	手紙・家族・歴史／雑誌記事・学校生活 カガが描いたたくさんの絵手紙は, 彼亡き後もずっと生き続ける。カガの想いとともに。	不定詞の受け身 動名詞の受け身	6 (1)
		R2	A Fall Before Rising [1,088語]	物語／本 ヒマラヤでの登山事故を辛くも生き延びた作者が振り返りにしたことは…。		4			
		OL	Err in the Direction of Kindness [1,237語]	生き方／スピーチ ジョージ・サンダースのスピーチ。彼がいまでも後悔していること。		(4)			
			Toolbox 1 ~ 10			10			
				【付録】 文法のみとめ／接続辞・接尾辞リスト／Your Reaction Dialogs／Word List／Phrase List			合計 84 (14)		

(新出語: 711語)

CONTENTS

**NEW** : 新題材  
  : 本「内容解説資料」でご紹介するページ

<b>NEW</b> Lesson <b>1</b>	<b>Around the World on a Bike</b> [冒険・生き方] 〈関係代名詞の非制限用法／不定詞の意味上の主語／動名詞の意味上の主語〉 Optional Reading Across the Australian Outback	4 16
Lesson <b>2</b>	<b>Into Unknown Territory</b> [伝統文化・生き方] 〈関係副詞の非制限用法／受け身・否定の分詞構文／S+V+O (O = whether 節)〉 Optional Reading Computers vs. Human Shogi Players	18 30
<b>NEW</b> Lesson <b>3</b>	<b>OOPARTS</b> [探究・科学・歴史] 〈前置詞+関係代名詞／助動詞+have+過去分詞／It is known that ~〉 Optional Reading Pufferfish in Love	34 46
Lesson <b>4</b>	<b>Crossing the Border</b> — Médecins sans Frontières — [国際協力・医療] 〈不定詞+前置詞／完了進行形／強調構文〉 Optional Reading Triage	50 62
<b>NEW</b> Lesson <b>5</b>	<b>Saving Cherokee</b> [言語・民族] 〈複合関係詞／不定詞の完了形／比較級+than+S+V〉 Optional Reading Reviving Warrongo	66 78
Reading <b>1</b>	<b>Sun-Powered Car</b>	80
Lesson <b>6</b>	<b>Ashura</b> — A Statue with Three Faces — [伝統文化・歴史] 〈結果を表す不定詞／倒置／無生物主語の他動詞構文〉 Optional Reading Reading Faces	86 100
Lesson <b>7</b>	<b>Why Biomimicry?</b> [発明・環境・共生] 〈仮定法現在／if 節のない仮定法／未来に関する仮定法〉 Optional Reading Learning from Lotus Leaves and Lizards	104 116

Lesson <b>8</b>	<b>Working against the Clock</b> [平和・社会貢献] 〈完了の分詞構文／受け身の進行形／S is C (C = whether 節)〉 Optional Reading Clearing Mines with... Honey Bees?	120 132
Lesson <b>9</b>	<b>The Long Voyage Home</b> [自然科学・宇宙] 〈独立分詞構文／未来進行形／未来完了形〉 Optional Reading Hayabusa 2: To the Dragon's Palace and Back	136 150
Lesson <b>10</b>	<b>Grandfather's Letters</b> [手紙・家族・歴史] 〈不定詞の受け身／動名詞の受け身〉 Optional Reading Is the Medium the Message?	152 164
<b>NEW</b> Reading <b>2</b>	<b>A Fall Before Rising</b> Optional Lesson [スピーチ]	166
	<b>Err in the Direction of Kindness</b>	172
<b>Reading Skill</b>		
1 文章の種類と構成を把握する	32	
2 語句の意味を推測する	64	
3 スキミングで概要をつかむ	102	
4 スキャニングで情報を探す	134	
Toolbox	181	
文法のまとめ	193	
接頭辞・接尾辞リスト	202	
<b>Sound Studio</b>		
1 音の連結・脱落・同化	48	
2 文の区切り	49	
3 強勢とリズム	118	
4 イントネーション	119	
Your Reaction Dialogs	204	
Word List	208	
Phrase List	213	

