

はじめに

文部科学省認定社会通信教育『実用英語講座』1級クラスは、実用英語検定1級レベルの英語力を身に付けていただけるよう4技能の全てを伸ばす工夫をした講座です。英検1級の対策講座ではありませんが、自学自習と添削指導を活用してしっかり学ぶことで、1級で求められる実力を備えていってください。

英検が求める1級レベルの力は、「社会性の高い幅広い分野の文章を理解し、またそのやりとりができたり文章を書いたりすることができる力」です。これは、ビジネスであれ、アカデミックな分野であれ、どのような場面や話題についても対処できる高度な英語力で、難易度の高い文章を読んだり聞いたりできる力と共に、説得力のある文章を書く力やプレゼンテーション、スピーチなどができる上質のコミュニケーション能力が要求されます。

この講座は、そのような実力養成に必要な要素を網羅しています。1週間の前半は、1つのテーマでリスニングとリーディングを行い、その中の語彙や文構造を学習します。後半には手順を追ってライティング能力を養う課題があります。課題を提出すると添削指導を受けることができますので、全回必ず利用しましょう。週の最後にはauthenticな題材で、海外での実際の生活や仕事に役立つ学習をすることができます。

この講座が、皆さんに実りある学びをもたらすことを心より願っています。

To succeed in your mission, you must have single-minded devotion to your goal.

— A. P. J. Abdul Kalam

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BOOK 1 学習計画表

学習計画表は自由にお使いください。
無理なく、自分なりのスケジュールを
立てましょう。

WEEK	学習終了目標	終了日
1	月 日	月 日
2	月 日	月 日
3	月 日	月 日
4	月 日	月 日

Free Schedule

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.

WEEK 1

さあ、1週間が始まります。
まずは、1日60分、集中して
学習に取り組みましょう。

Targets for WEEK 1

- ① 「開期ゼミ」をテーマに、語彙や表現、知識を深める
(DAY 1 ~ DAY 3 Listening / Speaking / Reading)
- ② Descriptive Paragraph について学び、実際に書く練習をする
(DAY 4 Writing)
- ③ TVの料理番組を素材に、語彙や表現を学ぶ
(DAY 5 Real Life & Review)

DAY 1 の解答・解説は別冊「解答・解説」の p.2 ~ 3

Step 1 Before Listening

Think about the following questions.

- Q.1 How long do you think cicadas live?
- Q.2 Do you use insect repellent? If yes, for what insects do you usually use it?
- Q.3 It seems a lot of people hate or fear insects. Do you have any idea why they do not like insects? If you hate or fear insects yourself, please explain why.

Step 2 Listen to the Dialogue



CD1-02

Listen to the dialogue taking notes, then answer each true or false question below.

- Q.1 The woman is very afraid of cicadas. (T / F)
- Q.2 The man says Brood II cicadas will not attack people unless they are extremely threatened. (T / F)
- Q.3 The man is pulling the woman's leg by exaggerating the expected number of cicadas. (T / F)
- Q.4 The woman is looking forward to the once-in-17-years spectacle. (T / F)
- Q.5 This conversation is taking place somewhere in the eastern part of the U.S. (T / F)

Step 3 Listen to the Dialogue



CD1-02

Listen to the dialogue taking notes again, then answer each question below.

- Q.1 How many Brood II cicadas are expected to appear the coming summer?
- Q.2 According to the man, what is a little problematic about the Brood II cicadas?
- Q.3 What does the man say is very impressive about the Brood II cicadas?
- Q.4 What does the name "17-year cicada" tell about the insects?
- Q.5 According to the answer for Q.4, when was the last time the Brood II cicadas appeared?

_____ this conversation takes place.

Step 4 Read the Dialogue



CD1-02

Read silently while you listen.

- M : Since you're relatively new in the States, I wonder if you've heard anything about the Brood II cicadas.
- W : I've heard the term several times recently, and was wondering what they are.
- M : If you have a phobia of cicadas, this summer might turn out to be a bit of an ordeal for you.
- W : I don't scream when I see one flying toward me, but I don't particularly like them. Should I get special repellents, or perhaps protective gear?
- M : No, I assure you that they're harmless creatures, though their chorus is a little noisy. It's their number that's so impressive. Billions of them will soon

be coming out of the ground in the eastern part of the United States.

