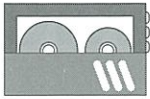



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は し が き

英語教育の試行錯誤が繰り返される中で、本書の出版に至った第一の目的は「読み、味わい、考えて、各自の世界を広げる」という流れを作る題材をテキストに取り上げるということであった。

その目的に主眼をおいて、社会情勢、歴史、哲学、環境、科学そして文学と、大学で学ぶ者として学生諸君に是非読んでもらいたい題材を集めた。

例えば地雷や児童強制労働の現状、アメリカ大統領や環境保護論者のスピーチ、歴史に名を残す哲学者の言葉、ネイティブアメリカンの哲学、そして人間そのものについて問いかける児童文学など興味深くかつ、大学教育の場で読むのにふさわしいものばかりである。

各題材は全て、原典からの全文、または抜粋である。そして、上記のとおり種々のジャンルにわたっている。従って、文体は様々であり、英文もイギリス英語で書かれたものもあればアメリカ英語で書かれたものもあるが、基本方針として、スペリング、句読法、引用符等は、原典のままとした。ただリーディングスキルを培うだけではなく、読んで教養を深め、世界へまたさらに自己の内部へと洞察する眼を養って頂けることを編著者一同願って止まない。

各章には、本文内容理解を確認する問題の他に文法の復習を行えるよう簡単な説明と練習問題を付けた。また **Further Study** には、さらに知りたい意欲のある読者のためにインターネットの関連サイトのアドレスや原典の紹介を記したので、活用して頂きたい。

最後に細部にわたって英文校閲をしていただいた **Mary Tadokoro** 氏、そして本書出版に当たってご尽力下さった、日比野忠氏に感謝の意を表します。

編著者一同

Contents

はしがき

Chapter 1	Severn Cullis-Suzuki's Address to the Plenary Session at the Earth Summit 02
	「12才の少女が環境サミットで語った伝説的スピーチ」
	A. Exercises
	B. Grammar Focus: 文型
	C. Further Study
Chapter 2	Free the Children 08
	「児童強制労働廃止に立ち上がった少年」 by Craig Keilburger
	A. Exercises
	B. Grammar Focus: 過去完了形 (had + 過去分詞)
	C. Further Study
Chapter 3	The Legacy of Landmines 14
	「地雷問題の現状、ユニセフの報告」
	A. Exercises
	B. Grammar Focus: 比較の用法
	C. Further Study
Chapter 4	President Kennedy's Inaugural Address 20
	「ケネディー大統領就任演説」
	A. Exercises
	B. Grammar Focus: 使役
	C. Further Study
Chapter 5	Albert Einstein: VOA Special English Science Report 26
	「科学を変えた人 アインシュタイン博士」
	A. Exercises
	B. Grammar Focus: 不定詞と動名詞
	C. Further Study
Chapter 6	Dr. Wangari Maathai's Nobel Peace Prize Acceptance Speech 32
	「ワンガリ・マータイさん、ノーベル平和賞受賞演説」
	A. Exercises
	B. Grammar Focus: 関係詞の制限用法と非制限用法
	C. Further Study

Chapter 7	Many Winters 38 「今日は死ぬのもってこいの日」 by Nancy Wood A. Exercises B. Grammar Focus: 目的、結果の接続詞、so that と so ~ that... C. Further Study
Chapter 8	Condensed Philosophy 44 「5人の哲学者の言葉—ソクラテス、ホッブス、デカルト、ニーチェ、カミュ」 A. Exercises B. Grammar Focus: 分詞構文 C. Further Study
Chapter 9	COSMOS 50 「コスモス わたしたちは星の子」 by Carl Sagan A. Exercises B. Grammar Focus: 前置詞 + 関係代名詞 C. Further Study
Chapter 10	MOMO 56 「モモ、時間の意味を求めて」 by Michael Ende A. Exercises B. Grammar Focus: 譲歩を表す副詞節を導く複合関係詞 C. Further Study
Chapter 11	The Little Prince 62 「星の王子さま、本当に大切なものを求めて」 by Antoine de Saint-Exupéry A. Exercises B. Grammar Focus: 倒置 C. Further Study
Chapter 12	Peter Pan 68 「ピーターパン、永遠の子供と出逢って」 by James Barrie A. Exercises B. Grammar Focus: 仮定法 C. Further Study

Read and Think: 12 Inspiring Messages

Severn Cullis-Suzuki's Address to the Plenary Session at the Earth Summit

● 12歳の少女が環境サミットで語った伝説のスピーチ●

1992年6月11日、ブラジルのリオで国連の地球環境サミットが開催された。その国際会議で専門家、政治家達を前に12歳の少女が行ったわずか6分間スピーチ。彼女の訴えは大きく人々の心を揺り動かし、「リオの伝説のスピーチ」と呼ばれるようになった。



Hello, I'm Severn Suzuki speaking for E.C.O.—the Environmental Children's Organization. We are a group of twelve and thirteen-year-olds from Canada trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg and me.



We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways. Coming here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like

losing an election or a few points on the stock market. I am here to speak for all generations to come.

15

I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go. We cannot afford not to be heard.



I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing in Vancouver with my dad until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day—vanishing forever. In my life, I have dreamt of seeing the great herds

25



of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these little things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions.

5



I'm only a child and I don't have all the solutions, but I want you to realize, neither do you!

15

You don't know how to fix the holes in our ozone layer.

You don't know how to bring salmon back up a dead stream.

You don't know how to bring back an animal now extinct.

