



READING PASSAGE 2

Hokusai: Art That Makes Waves

新語・イディオム

masterpiece

faintly

all around

artistic

export (*n.*)

Dutch

impressed

claw

drawing

millennium

great (*n.*)

*along with ...*

dedicate

diorama

studio

sketch

pupil

single-mindedly

brush

crumpled

neglectful

*a bit*

apprentice

arrival

career

varied

deathbed

residence

lifetime

passionate

craft

remarkably

cosmopolitan

ultimate

numerous

afloat

dynamic

contrast (*n.*)

tiny

background

*in part*

incorporate (*v.*)

unforgettable

intense

transparency

depth

derive

pigment

Prussian

import (*v.*)

exist

renown

ingenious

eagerly

adopt

*by means of ...*

novelty

theme

rarely

*give birth to ...*

leading

impressionist

petite

wrestler

sculptor

*be based on ...*

motion

globe

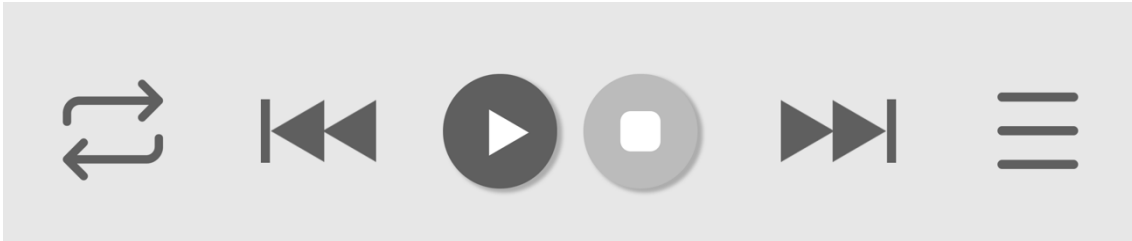
*set ... in motion*

remote

diligently

humble

countless





## READING PASSAGE 2

## Hokusai: Art That Makes Waves

## 本文

## Hokusai All Around You

Do you know who Hokusai was? Perhaps you have heard the name but you aren't familiar with his work. In fact, Hokusai's art is all around and you may be much more familiar with it than you think. If you don't believe that, just look at a Japanese 1,000-yen note. You will find a Hokusai masterpiece that shows a huge wave and a small image of Mt. Fuji. If you have a Japanese passport, you may have noticed the pictures printed faintly on the pages. They are from Hokusai's *Thirtysix Views of Mt. Fuji (Fugaku Sanjurokkei)* series, which includes the image of waves. Hokusai is one of Japan's most famous artists, and his work is well known both in his home country and around the world.

## Japan's Best-Known Artistic Export

Hokusai's work *Under the Wave off Kanagawa*, also known as *The*

*Great Wave*, which is on the 1,000-yen note, was created about 200 years ago. It is widely known abroad and has inspired many of the world's great artists. For example, the Dutch painter Vincent van Gogh was so impressed by *The Great Wave* in the late nineteenth century that he wrote about it in one of his letters: "Those waves are claws and the boat is caught in them. You can feel it. Well, if we made the color very true or the drawing very correct, we wouldn't be able to create those emotions."

In 1999, the famous American magazine *LIFE* published a list called *LIFE's* 100 most important people of the second millennium. Along with such greats as Thomas Edison, Albert Einstein, and Leonardo da Vinci, Hokusai was the only Japanese, ranking higher than Walt Disney.

### **Ninety Years Dedicated to Art**

To get an idea of what kind of person Hokusai was, we can look at the way he worked. If you look at the picture below, you will see a diorama that shows Hokusai and his daughter in their home studio. It's based on a sketch made by one of his pupils when Hokusai was 84

years old.

Hokusai is working single-mindedly with his brush in a small, messy room, and his daughter is staring at him blankly. You can see crumpled balls of paper, which might be failed sketches. This scene gives a strong sense of what Hokusai might have been like: focused on his art and perhaps a bit neglectful of other things, even the people closest to him.

Born in Edo in 1760, Hokusai became interested in painting at the age of six. He apprenticed himself to an *ukiyo-e* artist at the age of 19 and soon became a professional artist. He worked on *ukiyo-e* and book illustrations using a variety of techniques. He was over 70 years old when *The Great Wave* was created around 1831. He devoted himself to his art until his death in 1849 at the age of 90, a few years before the arrival of the Black Ships in Japan. Over the course of his 70-year career, he is said to have created 30,000 works, which seem too varied to have been created by a single artist. Yet on his deathbed he said, “If I could live another ten years, or at least another five years, I would be a true painter.”

The name Katsushika Hokusai that we use for him was his favorite,

but it is only one of the many names he signed his artwork with. In fact, he changed his artistic name 30 times and moved residences more than 90 times during his lifetime. This is just one of many things that suggest Hokusai was passionate about his craft and was determined to follow his own path.

