

WiLLies English

ウィリーズ英語塾

EIKEN TRIAL LEVEL 3



英検コース（３級）体験用教材

- 体験レッスン１回目はDay 1 を、２回目はDay 2 を予習下さい
- 自己紹介のあと以下の流れでレッスンを行います

<1. GCC: Grammar, Composition, Communication>

- 50分レッスンの場合は前半がGCCです。講師がチャットで日本語のセンテンスを示すので、生徒は口頭で英訳していきます。
- 英検の文法問題は穴埋めや並べ替えがありますが、当校では文法問題をフルセンテンスで英訳するトレーニングを行います
- 文法力だけでなく、スピーキング力や英作文の力を同時に身につけます。
- 暗記する必要はありませんが、毎日10分でいいので英語センテンスを音読して下さい。レッスン効果が格段に上がります。

<2. RLC: Reading, Listening, Comprehension>

- 50分レッスンの場合は後半がRLCです。リピーティングやシャドウイングといった当校の音読トレーニングを実施します。
- 英検のリーディング問題やリスニングのスク립トを使って音読を行います。速読力だけでなくリスニング強化に大変効果があるトレーニングです。英語を英語のまま理解するための英語脳を作ります。
- また、「Comprehension Questions」ではこの文章を使って講師とQ&Aをしますので、ぜひ自分の意見を英語で述べて下さい。英検二次対策にも効果があります。

<3. Speaking Activity>

- テーマについて英語で自分の意見を述べる練習です。スピーキング力向上に効果があります。英検の二次試験でも必須です。もちろん事前に辞書などで調べて頂いて構いません。この繰り返しで英語力を伸ばします。

Eiken Course Trial *Level 3*

DAY 1

Welcome to
WiLLies English!





**Let me tell you
three things
about myself.**

I am_____ .

I'm from_____ .

I love_____ .



IT'S YOUR TURN!

I am _____ .

I'm from _____ .

I love _____ .



DAY 1

GRAMMAR, COMPOSITION, COMMUNICATION

INSTRUCTION: TRANSLATE THE JAPANESE SENTENCES INTO ENGLISH.

JAPANESE SENTENCE:

1. 彼らはとても貧しく、食べるために盗む必要がありました。
2. 彼らは家族はお金よりも重要だと考えています。
3. 彼は家族ともっと時間を過ごしたいと思っています。
4. 私について心配しないでください、自分でできますから。
5. ジャガイモはイギリスで最も人気のある野菜です。
6. 食器棚を掃除しているときにこれらの写真を見つけました。
7. 言いたいことがたくさんあるので、どこから始めればいいのかわかりません。
8. あなたが私に同意するのを見つけたことは驚くべきことだと言わざるを得ません。
9. 子供たちは通常、夏に1週間祖父母と一緒に暮らします。
10. フランクは宿題をするのに忙しかった。

ENGLISH SENTENCE:

1. They were so poor that they had to steal in order to eat.
2. They think family is more important than money.
3. He wants to spend more time with his family.
4. Don't worry about me, I can take care of myself.
5. The potato is the most popular vegetable in Britain.
6. I found these photos while I was cleaning out my cupboards.
7. I have so much to tell you, and I don't know where to begin.
8. I have to say that it's surprising to find you agree with me for once.
9. The children usually stay with their grandparents for a week in the summer.
10. Frank was busy doing his homework.

DAY 1

READING, LISTENING, COMPREHENSION

INSTRUCTIONS: READ THE PASSAGE WITH YOUR TEACHER.
DO THE LISTENING&REPEATING AS WELL AS THE SHADOWING.
THEN, ANSWER FEW QUESTIONS ABOUT THE PASSAGE.

Mobile phones in class lower test scores

SOURCE: <https://breakingnewsenglish.com/1506/150612-mobile-phones-2.html>

There is bad news for students who use their mobile phones in class. New research shows that students do not learn very well when they text and use social media in class. The research looks at the effects of texting and social media on student learning. Researchers looked at 145 American university students in the classroom. Some of the students used their mobile phones in class, while the others had their phones switched off. The students who did not use their mobile phones during the class got higher scores on tests they took at the end of the class.



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COMPREHENSION QUESTIONS

INSTRUCTIONS: CHOOSE THE BEST ANSWER FROM AMONG THE THREE CHOICES FOR EACH QUESTION.

1. What happens when students text and use social media in class?

- a. Students get scolded by their teachers.
- b. Students do not learn very well.
- c. Students lose their concentration.

2. Some students used their phones, while the others _____.

- a. turned their phones off.
- b. left their phones at home.
- c. give their phones to their teachers.

