

Atsueigo

Distinction Reading Pack

Strategies + Integrated skills training

 FREEBIE

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● HOW TO USE DISTINCTION READING PACK

使い方

Distinction Reading Pack の世界へようこそ。Distinction Reading Pack は、リーディング力を鍛えるプロセスを通して、文構造や表現、そして効果的な英語学習法の理解も同時にグッと深めることができる、総合的な英語学習パッケージです。

本コースには以下が含まれています。

- Atsueigo オリジナルリーディングコンテンツ
- 理解度チェッククイズ&解答
- オリジナル読み上げ音声

オリジナルリーディングコンテンツについて

オリジナルリーディングコンテンツには書籍 Distinction シリーズに含まれる語彙をたっぷり収録することで、Distinction ユーザーが覚えたフレーズをより実践的なレベルにまで昇華できるように設計しています。「話すための英語」だけでなく、「読む・書くための英語」としてもDistinctionの表現は確かな力になります。ぜひ皆さんのリーディング学習にお役立てください。

▶ STEP 1：制限時間を測ってパッセージを読む

まずは制限時間を設定し、その時間内でパッセージを読み、その後用意されている問題を解きましょう。スキミングなどのテクニックに頼るのではなく、一文一文しっかり理解しながら読み進めるのがおすすめです。問題を解く際は、解答の選択肢は読まずに、まずは問題文だけを確認します。その後パッセージを読み、答えが出たら解答へ進むという流れが理想です。

▶ STEP 2：答え合わせの前に時間無制限で再度パッセージを読む

すぐに答え合わせはせずに、今度は時間無制限でパッセージを再読してください。一文ずつ丁寧に内容を理解しながら読み進めましょう。その際、「自分の解答が間違っていた」と思

う箇所があれば、変更した解答もメモしておきましょう。これにより、読解スピードの問題で取りこぼした問題数を把握できます。

▶ STEP 3：答え合わせをする

STEP1とSTEP2の両方の回答に対して答え合わせを行ってください。STEP2のスコアが、現時点でのあなたの英語力を正確に反映したスコアです。STEP1のスコアは、今後スピードを意識して読むことで向上していきます。STEP1とSTEP2のスコアの差は、トレーニングを積みめば必ず縮まります。

▶ STEP 4：精読&原因分析

パッセージを再度丁寧に読み直し、意味がはっきりしない箇所を洗い出しましょう。理解できなかった箇所について、「なぜわからなかったのか？」を分析します。文構造が原因なのか、語彙の問題なのか。必要であればAIツール（ChatGPTやGeminiなど）に質問するのも効果的です。

そして理解を妨げていた知識はメモして覚えるようにしましょう。「語彙が足りなかったかも」「文が少し長かっただけ」といった曖昧な分析で終わらせず、文法・語彙・構文など、あらゆる観点から原因を細かく特定することが重要です。この細かさが、英語力を本質的に底上げする鍵になります。

読解のコツ

英語は左から右に読むのが大原則です。「emotional events について think backする時に...」といった日本語語順で理解しようとする、文を行ったり来たりしてしまい、理解に時間がかかるだけでなく、誤読の原因にもなります。ネイティブスピーカーは返り読みをせず、左から右へと自然に意味を咀嚼していきます。このリズムで読めるようになることが、英語力の根本的な向上に繋がります。この段階では、辞書を使っても問題ありません。「なんとなくわかる」ではなく、「すべての文がクリアに理解できる」状態を目指しましょう。

▶ STEP 5 : パッセージを見ずにオリジナル音声を聞く

内容理解が定着したら、パッセージを見ずに付属のオリジナル音声を聞いてみましょう。すでに内容を理解したパッセージでも、音声になるとすぐに意味が取れなかったり、聞き取れない箇所が出てくるはずです。そのたびに内容や正しい発音を確認し、聞き取りと意味理解の力を高めていきましょう。

● LEVEL COMPARISON WITH MAJOR ENGLISH TESTS

CEFR	英検	TOEFL iBT	IELTS	TOEIC (L&R)	Distinction Reading Pack
C2			8.5 - 9.0		●TOPIC 5&6 (C1 ~C2レベル)
C1	1級	110 - 120	7.0 - 8.0	945~	
B2	準1級	87 - 109	5.5 - 6.5	785~	●TOPIC 3&4
B1	2級	57 - 86	4.0 - 5.0	550~	●TOPIC 1&2
A2	準2級		3.0	225~	
A1	3級 - 5級		2.0	120~	

*あくまで目安です

Directions:

Read the following passage and select the best answer to each question.

※制限時間 10分

● TOPIC 1: HOW CHILDREN AND ADULTS LEARN ENGLISH DIFFERENTLY

Many people notice that children often pick up English almost without effort, while adults often feel like they have to go the extra mile just to make a little progress. Scientists agree that both groups can achieve fluency, yet their learning paths differ significantly depending on age. Understanding these differences can help each learner leverage their natural strengths and develop better study habits.

