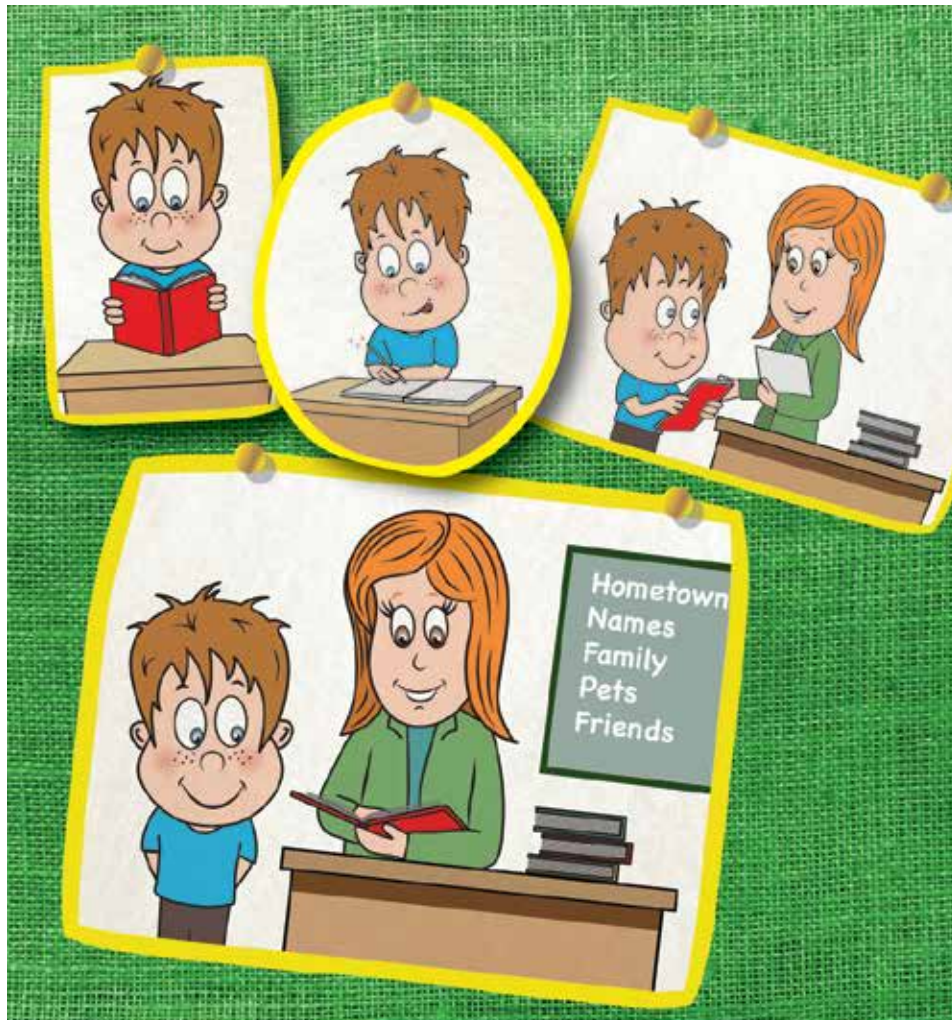


# *Read to Write Junior*

by

Mustumi Kawasaki & David Barker

## Teacher's Guide



**Read to Write**  
**Junior**

Mutsumi Kawasaki & David Barker

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## Introduction

Thank you for choosing *Read to Write Junior*, part of the Read to Write series from BTB Press. This book is aimed at young learners from the ages of around 11 to 15. All of the *Read to Write* books are made up of a writing manual and a number of model paragraphs on a variety of topics. The purpose of the manual is to explain the basic conventions and rules of English writing. 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 paragraphs. Each of the sections is explained in more detail below.

## Structure of the Book

Like the other books in the series, *Read to Write Junior* comprises two sections—the writing manual, and the model paragraphs. In this book, the manual is given only in Japanese since we felt that the English version would be too difficult for young learners.

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 60 words in length. There are five example paragraphs for each topic and ten topics altogether. This means that students who complete the book will receive approximately 3000 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 32 is designed to help students with self- and peer-checking. The aim 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 Japanese on page 34 of the book. There are practice exercises on page 36. There is also an example analysis of a model on page 35.

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 (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 36 will help both you and your students understand what we are asking them to look for, and examples of patterns are given at the end of this guide. 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 who does not have any brothers or sisters

can improve their English by learning how to say “I have two brothers and a sister.”

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 will leave you free to focus on writing, editing, and revising in the actual lessons.

