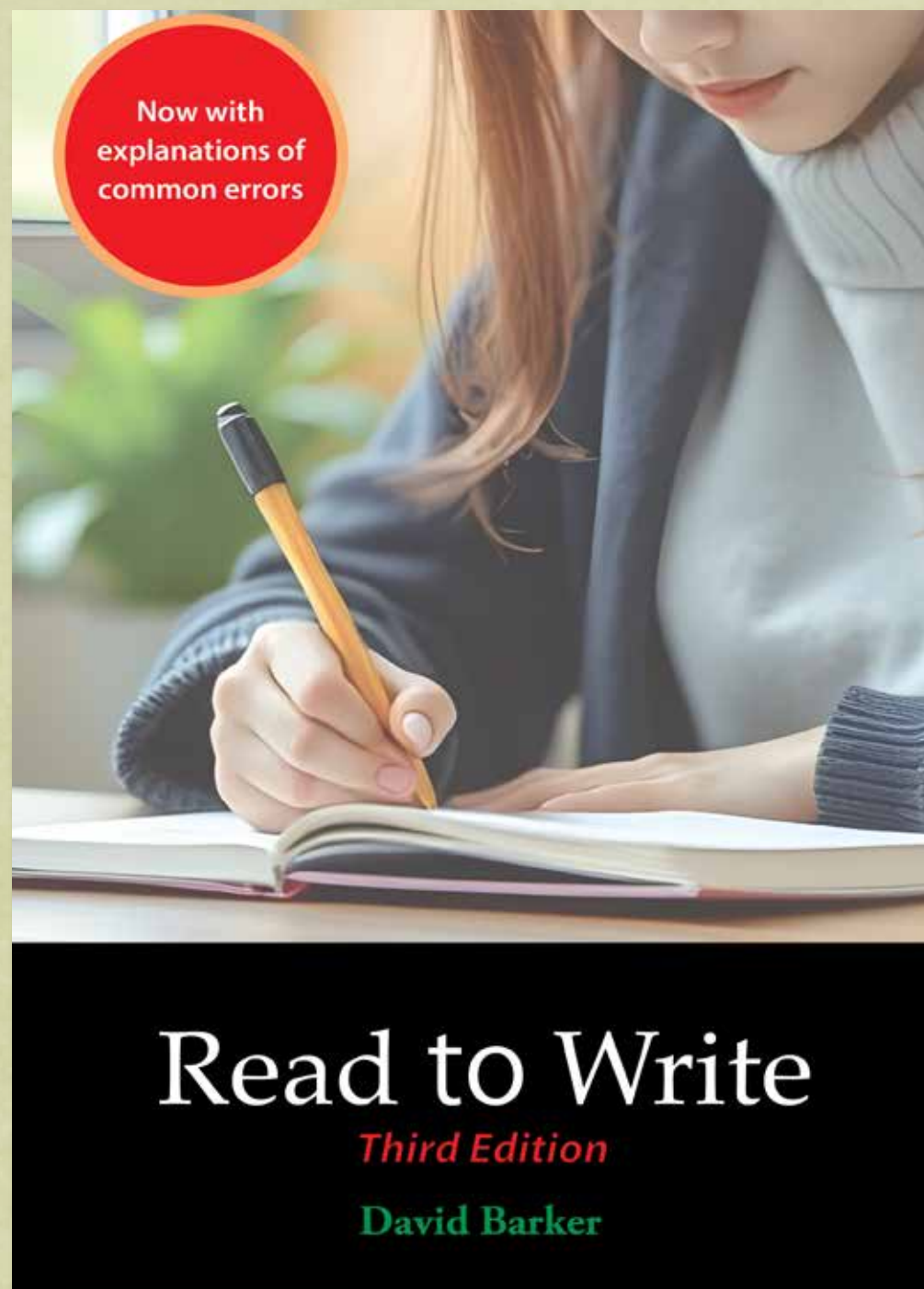


Read to Write Third Edition

Teacher's Guide



Introduction

Read to Write is designed to help Japanese students learn the basic conventions of English writing while at the same time, learning to identify and adapt patterns in the models they read to create new sentences of their own. This third edition now includes explanations of common errors. Asking the students to work through these before they begin writing will save you a lot of time later on.

We recommend beginning the course by having the students work through the English Writing Manual by reading the explanations and completing the exercises. Begin with HL to 5b in the first class and ask them to finish it for homework. At the beginning of the second class, show them the answers, and encourage them to ask questions if there is anything they do not understand. Carry on with 6-C for the rest of the class, and ask them to finish at home.

In the third class, give the answers for the second part of the manual, introduce the explanations of common errors, and have the students work through the exercises on pp. 45-49. Encourage them to try to correct the sentences *before* they read the explanations.

In the fourth class, explain the *Read to Write* concept, have them do the exercises on p. 51, and then start on the first topic. Many students struggle to understand what we are asking them to do, so you may have to take time to explain this and work through it with them. They will finish the first topic for homework and bring their paragraph to the next class. In that class, they will peer check one another's paragraphs using the checklist, and then either hand it to you or submit it online. After that, they can begin work on the next topic. Working quickly in the class means that they will have less homework.

The best way of grading we have found is to award 5 points for each submitted paragraph (40 in total), and then 30 points for the mid-term and final tests (60 in total). In the mid-term test, ask them to reproduce 2 of the 4 paragraphs they have written from Topics 1-4. In the final test, they do the same for topics 5-8.

If you have any questions about the book or how to use it, please email us at: info@btbpress.com

This weekly schedule is a suggestion based on the experiences of teachers who have used the book for a long time. Feel free to create your own if you prefer. We include this to help teachers who may have to submit a schedule as part of their syllabus.

Writing Manual

HL	Handwritten Layout (手書きのレイアウト)	8 (136)
CL	Computer Layout (パソコンのレイアウト)	12 (138)
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2	What Is a Sentence? (センテンスとは?)	18 (141)
3	Simple Sentences (単文)	20 (142)
4	Conjunctions in Simple Sentences (単文と接続詞) ...	22 (143)
5a	Compound Sentences (1) (重文 1)	24 (144)
5b	Compound Sentences (2) (重文 2)	26 (145)
6	<i>Because</i> and <i>So</i> (becauseとsoの使い方)	28 (146)
7	Complex Sentences (複文)	30 (147)
8	Subject-Verb Agreement (主語と動詞の一致)	32 (148)
9	Tense Agreement (時制の一致)	34 (149)
10	Singular and Plural Nouns (名詞の使い方)	36 (150)
P	Punctuation (句読点)	38 (151)
R	<i>Romaji</i> (ローマ字)	40 (152)
C	Checklist (チェックリスト)	42 (153)

Model Paragraphs

Topic 1	Self-Introductions	56-63
Topic 2	Hometowns	64-71
Topic 3	School Life	72-79
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Topic 4b	Friends	88-95
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Topic 7	Dreams & Future Plans	112-119
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We give options here because some students may prefer not to write about family, but it is still a useful topic to have in the book. In the same way, some students may not have jobs, but it is still useful for them to learn how to talk about work.

Weekly Schedule

Week 1	Writing Manual Part 1 (HL-5b)
Week 2	Writing Manual Part 2 (6-C)
Week 3	Error Correction (Introduction & Practice)
Week 4	Self-Introductions
Week 5	Hometowns
Week 6	School Life
Week 7	Family / Friends
Week 8	Review & test preparation
Week 9	Mid-term test
Week 10	Childhood Memories
Week 11	Trips & Travel
Week 12	Dreams & Future Plans
Week 13	Work / Free Time
Week 14	Final review & test preparation
Week 15	Final test

Have students reproduce two of the paragraphs on Topics 1-4 for the mid-term, and then two from Topics 5-8 on the final test. The purpose of this is to make them memorize the paragraphs they have created, which will be useful for their speaking as well.

This grading rubric is purely a suggestion, but it was developed by a team of teachers using the book together who found that it provided a high level of consistency in our grading. We also found it useful to provide students with a Japanese explanation so that the grading criteria are clear to everyone. We recommend insisting that every paragraph the students write must include at least three sentences based on patterns they have identified in the models. The purpose of this is to avoid the risk of them simply using AI to generate their paragraphs.

