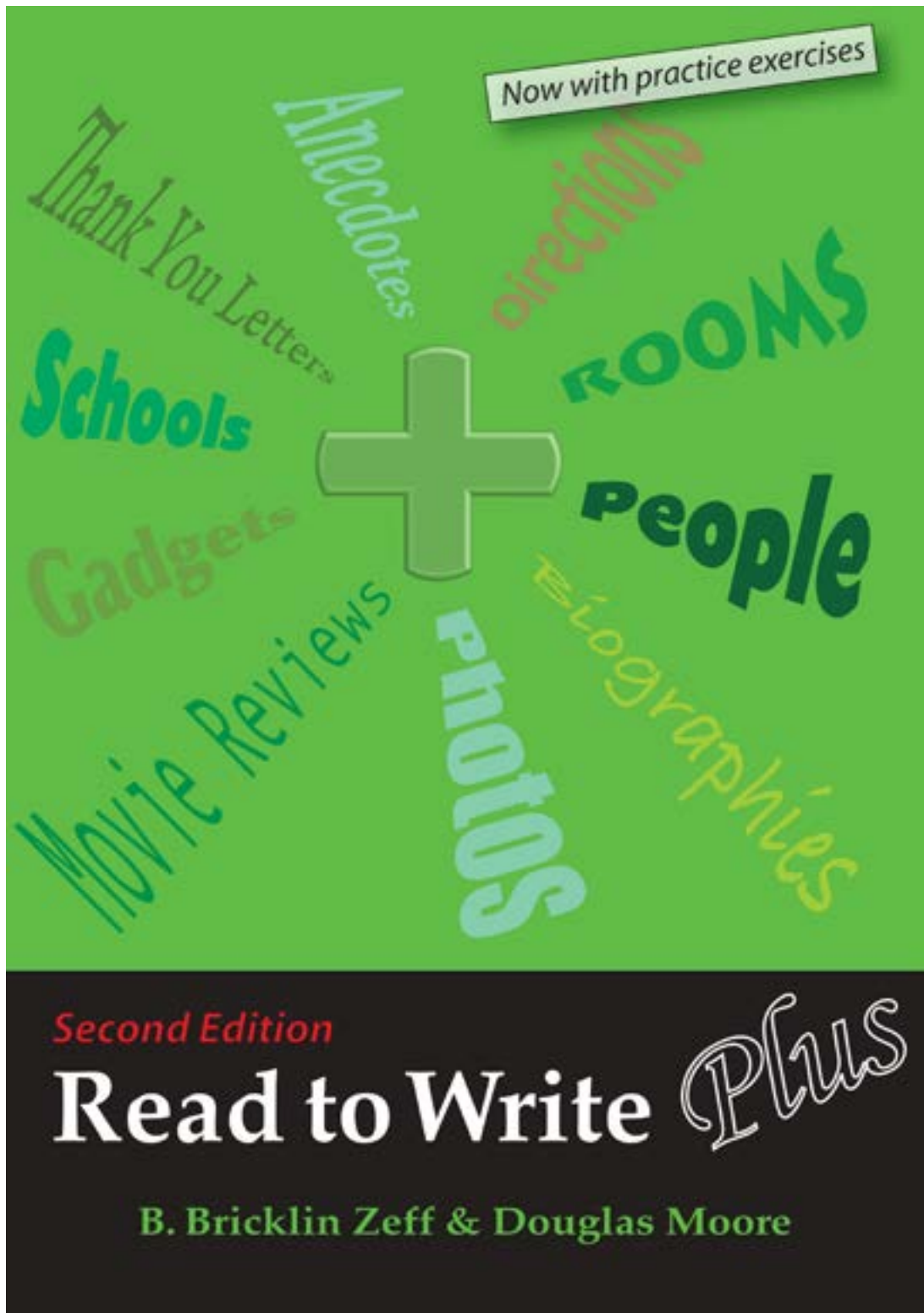


Read to Write Plus
Second Edition

Teacher's Guide



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Introduction

Thank you for choosing this second edition of *Read to Write Plus*. 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. This second edition of *Read to Write Plus* now includes exercises to help students understand the points explained in the manual. 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 Plus 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 topics. These are based on authentic student writing, but they have been corrected and edited by native speakers of English. Each paragraph is approximately 150 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 10,000 words of comprehensible input of language that they might realistically expect 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 34 (page 133 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 the *Read to Write* books are primarily meant for writing courses, there are many ways in which they 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 books.