## 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 paragraphs. First drafts should be self- and peer-edited using the checklist and then 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

Students can practice English sounds, rhythm, intonation, and timing by reading the model passages out loud. They can either shadow you, or listen to you and then try to read by themselves. 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 are 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 even for 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  
G 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 (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

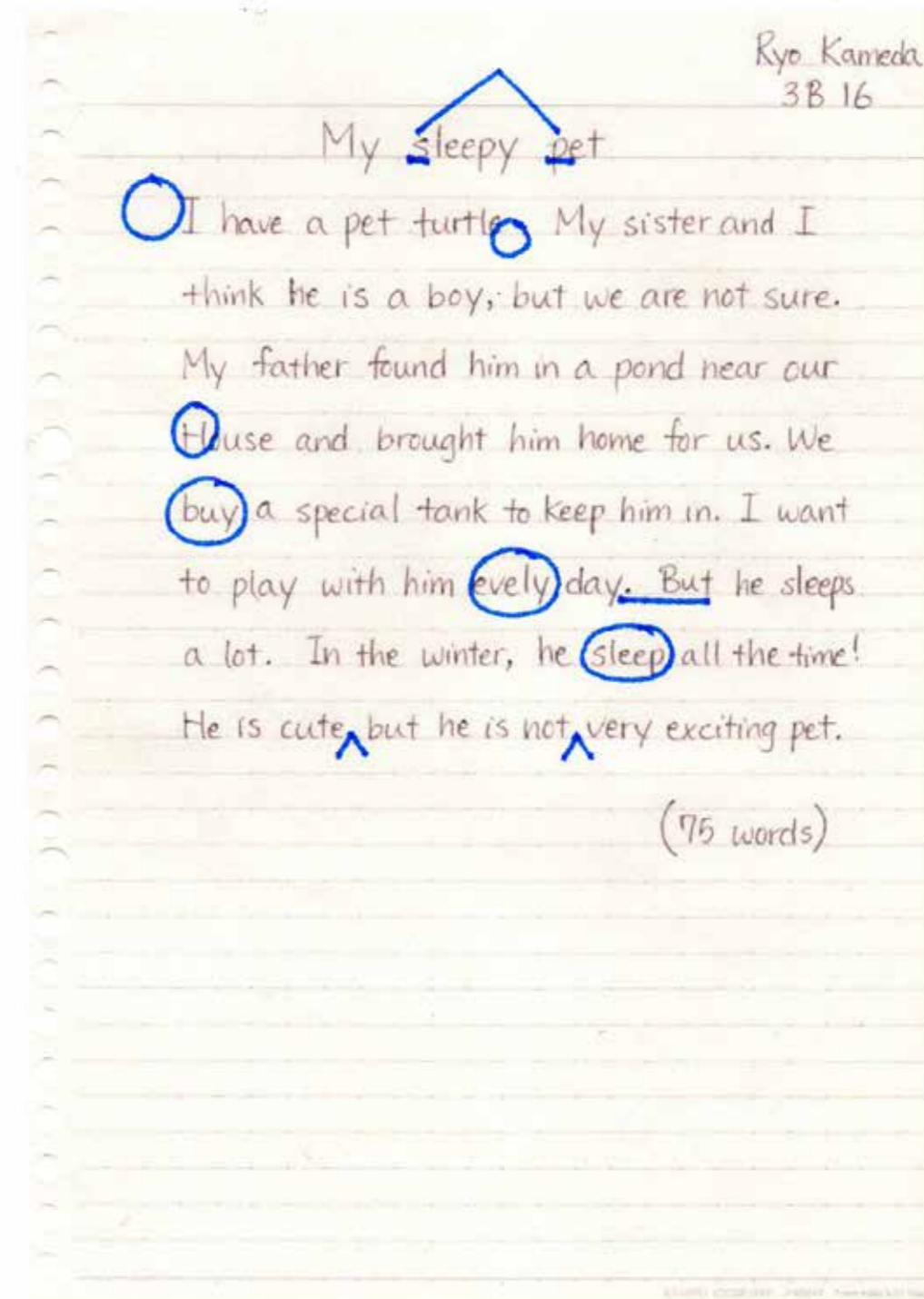
- I want to have many **children** in the future.
- I love animals, especially **cats** and **dogs**.
- There **were no customers** in the department store.
- I am not hungry because I ate a lot of **food** at lunch.
- In my free time, I like to read comic **books**.

### C. Checklist (p. 33)

The mistakes in the composition are as follows:

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

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





## 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 “Family (2),” “Camping.” The full sentence is:

❖ I often go camping with my parents during long holidays.

The broadest way of analyzing this sentence would be as follows:

❖ I often go <camping> with my parents during long holidays.

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

❖ I often go hiking with my parents during long holidays.

A narrower way of analyzing it would be:

❖ I often go <camping> with <my parents> during long holidays.

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

❖ I often go to an onsen with my grandparents during long holidays.

An even narrower way of analyzing it would be:

❖ I often go <camping> with <my parents> <during long holidays.>

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

❖ I often go shopping with my sister on weekends.

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.

## Examples of Patterns in the Model Paragraphs

Although there is no “correct” way to analyse the models, we have provided here some example patterns from each of the models for the benefit of teachers who have not used the *Read to Write* books before.

### Topic 1 (Names)

#### Model 1 (Onē-chan)

- My first name is <Aya>, and my last name is <Sato>.
- My <father> chose my name because <he> liked an <actress> called <Aya Ueto>.
- Everyone just calls me <“Aya”> or <“Aya-chan”>.