

Contents

	Page
Teachers' Program Goals for Students	2
The Intensive English Program Outline	4
Absences, Being Late...	5
The Intensive English Program Websites	6
Useful Grammar Words and Terms	7
Listening and Speaking - Grades	9
Speaking Test Rubric	10
Reading and Writing	11
Reading and Writing (1) – Grading / (2) Paragraph Structure	12
Reading and Writing (3) – Homework / (4) Quick Writing	13
Reading and Writing (5) - Graded Readers	14
Reading and Writing – Graded Reader Levels	15
Reading and Writing (6) - Extensive Reading	16
Reading and Writing (7) – Extensive Reading Log	17
No-nos - Plagiarism, Translation Tools and Chatbots	18
Format for Hand-written Assignments	19
Format Rules for Typed Assignments in MS Word	20
Example of a Typed Essay in Word	21
Find the 16 Mistakes in an Essay	22
Rules about Italics and Capitalization	23
Punctuation Marks	24
Your Teacher's Proof-reading Marks	25
The 16 Mistakes in the Essay	26
The Essay with the 16 Mistakes - Corrected	27
Extensive Reading Log	28
Writing Rubrics	29
Achievement Goals - Listening & Speaking	37
Achievement Goals - Reading & Writing	38
Classroom English - Some Japanese Translations	39

"Learning another language is like becoming another person."

- Haruki Murakami
(Japanese novelist)

"A different language is a different vision of life."

- Federico Fellini
(Italian movie director)

Intensive English Program Handbook 2024

By teachers on the Intensive English Program
Artwork by Tremain Xenos and Rinaldo Stephens

Teachers' Goals for Students in the Intensive English Program

1. Make good communicators:

Communication is the basis of the Intensive English program. A different set of skills from high school are necessary. Language skills such as grammar and vocabulary are important, but by teaching students how to use English for communication, students will enjoy using English. This enjoyment and use of English will naturally result in improved language skills.

2. Break the fear barrier:

Many students are afraid of speaking out in class. Some students think their English is not good enough to use for communication. Teachers want students to become more comfortable using English by showing students that real English is much more flexible than textbook or test English. Teachers want students to ask questions and speak without fear. In English culture, remaining silent is not acceptable. Thus, we also create a classroom atmosphere where English is necessary.

3. Test scores don't tell the whole story:

Most mark sheet style tests test knowledge (rules, etc.) of a language. However, the tests don't measure ability to communicate in that language. We want students to understand that wonderful test scores are not necessary for communication and enjoyment.

4. Convince students that English is useful, and learning without using is meaningless:

The only way to improve language skills is to use the language. We want students to understand that English is something useful to them now, and in the future.

5. Demonstrate to students that they, the students, are responsible for their development as English communicators:

Students should understand that teachers and textbooks cannot magically give them the ability to communicate in English. Communication is a skill that must be worked on, and worked for. For this reason, our classes are not lecture style classes; students must use English in class for communication.

Intensive English プログラムで教員が目指していること

良いコミュニケーターを生み出す

コミュニケーションがIntensive Englishプログラムの基本です。高校では学んでいない様々な英語力が必要とされます。文法や語彙などの言語スキルも大切ですが、英語をコミュニケーションの中でどう使うかを教えることで、学生は英語を使うことを楽しめるようになります。この楽しさ、そして英語を使うことは、自然と言語スキルの向上に繋がります。

恐れをなくす

多くの学生は人前で話すことを怖がっています。一部の学生は、彼らの英語力が英語でコミュニケーションするレベルには達していないと考えています。教員は、本当の英語は教科書やテストの英語よりもはるかに柔軟性があることを示すことによって、学生がもっと安心して英語を使えるようにしたい、また、学生たちに、恐れることなく質問したり話したりして欲しいと考えています。英語の文化では、何も言わずに黙っているというのは、あり得ないことです。英語を使うことが必要と感じるクラスの雰囲気作りに努めます。

テストの成績が全てではない

ほとんどのマークシート形式のテストは、言語の知識(言葉の決まりなど)を測るものです。しかしながら、そのようなテストは、その言語でのコミュニケーションの能力を測るものではありません。英語でコミュニケーションし、それを楽しむためには、必ずしもテストでの好成績が必要なわけではありません。

英語は使ってこそ有用(学んでも使わなければ無意味)

言語スキルを向上させる唯一の方法はそれを使うことです。学生が、英語は自分自身の現在そして将来に役立つものであると理解し、納得できるようにしたいと考えています。

英語のコミュニケーション能力をどれだけ伸ばせるかは学生自身にかかっている

学生は先生と教科書が魔法のように英語のコミュニケーション能力を与えてくれるわけではないことを理解する必要があります。コミュニケーションは、そのために努力し、また努力を続けることが求められる技能なのです。このため、英語の授業は通常の講義形式ではありません。学生はクラスの中でコミュニケーションのために英語を使わなくてはなりません。

The Intensive English Program - Outline

1. Courses and semesters (学期) *gakki*

First year

- Intensive English 1 - Listening and Speaking (first semester)
- Intensive English 2 - Reading and Writing (first semester)
- Intensive English 3 - Listening and Speaking (second semester)
- Intensive English 4 - Reading and Writing (second semester)

Second Year

- Intensive English 5 - Listening and Speaking (first semester)
- Intensive English 6 - Reading and Writing (first semester)
- Intensive English 7 - Listening and Speaking (second semester)
- Intensive English 8 - Reading and Writing (second semester)

2. Grades

You need **60%** to pass Listening & Speaking and **60%** to pass Reading & Writing.

Grade S (90-100%) students...

always come to class, work hard, do all homework, score well in tests, participate non-stop...

Grade A (80-89%) students...

are late/absent once or twice, do all homework, score well in tests, participate a lot...

Grade B (70-79%) students...

are late or absent 3-5 times, do most of the homework, get good test scores, participate well...

Grade C (60-69%) students...

are late or absent 4-5 times, do homework, get lower test scores, participate well...

Grade F (0-59%) students...

are late, absent, speak Japanese a lot, no (or late) homework, do not participate...

Note 1: If you do not go to English Village 10 times, you cannot get a Grade S for Listening and Speaking.

Note 2: You need to be very active (in English) in every class and do lots of homework to pass each semester.

3. Absences, etc (欠席) *kesseki*

If you are absent **6 times** (or more) in one semester for Listening and Speaking, you fail. ☹

If you are absent **6 times** (or more) in one semester for Reading and Writing, you fail. ☹

15+ minutes late for a class = you are absent for that class. ☹

1-14 minutes late (not sitting at your desk at the final chime): **Three lates** = one absence.

Not bringing your textbook to class = **one late**. Not bringing your PC for tests = **one late**.

4. What to bring to every class

Your course book, pens, a notebook for your Reading and Writing class, a notebook for your Listening and Speaking class, your PC, a dictionary, earphones (for listening classes), and anything else your teacher asks you to bring.

