

18

*Cleaner
energy
is being
developed.*



(Introduce the vocabulary - contextualization.)

Lesson 18 Vocabulary

CD4
Tr.1

until now - 今まで、これまで
 (to) pollute - 汚染する
 (to) cut down - 伐採する
 lots of - たくさんの
 (to) hurt (someone / something) -
 (誰か/何か) を傷つける
 wild animals - 野生動物
 (to) destroy - 破壊する
 forests - 森林
 right now - 今現在、現時点では
 (a) hybrid - ハイブリッドカー
 (to) plant - 植える
 in the near future - 近い将来に
 (to) build - 建設する
 wind turbines - 風力タービン
 (to) improve - 改善する
 (the) air quality - 大気環境
 solar energy - 太陽エネルギー
 (to) develop - 開発する
 clean energy - クリーンエネルギー
 (to) create - 作る

wildlife - 野生動物
 (to be) killed - 殺される
 (to be) displaced - 住む場所を失う
 (to) feel sorry for (someone) -
 (誰か) をかわいそうに思う
 (a) landfill - ゴミの埋立地
 the Pacific Ocean - 太平洋
 (a) garbage patch - 漂流するゴミの塊
 four times the size of Japan -
 日本の大きさの4倍
 unfortunately - 残念ながら

CD4
Tr.3

(be) stolen - 盗まれる
 (to) leave (something) -
 (何かを) 置いておく
 (to) lock (something) -
 (何かに) 鍵を掛ける
 (your) wallet - (あなたの) 財布
 morning traffic - 朝の交通渋滞
 (to be) transferred - 転勤になる
 this is the third time -

CD4
Tr.2

What happened to ~? -
 ~に何が起きたか?
 the Amazon rainforest -
 アマゾンの熱帯雨林
 because of that - そのせいで

これで3回目です
 (a) sports stadium - スポーツ競技場
 (a) freeway - 高速道路
 (to be) repainted - 塗り替えられる
 (to be) repaired - 修理される

Notes: _____



The Amazon rainforest



wildlife



the Pacific Ocean

(As a class, have students read out the sentences and match them to the pictures. Then, have students read the sentences the other way (e.g. forests → have been → destroyed). Next, ask random students to give you sentences from the pictures at random.)

1. 1A-1Eの写真と下の文を組み合わせてみましょう。ペアになって答えを確認し、次に下線から始まる受動態の文を作ってみましょう。

Until Now:

We have

polluted rivers and lakes.

cut down lots of trees.

polluted the oceans.

hurt wild animals.

destroyed forests.



have
been



2. 2A-2Eの写真と下の文を組み合わせてみましょう。ペアになって答えを確認し、次に下線から始まる受動態の文を作ってみましょう。

Right Now:

We are

using more trains and subways.

recycling bottles and cans.

using more hybrids.

planting new trees.

cleaning beaches.

are
being
~ed



3. 下の表に過去形と過去分詞形を書き込みましょう。

will be developed	developed	develop
<i>will be created</i>	<i>created</i>	create
<i>will be used</i>	<i>used</i>	use
<i>will be improved</i>	<i>improved</i>	improve
<i>will be built</i>	<i>built</i>	build

3A-3Eの写真と下の文を組み合わせてみましょう。ペアになって答えを確認し、次に下線から始まる受動態の文を作ってみましょう。

In the Near Future:

We will

build more wind turbines.

improve the air quality.

use more solar energy.

develop clean energy.

create new parks.

will be
過去分詞形



4. 左右の単語またはフレーズを組み合わせてみましょう。前ページの1-3のエクササイズを見ずに組み合わせることができますか？次にペアになって、ひとつずつ文を完成させながら読んでみましょう。お互いの答えが正しいかどうか注意して聞きましょう。

1A. Rivers and lakes	have been	polluted.
1B. Wild animals		hurt.
1C. Forests		destroyed.
1D. The oceans		polluted.
1E. Lots of trees		cut down.
-----		-----
2A. Bottles and cans	are being	recycled.
2B. More trains and subways		used.
2C. New trees		planted.
2D. Beaches		cleaned.
2E. More hybrids		used.
-----		-----
3A. New parks	will be	created.
3B. The air quality		improved.
3C. Clean energy		developed.
3D. More solar energy		used.
3E. More wind turbines		built.

