

英 語

金沢医科大学医学部 2025年度型 そっくり類題セット

※ これは金沢医科大学の入試問題ではありません。
2025年度の出題形式（大問の数・設問の構成・解答形式）をもとに、
TMPS医学館が題材や設定を変えて作成したオリジナル問題です。
本文に登場する人物・団体・地名・数値は架空です。

試験時間の目安：60分

大問	ページ	時間配分の目安
大問①（長文・14問）	2	20分
大問②（長文・11問）	6～	15分
大問③（長文・15問）	9～	20分（見直し5分）

注意事項

- 問題は大問①～③の全3題（解答番号1～40）である。すべて選択式で、解答番号に合う選択肢をマークする想定で解く。
- 設問文は本番と同じく英語。「2つ選べ」「3つ選べ」の設問は、設問文の指示に従う。
- 解答・解説は、解説ページ（TMPS医学館の過去問解説図書館）に掲載している。

大問① 低廃棄の暮らしと修理（欠けた文・指示語・文法）

（本文は架空の地域と研究についての TMPS オリジナルです）

Answer the questions about the passage below. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes () in the passage indicate missing information.

¶1 [1] That is nearly as much waste as the region's entire building industry produces, but it does not have to be this way. With support, neighbors can mend what they own and develop a habit of repair. Our new study explores how people in the region of Eastmere take part in community repair.

¶2 [2] We then asked visitors to keep diaries of every item they brought in over six weeks. Their stories ranged from toasters and bicycles to wedding dresses and radios. The results show that visitors were keen to fix things, but that repair is not always easy.

¶3 [3] When those firms closed in 2019, local councils had to act quickly to pay for new workshops. In a truly circular economy, nothing is wasted. Goods are valued and kept in use as (1) they pass from owner to owner. In the current phase, however, the focus has been on collecting old products and recycling their materials rather than on fixing them.

¶4 Big shops have not helped. In March 2022, the council's repair voucher program was suspended after it received far more claims than it could pay for. That followed the closure of the main parts supplier, Norwick Parts, in 2020. Boxes of unsorted parts filled its warehouses, while other stock was sent straight to the landfill.

¶5 Several towns have adopted a "right to repair" rule, most recently Eastmere itself, but success will depend on making repair cheap and easy. Households produced most of the region's broken electrical goods (61%) and discarded clothing (54%) last year. Improving these figures requires changes in social habits as well as changes in the way shops and makers work, supported by regulation and new standards. Earlier research has shown that households sit between the level of individuals and the level of whole communities. However, little attention has been paid to the part households can play in making repair normal.

¶6 Moving to a repair habit asks people to change how they use, buy and keep things. The long winter lockdowns gave many people both the time and a reason to learn new skills. As life returns to normal, however, many have found it hard to keep going.

¶7 With help from the (2) volunteers at three cafés, we recruited 24 participants from the town of Lowmarsh and its villages. A father of two wanted to mend every broken item in his house for six weeks, while a retired teacher concentrated on bicycles. A woman who lives alone decided to learn how to sew, and a student set out to fix her own laptop. Another resident wanted to open a "tool library" for his neighbors, and a part-time nurse created a three-week repair challenge for her friends.

¶8 Participants told us that repair was harder than they had expected. It took extra time, money and patience. They also needed more information and support to start, and then to keep going. For some, the effort became a reason to try something new, such as carrying a broken kettle across town to the café [5] throwing it away. But the new habits did not always last, because some repairs needed rare parts and were hard to finish.

¶9 Spare parts were a major source of frustration: "You can never find the part you need. It's ridiculous. Half the time the part doesn't even have a name on it." Family and friends mattered too. One man said his family told him they would not support any more repairs after the oven project, while another had a wife and children cheering him on. The shortage of spare parts for older models [6] again and again in the

interviews. Online groups were a useful resource, with one visitor [7], “Because it makes you realize that other people are trying to rescue every broken thing from the bin.”

