東京都立高校入試・共通問題対策 ／ 第1回

英語 問題冊子

模試 第1回

試験時間	満点	解答数
50分	100点	23問

受験上の注意

1 試験時間は、リスニングを含めて50分です。開始後、最初に大問1の放送を聞きます。

2 解答は別紙の解答用紙に記入します。選択問題はア〜エのうち一つを選びます。

3 大問1のB2は英語で、大問2の3 (2) は条件に合う英語3文で答えます。

4 音源を再生すると、各対話・放送と質問が2回ずつ流れます。冊子の先にある問題は、放送が終わってから解き始めます。

大問と配点

大問	内容	配点
1	リスニング	20点
2	資料の読み取り・英作文	24点
3	対話文の読解	28点
4	物語文の読解	28点

リスニング再生 https://toritsu-practice.lexilien.chatgpt.site/#mocks

東京都教育委員会の公開資料を参考に作成した非公式の模試です。

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大問 1 リスニング ／ 20点

流れる英語を聞いて、問題Aと問題Bに答えなさい。質問文も放送されます。

問題A 短い対話

A1 放送の質問に対する答えを選びなさい。

ア In the music room.
イ In Room Three.
ウ At the sports hall.
エ At the school gate.

A2 放送の質問に対する答えを選びなさい。

ア A new umbrella.
イ Aya’s extra jacket.
ウ Some food for the trip.
エ His own jacket.

A3 放送の質問に対する答えを選びなさい。

ア Return his books.
イ Clean his classroom.
ウ Take a photo for him.
エ Wait for him at the field.

問題B まとまりのある放送

B1 放送の質問に対する答えを選びなさい。

ア At eight o’clock.
イ At nine o’clock.
ウ At eight thirty.
エ At nine thirty.

B2 放送の質問に対する答えを英語で書きなさい。

解答は解答用紙の指定された欄に書きましょう。

大問 2 資料の読み取り・英作文 ／ 24点

問1 アンケート

What should we add to the garden?

Idea	First-year students	Third-year students
A water station	12	18
A flower corner	15	9
More benches	8	10
A notice board	5	3

Student council conversation

Nao: The first-year students and third-year students each chose one idea. I expected [A] to get the most votes because it was first among the younger students.

Jill: Look at both groups together. The total for [B] is six votes higher than the total for your idea.

Nao: I see. Let’s tell the council what we found.

1 [A] と [B] に入る語句の組み合わせとして正しいものを選びなさい。

ア A: a flower corner / B: more benches

イ A: a water station / B: a flower corner

ウ A: more benches / B: a water station

エ A: a flower corner / B: a water station

問2 利用案内

Garden work on Saturday

Activity	Time	Place	What to bring
Plant seeds	9:30-10:15	East gate	Gloves
Make signs	10:00-10:50	Tool shed	Nothing
Water plants	11:00-11:35	East gate	Gloves
Count insects	11:15-12:00	Pond	Pencil

Messages

Jill: I can get there at ten. I have to leave by eleven forty-five. Can we do one thing before eleven and one thing after eleven?

Nao: Yes. I have an extra pair of gloves. I’ll bring them to the east gate for our second activity.

2 二人の条件に合う活動の組み合わせを選びなさい。

ア Make signs and water plants.

イ Plant seeds and water plants.

ウ Make signs and count insects.

エ Plant seeds and count insects.

大問 2 資料の読み取り・英作文 ／ 24点

問3 メール

An email from Jill

Dear Nao,

Thank you for taking me to the garden. The signs we made helped a little boy find the right path. His mother told us that he wanted to read every sign by himself. It made me think about how a small change can help someone. Our class wants to do something helpful for students at our school. What would you suggest? I’d like an idea that students could try next week.

Jill

3 (1) メールの内容と合っているものを選びなさい。

ア Jill’s class made new signs at school last week.　イ The boy’s mother read each sign to him.

