

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 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 about 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* conservation, 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 record more information.

Body 3

Finally, the writer **argues** that handwritten 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 handwritten 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

First, 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.