



# 総合アカデミック英語コース

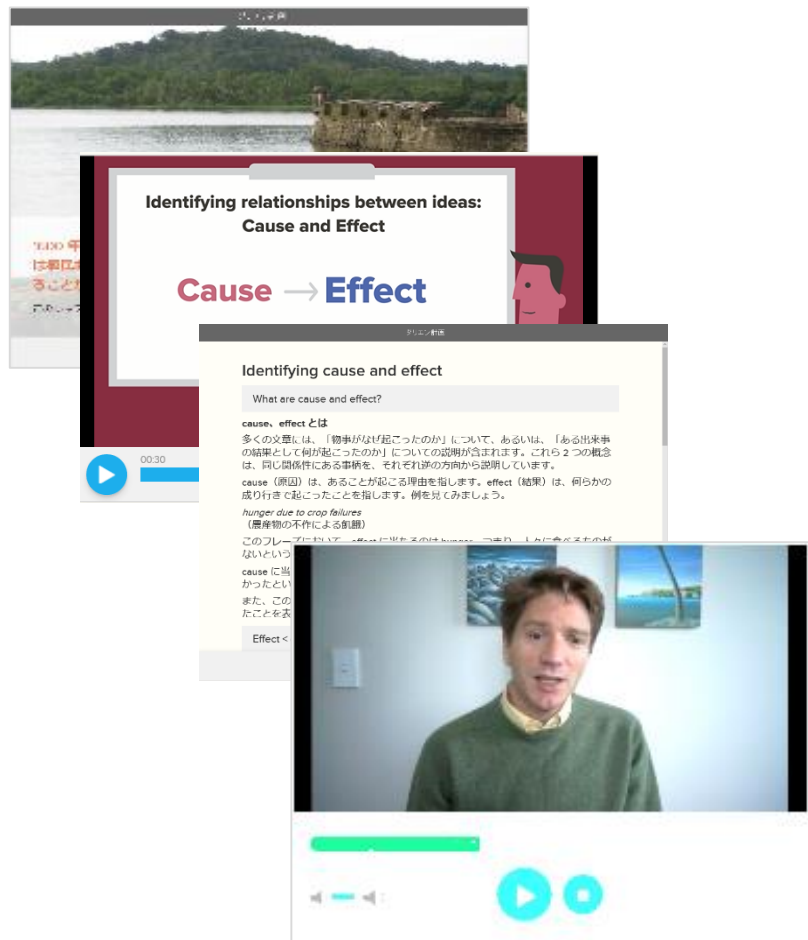
Academic English



| リリース時期  | コース名   | 収録レッスン  | レベル                           |
|---------|--|---|-------------------------------|
| 2015/5  | EZ to Talk<br>-Basic<br>-Intermediate<br>-Advanced<br>                  | <ul style="list-style-type: none"> <li>■eラーニング：330レッスン</li> <li>■オンライン英会話レッスン：24回</li> </ul>                    | 350~450<br>450~600<br>600~750 |
| 2016/4  | KICKOFF FOR THE TOEIC TEST<br>  | <ul style="list-style-type: none"> <li>■対策レッスン（L/R）：60レッスン</li> <li>■パート別解説動画：16本</li> <li>■模擬試験：4種類</li> </ul> | 255~500                       |
| 2016/4  | Practical English 6 Starter<br>   | <ul style="list-style-type: none"> <li>■56レッスン（G/L/R/S）</li> </ul>  | 10~250                        |
| 2016/6  | Business Speaking<br>-Intermediate<br>-Upper Intermediate<br>           | <ul style="list-style-type: none"> <li>■30レッスン（L/S）</li> </ul>  | 500~700<br>700~900            |
| 2016/10 | KICKOFF FOR THE TOEIC L&R<br>   | <ul style="list-style-type: none"> <li>■対策レッスン（L/R）：69レッスン</li> <li>■パート別解説動画：16本</li> <li>■模擬試験：4種類</li> </ul> | 255~500                       |
| 2016/11 | Business Speaking with OTS<br>-Intermediate<br>-Upper Intermediate<br> | <ul style="list-style-type: none"> <li>■eラーニング：30レッスン</li> <li>■オンライン英会話レッスン：15回</li> </ul>                     | 500~700<br>700~900            |
| 2017/3  | Practical English 7<br>   | <ul style="list-style-type: none"> <li>■実力判定テスト</li> <li>■350レッスン（G/L/R）</li> </ul>                             | 255~990                       |
| 2017/4  | Academic English<br>  | <ul style="list-style-type: none"> <li>■30レッスン（L/R）</li> <li>■動画15本</li> </ul>                                  | 550~780                       |

