TMPS医学館　過去問解説図書館

英　語

近畿大学医学部　2024年度型
そっくり類題セット

※ これは近畿大学の入試問題ではありません。
2024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・研究は架空です。

試験時間の目安：60分

大問	ページ	時間配分の目安
(A) 語彙・文法（4問）	1	3分
(B) 下線部の同義（2問）	1	1分
(C) 段落の空所補充（9問）	3	4分
(D)(E) 長文1（8問）	4	12分
(F)(G) 長文2（8問）	6	13分
(H) 長文3（8問）	8	22分（ほか見直し5分）

注意事項

1. 問題は(A)〜(H)の全8題（設問番号(1)〜(39)）である。すべて選択式で、マークシートに解答する想定で解く。
2. (A)〜(C)の選択肢はア〜エ、(D)〜(H)の選択肢はア〜オである。
3. 本文は(C)(D)(F)(H)の段落ごとに示す。(E)(G)(H)は本文の内容に関する設問である。
4. 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。

(A)

Complete the following sentences with the best word.　空所に入る最も適切な語を、ア〜エから一つ選べ。

(1) [1] no circumstances should visitors enter the laboratory without a badge.

ア By　イ Over　ウ Under　エ Of

(2) The driver was [2] off with a warning for parking in the wrong place.
ア let　イ held　ウ taken　エ gone

(3) How [3] taking a short break before we start the next task?
ア if　イ about　ウ with　エ for

(4) There is no question [4] the new bridge will reduce traffic in the town.
ア that　イ how　ウ what　エ whose

(B)

Choose the answer that is closest in meaning to the underlined word or phrase. 下線部と意味が最も近いものを、ア〜エから一つ選べ。

(5) We should <u>make the most of</u> this chance to meet the researcher.
ア take full advantage of　イ look down on　ウ run out of　エ give up on

(6) The mayor <u>strives for</u> a cleaner river and a quieter town.
ア waits patiently for　イ pays no attention to　ウ cares little for　エ works hard for

(C)

Complete the following paragraphs with the best word. 次の3つの段落の空所(7)〜(15)に入る最も適切な語を、ア〜エから一つずつ選べ。

P1: In many cities, summer heat is becoming a serious [7] to public health. Concrete and asphalt absorb sunlight and release it slowly at night, which keeps city centers several degrees warmer than the nearby countryside. Planting trees is one of the most effective ways to [8] the problem, because leaves cool the air as they release water vapor. Planners also paint roofs white so that they [9] sunlight instead of storing it. The difficulty is cost: many city governments cannot [10] such projects without outside help.

P2: Bees do far more than make honey. As they move from flower to flower, they carry pollen, which helps plants [11]. Roughly one-third of the food we eat depends on this service. Yet bee numbers have been falling in recent decades, partly because of the widespread use of [12] and partly because of the loss of wildflower meadows. Some farmers have therefore started to leave strips of wild land beside their fields, a simple step that has [13] in a surprising increase in local bee populations.

P3: A proposal to ban cars from the city center was [14] by the council on Monday, despite fierce protest from shop owners, who fear that customers will [15] elsewhere.

(7)

ア bonus　イ threat　ウ mission　エ custom

(8)

ア raise　イ ease　ウ praise　エ erase

(9)

ア reflect　イ collect　ウ inspect　エ neglect

(10)

ア argue　イ allow　ウ afford　エ alter

(11)

ア reproduce　イ rescue　ウ retreat　エ resign

(12)

ア pastimes　イ proteins　ウ pesticides　エ portions

(13)

ア resulted　イ insisted　ウ arisen　エ consisted

(14)

ア appealed　イ approved　ウ applied　エ approached

(15)

ア make　イ take　ウ go　エ pass

(D)

Find the underlined words in the passage and choose the best substitute. 本文（長文1）の下線部(16)〜(18)に最も近い意味のものを、ア〜オから一つずつ選べ。

P1: In 1998, workers digging a drain beneath the old market square of Ravenholt uncovered a sealed clay jar. Inside was the account book of a seventeenth-century baker named Tomas Hale. For years historians paid it little attention. The handwriting was cramped and the entries seemed ordinary, but one thing puzzled 16 them: Hale recorded loaves sold on every day except Sundays, yet his household bought medicine almost every week.

P2: Now a team at Eastfield University has examined the book with imaging software that can recover faded ink. They found that in the weeks running up to 17 the town's great fire of 1672, Hale had almost stopped recording sales. The later pages were written in thinner ink and a shakier hand, a telltale 18 sign that he was writing in a hurry or under strain.

P3: To understand why, the researchers compared the book with parish records. The records show that Hale's daughter fell seriously ill in the summer of 1672 and died the following spring, and that after the fire Hale lost the lease on his shop. Hale's own entries also show a debt to a miller, which had tripled within a single year.

