

問 8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Miho, Akira, and Reina are students at Aoba Junior High School. They are talking in the classroom after school. Then, Mr. Smith, their English teacher, talks to them.*

**Mr. Smith :** Hi, everyone. What are you doing ?

**Miho :** Hello, Mr. Smith. We are making a school \*newspaper. We are going to \*publish it next week.

**Mr. Smith :** Oh, a newspaper. What are you going to write about in it ?

**Akira :** The main \*article is about our \*school lunch. We visited the school lunch \*center in this city last week and \*interviewed Ms. Takagi, a staff member there.

**Mr. Smith :** That sounds interesting.

**Akira :** Yes, it was really interesting. There were some rooms in the center and the staff members were doing a different kind of work in each room. I saw very large pots there, too.

**Reina :** Ms. Takagi was very kind, and I felt that the staff members really \*cared about the students' health. They hope that every student will like the school lunch and eat it all.

**Miho :** The center \*serves lunches to the six schools in this city. The staff members also check the \*percentage of food that students \*left behind at each school. Please look at ① Graph 1. It shows the percentage at our school.

**Mr. Smith :** I can see that the percentage has become smaller. That's good. But the percentage was a little higher in June, 2022 than in February of that year. Why ?

**Reina :** There were many hot days then, so many students didn't have a good \*appetite. I think that's the reason.

**Mr. Smith :** I see. Then, what do you think about the percentage ?

**Miho :** Well, leaving a lot of food behind is bad for the environment, so a smaller percentage is better.

**Akira :** I hear that the \*average percentage in Japan is about 7%, so the percentage at our school is quite good. But we \*are not satisfied with that. Please look at ② Graph 2. It shows the percentage at all the six schools in October, 2022. School D is our school.

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\*newspaper : 新聞      publish ～ : ～を発行する      article : 記事      school lunch : 給食

～ center : ～センター      interviewed ～ : ～に取材した      cared about ～ : ～について気にかけて

serves ～ : ～を提供する. (食べ物など)を出す      percentage : 割合      left ～ behind : ～を残した

appetite : 食欲      average : 平均の      are not satisfied with ～ : ～に満足していない

**Mr. Smith :** Well, the percentages at two other schools are smaller than the percentage at our school, and the percentage at School C is the smallest.

**Akira :** Exactly. We are not happy about that. We hope the percentage at our school will be the smallest next time.

**Mr. Smith :** I hope so, too. Do you have any ideas for that ?

**Miho :** We are talking about it. We are going to show some ideas to the students with these graphs in this newspaper.

**Akira :** I think each of us should try to eat all the food. Some students say, "When there is some food I don't like in the school lunch, I leave it behind." That's bad. Leaving some food of the school lunch behind isn't good for our health because the school lunch is \*well-balanced. I want to tell the students about it in the newspaper.

**Miho :** Akira is right. Ms. Takagi told us that some vegetables were often left behind. Let's tell the students that they should eat not only food they like but also food they don't like, such as vegetables.

**Reina :** On the other hand, the school lunch is too much for some students. I know that the \*amount of our school lunch is exactly right for each student and that they should try to eat it all. However, some students can't eat it all when they are sick or don't have an appetite.

**Mr. Smith :** I see. Well, if you don't have an appetite, you can say, "I don't need much food today," and receive a smaller amount of food. If some food is left in the pot, some hungry students can eat it. You can share food before you touch it.

**Reina :** That's good, but it may be difficult for some students to express their \*feelings and say, "I don't need much food." How about making a card to express it? When they don't have an appetite, they can show the card to the students who serve them lunch in the classroom.

**Miho :** I have another opinion.  It is sometimes difficult for me to eat all the food \*in time.

**Mr. Smith :** But you can't change the school \*schedule right away.

**Miho :** I know. But I think we can spend time more \*effectively. For example, we can prepare lunch more quickly if all the students help each other. Then we can make enough time to eat lunch.

**Akira :** OK. Let's write about all of those ideas in the newspaper. I hope every student will \*be motivated and help each other. How about checking the amount of food that students have left behind in each class and showing it in our newspaper?

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\*well-balanced : 栄養バランスのよい      amount : 量      feelings : 気持ち      in time : 間に合うように  
schedule : 時間割      effectively : 効率よく      be motivated : やる気になる

I'm sure that will \*motivate students.

Reina : I think so, too. Let's do that.

Mr. Smith : You are doing a good job. I'm looking forward to reading your newspaper.

