

Picture 1 ▶

生徒とのやり取り例

T: Look at Picture 1. What can you see?
 S1: I can see many elementary school children. They are standing in front of a colorful wall.
 T: Great. So, what can you see in Picture 2?
 S2: I can see five children. They are holding something like *orizuru*.
 T: You're right. *Tsuru* is called "crane" in English, so you can say paper cranes for *orizuru*. Now, look at Question 2. S3, what do you know about Rwanda?
 S3: I am sorry. I don't know anything about Rwanda.
 T: OK. Then, where do you think Rwanda is? Guess from the pictures.
 S3: I think it is in Africa.



導入 Q 和訳例・解答例

1. 上の写真を見てください。何が見えますか。
 In Picture 1, I can see many school children in front of a colorful wall. / In Picture 2, some [five] children are holding paper cranes.
2. それらはルワンダで撮影されました。ルワンダについて何を知っていますか。
 It is a country in central Africa. / I think it is a country in Africa.

◀ Picture 2

Lesson 5



◎CD III-1

A Journey to Peace

平和への旅

1. Look at the pictures above. What can you see?
2. They were taken in Rwanda. What do you know about Rwanda?

*Rwanda ルワンダ共和国

Goals

- 🔊📖 I can understand Louise's experiences and her message.
- 🎨✍️ I can express my idea about helping people who are suffering.
- 🗣️👥 I can exchange ideas about Japanese schools.

OVERVIEW



At the end of the 20th century, a genocide happened in Rwanda. According to reports, a million people were killed in only 100 days. This is a story about a woman who survived that genocide.

◎CD III-2

※以下、本文和訳例は各 Part 本文の右ページ参照



1 Have you ever heard of Rwanda? It is a country with great natural beauty in central Africa. Marie Louise Kambenga, a peace activist, is from Rwanda. She was the only girl who graduated from high school in her village. She studied home economics, and after graduation, became a dressmaking teacher. In her school, there was a Japanese volunteer. She recommended Louise as a trainee in Japan.



In 1993, Louise came to Fukushima as a trainee to study dressmaking. Living with a host family in Japan was a completely new experience for her. Louise was really amazed when she saw an elderly woman reading a newspaper. She had never seen such a thing! Louise was also impressed with Japan's educational system, especially free public education for all children. In Rwanda, many poor children could not go to school. In 1994, after an interesting 10-month experience, Louise returned to her husband and children in Rwanda.

◎CD III-3

2 Two months after her return, her life suddenly changed. One evening, Louise and her family heard a loud explosion. She did not know what was happening in her country until she received a phone call from Japan. Her host family told her that the president of Rwanda had been assassinated. The country fell into confusion.



In the early 20th century, Rwandan people were divided and set against each other by Belgian rulers. These groups started to fight one another. After the assassination of the president, the situation got worse and worse. People even killed their relatives just because they were from different groups. The confusion caused a genocide, that is, the mass killing of people.

Louise and her family had to escape from Rwanda. On the way to the border, there was death all around them. Shockingly, they saw young people killed right in front of them.

- 1 a. ルワンダの無償の公教育
- b. ルイズの日本への初めての訪問
- c. 日本人ボランティアとルイズの友情

- 2 a. ルワンダでの恐ろしい大虐殺
- b. ルイズの日本のホストファミリー
- c. ルワンダにおけるベルギー人のいくつかのグループ

Q. Choose the correct title for each part.

1

- a. Free Public Education in Rwanda
- b. Louise's First Visit to Japan
- c. Louise's Friendship with a Japanese Volunteer

2

- a. A Terrible Genocide in Rwanda
- b. Louise's Host Family in Japan
- c. Some Groups of Belgian People in Rwanda

A Journey to Peace

導入文和訳例

20世紀の終わりに、ルワンダで大虐殺が起こりました。報告によると、わずか100日間で100万人が殺されました。これは、その大虐殺を生き延びたある女性の物語です。

◎CD III-4

3 At last, Louise and her family arrived at one of the refugee camps in the Congo. However, the camp was like hell. People could not find enough food, so they had to eat grass to stay alive. A large number of people died every day.

5 One day, when Louise was standing in line to send a fax to Japan, a Japanese volunteer doctor spoke to her. He realized that Louise knew some Japanese because he noticed *hiragana* on her paper. He asked her if she could work as an interpreter in the camp. Unbelievably, when she escaped from Rwanda, her Japanese dictionary had been in her bag. This unexpected item
10 enabled her to work as an interpreter and save many other refugees.