特徴

学術的な英語に特有の聴解・読解テクニックの習得+解説動画で英語学習スキルの向上を目指す。



- 1 学術的なトピック／スキルを習得可能
- 2 Academic Word Listをもとに、使用頻度の高いアカデミック語彙を収録
- 3 TOEFL ITPで扱われるトピックや出題形式に基づき作成。
- 4 全レッスン内ではアニメーションを使用。学習者を飽きさせません。
- 5 解説動画では、英語のスキル向上（語彙の増やし方、リスニング力の改善）を始め、多岐にわたり紹介
- 6 パソコンのみならず、スマートフォンやタブレットPCといったモバイル端末でも利用可能。

# 1 Listening

英語での学会発表や講義を聴くために

TOEFL等の外部試験に基づいた学術的なトピックの聴解を通して、リスニングスキル・語彙力の向上を目指す。

アニメーションも交えて、ターゲットスキルを飽きずに学習。

社会調査

音声を確認し、文を完成させましょう。

talk to focus group → write a **report** to summarize focus group → →  
 write the \_\_\_\_\_ by Thursday 10th → → 20 student volunteers coming  
 for \_\_\_\_\_ on Friday 11th → → 11th to 25th volunteers do  
 \_\_\_\_\_ → → one week to enter the information into the \_\_\_\_\_  
 → → analyse data and write report ready for the \_\_\_\_\_ by 26th of next  
 month

1/6

list  
 report  
 description

次へ

| トピック                  | レッスンタイトル                   | ターゲットスキル                                    |
|-----------------------|----------------------------|---|
| Studying abroad       | Booking a college course   | Understanding the main ideas 1              |
| History               | The Statue of Liberty      | Understanding supporting points 1           |
| Business              | Entrepreneurship           | Understanding supporting points 2           |
| Environmental Science | Renewable energy           | Understanding inference and implication 1   |
| Arts                  | A Van Gogh portrait        | Understanding relationships between ideas 1 |
| Studying abroad       | New university library     | Understanding relationships between ideas 2 |
| Geography             | Tropical storms            | Understanding relationships between ideas 4 |
| Life sciences         | The Alcon blue butterfly   | Recognizing paraphrase 1                    |
| Studying abroad       | Student Union clubs        | Identifying facts vs. opinions 1            |
| Anthropology          | Ancient Egyptians          | Identifying arguments 1                     |
| Sociology             | A research survey          | Understanding references 2                  |
| Life Sciences         | Edward Jenner              | Identifying purpose                         |
| Studying abroad       | University accommodations  | Understanding meaning from context 1        |
| Economics             | Island economy             | Recognizing signposts                       |
| Design                | The London Underground map | Recognizing emphasis on key points          |

