加英語検定



TEST OF ENGLISH ADVANCED

FOR ELEMENTARY

SCHOOL TEACHERS

<u>必 ず お 読 み く だ さ い</u>

指示があるまで、この問題冊子を開いてはいけません。解答は、指定の解答用紙に記入してください。

注 意 事

頂

検定終了後、検定問題は各自お持ち帰りください。

- 採点結果は、メールにて「結果証明(通知)書」として送付され、郵送はありません。
- 「結果証明書」が合格証明書となります。
- 採点結果に関する問い合わせは一切お答えできません。
 - * 団体受検の場合は取扱が異なりますので、団体責任者を通して当協会へお問い合わせください。

禁止事項

- 検定運営の妨害行為、または他の受検者へ迷惑となる行為。(騒音・暴力行為・器物破損など)
- 不正な行為があった場合は、答案は無効となり、今後当協会が主催する検定の受検資格の剥奪します。
- 検定終了前に試験教室等から問題用紙を持ち出し、または問題内容を漏えいする行為
- 許可なく検定問題を他者に有償・無償共に譲渡する行為。
- 問題の複製、転用を禁じます。方法の如何を問わず、他者に漏洩することを禁じます。

マークシートの塗り方





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Language

団 体 名

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揚



LISTENING SECTION

- Listening Section は、Part 1 とPart 2 にわかれています。
- Conversation とLecture の放送回数は 1 回のみとなります。
- Listening Section 中はメモを取っても構いません。
- Listening Section終了の合図があります。
- 続いてReadigとWriting Sectionを実施致します。

Listening Progression

Title

ı

40 seconds to review

the questions and options

 \downarrow

Conversation or Lecture

1

Select an answer to each question

within 15 seconds

1

Go back to the beginning

<u>Listening Section Part 1</u>

Conversation 1

Question 1~3

Conversation 2

Question 4~8

<u>Listening Section Part 2</u>

Lecture 1

Question 9~14

Lecture 2

Question 15~20

LISTENING SECTION PART 1

CONVERSATION 1

Questions 1 ~ 3

- Q1. What is Jamie's suggestion for building stamina?
 - 1. Lifting heavy weights
 - 2. Walking or cycling to campus
 - 3. Attending pilates classes daily
 - 4. Drinking protein shakes
- Q2. Which exercise did Jamie NOT mention as a bodyweight exercise?
 - 1. Push-ups
 - 2. Squats
 - 3. Planks
 - 4. Deadlifts
- Q3. Which fitness class did Alex express interest in attending with Jamie?
 - 1. Weightlifting
 - 2. Aerobics
 - 3. Pilates
 - 4. Yoga

LISTENING SECTION PART 1

CONVERSATION 2

Questions 4 ~ 8

- Q4. According to the discussion, which factor is NOT highlighted as influencing educational outcomes?
 - 1. Motivation
 - 2. Learning styles
 - 3. Prior knowledge
 - 4. School choice
- Q5. What misconception regarding learning styles was addressed during the discussion?
 - 1. Most people only have one strict learning style.
 - 2. Visual learning is the most effective form of learning.
 - 3. Auditory learners can't benefit from visual materials.
 - 4. Kinaesthetic learners learn exclusively through physical actions.
- Q6. Which of the following statements about socio-economic background and its influence on education was NOT mentioned in the discussion?
 - 1. It can limit or enhance one's educational opportunities.
 - 2. Only monetary factors are considered in socio-economic backgrounds.
 - 3. Cultural and social capital can influence educational attitudes.
 - 4. Expectations can be influenced by one's socio-economic background.
- Q7. In the context of the discussion, which personality trait from the Big Five is linked to better academic performance?
 - 1. Extraversion
 - 2. Neuroticism
 - 3. Openness
 - 4. Conscientiousness
- Q8. Regarding gender differences in education, what lingering misconception was mentioned?
 - 1. Boys are more inclined towards sports.
 - 2. Girls generally outperform boys in all subjects.
 - 3. Boys are naturally better at math than girls.
 - 4. Gender doesn't influence educational outcomes at all.



