

Writing Strategies I

**A BECC Writing Foundation Course Part I
First Year Semester One**

一年生用ライティング基礎コース 上

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Welcome to Writing Strategies I

Welcome to Writing Strategies I! In this class we will build on the writing you did in high school to learn a structured approach to the writing process. The **main aim** of the course is to **help you** with **all the other English writing** you have to do in your GCD classes. At the same time, (hopefully) we can have some fun **talking and writing** in English!

Things you need for this course:

- **A4 binder AND an A4 size notebook**
- **Textbook: Writing From Within I New Edition**
- A **red** pen and a **blue** pen
- A **pencil / mechanical pencil**...you can bring an eraser, but you don't need one!
- **Your iPad**...**CHARGED, UPDATED** and with **Notability** and **Pages** and **Moxtra** ready to go.

Grade Breakdown	
Assignments	Percentage
Papers: (writing tasks) / Cinquain Poems / BEC writing	40
Homework: (Textbook work / Supplemental materials / ESS work / BEC prep)	30
Attendance and Classroom Participation: (Classroom Writing Tasks, non-written group activities / asking and answering questions / giving feedback to others / adding to the class learning atmosphere)	20
Vocabulary	10

Attendance and manners

Please:

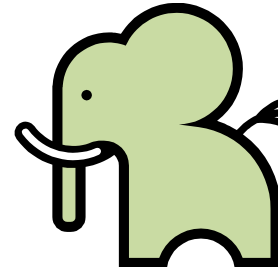
- come to class on time (1 minute late equals being late, 20 minutes late equals absent!)
- try your hardest to take part
- try to work with others.

IF you are absent, you lose **2%** of your final grade. **IF** you miss more than five (5) classes, you will **NOT** be able to pass the semester.

If you are absent, please check your **Moxtra, and talk to Richard (when you are back in university) at least a day or two **BEFORE THE NEXT CLASS**, so you can receive information and prepare for the next class.



Richard...sorry, I was absent last class.
What did I miss? Is there any homework?



Getting extra help from Richard

If you have any writing questions, or want help with writing....

1) Bring me your writing plan / writing at least 2 days before it has to be handed in. I can look at it and you still have time to do your corrections!

2) Come to the SALC and ask me about it or come and knock on the door of my office! ☺

PLEASE DO NOT get other teachers or your tutor to write things for you! You can ask a SALC teacher to check 'plans' using my correction guide, or textbook homework, but NOT for writing tasks!

Purpose of the Course

Purpose of the course:

In this class students will build on what they have learned in high school to learn a structured approach to the writing process. After reviewing basic sentence structure, with an emphasis on grammar and mechanical skills, they will then progress to writing longer, smoother, more comprehensible paragraphs and communicative passages of writing.

At the end of this course, the students should be able to use the systematic 8 stage writing recipe (brainstorming and organizing, writing simple sentences, editing, combining and connecting / use of conjunctions, editing and re-writing) to write coherent and well organized paragraphs (topic sentence, supporting sentences, concluding sentence), emails / reports / presentations / guides and articles, and be able to type them using recognized Microsoft Word / Mac Pages based formats **without having to rely on a teacher.**

Students will cover the themes of spring and summer, themselves, their hometowns and memories, book / movie reviews and learning from past mistakes. Students will also use the course strategies to help them complete writing assignments that are part of their General English, Reading Strategies and BEC courses.

Along with brainstorming, students should also be able to use questions, dialogues, ESS (Extremely Short Stories) and Stream of Consciousness writing (Free Writing), to help them generate ideas for writing. Also, students should be able to correct their own common mistakes, and give constructive feedback and advice to other students.

Finally, Students should be able to reflect on their own writing process and results, and use this to inform and improve subsequent writing assignments in all areas of their English studies.

All classes will begin with a discussion / presentation / group task directly related to the unit writing task. Students will then go through the following process:

- Analyzing a basic paragraph
- Learning new organizational skills
- Analyzing model compositions
- Writing a draft composition
- Editing
- Peer / teacher feedback
- Re-writing
- Self-reflection

Free writing, ESS's and pair / small group discussions and task solving will be used to encourage creativity, and to help identify individual students' common mistakes and grammatical weaknesses. Classroom participation is also an assessed part of the course.

Course CEFR based writing 'Can Do' goals

Course Overall Writing CEFR Goal:

I can write about a variety of familiar subjects well enough for others to follow my story or argument. (B1+)

By the end of the course students should be able to complete most of (but not limited to) the CEFR writing 'can-do' statements (for their own CEFR level) listed below:

A1: I can write about myself and where I live, using short, simple phrases.
I can give the most important information about myself.

A1+: I can write simple sentences about myself, for example where I live and what I do.
I can complete a questionnaire with my personal details.

A2: I can make notes for my own purposes.
I can note down simple, predictable instructions/requests.
I can write a short, comprehensible note of request to a teacher.
I can write a short, simple letter introducing myself to a host / exchange family / teacher containing basic, factual information.
I can complete most forms related to personal information.
I can write short, simple notes and messages relating to matters in areas of immediate need.
I can write about myself using simple language.
I can write about things and people I know well using simple language.
I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
I can write a simple message, for example to make or change an invitation or an appointment.

A2+: I can write about my everyday life in simple sentences.
I can write very short, basic descriptions of past activities, and personal experiences.
I can write a short description of an event.
I can complete a simple questionnaire or standardized report form using short sentences.
I can write messages, short letters and emails making arrangements or giving reasons for changing them.
I can write short letters or e-mails, telling about everyday things to people I know well.

B1: I can make notes from simple sources that will be of some limited use for essay or revision purposes.
I can link a series of short phrases into a connected sequence of points.
I can write a simple narrative or description, with some inaccuracies in vocabulary and grammar.
I can write expressing thoughts about abstract or cultural topics such as music, films.
I can write short, comprehensible connected texts on familiar subjects.

I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.

Working to a standard format, I can write very brief reports which pass on routine factual information on matters relating to my field.

I can write a short formal letter asking for or giving simple information.

BI+: I can write about a variety of familiar subjects well enough for others to follow my story or argument.

I can write a detailed description of an experience, including my feelings and reactions.

Taken from Council of Europe (2017) *Common European Framework of Reference for Languages (CEFR): Global scale - Table 1 (CEFR 3.3): Common Reference levels* and Council of Europe (2001) *Common European Framework of Reference for Languages (CEFR): Learning, teaching, assessment. Table 2 Illustrative Scales. Overall Written Production.*

Writing Strategies I

Welcome to the Course

Week	I
Theme	Welcome to the course
Keywords	Brainstorming, organizing, writing simple sentences, editing, combining and connecting / use of conjunctions, editing and re-writing. Cinquain. Parts of speech in English (noun, verb, adjective, adverb etc)
Content	This lesson focuses on introducing students to the course (Textbooks, iPad use, journals, expectations). Brainstorming about spring, and organization using Cinquain 5 line poems. Poem #1. Students will start their own dictionary. Make own Moxtra binder and join the class binder. Homework and / or journal.
Preview	Purchase the textbook, an A4 ring file and an A4 size notebook. Make sure iPad is updated and has the latest version of the Pages app.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Classroom English

- a) Look at the phrases below
- b) Join up the Japanese with the English
- c) Practice using the English phrases