**本書を使用する前に**

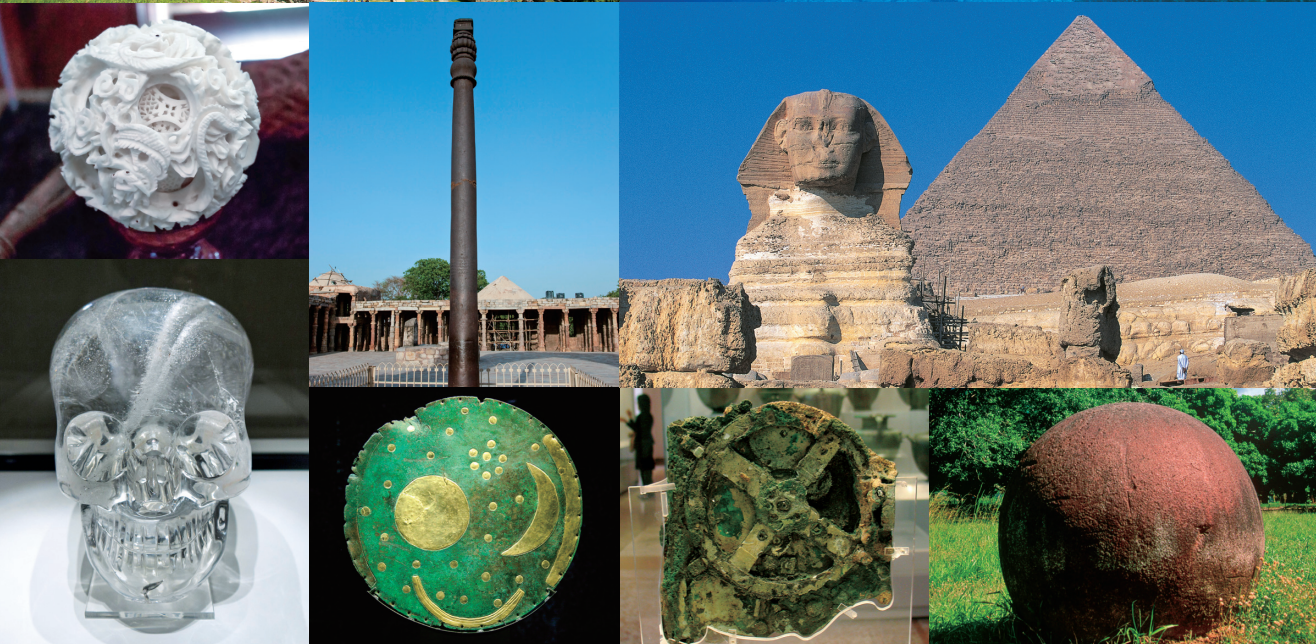
**構成と内容**

- ① 傍注・脚注：新語、熟語、基本文、内容理解の質問、True-False Questions
- ② Comprehension：本課の内容や話の展開の確認
- ③ Your Reaction：本課の内容に関するコミュニケーション活動
- ④ Grammar：本課の重要表現や文法項目のまとめ（本文や脚注の G マークと連動）
- ⑤ Exercises：重要表現を問題形式で確認
- ⑥ Optional Reading：本課に関連した読み物（選択教材）
- ⑦ Reading Skill：英語を読むためのスキル
- ⑧ Sound Studio：音声に関する整理
- ⑨ Toolbox：本課の関連語彙集
- ⑩ 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)
- G = 基本文（本課の重要表現や文法項目）
- 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。



『指導用CD』に  
Oral Introductionを収録

*The most beautiful thing we can experience  
is the mysterious. It is the source of all true  
art and science.*  
— Albert Einstein

『⑤英語で授業編』に  
授業案2パターンを収録

# Lesson 3 OOPARTS

## Take a Moment to Think

1. Have you ever heard of “out-of-place artifacts”?
2. What do you think they are?
3. Have you ever seen anything you cannot understand or explain?

『指導用CD-ROM』に  
本文を易しく言いかえた  
Easy Versionを収録

● fit in (with ~)  
≡ match (~)

『指導用CD』にフレーズ  
読みやハイスピード読み  
を収録



Saqqara Bird

● date back to ~  
≡ date from ~  
● what it was made for  
≡ for what purpose it  
was made

『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



Egyptian “helicopter”  
(upper left)

TF

『指導用CD-ROM』に補充の  
TF問題を収録(音声は無し)

Some discoveries just don't fit in with what we know. They are called “out-of-place artifacts” (OOPARTS). They seem to show that ancient people knew about modern technology.

## 1 Ancient Egyptian aircraft

5 Did the ancient Egyptians understand the principles of flying? Some people believe that the “Saqqara Bird” shows that they did.

The Egyptian Saqqara Bird dates back to about 200 B.C. No one knows what it was made for.

10 Perhaps it was a toy. Does the Saqqara Bird show that the Egyptians knew the principles of aviation? The Egyptians often placed models of actual artifacts in their tombs, so the Saqqara Bird could be a model of an actual airplane. Scientists tested  
15 a model based on its design and found that the Saqqara Bird could have flown.

