

福岡県立高校入試問題を活用した学習資料 ～ 未来への架け橋 《令和4年度版》 ～



まずは自分で問題を解いてから、下の解説を読みましょう（問題の内容を学習する学年も示していますので、中学1・2年生は該当学年の問題を解いてみましょう）。
解説には、■内に解決する際のポイントを示していますので、参考にして再挑戦してみましょう！

問題4 英文を聞いて、質問に答える問題


〈問1〉 留学前の奈美（Nami）が、コンピューターの画面を見ながら、オンラインで説明を受ける。それを聞いて、(1)～(3)の質問に答えよ。



難 (3) Who will do the volunteer work with Nami every Friday afternoon?

未来形willは2年生の学習内容です。

Studying at South High School

| | | |
|--|---|----------------------------|
| ◇All Lessons◇ In English |  | ◇Homework◇ Presentation |
| ◇Volunteer Work◇ <ul style="list-style-type: none">• Playing sports with children• Cleaning the forests | | |



難 〈問2〉 英語の指示にしたがって答えよ。
※4語以上の英語で文を書け。

〈問2〉 これから英語で質問と指示をします。その指示にしたがって4語以上の英語で文を書きなさい。なお、質問と指示を2回繰り返した後、記入の時間が約40秒あります。それでは始めます。

What do you want to ask about the volunteer work of South High School? Write one question.

不定詞want to～は2年生の学習内容です。

〈リスニング原稿〉

Hello, everyone. My name is Lyn, a teacher at South High School. You will start to study with us next month. Now, I will talk about three things which you should do before leaving your country.

First, please practice English. This is the most important thing for all of you because you will take your lessons in English. I know you feel nervous, but don't worry. Our students will help you.

Second, you should finish your English homework. You need to make a presentation to introduce your country. You will have presentation time in the first English lesson.

The last thing is about volunteer work. Every Friday afternoon, you will do volunteer work with people living near the school. Please choose one, playing sports with children or cleaning the forests. If you have any questions about the volunteer work, please let us know.

See you soon!



次のように解きます。

ポイント

〈問1〉(3)の疑問文の疑問詞とキーワードに着目し、英文を聞きながら関係する箇所を重点的にメモしよう。

[1] (3)の疑問文の疑問詞とキーワードに着目しよう。

(3) **Who** will do the **volunteer work with Nami** every Friday afternoon?

- ・ 疑問詞 : Who
- ・ キーワード : volunteer work with Nami

誰が奈美と一緒にボランティアをするのか

[2] 英文を聞きながら関係する箇所を重点的にメモしよう。

〈キーワードと関係する箇所〉
 The last thing is about **volunteer work**. Every Friday afternoon, **you will do volunteer work with people living near the school**. Please choose one, playing sports with children or cleaning the forests. If you have any questions about the volunteer work, please let us know.

奈美と一緒にボランティア活動する人
 → **people living near the school**
 学校の近くに住んでいる人々

後置修飾(**People living near the school**)は3年生の学習内容です。

(解答例) **People living near the school will do.**



次のように解きます。

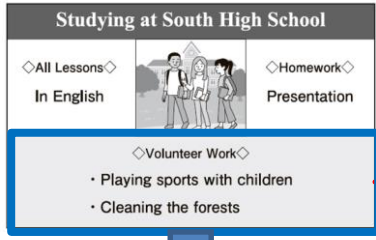
ポイント

〈問2〉で話される英文の中のキーワードを聞き取り、図と関連付けて考えよう。

[1] 問2の英語の質問の中のキーワードを聞き取り、メモをしましょう。

メモ: what , ask , **ボランティア**, question

[2] キーワードと図の中に書かれている内容を関連付けて、英文を考えましょう。



◇ **Volunteer Work** ◇
 ・ Playing sports with children
 ・ Cleaning the forests

South高校の
 ボランティア活動

子どもたちとスポーツをすること
 森をきれいに掃除すること

(解答例) **What sports can I play with children?
 Are the forests near the school?**

