UNICORN

文部科学省検定済教科書 高等学校外国語科用

109 文英堂 □Ⅲ 316

English Communication

ダイジェスト版

「未来への手引書」

人間・自然・社会に対する 視野を広げ、洞察力を深める.



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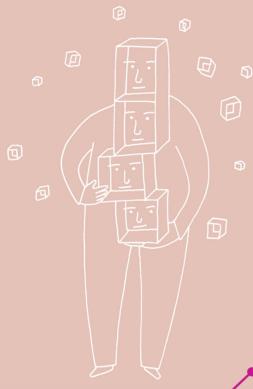
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UC3 ユニコン コミュニケーション英語3 教材配当表

s	課	昭 点		本文	配当	進度
§	床	題名	内 容	語数	時間	目安
Guidance	1	What Do You Know about College Education?	ずっと優秀だったぼくが大学で落ちこぼれたわけは? 学問の意味を問う.	591	5	
ce	TRY	YOUR SKILLS! 1 (学問)	長文 (対比) /ビジュアル問題 (グラフ) /リスニング (スピーチ)	(544)	(2)	
1 自	2	How We Think about Memory	記憶と脳の関係を簡単なテストやアンケートの結果を交えながら説明する.	797	6	
1 自然科学	3	The Kid Who Challenged a Giant Company	選んだテーマは、大企業への挑戦状でもあった、サイエンスフェアで優勝を勝ち取った少女の話.	1362	8	1 学
	TRY	OUR SKILLS! 2 (物理学者)	長文(時間的順序)/ビジュアル(スライド)/リスニング(記事)	(570)	(2)	期
2	4	Variation in English	イギリスの言語学者による外国人英語学習者へのアドバイス.	493	4	
人文科学	5	Why Study Foreign Languages?	外国語をなぜ学ぶのか、自らの体験を踏まえながら日本文学者ドナルド・ キーン教授が語る.	1298	8	
	TRY	YOUR SKILLS! 3 (言語)	長文 (列挙) /ビジュアル (グラフ) /リスニング (随筆)	(536)	(2)	
FI	R1	Spacious Skies and Tilted Axes	ジャレド・ダイヤモンド教授による世界的ベストセラー『銃・病原菌・鉄』より.	(1911)	(6)	
3	6	Design for the Other Ninety Percent	富裕層のためのデザインではなく, 残り 90%の人びとのためのデザインを 提唱する.	607	5	
3 社会科学	7	We Are Not Alone: An Invitation to Social Psychology	心理学について、身近な出来事や実験を交えながら社会心理学者唐沢かおり 教授が語る.	1174	8	
	TRY	YOUR SKILLS! 4 (経済)	長文 (キーワード) /ビジュアル (グラフ) /リスニング (インタビュー)	(578)	(2)	2 学
4 自	8	Pendulums in Motion	ユニークな授業で有名な物理学者ウォルター・ルーウィン教授がニュートンの法則について解説する.	984	5	期
4 自然科学	9	Collect Everything. Save Everything.	植物の多様性がいかに大切なのかを,数々の実例で説き,スバールバル種子貯蔵庫を紹介する.	1267	8	
	TRY Y	OUR SKILLS! 5 (科学技術)	長文 (実例) /ビジュアル (イラスト) /リスニング (ラジオ放送)	(573)	(2)	
FI	R2	The Missing Link	福岡伸一教授のエッセイより.	(2112)	(6)	
5 人文科学	10	Kaleidoscope	アウンサンスーチー氏が毎日新聞に掲載した軟禁中のエッセイ「ビルマから の手紙」より.	1268	8	
学	TRY	YOUR SKILLS! 6 (人物)	長文(時間の対比)/ビジュアル(広告)/リスニング(新聞記事)	(628)	(2)	
6 社会科学	11	A Paradise Built in Hell	災害時のような特殊環境で現れる昔ながらの助け合いの精神は、現代社会に こそ必要なものだ.	1184	8	3 学
三科学	12	What We're Learning from Online Education	無料ネット講座「コーセラ」の特性と必要性を創始者であるダフニ・コラー教授が語る.	2015	12	期
FI	R3	Araby	ジェイムズ・ジョイス作『ダブリナーズ』より.	(2329)	(6)	
		※ はオプション記	果を表す.	13040 (9781)	85 (30)	

he Meaning of Study



Guidance

各セクションのトビラには、 本文理解の手引きとして、 著者の高橋先生によるメッ セージを載せています. 大 の根底にはかならず好奇心がありま す. そして好奇心のない人生はもしかする と人生の名に値しません. わたしたちは好 奇心によって生きている、と言ってもいい. 学ぶ対象はどこにでもあり、学校や教科書 はその補助として存在している. 知識の蓄 積は思索を深めるための道具にすぎませ ん. 自分の内部にも外部にも謎は山ほどあ り、それを探求する、つまりは好奇心を満 たすためには、思索が不可欠でしょう. 正 解のあらかじめ決まっている問題を解くの は、未だ解の出ていない問題を解くための 準備作業であると位置づけられます. 思索 を積み重ねることによって、対象が難問で あれば、問題の設定を変える視点を獲得す ることもできる. もしかすると学ぶ意味は, 安易な解に満足せずに, 真の問題を発見す る能力を身につけることにあるのかもしれ ません、(LESSON 1)

