

## 英 語

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英語の試験は初めにリスニング、次にリーディングの順序で行います。リーディングの指示は、リスニングが終わった後で行います。

### リスニングの指示

1. リスニングには、PART I, II, III の3つがあります。
  2. 各PARTが始まる前に、日本語で説明をします。注意して聞いて下さい。
  3. 問題冊子には、問いと、4つの選択肢が与えられています。その中から最も適当と思われる答えを1つ選んで、解答カードの相当欄をマークして下さい。
  4. 各PARTが終わったら、音声による指示があるまで、次のページを開けないで待っていて下さい。
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5. PART I では10の短い会話を聞きます。それぞれの会話についての問いに答えて下さい。
  6. PART II ではPART I より長い会話を2つ聞きます。それぞれの会話についての問いに答えて下さい。
  7. PART III では講義を3つ聞きます。講義の内容について、それぞれ5つの問いに答えて下さい。

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「受験番号」を解答カードの定められたところに忘れずに書き入れること

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次のページからの問題には、それぞれ a, b, c, d の選択肢が与えられています。  
各問題につき、a, b, c, d の中から、最も適当と思われる答えを 1 つだけ選び、  
解答カードの相当欄をマークして、あなたの答えを示して下さい。

例     $\left( \frac{1}{2} \right)$     ☐ a    ☐ b    ☒ c    ☐ d

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## PART I

*Choose the best answer to each question.*

*Questions 1-10.*

1. Why does the man have to go?
  - a. He has to work at his part-time job.
  - b. He has to go to class.
  - c. He has to do his own research.
  - d. He has to go to Houston.
  
2. Where is this conversation most likely taking place?
  - a. at the Admissions Office
  - b. at the Career Center
  - c. at the Multimedia Center
  - d. at the Academic Advising Office
  
3. How does the man prepare for a presentation?
  - a. He reads his presentation notes.
  - b. He checks his notes with a classmate.
  - c. He rehearses with a classmate.
  - d. He practices in front of his class.
  
4. What can be inferred from the conversation?
  - a. Professor Keller is unaware of the student's illness.
  - b. Professor Keller is inflexible about submission dates.
  - c. Professor Keller is sympathetic about students' problems.
  - d. Professor Keller is likely to refuse an extension request.
  
5. Which of the following is true?
  - a. The woman thinks the man should understand the importance of her topic.
  - b. The man thinks deforestation is a very serious problem.
  - c. The woman thinks the man is aware of global problems that need to be addressed.
  - d. The man thinks deforestation is a good topic to research.
  
6. Which of the following is true?
  - a. The woman would like to work at the campus library.
  - b. The man has been working at the library for a while.
  - c. The man is not happy with the working conditions.
  - d. The woman will only work at a well-paid part-time job.

7. What does the man learn from this conversation?
- a. Dr. Adams handles withdrawals for biology courses.
  - b. Dr. Adams is free for an appointment tomorrow.
  - c. The Sports Science Department is closed tomorrow.
  - d. Each department has similar procedures for withdrawals.
8. What will the man most likely say next?
- a. Thank you. I didn't know that there's a final paper.
  - b. Thank you. I'll ask Professor Smith if there's a paper.
  - c. Thank you. I'll email Professor Smith to check about the exams.
  - d. Thank you. I hadn't planned on studying for the midterm exam.
9. What is scheduled on Wednesday?
- a. A special lecture is being held.
  - b. The American History paper is due.
  - c. The American Literature paper is due.
  - d. Soccer practice is being held.
10. What can be inferred from the conversation?
- a. The man thinks he should get a teaching license.
  - b. The man thinks she will make a good teacher.
  - c. The woman will quit her part-time job soon.
  - d. The woman doesn't like junior high students.

## PART II

*Choose the best answer to each question.*

*Questions 11-12.*

11. Between whom is the conversation probably taking place?
- a. two university students planning to study in Japan
  - b. a Japanese student and her friend living in New York
  - c. two Japanese students going on a study abroad program
  - d. a Japanese student and an international student in Japan
12. Which is the most likely reason the woman wanted to speak to the man?
- a. She felt anxious about studying abroad in America.
  - b. She was keen to know how to prepare to study abroad.
  - c. She was interested in having lunch with the man.
  - d. She was wondering if Americans speak too fast.

