

## 2023年度 一般選抜 学力検査 (外国語)

「コミュニケーション英語Ⅰ・コミュニケーション英語Ⅱ・  
コミュニケーション英語Ⅲ・英語表現Ⅰ・英語表現Ⅱ」

## 設問【1】～【7】

【1】～【7】	マーク式 解答番号 <input data-bbox="820 1182 902 1251" type="text" value="1"/> ～ <input data-bbox="948 1182 1030 1251" type="text" value="57"/>
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【1】 次の対話文が自然な流れをもつように、 ~  に入る最も適当な応答文を、それぞれ①~④の中から選びなさい。

解答番号は、(1)  ~ (6)  。

(配点 18 点)

[At the airport.]

A : Welcome to Japan, Mrs. Gray! How was your flight?

B :

- (1) ① It was the same as it always is. I just got on the bus, and here I am.
- ② It leaves soon, but according to the departures board, it's a little late.
- ③ It could have been better. The man in the next seat was very noisy.
- ④ Everything went very smoothly, thank you. It's very good to be here.

A : That's good to hear. Is that all your baggage?

B :

- (2) ① Not quite. I'm still waiting for two more cases.
- ② It's no trouble at all. Let me help you with it.
- ③ It's just this small one. I prefer to travel light.
- ④ No, it's mine, actually, but please help me.

A : Me too. Is there anything you need to do before we set off?

B : 3

- (3) ① No, I'm fine, thank you. Where are we going first?  
② Yes. I'd like to leave this hotel as soon as possible.  
③ No. You've just had a long flight. You should relax.  
④ Yes. You should visit the restroom first, I think.

A : I'll take you to your hotel, then you can freshen up before you visit our company.

B : That's kind of you. Is the company far from the hotel?

A : 4

- (4) ① It's quite a long way, but it's only forty minutes by taxi.  
② No, it's quite near: just a ten to fifteen minutes' walk.  
③ No, they get on very well. We do a lot of business there.  
④ It's hard to say. This is the first time I've ever been here.

B : Perfect. That's just the right distance for me to exercise my tired legs.

A : 5

- (5) ① Yes, you must still be a little stiff after your flight. Shall we go?  
② I get plenty of exercise, thank you very much. Where's the taxi?  
③ Yes, running behind the taxi will be really great exercise for you.  
④ You can leave them here at the airport. We can collect them later.

B : Yes, I'm ready. This is my first visit to Osaka; I'm looking forward to seeing a little bit of the city.

A : 

6
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- (6) ① You're quite right. There's not much to see here, as you just said.
- ② I'm sure we can find you some time to see some of the sights here.
- ③ We can try, but unfortunately, this city doesn't see things very well.
- ④ A terrible time is absolutely guaranteed. You'd better be prepared!

B : That would be great. I've heard so many good things about the city.

【2】 次の各組において、それぞれ①～⑦の語を空所に入れて日本語とほぼ同じ意味の英文を完成させたい。その場合、 ～  に入れるのに最も適当なものを、それぞれ①～⑦の中から選びなさい。なお、文頭にくる単語も小文字で示してある。解答番号は、(1)  ～ (6)  。

(配点 24 点)

- (1) いま話されている6,000以上の言語の少なくとも半数は21世紀が終わるまでに消滅すると言われている。それを引き起こす大きな要因は「言語交替」すなわち、少数派言語の話者が話者数の多い言語に移っていくプロセスである。

At least half of more than 6,000 languages spoken at present     by the end of the 21st century. A major    is the “language shift,” the process by which speakers of minority languages shift to a language with a larger number of speakers.

- ① causing      ② said      ③ disappear      ④ this  
⑤ are      ⑥ factor      ⑦ to

- (2) コウモリは環境の変化に適応しつつ5千万年以上の間この地上に生存してきたが、個体としても長生きである。哺乳類の寿命は一般に体の大きさに比例するが、最も小さな種類のコウモリでも30年くらいまで生きられるのだ。

Bats, which have lived on the earth    50 million years, adapting to changes in the environment, also live long individually. The lifespan of mammals is generally proportional to their body size, but even the smallest bat     30 years.

