

# バーチャル留学：ワークシートの使い方

## はじめに

バーチャル留学では、英語で海外の大学教授の講義を聞き、英語でディスカッションに参加します。映像やワークシートで講義に参加するために必要な英語に慣れておくことができます。講義当日まで、毎日できる範囲で学習に取り組んでみましょう。

ワークシートは以下の「Video」「Reading」「Brainstorming Ideas and Opinions」の項目から構成されています。

1



## Video

映像をみて、ワークシートでその内容と英語を理解します。

ワークシートの項目名

学習方法

### First viewing

映像をみて、内容を大まかにつかみましょう。

### Confirming

質問に答えて映像の内容が理解できたか確認しましょう。辞書で単語を引いてもかまいません。

### Summing up!

日本語の要約文は映像の内容を日本語にまとめたものです。内容を理解した上で、英語の要約文の空所を埋めてみましょう。

※英語の要約文は Video の内容をもとに新しく書き下ろした英文です。日本語の要約文の英訳ではありません。

### Second viewing

英語表現を勉強した後に、もう一度 Video を視聴しましょう。理解しやすくなかったか確認してみるとよいでしょう。

※時間がない人は解答編を見ておくだけでも勉強になります。

2



## Reading

Video の発展活動として、もう少し詳しい内容を読み、英語の表現を学び、発音を練習して、英語で内容を説明できるようにします。

手順

学習方法

### ステップ①

【音声素材】を聞きながら、英文を読みましょう。

### ステップ②

音声なしで、英文を読みながら、The expressions we need の日本語に合う表現を英文の中からさがして書き入れましょう。

### ステップ③

もう一度【音声素材】を聞きながら英文を読み、理解できるか試しましょう。

### ステップ④

The information we need の表に読んだ内容・情報を整理しましょう。

3



## Brainstorming Ideas and Opinions

Video と Reading で学んだことを振り返り、英語で自分の意見や考えをまとめるセクションです。

イベント当日のディスカッションに役立てましょう。

イベント当日は The expressions we need や、The information we need で整理した内容も参照しながら参加しましょう。

世界を襲うコロナの脅威。人間はこれまでの感染症にどう立ち向かってきたのか。先人から学ぶ感染症のこれから  
The University of Queensland (オーストラリア)

Associate Professor Simon Reid

## Public Health: Pre-lecture Packet

Lecturer ( )

### Activities 事前学習の流れを確認しましょう。

-  Video 1: *The Greatest Threat to Humanity* ..... pp. 2-3
-  Reading 1: *How are Infectious Diseases Transmitted?* ..... pp. 4-5
-  Video 2: *Fighting the Plague* ..... pp. 6-7
-  Video 3: *How Smallpox Destroyed a Civilization* ..... pp. 8-9
-  Reading 2: *Eradicating Smallpox* ..... pp. 10-11
-  Video 4: *The Spanish Flu Pandemic* ..... pp. 12-13
-  Video 5: *Measures Taken by the Japanese Government* ..... pp. 14-15
-  Reading 3: *Japan's COVID Response* ..... pp. 16-17
-  Brainstorming Ideas and Opinions ..... pp. 18-22

### After the lecture... 講義を終えてから内容を振り返ってみましょう。

-  Reflecting on the Lecture ..... p. 23

 ビデオ教材とリーディングの音声は、「バーチャル留学動画」の中に、大学別に用意されています。

チャプターを確認してご覧ください。

バーチャル留学動画 URL

<https://www.tec.metro.tokyo.lg.jp/vr.html>



## Video 1: The Greatest Threat to Humanity

### First viewing



Watch the video and answer the questions below.

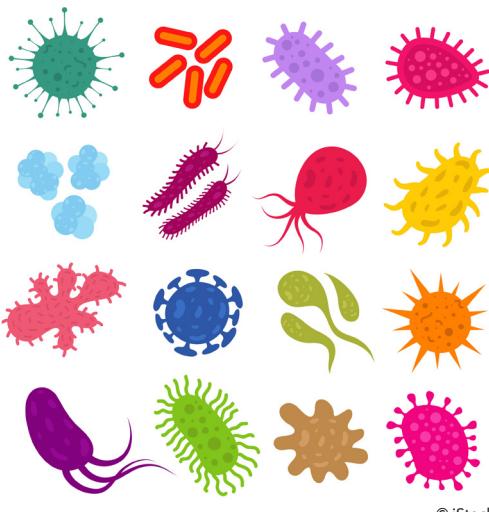
映像を見て、内容をおおまかにつかんでみましょう。

### Confirming

Circle the letter of the best answer.

