入 学 試 験 問 題

高

英語

（学習用配点 50 点）

2027 年度 福島県立高等学校・非公式予想問題

試験時間 50 分　一般選抜対策　全　5　問

注 意 事 項

1 本冊子は非公式の独自教材である。福島県教育委員会の公式の問題ではない。

2 問題は第 1 問から第 5 問まである。問題用紙のページ数を確かめること。

3 解答用紙の受験番号の欄と氏名の欄に記入すること。

4 答えはすべて、解答用紙の所定の欄に記入すること。

5 設問ごとの配点は、学習用の独自設計である。

6 ＊印のついている語（句）には、本文のあとに〔注〕がある。

7 語数に指定のある問題の解答については、I’m や isn’t などの短縮形は 1 語として数え、文中の符号（, ／. ／！／？など）は語数に含めない。

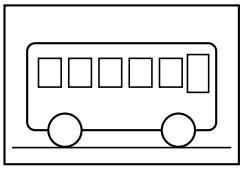
8 第 1 問は放送による問題である。放送台本は解答・解説の冊子に収めてある。

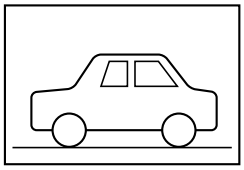
第　1　問

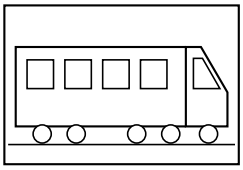
これは放送による問題です。問題は**放送問題 1** から**放送問題 3** まであります。

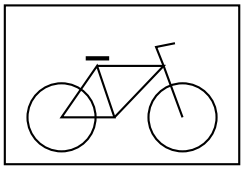
放送問題 1 翔太 (Shota) と留学生のグレース (Grace) の対話を聞いて、質問の答えとして最も適当なものを、**ア**～**エ**の中からそれぞれ 1 つずつ選びなさい。

No. 1

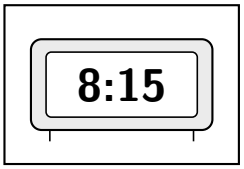
ア 

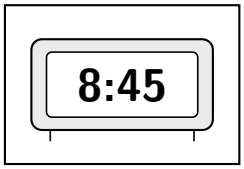
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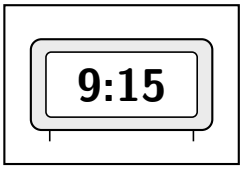
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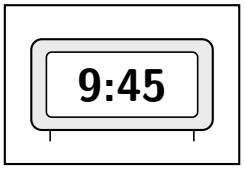
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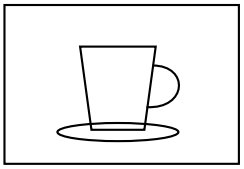
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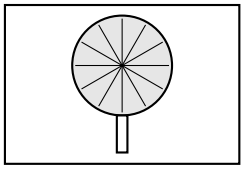
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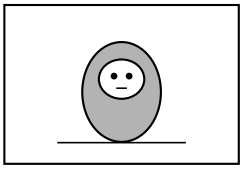
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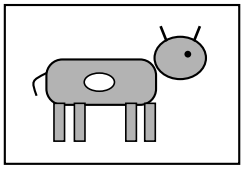
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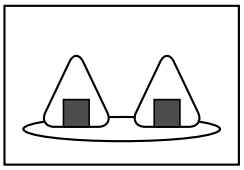
ア 