LESSON 1

大学入試対策向きの題材

国公立大学二次試験,難関私大入試を見すえて 英文を選定. (600-1,200 words)

What Do You Know about College Education?

by Darryl Robinson



Listening & Questions 本文の概要をとらえるため のリスニングと設問つき.



- 1. In what ways did the writer feel he was different from his classmates?
- 2. What steps has he taken to overcome these differences?

本文のポイント理解の指針 として、各レッスン2問ず つ質問を提示しています. Entering my freshman year at Georgetown University, I should have felt as if I'd made it. The students I once put on a pedestal, kids who were fortunate enough to attend some of the nation's top private and public schools, were now my classmates. Having come from D.C. public charter schools, I worked extremely hard to get here.

But after arriving on campus, I quickly felt unprepared and outmatched—I know that ultimately I'm responsible for my education, but I can't help blaming the schools and teachers I had in my early years for my struggles today. Although my high school was one of the best I had the choice of attending, I found it didn't properly prepare me for studying at college.

Even though I attended some of the District's better schools—including my high school, the Cesar Chavez Public Charter School for Public Policy, at the Parkside campus near Kenilworth—the gap between what I can do and what my college classmates are capable of is enormous. This goes beyond knowing calculus or world history, subjects that I didn't learn in high school but that my peers here mastered long ago. My former teachers simply did not push me to think past a basic level, to apply concepts, to move beyond memorizing facts and figures.

Ever since my grade school days, my teachers had told me I was 20 exceptional, but they never pushed me to think for myself. And when I did excel, they didn't trust that I'd done the hard work. They assumed I was cheating. Now, only 10 miles from those teachers and schools where I was considered a standout, I've had to work double-time just to keep up.

25

I first noticed the gap between me and my classmates after my first writing assignment at Georgetown. In an English class, we were asked to analyze the main character's development in a novel. I thought it was an easy assignment. Everyone's papers were distributed to the class, and it was immediately obvious how mine fell short: I merely summarized the plot of the book without making any real argument. I got a D-minus.

I did what I'd been taught growing up in school: memorize and regurgitate information. Other Georgetown freshmen from better schools had been trained to form original, concise thoughts within a breath, to focus less on remembering every piece of information, and more on forming independent ideas. I was not. I could memorize and recite facts and figures, but I didn't know how to think for myself. Even now, in an attempt to think deeper, I sometimes overthink myself into silence.

One of the biggest surprises has been discovering how academically independent I will have to be. No longer can I just listen to my teacher lecture for an hour and absorb everything. Now, I have to go out and get the material, reading more than what is required and doing exercises that I have given myself. It's taken an entire year of hard work for me to catch up with the other students in the class and feel like I belong.

I can now lead discussions in class and have led calculus and biology study groups. I'm getting mostly A's and B's. This dedication leaves me little free time to go out on the weekend or visit home. My social life isn't as exciting as I hoped it would be because I'm spending so much time studying. But all my extra effort has paid off: I've gone from floundering to finally making it at Georgetown.

語数を提示しています.

HINTS 発音が難しい語を表示しています. 下段では, 間違えやすい発音とス トレスをとり上げています. pedestal /pédistəl/ ultimately /áltimətli/ Cesar Chavez /seizá:r tſá:vez | tſáves/ Kenilworth /kénəlwə:rθ/ calculus /kælkjələs | -kjul-/ regurgitate /riqə́xrdʒitèit/ floundering /fláundərin/ campaign / foreign / sign [pronunciation] assi**gn**ment /əsáinmənt/ [stress] schóol cartóon / ballóon / tycóon

TASK

本文を読み終えたのち、その内容を理解しているかどうかを4つの TASK で確認します。

内容理解の確認 (2ページ)

TASK 1. True or False.

- 1. The writer was familiar with the study skills required for college classes. (
- 2. The writer was successful in high school even though he didn't study hard. ()
- 3. Other freshmen had already learnt how to construct original ideas before they entered college. ()
- 4. After entering college, the writer ga

本文内容の理解度の確認として、 lying. () True or False 問題を設けました.

