

【Program 6-1】

次の文は、昇太先生が海のある問題について知ってもらうために書いた文章です。文章を読んで、何について書かれているのか読み取り、(1) the place、(2) the problem、(3) the solutionについて、当てはまる部分に線を引きましょう。

## Corals in Okinawa

It is said that there are about 800 kinds of corals in the world, but 200 of them live in Okinawa. Corals \*produce oxygen (O<sub>2</sub>) and they are very important for the ocean and the earth. However, corals in Okinawa have a big problem, corals' death and \*bleaching. One of the main reasons for the death and bleaching is \*global warming. The good \*temperature for corals is 25°C to 28°C, but in 30°C or higher continues, the coral will start bleaching. What can we do for corals?

I think we should reduce the gas which our cars make. The gas \*leads to global warming. Many people use a car in Okinawa. What can we do?



\*produce: 排出する

\*bleaching: 白化

\*global warming:

地球温暖化

\*temperature: 温度

\*lead to~:

~につながる

(1) the place (Where is it?)	(2) the problem (What is the problem?)	(3) the solution (What should we do?)
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Memo (読んで分かったことや、自分にできることを伝えるためのメモを書こう)

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I think we should \*reduce the gas which our cars make. The gas \*leads to global warming. Many people use a car in Okinawa. What can you do?



\*coral: サンゴ

\*produce: 排出する

\*oxygen: 酸素

\*ocean: 海

\*earth: 地球

\*death: 死

\*bleaching: 白化

\*reason: 理由

\*global warming:  
地球温暖化

\*temperature: 温度

\*reduce: ~を減らす

\*lead to~:  
~につながる

(1) the place  
(Where is it?)

(2) the problem  
(What is the problem?)

(3) the solution  
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Memo (読んで分かったことや、自分にできることを伝えるためのメモを書こう)

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Memo (読んで分かったことや、自分にできることを伝えるためのメモを書こう)

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A rectangular box containing five horizontal dashed lines, resembling a writing template. The lines are evenly spaced and extend across the width of the box. The box is defined by a solid black border.

【Program 6-2】

Class: \_\_\_\_\_ No. \_\_\_\_\_ Name: \_\_\_\_\_

Program 6 に関連して、海の問題について現状や課題を調べていると次のような記事を見つけました。記事を読んで、何について書かれているか読み取り、(1) the place, (2) the problem, (3) the solution について、当てはまる部分に線を引きましょう。

## The Problems and the Future of Plastics

There are so many kinds of plastics in the world. Some of them float in the ocean, and some of them sink into the deep ocean around the world. Sea animals sometimes eat them by mistake. So



they are harmful to the ecosystem. Also, plastics are difficult to be broken down. When they go out to the ocean, these plastics become tiny pieces. They are called "micro plastics." It is difficult to collect them.

In order to solve the problem, "biodegradable plastics" are invented. They are also called "green plastics". They are plastics which are broken down into water, so they are good for the environment. They are new things from technology. What can you do in our daily lives?

(1) the place (Where is it?)	(2) the problem (What is the problem?)	(3) the solution (What should we do?)
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Memo (読んで分かったことや、自分にできることを伝えるためのメモを書こう)

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沖縄や糸満の海の現状や課題を伝え、私たちができることを伝えるために、世界の海ではどのような現状や課題があるのか読み取り、(1) the place, (2) the problem, (3) the solution について、当てはまる部分に線を引きましょう。

## The Problems and the Future of Plastics

There are so many kinds of plastics in the world. Some of them float in the ocean, and some of them \*sink into the \*deep ocean around the world. Sea animals sometimes eat them by mistake. So they are harmful to the \*ecosystem. Also, plastics are difficult to be broken down. When they go out to the ocean, these plastics become tiny pieces. They are called "micro plastics." It is difficult to collect them.