理解度チェック！空所に入る語句、質問の答えに○をつけましょう。

1. What are the biggest threat to humans?  
A. times in history    B. infectious diseases    C. battles
2. Throughout history, we have \_\_\_\_\_.  
A. battled diseases    B. exaggerated the threat of coronavirus
3. Which diseases are mentioned in Video 1?  
A. malaria and Ebola    B. SARS and MARS    C. plague and smallpox
4. How many infectious diseases have humans suffered?  
A. only one    B. four    C. numerous
5. \_\_\_\_\_ was the pandemic that killed the most people.  
A. The Spanish flu    B. Smallpox    C. The plague



© iStock



## Video 1: The Greatest Threat to Humanity

### Summing up!

Complete the summary by filling in the blanks with items from The expressions we need below.

以下は予習教材動画の概要です。映像で見た内容について確認しましょう。

次に、理解した内容を踏まえて英文を読み、空所に合う語句を The expressions we need から選んで、英語の要約文を完成させましょう。

人類が直面している最大の脅威は感染症です。現在も、新型コロナウイルスの世界的な蔓延<sup>まんえん</sup>が続いています。人類の歴史は、感染症との戦いと言っても過言ではありません。これまで人類は幾度となく感染症に苦しめられてきましたが、その中でもペスト、天然痘、スペイン風邪の3つの感染症により甚大な数の人命が奪われました。1918年から1920年まで続いたスペイン風邪では3年以内に5,000万人もの人が亡くなりました。16世紀に流行した天然痘では、アメリカ大陸だけで最大5,500万人もの命が奪われています。1347年から始まり1352年まで続いたペストの大流行は、人類史上もっとも深刻でした。ヨーロッパ、アジア、アフリカに広まり、最大2億人の死者が出たと言われています。

The biggest ① that humans face is ②. Without exaggeration, we could say that ③ ④ them throughout history. There have been many infectious diseases. However, there were three that were especially ⑤. These were the plague, ⑥, and Spanish flu. Each of them ⑦ many lives. Today, we are facing coronavirus, which is still ⑧ everywhere in the world.

### The expressions we need

|         |                    |        |              |         |                     |
|---------|--------------------|--------|--------------|---------|---------------------|
| 残酷な     | brutal             | (命を)奪う | claimed      | コロナウイルス | coronavirus         |
| とくに     | especially         | 大げさ    | exaggeration | 直面している  | facing              |
| ～と戦ってきた | has fought against | 人類     | humankind    | 感染症     | infectious diseases |
| ペスト     | plague             | 天然痘    | smallpox     | スペイン風邪  | Spanish flu         |
| 広がっている  | spreading          | 脅威     | threat       | 歴史を通して  | throughout history  |

### Second viewing



Watch the video again and confirm what you have learned.

学習した内容を踏まえて、もう一度映像を見てみましょう。今回はナレーションを聞き取ることに集中して、内容理解を深めましょう。



# Reading 1: How are Infectious Diseases Transmitted?

音声素材あり

Read the article below to find out more about how humans catch infectious diseases from animals.

感染症が動物から人にどのように移るのか、さらに理解を深めましょう。3ページの The expressions we need も参考にしてください。

How do infectious diseases start? How are they transmitted? Let's look at one example from the 1300s: the plague. People caught it when they were bitten by infected fleas that were carried by rats. In just a few years, millions of people in Europe, Asia, and Africa were dead.

The plague was not the first disease to "jump" from another species. We humans have been catching diseases from animals since we first started hunting them. In fact, almost 60% of viruses that infect us have come from animals. For example, there was a SARS virus outbreak in 2002. SARS is carried by bats, but it jumped to palm civets that were then eaten by humans. Another example is Zika virus. Rhesus monkeys are the natural hosts of this virus. However, mosquitos spread the virus to humans who moved into the monkey's habitats, and there was a Zika outbreak in 2015.

Scientists around the world are studying diseases so we can respond to future ones. They tell us that there are three important human activities that help diseases jump from animals to humans. The first is when people change how they use land for agriculture. The second is when our numbers grow or we move to new places. The third is when people have poor health or lack health care. In other words, humans put themselves in danger of acquiring and spreading diseases through their own activities.

## The expressions we need

日本語に合う英語の語（句）を英文からさがして書き入れましょう。

|         |          |        |
|---------|----------|--------|
| 伝播、感染する | (病気に)かかる | 噛まれた   |
| 感染したノミ  | ネズミ      | (生物の)種 |
| 狩猟      | ウィルス     | 大流行    |
| コウモリ    | ハクシビン    | ジカウィルス |
| アカゲザル   | 自然宿主     | 生息地    |
| ～に対処する  | 農業用地     | 人口     |
| 引越しする   | 体調不良     | 医療     |

## Reading 1: How are Infectious Diseases Transmitted?

### The information we need

Organize the key information from *How are Infectious Diseases Transmitted?* by completing the table below with your notes.

