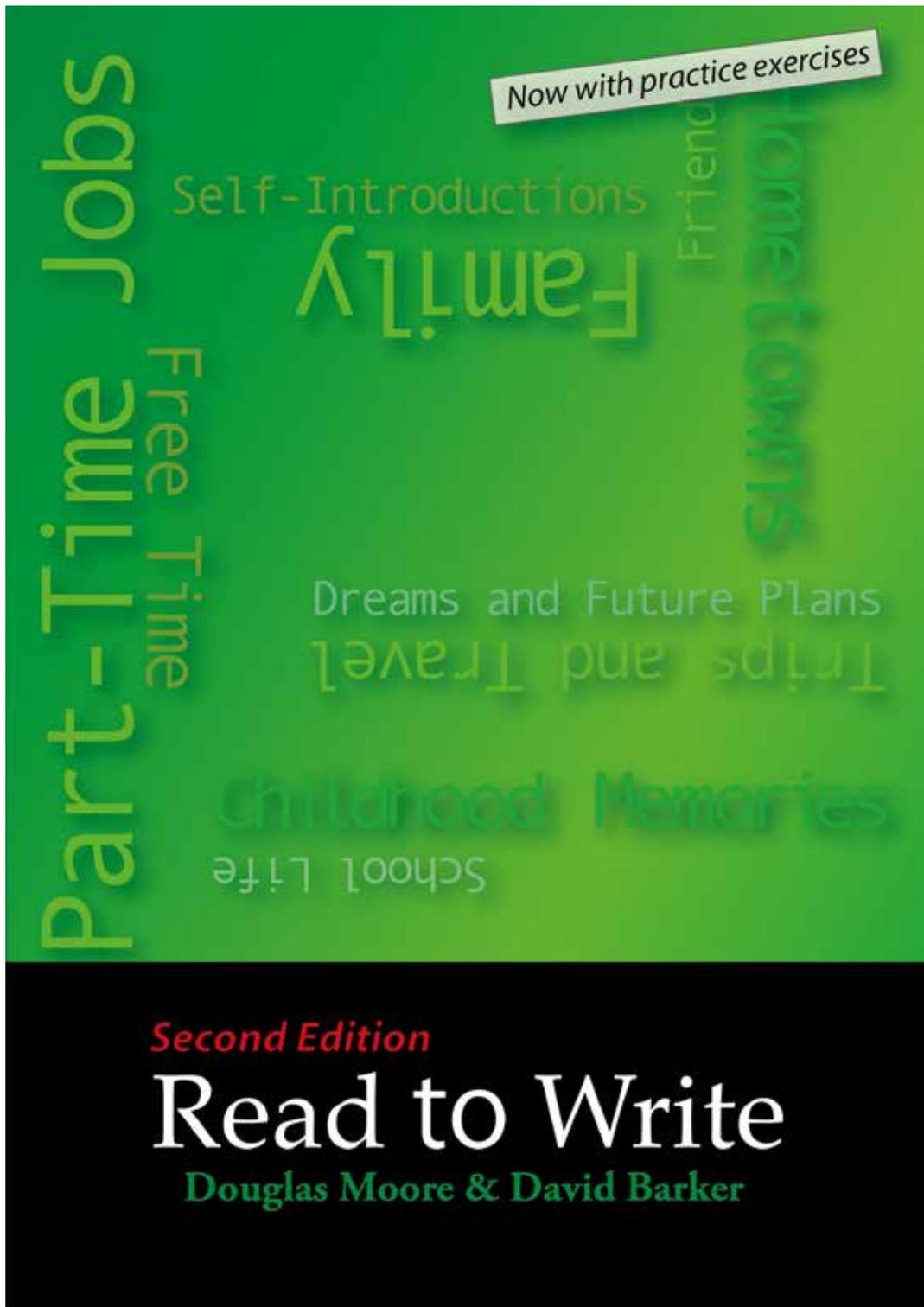


*Read to Write*  
*Second Edition*

**Teacher's Guide**



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## Introduction

Thank you for choosing this second edition of *Read to Write*, the original book in the *Read to Write* series. We hope that it will help your students to improve their writing, but at the same time, we also hope that it will reduce your workload. All of the *Read to Write* books are made up of a writing manual and a number of model compositions. The purpose of the manual is to explain English writing conventions and rules in both English and Japanese so that you will have more time to focus on actual writing in your classes. The purpose of the models is to provide students with input of the vocabulary and structures that they need in order to write their own compositions. Each of the sections is explained in more detail below.

## Structure of the Book

Like the other books in the series, *Read to Write Second Edition* comprises two sections—the writing manual, and the model paragraphs. The English version of the manuals come first and includes practice exercises. The Japanese version of the manual is given at the end of the book.

The main body of the book consists of model paragraphs on a range of simple topics. These are based on authentic student writing, but they have been corrected and edited by native speakers of English. Each paragraph is approximately 100 words in length, and there are seven example paragraphs for each topic and ten topics altogether. This means that students who complete the book will have had approximately 7000 words of comprehensible input of language that they might realistically be expected to use.

