

英語表現と文型について

Words Into Sentences

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This is a small study aimed not only at examining the approach to English composition learning at our university but also at assisting junior and senior high school teachers in the improvement of teaching in the field of English composition. The development of basic composition skills is necessary to enhance the successful learning of students as well as to ensure success on college entrance examinations.

All of us Japanese wish to express ourselves as fluently in English as possible. We wish to be able to communicate our thoughts to others by means of accurate, convincing and graceful writing or speaking. Reading, speaking and writing are closely related to each other. Meanwhile, the program of instruction in English Language in Japan may be thought of as consisting of a number of interdisciplinary vertical strands running from junior high school through senior high school and beyond.

These major strands are:

Reading (English I. II. II A. II B.)

Composition (English II C)

Listening and Speaking

Grammar

Two of these strands have been provided for in senior high school level and form (comprise) its new foreign language curriculum. Each of the four

strands of the program should be considered interdependent throughout the entire span of classroom instruction. I'm sure, however, in fact some of these skills are not being provided for at the high school level, especially Grammar which students are not sufficiently prepared has been revised and subsequently released from the program of instruction. Now that Grammar has been removed from the English teaching curriculum, the second major strand, Composition should be further stressed, and all the more emphasis of the program should be placed on the development of skills in writing English through learning grammar. Also in my view learning in this strand of Composition through grammar should be integrated horizontally as well as vertically.

If we think clearly and are familiar with the essential rules of good English, which I believe is "grammar" in its basic sense, we will be able to speak and write with the confidence that comes from complete awareness of basic sentence patterns which we have learned and practiced at the first stage.

Whether expressing ourselves in English consists chiefly of personal correspondence or compositions for an exam, a good grounding in the fundamentals of grammar and rhetoric is desirable. I believe we must know these fundamentals so well that they seem as natural to us as the spelling of our own name. These rules and basic sentence patterns are very important not only in reading but also in writing English. Until we have mastered them, we are handicaped in a sense, for we lack the fundamental writing skills. In addition when we teach composition in English, we should encourage students who demonstrate ability in this particular field so that they can progress as rapidly as possible within the framework of recommended sequence skills. Additional reinforcement should be provided for students who require it.

The activities which I am mentioning are merely suggestions, and I think that teachers should modify and adapt them and create activities of their own in terms of the needs and interests of their classes.

The skills which I am suggesting are not intended to be used as isolated entities, but should be integrated into the context of the program concerned. The strand which I am emphasizing here English II C may represent too strongly the view of writing skills in a developmental sequence. I suggest that illustrative learning activities should be used in our teaching method. I tried this method in the current composition program in our university. In preparing, I kept in mind trying to show how the fundamental skills into the more complex skills. This depends on a number of variable factors, including what we might call, knowledge of grammar and basic sentence patterns, and in addition, how rapidly students progress in Writing English.

Data 1:	Test 1. (April)		Test 2. (Sept.)		Test 3. (Dec.)	
	Grammar	Compo.	Grammar	Compo.	Grammar	Comp.
	(average)					
Group A:	62.5	49.6	71.4	68.1	91.3	95.7
Group B:	37.3	30.3	51.4	49.1	70.2	71.4
Group C:	15.3	10.5	26.7	25.5	40.1	34.3
Group D:	4.9	5.6	16.2	19.4	33.8	30.6

I recommend that students should become familiar with fundamental and basic skills before progressing to a more complex level of instruction. The skills in my syllabus are listed according to the level of difficulty, not necessarily in terms of a university standard.

I suppose that teachers may realize the need to teach some skills that I have mentioned. In my case, I followed general techniques suggested at the earlier level. I have used illustrations and examples drawn from

materials at the students' interest level and taken typical mistakes from their own compositions.

Example:

1. Some students are playing soccer in the park.

<u>students</u>	<u>are playing</u>
<u>some</u>	<u>soccer</u>
	<u>in the park</u>

2. Many beautiful flowers will bloom in the park soon.

<u>flowers</u>	<u>will bloom</u>
<u>Many</u>	<u>in the park</u>
<u>beautiful</u>	<u>soon</u>

My personal experience clearly indicates that students should acquire the five Basic Sentence Patterns before they learn written English, which I believe parallels is the same approach taken by foreigners attempting to learn Japanese. To my surprise, there are quite a few students who even use coordination and subordination incorrectly as well as make mistakes in sequencing when they write English. Therefore I believe, our function as teachers is not only to teach students to use the various parts of speech to form sentences but rather to help them include in their writing the five Basic Sentence Patterns, which they have not learned adequately in their limited exposure to English language reading in school.

The teacher, through reading instruction by transcribing the students' oral responses, and through personal experience and practice, should help to employ those English language patterns which students have learned in school. When students gain control of Basic Sentence Patterns in writing English, patterns of complete predication, modification, and subordination are also being developed.

In this way the teacher can gradually help students develop in their writing compositions. When the students have gained power in expressing concepts in sentences, teachers should assist them in combining these basic units into more complete organizational patterns. The teacher should help students understand how they can combine a number of similar ideas into unified and coherent units. I wish to emphasize again that in learning activities, the rules of memorization of basic sentence patterns, grammar and drills or mechanical manipulative exercises will help students develop the desired ability in writing English, in other words, English II C.

I, however, do not understand why the Ministry of Education in Japan, Monbushoh, have made light of such areas of English teaching curriculum as sentence patterns and grammar; What is worse, they have reduced English instruction to three hours a week in the junior high school curriculum.

