

# 授業資料

## クイック・レスポンスの練習用シート (FLEX I Lesson 4 § 1)

日本語もしくは英語を聞いて、または見て、瞬間的にその対訳を口にできるようにする練習です。

- ①発音練習をする。
- ②太線で山折りにして右側の英語を隠し、瞬間的に英語が言えるように声に出して練習する。
- ③この紙を裏返して日本語を聞いたらそれをすばやく英語で言ってみる。
- ④太線で山折りにして左側の日本語を隠し、瞬間的に日本語が言えるように声に出して練習する。
- ⑤この紙を裏返して英語を聞いたらそれをすばやく日本語で言ってみる。

☆単語は第1アクセントのある母音の発音に要注意。

E→J J→E

1	□□	□□	副	伝統的に、昔から	traditionally
2	□□	□□	動	家に居る、家で過ごす	stay at home
3	□□	□□	動	学校に通う、通学する	attend school
4	□□	□□	動	家事をする	do housework
5	□□	□□	動	Nを生む	give birth to N
6	□□	□□	動	成長する、大人になる	grow up
7	□□	□□	動	学校を経営する	run a school
8	□□	□□	名	機会、チャンス	opportunity
9	□□	□□	動	教育を受ける	get an education
10	□□	□□	名	考え方	way of thinking
11	□□	□□	動	Nに影響を与える	have an influence on N
12	□□	□□	動	doすることを強く望む	be eager to do
13	□□	□□	動	扱う、処遇する	treat
14	□□	□□	動	確信するようになる	come to believe
15	□□	□□	形	平等な、対等な	equal

Malala Yousafzai was born in 1997 in the Swat Valley in northwest Pakistan. <sup>(1)</sup>In this area, women traditionally do not have the same rights that men have. <sup>(2)</sup>Girls have to stay at home while boys attend school. Women cannot have jobs. <sup>(3)</sup>Their “job” in life is to do housework and give birth to children.

<sup>(4)</sup>In this kind of community, Malala grew up with a father who was a teacher. <sup>(5)</sup>Her father ran his own school, and he sent her there. <sup>(6)</sup>He wanted to teach children to think freely and thought that women should have the opportunity to get an education.

<sup>(7)</sup>Her father’s way of thinking has had a great influence on hers. <sup>(8)</sup>As she grew older, Malala was more and more eager to end the tradition which treated women that way. <sup>(9)</sup>She came to believe that men and women should be equal.

## Idioms & Usage

次の語群から適切なものを選んで空所を埋めよう。文頭の語も小文字にしてあります。

as / attend school / came to / are eager to / gave birth to / got an education / grow up / has a great influence on / have the opportunity to / run

1. ほどなくして、彼女は彼に恋心を抱くようになりました。  
Soon she ( ) love him.
2. 子供は何でも知りたがる。  
Children ( ) know everything.
3. うちの犬が昨日、2匹の健康な子犬を生みました。  
My dog ( ) two healthy puppies.
4. 喫煙は私たちの健康に大きな影響を及ぼします。  
Smoking ( ) our health.
5. 年をとるにつれて、ふつう、視力は落ちます。  
( ) you grow older, our eyes usually become weaker.

## Grammar & Structures

必要なら辞書を引いたり『ジーニアス総合英語』（以下 **G**）などで調べたりして設問に答えよう。  
なお、下線部の番号と設問の番号は一致している。

- (1) 日本語に訳しなさい。→ **G** p.295 2 (2)
- (2) 日本語に訳しなさい。→ **G** p.478 もっとくわしく
- (3) ① and が何と何を結んでいるかに注意し、日本語に訳しなさい。→ **G** p.176 2  
②なぜ job に “ ” (引用符) が付いているのか推察しなさい。
- (4) 日本語に訳しなさい。→ **G** p.294 1 (1)
- (5) 日本語に訳しなさい。
- <sup>10</sup>(6) and が何と何を結んでいるかに注意し、日本語に訳しなさい。→ **G** p.179 1
- (7) 日本語に訳しなさい。→ **G** pp.95-96 2 ①
- (8) 日本語に訳しなさい。→ **G** pp.477-478 1 (3) / p.278-279 5 / p.294 1 (2)
- (9) 日本語に訳しなさい。

## Idioms & Usage

6. 父は東京の上智大学で教育を受けました。  
My father ( ) at Sophia University in Tokyo.
7. 退院すると、マララさんはイングランドの学校に通い始めました。  
After leaving the hospital, Malala began to ( ) in England.
8. ご家族とお話する機会をもてて光栄でした。  
I was very happy to ( ) talk with your family.
9. 「大きくなったら何をしたいですか」  
「会社を経営したいです」  
“What do you want to do when you ( ) ?”  
“I want to ( ) my own company.”

