

前期日程

科目

外国語(英語)

医学部医学科

注 意

1. 開始の合図があるまで、この問題冊子を開いてはいけません。
2. 問題は1ページから11ページにわたっています。問題冊子に不備がある場合は、直ちにその旨を監督者に申し出てください。
3. 解答用紙は4枚で、問題冊子とは別になっています。解答は、すべて解答用紙の所定の欄に記入してください。指定された解答用紙以外に記入した場合は、評価(採点)の対象としません。
4. 受験番号は、4枚の解答用紙のそれぞれの上部の欄に記入してください。
5. 解答用紙は持ち帰ってはいけません。
6. 下書用紙には、下書き用のマス目を書いてありますので、活用してください。
7. 問題用紙と下書用紙(2枚)は持ち帰ってください。

実施年月日  
28.2.25  
富山大学

平成28年度富山大学一般入試 個別学力検査

## 問題訂正

医学部医学科 一般入試（前期日程）【外国語（英語）】

### 一般入試（前期日程）【外国語（英語）】

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7ページ下から6行目

〔誤〕 He played Basketball. → 〔正〕 He played basketball.

7ページ下から7行目

〔誤〕 Ms. Grainer → 〔正〕 Ms. Grainger

9ページ上から5行目

10ページ下から2行目

〔誤〕 Ms. Grainer's → 〔正〕 Ms. Grainger's

1 次の文章を読み、問いに答えなさい。

A few years ago, I started looking online to fill in chapters of my family history that no one had ever spoken of. I registered on Ancestry.com, plugged in the little I knew, and soon was found by a cousin whom I had not known existed, the granddaughter of my grandfather's older sister. We started exchanging documents: a copy of a birth certificate, a photo from an old wedding album. After a few months, she sent me something disturbing.

It was a black-and-white scan of an article clipped from the long-gone *Argus*\* of Rockaway Beach, New York. In the scan, the type was faded and there were ragged gaps where the soft newsprint had worn through. The clipping must have been folded and carried around a long time before it was pasted back together and put away. The article was about my great-uncle Joe, the younger brother of my cousin's grandmother and my grandfather.

In a family that never talked much about the past, he had been discussed even less than the rest. I knew he had been a fireman in New York City and died young, and that his death scarred his family with a grief they never recovered from. I knew that my father, a small child when his uncle died, was thought to resemble him. I also knew that when my father made his Catholic **confirmation**\* a few years afterward, he chose as his spiritual guardian the saint that his uncle had been named for: **St. Joseph**\*, the patron of a good death.

I had always heard Joe had been injured at work: not burned, but bruised and cut when a heavy brass hose nozzle fell on him. The article revealed what happened next. Through one of the cuts, an infection set in. After a few days, he developed an ache in one shoulder; two days later, a fever. His wife and the neighborhood doctor struggled for two weeks to take care of him, then stopped a taxi and drove him fifteen miles to the hospital in my grandparents' town. He was there one more week, shaking with chills and muttering through hallucinations, and then sinking into a coma as his organs failed. Desperate to save his life, the men from his firehouse lined up to give blood. Nothing worked. He was thirty when he died, in March 1938.

The date is important. Five years after my great-uncle's death, penicillin changed medicine forever. Infections that had been death sentences—from battlefield wounds, industrial accidents, childbirth—suddenly could be cured in a few days. So when I first read the story of his death, it lit up for me what life must have been like before **antibiotics**\* started saving us.

Lately, though, I read it differently. In Joe's story, I see what life might become if we did not have antibiotics anymore.

Predictions that we might sacrifice the antibiotic miracle have been around almost as long as the drugs themselves. Penicillin was first discovered in 1928 and battlefield casualties got the first non-experimental doses in 1943, quickly saving soldiers who had been close to death. But just two years later, the drug's discoverer Sir Alexander Fleming warned that its benefit might not last. Accepting the 1945 Nobel Prize in Medicine, he said: "It is not difficult to make microbes resistant to penicillin in the laboratory by exposing them to concentrations not sufficient to kill them. . . . There is the danger that the ignorant man may easily underdose himself and by exposing his microbes to non-lethal quantities of the drug make them resistant."

As a biologist, Fleming knew that evolution was inevitable: sooner or later, bacteria would develop defenses against the compounds the emerging pharmaceutical industry was aiming at them. But what worried him was the possibility that misuse would speed the process up. Every inappropriate prescription and insufficient dose given in medicine would kill weak bacteria but let the strong survive. (As would the micro-dose "growth promoters" given in agriculture, which were invented a few years after Fleming spoke.) Bacteria can produce another generation in as little as twenty minutes; with tens of thousands of generations a year working out survival strategies, the organisms would soon overwhelm the potent new drugs.

