

令和4年度用
ダイジェスト版

文部科学省検定済教科書 高等学校外国語科用
内容解説資料★

231 いいずな CI 724

New Rays

English Communication **I**

生徒一人ひとりの
〈たくましさ＝自己表現力〉と
〈しなやかさ＝対話力〉を
育てる“新しい光”

IIZUNA SHOTEN

CONCEPT

多文化共生時代のための“新しい光”

これからの多文化共生時代を生きる生徒一人ひとりが自ら人生を切り拓き、「グローバル・パーソン」として羽ばたくための〈たくましさ〉と〈しなやかさ〉という2つの力を育てる —— それが本教科書のコンセプトです。



〈たくましさ〉 = 自己表現力
自分で考え、判断し、行動する力



〈しなやかさ〉 = 対話力
異なるものと向き合い、協働を通してさまざまな問題を乗り越える力

著者からのメッセージ

新たな世界を照らし、現代の諸問題に光を当てる

慶應義塾大学名誉教授 田中茂範



生徒が生きるグローバル社会では、さまざまな文化背景をもつ人々とのやりとりが想定されます。そこで求められるのは、「違い」と向き合う力です。違いは、個性や多様性といった豊かさをもたらすと同時に、偏見や差別の原因にもなります。違いと向き合うには、自分のことをしっかり表現できる自己表現力〈たくましさ〉と、考え方の異なる他者との建設的な対話を成立させることができる対話力〈しなやかさ〉が求められます。英語教育の高次の目標は、まさにこの2つの力の実現にあると思います。

こうした思いを共有した編著者チームと数々の書店編集部で創り上げたのが、この『New Rays English Communication I』です。私たちはこのNew Raysというタイトルに、「新たな世界を照らし、現代の諸問題に光を当てる」という意味を込めています。そして、New Raysを構成する10のCHAPTERと2つの物語は、その「光」によって照らされるさまざまな世界や問題に生徒たちを誘います。題材は、高次の目標を達成するのに必要と思われる力——デザインの力、癒やしの力、対話の力、探索の力など——に関連するものを精選しました。

そしてまた、New Raysでは、タスクの中で、タスクを通して英語力を身につけるという考え方を大切にしています。使うことによってしか使う力は育たないからです。生徒一人ひとりの中に息づく英語力を育てることに『New Rays English Communication I』が寄与できればと願っています。

著者紹介

田中茂範 慶應義塾大学名誉教授
武田修一 静岡県立大学特任教授
阿部一 英語総合研究所所長

畠山由香子 お茶の水女子大学講師
細井京子 コスモポリタン・インスティテュート主宰
村上ひろ子 神戸市立葺合高等学校教諭

井上朋子 元常葉大学准教授
佐藤芳明 PEN言語教育サービス主任研究員
中村俊佑 東京都立五日市高等学校教諭

森本俊 玉川大学准教授
吉原学 山梨学院大学特任教授
渡辺敦子 文教大学教授
渡邊正三 山形県立山形東高等学校教諭

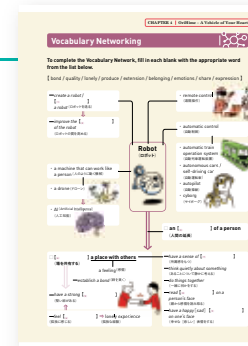
3つの特徴

本教科書では、生徒一人ひとりが確かな英語力を身につけられるよう、日々の学びをサポートするための工夫を随所に凝らしています。ここではその代表的なものをご紹介します。

1 〈たくましさ〉を育てる

私たちの考える〈たくましさ〉とは「自己表現力」。自分で考え、判断し、行動する力です。本教科書では、現代的な問題を受け止め、思考し、言葉にするプロセスを重視して、生徒一人ひとりの「自己表現力」を高めます。

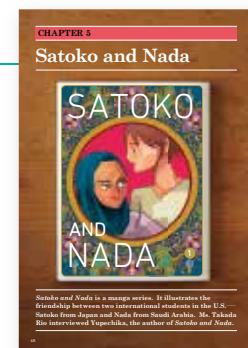
- ▶ 現代を感じ、考える力を喚起する題材テーマ→p.2
- ▶ 各課のパートごとに「発信QUESTIONS」を設置→p.7, p.13
- ▶ 自分の言葉で表現するRecap & Retell→p.6, p.20
- ▶ 表現力の基礎をつくる文法・語彙のタスク→p.6, pp.22-23



2 〈しなやかさ〉を育てる

私たちの考える〈しなやかさ〉とは「対話力」。異なるものと向き合い、協働を通してさまざまな問題を乗り越える力です。本教科書では、異なるものとの対話を追体験する題材や、グループ協働で行う「プロジェクト型活動」などにより、生徒一人ひとりの「対話力」を高めます。

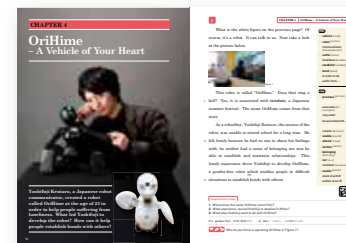
- ▶ 異文化理解・人権などをテーマとする題材→p.2, p.4 (Ch.1, 5, 8)
- ▶ 「発信QUESTIONS」のpair /share 活動→p.7, p.13
- ▶ 「プロジェクト型活動」などを行うMake It Yours!→p.4, p.6, p.21



3 学びやすさ・教えやすさをサポート

確かな英語力を身につけられるよう、生徒にとっては学びやすく、先生方にとっては教えやすい教科書であることにも、最大限の配慮をしています。

- ▶ 学習の区切りがつけやすい見開き構成→p.6, p.8
- ▶ 音読練習などに活用できる「通読用英文」→p.7, p.18
- ▶ 英語による指導案も盛り込んだ使いやすい朱書本→p.26
- ▶ 毎日の授業をサポートする指導用教材→p.36, p.40
- ▶ 予習・復習をサポートする生徒用教材→p.38



CHAPTER 1 | The Future Is Yours

これから生きる力



題材

生き方

形式

エッセイ

CHAPTER 2 | The Power of Design

デザインのカ



題材

デザイン

形式

説明文
(博物館ガイドの説明)

CHAPTER 7 | Human Habitation on Mars

探索のカ



題材

宇宙

形式

説明文
(インターネット記事)

CHAPTER 8 | A Loving Story

愛のカ



題材

人権・愛

形式

物語文

CHAPTER 3 | Plastic Is Everywhere

問題解決のカ



題材

環境

形式

説明文
(雑誌記事)

CHAPTER 4 | OriHime – A Vehicle of Your Heart

癒やしのカ



題材

科学技術

形式

説明文

CHAPTER 9 | Edo, the Resilient City

歴史のカ



題材

災害

形式

説明文
(プレゼンテーション)

CHAPTER 10 | A Quality Education for All

教育のカ



題材

教育

形式

説明文

CHAPTER 5 | Satoko and Nada

対話のカ



題材

異文化理解

形式

対話文
(インタビュー)

CHAPTER 6 | The Voice of Children

表現のカ



題材

同世代

形式

説明文
(新聞記事)

READING PASSAGE 1 | The Window

物語のカ



題材

友情

形式

小説

READING PASSAGE 2 | The Tale of the Three Brothers

物語のカ



題材

人生

形式

小説








多様なタスクを通じて英語力を身につける

各種タスクを重視した多面的な構成となっています。各学期末には、グループ協働による「プロジェクト型活動」を設定し、プラス2時間を配当しました。

教材内容	配当時間
CHAPTER 1 The Future Is Yours by Robert Campbell  アメリカ人で日本文学研究者のロバート・キャンベル氏が、自身の幼少期、日本文化と出会い、現在に至るまでの経験、そして高校生へのメッセージを語る。 活動 Making a Speech 過去の出来事が自分にどんな影響を与えたかを発表する。 文法 ①時制 ②基本的な文構造 語彙 興味・関心	7
CHAPTER 2 The Power of Design  本CHAPTER自体が「デザイン博物館」という設定。スタッフが館内を案内しながら、デザインの魅力、役割、人々に与える影響力や効果などについて紹介・説明する。 活動 Reaching a Consensus 身の回りのデザインのうち、どれが最も機能的かを考え、発表する。 文法 ①接続詞 ②V+O+do[形容詞] 語彙 デザイン	7
CHAPTER 3 Plastic Is Everywhere  プラスチックごみは、自然界の生物や環境のみならず、人間の健康にも深刻な悪影響を及ぼすことを説明し、解決策を探ることで、地球環境保護の大切さを訴える。 活動 Making a Poster プラスチック汚染問題解決の方法を考え、ポスターにまとめる。 文法 ①現在完了形, 現在完了進行形 ②受動態 語彙 水質汚染	7
CHAPTER 4 OriHime — A Vehicle of Your Heart  ロボット研究者の吉藤健太郎氏が開発した人型分身コミュニケーションロボット“OriHime”について、その特徴や大切な役割について紹介する。 活動 Making a Presentation オリヒメのほかの活用法を考え、ポスターにまとめて発表する。 文法 ①関係代名詞[制限用法] ②過去完了形, 過去完了進行形 語彙 ロボット	7 + 2
CHAPTER 5 Satoko and Nada  留学先でルームシェアしている日本人とサウジアラビア人の2人の女子学生が成長する過程を描いた4コママンガ『サトコとナダ』の著者、ユベチカ氏へのインタビュー。異文化交流、イスラム教などについて聞く。 活動 Doing a Translation マンガの日本語のセリフを英訳し、共有する。 文法 ①to不定詞 ②動名詞 語彙 文化	7

1 学期

学期末のプロジェクト型活動 ▶▶ p.21

CHAPTER 6 The Voice of Children  インドのスラム街で、「子どもたちの声」と題する新聞を12～18歳の青少年たち自らがレポートし、発行している。貧困の惨状を世の中に訴えようとする彼らの奮闘を紹介する。 活動 Making a News Report ある状況を描写し、記者ふうレポートする。 文法 ①分詞の形容詞的用法 ②分詞構文 語彙 メディア	7
CHAPTER 7 Human Habitation on Mars  地球以外の太陽系天体の中で、人間が居住できる可能性が最もあると考えられている火星について学ぶ。これまでの観測や探査で発見されたことや、人間が居住する上での問題点などを紹介する。 活動 Taking a Position 宇宙に関する情報を読み、宇宙に行きたいかどうかの立場を決める。 文法 ①助動詞 ②関係代名詞[非制限用法] 語彙 宇宙	7
CHAPTER 8 A Loving Story  1950～60年代のアメリカ合衆国の人権問題について、実話に基づく映画『ラビング 愛という名前のふたり』(原題 <i>Loving</i> , 2016年, 英・米合作)のストーリーを紹介しながら考察する。 活動 Acting Out Different Roles 本文の好きな場面を選び、会話を作ってグループで演じる。 文法 ①関係副詞 ②関係代名詞what 語彙 法律・裁判	7 + 2
CHAPTER 9 Edo, the Resilient City  「火事と喧嘩は江戸の華」のことばに代表される江戸の庶民の回復力や力強さ、知恵を紹介する。自然災害の絶えない現代社会を生き抜く術を江戸時代の文化から学ぶ。 活動 Making a Schedule 留学生に自分たちの町を案内するプランを考え、旅程表を作る。 文法 ①仮定法過去, 仮定法過去完了 ②as if+仮定法 語彙 災害	7
CHAPTER 10 A Quality Education for All  学校に通うことができない子どもたちが6,300万人もいる現代の世界。教育と貧困の問題は深く関わっていると指摘する永遠瑠(トワリ)マリールイズ氏へのインタビューを通して、問題の打開策を模索する。 活動 Making a Poster Presentation SDGsについて調べてポスターを作成し、発表する。 文法 ①動詞+名詞+that節[wh-節/if節] ②強調構文 語彙 教育	7 + 2
READING PASSAGE 1 The Window  病院の一室でベッドを並べて横たわる2人の入院患者。窓際の患者が、起き上がれずにいるもう1人の患者に窓の外の風景を説明する。	3
READING PASSAGE 2 The Tale of the Three Brothers  旅の途中で死神に出会った3人の兄弟。3人すべてを殺してしまうおうとする死神の罠に落ちなかったのはだれなのか。	3