Japanese	English
1) “この単語はどう発音するのですか”	a) “Richard, here is my homework”
2) “トイレに行ってもいいですか”	b) “Sorry, what did you say?”
3) “ごめんなさい、遅れました”	c) “Could you say that again please?”
4) “ごめんなさい、_____を忘れました”	d) “What’s the difference between <u>Delicious</u> and <u>Tasty</u> ?”
5) “ごめんなさい、前の授業を休んでいました”	e) “How can you say (水母) in English?”
6) “意味分かん！”	f) “What does <u>Hang on</u> mean?”
7) “リチャード先生、私の宿題です”	g) “I’m sorry, I forgot my _____”
8) “え??”	h) “May I go to the ladies room”
9) “_____はどうスペルしますか・綴りますか”	i) “How do you pronounce / say this word?”
10) “リチャード先生、気分が悪い。。。。”	j) “I’m sorry, I don’t understand”
11) “Delicious と Tasty の違いは何ですか”	k) “How do you spell _____?”
12) “もう一度言っていただきませんか”	l) “Can you help me please?”
13) “手伝って (教えて) くれませんか”	m) “Richard, I’m not feeling well.”
14) “水母は英語でどのように言いますか”	n) “I’m sorry I’m late”
15) “Hang on はどういう意味ですか”	o) “I’m sorry, I was absent last lesson”

Spring Cinquain Plan

1) Brainstorm 'Spring'

2) Organize your words

5 nouns

5 adjectives

5 verbs

3 adverbs

A sentence:

3) Complete your poem

Spring

by _____

Spring Cinquain Submission

Fill in your spring poem and submit the pdf to the class Moxtra binder

Spring

by _____

Vocabulary

- a) Look at the words below.
- b) Fill in the gaps.
(Use Quizlet and / or a dictionary to help you)
- c) Add any other words that were new to you today.

English	Japanese	Example / Definition
Brainstorming		
Hang on!		
Cinquain		
		a thing: bento lunch box, cherry blossoms, entrance ceremony
		a word that describes a noun: delicious, beautiful, emotional
		a word that describes what someone or something is doing: eat, view, cry
		a word that describes how you do something: slowly, happily, emotionally
I'll start		
You start		
	花見	

Review: Basic Sentence Construction and Paragraph Structure

Week	2
Theme	Review: Basic sentence construction and paragraph structure
Keywords	Topic sentences, supporting sentences and concluding sentences. Agreement, collocation, word order, irrelevant.
Content	This lesson focuses on reviewing paragraph shape and structure. It will introduce the 8-stage writing recipe and the corrections guide. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Sentences

In the Cinquain poem, you were asked to write a sentence. What is a sentence? In high school, you learnt the SVO pattern. However, sentences are also made up of clauses, periods and commas.

Please look at the sentences below:

My name is Richard. **(1 clause and 1 period at the end.) OK!**

I live in Japan. **(1 clause and 1 period at the end.) OK!**

My name is Richard, and I am from England. **(2 clauses, 1 comma, 1 period.) OK!**

My name is Richard, and I am from England, but I live in Japan. **(3 clauses, 2 commas, 1 period.) OK**

My name is Richard, and I am from England, but I live in Japan, and I like eating chocolate. **(4 clauses, 3 commas, 1 period.) NOT OK!** This sentence is too long and becomes very difficult to write or read. This sort of sentence usually comes about when you try to translate from Japanese.

Sentence Types

Simple paragraphs usually have topic sentences, supporting sentences and concluding sentences. We will go over them all later, but briefly:

Topic Sentence: A topic sentence tells the reader the main idea of the paragraph, or what the paragraph is about. These usually come at the beginning of the paragraph.

Supporting Sentences: Supporting sentences give the reader more information about the topic or main idea of the paragraph.

Concluding Sentence(s): A concluding sentence or sentences come at the end of the paragraph and make it feel finished.

Paragraph Format

A paragraph has a special shape, which shows the reader where the paragraph begins and ends.

- a) Look at the two pieces of writing below.
- b) Find the differences and choose which one is a paragraph.
- c) Discuss your answers with a partner and fill in the answer.

A Indent, or start the first line of a paragraph about five spaces to the right of the other lines. This is like pressing 'tab' when you type. Write to the end of every line except the last one. If a sentence ends in the middle of a line, don't go down to the next one to start the next sentence. Start it on the same line, and never split words over two lines.

B Indent, or start the first line of a paragraph about five spaces to the right of the other lines. This is like pressing 'tab' when you type. Write to the end of every line except the last one. If a sentence ends in the middle of a line, don't go down to the next one to start the next sentence. Start it on the same line, and never split words over two lines.

Answer:

_____ is a paragraph because _____

The 8-stage Writing Recipe

Writing is like cooking. If you have the correct ingredients, and follow the recipe, your writing will always be ok!

The 8-stage writing recipe!

1) IDEAS: Brainstorming, free - writing, Extremely Short Stories (ESS), answering questions, and having simple dialogues about a topic or situation are all ways in which you can think up ideas and of words to use in your writing. These ideas are the 'ingredients' for the recipe.

2) ORGANIZE: Putting your words / phrases / clauses in groups and / or the order you want to use them.

3) SIMPLE SENTENCES: Write simple sentences using the organized words you have from 1 and 2. (leave a line between each sentence.)

4) EDITING I (check and correct): Check your simple sentences for spelling, verb tenses, subject agreement etc. If you find a mistake, DO NOT ERASE it! Cross it out and write the correction above in red. Use your correction guide to help you.

5) COMBINE AND CONNECT: Put your edited sentences together to make longer compound or complex sentences. Again, DO NOT ERASE words. Cross out words you don't need, or add any conjunctions in blue.

6) Write your DRAFT paragraph / paragraphs: (Copy your edited and combined / connected sentences out neatly in paragraph form. Again, leave a line between each sentence.)

7) EDITING 2: Check your draft paragraphs, paying particular attention to punctuation and conjunctions. Use your correction guide to help you.

AND

8) REWRITE: If needed, rewrite your paragraph / essay / letter / report.

The Correction Guide

Write the number above the mistake, and then rewrite the sentence correctly. Number 1 is done for you.

- 1) AGREEMENT ^{wears} She wear jeans everyday. ^{She} My sister is nice. He likes shopping.
- 2) WORD CHOICE
and COLLOCATION She ate some pig The traffic was very big
- 3) WORD FORM 7 / 11 is a very convenience store
- 4) VERB TENSE She has been to Disneyland last summer
- 5+) ADD A WORD I saw him at station
- 5-) TAKE OUT A WORD I went to shopping
- 6) COMBINE I can't go. Because I'm busy.
- 7) SPELLING This soap is dericious
- 8) PUNCTUATION (. , ! ? : ;) Have you found a part time job yet.
- 9) CAPITALIZATION richard is from england
- 10) WORD ORDER I'm after class going shopping
- 11) JAPANESE ENGLISH I want to level up my English I play with my friends
- 12) UNINTELLIGIBLE SENTENCE I can to go with my friends at Sunday shopping fun

Vocabulary

- a) Look at the words below.
- b) Fill in the gaps.
(Use Quizlet and / or a dictionary to help you)
- c) Add any other words that were new to you today.

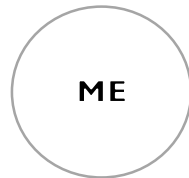
English	Japanese	Example / Definition
Agreement		
Collocation		
Word form		
Irrelevant		
Topic		
Support(ing)		
Conclud(ing)		

Who Am I?

Week	3
Theme	Who am I?
Keywords	Brainstorming, free-writing, organization
Content	This lesson focuses on Free writing: 'Who am I?' Textbook Unit 1: Parts 1, 2, 3 and 4 (brainstorming, analyzing a paragraph, learning about organization and working on content). Homework and / or journal
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Mind Mapping

Another way of brainstorming and organizing your ideas is to use a mind map. Look at your freewriting and decide what information you gave. Add these topics to the mind map below. Can you add any more? Now add one or two words of extra information to each topic.



Checking activities with a Partner

With our new book we will have lots of opportunities to check tasks and work with each other. In fact, I always want you to do this! To get you started, you can try this dialogue / conversation.

A) Excuse me _____ (name)_____, have you finished?

B) Yes I have / Um...sorry...just a moment.....(finish!).....ok, now I'm finished!

A) Let's work together!

B) Ok, I'll start.....what did you write for _____?