Brain research shows that childhood is a time of high “plasticity,” meaning the brain can pick up new sound maps quickly. A 2018 MIT study found learners under age 10 could copy unfamiliar English sounds effortlessly. Essentially, their brains are wired for this kind of language acquisition. But by the teenage years, this ability begins to decline, and the process becomes less automatic. That is why young children often develop more native-like pronunciation.

Adults, however, are not at a complete disadvantage. They bring stronger memory strategies and clear knowledge of how language works. Psychologists call this “metalinguistic awareness.” This high-level understanding allows them to take control of their learning in very practical ways. For example, they can use best practices like spaced-repetition apps or focused shadowing drills to get the ball rolling on consistent progress. That hands-on approach is why they can sleep easy—they know their success is truly up to them.

The two groups even use different parts of the brain. MRI scans show children rely more on the unconscious “procedural” system, while adults activate the conscious “declarative” system that stores facts. This means adults often benefit from explicit explanations—to put it another way, they’re better able to get their head around things like why the third-person “s” is needed. Kids, on the other hand, often tune in to the language naturally just by hearing it again and again in stories and songs.

What does this science suggest? Adults can “borrow” child-like methods by adding large amounts of natural input—cartoons, podcasts, friendly chat—while still using their adult strengths: goal-setting, reflection, and deliberate practice. Children, in

turn, progress faster when, after plenty of exposure, teachers gently help them spot the patterns for themselves. When all's said and done, the learning path differs for everyone. The key is for learners to use their unique strengths. For those who do, the sky's the limit when it comes to achieving confident English use at any age.

● TOPIC 1: QUESTIONS

1. According to the passage, which of the following statements is correct about English learning for children and adults?

- A. Children cannot achieve fluency, but adults can
- B. Children and adults should use the same learning methods
- C. Because learning paths differ by age, each group benefits from different approaches
- D. Adults can naturally acquire English without effort

2. How do many people reportedly feel about learning English, according to the passage?

- A. They feel children pick up English easily, while adults must work harder
- B. Children learn with effort, while adults acquire it naturally
- C. They feel adults can learn English more easily than children
- D. They believe effort has nothing to do with learning English

3. Which of the following best reflects the passage's explanation of neural plasticity?

- A. Neural plasticity is primarily related to vocabulary retention and is unrelated to sound acquisition
- B. Even with reduced plasticity, adults outperform children in mimicking unfamiliar sounds
- C. Heightened plasticity is temporary and has no relevance for phonetic learning after age 10
- D. Children in a phase of heightened plasticity tend to absorb new sounds unconsciously

4. According to the 2018 MIT study, which statement best describes the phonetic acquisition abilities of learners under age 10?

- A. Learners under 10 can develop native-like pronunciation only with systematic phonetic training
- B. Even under age 10, advanced cognitive strategies are required to reproduce English sounds accurately
- C. Learners under age 10 tend to mimic unfamiliar English sounds with little conscious effort.
- D. The MIT study denied any age-related effects, concluding that phonetic acquisition is equally possible at any age

- 5. Which of the following best defines “metalinguistic awareness” as used in the passage?**
- A. An unconscious ability to use words and expressions intuitively in context
 - B. The cognitive ability to objectively analyze language structures and apply them in learning
 - C. A practical learning style that prioritizes meaning over strict grammar rules
 - D. A proactive mindset of using language without fear of mistakes in pronunciation or word order
- 6. According to the passage, what is a characteristic strategy used by adult learners?**
- A. Training with speech recognition AI to boost real-time conversational response
 - B. Structured repetition using self-regulated learning tools such as spaced-repetition apps
 - C. Relying on children’s stories and songs to learn language intuitively
 - D. Building English proficiency from the ground up through long grammar-translation sessions
- 7. In language learning, which brain system do children primarily rely on, according to the text?**
- A. The declarative memory system, which consciously stores facts and learned knowledge
 - B. The emotional system, which integrates memories and experiences based on feelings
 - C. The visual learning system, which uses visual input to associate words with meaning
 - D. The procedural system, which supports unconscious pattern recognition and skill acquisition
- 8. Why are explicit grammar explanations considered effective for adult learners?**
- A. Because the declarative memory system is activated, allowing them to understand rules as theory
 - B. Because adults struggle with logical reasoning, so simple explanations stick better
 - C. Because adults adapt better to gestures and visual cues than to sound or rhythm
 - D. Because learning from songs and stories is more effective than learning intuitively

9. According to the text, which “child-like” learning method should adults incorporate?

- A. Analyzing advanced sentences word-by-word to improve structural understanding
- B. Mastering academic papers and news articles as core learning material
- C. Receiving large amounts of natural input from sources like cartoons, podcasts, and daily conversation
- D. Focusing on memorizing advanced vocabulary using specialized word lists

10. What is the main message the author intends to convey through the entire passage?

- A. Since children learn English faster, adults are at a disadvantage in language acquisition
- B. Language learning is possible at any age, and anyone can succeed with the right methods
- C. Oral reading and shadowing are essential practices for acquiring a new language
- D. To achieve native-like pronunciation, early education is absolutely necessary

Directions:

Read the following passage and select the best answer to each question.

