

## Vocabulary (Part 1)

Today's scene has a lot of nice vocabulary words. Let's preview them by matching each of the following words to the dictionary definitions provided below.

今回は良いボキャブラリーがたくさん出てきます。予習してみましょう。1～10の定義文に合う単語を下の表から選んでください。

sophomore	curriculum	incapable	high caliber	accredited
jurisdiction	tenure	charter	violation	disrupt

1. \_\_\_\_\_: unable to do or achieve something
2. \_\_\_\_\_: a second-year university or high-school student
3. \_\_\_\_\_: an officially recognized or authorized (person, organization, or course of study)
4. \_\_\_\_\_: comprising a course of study in a school or college
5. \_\_\_\_\_: the official power to make legal decisions and judgements
6. \_\_\_\_\_: the quality of someone's character or the level of their ability
7. \_\_\_\_\_: being given a permanent post, especially as a teacher or a lecturer
8. \_\_\_\_\_: an action that breaks or acts against a law, agreement, principle, or something that should be respected
9. \_\_\_\_\_: a written grant by the sovereign power of a government by which a city, company, or school's rights and privileges are defined
10. \_\_\_\_\_: interrupt an activity, event, or process by causing a disturbance or a problem

## Vocabulary (Part 2)

Using the vocabulary above, complete the following sentences.

p.1 表の単語を使って下の文章を完成させてください。

1. By not giving their workers a 45-minute lunch break, the company was in \_\_\_\_\_ of the national labor code.
2. Beginning next year, the Board of Education will only employ teachers that have been \_\_\_\_\_ by national universities.
3. Many Americans get their driver's licenses when they are in their \_\_\_\_\_ year of high school.
4. If all goes well, the university will give me \_\_\_\_\_ next year. Then I won't have to worry about job security anymore.
5. This restaurant is amazing! I've never had such \_\_\_\_\_ food before.
6. Students should not \_\_\_\_\_ their teacher. These days, though, many of them do.
7. Unfortunately, ma'am, there is nothing we can do. This incident is out of our \_\_\_\_\_.
8. Have you looked at the new \_\_\_\_\_? There are so many new courses we are going to have to prepare for next year.

## Useful Expression 1

In today's scene, the school principal says, *Putting aside all obvious resentments for the moment, even if an arrangement were made, and she could teach them as juniors, there isn't an accredited course in the curriculum for her to teach unless Brian trades one of his junior classes for a sophomore.*

今回の場面で校長が言います「意見の衝突は置いておくとして、彼女が３年生を教えるにしてもカリキュラム上教えるクラスがない。ブライアンが３年と２年の授業を交換しない限り」

When we use this expression, we are temporarily ignoring something, whether it's a feeling, a difference of opinion, a problem, or a task, to focus on something else.

この表現を使うのは、感情、意見の相違、問題、仕事など、一時的に無視して、他のことに目を向けようとする場合です。

In today's scene, the principal is saying that there are negative feelings (resentments) that are interfering with the conversation, and that he wants to ignore those negative feelings and look at the basic facts of the situation.

〈会話を妨げている否定的な感情（鬱積した恨み）、一旦それを無視して、状況の基本的な事実を目を向けたい〉と校長は言っています。

You can use this expression when something is interfering with your ability to talk or think directly about a topic.

この表現はある話題についてストレートに話したり考えたりすることを何かが妨げているときに使えます。

## Activity

Role play the following situations and think about how this expression can be used.

以下の状況をロールプレイして、この表現がどのように使われるか考えてみましょう

1. A: What do you want to do after university?

B: I'm studying to be a paramedic. I want to work in the emergency room of a big hospital.

A: I worked in an emergency room for a few years.

B: You did? What did you think of it?

A: It was really stressful and tiring.

B: **Putting aside** the stressful nature of the work, did you like it?

A: Well, yeah. I liked it a lot. It was very rewarding ... but it was hard.

B: But you liked it, right?

A: I did.

B: Good. I'm happy to hear that.

2. A: Thank you for coming today. I'd like to talk to you about your son's classroom behavior.

B: Okay. What has he done?

A: Well, recently he's been very disruptive.

B: Is that so?

A: Yes, he's been standing in the middle of lessons, coming to class unprepared, shouting out his opinion without being called upon ...

B: Okay. Well, **putting aside** his classroom behavior for a moment, how is he doing academically?

