

# Writing Strategies II

**A BECC Writing Foundation Course Part II  
First Year Semester Two**

一年生用ライティング基礎コース 下

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Table Of Contents	
Page	
ii	Welcome to Writing Strategies II
iii	Purpose of the Course
iv	Course CEFR based 'Can Do' goals
	<b>Chapters</b>
I	Day 1: Welcome Back
6	Day 2: My Favorite Photo
11	Day 3: Writing Assignment 1
16	Day 4: Writing Assignment 1 review
22	Day 5: At the Movies
26	Day 6: A Movie Review: Summary
33	Day 7: A Movie Review: Opinion
38	Day 8: Writing Assignment 2
44	Day 9: Writing Assignment 2 review
50	Day 10: Regrets
56	Day 11: Lessons Learned
61	Day 12: Writing Assignment 3
67	Day 13: Writing Assignment 3 review
73	Day 14: Thank You!
78	Day 15: Final Assignment and Semester Review
	Appendix

# Welcome to Writing Strategies II

Welcome to Writing Strategies II! In this class we will build on the writing you did in semester I to continue to learn a structured approach to the writing process. The **main aim** of the course is still to **help you** with **all the other English writing** you have to do in your GCD classes.

**Things you need for this course** (from Semester I):

- **Your A4 binder AND an A4 size notebook**
- **Your 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.

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

### **Purpose of the Course**

Purpose of the course:

In the BECC, your Writing Strategies I and II courses are taught one after the other. This means that you should treat them like one year-long class! You will have the same teacher, and study with the same people.

As in Writing Strategies I, in Writing Strategies II, it is important to use language. We don't think that language study is like other subjects – to learn a language, you have to use it, so in our class we will still focus on using English, and learning in English. Furthermore, we will continue to practice writing for communication – so that means you will be speaking and listening to English as much as possible as well as writing it.

Also, learning English has to be personal – you need to feel like it is useful - so you will again be asked to talk about things from your life. In the BECC we believe that you can learn not only from your teacher, but also from your classmates and of course your classmates can learn from you! Therefore, you will be encouraged to communicate with and assist your classmates throughout your course.

### **Goals and Objectives of the Course**

In this class students will build on what they have learned in Writing Strategies I to continue 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, 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 / iPad Pages formats without having to rely on a teacher.

Students will cover the themes of memories, book / movie reviews, regrets and lessons learned, and thanking colleagues, and should also be able to use ESS (Extremely Short Stories) and Stream of Consciousness writing (Free Writing) to help them generate ideas and imagination for writing.

Finally, students should be able to correct their own common mistakes and give constructive feedback and advice to other students.

### **Course CEFR based ‘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.*

# Welcome Back!

Week	I
Theme	Welcome Back!
Keywords	Past Simple Tense / Present Perfect Tense / Past Perfect Tense
Content	This lesson focuses on the Past / Present / Perfect tenses and grammar review. Homework and / or journal.
Preview	Students must make sure they bring their iPads UPDATED, textbooks, ring file and A4 notebook from Writing Strategies I.
Review	Students must review the lesson materials and complete all homework / journal assignments, and clear up any problems with their teacher or learning adviser.

## Warm Up!

- A) Hello \_\_\_\_\_, long time no see in here!  
B) Yes it is...so \_\_\_\_\_, what was the most interesting thing you did this summer?  
A) Oh, I \_\_\_\_ (TALK for 2 MINUTES) \_\_\_\_ / Nothing much, I just \_\_\_\_\_  
(TALK for 2 MINUTES)  
B) Sounds \_\_\_\_\_.  
A) It was.....how about you?.  
B) (TALK for 2 MINUTES)  
A) Sounds \_\_\_\_\_, talk to you later!  
B) Yes... See you!

## Vocabulary

- a) Work with a partner.  
b) Write the correct past tense form of the verbs.

go

\_\_\_\_\_

speak

\_\_\_\_\_

stand up

\_\_\_\_\_

watch

\_\_\_\_\_

visit

\_\_\_\_\_

run

\_\_\_\_\_

paddle

\_\_\_\_\_

play

\_\_\_\_\_

learn

\_\_\_\_\_

purify

\_\_\_\_\_

try

\_\_\_\_\_

practice

\_\_\_\_\_

have

\_\_\_\_\_

catch

\_\_\_\_\_

get together

\_\_\_\_\_

get

\_\_\_\_\_

look after

\_\_\_\_\_

feed

\_\_\_\_\_

put on

\_\_\_\_\_



## Collocation

a) Work with a partner.

b) Use the past tense forms from I. to complete the statements below.