• TASK 2 Choose the appropriate words below and fill in each blank.

I entered Georgetown University



It was extremely hard for me to enter Georgetown University, but I had made it and was ready to enjoy my social life. But ... I got a D-minus in an English class!

TASK 2

本文の内容を異なる角度からまと めたサマリー問題. Since my grade school days, my teachers had told me I was (\bigcirc) .



My former teachers did not (②) me to think past a basic level; I didn't learn to think (③) (④).



(⑤) me, my peers can form original, concise (⑥) focusing more on developing (⑦) (⑧). ...Yes, that's it! I will have to be (⑨) independent.



A year later



I'm getting mostly A's and B's in calculus and biology class, though I must spend so much time ($^{(1)}$).

academically / exceptional / for / ideas / independent / myself / push / studying / thoughts / unlike

TASK 3

重要語の意味や,代名詞の指す内容,本文理解の要になる文の意味などを問う選択式問題.

TASK 3 Answer the questions.

- A (1.35) Which one is correct? "I was not" ...
- 1. taught to memorize and regurgitate information.
- 2. like other Georgetown freshmen from better schools.
- 3. spending so much time studying.
- 4. considered a standout in my high school.
- **B** (*l.*45) "This dedication" refers to the writer's ...
- 1. surprise at the academic independence of his classmates.
- 2. capability to absorb what his teachers say.
- 3. hard work to catch up with his classmates.
- 4. talent to lead discussions in the class.

TASK 4

本文内容に対しての意見や感想などを,入試を意識した場面設定の中で英語で書いて答える問題です.

TASK 4 First, read comments A and B on the writer's story, and then complete each underlined part of comment C within 15 words.



This seems like the typical "coming of age" story. Most of us go through it during the first year of high school and then of college. It is unfortunate that this student puts the blame on his teachers, instead of where it should be placed: on himself. It is apparent that he has developed greatly as a student, but he needs to develop a little further in his maturity.



Commont C Miho

Mr. Robinson, congratulations on achieving your intermediate goals—developing the skills to write analytically, earning A's and B's in all of your courses and becoming an academic leader. Now that you have achieved a measure of success, do not look back, left or right, only onward and upward. Reach for the stars. As I look up I see one with your name on it!

Continent	
I understand what you want to say, Mr	. Robinson. That is, ①
I myself exper	ienced the same situation in high school.
But I share Rachel and Paul's anxiety. Ther	e is no use complaining. My advice is to
tell the students of your former school about	ut ②
Of course, they will be happy to hear your	advice.

文法・構文のまとめ (1ページ)

■ S-1···「同格」

[The students I once put on a pedestal,] [kids who were fortunate enough to attend some of the nation's top private and public schools,] were now my classmates. (11.2-4)

■ S-2…「blame A for B」「関係代名詞の省略」

that[which]

I can't help **blaming** [the schools and teachers ▼ I had in my early years] **for** my struggles today. Although my high school was one of the best ▼ I had the choice of attending, I found it didn't properly prepare me for studying at college. (#.8-11)

■ S-3…「挿入」「相関表現 between A and B」

Even though I attended some of the District's better schools 《—including my high school, the Cesar Chavez Public Charter School for Public Policy, at the Parkside campus near Kenilworth—》 the gap between [what I can do] and [what my college classmates are capable of] is enormous.

■ S-4···「並列」「相関表現 less A and more B」

Other Georgetown freshmen from better schools had been trained [to form original, concise thoughts within a breath,] [to focus less on [remembering every piece of information,] and more on [forming independent ideas]]. (#.32-35)

■ S-5…「and がつなぐもの」「複数の分詞構文」

Now, I have to [go out] and [get the material,] (reading more than what is required) and (doing exercises that I have given myself). (#.40-42)

STRUCTURE

本文理解の一助となるように、文法や構文に着目して、本文中から、複雑な構造の英文をとり上げ、記号等を用いて、構造を明解に示しています。 巻末 STRUCTURE PLUS (** p.21) で復習できます.