## How to Use the *English Writing Manual*

The *English Writing Manual* is designed to be used in two ways. The first is to give input to the students before they begin writing. Even though they will not remember everything they have read, giving them guidance on basic English writing conventions before they actually try to write anything will save you a lot of work later on.

One effective way of approaching the manual is to assign one point to each pair or group of students in a class and ask them to (a) do all the exercises, and (b) prepare a short presentation (in Japanese) on the point they have studied for their classmates. After hearing each presentation, the rest of the students can work through the practice exercises. The students who gave the presentation can check their answers. If you are pushed for time, however, the manual and associated exercises can simply be set as homework.

The second way of using the manual is as a tool for you to provide feedback on writing when students hand in assignments. Each of the points in the manual is numbered to make this easier. For example, if there are any problems with the layout of a student's writing, write "L" on their paper and hand it back. Likewise, if a student is making mistakes with capital letters, write "1," and so on. Using this system will promote a culture of independent learning in your classes.

## How to Use the Checklist

The Checklist on page 32 (page 131 in Japanese) is designed to help students with self- and peer-editing. Rather than simply asking them to check each other's writing, the aim of the checklist is to give them a framework for checking in a systematic way. By asking the students to work through the checklist point by point, we hope that most careless mistakes will be eliminated before the papers reach your desk. If you find that students are failing to spot a lot of basic mistakes, we suggest that you refuse to accept any paragraph for checking until it has been properly proofread. This will foster a sense of learner responsibility, and it will also reduce your workload.

## How to Use the Model Paragraphs

The *Read to Write* principle is explained in English on page 34 of the book, and in Japanese on page 36. There are practice exercises on page 35, and an example analysis of a model is shown on page 37.

Feedback from teachers who have used the *Read to Write* books in the past has been that students struggle with the methodology at first, but that once they become accustomed to it, most become able to work independently, and lessons become more like workshops. The philosophy of the *Read to Write* principle is similar to the well-known saying that "If you give a man a fish, you will feed him for a day, but if you teach him how to fish, you will feed him for a lifetime." We believe that rather than teaching our students English words and sentence patterns, it is far more productive in the long-term to teach them how to find the language they need for themselves. Of course, Japanese students are not used to this style of learning, and so many struggle with the new approach at first.

When they read the models, students should be looking for three things:

1. Useful vocabulary items (including multi-word items)
2. Useful phrases ("chunks" of language up to and including full sentences that can be used without making any changes.
3. Patterns that can be adapted by changing key words in order to make new sentences.

When students read a model, the first thing they should do is identify new words and phrases (1. and 2. in the list above) and write them in the box below the model together with their Japanese translations. Make sure that your students are identifying multi-word items as well as single words, and check that they are using their dictionaries correctly in order to find the appropriate translation for the context. After the students have found the meaning of new words and phrases, their next task is to identify patterns. This can be done by underlining the key sentences in the model and writing brackets around words that can be changed. Once this has been done, students can use the patterns they have identified in order to create their own sentences. These new sentences should be written in the "My Sentences" box.

The most common problem you will encounter is that students are unable to identify patterns within sentences. There is no definitive answer to the question of what constitutes

a pattern because in theory, any word in any English sentence could be substituted for another. However, we hope that the practice exercises on page 35 will help both you and your students understand what we are asking them to look for, and the section at the end of this guide highlights some of the patterns that we would expect students to pick up. Note that students should be encouraged to identify patterns that will help them to develop their English even if those patterns do not specifically relate to their own lives. For example, even a student whose parents are happily married can improve their English by learning the phrase “My parents are divorced.”

When the students have identified all the words, phrases, and patterns in one model, they should move on to the next. When they have finished reading and analyzing all the models, they will be ready to write the first draft of their own paragraph.

At the beginning of the course, we recommend doing the analyses of the model compositions in class so that students can help each other, and also so that you can give support as required. Once students get the hang of doing it, however, they should be able to work through the model compositions at home, which means you will be able to use the lessons to focus on writing, editing, and revising.

## The Writing Process

As with any writing course, it is expected that students will go through a number of stages before they write their final draft. Once students have finished analyzing all the models in a unit, they will be ready to brainstorm ideas for their own compositions. First drafts should be self- and peer-edited using the checklist. (See explanation on previous page.) After the first drafts have been edited, they should be submitted to you for checking. Make corrections and suggestions as necessary, and return the compositions to the students. In most cases, they will need to revise their papers at least one more time. When the final versions are ready, have the students write them on the “My Paragraph” page at the end of the unit so that they will have a permanent record of their work.

## Supplementary Activities

Although *Read to Write* is primarily meant for writing courses, there are many ways in which it can be adapted for use in more general English classes. Here is a list of extension activities that have been suggested by teachers using the book.