**This summer, Erin...**

Statements	Clip
_____ <i>had</i> _____ a barbecue	<u>  I  </u>
_____ the Japanese drums at a summer festival	_____
_____ sightseeing	_____
_____ snorkeling	_____
_____ mochi rice cakes	_____
_____ a theme park	_____
_____ camping	_____
_____ fireworks	_____
_____ her hands before entering a shrine	_____
_____ a <i>Yukata</i> summer kimono	_____
_____ in English	_____
_____ to roller skate	_____
_____ magic	_____

\_\_\_\_\_ soaked \_\_\_\_\_

\_\_\_\_\_ with relatives \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ a paddleboard \_\_\_\_\_

\_\_\_\_\_ a dinosaur \_\_\_\_\_

\_\_\_\_\_ on a beach \_\_\_\_\_

\_\_\_\_\_ her pet \_\_\_\_\_

## Collocation

- a) Watch a video.
- b) Write the number of the clip next to the activity in the box above.  
(most the clips have more than one activity, so keep watching!)
- c) Check your answers with your group using the conversation below.

### After the video....

A: So which clip was 'had a barbecue?'

B: Oh, I think it was number 1

C: Me too! / Really, I think it was .....

### and afterwards in your group:

Which famous places did she visit?

### GROUP BONUS ANSWER:

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## Your Summer

- a) **FREE WRITING:** In your notebook, write for 10 minutes about anything / the things you did this summer.....**NO PLAN** or dictionaries!
- b) Look back to the end of last semester. What were your **THREE** most common mistake numbers?
- c) Ask a partner to check your writing for **ONLY** these mistakes.
- d) **PARTNER:** Use your correction guide to help you check your partner's writing...just the three numbers she asks you to check!
- e) If you find a mistake, underline it and write the number above it.

## 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
to paddle		
purify		
look after		
get together		
		Swimming while using a snorkel to breath trough.
	観光	

## My Favorite Photo

Week	2
Theme	My Favorite Photo
Keywords	Topic sentence, background information, concluding sentences. Prepositions of time.
Content	This lesson focuses on introducing a special photo. Unit 4 parts 2,5,6,3,4. Homework and / or journal.
Preview	Students must review the previous week's work and make sure that all relevant materials (3 photos) 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.

## Who, What, When, Where?

- Work with a partner.
- Look at the photos and have the conversation.
- Fill in the chart.



A) So \_\_\_\_\_, who is in the picture?

B) I think it's \_\_\_\_\_

A) Ok, me too / so do I / Really? I think.....

B) Right, so when do you think the photo was taken?

A) I think it was taken in \_\_\_\_\_

\_\_\_\_\_ years ago

at \_\_\_\_\_

on \_\_\_\_\_

B) Ok, me too / so do I / Really? I think.....

A) Ok, and where do you think the picture was taken?

B) Um, maybe it was taken at \_\_\_\_\_

in \_\_\_\_\_

A) Right, so what do you think happened?

B) I think \_\_\_\_\_

A) Ok, me too / so do I / Really? I think.....

PICTURE	WHO?	WHEN?	WHERE?
1			
	WHAT?		
PICTURE	WHO?	WHEN?	WHERE?
2			
	WHAT?		
PICTURE	WHO?	WHEN?	WHERE?
3			
	WHAT?		
PICTURE	WHO?	WHEN?	WHERE?
4			
	WHAT?		

# 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
a priest		
	式	
		The past participle of to be born.
		The sentence(s) that end a paragraph, making it clear that the paragraph is finished.
remind		



# Writing Assignment I

Week	3
Theme	Unit 4 Writing Assignment I
Keywords	Topic / concluding sentences, background information, mixing tenses.
Content	This lesson focuses on Unit 4 parts 8, 7 and writing assignment. 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.

## Content Review

Have the following conversation with your classmates.  
Take a note of any extra language you could use.

A) \_\_\_\_, which photo did you choose?

B) This one! (show your partner)

A) Ok, so who / what is that a picture of?

B) (reply)

A) Right....and when was it taken?

B) (reply)

A) I see, and where was it taken?

B) (reply)

A) I see, so what happened?

B) (Reply by saying **at least** 5 things. Use your book / notes to help you)

A) Sounds interesting. I can't wait to read your paragraph!