W : You're exaggerating.

M : Not really. The Brood II is a group of 17-year cicadas. As the name suggests, they live 17 years.

W : Amazing.

M : Yeah. But even more amazing is that so many cicadas are born, develop, become adults and die in sync. Their final stage of life is spent above ground, and that's what we're going to witness this year.

W : You sound like you're looking forward to it.

M : Of course. It's a once-in-17-years spectacle.

Step 5 Role Play



Play the man's part.

Step 6 Vocabulary & Phrases



Listen to the dialogue again and find the English words and phrases which match the Japanese in the column on the right.

①		種族, 群れ; ブルード (13年または17年ごとに同時に発生する周期ゼミの年次集団)
②		セミ
③		恐怖症, 病的恐怖 [嫌悪]
④		試練, 苦しい体験
⑤		防虫剤, 虫よけ
⑥		防護服, 防具
⑦		〈人〉に…を請け合う, 〈人〉に保証する
⑧		印象的な, 素晴らしい, すごい
⑨		大げさに言う [考える], …を誇張する
⑩		名が示すように
⑪		同時に, 同調して
⑫		壮観, 光景



Step 7 Summary of the Dialogue

Write a summary of the dialogue in Step 4 using the information and key phrases you wrote down in Steps 2 and 3. Your summary should begin with the following sentence, and should be more than 60 words, not including the given phrase.

In this dialogue, a man is telling a woman

Step 8 Parallel Reading



Read the dialogue in Step 4 aloud while you listen.

Further Practice Shadowing



Listen to the dialogue again, and repeat what you are listening to without looking at the textbook.

DAY 2 の解答・解説は別冊「解答・解説」の p.4 ~ 6

Step 1 ☐ Review of the Previous Day ☐

1. Listen to the dialogue from the previous day.
2. Go back to page 7, Step 4 and play the man's part again.

CD1-02

CD1-03

Reading for Comprehension

Step 2 ☐ Read the Passage ☐

Read the passage and choose the best answer from among the four choices for questions 1 to 4.

所要時間 10 分

The Mysteries of Periodical Cicadas

In spring to early summer, every 13 or 17 years, some parts of eastern North America witness a mysterious phenomenon that cannot be seen anywhere else. Periodical cicadas crawl out en masse after having spent their juvenile years in subterranean hideouts. Millions, or sometimes billions, of mature nymphs climb up trees, molt for the last time and become adults; then they mate, lay eggs, and die, all in a few weeks.

What distinguishes periodical cicadas from other cicada species are their life cycles. There are about 3,000 cicada species worldwide. They spend years underground, and only a relatively short period as flying adults. Most cicada species have life cycles of between two and eight years and some members appear above ground every year, so they are sometimes referred to as annual cicadas. Periodical cicadas, however, have lifespans of 13 or 17 years, making them the longest-lived insects known. Also, a whole brood develops synchronously and emerges from the soil all at once, sometimes with a density of more than 1.5 million per acre, then disappears until the next mass emergence.

How did their life cycles evolve to become synchronous? Why are they so long? Why the prime numbers? For centuries, these questions have intrigued entomologists, and they have produced various theories and hypotheses.

For example, one theory explaining their synchronized mass emergence is the survival strategy called "predator satiation." Periodical cicadas are vulnerable. They

lack the means to protect themselves, and easily fall prey to predators, from birds to snakes to large and small mammals. However, by emerging at the same time in huge numbers, often they can overwhelm their predators. Even though many of them are consumed by voracious predators, others survive to create a new generation. Some researchers also point out that their density makes finding mates easier.

Another explanation has to do with atmospheric cooling during the Pleistocene epoch, which began about 2.6 million years ago. During that period, glaciers repeatedly advanced into and retreated from North America. For cicadas to survive their life stages above ground, a certain period of warm temperature is needed. Cicadas that emerged in cold summers were easily destroyed, but ones that developed more slowly and emerged less often were less likely to experience the killing summers, and thus more likely to survive. So were their offspring, who inherited the slow-development genes of their parents. Or as some suggest, the cooler conditions may have slowed down their development, extending their lifespans to 13 or 17 years.