- ① up      ② for      ③ than      ④ to  
⑤ can      ⑥ more      ⑦ live

- (3) 二酸化炭素などの温室効果ガスが地球温暖化の主要因であることはもはや誰も否定できないが、それにもかかわらず、地球全体での二酸化炭素排出量はいまだに増え続けている。

No one can any more deny that greenhouse      
carbon dioxide are the main cause of global warming, but nevertheless  
global carbon dioxide emissions    .

- ① still                      ② as                      ③ effect                      ④ increasing  
⑤ such                      ⑥ gasses                      ⑦ are

- (4) 自分の言いたいことを正確に言い表すことは思いのほか難しい。そのためには自分は本当に何を考えているのか、どう感じているのかを正確に把握しなければならないが、そのこと自体が言うほどに簡単ではないのだ。

It is more difficult    to express exactly what you  
want to say. To do that, you have to know exactly what you really think  
or how you feel, but     easy in itself as it  
sounds.

- ① is                      ② think                      ③ not                      ④ that  
⑤ than                      ⑥ so                      ⑦ you

- (5) インターネットは世界の出来事のニュースを瞬時に発信することを可能にしたが、それが紙媒体の新聞に与えた打撃は大きく、英国では2000年から2020年の間に新聞の売上高の減り幅が3分の2に及んだ。

The internet has    to send news about world events instantly, but it has had a huge impact on print newspapers. In Britain, sales of newspapers  11   between 2000 and 2020.

- ① it                      ② made                      ③ thirds                      ④ possible  
⑤ by                      ⑥ decreased                      ⑦ two

- (6) イギリスのアジア食品店でモチを買ったとき、店主が「こんなに硬いのをどうやって食べるのか」と聞くので「煮ても焼いてもいい」と答えたが、店主はまだ不可解な顔をしていた。「そうすれば柔らかくなる」と言い忘れていたのだ。

When I bought *mochi* at an Asian food store in England, the owner of the shop asked me, “     that hard thing?” I answered, “By boiling or baking,” but he still looked uncertain. I forgot to tell him, “Then  12 .

- ① soft                      ② eat                      ③ do                      ④ goes  
⑤ it                      ⑥ you                      ⑦ how

【3】 次の(1)～(11)の各文には4か所下線が施してある。そのうち1か所を訂正すれば、その文は正しい英文になる。その箇所をそれぞれ①～④の中から選びなさい。解答番号は、(1) 

13
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 ～(11) 

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。(配点 22 点)

(1) The idea of ①utilize sunlight to ②generate energy is by no ③means new, but was first proposed more ④than a century ago. 

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(2) Human ①moods are quite ②variable. They can vary ③great not only from day to day, but ④even from hour to hour. 

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(3) The environment of the area continues to ①be destroyed ②as two reasons: ③excessive cultivation and temperature ④rise. 

15
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(4) Oil paint, ①what was invented ②by the Dutch artist Jan van Eyck, quickly caught ③on and spread ④across Renaissance Europe. 

16
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(5) To avoid ①getting weight, he makes ②it a rule to ③walk three kilometers to the station ④every morning. 

17
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(6) I was surprised ①at the speed ②with which he came back with the revised report: he literally ③rewrote it in ④any time at all. 

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(7) Kazuo Ishiguro is ①well-known for his novels ②such as *The Remains of the Day* and *Never Let Me Go*, both of which ③has also been adapted ④into successful films. 

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(8) Rinzo Mamiya, ①birth in 1775 ②as a child of a farmer, ③made a great contribution to geography by exploring the ④northern part of Japan. 

20
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(9) How people greet ①each other varies from culture ②to culture, determined ③from religion, the ④appropriate distance between people, and gender roles.

21

(10) It is not easy ①for Japanese literature to ②recognize worldwide, but it has been ③benefited by a ④number of superb translators.

22

(11) It ①estimates that, when the volcanic eruption ②hit it, ③more than three quarters of the ④area was destroyed.

23

【4】 次の(1)～(4)のAの文に対するBの応答として、最も不適切なものを、それぞれ①～④の中から選びなさい。

解答番号は、(1)  ～(4)  。

(配点 16 点)

(1) A : David Smith? I've never heard of him.

B :

- ① Never mind. I'm just trying to find his email address.
- ② Isn't he the guy that we met at the hotel last week?
- ③ Are you sure? He says that he certainly knows you.
- ④ Would it help you more if he spoke a little louder?

