

平成 29 年度入学者選抜学力検査問題

英 語

注 意 事 項

1. この冊子は、監督者から解答を始めるよう合図があるまで開いてはいけません。
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3. この冊子は全部で 11 頁からなります。落丁、乱丁または印刷不備があったら申し出てください。
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I

以下の文章を読み、問1～問7の設問に日本語で答えなさい。

In 1945 Alexander Fleming, the man who discovered penicillin, warned
(1) that overuse of his miracle drug could make bacteria immune* to it. He was right—and not just about penicillin: the Centers for Disease Control and Prevention (CDC) has estimated that antibiotic-resistant* bacteria infect more than two million people a year, at least 23,000 of whom die. A significant part of that overuse, the CDC says, involves feeding the drugs to the animals we eat. Farmers do this not to cure or prevent disease but simply to make livestock* grow bigger and faster.

In 2013 the Food and Drug Administration (FDA) finally stepped in, asking drug companies to stop selling antibiotics for the purpose of promoting the growth of animals by December 2016. However, the agency still allows the use of these drugs for “disease prevention,” that is, to fight off infections animals have not yet gotten. In principle, it might sound reasonable. In practice, this loophole
(2) may be big enough to allow farmers to continue with what they have been doing all along, raising concerns that the FDA’s plan will not amount to much.

To make things worse, the FDA has resisted developing a meaningful plan to check the effect of its action. Instead, it intends simply to rely on sales data from drug companies to see whether its (nonbinding) guidelines are actually working. These data are far from ideal for this purpose; even the agency acknowledges that sales are not a reliable way to measure how antibiotics are really being used.

The data offer no sense of whether the plan is working.
(3) The agency’s recently released antibiotic sales figures for 2014 show a small increase over 2013, which is consistent with trends in previous years. That result is not surprising, given that the drug companies were not asked to comply* fully with the new guidelines until the end of this year. We will have more meaningful

information when the FDA releases the 2016 data sometime late in 2017.

Unfortunately, we can't wait that long. ⁽⁴⁾ Despite acknowledging that misuse in animals is a big part of the problem, the CDC can't figure out exactly how big it is. We are also getting worrying signals from around the world, including recent news of the emergence and spread of a gene* which helps bacteria resist even some of our strongest antibiotics. An infection with bacteria that have this gene could be fatal, even in the best health care settings. The alarm was sounded late last year, when this gene was discovered in pigs and humans in China, and since then, it has been found in several other countries. It has yet to show up in the U.S., which is fine in the short term, but it may be only a matter of time before it finds its way here.

How worried should we be? More than we are, that's for sure, at least ⁽⁵⁾ until we change the way antibiotics are used. Sadly, not enough is being done. The biggest battles are being fought over proposals for unfunded, voluntary agency initiatives to collect better antibiotic usage data. Such information could be helpful in determining the full extent to which antibiotic misuse is contributing to untreatable bacterial infections in people. No plan has been put on the table that can change the way the drugs are actually used.

The funding situation is not likely to get much better in the short term. Of the \$375 million proposed in the current congressional budget to combat outbreaks of antibiotic-resistant bacteria, only \$8.7 million (or a little more than 2 percent) is to be used by the FDA to address antibiotic resistance in the first place. The U.S. Department of Agriculture did not receive funds for the same purpose.

People born in the past 70 years ⁽⁶⁾ are fortunate enough to live in a time when major medical and public health advances, including antibiotics, have allowed us to live long enough to die from chronic* diseases instead of infectious ones. However, the misuse of antibiotics in animal agriculture threatens to push us into a postantibiotic world, where even the most routine

infections may become deadly. We must take meaningful action — and fast.

(7)
Adapted from *Scientific American*, March 2016

(注)

immune	免疫がある
antibiotic-resistant	抗生物質に耐性をもつ
livestock	家畜
comply	従う
gene	遺伝子
chronic	慢性の

- 問 1 下線部(1)を日本語に訳しなさい。
- 問 2 下線部(2)の this loophole(この抜け穴)とは具体的にどんな内容を示しますか。簡潔に記しなさい。
- 問 3 下線部(3)のように述べている理由を答えなさい。
- 問 4 下線部(4)のように言っている理由は何ですか。簡潔に記しなさい。
- 問 5 下線部(5)を、省略されている内容を補いながら、日本語に訳しなさい。
- 問 6 下線部(6)で、なぜ 70 という数字を使用しているのか答えなさい。
- 問 7 下線部(7)の具体例を本文に即して一つあげなさい。

II

Read the following passage and answer the questions.