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\*sink: 沈む  
\*deep: 深い

\*ecosystem: 生態系

\*in order to~:  
~するために  
\*solve: 解決する

\*environment: 環境  
\*technology: 技術

\*lives: life (生活) の  
複数形

(1) the place (Where is it?)	(2) the problem (What is the problem?)	(3) the solution (What should we do?)
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Memo (読んで分かったことや、自分にできることを伝えるためのメモを書こう)

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沖縄や糸満の海の現状や課題を伝え、私たちができることを伝えるために、世界の海ではどのような現状や課題があるのか読み取り、(1) the place, (2) the problem, (3) the solution について、当てはまる部分に線を引きましょう。

## The Problems and the Future of Plastics

There are so many kinds of plastics in the world. Some of them float in the ocean, and some of them \*sink into the \*deep \*ocean around the world. Sea animals sometimes eat them by mistake. So they are \*harmful to the \*ecosystem. Also, plastics are difficult to be \*broken down. When they go out to the ocean, these plastics become \*tiny pieces. They are called "micro plastics." It is difficult to collect them.

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- \*sink: 沈む
- \*deep: 深い
- \*ocean: 海
- \*harmful: 有害
- \*ecosystem: 生態系
- \*broken down: 分解される
- \*tiny: とても小さな
- \*in order to~: ~するために
- \*solve: 解決する
- \*invent: 発明する
- \*environment: 環境
- \*technology: 技術
- \*lives: life(生活)の複数形

(1) the place (Where is it?)	(2) the problem (What is the problem?)	(3) the solution (What should we do?)
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Memo (読んで分かったことや、自分にできることを伝えるためのメモを書こう)

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【Program 6-3】

Class: \_\_\_\_\_ No. \_\_\_\_\_ Name: \_\_\_\_\_

沖縄や糸満の海の現状や課題を伝え、私たちができることを伝えるために、世界の海ではどのような現状や課題があるのか読み取り、本文の内容に合うように、右の絵を並べ替えましょう。

## Sea Garbage Problem in Our City

In our school, we have learned about the environment of the sea. When we were in \*the 7th grade, we went to Bibi-beach to clean the beach. We picked up a lot of garbage like \*tobacco, \*tires, \*cans, and so on. We also picked up some garbage from China. After cleaning up, we decided to \*turn the garbage into something new. We made \*flowerpots and \*displays from the garbage. Then, we made newspapers about the sea garbage problem. This was the first time for us to learn about the sea garbage problem.

I think that knowing and learning about sea garbage is the best way to reduce garbage. We should tell people who do not know about the sea problem. If people can know about the sea problem, they will stop throwing garbage into the sea and on the road.

\*What else can you do?

\*the 7<sup>th</sup> grade:  
7年生(中1)

\*tobacco: タバコ

\*tire(s): タイヤ

\*can(s): 缶

\*turn ~ into ...:  
~を...に変える

\*flowerpot(s): 鉢

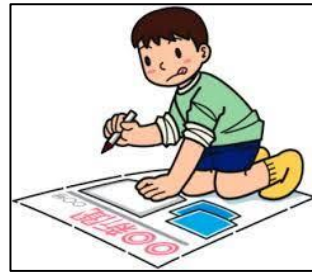
\*display(s): 展示物

\*what else:  
他に何か

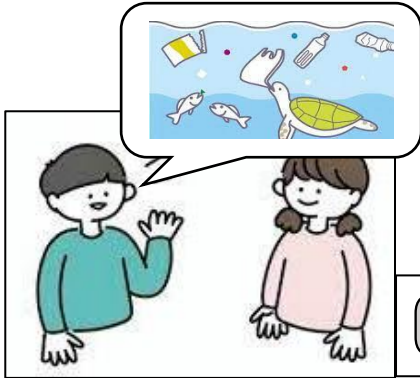




A



B



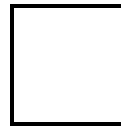
C



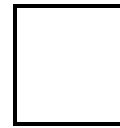
D



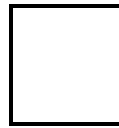
E



→



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Memo (読んで分かったことや、自分にできることを伝えるためのメモを書こう)

Blank space for writing a memo.

Blank space for writing a memo, with dashed lines for writing.

