

- **writing**
  - **integrated task**
    - **cautious**
    - **template**
    - **usage**
      - **example1. Group Work in Education**
      - **example2. Solar Energy**
      - **example3. Online learning**
      - **example4. Zoo Conservation**
      - **example5. Handwritten Notes vs Digital Notes**
      - **example6. Space exploration**
  - **independent task**
    - **template**
    - **usage**
      - **example1. Practical skills - Theoretical knowledge**
      - **example2. Studying abroad - Studying in one's home country**
    - **example3. Online learning vs. face-to-face classes**
- **speaking**
  - **Question1**
    - **example1.**
    - **example2. Living alone - with family**
    - **example3. Online classes vs. traditional classes**
    - **example4. Studying abroad**
  - **Question2: campus announcement**
    - **example1.**
    - **example2.**
    - **example3. new meal plan**
    - **example4. Online classes expansion**
  - **Question3: Academic Reading + Lecture**
    - **example1. classical conditioning**
    - **example2. opportunity cost**
    - **example3. Photosynthesis**
    - **example4. Social loafing**
  - **Question4**
    - **example1. sleep and memory**
    - **example2. climate change and ecosystems**
    - **example3. attention and multitasking**
    - **example4. Urban heat island effect**

## writing

---

### integrated task

---

## cautious

### ng行動

- reading を2文以上書く
- 自分の意見を書く
- listeningが1文で終わってしまう
- "disagree"が曖昧
- exampleを削る

---

## template

The article introduces the topic of ~. The writer states that ~. However, the lecture disagrees with this.

First ,(Next,/ Finally,) the writer mentions that ~.

(reading の内容(1文))

However, (on the other,/ In contrast,) the lecture argues (claims/ points out) that ~.

(listening の内容(2文))

In conclusion, while the article presents ~, the lecturer challenges this view by providing counterarguments regarding ~, ~, and ~.

---

## usage

---

### example1. Group Work in Education

---

#### Introduction

**The article introduces the topic of** group work in education. The writer states that group work is highly beneficial for students. However, the lecture disagrees with this.

#### Body 1

**First**, the writer mentions that group work helps students improve their communication skills by interacting with classmates. **However**, the lecture argues that in many groups, only one or two students dominate the discussion. As a result, quieter students do not have enough opportunities to speak. Therefore, their communication skills do not actually improve.

#### Body 2

**Next**, the writer mentions that group work helps students improve their communication skills by interacting with classmates. **On the other hand**, the lecture argues that in many groups, only one or two students dominate the discussion. As a result, quieter students do not have enough opportunities to speak. Therefore, their communication skills do not actually improve.

### Body 3

**Finally**, the writer argues that group work prepares students for teamwork in their future careers. **In contrast**, the lecture explains that most real workplaces evaluate (*not evaluates*) individuals rather than groups. The lecturer also notes that students often rely on others, which does not reflect real professional *responsibilities*.

### conclusion

**In conclusion**, while the article presents group work as an effective learning method, the lecturer challenges this view by providing counterarguments *regarding* unequal participation, misinformation, and unrealistic preparation for future jobs.

---

## example2. Solar Energy

---

### Introduction

**The article introduces the topic of** solar energy as an *alternative* energy source. **The writer states that** solar power is an effective solution to energy problems. **However**, the lecture disagrees *with* this.

### Body 1

**First**, the writer mentions that solar energy is environmentally friendly because it does not produce air pollution. **However**, the lecture argues that manufacturing solar panels causes environmental damage. The lecturer explains that toxic chemicals are used *during production*. These chemicals can *pollute* water and soil.

### Body 2

**Next**, the writer states that using solar energy can reduce electricity costs in the *long run*. **On the other hand**, the lecture points out that the initial cost is *extremely* expensive. The lecturer adds that many people cannot afford this cost, so they never benefit financially.

### Body 3

**Finally**, the writer argues that solar energy is reliable and stable. **In contrast**, the lecture explains that solar power depends heavily on weather conditions. The lecturer gives an example that solar panels cannot generate enough electricity on cloudy or rainy days.

### Conclusion

**In conclusion**, while the article presents solar energy as a practical option, the lecturer challenges this view by discussing environmental harm, high costs, and unstable energy production.

---

## example3. Online learning

---

### Introduction

**The article introduces the topic of** online learning. The writer states that online education is more effective than traditional classroom learning. **However**, the lecture disagrees with this.

## Body 1

**First**, the writer mentions that online learning provides flexibility in time and location. **However**, the lecture argues that this flexibility often leads to procrastination. The lecturer explains that many students delay studying because there is no fixed schedule. As a result, they fall behind in their courses.

## Body 2

**Next**, the writer states that online courses offer access to a wide variety of learning *materials*. **On the other hand**, the lecture points out that students may feel overwhelmed by too much information. The lecturer adds that some materials are unreliable, which can confuse learners.