(2) A : I wish that truck would get out of the way. I want to park there.

B :

- ① You'll just have to park on the other side. What's the problem?
- ② That's the second or third time this week it's been left there.
- ③ Yes, trucks have such bad manners nowadays, don't they?
- ④ It can't be helped. They must have some work to do there.

(3) A : The place you're looking for is right next to the bank, on the corner.

B :

- ① That's not right at all. The bank is beside it, surely?
- ② Thank you. I see it. I wonder how I missed it before?
- ③ Oh, so it is. It's a relief to find it after all this time!
- ④ Where, did you say? Ah, now I see it. Thank you!

(4) A : Will it be a problem if I can't come until 5 p.m., or a little after?

B : 

27
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- ① No problem at all. Any time after that will be fine with us.
- ② To be honest, it would. Could you come after 5 p.m. instead?
- ③ That's possible, but we may not be able to be here after 6.
- ④ Maybe, but please be as close to 5 p.m. as you possibly can.

【5】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1)  ～(5) 、II (1)  ～(5) 。(配点 40 点)

How do British people identify themselves? Who do they feel they are? The largest possible sense of identity that a British person could feel is that they are British. How important is this to British people? Do they feel they 'belong to' Britain?

Short answers to these questions seem to be 'not very' and 'not really'. The 2001 census asked a 'national identity' question, in which people could tick as many boxes as they liked out of British, English, Irish, Scottish, Welsh or 'other'. Only 46 percent altogether ticked the 'British' box (fewer than the 51 percent who ticked the 'English' box) and only a third ticked it as their only choice.

On the other hand, 75 percent of those same (a)respondents agreed that they felt 'proud to be British'. How can we make sense of this apparent contradiction? The answer is that British people are not normally *actively* patriotic. They often feel uncomfortable if, in conversation with somebody from another country, that person refers to 'you' where 'you' means Britain or the British government. They do not like to feel that they are personally representing their country.

Notwithstanding this low-key approach to being British, the turn of the millennium saw the subject of 'Britishness' become a topic of great public concern in the country. There are several possible reasons for this (b)explosion of interest. Perhaps it reflects the need to find common values in a multicultural society. Perhaps it is the realisation that the UK by itself now has far less influence on the rest of the world than it used to have, or perhaps it is the fear that the UK might actually break up.

However, it is not clear how much this concern for Britishness is felt by

individual British people. Some feel that it is merely something encouraged in official circles and that the concern itself is actually very un-British! When in 2006, the government suggested that there should be a British national day, many people scoffed at the idea; the fact that Britain does *not* have such a day is, they said, a perfect sign of Britishness — only younger, less <sup>(c)</sup>stable nations have to bother with all that flag-waving rubbish! (There is actually a lot of support for the idea, but this is just because people would like another public holiday, which is something that Britain has very few of.)

Finally, how do British people think of themselves as individuals? What sort of person does he or she like to think of himself or herself as? It is difficult to generalise. But if there is one personal quality which most British people <sup>(d)</sup>cling to above all others, it is a sense of humour. Of course, most people in Britain, like most people in the world, would not like to be thought of as dishonest, cowardly, unkind, ugly, stupid, or just generally <sup>(e)</sup>insignificant. But perhaps the worst shame of all for them would be to be regarded as a person with no sense of humour.

In Britain, you do not have to tell the best jokes to be humorous. Nor is there a proper time and place for humour. It does not have to be especially clever. It is just an everyday way of talking. People expect it. Raising a smile or getting a laugh is a good enough reason for saying anything. And if the ‘joke’ is at your own expense, so much the better. The ability to laugh at yourself and to ‘take a joke’ is highly prized.

(Reproduced by permission of Oxford University Press from *Britain For Learners of English 2nd Edition* by James O’Driscoll (c) Oxford University Press 2009.)

I According to the passage, choose the best answer.

(1) What did the results of the 2001 census 'national identity' question show?

- ① Although more people ticked the British box than the English box, they preferred to tick the Scottish, Welsh or Irish boxes more.
- ② More people ticked the British box than the English box, showing that being British was more important.
- ③ Nothing can really be decided about people's attitudes, as few people bothered to tick any of the boxes.
- ④ The majority of British people do not feel that being 'British' is the most important part of their identity.

