

教職英語検定

実践

ADVANCED TEST OF ENGLISH
FOR ELEMENTARY
SCHOOL TEACHERS
LEVEL 小学校担当用

SAMPLE
ADVANCED
TEST

必ずお読みください

注意事項

- 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。
 - 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



悪い例のようなケースは正しく認識されない場合がございます。

正常に読み取れない場合は採点に反映されません。



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

R E A D I N G S E C T I O N

P A R A G R A P H O R D E R I N G

□ Place the sentences in the correct order to make a complete logical paragraph. □

Questions 36 ~ 40

- 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 sustainable 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
L E V E L

R E A D I N G S E C T I O N

P A S S A G E

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.

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

R E A D I N G S E C T I O N

P A S S A G E

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. ^{Q53}The 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 ^{Q54}progress 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. Innumerable 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 elegant 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. Atmospheric 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.

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

R E A D I N G S E C T I O N

P A S S A G E

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 ^{Q58}fix it on various knowns and unknowns and ^{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 promoted this show, weren't they immune themselves to the extent that they could put in the ^{Q60}echo-chamber effects, the music, the solemnity, simulating the awe that they supposed they ought to feel? Awe - what was that supposed 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. “The adults . . . 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

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