Louise and her family stayed in the camp for six months. After that, thanks to her Japanese friends, she came to Japan again, this time with her family. She finally escaped from this horrible civil war.

◎CD III-5

4 Louise believes that the Rwandan civil war was caused by a lack of
15 education. People in Rwanda were easily manipulated during the war. In other words, they could not tell right from wrong. She has realized that education is the key to preventing future wars. When education can create peace in a village, then it can also build a peaceful nation.

20 With this knowledge, Louise established a school for children in Rwanda. All children can attend this school even if they do not have money. Young people's thinking changed after that. In the past, when children in Rwanda were asked about their dreams, they said, "Can I live until I'm a grown-up?" Now, school children in Rwanda have dreams for the future.

25 Today, Louise lives in Japan. She survived the Rwandan genocide through education. She keeps sharing her experiences with people in both Rwanda and Japan.

- 3 a. 難民キャンプでの食べ物
b. 難民キャンプの日本人医師
c. 難民キャンプでのルイズの生活

- 4 a. ルワンダの貧しい子どもたちの生活 (604 words)
b. 教育と平和に関するルイズの信念
c. ルワンダの新政府



- 3
a. Food in the Refugee Camp
b. A Japanese Doctor in the Refugee Camp
c. Louise's Life in the Refugee Camp

- 4
a. Poor Children's Lives in Rwanda
b. Louise's Belief About Education and Peace
c. The New Government in Rwanda

An elderly woman reading a newspaper and Japan's educational system (, especially free public education for all children) were surprising for her.



What was surprising for Louise in Japan?

ルイズが、日本で驚いたことは何でしたか。

単語

◎CD Ⅲ-6

central
/sɛntrəl/
activist
/æktivist/

graduation
/grædʒu'eɪʃən/
recommend
/rɛkə'mɛnd/
trainee
/treɪni:/

completely
/kəm'plɪ:tli/
amaze /ə'meɪz/
elderly
/ɛldə'li/
impress
/ɪm'prɛs/
educational
/ɛdʒək'eɪʃənl/

通常/フレーズ

◎CD Ⅲ-7,9

1 ¹Have you ever heard of Rwanda? // ²It is a country with great natural beauty // ³Marie Louise Kambenga, a peace activist, is from Rwanda. // ⁴She was the only girl / who graduated from high school / in her village. // ⁵She studied home economics, / and after graduation, / became a dressmaking teacher. // ⁶In her school, / there was a Japanese volunteer. // ⁷She recommended Louise / as a trainee in Japan. //

◎CD Ⅲ-8/10

2 ⁸In 1993, / Louise came to Fukushima / as a trainee / to study dressmaking. // ⁹Living with a host family in Japan / was a completely new experience / for her. // ¹⁰Louise was really amazed / when she saw an elderly woman / reading a newspaper. // ¹¹She had never seen / such a thing! // ¹²Louise was also impressed / with Japan's educational system, / especially free public education / for all children. // ¹³In Rwanda, / many poor children could not go to school. // ¹⁴In 1994, / after an interesting 10-month experience, / Louise returned to her husband and children / in Rwanda. //

ファスター

◎CD Ⅲ-11



▲ Marie Louise Kambenga
(front row, 2nd from the right)

◎CD Ⅲ-12,13

Listening Quiz

(1) T / (F)

(2) (T) / F

(3) T / (F)



Notes

¹ Rwanda /ru:ndə/ ルワンダ共和国 ³ Marie Louise Kambenga /məri: lu:iz kambɛŋgə/ マリールイズ・カンベンガ

⁵ home economics 家政学 ⁵ dressmaking /drɛsmɛɪkiŋ/ 洋裁

! Key Phrases ¹hear of ⁴graduate from ⁷recommend ~ as ...