### Typically Japanese, or Remarkably Cosmopolitan?

Although many people think of Hokusai as the ultimate Japanese artist and his *Great Wave* as a symbol of traditional Japan, the truth is more complex, and more interesting. Take another look at *The Great Wave* on page 171. In this famous image, a huge wave with numerous claws approaches from the left and three small boats can be seen trying to stay afloat. The people you see are very small, but they are part of a dynamic scene and you can imagine their struggle.

The picture is dynamic in part because of the contrast between the relatively small boats, the huge waves, and tiny Mt. Fuji in the background. This was the result of Hokusai's use of "perspective." Perspective has been used in Western painting for centuries and is

familiar to us today. In Hokusai's time, however, it was still a relatively new technique in Japan, introduced through Nagasaki, which was a window to Western culture. Hokusai became interested in perspective several decades before he created *The Great Wave*, and incorporated it into his works, as well as making illustrations to explain the technique.

Another unforgettable aspect of *The Great Wave* is the intense blue used for the sea waves. This color was also introduced from the West, and it has a transparency and depth that cannot be achieved with the plant-derived pigments long used in Japan. It was a chemical substance called Prussian blue, which was first produced in Europe in the early 18th century. It was imported into Japan and became very popular during Hokusai's time.

Perspective and Prussian blue were brought to Japan by means of a global network that already existed at that time. Without them, Hokusai might not have achieved the renown that makes him so famous today. But it was not just perspective and Prussian blue that allowed Hokusai to achieve what he did. Of course, it is also true that it was Hokusai's ingenious skill and sense that enabled him to eagerly adopt new things

and create many masterpieces that have endured through history.

### Hokusai in the Modern Age

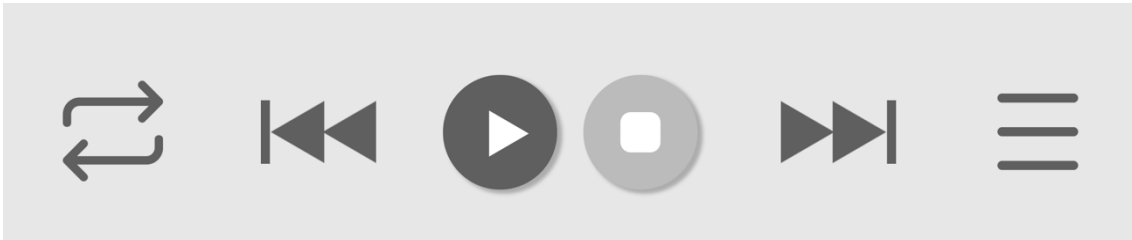
Soon after Hokusai's death, the Edo Shogunate collapsed and Japan opened up to the rest of the world. As a result, various aspects of Japanese culture were introduced to the West and were greeted with surprise. The novelty of the compositions and themes of *ukiyo-e* prints by Hokusai and others, which had very rarely been seen in Europe before, had a great impact on artists and gave birth to a trend known as Japonism.

For example, leading impressionist painter Edgar Degas painted a dancer in a pose influenced by Hokusai's sketches. While his dancer is delicate and petite, her pose is actually based on a sumo wrestler in a work by Hokusai. In another example, the sculptor Camille Claudel created a work that could be called another *Great Wave*.

The wave that Hokusai set in motion has reached the present day. His works are in museums worldwide, including the British Museum, and exhibitions of his art can be seen around the globe. Hokusai's

designs can also be found on toys, coins, stamps, food packaging, clothing, and many other things that people use and see every day.

At a time when there were no airplanes and no internet, Hokusai's art spread from an island nation in a remote corner of the globe to the rest of the world. What would Hokusai, who worked so diligently with his brush in a humble room, say if he could see the countless examples of his work available today? His art continues to make new waves around the world!





## Skills for Presentation

### TASK 2-A





## Skills for Presentation

### TASK 2-B





## Skills for Debate-in-Discussion

### TASK 3

A: Hi, everyone. I think uniforms should be abolished. They are uncomfortable, especially in summer. I want to wear clothes that are more comfortable.

B: I understand, but I think uniforms are a good idea. They make it easy to get ready in the morning because we don't have to choose what to wear.

C: But uniforms are expensive. Some families cannot afford to buy them. If we don't have uniforms, we can save money by wearing our own clothes.

D: I see your point, but wearing uniforms makes everyone equal. If we wear our own clothes, some students might feel bad if they cannot afford fashionable or expensive clothes.

A: That's true, but I think it's important to express our individuality. Uniforms make everyone look the same, and we can't express our personality.

B: But school is not about fashion. It's a place to study. Uniforms help us focus on our studies, not on what we wear.

C: I still believe we should be able to wear what we like. It's good practice for the future when we will need to choose clothes for work and life.

