

## ■ 指導資料・副教材のご案内 ■

### ■ Genius English Course I, II Revised [50 大修館 英 I 046/英 II 049]

#### 指導用パワーポイント CD-ROM

教師用

It isn't 8:00 a.m. yet, but Finda has already been walking for three hours. She is on her way to school—nine kilometers from her home in Kindia, Guinea. The road is slippery and rocky, and the rain turns her path into mud. The walk is tough, but at school today Finda is happy because she meets her best friend. Recently, this friend returned to school.


**Grammar**

G-2 完了進行形 (現在・過去)

1. 現在完了進行形: have (has) been ~ ing  
現在完了進行形は、過去のあるときから現在まで完了せずに継続している動作を表す。be, have, knowなどの状態を示す動詞はもとより継続の意味を伴うので、現在まで継続している状態を表すには現在完了であるが、動作を示す動詞の場合、継続を表すには現在完了進行形にする必要がある。

2. 過去完了進行形: had been ~ ing  
過去完了進行形は、現在完了進行形に準じて、過去の時点までの完了せずに継続している動作を表す。

4-5. turn ~ into ... 「へを...に変える」  
本文 the rain turns her path into mud.  
「雨が降ると道はぬかるみます」  
turn A into Bで「AをBに変える」。直訳すると



指導用パワーポイント CD-ROM は、新しい授業形態を提案します。

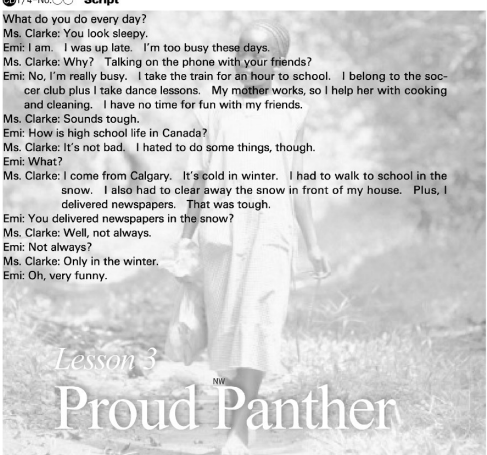
#### Teacher's Book

教師用

Teacher's Book は、リスニング・スクリプトや設問の解答のほか、指導のポイントなどを刷り込んだ教師用の教科書です。

⑪ / 4-No. 〇〇 Script

What do you do every day?  
Ms. Clarke: You look sleepy.  
Emi: I am. I was up late. I'm too busy these days.  
Ms. Clarke: Why? Talking on the phone with your friends?  
Emi: No, I'm really busy. I take the train for an hour to school. I belong to the soccer club plus I take dance lessons. My mother works, so I help her with cooking and cleaning. I have no time for fun with my friends.  
Ms. Clarke: Sounds tough.  
Emi: How is high school life in Canada?  
Ms. Clarke: It's not bad. I hated to do some things, though.  
Emi: What?  
Ms. Clarke: I come from Calgary. It's cold in winter. I had to walk to school in the snow. I also had to clear away the snow in front of my house. Plus, I delivered newspapers. That was tough.  
Emi: You delivered newspapers in the snow?  
Ms. Clarke: Well, not always.  
Emi: Not always?  
Ms. Clarke: Only in the winter.  
Emi: Oh, very funny.



**Listening** What do you do every day?

① Listen to Emi and Ms. Clarke. Circle the words that you hear.

1. Emi is tired because she (a) is too busy. (b) was talking on the phone. (c) went to Canada.

2. In high school, Ms. Clarke (a) took dance lessons. (b) cleared away the snow. (c) went to school by train.

② Answer the question.

What is the weather like in Calgary? It's cold and snows in winter.