Grading Rubric

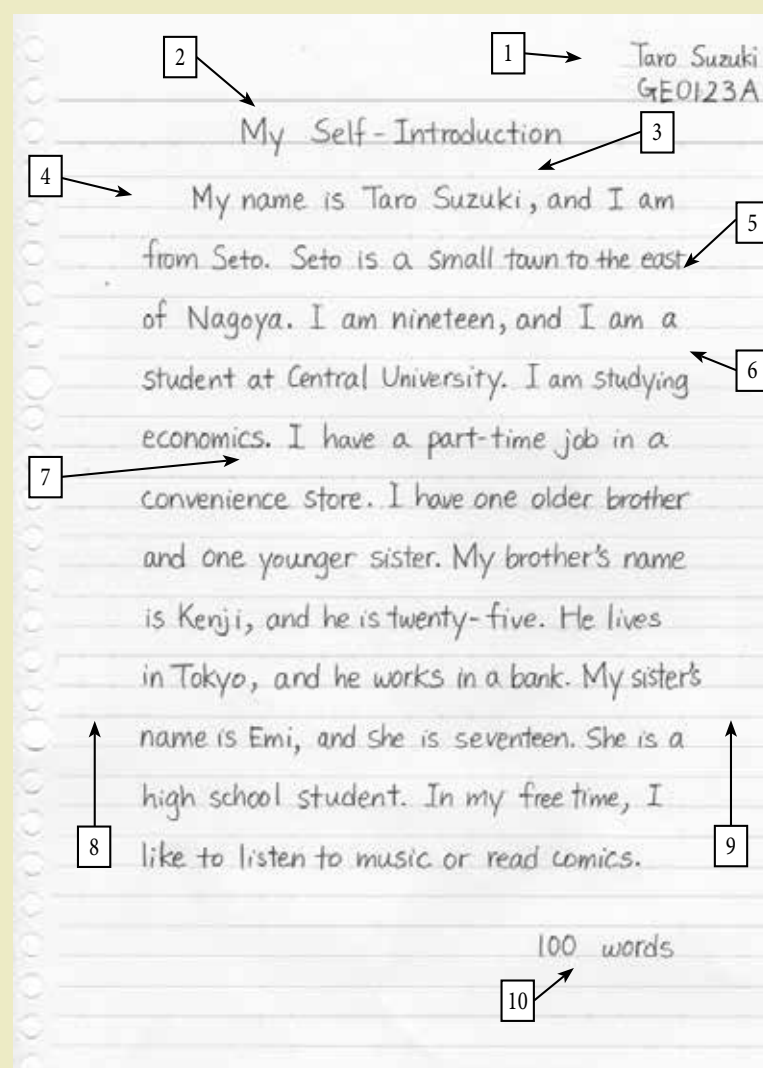
S	<ul style="list-style-type: none"> Presentation is exceptional. Content is thoughtful and convincing with added details and no unnatural repetition. Meaning is clear throughout. Language is taken from a variety of models and adapted creatively. All sentences are perfectly formed. Vocabulary selection is appropriate and creative. Paragraph is logically ordered with effective use of sentence variety.
A	More elements of S than B.
B	<ul style="list-style-type: none"> Presentation is acceptable throughout. Content is somewhat thoughtful, mostly relevant, and occasionally convincing. Meaning is generally clear. Adaptation and personalization are limited, but not over-reliant on one model. Most sentences are perfectly formed with limited, minor mistakes. Vocabulary selection is appropriate if somewhat limited in variety. Paragraph is generally logical with some variety of sentence types.
C	More elements of B than D.
D	<ul style="list-style-type: none"> Presentation does not meet the required standard. Content is bland, irrelevant (off-topic), and / or gives no detail. Excessive repetition. Meaning is frequently unclear. Excessive reliance on, or copying of, one model. Multiple mistakes of a basic nature. Inappropriate or excessively repetitive use of vocabulary. Illogical ordering. Difficult to follow. Word count is not met.

ライティングの評価基準

S	<ul style="list-style-type: none"> 体裁が格別に優れている。 内容がよく考えられていて、説得力に富む。詳細が述べられており、不自然な繰り返しもない。 全体を通して意味が明瞭である。 複数のモデルからの表現が使われており、創造力豊かに応用されている。 すべての文が正しく構成されている。 語彙の選択が適切で創造的である。 多様な文型や構文を効果的に使い、文章が論理的に展開している。
A	B に記述されている要素より多くの S の要素を含む
B	<ul style="list-style-type: none"> 体裁が全体的に条件を満たしている。 内容がある程度考えられており、ほとんどが主題に関連していて、時に説得力がある。 意味が不明瞭な部分があるが、全体的には明瞭である。 モデルの応用と自分についての文へのアレンジは限られているが、1つのモデルからコピーしていない。 ほとんどの文は正しいが、小さな間違いを含む。 語彙の選択は適切だが、多様性に欠けている。 文章が全体的に論理的に展開しており、数種類の文型や構文を使用している。
C	D に記述されている要素より多くの B の要素を含む
D	<ul style="list-style-type: none"> 体裁が必要な基準を満たしていない。 内容が退屈、不適切 (的外れ)、詳細を全く述べていない。過度の繰り返しがある。 意味が不明なことがよくある。 1つのモデルに過度に頼っていたり写したりしている。 複数の基本的な間違い (誤り) がある。 不適切な語彙の使い方、または過度に繰り返して同じ語彙を使用している。 文章が非論理的に展開している。読みにくい。 文字数が100語以下 (自動的に不可)。

HL Handwritten Layout

When you write an English composition, you must make sure that the layout is correct. (*Layout* means how the writing looks on the paper.) Look at the example below, and read the key points on the next page.



- 1) Write your name in Roman letters in the top right-hand corner of your paper. Write your student number below your name.
- 2) The title of your composition should be in the center of the page. The first letter of each word in the title should be capitalized. Small words like *a*, *the*, and *as* are not capitalized unless they are the first or last word, but pronouns are capitalized.

A Perfect Day
Choosing a Present
My Journey to School
Describing My Room

- 3) Skip one line under the title before you start writing.
- 4) The first line of a new paragraph should be indented about one centimeter.
- 5) Write so that the bottoms of your letters touch the lines of the paper. Do not let your writing float above or sink below the lines.
- 6) Your writing should be double-spaced. Skip one line after each line you write.
- 7) Do not start a new line after a period. Keep writing until you reach the end of the line, and then continue on the next line.
- 8) Leave a margin of about two centimeters at the left of the page. Use your eyes to judge this. Do not draw a line down the page. The model compositions in this book are written without margins to leave enough space for you to write notes, but your own writing on loose-leaf paper should have margins.
- 9) The margin on the right of the page should be about the same as the margin on the left, but it is okay for the end of each line to be in a slightly different position.
- 10) Write the number of words in your composition at the bottom of the page.

HL Handwritten Layout Practice

Look at the composition below. The English is correct, but there are a number of problems with the layout. Check the rules explained on the previous page, and rewrite the composition with correct layout on the opposite page.

GE4321 Noda

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.

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)

Masayuki Noda
GE4321

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)

CL Computer Layout

If you are using a computer to write your paragraphs, follow these guidelines. Look at the model below, and read the rules on the opposite page.

The diagram illustrates the Microsoft Word interface and a sample document layout. Callout 1 points to the Margins tab in the Layout ribbon. Callout 2 points to the font face (Times New Roman) and size (12) in the Font group. Callout 3 points to the line spacing dropdown menu, with 1.5 selected. Callout 4 points to the topic title 'Topic 1: Self-Introductions' on the left side. Callout 5 points to the student name 'Taro Suzuki' and student number '1234567' on the right side. Callout 6 points to the paragraph title 'My Self-Introduction' centered at the top. Callout 7 points to the first line of the paragraph. Callout 8 points to the start of the paragraph text. Callout 9 points to the end of the paragraph text. Callout 10 points to the word count '100 words' at the bottom right.

Topic 1: Self-Introductions

Taro Suzuki

1234567

My Self-Introduction

My name is Taro Suzuki, and I am from Seto. Seto is a small town to the east of Nagoya. I am 19, and I am a student at Central University. I am studying economics. I have a part-time job in a convenience store. I have one older brother and one younger sister. My brother's name is Kenji, and he is 25. He lives in Tokyo, and he works in a bank. My sister's name is Emi, and she is 17. She's a high school student. In my free time, I like to listen to music or read comics.

100 words

- 1) Set the margins to "normal." (This should be the default, but check it.)
- 2) Use the Times New Roman font. The size should be 12 points.
- 3) Use 1.5 line spacing.
- 4) At the top of the page on the left side, write the topic number and title. Make the letters **bold**. Make sure you have a space between the word "Topic" and the number, and also after the colon. Use capital letters.
- 5) On a new line aligned to the right, write your full name in *Romaji*, and write your student number below that.
- 6) Leave two lines under your student number, and write the paragraph title in the center of the page in **bold**. The rules for capitalization are the same as for the handwritten layout.
- 7) Leave one line below the title and write your paragraph. Align your text to the left.
- 8) Use a tab or 10 spaces to indent the first line of your paragraph.
- 9) If your line spacing is set correctly to 1.5, you do not need to write on every other line as you do with the handwritten layout.
- 10) Leave two lines under the paragraph, and write the word count. Align this to the right. Make sure there is a space between the number and the word "words" (~~100words~~ → 100 words).

As with any of the descriptions in this book, feel free to adapt or ignore these guidelines if you want your students to format their work in a different way.

CL Computer Layout Practice

Please read the model below. The English is correct, but the layout is not. Following the rules explained on the previous page, create this document on your computer with the correct layout. You can use the same name and student number as the example.

Topic3:school life


Eriko Tanaka 7654321

Last weekend

I spent last weekend hanging out with my best friend, Kaori. On Saturday morning, we went shopping at the local mall. We bought shorts, T-shirts, and some other clothes for the summer. We had lunch at our favorite cafe, and then we spent an hour just walking around, chatting, and window shopping. On Sunday, we were planning to watch a baseball game, but it was cancelled, so we decided to watch a movie instead. Kaori lives by herself near the university, so we rented a DVD and watched it in her apartment. We did not do anything special, but we had a great weekend.
(104words)

Practice

If your teacher wants you to submit your writing online, use this example to make sure you understand the process.

- 1 Create the document using Microsoft Word.
- 2 Save the file. Use the topic and your name as the file name.
 Topic 0 Taro Suzuki.docx
- 3 Send it to the teacher or submit it online.
- 4 After your teacher has checked it, print it out, and stick it on the page opposite.

Topic 3: School life

Eriko Tanaka

7654321

Last Weekend

I spent last weekend hanging out with my best friend, Kaori. On Saturday morning, we went shopping at the mall. We bought shorts, T-shirts, and some other clothes for the summer. We had lunch at our favorite cafe, and then we spent an hour just walking around, chatting, and window shopping. On Sunday, we were planning to watch a baseball game, but it was cancelled, so we decided to watch a movie instead. Kaori lives by herself near the university, so we rented a DVD and watched it in her apartment. We did not do anything special, but we had a great weekend.