A: His test scores are all great, and his homework is almost always perfect.

B: Well, that's good to hear. Do you think he might just be bored in your lessons?

## Today's Scene

Ms. Gruwell, the main teacher in this movie, was put in charge of teaching a group of students that nobody thought could be taught. The students had low test scores, poor attitudes, and were uncooperative. On top that, they were aggressive and violent toward each other.

この映画の主人公である教師、Ms.グルーウェルは、誰も教えられるとは思っていなかった生徒たちの指導を任されます。生徒たちはテストの点数が低く、態度も悪く、協調性も欠けていました。その上、お互いに対して攻撃的で暴力的です。

Despite these challenges, through trial and error, Ms. Gruwell found a way to earn her students' trust and respect and somehow managed to create a classroom environment where her students felt safe.

このような困難にもかかわらず、Ms.グルーウェルは試行錯誤の末、生徒の信頼と尊敬を得ることに成功し、どうにか生徒が安心できるクラスの環境を作り上げます。

When Ms. Gruwell's students found out that she wouldn't be their teacher in their junior and senior years, they become very upset. Fearing that her students would return to the failing track they had been on when she first started teaching them, Ms. Gruwell petitioned the Board of Education to allow her to continue teaching the same group of students in their third and fourth years.

Ms.グルーウェルの生徒たちは、3年生と4年生で彼女が担任でなくなることを知り、とても動揺します。彼女が教え始めたころの落ちこぼれ路線に生徒たちが戻ってしまうことを危惧した Ms.グルーウェルは、3年生と4年生になっても同じ生徒たちを教え続けられるよう教育委員会に嘆願します。

Today's scene takes place in the office of a Board of Education supervisor. Here, the teacher in charge of Ms. Gruwell argues that Ms. Gruwell shouldn't be allowed to continue teaching her current students in their third and fourth grade years. Let's watch the scene and see what happens.

舞台となるのは教育委員会主事のオフィスです。

管理職の教師（マーガレット）は、Ms.グルーウェルが現在の生徒を3年生と4年生でも教え続けることを認めるべきではないと主張します。では、その場面を見てみましょう。



Ms. Gruwell



Margaret



Brian



school principal



Carl

## Dialogue

For today's dialogue practice, let's try making groups of three. One person can play Ms. Gruwell, another person can play the role of Margaret, and the third person can play the roles of Brian, the school principal, and Carl.

今日の会話練習では、3人1組のグループを作ってみましょう。一人が Ms.グルーウェル役、もう一人がマーガレット役、三人目がブライアン、校長先生、カール役です。

## Conversation

In today's scene, one teacher (teacher A) says the following things to another teacher (teacher B)

場面の中でマーガレットが Ms.グルーウェルに言います。

- If (your students have) made the progress you say (they) have, (they) should be ready to move on (to taking classes with other teachers). They might even gain something from (doing so).

もし（生徒が）あなたの言うように成長したのなら、（他の先生の授業を受ける）準備はできているはずよ。（そうすることで）得られることもあるかもしれません。

- If (your students) move on to our classes, and they fail, it'll be because they weren't prepared. It'll be because you failed, not them.

もし（生徒が）私たちのクラスに進んで落第したら、それは彼らが力不足だったから。それはあなたの失敗であって、彼らの失敗ではありません。

## Activity:

With a partner, talk about the following questions.

メンバーと以下の質問について話し合ってください。

1. If a student fails a class, do you think blame should be placed on the teacher who is teaching that class, the student, or the student's previous teachers (for not teaching the student what he/she needs to know in higher grades)?

生徒がクラスで落第した場合、その責任は誰にあると思いますか？

- ・そのクラスで教えている教師
- ・生徒
- ・生徒の前の教師（高学年で生徒が知るべきことを教えなかったという理由で）

2. Do you think that teachers should lower their standards or change their teaching methods/techniques if many students are not doing well in their classes?

多くの生徒が自分の授業についていけない場合、教師は基準を下げる、または教え方やテクニックを変えるべきだと思いますか？

3. What characteristics do you think are essential for a good teacher to have (creative, strict, flexible, knowledgeable, friendly, socially awkward, etc.)?

良い教師にはどのような資質が必要だと思いますか（創造性、厳しさ、柔軟性、知識、親しみやすさ、社交性など）？