28

(2) How is the 'apparent contradiction' in the answers explained?

- ① British people do not like to see other people representing their own country.
- ② British people do not like to show their feelings for their nation too openly.
- ③ British people feel that not feeling proud to be British is very unpatriotic.
- ④ British people feel that their government does not feel comfortable with them.

29

(3) Which of the following is not connected with the increasing interest in 'Britishness'?

- ① Many people are worried that being British may lead to an increased interest in the topic.
- ② In the new multicultural British society, it is necessary for all to find common values.
- ③ It is possible that the U.K. may break up one day, so it is important to define the term.
- ④ Britain's influence in the world is decreasing, so people should consider their identity.

30

(4) Why, at present, is there no British national day?

- ① There are already too many national holidays, so there is little point in creating yet another one.
- ② There used to be such a day, but it was replaced by special national days for all parts of the U.K.
- ③ People do not feel that it is necessary to declare their Britishness, as they feel secure in their identity.
- ④ British people do not think of themselves as individuals, so a group national day seems unnecessary.

31

(5) How does the writer describe the British attitude to humour?

- ① Most British people like to have a low opinion of themselves, and humour strengthens this.
- ② Humour is essential in everyday life and social interactions, especially if it is aimed at oneself.
- ③ Being humorous is a sign of intelligence, so people make jokes to show how clever they are.
- ④ Making jokes is a good way of becoming rich, as humorous people are paid well for these.

32

II Choose the word(s) that can best replace the underlined word.

(1) (a) respondents :   ① believers                   ② answerers  
                                  ③ questioners               ④ deniers                   

33

(2) (b) explosion :       ① increase                   ② understanding  
                                  ③ use                           ④ war

34

(3) (c) stable :           ① orderly                   ② mobile  
                                  ③ talkative                   ④ arrogant

35

(4) (d) cling :           ① move over                ② go out  
                                  ③ pass round               ④ hold on

36

(5) (e) insignificant : ① essential                ② bad  
                                  ③ unimportant             ④ visible

37



【6】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1)  ～(5)  、II (1)  ～(5)  。(配点 40 点)

Francisco Pizarro was born around 1475 in Trujillo, Spain. Pizarro came from a poor family. He was the son of Gonzalo Pizarro, an army officer, and Francisca, a servant. Sadly, neither of his parents gave Pizarro much attention. Young Pizarro did not receive a good education, and he never learned to read or write. Instead, he began working with pigs. This was dirty work, but it provided some money for food and clothing. Pizarro, however, had <sup>(a)</sup>grander dreams of adventure, excitement, and most importantly, wealth. So as a teenager, Pizarro joined the Spanish army. The skills he would learn in the army would help him in his fighting and conquests in South America.

Pizarro's army career took him first to Italy, then later to the Caribbean. In 1510 he joined an expedition to start a colony in South America, in what is now Columbia. After this failed he moved to Panama, where his power and influence grew. Later he organized a campaign that would change South American history. He set sail from Panama for the land later to be named Peru in January 1531 with 180 men — including four of his brothers — and 37 horses.

Fellow explorer Hernando de Soto had joined Pizarro's expedition. They found that they were in the middle of a civil war. Pizarro <sup>(b)</sup>requested a meeting with the Inca ruler Atahualpa. Atahualpa finally agreed to a meeting in the city of Cajamarca. The Spanish tried to convert Atahualpa to Christianity. He refused, and soon war broke out between the Inca and the Spaniards lasting for several years. Pizarro and his men defeated the Inca army, Pizarro himself capturing the Inca ruler. Pizarro demanded they be given all of their gold and treasure for Atahualpa's freedom. Despite the

Inca giving them the riches, Pizarro still had Atahualpa killed in 1533. The Inca armies retreated, and the Spanish army continued onward to the Inca capital of Cuzco. Pizarro and his army entered the city, and soon conquered the rest of the Inca army and <sup>(c)</sup>took over the capital. He destroyed the city. The remaining Inca natives were either killed or enslaved. The great Inca empire had come to an end.

Francisco Pizarro spent the next several years maintaining Spanish authority in Peru. Pizarro and his partner, Almagro, experienced years of tension and rivalry. Almagro felt he should have some power in Cuzco. The two constantly fought for control of the city, and Pizarro eventually had Almagro imprisoned and executed in 1538. Pizarro continued his explorations, and even founded the city of Lima, in Peru. Still upset at Pizarro's decision to have Almagro killed, several of Almagro's followers avenged his death a few years later. They attacked his palace, and killed Francisco Pizarro in Lima on June 26, 1541.

