

# UNICORN English Expression 2

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## English in Today's World

## CD1-2

The tables below compare the number of native and non-native speakers of major languages. Table 1 shows the number of native speakers of major languages. In terms of the number of native speakers, English is not the most widely spoken language. 5 English is in fourth place, **while** Chinese is ranked number one. Table 2 shows the number of non-native speakers of major languages. In terms of non-native speakers, English has many more speakers than other major languages. About 1.4 billion people speak English as a second or foreign language. **On the other hand**, the number of non-native speakers of Chinese is 200 million. 10 If we combine both native and non-native speakers, more people speak English than any other language. This fact makes English the most popular foreign language to learn in Japan and other countries. (135 words)



Table 1

Language	Native Speakers
1 Chinese	1,212
2 Arabic	422
3 Hindi	366
4 <b>English</b>	341

[Source: *The World's 10 Most Influential Languages* by George Weber (2008)]

Table 2

Language	Non-native Speakers
1 <b>English</b>	1,400
2 Hindi	334
3 Arabic	250
4 Chinese	200

(millions)

## TASK Fill in the blanks.

## TASK

上のモデル文のパラグラフ構成を簡単な形式でまとめる問題。

**T** Comparing the number of ( **native** ) and ( **non-native** ) speakers of ( **major** ) ( **languages** )

**S** The number of native speakers

- English ( **341** ) million
- Chinese ( **1** ) billion ( **212** ) million

The number of non-native speakers

- English ( **1** ) billion ( **400** ) million
- Chinese ( **200** ) million

**C** ( **English** ) is the most ( **popular** ) ( **foreign** ) ( **language** ) to learn in many countries.

## PARAGRAPH POINTS

## PARAGRAPH POINTS

モデル文のパラグラフ展開パターンを解説し、LINKING WORDS ではその展開パターンで使われるつなぎ言葉の例を挙げる。

比較・対照のパラグラフは、あるふたつ以上のものを対比させ、両者の類似点と相違点を示して、論じます。

In a paragraph of comparison and contrast, at least two things are presented and their similarities or differences are stated.

## LINKING WORDS

類似点: similarly / likewise / also / in the same way / in a similar way

相違点: while / however / on the other hand / to[on] the contrary / in comparison with

There is some additional information to indicate that English is the most popular foreign language to learn. This table shows the number of countries where major languages are used in daily life, business, education, or tourism. Look at Chinese. Although Chinese has the largest number of native speakers, as we have learned, it is used in only five countries. To the contrary, English can be used in 115 countries. This suggests that English is the most useful language if you want to communicate with people who do not speak your language.

## EXERCISES

CD1-3~4

### A Fill in the blanks.

#### 問題 A

左ページで学習したパラグラフ展開に則した内容のリスニング問題。

**T** There is some (additional) ( ) to indicate that English is the most popular foreign language to learn.

**S** The Number of Countries

- Chinese Used in ( 5 ) countries
- English Used in ( 115 ) countries

**C** English is the most ( useful ) language if you want to communicate with people who do not speak your ( language ).

Language	Number of Countries
<b>English</b>	<b>115</b>
Arabic	24
Spanish	20
Russian	16
German	9
Chinese	<b>5</b>

CD1-5

### B Read the paragraph and answer the questions.

#### 問題 B

120-140 語程度のパラグラフを読み、読み取った情報を簡単な形式でまとめる内容把握問題。

It is interesting to think about the role of English in India and that of Japanese in Japan. In India, people in the middle and upper classes speak English fluently. High school and university education have been conducted in English since the 19th century. In bookstores, most books are imported books written in English. On the other hand, in Japan, just a limited number of people speak English fluently. Higher education is conducted in Japanese — the mother tongue. In bookstores, most books — including books of advanced science — are written in Japanese. Japanese people are fortunate to gain a high level of knowledge through their native language, but it also results in low motivation to learn a second language. (118 words)



1. Underline the linking words that show contrast in the paragraph.
2. Fill in the blanks.

	India	Japan
Fluent Speakers of English	people in the middle and upper classes	a limited number of people
Higher Education	conducted in English	conducted in Japanese
Books	most books are (written) in English	most books are (written) in Japanese

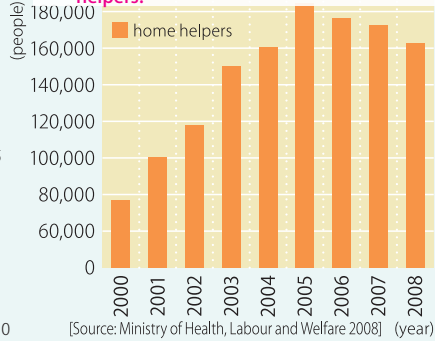
100-120 語程度のパラグラフ  
モデル文。TASK で内容理解を  
問うリスニング。

# Aged Society

CD2-18

Japan has become an aged society.

There are many people who need to be cared for at home. It is often a heavy burden for the family members to care for them. A recent newspaper article reported that this problem would **probably** become more serious in the near future. One of the solutions is to increase the number of home helpers, who offer nursing services to elderly people. Home helpers reduce the family's burden. Actually, the government has taken several measures to increase the number of trained home helpers. **It is expected that** the number will be more than 350,000 in the near future. (104 words)



1. Which country has become an aged society?  
— Japan has.

Guess, Assurance / Expectation

2. What is a heavy burden for some family members?  
— Caring for elderly people at home is (a heavy burden for some people).

3. What is a solution to the problem?  
— One of the solutions is to increase the number of home helpers.

4. What do home helpers do?  
— They offer nursing services to elderly people.

5. What has the government done to help?  
— The government has taken several measures to increase the number of trained home helpers.

CD2-19 **TASK** Listen carefully and answer the questions.

## BUILDING BLOCKS

### BUILDING BLOCKS

モデル文中の太字で示された2つの機能表現を、同じ機能を持つ別の表現と共に例文付きで掲載。TASK で表現の定着。

CD2-20 **A** Guess, Assurance

- ① My grandmother will **probably** enter a home for the elderly soon. (たぶん)
- ② The number of facilities for elderly people **is likely to** increase. (～しそうだ)
- ③ **It seemed that** there was no solution to this problem, but they found one. (…と思われた)
- ④ **I guess** he takes the problem too seriously. (…と思う)
- ⑤ **I'm sure that** we can solve this medical care problem. (…と確信している)

**TASK** Using a dictionary, learn about the differences in the meanings of the following words.  
certainly / probably / perhaps / maybe / possibly

CD2-21 **B** Expectation

- ⑥ The government **is expecting that** medical expenses will gradually increase. (…と予想している)
- ⑦ My grandfather **is looking forward to** the weekly visit of his home helper. (～を楽しみにしている)
- ⑧ My father **hopes to** be looked after by a professional caregiver when he needs care and help. (～することを望む)

**TASK** Complete the sentence.    
My father is looking forward to his life after retirement.

② facility 施設

CD2-22

**G**rammar Tip **Tense Sequence**

**Grammar Tip**  
文を書く際に間違いやすい、あるいは注意すべき文法ポイント。モデル文の該当箇所に G マークで表示。

- a. The article **reported** that the medical costs **would** rise dramatically in ten years.
- b. The old woman spoke good English. It **seemed** that she **had lived** in a foreign country.
- c. She **said** her grandparents **go** walking every morning. [時制の一致の例外]

**TASK** Compare the two sentences.

I hear that Mr. Carter had passed away. / I heard that Mr. Carter had passed away.

CD2-23

**V**ocabulary Building **Aged Society**

**Vocabulary Building**  
トピック関連の語彙をカテゴリーごとにリンクさせながら集めた語彙集。

**Cause**

increased life expectancy  
the population of elderly people grows  
declining birth rate



**Problem**

a burden on a family  
a burden on society  
increasing medical expenses  
pension plan in crisis



**Suggested Solution**

increase the number of home helpers  
increase birth rate  
support child-raising  
increase the welfare budget  
reform the pension plan

**Care**

offer nursing services / caregiver / home helper  
facility for elderly people / day-care center  
walking assist machine / welfare assistance

**Expense / Budget**

medical expense  
social expenditure / consumption tax  
income tax / reduce waste in the budget

**Example sentences**

- a. Some critics are worried about the **declining birth rate** in Japan.
- b. If this trend continues, our **pension plan** will have to be reformed.
- c. Experts predict that **medical expenses** will increase as the number of elderly people increases.