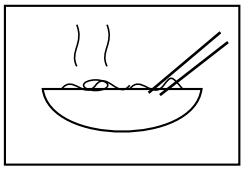
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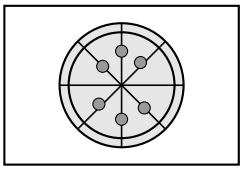
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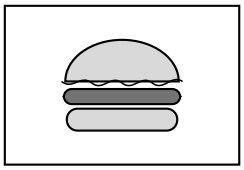
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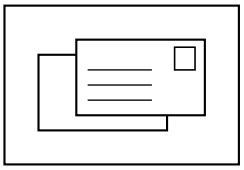
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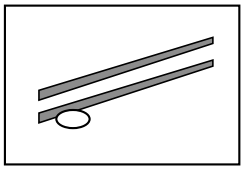
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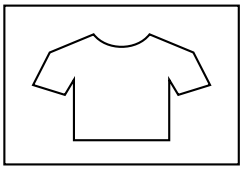
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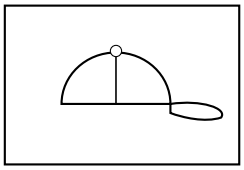
エ 

No. 5

ア 

イ 

ウ 

エ 

放送問題 2 大輝 (Daiki) が英語の授業で発表した内容を聞いて、①～⑤の英文の空欄にあてはまる聞き取った**英語 1 語**を書きなさい。

① Daiki helped his grandfather on his peach farm for a [　　].

② The work on the farm was hard because it was very [　　].

③ Daiki's grandfather [　　] him how to pick peaches carefully.

④ Daiki and his grandfather ate some peaches [　　] under a big tree.

⑤ Daiki learned that farmers work hard to [　　] food for people.

放送問題 3 2 人の対話の最後の応答部分でチャイムが鳴ります。そのチャイムの部分に入る最も適当なものを、**ア**～**エ**の中からそれぞれ 1 つずつ選びなさい。

No. 1

ア Well, the bus was very fast.　　イ Well, I'll walk again tomorrow.

ウ Well, I missed it by one minute.　　エ Well, I took it with my friends.

No. 2

ア No, I've never been to the river.　　イ Yes, I had a great time there.

ウ It's mine. Thank you.　　エ Sure. I'm looking forward to it.

第　2　問

次の (1)〜(3) の問いに答えなさい。

(1) 次の①〜③は、それぞれ A と B の対話です。［　　］に入る最も適当なものを、**ア**〜**エ**の中からそれぞれ 1 つずつ選びなさい。

① 〔*At school*〕

A: Do you know this song?

B: Yes. It ［　　］ by a lot of young people in Japan now.

ア sings　　イ is singing　　ウ is sung　　エ has sung

② 〔*At home*〕

A: Mom, can I play video games now?

B: No. You ［　　］ play them before you finish your homework.

ア must not　　イ don't have to　　ウ can　　エ should

③ 〔*At a festival*〕

A: I'm hungry. Let's eat something.

B: ［　　］.

A: OK. I'll go and buy some yakisoba for both of us.

ア I'm not hungry, so I'll go home

イ Good idea. Can you buy something for me, too

ウ I bought yakisoba for you yesterday

エ I don't know where you are

(2) 次は A と B の対話です。(　) 内の語句を正しく並べかえて、文を完成させなさい。

〔*At a library*〕

A: Excuse me. Could you tell me (are / where / the books / about / birds)?

B: Sure. They're on the second floor.

(3) 次はAとBの対話です。 1 ～ 4 に入る最も適当なものを、**ア**～**エ**の中からそれぞれ1つずつ選びなさい。

〔*At a souvenir shop*〕

A: Hello. 1

B: Yes, please. I want to buy a present for my friend in Canada.

A: How about this furoshiki? It's a traditional Japanese cloth. 2

B: Oh, it's beautiful. 3

A: It's 1,500 yen.

B: OK. I'll take it.

A: Thank you. 4

B: Yes, please. She will be happy.

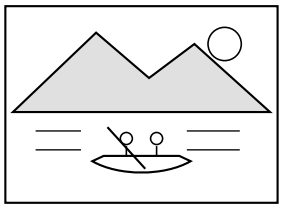
ア How much is it?
イ May I help you?
ウ You can use it to carry many things.
エ Shall I wrap it as a present?

第　3　問

次は、ある市の国際交流協会のウェブサイトにのっている、サマーキャンプのお知らせです。以下の内容を読んで、下の (1)、(2) の問いに答えなさい。

～ Summer English Camp at Lake Inawashiro ～

Let's spend two days with English speakers from around the world!