## 2 Reading

英語で論文が読めるように

TOEFL等に基づいた学術的なトピックの読解を通して、リーディングスキル・語彙力の向上を目指す。

アニメーションも交えて、ターゲットスキルを飽きずに学習。



| トピック                  | レッスнтаイトル          | ターゲットスキル                                    |
|-----------------------|--------------------|---|
| Economics             | The oil industry   | Skimming                                    |
| Physical Science      | Islands            | Scanning                                    |
| Education             | Ideas in education | Understanding main ideas 2                  |
| Archaeology           | The Colosseum      | Understanding supporting points 3           |
| Environmental Science | The Great Lakes    | Understanding supporting points 4           |
| Sociology             | Laughter           | Understanding inference and implication 2   |
| History               | The Darien scheme  | Understanding relationships between ideas 3 |
| Architecture          | Brutalism          | Understanding relationships between ideas 5 |
| Business              | Taste and flavor   | Understanding relationships between ideas 6 |
| Economics             | Pirates            | Understanding references 1                  |
| Anthropology          | Adulthood          | Identifying fact vs. opinion 1              |
| Life sciences         | Mutualism          | Identifying arguments 2                     |
| History               | Phones             | Understanding references 3                  |
| Arts                  | Murals             | Recognizing paraphrase 2                    |
| Sociology             | The Sami           | Understanding the meaning from context 2    |

### 3 Tip Video

#### 留学の準備や、英語学習に役立つ

経験豊富なコーチが、英語圏への留学や、英語学習に役立つトピックをビデオで解説。  
自律的学習者としてのスキルを学び、留学・英語学習へのモチベーション向上にも繋げる。

#### 動画トピック

Making the most of your study time

Learning with others

Reading actively and effectively

Working on your listening

Note-taking

Time-management

Motivation and concentration

Ways to remember information

Building your vocabulary

Preparing for lectures

Preparing for tutorials

Tackling an assignment 1

Tackling and assignment 2

Tackling exams 1

Tackling exams 2



## 例：リーディング - 『ダリエン計画』（因果関係を理解する）

1



1600年代、ヨーロッパの国々は、世界各地で植民地化を初めました。人々は植民地で新しい生活をスタートさせたり、貿易によって財産を築いたりすることができました。

このレッスンでは、ある国家が1600年代の終わりに試みた植民地化についての文章を読みます。

次へ

### 学習内容の確認

レッスン例：このレッスンでは、ある国家が1600年代の終わりに試みた植民地化についての文章を読みます。

2

単語の意味の確認、発音の確認を繰り返し行い、知識を定着。

避けられない

6/10

minor  
inevitable  
appropriate  
adequate

次へ

### 単語学習

演習問題で出てくる単語をまず学習

3

Hunger due to crop failures  
Hunger caused by crop failures



次へ

### ターゲットスキルのアニメーション解説

アニメーションでターゲットスキルの解説を英語で行います。リスニングの練習にも！

4

Identifying cause and effect

What are cause and effect?

cause, effect とは

多くの文章には、「物事がなぜ起こったのか」について、あるいは、「ある出来事の結果として何が起きたのか」についての説明が含まれます。これら2つの概念は、同じ関係性にある事柄を、それぞれ逆の方向から説明しています。

cause (原因) は、あることが起こる理由を指します。effect (結果) は、何らかの起こり方で起こったことを指します。例を見てみましょう。

hunger due to crop failures  
(農産物の不作による飢餓)

このフレーズにおいて、effect に当たるのは hunger、つまり、人々に食べられるものがないということです。この hunger は、他のことによって引き起こされた結果です。cause に当たるのは crop failures、つまり、農業従事者が作物を育てることができなかったということです。これは、hunger が起こった理由です。

また、このフレーズに含まれる due to (～による) は、飢餓が不作によって起こったことを示す理由の副詞です。

次へ

### ターゲットスキル解説

各レッスンで学ぶターゲットスキルの日本語解説です。

5

リーディング問題は文章量を長めに設定。

The man behind the plan was William Peterson, who had made his first fortune trading in the Americas. Returning to his native country to try to make his second fortune, he founded the Company of Scotland with the aim of controlling the trade in both the Atlantic and the Pacific. The initial plan was to establish a colony in Darien, in what is now Panama – the neck of land which connects Central and South America – and from there create an overland route connecting the two oceans, an idea which would lead to the construction of the Panama Canal much later.

