

信州大学

経法学部・医学部

前期日程

平成30年度入学試験問題

英 語

注 意 事 項

1. この問題冊子は、試験開始の合図があるまで開いてはいけません。
2. この問題冊子は、全部で8ページあります。
3. 解答用紙は、全部で4枚あります。
4. 解答は、解答用紙の該当欄に記入してください。
5. 受験番号は、解答用紙の指定された箇所に記入してください。決して氏名を書いてはいけません。
6. 解答用紙は、試験終了後回収します。
7. この問題冊子は、持ち帰ってください。

1

次の英文を読んで以下の間に答えなさい。

In his youth, Albert Einstein spent a year idling aimlessly. ⁽¹⁾ You don't get anywhere by not "wasting" time — something, unfortunately, which the parents of teenagers tend frequently to forget. He was in Pavia. He had joined his family after having abandoned his studies in Germany, unable to endure the rigours of his high school there. It was the beginning of the twentieth century, and in Italy the beginning of its industrial revolution. His father, an engineer, was installing the first electrical power plants in the Paduan plains.

Albert was reading Kant and attending occasional lectures at the University of Pavia for (ア), without being registered there or having to think about exams. It is thus that serious scientists are made.

After this, he registered at the University of Zurich, and immersed himself in the study of physics. A few years later, in 1905, he sent three articles to the most prestigious scientific journal of the (イ), the *Annalen der Physik*. Each of these is worthy of a Nobel Prize.

Einstein became a renowned scientist overnight and received offers of employment from various universities. But ⁽²⁾ something disturbed him: despite its immediate acclaim, his theory of relativity did not fit with what we know about gravity, namely with how things fall. He came to realize this when writing an article summarizing his theory, and began to wonder if the law of "universal gravity" as formulated by the father of physics himself, Isaac Newton, was in need of revision in order to make it compatible with the new (ウ) of relativity. He immersed himself in the problem. It would take ten years to resolve, ten years of intensive study, attempts, errors, confusion, mistaken articles, brilliant ideas, and misconceived ideas.

Finally, in November 1915, he committed to print an article giving the complete solution: a new theory of gravity, which he called "the General Theory of Relativity," his masterpiece and the "most beautiful of theories," according to the great Russian physicist Lev Landau.

There are ⁽³⁾ absolute masterpieces which move us intensely: Mozart's *Requiem*; Homer's *Odyssey*; Shakespeare's *King Lear*. To fully appreciate their brilliance takes a long time, but the reward is sheer beauty — and not only this, but the opening of our eyes to a new perspective upon the world. Einstein's jewel, the General Theory of Relativity, is a masterpiece of this order.

I remember the excitement I felt when I began to understand something about it. It was summer. I was on a beach at Condofuri in Calabria, immersed in the sunshine of the Hellenic Mediterranean, and in the last year of my university studies. Uninterrupted by schooling, one studies best during vacations.

I was studying with the help of a book that had been eaten at the edges by mice, because at night I'd used it to block the holes of these poor creatures in the rather shabby old house where I used to escape from the (エ) of university classes in Bologna. Every so often I would raise my eyes from the book and look at the glittering sea; it seemed to me that I was actually seeing the distortion of space and time imagined by Einstein. It was as if a friend were whispering into my ear an extraordinary hidden truth, suddenly raising the veil of reality to disclose a simpler, deeper order. Ever since we discovered that the Earth is round and turns like a spinning top, we have understood that ⁽⁴⁾ reality is not as it appears to us; every time we glimpse a new aspect of it, it is a deeply emotional experience. Another (オ) has been lifted.

(Adapted from Carlo Rovelli, *Seven Brief Lessons on Physics*)

問1 (ア) ~ (オ) に入れるのに、もっとも適切な語を下から選びなさい。ただし、同じものを繰り返して用いないこと。

boredom concept period pleasure veil

問2 下線部(1)を日本語に訳しなさい。

問3 下線部(2)の something とは何か、30字以内の日本語で説明しなさい。

問4 下線部(3)の absolute masterpieces とはどのようなものだと筆者は述べているか。45字以内の日本語で説明しなさい。

問5 下線部(4)はどういう意味か。本文中から例をあげ、35字以内の日本語で説明しなさい。

2

次の英文を読んで以下の間に答えなさい。

In the early 1990s, the printed word appeared to be facing a terminal crisis, viewed as “a noble outdated medium crushed between televised entertainment and rapidly growing electronic information sources.” However, the book has survived in the face of challenges from other media, proving wrong the predictions of those who saw its (ア), while digital technology is providing mechanisms that enhance our ability to produce and distribute printed books.

Some publishers have switched to online modes of delivering texts, but the number of new print titles published continues to enjoy strong (イ) in the UK and the US, reaching 206,000 in the UK in 2005. In China, between 1992 and 2002, title output grew from around 90,000 to 170,000; in Brazil, between 1990 and 2000, the total rose from 13,000 to 45,000.