## Body 3

**Finally**, the writer argues that online learning helps students become independent learners. **In contrast**, the lecture explains that many students *lack self-discipline*. The lecturer notes that without direct *supervision* from teachers, students often fail to stay motivated.

## Conclusion

**In conclusion**, while the article presents online learning as highly effective, the lecturer challenges this view by addressing issues related to time management, information overload, and *lack of* motivation.

---

## example4. Zoo Conservation

---

### Introduction

**The article introduces the topic of** zoos and animal conservation. The writer states that zoos help protect endangered species. **However**, the lecture disagrees with this.

### Body 1

**First**, the writer mentions that zoos provide environments for endangered animals. **However**, the lecture argues that animals often suffer from stress in captivity. The lecturer explains that limited space prevents animals from behaving naturally. As a result, their physical and mental health may *decline*.

### Body 2

**Next**, the writer states that zoos support breeding programs. **On the other hand**, the lecture points out that animals raised in zoos struggle to survive in the wild. The lecturer adds that *they lack* necessary hunting and survival skills.

### Body 3

**Finally**, the writer argues that zoos educate the public wildlife protection. **In contrast**, the lecture explains that documentaries and online resources can educate people more *effectively*. The lecturer notes that these methods reach a wider audience.

## Conclusion

**In conclusion**, while the article claims that zoos *contribute to* consevation, the lecturer challenges this view by discussing animal stress, poor survival skill, and limited educational value.

---

## example5. Handwritten Notes vs Digital Notes

---

### Introduction

**The article introduces the topic of** handwritten note-taking. The writer states that writing notes by hand improves learning. **However**, the lecture disagrees with this.

### Body 1

**First**, the writer **mentions** that handwritten notes improve memory *retention*. **However**, the lecture argues that digital notes are easier to organize. The lecturer explains that students can quickly search and edit their notes.

### Body 2

**Next**, the writer **states** that handwriting helps students concentrate. **On the other hand**, the lecture **points out** that many students type faster than they write. The lecture adds that typing allows them to recored more information.

### Body 3

**Finally**, the writer **argues** that handwrieten notes reduce distractions. **In contrast**, the lecture explains that **disciplined** students can avoid distractions even when using digital devices.

### Conclusion

**In conclusion**, while the article *emphasizes* the benefits of handwrieten notes, the lecturer challenges this view by focusing on efficiency, speed, and personal habits.

---

## example6. Space exploration

---

### Introduction

**The article introduces the topic of** space exploration. The writer **states** that investing in space programs benefits society. **However**, the lecture **disagrees** with this.

### Body1

**Fisrt**, the writer **mentions** that space exploration leads to technological innovation. **However**, the lecture **argues** that many technologies developed for space have limited practical use on Earth. The lecturer explains that they are often too expensive.

### Body2

**Next**, the writer **states** that space programs *inspire* young people to study science. **On the other hand**, the lecture **points out** that inspiration alone does not guarantee long-term interest. The lecturer adds that many

students lose motivation due to difficulty.

### Body3

**Finally**, the writer argues that space exploration *helps* solve global problems. **In contrast**, the lecture **explains** that space programs require *enormous* funding. The lecturer notes that this money could address urgent social issues.

### Conclusion

**In conclusion**, while the article supports space exploration, the lecturer challenges this view by emphasizing limited applications, weak motivation effects, and high costs.

---

## independent task

---

### template

I firmly believe that ~.

As A mentioned, it is true that ~. However, this view fails to consider that ~.

I agree more with B's opinion, because it better reflects ~.

To build on B's idea, my personal belief is that ~.

For example, ~.

In conclusion, I believe that ~ is the better choice.

---

### usage

---

#### example1. Practical skills - Theoretical knowledge

---

**I firmly believe** that developing practical skills is *more important* for students.

**As A mentioned**, it is true that theoretical knowledge provides a strong academic foundation. *However*, this view fails to consider that theory alone is often **insufficient** in real-world situations.

**I agree more with** B's opinion, *because* it **better** reflects the practical demands of modern society.

**To build on B's idea, my personal belief** is that hands-on experience improves problem-solving ability. For example, working on real programming projects helped me understand concepts more clearly.

**In conclusion**, I believe that practical skills are the better choice.

---

#### example2. Studying abroad - Studying in one's home country

---

**I firmly believe** that studying abroad is more beneficial for university students.

**As A mentioned**, it is true that studying in one's home country is more affordable and comfortable. However, this view fails to consider that students may miss valuable opportunities for personal growth.

**I agree more with** B's opinion, *because* it better reflects the importance of global awareness.

**To build on B's idea**, my personal belief is that living in another culture improves *adaptability*. For example, students who study abroad often become more independent and confident.