Then, what explains cicadas' lifespans being prime numbers, which can be divided only by themselves and one? It has been hypothesized that their life cycles of 13 or 17 years minimize the risk that their adult life will synchronize with the shorter life cycles of predators. For instance, if a predator species comes and goes over a five-year life cycle, the emergence of a 17-year cicada species would synchronize with the predator's cycle only every 85 years. Also, prime numbers help avoid interbreeding between the 13-year and 17-year species, or between other, shorter-lived cicadas, which may produce hybrids with non-prime-cycle lifespans in low density.

As with many questions involving evolution, nothing can be said for certain. Nevertheless, further findings, along with logical thinking, will help us formulate the best possible hypotheses.

参考 CD1-05

- Q.1 According to the passage, the phenomenon it describes
1. is observed only in northern parts of the U.S.
 2. is observed at any given place in North America.
 3. occurs exclusively in eastern North America.
 4. rarely occurs other than in North America.
- Q.2 According to the passage, species collectively called annual cicadas
1. have short lifespans compared to other insects.
 2. have evolved in such a way that they can avoid interbreeding with other cicada species.
 3. can be seen in their adult form throughout the year.
 4. are so called because their life cycles are different from those of periodical types.
- Q.3 According to the passage, some researchers say
1. atmospheric temperatures a long time ago may have helped lengthen the nymphal period of periodical cicadas.
 2. we are very close to solving the mysteries of the unique life cycles of periodical cicadas.
 3. the fact that the lifespans of periodical cicadas are prime numbers 13 and 17 has no practical advantage for the cicadas.
 4. "predator satiation" has been observed only in periodical cicadas in North America.
- Q.4 According to the passage,
1. periodical cicadas appear above the ground in their adult form.
 2. it is not uncommon for insects other than cicada species to live as long as periodical cicadas.
 3. periodical cicadas' synchronous development leads to the high density of their population.
 4. the mass emergence of periodical cicadas also has some negative effects on their survival.

Q.1	Q.2	Q.3	Q.4

Step 3 Vocabulary & Phrases

Fill in the blanks in Japanese.

①	periodical cicada	
②	en masse	
③	juvenile	
④	subterranean	
⑤	hideout	
⑥	nymph	若虫（不完全変態をする〔さなぎにならない〕昆虫の卵と成虫の間のもの）、幼虫
⑦	molt	
⑧	synchronously	
⑨	emerge	
⑩	density	
⑪	prime number	
⑫	intrigue	
⑬	entomologist	昆虫学者
⑭	predator satiation	捕食者飽食
⑮	vulnerable	
⑯	fall prey to ...	
⑰	overwhelm	
⑱	voracious	
⑲	atmospheric	
⑳	the Pleistocene epoch	更新世（地質時代の区分の1つ。約258万年前から1万1700年前まで。氷期と間氷期を繰り返した）
㉑	glacier	
㉒	interbreed	
㉓	hybrid	

参考 CD1-06

DAY 3 の解答・解説は別冊「解答・解説」の p.6 ~ 7

Step 1 Review of the Previous Day

Read the passage on pages 10-11 silently.

Expand Your Knowledge

Step 2 Focus: Meanings & Construction

1. In spring to early summer, every 13 or 17 years, some parts of eastern North America **witness** a mysterious phenomenon that cannot be seen anywhere else. (ℓ. 1~)

witness は主語に「時」や「場所」がくると、「(その時 [その場所で]) ... が起きる」という意味を表します。この文は some parts of eastern North America (主語) で何 (witness の目的語) が起きるかを述べています。

2. a. They spend years underground, and (they spend) only a relatively short period as flying adults. (ℓ. 8~)
 b. Why are they so long? Why (are they) the prime numbers? (ℓ. 16~)
 c. During that period, glaciers repeatedly advanced into (North America) and retreated from North America. (ℓ. 27~)

文が冗長になるのを避けるために、共通部分を省略したり、共通構文を用いたりします。
 a. では 1 文中に共通する要素が、b. では前文から明白に予測できる要素が、それぞれ後続の節と文で省略されています。c. は 1 つの名詞句 North America が 2 つの前置詞 into, from の目的語になる共通構文を用いています。

