東京都立高校入試・共通問題対策 ／ 第2回

英語 問題冊子

模試 第2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 To invite him to the second game.
イ To ask him to make a video.
ウ To get a picture of the first game.
エ To give him a link to the website.

A2 放送の質問に対する答えを選びなさい。

ア On foot.
イ By bus number ten.
ウ By bus number twelve.
エ By train.

A3 放送の質問に対する答えを選びなさい。

ア In the library.
イ In the school yard.
ウ In the teachers’ room.
エ In an empty classroom.

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 On Wednesday.
イ On Thursday.
ウ On Friday.
エ On Saturday.

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

When would you come to a school concert?

Start time	Students	Family members
10:00	24	12
11:30	17	19
13:00	14	30
14:30	15	9

A planning meeting

Riku: We promised to choose the time that got the most votes from students and family members together.

Kate: Then we should start at [A]. It got [B] more votes than the eleven thirty time.

Riku: I'll put that in the notice.

1 [A] と [B] に入る語句の組み合わせを選びなさい。

ア A: ten o'clock / B: eight
イ A: one o'clock / B: four
ウ A: half past two / B: twelve
エ A: one o'clock / B: eight

問2 作業の予定表

Help before the concert

Job	Time	Place	Details
Set up chairs	11:35-12:00	Hall	Work in pairs
Put up signs	11:50-12:10	Entrance	Work in pairs
Fold programs	12:15-12:40	Room Two	Work alone
Check music stands	12:25-12:55	Hall	Work in pairs

A message from Kate

I'll be at school at eleven forty-five. I have to see my teacher at twelve forty-five. Can I do two jobs before that? I'd like to work with another student on the first job, and I don't mind working alone on the second.

2 Kate ができる作業の組み合わせを選びなさい。

ア Set up chairs and fold programs.
イ Put up signs and fold programs.
ウ Set up chairs and check music stands.
エ Put up signs and check music stands.

大問 2 資料の読み取り・英作文 ／ 24点

問3 メール

An email from Kate

Dear Riku,

At the concert I saw a woman trying to read the program while holding her little son. A student read the names of the songs to her, and her son listened, too. It made me wonder how we could make it easier for all kinds of visitors to enjoy school events. Our class will have a meeting about this on Monday. Can you suggest a change we could make next time? Please tell me why it would be helpful and how our class could prepare it.

Kate

3 (1) メールの内容と合っているものを選びなさい。

ア Kate will meet the woman’s son at school on Monday.	イ The woman told Kate to change the concert program.
ウ A student read part of the program to the woman.	エ Kate wants Riku to choose the next concert’s songs.

3 (2) Riku として返信します。次の学校行事でできる改善、その改善が役立つ理由、クラスでできる準備を、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。

Before the crossing

Yuna: Have you finished the report for our walking group? We’re going to show it to the town office next week. I wrote that the road by the station is hard to cross in the afternoon.

Owen: I walked there yesterday. You can see the traffic light from quite far away. I thought it was easier to cross there than at the corner near our school.

Yuna: What time were you there?

Owen: About two o’clock. My last class finished early, so I went to the station to meet my aunt.

Yuna: I was there at five. I could see the light, but a line of people was standing in front of the bus stop. The line reached the crossing. I couldn’t tell which people were waiting for the bus and which were waiting to cross the road.

Owen: Now I see. When I was there, almost no one was waiting for a bus. Maybe we’ve both noticed something true at different times of the day.

Yuna: Yes, and I don’t want to say the crossing is difficult every afternoon if we’ve only checked it twice. What would be a fair way to find out?

Owen: [A]

Yuna: Good idea. Let’s write down how many people are standing between the bus stop and the crossing at the beginning of each ten-minute period. I can come before school on Wednesday and after school on Thursday.

Owen: I can be there on both days. We should stand in the same place each time. Then we can compare what we see. But how can we find out why people choose to wait so close to the crossing?

Yuna: We could ask a few people who use the bus stop. We must make sure we don’t get in anyone’s way. My neighbor often takes that bus. She might tell us how the line usually starts.

Owen: We’ll probably get different explanations. Some people may follow the person in front of them, while others may want to be close to the bus when it arrives.

Yuna: That would be helpful. If the line is the problem, moving the traffic light wouldn’t change the way people wait. We might suggest a sign that shows where the line should begin.

Owen: Let’s see what we learn first. We can include the numbers and a short account of what people tell us. The town office can then understand how we reached our suggestion.

語注 crossing 横断場所 traffic light 信号 period 時間帯 account 説明・記録

大問 3 対話文の読解 ／ 28点

1 Owen が駅前の横断場所へ行った理由を選びなさい。

ア He was going to meet his aunt at the station.
イ He had a meeting at the town office.
ウ He wanted to count people waiting for a bus.
エ He needed to check where his neighbor lived.

2 午後5時に Yuna が気づいたことを選びなさい。

ア The traffic light was not working.
イ The road was closed near the school.
ウ People waiting for the bus were standing in a line that reached the crossing.
エ The number of buses had gone down since two o’clock.

