

**For Teachers:** Please have the students read the sentences one at a time and correct their pronunciation of each sentence then have them repeat after you. Wait until after they read the sentence (use the number in place of the missing word) to have the students choose the correct answer to fill in the blank. When the students finish the article, move on to the further questions.

**3[A] - Useful Break**

11.1(3A)A2E

有効(ゆうこう)な 休暇(きゅうか)

1. Recently in the <sup>最近(さいきん)</sup> United <sup>アメリカ 合衆国(がっしゅうこく)</sup> States, a growing <sup>数(かず)</sup> number of <sup>生徒(せいと)</sup> students have begun taking <sup>浪人期間(ろうにんきかん)</sup> a <sup>休暇(きゅうか)</sup> gap year <sup>~の間(あいだ)</sup> —a year <sup>高校(こうこう)</sup> break <sup>大学(だいがく)</sup> between <sup>考(かんが)え</sup> high <sup>かなり</sup> school and college.
2. This <sup>考(かんが)え</sup> idea <sup>かなり</sup> is a fairly new one in the U.S.
3. In the United Kingdom and Australia, <sup>しかし</sup> though, it has been ( **26** ) for some time.

\*Choose the correct answer to fill in the blank from these choices.

4. **(26)** 1 <sup>楽(らく)でない</sup> uneasy 2 <sup>違法(いほう)な</sup> illegal 3 <sup>一般的(いつぱんてき)な</sup> common 4 <sup>個人的(こじんてき)な</sup> private

**Further Questions&A**\* Ask student to answer the question on their own at first. If the student can't answer correctly, have him look at the last page and read the "example answer" for the question. Have the student try to memorize the answer, if it's too long or difficult, you should divide the sentence into 2 or 3 parts to make it easier to remember. Once they have memorized the answer, the teacher should ask the question one last time so that the student can practice answering. Also if you find any mistakes, please mark the page and let me know ASAP.

5. **1)-26** What have more students in the U.S. been doing after high school?
6. <sup>アメリカの多く(おほ)の生徒(せいと)たちは</sup> <sup>高校(こうこう)の</sup> <sup>後(あと)に</sup> <sup>何(なに)を</sup> <sup>して</sup> <sup>います</sup> <sup>か</sup>.
7. *They have been taking a year break after high school before going to college.*
8. **2)-26** Were U.S. colleges <sup>最初(さいしよ)は</sup> <sup>~に賛成(さんせい)して</sup> initially <sup>~に賛成(さんせい)して</sup> in favor of <sup>~に賛成(さんせい)して</sup> students taking a year break after college? <sup>アメリカの大学(だいがく)は、</sup> <sup>大学(だいがく)の</sup> <sup>後(あと)に</sup> <sup>一年間(いちねんかん)の</sup> <sup>休暇(きゅうか)を</sup> <sup>と</sup> <sup>る</sup> <sup>こと</sup> <sup>を</sup> <sup>最初(さいしよ)に</sup> <sup>賛成(さんせい)し</sup> <sup>ました</sup> <sup>か</sup>.
9. *No they weren't. They were <sup>心配(しんぱい)して</sup> afraid <sup>能力(のうりょく)に</sup> that students would lose the ability to study in that time.*

10. During this year, most students <sup>~の間(あいだ)に</sup> travel <sup>ほとんど</sup>, work, or do volunteer <sup>旅行する(りょこう)</sup> activities. <sup>活動(かつどう)</sup>
11. At first, many U.S. colleges <sup>~を疑(うたが)わしく思(おも)っていた</sup> were suspicious of <sup>浪人期間(ろうにんきかん)</sup> gap years.
12. They feared that students would ( **27** ) the <sup>習慣(しゅうかん)</sup> habit of studying.

\*Choose the correct answer to fill in the blank from these choices.