*Questions 13-15.*

13. How does the man know that the woman is on the new meal plan?
- a. Most of his friends changed plans.
  - b. His friend informed him.
  - c. She had already told him.
  - d. He saw her changing to it.
14. Which of the following is true about the woman's new meal plan?
- a. She changed it a week ago.
  - b. She can still eat on weekends.
  - c. She is spending less money.
  - d. She uses the cafeteria more.
15. Which of the following is a reason the man gives for staying on his current meal plan?
- a. He can eat any time of the day.
  - b. The plan is reasonably priced.
  - c. The plan includes breakfast.
  - d. His teammates are on the plan.

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### PART III

*Choose the best answer to each question.*

*Questions 16-20.*

*Listen to the lecture.*

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16. Why is the smartphone application mentioned?
- a. to argue that technology has advanced because of the use of averages
  - b. to give an example of a practical application that uses averages
  - c. to discuss the possibility of using averages in information technology
  - d. to exemplify the use of averages in improving vehicle performance
17. How many pilots did the American Air Force measure in the 1950s?
- a. 30
  - b. 140
  - c. 1920
  - d. 4063
18. What did Daniels discover when he examined the data?
- a. that people generally doubted the importance of averages
  - b. that height and arm length are the most important characteristics
  - c. that an average pilot can never be accurately defined
  - d. that no pilot fit the average in the measurements he examined
19. Which of the following statements is true about Dr. Rose?
- a. He is skeptical about abolishing averages in education.
  - b. He argued that averages help teachers target individual needs.
  - c. He was a poor student and quit high school.
  - d. He now teaches medicine at a famous university.
20. What is the main idea of this lecture?
- a. Averages have had a negative impact on education.
  - b. Averages should not be relied on too much.
  - c. Averages should be used to make vehicles safe.
  - d. Averages have not been used for designing things.



*Questions 21-25.*

*Listen to the lecture.*

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21. What did children's author Deborah Wiles say about storytelling?
- a. The combination of words and images enhances stories.
  - b. The reader will not understand stories with only words.
  - c. The art and text should be experienced separately.
  - d. Storytelling is an important part of human culture.
22. According to the lecture, what were common subjects of cave paintings?
- a. hunting and feasting
  - b. feasting and adventure
  - c. animals and abstract images
  - d. abstract images and minerals
23. What did the lecturer compare European church art with?
- a. the Bible
  - b. television
  - c. tombs
  - d. family images
24. According to the lecture, how do filmmakers try to involve the audience in their stories?
- a. by using a new type of visual effects
  - b. by drawing interesting characters
  - c. by allowing them to interact with stories
  - d. by giving them more control
25. What is the best title for this lecture?
- a. Common Storytelling Messages of Our Ancestors
  - b. Visual Art and Its Effect on People Through the Ages
  - c. Advanced Technologies and How Artists Use Them
  - d. Developments in Visual Aids Used in Storytelling

**Questions 26-30.**

*Listen to the lecture.*

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26. What evidence of chimpanzee intelligence did Goodall present in her research?
- a. They do not fight against each other.
  - b. They form alliances with other members.
  - c. They can identify edible flowers.
  - d. They can develop elementary tools.
27. What was the main reason for the Gombe chimpanzee war?
- a. One group moved to the south.
  - b. The leader was challenged.
  - c. Males killed a rival member.
  - d. Two brothers rivaled each other.
28. Which statement best explains why Goodall was slow to publish her research?
- a. She thought her research methods might be too intrusive.
  - b. She realized her work would astonish the scientific community.
  - c. She didn't have enough time to complete her research.
  - d. She didn't want to believe that chimpanzees could be so violent.
29. Why did some researchers doubt Goodall's research?
- a. They thought she was far too slow to publish her findings.
  - b. They thought she had disturbed the natural environment too much.
  - c. They thought she was too emotionally connected to her research.
  - d. They thought she had been unprepared for a long-term study.
30. What does the lecturer say is distressing?
- a. Many creatures are far more violent than we think.
  - b. Human societies may be inherently violent.
  - c. There will always be war in our world.
  - d. All intelligent species have some capacity for violence.