LISTENING SECTION PART 2

LECTURE 1

Questions 9 ~ 14

- Q9. What cultural principles historically influence the Japanese education system's approach to learning and classroom dynamics?
 - 1. Socratic principles focused on individualism.
 - 2. Principles based on democratic ideals and freedom of expression.
 - 3. Confucian principles emphasizing harmony and respect for authority.
 - 4. Buddhist principles encouraging self-discovery and meditation.
- Q10. How has the structure of the Japanese education system traditionally affected the development of students' analytical skills?
 - 1. By encouraging independent research and debate.
 - 2. By prioritizing rote learning and memorization.
 - 3. By emphasizing practical application over theoretical knowledge.
 - 4. By integrating technology in every aspect of learning.
- Q11. Which educational approach contrasts with the traditional Japanese system by integrating activities that nurture critical thinking?
 - 1. The Montessori method which focuses on self-directed activity.
 - 2. The Waldorf education which emphasizes imagination in learning.
 - 3. Western paradigms that utilize Socratic methods and research-based inquiry.
 - 4. The Finnish system which minimizes standardized testing.
- Q12. Why might the lack of emphasis on critical thinking in Japanese education be a concern in global settings?
 - 1. Because it may place Japanese students at a disadvantage in innovation and problem-solving
 - 2. Because it undermines the ability to perform well in academic tests.
 - 3. Because it leads to a lack of technical skills in scientific subjects.
 - 4. Because it causes a decline in traditional arts and crafts.

LISTENING SECTION PART 2

LECTURE 1

Questions 9 ~ 14

- Q13. What does the 'Super Global High Schools' program aim to introduce into the Japanese educational system?
 - 1. More rigorous physical education programs.
 - 2. Greater emphasis on traditional Japanese cultural studies.
 - 3. A shift towards complete autonomy in student learning.
 - 4. Enhanced global perspectives and critical thinking.
- Q14. In the lecture, the readiness of Japan's education system to change is portrayed as:
 - 1. Unnecessary, as the current system meets global standards.
 - 2. Imminent, given the recognition of the need for reform.
 - 3. Unlikely, due to resistance from educational authorities
 - 4. Complete, with all traditional methods already replaced.

LECTURE 2

Questions 15 ~ 20

- Q15. What are the primary features of Japan's conventional education system?
 - 1. Flexible curriculum based on student choice
 - 2. Structured environment with an emphasis on academic achievement
 - 3. Focus on outdoor and nature-based learning experiences
 - 4. Individualized grading systems without exams
- Q16. What is a key focus of "Free Schools" or "Democratic Schools" in Japan?
 - 1. Strict adherence to standardized testing
 - 2. Rigid curriculum based on academic subjects
 - 3. Traditional teacher-centered instruction
 - 4. Interpersonal development and social skills

Continue to the next page



LISTENING SECTION PART 2

Continued from the previous page

LECTURE 2

Questions 15 ~ 20

- Q17. In the Montessori method as practiced in Japan, teachers are mainly seen as:
 - 1. Disciplinarians
 - 2. Lecturers
 - 3. Guides
 - 4. Evaluators
- Q18. The Waldorf education system in Japan is known for integrating:
 - 1. Only academic subjects for intellectual growth
 - 2. A strict technology-based curriculum
 - 3. Exclusively outdoor activities
 - 4. Academics, arts, and practical skills in a holistic manner
- Q19. "Jiyu Gakko" translates to "school of the free" and aims to:
 - 1. Prepare students for university entrance exams
 - 2. Create a learning environment free from grading and exams
 - 3. Implement a traditional Japanese curriculum
 - 4. Emphasize learning foreign languages
- Q20. "Satoyama education" values which of the following?
 - 1. Learning from nature and outdoor experiences
 - 2. Competing in international academic competitions
 - 3. Focusing solely on science and technology
 - 4. Maintaining a classroom-only education approach



READING & WRITING SECTION

- Reading & Writing Section は 60 分間で実施します。
- Reading Section はQuestion 21~60まであります。
- Writing Section はWriting A と Writing B があります。
- Writing は専用紙に回答してください。
- 残り時間が 30 分のアナウンスより退室が可能です。