Fleming's prediction was correct. Penicillin-resistant **staph**\* emerged in 1940, while the drug was still being given to only a few patients. **Tetracycline**\* was introduced in 1950, and tetracycline-resistant **Shigella**\* emerged in 1959; **erythromycin**\* came on the market in 1953, and erythromycin-resistant **strep**\* appeared in 1968. As antibiotics became more affordable and their use increased, bacteria developed defenses more quickly. **Methicillin**\* arrived in 1960 and methicillin resistance in 1962; **levofloxacin**\* in 1996 and the first resistant cases the same year; **linezolid**\* in 2000 and resistance to it in 2001; **daptomycin**\* in 2003 and the first signs of resistance in 2004.

With antibiotics losing usefulness so quickly — and thus not making back the estimated \$1 billion per drug it costs to create them — the pharmaceutical industry lost enthusiasm for making more. In 2004, there were only five new antibiotics in development, compared to more than 500 chronic-disease drugs for which resistance is not an issue — and which, unlike antibiotics, are taken for years, not days. Since then, resistant bugs have grown more numerous and, by sharing DNA with each other, have become even tougher to treat with the few drugs that remain. In 2009, and again this year, researchers in Europe and the United States sounded the alarm over a threatening form of resistance known as **CRE**\*, for which only one antibiotic still works.

Health authorities have struggled to convince the public that this is a crisis. In September, Dr. Thomas Frieden, the director of **the U.S. Centers for Disease Control and Prevention**<sup>\*</sup>, issued a blunt warning: “If we’re not careful, we will soon be in a post-antibiotic era.” For some patients and some microbes, we are already there.” The chief medical officer of the United Kingdom, Dame Sally Davies — who calls antibiotic resistance as serious a threat as terrorism — recently published a book in which she imagines what might come next. She sketches a world where infection is so dangerous that anyone with even minor symptoms would be locked in confinement until they recover or die. It is a dark vision, meant to disturb. But it may actually underplay what the loss of antibiotics would mean.

(Maryn McKenna, November 2013. *Medium*)

\*注：Argus ニューヨークのロックアウェイビーチでかつて刊行されていた新聞

confirmation 堅信(キリスト教の一派で行われる、洗礼後に信仰を更に固める儀式)

St. Joseph 聖者ヨゼフ

antibiotics 抗生物質

staph (= staphylococcus) ブドウ球菌

tetracycline テトラサイクリン(抗生物質名)

*Shigella* 赤痢菌

erythromycin エリスロマイシン(抗生物質名)

strep 連鎖球菌

methicillin メチシリン(抗生物質名)

levofloxacin レボフロキサシン(抗菌薬名)

linezolid リネゾイド(抗生物質名)

daptomycin ダプトマイシン(抗菌薬名)

CRE カルバペネム耐性腸内細菌

the U.S. Centers for Disease Control and Prevention アメリカ疾病予防管理センター

(1) 下線部(A)の目的のために筆者が取った行動([a])とその結果([b])は何ですか。その内容として最もふさわしいものを下の選択肢から一つ選び、記号を解答欄に書きなさい。

- [a] ① インターネットの検索エンジンで親戚の名前を打ち込んで住所を検索した。  
② インターネットの家系検索サイトに、自分が知っているわずかな情報を打ち込んだ。  
③ インターネットに接続して、小さな広告サイトに自分を登録した。  
④ インターネットのソーシャルネットワークサービスで仲間づくりを始めた。  
⑤ インターネットの人探しサイトで小さいころの知人を探した。

- [b] ① 全く知らない第三者から電話がかかって来た。  
② 幼少期にかすかに記憶のある親戚を訪問した。  
③ 永らく会っていなかった孫に再会した。  
④ 存在すら知らなかった遠い親戚と名乗る人物が訪問してきた。  
⑤ 全く知らなかった親戚から連絡があった。

(2) 次の文章は、下線部(B)がどのようなものかをまとめたものです。本文の内容に合うように、空欄(a)~(f)を指定の文字数の日本語で埋めなさい。

- ・それは昔の (a)4字 の (b)10~12字 だった。
- ・印字は (c)3~4字 いて、 (d)7~12字 があって、そこでは、 (e)10~17字 。
- ・記事は元通り伸ばして貼り付けて保管される前は (f)20~25字 。

(3) 下の(a)~(j)について、下線部(C)の表す内容と合っているものには○を、間違っているものには×を解答欄に書きなさい。ただし時間順序はランダムに列挙してあります。