¶10 Participants named many changes that would make repair easier, including introducing [8] that requires makers to publish repair manuals, banning glued-in (3) batteries, improving the supply of spare parts, creating markets for second-hand goods, encouraging design for repair, and providing clearer labels. “We need the government and the makers to change the way things are built,” one participant said.

¶11 In short, our research shows that large changes are needed to make repair easy. We found that trying repair at home can help in designing and testing new policies. It can connect policymakers to real people and to the things that matter to them, such as raising children, friendships, shared meals, tight budgets and caring for others. If the shift to a circular economy is to succeed, it needs to be planned from the point of view of everyday life inside households.

The first sentences of paragraphs 1–3 are missing.

Sentences:

- ① Some people believe that new products are always better made than old ones.
- ② Each year, households in Eastmere throw away about 40,000 tons of broken electrical goods.
- ③ We began by visiting twelve repair cafés and talking with the volunteers.
- ④ For years, Eastmere had been sending its broken goods to overseas firms for repair.
- ⑤ Many shops have started to sell second-hand clothes.

[1] Which sentence best completes paragraph 1?

[2] Which sentence best completes paragraph 2?

[3] Which sentence best completes paragraph 3?

[4] (1) What does they refer to?

- ① the councils
- ② those firms
- ③ the workshops
- ④ a circular economy
- ⑤ nothing
- ⑥ Goods
- ⑦ the system
- ⑧ the current phase
- ⑨ the focus
- ⑩ the owners

Choose the most appropriate answer.

5 [5]

- ① in spite of ② instead of ③ owing to ④ as well as ⑤ apart from

6 [6]

- ① turned up ② took up ③ made up ④ gave up ⑤ put up

7 [7]

- ① remarks ② remarked ③ to remark ④ remarking ⑤ has remarked

8 [8]

- ① legislation ② organization ③ assumption ④ conversation ⑤ imagination

Identify the most stressed vowel and then choose one word each that has the same vowel pronunciation.

Word Box

- ① bat ② day ③ deer ④ door ⑤ cup ⑥ sit
⑦ car ⑧ book ⑨ pear ⑩ girl ⑪ moon ⑫ time

9 (2) volunteers

10 (3) batteries

11 What can be inferred about the failure of the voucher program?

- ① People were not interested in repairing things.
② The council did not consult repair shops.
③ Shops could not find enough staff.
④ Demand for repair was greater than the program had planned for.
⑤ The vouchers were too small to be useful.

12 Which of the following is NOT mentioned as something participants tried?

- ① mending every broken item at home for six weeks
② repairing bicycles
③ building a new workshop
④ learning to sew
⑤ fixing a laptop
⑥ opening a tool library
⑦ creating a repair challenge for friends

13 Which statement best reflects the participants' experiences?

- ① They found repair quick and enjoyable.
② They thought repair should be a legal requirement for families.
③ They believed shops should stop selling new goods.
④ They concluded that old products were not worth mending.
⑤ They found it difficult to keep up repair habits.

14 What is the main idea of the passage?

- ① Households are mainly to blame for the region's waste.
- ② Repair cafés are the best answer to the waste problem.
- ③ Councils and makers have already done enough.
- ④ Making repair normal needs changes in households and in the systems around them.
- ⑤ A circular economy is impossible.

大問② デジタル学習の可能性と課題

(本文はTMPSオリジナルです。国や研究は特定のものではありません)

Answer the questions about the passage below. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes () in the passage indicate missing information.

¶1 When schools closed during the long storms of last winter, many countries had to move quickly towards digital learning—online lessons, video calls with teachers, and tablet apps that track a pupil's progress. Many of these tools were already under development, but the crisis made schools start using them faster. For wealthy countries, such tools offer a clear (1) opportunity to reduce the rising cost of education. For poorer countries that are still building their school systems, they could be life-changing.

¶2 Many poorer countries will never be able to reach every child in the usual way, with enough classrooms and enough trained teachers in every village. Digital tools open up the possibility of completely new models of teaching, such as pupils having access to the best lessons in the country, working through exercises at their own pace, and receiving help from *1tutoring programs that correct mistakes at once.