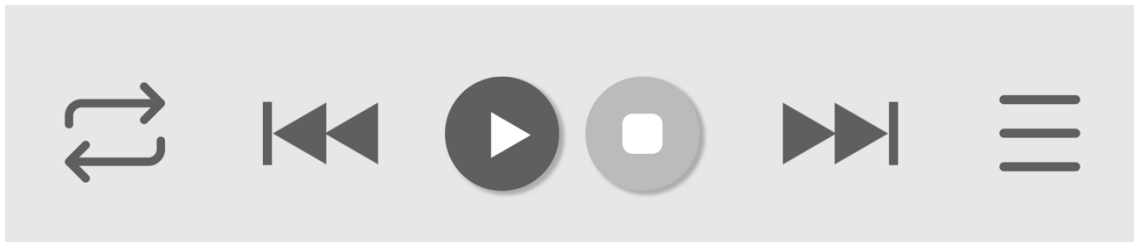
D: Maybe, but I think wearing uniforms helps us feel like part of a team. It creates school spirit, and we can be proud to wear our school's uniform.

A: So, after discussing this, we understand both sides. Uniforms help with equality and focus on studies, but they can be expensive and limit personal expression.

C: Yes, maybe the best idea is to keep uniforms but allow more flexibility, like having casual clothes days sometimes.

B: That could be a good compromise. It would still keep the tradition of uniforms but also give us a chance to express ourselves.

D: I agree. Having some choices could make everyone happier, but we should also respect the reasons for keeping uniforms.





## Skills for Outlining

### TASK 2

I think club activities should be outsourced to the local community. First, it will lighten teacher workloads. Teachers can focus more on teaching and helping students with their studies. Second, professionals in sports or music can teach students better than teachers can. Students will get better training and learn more. Finally, it can help students meet new people in their community. This way, students can make more friends and learn different skills. In conclusion, outsourcing will make clubs better for both students and teachers.





## Expressions for Writing, Discussion, and Debate

### Writing

#### 話題の導入

**What would happen to** our planet **if** we did nothing to stop climate change?

気候変動を食い止めるために何もしないでいたら、地球はどうなるだろうか。

**In this paper, we'll discuss** the issue of gender inequality.

この論文ではジェンダー不平等の問題について考察する。

⇒ The topic we discuss in this paper is ～ . この論文で議論するテーマは～である。

**In recent years, more and more people** in Japan **are using** cashless payments instead of money to buy things in stores.

近年では、店での買い物に現金ではなくキャッシュレス決済を利用する人が日本では増えている。

#### 問題の背景を述べる

**Some claim that** a woman should be a full-time housewife. **Others strongly oppose** this idea.

女性は家事に専念すべきと主張する人がいる一方で、この考えに強く反対する人もいる。

⇒ ..., while [whereas] ～ . …, 一方, ～。

On the other hand, ～ . 他方では, ～。

In contrast, ～ . 対照的に, ～。

**It is generally thought that** TV is the most influential media. **However, that is not necessarily the case** these days.

テレビが最も影響力のあるメディアだと一般的に考えられてきた。しかし、最近では必ずしも当てはまらない。

#### 具体的な目的を述べる

**The purpose of this paper is to report on** the progress of globalization.

この論文の目的はグローバル化の進展について報告することである。

⇒ The main objective of this paper is ～ . この論文の主な目的は～である。

The target of this study is ～ . この研究の目的は～である。

**This is an attempt to explore** the problem of the increase in juvenile crime in developed countries.

これは、先進国における少年犯罪の増加の問題を調査する試みである。

⇒ This study aims at exploring ～ . この研究は～を調査することを目的としている。

**In this report, the following points will be discussed:** 本報告書では以下の点について考察する。

1. the policy of making university education free 1. 大学無償化政策
2. the effects of that policy 2. その政策の効果

#### 情報を並べる

I think that we should use a bicycle to commute. **First of all**, riding a bicycle is good for your health. **Next**, it's eco-friendly. **Finally**, it can help you avoid delays caused by traffic.

通勤・通学には自転車を利用すべきと考える。第一に、自転車に乗るのは健康によい。次に環境にやさしい。最後に、交通による遅延を回避するのに役立つ。

**In the beginning**, there was no agreement among meeting attendees. After much discussion, however, everyone agreed **in the end**.

最初、会議の出席者の間に合意は見られなかったが、たくさんの議論ののち、最後には全員が合意した。

⇒ gradually 次第に

Later のちに

eventually / at last 最終的には

分類する

We **classify** the experimental data **into** four **categories**.

実験データを4つのカテゴリーに分類する。

⇒ categorize / break down 分類する

divide ~ into ... / group ~ into ... ~を…に分ける

a type of ~ / a kind of ~ ~の一種

原因・結果を述べる

The questionnaire will **lead to** the improvement of customer service.

アンケートは顧客サービスの向上につながるだろう。

Bad weather **brought about** a crop failure this year. **As a result**, vegetable prices have risen sharply.