A) For _____? I wrote / put / chose _____

B) Me too / So did I Really? I wrote / put / chose _____

.....so what did you write for _____?

and continue on until you have discussed all of your answers.

An Introductory E-mail

Week	4
Theme	Unit I An Introductory E-mail
Keywords	Connecting and combining sentences
Content	This lesson focuses on homework review and finishing Unit I. Writing task I plan. Paragraph planning format. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Combining and Connecting Organized information

1) Copy your 3 simple sentences from page 3 on the lines below.

a) _____

b) _____

c) _____

2) Now combine or connect these 3 sentences to make 2 sentences on the lines below.

3) Now combine or connect these 2 sentences to make 1 sentence on the lines below.

4) Now compare your answers with a partner.

Adding Extra Information

You can add extra information to the topics in your writing by adding supporting sentences. Extra information will also make your writing more interesting.

1) Complete page 5 in your book.

2) Discuss your answers with a partner:

A) Excuse me _____ (name) _____, have you finished?

B) Yes I have / Um..sorry...just a moment.....(finish!).....ok, now I'm finished!

A) Great, so what 3 topics did you choose to write more about?

B) I chose _____ (a) _____, _____ (b) _____, and _____ (c) _____.

A) Ok, tell me more about _____ (a) _____.

B) Well, _____ (use your sentence and more information from your book) _____

A) (ask your partner 1 more question about what she just said)

and continue on until you have discussed all of your answers.

3) Did you say any extra information to answer your partner's questions? If you did, write the topic and extra information out in the spaces below.

Topic: _____

Answer to my Partner's question: _____

Topic: _____

Answer to my Partner's question: _____

Topic: _____

Answer to my Partner's question: _____

Writing an Introductory E-mail Plan

You have written your basic information in your books and learnt about greetings and closing when writing letters of introduction. Now write your e-mail to a tutor you have never met.

Use the first 5 stages of the 8-stage writing recipe to plan your e-mail.

1) Brainstorm: Look back in your notes.

2) Organize:

- Greeting
- Name
- Reason for writing
- 5 topics to introduce yourself
- Closing

3) Simple sentences: write these in your notebook. You can copy sentences from your textbook.

4) Edit your sentences using your correction guide to help you. Make any changes in red.

5) Combine and connect: Can you make any of your simple sentences into compound or complex sentences? If you can, cross out any words you don't need, and add conjunctions in blue.

Writing Assignment I

Week	5
Theme	Unit I Writing Assignment I
Keywords	Main topic, subtopics, topic sentence, supporting sentences, closing
Content	This lesson focuses on writing assignment I: Sending an introductory e-mail
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

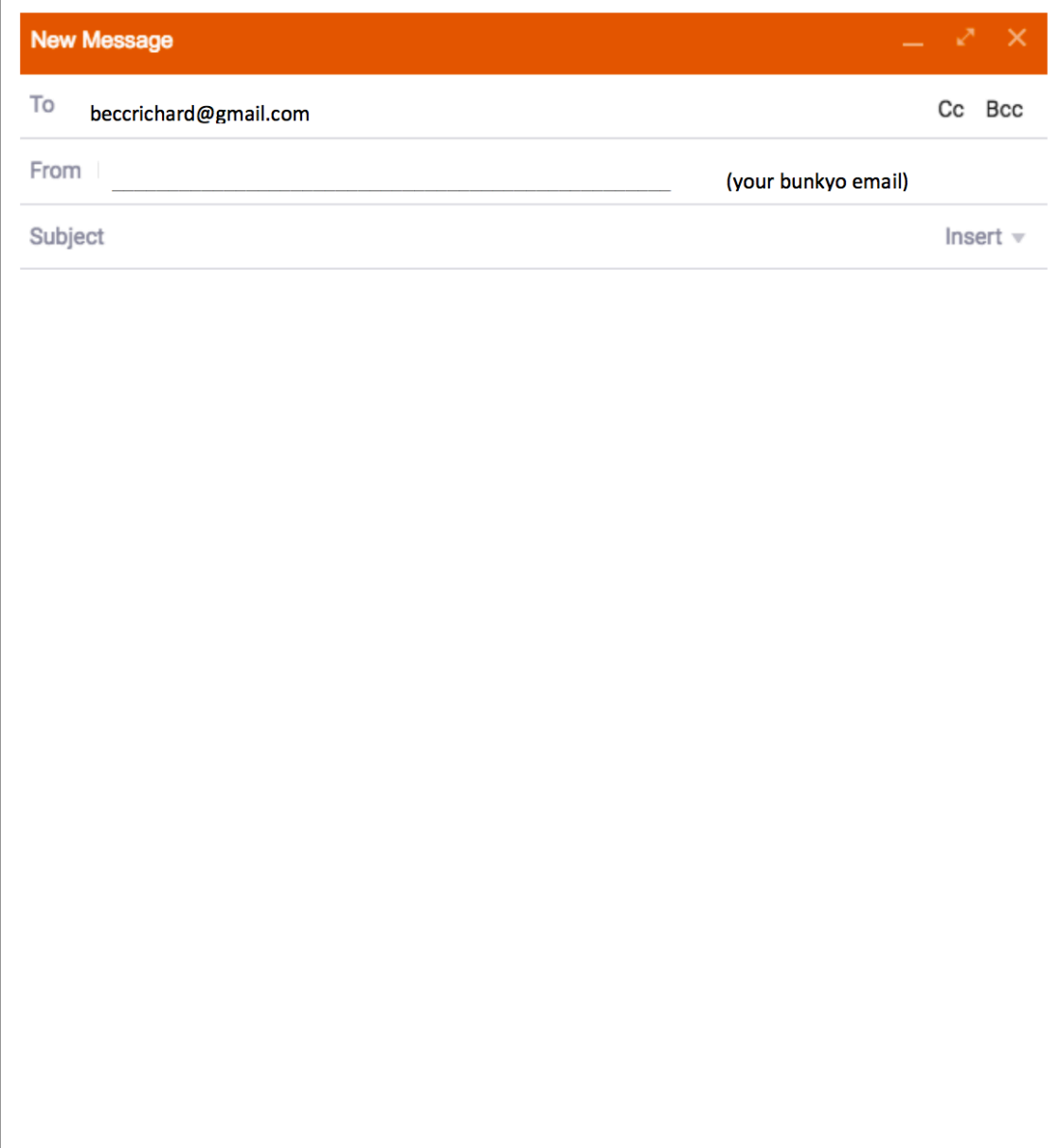
Introducing Yourself

- a) Read your planned e-mail introduction to three other members of the class.
- b) Do your classmates have any comments or suggestions? If so, write them below.

Listen to your partners give their self-introductions. Make any comments you have or point out any mistakes they've made. Did you get any extra ideas from listening? If so, write them below.

Sending an E-mail of Introduction

Using your plan, copy your draft to an email and send it to me at the address below:



The image shows a screenshot of an email composition window titled "New Message". The window has an orange header bar with the title and standard window control icons (minimize, maximize, close). Below the header, the "To" field is filled with "beccrichard@gmail.com" and includes "Cc" and "Bcc" options. The "From" field is empty, with a placeholder "(your bunkyo email)" to its right. The "Subject" field is empty, with an "Insert" dropdown menu to its right. The main body of the email is a large, empty white area.

Writing Assignment I: Review

Week	6
Theme	Unit I Writing Assignment I: Review
Keywords	Editing / corrections, re-typing final draft, feedback, self-assessment.
Content	This lesson focuses on students making their own corrections to their writing assignments, and re-writing. Students then do a self-assessment and homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Self - Correction

- a) With 3 partners, open your correction guide.
- b) Try to help each other correct any mistakes in your e-mails. Use the conversation below to help you.

A) So what number is the mistake?

B) It's number 2, word choice and collocation.

C) Right, please read us the sentence.

D) Ok. " _____ "

ANYONE) I think _____ is wrong. Maybe you can change it to _____

Discuss and come up with a correction!

