三省堂版 英語教科書

㉙は平成29年度新刊，㉚は平成30年度新刊，㉛は平成31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。

CROWN
English Communication I
New Edition

㉙ B5変型判 192ページ コI 333

CROWN
English Communication II
New Edition

㉚ B5変型判 216ページ コII 331

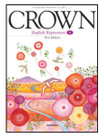
CROWN
English Communication III
New Edition

㉛ B5判 184ページ コIII 329

CROWN
English Expression I
New Edition

㉙ B5判 160ページ 英I 323

CROWN
English Expression II
New Edition

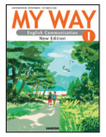


㉚ B5判 160ページ 英II 318

「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。

MY WAY
English Communication I
New Edition



㉙ B5変型判 168ページ コI 334

MY WAY
English Communication II
New Edition

㉚ B5変型判 176ページ コII 332

MY WAY
English Communication III
New Edition

㉛ B5判 152ページ コIII 330

MY WAY
English Expression I
New Edition

㉙ B5判 136ページ 英I 324

MY WAY
English Expression II
New Edition

㉚ B5判 160ページ 英II 319

「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。

VISTA
English Communication I
New Edition

㉙ B5判 136ページ コI 335

VISTA
English Communication II
New Edition

㉚ B5判 128ページ コII 333

「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。

SELECT
English Conversation

B5判 104ページ 英会 302

［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。

SELECT
English Expression I
New Edition

㉙ B5判 104ページ 英I 325

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03教・内容解説資料

2019年度～用 三省堂英語教科書

CROWN

English Communication III

New Edition

■ ご案内

教科書の特色 …… 1
題材 …… 2
年間指導計画一覧表 …… 3
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SANSEIDO

コIII 329

＊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
New Edition

コⅢ 329	B5判・184ページ

平成31年度新刊

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で，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。

教科書の特色

■ 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
Part1は1課3セクション（1セクション300語前後，1レッスン1,000語未満），Part2は4セクション（1セクション300語前後，1レッスン平均1,200語），Part3は4セクションをページ分けのない構成（1セクション350〜400語前後，1,400語前後）と，分量と難易度をあげています。

■ 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
Food for Thoughtで，本文読解後にPISA型読解力を養います。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「選択学習用」の課題と教材を掲載
Optional Task：本課に関連した写真を見ておこなう，発展的な活動。
Optional Reading：本課に関連する300語前後の関連テキスト。

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 1
Life as a Journey
俳聖・松尾芭蕉の旅と人生

Lesson 5
The Biggest Event in Human History … Or the Last?
AI（人工知能）は便利？　危険？

Lesson 6
Only a Camera Lens between Us
難民の子どもと私の間にあるもの

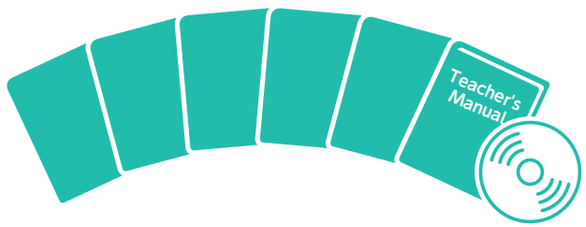
Story 1
The Silent Miaow
子ネコの，家の乗っ取り大作戦

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，そしてデジタル教材などを用意しています。



教師用指導書［6分冊＋CD-ROM］

デジタル教材

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 New Edition

コⅢ 329

おすすめ題材

❶ Lesson 1 ▶ 句作のため日本中を巡った松尾芭蕉が，旅の果てに見つけたものとは。
❷ Lesson 5 ▶ AI（人工知能）が人類にもたらすものは希望か，はたまた脅威か。
❸ Lesson 6 ▶ 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。

Lesson 1 [885語]
Life as a Journey
俳聖・松尾芭蕉の旅と人生

Lesson 2 [957語]
God's Hands
神の手を持つ医師・天野篤

Lesson 3 [977語]
Captured by Art
街の中のアートがもたらす視点

Lesson 4 [1,106語]
Does Money Make You Mean?
お金は人を意地悪にするのか

Lesson 5 [1,305語]
The Biggest Event in Human History … Or the Last?
AI（人工知能）は便利？危険？

Lesson 6 [1,291語]
Only a Camera Lens between Us
難民の子どもと私の間にあるもの

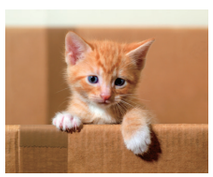
Lesson 7 [1,216語]
Being Bilingual
母語とはなにか

Lesson 8 [1,234語]
The Magic of Reality
Magicを科学する

Lesson 9 [1,284語]
Green Revolution, Blue Revolution
日本人が消費するバーチャルウォーターとは

Lesson 10 [1,450語]
Looking into the Eye of History
オバマ氏の広島でのスピーチ

Story 1 [1,369語]
The Silent Miaow
子ネコの，家の乗っ取り大作戦



Story 2 [1,845語]
The Storyteller
お説教くさいお話なんてウンザリ！

NEW：新題材　　[　]内は本文総語数

年間指導計画一覧表

● CROWN English Communication Ⅲ New Edition

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	Ⅰ	4	L1	Life as a Journey [885語]	日本の俳諧の世界を確立した「俳聖」，松尾芭蕉。その作品を日本語と英語で鑑賞しながら，創作のインスピレーションを求めて旅に生きた足跡をたどる。	人生・日本文化／説明文・エッセイ	5
				OR Ise Pilgrimage [343語]	[説明文]		(1)
			L2	God's Hands [957語]	神の手を持つと言われる外科医師・天野篤。しかしその天才的な能力は，幾度もの挫折と不断の努力によって得たものだ。	人生・医療／インタビュー	5
		5		OR The Patient Always Comes First [319語]	[雑誌記事]		(1)
			L3	Captured by Art [977語]	美術館で身構えて鑑賞するもの，技法や崇高な主題を堪能するものだけがアートではない。街中に現れる不思議なインスタレーションアートに，人はなにを感じるか。	芸術／説明文	5
				OR Breaking Out, Breaking In [313語]	[説明文]		(1)
		6	Reading Skill 1 Zip Lines		ハワイ旅行のオプショナルツアーを申し込もう	旅行・インターネット	1
			L4	Does Money Make You Mean? [1,106語]	「裕福であること」や「貧しいこと」は，人の行動や感情に影響を及ぼすのか。ユニークな社会心理学実験を通して，世界に広がる経済格差の問題に迫る。	社会・経済／論説文	6
				OR Can Money Buy Happiness? [343語]	[説明文]		(1)
		7	L5	The Biggest Event in Human History … Or the Last? [1,305語]	自動運転や芸術，医療など，さまざまな分野で飛躍的に発達し続けるAI（人工知能）。それらは人類の役に立つのか，もしくは人類を滅ぼすのか。	科学／論説文	6
				OR AI vs. AS [280語]	[説明文]		(1)
	Ⅱ	9	L6	Only a Camera Lens between Us [1,291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，高校生のときに見た一枚の写真だった。	人生・平和／説明文	6
				OR Design Your Own Life [337語]	[メッセージ文]		(1)
			L7	Being Bilingual [1,216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
		10		OR The Bilingual Benefit [317語]	[雑誌記事]		(1)
Ⅱ			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
		11	L8	The Magic of Reality [1,234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。その不思議さを解明しようとすることで，世界は一歩ずつ動いてきたのだから。	科学／論説文	6
				OR Is It Magic or Reality? [341語]	[説明文]		(1)
		12	L9	Green Revolution, Blue Revolution [1,284語]	海に囲まれ雨にも恵まれて，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 Fresh Water? No Way! [317語]	[説明文]		(1)
	Ⅲ	1	L10	〈スピーチ〉Looking into the Eye of History [1,450語]	2016年，現職の米大統領として初めて被爆地・広島を訪れた，バラク・オバマ氏によるスピーチを全文収録。	平和／スピーチ	6
			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
		2	S1	The Silent Miaow [1,369語]	母を失った子ネコは，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
			S2	The Storyteller [1,845語]	列車の長旅中，おばさんの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座った青年による，とある「よい子」の物語。	小説／物語文	5
			Functional Expressions				3
【付録】 文法のまとめ／Word List／Phrase List							合計 72 (9)

（新出語：780語）

2. 考えを深め，自己発信しやすい「教科書構成」

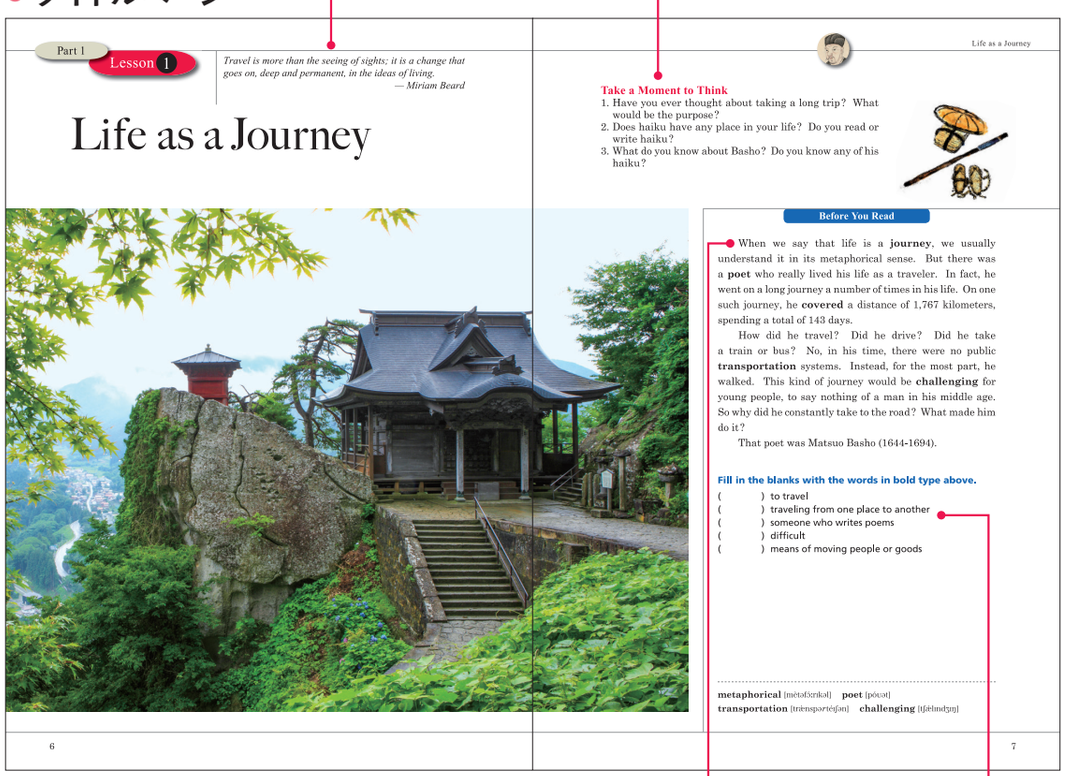
各レッスン，「読解」から「思考」へ。各パーツの役割が明確になっています。

● 本課

● タイトルページ

レッスンテーマを象徴した名言

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



Part 1 Lesson 1

Travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.
— *Miriam Beard*

Life as a Journey

Take a Moment to Think
1. Have you ever thought about taking a long trip? What would be the purpose?
2. Does haiku have any place in your life? Do you read or write haiku?
3. What do you know about Basho? Do you know any of his haiku?

