

I. [A] In each of the following groups (1)–(6), the position of the strongest stressed syllable in one word is different from the other three. Choose that word and mark the appropriate number (1–4) on your answer sheet. Count the syllables from the beginning of the word.

- |     |             |              |              |              |
|-----|-------------|--------------|--------------|--------------|
| (1) | 1. stubborn | 2. olive     | 3. ignore    | 4. preface   |
| (2) | 1. portrait | 2. suspense  | 3. technique | 4. distort   |
| (3) | 1. majesty  | 2. gorilla   | 3. messenger | 4. lunatic   |
| (4) | 1. delicacy | 2. hilarious | 3. specific  | 4. interpret |
| (5) | 1. aspect   | 2. magnet    | 3. hybrid    | 4. endow     |
| (6) | 1. interval | 2. infamous  | 3. indulgent | 4. intricate |

[B] Each of the following groups (7)–(10) contains a sentence which is NOT correct in English. Choose that sentence and mark the appropriate number (1–4) on your answer sheet.

- (7) 1. She opened me the door.  
2. She threw me a party.  
3. She fixed us lunch.  
4. She baked him a cake.
- (8) 1. I agree to your proposal.  
2. I agree with your opinion.  
3. I agree with your proposal.  
4. I agree to your opinion.
- (9) 1. I shall try and remember to say so.  
2. I do not remember to say so.  
3. I shall not forget to say so.  
4. I am always forgetting to say so.
- (10) 1. I wish I had died in that accident.  
2. I wish you would discuss the matter more seriously.  
3. I wish I were in your place.  
4. I wish I were elected president in the next election.

II. In the dialogue that follows, words or phrases have been removed and replaced by spaces numbered (11)–(25). From the boxed lists [A], [B] and [C] below, choose the most appropriate word or phrase (0–9) to fill each of the numbered spaces. In each list, each choice can only be used once. (Note that initial capitals have been ignored.)

[A] Questions (11)–(15)

- |                |                   |                  |                  |
|----------------|-------------------|------------------|------------------|
| 0. just now    | 1. how's it doing | 2. it can't last | 3. now           |
| 4. how it goes | 5. how come       | 6. not so bad    | 7. how do you do |
| 8. not badly   | 9. how's it going |                  |                  |

[B] Questions (16)–(20)

- |                       |                             |                  |            |
|-----------------------|-----------------------------|------------------|------------|
| 0. require completing | 1. many of                  | 2. for one thing | 3. much of |
| 4. on the other hand  | 5. are required to complete |                  | 6. almost  |
| 7. majority of        | 8. for another              | 9. initially     |            |

[C] Questions (21)–(25)

- |              |               |               |                 |
|--------------|---------------|---------------|-----------------|
| 0. to stay   | 1. admittedly | 2. get a move | 3. respectively |
| 4. get going | 5. run to     | 6. to go      | 7. whereas      |
| 8. to bump   | 9. conversely |               |                 |

**David:** Hello, Yoko. (11) ?

**Yoko:** Hi, David. Well thanks. How about you?

**David:** (12) .

**Yoko:** It's lovely weather again today, isn't it?

**David:** Yes, but (13) ! Say, have you cut and dyed your hair?

**Yoko:** What, this?

**David:** Well, honestly, I almost didn't recognize you (14) .

**Yoko:** Really? It's fairly common for final-year university students to have their hair cut and to dye it black again when starting to look for work.

**David:** (15) you do it so soon? You've only just begun your final year.

**Yoko:** Yes, but in Japan (16) the final year of university is devoted to securing a job.

**David:** Doesn't that interfere with your final-year studies and exams?

**Yoko:** No, not really. You see, we complete (17) our academic requirements by the end of the third year.

**David:** So is the entire fourth year spent looking for work?

**Yoko:** No, in many universities students (18) a graduation thesis.

**David:** I see. So, with the exception of that, the fourth year is largely spent searching for a job?

**Yoko:** Yes. You sound surprised. Isn't it the same in Britain?

**David:** Not really. (19) , most undergraduate courses in Britain are only three years long, so students don't have enough time to search for jobs.

