

英 語

東京慈恵会医科大学医学部 2025 年度型 そっくり類題セット

※ これは東京慈恵会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 医学館が題材や数値・設定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（本番も 60 分）

大問	ページ	時間配分の目安
大問 I 腸内細菌と回復力	2	17 分
大問 II 再読と自己テスト	4	17 分
大問 III 献血と市場	5	21 分

注意事項

- 問題は大問 I（問 1～5）、大問 II（問 1～5）、大問 III（A～E, X, Writing Question）の全 3 題。語の補充，内容把握，空所補充（句），語数制限つきの文の完成，意見を述べる英作文が混在する。
- 選択肢は番号（1～4）で答えること。英作文は，指定の語数・行数を守ること。
- 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I

Read the following passage and answer the questions that follow.

- 3つの英文は、すべてTMPS医学館のオリジナルです（人物・大学・団体・数値は架空）。本番の英文より短く作ってあります。
- 選択肢は番号（1～4）で答える。語数・行数の指定がある問題は、指定を守ること。

Researchers at Halden University and the Fenwick Institute for Digestive Science say they have built a "resilience score" from a single stool sample. It may be a better guide to how quickly you will recover from an infection than your age, your weight, or how many vegetables you say you eat. "Two people can catch the same cold and have very different weeks," said Dr. Mara Olsen, the study's lead author. "Our gut bacteria seem to explain part of that gap."

The gut is home to trillions of microbes. In a healthy person, they help digest food, train the immune system, and crowd out harmful species. When this community loses its variety, the balance can tip. A narrow, unstable microbiome (A) the risk of long infections, allergies, and digestive disease. Until now, however, no everyday test could measure that instability.

The Halden team recruited 2,400 adults between 2015 and 2020. Their samples were (B) a panel of 60 bacterial species, and the volunteers reported every illness they had during the following year. A machine-learning method then boiled all this data down to a single (C) that the team named the resilience score. Higher numbers meant a more varied and stable microbial community. Volunteers in the top fifth of scores recovered from respiratory infections three days faster, on average, than those in the bottom fifth.

To check that the score meant something, the team tried three tests. First, they followed 180 volunteers aged 70 or older for two years and found that a low score at the start predicted more hospital visits. Next, they examined samples from a rural village in northern Spain where many residents live past 90; the villagers' scores were, on average, equal to those of people thirty years younger. Finally, they turned to the Linden Health Study, a separate group of 5,000 adults whose samples had been stored but whose illnesses were never recorded. Their scores (D) significantly with the number of sick days the volunteers had taken from work.

Diet has long been (E) as the main driver of gut health, and the new study agrees in part: a fibre-rich diet raised scores. But one habit mattered more than any food. People who went to bed within an hour of the same time each night had scores about 12 percent higher than people with irregular sleep, even when they ate similar meals.

Olsen cautions that the score is not yet ready for the clinic. All 2,400 original volunteers were healthy city dwellers, and the score has not been tested in children or in people with chronic disease. "We want a doctor to use this the way she uses blood pressure," Olsen said. "We aren't there yet, but a simple test that shows who needs extra care early would be a real step forward."

問1 Choose the best word from the list to fill in blanks (A)～(E) and write the number in the space on the answer sheet.

(A)

1. repeats 2. declines 3. cures 4. raises

(B)

1. hosted 2. screened 3. equalized 4. avoided

(C)

1. measure 2. distance 3. tradition 4. shortage

(D)

1. consulted 2. accounted 3. correlated 4. persuaded

(E)

1. reflected 2. regarded 3. confused 4. refused

問2 Why did the researchers build the resilience score?

1. To find out why diets differ among cultures.
2. To show that age does not affect infections.
3. To measure how well a person's gut community may help recovery from illness.
4. To identify the single bacterium that causes colds.

問3 What is the resilience score?

1. A count of the bacterial species in a village.
2. A single number that sums up how varied and stable a person's gut microbes are.
3. A record of how many illnesses a person has had.
4. A list of foods that improve gut health.

問4 How did the team check that the score was meaningful?

1. They showed that older volunteers had higher scores than younger volunteers.
2. They asked volunteers to rate their own health each year.
3. They repeated the same test on the same samples ten times.
4. They compared scores with later hospital visits, with long-lived villagers, and with sick leave in another group.

問5 What did the study find about sleep?

1. Regular bedtimes were linked to higher scores, even when meals were similar.
2. Sleeping longer matters more than going to bed at a regular time.
3. Diet matters less than the number of hours slept.
4. Irregular sleepers ate more fibre.

大問 II

Read the following passage and answer the questions that follow.

Most students believe that the best way to prepare for an exam is to read the material again and again. A new study has (A) that this popular habit may be a poor investment. For the study, researchers at Corvallis University asked 120 first-year students to read a 600-word passage about volcanoes. "Ours is the first (B) comparison of re-reading and self-testing in a university classroom," said psychologist Dr. Hannah Reiss, who led the project.

