TMPS医学館　過去問解説図書館

英　語

日本大学医学部　2025年度型（N全学統一方式第1期）
そっくり類題セット

※ これは日本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医学館が題材や文章を変えて作成したオリジナル問題です。

試験時間の目安：60分

大問	ページ	時間配分の目安
I （文法・語法）	2	4分
II （語彙）	3	4分
III （熟語・句動詞）	4	5分
IV （長文の空所補充）	5	8分
V （長文の内容把握）	6	10分
VI （会話文）	7	6分
VII （整序・英訳）	8	8分
VIII （長文の整序）	9	9分
見直し		6分

注意事項

1. 問題は I〜VIII の全8題，解答欄は 1 〜 45 の45個である（マーク式を想定）。
2. I〜VI は選択肢①〜④から最も適切なものを1つ選ぶ。VII は（　）内の①〜⑦を並べかえて4番目，VIII は［　］内の①〜⑤を並べかえて3番目にくる語句の番号を選ぶ。
3. 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。

I 次の英文 (1)〜(6) の空所 [1]〜[6] を埋めるのに最も適切なものを，それぞれ下の選択肢①〜④から1つずつ選びなさい。

(1) Hardly ([1]) the door when the phone began to ring.
① she opened ② had she opened ③ she had opened ④ did she opened

(2) The committee requested that the report ([2]) by Monday.
① submit ② is submitted ③ be submitted ④ submitted

(3) I'd rather you ([3]) in the house.
① don't smoke ② didn't smoke ③ won't smoke ④ hadn't smoked

(4) He is a scholar ([4]) books I have read since I was a child.
① whom ② which ③ whose ④ that

(5) We were made ([5]) for two hours in the rain.
① to wait ② wait ③ waiting ④ waited

(6) This hall is twice ([6]) that one.
① larger as ② as larger than ③ the large of ④ as large as

II 次の英文 (1)〜(6) の空所 [7]〜[12] を埋めるのに最も適切なものを，それぞれ下の選択肢①〜④から1つずつ選びなさい。

(1) The doctor advised him to ([7]) from eating salty food.
① reject ② resign ③ refrain ④ retire

(2) Heavy rain forced the organizers to ([8]) the outdoor concert until next week.
① postpone ② preserve ③ pretend ④ prevent

(3) Please keep this information ([9]); it must not be shared outside the team.
① confident ② confidential ③ consistent ④ conscious

(4) Sales fell ([10]) last year, from 5,000 units to 2,000.
① slightly ② mildly ③ gently ④ sharply

(5) Her argument was so ([11]) that nobody could disagree with her.
① convinced ② convincible ③ convincing ④ convince

(6) The two companies agreed to ([12]) their resources to develop the new product.
① spread ② pool ③ drain ④ scatter

III 次の英文 (1)〜(6) の空所 13 〜 18 を埋めるのに最も適切なものを，それぞれ下の選択肢①〜④から1つずつ選びなさい。

(1) I can't make (13) what this word means.
① up ② off ③ out ④ over

(2) The festival was called (14) because of the typhoon.
① out ② off ③ on ④ up

(3) He takes (15) his father in his love of fishing.
① up ② over ③ to ④ after

(4) We ran (16) of milk, so I went to the store.
① out ② short ③ off ④ away

(5) She is known (17) her kindness to everyone.
① as ② for ③ by ④ to

(6) In (18) of his illness, he continued to work.
① case ② front ③ spite ④ favor

IV 次の英文を読み，空所 19 〜 23 を埋めるのに文脈上最も適切なものを，それぞれ下の選択肢①〜④から1つずつ選びなさい。

People in the city of Orsen once relied on buses and cars to get around. In recent years, however, a bike-sharing system has 19 popular, and now more than 20,000 trips are made every day.

Why did it catch on?

The city launched the system with 500 bicycles in 2019. Riders can pick up a bike at one station and return it at 20 station they like. A short trip costs only one dollar, 21 is less than half the price of a bus ticket.

The program has not been without problems. Some bikes were damaged, and a few were even thrown into the river. The city has therefore 22 more cameras at the stations.

Officials hope that, by the end of next year, the system will 23 to the neighboring towns.

19

① taken ② made ③ brought ④ become

20

① each ② every ③ any ④ all

21

① which ② what ③ that ④ it

22

① instructed ② installed ③ insisted ④ informed

23

① express ② explode ③ expand ④ extract

V 次の英文を読み，24〜28 の各文を完成させるのに最も適切なものを，それぞれ下の選択肢①〜④から1つずつ選びなさい。

Many students believe they learn just as well from a screen as from a printed page. A research team at Hollin University tested this belief. They asked 80 students to read a 1,500-word article about volcanoes, half of them on paper and half on a tablet, and then to answer ten questions about it.

What did they find?

Students who read on paper answered about 20 percent more questions correctly. The difference was largest for questions about the order of events, such as which eruption came first. For simple facts, the two groups scored almost the same.