Perhaps the Egyptians understood the principles of aviation a thousand years before the Saqqara Bird. In the Temple of Seti I, built around  
20 1280 B.C., there is a hieroglyph showing what appears to be a helicopter. Where could the ancient Egyptians have learned about aircraft?

『指導用CD-ROM』にセクションごとの  
サマリーとリテリングのシートを収録

**OOPARTS** [ˌoʊpɑːrts]   **discovery** [dɪskʌvəri]   **fit** [fɪt]   **artifact** [ɑːrtɪfækt]   **modern** [mɑːdərn]  
**technology** [tekˌnɒlədʒi]   **Egyptian** [ɪdʒɪpʃən]   **aircraft** [ˈeəkræft]   **principle** [prɪnsəpəl]  
**Saqqara** [səˈkɑːrə]   **aviation** [ˌeɪviəʃən]   **tomb** [tʊm]   **test** [test]   **Seti** [seti]   **hieroglyph** [haɪəˈrɒɡlɪf]  
**helicopter** [ˌhɛləkɒptər]

標準的なアメリカ発音を採用

2. **out-of-place** cf. I felt *out of place* at the party.

G-2 The lady was there. She should have seen what happened.

『指導用CD-ROM』に  
補充のQ&Aを収録

Q-1 When does the Saqqara Bird date back to?

Q-2 When scientists tested a model of the Saqqara Bird, what did they find?

Q-3 What does the hieroglyph in the Temple of Seti I show?

## 2 More aircraft

Several centuries after the Saqqara Bird, the Quimbaya civilization existed halfway across the world in what is now South America. The Quimbaya are famous for their gold artifacts. One of these artifacts looks like an airplane.

The “airplane” is probably a model of an insect or a bird. But some people believe that a model built to this design could actually fly. In the 1990’s, a model of the Quimbaya airplane with an engine attached was able to get off the ground.

At about the same time and not very far away from the Quimbaya, the Mayan civilization existed. Some people think that the ancient Mayans knew about space travel.

They point to the tomb in which Pakal I is buried. He ruled the Mayans from A.D. 615 to 683. Pakal’s tomb seems to show him in a spaceship. It seems



Quimbaya “airplane”

that he is wearing a mask, his hands are on some controls, and his left foot is on a pedal. Outside, you see a little flame, coming from what looks like a rocket engine.

How can we explain that the Quimbaya airplane looks like a modern plane and that Pakal’s tomb looks like a spaceship?



The tomb of Pakal I: photo

Detail

● what is now  
≡ present-day

● get off ~ ≡ take off ~

● point to ~ ≡ call attention to ~

TF

**Quimbaya** [kɪmbáɪə]   **civilization** [sɪvələʒeɪʃən]   **exist** [ɪgzɪst]   **halfway** [hæfweɪ]   **engine** [ɛndʒɪn]  
**attach** [ə'tætʃ]   **Mayan** [maɪˈjən]   **Pakal** [pákal]   **bury** [bəri]

**G-1** This is the tool with which you can repair your car.

**Q-4** Where did the Quimbaya people live?

**Q-5** When an engine was attached to a model of the Quimbaya airplane, what happened?

**pedal** [pédl]   **rocket** [rúkət]

**Q-6** What do you see outside the “spaceship” of Pakal’s tomb?

### 3 Big Circles of the Middle East

In the 1920's, some strange circles were found in the desert of Jordan. Recently, scientists used satellites to take photographs of some of these strange artifacts. They are now called the Big  
5 Circles of the Middle East. According to some people, they are so large that they could only have been created if they had been planned from high in the sky. Twelve circles have been found in Jordan,  
10 one in Syria and two in Turkey.

These big circles are low walls made of stone. While some are a meter high, others are only a few centimeters tall. They are about 400 meters in

● in diameter ≙ across



Big Circle from the air, Jordan

**circle** [sɜːrkl] **Middle East** [mɪdl iːst] **desert** [dézərt] **Jordan** [dʒɔːrdən] **recently** [rɪsəntli]  
**satellite** [sætəláit] **according** [əkɔːrdɪŋ] **Syria** [sɪriə] **Turkey** [tɜːki] **centimeter** [séntámɪtə]

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

7. **only (...)** if ~ Potatoes are good to eat *only if* they are cooked.

12. **some** ~ **others** ... Some are strong; *others* are weak.

Q-7 In which countries have the Big Circles of the Middle East been found?

Q-8 How large are the Big Circles?

diameter and almost perfectly round. Material  
15 found in and around some of the circles dates them between 4500 to 2000 B.C. It appears that others were built during the Roman period, up to the 7<sup>th</sup>  
century.

● in and around ~ ≙ in the area of ~

● up to ~ ≙ till ~

No one knows for sure what the purpose of  
20 these circles could have been, or how they were built. Because they are low and lack openings, it is believed that they were not used for keeping animals. The near perfection of the circles would have required careful planning, maybe even from  
25 the air. How did they get there?