トピック関連の内容を聞き取り、簡単な形式でまとめる問題。

CD2-24~25



Listen to the lecture and fill in the blanks. \*Script to page 22.

Issue: (① home) (② helpers)

① Main job of home helpers: to help (③ elderly) (④ people) in (⑤ their) (⑥ homes).

② Comparison of the numbers of home helpers per 10,000 people.

・Denmark (⑦ 54 )

・Japan (⑧ 14.1 )

What can we guess from this fact?

We can guess that elderly people in Denmark can use home-help services

(⑨ more) (⑩ often) and (⑪ more) (⑫ easily).

**VB** life expectancy 平均寿命 [余命]    medical expense 医療費    welfare budget 福祉予算  
pension plan 年金制度    consumption tax 消費税

**脚注**  
Vocabulary Building 中  
の一部の語彙に日本語訳。

A: Mom, today I learned that "walking assist machines" will soon be used by many people.

B: Walking assist machines? What are they like?

A: They assist people who have difficulty in walking. For example, they help elderly people walk around by themselves.

B: That's great. I'm sure that will reduce the burden on family members.

A: That's right. But, even after those machines are developed, probably we will still need a lot of manpower in an aged society.

B: I agree. We will need more and more professional caregivers and home helpers, anyway.

## EXERCISES

CD2-26~28

**A** Listen carefully and answer the questions.

1. ( T / F )      2. (T / F )      3. ( T / F )

問題 A

トピック関連のリスニング問題。

Questions: True or false?

1. They are talking about the technology used in walking assist machines.
2. Walking assist machines could help elderly people enjoy an independent life.
3. They believe walking assist machines are the complete solution to the problems of an aged society.

**B** Make as many sentences as you can, using the words below.

1. I hope [I guess / I'm sure] that the new pension plan will work.
2. I'm sure [I guess / I hope] that you will enjoy a comfortable life after your retirement.
3. I guess [I'm sure] that our life expectancy is increasing.
4. Life-long learning is likely to become more important.
5. My father looks [is looking] forward to living in a foreign country after retirement.  
[ guess, hope, likely, look forward, sure ]

問題 B

BUILDING BLOCKS で学習した機能表現問題。

問題 C

Grammar Tip で学習した文法問題。

**C** Correct the underlined parts.

1. He said he has worked at a home for the elderly. <sup>had</sup>
2. My grandfather would often say that time was money. <sup>is</sup>
3. They were asked if they want the consumption tax to be raised or not. <sup>wanted</sup>
4. I heard that many politicians are concerned about the declining birth rate. <sup>were</sup>

問題 D

Vocabulary Building で学習した語彙問題。

**D** Put the words in the correct order.

1. Many elderly people ( are / their medical expenses / worried about ).
2. If this trend continues, ( have to be / increased / our welfare budget / will ).  
<sup>are worried about their medical expenses</sup>
3. The professor predicted ( Japan / solve / that / the challenges / would ).  
<sup>our welfare budget will have to be increased</sup>
4. We should ( employment opportunities / for elderly people / increase ).  
<sup>that Japan would solve the challenges</sup>  
<sup>increase employment opportunities for elderly people</sup>

CD2-29

**E** Complete the sentences.

問題 E

総合問題。音声 CD には同内容のスキリプトを収録。

①日本人の平均寿命は世界一高いです。 However, at the same time, ②出生率が下がってきています。 As a result, ③日本は高齢社会になり、それによってさまざまな問題が起きています。 One of the solutions is ④出生率を上げるために子育て(child-raising)を支えることです。 ⑤いくつかの対策があると確信しています。 For example, we need to have more day-care centers. Also, more men should take child care leave.

- ① The (average) life expectancy of the Japanese [Japanese life expectancy] is the highest in the world. / Japanese people have the highest average life expectancy in the world.
- ② the birth rate has been declining[decreasing / dropping / falling]. / the birth rate is becoming lower.
- ③ Japan has become an aged society, which causes[creates] various problems.
- ④ to support child-raising in order to increase the birth rate.
- ⑤ I'm sure there are several measures to take. / I'm sure there are several measures that we can take. / I'm sure there are several possible solutions.

## SUPPLEMENTARY READING

140-160語のまとまりのあるトピック関連の文。

Japan has become a society with an aged population and fewer children. If no action is taken, our pension plan is likely to face a crisis. Although about three workers supported one senior citizen in 1998, the ratio for 2009 became 1.8 to 1. Also, medical expenditures for elderly people are greatly increasing. We have to increase the welfare budget in order to cover more social expenditures such as pensions and medical care. But how? Some experts say that the consumption tax should be raised. On the other hand, some argue that the rate of income tax for the rich should be raised. Others insist that we should reduce waste in the budgets of the central and local governments, and then use that money for increasing social expenditures. Of course, this issue is not so simple. The debate is continuing. (140 words)



### A Make an outline of the article.

Problems: aged society

- (1) Our pension plan is likely to face a crisis.
- (2) Medical expenditures for elderly people are greatly increasing.

Suggested Solutions:

- (1) Consumption tax should be raised.
- (2) The rate of income tax for the rich should be raised.
- (3) We should reduce waste in the budgets of the central and local governments.

#### 問題 A

読み取った情報のアウトラインを簡単な形式にまとめる問題。

### B Fill in the blanks so that each opinion makes sense.

Opinion 1

Raising the (① **consumption**) tax is a good solution because the tax is placed on everybody equally. The social burden should be shared equally by everyone.

Opinion 2

We should consider raising the rate of (② **income**) tax for wealthy people because richer people should take more responsibility.

Opinion 3

There may be some (③ **waste**) in our government budget. We could increase our welfare budget by (④ **reducing [cutting]**) the waste.

#### 問題 B

問題 A で得た情報と、今までに経験したことを踏まえ、トピックについて新たな考察を加える場。



**CHALLENGE** In the article, three solutions are suggested. Which one(s) do you agree with? Write your opinion with reasons.

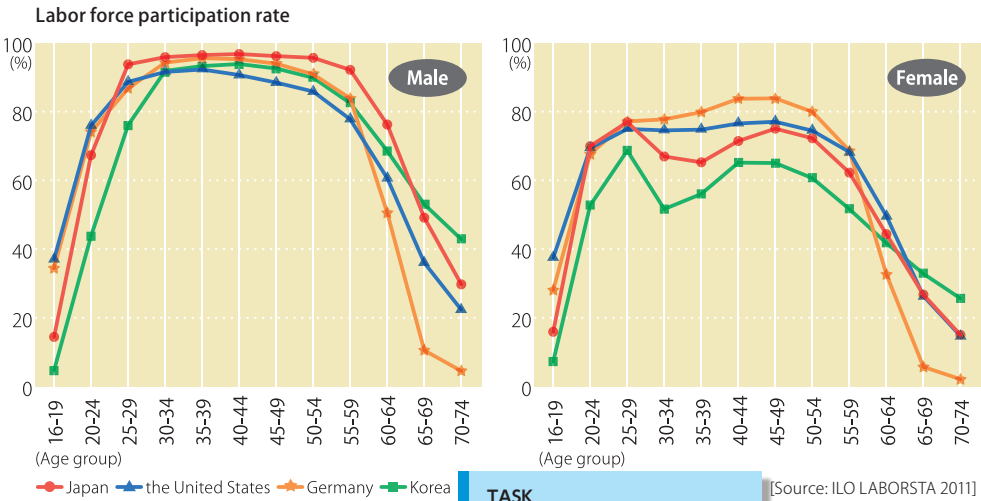
#### CHALLENGE

トピックに関連した話題について、自分のことについて書いたり話したりする活動が中心の場。



100-150 語程度のパラグラフモデル文。

**CD8-24** These graphs show the percentages of workers by sex, age group, and country. First, look at the graph for women. In Japan and Korea, the percentages become lower in the age groups between 25 and 44. Actually, this trend is called an “M-curve.” In contrast, the other countries do not show an “M-curve.” Then, compare the graph for women with that for men. In the graph for women, as mentioned above, you can see two “M-curves.” To the contrary, in the graph for men, there is no “M-curve.” These facts suggest that it is necessary to learn about the causes of the “M-curve.” (103 words)



**TASK** Fill in the blanks.

**TASK**  
モデル文のパラグラフ構成を簡単な形式でまとめる問題。

These graphs show the ( percentages ) of ( workers ) by sex, age group, and country.