*How are Infectious Diseases Transmitted?* を読んで、3つの感染症と感染経路について読み取った内容をチャートにまとめましょう。

#### The plague

When

Rats: Carried fleas



Outbreak

Fleas:



People:

#### SARS virus

When

Natural host

Virus:



Outbreak

Palm civets: People ate them

#### Zika virus

When

Natural host

Humans:



Outbreak

Mosquitos:

#### Human activities that allow viruses to “jump”

1. Change how they use land for agriculture

2.

3.



## Video 2: Fighting the Plague

### First viewing



Watch the video and answer the questions below.

映像を見て、内容をおおまかにつかんでみましょう。

### Confirming

Circle the letter of the best answer.

理解度チェック！空所に入る語句、質問の答えに○をつけましょう。

1. Around \_\_\_\_\_ of Europe's population was killed by the plague.  
A. 14%    B. 21%    C. 33%
2. Why did the plague spread across such a wide area?  
A. People didn't have correct information.  
B. Medical science explained its cause.
3. Quarantine \_\_\_\_\_.  
A. was carried out in Italy    B. lasted 40 days    C. both
4. What were the steps for someone who had plague and arrived in Italy on a ship?  
A. rest home → quarantine → isolation    B. quarantine → isolation → rest home
5. What is similar between the 14th and 21st centuries?  
A. Sick people are isolated.    B. The plague is very serious.



Lazzaretti Veneziani, used for isolation



## Summing up!

Complete the summary by filling in the blanks with items from The expressions we need below.

以下は予習教材動画の概要です。映像で見た内容について確認しましょう。

次に、理解した内容を踏まえて英文を読み、空所に合う語句を The expressions we need から選んで、英語の要約文を完成させましょう。

14世紀、ヨーロッパでペストが猛威を振るいました。当時の医学や科学では、伝染の原因がまだ解明されていなかったため、ヨーロッパ中に感染が広がりました。しかし、もちろん人々が何もしなかったわけではありません。イタリアでは感染対策のガイドラインが作られました。例えば、港に戻ってきた船は40日間沖に停泊させ、全員が病気につかっていないとわかるまで、上陸させませんでした。また、本土の近くに浮かぶ小さな島に隔離施設を作り、感染者を隔離しました。患者は充分に回復したところで保養所に移され、完治するまでそこで過ごしました。感染症対策として、現代の私たちが取っている手段と似たようなことが、600年以上も前のイタリアで行われていたのです。

The plague, which killed one out of every three Europeans in the 1300s, was one of history's worst infectious diseases. Doctors and scientists did not understand what caused the plague, so it spread to all \_\_\_\_\_ of Europe. However, some  
① \_\_\_\_\_ the plague. In Italy, various \_\_\_\_\_ were set. Ships were  
② required to \_\_\_\_\_ 40 days after arriving from other places. Anyone with  
④ the plague was sent to an island where they stayed in an \_\_\_\_\_. When  
they had \_\_\_\_\_ enough, they moved to a rest home and stayed until they  
⑥ \_\_\_\_\_. The \_\_\_\_\_ we take today are similar to those the  
⑦ \_\_\_\_\_ Italians were taking over 600 years ago.

## The expressions we need

|         |                    |        |           |        |                        |
|---------|--------------------|--------|-----------|--------|------------------------|
| 治癒、完治する | were cured         | 戦う     | fought    | ガイドライン | guidelines             |
| 隔離施設    | isolation facility | 手段、策   | measures  | 3人に1人  | one out of every three |
| 隔離する    | quarantine         | 回復した   | recovered | 地域     | regions                |
| 要求された   | were required      | 宿泊療養施設 | rest home | 最悪     | worst                  |

## Second viewing



Watch the video again and confirm what you have learned.

学習した内容を踏まえて、もう一度映像を見てみましょう。今回はナレーションを聞き取ることに集中して、内容理解を深めましょう。



## Video 3: How Smallpox Destroyed a Civilization

### First viewing



Watch the video and answer the questions below.

映像を見て、内容をおおまかにつかんでみましょう。

### Confirming

Circle the letter of the best answer.

理解度チェック！空所に入る語句、質問の答えに○をつけましょう。

1. The Inca Empire was in present-day \_\_\_\_\_.  
A. Spain    B. South America    C. North America
2. There were \_\_\_\_\_ Incas living in the empire.  
A. 200    B. 80,000    C. 16 million
3. What did the Spaniards want from the Inca Empire?  
A. gold    B. smallpox    C. an army
4. Which attacked the Incas first?  
A. the Spanish army    B. smallpox    C. civilization
5. Why didn't smallpox kill the Spaniards?  
A. they were immune to it    B. they were not immune to it



*The Inca Empire*



## Video 3: How Smallpox Destroyed a Civilization

### Summing up!

Complete the summary by filling in the blanks with items from The expressions we need below.

