

I 次の問いの文の意味に近いものを、それぞれ下の(1)～(4)のうちから一つずつ選べ。

1. Cathy is certain to arrest Harry.
 - (1) It is certain that Cathy will arrest Harry.
 - (2) It is certain that Harry will arrest Cathy.
 - (3) Cathy believes that she will arrest Harry.
 - (4) Harry believes that he will arrest Cathy.
2. Fred stopped to have a good look at the car.
 - (1) Fred decided not to have a good look at the car.
 - (2) Fred stopped in order to give the car a long look.
 - (3) Fred stopped staring at the car.
 - (4) Fred stopped the car to examine it.
3. John wanted to stay at the office, and so did Mary.
 - (1) Because John wanted to stay at the office, Mary also wanted to.
 - (2) Because John wanted Mary to stay at the office, she did so.
 - (3) John wanted to stay at the office, and Mary also wanted to.
 - (4) John wanted to stay at the office, and so Mary stayed there.
4. I can open the door for the visitor, if you want.
 - (1) I can open the door for you, if you don't want to open it for the visitor.
 - (2) I can open the door for you, if you want a visitor.
 - (3) If you want a visitor, I can open the door.
 - (4) If you want me to open the door for the visitor, I can do so.
5. Mr. Smith deserved the praise of Mr. Hanson.
 - (1) Mr. Smith was entitled to be praised by Mr. Hanson.
 - (2) Mr. Smith rightfully praised Mr. Hanson.
 - (3) Mr. Hanson was entitled to be praised by Mr. Smith.
 - (4) Mr. Hanson was rightfully praised by Mr. Smith.
6. Jane surprisingly forced Tom to swim.
 - (1) It was surprising to us that Jane forced Tom to swim.
 - (2) It was surprising to Jane that she managed to make Tom swim.
 - (3) We were surprised to see Jane and Tom swimming forcefully.
 - (4) Jane was surprised to see Tom swimming.

7. Sam was hard for the secretary to get along with.

- (1) Sam was unable to give definite instructions to the secretary.
- (2) Sam was incapable of catching up with the secretary.
- (3) It was hard for Sam to go out with the secretary.
- (4) It was difficult for the secretary to cooperate with Sam.

8. When talking to Max, Alice happened to be seen by Barry.

- (1) Alice had the good fortune to see Barry talking to Max.
- (2) Barry had the good fortune to see Alice when he was talking to Max.
- (3) It so happened that Barry saw Alice talking to Max.
- (4) It so happened that Barry, when talking to Max, saw Alice.

Ⅱ 次の問いの空所（下線の部分）に入れるのに、もっとも適当な語句を、それぞれ下の(1)～(7)のうちから一つずつ選べ。問 1～3 については、与えられた日本文に相当するように、また問 4・問 5 については、与えられた図の説明になるようにせよ。ただし、解答には、☆に入る語句の番号のみをマークせよ。

問 1

日本で部屋を「和室」と呼ばなければならぬなんて驚くべきことだ。これは、明らかにかなりの洋風化が行われていることを示すものだ。

It is extraordinary that in Japan it is necessary to call a room a 'Japanese' room. This clearly shows [☆] [] [] [☆] [].

- (1) has taken (2) how (3) of Westernization (4) place
- (5) that (6) the degree (7) Westernized

問 2

たいていのヨーロッパ人は、生卵を食べると考えただけでもむかむかする。さしみを出されたときとちょうど同じように。

Most Europeans feel sick [] [☆] [] [].
[☆], just as they do when offered raw fish to eat.

- (1) an egg (2) at (3) eating (4) raw
- (5) the thought of (6) think (7) to

問 3

彼女の姿が見えなくなってしばらくたってから、彼は大声で呼び始めた。

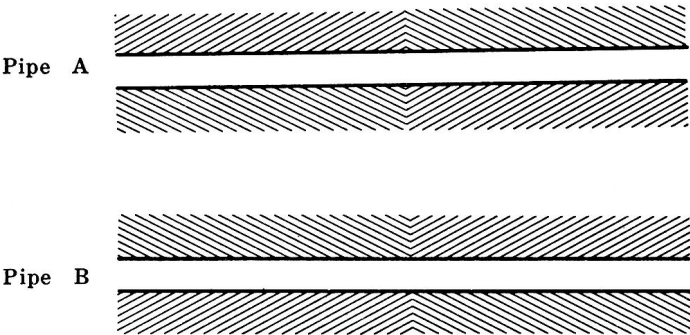
It was not until [☆] [] [☆] [] [] that he started shouting after her.

- (1) after (2) before (3) disappeared (4) long
- (5) she had (6) some (7) time

問 4

Pipe A gives the impression of pressing inward at the center, while Pipe B gives the impression of pushing outward from the center. This is a visual effect caused by [☆] [☆] [☆].

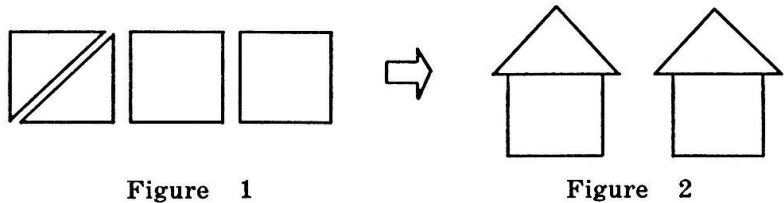
- (1) in which (2) curve (3) point (4) the crossing lines
(5) the short slanted lines (6) the direction (7) the course



問 5

In order to make Figure 2 out of Figure 1 you have to place the triangles at the left on the squares with [☆] [☆] [☆] of the squares.

- (1) their (2) touching (3) crossing (4) the tops
(5) the roof (6) longer sides (7) shorter sides



Ⅲ 次の問いの空所（下線の部分）に文を補って，最も自然に意味の通る対話にせよ。補うべきものを，それぞれ(1)～(4)のうちから一つずつ選べ。

1. “Jack, can you come over tonight and meet my sister? She’s just back from a year in Sweden.”
“ [☆] ”
“ She was studying drama on a special scholarship.”
(1) Oh, too bad, I can’t. But where else did she go?
(2) I’d love to come over. Do you think she remembers me?
(3) Oh, I’m sorry, I can’t. But what was she doing in Sweden?
(4) Sure, I’d like that. How long was she in Sweden, did you say?

2. “ I wonder how many of the thirty people in your class are foreign students, Mrs. Thompson?”
“[]”
“ Ten percent of thirty. That’s quite a lot, isn’t it?”
(1) There are none this year.
(2) Just one whose father is doing research here.
(3) I don’t remember the exact number, but there are some for sure.
(4) There are three this year. One is from Switzerland, the other two from Mexico.
3. “ I can’t understand Mr. Reese’s English. He talks too fast for me.”
“[]”
“ Do you really think he would?”
(1) I’m sure he’d slow down if you asked him to.
(2) That’s funny. He said he’d been talking slowly.
(3) Don’t you think he’d speak a little faster if you told him to?
(4) You’re right. I was sure he’d been talking too fast.
4. “When you were a teenager, did you ever dream you would become a famous pianist, Mrs. Hendel?”
“[]”
“What a change! How was it you switched to the piano?”
(1) No. When I was ten years old, I wanted to be a pianist.
(2) Yes. I wanted to be a pianist from the very beginning.
(3) Far from it. I wanted to be a fashion model in high school.
(4) Vaguely, yes. I guess my parents expected me to become a pianist more than I myself did.