

## 高校生英語 休講期間中の課題⑩～5月18日用～

### ●次の英文を読んで、あとの問いに答えなさい。

～A Canoe Is an Island. ～

In 2007, the Hawaiian \*canoe \*Hókúle‘a and another boat \*Kama Hele \*sailed from Hawaii \*all the way to Japan. Uchino Kanako was a crew member. Here’s her story. :

I have always loved the sea. When I was in college, I visited Miyake-jima with a friend of mine. I \*explored the ocean and fell in love with its \*beauty. \*Ever since this visit, I have really been interested in the sea.

I knew I had to learn more about the sea, but I didn’t know where I could study. And then I found a book about \*Nainoa Thompson and the Hókúle‘a. I read about how this \*native Hawaiian learned traditional skills from his master \*Mau Piailug of Satawal. I also learned that the Hókúle‘a \*successfully sailed from Hawaii to \*Tahiti in 1976 by using traditional \*navigation.

I became very interested in the \*ancient skills needed to \*navigate across the ocean. I \*made up my mind to go to Hawaii, and to take a look at the Hókúle‘a with my own eyes.

After I finished college, I went to Hawaii to study ocean \*ecology at the University of Hawaii.

I went to see the Hókúle‘a. \*She was back from a long \*voyage. I began to \*participate in \*repairing the Hókúle‘a for the next voyage. I \*trained to be part of the crew. I learned about traditional navigation and Hawaiian culture.

In 2007, the Hókúle‘a was planning a five-month voyage from Hawaii to \*Micronesia, and then to Japan.

① I felt \*honored when I was asked to be a crew member on the canoe from Micronesia to Japan.

In January 2007, the Hókúle‘a \*started out. On the 56th day, we arrived at Satawal in Micronesia. People welcomed us warmly. They carried a sign saying, “Welcome to Satawal.”

Then we \*headed for Okinawa. We were able to see the \*Big Dipper. We could also see the \*Southern Cross. \*Being familiar with the \*movement of about 220 stars was just one of the skills which we needed. We also learned to read the movement of the waves and changes in wind \*direction. We were \*on our way to Okinawa, slowly but \*steadily.

The crew members who were on the Hókúle‘a were busy. The most important job was \*steering the canoe. Three teams \*took turns. My team worked from 10 a.m. to 2 p.m., and then from 10 p.m. to 2 a.m. ② The team steering the canoe had to stay \*alert \*all the time.

One night, the ocean was \*exceptionally \*calm. The sea was so quiet that you could even see the \*reflection of the stars. I was the only one on \*deck, and I felt very \*peaceful. I also felt very much \*connected to the great \*universe. I was one \*tiny person on a tiny canoe. But the fact is that I was part of the whole.

After leaving Micronesia, we traveled a \*distance of almost 2,000 kilometers. The stars and the sun and the waves \*guided us. As we got near Okinawa, I felt that we were one big family.

It was morning. “Look! I can see something.” cried one of the crew members. It was an island—Okinawa. But to me at that \*moment, it was much more than an island. Land, water, people and other life in the middle of this \*vast ocean. It was truly a \*miracle.

On June 9, 2007, we reached Yokohama, the end of our trip. As I \*think about the voyage, I have a deeper \*appreciation for our \*relationship with nature.

Traditional navigation teaches us how to see nature. ③ It also teaches us that nature is \*providing everything we need. We have to learn how nature works \*in order to receive its gifts.

The Hawaiians say: “A canoe is an island, and an island is a canoe.” We can also \*think of our planet Earth as a canoe in the vast universe. What are we \*doing with “our canoe”? What do we \*value? Where do we want to go? What is our \*role as crew members on our canoe? After the voyage to Japan, the Hókúle‘a \*set sail to go around the world in 2014 to \*raise these questions.

We are all part of nature. We can learn to work together with nature to make our canoe, our earth, a more beautiful and \*harmonious place for all life.

