

はじめに

World in Motion は、英文の主題が自分にどのように当てはまるのかを考え、楽しみながら目的を持って読むことが出来る構成になっています。各ユニット終了時には、トピックについての知識が深まり学習者自身の考えも表現できるようになり、英文読解力の上達だけに留まらない構成になっています。各ユニットは **Pre-reading activities, Reading activities, Follow-up activities** から成り立っています。

Pre-reading activities:

- 1) **Thinking about the Topic** : 本文を読む前に主題についての背景や予備知識について英語で話す機会を持つ事により、問題意識や目的を持って英文を読む準備をします。
- 2) **Vocabulary Builder/Vocabulary in Context/Idioms and Expressions** : 同義語や文脈の前後関係から単語を理解することにより、より効果的に単語の意味を学習できるようになっています。また、イディオムや口語表現を紹介することにより、本文がスムーズに読めるように準備をします。

Reading activities:

- 1) **Reading to Learn** : 本文は、主に *A General Service List of English Words* の 1,000 語レベルの単語を使って書かれています。新聞・小説・教科書などはこの最も頻繁に使われる 1,000 語で書かれていると言われていいますので、英文読解の基礎力を構築するのに適切です。文章の難易度も徐々に上がっていき、様々な文章のパターンを学習できるようになっています。
- 2) **Reading for Comprehension** : 本文の重要なポイントを復習します。
- 3) **Reading for Meaning** : 本文の内容について推論したり自身の意見を表現する機会を設けることにより、英文の表面的な理解以上の読解力を養っていきます。
- 4) **Grammar for meaning I & II** : 本文で繰り返し使われた文法事項を復習します。

Follow-up activities:

- 1) **Listening** : 本文のトピックに基いた会話を聞く事によって、トピックへの理解度を深めるだけでなくリスニング力も養います。
- 2) **Discussing the Topic** : 総仕上げとして、学習した単語や文法を使い本文のトピックに関して自分の意見を述べていきます。
- 3) **Expanding the Topic** : インターネットなどを活用して更にトピックに関する情報を集め、学習者自身の考えをライティングで表現します。

Preface

World in Motion is premised on the idea that exposure to interesting, meaningful texts is the key to improving reading ability. Too often, reading is taught as if it were merely a matter of processing words on a page, with little regard for content. But in the real world, people become good readers by reading a lot. They choose texts that are relevant to their own lives and interests, and they struggle to comprehend such texts not because they want to learn how to read, but rather because they wish to absorb the meaning.

Though students' interests are quite diverse, it is possible to design a reading textbook comprised of texts on topics that are relevant to all university students-lifestyle choices in a rapidly changing world. Interest is generated as students consider the issues raised in each unit and apply them to their own lives. Thus, students are not merely reading as an academic exercise. Rather, they are reading to explore the world around them and to negotiate their place within it.

Reading is neither learned nor practiced in a vacuum. We bring a large store of knowledge and belief to the text and think critically about the issues raised. We discuss what we read with others to gain new perspectives. We expand our knowledge by seeking more information on the issues. *World in Motion* conceives of reading as a social activity and encourages students to engage texts, ideas, and each other while practicing all four skills-reading, speaking, listening, and writing. As a result, students' overall English competence is raised, as is their awareness of the world around them. More than just a reading textbook, *World in Motion* is a source of ideas to help students improve their own lives.

Michael Hood

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Unit 1

University Lifestyles



Thinking about the Topic

1. Make a list of three things you like about your college life and three things you dislike. Compare your answers to others.

大学生活で好きなこと、嫌いなことをそれぞれ3つずつ下の表に書き込み、クラスメートと比べてみましょう。

Your College Life

Likes	Dislikes

2. What is your impression of American college lifestyles? For each statement, put a check ✓ on the line to indicate your impression.

日本の学生と比べて、アメリカの学生はどんな大学生生活を送っていると思いますか。次の英文を読み、該当すると思う方にレを書き込みましょう。

Japanese students American students

- Who is more serious about sports? _____ _____
- Who has more classes each week? _____ _____
- Who has more free time? _____ _____
- Who pays more for college? _____ _____
- Whose parties are more fun? _____ _____

Vocabulary Builder

次の単語を声に出して読んでみましょう。その後、質問に答えましょう。

similarities	common	invitation
differences	variety	interests

Which word means...