2 学期

学期末のプロジェクト型活動 ▶▶ p.21

3 学期

学期末のプロジェクト型活動 ▶▶ p.21

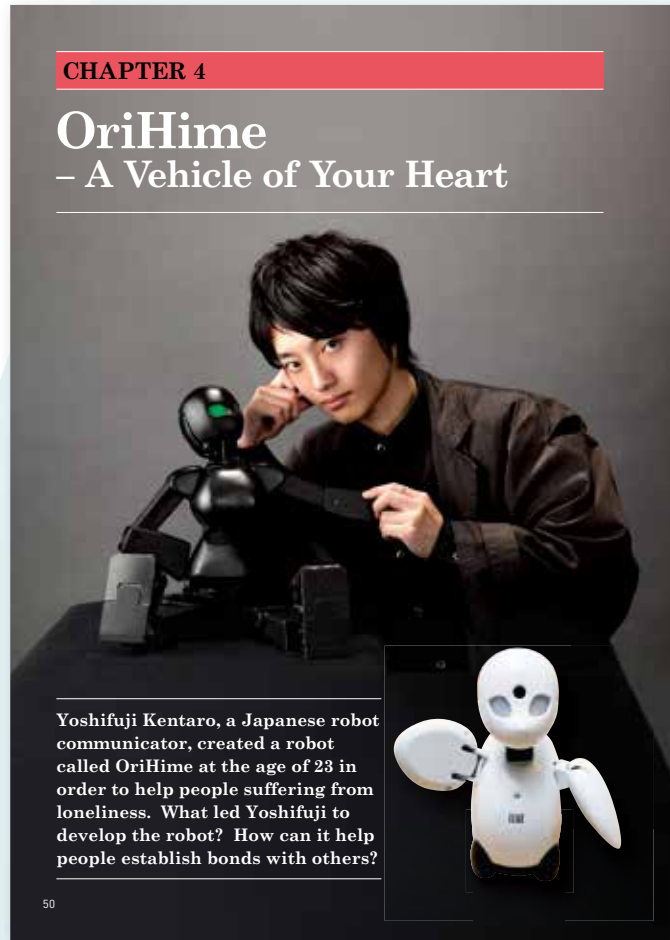
各課の構成 | 日々の学習を確かな英語力につなげる

各パートの「発信QUESTIONS」から課末のMake It Yours!へという表現活動の流れを軸に、段階を踏み、体系に目配りしながら確かな英語力を育てます。

1. CHAPTER導入ページ

- ✓ 本文の内容やスタイルに合わせてデザインを変えました。
- ✓ デザインと導入文からどのような内容が想像してから本文に進みます。

▶ 実物大の誌面見本は→p.8へ



▼ 実物大の誌面見本と詳しい内容は→pp.20-23へ

2. 本文ページ

① 本文

- ✓ 各課4パート構成。
- ✓ 課末の文法で扱っている箇所は G1 G2 マークを入れました。
- ✓ QRコードから本文と新語、イディオムの音声を再生できます。

② 新語+イディオム

- ✓ 段落ごとに新語とイディオムを示しました。
- ✓ 新語のうち、ぜひ覚えておきたい重要なものにチェックボックスを設け、太字にしました。
- ✓ イディオムの例文は、巻末のIdiom Sentencesに掲載しました。

③ 内容理解+発信QUESTIONS

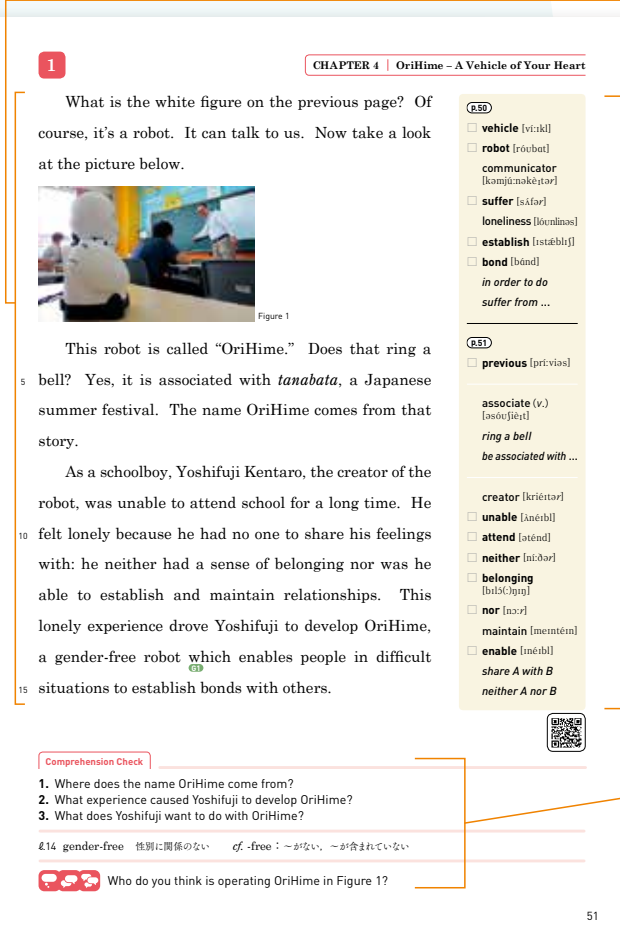
- ✓ 各パートに2~3問の内容理解の質問を設けました。
- ✓ 質問マークの質問では、本文の内容に関する自分の意見や考えを伝えます。内容に応じて1人で考える**think**、2人で話す**pair**、複数で話す**share**の活動を選びます。

- ✓ 表現に活用できる表現を、巻末のExpressions for Communicationにまとめました。

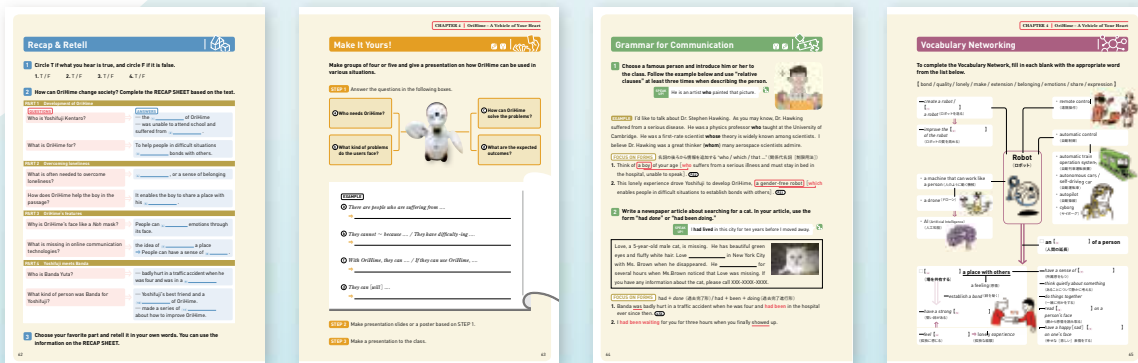
通読用英文

- ✓ 各課の英文の最後に通読用本文を入れました。

- ✓ 通読用英文の音声は通常よりも速いスピードになります。



3. 課末活動ページ



Recap & Retell

リスニング、表形式の問題で内容を整理した後、自分の言葉で本文の内容を伝えます。

Make It Yours!

本文で学んだことを使ってスピーチ、プレゼンテーション、アクアウトなどさまざまな活動を行います。

Grammar for Communication

本文に出てきた文法項目を使って、イラストや文字で表した状況を表現します。

Vocabulary Networking

本文に出てきた語句とその関連表現をネットワークで示しました。

CHAPTER 4

OriHime
– A Vehicle of Your Heart

導入イメージ

本文の内容に関連するイメージを印象的なデザインで提示。生徒の興味を引き出します。

Yoshifuji Kentaro, a Japanese robot communicator, created a robot called OriHime at the age of 23 in order to help people suffering from loneliness. What led Yoshifuji to develop the robot? How can it help people establish bonds with others?



導入文

本文内容への関心を高めたり、予備知識を問うことで、スムーズな導入を図ります。問答やディスカッションなどの活動にも使えます。

1

CHAPTER 4 | OriHime – A Vehicle of Your Heart

What is the white figure on the previous page? Of course, it's a robot. It can talk to us. Now take a look at the picture below.



Figure 1

This robot is called “OriHime.” Does that ring a bell? Yes, it is associated with *tanabata*, a Japanese summer festival. The name OriHime comes from that story.

As a schoolboy, Yoshifuji Kentaro, the creator of the robot, was unable to attend school for a long time. He felt lonely because he had no one to share his feelings with: he neither had a sense of belonging nor was he able to establish and maintain relationships. This lonely experience drove Yoshifuji to develop OriHime, a gender-free robot which enables people in difficult situations to establish bonds with others.

G1 マーク

Grammar for Communication (→p.22) で扱う項目の部分を示します。

Comprehension Check

1. Where does the name OriHime come from?
2. What experience caused Yoshifuji to develop OriHime?
3. What does Yoshifuji want to do with OriHime?

Q.14 gender-free 性別に関係のない cf. -free: ～がない, ～が含まれていない



Who do you think is operating OriHime in Figure 1?

p.50

- vehicle [vi:tɪkl]
- robot [rəʊbɒt]
- communicator** [kəmju:nəkeɪtə]
- suffer [sʌfə]
- loneliness** [lɒnlinəs]
- establish [ɪstæblɪʃ]
- bond [bɒnd]
- in order to do*
- suffer from ...*

p.51

- previous [prɪ:vɪəs]

associate (v.)
[ə'səʊʃieɪt]

ring a bell

be associated with ...

creator [kri:etə]

- unable** [ʌneɪbl]

- attend** [əténd]

- neither** [ni:ðə]

- belonging**
[bɪlɔ:(-)ŋɪŋ]

- nor** [nɔ:]

maintain [meɪntéɪn]

- enable** [ɪneɪbl]

share A with B

neither A nor B



2

shatter [ʃætəɹ]

overcome [ðʊvəʔkám]

physical [fízɪkl]

psychological [sáikəlédzɪkl]

illness [ílnəs]

sadness [sædnəs]

indispensable [índɪspénsəbl]

新語+イディオム

- 重要語にチェックボックスを設け、太字にしました。
- イディオムの例文は巻末の Idiom Sentences に掲載しました。

People feel lonely for different reasons: for example, their pet dies, or they move to a new town, or their dreams are shattered. To overcome loneliness, you often need bonds and a sense of belonging. There are, however, times when you are lonely because you are unable to meet people for physical or psychological reasons.