※制限時間 10分

● TOPIC 2: WHY PRONUNCIATION PRACTICE MATTERS

Many learners think vocabulary and grammar are the keys to good English. While vocabulary and grammar matter, they're not the be-all and end-all of good English. Clear pronunciation is just as important. If your pronunciation is muddled, your message won't be crystal-clear, even with perfect grammar. Researchers say that pronunciation affects "intelligibility," the ease with which listeners understand speech—a skill you shouldn't take lightly.

A study from the University of Alberta followed two groups of adult learners for six months. One group stuck to grammar and new words; the other added ten minutes of pronunciation drills each day. In the end-of-course interview, native speakers understood 85 percent of the second group but only 60 percent of the first. It turned out that even a small habit like sound practice can greatly improve communication, clearly indicating that the learners were on the right track.

Pronunciation training also strengthens listening comprehension. Neuroscientists describe this process as a "feedback loop": as learners train their tongue and lips to move in new ways, the brain forms stronger sound maps. These maps become essential building blocks for identifying sounds in spoken English. That is why shadowing—repeating short lines right after a model voice—helps learners raise the standard for their own performance, improving both their speaking and listening skills over time.

Good pronunciation even supports memory. Psycholinguists report that words you can pronounce clearly are easier to store and recall. Learners who master the English /r-l/ contrast, for example, tend to jog their memory more quickly when retrieving words like "right" and "light." This creates a clear-cut distinction between words in your mental dictionary, making recall faster and more reliable.

In short, pronunciation is not an optional extra; it lays the groundwork for your English skills. You can kick-start your practice with simple steps: record yourself, compare with a native model, and focus on one or two tricky sounds a week. By giving attention to pronunciation early, you make every other part of English—listening, speaking, even remembering words—easier. The icing on the cake is that the process also becomes more enjoyable.

● TOPIC 2: QUESTIONS

1. According to the passage, why is pronunciation considered essential?

- A. As long as grammar is correct, poor pronunciation does not affect meaning
- B. Because if listeners cannot recognize your sounds, grammar alone won't convey your message
- C. Because poor pronunciation automatically weakens your vocabulary retention
- D. Because focusing too much on pronunciation interferes with grammar learning

2. What does the word "intelligibility" refer to in the passage?

- A. The grammatical accuracy of a speaker's sentences
- B. The speaker's overall vocabulary range
- C. The ease with which listeners can understand the speaker
- D. The degree to which pronunciation matches native-like accuracy

3. According to the study from the University of Alberta, which statement best summarizes the impact of pronunciation practice?

- A. The group that focused on grammar and vocabulary scored higher on vocabulary tests
- B. The group that practiced pronunciation for over 30 minutes a day showed the most improvement
- C. There was no significant difference in pronunciation comprehension between the groups
- D. The group that practiced pronunciation daily had 85% of their speech understood by native speakers

4. Based on the findings of the study, which of the following is the most appropriate conclusion?

- A. Even brief sound-focused practice can significantly improve practical communication skills
- B. Habit formation has minimal impact on learning efficiency
- C. In adult learning, vocabulary should be prioritized before pronunciation
- D. Understanding by native speakers depends entirely on grammatical ability

5. According to the passage, what does the “feedback loop” refer to in the context of pronunciation training?
- A. A form of repetitive learning where learners replay audio until they catch the sounds
 - B. An AI-based system that automatically corrects mispronounced sounds
 - C. The process where pronunciation training enhances sound recognition by strengthening neural sound maps
 - D. A learning method involving feedback from teachers to adjust one’s study routine
6. According to the passage, why is shadowing considered an effective training method?
- A. Because mimicking audio instantly raises learners’ performance standards, improving both speaking and listening
 - B. Because it helps learners adapt to native-level speed and sound natural in speech
 - C. Because it is the only method that improves both vocabulary and grammar simultaneously
 - D. Because it focuses on pronouncing each word slowly and carefully, increasing accuracy
7. According to the passage, how does clear pronunciation affect memory?
- A. Words that can be pronounced clearly tend to be harder to retain in long-term memory
 - B. The more accurate the pronunciation, the faster and more reliably words can be recalled
 - C. Regardless of pronunciation, visual information is the most reliable memory aid
 - D. No scientific link has been found between pronunciation clarity and memory accuracy
8. What can be inferred from the example of “right” and “light” regarding the /r-l/ contrast?
- A. Distinguishing /r/ and /l/ makes it easier to confuse words with similar meanings
 - B. Once sounds are distinguished, visual cues can better support word recall
 - C. Mastering sound contrasts like /r-l/ enables faster and more accurate recall of similar words
 - D. The /r-l/ distinction is not considered important in the early stages of English learning