104 words

1 Capital Letters

The use of capital letters is very important in English. It is difficult to learn all the rules because there are so many of them, but here are some key points that you need to remember.

- 1) The first letter of a new sentence must always be capitalized.
- 2) The names of people and places are always capitalized.
(☛ John Smith, Professor Davies, Tokyo Station)
- 3) The names of days, months, and public holidays are capitalized.
(☛ Monday, March, Christmas, Halloween, Labor Day)
- 4) The names of the seasons are not capitalized.
(☛ summer, winter)
- 5) The names of countries, nationalities, and languages are always capitalized.
(☛ Japan, Chinese, French)
- 6) The names of subjects in school or university are not capitalized unless they are also the names of languages.
(☛ mathematics, social studies, English, physical education [but see 11 below])
- 7) *I* is always capitalized, but *you*, *his*, *her*, *our*, and *theirs* are not capitalized unless they are the first word in a sentence.
- 8) For names of singers and bands, only the first letter of each word should be capitalized.
✗ DREAMS COME TRUE
✓ Dreams Come True
- 9) The names of rivers are written like this: *the Shinano River*, *the river Shinano*.
- 10) Directions such as *north* and *south* are not capitalized unless they are part of a place name.
(☛ *the north of Japan*, *South Dakota*)
- 11) Acronyms are capitalized.
(☛ *the USA*, *the UK*, *USJ*, *PE* [physical education])
- 12) When talking about university clubs or circles, use lower case if the name just describes the club. Only use capital letters if the club has a special name.
(☛ *the soccer club*, *the badminton club*, *the City University Dolphins*)

1 Practice

Missing capitals

These sentences have been written without any capital letters. Rewrite each one on the line below, and use capital letters where appropriate.

Example: my mother and i went shopping at the mall yesterday.

My mother and I went shopping at the mall yesterday.

- 1) my name is taro, and my brother's name is jiro.

My name is Taro, and my brother's name is Jiro.

- 2) my house is close to osaka station.

My house is close to Osaka Station.

- 3) next monday is valentine's day.

Next Monday is Valentine's Day.

- 4) my friend is from korea, but she can speak japanese.

My friend is from Korea, but she can speak Japanese.

- 5) my father and i like southern all stars.

My father and I like Southern All Stars.

Correct the mistakes

These sentences contain mistakes. Rewrite each sentence correctly on the line below.

Example: I live in tokyo.

I live in Tokyo.

- 6) My favorite group is EXILE.

My favorite group is Exile.

- 7) I like Math and English the best.

I like math and English the best.

- 8) Keiko often goes to karaoke with Her sister.

Keiko often goes to karaoke with her sister.

- 9) It is very cold in Hokkaido in the Winter.

It is very cold in Hokkaido in the winter.

- 10) Takayama is in the North of Gifu Prefecture.

Takayama is in the north of Gifu Prefecture.

2

What Is a Sentence?

English sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

An English sentence must have a **subject** and a **verb**, and it must **express a complete thought**. Commands like *Stop* and *Don't worry* are special cases. They are sentences even though the subject *you* is not written.

If what you write does not satisfy all of these points, it is not a sentence. A group of words that has a subject and a verb but does not express a complete thought is called a clause (*if you go, when they return, etc.*).

Learners of English often write incomplete sentences. A common mistake is the use of *for example*.

We visited many cities. ~~For example, Paris and Rome.~~

The part that begins with *For example* is not a sentence because it does not have a subject or a verb. To make this a sentence, you would have to repeat the subject and verb from the previous sentence.

For example, **we went** to Paris and Rome.

English sentences must also express a complete thought. Look at the example below.

I decided to go home. ~~Because I was tired.~~

The part that starts with *because* is not a sentence because it has no meaning by itself. In order to give it meaning, it should be joined to the previous sentence.

I decided to go home *because I was tired.*

2

Practice

Is it a sentence?

Mark numbers that are sentences with ✓ and those that are not with ✗. If you put ✗, write "No subject," "No verb," or "Not a complete thought" on the line below.

Example: When I am happy. (✗)

Not a complete thought.

1) It hurts! (✓)

2) Because the weather was nice, we went swimming. (✓)

3) My new classmate from Mie. (✗)

No verb

4) Is very handsome? (✗)

No subject

5) Because they are friends. (✗)

Not a complete thought

Correct the mistakes

Numbers 6 to 10 below all contain mistakes. Identify the mistakes and correct them.

Example: We visited many European countries. For example, Spain and France.

We visited many European countries. For example, we visited Spain and France.

6) I like animals. For example, dogs and cats.

I like animals. For example, I like dogs and cats.

7) I stayed home. Because I was tired.

I stayed home because I was tired.

8) it was sunny yesterday.

It was sunny yesterday.

9) What do you want to do in the future.

What do you want to do in the future?

10) My father very busy because of his job.

My father is very busy because of his job.

3

Simple Sentences

A *simple sentence* is a sentence that has only one subject-verb (SV) group. The most basic simple sentence is one that has only one subject and one verb.

I know.
They left.
It rained.

However, simple sentences can have more than one subject, more than one verb, or more than one subject *and* more than one verb. Even if a sentence has two subjects, it is still a simple sentence if the subjects share a verb. In a similar way, even if a subject has two verbs, it is still a simple sentence if those verbs share a subject.

My **mother** and **father** **play** tennis.

(two subjects, one verb • SSV)

My **brother** **likes** baseball and **plays** for a local team.

(one subject, two verbs • SVV)

My **mother** and **my sister** **like** Korean TV dramas and **watch** them every night.

(two subjects, two verbs • SSVV)

All of the examples above are simple sentences because it is not possible to separate any of them into two sentences. If you try to make two sentences, one side will be missing either a verb or a subject.

My brother likes baseball. And plays for a local team. (• no subject in the second part)

Simple sentences can be changed into *compound sentences* by adding another subject or verb.

My brother likes baseball and plays for a local team. (• SVV)



My brother likes baseball, and **he** plays for a local team. (• SV, and SV)

3

Practice

Find the patterns

Underline and label the subjects and verbs in the sentences below.

Example: My mother and I like dogs.
S S V

1) My brother and I play tennis every afternoon.

S S V

2) Miho goes to the library and studies every day.

S V V

3) Taro wants a new bicycle.

S V

4) Ken likes dancing but hates singing.

S V V

5) My mother and father love natto and eat it every day.

S S V V

Make sentences

Write your own sentences to match each of the sentence patterns below.

Example: SV

I am Japanese.

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 Conjunctions in Simple Sentences

And, *but*, and *or* can be used to join parts of simple sentences.

And is used in affirmative sentences to join affirmative elements.

I like pizza and hamburgers. (👉 like + like)

I play tennis and golf. (👉 play + play)

If you join only two items (as in the examples above), you do not need a comma. If you join three or more items, you should write a comma after every item but the last. Only use *and* before the last item in the list.

✗ I like playing baseball, and watching TV, and listening to music.
(A, and B, and C)

✓ I like playing baseball, watching TV, and listening to music.
(A, B, and C)

But is used to contrast elements of a sentence.

I like popular music but not classical music. (👉 like + don't like)

I can play the piano but not the guitar. (👉 can + can't)

Or is used in negative sentences to join negative elements.

I do not like pizza or hamburgers. (👉 don't like + don't like)

I do not have any brothers or sisters. (👉 don't have + don't have)

Or is also used to talk about alternatives.

I want to be a teacher or a computer programmer in the future.

4 Practice

Like or do not like?

Write sentences that match the *emoji* using "like" or "do not like."

Example: math (👍) English (👍)

I like math and English.

1) watching TV (👍) studying (👎)

I like watching TV but not studying.

2) homework (👎) tests (👎)

I do not like homework or tests.

3) chocolate (👍) candy (👍)

I like chocolate and candy.

4) sports (👍) music (👍) art (👍)

I like sports, music, and art.

5) spiders (👎) snakes (👎) lizards (👎)

I do not like spiders, snakes, or lizards.

Correct the mistakes

These sentences contain mistakes. Rewrite them correctly on the lines below.

Example: I do not like dogs and cats.

I do not like dogs or cats.

6) We had breakfast and not lunch.

We had breakfast but not lunch.

7) I do not have any homework and tests this week.

I do not have any homework or tests this week.

8) My sister likes dogs and cats and rabbits.

My sister likes dogs, cats, and rabbits.

9) Manami has never been to USJ and Disneyland.

Manami has never been to USJ or Disneyland.

10) We went to London, Paris, Rome.

We went to London, Paris, and Rome.

5a Compound Sentences (1)

Compound sentences are made by using the conjunctions *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*, *or*, and *so* are conjunctions. Their job is to join sentences together. Do not use these words at the beginning of a 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)

If you want to express the meaning of *but* at the beginning of a sentence, use *however* instead. Put a comma after *however*.

- ✗ I like to watch soccer on TV. ~~But I do not like to play it.~~
- ✓ I like to watch soccer on TV. However, I do not like to play it.

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

- 1) Do not use more than two conjunctions in the same sentence.
 - ✗ My mother likes cats, and I like dogs, but my father does not like animals, so we do not have any pets. (● too many conjunctions)
 - ✓ My mother likes cats, and I like dogs. However, my father does not like animals, so we do not have any pets. (● make two sentences)
- 2) Do not use the same conjunction twice in one sentence.
 - ✗ My mother likes cats, and I like dogs, and my sister likes rabbits. (● *and* used twice)
 - ✓ My mother likes cats, I like dogs, and my sister likes rabbits. (● remove one *and*)

5a Practice

Simple or compound?

