

# **Syntactic and Semantic Information in Composition**

## **Written by Japanese L2 Learners of English**

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This study is aimed at examining syntactic and semantic information in composition written by Japanese L2 learners of English so that we can give some accounts of process of L2 learners' sentence production. Syntactic information was analyzed by using the idea of syntactic frames, and semantic information was analyzed from the viewpoint of argument structure. The findings indicate that the learners seem to exploit not only syntactic information but also semantic information which each verb carries during their sentence production. However, there are several non-canonical expressions that cannot be explained from the perspective of syntactic frames or argument structure; it is likely that the learners are affected by characteristics of their L1.

### **1. Introduction**

Recently, numerous attempts have been made to explore how children acquire their language. However, there is little agreement as to what kind of clues children use when they understand and produce sentences. For example, on the one hand, Naigles and Hoff-Ginsberg (1995:827) claims that children acquire L1 verb meanings by attending to syntactic frames in which verbs are presented in their early stages. On the other hand, Pinker (1989:360) proposes that children analyze syntactic information in their parental utterances by using semantic information.

With these points in mind, we examined utterances of Japanese L2 learners of English (junior high school students) in terms of their syntactic frames. (Ueda, Miyasaka, and Yamazaki 1999) According to the quantitative analysis of the data, it is revealed that the sentences written by the L2 Japanese learners (i.e. their output) have almost the same kinds of syntactic frames as their textbooks (i.e. their input) have. It indicates that the learners attend to syntactic information of their input while they produce sentences. The findings, however, reveal that there are still deviant uses of syntactic frames in the learners' output; the learners can make sentences with syntactic frames which they have never encountered as input. This

drives us to the question what L2 learners tend to use as a clue while they produce unacceptable sentences. In order to solve the question, it may be essential for us to make a qualitative analysis on the unacceptable sentences found in the learners' output.

Accordingly, Yamazaki (2002) examined deviant uses of syntactic frames found in another data set: essays written by Japanese high school learners of English. The analysis was made sentence by sentence with focusing on deciding whether each deviation is due to the learners' misuse of a certain verb or their misuse of other grammatical factors, such as misplacement of adverbials. Then the cases with errors related to verb use were closely examined to show some common features among such kinds of erroneous expressions. It is demonstrated that the learners seem to attend to semantic information as well as syntactic information which each verb bears in such cases.

The purpose of this study is to probe the realization of both syntactic and semantic information in essays written by Japanese high school learners of English, and then explore the learners' strategies of sentence production. First of all, the analysis of syntactic information was carried on the basis of the framework used in Ueda, Oya, Yamazaki and Miyasaka (2002). Next, the semantic information was analyzed from the perspective of argument structure. Finally, we focus on unacceptable sentences so that we can find unique features of L2 learners' sentences.

## **2. Research questions**

Based on the arguments above, the two research questions were posed:

- 1) Are there any cases in which the L2 learners follow canonical argument structures (i.e. semantic information) of each verb while they break syntactic rules? If there is such a case, with which verbs does the case happen?
- 2) Are there any cases in which the L2 learners deviate canonical argument structure? If there is such a case, with which verbs does the case happen?

## **3. Method**

### **3.1 Data collection**

The participants of this study were thirty-eight third year high school students in Japan. Each student was asked to write two essays at home; one is titled as "My memories in high school days," the other is titled as "A letter written by myself in ten years." They were allowed to refer to any kind of educational materials, such as dictionaries, textbooks, and so on. As WordSmith Tools (Ver.

2.0) computed, the data consisted of 6,753 words, the type/ token ration is 16.85, and the mean sentence length is 8.67.

### 3.2 Procedure

#### 3.2.1 Analysis of syntactic frames

We picked up eleven verbs: *come, give, go, like, listen, run, see, take, think, and want*. They were chosen so that we can compare the results across the previous studies mentioned above. Sentences containing the eleven verbs were parsed into syntactic frames according to a methodology which the author developed on the basis of Naigles and Hoff-Ginsberg's (1995) classification, Ueda, Miyasaka, and Yamazaki's (1999) classification, and Yamazaki's (2002) classification. Table 1 shows the new version of classification.

Table 1 Syntactic frames and examples

Syntactic frames	Sample sentences
Verb final	
#	I am just looking.
Noun phrase (NP) immediately follows the verb	
NP	We saw a very old tree.
NP P	He put it on.
NP PP	She gave everything to poor people.
NP P PP	
NP Adv	Have you seen the people yet?
NP NP	My uncle gave me a birthday present.
NP P AdvP	
NP Adj	You have to clean the room right away.
Particle (P) immediately follows the verb	
P	He ran away.
P NP	People looked for the shrine.
P Adv	Elliot fell down, too.
Prepositional phrase (PP) immediately follows the verb	
PP	She goes to high school.
PP PP	Jane is going to Hakane by car.

