

1

(配点比率 25 %)

Direction: First of all, read the following ten statements about a suspense story *for one minute*.

1. Mrs. Stevenson is old and ill.
2. Mr. Stevenson is a doctor in the hospital Mrs. Stevenson calls.
3. Mrs. Stevenson is usually not very lonely or nervous at night.
4. Mrs. Stevenson calls her husband often.
5. Mrs. Stevenson realizes that the men she hears are planning to hang a wife.
6. The hospital promises to send a doctor as soon as possible.
7. Mrs. Stevenson is angry because the police want to write a report without coming to her home.
8. Two men come up the stairs of Mrs. Stevenson's home.
9. Mrs. Stevenson screams when the train goes by.
10. Neighbors come to the house after hearing Mrs. Stevenson scream.

Now you will hear the story, which is about 600 words long. As you listen to the story, decide whether each statement is true or false. If the statement is true, put a "T" in the box on your answer sheet. If the statement is false, put an "F". The truth of some of the statements may not be determined from the information given in the story. In such cases, put a "?".

Here are two examples of a "?" statement.

**Examples**

? The woman is 73 years old.

*(We are never told her age.)*

? The woman has been married for many years.

*(We know she is married but we don't know for how long.)*

You can take notes while you listen. There will be a 2-minute interval before the second part begins for you to complete the first part.

You will hear the story again. Before you listen, read the summary of the story below *for two minutes*. DO NOT fill in the blanks at this stage, but just think what words might be missing.

### SUMMARY

A rich, nervous old woman named Mrs. Stevenson is an invalid and spends most of her time in bed on the second floor of her house. One evening she calls her ( 1 ) at his office. She hears instead the voices of two unknown men. They are ( 2 ) the murder of the wife of one of them by the other man. It will take place tonight at ( 3 ) when a ( 4 ) passes by the wife's house. Mrs. Stevenson is frightened because she is elderly and she lives near a train track. She calls the telephone company, the police, and the local ( 5 ), but no one pays attention to her. Later, she calls the ( 6 ) again. The policeman says only that he'll write a report and call her back later, and she hangs up angrily. When it's almost eleven o'clock, she hears the front ( 7 ) of her house being unlocked and opened, and footsteps coming up the stairs. Just then the train passes, she screams, and there is ( 8 ). The phone rings. The intruder, whose voice Mrs. Stevenson has heard ( 9 ) in the evening, answers the phone, says "Sorry, ( 10 ) number," and hangs up. Everything is quiet.

Now you will hear the story once again. As you listen, fill in each blank in the summary with **one word** from the story. Your answers should be written on your answer sheet.

# Transcript for **1** (発表用)

全体の所要時間 : 19 分 28 秒

これから第1問リスニング・テストを行います。日本語による指示が終わるまで問題冊子を開いてはいけません。試験監督者は、問題冊子を開いている受験者がいないことを確認し、もし開いている受験者がいる場合は、問題冊子を閉じるように指示してください。

このリスニング・テストは大きく分けて二つのパートに分かれています。最初のパートは、600語程度の短いストーリーを聞き、問題冊子に印刷されている記述が正しいか、誤っているか、またはその判断に必要な情報が与えられていないか、を解答する問題です。次のパートは、同じストーリーを要約した文章に設けられている空所に、ストーリーの中で聞き取った単語を1語、補充する問題です。それぞれの問題についての具体的な解答方法は、英語により指示されます。

第2問は、このリスニング・テストで使われたストーリーについての問題ですので、リスニング・テスト終了後に解答しなさい。残る第3問・第4問については、どの順番で解答してもかまいません。

それでは、問題冊子の1ページを開きなさい。

Direction: First of all, read the ten statements about a suspense story on page 1 of your test booklet for one minute.

<<< about 1 minute >>>

Now you will hear the story, which is about 600 words long. As you listen to the story, decide whether the statement is true or false. If the statement is true, put a "T" in the box on your answer sheet. If the statement is false, put an "F". The truth of some of the statements may not be determined from the information given in the story. In such cases, put a "?".

Here are two examples of a "?" statement.

Examples

? The woman is 73 years old.

(We are never told her age.)

? The woman has been married for many years.

*(We know she is married but we don't know for how long.)*

You can take notes while you listen. There will be a 2-minute interval before the second part begins for you to complete the first part.