Read the sentences below and decide if they are simple (S) or compound (C).

Example: I play tennis and soccer but not baseball. (S)

- 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

These sentences contain mistakes. Rewrite them correctly on the lines below. All of the answers must be compound sentences.

Example: Sarah is American. And she lives in New York.

Sarah is American, and she lives in New York.

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

5b Compound Sentences (2)

Here are some good examples of compound sentences.

My mother likes swimming and tennis, and my father plays baseball, but I do not 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 do not drink, and I do not smoke.
(If you write this as a simple sentence, use *or*—I do not drink or smoke.)

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

I like pizza, but I do not like hamburgers.
I do not 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.

So is used to connect reasons and results.

I was tired, so I went to bed early.

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 do not have a car.
- ✓ I have a driver's license, but I do not have a car.

5b Practice

Choose the correct word

Complete the sentences with *and*, *but*, *or*, or *so*.

Example: Last year, we went to Akita, (*and*) we went to Aomori, too.

- 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

The English in the composition below is all correct, but it sounds unnatural because only simple sentences are used. Use conjunctions to join some of the sentences and make the composition sound more natural. (There are many possible correct answers.)

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

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.

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. This is one possible answer.

6

Because and So

Because and *so* are used to connect reasons and results. They are used to say why somebody did something, why something happened, or why something is the way it is. In English, the reason and the result connected by *because* or *so* must be in the same sentence. Do not separate them with a period.

- ✗ I put on a jacket. ~~Because I was cold.~~
 ✓ I put on a jacket *because* I was cold.

- ✗ I was cold. ~~So I put on a jacket.~~
 ✓ I was cold, *so* I put on a jacket.

When you use *so*, the reason must come before the result. If you change the order of the parts of the sentence, the meaning will change.

- ✗ I put on a jacket, *so* I was cold.
 ✓ I was cold, *so* I put on a jacket.

When you use *because*, either the reason or the result can come first. When the result comes first, there is no comma before *because*. If the reason comes first, put a comma after the *because* clause.

- I put on a jacket *because* I was cold.
Because I was cold, I put on a jacket.

A comma is sometimes used before *because* if it is necessary to make the meaning clear. For example, look at the sentence below.

I think John left *early, because* I could not find him.

The comma in this sentence shows that the *because* clause explains why the speaker thinks this, not the reason why John left early.

6

Practice**Make sentences**

Complete the sentences with *because* or *so*.

Example: I do not like chocolate (*because*) it is too sweet.

- 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

Rewrite the sentences below. If the sentence uses *because*, rewrite it using *so*; if it uses *so*, rewrite it using *because*. Think carefully about whether you need a comma.

Example: I was absent from school *because* I was sick.

I was sick, so I was absent from school.

- 6) We turned on the heater *because* it was cold.

It was cold, so we turned on the heater.

- 7) I did not study hard enough, *so* I failed the test.

I failed the test *because* I did not study hard enough. /

- 8) *Because* I was tired, I went to bed early. *Because* I did not study hard enough, I failed the test.

I was tired, so I went to bed early.

- 9) I did not know the answer, *so* I asked the teacher.

I asked the teacher *because* I did not know the answer. /

- 10) Taro is funny, *so* he is very popular. *Because* I did not know the answer, I asked the teacher.

Taro is very popular *because* he is funny. /

Because Taro is funny, he is very popular.

7

Complex Sentences

Like compound sentences, *complex sentences* have more than one subject-verb group. Unlike compound sentences, however, complex sentences contain one clause that does not express a complete thought. Look at the example below.

I am going to stay home tomorrow if the weather is bad.

I am going to stay home tomorrow has a subject and a verb, and it also expresses a complete thought. There would be no problem if you said only this part of the sentence. *If the weather is bad* also has a subject and a verb, but it has no meaning without the first part of the sentence. If you said only this part to somebody, they would be waiting for you to finish.

In a complex sentence, the part that expresses a complete thought is called the *independent clause*. The other part is called the *dependent clause* because it depends on the independent clause to give it meaning.

When the independent clause comes first in a sentence, the dependent clause normally follows it with no comma.

I will call you when we arrive at the airport.

I am not going to her party even if she invites me.

I decided to study in Australia because it was the cheapest place.

However, a comma is used before relative clauses that simply add extra information to the sentence. These are often clauses that begin with *which* or *who*.

We stayed in Atlanta, which is the state capital of Georgia.

I spoke to John, who had just come back from the US.

If the dependent clause comes first, a comma is required before the independent clause.

When we arrive at the airport, I will call you.

Even if she invites me, I am not going to her party.

Because it was the cheapest place, I decided to study in Australia.

7

Practice

Identify the clauses

In the sentences below, underline the independent clause with a straight line and the dependent clause with a wavy line.

Example: I will go to the beach tomorrow if it is sunny.

- 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

Rewrite the sentences below by changing the order of the clauses. Think carefully about whether you need a comma.

Example: Even though I did not study, I passed the test.

I passed the test even though I did not study.

- 6) Because he studied in America, he can speak English.

He can speak English because he studied in America.

- 7) I feel happy when I see the cherry blossoms.

When I see the cherry blossoms, I feel happy.

- 8) Please ask the teacher if you need any help.

If you need any help, please ask the teacher.

- 9) Even if my parents do not agree, I am going to be a model.

I am going to be a model even if my parents do not agree.

- 10) We always make up quickly even though we fight a lot.

Even though we fight a lot, we always make up quickly.

8

Subject-Verb Agreement

In English, the form of the verb has to match its subject. For example, if the subject of the verb *work* is *I*, then the present simple tense should be *I work*. If the subject changes to *he*, however, *work* must change to *works*. This is called subject-verb agreement, and many learners make mistakes with it in English writing.

When you write the name of a person, place, or thing as the subject, think about which pronoun you would use to replace it. This can help you to decide which form of the verb you need to use.

my brother = *he*

my sister's dog = *it*

my brother and my sister = *they*

Remember that if two verbs share a subject, both of the verbs must agree with that subject.

My brother **likes** skiing and **goes** to Hokkaido every year.

Everyone and *everybody* have a plural meaning, but for the purposes of subject-verb agreement, they are like *he* and *she* even though the pronoun would be *they*.

Everyone **likes** him. (They like him.)

No one and *nobody* are treated in the same way.

No one **wants** to work on Saturday.

Some subjects can be treated as either singular or plural. For example, in British English, you can say *My family like...* or *My family likes...*, but in American English, only *My family likes...* is used.

8

Practice

Changing nouns to pronouns

Replace the underlined nouns with the appropriate pronouns.

Example: Mr. Takahashi lives near here.

He lives near here.

1) My father and mother say that my sister and I are very noisy.

They say that we are very noisy.

2) Takeshi said that Kento and Shuichi will be absent today.

He said they will be absent today.

3) Shota takes his dog for a walk every day.

He takes it for a walk every day.

4) My brother's girlfriend is a very good singer.

She is a very good singer.

5) Haruka, Tomomi, Kyoko, and I are going to Disneyland next week.

We are going to Disneyland next week.

Correct the mistakes

These sentences contain mistakes. Rewrite them correctly on the lines below.

Example: My brother live in Tokyo.

My brother lives in Tokyo.

6) Everybody in our class like our teacher.

Everybody in our class likes our teacher.

7) Our dog, Ponta, do not like going for a walk.

Our dog, Ponta, does not like going for a walk.

8) My father lives in Tokyo but work in Yokohama.

My father lives in Tokyo but works in Yokohama.

9) My brother and his friend is going to play baseball this weekend.

My brother and his friend are going to play baseball this weekend.

10) Nobody in my family speak English.

Nobody in my family speaks English.

9 Tense Agreement

When you write in English, you must be careful that the verbs you use are in the correct tense. If you are writing about something that happened in the past, most of your verbs should be in past tenses.

The man **stood up** and **looked** around. He **was** very tired.

In stories about the past, all the verbs are usually put into past tenses even for facts that are still true now. Look at the example below.

We went to Hawaii, and we stayed in a beautiful hotel. The hotel **was** called "Paradise Gardens."

If this is a recent story, then the hotel probably still has the same name. Nevertheless, in English, we still say *was called* because the rest of the story is in the past tense.

One exception to this rule is sentences where using the past tense would cause a misunderstanding.

I **went** to my grandfather's house last week. My grandfather's name **is** Ichiro.

If you wrote *My grandfather's name **was** Ichiro*, people might think that your grandfather is dead, so you should use the present tense in this sentence.

There are other situations where you can use the present tense in stories about the past, but generally, verbs are all put in past tenses unless there is a danger that the reader will misunderstand an important fact.

Remember also that if you use the present simple tense of a verb in English (*I go, they live*, etc.), it means that you are talking about a fact or a state that is always true, or about an action that someone does regularly. Only use the present tense if this is what you want to say.

9 Practice

Verb forms

Complete the table below with the appropriate forms of regular verbs.

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

The verbs in the table below are irregular. Write their forms in the appropriate columns.

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

In the composition below, there are six tense-agreement mistakes. The first has been corrected for you. Find the other five, and correct them.

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

10 Singular and Plural Nouns

English nouns can be *countable* or *uncountable*. Countable nouns must be in the plural form if you are talking about more than one. If you use words like *many*, *a few*, or *some* in your writing, make sure the nouns that follow are in the plural form if they are countable.

When you are talking about things in general, you should also use the plural form.

I like reading **mystery novels**.

I often go to **Internet cafés**.