Print remains resilient because there is a continuing demand from consumers and it offers a model of publishing that publishers understand and know how to make work. They are comfortable with the book: the sale of a physical item yields a return against a predictable cost. A digital product can be highly creative, but since there are no set boundaries, there are uncertainties over the costs involved and profitability is more difficult to control. Publishers remain fearful of digital piracy and copyright violation.

Does the book have a future? As a portable and durable item of technology, it remains in good shape. It can be taken most places, read in bed or in the bath, and passed around friends with ease. The production standards of the average paperback are not high, but it can be sold at a highly competitive price. As a simple device for (ウ), the book remains highly useful. You may not have the equipment to play an analog recording such as a cassette tape from the 1970s, but you can still pick up the first edition of Shakespeare’s plays and read it. Print doesn’t suffer from the ⁽¹⁾archiving problem of the modern age, when formats change with great rapidity, and the pages of websites alter or disappear overnight.

For an author, appearing A [being, better, in print, on the Web, published, remains,

than]. There is an affirmation of one's worth as a writer, and receiving a beautifully printed hardback of one's work is an undeniable pleasure. For readers, print still holds out the prospect of disappearing into another world, away from computers, into a rich landscape of (エ) and imagination. The book remains for some a status item, to be displayed prominently at home or carried around in public. The 2004 UK marketing campaign ⁽²⁾ "Good Booking" by Penguin Books was based on research showing that men seen reading a book are more attractive to women. The success of reading groups — one estimate is that there are 50,000 groups in the UK alone — reveals reading to be a social activity: we like to read, share, and discuss.

The book can also work with and alongside other media, for example, through (オ) with television shows that recommend titles. In virtual reading groups, readers discuss authors online and offer up new plot directions for their favorite titles. Published books may have their origins in blogs; textbooks offer added value on associated websites; a travel guide can include a mini-CD; and authors offer extra content on their own websites. If the digital revolution poses new challenges to the book, it also offers ⁽³⁾ fresh opportunities.

(Adapted from Angus Phillips, "Does the Book Have a Future?" *A Companion to the History of the Book*)

問1 (ア) ~ (オ) に、以下の動詞を適切な名詞形に変えて入れなさい。

ただし、同じものを繰り返して用いないこと。

cooperate discover grow replace store

問2 下線部 (1) の具体的な意味を 35 字以内の日本語で説明しなさい。

問3 A [] 中の語を文意に沿うように並べかえなさい。

問4 下線部 (2) の Good Booking はどのような二語の英語がもとになっていると考えられるか、その英語を書きなさい。

問5 下線部 (3) の内容を 30 字以内の日本語で説明しなさい。

3

Read the following text and answer the questions below in full English sentences.

A friend of mine once had a curious experience with a job interview. Excited about the possible position, she arrived five minutes early and was immediately ushered into the interview by the receptionist. Following a friendly discussion with a panel of interviewers, she was offered the job. Afterward, one of the interviewers remarked how impressed she was that my friend could be so composed after showing up 25 minutes late to the interview. As it turned out, my friend had been told the wrong start time by half an hour; she had remained composed because she did not know she was late. My friend is not the type of person who would have remained cool had she known she was late, but the interviewers reached the opposite conclusion. Of course, they also could have concluded that her calm reflected a disrespectful attitude, which is also not typical of her. Either way, they would have been wrong to assume that her behavior in the interview was indicative of her future performance at the job.

This is a widespread problem. Employers like to use unstructured interviews in an attempt to “get to know” a job candidate. Such interviews are also increasingly popular with universities looking to move away from test scores and other standardized measures of student quality. But, as in my friend’s case, interviewers typically form strong but unwarranted impressions about interviewees. Our research shows that interviews can be harmful, undercutting the impact of other, more valuable information about interviewees.

In one experiment, student subjects interviewed other students and then predicted their grades for the following semester. The prediction was to be based on the interview, the student’s course schedule and his or her past grades. In addition to predicting the grades of the interviewee, the subjects also predicted the performance of a student they did not meet, only on the basis of that student’s course schedule and past grades. In the end, the subjects’ grade predictions were significantly more accurate for the students they did not meet. The interviews had been counterproductive. It gets worse. We did not tell our subjects, but some of the interviewees had been instructed to respond randomly to their questions. Though many of our interviewers were allowed to ask any questions they

wanted, some were told to ask only yes/no or this/that questions. In half of these interviews, the interviewees were instructed to answer honestly. But in the other half, they were instructed to answer randomly. Strikingly, not one interviewer reported noticing that he or she was conducting a random interview. More striking still, the students who conducted random interviews rated the degree to which they “got to know” the interviewee slightly higher on average than those who conducted honest interviews.