● Calgary [kælɡæri]: カルガリー (カナダ西部の都市)

#### 3 種類のノート

生徒用

授業にあわせて 3 種類のノートを用意しました。

- 『予習ノート』……語句・構文・表現に関する予習がこれ 1 冊でできます。
- 『ワークブック Standard』……学習事項の定着を図る難易度別の問題集です。
- 『ワークブック Advanced——大学入試対策編 (CD 付)』……大学入試の過去問を利用した「文法」「語法」「長文」「リスニング」に対応した問題集です。

# ■Captain English Course I, II Revised [50 大修館 英 I 047/英 II 050]

## 単語・文法練習シート

生徒用

Captain English Course I

Lesson 5 >>> 基礎

年 組 番	
名前	/100

### 単語シート

① 次の語で最も強く発音する部分の記号を書きなさい。(各2点)

- (1) ex-am-ple ( ) (2) ex-er-cise ( ) (3) en-trance ( )  
 アイウ アイウ アイ  
 (4) con-sci-ous ( ) (5) fes-ti-val ( )  
 アイ アイウ

② 次の語の意味を右から選び、記号を書きなさい。(各2点)

- |                    |            |
|--------------------|------------|
| (1) if ( )         | ア. 同意する    |
| (2) daily ( )      | イ. へのまでである |
| (3) fit ( )        | ウ. 驚いた     |
| (4) conscious ( )  | エ. 日常の     |
| (5) over ( )       | オ. 入り口     |
| (6) should ( )     | カ. 体の調子がいい |
| (7) stay ( )       | キ. 意識している  |
| (8) agree ( )      | ク. もし      |
| (9) entrance ( )   | ケ. へす      |
| (10) surprised ( ) | コ. へだ      |

③ 次の日本語の意味を表す英語を右から選び、記号を書きなさい。(各2点)

- |                  |              |
|------------------|--------------|
| (1) ～を歓迎する ( )   | ア. festival  |
| (2) グラム ( )      | イ. soda pop  |
| (3) ヒップホップ ( )   | ウ. join      |
| (4) 運動 ( )       | エ. junk food |
| (5) 炭酸清涼飲料 ( )   | オ. welcome   |
| (6) 祭り ( )       | カ. health    |
| (7) ジャンクスフード ( ) | キ. hip-hop   |

### 文法シート

① 次の各文に ( ) の語句を挿入するとき、どこに入れるのが適当か、( ) に記号で答えなさい。(各2点)

- |                             |                  |
|-----------------------------|------------------|
| (1) I like tennis.          | [ to play ] ( )  |
| (2) She enjoyed the book.   | [ reading ] ( )  |
| (3) We are glad you.        | [ to see ] ( )   |
| (4) I finished my homework. | [ doing ] ( )    |
| (5) I went to the library.  | [ to study ] ( ) |

② 次の ( ) の中から適切なものを選び、○で囲みなさい。(各2点)

- (1) I hope ( to see / seeing ) you again.  
 (2) She wants ( to read / reading ) a lot of books.  
 (3) I finished ( to write / writing ) my report.  
 (4) We enjoyed ( to play / playing ) the guitar.  
 (5) She went shopping ( to buy / buying ) some food.  
 (6) Kyoto has a lot of beautiful places ( to visit / visiting ).  
 (7) We are very sad ( to hear / hearing ) the story.  
 (8) I have a lot of time ( to watch / watching ) TV.  
 (9) I am late ( being ) late.  
 (10) I am ( eating ) too much.

単語シートと文法シートで基礎基本を徹底的に復習します。

意味は、ア～ウのどれにあたるか、( ) に記号で答えなさい。(各2点)

- ア. 名詞のはたらき (～すること)  
 イ. 形容詞のはたらき (～するための、～すべき)  
 ウ. 副詞のはたらき (～するために、～して)  
 (1) I want to play basketball. ( )  
 (2) He was happy to hear the news. ( )  
 (3) We went to the library to borrow some books. ( )  
 (4) I have nothing to eat now. ( )

## Teacher's Book

教師用

Lesson 4 Be Your Own Captain!

