

英 語

注 意

- 1 声に出して読むはいけません。
- 2 問題は **1** から **3** までで、10 ページにわたって印刷してあります。
- 3 **1** はリスニングテストです。
リスニングテストは、**検査開始直後**に行います。
- 4 **受検番号**を、解答用紙の決められた欄に記入しなさい。
- 5 答えは、全て解答用紙の決められた欄に記入しなさい。
- 6 答えは、**特別の指示**のあるもののほかは、各問の**ア・イ・ウ・エ**のうちから最も適切なものをそれぞれ一つずつ選んで、答えの欄に、その記号を記入しなさい。
- 7 記号を書くときも、文字を書くときも、明確に書きなさい。
- 8 答えを直すときは、きれいに消してから、新しい答えを記入しなさい。
- 9 提出するのは、**解答用紙**だけです。

1 リスニングテスト（放送で指示があります。）

第1部

〔No. 1〕

- ア She will check the size of the T-shirts.
- イ She will buy some kinds of T-shirts.
- ウ She will talk about large animals.
- エ She will show some T-shirts to the man.

〔No. 2〕

- ア Five.
- イ Six.
- ウ Seven.
- エ Twelve.

〔No. 3〕

- ア Because he cannot go to the shop.
- イ Because he used another shop's card.
- ウ Because he could not use his card in the shop.
- エ Because he cannot find his card after shopping there.

〔No. 4〕

- ア He was taking care of some plants.
- イ He was drinking water in the garden.
- ウ He was giving flowers to his mother.
- エ He was looking for his mother.

〔No. 5〕

- ア Because she would meet her father at a shop.
- イ Because she could make ice cream at home.
- ウ Because she wanted to eat ice cream.
- エ Because she wanted to go home early.

第2部

[No. 1]

- ア Shoes are chosen as a gift.
- イ He's in the shop.
- ウ The shop near the station sold them.
- エ They're Jane's.

[No. 2]

- ア Because it was expensive.
- イ I've already bought some food and drinks.
- ウ It was last year.
- エ Because he wants to know the reason.

[No. 3]

- ア After the show.
- イ Twenty minutes ago.
- ウ For one hour.
- エ At three thirty.

[No. 4]

- ア Two cars will take us here.
- イ We will need two more fish.
- ウ Two or three will be enough.
- エ We have to make it twice.

[No. 5]

- ア Yes, I'll go to a zoo with my family.
- イ No, my brother and I will go to a library.
- ウ Yes, I get up at seven every morning.
- エ No, you didn't know the plan.

2

次の文章を読んで、あとの各問に答えなさい。

(*印の付いている語句には、本文のあとに〔注〕があります。)

When plants try to leave their *offspring, it is important to spread their seeds *far away and to various places. If a plant lives only in one area, the species will face danger. They may not be able to continue to live if the environment of the place greatly changes. For plants, *increasing their living area means . However, there is a problem: plants cannot move or carry their seeds to different places alone. So they often depend on the power of other things when they try to spread their seeds. Some of them use the wind, and others use the water power of a river. Another common and effective way for plants to spread their seeds the use of animals. Let's see four interesting examples of plants' use of animals as a *carrier of their seeds.

Probably, you have had an experience like this: some seeds with *burs were *attached to your clothes and you could not remove them easily after you went to the *grassy field. You may not feel happy about these seeds, but this is exactly their *strategy. Plants like *cocklebur can spread their seeds thanks to their burs. They are attached to humans' clothes or animals' bodies and carried to places far away from the original area. In many cases, these kinds of plants are not very tall, so humans' legs or animals' bodies easily touch and catch the seeds while they are walking in the grassy field.

Some plants spread their seeds by giving meals to animals. These kinds of plants often depend on birds. Many birds eat the fruit but its seed is not *digested in their bodies. So it falls on the ground with their *droppings. There the seed *sprouts and grows. Birds can fly and move to different places, so they are useful carriers of seeds. Like cherries, have red, yellow, or purple fruits because these colors can easily attract the eyes of birds.

Ants and *violets also depend on each other in a similar way. Violets can spread their seeds by their own power, but the power is so weak that the seeds do not go far away. However, ants carry the seeds to a little larger area. A small white part an *elaiosome is attached to each seed of a violet, and this is actually ants' favorite food. Ants bring the seeds into their *nests, and after they eat only their favorite part there, violets' seeds without elaiosomes are not necessary for them. So ants carry the seeds outside and leave them near their nests. Then, those seeds often sprout there. Violets can the living area larger by giving ants meals.