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>.

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

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
Gr E 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

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?

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

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

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

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)

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)

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

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

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

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**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

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

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 after "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

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:

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

Most students will probably want to keep the “... studying English because” 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.

Notes on the Model Paragraphs

The rules of English writing are notoriously complicated, and there are many issues on which even native speakers of the language do not agree. For the purposes of creating a textbook, however, we had to make a number of editorial decisions regarding what is “correct.” We based our decisions on the following principles.

1. We have used American spelling and punctuation because that is what Japanese students learn in schools.
2. We have included rules that are simple for students to understand and that will always lead to the production of correct writing even when those rules might be regarded as being overly restrictive by some people. For example, we have included the rule about not beginning sentences with conjunctions because Japanese learners tend to do this a lot, and it makes their writing seem very unnatural and childish.
3. We have adopted modern writing conventions if they are simpler than more traditional ones. For example, we have omitted periods from abbreviations because the formal rules are extremely difficult to understand, and many style guides we checked noted a tendency towards omission in modern writing.

Notes on other points have been included for each of the models to help teachers whose first language is not English spot and explain mistakes that we think students are likely to make. If we have missed anything that appears to be confusing for you or your students, please let us know, and we will update this guide.

Topic 1—Rooms

My Room (p. 40)

Example patterns:

- My room is <quite small>, but it is <very comfortable.>
- In the room are <two small chairs,> <a bunk bed.> and <two desks.>
- My <sister> and I sometimes fight because I am <very neat,> whereas she is very messy.

Notes:

orange with white stripes

Point out this use of “with” to students. It can be used to talk about any kind of pattern on things like clothes (a blue shirt with white spots), cars (a white car with a red stripe), or even animals (a white dog with black spots).

My Small Room (p. 41)

Example patterns:

- It is rectangular, with the <door> on the <long> side and the <window> on the short side.
- I used to share a <bigger room> with <my brother,> but I got my own room <three years ago.>
- I want to buy more things for my room, like <another bookshelf,> <an aroma pot,> and some more <cushions.>

Notes:

which gets put away during the day

Point out this use of “get” to form a passive sentence. Saying it this way makes it unclear exactly who puts the futon away, simply stressing the fact that it *is* put away during the day.

My Apartment (p.43)

Example patterns:

- My apartment is a <six>-story building, and I live on the <second> floor.
- My friends often come over to visit, and we <sometimes have parties.>
- There is also a <supermarket> nearby, so it is very convenient.

Notes:

nearby

Nearby is an adverb that means “close to” a place. Note that if students want to say *...ni chikai*, there is no preposition after “near” The correct expression is “near my apartment.”

A New Apartment (p. 43)

Example patterns:

- It faces <south> so it <gets a lot of> sun.
- My room is <seven> tatami mats in size.

- A lot of things in my room are <pink> because I love that color.

Sharing a Room (p. 44)

Example patterns:

- I wish I could have <my own room.>
- There are <two plants> in our room—a <cactus> and a <poinsettia.>
- I keep <my computer,> <my school books,> and <my diary> on my desk.

My Messy Room (p. 45)

Example patterns:

- My room is full of <electronics.>
- There are <electric cords> and <cables> everywhere!
- I sometimes spend all day in my room <reading comic books.>

Notes:

bought me most of the things

This means the same as “bought most of the things for me.”

messy

Point out the difference between “messy” (*chirakatteiru*) and “dirty” (*kitanai*.) Students often write “dirty” when they really mean “messy.”

I never get around to doing it.

This expression is used to talk about things that people intend to do but never seem to find time for.

A Noisy Room (p. 46)

Example patterns:

- My room is on the <second> floor of our house.
- Both of them (the windows) look out onto <a big street.>
- My room is next to <the bathroom,> so I can hear <them when they take baths.>

Topic 2—Schools

The Layout of My University (p. 48)

Example patterns:

- My university has <two> main buildings.
- <The administration offices> are all on the first floor of this building.
- The university is also planning to build <a new gym.>

A Modern University (p. 49)

Example patterns:

- I am a student at <Northern> University.
- I love the fact that <everything is so modern.>
- The only thing I do not like about <my university> is that <it takes a long time to get there from my house.>

Notes:

it takes a long time to get there from my house

Note that “far” is normally used only in negative sentences or questions. If students want to say ...*kara toi*, it is more natural to say “a long way from.”

