

令和5年度  
武蔵野大学

一般選抜C日程 3月3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
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 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 A と B の対話において、空欄に入れるのに最も適切なものをそれぞれ下の①～④のうちから一つずつ選びなさい。

1 . A: Can I ask you a favor?

B: (       )

- ① Of course. How can I help you?
- ② Thanks. That is my favorite.
- ③ Sure, I cannot ask you first.
- ④ Sorry, I have nothing.

2 . A: Let's get together for dinner on Saturday.

B: (       )

- ① I'll get some extra copies.
- ② Not too far from the restaurant.
- ③ Sounds good to me.
- ④ Since last Friday.

3 . A: Could I ask you to help me move this sofa?

B: (       )

- ① Of course. Where would you like to put it?
- ② Actually, I've moved in a new house.
- ③ In the corner in this room.
- ④ Thank you for your help.

4 . A: What time is the lecture scheduled to finish?

B: (       )

- ① Yes, it's a long lecture.
- ② Four o'clock sharp.
- ③ Twenty students will attend it.
- ④ On the fifth floor.

5 . A: What do you recommend we do in Tokyo?

B: (       )

- ① We took a bus tour when we were there.
- ② We have been there three times before.
- ③ The tickets are all sold out.
- ④ We have some recommendations in the restaurant.

6 . A: I'm looking forward to seeing you this weekend.

B: (       )

- ① I'm just looking at you.
- ② So do I.
- ③ I forwarded it to you last weekend.
- ④ So am I.

7 . A: You should take a little break now.

B: (       )

- ① Let me know if you have any trouble.
- ② Let me finish this paper first.
- ③ It should be long.
- ④ My watch broke this morning.

8 . A: How late will you be studying in the library today?

B: (       )

- ① I will finish it on time.
- ② I will work on it tomorrow morning.
- ③ I plan to leave within a couple of hours.
- ④ I'm late for the meeting.

9 . A: Are you ready to leave, or are you still packing?

B: (       )

- ① That would be nice.
- ② We had to leave at once.
- ③ The package hasn't arrived yet.
- ④ Our flight has been canceled.

10. A: Hasn't the last train already left?

B: (       )

- ① Twelve o'clock midnight.
- ② Early in the morning.
- ③ Yes, it'll leave from platform seven.
- ④ Yes, we'll need to catch a taxi.

**Ⅱ** 次の英文の空欄に入れるのに最も適切な語（句）を、それぞれ下の①～④のうちから一つずつ選びなさい。

11. The population of India will be larger than ( ) of China.  
① these                      ② this                      ③ those                      ④ that
12. Do you know where ( )?  
① the stadium is              ② was the stadium              ③ can I find the stadium              ④ is the stadium
13. England had something ( ) made its capitalist system work well.  
① what                      ② whichever                      ③ such as                      ④ that
14. The kitty I found at the riverside was ( ) then, but recovered in the end.  
① dead                      ② died                      ③ death                      ④ dying
15. My history teacher told us that Takahashi Korekiyo ( ) in 1936.  
① had killed                      ② had been killed                      ③ is killed                      ④ was killed
16. The editor expected the essay to be a great hit, but it was ( ) from being a success.  
① neither                      ② away                      ③ far                      ④ distant
17. This is my first visit ( ).  
① her house                      ② to her house                      ③ in her house                      ④ for her house
18. The stepmother made Cinderella ( ) the dishes alone.  
① do                      ② does                      ③ did                      ④ done
19. Strike the ( ) while it is hot.  
① heart                      ② iron                      ③ fire                      ④ soul

Ⅲ 次の文章(A)、(B)の下線部〔1〕～〔10〕について、それぞれ下の①～⑤の語（句）を最も自然に意味が通るように並べかえ、そのうち20～39の空欄に入る語（句）の番号のみを答えなさい。

(A) 問題削除

(B)