Part 3..... KONISHIKI さんが自分の体験をもとに高校生にメッセージを送ります。

1-2 (Natural), 23 (Slow), 24 (Natural)

When you graduate, you'll think about your life. / But you can never know your future. / Some of my friends / became lawyers. / Some became FBI agents. / And I became a sumo wrestler.

Dreams are important, but your effort toward your dream is also important. / You are the captain of your life. / Good luck!

Thank you.

### 解説例

1. 大切な夢を持つこと。そしてその夢に向かって努力すること。  
 2. 誰自身や自分の人生の船長 (captain) なんだ。～つまり、船長は自分の船の船長や運路に責任を持つように、自分の意志で運路 (人生) を決め、自分の努力で進んでいかなければならない。という意味を含んでいる。



スピーチのあとで高校生と対話するKONISHIKIさん

3-4. Some... Some... の人もいる。また、...の人もいる。

指導用 CD のトラック番号、リスニング・スクリプト、Questions の答えなどを掲載！ 先生方の授業をサポートします。

## Review Listening (ディクテーション問題)

教師用

Lesson

4

Be Your Own Captain!

年 組 番 名前

### Review Listening

1. KONISHIKI ( ) a football player in high school.

2. He ( ) with his family on Oahu Island.

3. There ( ) many children in his family.

4. He ( ) to Japan and ( )

各課に文法事項の確認ができるディクテーション問題を用意しました。Teacher's Manual と指導用 CD-ROM に専用シートがあります。


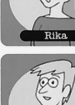

Teacher's Book

教師用

### Lesson 1 Let's Be Friends!

**Get Ready**

Listen to self-introductions by three people who appear in this textbook and draw lines to match two pictures with each person. Choose one picture from the left column and one from the right.

**Get Ready Script**

Kazuki: Hi, my name is Suzuki Kazuki. I'm sixteen years old and I'm a member of the school band. I have a sister. Her name is Yumi.

Rika: Hi, my name is Sato Rika. I'm fifteen years old and I'm on the basketball team. I am the only child in my family.

Chris: Hi, my name is Christopher Wilson. Please call me Chris. I'm fifteen years old and I'm a big soccer fan. I have a sister, Laura, and a brother, David. We have a dog in our family, too.

### Listen & Speak

**Listening Strategy**

**Knowledge Strategy**  
For example, if you hear, "chess," you should expect related vocabulary, such as "baseball" or "big league." Try to recall what you know about each person as you listen to the exercises.

**Listen & Speak 1**

Listen to the four self-introductions and complete the table below.

自己紹介	図鑑の記号	人物の名前
(1)	c	Daoshima Tats
d		Anna Kura
a		Mona Lisa
b		Albert Einstein

**Hint Box**

- alive - 生きています
- popular - 人気がある
- famous - 有名な
- real - 実在の
- painter - 画家
- movie star - 映画俳優
- stinger - 歌手
- composer - 作曲家
- investor - 投資家
- soccer player - サッカー選手
- TV personality - テレビタレント

**Listen & Speak 1 Script**

(1) I helped a turtle on the seashore. It took me to a palace under the sea. After my happy stay there, I came back with a box of gifts. But when I opened it, I became an old man.

(2) I lived in Holland. Hitler was trying to kill many Jewish people, so my family had to hide. At that time I wrote a diary. It is read by many people in the world now.

(3) I am in a picture by Leonardo da Vinci. My smile is very famous all over the world.

(4) I am the most famous scientist of the 20th century. I went to America from Germany.

学習ノート

生徒用

### Lesson 1 Let's Be Friends!

**Get Ready**

① それぞれの英語の意味を書き、英語を発音してみましょう。

(1) the school band	(2) the only child	(3) a big soccer fan

② それぞれの日本語を英語に直し、声に出して言ってみましょう。

(1) 私は、バスケットボール部に入っています。I ( ) ( ) the basketball team.
(2) 私はクリスと呼んで下さい。I ( ) ( ) Chris.