An Old University (p. 50)

Example patterns:

- The nearest <station> is a <20>-minute walk away.
- <Southern Valley> has over <40> buildings and about <10,000> students.
- They stand out because <they are a different color from the rest of the campus.>

An International University (p. 51)

Example patterns:

- We call it <West U> for short.
- It is <rather small> compared to other universities nearby.
- which is usually translated as <Business and Management.>

Notes:

a very international feel

Japanese students many not know this use of “feel,” and some may ask whether it should be “feeling.” Tell them that “feeling” would also be possible, but that “feel” is commonly used in this way.

A Women's University (p. 52)

Example patterns:

- There are good points and bad points about <single-sex education.>
- My university is well known for its <childhood education> and <domestic science> departments.
- Many of the students become <elementary school teachers> or <dieticians> after they graduate.

Notes:

single-sex education

The opposite would be “mixed education” or “coeducation” (often shortened to “co-ed.”)

A Tour of My University (p. 53)**Example patterns:**

- When you come to my university, the first thing you will notice is <that the buildings are arranged in a “U” shape.>
- As you come in through the main gate, the first building you see is <the administration building.>
- In the winter, or when it is raining, everyone usually goes to <the cafeteria.>

Choosing a University (p. 54)**Example patterns:**

- My <father> wanted me to study medicine, but I was not interested in becoming a <doctor.>
- I decided to come to Eastern University because I liked the look of the <English> program.
- I was also attracted by the university's <overseas study program.>

Notes:

the US

Acronyms like US and GB are traditionally written with periods after each letter as they are here, but it is also now common to write them without. Point this out to any students who ask about it, and tell them to choose the style they prefer.

Topic 3—Directions

How to Get to My House (p. 56)

Example patterns:

- To get to <my house> from <the university,> first you need to take the <Minami> Line on the subway from <Toyo> Station to <City Center> Station.
- There are trains every <five minutes> or so, and the journey takes about <ten minutes.>
- At <City Center,> you have to change to the <JR Western Line.>

Notes:

a five-minute walk from there

Note that in compound adjectives, the singular form of the noun is used.

Welcome to My Apartment (p. 57)

Example patterns:

- It is only a <ten-minute> walk or a <five-minute> bicycle ride.
- a <white> apartment building with the name <“Green Heights”> written in <Japanese> on the <side.>
- My apartment is number <405> on the <fourth> floor.

Notes:

walk straight

In British English, “walk straight on” would be more natural.

A Long Commute (p. 58)

Example patterns:

- To get to <my house> from <the university,> you have to use <the school bus,> <the subway,> and then <the train.>
- The <buses> leave every <fifteen minutes> from the <bus stop by the main gate.>
- Get off <there,> and go out of the <south> exit.

Notes:

long way

Note that it is more natural to use “long way” in affirmative sentences. “Far” is normally used only in questions and negative sentences.

Tani subway station vs. Tani Station

The use of capitals in station names is tricky. If students ask you about it, tell them that the first one is a description of the place, whereas the second is its official name.

Two Ways to Get to My House (p. 59)

Example patterns:

- You can take a <train> directly from there to <Aonuma,> which is the closest station to <my house.>
- All of the trains from <Sakamachi> stop at <Aonuma.>

- You can take a train to <Maeda Station> and then transfer to the <JR> Line.

Notes:

JR Line, Tozai Line

An argument could be made that these are just descriptions that do not require a capital "L" in "Line." However, we have chosen to treat them as proper nouns.

The Route to My House (p. 60)**Example patterns:**

- Take Route <19> towards <Numata,> and then get on the expressway at <Shiraishi> Interchange.
- Come off the expressway at <Kuroda,> and turn <left> after you go through the toll gate.
- Follow that road for about <two kilometers> until you see <a big shopping mall> on your <right.>

Notes:

public transportation

This is normally "public transport" in British English.

Our Music Store (p. 61)**Example patterns:**

- As you come out of the <subway,> you will see a <big building with a clock on it> on your <right.>
- Cross the street and walk towards <the clock> away from <the park.>
- If you keep walking down <the main street,> you will see <a bakery> on your <right.>

Finding My Apartment (p. 62)**Example patterns:**

- Come out of the <north> entrance of the station, and you will see <a big electronics store> on the other side of the street.
- If you look to your <left,> you will see a building with <"Nishino Building"> written on the side in <Japanese.>
- There is a sign outside that says "City Life Apartments."