Initially, half the investors were Dutch and English. However, these withdrew as it became apparent the scheme would have a negative effect on their existing trade interests, leaving Scotland as the only source of capital. The difficult period which the country had just been through made Scots determined to help improve the country's situation, whatever level of society they were from. Convinced that the scheme could not fail, investors contributed £400,000 – equating to around 20 per cent of all the money in the country – in a matter of weeks.

Why did William Peterson go back home to Scotland?

Because he wanted to be even richer.  
Because he couldn't make money in America.

次へ

### 演習問題

ターゲットスキルを活かしながら、内容理解問題を解いていきます。

6

あなたのスコアは1/5です。

答えと解説を見てみましょう。

1 ✖ 残念！不正解です。

Why did William Peterson go back home to Scotland?

あなたの解答：Because he couldn't make money in America.

正解は Because he wanted to be even richer. (もっと金持ちになりたいから) です。本文には、彼は made his first fortune trading in the Americas (南北アメリカでの貿易で最初にお金を儲けた) とあり、その後に make his second fortune (もう一度、財産を築く) ためにスコットランドに戻ったと書かれています。

2 ✖ 残念！不正解です。

Why did Peterson create a new company?

あなたの解答：Because he needed to sell the goods he got from America.

正解は Because he wanted to make Scotland powerful. (スコットランドを強くしたかったから) です。本文には、彼が Company of Scotland という会社を作った理由として

次へ

### 演習問題の解答・解説

間違えた問題を重点的に再確認。  
クイックテストの前に苦手な箇所を復習します。

7

クイックテストのセクションです。

理解度テストです。このテストは10～20分で完了し、いつでも受けられます。

レッスンテストを受けましょう。

インターネット接続状況

テスト開始

### クイックテスト

クイックテストでは、このレッスンで学習した内容のすべてを応用した問題が出題されます。

8

あなたのスコア：90%

テストに合格しました！

答えと解説を見てみましょう。

1 ✔ お見事！正解です。

I'm hearing some complaints about AudioTec, our supplier. What are your thoughts?

あなたの解答：Well, I'm sorry to say there are some serious quality issues.

2 ✔ お見事！正解です。

Yes, I believe so. So what are our options?

あなたの解答：I think we should send them a list of our standards.

3 ✔ お見事！正解です。

再挑戦 戻る

### レッスン修了

基準の正答率以上を獲得すれば1レッスン修了！

The last years of the seventeenth century were especially difficult ones in the history of Scotland. Civil war, economic decline and seven years of hunger due to crop failures had left the country in crisis. The most popular solution was the Darien scheme – an ambitious plan to make Scotland a world trading power.

The man behind the plan was William Paterson, who had made his first fortune trading in the Americas. Returning to his native country to try to make his second fortune, he founded the Company of Scotland with the aim of controlling the trade in both the Atlantic and the Pacific. The initial plan was to establish a colony in Darien, in what is now Panama – the neck of land which connects Central and South America – and from there create an overland route connecting the two oceans, an idea which would lead to the construction of the Panama Canal much later.

Initially, half the investors were Dutch and English. However, these withdrew as it became apparent the scheme would have a negative effect on their existing trade interests, leaving Scotland as the only source of capital. The difficult period which the country had just been through made Scots determined to help improve the country's situation, whatever level of society they were from. Convinced that the scheme could not fail, investors contributed £400,000 – equating to around 20 per cent of all the money in the country – in a matter of weeks.

There were plenty of volunteer colonists, thanks to the high levels of unemployment. A series of poor harvests had forced farmers in the Highlands to leave their land to look for work, and an end to fighting resulted in many soldiers being discharged from the army with no other work to go to. On 14th July, 1698, five ships set sail on the three-month journey to the Americas, carrying 1,200 people.