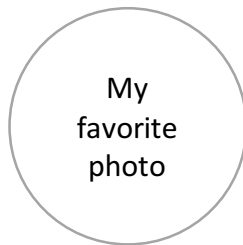
Extra language notes:

## Writing about your Favorite Photo

You have talked about your favorite photo with your classmates and made notes in your book. Now write about your photo, remembering to say who or what is in the photo, when it was taken, where it was taken (your background information) and what happened. Don't forget your concluding sentence!

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 32 - 40. Make a mind map for your photo:



2) Organize:

- **T**opic **S**entence (who / what and when)
- **W**here  
(background information)
- **W**hat happened  
(leading up to the what, the what, after the what)
- **C**oncluding **S**entence(s)

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.

# Vocabulary

Add any words that were new to you today in the table.

English	Japanese	Example / Definition

## Writing Assignment I: Review

Week	4
Theme	Writing Assignment I 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 copy of your photo.
- 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. What was your topic sentence?

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2. What was your background information (when? where?)

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3. Did you have 5 'what' pieces of information in your brainstorm?

YES

No

I don't know

4. Did you give additional / extra information in your simple sentences

YES

No

I don't know

5. Did you have enough information to write a good, interesting paragraph about your photo?

YES

No

I don't know

6. Were your simple sentences in the correct order?

Yes they were

No they weren't

I'm not sure



7. Did you use your corrections sheet to check your simple sentences?

Yes I did

No I didn't

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

Yes I did \_\_\_\_\_

No I didn't

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

Yes I did \_\_\_\_\_

No I didn't

10. What was your concluding sentence, and did this make your paragraph feel finished?

---

---

AND

Yes

No

I don't know

11. Was writing about a photo interesting for you?

Yes

No

12. 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!)

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I3: 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)

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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 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. <b>(The words used in this and other lessons: also, so, and, but, because)</b>
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 <b>mostly</b> simple sentences, <b>without</b> 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.
<b>Your score</b>	<b>/5</b>	<b>/5</b>	<b>/5</b>

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。
12-13 A2+	おめでとうございます！あなたの成績は <b>A</b> です。あなたは、写真についての説明、そしてそれが重要である理由が全て説明できていますか？ Unit 4 の <b>vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing</b> または <b>writing recipe stage 1, 2, 3, 4, 5, 6, 7</b> , ももう一度見てみましょう。
10.5-11.5 A2	よくできました！あなたの成績は <b>B</b> です。あなたは、写真についての説明、そしてそれが重要である理由が全て説明できていますか？ Unit 4 の <b>vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing</b> または <b>writing recipe stage 1, 2, 3, 4, 5, 6, 7</b> , ももう一度見てみましょう。
9-10 A1+	頑張りましたね！あなたの成績は <b>C</b> です。あなたは、写真についての説明、そしてそれが重要である理由が全て説明できていますか？ Unit 4 の <b>vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing</b> または <b>writing recipe stage 1, 2, 3, 4, 5, 6, 7</b> , ももう一度見てみましょう。
~8.5 A1	頑張りましたね！あなたの成績は <b>D</b> です。あなたは、写真についての説明、そしてそれが重要である理由が全て説明できていますか？ Unit 4 の <b>vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing</b> または <b>writing recipe stage 1, 2, 3, 4, 5, 6, 7</b> , ももう一度見てみましょう。

## At the Movies

Week	5
Theme	At the Movies
Keywords	Opinion, summary, topic sentence.
Content	This lesson focuses on introducing movie types and reviews. Name the movie quiz, Unit 8 parts 2, 3.
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.

## Movie Challenge

- a) Look at the movie posters.
- b) Listen to the lines from the movies.
- c) Write down any 'keywords' you here.
- d) Guess the movie!

	KEYWORDS	MOVIE GUESS	ANSWER
1			
2			
3			
4			
5			
6			
7			

8			
9			
10			

## Movie Discussion

Use your answers from 'Movie Challenge' and the conversation below to decide which movie was which.

A) Ok, so what keywords did you get for movie I?

B) I got / I heard \_\_\_\_\_

C) I see, so what movie do you think it is?

A) I think it's \_\_\_\_\_

B) Me too! / Really? I think it's \_\_\_\_\_

C) So do I / Um, I don't know, I think \_\_\_\_\_

Decide together your group answers.

