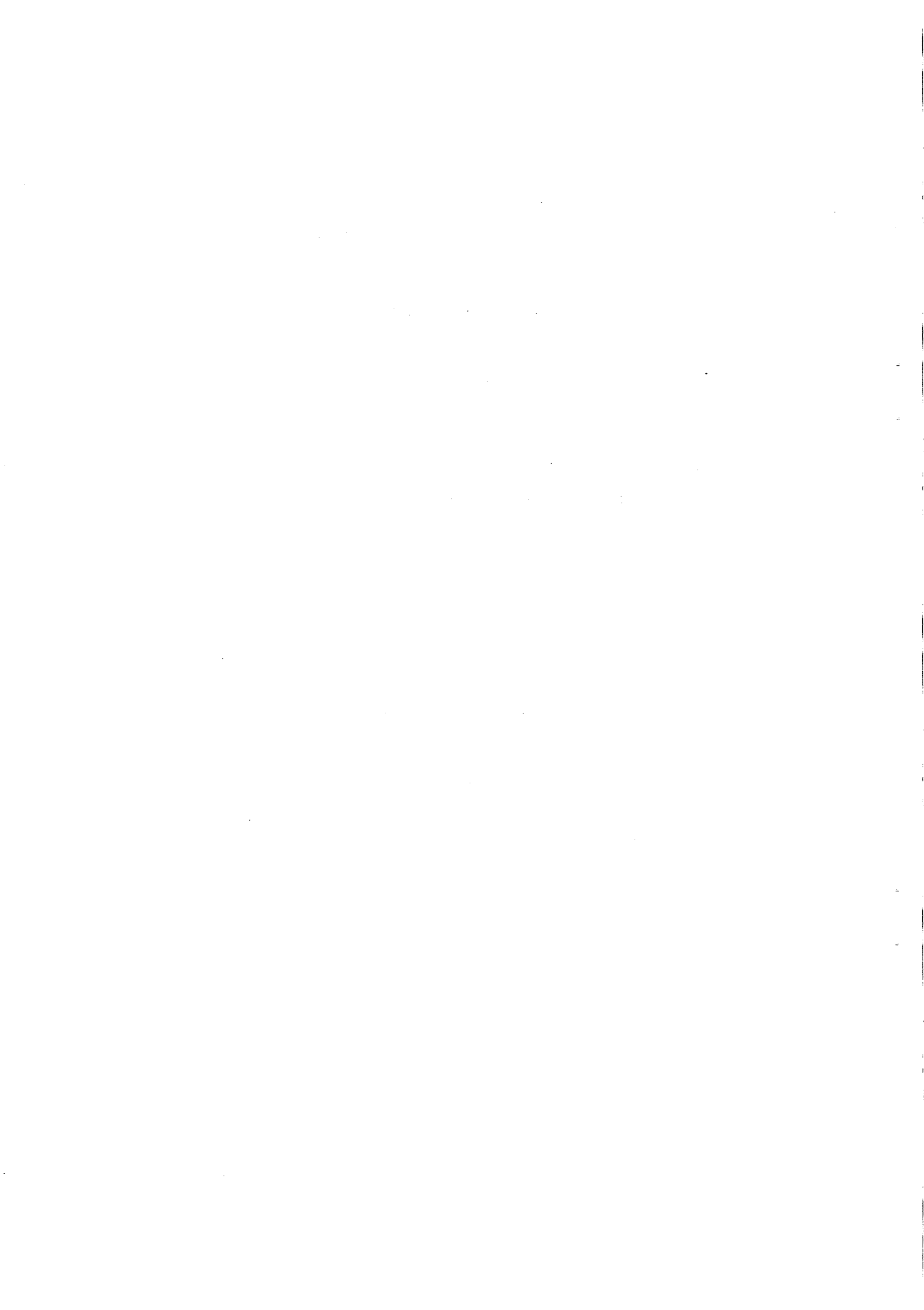


2020 年度 入学 試験 問題

英 語

(試験時間 12:55~14:25 90分)