1. *things you like to do or talk about?* _____
2. *the same?* _____
3. *not unusual?* _____
4. *many different things?* _____
5. *not the same?* _____
6. *a request to attend an event?* _____

Vocabulary in Context

Vocabulary Builder で習った単語を使って、次の英文を完成させましょう。

1. I studied a _____ of subjects in college, including history, philosophy, and political science.
2. Students are encouraged to choose a major that matches their _____.
3. Having more freedom to choose courses is one of the big _____ between high school and college.
4. It is _____ for university students to hold a part-time job.
5. In most cases, it is not necessary to have an _____ to attend a college party in the US.
6. Though there are many differences between Japanese and American university life, there are also many _____.

Idioms and Expressions

● **hang out** は、一緒に時間を過ごすという意味の動詞です。a **hangout** は名詞で、行きつけの場所、友達などと集まって時間を過ごす場所という意味があります。

- ▷ I love to **hang out** with friends after class.
- ▷ My favorite **hangout** is a coffee shop near campus.

● **blow off steam** は、ストレスを解消するという意味の動詞です。

- ▷ I go to they gym after a stressful day to **blow off steam**.
- ▷ My brother **blows off steam** by practicing yoga.

Reading to Learn CD 02

- ① College students in Japan and the United States have much in common. They go to class, study, take tests, and try to graduate in four years. Many students live away from home for the first time, giving them the chance to make their own lifestyle choices. While there are many similarities between Japanese and American university lifestyles, there are also some interesting differences. 5
- ② Students in both Japan and the US blow off steam between classes and tests by enjoying a variety of stress-relieving activities. Some free time activities are very common in both countries. Listening to music, for example, is very popular in Japan and in the US. Many students enjoy watching TV, reading sports and fashion magazines, or just hanging out with friends in their free time. The main difference may be the amount of free time enjoyed by students in each country. Japanese students typically have more free time than American students. However, many Japanese students are as busy as American students. 15
- ③ To help pay tuition or earn extra spending money, many students in both Japan and the US hold a part-time job. There is a wide variety of jobs available to university students. In both countries, it is common for students to work in restaurants, shops, and many other businesses. In the US, it is common for students to work on campus, as helpers in the library or as assistants for their professors. In Japan, students are more likely to work off campus, as tutors who help younger students prepare for entrance exams. 20
- ④ In both countries, the weekend is a time to relax and socialize. Many Japanese and American students enjoy parties on Friday and Saturday nights. However, the features of these parties may be quite different. American students' parties are often held at someone's home. Beer and snacks are often served, and invitations are usually not required; parties are a chance to meet new people. In Japan, however, parties are typically held in a restaurant. Invitations are usually limited to a small circle of people who belong to the same group; parties are an opportunity to make stronger bonds within the group. 30
- ⑤ In both Japan and the US, students share the desire to explore ideas, have new experiences, meet new people, and make their lives enjoyable. In the most important ways, they are very much the same.

Notes: tuition: (名詞) 授業料 socialize: (動詞) 社会的に人と交流する opportunity: (名詞) 機会

Reading for Comprehension

次のそれぞれの質問に対して、正しい答えに○をつけましょう。

1. Which of the following would be a good title for this article?
 - a) College Life
 - b) Spending Free Time in the US and Japan
 - c) Lifestyles of US and Japanese University Students
 - d) Part-Time Jobs of University Students
2. According to the article, why do university students have a chance to make lifestyle choices?
 - a) They have more free time.
 - b) They have part-time jobs.
 - c) They try to graduate in four years.
 - d) They may be living away from home for the first time.
3. Which is mentioned as a difference between Japanese and American students' parties?
 - a) Where they are held.
 - b) How much students drink.
 - c) How often parties are held.
 - d) Who pays for the party.
4. According to the article, Japanese and American students are:
 - a) Mostly different
 - b) The same in the most important ways.
 - c) The same in most ways.
 - d) Different in the most important ways.