PP Adv	You are going to the Tokyo Disneyland tomorrow.
Sentence (S) follows the verb	
S	Do you know it 's summer in Australia?
conj S	It opens when it rains.
Complementizer (COMP) immediately follows the verb	
COMP (that)	I know that it is dangerous.
COMP (what)	I don't know what I can do for you.
COMP (why)	I don't know why she is leaving now.
TO	I want to go to the zoo.
Adv	The girl never moved again.
Adj	Andy looks happy.
Gerund (G)	I like listening to radio.
Present participle (ING)	I am going there.
Imperative (IM)	Please give me good advice.
Auxiliary (AUX)	I am going to have a baby.
Insertion (INS)	Who do you think laughed at me the n?

### 3.2.2 Analysis of argument structures

Each sentence containing the target verbs mentioned above was analyzed in terms of its argument structure. The analysis was made according to the classification of thematic roles that the author devised on the basis of the classification of Frawley (1992). Table 2 indicates the classification, definition, and examples.

Table 2 Definition and examples of thematic roles

Thematic role		Definition/ Examples
Agent	A	Deliberate, potent, active instigator of the predicate, the primary, involved doer: Human, volition, will, intentionality, and responsibility./ Tommy drove the car., Bill floated down the river.
Author	Au	The primary executor of an act, not the direct cause of the act/ The canoe floated down the river.
Instrument	I	If an argument is the means by which a predicate is carried out, it has the thematic role instrument./ Ellen cut the salami with the knife., Bob succeeded through his father's influence.

Patient	Pa	If an argument undergoes, is changed by, or is directly affected by a predicate, it is a patient/ The boy broke the glass., John burned the book., John picked up the book.(affected)
Experiencer	E	If a predicate affects the internal state or constitution of an argument, then the argument has the thematic role experiencer. / Buddy smelled the flowers. (Only when Buddy does nothing volitionally, but experience the event.)
Benefactive	B	Benefactives are those that derive actions or entities from the actions of another. / Mary bought lunch for Bob.
Theme	T	The theme is much like the patient in that each undergoes an act, but the theme is unchanged/ Bill loaded the paper onto the cart. cf) Bob ripped apart the paper.(Patient)
Source	S	The origin of a predication/ I received a letter from Mr. Smith.
Goal	G	The destination of a predicate/ My wife went to England last summer.
Locative	L	The spatial position of the predicate/ The cloud floated in the sky., I sat behind Sally.
Reason	R	The prior conditions of a predication/ I ran for fear.
Purpose	Pu	The result or consequence of a predicate/ I went to the doctor for a checkup.
Time	Tm	Temporal position of the predicate/ The door opened this morning.
Path	Pt	The trajectory of the theme/ I went along the river./ I went by the river.
Manner	M	The way in which the event is realized/ I am writing my thesis in a haste.
Comitative	C	Something or someone that accompany the agent of the predicate/ I went to London with my niece.

#### 4. Results

##### 4.1 Case 1: Learners' uses that are semantically acceptable, but syntactically unacceptable

The analysis indicates that while the learners made syntactic errors, they followed canonical argument structures with the verbs such as *COME*, *GO*, *LOOK*, and *WANT*. Some sentences with the first three verbs were syntactically unacceptable because of their lack of preposition:

- COME*                      No.10 (Be sure to *come* my house./ NP\*/ [(A)\_G])
- GO*                              No.3 (... wanted to *go* the class reunion today,  
/NP\*,ADV/ [(A)\_G,Tm])  
No.15 (I want to *go* Kyoto./ NP\*/ [(A)\_G])  
No. 20 (I'll *go* back my parental home next year./  
P,NP\*,ADV/ [A\_G,Tm])
- LOOK*                        No. 1 (We grew up with *look* the dance./ [NP\*/ (A)\_T])

Some sentences with the verb *WANT*, on the other hand, were syntactically unacceptable due to their redundancy of preposition:

*WANT*                      No.17 (I *want* to the story of marriage./ PP\*/[ A\_T])  
                                    No.27 (I *wanted* to the dance./ PP\*/ [A\_T])

#### 4.2 Case 2: Learners' uses that are semantically unacceptable

The learners produced sentences which were not acceptable for lack of some arguments with the verb *GIVE*:

*GIVE*                      No.1 (Please *give* me./ NP/ [(A)\_B])  
                                    No. 4 (I couldn't *give* it none the less because .../ NP, ADVP, conj  
S/ [A\_T])  
                                    No.6 (...when I *give* some milk./ NP/ [A\_T])  
                                    No.7 (you must...*give* foods./ NP/ [A\_T])

#### 4.3 Case 3: Unacceptable sentences with other types of errors

Among the learners' essays, unacceptable sentences with other types of errors were found. First, they committed errors in noun phrases as follows:

*RUN*                      No.1 (I *run* for graduation trip a committee a second year./  
PP,NP\*,NP\*/ G,Tm))  
*TAKE*                      No.4 (Few we *take* a trip overseas once in one even if we are./  
NP,ADV,ADVP\*/ [A\_T,G ])  
                                    No.17(I was *took* a public official an examination,.../ NP\*/  
[A\_T,Pu])

In addition, the following errors, which were irrelevant to the main subject of this paper, were found in the essays:

*SEE*                      No.10 (It could *see* below silent lake./ PP\*/ [???)  
                                    No.24 (I shall never forget *seeing* stars in the night-watching./  
NP,PP\*/ [(A)\_T, L\* ])

#### 4.4 Case 4: Acceptable uses

The learners made no errors with the three verbs *LIKE*, *LISTEN*, and *THINK* in this study.