● for sure ≙ surely

T F



Map of Big Circles in Jordan and Syria

**diameter** [daɪəˈmɪtə] **perfectly** [pɜːrˈfɛktli] **Roman** [rəʊmən] **period** [pɪəriəd] **opening** [ˈɒpnɪŋ]  
**perfection** [pɜːfɛkʃən]

17. **the Roman period** ローマ時代。最盛期は紀元前1世紀から紀元後4世紀。

G-3 It is said that this house was built about 300 years ago.

Q-9 Why is it believed that the Big Circles were not used for keeping animals?

#### 4 More mysterious drawings

The Big Circles of the Middle East are not the only mysterious drawings. In the same area and at about the same time as the Quimbaya and Mayan civilizations, the Peruvians created the Nasca Lines: drawings of birds and animals so large that you can only see them clearly from the air. Like the Big Circles, some believe they couldn't have been created without the help of an aerial view. Why go to the trouble to make them if they can only be seen from an aircraft or spaceship?

- Why go ~ = Why do you (have to) go ~
- go to the trouble to ~  
≡ take the trouble to ~



Nasca Lines (hummingbird)

**mysterious** [mɪstɪəriəs]   **drawing** [drɔːɪŋ]   **Peruvian** [pəˈruːviən]   **Nasca Lines** [nɑːskə laɪnz]  
**aerial** [eɪəriəl]

Q-10 What are the Nasca Lines?

If a hieroglyph looks like a helicopter and a tomb looks like a spaceship, that is a matter of interpreting a picture. But the Saqqara Bird and the Quimbaya airplane really could have flown. And the Big Circles and Nasca Lines really appear to be difficult to build without an aerial view. How can we explain these mysteries?

Some people jump to conclusions and say that ancient people were visited by aliens. Other people say that OOPARTS are all fakes.

- jump to conclusions  
≡ make a decision too quickly

No matter what position we take, we have to admit that there are mysteries which simply cannot be explained at the present time. Perhaps we should keep our minds open. As Einstein believed, the mysterious is “the source of all true art and science.”

TF



**interpret** [ɪntəˈprət]   **conclusion** [kənklúːʒən]   **alien** [eɪljən]   **fake** [feɪk]   **position** [pəzɪʃən]  
**admit** [ədmit]   **present** [preznt]   **source** [sɔːrs]

Q-11 What positions do people take about the mysteries?

Q-12 According to Einstein, what is “the source of all true art and science”?



## Comprehension

本課の内容や話の展開の確認

## Check

Answer the following questions by choosing (a), (b) or (c).

- OOPARTS show that
  - science can explain everything.
  - mysteries still exist in the world.
  - ancient people had modern technology.
- The Saqqara Bird and the Quimbaya airplane
  - are fakes made in the 20<sup>th</sup> century.
  - were made many centuries before the first airplane.
  - clearly show that ancient people understood aviation.
- The Big Circles of the Middle East and the Nasca Lines
  - were created in the early 20<sup>th</sup> century.
  - could easily have been built without an aerial view.
  - are mysterious and no one knows what their purpose was.

## Summary

Complete the summary by filling in the blanks.

OOPARTS do not (1. ) in with what we already know. They seem to show that ancient people understood modern (2. ). Some artifacts look like model airplanes. Ground drawings are so big that it seems they must have been planned from the (3. ). Some people believe that OOPARTS show that we were once visited by (4. ) from another planet. At the present time, scientists are not sure how to explain them. After all, the mysterious is the (5. ) of art and science.

『①解説と指導編』に  
レッスン全体とセクション  
ごとのサマリーを収録

## Food for Thought

セクション4に、“Perhaps we should keep our minds open.” (p. 41)とありますが、なぜそう言えるのですか。本文の内容にそって具体的に説明しましょう。

## Your Reaction

## Agree or Disagree

(See p. 183)

There are aspects of the world which science will never be able to explain fully.

agree     disagree     cannot decide

Why? \_\_\_\_\_



## Let's listen to the dialog

Listen to the dialog and talk about it in small groups.



## Words &amp; Phrases

be full of ~ 「～でいっぱい」 flying saucer 「空飛ぶ円盤」  
rice paddy drawing 「田んぼアート」 attract 「～を呼び寄せる」  
tourist 「観光客」

・ I'm not sure about that. 「それはどうでしょうかね」

## Let's write about it

Summarize your opinion in one paragraph.

(例) Science is great for explaining the natural world. But there are other aspects of the world which science will never be able to explain fully, such as what the purpose of life is.

