

## Listening Comprehension Test

### <Directions>

Please open your test.

You are going to have a Listening Comprehension Test. This test consists of two parts; Part 1 and Part 2. All of the questions in the two parts are multiple choice questions. For each question, there are four possible answers written on your question sheet, labeled 1, 2, 3 and 4. You must choose the best answer for each question. Indicate your choice by marking the correct number 1, 2, 3 or 4 on your answer sheet. You may take notes while listening.

Now, here are the directions for Part 1. In this part, you will hear 8 dialogues, No. 1 through No. 8. Each dialogue will be followed by one question. For each question, you will have 10 seconds to choose the best answer. The dialogue and the question will be read only once.

Now we will begin Part 1.

### Part1

1

W: What shall we get your father for Father's Day, honey?

M: He needs a new model of golf club. His old one has just broken, and it's not worth repairing.

W: That's a pretty big gift. I'll check the price on my mobile phone. Wait a minute.

Uh..... They run about 30,000 yen and up.

M: Wow. That's more than I hoped to pay.

W: You could call your two sisters and see if they want to join us.

That'd make it cheaper for everyone.

M: That's a nice idea. I think my sisters would agree to that.

W: Call your sisters, soon.

Question: What advice did the woman give?

2

M: Hi, Rebecca. I just bought a used car.

W: That's great. You just got your license a few days ago, didn't you?

M: Yes. I'm going to drive my friend down to South Osaka in my own car next week to celebrate passing my driving exam.

W: You're going to drive? Don't you think you should wait until you're used to driving? That's a long way, and the freeways are dangerous. Have you ever driven on the freeway?

M: No, but I'll be fine. My parents aren't concerned about it.

W: Well, to tell the truth, I think you should at least let someone else drive on the busiest freeways.

M: Maybe you're right. I'll think about it.

Question: Why is the woman worried about the man's trip?

3

W: What's wrong?

M: Well, I just wanted to study for my math exam, but I can't concentrate on studying in our room because my roommate has brought some friends over.

W: That's too bad. Well, why don't you go to the Study Hall?

M: Yeah, I thought so, but it is closed for repairs.

W: Oh, then, how about the lounge? It's quiet there, I suppose.

M: I've heard that there will be a performance of the brass band club this evening.

W: How about the city library then? I know it's not so pleasant to go out in this weather but it takes only five minutes from here.

M: Right. I thought the city library is the best place to study, but I was hoping I wouldn't have to walk in the rain.

Question: Why was the man reluctant to go to the city library?

4

M: Hi, Mary. If you have time next Saturday, would you like to join Kevin and I for dinner?

W: Sounds lovely John, but I've been busy these days.

M: You've been working too hard. Relax.

W: Thanks, but I really have to get this essay done first. By the way, where are you going to eat out?

M: The Vietnamese restaurant. It's renewed this Friday and Kevin's birthday is coming soon.

W: Is that so? Sounds fun. Well, give me some time to think about it.

M: Absolutely. You should treat yourself after your hard work.

W: Sure. I will let you know.

Question: Why does Mary want to answer John later?

5

M: I'm sorry, I'm lost.

W: Hi, Joshua. I know. I read your message. Can you tell me where you are?

M: I'm sure I am not so far away from your house. That's all I know.

W: OK, what can you see around you?

M: I see a drug store. The roof of the building is pink.

W: It takes about 15 minutes to walk to my house. I can send you directions to my house to your smartphone.

M: Thank you.

W: Oh, wait! My sister is ready to go and pick you up by car so don't move.

Question: How will Joshua get to his friend's house?

6

M: I found a good room for you.

W: A room?

M: You said you were looking for a room because you want to renovate your house and need to move out temporarily.

W: Oh, did you find one for me?

M: Well, it's my brother's room. He will go to Italy on business for about a year from next month.

W: Really? Well.

M: Do you want to see the room now?

