

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 Because David is very busy with his studying.
- イ Because John can wash his own dishes.
- ウ Because her sister is studying hard now.
- エ Because the two boys can study together.

〔No. 2〕

- ア He doesn't have a computer.
- イ He can't send e-mails now.
- ウ His child has to send e-mails to someone.
- エ His child's computer isn't working.

〔No. 3〕

- ア Everyday.
- イ For two days.
- ウ Twice a week.
- エ For two weeks.

〔No. 4〕

- ア She will make something for tomorrow.
- イ She will bring his things tomorrow.
- ウ She will cook something for dinner.
- エ She will do a lot of things tonight.

〔No. 5〕

- ア Two.
- イ Three.
- ウ Four.
- エ Five.

第2部

[No. 1]

- ア You can go to the shop now.
- イ I know that the gifts are expensive.
- ウ The supermarket was here.
- エ I don't know but I can ask for you.

[No. 2]

- ア You are the best.
- イ They are both good for you.
- ウ You liked them.
- エ They looked better.

[No. 3]

- ア I will. Thanks.
- イ I didn't. Sorry.
- ウ Yes, I did.
- エ No, you won't.

[No. 4]

- ア Yes, I was.
- イ No, you don't.
- ウ You are clean now.
- エ I'll do it later.

[No. 5]

- ア Yes, but I can't go near them.
- イ No, you are not afraid of them.
- ウ Exactly, you understand them.
- エ Anyway, I don't take care of them.

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。)

Humans laugh and smile. There are many situations in our daily lives. We sometimes smile with tears in our eyes. When someone says something good about you, you sometimes give a shy smile. When we see something funny or foolish, we make sounds and move our faces. We call this movement laughter. When we feel happy or pleased, we raise the corners of our mouths and show our feelings on our faces. It is called smiles. We have a lot of kinds of laughter and smiles because they include so much information. Let's think about laughter and smiles.

Can other animals laugh and smile? In some studies, some *anthropoids have the same two types of *facial expression as our laughter and smiles. When we laugh, we open our mouths and pull the corners back a little and sometimes make sound. When some anthropoids play, they do so, too. Also, they sometimes *keep their teeth together, pull the corners of their mouths back, and show their teeth. This face looks like our smiling face. A monkey of low *rank shows this type of face to a higher-rank one ⁽¹⁾ that he or she has no angry feelings. So, some researchers believe that some animals can laugh and smile like humans.

On the other hand, there are some points of humans' laughter and smiles that are different from some anthropoids' ones. For example, when someone makes us happy, we smile. We can share funny things with others, and many of us even laugh together. However, anthropoids do that. So, humans have more situations of laughing and smiling than other animals.

Next, let's think about the *effects of laughter and smiles. There are two kinds of effects on the person who does them and on the person who them. When somebody is laughing or smiling, we can have good feelings. According to research, we also feel that he or she is bright, friendly, or kind. So, a smile can give a good feeling to a person you meet for the first time.

How about effects on the person who laughs and smiles? When something is funny to a person, he or she laughs. It relaxes the person, and his or her nervous feelings disappear. Also, laughter has an effect on our brains. People can keep more *concentration after laughing. So, laughter and smiles have a lot of good points.

Then, humans can give *fake smiles without funny or foolish feelings, and they have good points like real ones. For example, in some research, real laughter and smiles can increase ⁽⁵⁾ *natural killer cells which attack cancer cells and *virus-infected cells in our bodies. A fake smile also has the same effect.

By the way, when we see a fake smile, we sometimes say, “I can see it in your eyes.” How can we *tell the difference between a real smile and a fake one? Some researchers say that the answer is how we make a smile. When we make real smiles, the *order of face movements is different from that of fake ones. When we really laugh or smile, we pull the corners of our mouths back and then open them. However, when we make a fake smile, the order is changed. We can understand a fake smile and a real one the difference. Can a computer tell the difference? Some research says that *Artificial Intelligence (AI) can do that. In an experiment, a person wore a *device which looks like glasses and has sixteen light *sensors. The changes in face *muscle movements and other changes were *observed through the device. (7) AI used the information and it [between / the difference / tell / two kinds / could] of smiles better than humans could.

There are many kinds of laughter in our daily lives. When we turn on the TV, we can watch comedy shows. There are a lot of interesting and funny events around us if we pay attention to them. One famous person said, “A warm smile is the *universal language of kindness.” If we spend a day with smiles, we and other people will feel happy. Laughter and smiles are the to our happy feelings and peace.