Graph for women

• Japan and Korea: the percentages become ( lower ) in the age group between ( 25 ) and ( 44 )

• The other countries: there is no ( “M-curve” )

Graph for women and graph for men

• Graph for women: you can see two ( “M-curves” )

• Graph for men: there is no ( “M-curve” )

It is necessary to learn about the ( causes ) of the ( “M-curve” )

**PARAGRAPH POINTS**

モデル文のパラグラフ展開パターンを解説。

### PARAGRAPH POINTS

比較・対照のパラグラフを構成する方法としては、ポイント・バイ・ポイント方式 (point-by-point organization) とブロック方式 (block organization) の2つの方法があります。上のパラグラフはポイント・バイ・ポイント方式、右ページのパラグラフはブロック方式です。

A paragraph of comparison and contrast is organized in two ways: point-by-point organization or block organization. The above paragraph is composed according to point-by-point organization. The paragraph on the next page is composed according to block organization.

**Point-by-point organization**  
ポイント・バイ・ポイント方式

**T** Topic Sentence

**S** Point 1

- Item A
- Item B

Point 2

- Item A
- Item B

**C** Concluding Sentence

**Block organization**  
ブロック方式

**T** Topic Sentence

**S** Item A

- Point 1
- Point 2

Item B

- Point 1
- Point 2

**C** Concluding Sentence

**FOCUS!**  
パラグラフ・ライティングを  
書く際の注意点などを学習。

**FOCUS!** Topic Sentence [主題文]

主題文は次の3つの特徴があります。 **A topic sentence has at least one of the following three characteristics:**

- パラグラフのトピックを知らせる。 **The topic of a paragraph is stated.**
- パラグラフのメインアイデアを提示する。 **The main idea of a paragraph is stated.**
- パラグラフの中で最も概論的である。 **Topic sentence is the most abstract in a paragraph.**

主題文における留意点 **Points to remember when writing a topic sentence:**

1. 疑問文は避ける。 **×Can you imagine a life without computers?**
2. 単純な事実を述べることは避ける。 **×Libraries have books.**
3. あいまいな文は避ける。 **×Soccer is a great sport.**

**TASK**  
100-140 語程度のパラグラフを読み、そのパラグラフ構成を整理する問題。

**CD8-25 TASK** Read the passage and answer the questions below.

The following are some of the findings from recent studies. Men sometimes take extreme risks. Also, men's leadership style is described as "negotiation-based" or "carrot and stick." This approach is considered old-fashioned by some researchers. On the other hand, women are less assertive than men. In fact, women's management style is characterized as more relationship-based. It aims to encourage workers. If we have more women managers, some companies may experience changes in their work environment.



1. Choose the best topic sentence for the above paragraph.

- a. There are differences in the management styles of men and women.
- b. Are there any differences in the management styles of men and women?
- c. There are differences between men and women.

2. Confirm which sentences refer to men, and which sentences refer to women.

Use the two types of underlines: \_\_\_\_\_ for men and \_\_\_\_\_ for women.

This table shows the percentages of Japanese working women by age group. It is interesting to compare the numbers for 2007 with the numbers for 1975. There are some big differences. First of all, look at the age group between 25 and 29. The percentage for 2007 is 74. On the other hand, the percentage for 1975 is 42.6. Then, look at the age group between 30 and 34. The number for 2007 is 61.4. On the other hand, the number for 1975 is 43.9. Finally, look at the age group between 35 and 39. The number for 2007 is 62.4, while the number for 1975 is 54. From these facts, we can say that Japanese women have truly advanced in society, although there still might be some problems to solve.

## EXERCISES

CD8-26~27

### A Listen carefully and complete the data table.

Percentages of Japanese working women:

Year	Age	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
1975		21.7	66.2	42.6	43.9	54.0	59.9	61.5	57.8	48.8	38	15.3
2007		16.3	68.9	74	61.4	62.4	70.4	73	68.4	59.6	39.7	12.9

#### 問題 A

トピック関連の内容を聞き取り、表を完成させるリスニング問題。

### B Put the following sentences into the logical order.

- In Norway, 0.13 percent of women die in child birth, while the risk is 9 percent in Afghanistan.
- In Norway, skilled staff are present at almost every birth.
- Midwives and other health providers must be trained and supported in the developing world in order to help mothers, newborns, and children.
- Mothers in Norway and Afghanistan live in very different conditions.
- Norway is the best nation in the world to bring up children, while Afghanistan is the worst, according to the 2011 Mothers' Index Rankings.
- On the other hand, in Afghanistan, skilled health personnel attend fewer than 15 percent of births.

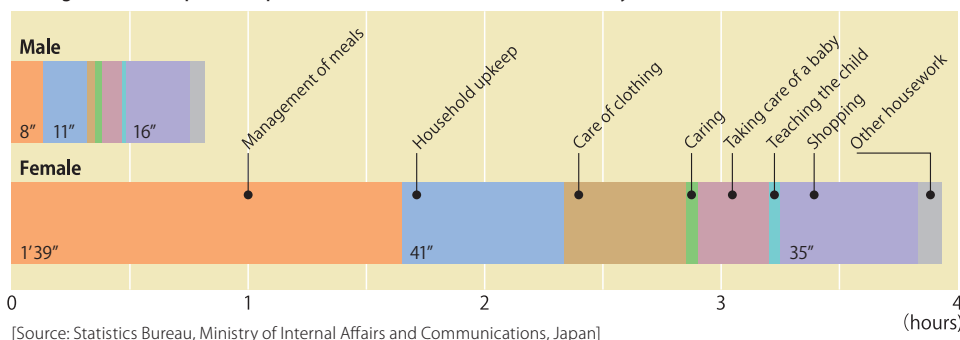
#### 問題 B

筋の通った流れになるように文を並べ替える問題。

d → ( e ) → ( b ) → ( f ) → a → ( c )

### C Complete the paragraph based on the graph below.

Average time for all persons spent on activities related to housework by sex



#### 問題 C

図表を読み取り、読み取った内容を文章に書き起こす問題。

This graph shows the time spent on housework in Japanese homes. We can see a big difference between men and women. First of all, (① men) spend 49 minutes a day on housework while (② women) spend 3 hours 56 minutes. Then, look closely at the differences by kinds of activities. Men spend 16 minutes on (③ shopping), 11 minutes on (④) such as cleaning, and 8 minutes on (⑤) such as cooking. On the other hand, (⑥). These facts suggest that (⑦).

