

デザイン工学部A方式 I 日程・理工学部A方式 I 日程  
生命科学部A方式 I 日程

1 限 英 語 (90 分)

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. マークシート解答方法については以下の注意事項を読みなさい。

マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆, ボールペン, シャープペンシルなどを使用しないこと)。

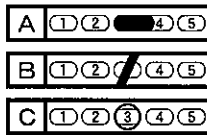
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

[ I ] 次の Anna と Bill の会話を読んで、後の問いの答えとして正しいものを選択肢イ～ニの中から一つ選び、その記号を解答用紙にマークせよ。

Anna: Hi, Bill. How was the test today? For me, it was a complete disaster.

Bill: Why? I thought you liked history.

Anna: There were no multiple-choice questions on the answer sheet. All the questions were short-answer or essay questions, and I'm poor at writing.

Bill: Me, too. I just memorize the names of events and the years when they occurred.

Anna: Yes. 'When did the French Revolution happen?' 'In 1789.' That's it. It's like a quiz show on TV, isn't it? I like to remember events this way. It's fun.

Bill: Historical events are like 'dots' if we study that way. Maybe we should connect 'the dots' so as to make history a stream.

Anna: Exactly. 'The stream' that flows to those of us who study it. In addition, we should focus on the meaning of each event.

Bill: Like what? What do you mean?

Anna: 'How did it happen?' or 'How did it influence what kind of people?' and so on.

Bill: That's deep. I'm drawn to history even more after talking with you.

問1 What is the main topic of this conversation?

イ natural disasters

ロ a French course

ハ a quiz show

ニ studying history

問2 What type of tests are the two speakers poor at?

イ writing tests

ロ on-line tests

ハ multiple-choice tests

ニ reading tests

問3 What does the word 'dots' stand for in this conversation?

イ finishing signs

ロ stones in the stream

ハ past events

ニ a collection of scores

〔Ⅱ〕 次の George と Brenda の会話を読んで、後の問いの答えとして正しいものを  
選択肢イ～ニの中から一つ選び、その記号を解答用紙にマークせよ。

Brenda: Excuse me, but no food or drink is allowed in this lecture room.

George: Oh, I'm sorry. The next class starts at one thirty in this room,  
right?

Brenda: Well, that's the original schedule, but that class has been  
rescheduled for two p.m. and the room has also been changed to  
the Student Hall. They didn't expect more than thirty people to  
join the class.

George: I'm glad you told me! I would have kept waiting here for the  
teacher to come. Do you know where the Student Hall is?

Brenda: On the third floor in Building C. We're in Building A now.  
Look, can you see the one across the yard? That's the C Building.

George: I see. Thank you very much.

Brenda: There's also a cafeteria in Building C.

George: Thanks for the information, but I'll get some fresh air, since the  
next lesson doesn't start for another forty minutes. By the way,  
I'm George. Will I see you again in the Student Hall?

Brenda: I'm Brenda. Yes, see you soon, George.

問1 Where are they talking?

イ in a yard

ロ in Building A

ハ in Building C

ニ in the Student Hall

問2 What is the reason for the room change?

イ the capacity of the room

ロ the necessity for eating space

ハ a broken air conditioner

ニ a schedule delay

問3 What time is it now?

- イ 1:00 p.m.      □ 1:20 p.m.      ハ 1:30 p.m.      ニ 2:00 p.m.

問4 What will George probably do next?

- イ chat with Brenda                      □ stay in the room  
ハ move to the cafeteria                  ニ go outside

〔Ⅲ〕 興福寺の阿修羅像について書かれた次の英文を読み、設問に答えよ。



Ashura at Kofukuji Temple in Nara, an eighth-century dry-lacquer\*<sup>1</sup> statue, is dazzling visitors with its fascinating looks. This statue of Ashura is the best-known of all representations and by far the most significant as a work of art.

About two million people have visited the temple's treasure house, where Ashura, a national treasure, and other celebrated sculptures have been on display since the building reopened in March 2010. Nara, the nation's capital during the Nara period, has a number of historically prominent temples. But few other exhibits in the city have drawn such visitor numbers. Crowd numbers exploded after it was shown on a tour for the first time.

Ashura is one of eight guardians which were considered to be special guardians of the main figure of the Buddha\*<sup>2</sup> and his teaching.