Most Common Mistakes

After you have finished, add up your mistakes. Which number mistake did you make most often? Write your 3 most common mistake numbers and type below.

Most common mistake number: _____

Most common mistake type: _____

Second most common mistake number: _____

Second most common mistake type: _____

Third most common mistake number: _____

Third most common mistake type: _____

Sending an E-mail of Introduction

Using your corrected draft, copy your final email on the pdf below and send it to the class Moxtra binder.

New Message — ↗ ✕

To beccrichard@gmail.com Cc Bcc

From _____ (your bunkyo email)

Subject Insert ▼

Self-Assessment

Think about your writing assignment.

Look back at your writing task and think about the 'writing recipe' process.
Answer the questions below.

1. What was your greeting? _____
2. What was your topic sentence (reason for writing)?

3. What 5 topics did you use to introduce yourself??

4. Did you have enough information in your brainstorm to write a good paragraph?
YES No I don't know
5. Were your simple sentences in the correct order?
Yes they were No they weren't I'm not sure
6. Did you use your corrections sheet to check your simple sentences?
Yes I did No I didn't
7. Did you find any mistakes in your simple sentences? (If yes, how many?)
Yes I did _____ No I didn't
8. Did you combine and connect your simple sentences? (If yes, how many times?)
Yes I did _____ No I didn't
9. Did you check your draft paragraph before you handed it in to Richard?
Yes I did No I didn't
10. Did you find any mistakes in your draft paragraph before you gave it to Richard?
Yes I did _____ No I didn't
11. Was your e-mail paragraph written in the correct format (shape)?
Yes No I don't know
12. Did you give enough details and support for your topic sentence?
Yes I did No I didn't I'm not sure

13. Did Richard find any mistakes in your draft paragraph?

No, it was perfect! Yes, he found _____ mistakes.

14. Could you correct the mistakes Richard found?

Yes I could Yes, with a friend's help No I couldn't

15. Which were your 3 most common mistake numbers (from the correction guide)

1: _____ 2: _____ 3: _____

16. At the moment, which is better for you when doing writing assignments?

Writing using the writing recipe all in English.

Writing using the writing recipe but brainstorming in Japanese and translating these words.

Writing in Japanese and then translating to English.






PLEASE TELL ME WHY (日本語 ok!)

17: Look back at your answers above. What was difficult for you to do when you were writing this assignment? Say why you think so. You can choose more than one section!

Japanese is ok if you want!

(Brainstorming / Simple Sentences / Correcting / Combining and Connecting /writing the draft paragraph / Correcting mistakes Richard found)

Give yourself a grade!

Excellent! 5 	Good 4 	Ok 3 	Silly mistakes! 2 	I'm not happy 1 
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Writing Assessment Rubric and Feedback

Score	Spelling & Grammar	Content	Organization
5	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.	All content is relevant to the task. Target reader is fully informed. All aspects of task clearly communicated	Text is connected using basic, high-frequency linking words. (The words used in this and other lessons: also, so, and, but, because)
4.5	Between 4 & 5.	Between 4 & 5	Between 4 & 5
4	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. All aspects of task communicated.	Text consists of mostly simple sentences, without linking words.
3.5	Between 3 & 4	Between 3 & 4	Between 3 & 4
3	Expression requires interpretation by the reader and contains impeding errors in spelling and grammar.	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. Most aspects of task communicated	Text consists mostly of fragments, rather than complete sentences.
2	Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.	Some attempt to address the task but response is very unclear.	Garbled syntax.
1	Minimal, or totally incomprehensible response.	Content is totally irrelevant. Target reader is not informed.	
Your score	/5	/5	/5

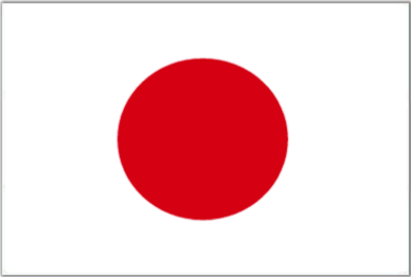

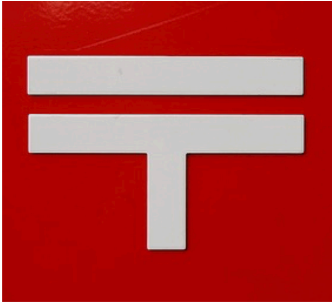



Your Score CEFR Grade	Score Feedback
13.5-15 B1 or above	実力あり！あなたの成績は S です。 Excellent work! You got an S grade on this assessment. Try to get an S next time too!
12-13 A2+	おめでとうございます！あなたの成績は A です。 Congratulations! You got an A grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
10.5-11.5 A2	よくできました！あなたの成績は B です。 Well done! You got a B grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
9-10 A1+	頑張りましたね！あなたの成績は C です。 Thank you for trying this assessment. You got a C grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
~8.5 A1	お疲れ様でした！！あなたの成績は D です。 Thank you for trying this assessment. You got a D grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺

My Seal

Week	7
Theme	My Seal
Keywords	Topic sentence, represent vs symbolize, commas + because / so / as.
Content	This lesson focuses on defining the difference between representing and symbolizing, and describing and explaining the meaning of a family seal. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Represent vs Symbolize

- a) Look at the 7 pictures.
- b) Write down the first thing you think of.
- c) Does the picture symbolize or represent the thing you thought of?
- d) Discuss your answers with a partner.

<p>1.</p>  <p>_____ / _____</p>	<p>2. and 3.</p>  <p>_____ / _____</p>
<p>4</p>  <p>_____ / _____</p>	<p>5</p>  <p>_____ / _____</p>
<p>6</p>  <p>_____ / _____</p>	<p>7</p>  <p>_____ / _____</p>

#All pictures royalty free

Sentences

Use your answers from the previous page to complete or make sentences.
The first one is done for you.

- 1) This flag **represents** Japan. The red circle **represents** the rising sun, and the white background **symbolizes** purity.
- 2) The dove and the paper crane both _____ peace.
- 3) The white T-shape on a red background _____ the Post Office.
- 4) _____
- 5) _____
- 6) _____

What Represents Me?

We are all represented by our signatures. In Japan, this is usually in the form of an *Inkan*, or 'name stamp'.

- a) Write your name stamp kanji and the *romaji*.
- b) Write the kanji meaning, or what word it is in or from.
- c) Write what your name stamp **could** mean in English.

Example:

- | | | |
|----------------------|------------------------------------|------|
| a) 利 ri | 茶 cha | 土 do |
| b) clever / logical | tea | land |
| c) Possible meaning: | Clever (man) from the land of tea! | |

- a) _____
- b) _____
- c) Possible meaning: _____

What's in a Name?

Use your answers from 'What Represents Me?' to complete the conversation with your classmates. Write their answers.

A) So _____, what *inkan* seal do you use to represent yourself?

B) Well, I use the characters _____, _____ (and _____)

A) Ok, tell me more!

B) Well, _____ can mean _____, and _____ can mean _____

is in

is in

is from

is from

(and _____ can mean _____)

is in

is from

so I could be a _____ in English!

A) Right....and how else could you write your name?

B) I could also use _____, which means / is in _____, and _____

which means / is in _____ (and _____ which means / is in _____)

A) So you would be _____.

Would you like to use that as your seal to represent you?

B) Yes, I think I would! / Well, maybe / Er, no, I don't think so!

Partner

Characters

Meaning

Richard

利茶土

Clever man from the land of tea

Symbols and Characteristics


Week	8
Theme	Unit 5 Symbols and Characteristics
Keywords	Topic sentence, represent vs symbolize, commas + because / so / as. Above, below, on vs to the right / left of.
Content	This lesson focuses on Unit 5 parts 2,3,4, in your book, and organizing by location. Topic Sentences. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Plant and Animal Symbols

Plants and animals can be used as symbols for someone's personality or character. What plant and animal would you choose to represent yourself, and why?