1

次の1~3の各組の対話が成り立つように、 ~ にあてはまる最も適当なものを、それぞれのA~Eから一つ選び、記号を書け。

- 3 {
- Satoru: Hi, Kacy. Are you going to play in the piano contest next week?
 Kacy: Yes, I am. How did you know that?
 Satoru: She told me about it then. Are you nervous?
 Kacy: I was nervous one month ago, but now I think I will enjoy playing the piano in front of everyone in the hall.
 Satoru: Wow! Why can you think that way?
 Kacy: Because I practiced many times. Now I believe I can do well.
 Satoru: How wonderful!

- C {
- ア My sister didn't know about the contest.
 イ I don't know how to play the piano.
 ウ Your sister will come to my house tomorrow.
 エ I met your sister at the station yesterday.

- D {
- ア If I were you, I couldn't think like that.
 イ I know you're still nervous.
 ウ I think you worry too much.
 エ I wish you could join the contest.

仮定法過去(If I were you, 「もし私があなただったら」)は3年生の学習内容です。



やや難

2

次の英文は、トム(Tom)が書いたメールの一部と、裕二(Yuji)と幸(Sachi)が、スミス先生(Ms. Smith)と会話をしている場面である。これらを読んで、後の各問に答えよ。

Hi Yuji and Sachi,
 I'm writing to you from Australia. ① Thank you for (done / you / since / everything / have) for me in Japan. I especially liked the music class we took. I had a lot of fun when we played the *shamisen* together. I think it's so cool to study traditional music at school. You are still practicing the *shamisen*, right? ② Please (how / tell / you / with / me) have improved your *shamisen* skills since we played together. I will also practice hard here.
 Tom

- Ms. Smith: That's great! Playing the *shamisen* motivated you.
 Sachi: Actually, our skills are getting better. We can show you our *shamisen* performance in our culture festival.
 Yuji: Sachi, I have an idea! How about asking Tom to play the *shamisen* together in the festival? We can play it together if we use the Internet!
 Sachi: How nice! I'm sure that all of us can enjoy our traditional music culture more by playing the *shamisen* together. We can share it with his friends in Australia, too.
 Ms. Smith: That's really exciting!

- Yuji: Ms. Smith, we got an e-mail from Tom. It's nice to hear from him so soon.
 Ms. Smith: From Tom? Let me see it. Oh, I'm glad that [].
 Yuji: He also sent us this picture. We played the *shamisen* in our music class with Tom.
 Ms. Smith: The *shamisen* is a traditional instrument of Japan, right?
 Sachi: Yes. We studied it when we learned *kabuki* music.
 Ms. Smith: I have seen *kabuki* in Tokyo before. I couldn't understand what the *kabuki* actors were saying, but I understood the story a little from their performances and the music.
 Sachi: Really? The *shamisen* is an important instrument of *kabuki* because it helps people understand the feelings of the characters. Our music teacher said so. I understood traditional Japanese music better by playing the *shamisen*.
 Yuji: Me, too. I was not so interested in traditional Japanese music at first, []. When I practice the *shamisen* more, I think that the sound of the *shamisen* becomes more interesting to me.



問4 次の質問の答えとして、メールと会話の内容から考えて、最も適当なものを、後のA~Eから一つ選び、記号を書け。

- Why did Yuji and Sachi decide to play the *shamisen* with Tom for their culture festival?
 ア Because Tom can enjoy learning traditional Japanese music culture at school in Japan.
 イ Because Yuji and Sachi have practiced the *shamisen* hard for people in Australia.
 ウ Because it is important to learn traditional Japanese music culture by using the Internet.
 エ Because playing the *shamisen* together will help them enjoy traditional Japanese music culture.