Do Not Be Absent (欠席) More Than 5 Times

If you are absent **6 times** for your Listening & Speaking class, you will fail the course. ☹

If you are absent **6 times** for your Reading & Writing class, you will fail the course. ☹

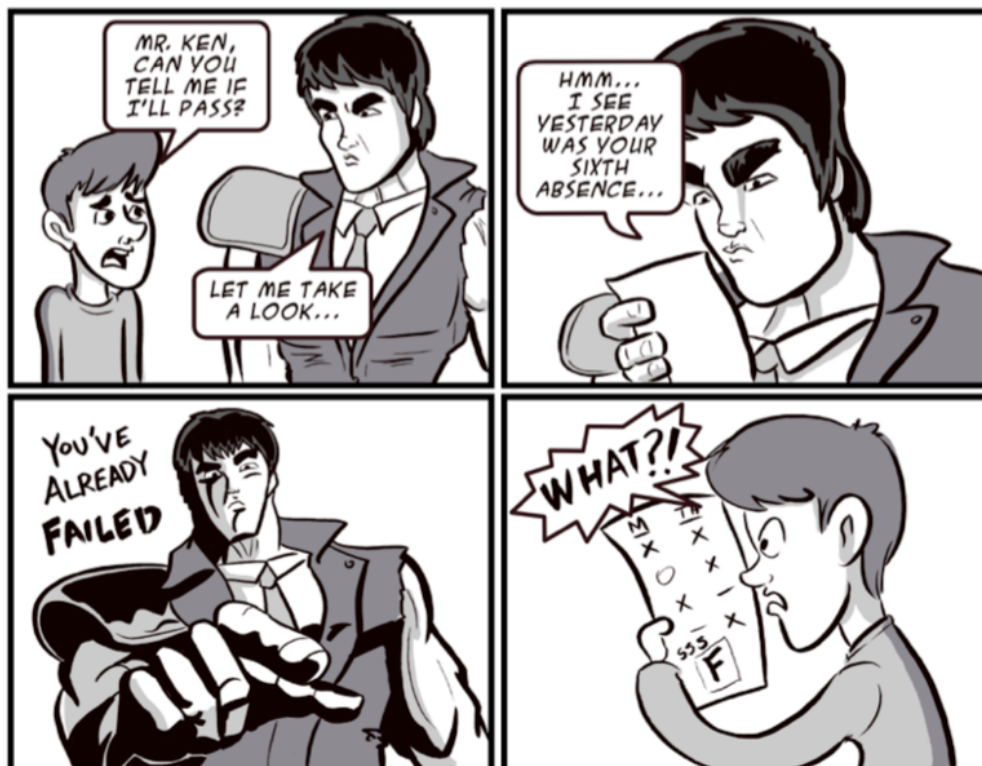
- Intensive English = **30 lessons** per semester for listening and speaking, and **30 lessons** per semester reading and writing . **Maybe** you will be absent once (or twice) because of illness (please give an Excused Absence note (公欠) to Gakumuka) or for things like funerals (葬式).
- Having four absences is risky; having five absences is very risky.
- Oversleeping and being late / absent are also risky.
- Being absent = your semester score will be **lower**.

Please remember.... **3 lates = one absence.**

(Late = not sitting at your desk when the final chime rings)

Fail = 不合格 = **F**

Please... read this cartoon:

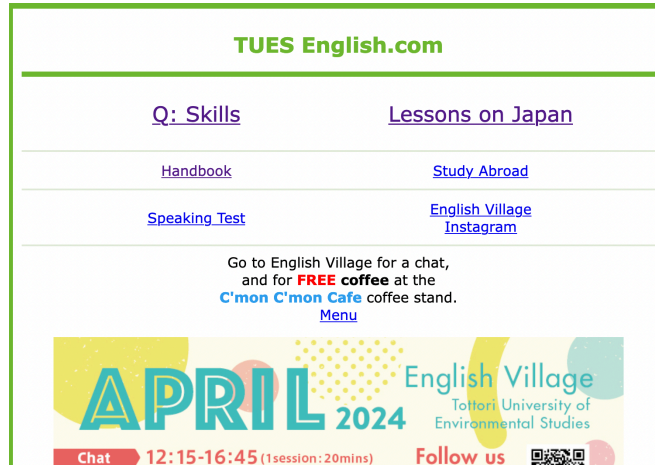


TottoriAwesome.Wordpress.com

The Intensive English Program Websites

1. The **TUES English.com** website has useful information about studying at TUES:

<https://tuesenglish.com/>



2. The **Lessons on Japan** website is for listenings and activities from your textbook:

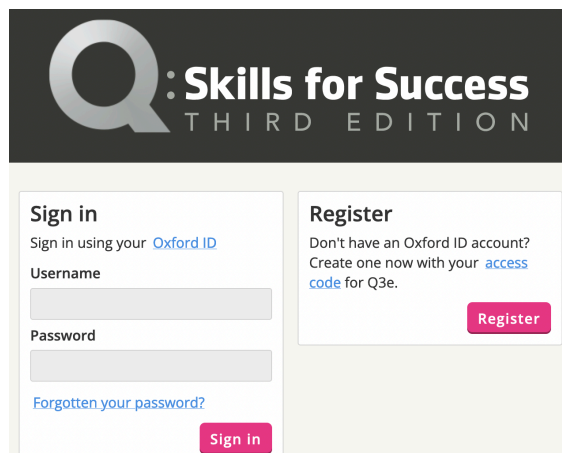
<https://lessonsonjapan.com>

Lessons on Japan

Listening and Speaking

3. The **Q: Skills** website is for your **Reading and Writing** course:

<https://q3e.oxfordonlinepractice.com/>



Useful Grammar Words and Terms

<i>meishi</i>	noun	名詞	pen, word, action, science, water...
<i>daimeishi</i>	pronoun	代名詞	
<i>shugono daimeishi</i>	subject pronoun	主語の代名詞	I, he, she, you, we, they, it...
<i>mokuteki-kaku daimeishi</i>	object pronoun	目的格代名詞	me, him, her, you, them, it
<i>shoyū daimeishi</i>	possessive pronoun	所有代名詞	mine, his, hers, yours, theirs...
<i>shoyū keiyōshi</i>	possessive adjective	所有形容詞	my ~, his ~, her ~, their ~, your ~...
<i>dōshi</i>	verb	動詞	be / like / go / eat / study ...
<i>tadōshi</i>	transitive verb	他動詞	(I am eating an apple.)
<i>jidōshi</i>	intransitive verb	自動詞	(Students never sleep in my class.)
<i>keiyōshi</i>	adjective	形容詞	(My family likes fresh fish.)
<i>fukushi</i>	adverb	副詞	(Teachers like students who study hard .)
<i>hinshi</i>	parts of speech	品詞	
<i>zenchishi</i>	preposition	前置詞	in, of, with, at, from, for...
<i>setsuzokushi</i>	conjunction	接續詞	so, but, because, however, therefore...
<i>kankei shi-setsu</i>	relative clause	關係詞節	My sister who lives in Kobe is lovely.
<i>shugo</i>	subject	主語	(This English class is very easy.)
<i>jutsugo</i>	predicate	述語	(It often snows a lot in Tottori.)
<i>chokusetsu</i>	direct object	直接目的語	(I am eating an apple .)
<i>kansetsu</i>	indirect object	間接目的語	(Give me the apple, please.)
<i>jodōshi</i>	helping verb	助動詞	(I am eating an apple.)
<i>jutsugo dōshi</i>	main (action) verb	述語動詞	(Teachers like students who study hard.)
<i>ku</i>	phrase	句	(Students never sleep in my class .)
<i>setsu</i>	clause	節	(Teachers like students who study hard .)
<i>fu teikanshi</i>	indefinite article	不定冠詞	(I am eating an apple.)
<i>teikanshi</i>	definite article	定冠詞	(Give me the apple, please.)
<i>dō meishi</i>	gerund	動名詞	(Studying English is easy.)
<i>meishi-ku</i>	noun phrase	名詞句	(My family likes fresh fish .)
<i>jodōshi</i>	helping verb	助動詞 2 種類	- modals: could, would, should, might, etc. - others: be, have, do
<i>renketsu dōshi</i>	linking verb	連結動詞	(I got tired.)
<i>bun</i>	sentence	文	
<i>kōtei bun</i>	affirmative sentence	肯定文	I like English.
<i>hitei bun</i>	negative sentence	否定文	I don't like English.
<i>danraku</i>	paragraph	段落	
<i>jisei</i>	tense	時制 (形)	
<i>genzai kei V1</i>	present tense	現在(形)	He lives in Tsunoi. They study English.
<i>kako kei V2</i>	past tense	過去(形)	She went to Kyoto. He studied hard.
<i>kako bunshi V3</i>	past participle	過去分詞	eaten, gone, taken, seen, sung...
<i>genzai shinkō kei</i>	present continuous (UK) / present progressive (USA)	現在進行(形)	I am (I'm) / He is (He's) eating lunch. You / We / They are tidying the room.
<i>kako shinkō kei</i>	past continuous (UK) / past progressive (USA)	過去進行(形)	I was playing football when you called. They were studying English yesterday.
<i>genzai kanryō kei</i>	present perfect	現在完了(形)	He has / I have been to Mexico.
<i>kako kanryō kei</i>	past perfect	過去完了(形)	The food had gone when I got to the party.
<i>kutōten</i>	punctuation	句読点	. ? " ; : ! ' , ...
<i>o-moji</i>	capital (upper case) letter	大文字	A, B, C, D, E...
<i>komoji</i>	lower case letter	小文字	a, b, c, d, e...
<i>judōtai</i>	passive voice	受動態	The book was written by J.K. Rowling
<i>nōdōtai</i>	active voice	能動態	J.K. Rowling wrote the book.
<i>syukaku hogo</i>	complement	主格補語	She is hot . / My sister became a lawyer .
<i>jūzoku-bushi</i>	dependent clause	從屬節	English is important but it's difficult .
<i>dokuritsu-bushi</i>	independent clause	獨立節	English is important but it's difficult.
<i>tanbun</i>	simple sentence	單文	I love English.
<i>jūbun</i>	compound sentence	重文	I love English, so I read many books.
<i>fukubun</i>	complex sentence	複文	I love it because it's great and helps me lots.

Listening and Speaking

Speak

Listen

Answer

Don't stop

Say a lot

Ask a question

Ask another question

Think of a new topic

Change the subject...

"I have noticed that even the angels speak English with an accent."

- Mark Twain
(American writer)



Listening and Speaking - Grades

- The aim of this course is to improve (向上) your listening and speaking abilities to make you a better communicator in English.
- The more you speak English in classes, the more you will improve.
- Speaking in Japanese will not help you. You must speak in English to your partner(s).
- Speaking in Japanese will not help your partner / friend. Please use English only.

Grading (each semester)

- | | | |
|---------------------|-----|---|
| 1. English Village | 10% | • 10 visits to English Village |
| 2. Listening test | 40% | • Four listenings in a 30-minute, 40-question test
• The tests are in the last class of each semester.
• There is one listening on each unit of the textbook. |
| 3. Speaking tests A | 30% | • Three two-minute tests (with a speaking partner) |
| 4. Speaking test B | 20% | • One three-minute test (with the teacher) |

English Village (10%)

You can (**should**) go to English Village more than 10 times a semester, but your maximum score will be 10%. Some students go to English Village more than 100 times in a semester. Their English improves a lot.

At English Village, you will...

- talk in English in small groups with an English Village staff member.
- have fun.
- become a better speaker of English.
- increase your vocabulary.
- learn about other world cultures.
- use the vocabulary and ideas you learned from your course books.
- learn to cook delicious food or make things.
- play games in English.
- get a better score for listening and speaking tests.

How many hours you need to study

Cambridge English * says... **motivated** adult learners usually need 200 or more hours of learning in the classroom to get from one CEFR level to the next level.

200 hours to get to A1 -
200 hours to get to A2

You must study and practice for at least 4 hours a week outside of classroom lessons to reach A1 and A2 levels.

* Cambridge English is part of Cambridge University Press, a department of the University of Cambridge.

Speaking Test Rubric

The information in the table below will give you an idea about what you should be able to do to reach each level:

	Fluency	Vocabulary	Grammar	Pronunciation
IE7	<ul style="list-style-type: none"> talks, but with noticeable pauses may speak slowly, with frequent repetition and self-correction 	<ul style="list-style-type: none"> is able to talk about the topic but can only give basic meaning makes frequent mistakes in word choice 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but dependent/subordinate (higher-level) structures are rare makes many mistakes, which may lead to misunderstanding 	<ul style="list-style-type: none"> can use some aspects of English pronunciation sometimes mother tongue pronunciation makes English difficult to hear many mispronunciations make it difficult for the listener to understand
IE5	<ul style="list-style-type: none"> links basic sentences but uses too many simple connectives some breakdowns in meaning 	<ul style="list-style-type: none"> rarely attempts to say things in another way 		
IE3	<ul style="list-style-type: none"> speaks, but with long pauses cannot link simple sentences well gives only simple responses Has difficulty in giving basic messages 	<ul style="list-style-type: none"> uses simple vocabulary only to give personal information does not have enough vocabulary to talk about the topic 	<ul style="list-style-type: none"> tries to use basic sentence forms but with limited success uses too many memorized phrases makes many mistakes 	<ul style="list-style-type: none"> strong L1 (katakana) interference most pronunciation does not sound English most words are mispronounced
IE1				
Pre-IE1	<ul style="list-style-type: none"> long pauses before most words little communication possible 	<ul style="list-style-type: none"> only produces words without grammar uses memorized phrases 	<ul style="list-style-type: none"> cannot produce basic sentences 	<ul style="list-style-type: none"> speech is often impossible to understand
0	<ul style="list-style-type: none"> no communication possible no language 	<ul style="list-style-type: none"> only says a word or two 		

This rubric is adapted from the IELTS Speaking Band Descriptors (public version) at <https://assets.cambridgeenglish.org/webinars/ielts-speaking-band-descriptors.pdf>

English ability / Pass mark				60
			60	
		60		
	60			
	IE1	IE3	IE5	IE7

Reading and Writing

Think

Brainstorm

Write ideas

Plan

Write

Spellcheck

Grammar check

Format check

Check again...

"Reading is to the mind
what exercise is to the
body."

- Joseph Addison
(English essayist)



Guidance to Intensive 2/4 and 6/8

Reading and Writing (1) - Grading

1. Unit Reading Comprehension Tests (40%): To do well in these tests, you should...

- work hard doing unit practice from Reading 1 and Reading 2
- learn and use all the new vocabulary in each unit
- do all of the unit practice activities about Reading Skill
- do all of the practice activities on the q3e.ouonlinepractice.com website
- bring your PC to class for the online reading test

2. Unit Writing Tests (40%): To do well in these tests, you should...

- work hard doing Quick Writing Practice for each unit during the class
- learn and use all the new vocabulary in each unit
- do all of the unit practice about Vocabulary Skill, Grammar, and Writing Skill
- work hard doing each Unit Assignment for your writing homework

Note: In your first year you will write a paragraph of 80 words for each unit.