Now in my opinion, instruction should be based primarily on the students' ability and interest. Pattern practice is very important in learning English. Creative expression, however, must not be inhibited by over emphasis on the developyent of mechanical skills or limited by the student's inability to use the skills required for the expression of his or her own ideas creatively. Even in the most carefully selected groups, students' abilities will vary; therefore we as teachers should be careful to use teaching materials which enable them to develop their thoughts, and provide reinforcement as necessary. All rules, especially pertaining to basic grammar and sentence structures should be taught functionally. Students should be given the opportunity to discover generalizations as a result of becoming familiar experience and many examples. Then students seem to learn best when they apply this inductive learning process and discover for themselves.

The following explains the way I carried out my study.

How to express oneself in English:

A student's first sentences are oral and initially, he writes as he speaks, such as in keeping a diary. As oral patterns may differ from written patterns, the student needs to be taught patterns in writing. Therefore, he first learns to write sentences in which word choice is limited and where necessary to the basic sentence patterns.

According to my experience, once the student is able to recognize and use the basic patterns of written English, he learns to expand and control them. He learns to choose words, phrases, and clauses to add meaning and emphasis to his sentences. He begins to manipulate word order, use substitution, compounding, and subordination to add clarity and variety to his or her writing.

However, I still do understand why students cannot keep up their knowledge or skills which they have learned, after a few months and cannot develop writing styles for specific purpose. I suppose the reason is that in order to meet the needs of individual students, I was not thoroughly familiar with the teaching skills and activities commensurate with my level of capacity in writing English. The activities and examples which I included here are used only as guidelines. I have learned whenever possible that teachers should base the teaching of the skills on the students' own capacity for expression, written work, or reading. Let me give some further examples of teaching procedures.

With an eye to making students learn to:

(1) Understand and use basic sentence patterns:

a) To recognize five basic sentence patterns

- b) To recognize the function of nouns and verbs in the basic sentence patterns
 - c) To use pattern words (noun and verb) to build sentences
 - d) To use phrases to build sentences
 - e) To distinguish between declarative and interrogative sentences and to understand various forms of punctuation.
- (2) Understand the relationship of word order to meaning:
- a) To understand the relationship of word order to meaning
 - b) To understand the relationship of clause order to meaning
- (3) Use words and phrases to expand sentence patterns:
- a) To expand basic sentence patterns by using adjectives
 - b) To expand basic patterns by using adverbs
 - c) To expand basic patterns by using phrases
- (4) Understand and use comparison (comparatives):
- (5) Understand and use conjunctions:
- (6) Understand and use the process of compounding:
- a) To compound subjects and predicates
 - b) To combine sentence patterns by compounding
- (7) Understand and use the process of subordination:
- a) To combine sentence patterns by subordination
- (8) Develop the whole composition:
- (9) Evaluating students papers:

＊Procedures:

To begin with, I paid attention to making students learn to think of various things belonging to the students within the classroom and ask questions by saying;

“What is a sentence?”

A sentence consists of a Subject (主部) and Predicate (述部)

- a) 学校は何時から始まりますか。
- b) 英作文の先生は誰ですか。

“What is a Subject word?”

“What is a Predicate word?”

- c) このクラスの学生みんな熱心に勉強する。
- d) 花瓶には美しい花があります。

Then I explain what Subject is and what Predicate is.

The explanation continues as followed;

A subject is the word or words naming the person or thing about which something is mentioned.

Predicate is the word or words which assert something about the subject or describe its condition or any action attributable to it.

Example 2.

- a) 東京は日本の首府である。
- b) 見る事は信じる事だ。
- c) 彼が正直である事は証明できる。

Example 3.

An elliptical sentence is one in which the Subject word or Predicate is omitted.

- a) 黒板を見なさい。
- b) 何んと汚い字でしょう。
- c) 『今何時?』 『…………時です。』
- d) 有難う。
- e) 生徒の中には、良い者も悪い者もいる。

Recognize the kinds of verbs;

(explanation): Transitive verbs require an object and Intransitive verbs do not.

Example 4.

- a) Mr. Kawakubo walks rather rapidly. (intransitive)
- b) Mr. Kawakubo bakes delicious cakes every Sunday. (transitive)

Indicate to students that

every verb is listed in the dictionary as both transitive and intransitive.

The verb “ran” has one meaning in each of the following sentence.

Example; He ran away. (intransitive)

The woman ran a bazar at the fair. (transitive)

Exercise 1.: The following sentences contain examples of both transitive and intransitive verbs.

Distinguish between the two:

- a) He runs in a restaurant.
- b) He runs the restaurant
- c) He writes to her once a week.
- d) He writes a letter to her once a week.
- e) He is reading in his room.
- f) He is reading a book in his room.
- g) There was a fire in Dazaifu last night.
- h) You must hurry to the station.
- i) A strange accident took place.
- j) God only knows. God alone can judge.

Exercise 2.: Tell the difference between A and B.

- 1) A. He became a singer.

- B. This hat becomes you.
- 2) A. The earth turns around the sun.
B. What turns the wheels?
- 3) A. The weather turned clear.
B. The cold weather has turned the leaves red.
- 4) A. She left her baby alone.
B. She left her house alone.
- 5) A. She left her son a great fortune.
B. She left for America last night.
- 6) A. I keep a diary.
B. Please keep quiet.
- 7) A. He kept me waiting more than an hour.
B. The sausage will keep till tomorrow morning.
- 8) A. I found the book easily.
B. I found the book easy.

