

## 2025春期集中 TOEFL/IELTS 講座 基礎コース

### 概要

|          |   |
|----------|---|
| スケジュール   | 2025/3/10-3/14 (5日間) 10:00-16:40 (320分×5日間)   |
| 時間割      | <b>1.</b> 10:00-11:00 / <b>2.</b> 11:10-12:10 / 昼休憩 / <b>3.</b> 13:10-14:50 / <b>4.</b> 15:00-16:40   |
| 講座概要     | TOEFL iBT <sup>®</sup> , IELTS <sup>™</sup> 受験にむけて、4技能の基礎力を養成する講座です。リスニングでは英語の発音ルールを知り、特定の単語を書き取ったり、聞き取った内容を第三者に伝えられるようにメモを取りながら聴いたりする練習をします。リーディングでは1回で文章の主旨を正確に読み取るため、スキミング技術と速読力強化を目指します。スピーキングでは、口頭要約練習や意見の交換を通して自分の考えをまとめて伝える能力を強化します。ライティングでは、重要文法事項を含む短文英作文練習から始まり、自分の意見に説得力をもたせるための基礎的な語彙、構成、構文力を養成します。また英語力UPに向けて音読練習、フレーズ読みなどの効果的な学習方法を身に付け、留学実現、さらには留学後の学習につなげることを目指します。   |
| 講座目標     | <ul style="list-style-type: none"> <li>●リスニング力の強化：社会、経済、教育、環境などをテーマにした長い会話、アナウンスインタビューやニュースが理解できるリスニング力を養う。聞きながら特定の単語を書き取る練習（IELTS<sup>™</sup>対策）や、聞き取った内容を第三者に伝えられるようにメモを取りながら聴く練習（TOEFL iBT<sup>®</sup>対策）を行いながらまた、リスニング理解における自分の弱点を把握し今後の学習に備える。</li> <li>●リーディング力の強化：1回で文章の主旨を正確に読み取るために、スキミング技術を身につけて速読力強化を目指す。さらにパラグラフ構成を分析し、論理の展開を意識しながら、表面的な理解ではなく行間を読み、社会背景や筆者の意図を読み取る力を養う。</li> <li>●スピーキング：リスニング教材で聞き取ったり、リーディング教材で読解したりした内容のメモをもとに口頭要約練習や意見の交換を通して自分の考えをまとめて伝えるコミュニケーション能力を強化する。</li> <li>●ライティング強化：TOEFL iBT<sup>®</sup>, IELTS<sup>™</sup> 試験に共通しているオピニオンエッセイについて、基礎養成段階として、重要文法事項を含む短文英作文練習を行う。さらに、短めなエッセイが適切な構成、内容、精度で書けるようになるために、基本的なアウトラインの作成練習、自分の意見を効果的に正当化するための語彙使用や、論理展開を練習する。</li> </ul> |
| 使用教材     | <ul style="list-style-type: none"> <li>・Power English PW4 Reading A (ECC)</li> <li>・Power English PW4 Listening A (ECC)</li> <li>・Power English PW4 Grammar A (ECC)</li> </ul> <p>※中央大学生協書店(多摩・後樂園・茗荷谷キャンパスまたは生協オンライン書店)で購入してください。一般の書籍店ででの取り扱いはありません。別途、受講者にご案内します。</p>  |
| 復習テスト    | 使用教材の単語リスト・英作文より出題  |
| ライティング添削 | 学生は1つのエッセイを添削のために提出し、ネイティブスピーカーによる添削を受ける。   |