3. ..., but ones that developed more slowly and emerged less often were less likely to experience the killing summers, and thus more likely to survive. **So were their offspring**, who inherited the slow-development genes of their parents. (ℓ. 30~)

2 つ目の文では〈so + be 動詞 + 主語〉「... もそうである」の形を用いています。so は前文の less likely to experience the killing summers, and thus more likely to survive を受けています。主語の部分が新情報として強調されるので、この文を音読するときには offspring (単複同形：ここでは複数) に強勢を置きます。

Step 3 Vocabulary Buildup

派生関係で覚える synchronize synchronous synchronously sync

- vi. • Is it true that the brain waves of two people **synchronize** when they're singing a duet?
 • It is said that the heartbeats of a mother **synchronize with** those of her fetus.
 vt. • For example, one theory explaining their **synchronized** mass emergence is the survival strategy called "predator satiation." (ℓ. 19~)
 • How about **synchronizing** our watches **with** the Japanese Standard Time and celebrating the New Year at the same time in Tokyo, Delhi, Paris, and Alaska?
 adj. • How did their life cycles evolve to become **synchronous**? (ℓ. 16)
 adv. • Also, a whole brood develops **synchronously** and emerges from the soil all at once, ... (ℓ. 13~)
 n. • ... so many cicadas are born, develop, become adults and die **in sync** [**synch** / **synchronization**]. (DAY 1 Dialogue)

派生関係で覚える emerge emergence emerging emergency

- vi. • Cicadas that **emerged** in cold summers were easily destroyed, ... (ℓ. 29~)
 ※ They suddenly *emerge from the soil*. 「彼らは突然地面から現れる」などのように、emerge は「時間や速度」・「場所や方向」を表す副詞表現がよく一緒に用いられます。
 n. • ..., the **emergence** of a 17-year cicada species would synchronize with the predator's cycle only every 85 years. (ℓ. 39~)
 adj. • The recent economic crisis did not affect **emerging** economies so severely.
 n. • The outbreak of the highly contagious disease was declared as global **emergency**.
 • Call this number **in an emergency**.
 ※ 他の名詞と結びついて「緊急...」「非常...」という意味の複合語を作ります。
 emergency department, emergency aid, emergency exit, emergency unit (EU)

関連で覚える vulnerable prey predator

Periodical cicadas are **vulnerable**. They lack the means to protect themselves, and easily fall **prey** to **predators**, ... (ℓ. 20~)

1 文目の vulnerable の具体的内容を 2 文目が明らかにしています。(easily) fall prey to ... で「(簡単に) ... の餌食になる」という意味です。They become easy prey for predators. と言い換えることができます。名詞 prey には攻撃される側の「獲物、餌食」の他に、「捕食性」という意味もあります。birds of prey は獲物をとる「猛禽類」を意味し、また動詞も prey upon [on] ... の形で「... を捕食する；... を食い物にする；... をひどく苦しめる」と攻撃を加えることを意味します。

Step 4 Paraphrase

Fill in the blank(s) to make two sets of sentence(s) similar in meaning. You may look at the hints at the bottom of the page if necessary.

Q.1 Periodical cicadas crawl out en masse after having spent their juvenile years in subterranean hideouts.

A large number of periodical cicadas come out of the ground _____ after spending their nymphal years underground.

Q.2 Also, a whole brood develops synchronously and emerges from the soil all at once, sometimes with a density of more than 1.5 million per acre, then disappears until the next mass emergence.

Moreover, an entire group develops underground in synch and comes out of the soil at the same time, with a density that ① _____ more than 1.5 million per acre. Then, once these cicadas go ② _____, no more appear until the next mass emergence.

Q.3 However, by emerging at the same time in huge numbers, often they can overwhelm their predators. Even though many of them are consumed by voracious predators, others survive to create a new generation.

However, by emerging in larger numbers than _____, they can survive as a species.