1. 解答用紙には、記述解答用紙とマーク解答用紙の2種類があります。
2. 解答は、必ず解答欄に記入およびマークしてください。解答欄以外への記入およびマークは無効となります。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。特に、マーク解答用紙には鉛筆のあとや消しくずを残さないでください。
4. 解答用紙を折り曲げたり、汚したりしないでください。また、マーク解答用紙を記述解答用紙の下敷きには使用しないでください。
5. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
6. マーク解答用紙への受験番号の記入およびマークは、コンピュータ処理上非常に重要なので、誤記のないようにしてください。
7. 一度記入したマークを修正する場合、しっかりと消してください。消し残しがあると、マーク読み取り装置が反応して解答が無効となることがあります。
8. 満点が150点となる配点表示になっていますが、大学入試センター試験利用入試併用方式の満点は100点となります。



I 次の各英文の下線部について、もっとも意味が近いものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(1) I was lucky to have a boss who was compatible with me.

- 1 dissimilar 2 opposed 3 harmonious 4 inconsistent

(2) Elizabeth was finally able to conquer her fear of flying in airplanes.

- 1 respect 2 overcome 3 comprehend 4 incorporate

(3) John has modified his political views in the past few years.

- 1 explained 2 hidden 3 maintained 4 revised

(4) I have always found Joseph to be a reliable worker.

- 1 regrettable 2 sociable 3 tedious 4 trustworthy

(5) The layout of the restaurant does not lend itself to a romantic atmosphere.

- 1 make for 2 care for 3 stand for 4 fall for

II 次の各日本文と英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(20点)

(6) 彼の名前を思い出そうとしたが、どうしても出てこなかった。

I tried to remember his name, but it didn't come to ().

- 1 brain 2 head 3 heart 4 mind

(7) 彼女にはとてつもない絵の才能がある。

She has a really () talent for painting.

- 1 predictable 2 outstanding 3 modest 4 withdrawn

(8) ワーキング・グループは、先週報告書を提出した。

The working group () in the report last week.

- 1 turned 2 went 3 handled 4 investigated

(9) 自撮りは世界中の人々に広まっている。

Taking selfies has become () among people all over the world.

- 1 diligent 2 obscure 3 widespread 4 selective

(10) 車を路上に停めておいたら、盗まれてしまった。

The car was stolen () parked on the street.

- 1 while 2 which 3 during 4 whenever

(11) 若者は新しい電子機器を取り入れる傾向がより強い。

Young people are more () to adopt new electronic devices.

- 1 imposing 2 impractical 3 inclined 4 inactive

(12) アンとエドがお互いに全く話さなくなったのはなぜですか。

How did it () about that Ann and Ed don't talk to each other anymore?

- 1 get 2 come 3 occur 4 happen

(13) その店は一時的な閉店を余儀なくされた。

The shop was forced into a () closure.

- 1 permanent 2 continuous 3 temporary 4 contemporary

(14) すべてはまさにネイサンが計画したとおりに進んでいた。

Everything was going () as Nathan had planned.

- 1 tentatively 2 seldom 3 otherwise 4 precisely

(15) あなたが来たときに私がいないと困るので、この鍵は持っていてください。

Take this key () I'm not here when you come over.

- 1 now that 2 to worry 3 in case 4 so that

Ⅲ 次の各組の英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(16) A complimentary snack will be provided for all participants.

A snack will be offered () to all those who participate.

- 1 for a while 2 for a small consideration
3 at no cost 4 on your own

(17) It wasn't until the salesclerk spoke that I realized he was not from Japan.

I only realized that the salesclerk was not from Japan () he spoke.

- 1 due 2 when 3 the least 4 by the time

(18) The result of the inspection was perfect.

The result of the inspection left nothing to be ().

- 1 desired 2 misleading 3 sensible 4 inferior

(19) His mission is to bring the internal conflict to an end.

His mission is to () the internal conflict.

- 1 provoke 2 prolong 3 conceal 4 settle

(20) Though it was very dark, we were still able to see the sign.

() it was, we were still able to see the sign.

- 1 The darker 2 Hardly dark 3 As dark as 4 Any dark

IV 次の各日本文とほぼ同じ意味になるように、かっこ内の語句を並べ替えてもっとも自然な英文を完成させるとき、かっこの中で3番目と5番目にくるものを選び、その番号をマーク解答用紙にマークしなさい。(20点)

(21) もっと長い記事にしてしまうと、読む人は少なくなってしまうでしょう。

A longer story (1 by 2 would 3 read 4 up 5 getting
6 end) fewer people.