In your second year, you will write an essay of 150-200 words for each unit.

3. Oral Book Reports (20%): You need to read at least four books in English for doing Oral Book Reports. You can get Graded Readers from the Media Center or online. It is 20% of your Reading and Writing score for each semester. You need to finish reading one book in English within a month. Your teacher will tell you the details on how to prepare for it.

Reading and Writing (2) – The Paragraph Structure

A paragraph is a group of sentences about a topic. A typical paragraph begins with a topic sentence, which introduces the topic. The supporting and detailed sentences that follow support the idea in the topic sentence with explanation, reasons, and other details. The concluding sentence brings the paragraph to the end.

- **Topic Sentence:**

The topic sentence usually appears as the first or second sentence of a paragraph.

It introduces the main idea, or what the paragraph will be about.

- **Supporting and detailed sentences:**

The supporting and detailed sentences must support, demonstrate, or develop the main idea.

- **Concluding Sentence:**

The concluding sentence should restate and try to strengthen the main idea again.

Note: About coherence (文章の首尾一貫性) in a paragraph

Coherence in a paragraph means that the ideas have a logical flow between the sentences is clear and one idea connects to the next. One way to achieve coherence in a paragraph is to use a pattern of organization, such as time order, spatial order, or order of importance.

Reading and Writing (3)

– The Relationship between Paragraph and Essay Structure

Paragraph =====> Essay

Topic Sentence -----> Introduction Paragraph

Supporting and Detailed Sentences -----> Body Paragraph(s)

Concluding Sentence -----> Conclusion Paragraph

• Introduction Paragraph:

An essay's introduction paragraph is very similar to a paragraph's topic sentence, because it introduces the main idea of your essay. It usually starts with a broad statement followed by some background information.

• Body Paragraph(s):

An essay's body paragraph(s) also has/have a topic sentence. A body paragraph's topic sentence states the paragraph's main idea. It is followed by supporting and detailed sentences as well.

• Conclusion Paragraph:

Like a paragraph's conclusion sentence, an essay's conclusion paragraph summarizes the contents of the essay and retells the main idea with different expression. Conclusion paragraph often ends with general statements, suggestions, or advice.

Reading and Writing (4) – Quick Writing

You will do free writing in your Reading and Writing class. This is called "**Quick Writing**". Your teacher will give you a topic and you will write about it for ten minutes. It is important to write a lot in ten minutes. Writing a lot will allow you to have many ideas to choose from when doing your paragraph or essay writing.

Quick Writing – Please follow these rules:

- ☆ Relax. This is not a test.
- ☆ Challenge yourself. Try to write more than you wrote in your last Quick Writing.
- ☆ Write about the topic.
- ☆ Write everything you are thinking.
- ☆ Write without stopping your pen.
- ☆ Write as much as possible (your teacher will be happy).
- ☆ If you cannot think of the English word, write "???". Do not stop writing.
(e.g. *Last week I went to a restaurant and I ate ????. It was delicious.*)

- ★ Don't stop writing.
- ★ Don't erase or cross out anything.
- ★ Don't worry about grammar.
- ★ Don't worry about mistakes.
- ★ Don't let your pen stop moving.
- ★ Don't use a dictionary.
- ★ Don't spend a long time worrying about just one word.

Reading and Writing (5) – Graded Readers

– How to Choose Your Books in English

Intensive English 2

Choose a book - **any level** that you **WANT** to read. It should be not difficult. It should be a book that you can read about 10 pages in 30 minutes, without a dictionary. It should be a book that you can understand about 80% without a dictionary. Why? Because you will not use a dictionary when you read your outside reading book (Graded Reader).

Intensive English 4, 6, and 8

You can choose any book that you **WANT** to read. However, you may not choose books at the Starters level. You should be able to read 10 pages in 30 minutes, without a dictionary.



Graded Reader Levels

Book level	Difficulty
Starters	●
Elementary	● ● ●
Beginners	● ● ●
Level 1	● ● ●
Stage 1	● ● ● ● ●
Level 2	● ● ● ● ● ●
Stage 2	● ● ● ● ● ●
Pre-intermediate	● ● ● ● ● ●
Level 3	● ● ● ● ● ● ●
Stage 3	● ● ● ● ● ● ●
Level 4	● ● ● ● ● ● ● ●
Stage 4	● ● ● ● ● ● ● ●
Intermediate	● ● ● ● ● ● ● ●
Level 5	● ● ● ● ● ● ● ● ●
Upper Intermediate	● ● ● ● ● ● ● ● ●
Stage 5	● ● ● ● ● ● ● ● ●
Stage 6	● ● ● ● ● ● ● ● ● ●
Advanced	● ● ● ● ● ● ● ● ● ●
Level 6	● ● ● ● ● ● ● ● ● ●
Other (ask your teacher)	?

Reading and Writing (6) - Extensive Reading

The best way to get better at reading in English is to read,

... and **read a lot.**

In Intensive English (Reading and Writing), there are two types of reading activities.

1. Intensive Reading	2. Extensive Reading
<ul style="list-style-type: none">• In class• Short texts in your course book• Just 5-10 minutes• You cannot choose what to read• A little pressure• You have to answer questions• An English classroom activity• Good for reading tests• Helps with skills (e.g. reading for gist)	<ul style="list-style-type: none">• Outside class (at home, on the bus...)• Whole books (Graded Readers)• 30, 40, 50, 60... minutes (or longer)• You choose what to read• Relaxing• No answering questions• Reading for fun and pleasure• Good for learning about the world• Helps with your reading fluency

Read for **60 minutes** or more every week. You must for twice a week for 30 minutes. Choose a book that looks interesting *and* is at **your level**.



Reading and Book Reviews (10%)

Your **written** book reviews are about the Graded Readers you read. This is your **outside class reading**. It is 10% of your Reading and Writing score for the semester.

To help you to write your book review, look at the example Reading Log on page 17 below. Your teacher will check that you have completed your Extensive Reading Logs at the end of each unit. You can download an Extensive Reading Log (MS Word) from tuesenglish.com. You can see an example Extensive Reading Log on page 28 of this Handbook.

Write the number 2, 4, 6 or 8 on the blank space at the end of the title "Extensive Reading Log - Intensive English ____". In addition, write the Book Review number in the grey box at the top of the Extensive Reading Log.

Reading and Writing (7) - Extensive Reading Log

This is an example of what to write in your Extensive Reading Log:

Book Review __1__

Title: Treasure Iceland

Author: Stephen Louis Robertson

Dates you read the book: May 13 and May 16

Total number of pages you read: 15

Summary (What is the book about? What is the story? What did you think of the book?)

The book I read was "Treasure Iceland". It was written by Stephen Louis Robertson. The story is about a man who thought he was a Minion. He travelled the seas searching for the mythical Banana Island. He had many dangerous experiences during his travels. My favorite part was when his boat was attacked by an angry unicorn that ate rainbows. He eventually found Banana Island and lived there happily for the rest of his life. However, he hated bananas.

I loved this book because I love unicorns and bananas. When I read the book, I really wanted to go on an adventure. I also learned a lot of new vocabulary. I'm very happy that I now know the English words "exotic," "paradise," "coconut tree," and "carburetor". I would definitely recommend this book to my friends.

Other books you read.

I started reading another book called "Primates of the Caribbean". It was written by Donny Jepp. The first part of the book is about a group of teddy bears. The teddy bears wanted to make friends with some primates. That is all I have read so far. I spent about 20 minutes and read 10 pages. I will finish this book.