**Yoko:** Is that so?

**David:** Yes, and (20) , British students generally begin their job seeking later than Japanese students do.

**Yoko:** Why is that?

**David:** Well, perhaps it's because (21) in Japan you have life-long employment, in Britain people tend to change jobs more often. Consequently, they don't feel the need to make the right choice of job the first time round.

**Yoko:** I see.

**David:** Going back to your new look, do companies in Japan still really care if your hair is black or not?

**Yoko:** Frankly, I'm not sure. But my thinking is, "why take the risk" ?

**David:** That's (22) the safest way...

**Yoko:** And safety is important when it comes to such things as getting a good job, isn't it?

**David:** Yes, but (23), playing it safe only perpetuates the practice.

**Yoko:** How do you mean?

**David:** Well, if no one challenges the practice, everyone will keep on doing the same "safe" thing.

**Yoko:** True, but who wants to be the first to risk it?

**David:** So it looks like black, shoulder-length hair is here (24) then.

**Yoko:** I guess so. What about in Britain?

**David:** Well, I think it is a little bit more relaxed. I mean, generally, your own hairstyle is your own personal affair, within reason of course.

**Yoko:** So who decides what's within reason? It all sounds a bit ambiguous. Isn't it rather an effort to have to decide "will this be acceptable or not"?

**David:** I've never really thought about it like that.

**Yoko:** Anyway, look at the time! I should (25).

**David:** Me, too! It was nice to run into you again though. Bye.

### III. Read the passage below and answer the questions that follow.

A new study suggests that Englishmen aboard the Titanic were less likely to survive than their American counterparts because of their good manners. They may have <sup>(36)</sup>implored crew members to give lifeboat places to "women and children first" and <sup>(37)</sup>queued for a place while others made saving their own lives a (26), it is believed.

English people were seven percent less likely to survive the 1912 disaster than others on board, according to the study. By contrast, Americans were 8.5 percent more likely to survive than the (27). Yet there was practically no difference in the survival rate among the two countries' women, indicating that English gentlemen <sup>(38)</sup>gallantly sacrificed themselves.

English passengers were only 0.3 percent less likely to survive—and Americans only 0.4 percent more likely—when men were removed from the (28), Australian researchers found. The study's results showed that among other factors, "cultural (29) matters" in a life-and-death situation. Irish passengers were five percent and Swedish two percent more likely to survive than the average, they found.

The study also examined whether social values such as “women and children first” survive in (30) such as the Titanic disaster, or whether people (39) revert to “every man for himself” and seek to save themselves. The ship struck an iceberg during its (31) voyage of April 14, 1912 and sank shortly after. There were only 1,178 lifeboat spaces to go around the 2,223 people on board. Only 706 survived the disaster, with 1,517 perishing in the icy Atlantic.

The study found that women were 52 percent more likely to survive compared to the average, while children aged 15 and below were 32 percent more likely to live through the experience than people aged 51 or more. Women aged between 15 and 35—prime child-bearing age—were even more likely to survive the (32). The researchers said the findings supported the theory that people will act on a “(33) instinct” (40) to preserve their species by protecting mothers and young children.

They also discovered that the better a passenger’s class of accommodation, the more likely they were to survive. “Being in first class as opposed to third class increases the probability of surviving by around 40 percentage (34),” the authors wrote. Six of the seven children in first class and all of the children in second class were saved, while only a third were saved in third class. Almost every first-class woman survived, compared with 86 percent of those in second class and less than half in third class. The researchers (41) attribute this to passengers with more expensive tickets being given “(35) treatment” and “better access to information about imminent danger, and to persons in authority”.

[A] Considering that each word can only be used once, choose the word that can best be used to fill each space (26) — (35), and mark the appropriate number (0 — 9) on your answer sheet.

