

The English Listening and Reading Ability of Freshmen

Joe Lauer

広島大学外国語教育研究センター

本研究の目的は大学一年生の英語リスニング能力とリーディング能力を分析し検討することである。習熟度別クラス編成を実施するために、ほとんどの広島大学の一年生はリスニング・テストとリーディング・テストを受けた。その中の10学部から409人を選び分析対象とした。

主な結果は1) 両方の試験はいずれも pre-TOEFL level であったが、リスニング能力よりもリーディング能力のスコアのほうが平均的に高かった ($p < .01$)。2) リスニング・スコアとリーディング・スコアには相関関係が見られる ($p < .01$)。3) リスニング・テストでは、テープ聞こえてくる表現が解答用紙上の distractor と同一である場合に、学生がそれらの distractor を間違って選択する割合がきわめて高かった。

リスニング・スコアが低い原因は語彙力の不足ではない。リーディング・スコアが示しているように学生の語彙力は結構高い。原因はむしろ一年生がこれまでリスニング練習の機会にめぐまれなかったことにある。リスニング・スコアを向上させるために今後さまざまな試みが求められる。

The purpose of this study was to analyze and to describe the English listening and reading abilities of freshmen at Hiroshima University. Nine weeks into the first semester of 1998, almost all of the freshmen students-- about 2,000-- were given a 20-minute listening test and a 20-minute reading test so that highly proficient students could be placed in faster-paced, more challenging courses in the second semester. A total of 409 students' test answer sheets were randomly selected, representing 10 different faculties.

The three most important findings were: 1) Students did significantly better on the reading test than on the listening test ($p < .001$), even though both tests were designed for the pre-TOEFL level; 2) Individual listening scores correlated with reading scores ($p < .01$); and 3) On the listening test, when students perceived certain words or expressions on the tape, they were often attracted to distractors (incorrect choices) which featured those exact same words or expressions.

It is argued that "a lack of vocabulary" is NOT a sufficient basis for explaining the lower listening scores. Indeed, the fact that students scored significantly higher in reading-- a skill which generally requires a wider range of knowledge of vocabulary items than listening-- is evidence that vocabulary is not the main obstacle to listening ability. Rather, it is claimed that students find it hard to decode the flow of audio signals.

The Students' Tests and Research Questions

The listening and reading tests were both adapted from Longman Introductory Course for the TOEFL Test (Phillips, 1996). According to the author, the test questions are "intended

for students whose TOEFL (Test of English as a Foreign Language) scores are in the 380-480 range” (p. ix). On the listening test, students heard an audio tape which featured 24 short conversations between two people. After each conversation a question was heard, and students had 12 seconds in which to read four possible answers on a sheet and to mark the best answer on a second sheet. On the reading test, which immediately followed the listening test, students answered 18 multiple-choice comprehension questions based on two short reading passages. Test instructions were given in both Japanese and in English. For a tape transcript and a copy of the test, see the appendix of this paper.

Demographics corresponding to the analyzed exams are stated in Table 1. “Souka” refers to the Faculty of Integrated Arts and Sciences; these students major in various fields. “School Education” majors often want to become primary school teachers, while “Education” majors often want to become secondary school teachers. “Science” students often major in physics or chemistry.

TABLE 1
Number of Students by Sex and Faculty

Males = 216	School Education = 114	Economics = 19
Females = 193	Medicine = 78	Law = 18
Total = 409	Education = 33	Science = 17
	Literature = 29	Dentistry = 17
	Souka = 28	Biology = 16

Current second language listening theory, as summarized by Ramirez (1995), indicates that good listeners concentrate on semantic-level clues more than syntactic or phonological features. They use both top-down and bottom-up strategies. Top-down strategies entail first understanding text, main ideas, and sentences, and then processing down to words, syllables, and sounds. Bottom-up strategies are the reverse. Unsuccessful listeners seem to only rely on bottom-up strategies. They get caught up in details, or may even be skillful at reciting specific strings of utterances, but they miss the overall meaning. Consequently, teachers should train students to infer the topic of a discourse, to deduce causes and outcomes, to make comparisons, to distinguish between facts and opinions, and the like.

Meanwhile, second language reading theory suggests that good readers have lexical knowledge, can integrate propositions, and can apply background knowledge. In groundbreaking research, Buck et al. (1997) analyzed the test results of 5,000 Japanese who had taken the TOEIC (Test of English for International Communication). They identified attributes of successful readers, including the abilities to understand vocabulary, to synthesize scattered information, to make inferences, to pinpoint main ideas, and to use general knowledge of the world in order to understand text. Hill and Parry (1992) remind us that even reading-- not to mention the rest of language learning-- is more a social activity than it is an analytical activity.