以下は予習教材動画の概要です。映像で見た内容について確認しましょう。

次に、理解した内容を踏まえて英文を読み、空所に合う語句を The expressions we need から選んで、英語の要約文を完成させましょう。

インカ帝国は、現在の南アメリカと呼ばれる大陸の西部を支配し 15 世紀に繁栄を極めました。1500 年代前半、そこに 200 人足らずのスペイン軍が黄金を求めてやってきました。インカ帝国は 8 万人の軍隊で迎えます。しかし、スペイン人はわずかな軍勢で、しかも極めて短期間に彼らを打ち負かしてしまいます。インカ軍が負けた大きな理由の一つに、天然痘がありました。ヨーロッパよりもたらされた天然痘によってインカ帝国の人口は激減していました。一方のスペイン人たちは、すでに抗体を持っていました。このことがスペイン人にとって有利に働き、スペイン軍のインカ帝国征服につながったのです。

The infectious disease smallpox was one of the \_\_\_\_\_ of  
①  
\_\_\_\_\_ 's fall. The Incas \_\_\_\_\_ a large area in what is now South  
② ③ America. In the 1400s, their empire was \_\_\_\_\_. In the early 1500s, a small  
④  
\_\_\_\_\_ of Spanish men arrived. They were fewer than 200 men, but were  
⑤ able to fight and beat the 80,000-member Incan army. This was only possible  
because smallpox had already been killing thousands of Incans. \_\_\_\_\_  
⑥  
had lived with this disease for a long time and they were \_\_\_\_\_ to it, but  
the Incas were not. As a result, their empire \_\_\_\_\_ by fewer than 200  
⑦ ⑧ Spaniards.

### The expressions we need

|       |                 |        |             |       |               |
|-------|-----------------|--------|-------------|-------|---------------|
| 軍     | army            | 打ち負かす  | beat        | 征服される | was conquered |
| 支配する  | dominated       | 繁栄していた | flourishing | 免疫がある | immune        |
| インカ帝国 | the Inca Empire | 主な原因   | main causes | スペイン人 | Spaniards     |

### Second viewing



Watch the video again and confirm what you have learned.

学習した内容を踏まえて、もう一度映像を見てみましょう。今回はナレーションを聞き取ることに集中して、内容理解を深めましょう。



## Reading 2: Eradicating Smallpox

音声素材あり

Read the article below to find out more about how smallpox has become a disease of the past.

天然痘がなぜ過去の感染症なのかについて、さらに理解を深めましょう。これまですべての The expressions we need も参考にしてください。

For almost 10,000 years, smallpox killed millions of people all over the world. Finally, in 1796, an English doctor named Edward Jenner began experimenting with a new method called a “vaccine.” It was a success! After getting vaccines, the people in his experiments were immune to smallpox. Other doctors and scientists repeated Jenner’s experiments. Soon, this method spread around Europe and to the Americas.

Vaccination laws started to be passed. In 1805, smallpox vaccinations became compulsory in France. Starting in 1853, parents in England were punished if their children reached three months old without getting vaccinated. Germany passed a vaccination law in 1874. And in 1922, many schools in the United States made vaccines for students compulsory.

Vaccine production continued to spread, and researchers worked on new types of vaccines. In 1918, freeze-dried vaccines were developed in Paris for use in tropical areas of the world. Rules about vaccine quality also became stricter.

However, in the 1950s, there were still 15 million new cases of smallpox and two million deaths from it every year. In 1967, the World Health Organization began a campaign to finally eradicate smallpox from the world. The last known natural case of smallpox was in 1977, and the world was finally declared free from smallpox in 1980. Today, there are only two laboratories where the smallpox virus still exists.

### The expressions we need 日本語に合う英語の語（句）を英文からさがして書き入れましょう。

|        |             |           |
|--------|-------------|-----------|
| 実験する   | ワクチンという方法   | 再現した      |
| ワクチン接種 | 義務化         | 罰せられた     |
| 生産     | フリーズ・ドライ    | 開発された     |
| 熱帯地域   | 質           | より厳しく     |
| 件(数)   | 世界保健機関      | キャンペーン、運動 |
| 根絶する   | わかっている最後の感染 | 宣言した      |
| ～がない   | 研究室         | 存在する      |



## Reading 2: Eradicating Smallpox

### The information we need

Organize the key information from *Eradicating Smallpox* by completing the table below with your notes.