① Date: Saturday, August 7 – Sunday, August 8

② Place: Midori Camp Site (near Lake Inawashiro)

③ For: 30 junior high school students in our city

④ Programs on Day 2 (Choose one.)

- Canoeing on the lake
- Cooking curry with the staff
- Making a short English play

⑤ Fee: 3,000 yen (Dinner and breakfast are included.)

★ Messages from the staff

- Don't worry if your English is not perfect. We will help you.
- Our bus will leave the city hall at 9:00 a.m. on August 7.

(1)　お知らせの内容に合っているものを、**ア～エ**の中から 1 つ選びなさい。

ア　Students have to bring their own dinner to the camp.

イ　Students can choose one program on the second day.

ウ　Only students who can speak English well can join the camp.

エ　Students have to go to the camp site by themselves.

(2)　あなたがこのキャンプに参加する場合、2 日目にどのプログラムに参加したいですか。お知らせの④のプログラムから 1 つ選び、**その理由を含めて 8 語以上の英語 1 文**で書きなさい。ただし、I（私は）を主語にして、I から書き始めること。I は語数に含めます。

第　4　問

給食のあと、中学生の春斗 (Haruto) と結衣 (Yui) が、オーストラリアからの留学生であるエマ (Emma) と話しています。以下の会話を読んで、(1)〜(6) の問いに答えなさい。

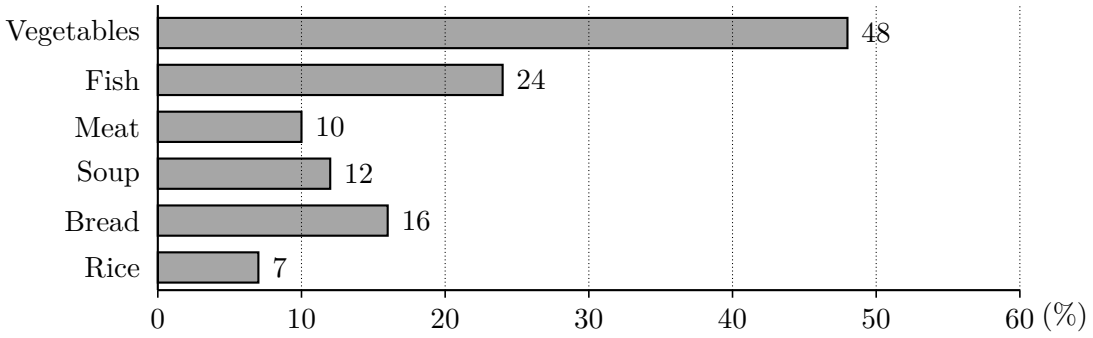
Emma: Haruto, Yui, can I ask you something? Today, I saw some students leave a lot of food at lunch.

Yui: Oh, you mean the vegetables? Many students don't like them.

Emma: In Australia, most students bring lunch from home, so school lunch in Japan was new to me. Everyone eats the same healthy food together in the classroom. I think the system is [A].

Haruto: Thank you. But some food is left every day. Our *student council did a *survey last month. Look at this graph.

Foods Students Often Leave at School Lunch



（ある中学校の生徒会が行った架空のアンケートとして作成。複数回答）

Emma: Wow, almost half of the students often leave vegetables.

Yui: Yes. And fish is second. I sometimes leave fish, too, because it's hard to eat around the *bones.

Haruto: Look at rice. Only seven *percent of the students often leave it. Our school lunch uses rice from our city, and it's really delicious.

Emma: I know! Rice from Fukushima is famous, right?

Yui: Yes. Our school lunch uses a lot of *local food. In summer, we sometimes have peaches from farms in our city. Everyone looks forward to that day.

Emma: That's nice. Then, why do students leave vegetables?

Haruto: Some students don't like the *taste. Others say there is too much. I think there is another reason. Many students don't know how vegetables are grown.