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## リーディングの指示

1. リーディングには、PART I と PART II の 2 つがあります。
2. 解答時間は、PART I、PART II を合わせて 60 分です。どちらの PART、どの問いから始めてもかまいません。
3. 各問いには 4 つの選択肢が与えられています。その中から最も適当と思われる答えを 1 つ選んで、解答カードの相当欄をマークして下さい。
4. 終了の指示があったら直ちに鉛筆を置いて、問題冊子と解答カードを試験監督が集め終わるまで待っていて下さい。

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5. PART I では、3 つの文章をよく読んで、それぞれの文章についての 8 つの問いに答えて下さい。文章はくりかえし読んでもかまいません。
  6. PART II では、文章中の 12 の空欄を埋めて、意味が通るように文章を完成させて下さい。PART II の解答指示は 24 ページにありますので、それに従って下さい。

## PART I

### *Text 1*

1. Gods, goddesses, angels, heroes, imaginary creatures and monsters—these fascinating mythological characters have captured our imagination for millennia. Perhaps the reason myths have always intrigued people, and still do today, is that they help us make sense of various aspects of our world. Generally, a myth can be understood as a traditional story that provides an explanation or justification for something such as the history of a society, a religious belief, or a natural phenomenon. Over the years, various fields of study have examined myths from different perspectives leading to some fascinating insights.
2. Myths may reveal aspects of the human mind. Psychologist Sigmund Freud stated that the Greek myth of Oedipus, a boy who slew his father and married his mother, shows the fulfillment of childhood desires. He said that boys have feelings of attraction toward their mothers and jealousy toward their fathers. He called these feelings the “Oedipus Complex”. Although now scientifically disproven, it has had a wide-ranging influence. For example, the Oedipus Complex has had an impact on literary and artistic theory and practice. Freud’s student, Carl Jung, found certain similarities in the images that his patients described. He found that these recurring themes are common in myths from different places in the world. He argued that patterns exist deep in our “unconscious mind” regardless of where and when we live. He called these patterns “archetypes” and one of the best-known mythological archetypes is the Hero, such as Hercules in Greek mythology or Yamato Takeru in Japanese Shinto mythology.
3. Anthropologists have used myths to explain deep immutable structures lying within all cultures. French anthropologist Claude Lévi-Strauss argued that humans are unaware of the structures that underlie all our behaviors and thoughts. At the time when he was writing, many scholars in the West believed that Western cultures were civilized and others were “savage”. However, in his study of indigenous communities in Brazil, Lévi-Strauss found that their myths, contrary to the dominant view held at the time, were not savage but, in fact, had structures like myths in Western cultures. The deep structures he found involved binary opposites. The theory of binary opposites holds that narratives are driven by conflicts between two opposing forces such as heaven versus earth, nature versus culture, or heroes versus villains, and that myths attempt to overcome or resolve these conflicts. Lévi-Strauss argued that these structures are universal in all cultures.

4. The study of myths could reveal the migratory route of ancient humans out of Africa. Michael Witzel, a Harvard University linguist and philologist, examined thousands of myths using molecular genetics, physical anthropology, and archaeology. He argued that myths could be categorized into two types. Both types have in common the idea of a catastrophic flood, but their storylines and locations are different. One type, from Europe, Asia, and the Americas, shares a storyline of the creation or the origin of the world. The other type, from places such as sub-Saharan Africa and Melanesia, describes the origin of humans, but not the creation of the world. This group contains the oldest myths told by the first anatomically modern humans, the last common ancestor of all our mitochondrial DNA. Interestingly, the geographic distribution of these two types of myths corresponds to the suggested routes out of Africa proposed by the study of genes. This study might help explain more about the migratory patterns of our ancestors and the evolution of mythology.
  5. Myths have also been examined to explain historical events and discoveries of the past. Mott T. Greene, a historian of geology, studied Greek myths, and he associated the divine war in Hesiod's *Theogony* with a volcanic eruption. Researchers Elizabeth and Paul Barber also correlated a Native American myth of a cosmic battle between gods with a volcanic eruption. In the field of paleontology, Stanford scholar Adrienne Mayor found that the locations referred to in Greek myths were often fossil sites. This finding suggests that some of the mysterious fossils were used as evidence by the ancient Greeks to support existing myths or to create new ones. For example, it is believed that monsters called Neades in Greek myths were inspired by fossils discovered on the island of Samos. In the myths, Neades bellow loudly, causing the earth to reverberate and tear apart. The stories thus explained two perplexing phenomena: the gigantic bones found on Samos and the earthquakes that frequently devastated the island.
  6. It appears that ancient people created myths to record natural disasters, to explain mysterious discoveries, and to describe human attributes or their beliefs about the world and nature. Myths are far more than entertainment. Studies of these intriguing stories by various disciplines will continue to shed light upon various questions regarding our nature, beliefs, and evolutionary origins.
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31. What is the function of the introductory paragraph?
  - a. to address a social problem concerning the topic
  - b. to show the historical background of the topic
  - c. to present a research question about the topic
  - d. to make readers aware of the significance of the topic