今年は悪天候が不作をもたらした。そのため、野菜の価格が急激に上昇した。

⇒ cause / affect / result in / contribute to / therefore / so / consequently

引き起こす / 影響する / の結果になる / に寄与する / それゆえ / それで / その結果

理由を述べる

The gap between rich and poor is increasing **because** it is always the rich who have more opportunities to earn money.

貧富の格差は広がっている。なぜなら、お金を稼ぐ機会に恵まれているのは常に富裕層だからだ。

⇒ It is always the rich who have more opportunities to earn money; **therefore**, the gap between rich and poor is increasing.

お金を稼ぐ機会に恵まれているのは常に富裕層だ。それゆえ、貧富の格差は広がっている。

例示する

Foreign students in Japan face various problems due to the language barrier. **For example**, it is hard for them to find good part-time jobs.

日本にいる留学生は言葉の壁によりさまざまな問題に直面している。たとえば、彼らがいいアルバイトを見つけることは難しい。

データを提示する

**This table shows** the number of international students studying in Japan.

この表は日本で学ぶ留学生の数を表している。

**Figure 1 indicates that** our country's population is rapidly aging.

図1はわが国の人口が急速に高齢化していることを示している。

⇒ As illustrated/shown in Figure 1, ~ . 図1に示されているように、~。

考察を行う

The result of the experiment **highlights the fact that** there is a correlation between intake of carbohydrates and aging.

この実験結果は、炭水化物の摂取と老化に相関関係があるという事実を浮き彫りにする。

⇒ These findings support the hypothesis that ~ . この調査結果は~という仮説を裏付ける。

This implies that ~ . これは~を示唆する。

We speculate that this might be due to ~ . これは~に起因する可能性があるかと推測する。

It remains unclear whether ~ . ~かどうかはまだ明らかになっていない。

結論・まとめを述べる

**In summary**, this report has identified three effective countermeasures to the coronavirus: wearing masks, social distancing, and good ventilation.

要約すると、この報告書ではコロナウイルスに有効な3つの対策を明らかにした。マスクの着用、ソーシャルディスタンスの確保、十分な換気である。

⇒ To summarize, this study showed ~ . 要約すると、この研究では~を示した。

**To conclude**, it is fair to say that we need to adapt ourselves to our new way of life.

結論として、われわれは新しい生活様式に適應する必要があると言うべきであろう。

⇒ This paper concludes by saying ~ . ~ということを述べ、この報告書の結論とする。

Based on the evidence, we can conclude that ~ . 証拠をもとに、~と結論づけられる。

In conclusion, I'd like to state once again that ~ . 結論として、再度~と述べたい。

#### 問題解決を提案する

To slow down the declining birthrate, **we suggest that** the government make school tuition free.

少子化を減速させるために、政府が学校の授業料を無償化することを提案する。

⇒ We recommend that ~ . ~を推奨する。

We make the following recommendations. 下記のことを推奨する。

#### Discussion

##### ディスカッションを始める

Let's start our discussion.

ディスカッションを始めましょう。

Today **we're going to talk about** climate change.

今日は気候変動について話し合います。

**We are here today to discuss** how we can provide a comfortable environment for foreign students.

今日はどうすれば留学生にとって快適な環境にできるかということを議論します。

We have thirty minutes for discussion.

ディスカッションの時間は30分です。

Who would like to start?

だれから始めますか。

##### 意見を求める

Do you have an opinion you wish to share with us?

みなさんと共有したい意見はありますか。

We would like to hear from everyone.

みなさん全員のご意見をうかがいたいと思います。

Ken, could you go first and tell us what you propose?

ケン、最初に提案をしていただけますか。

##### 意見を述べる

I'd like to **propose** that we provide more English signs in our school to help foreign students.

留学生の手助けになるよう、校内に英語の案内を増やすことを提案したいと思います。

**I think that's a good idea because** it could lower the language barrier somewhat.

言葉の壁が多少とも解消できるので、いいアイデアだと思います。

**I don't think that** it's enough just to have signs in English. 英語の案内だけでは十分とは思えません。

**In my opinion, it would be better if** we could make a leaflet in English to let them know our school rules.

私の意見としては、英語のリーフレットを作って彼らに校則を教えたほうが良いと思います。

賛成する

I agree (with you).

賛成です。

I think you're right.

そのとおりだと思います。

That's true.

確かにそうです。

I support your idea.

あなたの意見を支持します。

You're absolutely right.

まさにそのとおりです。

反対する

I'm afraid I don't agree.

賛成ではありません。

I can't agree with you on that point.

その点については賛成できません。

I'm not sure I can agree with you.

賛成できかねます。

I have a different point of view on that.

その件に関して私は別の見方を持っています。

That's an interesting point, but I don't agree.