## Anything more to say?

- How can anyone make Chinese ivory balls? (See p. 34)
- People used to say that you shouldn't eat eel with *umeboshi*. Can science tell us whether it is true or not? \*eel 「うなぎ」
- Almost every scientific “truth” has been changed at some time. Does that mean that science can never tell us what is really true?

本課の文法項目のまとめ  
(本文や脚注のGマーク  
と連動)

## Grammar

### 1 前置詞＋関係代名詞 前にある語句を説明する言い方

●前置詞は、関係代名詞の前または関係代名詞が導く節の後ろに置かれる。目的格の用法で、前置詞が後置されているときの関係代名詞は省略可能。

1. They point to the tomb **in which** Pakal I is buried. (p.36)
2. Bob is the boy **with whom** I go to school every day.
3. She is the scientist (**whom**) I talked **about** yesterday.
4. This is the movie (**which [that]**) I'm planning to go **to**.

#### 関係代名詞と句動詞

put up with ~ (～をがまんする) など、動詞が前置詞や副詞と結合したものを句動詞と呼びますが、多くの場合、句動詞を構成する前置詞を切り離して関係代名詞の前に持ってくることはできません。例えば、This is the situation which I cannot put up with. (これが私のがまんできない状況です) とは言えますが、\*This is the situation with which I cannot put up. とは言えません。take care of ~ (～の世話をする)、look forward to ~ (～を楽しみに待つ) などの句動詞についても同様です。

コラムで認知言語学の  
観点からわかりやすく解説

### 2 助動詞＋have＋過去分詞 「～だったかもしれない」「～できただろうに」などを表す言い方

●現在から見た過去の時点の推量・可能性・能力を表す。

1. Scientists found that the Saqqara Bird **could have flown**. (p.35)
2. The near perfection of the circles **would have required** careful planning, maybe even from the air. (p.39)
3. Jane is not here. She **might have missed** the bus.
4. I **should have studied** hard for the exam, but I didn't.

### 3 It is known [believed] that ~ 「～であると知られている」「～であると信じられている」など

●Itはthat節を指す。

1. Because they are low and lack openings, **it is believed that** they were not used for keeping animals. (p.39)
2. **It is said that** if you wash your coins in this pond, you will get rich.
3. **It is reported that** the road is closed because of the heavy snow.

●次の英文に続けて、あなた自身のことを述べてみましょう。

(See p. 183)

1. I missed the train. I could \_\_\_\_\_.
2. I felt sick after dinner. I should (not) \_\_\_\_\_.

## Exercises

重要表現などを  
問題形式で確認

『③評価問題集』と  
『指導用CD-ROM』  
に補充問題を収録

### 1 Fill in the blanks with suitable words.

1. This Japanese garden dates ( ) to the 12<sup>th</sup> century.
2. No one knows ( ) sure who will win first prize.
3. The moon is about 3,500 kilometers ( ) diameter.
4. The report points ( ) eating too many hot dogs as a cause of cancer.

### 2 Fill in the blanks with suitable words so that the two sentences have almost the same meaning.

1. a) They say that she is honest and kind.  
b) ( ) ( ) said ( ) she is honest and kind.
2. a) They report that the rainy season will be over by the end of this week.  
b) It is ( ) ( ) the rainy season will be over by the end of this week.
3. a) The teacher took the trouble to find the book for me.  
b) The teacher ( ) ( ) all the trouble to find the book for me.

### 3 Combine the two sentences into one, as in the example.

e.g. This is the simple way of life. I believe in it.

→ This is the simple way of life in which I believe.

1. He learned a lot from the job. He volunteered for the job.
2. Do you know the woman? Jeff is now talking to her.
3. I didn't enjoy the party. Jane invited me to the party.
4. Who is the woman? You spoke to her at the meeting.

### 4 Put the words and phrases in the correct order.

1. これらの植物が、ガンの治療法を提供してくれたかもしれない。  
These plants ( could / a cure / provided / have ) for cancer.
2. 彼女は医者になれたのに、ならなかった。  
She ( become / could / a doctor / have ), but she didn't.
3. 世界の多くの言語が、21世紀になくなるだろうと言われている。  
( the world's languages / said / will disappear / that / many of / it is ) in the 21<sup>st</sup> century.

## Optional Reading

3

本課に関連した読み物(選択教材)

## Pufferfish in Love

『③評価問題集』には  
入試長文にみたと  
問題を収録  
(『指導用CD-ROM』  
にも収録)『指導用CD-ROM』には  
内容確認問題を収録

中東地域でも大きなミステリー・サークルがいくつか見つかりましたが、日本の海底においてもミステリー・サークルが発見されました。いったいだれが、なんの目的で作ったのでしょうか。

There are big mysterious circles in the desert of the Middle East. Here in Japan there are mysterious circles under the sea.

