

F

English

英語

クラウン

フォレスト 中3

Rakugo Goes Overseas

Lesson8 Rakugo Goes Overseas Part1

p.4

Warm Up

- (1) hasn't cleaned, yet
- (2) I have already left Tokyo.
- (3) I have just finished cleaning my room.
- (4) Yes, I have. / No, I haven't.
- (5) Has Maki done her homework yet?

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Try

- 1** (1) has already done
(2) Have you read, yet
(3) hasn't written, yet
- 2** (1) He has just washed his car.
(2) I have already done my homework.
(3) Has Tom finished lunch yet?
(4) I haven't heard the news yet.
- 3** (1) My brother has already left home.
(2) Have you done your homework yet?
(3) I have not painted a picture yet.
(4) She has just finished reading the book.
- 4** Yes, I have. / No, I haven't.
- 5** (1) Tom has just finished dinner.
(2) Has Ken cleaned his room yet?
(3) I haven't done my homework yet.

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Exercise

- 1** (1) have just read
(2) Has, cleaned, yet
(3) haven't finished, yet
- 2** (1) He has already eaten breakfast.
(2) She has just arrived at the station.
(3) Have you washed the dishes yet?

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- (4) Jiro hasn't cooked dinner yet.
- 3** (1) My mother has just made dinner.
(2) Has Tom written a letter yet?
(3) She has not cleaned her room yet.
(4) I have already finished eating dinner.

4 Yes, I have. / No, I haven't.

5 (1) My sister has already finished her homework.

- (2) Have you eaten breakfast yet?
- (3) Taku hasn't cleaned his room yet.

6 (1) have just done (2) has already left
(3) Have, found, yet (4) act out, stage
(5) conversation (6) teeth
(7) That may be so

7 (1) ① have been to, twice
② has never played
(2) ① He told her computers are useful.
② She has just finished reading the book.

8 もうしてしまったこと :
Emi has already done her homework.
Emi has already eaten breakfast.
Emi has already washed the dishes.
Emi has already watched TV.
以上より 1 文

まだしていないこと :
Emi hasn't eaten lunch yet.
Emi hasn't taken a bath yet.
Emi hasn't made[cooked] dinner yet.
Emi hasn't cleaned her room yet.
以上より 1 文

Lesson8 Rakugo Goes Overseas Part2

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Warm Up

- (1) have been, for
- (2) ① How long have you studied math?
② She has lived in Japan for two years.

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- (3) I have lived in Okinawa since I was a child.
- (4) Have you lived in Japan for a long time?

Try

- 1** (1) have been, since (2) has lived, for
(3) Has, studied, since
(4) haven't seen, for
- 2** (1) He has studied English for eight years.
(2) We have been hungry since last night.
(3) How long have you been in Hokkaido?
(4) Emma has stayed in Japan for two weeks.
- 3** (1) They have practiced *judo* for two years.
(2) She has played tennis since she was a student.
(3) Has Takuya been busy since last night?
(4) How long have you been a teacher?
- 4** (1) Yes, I have. / No, I haven't.
(2) (例) I have lived here for three years.
- 5** (1) I have lived in Tokyo for three years.
(2) Tom has been busy since last week.
(3) Have they studied Japanese for a long time?

Exercise

- 1** (1) has been, since (2) have used, for
(3) Have, lived, for (4) hasn't been, since
- 2** (1) She has lived in Japan since last month.
(2) Tom has been a soccer player for three years.
(3) How long has your father used the watch?
(4) Ms. Yoshida has been a teacher for ten years.
- 3** (1) My sister has studied Chinese for three years.
(2) He has used this bike since he was a child.
(3) Have you studied Spanish for a long time?

- (4) How long has Ted studied Japanese?
- 4** (1) Yes, I have. / No, I haven't.
(2) (例) I have used it for two weeks.
- 5** (1) I have been free for two days.
(2) He has practiced soccer since he was a child.
(3) Has Saki practiced the piano for a long time?
- 6** (1) How long has, had, For
(2) since (3) begin
(4) For example, too for a long time
(5) Have, found, yet
- 7** (1) ① has never played
② have been, since
(2) ① He told her computers are useful.
② She has just finished reading the book.
- 8** (1) (例) I have practiced *karate* for two years.
(2) (例) I practice it on Saturday.
(3) (例) It is fun.

Lesson8 ● Rakugo Goes Overseas

教科書本文

Warm Up

- (1) Yes, there will.
(2) To represent many things in a story.
(3) She can use the *sensu*.

解説

- (1)「舞台には1人の落語家がいるでしょうか。」3, 4行目参照。
(2)「なぜ落語家はふつう、せんすと手ぬぐいを使うのですか。」6, 7行目参照。
(3)「希巳江さんは落語ショーで、ペンとして何を使うことができますか。」7行目参照。

Try

- 1** (1) × (2) ○ (3) ○
- 2** (1) She likes "Toki Soba."
(2) No, there aren't.

- (3) To represent many things in a story.

解説

- 2** (1) 「花は何の落語の話が好きですか。」 1 行目参照。
 (2) 「『時そば』には2人の登場人物がいますか。」 1, 2 行目参照。
 (3) 「なぜ希巳江さんはふつう、せんすや手ぬぐいを使うのですか。」 6, 7 行目参照。

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Exercise

- 1** せんすと手ぬぐい
2 (1) 4人 (2) 1人
 (3) 話の中でたくさんの物を表すため。
3 (1) He/She will act out all the characters' conversations.
 (2) No, there won't.
 (3) They use a *sensu* and a *tenugui*.

解説

- 3** (1) 「落語家は舞台で何を演じるでしょうか。」 4 行目参照。
 (2) 「舞台には4人の落語家がいるでしょうか。」 3, 4 行目参照。
 (3) 「落語家は話の中でたくさんの物を表現するために何を使いますか。」 6, 7 行目参照。

Lesson8 🎵 Rakugo Goes Overseas 8-1, 2

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Warm Up

- (1) (例) has, started

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- (2) ① (例) 私はもう朝食を食べてしまいました。
 ② (例) I have already eaten breakfast.

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Try

- 1** (1) I have already finished my homework.
 (2) Has he finished using it yet?
 (3) I have not seen it yet.
 (4) have lived in this town since I was a student.

- (5) Have you played it for a long time?

- (6) How long has Tom lived in Japan?

- 2** (1) (例) have, finished

- (2) (例) have been, since

- (3) (例) haven't, for

- 3** 下線部は他の語句でもよい。

- (1) (例) I have just finished lunch.

- (2) Has Tom cleaned his room yet?

- (3) I haven't finished my homework yet.

- (4) (例) I have studied English for six years.

- (5) Have you played soccer for a long time?

- (6) (例) How long have you practiced the piano?

解説

- 3** (1) 「私はちょうど●●を終えました」という現在完了形の完了用法の文を作る。
 (6) 現在完了形の継続用法の疑問文を作る。「どのくらいの間」と期間をたずねるときはHow longで文を始める。

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Exercise

- 1** (1) We have just finished eating lunch.
 (2) Has your mother bought a new car yet?

- (3) I have not found him yet.

- (4) Mr. White has been an English teacher for twenty years.

- (5) Have you used the bag since you were a child?

- (6) I have not visited the zoo for a long time.

- 2** (1) (例) has, cleaning

- (2) (例) have used, for

- (3) (例) Has, been, for

- 3** 下線部は他の語句でもよい。

- (1) Maki has already cleaned her room.

- (2) Have you finished your homework yet?

- (3) (例) I haven't eaten dinner yet.

(4) (例) I have used the pen for a long time.

(5) I haven't seen Ken since last week.

(6) How long have you lived in Japan?

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4 (1) expression (2) represent

5 (1) Hana has already finished her math homework.

(2) Have you washed the dishes yet?

(3) My sister has not finished eating breakfast yet.

6 (1) エ (2) ア (3) イ

解説

3 (3) 現在完了形の完了用法の否定文を作る。
「まだ」yetは文末に置く。

(4) 現在完了形の継続用法の文を作る。
「長い間」for a long time は文末に置く。

Goal Activity 英語落語家のインタビュー

p.18

Warm Up

(1) No, they didn't.

(2) She has been to nearly twenty countries.

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(3) She has to explain Japanese customs.

解説

(1) 「アメリカ合衆国の多くの人々は日本人にはユーモアのセンスがあると思っていましたか。」 3, 4 行目参照。

(2) 「希巳江さんはいくつの国に行ったことがありますか。」 8, 9 行目参照。

(3) 「希巳江さんはほかの国で落語ショーをするとき、何をしなければなりませんか。」 11~13行目参照。

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Try

1 (1) ○ (2) × (3) ○

2 (1) She has visited nearly twenty countries.

(2) She has to explain Japanese customs.

(3) Yes, she does.

解説

2 (1) 「希巳江さんはいくつの国を訪れたことがありますか。」 8, 9 行目参照。

(2) 「希巳江さんはほかの国で落語ショーをするとき、何を説明しなければなりませんか。」 11~13行目参照。

(3) 「希巳江さんは、世界の人々は共通のものを持っていると考えていますか。」 16行目参照。

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Exercise

1 (1) ユーモアがわかる心 (2) 文化の違い

(3) (例) 私たちは違っているが、笑いのような共通のものも持っていること。

2 (1) Yes, she has. (2) Yes, she does.

(3) Yes, she has.

3 (1) differences between, and

(2) customs all over the world

(3) For example, tool for a long time

解説

2 (1) 「希巳江さんは落語ショーをするためにほぼ20か国に行ったことがありますか。」 8, 9 行目参照。

(2) 「希巳江さんはほかの国で日本の習慣を説明しなければなりませんか。」 11~13行目参照。

(3) 「希巳江さんは、世界の人々は共通のものをしていると知りましたか。」 15, 16行目参照。

Project 3 好きなもの×観光マップ

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Try

1 (1) You should eat, I recommend

(2) It is famous for, My favorite

2 ① Nikoniko-ya

(例) You should eat rice balls.
I recommend *tenmusu*.

② Morimori

(例) It is famous for *oyakodon*.
My favorite is *tendon*.

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Exercise

1 (1) (例) You should eat ice cream.

(2) (例) I recommend *matcha* ice cream.

(3) (例) It is famous for *dorayaki*.

(4) (例) My favorite is *dango*.

2 ① (例) Dream Ice Cream

You should try ice cream.

It is famous for strawberry ice cream.

② (例) MoguMogu Bento

You should eat *bento*.

My favorite is *katsudon*.

3 (1) from, to (2) Here is, favorite, so far

(3) photo is famous for

(4) price, by

(5) differences between, and

A Pot of Poison

Reading Lesson3

A Pot of Poison 教科書本文①

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Warm Up

- (1) Kan did. (2) It was sugar.

解説

- (1)「まずだれが、そのつぼの茶色の中身を食べましたか。」7～9行目参照。
(2)「そのつぼの茶色の中身は何でしたか。」7～10行目参照。

p.23

Try

- 1 (1) ○ (2) ×

- 2 (1) Kan did. (2) It was sugar.

解説

- 2 (1)「だれが、そのつぼからふたをとりましたか。」5行目参照。
(2)「和尚のつぼの中身は何でしたか。」7～10行目参照。

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Exercise

- 1 (1) 観 (2) 砂糖

- 2 (1) Kan did. (2) Sugar was.

- 3 (1) Shall we, Yes let's (2) invited, to
(3) is full of
(4) am in trouble, Don't worry
(5) shut (6) We've
(7) photo is famous for

解説

- 2 (1)「まずだれが、そのつぼの茶色の中身を見つけましたか。」5～7行目参照。
(2)「そのつぼには何がありましたか。」7～10行目参照。

Reading Lesson3

A Pot of Poison 教科書本文②

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Warm Up

- (1) Kan did. (2) No, they didn't.

解説

- (1)「だれが和尚の特別な皿を割りましたか。」1～6行目を参照。
(2)「その3人の小僧は毒を食べましたか。」15行目で、つぼの中の毒を食べたと言っているが、リード文にあるように実際は毒ではなく砂糖だった。

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Try

- 1 (1) × (2) ○ (3) ×

- 2 (1) Kan did. (2) Yes, they did.

解説

- 2 (1)「だれがその皿を割りましたか。」6行目参照。
(2)「その3人の小僧はつぼの中の砂糖を食べましたか。」15行目で、つぼの中の毒を食べたと言っているが、リード文にあるように実際は毒ではなく砂糖だった。

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Exercise

- 1 (1) 観 (2) 和尚のつぼの中身を食べた。

- 2 (1) No, he didn't. (2) No, they didn't.

- 3 (1) must (2) believe (3) Trust
(4) ears, ringing (5) be back
(6) Shall we, Yes let's

解説

- 2 (1)「珍はその特別な皿を割りましたか。」6行目参照。
(2)「3人の小僧はつぼの中の毒を食べたので死にましたか。」15行目で、つぼの中の毒を食べたと言っているが、リード文にあるように実際は毒ではなく砂糖だった。

Join Us

Lesson1 Join Us Scene1~3

p.26

Warm Up

- (1) ① has been to, before
② have never eaten[had]
- (2) How long have you played soccer?
- (3) I have just cleaned my room.
- (4) Tom has been busy since last week.

p.27

Try

- 1** (1) has been to, once
(2) have never sung
(3) Has, made[cooked], yet
(4) have been, since
- 2** (1) They have just finished lunch.
(2) Has he ever seen pandas?
(3) How many times has Maki visited Okinawa?
(4) How long have you studied Japanese?
- 3** (1) I have never been to Australia.
(2) My brother has not cleaned his room yet.
(3) He has played the guitar since he was a child.
- 4** (1) Yes, I have. / No, I haven't.
(2) (例) I have been there twice.
(3) (例) I have studied English for ten years.
- 5** (1) Ken has visited the library three times.
(2) I have already eaten[had] breakfast.
(3) I haven't done my homework yet.
(4) My brother has been sleepy since last night.

