● Vision Quest 論理・表現 III(706)と Vision Quest Insight の学習対照表

○ テーマ 対照表

| | Vision Quest 論理・表現 | III (706) | VQ Insight ポータル付属データ Insight Reading | | |
|-----|---|----------------------|---|--|---------------|
| | Title | テーマ | | Title | テーマ |
| L1 | Friendship and improvement | 学生の悩み解決 | 27 章 | Why Good Friends Make Life Better | 友情 |
| L2 | Which is better, a paper of an electronic dictionary? | 紙の辞書と電子辞 書 | 14 章 | Language Learning: A Gateway to the World | 言語学習 |
| L3 | Can you change your personality? | 悩み相談コラム | 20 章· 21 章 | Why Respect Matters in Everyday Life | 敬意・人間関係 |
| L4 | How do we make decisions? | 決断 | 7章 | Mastering Time: The Key to Success | タイムマネジメン ト |
| L5 | Online doctor consultations | オンライン診療 | 12 章 | Smartphones: A Double- Edged Sword | スマートフォン |
| L6 | Healthy lifestyle | 健康的な生活スタ イル | 10 章 | Healthy Living: Small Steps for a Better Life | 健康 |
| L7 | What do you do after school? | 課外活動の違い | 11 章 | School and Activities: Finding the Right Balance | 学校生活と部活動 |
| L8 | Direct and indirect ways of communication | 異なるコミュニケ ーションスタイル | 19 章 | Studying Abroad: A Life- Changing Experience | 海外留学 |
| L9 | Should we use social media? | SNS の好影響と悪 影響 | 2 章 | Think Before You Share: Staying Safe Online | 個人情報・SNS |
| L10 | Are you a good user of social media? | SNS 上のトラブル | 5 章 | The Internet: Benefits and Dangers | インターネット |
| L11 | Lifetime employment or career changes? | 終身雇用と転職 | 15 章 | Your Future Career: How to Make the Best Choice | キャリアの選択 |
| L12 | Diversity in the workplace | 職場の多様性 | 26 章 | Japan's Aging Society: Challenges and Solutions | 日本の高齢化社会 |
| L13 | The rise of the cashless society | キャッシュレス社 会 | 22 章・ 23 章 | Smart Ways to Manage Money | お金の管理・使い方 |
| L14 | The gap is widening. | 収入格差 | 6章 | Mathematics: Why It's More Than Just Numbers | 数学 |
| L15 | What can we do to solve global warming? | 近年の環境問題 | 28 章 | The Time to Act: Protecting Our Planet | 気候変動 |
| L16 | Saving the earth from plastic waste | 環境保護 | 18 章 | Saving Our Planet: How Small Actions Can Have a Big Impact | 環境保護 |
| L17 | Innovations in machine translation | 機械翻訳 | 24 章 | AI and the Future: What It Means for Us | AI |
| L18 | Technological changes in agriculture | 農業における技術 の変化 | 9章 | The Future of Technology: Help or Harm? | テクノロジー |
| L19 | Just knowing about SDGs is enough? | SDGs の認識 | 16 章 | Understanding Natural Disasters: How to Stay Safe | 自然災害 |
| L20 | Importance of education | 教育の重要性 | 4 章 | Education for Everyone: The Foundation of a Better Future | 教育 |