# 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
Sci-fi		
genre		
character		
actor		
actress		

## A Movie Review

Week	6
Theme	A Movie Review: Summary
Keywords	Genre, summary, plot, message.
Content	This lesson focuses on introducing more movie types and reviews. Unit 8 parts 3 and 4.
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.



## Movie Genre

- a) Have the conversation about movies with a partner.
- b) Make a list of all the movie types (genre) you know.

A) So \_\_\_\_\_, what's a movie you've seen recently?

B) Well, I saw \_\_\_\_\_ on tv / on dvd / on line / at the movie theater \_\_\_\_\_

A) Oh, I've seen that! / I haven't seen that..

What movie type (genre) is it?

B) It's a / an \_\_\_\_\_ movie

A)...and did you like it?

B) Yes, it was \_\_\_\_\_ / No, it was \_\_\_\_\_

A) \_\_\_\_\_

### Movie Types (Genres)

--

## Movie Genre Survey

- a) Read the genres in the table. If you like the genre, check the box.  
 b) Talk to a partner. If she likes the genre, check the box.

Genre	My answers	Partner 1	Partner 2	Partner 3
Sci-Fi				
Comedy				
Horror				
Romantic Comedy				
Family				
Action				
Animation				
Drama				

A) So \_\_\_\_\_, do you like \_\_\_\_\_ movies?

B) Yes I do, they are \_\_\_\_\_ / Not really, they are \_\_\_\_\_

How about you?

A) \_\_\_\_\_, how about \_\_\_\_\_ movies?

*And continue on until the survey is complete.*

## Deconstructing compound and / or complex sentences

A good way to improve your ability to combine and connect sentences is to practice deconstructing longer sentences.

a) look at the following sentence:

Ryōma Sakamoto, played by Masaharu Fukuyama, falls in love with Oryō, played by Yōko Maki.

(CEFR B1)

b) Deconstruct the sentence to make three simple sentences:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

(CEFR A1)

c) Now connect two of the three sentences from b), to make two sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(CEFR A2)

## Movie Summary

The first part of a movie review usually summarizes the movie, explaining what it is about. This is done in three parts:

- The characters and who plays or voices them.
- The plot.
- The movie's message.

a) Choose your favorite movie, or a movie you have seen recently.

b) Write simple sentences about the movie's characters, plot and message.

1) Who are the main characters and the actors playing / voicing them?

---

---

---

---

2) What is the plot of your movie?

---

---

---

---

3) What is the message of your movie?

---

---

---

---

## Movie Discussion

Use your answers from 'Movie Summary' and the conversation below to summarize your movie with a partner.

A)\_\_\_\_, what movie did you choose to review?

B) I chose \_\_\_\_\_

C) Ok...please tell me about the 3 main characters and who plays / voices them.

B) .....

A) Right....and what is the movie's plot?

B) .....

C) I see, so what is the message of the movie?

B) .....

A C) Sounds interesting...can't wait to read your review!

B) .....

Partner	Movie	Characters	Plot	Message

## Vocabulary

Add any words that were new to you today in the table.

English	Japanese	Example / Definition

## A Movie Review

Week	7
Theme	A Movie Review: Opinion
Keywords	Opinion, closing sentence, use of pronouns.
Content	This lesson focuses on introducing opinions. Unit 8 parts 4,5, 6 and 8.
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.

## Movie Opinion

The second part of a movie review usually gives the writer's opinion about the movie. The writer can talk about the movie, the acting and whether they are good, bad, believable, or not.

- a) Think about the same movie you have already written a summary for.
- b) Find a short clip or trailer for your movie on line.
- c) Have the following conversation with two partners.
- d) Note down any interesting comments or phrases.

A) \_\_\_\_\_, what movie did you choose to review?

B) I chose \_\_\_\_\_ look! (*show your partners your movie trailer*)

C) Ok...what did you like about the movie?

B) .....(reply)

A) Right, and were the actors and characters good?

B) .....

C) I see, so do you recommend this movie?

B) .....

A C) Sounds interesting...can't wait to read your review!

B) .....

MEMOS:



## Writing a Movie Opinion

Use your words from the above conversation to answer the questions below.

1) What did you like or dislike about the movie?

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2) Were the actors / voice over artists good or bad?

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3) Do you recommend the movie? Say why or why not.

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## Pronouns

Instead of repeating names, you can use pronouns and possessive adjectives when writing about characters in movies. Complete the chart below.