On arrival, it became apparent that the plan had been poorly researched. The colonists were not equipped to deal with the intense heat, the hungry mosquitoes, and the tropical forest with no obvious source of fresh water. Many had become sick and died on the voyage, and once they had struggled from the ship onto land, the first task of the travellers was to bury these.

The settlers faced constant challenges from the first day. As they built huts to live in and a fort in what they had named 'New Edinburgh', tension grew as the elected leaders battled for power. Attempts to grow food failed due to difficult and unfamiliar conditions for farming, and gifts of food from native Indians did little to help. In addition to this, Spanish colonists in the region began to launch regular attacks, as they saw the new colony as a danger to their silver trade. Despite all these difficulties, the colonists would need further investment and new people if the colony was to succeed, and so sent falsely optimistic letters home. After eight months, settlers were dying of disease at the rate of ten a day, and the 300 survivors abandoned the colony.

Unaware of events in Darien, a second group of over 1,000 people was leaving Scotland. When these reached Darien, they had assumed that they would be joining a lively and successful town, and they were therefore surprised to find just empty and burned out huts. Spanish colonialists, determined to drive the Scots away, surrounded the colony and threatened to destroy it again unless the settlers agreed to go. The few hundred survivors did agree, and were allowed to leave with their weapons following negotiations.

The few of these colonists who returned to Scotland were blamed for its failure by the people – including most families in Lowland Scotland – who had invested their life savings. The Company of Scotland sent a total of four ships to trade in India to try to get back as much of the investment as possible. To complete the disaster, all four ships were lost, two of them taken and then destroyed by pirates.

The failure of the Darien scheme in 1700 caused great anger in Scotland, not only at the financial loss, but because the English refused to help establish a new settlement in order not to affect their relationship with Spain, or even risk war. The Act of Union with England in 1707 was a direct consequence of the economic disaster thought up by William Paterson 14 years earlier, as investors in the scheme were promised, and received, compensation from the government following the two countries' union. Despite the financial help that came with union, many Scots felt that the English had deliberately forced them into it, and bad feeling about this remained for many years to come.



# Academic English 総合アカデミック英語コース

|         | 対策レッスン   | 対策動画          |
|---------|--|---------------|
| 対象      | CEFR B1レベル (TOEIC L&R 550~780/TOEFL ITP 460-542/英検2~準1級相当)   |               |
| レッスン数   | 全30レッスン  | 解説動画15本       |
| レッスン内容  | <ul style="list-style-type: none"> <li>■リスニング15レッスン</li> <li>■リーディング15レッスン</li> </ul>  | 前ページを参照       |
| 強化できる能力 | リスニング、リーディング、語彙、TOEFL ITPテスト対策力  |               |
| 学習時間    | 45~60分/レッスン  | 2分/各動画        |
| 総学習時間   | 約22.5~30時間   | 約30分 (2分×15本) |
| 標準学習時間  | 6~12か月   |               |
| 修了証     | 有 (修了基準を満たすとダウンロード可能)  |               |
| 対応デバイス  | PC/タブレットPC/スマートフォン   |               |
| PC動作環境  | <ul style="list-style-type: none"> <li>■ブラウザ Microsoft Edge、Internet Explorer 11、Google Chrome、Firefox、Safari, すべて最新版</li> <li>■OS Windows 7/8.1/10、Mac OS X 10.6以降</li> </ul> ※最新の動作環境はこちら☞ <a href="http://re.reallyenglish.com/help/system_requirements">http://re.reallyenglish.com/help/system_requirements</a> |               |

※本コースは現在開発中のため、予告なく内容や発売日が変更される場合がございます。

開発中のコースを一部体験いただけます！

以下のQRコードから是非お試しください！



リーディング  
※アニメーション付



リスニング



ビデオ

ご質問等ございましたら、お気軽にお申し付け下さい。

- TEL 03-3238-1630
- e-mail [contact-japan@reallyenglish.com](mailto:contact-japan@reallyenglish.com)
- 担当 林、大竹、栗林