Think of a boy of your age who suffers from a serious illness and must stay in bed in the hospital, unable to speak. Like you, he wants to play soccer with his friends, he wants to study at school, and he wants to express his joy and sadness. He is alone most of the day, but he has a dream: he wants to start a business to help people like himself be happier by making them feel they are useful and indispensable. His hospital is only three kilometers away from his school. He cannot go there even though he wants to. Imagine how lonely



Figure 2
Yoshifuji as an elementary school student

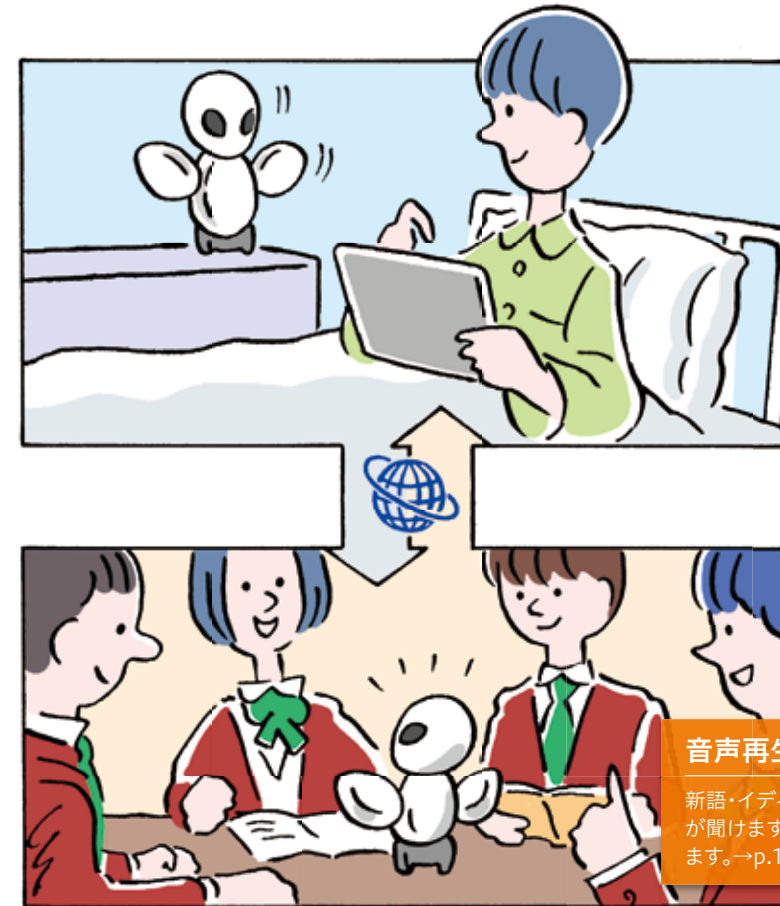
Comprehension Check

1. What do you often need to overcome loneliness?
2. What does the boy in the hospital want to do in the future?
3. What is OriHime like in a classroom?

he is.

Now look at OriHime in Figure 1 again. OriHime is in the classroom. Actually, the boy mentioned above is operating OriHime from the hospital. The boy is not in class, but he belongs there. The robot is a part of the boy, or the boy himself. It talks, laughs and experiences sadness with classmates. It is a member of the class.

mention [ménʃ(ə)n]



音声再生QRコード

新語・イディオムと本文の音声(約130WPM)が聞けます。通読用英文では速読音声は聴けません。→p.19



If you were the boy in the hospital and if there was no OriHime, how would you feel?

3

- blank** [blæŋk]
- emotion** [ɪməʊʃ(ə)n]
- mask** [mæsk]
- expression** [ɪksprɛʃ(ə)n]
- audience** [ɔːdiəns]
- perceive** [pərsɪv]
- likewise** [laɪkwàɪz]
- extension** [ɪkstɛnʃ(ə)n]
- wonder if ...**



Figure 4

You may wonder if OriHime laughs or feels sad. Look at its face. It's blank with no color in its eyes, but you can still feel emotions through its face. Yoshifuji says, "It's like a *Noh* mask. A *Noh* mask itself does not show any expressions, but the audience perceives 5 them. Likewise, people can feel emotions by looking at OriHime's face because OriHime is an extension of the person using the robot."

Figure 5 *Noh* mask

Comprehension Check

各パートに設置。2～3問の質問で内容理解を確認できます。

Comprehension Check

1. Why is OriHime's face like a *Noh* mask?
2. What is not possible with online communication systems?
3. What can you develop by sharing a physical place?

Thanks to online communication systems, we can
10 talk to people anywhere, anytime. However, Yoshifuji points out that "sharing a physical place" is missing in modern technology. When you share a place, you don't have to be talking all the time. You can be silent and think about things. You can do things together
15 without talking. Most importantly, a sense of being together is shared. OriHime is more than a device. It's a "wheelchair" that can transport your heart anywhere you like and share a place with others.

- online** [ɒnláɪn]
- anytime** [éni'taɪm]
- missing** [mɪsɪŋ]
- silent** [saɪlənt]
- importantly** [ɪmpɔːt(ə)ntli]
- transport** (v.) [træns'pɔːt]
- point out ...**
- all the time**

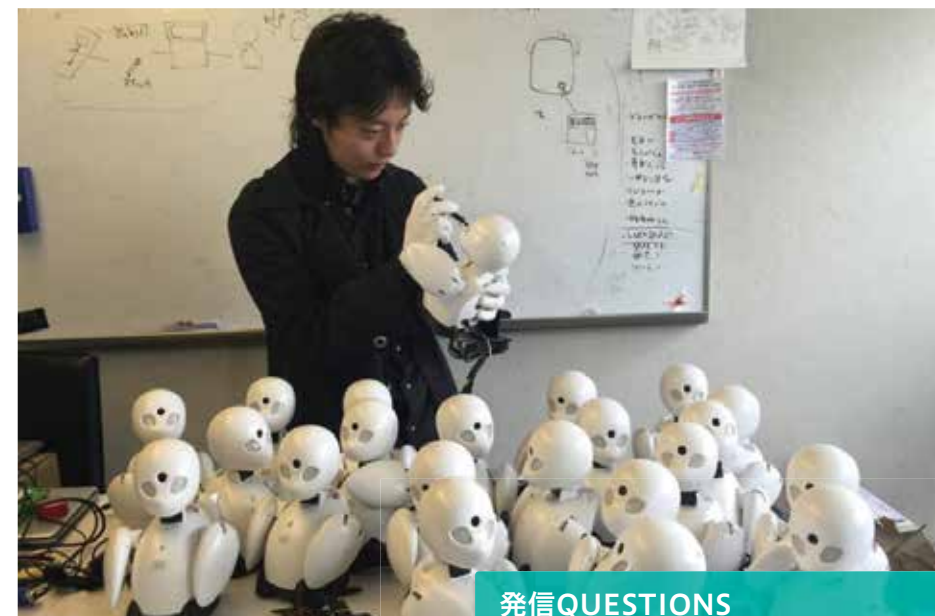


Figure 6 Yoshifuji developing OriHime robots

発信QUESTIONS

- 各パートに設置。単なる内容理解の確認ではなく、本文の内容に関する自分の意見や考えを問います。1人で考えるthink 🗣️, 2人で話すpair 🗣️, 複数で話すshare 🗣️の活動から選べます。
- 発信に使える表現を、巻末のExpressions for Communicationにまとめました。



0.3 still それでも



Which is more enjoyable, talking with your friends in person or through an SNS? Why?

4

project (n.)
[prádʒekt]
click [klík]
co-developer
[kòudivéləpə]

quality [kwáləti]
improvement
[imprú:vmənt]
 severe [səvíə]

各Partは見開き構成

各パートとも、本文と、本文理解を助ける写真・イラストの見開き構成で、学習しやすさに配慮しています。

One of the most important people in Yoshifuji's life is Banda Yuta. Banda was badly hurt in a traffic accident when he was four and had been in the hospital ever since then. When he read the news about Yoshifuji's projects, Banda contacted him through social media. Yoshifuji decided to visit Banda in Morioka. On the day they met, they immediately clicked. Banda became Yoshifuji's best friend and a co-developer of OriHime. Banda gave him a number of suggestions about how to make OriHime more functional.

OriHime's quality improvement projects were going well. One day, Yoshifuji received some sad news — Banda had passed away. This was a severe blow to Yoshifuji because Banda was a dear friend and a valuable source of inspiration.



Figure 7
Banda Yuta

However, Yoshifuji did not stop their projects. Banda's words kept coming back to him. Yoshifuji has been trying to figure out how to help lonely people be happier. Every time he faces a difficult situation, Yoshifuji recalls Banda's words: "Even if you can't move your body, your mind is still free. As long as your mind is free, you can do whatever you like, and you can go anywhere you like."

face (v.)
 recall [rɪkól:]
 whatever
[(h)wátévə]

figure out ...
every time S + V
as long as S + V



Figure 8 Yoshifuji and a user of OriHime

関連動画QRコード

こちらのQRコードからは、本文に関連した動画を視聴できます。



Comprehension Check

1. How did Yoshifuji come to know Banda?
2. Why was Banda's death a severe blow to Yoshifuji?
3. What does Yoshifuji do when he faces difficulties?



How do you think Yoshifuji feels as he recalls Banda's words?

本文の理解を助ける補足情報や、「もっと知りたい」という興味に応える関連情報などを、章の途中や英文の後などに適宜掲載しています。

What's OriHime?

