



English Communication I

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Writing a Title

Your title should:

1. **be short** (1-6 words), **not be a complete sentence, and not have a period.**
2. **express the main idea of your paragraph.**
3. **be capitalized.**
Capitalize the first and all important words. Do not capitalize the following (unless one of them is the *first word* in your title).
 - a. an article (*the, a an*)
 - b. a preposition (*to, for, in, etc.*)
 - c. a conjunction (*and, or, but, etc.*)
4. **be written in the center of the top margin.**

Title

Topic Sentence

A Busy Day

Monday is my busiest day.

The College Library

You can see students doing all kinds of things in the college library.

Preparing for Tests

There are three good ways to prepare for tests.

My Mother and I

I resemble my mother in more ways than one.

A Very Different Neighborhood

My neighborhood has changed a lot in the last ten years.

Tokyo Disneyland

There is plenty to do at Tokyo Disneyland.

Choosing Friends

I look for three basic characteristics in a person when I choose a friend.

Why I Came to Tokyo

There are various reasons why I left my hometown to come to college in Tokyo.

A Stressful Job

Working part-time at a restaurant is stressful.

A Terrible Day

Last Friday was a terrible day for me.

The Outline

Before you write a paragraph, you need to gather your ideas. You saw that clustering is one prewriting technique. The next step is to write an **outline**, which shows the ideas you decide to include in your paragraph, the order you want to present them, and the explanations to support those ideas.

These are the parts of an outline you will write before each of your paragraphs:

Title: centered at the top, usually between 1 and 4 words

Topic Sentence: = the topic and controlling idea (one sentence) of your paragraph

Transition Signal for Main Point A:

Main Point A: the first characteristic, way, advantage, benefit, reason, etc. from your topic sentence

Details or Examples: 2 - 4 brief explanations to support Main Point A

Transition Signal for Main Point B:

Main Point B: the second characteristic, way, advantage, benefit, reason, etc. from your topic sentence

Details or Examples: 2 - 4 brief explanations to support Main Point B

Transition Signal for Main Point C:

Main Point C: the third characteristic, way, advantage, benefit, reason, etc. from your topic sentence

Details or Examples: 2 - 4 brief explanations to support Main Point C

Concluding Sentence: Begins with a transition signal + a comma. Next, there will be either a *restated* conclusion or a *summarized* conclusion.

Restated - reminds the reader of the topic sentence, but written in different words.

Summarized - summarizes the main points by listing Main Points A, B, and C.

Note: The outline does not include **all the sentences** you will write in your paragraph. You will need to explain more in the Details or Examples for each main point in your paragraph. REMEMBER, YOUR PARAGRAPHS MUST BE 120 WORDS OR MORE.

Sample Outline: Time-Order (Describing Experiences)

Title:	A Great Day
[See Bklt: p. 7: Writing a Title]	
Topic Sentence: [Write every word]	Last Friday was a great day for me.
Transition Signal: [See Bklt p. 9 &	In the morning,
Main Point, Idea, or Reason	A. had a relaxing time at home
Details or Examples [Key words Only]	1. slept until 9 a.m. 2. had a long breakfast
Transition Signal: [See Bklt p. 9 &	At noon,
Main Point, Idea, or Reason	B. met my friend Yumi at Shibuya Station
Details or Examples [Key words Only]	1. had lunch 2. did a part-time job demonstrating origami
Transition Signal: [See Bklt p. 9 &	Later in the afternoon,
Main Point, Idea, or Reason	C. saw Kyary Pamyu Pamyu window shopping in Harajuku
Details or Examples [Key words Only]	1. asked for photo and autograph 2. shook hands and said goodbye
Concluding Sentence: [Write Every Word Including Transition Signal. See Bklt p. 12 Concluding Sentences]	In short, last Friday was definitely one of the best days of my life.