A D V A N C E D L E V E L

READING SECTION

${\sf V}$ ocabulary

	Choose t	the best word or		<u>ete each item.</u>								
Q21.	To address the ach	ievement gap, the di	cions 21 ~ 35 istrict initiated a	program focused on								
	1. punitive	2. presumptive	3. progressive	4. prototypical								
Q22.	. In an effort to promote equity, the department is considering a review of its disciplinary procedures and policies.											
	1. imprudent	2. complementary	3. guarded	4. comprehensive								
Q23.	In many parts of the world, people use rice as a central rather than a part of their daily diets.											
	1. pivotal	2. ritualistic	3. salient	4. supplementary								
Q24.	The educational ps students' social ski	re activities to improve										
	1. kinetic	2. sedentary	3. collaborative	4. solitary								
Q25. To accommodate all learning styles, educators must develop instruction in strategies.												
	1. multifaceted 2. monolithic		3. unilateral	4. static								
Q26.	The old library had whisper the stories		$_{-}$ quality to it, as if t	the books it housed could								
	1. transitory	2. ethereal	3. tangible	4. material								
Q27.	Many educators ar their interests mor		learning, whic	ch allows students to explore								
	1. prescriptive	2. restricted	3. autonomous	4. synchronous								
Q28.		ey's during the prosecution's name		mendable, often highlighting								
	1. tenacity	2. audacity	3. veracity	4. dishonesty								

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READING SECTION

V ocabulary

<u>Cho</u>	oose the best word o	r phrase to coi	mplete each item.					
	Que	stions 21 ~ 35						
Student 1: Student 2:	"Maybe you should choo	t with you personally;						
1. conflicts	2. resonates	3. collides	4. corresponds					
230. Teacher: "Next semester, we will into the study of linguistic restriction of the study of linguistic restriction of the study of linguistic restriction." "That sounds fascinating; I've always wondered how language in thought."								
1. diverge	2. dissolve	3. delve	4. dispatch					
Teacher:			and to the point. Unnecessary					
Student:	8		ocused."					
1. abundant	2. protracted	3. pertinent	4. arrogant					
Carlos: We've been at this for hours and still no solution. Tamara: Maybe we should and tackle it with fresh eyes in the morning.								
_								
During the workshop, teachers were reminded of the importance of feedback to support student growth.								
1. constructi	ive 2. dismissive	3. belated	4. tangential					
4. Scientists require observable data, not, to support a hypothesis; sound science is grounded inresults rather than speculation.								
			2. intuition ··· fiscal 4. conjecture ··· empirical					
Hoping tothe dispute, negotiators proposed a compromise that they felt would beto both labor and management.								
		2. end… 4. resolv	divisive e…acceptable					
	Student 1: Student 2: 1. conflicts Teacher: Student: 1. diverge Teacher: Student: 1. abundant Carlos: Tamara: 1. give it a sl 3. cross that During the v to support si 1. constructi Scientists regrounded in 1. experiment 3. bombast of the poor to bot 1. enforce	Student 1: "I'm struggling to find a "Maybe you should choos it could make your research." 1. conflicts	it could make your research more passion 1. conflicts 2. resonates 3. collides Teacher: "Next semester, we will into the Student: "That sounds fascinating: I've always wone thought." 1. diverge 2. dissolve 3. delve Teacher: "Please ensure your essays are verbosity will not be rewarded." Student: "Understood, I'll keep them concise and for the student of t					

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READING SECTION

P ARAGRAPH O RDERING

Plac	e the	sentences	in the correct	t order to make a	complete logical paragra	<u>ph.</u>					
			Q	uestions 36 ~ 40							
Q36.	a)	Quantum computers, on the other hand, operate on quantum bits or qubits, which can exist in multiple states simultaneously.									
	b)	This potential enables quantum computers to process a vast number of possibilities all at once.									
	c)	Traditional computers use binary code, which consists of bits that are either a zero or a one, to perform tasks.									
	d)	The advent of quantum computing promises to revolutionize the field by tackling problems that are currently beyond our reach.									
	1. a-b-	-c-d	2. c-a-b-d	3. d-a-c-b	4. c-a-d-b						
Q37.	a)	This is especially true in areas like artificial intelligence, where the pace of change is rapid and the ethical considerations are complex and far-reaching.									
	b)	In the realm of technology, the need for interdisciplinary approaches has never been greater.									
	c)	Experts from philosophy, law, computer science, and sociology must come together to guide the development of new technologies.									
	d)	Only through such collaboration can we hope to address the societal challenges that these new technologies present.									
	1. a-b-	-c-d	2. c-a-b-d	3. b-c-d-a	4. c-a-d-b						
Q38.	a)	The concept of a well-rounded education extends beyond the traditional focus on mathematics and language arts.									
	b)	This holistic approach not only benefits the academic side but also supports the social and emotional well-being of students									
	c)	For instance, integrating arts and physical education can lead to a more engaged learning experience.									
	d)	By encouraging a variety of subjects in the curriculum, schools help students develop multiple intelligences.									
	1. a-d-	-c-b	2. c-a-b-d	3. d-a-c-a	4. c-a-d-b						