Before You Read

When we say that life is a **journey**, we usually understand it in its metaphorical sense. But there was a **poet** who really lived his life as a traveler. In fact, he went on a long journey a number of times in his life. On one such journey, he **covered** a distance of 1,767 kilometers, spending a total of 143 days.

How did he travel? Did he drive? Did he take a train or bus? No, in his time, there were no public **transportation** systems. Instead, for the most part, he walked. This kind of journey would be **challenging** for young people, to say nothing of a man in his middle age. So why did he constantly take to the road? What made him do it?

That poet was Matsuo Basho (1644-1694).

Fill in the blanks with the words in bold type above.
( ) to travel
( ) traveling from one place to another
( ) someone who writes poems
( ) difficult
( ) means of moving people or goods

metaphorical [métəfɔ́(ə)rikəl] **poet** [póʊət]
transportation [trænspərtéʃən] **challenging** [tʃǽlɪndʒɪŋ]

6 7

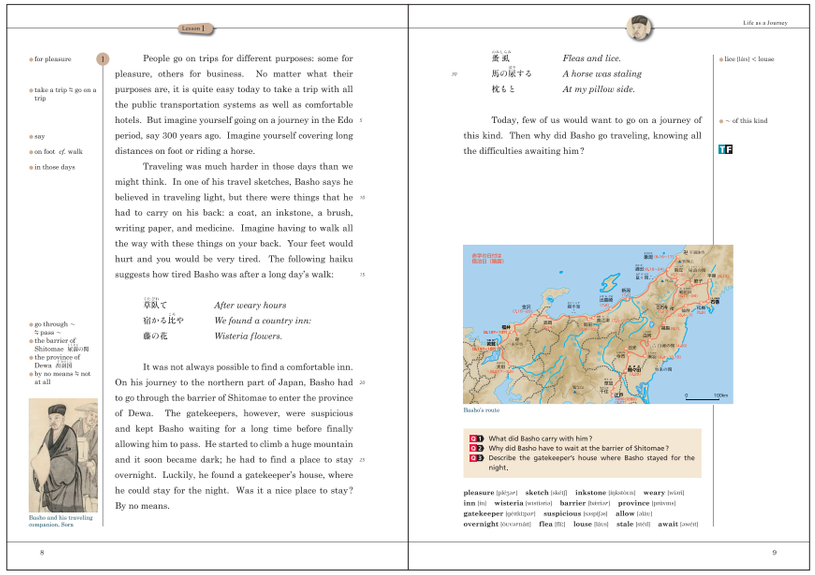
Before You Read
150語前後で課の内容を簡単に導入

キーワードの意味をチェック

● 本文

Part 1, 2

1課3〜4セクション（900〜1,300語）でやや長めの文章を読みながら，「読み」の深度を深めていきます。
1セクション1見開き構成になっています。



Lesson 1

People go on trips for different purposes: some for pleasure, others for business. No matter what their purposes are, it is quite easy today to take a trip with all the public transportation systems as well as comfortable hotels. But imagine yourself going on a journey in the Edo period, say 300 years ago. Imagine yourself covering long distances on foot or riding a horse.

Traveling was much harder in those days than we might think. In one of his travel sketches, Basho says he believed in traveling light, but there were things that he had to carry on his back: a coat, an inkstone, a brush, writing paper, and medicine. Imagine having to walk all the way with these things on your back. Your feet would hurt and you would be very tired. The following haiku suggests how tired Basho was after a long day's walk:

草枕て　*After weary hours*
宿かる比や　*We found a country inn:*
藤の花　*Wisteria flowers.*

It was not always possible to find a comfortable inn. On his journey to the northern part of Japan, Basho had to go through the barrier of Shitomae to enter the province of Dewa. The gatekeepers, however, were suspicious and kept Basho waiting for a long time before finally allowing him to pass. He started to climb a huge mountain and it soon became dark; he had to find a place to stay overnight. Luckily, he found a gatekeeper's house, where he could stay for the night. Was it a nice place to stay? By no means.

Basho and his traveling companion, Sora

8

Life as a Journey

蚤虱　*Fleas and lice.*
馬の尿する　*A horse was staling*
枕もと　*At my pillow side.*

Today, few of us would want to go on a journey of this kind. Then why did Basho go traveling, knowing all the difficulties awaiting him?

Basho's route

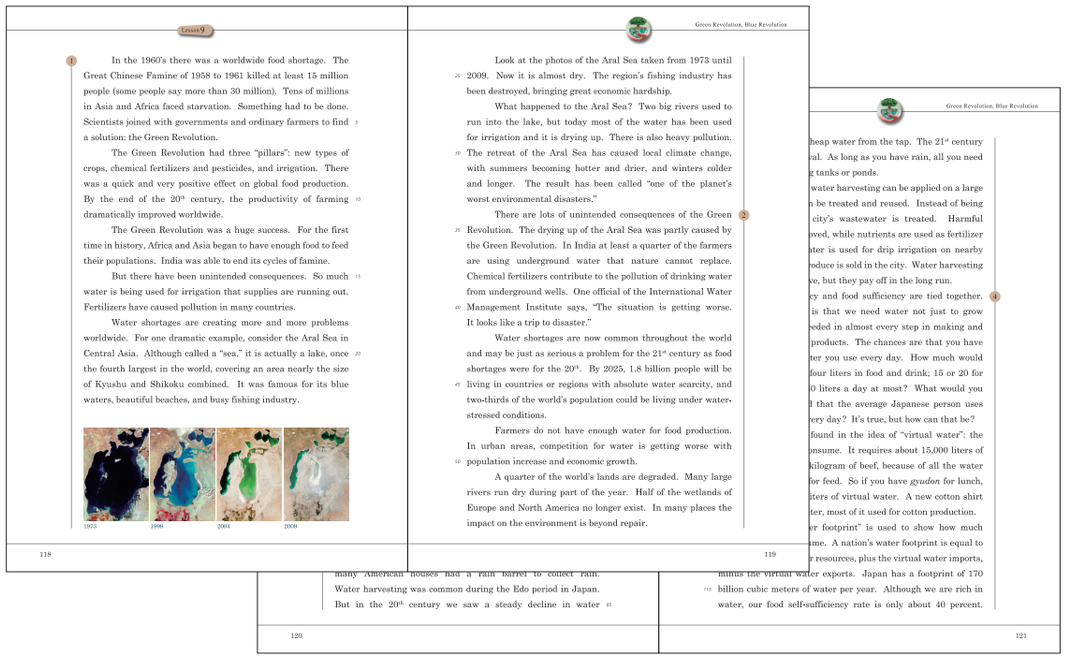
Q1 What did Basho carry with him?
Q2 Why did Basho have to wait at the barrier of Shitomae?
Q3 Describe the gatekeeper's house where Basho stayed for the night.

pleasure [pléʒər] **sketch** [skétʃ] **inkstone** [ìŋkstóʊn] **weary** [wíəri]
inn [ín] **wisteria** [wɪstíəriə] **barrier** [bǽriər] **province** [prɑ́vɪns]
gatekeeper [gǽtkìːpər] **suspicious** [səspíʃəs] **allow** [əláʊ]
overnight [óʊvərnàɪt] **flea** [flíː] **louse** [láʊs] **stale** [stéɪl] **await** [əwéɪt]

9

Part 3

1課が1,200〜1,500語（Lesson8と9は4セクション）でまとまりのある長めの文章を読みながら，豊富な表現を学び，本文の概要をとらえます。
1課を通し読みできる構成になっています。



Lesson 9

In the 1960's there was a worldwide food shortage. The Great Chinese Famine of 1958 to 1961 killed at least 15 million people (some people say more than 30 million). Tens of millions in Asia and Africa faced starvation. Something had to be done. Scientists joined with governments and ordinary farmers to find a solution: the Green Revolution.

The Green Revolution had three "pillars": new types of crops, chemical fertilizers and pesticides, and irrigation. There was a quick and very positive effect on global food production. By the end of the 20th century, the productivity of farming dramatically improved worldwide.

The Green Revolution was a huge success. For the first time in history, Africa and Asia began to have enough food to feed their populations. India was able to end its cycles of famine.

But there have been unintended consequences. So much water is being used for irrigation that supplies are running out. Fertilizers have caused pollution in many countries.

Water shortages are creating more and more problems worldwide. For one dramatic example, consider the Aral Sea in Central Asia. Although called a "sea," it is actually a lake, once the fourth largest in the world, covering an area nearly the size of Kyushu and Shikoku combined. It was famous for its blue waters, beautiful beaches, and busy fishing industry.

1973 1989 2004 2009

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Green Revolution, Blue Revolution

Look at the photos of the Aral Sea taken from 1973 until 2009. Now it is almost dry. The region's fishing industry has been destroyed, bringing great economic hardship.

What happened to the Aral Sea? Two big rivers used to run into the lake, but today most of the water has been used for irrigation and it is drying up. There is also heavy pollution. The retreat of the Aral Sea has caused local climate change, with summers becoming hotter and drier, and winters colder and longer. The result has been called "one of the planet's worst environmental disasters."

There are lots of unintended consequences of the Green Revolution. The drying up of the Aral Sea was partly caused by the Green Revolution. In India at least a quarter of the farmers are using underground water that nature cannot replace. Chemical fertilizers contribute to the pollution of drinking water from underground wells. One official of the International Water Management Institute says, "The situation is getting worse. It looks like a trip to disaster."

Water shortages are now common throughout the world and may be just as serious a problem for the 21st century as food shortages were for the 20th. By 2025, 1.8 billion people will be living in countries or regions with absolute water scarcity, and two-thirds of the world's population could be living under water-stressed conditions.

Farmers do not have enough water for food production. In urban areas, competition for water is getting worse with population increase and economic growth.

A quarter of the world's lands are degraded. Many large rivers run dry during part of the year. Half of the wetlands of Europe and North America no longer exist. In many places the impact on the environment is beyond repair.