Sample Paragraph: Time-Order (Describing Experiences)

A Great Day

Last Friday was a great day for me. In the morning, I was able to spend a relaxing time at home because it was a school holiday. I slept until 9 a.m., two hours later than I usually get up. Then I enjoyed a long, leisurely breakfast. At noon, I met my friend, Yumi, at Shibuya Station. While we had lunch together, she told me about a fantastic part-time job she had found for me. She said that I would be demonstrating how to make origami at a week-long international conference. Later in the afternoon, I was shocked to see Kyary Pamyu Pamyu, window shopping in Harajuku. I asked her to take a photo with me and give me her autograph so that my friends would believe me when I told them the story. Afterwards, we shook hands and said goodbye. In short, last Friday was definitely one of the best days of my life.

- ~~~~~
1. Underline the topic sentence. Also, find and underline the concluding sentence.
 2. Put a box around all the time order transition signals. Which transition signals introduce each of the **main points**? Put two lines under those.
 3. Circle the transition signal used for the concluding sentence.
 4. What type of concluding sentence is used, *restated* or *summarized*?
What words does the writer use instead of “a great day for me?”
 5. Study the paragraph, then cover it. With a partner, try to remember the writer’s activities last Friday in TIME ORDER.

Online Writing Self-Check

Format

1. My paragraph has a **title** with correct **capitalization** and is **centered**.

There should be a **title** of no more than six words. It should be centered on the page. Look at the top of this page for an example.

2. The first line of each paragraph is **indented**.

Indented means that the first line of your paragraph starts five spaces in. You can do this by hitting the space bar five times or hitting the “Tab” key once. It is usually set for this.

3. My assignment is **double-spaced**.

Double-spaced means that your paper should look like the lines on this document.

4. My assignment has the total number of words in it put at the bottom. You can easily do this by going in “Tools” and selecting “Word Count”. When you are finished writing, type the number of words at the bottom of your paragraph.

Content & Organization

1. My paragraph has a **topic sentence** containing a **topic** and a **controlling idea**, for example, “dog” and “best pets” becomes the topic sentence: Dogs make the best pets for many people.

2. My paragraph has two to three **supporting points** which explain my **topic sentence** and give details so my reader can understand them. These points should have **transition signals** like: First, Second, Next, Also, Finally.

3. My paragraph has a **concluding sentence** with a **concluding signal**. The concluding sentence has two patterns, 1. Repeat the topic sentence in a slightly different way, for example, “In conclusion, many people see that dogs are wonderful pets.”, or 2. Repeat your **supporting points**, for example, “To sum up, dogs give a lot of love, make us get exercise and are our friends for years.

Sentence Structure

1. Every sentence has at least one **subject-verb** pair. There should be a mix of sentence types, including **simple**, **compound** and **complex**.

Mechanics

1. Every sentence begins with a **capital** letter and ends with a period.
2. There should be no spelling errors, as misspellings will be underlined in red. By right clicking you can see the correct spelling and easily correct all your mistakes.

Error Paragraph: Time-Order (Describing Experiences)

Find and correct the errors in this title and paragraph.

Hint: The title and 13 sentences have 2 errors each. (Two sentences are IRRELEVANT.)

a Busy Day

Yesterday is a very busy day for me. (2) Because I had many things to do yesterday.

(3) At a.m. 5:30, my mother waked me up. (4) I had to get up earlier than usually

because I wanted to see a friend off at shinjuku Station before I went to school.

(5) Shinjuku is a popular area. (6) I brushed my tooth and changed my cloths in a

hurry. (7) And I leave my house at 6:30. (8) Later, after my second-period class, I

went to an indian restrant with a friend. (9) But we had to wait a long time for table.

(10) Finaly, we took lunch. (11) After, I went back my lessons at the university. (12) I

want to challenge many things. (13) At about 6:30 o'clock, I had a light supper at a