It has long been known that people forget new material quickly, and that cramming the night before an exam works only for a short time. Teachers have therefore tried many remedies, from colour-coded notes to longer lectures. But research now suggests that the key is not how often students see information but how they use it.

In the experiment, the students were split into two groups of 60. Group A read the passage a second time for ten minutes, (C) Group B closed the book and wrote down everything they could remember. Both groups then took a test five minutes later and returned one week later for a second test.

The results surprised the researchers. On the first test, the re-readers did better, recalling 83 percent of the key facts compared with 74 percent for the self-testers. They also felt far more confident, rating their own knowledge 7.8 out of 10 against 5.1 for the other group. One week later, however, the pattern reversed: Group B remembered 64 percent of the facts, but Group A remembered only 42 percent.

Reiss believes that re-reading creates an illusion of knowing. A page that has been seen before feels familiar, and familiar text is easy to read, so students mistake ease for learning. Trying to recall information is harder and sometimes frustrating, but the effort of pulling facts out of memory helps (D) the traces that hold them. Self-testing also gives learners honest feedback about their own (E), showing them what they do not yet know.

Reiss does not claim that re-reading is useless; a quick second look can help just before an exam. She recommends that students close their books after each chapter and write down what they remember. "It feels worse while you are doing it," she said, "and works better afterwards." The team now plans to test whether the same advice helps school children, whose study habits are still forming.

問1 Choose the best word from the list to fill in blanks (A)～(E) and write the number in the space on the answer sheet.

(A)

1. resembled 2. demonstrated 3. concealed 4. requested

(B)

1. careless 2. accidental 3. controlled 4. optional

(C)

1. while 2. unless 3. until 4. because

(D)

1. borrow 2. dissolve 3. predict 4. strengthen

(E)

1. pressure 2. fashion 3. progress 4. luggage

問2 According to the text, why did the re-readers feel so confident?

1. They had received feedback from the teacher.
2. The material felt familiar and easy, which they mistook for learning.
3. They had scored higher after one week.
4. They had spent more time studying than the other group.

問3 What does Reiss recommend?

1. Reading each chapter three times.
2. Studying only on the night before an exam.
3. Avoiding any form of re-reading.
4. Closing the book and writing down what you remember.

問4 What was surprising about the results?

1. Group A forgot all the facts within a week.
2. Both groups produced exactly the same scores.
3. Group B did worse at first but better after a week, while Group A felt more confident throughout.
4. The self-testers rated their own knowledge higher at first.

問5 According to the text, what is one possible reason self-testing works better?

1. The effort of retrieving information strengthens memory.
2. It is more enjoyable than reading.
3. It takes much less time.
4. It shows students the teacher's marking style.

大問III

Read the following passage and answer the questions that follow.

In many countries, giving blood is a quiet public duty. Nobody is paid, nobody is thanked in the street, and yet hospitals depend on the supply. In 1971 the economist Lena Hartmann argued that a nation that pays for blood risks losing something that money cannot replace.

Some economists find this arrangement puzzling. If a good is scarce and valuable, they say, the sensible response is to pay for it. Higher prices would bring more donors, shortages would disappear, and nobody would be harmed. (A) because the donor chooses freely and the patient receives safe blood.

But what is troubling about putting a price on blood? What is the problem X? Why shouldn't donors be paid like any other workers?

Hartmann's answer was that payment changes the meaning of the act. When money enters, people who once gave out of concern for strangers begin to ask what they will receive. Worse, those most willing to sell are often the ones who most need the money, and some may hide illnesses to avoid being turned away. In several countries paid donation has (B) a rise in contaminated supplies.

Supporters of payment reply that modern screening makes such risks small. They add that unpaid systems (C) shortages whenever demand rises sharply, as it did during the pandemic.

A middle path may exist. Several hospitals now thank donors with a day off or a small gift card

instead of cash. Such rewards are harmless, defenders say, (D) the amount stays small enough that no one gives blood only for the prize. Critics reply that the line between a thank-you and a wage is hard to draw.

Blood is not like other goods. It comes from a living body and carries a stranger's hope. To ask whether it should be sold is to ask whether some things should stay outside the market —or whether, as one broker is said to have claimed, blood is simply (E).

Choose the most appropriate option from the ones given below and write the number in the space on the answer sheet.

A Choose the best phrase to fit blank (A).

1. No one would agree
2. This seems reasonable
3. It has already failed
4. Nobody is surprised

B Choose the best phrase to fit blank (B).

1. been absent from
2. been proud of
3. been used to
4. been followed by

C Choose the best phrase to fit blank (C).

1. hope for
2. look after
3. suffer from
4. answer for

D Choose the best phrase to fit blank (D).

1. as long as
2. in case of
3. on behalf of
4. more than

E Choose the best phrase to fit blank (E).

1. a symbol of kindness
2. a product like any other
3. a sacred duty of citizens
4. a danger to the poor

X Finish the question by filling in blank X with fewer than eight words to best fit the context of the passage.

Writing Question In your opinion, should people be paid for donating blood or other materials from the human body? Give reasons and examples. Answer in English. (解答欄：約19.5cm × 11行)

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