- Write the plant / animal name and add a picture.
- Write the qualities of that plant / animal.
- Write why you chose it.

Example:

<p>a) A morning glory</p> 	<p>b) opens in the morning faces the sun can grow anywhere</p>
	<p>c) I'm a morning person I want to be positive I want to be strong and do well anywhere</p>

Plant:

<p>a)</p>	<p>b) _____ _____ _____</p>
	<p>c) _____ _____ _____</p>

Animal:

a)	b) _____

	c) _____

Classmates' Characteristics

Use your answers from the previous activity and the conversation below to find out more about your classmates' characteristics.

A) So _____, what animal / plant did you choose to represent your character?

B) I chose _____ because _____
and _____

A) I see...why?

B) Well, I am / want to be _____

A) Sounds _____!

NAME	PLANT / ANIMAL	REASONS	I am / want to be a person who.....
Bob	A pig	is intelligent can eat anything	is intelligent and can learn new things, and who can live without lots of special things.

Vocabulary

- a) Look at the words below.
- b) Fill in the gaps.
(Use Quizlet and / or a dictionary to help you)
- c) Add any other words that were new to you today.

English	Japanese	Example / Definition
morning glory		
hydrangea		
	菊	
personality		
easygoing		
funny		
generous		
happy		
hardworking		
honest		
impatient		
cheerful		
active		

Writing Assignment 2

Week	9
Theme	Unit 5 Writing Assignment 2
Keywords	Editing, commas with because, topic sentence
Content	This lesson focuses on Unit 5 parts 8 and 7, and using commas with because. Writing Assignment 2. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

A1) Because _____, _____.
A2) _____, so _____.
A3) _____ because _____.

B1) _____

B2) _____

B3) _____

C1) _____

C2) _____

C3) _____

D1) _____

D2) _____

D3) _____

E1) _____

E2) _____

E3) _____

F1) _____

F2) _____

F3) _____

Writing about your Personal Seal

You have designed your personal seal in your book. Now write about your seal, remembering to say where the symbols are, why they are there, and what they represent or symbolize about you.

Use the first 6 stages of the 8-stage writing recipe to plan your writing.

1) Brainstorm: Look back in your notes and your book pages 44 - 47. Make a mind map for your seal.

2) Organize:

- Topic Sentence
- Personality
- Symbol 2
- Symbol 3
- Symbol 4
- Concluding Sentences

3) Simple sentences: write these in your notebook. You can copy sentences from your textbook and notes.

4) Edit your sentences using your correction guide to help you. Make any changes in red.

5) Combine and connect: Can you make any of your simple sentences into compound or complex sentences? If you can, cross out any words you don't need, and add conjunctions in blue.

6) Write and submit your first draft.

Writing Assignment 2: Review

Week	10
Theme	Writing Assignment 2 Review
Keywords	Editing / corrections, typing a final draft, self-assessment.
Content	This lesson focuses on students making their own corrections to their writing assignments, and re-writing. Students then do a self-assessment and homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Self - Correction

- a) With 3 partners, open your correction guide.
- b) Try to help each other correct any mistakes in your e-mails. Use the conversation below to help you.

A) So what number is the mistake?

B) It's number 2, word choice and collocation.

C) Right, please read us the sentence.

D) Ok. " _____ "

ANYONE) I think _____ is wrong. Maybe you can change it to _____

Discuss and come up with a correction!

Most Common Mistakes

After you have finished, add up your mistakes. Which number mistake did you make most often? Write your 3 most common mistake numbers and type below.

Most common mistake number: _____

Most common mistake type: _____

Second most common mistake number: _____

Second most common mistake type: _____

Third most common mistake number: _____

Third most common mistake type: _____

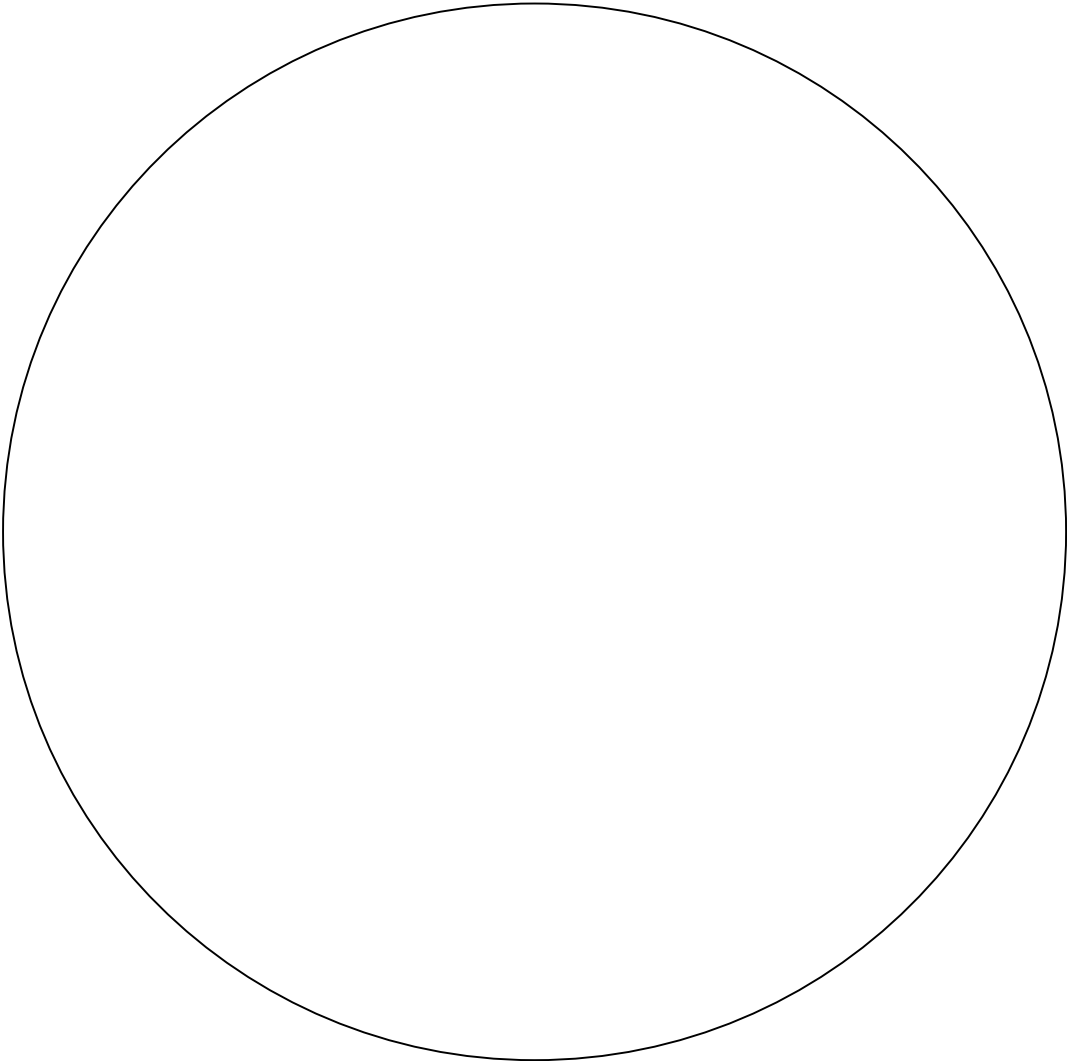
Final Draft

- a) Use the template below in your Pages app to type your final draft and to create your seal.
- b) when you have finished, send your draft and seal from your Pages app to the class Moxtra binder.

My Seal

My seal has four symbols:

(Create your seal inside the circle)



Self-Assessment

Think about your writing assignment.

Look back at your writing task and think about the 'writing recipe' process.
Answer the questions below.