9. According to the passage, which of the following is mentioned as an effective first step for pronunciation practice?

- A. Memorizing English song lyrics to improve speaking fluency
- B. Recording weekly conversations with native speakers and comparing them
- C. Focusing on natural conversation without worrying about pronunciation is the most effective approach
- D. Recording your pronunciation, comparing it with a native model, and focusing on 1–2 tricky sounds each week

10. Which of the following best expresses the overall message of the passage?

- A. Pronunciation is a secondary skill to be tackled after gaining basic vocabulary and grammar
- B. Pronunciation is a decorative skill unrelated to actual language acquisition
- C. Pronunciation forms the foundation of English proficiency and supports other areas of learning
- D. Overemphasizing pronunciation may delay progress in grammar and reading

Directions:

Read the following passage and select the best answer to each question.

※制限時間 10分

● TOPIC 3: TURNING STUDY INTO A LASTING HABIT

Many language learners begin with great enthusiasm, yet after a few weeks, the textbook is just collecting dust. Psychologists call this the motivation-decay curve. Fortunately, behavioral science now identifies clear strategies for keeping English practice alive until it becomes second nature.

The first plan of attack is to build a stable cue–routine–reward loop. A 2021 University College London study found that students who tied study time to an existing cue—brewing morning coffee, for instance—continued practicing 40 percent longer than those who chose random times. Keep the routine simple: ten minutes of shadowing or spaced-repetition cards. Finish with a small reward, such as ticking a calendar box; that tiny burst of dopamine reinforces the loop.

Second, prioritize frequency over duration. Cognitive scientist Barbara Oakley shows that learners who study for twenty minutes, day in and day out, retain vocabulary better than peers who cram two hours on weekends, because each session helps them think back to what they learned and resets the forgetting curve. After roughly sixty-six consecutive days—the average reported by Lally et al. for habit formation—most students get into the rhythm with little conscious effort.

Third, use implementation intentions and social accountability. This is the crucial step where a vague wish like "I should study more" finally takes shape as a concrete, actionable plan: "If it is 9 p.m., then I will record a one-minute English diary." In an MIT experiment, participants who posted such plans in a group chat completed 85 percent of sessions; private planners managed only 60 percent. Periodic challenges—like sharing a weekly voice message for peer feedback—help learners regularly turn their attention to their studies, without adding anxiety.

Long story short, lasting study habits rest on three pillars: a reliable cue–routine–reward loop, short but daily contact with the language, and external structures that

lock the pattern down. Combine them, and your relationship with English practice will turn around—shifting from a test of willpower to a painless part of everyday life, laying the groundwork for long-term fluency.

● TOPIC 3: QUESTIONS

1. According to the passage, what is an effective approach to counteract declining motivation in language learning?
 - A. Applying behavioral science strategies helps turn learning into a sustainable habit
 - B. Waiting for motivation to return naturally is the most sustainable method
 - C. Switching to new materials frequently to avoid boredom
 - D. Front-loading content in the first few weeks is the key to avoiding burnout

2. According to the passage, what are the essential components of an effective learning habit loop?
 - A. Planning, analysis, and improvement
 - B. Cue, routine, and reward
 - C. Goal-setting, progress tracking, and self-assessment
 - D. Focus, effort, and repetition

3. According to the 2021 study from University College London, which strategy led to the longest sustained study time?
 - A. Varying study times daily to avoid boredom
 - B. Adjusting study times based on emotional states as habit triggers
 - C. Linking study to existing behaviors (e.g., morning coffee), which extended learning by 40%
 - D. Maintaining motivation by setting large external rewards

4. According to the passage, what is the main effect of incorporating a small reward into the learning loop?
 - A. It doubles the retention rate of vocabulary compared to no-reward conditions
 - B. It boosts dopamine release, which increases the likelihood of continued behavior
 - C. It supports short-term motivation but has little impact on habit formation
 - D. The more noticeable the reward, the weaker the habit loop becomes

- 5. According to the passage, why do learners who study for 20 minutes every day retain vocabulary better than those who cram for two hours on weekends?**
- A. Daily study allows for larger vocabulary input at once, making it easier to remember
 - B. Shorter sessions help maintain focus and reduce resistance to studying
 - C. Frequent study helps learners recall previous content and resets the forgetting curve
 - D. Daily study deepens understanding, though it is less effective for memory retention
- 6. According to Lally et al.'s research, what typically happens after around 66 consecutive days of study?**
- A. Vocabulary retention accelerates, but habit formation often fails
 - B. Progress levels off and learners need new stimuli to continue
 - C. Habit formation requires at least 100 days, according to the study
 - D. Most learners can maintain their study rhythm with little conscious effort
- 7. According to the passage, what is the main benefit of setting an implementation intention like "If it is 9 p.m., then I will record a one-minute English diary"?**
- A. It turns vague goals into clear, actionable steps, increasing the likelihood of follow-through
 - B. It allows for natural exposure to English, making study stress-free
 - C. It creates a daily routine that doubles vocabulary acquisition speed
 - D. It automates behavior, eliminating emotional or situational interruptions
- 8. In the MIT experiment, which characteristic best describes learners who shared their study plans in a group chat?**
- A. Increased pressure from group sharing lowered their session completion rate
 - B. They completed 25 percentage points more sessions than those who kept their plans private
 - C. There was no significant difference compared to private planners
 - D. Using group chats was shown to decrease the quality of implementation intentions