P4: The team found no evidence that the missing sales were caused by a poor harvest or by a ban on selling bread: grain prices stayed stable, and the town council never issued a ban. Illness in the family, the debt, and the loss of the shop together explain the pressure on Hale much better. And the new finding that the medicine entries were mostly for his daughter, not for Hale himself, adds to the evidence.

(16) Which choice is closest in meaning to puzzled in paragraph 1 (P1)?
ア pressed イ delighted ウ repaid エ prepared オ confused

(17) Which choice is closest in meaning to running up to in paragraph 2 (P2)?
ア following イ preceding ウ avoiding エ celebrating オ rebuilding

(18) Which choice is closest in meaning to telltale in paragraph 2 (P2)?
ア false イ rare ウ revealing エ hidden オ decorative

(E)

Choose the best answer to the following: 本文（長文1）の内容に関する設問(19)〜(23)に答えよ。ア〜オから一つ選べ。

(19) According to the passage, what did the researchers conclude about Hale's missing sales?
ア not mentioned in the passage
イ They could not be explained by any record.
ウ They could be linked to family illness, a debt, and the loss of the shop.
エ They were caused by a ban on selling bread.
オ They were caused by a poor harvest.

(20) According to the passage, which factors added to the pressure on Hale?
ア family illness, a debt to a miller, and the loss of his lease

イ family illness, a poor harvest, and the loss of his lease
ウ a debt to a miller, a poor harvest, and a ban on bread
エ a poor harvest, a debt to a miller, and a ban on bread
オ a ban on bread, family illness, and the loss of his lease

(21) Which of the following did the passage say Hale did NOT have to deal with?
ア a rise in the price of grain
イ a growing debt
ウ the death of his daughter
エ the loss of his shop
オ a fire in the town

(22) According to the passage, for whom was most of the medicine probably bought?
ア his apprentice　イ his daughter　ウ the town council　エ the miller　オ Hale himself

(23) According to the passage, what novel discovery was made by the researchers?
ア Bread had been banned in Ravenholt.
イ Hale was the first baker in the town.
ウ The fire of 1672 began in Hale's shop.
エ Faded entries in the book could be recovered with imaging software.
オ Grain prices tripled in 1672.

(F)

Find the underlined words or phrase in the passage and choose the best substitute. 本文（長文2）の下線部(24)〜(26)に最も近い意味のものを、ア〜オから一つずつ選べ。

P1: Smartphones have become a source of friction [24] in Japanese classrooms. As the new term begins, several city boards of education are reviewing their rules on phones at school, and parents, teachers and students are all being heard.

P2: In March, the Hirano City Board of Education set up a panel to study the issue. "Teachers spend too much time telling students to put their phones away, and we worry that learning is being interrupted," said the panel chair, Ayumi Kondo. A national association of parents has meanwhile released a statement: "Phones should not be banned outright, because many families rely on them to contact their children after school."

P3: The Ministry of Education says it will compile a guide as quickly as possible, but each school will make the final decision on its own rules. Professor Daisuke Mori, an education researcher, said: "A blanket [25] ban may be easy to explain, but it does not teach children when and how to use a phone."

P4: According to a survey of 1,200 students conducted by the board last autumn, 62 percent said they check their phones during lessons at least once a day. Some schools now collect phones in lockers at the start of the day. A few schools have chosen to do away with [26] their rules altogether, arguing that students must learn self-control for themselves.

(24) Which choice is closest in meaning to friction in paragraph 1 (P1)?
ア profit　イ weight　ウ silence　エ fashion　オ conflict

(25) Which choice is closest in meaning to blanket in paragraph 3 (P3)?
ア thin　イ plain　ウ sweeping　エ warm　オ soft

(26) Which choice is closest in meaning to do away with in paragraph 4 (P4)?
ア abolish　イ publish　ウ delay　エ repeat　オ improve

(G)

Choose the best answer to the following: 本文（長文2）の内容に関する設問(27)〜(31)に答えよ。ア〜オから一つ選べ。

(27) Which statement best describes the attitude of the panel chair toward phones in class?
ア Phones interrupt lessons, so rules are needed.
イ Phones should be encouraged for taking notes.
ウ Phones are unfair because not every student owns one.
エ Phones should be banned from all schools at once.
オ Phones are harmless in every situation.

(28) According to the passage, who will make the final decision on the rules?
ア the parents' association　イ the students　ウ each school　エ the Ministry of Education　オ the panel

(29) Which of the following statements is best supported by the passage?

ア Teachers rarely mention phones to students.

イ All schools in the country have banned phones.

ウ Most students in the survey check their phones during lessons.

エ Rural schools have fewer phones than city schools.

オ Parents unanimously support a ban.

(30) According to the passage, which countermeasure has been adopted by some schools?

ア fining parents

イ using phone-detecting software

ウ installing signal blockers

エ collecting phones in lockers

オ expelling students

(31) According to the sources in the passage, why does the parents' association oppose an outright ban?

ア The Ministry has already approved phones.