〇 文法・語法・熟語 対照表

| | Vision (| Quest 論理・表現 Ⅲ (706) | VQ Insight(問題番号) |
|----------|----------|--|------------------|
| Lesson 1 | p.11—1 | If I were you, I would | 79-2 |
| | p.11-2 | Why don't you? | 470 |
| | p.11-3 | How about? | 469 |
| | p.11-4 | I think that you should | 53 |
| | p.11-5 | It would be better to do | |
| Lesson 2 | p.13—1 | although | 253 |
| | p.13-2 | It is true that ∼, but | 223-2 |
| | p.13-3 | no matter how | 222-2 |
| | p.13-4 | in spite of \sim | 1342-1 |
| | p.13-5 | even if | 255 |
| Lesson 3 | p.17-1 | is related to \sim | 936-1 |
| | p.17-2 | a link between \sim and | |
| | p.17-3 | there is a relationship between \sim and | |
| | p.17—4 | influence | |
| | p.17-5 | determine | |
| Lesson 4 | p.19—1 | depends on ~ | 1067-3, -4 |
| | p.19-2 | according to ~ | 1358 |
| | p.19-3 | based on ~ | |
| | p.19-4 | Judging from ∼ | 190 |
| | p.19-5 | on the basis of \sim | |
| Lesson 5 | p.23—1 | replace | 33-1 |
| | p.23-2 | as a substitute for \sim | |
| | p.23-3 | there is ~ no alternative to | |
| | p.23-4 | exchange | |
| | p.23—5 | in place of ~ | 1173 |
| Lesson 6 | p.25—1 | By <i>do</i> ing ∼, we can | 142 |
| | p.25—2 | cause | |
| | p.25—3 | result in ~ | 1388 |
| | p.25—4 | lead to ~ | 1387 |
| | p.25—5 | ended up | 1390 |
| Lesson 7 | p.29—1 | huge benefits | |
| | p.29—2 | affects | 136 |
| | p.29—3 | has a positive effect on \sim | |
| | p.29—4 | be harmful to ~ | |
| | p.29—5 | positive and negative aspects | |
| Lesson 8 | p.31—1 | unlike | 754 |
| | p.31-2 | as opposed to \sim | |
| | p.31—3 | difference between \sim | |
| | p.31—4 | totally different | |
| | p.31-5 | vary from \sim to | |

| Lesson 9 | p.35—1 | similarly | |
|-----------|--------|---------------------------------|--------|
| | p.35-2 | likewise | |
| | p.35-3 | in a similar way | |
| | p.35—4 | just as ~ | |
| | p.35-5 | as with ~ | |
| Lesson 10 | p.37—1 | because of \sim | 1330-1 |
| | p.37-2 | due to ~ | 1330-1 |
| | p.37—3 | as a result of \sim | 1322 |
| | p.37—4 | for this reason | |
| | p.37—5 | therefore | 872 |
| Lesson 11 | p.41-1 | are likely to do | 878 |
| | p.41-2 | Chances are that | |
| | p.41-3 | It is probable that | |
| | p.41-4 | definitely | |
| | p.41-5 | It is often the case that | |
| Lesson 12 | p.43-1 | which | 196 |
| | p.43-2 | with | |
| | p.43-3 | increasing | 182 |
| | p.43-4 | instead of \sim | 1362 |
| | p.43-5 | as well as | 285 |
| Lesson 13 | p.47—1 | on the other hand | 1319 |
| | p.47—2 | While | 268 |
| | p.47—3 | whereas | 267 |
| | p.47—4 | Some ~. Others | 358 |
| | p.47—5 | in contrast | 1321 |
| Lesson 14 | p.49—1 | I believe that | |
| | p.49-2 | Personally, I don't think | 398 |
| | p.49—3 | In my opinion, | 1296 |
| | p.49—4 | It seems to me that | 646-1 |
| | p.49—5 | There is no doubt that | |
| Lesson 15 | p.53—1 | on the rise | |
| | p.53-2 | increased from \sim to | |
| | p.53—3 | is 1.5 times higher than \sim | 290-2 |
| | p.53—4 | seen ~ changes | |
| | p.53—5 | stayed almost the same | |
| Lesson 16 | p.55-1 | To summarize, | |
| | p.55-2 | In the end, | 1324 |
| | p.55-3 | In summary, | |
| | p.55-4 | In sum, | |
| | p.55-5 | In conclusion, | 1329 |
| Lesson 17 | p.59-1 | in order to do | 130-1 |
| | p.59-2 | in order not to do | 130-2 |

| | p.59-3 | so that | 265 |
|-----------|--------|-----------------------------------|-------|
| | p.59-4 | The purpose of \sim is to do | |
| | p.59-5 | aiming to do | |
| Lesson 18 | p.61-1 | for example | 1312 |
| | p.61-2 | including | 765 |
| | p.61-3 | such as ~ | 334 |
| | p.61-4 | is one example of \sim | |
| | p.61-5 | ranging from ~ to | |
| Lesson 19 | p.65-1 | This article tells us | |
| | p.65-2 | according to ~ | 1358 |
| | p.65-3 | take a look at \sim | 1209 |
| | p.65-4 | If you look at \sim you can see | |
| | p.65-5 | based on ~ | |
| Lesson 20 | p.67-1 | should | 53 |
| | p.67-2 | I feel it is necessary to do | |
| | p.67-3 | must | 48 |
| | p.67-4 | have to do | 50-1 |
| | p.67-5 | are obliged to <i>do</i> | 510-2 |