

英 語

【 I 】 次の文章を読み、問 1 から問 6 の各問に答えなさい。

The handwriting of adults is so individual that it is considered unlikely that any two people could really write identically. This high degree of individualization occurs even among those (a) learned to write from the same school and under the same teacher. Investigations into the handwriting characteristics of children have indicated that individualization in graphomotor* development begins very early (b) life. The scribbings* of the preschool child as well as the early versions of the child's copy work are often found to show individual characteristics [A] of a handwriting specimen.

Identification of handwriting assumes great importance in courts of law when the authenticity* of signature is contested. Even when the handwriting itself is not to be doubted, the conditions (c) which it was written sometimes become of great moment. Such questions (d) whether the writer's hand was forced or guided and whether alterations* were introduced after the completion of the document often have to be answered by the expert. One of the first steps in the investigation of a suspected or disputed writing is to find some genuine writing of the disputed author with which to make a comparison.⁽¹⁾ The writing characteristics which experts use in determining authenticity presuppose that each handwriting has certain permanent characteristic features from which the available handwriting sample may vary, and the question is whether the observed variation is within expected limits or beyond them. Many original methods⁽²⁾ have been developed to determine the authenticity of a given piece of writing: comparison of dates with age of paper,⁽³⁾ determining whether writing at the creases* preceded or followed the creasing, and chemical and physical examination of the paper and the ink to determine its origin, date of manufacture, and date of writing. The presence of tremors*, types of final strokes for ending words, and other characteristics of handwriting are also utilized by handwriting experts for identification purposes.

*graphomotor: 書字運動の *scribblings: なぐり書き *authenticity: 本物であること
*alterations: 改変 *creases: 紙の折り目 *tremors: 恐怖や興奮などによる震え

問 1 空欄 (a) から (d) に入れるのに最も適切なものをそれぞれ一つ選び、その記号をマークしなさい。解答番号は から 。

- | | | | | | |
|-------|--------------------------------|----------|---------|---------|----------|
| (a) | <input type="text" value="1"/> | ア) what | イ) who | ウ) whom | エ) whose |
| (b) | <input type="text" value="2"/> | ア) about | イ) in | ウ) on | エ) with |
| (c) | <input type="text" value="3"/> | ア) off | イ) over | ウ) to | エ) under |
| (d) | <input type="text" value="4"/> | ア) as | イ) at | ウ) for | エ) up |

問2 空欄 [A] に入れるのに最も適切な語順を一つ選び、その記号をマークしなさい。解答番号は 。

- 5) ア) sufficient to identify the author イ) the author to identify sufficient
ウ) the sufficient author to identify エ) to identify the sufficient author

問3 下線部 (1) の意味として最も適切なものを一つ選び、その記号をマークしなさい。解答番号は 。

- 6) ア) 比較対象とするために、論争の渦中にある筆者による直筆を見つけること
イ) 類似品を作るために、論争の渦中にある筆者以外による筆跡を見つけること
ウ) 比較対象とするために、論争の渦中にある筆者による直筆の模写を試みること
エ) 類似品を作るために、論争の渦中にある筆者による告白を記した文書を見つけること

問4 下線部 (2) が指し示すものとして最も適切なものを一つ選び、その記号をマークしなさい。解答番号は 。

- 7) ア) experts イ) limits ウ) methods エ) steps

問5 下線部 (3) が指し示すものとして、文中に記されていないものを一つ選び、その記号をマークしなさい。解答番号は 。

- 8) ア) 書かれた時と紙の古さを比べる イ) 紙とインクの製造日を分析する
ウ) 紙に残る指紋を探す エ) 文字の書き終わりに見られる癖を調べる

問6 次の各文について、本文の内容と一致するものにはアを、一致しないものにはイを、それぞれマークしなさい。解答番号は から 。

- (a) 9) Children begin to develop their unique style of handwriting as soon as they finish elementary school.
- (b) 10) With the advancement of technology, courts finally stopped utilizing handwriting samples to identify the signature in question.
- (c) 11) Handwriting experts start the investigation of a handwriting assuming that people's handwriting usually maintains their unique characteristic features.
- (d) 12) Scientific approaches to identify the author of a handwriting have been ignored by handwriting experts.

【Ⅱ】 次の会話文を読んで、空所（１）から（６）に入れるのに最も適切なものをそれぞれ一つ選び、その記号をマークしなさい。解答番号は から 。

Arisa: Hi, Bri. How are you today?

Bri: (1). I'm just a little nervous about my study abroad plans.

Arisa: Where are you going? You told me, but I forgot.

Bri: I'm going to France, and I'll be there for a whole year.