## 5. Discussion

Now we shall discuss the findings by considering the answers to each research question. On the research question 1, the results indicate that the Japanese learners follow canonical argument structure of each verb while they break syntactic rules. Concerning *COME*, *GO*, and *LOOK*, the learners place “Goal(*come*)”, “Goal(*go*)”, and “Theme”(look) immediately after each verb while they fail to place a preposition after each verb. Concerning *WANT*, on the contrary, they place a word that can be regarded as “Theme” while they use preposition “to”, which is not necessary. Thus it seems reasonable to suppose that the learners do not pay attention to syntactic frames that each verb requires but exploit argument structure of verbs as a clue to sentence production with certain verbs. In addition, we reckon that the errors concerning the verb *WANT* can be attributed to the assumption that the learners might memorize the verb as a chunk, *WANT TO*, although we do not have enough evidence to prove the assumption. It calls for further consideration on the issue of “chunk” because such errors are found in the Japanese learners’ output very frequently.

Then let us consider the answer to the research question 2. The learners deviate canonical argument structure when they produce sentences with the verb *GIVE*: they are likely to produce sentences without “Benefactive”, which are unfavorable in English. Accordingly, the learners do not necessarily stick to rules on argument structures which every verb carries although further investigation on the learners’ uses of other verbs (e.g. double object verbs) should be provided so as to generalize this claim.

Finally, we shall look into the learners’ deviant uses which are not relevant to the research questions of this study. The Japanese learners incline to place adverbials in inappropriate positions as follows: I want you always to be my friend (*WANT* No.18) There might be an effect of their L1, Japanese language, because Japanese has little constraint on word order.

## 6. Conclusion

Throughout this study, we have considered the Japanese learners’ process of sentence production by concentrating on the analysis of syntactic frames and argument structure. The findings reveal that the Japanese L2 learners seem to exploit not only syntactic information but also semantic information which each verb contains. However, we are not competent to discuss which information the learners tend to pay more attention to when they make sentences with a certain verb

because the number of verbs we dealt with in this study is quite limited. We can say that an inquiry into the correspondence of the necessary type of information and a verb will give a fuller account of learners' process of sentence production on the ground that such an inquiry will enable us to speculate as to why L2 learners are likely to decide to rely on either syntactic information or semantic information during sentence production. There is room for further investigation on this matter.

Besides, the analysis demonstrates that there might be an effect of L1 on sentence production with regard to the erroneous sentences with the verb *GIVE* and the misplacement of adverbials although this assumption is pure conjecture for the moment. The assumption should be verified by applying additional data collection methods such as questionnaires, which detect learners' intention.

Finally, we should also examine larger size of data by taking developmental aspects of learners into consideration in order to illuminate their process of sentence production.

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Appendix The results of Concordancer and data coding

N		Target		Syntactic	Semantic
COME					
1	ctice was very hard, but at last, my dream has	come	true. 21. I had been a member of handb	ADJ	Au_G
2	times. Be sure to come my house, when you	come	to Hokkaido. We'll be waiting to here fro	PP	A_G
3	ng. I wish you a lot of happiness in the years to	come	. I'm very sorry for my long silence. You	(TO)	(Au)_
4	ish you and us a bt of happiness in the years to	come	. From *** 11.Dea	(TO)	(Au)_
5	dog, and live in happiness every day. Please	come	for play two my house by all means now.	(IM)PP*,PP,PP,ADV	(A)_Pu,G,Tm
6	ow I feel the occupation is good fun. Because I	come	up with idea cooks, a regular customers	P,NP,NP*	Au_T
7	s raised in the yard of its own house. Doesn't it	come	for play to inside shortly? Let's also car	PP*,PP*,ADV	A_Pu,G,Tm
8	he band formed with my friends. My dream has	come	true because I had been thinking I want	ADJ	Au_G
9	25.I will be twenty-seven on my	come	back now from workplace. My	P,ADV,PP	A_Tm,S