1. What were your symbols? _____

2. What was your topic sentence?

3. What symbol represented your character and why?

4. Did you have enough information in your brainstorm to write a good paragraph?

YES

No

I don't know

5. Were your simple sentences in the correct order?

Yes they were

No they weren't

I'm not sure

6. Did you use your corrections guide to check your simple sentences?

Yes I did

No I didn't

7. Did you find any mistakes in your simple sentences? (If yes, how many?)

Yes I did _____

No I didn't

8. Did you combine and connect your simple sentences? (If yes, how many times?)

Yes I did _____

No I didn't

9. Did you check your draft paragraph before you handed it in to Richard?

Yes I did

No I didn't

10. Did you find any mistakes in your draft paragraph before you gave it to Richard?

Yes I did _____

No I didn't

11. Was your paragraph written in the correct format (shape)?

Yes

No

I don't know

12. Did you give enough details and support for your topic sentence?

Yes I did

No I didn't

I'm not sure

13. Did Richard find any mistakes in your draft paragraph?

No, it was perfect!

Yes, he found _____ mistakes.

14. Could you correct the mistakes Richard found?

Yes I could

Yes, with a friend's help

No I couldn't

15. Which were the 3 most common mistake numbers in your draft paragraphs?

1: _____ 2: _____ 3: _____

16. At the moment, which is better for you when doing writing assignments?

- Writing using the writing recipe all in English.
- Writing using the writing recipe but brainstorming in Japanese and translating these words.
- Writing using the writing recipe but brainstorming in Japanese, writing simple sentences in Japanese and translating these.
- Writing in Japanese and then translating to English.






PLEASE TELL ME WHY (日本語 ok!)

17: Look back at your answers above. What was difficult for you to do when you were writing this assignment? Say why you think so. You can choose more than one section!

Japanese is ok if you want!

(Brainstorming / Simple Sentences / Correcting / Combining and Connecting /writing the draft paragraph / Correcting mistakes Richard found)

Give yourself a grade!

Excellent! 5 	Good 4 	Ok 3 	Silly mistakes! 2 	I'm not happy 1 
--	--	--	--	---

Writing Assessment Rubric and Feedback

Score	Spelling & Grammar	Content	Organization
5	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.	All content is relevant to the task. Target reader is fully informed. All aspects of task clearly communicated	Text is connected using basic, high-frequency linking words. (The words used in this and other lessons: also, so, and, but, because)
4.5	Between 4 & 5.	Between 4 & 5	Between 4 & 5
4	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. All aspects of task communicated.	Text consists of mostly simple sentences, without linking words.
3.5	Between 3 & 4	Between 3 & 4	Between 3 & 4
3	Expression requires interpretation by the reader and contains impeding errors in spelling and grammar.	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. Most aspects of task communicated	Text consists mostly of fragments, rather than complete sentences.
2	Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.	Some attempt to address the task but response is very unclear.	Garbled syntax.
1	Minimal, or totally incomprehensible response.	Content is totally irrelevant. Target reader is not informed.	
Your score	/5	/5	/5

Your Score CEFR Grade	Score Feedback
13.5-15 B1 or above	実力あり！あなたの成績は S です。 Excellent work! You got an S grade on this assessment. Try to get an S next time too!
12-13 A2+	おめでとうございます！あなたの成績は A です。 Congratulations! You got an A grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
10.5-11.5 A2	よくできました！あなたの成績は B です。 Well done! You got a B grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
9-10 A1+	頑張りましたね！あなたの成績は C です。 Thank you for trying this assessment. You got a C grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
~8.5 A1	お疲れ様でした！！あなたの成績は D です。 Thank you for trying this assessment. You got a D grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺

Important Places

Week	11
Theme	Important Places
Keywords	Neighborhood locations, residence types (house, dormitory, mansion, apartment), residence locations (city, countryside, suburbs) buildings (shrine, temple etc.)
Content	This lesson focuses on describing where students live and nearby locations. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Brainstorming Vocabulary

- a) Watch the video and write down the names of all the places you see.
- b) Compare your answers with a partner.
- c) Add any places you missed.

Using and Increasing your Vocabulary

- a) Use words from your brainstorming to have the conversation.
- b) Make memos about your partners' hometowns.

A) _____, where are you from?

B) I'm from _____ in _____

A) Ok...can you give me 3 adjectives to describe _____?

B) Sure, it's _____

A) Ok, and can you tell me 5 things that are near your house?

B) Well, there _____

How about you? Where do you live?

Name	Hometown	3 Adjectives	5 Nouns

Describing your Hometown

- a) Open Google Earth and find where you live.
- b) Tell a partner about where you live.
- c) Show your partner a memorable location for you.

A) _____, please tell me about where you live.

B) Ok, it's here on the map, look.

A) I see.

B) I live in _____ (and continue on for 2-3 minutes about your house and hometown) _____

A) That's nice. Can you show me a place that you have a special memory of?

B) Ok. Here, the _____. I have a _____ memory of this place.

A) Sounds.....!

My Hometown ESS

An ESS is an Extremely Short Story. The 'story' must be exactly 50 WORDS, no more and no less. Your grammar doesn't have to be perfect, and it doesn't even have to be a story!

- a) Describe your hometown in 50 words.
- b) Using Keynote, make a 1 screen ESS presentation about your hometown.

Example ESS:

Framlingham: The castle on the hill, the church, three schools, three pubs and market hill.

Playing football on grass, getting stung by nettles and covered in mud on the mere. Friends, family, blue skies, fields of golden corn. A great place to grow up, a great place to grow old!

Example Keynote screen:



Vocabulary

- a) Look at the words below.
- b) Fill in the gaps.
(Use Quizlet and / or a dictionary to help you)
- c) Add any other words that were new to you today.

English	Japanese	Example / Definition
countryside		
rural		
suburbs		
urban		
shrine		
temple		
rice / paddy field		
relaxing		
market		
local		
recommend		
park		
nearby		

What Happened?

Week	12
Theme	Unit 2 What Happened?
Keywords	Scene setting, prepositions of place / time, endings.
Content	This lesson focuses on students' hometown ESS presentations, and Unit 2 parts 2,3,5 and 6. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

My Hometown ESS

Watch your classmates' presentations and write down any new words or interesting information

What Happened and Where?

- a) Watch the music video.
- b) Answer the questions.
- c) Compare your answers with a partner.

1) What happened when the singer was 6 years old?

2) What was the singer doing?

3) What did the singer roll down?

4) Where did the singer drive?

5) Where did the singer watch the sunset?

6) Where did the singer run from the police?

7) What did the singer do on a Friday night?

8) What can't the singer wait to do?

9) How do you think the singer feels?

10) Do you like the song? Why or why not?

Vocabulary

a) Look at the words below.

b) Fill in the gaps.

(Use Quizlet and / or a dictionary to help you)

Add any other words that were new to you today.

English	Japanese	Example / Definition
homesick		
	懐かしい	
back lanes		
muddy		
embarrassed		
disappointed		
elated		
set the scene		
prepositions		

Writing Assignment 3

Week	13
Theme	Unit 2 An Important Place Writing Assignment 3
Keywords	Editing, prepositions, paragraph organization.
Content	This lesson focuses on editing and Unit 2 parts 8 and 7. Writing Assignment 3. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Editing I

- a) Read the paragraph.
- b) Underline any mistakes and number them using the correction guide.
- c) Discuss your answers with a partner.

When I was 24 year old I moved to Hiroshima. I live in the small town in near Hiroshima and Miyajima called Rakurakuen. Something funny happened there that make me laugh even today. One day after work. And I was walking home to work with a friend, a man on a bicycle ride by. He was so surprised to see two foreigners. He stopped looking where he was going but cycled straight of the road and in a rice paddy! When we stopped laughing. we went to pull him out, and he was too ashamed to accept our help. He just his bicycle left and walk away covered in muddy!

