

## Let's Clean Up!

.....  
さあ、片付けよう!



DL 05 CD1-05

## LISTENING

## TARGET!

## 音の変化現象に注意しましょう

DL 02 CD1-02

1. 脱落=同じ音や似ている音が隣り合った場合、前の音が発音されない現象

同じ音が隣り合った場合: good day red door get to take care  
black coffee

似た音が隣り合った場合: hot dog sit down good team big tree

※ が脱落する部分

2. (相互) 同化=隣り合う音どうしが影響して音が変わる現象

/t + /y/ =チュ want you meet you let you hit you can't you

/d/ + /y/ =ヂュ did you could you would you

/s/ + /y/ =シュ miss you this year

/n/ + /y/ =ニュ in your bag on your desk

3. 連結=隣り合う音が [子音+母音] の場合に、音どうしがつながる現象

stop it come on run about back out look at far away

interested in pick it up

## WARM UP

DL 03 CD1-03

1~4の語句を読んでいるものとして正しいものをA、Bの音声から選びましょう。

1. big gate A/B 2. cheer up A/B

3. run about A/B 4. what you want A/B

## TRY LISTENING

DL 04 CD1-04

1~5の文を聞いて、下線部に入る部分を補って文を完成させましょう。

1. My cousin \_\_\_\_\_ to come to her house tomorrow \_\_\_\_\_.

2. Most young people are \_\_\_\_\_ getting up early in the morning.

3. Grandma said, "\_\_\_\_\_, " holding her grandson.

4. "I can't \_\_\_\_\_ go \_\_\_\_\_ finish cleaning your room completely."

5. Glenn was told to \_\_\_\_\_ in the house.

## CONVERSATION

A. 次の会話を聞き、( ) に適切な語を入れましょう。会話のあとに問題が流れるので、適切な答えを a~c から選びましょう。

Ami, a university student, visits Dylan, her classmate from the United States.

Dylan: Hi Ami, come on in. Sorry the place is such a mess.

Ami: Wow, it sure is. What happened?

Dylan: There was a ( <sup>1</sup> ) ( <sup>2</sup> ) on TV last night and I had some friends over to watch it. We had a great time but now I have so much cleaning to do!

Ami: Well, since it's raining outside, it's a good day to stay inside and tidy up, anyway.

Dylan: Yeah, I guess so. But didn't you bring a DVD?

Ami: I sure did! But ( <sup>3</sup> ) ( <sup>4</sup> ) clean up first?

Dylan: I'll do it later. Let's watch that movie!

Ami: Actually, I think ( <sup>5</sup> ) ( <sup>6</sup> ) help you clean up first. This place is really messy and I think you could use the help!



Q1 a. a game b. a movie c. a concert

Q2 a. to help clean b. to watch a DVD c. to watch a game

B. クラスメイトとペアを組み、完成した会話を発話練習してみましょう。

C. 下線部の語句は自分で変え、部は下の Tool Box を参考に内容を入れ替えてオリジナルの会話を作り、ペアで練習をしてみましょう。



it's so hot, it's crowded / bring your Rollerblades, bring some homework with you / go outside and get some exercise, finish our homework first

SHORT ANNOUNCEMENT

DL 06 CD1-06

A. 次の録音メッセージを聞き、( ) に適切な語を入れたら下の問題に答えましょう。

Hi Dylan, this is Paul. Thanks for (1) (2) (3) last night to watch the game. It was so much fun! I hope it wasn't too much trouble cleaning up after we left. We should've stayed and helped. By the way, I think I left my smartphone (4) (5) (6) living room. Have you seen it? If you have it, could you please bring it with you to class later? I'd really appreciate it. Anyway, I can't wait for the next time we can all (7) (8). Maybe next time we can all do something at my place, instead. Take care and see you soon!

- Paul ( ) where he left his smartphone in Dylan's living room.
  - remembers
  - tells Dylan
  - doesn't know
- Next time, Paul wants people to ( ).
  - watch a game at Dylan's house
  - come over to his house
  - help clean up

B. クラスメートとペアを組み、完成したアナウンスを1文ずつ交互に発話してみましょう。

C. 上記メッセージの波線部を指示に従って書き換えてみましょう。

If you have -----, could you please ----- ?