! Key Language ¹⁰see + O + doing

本文和訳例

①¹ ルワンダ共和国について聞いたことがあるだろうか。² それはアフリカ中部の、美しい自然がある国だ。³ 平和活動家であるマリー・ルイズ・カンベンガは、ルワンダの出身だ。⁴ 彼女は村で高校を卒業した唯一の女子だった。⁵ 彼女は家政学を学び、卒業後は洋裁の教師になった。⁶ 彼女の学校には、日本人ボランティアがいた。⁷ その女性は日本での研修生としてルイズを推薦してくれた。

②⁸ 1993年、ルイズは洋裁を学ぶ研修生として福島に来た。⁹ 日本でホストファミリーと暮らすことは彼女にとってまったく新しい経験だった。¹⁰ ルイズは年配の女性が新聞を読んでいるのを見て、とても驚嘆した。¹¹ 彼女はそのような光景をまったく見たことがなかったのだ！¹² ルイズはまた、日本の教育制度、特にすべての子どもたちへの無償の公教育に感銘を受けた。¹³ ルワンダでは、多くの貧しい子どもたちは学校へ行けなかった。¹⁴ 1994年、興味深い10か月の経験を終えて、ルイズはルワンダの夫と子どもたちの元へ帰った。

Listening Quiz スクリプト・和訳・解答

(1) In Louise's village, there were a lot of girls who graduated from high school. **F**

ルイズの村には、高校を卒業した女子がたくさんいた。

(2) Louise came to Japan to study dressmaking. ルイズは日本に洋裁を学びに来た。 **T**

(3) Louise never returned to her family in Rwanda. **F**

ルイズはルワンダの家族の元に二度と帰らなかった。

! Key Phrases 例文

¹ I had an excellent trip to Penang, Malaysia.

—Penang? I've never *heard of it*.

マレーシアのペナンにすばらしい旅行をした。

—ペナン？初めて聞いたよ。

⁴ *Mayu graduated from high school* in Singapore.

マユはシンガポールの高校を卒業した。

⁷ I *recommended* Paul as the team leader.

私はポールをチームのリーダーに推薦した。

! Key Language 例文

¹⁰ I *saw students studying* in the library.

私は学生たちが図書館で勉強しているのを見た。

Word Checker

² **central** : in the middle of something like an area

³ **activist** : a person taking a very active part, especially in a social movement

⁵ **graduation** : the fact of completing your education

⁷ **recommend** : to tell that somebody would be good for a certain job or position

⁷ **trainee** : a person receiving training in order to do a certain job

⁹ **completely** : in every way possible

¹⁰ **amaze** : to surprise somebody greatly

¹⁰ **elderly** : used as a polite way to say somebody is old

¹² **impress** : to make somebody feel great interest and respect

¹² **educational** : connected with education

Text Checker

² Where is Rwanda? —It is in central Africa.

³ Who is Marie Louise Kambenga?

—She is a peace activist from Rwanda.

⁵ What did Louise become after graduation?

—She became a dressmaking teacher.

⁶ Who was working in Louise's school?

—A Japanese volunteer was.

⁷ What was Louise recommended as?

—(She was recommended) As a trainee in Japan.

⁸ Why did Louise come to Fukushima in 1993?

—(She came to Fukushima) To study dressmaking.

¹⁰⁻¹¹ Why was Louise amazed when she saw an elderly woman reading a newspaper?

—(It was) Because she had never seen such a thing (in Rwanda).

¹² In Japan's educational system, what was Louise especially impressed with?

—(She was especially impressed with) Free public education for all children.

Further Questions

¹¹ Why had Louise never seen an elderly woman reading a newspaper?

—(It was) Because most elderly women in Rwanda did not have an education.

写真に関する発問例

• Look at the picture below the passage on page 70. What does it show?

—This picture shows Louise and her friends in Japan.

• Where do you think these people are? Why?

—(I think) They are in a hotel because everyone is dressed up.

LOGIC FLOW

和訳例

①② マリールイズ・カンベンガ…ルワンダ出身の平和活動家

時間/場所	ルイズ
ルワンダ	<ul style="list-style-type: none"> ・学校で家政学を学んだ ・洋裁の教師になった ・日本での研修生に推薦された
1993 / 日本	<ul style="list-style-type: none"> ・福島に来た→まったく新しい経験をした 例 新聞を読む年配の女性 ↳ すべての子どもたちへの日本の無償の公教育 ↔ ルワンダでは、多くの貧しい子どもたちは学校へ行けなかった
1994 / ルワンダ	<ul style="list-style-type: none"> ・10か月の経験を終えて、ルワンダに帰国した

TASK 1 和訳例・解答例

- ルワンダはどのような国ですか。
It is a country (in central Africa and) with great natural beauty.
- 日本人ボランティアはルイズに何をしましたか。
She recommended Louise [her] as a trainee in Japan.
- ルイズの日本での生活はどのようなものでしたか。
It was a completely new experience for her.
- ルイズはなぜ、日本の無償の公教育に感銘を受けたのですか。
(It was) Because, in Rwanda, many poor children could not go to school.