不定詞(decide to play)は2年生の学習内容です。



やや難

次のように解きます。



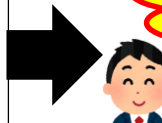
1

ポイント

対話全体の流れをつかみ、その後、①空所の直前→②空所の後ろ→③空所の順番でつながりを考えよう。

[1] キーワードをつないで、対話全体の話題(要点)を想像しよう。

キーワード
piano contest
nervous
enjoy playing the piano
think that way



ピアノコンテストに出場するKacyの気持ちなどについて話しているな。

[2] ①空所の直前→②空所の後ろ→③空所 の順番でつながりを考えよう。

◆ **D** の場合

①空所の直前の英文

Wow! → 「驚き」 → 何に対する驚きか →

Kacyのピアノコンテストを楽しむ気持ちに対する驚き
I was nervous one month ago, but now I think I will enjoy playing the piano in front of everyone in the hall.

③空所

- ア If I were you, I couldn't think like that.
- イ I know you're still nervous.
- ウ I think you worry too much.
- エ I wish you could join the contest.

僕があなたなら、そんな風には考えられない。

② 空所の後ろの英文

Why can you think that way?

なんでそんな風に考えられるの？

(答) ア

次のように解きます。



2

ポイント

問4の疑問文の場面を探し、その場面の中で、疑問詞で問われていることを探そう。

[1] 問4の疑問文の場面を探そう。

Why did Yuji and Sachi decide to play the shamisen with Tom for their culture festival?

— 裕二と幸がトムと三味線を弾くことを決めた場面 —

Yuji : Sachi, I have an idea! How about asking Tom to play the shamisen together in the festival? We can play it together if we use the Internet!

Sachi: How nice! I'm sure that all of us can enjoy our traditional music culture more by playing the shamisen together. We can share it with his friends in Australia, too.

Ms. Smith : That's really exciting!

裕二がトムと一緒に三味線を弾くことを提案し、幸は賛成している。

[2] [1]の場面から疑問詞で問われていることを探そう。

Why did Yuji and Sachi decide to play the shamisen with Tom for their culture festival?

— 裕二と幸がトムと三味線を弾くことを決めた理由(why) —

Yuji : Sachi, I have an idea! How about asking Tom to play the shamisen together in the festival? We can play it together if we use the Internet!

Sachi : How nice! I'm sure that all of us can enjoy our traditional music culture more by playing the shamisen together. We can share it with his friends in Australia, too.

Ms. Smith : That's really exciting!

エ Because playing the shamisen together will help them enjoy traditional Japanese music culture.

(答) エ

3 次の英文を読んで、後の各問いに答えよ。

Hiroshi is a junior high school student. One day in an English class, his teacher said, "We have many kinds of new technology around us. Computers, the Internet, and AI are good examples. Do you know any people who use them well? In our next project, I want you to introduce one person in class." So at home that night, Hiroshi asked his mother, and she said to him, "Your grandmother, Toshiko, uses new technology well."

A few days later, Hiroshi talked with Toshiko on the Internet about the project. She said, "Well, you know I am a fruit farmer. I didn't use technology very much in the past. But now, I use it every day. There are many ① benefits of using new technology. I collect information about the weather from websites. I can understand my fruit's growth by keeping records and can share that information with researchers and farmers who live in other parts of Japan. Then I can get good ideas from them and make my fruit bigger and better. Now I don't need to give water to my fruit trees because AI technology can do ② that job. Also, it is easy for me to sell more fruit by using the Internet. In these ways, new technology has changed my way of working and made it better. On my website, I show other farmers how to use new technology which helps us grow better fruit." Hiroshi decided to talk about her to his classmates.

A month later, Hiroshi made a speech in front of his classmates. After the speech, his classmate, Asuka, said, "In your speech, I like the story of your grandmother's website. She shows her ideas about using new technology for agriculture. I hope people will be interested in her website. If they see it, they will learn her ways to grow fruit. Then, they will be influenced by her and start working like her. I really respect her."