- |               |                 |             |                 |            |
|---------------|-----------------|-------------|-----------------|------------|
| 0. background | 1. crises       | 2. equation | 3. maiden       | 4. norm    |
| 5. points     | 6. preferential | 7. priority | 8. reproductive | 9. tragedy |

[B] In the text, there are six underlined expressions (36)—(41). In each case, decide which of the four options is closest in meaning and mark the appropriate number (1 — 4) on your answer sheet.

(36) to implore

- |               |               |
|---------------|---------------|
| 1. to inquire | 2. to persist |
| 3. to plead   | 4. to require |

(37) to queue

- |               |                 |
|---------------|-----------------|
| 1. to line in | 2. to line out  |
| 3. to line up | 4. to line down |

(38) gallantly

- |              |                  |
|--------------|------------------|
| 1. meekly    | 2. bravely       |
| 3. selfishly | 4. extravagantly |

- (39) to revert  
 1. to reform                      2. to revisit  
 3. to restore                     4. to return
- (40) to preserve  
 1. to refrain                      2. to retain  
 3. to restrain                    4. to regain
- (41) attribute this  
 1. put this down                2. put this back  
 3. put this up                    4. put this over

IV. Below is a sequence of remarks, numbered (42)—(51), from a dialogue between a journalist and a shadowy guerrilla leader known only as “the Commander”. Beneath them are “the Commander’s” replies, numbered (0—9). Choose the number of the reply that most appropriately follows each remark, and mark that number (0—9) on your answer sheet. Each number can only be used once.

**[Journalist’s Remarks]**

- (42) I was rather surprised when you contacted me about doing an interview. I had heard that you had perished at the hands of government troops or had succumbed to some tropical disease.
- (43) Some people are saying that, what with the fall of the Berlin Wall and “the end of history”, leftwing activists are somewhat out of fashion and irrelevant.
- (44) Perhaps, perhaps not, but there are many these days who think that your way—that of armed struggle—does not represent the best way to address them.
- (45) Well, some would say that what is needed is the expansion of democracy to those areas.
- (46) So, are you proposing that anyone who is poor and doesn’t like his or her government should pick up a gun and start a revolution?
- (47) Well then, what about an expansion and deepening of capitalism as a means of solving these problems?
- (48) Yet isn’t there such a thing as the “trickle-down effect” whereby as a society gets generally wealthier, some of the money eventually reaches the poor?
- (49) But surely you wouldn’t deny that some charitable individuals, such as Bill Gates, have contributed vast sums of money to the poor?

- (50) Much has been made recently of the connection between democracy and capitalism. Are you then denying the existence of such a link?
- (51) However, what if we turn our gaze to countries with a longer history of democracy and capitalism? One thinks of the U.S. and Britain.

[“The Commander’s” Responses]

0. But we’re talking about two different things here! You’re talking about individuals and I am talking about a system. The system allows generous acts on the part of individuals, but simultaneously impoverishes large sections of the population in its drive to maximize profits by keeping wages extremely low.
1. But in reality, in one, two parties are meant to represent the political spectrum of hundreds of millions of people. In the latter, there is, in theory, a three-party system, but for the vast majority of the last one hundred years, only two parties have been in power. I rest my case really.
2. Let’s turn that around for a moment. Are *you* advocating that desperately impoverished people should put up with their plight and trust to voting once every five years for one of a handful of political parties? Don’t forget, none of these parties truly represent the poor.
3. To tell the truth, I’ve not seen the slightest evidence to support the notion that automatically, almost as if by the pressing of a button, some of the wealth of the few ends up in the pockets of the many. That is simply not my experience.
4. And yet, in many places what’s the alternative?
5. For my part, I see absolutely no relationship between the two. Looking at the continent of Latin America in the ’70s and ’80s, I certainly see no proof of capitalism guaranteeing democracy...in fact, quite the reverse.
6. Well, India is the world’s largest democracy and yet it suffers widespread, grinding poverty. It isn’t as if democracies are free from desperate social conditions. Even the so-called First-World democracies experience considerable numbers of homeless, working poor and so on.
7. Let’s just say, to quote Mark Twain, “The reports of my death have been greatly exaggerated.”
8. Well, I don’t really see that more of what has often caused the problem in the first place will necessarily solve it! To my mind, capitalism is based on exploitation and inequality, and wherever it has placed its foot it has intensified these conditions.
9. Like social justice! Look, all over the world the social conditions that give rise to those like us are more appalling and more prevalent than ever.

