



Essay Writing Guide

Name: _____

Class: _____

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Prepared by the English Section

THE WRITING CURRICULUM

Welcome to the Shizuoka University of Art and Culture (SUAC) English Writing Program. During your use of the curriculum in this program, you will experience many new and exciting aspects of English education. With our collection of highly qualified instructors, experienced materials writers, and innovative use of technology, we have created a curriculum unique in Japan. One of the key components in this unique curriculum is the writing system. This guide will help you both in understanding the system and improving your writing ability. Please read it carefully and keep it close for handy reference during the entire program.

Why are we using the writing guide?

Currently the number of credits available to foreign language study is limited. Within these credits, basic (reading, writing, communication, and listening) and advanced (CALL, presentation) language skills need to be thoroughly covered. Among these, writings skills are the most advantageous to crossover into other classrooms. Why? There are three main reasons:

1. Even in a writing course, most writing is performed outside of class as homework assignments. Once the assignments are out of the classroom, they can be spread across the entire curriculum, rather than just one class.
2. Writing is a skill that needs to be practiced in small amounts over an extended period of time to master. The writing practice in dedicated writing courses is concentrated in one semester. Once you have learned the basic skills in your writing class, you can continue to practice these skills as part of other course work.
3. Web-based technology allows students and teachers to conveniently exchange materials outside of the classroom.

Writing instruction in and out of the dedicated classroom and on the web allows a heavy focus on writing skills for all of your language instruction.

What is the goal of the writing program?

Although it is extremely difficult to become an advanced writer in one's native language, let alone a second language, it is very easy to improve one's writing ability. Most of our writing in daily life—email messages, letters, reports—follow a basic pattern or formula. Understanding these basic patterns and being able to use them appropriately is the goal of our writing program.

Why do we have so many writing assignments?

Writing is one of those skills that takes a long time to master. By writing many short assignments over a period of time, you have the chance to develop not only your language skills, but also your reasoning and organizational skills. Once you have mastered short essay writing, you will find that your skills are infinitely scaleable. If you can competently write a 200-word essay, then you will be able to apply the same techniques to writing a research report, a chapter in a book, or even an entire book.

How much research do I need to do?

None! Your writing assignments are not intended to be research assignments. Rather, they are designed to be a chance for you to share your thoughts or your experiences with your instructor.

Is it okay to copy from various resources?

No! You are not allowed to copy any phrases from any sources (including sample sentences from dictionaries). Any time you copy, you are losing a chance to develop your own original ideas. It is these original ideas that will help you improve your writing. See your Course Syllabus or ask your teacher about the severe consequences of copying others' work.

What does 'final draft' mean?

Writing is not a one-step process. In academic writing, one needs to go through a series of drafts—writing, carefully reading, then re-writing—in order to produce a polished final version. It is this polished final draft that you should be submitting for your assignment.

How can I improve my writing?

Write! As writing is a skill that needs to be continually practiced in order to improve, we should take every opportunity to practice it. There are many easy ways to do this online, including participating in the chat rooms and forums on English Expeditions. As for the writing practice that you will receive

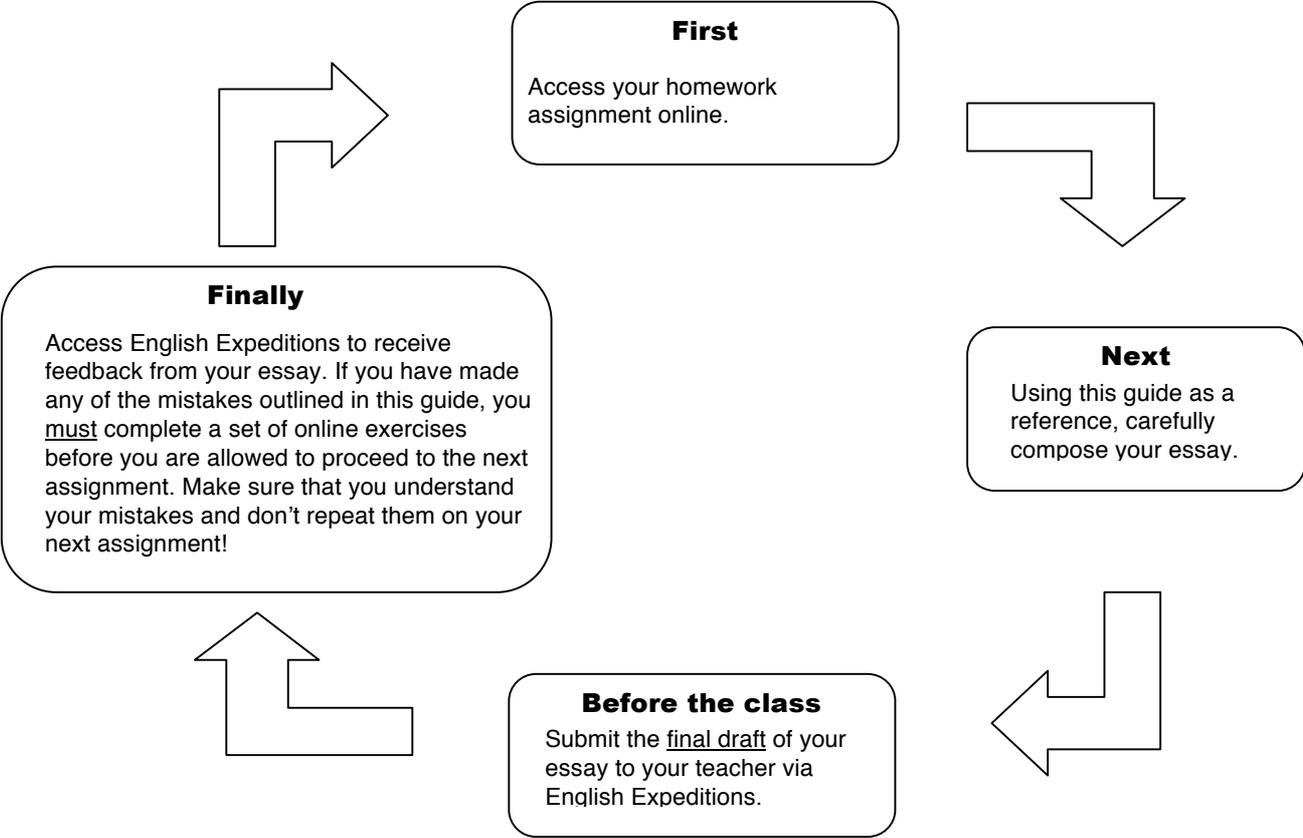
with these homework assignments, it is important to approach your writing methodically. Once you have received feedback on your assignment, it is essential that you learn from that feedback to improve your next assignment.

How do I use my feedback?

Feedback is an important step in the writing process. After submitting your assignment, your instructor will evaluate it based on the criteria in this writing guide. Any problems areas in your essay related to these criteria will be noted in your homework feedback. This feedback report should be available to you within one week. You may also receive group feedback—common mistakes made by the class in general. You need to closely examine the feedback and then work through the related exercises before attempting your next assignment. It is important to correct these mistakes, as your instructor will have a running tally of the mistakes that you have made. If you repeatedly make the same mistakes, you will receive a lower score for your assignment.

What is the homework submission cycle?

The homework submission cycle is the two-week period between homework assignments. It refers to how students should approach each new assignment after receiving feedback from the previous. The following is a sample submission cycle for your first homework assignment of the semester:



General Guidelines for Essay Writing

What is an essay?

An essay is a short written document that expresses your ideas and opinions. In general, when writing an essay, you do not need to do any research. However, you must follow a very specific pattern. This pattern is the basic pattern of academic writing.

What is the basic essay pattern?

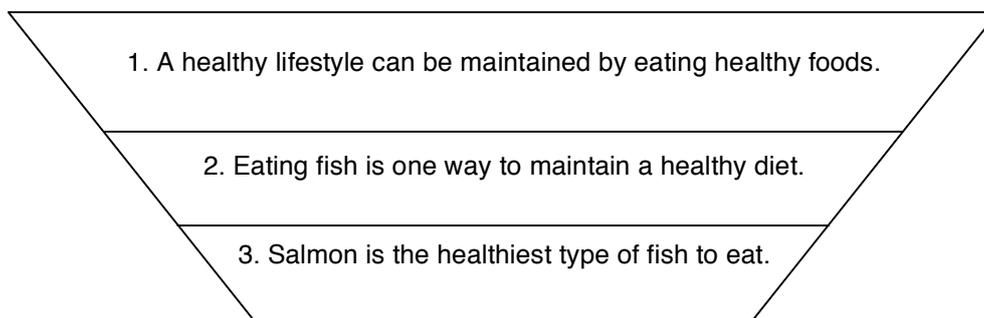
An essay must have a beginning, middle, and end. The beginning of an essay is called the introduction, the middle is called the body, and the end is called the conclusion. An introduction has one paragraph. A body has two or more paragraphs, and a conclusion has one paragraph.

Basic Essay Outline

- I. Introduction
 - General Statements
 - Thesis Statement (specific topic/opinion + supporting point 1 and 2)
- II. Body
 - A. Topic sentence (point 1)
 1. support of point 1
 2. support of point 1(transitional sentence)
 - B. Topic sentence (point 2)
 1. support of point 2
 2. support of point 2(transitional sentence)
- III. Conclusion
 - Reassert or summarize the main points
 - Final comment

What is a good introduction?

A good introduction introduces the topic of the essay, gives some background information, and states the main point of the essay. The introduction opens with general statements about the topic, then narrows the topic by adding more specific information, and finally, the introduction ends with the main point or 'thesis statement' of the essay. In other words, an introduction is like a funnel. It starts off with a wide scope and then narrows very quickly. Notice how the following three sentences get increasingly narrower in scope:



Notice too, how each sentence is connected to the previous one:

1. Healthy lifestyle ↔ Healthy foods
2. Healthy diet ↔ Fish
3. Fish ↔ Salmon
4. Salmon ↔ ????

The next obvious narrowing of the topic would be to explain why salmon is healthy. The thesis statement could explain why the writer thinks salmon is the healthiest type of fish.

4. Salmon is the healthiest fish to eat because it contains healthy omega-3 fatty acids, but unlike other fish, it does not contain mercury.

What is a good thesis statement?

The thesis statement is the most important, and often the most difficult to write, sentence in an essay. It is the last, and most specific, sentence of your introduction. It expresses the main ideas of your essay and answers the questions posed in your paper. A thesis statement generally contains two parts: your specific topic followed by your explanations or assertions about that topic. In other words, it states your opinion about something and the reasons why you think that opinion is true.

Suppose you were given an assignment to write an essay answering the question “What animal makes the best pet?” Your thesis statement should name some specific animal and at least two assertions why you think that particular animal makes the best pet. Look at the following example thesis statements:

Example Thesis Statements

1. *Dogs make the best pets because they provide loyalty and protection to their owners.*
2. *Cats are good pets because they are easy to take care of and have interesting personalities.*

In the first example, dogs are the specific animals that the writer thinks make the best pets. The writer supports this opinion by providing two points: loyalty and protection. These points would, in turn, be the focus of the body of the essay.

What is a good body paragraph?

To answer the question of what makes a good body paragraph, we must first examine the structure of a paragraph. A paragraph is a group of sentences that develop one specific idea. A good paragraph has a topic sentence and specific explanations or support for that topic sentence. The topic sentence introduces the focus of that paragraph. It is the most general sentence in the paragraph. However, it should not be too general. A topic sentence has two parts: the topic and the controlling ideas of the rest of the sentences in that paragraph. Look at the following examples of topic sentences:

Too general: *Japanese food is great!*

Too specific: *Japanese food is healthy and beautiful because it uses many foods that are fresh and low in cholesterol; in addition, the layout considers both the color and texture in its presentation.*

Good: *Japanese food is healthy and beautiful.*

Now, what makes a good body paragraph? The first body paragraph should be the strongest support for the writer’s opinion. It should be directly tied to the first point mentioned in the thesis statement. The topic sentence should state the first point and the support for it. If the thesis statement of the essay is, “Dogs make the best pets because they provide loyalty and protection to their owners,” the first body paragraph must talk about loyalty. Look at this example of a topic sentence for the first body paragraph:

Example Topic Sentence

Dogs show loyalty to their owners by their greetings and obedience.

The rest of the paragraph would give ways or examples of how dogs greet and obey their owners. The last sentence of body 1 should contain a transition to the next body paragraph. An example of this transitional sentence may be something like this:

Example Transitional Sentence

These actions show a gentle or loving loyalty, but dogs can also show a fierce side that makes them a good pet.

The second body paragraph must talk about protection. Look at this example of a topic sentence for the second body paragraph:

Example Topic Sentence

Dogs can fiercely protect their owners by scaring away any potential threat.

The rest of the paragraph would give different ways or examples of how dogs could scare potential threats away (barking and showing teeth). The last sentence of body 2 should contain a transition to the conclusion.

What is a good conclusion?