	next birthday. I		occupati		
10	tell about the old days at that times. Be sure to	come	my house, when you come to Hokkaido	(IM,TO)NP*	A_G
11	tober of this year. when I but a thing, which it	comes	to pay by my card or cellular phone alt	(R)PP*,PP	???
12	d I meet you in large numbers again. The day	comes	, and we can play tennis when we we	#	Au
13	uki" in the school sports day this year. We	came	to school early in the morning at 7:00	PP	A_G,Tm
14	nd a dental hygienist. We, three people, will visit you	coming	long vacation. Please look forward to seein	(ADJ)	-
15	you been manma? I'm planning to go to Hawaii this	coming	vacation with manma. How nice it would be i	(ADJ)	-
GO					
1	memories. 16.I get up at six every morning and	go	to school. what I hate is to wake up early in t	PP	A_G
2	ks. How have you been manma? I'm planning to	go	to Hawaii this coming vacation with manma.	(TO)PP,NP*,PP	(A)_G,Tm,C
3	no see! How have you been? I really wanted to	go	the class reunion today, but I couldn't rest m	(TO)NP*,A DV	(A)_G,Tm
4	. We have been best friends since then. 35.I	go	to this school for six years. My best memori	PP,PP	A_G
5	which is	go	for a walk of the	PP,PP,ADV	(A_Pu,C,Tm

	close to the sea. It goes to the sea to		dog with the child every day.		
6	ears pierced as much. I showed a reluctance to	go	to college, so then, I entered a industrial sch	(TO)PP	(A)_G
7	al. Because it was time that I felt happy I could	go	to this school. And I'm proud of Musashino J	PP	A_G
8	But my husband works in Tokyo, so I sometimes	go	to Tokyo with my children. I'd like to meet y	PP,PP	A_G,C
9	ting whit letter during lunchtime. Well, I have to	go	now. See you and good luck! From *** 9	ADV	A_
10	seeing her. And I want to meet you. I want to	go	back my parental home. I want to eat your	(TO)P,NP	(A)_G
11	A child will be left in my parents today, and it will	go	for a dinner with the husband. Parents love	PP,PP	A_Pu
12	So pattissiere is my calling. Some day I want to	go	to Paris, and learn about confectionery.	(TO)PP	A_G
13	I will take a souvenir from Tokyo Disneyland, who	go	to this with my family. 34.Dear My Friend	(??)PP,PP	A_G,C
14	with the large from and straight road. I want to	go	in Hokkaido again. 27.We danced Kojo no	(TO)PP*,ADV	(A)_L
15	ll travel with him if I can take vacation. I want to	go	Kyoto. Next I am interested in now are havi	(TO)NP*	(A)_G
16	me to get	go	in England. I'm	(TO)PP*	(A)_L

	marry? By the way, I'm supposed to		supposed to meet my friend.		
17	happening every day. The best of memories is	go	on a school excursion to Hokkaido when I wa	(G)PP,PP,conjS	A_Pu,G
18	ood character. 25.I like this high school that I	go	to it. Because I met wonderful friends. I am	(RO)PP	A_G
19	ce in one even if we are. This year, it intends to	go	to the Bari island. It is very pleasant. I goe	(TO)PP	A_G
20	parental home. I want to eat your cooking. I'll	go	back my parental home next year. I write a le	P,NP,ADV	A_G,Tm
21	to like my parents' thing very much too. I will	go	to the Hawaii with the family in the next cons	PP,PP	A_G,C,Tm
22	. to 5:00 p.m. on weekdays. After work, I often	go	to eating with my boy friend. We are going to	PP*,PP	A_Pu,C
23	ith manma. How nice it would be if manma could	go	with us . I'm terribly sorry. I didn't mean to	PP	A_C
24	ve in the wonderful house which is close to the sea. It	goes	to the sea to go for a walk of the dog with the chil	PP,PP,PP	A_G
25	o get along with it. But it is challenging. My daughter	goes	to nursery school now. It is too much trouble to	PP,ADV	A_G
26	intends to go to the Bari island. It is very pleasant. I	goes	to the live of "The Yellow Monkey" still, too, with t	PP,ADV*	A_G

27	ght years old now. Pretty and pretty already. It often	goes	to the zoo by the family. Probably, he likes ele	PP,PP*	A_G,C?
28	u did your best." after the athletic festival. 28.We	went	to Hokkaido on a school excursion. I had man	PP,PP	A_G,Pu
29	hen I went our entrance ceremony. But the more I	went	to school, the more I like high school. I was s	PP	A_G
30	st on my high school days is school excursion. We	went	to Hokkaido on a school excursion. I though	PP,PP	A_G,Pu
31	you again. 33.Dear Mama How are you mama? I	went	to Tokyo Disneyland with my husband and da	PP,PP	A_G,C
32	oexist home and business. I married last year. We	went	to London and Paris for our honeymoon. An	PP,PP	A_G,Pu
33	are two things I deeply impressed. One is that we	went	to the Mihoro Pass. It could see below silent I	PP	A_G
34	best school days memory was school excursion. I	went	to Hokkaido. I got on the ship and watch bir	PP	A_G
35	ories. 11.I felt uneasy about new school life when I	went	our entrance ceremony. But the more I went	NP*	A_G
36	p made	went	out Memanbetsu	ADV*,NP*	A_L