TASK 2 解答例

- Louise studied home economics, and (after graduation,) became a dressmaking teacher.
- Louise was (really) amazed when she saw an elderly woman reading a newspaper (in Fukushima [Japan]).
- Louise was (also) impressed with Japan's educational system (, especially free public education for all children).

Your Opinion 和訳例・解答例

ルワンダでは、たくさんの子どもが経済的な理由で学校に通えませんでした。その他にも理由は考えられるでしょうか。

I think parents' lack of awareness about education is a big reason. In some African countries, it seems that many parents do not realize the value of education. Instead of going to school, their children have to work.

(38 words)

ヒント

- ・ parents' lack of awareness about education (教育に対する両親の意識の欠如)
- ・ a lot of younger brothers and sisters (たくさんのおい兄弟と姉妹)
- ・ a small number of schools (少ない学校)

補充問題

- Rwanda is a country located in central Africa. T
- In 1993, Louise came to Fukushima as a peace activist. F
- In Japan, Louise saw poor children who could not go to school. F

Summary

Marie Louise Kambenga is a peace activist from Rwanda. In 1993, she went to Fukushima to study dressmaking and lived with a host family. She was impressed with an elderly woman reading a newspaper and Japan's educational system. (38 words)

LOGIC FLOW

Fill in the blanks below to complete the outline.

1 2 Marie Louise Kambenga ... a (a **peace**) activist from Rwanda

Time / Place	Louise
Rwanda	<ul style="list-style-type: none"> • studied home economics at school • became a (b dressmaking) teacher • was recommended as a trainee in Japan
1993 / Japan	<ul style="list-style-type: none"> • came to Fukushima → had a completely <u>new experience</u> <p>Ex. [an elderly woman reading a (c newspaper) Japan's (d free) public education for all children ↔ many (e poor) children could not go to school in Rwanda</p>
1994 / Rwanda	<ul style="list-style-type: none"> • returned to Rwanda after the 10-month experience

※以下、解答例等は左ページ参照

TASK 1

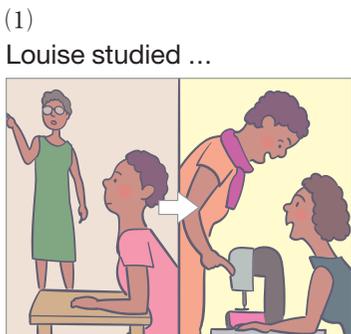
Answer the questions. Check your answers with your partner.



- (1) What is Rwanda like?
- (2) What did a Japanese volunteer do for Louise?
- (3) How was Louise's life in Japan?
- (4) Why was Louise impressed with Japan's free public education?

TASK 2

Describe the pictures below to your partner.



[home economics, dressmaking]



[amaze, elderly woman]



[impress, educational]

Your Opinion

In Rwanda, many children could not go to school for economic reasons.
 What other reasons can you think of?



REPRODUCTION

STEP 2 Retelling 解答例

Part 1 Marie Louise Kambenga is a peace activist from Rwanda. In 1993, she came to Fukushima as a trainee to study dressmaking. Life in Japan was a completely new experience for her. For example, she was amazed when she saw an elderly woman reading a newspaper. She was also impressed with Japan's educational system, especially free public education for all children.

Part 2 After her return to Rwanda, one evening Louise and her family heard a loud explosion. Her Japanese host family called and told her that the president of Rwanda had been assassinated. Soon after, Rwanda fell into confusion and it caused a genocide. After that, Louise and her family had to escape from Rwanda.

STEP 1 Preparing

Use the outlines below to prepare for your presentation.

Part 1

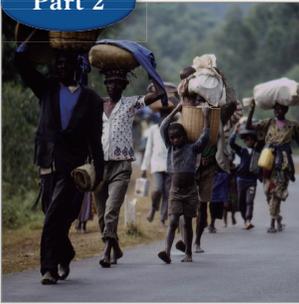


Marie Louise Kambenga is ① a peace activist from Rwanda.

- In 1993, she ② came to Fukushima as a trainee to study dressmaking.
- Life in Japan ③ was a completely new experience for her.
- She was amazed ④ when she saw an elderly woman reading a newspaper.
- She was impressed ⑤ with Japan's educational system (, especially free public education for all children).