OriHimeは自分で動くAIロボットではありません、操作するのは人間です。自由に動き回れない人が、離れた場所にいる人と「まるで一緒にいるような」コミュニケーションを取るための「新しい体」なのです。学校で、病院で、オフィスで、高さ23cmの小さな体を精一杯に使って、人と人とのきずなを創り出しています。



Camera

OriHimeの周囲の映像を、遠くにいる利用者に届ける。

高さ
23 cm

Neck Arm

自在に動かせる首と腕でさまざまな感情を表現する。

Speaker / Microphone

OriHimeの周囲にいる人と遠くにいる利用者が自由に会話できる。



利用者はカメラの映像を見ながらタブレット等でOriHimeを操作する。



OriHime の活躍

日本語も適宜使用

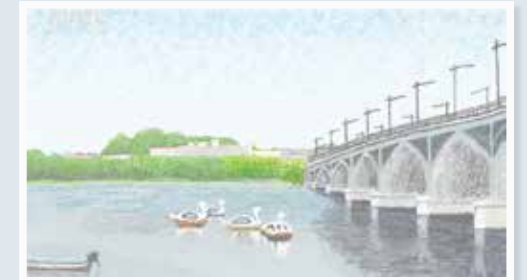
補足情報・関連情報では、分量や内容に応じて、日本語も使用しています。学習者が本課の学習に集中できるようにとの配慮です。

Case 1 病室で

サカキヒロユキさんの病室を訪ねると、メガネをかけてスーツを着たOriHimeが「こんにちは」と言って出迎えてくれます。

サカキさんは病気で体が動かせず、声も出せません。しかし、OriHimeを通じて会話もできるし、パソコンを使って文字を入力したり、絵を描いたりすることもできます。

目の動きをセンサーで読み取ることでパソコン操作ができるOriHime eyeを使って、彼はそうしたことを行っています。「以前はテレビを見ているだけでしたが、OriHimeのおかげで、SNSで人とつながったり絵を描いたりできるようになりました。体が動かなくてもいろんな可能性が広がり、感謝しています」とサカキさんはOriHimeを通じて話します。



サカキさんが OriHime eye を使って描いた絵

Case 2 カフェで



お客さんにコーヒーを運んでいるのは、身長120cmのOriHime-D。操作しているのは、離れた場所にいる障害のある人です。OriHimeと同様にコミュニケーションが取れるほか、前進後退・旋回したり、ものをつかんで運ぶこともできます。

外出するのが困難な人でも、社会の中で役割をもって働くことができれば—という思いで開発が行われています。

4つのパート全体を1つにまとめた英文です。授業内での音読や、予習・復習時の通読など、いろいろな使い方ができます。

OriHime – A Vehicle of Your Heart

What is the white figure on the previous page? Of course, it's a robot. It can talk to us. Now take a look at the picture below.

This robot is called “OriHime.” Does that ring a bell? Yes, it is associated with *tanabata*, a Japanese summer festival. The name OriHime comes from that story.

As a schoolboy, Yoshifuji Kentaro, the creator of the robot, was unable to attend school for a long time. He felt lonely because he had no one to share his feelings with: he neither had a sense of belonging nor was he able to establish and maintain relationships. This lonely experience drove Yoshifuji to develop OriHime, a gender-free robot which enables people in difficult situations to establish bonds with others.

People feel lonely for different reasons: for example, their pet dies, or they move to a new town, or their dreams are shattered. To overcome loneliness, you often need bonds and a sense of belonging. There are, however, times when you are lonely because you are unable to meet people for physical or psychological reasons.

Think of a boy of your age who suffers from a serious illness and must stay in bed in the hospital, unable to speak. Like you, he wants to play soccer with his friends, he wants to study at school, and he wants to express his joy and sadness. He is alone most of the day, but he has a dream: he wants to start a business to help people like himself be happier by making them feel they are useful and indispensable. His hospital is only three kilometers away from his school. He cannot go there even though he wants to. Imagine how lonely he is.

Now look at OriHime in Figure 1 again. OriHime is in the classroom. Actually, the boy mentioned above is operating OriHime from the hospital. The boy is not in class, but he belongs there. The robot is a part of the boy, or the boy himself. It talks, laughs and experiences sadness with classmates. It is a member of the class.

You may wonder if OriHime laughs or feels sad. Look at its face. It's blank with no color in its eyes, but you can still feel emotions through its face. Yoshifuji says, “It's like a *Noh* mask. A *Noh* mask itself does not show any expressions, but the audience perceives them. Likewise, people can feel emotions by looking at OriHime's face because OriHime is an extension of the person using the robot.”

Thanks to online communication systems, we can talk to people anywhere, anytime. However, Yoshifuji points out that “sharing a physical place” is missing

音読を10回行うためのチェックボックスを設けました。



in modern technology. When you share a place, you don't have to be talking all the time. You can be silent and think about things. You can do things together without talking. Most importantly, a sense of being together is shared. OriHime is more than a device. It's a “wheelchair” that can transport your heart anywhere you like and share a place with others.

One of the most important people in Yoshifuji's life is Banda Yuta. Banda was badly hurt in a traffic accident when he was four and had been in the hospital ever since then. When he read the news about Yoshifuji's projects, Banda contacted him through social media. Yoshifuji decided to visit Banda in Morioka. On the day they met, they immediately clicked. Banda became Yoshifuji's best friend and a co-developer of OriHime. Banda gave him a number of suggestions about how to make OriHime more functional.

OriHime's quality improvement projects were going well. One day, Yoshifuji received some sad news — Banda had passed away. This was a severe blow to Yoshifuji because Banda was a dear friend and a valuable source of inspiration.

However, Yoshifuji did not stop their projects. Banda's words kept coming back to him. Yoshifuji has been trying to figure out how to help lonely people be happier. Every time he faces a difficult situation, Yoshifuji recalls Banda's words: “Even if you can't move your body, your mind is still free. As long as your mind is free, you can do whatever you like, and you can go anywhere you like.” (700 words)

音声再生QRコード

通読用英文のQRコードからは、1課通しの速読音声(約145WPM)が聞けます。



本文の要約とリテリングを行います。

Recap & Retell



1 Circle T if what you hear is true, and circle F if it is false.

1. T / F 2. T / F 3. T / F 4. T / F

1 リスニングのT/F問題で
内容理解度を確認します。

2 How can OriHime change society? Complete the RECAP SHEET based on the text.

PART 1 Development of OriHime

QUESTIONS

Who is Yoshifuji Kentaro?

ANSWERS

— the (1) _____ of OriHime
— was unable to attend school and
suffered from (2) _____ .

What is OriHime for?

To help people in difficult situations
(3) _____ bonds with others.

PART 2 Overcoming loneliness

What is often needed to overcome
loneliness?

(4) _____ , or a sense of belonging

How does OriHime help the boy in the
passage?

It enables the boy to share a place with
his (5) _____ .

PART 3 OriHime's features

Why is OriHime's face like a *Noh* mask?

People can (6) _____ emotions through
its face.

What is missing in online communication
technologies?

the idea of (7) _____ a place
⇒ People can have a sense of (8) _____ .

PART 4 Yoshifuji meets Banda

Who is Banda Yuta?

— badly hurt in a traffic accident when he
was four and was in a (9) _____

What kind of person was Banda for
Yoshifuji?

— Yoshifuji's best friend and a
(10) _____ of OriHime.
— made a series of (11) _____
about how to improve OriHime.

3 Choose your favorite part and retell it in your own words. You can use the information on the RECAP SHEET.

3 作成したRECAP SHEETを使って、
自分の言葉でリテリングを行います。

丁寧に段階を踏んだ活動

本文で学んだことを使ってスピーチ、プレゼンテーション、アクタウトなど、さまざまな活動を行います。

Make It Yours!

5領域マーク

ここで扱う領域を示します。

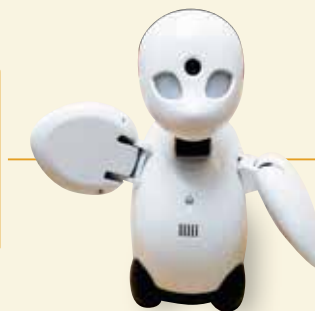


Make groups of four or five and give a presentation on how OriHime can be used in various situations.

STEP 1 Answer the questions in the following boxes.

a Who needs OriHime?

b What kind of problems
do the users face?



c How can OriHime
solve the problems?

d What are the expected
outcomes?

1 質問に答えながらプレゼンテーション
の内容をまとめます。

EXAMPLE

a *There are people who are suffering from*

⇒ _____

b *They cannot ~ because / They have difficulty -ing*

⇒ _____

c *With OriHime, they can / If they can use OriHime,*

⇒ _____

d *They can [will]*

⇒ _____

STEP 2 Make presentation slides or a poster based on STEP 1.

STEP 3 Make a presentation to the class.

2 ①を踏まえてプレゼンテーションのスライド
やポスターを作ります。(グループ活動)

3 最後にクラスの前でプレゼンテーショ
ンを行います。

丁寧に段階を踏んだ活動

本文に出てきた文法項目がどのような場面で使われるかを学び、文法を活動に結びつけます。

ここで扱う領域を示します。

Grammar for Communication

- 1 Choose a famous person and introduce him or her to the class. Follow the example below and use “relative clauses” at least three times when describing the person.

SPEAK UP! He is an artist **who** painted that picture.

活動に必要な文法事項を SPEAK UP!の例文で確認します。



EXAMPLE I'd like to talk about Dr. Stephen Hawking. As you may know, Dr. Hawking suffered from a serious disease. He was a physics professor **who** taught at the University of Cambridge. He was a first-rate scientist **whose** theory is widely known among scientists. I believe Dr. Hawking was a great thinker (**whom**) many aerospace scientists admire.

FOCUS ON FORMS 名詞の後ろから情報を追加する “who / which / that ...” (関係代名詞 [制限用法])

- Think of **a boy** of your age [**who** suffers from a serious illness and must stay in bed in the hospital, unable to speak]. (p.52)
- This lonely experience drove Yoshifuji to develop OriHime, **a gender-free robot** [**which** enables people in difficult situations to establish bonds with others]. (p.51)

- 2 Write a newspaper article about searching for a cat. In your article, use the form “had done” or “had been doing.”

単なる形式的なドリルなどではなく、その文法事項に適した活動を通じて、コミュニケーション能力を育てます。

SPEAK UP! I **had lived** in this city for ten years before I moved away.

Love, a 5-year-old male cat, is missing. He has beautiful green eyes and fluffy white hair. Love _____ in New York City with Ms. Brown when he disappeared. He _____ for several hours when Ms. Brown noticed that Love was missing. If you have any information about the cat, please call XXX-XXXX-XXXX.