I like **dogs** and **cats**.

Be careful with *food* and *fruit*. These nouns are normally uncountable.

We ate a lot of **food**.

I have decided to eat more **fruit** because it is healthy.

The countable forms are only used when you want to stress that you are talking about many different kinds.

You can buy many different **foods** in Asian markets.

I ate a lot of **tropical fruits** when I was in Singapore.

Plurals are used in negative sentences for things that would normally be plural in an affirmative sentence.

There are no convenience **stores** in my town.

There were no interesting **books** in the library.

However, if the thing is something of which there would normally only be one, use the singular form in negative sentences.

In our hotel room, there **was no TV**, and there **were no towels**.

Remember also that singular countable nouns need a determiner like *a*, *the*, *my*, *his*, *this*, or *that*. This is still true even if there is an adjective before the noun.

I bought **a new bicycle**.

He put **his book** on the desk.

Can you pass me **that red pen**, please?

10 Practice

Plural forms

Write the plural forms of these nouns. Some of them are irregular. If you do not know the answer, use your dictionary to check.

Example:	city	<u>cities</u>		
1) child		<u>children</u>	6) tooth	<u>teeth</u>
2) box		<u>boxes</u>	7) deer	<u>deer</u>
3) friend		<u>friends</u>	8) foot	<u>feet</u>
4) class		<u>classes</u>	9) country	<u>countries</u>
5) leaf		<u>leaves</u>	10) woman	<u>women</u>

Correct the mistakes

These sentences contain mistakes. Rewrite them correctly on the lines below.

Example: Taro left a few hour ago.

Taro left a few hours ago.

11) I want to have many child in the future.

I want to have many children in the future.

12) I love animals, especially cat and dog.

I love animals, especially cats and dogs.

13) There was no customer in the department store.

There were no customers in the department store.

14) I am not hungry because I ate a lot of foods at lunch.

I am not hungry because I ate a lot of food at lunch.

15) In my free time, I like to read comic book.

In my free time, I like to read comic books.

P

Punctuation

The term "punctuation" refers to symbols such as periods and commas that are used to separate clauses and sentences in texts. Using punctuation correctly makes your English easier to read. Here are some key points to think about.

Spaces

Unlike Japanese, English uses spaces to separate elements of a sentence. Omitting spaces makes English very difficult to read. Remember to use spaces in the following places.

between words	✗ meandyou	✓ me and you
between words and numbers	✗ Apartment3	✓ Apartment 3
after punctuation marks	✗ However,he didn't stop.	✓ However, he didn't stop.

Periods (.)

Periods are placed at the end of sentences. Leave one space after a period. The custom of leaving two spaces after a period comes from the age of typewriters. Leaving extra space is not necessary when writing by hand or with a computer.

Commas (,)

Commas are used for many different purposes, and the rules are not always clear, but the basic meaning of a comma is to tell the reader to pause. Here are some useful guidelines for when to use commas.

- after time adverbials: *Three years ago*, my family moved to Nagoya.
- to separate items in a list: A, B, and C
- to connect simple sentences: He is kind, and he worries about me a lot.
- with non-defining relative clauses: I come from Sendai, which is in eastern Japan.
- after dependent clauses: *Because it was raining*, the game was canceled.

Colons (:)

Colons are used after an independent clause before a list or an additional explanation.

I live with my family: my father, my mother, and my brother.

The university specializes in three subjects: economics, education, and law.

Question marks (?) and exclamation points (!)

Question marks and exclamation points can replace a period at the end of a sentence. Note that your writing will look childish if you use too many exclamation points, and that you should never write two together.

Quotation marks (" ")

Quotation marks are used to indicate direct speech. A comma is used before or after the spoken words. (He said, "Thank you." / "Thank you," he said.), and the direct speech should begin with a capital letter. You do not need a comma if the speech ends with a question mark or an exclamation point. ("Where are you going?" she asked. "I don't know!" he replied.)

P

Practice

Correct the mistakes

Rewrite each sentence on the line below with the correct punctuation.

Example: You can read about this in Section1.

You can read about this in Section 1.

1) I went shopping on Saturday

I went shopping on Saturday.

2) I went to Disneyland, two months ago.

I went to Disneyland two months ago.

3) We were tired and we needed a break.

We were tired, and we needed a break.

4) Hikone which is in Shiga has a famous castle.

Hikone, which is in Shiga, has a famous castle.

5) I failed the test, because I didn't study enough.

I failed the test because I didn't study enough.

Punctuate the sentences

Write each sentence on the line below. Add the necessary punctuation and correct any mistakes.

Example: Five years ago we moved to Miyazaki

Five years ago, we moved to Miyazaki.

6) Because of the bad weather the trip was canceled

Because of the bad weather, the trip was canceled.

7) Sapporo which is the biggest city in Hokkaido is famous for its snow festival

Sapporo, which is the biggest city in Hokkaido, is famous for its snow festival.

8) We read Chapter2 at home and then we talked about it in the class

We read Chapter 2 at home, and then we talked about it in the class.

9) Where do you want to go he asked

"Where do you want to go?" he asked.

10) I don't know her name he said and even if I did I wouldn't tell you

"I don't know her name," he said and "even if I did, I wouldn't tell you."

R

Romaji

Romaji is a method of writing Japanese words using Latin letters. Over the years, different styles have been developed by different groups of people. The most important difference between them is the purpose for which each style was designed.

Romaji for Japanese Speakers (RJS)

Some styles of *Romaji* were designed to standardize the way that Japanese people write Japanese words when they have to use Latin letters. This kind of *Romaji* does not show the pronunciation of the words. Japanese people learn and use this style in school.

Romaji for Japanese Learners (RJL)

Other styles of *Romaji* have been developed to help people who want to learn Japanese. These styles make it easier for speakers of other languages to pronounce Japanese words correctly.

For example, the Japanese name てつや is written “Tetuya” using the RJS style of *Romaji*, but speakers of other languages like English who do not know the Japanese sound 「つ」 will read this phonetically as “Te-too-ya.” In the RJL style, it would be written “Tetsuya.”

You should use the RJL style when you write Japanese words in an English assignment or essay.

Here are some other common examples of how to write *kana* in *Romaji* to reflect the correct pronunciation.

かな	し	しゃ	じゃ	ち	つ	づ	ちゃ	ふ	を
✗ RJS	si	sya	zya	ti	tu	du	cya	hu	wo
✓ RJL	shi	sha	ja	chi	tsu	zu	cha	fu	o

Long Vowels

In Japanese, the difference between long and short vowels is very important as it changes the meaning of the word. There are three ways to deal with this in *Romaji*.

1. Use a “macron” (a line above the letter) (*kīte*, *sōmu*, *yūki*).
2. Use a double vowel (*kiite*, *soumu*, *yuuiki*).
3. Use an “h” (*Satoh*, *Ohnishi*, *Tohru*).

Any of these methods is okay when writing in English, as long as the spelling reflects the pronunciation. Note that we do not usually do this for famous place names like “Tokyo,” “Kyoto,” or “Osaka.”

Small “tsu”

In many languages, a stop is shown by using a double consonant. Use the same system in *Romaji* to show that a Japanese word requires a small “tsu” (*Sapporo*, *gakkou*, *kitte*).

R

Practice

Complete the table

Complete the table with the RJL style for each word.

RJS	RJL
syouzyo (少女)	shoujo
maturi (祭り)	matsuri
manzyu (饅頭)	manju
syukujitu (祝日)	shukujitsu
douzyo (道場)	doujou

Write the Names

Below is a list of five Japanese names of people and places. Write them in *Romaji* so that the spelling reflects the pronunciation.

Example: お茶の水

Ochanomizu

6) たちばな ゆづき

Tachibana Yuzuki

7) ふくみつ たろう

Fukumitsu Taro

8) ふじさん

Fujisan

9) もちづき みつこ

Mochizuki Mitsuko

10) しんじゅく

Shinjuku

C

Checklist

LAYOUT

- ☐ Name and student number are written in the top right corner of the page.
- ☐ Title is in the center and has capital letters for all the main words.
- ☐ One line has been skipped below the title.
- ☐ The first line of the paragraph is indented.
- ☐ Equal margins have been left on both sides of the paper.
- ☐ The writing is double-spaced.
- ☐ Commas (,) and periods (.) look very different.
- ☐ There is no space before punctuation marks.

SENTENCE

- ☐ Sentences begin with a capital letter and have sentence-ending punctuation.
- ☐ Every sentence has a subject and a verb.
- ☐ Every sentence expresses a complete thought.
- ☐ There are no sentences that start with *and*, *but*, or *so*.
- ☐ There are no unnecessary commas. (Check *because* clauses.)

GRAMMAR

- ☐ All verbs agree with their subjects.
- ☐ All verbs are in the correct tense.
- ☐ The singular and plural forms of nouns are used correctly.
- ☐ All singular countable nouns have a determiner.