ウ The signs helped the boy find his way.　エ Nao asked Jill to send the boy a sign.

3 (2) Nao として Jill に返信しなさい。学校の生徒を助けるために来週できる活動、その活動で自分がすること、それが役に立つ理由を、英語3文で書きなさい。

解答は解答用紙の指定された欄に書きましょう。

大問 3 対話文の読解 ／ 28点

英文を読み、次のページの問いに答えなさい。

The repair table

Emi: We need an idea for our class project. Mr. Hill said it should be something we can actually try before the end of this month. How about a day when students bring things they don’t use and give them to other people?

Will: We did that last year. I brought an old pencil case, but I took it home again. One side was open because some stitches had come out. I thought someone could still use it, but nobody wanted it.

Emi: Could you repair it?

Will: I wanted to, but I didn’t know where to start. A week later my grandfather showed me how to close the side with a needle and thread. He held the case at first, and then I finished it. I’ve used it every day since then.

Emi: So the pencil case was useful after someone showed you one thing you could do. Maybe that can be our project. Let’s set up a table where students can learn to repair a small thing.

Will: That sounds good, but we can’t tell everyone to bring anything they want. Some things are hard to repair, and we have only forty minutes after school. If one piece of work takes the whole time, other students may have to leave without trying.

Emi: [A]

Will: That would give us a chance to find out how long it takes. I can bring two old pieces of cloth to practice on. We could ask our friends to try before we invite the whole class.

Emi: The poster should tell people that the work is quite simple and that they don’t have to be good at sewing. We may have to borrow tools, but we won’t ask visitors to pay.

Will: Let’s also leave a place on the poster for a small picture. People may think they have to watch an adult do everything. A picture of two students helping each other would show what we mean.

Emi: Good point. Do we need an adult to be there when we use the tools?

Will: Yes. I’ll ask Mr. Hill to stay with us. My grandfather can show me the first steps again this weekend. After the practice, we’ll decide how many students we can help in forty minutes.

Emi: Then we can give Mr. Hill a plan based on what actually happened, instead of guessing.

語注 stitch 縫い目 needle 針 thread 糸 cloth 布 sewing 裁縫

大問 3 対話文の読解 ／ 28点

1 Will が前年度に筆箱を持ち帰った理由を選びなさい。

ア He had brought it only to show his grandfather.
イ Nobody wanted it in its damaged condition.
ウ The other students left before he arrived.
エ He had already decided to repair it that day.

2 祖父に教わったとき、Will 自身がしたことを選びなさい。

ア He held the case while his grandfather did all the work.
イ He chose a new pencil case for his grandfather.
ウ He watched a friend sew two pieces of cloth.
エ He finished closing the side of the case.

3 Will が作業の種類を限るべきだと考えた理由を選びなさい。

ア A difficult repair could leave little time for others.
イ The teacher only allows students to use new tools.
ウ Visitors may try to take things without paying.
エ Emi has already invited the whole school.

4 [A] に入る発言を選びなさい。

ア We should ask people to bring a different tool for every repair.
イ Let’s cancel the event until everyone can sew well.
ウ Why don’t we start with one easy repair and test it with a few people?
エ How about giving everyone forty minutes alone at the table?

5 ポスターに生徒二人の絵を載せる主な目的を選びなさい。

ア To show which visitors can borrow tools at home.
イ To show that students will take part and help one another.
ウ To find two students who have done the project before.
エ To tell people that working alone is quicker.

6 本番で手伝える人数は、何をもとに決める予定ですか。

ア The number of visitors at last year’s event.
イ The number of teachers who reply to the poster.
ウ The cost of thread and other tools.
エ How long the work takes when they try it first.