14. **(27)** 1 lose 2 <sup>~の方(ほう)を好(この)む</sup> prefer 3 <sup>管理(かんり)する</sup> control 4 <sup>延期(えんき)する</sup> delay

**Further Questions&A**

15. **3)-27** What do the students do <sup>~の間(あいだ)に</sup> during their year-long break?
16. <sup>一年間(いちねんかん)という長い</sup> <sup>休暇(きゅうか)の</sup> <sup>間(あいだ)、</sup> <sup>学生(がくせい)たちは</sup> <sup>何(なに)を</sup> <sup>して</sup> <sup>います</sup> <sup>か</sup>.
17. *They travel, work or do volunteer work.*
18. \_\_\_\_\_
19. Now, however, many colleges are <sup>しかしながら</sup> recognizing that the <sup>認(みと)めて</sup> experience can be <sup>経験(けいけん)</sup> valuable. <sup>有益(ゆうえき)な</sup>
20. <sup>実際(じっさい)</sup> In fact, they often find that it <sup>手伝(てつだ)う</sup> helps students become <sup>~になる</sup> more enthusiastic <sup>熱心(ねっしん)な</sup> about studying.

21. A good <sup>例(れい)</sup> example is Linda Clark from Maryland, who <sup>決(き)めた</sup> decided to take a year off after high school.
22. She <sup>過(す)ごした</sup> spent the time working as a volunteer in <sup>ガーナ</sup> Ghana and studying in Italy.
23. <sup>~の間(あいだ)に</sup> While she was in Ghana, Clark <sup>教えた(おし)</sup> taught <sup>算数(さんすう)</sup> math and <sup>英語(えいご)</sup> English to <sup>地元(じもと)の</sup> local <sup>子どもたち(こ)</sup> children.
24. She also helped the <sup>~もまた</sup> community <sup>地域社会(ちいきしゃかい)</sup> build a <sup>建(た)てる</sup> library <sup>図書館(としょかん)</sup> for its school.
25. After that, she went to Italy, where she studied art.
26. <sup>~によって</sup> According to <sup>経験(けいけん)</sup> experiences there gave her a new ( 28 ).

\*Choose the correct answer to fill in the blank from these choices.

27. (28) 1 <sup>値段(ねだん)</sup> price 2 <sup>目的(もくてき)</sup> aim 3 <sup>趣味(しゅみ)</sup> hobby 4 <sup>限界(げんかい)</sup> limit

## Further Questions&A

28. 4)-28 How did Linda Clark use her year off? <sup>リンダは彼女の休暇をどのように使いましたか。</sup>

29. 5)-28 Does this <sup>記事(きじ)</sup> article <sup>示唆(しさ)する</sup> suggest that this is good or bad thing?

30. <sup>この記事は、この事を良いことと示唆していますか。悪いことと示唆していますか。</sup>

31. She <sup>決(き)めた</sup> decided she wanted to help <sup>国々(くにくに)</sup> countries like Ghana <sup>成長する(せいちょう)</sup> grow <sup>経済的(けいざいてき)に</sup> economically.

32. She studied <sup>経済学(けいざいがく)</sup> economics at college and now gives <sup>忠告(ちゅうこく)</sup> business advice <sup>人々(ひとびと)</sup> to people in <sup>発展途上国(はってんとじょうこく)</sup> developing countries.

33. Many <sup>専門家(せんもんか)</sup> experts say the most important thing is not to <sup>無駄(むだ)にする</sup> waste one's time <sup>~の間(あいだ)に</sup> during <sup>浪人期間(ろうにんきかん)</sup> a gap year.

34. Many companies have begun helping students <sup>準備(じゅんび)する</sup> organize their <sup>浪人期間(ろうにんきかん)</sup> gap years by <sup>手配(てはい)する</sup> arranging programs for them.

35. However, British <sup>作家(さっか)</sup> author Tom Griffith <sup>警告(けいこく)する</sup> warns that such expensive programs <sup>過(す)ごす</sup> may not be the best way to spend the time.

