

Lesson 2

POLE STAR I

Different Bottles, Different Names



1-Class ___ No. ___ Name _____

Date: 2018 / ___ / ___

Targets for this Lesson

You will be able to ...

1. answer the question;

“What can we do to the environment in our daily lives?”

by using some important expressions from the text

2. learn Grammar Points; (1) present perfect (現在完了) (2) gerund (動名詞)

(3) preposition (前置詞) (4) help (動詞の型④)

Reading Strategy

1. 英文読解の鉄則② 「英語は“因果”に流れる！」

2. Discourse Markers

(1) for example (例示)

(2) Therefore(So), ... 「それゆえ (だから) ...」

3. “呼応”のパターン②

To know is one thing, to teach is another.

※「A もあり B もある=A と B とは別物だ」と表現する場合に使います。



Task 1 Listening: Listen to the recording, and put appropriate words in the blanks below.



How much ?

Task 2 Speaking **Give it a try! –Speaking**

Use your dictionaries and make “How ... do you ...?” questions. Write down as many questions as possible, using the format above.

Ask your partner!

.....
.....
.....
.....

Task 3 Reading: Read Lesson 2 (484 words) within 8 minutes , and draw mapping by using some keywords in this lesson.

Task 4: Speaking

Explain what this is for in English:



Task 5: Comprehension

Read the passage below, and fill in the blanks with suitable prepositions.

In the past, people () trains often bought tea in a small pot. Today, they buy it in a plastic bottle. Many other drinks come in plastic bottles, too—fruit juice, water, and cola, () example. Plastic bottles are now very familiar () the Japanese. They even have a special name for them—*petto botoru*. Where does the name come from? It comes from the name of a type of plastic—P.E.T.

It is hard to imagine a world () plastic bottles today. **However**, not so long ago, there were no plastic bottles () all. Drinks usually came in glass bottles, but these were easily broken. P.E.T. bottles, () the other hand, are very strong. They are much safer than glass bottles.

Plastic bottles were invented () an American company and first used in 1974. A short time later, in 1977, a Japanese company began to use them for soy sauce.

Since then, plastic bottles have come a long way. They have become lighter and lighter. In 1991, a 2-liter plastic bottle was around 80 grams in weight. By 2013, that weight was down to around 30 grams.

The caps on the bottles are better, too. These days, they come with a plastic ring. If you can turn only the ring, it means that somebody has already opened the bottle.

The bottoms of some plastic bottles have **also** changed. They now look like a flower () petals. The new design helps to handle the pressure of drinks with gas in them.

Task 6: Comprehension

How have plastic bottles have changed? Write a few things in Japanese, and share them with your partners.

.....

.....

.....

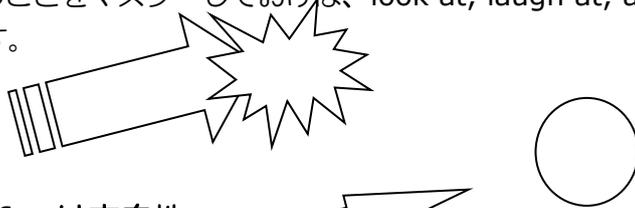
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前置詞のイメージ

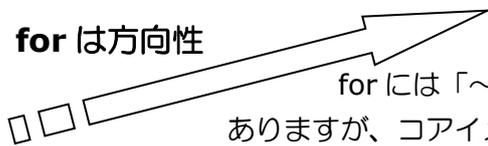
前置詞とは、読んで字のごとく「名詞の前に置く詞（ことば）」のことです。大切なことは、「コアの（核となる）イメージ」をつかむことです。下の9つは最低覚えましょう。

(1) at は一点

このことをマスターしておけば、look at, laugh at, arrive at...など、全てに対応できます。



(2) for は方向性



for には「～のために」や「～を求めて」という意味もありますが、コアイメージは「～に向かって」。電車のアナウンスでも流れますよね。“This is the rapid train bound for …”

