Enumerating the Grammatical Structures used in *Go on Speaking* and Identifying their CEFR Levels

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Abstract

From spring 2023, two new textbooks were introduced in first-year Level 2 *Listening & Speaking* English language classes at Kyushu Sangyo University. The textbooks were developed by a group of teachers in the Language Education and Research Center. To understand the grammar content of the two textbooks, the grammatical constructions used in the speaking tasks in both textbooks were enumerated. In addition, the CEFR (Common European Framework of Reference) level of each grammatical construction was identified. Results show that a total of 60 separate grammatical constructions are suggested or recommended that students use when doing speaking tasks. Results also reveal that most of these constructions are at CEFR levels A2 or A2-B1.

2023 年春から、九州産業大学の 1 年生 Listening & Speaking の授業で、2 冊の新しい教科書が導入された。この教科書は、言語教育研究センター（LERC）の教員グループによって開発された。両教科書の文法内容を理解するために、両教科書のスピーキング課題で使用されている文法構文を列挙した。さらに、各文法構文の CEFR（ヨーロッパ共通参照枠）レベルを特定した。その結果、合計 60 の文法構文が、生徒がスピーキング課題を行う際に使用するよう提案または推奨されていることがわかった。また、これらの構文のほとんどが CEFR レベル A2 または A2-B1 であることも明らかになった。

Background

The Language Education and Research Center at Kyushu Sangyo University currently uses the textbooks *Go on Speaking (McAuliffe, 2023)* and *Go on Speaking 2 (McAuliffe, 2023)* - hereafter GoS 1 & 2 - in its Level 2 first year Listening & Speaking classes. The aim of GoS 1 & 2 is to improve students' speaking skills by employing four principles:

1. Identify clear targets for spoken output.
2. Provide adequate scaffolding and guidance so students know how to complete tasks.
3. Provide vocabulary and grammar support tailored to each task.
4. Ensure opportunities for repetition and review.

Both textbooks are topic-based, each containing eight topics listed in the table below.

Table 1

Go on Speaking 2023 Topics

Go on Speaking Spring 2023	Go on Speaking 2 Autumn 2023
1. Self-introduction	9. Education
2. Birthdays	10. Morning routine
3. Spending money	11. Travel
4. My diet	12. Hometown
5. Part-time jobs	13. My skills
6. My university studies	14. My room
7. A memorable event	15. Household chores
8. Summer holiday plans	16. Winter holiday plans

Note. From 2024 the two textbooks are to be combined into a single textbook *Go on Speaking 1*.

Each topic-based unit has three speaking components:

1. Topic Q&A: Students answer questions about the topic. For example, students answer the following four questions from GoS 1 Topic 3 Spending Money:

- Are you careful with money?
- What are your daily expenses?

- Are you saving up for anything?
- What is the most expensive thing you have bought?

To complete the topic Q&A, students first read two sets of model answers. These model answers illustrate the types of answers students should provide. Additionally, each model answer has a language guide with translations of key words and phrases likely to be useful in students' own production. These words and phrases are practiced using e-learning exercises. Students then write their own answers to the topic questions using a detailed answer guide that explains how to answer each question and the type of language they can use. In class, students rehearse their answers prior to pair- and group-work speaking activities in which students answer the questions without referring to their written answers. The aim of the topic Q&A is for students to use generally correct, appropriate and detailed answers in response to the topic questions.

2. Picture Story: Students talk about a series of four or six drawings depicting a simple narrative based on the topic of the unit. The purpose of the picture story is to provide a relatively free and creative speaking activity in contrast to the prepared and rehearsed Topic Q&A. Students are encouraged to maximize their output by imagining details that are suggested by the pictures.

3. Conversation: Each unit also contains a short conversation lesson that explains techniques and strategies for developing and managing conversations. The aim of the conversation strand is to complement the Topic Q&A by providing an opportunity for more spontaneous and interactive output. Each topic-based unit contains a conversation lesson that students study as part of homework and then practice in class (and an additional two conversation lessons are included as part of homework prior to speaking test practice). Unlike the Topic Q&A and Picture Story, which focus on a single topic, the conversation strand allows students to talk on a range of topics.

In sum, each textbook contains three main speaking activities: Topic Q&A and Picture Story (both based on the topic), and a conversation activity.

Aims

The aim of this study is to enumerate and analyze the grammatical structures that students are required or recommended to use in their spoken output when doing the Topic Q&A activities. The study will seek to answer two questions:

1. What grammatical structures are students required or suggested to use by the answer guides of the Topic Q&A speaking activities?

2. Within which CEFR levels do these grammatical structures fall?

Method

The term 'grammatical structure' is used here in its pedagogical sense and includes the forms and structures commonly found in grammars of English, such as *A Communicative Grammar of English* (Leech & Svartvik, 2002) and *Collins Cobuild English Grammar* (Sinclair, et al., 1990).

As noted above, each topic contains an answer guide that explains to students how to answer each question, gives examples from the model answers, and suggests or recommends specific language items that students can use in their own answers. An example of one of these answer guides is provided in Appendix A (note: the example in the appendix contains both English and Japanese instructions and explanations; to conserve space the textbook itself contains instructions and explanations only in Japanese). Using the answer guides, students write their answers as part of homework before in-class speaking activities. The language items in the answer guides, namely the examples, and additional suggested or recommended language items, constitute the language content from which the grammatical structures have been enumerated and analyzed. For each of the sixteen topics, items identified as grammatical structures central to or supportive of the completion of the speaking task were listed and subsequently analyzed. Most items in the answer guides are phrases or sentences that contain one or two grammatical structures. Where a sentence or phrase included two structures, these two structures are listed separately. For example, in Topic 1: Self-introduction, the example sentence 'I started playing soccer about two years ago' includes two grammatical structures - verb + *ing* form and past simple - so the sentence is entered twice, once for each structure. Where a sentence contains two structures but there is an alternative sentence available containing one of the structures, the alternative sentence is

provided as an example of the second structure to avoid repetition. Ordinal numbers used as dates (e.g., first, second, seventh, thirtieth, etc.) have been included, though these could be classified as items of lexis. However, as they have regular and irregular forms, they are included as grammatical structures.