first-food restaurant. (14) It was much crowded and there were many people

smorking, so I ate my salad quickly and went home. (15) In conclude, I have a full

day yesterday.

Identifying and Writing Topic Sentences

Finding the Pattern of Organization

Most paragraphs follow a set pattern. This means that the writer organizes his/her text according to certain rules. Organizational patterns are important, as we can use them to help us understand and remember information more quickly. Patterns are used everywhere. Without them we would find it very difficult to live. For example, most people have a pattern of where they keep things: cups in one cupboard, and plates in another. Without these patterns we would never be able to find anything. Every week we follow a time pattern. For example, we start lessons at the same time and have lunchtime at the same time. Every language has patterns too. However, they are different depending on the language. To read well in English you must be able to find the patterns that are used in English. They will help you to remember and understand what you read more quickly and more easily.

Six different types of patterns

- time-order
- listing
- space
- comparison (*similarity*)
- contrast (*difference*)
- cause-and-effect

Time-Order: Shows the order of events

Example: *First, I went to the gym. Then I had breakfast.*

Listing: Lists a series of actions you take to get a result.

Example: *There are three good ways to prepare for tests.*

Space: Tells the position of two or more things near to each other.

Example: *Next to the table, there are two red chairs.*

Comparison: Shows how two or more things are similar to each other.

Example: *(Tokyo) and (New York) are very similar to each other.*

Contrast: Shows how two or more things are different from each other.

Example: *(Tokyo) and (New York) are very different cities.*

Cause-and-Effect: Shows what happened (effect) and why it occurred (cause).

Example: *I was too tired, so I decided not to go on the picnic.*

Read the paragraphs and answer the following questions.

Paragraph One

My house is located in a fantastic area. In the morning when the sun comes up, the sunlight comes directly into my kitchen. I can drink coffee and watch some surfers catching a few waves before going to work. Later in the morning, I can see people coming from the city to spend the day at the beach. Many of them bring beach umbrellas and chairs. In the afternoon, the beach is quite crowded, and people are doing many things like swimming, surfing, and playing Frisbee. In the evening, many people go home but some stay behind and have barbeques. No matter what time of the day, people enjoy themselves in my neighborhood near my house.

1. What is the topic? _____
2. What is the main idea?

3. What is the paragraph pattern?
 - a. Listing order
 - b. Space order
 - c. Time order
4. Circle the signal words.

Paragraph Two

My house is located in a fantastic area. First, there is a lot of nature. You can see many different kinds of fish swimming in the sea. Also, there are many kinds of wild birds. You can often see hawks flying overhead and waterfowl in the sea such as ducks and gulls. Second, there are many sports to do. You can do sports like swimming, surfing or body boarding in the sea. On the beach you can play games like beach volleyball or do yoga. Finally, there is an area for barbeque and picnics. You can get together with family and friends and have fun. For these reasons, the neighborhood around my beach house is great.

1. What is the topic? _____
2. What is the main idea?

3. What is the paragraph pattern?
 - a. Listing order
 - b. Space order
 - c. Time order
4. Circle the signal words.

Paragraph Three

My house is located near a fantastic beach. The first thing you see is a wooden deck. On the deck, there are a few groups of people having barbeques. They have chairs and tables and are eating food and drinking. Beyond the deck is the beach. On the beach to the left you can see two boys jumping on a slack line. They are doing tricks. On the right, a team of young boys is playing baseball. Further away near the water, you can see many people sunbathing all along the beach. In the sea near the beach, there are many surfers and body boarders in the waves. Further out to sea, there are people in boats. Some are fishing and others are sailing. The beach near my house is great.

1. What is the topic? _____
2. What is the main idea?