重要語 フレーズのまとめ (1ページ)



- 3. **fortunate** /fɔʻɪrtʃənət/ by a *fortunate* coincidence
- 3. **attend** /əténd/ to *attend* a ceremony [wedding, funeral]
- 3. **private** /práivət/ a *private* life[car, school]
- 5. **extremely** /ikstrí:mli/ This novel is *extremely* interesting.
- 7. **responsible** /rispánsəbl | -spón-/ You are *responsible* for keeping this room clean.
- 8. **blame** /bléim/ He *blamed* them for the failure.
- 9. **struggle** /strágl/ a *struggle* for independence 10. **properly** /prápə*r*li | próp-/ My computer
- properly /prápərli | próp-/ My computer isn't working properly.
- 12. **district** /dístrikt/ an agricultural *district*
- 15. **capable** /kéipəbl/ This plane is *capable* of going 900 miles an hour.
- 15. **enormous** /inóx*r* məs/ an *enormous* tower
- 18. **apply** /əplái/ to *apply* logic to understand physics
- 19. **figure** /fígjər | fígə/ His paintings sell for \$1 million, a *figure* much too high for most people.
- 21. **exceptional** /iksépʃənəl/ an *exceptional* student

- 22. **assume** /əsúːm | əsjúːm/ I *assume* that he is honest.
- 23. cheat /tʃiːt/ Don't cheat on examinations.
- 27. **analyze** /énəlàiz/ to *analyze* the political situation in detail
- 28. **distribute** /distribjət | -juxt/ He *distributed* printed sheets to the students.
- 29. **immediately** /imíːdiətli/ He fell asleep *immediately*.
- 29. obvious /ábviəs | 5b-/ an obvious fact
- 29. **merely** /míə*r*li/ This leaf is not real. It's *merely* used for decoration.
- 29. **summarize** /sáməràiz/ to *summarize* a report
- 35. **independent**/indipéndant/an *independent* woman
- 36. **attempt** /ətém*p*t/ an *attempt* to solve the problem
- 40. **absorb** /əbzɔ́xrb | -sɔ́xrb/ Dry sand *absorbs* water well.
- 41. material /mətíəriəl/ raw material
- 41. **require** /rikwáiər/ This plant does not *require* regular watering.
- 42. entire /intáiər/ the entire cast of Cats

POWER WORDS

大学入試に向けて押さえておきたい重要語を抽出しました。それぞれ活用例を載せているので、単語の意味を類推するトレーニングにも使えます。巻末にUNICORN シリーズに現れた POWER WORDS 1,600 words を掲載しています。

USEFUL EXPRESSIONS

大学入試で現れる頻度の高いフレーズとその例文を 提示しています.

U SEFUL EXPRESSIONS

2. *make it:* I'm sure she'll *make it* as a singer. 8. *can't help doing:* I *could not help giving* up the plan. 24. *keep up:* I have to study hard to *keep up* with the other students. 48. *pay off:* His efforts finally *paid off.*

TRY YOUR SKILLS!

TRY YOUR SKILLS!

各セクションで学んだリーディン グスキルや文構造の理解度をここ で確認できます. (全6回)

1 内容理解問題



STEP ごとの設問を解いて、 英文読解の攻略法を身につけます. I. What is the role of education? 2. What is the most valuable ability to 3. What do 3. What do 3.

- - 3. What does "learning to study" mean?

STEP 1 for SKIMMING (1回目) TASK 1 の質問を手がかりにし て, 500 words 程度の英文を速 読し、概要を把握します.

• There are two aims in study: one is to acquire certain bodies of ();
the other is to acquire certain abilities to do things. We study history to gain a
() of ancient Greece or prewar Germany, whereas we study arithmetic or
French to gain an ability to solve problems or speak French. Clearly, there is no
sharp line between these two kinds of study. () inevitably plays some 5
part in guiding future thought and action and is part of our ability to do things.
Likewise, our () of how to do things and our () of specific things
will always affect the efficiency and ways in which we can absorb new information.
There remains, however, a difference in emphasis between studying to acquire
knowledge and studying to acquire the ability to use knowledge and to do things. $_{10}$
With regard to studying in college, major emphasis belongs on the side of developing
your abilities. Education should increase your powers: your abilities to work and
play, vote and understand others, read and think, plead a case, or cure a disease.
This does not minimize the place of knowledge — which is in fact subordinate
to the ability to use knowledge, but an indispensable subordinate. Intelligent thought $_{15}$
and action are always based on sound knowledge.
One of the most valuable abilities you can develop is the ability to study.
And in this case, to study is not something you do the night before an exam.
Rather, you have to learn how to study so you can independently approach a novel
problem and think it through to a successful solution. Mastering a method of 20
doing something is also an accomplishment that can only be achieved through
genuine study. Learning to study effectively is far more important than merely
acquiring a particular body of information. In most fields, information may quickly
become obsolete, whereas analyzing a problem, gathering the necessary information,
and interpreting that information are skills that will not tarnish quite so quickly. 25
Knowing how to study means knowing how to think, observe, organize and analyze
information. Learning to study means that you are learning to think and to live.

