

英語：川崎医科大学医学部 2026年度型 そっくり 類題セット

試験時間の目安：80分（配点100点相当・全40問マークシート方式）

＊ **ご利用上の注意**：本問題セットは川崎医科大学の実際の入試問題ではありません。同大学の出題形式（大問Ⅰ～Ⅲの3題構成・全40問の4択マーク方式）をもとに、TMPS医学館が独自の題材・英文・設問で作成したオリジナル演習問題です。本文中に登場する人物・団体・実験設定は演習用に構成されたものです。

大問	出題形式・テーマ	設問番号（解答番号）	時間配分の目安
大問Ⅰ	短文・対話文の空所補充（文法・語法・語彙・イディオム）	問1～問18（①～⑱）	18分
大問Ⅱ	長文読解（認知心理学：環境手がかりと無意識の行動変容）	問19～問31（⑲～㉓）	35分
大問Ⅲ	長文読解（医療組織の意思決定：自尊心の克服と最善策の選択）	問32～問40（㉔～㉔）	27分

大問Ⅰ：短文・対話文の空所補充（問1～問18）

問1～問18について、(①)～(⑱)に入れるのに最も適当なものを(a)～(d)のうちから一つずつ選べ。

問1 A: How soon can you submit the revised clinical report? The director is waiting for it.

B: (①) five o'clock. I will send it to her desk right after I check the final figures.

- (a) By (b) Until (c) During (d) Since

問2 In case the main server (②) down during the night shift, please keep printed copies of the patient schedules on hand.

- (a) went (b) will go (c) goes (d) going

問3 The ethical regulations applied to medical research are much stricter than (③) of ordinary commercial surveys.

- (a) ones (b) these (c) that (d) those

問4 Our team is planning to (④) a visit to our retired professor next Sunday to thank him for his guidance.

- (a) make (b) pay (c) hold (d) take

問5 Most specialists strongly recommend (⑤) an annual health checkup even if you feel completely healthy.

- (a) take (b) to take (c) taking (d) being taken

問6 There is a growing (⑥) that this new vaccine will significantly reduce seasonal infections among children.

- Ⓐ possibility Ⓑ capacity Ⓒ punctuality Ⓓ neutrality

問7 (⑦) emergency triage, Dr. Sato is widely regarded as the most reliable physician in our hospital.

- Ⓐ On behalf of Ⓑ In place of Ⓒ By means of Ⓓ When it comes to

問8 The young researcher donated (⑧) little free time he had on weekends to volunteering at a local clinic.

- Ⓐ whose Ⓑ which Ⓒ what Ⓓ how

問9 All the nurses in this ward take great pride (⑨) maintaining a warm and safe environment for patients.

- Ⓐ at Ⓑ in Ⓒ of Ⓓ with

問10 The newly proposed guideline was not approved by the committee, (⑩) was it supported by the local medical association.

- Ⓐ as Ⓑ but Ⓒ nor Ⓓ so

問11 A: Our ambulance crew was called out four times in (⑪) last night.

B: You must be exhausted. Please get some rest before the afternoon briefing.

- Ⓐ a flow Ⓑ a row Ⓒ a circle Ⓓ a step

問12 You must not let mild dehydration go (⑫) in elderly patients, because their condition can deteriorate rapidly.

- Ⓐ treating Ⓑ untreating Ⓒ treated Ⓓ untreated

問13 Working long hours without breaks, the intern became increasingly (⑬) of his own sleeping habits.

- Ⓐ protective Ⓑ negligent Ⓒ mindful Ⓓ fond

問14 The chief pharmacist suggested to the resident that he (⑭) the dosage twice before signing the prescription.

- Ⓐ verify Ⓑ verifies Ⓒ will verify Ⓓ verified

問15 Critics expected the new hospital wing to run over budget. (⑮), construction was completed three weeks early and at a lower cost.

- Ⓐ That is to say Ⓑ In addition Ⓒ On the contrary Ⓓ For instance

問16 A: Now that everyone has had a cup of coffee, shall we (⑯) to business?

B: Certainly. Let's review the agenda for next month's conference.

- Ⓐ get down Ⓑ look up Ⓒ put off Ⓓ turn away

問17 She (⑰) disclosed the test results in the hallway. Her careless remark upset the patient's family.

- Ⓐ shouldn't have Ⓑ had better have Ⓒ ought to have Ⓓ might not have

問18 At the orientation session, the mentor shared an amusing episode from his student days to (⑱) and help the newcomers relax.

