

Overall Level of Questions:

10% CEFR A1 (Eiken Grade Pre-2)

50% CEFR A2 (Eiken Grade 2)

40% CEFR B1 (Eiken Grade Pre-1)

CEFR (Common European Framework of Reference for Languages):

An international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

(20%) Grammar and Vocabulary

This assessment will largely consist of questions which assess the students' comprehension of grammatical accuracy. This is largely made with a CEFR A1 - B1 level of multiple choice questions with a definitive answer, based on the accuracy of the vocabulary which completes or answers the question.

Example Questions

- The leader () the team into five small groups so they could discuss their ideas for each project.
A. divided | B. struggled | C. melted | D. flowed
- John worried that the () between the two girls would create a bad atmosphere at the party.
A. conflict | B. announce | C. degree | D. apologize
- There were many () in her plan, so her presentation was generally considered as unsuccessful.
A. flaws | B. peasants | C. liberations | D. commemorations

(20%) Reading (one text with two sections; basic reading comprehension and intuitive reading comprehension)

This assessment will test the students' aptitude for reading on two levels; the ability to comprehend the contents of the passage itself on a grammatical and step by step basis, as well as the ability to comprehend the underlying message that the author is trying to convey. This section is also given in multiple choice answers with a text level of CEFR A2. Although the text will be given at an A2 level, the intuitive comprehension questions will be given at a B1 level.

Example Questions

Diapers(※1) added to roads 'doubles life of surfaces'

The project is being **piloted** in Wales, and it could mean people will ultimately throw fewer diapers into landfills. An experiment which used the fiber from diapers, when added to bitumen, managed to glue together asphalt road surfaces. After news of the success of this, the Welsh government went back to the project with £180,000 funding, and advised the officials in Ceredigion to replace a stretch of the roads between Aberystwyth and Cardigan in Ceredigion with the diaper formula. The Welsh government now expects this research to offer a solution to the diaper waste problem, with about 140 million disposable diapers tossed in the garbage annually in Wales. Here is a (2) to improving the quality of our infrastructure that doesn't require the public to pay more for taxes. The process is an initiative between Cheshire-based Pura, which describes itself as an "eco-friendly baby care business", and recycling company NappiCycle, of Ammanford, Carmarthenshire.

Rob Poyer, a director of NappiCycle, proposed that all governments improve their roads with little cost. He said: "So we've developed this fiber, which replaces a fiber which otherwise would have been imported into the UK. It even looked the same, you can't tell it apart from the original. So we can produce a low carbon fiber with some better elements to it, to give a stronger, better road." Of course many people that heard of this development began to complain to Poyer's company about the possible smell. The company offered an explanation that the roads infused with used diapers smell of only roads, and nothing worse.

(※1 Diapers = オムツ)

Reading Comprehension

Please choose the most accurate answer.

- The word "**piloted**" in the first paragraph is closest in meaning to...



A. managed B. cancelled C. relieved D. purchased

2. Which word best completes the sentence?

A. solution B. issue C. instant D. belief

3. Why did people complain to Poyer's company?

- A. They were worried about how the road would smell.
- B. They were angry about the lies which Poyer told them.
- C. The roads were infused with newly made diapers.
- D. The company describes it as an eco-friendly baby care business.

Reading Intuition

Please write your answers in one full sentence.

- 1. What does the title suggest about Diapers?
- 2. Why would the people probably accept Poyer's explanation after complaining?
- 3. Why would this article have a connection to the Sustainable Development Goal, "Industry, Innovation and Infrastructure"?

(20%) Listening (two passages; basic content comprehension and intuitive contextual understanding)

As above, this assessment will test the students' ability to comprehend news reports; one which tests for basic content comprehension (CEFR A2) and intuitive comprehension based on the context of the world as an ongoing report (CEFR B1). The former is in multiple choice, whereas the latter will require a short written answer.

Example Questions (A2, but easier than the previous reading text)

Please listen to the following news story. It will only be played twice. You may take notes on your exam booklet.



Good evening. Here is our top news story for tonight. The leader of Nigeria* has asked the British Museum to return ancient Nigerian items. A long time ago British people found these objects in Nigeria and took them to the UK to put in the museum. Recently, Nigerian people have been angry about this and they want the items back. Some employees of this museum want to help them, but the owners do not.