In fact, according to certain old records, the eight guardians, together with a set of the 10 disciples, were originally in Kofukuji, grouped around a large main figure of the Buddha. The production of this series of statues including Ashura was ordered by an empress in the Nara period. The Ashura figure and the other statues of the group were made about 1,300

years ago by a famous Buddhist master sculptor who was employed in work for Kofukuji.

Most statues of Ashura at other temples are typically presented in the form of a ferocious figure. The statue of Ashura at Kofukuji also reveals its ferocious side when light is shed upward from the lower part of the body: a grim countenance with knitted eyebrows. However, seen from the front,<sup>(3)</sup> Ashura has a peaceful expression that could be taken as being either a boy or a girl. C

This Ashura is quite slim, in marked contrast to the other more solid and heavier statues of the period. It gives almost a feeling of being underfed.<sup>(A)</sup> For one thing, the six arms are extremely thin. Compared with the arms of other statues of the period, Ashura's arms are only one-third as thick. These arms are also extremely long. Their thinness makes them seem even longer and gives the figure an almost X-like effect. Like the body, the three faces of Ashura are quite different from other Nara period statues. These faces have rather childlike expressions which are gentle and somewhat innocent. So it is rather surprising to find, upon close examination, that the central face has a mustache. However, all of the faces as well as the clothing are realistic.

The statue was made predominantly using the hollow dry-lacquer method.<sup>(4)</sup> First of all, the general shape of the desired core was made with clay. D Next, heavy cloth which had been cut up into various pieces was applied to the clay with a sufficient amount of lacquer juice. These pieces were pressed down to fit the shape of the figure exactly, and allowed to dry. This process was repeated several times, leaving a stiff and enduring surface.<sup>(5)</sup> With the completion of the basic shape of the statue, the next step was to remove the clay from the inside, leaving it hollow. The wooden frame inside the statue was retained.<sup>(6)</sup> The final step was the surfacing of the figure. Over the final layer of cloth a fairly thick layer of

dry lacquer was applied.

Statues made using this hollow dry-lacquer method are lighter than those made with only wood or clay. This characteristic has helped to preserve Ashura. Kofukuji has suffered from fire many times in the past, but miraculously Ashura has never been damaged by fire. Ashura, which stands only 153.4 cm high, is much lighter and smaller than the main figure of the Buddha. Thus, it was carried out of the temple and was saved each time there was a fire.

The eight guardians and ten disciples of Kofukuji are the oldest dry-lacquer statues in Japan. However, Ashura is the most appealing, representative and beautiful example of these early dry-lacquer methods used in the Nara period. 

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語注

\*1 lacquer : 漆

\*2 Buddha : 釈迦



問1 下線部(1)~(6)の言い換えとしてふさわしい語句をそれぞれイ~ニから一つ選び、その記号を解答用紙にマークせよ。

(1) fascinating

イ confusing

ロ intellectual

ハ ugly

ニ charming

(2) prominent

イ important

ロ old

ハ huge

ニ deserted

(3) grim

イ tender

ロ serious

ハ respectful

ニ cute

(4) hollow

イ fluid

ロ solid

ハ cracked

ニ unfilled

(5) stiff

イ hard

ロ soft

ハ sticky

ニ dry

(6) retained

イ cut

ロ separated

ハ kept

ニ pierced

問2 下線部(A)の意味として正しいものをつぎのイ~ニから一つ選び、その記号を解答用紙にマークせよ。

イ The statue of Ashura is well-rounded.

ロ The statue of Ashura is poorly balanced.

ハ The statue of Ashura is lightweight.

ニ The statue of Ashura is partially below the ground.

問3 Xの中に入れる単語として正しいのはつぎのイ~ニのどれか。その記号を解答用紙にマークせよ。

イ butterfly

ロ caterpillar

ハ squid

ニ spider

問4 阿修羅像を作成する際、使われた材料の組み合わせとして正しいものは以下のイ～ニのうちどれか。その記号を解答用紙にマークせよ。

- イ bronze, cloth, lacquer
- ロ gold, wood, cloth
- ハ wood, lacquer, cloth
- ニ brick, lacquer, wood

問5 下記の文章を本文に入れるとしたら最も適切な場所はどこか。空欄A～Eの中から一つ選び、その記号を解答用紙にマークせよ。

It is this detail that attracts many people to the statue.