- Ⓐ hit the ceiling Ⓑ spill the beans Ⓒ break the ice Ⓓ burn the midnight oil

大問Ⅱ：長文読解 — 認知心理学と環境手がかり（問19～問31）

問19～問31について、次の英文を読み、最も適当なものを ㉑～㉔ のうちから一つずつ選べ。

For decades, psychologists studying human perception relied almost exclusively on direct self-reports. Researchers would show participants an image or a word and simply ask them to describe what they felt or what memories came to mind. By counting the most common answers, scientists mapped out conscious mental associations. In recent decades, however, cognitive scientists discovered that subtle cues in our surroundings can shape our perceptions and behaviors long before we consciously notice them. If you have just been shown pictures of winter landscapes, you are temporarily more likely to fill in the incomplete word CO_T as COAT rather than COST. The (㉑) would naturally occur if you had just been reading a financial newspaper about rising prices. Psychologists refer to this unconscious readiness as *contextual priming*.

Contextual priming operates across multiple senses. If the concept of WINTER is active in your mind—whether or not you are aware of it—you will be faster than usual to identify clothing-related words even when they are flashed briefly on a dim screen or spoken in a noisy room. Moreover, a single activated concept does not remain isolated; it sends out subtle signals to neighboring concepts such as snow, fireplace, scarf, and hot tea. Like echoes in a canyon, mental activation travels outward through a web of connected ideas. Tracing these echoes has become a central theme in modern experimental psychology.

Even more surprising was the discovery that subtle cues do not merely influence word recognition; they also guide physical actions without our knowledge. In a well-known study conducted at a university in Chicago, behavioral researchers invited undergraduate students to test a new set of headphones. While listening to recorded music, one group of students was asked to nod their heads up and down—a movement associated with agreement—supposedly to check whether the headphones stayed in place during exercise. Another group was asked to shake their heads from side to side. Afterward, all participants were asked to walk to a desk across the room and pick up a free gift pen—either a simple, practical pen they had just heard praised on the recording or a bulky, inconvenient pen. Evaluating how the head movements affected their actual choice at the desk was the true purpose of the study. As the researchers had anticipated, the students who had nodded up and down chose the praised pen far more frequently than those who had shaken their heads.

This phenomenon involves two distinct steps: first, a physical gesture activates an internal attitude of agreement or disagreement; second, that attitude guides an actual decision. Remarkably, all of this unfolds outside conscious awareness. When interviewed after the session, not a single student suspected that the headphone test was connected to their choice of pen, and all of them insisted that they had chosen the pen purely on its merits. Reading about this experiment may influence you as well: you might find yourself nodding slightly as you follow this explanation—(㉒) you happen to be skeptical of psychology experiments, in which case you might fold your arms instead.

The link between bodily posture and mental state also functions in the reverse direction. An experiment carried out at a research institute in Zurich was the (㉓) of the Chicago headphone study. Participants were first exposed to positive, encouraging words on a screen for three minutes, while a control group viewed neutral geometric shapes. When their posture was measured afterward with hidden sensors, those who had read the encouraging words stood noticeably straighter—expanding their posture by roughly 25 percent compared to their baseline—and reported higher confidence when tackling a difficult

puzzle. Mutual reinforcement binds mind and body together: adopting an upright posture makes you feel more confident, and feeling confident will in turn (31) of an upright posture.

問19 According to the passage, how did psychologists typically investigate human perception in the past? (19)

- (a) By measuring how quickly people could read financial newspapers
- (b) By asking participants to report what thoughts or feelings were evoked
- (c) By recording brain waves while participants slept in a dark room
- (d) By observing which winter clothes people preferred to buy

問20 Choose the most appropriate word to fill in (20).

- (a) opposite (b) accident (c) exception (d) reward

問21 What happens when the concept of WINTER is active in a person's mind? (21)

- (a) They feel physically colder and immediately put on a heavy coat.
- (b) They forget words related to money and prices altogether.
- (c) They recognize words related to clothing quickly even under unclear conditions.
- (d) They become unable to hear conversations in a noisy environment.

問22 What does the underlined phrase these echoes refer to? (22)

- (a) Loud sounds used by researchers during the headphone experiment
- (b) Memories of childhood winters that suddenly return in adulthood
- (c) Acoustic equipment installed in modern psychology laboratories
- (d) Mental activation spreading from one concept to related concepts

問23 What were the participants in the Chicago study initially told to do while wearing headphones? (23)

- (a) To repair broken headphones using simple tools
- (b) To move their heads in a specific way while listening to audio
- (c) To write an essay evaluating the quality of recorded music
- (d) To design a new advertisement for a practical gift pen

問24 What was the researchers' real focus in the Chicago experiment? (24)

- (a) Whether the headphones remained comfortable during vigorous exercise
- (b) How long the batteries in the wireless headphones lasted
- (c) How the participants' head movements influenced their subsequent selection of a pen
- (d) How fast the students could walk from the chair to the desk across the room

問25 What was observed among the students who had nodded their heads up and down? (25)

- (a) They complained that the music was too loud to concentrate.
- (b) They were much more likely to select the pen recommended in the recording.
- (c) They refused to take either pen because both looked inconvenient.
- (d) They asked the researchers for permission to keep the headphones.