3. What is the paragraph pattern?
 - a. Listing order
 - b. Space order
 - c. Time order
4. Circle the signal words.

Time-Order Paragraphs

In a **time-order** paragraph, the writer tells how one thing follows another. This pattern is usually used to tell a story, to talk about a person's life, or to explain steps in doing something. Some of the signal words you can find in a time order pattern are:

first, second, third, then, next, after that, finally, on Monday...

Practice One

Instructions: Circle the transition words that signal time order.

Baseball has been a part of Japanese culture since 1873. It was first used as a teaching tool at schools to train the body and mind of young boys. The first professional team, The Shibaura Club, was formed in Tokyo in the early 1920s. In 1936, Japan got its first professional league, which consisted of six teams. The first professional baseball season was played that year. In short, baseball has been a part of Japanese culture since the 19th century and has evolved from a teaching tool to a professional sport.

Practice Two

Even before Japan got its first professional league in 1936, baseball had been played in Japan for over half a century. Introduced by American teachers and professors in the 1870s, Japanese baseball was at first mainly used as a teaching tool at schools to train the body and mind of young boys. An annual national tournament started in 1915, and baseball quickly became a popular amateur (アマチュア) sport. Then in December 1934, Matsutaro Shoriki, the owner of Yomiuri Shinbun, founded The Great Japan Tokyo Baseball Club. The club was renamed the Tokyo Kyojin (The Giants) the following year. Hoping to increase the circulation of their papers, other newspapers started to sponsor baseball clubs, and a six-team league was set up.

Instructions: Number the events in the order in which they occurred.

- ___ The establishment of the Japanese professional baseball league
- ___ The name 'The Great Japan Tokyo Baseball Club' was changed to 'The Giants'
- ___ An amateur annual tournament was established
- ___ American teachers bring baseball to Japanese schools

Practice Three

If you ever find yourself without any toothpaste, you can always make your own. First, mix a quarter of a cup of baking soda with an eighth of a cup of water in a deep container. You may want to add some flavoring to make your toothpaste taste nicer. Next, shake the container rapidly up and down. Finally, slowly pour a small portion onto your toothbrush and start to brush up and down! It works just as well as the real thing. In short, with some baking soda and water, you can make the next best thing to toothpaste.

1. **Topic:** toothpaste
2. **Main idea:** _____
3. Circle the signal words.

Practice Four

Write a topic sentence for this paragraph

In the morning we rode some of the exciting rides. Rolling Thunder was scary, but we enjoyed it. All of us thought Space Mountain was the best roller coaster. In the afternoon we ate lunch and took photos. We had lunch at Eastside Café. It was crowded but the food was delicious. In the evening, we watched the Tokyo Disneyland Electrical Parade. All the dancers were cute and it was fun to see the characters. We took many photos with our favorite characters in the background. In sum, we had a wonderful class trip to Tokyo Disneyland.

Practice Five

Write a topic sentence for this paragraph

The first week I took a trip to Izu. I visited many different *onsens* and stayed in a beautiful Japanese inn. I also enjoyed eating the fresh strawberries and the amazing variety of seafood. The next three weeks I did my homework. I had a lot of assignments to complete. It took me a lot of time to read the six extensive reading books and write a book report for each book. The last week I went with a friend to Vietnam. We visited Ho Chi Minh city and had an unforgettable experience. We especially liked seeing the tunnels the Vietcong used during the war with the USA. Indeed my vacation was filled with many wonderful experiences.

Practice Six

Write five topic sentences for a time-order paragraph

1.

2.

3.

4.

5.

Worksheet: Concluding Sentences

You must begin every concluding sentence with one of these transition signals:

In summary, To sum up, In conclusion, In short, In brief,

TYPE ONE (RESTATED)

Example concluding sentences

1. Topic Sentence New words are constantly being added to the English language.