(22) 私たちは、業績があるからというだけで彼を尊敬しているわけではありません。

It is not only (1 of 2 that 3 we 4 because 5 his
6 achievements) respect him.

(23) 今年は、わが社の売り上げがもっとも伸びるはずの年だ。

This is the (1 our 2 increase 3 when 4 should 5 year
6 sales) the most.

(24) あなたは彼女がいつパーティに来ると思いますか。

When do (1 to 2 come 3 she 4 think 5 will 6 you) the
party?

(25) 単一の遺伝子が引き起こす病気を見つけるために、遺伝子検査が用いられる。

Genetic testing is (1 to 2 caused 3 for 4 used 5 diseases
6 look) by a single gene.

V 次の各組の会話文において、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(20点)

(26)

A: Hi, Jack. How are you?

B: Good. How are you doing, Carl?

A: Great! I wanted to ask you something, Jack. Tomorrow afternoon, Nancy and Fran and I are going ice skating at Skateland. We'd like you to join us.

B: That sounds like fun. I'm not a good skater, and I haven't skated in at least five or six years, but I'd love to go.

A: Great! We're going to meet at two o'clock in front of Skateland. Do you know where it is?

B: Yeah, it's on Kirkland Street near Third Avenue, isn't it?

A: Yeah, that's right.

B: Oh, there's only one problem. I don't have skates. Well, actually I do, but ().

A: That's all right. You can rent skates at Skateland for a few dollars.

B: Okay. And how much is admission?

A: Just five dollars.

B: Okay. See you tomorrow!

A: See you!

- 1 I got rid of them recently
- 2 I just used them last week
- 3 they're about five sizes too small for me now
- 4 they're still in reasonably good condition

(27)

A: Manny, can I ask you a favor?

B: What is it, Mr. Burns?

A: I know you're planning on taking all of next week off. But, I'd like you to change your plans and be here Monday.

B: What's happening on Monday?

A: Well, I just got a call from Arthur MacDowell at Hair Products Plus, and he wants to come over on Monday with two of his colleagues and discuss a new advertising campaign. Furthermore, he specifically asked for you to be at that meeting.

B: I see. Can't the meeting wait a week? I promised my wife that I'd go with her to visit her father in Arizona. We're supposed to leave on Sunday and stay there for five days.

A: That's the problem. Arthur is in a big hurry. He said that he's getting pressure from his bosses to get ideas for some new shampoo commercials right away and he insists on meeting on Monday morning. I'm sorry, Manny, but Arthur really respects you, and I think that if you're not at that meeting he may ask another advertising agency to work with him on this project.

B: I see. Well, (). I suppose we could leave on Tuesday.

A: Thanks, Manny. I really appreciate this.

- 1 I'll call my wife and ask her to change our plans
- 2 I'm sorry to disappoint you, Mr. Burns
- 3 you'll do just fine in my absence, Mr. Burns
- 4 I'll meet with Arthur upon my return from Arizona

(28)

A: Hello, Sam Brown speaking.

B: Mr. Brown, this is Mary Anderson. You and your partner interviewed me for a job on Monday, and at that time you told me that I could call you today and find out if I got the job.

A: Yes, I remember you, Mary. Thanks for calling. To tell you the truth, my partner and I still haven't made a final decision, but we will this afternoon. Can you call me again tomorrow morning?

B: Sure. I hope you don't mind my asking, but could you just tell me now if I'm being seriously considered? The job seems perfect for me.

A: (), but I can't tell you anything more at this time. I'm sorry.

B: That's fine, Mr. Brown. I'll call again tomorrow morning.

- 1 Well, it didn't take us long to decide who would get the job
- 2 You have already been officially hired
- 3 It's unfortunate that you feel that way about the job
- 4 Actually, you are one of three finalists for the position

(29)

A: Josh, did you see that?

B: What?

A: There was a deer standing at the side of the road.

B: Really? I didn't see a thing. I was just looking straight ahead. It's a good thing it didn't run out in front of the car.

A: You can say that again! About a year ago, on this very road, a deer suddenly ran in front of my car and I had to slam on the brakes to avoid hitting it.

B: It must have been a scary experience.

A: It was. And I was really lucky, too. Afterwards, I realized that coming to a

sudden stop like that was probably a bad idea. If there had been a car right behind me, I ().

