

# 令和7年度 入学者選抜試験問題

一般選抜 令和7年1月28日

## 英 語 (60分)

### I 注意事項

- 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- この問題冊子は24ページあります。ただし、出題ページは下記のとおりです。  
4~21ページ
- 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は、手を挙げて監督員に知らせなさい。
- 解答用紙には解答欄以外に次の記入欄があるので、その説明と解答用紙の「記入上の注意」を読み、それぞれ正しく記入し、マークしなさい。
  - 受験番号欄  
受験番号を記入し、さらにその下のマーク欄にマークしなさい。正しくマークされていない場合は、採点できないことがあります。
  - 氏名欄  
氏名・フリガナを記入しなさい。
- 試験開始後30分間および試験終了前5分間は退出できません。
- この表紙の受験番号欄に受験番号を記入しなさい。この問題冊子は試験終了後回収します。

### II 解答上の注意

- 解答はすべて解答用紙の所定の欄へのマークによって行います。たとえば、  
[3]と表示のある問い合わせに対して②と解答する場合は、次の〈例〉のように解答番号3の解答欄の②をマークします。  
〈例〉

解答 番号	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
3	①	●	③	④	⑤	⑥	⑦	⑧	⑨	⑩

受 験 番 号			

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(問題は次ページから始まる)

1 次の各間に答えなさい。

A 次の英文を読み、間に答えなさい。

著作権の都合上、掲載を差し控えております

著作権の都合上、掲載を差し控えております

(出典 : Jack Knudson. "An Ancient Form of Greek Language Needs Help to Survive." Discover Magazine.)

Notes:

Hellenistic 「ギリシア文明の」 indigenous 「現地の」 repository 「保管場所」  
ameliorate 「～を改善する」 stigma 「不名誉」 cohesion 「結束」

問1 1 ~ 6 の空所を補うのに最も適切なものを、下の①~④の中から  
それぞれ1つ選びマークしなさい。

1 ① approved by foreign people  
② supported by local people  
③ that help to make them commercial  
④ that work to secure their survival

2 ① Recording technology is available  
② Most of its speakers are getting old  
③ It does not have its own writing system  
④ It hasn't been used as an official language

3 ① to practice their pronunciation of Romeyka  
② to look up basic words and phrases in Romeyka  
③ to share their experiences of learning spoken Romeyka  
④ to upload audio recordings of Romeyka being spoken

4 ① disappear in a rather short time  
② take two different paths  
③ spread very quickly  
④ give way to another language

5 ① the percentage of Greek speakers increased in Greece and Turkey  
② Christianization occurred in Greece and Islamization occurred in Turkey  
③ a massive population exchange occurred between Greece and Turkey  
④ the number of Romeyka speakers began to decrease in Greece and Turkey

6

- ① doesn't fit neatly into either countries' model of national identity
- ② doesn't have any influence on the Greek or Turkish culture
- ③ is from the ancient Greek and Turkish languages
- ④ is in line with the nationalism of both countries

問2 次の 7 · 8 の各問の答えとして最も適切なものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

7

According to the passage, which of the following statements is NOT true?

- ① Romeyka could survive thanks to the efforts of the specialists and the public.
- ② Romeyka once became obsolete but was revived with the help of an online platform.
- ③ Speakers of Romeyka are being prompted to cherish their own linguistic traditions.
- ④ Speakers of Romeyka are contributing to creating a sound archive of the language.

8

According to the passage, which of the following statements is true?

- ① Romeyka is considered an important part of Turkish culture.
- ② Romeyka turned out to be a dialect of Medieval Greek.
- ③ Romeyka has a unique feature its relatives don't share.
- ④ Romeyka has been preserved by Christian communities in Turkey.

B 次の英文を読み、間に答えなさい。

著作権の都合上、掲載を差し控えております

著作権の都合上、掲載を差し控えています

著作権の都合上、掲載を差し控えております

(出典: Neil J Anderson. *ACTIVE SKILLS FOR READING 4 Third Edition*.  
NATIONAL GEOGRAPHIC LEARNING, HEINLE CENGAGE Learning.)

Notes:

alluded to 「それとなく言う、示唆する」 astute 「機敏な」 prodigy 「天才児」

問1 9 ~ 15 の空所を補うのに最も適切なものを、下の①~④の中から  
それぞれ1つ選びマークしなさい。

<span style="border: 1px solid black; padding: 2px;">9</span>	① and not any	② and only a few
	③ but also few	④ but rather many
<span style="border: 1px solid black; padding: 2px;">10</span>	① is known as	② is deprived of
	③ is blessed with	④ is replaced by
<span style="border: 1px solid black; padding: 2px;">11</span>	① believes this point of view to have been proved	
	② certainly disagrees with this point of view	
	③ has no opinion on this point of view	
	④ strongly agrees with this point of view	
<span style="border: 1px solid black; padding: 2px;">12</span>	① develop earlier than the others	
	② grow only as adults mature	
	③ mature later than the others	
	④ stop developing as children grow up	
<span style="border: 1px solid black; padding: 2px;">13</span>	① artificial	② controversial
	③ emotional	④ superior

