

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

- 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いけません。
- 2 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
- 3 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。
- 4 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。
 - ① 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。
 - ② 氏名欄
氏名・フリガナを記入しなさい。
- 5 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。
- 6 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

- 1 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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1 次の各問に答えなさい。

A 次の英文を読み、問に答えなさい。

Thousands of languages all over the world face an uncertain future and may soon fade away if immediate action isn't taken. One of these endangered languages is Romeyka, a variety of Greek that has roots in the ancient *Hellenistic age.

While its speakers are dwindling in numbers, especially in the Trabzon region of Turkey, Romeyka may be spared thanks to continuing research, and a recently launched crowdsourcing platform that can help document and preserve the language.

The push to keep Romeyka alive is led by Ioanna Sitaridou, a fellow of Queens' College and a professor of Spanish and historical linguistics at the University of Cambridge, and is the latest contribution to the UN's International Decade of *Indigenous Languages (2022-2032). This calls for the recognition of indigenous languages and promotes initiatives 1 .

Romeyka likely has a couple of thousand speakers left in the Trabzon region, and its chances of being passed onto future generations are growing slim due to a variety of obstacles. 2 , and so it must rely on oral transmission.

Native speakers are predominantly over the age of 65 and are surrounded by Turkish cultural influences that may further isolate the language.

Not all hope is lost, however. A new platform called Crowdsourcing Romeyka harnesses the power of public engagement to support the language. Designed by Harvard University computer science undergraduate Matthew Nazari, this platform invites people around the world 3 .

"Speech crowdsourcing is a new tool which helps speakers build a *repository of spoken data for their endangered languages, while allowing researchers to document these languages, but also motivates speakers to appreciate their own linguistic heritage," said Sitaridou in a press release, who has been studying Romeyka for the last 16 years.

Along with the platform's launch, Sitaridou is presenting new findings about the

language's development and grammar at an exhibition in Greece. She has concluded that Romeyka comes from Hellenistic Greek, not Medieval Greek, redefining its relationship with Modern Greek.

"Romeyka is a sister, rather than a daughter, of Modern Greek," said Sitaridou. "Essentially this analysis unsettles the claim that Modern Greek is an isolate language."

A distinct feature of Romeyka is that it uses the infinitive, while all other Greek dialects known today do not. For example, Modern Greek speakers would say "*I want that I go*" instead of "*I want to go*." The infinitive originally appeared in Hellenistic Greek (spoken from approximately 4th century BCE to 6th century CE) but became obsolete in Medieval times as all Greek varieties except for Romeyka ditched it.

Ancient Greek migration into parts of present-day Turkey expanded the presence of the Greek language in the region, and Christianization played a large role in its spread. When the Ottoman Empire took over the area in the 15th century, Islamization caused the language to 4. Certain communities converted to Islam and retained Romeyka (also known as Pontic Greek), while others that remained Christian moved toward Modern Greek.

In 1923, 5; over a million Greek Christians in Turkey were relocated to Greece and nearly half a million Muslims in Greece were relocated to Turkey. The Muslim Romeyka-speaking communities, though, could stay in Turkey, explaining the vestiges of the Greek language in the country today.

Romeyka speakers have to endure cultural pressures from both Turkish and Greek perspectives, as the language 6. This has inspired Sitaridou to raise awareness of Romeyka and *ameliorate the *stigma surrounding it.

"Raising the status of minority and heritage languages is crucial to social *cohesion, not just in this region but all over the world," Sitaridou said.

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

- 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

- 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

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

- 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、問に答えなさい。

Intelligent students are more likely to do well on tests and in school in general. Experts have traditionally seen a high level of intelligence as applicable across the board to most human activities, (A) guaranteeing the possessor of high intelligence success in whatever he or she does.

In the 1980s, however, a new hypothesis about intelligence was developed. The theory of multiple intelligences was first conceived by a Harvard University professor named Howard Gardner. His book, *Frames of Mind: The Theory of Multiple Intelligences*, suggested that the mind does not possess just one kind of intelligence [9] distinct “intelligences.” Among the intelligences Gardner identifies are linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, naturalistic, interpersonal, and intrapersonal. He has also alluded to several others and suggested that there could be many more intelligences to be discovered.

A person with a high level of linguistic intelligence [10] a large vocabulary and the ability to express him or herself well. Gardner sees the poet as the best example of an astute user of language. In creating poems, poets make use of the full complexity of meaning and the widest range of linguistic dynamics. Naturally, someone with a high level of linguistic intelligence would excel at any of a wide variety of language-related activities including writing, teaching, persuading others, and public speaking.

Logical-mathematical intelligence refers to the skills often associated with scientists and mathematicians. Societies tend to associate this type of intelligence with “true” intelligence, somehow giving it a more central or significant role than other intelligences. Gardner [11]. He sees logical-mathematical intelligence as simply one among a set of intelligences. While he asserts that it has been of exceptional importance in Western societies, he points out that it has played a more modest role in other societies.