A good conclusion summarizes your main ideas and adds a final comment. Unlike the introduction, a conclusion starts with a more narrow focus and then broadens to the final sentence. The first sentence of your conclusion should connect your concluding paragraph with the introduction. It should reassert your thesis using different words. Finally, the conclusion should include a final comment about the topic. Look at this example conclusion for the sample essay topic:

Example Conclusion

Dogs are great pets because they can protect their owners with a simple bark or flash of teeth and, more importantly, they are both obedient and loyal. They make naturally excellent pets and even friends. All things considered, choosing a dog as your pet is a wise choice.

Please notice that a conclusion does NOT give any new information. If you want to add something completely new, you need to adjust your thesis statement and body paragraphs to include that information.

What is the reader looking for in your essay?

ESSAY PATTERN

An academic essay must follow a very specific pattern. This pattern is the first aspect a reader notices. Your essay should follow the basic essay outline. Refer to the outline on the following page.

BALANCE

The next aspect a reader is looking for is balance. Each paragraph should be about the same length (number of words and sentences). If your essay were a 300-word essay, each paragraph would be about 75 words in a four-paragraph. Look at these good and poor example word/sentence counts for a four-paragraph essay.

Good Word/Sentence Count

Introduction - 78 words & 6 sentences
Body 1 - 79 words & 7 sentences
Body 2 - 74 words & 6 sentences
Conclusion - 72 words & 5 sentences
Total - 300 words & 24 sentences

Poor Word/Sentence Count

Introduction - 84 words & 5 sentences
Body 1 - 116 words & 11 sentences
Body 2 - 89 words & 7 sentences
Conclusion - 11 words & 1 sentence
Total - 300 words & 24 sentences

LOGICAL FLOW

The ideas in your essay must be presented in a way that makes sense. They should be grouped together based on some quality that your ideas have in common. Each of these main groupings or parts should have points that are connected to each other. In addition, each main part should be linked to the other main parts. Look at how the main parts and points are connected in the sample essay sentences about dogs:

Example Outline

What animal makes the best pet?

I. Introduction

Opening Statement

Pets have a way of putting a spring in your step and a smile on your face.

General Statements

Thesis Statement

Dogs make the best pets because they provide loyalty and protection to their owners.

II. Body

A. Topic sentence

Dogs show loyalty to their owners by their greetings and obedience.

1. support of point 1

greeting

2. support of point 1

obedience

(transitional sentence)

These actions show a gentle or loving loyalty, but dogs can also show a fierce side that makes them a good pet.

B. Topic sentence

Dogs can fiercely protect their owners by scaring away any potential threat.

1. support of point 2

barking

2. support of point 2

showing teeth

(transitional sentence)

Indeed dogs make great personal security systems while being great friends to their owners.

III. Conclusion

Reassert or summarize the main points

Dogs are great pets because they are both obedient and loyal, and they can protect their owners with a simple bark or flash of teeth.

Final comment

Pets, particularly dogs, can truly soothe the soul.

How should I format my essay?

Good writing in English, as in other languages, means writing well thought-out, grammatically correct sentences and organizing them logically into paragraphs. You may compose your essay in a word processor or in the space provided in the homework submission system. If you are using a computer with Japanese capability, be sure to choose the direct input (*chokusetsu nyuryoku*) method. You must use a block format, so you should not indent for a new paragraph. Make sure you single-space your document and that there is one empty line between paragraphs. This means that each paragraph should have no indentation of the first line and should be separated by a single empty line. All the paragraphs should have approximately the same number of words. This style is important because it shows a clear structure with a clear division of ideas. Writing a list of sentences with each sentence on a separate line, indenting the first line of a paragraph, or omitting an empty line between paragraphs will be considered bad format.

What elements of style should I consider?

PROPERLY ADDRESSING THE QUESTION

The first task that writers are faced with is properly addressing the question. Be careful to avoid the following two problems:

Partial answers

Some homework assignments have two or more parts. If this is the case, you must answer all of the parts in order to receive full credit. If you only answer one part of the question, you will only receive partial credit.

Example Question

*If you could meet any famous person, dead or alive, real or fictional, who would it be and why?
What would you want to ask him/her? What would you want to tell him/her?*

This question has four parts, and each part needs to be answered. To do so, you could write a brief introduction; a body paragraph for your answer to the first and second part of the question (because they are connected), “If you could meet any famous person...;” a second body paragraph for your answer to the second part of the question, “What would you want to ask him/her;” and a third body paragraph for the third part of the question, “What would you want to tell him/her.” Follow the introduction and three body paragraphs with a brief conclusion.

Off-topic answers

You must address the questions that are assigned to you as homework. Answering a different question than the one that is assigned does not qualify as a proper submission. If, for example, the homework question asks you to talk about ‘dogs,’ and you write a beautiful essay about ‘cats,’ you will not receive credit for your work, regardless of how well it is written.

Example Topic

Do you think it is more important to make a lot of money or to enjoy your job?

Example Off-Topic Answer

Money is important because we need to eat. If we don't get enough to eat, we lose the vitamins and minerals that our bodies need to survive, and we could die. It's true that there are a lot of cheap foods at places like Yoshinoya or McDonalds, but these cheap foods lack the nutritional value that we need to be healthy.

Although the first sentence states that ‘money’ is more important, the author goes on to only explain the importance of healthy food. Good food does cost money, but the original question is related more to the work aspect of money. The writer should have discussed whether he or she would care more about money or pleasure at his or her job.

CONCISENESS

In your written assignments you are given a word limit. Your assignments must be within 10 words of the word limit. This means you must think carefully about what you want to write and avoid including any information not closely linked to the topic. This skill will be useful for you in the future as you may be asked to write proposals, abstracts, and reports where you will be expected to write thoughtfully in a limited number of words.

Avoid writing whatever comes into your mind, or rambling, without then editing your work before submitting it. You should go through the following process:

1. Brainstorm — write down all the ideas that you have about the topic.
2. Collect the most important ideas together into 2 main idea groups.
3. Develop a clear thesis statement from these idea groups.
4. Write a concise, balanced paragraph for each main group of ideas.
5. Write an introductory paragraph.
6. Write a concluding paragraph.

Avoid adding irrelevant statements, or padding, such as “That’s all I want to say. Thank you.” Also, you are not writing a letter so you should not address your teacher directly such as, “Dear Mr. Smith” or “Please read this teacher.” Rambling on without a clear focus, often repeating yourself, or padding your assignment with irrelevant statements will be considered bad style.

PROPER USE OF PRONOUNS

Once you mention a noun in a sentence, it is not necessary to continually use it if the meaning is clear. Rather, you should alternate the noun with a pronoun. In skillful English writing, a writer commonly moves back and forth between the original noun and its matching pronoun. In order to keep the noun clear in the reader’s mind, a writer will sometimes exchange a noun and a pronoun on a one-to-one basis. Look at the following example in which the writer switches back and forth between the noun ‘*yukata*’ and the pronouns ‘they’ and ‘them’:

First of all, I would most like to teach a foreigner about yukata because they are very beautiful and functional clothes. Yukata have many patterns and this diversity makes them beautiful to look at. Furthermore, yukata are clothes of efficiency. Did you know that they are made from one big rectangular cloth? If you tear yukata apart, the pieces can be refitted into one cloth.

At other times, a writer will use a pronoun at least two times before switching back to the original noun, as in this example with jazz music:

Jazz music is one of the greatest American exports to the world. It has given powerful expression to the American experience, but it is also now giving voice to other cultural experiences. Jazz music unites people despite differences in region and identity.

It is also possible to use a noun more than one time at first, and then change to the pronoun.

Digital video discs (DVDs) come in a variety of formats. When buying DVDs, be careful to choose the right kind. They are usually marked on the front with one of the following: DVD-R, DVD-RAM, or DVD-RW.

It is important to know that there are no absolute rules for how often you should use a pronoun rather than the original noun. There is one guideline you should remember, however: you should not use the noun exclusively—you must balance the use of the noun with its matching pronoun.

EXPRESSING OPINIONS IN ACADEMIC WRITING

Repetition of ‘I think’, ‘I guess’, or ‘I believe’

In skillfully written English passages, authors rarely use the expression ‘I think/guess/believe.’ An essay with repeated use of ‘I think/guess/believe’ will appear unskillful. Try to avoid this in your writing, and your essays will read much better. Look at the following paragraph written by a Ritsumeikan student:

I think that the Ritsumeikan Biwako Kusatsu campus (BKC) is a very beautiful place. However, I think that there are a lot of problems at BKC. I think that the cause of these problems is the overflow of population.

The writer is expressing an opinion in each of these sentences. Let’s look at each sentence individually.

The Biwako Kusatsu campus is a very beautiful place.

This sentence clearly states an opinion. How do we know this? We know this because people can agree or disagree with the statement. Some people may think that BKC is not a very beautiful place. Hence, this sentence expresses an opinion. Compare the following sentence with the first sentence:

BKC is located in Shiga.

This sentence is a statement of fact. People cannot disagree with this statement. Because readers can determine for themselves what are statements of fact and what are statements of opinion, the writer of an essay does not need to help the reader by saying, 'I think' repeatedly before giving an opinion.

There are a lot of problems at BKC.

This sentence also states an opinion because some people may think that there are not a lot of problems at BKC, thereby disagreeing with the statement.

The cause of these problems is the overflow of population.

Once more, we have a statement of opinion. Some people may think that the overflow of population at BKC is not the cause of problems. Because it is clear in each of these cases that the writer is expressing his or her opinions, the expression 'I think' is unnecessary. The reader should be able to distinguish statements of fact from statements of opinion. In terms of essay writing style, the paragraph sounds better and more skillful when written as follows:

The Biwako Kusatsu campus is a very beautiful place. However, there are a lot of problems at BKC. The cause of these problems is the overflow of population.

Proper use of 'I think', 'I guess', or 'I believe'

Use 'I think' when you want to make it clear that you are uncertain about something. For example, compare A and B:

A. *Mary is in the classroom.*

I'm sure that Mary is in the classroom.

B. *I think Mary is in the classroom.*

I'm not sure that Mary is in the classroom, but I think she is.

A. *Spain is in Europe.*

I'm sure that Spain is in Europe.

B. *I think Spain is in Europe.*

I'm not sure that Spain is in Europe, but I think it is.

'I think' is also used, occasionally, to soften opinions and statements so that they sound less forceful. This is especially common in conversation when you want to stress that other people may disagree with your opinion.

Titanic is the greatest film of all time. (More forceful)

I think Titanic is the greatest film of all time. (Less forceful)

LEVEL OF FORMALITY IN ACADEMIC WRITING

Compared with other forms of written communication, academic writing can be rather formal, requiring us to adjust our writing style accordingly. Specifically, academic writing calls for accuracy. The writer must be clear in the meaning of each word. Therefore, as a general rule, you should avoid contractions and expressions of unspecified inclusion.

Example sentence contraction problem

We shouldn't ask others to change if we aren't willing to ourselves.



We should not ask others to change if we are not willing to ourselves.

Example sentence expression of unspecified inclusion problem

Thomas Edison invented the telephone, incandescent lamps, and so on (and so forth/and the like/and others/et cetera).



Thomas Edison invented many important things, such as the telephone and incandescent lamps.

COORDINATING CONJUNCTIONS

Compound Sentences

The seven coordinating conjunctions used as connecting words between two independent clauses are 'for', 'and', 'nor', 'but', 'or', 'yet', 'so'. (FAN BOYS). When the second independent clause in a sentence begins with a coordinating conjunction, a comma is needed before the coordinating conjunction. Look at the following examples of the most commonly misused coordinating conjunctions:

Example mistaken use of 'and'

I like tennis. And I like golf.



I like tennis, and I like golf. OR

I like tennis. In addition, I like golf.

Example mistaken use of 'but'

I like tennis. But I do not like golf.



I like tennis, but I do not like golf. OR

I like tennis; however, I do not like golf.

Example mistaken use of 'so'

I want to make money. So I got a part-time job.



I want to make money, so I got a part-time job. OR

I want to make money; therefore, I got a part-time job.

Complex Sentences

A clause using 'because' is a dependant clause and cannot stand by itself. It needs to be joined with an independent clause. If you start a sentence with an independent clause and then add a dependant because clause, you do not need a comma. However, if you start the sentence with the dependant 'because' clause you need to add a comma.

Example mistaken use of 'because'

I got a part-time job. Because I want to make money.



I got a part-time job because I want to make money. OR

Because I want to make money, I got a part-time job.

The misuse of 'and,' 'but,' 'so,' and 'because' often result in an incomplete sentence. These mistakes are easily corrected by making longer sentences and using commas only when necessary. Use 'because' in the middle of a sentence without a comma. Use 'and,' 'but,' or 'so' in between the two independent clauses, preceded by a comma. Do not start sentences with 'and,' 'but,' or 'so' in academic writing.

How do I use punctuation properly?