イ Phones are cheaper than textbooks.

ウ Families use phones to contact their children after school.

エ Teachers prefer phones to books.

オ Phones make students study harder.

(H)

Choose the best answer to the following: 本文（長文3）の内容に関する設問(32)〜(39)に答えよ。ア〜オから一つ選べ。

P1: For decades, teachers have been told to match lessons to students' "learning styles"—visual, auditory, or hands-on. A closer look at the evidence suggests that this popular idea may have long been mistaken: what helps students learn is variety and effort, not a style that fits.

P2: As director of research at an education policy center, I have spent years reviewing experiments on teaching methods. Recently, my colleagues and I examined sixty studies. The popular belief is not supported by the evidence. In our review, students taught in their "preferred" style did no better than those taught in another way.

P3: We often describe students as "visual people" or "hands-on people." This belief became popular in some teacher-training circles after questionnaires showed that students were willing to describe themselves in this way. According to this view, a visual learner given a spoken lecture simply cannot absorb it—or so the story goes.

P4: The idea has gained currency to the point that publishers label textbooks by style and parents ask schools to "identify" their children's styles. In my view, the most serious failure of the style theory is that it treats every difference between students as fixed, when most of them—in interest, background, and prior knowledge—change quickly. What clearly helps all students is a mix of methods: pictures, words, practice, and discussion.

P5: Sorting students by style is not harmless. A teacher who labels a child a "listener" may stop offering diagrams, and a student who accepts the label may avoid tasks that "do not suit" her. Both fall prey to a simple stereotype, and the label becomes a limit rather than a description.

P6: In studies that mimic real classrooms, students who studied with a mix of formats did slightly better than those who received only their "preferred" format, and the difference was steady across ages. Differences between individual students were large, but they were differences in prior knowledge, not in style.

P7: It is important to realize that real exceptions exist, though they are few. A student with poor eyesight needs large print, and a student with a hearing difficulty needs captions. These are needs, not styles. The great majority of students gain far more from a well-made lesson that uses several formats than from any matching exercise.

P8: Considerable research suggests that testing oneself on what one has learned, rather than rereading, is the most reliable way to remember. The irony is that students often find self-testing harder and therefore rate it as less useful, a result some have called the "difficulty paradox." Learners must rely on evidence, not on how a method feels, to choose how they study.

P9: A calm review of existing research suggests that what students lack is not a matched style but a repertoire of study habits. This takes time and, without guidance, students will make mistakes. But these are honest mistakes, and they do not show that a style was ignored. We should not let the label color our interpretation of what students are doing. They are just learning how to learn, and this inevitably involves trial and error.

(32) The primary idea in paragraph 1 (P1) is that

ア most students are visual learners.

イ a popular belief about learning may have long been mistaken.

ウ teachers have never used style-based lessons.

エ lessons are better today than they used to be.
オ matching lessons to styles clearly raises test scores.

(33) What is the basic structure of paragraph 2 (P2)?
ア make a statement of findings, establish authority, disagree with past ideas
イ establish authority, disagree with past ideas, make a statement of findings
ウ disagree with past ideas, make a statement of findings, establish authority
エ disagree with past ideas, establish authority, make a statement of findings
オ establish authority, make a statement of findings, disagree with past ideas

(34) In paragraph 3 (P3), what phrase is used by the author to cast doubt on a widely held belief about how students learn?
ア "...were willing to describe themselves..."
イ "...became popular in some teacher-training circles..."
ウ "According to this view,..."
エ "We often describe..."
オ "...or so the story goes."

(35) In paragraph 4 (P4), what does the author suggest is the biggest problem with the style theory?
ア It prevents teachers from using discussion.
イ It was developed by parents, not teachers.
ウ It ignores the role of pictures in lessons.
エ It treats changeable differences between students as fixed.
オ It makes textbooks too expensive.

(36) What phrase below is closest in meaning to "fall prey to" as it is used in paragraph 5 (P5)?
ア taking care of イ being misled by ウ making use of エ getting rid of オ becoming tired of

(37) Which sentence below is an accurate summary of paragraph 7 (P7)?
ア Lessons that use several formats are harmful to most students.
イ Matching exercises help students with poor eyesight more than anyone else.
ウ Captions are useful only for students with a preferred style.
エ A few students have real needs, but most gain more from lessons that use several formats.
オ Most students have real needs that must be met one by one.

(38) Which of the concepts below contributes to the "difficulty paradox" mentioned in the passage?
ア rereading a text many times
イ studying in a quiet room
ウ matching lessons to preferred styles
エ self-testing that feels hard but works well
オ studying in one long session

(39) Which of the following best captures the author's view about students' study habits?

ア Students' difficulties come mainly from not yet having effective habits, not from ignored styles.

イ Students' mistakes show a lack of effort.

ウ Students should be sorted by style as early as possible.

エ Students make mistakes because their teachers ignore their styles.

オ Students cannot improve without individual style tests.

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