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Exercise

- 1** (1) have been to, many times

- (2) Have, ever seen
- (3) haven't cleaned, yet (4) has been, for
- 2** (1) Mr. White has already eaten[had] breakfast.

- (2) We have never played baseball.
- (3) How many times have you played the *koto*?
- (4) How long has Mao lived in France?

- 3** (1) Have you ever been to Shibuya?
(2) Has your sister washed the dishes yet?
(3) I have studied Chinese for a long time.

- 4** (1) Yes, I have. / No, I haven't.
(2) (例) I have made it many times.
(3) (例) I have lived here for fourteen years.

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- 5** (1) I have seen the movie once.
(2) Tom has just finished his homework.
(3) She hasn't read the book yet.
(4) I have lived in Tokyo for three years.

- 6** (1) faced, hard (2) came up with
(3) hobby (4) Anyone (5) be back

- 7** (1) have never sung
(2) Has, made[cooked], yet
(3) have been, since

- 8** (1) (例) I have been to Nagano.
(2) (例) I have already eaten lunch.
(3) (例) I have practiced *karate* for three years.

Lesson1 Join Us 教科書本文

p.30

Warm Up

- (1) It posted video clips of its soccer practice on social media.
- (2) It is to do a workshop about how to take good pictures and edit them.
- (3) It is going to hold a special workshop.

解説

- (1)「花のチームはどのように新しいメンバーを集めましたか。」1行目参照。
主語は「花のチーム」(it)なので、ourはitsにかえる。
- (2)「新しいメンバーを集めるためのケイトの考えは何ですか。」3, 4行目参照。
不定詞の名詞用法を使って、「それは～することです」と答える。
- (3)「ケイトのクラブは何を開催するつもりですか。」7行目参照。

Try

- 1 (1) × (2) ○ (3) ○
- 2 (1) It posted video clips of its soccer practice.
(2) It is to do a workshop.
(3) It will do a special workshop on April 25.

解説

- 2 (1)「花のチームは新しいメンバーを見つけるために何を投稿しましたか。」1行目参照。
ソーシャルメディアにサッカー部の練習の動画を投稿した。
- (2)「ケイトの考えは何ですか。」3, 4行目参照。
研修会をすることであるとわかる。
- (3)「ケイトのクラブはどのように新しいメンバーを見つけるつもりですか。」7行目参照。
ケイトの写真部は4月25日に特別な研修会をすることがわかる。

Exercise

- 1 seen
- 2 Taking pictures has been a popular hobby for a long time.
- 3 カメラ
- 4 (1) (例) サッカー部の練習の動画をソーシャルメディアに投稿した。
(2) ・食べ物の写真のとり方
・写真の編集のしかた(順不同)
- 5 (1) It posted video clips of its soccer practice.
(2) It is going to do a workshop.

- (3) We can learn how to take pictures of food and edit them.

解説

- 5 (1)「花のチームは新しいメンバーを見つけるために何を投稿しましたか。」1行目参照。
(2)「ケイトのクラブは新しいメンバーを見つけるために何をしますつもりですか。」3, 4行目参照。
(3)「私たちはケイトの研修会で何を学ぶことができますか。」8行目参照。

Lesson 1 Join Us 1-1~3

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Warm Up

- (1) (例) have been to
(2) ① (例) 私は一度もギターをひいたことはありません。
② (例) I have never played the guitar.

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Try

- 1 (1) Maki has been to Okinawa many times.
(2) Have you ever played soccer?
(3) I have already finished my homework.
(4) Has she finished using it yet?
(5) have lived in this city since I was a child.
(6) Have you played it for a long time?
- 2 (1) (例) has been
(2) (例) Have you done
(3) (例) have been, since
- 3 下線部は他の語句でもよい。
(1) (例) I have been to Sendai.
(2) (例) I have never played tennis.
(3) (例) I have just finished breakfast.
(4) (例) I haven't cleaned my room yet.
(5) (例) I have played the piano for a long time.
(6) How long have you lived in Japan?

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Exercise

- 1** (1) I have seen the movie before.
 (2) Has Ken ever played baseball?
 (3) We have just finished doing our homework.
 (4) Has your brother bought a new bike yet?
 (5) Takuya has been a baseball fan for twenty years.
 (6) Have you liked the character since you were a child?

- 2** (1) (例) have made
 (2) (例) Has, arrived
 (3) (例) have used, since

- 3** 下線部は他の語句でもよい。
 (1) (例) I have played baseball.
 (2) (例) I have never been to Kyushu.
 (3) (例) I have already eaten dinner.
 (4) I haven't finished my homework yet.
 (5) (例) I have studied English for ten years.
 (6) (例) How long have you played soccer?

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- 4** (1) attracts (2) beginners

- 5** (1) エ (2) ア (3) イ



- 3** (2) 「●●に一度も行ったことがない」は〈have never been to ●●〉。
 (6) 〈How long have you ●●～?〉の文。

Goal Activity

最近夢中になっていることは？

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Try

- 1** (1) Have you ever made
 (2) for two reasons
 (3) First, making bread
 (4) Second, makes me happy
 (5) Let's enjoy

2 ①, ②のどちらか

- ① (例) Have you ever played soccer?
 I play soccer for two reasons.
 First, playing soccer makes me excited.
 Second, I can enjoy soccer with my friends.
 Let's play soccer.
- ② (例) Have you ever taken pictures?
 I take pictures for two reasons.
 First, taking pictures is interesting.
 Second, I can share my pictures with my friends.
 Let's enjoy taking pictures.

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Exercise

- 1** (1) Have you ever played the guitar?
 (2) I play the guitar for two reasons.
 (3) (例) First, playing the guitar makes me excited.
 (4) (例) Second, I can make songs with a guitar.
 (5) Let's play the guitar if you have time.

- 2** (例) Have you ever tried hiking?
 I go hiking for two reasons.
 First, hiking is fun.
 Second, I can see beautiful views in nature.
 Let's go hiking if you have time.

- 3** (1) got (2) wind (3) close to (4) is into
 (5) hobby

Take Action! Listen1

電車の運行情報

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Try

- (1) みなさまにお伝えます。
 (2) 森公園行きの東線の列車は、停止しています。
 (3) 列車はまもなく到着します。
 (4) 列車が到着するまでお待ちください。

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Exercise

- 1** (1) みなさまにお伝えます。

- (2) 西線の運行が停止していることをお詫
び申し上げます。
- (3) もしお急ぎの場合は、代わりに北線に
乗ってください。
- (4) ご不便をおかけしてお詫び申し上げま
す。

- 2** (1) crowded (2) apologize for
(3) are in a hurry (4) is into

Take Action! Talk 1

電話でのお誘い

p.40

Try

- 1** (1) ショウタをお願いできますか。
(2) 今週末キャンプに行きませんか。
(3) そうしたいのですが、私はピアノのレ
ッスンがあります。

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- 2** (1) ウ (2) ア (3) イ

p.41

Exercise

- 1** (1) 私です。
(2) 私といっしょに映画に行きませんか。
(3) 残念ながらできません。
- 2** (1) イ (2) エ (3) ウ (4) ア
- 3** (1) Can you, No problem
(2) Shall we, Yes let's, later
(3) Why don't we, Why not
(4) Hello, This is
(5) Can I speak to, Speaking
(6) apologize for

The Power of Music

Lesson2 The Power of Music Part1

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Warm Up

- (1) ① have been waiting ② has wanted
③ have been doing

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- (2) How long have they been playing tennis?
(3) My brother has been waiting for Ken for three hours.

p.43

Try

- 1** (1) have been playing (2) has wanted
(3) How long have, been
(4) has been swimming
- 2** (1) I have been using this ball for an hour.
(2) He has been doing his homework since this morning.
(3) Have you been studying English for an hour?
(4) How long has he been playing volleyball?
- 3** (1) I have been reading books for an hour.
(2) Eri has been cleaning her room since this morning.
(3) Has Mai been watching TV since last night?
(4) How long have they been playing soccer?
- 4** (1) I have been listening to music for two hours.
(2) Has she been watching TV since this morning?
(3) How long has Ken been studying English?

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Exercise

- 1** (1) have been watching (2) has liked

- (3) How long has, been
(4) have been watching TV

- 2** (1) They have been reading books for three hours.
(2) She has been using this computer since last night.
(3) Has Tom been waiting here since this morning?
(4) How long have you been studying Chinese?
- 3** (1) We have been playing video games for five hours.
(2) Bob has been reading the book since yesterday.
(3) Have you been waiting for her since last night?
(4) How long has he been using the computer?
- 4** (1) Tom has been waiting for her since this morning.
(2) Have they been playing baseball for three hours?
(3) How long have you been reading the book?

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- 5** (1) power, move (2) discussing, lyric
(3) used (4) sounds like
(5) Can I speak to, Speaking
- 6** (1) have never sung
(2) Has, made[cooked], yet
(3) have been, since
(4) have been playing
- 7** (1) Mari has been waiting for him for an hour.
(2) How long have they been playing soccer?

Lesson2 The Power of Music Part2

p.46

Warm Up

- (1) ① helped me carry ② helps them do
(2) ① Do you help your sister make breakfast?

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② Reading books helps us learn a lot.

(3) Please help us study English.

Try

1 (1) make (2) open

2 (1) helped her study (2) helps me do

(3) didn't help him carry

(4) help them do (5) helps him study

3 (1) My brother helps me do my homework.

(2) Did you help her wash the dishes?

(3) This guidebook helped her learn Japanese.

(4) Studying English helps them go abroad.

4 (1) My sister helps me study math.

(2) Do you help your mother make[cook] breakfast?

(3) Please help me practice soccer.

p.48

Exercise

1 (1) do (2) wash

2 (1) helped him carry

(2) helps me make[cook]

(3) Did, help her study

(4) helps her clean (5) helps me study

3 (1) Our teacher helps us learn English.

(2) Aki doesn't help her mother clean the room.

(3) This computer helps him do his homework.

(4) Seeing Japanese movies helped them study Japanese.

4 (1) My brother helps me practice tennis.

(2) Do you help your father wash his car?

(3) Please help me do my homework.

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5 (1) helped (2) true (3) alone

(4) power, move

6 (1) Has, made[cooked], yet

(2) have been, since

(3) have been playing

(4) helps me do

7 (1) (例) My friends help me study English.

(2) (例) Please help me clean my room.

Lesson2 The Power of Music Part3

p.50

Warm Up

(1) ① It was, for her to ② It's, for him to

(2) It is necessary for us to read books.

(3) Is it fun for you to see movies?

(4) It is interesting for them to speak English.

p.51

Try

1 (1) It is, to eat[have]

(2) It was, for him to

(3) It's, for us to

2 (1) Is it important for you to go to the library?

(2) It isn't necessary to speak English here.

(3) It is fun to listen to music.

(4) It was easy for me to play the piano.

3 (1) It is important for us to save nature.

(2) It was fun for her to use the internet.

(3) Is it interesting for Takuya to learn about sports?

(4) It was not easy for me to get up early.

4 Yes, it is. / No, it isn't.

5 (1) It is exciting for me to play soccer.

(2) Is it difficult for you to use a computer?

(3) It isn't easy for her to read the book.

p.52

Exercise

1 (1) It is, to read (2) It was, for her to (3) It's, for them to

2 (1) Is it necessary to eat breakfast?

- (2) It isn't difficult for him to talk in English.
- (3) It was interesting to study English.
- (4) It is impossible for her to speak Japanese.
- 3** (1) It is impossible for me to speak three languages.
- (2) It was easy for him to make breakfast.
- (3) Was it necessary for them to think about their dreams?
- (4) It is not difficult for Tom to go to bed early.

4 Yes, it is. / No, it isn't.

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- 5** (1) It is important for you to study English.
- (2) Is it fun for her to play tennis?
- (3) It isn't difficult for me to play the guitar.

- 6** (1) reminds, of (2) impossible, those
- (3) helped

- 7** (1) ① have been playing
- ② helps me do

- (2) Is it interesting for Takuya to learn about sports?

8 簡単なこと :

It is easy for Kumi to get up at six.
It is easy for Kumi to run fast.
以上より 1 文

必要なこと :

It is necessary for Kumi to study math.
It is necessary for Kumi to make[cook] dinner.
以上より 1 文

わくわくすること :

It is exciting for Kumi to play tennis.
It is exciting for Kumi to watch[see] soccer games.
以上より 1 文

Lesson2 🎵 The Power of Music

教科書本文

p.54

Warm Up

- (1) It is going to play "Count On Me."

- (2) Bruno Mars did.
- (3) It is "Summertime."