36. <sup>~によると</sup> According to Griffiths, students do not <sup>成長(せいちょう)する</sup> mature <sup>もし~でなければ</sup> unless they have to <sup>扱(あつか)う</sup> deal with situations on their own.

37. "If you're not in a group," he says, "you get more out of it. It's just the <sup>事実(じじつ)</sup> fact that if you travel around the world on your own, you ( 29 ).

\*Choose the correct answer to fill in the blank from these choices.

38. (29) 1 <sup>提出(ていしゅつ)する</sup> stop by 2 <sup>終(お)わる</sup> run out 3 <sup>提出(ていしゅつ)する</sup> give in 4 <sup>成長(せいちょう)する</sup> grow up

## Further Questions&A

39. 6)-29 Why does Tom Griffith <sup>示唆(しさ)する</sup> suggest traveling alone might be better than going as a group as part of a program? <sup>Tom Griffithは、なぜ一人で旅行することはプログラムの一部としてグループで行くことよりも良いかもしれないと示唆していますか。</sup>

40. *He said that students do not <sup>成長(せいちょう)する</sup> mature <sup>状況(じょうきょう)</sup> unless they have to deal with situations on their own.*

41. **7)-29** If you had a year without school or work, how would you use it?

42. *もしあなたが学校や仕事のない一年間があれば、どのように使いたいですか。*

43. *I would go traveling and <sup>探検(たんけん)する</sup> explore the world on my own.*

44. **8)-29** Are you <sup>賛成(さんせい)する</sup> in favor of students taking a year off after high school? Why or why not?

45. *あなたは、学生たちが高校の後に一年間の休暇を取ることに賛成ですか。それはどうしてですか。*

46. *I think it <sup>~による</sup> depends on the student since I think it will be much better for students <sup>まじめな</sup> who were serious in school than those who weren't.*

**Vocabularies:** Try to memorize these words yourself without looking at the Japanese translations.

**For Teachers:** Have the student read the word in English, correct their pronunciation then say it together. Then have the student say it in Japanese before saying again in English. After you have done this for each line, go back to the first word and have the student translate it.

- |     |      |   |         |   |         |   |         |   |         |
|-----|------|---|---------|---|---------|---|---------|---|---------|
| 47. | (26) | 1 | uneasy  | 2 | illegal | 3 | common  | 4 | private |
| 48. | (27) | 1 | lose    | 2 | prefer  | 3 | control | 4 | delay   |
| 49. | (28) | 1 | price   | 2 | aim     | 3 | hobby   | 4 | limit   |
| 50. | (29) | 1 | stop by | 2 | run out | 3 | give in | 4 | grow up |

**Example sentences:** \*It must take a long time but Try to use these vocabularies one by one in the sentences of your original one. Teacher must show them your for example sentence before ask.

51. **(26)1** He felt **uneasy** about the future.
52. **2** He committed an **illegal** act.
53. **3** He lacks **common** sense.
54. **4** He founded a **private** school there.
55. **(27)1** There is no time to **lose**.
56. **2** I'd **prefer** a brown one.
57. **3** Try to **control** yourself.
58. **4** We're going to be late! We must not **delay**.
59. **(28) 1** The **price** of orange this week is 395 per bag.
60. **2** The **aim** of this class is to learn English.
61. **3** My **hobby** is collecting cards.
62. **4** The speed **limit** on the highway is 55kph.
63. **(29) 1** I will **stop by** the store on my way home.
64. **2** We have **run out** of toilet paper.
65. **3** If you keep asking your boss for a raise, he might **give in**.
66. **4** When I **grow up**, I want to be a police officer.

