

英 語

金沢医科大学医学部 2026 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。
2026 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・町は架空です。

試験時間の目安：60 分

大問	ページ	時間配分の目安
大問①（本文＋図・12 問）	2	10 分
大問②（長文・16 問）	5～	25 分
大問③（長文・14 問）	8～	20 分（見直し 5 分）

注意事項

1. 問題は大問①～③の全 3 題（解答番号 1～42）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。
2. 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。
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。

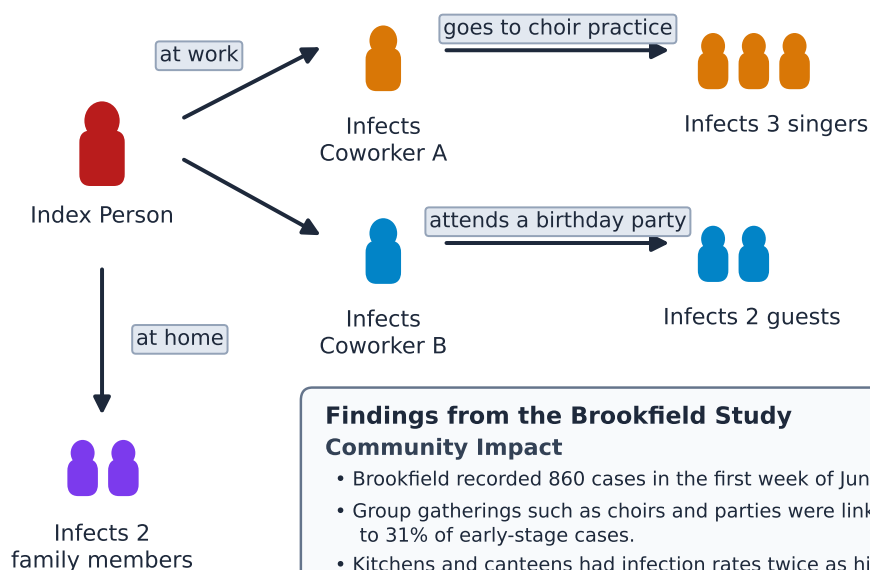
大問① 感染の連鎖（本文＋図）

（本文・図は架空の町についての TMPS オリジナルです）

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

¶1 When people [1] a stomach bug, they often keep their usual [2] without realizing that they are infectious. A recent survey of residents of the town of Brookfield showed that 52% of the people who fell ill kept [3] to work or school [4] the first day of symptoms. This can pass the illness to others very quickly. The germs [5] easily from hand to hand when people shake hands, share food, or [6] in crowded rooms. They can also be passed on by touching [7] such as door handles, tables, or phones, or by eating food prepared by someone who is [8] with the illness.

¶2 The diagram shows how one person with a stomach bug (Index Person) in the town of Brookfield unknowingly started a chain of infections that eventually reached nine other people. On the first Monday of June, a cook went to work while infected and passed the illness to two coworkers. Over the next few days, one of those coworkers went to choir practice and spread the illness to some of the singers. The other coworker attended a birthday party, where more people became ill. The cook later passed the illness to two family members.



Findings from the Brookfield Study

Community Impact

- Brookfield recorded 860 cases in the first week of June.
- Group gatherings such as choirs and parties were linked to 31% of early-stage cases.
- Kitchens and canteens had infection rates twice as high as offices.

Transmission Timing

- 40% of transmissions happened before symptoms were noticed.
- Most people became contagious 1 day before they felt sick.
- The illness spread fastest during the first 2 days of symptoms.

¶3 The Brookfield Health Office believes that about 60% of new cases that week could be traced to this one cook. This example shows how quickly a stomach bug can spread through everyday contact when people do not stay home in the early stages of their illness.

Choose the most appropriate answer from the Word Box for each blank. Use each word only once.

Word Box

- ① spread ② recover ③ surfaces ④ gather ⑤ decrease ⑥ develop
⑦ throughout ⑧ going ⑨ infected ⑩ rarely ⑪ schedule ⑫ avoid

1 [1]

2 [2]

3 [3]

4 [4]

5 [5]

6 [6]

7 [7]

8 [8]

9 What occurred first in the timeline of infections as described in the passage?

- ① A coworker went to choir practice.
- ② Several guests at a party became ill.
- ③ A cook with a stomach bug went to work.
- ④ Two family members visited a restaurant.
- ⑤ A father was infected by his children.
- ⑥ A coworker attended a birthday party.