解説

- (1) 「陸のバンドは何の歌を演奏するつもりですか。」 7 行目参照。
- (2) 「だれが"Count On Me"を作りましたか。」 8, 9 行目参照。
- (3) 「ジンのプレイリストのタイトルは何ですか。」 13行目参照。

p.55

Try

- 1** (1) × (2) ○ (3) ○

- 2** (1) It is "Count On Me."
- (2) He made "Count On Me."
- (3) Jing did.

解説

- 2** (1) 「陸のバンドにとって何がいちばんふさわしい歌ですか。」 7 行目参照。
- (2) 「ブルーノ・マーズは何の歌を作りましたか。」 8, 9 行目参照。
- (3) 「だれがプレイリスト"サマータイム"を作りましたか。」 13, 14行目参照。

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Exercise

- 1** listening

- 2** It's fun for me to make playlists with themes.

- 3** (1) (例) 覚えやすく、聴衆がいっしょに歌えるから。

- (2) (例) 友情についての歌であり、歌詞が聴衆を感動させるから。

- (3) 悲しく感じるときや、孤独に感じるとき

- (4) 『サマータイム』

- 4** (1) It will play "Count on Me."

- (2) It is about friendship. (3) Jing did.

解説

- 4** (1) 「陸のバンドはその祭で何の歌を演奏するつもりですか。」 7 行目参照。
- (2) 「"Count On Me"は何についてですか。」 10行目参照。

- (3)「だれがプレイリストを作りましたか。」13, 14行目参照。

Lesson2 🎵 The Power of Music

2-1~3

p.56

Warm Up

- (1) (例) How long have
(2) ① (例) 私の父は2時間ずっと本を読み続けています。
② (例) My father has been reading a book for two hours.

p.57

Try

- 1** (1) I have been looking for it since this morning.
(2) Has it been raining since last week?
(3) How long have you been playing it?
(4) Could you help me fix it?
(5) it is very difficult for the Japanese to speak French.
(6) It was not easy for me to get up early.
- 2** (1) (例) How long have
(2) (例) help you clean
(3) (例) is, for, to study
- 3** 下線部は他の語句でもよい。
(1) Masaki has been watching TV since this morning.
(2) (例) Has she been swimming?
(3) How long have you been listening to music?
(4) My sister always helps me make dinner.
(5) (例) It is interesting for me to watch TV.
(6) (例) Is it easy for you to get up early?

解説

- 3** (2)「ずっと～し続けていますか」なので、現在完了進行形の疑問文を作る。主語「彼女」が3人称単数なので、Hasで始まる。

p.58

Exercise

- 1** (1) I have been reading it for two hours.
(2) Has Takashi been studying in his room?
(3) How long have you been waiting for Yuki?
(4) Please help me do it.
(5) It is interesting for me to watch many birds.
(6) Is it hard for dogs to swim in the river?
- 2** (1) (例) Has, been swimming
(2) (例) help me carry
(3) (例) It's, him to
- 3** 下線部は他の語句でもよい。
(1) I have been studying math for three hours.
(2) Have you been using a computer?
(3) (例) How long has Ken been running?
(4) (例) He helped me make dinner.
(5) (例) It is important for me to study English.
(6) (例) It is not hard for me to speak Japanese.
- p.59
- 4** (1) consider (2) lately
- 5** (1) They have been studying English for three hours.
(2) I have known him for three years.
(3) How long have you been playing video games?
(4) Could you help me carry this bag?
(5) It was not easy for them to give up their dream.

- (6) It is important to study English in Japan.

解説

- 3** (3) 継続している期間をたずねるので How long で始まる現在完了進行形の疑問文を作る。
主語「ケン」が3人称単数なので、has を使う。
- (4) 「手伝ってくれました」なので過去形のhelpedを使う。「●●するのを」は動詞の原形で表す。
- (5) 「●●することは私にとって重要です」という文を作る。「●●すること」は〈to+動詞の原形〉で表す。
- (6) 「●●することは私にとって大変ではありません」という文を作る。「●●すること」は〈to+動詞の原形〉で表す。

Lesson2 The Power of Music Small Talk Plus, Goal Activity

p.60

Try

- 1** (1) When you are sad, should listen to
(2) feel like (3) If you sing along
(4) help you

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- 2** ①, ②のどちらか

- ① (例) When you are depressed,
you should listen to "Idol" by
YOASOBI.
You will feel like they are
speaking for you.
If you sing along, you will forget
your concern.
This song will help you feel
better.
- ② (例) When you are depressed, you
should listen to "Eikou no
Kakehashi" by Yuzu.
You will feel like they are
singing for you.
If you sing along, you will forget
your concern.
This song will help you be
proud of yourself.

p.61

Exercise

- 1** (1) When you feel worried, you should
listen to "Lilac" by Mrs. GREEN
APPLE.
(2) (例) You will feel like they are
singing for you.
(3) (例) If you sing along, you will feel
better.
(4) This song will help you feel happy.
- 2** (例) When you are in love with
someone, you should listen to
"Hadaka no Kokoro" by Aimeyon.
You will feel like she is singing for
you.
If you sing along, you will feel
better.
This song will help you feel happy.
- 3** (1) am proud of (2) is afraid of
(3) depressed, word (4) reminds, of

Take Action! Listen2 遊園地の園内放送 Take Action! Talk2 話し合い

p.62

Try

- 1** (1) アプリによると、この地域にいくつか
のパン屋があります。
(2) あなたはさしみを食べるべきだと思います。
(3) そのとおりですが、私は魚が食べられ
ません。

p.63

- 2** (1) ウ (2) ア (3) エ (4) イ

p.63

Exercise

- 1** (1) ガイドブックによると、東京にはたく
さんの訪れるべき場所があります。
(2) 動物園に行きませんか。
(3) それはいい考えですが、それは駅から
遠いです。
- 2** (1) エ (2) イ (3) ウ (4) ア
- 3** (1) close (2) feel free to
(3) According to (4) I heard
(5) shows (6) depressed, word

Lesson3

Cranes for Peace

Lesson3 Cranes for Peace Part1

p.64

Warm Up

- (1) ① is used ② were made
- (2) Are these windows opened every day?
- (3) ① When was this song made?
② What sport is liked in Japan?
- (4) Where was this book written?

p.65

Try

- 1** (1) is used (2) was written
(3) are opened (4) were made
- 2** (1) Is the car made in Japan?
(2) These birds weren't seen last month.
- 3** (1) These languages were used ten years ago.
(2) Is soccer played in Australia?
(3) English was not used in Japan.
(4) Where was that car made?
(5) What language is used in Japan?
- 4** (1) Yes, it is. (2) (例) English is.
- 5** (1) This house was built in 2020.
(2) Are these birds seen in Japan?
(3) When was this book written?

p.66

Exercise

- 1** (1) is played (2) was used
(3) are made (4) were written
- 2** (1) Was the book written in 1931?
(2) These singers aren't known in China.
- 3** (1) These computers are used in many countries.
(2) Was this book written thirty years ago?

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- (3) Those windows were not opened yesterday.
- (4) When was this temple built?
- (5) What sport is played here?
- 4** (1) Yes, it is. (2) (例) Soccer is.
- 5** (1) This book is loved in Japan.
(2) Was this library built in 2000?
(3) Where were these cars made?
- 6** (1) ① built ② spoken ③ taken
④ sent
(2) remained (3) is covered with
(4) is known to (5) is made of
(6) information (7) According to
- 7** (1) Is it interesting for Takuya to learn about sports?
(2) Where was that car made?
- 8** (1) This computer is used every day.
(2) Our bikes were made in China.

Lesson3 Cranes for Peace Part2

p.68

Warm Up

- (1) were taken by her
- (2) ① used ② playing
- (3) These movies were made by her last year.
- (4) This room is cleaned by my mother.
- (5) This song was made by him in 1975.

p.69

Try

- 1** (1) is used by (2) was taken by him
(3) are played by them
- 2** (1) loved (2) spoken (3) using
(4) were
- 3** (1) English is spoken by many people.
(2) This room is cleaned by us every day.
(3) These soccer balls are used by him after school.
(4) These bags were made by my mother last month.

- 4** (1) This bike is used by my brother.
 (2) English is spoken by many people in Japan.
 (3) Was this breakfast made by him?
- 5** (1) This room is cleaned by the students.
 (2) These books were written by Natsume Soseki.
 (3) This house was built by my grandfather in 1972.

p.70

Exercise

- 1** (1) is opened by (2) was written by her
 (3) were built by them
- 2** (1) liked (2) sung (3) making (4) was
- 3** (1) London is visited by many people.
 (2) The bird is seen by them in the park.
 (3) These letters were written by my brother last night.
 (4) This cake was made by her yesterday.
- 4** (1) This cake was made by her.
 (2) Soccer is played by many people in Japan.
 (3) Were those pictures taken by her?
- 5** (1) The bird was found by her.
 (2) These computers are used by them.
 (3) This story was written by her in 2022.
- 6** (1) suffered from, life (2) feeling by
 (3) is known to
- 7** (1) Is it interesting for Takuya to learn about sports?
 (2) Where was that car made?
 (3) This bike is used by my brother.
- 8** (1) (例) This is Kinkaku-ji.
 (2) (例) It was built by Ashikaga Yoshimitsu.
 (3) It is visited by many people every year.
 (4) (例) It is beautiful.

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Lesson3 🎵 Cranes for Peace

教科書本文

p.72

Warm Up

- (1) It is a volunteer guide.
 (2) It was dropped there on August 6, 1945.
 (3) Sadako's story did.

解説

- (1)「佐藤さんの仕事は何ですか。」1行目参照。
 (2)「原子爆弾はいつ広島に落とされましたか。」3, 4行目参照。
 on Hiroshima は thereにかえる。
 (3)「何がケイトをショックな気持ちにさせましたか。」8行目参照。

p.73

Try

- 1** (1) ○ (2) × (3) ○
- 2** (1) It was dropped on Hiroshima.
 (2) The Atomic Bomb Dome did.
 (3) Sadako's story did.

解説

- 2** (1)「原子爆弾は1945年8月6日にどこに落とされましたか。」3, 4行目参照。
 (2)「何が1996年に世界遺産になりましたか。」5行目参照。
 (3)「何がケイトに衝撃を与えましたか。」8行目参照。

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Exercise

- 1** destroyed
2 taken
3 It was made by volunteer guides.
4 (1) ボランティアガイド
 (2) 1945年8月6日 (3) 1996年
 (4) (例) 佐々木禎子さんの物語
5 (1) An atomic bomb was.
 (2) It became a World Heritage Site in 1996.
 (3) Sadako's story did.

解説

- 5** (1)「1945年8月6日に、広島に何が落とされましたか。」3, 4行目参照。
- (2)「原爆ドームはいつ世界遺産になりましたか。」5行目参照。
- (3)「何の物語がケイトに衝撃を与えましたか。」8行目参照。

Lesson3 🎯 Cranes for Peace 3-1, 2

p.74

Warm Up

- (1) (例) are used
- (2) ① これらの車は日本で作られました。
- ② These cars were made in Japan.

p.75

Try

- 1** (1) This room is cleaned every day.
- (2) These dogs are not seen here.
- (3) Where are these birds seen?
- (4) These letters were written by her.
- (5) Was this breakfast made by him?
- (6) This dish was bought by my brother yesterday.
- 2** (1) (例) were made in
- (2) (例) is used by
- (3) (例) Was, made by
- 3** 下線部は他の語句でもよい。
- (1) (例) English is used around the world.
- (2) (例) This book was written in 1877.
- (3) These languages are not spoken in Japan.
- (4) (例) These bikes were washed by them.
- (5) This book was written by her three years ago.
- (6) Was this desk made by him two years ago?

解説

- 3** (1) ●●には名詞の単数形または複数形を入れる。be動詞はisまたはareを使う。

p.76

Exercise

- 1** (1) These languages are spoken in India.
- (2) English is not used in the country.
- (3) When was this book written?
- (4) This pen was used by him.
- (5) This picture was not seen by her.
- (6) English is spoken by many people in Japan.
- 2** (1) (例) was written in
- (2) (例) was visited by
- (3) (例) not liked[loved] by
- 3** 下線部は他の語句でもよい。
- (1) The bike is used every day.
- (2) (例) This desk was made in America.
- (3) Is your bike used every day?
- (4) This house was built by her.
- (5) (例) This car is used by him every Saturday.
- (6) The window wasn't opened by Ken this morning.
- 4** (1) background (2) memorial (3) effect
- 5** (1) Sushi is eaten in many countries.
- (2) English and French are spoken in Canada.
- (3) This table is made of steel.
- (4) Is Kyoto visited by many people?

- (5) Is Japanese food eaten by many British people?

解説

- 3** (1) 主語が単数形で「使われています」なので be 動詞は is を使う。
- (2) ●●には地名を入れる。主語が単数形で「作られました」なので be 動詞は was を使う。
- (3) 主語が単数形で「使われていますか」なので be 動詞は is を使う。
- (4) 主語が単数形で「建てられました」なので be 動詞は was を使う。
- (5) 「この」に続く●●には名詞の単数形を入れる。主語が単数形で「使われます」なので be 動詞は is を使う。〈by 人〉のうしろに時を表す語句を続ける。
- (6) 主語が単数形で「開けられませんでした」なので be 動詞は was を使う。〈by 人〉のうしろに時を表す語句を続ける。

Goal Activity 折り鶴にこめられた思い

p.78

Warm Up

- (1) No, she didn't.
- (2) She wished for good health.
- (3) She died when she was (only) twelve.