3 [A] に入る発言を選びなさい。

ア Let’s write that the road is difficult at all times.
イ Let’s watch the crossing at different times and record what we see.
ウ We can move the bus stop before we make the report.
エ We should ask the town office to turn off the traffic light.

4 二人が毎回同じ場所に立つ理由を選びなさい。

ア To make it possible to ask the same people every day.
イ To help the bus drivers find them from the road.
ウ To be close to the light when it changes.
エ To compare their observations under a similar condition.

5 Yuna が近所の人に話を聞くと得られそうな情報を選びなさい。

ア How people usually begin to form a line.
イ Why the station was built near the school.
ウ How much it would cost to move the light.
エ When Owen’s aunt usually arrives.

6 信号を動かす考えについて、Yuna が指摘したことを選びなさい。

ア The town office has already moved it once.
イ Changing it might not solve a problem caused by the line.
ウ It would be the only possible change near the crossing.
エ It would let them count people from a different place.

7 二人が役所へ提案を出す前にしようとしていることを選びなさい。

ア Ask the town office to decide how many people use the bus.
イ Choose the best place for a sign and put it up.
ウ Collect both observations and people’s explanations.
エ Write separate reports without comparing them.

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。

An extra bowl

On the first day of summer vacation, Aki went to a lunch event at the town center. Every Friday, volunteers made soup and invited people who lived nearby. Aki had never helped before. She had planned to visit a friend that day, but when her uncle told her that one of the volunteers was sick, she decided to go with him.

In the kitchen, Aki’s uncle showed her where to put the bowls and where to stand. “Just give one bowl to each person,” he said. For the first twenty minutes, Aki followed his example. She worked carefully, but she did not look up much. She was worried that she might spill soup if she stopped paying attention to her hands.

Then a woman came to the table and asked for two bowls. Aki almost said no, because her uncle had told her to give one bowl to each person. Before she answered, she noticed the woman pointing to an older man by the door. He was walking slowly with a stick and there were no chairs near him. The woman said, “He wants to sit down before he carries anything hot.” Aki asked her uncle if she could take a bowl to the man after he sat down. He nodded.

The man thanked Aki when she brought him the soup. He came to the lunch almost every week, he explained, but he had hurt his foot two days before. He had almost stayed home that day. The woman, who was his neighbor, had offered to walk with him. Aki thought about his trip from home to the center. It had taken her less than five minutes, but for him it was a different trip.

Before the next Friday, Aki asked the other volunteers if they could put two chairs near the door. One volunteer worried about making the entrance too narrow. Together they tried putting the chairs in three places. In the end, they placed them against the wall, far enough from the door to leave room for other people to enter.

Aki was back at the table the next Friday. She saw the same man sit in one of the chairs, and soon another visitor used the other chair to wait for a friend. There was no special sign on the chairs. Aki was glad that people could use them in different ways. When the next person came for soup, she looked up and said hello before she reached for a bowl.

語注 spill こぼす stick つえ narrow 幅が狭い reach for 〜に手を伸ばす

大問 4 物語文の読解 ／ 28点

1 Aki が最初の金曜日に昼食会を手伝った理由を選びなさい。

ア She wanted to meet her friend at the town center.

イ Her school told her to help for a summer project.

ウ Her uncle needed help because a volunteer was sick.

エ She wanted to learn her uncle’s soup recipe.

2 次の出来事を古い順に並べたものを選びなさい。A: Aki helped choose a place for the chairs. B: A visitor asked Aki for two bowls. C: Aki saw someone wait for a friend. D: Aki carried soup to the older man.

ア B → D → A → C

イ D → B → A → C

ウ A → B → D → C

エ B → C → D → A

3 (1) 最初に Aki があまり顔を上げなかった理由を選びなさい。

ア She could not hear her uncle’s directions.

イ She was looking for the visitor’s name.

ウ She was waiting for a friend to finish eating.

エ She was afraid she would spill the soup.

3 (2) 女性が器を二つ頼んだ背景として本文に合うものを選びなさい。

ア She wanted to take some soup home for herself.

イ Her neighbor wanted to sit down before carrying hot soup.

ウ Her uncle had told her to bring soup to the kitchen.

エ The man was waiting outside for another event.

3 (3) it was a different trip とあるが、何が違いましたか。

ア The trip was more difficult for the man because he had hurt his foot.

イ The man walked to a different building by mistake.

ウ Aki always took a bus, while the man came on foot.

エ The man came on a day when there was no lunch.

4 (1) 椅子を壁際に置くと決めた理由を選びなさい。

ア The man wanted to sit where no one could see him.

イ The wall was the only place with a sign.

ウ The chairs could be near the door without blocking the way in.

エ The volunteers needed room to cook next to the entrance.

4 (2) 結末での Aki の変化として最も適切なものを選びなさい。

ア She decided to leave the serving to her uncle.

イ She wanted every chair to be used only by older people.

ウ She stopped following all the rules in the kitchen.

エ She paid more attention to the people she was helping.