The last example is *acorns' strategy to use squirrels. A squirrel is a small animal with a big *tail. Before cold winter, squirrels not only eat many acorns but also try to hide acorns in various places to save their food. However, squirrels sometimes

forget the places of those acorns, and in spring, these acorns sprout there. Though the acorns which have just fallen on the ground under the tree can sprout, they often stay near the original place. Acorns are a little , so wind cannot move them far away. Acorns are brought to various places and grow in a larger area because squirrels do such a thing before winter.

You may think that plants are weak. They are silent and usually do not try to hurt others. However, they still survive and can live in various places or in larger areas. Plants' effective use of animals as carriers of their seeds shows you quite a different side of plants. In fact, they are full of power and wisdom to save their offspring and survive as a species.

〔注〕

offspring	子孫	far away	遠く離れた所に	increase	増やす
carrier	運び役	bur	とげとげの外皮	attach	付着させる
grassy field	草地	strategy	戦略	cocklebur	オナモミ
digest	消化する	droppings	ふん	sprout	発芽する
violet	スミレ	elaiosome	エライオソーム	nest	巣
acorn	ドングリ	tail	しっぽ		

〔問1〕 にはどのような語句が入るのが適切か、選びなさい。

- ア facing more danger as a species
- イ having more chances to survive as a species
- ウ making new kinds of seeds
- エ finding other ways to collect their seeds

〔問2〕 にはどのような1語が入るのが適切か、選びなさい。

- ア is
- イ are
- ウ do
- エ does

〔問3〕 次の文は本文中の (3)-ア ～ (3)-エ の
どの位置に入るのが適切か、ア～エの記号で答えなさい。

They cannot run away from the animals which try to eat them.

〔問4〕 [this / which / strategy / many plants / use] have red, yellow, or purple fruits
(4) を、文脈に合うように [] 内の語句を並べ替えた場合、ア～オの中で
2番目と4番目にくる語句を記号で答えなさい。

ア this イ which ウ strategy
エ many plants オ use

〔問5〕 (5) call の形として適切なものを選びなさい。

ア calls
イ called
ウ calling
エ to call

〔問6〕 (6) にはどのような1語が入るのが適切か、選びなさい。

ア take
イ make
ウ have
エ give

〔問7〕 (7) にはどのような1語が入るのが適切か、選びなさい。

ア old
イ hard
ウ small
エ heavy

〔問8〕 squirrels do such a thing が表す内容として適切なものを選びなさい。

- ア Squirrels try to hide some trees of acorns.
- イ Squirrels eat a lot of acorns to be healthy.
- ウ Squirrels keep acorns in different places.
- エ Squirrels put various acorns in their nests.

〔問9〕 次の質問に対する答えとして、本文の内容と合っているものを選びなさい。

How are violets' seeds spread?

- ア They are carried by elaiosomes and sprout in ants' nests.
- イ They are attached to ants' bodies and carried to other places.
- ウ They are left near ants' nests after ants have eaten only elaiosomes.
- エ They are eaten by ants and spread to other places with their droppings.

〔問10〕 本文の内容と合っているものを選びなさい。

- ア We cannot see the plants like cocklebur because of their burs.
- イ Birds often spread the seeds of plants which have fruit to eat.
- ウ Acorns cannot sprout and grow without the help of squirrels.
- エ Plants are actually strong because they can carry animals.

3

次の文章を読んで、あとの各問に答えなさい。

(*印の付いている語句には、本文のあとに〔注〕があります。)

Yoshiki was a high school student on an international course. He was born in America and came to Japan last year. His high school had the international course and had many English volunteer programs for some elementary schools. One day the teacher of his course, Ms. Brown, told him to teach in one of the schools. This year he was sent there to teach *arithmetic in English because some boys and girls came to Japan some months before needed someone to teach in English.

In the program, Yoshiki taught some boys and girls *division. They were nine years old. “Did you finish your homework?” Yoshiki asked them. Almost all of them said, “Yes!” But one boy, John, shouted, “I forgot! No one reminded me of it at home.” “John, you shouldn’t depend on other people!” Yoshiki said. Yoshiki took time and taught them well.

After the lesson, Yoshiki went to a park and sat down on a bench. Just then a boy was running to him and shouted, “Hey, Yoshiki.” He was David, a classmate in his high school. “Are you practicing for the *race?” Yoshiki asked. David was a member of the track and field team. “Yes, I’ll run in the road relay.” “Road relay...the high school *Ekiden*?” Yoshiki asked. “That’s right. I’ll run in the fifth *section.” Then Yoshiki turned and saw another boy who was running to them. He was Tomohisa, their classmate. He was also in the track and field team. “Will you run in the relay, too?” Yoshiki asked. “Yes, in the fourth section. I’ll *hand the *cloth sash to David. Bye, Yoshiki,” Tomohisa said and they started running again. They ran out of the park. Then Yoshiki turned and found John there. John looked at Yoshiki and said, “Do you know my brother?” “Your brother? Who’s your brother?” Yoshiki asked. “It’s David,” he answered. “Oh, I didn’t know that,” Yoshiki said. “David is practicing hard now. You should try hard, too.” “Yes, but division is running,” John said. Yoshiki said, “If you can do it, you’ll know the speed of your brother’s running.” “How?” John asked. “*Divide the *distance by the time. I need to teach you next time,” Yoshiki said.