### *Reading aloud*

Recordings of all of the example paragraphs are available on the website. There are two recordings of each paragraph; one is read by a native speaker or highly proficient Japanese speaker of English, and the other is read by a reasonably proficient university English major. Students can practice English sounds, rhythm, intonation, and timing by imitating (or shadowing) these recordings. Of course, students should also practice reading out their own paragraphs after you have checked them.

### *Dictogloss*

The teacher reads out key words from one of the paragraphs, and the students try to

reconstruct the full sentences. This is a useful exercise for focusing attention on grammatical structures. It can be done before the students read the paragraph or after.

### ***Sentence Completion***

Partner A reads a paragraph to partner B and stops at strategic points. Partner B has to complete the sentence. This can also be done as a class activity, with the teacher reading the sentences and the entire class responding chorally.

### ***Reversing the Process***

Although the idea of the book is that students “read to write,” It may be interesting once they have completed a few units to ask them to try writing a paragraph before they look at any of the examples. This will sensitivize them and make them more likely to notice the language they need as they read.

### ***“Read to Write” with Other Material***

When your students have become accustomed to the principle of analyzing texts for patterns that they can adapt, you can extend this by asking them to do it with other kinds of texts. (Graded readers would be a good resource for lower-level learners.)

### ***Read about Teachers***

It is easy to add extra material to the book by asking other teachers or people you know to write paragraphs on similar topics. These will be very interesting for your students, particularly if the writers are people they know or have met.

### ***Dictation***

Use one of the paragraphs (or a selection of key sentences) to do dication exercises for listening practice.

### ***Generate Questions***

Ask students to write the questions that would elicit the information given in each paragraph. For example, if a writer states that “My name is Naomi, and I live in Tokyo,” the corresponding questions would be “What’s your name?” and “Where do you live?” Doing the same thing with more difficult sentences will be quite challenging for even fairly high-level students.

## **Contact the Authors**

We have tried to make the book as easy for you and your students to use as possible, but if you have any questions, please feel free to email us at <[info@btbpress.com](mailto:info@btbpress.com)>.

We hope that you and your students enjoy using the book, and we look forward to hearing your feedback on how it can be improved for future editions.

## Answers to Sentence Manual Exercises

### L. Layout (p. 8)

Check that students have corrected the following:

1. Name written in full with student number underneath. (First name is given in L1.)
2. Title in the center with capital "D" and "N."
3. One line skipped under the title.
4. Margins left on both sides of the page.
5. First line indented.
6. Writing on every other line.
7. Whole composition formatted as a single paragraph.
8. No letters floating above lines.
9. Word count added. (67 words)

Here is how the composition should look after the corrections have been made.

Masayuki Noda  
GE 4321

A Difficult Name

My name is Masayuki Noda. My first name is quite long, so it is difficult for people from other countries to say. Actually, it is also quite difficult for Japanese people to remember, so I am usually just called "Masa." My parents told me that I was named after my mother's father. He died when I was a baby, so I do not remember him at all.

(67 words)

### 1. Capital Letters (p. 11)

#### Missing capitals

1. My name is Taro, and my brother's name is Jiro.
2. My house is close to Osaka Station.
3. Next Monday is Valentine's Day.
4. My friend is from Korea, but she can speak Japanese.
5. My father and I like Southern All Stars.

#### Correct the mistakes

6. My favorite group is Exile.
7. I like math and English the best.
8. Keiko often goes to karaoke with her sister.
9. It is very cold in Hokkaido in the winter.
10. Takayama is in the north of Gifu Prefecture.

### 2. What Is a Sentence? (p. 13)

#### Is it a sentence?

1. O
2. O
3. X (No verb)
4. X (No subject)
5. X (Not a complete thought)

#### Correct the mistakes

6. I like animals. For example, I like dogs and cats.
7. I stayed home because I was tired.
8. It was sunny yesterday.
9. What do you want to do in the future?
10. My father is very busy because of his job.

### 3. Simple Sentences (p. 15)

#### Find the patterns

1. My brother and I play tennis every afternoon. (SSV)
2. Miho goes to the library and studies every day. (SVV)
3. Taro wants a new bicycle. (SV)
4. Ken likes dancing but hates singing. (SVV)
5. My mother and father love natto and eat it every day. (SSVV)

#### Making sentences (Examples of correct answers)

6. (SV) I like English.
7. (SVV) I like English and study it every day.
8. (SSV) My brother and I like English.
9. (SSVV) My brother and I like English and study it every day.
10. (SSVV) My brother and sister love chocolate and eat it often.

#### 4. And, But, & Or in Simple Sentences (p. 17)

##### Like or do not like?

1. I like watching TV but not studying.
2. I do not like homework or tests.
3. I like chocolate and candy.
4. I like sports, music, and art.
5. I do not like spiders, snakes, or lizards.