### A Strange Story

An elderly, bedridden woman is at home alone one evening. She is in her bedroom on the second floor at the top of the stairs, in the house she lives in with her husband, Elbert Stevenson. Mrs. Stevenson is a very rich woman. She is also a very nervous woman. She is an invalid, and she spends most of her time in bed. She talks on the telephone a lot; her telephone is really her best friend.

On this particular evening, Mr. Stevenson is working late at his office. Mrs. Stevenson is home alone many evenings, but on this night, she is lonely and very nervous. She decides to call her husband and ask him what time he will be home. She dials his number and then is surprised to hear a conversation between two strange voices: two men who do not know that she is listening. They are planning a murder; a man wants them to kill his wife this very night.

Frightened and shocked, Mrs. Stevenson hangs up and then begins to make several telephone calls. She calls the telephone company to try to find out where those two men were while they were talking. She calls the police to tell them that somewhere in the city, there is going to be a murder. And she calls the local hospital to ask for help. She is very upset, and she wants a nurse or a doctor to come and stay with her and, perhaps, give her some medicine to make her feel better. But no one pays much attention to her.

All Mrs. Stevenson knows is that an elderly woman who lives by a train track is going to be murdered at eleven o'clock, when a train will pass by and no one will hear her screams. This is very frightening. After all, Mrs. Stevenson herself is an elderly woman, and she, too, lives near a train, and it's almost eleven o'clock now! She calls the police once more, and the officer there says he will fill out a report and call her back later. He asks her to tell her story again. Mrs. Stevenson is becoming more and more nervous.


I'm a sick woman and I'm very upset --- very. I'm alone in this house and

I'm an invalid and tonight I overheard a telephone conversation that upset me dreadfully. A woman is going to be murdered ... Oh, for Heaven's sake! You mean to tell me I can't report that there's going to be a murder without getting tied up in all this red tape? Why, it's perfectly idiotic! If someone doesn't come at once, I'm afraid I'll go out of my mind.


Angry, Mrs. Stevenson hangs up. She looks at the clock. It's almost eleven. Now she hears a key turn in the lock of the front door downstairs, and she hears the door open slowly, a man come in, and carefully shut the door. Too frightened to speak, she listens to footsteps coming quickly up the stairs towards her bedroom. Her heart is beating wildly ... It's eleven o'clock. A train roars by. Mrs. Stevenson screams. Then there is silence. The telephone rings. It is the police calling back. A strange voice, the same voice Mrs. Stevenson overheard earlier tonight, answers the telephone. The stranger picks up the telephone, says, "Sorry, wrong number," and then hangs up. There are no more telephone calls. The house is very quiet.

(577 words / 4'23")

<<< about 2 minutes >>>


  
You will hear the story again. Before you listen, read the summary of the story on page 2 of your test booklet for two minutes. DO NOT fill in the blanks at this stage, but just think what words might be missing.

<<< about 2 minutes >>>

  
Now you will hear the story once again. As you listen, fill in each blank in the summary with one word from the story. Your answers should be written on your answer sheet.

