

# 奈良県立医科大学 後期

平成 28 年 度

試 験 問 題

英 語

## 【注 意】

1. 試験開始の合図があるまで、この問題冊子の中を見てはならない。
2. 監督者の指示に従って、すべての解答用紙の受験番号欄に受験番号を記入せよ。
3. 問題冊子は表紙のほか 9 ページ、解答用紙は 2 枚である。
4. 問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合には、手を挙げて監督者に知らせよ。
5. 解答はすべて解答用紙の対応する場所に記入せよ。
6. 解答用紙は切り離してはならない。
7. 解答用紙は持ち帰ってはならない。問題冊子は持ち帰ってよい。

1. 次の英文を読んで、設問に答えよ。(\*印の語には注がある。)

The threat of a widespread Ebola\* outbreak in the United States is small; our object should be to (1)keep it that way. The arrival of Ebola on American shores – twice now – suggests the need for strong measures not subject to political whims.

In late October Dr. Craig Spencer, a physician for Doctors Without Borders\*, tested positive\* for Ebola in New York City. His Centers for Disease Control\*-recommended “self-quarantine\*” in his Harlem apartment turned out to include subway rides, dinner in Greenwich Village, and bowling in Brooklyn, as authorities discovered only after checking his subway pass. In response, New York governor\* Andrew Cuomo and New Jersey governor Chris Christie established a mandatory\* quarantine for persons returning from Ebola-stricken parts of West Africa – then canceled that order four days later following pressure from the White House.

The tent in which nurse Kaci Hickox, the first person subject to the governors’ mandatory quarantine, found herself after flying into Newark from West Africa may have been a little too strict. But (2)a “voluntary” quarantine failed with Spencer, whose frequent travels across New York City could have placed other people at risk. A strictly monitored home quarantine should be enforced by public-health officials – and the courts, if necessary. (3)西アフリカで病人や瀕死の人々をみずから進んで治療に当たった Hickox 氏のような医療専門家に、同胞市民を致死性の可能性のあるウイルスから守るために3週間自宅に留まることを求めることは、到底過大な要求とはいえない。

Additionally, banning travel to and from West Africa – most important, Guinea, Liberia, and Sierra Leone, where Ebola is widespread – is a commonsense measure that would help to keep the disease contained and the risk of its spread abroad low, and also help public-health officials effectively target available resources. The White House, or the White House working with Congress, could quickly and easily establish (4)a blanket ban\* on travel that would provide for appropriate exceptions to ensure that aid continues to reach plagued areas. Travel to West Africa should be restricted to approved military personnel and monitored aid and medical workers, while travel from

West Africa to the U.S. should be handled on a case-by-case basis.

The ban should, of course, apply to a traveler's country of origin, preventing persons from West Africa from entering the United States through other countries. Such a ban would, in theory, have prevented the entry of Duncan\*, who arrived from Liberia by way of Belgium. Furthermore, it would have protected the two hospital workers who contracted the disease through their interactions with Duncan. As events in Dallas proved, even with American health standards and procedures, treating and containing the virus affords ample opportunities for accidental transmission. The two hospital workers who contracted Ebola were the victims of CDC safety guidelines, which were not strict enough. (5) The CDC has now, wisely, given up the notion that practically every major hospital in the country is up to the task of handling Ebola patients.

Whether the Obama administration is interested in aggressive, commonsense measures to prevent an epidemic is unclear. The appointment of Ron Klain\*, a political operative, as “Ebola czar” made clear the White House's view that Ebola is as much a problem of public relations as of public-health policy. (6) The administration's refusal to quarantine doctors returning from Guinea, while the Pentagon\* simultaneously quarantines soldiers who have served in West Africa, indicates the confusion that is common in Washington D. C.

That said, (7a) fear of an Ebola outbreak is probably overblown: There are diseases that are more contagious. But risk multiplies if politicians refuse elementary measures. (7b) Sensible action now can help prevent a real emergency in the future.

注

Ebola\* エボラ出血熱

Doctors Without Borders\* 国境なき医師団 (戦争・天災などの被害者に医療援助を提供する, 国際的な非営利団体)

positive\* 陽性の

Centers for Disease Control\* [米国] 疾病管理センター (疾病撲滅・疫学研究・教育を目的とする連邦政府の施設 ; CDC と省略される)

quarantine\* (伝染病地からの旅行者などに対する) 隔離, 検疫

governor\* 州知事

mandatory\* 法で命じられた, 強制的な

blanket ban\* 包括的 (一律) 禁止

Duncan\* Thomas Eric Duncan (リベリア人で米国滞在中にエボラ感染が判明し, 米国におけるエボラ第1号患者となった)

Ron Klain\* 米国政府が医療に関する知識も経験もない Klain をエボラ対策担当主幹に任命したことはマスコミなどから批判を浴びた

Pentagon\* 米国国防総省

#### 設問

1. 下線部 (1) の意味を, 'it' が指すものを明らかにして, 日本語で記せ。
2. 下線部 (2) の指す内容を日本語で具体的に記せ。
3. 下線部 (3) を英訳せよ。
4. 下線部 (4) の意味を日本語でわかりやすく記せ。
5. 下線部 (5) に記されている CDC の方針が変更された理由を日本語で記せ。
6. 下線部 (6) を和訳せよ。
7. 下線部 (7a) と (7b) で示された見解を総合して, その意図するところを日本語で記せ。

[下書き用紙]

II. 次の英文を読んで、設問に答えよ。(\*印の語には注がある。)

I've dwelled on the nearly forgotten ideas of people like Weston Price and Sir Albert Howard – ecological thinkers about the human food chain – because they point us down a path that might lead the way out of the narrow, and ultimately unhelpful, confines of nutritionism: of thinking about food strictly in terms of its chemical constituents\*. What we need now, it seems to me, is to create a broader, more ecological – and more cultural – view of food. So let us try.