Basic Sentence Pattern I

I. S+V (Subject + Intransitive Verb)

Recognize the basic sentence patterns I.

Example 5:

- a) "Who is standing here?"
- b) "Mr. Kawakubo is (standing there)."
- c) "What are singing among the trees?"
- d) "Birds are (singing among the trees)."

Occasionally, I provide the students with practice in formulating complete sentences, and ask the students simple questions based on their

reading or experience.

Then I lead them to express their answers in complete sentences. as;

Example 6:

a) "Who is speaking fast?"

b) "Mr. Kawakubo.

Complete sentence:

a) "Mr. Kawakubo is speaking fast.

b) He speaks very fast."

Then I have students relate an experience or when they tell stories, I write them on the blackboard in complete sentences. Then I have the students read the stories back orally.

Next I write sentences containing blanks on the blackboard. The students are asked to "fill in the blanks" with appropriate responses;

Example 7:

a) _____ went home to play?

b) _____ opened suddenly ten minutes ago.

c) I saw _____ suddenly.

d) _____ like an arrow.

While teaching, I always have students suggest words which will complete the sentences.

When the students are able to write sentences using time, place, cause and effect words, I provide them with incomplete sentences, preferably from their own work.

Example 8:

1. The leaves (a) smell very sweet.

2. A wooden house (b) sound just alike.

- | | |
|---------------------------|--------------------------------|
| 3 . The mailman | (c) are turning yellow. |
| 4 . The roses | (d) comes round once a day. |
| 5 . These two words | (e) burns easily. |
| 6 . There was | (f) are fond of sports. |
| 7 . All the students here | (g) an honest man. |
| 8 . He seems | (h) nobody in the classroom. |

Example 9:

- a . Because he did not go
- b . When I saw the door open suddenly

I make the students discuss why the groups of words need more information. I make them develop complete sentences from the incomplete ones.

Example 10:

- a . Because he did not go, he could't meet his friends.
- b . When I saw the door open suddenly, I was horrified.

Example 11: (Change into English.)

- a . 教室に英語の先生がいます。
- b . 時は矢のように流れます。
- c . バスはここで止まります。
- d . バスがきました。
- e . 私は肩身が狭かった。

Basic Sentence Pattern II (S+V+C)

(Subject + Intransitive Verb + Complement)

I explain to the students that use of the complement involves the following; The complement is a word that completes the meaning of the verb. The subjective complement is either a noun (predicate noun) or an adject-

tive (predicate adjective).

Example 12:

Q : “Who are you?”

A : I am Kawakubo.

Q : “What are you?”

A : I am a student.

Example 13:

Q : “Where were you this morning?”

A : “In the library.”

(Complete sentence): I was in the library.

Example 14:

a . All of us () () () eating and sleeping.
好きです

b . She () () in her teens.
かわいかった

c . The sky () ().
雲ってきた

d . He () () be an honest man.
のように思える

Example 15:

a) Because he was ill

b) When he grows older

Example 16:

a) He looked pale because he was ill.

b) whe he grows older, he will make a good manager.

Exercise 3.: Change into English.

- a. 彼は病気になった。
- b. 彼は黙っていた。
- c. このぶどうは美味しい。
- d. 美佐子さんは新しい服を着てとても痩せて見える。
- e. それは奇妙に聞こえるかもしれないが、本当なのです。

Basic Sentence Pattern III (S+V+O)

(Subject + Transitive Verb + Object)

We also have to explain about the meaning of “Object”, which is the word naming the person or thing directly or indirectly affected by the action of the verb.

Example 17:

Q : “Who likes sports?”

A : “I like sports.”

Q : “Who is wearing a blue shirt?”

A : “Kawakubo is wearing blue shirt.”

Example 18:

Q : “What did you have for breakfast this morning?”

A : “Two slices of toast.”

Complete sentence:

I had two slices of toast this morning.

Q : “Who speaks English well?”

A : “Tanaka”

Complete Sentence:

Tanaka speaks English well.

Example 19:

- a . She _____ the piano.
弾く
- b . He always _____ promise.
約束を守る
- c . Does _____ English well?
彼は英語をうまく話しますか
- d . When did you _____ my letter?
受け取りましたか

Example 20:

- a . After the class finished the game
- b . Until the class ended
- c . Because she likes blue

Because she likes blue, she is wearing a blue dress.

Exercise 4: (Change into English.)

- a) 悪友は避けるべきです。
- b) ここでタバコを吸ってもかまいません。
- c) 亜紀さんはいつも約束を守る。
- d) お菓子をどうぞ自由にお取り下さい。
- e) 私は彼女が正直だと思います。

Basic Sentence Pattern IV: (S+V+O+O)

(The verb plus a direct and an indirect object.)

(Subject + Transitive Verb + Indirect Object + Direct
(Object) (人) (事物)

Example 21: (Examples of elliptical responses)

Q : "Who teaches you English?"

A : “Kawakubo” (=Kawakubo does.)

Q : “What did he give you?”

A : “A comic book” (=He gave me a comic book.)

Example 22:

Q : “Who has bought you a pen?”

A : “My father”

Complete Sentence:

“My father has bought me a pen.”

Q : “What does Kawakubo teach you?”

A : “English”

Complete Sentence:

“You teach us English.” (=He teaches us English.)

Example 23:

a . My uncle offered _____ ¥5,000 for this book.

b . Please _____ me your dictionary.

c . My friend _____ me a nice present.

d . My mother made _____ .

e . Our teacher asked _____ .