A DVANCE D

READING SECTION

PARAGRAPH ORDERING

Place t	he	sentence	s in	the	correct	order	to	make	a	complete	logical	par	agr	aph.
	Place the sentences in the correct order to make a complete logical paragraph Questions $36\sim40$									•				

- Q39. a) Meanwhile, classical music emphasizes structured composition, intricate harmonies, and the skillful play of orchestral instruments.
 - b) Comparatively, jazz is characterized by its improvisational style, syncopated rhythms, and the blending of different musical traditions.
 - c) Exploring the differences between jazz and classical music reveals two distinct worlds within the same artistic realm.
 - d) Despite these differences, both genres share a commitment to musical excellence and have profoundly influenced each other over the years.
 - 1. a-b-c-d 2. c-a-b-d 3. d-a-c-b 4. c-b-a-d
- Q40. a) Such actions are not just a response to external pressures but a commitment to s ustainable and ethical business practices.
 - b) The push for corporate social responsibility (CSR) in the 21st century has led many companies to overhaul their strategies.
 - c) This includes investing in renewable energy, fair labor practices, and community development initiatives.
 - d) Companies are now regularly evaluated on a range of non-financial metrics, such as their environmental impact and how they treat their employees.
 - 1. a-b-c-d 2. c-a-b-d 3. b-d-c-a 4. c-a-d-b



A D V A N C E D LEVEL

READING SECTION

ASSAGE

Read the following passages and choose the best answer.

Questions 41 ~ 42

In between school days, we gathered hazelnuts, fished, had long deer-hunting weekends, went to powwows, beaded on looms, and made quilts. I did not question the necessity or value of our school education, but somehow, I grew up knowing it wasn't the only education I would need. I'm thankful for those experiences of my Anishinaabe heritage, because now I know by heart not only the national anthem, but the ancient song of the loon. I recognize not only the alphabet and the parts of an English sentence, but the intricate language of a beaver's teeth and tail.

- Q41. The main idea of the passage is that the author
 - 1. preferred certain academic subjects over others
 - 2. succeeded in learning to speak many foreign languages
 - 3. valued knowledge of the natural world more than book learning
 - 4. learned many important things both in and out of school
- Q42. The author's overall tone in this passage is best described as one of
 - 1. frustration
- 2. appreciation
- 3. curiosity
- 4. uncertainty

Questions 43 ~ 44

Daily life is overflowing with mundane mental events. A paper clip gleams amid stacks of documents, a friend's face shines like a beacon out of a crowd, the smell of freshly baked bread evokes childhood memories - thoughts and perceptions such as these flow by with monotonous ease.

So it seems, anyway. Yet given what scientists know about how brains work, even the ability to perceive a paper clip on a messy desk represents an extraordinary and mysterious achievement.

- Q43. In the first paragraph, the author indirectly compares our experience of sensory impressions to
 - 1. an emotional roller coaster

2. an unobstructed stream

3. a repeated image

- 4. a nostalgic reminiscence
- Q44. The primary purpose of the passage is to
 - 1. celebrate life's mundane but gratifying pleasures
 - 2. convey the overwhelming confusion of every-day life
 - 3. suggest the complexity of perceptual processes.
 - 4. explore the biological implications of a person's decisions.



READING SECTION

PASSAGE

Read the following passages and choose the best answer.

Questions 45 ~ 51

Rethinking Assessment:

The Shift from Traditional to Progressive Evaluation in Education

Amidst the educational reform movement, a paradigmatic shift is emerging in the domain of student assessment. Traditional assessment methods, primarily standardized testing, have long been the cornerstone of educational evaluation, measuring students' retention and application of knowledge within a constrained set of parameters. However, this conventional approach has come under scrutiny for its propensity to foster a restrictive educational atmosphere where the acquisition of rote knowledge eclipses critical thinking and creativity.

Progressive educators advocate for a more holistic approach to assessment, emphasizing formative evaluations that prioritize student growth over summative outcomes. This shift acknowledges the multifaceted nature of intelligence and learning, fostering environments where students are evaluated on a broader spectrum of skills, including collaboration, problem-solving, and adaptability.