ヒント Q.1 元の文の en masse 「(多数のものが) 一団となって」を書き換えられた文の空所で表す。文頭の A large number of が数の多さを表しているの、空所には同時にポイントを置いた語(句)を入れる。

Q.2 ①では、元の文の density を後ろから修飾している of 以下が、that を用いた関係代名詞節に書き換えられているので、欠けている部分を補う。②は disappear を go を用いて書き換える。

Q.3 元の文の主旨「捕食者が食べることができる数より多くの数で現れれば、一部は生き残って次世代をつくることができる」を踏まえて、空所に何を補うかを考える。

Step 5 Summary of the Passage

Write a summary of the passage on pages 10-11 in more than 100 words.

Structure and Key Points

Step 1 Descriptive Paragraph とは

1. **Descriptive Paragraph とは：** descriptive (描写的な) という語が示すように、人物・景色・状況など、ある対象について描写し、読み手にそのものを明らかにすることを目的としています。描写が効果的であれば、読者はその対象を具体的にかつ鮮やかにイメージすることができ、また筆者がその対象に対して持つ感情を共有することもできます。
2. **英語のパラグラフの基本構造：** descriptive paragraph に限らず、英語のパラグラフは基本的に 1 つのパラグラフは 1 つの main idea (主題) を含みます。パラグラフは topic sentence (主題文)・supporting sentence(s) (支持文)・concluding sentence(s) (結論文) の 3 つの部分から構成されます。

Sample 1

① Periodical cicadas are vulnerable creatures. ② They lack the means to protect themselves.
 ②-1 They do not bite or sting.
 ②-2 They are also clumsy flyers.
 ③ So they easily fall prey to predators, from birds to snakes to large and small mammals.

① Topic Sentence

このパラグラフが「何」について「どのような側面」を述べるかという主題を明示する文です。

② Supporting Sentence(s)

主題を支持する例・詳細・出来事を述べ、多くは複数の文で構成されます。複数の文で構成する場合は、時系列・前後の関係性・重要度などを考慮して文を配列します。
 左の例では②の後ろに、それをさらに支持する文②-1と②-2が続いています。

③ Concluding Sentence(s)

パラグラフのまとめになる文で、主題の言い換え、または支持文の要約の形を取ります。短いパラグラフでは省略されることもあります。
 左の例では、③の they easily fall prey to predators, ... は①の主題の言い換えになっています。

3. **Descriptive Paragraph の特徴とキーポイント：** 五感に基づいた表現を用いて描写することで、対象を知らない人にも具体的なイメージを伝えることができます。descriptive paragraph を書く上で押さえておきたいキーポイントを以下に紹介します。

Key Point 1 対象をよく観察し、伝えたい内容を整理しよう。

効果的に伝える文を書くには、まずその対象をよく知ることが大切です。以下に紹介するのは、表を使って五感から得られる特徴を確認し、伝えたい内容を整理してから文を作成する方法です。題材は *My mother's blueberry pancakes*。nice や good など漠然とした言葉ではなく、より具体的に特徴を表現することを心掛けましょう。

Sight	Sound	Smell	Taste	Touch
golden brown, ivory color, dripping syrup		buttery sweet smell	sweet, slightly sour blueberries	crisp, light and fluffy

Sample 2

I love my mother's blueberry pancakes. The **buttery sweet smell** is mouth-watering. I savor the smell for a while with my eyes closed and then, opening my eyes, admire the **golden brown** color of pancakes with maple **syrup dripping** over them. The outside is **crisp**, and the **ivory-colored** inside is **light and fluffy**. The **slightly sour** taste of **blueberries** adds just the right balance to the **sweet** cake. It is so irresistible.

アドバイス

日頃の観察が役に立つ

普段の何気ない景色や雑誌・新聞・インターネットの写真や動画を題材にして、それを見ていない人にどう伝えるか練習してみましょう。

Key Point 2 形容詞・副詞の引き出しを増やそう。

英英辞典の語義や類語辞典を活用することで、同意語、類義語、関連語、反意語などの引き出しを増やすことができます。

【例】big room : large room, spacious room, huge room, enormous room

アドバイス

形容詞を複数使う場合

複数の形容詞が 1 つの名詞を修飾する場合の語順は次のようにするのが一般的です。

冠詞 数 評価 大小 形状 新旧 色 国籍 材質 名詞

* 同じ種類の形容詞を列記する場合は、一般に短い語を先に、長い語を後に書きます。

Practice

Step 2 Preparation

夏の早朝、海岸を散歩したときのすがすがしさを想像し、描写してみましょう。

Task 1 五感を通してどんな情報が得られるか、何か下の表に付け足すものはありますか。

Sight	Sound	Smell	Taste	Touch
sea, sand, soft morning light	waves, seagulls, my footsteps	subtle, salty smell of the sea	salty breeze, salty water	sand, wet, cool sea breeze, lapping of water