SPACING

For an essay to be easily readable, it is important that it has proper punctuation, including spacing. In addition to one space between words, there needs to be one space after all phrase-level punctuation: (, . ; : ! ?).

Example spacing mistake

The cold wind blew the leaves from the trees.Winter would be here soon.



The cold wind blew the leaves from the trees. Winter would be here soon.

COMMAS

There are four basic comma patterns: adverb clauses, prepositions, transitions, and conjunctions.

Adverb clauses

An adverb clause may precede or follow an independent clause. A comma is used if the adverb clause comes first.

Because it was cold, we didn't go swimming.

We didn't go swimming because it was cold.

Prepositions

A preposition is followed by a noun object, not by a subject or a verb. A comma is usually used if the prepositional phrase precedes the subject and verb of the independent clause.

*Because of the cold weather, we didn't go swimming.
We didn't go swimming because of the cold weather.*

Transitions

A transition is used to move from the previous sentence to the current sentence. It shows the relationship of the current idea to the previous idea. A transition is movable within the current sentence. A period is used between the two independent clauses. A comma may not be used to separate the clauses. Commas are usually used to set the transition off from the rest of the sentence.

*It was cold. Therefore, we didn't go swimming.
It was cold. We, therefore, didn't go swimming.*

Conjunctions

A conjunction comes between two independent clauses. A comma is used before a conjunction.

It was cold, so we didn't go swimming.

EXCLAMATION POINTS

Exclamation points are rarely used, especially in academic writing. Don't try to emphasize simple statements by using exclamation points.

Example mistaken use of 'exclamation points'

I really like sushi!
↓
I really like sushi.

The exclamation mark should be used after true exclamations or commands.

*What great sushi!
Stop!*

QUESTION MARKS

There are three basic types of questions used in academic writing: yes/no, information, and negative.

Yes/No questions

A yes/no question is one that may be answered by 'Yes' or 'No.'

*Q: Does she live in Minami-Kusatsu?
A: Yes, she does.*

Information questions

An information question is one that asks for information by using a question word: 'when,' 'where,' 'why,' 'how,' 'who,' 'whom,' 'whose,' 'what,' or 'which.'

*Q: Where does he live?
A: He lives in Kyoto.*

Negative questions

Negative questions are used to indicate the speaker's idea (i.e., what he or she believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger).

*a. Doesn't she live in Kyoto?
b. Does she not live in Kyoto? (very formal)*

PERIODS

A period is used to end an independent clause.

We had to go to the grocery store for soy-milk and bread.

A period, not a comma, is used to separate two independent clauses.

It was raining hard. There was a strong wind.

QUOTATION MARKS

Quoted speech refers to reproducing words exactly as they were originally spoken. Quotation marks (“...”) are used to set this speech apart. The following examples all report the speech of Hanako. Use a comma after ‘Hanako said.’ Capitalize the first word of the quoted sentence. Put the final quotation marks outside of the period at the end of the sentence.

Hanako said, “My brother is a student at Ritsumeikan.”

Use a comma, not a period, at the end of the quoted sentence when it precedes ‘Hanako said.’

“My brother is a student at Ritsumeikan,” Hanako said.

If the quoted sentence is interrupted by ‘Hanako said,’ use a comma after the first part of the quote and after ‘Hanako said.’ Do not capitalize the first word of the second half of the quoted sentence.

“My brother,” Hanako said, “is a student at Ritsumeikan.”

When quoting more than one sentence, quotation marks are placed at the beginning and end of the complete quote. Notice that there are no quotation marks after Ritsumeikan.

“My brother is a student at Ritsumeikan. He is studying engineering,” Hanako said.

When using question marks or explanation points with quotations, the question mark or explanation point is placed inside the quotation marks. If a question mark is used, no comma is used before ‘Hanako asked.’

Hanako asked, “When will you be there?”

Hanako said, “Stop!”

“When will you be there?” Hanako asked.

What are some common grammar problems to avoid?

SENTENCE PATTERNS

Before looking at grammar mistakes, let’s take a look at basic sentence patterns. The sentences in your essay will contain a lone independent clause or some combination of independent and dependent clauses. An independent clause has a subject and a verb, and expresses a complete thought. A dependent clause also has a subject and a verb, but does not express a complete thought. Make sure that the sentences you write fall into one of the following sentence patterns:

Pattern One:

Independent clause [.]

Example Pattern One Sentence

Teachers give students homework.

Pattern Two:

Independent clause [,] coordinating conjunction independent clause [.]

There are seven coordinating conjunctions: 'for', 'and', 'nor', 'but', 'or', 'yet', 'so'. (FAN BOYS)

Example Pattern Two Sentence

Teachers give students homework, but some students do not finish it on time.

Pattern Three:

Independent clause [;] independent clause [.]

Example Pattern Three Sentence

Teachers give students homework; it helps students learn.

Pattern Four:

Independent clause [;] independent marker [,] independent clause [.]

Examples of independent markers include: 'therefore', 'moreover', 'thus', 'consequently', 'however', and 'also'.

Example Pattern Four Sentence

Teachers give students homework; therefore, students are busy.

Pattern Five:

Dependent marker dependent clause [,] independent clause [.]

Examples of dependent markers include: 'because', 'before', 'since', 'while', 'although', 'if', 'until', 'when', 'then', 'after', 'as', and 'as if'.

Example Pattern Five Sentence

Because teachers give students homework, students are busy.

Pattern Six:

Independent clause dependent marker dependent clause [.]

Examples of dependent markers include: 'because', 'before', 'since', 'while', 'although', 'if', 'until', 'when', 'then', 'after', 'as', and 'as if'.

Example Pattern Six Sentence

Teachers give students homework because it helps them learn.

Pattern Seven:

First part of an independent clause [,] non-essential clause or phrase [,] rest of the independent clause [.]

Example Pattern Seven Sentence

Many teachers, including teachers at this university, give homework to students.

Pattern Eight:

First part of an independent clause essential clause or phrase rest of the independent clause [.]

Example Pattern Eight Sentence

Many teachers who are concerned about their students give homework.

Sentence pattern problems

Run-on Sentences

Run-on sentences occur when two independent clauses are improperly joined. These can be corrected by changing the sentence to fit one of the sentence patterns above.

Example run-on sentence mistake

Now, global warming issues are becoming more and more serious the planet is suffering from ozone depletion and acid rain.



Now, global warming issues are becoming more and more serious. The planet is suffering from ozone depletion and acid rain. [Sentence Pattern One]

OR

Now, global warming issues are becoming more and more serious; the planet is suffering from ozone depletion and acid rain. [Sentence Pattern Three]

Sentence fragments

In conversational English, speakers often leave out elements of a sentence that are understood. In written English, however, the writer must express a complete thought with each sentence. This means that you need to have at least a subject and a verb in each sentence. If either of these is missing or if there is only a dependent clause, the result is called a sentence fragment or incomplete sentence. If you come across a sentence fragment when proofreading your essay, you can usually mend the sentence by simply combining it with an adjoining sentence.

Example sentence fragment mistake

Now, global warming issues are becoming more and more serious. For example, ozone depletion and acid rain.



Now, global warming issues, such as ozone depletion and acid rain, are becoming more and more serious. [Sentence Pattern Seven]

Example sentence fragment mistake (dependent clause)

If you want to speak fluently. You should practice a little bit each day.



If you want to speak fluently, you should practice a little bit each day. [Sentence Pattern Five]

IMPROPER SUBJECT/VERB AGREEMENT

In English, the subject and verb must agree in number. If the subject of a sentence is singular (only one), you must use the singular form of the verb. If the subject of the sentence is plural (two or more), you must use the plural form of the verb. In order to make the subject and verb of a sentence agree in number you must:

1. Identify the subject.
2. Decide whether the subject is singular or plural.

Which noun is the subject? In general, the subject will be the first noun to the left of the verb:

The high school student studies hard every evening after dinner.

Subject = student Verb = studies

If two subjects are joined by 'and,' use the plural form of the verb:

The husband and wife eat dinner every evening at six.

Subject = husband and wife Verb = eat

The verb should agree with the subject which is closest to it when subjects are joined by 'or' or 'nor':

Neither the players nor the coach was responsible for the loss of the game.

Subject = players, coach Verb = was

Neither the coach nor the players were responsible for the loss of the game.

Subject = coach, players Verb = were

Look at the following mistakes made by students in the past:

Example subject/verb agreement mistake

There is many people in the cafeteria at lunchtime.



There are many people in the cafeteria at lunchtime.

The subject 'many people' is plural. Therefore, we must use the plural form of the verb.

Example subject/verb agreement mistake

Fish and soybeans is healthy.



Fish and soybeans are healthy.

If two subjects are joined by 'and,' use the plural form of the verb.

Example subject/verb agreement mistake

Kyoto have a lot of temples and shrines.



Kyoto has a lot of temples and shrines.

There is only one Kyoto. Therefore, we must use the singular form of the verb.

Example subject/verb agreement mistake

Famous people is always being watched in public.



Famous people are always being watched in public.

We need to use the plural form of the verb because the subject 'people' is plural.

VERB TENSES

Some definitions

Person

Singular: 1st person = I, 2nd person = you, 3rd person = he/she/it;

Plural: 1st = we, 2nd = you, 3rd = they

Infinitive – dictionary form; the base form of a verb before undergoing changes; e.g. 'go'

Gerund – +ing form of a verb, e.g. 'going'

Clause – a group of words that includes a subject and a verb and forms a sentence or part of a sentence

Past participle – used to form perfect tenses, passive sentences, and adjectives

Adverbs of frequency – words such as 'never', 'rarely', 'sometimes', 'often', and 'always'

Past Tenses

Past Simple

The *past simple* tense is most often used to describe things that **happened** or experiences you **had** in the past. With most verbs it is the same form for each *person*. Formation: [person] [infinitive+ed]

I had my breakfast at 6:00 a.m.

Past Continuous

The *past continuous* tense is most often used to describe things that **were happening** or experiences you **were having** at a certain time in the past. Often used to show interruption. Formation: [person] [past simple of be] [present participle]

I was having my breakfast when the telephone rang.

(Note: past simple tense is used in the *when* clause.)

Past Perfect

The *past perfect* tense is most often used to describe things that **had happened** or experiences you **had had** prior to a certain time in the past. Used mostly when retelling a story. Formation: [person] [past simple of have] [past participle]

On that day, I had had breakfast at 6:00 a.m.

Past Perfect Continuous

The *past perfect continuous* tense is most often used to describe things that **had been happening** or experiences you **had been having** prior to and at a certain time in the past. Used mostly when retelling a story. [person] [past simple of have] [been] [present participle]

On that day, I had been having my breakfast when the phone had rung.

(Note: *past perfect* tense is used in the *when* clause.)

Present Tenses

Present Simple

The *present simple* is most often used together with adverbs of frequency to describe things that **happen** or experiences you **have** on a regular basis. The form of the verb will change depending on the *person*. Formation: [person] [form of verb]

I usually have breakfast at 7:00 a.m.

He usually has breakfast at 8:00 a.m.

Present Continuous

The *present continuous* tense is most often used to describe things in progress that **are happening** or experiences you **are having** now. Formation: [person] [form of be] [present participle]

I am having breakfast now.

Present Perfect

The *present perfect* tense is most often used to describe new things that **have happened** or experiences you **have had** at an uncertain point in the past. Formation: [person] [form of have] [past participle]

I have had breakfast.

(Note: it is not necessary to say when)

Present Perfect Continuous

The *present perfect continuous* tense is most often used for things that **have been happening** or experiences you **have been having** that were in progress at a recent point in time. Formation: [person] [form of have] [been] [present participle]

I have recently been having breakfast at 6:00 a.m.

Future

There is no future tense. Things that happen in the future can be expressed in the following ways.

'Be going to' / 'will'

To express future things that **will happen** or experiences you **are going to have** in the future the words *going to* or *will* are used before the above verb tenses.

I am going to have breakfast at 6:00 a.m. from now on.

I will have breakfast at 6:00 a.m. from now on.

Present Continuous for future

The *present continuous* tense can be used to describe things you **are planning** to do in the near future. It is usually used in conversation. Formation: [person] [form of be] [present participle]

I am having breakfast at 8:00 a.m. tomorrow.

Passive Tense

The *passive* is used when the *person* is unknown, or doesn't need to be known. It is used with transitive verbs usually to give general (impartial) information. Formation: [tense and form of be] [past participle]

Breakfast was eaten at 6:00 a.m.

Breakfast is usually eaten at 7:00 a.m.

IMPROPER USE OF MODALS

Modals are helper words that are attached to verbs to give us more information about the mood of that verb. Learners often have problems with their uses and their forms. Let's take a look at a few examples of both. Notice that it is the simple form of the verb that follows the modals.