*Eradicating Smallpox* を読んで、天然痘が根絶されるまでの歴史をチャートにまとめよう。

### Eradicating smallpox

#### Inventing the vaccine

|      |                              |  |
|------|------------------------------|--|
|      | Who:                         |  |
| 1796 | What he did:                 |  |
|      | Result:                      |  |
|      |                              |  |
|      | Other doctors and scientists |  |
|      | The vaccine method           |  |

#### Taking measures

|      |                                     |  |
|------|-------------------------------------|--|
| 1805 | Vaccines compulsory: France         |  |
| 1853 |                                     |  |
| 1874 |                                     |  |
| 1918 |                                     |  |
| 1922 |                                     |  |
| 1967 | World Health Organization campaign: |  |
| 1977 |                                     |  |
| 1980 | World declared:                     |  |



## Video 4: The Spanish Flu Pandemic

### First viewing



Watch the video and answer the questions below.

映像を見て、内容をおおまかにつかんでみましょう。

### Confirming

Circle the letter of the best answer.

理解度チェック！空所に入る語句、質問の答えに○をつけましょう。

1. About how many people in the world were killed by the Spanish flu?  
A. 380,000    B. 1,918,000    C. over 40 million
2. Which killed more people around the world?  
A. World War I    B. travelers and cargo    C. the Spanish flu
3. The Spanish flu entered Japan \_\_\_\_\_ and spread \_\_\_\_\_.  
A. by trains / on ships    B. on ships / by trains
4. \_\_\_\_\_ of the people in Japan got the Spanish flu.  
A. Almost none    B. Around 40%    C. Almost all
5. The second wave of the Spanish flu was \_\_\_\_\_ the first wave.  
A. not as deadly as    B. as deadly as    C. much deadlier than



Japan during the Spanish flu, February 1920



## Video 4: The Spanish Flu Pandemic

### Summing up!

Complete the summary by filling in the blanks with items from The expressions we need below.

以下は予習教材動画の概要です。映像で見た内容について確認しましょう。

次に、理解した内容を踏まえて英文を読み、空所に合う語句を The expressions we need から選んで、英語の要約文を完成させましょう。

1918年、第一次大戦が終戦を迎えるころ、スペイン風邪が世界で猛威を振るいました。戦争による犠牲者の数をはるかに上回る4000万人以上がこの世界的大流行の犠牲になりました。日本にも神戸、門司、大阪などの港から乗客や貨物とともにウイルスが上陸し、その後、鉄道によって地方都市へと運ばれていました。さらに第2波の致死率は第1波の4倍以上にまで達しました。ウイルスの毒性が強くなったことが原因だと推察されています。最終的には国民のおよそ4割が感染し、当時の人口約5600万人のうち38万人から45万人が亡くなっています。

As World War I was ending in 1918, the Spanish flu \_\_\_\_\_ around the world. Over 40 million people died in this \_\_\_\_\_. This far exceeded the number of people who were killed in the war. The virus entered Japanese \_\_\_\_\_ like Kobe and Osaka. It then spread to other cities around the country by \_\_\_\_\_. \_\_\_\_\_ killed many people, but it is believed that the flu had become \_\_\_\_\_ by the second wave. The \_\_\_\_\_ for the second wave was over four times higher. In the end, the flu infected about 40% of all Japanese and killed at least 380,000.

### The expressions we need

|                    |                        |                |            |       |                |
|--------------------|------------------------|----------------|------------|-------|----------------|
| より致命的な→<br>より毒性の強い | deadlier               | 死亡率            | death rate | 入ってきた | entered        |
| 4倍以上高い             | over four times higher | 世界の大流行         | pandemic   | 港     | ports          |
| 鉄道                 | railway                | (世界中に)<br>広がった | swept      | 第一波   | the first wave |

### Second viewing



Watch the video again and confirm what you have learned.

学習した内容を踏まえて、もう一度映像を見てみましょう。今回はナレーションを聞き取ることに集中して、内容理解を深めましょう。



## Video 5: Measures Taken by the Japanese Government

### First viewing



Watch the video and answer the questions below.

映像を見て、内容をおおまかにつかんでみましょう。

### Confirming

Circle the letter of the best answer.

理解度チェック！空所に入る語句、質問の答えに○をつけましょう。

1. What did the government ask the public to do?  
A. put up posters    B. spread infectious diseases    C. take preventive measures
2. Posters used \_\_\_\_\_ to show invisible infection routes.  
A. red dashed lines    B. masks    C. pictures of the country
3. What did Japanese people start to do that they still do today?  
A. urge the public    B. gargle    C. take root
4. When was the Spanish flu pandemic?  
A. about 10 years ago    B. around 50 years ago    C. over 100 years ago
5. Measures for preventing diseases today are \_\_\_\_\_ measures against the Spanish flu.  
A. very different from    B. almost the same as    C. not as good as

「流行性感冒」 内務省衛生局著 (1922.3) 国立保健医療科学院 所蔵



Spanish flu information campaign posters



## Video 5: Measures Taken by the Japanese Government

### Summing up!

Complete the summary by filling in the blanks with items from The expressions we need below.