- 9. According to the passage, what are the three key elements for turning English study into a long-term habit?**
- A. Clear goal-setting, test preparation, and intensive weekend sessions
 - B. Morning study, detailed journaling, and private reflection
 - C. Word memorization, extended reading aloud, and willpower-driven effort
 - D. Cue–routine–reward loop, short daily language contact, and external support structures
- 10. According to the passage, how does a learner’s attitude toward English practice change when all three elements are combined?**
- A. Each session requires strong willpower, but habit eventually forms
 - B. Lack of motivation leads to avoiding study, reducing stress levels
 - C. English practice shifts from a task requiring effort to a seamless part of daily life
 - D. Quick results increase anxiety and urgency toward English study

Directions:

Read the following passage and select the best answer to each question.

※制限時間 10分

● TOPIC 4: HOW TO TRAIN LISTENING SKILLS EFFICIENTLY

Many learners believe that listening ability grows simply by getting exposure to large amounts of English. Exposure is essential, but research suggests that how you listen matters even more—an idea that is backed up by a 2023 study by Vandergrift and Cross. It found that students who paired input with targeted metacognitive strategies improved twice as fast on IELTS listening sections as those who relied on passive binge-watching. It comes down to moving from hearing sounds to processing messages consciously and systematically.

The first pillar is graded input. Psycholinguist Paul Nation argues that learners must already understand roughly 95 percent of the words in an audio file for meaningful uptake. Begin, therefore, with material just below your reading level—children’s news, short TED-Ed clips with familiar topics—and gradually raise complexity. When comprehension reaches 80–85 percent, step up again. This “i + 1” ladder keeps the brain challenged but not overwhelmed. Applying this principle in moderation, by not skipping ahead too quickly, supports steady progress and prevents the fossilization of guess-based habits.

The second pillar is active decoding. Techniques such as narrow shadowing (repeating one-to-two-sentence segments) and “pause-and-predict” aid in pinpointing weak links like reduced forms and liaison. Neuroscientists at the University of Tokyo report that such a deep-dive into listening patterns strengthens the brain’s auditory segmentation network, improving the ability to chunk speech into words. Importantly, transcripts should be checked after the first listen, not during; this timing forces the ear, not the eye, to work first.

The third pillar is top-down rehearsal. Before pressing play, skim the title, visuals, and any keywords to get the big picture and activate background knowledge. This primes semantic fields, allowing faster meaning construction—a process called “schema activation.” Post-listening, state the main takeaway aloud or write a 50-word recap.

Cognitive psychologist Daniel Willingham notes that retrieval tasks like these double long-term retention compared with re-listening alone.

Last but not least, integrate short, high-frequency sessions rather than marathon weekends. Fifteen focused minutes daily keep neural pathways alive; four one-hour blocks on Sunday don't cut it. Put together the three pillars—graded input, active decoding, and top-down rehearsal—and you create a virtuous cycle: The sense of accomplishment that comes from clear comprehension can be ego-boosting, which in turn fuels motivation, inviting more consistent practice. Listening then shifts from a passive act into an active skill, steadily approaching native-speed understanding.

● TOPIC 4: QUESTIONS

1. **According to the passage, what is a common misconception many learners have about listening skills?**
 - A. They believe that listening skills only improve through grammar study.
 - B. They think listening to large amounts of English passively will naturally improve their skills.
 - C. They doubt that pronunciation training can support listening development.
 - D. They believe that listening every day is ineffective.

2. **What is the most accurate conclusion drawn from the 2023 study by Vandergrift and Cross?**
 - A. Learners who used targeted metacognitive strategies improved their listening skills twice as fast.
 - B. Learners who watched lots of movies and shows scored higher than those using strategies.
 - C. Input quantity alone, regardless of quality, directly enhanced listening skills.
 - D. Conscious message processing only benefited speaking skills.

3. **According to Paul Nation, what level of word comprehension is necessary for audio input to be effective?**
 - A. Understanding around 50% of the words is sufficient for effective listening.
 - B. It's ideal to start with native-level material regardless of comprehension.
 - C. Learning is most effective when learners understand about 95% of the words in the audio.
 - D. Since high comprehension reduces challenge, learners should always choose harder material.

4. **According to the passage, what is the main benefit of using the “i + 1” step-by-step approach?**
 - A. It builds confidence to speak even without full comprehension.
 - B. Choosing overly difficult material accelerates vocabulary growth.
 - C. It proves that extensive input alone improves listening regardless of comprehension.
 - D. It prevents the fossilization of guess-based habits by applying manageable challenges.