Notes:

five minutes' walk from

Point this out to students as an alternative to "a five-minute walk from."

Topic 4—Photos

Tree Planting in Malaysia (p. 64)

Example patterns:

- My favorite photo is this one of <me> <planting trees in Malaysia.>
- It was taken in the <summer> of <2010> in <the Sukau Rainforest on the island of Borneo.>
- You can also see <a big mountain> in the background.

My Piano Recital (p. 65)

Example patterns:

- This is a picture <my mother> took at <my 11th grade piano recital.>
- The picture was taken in <2008> in <the school auditorium.>
- <I> am the one <sitting at the center piano.>

A Picture of Mt. Fuji (p. 66)

Example patterns:

- In the <bottom left-hand> corner of the picture, you can see <the fields of green tea for which Shizuoka is famous.>
- At the <top> of the picture, you can see <a ring of clouds circling the mountain.>
- I wanted to take a picture like <the postcards and posters of Mt. Fuji that you see in books and magazines.>

Kinkaku-ji (p. 67)

Example patterns:

- I went there in <September> <last year> with <my family.>
- <My sister> looks <angry> because <she had an argument with my father.>
- I was really excited because I had never <been to Kyoto> before.

My Dog (p. 68)

Example patterns:

- This is a picture of my <dog,> Ron.
- This picture was taken <in a park> near <my parents' house.>
- Looking at this photo makes me want to <hug him again.>

Notes:

he is wearing

When describing a photo, it is okay to use either past or present tenses. If you think of a photo as a record of a past event, it is more natural to use past tenses, but as it is a record that still exists, and as you are describing what you see in the present, it is also possible to use present tenses. You may need to explain this to your students.

My Classmates (p. 69)

Example patterns:

- I want to show you a picture of <me and my friends> that was taken at <our high school festival> <two years> ago.

- The people in the photo are <my classmates.>
- <She> is in the <front> row, <second> from the <left.>

Arashi (p. 70)***Example patterns:***

- This is a picture I took on my cell phone when I went to see <Arashi> in concert <last year.>
- This photo is a bit <blurry,> but you can clearly see <Satoshi in the center of the stage.>
- This is the best picture I took <that night.>

Notes:***Arashi was singing***

As they are a group, Arashi can be treated as either a singular or a plural subject.

blurry

This is an informal way of saying “blurred.” Students could replace it with adjectives like “dark” or phrases like “out-of-focus.”

Topic 5—People

My Neighbor (p. 72)

Example patterns:

- Although <she> is only <17> years old, <she> looks older.
- <She> likes to wear <skirts> and <button-down shirts.>
- She sometimes looks as if she is <wearing a school uniform> even though she is not.

My Best Friend (p. 73)

Example patterns:

- I have known <him> for <five> years, and we are very close.
- I think <he> is about <185> centimeters tall, and <he> probably weights about <85> kg.
- <He> is interested in <fashion> and wants to be a <designer> after <he> graduates.

Notes:

He is a year older than I am.

In modern English, it is also acceptable to say “older than me,” although some teachers would discourage that in academic writing.

My Favorite Teacher (p. 74)

Example patterns:

- My favorite teacher is <Ms. Kimura,> our <social science> teacher.
- <She> looks as though <she> would be good at <judo.>
- <We> are not supposed to know about <that.>

A Person I Respect (p. 75)

Example patterns:

- I have a lot of respect for <my older brother, Kenji.>
- <He> lives in <Tokyo> now because <he> is studying to be a <doctor.>
- As well as being <smart,> Kenji is also <really good with people.>

Notes:

My whole family was very proud of him.

“Family” can be treated as either a singular or plural subject, so “my whole family were” would also be okay.

when I play a gig

My Boss (p. 76)

Example patterns:

- <Mr. Kurokawa> is the manager of the <factory> where I work part-time.
- <He> likes sports, and <he> used to <do judo> in his school days.
- <He> is a <kind> <man,> and <he> is also very <patient.>

Notes:

He does not yell at me.

"Yell at" means the same as "shout at" or "get angry with."

My Boyfriend (p. 77)

Example patterns:

- My <boyfriend> and I have been together for <almost two years> now.
- <My friends> say <he> looks like <the actor Ken Watanabe,> which I suppose <he> does.
- <He> is always <reading soccer magazines> or <watching soccer games on TV.>

Notes:

Like me, he enjoys ...