以下は予習教材動画の概要です。映像で見た内容について確認しましょう。

次に、理解した内容を踏まえて英文を読み、空所に合う語句を The expressions we need から選んで、英語の要約文を完成させましょう。

スペイン風邪が蔓延する中、日本政府は国民に予防的措置を促しました。政府が全国に配布したポスターには、目では見ることのできない感染経路が赤い点線で描かれ、国民に「咳エチケット」を呼びかけました。政府はうがいやマスクの着用といった衛生習慣も推奨しました。これらの習慣は、この時のスペイン風邪をきっかけにして日本全土に定着したと言われています。感染病の広がり方や、感染予防対策は 100 年前から今までほぼ同じなのです。

With the Spanish flu spreading in Japan, the government \_\_\_\_\_ to be careful. Posters that \_\_\_\_\_ were also put up around the country. They used \_\_\_\_\_ to show \_\_\_\_\_ of the flu and explained how to \_\_\_\_\_. The government also \_\_\_\_\_ that people \_\_\_\_\_ and wear masks. Japanese still follow both of these \_\_\_\_\_; they may have taken root during the pandemic over 100 years ago. Today, infectious diseases spread in almost the same way they did then, and we take almost the same measures as we did then, too.

### The expressions we need

|                |                     |               |                               |        |                  |
|----------------|---------------------|---------------|-------------------------------|--------|------------------|
| 安全に咳をする        | cough safely        | 従う            | follow                        | うがいをする | gargle           |
| 根付いてきた         | have taken root     | 見えない<br>感染ルート | invisible<br>infection routes | 習慣     | practices        |
| ガイドラインを<br>示した | provided guidelines | (ポスターを)<br>貼る | put up                        | 推奨した   | recommended      |
| 赤い点線           | red dashed lines    | 同じ対策          | the same<br>measures          | 国民に促した | urged the public |

### Second viewing



Watch the video again and confirm what you have learned.

学習した内容を踏まえて、もう一度映像を見てみましょう。今回はナレーションを聞き取ることに集中して、内容理解を深めましょう。



## Reading 3: Japan's COVID Response

音声素材あり

Read the article below to find out more about measures Japan took in response to the coronavirus.

日本が取った新型コロナウイルス対策について、さらに理解を深めましょう。これまですべての The expressions we need も参考にしてください。

On January 16th, 2020, Japan's first known case of the COVID-19 virus was confirmed. Just a month later, the first known death from COVID-19 was confirmed on February 14th. Case numbers grew in waves and by the end of October 2020, confirmed cases had hit 100,000. By April 27th, 2021, the virus had claimed 10,000 lives and on August 7th, the number of cases reached one million.

The Japanese government has taken a number of measures to fight COVID-19. On February 27th, 2020, elementary, junior high, and senior high schools were requested to close temporarily. On April 7th, 2020, a state of emergency was declared for Tokyo and six prefectures. During this and following states of emergency, businesses have been asked to limit opening hours and follow practices for social distancing. At various times in Tokyo, sports facilities, cram schools, theaters, and shops have all been requested to stay closed or to close early.

For the Japanese public, there is a “new normal” as people go about their lives while trying to stay safe. Hand sanitizer can be found around many businesses, and plastic sheets separate cashiers, taxi drivers, and bank tellers from customers. People on trains and in restaurants are asked to wear masks and not speak loudly.

As the COVID-19 virus situation continues to evolve in Japan, both its government and its citizens are doing their best to contain the spread of this infectious disease.

### The expressions we need

日本語に合う英語の語（句）を英文からさがして書き入れましょう。

|        |           |              |
|--------|-----------|--------------|
| 確認された  | 臨時閉鎖になる   | 緊急事態         |
| 都道府県   | 営業時間を制限する | ソーシャル・ディスタンス |
| スポーツ施設 | 予備校、学習塾   | 生活を送る        |
| 安全に暮らす | 分ける       | 銀行の窓口        |
| 顧客     | 大きな声で話す   | 進化する→より厳しくなる |



## The information we need

Organize the key information from *Japan's COVID Response* by completing the table below with your notes.

*Japan's COVID Response* をよく読み、日本政府と日本人がとってきた新型コロナウイルス対策をチャートにまとめましょう。

### Timeline: COVID-19 in Japan

|      |                |  |
|------|----------------|--|
| 2020 | January 16     |  |
|      | February 14    |  |
|      | End of October |  |
| 2021 | April 27       |  |
|      | August 7       |  |

### Measures taken by the government

|                      |  |
|----------------------|--|
| February 27,<br>2020 |  |
| April 7              |  |
| Requests             |  |
|                      |  |

### The "new normal"

|                |  |
|----------------|--|
| Hand sanitizer |  |
| Plastic sheets |  |
| People         |  |



# Brainstorming Ideas and Opinions

What can we do differently in the future to prevent or change our experience of infectious diseases and disease outbreaks?