	the trip from Siretoko to Sapporo. When we		airport, we breathed fresh a		
37	. I was very happy when passed this school. 12.I	went	to Hokkaido on a graduation trip. I run for grad	PP,PP	A_G,Pu
38	ix years. I had written a words too. And I voluntarily	went	to the home for the aged. I am very very hap	PP	A_G
39	ing to travel Italy this summer vacation! I have	gone	in for listening to classical music. Schub	P,PP,	A_Pu
40	finger now. No one can foretell my destiny. I am	going	to quit the job when I get married. He is at	(AUX)	-
41	practice was very hard, it was very pleasant. I'm	going	to play basketball also at a university. 30.	(AUX)	-
42	rk, I often go to eating with my boy friend. We are	going	to travel Italy this summer vacation! I have	(AUX)	-
43	d very strength power of the police woman. I am	going	to have a baby is nearly. What do YOU life!	(AUX)	-
44	ause we often talk on the telephone. Is your work	going	on well? I am very busy, but leading a full	(ING)P,ADV	Au_
RUN					
1	ool. 12.I went to Hokkaido on a graduation trip. I	run	for graduation trip a committee a second yea	PP,NP*,NP*	A_G,Tm
2	ance succeed, I didn't stop	ran	down my face! We were impressed	P,NP	T_Pt

	my tears. Tears of joy		with the		
GIVE					
1	ies. All the meal ticket had been sold at once. "Please	give	me" said many small children who hadn't the ticket.	(IM)NP	(A)_B
2	ly give Japanese food for children. But there are limits to	give	Japanese food for children. So I am exerting oneself	(TO)NP,PP*	(A)_T,B
3	o play. Children are hungry for food in Vietnam. I easily	give	Japanese food for children. But there are limits to g	NP,PP*	A_T,B
4	aid many small children who hadn't the ticket. I couldn't	give	it none the less because the candies were remaining	NP,ADVP,conjS	A_T
5	the best memory on the school life. I learned that never	give	up your hope whatever may happen. 18.It is an athl	(???)P,NP,conjS	A_T
6	ntly Yoshio prattles "mamma mamma" with smile when I	give	some milk. My baby is so cute but I suffer from ba	NP	A_T
7	have a dog and you know that you must take a walk and	give	foods. In fact, dogs are living thing, that is very very	NP	A_T
8	nts were retire. In addition, our teacher took holidays for	give	birth to a baby. It is hard to club activity, when I wa	(G)*NP,PP	(A)_T,B
9	baby's heat	give	me good advise,	(IM)NP,NP	(A)_B,T

	rash on the neck. What should I do? Please		mommy. My happiness life like th		
10	with the wonderful man, and met, and a wedding was	given	to it in the Hawaii at the time of 20 years old at	(PA)PP,PP,PP	T_B,L,Tm
TAKE					
1	to bring up. Thank you for bearing and bringing up me.	Take	good care of yourself. I wish you and us a lot of	(IM)NP,PP	(A)_T,G
2	easy about my future. Though I don't teach now, she	take	like counseling. I don't know how to thank you. I	PP	A_T
3	once a long time ago. I open small private ----- I plan to	take	out the best work of the work drawn until now. I	(TO)P,NP	(A)_T
4	mush. My hobby in now is overseas traveling. Few we	take	a trip overseas once in one even if we are. This	NP,ADV,ADVP*	A_T,G
5	job: stewardess. I'm looking forward to meet everyone.	Take	care of yourself. Good bye. From*** 35.I a	(IM)NP,PP	(A)_T,G
6	dog with the child every day. My present hobby is to	take	a picture. SO, it always takes a picture of the cut	(TO)NP	(A)_T
7	ore precious than my time. And my time is freedom. I	take	much interest in music and Fukushi. I play the	NP,PP	Au_T,L
8	k you very	take	a souvenir from	NP,PP	A_T,L

	much you were delivered of me. P.S. I will		Tokyo Disneyland, who go to this		
9	my goal for three years, and it was then that I began to	take	an interest in English. So I was making effort in	(TO)NP,PP	Au_T,L
10	cher. But these days I have got used to my job and I	take	pride in it. I married. My husband is a doctor. H	NP,PP	Au_T,L
11	ut the best work of the work drawn until now. I plan to	take	out not only oil painting but design drawing. The	(TO)P,NP	A_T
12	riend who is as old as me. I will travel with him if I can	take	vacation. I want to go Kyoto. Next I am intereste	NP	A_T
13	were eager to have a dog and you know that you must	take	a walk and give foods. In fact, dogs are living thin	NP	A_T
14	My present hobby is to take a picture. SO, it always	takes	a picture of the cute smile of two children in the	NP.PP	A_T,L
15	ental hygienist. I've been away of this job for a while, it	takes	a time to get along with it. But it is challenging	NP,TO	_Tm
16	in 30 minutes by train. That's pretty close, because it	takes	everyone else over an hour to commute. Here's	NP,NP,TO	_E,Tm
17	ery busy everyday. I was finishing a college later, I was	took	a public official an examination, become a police	NP*	A_T,Pu
18	e of third students	took	holidays for give	NP,PP*	A_T,Pu