③ 次の登場人物の自己紹介を聞いて、それぞれをつづつ選び、線で結びましょう。





**Finish Your Vocabulary**

- 叔(伯)父 uncle
- 叔(伯)母 aunt
- いとこ cousin
- 双子 twins
- ペット pet
- おじいさん grandfather
- おばあさん grandmother
- 私は、～の一員です(所属しています)。I'm a member of ~. / I'm on ~. / I belong to ~.
- 私は、一人っ子です。I'm the only child in my family. / I don't have any brothers or sisters.

### Lesson 1 のまとめ

① ② それぞれの日本語を英語に直し、声に出して言ってみましょう。

(1) バスケットボール	(2) 人笑のある
(3) ニックネーム	(4) ドイツ
(5) 会話	(6) 有名な
(7) ベンフレンド	(8) 季節

② 次の英語を日本語に直し、声に出して言ってみましょう。

(1) the only child	(2) Jewish
(3) English conversation	(4) a big fan
(5) the school band	(6) seashore
(7) all over the world	(8) look for ~

③ 次の発音が異なるものをa～dから選び、○で囲みましょう。

a. black	d. ball
c. cap	d. hand
c. sale	d. sand

④ 次の文の語句を並びかえなさい。

Everyone is happy. [Voichi / him / calls]

(2) 彼らは、生まれたばかりの赤ちゃんをキャンシと名づけた。  
They are happy. [baby / Cathy / named / new / their]

(3) 私たちは、彼を市長に選んだ。  
We elected him. [city / elected / him / mayor / of / our]

**コミュニケーション文法・ワンポイントレッスン**

同じ動詞でも、S+V+O+CとS+V+O+O+Cの文型で、その動詞の意味が異なるものがあります。

a. We made him captain of our team. (私たちは、彼をチームのキャプタンにした。)

S V O = C

b. We made him a birthday cake. (私たちは、彼に誕生日ケーキを作った。)

S V O = O

# Genius English Readings Revised [50 大修館 英R 031]

## Teacher's Book

教師用

Section 01

D3-41

In August 1996, a visitor to Brookfield Zoo, outside Chicago, captured an extraordinary event on video. A three-year-old boy fell into a gorilla enclosure and was knocked unconscious. Within moments, Binti Jua, a female gorilla, approached, picked up the unconscious boy, and cradled him in her arms. Then she walked over and gently put the boy down in front of the caretaker's door. The event captured the nation's heart as newspaper headlines blared: "Gorilla Saves Boy."



Binti picks up the unconscious boy.

Most reports suggested that Binti rescued the boy because she felt sorry for him. But did she really? Despite what the headlines implied about Binti's moral nature, the answer is by no means clear. We can only guess why Binti did what she did. One incident is not enough to reach any conclusions.

But Binti's actions do raise the public and scientific interest. What mental traits cause us to behave morally and to what extent do other animals possess those characteristics? Scientists are particularly interested in experiments used to get at the

- 12 feel sorry for ~  
(I felt sorry for Jane when she fell down.)  
13 by no means  
(In any case it is by no means clear that the man is guilty as charged.)  
19 get at ~: try to understand

Q I N D  
12 But did she really? の後に何が省略されているか。  
13 the answer とはどのようなものか。  
19 But did she really? => rescue the boy because she felt sorry for him

D3-42

p.116 ape(s) [eip(s)]

p.117 Brookfield [brʊkfi:ld] Chicago [tʃi:kəɡoʊ] extraordinary [ɪk'strɔ:dnəri] enclosure [enklɔ:ʒər] unconscious [ʌnknəʃəs] Binti Jua [binti dʒʊə] cradle (d) [kreɪdl(d)] caretaker [kærtə'keɪkər] headline(s) [hɛdlaɪn(z)] blare (d) [bleɪə(d)] implied [ɪmplaɪd] < imply incident [ɪnsɪdnt] trait(s) [treɪt(s)] possess [pə'zɛs]

D3-43

QUESTIONS [tʃʊɪ]

- ① What did Binti do when a boy fell into the gorilla enclosure?  
② What questions were raised among scientists after Binti's action?  
=> ② What mental traits cause us to behave morally and what extent do other animals possess moral characteristics as humans do?