Malala Yousafzai was born in 1997 in the Swat Valley in northwest Pakistan. In this area, women traditionally do not have the same rights that men have. Girls have to stay at home while boys attend school. Women cannot have jobs. Their “job” in life is to do housework and give birth to children.

In this kind of community, Malala grew up with a father who was a teacher. Her father<sup>5</sup> ran his own school, and he sent her there. He wanted to teach children to think freely and thought that women should have the opportunity to get an education.

Her father’s way of thinking has had a great influence on hers. As she grew older, Malala was more and more eager to end the tradition which treated women that way. She came to believe that men and women should be equal.

1. In the Swat Valley, women have more rights than men. True or false?
  - 2.
  3. In the Swat Valley, what is women's "job"?
  - 4.
  5. What did Malala's father think about women?
  - 6.
  7. As Malala grew older, what did she come to think about the tradition in the Swat Valley?
  - 8.
  9. For women, what is the life in the Swat Valley like?
- \*\*\*\*\*
10. What is the most important thing for all children?
- 

Answers Lesson 4 Part 1

1. F
  2. They have to stay at home.
  3. It is to do housework and give birth to children.
  4. F
  5. He thought they should have the opportunity to get an education.
  6. Her father way of thinking has.
  7. She came to think that she wanted to end it.
  8. She came to believe that men and women should be equal.
  9. I think the life there is very difficult. They have fewer rights and cannot do the same things that men can do.
- \*\*\*\*\*
10. I think education is the most important for them. It expands their knowledge and broadens their horizons.

- 1.
2. In the Swat Valley, what do girls have to do while boys attend school?
- 3.
4. Malala's father didn't want her to go to school. True or false?
- 5.
6. What has had a great influence on Malala's way of thinking?
- 7.
8. What did Malala come to believe?
- 9.

\*\*\*\*\*

10. What is the most important thing for all children?

-----

Answers Lesson 4 Part 1

1. F
2. They have to stay at home.
3. It is to do housework and give birth to children.
4. F
5. He thought they should have the opportunity to get an education.
6. Her father way of thinking has.
7. She came to think that she wanted to end it.
8. She came to believe that men and women should be equal.
9. I think the life there is very difficult. They have fewer rights and cannot do the same things that men can do.

\*\*\*\*\*

10. I think education is the most important for them. It expands their knowledge and broadens their horizons.

There're speeches every day at the United Nations, and most are quickly forgotten, but today, a UN Youth **assembly** heard from Malala Yousafzai, a school girl from Pakistan whom the Taliban tried to silence. Jimi Axelrod tells us this is a speech no one is likely to forget.

The only thing more **stunning** than Malala Yousafzai's **recovery** on display at the United Nations, was her **vision**.

"The terrorists thought they would change my aims and stop my **ambitions**, but nothing changed in my life, except this: weakness, fear and hopelessness died. Strength, **fervour** and courage was born."

This was nine months after she was shot for **daring to** speak up for the right of girls to go to school.

"I, am the same Malala- my ambitions are the same, my hopes are the same and my dreams are the same. We realise the importance of light, when we see darkness. We realised the importance of pens and books, when we saw the guns."

57 million boys and girls worldwide are **denied** educations. Malala said she speaks for them.

"Malala day, is not my day. Today is the day of every woman, every boy and every girl, who have raised their voices for their rights. Let us speak up. Let us pick up our books and our pens- they are our most powerful **weapons**. One child, one teacher, one pen and one book can change the world."

On this, her 16<sup>th</sup> birthday, Malala is **unburdened** by doubts about how much change is possible. Just the sight of her suggests maybe, she's **on to something**. Jim Axelrod, CBS News, New York.

**assembly:** a group of people gathered together

**recovery:** becoming healthy again after an illness or injury

**stunning:** very surprising or shocking

**vision:** something you see, imagine or dream

**ambition:** an aim or goal; something someone hopes to achieve

**fervour:** a strong feeling of excitement

**To dare to (do something):** to have enough courage or confidence to do something, to not be afraid to do something.

**to deny:** to say no to, or to not allow

**weapon:** something used for fighting (such as a gun, a knife or a bomb).

**unburdened:** free from (\*burden)

**on to something:** have a good idea or discover something important

**In groups of 4, list all the things you can do because you go to school:**



Discuss the following questions in groups of four;

**What is the most important thing an education allows you to do? Why?**

The leader can start the discussion by asking other people in their group, "What do you think is the most important thing an education allows you to do?"