Whilst not grammatically "correct," "Like me, ..." is a common expression in English

My Coworker (p. 78)

Example patterns:

- I work with an <interesting> <man.>
- <He> lived <on the island> until <he> was <13> years old.
- <He> can <cook> <better and faster> than anyone else <at the restaurant.>

Notes:

pretty well

This is a spoken expression, but we have included it here because we believe that it will be a useful expression for students to learn, and also to show that not all writing has to be done in an "academic" style.

Topic 6—Biographies

Lady Gaga (p. 80)

Example patterns:

- <Lady Gaga>, born <Stefani Joanne Angelina Germanotta>, is an <American> <singer-songwriter.>
- By the age of <14,> she was already doing live performances.
- <Her> hit singles include <"Bad Romance,> <"Just Dance," and <"Poker Face.">

Lance Armstrong (p. 81)

Example patterns:

- <His> name at birth was <Lance Edward Gunderson,> but <his> last name changed when <his mother remarried.>
- In <1996,> <Armstrong> was diagnosed with <cancer.>
- <He> finally admitted in 2013 that <he had used drugs.>

Notes:

seven-time winner

The singular form of "time" is used because this is a compound adjective.

Ryoma Sakamoto (p. 82)

Example patterns:

- <Ryoma Sakamoto> <(1836-1867)> was a famous <Japanese> <samurai and politician.>
- <He> played an important role in <negotiating an agreement>
- <He> is remembered as <a key modernizer of Japan.>

Masashi Tashiro (p. 83)

Example patterns:

- <Masashi Tashiro> is a former <entertainer> who made <his> name in the <1970s> as a member of <the popular music band The Chanel.>
- Following <his> success as a <musician,> <Tashiro> found that he had a talent for <comedy.>
- <Tashiro>'s popularity fell when <he> was arrested in 2000 for <filming up a woman's skirt on the Tokyo subway.>

Notes:

the 1970s

Explain to your students that apostrophes are not used to talk about decades.

Sir Richard Branson (p. 84)

Example patterns:

- <Sir Richard Branson> is a household name in <the UK,> and <his Virgin brand> is known all over the world.
- In 1993, he entered the <railway> business with <Virgin Trains.>
- <Branson> is estimated to be worth approximately <four billion U.S. dollars.>

Notes:*The Sex Pistols and Culture Club*

For some reason, many Japanese students appear to believe that the names of pop groups should be written in block capital letters. That is not correct.

Yoshiro Mori (p. 85)**Example patterns:**

- <Mori> was born in <1937> into a family of <wealthy farmers.>
- After graduating from <Waseda> University, <Mori> worked for <a conservative newspaper called the Sankei Shinbun.>
- <He> entered politics in <1969> at the age of <32.>

Notes:*infamous*

Point this word out to students and explain that it means “famous for a bad reason.”

Ichiro Suzuki (p. 86)**Example patterns:**

- <Ichiro> is a <Major League baseball> star known to <baseball> fans around the world simply as <“Ichiro.”>
- <He> became known in Japan as <“the hit manufacturing machine.”>
- In <2001,> <Ichiro> moved to the <U.S.> to play for <the Seattle Mariners.>

Topic 7—Gadgets

My Music Player (p. 88)

Example patterns:

- I have a lot of <gadgets,> and I like them all, but my favorite is definitely <my MP3 music player.>
- Having this <player> lets me <carry my entire music collection with me 24/7.>
- My only complaint is that <it is not waterproof.>

Notes:

24/7

This informal expression means “twenty-four hours a day, seven days a week.”

A Gadget Freak (p. 89)

Example patterns:

- Our house is full of <gadgets> because my <father> is a <gadget> freak.
- The <gadget> <he> bought most recently was a <key finder.>
- Before that, <he> bought a <solar charger for his phone.>

Notes:

Gadget Freak

“Freak” is an informal word used to describe someone who is very enthusiastic about something. Students could, for example, talk about a mother who is a “car freak,” or a brother who is a “chess freak.”

My New Smartphone (p. 90)

Example patterns:

- Without a doubt, my favorite <gadget> is my <new smartphone.>
- I only bought it <last month,> so I have not figured out how to <use all the features yet.>
- My personal favorite is one called <“Track ID.”>

Notes:

hundreds of thousands

This expression means “more than one or two hundred thousand;” in other words, it is used to talk about very large numbers of something.