未来に起きるかもしれない感染症や感染爆発に対して、これまでとはどのように違った対策をとることができるか考えていきましょう。

## Step 1: Reviewing

Take another look at the reference materials in this packet.

この Pre-lecture Packet の全資料を読み返して、概要を把握しましょう。

-  Video 1: *The Greatest Threat to Humanity* ..... pp. 2-3
-  Reading 1: *How are Infectious Diseases Transmitted?* ..... pp. 4-5
-  Video 2: *Fighting the Plague* ..... pp. 6-7
-  Video 3: *How Smallpox Destroyed a Civilization* ..... pp. 8-9
-  Reading 2: *Eradicating Smallpox* ..... pp. 10-11
-  Video 4: *The Spanish Flu Pandemic* ..... pp. 12-13
-  Video 5: *Measures Taken by the Japanese Government* ..... pp. 14-15
-  Reading 3: *Japan's COVID Response* ..... pp. 16-17



## Step 2: Comparing disease responses

What actions have people taken to stop the spread of these diseases? Complete the table below with information from the video and reading worksheets.

感染症のパンデミックを抑えるために人々はどのような行動をとったでしょうか。ビデオとリーディング資料、そしてこれまで作成した表などから情報を集め、下の表にまとめましょう。

### The plague

| The spread | Actions |
|------------|---------|
| -          | -       |
| -          |         |

### Smallpox

| The spread | Actions |
|------------|---------|
| -          | -       |
|            | -       |
|            | -       |
|            | -       |

### The Spanish flu

| The spread | Actions |
|------------|---------|
| -          | -       |
| -          |         |
| -          |         |

### COVID-19

| The spread | Actions |
|------------|---------|
| -          | -       |
| -          | -       |
| -          | -       |

## Step 3: Writing your ideas!

How is COVID-19 different from other pandemics in history? How is it similar?

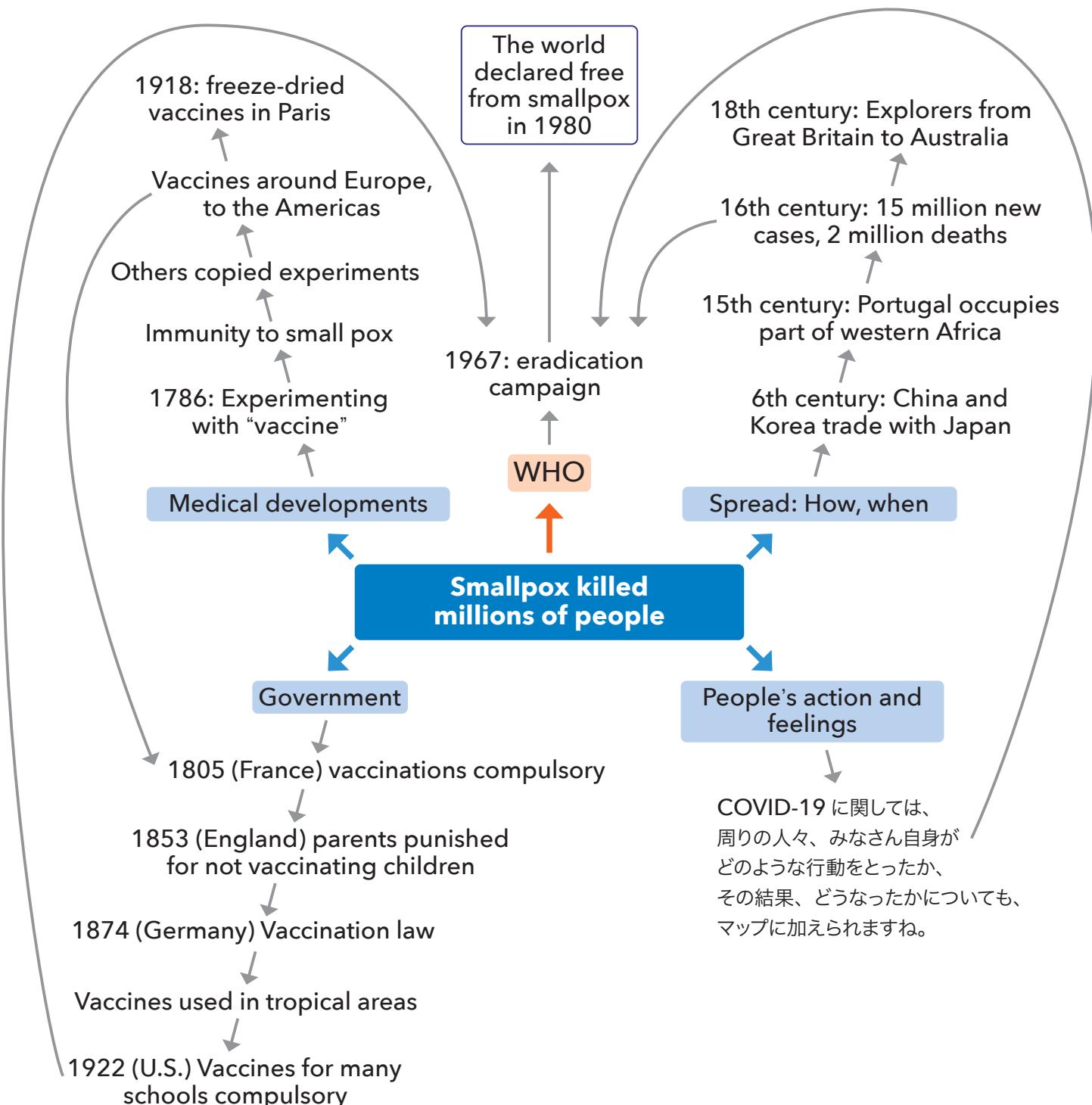
What can we do differently in the future to prevent outbreaks of infectious diseases?