Yui: I didn't like *green peppers when I was little. But last year, I visited a farm and helped a farmer pick green peppers. She worked very hard in the hot sun. After that, I started to eat them.

Emma: That's a good story. When we know who grows our food, we can feel *thankful for it.

Haruto: I agree. Our city has a program called "Meet Your Farmers." Farmers visit schools and talk about their work during lunch time.

Emma: Great! Students can learn about food and the people who grow it. In my town in Australia, we don't have a program like that.

Yui: Leaving food is a big problem. When we leave food, we *waste not only the food but also the work of farmers and cooks.

Emma: That's true. In Australia, I brought my own lunch, so I could choose what to eat and how much to eat. I almost never left food.

Haruto: That's one good point of bringing your own lunch. But with school lunch, we can eat many kinds of food and get good *nutrition.

Emma: Hmm.... [B]

Yui: So, what can we do to *reduce food waste at our school?

Haruto: How about making a poster about local farmers? We can put it up in each classroom. Then students may think about the farmers when they eat.

Emma: Good idea! We can take pictures of the farmers and their *fields. I also want to write some messages from them on the poster.

Yui: Let's talk about it with the student council tomorrow.

Emma: Sure! I'm excited.

注：student council 生徒会　survey アンケート調査　bone(s) 骨　percent パーセント　local 地元の　taste 味　green pepper(s) ピーマン　thankful 感謝して　waste ～をむだにする　nutrition 栄養　reduce ～を減らす　field(s) 畑　leave ～を残す

(1) 本文中の[A]に入る英語として最も適当なものを、**ア**～**エ**の中から１つ選びなさい。

ア interesting　　イ dangerous　　ウ expensive　　エ useless

(2) 本文やグラフの内容に合うように、①は英文の[　　]に入る最も適当なものを、②は[X]と[Y]に入る英語の組み合わせとして最も適当なものを、**ア**～**エ**の中からそれぞれ１つずつ選びなさい。

① The percentage of students who often leave fish is about [　　] of the percentage of students who often leave vegetables.

ア one-third　　イ one quarter　　ウ half　　エ twice

② [X] students often leave soup than bread, and [Y] students often leave meat than rice.

ア [X] more [Y] more　　イ [X] more [Y] fewer

ウ [X] fewer [Y] fewer　　エ [X] fewer [Y] more

(3) 本文中の［ B ］に入る英文として最も適当なものを、**ア**～**エ**の中から 1 つ選びなさい。

ア At first, I thought school lunch was boring, so I want to bring my own lunch again.

イ At first, I thought choosing my own lunch was the best, but now I think school lunch is also a good chance to try many kinds of food.

ウ At first, I thought leaving food was a big problem, but now I think it's not so important.

エ At first, I thought Japanese students didn't like rice, but now I know they leave it the most.

(4) 本文の内容に合っているものを、**ア**～**エ**の中から 1 つ選びなさい。

ア Emma usually ate school lunch with her classmates in Australia.

イ Haruto says rice is the food that students leave the most.

ウ In Haruto's city, farmers sometimes visit schools to talk about their work.

エ Yui doesn't eat fish at all because it has bones.

(5) 次の英文は、本文の内容の一部を示したものです。本文の内容に合うように、［　　］に入る適当な**英語 6 語**を書き、英文を完成させなさい。

Emma says that we can feel thankful for our food when we ［　　］.

(6) 次の Question の英文に対するあなたの考えを適当な**英語**で書き、Answer の英文を完成させなさい。ただし、(　) 内の 2 つのうち、どちらか一方を○で囲み、下線部には **8 語以上の英語**を書きなさい。

Question: Lunch from home is better than school lunch for students. What do you think about that?

Answer: (I agree / I disagree) with the idea because ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿.

第　5　問

次の英文は、陽菜 (Hina) が書いたスピーチの原稿です。これを読んで、(1)〜(6) の問いに答えなさい。

Have you ever wanted to *give up something? Last summer, I did. I am a member of the badminton team at my school. We practiced very hard every day for the city *tournament. But we lost our first game. I cried a lot, and I didn't want to hold my *racket for a while.