- 1 might have been able to avoid it, too
- 2 would have hit the brakes much harder
- 3 wouldn't have had any trouble at all
- 4 could have been in a terrible accident

(30)

A: Alice, did you buy those potato chips that I like?

B: Yes, I got some on my way home from work today.

A: Where are they?

B: They're in that drawer over there. But, I don't think you should have a snack now. It's late at night and we'll be going to sleep soon.

A: What's the problem?

B: Eating snacks just before going to sleep is terrible for you. It can lead to weight gain and other physical problems, and recently I read that it might even ().

A: Well, in that case, I'll eat the chips tomorrow.

- 1 slow down the aging process
- 2 have negative effects on learning and memory
- 3 be recommended by scientists who have studied the issue
- 4 lead to dreams that can boost your confidence

VI 週4日労働制 (a four-day week) について述べた次の英文を読み, (31)~(39)の設問に答えなさい。文章は, それぞれ数段落をまとめた6つのブロックに分けられており, 各ブロックの先頭には番号が付してあります。なお, * 印のついた語には注があります。(30点)

[I] A growing movement wants to radically change how we live. The people behind it say it will make us healthier, happier and more productive. It will put a massive dent in carbon dioxide emissions and ease the pressure on nature. And it will make countries richer and more equal. But are we really ready for a four-day week?

In the U.K., at least, the idea is gaining ground. Some trade unions have come out in support, the Labour Party and the Scottish National Party are discussing the idea and a few small firms are already trying it. The Wellcome Trust, a science charity with 800 staff, is also considering it.

The suggestion is that society moves away from typical working patterns of 40 hours over five days, a convention that has its roots in the 19th-century labor movement. Instead, campaigners want us to work no more than 32 hours over four days — but still get paid for all five.

[II] “We are making the case for a reduction in working time without a reduction in pay,” says Aidan Harper of the New Economics Foundation, a U.K. think tank that backs the 4 Day Week Campaign.

A January report by the campaign lays out a huge body of evidence showing that working long hours is bad for physical and mental health. But many of those studies looked at people working 50 to 60 hours a week rather than comparing five working days to four. And there is plenty of evidence that being unemployed or having little work is bad as well.

So how much work is too much? Huong Dinh at the Australian National University and her colleagues used survey data from 8,000 individuals to try to figure out how many hours people can work before their mental health starts to

decline. On average, the threshold is 39 hours — almost the same as a 40-hour week, although much less than the legal limit of 48 hours in many countries.^(A)

But the situation is very different for women with unpaid care commitments: their mental health begins to decline after just 31 hours of paid work. So the current system puts women at a big disadvantage.

Which leads to another reason for introducing a four-day week: to make society more equal. The idea is that it will help women compete on a more equal footing and increase employment as work is shared among more people.

[III] There is still a massive gulf between the sexes. The gender pay gap is around 20 percent in the U.K., and women still do most of the childcare, housework and caring for relatives.

The argument is that more women could work full-time and more men could take on care responsibilities if everyone did a four-day week, with the entire economy profiting. There is some evidence that women do benefit when working hours are reduced: they report higher job satisfaction and are less likely to be forced to take part-time jobs.

“A culture in which different uses of time are expected from women and men has been the single most important barrier to equal opportunity,” says Anna Coote, also of the New Economics Foundation. This hasn’t just been bad for women, she says. “Men have been cut off from their children and family life.”

A four-day week would make a tremendous difference, but our working culture needs to change, too, says Coote. “There’s no magic bullet here. It’s not going to happen overnight.”

[IV] Would a shorter week create more well-paid jobs, reducing the gap between the haves and have-nots? Here economists point to what they call the lump of labor fallacy: there isn’t a fixed amount of work to be done, so cutting working hours doesn’t create an equivalent number of jobs.

Other researchers say this is true only in the narrow mathematical sense that working one day less won’t create exactly a fifth more jobs. There is plenty of

evidence that if done in the right way, cutting hours can boost employment. In 1933, for instance, President Franklin D. Roosevelt asked employers in the U.S. to reduce the working week from the 40 to 50 hours typical at that time to 35 hours, while increasing wages. The voluntary scheme created 1.3 million jobs.

There is a more surprising reason for moving to a four-day week: it could limit further global warming. Numerous studies have shown a strong link between greenhouse emissions and working hours.