問6 興福寺の阿修羅について、本文の内容に照らして正しいものをイ～チの中から二つ選び、その記号を解答用紙にマークせよ。

- イ Ashura is one of the ten disciples of Buddha.
- ロ Ashura was rescued from many fires.
- ハ Ashura appears to have three faces and eight arms.
- ニ Ashura shows varied emotions when viewed from different angles.
- ホ Clay was not used in the construction of Ashura.
- ヘ Ashura was designed by an empress of the Nara period.
- ト Ashura attracts fewer tourists than other exhibits.
- チ The construction of Ashura imposed a financial burden on the Nara government.

問7 この文章のタイトルとして最も適切なものをイ～ニの中から一つ選び、その記号を解答用紙にマークせよ。

- イ Why does Ashura have three fascinating faces?
- ロ Ashura and an Empress in the Nara period
- ハ How was Ashura constructed?
- ニ The history and making of Ashura as fine art

[IV] 次の英文は、アフリカのビクトリア湖に生息する water hyacinth(ホテイアオイ：浮き草の一種)とその湖の周辺に住む住民とのかかわりについて述べたものである。これを読み、設問に答えよ。

Kenya's city of Kisumu lies on the shores of Lake Victoria, the second-largest lake in the world after Lake Superior on the US-Canadian border. For years, the members of an environmental club for students in the city have cleaned and conserved the shores of the lake. The club, sponsored by UNESCO, is devoted to environmental education. However, its job has become particularly difficult in recent years, as water hyacinth has invaded the lake. This weed is destroying Kisumu's water supply systems, marine transport and fishing industry. As the mats of water hyacinth block sunlight from penetrating into the lake, the weed also threatens plant and animal life. Moreover, by preventing water flow, it creates an ideal breeding ground for mosquitoes and other insects.

Water hyacinth is believed to have been brought from the Amazon basin to east Africa as a pot plant that later found its way into the lake. The green plant produces beautiful purple flowers and has long roots. It grows in clusters and does best in polluted\*<sup>1</sup> waters. The weed spreads at an alarming rate, doubling its mass every 15 days.

(1) Some people argue that the weed could be controlled by mechanical means but this approach has tended to fail because the weed grows so fast. Various chemicals are also effective but destroy the environment. The continued presence of the weed in the lake causes water shortages, as the plants block canals and pipes carrying water into the city.

Light steamboats are often unable to dock at the port of Kisumu when it becomes filled with the weed. A plan to save the lake was launched in 1994, with funding from the World Bank, but it has unfortunately not made a lasting impact. Through the plan, weevils\*<sup>2</sup> were introduced to eat the

(3)

plants, but by 2007, water hyacinth was back with revenge. According to NASA satellite images, the lake appeared to be clear by the end of 2005. But unusually heavy rains in November and December 2006 swept agricultural fertilizers and other nutritious\*<sup>3</sup> matter into the water. These additional nutrients\*<sup>3</sup> caused a fresh outbreak of water hyacinth.

This outbreak stimulated fresh discussion in the club about how to solve the problem. "What can we do to stop this weed from spoiling our lives?"<sup>(4)</sup> asked Lillian, a club member. "Nothing," replied Jacob, another member, with a sigh.<sup>(5)</sup> "If the World Bank with all its money has failed, how can we, mere students with no income, achieve anything?"

But one member of the club refused to give up. After going through the Internet for ideas, he came across a group in South America who use water hyacinth to make paper and boards. Since water hyacinth gives good pulp, it serves as a readily available raw material for making paper.

The club members made a list of all the uses for water hyacinth they could find by using the Internet. They discovered that water hyacinth can be used as a food for humans because its leaves are rich in protein and vitamin A. It can remove different pollutants\*<sup>1</sup> from water and feed fish populations in the wild or in artificial ponds.<sup>(6)</sup> It can easily replace straw as a bed for mushroom-growing or serve as animal feed. The plant can also be used to make fuel for cooking and lighting.

Since the club lacked the money to invest in harvesting the weed for commercial purposes, it decided that the best thing would be to encourage youth groups, women's groups and groups for the handicapped to form community-based organizations to harvest and process water hyacinth and manufacture a variety of products.<sup>(7)</sup> "Even my diary is made of water hyacinth paper!," observes Mark, a club member. Other products on sale include pulp, cards, chairs and other pieces of furniture, baskets, footwear, cords and ropes.

Twice a month, the club members harvest the weed from the lake by hand to make rope. This rope is then used to tie up domestic animals like cows, goats and sheep. "We are helping farmers and fishermen around the lake shores not only to improve their income but also to make at least a small difference to their local surroundings," says Lillian. "People are turning a damaging situation into a life-improving one."