Some Big No-nos

1. Plagiarism!!!!!!!

盗用はダメ (盗用 = plagiarism)

- Plagiarism is copying someone's writing (maybe from the Internet, your course book, or a *sempai's* essay...) and telling your teacher the writing came from **your head**. No!!!!!!!!!!!!!! No!!!!!!!!!!!!!! No!!!!!!!!!!!!!! NO!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- Never, never, never, never, never, never plagiarise. NEVER. Never, never.
- If you plagiarise, your score will be **ZERO**. ☹



2. Online translation tools and chatbots

- Online translation tools (like DeepL, Google Translate, etc.) can be useful to translate one word. However, the translation is not so good, and your teachers will know you used a translation tool.
- You should **never** use translation tools to translate your Paragraph Writing or Essay Writing.
- You should never use A.I. websites like ChatGPT or other chatbots to write assessments.
- **Never** write your paragraph or essay in Japanese and then translate it. Why? Your teacher will know you translated it. You will get a zero. Your teacher will ask you to do your homework again (**from your head**).

Format for Hand-written Assignments

name	<i>Yuki Oi</i>	
number	<i>1239999</i>	right margin
group	<i>1-10</i>	
date	<i>23 April 2024</i>	
	title (centered)	
	<i>My Goals for this Semester</i>	
indent	<i>→ My name is Yuki. I am a first-year student</i>	
	<i>at this university. I am studying for a degree in</i>	
	<i>business.</i>	
double space	<i>I have three goals for this semester. The first one</i>	
	<i>is to pass Intensive English. My second goal</i>	
double space	<i>is to improve my writing skills. Finally, I want to</i>	
	<i>make many friends here.</i>	
	<i>Outside of the classroom, I want to have fun at</i>	
	<i>the Goat Club and go to English Village. I am</i>	
	<i>looking forward to life at this university.</i>	
	<i>(80 words)</i>	
	word count	

left margin

Format Rules for Typed Assignments in Word

You will lose points if you do not follow these format rules.

Your Name e.g. Eri Yamada (Family name last)
Your Number e.g. 1249999
Your Group e.g. 1-5
Day Month Year e.g. 18 April 2024
Writing Number e.g. PW1 / EW1 / PW2 / EW2 ...

5-space indents

Title (14pt, bold) with Capital Initials for Important Words

Once upon a time, a mother cat and her three cute kittens lived in the forest in Tottori. The mother was a single mother, so she had to work a lot to support her kittens. Sometimes the kittens were latchkey kittens because their mother worked late.

One Saturday, the mother cat told the kittens that she would go to the supermarket to buy some kitten food. She told them to wait quietly until she came home. However, they waited and waited, but their mother did not come home.

Three years later, the three kittens were sitting at home watching their favorite program on television. Suddenly, there was a knock on the door....

(XX words) ← Word count

- Title = 14pt, **bold**, centered
- Font = Times New Roman/Century
- Text = Left justified
- Everything else, font size = 12pt
- Line spacing = Double spacing
- Paragraph indent = 5 spaces

Sometimes you will need to email your assessment to your teacher.

Save your document like this:

Group + Writing + Number + Name

E.g. 1-5 PW2 1249999 Eri Yamada

Put the same information in the Subject field of your email.

Do not use headers or footers.

Example of a Typed Essay in Word

Eri Yamada

1249999

1-5

18 April 2024

EW2

We Should Never Use Online Translation Tools for Essays

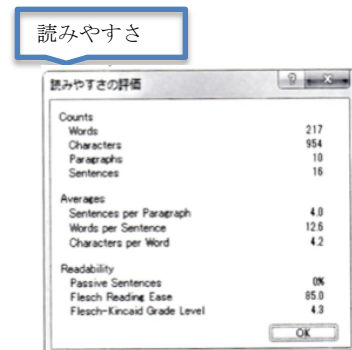
There are many translation tools online to help students. In my opinion, we should avoid these because they produce strange English. In this essay, I will discuss the advantages and disadvantages of translation websites.

I have often used translation websites and think they are useful. One benefit is they are easy to use on smartphones. I can plan my writing homework on the bus. Another good point is we can find different meanings of words. I looked up the word "cool" and found it had many meanings.

On the other hand, teachers say we should not use these tools. One reason is that the technology is not good enough to give perfect translations. My friend translated her essay and her teacher couldn't read it. A second drawback is the tools make us lazy. I saved time using them, but my English didn't improve.

In conclusion, there are good and bad things about translating our essays online. I believe it is more useful to use our head and not our computer. In the future, these websites may be better.

(178 words)



Find the 16 Mistakes in an Essay

Look at the format rules on page 20.

Circle the 16 format (and any other) mistakes in the writing below.

Do not repeat these mistakes in your writing ☺

山口えり

1249999

18/4/24

PW

A STORY ABOUT THREE CATS

Once upon a time, a mother cat and her three cute kittens lived in the forest in Tottori, because she liked trees.

The mother was a single mother.

She had to work a lot to support her kittens.

Sometimes the kittens were latchkey kittens because their mother worked late.

One Saturday, the mother cat told the kittens that she would go to the supermarket to buy some kitten food.

She told them to wait quietly until she came home.

She told them that they must not go outside.

She also told them they should not open the door to anyone.

They waited and waited and waited, but their mother did not come home. They waited very quietly. They thought that something bad had happened to their mother. If something bad had happened, who would look after them? Who would read them their bedtime story?

(144wrods)

Rules about Italics and Capitalization

Here are some rules about when to use *italics* and CAPITAL LETTERS in your writing:

Italics (斜体字)

Place names X

- X I went to *Kyoto*.
- I went to Kyoto.
- X I bought my shirt at *Uniqlo*.
- I went to Uniqlo.

People's names X

- X Her name is *Tomomi*.
- Her name is Tomomi.

Words that are not English ○

- I ate *soba* for lunch.
- Where is my *shitajiki*?
(例外:人又場所の名前)

Emphasis ○

- I was *so* hungry!
- Tottori is the *best* city!

Titles when written inside text ○

- X HARRY POTTER
- X *HARRY POTTER*
- *Harry Potter*
- X harry Potter
- X Harry potter
- X Harry POTTER

CAPITALIZATION (大文字)

Place names ○

- X I went to KYOTO.
- X I went to kyoto.
- I went to Kyoto.
- X I bought this shirt at DAIMARU.
- I bought this shirt at Daimaru.

People's names ○

- X Naomi OSAKA.
- X naomi osaka
- Naomi Osaka

1st letter of 1st word ○

- X this *soba* is delicious.
- X THIS *soba* is delicious.
- This *soba* is delicious.

Every letter of a word X

- X I went to STARBUCKS.
- X That taxi is a TOYOTA.

Capitalization of Words in the Titles of Essays, Reports and Journals

- | | |
|-------------------------|-------------------------|
| ○ First word | ○ Last word |
| ○ Nouns (名詞) | ○ Pronouns (代名詞) |
| ○ Verbs (動詞) | ○ Adjectives (形容詞) |
| ○ Adverbs (副詞) | ○ Although, If, Because |
| × Articles (a, an, the) | × Prepositions (前置詞) |
| × and, but, nor, so | |

Punctuation Marks (句読点)

Here are a few items of vocabulary, some rules and some common mistakes about punctuation.






