¶3 It is now possible to deliver lessons at very low cost to a village with no school at all, (2) bridging the gap between the city and the countryside. This matters most for pupils who live far from a teacher. Increasingly, lessons that are now given in classrooms will be taught remotely, using tablets and phones, and pupils will be able to (3) take advantage of the same courses as children in the capital.

¶4 Programs that adjust the difficulty of each task [18] the pupil's progress will make learning more personal. Records kept on digital platforms will show teachers exactly where each child is stuck. Imagine a classroom in which every teacher has a screen that shows how each pupil is doing, that suggests the next exercise, and that can immediately order the books needed for the next topic. On some remote islands, boats are already being used to carry solar-powered tablets to pupils.

¶5 One of the major costs to education systems comes from the 20 to 30 percent of pupils who fall behind after missing lessons and never catch up. Fixing this could mean better results, fewer repeated years and happier pupils. Technology may be able to help here, too. Text messages and apps can remind pupils to do their homework, read aloud and practice sums. Another promising idea is a smart notebook which records the dates and times when it is opened and reminds pupils to study at the right time.

¶6 However, the rules of schooling will need to change if this new world of digital learning is to work. Probably the most important question is who owns and controls pupils' data and how its privacy can be protected. This cannot be avoided, because many of the wider benefits of digital learning—for research and for improving school systems—depend on pooling and sharing data. There have already been cases in which pupils' records were exposed. We need principles that ensure each family has control over its own data while allowing wider benefits to be realized. There is also growing awareness of the importance of tackling bias in the *2algorithms: much of the research behind them has been carried out in a few rich cities, and may not suit pupils from other regions or language groups.

¶7 Countries will arrive at different decisions on the balance between individual privacy and the wider good. During the lockdowns, parents in several countries willingly [19] schools having access to their children's learning records. In others, there was a preference for systems that prevented any central body from holding all the information. In democracies, there is emerging agreement that families should control the data and that their permission should be required for any wider use. However, practice varies widely, and the situation is still changing. It may be necessary to protect some data (such as records of special needs) more strongly than data that clearly serves the public (such as attendance).

¶8 Despite the challenges, digital learning offers a real opportunity to deliver better education at lower cost and to [20] teachers from some of the more routine parts of the job, such as marking tests. This will allow them to focus on the human side of teaching, which does most to keep pupils on track and, in the end, to improve results. This combination of “high tech” and “high touch” may be the way to balance cost and quality in the schools of the future.

*1 tutoring = 個別指導

*2 algorithm = アルゴリズム (手順・規則)

15 Which is the most stressed syllable in the following word? (1) opportunity

- ① op ② por ③ tu ④ ni ⑤ ty

Choose the answer that is closest in meaning.

16 (2) bridging

- ① building a road across ② reducing the difference between ③ replacing ④ ignoring ⑤ measuring

17 (3) take advantage of

- ① complain about ② pay for ③ be afraid of ④ make use of ⑤ take away from

Choose the most appropriate answer.

18 [18]

- ① according ② because ③ owing ④ in accordance with ⑤ thanks

19 [19]

- ① prevent ② recall ③ accept ④ propose ⑤ avoid

20 [20]

- ① restrict ② remind ③ refer ④ require ⑤ release

21 How might digital tools improve education in poorer countries?

- ① by supporting the building of larger classrooms in every village
② by bringing good lessons to pupils who live far from a teacher
③ by concentrating on adult education
④ by encouraging pupils to buy their own tablets
⑤ by using government money to pay for traditional schools

22 In paragraph 4, why does the author mention boats?

- ① to prove that sea travel is cheaper than roads
② to explain why remote islands lose their pupils
③ to argue that tablets break easily at sea
④ to show that learning tools are already reaching remote places
⑤ to compare boats and buses as school transport

23 What is paragraph 5 mostly about?

- ① how digital tools can help pupils keep up with their study
- ② the high cost of repairing school buildings
- ③ the challenges pupils face in reaching school
- ④ how technology is replacing homework
- ⑤ how smart notebooks help teachers mark tests

24 In paragraph 6, what does the author suggest about pupils' data?

- ① Pupils' records should be kept on paper.
- ② Companies should own all the data they collect.
- ③ Schools should share data without limit.
- ④ Data should be destroyed after each school year.
- ⑤ Families should keep control of their own data while wider benefits are still possible.