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many American houses had a rain barrel to collect rain. Water harvesting was common during the Edo period in Japan. But in the 20th century we saw a steady decline in water

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Green Revolution, Blue Revolution

heap water from the tap. The 21st century
al. As long as you have rain, all you need
g tanks or ponds.
water harvesting can be applied on a large
n be treated and reused. Instead of being
city's wastewater is treated. Harmful
oved, while nutrients are used as fertilizer
ater is used for drip irrigation on nearby
roduce is sold in the city. Water harvesting
ve, but they pay off in the long run.
cy and food sufficiency are tied together.
is that we need water not just to grow
eeded in almost every step in making and
products. The chances are that you have
ter you use every day. How much would
four liters in food and drink; 15 or 20 for
0 liters a day at most? What would you
l that the average Japanese person uses
ery day? It's true, but how can that be?
found in the idea of "virtual water": the
onsume. It requires about 15,000 liters of
kilogram of beef, because of all the water
for feed. So if you have *gyudon* for lunch,
iters of virtual water. A new cotton shirt
ter, most of it used for cotton production.
er footprint" is used to show how much
me. A nation's water footprint is equal to
r resources, plus the virtual water imports,
minus the virtual water exports. Japan has a footprint of 170
billion cubic meters of water per year. Although we are rich in
water, our food self-sufficiency rate is only about 40 percent.

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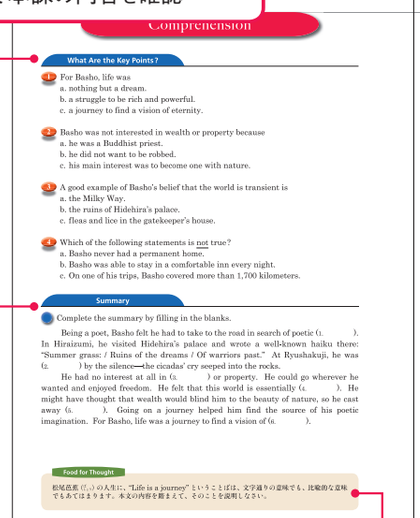
Comprehension

What Are the Key Points?
3択形式で本課の内容を確認



Comprehension

What Are the Key Points?

1. For Basho, life was
   a. nothing but a dream.
   b. a struggle to be rich and powerful.
   c. a journey to find a vision of eternity.
2. Basho was not interested in wealth or property because
   a. he was a Buddhist priest.
   b. he did not want to be robbed.
   c. his main interest was to become one with nature.
3. A good example of Basho's belief that the world is transient is
   a. the Milky Way.
   b. the ruins of Hidehira's palace.
   c. fleas and lice in the gatekeeper's house.
4. Which of the following statements is not true?
   a. Basho never had a permanent home.
   b. Basho was able to stay in a comfortable inn every night.
   c. On one of his trips, Basho covered more than 1,700 kilometers.

Summary

Complete the summary by filling in the blanks.

Being a poet, Basho felt he had to take to the road in search of poetic (1.). In Hiraizumi, he visited Hidehira's palace and wrote a well-known haiku there: "Summer grass: / Ruins of the dreams / Of warriors past." At Ryushakuji, he was (2.) by the silence—the cicadas' cry seeped into the rocks.

He had no interest at all in (3.) or property. He could go wherever he wanted and enjoyed freedom. He felt that this world is essentially (4.). He might have thought that wealth would blind him to the beauty of nature, so he cast away (5.). Going on a journey helped him find the source of his poetic imagination. For Basho, life was a journey to find a vision of (6.).

Food for Thought

松尾芭蕉（げん）の人生に、"Life is a journey" ということばは、文字通りの意味でも、比喩的な意味でもあてはまります。本文の内容を踏まえて、そのことを説明しなさい。

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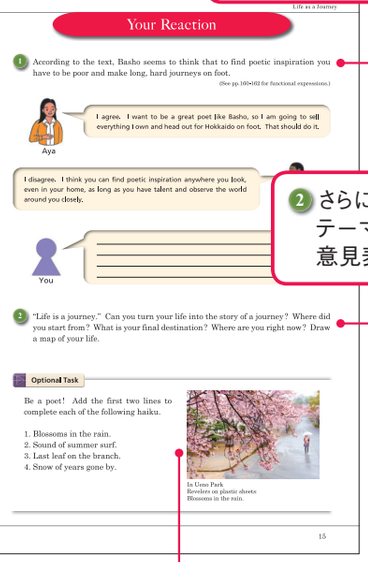
Summary
Part 1：(　　)穴埋め
Part 2：下線部埋め
Part 3：キーワードと音声を利用して書く

Food for Thought
「PISA 型読解力」養成のための設問

Your Reaction

❶ 本文の内容に関する問題提起に対して，自分の意見をまとめる活動



Life as a Journey

Your Reaction

1. According to the text, Basho seems to think that to find poetic inspiration you have to be poor and make long, hard journeys on foot.
(See pp.160–162 for functional expressions.)

Aya: I agree. I want to be a great poet like Basho, so I am going to sell everything I own and head out for Hokkaido on foot. That should do it.

You: I disagree. I think you can find poetic inspiration anywhere you look, even in your home, as long as you have talent and observe the world around you closely.

2. "Life is a journey." Can you turn your life into the story of a journey? Where did you start from? What is your final destination? Where are you right now? Draw a map of your life.

Optional Task

Be a poet! Add the first two lines to complete each of the following haiku.

1. Blossoms in the rain.
2. Sound of summer surf.
3. Last leaf on the branch.
4. Snow of years gone by.

Ia Ueno Park
Revelers on plastic sheets:
Blossoms in the rain.

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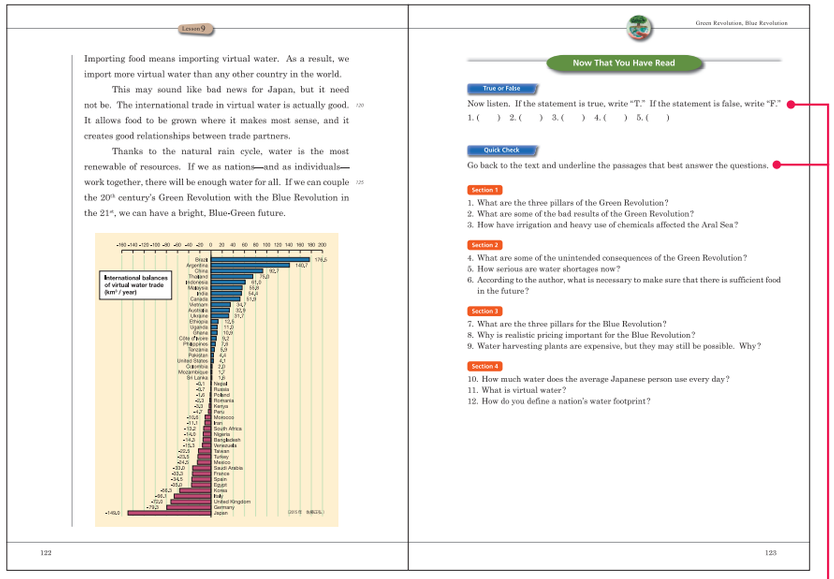
❷ さらに発展的なテーマに対する意見表明

Optional Task
本課に関連した写真を見ておこなう発展的な活動

Now That You Have Read（Part 3のみ）

本文を読み終わった時点でどれだけ内容理解ができているかを，チェックすることができます。



Lesson 9

Importing food means importing virtual water. As a result, we import more virtual water than any other country in the world.

This may sound like bad news for Japan, but it need not be. The international trade in virtual water is actually good. It allows food to be grown where it makes most sense, and it creates good relationships between trade partners.

Thanks to the natural rain cycle, water is the most renewable of resources. If we as nations—and as individuals—work together, there will be enough water for all. If we can couple the 20th century's Green Revolution with the Blue Revolution in the 21st, we can have a bright, Blue-Green future.

International balances of virtual water trade (km³ / year)

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Green Revolution, Blue Revolution

Now That You Have Read

True or False

Now listen. If the statement is true, write "T." If the statement is false, write "F."
1. (　) 2. (　) 3. (　) 4. (　) 5. (　)

Quick Check

Go back to the text and underline the passages that best answer the questions.

Section 1
1. What are the three pillars of the Green Revolution?
2. What are some of the bad results of the Green Revolution?
3. How have irrigation and heavy use of chemicals affected the Aral Sea?

Section 2
4. What are some of the unintended consequences of the Green Revolution?
5. How serious are water shortages now?
6. According to the author, what is necessary to make sure that there is sufficient food in the future?

Section 3
7. What are the three pillars for the Blue Revolution?
8. Why is realistic pricing important for the Blue Revolution?
9. Water harvesting plants are expensive, but they may still be possible. Why?

Section 4
10. How much water does the average Japanese person use every day?
11. What is virtual water?
12. How do you define a nation's water footprint?

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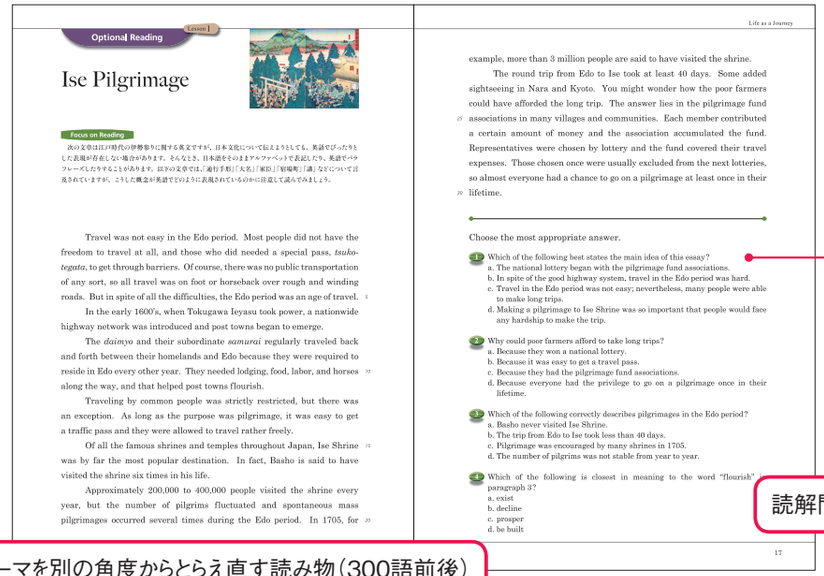
True or False
本課の内容を問うリスニング問題が全部で5問
Quick Check
1セクション3問，本文中の解答にあたる箇所を指摘する問題

Optional Reading［選択教材］



Optional Reading　Lesson 1

Ise Pilgrimage

Focus on Reading

次の文章は江戸時代の伊勢参りに関する英文ですが，日本文化について伝えようとしても，英語でぴったりとした表現が存在しない場合があります。そんなとき，日本語をそのままアルファベットで表記したり，英語でパラフレーズしたりすることがあります。以下の文章では，「通行手形」「大名」「家臣」「宿場町」「講」などについて言及されていますが，こうした概念が英語でどのように表現されているのかに注意して読んでみましょう。

Travel was not easy in the Edo period. Most people did not have the freedom to travel at all, and those who did needed a special pass, *tsuko-tegata*, to get through barriers. Of course, there was no public transportation of any sort, so all travel was on foot or horseback over rough and winding roads. But in spite of all the difficulties, the Edo period was an age of travel.

In the early 1600's, when Tokugawa Ieyasu took power, a nationwide highway network was introduced and post towns began to emerge.