FOCUS ON FORMS had + done (過去完了形) / had + been + doing (過去完了進行形)

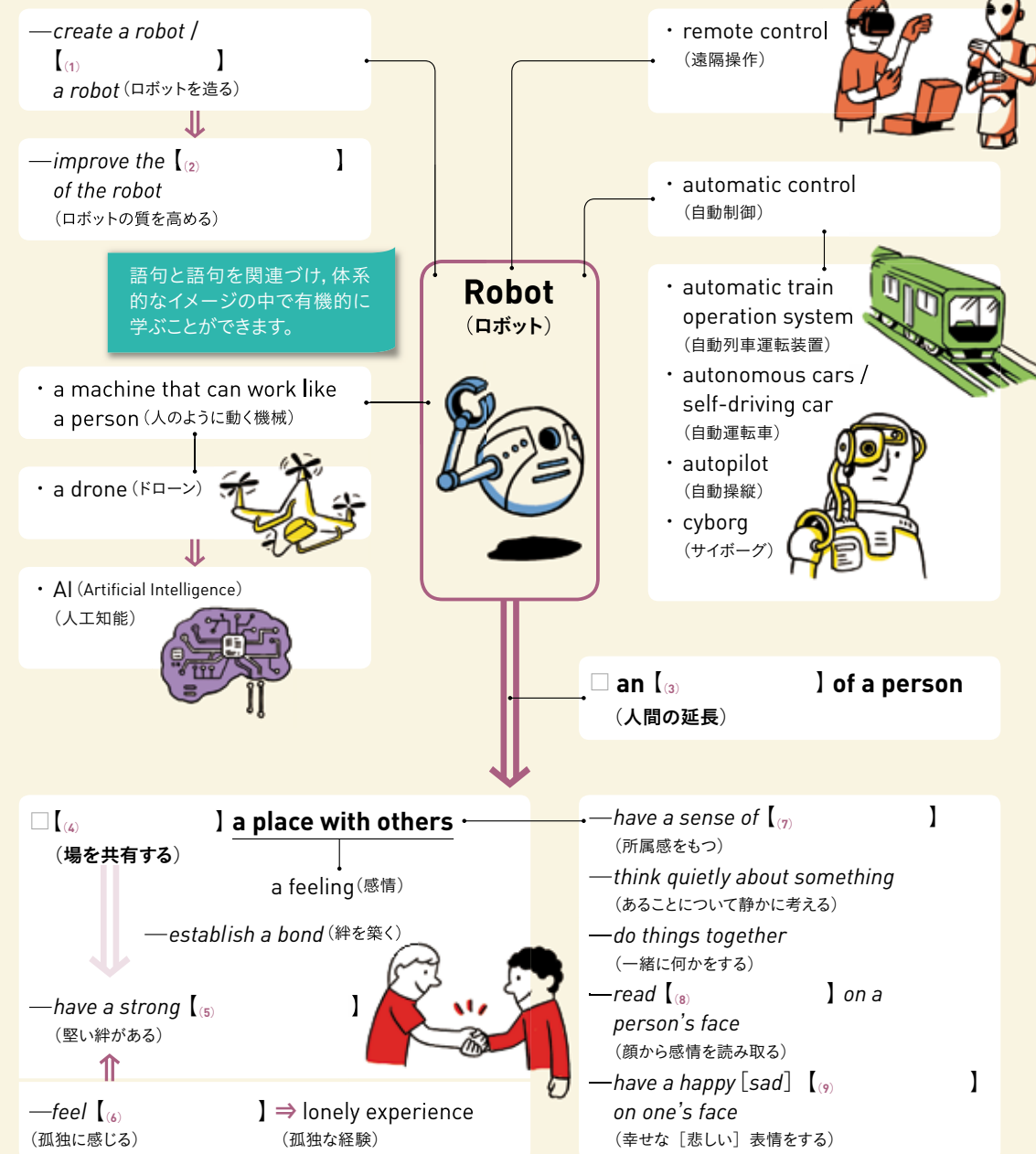
- Banda **was** badly hurt in a traffic accident when he was four and **had been** in the hospital ever since then. (p.56)
- I **had been waiting** for you for three hours when you finally **showed up**.

本文に出てきた語句とその関連表現をネットワークで示し、実践的な語彙力の定着・強化を図ります。

Vocabulary Networking

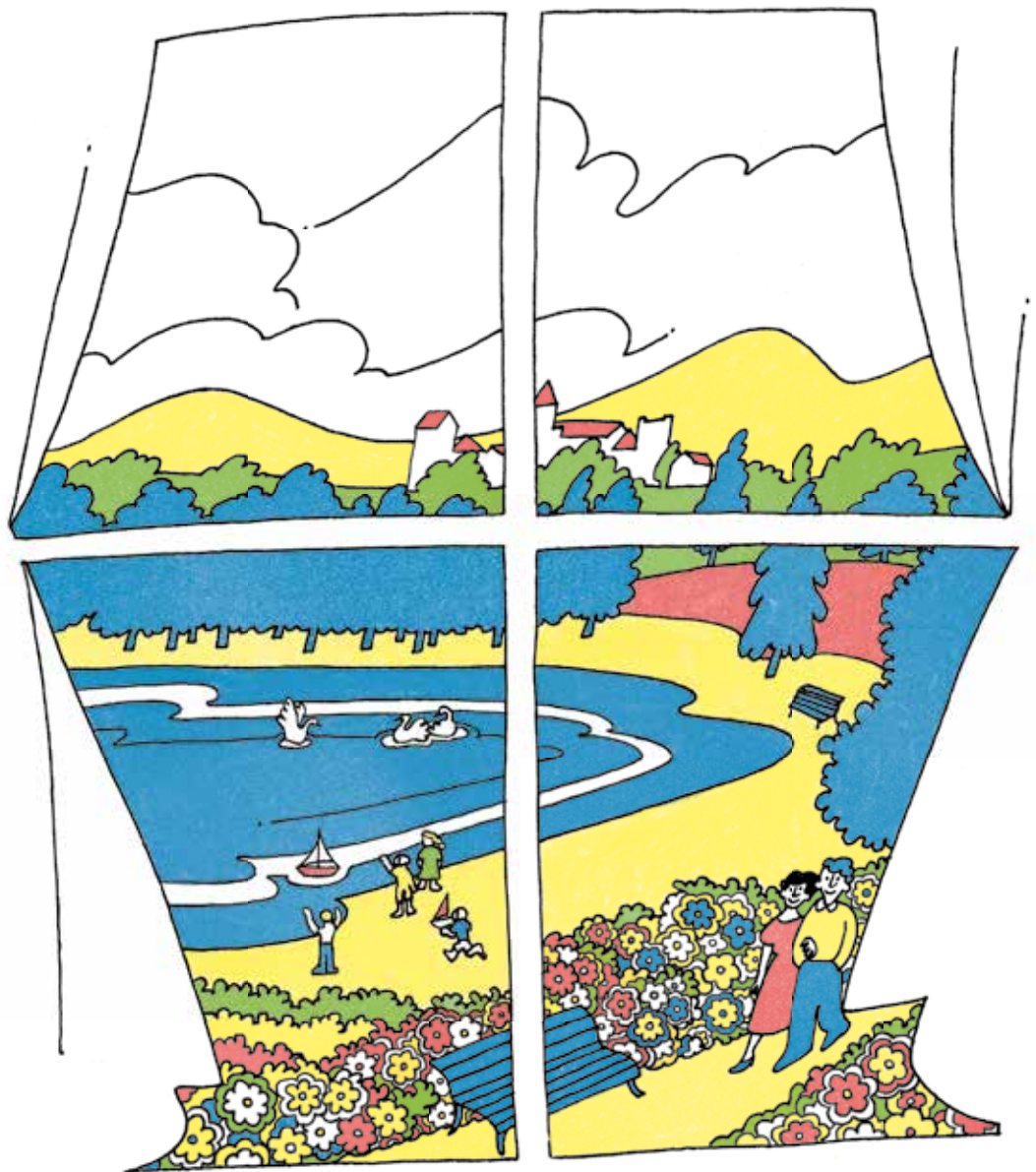
To complete the Vocabulary Network, fill in each blank with the appropriate word from the list below.

【bond / quality / lonely / produce / extension / belonging / emotions / share / expression】



本課の後に短い読み物を2編掲載。英語で物語を味わい、楽しむ経験を提供します。

The Window



BEFORE YOU READ

What can you see from the window in your room?

Two men, both seriously ill, occupied the same hospital room. One man was allowed to sit up in his bed for an hour each afternoon to help drain the fluid from his lungs. His bed was next to the room's only window.

5 The other man had to spend all his time flat on his back. The men talked for hours on end. They spoke of their wives and families, their homes, their jobs, their involvement in the military service, where they had been on vacation.

10 And every afternoon when the man in the bed by the window could sit up, he would pass the time by describing to his roommate all the things he could see outside the window. The man in the other bed began to live for those one-hour periods where his world would

15 be broadened and enlivened by all the activity and color of the world outside.

occupy [ˈɒkjəpàɪ]
 drain [dréɪn]
 fluid [flú:əd]
 lung [lʌŋ]
 involvement [ɪnvólvmənt]
 military service
 ≙ time spent serving in the army, navy, air force, etc.
 flat on one's back
 ≙ lying down and unable to move or get up
 on end
 ≙ without a break for many hours
 ..., where ~
 ≙ ... and there ~

broaden [brɔ:dn]
 enliven [ɪnláɪvn]

シンプルな紙面

物語を読むことに集中できるよう、英文とイラストを中心としたシンプルな紙面としました。物語のあとに内容理解を測る確認問題と、物語を踏まえた発信タスクを置いています。



CHAPTER 1

The Future Is Yours

by Robert Campbell



パワーポイント資料との連携

英語による指導案は、適宜、パワーポイント資料(→p.40)のスライドと連携しています。

Slide 1

Let's open to Chapter One. What is the title? (Some students say "The Future Is Yours.")

Yes, that's right. "The Future Is Yours." Who wrote this? Have you seen him on TV? He is probably a familiar face to some of you. His name is Robert Campbell. He's the author of this story.

Let me tell you a little about him. Listen carefully: (右の導入英文を読む)

Did you understand that? Now, let's fill in the information sheet that I'm going to pass around.

Robert Campbell, from New York, is a specialist in Japanese literature. Dr. Campbell will share some personal stories from his childhood. What happened to him? And how did he end up becoming a famous scholar in that field?

英語による指導案(導入)

教科書本冊の紙面を、教科書と同じ側に掲載し、反対側のページに英語の導入案を示しました。

■ Oral Introduction (context setting)

1. 教科書 p.13の動画を見せて

Let's see the movie on page 13. Are you familiar with his name or his face? If you are, please raise your hand. (S: 手を挙げる) Thank you. He speaks Japanese fluently, doesn't he? His name is Robert Campbell and he lives here in Japan. He is well-known as a specialist in Japanese literature.

This chapter covers some of his personal stories; Where was he born and raised? (S: America などの声) What was he like when he was a child? (S:) What made him become a well-known scholar in the field of Japanese literature? (S:) His story is an interesting one, isn't it?

2. アメリカの地図を見せて

Slide 2-3

All of you have probably heard of New York City. Where is it? (生徒に地図の場所を指させる) Yes, it's on the East Coast of the U.S. New York City is the main city in the state of New York, but it's not the state capital or 州都. The state capital is Albany, a rather small rural city.

Slide 4-5

New York City (often shortened as New York) is a large city. Guess which is larger, Tokyo or New York? (何人かが手を挙げ、指名。モニターに人口対比:東京 927万, ニューヨーク 833万人 (2018年度)) But, anyway, New York is a big city whose nickname is the Big Apple.

Slide 6

Can you think of any historic monuments, famous buildings or sites in New York? (生徒にいくつか出させて有名なものをいくつかを板書。例: The Statue of Liberty, The Empire State Building, Central Park, etc.)

(スライドにある名所を見せてから)

New York has many different kinds people of different races and with different backgrounds and different ways of thinking.

Slide 7

Since New York is a typical urban area, lots of people live in apartments. Look at the apartment building Campbell used to live in. (スライドの写真を見せる) This was a typical apartment building of that period. Guess what kind of neighborhood his family lived in. Talk in pairs. (ペア活動後) Let's hear your ideas. (何人かが手を挙げ、指名) That's right. They were probably not very rich and it was a typical working-class neighborhood. So, what kinds of people would live there? (指名) Yes, there were many poor people, mostly from foreign countries. This was a life-enriching experience, which helped Campbell form his worldview. OK. Now let's read about his childhood days.