-----部に自分の好きな語句、-----部に下の Tool Box から好きな語句を選んで、「もしあなたが-----を持っていたら、-----してくれませんか」という文を作る。

(例) A: If you have a plan B, could you please show it to me?

(もし別プランがあるなら、それを私に教えてくれませんか)

B: Sure. How about this one? ←もし可能なら、ペアの相手はコメントを加えてみましょう。

(いいですよ、これなんてどうですか)



show it to me / give me one of them / tell me when is the best time / raise your hand

READING

TARGET!

基本的な文の種類を学びましょう

文の意味によっていくつかの種類に分かれます。

1. 基本的な文

[平叙文] 事実や考えをありのまま述べる文  
(肯定文) She has a huge house. / (否定文) I can't run so fast.

[疑問文] 質問する文。文末に?をつける  
Are you Mr. Bettis? When did you go to Canada?

2. 特殊な文

[命令文] 「~しなさい」と相手に対して命令する文。please をつけると依頼するニュアンスが強くなる

Open the window. / Don't speak Japanese here. (命令)

Pass me the soy sauce, please. (依頼)

[感嘆文] おどろき、喜び、悲しみなどの感情を強く表す文。文末に!を付ける  
What a wonderful day it is! / How cute she is!

GRAMMAR EXERCISE 1

日本語の意味になるように、( ) に適切な語を入れましょう。

- ジャックとモリーは日曜日に働きません。  
Jack and Molly ( ) ( ) on Sundays.
- これはなんてきれいな花なのでしょう!  
( ) beautiful this flower ( )!
- どんな食べ物が好きか教えて。  
( ) ( ) what kind of food you like.

GRAMMAR EXERCISE 2

日本語に合うように [ ] 内の語句を並べて文を作りましょう。

- 間違いをする事を恐れるな。[ be / mistakes / don't / making / afraid of ] .  
\_\_\_\_\_
- 誰が彼をそんなに怒らせたのですか。[ him / so / made / who / angry ] ?  
\_\_\_\_\_
- あなたはなんて運の良い人なのでしょう。[ are / lucky / a / guy / what / you ] !  
\_\_\_\_\_

## READING

DL 07 CD1-07 ~ CD1-11

次の文章を読み、あとに続く問題に答えましょう。

## Simple Steps for Quick Cleaning

With today's busy lifestyles, people often find it hard to keep their homes clean. While trying to balance work, school, and other duties, there often doesn't seem to be enough time in the day to get everything done and it can be easy to let our living space get cluttered. However, keeping a clean living environment is important for a healthy life and helps keep our minds fresh and focused. Therefore, we should speed up our cleaning so that we can spend more time on other things.

In order to clean our homes quickly, we need a system. This means we start in the same place in the same room each time and move in a specific order throughout the home. By doing it this way, we never have to waste time thinking about what to do next and always know what our next step is. Gradually, as we get comfortable with the system, the time it takes us to clean goes down.

Along with following a specific order of cleaning, we need to be efficient in our actions. Rather than move around a room randomly, we should move from top to bottom and one side to the other. If for example, we clean a table first and then a lamp above it, it is likely that dust will fall from the lamp onto the table we have just cleaned and we will have to clean the table again. By moving from top to bottom and one side of the room to the other, we won't have to repeat ourselves and can finish in the fastest time possible.

Another way to save time cleaning is by keeping all your cleaning supplies together with you as you clean. This way you won't have to keep walking to the closet or cabinet where you usually keep your cleaning supplies. Keep everything in a portable container like a box or a bucket and carry it with you as you move from room to room. You'll be done with your cleaning in no time!

By regularly following these simple steps, you can cut down the time it takes you to clean and have more time for other activities. Also, you might find that cleaning refreshes your mind. A clean home is an important part of a healthy lifestyle.