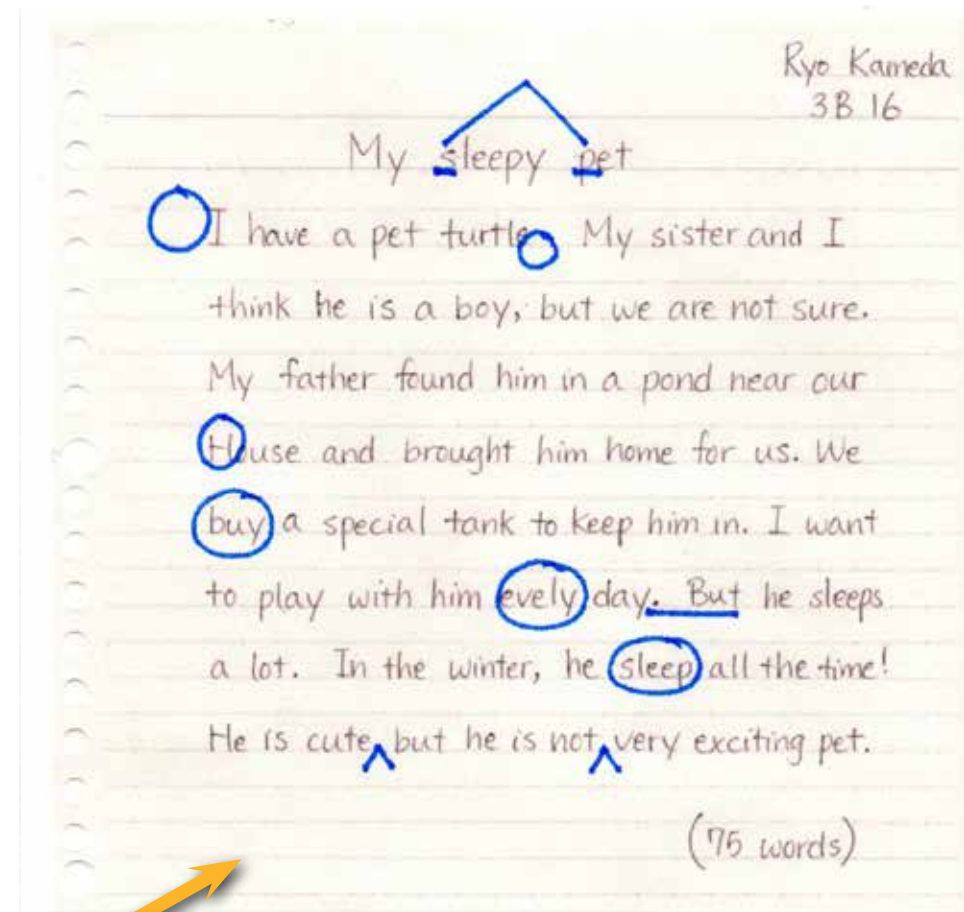
OVERALL

- ☐ Capital letters are used correctly.
- ☐ There is a good balance of simple, compound, and complex sentences.
- ☐ There are no spelling mistakes.
- ☐ The total word count is at least 100.

C

Practice

This composition contains ten mistakes. Find them using the checklist on the opposite page. Go through the items one by one. When you finish, compare your answers with your partner's answers. You do not need to correct the mistakes; just find them.



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: "I" 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."

Common English Errors

When you learn a foreign language as an adult, the way you speak and write it will inevitably be influenced by your first language. Many errors can be predicted by comparing the two languages. There are four main causes of these “common errors.”



Differences in Grammar

Each language has its own grammar rules, and these differences can cause learners to make mistakes. For example, Japanese adjectives have a past tense. In English, however, we change “be” to show that we are talking about the past. Because of this, English speakers who learn Japanese often make mistakes like *yasui-deshita*. An opposite example is noun clauses. In Japanese, the noun comes at the end (*gaikoku jin*), so Japanese learners say “other countries’ people.” In English, however, the noun comes at the beginning of the phrase, so the correct expression is “people from other countries.”



Category Distinctions

Some languages make distinctions where others do not. For example, English has singular and plural as well as countable and uncountable nouns. Because of this, Japanese learners of English often make mistakes with nouns. An opposite example would be the way that Japanese distinguishes between things that can move (*iru*) and things that cannot (*aru*). This causes English learners of Japanese to make mistakes like *tomodachi-ga arimasu*.



Differences

It might be interesting for students if you give them some examples of mistakes you often make (or used to make) in the language(s) you are learning.

Most words have multiple meanings and different usages and nuances. For example, the Japanese word *gakunen* is often translated as “grade,” but in most Western countries, grades are counted from the first year of elementary school. We do not use this word to talk about high school or university students. It would be more natural to say “first year / second year, etc.” or “freshman / sophomore, etc.” for these groups.



English Education in Japanese Schools

Some of the mistakes that Japanese learners make in English are caused by incorrect teaching in Japanese schools. For example, “enjoy -ing” is taught as a grammatical structure. This is not wrong, but in English, we only use it in the present tense when we talk about things that are obviously enjoyable. Sentences like “I enjoyed watching a movie” sound very unnatural even though they are grammatically correct. English speakers would simply say, “I watched a movie.”









One-Point Advice

One common English error is explained after each model paragraph, but you will be able to avoid making these errors if you read them all before you begin to write. Use the exercises on the following pages to check your knowledge, and read the explanation on the page indicated if you cannot correct the sentence.



Students will get much more out of these exercises if they try to identify and correct the mistakes before they read the explanation. We have found it better to let them work in groups or pairs.








Topic 1

- 1) My high school was far from my house.  p. 56
- My high school was a long way from my house.
- 2) My university is a 15-minutes walk from the station.  p. 57
- My university us a 15-minute walk from the station.
- 3) I think I want to be a doctor.  p. 58
- I want to be a doctor.
- 4) My sister and I looks like our mother.  p. 59
- My sister and I look like our mother.
- 5) I played basketball when I was a high school.  p. 60
- I played basketball when I was a high school student./ I played basketball when I was in high school.  p. 61
- 6) The competition was held on April 1th.  p. 62
- The competition was held on April 1st.
- 7) Gifu City is to the south of Gifu Prefecture.  p. 62
- Gifu City is in the south of Gifu Prefecture.

Topic 2

- 1) I live in a large-sized town.  p. 64
- I live in a large town.
- 2) I came from Miyazaki in Kyushu.  p. 65
- I come from Miyazaki in Kyushu.
- 3) From my bedroom window, I can see a lot of nature.  p. 66
- From my bedroom window, I can see a lot of mountains and fields.
- 4) I live near Isonoura Beach, where is a popular place for surfing.  p. 67
- I live near Isonoura Beach, which is a popular place for surfing.
- 5) I could make a lot of new friends in Osaka.  p. 68
- I made a lot of new friends in Osaka.
- 6) There is my brother's house in Sapporo.  p. 69
- My brother's house is in Sapporo.
- 7) My hometown is famous for potatoes.  p. 70
- My hometown is known (locally) for potatoes.

Topic 3

- 1) My friend recommended me this book.  p. 72
~~My friend recommended this book (to me).~~
- 2) I take about 10 minutes to come to school by bike.  p. 73
~~It takes (me) about 10 minutes to come to school by bike.~~
- 3) I major mechanical engineering.  p. 74
~~I am majoring in / studying mechanical engineering.~~
- 4) I spend together with my friends at lunchtime.  p. 75
~~I spend a lot of time (together) with my friends at lunchtime.~~
- 5) If the weather will be fine, we will go to the beach.  p. 76
~~If the weather is fine, we will go to the beach.~~
- 6) I play with my friends after classes.  p. 77
~~I hang out with my friends after classes.~~
- 7) I am in the badminton circle.  p. 78
~~I belong to the badminton club. / I am in the badminton club.~~








Topic 4a

- 1) My family is five people.  p. 80
~~There are five people in my family.~~
- 2) My old sister works in a hospital.  p. 81
~~My older sister works in a hospital.~~
- 3) I hope that I am taller.  p. 82
~~I wish that I were taller.~~
- 4) My another sister works in Tokyo.  p. 83
~~My other sister works in Tokyo.~~
- 5) I have been living myself since April.  p. 84
~~I have been living by myself since April.~~
- 6) My friends always give me good advices.  p. 85
~~My friends always give me good advice.~~
- 7) My sister is not good at sports, too.  p. 86
~~My sister is not good at sports, either.~~




Topic 4b

- 1) I have lived in Gifu since 14 years old.  p. 88
~~I have lived in Gifu since I was 14 years old.~~
- 2) I often go to karaoke with my high school's friends.  p. 89
~~I often go to karaoke with my high school friends / my friends from high school.~~
- 3) I work one time or two times per week.  p. 90
~~I work once or twice per week.~~
- 4) When my friend is playing, we go to cheer him up.  p. 91
~~When my friend is playing, we go to cheer him on.~~
- 5) I still contact my friends from elementary school.  p. 92
~~I still keep in touch with my friends from elementary school.~~
- 6) My friend is in the lacrosse club yet, but I quit.  p. 93
~~My friend is still in the lacross club, but I quit.~~
- 7) I had dinner with my senior.  p. 94
~~I had dinner with my friend.~~

Topic 5

- 1) I and my friends are going to Guam this summer.  p. 96
~~My friend and I are going to Guam this summer.~~
- 2) I used to go to the sea with my family quite often.  p. 97
~~I used to go to the beach / coast with my family quite often.~~
- 3) My parents will not admit me to live alone.  p. 98
~~My parents will not let me live alone. / My parents will not allow me to live alone.~~
- 4) I had to study hard every day, so I was tough.  p. 99
~~I had to study hard every day, so it was tough. (for me).~~
- 5) After that, we backed to Tokyo.  p. 100
~~After that, we went back to Tokyo.~~
- 6) We decided to take one's time because we were not in a rush.  p. 101
~~We decided to take our time because we were not in a rush.~~
- 7) I enjoy talking with other countries' people.  p. 102
~~I enjoy talking with people from other countries.~~

Topic 6

- 1) The party was great, and we enjoyed.  p. 104
The party was great, and we enjoyed it / ourselves.
- 2) I am going on a travel to Korea next month.  p. 105
I am going on a trip to Korea next month.
- 3) We took our picture outside the temple.  p. 106
We had our picture taken outside the temple.
- 4) After that, we will take the ferry to Kyushu.  p. 107
After that, we are going to take / we are taking the ferry to Kyushu.
- 5) We walked all day, and we were so tired.  p. 108
We walked all day, and we were very / really tired.
- 6) When we went to Kyoto, especially I wanted to visit Kinkaku-ji.  p. 109
When we went to Kyoto, I especially wanted to visit Kinkaku-ji.
- 7) I was excited that day because I have never been abroad before.  p. 110
I was excited that day because I had never been abroad before.








