東京都立高校入試・共通問題対策 ／ 第3回

英語 問題冊子

模試 第3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。

オリジナル教材・CC0 1.0・出典表示なしで複製・改変・再配布・商用利用可

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 On Wednesday.
イ On Thursday.
ウ This morning.
エ After tennis practice.

A2 放送の質問に対する答えを選びなさい。

ア To the classroom.
イ To the gym.
ウ To the office.
エ To the library.

A3 放送の質問に対する答えを選びなさい。

ア Print twenty copies of the guide.
イ Send the group the correct meeting place.
ウ Ask the teacher to go to the station.
エ Take the guides to the west gate.

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 the bus.
イ In the garden.
ウ In their classroom.
エ In a room on the first floor.

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 会場への行き方

Ways to the City Design Center

Starting point	How to go	Time to the center	Cost for students
Maple Station	Walk	18 minutes	Free
Maple Station	Bus 4	8 minutes	120 yen
Hill Station	Walk	10 minutes	Free
Hill Station	Bus 6	7 minutes	160 yen

Planning a Saturday visit

Luis: I can get to Maple Station at ten twenty, but the train to Hill Station leaves at ten thirty-five. Our tour starts at ten thirty-five, so I'll use [A].

Mei: I live three minutes from Hill Station. I don't want to pay for a bus if the walk takes no more than twelve minutes. I'll go from [B] on foot.

1 [A] と [B] に入る語句の組み合わせを選びなさい。ただし、バスは駅に着いてすぐ乗れるものとします。

ア A: Bus 4 / B: Maple Station
イ A: Bus 6 / B: Hill Station
ウ A: Bus 4 / B: Hill Station
エ A: Bus 6 / B: Maple Station

問2 体験の案内

Afternoon sessions

Session	Time	What you will do	Take something home?
Drawing streets	13:00-13:40	Design a new street map	Yes
Making a strong chair	13:10-14:00	Build with paper	Yes
Colors in the city	13:30-14:10	Take photos in the center	No
Water in our town	13:50-14:30	Listen and ask questions	No

At the information desk

Luis: I want to try making something with my hands after the tour, and I have to leave the center at one fifty.

Mei: I want to take something I made home. Would you like to join the same session?

Luis: Yes. I have already drawn several maps in class, but it is fine to try designing one in a new way.

2 二人が一緒に参加できる体験を選びなさい。

ア Drawing streets.
イ Making a strong chair.
ウ Colors in the city.
エ Water in our town.

大問 2 資料の読み取り・英作文 ／ 24点

問3 メール

An email from Luis

Dear Mei,

I put the map I made today on my desk. I drew places for people to stop and rest because my grandfather often looks for a seat when we walk together. Our teacher said that we could also notice things people need at our school. I’m going to look around the building tomorrow. What would you look for? Please share one idea and tell me what you could do if you found a problem.

Luis

3 (1) メールの内容と合っているものを選びなさい。

ア Luis drew a map of the school with his grandfather.

イ Luis will look around the school building tomorrow.

ウ The teacher put Luis’s map on a desk at the center.

エ Luis has already found a problem in the school building.

3 (2) Mei として返信します。学校でどんな点を調べたいか、その理由、問題が見つかったときにできることを、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。

One label at a time

Hana: For the open day, I’ve written labels in Japanese and English for all the plants in the school garden. Do you think we should put every label up before we show the garden to visitors?

Finn: Can I see one? This one tells me the plant’s name, where it came from, how much water it needs, and what its seeds look like. It’s interesting, but it takes a long time to read.

Hana: The people who come may know different things about plants. I wanted to give all of them something they could learn.

Finn: I see. When my little sister visited a garden last month, she could read the names, but she stopped after the first long label. Later, she found a small card that asked her to look for a yellow flower. She spent the next ten minutes looking at leaves and flowers carefully.

Hana: That card gave her something to do. Maybe our labels do not all have to explain the plants in the same way.

Finn: Exactly. We can keep their names easy to see. Then we can add a short question to some labels. For this plant, what about asking how many points people can see on a leaf?

Hana: I like that, but some visitors will want to know where the plant came from. I don’t want to lose the work we did on the longer notes.

Finn: [A]

Hana: That would be easy to try. We can put it on the table near the exit. Visitors who have time can read it there. We could also have copies ready for people to take home.

Finn: Before we print everything, let’s make two labels for the same plant. I’ll ask my sister to walk past them with me tomorrow. I won’t tell her what to read. I want to see what she notices first.

Hana: I can ask our science teacher to look at the longer notes. He can tell us if we missed anything important, but I don’t want him to choose the short label for us. His reason for reading is different from the reason a child has.

Finn: That makes sense. After we talk to them, we can use what we’ve learned to make the labels for the rest of the garden.

Hana: Good. We’ll still share the information, but we’ll give visitors more than one way to find it.

語注 label 説明札 seed 種 point とがった部分 exit 出口

大問 3 対話文の読解 ／ 28点

1 最初の札について Finn が指摘したことを選びなさい。

ア It shows a picture that he cannot understand.
イ It gives a wrong name for the plant.
ウ It includes interesting information but takes time to read.
エ It has no English on it.