32. According to the passage, what did Jung conclude about mythology?
- a. Some cultures have more archetypes in their mythology than others.
  - b. Images or dreams from patients inspired heroic characters in myths.
  - c. Characters in myths are representations of archetypes shared by human beings.
  - d. The frequency of repetition in archetypes is the same across cultures.
33. According to paragraph 3, what did Lévi-Strauss find that contrasted with commonly held beliefs about indigenous communities?
- a. He found that indigenous communities are savage and uncivilized.
  - b. He found that myths from most indigenous communities contain heroes.
  - c. He found that indigenous communities are unaware of cultural structures.
  - d. He found that myths from indigenous communities are not primitive.
34. According to paragraph 3, which of the following is true about binary opposites?
- a. Binary opposites are opposing factors that good societies have.
  - b. Binary opposites are myths that cause conflicts in communities.
  - c. Binary opposites are structures lying deep in all human cultures.
  - d. Binary opposites are opposing interpretations of stories concerning conflicts.
35. According to Witzel, what is a similarity of or difference between the two types of myths he classified?
- a. Both types explain the creation of the human world.
  - b. Both types feature the same natural phenomenon.
  - c. One originates in Europe, and the other in Asia.
  - d. One illustrates human migratory patterns, but the other does not.
36. According to the passage, what is the possible significance of Witzel's study?
- a. It might clarify how early humans spread across the world.
  - b. It might determine the number of myths in the world.
  - c. It might describe the storyline of the world's creation.
  - d. It might identify the most complex myth in history.
37. According to paragraph 5, what do the findings in the field of paleontology suggest?
- a. Myths were created to verify the discovery of fossils in Greece.
  - b. Some stories were inspired by the discovery of inexplicable fossils.
  - c. A massive earthquake caused the discovery of huge fossils.
  - d. Myths were primarily told at fossil sites in ancient Greece.



38. Which of the following statements best reflects the author's conclusion?
- a. Myths will continue to reveal vital clues about human culture and society.
  - b. Our understanding of myths will create more entertaining stories.
  - c. Our fascination with myths will likely lessen in the coming years.
  - d. Myths will continue to be a justification of human actions and beliefs.

## *Text 2*

1. Families are one of the key building blocks of a society. While they share certain characteristics, how they are organized varies. These variations have been examined by social scientists over the last 150 years. Although some researchers have at times claimed that they have identified the reasons for certain changes in family structures, their conclusions have often been found to be incomplete or oversimplified.
2. The first researcher who systematically examined changes in family structures was Frédéric Le Play, a French sociologist. In the mid-nineteenth century, he investigated changes in configurations of families in countries primarily in Western Europe. His research led him to conclude that families had shrunk over time due to economic and social developments.
3. Le Play identified three types of families: patriarchal, stem, and unstable. In a patriarchal family, when sons marry, their wives move into the husband's family home. As such, the head of the household, usually the sons' father, is able to maintain his authority over not only his sons, but also their wives. Moreover, the family's assets remain within the household. Many of the characteristics of patriarchal families are seen in stem families. However, the key difference is that in a stem family only one child, usually the eldest son, and his wife are selected to remain in the household, while the other children leave the house to set up new homes once they marry. Nevertheless, for those who leave, the family home remains an important centre and a place that can be returned to in times of trouble. Both patriarchal and stem families are types of extended families.
4. Le Play firmly believed that extended families had been common in preindustrial rural Western Europe, and that industrialization led to a significant increase in his third family type: the unstable family. These families consisted of a couple and their dependent children. While today this type of family is referred to as a nuclear family, Le Play used the term "unstable" as in his view such a family configuration was not sufficiently resilient to economic difficulties. His views on the causes of the increase in unstable families were supported by early sociologists, and by the mid-twentieth century there was a consensus that the combined processes of urbanization and industrialization had weakened family ties, resulting in a major shift from extended to nuclear families in the West.