Example 24:

a . Because I didn't understand it very well.

b . Until I found him a good company,

c . After he showed me the way to school

Example 25:

Because I didn't understand it very well, I asked the teacher some questions.

Exercise 5.: (Change into English.)

- a. 父は私に10,000円くれた。
- b. 彼は私たちに面白い話をしてくれた。
- c. 私に席を見つけてくださいませんか。
- d. 先生は私に難しい質問をなさいました。
- e. 母は私に新しい靴を買ってくれた。

Basic Sentence Pattern V (S+V+O+C)

(The verb plus an object and a predicate noun or predicate adjective)

(Subject + Transitive Verb + Object + Complement)

Example 26:

Q : "Who has made you come to this school!"

A : "Father has made me come to this school."

Q : "How do you find the life in Fukuoka?"

A : "I find the cost of living extremely high in Fukuoka."

Example 27:

Q : "What can I call your name?"

A : "Tanaka"

Complete sentence:

"You can call me Tanaka."

Q : "How do you have to keep your room?"

A : "Clean"

Complete Sentence:

"We must keep our room clean."

Example 28:

a. You'll _____ English interesting.

- b. They _____ Reagan President again.
- c. I believe the rumor _____. (adverbial complement)
- d. Father _____ me a teacher.
- e. Don't _____ the window open.

Example 29:

- a. Because I think her honest. (=she is honest)
- b. Until you find English interesting,
- c. If you call my old car 'scrap',

Example 30:

- a. Because I think her honest, I elected her President.
- b. If you call my car 'scrap', such a talk will drive me mad. (=I will get mad.)

Exercise 6.: (Change into English.)

- a. お楽にして下さい。
- b. 私は政美君が成功すると信じています。
- c. デジタルコンピューターの発明で彼は金持ちになった。
- d. 私は美佐子さんを私の妻に選びました。
- e. 私が彼女を嘘つきと言ったとき、その事が彼女を怒らせてしまった。
- f. 博多の暮らしはどうですか。
- g. ここは生活費がとても高くつきます。

Exercise 7.: (Separate each sentence into subject and predicate, and then change into Japanese.)

- a. Telling a lie is more difficult than telling the truth.
- b. To have nothing to do is something of a nuisance.

- c. Going to town is enjoyable when one has plenty of money.
- d. Slow and steady wins the race.
- e. To be or not to be, that is the question.

Exercise 8.: (Underline each complement and change into Japanese)

- a. He remained my friend all his life.
- b. She turned pale and then blushed scarlet.
- c. The reason was that he was afraid.
- d. He likes his coffee strong.
- e. They named the war-orphan left in China Gen.
- f. I found him lying under a tree.
- g. Have you seen Mt. Aso covered with snow?
- h. I've never heard her sing so beautifully before.

Exercise 9.: (Underline each object and change into Japanese.)

- a. What beautiful hair that girl has!
- b. He is learning how to play tennis.
- c. This generation doesn't know what it means to be really poor.

Exercise 10.: (Change each sentence into Basic Sentence Pattern III, or S+V
+O)

- a. Mother read me the letter from my brother.
- b. He sold me his old car.
- c. He still owes me a lot of money.
- d. I've sent my mother a present for her birthday.
- e. I'll get you what I can.

(b) To recognize the function of nouns and verbs in the basic sentence patterns:

I divide the class into two teams and have one team give the name of a person. The other team respond by telling what that person does. Then I write these on the blackboard and lead the students to see that they are complete sentences.

Example 31:

- | | |
|--------------|---------------------------|
| a . Kawakubo | walks among the students. |
| b . Mother | cooks. |
| c . Father | Works at his company. |

On the blackboard I list several groups of words, such as;

learn English

writes a word

the class

the teacher

At their seats the students have to write down a noun or verb. Then I write on the blackboard two columns, one for nouns and one for verbs. I have students come to the blackboard one at a time and list under each heading appropriate words from their sentences.

Exercise 11.: (Correct errors, if any.)

- a . I am rather poor at tennis, but I expected to win the tournament.
- b . Have you ever experienced eating “sashimi”?
- c . Father hoped me to succeed in the entrance examination.
- d . I felt pleasant when I heard that I had succeeded.
- e . I never found who had done it.

Exercise 12.: (Change into English.)

- a . 亜紀さんは足を怪我して、とても痛そうです。

- b. 私もこの大学に2年前に入学しました。
- c. 彼女はとても怒って自棄酒を飲んでいて。
- d. もし彼女が家に帰れば、母親に叱られないのに。
- e. 私は明日父の仕事を手伝います。

(c) To use pattern words to build sentences:

I gave each student a piece of paper, on which individual words are listed, taken from the reader as homework:

Example 33:

- a. Nouns: aunt, house university, watch, lunch, money
- b. Verbs: lives, knew, read, buy, want, go, enter, eat
- c. Basic sight words: in, to, the, a,

I have the students write as many different sentences as they can, using the words on the paper. During the next period, I have students write their own sentences on the blackboard and discuss whether or not each sentence is complete.

Exercise 13.: (Build sentences by using each of the following words in the appropriate order.)

- a) is, horizon, sun, going, below, down, the, the.
- b) face, look, on, with, to, away, his, he, sad, a, walk, began.
- c) honors, school, with, high, finished, she.
- d) French, English, speak, can, but, only, also, not, she.
- e) stars, look, is, at, to, the, it, interesting.

(d) To use a phrase to build sentences:

I prepared phrases or groups of words on the blackboard.