3. How would you compare the classroom performance of students who used their phones and those who did not?

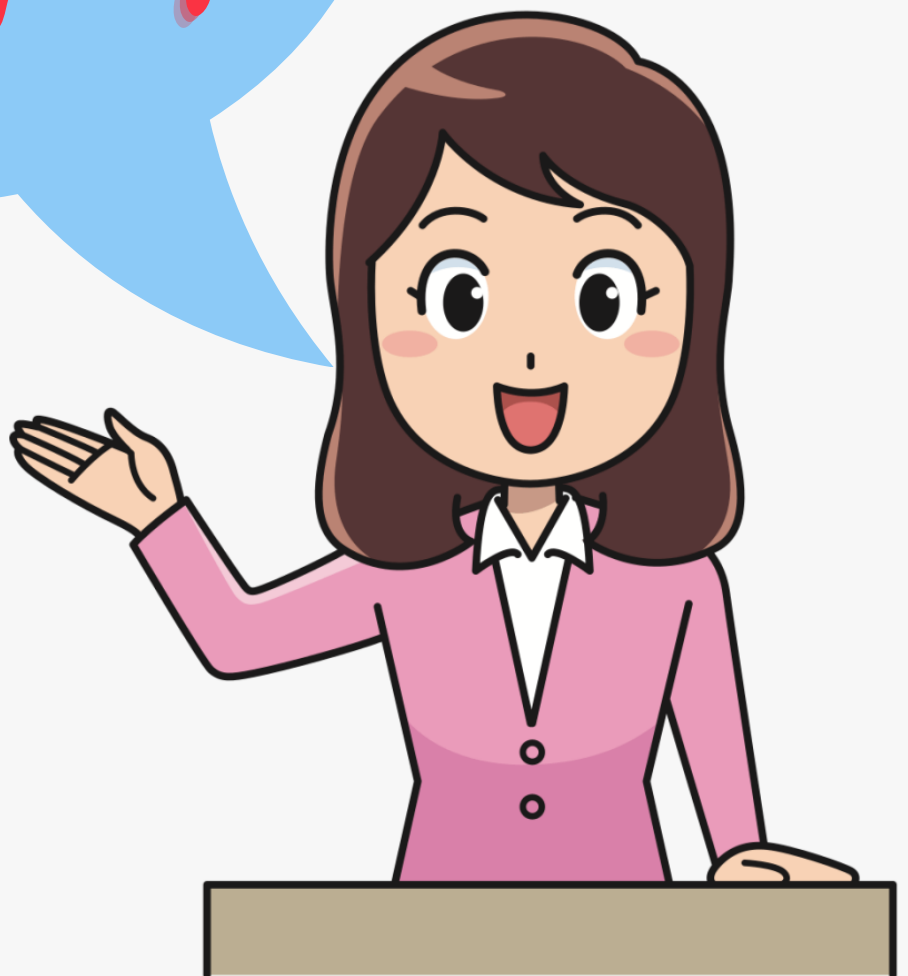
- a. The students who did not use their mobile phones during the class got higher scores on tests.
- b. The students who did not use their mobile phones during the class have higher concentration levels.
- c. The students who did not use their mobile phones during the class were applauded by their teachers.



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Let's
talk!



SPEAKING ACTIVITY

- Listen carefully to your teacher's instructions.
- You will be given enough time to answer the questions.
- Practice giving answers in complete sentences.



SPEAKING ACTIVITY



1. What can you say about the picture?
2. Please look at the picture. Where is the television?
3. Please look at the grandmother. What is she doing?
4. What do you usually do in the living room?
5. Have you ever traveled abroad with your family?

Yes. -> Please tell me more.

No. -> What country would you like to visit?

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DAY 2

DAY 2

GRAMMAR, COMPOSITION, COMMUNICATION

INSTRUCTION: TRANSLATE THE JAPANESE SENTENCES INTO ENGLISH.

JAPANESE SENTENCE:

1. テーブルが傾いて、私たちの飲み物はすべて床に落ちました。
2. 接着剤が固まり、私の手が速く動かなくなった。
3. 席が必要な場合は、お年寄りや障がい者にお譲りください。
4. 「A: テーブルは、ここに収まりますか？」
B: わかりません。測ってみましょう。
5. 兄は何度も試験に合格しようとしてしました。
6. ビーチで一日過ごしましたが、寒すぎて泳ぐことができませんでした。
7. 彼女は以前飛行機に乗ったことがなかったので心配した。
8. 彼女は興奮してホールをかけ下り、従兄弟に挨拶した。
9. 申し訳ありませんが、あなたが、彼女が故意にやったと言ったのは間違いだと思います。
10. あなたがチームに参加して以来、私たちはより良くプレーしました。

ENGLISH SENTENCE:

1. The table tipped and all our drinks fell on the floor.
2. The glue had set and my hand was stuck fast.
3. Please give up your seat to an elderly or disabled person if they need it.
4. A: Will the table fit in here?
B: I don't know. Let's measure it.
5. My brother tried many times to pass the examination.
6. We spent the day on the beach but it was too cold to go swimming.
7. She was worried because she had never been on a plane before.
8. She ran excitedly down the hall to greet her cousins.
9. I'm sorry, but I think you're wrong when you say she did it intentionally.
10. We've played better since you joined the team.