In 1995 divers discovered a beautiful pattern made of sand at the bottom of the ocean near Amami Oshima. Soon other divers discovered more of the mysterious patterns. The patterns  
5 are circles around two meters in diameter, about 20 meters below sea level.

Who or what could have made such intricate designs?

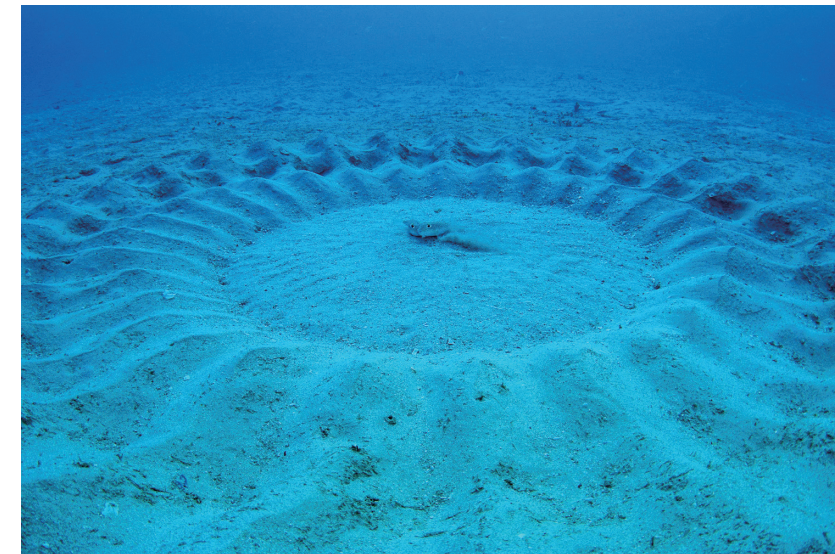
The mystery has recently been solved. These circles are made by a newly-discovered species of pufferfish. The pufferfish  
10 are small, only a few inches long. As they swim along the bottom of the ocean, male pufferfish create the amazing patterns by flapping their fins to stir up the fine sand. They must work without rest for seven to nine days to create a circle.

Why do the pufferfish go to so much trouble to make these  
15 intricate and beautiful designs? What purpose do they serve?

It seems that the male pufferfish makes a circle to attract a mate. When the circle is finished, females come to look it over. When a female pufferfish finds a design she likes, she will mate with the male and eventually lay eggs in the center  
20 of the circle. The hills and valleys of the circle protect the eggs from ocean currents. Nobody knows what the females are looking for when they look over the circles, but they appear to

inspect them very carefully. Perhaps they are checking to see if  
25 the design will protect their eggs.

At first, scientists believed that the circles were made by large fish. The fact that such a small animal makes such a large circle suggests some biological reason. Perhaps the pufferfish cannot see well. Maybe the distance between  
30 individuals requires males to make large nests to be found by females.

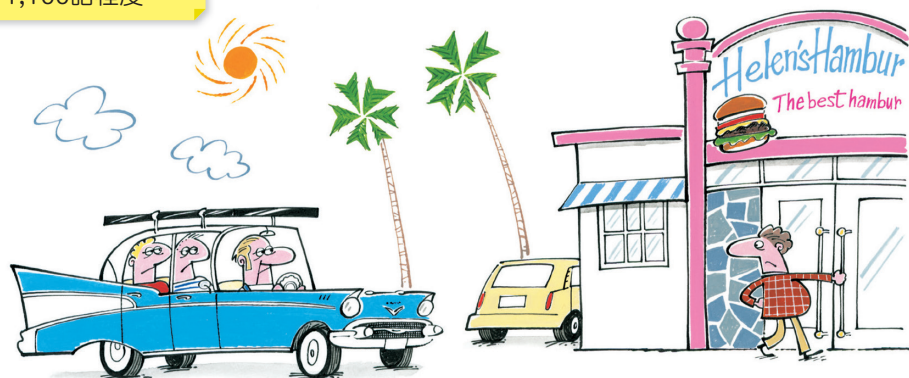


Undersea love nest

タイトル pufferfish フグ / 3. diver ダイバー / 7. below sea level 海面下 /  
8. intricate 複雑な / 10. species 種 / 13. flap ~をバタバタ動かす / 13. fin  
ひれ / 13. stir up ~ (ほこりなど)を舞い上がらせる / 17. attract ~を引きつける /  
18. mate つがいの一方(ここではメスのフグ) / 18. look over ~ ~を見渡す /  
20. mate with ~ (鳥・動物が) ~とつがう / 22. ocean current 海流 /  
24. inspect ~を調べる / 24. see if ~ ~かどうか確かめる / 28. biological 生  
物学的な

# Sun-Powered Car

I, IIでそれぞれ2回分を配置  
Iは700~800語程度,  
IIは900~1,100語程度



lousy [laʊzi]  
has-been [hæzbin]

It was just another lousy day in the life of a has-been TV news reporter.