Topic 7

- 1) My dream is to work for Toyota. I think it will be really interesting.  p. 112
My dream is to work for Toyota. I think it would be really interesting.
- 2) I gave up to study in Australia because it's too expensive.  p. 113
I gave up on the idea of studying in Australia because it's too expensive.
- 3) If I graduate, I will go on a trip with my friends.  p. 114
When I graduate, I will go on a trip with my friends.
- 4) I want to travel because I have never been to abroad.  p. 115
I want to travel because I have never been abroad.
- 5) If it rains, the match would be cancelled.  p. 116
If it rains, the match will be cancelled.
- 6) The kimono is a Japanese traditional garment.  p. 117
The kimono is a traditional Japanese garment.
- 7) I could not find my phone, and I noticed that I had left it at home.  p. 118
I could not find my phone, and I realized that I had left it at home.

Topic 8a

- 1) My brother is restaurant's staff.  p. 120
My brother works in a restaurant.
- 2) I work a part-time job in a Japanese-style bar.  p. 121
I work part time in a Japanese-style bar.
- 3) I want to save money to buy my car.  p. 122
I want to save money to buy a car.
- 4) I retired my job because the pay was terrible.  p. 123
I quit my job because the pay was terrible.
- 5) Almost the waiters in the restaurant are older than I am.  p. 124
Most of the waiters in the restaurant are older than I am.
- 6) I don't like working late at night because it is very tired.  p. 125
I don't like working late at night because it is very tiring.
- 7) I ate too many foods last night.  p. 126
I ate too much food last night.

Topic 8b

- 1) We have club activities every Wednesday.  p. 128
We have training every Wednesday. / We train every Wednesday.
- 2) My hobby is watching television dramas.  p. 129
In my free time, I (like to) watch television dramas.
- 3) My parents are strict, so I have to be home until 10 p.m.  p. 130
My parents are strict, so I have to be at home by 10 p.m.
- 4) My hero is Tiger Woods. I really love his play.  p. 131
My hero is Tiger Woods. I really love the way he plays.
- 5) I like to watch Facebook and Twitter when I have some free time.  p. 132
I like to check Facebook and Twitter when I have some free time.
- 6) On weekends, I usually go to bowling with my brother.  p. 133
On weekends, I usually go bowling with my brother.
- 7) I usually go to somewhere with my colleagues after work.  p. 134
I usually go somewhere with my colleagues after work.

This is the part of the course that causes the most problems for Japanese students. They are accustomed to doing exercises where there is one correct answer, and we have found that it can take them time for them to get to grips with the idea of identifying useful sentence patterns by themselves. It may be helpful to spend a bit of extra time explaining the idea to make sure that everyone understands what is being asked of them. The key is to encourage them to look for patterns that they can adapt to make sentences about themselves, but remind them that there is also benefit in identifying and making a note of useful patterns even if they don't want to use them in their paragraph. It is also okay if they don't find anything that they want to use in one or two of the models, but warn them not to rely too heavily on one model to write their paragraph.

The "Read to Write" Principle

English and Japanese sentences have fundamentally different structures, so you cannot write Japanese sentences and simply change the words to make an English one. Translating Japanese into natural English requires the proficiency of a translator, so you need to accept that you will not be able to express yourself in English with the same level of accuracy and detail as in Japanese. There are two ways to deal with this problem.

- 1 Before you translate Japanese sentence into English, simplify them to a level that you are able to translate, even if that means changing the content slightly.
- 2 Write using English structures and expressions that you already know. To do this, you will need to read a lot of English. In particular, you should read English that you can understand but could not have produced yourself.

When you read English in school, you probably focussed only on understanding the meaning. In order to write natural English, however, you will need to look deeper and analyze how sentences are constructed and how expressions are used.

For example, consider the structure of this sentence.

Seto is thirty minutes east of Nagoya by train.

The basic pattern can be analyzed as follows.

<unknown place> is <time> <direction> of <known place> by <transportation>.

You can use this pattern to describe the location of any place you like.

Chitose is one hour south of Sapporo by bus.
Kurashiki is about 30 minutes west of Okayama City by car.
Iidabashi is about 15 minutes east of Shinjuku by subway.

If you change some of the elements, you can make more complicated sentences.

The high school I went to was about ten minutes north of the nearest subway station by bicycle.

Analyzing one English sentence and noticing how it is constructed will enable you to produce sentences of your own that will be both correct and natural. If you learn how to do this using the models in this book, you will be able to apply the same techniques to business English, academic papers, or whatever genre you need to learn how to write in the future.

Read to Write Practice

Read the sentences below. Identify the patterns by putting brackets < > around the words that can be changed, and then write a new sentence that is true about you on the line below.

Ex. I was born in <Hamamatsu> in <Shizuoka>.

I was born in Kuwana in Mie.

1) I am studying law at Tokyo University.

2) I live with my parents and my brother.

3) My blood type is "O," and my birthday is February 18th.

4) I went to Tokyo with my friend from high school last weekend.

5) I played the trumpet for the first time when I was in elementary school.

6) I have been playing baseball since I was twelve years old.

7) Toyota City is the home of the Toyota Motor Corporation.
(Think of another city that hosts a world-famous company.)

8) I used to have a friend called Eri when I was in kindergarten.

9) I have never been to Tokyo Disneyland, but I am planning to go there next summer.

The next stage is to read longer texts and identify expressions and patterns that you can use to write about yourself. Look for language that you can understand but couldn't have produced. If you want to improve your English, make a note of useful structures even if they do not apply to you.

Example

Two Names

Read and analyze the model. Identify any interesting sentence structures that you can adapt to make new sentences about yourself. Put <brackets> around the words you want to change.

My name is unusual because you can read it in two ways. The Chinese character means "<love>," but it can be read as either "<Ai>" or "<Megumi>." Even Japanese people are not sure how to read my name unless they ask me. This is an interesting feature of the Japanese writing system, and the same problem often occurs with the names of towns and cities. There is another girl in my class who writes her name with the same character, but she pronounces it the other way. I am Ai, but she is Megumi. <Our teacher> sometimes gets <our names> wrong.

(101 words)

Write any new words or phrases together with their Japanese translations here. If there are no new words in the model, you do not need to write anything.

Words & Phrases

unusual 珍しい Chinese character 漢字 either A or B AかBか

One-Point Advice

- ✗ We can read it in two ways.
- ✓ You can read it in two ways.

This section tells you about mistakes that Japanese learners of English often make, so read it carefully and make sure that you do not make the mistake in your writing.

In English, use "you," not "we" when you want to talk about people in general. For example, learners of English might ask, "How do you spell ~?" or "How do you say ~ in English / Japanese?"

My Sentences

- The Chinese character means "good health," but it can be read as either "Takeshi" or "Ken."
- People sometimes get my name wrong.
-

In this part, write one, two, or three sentences about yourself based on the sentences you highlighted in the model. Do not copy the whole paragraph; use only the sentences that are useful or interesting for you.

Let's try!

Last Weekend

I spent last weekend hanging out with my best friend, Kaori. On Saturday morning, we went shopping at the local mall. We bought shorts, T-shirts, and some other clothes for the summer. We had lunch at our favorite cafe, and then we spent an hour just walking around, chatting and window shopping. On Sunday, we were planning to watch a baseball game, but it was cancelled, so we decided to watch a movie instead. Kaori lives by herself near the university, so we rented a DVD and watched it in her apartment. We did not do anything special, but we had a great weekend.

(104 words)

Words & Phrases

One-Point Advice

- ✗ We bought shorts, T-shirts, and so on.
- ✓ We bought shorts, T-shirts, and some other clothes.

"And so on" means "continuing in the same way." It is used when the listener can imagine what might come next. Some examples are "1, 2, 3, and so on" and "Monday, Tuesday, Wednesday, and so on." To translate *nado*, it is usually better to say "and some other ~."

My Sentences

-
-
-

This section explains the writing process. Feel free to change or adapt it if you have a different approach.

The Writing Process

Your aim in each unit is to write a good paragraph without any mistakes on the same topic as the models. As you read, collect expressions and sentence structures that you can use in your own paragraph. Of course, you can add extra sentences if none of the models contains an example of something that you want to say.

It is important to remember that writing is a process that involves a number of stages. No learner can write a perfect English paragraph in one attempt. In order to write a good paragraph, you need to follow these steps.

- STEP 1** Read the first model. Identify useful patterns and adapt them to make your own sentences. Write 1-3 of these in the "My Sentences" box. If there is nothing useful in one model, move on to the next. You do not need to take expressions and structures from every model.
- STEP 2** When you have read all the models in a unit, write your own paragraph. You can use sentences from the "My Sentences" box, but you do not need to use all of them. It is okay to add new sentences to your paragraph, but when you use language that is not from the models, ask your teacher to check it. Write your paragraph on loose-leaf paper. Make sure that it is long enough, and also that it is well structured.
- STEP 3** Using the checklist on page 42, look for mistakes in your paragraph.
- STEP 4** Give your paragraph to a classmate and ask them to check it in the same way. Ask for advice and ideas on how it could be improved.
- STEP 5** After making any necessary edits, submit the paragraph to your teacher.
- STEP 6** Edit (or rewrite) your paragraph based on the feedback from your teacher. Your teacher will tell you how they want you to make changes.
- STEP 7** When your teacher has checked your final draft and there are no mistakes, write it on the "My Paragraph" page at the end of the unit.