④ household upkeep

⑤ management of meals

⑥ women spend 1 hour 39 minutes on management of meals, 41 minutes on household upkeep, and 35 minutes on shopping

⑦ Japanese men should share more household responsibilities

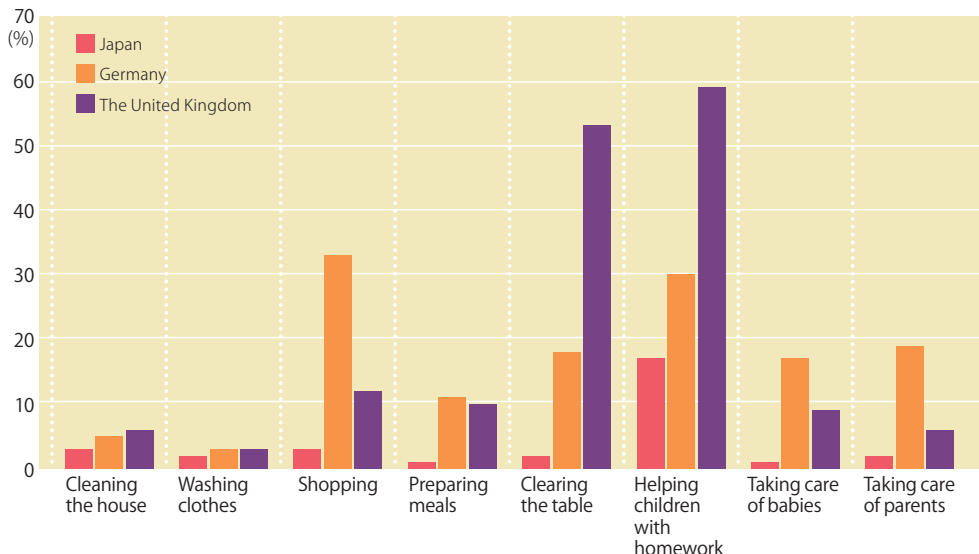
# COMMUNICATION ACTIVITY

## COMMUNICATION ACTIVITY

トピックに関連した図表を読み取り、読み取れた内容について書いたり話したりする活動。

**STEP 1** Look at the graph below and discuss what we can learn from it. 🗣️

Percentage of married men who help with housework in Japan, Germany, and the United Kingdom



[Source: White Paper on the National Lifestyle (1998)]

**STEP 2** Write a paragraph based on what you learned from the graph. 🗣️

According to the graph, we can say that \_\_\_\_\_.

For example, \_\_\_\_\_.

On the other hand, \_\_\_\_\_.

In conclusion, \_\_\_\_\_.

**STEP 3** Give a presentation based on the paragraph you wrote. 🗣️

### Useful Expressions

- ① This graph shows ....
- ② The subject of this graph is ....
- ③ One of the trends[facts] shown in this graph is that ....
- ④ By studying this graph, we can say that ....
- ⑤ In conclusion, ....

### CHALLENGE

トピックに関連した話題について、自分のことについて話す活動が中心の場。



### CHALLENGE

A “house husband” is a husband who stays at home and does the cooking, cleaning, etc. Carry out a survey on people’s attitudes to a house husband in your class and report the results.

## BUILDUP

ユニコン英語表現1で学習した主要な前置詞や副詞の発展として、似たような意味ごとに句動詞をグループ化してまとめました。全8回。

**BUILDUP 1 PHRASAL VERB 1**

動作や状態の継続・進展を表す句動詞  
動作や状態の継続・進展を表する際に、on, over, away, alongを含む句動詞がよく用いられます。

**A on**  
本業は物と物との接続を表します。ある動作や状態の継続が、ずっと「離れなく」で継続状態にあることに依っていることから、継続も表すようになりました。

① The discussion **went on** for four hours.  
話し合いは4時間も続きました。 onを付けて継続を表す動詞

② My grandmother **carried on** her work as a piano instructor for as long as fifty years.  
祖母は50年もピアノ講師として仕事を続けました。 onを付けて継続を表す動詞

③ The club meeting **dragged on** till 6 p.m.  
クラブミーティングは午後6時まで延びました。 onを付けて継続を表す動詞

**B over**  
本業はある場所の上を覆うことを表します。あるでることや行動が一定の期間に渡ることに「覆う」ことに依っているために、一定期間そのままであるという意味も表すようになりました。

① We **stayed over** at my grandparents' house last night.  
息子が時々一泊二泊の滞在を好みます。 overを付けて継続を表す動詞

② The decision was **held over** until the following day.  
結論は翌日に持ち込まれました。 overを付けて継続を表す動詞

14 — BUILDUP 1 p.14

## UNICORN INFO

「話す」活動の代表格であるスピーチ・プレゼンテーション、ディベート、ディスカッションの3つについて概略と進め方についてまとめました。全3回。

**UNICORN INFO 1 Speech and Presentation**

**1 スピーチとプレゼンテーションの共通点と相違点**  
スピーチとプレゼンテーションの共通点と相違点は、次のようになります。

一般的共通点:  
① 目的が聞き手が相手に対し、聞き手は聞き手に関心を持って聞くことにある  
② 話し手・聞き手は事前に十分な準備をしておく

一般的相違点:  
スピーチ: 心からメッセージを送る (挨拶、謝、感謝、称賛、謝、希望など) / スピーチは聴衆を魅了しようとする  
プレゼンテーション: 知識や情報を伝える (講義、説明、研究発表、製品説明、提案など) / 聴衆、クライアント、顧客、関係者などを相手にさせる

**2 スピーチとプレゼンテーションの一般的な構成**  
スピーチとプレゼンテーションに共通する一般的な構成は、次のようになります。

INTRODUCTION  
これから話す内容のトピック、焦点を明示する。プレゼンテーションの場合には、ここでOUTLINEを立て、これから話す主要なアイデアの概要を示す。main idea firstという見出しの基本的な構成法は、通称、スピーチ、プレゼンテーションでも使われます。

MAIN IDEA/論点  
BODY  
Main points → Supporting details  
Main ideaのサポートを、main pointsから supporting detailsの順に進めていきます。

CONCLUSION  
最終（または）今後の展望を示します。

46 — UNICORN INFO 1 p.46

## APPENDIX

パラグラフを重ねてさらに長い文章を書く方法やライティングで注意すべき基本事項、活動できる表現集を APPENDIX としてまとめました。

**APPENDIX 1-1 Explanatory Essay** Essay Writing 1

**Improving Intelligence**

**INTRODUCTION**  
論議の展開  
読者に知識を与えることである。

In order to describe intelligence, psychologists use two terms. One is "crystallized intelligence," which is —roughly speaking— knowledge. The other is "fluid intelligence," which is the kind of mental ability that allows you to solve new problems without having any related experience. You can improve crystallized intelligence by learning. On the other hand, fluid intelligence has been said to be something you were born with and cannot be taught, which is discouraging to many students. However, a new study has found that it may be possible to train people to be more intelligent, increasing the brainpower they had at birth.

**BODY**  
論議の展開1  
読者に知識を教える方法。

In the new study, researchers describe a method for improving fluid intelligence, along with experiments to prove it works. According to the researchers, the key was carefully structured training in "working memory." Working memory, for instance, is the ability that allows you to memorize a telephone number just long enough to dial it. This type of memory is closely related to fluid intelligence, and appears to rely on the same brain system. So the researchers reasoned that improving working memory might lead to improvements in fluid intelligence.

**論議の展開2**  
実験の手順

The following is the procedure of their experiment. First, they measured the fluid intelligence of four groups of volunteers using standard tests. Then, they trained each group in a complicated memory task. In the task, the participants were required to simultaneously memorize stimuli presented by sounds and visuals, which they were asked to recall later. The tasks became harder when the participants succeeded, and the tasks became easier when they failed. This assured a high level of difficulty adjusted individually for each

136 — APPENDIX 1.1 p.136

◀ 1-1,2 エッセイ・ライティング, 1-3 要約文, 1-4 アカデミック・ライティング  
▼ 2 句読法

**APPENDIX 2 Punctuation**

英作文ライティングでは句読法が打ち手など、英語話者に与える影響が大きい。

**Noah Webster**  
**Editor of the First American Dictionary**

When Noah Webster was a teacher, the textbooks that were used in American schools came from England. Webster didn't like those textbooks. He often said, "Why do we have to use the textbooks from England? Americans should learn from American books." In 1783, Webster wrote a book to teach students how to read and write, *Grammatical Institute of the English Language*. It became very popular and was used for the next 100 years in schools in all over America.

Next, Webster decided to make a dictionary. At that time all the dictionaries used in America came from England, too. When he finally finished his spelling dictionary — *An American Dictionary of the English Language* — in 1828, he was 70 years old. His dictionary had 70,000 words. It introduced American English spellings: "color" for "colour," "wagon" for "waggon," and "center" for "centre."