Task 2 上の表を参考にして、次の質問に答えましょう。

1. For the topic sentence:

Describe in one sentence how it felt to walk along the beach on an early morning in summer.

2. For the supporting sentences:

a. When you breathed deeply, what did you smell in the air?

b. There was no one on the beach except you. Children were not yet out to play. What sounds did you hear?

c. You took off your sandals and started walking alongside the water's edge. What did you feel as you walked?

3. For the concluding sentence(s):

What do you think of the walk along the beach as a way to start a summer day?

Step 3 Let's Write

Step 2の素材を活用して、夏の早朝の海岸での散歩を描写するパラグラフを完成させましょう。

空所(1)では、topic sentenceとして散歩がどういうものだったかを述べる1文を、(2)ではひんやりした空気と一緒にどんな匂いを吸い込んだか、(3)ではどんな音がしていたか、(4)では何が足に触れたか、それがどんな感触だったかを書いてください。

(1)

The soft morning sun gave the scene a pleasing atmosphere, and the air still embraced the coolness of night. I breathed deeply to take in the cool air and (2)

As I walked, the sun gradually rose, and with it came the hint of another hot day. There was no one else walking on the beach at that early hour. Absent of the happy squeals of children, (3)

Taking off my sandals and walking barefoot along the water's edge, (4)

A more pleasant way to start a summer day is hard to imagine.

Real Life Listening

Step 1 Before Listening

You will be listening to a TV program. Before you listen, read and think about the following questions.



Q.1 What side dishes do you think go well with steak? How about a good drink to go along with the meal?

Q.2 If you could recommend some healthy Japanese ingredients to foreign chefs, what would you suggest?

Q.3 When you go out to eat, what is most important to you? Cost, taste or convenience? Why?

Step 2 Listen to the Program



Listen to a TV program once. While you listen, you may take notes; however, you must not look at the questions on the right page.

Step 3 Confirm the Program

Read the questions below and choose the best answer by circling the corresponding letter. Be sure not to listen to the TV program again.

- Q.1 What did Ted notice left in the refrigerator?
(A) Wine sauce. (B) Chicken. (C) Pizza. (D) Vegetables.
- Q.2 Mario is going to use Mario's Mamma's Wine Sauce to _____ the chicken.
(A) bake (B) fry (C) dice (D) marinate
- Q.3 What is Mario going to add a pinch of?
(A) Garlic. (B) Salt. (C) Chili pepper. (D) Lemon.
- Q.4 Ted will learn how to _____ the vegetables.
(A) dice (B) marinate (C) fry (D) bake
- Q.5 Ted and Mario are going to put the chicken and vegetables together in a pan to _____.
(A) dice (B) simmer (C) fry (D) bake

Step 4 Learn More about It

There are many differences in words between American and British English. Write the correct words from the Word List for each item.

	American	British		American	British
①	baked potato	_____ potato	②		maize
③	green beans	_____ beans	④	_____ meat	minced meat
⑤	smoked ham		⑥		soya
⑦	sausages		⑧		claret
⑨	brown sugar		⑩		preserves
⑪	candy		⑫		biscuit
⑬	cotton candy		⑭		fairy cake
⑮	French fries		⑯		crisp

	American	British		American	British
⑰	shopping bag	bag	⑱	shopping	shopping trolley
⑲	plastic wrap		⑳		off-licence

Word List

bangers	candyfloss	carrier	cart	chips
cling film	cookie, cracker	corn	cupcake	demerara
French	gammon	ground	jacket	jam
liquor store	potato chip	red wine	soy	sweets

Step 6 Script Listening

CD1-07

1. Listen to the program again.
2. Look at the script in Step 7 and listen to the program.

Step 6 Vocabulary & "Did you know?"

