

令和 6 年度 一般選抜  
個別学力試験問題(前期日程)

英 語

学 部	問 題
法文学部, 人間科学部, 総合理工学部, 生物資源科学部	1, 2, 4
医学部医学科	1, 2, 3, 5

注 意

1. 問題紙は指示があるまで開いてはいけません。
2. 問題紙は 11 ページ, 解答用紙は法文学部, 人間科学部, 総合理工学部, 生物資源科学部受験生は 1 枚, 医学部医学科受験生は 2 枚です。指示があってから確認し, 解答用紙の所定の欄に受験番号を記入してください。
3. 法文学部, 人間科学部, 総合理工学部, 生物資源科学部受験生は 1, 2, 4 の問題を, 医学部医学科受験生は 1, 2, 3, 5 の問題を解答してください。
4. 答えはすべて解答用紙の所定のところ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. 試験終了後, 問題紙は持ち帰ってください。





1

Read the following passage and answer the questions in English. (共通問題)

Language barriers. Culture shock. Homesickness. These are the things you might worry about before leaving to study abroad. But for me, returning home proved the hardest of all.

After the whirlwind experience of a year abroad—constantly meeting new people, having new experiences and gaining independence—coming home can feel like an anti-climax.<sup>(1)</sup> Like many other exchange students, I found myself living with my parents again after a year in Canada. It felt like I'd taken several steps backwards.

At first, I indulged in everything I had always loved about being home: days spent relaxing with cups of tea and books, quiet walks, and home-cooked dinners. But once the jetlag subsided, I found myself strangely lacking energy and motivation. I felt constantly restless and slept very little.

Why was I feeling so detached? I realized that I had done two things while I was away: I had idealized home in my mind, and I'd expected everything to remain exactly the same while I was gone. When I got back and the reality fell short of these ideals, I experienced what I'd call a reverse culture shock.

<sup>(2)</sup> The idea might seem a bit over the top, especially for exchange students who have only spent a year or less away from home. But as you immerse yourself in a new culture, you quickly adapt to a different way of life. Meanwhile, everyone at home changes. It was like waking up from a strange dream, where everything was almost the same as I remembered, yet a few details weren't right. Some friendships had drifted apart while others had become closer together. On top of that, I felt as if I'd changed too.

It turns out I wasn't alone: Georgia Zimmer, who studied in France, experienced something similar. She says she found herself asking: "How do I fit back into the life I had before when I feel so different? Why is everyone expecting me to be the same as I've always been, when I feel unrecognizable?"

When you arrive in an unknown place, it takes effort to acclimatize<sup>(3)</sup> to your new surroundings. Your days are packed with new interests and trips on a tight budget and busy schedule. So, it's hardly surprising that once it's over, many exchange students feel at a loose end. It seems odd to me that no one at university warns you about this beforehand.

For Orla Lavery, who studied in New York, the change of pace wasn't necessarily a bad thing. "I really felt an unanticipated sense of relief," she says. "I lost the constant feeling of needing to be making the most of my time."<sup>(4)</sup> But she also admits, "I definitely saw the UK in a very different light when I returned."

The feeling of alienation can be hard to shake off. I kept wondering how long it would take to feel normal again.

For Anne Kooijman, returning from Canada to the Netherlands, it was a case of accepting that it would take time, while trying to integrate some of her new habits and hobbies into her old life.

"I am certainly friendlier and less self-oriented, but I am also more open-minded, and want to continue to experiment with doing new things outside of my comfort zone," she says.

Getting a part-time job would eventually help ease my own sense of dissociation, as it gave me the structure I needed and the added incentive of earning money. Spending more time with family and friends helped too.

Readjusting at home has been harder than life abroad. But as I inject some of the things I loved about living abroad into my home life, while realizing that there are some feelings I can't replace, I'm starting to find a new normal.

(Frances Carruthers, "My Reverse Culture Shock: Returning from a Year  
Abroad is Tough" より 一部改変)

[注] whirlwind 目まぐるしい      indulge 楽しむ  
subside 沈静化する      detach 切り離す  
immerse oneself ひたる      drift apart 離れる  
alienation 疎外感      dissociation 解離      inject 注入する

1. How did the author spend his days abroad?
2. (1) “An anti-climax” can be best understood as which of the following?
  - (a) a challenging event
  - (b) a disappointing situation
  - (c) a joyful experience
  - (d) an unpredictable thing
3. What does (2) “a reverse culture shock” mean? Using (a) through (f), complete the explanation by filling in the blanks below:

(a) away    (b) back at home    (c) feel alienated    (d) idealize home  
(e) lonely    (f) remain the same

“A reverse culture shock refers to difficulties that you have when you return home after spending time in a new culture. Since you [ ① ] in your mind, you find everything unsatisfactory when you are [ ② ]. On the other hand, though you expect everything to [ ③ ], things often change while you are [ ④ ]. Consequently, you feel as if you are a stranger at home.”