Concluding Sentence **In summary, the English language acquires new vocabulary all the time.**
2. Topic Sentence People using cell phones should be more considerate of people around them.
Concluding Sentence **To sum up, you should be careful when using your cell phone in public.**
3. Topic Sentence My neighborhood has changed a lot in the last ten years.
Concluding Sentence **In conclusion, my neighborhood is not the same as it was a decade ago.**
4. Topic Sentence Getting a driver's license is a difficult and expensive process.
Concluding Sentence **In short, it takes a lot of practice and money to get a driver's license.**
5. Topic Sentence My sister and I are exact opposites.
Concluding Sentence **In brief, my sister and I are nothing alike.**

TYPE TWO (SUMMARIZED)

Example concluding sentences

1. Topic Sentence Part-time jobs are important for three reasons.
Concluding Sentence **In brief, part-time jobs are good because we can earn spending money, learn responsibility, and make new friends.**
2. Topic Sentence The college library is a good place to study.
Concluding Sentence **In conclusion, you should go to the college library if you want a place to study which is quiet, convenient, and spacious.**
3. Topic Sentence Last Monday was a horrible day for me.
Concluding Sentence **In short, last Monday was terrible because I woke up late, forgot my English book, and had my bicycle stolen!**
4. Topic Sentence Shopping alone is better than shopping with others.
Concluding Sentence **In summary, I prefer shopping by myself because I can go when I want, take my time in as many stores as I like, and make my own shopping decisions.**
5. Topic Sentence People listen to music for a variety of reasons.
Concluding Sentence **To sum up, people have different reasons for listening to music, such as to relax, to learn a language, or to enjoy their commute.**

Concluding Sentences -- Type Two: Briefly Summarize the Main Points

- a. Topic Sentence Last Friday was a great day for me.
Concluding Sentence *In short, last Friday was amazing because I had a relaxing morning, got a high paying part-time job, and met a famous movie star.*
Bklt. P. 16
- b. Topic Sentence My desk is wonderful and has everything that I need.
Concluding Sentence *In summary, I spend a lot of time at my desk because it is large enough to keep my computer and accessories, books, music, supplies, and stationery all in one place.*
Bklt. P. 24
- c. Topic Sentence There are several things you should do to prepare for a job interview.
Bklt. P. 18
Concluding Sentence *In conclusion, if you really want to have a successful job interview, you should keep informed about the job and the company, be sure you know how to get there and how long it will take, and practice for your interview.*

**You must begin every concluding sentence with one of these transition signals:
In summary, To sum up, In conclusion, In short, In brief,**

Directions: **Now you try. Read the topic sentences below. Make concluding sentences by first thinking of 3 main points to support the topic sentence, and then briefly summarize these points in a concluding sentence. Be sure to use a transition signal in each concluding sentence.**

1. Topic Sentence Computer skills are important for three reasons.

Concluding Sentence
2. Topic Sentence Starbucks is a good place to study.

Concluding Sentence
3. Topic Sentence The first day of school was a horrible day for me.

Concluding Sentence
4. Topic Sentence People play sports for a variety of reasons.

Concluding Sentence

Worksheet: Compound Sentences

One way of combining sentences is by using a conjunction (and, but or so) to connect two simple sentences. You should use a comma along with a conjunction to connect the sentences.

For example:

Two sentences with similar ideas:

I am good at speaking English, **and** I like university very much.

Two sentences with contrasting ideas:

I hate *natto*, **but** I love *umeboshi*.

Two sentences that give choices:

On Sundays, I go to sing at a karaoke box, **or** I go shopping at the Aeon mall.

Connecting a reason and result:

It was raining on Saturday, **so** I went to see a movie.

Connect each pair of sentences with *and*, *but*, *or* or *so*.

1. Keiko is a student. She has a part-time job at Starbucks.

2. Daisuke loves roller-coasters. He hates going on water rides.

3. I always order margarita pizza. I always order four-cheese pizza at Italian restaurants.

4. It was sunny on Monday. I went to Ueno park to play soccer with my friends.