## DEFINITION EXERCISE

1～5の語句の定義として正しいものをa～eから選んでみましょう。

- |                     |       |  |
|---------------------|-------|--|
| 1. cluttered (L.4)  | _____ | a. clearly identified, fixed or stated               |
| 2. system (L.7)     | _____ | b. things needed for a particular purpose            |
| 3. specific (L.8)   | _____ | c. well organized or systematic                      |
| 4. efficient (L.12) | _____ | d. covered or filled disorderly with too many things |
| 5. supplies (L.19)  | _____ | e. methods or techniques of doing something          |

## COMPREHENSION

本文の内容に合致するように( )に入る適語を下から選びましょう。

- We need to do the cleaning ( ) since we are busy with other things.  
a. regularly      b. promptly      c. repeatedly
- It's important to have a ( ) order to clean our space so we can always move without thinking.  
a. random      b. temporary      c. fixed
- To save time, all cleaning tools should be kept in ( ).  
a. gentle manner      b. high quality      c. one place
- Efficient cleaning will provide you more time for other things and also be good for your ( ).  
a. nature      b. well-being      c. safety

## MAKE A SUMMARY

A. 次は上の1～4の文に を追加した要約文です。まず( )に正答を記入しましょう。

We need to do the cleaning ( ) since we are busy with doing other things. \_\_\_\_\_, it's important to have a ( ) order to clean our space so we can always move without thinking. \_\_\_\_\_, **around / randomly and repeatedly / a room / need / to / instead of / move efficiently / we / moving.** \_\_\_\_\_, to save time, all cleaning tools should be kept in ( ). \_\_\_\_\_, efficient cleaning will provide you more time for other things and be also good for your ( ).

B. 次に、部を並べかえて文を完成させましょう。

C. 全体の流れがスムーズになるように、下線部につなぎの言葉を入れましょう。入れたら、ペアを組んでお互いの文を比べてみましょう。

.....  
 社交的な関係とは？



## LISTENING

### TARGET!

数字を使ったいろいろな表現を聞き取りましょう

DL 08 CD1-12

[小数・分数] 0.35 → zero point three five 3/4 → three fourths

[数式] 4 + 6 = 10 → Four plus six equals ten.

16 ÷ 8 = 2 → Sixteen divided by eight equals two.

[序数] first, second, third, fourth, fifth, .... twentieth, twenty-first

[年号・日付・時刻] 2025年 → twenty twenty five (two thousand twenty five)

5月15日 → May fifteenth

3時47分 → three forty seven

正午 → noon 10時15分前(過ぎ) → quarter to (past) ten

[電話番号・住所] 995-0034 → nine nine five zero zero [double oh] three four

207 62nd street → two zero [oh] seven, sixty second street

[数字に関する表現] a couple of days (2, 3日) three decades (30年)

double, twice (2倍) score (20) dozen (12)

### WARM UP

DL 09 CD1-13

1～4の音声を聞き、それが示す数字を記入してみましょう。

[例] (音) Thirty five hundred → (答) 3,500

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_

### TRY LISTENING

DL 10 CD1-14

1～5の読み方として正しいものをA～Cの音声から選びましょう。

1.  $5 \times 3 = 15$       A / B / C  
 2. 7 / 32              A / B / C  
 3. 1015 (西暦)      A / B / C  
 4. 6時45分          A / B / C  
 5. 18 53rd Avenue    A / B / C

### CONVERSATION

DL 11 CD1-15

A. 次の会話を聞き、( ) に適切な語を入れましょう。会話のあとに問題が流れるので、適切な答えを a～c から選びましょう。

Emily, an exchange student from Australia, is shopping with her classmate Riku.

Emily: Hey Riku. What do you think of this **computer** ?

Riku: It's really nice, but it's ( <sup>1</sup> ) yen. Your budget is 75,000.

Emily: You're right. How about this one? It has the same **functions**, but it's only ( <sup>2</sup> ) yen, about ( <sup>3</sup> ) the price of that one.

Riku: Looks good to me.

Emily: Alright, I'll get this one.

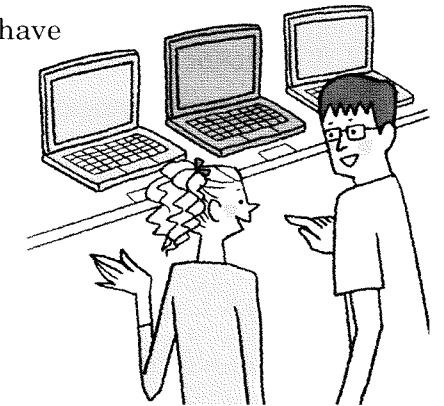
Riku: Oh, by the way, my soccer team is having **a party** next Friday, June ( <sup>4</sup> ). Can you come?

Emily: Sounds good. But I have to be home early. I have a ( <sup>5</sup> ) class the next day.

