TMPS医学館　過去問解説図書館

英　語

大阪医科薬科大学医学部　2025年度型

そっくり類題セット

※ これは大阪医科薬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・設問の種類・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：80分

大問	ページ	時間配分の目安
第1問 （長文・問1〜5）	2	25分
第2問 （長文・問1〜5）	4	30分
第3問 （和文英訳・3文）	6	15分（見直し10分）

注意事項

1. 問題は第1問〜第3問の全3題である。記述式（説明・和訳・和文英訳）と、語の空欄補充・記号選択式が混ざる。
2. 選択肢の語（句）を使う問題は、指示がない限り、同じ選択肢を二度使わない。
3. 第2問の問1は、句読点を含めて指定の字数以内で書く。
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。

第1問 以下の英文を読み、問いに答えよ。（本文は架空の随筆をもとにしたTMPSオリジナルです）

THE “KEEP”ENVELOPE

There are a few things that I want to keep for myself alone. They are things that bring back moments I might otherwise forget: old tickets, school notes, postcards from trips. I have gathered (1) all of these small treasures in an envelope that I have marked “Keep.”

As you sort through your drawers, perhaps you will find postcards in which a friend calls you “my favorite travel companion”or says other kind things that you would like to read again and would rather not toss in the bin. When I find things like these, things that are worth nothing to anyone else but a great deal to me, I go and fetch my “Keep”envelope. When I am gone, the envelope can be thrown out.

I know the first thing my daughters will do is to check the contents of the envelope. But they do not have to. I have decided what others can throw away without guilt. Although I imagine that some of the postcards and photographs would ① my dear ones if they do look at them before emptying the drawer.

It is hard to finish one’s last tidying. All the time I ② myself in different memories. At the same time, it is nice, in a way. I feel a certain relief when I ③ something small—a dried leaf, a smooth stone, a tiny shell—and put it in the envelope. The envelope is for small things that are just valuable to me, as they ④ back special days and happenings. It is very important that you do not ⑤ a huge box—a shoebox should do.

LETTERS ACROSS THE SEA

In our house we have exchanged lots and lots of letters, mostly because my husband’s work took him around the world. My mother-in-law used to complain, “My son is like a kite—he is always flying off and often so far away!”

As our family moved to places far from home, we kept in touch with relatives and friends by post. Telephone calls were very expensive then, and only used for urgent news. When the children grew older and visited friends, went on trips, and later studied abroad, they used to send cards or letters telling us what they were up to, or if (あ) they needed more money. I saved many of (い) them.

E-mail and video calls did not exist yet, so it took time and effort to stay in touch. We had to be content that at least letters did not wait for the post ship; at least they could travel by air to arrive sooner.

I really do not know if my grandchildren can write by hand at all. I know they are good at typing, but considering the number of thank-you notes I have received lately, I am not convinced that (う) they even know how to address an envelope, or if my gifts ever arrived. As such, social media is a good thing: through it I can see that a gift has arrived and maybe even that it was liked.

When our kids were small, (え) they had to sit down and write thank-you notes. Considering the effort someone had made to choose and send a gift, and the joy of receiving it, I think everybody felt it was worth the trouble.

When a child is ⑥ young to read and write in a foreign language, writing is a hard task. Our youngest wanted to write to her friends back home ⑦ like her older sister and brothers. She worked so hard, and I heard her sigh. ⑧ after she began, she said, “Mom, could you write for me?”Years later I visited a school where a boy was chatting with classmates abroad on a screen, and I thought how much my husband would have loved ⑨ a chance. Our first overseas call had taken place thirty years ⑩.

For my mother-in-law it was hard when her only son moved the whole family overseas, so that a weekend visit was out of the question. So once a week I wrote a letter to her, telling her about our life and especially

what her grandchildren were up to. She put all these letters in a green cloth bag and gave (お) them back to me when we returned home. A whole family diary! I am so happy for that bag today. And I am not going to throw (2) it away.

If I have time, I will make a copy of each letter and give one to each of my children. In case I do not have time, I have marked every envelope with what it contains and who it is about.

1. 下線部(1)の内容を本文に即して説明せよ。

2. 空欄①～⑤に入る最も適切な語を下記から選び記号で答えよ。ただし選択肢は一度しか使えない。

ア bring　イ buy　ウ delight　エ excuse　オ lose　カ pick　キ spoil　ク trust

3. 下線部(あ)～(お)は、それぞれ何を示しているか。最も適切なものを選び記号で答えよ。（同じ記号を複数回使用可）

ア The author's husband
イ The author's children
ウ The author's grandchildren
エ The cards or letters the author's children wrote
オ The thank-you notes the author's grandchildren wrote
カ The letters the author wrote
キ The author's mother-in-law

4. 空欄⑥～⑩に入る最も適切な語を下記から選び記号で答えよ。ただし選択肢は一度しか使えない。

ア ago　イ just　ウ kind　エ once　オ soon　カ still　キ such　ク too

5. 下線部(2)について、(a)(b)に英語の語句を書き入れて下記の文を完成させよ。ただし(a)は5語以内、(b)は15語以内とする。（ハイフン付きの語は1語とする）

The word "it"refers to [(a)] that contains [(b)].