Based on these trends, the following research questions were posed:

- 1) What kind of scores do students receive on a listening test and on a reading test?
- 2) To what extent do individual listening scores correlate with reading scores?
- 3) With which test questions do students have difficulty, and why?

For the sake of description, it was decided that if 30% or more of all students chose a particular distractor, then that distractor was causing "great difficulty." If 15-30% of students went for a particular distractor, then that distractor was causing "some difficulty." If fewer than 15% of all freshmen opted for a particular distractor, then that distractor was deemed to be causing very few problems.

General Results

Students answered 42% of the listening questions correctly, and 68% of the reading questions correctly, even though both tests were designed for the pre-TOEFL level. This difference is significant [$t(408)=29.04, p<.001$]. The listening test had an internal-consistency reliability of .64, and the reading test had a reliability of .74, as measured by Kuder-Richardson formula 20.

Table 2 shows that females had slightly better listening scores than males, but this difference was not statistically significant. The same table shows that freshmen in Law and Souka had the highest overall English abilities, while those in School Education and Dentistry were weakest. Students in Souka did best in listening, while those in Law did best in reading. Economics majors performed noticeably better in reading than in listening.

TABLE 2
Mean Test Scores by Sex and Faculty
 (Maximum listening score = 24. Maximum reading score = 18.)

<u>Listening Scores</u>			<u>Reading Scores</u>			<u>Overall Scores</u>		
	M	SD		M	SD		M	SD
Females	10.24	3.53	Females	12.12	3.35	Females	22.36	5.89
Males	9.60	3.58	Males	12.09	3.51	Males	21.70	5.90
1) Souka	11.42	4.18	1) Law	15.00	2.28	1) Law	25.89	6.07
2) Law	10.89	5.07	2) Souka	14.07	2.16	2) Souka	25.50	5.36
3) Literature	10.55	2.81	3) Medicine	13.55	2.95	3) Medicine	24.00	5.61
4) Education	10.54	3.78	4) Economics	13.26	2.42	4) Literature	23.24	4.48
5) Medicine	10.44	3.55	5) Literature	12.69	2.70	5) Education	22.45	6.42
6) Science	9.65	4.00	6) Biology	12.06	3.04	6) Economics	21.42	4.23
7) School Ed.	9.55	3.32	7) Education	11.91	3.49	7) Science	20.82	6.12
8) Biology	8.44	3.01	8) Science	11.29	3.46	8) Biology	20.69	4.48
9) Dentistry	8.35	2.50	9) School Ed.	10.74	3.45	9) School Ed.	20.29	5.78
10) Economics	8.16	3.06	10) Dentistry	10.41	4.11	10) Dentistry	18.76	5.45

Investigation into the second research question found that an individual's listening score positively correlated with his/her reading score [$r(407) = .45, p < .01$]. This means that good English readers also tend to be good English listeners, and vice versa.

Other Listening Findings

In order to determine which listening questions caused the most problems, an item analysis was performed. The results are shown in Table 3. Specifically, the uses of rephrasing, synonyms, and similar-sounding expressions were examined.

TABLE 3: LISTENING TEST
 Numbers of Students Who Chose Each Answer/Distractor
 (Astricks (*) indicate correct answers.)

Item	A	B	C	D	Correct	Item	A	B	C	D	Correct
L 1	49	241*	86	31	59%	L 13	202	70	83	51*	14%
L 2	262*	35	23	88	65%	L 14	44	297*	29	39	74%
L 3	55	135	111	104*	27%	L 15	134*	87	104	81	34%
L 4	43	28	88*	249	22%	L 16	72	52	190*	94	46%
L 5	64	161*	157	25	39%	L 17	97	177*	36	98	44%
L 6	266*	104	14	24	66%	L 18	29	309*	39	31	75%
L 7	43	24	314*	27	77%	L 19	221	46	56*	86	14%
L 8	33	171*	120	83	42%	L 20	54	25	254	74*	19%
L 9	164*	72	34	138	40%	L 21	90	94	149*	74	38%
L 10	55	67	86	199*	48%	L 22	47	73*	123	163	17%
L 11	114	167*	62	63	42%	L 23	82	70	82	170	17%
L 12	28	34	196*	148	49%	L 24	167*	79	68	95	40%

Clearly, the most important finding was that students were often drawn toward distractors (incorrect choices) when those distractors contained vocabulary which was identical to utterances on the tape. Eleven distractors on the listening test (9D, 10B, 19A, 20C, 21B, 21D, 22D, 23A, 23D, 24B, and 24C) contained two or more key words which were identical to those on the tape. These key words were invariably combinations of nouns, verbs and adjectives. It was found that every one of these 11 distractors caused at least some problems (i.e., at least 15% of students were attracted to them), and that five of these 11 distractors (9D, 20C, 19A, 22D, and 23D) caused a great deal of problems (i.e., over 30% of freshmen chose them).