**In conclusion**, I believe that studying abroad is the better choice.

---

### exapmle3. Online learning vs. face-to-face classes

**I firmly believe** that face-to-face classes are more effective than online learning.

**As A mentioned**, it is true that online classes offer flexibility and convenience. However, this view fails to consider that online learning often lacks direct interaction.

**I agree more with** B's opinion, because it better reflects how students they motivated.

**To build on B's idea**, my personal belief is that direct communication enhances understanding. For example, I understand difficult topics better when I can ask questions in class.

In conclusion, I believe that face-to-face classes are the better choise.

---

## speaking

---

### Question1

---

目標語数: 90～100

I personally agree with the statement that ～, and I have two reasons for this.

First, ～.

For example, ～.

Moreover, ～.

These are the reasons why ～.

---

### example1.

---

Do you agree or disagree with the statement that students should have a part-time job while studying at university?

---

**I personally agree with the statement that** students should have a part-time job while studying at university, **and I have two reasons for this.**

**First**, having a part-time job helps students develop practical skills such as time management and communication. For example, when I worked at a restaurant, I learned how to cooperate with coworkers and handle customers politely.

**Moreover**, earning money allows students to become financially independent and reduces the burden on their parents.

**These are the reasons why I believe students should work part-time while attending university.**

help A do  
allow A to do

---

## example2. Living alone - with family

---

**I personally agree with the idea that** living alone is better than living with family, **and I have two reasons for this.**

**First**, living alone helps people become more independent. **For example**, they must manage their own schedule finances and daily responsibilities. This shows that living alone encourages personal growth.

**Second**, living alone provides a quiet environment for studying. **For instance**, students can focus on their work without interruptions from family members. Because of this, they can concentrate better on their academic goals.

**These are the reasons why I believe** that living alone is a good choice.

---

## example3. Online classes vs. traditional classes

---

**I personally agree with the idea that** online classes are beneficial for university students, and I have two reasons for this.

**First**, online classes provide flexibility in scheduling and learning pace. **For example**, students can watch recorded lectures multiple times if they do not understand the content at first. This shows that online learning helps students study more effectively.

**Second**, online classes reduce commuting time and physical stress. **For instance**, students do not need to spend hours traveling to campus every day. **Because of this**, they can use their time more efficiently for



studying or resting.

**These are the reasons why I believe that** online classes are beneficial.

---

#### example4. Studying abroad

---

**I personally agree with the idea** that studying abroad is valuable for students, **and I have two reasons for this.**

**First**, studying abroad allows students to experience different cultures. **For example**, they interact with people who have different values and perspectives. This shows that students can broaden their worldview.

**Second**, studying abroad helps students become more independent. **For instance**, they must solve problems on their own in a foreign environment. Because of this, they develop strong adaptability skills.

**These are the reasons why I believe** studying abroad is important.

---

## Question2: campus announcement

---

目標語数: 110～120

The school announces ～, and a (male/ female) student in the conversation (agrees/ disagrees) with this change for two main reasons.

First, (he/ she) argues that ～.

Additionally, ～

These are the two reasons why the woman (welcomes/ opposes) the proposal.

---

#### example1.

---

**The school announces that** the university plans to reduce library hours on weekdays, **and a female student in the conversation disagrees with this change for two main reasons.**

**First**, she *argues* that many students depend on the library as their main place to study, especially late at night. She *explains* that during exam periods, students often stay in the library for several hours, *which means* shorter hours would limit their ability to prepare *effectively*.

**Additionally**, she *points* out that dormitories are often noisy and distracting. **According to the student**, many students cannot concentrate in their living spaces, and this would make it harder for them to complete assignments.

**These are the two reasons why the woman opposes the proposal.**

---

## example2.

---

**The school announces that** parking fees on campus will be increased, **and a male student in the conversation disagrees with this change for two main reasons.**

**First**, he *argues* that many students commute long distances by car. He *explains* that public transportation is not available in some areas, *which means* higher parking fees would place an unfair financial burden on students.

**Additionally**, he *points out* that the university has not improved alternative transportation options. **According to the student**, buses and bike paths are limited, and this would leave students with no practical choices.

**These are the two reasons why the man opposes the proposal.**

---

## example3. new meal plan

---

**The school announces that** a new mandatory meal plan will be introduced, **and a male student in the conversation disagrees with this change for two main reasons.**

**First**, he argues that the new plan is more expensive than the current one. He explains that students are required to pay for a fixed number of meals, *which means* they may waste money on meals they do not eat.

**Additionally**, he points out that dining options on campus are limited. **According to the student**, students with dietary restrictions would still struggle to find suitable meals, and this would not improve student life.

**These are the two reasons why the man opposes the proposal.**

---

## example4. Online classes expansion

---

**The school annouces that** more classes will be offered online, and a female student in the conversation agrees with this change for two main reasons.