10 Which THREE statements are supported by the diagram and its written information?

- ① Brookfield recorded fewer than 500 cases in the first week of June.
- ② The cook may have spread the illness before feeling sick.
- ③ Most infected people were members of the choir.
- ④ Kitchens and canteens had higher infection rates than offices.
- ⑤ The party guests were infected before the coworker was.
- ⑥ Group gatherings were connected to some early infections.
- ⑦ The illness spread fastest 4 to 5 days after the first symptoms.

11 Based on the passage, what can be inferred about what people should do when they first feel unwell?

- ① They should wait until symptoms become severe before resting.
- ② They should take medicine every day to prevent the illness.
- ③ They should stay away from work, school, and gatherings until they recover.
- ④ They should avoid eating food prepared at home.
- ⑤ They should tell their local doctor about every person they met.

12 Choose the best title for the passage.

- ① The Best Foods for a Healthy Stomach
- ② A Short History of Restaurants in Brookfield
- ③ How One Sick Cook Set Off a Chain of Infections
- ④ Why Choirs Are Dangerous for Your Health
- ⑤ Understanding Medicines for Stomach Illness

大問② 人はなぜ助けを求めないのか

(本文は架空の研究についての 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. Blanks in the passage indicate missing information.

¶1 Imagine you are standing on a train platform in a city you do not know, unable to read the signs. A kind stranger is probably within a few meters of you, yet many of us would rather (a) approach nobody than risk a refusal. Although the colleague who once asked us for directions, the neighbor who borrowed our ladder, and the stranger who needed to use our phone have all faded from memory, we can easily recall the day when we were too shy to ask for something small.

¶2 Research across psychology has repeatedly shown that asking for help is good for us. People who ask for advice make better decisions, and those who feel able to rely on others report lower stress. As a result, we might expect people to (1) go out of their way to ask for help whenever they need it. In practice, however, most of us put up with problems for far longer than necessary.

¶3 In a recent paper, we examined how often people avoid asking for help and why. In a series of studies involving more than 1,800 participants, we found that people are surprisingly (b) reluctant to ask, although there are ways of managing that feeling. We began by surveying 200 office workers about the previous month. A large majority (84 percent) named a task for which they would have liked help but had not asked anyone. When we asked whether they would ask a colleague now, they were neutral, and they were even less willing to do so in the following week. It is not that people dislike helping others; rather, they are hesitant to [1] a request in the first place.

¶4 To explore this hesitation, we asked the same workers about the [2] of asking. They had many concerns, but they worried most that a request would be an (2) inconvenience for the colleague, and that they would look less capable as a result. In other words, people seemed to see asking as a burden on the helper. However, this worry is probably unnecessary: when we asked a separate group of 180 people to imagine being asked for help by a friend, most said they would feel glad to help and flattered to be trusted.

¶5 To investigate further, we ran two experiments with more than 900 people to see whether we could encourage them to make a real request. This proved surprisingly hard, even though we made it as easy as possible. We recruited only people who had a task they truly wanted help with and who trusted a particular colleague. We gave them their colleague's contact details, and we allowed them a few minutes to write the request. Despite these supportive conditions, fewer than half of the participants sent it. Those who did send it reported feeling better right afterward than those who did not.

¶6 We then tried to make the task easier in several other ways. We told some participants not to think too hard and simply to press "send." We told others that most people enjoy helping, and asked them to imagine how pleased their colleague would feel. We tried to [3] the fear of looking incapable by suggesting that participants should not expect a perfect answer and should feel proud of having asked at all. Others were encouraged to (3) shrug off a refusal if it came, because it would say little about them.

¶7 None of these ideas worked. Nothing we tried raised the number of people who made a request. However, we realized that people might also be misjudging the effort involved for the helper. So we asked 120 people to imagine needing various small favors, such as lending a pen, checking a page of writing, or giving directions, and to guess how much effort a helper would spend on each. We also asked another 120 people who had actually done these favors for others how much effort they had spent. The guesses were about twice as high as the real reports, and the favors seemed far more (4) daunting in the imagination than in practice.

¶8 However, here is the good news. One of us had worked on a method known to ease the fear of approaching strangers, and we decided to adapt it to the case of asking for help. We asked some participants to complete a short warm-up in which they made a few small requests, such as asking a classmate what time it was. Others, our control group, simply looked at a map. Afterward, we asked everyone to make a real request to a colleague. About a third of the control group did so, in line with our earlier findings, but nearly half of the warm-up group did. We think that practicing small requests showed people how easy it is to ask and how kindly others respond. Helpers are often more (c) generous than we think. Asking can feel risky, and many of us expect to be judged. [4], a request often makes the helper feel trusted, and it may be easier to make after some practice.