[activist, Fukushima, trainee, experience, read, educational]

Part 2

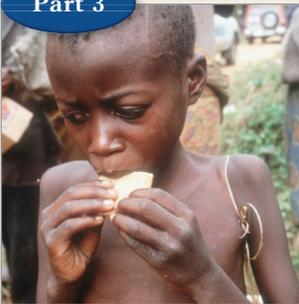


After her return to Rwanda, one evening ⑥ Louise and her family heard a loud explosion.

- Her Japanese host family ⑦ called and told her that the president of Rwanda had been assassinated.
- Rwanda ⑧ fell into confusion and it caused a genocide.
- Louise and her family ⑨ had to escape from Rwanda.

[explosion, call, president, confusion, genocide, escape]

Part 3



Louise and her family arrived ⑩ at one of the refugee camps in the Congo.

- She was standing ⑪ in line to send a fax to Japan.
- A Japanese volunteer doctor asked ⑫ her if she could work as an interpreter in the camp.
- The Japanese dictionary in her bag ⑬ enabled her to (work as an interpreter and) save many other refugees.
- Thanks to her Japanese friends, she ⑭ came to Japan again, this time with her family.

[camp, fax, interpreter, enable, save, Japan]

Part 4



Louise believes ⑮ that the Rwandan civil war was caused by a lack of education.

- She established ⑯ a school for children in Rwanda.
- All children can ⑰ attend this school even if they do not have money.
- She keeps ⑱ sharing her experiences with people in both Rwanda and Japan.

[lack, education, school, attend, money, experience]

Questions 解答例

A. I think we should take some actions to help people who are suffering. For example, we can make a donation to support refugees. We can also post articles about them on social media. Our small actions **may lead to** a big change in the world. (45 words)

Part 3 Louise and her family arrived at one of the refugee camps in the Congo. One day, she was standing in line to send a fax to Japan. Then, a Japanese volunteer doctor asked her if she could work as an interpreter in the camp. The Japanese dictionary in her bag enabled her to work as an interpreter and save many other refugees. Six months later, thanks to her Japanese friends, she came to Japan again, this time with her family.

Post-reading Activity

Part 4 Louise believes that the Rwandan civil war was caused by a lack of education. Therefore, she established a school for children in Rwanda. All children can attend this school even if they do not have money. Today, she keeps sharing her experiences with people in both Rwanda and Japan.

STEP 2 Retelling

Make a group of four people. Take turns retelling each part of this lesson.



Check Points

Content



・レッスンの内容が正確に伝えられていた Excellent Good OK Not yet

English



・文法やつなぎ表現が適切に用いられていた Excellent Good OK Not yet

・英語特有の音に注意して話していた
Ex. 発音・イントネーション・リズム

Attitude



・聞き手への配慮がなされていた
Ex. 声の大きさ・スピード・アイコンタクト

リテリング後の題材総括の例 OK Not yet

T: Thank you for retelling Lesson 5. Now, let's share our opinions. S1, what did you learn from this lesson?

S1: War is terrifying, so I really appreciate our peaceful life in Japan. We have to prevent any future wars, yet.

T: That's right. I agree with you. Next, S2, how about you?

S2: I'm glad to know the benefits of the Japanese educational system.

T: Good point! We should be proud of our system. Thank you, everyone. You've learned a lot of important things from this lesson.

STEP 3 Expressing

Express your opinions on one of the following questions in more than 40 words.



Questions

- A. What can you do to help people who are suffering?
- B. In addition to education, what do you think is necessary to prevent future wars?
- C. Any other ideas?

Questions 和訳例

- A. 苦しんでいる人々を助けるために、何ができるでしょうか。
- B. 教育に加えて、未来の戦争を防ぐために何が必要だと思いますか。
- C. 他にアイデアはありますか。 ※解答例は左ページ下参照

Model

Why do you think people continue to fight against each other?

