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To the Teacher

As any teacher familiar with Japanese university students will be aware, many are unable to write standard English sentences and paragraphs. The *Read to Write* series aims to address this problem by giving extensive input of reformulated student writing, and by showing learners how to identify underlying patterns and structures that they can use to create their own sentences. *Read to Write Plus* follows the same basic principle as its predecessor, *Read to Write*, but it offers longer paragraphs (approximately 150 words) on more complex topics for the benefit of higher-level students.

The *English Writing Manual* beginning on page 8 (Japanese version from page 106) is shared with *Read to Write* because we have found that even higher-level learners often lack basic knowledge about sentence structure and writing conventions. The manual begins with an explanation of paragraph layout, and then goes on to deal with ten points that inevitably cause problems for Japanese learners. These include rules for using capital letters, the correct usage of *because* and *so*, and the structure of different types of sentences. The manual is structured so that when you come across a problem in a student's writing, you can simply write the number of the point that you want the student to read.

One problem with rules is that there are exceptions to almost all of them. Our philosophy is that a rule is good if (a) it is clear and simple, and (b) sentences produced by following it will always be correct. We do not consider it to be a weakness of a rule that it cannot explain the production of every possible correct sentence. For example, Point 5 in the *English Writing Manual* tells students not to use *and*, *but*, or *so* at the beginning of a sentence. Of course, there are exceptions to this rule, but it is not possible to teach the necessary degree of judgment to any but the most advanced learners. We believe that as long as the limitations of the rule are explained (there is a note about the use of conjunctions in the introduction for students beginning on page 6), teaching rules that are overly restrictive is infinitely preferable to telling students that there are no rules, and that they will have to figure it out for themselves.

Read to Write Plus provides students with input of the language they will need in order to write a range of paragraph types. Students who complete this book will be exposed to more than 10,000 words of

comprehensible input of language that they might realistically expect to use, something that will inevitably have a major impact on their English.

As noted above, a wider aim of this book is to train learners to identify patterns underlying the sentences they read. For example, if students can draw from the sentence *I was born in Nagoya in Aichi* the pattern <person> <past tense of “be”> born in <name of city> in <name of prefecture>, they should then be able to generate original sentences based on that pattern. We believe that this ability to identify patterns and substitute key elements is an important strategy for learners of a foreign language, albeit one that seems to have fallen somewhat out of favor since the advent of Communicative Language Teaching.

The basic idea of this book is that students spend the first week or two of their course studying the *English Writing Manual*. One way of approaching this would be to assign one point to each pair or group and ask them to explain it to the rest of the class in the next lesson.

In the following weeks, students read seven example paragraphs on each of ten topics. As they read, they identify key patterns from the texts before using these to write their own sentences and paragraphs. These are submitted on loose-leaf paper for checking, and then written on the *My Paragraph* page at the end of each unit after they have been corrected by the teacher. A simple and effective way of testing students at the end of the semester is to ask them to produce one or two of the paragraphs for the final test. This will mean that every student memorizes more than 1,500 words of correct, natural English on a variety of useful topics.

The *Read to Write* series is based on a very simple idea that has been around for years, but we think you will be pleasantly surprised when you see the results it can produce with Japanese learners.

Bricklin Zeff & Douglas Moore, March 2011

5 | Compound Sentences

Compound sentences are made by using *and*, *but*, *or*, or *so* to join two or more simple sentences. When these words are used in this way, a comma is required before the conjunction.

John is married. (● simple sentence) +
He has two children. (● simple sentence)
= **John is married, and he has two children.** (● compound sentence)

And, *but*, *so*, and *or* are conjunctions. Their job is to join sentences together. Do not use these words at the beginning of a new sentence.

- **John lives in Tokyo. Jim lives in Osaka.**
(● period with no conjunction)
- **John lives in Tokyo, and Jim lives in Osaka.**
(● comma followed by a conjunction)
- ✗ **John lives in Tokyo. And Jim lives in Osaka.**
(● period followed by a conjunction)

When you use conjunctions to make compound sentences, follow these rules:

1. Do not use more than two conjunctions in the same sentence.
 2. Do not use the same conjunction twice in one sentence.
- ✗ My mother likes cooking, and my father likes reading, and my sister plays tennis, but my brother doesn't like sports. (● too many conjunctions)
 - ✗ My mother likes cooking, and my father likes reading, and my sister likes to play tennis. (● *and* used twice)

Here are some good examples of compound sentences.

My mother likes swimming and tennis, and my father plays baseball, but I don't like sports. (● SV, and SV, but SV)

I live a long way from school, so I have a two-hour train ride every day, but I enjoy the journey. (● SV, so SV, but SV)

And is used to join two affirmative sentences or two negative sentences.