For instance, Jörgen Larsson and Jonas Nässén at Chalmers University of Technology in Sweden found that a 1 percent decrease in working hours leads to a 0.8 percent drop in emissions. This has led to claims that introducing a four-day week could cut emissions by 16 percent.

[V] Unfortunately, the main reason is that people who earn less consume less. So while cutting out one day's commute would help, emissions wouldn't fall drastically if people keep the same salary. "You cannot have them both at the same time," says Larsson.

For some, a move away from rampant consumerism and a focus on happiness rather than economic growth is exactly what is needed. But according to the U.K.'s Office for National Statistics, while a third of the nation's 30 million workers want to work fewer hours, only 3.3 million would accept lower pay.

On the flip side, why should companies and countries pay people the same for ^(B)doing less work? Some believe they don't have to. According to a trial at a financial services company called Perpetual Guardian in New Zealand, not only can people do their job in four days instead of five, they can also do it better.

The firm's founder, Andrew Barnes, acknowledges that, say, healthcare services would have to employ more doctors or nurses if they switched to a four-day week, but he says staff would treat patients more efficiently and with better results.

"Would you rather be operated on by the doctor who is fresh or the one who has been working for 10 hours?" he says. "The four-day week is a discussion about

productive outcomes as much as one about work-life balance.”

On a larger scale, campaigners say countries where people work fewer hours tend to have stronger economies. Within Europe, working hours are lowest in countries with thriving economies such as Germany, the Netherlands and Norway, and highest in struggling Greece. Productivity in the U.K. is 25 percent lower than in Germany, but 10 percent higher than in Japan, which has a culture of working extreme hours.

However, Jon Boys at the Chartered Institute of Personnel and Development in the U.K. isn't convinced. There are lots of anecdotal claims about increased productivity at companies, he says, but no large, rigorous studies to back this up.

Nor does Boys think you can draw any firm conclusions by comparing countries because there are so many other factors involved. That said, he is still in favor of a four-day week, although he thinks productivity has to improve first.

[VI] So where does all this leave us? There is indeed plenty of evidence that shifting to a four-day week could have a range of benefits, but also that not all of those benefits can be maximized at the same time.

For instance, if people do five days' work in four, there will be no increase in jobs, so unemployment will remain unchanged. Forcing people to work more intensely to keep the same pay could increase stress, but earning less could also be stressful for those on low pay.

“There seems to be no one-size-fits-all approach to working time reduction that would attain all objectives and perform well in all areas,” cautions a report for the European Trade Union Institute.

Nevertheless, there is broad support for the idea from many sectors. “Working time on its own is not the one answer to climate change, but it can improve all of these other things too: the environment, unemployment, health,” says Jared Fitzgerald of Boston College in Massachusetts, who, with his colleagues, has found a strong link between working hours and carbon emissions in the U.S. “As an overall sustainability issue, it can be pretty powerful.”

Fitzgerald thinks there is no prospect of the U.S. introducing a four-day week. The need for people to work a certain number of hours to get health insurance makes it a *non-starter, he says.

However, a poll this January discovered that more than 60 percent of people in the U.K., Sweden and Finland support the idea. Harper thinks it could happen in just a few years. "Surely the aim should be to create the conditions in which we can live good lives," he says.

[注] *non-starter : 実現の見込みのないもの

(31) 本文中の下線部(A)の, この文脈での意味としてもっとも適切なものを1~4の中から一つ選び, その番号をマーク解答用紙にマークしなさい。

- | | |
|-------------------|--------------------|
| 1 expected result | 2 dividing line |
| 3 whole time | 4 ideal suggestion |

(32) 本文中の下線部(B)の, この文脈での意味としてもっとも適切なものを1~4の中から一つ選び, その番号をマーク解答用紙にマークしなさい。

- | | |
|------------------------------------|---------------------|
| 1 First of all | 2 On and off |
| 3 From a superficial point of view | 4 On the other hand |

(33) 本文中の下線部(C)の, この文脈での意味としてもっとも適切なものを1~4の中から一つ選び, その番号をマーク解答用紙にマークしなさい。

- 1 individualized
- 2 available as another possibility
- 3 suitable for all cases
- 4 giving priority to overall benefits

(34)～(39)：それぞれ指定したブロックの内容に照らしてもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(34) ブロック I

- 1 People behind a growing movement to change the way we live think we should accept lower rates of productivity.
- 2 The idea of working four days a week instead of five has been gaining support everywhere except within the U.K.
- 3 The 19th-century labor movement helped to establish the convention of working 40 hours over five days.
- 4 Those campaigning for a four-day week want people to receive lower wages.