What would happen if we were to start thinking about food as less of a thing and more of a relationship? In nature, that is of course precisely what eating has always been: relationships among species in systems we call food chains, or food webs, that reach all the way down to the soil. Species coevolve\* with the other species that they eat, and very often there develops (1)a relationship of interdependence: I'll feed you if you spread around my genes. A gradual process of mutual adaptation transforms something like an apple into a nutritious and tasty food for an animal. Over time and through trial and error, the plant becomes tastier (and often more conspicuous) in order to satisfy the animal's needs and desires, while the animal gradually acquires whatever digestive tools (enzymes\*, for example) it needs to make best use of the plant.

Similarly, the milk of cows did not start out as a nutritious food for humans; in fact, it made them sick until people who lived around cows evolved the ability to digest milk as adults. The gene for the production of a milk-digesting enzyme called lactase\* used to switch off in humans shortly after weaning\* until about five thousand years ago, when a mutation\* that kept the gene switched on appeared and quickly spread through a population of animal herders\* in north-central Europe. Why? Because (2)the people possessing the new mutation then had access to a terrifically nutritious new source of food and as a consequence were able to produce more offspring than the people who lacked it. (3)このような進展が、牛乳を飲む人々と、新たな共生関係の結果、頭数と住環境と健康が大いに改善された乳牛の、双方にとって大変有利に働くことがわかった。

Health is, among other things, the product of being in these sorts of relationships in a food chain – a great many such relationships in the case of an omnivorous\* creature like man. It follows that when the health of one part of the food chain is disturbed, it can affect all the other creatures in it. If the soil is sick or in some way deficient, so will be the grasses that grow in that soil and the cattle that eat the grasses and the people who drink the milk from them. This is precisely what Weston Price and Sir Howard had in mind when (4)they sought to connect the seemingly distant areas of soil and human health. Our personal health cannot be divorced from the health of the entire food web.

In many cases, long familiarity between foods and their eaters leads to elaborate systems of communication up and down the food chain so that a creature's senses come to recognize foods as suitable by their taste and smell and color. Very often these signals are "sent" by the foods themselves, which may have their own reasons for wanting to be eaten. Ripeness in fruit is often signaled by a distinctive smell (an appealing scent that can travel over distances), or color (one that stands out from the general green), or taste (typically sweet). Ripeness, which is the moment when the seeds of the plant are ready to go off and grow, typically coincides with the greatest concentration of nutrients in a fruit, so the interests of the plant (for transportation) meet with those of the plant eater (for nutriment). Our bodies, having received (5)these signals and determined this fruit is good to eat, now produce in anticipation precisely the enzymes and acids needed to break it down. Health depends heavily on knowing how to read these biological signals: This looks ripe; this smells spoiled; that's one healthy-looking cow. This is much easier to do when you have long experience of a food and much harder when a food has been purposefully designed to deceive your senses with, say, artificial flavors or synthetic sweeteners\*. (6)Foods that lie to our senses are one of the most challenging features of the Western diet.

Note that these ecological relationships are, at least in the first instance, between eaters and whole foods, not nutrients or chemicals. Even though the foods in question eventually get broken down in our bodies into simple chemical compounds, as corn is reduced mostly to simple sugars, the qualities of the whole foods are not unimportant.

(7)The amount and structure of the fiber in that corn, for example, will determine such things as the speed at which the sugars in it will be released and absorbed, something we've learned is essential in insulin metabolism. The chemist will tell you the starch\* in corn is on its way to becoming glucose\* in the blood, but that (8)reductive understanding overlooks the complex and variable process by which that happens. Contrary to the nutrition label, not all carbohydrates are created equal.

注

constituents\* 構成物質

coevolve\* 協調して進化する

enzymes\* 酵素

lactase\* 乳糖分解酵素

weaning\* <wean 乳離れする

mutation\* 突然変異

herders\* 牧畜を営む人々

omnivorous\* 何でも食べる, 雑食性の

synthetic sweeteners\* 合成甘味料

starch\* でん粉

glucose\* ブドウ糖

設問

1. 下線部 (1) の指す内容を日本語で具体的に記せ。
2. 下線部 (2) を和訳せよ。
3. 下線部 (3) を英訳せよ。



4. 下線部 (4) の指す内容を日本語でわかりやすく述べよ。
5. 下線部 (5) の指す内容を日本語で記せ。
6. 下線部 (6) ほどのような食品を指すのか, 日本語で具体的に記せ。
7. 下線部 (7) を和訳せよ。
8. 下線部 (8) の指す内容の具体例をひとつ, この段落から英語で抜き出せ。

[下書き用紙]