A Waste of Money (p. 91)

Example patterns:

- I bought a new <smartphone> <last month,> but it turned out to be a waste of money.
- For one thing, I had a big problem with <what my friend calls “pocket dialing.”>
- The worst thing about it, though, is that <the battery runs down really quickly.>

A Universal Remote (p. 92)*Example patterns:*

- The best <gadget> I ever bought was a <universal remote control.>
- Instead of <having separate remotes for all the different devices in my home,> I can now <control all of them with just one.>
- I never have to worry about <buying batteries> again.

*Notes:**surf the Internet*

“Surf” is the only verb that can be used here, but many students will write “watch” and “see” when they talk about web sites. Both are incorrect. Note that in this book, we have chosen to capitalize “Internet” and “Net,” but there is a growing tendency these days to write both of these in lower case.

My Digital SLR (p. 93)*Example patterns:*

- I am not sure whether it is really a <gadget,> but I love <the camera my parents bought me for my birthday.>
- “SLR” stands for “single lens reflex.”
- Thanks to my <camera,> I <have taken some great photographs> this <year.>

*Notes:**whether or not*

Some teachers would say that “or not” is not necessary when you use “whether,” but this expression is very common in modern English.

An Interesting Gadget (p. 94)*Example patterns:*

- The most interesting <gadget> I have is <a portable microphone that my friends gave me for my birthday last year.>
- You can also adjust the volume of <your voice.>
- To be honest, I have not <used it> for a long time.

Topic 8—Thank-You Letters

Dear Ms. Iwata (p. 96)

Example patterns:

- Thank you for <teaching me> <this year.>
- I will never forget the fun we had <performing the skits.>
- Thank you for being a wonderful <teacher.>

Notes:

Your grateful student,

The pattern of “Your + adjective + relationship” is a useful one to point out to students.

Other examples might be things like “Your loving daughter” or “Your favorite son” (as a joke).>

Dear Aunt Katie (p. 97)

Example patterns:

- This is just a short <letter> to say thank you for <the lovely camera you bought me for my birthday.>
- I love the one you chose because <it is really easy to use.>
- Thank you again for my wonderful <present.>

Dear Dr. Edwards (p. 98)

Example patterns:

- Thank you for <visiting our class> <last week.>
- <We> really enjoyed <seeing all your photos and hearing about the people you visited and the places you stayed.>
- Once again, thank you for <your wonderful presentation.>

Dear Eri (p. 99)

Example patterns:

- Thank you for being such a good <friend.>
- We have known each other since we were <six> years old, and I know that I can always count on you.
- Thanks to you, I am <enjoying my life now.>

Dear Professor Li (p. 100)

Example patterns:

- On behalf of <all the students from Central University who took part in the exchange program this year,> I would like to thank you for <your hospitality.>
- For many of us, this was our first experience of <visiting another country.>
- I hope that you will visit us <in Japan> in the near future.

Notes:

on behalf of

This is a formal expression used when you write as the representative of a group.

Dear Bronwyn (p. 101)**Example patterns:**

- It has been <almost a year> since <I left New Zealand,> but I still think about the time I spent with <you and your family> every day.
- When I think about <New Zealand> now, the thing I miss most is <your mother's cooking.>
- Thanks to you, I became much more <confident.>

Dear Kanako (p. 102)**Example patterns:**

- Thank you for taking the time to <meet with me> the other day.
- Thank you also for giving me some tips about <the interview.>
- If I decide to <apply to your company,> I will let you know.

Notes:*I appreciate your taking the time*

I appreciate "you" would also be okay, but the possessive pronoun is normally used with gerunds.

Topic 9—Movie Reviews

Toy Story 3 (p. 104)

Example patterns:

- I watched <Toy Story 3> <last week.>
- It is an <animated 3D adventure movie> produced by <Pixar Studios.>
- The best part of the film is the <last 15 minutes.>

Notes:

“film” vs. “movie”

In British English, “film” is used where “movie” would be more common in American English. Even in American English, however, “film” is used when the person is talking about something that they view more as a work of art than just a populist movie.