Read the script in Step 7 and find English words and phrases which match the Japanese in the column on the right. If you have some other words you would like to know, fill both English and Japanese in the extra columns.

①		(人を) 窮地から救う
②		鳥の唐揚げ
③		…を漬け込む
④		少量の…、ひとつまみの…
⑤		〈野菜など〉をさいの目に切る
⑥		…をとろとろ煮る
⑦		Aを沸騰させる
⑧		幸先の良いスタートを切る
⑨		炊事道具
⑩		(食べ物を見て) よだれを垂らす
⑪		《米口》サイドディッシュ
⑫		リモコン
⑬		今進行中の

⑭		チャンネルはそのまま!
⑮		
⑯		
⑰		

参考 CD1-08

Did You Know? Read an interesting bit of trivia below.

Did you know that special names are used for some animal meats? Of course, you know that **cow meat** is called **beef**. It is from the French word **boeuf** meaning **cow meat**. **Pork** is from the French **porc** meaning **pig meat** and **mutton** from **mouton** meaning **sheep meat**. The Anglo-Saxon words are used for the names of the animals. For certain other animals, the same word is used for each animal name and its food item, such as **chicken** and **turkey**.

Step 7 Script Reading

CD1-07

1. Read the script aloud.
2. [Parallel Reading] Read the script aloud while you listen.
3. [Shadowing] Listen to the program again, and repeat what you are listening to without looking at the script.

Chef Mario: Good evening, everybody! Welcome to *Chef Mario's Miracle Meals*!

How are all of you this wonderful evening? I'm Chef Mario, and tonight we are visiting my friend Ted at his house. Hey, Ted!

Ted: Hi, everyone! Thanks for coming. I'm glad you're here tonight because I have a big problem: My wife is out of town this week, I'm hungry and I don't know how to cook! I need a miracle!

M: Well, Ted, don't worry! Chef Mario is going to save the day!

T: Thanks a lot. I was just thinking of ordering a pizza, but I noticed we have some chicken in the refrigerator.

M: Forget the pizza! The first thing you need to do is take the chicken out and unwrap it.

T: Excellent. But what should we do with it? I love deep fried chicken!

M: That really sounds good, but on this show I only cook healthy meals. We're going to marinate it in Mario's Mamma's Wine Sauce available at quality

supermarkets everywhere! I always add a pinch of chili pepper for extra flavor.

T: How about vegetables? My wife always says I should eat more vegetables, so we should have some of those.

M: Yes, of course! I'm going to show you how to dice up some onions, carrots and other vegetables to be simmered together with the chicken for an easy meal in one pan.

T: You're Italian, so let's have some pasta as well. I already know how to bring water to a boil and throw the pasta in. At least I can do that!

M: I think we are off to a great start with this chicken dinner. Let's get all the ingredients ready to go. Bring all the pots and pans, too! Our home audience is already salivating at the thought of tonight's meal!

T: Yes, Chef! I can't believe I'll be cooking together with the great Chef Mario! It's miraculous!

M: Ladies and Gentlemen at home, we'll be back to prepare the chicken, vegetable sides and sauces right after the commercial break. Put that remote down, put on your chef's hat and witness a miracle in the making! Stay tuned!

Review of WEEK 1

Step 1 DAY 1

Listen to the dialogue.

CD1-02

Step 2 DAY 2

Read the passage on pages 10-11 aloud.

Step 3 DAY 3

Read the model summary on pages 5-6 in 解答・解説.

Step 4 DAY 4

Read the samples 1 and 2 on pages 18-19.

WEEK 2

1 週目の学習は
順調に進みましたか。
5 日間の学習方法は今週も同じです。
Step by step で
今週も取り組んでいきましょう。

Targets for WEEK 2

- ① 「スタンリー・キューブリック監督」をテーマに、語彙や表現、知識を深める (DAY 1 ~ DAY 3 Listening / Speaking / Reading)
- ② 「人物の描写」をテーマに、Descriptive Paragraph についてさらに広く学び、実際に書く練習をする (DAY 4 Writing)
- ③ ニュース・ストーリーを素材に、語彙や表現を学ぶ (DAY 5 Real Life & Review)