問26 What can be said about the phenomenon demonstrated in the Chicago study? (26)

- (a) It shows that bodily movements can unconsciously shape attitudes and choices.
- (b) It proves that people only follow advice when they are consciously aware of it.
- (c) It indicates that undergraduate students rarely care about the quality of pens.
- (d) It demonstrates that audio recordings are less persuasive than written texts.

問27 How did the students respond when questioned after the Chicago experiment? (27)

- Ⓐ They admitted that they had chosen the pen because of their head movements.
- Ⓑ They noticed the hidden purpose of the headphone test right away.
- Ⓒ They believed their choice of pen had nothing to do with the headphone task.
- Ⓓ They felt dissatisfied with both pens offered at the desk.

問28 Choose the most appropriate word to fill in (28).

- Ⓐ because Ⓑ unless Ⓒ since Ⓓ while

問29 Choose the most appropriate phrase to fill in (29).

- Ⓐ mirror image Ⓑ rough draft Ⓒ final warning Ⓓ common error

問30 What happened to the participants who viewed encouraging words in the Zurich experiment? (30)

- Ⓐ Their posture became noticeably more upright by about a quarter compared to baseline.
- Ⓑ They were asked to walk around the laboratory for three minutes.
- Ⓒ They solved the puzzle 25 percent faster than the researchers themselves.
- Ⓓ They recognized geometric shapes more accurately than words.

問31 Choose the most appropriate phrase to fill in (31).

- Ⓐ erase the memory Ⓑ reinforce the habit Ⓒ reduce the height Ⓓ conceal the truth

大問 III：長文読解 — 組織の意思決定とエゴの克服（問32～問40）

問32～問40について、ある医療経営コンサルタントが書いた次の英文を読み、最も適当なものを Ⓐ～Ⓓ のうちから一つずつ選べ。

Several years ago, in Boston, after I had delivered a keynote lecture on leadership in healthcare organizations, a senior surgeon approached me near the stage. The symposium had run behind schedule and I urgently needed to catch the evening train, which I politely explained to her. Without hesitation, she offered to share a taxi to the station if she could pick my brain during the fifteen-minute ride.

Once we were inside the cab, she began explaining a critical dilemma she was facing at her university hospital. She was one of two finalists to become the next director of the emergency department, and the hospital board had asked both candidates to propose a new patient-admission workflow. She described her proposal in detail. Although her plan was technically sophisticated and addressed the hospital's bottlenecks, it required expensive new software and carried a high risk of staff confusion during the transition. However, there was another proposal on the table—one that used existing tools, cost far less, and was much easier for nurses to implement immediately. Objectively speaking, it was the superior plan. The only catch was that it had been proposed by her competitor.

As she continued talking, she spent most of the ride justifying her own design, trying to convince me—and herself—that the complex software was worth the risk. Yet the more she argued, the clearer it became that she already knew her plan was not the most practical choice for the hospital. Her pride was standing in the way of her judgment. She simply could not bring herself to (34) it.

Many talented professionals fall into the exact same trap: they equate their personal value with winning every argument. Rather than lecturing her, I told her about a painful lesson from my own early career. For years, I believed that if the winning strategy in a meeting did not come from me, I would seem replaceable. I had my professional identity wrapped up in being the smartest person in the room.

It wasn't [I realized / that / leading / I started / how misguided / until / a clinic] I had been. When patients' well-being and an entire team's morale rest on your decisions, you stop worrying about whose idea wins and start focusing on what actually works. The moment I let go of my need to win arguments, our clinical outcomes improved dramatically. I stopped caring about claiming the (㉟-A); I cared only about achieving the (㉟-B).

"Suppose you were going to be a patient in that emergency room tomorrow," I asked her as the taxi pulled up to the station. "Which workflow would you want the hospital to use?"

She looked out the window in silence for a few seconds. "Thank you," she said quietly. "I know what I have to do."

Two months later, I received an email from her. "I was appointed director of the department!" she wrote. "It was a tough pill to swallow, but at the final presentation I withdrew my plan and endorsed my colleague's workflow. When the hospital board saw that I could set aside my personal ambition and prioritize patient safety—even when it meant praising the person competing against me—they knew I was ready to lead the department."

問32 What does the underlined phrase pick my brain mean in this context? (㉟)

- ㉟ a To test the writer's medical knowledge with a quiz
- ㉟ b To obtain advice and insights from the writer
- ㉟ c To persuade the writer to work at her hospital
- ㉟ d To criticize the lecture the writer had just given

問33 Which of the following is true about the surgeon's original proposal? (㉟)

- ㉟ a It was intricate, costly, and involved a high risk of operational confusion.
- ㉟ b It relied on existing hospital tools and required almost no budget.
- ㉟ c It was much simpler for nurses to carry out than her competitor's plan.
- ㉟ d It was rejected by the nurses before the board meeting took place.