I play the guitar, and my brother plays the piano.

I don't drink, and I don't smoke. [If you write this as a simple sentence, use *or* (*I don't drink or smoke*).]

But is used to join an affirmative sentence and a negative sentence.

I like pizza, but I don't like hamburgers.

I don't sing, but I play the guitar.

In some sentences, you can use either *and* or *but* to express slightly different meanings.

My father likes tennis, *and* my mother likes golf.

(● = They both like sports.)

My father likes tennis, *but* my mother likes golf.

(● = They like different sports.)

Or is used to talk about alternatives.

I might study tomorrow, or I might go shopping.

Note that it is not possible to join two subject-verb groups using only a comma. If you write a new subject and verb after a comma, make sure that you also use a conjunction.

✗ I have a driver's license, I don't have a car.

○ I have a driver's license, but I don't have a car.

5 | 重文での接続詞の使い方

「重文」とはand、but、or、soで単文と単文をつなげた結果できあがるセンテンスのことである。このように接続詞を使うと、センテンスにはコンマが必要となる。

John is married. (● 単文) + He has two children. (● 単文)
= John is married, and he has two children. (● 重文)

and、but、or、soは接続詞で、文と文を接続する働きをもつ。従って、ピリオドの後に続ける新しいセンテンスの書き出しには使わない。

- **John lives in Tokyo. Jim lives in Osaka.**
(● ピリオドの後に接続詞なし)
- **John lives in Tokyo, and Jim lives in Osaka.**
(● コンマと接続詞)
- × **John lives in Tokyo. And Jim lives in Osaka.**
(● ピリオドと接続詞)

接続詞を使って重文を作成する時は、以下のルールに従う。

1. 1つの重文では、多くても接続詞は2つまで。
 2. 同じ重文では、同じ接続詞は繰り返さない。
- × **My mother likes cooking, and my father likes reading, and my sister plays tennis, but my brother doesn't like sports. (● 接続詞が多過ぎる)**
 - × **My mother likes cooking, and my father likes reading, and my sister likes to play tennis. (● 同じ接続詞を2回使っている)**

以下は重文の良い例である。

My mother likes swimming and tennis, and my father plays baseball, but I don't like sports. (SV, and SV, but SV)

I live a long way from here, so I have a two-hour train ride every day, but I enjoy the journey. (SV, so SV, but SV)

andは肯定単文2つ、または否定単文2つを接続する。

I play the guitar, and my brother plays the piano.

I don't drink, and I don't smoke. [同じ内容を単文で書く場合はorを使う (I don't drink or smoke.)]

butは肯定単文と否定単文を接続する。

I like pizza, but I don't like hamburgers.

I don't sing, but I play the guitar.

文脈によっては、andかbutの選択によって、自分の気持ちを表すことができる。

My father likes tennis, and my mother likes golf.

(☛ 親は両方ともスポーツが好き)

My father likes tennis, but my mother likes golf.

(☛ 親の趣味は違う)

orは代案、または選択肢を表す。

I might study tomorrow, or I might go shopping.

注意:

コンマだけで単文と単文を接続することはできない。コンマの後に新しい主語と動詞を入れる場合は、必ず接続詞も使う。

✗ **I have a driver's license, I don't have a car.**

○ **I have a driver's license, but I don't have a car.**

Toy Story 3

I watched "Toy Story 3" last week. It is an animated 3D adventure movie produced by Pixar Studios. I loved the first two movies, so I had high expectations of this one. I am happy to say that I was not disappointed. The characters are very convincing, and the plot has suspense, drama, and lots of humor. The movie follows the adventures of a group of toys owned by a young man named Andy. In this third movie in the trilogy, Andy is 17, and he is leaving home to go to college. He asks his mother to keep his toys, but she gives them away by mistake. The rest of the movie tells the story of the toys' attempts to escape from their new home and find their way back to Andy. The best part of the film is the last 15 minutes. I do not want to tell you what happens, but I guarantee that you will cry!

Patterns & Phrases

My Sentences

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Hanamizuki

The best movie I saw last year was “Hanamizuki,” which was directed by Nobuhiro Doi. The movie was partly shot on location in Kushiro, which is my hometown. The main characters are Sae, played by Yui Aragaki, and Kohei, played by Toma Ikuta. Sae and Kohei fall in love, but Sae moves to Tokyo to go to university. Kohei becomes a fisherman like his father, and he eventually marries someone else. However, his wife leaves him when he has money troubles. Sae moves to New York where she meets Junichi, a friend from her university days. Junichi is killed when he goes to Iraq to take photos. Sae moves back to her hometown, and at the end of the movie, she meets up with Kohei again. It is a very powerful love story. The thing I liked most about this movie was the acting. I am a big fan of Yui Aragaki, and I am looking forward to her next movie.