For example, 54% of all students were drawn to incorrect 19A:

19. (man) What did Lou want to know?

(woman) He asked why I dropped out of school.

(narrator) WHAT DOES THE WOMAN SAY ABOUT LOU?

Most students answered *He dropped out of school*, whereas the correct answer is *He questioned her reasons*. To cite another example, an amazing 62% of students chose incorrect 20C:

20. (man) Were you able to get the package mailed?
(woman) I scarcely got to the post office before it closed.
(narrator) WHAT DOES THE WOMAN IMPLY?
(C) The post office was closed when she got there.

Correct answer: She was able to send the package.

Indeed, in this latter example the word *scarcely* caused some problems, but the fact that two key expressions on the tape (i.e., *post office* and *closed*) also appeared in the distractor proved effective in confusing students.

Even when only one key word on the tape also appeared in a distractor, it often enticed students. Thirty-four distractors on the listening test contained one key word which was also on the tape: 2B, 2D, 3B, 3C, 4B, 4D, 5D, 7B, 7D, 8C, 8D, 9B, 10A, 10C, 12D, 13A, 13C, 14A, 14C, 15C, 17A, 17C, 18A, 18C, 18D, 19A, 19B, 20A, 20B, 21A, 22A, 22C, 23C, and 24D. Of these, five distractors (15% of this type) caused a great deal of difficulty: 3B, 4D, 12D, 13A, and 22C. Eleven distractors (32% of this type) caused some problems: 2D, 3C, 8C, 8D, 9B, 10C, 15C, 17A, 21A, 23C, and 24D. For example, distractor 4D effectively attracted 61% of all freshmen:

4. (man) Do we need to fix supper for the children?
(woman) I already gave them their supper.
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE CHILDREN?

Most students answered *They prepared supper*, whereas the correct answer is *They have been fed*. To cite one more example:

12. (man) Eve, you look so cheerful today.
(woman) I'm happy that it's not raining.
(narrator) WHY DOES EVE LOOK CHEERFUL?

One out of every three students chose *It's going to rain*, whereas the correct answer is *The weather is dry*. The other 17 distractors of this type caused negligible problems, probably partially because some of those questions had clear answers (questions 2, 7, 14, and 18) while other questions contained competing distractors which featured two or more words from the tape (questions 10, 20, and 22).

Indeed, the ability to rephrase and to identify synonymous expressions is a key skill tested on TOEFL and similar listening tests. On this listening exam, 16 questions most obviously tested the students' ability to identify synonymous expressions: questions 1-5, 7-9, 12-13, 15, 17-20, and 24. It was found that students had an accuracy rate of 41% on these questions, compared to an accuracy rate of 44% for the remaining listening questions, the difference being significant [$t(408)=2.28, p<.05$].

In the realm of semantics and word groups, three questions required that students identify vocabulary terms associated with certain occupations: namely, questions 6, 11, and 16. Students averaged 52% accuracy on these questions (L6=66%, L11=42%, L16=46%), compared to 41% accuracy on the remaining listening questions [$t(408)=7.23, p<.001$]. As might be expected, they were better able to understand the word doctor and terms associated with this profession (i.e., *sore throat, cough, prescribe, medication, office*) than with the term

barber shop and its referents (i.e., *hair, cut, top, sides*).

Another aspect of listening which has traditionally caused problems for language learners is distinguishing between similar-sounding expressions. These expressions are phonetically similar, but semantically different from one another. It was determined that 11 distractors on this listening test contained expressions which, if pronounced, would sound similar to those on the tape: 3A, 5C, 5D, 7A, 12A, 14B, 15B, 15C, 17D, 19D, and 20B. It can be summarized that freshmen had some problems, but not a great deal of problems, with this aspect of listening.