**Give your opinion:**

'I think that...' = 'In my opinion...' / 'As far as I'm concerned...'

**Agree or disagree with something:**

'Do you agree with this/her/him?' ('No, I don't agree', or 'Yes, I agree with that.')

'That's a good point.'

**Explain why you think something**

'An advantage/a benefit of the programme is...' / 'A disadvantage is..' / 'One problem is...'/ 'On the one hand...on the other (hand).../ 'It's true that... but...'

**Confirm what someone else is saying**

'So you're saying that...' / 'So what you mean is that...' / 'I agree that... but I think maybe...'



**Name:**

**Class:**

**No.:**

**In the news clip we heard that 57 million children are denied an education in the world. Can you think of any reasons why these children can't go to school? Write a short explanation.**

**Name:**

**Class:**

**No.:**

**In the news clip we heard that 57 million children are denied an education in the world. Can you think of any reasons why these children cannot go to school? Write a short explanation.**

## Questions

1. Who was Malala speaking to?

Ans. The UN Youth Assembly

2. What was more stunning than Malala's recovery?

Ans. Her vision

3. Why was Malala shot?

Ans. For speaking up for the right of girls to go to school

4. How many children are denied an education in the world?

Ans. 57million

5. Who does she say Malala day is for?

Ans. For everyone who has raised their voices for their rights.

6. What can change the world?

Ans. One child, one teacher, one pen and one book.

# Young Inventors

Lesson plan for lesson one: Watching the video

This lesson should be conducted in English only. Inform the students that they must only use English for the next fifty minutes.

1. 10 of 15 minute self-introduction activity from the native teacher.
2. Put students into tables of four. Watch the video the first time with no introduction or explanation. Give the students a couple of minutes to tell each other what they were able to catch. Watch the video again, and again have students share what they understood.
3. Hand out the worksheet, telling the students that they can only look at side one. Go over the vocabulary on the sheet. The teacher should read the explanation and then have students read the example sentences (if this doesn't seem like it will take too long.)
4. Watch the video again. When the students hear the vocabulary from the sheet they should raise their hands.
5. Questions. The teacher should dictate the questions and the students write them down. Watch the video again so that students can answer the questions. Check the answers with their partners. After that, check the answers using the video.
  1. **Where does Elif live?**
  2. **What strange ingredient did she use to make her plastic?**
  3. **How many litres of water does a normal toilet use to flush?**
6. Have students turn to side two of the sheet. Have them attempt the "fill in the gaps" activity. Check the answers using the video.

(If there is time)

7. Have the students read the script in time with the video or after the native speaker. (This can also be done in pairs or groups with students taking turns reading the sentences.)

# Video 1 - Young Inventors

## Key vocabulary

to buckle up (vb)	To fasten your seat belt. This phrase is also used as an idiom that means that something is about to start. “ <i>Buckle up</i> , the ride is about to start.”
pollution (n)	When something is added to the air, water or land that is harmful or poisonous to living things. “Burning oil or coal to make electricity causes a lot of <i>pollution</i> .”
petroleum (n)	Often shortened to “petrol”. This is a fuel that is made from oil. “Electric cars are often more expensive than <i>petrol</i> engine cars but they are better for the environment.”
to recycle (vb)	When something is used again, instead of being thrown away as garbage. “Don’t throw those cans in that rubbish bin. You should <i>recycle</i> them.”
to wonder (vb)	To think about something, to be curious about something. “I <i>wonder</i> if there really are aliens watching us, right now.”
regular (adj)	Normal, not special. “A bullet train is much faster than a <i>regular</i> train.”
dessert (n)	Sweet food that we usually eat at the end of a meal. “Do you want some chocolate cake for dessert?”
population (n)	The number of people living in a certain place. “The world <i>population</i> is now 7,626,000,000 people.”
scarce (adj)	Not enough. “Water is <i>scarce</i> in the Saharan desert.”
vacu-flush (n)	A combination of two words: ‘vacuum’ (n) – sucking power, and ‘flush’ – to use water to empty a toilet. “We use a <i>vacuum</i> cleaner to clean the floor.” “Oh my God! Did you forget to <i>flush</i> the toilet?”
to be flushed (idiom)	When a person’s face goes red because they are embarrassed or excited. “I <i>was flushed</i> to see so many people at my birthday party.”
as it were (phrase)	In a way. (This is often used to show that a person is making a joke about a double meaning.) “He’s not the fastest kid in the school, <i>as it were</i> .” (i.e. He’s very slow.)