Part 1 指導案

■ Oral Introduction

Look at the apartment building Campbell lived in. (教科書の写真を見せる) Guess what kind of place it was. Talk in pairs. (ペア活動後) Do you have any comments? (何人かが手を挙げ、指名) Good point. His family seems not to have been rich. Guess who lived in this building. (指名) Well, actually many foreigners lived there. It was a valuable experience that helped form his worldview. Let's read Campbell's early life.

■ Vocabulary Check

① apartment building (complex)

apartment: a set of rooms for living in, especially on one floor of a building
 mansion: a very large, expensive house

② People of German, Italian, and Puerto Rican backgrounds lived on different floors.

Melting Pot — Salad Bowl

A salad bowl or tossed salad is a metaphor for the way a multicultural society can integrate different cultures while maintaining their separate identities, contrasting with a melting pot, which emphasizes the combination of the parts into a single whole.

③ emergency stairs

"These days, fire escapes remain a popular place for residents without a backyard to barbecue on small grills or sit down with a good book and get a summer tan. Others transform them with colorful potted gardens filled with flowers and herbs." (www.nyhabitat.com)

④ hatch: an opening through a wall, floor, etc., or the cover for it
 ex. an escape hatch / a serving hatch (配膳口) / the hatch of a submarine

■ Grammar Points

Focus on the tense of each verb. Did you notice anything? (生徒が「過去形」と応答) That's right. They are all in the past tense. That's because this part of the story is about his childhood.

■ TF-Questions

1. Robert Campbell was born in Ireland, and grew up in New York City. (F)
2. Robert Campbell didn't have any interest in other cultures. (F)
3. When Robert Campbell felt sad, he often went to see a submarine for a while. (F)

1

Normal
 CDO-3
 Fast
 CDO-5

I was born¹ in New York City and grew up in an apartment building there. // My family, with Irish roots, lived on the top floor. // People of German, Italian, and Puerto Rican backgrounds lived on different floors. // When I climbed the stairs to our apartment, I often ran into people on the other floors. // They said "Hi!" to me and sometimes offered me tea and sweets. // I liked my neighbors and had nice chats with them. // I gradually got interested in foreign cultures.

Normal
 CDO-4
 Fast
 CDO-5

Each apartment had an emergency exit. // When I felt sad, I went through it and sat on the emergency stairs for a while. // For me, the exit was like the hatch of a submarine. // Outside, I often felt like I was in another world, a world of imagination.

ポーズ
 CDO-6



Campbell at the age of four The apartment building Campbell lived in

Picture Quiz

(Left) What is Campbell doing? — He is taking a bath.
 (Right) How is weather like? — It's cloudy

Comprehension Check

1. What countries were Robert Campbell's neighbors from?
2. What did he enjoy doing with his neighbors?
3. What special area did each apartment have?

Ans.

1. They were from Germany, Italy, and Puerto Rico.
2. He enjoyed chatting with them.
3. It had an emergency exit.

Q2 with Irish roots アイルランド系で



What do you do when you feel sad?

Ans. I talk with my friends or family, and this cheers me up.

P.8 CDO-2

Robert Campbell
 [rəbɔ:t kæmbl]

specialist
 [spéʃəlist]

literature
 [lit(ə)rətʃə]

scholar [skɔ:lə]

end up doing
 ...することになる

P.9

Irish [áɪ(ə)rɪʃ]

Puerto Rican
 [pwɛrtə rɪ:kən]

chat [tʃæt]

gradually
 [grædʒuəli]

run into ...

emergency
 [ɪmɔ:rdʒənsi]

hatch [hætʃ]

submarine
 [sʌbməri:n]

imagination
 [ɪmædʒəneɪʃ(ə)n]

for a while

feel like ...

詳しい解説は指導書に
 Comprehension Checkや発信QUESTIONSの、より詳しい解説を指導書に掲載しています。



教科書本冊の紙面を、教科書と同じ側に掲載し、反対側のページには音声のスキプトや、記述式タスクの解答例を示しました。

Recap & Retell



1 Circle T if what you hear is true, and circle F if it is false.

1. **T**/F 2. T/**F** 3. **T**/F 4. **T**/F

2 What experiences did Dr. Campbell have before he became a professor of Japanese literature? Complete the RECAP SHEET based on the text.

PART 1 The childhood of Dr. Campbell

QUESTIONS

Where did he live?
Who were his neighbors?

ANSWERS

He lived in an (1) apartment in New York with neighbors from different cultural (2) backgrounds.

What did he get interested in by communicating with his neighbors?

He got interested in different (3) cultures.

PART 2 His experience in France

According to the text, what did he experience in France?

He ate a (4) raw [uncooked] onion dish for the (5) first time, and to his surprise, he liked it.

What was the lesson he learned from that experience?

He learned that we shouldn't say we don't like something new until we (6) try it.

PART 3 His encounter with Japanese culture

What did he study in college?
What was his purpose?

He studied Japanese and Japanese (7) culture for the purpose of understanding Japanese (8) art better.

PART 4 His message to the reader

What is Dr. Campbell's message to young people?

Be (9) curious and (10) adventurous. Try new things. Then you are sure to find your own (11) hatches [doors] to new worlds.

3 Choose your favorite part and retell it in your own words. You can use the information on the RECAP SHEET.

Recap & Retell 指導案

1 Script CDO-30

- When he was a child, Dr. Campbell had a chance to learn about foreign cultures. (T)
- Dr. Campbell's favorite food was cooked onions, and he ate them as often as possible. (F)
- One of Dr. Campbell's university teachers advised him to study the language, history, and culture of Japan, in order to better understand Japanese art. (T)
- Dr. Campbell encourages young people to search for their "hatches" and try new things. (T)

3 解答例 CDO-31

Part 1

In his childhood, Dr. Robert Campbell lived in an apartment in New York City with neighbors from different cultural backgrounds. Through this experience, he got interested in different cultures. He also learned to go out through the "hatch" to a world of imagination.

Part 2

While he was living in France, he had an interesting experience. He ate a raw onion dish for the first time, and to his surprise he liked it. He learned a lesson from this experience: "Never say you don't like something new before you try it."

Part 3

In his college days, he got interested in Japanese art. His teacher advised him to study Japanese language and culture in order to understand the art better. Without fully understanding what the teacher meant, he followed that advice. Now he knows that the teacher was right.

Part 4

His experiences in New York and France and his studies in Japanese literature opened up new worlds to him. He advises us to be curious and adventurous and experience new things. We shouldn't say, "I don't like this or that" before trying it. In this way, we are sure to find our own hatches to new worlds.

詳しい解説は指導書に

Recap & Retellについての、より詳しい解説を指導書に掲載しています。

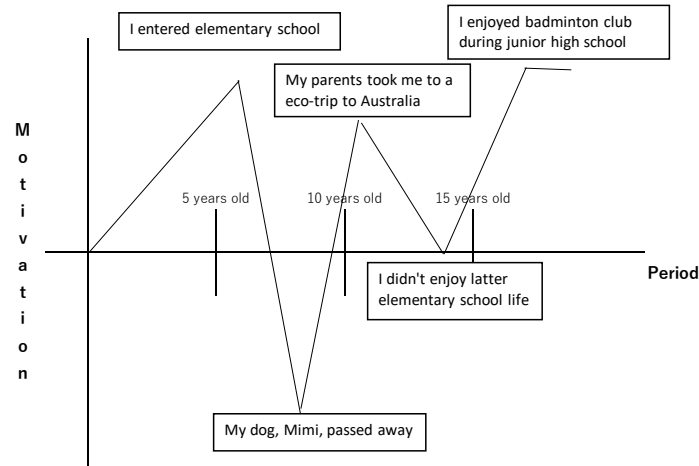
Make It Yours! 指導案

1 活動例 (指導書DVD-ROM「Make It Yours! 活動シート」参照)

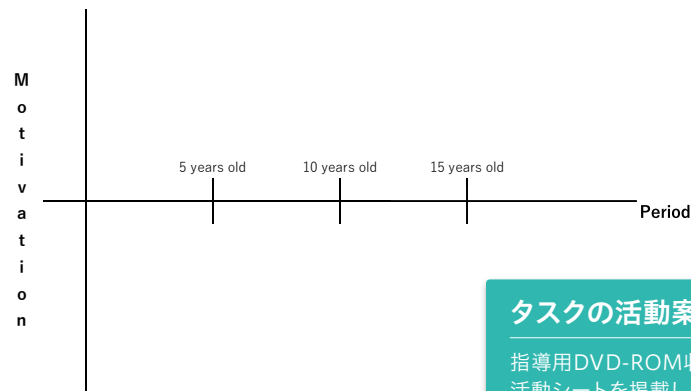
CHAPTER 1 | The Future Is Yours

- This is a motivation graph 以下のグラフはAさんが自分のこれまでの人生を振り返って書いたモチベーショングラフです。

A's motivation graph



1. Seeing the upper graph, write your own motivation graph.



タスクの活動案を掲載
指導用DVD-ROM収録のMake It Yours!
活動シートを掲載しました。

2. Seeing your graph, write 3~4 events that influence you.

When	your experience	How it influenced you?

Make It Yours!



Write about your important experiences and then share them with your partner.

STEP 1 What experiences influenced you? Try to remember as many as possible.

When	Important experience	How it influenced you
EXAMPLE • third year student in junior high school	• read a book about global warming	• started using reusable shopping bags

HINTS ~ years old, at the age of ~, second year student in ~ / meet [see, eat, learn, go to] ~ / start doing

STEP 2 Choose one experience from the table above and write about it. Add your future goal at the end, as in the example below.

EXAMPLE CDO-32

When I was a third year student in junior high school, I read a book about global warming. From this experience, I started using reusable shopping bags. In the future, I want to major in environmental studies in college.



STEP 3 Share your experiences with your partner.

教科書本冊の紙面に解答例を示しました。

Grammar for Communication



1 Imagine that you are at the table. Describe each situation and express your feelings in two sentences.

SPEAK UP! I **have finished** dinner. I'm full.



just



at the moment



seldom

a / **have just eaten a hamburger** . **I feel full and happy**

FOCUS ON FORMS do / does (単純形), be + doing (進行形), have + done (完了形) **CD0-33**

- As teenagers, you **have** a lot of time to dream about your future. (p.12)
- The boy **is talking** on his cellphone.
- Obviously, you've **never eaten** a delicious uncooked onion dish. (p.10)

2 Following the form of the example, tweet about something you do every day.

SPEAK UP! I **drink coffee** every day.

EXAMPLE I **jog** in the park every day. I **feel refreshed** after jogging. I want to **run a marathon** someday. **Ans.** I **drink coffee every day**. I **feel relaxed after drinking it**.

I want to **work at a coffee shop** someday.