Malcolm [mælkəm]  
● on one's way back to ~

Malcolm was on his way back to the city. He was hungry. He decided to stop at the next restaurant he saw—no matter what it looked like.

Helen [helən]  
suspect [səspɛkt]

“Helen’s Hamburgers: The best hamburgers in town,” the sign read. Malcolm suspected that Helen’s might be the *only* hamburger shop in this little town.

● get out ≙ come out  
● be about to ~ ≙ be just ready to ~

He parked his car and got out. Just as he was about to go inside, he heard something coming up the street. It was too noisy to be a bicycle, yet too quiet to be a car. He turned around.

Chevy [ʃeɪvi]  
= Chevrolet  
● pull in ≙ stop  
● be in good shape ≙ be in good condition  
luggage [ˈlʌɡɪdʒ]  
rack [ræk]

It was a 1957 Chevy pulling in behind his car. It was in good shape for a 50-year-old car. But it had a strange-looking luggage rack on the top.

Why was the engine so quiet? Then he realized that the flat thing on the car was not a luggage rack—

it was a solar panel.

A middle-aged man wearing overalls and two strong young men in T-shirts got out of the car.

solar [səʊlər]  
panel [pænl]  
middle-aged [ˌmɪdlɪdʒd]  
overall [əʊvərɔ:l]  
● overalls  
cf. jeans

Inside the restaurant, a woman walked to the men’s table. “Howdy, Ned. How are you boys doing?”

howdy [haʊdi]  
Ned [nɛd]

“We’re fine, Helen.”

“Well, what’ll you have?”

One of the younger men looked like he was about to speak when Ned said, “Just give us the usual.”

“Okey-dokey.” She called back to the kitchen, “Three hamburgers with onion rings, one vanilla shake and two chocolate shakes.”

okey-dokey [əʊkɪdʊki]  
● okey-dokey ≙ OK  
ring [rɪŋ]  
vanilla [vəˈnɪlə]  
bell [bɛl]  
jingle [dʒɪŋɡl]

The bell on the door jingled as a man entered the restaurant. “What did you do to your car, Ned?”

Ned smiled. “I finally got it right, Jake. It’s my greatest invention.” The men talked about Ned’s car a few more seconds.

● get it right ≙ be successful  
Jake [dʒeɪk]  
invention [ɪnvenʃən]

Helen came to take Malcolm’s order.

“What can I get you today, sir?”

sir [sɜ:r]

“Uh . . . what’s good today?”

uh [ʌ/ə]

“You’re not from around here, are you?”

“No, ma’am.”

ma’am [mæm]

“But you do look kind of familiar for some reason.”

Malcolm tried not to smile. “You ever watch Channel 12 News?”

channel [tʃænl]

“Yes. Sometimes. It’s not my favorite, but . . .”

“I’m a reporter for Channel 12. Been there for

● Been ~ = I have been ~



## Err in the Direction of Kindness

George Saunders, a famous American writer, gave the graduation speech at Syracuse University. The speech asks us to be kinder and not to focus too much on “success.”

Down through the ages, a traditional form has evolved for this type of speech, which is: Some old guy, his best years behind him, who, over the course of his life, has made a series of dreadful mistakes (*that would be me*), gives heartfelt advice to a group of  
5 shining, energetic young people, with all of their best years ahead of them (*that would be you*). And I intend to respect that tradition.

Now, one useful thing you can do with an old person is ask: “Looking back, what do you regret?” And they’ll tell you. Sometimes, as you know, they’ll tell you even if you haven’t asked.

10 So: What do I regret? Being poor from time to time? Not really. Working terrible jobs? No. I don’t regret that. Do I regret the occasional humiliation? No. I don’t regret that. But here’s something I do regret:

15 In seventh grade, this new kid Ellen joined our class. She was small, shy. She wore these blue cat’s-eye glasses that, at the time, only old ladies wore. When nervous, she had a habit of taking a strand of hair into her mouth and chewing on it.

So she came to our school, and was mostly ignored, occasionally teased (“Your hair taste good?”—that sort of thing).  
20 I could see this hurt her. I still remember the way she’d look after such an insult: eyes cast down, as if she was trying to disappear. After a while she’d drift away. At home, I imagined, her mother would say: “How was your day, sweetie?” and she’d say, “Oh, fine.” And her mother would say, “Making any friends?”  
25 and she’d go, “Sure, lots.”