W: Well, my plan has changed... I found a good house near the station. So I will sell my present house and move to the new house in a month.

Question : What will the woman do next month?

7

W: How was school today?

M: Well, it was exciting!

W: In what way? Only the entrance ceremony was scheduled for today.

M: Right. I expected it to be boring. But soon after the ceremony started, a student band came up on to the stage and started playing. They played their original music and it was so cool.

W: That sounds great. Did they play for the entrance ceremony because they are the best at the school?

M: I think so.

W: If you practice a lot, you will be playing on the stage for your juniors.

M: I want to! It was a good choice for me to come to this music school!

Question: What will he do next year?

8

M: We had a good time today. What did you think was the most interesting?

W: The museum was the best for me. I learned a lot about the trains.

M: True. I realized again that railway development has a lot to do with our lives.

W: I think so, too. Before visiting there, I thought trains were just a means of transportation, but now, they make me feel the history. How about you, Steven? What impressed you the most?

M: I liked the temple the most. I was surprised to see it. I want to know how people built such a beautiful building more than one thousand years ago.

W: If you want to know about it in detail, you should go to the library. I think you will get a lot of information.

M: Thanks. Do you have time to go there from now?

W: Sorry. I have to go home today.

Question: What do we learn about the woman?

<Directions>

Here are the directions for Part 2. In this part, you will hear two passages, No. 1 and No. 2. Each passage will be followed by two questions. For each question, you will have 10 seconds to choose the best answer. The passage and the questions will be read twice.

Now we will begin Part 2.

Part2

1

It would seem fairly obvious that in order for our students to learn something new (a text, a new word, how to perform a task) they need to be first able to perceive and understand it. One of the teacher's jobs is to mediate such new material so that it appears in a form that is most accessible for initial learning.

This kind of mediation may be called 'presentation'; the term is applied here not only to the kind of limited and controlled modelling of a target item that we do when we introduce a new word or grammatical structure, but also to the initial encounter with comprehensible input in the form of spoken or written texts, as well as various kinds of explanations, instructions and discussion of new language items or tasks.

People may, it is true, perceive and even acquire new language without conscious presentation on the part of a teacher. We learn our first language mostly like this, and there are some who would argue for teaching a foreign language in the same way- by exposing learners to the language phenomena without instructional intervention and letting them absorb it intuitively.

However, raw, unmediated new input is often incomprehensible to learners; it does not function as 'intake', and therefore does not result in learning. In an immersion situation this does not matter: learners have plenty of time for repeated and different exposures to such input and will eventually absorb it. But given the limited time and resources of conventional foreign language courses, as much as possible of this input has to become also 'intake' at first encounter. Hence the necessity for presenting it in such a way that it can be perceived and understood.

Question1: Which is an appropriate example of 'presentation' defined in the passage?

Question2: According to the passage, which one is NOT indicated?

Listen again.

2

No one likes to feel interrogated—and some types of questions can force answerers into a yes-or-no corner. Open-ended questions can counteract that effect and thus can be particularly useful in uncovering information or learning something new. Indeed, they are wellsprings of innovation—which is often the result of finding the hidden, unexpected answer that no one has thought of before.

A wealth of research in survey design has shown the dangers of narrowing respondents' options. For example, "closed" questions can introduce bias and manipulation. In one study, in which parents were asked what they deemed "the most important thing for children to prepare them in life," about 60% of them chose "to think for themselves" from a list of response options. However, when the same question was asked in an open-ended format, only about 5% of parents spontaneously came up with an answer along those lines.

Of course, open-ended questions aren't always optimal. For example, if you are in a tense negotiation or are dealing with people who tend to keep their cards close to their chest, open-ended questions can leave too much wiggle room, inviting them to dodge or lie by omission. In such situations, closed questions work better, especially if they are framed correctly.

Question1: According to the passage, what is indicated about the survey design?

Question2: What is true about the passage?

Listen again.

This is the end of the listening comprehension test.