	4 Study includes n	•	e	
			h direct observation a	
30	performance. However,		1 0	
	knowledge and diverse pe	oints of view firstha	nd, studying in high	school and college
	depends to a great exte	ent on studying fro	om books. Neverth	eless, you should
	continually aim to tie y	your book learning	firmly to your first	thand experience.
	When you do this, t	he subject you are	studying becomes	filled with richer
35	meanings.			
	6 — In studying, as in	n other activities, si	kill is not acquired	by wishing or by
	deciding to study son	nething — or by	reading books or	n how to study.
	B, you	must make a streng	uous and persistent e	effort if results are
	to be achieved. In oth	ner words, you mus	st first determine w	here you need to
40	improve, and then resolu	utely hold to the ta	sk of acquiring the	methods you find
	outlined here.	you may g	ain a certain level of c	comfort by reading
	"How to Study" books,	it is only by using	the suggested proceed	dures — over and
	,	10 01111		
	over again — that you			544 words
	•			544 words
	over again — that you v	will profit from the	rm. plead /plíːd/ ~を弁護する.	24. obsolete
	over again — that you view of the state of	will profit from the tìk/ 算数, 算術. 13. I 25. tarnish /táɪˈniʃ/	rm. plead /plíːd/ ~を弁護する.	
	over again — that you v	will profit from the tìk/ 算数, 算術. 13. p 25. tarnish /tá:rnif/ ù:tli/ 断固として.	rm. plead /plíːd/ ~を弁護する.	24. obsolete ous /strénjuəs/ 骨が折
	over again — that you view of the state of	will profit from the tik/ 算数, 算術. 13. p 25. tarnish /tá://nif/iù:tli/ 断固として.	em. plead /plíːd/ ~を弁護する. 色あせる. 38. strenuc P 2 for CLOSE READING K 2 では空所補充や指示語	24. obsolete ous /strénjuəs/ 骨が折 (2回目) 確認, 下線
	over again — that you view of the state of	will profit from the tik/算数,算術. 13. p 25. tarnish /tá:rnij/iù:tli/ 断固として. STE TAS 部和	em. olead /plíːd/ ~を弁護する. 色あせる. 38. strenuc P 2 for CLOSE READING	24. obsolete ous /strénjuəs/ 骨が折 (2回目) 確認, 下線 5一度英文
	over again — that you view of the state of	will profit from the tik/ 算数, 算術. 13. p 25. tarnish /táɪ/nif/lù:tli/ 断固として. STE TAS 部和 を読	em. plead /plíxd/ ~を弁護する. 色あせる. 38. strenuc P 2 for CLOSE READING K 2 では空所補充や指示語 訳などの問題に答えて、も言	24. obsolete pus /strénjuəs/ 骨が折 (2回目) 確認, 下線 う一度英文 順序, 逆接,
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	over again — that you very again — that you	will profit from the tik/ 算数, 算術. 13. p 25. tarnish /táɪ/nif/iù:tli/ 断固として. STE TAS 部和 を読 原因 ons below and find al () in paragraph 1	P 2 for CLOSE READING K 2 では空所補充や指示語 訳などの問題に答えて、もき みます. 構文分析力 (対比、川・結果、例示など)を養いま nswers in the passage from paragraph 2.	24. obsolete bus /strénjuəs/ 骨が折 (2回目) 確認, 下線 う一度英文 順序, 逆接, ます。 r each blank.

3. Explain what "this" represents in paragraph 4 in Japanese.

4. Which of the following statements is true?

- a. Intelligent thought and action aren't always based on sound knowledge.
- b. Acquiring a particular body of information is far more important than learning to study effectively.
- c. Knowing how to study is different from knowing how to analyze information.
- d. Studying in high school depends to a great extent on studying from books.

TASK 3 Read the passage again and write a summary. 1. Write summaries of each paragraph.



1. Write summaries of each paragraph in Japanese in about 30 to 40 letters.

STEP 3 for WRITING (3回目)

最後に英文をもう一度読んで、要約したり、 作文したりします. 本文で述べられている 内容を正しく理解した上で、自分の考えを 表現する力を養います.

2. Write a summary of the passage in Japanese in about 80 to 100 letters.

2 ビジュアル問題

英文と図表を組み合わせる最近の入試 傾向をふまえ, ここでは両者を関連づ けて読み取る力と, さらに自分の見解 を述べる力を養います.