2 庭園で Finn の妹が植物をよく見るようになったきっかけを選びなさい。

ア A card gave her something to look for.
イ A visitor told her the name of every plant.
ウ She read all the long labels before looking.
エ She was asked to water a plant at the exit.

3 [A] に入る発言を選びなさい。

ア Let’s use only my sister’s notes on every label.
イ How about putting all the longer notes in one booklet?
ウ We could ask every visitor to read the long notes at the entrance.
エ Why don’t we take all the plants without labels out of the garden?

4 Finn が妹に何を読むべきか伝えない理由を選びなさい。

ア He thinks the names of the plants are too difficult for her to read.
イ He needs his teacher to explain the labels to her first.
ウ He wants her to choose names for the new plants.
エ He wants to see what interests her without giving directions.

5 Hana が理科の先生に頼もうとしていることを選びなさい。

ア Choose a short label that children will enjoy.
イ Check whether the longer notes leave out important information.
ウ Read the questions to children during the open day.
エ Write the names of all the plants again in English.

6 妹と先生の両方から意見を得ようとする理由として最も適切なものを選びなさい。

ア They read for different reasons and can show different things about the plan.
イ They have both written every label before.
ウ They can decide which of the plants is the most beautiful.
エ They both want to find the same information about a plant.

7 対話の最後で二人が目指していることを選びなさい。

ア Make all visitors spend the same amount of time reading.
イ Hide the plant names so visitors will ask for help.
ウ Use only questions on labels and throw away the notes.
エ Offer more than one way to learn about the garden.

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 sound before the show

Sora had played the keyboard in his school band for two years. When the music teacher said that the band would play at a night event in the town square, Sora asked to play the opening song. He had practiced it at home every evening for a month. He wanted his father, who had never heard him play in front of other people, to hear the song.

On the afternoon of the event, the band set up its instruments outside. During the first test, Sora pressed a key and heard nothing. The teacher tried another cable, but that did not help. The keyboard worked when it was connected to a small speaker in the music room. Outside, however, the band could not use that speaker because it was not loud enough for the square.

The teacher said they could cut the song from the program. Sora felt angry for a moment. Nobody had done anything wrong, but he could only think about all the time he had spent practicing. He walked behind the stage and sat beside a box of spare chairs.

A girl from the band, Mari, found him there. Instead of telling him that the rest of the program would be fine, she asked him to play the first part of the song on the keyboard without a speaker. Sora asked why. Mari said, “I can’t hear it, but I can watch which keys you press. I think I know the tune.” She watched him for a few seconds and began to sing it softly. Another student heard her and joined in.

Sora suddenly remembered that the song had begun as a short tune people sang together at their school sports day. He went back to the teacher and asked if the band could sing the opening tune without the keyboard. They tested it once, with Mari leading and the other members joining after her first line. Sora kept time by moving one hand. The teacher walked to the back of the square and held up her hand to show she could hear them.

At the start of the show, Sora saw his father standing quite far from the stage. Mari began to sing. Sora had planned to sit behind the keyboard that evening, but now he stood beside Mari and sang the last line with everyone else. Afterward his father sent him a short message: “I could hear you.” Sora read it twice. He was still sorry that he had not been able to play as planned, but he was glad that the first song had found another way to reach his father.

語注 keyboard 電子鍵盤楽器 cable 接続用の線 spare 予備の tune 曲・旋律 keep time 拍子を取る

大問 4 物語文の読解 ／ 28点

1 Sora が最初の曲を担当したいと思った理由を選びなさい。

ア He wanted his father to hear him play in front of others.

イ He had already heard his father sing that song.

ウ He wanted to test the speaker in the music room.

エ He wanted Mari to learn the tune before sports day.

2 次の出来事を古い順に並べたものを選びなさい。A: Mari began to sing behind the stage. B: The teacher walked to the back of the square. C: Sora’s father sent a message. D: The teacher tried another cable.

ア A → D → B → C

イ D → B → A → C

ウ D → A → B → C

エ A → B → D → C

3 (1) 音楽室のスピーカーを広場で使えなかった理由を選びなさい。

ア Mari needed to use it for a different song.

イ It wasn’t loud enough for the space.

ウ Its cable could not be connected to the keyboard.

エ The teacher had left it at home.

3 (2) Mari が音の出ない keyboard を弾いてほしいと頼んだ理由を選びなさい。

ア She thought that the new cable would start working after another try.

イ She wanted to check whether the teacher could hear it.

ウ She wanted Sora to finish his month of practice at home.

エ She thought she might recognize the tune by watching which keys he pressed.

3 (3) 歌だけで試したとき、Sora は何をしましたか。

ア He sent a message to his father.

イ He watched from the back of the square.

ウ He moved one hand to keep the group in time.

エ He asked the teacher to sing the first line.

4 (1) 父親の I could hear you. というメッセージは、本文の流れでは何を Sora に伝えていますか。

ア Different words would make the song easier to hear.

イ His father had heard him take part in the song.

ウ His father wanted him to bring the keyboard home.

エ The sound from the small speaker finally became loud enough.

4 (2) 結末の Sora の気持ちとして最も適切なものを選びなさい。

ア He was disappointed because his father could not come.

イ He wished that the teacher had cut the opening song.

ウ He was glad to sing once, so he no longer cared about playing the keyboard.

エ He regretted not playing as planned, but was glad they still shared the song.