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canoe カヌー Hókúle‘a ホクレア号 Kama Hele カマヘレ(ハワイの言葉で「旅人」を意味する)号  
sail 航海する all the way to ～ ～まで(ずっと) explore 探検する fall in love with ～ ～にほれる(恋する)  
beauty 美しさ ever since ～ ～以来(ずっと) Nainoa Thompson ナイノア・トンプソン native 生まれつきの  
Mau Piailug マウ・ピアイルック(ミクロネシアの住民で航法師) Satawal サタワル(ミクロネシアの島の名前)  
successfully うまく、首尾よく Tahiti タヒチ(島) navigation 航法  
ancient 古くからの、昔の navigate 航行する make up one’s mind (≒decide) 決心する  
ecology 生態学 she ここでは船を受けている voyage 旅、航海 participate 参加する  
participate in ～ ～に参加する repair 修理する train 訓練する Micronesia ミクロネシア honor 名誉、光栄  
start out (≠start) 出発する、旅に出る head for ～ ～に向かう Big dipper 北斗七星  
Southern Cross 南十字星 familiar よく知っている be familiar with ～ ～に親しみがある、精通している  
movement 動き direction 方角、方向 on one’s way to ～ ～に行く途中の steadily 着実に  
steer 操舵する(舵を操縦する、向きをきめる) take turns 交替する alert 注意を払っている  
all the time(≒ always) その間中ずっと、いつも exceptionally 非常に calm 穏やかな  
reflection 反射 deck デッキ、甲板 peaceful 平和な、安らかな connected つながりあって  
universe 宇宙 tiny ちっぽけな、とても小さい distance 距離 guide 案内する moment 瞬間 vast 広大な  
miracle 奇跡  
think about ～ ～について考える appreciation 感謝 relationship 関係、結びつき provide 供給する(与える)  
in order to ～(≒so as to ～) ～するために  
think of A as B AをBとみなす do ～ with … …を～に処置する value 名: 価値、動: 評価(尊重)する  
role 役割 set sail 出帆する raise 掲げる harmonious 調和した、仲のよい

Q1 When did Uchino Kanako visit Miyake-jima?

Q2 What did the Hókúle'a do in 1976?

Q3 What did Uchino learn when she trained to be part of the crew?

Q4 How did Uchino feel when she was asked to be a crew member?

Q5 What did the crew of the Hókúle'a need to know?

Q6 Who steered the Hókúle'a?

Q7 What did Uchino feel when she was alone on deck at night?

Q8 A crew member said, "Look! I can see something." What was it?

Q9 When and where did the voyage of the Hókúle'a end?

Q10 What does traditional navigation teach us?

Q11 What do the Hawaiians say?

Q12 Answer the following questions by choosing (a), (b) or (c).

① What is the main message of this lesson?

a. Go to Hawaii and have a lot of fun.

b. Remember that our planet Earth is a canoe.

c. Follow the old ways; they are always better than new ways.

② Which of the following is not true about the Hókúle ‘a?

- a. It was built by Mau Piailug.
- b. It is a traditional Hawaiian canoe.
- c. It sailed from Hawaii to Tahiti in 1976.

③ What is true about Uchino Kanako?

- a. She learned traditional navigation before going to Hawaii.
- b. She was busy with her job as a crew member on the canoe.
- c. Before going to college, she went to Hawaii to study ocean ecology.

Q13 Complete the summary by filling in the blanks.

The Hókúle ‘a is a traditional (1. ) canoe. In 2007 Uchino Kanako was a crew member on a voyage from Hawaii to (2. ). In order to keep the old ways, they used the traditional (3. ) system. Uchino learned that our earth is like a (4. ), and that we must learn to take care of it. We are all part of (5. ). We must work together to make “our canoe” a good place to live.

(1. ) (2. ) (3. )

(4. ) (5. )

Q14 以下の①～③を日本語に訳せ。英文にSV や句、節などを明示すること。

① I felt \*honored when I was asked to be a crew member on the canoe from Micronesia to Japan.

訳[ ]

② The team steering the canoe had to stay \*alert \*all the time.

訳[ ]

③ It also teaches us that nature is \*providing everything we need.

訳[ ]