A typical topic contains 6-12 separate grammatical structures. Below are the grammatical structures from one of the 16 topics. The items are listed as far as possible in the order in which they appear in the answer guide.

Table 2
Grammatical structures in Topic 12: Hometown

Topic 12: Hometown	Examples	CEFR Level
Past simple Passive	I **was born** and **brought** up in Seto	A2
Relative clause 'which' (non-defining)	My hometown is Dong Da, **which** is a suburb of Hanoi Also, there's a famous temple called the Temple of Literature, **which** is almost a thousand years old	A2
Present perfect (duration: 'for')	I**'ve lived** there **(for)** my whole life	A2
Present perfect (duration: 'since')	I**'ve lived** there **since** I was ten	B1
There is / there are + noun phrase	**There is** a big festival called 'Setomono Matsuri'	A1
Adjective + prepositional phrase	It's **famous for** its pottery	A2
Adjective (attributive)	Matsue is a very **quiet** place	A1
would + wishes/preferences	I**'d prefer** to live in the countryside	A1-A2
Complex noun phrase	One advantage of living in the city	B1-B2
Adjective (it + be + (for + object) + infinitive	It**'s easy to** travel	B1
can (possibility)	You **can** go shopping	A1

From the answer guides for all 16 topics, 60 separate grammatical structures were identified. The grammatical structures in each of the 16 topics are listed in Appendix B.

Once the grammatical structures in each topic were identified and listed, the CEFR level of each structure was ascertained. To establish the CEFR level, a search was conducted using the *English Grammar Profile*, an online database of grammatical forms and their meanings developed as part of the *English Profile* (2015) Programme. The *English Grammar Profile* allows users to identify the CEFR level of grammatical structures. In cases where grammatical structures have a range of meanings, the levels at which these different meanings are used can also be searched. The *English Grammar Profile* is based on analysis of the *Cambridge Learner Corpus*, a corpus of written English produced by L2 learners from 173 countries in a range of Cambridge English exams at levels A1-C2. To identify CEFR levels for grammatical forms, structures are checked against a set of criterial features. Criterial features are linguistic properties, such as a grammatical form and its associated meaning, that characterize proficiency by indicating the CEFR level at which a structure commonly starts to be used by learners (that is, learners who have taken written Cambridge exams), and below which it is rarely or never used (Hawkins & Filipovic, 2012). The concept of criterial features derives from the work of the *English Profile* Programme, one of whose goals is to supplement the functional goal-oriented specification of CEFR levels (commonly referred to as Can-Do descriptors) with grammatical and lexical specifications of levels. The *English Grammar Profile* contains a total of 1223 separate grammatical structures or forms, each of which has an accompanying set of examples taken from the *Cambridge Learner Corpus*. Each structure or form is assigned a CEFR level from A1 (lowest) to C2 (highest).

To check each of the 60 separate grammar items from the answer guides, the grammatical label assigned to each structure was entered as a search query in the *English Grammar Profile* database. For example, to check the present perfect used in the sentence 'I've lived there since I was ten', a broad query of 'present perfect' was entered. This query brought up approximately 30 separate entries related to the present perfect. These were then searched manually to locate the entry that matched or most closely matched the grammar structure identified in the answer guide. In the case of this example, the search revealed a matching entry for present perfect simple of duration using 'since' with accompanying learner examples of this form. As the *English Grammar Profile* is a granular descriptive database based on a corpus and not a comprehensive pedagogical grammar, there were instances where finding a match was difficult. In one instance, it was the author's intuition that a sentence such as 'My father gave me a bike' (from Topic 2: Birthdays), which contains

an indirect and direct object, would be labelled in the database with the term 'indirect object', 'two objects', or another similar term. However, the search only revealed past simple passive sentences containing this structure, which were identified as either at B1 or at B2 level. As a result, the author was unable to label this structure. It may reasonably be assumed that this grammatical form is simpler than its passive counterpart, so is likely to be at A1 or A2, but this could not be established. This was the only instance where a structure identified in the answer guides could not be found in the database, either through digital or manual search. In a few instances, the pedagogical terms used to label the grammar structures from the answer guides did not reveal a match in the database. However, by altering the query it was then possible to find the matching entry in the database, though the original pedagogical grammar label has been retained.

Within the database, some grammatical categories cover a range of levels. Typical of this is the past simple, which is identified as A1 for use of 'a limited range of regular and irregular verbs', as A2 for use of 'an increasing range of verbs', and as B1 for 'a wide range of verbs'. For all cases where a grammatical category covers a range of levels, this is indicated, e.g., in the case of past simple, as A1-B1. A second example of this is adverbs of degree, such as 'very', 'quite', and 'too'. 'Very' is classified as A1 while 'quite' and 'too' and other adverbs are classified as A2. To avoid unnecessarily exhaustive listing, adverbs of degree are indicated as A1-A2.