5. However, in the 1960s, a number of social scientists began to question the belief that the prevalence of nuclear families in the West was due to these processes. One academic in particular who strongly disagreed with Le Play was British social historian Peter Laslett. His research into families in a seventeenth-century English village indicated that most people at that time had lived in nuclear families. Subsequently, Laslett, along with other researchers, conducted a large-scale investigation into historical family structures. From examining census data, they concluded that the main type of family in Western Europe before, during, and after the industrial revolution had been the nuclear family. In light of these findings, Laslett accused Le Play of creating the myth that extended families had been the norm in the past but were replaced by nuclear families as a result of the shift to urban industrial societies.
  6. Although Laslett's work has generally been praised for its contributions to the field, later research has cast doubt on some of his conclusions. For example, it has become apparent that Laslett's claim that the nuclear family had long been dominant in Western Europe was not correct. The picture was far more complex as different regions of Europe have varied in their main family structures over time. In fact, it was discovered that, as Le Play had argued, stem families had been common in parts of Europe.
  7. More recently, researchers have been struggling to find clear reasons for the growth of single-parent families and why the rate of their increase varies across different sections of societies. A number of different causes for the variations have been proposed, but as yet, there is no generally accepted explanation. In fact, much of the published research in this area has often simply disproved previous findings, rather than providing clear explanations. As conclusive answers to the question of why family structures change over time remain elusive, social scientists must continue to be diligent in their research and be willing to examine a wide range of possible explanations. By doing this, it is possible that not only will they be able to understand past and current changes, but also predict how families will be structured in the future.
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39. Which of the following phrases best describes the focus of Le Play's research?
- a. reductions in the number of Western European families
  - b. changes to the organization of Western European economies
  - c. variations in the composition of Western European households
  - d. modifications to the structure of Western European societies

40. Which of the following statements best explains the characteristics of stem families compared to patriarchal families?
- a. In stem families, generally only the first-born son is allowed to marry without his parents' permission.
  - b. In stem families, the oldest son maintains his authority over his wife because he has control over the family's assets.
  - c. In stem families, often only the first-born son and his wife continue to live in the family home after marriage.
  - d. In stem families, each son, once he has sufficient financial assets, usually establishes a new home with his wife.
41. According to the passage, why did Le Play use the term "unstable" to describe families consisting of a couple with their dependent children?
- a. He believed that these types of families did not provide children with a secure environment.
  - b. He thought that these types of families would struggle to withstand financial difficulties.
  - c. He believed that these types of families would frequently experience marital breakdowns.
  - d. He thought that these types of families were not strong enough to succeed in the countryside.
42. Which statement is consistent with paragraph 4?
- a. Most sociologists at that time supported Le Play's view that social and economic changes had led to more nuclear families.
  - b. Le Play believed that children became increasingly dependent on their parents as a result of urbanization.
  - c. By the middle of the twentieth century, most social scientists agreed that there were too many nuclear families.
  - d. Le Play argued that when people moved from the city to the countryside they developed stronger bonds with their families.
43. What can be inferred about Laslett's attitude towards Le Play's work on changes in family structures?
- a. He believed that Le Play's work was offensive.
  - b. He believed that Le Play's work was innovative.
  - c. He thought that Le Play's work was misleading.
  - d. He thought that Le Play's work was valuable.
44. Why does the author include information about the increase in the number of single-parent families?
- a. to illustrate that families in the twenty-first century are continuing to shrink
  - b. to emphasize that researchers consider this to be an important social issue
  - c. to demonstrate that there are variations in how modern families are structured
  - d. to show that modern changes in family structure are also difficult to explain

45. Which of the following is the best definition of the underlined word “elusive” in paragraph 7?
- a. easy to misinterpret
  - b. tough to understand
  - c. simple to prove
  - d. difficult to find
46. Which of the following would be the most appropriate title for the passage?
- a. Attempts to Understand Why Family Structures Change
  - b. Frédéric Le Play’s Three Types of Family Configurations
  - c. The Damaging Effects of Economic Changes on Families
  - d. The Key Role of Families in Economic and Social Development