Write your own compound sentences using *and*, *but*, *or*, or *so*.

1. _____

2. _____

3. _____

4. _____

5. _____

Worksheet: Subordinate Clauses

One way of combining sentences is called subordination. Subordination means that one idea in a sentence is made less important than another idea in the same sentence. The more important idea is found in the independent clause while the less important idea is found in the dependent clause. A subordinating clause gives information such as time, reason, contrast or condition. **A comma is needed if the subordinate clause is at the beginning of the sentence.**

Beginning **Although** the concert ended, the audience remained in their seats.

Middle The audience remained in their seats **although** the concert ended.

Add one of the following subordinating conjunctions to each sentence. Then write an independent clause (your own idea) to complete your new sentence.

Write two sentences and place the subordinating conjunction at **a)** the beginning and **b)** the middle of the sentence. **Remember to add a comma when needed.**

1. The music was too loud. (because)

a. _____

b. _____

2. I have enough money. (although)

a. _____

b. _____

3. I am taking care of my dog. (while)

a. _____

b. _____

4. We go to class. (before)

a. _____

b. _____

5. There was an earthquake. (after)

a. _____

b. _____

6. The class finished early. (since) meaning "because"

a. _____

b. _____

7. You want a good grade on the test. (if)

a. _____

b. _____

Worksheet: Supporting Sentences

Supporting sentences give more information about the main idea of the topic sentence. They provide examples which support or help explain the topic sentence.

Example:

Topic sentence: Last Friday was a busy day for me.

- a) I attended 4 classes.
- b) I went to my part-time job.
- c) I did my homework.

1. Topic sentence: Dogs make good pets for 3 reasons.
 - a.
 - b.
 - c.
2. Topic sentence: Living alone has several advantages.
 - a.
 - b.
 - c.
3. Topic sentence: Studying at a café is better than studying at home.
 - a.
 - b.
 - c.
4. Topic sentence: There are certain merits to studying abroad.
 - a.
 - b.
 - c.
5. Topic sentence: A small community is better than a large community for 3 reasons.
 - a.
 - b.
 - c.
6. Topic sentence: There are several advantages to living in a nursing home.
 - a.
 - b.
 - c.
7. Topic sentence: A good parent has certain characteristics.
 - a.
 - b.
 - c.
8. Topic sentence: Foreign workers in Japan face many challenges.
 - a.
 - b.
 - c.

Worksheet: Transition Signals

When we want to move from one supporting idea to another, we use words or phrases called transition signals. A transition signal tells the reader that the writer is going to a new supporting idea.

Transition Signals

First,
Second,
Also,
Next,
Then
In addition,
For example,
In short,

Most transition signals come at the beginning of a sentence, followed by a comma.

Choose the best transition signal from the list below and match it with the numbered space in the following paragraph.

For example,/ First/ Then/ also/ In short,

Last Friday was a terrible day for me. (1)_____ I woke up late. I forgot to set the alarm. Next, I missed my train. I didn't check the new timetable. (2)_____ I was late for my class, so my teacher got angry at me. (3)_____ I forgot my textbook. My teacher (4)_____ gave me extra homework. (5) _____ last Friday was one of the worst days of my college life.

Unit 1: Talking about Family

Form-focused Dictation (In Class)

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 2: Talking about Movies

Form-focused Dictation (In Class)

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 3: Talking about Directions

Form-focused Dictation (In Class)

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 4: Talking about Travel

Form-focused Dictation (In Class)

1. _____

2. _____

3. _____

4. _____

5. _____

Video 1: Family Comprehension Questions

Watch the online video and answer the following questions. You do not need to write in complete sentences.

1. How many people are there in Kim's family?
2. What does Kim's husband do?
3. What does Kim's daughter do?
4. What does Kim's daughter like to do at school?
5. What do they do together as a family?
6. What two words does Kim use to describe her family?
7. What does Kim's family keep in their closet?
8. What is Thanksgiving, and when do people celebrate it?
9. What does Kim cook for Thanksgiving?