Function	Modal	Example
ability	can, could	I <i>could</i> not ride a bike when I was a child, but I <i>can</i> ride one now.
possibility	could, may, might	My father <i>could/may/might</i> be transferred to the London office next year.
probability	must, should, ought to	He <i>must/should/ought to</i> be home by now.
advisability	ought to, should, had better	You <i>ought to/should/had better</i> fill up with gas before we leave on the trip.
necessity	must, have to	You <i>must/ have to</i> carry your license with you at all times when driving a car.
hypothesis	should, would	<i>Should we</i> actually lose the championship, we <i>wouldn't</i> be able to show our faces in school.
prediction	will, shall	I'm afraid that we <i>will/shall</i> run out of money long before all of the bills are paid.
intention	will, shall	I <i>will/shall</i> return!

ARTICLES

There are over fifty different rules for using articles. Of course, it is impossible to remember all of these rules. Instead it is a better idea to remember a few general rules when using articles. English has two kinds of articles: definite and indefinite. The definite article 'the' is used when you are referring to a specific thing, person, or group. The indefinite articles 'a' and 'an' are used when you are referring to some thing, one, or group in general.

Definite article 'the'

'The' is used with countable and uncountable nouns that are made more specific by a limiting modifying phrase or clause:

The dog in that car is a Golden Retriever. (countable)

The beer in my glass is almost gone. (uncountable)

'The' must be used when the noun cannot be counted:

I jumped into the water.

'The' is not used with uncountable nouns referring to something in a general sense:

[no article] *Beer is a popular drink.*

Indefinite articles 'a' and 'an'

'A' is used with singular nouns beginning with a consonant: 'a girl'

'An' is used with singular nouns beginning with a vowel: 'an owl'

'A' is used with singular nouns beginning with a consonant sound: 'a user'

'An' is used with singular nouns beginning with a vowel sound: 'an hour'

If the noun is modified by an adjective, the choice between 'a' and 'an' depends on the initial sound of the adjective that immediately follows the article:

a broken engine

an unusual girl

Note also that in English, the indefinite articles are used to indicate membership in a profession, nation, or religion:

I am a teacher.

Marty is an Irishman.

Yuko is a Buddhist.

First vs. subsequent mention

'A' or 'an' is used to introduce a noun when it is first mentioned in a piece of writing. 'The' is then used each time you mention that same noun:

A dog is barking. I will not get any sleep if the dog keeps barking.

No articles

Some nouns do not need articles. Some common types of nouns that don't take an article are:

Names of sports

baseball

football

Names of academic subjects

biology

history

Names of languages and nationalities

Japanese

English

PREPOSITIONS

Prepositions are used before nouns to give additional information in a sentence. Usually, prepositions are used to show where something is located or when something happened. A preposition is a word that links a noun or pronoun to another part of the sentence by expressing relationships such as direction ('to,' 'into,' 'across,' 'toward') location ('at,' 'in,' 'on,' 'under,' 'over,' 'behind,' 'among,' 'by,' 'between,' 'though'), time ('before,' 'after,' 'during,' 'until,' 'since'). The most frequent prepositions in English are: 'at,' 'by,' 'for,' 'from,' 'in,' 'of,' 'on,' 'to,' and 'with.'

Some of the most common preposition errors made by students include:

Choosing the wrong preposition

Omitting a needed preposition.

Using a preposition where one is not needed.

Prepositions of time

When using prepositions with time, try to remember the following rules:

'On' is used with days and dates:

The week begins on Sunday.

I will see you on January 7th.

'At' is used with noon, night, midnight, with the time of day:

My plane leaves at noon.

The movie starts at 6 p.m.

'In' is used with other parts of the day, with months, with years, with seasons, with decades:

He likes to read in the afternoon.

The days are long in August.

The book was published in 1999.

The flowers will bloom in spring.

'From . . . to' is used when talking about a starting time and an finishing time:

I was doing my homework from 11pm to 3am.

'Between . . . and' is used for a beginning point and an ending point:

I went skiing five times between January and March.

'Since' is used for a point in time.

I have been working part-time since February.

'During' is used for a period of time, or for some point in a period of time:

I'm always busy during January.

You shouldn't talk during a quiz.

'For' is used for a duration of time:

I have been working at a convenience store for two months.

Prepositions of place

When using prepositions with Place, try to remember the following rules:

‘At’ is used with an address, hotels, and stations.

The office is located at 1240 Market Street.
I would like to stay at a nice hotel.
We met at Kyoto Station and then took a bus to Kiyomizudera.

‘On’ is used with streets, roads, avenues, and floors.

The bowling center is on Route #1.
The library is on the second floor.

‘In’ is used with buildings, cities, states, countries, and continents.

I was shopping in the supermarket.
She lives in Tokyo.
We visited the Grand Canyon in Arizona.
The World Cup took place in Japan and Korea.
I have been to many foreign countries, but only in Asia.

‘From . . . to’ is used for a starting point and a finishing point:

They traveled from Germany to Spain.

It takes time and practice to become familiar with prepositions and their use. When you read English pay attention to prepositions and how they are used. In some cases, it is difficult to know the rules. However, you will find that prepositions are also used together with certain verbs, nouns, and adjectives. Finally, prepositions are used in certain common expressions.

Verb + Preposition

<i>agree with (someone)</i>	<i>decide on</i>	<i>talk with (someone)</i>
<i>talk about (someone/something)</i>	<i>pay for</i>	

Noun + Preposition

<i>cause of</i>	<i>example of</i>	<i>result of</i>	<i>use of</i>
<i>reason for</i>	<i>increase in</i>	<i>interest in</i>	<i>solution to</i>
<i>satisfaction with</i>	<i>experience with</i>	<i>effect on</i>	<i>influence on</i>

Adjectives/Participle + Prepositions

<i>different from</i>	<i>based on</i>	<i>concerned about</i>
<i>satisfied with</i>	<i>good at</i>	<i>aware of</i>
<i>necessary for</i>	<i>successful in</i>	<i>similar to</i>

Common Expressions

<i>in addition to</i>	<i>because of</i>	<i>instead of</i>	<i>in place of</i>
<i>in the event of</i>	<i>by means of</i>	<i>on account of</i>	

Example mistaken uses of prepositions

most of people
↓
most people
some of comics
↓
some comics

IMPROPER USE OF COUNTABLE/UNCOUNTABLE NOUNS

Countable nouns are nouns that can be counted. Numbers can be used with countable nouns, as can the articles 'a' and 'an.' Countable nouns have plural forms. Examples of countable nouns include: 'house,' 'dog,' 'teacher,' 'school,' 'clock,' and 'present.'

Uncountable nouns are nouns that cannot be counted. They are the names of materials, liquids, actions, or qualities. Numbers cannot be used with uncountable nouns. Uncountable nouns do not have plurals. The articles 'a' and 'an' are also not normally used with uncountable nouns. Examples of uncountable nouns include: 'money,' 'information,' 'ice,' 'love,' 'water,' and 'news.'

Some nouns have countable and uncountable uses, with some difference of meaning. For example, words for materials are uncountable, but often the same word referring to something made of the material is countable. If you are not sure about the form or use of a word, use a dictionary to check. If it is a countable noun, you will see a [C] after the word. If it is an uncountable noun, you will see a [U] after the word. Examples of nouns with both countable and uncountable uses include: 'paper,' 'glass,' 'coffee,' 'rock,' and 'fire.'

The window is made of glass. [U].
Would you like a glass of juice? [C]
They had to drill through solid rock to build the tunnel. [U]
The boy stood on a rock to see the fireworks. [C]

'Much' / 'many'

'Many' can be used with countable nouns. 'Much' can be used with uncountable nouns.

many people *much effort*
many houses *much homework*
many children *much information.*

'Much' or 'many' can be used in questions:

How many people were at the festival?
How much information did you find in the library?

'Much' can also be used in negative sentences:

I don't have much money.

In positive statements, 'a lot of' is much more commonly used. Look at this short conversation:

A: I don't have much money.
B: How much money do you have?
A: 100 yen.
B: Too bad. I have a lot of money.

'Some' and 'a lot of' can be used with either countable or uncountable nouns.

'Little' / 'less', 'few' / 'fewer' and 'more'

'Few' is used with plural countable nouns. 'Little' is used with uncountable nouns.

He had very little money, just a few coins.

'Less' is the comparative form of 'little.' 'Fewer' is the comparative form of 'few.' These forms are used to compare things.

There were fewer customers at the restaurant last month so the owner made less money.

One-syllable comparative adjectives (shorter words) usually end in *-er*. Longer adjectives use ‘more.’ Do not use ‘more’ with shorter adjectives.

Example mistake using ‘more’

John is more bigger than Paul.



John is bigger than Paul.

‘More’ is used with longer adjectives.

Sushi is more expensive than Tofu.

IMPROPER USE OF WORD FORMS

A word form error happens when you use the wrong part of speech in a sentence. Parts of speech are words with different functions used to make sentences. Parts of speech include nouns, verbs, adjectives, adverbs, pronouns, as well as others. Sometimes people might mistakenly use a noun when they should use an adjective, or they might use an adverb when they should use a noun. By becoming familiar with suffixes—word endings—you will know which form of the word to use. If you are not sure which form of the word to use, you can look in a dictionary. When you look up a word in an English dictionary, look for these abbreviations: n. = noun, adj. = adjective, v. = verb, adv. = adverb.

Word endings, or suffixes, often tell us whether the word is an adjective, adverb, noun, or verb. You should become familiar with the following suffixes:

Nouns

The following suffixes often indicate a noun:

- ment government, replacement Shows actions, the people who do them, or their results.
John had to train his replacement before getting a new job.
- ness sadness, kindness Forms nouns from adjectives, describes the state of being something.
Kindness is an important quality for a doctor.
- ance/
-ence dependence, convenience The action, state, or quality of doing something or being something.
The new apartment has many modern conveniences.
- er/-or advisor, teacher Someone who does something.
When they won the lottery, they hired a financial advisor
- sion/
-tion completion, comprehension An act, state, or result of doing something.
She wants to improve her listening comprehension.

Verbs

The following suffixes often indicate a verb:

- ize prioritize, privatize To make something have more of a particular quality.
The government wants to privatize the postal service.
- en harden, lighten To take something to a further degree.
He wanted to lighten his course load so he dropped his Friday classes.
- ify qualify, purify To cause or to become something.
They bought a filter to purify their drinking water.
- ate complicate, activate To make something have a particular quality.
He activated his account by logging onto the web page.

Adjectives

The following suffixes often indicate an adjective:

- ous dangerous, generous Describes something that has a particular quality.
Riding the subway at night is dangerous.
- less careless, homeless Without something.
There are many homeless people in Osaka.
- ful hopeful, careful Full of something.
He wanted to get a good grade so he was very careful when writing his essay.
- ive competitive, repetitive Someone or something that does or can do something.
Michael Jordan loved to win; he was a competitive player
- ent convenient, sufficient, deficient Someone or something that has a particular quality.
Shopping on-line is a very convenient way to buy things.

Adverbs

The suffix *-ly* is often used at the end of an adverb (a word used to describe a verb). In the sentence, *The boy ran very quickly*, quickly is an adverb that tells us how the boy ran. ‘Happily,’ ‘slowly,’ ‘easily,’ and ‘completely’ are examples of adverbs.

What are some common vocabulary mistakes to avoid?

SPELLING

Mastering the proper spelling of words in English can be very challenging—so much so that it has given rise to spelling competitions called spelling bees. English is a collection of words from various language groups (Latin, Greek, Germanic, but to name a few) and the spellings of those words often reflect their linguistic roots. In many cases, the modern pronunciation does not reflect the spelling of the word, making it all the more difficult. What is an English learner to do? The best strategies may be the same as those used by native English speakers:

1. Learn the spelling of a word when you learn the use of the word.
2. Consult a dictionary when you’ve forgotten the spelling.
3. Use spell-checking software to check your electronic documents before submitting them. Spell-checking functions are included in most word processing programs, as well as email clients. There are also web-based spell-checkers, such as SpellCheck.net (<http://www.spellcheck.net>). When using these electronic spell-checkers, it is important to look at all of the alternatives provided for each mistaken word and choose the appropriate replacement. It is also important to remember that correctly spelled words will not be flagged, even if they are used improperly.

By using these three strategies for each assignment, you should be able to greatly reduce the number of your spelling mistakes.

CAPITALIZATION

Capital letters are used to help the reader quickly understand written words and sentences. The most common mistakes with capitalization are forgetting to capitalize the first word of a sentence, proper nouns, and the pronoun “I”. Also, note that words should not be capitalized just because they are foreign. When in doubt about whether to capitalize a specific word, check your dictionary for advice.

Example capitalization mistakes

when i went to korea with joe, i tried BULGOGI for the first time.



When I went to Korea with Joe, i tried ‘bulgogi’ for the first time.