4. The meaning of (3) “acclimatize” in the passage is the closest to which of the following?
  - (a) abandon    (b) adjust    (c) contribute    (d) relate
5. Why did Orla Lavery have a (4) “sense of relief”?
6. After returning from studying abroad, the author is starting to find (5) “a new normal.” What does this phrase refer to?
  - (a) the difficult process of adapting to a different culture
  - (b) the feeling of alienation or detachment from home
  - (c) the integration of good memories into one’s current life
  - (d) the transformation of going back to one’s former self



2

次の英文を読んで問いに答えなさい。(共通問題)

I had set out that morning from a New Guinea village. Suddenly, in the jungle, I came across a beautifully woven circular hut eight feet around and four feet high, with a doorway large enough for a child to enter.

In front of the hut was a carpet of green moss, clean except [ ㉠ ] hundreds of natural objects that had obviously been placed there as decorations. These were mainly flowers, fruits, and leaves, with some fungi and butterfly wings. Objects of similar colors were grouped together—red fruits next [ ㉡ ] red leaves, for example. The largest decorations were a tall pile of black fungi facing the door and a pile of orange fungi a few yards away. All the blue objects had been placed inside the hut.

That hut was not a child's playground. It had been built and decorated by a bird about the size of a jay—a bowerbird. These birds are found only in New Guinea and Australia. There are eighteen species, and in each species the male birds build bowers for one purpose: to attract females. Building the bower is the male's contribution to family life. Once he has mated with a female, she will build a nest and bring up their young, while he tries to mate with as many other females as he can.

Females, often [ ㉢ ] groups, cruise around the bowers in their neighborhood and inspect them all before choosing a mate. They select their mate by the quality of his bower, the number of its decorations, and how well it fits the local rules of bower building, which vary from place to place.

But what good does it do a female bowerbird to pick the guy who decorated  
(1) his bower with the blue fruit?

Animals don't have time to produce ten offspring with ten different mates to find out which mate produces the greatest number of surviving offspring. Instead, they use shortcuts. They rely [ ㉣ ] mating signals, such as songs, or ritual displays of markings or feathers—or bowers. Experts in animal behavior are hotly



debating why those mating signals are a sign of good genes, or even *if* they are a sign of good genes.

Think, though, about what it means when a female bowerbird finds a male with a good bower. She knows he is strong, because his bower weighs hundreds of times his own weight and he had to drag some heavy decorations for dozens of yards. She knows he has the mechanical skill to weave hundreds of sticks into a hut, towers, or walls. He must have a good brain, to carry out this complex task. He must have good vision, to search out the necessary decorations in the jungle. And he must be superior to other males. Male bowerbirds spend much of their time trying to damage or steal from one another's bowers. Only the winners end up with undamaged, well-decorated bowers.

Bower building is a well-rounded test of a male bird's genes. It's as if women put each of their suitors through a weight-lifting contest, a weaving contest, a chess tournament, an eye test, and a boxing match before choosing the winner as her mate.

How did bowerbirds evolve to use art so cleverly for such purposes? Most birds try to attract females [ ㊦ ] advertising their colorful bodies, their songs, or their offerings of food to hint at good genes. The bowerbirds have taken the next step. In the course of their evolution, they learned that decorative objects don't have to be useful. Even useless decorations can signal [ ] if those decorations were difficult to get and keep.

(Jared Diamond, *The Third Chimpanzee for Young People* より 一部改変)

[注] beautifully woven circular hut 美しく編まれた円形の小屋

fungi fungus(キノコなどの菌類)の複数形 jay カケス(鳥の一種)

bowerbird アズマヤドリ bower あずまや(休憩用の小さな建物)

offspring 子, 子孫 weave 編む

well-rounded 多方面にわたる, 包括的な suitor 求婚者

1. 筆者がジャングルで見つけた「小屋」はどのようなものか。以下の空欄①～④に適切な日本語を入れて説明を完成させなさい。

「小枝を材料にして美しく編まれた円形の構造物で、入り口は子どもが入れるぐらいの大きさである。その前には( ① )が敷かれている。さまざまな飾りがあるが、主なものは( ② )で、キノコや蝶の羽もある。似た色の飾りは( ③ )。青色の飾りはすべて( ④ )。」