25 What is the main idea of the passage?

- ① Digital learning has made teaching more complicated.
- ② Tablets are the ideal solution to every school problem.
- ③ Digital tools can improve education worldwide, but they require careful decisions about data and bias.
- ④ Many countries are adopting the same digital learning systems.
- ⑤ School closures changed how pupils use technology.

大問③ 気温を測り続けた歴史（図つき）

（本文は架空の人物・地域・数値による TMPS オリジナルです）

Answer the questions about the passage below. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes () in the passage indicate missing information.

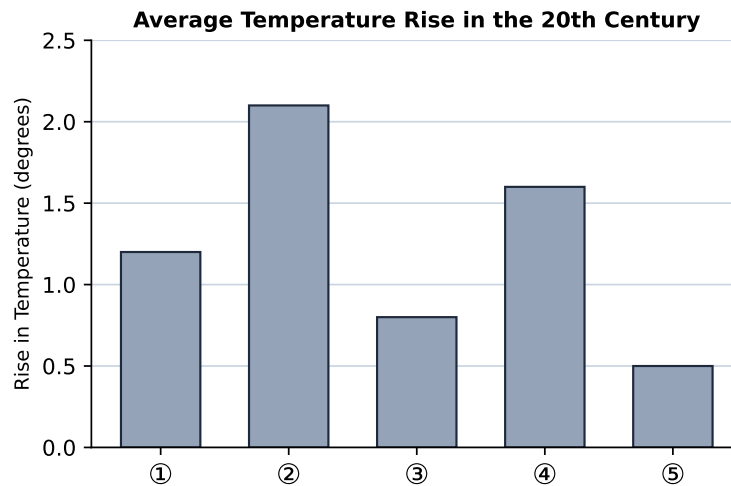
¶1 Like many other inquiries into the natural world, studies of the climate have modest origins in an 18th-century harbor town, where between 1761 and 1779 a lighthouse keeper named Henrik Valmer noted the temperature every morning, and the harbor office printed his tables in 1780 in its yearly sea almanac. However, Valmer's lighthouse stood on a cold, exposed rock, so his readings said little about the surrounding region, and we did not see systematic large-scale records of temperature until the 1850s, [26] the national weather offices of Marlow and Orlan began to publish them.

¶2 Since then, we have studied every aspect of the climate, from its yearly cycle and its relation to the ocean to its *1regional differences in warming. [27] we now know, with high accuracy, the expected temperature for each month in each place. If a farmer in the Orlan Basin asks the weather office about next July, he will be told that the month is likely to be warmer than 90 percent of the Julys in his valley's records.

¶3 (1) For those interested in long-term measures of change, as well as in revealing regional comparisons, one of the clearest results of modern systematic weather studies remains the well-documented history of rising average temperatures. Although severe winter cold (a month with temperatures far below the normal) is still common in many mountain regions, its frequency has declined—mostly [28] the steady warming of the oceans—from about 40 percent of winters in the 1890s to about 22 percent in the 1990s, and warming was a global trend of the 20th century.

¶4 Warmer seas and a changing atmosphere—above all, greater amounts of carbon dioxide in the air—have driven the shift, and warmer weather is linked with a surprisingly large number of effects. These do not include generally higher rainfall, but there is a lower risk of frost damage to crops, and also a longer growing season, longer tourist seasons and more outdoor work. The link between temperature and crop yields was first documented in 1912 and has since been [29] repeatedly in regions ranging from the wheat fields of Marlow to the rice terraces of Orlan. Moreover, the latter study showed that farms in warmer valleys were larger and richer!