SINGULAR AND PLURAL FORMS OF NOUNS

Most nouns are easy to spell in the plural form. Add *~s* to the end of a singular noun, or *~es* to singular nouns that end in /sh/, /ch/, /ss/, and /x/.

book - books
bush - bushes
match - matches
class - classes
tax - taxes

Some nouns have irregular plural forms and do not need *~s* or *~es*.

man - men
woman - women
foot - feet
tooth - teeth

If a singular noun ends with a *~y* and the *~y* is after a vowel (a/e/i/o/u), the *~y* changes to an *~s*. However, if a singular noun ends with a *~y* and the *~y* is NOT after a vowel, the *~y* changes to *~ies*.

boy - boys
year - years
spy - spies
baby - babies

Some nouns that end in *~f* or *~fe* are changed to *~ves* in the plural.

calf - calves
half - halves
knife - knives
leaf - leaves

However, some nouns that end in *~f* only need *~s* to become plural.

roof - roofs
belief - beliefs
chef - chefs

Some nouns ending in *~o* take *~s* or *~es* to become plural.

auto - autos
kilo - kilos
piano - pianos
hero - heroes
tomato - tomatoes
potato - potatoes

Some nouns do not change at all when they become plural.

deer - deer
sheep - sheep
species - species

Some English nouns have unusual plural forms, originally from other languages.

Examples:

phenomenon - phenomena
cactus - cacti/cactuses
nucleus - nuclei
stimulus - stimuli
formula - formulae/formulas
vertebra - vertebrae
analysis - analyses
hypothesis - hypotheses
thesis - theses
bacterium - bacteria
curriculum - curricula
datum – data

IMPROPER USE OF ADJECTIVES ENDING IN ~ED AND ~ING

One of the most common mistakes that learners of English make is mixing up the *~ing* and *~ed* adjective suffixes when describing their own feelings, or their feelings about someone or something else. As a simple rule, use the *~ing* suffix to describe someone or something else, and the *~ed* suffix to describe our own feelings about someone or something else. For example, if a movie is boring, you will be bored watching it. If a tennis game is really exciting, you will be excited. Look at the following two examples:

Example mistake using ~ing

I was exciting watching the game.



I was excited watching the game.

Example mistake using ~ed

The movie was bored, so I left.



The movie was boring, so I left.

IMPROPER USE OF PLAY AND DO

In English, the verbs used for sports and leisure activities are play, go, and do. Unfortunately, they are often used incorrectly. However, there are some very simple rules that you can use to remember which verb goes with what kind of sports or activities.

First, team sports that use a ball, including ice hockey and badminton, take the verb ‘play.’

I play baseball.
She plays soccer.
They play tennis.

Second, outdoor activities ending in *~ing* (gerunds) use the verb ‘go.’

I go fishing.
They go skiing.
He goes hiking every Sunday.

Also, these verbs can be used alone.

Do you bowl?
I swim on Saturdays.

Third, activities such as martial arts—karate, judo, and kendo—can take either the verb ‘do’ or ‘practice.’

We practice judo. We do judo.

Finally, types of exercise—aerobics, calisthenics, yoga—take the verb ‘do.’

I do aerobics on Saturday mornings.

NOTE: *Exceptions are ‘go bowling’ even though you use a ball, and both ‘play golf’ and ‘go golfing’ are correct.*

IMPROPER USE OF ALMOST

A common error made by Japanese students is the improper use of ‘almost.’ This error is often the result of an improper translation of the word *hotondo* from a Japanese-English dictionary. The dictionary instructs the reader to use ‘almost’ when ‘almost all,’ ‘almost every,’ or other words or phrases are actually needed to correctly express the thought in English. Look at the following examples to improve your understanding of this problem.

In the sentences below the writer wishes to express that something is true for the majority of the group, but not for everyone in the group. The word ‘almost’ must be used with ‘all,’ ‘all of,’ or ‘all of the.’ In such situations ‘most,’ ‘most of,’ or ‘most of the’ can be used instead.

Example mistaken use of ‘almost’

Almost Japanese have a cell phone.



*Almost all Japanese have a cell phone. OR
Most Japanese have a cell phone.*

In the following example the writer wants to express what the majority of the content of something is. Use ‘mostly’ to express this.

Example mistaken use of ‘almost’

Raccoons eat almost meat.



Raccoons eat mostly meat.

In the next example the writer wishes to describe a habit or how something is usually done. Use ‘almost always,’ ‘usually,’ or ‘mostly’ to express this.

Example mistaken use of ‘almost’

I almost go to bed at midnight.



*I almost always go to bed at midnight. OR
I usually go to bed at midnight. OR
I mostly go to bed at midnight.*

IMPROPER USE OF JAPANESE/ENGLISH WORDS

Many Japanese words can be directly translated into English. However, certain Japanese words have no simple translation in English, or the common English translation is not used correctly.

Some Japanese expressions, such as *Itadakimasu* and *Otsukaresamadeshita*, cannot be translated into English because there is no exact equivalent in Western culture.

Some Japanese words are more appropriate than an English translation because the Japanese word is used by native speakers of English. For example, ‘sushi’ and ‘sumo’ are widely known Japanese words.

Some Japanese words borrowed from English cannot be directly transferred back to English because its original usage and meaning is different. The words 'challenge' and 'dishes' are used awkwardly in the following sentences:

Example mistaken use of borrowed English words

I will challenge the test.



I will do my best on the test.

I miss my mother's dishes.



I miss my mother's cooking.

IMPROPER USE OF THE PRONOUN 'IT'

Using translation software

The pronoun 'it' is sometimes used improperly in student essays.

Example mistaken use of the pronoun 'it'

My grandfather likes to read. It likes reading books. Its favorite book is Gravity's Rainbow.



My grandfather likes to read. He likes reading books. His favorite book is Gravity's Rainbow.

'It' is a pronoun used to refer to a nonhuman entity, an animal or human being whose sex is unknown or irrelevant, a group of people, or an abstraction. In the above example, however, a person (human) in the form of my grandfather likes reading books. Therefore, the third-person singular pronoun 'he' should be used.

Improper use of 'it' often indicates that the student has used translation software. **Do not use translation software for your English assignments.** Translation software will do little to help improve your English writing ability. It is remarkably easy for your instructor to recognize essays that have been machine translated. **These essays will automatically receive a score of zero and leave you ineligible for extra-credit points.** Take a look at the following example of Japanese machine translation.

Original English Composition

This is a sample of what your writing will look like when you use translation software. As you can see, when things are translated from English into your own language it becomes easier to see that the language is a bit strange. Any native speaker can tell whether your composition was made by translation software, so please don't use it. If you use translation software, your writing skills will never improve, and you will get a zero for your assignment. You can write much better than a computer can. Try it.

Machine translation

これは翻訳ソフトウェアを使用する時のようにあなたの執筆が見えるもののサンプルである。見ることができるようになる。事があなた自身の言語に英語から翻訳されるとき、言語が奇妙なビットであることを見ることは容易になる。どの母国語を話す人でも、そう喜ぶ使用しないそれをあなたの構成が翻訳ソフトウェアによってなされたどうか分かることができる。翻訳ソフトウェアを使用すれば、あなたの執筆技術は決して改良しないし、あなたの割り当てのためのゼロを得る。コンピュータ缶より大いによく書くことができる。それを試みなさい。

Human translation

翻訳ソフトを使って英文を書くときどのようになるのか？これは、それを示すためのサンプル文です。英語から君たちの母語に訳せば、奇妙な言葉使いになっているのが一目瞭然ですね。君たちの英作文が翻訳ソフトを用いて書かれたものであるかどうか、ネイティブ・スピーカーなら誰でもわかります。だから、翻訳ソフトの使わないでください。翻訳ソフトを使っても、君たちの英作文力は伸びないし、宿題の点数は0点になります。君たちは、コンピュータなんかよりずっと上手に英文を書くことができます。だから、がんばって！

The English Expeditions Online Homework System

Is there anything that I should do before submitting my assignment?

Yes, there is. You should create a checklist of questions to ask yourself about your submission. The checklist may include the following:

- Did I answer the question properly?
- Do I have an introduction, two body paragraphs and a conclusion?
- Do I have a thesis statement? Did I support it well?
- Do my body paragraphs each begin with a topic sentence?
- Do my body paragraphs each end with a transition?
- Did I check my spelling and punctuation?
- Is my submission of the proper length and formatted well?
- Is this my polished final draft?

Can I use a word processor to compose my assignment?

Yes, you can. Using the advanced text and editing features of a word processor, including spell-checking, can save you a lot of time. Please remember, however, that the assignment will be submitted via an online form which has no enhanced text features, such as **bold**, or *italics*, or underline. You will be responsible for ensuring the submission conforms to the guidelines laid out in the formatting section of this document after you have pasted it into the submission form.

Should I save a copy of my assignment?

Yes, you should. Although rare, occasionally a computer glitch may prevent you from properly submitting your assignment. If you have a back-up of your assignment, then re-submitting is a painless procedure. However, if you don't have a back-up, it will cost you a great deal of time and effort to re-submit your assignment. As an added benefit to keeping a copy of your assignment, at the end of your English studies, you can look back on all of your assignments and see the progress that you have made.

Can I send my assignment by email?

No, you cannot. All assignments must be submitted via the online submission system. This system makes it possible for the instructor see your previous submissions, grade your assignment, and provide feedback. This is not possible for assignments sent by email, so they will likely not be graded.

Where can I find help with my writing?

The first place to look for help is this Writing Guide. If you can't find the answers to your questions here, the next place to look is your Writing Resources page (Figure wg-1). There you will find links to sites that will help you understand the mechanics of English grammar, spelling, punctuation, and composition. Finally, if you need additional help, please contact your instructor.

Writing Resources

The first place that you'll want to look for help in writing your homework essays is your Writing Guide located in your Online Education Guide. The information contained there is tailored specifically for these writing assignments. After thoroughly reviewing that information, you may also find the following writing resources helpful.

LOGICAL FLOW

OWL Materials: Logic in Argumentative Writing
 Capital Community College: Writing Concise Sentences

LEVEL OF FORMALITY
CONCISENESS
I THINK...
PUNCTUATION
CAPITALIZATION
PRONOUNS
COORDINATING CONJUNCTIONS
SUBJECT/VERB AGREEMENT
VERB TENSES
SENTENCE FRAGMENTS

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- Semester Calendar
- Change Password
- Log Out

Click on the above links for further menu options.

When you're finished, please make sure that you click the **Log Out** button.

Figure wg-1. Writing Resources

How important is it to do my own work?

Very important! The only way you will become better at writing is to actually write. If you attempt to take the easy way out by using the work of others in your submission, your writing will not improve. It is important that you understand the ramifications of trying to circumvent the writing process. Therefore, you will need to confirm your understanding of the consequences of violating our academic honesty policy (p. CA-13) before you are allowed to submit your homework assignment (Figures wg-2 and wg-3).

Homework Submission

Academic Honesty Confirmation ●

Before submitting your homework assignment, you must confirm your understanding of the academic honesty regulations.

- I understand that copying, sharing, or paraphrasing any portion of another student's essay or my own essay from a previous semester and submitting it as my own is a violation of academic honesty.
- I understand that copying or paraphrasing any portion of printed material including, but not limited to, journals, magazines, books, and web pages and submitting it as my own is a violation of academic honesty.
- I understand that using translation software for any portion of my essay is a violation of academic honesty.
- I understand that through this online homework submission system my instructor can easily catch any of the above violations.
- I understand that the penalties for the above violations range from receiving a 0 on this assignment and forfeiting my chance for extra-credit to failing the class to suspension from school.

Enter your User ID and password to verify for understanding and proceed to the Homework Submission Form.

User ID Password

Figure wg-2. Academic Honesty Verification (English)

Homework Submission

Academic Honesty Confirmation 確認

課題を提出する前に、不正行為に関する取り決めを守っているかどうか確認してください。

- 他者の作文を写したり、表現を変えて取り入れたり、一緒にやったり、また、自分が過去に提出したものを使ったりなどして、課題を提出することは、たとえそれが提出物の一部であれ、不正行為に該当すると認識しています。(他の学生に写させた場合も、不正行為を働いたこととなります。写した学生、写させた学生、両者に対してペナルティが科されます。)
- 印刷物(書籍や新聞、雑誌、学術専門誌、会報、紀要など)やWWWのページから写したり、表現を変えて取り入れるなどして自分がやった課題として提出することは、たとえそれが一部であれ、不正行為に該当すると認識しています。
- 作文課題に翻訳ソフトを使用することは、たとえそれが一部であれ、不正行為に該当することを認識しています。
- 私は、担当の先生がオンライン課題提出システムの機能を利用して簡単に上記のような不正行為を見つけることができることを知っています。
- 私は、上記の不正行為により、当該課題の評価が0点になってしまうことや、オンラインTOEIC課題によるボーナス得点(Extra-credit Points)がもらえないこと(当該科目だけでなく、履修中の全科目でExtra-credit Pointsは無効になります)、当該科目の単位を落とす可能性があること、そして、場合によっては、大学から停学の処分を言い渡される可能性があることを理解しています。

上記すべての理解が確認できたら、ユーザーIDとパスワードを入力し、課題提出ホームに進んでください。

User ID Password

Figure wg-3. Academic Honesty Verification (Japanese)

How easy is it to get caught plagiarizing?