— **It seems to me that** religion is a big reason. Some people believe that only their religion is the correct one and do not recognize others at all. I think this has resulted in fighting or even wars around the world. (41 words)

Expressions 【推測する】

- ▶ **I guess [suppose] ...** (…だと推測する)
- ▶ **It seems to me that ...** (私には…だと思われる)
- ▶ **~ may [might] do** (~は…するかもしれない)

その他の有用表現

- ▶ **I'm not sure, but ...** (確信があるわけではないが、…)
- ▶ **It is possible that ...** (…という可能性がある)
- ▶ **probably [maybe / possibly] ...** (おそらく[たぶん/もしかすると]…)

B. I think a job is necessary in addition to education. **I guess** people are peaceful when they can work and get enough money. In fact, during the Rwandan civil war, a lot of children had to become soldiers to survive. (40 words)

C. What do you think was the cause of the Rwandan civil war?
— **I suppose** the cause of the war was a lack of understanding between people of different groups. People hated each other because they belonged to different groups. To avoid a war, they needed to realize that all people were Rwandan citizens. They were originally the same. (46 words)

CD III-44

▶ You are attending a presentation by Marie Louise Kambenga. Listen to her speech and fill in the blanks. 



スクリプト・和訳

¹When I first came to Japan, I was surprised about Japanese education in many ways. ²First of all, every child can automatically enter elementary school in Japan. ³In Rwanda, we had to apply to go to school by ourselves. ⁴If you were late to apply, you could not enter elementary school. ⁵Second, textbooks for all subjects are given to all students. ⁶When I was a high school student in Rwanda, I shared one textbook with others. ⁷Before high school, I had not even seen textbooks. ⁸Additionally, school lunch is served at noon in Japan. ⁹Rwandan schools did not provide school lunches. ¹⁰I think it is great for children to have a warm and healthy lunch with their friends. ¹¹I think the Japanese education system is excellent. ¹²You may think that education is a common thing, but it's not. ¹³I want you to realize that you are lucky to have an opportunity not everyone in the world can have.

¹私が初めて日本に来たとき、日本の教育に多くの点で驚きました。²まず第一に、すべての子どもが、日本では自動的に小学校に入ることができます。³ルワンダでは、自分たちで学校に通うことを申請しなければなりませんでした。⁴申請が遅れると、小学校に入ることができませんでした。⁵次に、全教科の教科書がすべての生徒たちに与えられています。⁶私がルワンダの高校生だったころは、1冊の教科書を他の生徒と共有していました。⁷高校まで、私は教科書を見たことさえありませんでした。⁸さらに、日本ではお昼に給食が出されます。⁹ルワンダの学校は給食を提供していませんでした。¹⁰私は、温かくて体によい昼食を友だちと食べることは、子どもたちにとって素晴らしいことだと思います。¹¹私は日本の教育制度はとて素晴らしいと思います。¹²教育はあたりまえのものだと思うかもしれませんが、そうではありません。¹³私はあなた方に、世界のだれもが持っているわけではない機会を持つことができている幸運だ、ということを理解してほしいと思います。

Surprising Facts Louise Found About Japanese Education

	Japan	Rwanda
Entrance	every child can automatically enter ^① <u>elementary school</u>	they had to apply by themselves
Textbooks	textbooks for ^② <u>all subjects</u> are given to all students	they shared ^③ <u>one textbook</u> with others
Lunch	^④ <u>school lunch</u> is served at noon	schools did not provide lunches

Louise's Message

• education is not a ^⑤ common thing

Q2 解答例

I think the club activity system in Japanese schools is great. We can choose from many activities at school. I'm in the drama club and enjoy working hard with my friends for school festivals or drama competitions.

(37 words)

Q1. Check your answers with your partner.

Q2. What do you think is good about Japanese schools? Exchange your opinions with your partner.



presentation プレゼンテーション automatically 自動的に apply 申し込む



Pronunciation

アクセントの基本ルール① (特殊語尾)