Francisco Pizarro increased Spain's <sup>(d)</sup>hold in South America. His desire for wealth and power drove him to become one of the greatest conquistadors (conquerors) of the New World. His capture and execution of the Inca ruler led to the end of the Inca empire. While this was a proud achievement to him, today we understand that this was an unfortunate event that wiped out an entire culture. The enslavements and death from Spanish diseases caused the native population to decline by millions over the <sup>(e)</sup>course of a few decades. Nonetheless, Pizarro helped explore and colonize several parts of South America. His achievements are still seen today. The city Lima, which Pizarro named and established, is the capital of Peru today.

*(Text courtesy of The Mariners' Museum and Park)*

I According to the passage, choose the best answer.

(1) What are we told about Pizarro's family background?

- ① Both parents came from high class families, but they had very little money.
- ② His father married an army officer, but his mother later became a servant.
- ③ Neither their pigs nor their servants were ever taught how to read or write.
- ④ His parents were not interested in his childhood education or upbringing.

38

(2) How did Pizarro's military career develop?

- ① After leaving Europe, he went to the Caribbean, and from there to South America.
- ② He left the Caribbean for Italy, then he returned there and went back to Columbia.
- ③ He made his name in Panama, then he went back to Europe before going to Peru.
- ④ After learning his fighting skills in Italy, he tried to set up a new colony in Europe.

39

(3) What was happening in Peru in 1531 when Pizarro and his men arrived?

- ① The Inca stopped fighting the Spaniards, and began their own civil war.
- ② The Inca people were fighting among themselves in a struggle for power.
- ③ The Spaniards were being converted to Christianity by the Inca leader.
- ④ Hernando de Soto joined with Atahualpa to fight against Pizarro's army.

40

(4) How did Pizarro treat the Inca ruler Atahualpa?

- ① He was killed by the Inca leader because he had strongly refused to accept Christianity.
- ② He put him in prison, from where he had to go out and collect treasure for the Spaniards.
- ③ He captured him, then demanded huge amounts of gold and treasure for his freedom.
- ④ He chased him to Cuzco, where fighting broke out, and Atahualpa and his army died.

41

(5) How can Pizarro's legacy be best described?

- ① Although we are now very proud of what Pizarro did, he did not feel the same way, and regretted his actions.
- ② Although what he achieved was remarkable, the results were very bad for the South American peoples.
- ③ Pizarro brought new medicines from Spain, and succeeded in saving many of the Inca people from disease.
- ④ He changed the Inca capital from Lima to Cajamarca, thus making it the most important city in all Peru.

II Choose the word that can best replace the underlined word(s).

(1) (a) grander :            ① braver                            ② longer  
   ③ lighter                            ④ bigger                            43

(2) (b) requested :            ① offered                            ② sought  
   ③ concluded                            ④ taught                            44

(3) (c) took over :            ① won                                    ② passed  
   ③ broke                                    ④ avoided                            45

(4) (d) hold :                    ① hugging                            ② participation  
   ③ control                                    ④ design                            46

(5) (e) course :                ① continuation                            ② cooperation  
   ③ coordination                            ④ concentration                            47

【7】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1)  ～(5)  、II (1)  ～(5)  。(配点 40 点)

What is linguistics? It is defined in dictionaries as the academic study or, more simply, as a ‘science’ of language. Human language is, of course, (a) uniquely human. I say ‘of course’ since that is scarcely a profound statement. It does make clear, however, that in studying language we are starting, and cannot but start, as insiders. We are ourselves human beings, and all speak at least one language. We are therefore studying a central aspect of our own lives. This puts us in a privileged position, since we take for granted so much that outsiders would find out at best with difficulty.

Other scientists have studied the ‘language’, as we are tempted to call it, of other species. We know, for example, that many birds sing partly to establish a territory; that honey bees tell others in their hive where sources of food are located. Most autumns, when I am tidying up the garden, I am (b) thrilled by the song of the European robin. It is the only garden bird that has an individual territory outside the breeding season, and therefore sings when others are silent. Its song is complex and can be divided into phrases, lasting on average between one and two seconds, each phrase different from the next. To that extent we are able to see structure in the robin’s song. Yet we have no evidence, as human scientists, that these smaller units have what we would call specific ‘meanings’.