Once the CEFR level was ascertained, it was entered next to the grammatical label and example, as in Table 2 above. Following this, the grammatical structures were categorized under five broad headings: verb tenses & forms; modals & semi-modals; adjectives & adverbs; conditionals, clauses & comparatives; and determiners, prepositions, nouns & pronouns. These results are given in Tables 3-7 below, which show the grammatical structures, their levels, and in which topics (1-16) they were suggested or recommended to be used.

Table 3
Verb Tenses and Forms in GoS Grammatical Structures

	CEFR Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Present simple (habits & states)	A1	✓	✓	✓	✓	✓	✓				✓				✓	✓	
Present simple (habits & states) Neg.	A1-A2		✓	✓	✓	✓	✓				✓				✓		
Present continuous (current activity)	A1			✓						✓							
Present continuous (current activity) Neg.	A2			✓													
Present perfect (duration: 'for')	A2												✓				
Present perfect (duration: 'since')	B1												✓				
Present perfect (experiences)	A2			✓													
Past simple	A1-B1	✓		✓				✓		✓		✓					
Past simple Passive	A2												✓				
Future: will	A1								✓								✓
Future: be going to	A2								✓								✓
Verb + ing form	A2-B1	✓	✓			✓			✓			✓		✓			
Verb + to + infinitive	A2								✓	✓					✓		
Infinitive of purpose	A2			✓													
There is / there are + noun phrase	A1								✓				✓				
Phrasal-prepositional	A2-B1	✓		✓													
Speech act verbs in present simple (e.g., suggest, imagine, recommend, agree)	B1-B2										✓	✓				✓	✓
Mental process verbs (e.g., know, understand, think)	A2-B1									✓				✓	✓	✓	

Table 4
Modals and Semi-modals in GoS Grammatical Structures

	CEFR Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
have to (necessity)	A2															✓	
don't have to (necessity) Neg.	A2															✓	
might (future possibility)	A2-B1								✓					✓			✓
can (ability)	A1														✓		
can (possibility)	A1					✓							✓	✓			
should (necessity)	A2									✓		✓				✓	
would + wishes/preferences	A1-A2					✓							✓	✓	✓		
would (imagined situations)	A2										✓						

Table 5
Adjectives and Adverbs in GoS Grammatical Structures

	CEFR Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Superlative adjectives	A2	✓		✓		✓	✓			✓							
Superlative + noun + present perfect (unique experience)	B1			✓	✓												
Adjectives (predicative)	A1-A2				✓	✓	✓	✓	✓	✓		✓		✓	✓		✓
Adjectives (attributive)	A1				✓		✓						✓	✓			
Adjectives (it + be + (for + object) + infinitive)	B1												✓				
Adjectives + prepositional phrase	A2	✓		✓			✓						✓				
be good at (ability)	B1													✓			
Adverbs of degree (so, quite, too, etc)	A1-A2				✓		✓							✓	✓		
Adverbs of frequency	A1-A2		✓	✓							✓					✓	
Adverbs of certainty or possibility	A2								✓								✓

	CEFR Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Adverbs of manner (e.g., well)	A2									✓							
Adverbs: sequencing (e.g., first, next, etc.)	A2										✓						

Table 6
Conditionals, Clauses and Comparatives in GoS Grammatical Structures

	CEFR Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
If + present simple (zero conditional)	A2				✓	✓									✓		
If + present simple (1st conditional)	A2				✓	✓				✓				✓			
If + past simple (2nd conditional)	B1										✓			✓			
When + past simple	A2							✓				✓					
because + clause	A1		✓		✓		✓	✓		✓	✓					✓	
so + clause	A2						✓			✓			✓			✓	
Relative clause 'which' (non-defining)	A2																
Relative clause 'where' (defining)	B1														✓		
Comparative with 'than'	A2									✓							
Comparative with 'not as … as'	B1									✓							

Table 7
Determiners, Prepositions, Nouns and Pronouns in GoS Grammatical Structures

	CEFR Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
too much + uncountable noun	B1				✓												
too many + plural noun	A2				✓												
not enough + noun	B1				✓												
much + uncountable noun Neg.	A2				✓												
Other quantifying determiners (e.g., a lot of, plenty of)	A2				✓												
Preposition + object pronoun	A1				✓												

	Level							
Preposition + ing	A2	✓						
Preposition + noun phrase	A1-A2		✓				✓	
Prepositional phrase (front focus – e.g. 'for me, …')	A2							✓
Complex noun phrase	B1-B2					✓		
Pronoun: 'anything' Neg.	A2						✓	
Ordinal numbers*	A2		✓					

*As a category, ordinal numbers are not included in the *English Grammar Profile*. Searches of the *English Vocabulary Profile* revealed that many ordinal numbers are identified as A2, so this is the A2 level assigned.

Analysis

Of the 60 separate grammar structures, nine are at A1 Level, six at A1-A2, 29 at A2, one at A1-B1, four at A2-B1, nine at B1, and two at B1-B2. Including grammatical structures that span two or more levels, 40 of the 60 structures can be identified as at A2 level or partially at A2 level. A total of 20 structures are outside A2 level – nine at A1, nine at B1, and two at B1-B2. No structures solely at B2 level or above were identified. In general terms, the grammatical level of the two textbooks can be classified as CEFR A2 or predominantly this level.

As noted above, the grammatical structures were organized into five broad categories:

1. Verb tenses & forms
2. Modals & semi-modals
3. Adjectives & adverbs
4. Conditionals, clauses & comparatives
5. Determiners, prepositions, nouns & pronouns.