**Answers for "Vocabularies".**

- |     |      |   |                            |   |                                  |   |                                |   |                                |
|-----|------|---|----------------------------|---|----------------------------------|---|--------------------------------|---|--------------------------------|
| 67. | (26) | 1 | <sup>楽(らく)でない</sup> uneasy | 2 | <sup>違法(いほう)な</sup> illegal      | 3 | <sup>一般的(いっぱんてき)な</sup> common | 4 | <sup>個人的(こじんてき)な</sup> private |
| 68. | (27) | 1 | <sup>失(うしな)う</sup> lose    | 2 | <sup>~の方(ほう)を好(この)む</sup> prefer | 3 | <sup>管理(かんり)する</sup> control   | 4 | <sup>延期(えんき)する</sup> delay     |

69.	(28)	1	値段(ねだん) price	2	目的(もくてき) aim	3	趣味(しゅみ) hobby	4	限界(げんかい) limit
70.	(29)	1	提出(ていしゅつ)する stop by	2	終(お)わる run out	3	提出(ていしゅつ)する give in	4	成長(せいちょう)する grow up

## Review Questions

71. 1)-26 What have more students in the U.S. been doing after high school?  
72. *They have been taking a year break after high school before going to college.*
73. 2)-26 Were U.S. colleges <sup>最初(さいしょ)は ~に賛成(さんせい)して</sup> initially in favor of students taking a year break after college?  
74. *No they weren't. They were <sup>心配(しんぱい)して</sup> afraid that students would lose the <sup>能力(のうりょく)</sup> ability to study in that time.*
75. 3)-27 What do the students do <sup>~の間(あいだ)に</sup> during their year-long break?  
76. *They travel, work or do volunteer work.*
77. 4)-28 How did Linda Clark use her year off?  
78. *She <sup>教(おし)えた</sup> taught English and math to children in Ghana.*
79. 5)-28 Does this <sup>記事(きじ) 示唆(しさ)する</sup> article suggest that this is good or bad thing?  
80. *It is a good thing, she had found a <sup>目的(もくてき)</sup> purpose during her time in Ghana.*
81. 6)-29 Why does Tom Griffith <sup>示唆(しさ)する</sup> suggest traveling alone might be better than going as a group as part of a program?  
82. *He said that students do not <sup>成長(せいちょう)する</sup> mature unless they have to deal with <sup>状況(じょうきょう)</sup> situations on their own.*
83. 7)-29 If you had a year without school or work, how would you use it?  
84. *I would go traveling and <sup>探検(たんけん)する</sup> explore the world on my own.*
85. 8)-29 Are you <sup>賛成(さんせい)する</sup> in favor of students taking a year off after high school? Why or why not?  
86. *I think it <sup>~による</sup> depends on the student since I think it will be much better for students <sup>まじめな</sup> who were serious in school than those who weren't.*

解答:(26)3(27)1(28)2(29)4

151	形いつもの、 つうじょう 通常の	usual					ユー ジュ アル
152	名) 燃 料 ねんりょう	fuel					ヒュー エル
153	名) 社 長、 だいとうりょう 大 統 領	president					プレ ゼイ デント
154	副) 驚いたことに おどろいた は、驚くほど おどろく	surprisingly					サブ ライ ジング リイ
155	動) 広まる、を ひろまる ひろげる 広げる	spread					スプレ ッド
156	名) 科学技術 かがくぎじゆつ	technology					テク ナラ ジー
157	名) 形 動) ~を けい かたちつくる 形作る	shape					シェイ プ
158	名) 反 対、異 議 はんたい いぎ	objection					オブ ジェ クシ ョン
159	形) 追加の ついか	additional					ア ディ シ ョナル
160	動) ~に食べ物 たべもの を あたえる 与える	feed					フィ ード
161	10ねんかん 10年間	decade					ディ ケイ ド
162	形) 一定の、 ひとさだ ちやくじつ 着 実 な	steady					ステ ディ
163	名) 設備、施設 せつび しせつ	facility					ファ シリ ティ
164	動) 手 術 する、 しゆじゆつ きのう 機能する	operate					オペ レイ ト
165	動) ~を害する がいする 名) 害 な がい	harm					ハー ム