I have often wondered what a similar outsider might make of the noises *Homo sapiens* produces in such a volume. Let us imagine that some genuine aliens come here in their UFO to study us. Forget the conventions in films: they will not be able to question us in fluent American English. But suppose that they communicate with one another at a range of sound frequencies similar to ours, so that they can at least hear what we are saying. They

will find out that, when we are together, we are rarely silent. Our alien scientists might not understand at once that this is communication. Think how long it took our own intelligent species finally to <sup>(c)</sup>grasp the point of bird song! Let us assume, however, that they have this insight. How would they analyse the sounds they recorded?

To us, as insiders, it seems obvious that speech includes words. If someone asks, for example, for three oranges, the word *three* is one word with one meaning, and *oranges* another with another meaning. But an outsider would have no easy <sup>(d)</sup>clue to the existence of these words. Try, if in doubt, to listen to someone speaking a language totally unknown to you. There will be pauses when they breathe or hesitate, but no audible divisions among smaller units. Therefore, even though we take for granted that such units must be there, we cannot guess reliably where they begin and end. It seems then that an alien investigator might at first hear no more than an <sup>(e)</sup>interminable flow of sounds. How can they discover whether parts of it have separate functions? The blessing of being an insider will by now be obvious. At the simplest level we already know, for instance, that some sounds are ‘language’ and others are not ‘language’. Imagine an outsider trying to work out the roles of coughs and sneezes!

(*Linguistics: A Very Short Introduction* by P. H. Matthews, Oxford University Press (c) 2003, Reproduced with permission of the Licensor through PLSclear.)



I According to the passage, choose the best answer.

(1) Which describes most correctly the 'outsiders' as defined by the writer?

- ① Outsiders can be considered as people who do not understand fluent American English.
- ② Only outsiders have human language as a means of communicating with human beings.
- ③ Outsiders are those who are members of species that do not have any human language.
- ④ Only outsiders can observe clearly how other humans use language in a privileged way.

48

(2) How do various kinds of species use 'language'?

- ① They all use some kind of language resembling human language, but with different meanings.
- ② Birds use song as a way to tell other birds that they have chosen this area only for themselves.
- ③ Honey bees can tell others in the same group where other groups of bees keep their food.
- ④ Scientists use various human languages to be able to communicate with non-human species.

49

(3) Which is true about the European robin as described by the writer?

- ① The season of the activities of the robin is limited to autumn.
- ② Unlike other birds, its song does not aim to establish a territory.
- ③ Its song can be divided into some phrases, like human speech.
- ④ Each phrase of its song corresponds with known human meanings.

50

(4) How might aliens coming to the Earth in their UFO react to human speech?

- ① They would soon find out that *Homo sapiens* uses a lot of communication because humans are always speaking to each other.
- ② Unlike our understanding of communication of other species, they might take long to understand how we communicate.
- ③ If they were to understand that human words were used for communication, it would be impossible to make a record of them.
- ④ They might not be able to hear human speech at all, because they are using different wavelengths in communication.

51

(5) How may people react when they listen to a language they have no knowledge of?

- ① They may experience the speech as an undivided flow of sounds, except for small stops for breathing or of hesitation.
- ② They may distinguish words, for example, *three* and *oranges*, but will be unable to identify the meanings of the words.
- ③ They may understand that some sounds are 'language' and others are not, because they are human insiders after all.
- ④ For them, the smallest units of the language might be sentences, not words, making an exact understanding difficult.

52

II Choose the word that can best replace the underlined word.

- (1) (a) uniquely :      ① unusually                      ② exclusively  
   ③ incompletely                      ④ improbably

53

- (2) (b) thrilled :      ① surprised                      ② annoyed  
   ③ frightened                      ④ excited

54

- (3) (c) grasp :      ① understand                      ② uphold  
   ③ collect                              ④ target

55

- (4) (d) clue :      ① incentive                      ② goal  
   ③ hint                                  ④ experience

56

- (5) (e) interminable :      ① mindless                      ② endless  
   ③ pointless                              ④ careless

57