For each underlined word, identify its most stressed vowel and choose one word from the Word Box with the same vowel pronunciation.

Word Box

- ① boat ② ship ③ cat ④ book ⑤ moon ⑥ face
⑦ bed ⑧ house ⑨ tea ⑩ bus ⑪ fur ⑫ night

13 (a) approach

14 (b) reluctant

15 (c) generous

16 Choose the MAIN VERB as used in the underlined sentence in paragraph 1.

- ① asked ② have ③ faded ④ needed ⑤ were ⑥ recall ⑦ borrowed ⑧ ask ⑨ be
⑩ use

Choose the answer that is closest in meaning to each word or phrase as used in the passage.

17 (1) go out of their way

- ① make a special effort
② lose their direction
③ take a longer route
④ refuse politely
⑤ avoid trouble

18 (2) inconvenience

- ① benefit ② pleasure ③ surprise ④ trouble ⑤ habit

19 (3) shrug off

- ① remember carefully ② argue about ③ treat as unimportant ④ prepare for ⑤ report to others

20 (4) daunting

- ① boring ② cheap ③ simple ④ familiar ⑤ frightening

Choose the most appropriate answer for each blank.

21 [1]

- ① grant ② cancel ③ explain ④ make ⑤ remember

22 [2]

- ① benefits ② timing ③ downsides ④ history ⑤ rules

23 [3]

- ① increase ② hide ③ ease ④ prove ⑤ copy

24 [4]

- ① Even so ② Otherwise ③ As a result ④ In other words ⑤ For example

25 What were the findings of the study involving 200 office workers? Choose TWO answers.

- ① Workers asked for help more often by e-mail than by phone.
② Most workers believed that a request would bother their colleagues.
③ Workers were confident that they would be asked for help soon.
④ Many workers had recently wanted help without asking for it.
⑤ Workers felt that asking for help showed confidence.

26 In paragraph 5, the underlined phrase “these supportive conditions” refers to all of the following EXCEPT:

- ① telling participants that most people enjoy helping
② selecting participants who had a task they truly wanted help with
③ choosing participants who trusted a particular colleague
④ providing the colleague’s contact details
⑤ giving participants time to write the request

27 In paragraph 7, by asking participants how much effort each favor would take, the researchers hoped to _____.

- ① identify which favors people find most enjoyable
② compare the effort that askers expect with the effort that helpers actually spend
③ confirm that people prefer helping strangers to friends
④ measure how quickly different favors can be done
⑤ show that helpers become tired over time

28 According to the last paragraph, people are more likely to ask for help when they _____.

- ① expect that the helper will say yes
② feel sure that nobody will be watching
③ have recently practiced making small requests
④ are given extra time to write the request
⑤ have been told that asking shows confidence

大問③ 古い葉の束と謎の斑点

(本文は架空の人物と研究についての 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.

¶1 In 2002, researchers from Dunmore University asked the museum of the village of Tarrow for a small bundle of leaves that had been sitting in a school cupboard since 1872. The leaves had been gathered by Evelyn Crane, a teacher who, in the middle of the nineteenth century, kept some of the most careful records of village life ever made. They did not come from a famous collection. They came from an (a) orchard behind the school, and they turned out to be scientifically valuable.

¶2 Crane (1) meticulously recorded the weather, the date of the first frost, the arrival of the swallows, and the weight of each year's apple harvest. She also noticed what others overlooked. In the wet summer of 1871, the leaves of the school orchard grew dark spots, and by autumn many trees had lost their fruit. The villagers blamed an early frost, but Crane's own notes showed that the weather had been mild.

¶3 Crane suspected that the (b) disease was caused by something living. The spots first appeared on the lower leaves, then climbed the trunk, tree by tree, along the rows. Frost would have struck all the trees at once. She asked her neighbors about it, but they were (2) baffled by the question, because they saw nothing odd in the pattern. That did not add up.

¶4 Crane guessed that a tiny organism was moving from tree to tree, and this idea led her to wonder whether a (c) microscope would reveal it. She sent a bundle of leaves to a professor in the county town, who (3) dismissed her idea after one afternoon of looking. He saw nothing but ordinary leaf cells and wrote that the trouble must be the weather after all.