(35) ブロック II

- 1 Aidan Harper belongs to a think tank that is opposed to decreasing working hours.
- 2 All of the studies that have looked at people working 50 to 60 hours a week have demonstrated that it is better to work four days a week than five.
- 3 Huong Dinh and her colleagues studied the relationship between working hours and one's mental health.
- 4 Introducing a four-day week will make it harder for women to compete for jobs.

(36) ブロック III

- 1 In the U.K., men do the majority of the housework.
- 2 There is some evidence that job satisfaction increases for women when there is a decrease in working hours.
- 3 Anna Coote believes that equal opportunity can only occur when people realize that men and women have to use time differently.
- 4 Anna Coote thinks the introduction of a four-day week would be meaningless.

(37) ブロックⅣ

- 1 If done the correct way, reducing the hours that people work can lead to an increase in employment.
- 2 In 1933, Franklin D. Roosevelt began a policy that led to an economic disaster.
- 3 Moving to a four-day week would end all global warming.
- 4 Jörgen Larsson and Jonas Nässén found that if you decrease working hours, greenhouse emissions increase in quantity.

(38) ブロックⅤ

- 1 Judging from data from the U.K.'s Office for National Statistics, it seems clear that most people have no problem with accepting lower pay.
- 2 Andrew Barnes suggests that, with employment adjustments, healthcare services would provide better treatment of patients if they switched to a four-day week.
- 3 Japan's productivity exceeds that of the United Kingdom.
- 4 According to Jon Boys, large, rigorous studies prove that productivity increases when working hours are reduced.

(39) ブロックⅥ

- 1 It is clear that shifting to a four-day week will lead to multiple benefits that will all be maximized immediately.
- 2 Earning less money is a sure way to avoid stress.
- 3 Jared Fitzgerald thinks changes in working time have no effect on climate change.
- 4 Jared Fitzgerald is certain that the U.S. will not introduce a four-day week.

VII 次の英文を読み、(40)~(45)の設問に答えなさい。文章は、それぞれ数段落をまとめた5つのブロックに分けられており、各ブロックの先頭には番号が付してあります。なお、*印のついた語句には注があります。(30点)

[I] Imagine you're a college student, and it's Wednesday night. Should you join your friends playing *Fortnite, or go to the library alone to study? Most parents and professors (if not students themselves) would probably encourage you to study.

But before you say to "go to the library," consider this: Sociological research demonstrates that spending time with your friends might improve your academic performance. Numerous studies find that social support *buffers stress and helps people maintain physical and mental health. While friends are not the only source of social support, they are an important one, along with family and other community members. The importance of social support cannot be overstated — especially during late adolescence when many students are living apart from their families for the first time.

[II] I've spent the past 15 years talking with students about their friendships and mapping their friendship networks. I find that it is not just one-on-one relationships, like best friends, that matter for students, but the many varied connections between friends. As I describe in my book *Connecting in College*, different students have different types of networks. Some students are "tight-knitters" — they have networks where most of their friends know each other. Some are "compartmentalizers," with two or four groups of friends where friends know each other within groups but not across them. And some are "samplers," with mainly one-on-one friendships.

Despite the differences in their friendship networks and their reasons for attending their specific college, nearly all college students share two goals: doing well in school, and making friends. Fortunately, it turns out those two goals are profoundly linked. Friendship connections (or lack of them) have a huge and

almost wholly overlooked effect on students' happiness and motivation in college.

[III] Sadly, in a survey of more than 88,000 college students on 140 campuses in spring 2018, 63 percent said they had felt "very lonely" in the previous 12 months. While reasonable people may disagree on what makes for a successful college experience, few (if any) would include loneliness in their definition. And sociological research, including my own, shows us that social support is easier to find in dense, tightknit networks: Call that another vote for "play Fortnite."