Arisa: Oh, now I remember. You're going to (2) and take French classes, right?

Bri: That's right. I'll be in Paris, close to a lot of great museums. The paintings there will be very helpful for my studies.

Arisa: That's so exciting. When do you leave?

Bri: I leave next Saturday morning, but I still have a million things to do.

Arisa: (3). Is there anything I can help you with?

Bri: It's so nice of you to offer. Actually, yes, there's one thing I'm struggling with.

Arisa: Okay. What is it?

Bri: For accommodation, we had a choice of staying in a dormitory or living with a host family. I chose to do a homestay.

Arisa: That's what I did when I studied in Canada. It was so fun getting to know a family. It was great for my English, too. You're going to love it. (4)?

Bri: Well, I'd really like to bring my host family some gifts from Japan, but I can't decide on anything.

Arisa: I went through this, too. I spent hours looking online and in shops for the perfect gift.

Bri: (5)?

Arisa: I got them a nice box of rice crackers and some folding fans. I also got some cute school supplies and traditional Japanese toys for their children.

Bri: What did they think of the gifts?

Arisa: They loved them, but I realized that they would have been happy with anything.

Bri: Thanks for telling me about your experience. I'm sure I'll be able to find something nice for them.

Arisa: Hey, I know a shop where they have a great selection of gifts. It's really nearby. If you have time, we could go together.

Bri: (6). I can feel my stress level coming down. Thank you!

(1) 13

- ア) I'm being better
- イ) I'm doing well
- ウ) I'm going better
- エ) I'm going well

(2) 14

- ア) study art
- イ) study chemistry
- ウ) study English
- エ) study math

(3) 15

- ア) That's not a lot
- イ) That's not enough
- ウ) That sounds relaxing
- エ) That sounds stressful

(4) 16

- ア) But how do you struggle
- イ) But what do you need help with
- ウ) But when do you need me
- エ) But why can I help

(5) 17

- ア) How did you finally decide on gifts for your host family
- イ) What did you finally decide to give to your host family
- ウ) Where did you finally decide to buy gifts for your host family
- エ) Why did you finally decide on those gifts for your host family

(6) 18

- ア) I can't
- イ) I don't care
- ウ) I'd like that
- エ) No, thank you

【Ⅲ】 次の空所に入れる語句として最も適切なものをそれぞれ一つ選び、その記号をマークしなさい。解答番号は から 。

- (1) I am sorry, but this is () I can say.
ア) all イ) any ウ) every エ) many
- (2) George has () handed out the agendas for today's meeting.
ア) already イ) soon ウ) still エ) yet
- (3) She asked me if I () to London.
ア) had ever been イ) had ever stayed ウ) stayed エ) were
- (4) You can have lunch in the cafeteria before () the afternoon class.
ア) start イ) started ウ) starting エ) to start
- (5) () it rains or not, we will go to the amusement park tomorrow.
ア) Either イ) Though ウ) Unless エ) Whether
- (6) Mary wears the same style of jacket () you do.
ア) how イ) that ウ) what エ) who

【Ⅳ】 次のA、Bの文がほぼ同様の意味になるように、空所に入れる語句として最も適切なものをそれぞれ一つ選び、その記号をマークしなさい。解答番号は から 。

- (1) A I'm sure he has read that best-seller book.
B He () have read that best-seller book.
ア) could イ) may ウ) must エ) will
- (2) A I wish he could go hiking with us. It's such a beautiful day.
B It is () he can't go hiking with us. It's such a beautiful day.
ア) glad イ) lucky ウ) sorry エ) unfortunate
- (3) A How much is this bicycle?
B () is the price of this bicycle?
ア) For what イ) For which ウ) How エ) What
- (4) A Lily took first place in the marathon, and we were very glad.
B () our great joy, Lily took first place in the marathon.
ア) In イ) Of ウ) To エ) With

【V】 次の（１）から（３）の和文に合うように、与えられた語を空所に並べかえなさい。完成した英文の４番目と７番目にくる語の記号をマークすること。解答番号は から 。

（１） 私の新しい職場から駅はどれくらい離れているか教えてください。

- ア) far イ) from ウ) how エ) is オ) me
カ) my キ) station ク) tell ケ) the コ) you

Could new office?

（２） これらの写真を見れば、日本の東北地方の暮らしがとてもよくわかるでしょう。

- ア) a イ) give ウ) good エ) idea オ) of
カ) pictures キ) very ク) will ケ) you

These life in Tohoku,
Japan.

（３） 委員会は、彼女に賞を与えるという満場一致の決定に達した。

- ア) a イ) committee ウ) decision エ) give オ) has
カ) her キ) reached ク) to ケ) unanimous

The the prize.