Subject Pronoun	Object Pronoun	Possessive adjectives
he		
she		
they		

### Using Pronouns in Combining and Connecting

a) Use 'and', and the pronouns from the box above, or 'and' and the relative clause 'who', to combine and connect the highlighted sets of simple sentences on page 78 in your book.

b) Rewrite the new sentences below.

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# Vocabulary

Add any words that were new to you today in the table.

English	Japanese	Example / Definition

## Writing Assignment 2

Week	8
Theme	Unit 8 Writing Assignment 2
Keywords	Topic sentence, characters, plot, message, opinion, supporting sentences, concluding sentence.
Content	This lesson focuses on completing the timed writing assignment in class.
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.

## Content Review

Have the following conversation with your classmates.  
Take a note of any extra language you could use.

- A) \_\_\_\_\_, what movie did you choose to review?  
B) I chose \_\_\_\_\_ look! (*show your partners your movie trailer*)  
C) Ok...please tell me about the 3 main characters and who plays / voices them.  
B) .....  
A) Right...and what is the movie's plot?  
B) .....  
C) I see, so what is the message of the movie?  
B) .....  
C) Ok, and what did you like about the movie?  
B) .....  
A) Right, and were the actors and characters good?  
B) .....  
C) I see, so do you recommend this movie?  
B) .....  
A C) Sounds interesting...can't wait to read your review!  
B) .....!

MEMOS:


## Writing about your Favorite Movie

You have talked about your favorite movie with your classmates and made notes in your book. Now write about your movie, remembering to give a summary (include the characters and who plays or voices them, the plot, and the movie's message) and your opinion (include what you like about the movie, a review of the actors and characters, and why you recommend the movie).

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

Paragraph 1: Summary

1) Brainstorm: Look back in your notes and your book pages 72 - 74. Make a mind map for your Summary paragraph.



My favorite  
movie:  
Summary

Paragraph 2: Opinion

1) Brainstorm: Look back in your notes and your book pages 74 - 78. Make a mind map for your Opinion paragraph.



## 2) Organize: Paragraph 1

- **T**opic **S**entence (What is the movie about?)
- The characters and the actors who play or voice them.
- The plot
- **C**oncluding **S**entence(s) (The movie's message.)

## Organize: Paragraph 2

- **T**opic **S**entence (How you feel about the movie)
- What you like about the movie.
- A review of the actors and characters.
- **C**oncluding **S**entence(s) (Why you recommend the movie.)

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.



# Vocabulary

Add any words that were new to you today in the table.

English	Japanese	Example / Definition

## Writing Assignment 1: Review

Week	9
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) Type your final draft in your Pages or Word app, and add a copy of a poster for your movie.
- b) Send your draft from your 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. Did your review have two paragraphs? Yes No

2. What were your Topic Sentences for each paragraph?

Summary: \_\_\_\_\_

\_\_\_\_\_

Opinion: \_\_\_\_\_

\_\_\_\_\_

3. Did your summary explain the plot?

Yes No I don't know

4. Did your summary explain who played or voiced the main characters?

Yes No I don't know

5. Did your summary explain the movie's message?

Yes No I don't know

6. Did you write your opinion about the movie in paragraph 2?

Yes, I did! No I didn't

7. Did you include a review of the characters in your second paragraph?

Yes, I did! No I didn't

8. Did you include a recommendation in your second paragraph?

Yes, I did! No I didn't

9. Did you use your corrections sheet to check your simple sentences?

Yes I did                      No I didn't

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

Yes I did \_\_\_\_\_ No I didn't

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

Yes I did \_\_\_\_\_ No I didn't

12. Did you check your draft paragraphs before you handed them in to Richard?

Yes I did                      No I didn't

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

(If yes, how many?)

Yes I did \_\_\_\_\_ No I didn't

14. Were your draft paragraphs written in the correct format (shape)?

Yes                      No                      I don't know

15. What main 3 mistakes did Richard find in your draft paragraphs? (Number and meaning)

A) \_\_\_\_\_ B) \_\_\_\_\_

C) \_\_\_\_\_

16. How many of your mistakes came from sentences or phrases you copied from dictionary apps or sites such as *weblio*?

Mistakes from a dictionary: \_\_\_\_\_ Mistakes from a site such as *weblio*: \_\_\_\_\_

17. Did you look back at your last writing task and feedback and use them to help you try to improve?

Yes I did                      No I didn't

18. Out of 10, with 6 points for using the writing recipe correctly, what score would you give yourself for your draft paragraph? Why? (you can explain in Japanese IF you want to)

Score: \_\_\_\_\_ / \_\_\_\_\_

Reason:

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19. Was writing about a movie interesting for you?