## Questions

Listen to your teacher read the questions. Write them down and then try to answer them.

1. ....
  - a. ....
2. ....
  - a. ....
3. ....
  - a. ....

## The transcript

Fill in the missing words from the list at the bottom. Watch the video again and check your answers.

“So buckle up and let’s take a lighting flight around the world to see what (a)\_\_\_\_\_ people are doing already.

First stop is Istanbul in (b)\_\_\_\_\_ where we meet Elif. She’s an inventor. Like many big cities, there’s a lot of pollution in Istanbul. Most of it is caused by petroleum based on plastics. Elif wasn’t happy about that and wondered what she could do. So she invented a new natural plastic made from (c)\_\_\_\_\_ skins. No, seriously! It’s (d)\_\_\_\_\_, easy to recycle and you can make it in your own kitchen. And if you like banana desserts, you can’t really lose. Unless you eat too much!

So, let’s talk about toilets. This is Rohit. He lives in Bangalore in (e)\_\_\_\_\_. The population there is growing very quickly and so is... all the... well, waste. A regular toilet uses (f)\_\_\_\_\_ litres of water each time it’s flushed. This is too much where water is scarce. So Rohit invented a toilet that saves (g)\_\_\_\_\_ percent of that water. He called it the vacu-flush. His invention won an international (h)\_\_\_\_\_ prize and now he’s flushed with his own success, as it were.”

from the sections, beginning at 1:08,  
in Emma Watson introduces The World's Largest Lesson 2016 #2 - The Global Goals  
<https://youtu.be/sTt5YW7Pagc>

banana	India	Turkey	cheap
science	young	fifty	six

# Young Inventors

Lesson plan for lesson two: Discussion

1. Warm Up      Match the invention to the inventor      (5 minutes)

Part A of the hand out. There will be the list of inventors and inventions (see below). In groups of four the students should try to match the inventor to the invention. To check the correct answers as a class the teacher should pick groups and random and have them say, "We think --- invented the ---."

2. Video review      (10 minutes)

Part B of the hand out. There will be a few review questions about the video we watched last week. The students should share their ideas. We will then watch the video clip again to check the answers.

3. Discussion Part 1      (10 minutes)

Students should discuss some basic questions about the video. These will be Part C of the hand out. This should be done in pairs first with the previous groups split into in to two pairs. After a few minutes the students should switch to another partner within their group to discuss the same questions. Then they should discuss as a group of four. They should be then encouraged to report to the class the interesting answers they came up with.

4. Discussion Part 2      (10 minutes)

Now the groups of four should discuss one or two broader questions that can be derived from the video (Part D). Each group should select a chairperson (either by vote or rock-scissors-paper). This chairperson should encourage each member of the group to talk. Model language will be given (e.g. "Thank you Takashi. How about you, Risa, what do you think?")

5. Writing time      (10 minutes)

The students should now be given time to write their opinion about the topic discussed in Part 2 of the lesson.

(The extra five minutes can be used at the teacher's discretion during the discussions or used as extra writing time if things have progressed smoothly.)

# Young Inventors

## Discussion and Writing

### Part A

With your team mates see if you can match the following inventors to their inventions.

• The Wright Brothers		• The printing press
• Alessandro Volta		• The dual cyclone vacuum cleaner
• James Dyson		• The first mass produced car
• Johann Gutenberg		• The electric battery
• Momofuku Ando		• Google
• Henry Ford		• The aeroplane
• Sergey Brin and Larry Page		• Instant noodles
• Thomas Edison		• The light bulb

### Part B

How much do you remember about the video we watched in our last lesson? Talk about the answers to these questions with your team mates.

1. Elif is a young inventor who invented a new type of plastic. She lives in Istanbul. What country is that in?
2. What strange ingredient did she use to make her plastic?
3. Rohit is a young inventor who invented the vacu-flush toilet. How many litres of water does a normal toilet use to flush? 30? 40? 50?
4. True or false, Rohit won an international award for his invention.

### Part C

Discuss the following questions with your partner. Then change partners and share your ideas again.

1. What similarities are there between Elif and Rohit's inventions?
2. Why was Elif's invention successful?
3. Why did Rohit decide to invent a new type of toilet?



In groups of four, try to think of an invention to make life easier at your home or in school. List the benefits of the invention



In groups of four, discuss the following question:  
**How can young people be encouraged to create new inventions? List as many ways as possible.**



Name:

Class:

No:

When William created the windmill in his village, many people were very happy but others were angry. Do you think young people should be supported to create new inventions? Give reasons to support your answer.

Write **at least fifty** words.