<<< the story repeated >>>

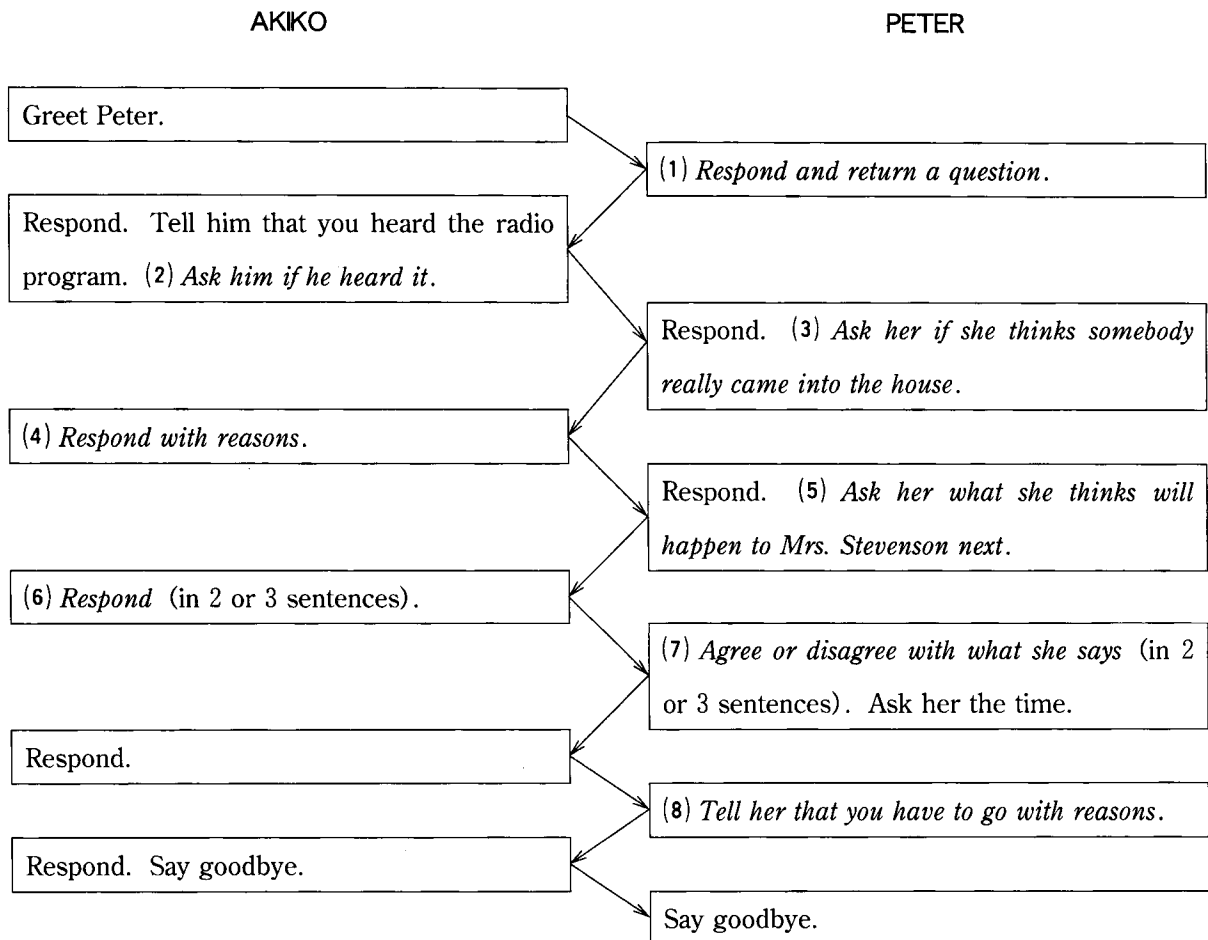
<<< about 1 minute >>>

  
以上でリスニング・テストは終了です。問題冊子の3ページを開いて、第2問に解答しなさい。第2問に解答した後、第3問・第4問については、どの順番で解答してもかまいません。

**2** (配点比率 25%)

Direction: The suspense story you have just heard in Question **1** is from a weekly radio program called "Secret Madness." In Question **2**, two people, Akiko and Peter, will talk about the story. The diagram below shows what each speaker intends to do by saying something. Follow the diagram and **complete the dialogue on the next page**. Your answers should be written on your answer sheet.

*Peter and Akiko both belong to the lacrosse club. Peter is sitting in the club room and Akiko comes in.*



Akiko: Hi, Peter. How've you been?

Peter: [ (1) ]

Akiko: Great! "Secret Madness" was really exciting last night. [ (2) ]

Peter: Yeah! [ (3) ]

Akiko: [ (4) ]

Peter: Hmm. Do you think so? [ (5) ]

Akiko: [ (6) ]

Peter: [ (7) ] By the way, what time have you got?

Akiko: Five past two.

Peter: [ (8) ]

Akiko: Well, you'd better rush. See you!

Peter: Bye!

**3**

(配点比率 17%)

1. 次の英文を読み、文中の空所( 1 )～( 7 )に最も適切な前置詞を入れなさい。解答は解答用紙の所定の箇所に記入しなさい。

Ai, a 25-year-old chimpanzee, is something of a celebrity due ( 1 ) her mental prowess. At the Kyoto University Primate Research Institute in Japan, she has learned to read several dozen characters ( 2 ) kanji, a form of written Japanese. Still, researchers were taken aback in February when they discovered that Ai's young son, Ayumu, may be teaching himself how to read.

Ai spends part of each day at a computer monitor, where she likes to match written words to colors and shapes so that she can earn 100-yen coins to buy snacks. On February 16, when only a video camera was watching, 10-month-old Ayumu jumped up ( 3 ) the monitor and correctly matched the kanji word ( 4 ) brown with a brown square. "It was astonishing," says Tetsuro Matsuzawa, a primatologist at the institute. "He had never even touched the screen before." Researchers are now hopeful that Ayumu will continue to learn simply ( 5 ) observing his mother, without having to be coached.