- 5. According to the passage, what specific listening challenges are techniques like narrow shadowing and pause-and-predict especially effective for?**
- A. To strengthen quick lexical recall during speech.
 - B. To improve recognition of difficult-to-hear features like reduced forms and liaison.
 - C. To improve recognition of phonetic symbols.
 - D. To better imitate intonation and emotional tone in English.
- 6. According to the passage, when is the ideal time to consult a transcript during listening practice?**
- A. Before listening, to support overall comprehension.
 - B. While listening, to match correct sounds with written form.
 - C. After the first listen, to ensure the ear processes the sounds first.
 - D. Avoid using it during review; it should be used only in early study phases.
- 7. According to the passage, what is the primary benefit of checking the title and keywords before listening?**
- A. It activates schema, which accelerates meaning construction.
 - B. It helps improve pronunciation and intonation understanding.
 - C. It allows learners to memorize all the vocabulary in advance.
 - D. It directs learners' attention away from structure and toward vocabulary.
- 8. According to Daniel Willingham, why is summarizing after listening considered more effective than re-listening?**
- A. Writing helps reinforce pronunciation and spelling at the same time.
 - B. Because recalling content improves long-term retention about twice as much as re-listening.
 - C. Summarizing makes it easier to focus on vocabulary learning.
 - D. Writing allows for instant correction and higher-quality feedback.

- 9. According to the passage, how does listening evolve when the three pillars are consistently practiced together?**
- A. Listening becomes fully automatic, allowing learners to understand all sounds unconsciously.
 - B. Input speed slows down, leading to better comprehension but slower reaction time.
 - C. It shifts from passive reception to an active skill of constructing meaning.
 - D. Since listening is hard to master, focus should shift to speaking and reading instead.
- 10. Based on the passage, what is the most accurate starting point of the virtuous cycle in listening practice?**
- A. Taking a break from study until motivation returns naturally.
 - B. A sense of accomplishment from clear comprehension builds confidence and motivation.
 - C. Listening to news in English daily until learners get used to native speed.
 - D. Adjusting material difficulty over structured planning.

Directions:

Read the following passage and select the best answer to each question.

※制限時間 10分

● TOPIC 5: BUILDING FLUENT SPEAKING SKILLS – EVIDENCE-BASED STRATEGIES

Fluency in a second language is often portrayed as a mysterious gift—something that’s more art than science—yet psycholinguistics treats it as a trainable motor-cognitive skill. According to the Skill Acquisition Theory (DeKeyser, 2017), spoken proficiency boils down to three stages: declarative understanding, procedural rehearsal, and automatic execution. Effective speaking practice therefore requires activities that help learners move in the right direction along this continuum, rather than leaving them in perpetual “knowledge-about-the-language” mode.

The first requirement is high-quantity, high-quality output. Swain’s Comprehensible Output Hypothesis posits that attempting to encode thoughts into L2 form triggers “noticing-the-gap” —awareness of what one cannot yet express, revealing clear room for improvement. Empirical support comes from a 2024 University of Queensland experiment in which learners who put in the work, logging 30,000 words of weekly oral production—via voice journals, role-plays, and peer discussions—advanced an average of 0.8 ACTFL sub-levels in ten weeks, double the gain of a control group. Volume alone, however, is insufficient—quality over quantity still matters, especially when feedback is lacking.

That feedback must be specific and come sooner rather than later. Eye-tracking studies show that post-task commentary delivered within five minutes keeps error forms active in working memory, enabling learners to work on restructuring while the details are still fresh. Online platforms now offer AI-driven “delayed repetition”: the learner’s slip is clipped, annotated for grammar or pronunciation, and then replayed to bring back memories of that specific conversational moment, supporting self-correction. When combined with human coaching—teachers or fluent peers who model the repaired utterance—this loop shortens the path from noticing to uptake.

A third pillar is task repetition with incremental load. Cognitive scientist Merrill Swain notes that repeating the same communicative task three times, each with added lexical or pragmatic demands, allows learners to chip away at increasingly complex language use. Functional MRI research at the Max Planck Institute confirms a shift from the prefrontal cortex to the basal ganglia across repetitions, signaling automatization. Practically, learners might dip their toes into the task by recounting a personal anecdote to a mirror, then gradually ease into more demanding versions with a study partner and a one-minute video for social media.

Finally, strategic pre-planning bridges the gap between classroom and real-world interaction. Creating a clear plan of attack—with mind-maps of transitions, discourse markers, and fallback phrases—reduces cognitive load under pressure. In a 2023 Hong Kong study, test-takers who spent three minutes prepping for IELTS Part 2 by sketching key points achieved scores 0.6 bands higher than those who dived straight in. When combined, these elements—ample output, rapid feedback, graded repetition, and tactical planning—form a virtuous cycle in which accuracy breeds confidence, and confidence inspires learners to take a leap of faith in real conversations. Fluency, then, is less a talent than the predictable by-product of deliberate, science-guided practice—because, as the saying goes, practice makes perfect.