Very, very easy! When grading your essay, if the instructor feels that phrases or sentences you've submitted are not original, the instructor can very simply run a "Clone Check" on it (Figure wg-4). The Clone Check will search the English Expeditions online database of current and archived entries for the last five years (Figure wg-5); the entire web via Google Web Search (Figure wg-6); the contents of books via Google Book Search; and the contents of academic journals found in the library via Google Scholar Search. Also, as mentioned earlier, it is very easy to spot translated passages, as well. Any of these infractions will be considered a violation of academic honesty and penalties will be severe, so it is always best to do it on your own.

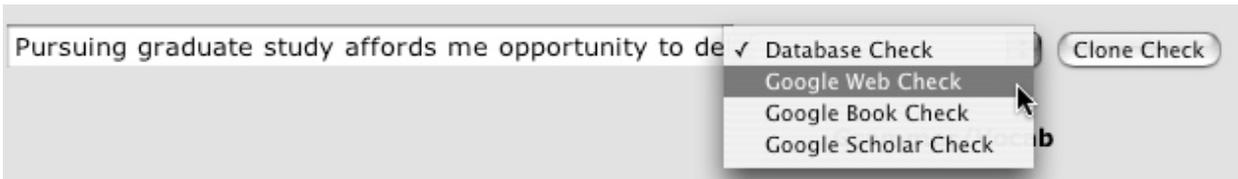


Figure wg-4. Instructor's Clone Check Function

Current Database Check -> Archive Database Check			
Relevance	Name (Email)	Teacher Email	Homework
	RITSUMEI Taro (rx005000@ritsumei.ac.jp)	shawback@ee.ritsumei.ac.jp	<p>Deciding whether to go to the graduate school is an important life decision. It is not easy to decide whether to go to the graduate school. It is because there are various factors. Although I can learn more special things and become advantageous at the time of finding employment by going to the graduate school, I need to pay cost of the graduate school and to go to the university further.</p> <p>Pursuing graduate study affords me opportunity to delve deeply into a chosen subject area. It is necessary that I enjoy the major field when deciding to go to the graduate school. It is because exclusive studies start far from the university. I will have the opportunity to choose a research topic in graduate school. There are chances to work with professors. Working with professors will provide excellent experience in my study. I can get attractive employment opportunities by such experiences.</p> <p>Graduate school can be expensive if I do not have any scholarship. It usually takes at least for two years if I go to the graduate school. I have to examine graduate school to find out scholarship etc. I need not advance to the graduate school if there is no field that I want to pursue more deeply. Because content of the research is deep, I will not be able to follow the class. If so, I should find employment early. This is waste of time and money.</p> <p>Although I can learn more deeply and become advantageous at the time of finding employment by going to the graduate school, I need cost of the graduate school and time. If we are unsure whether we want to go to graduate school, we need to consider advantages and disadvantages of graduate school.</p>
	MEIWAKU Mari (ry005000@ritsumei.ac.jp)	arase@ee.ritsumei.ac.jp	<p>There are many students go on to graduate school who major in math and science. Some my friends already decided to go on to graduate school. I am planning to attend graduate school because I would like to study more deeply and I can take a time to think about my future, although I have to pay a lot of money and study hard.</p> <p>First, I wish to enter a graduate school because it gives me a great opportunity to study more interesting subjects and exclusive studies. We study foundational subjects in undergraduate school, so this knowledge could be applicable at graduate school. Second reason is that campus life as a graduate school student makes me possible to think more about my future. Of course it is necessary to consider one's future during his undergraduate student days, but I could have much more chance to consider about qualifications of a study or work at graduate school.</p> <p>However, if I would choose to attend graduate school, it would cost me quite a large sum of money. I am enough old to work to get money myself, so I feel sorry to my family who pay academic fees instead of me. Additionally, the study in graduate school seems very hard. Some my friends who are studying at graduate school always complain that there is no time to sleep because they are very busy. Furthermore, it seems that studies at graduate school are responsible studies, so that life as a graduate student seems stressful.</p> <p>Thus, I am planning to attend graduate school because graduate school would give me a chance to study more deeply and time to think about my future, although it costs a lot of money and I have to study very difficult subject.</p>

Figure wg-5. Database Clone Check

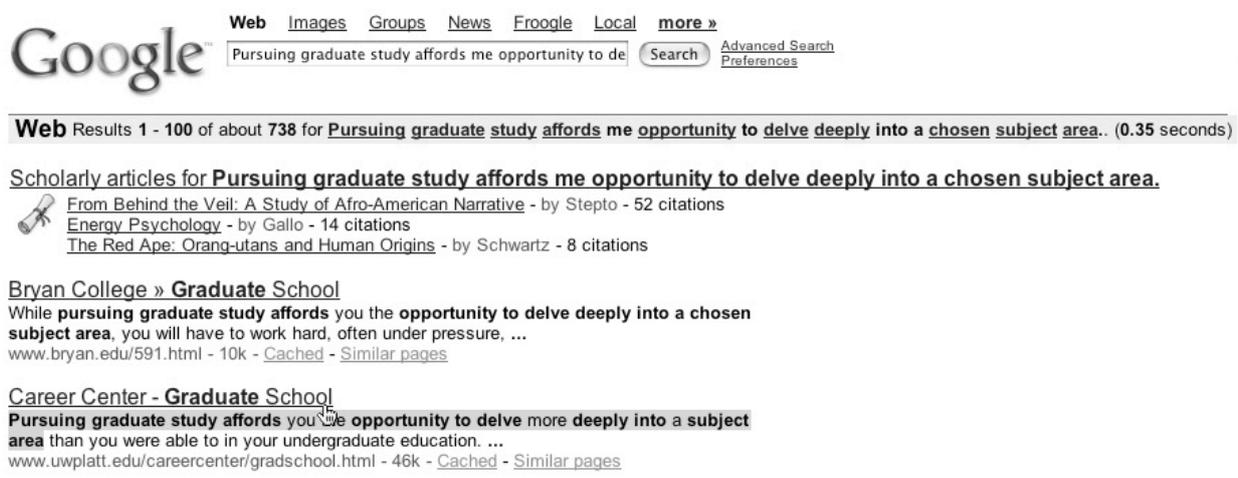


Figure wg-6. Web Clone Check

How do I access my homework assignments?

You can access your homework assignments by logging into English Expeditions website and navigating to the course and homework assignment (Figure wg-7). Each assignment page begins with the topic and the introduction submission. It is important that you carefully read through the topic before you begin writing your assignment. Once you have completed the final draft of your assignment, have it formatted properly, and have verified your word count, you submit it in 4 stages via the homework submission form (Figures wg-8–wg-12).

The screenshot displays the 'E4 HW4 Homework Submission' page on the English Expeditions website. The page is divided into several sections:

- Header:** English Expeditions logo and 'FACULTY OF SCIENCES & ENGINEERING'.
- Navigation Sidebar (Right):** Includes 'Site Navigation', 'EE Home', 'Courses', 'E4 (Listening II)', 'Syllabus', 'Grades', 'FAQs', 'Mail E4 Teacher', 'Homework 4', 'Writing Tutorial', 'Writing Resources', 'Submission' (highlighted), 'Feedback', 'E5 (CALL)', 'E6 (Communication II)', 'Mail', 'Discussions', 'TOEIC', 'Resources', 'Semester Calendar', 'Change Password', and 'Log Out'.
- Main Content Area:**
 - Topic:** Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.
 - Introduction Section:** Contains 'First Sentence Hint!' and 'Last Sentence Hint!' boxes. A diagram shows the structure of an introduction: Opening Statement, Introduction, and Thesis Statement.
 - Submission Form:** A large text area for writing the introduction. Below it are 'Count Words' and 'Submit' buttons.
 - Word Count:** A circular progress indicator showing 'Introduction: 0', 'Body 1: 0', 'Body 2: 0', and 'Conclusion: 0'. The total 'Word Count Requirement' is 500.
 - Language Mode:** A note in Japanese: 'キーボードの入力モードを確かめよう！' (Check your keyboard input mode!) with options for '全角文字 / 半角文字' (X) and '直接入力 / 英語入力' (O).

Figure wg-7. Homework Access

STAGE 1: INTRODUCTION SUBMISSION

E4 HW4 Homework Submission

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

Introduction

- First Sentence Hint!
Your introduction should begin with very broad statements and end with the narrow focus of your thesis statement. Is your opening sentence broad?
- Last Sentence Hint!
Copy your sentence from Step 3 of your homework worksheet. This is your thesis statement.
The thesis statement is the last single sentence in the introduction and must answer the entire question in ONE sentence. Does your last sentence do this?

Opening Statement

Introduction

Thesis Statement

http://localhost

Word Count:
Approximately 126 words
Approximately 725 characters

OK

Introduction

Our now lives are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological satellite, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their next meal coming from. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

Count Words Submit

Figure wg-8. Homework Introduction Submission

After pasting in your Introduction from your final draft, click the “Count Words” button to check that word count is roughly 25% of the total word requirement of your assignment. If it is not, then edit your introduction accordingly. Once you are finished, click the “Submit” button to take you to the next screen.

STAGE 2: BODY 1 SUBMISSION

E4 HW4 Homework Submission

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

Introduction Body Paragraph 1

Our now lives are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological satellite, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their next meal coming from. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

- First Sentence Hint!
Copy your sentence from Step 4 of your homework worksheet. This is your topic sentence 1.
The topic sentence is the first sentence and of your body paragraph and should contain the focus of the paragraph. Does your first sentence do this?
- Last Sentence Hint!
The last sentence of a body paragraph is a transition sentence. Your transitions should finish the current idea and move on to the next. Does your last sentence do this?

Topic Sentence

Body Paragraph

Transition

Introduction: 126
Body 1: 0
Body 2: 0
Conclusion: 0

Word Count Requirement: 500

Body Paragraph 1

Count Words Submit

Figure wg-9. Homework Body 1 Submission

After pasting in Body Paragraph 1 from your final draft, click the “Count Words” button to check that word count is roughly 25% of the total word requirement of your assignment. If it is not, then edit it accordingly. Verify that the first sentence in your Body Paragraph 1 is your topic sentence. Make sure that your topic sentence is only one sentence. Verify that you have a transition sentence that finishes up Body Paragraph 1 and leads the reader to the Body Paragraph 2. Once you are finished, click the “Submit” button to take you to the next screen.

STAGE 3: BODY 2 SUBMISSION

E4 HW4 Homework Submission

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

Introduction

Body Paragraph 1

Body Paragraph 2

Our now lives are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological satellite, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their next meal coming from. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

Space exploration makes only partial people happy. Of course, we receive many profits from space every day. We use the Internet and send E-mail. We watch weather forecast on TV and decide whether we take the umbrella. It is sure that thanks to space exploration, we can continue our present lives. However, people who can receive these benefits are only a few people compared to the world's population. There are many people who don't use mobile phones and personal computers. Indeed, there are many people who can't eat enough food or suffer from a severe sickness. We have to decrease these unfair situations. It is important that all people on earth can receive benefits, and it is also important for us to help people.

First Sentence Hint!

Copy your sentence from Step 4A of your homework worksheet. This is your topic sentence 2.

The topic sentence is the first sentence and of your body paragraph and should contain the focus of the paragraph. Does your first sentence do this?

Topic Sentence

Body Paragraph

Transition






Last Sentence Hint!

The last sentence of a body paragraph is a transition sentence. Your transitions should finish the current idea and move on to the next. Does your last sentence do this?

Introduction: 126

Body 1: 127

Body 2: 0

Conclusion: 0

Word Count Requirement: 500

キーボードの入力モードを確かめよう！

全角文字 / 半角文字 直接入力 / 英語入力

Body Paragraph 2



Count Words



Submit

After pasting in Body Paragraph 2 from your final draft, click the “Count Words” button to check that word count is roughly 25% of the total word requirement of your assignment. Verify that the first sentence in your Body Paragraph 2 is your topic sentence. Make sure that your topic sentence is only one sentence. Verify that you have a transition sentence that finishes up Body Paragraph 2 and leads the reader to the Conclusion. If it is not, then edit it accordingly. Once you are finished, click the “Submit” button to take you to the next screen.

Figure wg-10. Homework Body 2 Submission

STAGE 4: CONCLUSION SUBMISSION

E4 HW4 Homework Submission

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

Introduction | Body Paragraph 1 | Body Paragraph 2 | Conclusion

Our now lives are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological satellite, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their next meal coming from. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

Space exploration makes only partial people happy. Of course, we receive many profits from space every day. We use the Internet and send E-mail. We watch weather forecast on TV and decide whether we take the umbrella. It is sure that thanks to space exploration, we can continue our present lives. However, people who can receive these benefits are only a few people compared to the world's population. There are many people who don't use mobile phones and personal computers. Indeed, there are many people who can't eat enough food or suffer from a severe sickness. We have to decrease these unfair situations. It is important that all people on earth can receive benefits, and it is also important for us to help people.