Specifically, students seemed to have greatest difficulty distinguishing between *campus/camping* (5C), as this distractor attracted 39% of all students. They seemed to have some difficulty distinguishing between *messy/measure* (15B), *messy/a mess* (15C), *a computer class/computing the correct answer* (17D), and *dropped out of/dropped her off at* (19D). On the other hand, students had few problems distinguishing between *flight/fighting* (3A), *campus/captain* (5D), *cheap/chipped* (7A), *raining/running* (12A), *looks (=appears to be)/is looking for* (14A), and *scarcely/scared of* (20B).

The most difficult listening questions were found to be items 13, 19, 20, 22, and 23, each of which students answered with less than 20% accuracy. Question 13 was phrased:

13. (woman) Can I just estimate my expenses?

(man) No, your expenses must be listed precisely.

(narrator) WHAT DOES THE MAN MEAN?

Correct answer: The numbers must be exact.

Students may not have known that *your expenses* is analogous to *the numbers*, or that *precisely* is synonymous with *exactly*. As stated above, students who chose distractor 13A may have been deceived by the fact that one word on the tape (i.e., *no*) is also in the distractor. Question 19 (stated above) is strikingly similar to question 13; students had to realize that *he asked why* is analogous to *he wanted to know her reasons*, while distractors featured vocabulary which were also on the tape. Question 20 is similar, with the difficult vocabulary item being *scarcely* (did something), meaning *was able to* (do it). Question 22 was probably difficult because students are unaware that when the woman says the idiomatic expression *your guess is as good as mine*, she means *she's not really sure*. Question 23, likewise, had the expression *it's not unheard of* equivalent to *it's been done before*.

Students had the most ease with listening questions 7, 14, and 18, each with an accuracy rate of over 70%. Questions 7 and 18 had the simple synonymous expressions *too expensive/not cheap* and *doesn't have any more tickets to sell/ all the tickets have been sold*. Surprisingly, question 14's idiomatic expression, *I'll say!* (indicating agreement with another speaker), posed few problems, perhaps because the first speaker says *looks impressive*, which is rather similar to the correct answer's *is pretty great*. Or, perhaps students did well on this latter question because the distractors were not effective.

Other Reading Findings

Aspects of reading which were investigated include: ascertaining main ideas, understanding the meaning of certain vocabulary terms, identifying facts which are clearly stated, and making implications. (See Table 4.)

It was found that students had a reasonable amount of success identifying the main idea of each passage. They averaged 72% accuracy on the two relevant test questions, numbers 1 and 10. This compares with 68% accuracy for the remaining reading questions, the difference being significant [$t(408) = 2.93, p < .01$].

TABLE 4: READING TEST
 Numbers of Students Who Chose Each Answer/Distractor
 (Astricks (*) indicate correct answers.)

Item	A	B	C	D	Correct	Item	A	B	C	D	Correct
R1	68	268*	43	30	65%	R10	42	319*	22	25	78%
R2	16	332*	10	51	81%	R11	33	44	77	254*	62%
R3	314*	51	38	5	77%	R12	159	162*	42	46	39%
R4	77	26	126*	179	31%	R13	19	88	277*	23	68%
R5	28	264*	106	11	65%	R14	61	18	219*	109	55%
R6	19	77	41	272*	67%	R15	15	41	35	315*	77%
R7	32	12	28	334*	82%	R16	63	39	79	223*	55%
R8	303*	38	20	48	74%	R17	20	319*	40	25	79%
R9	13	356*	16	24	87%	R18	299*	33	36	35	73%

Most students understood key vocabulary terms in the passage, as determined by questions 2, 5, 8, 12, 14, and 17. They had few problems with the words *breathhtaking* (81% accuracy), *rests* (79%) and natural harbor (74%). By using context, a majority of freshmen understood the terms *harbors* (65%) and *clan* (55%). Only the word *maternal* (39%) caused difficulties for most examinees.

Students did well in identifying facts which were clearly stated in the passage. They averaged 74% accuracy on these four relevant questions: items 7, 11, 15, and 18. The most difficult question of this type was number 11, which had an accuracy rate of 62%; it required that students understand that the phrase *live.... at the edge of* is the equivalent of *may be found on the borders of*. Perhaps the term *edge* was a bit difficult.

It was found that students had a bit of trouble with implication. The most difficult reading question on this test was number 4, answered correctly by just 31% of the students. In order to answer this correctly, one would have to know that *rugged cliffs* (mentioned in the text) implies *mountains* (mentioned in the answer). Undoubtedly, the difficulty of the former vocabulary expression caused problems here.