	were retire. In addition, our teacher		birth to a baby. It is hard to club		
19	orry. I was not able to write a letter, because I was busy	taking	care of twins my children. They both are full of	(ING)NP,PP*	(A)_T,G
LIKE					
1	lease give me good advise, mommy. My happiness life	like	this is by grace of my family. I cannot possibly put	-	-
2	" and "Roman Holiday". I cant's stand horror movies. I	like	foreign movies rather than domestic ones. I have a p	NP,PP	E_T
3	sy about my future. Though I don't teach now, she take	like	counseling. I don't know how to thank you. I am ver	-	-
4	hool, a field day, a school festival, a school excursion. I	like	my school very much. I hope that this memories of	NP,ADVP,conjS	E_T
5	ildren are playing in the garden. Among other things they	like	curry and rice and curry and rice is one of my favori	NP	E_T
6	s a baby. 10.Dear my mother, How is everyone? I felt	like	fight with my son and daughter every day. But their	-	-
7	friend Hello. How are you? I'm fine. I live in Hokkaido. I	like	Hokkaido very much. Because the clean air is a go	NP,ADVP,conjS	E_T
8	much interest in music and Fukushi. I	like	listening to the music. I had been	G	E_T

	play the guitar. I		the composition		
9	ol. what I hate is to wake up early in the morning. But I	like	school. Culture festival is the best memory on the s	NP	E_T
10	have a pet dog at home. Its name is Chiro. Our dog is	like	a member of the family. Chiro a Shiba breed and is f	-	-
11	ght is 185 centimeters and is very handsome. He looks	like	movie actor. He is a very kind person. I love him v	-	-
12	them and I. And we know each good character. 25.I	like	this high school that I go to it. Because I met wonde	NP	E_T
13	or rented videos. My favorite movies are love story type	like	Pretty Woman and "Roman Holiday". I cant's stan	-	-
14	sband. Parents love a child much too. Children seem to	like	my parents' thing very much too. It will go to the H	(TO)NP,ADVP	(E)_T
15	d. 19.I had six years of Musashino Joshigakuin. And I	like	not so much a school life as an off-campus school I	ADVP,NP,PP	E_T
16	s, I haven't changed. Perhaps it primary in my nature. I	like	my nature to change since ten years ago. 4. Hello.	NP,PP	E_T,Tm
17	at a restaurant as a pattissiere. I am proud of my job. I	like	to make a cake. So pattissiere is my calling. Some	TO	E_

18	ssed with the to succeed the dance. 34.Three years fly	like	an arrow. There were many things happening every	-	-
19	ce ceremony. But the more I went to school, the more I	like	high school. I was surprised at what our school is b	NP	E_T
20	o to Tokyo with my children. I'd like to meet you and I'd	like	to tell about the old days at that times. Be sure to c	TO	E_
21	okyo, so I sometimes go to Tokyo with my children. I'd	like	to meet you and I'd like to tell about the old days at t	TO	E_
22	er of one age daughter. I want to become brilliant mother	like	mama. Mama, I am sorry, I am always making a n	-	-
23	k. My daughter is one age yet, who has shown interest	like	every thing. I felt mother for my to became mother	-	-
24	t of then goes to the zoo by the family. Probably, he	likes	elephant. My husband is doctor. His height is 1	NP	E_T
25	my dance because I didn't fail and danced as I	liked	. Thought I thought that it was hard for me	#	E_
26	Recently I started aerobics dancing. I've always	liked	to be active. Aerobics dancing is a lot of	TO	E_
27	So I helped his store. we sell the	liked	drawing a picture since a long time	G,PP	E_Tm

	work of art. I		ago.		
LISTEN					
1	s music. Vietnam's children love his music, too. Now	listen	here! From *** 20.Congratulations on your	(IM)L	(A)_L
2	ng to travel Italy this summer vacation! I have gone in for	listening	to classical music. Schubert and Chopin are	(G)P,NP	(A)_T
3	d in now are having piano lessons, and watching movies,	listening	to music, and reading books. Nothing has cha	(G)P,NP	(A)_L
4	h interest in music and Fukushi. I play the guitar. I like	listening	to the music. I had been the composition for si	(G)P,NP	(A)_L
LOOK					
1	in school built up tradition this dance. We grew up with	look	the dance. Practive of the dance was very hard.	(G)*NP	(A)_T
2	Has everyone married? I really want to see you! I will	look	forward to next class reunion. Hang in there, ever	P,NP	E_T
3	cursion. I thought this trip will be something pleasant to	look	back on. My group made the trip from Siretoko	(TO)P	(A)_
4	ree people, will visit you coming long vacation. Please	look	forward to seeing us. From *** 1. I have passed	(IM)P,G	(A)_
5	height is 185 centimeters and is very handsome.	looks	like movie actor. He is a very kind person. I lov	PP	A