Spatial intelligence refers to the ability to visualize things in the mind accurately and precisely. This intelligence is therefore associated with artists,

who are experts in visualizing and making intelligent use of forms and colors. A person with a high level of spatial intelligence may also have an excellent visual memory and perhaps even a so-called photographic memory.

Yet another intelligence that has been defined by Gardner is musical intelligence. As you might imagine, a person with a high level of musical intelligence excels at singing, playing musical instruments, and composing music. Gardner points out that this intelligence seems to 12 , as seen by numerous child musical *prodigies.

The bodily-kinesthetic intelligence may surprise people, who (B) are used to thinking of intelligence as something "inside the head." This is because it involves awareness of surroundings and the exceptional ability to control the body. People with a high level of bodily-kinesthetic intelligence might excel at building or making things, sports, dancing, or even surgery.

Another 13 intelligence which has been more recently proposed by Gardner is naturalistic intelligence. Critics have more difficulty accepting this as an intelligence and instead see this one as an area of interest. Gardner hypothesizes that people who have a high level of naturalistic intelligence are more sensitive to nature and to their own relationship to it. For example, someone who has success at growing plants has this intelligence. A person who is successful at raising, caring for, or training animals could also be said to have a high level of naturalistic intelligence. Such a person could be a successful gardener, farmer, or animal trainer and would also make a good scientist studying the natural world or a conservationist involved in protecting it.

The personal intelligences include interpersonal and intrapersonal intelligence. Intrapersonal intelligence refers to the capacity to access and control one's interior life of feelings, moods, and emotions. Someone who can accurately describe sensations of pleasure or pain or someone who, rather than being controlled by feelings, 14 and understand them could be said to have high intrapersonal intelligence. On the other hand, people who have a high level of interpersonal intelligence are able to notice and understand the moods, intentions, and

motivations of others.

This revolutionary theory of multiple intelligences [15] several criticisms. Some have questioned the criteria that qualify something as (C) an intelligence — something that we might otherwise simply call a talent or an ability. Others have pointed out that the existence of multiple intelligences has never been proven through scientific research. These criticisms notwithstanding, the theory of multiple intelligences has sparked fascinating debate about the value and nature of intelligence. Its applications in the field of education have led to more diverse educational methods as teachers seek to access and develop the multiple intelligences of students.

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。

- | | | |
|--------|---|-------------------|
| [9] | ① and not any | ② and only a few |
| | ③ but also few | ④ but rather many |
| [10] | ① is known as | ② is deprived of |
| | ③ is blessed with | ④ is replaced by |
| [11] | 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 | |
| [12] | 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 | |
| [13] | 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.

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 次の各問に答えなさい。

A 次の会話文を読み、問に答えなさい。

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。

Do you remember the first day you used a microscope? What did you see then? You could have seen microbes such as water fleas, amoeba, or some kind of mold. Microbes are 24 . With few exceptions, microbes are too small to be seen with the naked eye. How small are they? A typical bacteria cell like E. coli, for example, is about 1 micrometer (1 μm) wide and 4 μm long — 1 μm is defined as one millionth of a meter. A virus is much smaller — about 1/10th the size of a bacterium. Roughly speaking, if a bacterium were the size of a cat, a virus would be about the size of a mouse.

Without knowing of their existence, our ancestors started using them 25 through the process of fermentation. Fermentation is the process of converting carbohydrates into alcohol or organic acids using microbes like yeasts and bacteria under anaerobic conditions. A familiar example is the conversion of sugar into ethanol, which produces alcoholic drinks such as wine, beer, and cider. The outbreak of COVID-19 has raised our awareness of the health benefits of fermented foods more than ever 26 . This trend has encouraged scientists to develop their microbe studies, particularly regarding the lactic acid bacterium in relation to its effect on our immune system.

As for microbe studies on extremophiles, organisms thriving in extreme conditions, they have recently produced excellent results. In January 2020, for example, a team of scientists announced that they were finally able to study the biology of microbes in mud scooped up from a depth of 2,500 meters in 2006. Scientists celebrated this news because studying these particular microbes facilitates high potential 27 : the big leap from simple cells to complex cellular life — fungi, plants, and animals including humans. “How we — as eukaryotes (a huge group of chromosome-carrying creatures) — originated is a fundamental question related to how we — as humans — came to be,” said Masaru Nobu, one of the leaders of this study.

In April 2020, another exciting finding was announced. Some researchers found dense concentrations of microbial cells in basalt rocks formed in ancient times in the ocean depths. The rich microbial life in the rocks surprised Yohei Suzuki, the leader of the researchers, 28 . This hostile environment to life forms is quite similar to that on Mars. Taking this point into account, Suzuki believes their finding points to possible primitive life on Mars. He is now planning to examine the Martian rocks collected by the Mars Perseverance Rover to find microbes. Microbes are the smallest of creatures, but 29 .

- 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 7番目

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 7番目

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 7番目

((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 7番目

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った。

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数である。

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 |
|-----------|---------------|----------|-----------|

- (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 |