¶5 Long-term, region-wide findings are equally fascinating. Average July temperatures in preindustrial Marlow were between 17 and 18 degrees, and the global average was about 14 degrees. Information from 120 regions shows an average rise over the 20th century of 0.8 degrees for the world as a whole. The Kestrel Islands recorded the century's largest rise (2.1 degrees), and the Orlan Basin topped the inland sequence with 1.6 degrees. Detailed records kept at Marlow since 1900 at 12 stations show how readings respond to changes in the network: between 1900 and 1940 the average July reading rose by 0.02 degrees per year, but the closure of many hill stations during the war removed the coolest sites, and the average appeared to jump by 0.5 degrees. The yearly increase resumed only in 1949, and during the second half of the century it averaged 0.03 degrees. In contrast, measurements for the second half of the century show a minimal rise on the Southern Plateau and none in the deep valleys.



¶6 Which region has the hottest summers? Coal use has been a key factor, [30] it in Marlow or in Orlan. Before the war, the air of Orlan was cleaner than that of Marlow, but after 1950 coal use in Marlow declined while in Orlan it rose until the 1970s—and (2) it continues to be higher than in Marlow. The lesson is obvious: the easiest way to slow local warming is to burn less coal.

*1 regional = 地域の

Choose the most appropriate answer.

[26] [26]

- ① where ② which ③ whose ④ whereby ⑤ when

[27] [27]

- ① However, ② Instead, ③ Even so, ④ As a result, ⑤ For example,

[28] [28]

- ① because ② owing ③ due to ④ regardless of ⑤ in order to

[29] [29]

- ① invented ② confirmed ③ separated ④ postponed ⑤ occurred

[30] [30]

- ① being ② to be ③ be ④ been ⑤ is

[31] (1) For the underlined sentence (1), find the MAIN VERB of the sentence.

- ① results
 ② measures
 ③ remains
 ④ interested
 ⑤ studies
 ⑥ change
 ⑦ revealing
 ⑧ comparisons
 ⑨ well-documented
 ⑩ rising

32 (2) In the last paragraph, what does it refer to?

- ① coal ② a key factor ③ the war ④ the air ⑤ Marlow ⑥ Orlan ⑦ coal use in Marlow
⑧ coal use in Orlan

33 Why does the author mention that Valmer's lighthouse stood on a cold, exposed rock?

- ① to explain why his tables became widely known
② to argue that his records were the most reliable
③ to show that his work led to later weather offices
④ to suggest that his readings did not represent the surrounding region
⑤ to compare his readings with today's average

34 One of the primary reasons for the global warming trend in the 20th century was _____.

- ① a decrease in global rainfall
② the decline in volcanic eruptions
③ improvement in weather instruments
④ shifts in the earth's orbit
⑤ greater amounts of carbon dioxide in the air

35 In paragraph 4, which TWO are NOT mentioned as effects associated with warmer weather?

- ① a longer growing season
② fewer insects
③ lower risk of frost damage
④ higher rainfall
⑤ longer tourist seasons
⑥ more outdoor work

The graph in the passage shows temperature rises in degrees for different regions during the 20th century.

36 Which bar represents the global average?

- ①① ②② ③③ ④④ ⑤⑤

37 Which bar represents the Kestrel Islands?

- ①① ②② ③③ ④④ ⑤⑤

38 Which bar represents the Orlan Basin?

- ①① ②② ③③ ④④ ⑤⑤

39 According to paragraph 5, what affected the average July reading at Marlow during the 1940s?

- ① the building of cities near the stations
② the move of the weather office
③ a change in the way thermometers were made
④ the closing of many hill stations during the war
⑤ new national weather laws

40 What is the most appropriate title for the passage?

- ① The History of Weather Stations
- ② The Surprising Benefits of Warmer Weather
- ③ Understanding Rising Temperatures and Their Regional Patterns
- ④ Tracking Temperature from Lighthouse to Weather Office
- ⑤ Identifying the World's Hottest Valleys

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