Example 34:

a. nouns: the girl, the dipper, English, Tanaka

b. verbs: filled, is spoken, was told

c. phrase groups:

with water, by many people, in the world, much about America,
in Jane's letter

I had the students, in groups, compose three or four sentences at their desks, using the words taken from some their compositions.

Exercise 13.:

a) train, Hakata, Tokyo, the, to, from, runs.

b) week, day, today, it, is, what, of, the?

c) you, are, where, from?

d) English, myself, understood, make, couldn't, I, in.

e) others, ill, speak, of, don't.

(e) The object here was to help students distinguish between declarative and interrogative sentences and then to make them understand other types of punctuation marks. I gave each student a sheet of paper with numbers, and read some declarative and interrogative sentences. After each sentence was read, I had the students write a mark — a question mark or a period mark — after each number. Then I had them change answer sheets with each other and made them check the correct punctuation mark.

I encouraged the students to differentiate between the sentences that “tell” and the sentences that “ask” which they encounter in their

reading.

For example, I showed some covers of books with pictures and had the students discuss the pictures.

Then I wrote such questions as the following on the blackboard.

Questions:

“What are the boys in the picture doing?”

“What kind of sports are they playing?”

“What day of the week does the picture suggest?”

I read the questions, emphasizing the significance of intonation in asking questions. As the students answer each question, I write the answer opposite the question on the blackboard. Then I have the students read each question and answer. After I explained the answers to them, I provided the students with a number of unpunctuated sentences, such as the following:

- a) Are the boys here
- b) The boys are playing basketball

I had the students punctuate the sentences and discuss why they punctuated as they did.

Example 35:

- a . I wish he would succeed
- b . Besides English I also studied French
- c . Do you play soccer No But I could if I wanted to
- d . The story Treasure Island was published
- e . Do you know Tanaka Yes I do but I don't know him well

- f. There isn't much time left is there
- g. Be quiet
- h. What a beautiful flower this is
- i. May I use your knife Yes you may
- j. Don't make any noise shouted my mother

Punctuation marks help students clarify the structure of a composition by putting it into sentences or by dividing the sentences into several parts. Generally speaking, we can say that if we understand how to use punctuation marks, we can read almost any kind of sentence with ease or grasp its meaning better in being able to separate individual words from one another more easily.

Exercise 13.: (Change into English)

- a. 田中君、講義をもっと注意して聞きなさい。
- b. 貴方は私を馬鹿にしていますね。
- c. 私は注意して書いているんですが、いつも間違えます。
- d. 俺は何と幸運なやつだろう。
- e. ハイキングに行きましょう。
- f. キップを拝見させて下さい。(疑問文で)
- g. (") (命令文で)
- h. 私たちに加わりませんか。(疑問文を用いて)
- i. 青木さん、貴方来れますか。はい、いいですよ。
- j. 私は彼女に、『ここに長くいて欲しい。』と言いました。

(2) To understand the relation of order to meaning.

- a) To help students better understand the relationship of word order to meaning,

I first presented sentences on the blackboard and had students arrange

them into declarative sentences, making sure that complete thoughts were expressed in them.

Example 36:

- a . promise, always, he, his, keeps.
- b . rumor, the, true, believe, I, to be.
- c . ill, looks, he, very.
- d . news, the, I, at, surprised, was.
- e . tell, promised, to a, me, he, lie, never.

b) To help students understand the relation of clause order to meaning.

I had the students change sentences taken from their reading and grammar.

Example 37:

- a . When I was young, I used to work hard.
Wrong: When I used to work hard, I was young.
Right: I used to work hard when I was young.
- b . As the weather was fine, we took a long walk.
Wrong: As we took a long walk, the weather was fine.
Right: We took a long walk as the weather was fine.
- c . When the rice bowl fell off the table, my mother jumped.
Wrong: When my mother jumped, the rice bowl fell off the table.
Right: My mother jumped when the rice bowl fell off the table.

Exercise 14.: (Arrange the following words so that complete thoughts are expressed.)

- a . east, sun, the, the, in, rises.
- b . letter, yesterday, long, I, him, a, wrote.
- c . friend, me, my, sad, made.
- d . car, a, you, how, do, drive, know, to.

- e. please, home, yourself, at, make.
- f. school, young, to, to, too, he, go, is.
- g. milk, use, spilt, is, no, over, crying, it.
- h. English, me, it, to, for, difficult, write, is.
- i. telling, happen, is, may, no, there, what.
- j. sun, hay, the, while, shines, make.
- k. doing, doing, is, is, at, all, well, worth, worth,
whatever.
- l. also, only, not, but, news, surprised, am, the, I, you, at.
- m. it, me, he, right, or, not, whether, asked, was.
- n. colder, higher, we, it, the, the, becomes, go up.
- o. the sun, mind, the west, I, my, to, in, not, if, change,
rise, were, would.

(3) To use words and phrases to expand sentence patterns

a) To expand basic patterns by using adjectives

First I write adjectives on the blackboard such as:

old, young, delicious, important, warm, late, new

Then I write sentences on the blackboard and have some students come forward to place them in their proper position.

Example 38:

- a. I want to eat something _____ .
- b. Why were you _____ for school yesterday?
- c. When _____ , he learned how to play golf.

After practicing such examples, I lead students to understand the concept of the adjective by making the students supply other words which describe the sentence.

Example 39:

- a . The tall man gave a speech. (big, enormous)
- b . A juicy pear was in the basket. (sweet, delicious)
- c . The woman was very beautiful. (old, kind)
- d . These three flowers are dying in the vase. (red, small)

Exercise 15.: (Build sentences using these adjectives.)