The *daimyo* and their subordinate *samurai* regularly traveled back and forth between their homelands and Edo because they were required to reside in Edo every other year. They needed lodging, food, labor, and horses along the way, and that helped post towns flourish.

Traveling by common people was strictly restricted, but there was an exception. As long as the purpose was pilgrimage, it was easy to get a traffic pass and they were allowed to travel rather freely.

Of all the famous shrines and temples throughout Japan, Ise Shrine was by far the most popular destination. In fact, Basho is said to have visited the shrine six times in his life.

Approximately 200,000 to 400,000 people visited the shrine every year, but the number of pilgrims fluctuated and spontaneous mass pilgrimages occurred several times during the Edo period. In 1705, for

Life as a Journey

example, more than 3 million people are said to have visited the shrine.

The round trip from Edo to Ise took at least 40 days. Some added sightseeing in Nara and Kyoto. You might wonder how the poor farmers could have afforded the long trip. The answer lies in the pilgrimage fund associations in many villages and communities. Each member contributed a certain amount of money and the association accumulated the fund. Representatives were chosen by lottery and the fund covered their travel expenses. Those chosen once were usually excluded from the next lotteries, so almost everyone had a chance to go on a pilgrimage at least once in their lifetime.

Choose the most appropriate answer.

1. Which of the following best states the main idea of this essay?
   a. The national lottery began with the pilgrimage fund associations.
   b. In spite of the good highway system, travel in the Edo period was hard.
   c. Travel in the Edo period was not easy; nevertheless, many people were able to make long trips.
   d. Making a pilgrimage to Ise Shrine was so important that people would face any hardship to make the trip.
2. Why could poor farmers afford to take long trips?
   a. Because they won a national lottery.
   b. Because it was easy to get a travel pass.
   c. Because they had the pilgrimage fund associations.
   d. Because everyone had the privilege to go on a pilgrimage once in their lifetime.
3. Which of the following correctly describes pilgrimages in the Edo period?
   a. Basho never visited Ise Shrine.
   b. The trip from Edo to Ise took less than 40 days.
   c. Pilgrimage was encouraged by many shrines in 1705.
   d. The number of pilgrims was not stable from year to year.
4. Which of the following is closest in meaning to the word "flourish" in paragraph 3?
   a. exist
   b. decline
   c. prosper
   d. be built

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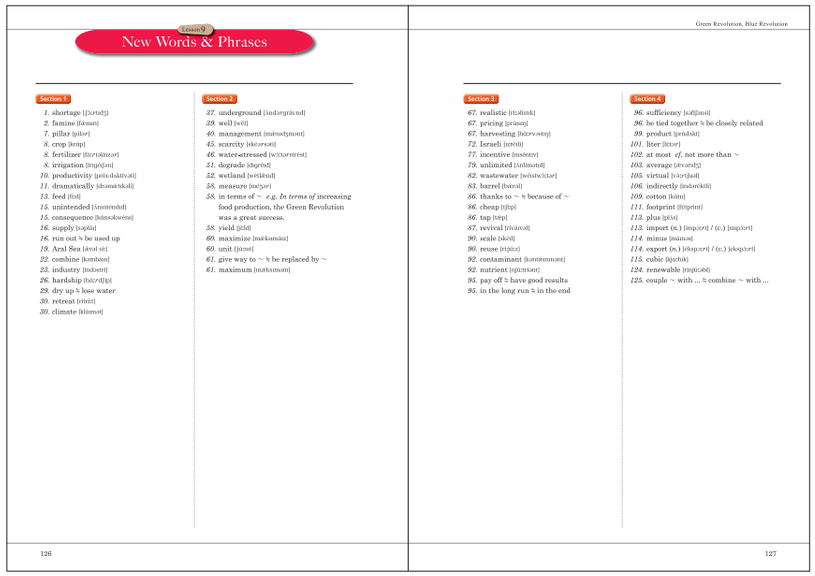
読解問題

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）

New Words & Phrases（Part 3のみ）

本課中の新語や連語を課末にまとめて提示しています。



Lesson 9

New Words & Phrases

Section 1
1. shortage [ʃɔ́ːrtɪdʒ]
2. famine [fǽmɪn]
7. pillar [pɪ́lər]
8. crop [krɑ́p]
8. fertilizer [fə́ːrtəlàɪzər]
8. irrigation [ìrɪgéɪʃən]
10. productivity [pròʊdʌktɪ́vətɪ]
11. dramatically [drəmǽtɪkəlɪ]
13. feed [fíːd]
15. unintended [ʌ̀nɪnténdɪd]
15. consequence [kɑ́nsəkwèns]
16. supply [səplάɪ]
16. run out ≒ be used up
19. Aral Sea [ərǽl síː]
22. combine [kəmbάɪn]
23. industry [ɪ́ndəstrɪ]
26. hardship [hɑ́ːrdʃɪp]
29. dry up ≒ lose water
30. retreat [rɪtríːt]
30. climate [klάɪmɪt]

Section 2
37. underground [ʌ̀ndərgráʊnd]
39. well [wél]
40. management [mǽnɪdʒmənt]
45. scarcity [skέərsətɪ]
46. water-stressed [wɔ́ːtərstrèst]
51. degrade [dɪgréɪd]
52. wetland [wétlæ̀nd]
58. measure [méʒər]
58. in terms of ~ *e.g. In terms of* increasing food production, the Green Revolution was a great success.
58. yield [jíːld]
60. maximize [mǽksəmàɪz]
60. unit [júːnɪt]
61. give way to ~ ≒ be replaced by ~
61. maximum [mǽksɪməm]

Green Revolution, Blue Revolution

Section 3
67. realistic [rìːəlístɪk]
67. pricing [práɪsɪŋ]
67. harvesting [hɑ́ːrvəstɪŋ]
72. Israeli [ɪzréɪlɪ]
77. incentive [ɪnsέntɪv]
78. unlimited [ʌ̀nlímətɪd]
82. wastewater [wéɪstwɔ̀ːtər]
83. barrel [bǽrəl]
86. thanks to ~ ≒ because of ~
86. cheap [tʃíːp]
86. tap [tǽp]
87. revival [rɪváɪvəl]
90. scale [skéɪl]
90. reuse [rìːjúːz]
92. contaminant [kəntǽmɪnənt]
92. nutrient [njúːtrɪənt]
93. pay off ≒ have good results
93. in the long run ≒ in the end

Section 4
96. sufficiency [səfíʃənsɪ]
96. be tied together ≒ be closely related
99. product [prɑ́dəkt]
101. liter [líːtər]
102. at most *cf.* not more than ~
103. average [ǽvərɪdʒ]
105. virtual [və́ːrtʃuəl]
106. indirectly [ìndərέktlɪ]
109. cotton [kɑ́tn]
111. footprint [fʊ́tprɪnt]
113. plus [plʌ́s]
113. import (n.) [ímpɔːrt] / (v.) [ɪmpɔ́ːrt]
114. minus [máɪnəs]
114. export (n.) [ékspɔːrt] / (v.) [ɪkspɔ́ːrt]
115. cubic [kjúːbɪk]
124. renewable [rɪnjúːəbəl]
125. couple ~ with ... ≒ combine ~ with ...

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Story

楽しく読める2つの
ストーリー性の高い読み物

Story 1

The Silent Miaow

miaow [miáu(:)]
kitten [kítn]

● live off ~ ≒ eat ~
revolting [rivóultiŋ]
diet [dáiət]
grub [grʌ́b]
● set about ~
≒ begin ~
emerge [imə́:rdʒ]
disgusted [disgʌ́stid]
raw [rɔ́:]
● in the raw
≒ uncontrolled
clearing [klíəriŋ]
shutter [ʃʌ́tər]
barn [bɑ́:rn]
arbor [ɑ́:rbər]
etc. [etə́(:)trə]
neat [ní:t]
belong [bilɔ́:ŋ]
● belong to ~
affluence [ǽflu(:)əns]

When I was a very young kitten I had the bad luck to lose my mother and find myself alone in the world at the age of six weeks. After a week or so in the country living off a most revolting diet of grubs and insects, I determined to take over a family and become a house cat, and I set about immediately to achieve my ends.

I emerged from the woods, hungry and disgusted with nature in the raw, to see, standing in a clearing, a small, white house with green-painted shutters and a barn nearby, flower and vegetable garden, small grape arbor, fish pond, etc. The house and the grounds were neat and well kept, and obviously belonged to persons of some affluence.

I went to the back door of the house and looked around. A man and his wife were having breakfast inside. This pair looked exactly like the family I wanted, so I jumped onto the screen door, clung there, and cried piteously. They looked up at me from their breakfast.

The woman said, "Oh, look! The poor little thing, it wants to come in. Maybe it's hungry. I'll give it some milk."

Just as I expected! I had her. All I needed was to get one paw inside the door.

However, it wasn't going to be all that simple. The man! He began to shout, bellowing that he hated cats and he wouldn't have one in the house.

"Oho!" I said to myself. "This man is trouble, but I can handle him."

The woman opened the door and picked me up, saying to him, "Oh, don't make such a fuss, darling. I'll just give her some milk. We'll put her out afterward." And, of course, the more she fussed over me the angrier he got until finally he shouted, "Okay now, that's enough! Come on, get it out of here."

The woman did this, but as soon as she turned around, I followed her back to the house. We did this three times, while the man came out of the house, got into his car, and watched us. The fourth time I just sat down in the woods and looked miserable. He kissed his wife goodbye,

cling [kliŋ]
piteously [pítiəsli]
paw [pɔ́:]
bellow [bélou]
oho [ouhóu]
handle [hǽndl]
fuss [fʌ́s]
darling [dɑ́:rliŋ]
afterward [ǽftərwərd]
● fuss over ~ ≒ pay attention to ~
miserable [mízərəbl]
kiss [kís]

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.

http://www.superzipadventure.com

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

http://www.superzipadventure.com

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.

Functional Expressions

Your Reactionなどでの自己発信に
有用な機能表現

Functional Expressions

1 Saying you agree
a. I absolutely [completely] agree with you about ...
b. I'm of the same opinion.
c. I'm with you there.
d. That's (just) what I was thinking.
e. You're right about ...
f. I share your opinion about ...

2 Saying you partly agree
a. I see what you mean, but ...
b. I agree in principle, but ...
c. I agree up to a point, but ...
d. You are right on that point, but ...
e. You could say that, but ...
f. I like your idea, but ...
g. Yes, but on the other hand, ...
h. Yes, but don't you think ...?
i. I'm with you, but I would have to add that ...

3 Asking if someone agrees
a. Do you go along with that?
b. I wonder if you would agree that ...
c. I wonder if you would agree with ...
d. ..., wouldn't you say?

4 Saying you disagree
a. I have to disagree with you there.
b. I have a different opinion about that.
c. Sorry, but I don't see it that way.
d. Actually [In fact], I think ...
e. I'm not at all [entirely] convinced ...
f. I see things differently.