The key psychological insight here is that people have no trouble turning any information into a coherent narrative. This is true when the information is incorrect, as in the case of my friend’s tardiness. This is also true when the information is random. People have great confidence in their ability to glean valuable information from a face-to-face conversation. But they are wrong.

What can be done? One option is to structure interviews so that all candidates receive the same questions, a procedure that has been shown to make interviews more reliable and modestly more predictive of job success. Alternatively, you can use interviews to test job-related skills, rather than idly chatting or asking personal questions. Realistically, unstructured interviews aren’t going away anytime soon. Until then, we should be humble about the likelihood that our impressions will provide a reliable guide to a candidate’s future performance.

(Adapted from Jason Dana, “The Utter Uselessness of Job Interviews,” *The New York Times*)

- Question 1** Why was the writer’s friend late for her interview?
- Question 2** What false conclusion did the interviewers draw about the writer’s friend?
- Question 3** Give two reasons why unstructured interviews are popular.
- Question 4** According to the article, what are the least reliable predictors of future grades?
- A. attitudes B. course schedules C. interview results D. past grades
- Question 5** The author explains how interviews can be misleading. Summarize his suggestions for improving their reliability.

4

次の英文を読んで以下の間に答えなさい。

The Saint Lukas train doesn't accept (ア)— it accepts only the sick. The Saint Lukas is one of five government-funded medical trains that travel to remote towns in central and eastern Russia. Each stop lasts an average of two days, and during that time the doctors and nurses (a) board provide rural populations with basic medical care, X-ray scans, prescriptions and advice to seek specialist help. "People started queuing to make an appointment early in the morning, around 6:30 a.m.," says Emile Ducke, a German photographer who traveled with the staff of the Saint Lukas for a two-week trip in November through the vast regions of Krasnoyarsk and Khakassia.

Russian local government and state rail services have operated the five trains since 2010, although the Saint Lukas started running three years earlier. Each one carries medical staff from a regional city like Krasnoyarsk. The service is in particular demand right now: the fall in the price of oil has helped create an economic crisis that led the Russian parliament to approve a 30 percent cut to the national health care budget.

The government has struggled to come up (b) measures to address the problem, particularly in the poorer, rural areas east of the Volga River, including arranging doctors' appointments by video chat and expanding funding programs to encourage them to establish practices in remote parts of the country. This year, up to 100 doctors will receive compensation payments of \$17,400 to move to and work in Krasnoyarsk.

The annual arrival of the Saint Lukas, funded by the local government and Russia's state-owned rail holding, is another attempt to improve the situation. Ducke says that while most towns weren't totally lacking (c) health care and had at least one doctor and nurse, "people go for checkups when the train is in town because they trust (イ) from the big city." And, he adds, some "applied (d) an appointment with their local doctor and waited for several months, and then they were too badly equipped, or the patients did not trust them."

The Saint Lukas has increased the number of stops it makes each year from the 55 it made on its first journey a decade ago to 75 today. For ten months every year, the train

stops at about eight stations over two weeks, before returning to the regional capital to refuel and restock. Then it starts all over again the next month. Most stations wait about a year between visits.

Doctors see up to 150 patients every day. The train's equipment allows for basic but comprehensive checkups. Doctors and nurses administer blood tests and can provide sonography, brain wave scans, heart rhythm tests and X-rays. The duration of each stop depends on the degree of health care available on the ground; some larger towns have several thousand (ウ) and a hospital, while others have a population of only a few hundred and just one overburdened local doctor. The Saint Lukas is the only one of the five medical trains to include a carriage that houses a chapel, where (エ) can pray between medical tests if their town has no place of worship.

Elderly patients in particular look forward (e) the arrival of the trains. "There were hardly any kids ⁽¹⁾ lining up," Ducke says. "There were some parents with young babies, but I would say most of the people coming for checkups were (オ) or over 50 years of age. I was very impressed by the doctors and their assistants working and living in such little space and with so little time for each of their patients but still staying focused and very concerned. They were the best chance for many living in these rural parts to get the treatment they want."

(Adapted from Damien Sharkov, "In Rural Siberia, the Hospital Comes to You," *Newsweek*)

問1 (a) ~ (e) に適切な前置詞を入れなさい。

問2 (ア) ~ (オ) に入れるのに、もっとも適切な語を以下の①~⑤から選びその番号を書きなさい。ただし、同じ番号を繰り返して用いないこと。

① believers ② experts ③ inhabitants ④ passengers ⑤ pensioners

問3 下線部 (1) と類似の意味を表す動詞を本文から一語探し原形で答えなさい。

問4 次の英文は本文の一部の内容を表したものである。(A) と (B) に当てはまる数字を答えなさい。

The Saint Lukas train started its service in (A) and now the train makes (B) more stops than it made on its first trip.