Water hyacinth may be viewed by many living on the shores of Lake Victoria as an obstacle that must be removed, but it also has its merits.

(8)  
X

語注

\*1 polluted/pollutant : 汚染された / 汚染物質

\*2 weevil : 昆虫のゾウムシ

\*3 nutritious/nutrient : 栄養分がある / 栄養分

問1 下線部(1)~(8)の語(句)について、意味が最も近いものをそれぞれイ~ニから一つ選び、その記号を解答用紙にマークせよ。

(1) alarming

イ frightening    □ moderate    ハ warming    ニ average

(2) argue

イ arrange    □ think    ハ assist    ニ insist

(3) lasting

イ strong    □ long-term    ハ small-scale    ニ clear

(4) spoiling

イ earning    □ improving    ハ damaging    ニ enjoying

(5) with a sigh

イ disappointedly    □ pleasantly

ハ calmly    ニ suddenly

(6) artificial

イ huge    □ artistic

ハ man-made    ニ beautiful

(7) handicapped

イ disabled    □ diseased    ハ poor    ニ aged

(8) obstacle

イ waste    □ object    ハ observer    ニ hurdle

問2 空欄  X に入る文として最もふさわしいものをイ~ニから一つ選び、その記号を解答用紙にマークせよ。

イ It is a double-sided tape.

□ It is a double-track rail.

ハ It is a double-edged sword.

ニ It is a double-income family.

問3 次のイ～ヌの英文の中から、本文の内容に合っている文を三つ選んで、その記号を解答用紙にマークせよ。

- イ The beautiful purple flower of water hyacinth is mainly used for decoration.
- ロ Water hyacinth, once cleared away, came back within two years.
- ハ Water hyacinth was brought in to get rid of pollutants from the lake.
- ニ Farmers grow water hyacinth in the lake to raise their income.
- ホ The Internet was very powerful in finding ways to make use of water hyacinth.
- ヘ The weed spread so fast that the club members gave up eliminating it.
- ト NASA took water hyacinth into space for experiments.
- チ UNESCO introduced a project to kill the weed in Lake Victoria.
- リ Creative ways to turn the weed into various products were found.
- ヌ Manufacturing water hyacinth products does not make economic sense.

[V] 次の英文は、飛行機に効率よく搭乗するための方法について述べている。これを読み、設問に答えよ。

The job of the professional astrophysicist\*<sup>1</sup> is to contemplate the universe. Given the global nature of modern science, <sup>(1)</sup>however, today's astrophysicists often spend just as much time in airports. Now, one of them has devised a way to make that experience a little less stressful. Dr. Jason Steffen has designed and experimentally tested a faster method of boarding airplanes. By his calculation, it could save airlines hundreds of millions of dollars a year.

Dr. Steffen usually spends his time thinking about such things as stars, extrasolar planets\*<sup>2</sup>, dark matter and cosmology\*<sup>3</sup>. However, after waiting in a particularly long line to board a flight, his frustration grew as he watched the passengers in front of him slowly board the plane. "We had to hurry up, wait in line, have our tickets checked, walk down to the aircraft, wait in another line and then sit down. At the time I thought to myself, I've got to be able to do something about this," he said.

(A) From this experience he became interested in the process of getting people onto planes. In 2008 he wrote a computer program to test different methods. Using a mathematical technique familiar to him from his job, he was able to do a computer simulation and find what looked like the best method. Recently, he has put this answer to the test, and the results have just been submitted for publication.

According to Dr. Steffen, two things bog down the boarding process. <sup>(2)</sup>The first is that passengers are often forced to wait in the aisle while those ahead of them stow their luggage and then get out of the way. The second <sup>(3)</sup>is that passengers already seated in aisle or middle seats often have to get up and move into the aisle in order to let others take seats nearer the window. Dr. Steffen's proposal minimizes the former type of disturbance



and eliminates the latter.

In Dr. Steffen's method, passengers are boarded by seat type (i.e., window, middle or aisle) while ensuring that neighbors in the boarding line are seated in alternating rows. First, the window seats for every other row on one side of the plane are boarded. Next, alternate rows of window seats on the opposite side are boarded. Then, the window seats in the skipped rows are filled in on one side, then the other. The procedure then repeats with the middle seats and the aisles.