Assuming that social life stands in the way of academic success also limits the benefits we see to mixing the two. Of course, students themselves tell me that they may not do their most productive studying with friends. But while it may not have a direct effect on their *GPA, spending time with friends (including less "productive" studying) may indirectly affect academics through motivation and other emotional benefits. Compartmentalizers likely find themselves balancing academic and social life by spending time with a group of "academic" friends and another group of "social" friends, while tight-knitters find academic and social support from their densely connected friend group, and samplers end with various individual friendships that may help socially or academically. Across these different network types, I find that spending time with friends, including studying together, can strengthen students' academic identities and their friendships. It can also make them happier and keep them in college.

[IV] Over the holiday break, for example, I got a phone call from a student at Dartmouth College, where I'm house professor of a community with around 1,000 members. The student said she was feeling anxious about going back to school in the new year. It wasn't the academics that were her concern, or her ability to balance schoolwork with two intense *extracurriculars; it was that she didn't have friends who helped her feel less lonely.

My advice for the student was to make time for friends, just as she made time for classes, homework and extracurriculars. I encouraged her to ask someone new to lunch or dinner once a week, and I gave her some ideas that this someone could

be a person whom she's seen or met in class, in her *dorm or in one of her extracurriculars — they all have at least a couple things in common. When I ran into her in the dining hall a few weeks into the new term, she reported that things were going much better. She had not only been regularly having lunch with a classmate, they sometimes studied together, and she was feeling less lonely.

[V] With that in mind, let's return to the library-or-video-games dilemma, and offer some advice to students. Don't always choose studying alone or always choose hanging out with friends. Reflect on whether their friendships provide academic support and social support, and what they need at that time.

Perhaps the answer for that Wednesday night is to study alone in the library because they need that focused time, or perhaps playing video games with friends is just the break or reward from academics they need that night to *rejuvenate. Or, maybe studying with friends in their dorm room is just what they need to gain social support and achieve those two goals: doing well in school and making friends. Studying with friends isn't always the answer, but it's probably more helpful than your parents and professors think it is.

[注] *Fortnite : オンライン・ゲームの名称 *buffer(s) : 和らげる

*GPA : Grade Point Average (成績の平均値)

*extracurricular(s) : 課外活動 *dorm : dormitory

*rejuvenate : 元気を回復する

(40)～(44)：それぞれ指定したブロックの内容に照らしてもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(40) ブロック I

- 1 Most professors discourage studying alone on weekdays.
- 2 It is possible that spending time with friends has a positive effect on a student's academic performance.
- 3 Social support buffers stress and leads to a decline in one's physical health.
- 4 We shouldn't think too much about the importance of social support.

(41) ブロック II

- 1 Students generally dismiss the importance of one-on-one relationships.
- 2 "Compartmentalizers" have some friends who don't know each other.
- 3 Relatively few college students are concerned about academic achievement.
- 4 Most of us are aware of the way friendship connections influence students' motivation in college.

(42) ブロック III

- 1 The results of a survey conducted in 2018 suggest that it is not unusual for college students to feel very lonely.
- 2 Reasonable people agree that loneliness is the essence of a successful college experience.
- 3 Tight-knitters and samplers usually get social support from strongly connected groups of friends.
- 4 The author of this article believes that spending time with friends increases the likelihood that students will drop out of school.

(43) ブロックⅣ

- 1 The author of this article called up a student and found out that she was anxious about going back to school in the new year.
- 2 A student who was anxious about going back to school in the new year was worried that she might be too busy to keep up with her studies.
- 3 The author of this article told a student that she should reduce the time that she spent on extracurricular activities.
- 4 A student who had been anxious about going back to school in the new year later reported that things had improved.

(44) ブロックⅤ

- 1 When advising students, one should think about their friendships and their needs.
- 2 When advising students, it is most important to give the same advice consistently.
- 3 Telling a student to play video games with friends is never a good thing to do.
- 4 If you tell a student to study with friends, you can't go wrong.

(45) ブロックⅤの下線部を和訳し，記述解答用紙に記入しなさい。

VIII 次の日本語を英訳した文を空欄に英語を補って完成させなさい。なお、の中には1語のみ、()の中には3語以上を入れること。答えは記述解答用紙の該当する欄に記入しなさい。(10点)

(46) 病院に行くために授業を欠席する許可を，先生からもらった。

My teacher gave me to class () .