152 — APPENDIX 2 p.152

### APPENDIX 3 LANGUAGE FOCUS

#### 1. 文法

**S+V**

- Beris **sing**.
- Emily **smiled** sweetly.
- My brother **was** in the bathroom.
- I usually **get up** at six in the morning.

**S+V+C**

- My sister **is** a nurse. (現在形)
- The baby **kept** quiet in the train. (過去形)
- She **became** very happy at that time.
- I **got** out after a long walk.
- Some oranges **went** bad in this box.

**S+V+O**

- We **like** this song.
- I **forgot** to stop by a supermarket.
- Tom **knows** (that) we drive on the left in Japan.

**S+V+O+O**

- Emily **sends** me an e-mail every day.
- Please **bring** us some drinks.
- He **asked** me a favor.

**S+V+O+C**

- They **named** the giant panda *Memei*.
- I **found** the movie interesting.
- We **believe** the man innocent.
- The news **made** us sad.
- He **keeps** his bike clean.
- She **is painted** the wall white.

**There is/are**

- There are** some plants which can survive very hot conditions. (112, p.53)
- There are** many people questioning the safety of GM foods. (112, p.53)

#### 2. 読解

**現在**

- I **want** some coffee. (現在の状態)
- She **eats** avocado salad every morning. (習慣的な動作)

- Animals **cannot** live without sleep. (事実)
- Here **comes** John. (現在形による動作)

154 — APPENDIX 3

3 文構造・文法のとめ

4 機能別表現集

### APPENDIX 4 EXPRESSIONS BASED ON FUNCTIONS

1—1 時間・時刻を表す表現 (USE2 LESSON 10)

**■時**

～時～分～秒: when / at / in / on (定形) / 12:00 (C)  
 ～時～分: whole / during / for  
 ～時～分: after / just after / 10 minutes (C)  
 ～時: before / just before (A, B, C) / 10 minutes earlier (B, C)  
 ～時: by / until / 10 minutes (C)  
 ～時: since / for / once / ... (定形) / has / was / before / ... (定形) / once

**■時+時間**

It is four years since I saw my old classmate last.  
 It was more than a month before my mother got well.  
 Once you cross the line, you can't change your mind.  
 Every time a natural disaster hits the developing countries, some people die of hunger. (一歩先読み) (USE2 p.42)

**■時+分+秒+時間**

時間(時)に時間(分)を just in time (5分30秒) / 7 (night at noon (12時) / 9 (10時) / about 10 minutes (10分) / a little early (5分) / 10 minutes earlier (10分) / behind time (スケジュール) / a little late (5分) / shortly after (5分) /

-Did the airplane leave Narita airport on time? (USE1 p.30)  
 -I arrived at the meeting place thirty minutes ahead of time (スケジュール). (一歩先読み)  
 -The 7000 express arrived an minute behind time (スケジュール). (一歩先読み)

**■時**

～時: soon / at once / in a moment / in no time / shortly / instantly / immediately  
 今～時～分: right now / before long / very soon  
 すぐ～時: as soon as / soon after / It was not long before ... (一歩先読み) (USE2 p.42)

-The Japanese player began to play in the major leagues and at once he became popular in the United States. (p.80)  
 -My father took up golf as a pastime as soon as he retired from work. (USE1 p.80)  
 -Soon after he entered high school, he joined the rugby team. (USE1 p.80)  
 -My favorite player entered the game and in no time scored a goal. (USE1 p.80)  
 -It wasn't long before I finished 1.5 million miles.

162 — APPENDIX 4

5 トピック別表現集

6 パターン別表現集

### APPENDIX 5 EXPRESSIONS BASED ON TOPICS

**■トピック別表現集 (カッコの中は別紙に添付する語彙)**

1 学校	176	4 老人	183
2 家族	178	5 コミュニケーション	184
3 健康	179	6 環境	184
4 旅行	180	7 動物	184
5 自然	180	8 文化	185
6 経済	181	9 犯罪	185
7 科学	181	10 宇宙	185
8 芸術	182	11 交通	186
9 スポーツ	182		
10 旅行	182		

1 学校

語彙: (別紙 LESSON 2-3)

○**公立学校** public school  
 共学 school co-educational school / 男子校 boys' school / 女子校 girls' school / 公立校 public school / 私立校 private school / 幼稚園 nursery school / 保育所 nursery school / 小学校 elementary (primary) school / 中学校 junior high school / 高等学校 high school / 大学 university (college) / 大学院 graduate school / 予備校 preparatory school / 専攻校 school / 寮 dormitory

○**学校 building**  
 教員室 teachers' (staff) room / 校長室 principal's office / 図書室 library / 体育館 gymnasium / 講堂 auditorium / 校門 gate / 校庭 courtyard / 運動場 field / 同好会 club room

○**先生 teacher**  
 校長先生 principal / 教頭先生 deputy principal / 担任先生 homeroom teacher / 教科先生 subject teacher / A.L.T.先生 assistant language teacher

○**学年, 学期 school year, term (semester)**  
 学年 school year / 学期 term (1学期 学期) / semester (1学期 2学期) / 高校1年生 first-year student of senior high school (freshman, 10th grade) / 2年生 sophomore / 3年生 (3年級) third-year senior

○**学校行事 school event**  
 文化祭 school festival / 体育祭 athletic meet (sports day, sports festival) / 観戦・観戦旅行

176 — APPENDIX 5

### APPENDIX 6 EXPRESSIONS BASED ON PATTERNS

1—1 比較・対照 (LESSON 1-2)

**■類似表現**

比較: similar to / like  
 対照: in the same way / as well as  
 対照: different from / different between A and B

-The quality of life in these countries is similar to that in the U.S. (比較) (C)  
 -University curricula usually have general education subjects as well as specialized subjects. (対照) (C)  
 -It is different from gene therapy. (対照) (C)

**■対照**

対照: in contrast / on the other hand / (and) the contrary / while (一歩先読み)  
 対照: but / yet / however  
 対照: though / although / in spite of

-On the other hand, the number of non-native speakers of Chinese is 200 million. (対照) (C)  
 -Though a 24-hour society is convenient, it is not eco-friendly. (一歩先読み)

**■対照**

対照: compare ... with ... / in comparison with

-Then, compare the graph for women with that for men. (対照) (C)

2—1 時間的順序 (LESSON 2-2)

**■時間的順序**

～時: in / in the 19th (19th 世紀) / in the 20th century (20世紀) / around 2000 (2000 年頃)  
 ～時: during / while / from ... to ... (一歩先読み) / by 2000 (2000 年頃)  
 ～時: when / as / in / every time (一歩先読み) (C)  
 開始: at first / in the beginning / earlier (対照) (C)  
 終了: after / afterwards / later / and / in the end  
 開始: at last / in the end

-In the 1970s, LP and EP records were the most popular recording media for music. (1970 年頃) (C)  
 -Later their article became one of the most cited publications on this topic. (60年代)

188 — APPENDIX 6

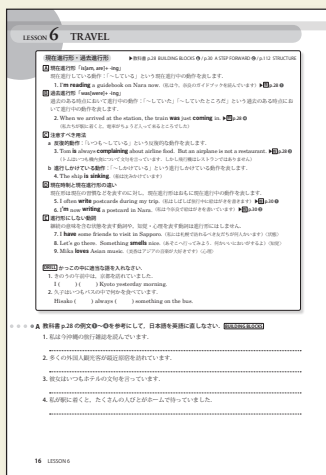
# 生徒用 ユニコン英語表現 1・2

## ユニコン英語表現 1

ワークブック [スタンダード] B5判/88頁 (別冊解答 56頁)

### 文法・表現の復習

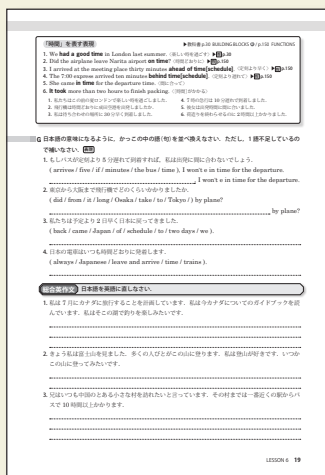
文法や表現の定着に重点を置いたワークブックです。教科書にはない詳しい文法解説も載せました。自宅学習用としても可能なように、別解も豊富に載せました。