Editing 2

Now correct the mistakes you found in Editing 1

When I was 24 year old I moved to Hiroshima. I live in the small town in near Hiroshima and Miyajima called Rakurakuen. Something funny happened there that make me laugh even today. One day after work. And I was walking home to work with a friend, a man on a bicycle ride by. He was so surprised to see two foreigners. He stopped looking where he was going but cycled straight of the road and in a rice paddy! When we stopped laughing. we went to pull him out, and he was too ashamed to accept our help. He just his bicycle left and walk away covered in muddy! I will never forget that day.

Writing about your Important Place

You have started planning your important place and event in your book. Now write about your place, remembering to say where it is, when the event happened, and what happened.

Use the first 6 stages of the 8-stage writing recipe to plan your writing.

1) Brainstorm: Look back in your notes and your book pages 11 - 18. Make a mind map for your seal.

2) Organize:

- Place and Time
- Set the scene
- What happened
- Outcome
- Feeling

3) Simple sentences: write these in your notebook. You can copy sentences from your textbook and notes.

4) Edit your sentences using your correction guide to help you. Make any changes in red.

5) Combine and connect: Can you make any of your simple sentences into compound or complex sentences? If you can, cross out any words you don't need, and add conjunctions in blue.

6) Write and submit your first draft.

Writing Assignment 3: Review

Week	14
Theme	Writing Assignment 3 Review
Keywords	Editing / corrections, typing a final draft, self-assessment.
Content	This lesson focuses on students making their own corrections to their writing assignments, and re-writing. Students then do a self-assessment and homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Self - Correction

- a) With 3 partners, open your correction guide.
- b) Try to help each other correct any mistakes in your e-mails. Use the conversation below to help you.

A) So what number is the mistake?

B) It's number 2, word choice and collocation.

C) Right, please read us the sentence.

D) Ok. " _____ "

ANYONE) I think _____ is wrong. Maybe you can change it to _____

Discuss and come up with a correction!

Most Common Mistakes

After you have finished, add up your mistakes. Which number mistake did you make most often? Write your 3 most common mistake numbers and type below.

Most common mistake number: _____

Most common mistake type: _____

Second most common mistake number: _____

Second most common mistake type: _____

Third most common mistake number: _____

Third most common mistake type: _____

Final Draft

- a) Type your final draft in your Pages app, and add a picture of your important place.
- b) Send your draft from your Pages app to the class Moxtra binder.

Self-Assessment

Think about your writing assignment.

Look back at your writing task and think about the 'writing recipe' process. Answer the questions below.

1. Where was your important place? _____

2. When did the event take place? _____

3. Who was involved in the event? _____

4. What was the outcome of the event? _____

5. What was the feeling, and was it positive or negative?

Feeling: _____ positive / negative

6. Did you have enough information in your brainstorm to write a good paragraph?

YES

No

I don't know

7. Were your simple sentences in the correct order?

Yes they were

No they weren't

I'm not sure

8. Did you use your corrections guide to check your simple sentences?

Yes I did

No I didn't

9. Did you find any mistakes in your simple sentences? (If yes, how many?)

Yes I did _____ No I didn't

10. Did you combine and connect your simple sentences? (If yes, how many times?)

Yes I did _____ No I didn't

11. Did you check your draft paragraph before you handed it in to Richard?

Yes I did _____ No I didn't

12. Did you find any mistakes in your draft paragraph before you gave it to Richard?

Yes I did _____ No I didn't

13. Was your paragraph written in the correct format (shape)?

Yes _____ No _____ I don't know _____

14. Did you give enough details and support for your topic sentence?

Yes I did _____ No I didn't _____ I'm not sure _____

15. Did Richard find any mistakes in your draft paragraph?

No, it was perfect! _____ Yes, he found _____ mistakes.

16. Could you correct the mistakes Richard found?

Yes I could _____ Yes, with a friend's help _____ No I couldn't _____

17. Which were the 3 most common mistake numbers in your draft paragraphs?

1: _____ 2: _____ 3: _____

18. At the moment, which is better for you when doing writing assignments?

- Writing using the writing recipe all in English.
- Writing using the writing recipe but brainstorming in Japanese and translating these words.
- Writing using the writing recipe but brainstorming in Japanese, writing simple sentences in Japanese and translating these.
- Writing in Japanese and then translating to English.


PLEASE TELL ME WHY (日本語 ok!)

19: Look back at your answers above. What was difficult for you to do when you were writing this assignment? Say why you think so. You can choose more than one section!

Japanese is ok if you want!

(Brainstorming / Simple Sentences / Correcting / Combining and Connecting /writing the draft paragraph / Correcting mistakes Richard found)

Give yourself a grade!

Excellent! 5 	Good 4 	Ok 3 	Silly mistakes! 2 	I'm not happy 1 
---	---	---	---	--

Writing Assessment Rubric and Feedback

Score	Spelling & Grammar	Content	Organization
5	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.	All content is relevant to the task. Target reader is fully informed. All aspects of task clearly communicated	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.
4.5	Between 4 & 5.	Between 4 & 5	Between 4 & 5
4	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. All aspects of task communicated.	Text is connected using basic, high-frequency linking words. (The words used in this and other lessons: also, so, and, but, because)
3.5	Between 3 & 4	Between 3 & 4	Between 3 & 4
3	Expression requires interpretation by the reader and contains impeding errors in spelling and grammar.	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. Most aspects of task communicated	Text consists of mostly simple sentences, without linking words.
2	Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.	Some attempt to address the task but response is very unclear.	Text consists mostly of fragments, rather than complete sentences.
1	Minimal, or totally incomprehensible response.	Content is totally irrelevant. Target reader is not informed.	Garbled syntax.
Your score	/5	/5	/5

Your Score CEFR Grade	Score Feedback
13.5-15 B1 or above	実力あり！あなたの成績は S です。 Excellent work! You got an S grade on this assessment. Try to get an S next time too!
12-13 A2+	おめでとうございます！あなたの成績は A です。 Congratulations! You got an A grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
10.5-11.5 A2	よくできました！あなたの成績は B です。 Well done! You got a B grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
9-10 A1+	頑張りましたね！あなたの成績は C です。 Thank you for trying this assessment. You got a C grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺
~8.5 A1	お疲れ様でした！！あなたの成績は D です。 Thank you for trying this assessment. You got a D grade. Look back at the example in the book and your draft corrections. If you have any questions, ask me ☺

Semester Review

Week	15
Theme	Writing Strategies Semester Review
Keywords	A review of all the semester's keywords and ideas.
Content	This lesson focuses on students presenting their 'Important Place' assessment, and a review of the semester's work. Course evaluation.
Preview	Students must review the previous week's work and make sure that all relevant materials are prepared for class.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

Important Place Presentation

- a) Read your Important Place story to the class.
- b) Listen to your classmate's stories and fill in the chart with memo answers.

Name	Where?	When?	What happened?	Outcome	Feeling

Course Evaluation

- a) Open the link for the course evaluation on the BECC website.
 - b) Enter the password on the whiteboard
 - c) Complete the survey.
- Enter the rest of the information below when necessary.

Year: **I**

Department: **Global Communication**

Teacher: **Richard Sugg**

Class Number: **FE** ____

Subject: **Writing Strategies I/2**

Well done!

Thank you very much for completing Writing Strategies I.