	He				
6	gentle man. He is thirty- six. But he is younger than he	looks	. He is a musician. His music is very wonderful.	#	(Au)_
7	Do you remember the boy when we first met him? He	looks	tired recently. He is not the active person he u	ADJ,ADV	Au_
8	a white mist lay over the lake, it seemed mystery. I	looked	down it as if I were in a dream. Another is a	ADV,NP*	A
9	the Mihoro Pass. It could see below silent lake. It	looked	nice. Because a white mist lay over the lake,	ADJ	Au_
10	me for play two my house by all means now. I'm	looking	forward to seeing you. From ***	P,G	A_
11	t. I'm planning to visit in Canada this spring. I'm	looking	forward to this plan. 33.I graduate bef	P,NP	A_T
12	a chat over a cup of tea one of these days. I'm	looking	forward to seeing you. 21.Dear *** Hi!	P,G	A_
13	three, I want to renew my job: stewardess. I'm	looking	forward to meet everyone. Take care of	P,TO*	A_
14	active person he used to be, so I was lonely. I'm	looking	forward to seeing you again. 33.Dear	P,G	A_
15	in England. I'm supposed to meet my friend. I'm	looking	forward to seeing her. And I want to m	P,G	A_
SEE					
1	ye. From *** 30.Dear	see	! How have you been? I really	-	-

	friends Long time no		wanted to go the cl		
2	often has cooked when I was a child. Please for me.	See	you next holiday. From **	NP,ADV	(A)_T,Tm
3	soon be home for Japan. Then by all means I want to	see	you. I want to reach you telephone, but don't kn	(TO)NP	(A)_T
4	you last. How are you? But I don't feel that I haven't	see	you for a long time. Because we often talk on the	NP,PP	A_Tm
5	oliday. From *** 32.I haven't	see	you for a long time. How are you? I' fine. I will b	NP,PP	A_Tm
6	whit letter during lunchtime. Well, I have to go now.	See	you and good luck! From *** 9. Oh, I am tire	NP	(A)_T
7	e social worker little by little. I hope you happiness.	See	you again in the near future. Love, *** 2	NP,ADV,PP	(A)_T,Tm
8	doing now? Has everyone married? I really want to	see	you! I will look forward to next class reunion. H	(TO)NP	(A)_T
9	ve years old. Chiro is used to me the most. Well, I'll	see	you soon. Keep well. Bye! From ***	NP,ADV	A_T
10	ed. One is that we went to the Mihoro Pass. It could	see	below silent lake. It looked nice. Because a wh	PP*	A_L
11	on. And I have a son. I love him very much. I	see	your child. And I work as a clerk at the front de	(TO)NP	(A)_T

	want to				
12	friend of mine Hello. It's been a long time since I	saw	you last. How are you getting on? I'm very fi	NP,ADV	A_T
13	the ten years ago. 4. Hello. It's a long time since I	saw	you last. How are you getting along? I get al	NP,ADV	A_T
14	. Good-bye. 19.Dear *** It is a long time since I	saw	you last. Hew are you? I am always working	NP,ADV	A_T
15	.Hi, ***, How are you? It's been a long time since I	saw	you last. I work in a home for the aged bec	NP,ADV	A_T
16	34.Dear My Friend Hello! It is a long time since I	saw	you last. How are you? But I don't feel that I	NP,ADV	A_T
17	the sky. I found constellation with my friends. We	saw	a shooting star. I had forgettable experienc	NP	A_T
18	o. Hokkaido's ice cream was particularly good. I	saw	a lovely country scene in Hokkaido. My co	NP,PP	A_T,L
19	y husband. I am very happy now. 26.I haven't	seen	you for weeks. How have you been manma	NP,PP	A_T,L
20	student in high school. The work is worth doing. I've	seen	a lot of wonderful things. An athletic meet-	NP	A_T
21	of tea one of these days. I'm looking forward to	seeing	you. 21.Dear *** Hi! How are you? Yo	(G)NP	(A)_T
22	opposed to meet my friend. I',	seeing	her. And I want to meet you. I want	(G)NP	(A)_T