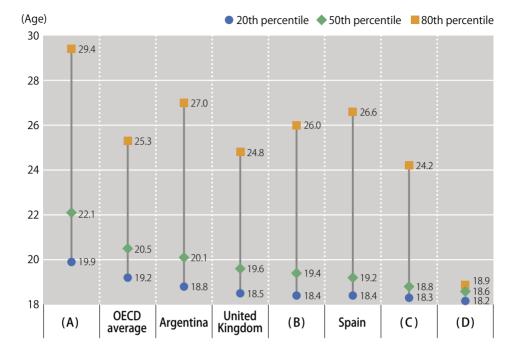
STEP 1 for ANSWERING QUESTIONS

英文と図表を関連づけて読み、図表で表さ れる内容を理解するトレーニングです. 図 表を完成させる問題や正誤問題 (T/F 問題) を解くことで、英文と図表をきちんと理解 できているかを確認します.

2 Look at the chart on the next page and answer the questions.



The chart on the next page shows the age distribution of new entrants into university education. As you can see, it varies widely among different countries. While the age of new entrants in Japan stays within the range from 18 to 19, there are a considerable number of "adult students" over 20 in many of the other places all over the world. For example, in South Korea the new entrants are roughly 5 within the range of 18 to 24 years old. It is because military service is obligatory for men, and some of them choose to go to university after they finish their service. In European countries, such as Sweden, most of new entrants are over 20. This is because many people get a job and earn some money before they enter university. Besides, universities in the United States or countries in Europe have special programs for adult students so that they can make use of their experience as working adults and progress in their career at the same time.



TASK 1 Which lines (A)-(D) in the chart describe the range of new entrants in South Korea 1 and Sweden 2?

TASK 2 True or False.

STEP

STEP 2

- 1. Japanese universities have fewer adult students than any other country. ()
- 2. The youth in South Korea must go to university before their duty in the army.
- 3. Many Europeans go back to university because they want to earn money there.
- **4.** The age distribution of new entrants partly depends on whether universities have special programs for adult students.

TASK 3 What do you think are the advantages and disadvantages of the age distribution of new entrants in Japan? Write your opinion in about 50 words. Then discuss the topic with your classmates.

STEP 2 for WRITING / for SPEAKING
(2 🗆 🖹)

読んだ英文について自分の考えを英文で答えるという最近の入試の出題傾向をふまえ、ここでは、英文と図表に関するテーマについて、50-80 words の英文で自分の意見を述べる力を養います.

Listen and answer the questions.



同じ英文を2回聞きます. 内容を きちんと把握できるようにするため のトレーニングです.

TASK 1 Put appropriate words in the blanks.

STEP 1 for MAPPING (1 回目) 300-500 words の英文を聞き、 要点を把握しながらメモをとります.

3 リスニング問題

- I have a story about following (①).
- Have you ever woken up in the middle of the night because of a dramatic, powerful (2))?
 - I had one of those dreams when I was (3)).
 - •That night when I suddenly woke up, I was thinking: what if we could download the whole (4)), and just keep the links?
- Soon after, I talked with my (⑤) science teacher about the plan.
- Amazingly, at that time I had no thought of building an Internet search (6)).
- I think it is often easier to make progress on very (⑦) dreams.
- Our goal was to organize the world's (⑧) and make it easy to access and useful.

■ The writer says, "Don't give up on your (⑨

TEP 2 for MAPPING (2 回目) 正誤問題 (T/F 問題) を手がかりに

トを確実に聞きとるためのトレーニングです. TASK 2 True or False. Listen to the passage again and answer true or false for each statement. 1. The writer is talking about how to --- ' 2. When '

- 2. When he was 23, the speaker woke up in the middle of the night because of a terrible, bad dream.
 - 3. When he woke up, he was thinking about downloading the whole Internet, keeping the links.
 - 4. At first, he didn't think about building an Internet search engine.
 - 5. The speaker thinks it is very difficult to make progress on a very ambitious dream because no one is going to try it.
 - 6. Their goal was to organize the world's information and make it easy to access and useful.
 - 7. They immediately started their project, though they were worried about dropping out of college.
 - 8. The speaker encouraged the students by saying, "Always work hard on something exciting! Don't give up on your dreams."

FOR READING

2,000 words レベルの本格的 な読み物をご用意いたしました. (全3課)

FOR READING

Spacious Skies and Tilted Axes

by Jared Diamond



本文のポイント理解の指針 として,各レッスン2問ず つ質問を提示しています.

- 1. Why did human development happen at such different rates on different continents?
- 2. Why was the spread of food production slow in the Americas and Africa compared to that in Eurasia?

In July 1972 I was walking along a beach on the tropical island of New Guinea, where as a biologist I study bird evolution. I had already heard about a remarkable local politician named Yali, who was touring the district then. By chance, Yali and I were walking in the same direction on that day, and he caught up with me from behind. We walked together for an hour, talking the whole time.