### Text 3

1. The Periodic Table of the Elements is familiar to scientists all over the world, but not everyone is aware of its evolution, a process that took over 100 years. Devising a systematic way to arrange and classify the known chemical elements was a goal of chemists from the late 18th to the end of the 19th century. Without an understanding of subatomic particles, chemists looked for trends and similarities in atomic weights and properties in order to organize and categorize chemical elements.
2. One of the earliest efforts was made by French chemist Antoine Lavoisier, who published a list of 33 chemical elements and separated them into four categories: gases, metals, nonmetals, and earths. Some years later, German chemist Johann Wolfgang Döbereiner attempted a more precise classification. According to his Law of Triads, elements could be grouped into threes based on their similar chemical properties. For example, lithium, sodium, and potassium were placed together in a triad, as they are all soft, reactive metals. He also observed that when listed in order of increasing atomic weight, the weight of the second element within each triad is approximately equal to the average(mean) of the first and the third. Several triads were identified, but this system was not very successful, as most elements remained unclassifiable.
3. It had been noticed by many chemists that when elements are arranged in order of increasing atomic weight, some properties repeatedly appear at regular intervals. English chemist John Newlands likened this repetition, or periodicity, to patterns found in musical octaves, and arranged the first 20 elements in what he called the Law of Octaves, but this idea was ridiculed by many of his contemporaries. Newlands' system only worked for a limited number of elements, and chemists continued to strive for a complete classification system that would encompass all chemical elements.
4. Just five years after Newlands' derided attempt, Russian chemist Dmitri Mendeleev published his Periodic Table of the Elements, and it is the precursor to the one we recognize today. He wrote down the names of chemical elements, their atomic weights, and properties on separate cards, and shuffled them around to try and find a consistent pattern. He also recognized the phenomenon of periodicity and arranged his cards in the form of a table. Elements were listed horizontally in periods in order of increasing atomic weight, and vertically in groups sorting elements into chemical families with similar properties. He came across several elements whose properties did not fit with the pattern of his table, and he suggested that their atomic weights must have been measured incorrectly. He was later proven right.

5. Mendeleev's table was more successful than its predecessors because of two important innovations. The first was to leave gaps for elements that had not yet been discovered. For example, he predicted that the position underneath aluminium belonged to an element that had not yet been found. Using the Sanskrit word for one, *eka*, as a prefix, he tentatively named this theoretical element *eka*-aluminium. From its position in the table he was able to predict that *eka*-aluminium would have an atomic weight of 68, a low melting point, a density of approximately 6g/cm<sup>3</sup>, and that it would form both oxides and chlorides. Just four years later, French chemist Paul-Émile Lecoq de Boisbaudran discovered a new element with almost precisely these physical and chemical properties, giving credibility to Mendeleev's table. Lecoq de Boisbaudran named the element gallium after the Latin name for his native France. Similarly, positions underneath boron, manganese, and silicon were filled with theoretical elements given the provisional names *eka*-boron, *eka*-manganese, and *eka*-silicon. These predicted elements were later discovered and given the names scandium, technetium, and germanium, respectively.
6. The second innovation was to make exceptions to the rule of arranging periods in order of increasing atomic weight. For example, tellurium with an atomic weight of 127.6 was placed in Group Six, but iodine with an atomic weight of 126.9 was placed in Group Seven. This was done so that elements that exhibit similar properties could be placed together in the same group. Mendeleev was unable to explain this inconsistency at the time, but following the discovery of the atomic nucleus by Ernest Rutherford in 1911, it was found that Mendeleev had, without realizing it, arranged the elements in perfect order of ascending atomic number, tellurium with an atomic number of 52 and iodine 53. Although he had broken one of his own rules without fully understanding why, he was later proven right to have done so.
7. Notwithstanding his huge achievement and contribution to natural science, Mendeleev was never awarded the Nobel Prize in Chemistry. His singular genius was, however, recognized after his death with perhaps a more appropriate and lasting tribute. In the Periodic Table of the Elements, alongside einsteinium, curium, and rutherfordium, lies one of the rarest elements of all: the eponymous mendeleevium.
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47. According to the Law of Triads, if the atomic weights of the first and third element within a triad are 40 and 137 respectively, what would the approximate atomic weight of the second be?
- 89
  - 97
  - 101
  - 177
48. What is meant by the underlined word "periodicity" in paragraph 3?
- Some characteristics consistently recur.
  - Periods are arranged by atomic weight.
  - There are multiple instances of properties.
  - Musical octaves frequently repeat.