14 ① is able to exercise restraint over them  
② is at the mercy of them  
③ is not capable of restraining them  
④ is unwilling to control them

15 ① has been free from ② has been proposed by  
③ has resulted in ④ has rejected

問2 下線部(A)～(C)の意味に最も近いものを、下の①～④の中からそれぞれ1つ  
選びマークしなさい。

(A) 16 ① forcing people to acquire high intelligence to succeed all the time  
② ensuring that those with high intelligence succeed in any field  
③ making sure that highly intelligent individuals will fail in any  
activity  
④ preventing people with high intelligence from succeeding in all tasks

(B) 17 ① are accustomed to relating intelligence only to mental abilities  
② are accustomed to relating intelligence only to physical abilities  
③ are accustomed to considering intelligence as both mental and  
physical abilities  
④ are accustomed to considering intelligence to be something neither  
mental nor physical

(C) 18

- ① we might refer to a talent or an ability if we realized it as an intelligence
- ② we might not call a talent or an ability if we considered it to be an intelligence
- ③ we might not call an intelligence a talent or an ability
- ④ we might refer to a talent or an ability if we did not think of it as an intelligence

問3 次の19・20の各問の答えとして最も適切なものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

19 Which of the following is NOT true according to the passage?

- ① Logical-mathematical intelligence has been highly valued in Western countries.
- ② Someone with a high level of linguistic intelligence is likely to be an eloquent speaker.
- ③ A person with a high level of the bodily-kinesthetic intelligence has the potential to be a good surgeon.
- ④ To excel in something related to exercise or sports is outside the realm of intelligence.

20

Which of the following is the author's position on the theory of multiple intelligences?

- ① It has encouraged teachers to look for, teach to, and encourage different kinds of intelligence in the classroom.
- ② It has helped teachers get students to work harder in key subjects such as English and math.
- ③ It has led teachers to focus on students' artistic talents, such as music and art.
- ④ It has not been fully made use of in education because the evidence is weak.

2 次の各間に答えなさい。

A 次の会話文を読み、間に答えなさい。

Father: Hi, Oliver. You're working on a disaster prevention project at school, right? How's that going?

Oliver: Hi, Dad. It's pretty interesting. I never realized how important it is to be prepared until I started researching.

Father: Disaster prevention can make a big difference when emergencies happen. Do you know why?

Oliver: Well, I guess it could help us respond better and faster, thus reducing the potential damage.

Father: Exactly. It's not just about having a plan; it's about having the tools and the knowledge to be able to do something. For example, knowing basic first aid and how to use a fire extinguisher can be critical in an emergency.

Oliver: That makes sense. I also read about the importance of having an emergency supply kit.

Father: Yes, a well-stocked emergency kit can be a lifesaver. It should include essentials such as water, food, a flashlight, a radio, batteries, personal hygiene items, and important documents.

Oliver: I see. And we should probably talk about an evacuation plan, right?

Father: Absolutely. Everyone in the family should know the safest ways to get out of the house and where to meet after an evacuation. Regular drills are also important to make sure everyone knows what to do.

Oliver: And I guess communication is also key, especially if we are separated.

Father: Yes, 22. We should also learn about local warning systems and disaster response plans.

Oliver: Right. It seems like a lot, but I can see how all this preparation could help us stay safe.

Father: Indeed. Being prepared doesn't mean living in fear. It gives us the

confidence we need to believe that we can handle an emergency effectively.

Oliver: That's a good point, Dad. This project has really opened my eyes.

Father: I'm glad to hear that. Remember, it's our responsibility to keep ourselves and each other safe.

問 1 According to the conversation, why is it important to be prepared for disasters? 21

- ① Because it makes a big difference to be aware that all disasters are preventable
- ② Because it is never too late to handle emergencies caused by disasters
- ③ Because it makes people realize they have lived in fear of disasters for too long
- ④ Because it helps people to feel ready to respond during a disaster

問 2 Which of the following is the best to fill in 22 ?

- ① it is important to doubt information on social media
- ② it is important to learn efficient communication skills
- ③ it is important to know how to start a conversation with strangers
- ④ it is important to have a plan for staying in touch

問 3 Which of the following is NOT mentioned in the conversation? 23

- ① Oliver only learned about the importance of being prepared after he started working on his project.
- ② Oliver thinks that reacting to emergencies too soon can cause us to suffer more.
- ③ Oliver's father thinks having good tools and knowing how to use them is as important as developing a disaster prevention plan.
- ④ Oliver said to his father that his school project made him realize that some things are essential.