##### Correct the mistakes

6. We had breakfast but not lunch.
7. I do not have any homework or tests this week.
8. My sister likes dogs, cats, and rabbits.
9. Manami has never been to USJ or Disneyland.
10. We went to London, Paris, and Rome.

#### 5 (a) Compound Sentences (1) (p. 19)

##### Simple or compound?

1. I can speak Korean but not Chinese. (S)
2. My sister can play the clarinet, but she cannot play the saxophone. (C)
3. My friends and I like shopping, going to karaoke, and playing games. (S)
4. He is only 13, but he is 180 cm tall. (C)
5. Mr. Tanaka is our English teacher, and he is also our homeroom teacher. (C)

##### Correct the mistakes

6. I like natto, and I eat it every day.
7. I like Exile, but I do not like Arashi.
8. It was raining, so I took an umbrella.
9. John is from New York, and Simon is from Francisco. However, they love Japan, so they are living in Tokyo now.
10. This weekend, I may watch TV, I may study, or I may go shopping.

#### 5 (b) Compound Sentences (2) (p. 21)

##### Choose the correct word

1. My friend is good at math, (but) he does not like English.
2. I want to be a teacher in the future, (or) I want to be a nurse.
3. I have a test tomorrow, (so) I am going to study hard tonight.
4. Our dog is cute, (and) his name is Taro.
5. We did not eat breakfast, (and) we did not eat lunch.

##### Correct the mistakes

There are many possible solutions to this task. The most important thing to look for is balance. Make sure that students are being logical, both in their choice of conjunctions, and also in the way they choose to make connections. Here is one possible answer.

*My name is Ryo, and I come from Japan. I am 14 years old, so I am a junior high school student. I live in Hyogo. My father is a policeman, and my mother is a nurse. I have two brothers, but I do not have any sisters. I have a dog. His name is Shiro, and he is five years old. I am in the tennis club, so I play tennis every day. I like computers, so I want to be a computer programmer in the future.*

## 6. Because and So (p. 23)

### Making sentences

1. It was very hot, (so) everyone was sweating.
2. (Because) it was raining, the game was canceled.
3. We did not eat breakfast, (so) we are hungry now.
4. I am 13 now, (so) I will be 14 on my next birthday.
5. Everybody likes Takuya (because) he is very funny.

### Write it another way

6. It was cold, so we turned on the heater.
7. I failed the test because I did not study hard enough. / Because I did not study hard enough, I failed the test.
8. I was tired, so I went to bed early.
9. I asked the teacher because I did not know the answer. / Because I did not know the answer, I asked the teacher.
10. Taro is very popular because he is funny. / Because Taro is funny, he is very popular.

## 7. Complex Sentences (p. 25)

### Identify the clauses

1. Because my dog was hungry, I gave him some food.
2. Makoto is taller than his father even though he is only 13.
3. I will call you when I get home.
4. We will be happy even if we do not win the game.
5. I live in an apartment that does not allow pets.

### Change the sentences

1. He can speak English because he studied in America.
2. When I see the cherry blossoms, I feel happy.
3. If you need any help, please ask the teacher.
4. I am going to be a model even if my parents do not agree.
5. Even though we fight a lot, we always make up quickly.

## 8. Subject-Verb Agreement (p. 27)

### Changing nouns to pronouns

1. **They** say that **we** are very noisy.
2. **He** said that **they** will be absent today.
3. **He** takes **it** for a walk every day.
4. **She** is a very good singer.
5. **We** are going to Disneyland next week.

**Correct the mistakes**

6. Everybody in our class **likes** our teacher.
7. Our dog, Ponta, **does** not like going for a walk.
8. My father lives in Tokyo but **works** in Yokohama.
9. My brother and his friend **are** going to play baseball this weekend.
10. Nobody in my family **speaks** English.

**9. Tense Agreement (p. 29)****Verb forms**

Type of Verb	Past Tense	Examples			
		日本語	Present	Past	Past Participle
General	add <i>-ed</i>	歩く	walk	walked	walked
Ends in <i>-e</i>	add <i>-d</i>	使う	use	used	used
Ends in consonant + <i>-y</i>	Change <i>-y</i> to <i>-i</i> and add <i>-ed</i>	勉強する	study	studied	studied
Ends in short vowel + consonant	Double final consonant and add <i>-ed</i>	止まる	stop	stopped	stopped

日本語	Present	Past	Past Participle
である	is / am / are	was / were	been
する	do / does	did	done
持つ	have / has	had	had
来る	come / comes	came	come
思う	think / thinks	thought	thought
食べる	eat / eats	ate	eaten

**Correct the mistakes**

My favorite trip **was** to a ski camp. My classmates and I **took** a bus to Tottori in the southwest part of Japan. After we arrived, we went to a nice hot spring to relax. I **shared** a room with three of my friends at the hotel. The hotel we stayed at was near the ski slopes. We **spent** the next two days skiing. The ski resort **was** called Hyonosen. I **was** terrible at skiing at first, but my friends helped me a lot, so now I am quite good.