## 進度表

Skills- G/W : 文法・英作文 R/S リーディング・スピーキング L/S リスニング・スピーキング

| クラス       | Skill       | 内容   | 宿題  |
|-----------|-------------|--|---|
| 1<br>3/10 | G/W<br>120分 | <ul style="list-style-type: none"> <li>●オリエンテーション</li> <li>①自己紹介、</li> <li>②講座概要確認</li> <li>③IELTS™/ TOEFL iBT®概要の説明</li> <li>④「目標&amp;自己分析・シート」の記入、提出</li> <li>⑤学習方法シェア</li> </ul>                | L/R : 音読練習<br><br>G/W<br>・各ユニットの Pre-Test を予習してくる<br>・「英語にしましょう」を書けるようにしてくる |
|           | R/S<br>100分 | Unit 1 Our Bionic Future<br>・読解スキル Listing<br>Discussion:<br>Would you like to extend your life using bionic technology?   |   |
|           | L/S<br>100分 | Unit 1 Medical Miracles<br>・音読練習の導入<br>・メモの取り方の練習→口頭要約<br>・ディクテーション練習<br>Discussion:<br>What problems might occur if many people begin to replace all their body parts instead of dying naturally? |   |
| 2<br>3/11 | G/W<br>120分 | ・Unit 2 名詞・代名詞<br>・ <b>Essay Writing</b><br>TOPIC :<br>Should companies be required to produce goods that are easy to recycle?<br>(準1級 2023年度第2回)  |   |
|           | R/S<br>100分 | Unit 3 Stay-at-home Dads Boost Swedish Economy<br>・読解スキル: Cause and Effect<br>Discussion:<br>What do you think about the Swedish parental leave system?  |   |
|           | L/S<br>100分 | Unit 3 Bringing Up Baby<br>・メモ取り→口頭要約  |   |

|           |             |   |  |
|-----------|-------------|---|--|
|           |             | <ul style="list-style-type: none"> <li>・ディクテーション練習</li> </ul> <p>Discussion:<br/>Do Japanese fathers usually take paternity leave?</p>  |  |
| 3<br>3/12 | G/W<br>120分 | Unit 3 To 不定詞<br>Unit 4 動名詞   |  |
|           | R/S<br>100分 | Unit 4 A Zero-carbon Oasis<br><ul style="list-style-type: none"> <li>・読解スキル : Paragraphs and Topics</li> </ul> <p>Discussion:<br/>What are some green technologies that you use in your life? Which Japanese companies are leading the way with environmental responsibility?</p>                                       |  |
|           | L/S<br>100分 | Unit 4<br>The Smartest Cities in the World<br><ul style="list-style-type: none"> <li>・メモ取り→口頭要約</li> <li>・ディクテーション練習</li> </ul> <p>Discussion:<br/>Would you be willing to live without a car or air conditioning to protect the environment?<br/>Is it possible to go green without reducing our level of comfort?</p> |  |
| 4<br>3/13 | G/W<br>120分 | <ul style="list-style-type: none"> <li>・Unit 5 使役動詞・知覚動詞・第5文型で用いる動詞</li> <li>・<b>Essay Writing (提出用)</b></li> </ul> <p>TOPIC :<br/>Should business provide more online services?<br/>(準1級 2023年度第1回)</p>  | <b>5日目(3/14)中に<br/>Essayを提出 -授業<br/>外のNTにより添削を<br/>受ける</b> |
|           | R/S<br>100分 | Unit 5 How to Buy Happiness<br><ul style="list-style-type: none"> <li>・読解スキル : Comparison and Contract</li> </ul> <p>Discussion:<br/>Are you investing enough of your income in experiences, or are you more focused on possessions?</p>  |  |
|           | L/S<br>100分 | Unit 5 Spread a Little Happiness<br><ul style="list-style-type: none"> <li>・メモ取り→口頭要約</li> <li>・ディクテーション練習</li> </ul> <p>Discussion:<br/>What new experiences are you planning in the near future?</p>  |  |

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|-----------|-------------|---|--|
| 5<br>3/14 | G/W<br>120分 | <ul style="list-style-type: none"> <li>・Unit 6 関係詞</li> <li>・Unit 7 分詞</li> </ul>   |  |
|           | R/S<br>100分 | Unit 6 Turn on the Lion Lights<br>読解スキル : Problem and Solution<br>Discussion:<br>What were you most curious about when you were 12 years old?   |  |
|           | L/S<br>100分 | Unit 6 Ideas Worth Spreading<br><ul style="list-style-type: none"> <li>・メモ取り→口頭要約</li> <li>・ディクテーション練習</li> </ul> Discussion:<br>Have you ever watched any TED talks? What kinds of topics do they discuss? |  |