- a . (busy)
- b . (sure)
- c . (glad)
- d . (white)
- e . (important)
- f . (warm)
- g . (pretty)
- h . (aware)
- i . (afraid)
- j . (alive)

Exercise 16.: (Change into English)

- a . 池にはほとんど水がなかった。
- b . このグレープフルーツはすっぱい。
- c . 彼は時々読書中に眠りこむ。
- d . 日がだんだん長くなってきました。
- e . 母はいつも部屋をきれいにしておきます。
- f . 私は昨晚面白い本を読みました。
- g . 日本では野球が人気のあるスポーツです。
- h . あなたは試験であまり間違いをしなかった。
- i . もしあなたがいくらお金が欲しいなら、少し貸してあげよう。
- j . 学生の $\frac{2}{3}$ が歩いて学校へ来ます。

Then I give students exercises to make them better understand the concept of adverbs.

Exercise 15.: (Chang into English)

- a. この小説は大変面白い。
- b. 亜紀さんはカラオケでかなり上手に歌う。
- c. 彼はそこで息を引き取った。
- d. 多分あなたは答えを知っているでしょう。
- e. 私は彼女をととてもよく知っています。
- f. この箱の大きさでは足りない。
- g. もうこの本を読んでしまったのですか。
- h. 父は昨日私にすてきなシャツを買ってくれた。
- i. 私はかつて彼女がサングラスをかけているのを見ました。
- j. 私はプロ野球の試合にあまり興味がありません。
- k. 私は長いこと歩いたあとはほとんど歩けませんでした。
- l. 母は私にいつも本当の事を言うように言います。

Exercise 16.: (Put into Japanese.)

- a. Twelve-year-old Kawakami could not hold back the tears any longer.
Keiko, one of four miracle survivors of JAL Flight 123 learned for the first time late Thursday that her mother, father and younger sister were killed in Monday's crash.

(c) To expand sentences by using additional phrases:

In class, I make each student write one simple sentence telling what he saw or heard on the way to school.

Example 42:

- a. I saw my friend's bike.
- b. I heard jazz.

c . We saw a very beautiful girl.

d . I heard a parrot.

After I finish writing these sentences on the blackboard, I ask the students if they can add phrases to each sentence to make the idea clearer. If necessary, I provide a clue by writing a basic sight word at the end of the sentence. To begin with, I write the students' suggestions on the blackboard.

Example 43:

a . on my way to school

b . through the window

c . in the bus

d . by the window

Then I ask the students to rewrite their own sentences, adding words which further describe the event.

After the explanation of such concepts as 'above, below, over, besides,' I make the students form phrases by using these adverbs such as 'beyond my understanding'. And then I make students write complete sentences which tell the location of various items in their environment.

Exercise 17.: (Change into English.)

a . 健康は富に勝る。

b . 上流ではよく釣れる。

c . 6才以上の子供は学校に行かねばならぬ。(aboveeを用いて)

d . 橋の上流に大きな滝がある。

e . 眼下に富士山が見えた。

f . 彼はクラスでは私より劣っている。

g . それは上か下か。

h . 私の側に来て坐りなさい。

i . 私は海の側に住みたい。

- j. ページをめくって下さい。
- k. 授業が終った。
- l. 店長が仕事中にいねむりした。
- m. その件については食事しながら話し合おう。

(4) On using the comparative:

First I showed students the comparative forms of adjectives.

Note: we must inform students that we can express a greater or lesser degree of a quality by the device of comparison and show the “regular” forms of comparison, that is, by adding -er and -est for the comparative and superlative degrees.

Example 44:

- a. the old house — the older house — the oldest house
- b. the simple plan, the simpler plan, the simplest plan
- c. the young brother, — . . . younger. . . . , — . . . youngest. . . .
- d. the tall boy, taller. . . . , tallest.
- e. later , later , latest
- f. lazy , lazier , laziest

Then I wrote some adverbs which are identical in spelling with adjectives ‘-er’ or ‘-est’ added to the positive form;

early	earlier	earliest
high	higher	highest
hard	harder	hardest
long	longer	longest
fast	faster	fastest

Next I demonstrated a method of comparison, which is to place the word “more” before the positive form the adjective to form the comparative

and the word “most” to form the superlative. In parallel but opposite fashion the words “least” show a descending sense.

Example 45:

- a . It is likely to rain.
It is more likely to rain.
It is most likely to rain im June.
- b . It is likely to snow.
It is less likely to snow.
It is least likely to snow in August.
- c . Speak slowly.
Speak more slowly.
Speak most slowly of the three.
- d . Say little.
Say less.
Say the least.

Note:

It is necessary to inform students that words of several syllables including participles, are almost always compared by using “more” and “most” rather than by adding “-er” and “-est”.

Example 46:

- | | | |
|-----------------|------------------|------------------|
| a . usual | more usual | most usual |
| b . learned | more learned | most learned |
| c . willing | more willing | most willing |
| d . often | more often | most often |
| e . beautifully | more beautifully | most beautifully |

Thirdly I asked students to write a few forms considered to be irregular in

the comparative and superlative degree:

The following list was drawn up by students in the class.

positive	comparative	superlative
a. good well	better	best
b. bad badly	worse	worst
c. far	farther further	farthest furthest
d. many (much)	more	most
e. little	less	least
f. late	later latter	latest last

Exercise 18:

(A) Form the comparative and the superlative.