## 10. Singular and Plural Nouns (p. 31)

### Plural forms

- |             |              |
|-------------|--------------|
| 1. children | 6. teeth     |
| 2. boxes    | 7. deer      |
| 3. friends  | 8. feet      |
| 4. classes  | 9. countries |
| 5. leaves   | 10. women    |

### Correct the mistakes

11. I want to have many **children** in the future.
12. I love animals, especially **cats** and **dogs**.
13. There **were no customers** in the department store.
14. I am not hungry because I ate a lot of **food** at lunch.
15. In my free time, I like to read comic **books**.

## C. Checklist (p. 33)

The mistakes in the composition are as follows:

1. Title: "sleepy pet" should be "Sleepy Pet."
2. Line 1: no indent.
3. Line 1: missing period after "turtle."
4. Line 4: incorrect capital "H" in "House"
5. Line 5: "buy" should be "bought."
6. Line 6: "l" instead of "r" in "every."
7. Line 6: "But" used at the beginning of a sentence.
8. Line 7: missing "s" on "sleep."
9. Line 8: missing comma before "but."
10. Line 8: missing "a" before "very exciting."

The illustration on the opposite page shows how these corrections might look in the book.

Ryo Kameda  
3B 16

## My sleepy pet

I have a pet turtle. My sister and I think he is a boy, but we are not sure. My father found him in a pond near our house and brought him home for us. We buy a special tank to keep him in. I want to play with him every day. But he sleeps a lot. In the winter, he sleep all the time! He is cute, but he is not very exciting pet.

(75 words)

## Identifying Patterns in the Model Paragraphs

It is important to remember that there are no “correct” answers to the questions of what constitutes a “pattern” and which words can be replaced. Take, for example, the sentence below, which is taken from “Self-Introductions (6),” “About Me.” The full sentence is:

❖ I am studying English because I love watching foreign movies.

Most of your students will probably keep the “... studying English” part of this sentence, but how much of the remainder can be changed depends on what he or she wants to say. The broadest way of analyzing it would be:

❖ I am studying English because I love <watching foreign movies.>

A student who analyzed the sentence in this way could then write a sentence like this:

❖ I am *studying* English *because* I love *listening to* English music.

A narrower way of analyzing it would be:

❖ I am studying English because I <love watching foreign movies.>

A student who analyzed the pattern in this way might then write a sentence like this:

❖ I am *studying* English *because* I want to go to an American university.

An even narrower way of analyzing it would be:

❖ <I am> studying <English> because <I> <love watching foreign movies.>

This analysis might be appropriate if the student wanted to write a sentence like this:

❖ My brother is *studying business* *because* he wants to have his own company.

As we hope you will be able to see from this example, the way in which a student should analyze a text depends largely on the type of sentences they want to create themselves. In other words, students need to look for patterns that they think will be useful *for them*. Most Japanese students will find this lack of a pre-determined answer disconcerting at first, but we have found that it does not take them long to become accustomed to the idea if is explained properly.

The patterns in the following section have been analyzed as a reference for teachers who have not used the *Read to Write* books before. Three examples are given for each model. However, these examples are simply our suggestions, and they should not be considered in any way to be “model” or “definitive” answers. We fully expect and hope that both teachers and students will analyze the texts in a number of different ways.

## Topic 1—Self-Introductions

### My Self-Introduction (p. 38)

- I am <20> years old, and I come from <Hida> in <northern Gifu.>
- I am a <first-year> student at <Daisuki> University, and I am studying <economics.>
- I have never been abroad, but I hope to go to <the US> someday.

### Nice to Meet You (p. 39)

- I am from <Okazaki> in <Aichi.>
- <Okazaki> is a <thirty-minute> <train ride> <south> of <Nagoya.>
- I did a homestay in <Australia> <last summer.>

### This Is Me (p. 40)

- My name is <Tomohiro,> but my friends just call me <"Tomo.">
- I am hoping to become a <graphic designer> in the future.
- My school is in <Nagoya,> so I have a <two-hour> commute.

### My Life (p. 41)

- He loves <sports,> but I am more interested in <English.>
- I also go to an English conversation school <three times> a <week.>
- My dream is to <live and work in a foreign country> after I graduate.

### About Tomoe (p. 42)

- <Honda> is a very common name in Japan.
- ... and it is famous throughout the world because of <the Honda Motor Company.>
- I was born in <Kyoto,> but I moved to <Tokyo> when I was in <junior high> school because of my father's job.

### About Me (p. 43)

- My blood type is <"O,"> and my birthday is <February 18th.>
- I was born in <Fukuoka,> but now I live in Aomori with my parents and my <younger sister,> <Hiromi.>
- I am studying English because <I love watching foreign movies.>

### Ryuji Okuda (p. 44)

- I come from a small town called <Kamagaya,> which is just to the <east> of <Tokyo.>
- I am studying <business management> at a university in <Tokyo,> and I am in my <second> year.
- I am in the <baseball> club at my university.