解説

- (1) 「禎子さんは体育祭のときにとても具合が悪くなりましたか。」3行目参照。
- (2) 「禎子さんは何を願いましたか。」7行目参照。
- (3) 「禎子さんはいつ亡くなりましたか。」9行目参照。

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Try

- 1** (1) × (2) ○ (3) × (4) ×
- 2** (1) She became very sick about a month after the sports day.
- (2) Yes, she did.
- (3) She died when she was (only) twelve.

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解説

- 2** (1) 「禎子さんはいつ、とても具合が悪くなりましたか。」3行目参照。
- (2) 「禎子さんは(よい)健康を願いましたか。」7行目参照。
- (3) 「禎子さんはいつ亡くなりましたか。」9行目参照。

Exercise

- 1** (1) 体育祭の約1か月後 (2) 原子爆弾
(3) 1000羽以上の折り鶴 (4) 12歳
- 2** (1) No, she didn't.
(2) She made over 1,000 cranes.
(3) No, she didn't.
- 3** (1) received, years old
(2) At least, classmates
(3) caused, ended
(4) suffered from, life

解説

- 2** (1) 「禎子さんは爆弾が落とされた約1か月後に、とても具合が悪くなりましたか。」3行目参照。
- (2) 「禎子さんは病院で何を作りましたか。」6～8行目参照。
- (3) 「禎子さんは20歳のときに亡くなりましたか。」9行目参照。

Project 1 旅行プランの提案

p.80

Try

- 1** (1) In the morning, have, for lunch
(2) In the afternoon, by bus, such as
(3) have, for dinner, have a good time with
- 2** ①, ②のどちらか
- ① (例) In the morning, you visit Ginza.
You see *kabuki* there.
In the afternoon, you go to Nihonbashi on foot.
You enjoy shopping.
You have Japanese food such as sushi at night.
You can have a good time with Japanese culture.

Exercise

- ② (例) In the morning, you visit Kyoto.
 You have *soba* for lunch.
 In the afternoon, you enjoy
matcha at the tea ceremony.
 You go to Osaka by train.
 You enjoy *takoyaki* there at
 night.
 You can have a good time with
 Japanese food.

- 1** (1) (例) You go to Tokyo by shinkansen.
 (2) (例) You have *tendon* for lunch.
 (3) (例) You wear a *yukata* in Asakusa.
 (4) (例) You join the festival there.
 (5) (例) At night, you see fireworks.
 (6) You can have a good time with
 Japanese culture.
- 2** (例) On the first day, you visit
 Akihabara.
 You enjoy Japanese anime there.
 You also buy Japanese manga.
 On the second day, you go to
 Ginza.
 You see *kabuki* there.
 You can have a good time with
 Japanese culture.
- 3** (1) ① north ② south ③ west ④ east
 (2) on foot (3) by subway (4) quality
 (5) wide (6) At least, classmates

What Makes Music?

Reading Lesson 1
What Makes Music? 教科書本文①

p.82

Warm Up

- (1) Yes, they are.
(2) It brings music and people together.

解説

- (1) 「ジャンベは結婚式で演奏されますか。」 4 行目参照。
(2) 「リズムは何をまとめますか。」 5 行目参照。

p.83

Try

- 1** (1) × (2) ○
2 (1) They produce three basic sounds.
(2) Yes, it does.

解説

- 2** (1) 「ジャンベをたたくことで、演奏者は何を生み出しますか。」 2 行目参照。
(2) 「リズムは音楽と人々をまとめますか。」 5 行目参照。

p.83

Exercise

- 1** (1) 3つの基本的な音
(2) 結婚式や葬式のような社会的行事のとき
(3) 音楽と人々
2 (1) No, they don't. (2) Yes, they are.
3 (1) comes from (2) produces (3) on foot

解説

- 2** (1) 「演奏者はジャンベをたたくことで3つの複雑な音を生み出しますか。」 2 行目参照。
(2) 「ジャンベは葬式で演奏されますか。」 4 行目参照。

Reading Lesson 1
What Makes Music? 教科書本文②

p.84

Warm Up

- (1) It shares feelings and emotions.
(2) Yes, they can.

解説

- (1) 「メロディーはミュージシャンと聞き手の間で何を共有しますか。」 4, 5 行目参照。
(2) 「人々はコンピュータを使って、彼ら自身の音楽を作り出すことができますか。」 11, 12 行目参照。
this new type of instrumentはコンピュータのことを指す。

p.85

Try

- 1** (1) × (2) ○ (3) ○
2 (1) It shares feelings and emotions.
(2) Yes, they can.

解説

- 2** (1) 「メロディーはミュージシャンや聞き手と何を共有しますか。」 4, 5 行目参照。
(2) 「人々はコンピュータを使って、彼ら自身の音楽を作り出すことができますか。」 11, 12 行目参照。

p.85

Exercise

- 1** コンピュータ
2 (1) メロディー (2) 音楽を作る方法
3 (1) Yes, it does.
(2) They can make their own music with a computer.
4 (1) as well (2) comes to mind, think of
(3) produces

解説

- 3** (1) 「メロディーはミュージシャンや聞き手と、気持ちや感情を共有しますか。」 4, 5 行目参照。

- ■ ■
- (2)「人々は何を使って、彼ら自身の音楽
を作ることができますか。」11, 12行
目参照。
this new type of instrumentはコンピ
ュータのことを指す。

Bollywood Movies

Lesson4 Bollywood Movies Part1

p.86

Warm Up

- (1) The girl taking a picture is Yuki.
- (2) ① The boy playing the guitar is my brother.
② Look at the girl playing tennis.
- (3) Do you know the boy watching TV?

p.87

Try

- 1 (1) writing (2) playing (3) running in
- 2 (1) The boys sitting under the tree are Taku and Ken.
(2) Saki is the student studying with Ken.
- 3 (1) The boy reading a book is my brother.
(2) Do you know the woman talking with Mary?
(3) The girl sleeping under the tree is Kyoko.
(4) Look at the man swimming over there.
(5) There are a lot of girls taking pictures.
(6) Who is the girl playing tennis over there?
- 4 (1) The boy playing tennis is my brother.
(2) Do you know the girl reading a book?
(3) The boy swimming over there is Ken.
(4) Look at the cat sleeping under the tree.

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Exercise

- 1 (1) taking (2) reading (3) swimming in
- 2 (1) The students playing basketball in the gym are my classmates.
(2) Ken is the boy talking with Emi.

- 3 (1) The woman playing tennis is my mother.
(2) Do you know the boy listening to music?
(3) The man studying in the library is Takuya.
(4) Look at the man walking over there.
(5) There are many people practicing baseball.
(6) Who is the boy running over there?

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- 4 (1) The woman playing the piano is my sister.
(2) Do you know the man making[cooking] lunch?
(3) The girl running over there is Mayu.
(4) Look at the dog sitting on the bed.
- 5 (1) produced the most (2) guess
(3) Most, by (4) comes to mind, think of
- 6 (1) ① Where was that car made?
② This bike is used by my brother.
③ The girl sleeping under the tree is Kyoko.
(2) (例) English is.

7 下記より2文

- ・ The man driving a car is Hiroshi.
- ・ The girl playing the guitar is Kate.
- ・ The girl listening to music is Aya.
- ・ The girls playing tennis are Rika and Maki.

Lesson4 Bollywood Movies Part2

p.90

Warm Up

- (1) spoken
- (2) ① made ② using
- (3) The movie made by her is famous.
- (4) This is a picture taken in 1945.
- (5) The temple built by them is beautiful.

p.91

Try

- 1 (1) used (2) running (3) built by

- 2** (1) made (2) swimming (3) told
(4) taking
- 3** (1) Nara is a city visited by many people.
(2) The story written in 1999 is popular.
- 4** (1) Tom received a letter written in English.
(2) That is the picture taken by Aya.
(3) The language spoken in this area is Chinese.
(4) Computers made in Japan are very good.
- 5** (1) This is a picture taken by my grandfather.
(2) The book written by him is interesting.
(3) My brother has a computer made in Japan.
(4) That is a house built in 1930.

p.92

Exercise

- 1** (1) made (2) swimming (3) taken by
2 (1) written (2) running (3) studied
(4) making
- 3** (1) This is a ball used by Aya.
(2) The house built by my grandfather is old.
- 4** (1) Eri bought a bag made in Japan.
(2) Kyoto is a city visited by many people.
(3) The language used in many countries is English.
(4) The books written by her are very interesting.
- 5** (1) That is a house built by my father.
(2) The picture taken by her is famous.
(3) I have a bag made in Canada.
(4) This is a story written in 2022.
- 6** (1) directed (2) half
(3) produced the most
- 7** (1) built by (2) running in

p.93

- 8** 下記より 2 文
- ・ (例) *Kendama* is a Japanese toy played by children.
 - ・ (例) *Mochi* is Japanese food eaten in winter.
 - ・ (例) *Uchiwa* is a Japanese fan used in summer.

Lesson4 Bollywood Movies Part3

p.94

Warm Up

- (1) am happy to win
(2) I am surprised to read the letter.
(3) I was glad to win the game.

p.95

Try

- 1** (1) glad to hear (2) was sad to lose
(3) I'm sorry to
- 2** (1) I am sad to read the story.
(2) I'm excited to win the award.
- 3** (1) I'm glad to see you.
(2) Ken was surprised to hear the news.
(3) They were excited to watch the game.
(4) I was sad to see the movie.

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Exercise

- 1** (1) surprised to win
(2) was excited to watch
(3) I'm happy to
- 2** (1) I am shocked to lose my watch.
(2) I'm disappointed to lose the game.
- 3** (1) I'm glad to see him.
(2) They were surprised to read the book.
(3) We were excited to see the movie.
(4) She was sad to hear the news.
- 4** (1) How (2) shocked (3) spoke to
(4) directed
- 5** (1) built by (2) running in
(3) was sad to lose

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- 6 (1) (例) I'm glad to win the game.
(2) (例) We were surprised to hear the news.

Lesson4 🎵 Bollywood Movies

教科書本文

p.98

Warm Up

- (1) India does. (2) They are made in Hindi.
(3) Yes, he was.

解説

- (1) 「どの国が世界でいちばん多くの映画を作っていますか。」 1～3行目参照。
(2) 「インド映画の約半分は何語で作られていますか。」 7行目参照。
(3) 「ディヌーは花がその映画を気に入ったと知ってうれしかったですか。」 10行目参照。

p.99

Try

- 1 (1) × (2) ○ (3) × (4) ○
2 (1) India does. (2) No, they aren't.
(3) Yes, he was.

解説

- 2 (1) 「アメリカとインドでは、どちらの国がより多くの映画を作っていますか。」 1～3行目参照。
(2) 「インド映画の約半分は英語で作られていますか。」 7行目参照。
(3) 「ディヌーは花がその映画を気に入ったと知ってうれしかったですか。」 10行目参照。

p.99

Exercise

- 1 made
2 (1) インド
(2) ボリウッドムービー[映画]
(3) ヒンディー語
3 (1) No, it doesn't. (2) No, they aren't.
(3) Yes, he was.

解説

- 3 (1) 「アメリカは世界でいちばん多くの映画を作っていますか。」 1～3行目参照。
(2) 「すべてのインド映画はヒンディー語で作られていますか。」 7行目参照。
(3) 「ディヌーは花がその映画を気に入ったと聞いてうれしかったですか。」 10行目参照。

Lesson4 🎵 Bollywood Movies

4-1～3

p.100

Warm Up

- (1) (例) dancing
(2) ① (例) 向こうでテレビを見ている男性は私の父です。
② (例) The man watching TV over there is my father.

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Try

p.101

- 1 (1) The dog running on the beach is Momo.
(2) Can you see the bird flying over there?
(3) is the temple built in 1490.
(4) These are pictures taken in Australia three years ago.
(5) I was glad to talk with him.
(6) I'm sorry to hear that.
2 (1) (例) running (2) (例) made in
(3) (例) I'm, to know
3 下線部は他の語句でもよい。
(1) (例) The girl running over there is my sister.
(2) Look at the swimming dog.
(3) I have a bike made in America.
(4) I found the broken window.
(5) (例) I was glad to win the baseball game.
(6) I was surprised to hear the news.

解説

- 3** (1)「向こうで●●している」は現在分詞を使い、「女の子」のうしろに置く。
 (3)「アメリカ製の」は「アメリカで作られた」。made in + 場所 で「～製の」。
 (5)「●●して」は〈to+動詞の原形〉で、うれしかった理由を表す。
 (6)「その知らせを聞いて」を〈to+動詞の原形〉で表す。

p.102

Exercise

- 1** (1) Do you know the woman playing the piano over there?
 (2) The singing girl is my sister.
 (3) The story written by Akutagawa Ryunosuke is very interesting.
 (4) Look at the broken glass.
 (5) I was sad to know that.
 (6) I'm glad to win the basketball game.

- 2** (1) (例) swimming (2) (例) broken
 (3) (例) I'm, to hear

- 3** 下線部は他の語句でもよい。
 (1) (例) I know the boy playing soccer over there.
 (2) (例) Can you see the running cat?
 (3) (例) This is a car made in Japan.
 (4) Look at that broken car.
 (5) I'm glad to see you.
 (6) (例) I was excited to watch the movie.