Riku: No problem! It starts at ( <sup>6</sup> ). It's at the ( <sup>7</sup> ) Street Café.

Emily: Sounds good. How do I get there?

Riku: Let's use your new computer to search for it!



Q1 a. 75,000 yen    b. 115,000 yen    c. 68,000 yen

Q2 a. Friday, June 4th    b. Saturday, June 5th    c. Sunday, June 15th

B. クラスメイトとペアを組み、完成した会話を発話練習してみましょう。

C. 下線部の語句は自分で変え、部は下の Tool Box を参考に内容を入れ替えてオリジナルの会話を作り、ペアで練習をしてみましょう。



tablet, jacket / apps, color and shape / a game, an awards ceremony

## SHORT ANNOUNCEMENT



A. 次のスピーチを聞き、( ) に適切な語を入れたら下の問題に答えましょう。

Good morning everyone. Thank you again for attending the ( <sup>1</sup> ) Annual Social Science Conference. We are sure that you all enjoyed the presentations yesterday. Today we will have ( <sup>2</sup> ) ( <sup>3</sup> ) members presenting their latest research. All speakers have kindly shared their presentation slides, which will be accessible on the conference website, www.ssc-( <sup>4</sup> ).com, from next Wednesday, ( <sup>5</sup> ) ( <sup>6</sup> ). So, you can access them directly from there. Also, I'd like to remind you that we will be holding a party from 4:30 p.m. tomorrow, following the last presentation which starts at 2:00 p.m. If you plan to attend, please let me know as soon as possible.

- This speech is most likely taking place ( ) of the conference.
  - at the beginning
  - in the middle
  - at the end
- If someone wants to access the presentation slides, they should ( ).
  - visit the conference website
  - email the presenter
  - let the speaker know

B. クラスメートとペアを組み、完成したアナウンスを1文ずつ交互に発話してみましょう。

C. 上記スピーチの波線部の文を指示に従って書き換えてみましょう。

I'd like to remind you that we will be [ ] from ( A ), following [ ] which starts at ( B ).

➡ (A) と (B) には好きな時刻、[ ] 部に Tool Box から好きな語句を入れて、「(B) 時に始まるに続いて、(A) 時から [ ] が始まることをお忘れなく (覚えておいてください)」という文を作る。

(例) I'd like to remind you that we will be watching a short film about our company from 3 p.m., following the introduction by our CEO which starts at 1:30 p.m. (午後1時半に始まるCEOの紹介に続いて、3時より弊社に関するショートフィルムを鑑賞しますのでお忘れなく)



attending the upcoming seminar, watching a short film about our company / the senior advisor's speech, the introduction by our CEO

## READING

### TARGET!

#### 動詞のいろいろな種類と使い方を学びましょう

1. **be 動詞と一般動詞** = be 動詞は状態、一般動詞は動作・状態を表す

Fernando **was** in his room all day. (フェルナンドは一日中部屋にいました)

Jessica always **eats** lunch at the cafeteria. (ジェシカはいつもカフェテリアで昼食をとります)

2. **自動詞と他動詞** = 自動詞とは「目的語をとらない動詞」、他動詞とは「目的語をとる動詞」

They **walk** to the university almost everyday. (彼らはほぼ毎日歩いて大学に行きます)

Richard **knows** all his classmates' names. (リチャードはクラスメート全員の名前を知っています)

3. **使役動詞と知覚動詞** = let, make, have などの使役動詞と see, hear, feel などの知覚動詞は第5文型のかたちでよく用いられる

We usually **let** our children **freely access** the Internet. (私たちは子供たちに自由にインターネットにアクセスさせています)

Lisa and I **saw** you **crossing** Park Street yesterday. (リサと私は昨日、あなたが公園通りを横切るのを見ました)

## GRAMMAR EXERCISE 1

日本文の意味になるように、( ) に適切な動詞を入れましょう。

- アイリーンと私は友人で、近くに住んでいます。  
Irene and I ( ) friends and ( ) near each other.
- パーティーにミサと私も出席すると彼らに知らせてください。  
Please ( ) them ( ) Misa and I will attend the party.
- 彼らがホームに到着したとき、電車はそこになかった。  
When they ( ) at the station, the train ( ) there.