Among verb tenses, the present simple for habits and states was most common, being required in nine topics, six in GoS 1 and three in GoS 2. The second most common tense was past simple, which was required in five topics, three in GoS 1 and two in GoS 2. The present perfect was required in three topics, and the present continuous was required in two topics. The use of the future forms 'will' and 'be going to' are only included once in each textbook in relation to plans for the summer and winter holidays. (For the purposes of this study, 'will' is categorized as a future form rather than a modal auxiliary.) Tense forms not included are past continuous, which is identified as A2 for its basic uses in the *English Grammar Profile.* Similarly, present continuous to refer to future arrangements (A2) is not included. The past form 'used to' (B1) is also not included. These findings highlighting unrepresented verb tenses are supported by the *Core Inventory for General English* (2010) (CIGE), which lists grammatical structures (as well as lexical and functional items) that are likely to be useful for learners at different CEFR levels.

Interestingly, topics tended to be dominated by a single tense – where the present tense was required, other tenses were rarely used. Similarly, where the past simple tense was required, it was generally used exclusively; the same holds for the uses of the future forms 'going to' and 'will'.

Among modals and semi-modals, 'might', 'can' and 'should' were each identified in four topics. Notably, 'can' for ability is used only twice, both instances in GoS 2. In addition, the semi-modal 'be able to' (A2-B1) and past form 'could' (A1-A2) for ability are not included. The modal verb 'would' was identified in five topics, though in four of these five topics it was used as part of the construction 'I'd like' or 'I'd prefer' rather than as a pure modal. It should be noted, however, that 'would' also occurs as part of second conditional structures, which were identified in two topics. The semi-modal verb of necessity 'have to' was identified in only one topic and its negative form 'don't have to' in two topics. Among modals and semi-modals listed in CIGE, the modal verbs 'must', 'mustn't', and 'could' are suggested as useful at A1 or A2 level. However, these verbs were not identified in either GoS 1 or 2.

Additionally, modals and semi-modals are used much more in GoS 2 than in GoS 1. One reason for this is that GoS 2 requires students to express opinions. As a result, the modal 'should' is included in four of the topics in GoS 2, but is not used in GoS 1. As students are also encouraged or required to express wishes and preferences as part of their opinions, the modal 'would' is also used more frequently in GoS 2. One conclusion to be drawn from these findings is that a better balance of modals and semi-modals across both textbooks is desirable, and greater attention could be paid to basic modals of ability (can, be able to, could) and necessity (must, have to, mustn't, don't have to).

Among adjectives and adverbs, one notable finding is that while superlative adjectives are required in five topics, comparative adjectives are required in only one topic. The use of comparative forms is restricted to Topic 9: Education, where they are used in the sentences 'it's more interesting than I expected' and 'it's not as interesting as I expected'. For this reason, they are not included in the listing of adjectives but within the category of clause and sentence length structures: conditionals, clauses, and comparatives. This is an area worthy of revision, as CIGE identifies comparative adjectives as useful at A1 and A2 levels.

The category of conditionals, clauses, and comparatives identifies grammatical structures that require students to construct longer or more syntactically complex sentences. Among these, sentences that predominate are those requiring students to give reasons using 'because' and 'so' and to state conditions using 'if'.

The final category – determiners, prepositions, nouns, and pronouns - contains the remaining grammatical structures that were identified. These structures appeared in the answer guides less frequently than structures in the other categories and in only one case was a structure featured in a topic more than once. As CIGE suggests that a wide range of

determiners is useful at A1 and A2 levels, as well as countable and uncountable nouns, which are noted as very useful, this is an area that is worthy of revision.

Discussion

The above findings provide answers to the two research questions: the grammatical structures that students are required or suggested to use by the answer guides have been identified; in addition, use of the *English Grammar Profile* enabled the CEFR levels of each grammar structure to be established. A third question is prompted by these findings: is the grammar content of the two textbooks appropriate for the learners?

In 2022 Level 2 students had an average TOEIC score of 434, equivalent to a high CEFR level A2. Having established that 40 of the 60 grammatical structures can be classified as wholly or partly at level A2, it could be suggested that the textbooks are at about the 'right' grammatical level. As noted above, the Topic Q&A – the language of which is the focus of this study – is designed to encourage students to respond to questions by speaking at length while using correct language. If this aim is to be achieved, the language in the answer guides should be at a level where students can use the guides as support for their current language resources, prompting them to maximize the use of language with which they are likely to be familiar even if they have not used it productively. In other words, it should not include structures that are unfamiliar or at a level where students struggle to use the language with reasonable confidence and fluency. It is interesting to note that, in the experience of the author, the structure that students struggled noticeably with during testing of spoken output was the complex noun phrase 'one advantage of living in the city/living in the countryside is that …', which spans B1 and B2 levels. While anecdotal, this highlights the potential dangers of including structures above students' level of competence: it is likely to deter students from engaging meaningfully with a topic, as their attention is mainly on attempting to use the correct language. By the same token, if the grammatical structures are predominantly at a level that is well within their capabilities, students may be less motivated to speak, and the use of such structures may not offer opportunities for improving the accuracy and fluency of their spoken output.

If it is reasonable to posit that the textbooks are at an appropriate level, a further question suggests itself: how was this achieved? The development of the two textbooks was driven by the topics, which were selected based on two criteria: interest and familiarity. Topics that were likely to be interesting for students and about which they were likely to be

able to say things were selected. At the time of writing the textbooks, consideration of the number, range, and difficulty of grammatical structures that the topics would require students to use was not a priority, and no lists of candidate structures were consulted. The research undertaken in this paper is the first time that the grammatical structures have been enumerated and their levels identified. It is likely that teacher intuition and experience played a role in ensuring that structures well beyond students' abilities were excluded, and likewise that structures well within their abilities were limited to a relatively small number. In addition, a formal pilot carried out in 2022, and informal pilots carried out in 2020 and 2021, provided course developers with useful feedback about topics and language that students were able to use.