Yes

No

20. How did your writing assignment improve from the last assignment (Talking about a photo?) **Japanese is ok if you want!**

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21: Look back at your answers above and think about what we did in class (talking about movies with partners, filling in the book with a partner, reading out loud, answering questions alone, checking other people's work, reviewing content in a conversation, quiet time writing, planning a paragraph, using Pages to complete your assignment). What was difficult for you to do when you were writing this assignment? What was interesting to do? What was not so interesting for you? Say why you think so. You can choose more than one section! **Japanese is ok if you want!**

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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 and coherent, using basic linking words and a limited number of linking 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. <b>(The words used in this and other lessons: also, so, and, but, because)</b>
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 <b>mostly</b> simple sentences, <b>without</b> 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.
<b>Your score</b>	<b>/5</b>	<b>/5</b>	<b>/5</b>

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。
12-13 A2+	おめでとうございます！あなたの成績はAです。あなたはその映画の概要と自分の意見を書きましたか？Unit 8の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。
10.5-11.5 A2	よくできました！あなたの成績はBです。あなたはその映画の概要と自分の意見を書きましたか？Unit 8の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。
9-10 A1+	頑張りましたね！あなたの成績はCです。あなたはその映画の概要と自分の意見を書きましたか？Unit 8の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。
~8.5 A1	頑張りましたね！あなたの成績はDです。あなたはその映画の概要と自分の意見を書きましたか？Unit 8の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。

## Regrets

Week	10
Theme	Actions you regret.
Keywords	regret, forgive, apologize. Situation and consequences.
Content	This lesson focuses on introducing new vocabulary, describing situations and consequences of actions, and Unit 12 parts 1, 2 and 3.
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.



## Regrets You Have

- a) Look at the actions that people might regret.
- b) Have the conversation with your classmates.
- c) Write down your classmates' responses.

told a secret	not listened to someone	lost something	lied
been late	broken something	cheated	got angry with someone

A) So \_\_\_\_\_, have you ever \_\_\_\_\_?

B) Yes I have! / **No, I haven't**

A) Did you regret it?

B) Yes I did! / Yes, and I still do! / **No, not really!**

A) I see, so who did you hurt?

B) I hurt \_\_\_\_\_

A) Ok, and what did you do about it?

B) I \_\_\_\_\_ / Um, nothing yet!

A) Sounds \_\_\_\_\_!

Partner's Name	Action	Hurt	Do

## Situations, Actions and Consequences

- a) Look at the phrases in the box.
- b) Put the phrases together to make the correct sets of situation, action and consequences.
- c) Write them out below.

It was my mum's birthday	I never gave it back	I forgot to feed it and it died	I had an important test at school	He forgot and didn't have the money to pay for his train pass. I felt guilty
I asked my friend to tell the teacher I was sick when I wasn't	I found a school book in the park	I forgot to get a present	I said I would look after my sister's pet hamster	I didn't hand it in, I just left it there. That night it rained
She was sad and angry	The next day I found an elementary school child crying. I felt sad	I borrowed 10,000 yen from my brother	I felt embarrassed. I never took the test and I failed my course	She was upset. I promised to cook dinner for her

1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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
regret		
feel sorry for		
a lie		
apologize		
consequence		
forgive		
hurt		
permission		
to permit		
fault		

## Lessons Learned

Week	11
Theme	Lessons Learned
Keywords	Drawing conclusions, explanations and word choice. Depressed, proud, relieved, ashamed.
Content	This lesson focuses on describing what you have learned from experiences and forming concluding sentences. Unit 12 parts 5, 6 and 8.
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.

## Word Choice: Feelings

- a) Look at the words used to describe feelings.
- b) Use the conversation to decide if the words have positive or negative feelings.
- c) Write the words in the correct column in the chart.

angry	embarrassed	proud	relieved	sad
excited	disappointed	hurt	shocked	surprised
elated	numb	honored	betrayed	guilty

A) \_\_\_\_\_, how do you say \_\_\_\_\_ in Japanese?

B) I think we say \_\_\_\_\_ (or \_\_\_\_\_)

Oh, hang on, I need to check..... I think \_\_\_\_\_

A) Ok, so is that a negative feeling or a positive feeling?

B) In Japanese it is \_\_\_\_\_, and I think it is in English too.

