

[I] 次の 1～10 の文章について、空欄にあてはまる最も適切な語句を選択肢 A～D より選び、その記号を解答用紙に記入せよ。

1. Later she realized that her dog (1) the flower vase.
【 A. had broken B. was broken C. is breaking D. is to break 】
2. To my surprise, he told me the story not seriously (2) rather happily.
【 A. for B. but C. because D. as 】
3. You should have a balanced diet (3) you will damage your health.
【 A. and B. until C. when D. or 】
4. My aunt is (4) a kind person that she always welcomes visitors warmly.
【 A. such B. very much C. as D. for 】
5. We (5) helped you, if we had been there.
【 A. should be B. would be C. could have D. have 】
6. Let's (6) criticize them. They are trying to improve the situation in their own way.
【 A. not to B. us not C. not D. do not to 】
7. She came into the classroom and looked at everybody, (7) her eyes shining.
【 A. for B. by C. when D. with 】
8. The last typhoon (8) severe damage in this city.
【 A. followed B. caused C. was made D. broke 】
9. (9) heard the story so often from my grandma, I feel as if it was my own experience.
【 A. When B. Having C. Because D. While 】
10. After reading the article thoroughly, we could not (10) admit the author was right.
【 A. but B. to C. have D. for 】

[II] 次の 1～5 の日本文の内容と合致するように、カッコ内の語を並び変えて英文を作り、解答欄に書け。その際、使用しない不必要な語 (一つとは限らない) がカッコ内に含まれている。 文頭は大文字にし、文末にはピリオドを打ち、必要な場合は文中にカンマ(,)を打つこと。正解が複数ある場合は、最も一般的だと考える英文を一つだけ記入すること。

1. 多くの人々はそのパーティーに招待されました。
[by, invited, many people, the party, to, were]
2. 私の叔母は髪をカットしてもらう予定です。
[ant, aunt, cut, have, her hair, my, plan, will]

3. 私の叔父はボブ(Bob)の店に買い物に行くのが好きでした。
 [ankle, at, Bob's store, for, go, liked, my, shopping, to, uncle, went]
4. 彼らはすでにスタジオを掃除し終わっています。
 [cleaning, finished, have, the studio, they, already, to]
5. その映画は若い観客を興奮させました。
 [excited, exciting, the movie, the young audience, were]

[III] 次の文章を読み、後の問いに答えよ。

The fruit of apple trees is a popular food in many countries. Some word experts say that 【 1 】 fruit is used in more English language expressions than the apple.

For example, you can be the apple of someone's eye, meaning the most loved. You can upset the apple cart, meaning to create disorder. If your apple didn't fall far from the tree, you are very much like your mom or dad. And if you compare apples and oranges, you are comparing two things that are so different that any comparison is really not (1)productive.

And today, we have yet another apple term. That term is apple-polisher! To explain it, we need to go back to school. In the United States, people have long used the apple as a sign or symbol for education. Teachers and (2)school officials often use apples in announcements and on posters hung in classrooms and school hallways. Candidates for school board positions often put an apple on election campaign materials. And many makers of (3)school supplies put images of apples on their products.

(4)But why is the apple a symbol of education? Some historians say this tradition began in the 1800s when settlers were moving to what is now the western United States. Back then, the U.S. government did not provide money for schools in the western frontier. The early settlers were responsible for making the schoolhouses and operating them. They also had to provide housing and food for the teachers. Students would bring teachers food from family farms. This would often include potatoes, vegetables and apples. Apples were a (4)fairly common form of payment since they grew easily in many different climates. And they were used to make apple cider, a popular drink.

【 2 】, the tradition of giving food, in this case apples, as payment changed. It became a way of welcoming a teacher on the first day of class and hopefully leaving 【 3 】. Americans looked at apples as not only sweet and tasty, but really healthy. They are also colorful, more so than potatoes. So, they make a better gift. So that is how apples became popular gifts for teachers. And giving apples to teachers became a way of (5)trying to curry favor with them. To curry someone's favor means you try to win

them over by giving them something.

You know, if you often give your teacher an apple, he or she may 【 4 】 when they grade your next test. And if that apple is a beautiful, shiny one ... well, your chances of getting better treatment 【 5 】 . And that is where the term apple-polisher comes in. Not only does an apple-polisher bring in an apple to get better treatment from the teacher, they also keep it nice and shiny. This makes sure it will be the most beautiful apple on the teacher's desk!