Our conversation began with a subject then on every New Guinean's mind—the rapid pace of political developments. After a while, Yali turned the conversation and began to quiz me about the history of New Guinea and the colonization of the country by white Europeans within the last 200 years.

Two centuries ago, all New Guineans were still "living in the Stone Age." Whites had arrived and brought material goods whose value New Guineans instantly recognized, ranging from steel axes, matches, and medicines to clothing, soft drinks, and umbrellas. In New Guinea all these goods were referred to collectively as "cargo."

Many of the white colonialists openly despised New Guineans as "primitive." Yet he and I both knew perfectly well that New Guineans are on the average at least as smart as Europeans. All those things must have been on Yali's mind when he asked me, "Why is it that you white people 20 developed so much cargo and brought it to New Guinea, but we had little cargo of our own?"

Questions about inequality in the modern world can be reformulated as follows. Why did wealth and power become distributed as they now are, rather than in some other way? We can easily push this question back 25 one step. As of the year A.D. 1500, when Europe's worldwide colonial expansion was just beginning, peoples on different continents already differed greatly in technology and political organization. Much of Europe, Asia, and North Africa was the site of metal-equipped states or empires, some of them on the threshold of industrialization. Two Native American peoples, the 30 Aztecs and the Incas, ruled over empires with stone tools. Parts of sub-Saharan Africa were divided among small states or chiefdoms with iron tools. Most other peoples—including all those of Australia and New Guinea, many Pacific islands, much of the Americas, and small parts of sub-Saharan Africa—lived as farming tribes or even still as hunter-gatherer bands using 35 stone tools.

右ページ

FOR READING:本文,注



New Guinean people

本文内容の理解を助ける 写真・解説。



Atahual(l)pa, the last Inca emperor

- 1. **In July 1972** 当時, 筆者は進化生物学および進化生理学の研究の ために鳥類に興味を持ち, ニューギニアでフィールドワークを行っていた.
- 2. **New Guinea** 太平洋南部にあるニューギニア島は、世界で2番目 に大きな島. 現在は東半分がパプアニューギニア、西半分がインドネシア 館
- 3. Yali ニューギニアの政治家 (1912-75). この出会い当時, ニューギニ アは国際連合の信託統治領としてオーストラリアの管理下にあり, 独立を 目指していた.
- 7-8. **on every New Guinean's mind** 全てのニューギニア人の 気になっている.
- 12-13. "living in the Stone Age" その当時は、石製の道具が使われ、集権的政治組織も存在していなかった.
- 13. material goods = manufactured goods. 製品.
- 16. "cargo" 「積み荷」
- 19. on the average 概して, 平均して.
- 23-24. can be reformulated as follows 次のように言いかえる ことができる.
- 25-26. push this question back one step 時間的に一歩さか のぼってこの問いを考える.
- 26. **As of the year A.D. 1500** 1500年時点で、1492年にはコロン ブスが西インド諸島に到達し、1498年ヴァスコ・ダ・ガマが喜望峰を回航 してインドに到達したことを思い起こそう。
- 29. metal-equipped 金属 (の道具) を備えた.
- 30. **on the threshold of industrialization** 産業化が始まりかけて、onの前にbeingが省略された分詞構文. threshold /θré/hould/
- 30-31. the Aztecs and the Incas アステカ族とインカ族. アステカは14世紀から16世紀にかけて、メキシコ中央高原に栄えた民族. 1522 年、スペイン人コルテスに滅ぼされた. インカ族は15世紀から16世紀にかけてペルー南部のクスコを中心に帝国を形成していた先住民. その帝国は最盛期にはエクアドルからチリにまで及んだが、1532年、スペイン人のピサロによって滅ぼされた.
- 31-32. sub-Saharan Africa サハラ砂漠以南のアフリカ.
- chiefdoms 首長制社会・地域 (共通のリーダーを戴いた村落などが結びついた社会・地域).
- 34. the Americas 南北アメリカ大陸及びその周辺諸島を含む総称.
- 35. hunter-gatherer bands 狩猟や採集で生活する集団.



GLOSSARY

丸数字は段落番号を表す.

Darryl Robinson 「ダリル・ロビンソン」 *The Washington Post* 紙 のコーナーOPINIONSに、本課の元となった文を投稿した大学生.

●Georgetown University 「ジョージタウン大学」③アメリカ・ワシントンD.C.の近郊に位置する名門大学.政治や国際関係の学問に強い.出身者にはビル・クリントン元大統領や緒方貞子など著名人が多い.

D.C. = Washington D.C. 「ワシントン・コロンビア特別区」州には属さず、連邦議会の直轄地.

public charter school 地域の民間グループが設立・運営する認可学校のこと.