5 Expressing strong protest
*protest [próʊtest]
a. You are simply wrong when you say ...
b. It is simply not true that ...
c. I just cannot accept your idea that ...
d. I just don't see how you can say that ...
e. There is no way that I could ever agree that ...

6 Acknowledging disagreement
*acknowledge [əknɑ́lidʒ]
*disagreement [dìsəgrí:mənt]
a. I guess we see things differently.
b. We'll just have to agree to disagree about ...
c. There's no point in continuing to discuss ...

7 Expressing your opinion
a. I think ...
b. In my view [opinion], ...
c. It seems to me ...
d. From my point of view, ...
e. As far as I'm concerned, ...
f. This is what I think about ...
g. My idea about that is that ...
h. Would you like to hear my opinion?

8 Asking someone's opinion
a. What do you think about [of] ...?
b. What is your impression of ...?
*impression [impréʃən]
c. How do you feel about ...?
d. What is your reaction to ...?
e. What would you say to ...?
f. I'd be glad to have your view [opinion] on ...

9 Expressing reasons for your opinion
a. Let me explain. You see ...
b. Let me explain how [why / what / where / when] ...
c. If I could explain: ...
d. The reason I believe this is that ...
e. Considering what I have learned, it is probable that ...
f. On the basis of what I understand, I would say that ...
*basis [béisəs]
g. From my own personal experience, I would say that ...

10 Giving a source for an opinion
a. I read in the newspaper that ...
b. I heard a rumor that ...
*rumor [rú:mər]
c. I got it straight from the horse's mouth that ... (= I'm absolutely sure that ...)
d. It is widely believed that ...

11 Giving an example
a. Take ..., for example [for instance].
b. Let me give you an example.
c. To give you an example of this [what I mean], take ...
d. Here is another case of ...

12 Expressing certainty or belief
*certainty [sə́:rtənti]
a. There is absolutely no doubt that ...
*doubt [dáʊt]
b. Nobody can question the fact that ...
c. It is beyond dispute that ...
*dispute [dispjú:t]
d. I strongly believe that ...
e. I'm totally convinced that ...
f. There is not the slightest doubt that ...

13 Saying you are not sure
a. I don't know, but I think ...
b. I'm not sure, but I suppose ...
c. I don't know exactly, but I guess ...

14 Qualifying a statement
a. I know that it's silly, but ...
b. It's not scientific, but ...
c. There is no evidence, but ...

15 Expressing tentative conclusions
*tentative [téntətiv]
a. I don't have any evidence for this, but I believe that ...
b. It's not certain, but there's a pretty good chance that ...
c. I wish I had a good answer, but really I can only guess that ...

16 Saying you don't know
a. I don't know anything [much] about ...
b. I'm afraid I have no idea ...
c. Not that I know of.

17 Correcting someone's opinion
a. As a matter of fact, ...
b. Hold on a minute.
c. I think it might be more correct to say ...
d. There's another way to look at ...

18 Saying something in a different way
a. What I mean is, ...
b. In other words, ...
c. Let me put it another way: ...
d. Perhaps it would be more accurate to say that ...

19 Supplying information
a. Maybe you are thinking of ...
b. Is it possible that you are thinking of ...?
c. If I remember correctly ...

20 Saying that someone should do something
a. I think we [you] should ...
b. Why don't we [you] ...?
c. It might not be a bad idea ...
d. I would recommend ...

21 Saying that someone should not do something
a. I don't really think we [you] should ...
b. We [You] shouldn't ...
c. We'd [You'd] better not ...

22 Expressing first impressions
a. The first thing that came to mind was that ...
b. What really hit me was that ...
c. I was surprised to see that ...

4技能を使って，アクティブ・ラーニングにつながる授業　が展開できます

各レッスンの本文を活かしながら，生徒が英語を使って思考し，表現する活動ができます。

Reading　Listening　Speaking　Writing

● 生徒のスキーマの活性化

Take a Moment to Think

本文を読む前に，3つの問いがあります。これらの問いを軸に，生徒⇔生徒，教師⇔生徒によるインタラクションをすることで，自分たちの既知の情報を確認し合いながら，題材内容への関心，語彙や表現に対するレディネスを高めることができます。

● 本文の内容理解

Q&A ／ TF ／ What Are the Key Points?

読み進めながら内容理解を促すQ&AやTF，読んだ後の確認としてWhat Are the Key Points?。生徒同士でこれらの問いのやりとり，さらに自分たちで考えた設問のやりとりと発展させることも可能です。

Part 1 Lesson 1

Travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.
— Miriam Beard

Life as a Journey

Take a Moment to Think
1. Have you ever thought about taking a long trip? What would be the purpose?
2. Does haiku have any place in your life? Do you read or write haiku?
3. What do you know about Basho? Do you know any of his haiku?

Before You Read

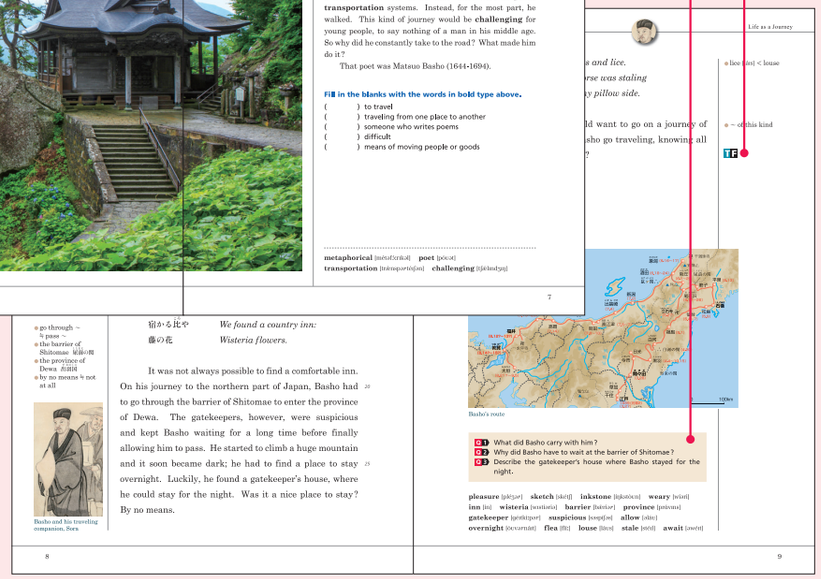
When we say that life is a **journey**, we usually understand it in its metaphorical sense. But there was a **poet** who really lived his life as a traveler. In fact, he went on a long journey a number of times in his life. On one such journey, he **covered** a distance of 1,767 kilometers, spending a total of 143 days.

How did he travel? Did he drive? Did he take a train or bus? No, in his time, there were no public **transportation** systems. Instead, for the most part, he walked. This kind of journey would be **challenging** for young people, to say nothing of a man in his middle age. So why did he constantly take to the road? What made him do it?

That poet was Matsuo Basho (1644-1694).

Fill in the blanks with the words in bold type above.
(　　) to travel
(　　) traveling from one place to another
(　　) someone who writes poems
(　　) difficult
(　　) means of moving people or goods

metaphorical [mètəfɔ́ːrikəl]　poet [póʊət]
transportation [trǽnspərtéiʃən]　challenging [tʃǽlindʒiŋ]


go through ~ = pass ~
the barrier of Shitomae 尿前関
the province of Dewa 出羽国
by no means = not at all

宿かる比や　We found a country inn:
藤の花　Wisteria flowers.

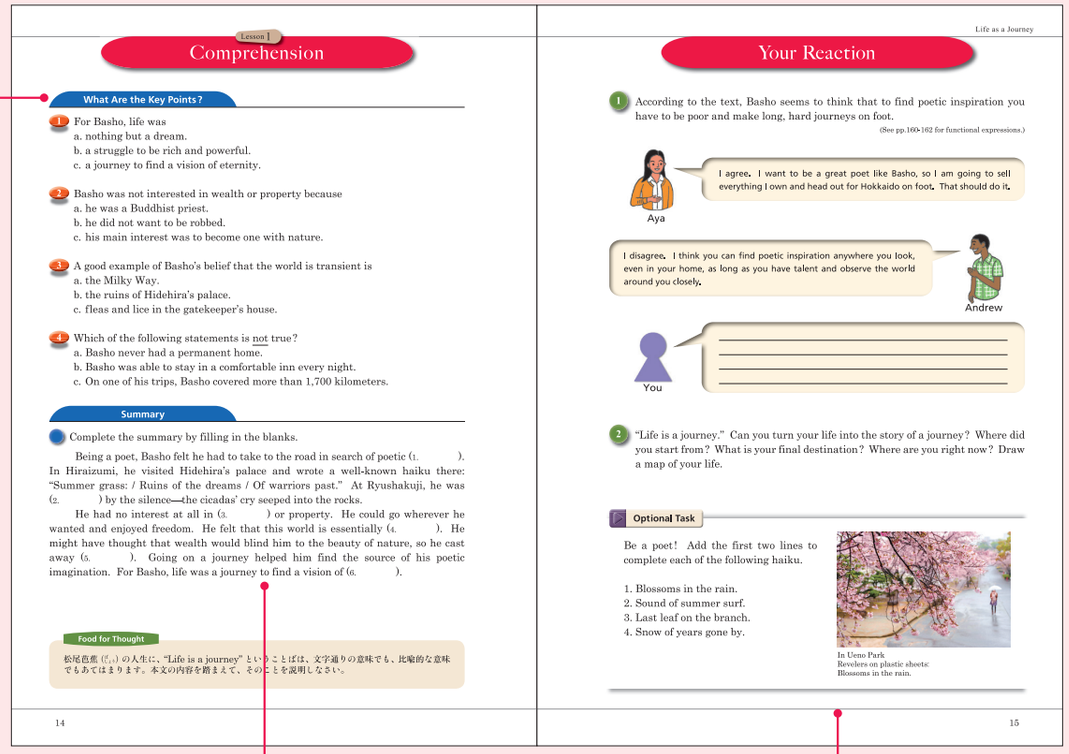
It was not always possible to find a comfortable inn. On his journey to the northern part of Japan, Basho had to go through the barrier of Shitomae to enter the province of Dewa. The gatekeepers, however, were suspicious and kept Basho waiting for a long time before finally allowing him to pass. He started to climb a huge mountain and it soon became dark; he had to find a place to stay overnight. Luckily, he found a gatekeeper's house, where he could stay for the night. Was it a nice place to stay? By no means.

Basho and his travelling companion, Sora

Basho's route

Q1 What did Basho carry with him?
Q2 Why did Basho have to wait at the barrier of Shitomae?
Q3 Describe the gatekeeper's house where Basho stayed for the night.

pleasure [pléʒər]　sketch [skétʃ]　inkstone [ìŋkstóʊn]　weary [wíəri]
inn [ín]　wisteria [wistíəriə]　barrier [bǽriər]　province [prɑ́vəns]
gatekeeper [gétkìːpər]　suspicious [səspíʃəs]　allow [əláʊ]
overnight [òʊvərnáit]　flea [flíː]　louse [láʊs]　stale [stéil]　await [əwéit]


Lesson 1
Comprehension

What Are the Key Points?