〔注〕

anthropoid	類人猿	facial expression	表情	
keep ~ together	~を合わせる			rank
effect	効果	concentration	集中力	fake
natural killer cells	ナチュラルキラー細胞			にせの
virus-infected	ウイルスに感染した			tell
order	順番	Artificial Intelligence (AI)	人工知能	見分ける
device	装置	sensor	センサー	muscle
observe	観察する	universal	世界共通の	筋肉

〔問1〕 の形として適切なものを選びなさい。

- ア has shown
- イ showed
- ウ to show
- エ shows

〔問 2〕 にはどのような語句が入るのが適切か、選びなさい。

- ア really
- イ must not
- ウ often
- エ cannot

〔問 3〕 にはどのような 1 語が入るのが適切か、選びなさい。

- ア makes
- イ sees
- ウ shows
- エ uses

〔問 4〕 にはどのような 1 文が入るのが適切か、選びなさい。

- ア Then, laughter can reduce negative feelings and increase positive feelings.
- イ Actually, positive feelings appear and negative feelings become stronger.
- ウ Then, he or she doesn't get positive and negative feelings by laughing.
- エ Actually, laughing doesn't give him or her positive feelings.

〔問 5〕 ⁽⁵⁾ ones が表す内容として適切なものを選びなさい。

- ア humans
- イ smiles
- ウ feelings
- エ points

〔問 6〕 にはどのような語句が入るのが適切か、選びなさい。

- ア instead of
- イ such as
- ウ because of
- エ out of

〔問7〕 AI used the information and it [between / the difference / tell / two kinds / could] of smiles better than humans could. 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 between イ the difference ウ tell エ two kinds
オ could

〔問8〕 にはどのような1語が入るのが適切か、選びなさい。

- ア view
イ case
ウ culture
エ key

〔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。

What do we do when we make a fake smile?

- ア We raise the corners of our mouths and then understand the changes.
イ We pull the corners of our mouth back and then open it.
ウ We open our mouths and then show our feelings through our faces.
エ We open our mouths and then pull their corners back.

〔問10〕 本文の内容と合っているものを選びなさい。

- ア All animals can laugh and smile and have many types of laughter and smiles.
イ When we meet smiling people, we have good feelings about them.
ウ Only fake smiles can increase good cells and they attack bad ones.
エ Computers show the changes in our faces without a person's glasses.

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。)

Yuki was a junior high school student in Tokyo. She liked studying English, and belonged to the English club with her good friend, Kenta. They enjoyed the activities after school almost every day.

One day, (1) the activities after school, their teacher, Ms. White, told them about her friend who worked as a teacher at a *secondary school in Singapore. “My friend, Mr. Wang, is coming to Japan next month with his students. They will stay in Tokyo for about a week and see different places. Do you want to meet them and talk to them?” Yuki said, “Yes, we do!” She turned to Kenta and said, “We do, right?” “Yes, of course,” he said, and other members agreed, too. “All right. I’m going to invite them to our club activity,” Ms. White said.

The next day Yuki met Kenta in the club room and asked him, “Do you know much about Singapore?” “Now I know several things (2) I learned about it last night,” he answered. “What have you learned?” she asked. Kenta answered, “It is a small and young country. It was part of *Malaysia until about 60 years ago.” Yuki said, “I learned something, too. It is a *diverse country, with different people, cultures, *religions, and so on. So, it’s more diverse than Japan, and I’m excited to see them.”

A month later, Ms. White brought the visitors, a teacher and eight students, to the club room after school. Yuki thought, “They all look different from each other. (3) - ア” The teacher said, “Hello, students. I’m Michael Wang. I’m a math teacher in a secondary school. I have (4) bring some students of my school and another school in the city because my friend who works there asked me.” Then every student introduced himself or herself. Each one’s English sounded a little different.

Then the students on both sides *took turns asking questions. A Japanese girl asked, “Did you have any problems when you came to Japan? For example, (5) is [a train or bus / it / in / difficult / take] Tokyo?” Some students from Singapore said, “No problems,” and others said, “Not so difficult.” Next, a girl from Singapore asked, “Some people call Singapore a ‘fine country.’ Do you know why?” One Japanese student said, “The weather is always nice,” and another said, “The city is very beautiful.” The girl smiled and said, “Well, the city and the streets are very clean because you pay a fine if you make them dirty. You pay fines for many different things. (3) - イ” “What?” all the Japanese students said. Ms. White said, “The word ‘fine’ also means money that you pay for doing wrong things.” Everyone said, “Oh! Now I understand!”