(3) from は起点、to は方向と到達

from の起点イメージの「～から」から、分離の「～から離れて」という意味が生まれました。例えば She is absent from school. (彼女は学校を欠席している) の from が「分離（離れている）」ということを表しているのがわかると思います。

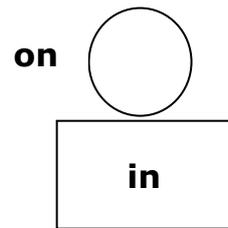
to は go to the station (駅に行く) のように使われますが、at (一点) や for (方向性) との違いは、to には必ず到達するという意味が含まれている点です。

(4) on は接触、of は分離（所有）、in は包囲

on は中学校時代に「～の上」と習うかも知れませんが、上でも下でも横でも、「接触」していれば on なのです。物的な接触から、「動作の接触＝継続」(on sale) や「心の接触＝依存」(depend on＝頼る) にも使われます。

on の逆で「離れる」のが of ですが、the leg of the table (テーブルの脚) のように「所有」の意味でも用いられます。

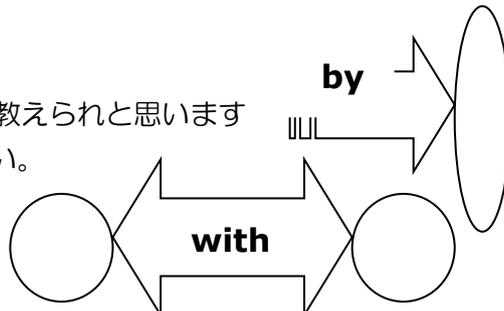
in の「包囲」は理解しやすいと思います。昔、城壁で囲まれたお城のイメージです。



(5) with はつながり、by は接近

中学校時代、with は「～と一緒に」と教えられと思いますが、with は「つながり」と覚えてください。いい場合でも悪い場合でも使います。

by は stand by me (私の側にいて) をイメージしましょう。



Task 7: Writing Put the following Japanese into English and put the words in the best order, referring to the underlined sentence:

「ますます多くの世界中の医者がその新薬を使い出した。」

→

“How can I improve my essay?”

“Well, being [help / more / specific / will / write / you] a better essay.”

→ “Well, being a better essay.”

Task 8: Comprehension~Listening→Reading→Speaking

1) Listen to the recording once, then tell the outline to your partners:

2) Open your text book and read Ⅲ aloud as many times as possible:(3min.)

3) Close your text book and explain what the problems of plastic bottles are by using the following words: oil / trash / throw away

One problem is that

Another is that

Task 9: Comprehension

Read the passage(Ⅲ) again, fill in the blanks with suitable prepositions:

抽象→具体のパターン

逆転の言葉

There are a number of problems with plastic bottles, **however**. For **one** thing, a lot of oil is used to make them. For **another**, many people just throw plastic bottles away after using them. This produces lots of trash.

For these reasons, many people say that we should not put water in plastic bottles. They have had campaigns () such use of plastic bottles in cities () the world. In 2008, Chicago even put a special tax () water in plastic bottles. In 2009, the Australian town of Bundanoon decided to stop the sale of water in these kinds of bottles. In March 2014, San Francisco made a new law to do the same thing.

Task 10 Comprehension

Read the passage below, and put the underlined part into Japanese, saying what “That” indicates:

One answer to the problem of plastic bottles is recycling. About 580,000 tons of plastic bottles were produced in Japan in 2012. About 520,000 tons of them were recycled – about 90%.

What happens to the recycled plastic? It is used to make many different things: ball-point pens, egg boxes, curtains ... even suits!

Japan has put a lot of efforts into the recycling of plastic. The use of different names for different kinds of plastic has helped. As we said earlier, the Japanese use a special name for P.E.T. bottles – *petto botoru*. Therefore, they know that they should separate them from other plastic bottles. That has helped Japan to become the world’s leading country in the recycling of such products.

Task 11 Opinion

1) Read the passage above aloud twice, and think of what the writer’s main idea is. Discuss it in pairs.

2) What do you think the writer wants to tell us about?

.....

3) What do you think about the writer’s idea? How do you feel? Write your idea.

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