### What matters for language learning?

For the first time, PISA 2025 will assess foreign language skills on a global scale. This [6]( ) ( 30 ) ( ) ( 31 ) ( ) collecting policy and contextual information on foreign language learning from students, parents, teachers, school principals and government officials. The framework [7]( ) ( 32 ) ( ) ( 33 ) ( ) the PISA 2025 Foreign Language Assessment questionnaire development, and to interpret and to produce policy-relevant analyses based on the data on 15-year-old students' proficiency in foreign languages. For academics and practitioners, this paper provides a comprehensive picture of the factors influencing foreign language learning, [8]( ) ( 34 ) ( ) ( 35 ) ( ) of the international literature and past assessments in this area, and on discussions with experts in the field and OECD countries. The framework [9]( ) ( 36 ) ( ) ( 37 ) ( ) domains: government and school policies, students and learning, teachers' training and profile, and teaching practices. In addition, the [10]( ) ( 38 ) ( ) ( 39 ) ( ) that overlap these four policy domains: information and communication technologies, and the use of the target language for instruction in other subjects.

[ 6 ] (30, 31)

① a

② paper

③ for

④ provides

⑤ framework

[ 7 ] (32, 33)

① to

② will

③ be

④ guide

⑤ used

[ 8 ] (34, 35)

① based

② in-depth

③ an

④ on

⑤ review

[ 9 ] (36, 37)

① centered

② four

③ around

④ policy

⑤ is

[10] (38, 39)

① two

② topics

③ transversal

④ framework

⑤ addresses

**Ⅳ** 次の設問(A)、(B)に答えなさい。

- (A) 次の文章の意味が通るように、( 40 )～( 43 )に入る最も適切なものをそれぞれ下の①～④のうちから一つずつ選びなさい。

**Mental wealth and jobs: without it, we're just pouring water into a leaking bucket**

Australia has more qualified teachers and nurses than at any point in its history. There is no “shortage” of these skills. The problem is that within five years of gaining their qualification, as many as one in four nurses and a similar proportion of teachers have decided to do something else. The dropout rate is ( 40 ). Between 2016 and 2021 the proportion of nurses registered but not working in the profession rose by 63% nationally. In Victoria it was 85%.

Employers desperate for skilled staff in particular want immediate fixes. Many see the problem as lack of supply, because they cannot find the workers they want at the prices they want to pay. But what if the problem is the nature of what employers are demanding? What if their preoccupations with maximizing short-term commercial gains is the root cause of the problem? Developing “mental wealth” is just as important as material and commercial growth. Without this, solutions such as importing more workers or increasing course numbers are like pouring water into a leaking bucket.

Mental wealth is a relatively new term to express the social and economic value of mental health. It has two dimensions: mental capital and mental wellbeing. Mental capital is the stock of cognitive and emotional capabilities — things like the ability to reason clearly and successful social functioning. ( 41 ) physical capital (buildings and machinery) that depletes with use, mental capital grows if treated well. Mental wellbeing derives from life satisfaction, having sufficient physical resources, connection with others and a sense of purpose. High wellbeing deepens mental capital. Low wellbeing depletes it.

Just as mental health affects our ability to cope with life's ups and downs, mental wealth affects a workforce's ability to adapt to changing circumstances — something crucial for economic development. Such capability is nurtured by empowering workers to master quality, transferable vocational skills. Apart from the professions and a few skilled trades, Australia offers little in terms of strong, ongoing development of quality transferable skills. Consider our approach to intermediate-level service work. Our labor market and vocational education arrangements treat customer service, carers and administrative support roles as entirely separate domains of work.

In reality, however, many people flow between jobs of this nature. It is not uncommon for child-care workers, for example, to move into retail and administrative roles. We need to build on the reality of these flows to create occupational structures that deepen transferable skills and enable people to move more ( 42 ) between related areas, as opportunities rise and fall in different parts of the labor market.

But arguably the weakest element of our workforce development system is the lack of investment in workplace learning. Skills development is what economists call a “public good” — the benefits do not accrue just to those who pay for it. In business this contributes to employers' reticence to invest in skilling up workers lest they be “poached” by rivals who haven't made the same investment.

To avoid freeloaders, many countries have schemes that ( 43 ) employer funds for skills development. France, for example, imposes a Contribution to Professional Training on all employers based on their payroll costs (0.55% for small businesses, 1% for large ones and 2% for labor hire firms). This money goes into sector-based funds, which businesses can then claim back for workplace training. This arrangement ensures all businesses contribute to paying for skills development, and have an incentive to provide it.