By boarding alternate rows in this way, passengers are spaced far enough apart along the aisle to stow their luggage in parallel, all at the same time. Because passengers in the same seat types board together, they do not have to step over each other to swap seats. Ideally, all the passengers that are inside the aircraft are either seated or stowing their luggage, with none of them waiting.<sup>(4)</sup>

To test the idea, Dr. Steffen conducted an actual test using passengers and an airline cabin. The cabin had a single aisle and 12 rows. Seventy-two passengers (including families with children) boarded, towing their bags and suitcases.<sup>(5)</sup> In addition to Dr. Steffen's method, the team tried boarding in a strict back-to-front order, block boarding (the system now used by most airlines, with passengers assigned to groups within the cabin) and boarding in random order (which made its debut at one airline earlier this summer).

Standard block boarding turned out to be the slowest way to do things, taking almost seven minutes to fill the 12 rows. Dr. Steffen's system took half that time. Indeed, it was the fastest performing of the methods tested. With full-sized planes, the benefit should increase, as more people can stow their luggage simultaneously along the longer aisles.

Dr. Steffen points out that there should be no barriers to adopting this method in principle, but the airline industry has shown no interest in it so

far. Although directing airline passengers onto a plane is a little like herding cats, some airlines already try to get their passengers to line up in a certain order before boarding. If travelers believed that complying with the<sup>(6)</sup> new arrangements really would make their lives easier, they would probably<sup>(B)</sup> do so. And by Dr. Steffen's calculations, airlines have a pretty strong incentive to persuade them. Previous studies have shown that every minute a plane spends at the terminal costs \$30. Assuming the average airline runs 1,500 flights a day, saving as little as six minutes per flight would add up to \$100 million a year. For hard-pressed airlines running on thin margins, that really would be astronomical.<sup>(7)</sup>

語注

- \*1 astrophysicist : 天文物理学者
- \*2 extrasolar planet : 太陽系外惑星
- \*3 cosmology : 宇宙論

問1 下線部(1)~(7)の言い換えとして最も適切な語(句)をそれぞれイ~ニの中から一つ選び、その記号を解答用紙にマークせよ。

(1) contemplate

イ put aside

□ be content with

ハ think about

ニ refrain from

(2) bog down

イ anticipate

□ absorb

ハ enable

ニ delay

(3) stow

イ set out

□ pull over

ハ put away

ニ turn up

(4) swap

イ deny

□ change

ハ disclose

ニ remember

(5) towing

イ pulling

□ revolving

ハ tempting

ニ attaching

(6) complying with

イ ignoring

□ persisting in

ハ obeying

ニ approving of

(7) astronomical

イ reasonable

□ financial

ハ technological

ニ tremendous

問2 下線部(A)と(B)の内容に最も近いものを次のイ～ニの中から一つ選び、その記号を解答用紙にマークせよ。

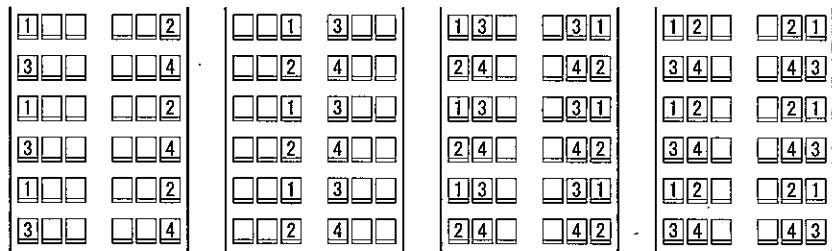
(A) I've got to be able to do something about this.

- イ I can learn a lot by hurrying and waiting.
- ロ I can certainly solve the problem of long boarding times.
- ハ I can walk to the aircraft and wait in another line.
- ニ I am frustrated every time I get on a plane.

(B) they would probably do so

- イ airlines would probably save money
- ロ passengers would probably make their own lives easier
- ハ airlines would probably allow their passengers to line up
- ニ passengers would probably line up in order

問3 下記の図の中で、ステファン博士が薦める搭乗順を示している図はどれか。イ～ニの中から一つ選び、その記号をマークせよ。なお、図中の番号は乗客が搭乗する順番を示している。



イ

ロ

ハ

ニ

問4 本文の内容に合う英文をイ～チから二つ選び、その記号を解答用紙にマークせよ。

- イ The globalization of science has led to savings for airlines.
- ロ The second fastest boarding method was the random method.
- ハ A new way of boarding planes could save time and money.
- ニ After an actual test, Dr. Steffen used a computer simulation to confirm the results.
- ホ Passengers are not allowed to herd cats in the boarding process.
- ヘ Some airlines will adopt Dr. Steffen's boarding method in the near future.
- ト Dr. Steffen's method allows more people to stow their luggage at the same time.
- チ Dr. Steffen's boarding method may be less effective with larger airplanes.