It is more important to help people than to explore space. We think our lives are quite common, but it isn't right. There are a lot of children who can't go to school or who have to live on the street. There are a lot of patients who can't be cured. It is natural for us to help those people. Space is the unknown place and to explore space surely have a possibility that we will be able to discover something new which is very useful. However, I think to reduce the number of the poor is more important than to gamble on future profits. Exploring space can do anytime, but helping the poor can't postpone because many people are dying just now.

First Sentence Hint!

Copy your sentence from Step 3A of your homework worksheet. This is your summary.

Your summary should be the first sentence of your conclusion and should answer the question fully by restating (in different words) your thesis statement. Does the first sentence of your conclusion do this?

Last Sentence Hint!

The structure of your conclusion needs to be the opposite of your introduction. You need to start with specific information and end with a final, general comment. Is your last sentence a broad, general comment?

Introduction: 126

Body 1: 127

Body 2: 127

Conclusion: 0

Word Count Requirement: 500

キーボードの入力モードを確かめよう！

全角文字/半角文字 直接入力/英語入力

Conclusion

Count Words
 Submit

After pasting in your Conclusion from your final draft, click the “Count Words” button to check that word count is roughly 25% of the total word requirement of your assignment. Verify that the first sentence in your Conclusion paragraph is your summary or reassertion of the main points. Also, make sure that your conclusion ends with a final comment. If it is not, then edit it accordingly. Once you are finished, click the “Submit” button to take you to the next screen.

Note: In addition to submitting your assignment from this form, you can also:



- Check out the Online Homework Submission System FAQs for answers on any questions about the system.
- View the Writing Tutorial movie.
- Send a message to your instructor.
- Print out your submission.

Figure wg-11. Homework Conclusion Submission

STAGE 5: COMPLETE ESSAY CONFIRMATION

E4 HW4 Homework Submission

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

Introduction **Body Paragraph 1** Body Paragraph 2 **Conclusion** Complete Essay

Our now lives are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological satellite, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their next meal coming from. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

Space exploration makes only partial people happy. Of course, we receive many profits from space every day. We use the Internet and send E-mail. We watch weather forecast on TV and decide whether we take the umbrella. It is sure that thanks to space exploration, we can continue our present lives. However, people who can receive these benefits are only a few people compared to the world's population. There are many people who don't use mobile phones and personal computers. Indeed, there are many people who can't eat enough food or suffer from a severe sickness. We have to decrease these unfair situations. It is important that all people on earth can receive benefits, and it is also important for us to help people.

It is more important to help people than to explore space. We think our lives are quite common, but it isn't right. There are a lot of children who can't go to school or who have to live on the street. There are a lot of patients who can't be cured. It is natural for us to help those people. Space is the unknown place and to explore space surely have a possibility that we will be able to discover something new which is very useful. However, I think to reduce the number of the poor is more important than to gamble on profits. Exploring space can do anytime, but helping the poor can't postpone because many people are dying just now.

I think to decrease unfamiliar situation which some people can't enjoy the benefit from space exploration and to improve poor people's lives at least they don't have to live from hand to mouth are important. Therefore I think money should be spent on helping the poor, not on exploring space. Then, we can't disregard those people and we are going to stop space exploration. I think all people have the minimum right which can live without hunger and agony. I really hope the world will be a comfortable place to all people.

Introduction: 126
Body 1: 127
Body 2: 126
Conclusion: 96
Word Count Total: 475



Error Report

- Your paragraphs need to be balanced. Each paragraph should have approximately the same work count. Go back and edit the paragraphs in red until the word count is acceptable. If you submit your assignment as it is, it will receive a lower score.
- Your word count is outside of the acceptable range for this assignment. Go back and edit your paragraphs until the word count is acceptable. If you submit your assignment as it is, it will receive a lower score.

After submitting your conclusion, you will be able to see your essay as your instructor will when it is graded. If you have any problems with paragraph balance, word count, or key words, you will be notified in the Error Report at the bottom of the page. Follow the directions there to fix the problems.

Figure wg-12. Complete Homework Essay Confirmation

Can I modify my assignment after I submit it?

It depends. If the deadline for submitting your assignment has passed, you cannot modify it. Also, once you have submitted your assignment, your instructor may begin the grading process at any time—even before the submission deadline. Therefore, you will not be able to modify it once the instructor has graded it. If you'd like to modify your assignment before the deadline and before your instructor has graded it, then you may do so by accessing that assignment again (Figure wg-7). Once you have accessed your assignment, you can navigate to the appropriate tab at the top of the page (Figure wg-13). By ensuring that your submission is your final draft and properly formatted before submitting it to your instructor, you'll not find any need to modify it after submitting it.

E4 HW4 Homework Submission

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

Introduction Body Paragraph 1 **Body Paragraph 2** Conclusion Complete Essay

Our now lives are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological satellite, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their next meal coming from. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

Space exploration makes only partial people happy. Of course, we receive many profits from space every day. We use the Internet and send E-mail. We watch weather forecast on TV and decide whether we take the umbrella. It is sure that thanks to space exploration, we can continue our present lives. However, people who can receive these benefits are only a few people compared to the world's population. There are many people who don't use mobile phones and personal computers. Indeed, there are many people who can't eat enough food or suffer from a severe sickness. We have to decrease these unfair situations. It is important that all people on earth can receive benefits, and it is also important for us to help people.

• First Sentence Hint! It is more important to help people than to explore space. We think our lives are quite common, but it isn't right. There are a lot of children who can't go to school or who have to live on the street. There are a lot of patients who can't be cured. It is natural for us to help those people. Space is the unknown place and to explore space surely have a possibility that we will be able to discover something new which is very useful. However, I think to reduce the number of the poor is more important than to gamble on profits. Exploring space can do anytime, but helping the poor can't postpone because many people are dying just now.

• Last Sentence Hint! The last sentence of a body paragraph is a transition sentence. Your transitions should finish the current idea and move on to the next. Does your last sentence do this?

2

Introduction: 126
Body 1: 127
Body 2: 126
Conclusion: 126
Word Count Total: 505

1. Click on the appropriate tab.
2. Click on the Edit button.

Figure wg-13. Paragraph Editing 1

E4 HW4 Homework Submission

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

Introduction Body Paragraph 1 **Body Paragraph 2** Conclusion Complete Essay

Our now lives are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological satellite, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their next meal coming from. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

Space exploration makes only partial people happy. Of course, we receive many profits from space every day. We use the Internet and send E-mail. We watch weather forecast on TV and decide whether we take the umbrella. It is sure that thanks to space exploration, we can continue our present lives. However, people who can receive these benefits are only a few people compared to the world's population. There are many people who don't use mobile phones and personal computers. Indeed, there are many people who can't eat enough food or suffer from a severe sickness. We have to decrease these unfair situations. It is important that all people on earth can receive benefits, and it is also important for us to help people.

First Sentence Hint!
Copy your sentence from Step 4A of your homework worksheet. This is your topic sentence 2.
The topic sentence is the first sentence and of your body paragraph and should contain the focus of the paragraph. Does your first sentence do this?

It is more important to help people than to explore space. We think our lives are quite common, but it isn't right. There are a lot of children who can't go to school or who have to live on the street. There are a lot of patients who can't be cured. It is natural for us to help those people. Space is the unknown place and to explore space surely have a possibility that we will be able to discover something new which is very useful. However, I think to reduce the number of the poor is more important than to gamble on profits. Exploring space can do anytime, but helping the poor can't postpone because many people are dying just now.

Last Sentence Hint!
The last sentence of a body paragraph is a transition sentence. Your transitions should finish the current idea and move on to the next. Does your last sentence do this?

Introduction: 126
Body 1: 127
Body 2: 126
Conclusion: 126
Word Count Total: 505

キーボードの入力モードを確かめよう！
全角文字/半角文字 X 直接入力/英語入力 O

Body Paragraph 2

It is more important to help people than to explore space. We think our lives are quite common, but it isn't right. There are a lot of children who can't go to school or who have to live on the street. There are a lot of patients who can't be cured. It is natural for us to help those people. Space is the unknown place and to explore space surely have a possibility that we will be able to discover something new which is very useful. However, I think to reduce the number of the poor is more important than to gamble on profits. Exploring space can do anytime, but helping the poor can't postpone because many people are dying just now.

Count Words Save Changes

Here you can make changes to the paragraph. Once you are finished, click the "Save Changes" button to take you to the next screen.

Figure wg-14. Paragraph Editing 2

How is my assignment graded?

Your instructor grades each assignment based on the criteria outlined in your syllabus. As you progress through the curriculum, more will be expected from you. This is reflected in stricter grading guidelines. Therefore, you will need to work hard to improve your writing skills in order to keep the same level of grade. When grading your assignment, your instructor has access to the past feedback given to you. If you continue to make the same mistakes, your grade will suffer. Your overall grade for the assignment will be based on the grading rubric (Tables wg-1–wg-2).

	Overall essay structure competence	Paragraph structure competence	Vocabulary	Grammatical accuracy	Content
0	No evidence of introduction, conclusion, or thesis statement apparent without liberal amounts of imagination.	No apparent knowledge of paragraph structure; may be a list of unconnected sentences.	Demonstrates knowledge of only a few words in English.	Shows faulty knowledge of even the simplest grammatical constructions.	Lack of ideas. No coherent content, just phrases strung together.
0.5	Uses only a one-sentence or otherwise inadequate introduction and conclusion; does not use appropriate transitions; no clear thesis statement.	Communicates ideas by using sentences which are conceptually linked, but not in clear paragraph form.	Uses only very common, simple vocabulary, barely sufficient for the task.	Uses only the simplest grammar correctly, makes errors which affect the intelligibility of ideas, so the task is not adequately completed.	May be more than a few sentences, but has few ideas expressed in quite limited form, and without the power to convince a reader.
1	Some evidence of an attempt to use intro-body-conclusion structure, but it is not effective; may not use essay level transitions.	Displays some basic knowledge of paragraph structure, (e.g. topic sentence, support sentences, etc) but does not do it well enough.	Generally uses appropriate words for the task, but shows no special knowledge of vocabulary.	Seems to have enough grammar to complete the task, may make many errors but the ideas are still understandable.	The essay contains some ideas which are supported somewhat logically, but which may not be convincing.
1.5	Uses introduction-body-conclusion structure, but may not be perfectly executed; definitely uses essay-level transitions.	Shows knowledge of paragraph structure and sentence-level transitions, accomplishes the task but may still have some areas which need improvement.	Uses above-average vocabulary, but without complete control.	Some errors may still be present, but displays good control of sentence-level and word-level grammar.	The ideas are expressed relatively effectively; somewhat convincing.
2	Uses introduction-body-conclusion structure very effectively; uses appropriate transitions to organize essay; shows complete control over the organizational and writing task.	Writes well-structured paragraphs which include a clear focus, support for ideas, analysis, and appropriate sentence-level transitions.	Uses varied, appropriate vocabulary; displays evidence of complex lexical knowledge.	Displays excellent control of sentence-level and word-level grammar; few errors.	The essay contains ideas which are expressed creatively and effectively; convincing arguments are presented.

Table wg-1. Grading Rubric (English)

	エッセイ構成	パラグラフ構成	語彙	文法	内容
0	イントロダクション、コンクルージョン、主題文が明示されていない。	パラグラフが関連性のない文の羅列となっているなど、パラグラフ構成に関する知識に欠ける。	語彙力に欠ける。	ごく初歩的な文法知識にすら欠ける。	発想が乏しい。内容に一貫性がなく、関連性の薄いフレーズの羅列である。
0.5	イントロダクションやコンクルージョンがたった一文のみである等々、構成がなっていない/適切なトランジションが使用されていない/主題文が明示されていない。	意味のある繋がりを成している複数の文で表現されてはいるが、パラグラフとしては成立していない。	ありきたりの平易な語彙のみの使用ではあるが、用を足すのに最低限の語彙力はある。	ごく初歩的な文法力はあるが、意見を正しく伝えるのに影響を及ぼすような文法の間違が見られ、適切に用が足されているとは言えない。	文の羅列以上のものはあるが、意見がきちんと表明されておらず、説得力にも欠ける。
1	イントロダクション、ボディ、コンクルージョンらしきものは見られるが、十分に機能を果たしていない/エッセイレベルのトランジションが使われていない。	パラグラフ構成に関する基礎的な知識（トピックセンテンスや、それを立証する文、その他）はある程度身に付いてはいるが、充分ではない。	用を足せるだけの語彙力はあるが、特に優れた語彙知識があるわけではない。	用を足せるだけの文法力はある。間違いはたくさんあるが、それでも意味は通じている。	ある程度論理的に裏づけられた意見が述べられてはいるが、説得力に欠ける面もある。
1.5	イントロダクション、ボディ、コンクルージョンの構造はできているが、完全ではない/エッセイレベルのトランジションはきちんと使われている。	パラグラフ構成、および、文レベルのトランジションに関する知識がきちんと身に付いていて、用も足せている。しかし、まだ改善の余地がある。	平均以上に語彙を使いこなせてはいるが、完全ではない。	間違いはまだ見られるが、文レベル、単語レベルの文法はきちんと身に付いている。	意見の表し方が比較的効果的で、一定の説得力も見られる。
2	イントロダクション、ボディ、コンクルージョンがどれも巧み構成されており、トランジションもエッセイの流れに沿うように適切に使用されている。構成、文章ともに完璧の域に達している。	パラグラフの構成がしっかりしている。焦点が明確で、意見の裏付けもきちんとなされ、文レベルのトランジションも適切に用いられている。	語彙の使用が適切かつ変化に富み、豊富な語彙知識が垣間見られる。	文レベル、単語レベルの文法が申し分ないほど身に付いていて、間違いもほとんどない。	意見が独創的、かつ効果的に表現されている。そして、主張に説得力がある。

Table wg-2. Grading Rubric (Japanese)

Where do I receive my feedback?