V. Below is a summary of a story. Read it and answer the questions that follow.

- [A] Sarah Montaigne, a young woman who came to America years earlier as an orphaned child, returns to Port-au-Prince, Haiti. Her purpose is to collect her father upon his release from 18 years in the Maison Centrale jail. Miss Montaigne arrives at the Port-au-Prince wine shop of Mr. and Mrs. Debray. In the loft above the shop, sits an old, confused man, so traumatized by his years in prison that he cannot recognize his daughter. Sarah, aided by Mr. Debray, takes her father, Dr. Montaigne, back to Philadelphia.
- [B] Five years later, Mr. Gregory Hadley is being tried for treason in America. Sarah is present as a witness and testifies that five years earlier, when she was returning with her father from Haiti, the accused comforted them aboard the ship on which they crossed the ocean. He was an innocent passenger from Haiti who unfortunately has been arrested on suspicion of treason. Hadley's defense lawyer sows seeds of doubt in the mind of the main witness by presenting Justin Gibbins, who closely resembles Gregory Hadley. The witness is unable to swear that Hadley, and not Gibbins, was the man he thought a traitor, and so Hadley is ruled innocent.
- [C] In Haiti, the abuses of the aristocracy and the resentment of the poor grow. The Lord Francois, Gregory Hadley's uncle, runs over a boy with his carriage, killing him. Mrs. Debray looks on, knitting a scarf. She daily adds to the length of the scarf by knitting into it the family crests of those who are to be executed come the revolution. Later, Gregory Hadley visits his uncle, the Lord Francois. Hadley tells the Lord that he believes his family has wronged the people and that he wishes to compensate for these past wrongs. The Lord scorns Hadley's suggestions. Weeks later Francois is found stabbed to death in his bed.
- [D] Sarah and her father live in Philadelphia with their maid. Hadley works in Haiti but frequently visits America. He speaks of his love for Sarah to Dr. Montaigne, who gives his consent for them to marry. Justin Gibbins is a highly-gifted lawyer but is rather idle because of his pessimistic view of life. He also loves Sarah. He once proposed to her, but she turned him down. Nevertheless, he still loves Sarah, and tells her that he is "a man who would give his life, to keep a life you love beside you." Although Sarah marries Gregory Hadley and later bears him a daughter, Gibbins never forgets his words.
- [E] In Haiti, the poor are bordering on revolt. In the Debray's wine shop locals express their hostility toward Gregory Hadley, who, upon his uncle's death, has just become the new Lord Francois. The poor, joined by the Debrays, attack the Maison Centrale jail to free its unjustly imprisoned poor. They also burn down the Francois mansion. Three years later, the revolutionaries seize power in Haiti. On his way to Port-au-Prince on business, Hadley is arrested and accused of being an aristocrat. On hearing this, Sarah, her father, their maid, and Gibbins hasten there. Dr. Montaigne uses his influence as a former Maison Centrale prisoner to have the revolutionaries spare Hadley's life. Shortly after, however, Hadley is again arrested, this time accused by the Debrays and "one other".

[F] This “other” turns out to be Dr. Montaigne himself! While in the Maison Centrale, he wrote a letter denouncing the Francois family. Though the doctor had concealed it in his cell, Mr. Debray found the letter when he attacked the Maison Centrale, and has now presented it as evidence. In it, Montaigne tells how he was once summoned by Francois to treat a dying peasant woman whom the Lord had severely beaten. Francois tried unsuccessfully to pay off Montaigne, and when Montaigne tried to inform the authorities of the crime, Francois had him jailed on false charges. Montaigne then cursed Francois and his descendants (and therefore Gregory Hadley). He is horrified to know his letter is now being used to condemn his son-in-law. Hadley is sentenced to die the next day.

