

# writing

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## integrated task

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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 ~.

## 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

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 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

independent task