The feedback for each assignment is located under the same menu link under which you submitted it (Figure wg-15). You should access this feedback as soon as it is available. If you have made mistakes related to the points laid out in this guide, you will be asked to perform a series of online exercises to verify your understanding of those points before you are allowed to proceed to the next assignment. Therefore it is important that you access the feedback and do the exercises as soon as they are available.

English Expeditions
FACULTY OF SCIENCES & ENGINEERING

E4 HW4 Evaluation Feedback

Topic: Do you think money should be spent to explore space or is it better spent helping people on earth? Explain.

SUZUKI Ichiro Seat 01

2007-12-07 08:33:43 Word Count: 506 Status: Graded

Our **[now lives¹]** are supported by a lot of technology. If it were not for mobile phones, personal computers, the Internet and meteorological **[satellite²]**, we couldn't continue our ordinary lives. These things were improved dramatically by space exploration. It is no exaggeration to say our lives were enriched by space science. We are living now with receiving many benefits from space, but we are minorities. There are many people who live poor on earth. They don't know where their **[next meal coming from³]**. I think it is the better use of money that helping people on earth rather than exploring space. These are two reasons, that is to say, space exploration doesn't make all people happy and nothing is more important than life.

Space exploration makes only **[partial people⁴]** happy. Of course, we receive many profits from space every day. We use the Internet and send E-mail. We watch weather forecast on TV and decide whether we take the umbrella. It is sure that thanks to space exploration, we can continue our present lives. However, people who can receive these benefits are only a few people compared to the world's population. There are many people who don't use mobile phones and personal computers. Indeed, there are many people who can't eat enough food or suffer from a severe sickness. We have to decrease these unfair situations. It is important that all people on earth can receive benefits, and it is also important for us to help people.

It is more important to help people than to explore space. We think our lives are quite common. **[But⁵]** it isn't right. There are a lot of children who can't go to school or who have to live on the street. There are a lot of patients who can't be cured. It is natural for us to help those people. Space is **[the unknown place⁶]** and to explore space surely have a possibility that we will be able to discover something new which is very useful. However, I think to reduce the number of the poor is more important than to gamble on future profits. Exploring space can do anytime, but helping the poor can't postpone because many people are dying just now.

I think to decrease unfamiliar situation which some people can't enjoy the benefit from space exploration and to improve poor people's lives at least they don't have to live from hand to mouth are important. Therefore I think money should be spent on helping the poor, not on exploring space. Although it is very difficult that all people on earth have impartial and rich lives, we shouldn't avert our glance from the fact that many people are dying now. Then, we can't disregard those people and **[we are going to stop⁷]** space exploration. I think all people have the minimum right which can live without hunger and agony. I really hope the world will be a comfortable place to all people.

Structure	Discourse
Introduction	[5] Coordinating Conjunctions
Opening Statement (the first sentence)	In formal writing, you should avoid beginning a sentence with a coordination conjunction. Combine these two sentences.
Your opening statement was broad, yet focused on the topic. +	
Flow	Grammar
Your introduction should begin with very broad statements and end with the narrow focus of your thesis statement. In your introduction, you've narrowed too quickly, so we already know the content of the thesis statement before reading it. -	[1] Word Order
	lives now OR modern lives
Thesis Statement (the last sentence)	[2] Singular/Plural Nouns
The thesis statement is the last single sentence in the introduction and must answer the entire question in ONE sentence. Does your last sentence do this? -	satellites
	[3] Verb Tenses
Body Paragraph One	next meal will come from
Topic Sentence (the first sentence)	[4] Word Forms
Good topic sentence. It supports your thesis statement and presents the focus of the paragraph. +	part of the people OR some people
Support	[6] Articles
You've provided support for the main point of your paragraph, but you've also included support points that should have been part of your other Body paragraph. +/-	an unknown place
Transition (the last sentence)	[7] Modals
Your transition did a good job of finishing the current topic and moving on to the next. +	we should stop
Body Paragraph Two	Overall Comments
Topic Sentence (the first sentence)	Overall, your structure is on the right track. You still need to work on clearly and fully answering the question in your thesis statement and summary.
Good topic sentence. It supports your thesis statement and presents the focus of the paragraph. +	
Support	
You've supported your main points well. +	
Transition (the last sentence)	
Your transition finishes the current topic, but doesn't suggest what is coming next. +/-	
Conclusion	
Summary (the first sentence)	
You've restated your thesis statement (using different words), but it still doesn't directly answer the question. +/-	
Flow	
Your conclusion starts with specific information and end with a final, general comment. +	
Closing Statement (the last sentence)	
Your closing statement was a nice, broad comment on the topic. +	

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When you're finished, please make sure that you click the Log Out button.

Figure wg-15. Evaluation Feedback

The grading rubric will display with the corresponding evaluation blocks highlighted (Figure wg-16). If you'd like to view the Japanese version, you may click on the Japanese flag. Read through your individual and group feedback very carefully. If you have any questions or concerns, discuss them with your instructor. Once you have finished reading your feedback, you may click on the 'Proceed to Exercises' button to move to the Follow-up Exercises screen (Figure wg-17). Once they have been completed, you may move on to your next assignment.

Scoring 1.5 + 1.5 + 1.5 + 1 + 1.5 = 7 points View Grade Chart [表] [目]					
	Overall essay structure competence	Paragraph structure competence	Vocabulary	Grammatical accuracy	Content
0	No evidence of introduction, conclusion, or thesis statement apparent without liberal amounts of imagination.	No apparent knowledge of paragraph structure; may be a list of unconnected sentences.	Demonstrates knowledge of only a few words in English.	Shows faulty knowledge of even the simplest grammatical constructions.	Lack of ideas. No coherent content, just phrases strung together.
0.5	Uses only a one-sentence or otherwise inadequate introduction and conclusion; does not use appropriate transitions; no clear thesis statement.	Communicates ideas by using sentences which are conceptually linked, but not in clear paragraph form.	Uses only very common, simple vocabulary, barely sufficient for the task.	Uses only the simplest grammar correctly, makes errors which affect the intelligibility of ideas, so the task is not adequately completed.	May be more than a few sentences, but has few ideas expressed in quite limited form, and without the power to convince a reader.
1	Some evidence of an attempt to use introduction - body - conclusion structure, but it is not effective; may not use essay level transitions.	Displays some basic knowledge of paragraph structure, (e.g. topic sentence, support sentences, etc) but does not do it well enough.	Generally uses appropriate words for the task, but shows no special knowledge of vocabulary.	Seems to have enough grammar to complete the task, may make many errors but the ideas are still understandable.	The essay contains some ideas which are supported somewhat logically, but which may not be convincing.
1.5	Uses introduction - body - conclusion structure, but may not be perfectly executed; definitely uses essay-level transitions.	Shows knowledge of paragraph structure and sentence-level transitions, accomplishes the task but may still have some areas which need improvement.	Uses above-average vocabulary, but without complete control.	Some errors may still be present, but displays good control of sentence-level and word-level grammar.	The ideas are expressed relatively effectively; somewhat convincing.
2	Uses introduction - body - conclusion structure very effectively; uses appropriate transitions to organize essay; shows complete control over the organizational and writing task.	Writes well-structured paragraphs which include a clear focus, support for ideas, analysis, and appropriate sentence-level transitions.	Uses varied, appropriate vocabulary; displays evidence of complex lexical knowledge.	Displays excellent control of sentence-level and word-level grammar; few errors.	The essay contains ideas which are expressed creatively and effectively; convincing arguments are presented.
Group Feedback					
Thank you all for the interesting essays. There was a wide variety of interesting opinions about the price and value of space exploration. Please read the comments below carefully, and if you have any questions, please see me next class. Additionally, two of the structurally better essays from your class have been included below. Please take a few minutes and read through them.					
Proceed to Exercises					

Figure wg-16. Evaluation Feedback (continued)

E4 HW4 Follow-up Exercises

次回のHomework提出の前に必ず前回の復習Exercisesをすべて済ませてください。復習Exercisesを済ませないと、次回のHomeworkの提出はできません。

< conciseness >	
Writing Resources	
◦ OWL Materials: Conciseness	
1. What part of the following is padding? "I want to spend a more pleasant summer vacation next year. That is it!"	
A: I want to spend a more pleasant summer vacation next year. B: That is it!	Choose
2. What part of the following is padding? "I think that when I become a father, I will read comics to my child. Teacher, if you can read Japanese words, please read this by all means."	
A: Teacher, if you can read Japanese words, please read this by all means. B: Teacher, C: I think that when I become a father, D: I will read comics to my child.	Choose
3. What part of the following is padding? "Cats are good pets because they are easy to take care of and have interesting personalities. Please be patient and read."	
A: Cats are good pets because they are easy to take care of and have interesting personalities. B: Please be patient and read.	Choose

Figure wg-17. Follow-up Exercises

Who do I contact if I have trouble?

If you have problems in understanding the assignment or when it is due, you should contact your instructor (Figure si-11). If you are having problems accessing or submitting your assignment, you should contact the English Expeditions webmaster (Figure si-24). In either case, you should use the Mail section of English Expeditions to compose and send your message.

Please do not ask any Rainbow Staff and **NEVER** ask your Information Sciences professors to help you with a computer problem concerning your English classes! The English Department's servers are operated independently of the Rainbow Center. They cannot help you! Likewise, the Information Sciences professors are far too busy to take time out of their schedule to help students with English computer problems.

Sample Essay Strategy

The following is a simple, step-by-step strategy for writing a four paragraph academic essay that many students have found helpful. Simply replace the example topic with the topic for your essay. Essentially, you should focus on answering the question in its entirety in one sentence for your topic sentence and, in different words, your summary. The two main points from that topic sentence should become the topics sentences for your two body paragraphs.

Example Topic: What can we learn from a home stay in a foreign country? List two items.

Step 1 List one thing we can learn from a home stay.

The language that we are exposed to in a home stay is the 'real' language rather than textbook language.

Step 1A Rewrite the same idea from Step 1 using different words.

We can learn language that we would normally not hear in a classroom.

Step 2 List one other thing we can learn from a home stay.

Without a home stay, we would not be able to experience the family life of people in a foreign country.

Step 2A Rewrite the same idea from Step 2 using different words.

Home stays show us how our homes and customs are different than those in other countries.

Step 3 Combine the main ideas from Steps 1/1A and Steps 2/2A into **ONE** sentence. Do not copy!

Home stays are beneficial because we are exposed to 'real' language that we would not normally hear in a classroom and we can experience family life in a foreign culture.

Step 3A Rewrite the same idea from Step 3 using different words. Do not copy!

It is a good idea for students to go on home stays because we can learn language that we wouldn't be able to get from a textbook and we are also able to compare our customs with those in a foreign country.

Step 4 Choose the better sentence from Steps 1/1A.

We can learn language that we would normally not hear in a classroom.

Step 4A Choose the better sentence from Steps 2/2A.

Without a home stay, we would not be able to experience the family life of people in a foreign country.

Sample Essay Strategy Structure

Introduction

Home stays are beneficial because we are exposed to 'real' language that we would not normally hear in a classroom and we can experience family life in a foreign culture.

Copy your sentence from **Step 3**. This is your thesis statement.

Copy your sentence from **Step 4**. This is your topic sentence 1.

We can learn language that we would normally not hear in a classroom.

Body 1

Experience with language is just one of the benefits of a home stay.

Insert a transition sentence that completes your thoughts on Body 1 and leads you to Body 2.

Copy your sentence from **Step 4A**. This is your topic sentence 2.

Without a home stay, we would not be able to experience the family life of people in a foreign country.

Body 2

Indeed it is often the host family that we remember the most from a home stay.

Insert a transition sentence that completes your thoughts on Body 2 and leads you to the conclusion.

Copy your sentence from **Step 3A**. This is your summary.

***In summary**, it is a good idea for students to go on home stays because we can learn language that we wouldn't be able to get from a textbook and we are also able to compare our customs with those in a foreign country.*

Conclusion