1 For Basho, life was
a. nothing but a dream.
b. a struggle to be rich and powerful.
c. a journey to find a vision of eternity.

2 Basho was not interested in wealth or property because
a. he was a Buddhist priest.
b. he did not want to be robbed.
c. his main interest was to become one with nature.

3 A good example of Basho's belief that the world is transient is
a. the Milky Way.
b. the ruins of Hidehira's palace.
c. fleas and lice in the gatekeeper's house.

4 Which of the following statements is not true?
a. Basho never had a permanent home.
b. Basho was able to stay in a comfortable inn every night.
c. On one of his trips, Basho covered more than 1,700 kilometers.

Summary

Complete the summary by filling in the blanks.

Being a poet, Basho felt he had to take to the road in search of poetic (1.　　). In Hiraizumi, he visited Hidehira's palace and wrote a well-known haiku there: "Summer grass: / Ruins of the dreams / Of warriors past." At Ryushakuji, he was (2.　　) by the silence—the cicadas' cry seeped into the rocks.

He had no interest at all in (3.　　) or property. He could go wherever he wanted and enjoyed freedom. He felt that this world is essentially (4.　　). He might have thought that wealth would blind him to the beauty of nature, so he cast away (5.　　). Going on a journey helped him find the source of his poetic imagination. For Basho, life was a journey to find a vision of (6.　　).

Food for Thought
松尾芭蕉（ばしょう）の人生に、"Life is a journey" ということばは、文字通りの意味でも、比喩的な意味でもあてはまります。本文の内容を踏まえて、そのことを説明しなさい。

14

Life as a Journey

Your Reaction

1 According to the text, Basho seems to think that to find poetic inspiration you have to be poor and make long, hard journeys on foot.
(See pp.160-162 for functional expressions.)

Aya: I agree. I want to be a great poet like Basho, so I am going to sell everything I own and head out for Hokkaido on foot. That should do it.

Andrew: I disagree. I think you can find poetic inspiration anywhere you look, even in your home, as long as you have talent and observe the world around you closely.

You: _____

2 "Life is a journey." Can you turn your life into the story of a journey? Where did you start from? What is your final destination? Where are you right now? Draw a map of your life.

Optional Task
Be a poet! Add the first two lines to complete each of the following haiku.
1. Blossoms in the rain.
2. Sound of summer surf.
3. Last leaf on the branch.
4. Snow of years gone by.

In Ueno Park
Revelers on plastic sheets:
Blossoms in the rain.

15

● 本文の要約・再生

Summary

要約文を作る活動です。生徒の実態に合わせ，英文のヒントなしでいきなり書かせたり，ガイドの度合いを加減したりして，負荷を変化させることが可能です。Part3ではモデル文を聞いて，自分の英作文を修正する活動もできます。

Retelling

指導書にはリテリング用のイラストやキーワードが収録されています。絵を見ながら本文の内容を口頭で再生させる活動が可能です。

● 本文のテーマに関連して自分の考えをアウトプット

Your Reaction

本文の内容に関する意見を読み，自分の意見を表明させ，意見交換を行います。

更に発展的なテーマについて，意見表明をさせます。

写真を見て考えたり創作したりといった，より自由な活動ができます。

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Travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.
— Miriam Beard

『指導用CD』に
Oral Introductionを収録

Life as a Journey

『⑤英語で授業編』に
授業案2パターンを収録

Take a Moment to Think

1. Have you ever thought about taking a long trip? What would be the purpose?
2. Does haiku have any place in your life? Do you read or write haiku?
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Before You Read

When we say that life is a **journey**, we usually understand it in its metaphorical sense. But there was a **poet** who really lived his life as a traveler. In fact, he went on a long journey a number of times in his life. On one such journey, he **covered** a distance of 1,767 kilometers, spending a total of 143 days.

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transportation [trænspərtéɪʃən]　**challenging** [tʃǽlɪndʒɪŋ]

『指導用CD』にフレーズ読みやハイスピード読みを収録

● for pleasure

● take a trip ≒ go on a trip

● say

● on foot *cf.* walk

● in those days

1 People go on trips for different purposes: some for pleasure, others for business. No matter what their purposes are, it is quite easy today to take a trip with all the public transportation systems as well as comfortable hotels. But imagine yourself going on a journey in the Edo period, say 300 years ago. Imagine yourself covering long distances on foot or riding a horse.

Traveling was much harder in those days than we might think. In one of his travel sketches, Basho says he believed in traveling light, but there were things that he had to carry on his back: a coat, an inkstone, a brush, writing paper, and medicine. Imagine having to walk all the way with these things on your back. Your feet would hurt and you would be very tired. The following haiku suggests how tired Basho was after a long day's walk:

『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

草臥(くたびれ)て	*After weary hours*
宿かる比(ころ)や	*We found a country inn:*
藤の花	*Wisteria flowers.*

● go through ～ ≒ pass ～

● the barrier of Shitomae 尿前(しとまえ)の関

● the province of Dewa 出羽(でわ)国

● by no means ≒ not at all

It was not always possible to find a comfortable inn. On his journey to the northern part of Japan, Basho had to go through the barrier of Shitomae to enter the province of Dewa. The gatekeepers, however, were suspicious and kept Basho waiting for a long time before finally allowing him to pass. He started to climb a huge mountain and it soon became dark; he had to find a place to stay overnight. Luckily, he found a gatekeeper's house, where he could stay for the night. Was it a nice place to stay? By no means.

Basho and his traveling companion, Sora

蚤(のみ)虱(しらみ)	*Fleas and lice.*
馬の尿(ばり)する	*A horse was staling*
枕もと	*At my pillow side.*

● lice [láɪs] < louse

『指導用CD-ROM』にセクションごとのサマリーを収録

Today, few of us would want to go on a journey of this kind. Then why did Basho go traveling, knowing all the difficulties awaiting him?

● ～ of this kind

TF

『指導用CD-ROM』に補充のTF問題を収録(音声は無し)

Basho's route

『指導用CD-ROM』に補充のQ&Aを収録

Q 1 What did Basho carry with him?

Q 2 Why did Basho have to wait at the barrier of Shitomae?

Q 3 Describe the gatekeeper's house where Basho stayed for the night.

pleasure [pléʒər] **sketch** [skétʃ] **inkstone** [íŋkstòʊn] **weary** [wíəri] **inn** [ín] **wisteria** [wɪstíəriə] **barrier** [bǽriər] **province** [právɪns] **gatekeeper** [géɪtkìːpər] **suspicious** [səspíʃəs] **allow** [əláʊ] **overnight** [òʊvərnáɪt] **flea** [flíː] **louse** [láʊs] **stale** [stéɪl] **await** [əwéɪt]

標準的なアメリカ発音を採用

Lesson 1

Comprehension

本課の内容や話の展開の確認

What Are the Key Points?

1 For Basho, life was
a. nothing but a dream.
b. a struggle to be rich and powerful.
c. a journey to find a vision of eternity.

2 Basho was not interested in wealth or property because
a. he was a Buddhist priest.
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4 Which of the following statements is not true?
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b. Basho was able to stay in a comfortable inn every night.
c. On one of his trips, Basho covered more than 1,700 kilometers.

Summary

『①解説と指導編』にレッスン全体のサマリーを収録

Complete the summary by filling in the blanks.

Being a poet, Basho felt he had to take to the road in search of poetic (1.). In Hiraizumi, he visited Hidehira's palace and wrote a well-known haiku there: "Summer grass: / Ruins of the dreams / Of warriors past." At Ryushakuji, he was (2.) by the silence—the cicadas' cry seeped into the rocks.

He had no interest at all in (3.) or property. He could go wherever he wanted and enjoyed freedom. He felt that this world is essentially (4.). He might have thought that wealth would blind him to the beauty of nature, so he cast away (5.). Going on a journey helped him find the source of his poetic imagination. For Basho, life was a journey to find a vision of (6.).

Food for Thought

松尾芭蕉（ばしょう）の人生に、"Life is a journey" ということばは、文字通りの意味でも、比喩的な意味でもあてはまります。本文の内容を踏まえて、そのことを説明しなさい。

Your Reaction

本課の内容に関する意見表明

1 According to the text, Basho seems to think that to find poetic inspiration you have to be poor and make long, hard journeys on foot.

(See pp.160-162 for functional expressions.)

Aya

I agree. I want to be a great poet like Basho, so I am going to sell everything I own and head out for Hokkaido on foot. That should do it.

I disagree. I think you can find poetic inspiration anywhere you look, even in your home, as long as you have talent and observe the world around you closely.

Andrew

You

_____
_____
_____
_____

2 "Life is a journey." Can you turn your life into the story of a journey? Where did you start from? What is your final destination? Where are you right now? Draw a map of your life.

Optional Task

Be a poet! Add the first two lines to complete each of the following haiku.

1. Blossoms in the rain.
2. Sound of summer surf.
3. Last leaf on the branch.
4. Snow of years gone by.

In Ueno Park
Revelers on plastic sheets:
Blossoms in the rain.

Optional Reading

Ise Pilgrimage

本課に関連した読み物
（選択教材）

Focus on Reading

次の文章は江戸時代の伊勢参りに関する英文ですが、日本文化について伝えようとしても、英語でぴったりとした表現が存在しない場合があります。そんなとき、日本語をそのままアルファベットで表記したり、英語でパラフレーズしたりすることがあります。以下の文章では、「通行手形」「大名」「家臣」「宿場町」「講」などについて言及されていますが、こうした概念が英語でどのように表現されているのかに注意して読んでみましょう。

Travel was not easy in the Edo period. Most people did not have the freedom to travel at all, and those who did needed a special pass, *tsuko-tegata*, to get through barriers. Of course, there was no public transportation of any sort, so all travel was on foot or horseback over rough and winding roads. But in spite of all the difficulties, the Edo period was an age of travel.

In the early 1600's, when Tokugawa Ieyasu took power, a nationwide highway network was introduced and post towns began to emerge.

The *daimyo* and their subordinate *samurai* regularly traveled back and forth between their homelands and Edo because they were required to reside in Edo every other year. They needed lodging, food, labor, and horses along the way, and that helped post towns flourish.

Traveling by common people was strictly restricted, but there was an exception. As long as the purpose was pilgrimage, it was easy to get a traffic pass and they were allowed to travel rather freely.

Of all the famous shrines and temples throughout Japan, Ise Shrine was by far the most popular destination. In fact, Basho is said to have visited the shrine six times in his life.

Approximately 200,000 to 400,000 people visited the shrine every year, but the number of pilgrims fluctuated and spontaneous mass pilgrimages occurred several times during the Edo period. In 1705, for example, more than 3 million people are said to have visited the shrine.