- a. cold
- b. pretty
- c. fine
- d. heavy
- e. useful
- f. famous

(B) Change into Japanese

- a. このシャツはあのシャツより5,000円高い。
- b. 日本には富士山ほど高い山はない。
- c. 冬は九州より四国の方がずっと温かい。
- d. 彼は昔ほど太っていない。
- e. 彼は勇敢と言うより無鉄砲だ。

- f. 彼はクラスで一番怠け者だ。
- g. この人はこの町一番の金持ちだ。
- h. 私はこんなに美しい庭は見たことがない。
- i. どの季節が一番好きですか。
- j. 日本のたいていの人はマンガ好きです。
- k. この辞書はとび抜けて一番詳しい。
- l. 山下は世界有数の柔道家だ。
- m. 北九州は日本で三番目に大きい都市です。

(5) To better understand conjunctions

To begin with, I show that a conjunction is a word used either to connect words phrases, clauses, or sentences and show how one sentence is related to another. For convenience's sake, we may arrange conjunctions into three principal groups; coordinating (compound sentences), subordinating (complex sentences), and correlative conjunctions.

Example 47 (Coordinating):

- a. I had bacon and eggs for breakfast today.
- b. The ball flew over the wall and into the field.
- c. Get up early, and you will catch the train.
- d. The sky cleared and stars began to twinkle.

I make students write other coordinating conjunctions which serve to join two elements of equal grammatical value. Some grammarians distinguish several subdivisions of coordinating conjunctions, but for our purposes (Composition in high schools or colleges), it will be sufficient to list only the most important members of the coordinating group. They are 'and', 'but', 'or', 'nor', for (When it is used to mean "the reason is that")', and 'yet'.

Note: in America, 'for and yet', as coordinating conjunctions, are usually found in formal, rather than in colloquial, usage. According to 'Webster's New World Dictionary', 'for' is more formal than 'because' and used to introduce evidence or explanation for an immediately preceding statement. In the next few explanations, subordinating conjunctions are featured. In demonstrating these, I wish to make sure that students understand subordinating conjunctions, as the name suggest, are words used to indicate that one element is subordinate to another in a sentence.

Example 48 (subordinating):

- a . If you get up early, you will catch the train.
- b . I know that you are from Okinawa.
- c . When it snows, I feel happy.
- d . Before they got to the station, the train had left.
- e . I wonder if he will come to school today.

In these sentences, students can observe that the words 'If', 'that', 'when', 'before', etc. lik the clauses which they introduce to the main clause of the sentence.

Further examples of subordinating which are listed by students;

after, although, as, as if, as long as, because, before,
but that, even if, how, if, in case, lest, in order that,
for fear that, now that, so that, than, such... as, so.. that,
till, until, unless, what, when, whenever, where, wherever,
while, whether

In the following sentences I introduce various correlative conjunctions which are used in pairs or in a series.

Example 49 (Correlative conjunctions):

- a . Whether you like it or not, you have to do it.
- b . She is not so beautiful as her sister.
- c . Both he and she are vegetarians.
- d . I can neither sing nor dance.
- e . Not only you but also I am wrong.

Further examples of subordinating which are listed by students;

not only. . . . but also. . . ,	though. . . . yet
whether. . . . or. . . ,	whether. . . . or not
either. . . . or. . . ,	neither. . . . nor. . .
both. . . . and. . . ,	so. . . . as. . .
so. . . . that. . . ,	such. . . . that. . .
as. . . . so. . . . ,	It is. . . . whether. . . or. .
It is not until. . . that. . . ,	
hardly (scarcely). . . before (when). . . ,	
no sooner. . . . than. . . ,	not. . . . because. . . ,

(6) To understand and use the process of compounding.

Depending upon how the sentences are constructed, a sentence is considered to be simple, compound, complex, or compound complex. Analysis of sentences requires that we distinguish these four kinds of sentences from each other. Students know quite well that a simple sentence consists of a single independent clause, that is to say, it contains one subject and one predicate.

(a) Compound subjects and predicates

I show the students sentences which consist of two or more independent clauses joined by a coordinating conjunction. Each clause is in itself a simple sentence.

I have one student perform an action, such as walking to the door, then I make each student write a sentence to describe the action. Then I have the same action repeated by another student. Next I make students write another sentence, and read their sentences while I write them on the black-board as follows;

Example 50:

- a . Tanaka walked to the door. Ide walked to the door.

I have a student come forward and place the appropriate conjunction in a position which connects the two simple sentences as follows.

- a . Tanaka walked to the door, and Ide walked to the door.

Now I have two students repeat the same action together, while the other students in the meantime write a sentence describing the action. Finally I have them read back their sentences, and write them on them on the black-board.

Example 51:

- a . Tanaka and Ide walked to the door.

Then I ask the students to combine simple sentences.

Exercise 19:

(a)

- a . I opened the door, (and) came into the room.
b . I opened the door, (and) went out of the room.
c . I was ill, (and) (so) I could not come.
d . Study harder, (or) you will fail.
e . I am poor, (but) I am always happy.

f . I walked a long way (and) I found her house.

g . He didn't say anything, (for) he was very angry.

(b) To combine sentence patterns by compounding, drawing particular attention to the use of the comma:

Exercise 20: Combine the following so that the sentences go together without changing the meaning of the original sentence.

a . He tried hard, (but) he failed.

He tried hard, only to fail.

b . It is warm, (so) you can play out of doors.

It is warm enough for you to play out of doors.

c . The tea was very hot (and) I couldn't drink it.

The tea was too hot for me to drink.

d . The rain prevented us from going out.

It was raining, (and) (so) we couldn't go out

e . If you don't walk more quickly, You'll miss the train.