Patterns & Phrases

My Sentences

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Topic

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My Favorite Movie

1 My favorite movie of all time is "Pirates of the Caribbean," starring
2 Johnny Depp. It is rated PG-13. There have been several sequels to this
3 movie, but the best one is the original "Pirates of the Caribbean: The Curse
4 of the Black Pearl," which was released in 2003. The movie is an action
5 fantasy story based on a ride at Disneyland. It follows the adventures of
the pirate Jack Sparrow (Johnny Depp) and a young blacksmith called Will
Turner (Orlando Bloom) as they team up to search for Will's true love, who
has been kidnapped by pirates. When they eventually catch up with the
pirates, however, they discover a dark secret. The movie is 2 hours and 40
minutes long, but the action is so good that the time flies by. The movie
was nominated for five Oscars in 2004, including Best Actor and Best Visual
Effects. It also has a fantastic soundtrack.

Patterns & Phrases

My Sentences

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Topic

A Terrible Movie

One of the worst movies I have ever seen is “2012.” It is an adventure movie about the end of the world. A scientist discovers that the world is in danger, and he tries to tell the President of the United States about it. He is surprised to find that the world’s richest people already know and are building ships to save themselves and their families. I loved John Cusack in “Hi-Fidelity,” but he was terrible in this movie. The plot is totally unrealistic, and the storyline is predictable. The special effects are very clever, but they are really overused. The dialogue is boring, and the actors do not show any emotion at all. If you love special effects and action, you might enjoy this movie, but if you want an interesting story and good acting, you should probably give it a miss.

Patterns & Phrases

My Sentences

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Topic

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A Classic Movie

1 “Casablanca” is a classic black and white movie that was made in
 2 1942. I have seen it many times because my mother has it on DVD. The
 3 movie stars Humphrey Bogart and Ingrid Bergman. It won Oscars for Best
 4 Picture, Best Director, and Best Screenplay. The movie is set in the city of
 5 Casablanca in Morocco during the early days of World War II. Rick Blaine,
 an American, runs a bar in the city. One night, a resistance fighter comes
 into the bar with his wife, who is Rick’s ex-lover, Ilsa. Ilsa asks Rick to help
 them get out of the country. Rick refuses at first, but eventually, he gives
 in. There are many famous lines from this movie, including “Of all the gin
 joints in all the towns in all the world, she walks into mine.” Many people
 also think that the line “Play it again, Sam” comes from “Casablanca,” but
 no one actually said this in the movie.

Patterns & Phrases

My Sentences

Topic

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Avatar

“Avatar” is an American science-fiction film written and directed by James Cameron, the director of “Terminator” and “Aliens.” The film was shot in 3D. A huge stage and more than 120 cameras were used in the making of this movie. Because of all the technology, “Avatar” was reported to have cost between three and five hundred million dollars to make. However, it was a huge box-office hit, and it broke the record set by “Titanic” to become the highest-grossing film of all time. The movie is about humans exploiting people and resources on another planet in the future, and it carries a strong message about the way we live today. “Avatar” makes you think about the way we are destroying the earth and wasting its resources. The movie also shows how important it is for us to understand different cultures.

Patterns & Phrases

My Sentences

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Topic

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The Holiday

1 “The Holiday” is a romantic comedy, or “romcom” for short. There
 2 are four A-list stars in the movie—Cameron Diaz, Kate Winslet, Jude Law,
 3 and Jack Black. Cameron Diaz plays a successful American maker of movie
 trailers, Amanda, who breaks up with her boyfriend. She decides to do
 4 a house exchange with Iris, an English newspaper columnist, who is in
 love with a colleague who does not love her back. When Amanda moves
 5 into Iris’ house, she meets and falls in love with Iris’ brother. Meanwhile,
 in the U.S., Iris befriends a ninety-year-old screenwriter. She then falls in
 love with a composer, Miles. Like most romcoms, the story of this movie
 is quite predictable, but the dialogue is very natural, and the acting is very
 convincing. “The Holiday” is an enjoyable romance that would be great to
 watch with your boyfriend or girlfriend.

Patterns & Phrases

My Sentences

Topic

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MY PARAGRAPH

A large rectangular writing area with rounded corners, containing 20 horizontal lines. On the left side of this area, there are 20 small grey circles, each aligned with a horizontal line, serving as bullet points or markers for writing.

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Topic
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