The round trip from Edo to Ise took at least 40 days. Some added sightseeing in Nara and Kyoto. You might wonder how the poor farmers could have afforded the long trip. The answer lies in the pilgrimage fund associations in many villages and communities. Each member contributed a certain amount of money and the association accumulated the fund. Representatives were chosen by lottery and the fund covered their travel expenses. Those chosen once were usually excluded from the next lotteries, so almost everyone had a chance to go on a pilgrimage at least once in their lifetime.

Choose the most appropriate answer.

『指導用CD-ROM』には
内容確認問題を収録

1 Which of the following best states the main idea of this essay?
a. The national lottery began with the pilgrimage fund associations.
b. In spite of the good highway system, travel in the Edo period was hard.
c. Travel in the Edo period was not easy; nevertheless, many people were able to make long trips.
d. Making a pilgrimage to Ise Shrine was so important that people would face any hardship to make the trip.

2 Why could poor farmers afford to take long trips?
a. Because they won a national lottery.
b. Because it was easy to get a travel pass.
c. Because they had the pilgrimage fund associations.
d. Because everyone had the privilege to go on a pilgrimage once in their lifetime.

3 Which of the following correctly describes pilgrimages in the Edo period?
a. Basho never visited Ise Shrine.
b. The trip from Edo to Ise took less than 40 days.
c. Pilgrimage was encouraged by many shrines in 1705.
d. The number of pilgrims was not stable from year to year.

4 Which of the following is closest in meaning to the word "flourish" in paragraph 3?
a. exist
b. decline
c. prosper
d. be built

『③評価問題集』には
内容確認問題を収録

What is the use of a house if you haven't got a tolerable planet to put it on?

— Henry David Thoreau

Green Revolution, Blue Revolution

Take a Moment to Think

1. How much water do you think you use a day?
2. Do you drink tap water or bottled water? Why?
3. Have you heard of the Green Revolution? If not, guess what kind of revolution it might be.

Before You Read

The year was 1960. Newspaper headlines all over the world warned of a food **crisis**. Millions of people in China were dying of starvation. Millions more in Sub-Saharan Africa did not have enough to eat. In some developing countries in other parts of the world, people suffered from **malnutrition**. Even in Japan, some children went to bed hungry every night. Something has to be done soon to increase food production and avoid a worldwide disaster. We need a "Green **Revolution**."

The year was 2010. Half a century after the food crisis, newspaper headlines warned of a world water crisis. Lakes were drying up in Central Asia. The Sahara Desert was getting bigger. Rivers were running dry in Asia, in the Middle East, and in North and South America. **Drought** was **sweeping** across whole continents. Something had to be done soon. We needed a new revolution: a "Blue Revolution"!

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

( ) to move quickly
( ) a difficult or dangerous situation
( ) poor health caused by a lack of food
( ) a great change that affects large numbers of people
( ) a long time without rain

revolution [rèvəlúːʃən] **headline** [hédlàɪn] **crisis** [kráɪsɪs]
starvation [stɑːrvéɪʃən] **Sub-Saharan Africa** [sʌ̀bsəhǽrən ǽfrɪkə]
malnutrition [mǽlnjuːtríʃən] **production** [prədʌ́kʃən]
worldwide [wə́ːrldwáɪd] **Sahara Desert** [səhǽrə dézərt]
drought [dráʊt] **sweep** [swíːp] **continent** [kɑ́ntənənt]

1 In the 1960's there was a worldwide food shortage. The Great Chinese Famine of 1958 to 1961 killed at least 15 million people (some people say more than 30 million). Tens of millions in Asia and Africa faced starvation. Something had to be done. Scientists joined with governments and ordinary farmers to find a solution: the Green Revolution.

The Green Revolution had three "pillars": new types of crops, chemical fertilizers and pesticides, and irrigation. There was a quick and very positive effect on global food production. By the end of the 20th century, the productivity of farming dramatically improved worldwide.

The Green Revolution was a huge success. For the first time in history, Africa and Asia began to have enough food to feed their populations. India was able to end its cycles of famine.

But there have been unintended consequences. So much water is being used for irrigation that supplies are running out. Fertilizers have caused pollution in many countries.

Water shortages are creating more and more problems worldwide. For one dramatic example, consider the Aral Sea in Central Asia. Although called a "sea," it is actually a lake, once the fourth largest in the world, covering an area nearly the size of Kyushu and Shikoku combined. It was famous for its blue waters, beautiful beaches, and busy fishing industry.

1973 1999 2004 2009

Look at the photos of the Aral Sea taken from 1973 until 2009. Now it is almost dry. The region's fishing industry has been destroyed, bringing great economic hardship.

What happened to the Aral Sea? Two big rivers used to run into the lake, but today most of the water has been used for irrigation and it is drying up. There is also heavy pollution. The retreat of the Aral Sea has caused local climate change, with summers becoming hotter and drier, and winters colder and longer. The result has been called "one of the planet's worst environmental disasters."

2 There are lots of unintended consequences of the Green Revolution. The drying up of the Aral Sea was partly caused by the Green Revolution. In India at least a quarter of the farmers are using underground water that nature cannot replace. Chemical fertilizers contribute to the pollution of drinking water from underground wells. One official of the International Water Management Institute says, "The situation is getting worse. It looks like a trip to disaster."

Water shortages are now common throughout the world and may be just as serious a problem for the 21st century as food shortages were for the 20th. By 2025, 1.8 billion people will be living in countries or regions with absolute water scarcity, and two-thirds of the world's population could be living under water-stressed conditions.

Farmers do not have enough water for food production. In urban areas, competition for water is getting worse with population increase and economic growth.

A quarter of the world's lands are degraded. Many large rivers run dry during part of the year. Half of the wetlands of Europe and North America no longer exist. In many places the impact on the environment is beyond repair.

Water scarcity now threatens the Green Revolution. The future production of sufficient food will not be possible unless we learn to use water more efficiently. For a long time, progress in agricultural production has been measured in terms of "yield," the amount of produce that could be taken from an area of land. In water-stressed areas, maximizing the yield per unit of land should now give way to achieving the maximum yield per unit of water used. This requires better use of rain and irrigation water, combined with good agricultural practices.

3 The 20th century needed the Green Revolution; the 21st century needs a "Blue Revolution." The Green Revolution had three "pillars." So does the Blue Revolution: efficient irrigation, realistic pricing, and water harvesting.

One idea for more efficient irrigation is a system called "drip irrigation." Instead of flooding a whole field, water is supplied directly to individual plants by allowing it to drip slowly to the roots through tubes. In Jordan, the drip method has reduced water use by a third, while raising yields. Israeli farmers have dramatically improved productivity by using both drip irrigation and the recycling of urban water onto the fields.

Another pillar of the Blue Revolution is realistic pricing. The price of irrigation water is often so low that there is little economic incentive to save water. In most countries, the present system was designed around the middle of the last century, when water was viewed as an unlimited free resource. The price of water must be changed to more realistic levels.

Water harvesting means storing and using rain and wastewater efficiently. In the 19th and early 20th centuries, many American houses had a rain barrel to collect rain. Water harvesting was common during the Edo period in Japan. But in the 20th century we saw a steady decline in water harvesting thanks to cheap water from the tap. The 21st century is likely to see its revival. As long as you have rain, all you need to do is to build holding tanks or ponds.

In urban areas, water harvesting can be applied on a large scale. Wastewater can be treated and reused. Instead of being dumped in rivers, a city's wastewater is treated. Harmful contaminants are removed, while nutrients are used as fertilizer for crops. Treated water is used for drip irrigation on nearby farms, and the fresh produce is sold in the city. Water harvesting plants may be expensive, but they pay off in the long run.

Water sufficiency and food sufficiency are tied together. 4 But one big problem is that we need water not just to grow food. Water is also needed in almost every step in making and processing all sorts of products. The chances are that you have no idea how much water you use every day. How much would you guess? Three or four liters in food and drink; 15 or 20 for washing? Thirty or 40 liters a day at most? What would you think if you were told that the average Japanese person uses 3,800 liters of water every day? It's true, but how can that be?

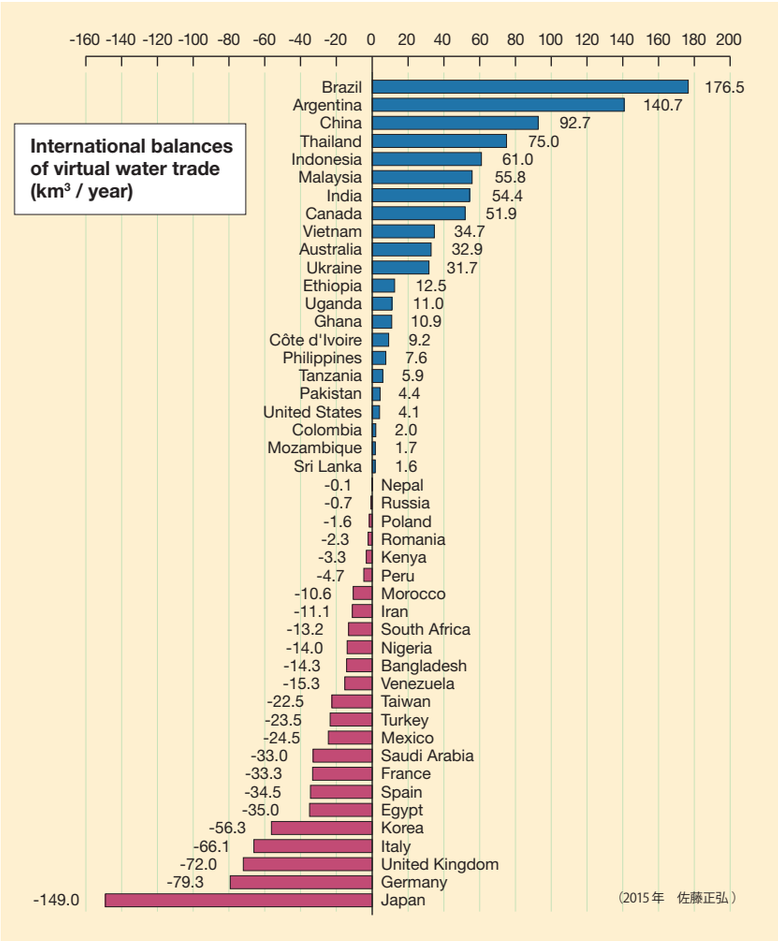
The answer is found in the idea of "virtual water": the water you *indirectly* consume. It requires about 15,000 liters of virtual water for one kilogram of beef, because of all the water needed to grow crops for feed. So if you have *gyudon* for lunch, you will spend 1,889 liters of virtual water. A new cotton shirt costs 2,495 liters of water, most of it used for cotton production.

The term "water footprint" is used to show how much virtual water we consume. A nation's water footprint is equal to the use of its own water resources, plus the virtual water imports, minus the virtual water exports. Japan has a footprint of 170 billion cubic meters of water per year. Although we are rich in water, our food self-sufficiency rate is only about 40 percent.