第2問 Read the passage and answer the questions that follow. （本文は架空の研究についてのTMPSオリジナルです）

[1] During the pandemic, many university teachers dropped live lectures and moved to recorded video lessons, and students began to type their notes instead of writing them by hand.

[2] As a cognitive psychologist, I have been studying how note-taking methods affect learning. Do students remember the same amount whether they write by hand or type? And is watching a recorded lecture as effective as attending it live?

[3] The answers to (1) both questions are often "no."The reasons involve several factors, including shallow processing, a habit of copying word for word, and a tendency to multitask while studying on a screen.

Handwriting versus typing

[4] When a lecture lasts an hour or more, students who write notes by hand generally remember more than students who type them. Many experiments confirm this finding.

[5] The benefits of handwriting are especially visible as tasks move from simple ones—like naming the topic of a talk—to ones that demand abstract thinking—such as drawing conclusions from an argument. Handwriting also improves recall of details—like "What color was the speaker's jacket?"—and of the order of events: "Did the vote come before or after the speech?"

[6] Studies show that both high-school students and university students expect to score higher on a test if they have taken notes on a laptop. And yet, they actually score higher when they have written their notes by hand before being tested.

[7] My own research and that of colleagues took a different approach. (2) Instead of simply testing students after the lecture, we asked how they judged their own understanding when they studied from handwritten notes or from typed ones. Both groups overwhelmingly rated handwritten notes as better for focus, learning and recall.

[8] Part of the difference is physical. A notebook page offers a fixed layout, and the hand moves across it. People often link their memory of a point to where it appeared on the page.

[9] Equally important is mental attitude, which researchers call the "fast-typing hypothesis."Typists tend to copy the speaker's words quickly, with a mindset suited to taking dictation, and think less about meaning than when they write by hand.

Recorded lectures

[10] Given the spread of flipped classrooms—where students watch a recorded lecture before class—together with the growing number of free talks and lecture videos online, many tasks that once required writing have been replaced by listening or watching. These changes have sped up during the health crisis and the move to online teaching.

[11] Research on recorded lectures mirrors what we see with typing. In a study in Norway, students who took notes while watching a lecture video showed far greater integration of ideas than students who only watched it. The authors suspect that people "watch"video passively because they associate it with entertainment, not with study.

[12] The collective research shows that digital tools have common features and habits that can limit learning. These include word-for-word copying, a tendency to multitask, a lack of a fixed physical reference point, and less frequent review of what was written or heard.

[13] Typed notes and recorded lectures all have educational roles, especially when they provide resources that handwriting cannot. However, for maximizing learning where focus and reflection are required, teachers—and parents—should not assume all methods are the same, even when the content is identical.

1. 下線部(1)が指す内容を、句読点を含めて60字以内の日本語で説明せよ。

2. The following is a summary of the fifth paragraph. Choose the most appropriate word from the box below and fill in the blanks. Change the form, as necessary. Write only one word for each blank. You may not use the same word more than once.

The benefits of writing by ① are clear when ② become more challenging. For example, it is easier to understand deeper ③ and ④ details, like the ⑤ of someone's jacket or the order of events.

approve	color	hand	keyboard	meaning	remember	screen	task	voice	writer

3. 下線部(2)を日本語に訳せ。

4. The following is a summary of the tenth paragraph. Choose the most appropriate word from the box below and fill in the blanks. Change the form, as necessary. Write only one word for each blank. You may not use the same word more than once.

With the ⑥ of flipped classrooms, where students watch a recorded lecture before class, and with more free ⑦ and videos available, many ⑧ tasks are now replaced by listening or watching. This change has sped up during the ⑨ crisis and the move to ⑩ teaching.

budget	drawing	economic	health	music	online	shrink	spread	talk	writing

5. Based on paragraphs [11]〜[13], choose two statements that are true.

ア In the Norwegian study, students who took notes while watching did better at integrating ideas than students who only watched.

イ The authors believe that students probably watch video more actively than they read.

ウ Digital tools help learning by making students review what they have read or heard more often.

エ The author says that teachers and parents should not assume that all methods of learning are the same.

オ Typed notes and recorded lectures are said to have no educational role at all.

第3問 下線部を英訳せよ。

(1) 効果的に学習するために必要な方法は、人によって大きく異なる。

(2) ある生徒は声に出して覚えることを好むが、別の生徒は図にまとめて整理する必要がある。

(3) したがって、良い教師であることは、しばしば、良い説明者であることと同じくらい、生徒をよく観察することにかかっている。

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