So what did the precocious primate do ( 6 ) the 100 yen earned for making his first word match? "He bought some raisins ( 7 ) our vending machine," says Matsuzawa. "They're his favorite."

(From Curtis Rist, "A Chimp Off the Old Block", *Discovery*, January 2002)

2. 次の英文を読み、文中の空所( 1 )～( 5 )に入る最も適当な語句をそれぞれ a)～d)の中から一つ選び、記号で答えなさい。解答は解答用紙の所定の箇所に記入しなさい。

Decision making is an essential function of management. Together with leadership and communication it heads the list of those abilities which as a manager you ( 1 ) to develop.

The actual moment of decision ( 2 ) be studied. Sometimes you are not even conscious of it. Our primary concern therefore must be the whole process ( 3 ) minds are made up, the mental movements which lead to decisions: in a word, thinking.

The kind of thinking which leads to action should be regarded by the manager as a demanding activity in its own right. "If I have any advice to pass on it is this: if one wants to be successful one must think until it ( 4 )." So wrote Roy Thomson, one of the great businessmen of our times. "Believe me," he added, "this is hard work and, from my close observation, I can say that there are few people indeed who ( 5 ) to perform this arduous and tiring work."

(From John Adair, *Effective Decision Making*, 1985)

- |                         |                     |
|-------------------------|---------------------|
| (1) a) had been seeking | b) had sought       |
| c) should be seeking    | d) should be sought |
| (2) a) cannot           | b) must not         |
| c) need not             | d) should not       |
| (3) a) by which         | b) to which         |
| c) that                 | d) what             |
| (4) a) hurt             | b) hurts            |
| c) is hurt              | d) will hurt        |
| (5) a) are prepared     | b) prepare          |
| c) prepares             | d) will prepare     |

**4** (配点比率 33%)

Direction: Read the passage and answer questions (A), (B) and (C). Your answers should be written on your answer sheet.

## Improving Your Memory

### Remembering: Encoding and Retrieval

Remembering can be defined as learning and storing information so that it can be retrieved at some future time. Thus, successful remembering consists of:

1. getting information solidly into long-term memory (encoding) and
2. retrieving information when it is needed.

Let's discuss what is involved in these two aspects of the process of memory.

### *Encoding*

Researchers use the term encoding to describe the process of getting information into long-term memory. Encoding may consist of a number of mental tasks, such as paying attention to something, reasoning it through, associating it with something already known, analyzing it, and elaborating on the details. Often these tasks are performed automatically without any conscious effort on our part. These tasks give deeper meaning to the information and strengthen our chances of remembering it. Perhaps the easiest way to understand encoding is to look at the way it works in everyday life.

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### — EXAMPLES —

- Mrs. Yang is a confirmed people watcher. She loves to sit on a park bench and observe life around her. On any given day, she is aware that there are many people in the park walking their dogs. One day a puppy came up and licked her leg. She petted him, felt his soft fur, and enjoyed his exuberance. She asked the owner the puppy's name and breed. She watched as the puppy explored the riverside area. Several days later when she read her grandson a story about a puppy, she recalled the event and described the puppy in the park to him. She was surprised that she remembered the puppy's name and breed so clearly. Although she had no recollection of the many other dogs she saw that day, the information about the puppy had been well encoded because she had been interested, had paid attention, and had elaborated on the details of the interaction.

- On another day in the park, Mrs. Yang sat next to a friendly woman about her age. After sharing a warm conversation, her new friend introduced herself as Mrs. Meadors. Mrs. Yang thought to herself, “I wish I could remember her name as well as I remember the name of the cute puppy I met.” Instead of assuming that she couldn’t do it, she decided to give it some thought and see if she could figure out a way to remember it. When she discovered that Mrs. Meadors grew up on a farm, she thought, “I can picture her in a meadow, which sounds like Meadors.” In this example, Mrs. Yang intentionally encoded the information by paying attention to it, analyzing it, and associating it with something already known.
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Two tasks of encoding — attention and association — deserve some additional emphasis.

**Attention.** The first step in the process of encoding information into long-term memory is paying attention. Paying attention is one of the tasks of short-term memory. At any given moment, there are many pieces of information competing for the attention of your short-term memory. It may take some conscious effort on your part to focus your attention on what you need to remember. Keep in mind that the amount of material you can hold in your short-term memory is very limited. You need to zero in on what is important.