Tips for Getting a Good Grade

Use multiple models

In your writing, use language from at least three of the models. (More is better.) Even if the information in a model is quite different from your own, there will still be words, phrases, and grammatical patterns that you can use.

Adapt the models

It is not a good idea to copy a sentence from a model changing only one or two words. Although this will produce correct sentences, it will look as though you have not put much thought into your writing, and if you do it too much, your writing will not be original at all. Experiment with adapting the models in different ways, and do not be afraid to combine language from two different models to make a new sentence.

Personalize, and give details

Make your paragraphs as interesting as possible by adding details. Do not copy sentences that are not true about you. One way of personalizing the models is by changing or adding adjectives. Avoid simple adjectives like *good*, *bad*, and *nice*. Using more interesting adjectives will get you a higher grade.

Organize your sentences

A paragraph is not just a random collection of sentences. You can get a higher grade by making sure that your writing is easy to read, that the sentences flow logically, and that each piece of information is connected to the next.

Don't repeat yourself

You are only writing 100 words, so don't waste any of these by repeating yourself, adding irrelevant information, or including lists of things like people's names or types of food. Use pronouns wherever possible and select vocabulary carefully to avoid unnecessary repetition.

This section addresses the points that we have found students miss when they are writing their paragraphs. Again, feel free to change, adapt, or ignore it to suit your own approach.

Topic 1 Self-Introductions

Topic
1

Topic
2

Topic
3

Topic
4a

Topic
4b

Topic
5

Topic

Topic
8b



My Self-Introduction

My name is Keiko Hibino. I am 20 years old, and I come from Hida in northern Gifu. I am a first-year student at Daisuki University, and I am studying economics. My parents' house is a long way from my university, so I live alone in Nagoya. I like living by myself, but I get a bit homesick sometimes. I have two sisters, but they are much older than I am. They are both married, and I have two nieces and two nephews. I am looking forward to seeing them at New Year. My oldest sister, Mari, lived in Canada for two years before she got married. I have never been abroad, but I hope to go to India someday.

(120 words)



Words & Phrases



One-Point Advice



My house is far from my university.

My house is a long way from my university.

“Far” is mostly used in negative sentences (not far) and questions. In positive sentences, it is not incorrect to say “far,” but it is more natural to say “a long way from.” When you want to say ~ *ni chikai*, you do not need to say “near my house,” not “near from my house.”



Examples

- I am < > years old, and I come from < > in < > < >.
- I am a < > year student at < >, and I am studying < >.
- I have never been abroad, but I hope to go to < > someday.

Topic 1 Self-Introductions

Topic
1

Topic
2

Topic
3

Topic
4a

Topic
4b

Topic
5

Topic

Topic
8b



Nice to Meet You

My name is Mai Hirakawa. I am from Okazaki in Aichi. Okazaki is a 30-minute train ride south of Nagoya, and I have lived there since I was born. I am studying law in college, but I am also very interested in English. I did a homestay in New Zealand last summer, and I hope to go back there next year, so I am doing everything I can to improve my English at the moment. I live with my parents and my brother. My father works for the city government, and my mother is a homemaker. My brother is a high school student. He and I used to fight a lot when we were younger, but we get along well now.

(121 words)



Words & Phrases



One-Point Advice



a 30-minutes train ride



a 30-minute train ride

In this expression, “30-minute” is an adjective, so you do not need the plural ‘s.’ “A 30-minute train ride” means “It takes 30 minutes by train.” When you write numbers, use words for one to nine, and use numerals for 10 and above (10, 21, 52, etc.).



My Sentences

- < > is a < > train/bus ride < > of < >.
- I have lived in < > since I was born.
- My father works for < >, and my mother is a < >.

Topic 1 Self-Introductions

Topic
1

Topic
2

Topic
3

Topic
4a

Topic
4b

Topic
5

Topic
6

Topic
7

Topic
8a

Topic
8b



This Is Me

My name is Tomohiro, but my friends just call me Tomo. I go to a vocational school for art and design. I want to become a graphic designer in the future. I live with my family in Mie Prefecture. It is a nice place to live, but my school is in Nagoya, so I have a two-hour commute. Some of my friends live by themselves near the school, but my parents do not want me to live alone. I do not have any brothers or sisters, but I have a big dog called Taro. He is a golden retriever, and he is five years old. I take him for a walk every morning before I go to school.

(118 words)



Words & Phrases



One-Point Advice

- ✗ I think I want to be a graphic designer.
- ✓ I want to be a graphic designer.

Many students use “I think I want” as a translation of *shitai to omou*, but the meaning is different. In English, “I think I want” means that you are not sure whether you want something or not. It is more natural to simply use “I want ...” to translate this Japanese expression.



My Sentences

- My name is < >, but my friends just call me < >.
- I want to become a < > in the future.
- I have a < >-hour/minute commute.

Topic 1 Self-Introductions

Topic
1

Topic
2

Topic
3

Topic
4a

Topic
4b

Topic
5

Topic
6

Topic
7

Topic
8a

Topic
8b



My Life

My name is Yusuke Suzuki. I am 19 years old, and I have a twin brother. His name is Daisuke. We look like each other, but we have very different personalities. He loves sports, but I am more interested in English. I study English in college, and I also go to an English conversation school three times a week. My dream is to live and work in a foreign country after I graduate. I have liked English since I went to Canada with my family when I was in junior high school. I want to learn English so that I can make friends with people from all over the world.

(110 words)



Words & Phrases



One-Point Advice

- ✗ We looks like each other.
- ✓ We look like each other.

The expression “look ~” means ~ *no you ni mieru*. It is followed by an adjective. (You look happy / sad / tired.) If you want to say ~ *ni niteiru*, use “look like” followed by a noun. Only add ‘s’ to the verb if the subject is “he” or “she.” (I look like our father, but my sister looks like our mother.)



My Sentences

- S/he loves < >, but I am more interested in < >.
- My dream is to < > after I graduate.
- I want to learn English so that I can < >.

Topic 1 Self-Introductions



About Tomoe

My name is Tomoe Honda. Honda is a very common name in Japan, and it is famous all over the world because of the Honda Motor Company. I was born in Kyoto, but I moved to Tokyo when I was in junior high school because of my father's job. I still have friends in Kyoto, and I go back there sometimes to visit them. In my free time, I like playing the guitar, and I am in a band with three of my friends from high school. We have been together for six months. We are not very good yet, but we practice a lot. We are planning to do our first live show next month.

(116 words)



Words & Phrases



One-Point Advice

- ✗ when I was a high school
- ✓ when I was in high school / when I was a high school student

When you talk about a period of your life by saying what school you were going to at the time, you can say "when I was in ~ school" or "when I was a ~ school student." Be careful not to mix up these two expressions.



My Sentences

- < > is a very common name in Japan.
- I was born in < >, but I moved to < > when I was < >.
- I still have friends in < >, and I go back there sometimes.

Topic 1 Self-Introductions



About Me

My name is Emi Sakakibara. I'm 18, and my birthday is February 16th. I was born in Fukuoka, but now I live in Aomori with my parents and my younger sister, Hiromi. We are really close. I am a student, and I work part time in a convenience store near my house. I live quite near my school, so I do not have to get up early in the morning. I am studying English because I love watching Western movies. My favorites are "Inception" and the "Fast and Furious" franchise. I also like watching English TV shows, such as "Glee" and "Entourage."

(102 words)



Words & Phrases



One-Point Advice

- ✗ My birthday is February 3th.
- ✓ My birthday is February 3rd.

Dates are always written with numerals. The numbers are ordinal, so most of them are written with 'th.' However, "first," "second," and "third" do not end with 'th,' so they are written in a different way. Dates that include these numbers are abbreviated to 1st, 2nd, 3rd, 21st, 22nd, 23rd, and 31st.



My Sentences

- I'm < >, and my birthday is < >.
- I am a student, and I work part time in a < >.
- I am studying English because I < >.

Topic 1 Self-Introductions

Topic
1

Topic
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Topic
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Topic
4a

Topic
4b

Topic
5

Topic
6

Topic
7

Topic
8a

Topic
8b



Ryuji Okuda

My name is Ryuji Okuda. I come from a small town called Kamagaya, which is just to the east of Tokyo. I am studying business management at Tokyo University, and I am in my second year. I am in the handball club at my university. We have to practice almost every day, and we have games every weekend, so it is very tough. I sometimes get in trouble with my teachers because I do not have enough time to do my homework. I have a younger brother called Shota. He plays handball, too. We practice together in a park near my house on Saturdays.

(104 words)



Words & Phrases



One-Point Advice

- ✗ Yokohama is in the south of Tokyo.
- ✓ Yokohama is to the south of Tokyo.

If you say that "A is in the south of B," it means that A is a part of B. If you say "A is to the south of B," it means that A and B are separate places. For example, Tsukiji Market is in the south of Tokyo, but Yokohama is to the south of Tokyo.



My Sentences

- I come from a small < > called < >, which is < >.
- I am in the < > club at my university.
- I have a younger < > called < >.

My Paragraph

Topic
1

Topic
2

Topic
3

Topic
4a

Topic
4b

Topic
5

Topic
6

Topic
7

Topic
8a

Topic
8b