In Japanese it is \_\_\_\_\_, but in English I think it is \_\_\_\_\_

A) .....(agree or disagree with your partner).....

Positive Feelings	Negative Feelings

## Lessons Learned

- a) Look back at the situations, actions and consequences in last week's class.
- b) What could you learn from each one?
- c) Write your answers below. The first one is done for you.

Example:

1) It was my mum's birthday, but I forgot to get her a present. Of course she was upset, but she didn't say anything. I promised to cook her dinner the next day. I learned that I should think more about others, and shouldn't take my mother for granted. I also realized that even small gestures can make people happy.

2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4) \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

Add any words that were new to you today in the table.

English	Japanese	Example / Definition

## Writing Assignment 3

Week	12
Theme	Unit 12 Writing Assignment 3
Keywords	Situation, mistakes, consequences, conclusions and lessons learned. Concluding paragraph.
Content	This lesson focuses on completing the timed writing assignment in class.
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.

## Content Review

Have the following conversation with your classmates.

Take a note of any extra language you could use.

A) \_\_\_\_\_, which of your regrets did you choose to write about?

B) I chose .....

A) I see, so who did you hurt?

B) I hurt .....

A) What was the situation?

B) Well, I .....

A) Right, and what did you do wrong?

B) .....

A) ...and what were the consequences?

B) .....

A) In the end, what did you learn from that experience?

B) .....

MEMOS:

## Writing about your Lessons Learned

You have talked about an incident you regret with your classmates and made notes in your book. Now write about what you feel bad about, remembering to explain the situation, what you did wrong and the consequences of your actions. In your second paragraph, talk about the lessons you learned.

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

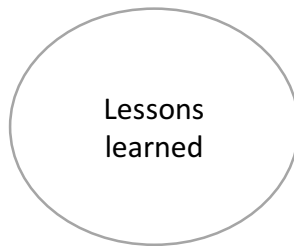
Paragraph 1: The situation, what you did wrong and the consequences.

1) Brainstorm: Look back in your notes and your book pages 112 - 114, and 116. Make a mind map for your first paragraph, remembering to list all of the events and the consequences.



Paragraph 2: Lessons Learned

1) Brainstorm: Look back in your notes and your book pages 115-118. Make a mind map for your lessons learned paragraph.



## 2) Organize: Paragraph 1

- **T**opic **S**entence (What do you feel bad about?)
- The situation.
- What you did wrong.
- **C**oncluding **S**entence(s) (The consequences)

## Organize: Paragraph 2

- **T**opic **S**entence (How many things did you learn?)
- What you learned.
- **C**oncluding **S**entence(s)

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.

# Vocabulary

Add any words that were new to you today in the table.

English	Japanese	Example / Definition



## Writing Assignment 3: Review

Week	13
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 paragraphs. 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: \_\_\_\_\_



5. Did your paper explain the situation?

Yes

No

I don't know

6. Did your paper explain what you did?

Yes, it did!

No, it didn't

7. Did your paper explain the consequences of your actions?

Yes It did!

No, It didn't

8. Did your paper explain what the experience taught you?

Yes, It did!

No, It didn't

9. Did you use your corrections sheet to check your simple sentences?

Yes I did

No I didn't

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

Yes I did \_\_\_\_\_

No I didn't

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

Yes I did \_\_\_\_\_

No I didn't

12. Did you check your draft paragraphs before you handed them in to Richard?

Yes I did

No I didn't

13. Did you find any mistakes in your draft paragraph before you gave it to Richard?  
(If yes, how many?)

Yes I did \_\_\_\_\_

No I didn't

14. What main 3 mistakes did Richard find in your draft paragraphs? (Number and meaning)

A) \_\_\_\_\_ B) \_\_\_\_\_

C) \_\_\_\_\_

15. Was writing about something you regret interesting for you?

Yes

No

16. How did your writing assignment improve (or get worse!) from the last assignment (Writing a movie review) **Japanese is ok if you want!**

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17: Look back at your answers above and think about what we did in class (pre-studying vocabulary with quizlet, talking about regrets with partners, filling in the book with a partner, reading out-loud , answering questions alone, reviewing content in a conversation, planning a paragraph, writing in your own time, correcting the mistakes Richard found, using Pages to complete your assignment, using moxtra to submit your final draft, grading a partner's assessment, grading your own assessment). What was difficult for you to do when you were writing this assignment? What was interesting to do? What was not so interesting for you? Say why you think so. You can choose more than one section! **Japanese is ok if you want!**