On the other hand, freshmen did better on the two other implication questions, with 67% accuracy on question 6, and 68% accuracy on question 13. On question 6, successful students were able to contrast *the rugged cliffs... in the north* with *wide sandy beaches in the south*,

meaning that *northern California has a different coastline from southern California*. On question 13, successful students realized that the sentence *Something that sets the Hopi off from other cultures is that it is in some senses a maternal rather than a paternal culture* is equivalent to *most Native American cultures are paternal cultures*.

Two test questions (i.e., numbers 9 and 16) investigated whether students could decide on something which is NOT stated in the passage; it was found that they could very easily (87% accuracy) identify a particular word which was not mentioned in the text (i.e., *canyons*), but that they had much more difficulty (55% accuracy) determining that a more complex idea was not mentioned in the text (i.e., *a man inherits power from his father*). Perhaps the word *inherits* confused some students here.

The most difficult reading questions turned out to be numbers 4 and 12, each with an accuracy rate of under 40%. As stated above, question 4 dealt with implication, and question 12 pertained to a difficult vocabulary item. The easiest questions on the reading test were numbers 2, 7, and 9, each answered correctly by over 80% of students; these easy questions involved, respectively, a vocabulary item, a fact stated clearly in the text, and the identification of a particular word that is NOT mentioned in the passage.

Implications and Conclusion

In general, freshmen had some problems with this listening test, but did better on the reading test. While vocabulary knowledge is important in both the areas of listening and reading, an inadequate knowledge of English vocabulary is NOT a sufficient explanation to account for the students' lack of success on the listening section. The fact that reading generally requires a wider range of vocabulary than listening, combined with the fact that most learners of English in Japan have better reading abilities than listening abilities, provides a great deal of evidence for this latter assertion.

Students find it hard to decode the flow of audio signals. On this listening test, they were often asked to understand an utterance, and to match it with a synonymous expression found on paper. Under time pressure, students seem only able to match utterances with identical expressions found on paper.

Clearly, one practical lesson to be learned is that when the words on the tape and the words on the paper are the same, then it is very probably an incorrect choice. If students wish to do better on difficult listening questions such as those here, they should practice listening to synonymous English expressions. Students should listen to tapes and programs which they find interesting. Learners should also remember that language acquisition is undoubtedly more of a social activity than an analytical activity; so, they should practice speaking English with friends (even Japanese friends!) as much as possible.

Teachers can help students become better listeners by using effective pedagogy. For example, Iwamoto (1995) shows that well-organized pre-listening activities help students understand the gist of an utterance. Tatsukawa (1995) analyzes a variety of listening tasks which are being used in the Japanese education system. Students should practice listening to

part of a conversation and then infer the topic or setting. They should look at pictures and then listen to conversations about the pictures and match them with the pictures. Students ought to read a list of key points to be covered in a talk, and then number them in sequence while listening to the talk.

Similarly, with respect to reading, students should constantly be organizing text into main ideas, and should think about what the author is implying. For instance, Ikeda (1997) explores how Japanese can go beyond dissecting individual words and sentences, with the primary goal being to understand main ideas in English paragraphs and texts. Students should practice skimming for gist, scanning for specific information, and recognizing the organization of a text.

The fact that individual reading ability as measured by the test correlated with individual listening ability does not mean that one skill caused the other. But the positive relationship does coincide with most findings in the field of applied linguistics. For a review of the literature, see, for example, Gass (1997) or Dunkel (1991).

In the future, second language acquisition researchers should use different types of tests in efforts to describe the listening and reading abilities of students. Instead of multiple choice questions, as were used here, they should ask open-ended questions. Of course, longitudinal case studies should be performed. More research should be done on the relationship between listening and reading, and further attempts should be made to identify the attributes of successful and unsuccessful listeners and readers.