## Topic 2—Family

### My Family (p. 46)

- There are <five> people in my immediate family: my father, my mother, my <older brother,> my <younger sister,> and me.

- My <father's> <mother> also lives with us, so <six> people live in our house.
- He is studying to become a <dentist.>

### Introducing My Family (p. 47)

- My father lives in <Tokyo> because of his job, so I do not see him very often.
- My <sister's> name is <Shiori,> and <she> works <in a department store.>
- My <mother> is <45,> but <she> looks much <younger.>

### My Mother (p. 48)

- My parents are divorced, so I live with just my <mother.>
- My mother runs a <coffee shop> near our house.
- I want to be like <her> in the future.

### Brothers and Sisters (p. 49)

- His name is <Tatsuro,> and he is 29.
- My other <brother> is 25.
- <He> works for a <car> company, but I am not sure exactly what <he> does.

### My Mother and Father (p. 50)

- People say that I look like my <mother.>
- ... I think my character is more like my <father's.>
- When I go home for my next vacation, we are going to <go to a hot springs resort> together.

### This Is My Family (p. 51)

- My father is <52,> and he works for an <advertising> company.
- ... she knows a lot about <make-up and clothes.>
- <She> gives me a lot of good advice about <fashion.>

### My Parents (p. 52)

- I was born <five> years after my parents got married.
- ... and my <brother> was born <three> years later.
- Her maiden name was <Fujii.>

## Topic 3—Hometowns

### Seto (p. 54)

- <Seto> is a <medium-sized> city in <Aichi> Prefecture in <Central> Japan.
- It is on the border between <Aichi> and <Gifu.>
- <Seto> has a population of about <130,000.>

### My Hometown (p. 55)

- I come from <Toyota,> which is famous as the home of <the Toyota Motor Corporation.>

- Many of the people in my hometown work for <Toyota.>
- However, living in <Toyota> has some disadvantages too.

**My Village (p. 56)**

- I was born and raised in a <small village> in the <south> of <Shizuoka> Prefecture.
- My <grandparents> grow <green tea> in <the fields around our house.>
- ... the nearest <bus-stop> is a <20-minute> <>walk> from my house.

**Midori Ward (p. 57)**

- I live in <Midori Ward,> which is a suburb of <Nagoya.>
- <Midori Ward> is about thirty minutes from the center of the city.
- <Midori Ward> is a nice place to live because <there are many shops and interesting places to go.>

**Living in a Big City (p. 58)**

- I live on the <fifth> floor of an apartment building near <the center of the city.>
- There are a lot of people in <Tokyo,> so it sometimes seems very crowded
- I often go to <a park near my house> with <my friends or my family> on weekends.

**Moving (p. 59)**

- I lived in <a small town> until I was ten years old, but now I live in <Osaka, which is a big city.>
- We moved to <Osaka> because of my father's job.
- My <father> likes living here because <our house is close to his office.>

**An Interesting Place to Live (p. 60)**

- The river <Kiso> runs through my town.
- <Nagashima> is known locally for <Nagashima Spaland,> which is <an amusement and hot springs resort.>
- <Nagashima> is easy to get to because the <Higashi Meihan Expressway> runs past it.

**Topic 4—School Life****Central University (p. 62)**

- I am in the Department of <British and American Culture> in the Faculty of <Foreign Studies.>
- The main campus of the university is in <Nagoya,> but there is another campus in <Gifu.>
- My university is a <Buddhist> university, so some of the teachers are <monks.>

**My University (p. 63)**

- <City> University is a <national> university located near the center of <Nagoya> in <Aichi Prefecture.>
- I am in my <first year,> and my major is <law,> but I also have to take English classes.
- I belong to the <American Football Club.>

**Studying at a Women's University (p. 64)**

- I am in my <first> year, and I am studying <childhood education.>
- I usually finish at <half past five.>
- ... I do not have any classes on <Wednesday afternoons.>

**My School Life (p. 65)**

- We usually <hang out> or <go shopping> after school.
- My favorite class is <history> because I like to learn about the past.
- Our school is nice, but I wish we had <more clubs.>

**Tests (p. 66)**

- My school life is very hard at the moment because <I have to study for my tests.>
- This year, I am taking extra classes because <I want to get a teaching license.>
- The most difficult class I am taking this year is <pyschology.>

**A Great Place to Study (p. 67)**

- ... a <sports center> with a <swimming pool>
- In the center of the campus, there is a <nice green area> with <a pond and some trees.>
- It is particularly beautiful in <spring and fall.>

**My Busy School Life (p. 68)**

- We have practice every <evening> and games <on weekends,> so I <play tennis> almost every day.
- I think that being in a club helps you to learn about <teamwork.>
- ... I might have to <quit my clubs> if I get too busy.