20

And you can't bring back forests that once grew where there is now desert.



If you don't know how to fix it, please stop breaking it!

25

Here, you may be delegates of your governments, business people, organizers, reporters or politicians—but really you are mothers and fathers, brothers and sisters, aunts and uncles—and all of you are somebody's child.

30

I'm only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil—borders and governments will never change that. I'm only a child yet I know we are all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel.

35

40

In my country, we make so much waste. We buy and throw away, buy and throw away, and yet northern countries will not share with the needy. Even when we have more than enough, we are afraid to lose some of our wealth, afraid to share.

45

50

In Canada, we live the privileged life, with plenty of food, water and shelter. We have watches, bicycles, computers and television sets. Two days ago here in Brazil, we were shocked when we spent some time with some children living on the streets. And this is what one child told us: "I wish I was rich and if I were, I would give all the street children food, clothes, medicine, shelter

55

60



and love and affection." If a child on
the street who has nothing is willing
to share, why are we who have
everything still so greedy? I can't
5 stop thinking that these children are
my age, that it makes a tremendous
difference where you are born, that I
could be one of those children living
in the Favellas of Rio, I could be a
10 child starving in Somalia, a victim of
war in the Middle East or a beggar in
India.

Track 10
I'm only a child yet I know if all
the money spent on war was spent
15 on ending poverty and finding envi-
ronmental answers, what a wonder-
ful place this earth would be!

Track 11
At school, even in kindergarten,
you teach us to behave in the world.

20 You teach us:

- not to fight with others,
- to work things out,
- to respect others,
- to clean up our mess,
- 25 —not to hurt other creatures,
- to share,
- not be greedy.

Then why do you go out and do

the things you tell us not to do?

Do not forget why you're attend- 30
ing these conferences, who you're
doing this for—we are your own
children. You are deciding what kind
of world we will grow up in. Parents
should be able to comfort their chil- 35
dren by saying, "Everything's going
to be alright," "We're doing the best
we can," and "It's not the end of the
world." But I don't think you can say
that to us anymore. Are we even on 40
your list of priorities?

Track 13
My father always says, "You are
what you do, not what you say."
Well, what you do makes me cry at
night. You grown-ups say you love 45
us. I challenge you, please make
your actions reflect your words.

Thank you for listening.

[Notes]

- (P.2, L.12) **agenda** : 協議事項
- (P.2, L.17) **on behalf of~** : ~のために
- (P.2, L.34) **herd** : (動物の) 群れ
- (P.3, L.24) **delegate** : 代表、使節
- (P.3, L.32) **strong** : 数詞の後に付け、総勢~人
- (P.3, L.46) **the needy** : 貧しい人々
- (P.4, L.4) **greedy** : 貪欲な
- (P.4, L.6) **tremendous** : ものすごい
- (P.4, L.9) **Favellas of Rio** : リオの貧民街
- (P.4, L.31) **conference** : (公式の) 会議

A. Exercises

[1] 本文の内容と合っていれば T、合っていなければ F を記入しなさい。

- () 1. Severn Cullis-Suzuki is a member of E.C.O. and went to Rio to make a speech.
- () 2. Severn stopped fishing because the fish in Vancouver have something wrong.
- () 3. Severn is sure that adults know the solutions of the global problems we have now.
- () 4. Severn thinks that one's birthplace has nothing to do with the way he or she lives.
- () 5. "You are what you do, not what you say" means that actions are more important than words.

[2] 次の質問に日本語で答えなさい。

Severn が Rio に行った目的

- () 子供達のために発言するため
- () 動物のために発言するため

Severn が挙げる大人達の知らないこと

-
-
-
-

B. Grammar Focus

●文型●

英語は日本語と異なり、文の中での単語の位置がとても重要である。
基本的に主語(S) 動詞(V) 目的語(O) 補語(C) の位置は決まっています。
すべての英文は以下の5つの型に分類される。

- 第1文型 S+V I run fast.
第2文型 S+V+C You were happy yesterday.
第3文型 S+V+O I study English every day.
第4文型 S+V+O+O My mother bought me a toy car as a Christmas gift.
第5文型 S+V+O+C We call our cat Honey.

目的語は動詞の表す動作の対象となるもので、
補語は主語や目的語の意味を補うもの。
補語は主語や目的語との間に=の関係が成り立つが、
目的語は成り立たない。

- You bought a car. (You ≠ car, car は目的語)
- She is happy. (She = happy, happy は補語)
- Your song made me sad. (me = sad, sad は補語)

(例)

We are a group of twelve and thirteen-year-olds from Canada trying to make a difference. (本章 P. 2, LL. 3-5) [第2文型]

I would give all the street children food, clothes, medicine, shelter and love and affection. (本章 P. 3, L. 59 P. 4, L. 1) [第4文型]

Many of those who run the nations will find this idea unpleasant. (Ch. 9 P. 51, LL. 7-8) [第5文型]

Practice

英文を完成した後どの文型か答えなさい。



1. 僕は君が言うことを信じるよ。
I'll () () you (). [文型]
2. 彼は私に会えて嬉しそうだった。
He () () to () ().
[文型]
3. このコピー機の使い方を教えてくださいませんか？
Will you () () () ()
use this copier? [文型]



4. 窓を開けたままにはいけません。
You should not () the () ().
[文型]
5. バスがきたよ。
Here () () (). [文型]

C. Further Study



Severn さんが主催する Ethic Planet のホームページにアクセスして
さらにその活動を知ろう!

<http://www.ethicplanet.com/English/intro-eng.htm>