- (a) 消火作業の翌日に、片方の肩に痛みが生じ始めた。
- (b) タクシーで15マイル離れた街の病院に連れて行かれた。
- (c) 入院先の病院で寒さに震え、幻覚症でうわごとを言うようになった。
- (d) 輸血から合併症を引き起こし、1938年3月に死亡した。
- (e) 入院先の病院で一週間たたないうちに死亡した。
- (f) 最初の原因は消火作業に伴う火傷からの感染であった。
- (g) 片方の肩に痛みが生じ始めてから二日後、発熱した。
- (h) 消防署の同僚達が献血で彼を助けようとした。
- (i) 入院先の病院で意識不明となり、その後しばらくして多臓器不全となった。
- (j) 近所の医師も妻も二週間の看病に悪戦苦闘した。

- (4) 下線部(D)の内容について、筆者の考えの変化を具体的に簡潔な日本語で説明しなさい。
- (5) フレミング(Fleming)が下線部(E)のように述べる二つの理由があります。本文に従ってその理由をそれぞれ30字以上40字以内の簡潔な日本語で説明しなさい。
- (6) 下線部(F)のような状況に至った背景は何ですか。内容を箇条書きにして解答欄に書きなさい。
- (7) 下線部(G)が指す内容を最も具体的に表している箇所をこれ以降から探し、最初の3語と終わりの3語を解答欄に書きなさい。
- (8) 本文の記述と合っているものを、以下の(a)~(e)の選択肢から全て選び、記号を解答欄に書きなさい。
- (a) The author's correspondence with a relative revealed new information about a tragedy that had struck their family a long time ago.
  - (b) Wounded soldiers from the battlefield in the first half of the 1900s especially benefited from the discovery of penicillin.
  - (c) If an inappropriate dose of antibiotics is given to patients, this makes strong microbes even stronger.
  - (d) More frequent use of antibiotics forced people to face resistant bacteria more often.
  - (e) There is more than one mechanism which leads bacteria to be able to create new resistance faster than pharmaceutical firms can develop new antibiotics against them.

2 は、次のページから始まります。



2 マイケル・オアー (Michael Oher) は、帰る家もなくさまよっているところを、後に彼の法定後見人となるトゥーイー夫妻 (シヨン・トゥーイー (Sean Touhy) とリー・アン・トゥーイー (Leigh Anne Tuohy)) に偶然見つけられ、以来夫婦の家に住まわせてもらい、家族同様に暮らして来ました。フットボール奨学金を獲得し、ミシシッピ大学 (愛称: Ole Miss) への進学も無事決まったある日、全米大学体育協会 (NCAA) から一家に電話がかかって来ます。協会のグレインジャー (Ms. Grainger) 調査員は、フットボール奨学金獲得による大学進学を巡って、マイケルとトゥーイー夫妻との関係を調べようとしています。下の会話は、リー・アンとマイケルがグレインジャー調査員のオフィスに到着した場面から始まります。よく読んで後の問に全て英語で答えなさい。

Mrs. Tuohy: Michael, they just want to ask you a couple of questions. You have nothing to hide.

Ms. Grainger: My name is Johnson Grainger, Assistant Director of Enforcement for the NCAA.

Mrs. Tuohy: Please call me Leigh Anne. So, let's do this, shall we?

Ms. Grainger: Mrs. Tuohy, もし差し支えなければ、彼一人と話がしたいのですが。

Mrs. Tuohy: And how long is that gonna  ?

Ms. Grainger: A while.

Mrs. Tuohy: All right. Go. Michael, Michael, あなたをロビーで待ってるわね。 All right?

(Michael and Ms. Grainger go into the room. The door closes.)

\*\*\*\*\*

(In the room...)

(中略)

Ms. Grainger: Sean Tuohy, your **legal guardian**\*, went to Ole Miss.

Michael: He played Basketball.

Ms. Grainger: Mrs. Tuohy went to Ole Miss as well.

Michael: She was a cheerleader.

Ms. Grainger: Is [to / Ole Miss / favorite / safe / it / that / their / say / school / is]? Did they like any other universities? What about, say, Tennessee?

Michael: No, they can't  Tennessee.

Ms. Grainger: And your tutor?

Michael: Miss Sue?

Ms. Grainger: Miss Sue. Miss Sue is an Ole Miss **grad\***, too. Did Miss Sue (c) try to persuade you to attend Ole Miss?

Michael: ...

Ms. Grainger: Did you know that the Tuohys make generous donations to Ole Miss? That even Miss Sue makes donations? That the Tuohys, they have a **condo\*** in **Oxford\*** so they can attend as many athletic events as possible. That, in fact, Sean and Leigh Anne Tuohy are, (d) our definition, **boosters\***. Mr. Oher? Mr. Oher, do you understand, do you know why I am here?

Michael: To investigate?

Ms. Grainger: Yes, to investigate. I'm here to investigate your odd... **predicament\***. Do you find it odd? Your predicament? Michael?

Michael: I don't know. Can I, can I leave now?

Ms. Grainger: No, you can't.

Michael: What do you want, ma'am?