Section A

War is the organized use of violence between independent political groups. Since the dawn of civilization, there have been many kinds of wars. International wars involve the use of force between countries. Civil wars are violent conflicts between political communities within the same country. Violence between a government and a substantial opposition group within the country is called a violent rebellion or revolutionary war. Cold wars are struggles conducted through diplomatic, economic, and psychological means but not through direct force. Throughout history, wars have caused great suffering and hardship.

WHY WARS OCCUR

Most wars result from a combination of causes. Three of the most common causes are conflicts over resources, clashing ideologies, and struggles over power.

Conflicts over resources are the most basic and enduring causes of war. Indeed, the world's first wars were probably fought over resources, including such things as land, minerals, energy sources, and important geographical features. This is because location and geography can provide great benefits to one community while others go without. Examples of conflicts over resources are numerous. In the Crimean War (1853-1856), the United Kingdom, France and the Ottoman Empire fought against Russia for control of the area around the Black Sea, while the Persian Gulf War of 1991 resulted in large part from Iraq's attempt to seize control of Kuwait's oil reserves.

Clashing ideologies can also lead to war. Ideologies are sets of ideas that define different communities. Religious teachings are often central to a society's ideology. Sometimes, these teachings are different from — or even

openly hostile toward—those of other communities and in cases such as these, religious wars can break out. From 1096 to the late 1200's, for example, Christians from Europe waged* war on Muslim rulers in Palestine as part of the series of military expeditions known as the Crusades. Ideological conflicts can also involve political concepts. An example of such a conflict was the Cold War between communist and non-communist nations in the latter half of the 1900's. The conflict between capitalist democracy and communism fueled the tensions between the United States and the Soviet Union.

The third of the causes mentioned above is the struggle for power, which involves the ability to control other people or to control the outcome of a situation. War often results when one country seeks to expand its power at the expense of others. In some cases, a decline in the strength of a powerful nation may prompt a war of opportunity, in which rival nations try to take advantage of the once powerful nation's weakened state. In other cases, two or more nations may act together to stop the increasing power of a rival country that they consider threatening. The ancient Greek historian Thucydides described the Peloponnesian War (431-404 B.C.) in terms of power. As the power of Athens grew, he said, other cities joined together to stop it. Although power may be valued for its own sake, both resources and ideologies are closely connected to power.

Section B

WAGING WAR

Wars are complex events that involve the preparation of large numbers of soldiers and the involvement of much equipment and weaponry. Consequently, large wars place extreme stress on a society's population and economy. Several factors influence a nation's ability to wage war.

Population plays an important role in war operations. A country must have a large supply of young people to fight in its military. When people leave to fight in a war, others must step in to replace them in the national economy.

People are injured and killed in wars, and a country may rapidly diminish its human resources. In some civil wars and violent rebellions, troops have even kidnapped* young people and forced them to fight.

Industrial and financial resources are also important to a war effort. Soldiers in the field need weapons, ammunition*, supplies, equipment, and protection. Supplying and equipping a modern army requires a great deal of money. For centuries, rulers borrowed money to pay for their wars. The result, however, was usually an enormous debt owed by the government. Today's governments have broad powers to collect taxes and so are better able to pay for wars out of tax revenue.

As well as the more tangible* aspects, information and intelligence* are other major factors. Learning an enemy's secrets can be crucial to success. Espionage is the act of acquiring information through spying. Modern technology allows for much better communication between commanders and troops, but it also creates opportunities for espionage. During World War II (1939-1945), for example, U.S. intelligence experts broke the Japanese military code, which enabled them to surprise and destroy most of the Japanese fleet in the Battle of Midway. Today, computers and other advanced technological instruments influence all aspects of warfare, from strategic planning to weapon design, and satellites provide images of territories and troops around the world.

Organization and control are also essential when conducting an efficient war effort. Military organizations are typically hierarchical—that is, they consist of levels of higher and lower ranks. In modern democracies, the top military leaders take direction from civilian political leaders, who provide the strategic goals of the war effort. In other systems of government, the military may cooperate less with political leadership. In some cases, the military itself is a nation's political leadership. Generally, these militaries are less restrained in their use of force.

ETHICAL AND LEGAL ASPECTS OF WAR

Beginning in the Middle Ages, scholars and statesmen began to think seriously about the moral and legal aspects of waging war. Roman Catholic theologians* developed a concept of “just war” to describe circumstances where war could be fought without breaking Christian rules against killing. Modern legal considerations originated with the Peace of Westphalia, at the end of the Thirty Years’ War (1618-1648). This treaty between European nations established individual countries’ rights to territory and self-government.