Although the structures included in the textbook can be said to be at an appropriate level in general terms, it does not follow that the structures are the right ones or that other structures should not be included. As noted in the analysis, resources such as the *Core Inventory for General English* (CIGE) provide a list of useful grammatical structures that a balanced syllabus may seek to include. Checking the 60 listed structures against those in CIGE reveals gaps that could be addressed. However, creating opportunities for certain structures to be used is challenging. The past continuous tense (which is not in the answer guides of any of the 16 topics) is recommended by CIGE for inclusion at A1 and A2 levels; however, its use at these levels is predominantly to provide background information within a narrative, and as such it may be considered conceptually challenging and requiring explicit attention and practice prior to its use in a speaking task. Careful thought must be given as to whether its inclusion is warranted, given that it may distract some students from task completion or potentially confuse them and demotivate them. While there is scope for revising the answer guides in light of the findings that certain structures are under-represented or not represented, such changes need to be balanced against other considerations, such as the likelihood of students using the structure effectively in their spoken output, and the degree to which a structure can be incorporated into a topic.

In addition to helping identify the grammatical structures and their levels used in GoS 1 & 2, the findings of this research support the longer-term goal of creating a grammar workbook with explanations of the grammar structures used in the answer guides and with opportunities for practicing the structures. Ideally, students should do such grammar exercises one or two weeks before they use the answer guides, ensuring that students encounter a useful grammar target twice – first in the grammar workbook and again in the preparation for and completion of the speaking task. This approach will make clear to

students that the grammar they study supports their communication skills, and that the speaking activities they do reinforce their grammatical competence. The creation of such a workbook will also enable important but unrepresented structures, such as the past continuous noted above, to be explained and practiced 'off-line', thus allowing for a wider range of level-appropriate structures to be included in the answer guides.

Finally, it is worth noting that GoS 1 & 2 are the first steps of a curriculum renewal project. It is hoped that new in-house textbooks, written with the same principles as GoS 1 & 2, can be created for students at Level 4 and Level 3. Establishing a list of grammatical structures supports this renewal project by indicating the utility and appropriateness of the language that students use. A reasonable question that might be asked of these new textbooks is, 'Yes, sure, students do lots of speaking tasks, but what language are they actually using? What are they actually meant to be saying?' Regarding the grammar that students use, this research provides an answer to such questions.

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Appendix A

Answer Guide for GoS 1 Topic 3: Spending money

Read the **Model Answers** and the **Guidelines** on p. 26-28 carefully. Then write your own answers to the questions at **My Answers** on p. 29. Use the Model Answers and the Guidelines to help you write your own answers correctly and in detail.

P．26-28 の **Model Answers** と **Guidelines** をよく読んでください。そして、P．29 の **My Answers** にある質問に対する自分の答えを書きましょう。自分の答えを正確に詳しく書くために、Model Answers と Guidelines を使いましょう。

Note: in the guidelines below, example answers are written between square brackets […]. You should write your own information at these parts. The letter [X] is also used to indicate where you should write your own answer.

注：以下のガイドラインでは、回答例は括弧［...］の中に書かれています。これらの部分にはあなた自身の情報を書き込みます。また、「X」は、あなた自身の答えを書くべき箇所を示すために使われています。

1. Are you careful with money?

Model Answers

Sena: *a) I don't have a lot of money, so I'm careful with money. b) I don't spend money on unnecessary things, such as ready meals or eating out. And I buy many things in recycle shops to save money.*

Matt: *a) I'm not careful with money at all! b) I just want to enjoy my university experience. Some of my friends are worried about paying back their student loan, but I'm not worried about that. You're only young once.*

Guidelines ガイドライン

This answer has two parts – a) & b).
この答えは、a）、b）の 2 つの部分から成っています。

a) First, state whether or not you are careful with money. It is recommended that you use one of the two sentences below.
まず、あなたがお金の扱いに慎重であるかどうかを述べます。以下の 2 つの文章のうち、どちらかを使用することが推奨されます。

I'm careful with money. / I'm very careful with money.

I'm not very careful with money.

b) Give an example. Study the Model Answers carefully to understand what kind of information you can write.
例を挙げてください。模範解答をよく研究して、どのような情報を書けばよいかを理解しましょう。

2. What are your daily expenses?

Model Answers

Sena: *a) I don't spend much on transport. I come to school by train, b) but it's a short journey, so the fare is only 180 yen each way.*

c) I prepare a bento in the morning and I bring a water bottle to school with me, d) so most days I don't spend anything on food or drink. If the weather is very hot, I sometimes buy a drink from a vending machine.

Matt: *a) I go to university by bus. b) It costs two pounds each way. I have a student bus pass, so I pay a reduced fare. In total, I spend about twenty pounds each week on transport.*

c) Most days I have lunch in the university canteen. d) A basic meal costs about four pounds.

Guidelines ガイドライン

This answer has four parts – a), b), c) & d).
この答えは、a)、b)、c)、d) の４つの部分から成っています。

a) First, state how you come to university. It is recommended that you use the following language.
まず、あなたがどのように大学に来るかを述べます。以下のような言葉を使うことが推奨されます。

I come to university by [train / bus / bicycle / motorbike / car etc.].
I walk to university.

b) State how much you spend on transport every day. It is recommended that you use one of the following sentences.
あなたが毎日交通費として使っている金額を教えてください。以下の文のいずれかを使用することが推奨されます。

I spend about [X] yen on transport every day.