2. 下線部(1)を日本語に直しなさい。  
3. 本文の空欄④～⑤に入れるのに適切な語を次から選び、解答しなさい。ただし、同じ語を複数回使わないこと。

[ by, for, in, on, to ]

4. 次の説明のそれぞれについて、本文の内容と合致するものにはTを、合致しないものにはFを書きなさい。

- (a) Children in New Guinea play in bowers in the jungle.
- (b) Bowerbirds don't use their huts to bring up children.
- (c) Female bowerbirds have no artistic sense since they don't build bowers.
- (d) All species of bowerbirds build bowers in the same way.

5. 筆者は、オスのアズマヤドリたちの競争を下線部(2)のようにたとえている。次のたとえについて、そのようにたとえる理由を日本語で説明しなさい。解答はいずれも、「(～)が必要だから」で終わる文にしなさい。

- (a) a weaving contest
- (b) a chess tournament
- (c) a boxing match

6. 下線部(3)の空欄に入る最も適切な語句(2語)を同じパラグラフの中から探し、解答しなさい。



3

次の英文を読んで問いに答えなさい。(医学部医学科用問題)

“It’s one of the top inventions in medical history,” says Dr. Jacalyn Duffin, a Canadian medical historian. She credits Dr. René Laennec, a modest 19th-century Parisian doctor, for having invented the stethoscope.

In 1816, while examining a female patient with heart disease, Dr. Laennec faced a dilemma. He needed to hear what was ailing her but was reluctant to press <sup>(1)</sup> his ear to the woman’s chest. So, the clever doctor improvised by rolling up a notebook into a tight cylinder. He placed one end on his patient’s chest and the other to his ear. And he heard, lub-dub, lub-dub, lub-dub, the sound of the heart. He was so excited that he returned to the hospital and had all his students rolling up their notebooks and sealing them with wax. Then, they went around listening to all the patients. It’s one of the top inventions in medical history.

The stethoscope changed the way doctors and nurses would treat patients.  
<sup>(2)</sup> For the first time, they were able to listen and hear all of the noises from within the body. Besides listening to the sounds of the heart, the stethoscope is also used in diagnosing diseases of the lungs and bowels. Nobody could really figure out what was going on inside the body. They had a feeling that anatomy was important, but chest diseases were the number one killer, and the chest is a rigid box that doesn’t yield any of its secrets.

Laennec soon discarded the rolled-up notebook and fashioned a new wooden, cylinder-shaped stethoscope. The two-eared rubber-tubing version that is now standard in hospitals around the world came later, in the 1850s, decades after Laennec’s death.

And now, on the 200th anniversary of this iconic invention, a great debate is <sup>(3)</sup> underway: In this age of digital gadgets, is Laennec’s stethoscope on its last heartbeat?

“We’re at a crossroads right now where the technology has advanced tremendously,” said Chi-Ming Chow, a cardiologist at Toronto’s St. Michael’s

Hospital. For example, he explains that you can now check a patient's heartbeat with a handheld ultrasound device ( a / in / small / to / lab coat pocket / enough / fit ). This device produces real-time images of the heart. While such devices aren't yet widely available in Canadian hospitals, some emergency room, ICU, and internal medicine physicians are being trained to use them. They are also becoming increasingly popular and are being introduced more frequently in medical schools.

"We can examine the function of the heart, as well as the valves, identify leaks or narrowing, and ( correlate / to / with / the findings / the patient's / try ) complaints," Chow explains. "We can actually walk around with a cardiac ultrasound. We can perform it during rounds and in emergency rooms when we see patients." Ultrasound apps are also used on smartphones or tablets, allowing doctors to email test results directly to patients.

A study conducted two years ago compared handheld ultrasound devices with physical examination using a stethoscope. It found that ultrasound devices correctly identified 82% of patients with heart abnormalities, while a physical exam had a 47% rate of successful identification. The authors concluded that handheld devices provided a "more accurate diagnosis" than physical exams with a stethoscope.

Around the same time, Dr. Sanjiv Kaul of Oregon Health and Science University questioned in a 2014 editorial whether it was time to get rid of the antiquated stethoscope. "Pocket ultrasound devices provide high-quality diagnostic images," he wrote, adding that the devices are easier to use and more accurate than the stethoscope. "It is time to discard the inaccurate albeit iconic stethoscope and join the rest of mankind in the technology revolution!" Kaul wrote.