問5 本文の内容から示唆される内容として正しいものはどれか。イ～ニの中から一つ選び、その記号を解答用紙にマークせよ。

- イ It is good to stick to one's own field of specialization.
- ロ Well-researched ideas are not always readily adopted in practice.
- ハ Incentives for saving money have an immediate impact on business practices.
- ニ It takes a major event to generate creative, new ideas.

[VI] (1)~(10)の英文の  の中に入る最も適切な語(句)をイ~ニの中から一つ選び、その記号を解答用紙にマークせよ。

(1) Three years  since I came here.

イ pass                      □ were passed      ハ have passed      ニ passed

(2) My hobby is  mountains.

イ climb                      □ climbing              ハ climbed              ニ climbs

(3) Jun has  money than the other members.

イ fewest                      □ fewer                      ハ less                      ニ least

(4) I bought two pairs of gloves in a sale at a department store. One is for me and  is for my wife.

イ another                      □ other                      ハ the other              ニ others

(5) A : I saw Mary at Yokohama Station this morning.

B : You  have. She's still on vacation in Hawaii.

イ couldn't                      □ didn't                      ハ might                      ニ should

(6) Honesty has nothing to do  one's appearance.

イ in                              □ with                              ハ at                              ニ for

(7) She missed the train. And  is worse, she lost her cell phone.

イ that                              □ as                              ハ what                              ニ it

(8) Students were firmly opposed  off the Sports Festival.

イ call                              □ be calling                      ハ to call                              ニ to calling

(9) I  what I am today to his words.

イ owe                      □ borrow                      ハ remember                      ニ take

(10) There  be many coffee shops around the station when I was a high school student.

イ would                      □ used to                      ハ should                      ニ ought to

[VII] (1)~(4)の日本語の意味になるように、イ~ホの語を並べかえて英文を完成させなさい。その時に2番目と4番目に来る語をイ~ホの中からそれぞれ一つずつ選び、その記号を解答用紙にマークせよ。

(1) 彼がそんなばかな事を言ったなんて、ありえない。

He  2  4  silly thing.

イ have                      ロ a                      ハ said

ニ cannot                      ホ such

(2) 私はアリスに宿題を手伝ってもらうつもりだ。

I'll  2  4  my homework.

イ help                      ロ with                      ハ have

ニ Alice                      ホ me

(3) 私は朝早く仕事に行くことには決して慣れないだろう。

I will  2  4  to work so early in the morning.

イ going                      ロ used                      ハ never

ニ to                      ホ get

(4) スポーツをする人は風邪の治りが早いと言われている。

It  2  4  practice sports get rid of a cold quickly.

イ who                      ロ is                      ハ that

ニ people                      ホ said



- (5) 多くの会社が今は終身雇用制を廃止している。

Many companies have now  2   4  
 employment system.

- イ away                      ロ done                      ハ the  
ニ with                      ホ lifetime

- (6) ケイトは、自分の子供が服を汚しているのを見て怒った。

Kate  2  4  saw her  
children's dirty clothes.

- イ temper                      ロ her                      ハ when  
ニ lost                      ホ she

- (7) ビジネスで重要なのは学び続けることである。

What  2  4  top in business  
is to keep learning.

- イ takes                      ロ be                      ハ to  
ニ it                      ホ on

- (8) 今のところ、インターネット上の全てを信用すべきではない。

We should  2  4  everything  
on the Internet.

- イ to                      ロ than                      ハ know  
ニ trust                      ホ better

- (9) 家族が何と言おうが、デイヴィッドは考えを変えなかった。

David did not change his mind, no  2   
 4  him.

- イ to                      ロ matter                      ハ said  
ニ what                      ホ his family

(10) あと2～3日、時間を頂けたらありがたいのですが。

I would  2  4  another few  
days.

- イ it    ロ I could                                      ハ appreciate  
ニ if    ホ have

(11) 彼は不注意にも車の中にラップトップコンピュータを置いたまま昼食に出てしまった。

He was  2  4  his laptop  
computer in his car and gone out for lunch.

- イ to    ロ left                                      ハ enough  
ニ careless                                      ホ have

(12) 空港についたら必ず電話してね。

Make  2  4  when you arrive  
at the airport.

- イ call    ロ that                                      ハ me  
ニ you    ホ sure