**Topic 5—Friends****My Best Friend (p. 70)**

- My best friend is <Kaori.>
- <She> is the same age as I am, and we have been friends since <we were children.>
- We talk about <boyfriends,> <school,> <work,> and <family problems.>

**My High School Friends (p. 71)**

- My closest friends are my friends from <high school.>
- I was especially good friends with <two people> from <the club.>
- <Takuro> was the best <baseball player,> so we all looked up to <him.>

**Chibi (p. 72)**

- My best friend's name is <Naomi,> but I sometimes call her <"Chibi"> because <she is very small.>
- For example, I am very <outgoing,> but <Naomi> is quite <shy.>
- I enjoy spending time with <her.>

**Friends (p. 73)**

- We are all interested in <fashion,> so we give each other advice about <clothes.>
- One of my friends plays <basketball,> so we all go to cheer <him> on when he plays.
- <I> am in a band.

**My Australian Friend (p. 74)**

- I have a good friend who lives in <Australia.>
- I met <her> <last year> when I went there to <study English.>
- I still keep in touch with <her> now.

**A Misunderstanding (p. 75)**

- I used to have a best friend called <Eri,> but <we had a fight last year.>
- <She> was angry because <she> thought <I liked her boyfriend,> but that was not true.
- <Eri> and I went to the same high school, but now we go to different universities.

**Making Friends (p. 76)**

- If I feel lonely, I can <chat with people on the Internet.>
- That is really interesting for me because <I can talk to people from all over Japan.>
- ... and even people from <other countries.>

**Topic 6—Part-Time Jobs****My Part-Time Job (p. 78)**

- I have a part-time job in a <convenience store.>
- I have been working there for <six months.>
- The hourly pay is <800> yen, so I usually earn around <50,000> yen per month.

**Working in a Family Restaurant (p. 79)**

- I work part-time as a <waitress> in a <family restaurant.>
- I sometimes have to do other jobs like <cleaning the kitchen> and <working the cash register.>
- I started working in the <restaurant> <when I was in high school,> so I have been doing this job for <three> years.

**Teaching (p. 80)**

- I teach <math and English> to <junior high> school students.
- I work <Monday evenings,> <Saturday mornings,> and <Sunday afternoons.>
- I get paid <1,200> yen per hour which is quite <good> compared to other jobs.

**Looking for a Job (p. 81)**

- I used to work at a <gas station,> but I quit <last month,> so now I am looking for a new part-time job.
- Some of my other friends work at <a cram school,> but I do not like <teaching.>
- ... I need to earn money because I want to <study abroad> <next year.>

**Part-Time Jobs (p. 82)**

- My parents give me an allowance every month, so I have enough money for <clothes and other things.>
- My <mother> is happy that I do not have a part-time job because <she wants me to concentrate on my studies.>
- However, my <father> says that I should get a part-time job <before I graduate.>

**Working in a Wedding Ceremony Hall (p. 83)**

- I make about 100,000 yen per month.
- ... I spend most of it on <clothes and music.>
- ... I am thinking of quitting because of <him.>

**A Great Job (p. 84)**

- My part-time job is working in an <izakaya,> which is a <Japanese-style bar.>
- My jobs are <cooking,> <mixing drinks,> and <waiting tables.>
- I have been working there for <a year,> and I love it.

**Topic 7—Free Time****The Lacrosse Club (p. 86)**

- I am in the <lacrosse> club at my university, so I spend most of my time playing or practicing <lacrosse.>
- ... I often do not get home until <eight o'clock.>
- I <played lacrosse> for the first time when I entered this university.

**Music (p. 87)**

- <Listening to music> is very relaxing, so it helps me to get rid of stress.
- ... I have more than <1500> songs on it now.
- I used to like <B'z,> but at the moment, I am really into <Exile.>

**My Free Time (p. 88)**

- I do not have much free time these days because I am very busy with <club activities and my part-time job.>
- I have to work until <ten> every evening on <weekdays.>
- When I do have some free time, I like to spend it <hanging out with my friends.>

**My Favorite Sport (p. 89)**

- I love <soccer,> so in my free time, I play <soccer> with my friends or watch <soccer games> on TV.
- My favorite player is <Shunsuke Nakamura.>
- <He> plays for <Celtic> in <Scotland.>

**The Internet (p. 90)**

- My favorite site is <YouTube.>

- <YouTube> is also a good place to find <music videos.>
- Another site I often visit is <Mixi.>

### Shopping (p. 91)

- We like to look at <clothes,> <shoes,> and <jewelry.>
- My favorite place to go <shopping> is <Jazz Dream> in <Nagashima.>
- When I <go shopping,> I forget about my problems, so it helps me to relax.

### My Boyfriend (p. 92)

- I spend all of my time with <my boyfriend.>
- <His> name is <Kentaro,> and we have been together for <six months.>
- On my birthday, <he> gave me <some gold earrings.>

## Topic 8—Childhood Memories

### A Happy Childhood (p. 94)

- Our favorite games were <"Tag"> and <"Hide-and-Go-Seek.">
- One time, we were <playing by a river> and <my friend> <fell in.>
- When I was <16,> my family moved away.