● TOPIC 5: QUESTIONS

1. **According to DeKeyser's Skill Acquisition Theory (2017), what is the correct sequence of development for speaking proficiency?**
 - A. Automatic → Declarative → Procedural
 - B. Declarative understanding → Procedural rehearsal → Automatic execution
 - C. Grammar knowledge → Pronunciation correction → Vocabulary memorization
 - D. Feedback → Repetition → Translation drills

2. **According to the passage, what type of learning state should effective speaking practice avoid?**
 - A. Being hesitant to use English in real contexts
 - B. Completely ignoring grammar and pronunciation
 - C. Having only knowledge about the language without progressing to skillful use
 - D. Rushing to automation before mastering the basics

3. **According to Swain's Comprehensible Output Hypothesis, what is the primary cognitive effect of trying to express thoughts in a second language?**
 - A. It enhances phonetic accuracy, improving listening comprehension
 - B. It builds confidence and reduces psychological resistance to speaking
 - C. It was shown to lead to slightly lower vocabulary retention than input-based learning
 - D. It helps learners notice what they cannot yet say, revealing clear areas for improvement

4. **According to the 2024 University of Queensland study, which outcome best reflects the performance of learners who engaged in high-volume output activities?**
 - A. Learners who recorded 30,000 words weekly gained 1.5 ACTFL levels in ten weeks
 - B. There was no significant difference between high and low output groups
 - C. The group that produced 30,000 words of weekly oral output achieved double the gain of the control group
 - D. Greater output volume was linked to lower gains and poorer retention rates

- 5. According to the passage, why is feedback most effective when given within five minutes after task completion?**
- A. Immediate feedback is less likely to damage the learner's self-esteem
 - B. Errors remain active in working memory, allowing learners to begin restructuring while the memory is still fresh
 - C. Providing feedback after long-term consolidation enhances retention
 - D. Too-early feedback may interfere with accurate error recognition
- 6. According to the passage, what is the primary benefit of combining delayed repetition with human coaching?**
- A. It enables learners to perfectly memorize previously heard utterances
 - B. It helps learners produce fluent speech without noticing grammatical errors
 - C. It accelerates the process from noticing to uptake and improves self-correction ability
 - D. The contrast between AI and human pronunciation diversifies phonetic recognition
- 7. According to the passage, what is the main benefit of repeating the same task with increasing lexical or pragmatic demands?**
- A. It strengthens the learner's ability to handle increasingly complex language
 - B. It enhances listening skills and quickens response to others' speech
 - C. It helps reduce anxiety toward unfamiliar topics
 - D. It prevents boredom by frequently changing task content during repetition
- 8. According to the fMRI research from the Max Planck Institute, what change in brain activity was observed during repeated speaking tasks?**
- A. Activity shifted from language regions to sensory regions
 - B. The prefrontal cortex remained the most active throughout all repetitions
 - C. No neural change was found, but repetition improved vocabulary size
 - D. Activity shifted from the prefrontal cortex to the basal ganglia, indicating automatization

9. According to the passage, what is the main benefit of organizing your talk in a mind-map before speaking?

- A. It improves pronunciation and helps learners sound more native-like
- B. It prevents overly complex structure and helps avoid paraphrasing
- C. It reduces cognitive load, enabling calm and organized speech under pressure
- D. It eliminates all grammar and pronunciation errors by focusing on structure

10. According to the passage, how is fluency most accurately described?

- A. It is primarily talent-based, but can be partially compensated with training
- B. Fluency is the outcome of deliberate, science-based practice and emerges from a virtuous cycle in which accuracy builds confidence and confidence leads to real-world use
- C. It is a more intuitive and difficult-to-measure ability compared to listening or reading
- D. It is largely limited by one's native language and attainable only by a select few

Directions:

Read the following passage and select the best answer to each question.

※制限時間 10分

● TOPIC 6: THE ROAD TO GLOBAL FLUENCY—INTEGRATING THE FOUR SKILLS

Fluency in its fullest sense means far more than rapid speech; it is the seamless coordination of listening, speaking, reading, and writing so that ideas move effortlessly between mind and language. Longitudinal studies by the European Centre for Modern Languages (2024) reveal that learners who treat the four skills as an interconnected system reach CEFR C1 nearly 30 percent faster than those who tackle them in isolation. Why? Because each skill reinforces and calibrates the others, contributing to a self-amplifying feedback loop that improves performance across the board.

The input–output cycle—often used as a blanket term for language processing—is the driving force of this loop. Comprehension skills—listening and reading—supply linguistic building blocks in the form of vocabulary, syntax, and discourse patterns. Neuro-imaging research at McGill University shows that extensive reading thickens white-matter tracts linking the temporal (lexical) and frontal (productive) regions, thereby smoothing the path to spontaneous speaking. Conversely, when learners immediately output newly encountered language—through summarizing a podcast aloud or paraphrasing an article in writing—they hone their language skills, converting passive recognition into active control—a process termed “generative consolidation.”