◎CD III-45

単語のアクセントの位置は、接尾辞の形によって決まることがある。主に次の3つに分類することができる。

- (1) それ自体にアクセントがある：(-ee / -eer), (-oo / -oon) など

Ex. employée, voluntéer, bambóo, typhóon

- (2) 直前の音節にアクセントがある：(-ic), (-ity), (-tion), (-sive), (-ience) など

Ex. económic, actívity, tradítion, expénsive, expérience

- (3) 2つ前の音節にアクセントがある：(-ate), (-ous), (-fy), (-gy), (-sis) など

Ex. gráduate, dángerous, sátisfy, énergy, émphasis

TRY! Lesson 5 Part 1 について、上の(1)~(3)に該当する語に下線を引き、アクセント記号を記入し

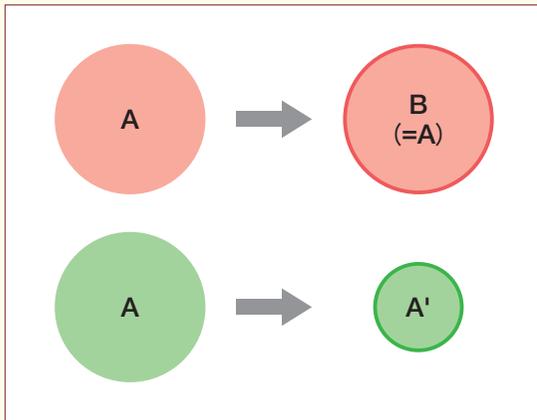
解答例 てみよう。その後、アクセントの位置を意識して音読してみよう。

- ① ⁴gráduated, ⁵económics, ⁵graduation, ⁶voluntéer, ⁷trainée ② ⁸trainée, ⁹expérience, ¹²educátion, ¹⁴expérience

Reading Strategies

言い換え・要約

前に述べたことを、別の表現で**言い換え**たり、**簡潔な表現**で言い直したりすることがある。



Discourse Markers

言い換え

- in other words
- what we call
- it means (that) ~
- that is (to say) or
- namely in fact

要約

- in short [brief]
- to summarize [sum up]
- in a word after all

Tips これらの表現を活用することで、相手の理解を助けるとともに、自分の意見や考えなどをより強調して伝える効果が期待できる。

Ex. ¹⁰The confusion caused a genocide, **that is**, the mass killing of people.

(Lesson 5 Part 2)

TRY! Lesson 5 Part 4 について、「言い換え」または「要約」を表す表現 (ディスコースマーカー) に下線を引いてみよう。

解答例 言い換え：⑨ ³In other words

Your classmate added a new post on your class website.



Marin

1 hour ago

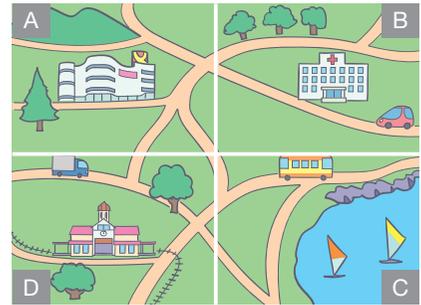
This is my lost cat, Leo. I had his hair cut at ABC Pet Salon yesterday, but he suddenly ran away on our way home. Has anyone seen him?

- He has white hair.
- He is wearing a red collar.

Any information about cats around this town is welcome.



Map of the Town



*salon 美容室, collar 首輪

Q1. Complete the comments on Marin's post. Use the words below in the correct form.

[walk / cross / chase / cry]



Daniel

I saw a white cat with a red collar ¹ cross [crossing] the street in front of the station. It was two days ago.



Kaito

A cat was going toward the sea this morning. It was wearing a green collar.



Ami

I heard a cat ² crying around the mall last night. I followed the voice and saw a black cat ³ walking.



Emma

I saw a white cat ⁴ chased by a black cat near the hospital today. I don't know if they wore a collar.

*comment コメント, cross ~を横切る, chase ~を追いかける, mall ショッピングモール

Q2. Get into pairs and answer the questions.

(1) Whose information about Leo may be correct? Which area is Leo in, according to the comment? Choose from A to D.

— I think (¹ **Emma**)'s comment may be correct. He may be in Area (² **B**).

(2) Why is other classmates' information wrong? Begin with "○○ is wrong because ~."

— **Daniel is wrong because he saw a cat two days ago, before Leo ran away.** ✓

— **Ami is wrong because she saw a black cat.** ✓

— **Kaito is wrong because he saw a cat with a green collar.**

Key Points for Expressing (→p.176)

① 「～する [している／される] のを見る [聞く] 」 と言いたいとき

see, hear, etc. (知覚動詞) +O+do 「Oが～するのを見る [聞く]」 ※動作の一部始終を見た [聞いた] 場合

see, hear, etc. (知覚動詞) +O+doing 「Oが～しているのを見る [聞く]」 ※動作の一部を見た [聞いた] 場合

see, hear, etc. (知覚動詞) +O+done 「Oが～されるのを見る [聞く]」

② 「Oを～してもらう」と言いたいとき have [get] +O+done 「Oを～してもらう」

③ 「～かどうか」と言いたいとき S+V+if ~ 「～かどうか, SはVする」