③Cesar Chavez Public Charter School for Public Policy 「シーザー・チャベス公立チャータースクール」 **む**いくつかのキャンパス に分かれており、Parkside campusはそのひとつ.

Kenilworth「ケニルワース」Washington D.C. 北東部にある.

①put on a pedestal (~を) あがめる.

②felt outmatched 力不足だと感じた.

③calculus 微積分.

6growing up 学校で成長しながら、大きくなる過程で.

regurgitate 「吐き戻す」 の意味から (よく理解せずに) ただ繰り返す」 の意.

overthink myself into silence

③floundering もがき苦しむこと.

考えすぎて黙ってしまう.



Gregurgitate

LESSON 1

What Do You Know about College Education?



a



6

STRUCTURE PLUS

Appendix: STRUCTURE PLUS 各レッスン本文中で現れる重要な文法事項・構文を含む英文集.

STRUCTURE PLUS 1…Itを含む構文

A 形式主語 it

本文で現れた箇所を明示.

- ①It would be uncharacteristic for evolution to have designed a brain that took in every single stimulus. (L2 ll.49-51)
- ②It is laudable that a small but growing group of designers is beginning to develop affordable products in the hope of improving the lives of the world's poor.

 (L6 ll.50-52)
- ③The amount of time it takes to complete one swing of a pendulum is not affected by the bob, the weight hanging from the pendulum. (L8 #.3-5)
- ①It is ~ to do:「…することは~である」。

Itは形式主語で、後のto不定詞以下(真の主語)を指す. to不定詞以下を主語として訳す. to不定詞の意味上の主語を示す場合はto不定詞の前にfor — を加える.

- ②lt is **~** that ...:「…ということは**~**である」 Itは形式主語で、後のthat節以下(真の主語)を表す.
- ③It takes[costs] ~ to do:「…するのに~(時間[費用])がかかる」 時間を表すときはtakeを, 費用を表すときはcostを用いる.
- ex. It cost 300,000 dollars to build this house.

コンパクトにまとめた 解説つき.

すばやく確認できる CHECK 問題つき.

Put the words in the correct order.

- 1. (it / minutes / takes / ten / the station / to / to / walk).
- 2. (going / he / is / is / it / resign / that / to / true)?
- **3.** (difficult / for / get / is / it / the concert / tickets / to).

B 形式目的語 it

- ①I am grateful for the many happy accidents that have **made it** possible for me **to spend** so much of my life discovering the qualities of a language and a literature that previously had been little known in the West. (L5 //.107-109)
- ②Most experts on human memory **find it** highly unlikely **that** the brain would devote energy and space to storing every detail of our lives. (L2 *ll*.15-16)
- ①S+V+it ~ to do:「…することを~にする」

itはto不定詞の内容を指す形式目的語で、to不定詞が真の目的語である.

②S+V(=think, makeなど) +it ~ that ...:「…ということを~だと思う[にする]」 itはthat節の内容を指す形式目的語で、that節が真の目的語である.

CHECK Fill in each blank so that the sentences in each pair are the same in meaning.

I found that it was difficult to pass the exam.
 I found () () to () the exam.
 I think it is necessary that we should be interested in politics.
 I () () () that we should be interested in politics.

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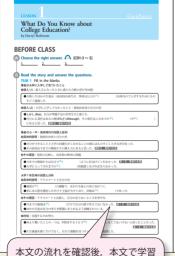


information, and more on forming independent ideas. It was not. I could remotive and ofference of the control o

提出ノート(設問と解答欄)



予習・復習定着のためのページ



した語彙・文法・語法をしっかり

身につけられます.



発展学習のためのページ

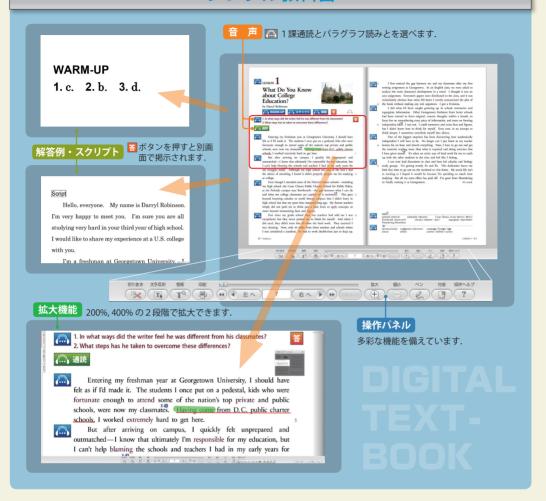
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Admissions Test ····Guidance



本文と関連したトピックの入試 模試問題を解きます.

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