Ms. Grainger: I want the facts. I need the truth.

Michael: I didn't lie.

Ms. Grainger: I want to know what you think about all of this?

Michael: Think about what?

Ms. Grainger: The NCAA fears that with your recruitment a door might be opened. Boosters from lots of schools in the South will become legal guardians of young athletes without means, and send them to their **alma maters\***. I'm not saying I believe it. I'm not saying I don't. But there are many people involved in this case who would argue that the Tuohys, they took you in. They clothed you.

Michael: NO.

Ms. Grainger: They fed you.

Michael: NO.

Ms. Grainger: They paid for your private education.

Michael: NO.

Ms. Grainger: They bought you a car. They paid for a tutor.

Michael: NO.

Ms. Grainger: All as part of a plan to (e) that you play football for the University of Mississippi.

*(Michael gets up and walks toward the door.)*

Ms. Grainger: Michael? We're not finished!

*(Michael leaves the room.)*

\*\*\*\*\*

*(Outside the building of Ms. Grainer's office, Leigh Anne finds Michael.)*

Leigh Anne: Michael, so what happened?

Michael: Why did you do it?

Leigh Anne: What?

Michael: All along you wanted me to go to Ole Miss.

Leigh Anne: Of course I did. We, we love Ole Miss.

Michael: Why did you do this to me?

Leigh Anne: What?

Michael: Everything! Was it for you or was it for me? Was it so I would go to school where you wanted? Was it so I would do what you wanted?

Leigh Anne: Michael, no. I... I...

Michael: That's what she thinks. Is she right?

Leigh Anne: Michael, honey. I need you to just listen to me, all right?

Michael: Don't you dare lie to me. I'm not stupid!

Leigh Anne: Michael. Michael, of course you're not stupid. Michael?

*(Michael leaves Leigh Anne and walks away.)*

(John Lee Hancock (Director), *The Blind Side*, 2009, USA: Warner Bros. slightly modified)

\*注 : legal guardian 法定後見人,

grad = graduate

condo = condominium

Oxford ミシシッピ大学の所在地

booster 支援者, 擁護者

predicament 苦境, 苦悩

alma máter 母校

(1) Put each of the underlined Japanese sentences (A) and (B) into English, using the word(s) indicated in the boxes below. You must use these words as they are and cannot change their forms.

(A) 

|                  |
|------------------|
| prefer, wouldn't |
|------------------|

(B) 

|    |
|----|
| be |
|----|

(2) Put all the words in the brackets (C) in the right order to make an appropriate question.

(3) Fill in the blanks from 

|     |
|-----|
| (a) |
|-----|

 to 

|     |
|-----|
| (e) |
|-----|

 with the most appropriate word from those listed below. You may use each word only once.

|       |        |         |      |
|-------|--------|---------|------|
| on    | by     | make    | ever |
| about | spend  | ensure  | did  |
| stand | seldom | through | take |

(4) Ms. Grainger is doubtful about the Tuohys' motivation for bringing up Michael. What problem does the NCAA see behind Michael's situation? Answer this question by extracting one full sentence from the conversation. Write the first three and the last three words from the sentence.

(5) How have Ms. Grainger's investigation and her words affected Michael? Describe how he feels about Mr. and Mrs. Tuohy after his interview.

- 3 次の文章はアメリカの大学や大学院での女子学生の推薦状の書き方について批判したものです。下線部の個所を英語に訳しなさい。

…いくつかの推薦状においては、ある種の女性について、「思いやりがある」、「親切」、「感じが良い」、「謙虚」、そして、特に頻繁に「気立てが良い」などと書かれていました。彼女たちはその通りだったと、私も思うのですが、こういった表現が推薦状にふさわしいとは必ずしも思えないのです。一方で、男性の候補者や、それ以外の女性候補者の多くを描くときには、「聡明」、「創造的」、「頑張り屋」、「洞察力に富む」、そして、「リーダーシップを発揮する」などと、全く違った言葉が使われていました。…

今は、科学において、あまり正当に評価されていないグループの人たちと同様に、女性たちの地位を向上させる時代だと思えます。地球規模の科学的事業の将来は、多様で才能に恵まれた研究者たちの科学やエンジニアリングの領域への参入を後押しできるかどうかにかかっています。女性を重用する過程ではたらく微妙な偏見は、たとえそれが意図されたものではないにしても、あからさまな偏見よりも有害になり得ます。なぜなら、それは見つけにくく、直し難いからです。私は、これらの重要な推薦状を書く人々に、「送信」\*を押す前に、自分が書いたものが偏見のないものであるかどうか、最後にもう一度確認するよう、強くお願いしたいのです。

\*注：「送信」 “send”

(Marcia McNutt, May 2015, Science vol. 348 から抄訳。一部簡略化)