¶5 The professor was wrong, but he could not have known better. The microscopes of his day could not show the tiny threads of a fungus inside a leaf. Today we know that many plant diseases are caused by fungi, which spread by spores, tiny cells carried by wind and water. A spore lands on a leaf and grows into threads that feed on the living tissue. Different fungi leave different marks: rusts produce orange spots, mildews coat leaves with white powder, and scabs cause dark patches. Because each kind of fungus damages a leaf in its own way, the pattern of damage often points to the culprit.

¶6 Crane's leaves proved useful because a fungus leaves traces of its DNA on the tissue it attacks. By 2002, a technique for copying DNA known as PCR had advanced so far that even a speck of old leaf could provide enough genetic material to be read. Using it, the Dunmore researchers extracted DNA from the dark spots and found that the damage had indeed been caused by a fungus, the same one that attacks orchards in the region today.

¶7 Crane herself had hinted at this finding. While her neighbors saw only frost, she noted that similar spots had appeared the following spring on her brother's trees at a farm twelve miles away, where there had been no frost at all. Fittingly, it is not the professor but Crane whom local farmers remember: they still call the disease "Crane's spot."

For each underlined word, identify its most stressed vowel and choose one word from the Word Box with the same vowel pronunciation.

Word Box

- ① pen ② fish ③ sun ④ cap ⑤ bird ⑥ rain
⑦ horse ⑧ key ⑨ kite ⑩ moon ⑪ cow ⑫ foot

29 (a) orchard

30 (b) disease

31 (c) microscope

Choose the answer that is closest in meaning to each word or phrase as used in the passage.

32 (1) meticulously

- ① carefully ② quickly ③ secretly ④ proudly ⑤ loudly

33 (2) baffled

- ① amused ② annoyed ③ confused ④ informed ⑤ frightened

34 (3) dismissed

- ① punished ② greeted ③ promoted ④ rejected ⑤ forgot

35 According to paragraph 3, what made Crane suspect a living cause?

- ① The spots appeared on every tree on the same day.
② The spots moved from tree to tree along the rows.
③ The leaves turned dark only after the first frost.
④ Her neighbors reported spots on their own trees first.
⑤ The spots disappeared in wet weather.

36 In paragraph 3, what does the author mean by “That did not add up”?

- ① Crane could not count the trees that were affected.
② The harvest weights had been recorded wrongly.
③ Crane’s own theory seemed too complicated.
④ The neighbors had counted too few trees.
⑤ The villagers’ explanation did not fit what Crane had observed.

37 What conclusion did the professor reach after examining the leaves?

- ① A living organism too small to see was destroying the trees.
② Crane had recorded the weather wrongly.
③ The damage had probably been caused by the weather.
④ The orchard should be cut down.
⑤ The leaves had been stored incorrectly.

- 38 All of the following are stated in paragraph 5 as characteristics of fungi or spores EXCEPT:
- ① Fungi spread by means of spores.
 - ② Spores are carried by wind and water.
 - ③ Fungi feed on the living tissue of leaves.
 - ④ Spores can survive for many years inside dry leaves.
 - ⑤ Different fungi leave different marks on leaves.
- 39 Which choice best expresses the essential meaning of the underlined sentence in paragraph 6?
- ① PCR allowed a very small sample to supply enough DNA for analysis.
 - ② PCR replaced microscopes in plant research.
 - ③ PCR made sure that the old leaves would not decay during testing.
 - ④ PCR let researchers compare Crane's leaves directly with living trees.
 - ⑤ PCR removed the need to collect any samples.
- 40 What did the DNA study reveal about the disease in Crane's orchard?
- ① The fungus belonged to a species that no longer exists.
 - ② The spots had been caused by frost after all.
 - ③ The fungus had been brought to the village by birds.
 - ④ The leaves had been infected by the same fungus that attacks orchards today.
 - ⑤ The damage had come from poor soil.
- 41 In paragraph 7, it is suggested that Crane's brother _____.
- ① believed that frost caused the damage
 - ② had seen similar damage on trees at another farm
 - ③ had been asked to examine the leaves
 - ④ was interested mainly in birds
 - ⑤ disagreed with Crane's theory
- 42 What can be inferred about the local name "Crane's spot"?
- ① It shows that Crane named the fungus herself.
 - ② It suggests that the professor's work is still widely respected.
 - ③ It shows that farmers ignore scientific names.
 - ④ It reflects the village's habit of naming diseases after the weather.
 - ⑤ It implies that local people came to value Crane's observations.

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