References

- Buck, G., Tatsuoka, K., & Kosten, I. (1997). The subskills of reading: Rule-space analysis of a multiple-choice test of second language reading comprehension. *Language Learning*, 47: 423-466.
- Dunkel, P. (1991). Listening in the Native and Second/Foreign Language: Toward an Integration of Research and Practice. *TESOL Quarterly*, 25: 431-457.
- Gass, S. (1997). *Input, Interaction, and the Second Language Learner*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hill, C., & Parry, K. (1992). The test at the gate: Models of literacy in reading assessment. *TESOL Quarterly*, 26: 433-461.
- Ikeda, S. (1997). 「概要把握を目指した英文読解：パラグラフ・レベルにおいて」. 中国地区英語教育学会研究紀要, 27: 165-175.
- Iwamoto, F. (1995). 「リスニングによる概要把握指導：リスニングポイント設定の原理」. 中部地域区英語教育学会研究紀要, 25: 61-66.
- Phillips, D. (1996). *Longman Introductory Course for the TOEFL Test*. New York: Longman. pp. 186, 242, 252, 253.
- Ramirez, A. G., (1995). *Creating Contexts for Second Language Acquisition*. White Plains, N.Y.: Longman.
- Tatsukawa, K. (1995). 「リスニング・タスクの設計」. 中国地区英語教育学会研究紀要, 25: 197-210.

The author would like to thank Jun Yamada for comments on an earlier version of this paper. He would also like to thank Hiroomi Takashima and He-ryon Li for helping to analyze the data.

Appendix: 英語基礎能力テスト

Listening Transcript:

1. (man) I can't go skating. I don't know how.
(woman) But it's so easy to learn.
(narrator) WHAT DOES THE WOMAN SAY ABOUT SKATING?
2. (man) What did you think of that literature class?
(woman) It was not exactly interesting.
(narrator) WHAT DOES THE MAN SAY ABOUT THE CLASS?
3. (man) The flight we wanted is full.
(woman) Let's take the train instead.
(narrator) WHAT DOES THE MAN SUGGEST?
4. (man) Do we need to fix supper for the children?
(woman) I already gave them their supper.
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE CHILDREN?
5. (man) Did Sally go home over the holidays?
(woman) No, she remained on campus instead.
(narrator) WHAT DOES THE MAN SAY ABOUT SALLY?
6. (man) What should I do for this sore throat and cough?
(woman) I'm going to prescribe some medication, and then you should return next week.
(narrator) WHO IS THE WOMAN MOST LIKELY TO BE?
7. (man) Are you going to buy that stereo system?
(woman) I don't think so. It's not cheap.
(narrator) WHAT DOES THE MAN IMPLY?
8. (man) I just can't play that song very well.
(woman) Try it over again from the beginning.
(narrator) WHAT DOES THE WOMAN WANT THE MAN TO DO?
9. (man) I have the papers that you need.
(woman) Could you please send them to me as soon as possible?
(narrator) WHAT DOES THE WOMAN WANT THE MAN TO DO?
10. (man) It's difficult to work and go to school at the same time.
(woman) You can say that again!
(narrator) WHAT DOES THE MAN MEAN?
11. (man) How much of your hair would you like me to cut?
(woman) Please take a little off the top and the sides.

(narrator) WHERE DOES THE CONVERSATION PROBABLY TAKE PLACE?

12. (man) Eve, you look so cheerful today.

(woman) I'm happy that it's not raining.

(narrator) WHY DOES EVE LOOK CHEERFUL?

13. (man) Can I just estimate my expenses?

(woman) No, your expenses must be listed precisely.

(narrator) WHAT DOES THE MAN MEAN?

14. (man) Robin's new car certainly looks impressive.

(woman) I'll say!

(narrator) WHAT DOES THE WOMAN MEAN?

15. (man) Have you noticed Wanda's desk?

(woman) Yes, it's always so messy.

(narrator) WHAT DOES THE MAN MEAN?

16. (man) I need help finding these statistics for my report.

(woman) Did you look in the reference section? That's where they should be.

(narrator) WHO IS THE WOMAN MOST LIKELY TO BE?

17. (man) I'm not very good with these new computer programs.

(woman) Why don't you take a computer class?

(narrator) WHAT DOES THE MAN SUGGEST?

18. (man) Could you get tickets for the concert?

(woman) I tried, but the ticket agency doesn't have any more tickets to sell.

(narrator) WHAT DOES THE MAN MEAN?

19. (man) What did Lou want to know?

(woman) He asked why I dropped out of school.

(narrator) WHAT DOES THE WOMAN SAY ABOUT LOU?

20. (man) Were you able to get the package mailed?

(woman) I scarcely got to the post office before it closed.

(narrator) WHAT DOES THE WOMAN IMPLY?

21. (man) I can't believe you didn't apply for the position at the bank. Only this morning two new people were hired.

(woman) I think I missed the boat.

(narrator) WHAT DOES THE MAN MEAN?