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- 4** (1) theater (2) service (3) convenient
5 (1) The woman talking with some students is Ms. Brown.
 (2) Please look at the swimming man.
 (3) I saw a picture taken twenty years ago.
 (4) Do you know that girl playing tennis?
 (5) This watch made in my country is very beautiful.
 (6) That running boy is my brother.
6 (1) (例) 私はそのコンピュータを使って驚きました。

- (2) (例) 私の兄は英語を勉強するためにアメリカに行きました。
 (3) (例) 私はあなたのお姉さんに会いたいです。
 (4) (例) 私の夢は京都に行くことです。
 (5) (例) 何か飲みものを持っていますか。

解説

- 3** (1)「向こうで●●している」は現在分詞を使い、「男の子」のうしろに置く。
 (2)「●●している」は現在分詞を使い、1語なら「ネコ」の前に置く。
 (3)「日本で●●された」は過去分詞を使い、▲▲のうしろに置く。
 文の始めに「これは」とあるので、▲▲には〈a / an + 名詞の単数形〉を入れる。
 (5)「私はあなたに会えてうれしいです」という文を作る。「あなたに会えて」を〈to+動詞の原形〉で表す。
 (6)「●●して」は〈to+動詞の原形〉で、わくわくした理由を表す。

Lesson4 Bollywood Movies Small Talk Plus, Goal Activity

p.104

Try

- 1** (1) I prefer, to (2) First, exciting
 (3) Second, it is, to, with
 (4) Let's enjoy

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- 2** ①, ②のどちらか
 ① (例) I prefer foreign movies to Japanese movies.
 First, Indian movies are fun.
 Second, it is easy to see foreign movies with dubbing.
 Let's see foreign movies.
 ② (例) I prefer Japanese movies to foreign movies.
 First, my favorite actors appear in Japanese movies.
 Second, it is easy to see Japanese movies.
 Let's enjoy Japanese movies.

p.105

Exercise

- 1** (1) I prefer foreign movies to Japanese movies.

- (2) (例) First, my favorite actors appear in foreign movies.
- (3) (例) Second, it is easy to see foreign movies with dubbing.
- (4) Let's enjoy foreign movies.

2 (例) I prefer Japanese movies to foreign movies.
First, it is easy to see Japanese movies.
Second, I love Japanese mystery movies.
Let's enjoy Japanese movies.

3 (1) prefer, to (2) depends on
(3) concentrate on (4) spoke to

Take Action! Listen3 バスのアナウンス

Take Action! Talk3 解決策の提案

p.106

Try

- 1** (1) お手伝いしましょうか。
(2) 劇場に行くのはどうですか。
(3) そのとおりですが、問題があります。

2 (1) ウ (2) イ (3) ア

p.107

Exercise

- 1** (1) 助けが必要ですか。
(2) あのバッグを買うほうがよいです[買うべきです]。
(3) わかりますが、問題があります。
- 2** (1) ア (2) ウ (3) イ
- 3** (1) quarter (2) am sure to
(3) Can I help you
(4) I have a problem (5) Why don't you
(6) concentrate on

Translating Culture

Lesson5 Translating Culture Part1

p.108

Warm Up

- (1) The cat that[which] has blue eyes is Tama.
- (2) that[which] is visited
- (3) The picture which was taken by her is beautiful.
- (4) This is a train that[which] goes to Nagoya.

p.109

Try

- 1** (1) The cat that[which] has big eyes is Ken's.
- (2) I have a dog that[which] can swim well.
- (3) The car that[which] was made in Japan is mine.
- (4) This is a story that[which] is read by many people.
- 2** (1) that[which] runs
- (2) that[which] is visited
- 3** (1) The dog that is on the bed is Pochi.
- (2) This is a bus which goes to Tokyo.
- (3) I want a book that has interesting stories.
- (4) This is the curry which was made by my mother.
- (5) The language that is spoken in the country is English.
- 4** (1) The cat that[which] has blue eyes is Tama.
- (2) That is a bus that[which] goes to Osaka.
- (3) This is a book that[which] was written in 1823.

p.110

Exercise

- 1** (1) This is a bus that[which] goes to Akita.
- (2) The dog that[which] can run very fast is mine.
- (3) This is a museum that[which] was built 50 years ago.
- (4) The computer that[which] is used by my father is new.
- 2** (1) that[which] goes
- (2) that[which] was made[cooked]
- 3** (1) The ball which is under the desk is mine.
- (2) This is a robot that plays soccer.
- (3) I have a book which has a lot of pictures.
- (4) Those are the pictures that were painted by my grandmother.
- (5) The movie which was made by him is interesting.
- 4** (1) The dog that[which] has white hair is Pochi.
- (2) This is a train that[which] goes to Tokyo.
- (3) That is a temple that[which] was built in 1192.
- 5** (1) translate (2) What about
- (3) Can I help you
- 6** (1) ① built by ② was sad to lose
- ③ that[which] is visited
- (2) This is a bus which goes to Tokyo.
- 7** (1) I have a dog that[which] has long hair.
- (2) The picture that[which] was taken by her is beautiful.

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Lesson5 Translating Culture Part2

p.112

Warm Up

- (1) The woman who[that] made dinner yesterday is my mother.

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- (2) ① who[that] plays
② that[which] is used
- (3) The boy who is drawing a picture is Takeru.
- (4) I have a sister who[that] can speak English well.

Try

- 1** (1) I have an uncle who lives in Okinawa.
(2) I know the girl who can play the piano well.
(3) The writer who wrote this book is Natsume Soseki.
(4) The bus which goes to Kanagawa is late.
(5) These girls who are playing tennis are my sisters.
(6) This is a desk which was made by my father.
- 2** (1) who plays (2) who can cook
(3) who is swimming (4) which is visited
- 3** (1) I have a sister who plays the violin.
(2) The man who is using the computer is Mr. Ogawa.
(3) Tom bought a book which was written in Japanese.
(4) I have a friend that can cook very well.
(5) The cat that has blue eyes is Ken's.
- 4** (1) I have a friend who[that] lives in Hokkaido.
(2) The boy who[that] speaks Japanese well is Tom.
(3) I have a brother who[that] can play the piano well.
(4) The man who[that] is listening to music is Mr. Sasaki.

Exercise

- 1** (1) I have a friend who likes art.
(2) I know the woman who can speak Korean.
(3) The woman who bought this bag is my mother.

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- (4) The room which has many windows is mine.
(5) The boy who is talking with our teacher is Tadashi.
(6) This is a computer which is used by my brother.

- 2** (1) who lives (2) who can run
(3) who is playing
(4) which was made[cooked]

- 3** (1) I know the writer who wrote this book.
(2) The boys who are playing tennis are my friends.
(3) I want a car which was made in Japan.
(4) I know a man that can speak English well.
(5) The dog that is on the bed is Pochi.

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- 4** (1) I have a brother who[that] plays soccer well.
(2) The girl who[that] speaks English well is Yuki.
(3) I have a friend who[that] can swim fast.
(4) The woman who[that] is talking with Ken is Ms. Nagano.
- 5** (1) are unfamiliar with (2) deal with
(3) are translated into (4) What about
- 6** (1) ① was sad to lose
② that[which] is visited
③ who[that] plays
(2) ① This is a bus which goes to Tokyo.
② The man who is using the computer is Mr. Ogawa.
- 7** (1) (例) I like Sasaki Mao.
(2) (例) She is a singer who can sing songs well.

Lesson5 Translating Culture Part3

p.116

Warm Up

- (1) ① asked me to open

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- ② told him to study
- (2) ① He told me to practice tennis hard.
- ② Could you ask her to open the door?
- (3) Her mother wants her to be an English teacher.

Try

- 1** (1) want you to study
- (2) tells me to clean
- (3) asked him to open
- (4) asked her to close
- (5) told us to wash
- 2** (1) I want you to study English hard.
- (2) My mother tells me to get up early.
- (3) They asked him to help them.
- (4) Could you ask Tom to wash the car?
- 3** (1) His father wants him to be a baseball player.
- (2) My mother told me to clean my room.
- (3) I asked Tom to help his brother.

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Exercise

- 1** (1) want you to open (2) told her to sit
- (3) asked me to carry
- (4) asked us to open
- (5) tells me to study
- 2** (1) I want you to read this book.
- (2) Our teacher told us to read books.
- (3) We asked him to help her.
- (4) Could you ask Ken to close the windows?
- 3** (1) My mother wants me to be a soccer player.
- (2) My father told me to do my homework.
- (3) I asked Mami to make[cook] dinner.
- 4** (1) wants her to (2) told me to cut off
- (3) asked them to (4) are translated into
- 5** (1) ① that[which] is visited
- ② who[that] plays

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- ③ tells me to clean
- (2) ① This is a bus which goes to Tokyo.
- ② The man who is using the computer is Mr. Ogawa.
- ③ I want you to study English hard.

- 6** (1) (例) My grandfather wanted me to be a doctor.
- (2) (例) Our math teacher tells us to study math.
- (3) Could you ask her to open the window?

Lesson5 Translating Culture 教科書本文

p.120

Warm Up

- (1) She read the same manga in Japanese and English.
- (2) Yes, he/she did. (3) Yes, he does.

解説

- (1)「ジンは昨日、何を読みましたか。」1行目参照。
- (2)「翻訳者は海外の読者のために弁当についての説明を加えましたか。」8, 9行目参照。
- (3)「陸はジンに、そでを衣装から切り落としてほしいですか。」13行目参照。

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Try

- 1** (1) ○ (2) ○ (3) ×
- 2** (1) Yes, she did.
- (2) He/She added an explanation (about *bento*).
- (3) Yes, he does.

解説

- 2** (1)「ジンは昨日、同じ漫画を日本語と英語で読みましたか。」1行目参照。
- (2)「翻訳者は『のだめカンタービレ』の漫画の後ろに何を加えましたか。」5～9行目参照。
海外の読者にとって弁当の文化はなじみがないので、説明を加えた。
- (3)「陸はジンに、そでを上着から切り落としてほしいですか。」13行目参照。

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Exercise

1 (1) (例) 音や独特な表現のおもしろい訳がのっているページ

(2) (例) 文化の説明をする。

(3) そでを上着から切り落とすこと

2 (1) Yes, she did. (2) Yes, he/she did.

(3) No, she doesn't.

解説

2 (1) 「ジンは漫画に音のおもしろい訳を見つけましたか。」 1, 2 行目参照。

(2) 「翻訳者は弁当についての説明を加えましたか。」 8, 9 行目参照。

(3) 「ジンは陸に、そでを上着から切り落としてほしいですか。」 13行目参照。

Lesson5 ♪ Translating Culture

5-1~3

p.122

Warm Up

(1) (例) that[which] goes

(2) ① (例) 野球は多くの人によって愛されるスポーツです。

② (例) Baseball is a sport that[which] is loved by many people.

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Try

1 (1) Kyoto is a city which is visited by many people every year.

(2) Please show me the cat that has blue eyes.

(3) I have an uncle who lives in Akita.

(4) Do you know the boys who are playing basketball?

(5) I want you to come to my house at ten.

(6) Can I ask you to open

2 (1) (例) that[which] is

(2) (例) who[that] has

(3) (例) tells her to

3 下線部は他の語句でもよい。

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Exercise

1 (1) I have a guidebook which is written in English.

(2) Please show me the robot which sings well.

(3) A friend who stays in Australia sent me this e-mail.

(4) Can you see the students who are playing soccer?

(5) She asked me to do her homework.

(6) Will you tell him to call me

2 (1) (例) that[which] goes

(2) (例) who[that] wrote

(3) (例) ask her to

3 下線部は他の語句でもよい。

(1) The dog that[which] has black hair is Pochi.

(2) Baseball is a sport that[which] is loved by many people.

(3) (例) I have a brother who[that] plays the piano.

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- (4) (例) Can you see the girl who[that] is playing the guitar now?
- (5) (例) His sister asked him to carry his bag.
- (6) (例) My mother always tells me to clean my room.

- 4** (1) translation (2) unique
(3) explanation
- 5** (1) I want a guidebook which has a lot of pictures.
(2) The novel which was written by him is interesting.
- 6** (1) イ (2) ウ (3) イ (4) ア
- 7** (1) My friends told him to go to the park.
(2) My sister wanted me to write letters.
(3) Could you ask him to carry his bag?
(4) Our teacher always tells us to study hard.

解説

- 3** (3) 「私には●●する兄がいます」という文を作る。先行詞は「兄」なので who[that]を使う。
関係代名詞のうしろに動詞を続ける。
- (4) 「見えますか」なので疑問文を作る。先行詞は「女の子」なので who[that]を使う。
関係代名詞のうしろに〈be動詞+動詞のing形〉を続ける。
- (5) 「人に●●するように頼む」は〈ask 人 to+動詞の原形〉。過去の文なので asked。
「人」にはhimが入り、「●●するように」を〈to+動詞の原形〉で表す。
- (6) 「私の母はいつも私に●●するように言います」は〈tell 人 to+動詞の原形〉を使う。
3人称単数現在形の文なので tells。
「いつも言う」なので always は一般動詞の前に置く。
「人」にはmeが入り、「●●するように」を〈to+動詞の原形〉で表す。

Lesson5 Translating Culture Small Talk Plus, Goal Activity

p.126

Warm Up

Yes, I do.

解説

「あなたは1つのコマ漫画を英語に翻訳しなければなりませんか。」3行目参照。

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Try

- 1** (1) ○ (2) ○
- 2** No, I don't.