ワークブック [アドバンスト] B5判/96頁 (別冊解答 64頁)

### 文法・表現を使って英作文

文法や表現を定着させ、さらにそれらを使って文を作るころまで導きます。各課の総合英作文問題ではある程度まとまりのある文が書けるように設定しています。

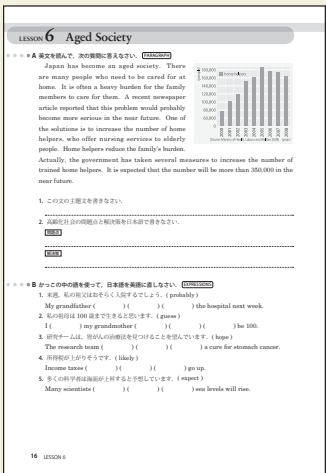


## ユニコン英語表現 2

ワークブック [語彙・文法編] B5判/120頁 (別冊解答 64頁)

### 語彙・文法や表現の定着

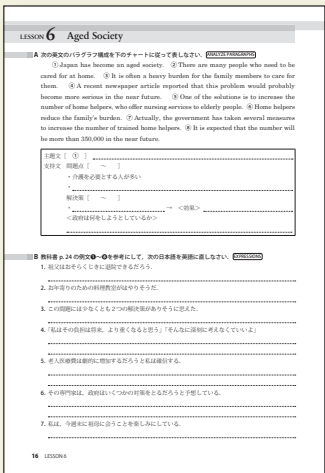
各課で学習する語彙・文法や表現の定着に重点を置きました。自宅学習用としても可能なように、別解も豊富に載せました。



ワークブック [表現・作文編] B5判/104頁 (別冊解答 64頁)

### 語彙や表現を使ってパラグラフ・ライティング

教科書の内容をフォローしながら表現や語彙を定着させ、パラグラフ・ライティングに重点を置きました。課の後半には大学入試問題を置き、動機づけを図りました。



# ユニコン英語表現 1・2 全体の流れ

## UNIT 1

### [導入]

(2ページ構成)

全5課



## UNIT 2

### [本課]

(4ページ構成)

全10課



## UNIT 3

### [OPTIONAL UNIT]

(4ページ構成)

全5課



## 動詞を使いこなそう

**表現** 日常生活の行動表現

**文法** 文構造

中学既習文法を使って、高校生の日常生活に密着した基本的な行動表現を作るとともに、文の構造パターンを確認します。

## いろいろな表現を身につけよう

**表現** 機能表現, トピック関連

**文法** 作文に必要な文法

**書く** トピックに沿ってさまざまな形式で書く

UNIT 1 で学習した文の骨格や構造を土台にしなが、文を豊かにするためのさまざまな文法や表現を身につけ、それらを使って、絵はがきやウェブサイト、書評など、さまざまな形式で文を書く練習をします。

## 文章を組み立てよう

**パラグラフ** パラグラフの基本型

さらに余裕があれば、UNIT 2 で身につけたいろいろな文法や表現を使いながらパラグラフを作り、まとめた内容を伝える練習をします。本格的には英語表現 II で学習します。

p.10

## ON 1 IN THE MORNING

Choose the right answer.

- At six.
- At six thirty.
- At seven.
- It was cloudy.
- It was raining.
- It was sunny.



### BUILDING BLOCKS

#### Getting Up

- Misaki usually **gets up** at six.
- It **is** very cold today.
- I **wash my face** first and then **change into** my school uniform.
- I **don't feel well** this morning.

- 美咲はふだん6時に起きます。
- きょうはとても寒い。
- 私は最初に顔を洗い、その後制服に着替えます。

p.70

## ON 15 FASHION

### BASIC EXPRESSIONS

Choose the right answer.

- A jacket and a tie.
- Jeans and a sweater.
- Jeans and a T-shirt.
- A green shirt.
- A miniskirt.
- Asuit.



### BUILDING BLOCKS

- A 「〜が…しているのを見る」 S+V+O+C [=present participle] ▶ p.130
- I saw Ken **wearing** a jacket and a tie today.
  - I heard a newscaster **talking** about the new fashion trends, so I listened to the program.
  - I found him **wearing** his T-shirt inside out.  
(putting on his glasses to read / changing into his casual clothes)
  - I feel this sweater **pricking** me.

- 私は今日ジャケットとネクタイを着ているのを見ました。
- ニュースキャスターが新しいファッションの傾向について話しているの聞こえたので、その詳細に耳を傾けました。
- 私は彼がTシャツを裏返しに着ていることに気づきました。
- このセーターはちくちくします。

p.94

## ON 19 ENVIRONMENT

### BASIC EXPRESSIONS

Choose the right answer.

- She does what everybody cannot do.
- She turns off the radio.
- She turns off unnecessary lights at home.
- His wife doesn't care about recycling.
- He doesn't separate the trash.
- He has a very strict attitude.



### BUILDING BLOCKS

- A 「〜しながら…する」 participial construction ▶ p.130
- We walked along the road, **picking up** empty cans.
  - We went through the forest, **watching** wild birds.
  - The villagers cultivated the land, **planting** many seedlings.
  - The bus driver turned off the engine, **waiting** for the signal to turn green.

- 私たちは空き缶を拾いながら道を歩きました。
- 私たちは野鳥を観望しながら森を通り抜けました。
- 村人たちは土を耕して、たくさんの苗木を植えました。
- そのバスの運転士はエンジンを切り、信号が変わるのを待ちました。

#### TASK Compare the two sentences below.

He watched the insect, lying on the ground. / The tree lying on the ground is a baobab.



文の骨格を学ぶことからまとまりのある文章を組み立てることまで、無理なくステップアップできます。

ユニコーン英語表現2

## UNIT 1 Paragraph Reading

[パラグラフ  
リーディング]  
(2ページ構成)

全5課

**パラグラフ** パラグラフ展開パターン

「読む」「聞く」活動を通じてパラグラフの基本的な構成を再確認します。

p.8

### 1 English in Today's World

Comparison and Contrast

The tables below compare the number of native and non-native speakers of major languages. Table 1 shows the number of native speakers of major languages. In terms of the number of native speakers, English is not the most widely-spoken language. <sup>5</sup> English is in fourth place, **while** Chinese is ranked number one. Table 2 shows the number of non-native speakers of major languages. In terms of non-native speakers, English has many more speakers than other major languages. About 1.4 billion people speak English as a second or foreign language. **On the other hand**, the number of non-native speakers of Chinese is 200 million. If we combine both native and non-native speakers, more people speak English than any other language. This fact makes English the most popular foreign language to learn in Japan and other countries. (134 words)



**Table 1**

Language	Native Speakers
1 Chinese	1,212
2 Arabic	422
3 Hindi	366
4 English	341

**Table 2**

Language	Non-native Speakers
1 English	1,400
2 Hindi	334
3 Arabic	250
4 Chinese	200

[Source: The World's 10 Most Influential Languages by George Weber (2008)]

(millions)

## UNIT 2 Functional Expressions and Grammar for Use

[本課]  
(4ページ構成)

全15課

**表現** 機能表現, トピック関連

**文法** 書く際に間違いやすい項目

**書く** トピックに沿って意見や考えを述べる

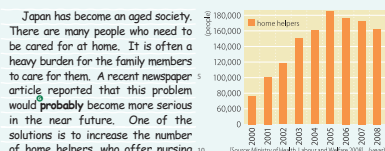
機能表現や間違いやすい文法事項を学習しながらパラグラフの論理構成を確認し、トピック関連のまとまった英文を書く力を身につけます。

p.24

### 6 Aged Society

Guess, Assurance / Expectation

Japan has become an aged society. There are many people who need to be cared for at home. It is often a heavy burden for the family members to care for them. A recent newspaper article reported that this problem would **probably** become more serious in the near future. One of the solutions is to increase the number of home helpers, who offer nursing services to elderly people. Home helpers reduce the family's burden. Actually, the government has taken several measures to increase the number of trained home helpers. **It is expected** that the number will be more than 350,000 in the near future. (104 words)