22. (man) Do you think the lecture's going to start soon? If it doesn't, we're going to be here all day.
 (woman) Your guess is as good as mine.
 (narrator) WHAT DOES THE WOMAN MEAN?
23. (man) You're going to take five courses next semester? Don't you know a full program is only four?
 (woman) It's not unheard of, and I'm sure I can handle it.
 (narrator) WHAT DOES THE MAN IMPLY?
24. (man) A new family has just moved into the apartment across the hall.
 (woman) Perhaps we should call on them a bit later.
 (narrator) WHAT DOES THE WOMAN MEAN?

Test Paper:

このテストはリスニング (24問) とリーディング (18問) で構成されています。

リスニング

テープを質問に対し一番適切な答えを選び、解答用紙にその答え (A, B, C, またはD) を書きなさい。質問は一度しか聴くことができません。

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your sheet and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

Sample Answer

On the recording you hear:

- (man) That exam was just awful.
 (woman) Oh, it could have been worse.
 (narrator) What does the woman mean?

 D

- On your sheet, you read: (A) The exam was really awful.
 (B) It was the worst exam she had ever seen.
 (C) It couldn't have been more difficult.
 (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question. "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D). (Note: Correct answers are italicized here.)

1. (A) She doesn't want to do it.
 (B) *It is simple to do.*
 (C) She doesn't know what it is.
 (D) It is fun to watch.

2. (A) *It is boring.*
(B) It was exactly right.
(C) It was too literal.
(D) It was quite interesting.
3. (A) Not fighting anymore.
(B) Flying in the fall instead.
(C) Training the pets.
(D) *Going by railroad.*
4. (A) They had some soup.
(B) They gave her a present.
(C) *They have been fed.*
(D) They prepared supper.
5. (A) She was mainly at home.
(B) *She stayed at school during vacation.*
(C) She went camping during the holidays.
(D) she was captain of the team for the remaining days.
6. (A) *A doctor.*
(B) A secretary.
(C) A waiter.
(D) A police officer.
7. (A) The stereo is chipped.
(B) He's going to try the system.
(C) *The stereo's too expensive.*
(D) He decided to buy the system.
8. (A) Sing a little louder.
(B) *Start the song one more time.*
(C) Begin studying music.
(D) Try to learn to play the game.
9. (A) *Mail the papers quickly.*
(B) Send the information to the newspaper office.
(C) Wrap a box in tissue paper.
(D) Read the papers soon.
10. (A) He doesn't like to talk about work.
(B) He works very hard at school.
(C) He goes to the same school as the woman.
(D) *He agrees with the woman.*

11. (A) In a department store.
(B) *In a barber shop.*
(C) In a flower shop.
(D) In a restaurant.
12. (A) She's not running.
(B) Her hat is not ruined.
(C) *The weather is dry.*
(D) It's going to rain.
13. (A) No more money can be spent.
(B) The money has to last.
(C) An estimation is satisfactory.
(D) *The numbers must be exact.*
14. (A) Robin is looking for a new car.
(B) *She thinks that Robin's car is pretty great, too.*
(C) Robin is certain about the changes.
(D) The tire pressure in Robin's car is not right.
15. (A) *The desk is disorganized.*
(B) He needs to measure the desk.
(C) Wanda's dress is a mess.
(D) Wanda's always at her desk.
16. (A) A detective.
(B) A store clerk.
(C) *A librarian.*
(D) A writer.
17. (A) Buying a new computer.
(B) *Attending a course.*
(C) Watching a television program.
(D) Computing the correct answer.
18. (A) He is trying to become a ticket agent.
(B) *All the tickets have been sold.*
(C) The ticket agent bought the tickets.
(D) He was able to sell his concert tickets.
19. (A) He dropped out of school.
(B) He wanted to know when school ended.
(C) *He questioned her reasons.*
(D) He dropped her off at school.

20. (A) The post office was close by.
(B) She was scared of what was in the package.
(C) The post office was closed when she got there.
(D) *She was able to send the package.*
21. (A) He was late for the boat.
(B) He could have taken the boat to the bank.
(C) *He lost a good opportunity.*
(D) He missed seeing his friend at the bank.
22. (A) Her best guess is that the lecture's about to start.
(B) *She's not really sure.*
(C) The man's lecture is as good as hers.
(D) She guesses the lecture will be good.
23. (A) He's heard of a new program for next semester.
(B) *It's been done before.*
(C) Only fools take five courses.
(D) He can handle four courses.
24. (A) *They should visit their new neighbors.*
(B) The new family called to her.
(C) They should move to the apartment across the hall.
(D) It would be a good idea to phone the new family.