The singers Bing Crosby and Connie Boswell sang about this in the 1930s song, "Apple for the Teacher."

An apple for the teacher, is always going to do the trick.

Cause if you didn't study your arithmetic.

I gotta an apple for the teacher, gonna meet with great success

Well, it won't if you didn't memorize the Gettysburg Address.

We use this as a noun and a verb. When you apple-polish, you use gifts or say nice things to **(5)improve your situation**. We have other words that mean the same thing. We also call this type of person a kiss-up, toady or boot-licker. Another popular one is teacher's pet. It is an apple-polisher's dream to become the teacher's pet – much to the anger of fellow classmates. Whether in school or at work, apple-polishers often anger those around them.

NOTES

Gettysburg Address – a three-minute address by Abraham Lincoln during the American Civil War at the dedication of a national cemetery on the site of the Battle of Gettysburg (November 19, 1863)

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<https://learningenglish.voanews.com/a/apple-polishers-often-become-teacher-s-pet-/5070229.html>

1. 本文で使われた下記の語について、アクセントの位置を表す番号を選び、その番号を解答欄に記入せよ。

(1) You can **upset** the apple cart, . . . 1 2
up - set

(2) And if you **compare** apples and oranges . . . 1 2
com - pare

(3) . . . any **comparison** is really not productive. 1 2 3 4
com - par - i - son

(4) . . . making the schoolhouses and operating them. ¹ ² ³ ⁴
op - er - at - ing

(5) . . . *gonna meet with great success* ¹ ²
suc - cess

2. 本文で使われた下記の語について、下線部の発音が同じものをそれぞれ A～D より選び、その記号を解答欄に記入せよ。

(1) announcement [A. now B. know C. knowledge D. known]

(2) campaign [A. foreign B. design C. pain D. assign]

(3) supplies [A. bellies B. relays C. least D. lies]

(4) climates [A. clinic B. climb C. click D. clip]

(5) healthy [A. heal B. breath C. reality D. reason]

3. 本文中の下線部 (1) ～ (5) の語句について、本文中での意味として最も適切なものをそれぞれ A～D より選び、その記号を解答欄に記入せよ。

(1) **productive**

- A. producing many useful results
- B. working very hard
- C. producing many apples and oranges
- D. requiring a lot of effort

(2) **school officials**

- A. politicians responsible for schools and education
- B. school staff
- C. members of the student council
- D. official documents of schools

(3) school supplies

- A. the things which shock schools
- B. the things which are needed for schools
- C. the energy of schools
- D. those who work for schools

(4) fairly

- A. finely
- B. partially
- C. quite
- D. barely

(5) improve your situation

- A. to make your situation better
- B. to appreciate your good situation
- C. to examine your situation thoroughly
- D. to clarify your situation

4. 本文中の空欄【 1 】～【 5 】に入る文脈上最も適切な語句をそれぞれ A～D より選び、その記号を解答欄に記入せよ。

- 【 1 】 A. more B. a single C. another D. no other
- 【 2 】 A. Over the years B. Within a year C. In the future D. For many years
- 【 3 】 A. some money B. a good impression C. on the last day D. the home town
- 【 4 】 A. like it or not B. eat it or not C. look kindly on you D. polish it
- 【 5 】 A. are increased B. are happy C. are diving D. are decline

5. 次の 1 ～5 の文章が、本文の内容と合致していれば○、合致していなければ×を解答欄に記入せよ。

- 1. The author thinks apple-polishers in school or at work often cause anger around them.
- 2. “The apple of someone’s eye” means that apples are most loved by someone.
- 3. “The apple doesn’t fall far from the tree” means you are liked by your mother or father very much.
- 4. In the 1800s, as the U.S. government didn’t provide money for schools in the western frontier, the early settlers couldn’t get an education.
- 5. “Apple-polishing” is not only used to mean giving gifts to get a good impression but also saying something nice to improve your situation.

6. 本文の内容について次の問いの解答を解答欄に記入せよ。

1. 二重下線部(A)で “But why is the apple a symbol of education?”と尋ねているが、この問いの答えを解答欄に日本語で記述せよ。
2. 二重下線部(B) “trying to curry favor with them” とはどのような意味だと説明されているか、解答欄に日本語で記述せよ。
3. リンゴを使った例文の中で、波線部の“compare apples and oranges” はどのような意味で使われているのか解答欄に日本語で記述せよ。
4. 波線部の“kiss-up” “toady” は何を意味しているのか、解答欄に日本語で記述せよ。