**TASK** Listen carefully and answer the questions. Ⓐ

#### BUILDING BLOCKS

##### A Guess, Assurance

- ① My grandmother will **probably** enter a home for the elderly soon. (たぶん)
- ② The number of facilities for elderly people **is likely to** increase. (～しそう)

## UNIT 3 Paragraph Writing

[パラグラフ  
ライティング]  
(4ページ構成)

全7課

**書く** パラグラフ展開パターンに従って書く

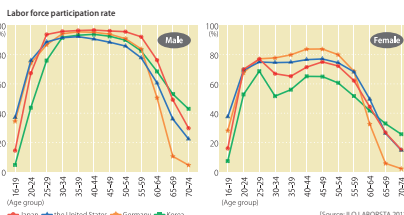
総まとめとして、これまで身につけてきた語い、文法、表現を用いて英語の典型的なパラグラフ・パターンに従って「書く」活動を行います。

p.98


### 21 Working Women

Comparison and Contrast

These graphs show the percentages of workers by sex, age group, and country. First, look at the graph for women. In Japan and Korea, the percentages become lower in the age groups between 25 and 44. Actually, this trend is called an "M-curve." In contrast, the other countries do not show an "M-curve." Then, compare the graph for women with that for men. In the graph for women, as mentioned above, you can see two "M-curves." To the contrary, in the graph for men, there is no "M-curve." These facts suggest that it is necessary to learn about the causes of the "M-curve." (103 words)

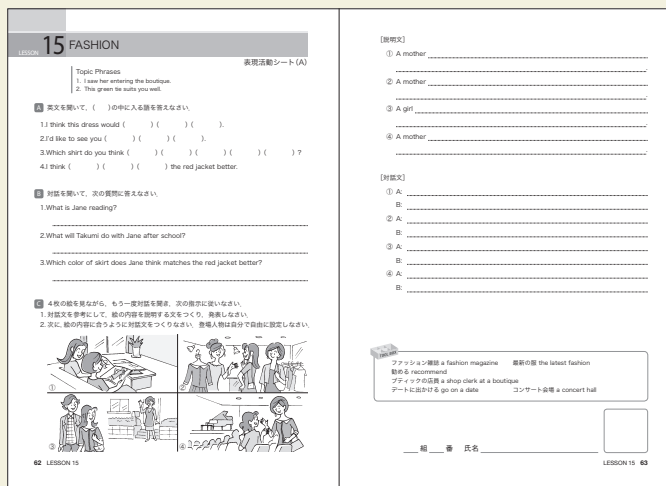




別冊② 表現活動シート 表現1 B5判/128頁 

トピック関連の  
コミュニケーション活動

- ・ コミュニカティブな活動を通して各課で学習した文法や表現を身につける活動シートです。
- ・ 各課2種類用意しました。



The screenshot shows a lesson page for 'Lesson 15 FASHION'. It includes a 'Topic Phrases' section with two phrases: 'I see her entering the boutique.' and 'This green is suits you well.' Below this are three exercises: 1. Fill in the blanks for 'I think this dress would ( ) ( ) ( ) .', 'I'd like to see you ( ) ( ) ( ) .', and 'Which shirt do you think ( ) ( ) ( ) ( ) ( ) ( ) ?'. 2. Match the items with descriptions. 3. Match the colors with descriptions. There are also illustrations of people in a boutique and a fashion magazine. On the right side, there are 'Answer Key' sections for both exercises and a small text box with definitions for 'fashion magazine', 'shop clerk', and 'concert hall'.

Teacher's Book 表現1 B5変型判/168頁 表現2 B5変型判/192頁

- ・ 教科書には問題の解答例、音声スクリプト、CD インデックスを刷り込みました。
- ・ 日本語部分には英語を併記しました。

CD-ROM (教師用データ集)

- ・ [表現1・2共通] 教科書本文/解答例/音声スクリプト/小テスト集/ワークブック(2種)/ワークシート/定期考査用問題集/文法解説パワーポイント
- ・ [表現1のみ収録] 表現活動シート
- ・ [表現2のみ収録] リスニングイントロダクション/教科書例文暗記シート/Vocabulary Buildingシート

指導用 CD 表現1 7枚組 表現2 10枚組

- ・ 教科書本文のほか、教科書のリスニング問題や小テスト集のリスニング問題を収録しました。
- ・ [表現1・2共通] 教科書本文/教科書リスニング問題/小テスト集
- ・ [表現1のみ収録] 表現活動シート
- ・ [表現2のみ収録] リスニングイントロダクション

リスニング CD 表現1 表現2 2枚組

- ・ 教科書本文・例文を中心とした生徒の自学自習用の音声CDです。
- ・ 例文はリピートポーズ付、ディクテーションにも利用できます。

デジタル教科書 表現1

- ・ コンピューターとプロジェクターを使って授業ができるデジタル教材をご用意しました。
- ・ 教科書本文の抽出や検索機能など、プリント教材作成にも役立てることが可能です。

先生のご指導に合わせた素材となるデータ集を収録しました。  
 プリント作成やテスト作成など、あらゆる用途に活用できます。

## ①教科書関連

**表現1 表現2** 教科書本文／解答例／教科書リスニング問題スクリプト／ワークシート：教科書例文を使った穴埋め、並べ替え、和文英訳問題や音声スクリプトを利用した問題など、教科書の内容をフォローしたワークシート

**表現2** 訳例：教科書本文の日本語訳

**教科書例文暗記シート**：教科書例文 (BUILDING BLOCKS) とその日本語訳

**Vocabulary Building シート**：教科書に掲載のトピック関連語彙集 (Vocabulary Building) の英語とその日本語訳

## ②ワークブック

**表現1** ワークブック [スタンダード] / ワークブック [アドバンスト]

**表現2** ワークブック [語彙・文法編] / ワークブック [表現・作文編]

## ③テスト

**表現1 表現2** 小テスト集 / 定期考査用問題例集

## ④表現活動シート ( 表現1 教授資料別冊②)

## ⑤リスニングイントロダクション

**表現2** のみ収録。教科書本文に入る前のリスニング教材。トピック関連のキーワードをリスニングを通して学習

## ⑥文法解説パワーポイント

『SEED 総合英語 [四訂新版]』の各章に中扉解説、基本例文を収録

### LESSON 6 TRAVEL (旅行形)

**BASIC EXPRESSIONS**  
 A. 音声を聴き、以下の欄目に答えましょう。

1.Q1. What is Mike reading?  
 A1. ....

2.Q2. When will Mike go to Nara?  
 A2. ....

2.Q3. What does the boy do when he has free time?  
 A3. ....

Q4. What does the girl like to do when she has free time?  
 A4. ....

(答え合わせはせず、Bへ進みましょう。)

B. 音声を聴き、下線部に入る語を書きとりのさい。

1. A: What are you reading, Mike?  
 B: I'm            some guidebooks on Nara.  
 A: Oh, really? Do you have a plan to go to Nara?  
 B: Yes,           . I'm sure you will have a good time there.

2. A: Do you ride a bicycle?  
 B: Yes, I like           . When I have free time, I usually go           .  
 Are you interested in           ?  
 A: Not so much. Actually, I prefer going for a            when I have free time.