**First**, she argues that online classes allow students to manage their schedules more flexibly. She explains that students can watch lectures at convenient times, which means they can balance classes with other responsibilities.

**Additionally**, she points out that recorded lectures are useful for reviewing material. **According to the student**, being able to replay difficult sections helps students understand content more deeply.

**These are the two reasons why the woman welcomes the proposal.**

---

## Question3: Academic Reading + Lecture

---

The reading passage explains the concept of  $\sim$ , which refers to  $\sim$ .  
The professor explains this with two examples.

First, he talks about ~,  
He also gives the example of ~.

---

## example1. classical conditioning

---

**The reading passage explains the concept of** classical conditioning, *which refers* to a learning process where an organism associates a neutral *stimulus* with a meaningful one. **The professor explains this with two examples.**

**First**, he talks about a dog learning to associate a bell with food, and explains that the dog eventually responds to the bell alone. This shows that learning can occur through repeated associations.

**He also gives the example of** a student feeling anxious before an exam, and explains that past negative experiences cause the anxiety. **This further demonstrates** how conditioning affects behavior.

---

## example2. opportunity cost

---

**The reading passage explains the concept of** opportunity cost, which refers to the value of the best alternative that is given up when making a decision. **The professor explains this with two examples.**

**First**, he talks about a student choosing to work part-time instead of studying, and explains that the lost study time is the opportunity cost. This shows that every decision involves a trade-off.

**He also gives the example of** a company investing in one project rather than another, and explains that the missed profit is the opportunity cost. **This further demonstrates** the concept.

---

## example3. Photosynthesis

---

**The reading passage explains the concept of** photosynthesis, *which refers* to the process by which plants convert sunlight into energy. **The professor explains this with two examples.**

**First**, he talks about plants using sunlight to produce glucose, and explains that this provides energy for growth. This shows how plants sustain themselves.

**He also gives the example of** algae in water, and explains that they also perform photosynthesis. **This further demonstrates** that the process occurs in many organisms.

---

## example4. Social loafing

---

**The reading passage explains the concept of** social loafing, *which refers* to the tendency for individuals to exert less effort when working in groups. **The professor explains this with two examples**

**First**, he talks about group projects, and explains that some members contribute less when responsibility is shared. This shows how group size affects motivation.

**He also gives the example of** tug-of-war experiments, and explains that individuals pull less hard in larger groups. This further demonstrates social loafing.

## Question4

---

This lecture discusses ~.  
The professor illustrates this with two distinct examples.

First, ~.

Additionally, ~.

---

### example1. sleep and memory

---

**This lecture discusses** how sleep affects memory formation in humans. **The professor illustrates this with two distinct examples.**

**First**, he explains that sleep helps consolidate information learned during the day. He explains that during sleep, the brain transfers information from short-term memory to long-term memory, and also mentions that this process strengthens neural connections. **This shows that sleep plays an essential role in long-term learning.**

**Additionally**, he describes experiments involving students who were tested after different amounts of sleep. He points out that students who slept well performed significantly better on memory tests, and adds that lack of sleep interferes with information processing. **This demonstrates the strong relationship between sleep and academic performance.**

---

### example2. climate change and ecosystems

---

**This lecture discusses** how climate change affects natural ecosystems. **The professor illustrates this with two distinct examples.**

**First**, he talks about rising temperatures in polar regions. He explains that melting ice reduces habitat for animals such as polar bears, and also mentions that food sources become harder to find. **This shows how climate change directly threatens animal survival.**

**Additionally**, he discusses coral reefs in tropical oceans. He points out that higher water temperatures cause coral bleaching, and adds that repeated bleaching can destroy entire reef systems. **This demonstrates the long-term ecological damage caused by climate change.**

---

### example3. attention and multitasking

---

**This lecture discusses** how multitasking influences human attention and performance. **The professor illustrates this with two distinct examples.**

**First**, he explains that switching between tasks reduces efficiency. He *says* that the brain needs time to refocus each time attention shifts, and *also mentions* that mistakes become more common. **This shows that multitasking lowers overall productivity.**

**Additionally**, he describes studies involving smartphone use while studying. He *points out* that students who check their phones frequently remember less information, and adds that their concentration decreases over time. **This demonstrates the negative impact of multitasking on learning.**

---

#### **example4. Urban heat island effect**

---

**This lecture discusses** the urban heat island effect. **The professor illustrates this with two distinct examples.**

**First**, he explains that materials like concrete and asphalt absorb and retain heat. He *explains* that cities become warmer than surrounding rural areas, and *also mentions* that nighttime temperatures remain high. This shows how urban design affects local climate.

**Additionally**, he discusses the lack of green spaces in cities. He points out that fewer trees reduce natural cooling, and adds that parks can significantly lower temperatures. This demonstrates the importance of urban planning in managing heat.