それは興味深いご意見ですが、私は反対です。

異議を唱える

**I see what you mean, but** I think it's impossible for all the students to join in those activities

おっしゃることはわかりますが、そういった活動に生徒全員が参加するのはあり得ないと思います。

⇒ I agree in some respects, but ~ . いくつかの点で同意しますが~。

I understand what you are saying, but ~ . あなたの言っていることはわかりますが~。

No offense, but ~ . 気を悪くしないでほしいのですが~。

意見を尋ねる

What's your opinion of this problem?

この問題についてあなたのご意見はどうですか。

Do you have any comments about that?

それについて何か意見はありますか。

What do you think about her idea?

彼女の考えについてあなたはどのように思いますか。

Where do you stand on this proposal?

この提案についてどういう立場ですか。

Is there anything you want to add?

何か付け加えたいことはありますか。

聞き返す

Could you repeat that, please?

もう一度言っていただけますか。

What did you say?

何と言いましたか。

Sorry, I can't hear you. Would you speak a little more loudly please?

すみません、聞こえません。もう少し大きな声で話していただけますか。

相手の意見を確認する

I'm sorry, I couldn't understand what you said. Could you please explain another way?

すみません、あなたの言ったことがわかりませんでした。ほかの方法で説明していただけますか。

**Are you saying that** it would be best to do nothing?

何もしないのがいちばんと言っているのですか。

**Do you mean to tell us** that we should focus on students' similarities instead of their individuality?

生徒の個性より類似性を重視すべきと言おうとしているのですか。

確認されて答える

**What I'm trying to say is** that the sense of community also needs to be stressed.

私が言おうとしているのは、共同体意識も重視する必要があるということです。

⇒ What I said is ～ . 私が言ったのは～。

What I really wanted to say is ～ . 私が本当に言いたかったのは～。

I don't have anything else to add.

付け加えることは何もありません。

意見がまとまらない・どちらとも言えない

I need more time to consider the issue.

問題についてもう少し考えさせてください。

It's difficult to say which plan is better.

どちらの案がいいか言えません。

割り込む

I'd like to say something at this point.

ここで言いたいことがあります。

Excuse me for interrupting.

さえぎってすみません。

May I interrupt you for a moment?

ちょっと割り込んでもいいですか。

話題を変える

Let's **move on to** the next item on the agenda.

議題の次の項目に移りましょう。

Do you mind if I change the topic?

話題を変えてもいいでしょうか。

I'd like to **go on to** the cost effects of this plan.

この案の費用効果に移りましょう。

本題に戻す

Let's **get back on track**.

本題に戻りましょう。

I'd like to **return to** my earlier point.

前の話に戻ります。

結論・まとめを述べる

Let me summarize what we've discussed today.

本日議論したことをまとめます。

**To conclude**, we'd like to say once again that it is important to lower the language barrier to allow foreign students to better enjoy their school life in Japan.

結論として、留学生が日本で学校生活をより楽しめるようにするには言葉の問題をなくすことが重要と再度申し上げます。

⇒ We'd like to conclude by saying ~ . ~ということを述べ、結論としたいと思います。

ディスカッションを終える

Now let's decide which is the best proposal.

それでは、どれが一番よい提案か決めましょう。

Let's close our discussion now.

これでディスカッションを終わりにしましょう。

## Debate

動議を提示する

Today **we are going to have a debate on** the use of smartphones at school.

今日は学校でのスマートフォンの使用についてディベートをします。

Today we **will debate whether** capital punishment should be abolished.

今日は死刑制度を廃止すべきか討論します。

スタンスを設定する

We strongly **support** this motion.

私たちはこの動議を強く支持します。

We strongly **oppose** this idea.

私たちはこの考えに強く反対します。

Our side **insists** that students should be allowed to use smartphones at school.

私たちは学校での生徒のスマートフォン使用を認めるべきということを主張します。

⇒ We believe that ~ . 私たちは~と思います。

内容構成を説明する

We have three points that support our position. **The first point** is "convenience of use," **the second point** is "using study apps," and **the last point** is "more interest in studies."

私たちの見解の根拠として3つの点を挙げます。1つ目は「利便性」、2つ目は「学習アプリの活用」、最後は「学習への関心の向上」です。

I will explain the first and second points, and my partner will explain the third.

私が1つ目と2つ目の点を説明し、パートナーが3つ目の点を説明します。

主張を展開する

**Let me explain** our first point.

1つ目の点を説明します。

On this point, I am going to **prove** to you that using smartphones in class is an effective way to learn.

この点について、授業中にスマートフォンを使うことが効果的な学習方法であることをみなさんに証明します。

**In the current situation**, almost all high school students have a smartphone.

現状では、ほとんどすべての高校生がスマートフォンを持っています。

**According to** a survey, more than 70% of students have disturbed others when their smartphone rings during class.

調査によると、70%超の生徒が授業中にスマートフォンが鳴ってほかの生徒に迷惑をかけたことがあります。

⇒ A recent article in the XYZ magazine stated ~ . XYZ 誌の最近の記事では~です。

The newspaper said ～ . 新聞によると～です。

There are many negative points. **For example**, some students may check their phone secretly during class.