The researchers also measured reading time. The tablet readers finished nearly two minutes faster, but afterward they said they felt they had understood the article well. Lead researcher Dr. Paul Hesk said, "Reading quickly made them confident, not accurate."

One explanation is that a printed page gives readers a physical sense of where they are in a text, which helps them remember the sequence. A scroll bar, Dr. Hesk suggested, offers much less of this feeling.

Limits of the study

Each student read only one article, and the text size on the tablets was not adjusted to each reader's preference. The team plans to repeat the study with other kinds of texts.

24 In the study, the students were asked to

① write a summary of the article. ② read an article and answer questions about it.

③ compare two articles on paper. ④ draw a map of the volcanoes.

25 The gap between the two groups was largest for questions about

① simple facts. ② the names of volcanoes.

③ the order of events. ④ the length of the article.

26 The tablet readers

① took longer but understood more. ② finished faster and felt confident about their understanding.

③ disliked the article. ④ scored higher on simple facts.

27 Dr. Hesk suggests that paper may help memory because

① it is easier to carry. ② the print is larger.

③ it takes more time to read. ④ it gives a physical sense of position in the text.

28 One limitation of the study is that

① each student read only one article. ② no student used a tablet.

③ the article was far too long. ④ the paper group read faster.

VI 次の会話文を読み，29 〜 33 の各文を完成させるのに最も適切なものを，それぞれ下の選択肢①〜④から1つずつ選びなさい。

Rina: Did you hear? A sports-shoe company wants to pay for our new gym floor.

Tom: Really? That's fantastic. Our old floor is full of cracks.

Rina: It sounds nice, but I'm not so sure. They want their logo printed in the center circle.

Tom: So what? A logo is a small price to pay for a safe floor.

Rina: Remember the water bottles? They came free, with the company's name all over them, and soon the school was recommending that brand. Nothing is really free.

Tom: Fair enough. But the school can set rules about how big the logo is. Some banks support local libraries in the same way, and everyone benefits.

Rina: I guess that's true. I just want the principal to think carefully before she signs anything.

Tom: I agree with that. Let's ask for a meeting.

Rina: Good idea. I'll write to her tonight.

29 Rina tells Tom that a company

① is going to close the gym. ② wants to pay for a new gym floor.

③ has built a new gym. ④ wants to hire students.

30 Rina mentions the water bottles in order to

① ask Tom to buy one. ② complain about their quality.

③ show that free gifts may come with conditions. ④ praise the company's generosity.

31 Rina and Tom agree that

① the logo must be removed. ② the old floor is safe.

③ companies should never help schools. ④ the principal should think carefully before deciding.

32 Tom thinks that

① the school can limit how the logo is used. ② the gym floor is not damaged.

③ banks are better than shoe companies. ④ Rina is rude.

33 In this conversation, Tom and Rina

① argue until they leave angrily. ② agree from the start.

③ express different opinions but reach a plan. ④ decide to refuse the offer.

VII 次の 34 〜 39 の英訳文を完成させるように，（ ）内の①〜⑦を並べかえ，その7つの中で4番目にくる語句の番号を選びなさい。なお，（ ）の中では，文のはじめにくる語句も小文字になっています。

34 昨日見た映画ほど面白い映画は見たことがない。

I (①a ②have ③interesting ④never ⑤movie ⑥more ⑦seen) than the one I saw yesterday.

35 駅へどうやって行けばよいか教えていただけますか。

Could you tell me (①can ②the ③how ④station ⑤get ⑥I ⑦to) ?

36 彼がなぜ辞めたのか，誰にもわからない。

Nobody (①to ②the ③why ④decided ⑤knows ⑥he ⑦quit) job.

37 子どものころ，祖母がよく昔話を聞かせてくれた。

My (①old ②grandmother ③tell ④stories ⑤used ⑥me ⑦to) when I was a child.

38 試験に合格するために，毎日英語を勉強すべきだ。

You should (①day ②to ③study ④every ⑤in ⑥English ⑦order) pass the exam.

39 この本は読む価値があると言われている。

This (①worth ②book ③reading ④be ⑤said ⑥is ⑦to) .

VIII 次の 40 〜 45 の英文を完成させるように，[ ] 内の①〜⑤を並べかえ，その5つの中で3番目にくる語句の番号を選びなさい。

A community garden is 40 [①to ②just ③a ④place ⑤not] grow vegetables. In recent years, such gardens have grown into lively spaces where neighbors meet and learn from one another.

In the Riverside Garden, neighbors who 41 [①spoken ②had ③each other ④never ⑤to] before now share tools and seeds.

How does it work?

Each member 42 [①two hours ②to ③is ④spend ⑤asked] a month helping with shared tasks.

Garden leader Ana Brook says the rule is simple. “We want 43 [①feel ②everyone ③to ④at ⑤home] here,”she says.

Last spring, the garden 44 [①lessons ②for ③gave ④free ⑤children] on growing herbs. Experts believe such gardens 45 [①people ②closer ③bring ④to ⑤help] nature and to one another.

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