B 次の英文において, 24 ~ 29 の空所を補うのに最も適切なものを, 下の①~⑧の中からそれぞれ1つ選びマークしなさい。

著作権の都合上, 掲載を差し控えています

著作権の都合上、掲載を差し控えております

(出典：Phillip Rowles et al. *Science Stream*. SEIBIDO.)

- ① because they boost the immune system
- ② they could have tremendous power to open the door to the unknown
- ③ a group of various life forms including algae, bacteria, fungi, and viruses
- ④ a whole new view of what it means to live on Earth
- ⑤ to solve the mystery of the key evolutionary event for life on Earth
- ⑥ because deep below the seabed are places where energy sources are incredibly scarce
- ⑦ to make wine, bread, cheese, and so on
- ⑧ people did not fully understand the vast diversity of life

3 日本文の意味に合うように（　）内の語（句）を正しく並べかえ、3番目と7番目に来る番号をマークしなさい。ただし、文頭に来る単語も書き出しあは小文字となっている。

(1) 最新のAIが導入されたおかげで、大幅に時間と労力が省けた。

3番目 30 7番目 31

The (1) the latest (2) and (3) AI (4) us (5) saved (6) introduction (7) time (8) of (9) a lot of) effort.

(2) その会社は新しいプロジェクトに多額の投資をしたが、長期的には採算が合わないことが判明した。

3番目 32 7番目 33

The company invested a lot of money in the new project, (1) it (2) find out (3) financially profitable (4) not (5) in the (6) was (7) only (8) long (9) to ) run.

(3) 携帯電話の使い方には、国によってかなりの違いがある。

3番目 34 7番目 35

(1) another (2) considerable differences (3) from (4) in (5) one country (6) people use (7) the way (8) there are (9) to) cell phones.

(4) ここに来る途中、弁護士と思われる人とすれ違った。

3番目 36 7番目 37

I passed (1) I (2) was (3) on (4) thought (5) someone (6) my way (7) a lawyer (8) who (9) by) here.

(5) その課題をやり終えるとすぐに、ライアンは別の課題を与えられた。

3番目 38

7番目 39

Hardly (1) was (2) before he (3) another (4) Ryan  
(5) given (6) had (7) finished (8) assignment (9) the).

4 日本文の意味に合うように 40 ~ 49 に入れるのに最も適切な語(句)を、下の①~④の中からそれぞれ 1 つ選びマークしなさい。

(1) 日本語の「絵文字」という語は最近、世界中の多くの人々に知られるようになつた。

The Japanese word *emoji* has recently 40 an increasing number of people around the world.

① become better known to      ② become better known from  
③ gotten more known with      ④ gotten more known for

(2) 医師が耐え難い苦痛に苦しむ患者の命を絶つのを助けることを可能にする新しい法律は、大いに議論の余地がある。

The new law that allows doctors to help end the life of a patient 41 unbearable pain is highly debatable.

① suffered      ② suffering      ③ suffer      ④ to be suffered

(3) 「彼が言ったことを聞いた?」「聞いた感じでは上手くいくかもしれません。」

“Did you hear what he said?” “Yes, I think it 42 something that might work.”

① hears from      ② listens as      ③ seems of      ④ sounds like

(4) 私の車は昨日エンジンに何らかのトラブルが生じたため、現在修理中です。

My car had some engine trouble yesterday, so it 43 at the moment.

① has been repaired      ② has repaired  
③ is being repaired      ④ is repaired

(5) 「この机を移動するのを手伝っていただけませんか。」「わかりました。」

“Would you mind helping me move this desk?” “44.”

① I agree      ② Of course not  
③ I'm afraid so      ④ Yes, of course

(6) 彼らはタケシの誕生パーティを開き, 来たい人は誰でも招待するつもりだ。

They are going to throw a birthday party for Takeshi and invite 45  
wants to come.

(1) someone who	(2) someone whom
(3) whoever	(4) whomever

(7) 誰もが来るべき変化を心配するが, 実際にそれに備える人は, いるとしてもきわめて少數である。

Everyone worries about the coming change, but there are very few, 46, who will actually prepare for it.

(1) even if	(2) even though	(3) if any	(4) if ever
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(8) 日本に来て5年が経ち, 私は日本語で論文を書くのに慣れてきた。

After five years in Japan, I have 47 research papers in Japanese.

(1) accustomed to write	(2) accustomed to writing
(3) become used to write	(4) become used to writing

(9) その政策が経済に大きな影響をもたらすかどうかについてはいまだ見通せない。

48 whether or not the policy will make a significant impact on the economy.

(1) It remains to be seen	(2) It remains to see
(3) There remains to be seen	(4) There remains to see

(10) 図書館を本の倉庫にすぎないと見なす人もいるが, 図書館は素晴らしい知の宝庫だ。

Some people regard libraries as 49 warehouses for books, but actually they are a great source of knowledge.

(1) anything but	(2) far as
(3) no less than	(4) nothing more than