DAY 2

READING, LISTENING, COMPREHENSION

INSTRUCTIONS: READ THE PASSAGE WITH YOUR TEACHER.
DO THE LISTENING&REPEATING AS WELL AS THE SHADOWING.
THEN, ANSWER FEW QUESTIONS ABOUT THE PASSAGE.

Why do people yawn?

SOURCE: <https://breakingnewsenglish.com/1709/170903-yawning-2.html>

Do you ever think about why we yawn? Do you yawn when you see others yawn? A new study from the UK has researched this. It found that yawning is contagious, powerful, and unstoppable. People automatically yawn when they see other people yawn. Researchers said people yawn more when they try to stop yawning. They also found that some people want to yawn a lot more than other people. Lead researcher Professor Stephen Jackson said that even reading about yawning could make people yawn. You might even want to yawn right now.



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COMPREHENSION QUESTIONS:

INSTRUCTIONS: CHOOSE THE BEST ANSWER FROM AMONG THE THREE CHOICES FOR EACH QUESTION.

1. What did the researchers find about yawning?

- a. They found that yawning is contagious, powerful, and unbelievable.
- b. They found that yawning is contagious, powerful, and unstoppable.
- c. They found that yawning is contagious, impressive, and unstoppable.

2. What do people do when they see other people yawn?

- a. They automatically yawn.
- b. They automatically sneeze.
- c. They automatically cry.

3. Professor Stephen Jackson said that

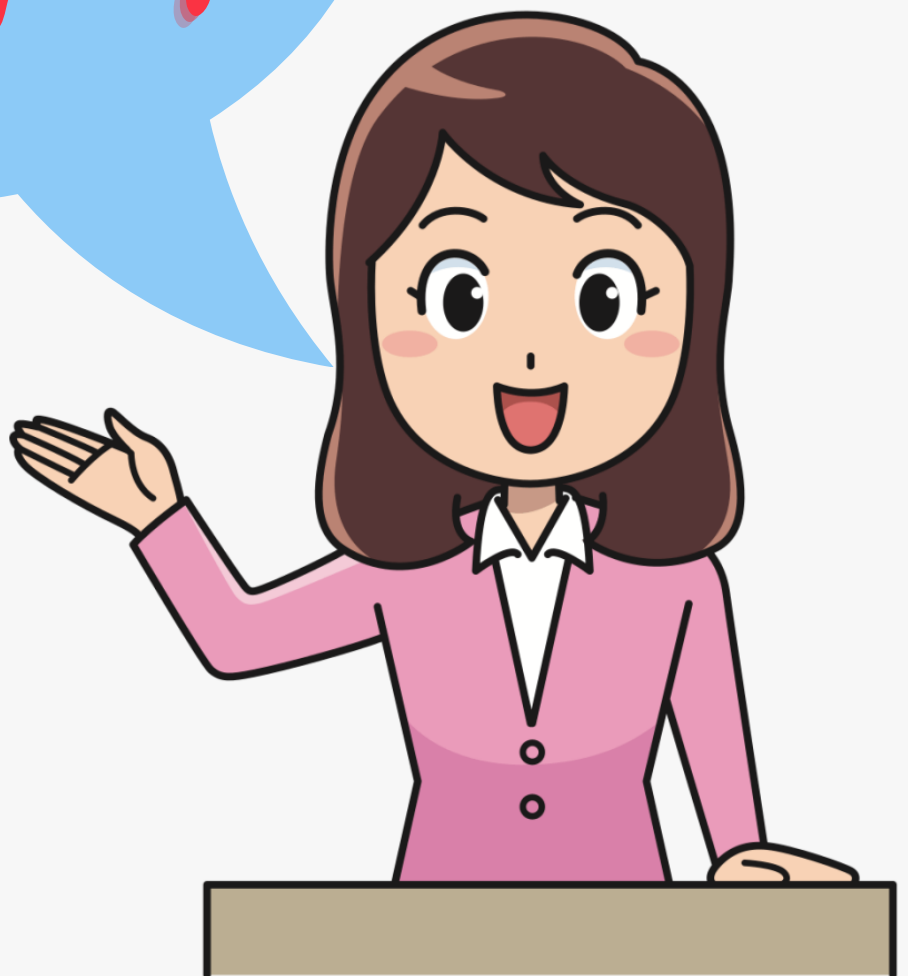
- a. reading about yawning could make people yawn.
- b. watching TV could make people yawn.
- c. staying up late at night could make people yawn.



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Let's
talk!



SPEAKING ACTIVITY

- Listen carefully to your teacher's instructions.
- You will be given enough time to answer the questions.
- Practice giving answers in complete sentences.



SPEAKING ACTIVITY



1. What can you say about the picture?
2. Please look at the picture. What color is the school bus?
3. Please look at the boy with glasses. What is he doing?
4. What do you usually go to school?
5. Do you like studying with friends?

Yes. -> Please tell me more.

No. -> What do you like to do with your friends?

Thank you
for your
time! 



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