FOCUS ON FORMS 動詞 + 名詞 / 動詞 + 前置詞 + 名詞 / 動詞 + 形容詞 **CD0-34**

- I **liked** my neighbors. (p.9) / Each apartment **had** an emergency exit. (p.9) / I **followed** his advice. (p.11)
- I **sat** on the emergency stairs. (p.9) / I **returned** to the U.S. (p.11)
- When I **felt** sad, I went through it and sat on the emergency stairs for a while. (p.9)

b I'm eating ramen at the moment. I'm eating fast because I'm really hungry.

c I seldom eat spinach. In fact, I don't like most vegetables.

詳しい解説は指導書に

Grammar for Communicationについての、より詳しい解説を指導書に掲載しています。

教科書本冊の紙面に解答例を示しました。

Vocabulary Networking



To complete the Vocabulary Network, fill in each blank with the appropriate word from the list below. **CD0-35**

【ways / culture / music / curious / knowledge / experiences / subjects / fashion / literature / abroad】

interest (関心) → **knowledge** (知識)

I'm interested in _____
(私は〜に関心がある)

I'm **curious** about _____
(私は〜について知りたい)



movie (映画)

- animated movies (アニメ映画)
- action movies (アクション映画)
- science fiction [Sci-Fi] movies (SF映画)
- horror movies (ホラー映画)
- romance movies (恋愛映画)

music (音楽)

- pop (ポップ)
- jazz (ジャズ)
- folk (フォーク)
- modern (モダン)
- classical (クラシック)
- rock (ロック)

• history (歴史)

• **literature** (文学)

• **culture** (文化)

• art (芸術)

• language (言語)



fashion (ファッション)

- popular (人気の)
- new (新しい)
- foreign (外国の)
- unique (独特な)



My Interests (私の興味・関心)

My Future (自分の将来)

詳しい解説と活動例は指導書に

Vocabulary Networkingについての、より詳しい解説と活動例を指導書に掲載しています。

I want to be a ~. To realize my dream, I need to

- have new **experiences**. (新しい経験をする)
- study various **subjects**. (いろいろな教科を学ぶ)
- learn different **ways** of thinking. (さまざまな考え方を学ぶ)
- study **abroad**. (留学する)
- go to a vocational school. (専門学校に行く)



- ✓ 題材の背景知識など、各課の内容をより深く理解することができる情報を日本語で解説しています。
- ✓ コピーして配布していただけます。

1 指導書本冊

- ✓ 各パートに「注意すべき表現」と「読みのポイント」を掲載。指導すべきポイントが一目でわかります。
- ✓ 解説中に板書例、コアイメージ、コーパス情報などを取り入れました。

各パートの注意すべき表現と読みのポイントを提示

Part 1

●英文の注目点 (パート全体を通して)
 注目すべき表現
 ● 空欄補充: was like the hatch of a submarine
 ● 読みのポイント
 題 1 パラグラフは、功利的な多文化体験。ニューヨークのアパートで、多様な文化的背景を有する隣人たちの生活環境が描かれる。前項 in, on, to などの空間的な意味合いを、しかりとイメージさせたい。
 題 2 パラグラフは、アパートの赤土はさまざまな階層のハッチのようで、外に出ると想像の豊穡にたれたという。前項の through, on, in, outside 等が学習者の方角や階層の豊穡なイメージをしっかりと把握させたい。赤土の豊穡にいたる前項の hatch は長短語を「つら」で置く「サブ」を取り入れるようにしよう。また、be like the hatch of a submarine は比喩表現として用いられており、その解釈を生徒に考えさせたい。

● 本文
 ● was born (in New York City) and grew up in an apartment building there. ● My family, with Irish roots, lived on the top floor. ● People of German, Italian, and Puerto Rican backgrounds lived on different floors.
 ● When I climbed the stairs to our apartment, I often ran into people on the other floors. ● They said "Hi" to me and sometimes offered me tea and sweets. I gradually got interested in foreign cultures.
 ● Each apartment had an emergency exit. ● When I felt sad, I went through it and sat on the emergency stairs for a while. ● For me, the exit was like the hatch of a submarine. ● Outside, I often felt like I was in another world, a world of imagination.

● 日本語訳
 ● 私はニューヨークで生まれ、そのアパートで育ちました。
 ● 私の家族は、アイルランド系で、最上階に住んでいました。ドイツ、イタリア、プエルトリコの血を引いた人々が隣の階に住んでいました。様々な階層の居住者への階段を上っていくと、私はよくはかの階で出入りしているのがありました。隣の人は「你好」と挨拶をかわし、時々私にお茶や甘いお菓子をくれました。私は次第に外国文化に興味を持つようになりました。
 ● アパートの各階層の居住者にそれぞれあった赤土は、階層は「つら」と感じられるが、時々私にお茶や甘いお菓子をくれました。私は次第に外国文化に興味を持つようになりました。
 ● 各パートの各階層の居住者にそれぞれあった赤土は、階層は「つら」と感じられるが、時々私にお茶や甘いお菓子をくれました。私は次第に外国文化に興味を持つようになりました。その中で、私はよくはかのように感じました。

板書例を多数掲載

Part 2 解説

● 題 1 パラグラフ
 第1文 I was born in New York City and grew up in an apartment building there.
 ● 文法解説
 ● was born (in New York City) and grew up (in an apartment building there)
 ● 主語に長い修飾語句 (前置詞句) が続く形
 ● People of German, Italian, and Puerto Rican backgrounds lived on different floors.
 ● "of" の後置修飾の部分の A, B, and C の整理
 ● German, Italian, Puerto Rican のつづが backgrounds にかかっている。backgrounds と前置詞になっている点に注意。
 ● When I climbed the stairs to our apartment, I often ran into people on the other floors.
 ● 文法解説
 ● When 節 + 主節 / 前置詞 to, into, on の用法 - 解説
 ● When I climbed the stairs to our apartment, I often ran into people on the other floors.
 ● 前置詞の整理
 ● to: 方向 (A) / 目的 (B) / 原因 (C)
 ● into: 方向 (A) / 状態 (B) / 結果 (C)
 ● on: 方向 (A) / 状態 (B) / 結果 (C)
 ● on the other floors: 階層の整理

写真や図表を多数掲載

2 Teacher's Book (朱書本)

- ✓ 挟み込みページで各パートの英語の指導案を示しました。
- ✓ DVD-ROMの指導用パワーポイントデータと連動しています。

各パートのオーラルイントロダクション

語句の英文解説

英語の文法説明

TF内容理解問題

実物大の誌面見本は →p.26へ

Part 1 指導案

● Oral Introduction
 Look at the apartment building Campbell lived in. (教科書の写真を見せる) Guess what kind of place it was. Talk in pairs. (ペア活動) Do you have any comments? (個人が手を挙げて発言) Good point. His family seems not to have been rich. Guess who lived in this building. (指名) Well, actually many foreigners lived there. It was a valuable experience that helped form his worldview. Let's read Campbell's early life.

● Vocabulary Check
 ● apartment building (complex)
 apartment: a set of rooms for living in, especially on one floor of a building
 mansion: a very large, expensive house
 ● People of German, Italian, and Puerto Rican backgrounds lived on different floors.
 melting pot - Salad bowl
 A salad bowl or tossed salad is a metaphor for the way a multicultural society can integrate different cultures while maintaining their separate identities, contrasting with a melting pot, which emphasizes the combination of the parts into a single whole.
 ● emergency stairs
 "These days, fire escapes remain a popular place for residents without a backyard to barbecue on small grills or sit down with a good book and get a summer tan. Cities transform them with colorful potted gardens filled with flowers and herbs." (www.nyhabitat.com)
 ● hatch: an opening through a wall, floor, etc., or the cover for it
 ex. an escape hatch / a serving hatch (配膳口) / the hatch of a submarine

● Grammar Points
 Focus on the tense of each verb. Did you notice anything? (生徒が「過去形」と応答) That's right. They are all in the past tense. That's because this part of the story is about his childhood.

● TF-Questions
 1. Robert Campbell was born in Ireland, and grew up in New York City. (F)
 2. Robert Campbell didn't have any interest in other cultures. (F)
 3. What special area did each apartment have?
 4. When Robert Campbell felt sad, he often went to see a submarine for a while. (F)

本文中にスラッシュと新語を表示

写真を使ったQ&Aを掲載

CHAPTER 1 | The Future Is Yours

I was born in New York City and grew up in an apartment building there. My family, with Irish roots, lived on the top floor. People of German, Italian, and Puerto Rican backgrounds lived on different floors. When I climbed the stairs to our apartment, I often ran into people on the other floors. They said "Hi" to me and sometimes offered me tea and sweets. I gradually got interested in foreign cultures. Each apartment had an emergency exit. When I felt sad, I went through it and sat on the emergency stairs for a while. For me, the exit was like the hatch of a submarine. Outside, I often felt like I was in another world, a world of imagination.

Robert Campbell (Robert Campbell)
 ● special (speɪʃl)
 ● literature (lɪˈtʃərə)
 ● scholar (ˈskɒlə)
 ● and up doing (ˌænd ʌp ˈdɔɪŋ)
 ● Irish (ˈaɪrɪʃ)
 ● Puerto Rican (ˈpuɜːrto ˈriːkən)
 ● chat (tʃæt)
 ● gradually (ɡrəˈdʒuəlɪ)
 ● run into (rʌn ɪntuː)
 ● emergency (ɪˈdʒɪnəsi)
 ● hatch (hæt)
 ● submarine (səˈbɪnɪn)
 ● imagination (ɪˌmædʒɪˈneɪʃn)
 ● for a while (fɔːr ə ˈwaɪl)
 ● feel like (fiːl laɪk)

● What countries were Robert Campbell's neighbors from? They were from Germany, Italy, and Puerto Rico.
 ● What did he enjoy doing with his neighbors? He enjoyed chatting with them.
 ● What special area did each apartment have? It had an emergency exit.

● What do you do when you feel sad? I talk with my friends or family, and this cheers me up.

