

令和5年度
武蔵野大学

一般選抜A日程 2月5日

1時限
英語
《 60 分 》

【注意事項】

1. 問題は9ページまでです。
2. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
3. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気づいた場合は、黙って手を挙げて監督者に知らせてください。
4. 解答用紙（A）には第1志望の受験番号を記入し、受験番号の下のマーク欄にマークしてください。氏名、フリガナも記入してください。解答する時限と科目（英語）にマークしてください。正しくマークされていない場合には、採点できないことがあります。
5. 解答は、解答用紙（A）の解答記入欄にマークしてください。
例えば、

10

 と表示のある問いに対して③と解答する場合は、次の（例）のように解答番号10の解答記入欄の③にマークしてください。

（例）

解答 番号	解 答 記 入 欄										
	10	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

6. 問題冊子の余白等は適宜利用しても構いませんが、ページを切り離してはいけません。
7. 時間内に解答し終わっても、退出することはできません。
8. 途中で質問等があるときは、黙って手を挙げて監督者を呼んでください。

I 次の対話において、空欄に入れるのに最も適切なものを下記の選択肢①～④の中から 1 つずつ
選びなさい。

1 . A: How was your flight?

B: ()

- ① You're welcome.
- ② It was good.
- ③ I'm OK with that.
- ④ I don't like fighting.

2 . A: Where are you going now?

B: ()

- ① I will get there on time.
- ② I will do that tomorrow.
- ③ I'm on my way home.
- ④ I already went there.

3 . A: I don't feel good.

B: ()

A: I have a really high fever.

- ① That sounds good.
- ② Good to know that.
- ③ Are you happy?
- ④ What's wrong?

4 . A: I'm late for work.

B: ()

- ① Good timing. Keep up the good work.
- ② Come. I will give you a ride to work.
- ③ I finished work late yesterday as well.
- ④ I work for eight hours.

5 . A: I heard that you had a meeting this morning.

B: Yes. ()

- ① This is your meeting room.
- ② The meeting went really well.
- ③ I'm getting ready for the meeting.
- ④ I will have a meeting in the morning.

- 6 . A: Look! It's about to rain.
B: What! So suddenly? ()
① I don't have an umbrella with me.
② Let's go on a picnic right away.
③ I will order an umbrella tomorrow.
④ I'm looking forward to doing that.
- 7 . A: I've been waiting for that movie to come out.
B: ()
① I'm sorry for being late.
② I can't wait to see it, either.
③ Please come out here.
④ Don't wait for me.
- 8 . A: Are you free today?
B: Yes, I am. ()
A: Sounds nice.
① Do you want to go shopping?
② I have a lot of work to do.
③ Are you in trouble?
④ I am behind schedule.
- 9 . A: Your T-shirt looks nice. Where did you get it?
B: Thank you. ()
① I will get a refund.
② How did you get this T-shirt?
③ Thank you for getting me this T-shirt.
④ I made it myself.
10. A: You were on that field trip, weren't you?
B: No. ()
A: I thought I saw you there.
① Why are you asking?
② I had a great time there too.
③ I will get there soon.
④ When are you going on a field trip?

Ⅱ 次のそれぞれの英文の空欄に入れるのに最も適切な語（句）を下記の選択肢①～④の中から 1 つずつ選びなさい。

11. Part-time job (11) for our students are posted on the students' union website.
① open ② opens ③ openings ④ openly
12. The new computer will be delivered (12) 3 pm.
① until ② by ③ on ④ for
13. My grandfather told me a story (13) a woman played a clever trick.
① about ② of ③ in which ④ which
14. My smartphone is broken. I must buy (14) before going on a business trip.
① that ② it ③ one ④ itself
15. Professor Chen (15) at this university for 20 years by the end of this year.
① is working ② has worked ③ has been working ④ will have been working
16. The little boy opened the window though his mother had told him (16).
① did not do ② not do it ③ to not ④ not to
17. He is as intelligent a literary scholar (17).
① as ever lived ② who has ever lived ③ who never lived ④ as has never lived
18. (18) is interested in Japanese art is welcome to sign up for the course.
① What ② Whoever ③ Which ④ Whenever
19. Do you have an extra room to (19) me in your house by any chance?
① hire ② purchase ③ sleep ④ lend

- Ⅲ 次の文章(A)(B)の下線部 [1] ～ [10] について最も自然な英文になるよう語群①～⑤を並び替え、空欄20～39に入る番号のみを解答しなさい。なお、語群で、文頭に来る語も小文字で示してある。

(A)

Helping Disabled People to Work

There are hundreds of millions of disabled people* in the world. Despite their difficulties, disabled people [1]() (20) () (21) (). They are studying in colleges or universities. There are also special training [2]() (22) () (23) () in offices, schools, and various organizations. Many have successful careers, providing unique advantages to their companies. Many others have their own businesses.

Although the number of disabled people who are working is increasing, it is still hard for disabled people to find work. In addition, more [3]() (24) () (25) () places where they work. Technology is a key help. Some technologies [4]() (26) () (27) () people with visual, hearing, or other disabilities to handle a wide range of tasks. For instance, special software can print the contents of a computer screen so a blind person can read it. Other [5]() (28) () (29) () the screen aloud or increase the size of text. There are also keyboards which are designed for use with just one hand.

* disabled people = people with physical difficulties

[1] 20. 21.