多くのマイナス点があります。たとえば、授業中に隠れてスマートフォンをチェックする生徒がいるかもしれません。

There is a lot of **evidence that** using a smartphone for a long period is unhealthy.

長時間のスマートフォン使用は健康に悪いというたくさんの証拠があります。

This point is **important because** we can keep the serious students from being distracted in class.

この点は授業中にまじめな生徒の集中を妨げないという理由で重要です。

#### 質疑応答

**Could you** repeat the first point?

1つ目の点をもう一度言っていただけますか。

**Are you saying that** it discourages students from studying?

そのせいで生徒が勉強する気を失うと言っているのですか。

What is the source of your information?

あなたの情報の出所は何ですか。

On what basis do you say that?

何を根拠にそう言うのですか。

What is the basis for that statement?

その発言の根拠は何ですか。

You used the word “unhealthy.” **What does it mean?**

「不健康」という言葉を使っていますが、どういう意味ですか。

Do you have any evidence to prove your point?

あなたの主張を証明する証拠はありますか。

Could you explain that point in more detail?

その点をもっとくわしく説明していただけますか。

Could you give us an example?

一例を挙げていただけますか。

#### 反論する

Let me refute their argument.

彼らの主張に反論させてください。

They said that a smartphone can serve as an electronic dictionary. **That may be true but** it does not justify the use of smartphones at school.

彼らはスマートフォンが電子辞書の代わりになると言いました。それは確かかもしれませんが、学校でのスマートフォンの使用を正当化することにはなりません。

**This is not true because** there are many successful examples in the local community.

この地域ではたくさんの成功例があるので、このことは正しくありません。

Their plan is **not feasible because** it would be very expensive.

彼らの計画はとても費用がかかるので、実行可能ではありません。

**Even if** you use your smartphone in class, it is **not always true** that it will distract you from studying.

授業中にスマートフォンを使うからといって、勉強に集中できないというのは必ずしも真実ではありません。

The facts just don't support their argument.

事実は彼らの主張を裏付けていません。

They could not clearly explain how their proposal would make a difference.

彼らはその提案がどのように効果をもたらすのか明確に説明できていません。

They could not provide any evidence for their second argument.

彼らは2つ目の主張の証拠を何も提示できていません。

The weakness of their argument is that they did not explain why smartphones are always good just because they are convenient.

彼らの主張の弱点は、スマートフォンが便利だというだけで常にいいものだという理由を説明しなかったことです。

It's clear that their assertion is wrong.

彼らの主張が間違っているのは明らかです。

Such a plan has lots of disadvantages.

そのような計画は弊害だらけです。

Adopting their plan will not put an end to the matter.

彼らの提案を採用しても問題解決にはなりません。

We have evidence that their idea is not realistic.

彼らの考えが現実的でないという証拠があります。

Their argument **depends on the invalid assumption that** all violent video games cause teenagers to commit vicious crimes.

彼らの主張は、すべての暴力的なテレビゲームが10代の若者に凶悪犯罪を犯させるという誤った前提に立っています。

#### 結論を述べる

Please allow me to summarize our position.

私たちの主張をまとめさせてください。

Let me begin our summary.

要旨を述べさせてください。

**In summary**, we have shown you that our proposal would cause students to be more interested in English.

要約すると、私たちの提案は生徒たちの英語への関心を高めると示してきました。

⇒ In conclusion, ~ . 結論として~。

#### 主張を終える

**For all these reasons**, I propose ~ .

これらすべての理由により、~と提案させていただきます。

⇒ For these reasons, ~ . これらの理由で~。

Therefore, ~ . 従って~。

Consequently, ~ . 結果的に~。

#### 締めくくる

I hope you'll support the affirmative side.

肯定側を支持されることを望みます。

Please vote for the negative side.

否定側に投票をお願いします。





## Idiom Sentences

(p.205)

### A

- |   |   |
|---|---|
| <input type="checkbox"/> a bit              | I'm <b>a bit</b> jet-lagged.  |
| <input type="checkbox"/> a joy to be around | My mother is <b>a joy to be around</b> .                                      |
| <input type="checkbox"/> a little bit       | His lecture was <b>a little bit</b> boring.                                   |
| <input type="checkbox"/> a sea of ...       | The park was filled with <b>a sea of</b> colorful tents.                      |
| <input type="checkbox"/> above all          | I love music, <b>above all</b> K-pop.   |
| <input type="checkbox"/> account for ...    | Forests <b>account for</b> about two-thirds of the total land area of Japan.  |
| <input type="checkbox"/> all around         | According to the coach, she is the best player <b>all around</b> .            |
| <input type="checkbox"/> all the same       | Most parents treat their children <b>all the same</b> .                       |
| <input type="checkbox"/> along with ...     | I made the presentation <b>along with</b> my co-workers.                      |
| <input type="checkbox"/> as a whole         | The introduction of the new law will affect the community <b>as a whole</b> . |
| <input type="checkbox"/> as ... as possible | You should read <b>as</b> many books <b>as possible</b> while you are young.  |
| <input type="checkbox"/> as you know        | <b>As you know</b> , this novel is based on a true story.                     |
| <input type="checkbox"/> at a time          | I sometimes climb stairs two <b>at a time</b> .                               |
| <input type="checkbox"/> at all times       | Keep your seatbelt fastened <b>at all times</b> .                             |
| <input type="checkbox"/> at the same time   | He sang and played the guitar <b>at the same time</b> .                       |
| <input type="checkbox"/> at times           | Having a pet can be challenging <b>at times</b> .                             |