I don't spend anything on transport. / I don't spend any money on transport.

c) State what food and drink you usually buy at university. It is recommended that you use one of the following sentences.
あなたが普段、大学で購入している飲食物を述べなさい。以下の文のいずれかを使用することが推奨されます。

I usually buy [rice balls / a bento / lunch in the cafeteria, etc.].

I usually buy a drink [from a vending machine / from the university shop, etc.].

I usually bring a bento to university.

d) State how much approximately you spend on food and drink every day. It is recommended that you use the following sentence.
あなたが毎日、飲食に費やす金額の目安を述べてください。次のような文章を使うことが推奨されます。

I spend about [X] yen on food and drink each day.

If you don't spend money on food and drink because you bring a bento, it is recommended that you use the following language.
お弁当を持っていくので飲食にお金をかけないという人は、以下のような表現にするとよいでしょう。

I don't spend anything on food and drink. / I don't spend any money on food and drink.

3. Are you saving up for anything?

Model Answers

Sena: *a) At the moment I'm saving up to go to Okinawa with my friends. b) I'm going to do extra hours at my part-time job during summer vacation to earn more money.*

Matt: *a) I'm not saving up for anything at the moment. b) I'm not good at saving up money. If I have any money, I usually spend it.*

Guidelines ガイドライン

This answer has two parts – a) & b).
この答えは、a)、b) の 2 つの部分から成っています。

a) First, state what you are saving up for. It is recommended that you use one of the following sentences.
まず、何のためにお金を貯めるのかを述べます。以下の文のいずれかを使うことが推奨されます。

*At the moment, I'm saving up **to** + ［動詞］.*

*At the moment, I'm saving up **for** + ［名詞］.*

If you are not saving up for anything, it is recommended that you use the following sentence.
何も貯めていない人は、次のような文章を使うことが推奨されます。

At the moment, I'm not saving up for anything.

b) If you are saving up, state how you are saving up. Study Sena's answer in the Model Answers to check the kind of information you should write. If you are not saving up, explain why. Study Matt's answer in the Model Answers to check the kind of information you should write.
貯めている場合は、どのように貯めているのかを明記してください。模範解答のセナさんの回答を参考に、どのような内容を書けばよいかを確認しましょう。貯めていない場合は、その理由を説明してください。模範解答にあるマットの答えを調べて、あなたが書くべき情報の種類を確認しましょう。

4. What is the most expensive thing you have bought?

Model Answers

Sena: *a) The most expensive thing I've bought is my computer. b) I bought it just before I started university. c) It cost over 200,000 yen. d) I use it every day, so I think it was a good purchase.*

> **Matt:** *a) The most expensive thing I've bought is a drum kit. b) I bought it three years ago. c) It cost over 1000 pounds. d) At that time, I wanted to learn drums, but I gave up after a few months. I regret buying it. It was a waste of money.*

Guidelines ガイドライン

This answer has four parts – a), b), c) & d).
この答えは、a)、b)、c)、d) の４つの部分から成っています。

a) First, state the most expensive thing you have bought. It is recommended that you use one of the following sentences.
まず、あなたが買った中で最も高価なものを述べてください。以下の文章のいずれかを使用することが推奨されます。

The most expensive thing I've bought is [X].

[X] is the most expensive thing I've bought.

b) State when you bought it. It is recommended that you use the following language.
いつ購入したかを明記してください。以下のような文言を使うことが推奨されます。

I bought it about [X] months ago.

I bought it about [X] years ago.

c) State how much it cost. It is recommended that you use the following language.
いくらで買ったかを述べてください。次のような表現にすることが推奨されます。

It cost [X] yen.

d) Add any other interesting details as in the Model Answers, such as how often you use it, why you like it, etc.
その他、模範解答のように、使用頻度や気に入っている理由など、興味深い内容を付け加えてください。

Appendix B

List of Grammatical Items in GoS 1 & 2 by Topic

Topic 1: Self-introduction	Examples	CEFR Level
Linking verb 'be' present simple (state)	I**'m** Erika I**'m** 20 My hometown **is** Shimabara	A1
Present simple (habits & states)	Currently, I **live** by myself I **support** Avispa Fukuoka We usually **practice** at the weekend	A1
Verb + ing form	I **started** play**ing** soccer about two years ago	A2-B1
Past simple	I **started** playing soccer about two years ago	A1-B1
Present perfect (duration: 'for')	I**'ve had** it for about a year	A2
Adjective + prepositional phrase	It's **important** to me I got **interested** in soccer I'm **scared** of snakes	A2

Topic 2: Birthdays	Examples	CEFR Level
'be' verb present simple (state)	My birthday **is** on July 21	A1
Verb: phrasal-prepositional	I **look forward to** my birthday	A2-B1
Subordinate clause with 'because'	I look forward to my birthday **because** I can spend time with my family and friends.	A1
Lexical verb present simple (habitual)	I always **get** a few presents from my family	A1
Lexical verb present simple (habitual) Neg.	I **don't** usually **give** my family presents	A1-A2
Past simple	My father **gave** me a bike	A1
Adverbs of frequency	I **usually** get presents from my family. I **occasionally** get presents from my family.	A1-A2
Ordinal numbers	For my **tenth** birthday For my **fourteenth** birthday	A2
Infinitive of purpose	**To celebrate** my birthday	A2
Verb + ing form	I like giv**ing** presents	A2

Topic 3: Spending money	Examples	CEFR Level
Adjective + prepositional phrase	I'm **careful with** money	A2
Present simple (habits & states)	I **come** to university by train I **spend** about 500 yen on transport	A1
Present simple (habits & states) Neg.	I **don't spend** any money on transport	A1-A2
Adverbs of frequency	I **usually** buy lunch in the cafeteria	A1-A2
Present continuous (current activity)	I**'m saving** up	A1