4 表現集

- ✓ 英語で発表、やりとりなどを行うために必要な表現をまとめました。

5 データDVD-ROM

[収録予定]

- ①教科書テキスト
- ②解答例・音声スクリプト・日本語訳
- ③フレーズリーディング用データ
- ④サマリーデータ
- ⑤単語・イディオムリスト
- ⑥内容理解補充問題
- ⑦配布プリントデータ
- ⑧ディクテーションシート
- ⑨Extra Reading
- ⑩Make It Yours!活動シート
- ⑪文法補充問題
- ⑫Vocabulary Networkingシート
- ⑬教科書写真・イラストデータ
- ⑭定期テスト問題例
- ⑮観点別評価規準例など
- ⑯指導用パワーポイント

指導用音声CD (11枚組)

- ✓ 新語・本文 (通常、ハイスピード、リピートポーズ付き)・リスニング問題音声などを収録。

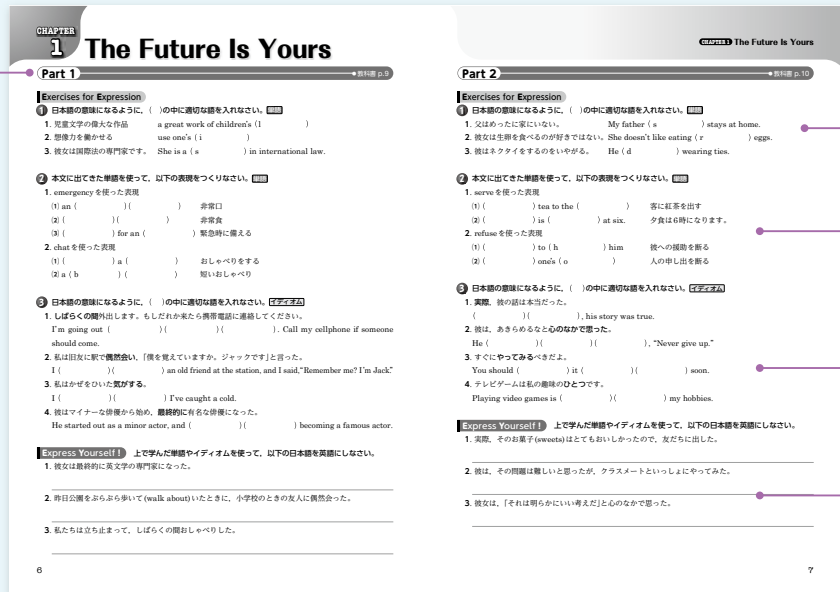
5種類の生徒用教材で予習・復習をサポート

1 WORKBOOK Standard

本冊72頁, 解答・解説書72頁

- 教科書の文法・語彙・慣用表現を身につけるためのワークブックです。
- 教科書の文法事項の解説+練習問題ページもあります。

1パート
1ページ構成



単語基本問題

単語応用問題

イディオム問題

英作文問題

3 Listening WORKBOOK

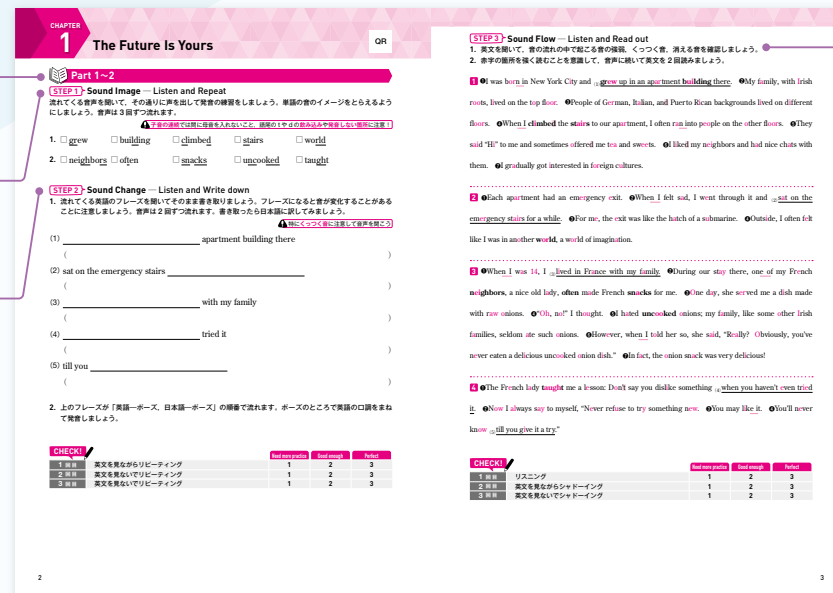
本冊72頁, 解答・解説書48頁

- 教科書本文を使って音声を確認し、声に出して身につけるワークブックです。
- 実践問題でリスニング力をアップします。音声はQRコードで提供。

2パートごとに
見開き
2ページ構成

STEP 1:
単語のリピート

STEP 2:
フレーズの
聞きたり・
リピート



STEP 3:
センテンスの
リピート。
強く読む箇所
や消える音を
表示

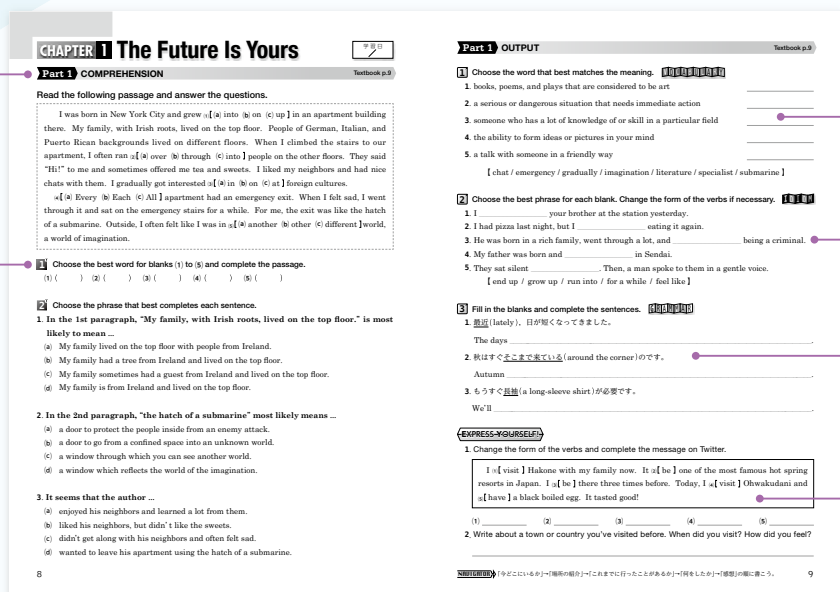
2 WORKBOOK Advanced

本冊112頁, 解答・解説書104頁,
英文分析シート10枚(バラ)

- 教科書の本文を使った内容理解問題+文法・語彙・慣用表現問題。
- 各課末に総合問題を収録しました。

1パート
2ページ構成

教科書
本文を使った
読解問題



単語問題

イディオム問題

文法問題

英作文問題

4 学習ノート

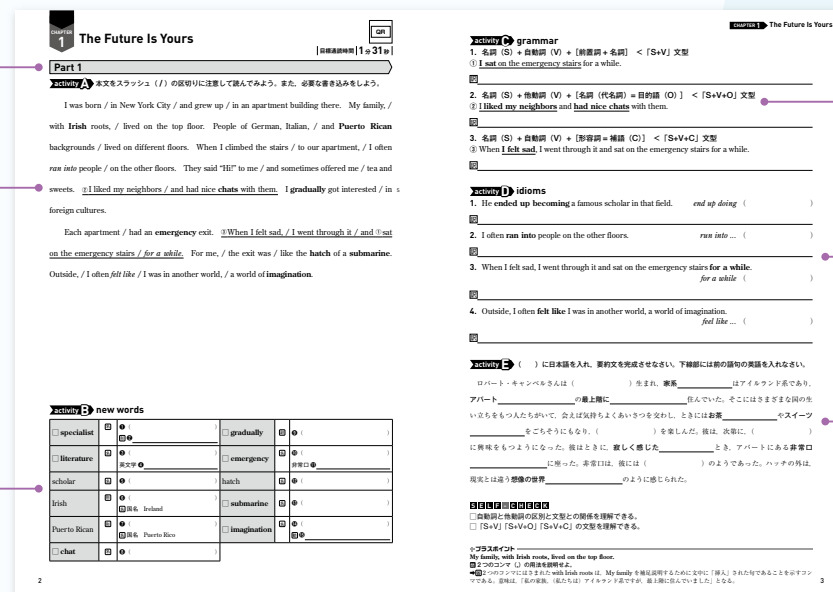
本冊96頁, 解答・解説書48頁

- 教科書本文の難しい文構造などの解説とサマリー問題を収録。
- 左ページはノート代わりに使えます。音声はQRコードで提供。

1パート
2ページ構成

各パートの
本文。
行間にメモを
書き込めます

新語の確認



文法の確認

イディオムの
確認

本文内容の
確認

5 生徒用音声CD(2枚組)

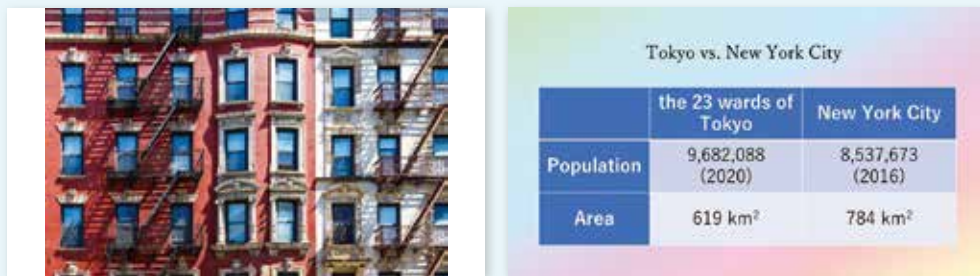
- 生徒が予習・復習に使用できるCDです。

指導用パワーポイント(指導資料セットDVD-ROMに収録)

※単体での販売はありません。

- ✓ 各課の導入, 単語のフラッシュカード, 本文の音読, 文法指導の際に使えるパワーポイントデータをご用意しました。
- ✓ チャンキングのための英文を6種類掲載しています。

各課の導入: 図版や写真を使ってアクティブな導入が行えます。



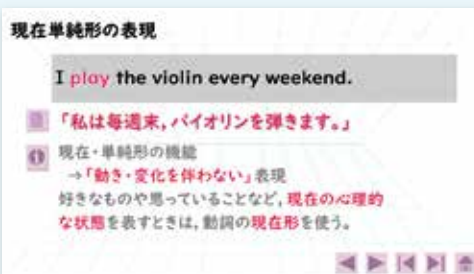
単語のフラッシュカード(音声付き)



本文の音読(音声付き)



文法指導



「指導者用」「学習者用」2種類のデジタル教科書(教材)[シンプル版]

- ✓ パソコンを使って, 教科書の紙面を表示したり, 書き込むことができます。
- ✓ 音声・動画再生ボタンから音声・動画を再生できます。



指導用資料

指導資料セット

- 収録内容: ①指導書本冊 ②Teacher's Book(朱書本) ③題材資料集 ④表現集 ⑤データDVD-ROM(指導用パワーポイント含む)

Teacher's Book(朱書本)

※上記②の単体での販売となります。

指導書本冊PDF

※上記①のPDF版です。

音声教材

指導用音声CD CD11枚組

収録内容: 本文/新語・イディオム/リスニング問題/課末など

生徒用音声CD CD2枚組

定価: 1,100円(本体1,000円+税)

デジタル教材

指導者用デジタル教科書(教材)[シンプル版]

収録内容: 教科書紙面
再生サイトへのリンクボタン

学習者用デジタル教材[シンプル版]

収録内容: 教科書紙面
再生サイトへのリンクボタン

生徒用教材

WORKBOOK Standard

定価: 660円(本体600円+税)

B5判
本冊72ページ+解答・解説書72ページ

Listening WORKBOOK

定価: 715円(本体650円+税)

B5判
本冊72ページ+解答・解説書48ページ
※QRコードで音声を提供

WORKBOOK Advanced

定価: 715円(本体650円+税)

B5判
本冊112ページ+解答・解説書104ページ
※英文分析シートをバラで提供

学習ノート

定価: 660円(本体600円+税)

B5判
本冊96ページ+解答・解説書48ページ
※QRコードで音声を提供