One weekend, my grandmother took me to a small *workshop in Aizu. People there make **okiagari-koboshi*. It is a small, round doll. When you push it down, it always stands up again. Many people in Aizu buy one at the beginning of the year and put it in their homes. At the workshop, visitors can paint their own dolls.

While I was painting my doll, I talked with Mr. Sato. He is a *craftsperson and has made these dolls for forty years. I asked him, "Is it difficult to make them?" He smiled and said, "Yes. When I started this work, I made many mistakes. Some of my dolls didn't stand up. But I didn't give up. I tried again and again." I was surprised. His dolls looked [A], so I thought he never made mistakes.

Then he told me something important. "This doll has a heavy *weight at the *bottom. That's why it can stand up again. People are the same. If you have something important in the *center of your heart, you can stand up again after you fall down." I thought about this on my way home.

What was important to me? I remembered my teammates. We always *encouraged each other during hard practice. I also remembered the day I first hit the *shuttle well. I was really happy then. I *realized that I loved badminton, and I loved playing it with my friends. That was the "weight" in the center of my heart.

The next Monday, I went back to the gym and started practicing again. Since then, I have tried to [B]. After every game, I write down one thing I did well and one thing I should *improve in my notebook. Little by little, I'm getting better.

Now, my doll is on my desk. When I push it down, it stands up and *seems to say, "You can do it!" Everyone, we all fall down sometimes. But falling down is not the end. What *matters is standing up again. I hope you will also find the "weight" in your heart.

注：give up　あきらめる　tournament　大会　racket　ラケット　workshop　工房
okiagari-koboshi　起き上がり小法師（会津地方の郷土玩具）　craftsperson　職人　weight　おもり
bottom　底　center　中心　encourage(d)　〜を励ます　shuttle　（バドミントンの）シャトル
realize(d)　〜に気づく　improve　〜をよくする　seem(s) to 〜　〜するように見える
matter(s)　重要である

(1) 本文中の [A] に入る英語として最も適当なものを、**ア**〜**エ**の中から 1 つ選びなさい。

ア　broken　　イ　angry　　ウ　perfect　　エ　heavy

(2) 本文中の下線部 this の内容を示した英文として最も適当なものを、**ア**～**エ**の中から 1 つ選びなさい。

ア Mr. Sato's dolls are sold all over Japan.

イ People can stand up again after they fall down if they have something important in their hearts.

ウ Painting dolls is more difficult than playing badminton.

エ Many people in Aizu put a doll in their homes at the beginning of the year.

(3) 本文中の［ B ］に入る英語として最も適当なものを、**ア**～**エ**の中から 1 つ選びなさい。

ア forget the game we lost as soon as possible

イ practice alone without my teammates

ウ make dolls at the workshop every weekend

エ learn from my mistakes, not run away from them

(4) 本文の内容に合っているものを、**ア**～**エ**の中から 1 つ選びなさい。

ア Mr. Sato made many mistakes when he started making dolls.

イ Hina's team won the first game in the city tournament.

ウ Hina's grandmother painted an *okiagari-koboshi* for Hina.

エ Hina stopped playing badminton after she visited the workshop.

(5) *okiagari-koboshi* について、本文の内容に合っているものを、**ア**～**エ**の中から 1 つ選びなさい。

ア It is a big doll, so it is too heavy to carry.

イ Many people in Aizu buy one at the beginning of the year.

ウ It is made only by Mr. Sato in Aizu.

エ Visitors to the workshop can buy it, but they cannot paint it.

(6) 本文の内容に合うように、次の①と②の Question にある英文の質問に答えなさい。ただし、答えは Answer の下線部に適当な**英語**を書き、英文を完成させなさい。

① Question: Why can an *okiagari-koboshi* stand up again?

Answer: Because it _____ at the bottom.

② Question: What did Hina realize when she thought about what was important to her?

Answer: She realized that _____.