(ア) 本文中の——線①と——線②が表す内容を、①はア群、②はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

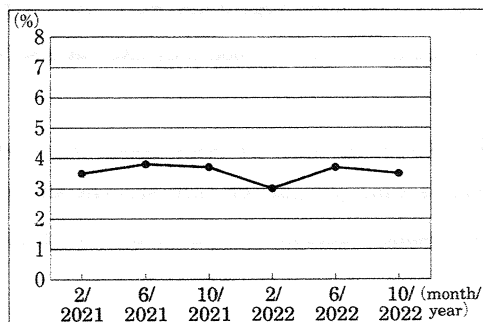
ア群

イ群

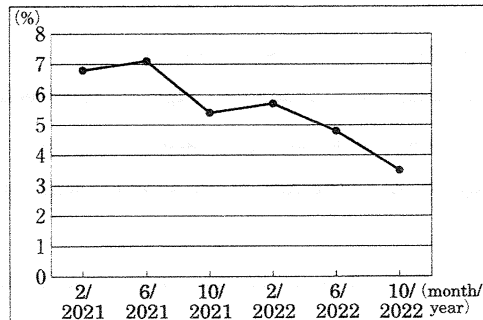
Graph 1

The percentage of food that students left behind at Aoba Junior High School

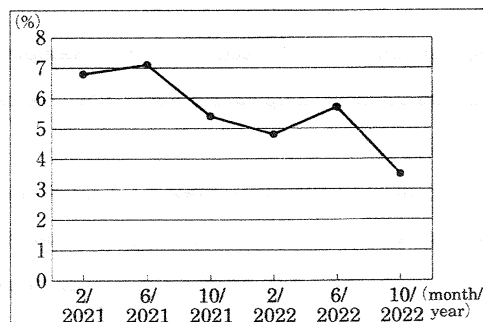
A.



B.



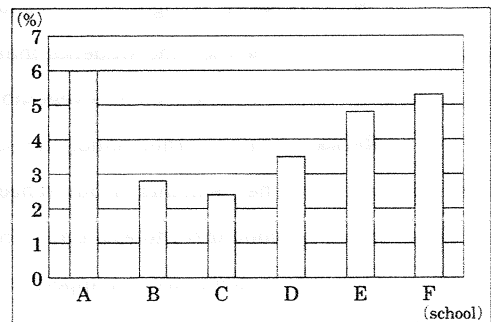
C.



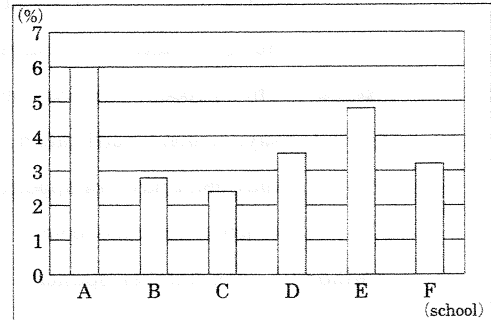
Graph 2

The percentage of food that students left behind in the six schools in October, 2022

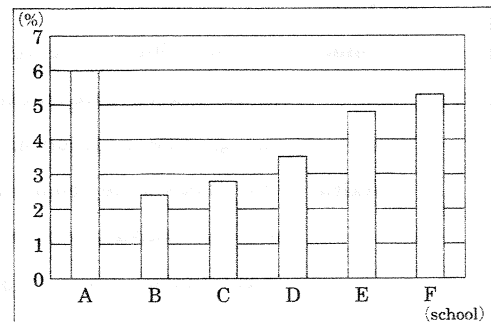
X.



Y.



Z.



\* motivate ~ : ~をやる気にさせる

1. ① : A            ② : Y
2. ① : A            ② : Z
3. ① : B            ② : X
4. ① : B            ② : Z
5. ① : C            ② : X
6. ① : C            ② : Y

(イ) 本文中の  の中に入れるのに最も適するものを、次の 1～4 の中から一つ選び、その番号を答えなさい。

1. I don't think we have to eat all the food in the lunch.
2. I don't think we can do some exercise after lunch.
3. I think breakfast is more important than lunch.
4. I think our lunch time should be longer.

(ウ) 次の a～f の中から、本文の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの 1～8 の中から一つ選び、その番号を答えなさい。

- a. Akira saw that the staff members were doing many different kinds of work in one very large room in the school lunch center.
- b. Reina thinks many students couldn't eat much of their school lunch in June, 2022 because of the hot weather.
- c. Akira is not happy because the percentage at their school is higher than the average percentage in Japan.
- d. Akira and Miho don't think that it is good for students to eat only their favorite food.
- e. Reina thinks that it may be difficult for some students to show a card to express their feelings.
- f. Reina doesn't think that they should check food that students have left behind, because some students may have bad feelings.

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|----------|----------|----------|----------|
| 1. a と c | 2. a と e | 3. b と d | 4. b と e |
| 5. c と d | 6. c と f | 7. d と f | 8. e と f |