### My Parents (p. 95)

- When I was little, I spent a lot of time with <my parents.>
- We used to <go to amusement parks,> <have picnics,> and <eat out at restaurants.>
- My father taught me <how to fish,> and my mother taught me <about plants and flowers.>

### Strict Parents (p. 96)

- I was not allowed to <play video games> until I was <16.>
- ... I did not have a cell phone until I <came to college.>
- ... my <mother> always made me <stay home and study.>

### Growing Up (p. 97)

- As a child, I was really <quiet> and <shy.>
- My character changed when I joined the <baseball club> in <junior high> school.
- I think that <baseball> changed my life and made me who I am today.

### Moving (p. 98)

- I was born in <Kyushu,> but we moved to <Tokyo> when I was only <five> years old.
- We moved again when I was <eight,> and we lived in <Akita> until I was <eleven.>
- I think that my childhood experiences taught me how to <make friends and get along with people.>

### An Unhappy Childhood (p. 99)

- I did not have a very happy childhood because <I was a very weak child.>
- ... I was in the hospital for <three months.>

- When I was <ten,> I <fell down the stairs> and broke my <leg.>

### **Living in the US (p. 100)**

- My family moved to <the US> when I was a baby.
- ... I spent my childhood in <New York.>
- ... now I realize that <living in another country> was a very valuable experience for me.

## **Topic 9—Trips & Travel**

### **My School Trip (p. 102)**

- When I was in <junior high> school, I went on a trip to <Kyoto.>
- We traveled to <Kyoto> by <bus,> and we stayed in a hotel <near Kyoto Station.>
- On the first day, we went to look at <some temples> in the morning.

### **A Family Trip (p. 103)**

- When I was a child, my family took a trip to <New Zealand.>
- We flew from <Tokyo> to <Singapore,> and then from <Singapore> to <Christchurch.>
- I want to go back to <New Zealand> someday with <my friends.>

### **A Great Weekend (p. 104)**

- Last <summer,> I went to <Tokyo Disneyland> with <my sister.>
- We left on <Friday night,> and we took a <bus> to <Tokyo.>
- <My sister> paid for the trip because <it was my birthday.>

### **Hokkaido (p. 105)**

- We are going to rent a car and drive from <Sapporo> to <Obihiro.>
- After that, we are going to drive up to <Lake Mashu> and stay there for <two days.>
- There are a lot of <hot springs> in that area.

### **A Scary Moment (p. 106)**

- When I was in <elementary> school, I went to a camp <on Mt. Ontake.>
- It took us <three hours> to get there.
- It was so <dark> that <we could not see anything.>

### **Traveling around the World (p. 107)**

- I have never been abroad, but my dream is to <travel around the world.>
- The country I most want to go to is <Britain> because I am very interested in <history,> and I want to see <all the old buildings.>
- I want to <eat pizza> in <Italy> and <drink wine> in <France.>

### **Visiting My Father (p. 108)**

- My <father> is working in the United States, and <last year,> I went to visit <him> with <my mother.>
- The flight took <11 hours.>

- I was surprised because it was much <bigger> than <our house in Japan.>

## Topic 10—Dreams & Plans

### My Future Job (p. 110)

- After I graduate from this university, I want to be a <flight attendant> because I think it would be a really interesting job.
- If I become a <flight attendant,> I will be able to <travel all over the world.>
- I know that it is difficult to become a <flight attendant> because it is a very popular job, so I am <studying very hard> to improve my <English> now.

### Thinking about the Future (p. 111)

- When I was a child, I wanted to be a <doctor.>
- ... I gave up on that idea because <my grades were not good enough.>
- <Last year,> I was thinking about becoming a <tour guide,> but I am not interested in that anymore.

### Marriage (p. 112)

- When I get married, I want to have the ceremony in <Hawaii.>
- After I get married, I want to go to <Europe> for my honeymoon.
- I want to have <at least three> children.

### Studying Abroad (p. 113)

- My dream is to <study abroad,> but it is difficult because <it is very expensive.>
- If possible, I would like to go to <the United States> and study in <California.>
- I am interested in <computers,> so I would like to study <information technology> at an <American> university.

### Becoming a Concert Pianist (p. 114)

- If I can, I want to become a <concert pianist> like my <mother.>
- I have been taking <piano> lessons since I was <three> years old.
- I practice for <three or four> hours every day.

### Finding a Job (p. 115)

- In the future, I hope to find a job where I can <use English.>
- To do this, I need to <get a good TOEIC score.>
- If I cannot get a job with <a car company,> I would like to <work in a hotel> or maybe find a job as a <tour guide.>

### An Impossible Dream (p. 116)

- My dream is to become a professional <baseball player.>
- If I could be a professional <baseball> player, I would like to play for <the Yomiuri Giants.>
- I am a <pitcher,> so my favorite player is <Hideki Matsui.>