But does this spell the end for the stethoscope? Dr. Duffin doesn't think so. "I'm fond of the stethoscope. I think it's a wonderful device." And it's a device, she says, that keeps the doctor-patient bond alive. She mentions that it forces the hands upon the patient to slow down, to spend quiet moments with the patient. Duffin

adds, “If you’re doing something quickly with a device that is remote, you are distancing yourself from the patient and reducing the ability to communicate.”

(CBC ニュースより 一部改変)

1. 下線部(1), (2), (3)の具体的な内容を本文にそって日本語で説明しなさい。
2. 下線部(4), (5)の(        )内の語句を, 本文の文脈に合うように並べ替えなさい。
3. 下線部(6)に対する Dr. Duffin の見解を本文にそって日本語で説明しなさい。
4. 次の英文のうち本文の内容と一致しないものを2つ選び, 記号で答えなさい。
  - (a) Dr. Jacalyn Duffin credits Dr. René Laennec for inventing the stethoscope.
  - (b) Dr. Laennec initially used a rolled-up notebook as an improvised stethoscope.
  - (c) The stethoscope was exclusively used for diagnosing diseases of the heart.
  - (d) The two-eared rubber-tubing version of the stethoscope was invented by Dr. René Laennec.
  - (e) Handheld ultrasound devices are currently not widely available in Canadian hospitals.
  - (f) Dr. Sanjiv Kaul argued in a 2014 editorial that the stethoscope should be discarded in favor of pocket ultrasound devices.
5. この記事のタイトルとして最も適切なものを以下から選び, 記号で答えなさい。
  - (a) As the stethoscope evolves, is the iconic device becoming outdated?
  - (b) Integrating artificial intelligence with stethoscopes: A glimpse into the future
  - (c) The chest is not a rigid box anymore: What do stethoscopes lack?
  - (d) The future role of stethoscopes in telemedicine and remote patient monitoring
  - (e) Unveiling the genius: How René Laennec invented the stethoscope



- 4 次の「習い事」(after-school activities)に関する文章を読み、指示に従って英語で答えなさい。なお、解答用紙の指定した( )欄に、使用した語数を記入すること。ただし、コンマやピリオドなどの記号は語数に入れない。(法文学部、人間科学部、総合理工学部、生物資源科学部用問題)

The table below shows the top after-school activities among today's elementary school students and those among their parents' generation. Compare these two rankings. In about 70 words, explain the possible reason(s) for the changes you find.

**Top after-school activities among elementary school students**

	<b>Today's elementary school students</b>	<b>Their parents' generation</b>
1	Sports (52.7%)	Calligraphy (41.5%)
2	Cram school (27.2%)	Sports (33.2%)
3	Music (26.5%)	Music (31.7%)
4	English conversation (23.5%)	Cram school (30.7%)
5	Calligraphy (6.2%)	Abacus (27.0%)

(産経新聞より 一部改変)

[注] calligraphy 書道      cram school 塾      abacus そろばん





5

次の問いに答えなさい。(医学部医学科用問題)

A. 次の本文の下線部(1), (2)を英語に直しなさい。

島根県では、従来から県民のニーズに応える保健医療体制の確立を目指し、  
(1) 健康の保持増進から疾病予防・治療、リハビリテーションに至る一連の施策を  
総合的かつ計画的に推進してきたところです。

近年、全国的な傾向として、糖尿病、脂質異常症、メタボリックシンドローム(内臓脂肪症候群)等の生活習慣病が増加するとともに、うつ病などの精神疾患患者が増加している状況にあり、また新たな感染症に対する懸念、食の安全を揺るがし消費者の健康を脅かす事件の発生といった様々な問題が発生しています。

一方、島根県においては、深刻な医師不足(地域偏在及び診療科偏在)、開業医の高齢化・後継者不足の状況が、従来にも増して大きな、かつ緊急に対応が求められる課題となっています。

医師・看護師等の医療従事者確保の取組をさらに拡充するとともに、限られ  
(2) た医療資源を最大限に有効活用するために、医療連携体制を構築することが求  
められています。

(島根県「島根県保健医療計画」より 一部改変)

B. 次の英文を読み、80 語程度の英語で答えなさい。なお、解答用紙の指定した( ) 欄に、使用した語数を記入すること。ただし、コンマやピリオドなどの記号は語数に入れない。

Do you know the saying “Laughter is the best medicine”? Studies have shown that laughter moderates stress and improves the immune system. Besides laughing, what other activities can we engage in to gain a medicinal effect?