## Spring Intensive 2025 TOEFL Course

### Curriculum

|            |  |
|------------|--|
| Schedule   | 320 min × 5 days   |
|            | <b>1.</b> 10:00-11:20 <b>2.</b> 12:20-13:40 <b>3.</b> 13:50-15:10 <b>4.</b> 15:20-16:40  |
| Teacher    | Native Teacher   |
| Purpose    | <p>This course aims to improve all four language skills, speaking, listening, reading and writing, as required for the TOEFL examination. Students are aiming for the total score of <b>80</b> or above.</p> <p>Through the lessons provided in this course, students will get a better understanding of the test style, and learn skills to help them achieve this score band in each section.</p> <p>The main focus of this course is on writing and speaking.</p> <p>For Speaking, students will look at how to approach graphs and tables, and how to appropriately choose and discuss data. For task 2, students will analyze questions and understand how to structure their essay effectively.</p> <p>Students will practice each section of the speaking test in detail, covering each part separately, and looking at tips on how to approach each section. Students will have plenty of time to practice and receive individual feedback from the teacher on how to improve.</p> |
| Materials  | <b>Official TOEFL iBT® Tests Volume 2 Fourth Edition</b><br><b>ISBN: 9781265481636</b>   |
| Correction | At the end of Day 5, students are to email their assignment to ECC for correction.   |

### Syllabus

| Day # |                                       | Contents  | Homework |
|-------|---------------------------------------|---|----------|
| 1     | <b>Introduction</b><br><b>20 min.</b> | <ul style="list-style-type: none"> <li>● <b>Self-Introductions</b></li> </ul> <p>Course Introduction - Introduce the class, the textbook and discuss students' goals.<br/>What's TOEFL?</p>                   |          |
|       | <b>Listening</b><br><b>60 min.</b>    | <ul style="list-style-type: none"> <li>● <b>Listening Overview and Tips</b></li> </ul> <p>Introduce strategies for the <i>Listening</i> section<br/>Conversations &amp; Lecture<br/><b>Test 1 – Q1-11</b></p> |          |

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|---|-------------------------------------|---|--|
|   | <p><b>Reading</b><br/>80 min.</p>   | <p>● <b>Reading Overview and Tips</b><br/>Introduce strategies for the <i>Reading</i> section<br/>Reading Question Types<br/><b>Test 1 – Passage 1 Q1-10</b></p>  |  |
|   | <p><b>Speaking</b><br/>160 min.</p> | <p>● <b>Speaking Overview and Tips</b><br/>Introduce strategies for the <i>Speaking</i> section<br/>Independent &amp; Integrated Tasks<br/><b>Test 2 – Speaking Q1 &amp; Q2</b><br/>Integrated Tasks<br/><b>Test 2 - Speaking Q3 &amp; Q4</b></p>                                       |  |
| 2 | <p><b>Writing</b><br/>160 min.</p>  | <p>● <b>Writing Task 1 - Outline and Tips</b><br/>Introduce strategies for the <i>Writing</i> section<br/>Integrated Writing<br/><b>Test 2 – Writing Based on Reading and Listening</b><br/>Academic Discussion Writing Task<br/><b>Test 2 – Writing for an Academic Discussion</b></p> |  |
|   | <p><b>Listening</b><br/>80 min.</p> | <p>● <b>Listening</b><br/>Conversations &amp; Lecture<br/><b>Test 2 – Q1-11</b></p>   |  |
|   | <p><b>Reading</b><br/>80 min.</p>   | <p>● <b>Reading</b><br/>Reading Question Types<br/><b>Test 2 – Passage 1 Q1-10</b></p>  |  |

