

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

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

4. (**26**) 1 ^{楽(らく)でない} uneasy 2 ^{違法(いほう)な} illegal 3 ^{一般的(いつぱんてき)な} common 4 ^{個人的(こじんてき)な} 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. ^{アメリカの多く(おほ)の生徒(せいと)たちは高校(こうこう)の後(あと)何を(なに)していますか。}
7. *They have been taking a year break after high school before going to college.*
8. **2)-26** Were U.S. colleges ^{最初(さいしよ)は} initially ^{~に賛成(さんせい)して} in favor of students taking a year break after college? ^{アメリカの大学(だいがく)は、大学(だいがく)の後(あと)一年間(いちねんかん)の休暇(きゅうか)を取る(と)ことを最初(さいしよ)に賛成(さんせい)しましたか。}
9. *No they weren't. They were ^{心配(しんぱい)して} afraid that students would lose the ^{能力(のうりょく)} ability to study in that time.*

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

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

14. (**27**) 1 lose 2 ^{~の方(ほう)を好(この)む} prefer 3 ^{管理(かんり)する} control 4 ^{延期(えんき)する} delay

Further Questions&A

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

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

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

27. (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

Further Questions&A

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

29. 5)-28 Does this ^{記事(きじ)} article ^{示唆(しさ)する} suggest that this is good or bad thing?

30. ^{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。}

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

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

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

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

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

36. ^{~によると} According to Griffiths, students do not ^{成長(せいちょう)する} mature ^{もし~でなければ} unless they have to ^{扱(あつか)う} 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 ^{事実(じじつ)} 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 ^{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

Further Questions&A

39. 6)-29 Why does Tom Griffith ^{示唆(しさ)する} suggest traveling alone might be better than going as a group as part of a program? Tom Griffith は、なぜ ^{ひとり} 一人で ^{りょこう} 旅行することはプログラムの ^{一部(いちぶ)} としてグループで ^{行く} 行くことよりも ^{よい} 良いかもしれないと ^{示唆(しさ)する} 示唆していますか。

40. *He said that students do not ^{成長(せいちょう)する} mature ^{状況(じょうきょう)} 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 ^{探検(たんけん)する} explore the world on my own.*

44. **8)-29** Are you ^{賛成(さんせい)する} 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 ^{~による} depends on the student since I think it will be much better for students 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 | ^{楽(らく)でない} uneasy | 2 | ^{違法(いほう)な} illegal | 3 | ^{一般的(いっぱんてき)な} common | 4 | ^{個人的(こじんてき)な} private |
| 68. | (27) | 1 | ^{失(うしな)う} lose | 2 | ^{~の方(ほう)を好(この)む} prefer | 3 | ^{管理(かんり)する} control | 4 | ^{延期(えんき)する} 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 ^{最初(さいしょ)は ~に賛成(さんせい)して} initially in favor of students taking a year break after college?
74. *No they weren't. They were ^{心配(しんぱい)して} afraid that students would lose the ^{能力(のうりょく)} ability to study in that time.*
75. 3)-27 What do the students do ^{~の間(あいだ)に} 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 ^{教(おし)えた} taught English and math to children in Ghana.*
79. 5)-28 Does this ^{記事(きじ) 示唆(しさ)する} article suggest that this is good or bad thing?
80. *It is a good thing, she had found a ^{目的(もくてき)} purpose during her time in Ghana.*
81. 6)-29 Why does Tom Griffith ^{示唆(しさ)する} suggest traveling alone might be better than going as a group as part of a program?
82. *He said that students do not ^{成長(せいちょう)する} mature unless they have to deal with ^{状況(じょうきょう)} 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 ^{探検(たんけん)する} explore the world on my own.*
85. 8)-29 Are you ^{賛成(さんせい)する} in favor of students taking a year off after high school? Why or why not?
86. *I think it ^{~による} depends on the student since I think it will be much better for students ^{まじめな} who were serious in school than those who weren't.*

解答:(26)3(27)1(28)2(29)4

316	ゆたかふく 裕福な	wealthy	_____	_____	_____	_____	_____	ウェルシイ
317	え ~を得る	obtain	_____	_____	_____	_____	_____	オプテイン
318	へ減る、~を減らす	decrease	_____	_____	_____	_____	_____	ディクリース
319	かいたん 階段	stairs	_____	_____	_____	_____	_____	ステア
320	よやく ~を予約する、取 っておく	reserve	_____	_____	_____	_____	_____	リザーヴ
321	さくぶつ 作物	crop	_____	_____	_____	_____	_____	クラブ
322	たてもの (建物など)が 置く	locate	_____	_____	_____	_____	_____	ロケート
323	しゃかい 社会	society	_____	_____	_____	_____	_____	ソサイティ
324	こじん ここの 個人、個々の	individual	_____	_____	_____	_____	_____	インディヴィ デュアル
325	しんらい 信頼できる	reliable	_____	_____	_____	_____	_____	リアイアブル
326	しよるい 書類	document	_____	_____	_____	_____	_____	ダキュメント
327	すばらしい 素晴らしい	excellent	_____	_____	_____	_____	_____	エクセレント
328	せいぶつがく 生物学	biology	_____	_____	_____	_____	_____	バイオロジイ
329	じょうきよう 状況	situation	_____	_____	_____	_____	_____	シチュエーション
330	~のほか	besides	_____	_____	_____	_____	_____	ビサイド