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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.	
<b>Your score</b>	<b>/5</b>	<b>/5</b>	<b>/5</b>

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。
12-13 A2+	おめでとうございます！あなたの成績はAです。あなたはあなたが後悔している事、そしてその経験から何を学んだか説明しましたか？Unit 12の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。
10.5-11.5 A2	よくできました！あなたの成績はBです。あなたはあなたが後悔している事、そしてその経験から何を学んだか説明しましたか？Unit 12の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。
9-10 A1+	頑張りましたね！あなたの成績はCです。あなたはあなたが後悔している事、そしてその経験から何を学んだか説明しましたか？Unit 12の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。
~8.5 A1	頑張りましたね！あなたの成績はDです。あなたはあなたが後悔している事、そしてその経験から何を学んだか説明しましたか？Unit 12の vocabulary and spelling / analyzing a paragraph / working on content / learning about organization / analyzing a model / editing または writing recipe stage 1, 2, 3, 4, 5, 6, 7, ももう一度見てみましょう。

## Thank You!

Week	14
Theme	Thanking colleagues
Keywords	Giving reasons, time markers: before, after and while. ~be thankful for, appreciation, grateful.
Content	This lesson focuses on thanking colleagues for their help or acts of kindness during the year, and Unit 7.
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.

## Magic Words

Below are some useful expressions you can use when you want to thank someone.

Thank you for...

I will never forget your...

I am thankful for...

I could not have ..... without you / your help

I am grateful for...

I want to thank you for...

I can never thank you enough for...

I will always remember that / the .....

I never say thank you enough for...

I would like to express my appreciation for your ..... ing me .....

I greatly appreciate your ..... ing me .....

## Thank You!

Use the phrases above to complete a sentence thanking each of your classmates for something they did this year.

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

4) \_\_\_\_\_  
\_\_\_\_\_



5) \_\_\_\_\_  
\_\_\_\_\_

6) \_\_\_\_\_  
\_\_\_\_\_

7) \_\_\_\_\_  
\_\_\_\_\_

8) \_\_\_\_\_  
\_\_\_\_\_

9) \_\_\_\_\_  
\_\_\_\_\_

10) \_\_\_\_\_  
\_\_\_\_\_

11) \_\_\_\_\_  
\_\_\_\_\_

12) \_\_\_\_\_  
\_\_\_\_\_

13) \_\_\_\_\_  
\_\_\_\_\_

14) \_\_\_\_\_  
\_\_\_\_\_

15) \_\_\_\_\_  
\_\_\_\_\_

## Time Markers

Before, while and after, combined with commas, can all be used at the beginning of, or in the middle of sentences.

a) Read the pairs of simple sentences.

b) Rewrite the sentences using before, while or after, to make complex sentences.

Example:

A) I was sad. I said goodbye to you at the station.

*After* I said goodbye to you at the station, I was sad.

I was sad *after* I said goodbye to you at the station.

B) I spoke to you. I was sad.

---

C) I spoke to you. I was happy.

---

D) You were talking to me. I started to feel better.

---

E) I didn't realize how much you helped me. You went away for the holidays.

---

F) You told me off. I understood what I had done wrong.

---

G) I felt like we could relax. We were talking together.

---

# 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
thankful		
grateful		
appreciate		
appreciation		
express (verb)		

## Final Assignment and Semester Review

Week	15
Theme	Final assignment and semester review
Keywords	Thanking, editing, self-reflection
Content	This lesson focuses on the final writing assessment and both self and course reflections.
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.

## Writing a note of thanks.

Choose a classmate's name paper from the box provided. Look back at lesson 14 and find the situation you want to thank them for. Plan your note of thanks below.

A greeting:

---

What you want to thank your colleague for:

---

---

What happened? (Use before, while and after when you can)

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A closing:

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## **Giving Feedback.**

Give your thank you note to your colleague. Read the thank you note you are given. Write a short reply to your colleague. Remember to say thank you, and how receiving the letter made you feel.

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## 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 II.**

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

## Writing Assessments Rubric: Japanese

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、一般的に日常の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>明らかでない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。</p> <p>読み手にしっかりと伝わっている。</p> <p>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>間違えのため、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。</p> <p>読み手に全般的には伝わっている。</p> <p>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>
<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ない。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。</p> <p>読み手への伝達は最低限である。</p> <p>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>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>最低限、又は理解不可能である。</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>1</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>

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