[G] While Dr. Montaigne tries unsuccessfully to secure Hadley’s freedom, Gibbins visits Mrs. Debray, who reveals that the woman in Dr. Montaigne’s story was her sister. Gibbins tells the Montaignes to leave Haiti the next day. Gibbins visits Hadley’s cell, drugs him, and exchanges clothes with him. He then bribes the prison guard to help him carry out Hadley; Gibbins remains behind. Meanwhile, Mrs. Debray tries to assassinate Sarah and her daughter, but is confronted by the maid, and dies in the ensuing struggle. The Montaignes, Hadley and the maid all escape Haiti. Gibbins remains to be executed in Hadley’s stead, willingly giving his life to ensure the happiness of the one he loves.

- (52) Choose the phrase which is nearest equivalent to “traumatized” as it is used in paragraph [A].
1. psychologically afflicted
  2. physically impaired
  3. shocked for a moment
  4. incurably injured
- (53) Which of the following statements can be made on the basis of paragraph [B]?
1. If Hadley had looked like Gibbins, Hadley would have been acquitted.
  2. If Hadley hadn’t looked like Gibbins, Hadley would have been acquitted.
  3. If Hadley hadn’t looked like Gibbins, Hadley wouldn’t have been acquitted.
  4. If Hadley had looked like Gibbins, Hadley wouldn’t have been acquitted.
- (54) In paragraph [C], why does Mrs. Debray look on when the boy is run over?
1. Because she is too busy knitting.
  2. Because she doesn’t know the boy.
  3. Because she is too afraid of Lord Francois.
  4. Because she intends to take revenge later.
- (55) What is the most accurate description of the relationship between Justin Gibbins and Gregory Hadley based on the information in paragraphs [B], [C] and [D]?
1. deadly enemies
  2. rivals in love
  3. long lost brothers
  4. a defendant and his lawyer



- (56) Why is Hadley arrested in paragraph [E]?
1. Because he succeeded Lord Francois.
  2. Because he is a counter-revolutionary.
  3. Because he has mistreated local people.
  4. There is no reason: he is an unfortunate casualty of the revolution.
- (57) On the basis of paragraph [F], which of the following most accurately describes why Dr. Montaigne was imprisoned?
1. He was blackmailing Lord Francois.
  2. He was a political prisoner.
  3. He was a revolutionary.
  4. He was morally incorruptible.
- (58) In paragraph [G], why does Mrs. Debray want to kill Sarah?
1. Because Sarah had stolen Mrs. Debray's childhood sweetheart.
  2. Because Sarah had abandoned her own father.
  3. Because Sarah has married the killer of Mrs. Debray's sister.
  4. Because Sarah has become a Francois.
- (59) According to the text, which of the following did Justin Gibbins NOT do?
1. ask Sarah to marry him
  2. try to escape from prison before being executed
  3. help to acquit Gregory Hadley at his trial
  4. sacrifice his life out of love for Sarah

(60)—(63) The principal characters in the story are numbered below (0 — 7). Questions (60) to (63) are in the form of statements made by one of these characters. Choose from the list the person who is most likely to have made each statement and mark that number on your answer sheet.

- |                           |                     |                   |
|---------------------------|---------------------|-------------------|
| 0 = the old Lord Francois | 1 = Mrs. Debray     | 2 = Dr. Montaigne |
| 3 = the Montaignes' maid  | 4 = Justin Gibbins  | 5 = Mr. Debray    |
| 6 = Gregory Hadley        | 7 = Sarah Montaigne |                   |

- (60) "I could never accept anyone as lazy and lacking in ambition as you."
- (61) "I go to a far, far better sleep than I have ever had, dying for her sake."
- (62) "I wish I had never written those fateful words."
- (63) "You're too sentimental when it comes to the poor. They are of no consequence, and we owe them nothing."