解説

- 2** 「あなたは10月1日までに、漫画の翻訳をウェブサイトを通して送らなければなりませんか。」3～5行目参照。

p.127

Exercise

- 1** someone who can translate the manga strips
- 2** コマ漫画の翻訳を10月10日までに送る
- 3** Yes, I do.
- 4** (1) someone (2) is able to
(3) wants her to

解説

- 3** 「あなたは10月10日までに、漫画の翻訳を送る必要がありますか。」3～5行目参照。

Take Action! Listen4 ラジオニュース Take Action! Talk4 話し合い

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Try

- 1** (1) 寝る時間です。
(2) 明日の朝、私を起こしてくださいませんか。
(3) よろしい。

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- 2** (1) イ (2) ウ (3) エ (4) ア

p.129

Exercise

- 1** (1) 代わりに夕食を作ります。

(2) 今夜テレビゲームをしてもよいですか。

(3) あなたは今日、公園に行くことができません。

2 (1) エ (2) イ (3) ア (4) ウ

3 (1) tonight (2) Dad is that OK

(3) I'll, instead, All right (4) Can I

(5) It's time to (6) is able to

Being Fair

Lesson6 Being Fair Part1

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Warm Up

- (1) ① which ② that ③ who
 (2) This is the park that[which] I visit every day.
 (3) The book that I read yesterday was interesting.

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- (4) The girl that I saw yesterday is his sister.

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Try

- 1** (1) that (2) which (3) who
2 (1) that[which] she made (2) that I saw
3 (1) The pizza which my brother made for lunch was delicious.
 (2) Ms. Kato is a teacher that everyone respects.
 (3) The man that we saw in the park is Mr. Tanaka.
 (4) These are the rice balls which my sister made this morning.
4 (1) She is a singer that everyone knows.
 (2) The curry that we ate yesterday was delicious.
 (3) The place which I want to visit is Hokkaido.
 (4) The dog that has black eyes is Pochi.
5 (1) This is a picture that[which] I took in Japan.
 (2) That is a singer that my sister likes.
 (3) The woman that you saw yesterday is my mother.

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Exercise

- 1** (1) that (2) which (3) who
2 (1) that I saw (2) that[which] I read
3 (1) The present which my father gave to me was great.

- (2) She is a girl that everyone likes.
 (3) The man that we helped at the station looked tired.
 (4) This is the pen which I lost yesterday.

- 4** (1) This is the computer that my brother bought last week.

- (2) The woman that I saw yesterday is Eri.
 (3) That is the museum which I want to visit.
 (4) I have a sister that likes cooking.

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- 5** (1) This is a car that[which] he bought in Japan.

- (2) This is an actor that Kaori loves.
 (3) The man that I saw last night is Tom.

- 6** (1) I mean (2) am aware of
 (3) It's time to

- 7** (1) ① who[that] plays ② that I saw
 (2) ① The man who is using the computer is Mr. Ogawa.
 ② I want you to study English hard.
 ③ She is a singer that everyone knows.

- 8** (1) (例) *Kokoro* is a book that is loved in Japan.
 (2) (例) It is a book that Natsume Soseki wrote.

Lesson6 Being Fair Part2

p.134

Warm Up

- (1) ① I wanted ② Ken took ③ she uses
 (2) ① This is the car I bought.
 ② The cake you made yesterday was delicious.
 (3) She is the soccer player Takuya likes the best.

p.135

Try

- 1** (1) he wants (2) Ken wrote (3) he took
2 (1) Emi read (2) Lisa took
 (3) she wrote

- 3** (1) That is the house we built.
 (2) The movie I saw yesterday was interesting.
 (3) Mao is the woman everyone likes very much.
 (4) The place I want to visit is Nara.
 (5) Winter is the season I like the best.
- 4** (1) This is a temple Ashikaga Yoshimitsu built.
 (2) He is the baseball player Ken likes the best.
 (3) The car my father bought is very big.

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Exercise

- 1** (1) I want (2) he bought (3) she spoke
2 (1) I bought (2) he wrote (3) he uses
3 (1) She is the woman we respect.
 (2) The boy he saw yesterday is Tom.
 (3) This is the cat Ken likes very much.
 (4) The country I want to visit is China.
 (5) The sport Tom likes the best is soccer.
- 4** (1) That is a house my father built.
 (2) The girl you saw in the library is Yuki.
 (3) The story I read is very interesting.

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- 5** (1) What else (2) am aware of
6 (1) ① that I saw ② Lisa took
 ③ she wrote
 (2) ① I want you to study English hard.
 ② She is a singer that everyone knows.
 ③ The place I want to visit is Nara.
- 7** (1) (例) Kinkaku-ji is a temple Ashikaga Yoshimitsu built.
 (2) (例) It is a temple many people visit every year.

Lesson6 Being Fair 教科書本文

p.138

Warm Up

- (1) No, they can't. (2) No, he doesn't.

- (3) Because Dinu doesn't eat beef or pork.

解説

- (1) 「左利きの人々は右利きの人々用にデザインされた製品を簡単に使うことができますか。」 1, 2 行目参照。
 (2) 「ディヌーは牛肉や豚肉を食べますか。」 7 行目参照。
 (3) 「なぜ彼らはピザを作るためにとり肉を買うのでしょうか。」 6, 7 行目参照。

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Try

- 1** (1) ○ (2) ○ (3) ○
2 (1) No, they can't.
 (2) Because Dinu doesn't eat beef or pork.
 (3) Yes, he/she does.

解説

- 2** (1) 「左利きの人々は右利きの人々用にデザインされた製品を簡単に使うことができますか。」 1, 2 行目参照。
 (2) 「なぜアリスとマークはピザを作るためにとり肉を手に入れるのでしょうか。」 6, 7 行目参照。
 (3) 「アリスの友だちの 1 人は卵アレルギーがありますか。」 10 行目参照。

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Exercise

- 1** 左利きの人々が簡単に使うことができない製品
2 (1) おたま、はさみ、ギター、改札 (順不同)
 (2) ディヌーが牛肉と豚肉を食べないから。
 (3) アリスの友だちの 1 人は卵アレルギーがあるから。
- 3** (1) No, he can't. (2) Yes, they will.
 (3) No, they don't.

解説

- 3** (1) 「マークは右利きの人々用にデザインされたおたまを簡単に使うことができますか。」 1～3 行目参照。3 行目でアリスが「マークがよくそれらと戦っている」と言っていることから、マークは左利きであることがわかる。

(2)「アリスとマークはピザにとり肉を使いますか。」6, 7行目参照。

(3)「アリスとマークはケーキに卵を使いますか。」9, 10行目参照。

Lesson6 🎵 Being Fair 6-1, 2

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Warm Up

(1) (例) that[which], watched

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(2) ① (例) 野球は彼がいちばん好きなスポーツです。

② (例) Baseball is the sport that [which] he likes the best.

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Try

- 1** (1) I know the woman that you saw in the library.
(2) that we like the best is Mr. Okamoto.
(3) This is the picture that I took in Okinawa.
(4) that I want to visit in the future is Brazil.
(5) This is the cap I bought yesterday.
(6) This is the movie I wanted to watch.

- 2** (1) (例) that, is talking
(2) (例) which, can speak
(3) (例) I like

3 下線部は他の語句でもよい。

- (1) The woman that we saw yesterday is our new English teacher.
(2) (例) This is the picture which I took yesterday.
(3) (例) English is the subject that I like the best.
(4) Who is the teacher that you like the best?
(5) (例) The cap he bought yesterday is very cool.
(6) What is the sport you like the best?

解説

3 (2)「●●した」なので一般動詞の過去形を使う。
「これは」なので、▲▲には名詞の単数形が入る。

(3) ●●には科目名を入れる。

(5) ●●には名詞の単数形が入る。
▲▲には「おもしろい」「大きい」など、●●の性質・特徴を表す語を入れる。
「とても」veryは▲▲の前に置く。

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Exercise

- 1** (1) The boy that we saw in the park is Andy.
(2) I know the baseball player that she likes the best.
(3) That is a house which my grandfather built last year.
(4) which he wants to visit is Hakata.
(5) This is a picture I took there.
(6) The subject my sister likes the best is math.

- 2** (1) (例) that, saw
(2) (例) which, bought
(3) (例) I bought

3 下線部は他の語句でもよい。

- (1) The man that you saw last night is our math teacher.
(2) (例) That is a computer which we can use.
(3) He is the singer that we like the best.
(4) What is the sport that[which] you like the best?
(5) (例) Basketball is the sport he likes the best.
(6) What is the subject you like the best?

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4 (1) fair (2) allergy

- 5** (1) I know the boy that you saw yesterday.
(2) Ms. Miller is a teacher who lives in Australia.
(3) The house which stands near the park is very big.

- (4) The sport which Tom likes the best is soccer.

6 ア, エ

解説

- 3 (2) 「●●できる」なので〈can+動詞の原形〉を使う。
「あれが」なので, ▲▲には名詞の単数形が入る。
- (5) ●●には科目名やスポーツ名, 人名などを入れる。
▲▲には●●に合わせて名詞の単数形が入る。
- (6) 「何があなたがいちばん好きな科目ですか」という文を作る。
まず「何が科目ですか」を作ると
What is the subject? となる。
次にthe subjectを説明する「あなたがいちばん好きな」を続ける。

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Exercise

- 1 (1) みんなに同じ資源と機会を与えること
(2) それぞれの人に, 彼らが必要とする的確な資源や機会を与えること
- 2 (1) Yes, it is. (2) Yes, they do.
- 3 (1) result seems (2) middle
(3) What else

解説

- 2 (1) 「公平であるための方法の1つは, みんなに同じ資源と機会を与えることですか。」1行目参照。
- (2) 「その2枚の写真は, 公平であるための方法の1つとはそれぞれの人に, 彼らが必要とする的確な資源や機会を与えることであると示していますか。」6, 7行目参照。

Goal Activity 「公平」とは何か

p.144

Warm Up

- (1) Yes, it is. (2) No, they don't.

解説

- (1) 「公平であるための方法の1つは, みんなに同じ資源と機会を与えることですか。」1行目参照。
- (2) 「その2枚の写真は, 公平であるための方法の1つとはみんなに同じ資源と機会を与えることであると示していますか。」6, 7行目参照。

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Try

- 1 (1) × (2) ×
- 2 (1) Yes, it does. (2) Yes, it is.

解説

- 2 (1) 「5枚のクッキーを2人の子どもたちに分ける例は, 公平であるための方法の1つがみんなに同じ資源と機会を与えることであると示していますか。」1~5行目参照。
- (2) 「公平であるための方法の1つはそれぞれの人に, 彼らが必要とする的確な資源や機会を与えることですか。」6, 7行目参照。

p.146

Try

- 1 (1) the best for (2) helps you
(3) If you don't turn, within
(4) now on sale

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2 ①, ②のどちらか

- ① (例) This light is the best for children.
This light helps them go to bed early.
If they don't turn it off by nine o'clock, it starts to ring.
This new light is now on sale.
- ② (例) This light is the best for people who cannot wake up on time.
You can use this light as an alarm clock.
If you don't turn it off within a minute, it moves around.
You can buy it at a discount.

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Exercise

- 1 (1) This alarm clock is the best for children.
- (2) (例) This clock helps them wake up on time.

(3) (例) If they don't turn it off within a minute, it moves around.

(4) (例) You can buy it at a discount.

2 (例) This light is the best for people who want to sleep well.
This light helps you sleep well every night.
If you turn it off, it plays the comfortable music.
This light is now on sale.

3 (1) at a discount (2) now on sale

(3) might, bedroom

(4) Although, within (5) result seems

Reading Lesson2

I Have a Dream

Reading Lesson2

I Have a Dream 教科書本文①

p.148

Warm Up

- (1) Yes, they were. (2) No, they couldn't.
(3) He told her to give up her seat.

解説

- (1)「1960年代まで、黒人の生活は多くの法律によって支配されていましたか。」2行目参照。
(2)「アメリカの黒人はすべてのトイレを使うことができましたか。」2, 3行目参照。
3行目のtheyはアメリカの黒人を指す。
(3)「そのバスの運転手はローザ・パークスさんに何をするように言いましたか。」6, 7行目参照。
7行目のyourはherにかえる。

p.149

Try

- 1 (1) ○ (2) ○ (3) ○
2 (1) Yes, they were.
(2) No, they couldn't.
(3) He told her to give up her seat.

解説

- 2 (1)「1960年代まで、アメリカの黒人の生活は多くの法律によって制限されていましたか。」2行目参照。
(2)「アメリカの黒人はすべてのバスの席を利用することができましたか。」4行目参照。
4行目のtheyはアメリカの黒人を指す。
(3)「そのバスの運転手はローザ・パークスさんに何を手放すように言いましたか。」6, 7行目参照。

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Exercise

- 1 (1) トイレ、水飲み器、バスの席
(順不同)
(2) 彼女の席を手放すように言われた。

- 2 (1) No, they couldn't. (2) Yes, she was.

- 3 (1) public, filled up
(2) law controlled, section (3) or
(4) Although, within

解説

- 2 (1)「アメリカの黒人はすべての水飲み器を使うことができましたか。」3, 4行目参照。
3行目のtheyはアメリカの黒人を指す。
(2)「ローザ・パークスさんは警察によって逮捕されましたか。」8行目参照。

Reading Lesson2

I Have a Dream 教科書本文②

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Warm Up

- (1) They stopped riding city buses.
(2) It was changed on December 21, 1956.