C. 完成した B の英語を読み、A の疑問の答えを (再) 確認しましょう。

D. 次の文法を用いた英文を B より探し、下線部に書込みましょう。( ) の数字は、その文法が使われている英文がいくつあるのを示しています。  
 ・現在進行形 (2) : .....

1

ワークシート

LESSON 6	
English	日本語
My grandmother will probably enter a home for the elderly soon.	私の祖母はそろそろ老人ホームに入居する予定です。
The number of facilities for elderly people in Nara is increasing.	奈良市の高齢者施設が増え続けています。
It seemed that there was no solution to this problem at their final exam.	2人の問題に解説書がないように入ったが、彼らは最終試験で問題が解決しませんでした。
I prefer to solve the problem tax naturally.	問題が自然に解決するようにしたいです。
It's rare that we can solve this medical care problem.	私たちはますますこの医療問題を解決することが難しくなっています。
The government is expecting that medical expenses will gradually increase.	政府は、医療費が徐々に増加するのを期待しています。
My grandfather is looking forward to the week-end of his home holiday.	祖父は週末に家で過ごすのを楽しみにしています。
My father hopes to be hired after his professional experience when he returns to our city.	私の父は、仕事経験後、故郷に戻るときに雇われることを望んでいます。

教科書例文暗記シート

LESSON 6		
English	日本語	
<b>Theme</b>		
increased life expectancy	伸びた平均寿命	
the population of elderly people grows	高齢者の人口が増える	
declining birth rate	低下する出生率	
<b>Problem</b>		
to burden on society	社会への負担	
increasing medical expenses	伸びる医療費	
pressure to retire	強くなる退職の圧力	
<b>Proposed Solution</b>		
increase the number of home helpers	ホームヘルパーの数を増やす	
increase birth rate	出生率を増やす	
support child raising	子育てを支援する	
increase the welfare budget	福祉予算を増やす	
reduce the pension plan	年金制度を減らす	

Vocabulary Building シート

LESSON 6 Listening Introduction

A. You will hear 10 phrases. When you hear an English phrase, translate it into Japanese. When you hear a Japanese phrase, translate it into English.

1. life expectancy 2. retirement age 3. elderly people 4. social security 5. declining birth rate	2. 人口増加 4. 医療費 6. 介護サービス 8. 所得税 10. 上昇する医療費
---	---

**[解答]**  
 1. 平均  
 2. 人口増加  
 3. 高齢者  
 4. 社会保障  
 5. 出生率の減少  
 6. 退職年齢  
 8. 介護サービス  
 10. 上昇する医療費

B. Listen to the following passages and choose the best topic from below.

1. No one knows how long he or she will live. All of us will die some day in the future. We cannot live forever. But we can know the average life span of people and according to this average age, we can guess how long we will live. This term refers to how long a newborn baby may live. (60 words)  
**[解答]**  
 life expectancy

2. As our lifestyle becomes more complicated, the age at which people get married is becoming higher and higher. As a result of this trend, mothers are likely to have their first babies in their late twenties or thirties, which may also lead to the decline of the number of babies they have in their life. (55 words)  
**[解答]**  
 declining birth rate

3. Almost all salaried workers will one day retire from their job. After they retire, they will no longer get a monthly salary from their company. Because of this, the government tries to support them by paying some amount of money every month. Those who live on this official support after they retire from work are called pensioners. (57 words)  
**[解答]**  
 pension plan

リスニングイントロダクション

## 教材配当表

ユニコン 英語表現 2 B5 変型・192 頁

課	題 材	パラグラフ展開	機能表現	文 法	配当 時間	進度目安			
						2年生	2・3年生		
<b>UNIT 1 Paragraph Reading</b>						1 学期 中間	1 学期 中間		
1	English in Today's World	比較・対照			1				
2	Dr. Masukawa Toshihide	時間的順序			1				
3	Political Correctness	具体例, 例証			1				
<b>BUILDUP 1</b> 継続・進展を表す句動詞					1				
4	Antismoking Measures	原因・結果			1				
5	Gap Period	意見と理由			1				
<b>BUILDUP 2</b> 開始を表す句動詞					1				
<b>UNIT 2 Functional Expressions and Grammar for Use</b>								1 学期 末	1 学期 末
6	Aged Society		推量・確信／予測・期待	時制の一致	3				
7	Advertising and Psychology		結果／言い換え	関係代名詞	3				
<b>BUILDUP 3</b> 中止・終了を表す句動詞					1				
8	Global Warming		類似／義務・必要	代名詞	3				
9	Information Technology		部分否定／強調	動名詞, to 不定詞①	3				
10	Food		時を表す構文／情報の追加	接続詞	3				
<b>UNICORN INFO 1</b> Speech and Presentation					1				
11	Sports		付帯状況／頻度	名詞	3				
12	Genetic Engineering		条件／驚き	There is 構文	3				
<b>BUILDUP 4</b> 出現・発生, 消滅を表す句動詞					1				
13	Sustainable Society		例示／要求	受動態	3				
14	Globalization and Language		原因・結果／譲歩①	and の用法	3				
15	24-hour Society		譲歩②／可能性	副詞	3				
<b>UNICORN INFO 2</b> Debate					1				
16	Universe		比較／賛成・反対	冠詞①	3				
17	University		後方照応／理由	冠詞②	3				
<b>BUILDUP 5</b> 増加・増大・程度の上昇／減少・縮小・程度の低下を表す句動詞					1				
18	Biodiversity		数量／失望	関係副詞	3				
19	Art		譲歩③／使役	時制	3				
20	Medical Ethics		許可／禁止	動名詞, to 不定詞②	3				
<b>UNICORN INFO 3</b> Discussion					1				
<b>UNIT 3 Paragraph Writing</b>						2 学期 末	1 学期 中間		
21	Working Women	比較・対照			4				
22	Music Sales	時間的順序			4				
<b>BUILDUP 6</b> 完了・完全・徹底を表す句動詞					1				
23	Cutting-edge Medical Care	具体例, 例証			4				
24	Paradox of the Digital Age	原因・結果			4				
25	The Culture of Guessing	分類			4				
<b>BUILDUP 7</b> 発見・遭遇を表す句動詞					1				
26	Body Language: Key to Success in Business	指示・手順			4				
27	Electronic Voting	意見と理由			4				
<b>BUILDUP 8</b> 出発, 到着を表す句動詞					1				

## APPENDIX

1	Essay Writing, Summary Writing, Academic Writing Practice
2	Punctuation
3	LANGUAGE FOCUS
4	EXPRESSIONS BASED ON FUNCTIONS
5	EXPRESSIONS BASED ON TOPICS
6	EXPRESSIONS BASED ON PATTERNS

# 教科書付属教材一覧表

	英 I 311 <b>UNICORN</b> English Expression 1  ユニコン 英語表現 1	英 II 310 <b>UNICORN</b> English Expression 2  ユニコン 英語表現 2	英会 304 <b>My Passport</b> English Conversation  マイパスポート 英語会話
ワークブック 標準	 ワークブック [スタンダード] B5判/88頁 本体 571円	 ワークブック [語彙・文法編] B5判/120頁 本体 670円	 ワークブック B5判/48頁 本体 838円
ワークブック 発展	 ワークブック [アドバンス] B5判/96頁 本体 714円	 ワークブック [表現・作文編] B5判/104頁 本体 720円	—
教授資料 Teacher's Book 単体販売あり	<ul style="list-style-type: none"> <li>・本冊 B5判/400頁</li> <li>・別冊 2種</li> <li>・Teacher's Book</li> <li>・CD-ROM (教師用データ集)</li> </ul> 本体 15,000円	<ul style="list-style-type: none"> <li>・本冊 B5判/384頁</li> <li>・Teacher's Book</li> <li>・CD-ROM (教師用データ集)</li> </ul> 本体 15,000円	<ul style="list-style-type: none"> <li>・本冊 B5判/176頁</li> <li>・別冊 2種</li> <li>・Teacher's Book</li> <li>・CD-ROM (教師用データ集)</li> </ul> 本体 12,000円
デジタル 教科書	教授資料+デジタル 教科書セット： 本体 20,000円	—	—
単体販売用 Teacher's Book	本体 1,200円	本体 1,800円	本体 1,200円
学校用 CD	7枚組 本体 12,000円	10枚組 本体 12,000円	6枚組 本体 12,000円
生徒用 CD	2枚組 本体 857円	2枚組 本体 860円	—
Sigma Player	本体 600円	本体 600円	—

・上記の価格は消費税別です。 ・ 諸般の事情により変更されることがありますので、あらかじめご了承ください。



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