The basic rules of warfare are certain behavioral guidelines that combatants* should obey during times of war. Violations of these rules are called war crimes. The rules of warfare apply in three main areas. The first rule is that nonfighting civilians should be treated differently from military and political leaders and combat troops. Combatants should try to avoid harming civilians. The second area involves the treatment of prisoners of war. In the modern era, prisoners should receive humane treatment. They should be safe from torture, arbitrary killing and other cruel acts, and when hostilities end, prisoners should be returned home. The third area deals with the use of weapons. Several international treaties prohibit the use of specific kinds of weapons during war. These mainly include chemical and biological weapons. The use of nuclear weapons is highly controversial, but some countries refuse to promise that they will never use these weapons.

Changes in the rules of war occurred mostly in the 1900’s. War crime issues were central to the Hague Conventions of 1899 and 1907 and the Geneva Conventions of 1864, 1906, 1929, 1949, and 1977.

In World War II, Nazi Germany killed millions of European Jews and others whom Adolf Hitler regarded as racially inferior or politically dangerous. These actions prompted new legal concepts of crimes against humanity. The most serious crime against humanity is genocide: the deliberate and systematic

mistreatment or extermination* of a national, racial, religious, or cultural group. Other crimes against humanity include using civilians for slave labor and performing inhumane medical experiments on people. These new concepts developed during trials of surviving Nazi leaders at Nuremberg, Germany.

In more recent developments, in the early 1990's, ethnic wars in Bosnia-Herzegovina and in Rwanda left hundreds of thousands of civilians dead. The United Nations (UN) convened court sessions to try the nations' leaders for their violence against civilians of other ethnic groups. By 2000, UN courts had charged several top political and military leaders with war crimes, but only a handful of lower-level commanders had been tried*.

Adapted from *2013 WORLD BOOK Encyclopedia*

(注)

wage	(戦争を)しかける, (戦争を)おこなう
kidnap	誘拐する
ammunition	弾薬
tangible	有形の, 実体のある
intelligence	諜報活動
theologian	神学者
combatant	戦闘員
extermination	虐殺
try	裁判にかける

Q 1. Read Section A. Fill each gap with the most appropriate **word from the text** to reflect the information in this section of the text.

There are many different kinds of wars and many different
 1) _____, the most 2) _____ of which are resources, ideology and
 power struggles. There are 3) _____ examples of conflicts related to
 resources, including the recent Persian Gulf War when oil was the

resource in question. Ideologies, such as religious beliefs or political concepts can also lead to war. In the Cold War, conflict between the capitalist USA and the communist Soviet Union increased the 4) _____ between the two countries. The third cause, struggles over power, is directly 5) _____ to the other two factors. In such cases, countries may try to increase their power at the expense of other countries, take advantage of the declining power of another nation in a war of 6) _____, or work 7) _____ in order to prevent a nation from becoming too powerful.

Q2. Read Section B. Choose the most appropriate **word from the box** for each gap to reflect the information in this section of the text. Any word in the box may be used once only.

A number of factors have to be taken into account when 1) _____ war. For one thing, having a large enough population is important. Many young people are needed, and while they are fighting wars, or if they are injured or killed, their 2) _____ need to be filled by other people who keep the 3) _____ going. Another factor is money. If a country does not have enough money, it will not be able to pay for 4) _____ and equipment. If it borrows the money, it will accumulate 5) _____. Less tangible, but no less 6) _____ factors are espionage, by which an enemy's secrets can be 7) _____, and organization, through which a government can conduct a war effort 8) _____.

acquired	debts	military	supplies
broken	economy	modern	taxes
communicated	efficiently	power	wage
cooperatively	hierarchically	roles	waging
crucial	human resources	rulers	weapon

Q3. Read Section C. If the information is true according to the information in the passage, write T. If the information is not true according to the information in the passage, write F.

- 1) The concept of a “just war” that does not contradict Christian values is a modern legal concept.
- 2) One of the rules of warfare is that soldiers should try not to harm ordinary citizens.
- 3) All countries have agreed to prohibit weapons of mass destruction such as chemical and nuclear weapons.
- 4) Crimes against humanity include systematically killing a specific group of people and using people for inhumane experiments.
- 5) By 2000, some top military leaders of Bosnia-Herzegovina and Rwanda had been tried for war crimes.

Ⅲ 以下の一連の文章の内容を英語で表現しなさい。

(1)「あまり時間がとれないんです。」 (2)運動するのを嫌がる人がよく口にする言い訳だ。 (3)一日に20分でもすれば、何もしないより絶対いいのに。 (4)結局、自分の健康をどのくらい切実に考えているかなんでしょうね。