Appendix

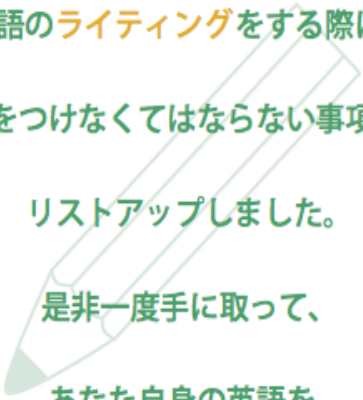
Correction Guide For **WRITING**

ライティング 校正ガイド



何のためのガイド？

英語のライティングをする際に、
気をつけなくてはならない事項を
リストアップしました。
是非一度手に取って、
あなた自身の英語を
振り返ってみましょう！



	WRONG sentence (間違った文)		CORRECT sentence (正しい文)
1. Agreement (一致)	× She wear jeans everyday.	○	She wears jeans everyday.
	× My sister is nice. He likes shopping.	○	My sister is nice. She likes shopping.
2. Word choice & Collocation (語の選択・連結)	× She ate some pig .	○	She ate some pork .
	× The traffic was very big .	○	The traffic was very busy/heavy .
3. Word form (語形・品詞)	× Vending machines are convenience .	○	Vending machines are convenient .
4. Verb tense (動詞の時制)	× She has been to Disneyland last summer.	○	She went to Disneyland last summer.
5+. Adding a word (語を加える)	× I saw him at ___ station.	○	I saw him at the station.
5-. Taking out a word (語を取り除く)	× I went to shopping.	○	I went shopping.
6. Combining (文の統合)	× I can't go. Because I'm busy.	○	I can't go because I'm busy.

	WRONG sentence (間違った文)	CORRECT sentence (正しい文)
7. Spelling (スペル)	× This soap is dericious.	○ This soup is delicious.
8. Punctuation (. , ! ? : ;) (句読点)	× Do you have any questions.	○ Do you have any questions?
9. Capitalization (大文字)	× lisa is from england.	○ Lisa is from England.
10. Word order (語順)	× I'm after class going shopping.	○ I'm going shopping after class.
11. Japanese English (和製英語)	× I want to level up my English. (英語の力を伸ばしたいです。)	○ I want to improve my English.
	× I play with my friends. (友達と遊びます。)	○ I hang out with my friends.
12. Unintelligible sentence (理解不能な文章)	× I can to go with my friends at Sunday shopping fun.	→ Please look and try again! (再度書き直して下さい)

Writing Japanese Words and Sounds in English
 (日本語を英語で書く)

Japanese		English spelling
し	→	shi
ち	→	chi
つ	→	tsu
ふ	→	fu
ちゃ	→	cha
しゅ	→	shu
じ	→	ji
おお (大)	→	O / Ō
おう (王)	→	O / Ō
しょう	→	shō

Examples (例)

Japanese		English spelling
寿司	→	sushi
刺身	→	sashimi
豆腐	→	tofu / tōfu
納豆	→	natto / nattō
もみじまんじゅう	→	Momijimanju / Momijimanjū
広島市	→	Hiroshimashi
宮島	→	Miyajima
縮景園	→	Shukkeien
熊野筆	→	Kumanofude

The Writing Recipe: A Simple Guide

Understanding your assignment!

Answer these questions before you start:

1) What is my Topic?

2) How much do I want to write?

3) When is my deadline?

4) What pages / exercises can I use to help me?

Stage 1: Brainstorming!

Make a list and / or a mind map of all your ideas about your topic:

Stage 2: Organizing your ideas!

Put your ideas from above in the correct order.

Title: _____

Topic Sentence: _____

If needed, Topic Sentence 2, Topic Sentence 3 etc.

Stage 3: Writing your Simple Sentences.

Write your simple supporting sentences. Remember, they should support the idea in your topic sentence, so write that again first to help you.

TS: _____

SS: _____

SS: _____

SS: _____

SS: _____

Continue until you have used all of the relevant ideas in your brainstorm.

When your SSs are finished, write your Concluding Sentence. You can restate your topic sentence, write a summary of your paragraph, write an evaluation, write a prediction or ask a question.

CS: _____

NOW TAKE A BREAK ☺

Stage 4: Check and Edit! (Corrections 1) Check your simple sentences for spelling, grammar, collocation and 'Japanese' mistakes...everything on your corrections sheet!

Stage 5: Combine and Connect! Put your edited sentences together using a different colour to add punctuation, conjunctions and to take out repeated information. Use this to write your draft paragraph in your notebook / on paper

Stage 6: Check and Edit! (Corrections 2) Check your draft paragraph for spelling, grammar, collocation and 'Japanese' mistakes...everything on your corrections sheet!

Stage 7: Check your work against the 'Writing Checklist' you have for your assignment.

Stage 8: Write out your clean final draft.

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つづり&文法	内容	発表のスキル構成
<p>たまに一定の種類の語彙を使い過ぎることはあるが、全般的に日常の語彙を適切に使うことができる。 基本的な文法を正しく使うことができる。 明らかな間違えはあるものの、意味は通じる。</p>	<p>5 全ての内容はタスクに沿っている。 読み手にしっかりと伝わっている。 タスクの全ての面において明確に意図が伝わっている。</p>	<p>5 本文は基本的で頻出度の高い接続詞でつながられている。</p>
<p>4と5の間</p> <p>4 基本的な語彙はある程度適切に使うことができる。 基本的な文法はある程度正しく使うことができる。 間違えのため、時々意味が通じないことがある。</p>	<p>4.5 4と5の間</p> <p>4 目立ちはしないが、タスクとの関連性がなかったり、欠けている部分がある。 読み手に全般的には伝わっている。 タスクの全ての面において意図が伝わっている。</p>	<p>4.5 4と5の間</p> <p>4 本文の大半は簡単な文で作られていて、接続詞は用いられていない。</p>
<p>3と4の間</p>	<p>3と4の間</p>	<p>3と4の間</p>
<p>読み手が書かれている表現を読み解こうとしないと分からぬ。 また、つづりと文法は読み手の理解を妨げるものがある。</p>	<p>3 タスクとの関連性がなかったり、誤って理解をしている部分がある。 読み手への伝達は最低限である。 タスクのほとんどの面において意図が伝わっているが、いくつかの面が欠落している。</p>	<p>3 本文の大半は未完成の文から作られている。</p>
<p>つづりと文法にいくつかの間違えがある。表現の間違えは、読み手に忍耐と読み解く努力を要する可能性や、コミュニケーションを妨げる可能性がある。</p>	<p>2 タスクに沿った努力は見受けられるが、その結果は非常に不透明である。</p>	<p>2 理解不可能な構文である。</p>
<p>最低限、又は理解不可能である。</p>	<p>1 内容は関連性が全くない。読み手に伝わらない。</p>	<p>1</p>

つづり&文法	内容	発表のスキル構成
<p>たまに一定の種類語彙を使い過ぎることはあるが、全般的に日常語彙を適切に使うことができる。</p> <p>基本的な文法を正しく使うことができる。</p> <p>明らかな間違いはあるものの、意味は通じる。</p>	<p>5 全ての内容はタスクに沿っている。読み手にしっかりと伝わっている。タスクの全ての面において明確に意図が伝わっている。</p>	<p>5 本文はまとまりと一貫性がある。文をつなげる基本的な接続詞と工夫が用いられている。</p>
<p>4と5の間</p>	<p>4.5 4と5の間</p>	<p>4.5 4と5の間</p>
<p>基本的な語彙はある程度適切に使うことができる。</p> <p>基本的な文法はある程度正しく使うことができる。</p> <p>間違いのため、時々意味が通じないことがある。</p>	<p>4 目立ちはしないが、タスクとの関連性がなかったり、欠けている部分がある。読み手に全般的には伝わっている。タスクの全ての面において意図が伝わっている。</p>	<p>4 本文は基本的に頻出度の高い接続詞でつながられている。</p>
<p>3と4の間</p>	<p>3と4の間</p>	<p>3と4の間</p>
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<p>つづりと文法にいくつかの間違えがある。表現の間違えは、読み手に忍耐と読み解く努力を要する可能性や、コミュニケーションを妨げる可能性がある。</p>	<p>2 タスクに沿った努力は見受けられるが、その結果は非常に不明瞭である。</p>	<p>2 本文の大半は未完成の文から作られている。</p>
<p>最低限、又は理解不可能である。</p>	<p>1 内容は関連性が全くない。読み手に伝わらない。</p>	<p>1 理解不可能な構文である。</p>

Writing Strategies I

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