Skill-bridging tasks ramp up this consolidation. Shadow-to-write activities, for example, ask students first to shadow a short TED talk, then craft a 150-word opinion essay, putting their own spin on its theme. Empirical work by de Jong & Perfetti (2023) demonstrates that such dual-modality tasks double retention of academic lexis compared with single-skill practice, which helps learners know key terms inside out. Similarly, interactive reading circles that culminate in recorded group discussions raise both textual comprehension and oral coherence scores, because learners must negotiate meaning, connect the dots, and articulate stance in real time.

A key hallmark of eventual fluency is automated form control. According to the Weak Interface Hypothesis, explicit grammar and pronunciation knowledge only become implicit through time-pressured use. The bottom line is, practice under pressure is what builds automaticity. Timed e-mail writing, rapid-fire Q&A sessions, and one-minute “micro-vlogs” performed on the fly push known forms through Anderson’s proceduralization stage into near-automatic retrieval. Learners who repeatedly get exposure to authentic feedback—through peer review for writing and speech-to-text accuracy checks for speaking—are able to detect fossilized errors before they harden.

Finally, the journey is governed by strategic self-regulation. Expert learners figure out what works by monitoring progress with calibrated metrics: words read per minute, speaking words per turn, idea units per essay. When learners hit a wall, they adjust the challenge ratio—raising input complexity by 5 percent or shortening preparation time—to restore neural stretch while keeping cognitive load under control. All things considered, comprehensive fluency is not a single finish line but a dynamic equilibrium, continuously maintained by balanced input, purposeful output, cross-skill tasks, and data-driven reflection. Those who master this cycle convert English from an academic subject into a transparent medium of thought.

● TOPIC 6: QUESTIONS

1. According to the passage, which of the following best describes fluency in its fullest sense?
 - A. The ability to speak English at a rapid pace
 - B. The ability to use vocabulary and grammar with precision
 - C. The smooth integration of the four skills, allowing effortless movement between thought and language
 - D. The speaking ability to casually chat with native speakers

2. According to the study by the European Centre for Modern Languages, what was the result for learners who treated the four skills as an interconnected system?
 - A. They reached CEFR C1 about 30% faster than those who learned the skills separately
 - B. They performed worse than learners who focused only on listening and speaking
 - C. The time to mastery was the same, but learner satisfaction was higher
 - D. They tended to plateau at CEFR B2

3. According to the passage, which of the following best describes the relationship between input and output in language learning?
 - A. Output is the only direct way to expand vocabulary
 - B. Input provides the building blocks of language, while output enhances control over them
 - C. Input is considered more effective than output in language learning
 - D. Input and output are independent, with no cyclical relationship

4. Which of the following best characterizes the learning process referred to as “generative consolidation”?
 - A. A passive learning method of checking new vocabulary in a dictionary and memorizing it
 - B. A training method that improves accuracy through AI-based correction and scoring
 - C. A habit of regularly reviewing previously learned material through listening
 - D. A process of enhancing language control by actively using newly encountered language soon after exposure

5. According to the passage, what is one benefit of “shadow-to-write” tasks?

- A. They focus mainly on speaking improvement and are less useful for writing skills
- B. They double academic lexis retention compared to single-skill practice
- C. They reduce cognitive load and are designed for beginners
- D. Their primary goal is to reproduce the TED talk content accurately

6. What is the main outcome of participating in interactive reading circle tasks?

- A. They offer grammar-focused correction through structured discussion
- B. They enhance reading skills but have little effect on speaking ability
- C. They improve both reading comprehension and oral expression through meaning negotiation and stance articulation
- D. They are designed to visualize vocabulary growth by analyzing discussion recordings

7. According to the passage, what can learners achieve by receiving repeated, authentic feedback?

- A. They can detect and correct errors before they become fossilized
- B. They can explain grammar rules more logically
- C. They can memorize grammar knowledge more efficiently
- D. They can completely eliminate anxiety when using English

8. Based on the passage, what is the most effective method for developing automated form control?

- A. Practicing English slowly in a low-pressure environment
- B. Answering grammar questions repeatedly to improve accuracy
- C. Studying grammar rules comprehensively using multiple textbooks
- D. Engaging in time-pressured tasks that require immediate use of grammar and pronunciation

9. According to the passage, what do expert learners do to improve their learning strategy?

- A. They stick to a single learning style and repeat the same task each time
- B. They monitor progress using metrics to identify effective methods
- C. They rely entirely on external feedback to refine their approach
- D. They focus only on quantitative elements like word or essay length

10. Which best explains the term “dynamic equilibrium” as described in the passage?

- A. A short-term result achieved by intensive study efforts
- B. A static learning goal aiming to improve all skills simultaneously
- C. An ongoing state maintained through balanced input, output, cross-skill tasks, and reflection
- D. A fixed end-goal representing final mastery of English