A week later Yoshiki entered the classroom to teach John and the others again. But John was already writing something in his notebook. The names of David, Tomohisa, and John, and their speeds were in it. “Did you divide the distance by the time?” Yoshiki said and checked the answers. They were right. John said, “Now I know our speeds. David is the fastest. I divided the numbers.” Yoshiki wanted to find other questions of division for John. “David and Tomohisa are running faster each time. You should divide the distance by their time every day.” John said, “OK! After this lesson I’ll do it.”

In the next lesson John finished answering the questions and took out his notebook. Now he did not need much time to *calculate. The results of his divisions showed that David and Tomohisa really ran faster than before. After the lesson, Yoshiki and John went to the park together and saw them. “John, will you come and see us on the day of the relay?” they asked. “Yes! I’ll go and check your time!” John showed them his notebook. “I’ll calculate your speeds. I like it now.”

On the day of the relay, John and Yoshiki went to the end of the fourth section. Ms. Brown was already there to help David’s team and talked with him. She said to Yoshiki, “I’ll go to the end of the fifth section. I’ll send you an email to (5) you David’s time,” and left the place. David was ready to run and was waiting for Tomohisa. “Will you check my time?” David asked. (2) - エ John said, “Yes, it’ll be your best.” Then David shouted, “Tomohisa is coming!” Tomohisa was running after the first two boys. David went to the end and the cloth sash was handed from Tomohisa to David. Then Tomohisa almost fell down. A member of his team caught his body. John opened his notebook and started writing in it. Tomohisa, Yoshiki, and John were sitting down for a long time. Tomohisa said, “I ran faster. I’m happy about the result.” He drank some water and asked, “[sent / yet / email / an / you / she] ?” (6) (7) “No, she hasn’t,” Yoshiki said, “But I’m looking forward to getting an email from her.” John checked his watch and said, “If she sends an email soon, that means David has *set his new *record.” They heard a sound and Yoshiki’s smartphone showed Ms. Brown’s email. It said, “David has set a new record for the fifth section.” John jumped up and said, “I’m so happy about his record. I’ll calculate his speed.” Yoshiki was happy because David did his best and John became good at division.

〔注〕

arithmetic 算数	division 割り算	race レース
section 区	hand 手渡す	cloth sash たすき
divide ... by ~ ... を～で割る	distance 距離	calculate 計算する
set 確立する	record 記録	

〔問1〕 にはどのような1語が入るのが適切か、選びなさい。

- ア who
- イ which
- ウ had
- エ were

〔問2〕 次の文は本文中の ～ の
どの位置に入るのが適切か、ア～エの記号で答えなさい。

He said so because he wanted him to study arithmetic more.

〔問3〕 にはどのような語句が入るのが適切か、選びなさい。

- ア as difficult as
- イ more interesting than
- ウ different from
- エ just like

〔問4〕 の形として適切なものを選びなさい。

- ア writing
- イ written
- ウ write
- エ wrote

〔問5〕 にはどのような1語が入るのが適切か、選びなさい。

- ア know
- イ tell
- ウ write
- エ calculate

〔問6〕 the result が表す内容として適切なものを選びなさい。

- ア Ms. Brown believed that they would win.
- イ David said his running time would be his best.
- ウ John could calculate his time.
- エ Tomohisa ran faster than before.

〔問7〕 [sent / yet / email / an / you / she] ? を、文脈に合うように1語を補った上で
〔 〕内の語を並べ替えなさい。ただし、文の最初にくる語は大文字で
書き始めなさい。

〔問8〕 次の質問に対する答えとして、本文の内容と合っているものを選びなさい。

Why did Yoshiki teach boys and girls in an elementary school?

- ア Because Yoshiki was good at arithmetic and wanted to teach them.
- イ Because Yoshiki knew John was David's brother and wanted to help him.
- ウ Because Ms. Brown told Yoshiki to teach there in a school volunteer activity.
- エ Because Ms. Brown wanted Yoshiki to be better at teaching arithmetic.

〔問9〕 次の質問に対する答えとして、本文の内容と合っているものを選びなさい。

Why could John answer arithmetic questions better than before?

- ア Because he kept calculating the speed of his brother's running.
- イ Because Yoshiki told him to take more time.
- ウ Because he knew about David's efforts and got his advice.
- エ Because David helped him with his homework.