40. ① conflicting  
② steady  
③ intensifying  
④ efficient
41. ① Despite  
② Without  
③ Through  
④ Unlike
42. ① easily  
② rarely  
③ passively  
④ remotely
43. ① waste  
② comprehend  
③ pool  
④ abandon



- (B) 次の英文を読み、設問に対する答えとして最も適切なものをそれぞれ下の①～④のうちから一つずつ選りなさい。

### Life Below Water

Oceans are our planet's life support and regulate the global climate system. They are the world's largest ecosystem, home to nearly a million known species and containing vast untapped potential for scientific discovery. Oceans and fisheries continue to support the global population's economic, social and environmental needs. Despite the critical importance of conserving oceans, decades of irresponsible exploitation have led to an alarming level of degradation.

Current efforts to protect key marine environments and small-scale fisheries, and to invest in ocean science are not yet meeting the urgent need to safeguard this vast, yet fragile, resource. The drastic reduction in human activity brought about by the COVID-19 crisis, while rooted in tragedy, is a chance for oceans to recuperate. It is also an opportunity to chart a sustainable recovery path that will ensure livelihoods for decades to come in harmony with the natural environment.

The ocean absorbs around 23 per cent of annual CO<sub>2</sub> emissions generated by human activity and helps mitigate the impacts of climate change. The ocean has also absorbed more than 90% of the excess heat in the climate system. Ocean heat is at record levels, causing widespread marine heatwaves, threatening its rich ecosystems and killing coral reefs around the world. Increasing levels of debris in the world's oceans are also having a major environmental and economic impact. Every year, an estimated 5 to 12 million metric tons of plastic enters the ocean, costing roughly \$13 billion per year—including clean-up costs and financial losses in fisheries and other industries. About 89% of plastic litter found on the ocean floor are single-use items like plastic bags.

About 80% of all tourism takes place in coastal areas. The ocean-related tourism industry grows an estimated US\$ 134 billion per year and in some countries, the industry already supports over a third of the labor force. Unless carefully managed, tourism can pose a major threat to the natural resources on which it depends, and to local culture and industry.

The health of the ocean is intimately tied to our health. According to UNESCO, the ocean can be an ally against COVID-19—bacteria found in the depths of the ocean are used to carry out rapid testing to detect the presence of COVID-19. And the diversity of species found in the ocean offers great promise for pharmaceuticals. Furthermore, marine fisheries provide 57 million jobs globally and provide the primary source of protein to over 50% of the population in least developed countries.

For open ocean and deep sea areas, sustainability can be achieved only through increased international cooperation to protect vulnerable habitats. Establishing comprehensive, effective and equitably managed systems of government-protected areas should be pursued to conserve biodiversity and ensure a sustainable future for the fishing industry.

44. According to the passage, what is true about the current situation of oceans?
- ① They are causing dangerous weather conditions in the world.
  - ② They contain about one million sea plants known to humans.
  - ③ They are being well-protected by worldwide human efforts.
  - ④ They have a chance of recovery with reduced human activity.
45. Which of the following is mentioned in the passage?
- ① The ocean's ability to absorb CO<sub>2</sub> is decreasing gradually.
  - ② The ocean's high temperature is killing marine life.
  - ③ It costs about \$13 billion each year to clean up ocean plastic waste.
  - ④ Ocean-related tourism is growing in the United States.
46. According to the passage, how is ocean health connected to human health?
- ① Bacteria found in the ocean can be used for COVID-19 vaccines.
  - ② Different species in the ocean are used to develop cosmetic products.
  - ③ Fish contains vitamins that help people to live longer.
  - ④ The ocean provides people with an important source of protein.
47. Which of the following can be said about open ocean and deep sea areas?
- ① Compared to coastal areas, these areas are easier to protect.
  - ② Fishermen from different countries fight over these territories.
  - ③ International cooperation is essential to protect these areas.
  - ④ These areas contain fewer kinds of marine life than coastal areas.