Present continuous (current activity) Neg.	I **'m not saving** up for anything	A2
Infinitive of purpose	I'm saving up **to go to** Okinawa	A2
Phrasal-prepositional	I'm saving **up for** a computer	A2-B1
Superlative adjective	**The most expensive** thing	A2
Superlative + noun + present perfect (unique experience)	**The most expensive thing I've bought** is my computer	B1
Past simple	I **bought** it about two years ago	A1-B1

Topic 4: My Diet	Examples	CEFR Level
Present simple (habits & states)	I always **have** breakfast	A1
Present simple (habits & states) Neg.	I usually **don't have** breakfast	A1-A2
Adverbs of frequency	I **usually** have toast and coffee I **never** have breakfast I **occasionally** buy katsudon obento	A1-A2
because + clause	I never have breakfast **because** I don't have time	A1
If + present simple (1st conditional)	If the weather is nice, I usually have lunch outside	A2
Preposition + object pronoun	My mother usually cooks **for me**	A1
Adjectives (predicative)	It's **delicious**	A1-A2
Adjectives (attributive)	It's a **crunchy** chocolate bar	A1
Adverbs of degree (so, quite, too, etc)	My diet isn't **very** healthy My diet is **quite** healthy	A1-A2
much + uncountable noun Neg.	I do**n't** eat **much** oily food.	A2
not enough + noun	I do**n't** eat **enough** fruit and vegetables	B1
Too much + uncountable noun	I eat **too much** sweet food	B1
Too many + countable noun	I eat **too many** snacks	A2
Other quantifying determiners (e.g., a lot of, plenty of)	I eat **plenty of** vegetables	A2

Topic 5: Part-time jobs	Examples	CEFR Level
Present simple (habits & states)	I **work** as a waiter in a ramen shop.	A1
Present simple (habits & states) Neg.	I **don't have** a part-time job.	A1-A2
Verb + ing form	I **started** do**ing** this job about a year ago	A2
If + present simple (1st conditional)	If I have a part-time job, I'd like to work in a store.	A2
would + wishes/preferences	**I'd like to** work two days a week	A1-A2
Superlative adjectives	**The best** part-time job is working in a store **The worst** part-time job is working in a factory	A2
Speech act verbs in present simple	I **imagine** that job is interesting	B1-B2
Adjectives (predicative)	That job is **interesting**	A1-A2
Preposition + ing	**By** do**ing** a part-time job	A2
can (possibility)	Students **can** get work experience	A1
might (future possibility)	Students **might** oversleep or might miss class	A2-B1

Topic 6: University studies	Example(s)	CEFR Level
Adjectives (predicative)	The teacher is **interesting** I'm **motivated** to study	A1-A2
Adverbs of degree (so, quite, too, etc)	It's **quite** good.	A1-A2
Present simple (habits & states)	I **have** classes five days a week I **like** my schedule	A1
Present simple (habits & states) Neg.	I **don't like** my schedule I **don't study** very hard	A1-A2
because + clause	I like my schedule **because** I don't have class on Monday	A1
Superlative adjectives	Tuesday is **my hardest** day	A2
Adverbs of degree (so, quite, too, etc)	I enjoy architecture **the most** I study **quite** hard	A1-A2
so + clause	… **so** it's a very tiring day	A2
Adjective + prepositional phrase	I'm **interested in** Korean culture	A2

Topic 7: A memorable event	Examples	CEFR Level
When + past simple	**When** I was 16, I **got** my first wage.	A2
Past simple	I **grew** up in Okinawa I **went** shopping and I **bought** a pair of earrings.	A1-B1
Preposition + noun phrase	In December During the summer holiday After class	A1-A2
Adjectives (predicative)	I was very **excited** I was **happy** and **proud**	A1-A2
because + clause	I was happy and proud **because** I could spend the money that I earned	A1

Topic 8: Summer holiday plans	Examples	CEFR Level
Future: be going to	I'm **going to** go back to my hometown I'm **going to** stay there for most of the holiday	A2
Future: will	I'**ll** hang out with my high school friends	A1
Adverbs of certainty or possibility	We'll **probably** go to karaoke and have a barbecue	A2
might (future possibility)	I **might** visit my friend	A2-B1
Verb: Phrasal-prepositional	I'm **looking forward to** meeting my friends	A2-B1

Topic 9: Education	Examples	CEFR Level
Superlative adjectives	Science was my **strongest** subject	A2
Past simple	I **did** well in history	A1-B1
so + clause	..., so I was motivated to study ..., so I studied hard.	A2

Present continuous (current activity)	I**'m majoring** in International Studies of Culture I**'m having** a lot of problems	A1
Comparative with 'than'	It's more interesting **than** I expected.	A2
Comparative with 'not as … as'	It's **not as** interesting **as** I expected	B1
Adverb of manner	It's going **well**	A2
Verb + to + infinitive	I **decided to study** economics	A2
because + clause	I decided to study architecture **because** I'm interested in buildings	A1
Mental process verbs	I **don't know** why I chose this major I **think** students should join a club	A2-B1
should (necessity)	High school students **should** join a club	A2
don't have to (necessity) Neg.	Students **don't have to** join a club	A2
Past simple	After school, I **went** to cram school to prepare for the university entrance exam.	A1-B1
Adjectives (predicative)	It was **tough** but **rewarding**	A1-A2
If + present simple (1st conditional)	If students join a club, they can gain skills and experience	A2