リーディング

英文を読み、質問に対し一番適切な答えを選び、解答用紙にその答え (A, B, C, または D) を書きなさい。

PASSAGE ONE (Questions 1-9)

Geographically, California's diversity is breathtaking, and the state's coastline from north to south is no exception. Measuring 840 miles in length, the coast consists of the rugged cliffs of the Coast Ranges in the north and wide sandy beaches in the south. Along the coastline there are two major harbors, one in the north at San Francisco, the other in the south at San Diego. Near Humboldt and Monterey are smaller natural harbors.

1. The topic of this passage is
(A) how the state of California is divided into north and south.
(B) *the variations in California's coastal geography.*
(C) the breathtaking beauty of California.
(D) the exceptions in coastal geography.
2. The word "breathtaking" in line 1 probably means
(A) breathing
(B) *amazing*

- (C) stolen
 - (D) usual
3. According to the passage, what measures 840 miles in length?
- (A) *The California coastline*
 - (B) The Coast Ranges
 - (C) The rugged cliffs
 - (D) The exceptional part of northern California
4. The Coast Ranges are probably
- (A) flat, sandy areas on the coast of California
 - (B) found in southern California
 - (C) *a series of mountains*
 - (D) hundreds of miles north of the cliffs
5. "Harbors" in line 4 are
- (A) cliffs
 - (B) *ports*
 - (C) beaches
 - (D) mountains
6. It is implied in the passage that northern California
- (A) has more beaches than southern California
 - (B) has the same type of coastline as southern California
 - (C) has fewer major harbors than southern California
 - (D) *has a different coastline from southern California*
7. According to the passage, where are the major harbors located in California?
- (A) In San Diego
 - (B) Only in northern California
 - (C) Near Humboldt and Monterey
 - (D) *In the north and in the south*
8. In line 5, a "natural harbor" is
- (A) *not human-made*
 - (B) always small in size
 - (C) evenly shaped
 - (D) constructed of natural materials
9. Which of the following geographical features is NOT mentioned in the passage?
- (A) Cliffs
 - (B) *Canyons*
 - (C) Beaches
 - (D) Harbors

PASSAGE TWO (Questions 10-18)

The Hopi are part of the Pueblo Indian culture. Today they live mostly in northeastern Arizona, at the edge of the Painted Desert. Something that sets the Hopi off from other cultures is that it is in some senses a maternal rather than a paternal culture.

The Hopi are divided into clans, or families, along maternal lines, and as a result a child becomes a member of the mother's clan rather than the father's. In addition, ownership of property, such as land and houses, passes from mother to daughter instead of from father to son, as it does in other Native American cultures. However, women do not have all the power in this culture. Societal authority still rests in the hands of men, but that authority does pass to men from their mothers.

10. The main idea of the passage is that
 - (A) the Hopi are one type of Pueblo Indian
 - (B) *the Hopi have a maternal culture*
 - (C) most Indian cultures are paternal cultures
 - (D) today the Hopi live in northeastern Arizona

11. The passage states that the Hopi
 - (A) are enemies of the Pueblo Indians
 - (B) all live in northeastern Arizona
 - (C) live inside the Painted Desert
 - (D) *may be found on the borders of the Painted Desert*

12. In line 3, something that is "maternal" is related to
 - (A) the culture
 - (B) *the mother*
 - (C) the Hopi
 - (D) the clan

13. It is implied in the passage that most Native American cultures
 - (A) live in the Painted Desert
 - (B) are part of the Hopi tribe
 - (C) *are paternal cultures*
 - (D) do not have strong families

14. A "clan" in line 4 is a
 - (A) mother
 - (B) father
 - (C) *family*
 - (D) child

15. Which of the following is true about Hopi property ownership, according to the passage?
 - (A) Hopi do not own property.
 - (B) Hopi property passes from father to son.
 - (C) Property ownership in the Hopi culture is similar to property ownership in most other cultures.

(D) A Hopi daughter will probably inherit property from her mother.

16. Which of the following is NOT true about power in Hopi society?

(A) Women do not have all the power in Hopi society.

(B) Men have power in Hopi society.

(C) A man will probably inherit power from his mother.

(D) A man inherits power from his father.

17. The word “rests” in line 8 could best be replaced by

(A) sleeps

(B) remains

(C) naps

(D) tires

18. Where in the passage does the author describe where the Hopi live today?

(A) Lines 1-2

(B) Lines 4-5

(C) Lines 5-7

(D) Lines 7-8