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|---|-------------------------------------|---|--|
| 3 | <p><b>Writing</b><br/>160 min.</p>  | <p>● <b>Writing</b><br/>Integrated Writing<br/><b>Test 3 – Writing Based on Reading and Listening</b><br/>Academic Discussion Writing Task<br/><b>Test 3 – Writing for an Academic Discussion</b></p> |  |
|   | <p><b>Speaking</b><br/>160 min.</p> | <p>● <b>Speaking</b><br/>Independent &amp; Integrated Tasks<br/><b>Test 3 - Speaking Q1 &amp; Q2</b><br/>Integrated Tasks<br/><b>Test 3 - Speaking Q3 &amp; Q4</b></p>                                |  |

|   |                                    |   |  |
|---|------------------------------------|---|--|
| 4 | <b>Writing</b><br><b>160 min.</b>  | <ul style="list-style-type: none"> <li>● <b>Writing</b></li> </ul> Integrated Writing<br><b>Test 1 – Writing Based on Reading and Listening</b><br>Academic Discussion Writing Task<br><b>Test 1 – Writing for an Academic Discussion</b> | <b>Test 4: Integrated Task</b><br>To be submitted by day 5 - will be checked by another teacher outside of class |
|   | <b>Speaking</b><br><b>160 min.</b> | <ul style="list-style-type: none"> <li>● <b>Speaking</b></li> </ul> Independent & Integrated Tasks<br><b>Test 4 - Speaking Q1 &amp; Q2</b><br>Integrated Tasks<br><b>Test 4 - Speaking Q3 &amp; Q4</b>                                    |  |
| 5 | <b>Reading</b><br><b>160 min.</b>  | <ul style="list-style-type: none"> <li>● <b>Reading</b></li> </ul> Reading Question Types<br><b>Test 2 – Passage 2 Q11-20</b><br>Reading Question Types<br><b>Test 1 – Passage 2 Q11-20</b>   |  |
|   | <b>Speaking</b><br><b>160 min.</b> | <ul style="list-style-type: none"> <li>● <b>Speaking</b></li> </ul> Independent & Integrated Tasks<br><b>Test 5 - Speaking Q1 &amp; Q2</b><br>Integrated Tasks<br><b>Test 5 - Speaking Q3 &amp; Q4</b>                                    |  |

**Please keep in mind that this schedule is subject to change.**

**( \* 授業進度・単語テスト範囲はクラスの状態により変更になる可能性があります。 )**

## Spring Intensive 2025 IELTS Course

### Curriculum

|                 |  |
|-----------------|--|
| Schedule        | 320 min × 5 days   |
|                 | <b>1.</b> 10:00-11:20 <b>2.</b> 12:20-13:40 <b>3.</b> 13:50-15:10 <b>4.</b> 15:20-16:40  |
| Teacher         | Native Teacher   |
| Purpose         | <p>This course aims to improve all four language skills, speaking, listening, reading and writing, as required for the IELTS examination. Students are aiming for the total band score of 6.5 and above.</p> <p>Through the lessons provided in this course, students will get a better understanding of the test style, and learn skills to help them achieve this score band in each section. Students should set their goal in the speaking and writing section as 6.5, but should be reaching a minimum of 6.0 to compliment the target of 7.0 in the reading and listening section to reach an overall score of 6.5.</p> <p>The main focus of this course is on writing and speaking.</p> <p>For writing task 1, students will look at how to approach graphs and tables, and how to appropriately choose and discuss data. For task 2, students will analyze questions and understand how to structure their essay effectively.</p> <p>Students will practice each section of the speaking test in detail, covering each part separately, and looking at tips on how to approach each section. Students will have plenty of time to practice and receive individual feedback from the teacher on how to improve.</p> |
| Lv. of students | TOEIC®L&R 700 / IELTS 5.5 / CEFR High B1-B2  |
| Materials       | <p><b>Cambridge IELTS 18 Academic student's book with answer's with audio</b><br/> ISBN : 9781009275187<br/> (This course covers Test 1 and Test 2 from the textbook)</p> <p><b>Vocabulary Book : 実践 IELTS 英単語 3500 (旺文社)</b><br/> ISBN: 9784010931004</p>   |
| Correction      | At the end of Day 5, students are to email their assignment to ECC for correction.   |