〔問10〕 本文の内容と合っているものを選びなさい。

- ア Ms. Brown did not come to the end of the fourth section on the day of *Ekiden*.
- イ Tomohisa heard about David's record and decided to run as fast as David the next time.
- ウ Yoshiki felt good because John finally enjoyed studying division.
- エ David worried about his record because Tomohisa did not get to the end of the section first.

令和5年度 東京都立産業技術高等専門学校入学者選抜学力検査

読み上げ台本

(最初に5秒の間)

『リスニングテストを行う前に、リスニング問題の印刷の確認を行います。リスニング問題は1ページから2ページに印刷してあります。問題が印刷されていない場合や、不鮮明な場合には申し出て下さい。』

(5秒の間)

『これから放送によるリスニングテストを行います。問題用紙の1ページを開いてください。問題は第1部と第2部に分かれています。第1部では、対話とその内容についての質問が、それぞれ2度ずつ読まれます。その質問に対する最も適切な答えを選んで、記号で答えなさい。なお、放送中に問題用紙の余白にメモをとってもかまいません。では、第1部を始めます。』

(3秒の間)

[Man] [No.1]

(3秒の間)

<p><i>Woman:</i> May I help you?</p> <p><i>Man:</i> I want to buy a T-shirt, large size, for my son.</p> <p><i>Woman:</i> The ones with animal characters are popular.</p> <p><i>Man:</i> I want to see some of them.</p>

(3秒の間)

[Woman] Question. What will the woman do next?

(5秒の間)

『繰り返します。』

(2秒の間)

([No.1] の繰り返し)

(3秒の間)

[Woman] Question. What will the woman do next?

(10秒の間)

[Man] [No.2]

(3 秒の間)

Boy: Mom, Grandfather gave us twelve oranges.
Mom: I'm going to give five of them to my friend.
Boy: May I make orange juice?
Mom: Yes, you can use the other seven oranges.

(3 秒の間)

[Woman] Question. How many oranges does the mother want to use?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.2] の繰り返し)

(3 秒の間)

[Woman] Question. How many oranges does the mother want to use?

(10 秒の間)

[Woman] [No.3]

(3 秒の間)

Woman: Hello. This is A&B supermarket. How may I help you?
Man: I think I left my points card there today.
Woman: Is it our shop's card?
Man: Yes. I used it on the second floor.

(3 秒の間)

[Man] Question. Why is the man calling?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.3] の繰り返し)

(3 秒の間)

[Man] Question. Why is the man calling?

(10 秒の間)

[Woman] [No.4]

(3 秒の間)

Mother: Where have you been, Tom?
Son: I was giving water to flowers in the garden.
Mother: It's already time for us to go.
Son: I know, Mom. I'll be ready soon.

(3 秒の間)

[Man] Question. What was Tom doing?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.4] の繰り返し)

(3 秒の間)

[Man] Question. What was Tom doing?

(10 秒の間)

[Man] [No.5]

(3 秒の間)

Father: Are you OK, Mary?
Girl: Dad, I'm just tired. I can't walk now.
Father: Well, if you walk a little more, we can eat ice cream at a coffee shop.
Girl: I love ice cream! Let's go.

(3 秒の間)

[Woman] Question. Why did Mary decide to keep walking?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.5] の繰り返し)

(3 秒の間)

[Woman] Question. Why did Mary decide to keep walking?

(10 秒の間)

『これで第 1 部を終わります。』

(5 秒の間)

『では、第2部に入ります。第2部は、質問や発言に対して、適切な応答を選ぶ問題です。質問や発言は1文のみで、2度ずつ読まれます。それに対する応答として、最も適切なものを選んで、記号で答えなさい。なお、放送中に問題用紙の余白にメモをとってもかまいません。では、第2部を始めます。』

(3秒の間)

[Woman] [No.1]

(3秒の間)

Man: Whose shoes are these?

(5秒の間)

『繰り返します。』

(2秒の間)

([No.1]の繰り返し)

(10秒の間)

[Man] [No.2]

(3秒の間)

Woman: Why don't we have a party for him?

(5秒の間)

『繰り返します。』

(2秒の間)

([No.2]の繰り返し)

(10秒の間)

[Woman] [No.3]

(3秒の間)

Man: When will the show start?

(5秒の間)

『繰り返します。』

(2秒の間)

([No.3]の繰り返し)

(10秒の間)

[Man] [No. 4]

(3 秒の間)

Woman: How many carrots will we need to make this dish?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No. 4] の繰り返し)

(10 秒の間)

[Woman] [No. 5]

(3 秒の間)

Man: Do you have a plan for this weekend?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No. 5] の繰り返し)

(10 秒の間)

『これで放送による問題を終わります。』