10. What does Kim like the most about Thanksgiving?

11. How many brothers and sisters does Kim have?
12. How many cousins does she have?
13. How many nieces and nephews does she have?
14. What are two ways that Kim keeps in contact with her relatives?
15. Kim says her daughter is 'right in the middle.' What does this mean?
16. Who is Kim's favorite relative?
17. What is her name and nickname?
18. Why does she ask Kim for advice about college?
19. What does she want to do after graduation?
20. Describe her appearance and personality.

Video 2: Movies Comprehension Questions

Watch the online video and answer the following questions. You do not need to write in complete sentences.

1. How often does Brent go to the movies?
2. What kind of movies does Brent like?
3. What kind of movies does Joe like?
4. What are two of Brent's favorite movies?
5. What does the movie 'Serenity' combine?
6. Which actors does Brent like?
7. When does Brent read movie reviews?
8. Where does Brent read movie reviews?
9. Does he usually agree or disagree with critics?
10. In Brent's opinion, which movie did the critics misunderstand?

11. Compared to Japan, what is different about going to the movies in Canada?
12. How often does Brent's Canadian family go to the cinema?
13. How much does it cost to go to the cinema in Canada?
14. When does Brent's older brother watch movies?
15. What is a matinee?
16. What kind of movies does Brent suggest for language study?
17. Why does Joe watch Tora san?
18. What kind of movies does Joe recommend to students?
19. What reasons does he give for recommending such movies?
20. What does Brent think is most important in choosing a movie for language study?

Video 3: Directions Comprehension Questions

Watch the online video and answer the following questions. You do not need to write in complete sentences.

1. What time is it in the video scene?
2. What time does the post office close?
3. What should Zorana do after turning left at the main gate?
4. What will Zorana see in front of Starbucks?
5. When Zorana sees a fork in the road, which way should she turn?
6. What is the first thing to remember in giving instructions?
7. What will happen if you try to give complicated instructions all at once?
8. What should you do after giving each section of instructions?
9. Why is this important?
10. What are some expressions you can use to check that the listener understands?

11. What should a listener do?
12. Why should she do this?
13. What is this strategy called?
14. What else should a listener do?
15. What does Joe suggest when giving directions to a place?
16. What is the first thing you do when folding a T-shirt?
17. What do you do next with your right hand?
18. What is the next step?
19. What is the final result?
20. Where will Zorana use this T-shirt folding technique?

Video 4: Travel Comprehension Questions

Watch the online video and answer the following questions. You do not need to write in complete sentences.

1. How many countries has Del visited?
2. Where are these countries located?
3. Where was the last place Del visited outside Japan?
4. Why did he go there?
5. How often does Del visit the United States?
6. What is Del's nationality?
7. Why does Del consider himself an international person?
8. Which country does Del like best?
9. Where was Del's mother from?
10. What did Del study when he was a student?

11. What does Del like about Asia?

12. Which country does Del recommend to students?

13. Why does he recommend this country?

14. Which other Asian countries does Del talk about?

15. How many cities has Del visited in India?

16. According to Del, which country has the most beautiful scenery?

17. According to Del, which country has the best food?

18. According to Del, which country has the friendliest people?

19. What is Del's favorite airline?

20. According to Del, which place is most difficult to travel in?

Outline Paper

Student Name

StudentNo

Date

Outline No.

Title:

[See Bklt: p.6
Writing a Title]

Topic Sentence:

Transition Signal:

[Bklt: p. 13]

Main Point, A.

Idea or reason

**Details or
Examples**

[Key Words
Only]

1. _____

2. _____

Transition Signal:

[See Bklt p.13]

Main Point, B.

Idea or Reason

**Details or
Examples**

[Key Words
Only]

1. _____

2. _____

Transition Signal:

[See Bklt p.13]

Main Point, C.

Idea or Reason

**Details or
Examples**

[Key Words
Only]

1. _____

2. _____

**Concluding
Sentence:**

(See Bklt 16

Concluding Sentences)