We give superficial attention to a piece of information and then are frustrated when we can’t remember it exactly. One of the simplest ways to improve your memory is to realize the importance of focusing your attention on what you really want to remember. In the future, when you forget, ask yourself if the problem was inadequate attention.

**Association.** Another aspect of encoding that deserves some explanation is association. Whether we are aware of it or not, new information is encoded by connecting it with other well-known and relevant information that already exists in long-term memory. This process is called association. The easiest way to understand the concept of association is to look at how it happens effortlessly in daily life.

Much association of new information is done unconsciously, but you can make a conscious effort to associate something you want to remember with something you already know. The more effort you put into creating these associations and the greater the number of cross-references available, the more likely you are to recall at will.

## *Retrieval*

Retrieval is the process of getting information from long-term memory into the conscious state of short-term memory. Most memory complaints center on the inability to bring to mind information on demand. In actuality, however, our ability to find a piece of information in our vast storehouse of memories and bring it to awareness is truly amazing and happens easily most of the time.

There are two ways by which information you have processed and stored in long-term memory is retrieved.

*Recall:* a self-initiated search of long-term memory for information

*Recognition:* perceiving information that is presented to you as something or someone you already know

In most cases recognition is easier than recall. When you say “I can’t remember,” you usually mean “I can’t recall.” Even though you cannot recall the name of your representative in Congress, you may easily recognize it when you see it. It may be hard to recall the name of a particular TV show, but you recognize it easily when you see it in the *TV Guide*.

Recall of information is often triggered by a cue. A cue is an event, thought, picture, word, sound, or so forth that triggers the retrieval of information from long-term memory. For example, you may be able to recall the last name of your congressman when prompted with his first name. This triggering information, his first name, is a cue.

People often say, “I can’t remember names, but I never forget a face.” The reason we remember faces easily is that they present themselves for *recognition*. Remembering names, on the other hand, involves *recall* of information from long-term memory, for which the face is only a cue. When we are searching for a name or other piece of information, we can think of related facts, which may serve as cues, and will often trigger the desired piece of information. For example, if you are having trouble recalling what course you took in summer school, you might think about where it was held, who was in the class with you, and the subjects you have taken in the past.

(Adapted from Janet Fogler & Lynn Stern, *Improving Your Memory*, 1994)

## QUESTIONS

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(A) Read the following ten statements about the passage and decide whether each statement is true or false. If the statement is true, put a “T” in the box on your answer sheet. If the statement is false, put an “F”. The truth of some of the statements may not be determined from the information given in the passage. In such cases, put a “?”.

1. Encoding is usually performed intentionally.
2. Expectation and integration of information are important for encoding.
3. Memory is classified into recent and remote memory.
4. Associations are made both consciously and unconsciously.
5. One piece of new information can be associated with many different facts in your long-term memory.
6. Retrieval is the process of getting information from short-term memory.
7. Two ways by which information is retrieved are recall and recognition.
8. When you are presented with a name that you perceive as something you know, this form of retrieval is called recognition.
9. Related facts can be cues for recalling information.
10. Good memory is not changed forever.

(B) For each question, choose the one best answer — (a), (b), (c) or (d) — based on what is stated in the passage or on what can be inferred from the passage.

- (1) Mental tasks in encoding do not include
  - (a) fixing the mind on something.
  - (b) connecting thought, memory or imagination.
  - (c) adding more detail or information.
  - (d) ranking material in short-term memory.
- (2) Mrs. Yang could remember the puppy’s name and breed because
  - (a) she had many dogs.
  - (b) her grandson talked a lot about dogs.
  - (c) she was interested in dogs.
  - (d) her grandson asked her about that.

- (3) Mrs. Yang could remember the name of the woman because
- (a) she discovered a good way.
  - (b) she was familiar with the name.
  - (c) she knew the original meaning of Meador.
  - (d) she made an unconscious effort.
- (4) People may be able to recognize a congressman but may not be able to recall his name because
- (a) they see him only on TV shows.
  - (b) they know only his first name.
  - (c) they don't have enough cues.
  - (d) they are not familiar with his name.
- (5) According to the passage,
- (a) encoding is usually performed with conscious effort.
  - (b) intentional encoding of information reinforces our memory.
  - (c) some cue is necessary for recall of information.
  - (d) smell cannot be a cue that triggers the retrieval of information.
- (C) Translate the underlined part on page 8 into Japanese.