## GRAMMAR EXERCISE 2

( ) に入る適切な語句を a ~ d から選びましょう。

- Many students ( ) journalism at the university.
  - major
  - major in
  - major at
  - major of
- None of our classmates ( ) to the teacher's advice and we all failed the exam.
  - listened
  - heard
  - learned
  - knew
- The famous actor's death ( ) the nation feel sad.
  - make
  - made
  - let
  - hear

## READING

DL 13 CD1-17 ~ CD1-21

次の文章を読み、あとに続く問題に答えましょう。

## The Social Brain

The Greek philosopher Aristotle famously observed that humans are social animals. We enjoy being surrounded by friends and family. We notice small changes in people's facial expressions and body language that reveal how they are feeling. We can even indirectly feel the pain and happiness of others. Recent  
5 research in the biology of the human brain has found evidence of our social nature. According to biologists, the area of the brain responsible for socialization is much larger in humans than it is in other mammals. This has caused some scientists to say that humans have 'social brains', and that we are biologically 'hard-wired' for socialization. But having such sophisticated social brains also gives rise to several  
10 major challenges for the human species.

One challenge for humans is that our complex social brains take a very long time to fully develop. Unlike the offspring of other mammals, human children need to be nurtured by adults for many years. This process does not stop after childhood. Some social skills are only acquired by interacting with peers during adolescence.  
15 Throughout this period, parents have to provide a safe and protective environment for these skills to develop.

Another challenge that humans face is providing the right circumstances for children to develop. Research on human relationships has shown that the interactions children have with their parents strongly affect how their brains  
20 develop. Children who are raised in a caring and loving home tend to have healthier relationships later in life. However, if a child does not receive enough love and attention, he or she may show insecure, or anxious behavior in future relationships. Human parents, therefore, not only need to take care of their children for a very long time but have to provide the appropriate social context for  
25 them to develop.

Finally, our complex social brains do not necessarily bring about more peaceful societies. As history shows, humans are capable of extreme violence and cruelty. Ironically, our social brains may actually make us more likely to take part in such antisocial behavior. This is because our sensitivity to the feelings of others can  
30 lead us to fight with people outside of our groups in order to protect the ones we love.

To sum up, the highly sophisticated 'social brains' of humans present unique challenges for our species. Fortunately, however, we have also shown ourselves to be quite good at dealing with the challenges we face!

## DEFINITION EXERCISE

1 ~ 5 の語句の定義として正しいものを a ~ e から選んでみましょう。

- |                        |       |   |
|------------------------|-------|---|
| 1. hard-wired (l.8)    | _____ | a. fixed or unchangeable                                |
| 2. sophisticated (l.9) | _____ | b. the act of talking or doing things with other people |
| 3. offspring (l.12)    | _____ | c. a child or animal in relation to its parent(s)       |
| 4. interaction (l.19)  | _____ | d. complex or advanced                                  |
| 5. extreme (l.27)      | _____ | e. exceedingly great or high in degree                  |

## COMPREHENSION

本文の内容に合致するように ( ) に入る適語を下から選びましょう。

- The human brain is so social that it ( ) some challenges on the human species.  
a. brings      b. circulates      c. imposes
- Parents need to provide the ( ) circumstances for the brain to develop.  
a. proper      b. challenging      c. complicated
- Our social ( ) does not necessarily mean that human societies are peaceful.  
a. media      b. cruelty      c. sensitivity
- The human brain is complex, but it is ( ) at overcoming challenges.  
a. sophisticated      b. effective      c. unique

## MAKE A SUMMARY

A. 次は上の 1 ~ 4 の文に 〇 を追加した要約文です。まず、それぞれの ( ) に正答を記入しましょう。

The human brain is so social that it ( ) some challenges on the human species. \_\_\_\_\_, the human brain **brains / parents / fully develop / much / makes / time / to / spend / their children's**. \_\_\_\_\_, parents need to provide the ( ) circumstances for the brain to develop. \_\_\_\_\_, our social ( ) does not necessarily mean that human societies are peaceful. \_\_\_\_\_, the human brain is complex, but it is ( ) at overcoming challenges.

B. 次に、〇 部を並べかえて文を完成させましょう。

the human brain \_\_\_\_\_.

C. 全体の流れがスムーズになるように、下線部につなぎの言葉を入れましょう。入れたら、ペアを組んでお互いの文を比べてみましょう。