	The Name in English	Some Simple Rules
.	This is a period in America English It is a full stop in British English.	<ul style="list-style-type: none"> Put a period at the end of a sentence. Put a period after initials (U.S.A.). Put a period after abbreviations (Dr.). Do NOT leave a space before a period.
,	This is a comma .	<ul style="list-style-type: none"> Put a comma after each word in a series. I like red, blue, orange, and white. Put a comma after (not before) words like so, but, however, firstly, etc. Do NOT leave a space before a comma.
?	This is a question mark .	<ul style="list-style-type: none"> Put a question mark after a question: <i>Do you understand?</i>
!	This is an exclamation mark .	<ul style="list-style-type: none"> Only use an exclamation mark when something is very surprising / shocking. <i>My pencil cost ¥280,000!</i> ○ <i>Hi, John-sensei!</i> ×
'	This is an apostrophe .	<ul style="list-style-type: none"> Use an apostrophe for contractions (joining two words). E.g. <i>don't, I'm, She'll, isn't...</i> Use an apostrophe for possession (所持). <ul style="list-style-type: none"> - We use s - apostrophe with singular nouns: <i>Rin's bag / Yui's cat.</i> - We use apostrophe - s with most plural nouns: <i>The boys' team</i> - We use s - apostrophe with plural nouns that are irregular. <i>children's toys / people's houses</i>

Do not make these mistakes:

×	○	Why?
I like bread so I eat it every day.	I like bread, so I eat it every day.	Put a comma before <i>so</i> .
I like bread but I hate rice.	I like bread, but I hate rice.	Put a comma before <i>but</i> .
I like bread, because it's tasty.	I like bread because it's tasty.	No comma with <i>because</i> .
My name is Yui .	My name is Yui.	No space before a period.
My name is Yui.I'm 18 years old.	My name is Yui. I'm 18 years old.	Put a space after a period.
I like red,yellow,blue and green.	I like red, yellow, blue, and green.	Put a space after a comma.
(80words)	(80 words)	Put a space after numbers.
This morning I ate toast!	This morning I ate toast.	There's no big surprise.
I have seven pen's.	I have seven pens.	No apostrophe for numbers.
I dont like fish.	I don't like fish.	<i>don't</i> is a contraction.

Your Teacher's Proof-reading Marks

If you make a writing mistake, your teacher will use the marks below to help you understand. Please learn these marks.

	<p>New Paragraph</p> <p>.... That is the sort of person my mother is.  Next I would like to explain about my father and his hobbies.</p>		<p>Indent (インデント)</p> <p> I like English very much, but sometimes, I forget to do my homework. Every now and then, I forget to use the five-space indent at the beginning of my paragraphs.</p>
	<p>Insert Space</p> <p>I forgot  do my homework. (150  words)</p>		<p>Transpose (change the order)</p> <p>Which do you like dogs  better or cats?</p>
	<p>Spell Out (文字で書くこと)</p> <p>I have  3 cats.</p> <p>If the number is \leq ten, spell out. If the number is \geq 11, use numbers.</p>		<p>Close up (phrasal verb), Remove the Space</p> <p>I bought some new sun  glasses.</p>
	<p>Lowercase (small letters) (小文字)</p> <p>My  Mother is a very good cook. (See page 24 for more information about capitalization.)</p>		<p>Uppercase (BIG letters) (大文字)</p> <p>My friend's name is  risa.</p>
	<p>Insert (挿入)</p> <p>My bicycle  stolen last night.</p>		<p>Delete (抹消, 削除)</p> <p>I don't have my  the pen.</p>

Goats like books too!



The 16 Mistakes in the Essay Writing

Did you find the **16 mistakes**? Check your answers below.

Do **NOT** repeat these mistakes in your writing ☺

Eri Yamada 山田えり
124999
18/4/24
PW
A STORY ABOUT THREE CATS
Once upon a time, a mother cat and
forest in Tottori, because she liked trees.
The mother.
She had to work a lot to support her kittens.
Sometimes the kittens were latchkey kittens because their mother
worked late.
One Saturday, the mother cat told the kittens that she would go to the
supermarket to buy some kitten food.
She told them to wait quietly until she came home.
She told them that they must not go outside. She also told them they
should not open the door to anyone.
They waited and waited and waited, but their mother did not come
home. They were very waited. They thought that something bad had
happened to their mother. If something bad had happened, who would
look after them? Who would read them their bedtime story?
(144wrods)

1. English, not Japanese.
2. Given name first,
family name second.

3. No group number!!

4. Incorrect date format. It should be 18 April 2023.

5. EW6

6. Title should be 14pt.
7. Title should be in **bold**.
8. Title should not be all capital letters.
9. Title should be centered.

10. No 5-space indents.

11. No space after "144"
(and the spelling is "words"). It should be (144 words)

12. The font should be Times New Roman.

13. The text should be double-line spaced.

14. The text should be left justified.

15. This **should** be an essay. It is not an essay. It is a list of sentences + a paragraph.

16. The essay is too short. It should be between 150 and 200 words.

Go back to **page 22** to look again at an essay that follows the format rules.

The Essay with the 16 Mistakes - Corrected

Eri Yamada

1249999

1-5

18 April 2024

EW6

A Story about Three Cats

Once upon a time, a mother cat and her three cute kittens lived in the forest in Tottori, because she liked trees. The mother was a single mother. She had to work a lot to support her kittens. Sometimes the kittens were latchkey kittens because their mother worked late.

One Saturday, the mother cat told the kittens that she would go to the supermarket to buy some kitten food. She told them to wait quietly until she came home. She told them that they must not go outside. She also told them they should not open the door to anyone.

They waited and waited and waited, but their mother did not come home. They waited very quietly. They thought that something bad had happened to their mother. If something bad had happened, who would look after them? Who would read them their bedtime story? Finally, the mother cat came home.

(150 words)

Go back to **page 20** (again) to look again at some writing that follows the format rules.

Writing Rubrics – IE2

IE2 - Unit 1 Paragraph 1 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE2 - Unit 1 Essay 1 Writing Rubric (150 words or more)

1. Essay has a main idea (employment/jobs).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay has 3 verb + infinitive structures.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE2 - Unit 2 Paragraph 2 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE2 - Unit 2 Essay 2 Writing Rubric (150 words or more)

1. Essay has a main idea (immigration).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay contains at least 3 compound sentences (but/so).		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Writing Rubrics – IE2

IE2 - Unit 3 Paragraph 3 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE2 - Unit 3 Essay 3 Writing Rubric (150 words or more)

1. Essay has a main idea (sociology/managing life & work).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay has at least 3 modifying nouns (nouns used as adjectives).		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE2 - Unit 4 Paragraph 4 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE2 - Unit 4 Essay 4 Writing Rubric (150 words or more)

1. Essay has a main idea (what makes people laugh).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay contains three when/if clauses.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Writing Rubrics – IE4

IE4 – Unit 5 Paragraph 5 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE4 – Unit 5 Essay 5 Writing Rubric (200 words or more)

1. Essay has a main idea (sports and feelings).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay has 3 prepositions of location.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE4 – Unit 6 Paragraph 6 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE4 – Unit 6 Essay 6 Writing Rubric (200 words or more)

1. Essay has a main idea (opinion essay).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay has 3 infinitives of purpose.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Writing Rubrics – IE4

IE4 – Unit 7 Paragraph 7 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE4 – Unit 7 Essay 7 Writing Rubric (200 words or more)