Importing food means importing virtual water. As a result, we import more virtual water than any other country in the world.

This may sound like bad news for Japan, but it need not be. The international trade in virtual water is actually good. It allows food to be grown where it makes most sense, and it creates good relationships between trade partners.

Thanks to the natural rain cycle, water is the most renewable of resources. If we as nations—and as individuals—work together, there will be enough water for all. If we can couple the 20th century's Green Revolution with the Blue Revolution in the 21st, we can have a bright, Blue-Green future.



Now That You Have Read

True or False

Now listen. If the statement is true, write "T." If the statement is false, write "F."

1. (　　) 2. (　　) 3. (　　) 4. (　　) 5. (　　)

Quick Check

Go back to the text and underline the passages that best answer the questions.

Section 1

1. What are the three pillars of the Green Revolution?
2. What are some of the bad results of the Green Revolution?
3. How have irrigation and heavy use of chemicals affected the Aral Sea?

Section 2

4. What are some of the unintended consequences of the Green Revolution?
5. How serious are water shortages now?
6. According to the author, what is necessary to make sure that there is sufficient food in the future?

Section 3

7. What are the three pillars for the Blue Revolution?
8. Why is realistic pricing important for the Blue Revolution?
9. Water harvesting plants are expensive, but they may still be possible. Why?

Section 4

10. How much water does the average Japanese person use every day?
11. What is virtual water?
12. How do you define a nation's water footprint?

本課に関するTFと内容確認

Traveling to Cappadocia

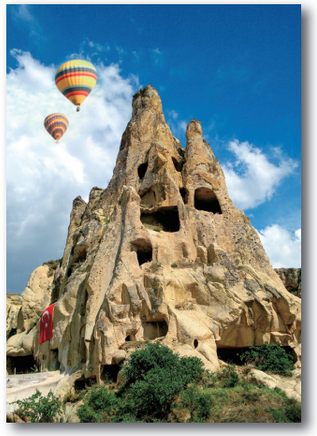
目的を持って英語を読むためのスキルを育成

Do you know that there are still cave dwellers in the world? Some of them live in a World Heritage Site: Cappadocia! Read the description, choose a hotel, and plan a trip to Cappadocia with a friend.

オーセンティックなタスクを配置

http://www.traveling-to-cappadocia.com

Cappadocia, Central Anatolia, Turkey



Cappadocia is famous for its moon-like landscape, underground cities, cave churches, and houses carved into the rock.

In ancient times, volcanoes erupted in the region. Later, wind and rain eroded the lava, leaving strange, mushroom-shaped formations called "fairy chimneys." From prehistoric times, humans carved shelters into these chimneys.

The Cappadocia Kingdom was established in 332 B.C. During the Roman era, the area served as a shelter for early Christians. There are also several underground cities used by early Christians as hideouts in Cappadocia.

The combination of landscape and architecture makes Cappadocia one of the most interesting and beautiful places in the world. Cappadocia today is a popular tourist site. There are many hotels, the most interesting of which are built in caves.

Cappadocia is accessible by road, rail, and air. There are daily nonstop flights from Istanbul. The station at Kayseri is accessible by train from almost any city in Turkey. Buses are also available. It takes 12 hours from Istanbul and five hours from Ankara by bus.

Corona Hotel & Suites

Guest rating: **9.1** out of 10

Price for 2 people, 3 nights

Junior Suite Breakfast included	**¥ 32,999**
Suite Breakfast included	**¥ 39,999**

Perched atop a hill, this unique hotel offers cave rooms furnished with antiques. The majority of rooms have a private patio or balcony, and all have a sitting area and a modern private bathroom. The hotel arranges local excursions including hot air balloon flights and hiking tours.

http://www.traveling-to-cappadocia.com

Review
Yasushi
Group of friends
Tokyo, Japan
8.9

January 15
The location was fantastic and the breakfasts were very good. The staff members were friendly. We stayed in winter, so it was great to have a fireplace in the room.

Anatolia Cave Hotel

Guest rating: **9.3** out of 10

Price for 2 people, 3 nights

Junior Suite Breakfast included	**¥ 29,500**
Suite Breakfast included	**¥ 35,500**

Anatolia Cave Hotel is located in an ancient rock dwelling. Guests sleep in rooms carved into the rock that combine rustic style with interior design. Rooms are decorated with Cappadocian materials, and include a fireplace. The staff at the hotel can arrange horseback riding and hiking. A buffet breakfast is served in our pleasant garden.

Review
George and Martha
Mature couple
Sydney, Australia
10

November 11
It was excellent in every way, small boutique hotel with great staff, tasteful decor & location is perfect for a short walk into the small town, would highly recommend this place.

Cappadocia Grand Hotel

Guest rating: **9.4** out of 10

Price for 2 people, 3 nights

Standard Twin Room Breakfast included	**¥ 24,999**
Standard Double Room Breakfast included	**¥ 28,500**

This ecological hotel is in a historic cave house with a terrace that has panoramic views of Cappadocia's fairy chimneys. Rooms are fitted with traditional Turkish rugs and furnishings. Several rooms have fireplaces. Some feature a spa tub and a private terrace.

Review
Pierre and Martine
Young couple
Paris, France
9.2

September 18
The hotel was amazing—set right in the spectacular Cappadocia landscape. The hotel's layout was nice, featuring multiple small terraces where you could enjoy the views. The room was nicely decorated and cozy (especially for a cave!), and the breakfast was good.

3. さまざまな授業に対応できる「指導書・教材」

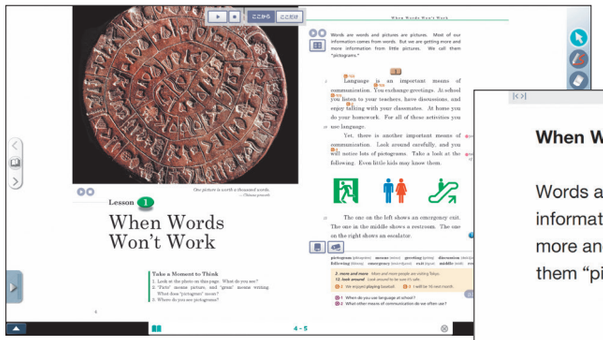
充実の教師用指導書，指導用CD，そしてデジタル教材などを用意しています。

デジタル教材

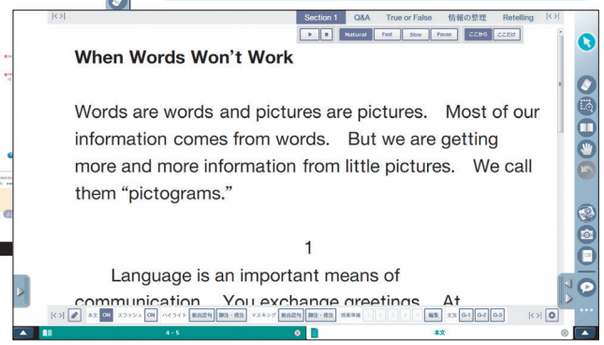
指導者用デジタルテキスト

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

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



「教科書紙面」
※画像はコミュニケーション英語Ⅰのものです。



「拡大画面」

「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」「フレーズ・リーディング」などの場面に特化した「拡大画面」では，マスキング表示，スラッシュ表示，書き込みなどの機能も用意されています。

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
Windows版 単年度ライセンス	ご購入年度末まで	18,000円+税	DVD-ROM / ダウンロード
iOS版 単年度ライセンス		18,000円+税	ダウンロード
ハイブリッド版(Windows版+iOS版) 単年度ライセンス		23,000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			
ラインナップ	ライセンス期間	価格	インストール方法
学習者用デジタルテキスト Windows版	教科書利用期間一括※2	1,500円+税	ダウンロード
学習者用デジタルテキスト iOS版		1,500円+税	ダウンロード
リスニングアプリ Windows版		1,500円+税	ダウンロード
リスニングアプリ iOS版		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 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きます。ご購入は指導者用を購入した学校に限ります。

●動作環境 指導者用 (2020年1月現在)

Windows版		iOS版	
OS	Windows 8.1 / Windows 10 (32bit / 64bit 対応)※1	OS	iOS 12 以降
ブラウザ	Internet Explorer 11	デバイス	iPad(第5世代以降)，iPad Air2，iPad Pro※2
CPU	Intel Core i3以上推奨	空き容量	4GB以上(ビューア1GB+教材3GB)
メモリ	4GB以上	※ Microsoft, Internet Explorer および Windows は，米国 Microsoft Corporation の，米国およびその他の国における登録商標または商標です。 ※1 Windows RTには対応しておりません。 ※2 iPad miniは推奨動作環境外となります。 (注)指導者用のiOS版は端末間連携ができないなど，一部機能に制限があります。	
空き容量	4GB以上(ビューア1GB+教材3GB)		
その他	.NET Framework 4.5.1以降		

動作環境や導入にあたっての条件等は，CoNETSのWebサイトにて最新の情報をご確認ください。 http://www.conets.jp/

指導書・生徒用教材

*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。

■教師用指導書[6分冊+CD-ROM]

①解説と指導編
各課ごとに丁寧に解説し，コミュニケーション活動の指導法・手順，補充問題等を掲載。

②題材資料編
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
各課，各セクションごとに様々な形式の問題を収録。(Optional Readingを利用した問題も収録)

④ワークシート素材集
ワークシートを作る際などに活用できる指導用CD-ROMの収録内容を丁寧に紹介。

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，Q&A，授業展開例などを掲載。

⑥Teacher's Book
指導上の解説，解答，音声スクリプト，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
教科書本文以外にもワークシートを作成するために必要な素材など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[4 Skills版]**　4技能を育成するためのワークブック。無料ダウンロード音声あり。NEW
- **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[アドバンスト版]**　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。CDの音声は専用のスマートフォン用アプリで聴くこともできます。
- **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

㉙は平成29年度新刊，㉚は平成30年度新刊，㉛は平成31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] 4 Skills版	ワークブック[採用品] スタンダード版	ワークブック[採用品] アドバンスト版	予習サブノート[採用品]	生徒用CD[採用品]	Link to CROWN[採用品]
CROWN ㉙ English Communication Ⅰ New Edition コⅠ 333	[6分冊+CD-ROM] 18,000円	8枚組 15,000円	B5 128頁 NEW 600円	B5 80頁 CD付 600円	B5 136頁 CD付 600円	B5 128頁 600円	2枚組 1,000円	B5 48頁　400円
CROWN ㉚ English Communication Ⅱ New Edition コⅡ 331	[6分冊+CD-ROM] 19,000円	9枚組 16,000円	B5 144頁 NEW 600円	B5 80頁 CD付 600円	B5 136頁 CD付 600円	B5 128頁 600円	3枚組 1,000円	
CROWN ㉛ English Communication Ⅲ New Edition コⅢ 329	[6分冊+CD-ROM] 19,000円	12枚組 16,000円	B5 120頁 NEW 600円	B5 80頁 600円	B5 104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』もご用意しています(5,000円)。