問34 Choose the most appropriate word to fill in (㉟).

- ㉟ a boast ㉟ b admit ㉟ c forbid ㉟ d demand

問35 How did the writer help the surgeon reflect on her situation? (㉟)

- ㉟ a He redesigned her software proposal so that it would cost less money.
- ㉟ b He shared his own past mistake of clinging to pride and how he overcame it.
- ㉟ c He promised to call the hospital board and recommend her for the position.
- ㉟ d He advised her to point out the flaws in her competitor's workflow.

問36 What did the writer mean by saying I had my professional identity wrapped up in being the smartest person in the room? (㉟)

- ㉟ a His sense of self-worth depended entirely on having his own ideas prevail.
- ㉟ b He always preferred working alone in a closed room rather than in a team.

- ③ He hid his true identity from his colleagues to avoid unnecessary conflict.
 ④ He was confident that no one else in the clinic had sufficient experience.

問37 Choose the most appropriate combination of (X) and (Y) when you complete the sentence by arranging the words and phrases in the brackets:

It wasn't [I realized / that / leading / I started / how misguided / until / a clinic] I had been.

It wasn't [(1) (2) (X) (4) (5) (Y) (7)] I had been. (37)

- ① (X) a clinic (Y) how misguided
 ② (X) I started (Y) that
 ③ (X) leading (Y) I realized
 ④ (X) how misguided (Y) leading

問38 Choose the most appropriate combination of words to fill in the dual blanks of (38-A) and (38-B).
 (38)

- ① (A) credit (B) results
 ② (A) results (B) credit
 ③ (A) equipment (B) schedules
 ④ (A) schedules (B) equipment

問39 What was a tough pill to swallow for the surgeon? (39)

- ① Catching the evening train after a long symposium
 ② Stepping back from her own proposal and supporting her rival's plan
 ③ Accepting the heavy responsibilities of department director
 ④ Learning how to operate the expensive new hospital software

問40 Why did the hospital board select her as the new department director? (40)

- ① Her software design proved to be cheaper than her rival's after a second review.
 ② She showed that she valued the hospital's and patients' best interests above her own ego.
 ③ The writer sent a formal letter of recommendation praising her surgical skills.
 ④ Her competitor decided to withdraw from the selection process at the last minute.

そっくり類題セット 解答一覧・解説ページのご案内

本類題セットの各設問は、川崎医科大学 医学部 英語の出題構成および文法・読解の着眼点と1対1で対応しています。本試験の詳細解説とあわせて復習にご活用ください。

設問 (番号)	正解	設問 (番号)	正解	設問 (番号)	正解	設問 (番号)	正解
問1 (①)	① (By)	問11 (⑪)	② (a row)	問21 (㉑)	③	問31 (㉓)	② (reinforce the habit)
問2 (②)	③ (goes)	問12 (⑫)	④ (untreated)	問22 (㉒)	④	問32 (㉔)	②
問3 (③)	④ (those)	問13 (⑬)	② (negligent)	問23 (㉓)	②	問33 (㉕)	①

設問 (番号)	正解	設問 (番号)	正解	設問 (番号)	正解	設問 (番号)	正解
問4 (④)	Ⓑ (pay)	問14 (⑭)	Ⓐ (verify)	問24 (⑳)	Ⓒ	問34 (㉔)	Ⓑ (admit)
問5 (⑤)	Ⓒ (taking)	問15 (⑮)	Ⓒ (On the contrary)	問25 (㉕)	Ⓑ	問35 (㉙)	Ⓑ
問6 (⑥)	Ⓐ (possibility)	問16 (⑯)	Ⓐ (get down)	問26 (㉖)	Ⓐ	問36 (㉚)	Ⓐ
問7 (⑦)	Ⓓ (When it comes to)	問17 (⑰)	Ⓐ (shouldn't have)	問27 (㉗)	Ⓒ	問37 (㉛)	Ⓒ
問8 (⑧)	Ⓒ (what)	問18 (⑱)	Ⓒ (break the ice)	問28 (㉘)	Ⓑ (unless)	問38 (㉜)	Ⓐ
問9 (⑨)	Ⓑ (in)	問19 (㉑)	Ⓑ	問29 (㉙)	Ⓐ (mirror image)	問39 (㉝)	Ⓑ
問10 (⑩)	Ⓒ (nor)	問20 (㉒)	Ⓐ (opposite)	問30 (㉚)	Ⓐ	問40 (㉞)	Ⓑ

解答・解説ページ：<https://tmps-1489.com/coaching/english/kawasaki-2026/> | 誤り連絡・学習相談（公式LINE）：<https://lin.ee/rySzcDh>

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