7 対話全体に合うタイトルを選びなさい。

ア How to Buy the Right Pencil Case
イ A Poster for a School Sale
ウ Giving Old Things a Second Chance
エ Finding a Longer Time for Class Projects

大問 4 物語文の読解 ／ 28点

英文を読み、次のページの問いに答えなさい。

The space on the shelf

One afternoon in May, Kenta’s class visited a small museum near the river. Each group had to choose one object and explain what it told them about the town. Most of the students went to the glass cases in the middle of the room. Kenta followed them until he noticed an empty space on a shelf near the door. A small card said, “Do you know what was here?”

Kenta asked the woman at the desk about the card. Her name was Ms. Arai. She showed him an old photograph of the shelf. A long wooden box stood in the space. There were letters inside it. Years ago, people who lived across the river left letters in the box for a boat worker to carry. The museum had been given the picture, but no one knew where the real box had gone.

At school, Kenta’s group began to make a poster. Two students wanted to write only about objects they had seen. Kenta understood why. They could draw those objects easily, and the teacher had asked them to choose one thing. But he could not stop thinking about the box. He asked the others to give him a day to find one more piece of information.

That evening, Kenta showed his grandmother a picture of the old photograph on his phone. She looked at it for a long time. Then she went to a drawer and took out a letter. She had written it as a child to her brother, who worked on the other side of the river. She had asked a boat worker to take it. Her brother had kept it and given it back to her many years later. She let Kenta read it but asked him not to show its words to anyone else. He could, however, tell the class what the boat worker had done.

The next day, Kenta told his group the story without reading the letter to them. One student said, “Now I can imagine a person waiting for the boat.” Another drew the river and placed a small picture of the box beside it. They decided to use the poster to explain how people sent news before there was a bridge. They wrote a question at the bottom: “How do people in your family keep in touch today?”

A week later, Ms. Arai visited their classroom and read the poster. She asked if she could put a copy of it by the shelf. Kenta said yes after getting permission from his group. When he went to the museum again, the box was still missing. This time, however, a boy was standing in front of the shelf, asking his father about the river. Kenta passed them quietly and smiled.

語注 object 展示品・物 drawer 引き出し keep in touch 連絡を取り合う permission 許可

大問 4 物語文の読解 ／ 28点

1 Kenta が職員に尋ねるきっかけになったものを選びなさい。

ア A letter in the middle of the room.

イ A question on a card near an empty space.

ウ A wooden boat beside the door.

エ A map that his group found outside.

2 次の出来事を古い順に並べたものを選びなさい。A: Kenta’s group drew a river. B: Ms. Arai showed Kenta a photograph. C: A boy asked his father about the river. D: Kenta’s grandmother took out a letter.

ア D → B → C → A

イ B → A → D → C

ウ A → B → C → D

エ B → D → A → C

3 (1) 最初に班の二人が実物のある物を選ぼうとした理由として本文に合うものを選びなさい。

ア The museum would let them bring those objects home.

イ They had already read letters from the box.

ウ It was easy to draw an object they had seen.

エ Ms. Arai told them not to talk about the box.

3 (2) 祖母が Kenta に許したことを選びなさい。

ア Tell the class what the boat worker did.

イ Read the letter aloud in the classroom.

ウ Leave the letter in the museum.

エ Write the original words on the poster.

3 (3) ポスターに載せた最後の質問で、班は何を考えるきっかけを作りましたか。

ア Where to build a new museum.

イ Who owned the wooden box before the museum.

ウ How to draw a river accurately.

エ How families communicate in the present.

4 (1) 博物館にポスターを置くことについて、本文に合うものを選びなさい。

ア The teacher told Kenta to copy it for every museum.

イ Ms. Arai asked to display a copy beside the shelf.

ウ Kenta asked his grandmother to draw a new version.

エ The group put it next to a bridge outside.

4 (2) 最後に Kenta がほほえんだ理由として最も適切なものを選びなさい。

ア He heard that the wooden box would return the next day.

イ He saw his grandmother explaining the letter to a child.

ウ He saw that the empty space was making visitors curious.

エ He noticed that the museum had removed his poster.