## Syllabus

| Day # |                                | Contents  | Vocabulary Test | Homework                        |
|-------|--------------------------------|---|-----------------|---------------------------------|
| 1     | <b>Introduction</b><br>20 min. | <ul style="list-style-type: none"> <li>● <b>Self-Introductions</b></li> </ul> Course Introduction - Introduce the class, the textbook and discuss students' goals.<br>What's IELTS?   |                 | 1. Work on Test 1:<br>Passage 2 |
|       | <b>Listening</b><br>60 min.    | <ul style="list-style-type: none"> <li>● <b>Listening Overview and Tips</b></li> </ul> Study the test format for the <i>Listening</i> section.<br><b>Test 1: Listening Part 1 &amp; 2</b>   |                 |                                 |
|       | <b>Reading</b><br>80 min.      | <ul style="list-style-type: none"> <li>● <b>Reading Overview and Tips</b></li> </ul> Study the test format for the <i>Reading</i> section.<br><b>Test 1: Reading passage 1</b>  |                 |                                 |
|       | <b>Speaking</b><br>160 min.    | <ul style="list-style-type: none"> <li>● <b>Speaking Overview and Tips</b></li> <li>● <b>Speaking Part 1</b></li> </ul> Study the test format for the <i>Speaking</i> section.<br><b>Test 1 Speaking Part 1</b>   |                 |                                 |
| 2     | <b>Writing</b><br>160 min.     | <ul style="list-style-type: none"> <li>● <b>Vocabulary Test</b></li> <li>● <b>Writing Task 1</b> Outline and Tips (IELTS Writing supplement booklet)</li> </ul> <b>Test 2: Writing Task 1 -①</b><br>(IELTS Writing supplement booklet)<br>Breaking down the question together, preparing to write<br>Students write Task 1 in 20 minutes in the class.<br>Check as a group. | No.2051 - 2100  |                                 |
|       | <b>Listening</b><br>80 min.    | <ul style="list-style-type: none"> <li>● <b>Listening</b></li> </ul> <b>Test 1: Listening Part 3 &amp; 4</b>  |                 |                                 |

|   |                             |   |                   |   |
|---|-----------------------------|---|-------------------|---|
|   | <b>Reading</b><br>80 min.   | <ul style="list-style-type: none"> <li>● Reading</li> </ul> <b>Test 1: Reading Passage 2</b>  |                   |   |
| 3 | <b>Writing</b><br>160 min.  | <ul style="list-style-type: none"> <li>● Vocabulary Test</li> <li>● Test 1: Writing Task 1 – ②<br/>(IELTS Writing supplement booklet)</li> </ul> <b>Test 1: Writing Task 1</b>  | No.2101 -<br>2150 |   |
|   | <b>Speaking</b><br>160 min. | <ul style="list-style-type: none"> <li>● Speaking Part 2 Overview, Tips &amp; Structure</li> </ul> <b>Test 1: Speaking Part 2</b>   |                   |   |
| 4 | <b>Writing</b><br>160 min.  | <ul style="list-style-type: none"> <li>● Vocabulary Test</li> <li>● Writing Task 2<br/>(IELTS Writing supplement booklet)</li> </ul> <b>Test 1: Writing Task 2-①</b><br>Breaking down the question together, preparing to write. Students write Task 2 essay. Check as a group. | No.2151 -<br>2200 |   |
|   | <b>Speaking</b><br>160 min. | <ul style="list-style-type: none"> <li>● Speaking Part 3 Overview, Tips &amp; Structure</li> </ul> <b>Test 1: Speaking Part 3</b>   |                   |   |
| 5 | <b>Writing</b><br>160 min.  | <ul style="list-style-type: none"> <li>● Vocabulary Test</li> <li>● Writing Task 2</li> </ul> <b>Test 1 Group Check</b><br><b>Test 2: Writing Task 2 – ②</b><br>Students write Task 2 essay. Check as a group.  | No.2201 -<br>2250 | <b>Test 2: Writing Task 2</b><br>To be submitted by day 5 - will be checked by another teacher outside of class |
|   | <b>Speaking</b><br>160 min. | <ul style="list-style-type: none"> <li>● Test 2: Speaking Part 1-3</li> </ul> Practice in pairs<br>Individual interview & feedback from teacher   |                   |   |

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