5. ペアa,bになって、aはこのページを、bは前ページを見ましょう。aは、下の表の左側1A-1Eの写真を見ながら、受動態の文を作ってみましょう。bはaが正しい文が作れているかを確認します。2A-2E、3A-3Eもそれぞれ同じようにして練習しましょう。役割を交代して繰り返します。次に、1A, 2A, 3A、1B, 2B, 3Bのように横に進みながら、もう一度練習してみましょう。

Until Now
















destroyed , polluted,
hurt, cut down,
polluted

Right Now

planted, cleaned,
used, recycled,
used

**In the
Near Future**

improved, used,
built, created,
developed

<p>1A - Rivers and lakes...</p> 	<p>2A - Bottles and cans...</p> 	<p>3A - New parks...</p> 
<p>1B - Wild animals...</p> 	<p>2B - More trains and subways...</p> 	<p>3B - The air quality...</p> 
<p>1C - Forests...</p> 	<p>2C - New trees...</p> 	<p>3C - Clean energy...</p> 
<p>1D - The oceans...</p> 	<p>2D - Beaches...</p> 	<p>3D - More solar energy</p> 
<p>1E - Lots of trees...</p> 	<p>2E - More hybrids</p> 	<p>3E - More wind turbines</p> 

(Read out the conversation one time and tell the students to write down the answers as they listen (don't wait until the conversation is over).)

6. Conversation:

- CD4
Tr.4
1. What has happened to the Amazon rainforest?
 2. What has happened because of that?
 3. What is happening to the Pacific Ocean?
 4. What's the name of the problem?
 5. How big is it?



- CD4
Tr.5
- Emi - What are you reading, Kate?
Kate - It's a magazine about **the Amazon rainforest**.
It says that **a big part of it has been destroyed.**
Emi - I know. It's terrible.
Kate - And **because of that, a lot of wildlife has been killed or displaced.**
Emi - I feel sorry for all those animals.
Kate - Another big problem is the **Pacific Ocean**.
It is being polluted every day.
Emi - I heard that **there's a huge landfill in the middle of the Pacific**.
Kate - Yeah, **it's called the Great Pacific Garbage Patch.**
It's about four times the size of Japan.
Emi - Four times the size of Japan? I can't believe that.
Kate - Unfortunately, it's true.



Oral Reading

上の会話文を黙読して内容を理解しましょう。分からない箇所があれば下線を引き、先生に質問しましょう。次に、ペアになってアイコンタクトしながら会話を読みます。EmiとKateがどう感じているかを考えながら、感情を込めて読み、表現することができますか？役割を交代して繰り返して練習しましょう。



7. 下の会話文を黙読して内容を理解しましょう。また、あなたに自身について、またはあなたの街や学校などについての Follow-up question に答えましょう。次にペアになって、それぞれの会話をアイコンタクトしながら読んでいきます。会話の後には、お互いに Follow-up question の質問をし、答えましょう。

- CD4 Tr.6 A. Dave: Oh, no, I think *my bike has been stolen*.
John: Are you sure you left it here?
Dave: Yes, I am. I left it right here and I locked it, too.
John: Well, I guess you'll have to get a new one.
Dave: And I had just bought it last week.

Follow-up question 1:

Has your bike ever been stolen? How about your wallet?

- CD4 Tr.7 B. Lisa: I hate morning traffic. It takes two hours to get to work.
Jim: Did you know that *a new subway is being built* by the city? *It'll be finished* next year.
Lisa: That's great but *I'll probably be transferred* by then to another city.
Jim: How many times *have you been transferred* so far?
Lisa: This is the third time.

Follow-up question 2:

Is there anything being built right now where you live such as a new subway, a new sports stadium, a train station, a bridge, a freeway, etc.?

- CD4 Tr.8 C. Sam: Hey Maya, what are you doing here?
Maya: *My house is being repainted* so I came here to study.
Sam: Oh, that's cool.
Maya: Yeah, but *it won't be finished* until next week.

Follow-up question 3:

Is there anything being repaired at your house, school, or work?
If yes, when will it be finished?

8.

4人グループになって、下の1-5の例文のような受動態を使った会話文を書きましょう。下の表の中の語句や会話文を参考にして書き、仕上がったら先生にチェックして貰います。次は暗記してスキットの練習です。最後に、それぞれのグループは前に出てスキットを演じましょう。クラスのみんなは注意して聞き、受動態の文を全て書き取ってみましょう。

1. was - (*Dracula* was written by Bram Stoker.)
2. were - (Those trees were planted last year.)
3. has been / have been - (Our school has been repainted.)
4. is being / are being - (Bottles and cans are being recycled.)
5. will be - (A new library will be built next year.)

下の語句を使う場合は、(write → written)のように、過去分詞形に変更するのを忘れてはいけません。

give	compose	plant	transfer
repaint	build	clean	finish
steal	make	use	write
design	pollute	recycle	open



- Ex.1 Naomi: That's a nice watch.
 Yuichi: Thanks. It was given to me as a birthday present.
 Tamae: Wow! I never get nice presents like that for my birthday.
 Yukari: Me neither. I usually get something boring like socks.

- Ex.2 Yuichi: What are you listening to?
 Tamae: The Beatles. Do you know the song *Here Comes The Sun*?
 Yuichi: Yeah. Was that written by Paul McCartney?
 Yukari: No, it was written by George Harrison.
 Naomi: How about *Imagine*?
 Tamae: That was written by John Lennon.