### B

- |   |   |
|---|---|
| <input type="checkbox"/> based on ...               | He explained it <b>based on</b> past research.  |
| <input type="checkbox"/> be meant to be <i>done</i> | This book <b>is meant to be</b> <i>read</i> by beginners.                                       |
| <input type="checkbox"/> be willing to <i>do</i>    | She <b>is willing to</b> <i>go</i> to the party because someone she likes is going to be there. |
| <input type="checkbox"/> behind <i>one's</i> back   | Don't talk <b>behind</b> <i>people's</i> backs.   |
| <input type="checkbox"/> between you and me         | Just <b>between you and me</b> , I'm thinking of studying abroad next year.                     |
| <input type="checkbox"/> by means of ...            | We can always connect with friends <b>by means of</b> social media.                             |
| <input type="checkbox"/> by now                     | He should be on his way back <b>by now</b> .  |
| <input type="checkbox"/> by <i>oneself</i>          | He built this house <b>by</b> <i>himself</i> .  |

### C

- |   |  |
|---|--|
| <input type="checkbox"/> cannot help <i>doing</i> | I <b>cannot help</b> <i>using</i> my smartphone before going to sleep. |
| <input type="checkbox"/> come alive               | I <b>come alive</b> when I hear this song.                             |
| <input type="checkbox"/> come out                 | A full moon <b>came out</b> from behind the cloud.                     |
| <input type="checkbox"/> come over                | He <b>came over</b> to me, waving his hand.                            |
| <input type="checkbox"/> come to <i>do</i>        | How did you <b>come to</b> <i>know</i> each other?                     |
| <input type="checkbox"/> come true                | My dream of studying abroad has <b>come true</b> .                     |
| <input type="checkbox"/> come up to ...           | The two cats <b>came up to</b> me.                                     |
| <input type="checkbox"/> crack down on ...        | Police are <b>cracking down on</b> drunk driving.                      |

### D

- |   |  |
|---|--|
| <input type="checkbox"/> depending on ... | Judicial systems vary <b>depending on</b> the country. |
|---|--|

- do *one's* best                      They will **do *their* best** to win the next game.
- do without ...                      Can you **do without** your phone for a whole day?
- drive O to *do*                      Poverty **drove *him* to steal**.
- due to ...                              The bus was delayed **due to** a traffic accident.

(p.206)

**E**

- except for ...                      Everyone came to the party, **except for** Mary who was sick.

**F**

- fall sick                              Several workers **fell sick** from the fumes in the factory.
- far from ...                          What she posted on social media was **far from** the truth.
- feel bad                              I **feel bad** about what happened, but it couldn't be helped.
- feel like *doing*                      I **felt like *crying*** when I lost my way.
- for instance                          In Japan, **for instance**, there are many beautiful temples.
- for short                              My name is Kazuhiro, but my friends call me Kazu **for short**.
- for the better                        His attitude is changing **for the better**.
- for the most part                    The project was a failure, **for the most part**.
- from ... on                          I was bitten by a dog last week. **From then on**, I have been afraid of dogs.

**G**

- get caught in ...                    I **got caught in** a sudden rainstorm on the way home.
- get rid of ...                        You should **get rid of** the old toys in your room.
- get to *do*                            How did you **get to *know*** each other?
- get used to *doing*                    I've finally **gotten used to *living*** in the country.
- give birth to ...                      Her idea **gave birth to** a new project.
- give off ...                          The flowers **give off** a good smell.
- go by                                  Time **goes by** so fast when you are having fun.
- go for ...                            The young runner is trying to **go for** an Olympic record.
- go on *doing*                        The children **went on *playing*** in the park until sunset.
- go viral                              His post suddenly **went viral** all over the world.
- Guess what?                        **Guess what?** I'm moving to New York next month.

**H**

- here and there                      Cats were sleeping **here and there** in the sun.

