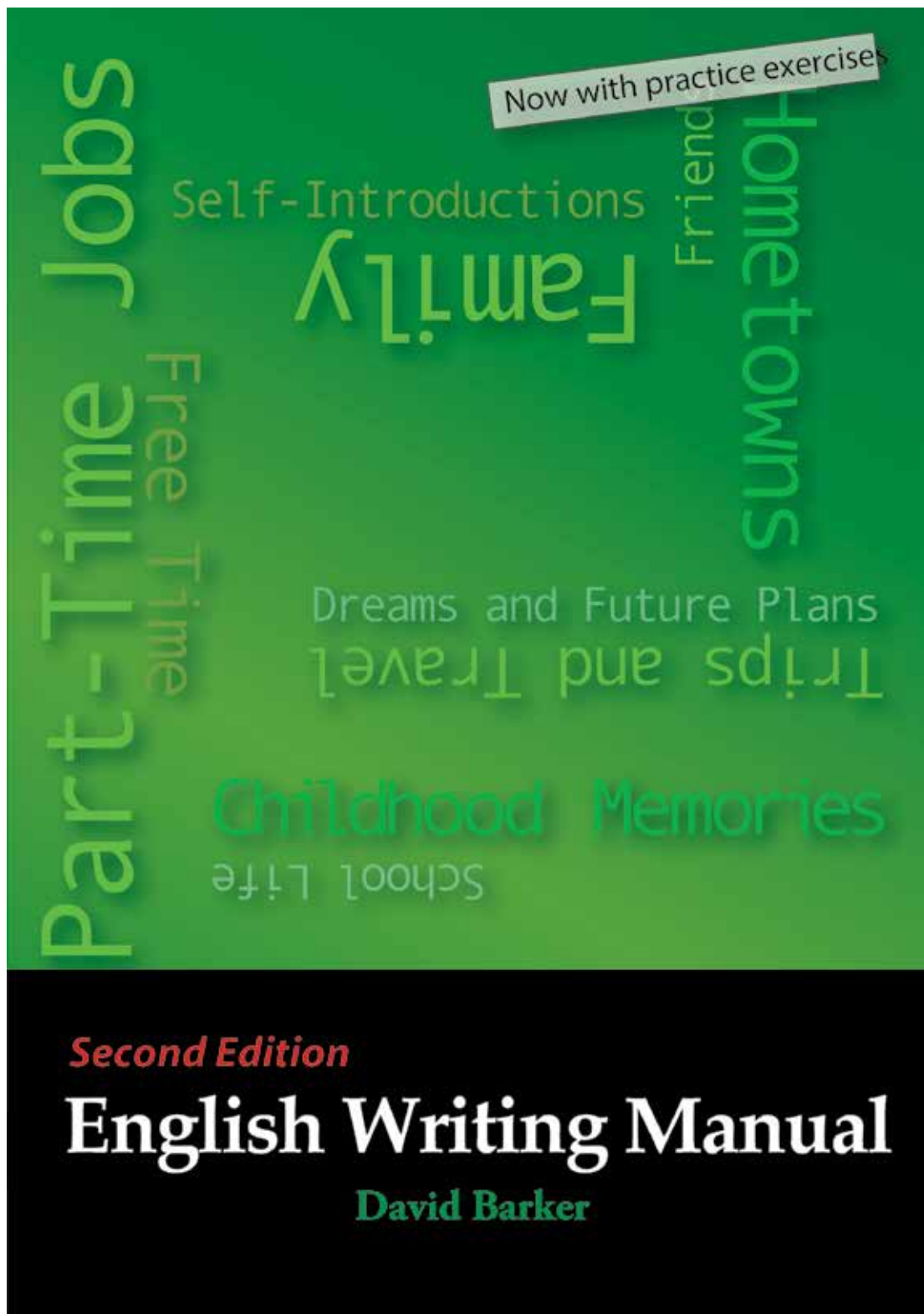


English Writing Manual
Second Edition

Teacher's Guide



Introduction

Thank you for choosing the *English Writing Manual* from BTB Press. The material in the booklet is taken from *Read to Write*, the original book in the *Read to Write* series. As with all the books in the series, we hope that it will help your students to improve their writing while at the same time reducing your workload. The purpose of the *English Writing 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 now includes exercises that give students a chance to check their understanding of each point.

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 writing conventions before they start will save both you and them a lot of wasted time and effort later on.

One effective way of approaching the Manual is to assign a point to each pair or group and ask them to prepare a short Japanese presentation on it for their classmates. After hearing each presentation, students can work through the exercises to check their understanding. The students who gave the presentation can check their classmates' answers. If you are pushed for time, the points and associated exercises can be set as homework, but we do not recommend setting any writing assignments before the students have had a chance to read through all the points at least once.

The second way of using the Manual is as a tool for providing feedback on assignments. Each of the points 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.

The question of whether students should read the English explanations or the Japanese translations is one that can only be answered by individual teachers based on the level and motivation of the students you are teaching. If your students are very low-level, there is probably little point in making them struggle through the English explanations. If they are motivated, however, even these students can benefit from reading the English explanations before comparing them with the translations in order to check their understanding. Of course, students will naturally use the Japanese versions when they review the points at home.

How to Use the Checklist

The Checklist on pages 30 (English) and 45 (Japanese) is designed to help students with self- and peer-editing by giving them a framework for checking systematically. By working through the checklist point by point, students should be able to pick up most careless mistakes without your help. If you find that your students are failing to spot a lot of basic mistakes, we suggest that you refuse to accept any assignment for checking unless it has been properly proofread first.

Contact the Author

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

Answers to 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
G'E 4-321

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	<i>is / am / are</i>	<i>was / were</i>	<i>been</i>
する	<i>do / does</i>	<i>did</i>	<i>done</i>
持つ	<i>have / has</i>	<i>had</i>	<i>had</i>
来る	<i>come / comes</i>	<i>came</i>	<i>come</i>
思う	<i>think / thinks</i>	<i>thought</i>	<i>thought</i>
食べる	<i>eat / eats</i>	<i>ate</i>	<i>eaten</i>

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**.

. 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 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)