Sometimes I’d see her hanging around alone in her front yard, as if afraid to leave it.

And then—they moved. That was it. One day she was there; next day she wasn't.

Now, why do I regret *that*? Why am I still thinking about it? Relative to most of the other kids, I was actually pretty *nice* to her. I never said an unkind word to her. In fact, I sometimes even (mildly) defended her. But it still bothers me.

What I regret most in my life are *failures of kindness*. Those moments when another human being was there, in front of me, suffering, and I responded . . . sensibly. Reservedly. Mildly.

Or, to look at it from the other end of the telescope: Who, in *your* life, do you remember most fondly, with the most undeniable feelings of warmth?

Those who were kindest to you, I bet.

It's a little facile, maybe, and certainly hard to implement, but I'd say, as a goal in life, you could do worse than: *Try to be kinder*.

Now, the million-dollar question: Why aren't we kinder? What's our problem? Here's what I think:

Each of us is born with a series of built-in confusions. These are: (1) we're central to the universe (that is, our personal story is the main and most interesting story, the *only* story, really); (2) we're separate from the universe (there's US and then, out there, all that other junk—dogs and swing sets, and low-hanging clouds and, you know, other people), and (3) we're permanent (death is real, sure—for you, but not for me).

Now, we don't *really* believe these things—intellectually we know better—but we believe them viscerally, and live by them,

### 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。

\*詳しくは三省堂教科書・教材サイト並びに「教師用指導書ダイジェスト」をご覧ください。

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



#### ■ 教師用指導書 [6分冊+CD-ROM]

①解説と指導編 / ②題材資料編 / ③評価問題集 / ④ワークシート素材集 / ⑤英語で授業編 / ⑥Teacher's Book  
● 指導用CD-ROM (便利で使いやすい教科書関連データを収録)

#### ■ 指導用CD

①本文ナチュラル読み / ②本文フレーズ読み / ③本文ハイスピード読み / ④新出語 / ⑤Q&A / ⑥T-F Test / ⑦Oral Introduction / ⑧Sound Studio / ⑨Listening Test ほか

#### ■ 生徒用教材

- ワークブック [スタンダード版] 基礎・基本を習得するためのワークブック。
- ワークブック [アドバンス版] 基礎・基本から、発展的内容までもカバー。
- 予習サブノート 教科書の内容を理解するためのサブノート。
- 生徒用リスニングCD 「教科書本文(ナチュラル, ハイスピード)」「リーディング」「新出語」の読みを収録。
- Link to CROWN CROWNコミュニケーション英語Iへのブリッジ教材。

● 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。Ⅲ [コⅢ 305] もあります。 (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)	

\*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・IIのみ/5,000円)も用意しています。[Ⅲ]は予定

### デジタル教科書 指導者用デジタルテキスト

「教科書紙面」では、解答表示や音声再生などが可能です。「本文解説」「設問解説」「フラッシュカード」などの場面に特化した「拡大画面」では、マスク表示、スラッシュ表示、書き込みなどの機能も用意。

CoNETS 版 デジタル教科書 三省堂は、CoNETS プラットフォームを通じてデジタル教科書を提供してまいります。

指導者用デジタルテキスト (校内フリーライセンス)*1			
OS	ライセンス期間	価格	インストール方法
Windows 版	教科書利用期間一括*2	40,000円+税	DVD-ROM / ダウンロード
iOS 版		40,000円+税	ダウンロード
ハイブリッド版 (Windows 版+iOS 版)		50,000円+税	DVD-ROM / ダウンロード
→グレードアップ*3		10,000円+税	DVD-ROM / ダウンロード
学習者用デジタルテキスト (1端末1ライセンス)*4,5			
OS	ライセンス期間	価格	インストール方法
Windows 版 / iOS 版	教科書利用期間一括*2	1,500円+税	ダウンロード

\*1 校内のすべての端末にインストール可能です。なお、価格は1学年の価格です。 \*2 収録されている検定教科書の使用期間中はご利用いただけます。

\*3 現在ご利用いただいているものとハイブリッド版との差額をお支払いいただくことにより、ハイブリッド版へグレードアップすることもできます。

\*4 指導者用デジタルテキスト購入校のみ購入できます。 \*5 インストールする端末(1端末)ごとにライセンス料金をお支払いいただけます。

指導者用デジタルテキスト並びに学習者用デジタルテキスト についての特徴や動作環境など、その他詳細な情報は三省堂教科書・教材サイトをご覧ください。

●体験版DVD-ROMのお申し込みはeメールにてご連絡ください。eメールアドレス: info-tbdt@sanseido-publ.co.jp