**I**

- in a row                              It's been raining for five days **in a row**.
- in a sense                            I think you are right, **in a sense**.
- in addition                          It was chilly, and, **in addition**, it was very windy.
- in advance                          You should check the schedule **in advance**.
- in need of ...                        I'm **in need of** a new computer.
- in pairs                                These cups and saucers are sold **in pairs**.
- in part                                The project has been abandoned, **in part** because of the high cost.
- in reality                              He seems full of confidence, but he's extremely shy **in reality**.
- in spite of ...                        My father had to go to an important meeting **in spite of** his illness.
- in that ...                            This book is unique **in that** it is not traditional in style.
- in the first place                    **In the first place**, we high school students should prioritize our studies.

- in the meantime      The rice will be cooked in thirty minutes. **In the meantime**, let's prepare the curry.
- in this light      When viewed **in this light**, the project was a big success.

## K

- keep ... going      We added more wood to **keep** the fire **going** during the campfire.

(p.207)

- keep in mind ...      I will **keep in mind** your advice.
- keep up with ...      I try to **keep up with** the latest news.

## L

- leave ... behind      He was forced to depart for the country, **leaving** his children **behind**.
- leave the world      My beloved dog **left the world** yesterday.
- let's say      **Let's say** it rains tomorrow, do you have a plan B?
- level off      After a sharp increase, prices **leveled off**.
- lie behind ...      What **lies behind** his sudden decision to quit his job?
- look down on ...      They **look down on** her because she doesn't have a job.
- lose track of ...      I **lost track of** time. When I noticed, it was already midnight.

## M

- make a difference      Your presence definitely **makes a** big **difference**.
- make a living      She **makes a living** by creating and selling handmade jewelry.
- make it possible to *do*      Indoor facilities **make it possible** for us **to enjoy** sports even in winter.
- make sure ...      I **made sure** that all the doors were closed before I left home.
- make up ...      Girls **make up** 60% of the class.
- melt ... away      The ice in the glass is soon **melted away**.
- miss out      Now on sale, don't **miss out!**
- more or less      I **more or less** agree with you on that issue.
- move out      He **moved out** of his dormitory after graduation.

## N

- no doubt      She will **no doubt** be a great writer one day.
- no longer      Typewriters are **no longer** used today.
- no matter what      I will always support you, **no matter what**.
- not *do* without *doing*      I **can't** *listen* to this song **without** *thinking* of my best friend.
- nothing but ...      His long explanation was **nothing but** an excuse for his mistake.

## O

- on average      **On average**, I sleep seven hours a night.
- on board      How many people are **on board**?
- on sale      The new software will go **on sale** next week.
- On the one hand, ....  
On the other hand, ....      **On the one hand**, I'd like a job that pays more. **On the other hand**, I enjoy the work I'm doing at the moment.
- on the other hand      I like baseball. **On the other hand**, I also like soccer.
- on the rise      The cost of living is **on the rise**.
- open up      They finally began to **open up** to him.
- out of *one's* hands      There is no way I can help you. The problem is **out of my hands**.
- over time      AI technology will improve **over time**.

## P

- put forward ... The government **put forward** a budget proposal.
- put off ... Don't **put off** what you can do today.
- put ... on I **put** my glasses **on** when I go to work.

## R

- reel in ... I **reeled in** a big salmon.

(p.208)

- result in ... The advertising campaign **resulted in** higher sales.
- run into ... She **ran into** the back of another car.

## S

- set a record The runner **set a** new world **record** in the 100m dash.
- set aside ... It's important to **set aside** money for emergencies.
- set foot in ... She never **set foot in** that house again.
- set ... in motion The government just **set** the new law **in motion**.
- set off on ... He **set off on** a year-long journey around the world.
- stay away from ... I'm **staying away from** chocolate because I want to lose weight.
- stick with ... Don't give up. **Stick with** it!

## T

- take delight in ... The teacher **takes** much **delight in** teaching his students.
- take in ... You need to **take in** more protein and less sugar.
- take ... into account We should **take into account** the difference between the two approaches.  
[take into account ...]
- take its[a] toll Overwork has **taken a toll** on him.
- take ... out My father used to **take me out** for ice cream when I was small.
- take place Many changes **take place** in a woman's body during pregnancy.
- take up ... His audio equipment **takes up** more than half the space in this room.
- than ever I trained harder **than ever** to win the championship.
- that is I want to come with you; **that is**, if you don't mind.
- to ... extent I can understand what people are saying **to** some **extent**.
- to say the least He is one of the league's best players, **to say the least**.
- to some degree We are affected by the internet **to some degree**.
- trial and error I learned to use that new machine by **trial and error**.
- turn down ... I'm afraid she will **turn down** my request.

## U

- up to ... You can withdraw **up to** 500 dollars at the ATM.

## W

- when it comes to *doing* **When it comes to** *negotiating*, he gets aggressive.
- with ... in mind **With this in mind**, we created a different model.
- with ... on I want to buy a cake **with** strawberries **on** it.
- within *one's* reach The victory was **within** *his* **reach**, but he made a big error and lost.
- work on ... We are **working on** a project to develop a new medicine.