Moreover, the rigid benchmarks of traditional assessments are often culturally biased, inadvertently marginalizing students from diverse backgrounds. Progressive assessment practices seek to rectify this by implementing culturally responsive pedagogies that recognize and celebrate a plurality of student experiences and perspectives. The implementation of such practices, however, is not without its challenges. Institutional inertia and standardized test-based accountability systems pose significant barriers to widespread adoption of progressive evaluation methods.

Amid the flux of educational theories and methodologies, the essence of assessment as a tool for enhancement of learning remains unequivocal. Nonetheless, the discord between traditional and progressive assessment philosophies continues to be a focal point of debate among educators, policymakers, and academicians, who must balance the scales of educational equity, practicality, and the diverse needs of the 21st-century learner.

- $\,Q45.\,$ The passage suggests that traditional assessment methods:
 - 1. Encourage a broad spectrum of skills.
 - 2. Focus on rote knowledge and specific parameters.
 - 3. Are free from cultural biases.
 - 4. Prioritize student growth and development.
- Q46. Progressive educators prefer assessment methods that:
 - 1. Uphold the primacy of standardized testing.
 - 2. Value summative outcomes over individual progress.
 - 3. Emphasize the development of a range of skills.
 - 4. Reinforce conventional teaching methodologies.

Continue to the next page `



READING SECTION

PASSAGE

Continued from the previous page

Questions 45 ~ 51

- Q47. Which of the following best describes the challenges of implementing progressive assessment practices?
 - 1. The consistent support from educational institutions.
 - 2. The absence of any significant barriers.
 - 3. Resistance from existing educational structures.
 - 4. Lack of debate among educational professionals.
- Q48. Culturally responsive pedagogies in assessment aim to:
 - 1. Maintain traditional benchmarks for all students.
 - 2. Celebrate and integrate diverse student backgrounds.
 - 3. Standardize student experiences across the board.
 - 4. Focus solely on individual student experiences.
- Q49. According to the passage, what remains clear despite the debates surrounding assessment methods?
 - 1. The superiority of traditional assessments.
 - 2. The ease of adopting new educational theories.
 - 3. The fundamental purpose of assessment in learning.
 - 4. The uniform agreement on assessment philosophies.
- Q50. The term "paradigmatic shift" in the context of this passage refers to:
 - 1. A minor change in teaching styles.
 - 2. A fundamental change in beliefs about assessment.
 - 3. A return to traditional methods of evaluation.
 - 4. A shift in student learning preferences.
- Q51. What tone does the author primarily use throughout the passage?
 - 1. Sceptical and disapproving
 - 2. Objective and analytical
 - 3. Indifferent and uninterested
 - 4. Biased and persuasive



A D V A N C E D L E V E L

READING SECTION

PASSAGE

Read the following passages and choose the best answer.

Questions 52 ~ 60

This passage, from a short story published in 1978, describes a visit to a planetarium, a building in which images of stars, planets, and other astronomical phenomena are projected onto a domed ceiling.

Inside, we sat on wonderfully comfortable seats that were tilted back so that you lay in a sort of a hammock, attention directed to the bowl of the ceiling, which soon turned dark blue, with a faint rim of light around the edge. There was some splendid, commanding music. Q53The adults all around were shushing the children, trying to make them stop crackling their potato chip bags. Then a man's voice, an eloquent professional voice, began to speak slowly, out of the walls. The voice reminded me a little of the way radio announcers used to introduce a piece of classical music or describe the Q54progress of the Royal Family to Westminster Abbey on one of their royal occasions. There was a faint echo-chamber effect.

The dark ceiling was filled with stars. They came out not all at once but one after another, the way stars really do come out at night, though more quickly. The Milky Way galaxy appeared, was moving closer; stars swam into brilliance and kept on going, disappearing beyond the edges of the sky-screen or behind my head. While the flow of light continued, the voice presented the stunning facts. From a few light-years away, it announced, the Sun appears as a bright star, and the planets are not visible. From a few dozen light-years away, the Sun is not visible, either, to the naked eye. And that distance - a few dozen light-years - is only about a thousandth part of the distance from the Sun to the center of our galaxy, one galaxy, which itself contains about two hundred billion stars. And is, in turn, one of millions, perhaps billions, of galaxies. Innu - merable repetitions, innumerable variations. All this rolled past my head, too, like balls of lightning.