Hanamizuki (p. 105)

Example patterns:

- The best movie I saw last year was <Hanamizuki,> which was directed by <Nobuhiro Doi.>
- The main characters are <Sae,> <played by <Yui Aragaki,> and <Kohei,> played by <Toma Ikuta.>
- The thing I liked most about this movie was <the acting.>

Notes:

a fan of Yui Aragaki

Some students may write “of Yui Aragaki’s,” but this is not correct. In English, you should say “I am a fan of yours,” but “I am a fan of Yui Aragaki.”

My Favorite Movie (p. 106)

Example patterns:

- My favorite movie of all time is <“Pirates of the Caribbean,”> starring <Johnny Depp.>
- 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.>
- The movie was nominated for <five> Oscars in <2004.>

A Terrible Movie (p. 107)

Example patterns:

- One of the worst movies I have ever seen is <2012.>
- If you love <special effects and action,> you might enjoy this movie.
- If you want <an interesting story> and <good acting,> you should probably give it a miss.

Notes:

give it a miss

This is an informal expression meaning “not do something” or “not go somewhere.”

A: Are you going to the party on Saturday? B: I think I’ll give it a miss.

A Classic Movie (p. 108)*Example patterns:*

- <"Casablanca"> is a <classic black and white movie> that was made in <1942.>
- The movie stars <Humphrey Bogart> and <Ingrid Bergman.>
- The movie is set in <the city of Casablanca> during <the early days of World War II.>

*Notes:**Play it again, Sam*

Although Japanese learners may not be familiar with this line, it is extremely famous in the English-speaking world, even though no one ever said it in the movie!

Avatar (p. 109)*Example patterns:*

- <"Avatar"> is an <American> <science-fiction> film written and directed by <James Cameron,> the director of <"Terminator"> and <"Aliens.">
- 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 Holiday (p. 110)*Example patterns:*

- <Cameron Diaz> plays a <successful American maker of movie trailers,> <Amanda,> who <breaks up with her boyfriend.>
- Meanwhile, in <the US,> <Iris> befriends a <ninety-year-old> <screenwriter.>
- <"The Holiday" is an enjoyable <romance> that would be great to watch with <your boyfriend or girlfriend.>

*Notes:**meets and falls in love with*

The present simple tense can be used in this way to talk about events that happened in the past. This is particularly common in the telling of stories.

Topic 10—Anecdotes

An Embarrassing Mistake (p. 112)

Example patterns:

- This is a true story about something that happened to <me> <one summer evening in 2008.>
- I was on a <train> for <Munich> with <a Japanese friend of mine.>
- We recognized them as <Koreans> by their <appearance> and <the language they spoke.>

Notes:

“How on earth can she have such perfect skin?” I asked my friend.

Point out to the students that present tenses are used in direct speech even when the story is being told using past tense.

Breaking the Rules (p. 113)

Example patterns:

- When I was <in high school,> I had a part-time job <working reception at a golf driving range.>
- As I was <waiting in the hall before the first class,> I heard a voice behind me saying, <“Welcome to Plus One.”>
- I turned around, and sure enough, it was <my homeroom teacher.>

Notes:

dealt with

“Deal with” is used to talk about attending to customers.

The Wrong Bath (p. 114)

Example patterns:

- This is a story about something that happened to <a friend of mine> <a few years ago.>
- She was <staying at a hot spring resort,> and she decided to <take a bath before she went to bed.>
- <My friend> said it was the most <embarrassing> moment of <her> life.

A Case of Mistaken Identity (p. 115)

Example patterns:

- The other day, I was <shopping> with <my friend> when <a man started waving to us from across the street.>
- I had no idea who the <man> was.
- I think <he> could tell from my face that I was <not following him.>

A Drunk Man (p. 116)*Example patterns:*

- A strange thing happened to <me> on <my> way <home from school> <the other day.>
- As I got closer, I realized that <it was a man lying on the ground.>
- In the end, I decided to <call> an ambulance.

A Surprise Sighting (p. 117)*Example patterns:*

- You will never guess <who> I <saw> <the other night.>
- <He> looked even more <handsome> than <he> does on TV.
- I thought about <asking him for his autograph,> but I decided that <it would be rude to disturb him.>

Stolen Pictures (p. 118)*Example patterns:*

- As I was <surfing the Internet> the other <night,> I came across <an interesting website showing pictures of animals.>
- As I <studied it,> I realized that <it was a picture of my own cat!>
- I did not know how <the website> could have <gotten a picture of my cat> without my knowing about it.

Notes:

without my knowing about it

This is an unusual (but natural) structure that is best taught as a fixed expression.