Reading for Meaning

日本の大学生とアメリカの大学生には、どのような類似点 (similarities) と相違点 (differences) がありますか。第2段落から第4段落を再読して、次の表を完成させましょう。まず、第2段落から第4段落で述べられているトピックを書き、それぞれの段落に書かれている similarities と differences を書きましょう。

Paragraph Topic	Similarities	Differences
2.		
3.		
4.		

Grammar for Meaning 1

類似と対照を表す時に使われる談話標識

類似を示す語	対照を示す語
also	while/whereas
again	however
likewise	yet
similarly	on one hand...on the other hand
in the same way	though/although
equally	in contrast

左の表以外の語でも、both や and は類似を示す際に使うことができます。but は対照を示す際に使われます。

▶ Practice

1. 本文を再読して、全ての類似と対照の談話標識に下線を引きましょう。
2. 本文から類似と対照の談話標識が使われている英文を2つ選び、本文で使われているものとは違う談話標識を使って文章を書き換えましょう。

Grammar for Meaning 2

比較表現の使い方 (1)

- ① 1音節又は2音節の形容詞に、~er / ~r を付け加える。
▷ tall ⇨ taller, simple ⇨ simpler
- ② 2音節以上の形容詞には、形容詞の前に more または less を付け加える。
▷ beautiful ⇨ **more** beautiful 例外) good ⇨ **better** bad ⇨ **worse**
- ③ 比較級の後に「than + 比較対象」を付け加えて文にする。
▷ I am older **than** you. * 「子音 + y」で終わる形容詞は、y を i に変えて er を付け加える。
▷ happy ⇨ **happier**, busy ⇨ **busier**
- ④ 2つが同じであることを表すときは、...as + 形容詞 + as... を使う。
▷ My hair is **as long as** my sister's. (私の髪は姉と同じくらいの長さです)

▶ Practice

1. 本文中の全ての比較表現に下線を引きましょう。
2. 次の形容詞を比較級に変えて、英文を完成させましょう。

safe	lazy	interesting	good	expensive
------	------	-------------	------	-----------

- 1) My brother sleeps all day. He is _____ me.
- 2) Stamp collecting is _____ knife juggling.
- 3) A Toyota is _____ a Rolls Royce.
- 4) I think math is _____ English. I enjoy them both equally.
- 5) I speak only a little English. My Japanese is _____ my English.

Listening  CD 03

次の会話を聞いて空欄を埋めましょう。その後、質問に答えましょう。

Mike: So Takako, do you think it's true that life is easier for Japanese students than it is for American students?

Takako: Well, that depends on the individual. Some students in both Japan and the US are lazy, while some are (1. _____).

Mike: But generally, do you think Japanese students have more free time?

Takako: It's difficult to compare because the (2. _____) is very different. For example, did you know that some Japanese students take 15 classes or more per week?

Mike: Fifteen classes per week? I didn't know that. In the US, (3. _____) take five classes per week. How do Japanese students manage so many classes?

Takako: Well, again, it's (4. _____). In the US, one class usually meets three times per week for 50 minutes each. But in Japan, most classes are held only once a week for 90 minutes.

Mike: I see. So maybe Japanese students are just as busy as American students. When you were a student, how did you (5. _____)?

Takako: Oh, circles are great for that. When I was a student, I belonged to the kendo circle. It was a great way to make friends and blow off steam.

Mike: Really? When I was a student, I used to go to the gym and lift weights or shoot hoops. Do you still practice kendo?

Takako: No, but I still (6. _____) some of my old friends from kendo circle.

- How many hours do Japanese students spend in class each week?
_____ Americans? _____
- What did Mike do when he was a student to blow off steam? _____
- Why did Takako enjoy kendo circle? A. _____ B. _____

Discussing the Topic

次の質問をペア又は少人数のグループで話し合ひましょう。

- What are the most common part-time jobs for Japanese university students? Why are they so common? Do you think this is good or bad? Why?
- What is the purpose of Japanese student parties? Why are invitations to American parties more open? Which do you think would be more fun? Why?

Expanding the Topic

次の質問から1つ選んで、英文を書きましょう。

- Imagine you are studying at an American university. Would you enjoy it? Why? What would you miss about Japanese university life?
- Do you think the article in this unit shows Japanese university life realistically? How is your experience different from the writer's idea?