Now realism was abandoned, for familiar artifice.

A model of the solar system was spinning away in its ele- gant style. A bright bug took off from the Earth, heading for Jupiter. I set my Q56 dodging and shrinking mind sternly to recording facts. The mass of Jupiter two and a half times that of all the other planets put together. The Great Red Spot. The thirteen moons. Past Jupiter, a glance at the eccentric orbit of Pluto, the icy rings of Saturn. Back to Earth and moving in to hot and dazzling Venus. Atmo- spheric pressure ninety times ours. Q57 Moonless Mercury rotating three times while circling the Sun twice; an odd arrangement, not as satisfying as what they used to tell us - that it rotated once as it circled the Sun. No perpetual darkness after all. Why did they give out such confident information, only to announce later that it was quite wrong? Finally, the picture already familiar from magazines: the red soil of Mars, the blooming pink sky.

Continue to the next page	•
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READING SECTION

PASSAGE

Continued from the previous page

Read the following passages and choose the best answer.

Questions 52 ~ 60

When the show was over I sat in my seat while children clambered over me, making no comments on anything they had just seen or heard. They were pestering their keepers for eatables and further entertainments. An effort had been made to get their attention, to take it away from canned drinks and potato chips and \$\frac{Q58}{fix}\$ it on various knowns and unknowns and \$\frac{Q59}{horrible immensities}\$, and it seemed to have failed. A good thing, too, I thought. Children have a natural immunity, most of them, and it shouldn't be tampered with. As for the adults who would deplore it, the ones who pro-moted this show, weren't they immune themselves to the extent that they could put in the \$\frac{Q60}{2}\$echo-chamber effects, the music, the solemnity, simulating the awe that they supposed they ought to feel? Awe - what was that sup-posed to be? A fit of the shivers when you looked out the window? Once you knew what it was, you wouldn't be courting it.

- Q52. Which best describes the overall structure of the passage?
 - 1. Narrative description followed by commentary
 - 2. Reminiscence followed by present-day application
 - 3. An account of a problem followed by a suggested solution
 - 4. A generalization followed by specific examples
- Q53. " $\underline{\text{The adults} \dots \text{bags}}$ " primarily illustrate the children's feelings of
 - 1. helplessness
 - 2. restlessness
 - 3. awe
 - 4. anticipation
- Q54. "progress" most nearly means
 - 1. evolution
 - 2. improvement
 - 3. promotion
 - 4. advance
- Q55. The first paragraph of the passage establishes a mood of
 - 1. jaded dismissal
 - 2. nervous apprehension
 - 3. dramatic anticipation
 - 4. initial concern

Continue to the next page



A D V A N C E D LEVEL

READING SECTION

ASSAGE

Continued from the previous page

Questions 52 ~ 60

- Q56. The words "dodging and shrinking" primarily suggest that the narrator was
 - 1. somewhat bothered by the children in the audience
 - 2. initially overwhelmed by the information being presented
 - 3. unable to admit to some troubling feelings about astronomy
 - 4. refusing to acknowledge the implications of space travel
- Q57. "Moonless...Sun", the narrator's comment about the "arrangement" demonstrates a preference for
 - 1. irony
 - 2. inventiveness
 - 3. symmetry
 - 4. ornamentation
- Q58. "<u>fix</u>" most nearly means
 - 1. focus
 - 2. repair
 - 3. decide
 - 4. influence
- Q59. The phrase "horrible immensities" primarily indicates
 - 1. exaggerated information
 - 2. unforeseen events
 - 3. controversial debates
 - 4. incomprehensible realities
- Q60. The narrator suggests that the "echo-chamber effects, the music, the solemnity" are evidence that
 - 1. most adults have feelings of great appreciation of the universe
 - 2. most adults would rather not attend planetarium shows
 - 3. contemporary scientists have an inflated view of the importance of their work
 - 4. the show's promoters do not fully appreciate the true nature of the universe



Writing Section

Answer the question in 40-50 words.

Your response will be evaluated based on your ability to address the situation, the flow of the structure indicating your understanding of the main points of the dialogue. Additionally, grammar usage and excessive wording will be taken into consideration.

Writing A

What are 2 possible reasons students get bored in class? How can teachers solve this problem?

Writing B

A new foreign student in your elementary school grade 2 class told you that no one wants to talk to her. She cannot make new friends. As the home room teacher, what specific things can you do to help her?