Hiroshi was very happy to hear that. He said to Asuka, "Using new technology in effective ways has been changing the lives of many people. I want to learn about this more and create a better society in the future."

| | | | |
|----------------|------|---------------|-------------|
| (注) technology | 科学技術 | project | 学習課題、プロジェクト |
| growth | 成長 | records | 記録 |
| researchers | 研究者 | grow | 栽培する |
| agriculture | 農業 | be influenced | 影響を受ける |
| respect | 尊敬する | society | 社会 |

問5
次の質問にあなたならどう答えるか。
5語以上の英語で書け。

How do you use new technology when you study English?

接続詞when～「～する時、」は2年生又は3年生の学習内容です。



難

4 あなたは、アメリカから日本に来たばかりの留学生のサム (Sam) と仲良くなるために、今週末の計画を立てている。A, Bのうち、どちらの案を選ぶか、あなたの考えを【条件】にしたがって書け。

A 一緒にスポーツを観戦する。

B 一緒に料理をする。

【条件】

- 最初の文は、I will choose . を用いること。
その際、 には、A, Bいずれかの記号を書くこと。
- 二つの案について触れながら、あなたの考えを理由とともに書くこと。
- 最初の文は語数に含めずに、30語以上の英語で書くこと。



やや難

次のように解きます。



3

ポイント

質問のyouを登場人物に置き換えて全文を読み、捉えた内容を基に答えを考えよう。

[1] 問5の質問のyouを登場人物に置き換えて全文を読もう。

[質問]

How do **you** use new technology when you study English?



(登場人物は) **新しい科学技術をどう使ったか**

| 登場人物 | 新しい科学技術をどう使ったか |
|----------------------|---|
| Hiroshi | <ul style="list-style-type: none"> インターネットを使って祖母にインタビュー プレゼンテーション等を使ってクラスで紹介 |
| Toshiko (Hiroshiの祖母) | <ul style="list-style-type: none"> 情報収集 育てている果物のデータ収集 果物への水やり 果物の販売 農家の人との情報共有 |

[2] を基に、自分だったらどうするかという観点で質問に答えよう。

【自分だったら、英語を勉強する時に、新しい科学技術をどう使うか】

- 海外の人と話すためにインターネットを使う。
→ I use the Internet to talk with foreign people.
- 自分のお気に入りのものについて紹介するためにプレゼンテーションを使う。
→ I use the presentation to introduce my favorite things.

(答) (例) → I use the Internet to talk with foreign people.

次のように解きます。



4

ポイント

「何について(内容)」「何のために(目的)」を書くのかを問題文から読み取り、英文を書きましょう。

[1] 「何について(内容)」書くのかを問題文から読み取りましょう。

- 「何について(内容)」
→ 今週末の計画 (スポーツ観戦or料理)

[2] 「何のために(目的)」書くのかを問題文から読み取りましょう。

- 「何のために(目的)」
→ アメリカから来たばかりの留学生のサムと仲良くなるために

- ・ サムにとってA, Bのどちらの案がいいか (サムの立場に立って)
- ・ なぜ、AまたはBをすることでサムと仲良くなれるのか
- ・ なぜ、A (B) よりもB (A) の方がいいのか

【Bの場合】

- ・ サムが好きな日本食を作って食べることで、サムは喜ぶだろうなあ
→ I want to cook Japanese food Sam likes and enjoy eating it with him.
- ・ 一緒に料理をしている間にお互いのことをたくさん話ができるだろうなあ
→ We can talk more by cooking together.
- ・ 自分はスポーツのことをあまり知らないなので、スポーツ観戦ではあまり共通の話ができないだろうなあ
→ I won't talk much if we watch sports.

(答) (例)

I will choose A. I want to watch a baseball game with Sam. We can talk about our favorite players from our countries. We can cook Japanese food if it rains then. (30語)

I will choose B. I want to cook Japanese food Sam likes and enjoy eating it with him. I won't talk much if we watch sports, so we can talk more by cooking together. (30語)

解答例Bの比較級 (we can talk **more**)は2年生の学習内容です。