After the group questions and answers, the two groups *broke up and everyone had a

free conversation with each other. Yuki and Kenta talked with two boys who looked like each other. “We are *twins,” one of them, Adrian, said. “This is my brother, Ben.” Yuki asked, “Do you go to the same school?” Ben answered, “No. We go to different secondary schools. I will finish my school soon and he will finish his school next year.” “What? You are the same age, right? You are twins,” Yuki said. “We are. But our schools are in different courses,” Adrian answered. His teacher, Mr. Wang, heard them and told Yuki and Kenta, “Our school system is different from yours. We have different types of secondary schools. In some schools, students study for four years, and in ⁽⁶⁾others, for five years. So, they are different from your junior high schools.” Yuki said, “Really? That’s a big difference! I never knew that.” Other students also enjoyed talking to different people about different things.

The next day, Yuki said to Kenta, “We had a good time yesterday.” Kenta said, “Yes, and we ⁽⁷⁾ at many things, too.” Yuki said, “Now I’m thinking of studying in different countries to learn new things. I want to go to Singapore first.” Kenta said, “I want to go there, too!”

〔注〕

secondary school	中等学校（小学校の次の学校）	Malaysia	マレーシア
diverse	多様性のある	religion	宗教
take turns ~ing	順番に~する	break up	分かれる
		twins	双子

〔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 from
- イ during
- ウ for
- エ to

〔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 before
- イ if
- ウ when
- エ because

〔問 3〕 次の文は本文中の ～ の
どの位置に入れるのが適切か，ア～エの記号で答えなさい。

They are really a diverse group.

〔問 4〕 の形として適切なものを選びなさい。

- ア bringing
- イ to bring
- ウ brought
- エ brings

〔問 5〕 を，文脈に合うように 1 語
補って [] 内の語句を並べ替えなさい。

〔問 6〕 が表す内容として適切なものを選びなさい。

- ア other schools
- イ other students
- ウ other years
- エ other systems

〔問 7〕 の形として適切なものを選びなさい。

- ア are surprising
- イ were surprised
- ウ have surprised
- エ will surprise

〔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 are the streets of Singapore clean?

- ア Because we need a lot of money to clean them.
- イ Because they are called 'fine streets' by many people.
- ウ Because the weather is always fine.
- エ Because the people know about fines.

〔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 do Adrian and Ben finish schools at different times?

- ア Because they go to different types of secondary schools.
- イ Because they are not the same age.
- ウ Because their schools are in the same course.
- エ Because they are twins.

〔問10〕 本文の内容と合っているものを選びなさい。

- ア Singapore and Japan have the same culture and religion.
- イ Yuki learned that Malaysia is about 60 years old.
- ウ The school systems in Japan and Singapore are different.
- エ Kenta went to Singapore to learn new things.

令和6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> John, will you wash David's dishes, too? <i>Man:</i> Mom, he can wash his own dishes. <i>Woman:</i> You know he is studying very hard for his math exam. <i>Man:</i> OK, I can help him.</p>

(3秒の間)

[Woman] Question. Why is the mother asking John to wash more dishes?

(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. Why is the mother asking John to wash more dishes?

(10秒の間)

[*Man*] [No.2]

(3 秒の間)

Woman: Are you having trouble, Dad?

Man: Yes, my computer isn't working now.

Woman: I can lend you my computer after I finish my homework.

Man: Thanks. I have a few e-mails to send very quickly.

(3 秒の間)

[*Woman*] Question. What problem does the father have?

(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. What problem does the father have?

(10 秒の間)

[*Man*] [No.3]

(3 秒の間)

Woman: Are you new here?

Man: Yes, I joined the club two weeks ago.

Woman: Do you often come and play here?

Man: I only play on Saturdays and Sundays.

(3 秒の間)

[*Woman*] Question. How often does the new member come to the club?

(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)

[*Woman*] Question. How often does the new member come to the club?

(10 秒の間)

[*Man*] [No.4]

(3 秒の間)

Woman: Tom, will you cook dinner tonight?

Man: I want to do that, but I have a lot of things to do for tomorrow.

Woman: Well, I will do one of them for you.

Man: Thank you, Emma. Then, make something for dinner please.

(3 秒の間)

[*Woman*] Question. What will Emma do for Tom?

(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)

[*Woman*] Question. What will Emma do for Tom?

(10 秒の間)

[*Woman*] [No.5]

(3 秒の間)

Man: Can I borrow this pen until tomorrow, Mary?

Woman: Yes, you can, Bob. When will you return my notebook?

Man: Sorry, I will return them with your math textbook tomorrow.

Woman: OK. Don't forget.

(3 秒の間)

[*Man*] Question. How many things will Bob return to Mary tomorrow?

(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)

[*Man*] Question. How many things will Bob return to Mary tomorrow?

(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: Where can I find the souvenir shop?

(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: Which is better for me, the red or the yellow dress?

(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: Enjoy your hiking tomorrow.

(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: Clean up this room now.

(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: You really love animals.

(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。』