1. Essay has a main idea (changes in your life).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay has 3 after/after that clauses.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE4 – Unit 8 Paragraph 8 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE4 – Unit 8 Essay 8 Writing Rubric (200 words or more)

1. Essay has a main idea (fear/unreasonable fear/phobias).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay contains at least 3 comparative adjectives.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Writing Rubrics – IE6

IE6 – Unit 1 Paragraph 1 Writing Rubric (80-95 words)

1. Paragraph has a main idea (descriptive paragraph).	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE6 – Unit 1 Essay 1 Writing Rubric (200 words or more)

1. Essay has a main idea (marketing).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay uses present continuous/progressive 3 times.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE6 – Unit 2 Paragraph 2 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE6 – Unit 2 Essay 2 Writing Rubric (200 words or more)

1. Essay has a main idea (business proposal).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay contains 3 examples of future tense with "will".		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Writing Rubrics – IE6

IE6 – Unit 3 Paragraph 3 Writing Rubric (80-95 words)

1. Paragraph has a main idea (culture).	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE6 – Unit 3 Essay 3 Writing Rubric (200 words or more)

1. Essay has a main idea (culture).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. each supporting paragraph contains an example.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE6 – Unit 4 Paragraph 4 Writing Rubric (80-95 words)

1. Paragraph has a main idea (opinion paragraph).	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE6 – Unit 4 Essay 4 Writing Rubric (200 words or more)

1. Essay has a main idea (opinion).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. At least 3 modals are used correctly.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Writing Rubrics – IE8

IE8 – Unit 5 Paragraph 5 Writing Rubric (80-95 words)

1. Paragraph has a main idea.	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE8 – Unit 5 Essay 5 Writing Rubric (250 words or more)

1. Essay has a main idea (family businesses).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay has at least 3 comparative/superlative adjectives.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE8 – Unit 6 Paragraph 6 Writing Rubric (80-95 words)

1. Paragraph has a main idea (describing a process).	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE8 – Unit 6 Essay 6 Writing Rubric (250 words or more)

1. Essay has a main idea (process).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay has 3 infinitives of purpose.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Writing Rubrics – IE8

IE8 – Unit 7 Paragraph 7 Writing Rubric (80-95 words)

1. Paragraph has a main idea (environment).	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE8 – Unit 7 Essay 7 Writing Rubric (250 words or more)

1. Essay has a main idea (opinion/environment).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay contains at least 3 phrasal verbs.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

IE8 – Unit 8 Paragraph 2-8 Writing Rubric (80-95 words)

1. Paragraph has a main idea (explanatory paragraph).	5				0
2. Paragraph has at least three supporting ideas.		3	2	1	0
3. Paragraph uses at least three target words from the unit.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Paragraph is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Paragraph is interesting.	5	4	3	2	1
Total score: ____ /25					

IE8 – Unit 8 Essay 2-8 Writing Rubric (250 words or more)

1. Essay is a frequently asked questions page (FAQ).	5				0
2. Essay has at least three supporting paragraphs.		3	2	1	0
3. Essay contains at least 3 adverbs of manner or degree.		3	2	1	0
4. Spelling, punctuation and capitalization corrected by MS Word.	4				0
5. Essay is formatted correctly (perfect = 5 points).	5	4	3	2	1
6. Essay is interesting.	5	4	3	2	1
Total score: ____ /25					

Can-do List / Achievement Goals – Listening

Level	Can-do	First Year		Second Year		CEFR
		Sem 1	Sem 2	Sem 1	Sem 2	
10	I can understand the speaker's points of view when spoken at a natural speed.					B2
9	I can follow a discussion if the topic is reasonably familiar.					B1
8	I can understand the detailed information on a given topic when spoken at a normal speed.					B1
7	I can take notes on the listening materials.					A2
6	I can understand the main points of discussions around me.					A2
5	I can understand the main points of the listening materials.					A2
4	I can understand simple clear messages on familiar topics when spoken clearly and slowly.					A1
3	I can catch important information on familiar topics when spoken clearly and slowly.					A1
2	I can catch key information necessary for everyday life when spoken clearly and slowly.					A1
1	I can catch a limited number of familiar, everyday words when spoken clearly and slowly.					Pre-A1

Can-do List / Achievement Goals – Speaking

Level	Can-do	First Year		Second Year		CEFR
		Sem 1	Sem 2	Sem 1	Sem 2	
10	I can persuade people of my opinions through logical and critical thinking.					B2
9	I can confidently give an opinion and support it with reasons.					B1
8	I can exchange opinions in detail about a given topic.					B1
7	I can exchange detailed information about familiar topics.					A2
6	I can give an opinion, with supporting reasons.					A2
5	I can ask about and give the opinions on a given topic.					A2
4	I can exchange simple opinions about very familiar topics.					A1
3	I can explain my preferences using simple sentences.					A1
2	I can convey basic information about myself.					A1
1	I can produce a limited number of everyday words.					Pre-A1

Can-do List / Achievement Goals – Reading

Level	Can-do	First Year		Second Year		CEFR
		Sem 1	Sem 2	Sem 1	Sem 2	
10	I can scan through complex text and identify key points while adapting my reading speed.					B2
9	I can extract necessary information and points of arguments from articles in the textbook.					B1
8	I can understand the main points of the reading materials on a topic of common interest.					B1
7	I can understand the plot of long narratives written in plain English for extensive reading.					A2
6	I can understand short, simple texts containing the highest frequency vocabulary.					A2
5	I can understand the main points of the reading materials to obtain the information I need.					A2
4	I can read an easier book for extensive reading without a dictionary.					A1
3	I can understand a simple passage on familiar topics.					A1
2	I can read and understand simple sentences with basic vocabulary.					A1
1	I can read a limited number of basic words.					Pre-A1

Can-do List / Achievement Goals – Writing

Level	Can-do	First Year		Second Year		CEFR
		Sem 1	Sem 2	Sem 1	Sem 2	
10	I can write coherent essays, using a wide range of vocabulary and complex sentences.					B2
9	I can write my thoughts and opinions and give detailed, supporting reasons on given topics.					B1
8	I can write 150-word essays on a given topic from the textbook.					B1
7	I can write emails and notes of immediate relevance.					A2
6	I can write structured 80-word paragraphs on a given topic from the textbook.					A2
5	I can write my thoughts and opinions briefly about familiar topics using complex sentences.					A2
4	I can write texts in simple English, using basic vocabulary and simple and complex sentences.					A1
3	I can write a series of sentences about familiar topics using simple sentences.					A1
2	I can write short phrases and sentences giving basic information about myself.					A1
1	I can write very basic words, but cannot write a (longer) simple sentence.					Pre-A1

Classroom English - Some Japanese Translations

1. When you want to speak in Japanese.

日本語を使いたいときは

What do you say when you have a question, but you can't ask it in English?

質問があるけれど、英語で言えないときは？

May I ask a question in Japanese?

日本語で質問してもいいですか？

What do you say when you want to say something in Japanese?

日本語で話したいときは？

May I speak in Japanese?

日本語で話してもよいですか？

What do you say when you don't know how to say something you want to say?

言いたいときが英語でどう言ったらよいかわからないときは？

How do you say 日本語 in English?

〇〇は英語でどのように言いますか？

What do you say when you want to know how to say an English word in Japanese?

英語の単語を日本語ではどう言うか知りたいときは？

How do you say 英語 in Japanese?

〇〇は日本語ではどのように言いますか？

What do you say when you want someone to explain something in Japanese?