Walk more quickly, (or) you'll miss the train.

f . Though he is poor, he is always happy.

He is poor, (but) he is always happy.

(7) To understand and use the process of subordination:

Review a list of words on the blackboard such as described in (5).

Time : when, until, after, etc.

Place : where, wherever, etc.

Reason : because, so that, etc.

Result : then, as a result, etc.

I have already showed that some clauses express complete thoughts and that others do not. The former we called independent or main clauses, the latter we called dependent or subordinate clauses:

Above all, the important thing is to make the students understand that we must decide which of several ideas is the main idea, which ideas are subordinate, and we must then construct our sentence so that the subordinate thoughts will give emphasis to the main thought.

Example 52: (Improve the following story, adding connectives.)

Here is a door. It is closed. Probably it is locked.

Miss Aoki usually locks the door. She is very careful.

She puts the key under the doormat. Perhaps it is there now. I'll look.

I hope it is.

I asked the students not only to respond but to add their thoughts to improve this monotonous story.

Example 53:

Here is a door, but is closed. Probably it is locked, because Miss Aoki usually locks the door. As she is very careful, she puts the key under the doormat. Perhaps it is there now. I'll look. I hope it is.

Then I said to the students, "What would you do if you lost your lunch money on the way to school?"

I make students put down their thoughts in writing and then write their answers on the blackboard in the form of two simple sentences.

Example 54:

"I would borrow some money. I have to eat lunch."

After the discussion, I make the students write sentences giving reasons

for their solutions to the problem.

Example 55:

“I would borrow some money, because I have to eat lunch.” The students must draw their attention to punctuation then combining sentences by subordination.

Exercise 21: Change into English, using subordinate clauses.

- (A) a. タバコをやめなさい、そうすれば食欲が増しますよ。
b. すぐに医者を呼びにやりなさい、そうしないと患者は悪化します。
c. 客が来るということなので、私は急いで家に帰った。
d. 彼はけちんぼうだそうです。
e. 彼は勉強すべきか遊ぶべきか分からないでいる。
f. 青木さんはすごい咳をしていたので、仕事を休んだ。
g. 彼はベストを尽くしたが、試験に失敗した。
h. もう勉強を始める時間ですよ。
i. 私は満点が取れるように、その物語を全部暗記した。
j. 彼女はその悲しい知らせを聞いて涙を流した。
k. 私はドアに鍵をしてから寝た。
l. 私は寝る前に歯を磨きます。

(B) Fill in each blank with the appropriate word:

- a. They never met without quarreling.
(whenever) they met, they quarreled.
- b. There is no hope of his being saved.
There is no hope (that) he will be saved.
- c. He worked hard in order to pass the examination.
He worked hard (so) (that) he might pass the exam.
- d. Being dissatisfied with the result, I tried again.

(As) I was dissatisfied with the result, I tried again.

e . I hope to succeed.

I hope (that) I will succeed.

f . I don't know his birthday.

I don't know (when) he was born.

g . I doubt his honesty.

I doubt (if) he is honest.

h . He promised me never to do it again.

He promised me (that) he (would) never do it again.

i . Do you know the discoverer of this land?

Do you know (who) discovered this land?

j . My car is very old, but it still runs well.

(Though) my car is very old, it still runs well.

k . It is not right of you to speak ill of others.

It is not right (that) you should speak ill of others.

l . Can you explain (what) is meant by freedom?

Can you explain the meaning of freedom?

(8) Develop the whole composition:

The problems I have considered in teaching the construction of the sentence also relate to the fundamental problems of constructing the whole composition;

Some topics can be treated in a single paragraph, others require more elaborate development. Our approach to English composition is divided into a number of parts. In what order should we put words? What kind of words should we use for an expression? How much emphasis should we place on each?

If we are writing primarily to impart information, we should be as exact as possible order to express facts clearly and logically.

If we are writing primarily to tell a story, we should decide on the point of highest interest and arrange our material accordingly.

Though we might wish to stress explanation or story-telling in the manner of native speakers, the answers to these and other questions will depend fundamentally on learning the Basic Patterns to create more skills in English.

There may be several good methods to develop written English, but first students should take it upon themselves to keep a diary or the like journal in English, and develop it. I believe they will find that a diary or journal contains many topics which are good subjects for essays. In addition, perhaps we Japanese have been neglecting to answer letters from our pen-pals. Letter writing also provides excellent practice in English composition.

Whenever we can, we had better choose subjects that interest us. Things we like to talk about are the most personally meaningful subjects for compositions.

Whether or not the English in our compositions is absolutely correct, we should still endeavor to put our thoughts down in writing first. Then if we have a chance to have foreigners check them, it will be much better for us to develop our English writing ability.

(9) Evaluating students papers:

Though our approach to this evaluation will vary with the purpose of assignment, it is most important for the development of composition skills that the teachers evaluate each exercise and paper completed by

students.

In conclusion, a teacher should evaluate the paper from a number of different standpoints.

First of all, at all times the teacher should be aware of the progress being made by individual students, and encourage and guide them to higher levels of English compositions.

Also in the course of studying the principles of good writing and putting them into practice, we will find that we are attaining greater ease and improvement in speaking English as well as advancing steadily toward improvement of our ability in English composition.

Again I'd like to press the point that English composition is concerned with the "putting together" of words to form a whole in accordance with basic sentence patterns; which is, in a sense, a movement from 'words into sentences', then 'sentences into paragraphs', and finally from 'paragraphs into longer units' such as essays and narratives.