Topic 10: Morning routine	Examples	CEFR Level
Present simple (habits & states)	I **get** up at 6:30 I **fix** my hair	A1
Present simple (habits & states) Neg.	I **don't** usually **have** breakfast	A2
because + clause	I don't usually have breakfast **because** I don't have time	A1
Adverbs: sequencing (e.g., first, next, etc.)	**First**, I wash my face, brush my teeth, and fix my hair **After that**, I have breakfast	A1-A2
Adverbs of frequency	I **usually** have toast and coffee.	A1-A2
should (necessity)	University classes **should** start at 10:00	A2
If + past simple (2nd conditional)	If university classes started at 10:00, then classes would finish later.	B1
would (imagined situations)	For me, starting classes at 10 o'clock **would** be difficult.	A2
Speech act verbs in present simple (e.g., suggest, imagine, recommend, agree)	Yes, I definitely agree. No, I don't agree.	B1-B2

Topic 11: Travel	Examples	CEFR Level
When + past simple	**When** I was sixteen, I **went** to Italy for five days	A2
Past simple	We **visited** Venice, Rome, and Florence	A1-B1
Adjectives (predicative)	It was **amazing**	A1-A2
Speech act verbs in present simple (e.g., I suggest, I imagine, recommend)	I r**ecommend** going to Kyoto	B1-B2
should (necessity)	You **should** visit the museum	A2

Topic 12: Hometown	Examples	CEFR Level
Past simple Passive	I **was born** and **brought** up in Seto	A2

Relative clause 'which' (non-defining)	My hometown is Dong Da, **which** is a suburb of Hanoi Also, there's a famous temple called the Temple of Literature, **which** is almost a thousand years old	A2
Present perfect (duration: 'for')	I**'ve lived** there **(for)** my whole life	A2
Present perfect (duration: 'since')	I**'ve lived** there **since** I was ten	B1
There is / there are + noun phrase	**There is** a big festival called 'Setomono Matsuri'	A1
Adjectives + prepositional phrase	It's **famous for** its pottery	A2
Adjectives (attributive)	Matsue is a very **quiet** place	A1
would + wishes/preferences	I**'d prefer** to live in the countryside	A1-A2
Complex noun phrase	One advantage of living in the city	B1-B2
Adjectives (it + be + (for + object) + infinitive	It**'s easy to** travel	B1
can (possibility)	You **can** go shopping	A1

Topic 13: My skills	**Examples**	**CEFR Level**
be good at (ability)	I**'m good at** sewing	B1
Adverbs of degree (so, quite, too, etc)	I'm **quite** good at cooking	A1-A2
can (ability)	I **can** play guitar a little	A1
Verb + ing form	I **started** play**ing** guitar when I was ten	A2
would + wishes/preferences	In the future, I**'d like to** learn to cook	A1-A2
If + past simple (2nd conditional)	If I could dance well, I'd be very happy	B1
Mental process verbs (e.g., know, understand, think)	I **think** driving is a useful skill	A2-B1
If + present simple (1st conditional)	If you can drive, you can be independent	A2
Adjectives (predicative)	Computer skills are **useful**	A1-A2
Adjectives (attributive)	driving is a **useful** skill	A1
might (future possibility)	You **might** be able to save someone's life	A2-B1

Topic 14: My room	**Examples**	**CEFR Level**
Present simple (habits & states)	Currently, I **live** with my family I have a large closet	A1
Present simple (habits & states) Neg.	I **don't have** anything on the wall	A1-A2
Pronoun: 'anything' Neg.	I do**n't** have **anything** on the wall	A2
Adjectives (predicative)	My room is fairly **small**	A1-A2
Adverbs of degree (so, quite, too, etc)	My room is **fairly** spacious	A1-A2
Relative clause 'where' (defining)	I also have a bookcase **where** I keep a lot of comic books	B1
can (ability)	From the window, I **can** see some rice fields	A1
Preposition + noun phrase	From the window	A1-A2

Mental process verbs (e.g., know, understand, think)	I **think** minimalism is a good idea.	A2-B1
would + wishes/preferences	I**'d like to** get rid of some of my things	A1-A2
Verb + to + infinitive	I **don't want to** try minimalism.	A2
If + present simple (zero conditional)	If you have only a few things, you feel more relaxed and calmer.	A2

Topic 15: Household chores	**Examples**	**CEFR Level**
Present simple (habits & states)	My mother **does** most of the chores	A1
so + clause	…, so I have to do all the chores	A2
have to (necessity)	I **have to** do all the chores	A2
don't have to (necessity) Neg.	I **don't have to** do any chores	A2
Adverbs of frequency	I do the vacuuming **once** a week	A1-A2
because + clause	I don't have to do any chores **because** my parents do them	A1
Mental process verbs (e.g., know, understand, think)	I **think** parents should do most of the chores	A2-B1
Speech act verbs in present simple	Yes, I **agree** No, I **don't agree**	B1-B2
should (necessity)	Parents **should** do the cooking	A2

Topic 16: Winter holiday plans	**Examples**	**CEFR Level**
Future: be going to	I**'m going to** go back to my hometown I**'m going to** stay with my family	A2
Future: will	I**'ll** probably go to the local shrine	A1
Adverbs of certainty or possibility	I'll **probably** go walking every day	A2
might (future possibility)	I **might** hang out with my high school friends	A2-B1
Adjectives (predicative)	The New Year holiday is **important**	A1-A2
Adjectives (attributive)	The start of the New Year is a **special** time	A1
because + clause	The New Year holiday is important **because** people can take a rest from work	A1
Speech act verbs in present simple	Yes, I **think so**.	B1-B2
Prepositional phrase (front focus – e.g. 'for me, …')	**For me,** the New Year is a magical time	A2