解説

- (1)「モントゴメリーの人々は正義を求めて戦うために何をしましたか。」2, 3行目参照。
(2)「モントゴメリーで法律はいつ変えられましたか。」5, 6行目参照。

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Try

- 1 (1) ○ (2) ○
2 (1) They stopped riding city buses.
(2) He won it in 1964.

解説

- 2 (1)「モントゴメリーの人々は正義を求めて戦うために何をやめましたか。」2, 3行目参照。
(2)「キング牧師はいつノーベル平和賞を受賞しましたか。」16行目参照。

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Exercise

- 1 (1) (例) みんながどの席にでも自由に座ることができるようになった。
(2) (例) 白人の子どもたちと姉妹や兄弟のように手を取り合うことができるようになった。

- ■ ■
- 2** (1) He made a great speech (from the steps of the Lincoln Memorial).
(2) He did it in 1963.

- 3** (1) are free to, anywhere
(2) made a speech, success
(3) public, filled up

解説

- 2** (1) 「キング牧師は1963年に何をしましたか。」 9, 10行目参照。
(2) 「キング牧師はいつ, ワシントンで演説をしましたか。」 9, 10行目参照。

Design for Change

Lesson7 Design for Change
Part1

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Warm Up

- (1) ① had, would buy
② weren't, could come
- (2) If I lived near the lake, I would go fishing every day.
- (3) (例) I would read many books.
- (4) If I didn't have English homework, I could play soccer.

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Try

- 1** (1) were (2) could
- 2** (1) had, could sleep (2) had, would go
(3) there were, would walk
(4) weren't, could go
(5) didn't have, would play
- 3** (1) If I had free time, I would read this book.
(2) If we lived near the park, we could play soccer every day.
(3) If there were a lake in my town, I would go fishing.
- 4** (例) I would buy a car.
- 5** (1) If I had much money, I could buy this car.
(2) If I didn't have a lot of homework, I would play video games.

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Exercise

- 1** (1) had (2) would
- 2** (1) had, could buy (2) had, would play
(3) there were, could practice
(4) weren't, would go
(5) didn't have, could play

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- 3** (1) If I had enough time, I would practice the piano.
(2) If I had a car, I could go camping on Sunday.
(3) If there were a TV in this room, I could watch the baseball game.
- 4** (例) I would watch TV at home.
- 5** (1) If I had a hundred million yen, I could buy this house.
(2) If I didn't have math homework, I would play soccer.
- 6** (1) would (2) machine, could, trash
(3) Exactly (4) are free to, anywhere
- 7** (1) ① Lisa took ② she wrote
(2) ① She is a singer that everyone knows.
② The place I want to visit is Nara.
(3) (例) I would buy a car.
- 8** (1) (例) If I had enough time, I would read many books.
(2) (例) If I didn't have a lot of homework, I could go fishing.
(3) If you had a hundred million yen, what would you do?

Lesson7 Design for Change
Part2

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Warm Up

- (1) ① wish, had ② wish, could speak
- (2) I wish he didn't have a lot of homework today.
- (3) I wish it were rainy today.

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Try

- 1** (1) had (2) were (3) could
- 2** (1) wish, knew (2) wish, were
(3) wish, could eat[have]
(4) wish, didn't have
- 3** (1) I wish I had more time.
(2) I wish he could speak English.
(3) I wish Miki were in the park now.

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- (4) I wish Maki didn't have a lot of work today.
- 4** (1) I wish it were sunny today.
- (2) I wish I didn't have a lot of homework.
- (3) I wish I could speak English well.

Exercise

- 1** (1) knew (2) were (3) could
- 2** (1) wish, had (2) wish, were
- (3) wish, could play
- (4) wish, didn't know
- 3** (1) I wish you liked the movie.
- (2) I wish my brother could play soccer.
- (3) I wish it were sunny now.
- (4) I wish I didn't have a lot of homework today.
- 4** (1) I wish it were sunny now.
- (2) I wish I didn't have math homework.
- (3) I wish I could use a computer well.

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- 5** (1) wish, could (2) looks like
- (3) encouraged her to (4) so that
- (5) instead of (6) machine, could, trash
- 6** (1) ① she wrote
- ② wish, could eat[have]
- (2) The place I want to visit is Nara.
- (3) (例) I would buy a car.
- 7** (1) (例) I wish I were a cat.
- (2) (例) I wish I could play soccer very well.

Lesson7 Design for Change Part3

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Warm Up

- (1) ① I were, would go
- ② were, wouldn't go
- (2) If there were a river, we could go fishing every day.
- (3) If I were you, I would go to Kyoto.

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Try

- 1** (1) I were, would study
- (2) were, wouldn't go
- (3) were, could read (4) had, would buy
- 2** (1) If I were you, I would buy the book.
- (2) If it were sunny now, we could play outside.
- (3) If there were a park, we could play soccer every day.
- (4) If I had free time, I would go fishing.
- 3** (1) If it were sunny today, we would go fishing.
- (2) If I were you, I would visit Okinawa.
- (3) If I were you, I wouldn't buy the computer.

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Exercise

- 1** (1) were, would go
- (2) were, wouldn't play
- (3) were, could play
- (4) had, could watch
- 2** (1) If I were you, I would believe him.
- (2) If it were sunny today, I could go swimming in the sea.
- (3) If there were a library, we could read a lot of books.
- (4) If she had enough time, she would practice the piano.
- 3** (1) If it were sunny today, I would go skiing.
- (2) If I were you, I would practice soccer.
- (3) If I were you, I wouldn't read the book.

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- 4** (1) line up (2) wouldn't (3) so that
- 5** (1) ① wish, could eat[have]
- ② I were you, would study
- (2) (例) I would buy a car.
- 6** (1) (例) If I were a bird, I would fly in the sky.
- (2) (例) If I were you, I would buy the car.

- (3) (例) If I were you, I wouldn't go to the party.

Lesson7 Design for Change 教科書本文

p.164

Warm Up

- (1) Yes, he did. (2) They look like a piano.
(3) She would put footprint stickers on the floor.

解説

- (1) 「陸は巨大な赤いごみ箱を思いつきましたか。」 1, 2 行目参照。
(2) 「その階段は何のように見えますか。」 7 行目参照。
(3) 「もしケイトが陸なら、彼女は何をするでしょうか。」 12行目参照。

p.165

Try

- 1 (1) × (2) ○ (3) ○ (4) ○
2 (1) Yes, she did. (2) Yes, they do.
(3) She would put footprint stickers on the floor.

解説

- 2 (1) 「ケイトはバスケットボールのゴールがついたごみ箱を思いつきましたか。」 4, 5 行目参照。
(2) 「その階段はピアノのように見えますか。」 7 行目参照。
(3) 「もしケイトが陸の立場なら、彼女は何をするでしょうか。」 12行目参照。

p.165

Exercise

- 1 (例) 自分のふるまいを変えること
2 (1) 巨大な赤いごみ箱
(2) それぞれの段で音が鳴る
(3) 床に足あとのシールをはる
3 (1) He came up with huge red trash cans.
(2) Yes, it does. (3) Yes, she would.

解説

- 3 (1) 「陸はどんなごみ箱を思いつきましたか。」 1, 2 行目参照。

- (2) 「その階段のそれぞれの段は音が鳴りますか。」 7 行目参照。
(3) 「もしケイトが陸なら、ケイトは床に足あとのシールをはるでしょうか。」 12行目参照。

Lesson7 Design for Change 7-1~3

p.166

Warm Up

- (1) (例) If, didn't
p.167 (2) ① (例) もし十分な時間があれば、私は海外を旅行するだろうに。
② (例) If I had enough time, I would travel abroad.

p.167

Try

- 1 (1) If I didn't have a lot of homework, I could go with you.
(2) If I had enough time, I could eat breakfast.
(3) I wish I were a bird.
(4) I wish I could run faster than Bob.
(5) If I were you, I would do my homework first.
(6) If it were not rainy, we could swim in the sea.
2 (1) (例) If, didn't, could
(2) (例) I could
(3) (例) weren't, would
3 下線部は他の語句でもよい。
(1) If I had a brother, I would play soccer together.
(2) (例) If I had much money, I could buy some cars.
(3) (例) I wish it were sunny today.
(4) (例) I wish I could speak English well.
(5) If it were rainy today, I couldn't go to the sea.
(6) (例) If I were you, I would study hard.

解説

- 3** (2) 「●●できるだろうに」は〈could + 動詞の原形〉で表す。
- (3) 「～ならばよいのに」はI wish～。天気を表す主語はitを使う。●●には天気を表す語を入れる。
- (4) 「～ならばよいのに」はI wish～。 「●●できれば」は〈could + 動詞の原形〉で表す。
- (5) 天気を表す主語はitを使う。「～できないだろうに」は〈couldn't + 動詞の原形〉で表す。
- (6) 「●●するだろうに」は〈would + 動詞の原形〉で表す。

p.168

Exercise

- 1** (1) If I had a brother, I would play basketball together.
- (2) If I had a lot of homework, I couldn't play tennis with you.
- (3) I wish Mary were in Japan now.
- (4) I wish she didn't know that.
- (5) If I were a bird, I could fly to the island.
- (6) If you were a cat, what would you do?

- 2** (1) (例) If, had (2) (例) it were
- (3) (例) were, would

- 3** 下線部は他の語句でもよい。

- (1) If I had a dog, I would walk together.
- (2) (例) If I had a lot of money, I would buy some computers.
- (3) (例) I wish I were a cat.
- (4) (例) I wish I could play the piano well.
- (5) If it were sunny today, I could play baseball.
- (6) (例) If I were a bird, I would fly in the sky.

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- 4** (1) make a sound (2) healthy
- (3) nervous

- 5** (1) (例) I would buy a car.
- (2) (例) I would practice basketball.

- 6** (1) I wish Tom didn't play soccer so hard.
- (2) I wish I could play the guitar better than Takeshi.
- (3) If I were you, I would travel to Kyoto.
- (4) If it were sunny today, we could go camping.

解説

- 3** (2) 「もし私がたくさんのお金を持っていれば、私は●●するだろうに。」という文を作る。
- 「●●するだろうに」は〈would + 動詞の原形〉で表す。
- (3) 「～ならばよいのに」はI wish～。 ●●には例えば〈a/an + 動物、物を表す語句〉を入れる。
- (4) 「～ならばよいのに」はI wish～。 「●●できれば」は〈could + 動詞の原形〉で表す。
- (6) 「もし私が鳥ならば、私は●●するだろうに。」という文を作る。
- 「●●するだろうに」は〈would + 動詞の原形〉で表す。

Lesson7 Design for Change S, GA, L5

p.170

Warm Up

- (1) They have put out trash cans.
- (2) No, they can't.

解説

- (1) 「ごみの問題を解決するために、彼らは何を設置しましたか。」 2, 3行目参照。
- (2) 「それらの家がアニメに出てきたので、観光客は個人の家の写真をとってもよいですか。」 9, 10行目参照。

p.171

Try

- 1** (1) × (2) ○

- 2** (1) Yes, they have.
- (2) They have created parking areas (near the entrance to the street).

解説

- 2** (1) 「ごみの問題を解決するために、彼らはごみ箱を設置しましたか。」 2, 3 行目参照。
- (2) 「自転車についての問題を解決するために、彼らは何を作りましたか。」 5, 6 行目参照。

p.171

Exercise

- 1** (例) 人々がいまだに店の前に自転車をとめてしまうこと。
- 2** (1) (例) 軽食や菓子を売る店の近くにたくさんのごみがあること。
- (2) (例) 人々がいまだに店の前に自転車をとめてしまうこと。
- 3** (1) Yes, they have.
- (2) They want to take pictures of houses that appeared in the anime.
- 4** (1) grandchildren (2) in front of
- (3) line up

解説

- 3** (1) 「自転車についての問題を解決するために、彼らは駐輪場を作りましたか。」 5, 6 行目参照。
- (2) 「観光客は何の写真を撮りたいのですか。」 9 行目参照。

For Our Future

Lesson8 For Our Future Part1, 2

p.172

Warm Up

- (1) ① what she wants ② who he is
 (2) ① I don't know when he studies English.
 ② Can you show me where Kana will go?
 (3) Do you know why she practices soccer every day?

p.173

Try

- 1** (1) who he is (2) why she likes
 (3) when she bought
 (4) what time he will
2 (1) what time it is
 (2) when she visited
3 (1) I don't know why he does such a thing.
 (2) Do you know where she went?
 (3) Can you tell me when he will go to Tokyo?
 (4) I will show you what that is.
4 (1) Do you know what Aya likes?
 (2) Do you know what time she will leave?
 (3) I will tell you where Mika is.
 (4) Please tell us when Ken went to the park.
5 (1) I know why you are happy.
 (2) Do you know where he goes every day?
 (3) Please tell me what Maki bought.

p.174

Exercise

- 1** (1) what time it is (2) what Tom eats
 (3) when Tom went (4) where he will
2 (1) what that is

(2) where Tomo went

- 3** (1) Do you know how Lisa comes to school?
 (2) I don't know when Emi came.
 (3) I will show you where they will go.
 (4) Please tell me what this is.
4 (1) I don't remember where he lives.
 (2) Do you know what time he will come here?
 (3) I will tell you when his birthday is.
 (4) Please tell me why she came to Japan.
5 (1) I know who that boy is.
 (2) Do you know what Maki eats every day?
 (3) Please tell me when he left home.
6 (1) keep up with, do my best
 (2) was accepted, a bit
 (3) compare, with (4) such a
 (5) figure out (6) in front of
7 (1) ① wish, could eat[have]
 ② I were you, would study
 (2) ① I don't know why he does such a thing.
 ② Do you know where she went?
 (3) (例) I would buy a car.
8 (1) I know what time it is now.
 (2) Do you know when Tom came here?