49. What did Mendeleev correctly assume about elements that did not fit into his table?
- that their atomic weights were too high
  - that they were from the same chemical family
  - that their atomic weights were incorrectly measured
  - that they all had similar physical and chemical properties
50. Why did the discovery of gallium give support to Mendeleev's table?
- It was found to have characteristics similar to *eka*-gallium.
  - It has properties like those predicted for *eka*-aluminium.
  - It was discovered because of Mendeleev's table.
  - It forms neither oxides nor chlorides.
51. What can be said of the element germanium?
- It is in the same period as silicon.
  - It is also known as *eka*-boron.
  - It is in the same group as silicon.
  - It has identical properties to silicon.
52. Why did Mendeleev place iodine after tellurium?
- because iodine is similar to other elements in Group Seven
  - because iodine's atomic weight is lower than that of tellurium
  - because iodine's atomic number is lower than that of tellurium
  - because iodine in this position helped him to explain an inconsistency
53. Which of the following statements would the author most likely agree with?
- The recognition that Mendeleev received from his contemporaries was appropriate.
  - Mendeleev should not have been considered for a Nobel Prize in Chemistry.
  - Mendeleev deserved more recognition than Einstein, Curie and Rutherford.
  - Having an element named after Mendeleev is a fitting sign of respect.
54. What is the best title for this passage?
- Mendeleev's Discovery of New Elements and Their Position in the Periodic Table
  - Why Mendeleev's Achievement Should Have Been Rewarded With a Nobel Prize
  - How Mendeleev's Innovations Solved One of Chemistry's Great Puzzles
  - The Reason Mendeleev Is One of the Greatest Scientists of the 19th Century



(このページは空白です。)

## PART II

次の文章には12の空欄（55-66）があり、25ページに各空欄に対する4つの選択肢が与えられています。各空欄に最も適当と思われる答えを1つ選び、解答用カードの相当欄をマークして下さい。

One of the primary goals of marketing programs and product development efforts is to create brand loyalty. Brand loyalty can be defined as the tendency for consumers to continue to buy products from the same brand over its competitors. At the (55) \_\_\_\_\_ of every successful brand is a group of loyal customers. These “true believers” understand the brand and are likely to recommend it to other consumers. As the percentage of loyal customers rises, a brand’s market share increases, which creates more profits. Increased customer loyalty limits losses to competitors and saves money that would typically be spent (56) \_\_\_\_\_ new customers through promotional campaigns. Any brand that loses sight of its loyal customers is (57) \_\_\_\_\_ to losing market share. For these reasons, building a loyal customer base is the foundation of almost every marketing strategy.

Trying to comprehend why the customer feels loyal or attached to a particular brand and (58) \_\_\_\_\_ purchases its products is one of the most intriguing issues in marketing management. In both theory and practice, there is an overwhelming agreement that one of the most important (59) \_\_\_\_\_ of brand loyalty is customer satisfaction. Customer satisfaction is seen as a measure of how well products and services meet or exceed the customer’s expectations. Interestingly, research indicates that only strong satisfaction may be converted (60) \_\_\_\_\_ loyalty; mild feelings of satisfaction have little impact.

The relationship between customer satisfaction and brand loyalty, however, is not (61) \_\_\_\_\_ linear. In other words, increased satisfaction is not enough to guarantee loyalty. Examining several situations illustrates the difficulty in predicting brand loyalty. First, even satisfied customers (62) \_\_\_\_\_ brands. A consumer may become indifferent toward a product or come to think that another brand equally or even better responds to their needs. Another factor is that (63) \_\_\_\_\_ customers may stay loyal because they believe that there is no better alternative on the market or that the decision to switch is too complicated. Moreover, some customers, (64) \_\_\_\_\_ their dissatisfaction, stay with the brand because the earlier brand relationship was important to them and they will give the brand another chance. Lastly, a long-term agreement, for example, a two-year binding (65) \_\_\_\_\_ for mobile phones, can discourage brand switching.

In sum, customer satisfaction is certainly one of the most important conditions necessary to create a positive influence on customer attachment to the brand, but it alone is not enough. Other reasons such as service agreements and lack of alternatives (66) \_\_\_\_\_ years of continuous purchases should be considered when creating a marketing plan to promote brand loyalty.

55	a. core b. point c. sign d. term	56	a. attracting for b. attracting on c. for attracting d. on attracting	57	a. applicable b. irresistible c. sensible d. vulnerable
58	a. conspicuously b. faithfully c. inadvertently d. potentially	59	a. determinants b. instruments c. justifications d. solutions	60	a. along b. from c. into d. with
61	a. consequently b. indeed c. likewise d. simply	62	a. award b. purchase c. switch d. value	63	a. dissatisfaction b. dissatisfactory c. dissatisfied d. dissatisfying
64	a. besides b. despite c. though d. unlike	65	a. contract b. decision c. exception d. policy	66	a. resulting from b. resulting in c. results from d. results in