## Step 4: Organizing information!

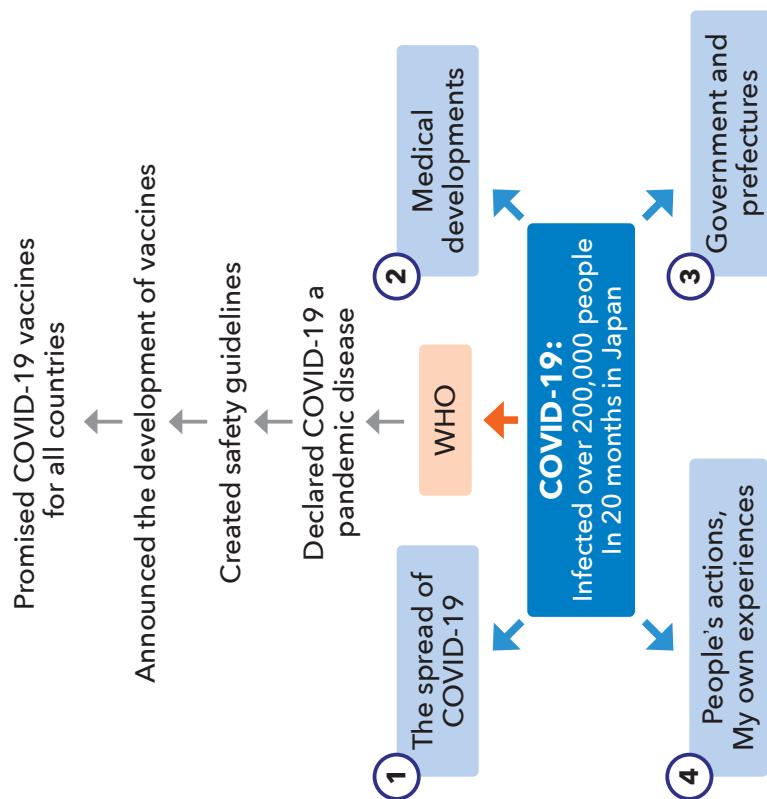
The “map” below organizes information about smallpox, including its spread, medical efforts to eradicate it, and governmental actions. On p. 21, create a similar map for COVID-19. For 1 - 3, add information from this packet. For 4, add information from your own research and experience. Add as much information as you can and use arrows (→) to show relationships between pieces of information.

下のマップは、天然痘の大流行が起こった際に、政府、医療などがどのような体制をとったのかを描いた例です。この例を参考にして、新型コロナの感染拡大について21ページのマップを完成させましょう。1～3については、このワークシートの情報を使い、4については自分で調べたり、体験したりしたことを書き込みましょう。





## Brainstorming Ideas and Opinions





### Step 5: Taking notes

On September 23rd, take notes on the lecture below.

イベント当日は、メモを取りながら講義を受けましょう。



## Reflecting on the lecture

After the lecture on September 23rd, look back on what you have learned from this packet. Write some notes on each point. Write as much as you can about what you have learned from Associate Professor Reid's lecture.

学んだことを復習します。すべてのワークシートを読み返し、リード先生の講義を振り返って、今回学んだことを英語でまとめましょう。

1. The ways infectious diseases begin

2. The ways infectious diseases are spread

3. How infectious diseases are contained or stopped

4. New information you have learned from Associate Professor Reid