A museum in the United States called the Smithsonian did this earlier this year. They returned other items to Nigeria. A museum in Germany did the same thing. Lai Mohammed, a Nigerian scholar, said that this was a good move that could create partnerships with those two countries. Nigeria, the United States, and Germany have a good relationship now and cooperate with each other. Lai wants the UK to join this group and make a strong partnership.

The UK's law says that they can keep the items. Lai is not happy about this. Lai said that "This is not a law problem. This is a problem about doing the right thing. The UK owes Nigeria these items." Lai believes these items are very important for Nigerian people. Nigerians will appreciate them and feel confidence for their country. This can't happen if their items are in museums around the world because many Nigerians cannot afford to travel.

These days more and more museums are returning items they found in other countries to their original owners. In history there are many examples of people obtaining items from other countries. It wasn't fair, and today people want to fix the mistakes of their ancestors. There are many campaigns asking museums around the world to give their items back to many countries. Their reasons were simple; it's the right thing to do.

Listening Comprehension

Please choose the most accurate answer.

- 4. Why did the leader of Nigeria ask the British Museum to return ancient Nigerian items?
 - A. These items were taken from Nigeria
 - B. The British Museum did not pay Nigeria enough money.
 - C. These items were given to a museum in Germany.
 - D. The Smithsonian was stolen from the leader of Nigeria.

- 5. Who is Lai Mohammad?
 - A. He is a Nigerian scholar
 - B. He is an employee at the British Museum
 - C. He is a Nigerian leader.
 - D. He is the reporter of this news story.

- 6. Why does the UK believe they can keep these items?

- A. The law in the UK says they can.
- B. The leader of Nigeria has allowed it.
- C. The Smithsonian has done the same.
- D. All countries are keeping ancient treasures.

Listening Intuition

Please write your answers in one full sentence.

- 4. What is this news story about?
- 5. What is the overall message that the author wants to say about treasures in museums?
- 6. Why would this article have a connection to the Sustainable Development Goal, "Partnerships for the Goals"?

(20%) Writing

Students will be given an open ended question based on a news event which has happened in the world in the last year, and asked for their opinion as to how to approach a solution. The question itself will be given at a CEFR A1 level, as an open ended question for all CEFR levels to approach at their personal ability. Students will be asked to write two paragraphs; one summarizing the problem and the other which proposes a solution to the problem. Students will be assessed on length, skill and accuracy, graded by a member of the native team.

Example Questions (A1-C2)

Please write two paragraphs about the following topic. Your first paragraph should summarize the problem, while your second paragraph should give a realistic solution. Your explanation should have proper reasons for why the problem occurred, and your solution should be written in detail. You can only write in the space given.

Why are people in Japan having less children than before? What can we do about it?

(20%) Speaking (estimated 3 - 5 minutes depending on the level of the speaker)

This speaking section will double as an English interview which parallels the Japanese Background Interview below, as well as an assessment of the students' natural communicative ability to speak in English. Students will be asked three open-ended questions which require knowledge and experience to answer. The three questions will be given with the theme of humanity (人間力), global mindset (グローバル力) and academia (学習力). Time pending, these questions may have additional questions, depending on the depth and ability shown in the previous question. The answers to these questions will be recorded as information to assess the students' future class (Honors or Liberal Arts), as well as establish a groundwork of information for the school to be aware of prior to the new academic year. In addition, students will also be asked about their current Eiken level and their intended course (Honors or Liberal Arts).

Example Questions (A1-C2)

Humanity: What is your greatest skill? Why?

Global Mindset: How will you change the world?

Academics: Which class subject is the biggest challenge in your school?

Each question will be recorded as via a check box for the students' aptitude to properly answer the questions.

S (Beyond expectations) A (Able to state opinions, give a reason and example and summarize)

B (Gave an opinion and a reason) C (Only gave an opinion, or vague) D (Unable to produce any answers)

continued...

Background Interview Exam (Japanese)

Similar to the English Speaking Exam, students will be asked in-depth questions about their ambitions, as well as their proficiency with news. Again, these three questions will be based on Humanity, Global Mindset and Academics. These questions will reflect an Oxford style of questions, with a current event perspective.

Example Questions

Humanity: Would you consider yourself successful?

Global Mindset: Describe a current world issue with an SDGs perspective.

Academics: How did the war in the Ukraine begin and how do you imagine it will end?

Although these questions are essentially subjective in nature, just as in the English Speaking exam, the applicants will be graded objectively on their ability to answer the questions as outlined above.