- | | | |
|------------------|-----------|------|
| ① active members | ② be | ③ of |
| ④ want to | ⑤ society | |

[2] 22. 23.

- | | | |
|---------|-----------------------|------------|
| ① which | ② disabled people for | ③ programs |
| ④ work | ⑤ prepare | |

[3] 24. 25.

- | | | |
|-------------------|-----------|-----------|
| ① needs to | ② in the | ③ to help |
| ④ disabled people | ⑤ be done | |

[4] 26. 27.

- | | | |
|------------|---------|------|
| ① for | ② those | ③ it |
| ④ possible | ⑤ make | |

[5] 28. 29.

- | | | |
|------------|---------|--------|
| ① can | ② types | ③ read |
| ④ software | ⑤ of | |

(B)

Music-Brain Connection

Music has always been important in our lives and traditions. Now, modern research is helping us [6] () (30) () (31) (). In fields like education and healthcare, more and more benefits of playing instruments and listening to music are being discovered. Many scientists even believe that we are born with the ability to learn music, [7] () (32) () (33) (), since children without any training often make up songs while they play.

Nowadays, music is used widely for medical purposes, such as in the treatment of diseases which affect memory. The secret [8] () (34) () (35) () music. One area near the front part of our brains connects music with memories stored in two other areas of our brains. [9] () (36) () (37) () that happened years ago. For patients suffering from diseases like Alzheimer's*, listening to music can help unlock buried memories. Studies of the music-brain connection often focus on classical music, since it [10] () (38) () (39) ().

* Alzheimer's = a disease that causes loss of memory

[6] 30. 31.

- | | | |
|----------|------------------------------|--------------|
| ① strong | ② how | ③ understand |
| ④ is | ⑤ the music-brain connection | |

[7] 32. 33.

- | | | |
|-----------|---------------------|------------|
| ① just as | ② the ability | ③ all have |
| ④ we | ⑤ to learn language | |

[8] 34. 35.

- | | | |
|-------------|-----------|-------------|
| ① processes | ② the way | ③ the brain |
| ④ in | ⑤ is | |

[9] 36. 37.

- | | | |
|------------------|---------------|-------------|
| ① can remind you | ② that's why | ③ something |
| ④ of | ⑤ an old song | |

[10] 38. 39.

- | | | |
|-----------------|-------------------|---------|
| ① both the left | ② become active | ③ makes |
| ④ of our brains | ⑤ and right sides | |

Ⅳ 次の設問(A)(B)に答えなさい。

(A) 問題削除

- (B) 次の英文を読み、下記の設問に対する答えとして最も適切なものを①～④の中から選択肢1つずつ選びなさい。

Outdoor Learning

Outdoor learning is a type of education that has expanded greatly in the past fifty or sixty years. In the 1960s and 1970s, to most people it probably meant either basic nature study lessons outside the school or opportunities to experience more exciting outdoor sports than usual, such as rock climbing or windsurfing*. The lessons' purpose was really only to teach specific knowledge or skills, although many teachers also aimed to encourage children and young people to develop a broader understanding of nature and their place in it. The outdoor sports activities could also help children acquire a sense of independence and perhaps improve their ability to cooperate.

Nowadays, outdoor learning is an educational approach that uses activities and experiences outside homes, schools, or workplaces* to promote learning, health and welfare, and respect for the environment. It also includes opportunities for adults to increase their knowledge and abilities and its main goal is to help everyone to form a healthy lifelong* relationship with the natural environment. It can be organized in many different kinds of places: schools, parks, rivers, beaches, forests, farms, caves, jungle, or mountains, for example.

A lot of research has been done on the effects of outdoor learning, particularly in this century, and the results are quite remarkable. It has been found, for example, that outdoor learning has a positive impact on academic achievement, personal and social development, general health and mental health, and care for the environment. So it is not surprising that it is a growing field, with many jobs available in coaching, teaching, management, and other areas. It is widely encouraged because it supports international goals for improving life on Earth for people and animals, while caring for the natural environment which all life depends on.

* windsurfing = sport of riding on a surfboard with a sail

workplace = the place where someone works, where they usually do their job

lifelong = lasting all one's life

44. According to this passage, outdoor learning
- ① has not changed in any way for fifty or sixty years.
 - ② has a broader meaning now than it had in the 1960s or 1970s.
 - ③ only meant nature study to most people in the 1960s or 1970s.
 - ④ is less popular today than it used to be fifty or sixty years ago.
45. Which of the following is NOT true about outdoor learning, according to this passage?
- ① Outdoor learning helps people learn useful skills.
 - ② Outdoor learning now provides opportunities for children and adults.
 - ③ Outdoor learning activities tend to damage the environment.
 - ④ Outdoor learning is related to health and welfare.
46. According to the passage, research on the effects of outdoor learning has found that it has positive impacts on
- ① mental health, care for the environment, academic achievement, and personal development.
 - ② social development, general health, academic development, and mental health.
 - ③ care for the environment, personal care, social development, and general health.
 - ④ personal achievement, social development, care for the environment, and mental health.
47. The writer of this passage probably
- ① wishes to focus on personal experiences of outdoor learning.
 - ② feels that outdoor learning activities are too difficult for many people.
 - ③ wishes to recommend outdoor learning to the readers.
 - ④ believes that outdoor learning fifty or sixty years ago was better.