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Lesson8 For Our Future 教科書本文

p.176

Warm Up

- (1) Yes, she is. (2) No, she isn't.
 (3) To deepen his connections with others.

解説

- (1) 「花はアメリカのサッカーの専門学校に行く予定ですか。」 1 行目参照。
 (2) 「花にとってその専門学校で多くの才能がある選手について行くのは簡単ではないので、花はワクワクしているのですか。」 4, 5 行目参照。花は少し心配になっている。

- (3)「なぜディヌーは外国語を学ぶのですか。」7行目参照。ディヌーのことについての質問なので、ourをhisにかえる。

p.177

Try

- 1** (1) × (2) ○ (3) ○ (4) ×
- 2** (1) Because it won't be easy for her to keep up with many talented players at the academy.
- (2) No, he didn't. (3) Yes, he does.

解説

- 2** (1)「なぜ花は少し心配なのですか。」4, 5行目参照。
- (2)「ディヌーは最初、友だちが何を言っているか理解していましたか。」7, 8行目参照。
- (3)「ディヌーはほかの人々との関係を深めるために外国語を学びますか。」7行目参照。

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Exercise

- 1** why you look so excited
- 2** たくさんの才能がある選手たち
- 3** (例) ディヌーが最初日本に来たとき、自分の友だちが何について話しているのかいつも理解できるとは限らなかったこと
- 4** (1) アメリカのサッカーの専門学校に進学する。
- (2) 自分自身をほかの人々と比べるべきではない。
- (3) ほかの人々との関係を深めるため。
- 5** (1) No, she wasn't. (2) Yes, she does.
- (3) To deepen his connections with others.

解説

- 5** (1)「花は日本のサッカーの専門学校に受け入れられましたか。」1行目参照。
- (2)「ジンは、花は自分自身をほかの人々と比べるべきではないと考えていますか。」6行目参照。
- (3)「なぜディヌーは日本語を学ぶのですか。」7行目参照。

Lesson8 ♫ For Our Future 8-1, 2

p.178

Warm Up

- (1) (例) what time, will get
- (2) ① (例) あなたは彼らがどこで野球をするつもりか知っていますか。
- ② (例) Do you know where they will play baseball?

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Try

- 1** (1) I know who that boy is.
- (2) Do you know when she left Japan?
- (3) I don't know why she will go to Canada.
- (4) I will show you where you are.
- (5) Can you tell me what time Beth gets up every morning?
- (6) Please tell me where Ken will go.
- 2** (1) (例) when, came (2) (例) where, is
- (3) (例) what, eat
- 3** 下線部は他の語句でもよい。
- (1) Do you know what this is?
- (2) Do you know what time Mayu will come here?
- (3) I don't know where my sister went yesterday.
- (4) (例) I will tell you where you are now.
- (5) Can you tell me what time it is now?
- (6) (例) Please tell me when Masaki comes to school every day.

解説

- 3** (1)「あなたはこれが何だか知っていますか」という文を作る。
- 「これが何だか」What is this? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

- (2) 「あなたはマユが何時にここに来るつもりか知っていますか」という文を作る。
「マユが何時にここに来るつもりか」
What time will Mayu come here? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。動詞 come は will come になる。

- (3) 「私は私の妹が昨日どこに行ったのか知りません」という文を作る。
「私の妹が昨日どこに行ったのか」
Where did my sister go yesterday? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。動詞 go は went になる。

- (4) 「あなたが今どこにいるか」 Where are you now? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

- (5) 「私に～を教えてくださいませんか」は Can you tell me ～?。～に「今何時か」を入れる。
What time is it now? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

- (6) 「私に～を教えてくださいませんか」は Please tell me ～。～に「マサキが毎日いつ●●するか」を入れる。
When does Masaki ●● [動詞の原形] ～ every day? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

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Exercise

- 1** (1) I don't know what this is.

- (2) Do you know why Kenta practices soccer

- (3) Do you know when he will move there?

- (4) I will tell you where the station is.

- (5) Could you tell me what time it is now?

- (6) Please show us where we are

- 2** (1) (例) where, goes

- (2) (例) where, am

- (3) (例) what time, is

- 3** 下線部は他の語句でもよい。

- (1) I don't know who that man is.

- (2) (例) Do you know when Tom will study English?

- (3) I don't know why my brother went to the park.

- (4) (例) I will tell you where her house is.

- (5) Can you tell me how much this book is?

- (6) Please tell us what this is.

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- 4** (1) talented (2) Besides (3) research

- 5** (1) how old she is (2) where he lives

解説

- 3** (1) 「私はあの男性がだれなのか知りません」という文を作る。
「あの男性がだれなのか」 Who is that man? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

- (2) 「トムがいつ●●するつもりか」
When will Tom ●● [動詞の原形] ～? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。動詞は〈will＋動詞の原形〉になる。

- (3) 「私は私の兄がなぜ公園に行ったのか知りません」という文を作る。
「私の兄がなぜ公園に行ったのか」
Why did my brother go to the park? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。動詞 go は went になる。

- (4) 「彼女の家がどこなのか」 Where is her house? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

- (5) 「私に～を教えてくださいませんか」は Can you tell me ～?。～に「この本がいくらなのか」を入れる。
How much is this book? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

- (6) 「私たちに～を教えてくださいませんか」は Please tell us ～。～に「これが何なのか」を入れる。
What is this? の語順を〈疑問詞＋主語＋動詞〉に並べかえる。

Goal Activity ① 私が外国語を学ぶわけ

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## Warm Up

- (1) To communicate within the team and with local doctors.

- (2) Yes, they are. (3) She used Korean.

## 解説

- (1) 「なぜその医師は英語を使うのですか。」  
2 行目参照。

- (2)「その医師にとって、外国語は意思の伝達や理解のために必要ですか。」5行目参照。
- (3)「その大学生は、そのK-popスターへの伝言を用意するために、何の言語を使いましたか。」7, 8行目参照。

p.183

### Try

1 (1) × (2) × (3) ○

2 (1) She uses English.

(2) (例) To prepare a message for her favorite K-pop star.

(3) Yes, they are.

### 解説

2 (1)「その医師はチーム内や地元の医師と意思を伝達するために何の言語を使いますか。」2行目参照。

(2)「なぜその大学生は韓国語を使ったのですか。」7, 8行目参照。

(3)「その大学生にとって、外国語は自分の興味のあることをより深く学ぶための方法ですか。」11, 12行目参照。

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### Exercise

1 (1) チーム内や地元の医師と意思を伝達するため。

(2) (例) 彼女のお気に入りのK-popスターに伝言を用意するため。

2 (1) To communicate within the team and with local doctors.

(2) Yes, they are. (3) She used Korean.

3 (1) Recently, clearly (2) get through

(3) with care (4) figure out

### 解説

2 (1)「なぜその医師は外国語を使うのですか。」2行目参照。

(2)「その医師にとって、外国語は意思の伝達や理解のために必要な道具ですか。」5行目参照。

(3)「その大学生は、そのK-popスターに伝言を伝えるために、何を使いましたか。」7, 8行目参照。

## Goal Activity ② 私が外国語を学ぶわけ

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### Warm Up

(1) Yes, he did.

(2) Because Amir and he often exchange e-mails and sometimes have video chats.

(3) He has learned English and Arabic.

### 解説

(1)「アミールはその職人の商品をドバイで売りたいかったのですか。」2行目参照。

(2)「なぜその職人は英語を使うのですか。」3, 4行目参照。

(3)「その職人は何の言語を学びましたか。」3～5行目参照。

p.185

### Try

1 (1) × (2) ○ (3) ○

2 (1) Yes, he did.

(2) Because Amir and he often exchange e-mails and sometimes have video chats.

(3) Yes, he has.

### 解説

2 (1)「アミールはその職人の和菓子をドバイで売りたいかったのですか。」2行目参照。

(2)「なぜその職人の英語はよくなったのですか。」3, 4行目参照。

(3)「その職人は英語とアラビア語を学びましたか。」3～5行目参照。

p.185

### Exercise

1 (例) その和菓子職人の商品をドバイのアミールの店で売りたい。

2 (1) アミールとよくメールをやりとりしたり、ときどきビデオチャットをしたりするから。

(2) ビジネス、友情、そして人生の変化を導く思いがけない機会への道

3 (1) Yes, they did.

(2) Because Amir and he often exchange e-mails and sometimes have video chats.

(3) Yes, he has.

- 4** (1) a little (2) expected (3) e-mail, offer  
(4) international (5) Recently, clearly

**解答**

- 3** (1) 「その職人の菓子はアミールを感動させましたか。」 1, 2 行目参照。  
(2) 「なぜその職人の英語はようになったのですか。」 3, 4 行目参照。  
(3) 「その職人はアラビア語を学びましたか。」 4, 5 行目参照。

- 2** (例) I was interested in sports when I was a junior high school student.  
I wanted to try some kinds of sports.  
In ten years, what sport will I play?  
I hope I will enjoy many kinds of sports.

- 3** (1) I guess (2) I can't wait to  
(3) I'm sure (4) I hope (5) expected

## Project3 10年後の自分へのメッセージ

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### Try

- 1** (1) when I was a junior high school student  
(2) I wanted to become, in the future  
(3) In ten tears (4) I hope I will
- 2** ①, ②のどちらか
- ① (例) I practiced the piano hard when I was a junior high school student.  
I wanted to become a musician.  
In ten years, what will I become?  
I'm sure I will become a great musician.
- ② (例) I was interested in foreign languages when I was a junior high school student.  
I wanted to travel to foreign countries.  
In ten years, what country will I visit?  
I hope I will enjoy traveling to different countries.

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### Exercise

- 1** (1) (例) I was interested in music when I was a junior high school student.  
(2) (例) I wanted to become a musician like Aimyon.  
(3) In ten years, what will I become?  
(4) (例) I'm sure I will become a great musician.

## Reading Lesson3

### Learning from Nature

#### Reading Lesson3 Learning from Nature 教科書本文①

p.188

#### Warm Up

- (1) It has hundreds of small hooks.  
(2) Yes, they do. (3) Yes, he did.

解説

- (1)「イガには何がありますか。」5, 6行目参照。  
(2)「イガのかぎは衣類の輪の上をひっかけますか。」5, 6行目参照。  
(3)「その技師は接近してイガを観察することで、面ファスナーのアイデアを得ましたか。」5～8行目参照。

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#### Try

- 1 (1) × (2) × (3) ○  
2 (1) Yes, it did. (2) He looked at a bur.  
(3) Yes, he did.

解説

- 2 (1)「イガにはたくさんの小さなかぎがありましたか。」5, 6行目参照。  
(2)「その技師は何を接近して見ましたか。」5行目参照。  
(3)「その技師はイガをより接近して見ることで、面ファスナーのアイデアを得ましたか。」5～8行目参照。

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#### Exercise

- 1 ア イガ イ イガ  
2 (1) (例) 彼のイヌといっしょに森を散歩している間  
(2) イガ  
3 (1) It had hundreds of small hooks.  
(2) Yes, they do. (3) Yes, he did.  
4 (1) method while (2) I guess

解説

- 3 (1)「イガには何がありましたか。」5, 6行目参照。  
(2)「イガのかぎは動物の毛皮の輪の上をひっかけますか。」6行目参照。  
(3)「その技師は接近して自然を観察することで、面ファスナーのアイデアを得ましたか。」5～8行目参照。

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#### Warm Up

- (1) Yes, he did.  
(2) Because it has a long, pointy beak.

解説

- (1)「その技師はカワセミのくちばしの形にアイデアを見つけたか。」4, 5行目参照。  
(2)「なぜカワセミはなめらかに水に飛び込むことができますか。」5, 6行目参照。

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#### Try

- 1 (1) ○ (2) ○ (3) ○  
2 (1) Yes, he did.  
(2) It can dive smoothly into water with a long, pointy beak.

解説

- 2 (1)「その技師はカワセミのくちばしの形からアイデアを得ましたか。」4, 5行目参照。  
(2)「カワセミは何を使って、なめらかに水に飛び込むことができますか。」5, 6行目参照。

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#### Exercise

- 1 (1) カワセミのくちばし  
(2) (例) 長くて先のとがったくちばしがあるから。  
(3) 自然の知恵  
2 (1) Yes, he did. (2) Yes, it can.  
3 (1) Humans, specific  
(2) said to himself, test, manage



(3) Because of (4) method while



- 2** (1) 「その技師はカワセミから列車のデザイン  
のアイデアを得ましたか。」 4,  
5 行目参照。
- (2) 「カワセミは長くて先のとがったくち  
ばしを持っているので、なめらかに  
水に飛び込むことができますか。」 5,  
6 行目参照。