Lesson 09 (117)

リスニング・スクリプトや設問解答のほか、重要文法項目や表現、さらにキーセンテンスが一目でわかる教師用教科書です。

# Genius English Writing Revised [50 大修館 英W 031]

## ワークブック

生徒用



## Brian Is Coming to Kobe

神戸留学を純子に知らせるブライアン

A モデル文を参考にして、日本人の下線部の意味に合うように ( ) に適切な 1 語を入れなさい。

(1) 私は今年の夏に交換留学プログラムでオーストラリアへ行きます。

This summer, I will go to Australia on an ( ) ( ) ( ) .

(2) 私は、オーストラリアへの往復航空券を買わなければいけません。

I have to get an airline ticket ( ) ( ) ( ) Australia.

(3) 初めての海外なので、何だか信じられない気持ちです。

This is my first trip abroad, and I can ( ) ( ) ( ) it.

(4) 3冊の課題図書の中から1冊を選びなさい。

Choose one ( ) ( ) ( ) the three assigned books.

(5) そのコンサートに行くことになって、みんなわくわくしています。

All of us are ( ) ( ) ( ) to be able to go to the concert.

B ( ) 中の語を適切な形に変えなさい。

(1) She ( name ) Mary after her grandmother.

(2) Many passengers ( kill ) in a jet crash near Paris.

(3) Their proposal has ( reject ) by the committee.

(4) A new hospital will ( build ) next year.

C 各組の英文がほぼ同じ意味になるように、( ) に適切な語を入れなさい。

(1) They say that the missing boy returned safely.  
( ) ( ) ( ) that the missing boy returned safely.  
The missing boy ( ) ( ) ( ) returned safely.

(2) That boy must have left the door open.  
The door ( ) ( ) ( ) ( ) ( ) by that boy.

(3) They are now building a new city hall.  
A new city hall is now ( ) ( ) ( ) .

文法事項や重要表現を定着させるための生徒用ノートです。PART 2 には各課の内容に関連した大学入試の過去問題を掲載しました。

教科書のモデル文を素材にしたディクテーション問題です。指導用 CD-ROM には、さまざまな問題が簡単に作成できる「自動問題作成ソフト」が搭載されています。

## ディクテーションカード集

教師用

Disc 1 / S = 国 N = 国 D = 国

Part 1 Lesson 4 モデル文	Class	Name
変遷	No.	/10

■ 英語を聞いて①～⑦に英語を書き入れなさい。( ) には 1 語、\_\_\_ には複数の語が入る。  
(カッコは各 1 点、下線は各 2 点)

Mr. Johnston: What are you ① , Brian?  
Brian: Well, I'm ② ) a tape letter for Junko, but it's hard to explain ③ .  
Mr. Johnston: How about ④ ) her a video tape? You can use my video camera ⑤ .  
Brian: Oh, that's a good idea. Can I borrow it this ⑥ ), then?  
Mr. Johnston: Sure. I won't be using it ⑦ .

Disc 1 / S = 国 N = 国 D = 国

Part 1 Lesson 4 モデル文	Class	Name
変遷	No.	/10

■ 英語を聞いて①～⑦の ( ) に英語を書き入れなさい。(各 2 点)

Mr. Johnston: What are you ① , Brian?  
Brian: Well, I'm ② ) a tape letter for Junko, but it's hard to explain what Seattle is like.  
Mr. Johnston: How about ③ ) her a video tape? You can use my video camera if you want.  
Brian: Oh, that's a good ④ ). Can I borrow it ⑤ ), then?  
Mr. Johnston: Sure. I won't be using it for a while.