日本語で説明してほしいときは？

Could you explain it in Japanese, please?

日本語で説明していただけませんか？

What do you say when you want to check the Japanese translation of an English word?

英単語の意味を日本語で確認したいときは？

In Japanese, would you say 日本語?

それは日本語では〇〇になりますか？

What do you say when you want to translate an English word into Japanese for someone?

英単語の日本語の意味を誰かに教えたいときは？

In Japanese, you would say 日本語.

それは日本語では〇〇になります。

2. What do you say when you don't understand the instructions, and don't know what to do?

指示がわからなくて何をすればよいかわからないときは？

I don't understand the instructions.

指示がわかりません。

I'm not sure what to do.

何をすればよいかわかりません。

I don't know what we are supposed to do.

何をしなければいけないかわかりません。

What do you say when you don't understand an explanation?

説明がわからないときは？

Could you explain it again, please?

もう一度説明していただけませんか？

I didn't understand the explanation, could you please help me?

説明がわかりませんでした。教えていただけませんか？

What do you say when you want to ask for help?

手伝ってほしいときは？

Could you please help me with _____?

〇〇について手伝って（教えて）くれませんか？

3. What do you say when you don't have a partner or group, and you want to join someone?

会話に加わりたいときは？

May I join you?

仲間に入れてくれませんか？

What do you say when you see someone without a partner/group and you want to invite him/her to join you?

会話に誘いたいときは？

Would you like to join me/us?

私/私たちに加わりませんか？

4. What do you say when someone is speaking too quickly, and you can't understand?

相手の話が速すぎてわからないときは？

Please speak more slowly.

もう少しゆっくり話してください。

What do you say when you understand everything but one or two words of what someone has said?

相手の言ったことのうち、わからない単語があったときは？

What does _____ mean?

〇〇はどういう意味ですか？

What do you say when you understand part, but not all of what someone has said?

部分的に聞き取れないところがあったときは？

I didn't catch the first/middle/last part.

(初めの) (途中の) (終わりの) ところがわかりませんでした。

I didn't catch the part about...

〇〇についてのところがわかりませんでした。

What do you say when you don't understand at all what someone said?

相手が何を言っているかわからないときは？

I'm sorry, I didn't understand you.

すみませんが、あなたの言ったことがわかりませんでした。

What do you say when you think you might understand what someone said, but you want to hear it again, or when you didn't hear what someone said?

相手が言ったことをもう一度聞いて確認したいときや聞こえなくて聞きなおしたいときは？

Can you say that once more, please?

もう一度言っていただけませんか？

Can you repeat that, please?

もう一度言っていただけませんか？

Pardon?

もう一度言ってください。

What do you say when you think having something written down will help you understand?

書いてもらえるとわかりやすいと感じたときは？

Could you write it for me please?

書いていただけませんか？

5. What do you say when someone asks, "Do you have any questions"?

「質問がありますか」と聞かれたときは？

Yes (I have a question). I'm not quite sure about _____.

はい。（しつもんがあります。）〇〇のところがよくわかりません。

Yes, could you help me with _____?

はい。〇〇のところをを教えてくださいませんか。

No, thank you. I pretty much understand everything.

いいえ。だいたい全部わかります。

No, I don't have any questions right now.

いいえ。今のところ質問はありません。

What do you say when someone asks, "Do you understand?"

「わかりますか？」と聞かれたときは？

Yes, I understand perfectly.

はい。全てわかります。

Yes, (I understand) pretty much.

だいたいわかります。（すべてわかるわけではないけれど、十分理解できます。

No, I don't quite understand.

いいえ。あまりよくわかりません。（何となくわかるけれど、できれば〇〇のところをもう少し説明してください。

Can you help me with _____?

〇〇のところをを教えてくださいませんか？

I don't get it at all.

まったくわかりません。

6. What do you say when someone asks you a question and you understand the question, but...?

質問の意味はわかるけど、でもちょっと・・・というときは？

What do you say when you understand the question, but you don't know the answer?

質問の意味はわかるけど、答えが分からないときは？

I don't know the answer.

答えがわかりません。

I understand the question, but I don't know the answer.

質問の意味はわかりますが、答えがわかりません。

What do you say when you understand the question, but you can't think of an answer?

質問の意味はわかるけど、答えが思い浮かびません。

I can't think of an answer right now.

今すぐ思い浮かびません。

I understand, but I can't think of an answer.

質問の意味はわかりましたが、答えが思い浮かびません。

What do you say when you understand the question, but you need some thinking time?

考える時間がほしいときは？

I need a little time to think.

少し考えさせてください。

Just a moment, please.

少し待ってください。

Can you come back to me?

また後で聞いてもらえませんか？

What do you say when you know the answer, but you can't answer in English?

答えがわかりますけど、英語で答えられないときは？

I understand, but I can't answer in English.

答えはわかりますが、英語で答えられません。

7. What do you say when you want to get someone's attention?

誰かに気付いてほしいときは？

Excuse me, (name).

すみません、(〇〇さん)。

What do you say when you want to ask a question?

質問があるときは？

I have a question. / May I ask you a question?

質問があります。 / 質問してもいいですか？

What do you say when you want to know the spelling of a word?

単語の綴りを教えてほしいときは？

How do you spell _____?

〇〇はどう綴りますか？

What do you say when you want to know the pronunciation of a word?

単語の発音を教えてほしいときは？

How do you pronounce / say this word?

この単語はどう発音するのですか？

What do you say when you want to know how two similar words are different?

2つの似た単語の意味の違いを知りたいときは？

What's the difference between _____ and _____?

〇〇とxxの違いは何ですか？

What do you say when you want to know the meaning of a word?

単語の意味を知りたいときは？

What does _____ mean?

〇〇はどういう意味ですか？

What do you say when you need more copies of a class handout?

プリントが足りないときは？

I need (one/two) more handout(s).

プリントをもう(1・2)枚ください。

What do you say when you have more handouts than you need?

プリントが余ったときは？

I have (an/some) extra handout(s).

プリントが(1枚・いくつか)余りました。

What do you say when you want to borrow something from someone?

何かを借りたいときは？

May I borrow a/an/your _____ please?

〇〇を借りしていただけますか？

8. What do you say when you come to class late?

遅刻したときは？

Sorry, I'm late.

遅れてすみません。

What do you say if you must leave class early?

早退しなければならないときは？

I'm sorry, but I have to leave early today because _____.

すみませんが、今日は早退しなければいけません。理由は○○です。

What do you say if you need to go to the restroom?

トイレに行きたいときは？

May I go to the restroom?

トイレに行ってもいいですか？

What do you say when you are feeling ill and want to leave the classroom?

気分が悪くて教室を出たいときは？

I'm not feeling well. May I leave the classroom?

気分が悪いのですが、帰ってもいいですか？

What do you say when you are feeling sleepy, and you can't wake up?

眠くてどうしても起きていられないときは？

I'm sorry, but I'm very sleepy. May I leave for a few minutes?

申し訳ないのですが、眠くてしかたないのです。しばらく外へ出てもいいですか？

What do you say when you have forgotten something, and you want to go get it?

何か忘れ物をして取りにいきたいときは？

I forgot my _____. May I go get it from _____?

○○を忘れました。xxにとりに行っていいですか？



The Intensive English Program

March 2025 / 2026

You Did It !!!!



Congratulations

Well done ☺

Good luck

We'll miss you.