	looking forward to		to		
23	ed to be, so I was lonely. I'm looking forward to	seeing	you again. 33.Dear Mama How are you	(G)NP,ADV	(A)_T
24	ially precious memory to me. I shall never forget	seeing	stars in the night-watching. Millions of s	(G)NP,PP	(A)_T,L*
25	house by all means now. I'm looking forward to	seeing	you. From *** 2. How have you b	(G)NP	(A)_T
26	u coming long vacation. Please look forward to	seeing	us. From *** 1. I have passed school lif	(G)NP	(A)_T
THINK					
1	handsome husband and cute children and my parents. I	think	that it wants one more girl!!! 7. Twenty eight ye	COMP(that)	A_
2	sounds good, but practically it is more difficult than you	think	, still I managed to do the major. No cross, no cr	#	A_
3	hest. We will graduate from this school soon. I want to	think	then that it was good in this school. 2. My high	(TO)ADV,COMP(that)	(A)_
4	y both are full of life. I'll be twenty-seven in two month. I	think	I was able to grow up till now thanks to my paren	S	A_
5	hat you can do it. So we allow you to have a dog. We	think	it fill your heart with joy and peace. We hope that	S	A_
6	said that she had been married for two years now. Do I	think	of marriage? DO you want me to get marry? By t	P,NP	A_T

7	as dancing the dance, I was very shameful. Who do you	think	was laugh me then? The answer is my best frien	(INS)	
8	because I didn't fail and danced as I liked. Though I	thought	that it was hard for me to get up early in the	COMP(that)	A_
9	ma" "Papa". Two boys don't yet stand. Although it	thought	this name of three children showed, I married	???	
10	e was most impressed also in the athletic festival. I	thought	that I was very disagreeable at the time of pra	COMP(that)	A_
11	en I was high school student. It made me happy, so I	thought	of an answer to the letter. Now I'm twenty-s	P,NP	A_T
12	My dream has come true because I had been	thinking	I wanted to form the band. We couldn	S	A_
WANT					
1	I want to meet you. I want to go back my parental home. I	want	to eat your cooking. I'll go back my parental home n	TO	A_
2	ries of during the three years will be a superior memory. I	want	to enjoy the rest of my school life. 37.I had belong	TO	A_
3	mily. If I had not had their help. I could not have enjoyed. I	want	to treat my friends and my family well. 9. My scho	TO	A_
4	g a full life energy. Soon my daughter will become	want	to renew my job: stewardess. I'm looking forward to	TO	A_

	three, I				
5	I really made every effort too much. What I	want	to say is, please keep good will and live a life! I add	(R)TO	A_
6	I were impressed with the large from and straight road. I	want	to go in Hokkaido again. 27.We danced Kojo no Ts	TO	A_
7	at the highest. We will graduate from this school soon. I	want	to think then that it was good in this school. 2. My	TO	A_
8	What are you doing now? Has everyone married? I really	want	to see you! I will look forward to next class reunion.	TO	A_
9	as old as me. I will travel with him if I can take vacation. I	want	to go Kyoto. Next I am interested in now are having	TO	A_
10	If for three years with the friend. If I don't met friends : I	want	to be by the friends with this friends throughout life.	TO	A_
11	long time, so I am glad to meet you in the next holiday. I	want	to eat "Nikujaga" that my mother often has cooked	TO	A_
12	our honeymoon. And I have a son. I love him very much. I	want	to see your child. And I work as a clerk at the front	TO	A_
13	nd I cried. This dance is best of memory on school life. I	want	to dance again if there is an opportunity. It was a real	TO	A_

14	to make a cake. So patissiere is my calling. Some day I	want	to go to Paris, and learn about confectionery. 23.	TO	A_
15	of my family. I cannot possibly put my thanks in words. I	want	to make such a warm family that I have been brought	TO	A_
16	king a nuisance. But I am mother of one age daughter. I	want	to become brilliant mother like mama. Mama, I am	TO	A_
17	ch opportunity to speak. Let's eat out tonight, shall we? I	want	to the story of marriage. Let's talk about it over a cu	PP*	A_T
18	ften. It makes me so happy to get something in the mail. I	want	you always to be my friend. 13.It is a long time.	NP,ADV,TO	A_E
19	's food. I'll soon be home for Japan. Then by all means I	want	to see you. I want to reach you telephone, but don't	TO	A_
20	arried for two years now. Do I think of marriage? DO you	want	me to get marry? By the way, I'm supposed to go in	NP,TO	A_E
21	to meet my friend. I', looking forward to seeing her. And I	want	to meet you. I want to go back my parental home. I	TO	A_
22	, looking forward to seeing her. And I want to meet	want	to go back my parental home. I want to eat your	TO	A_

	you. I		co		
23	be home for Japan. Then by all means I want to see you. I	want	to reach you telephone, but don't know where you c	TO	A_
24	cute children and my parents. I think that it	wants	one more girl!!! 7. Twenty eight years	NP	A_T
25	ear friends Long time no see! How have you been? I really	wanted	to go the class reunion today, but I couldn't rest	TO	A_
26	. My dream has come true because I had been thinking I	wanted	to form the band. We couldn't meet all the memb	TO	A_
27	m function etc. But most impressive is dance this year. I	wanted	to the dance. The dance's practice was very hard,	PP*	A_T
28	was best of dance. We practiced many times so that we	wanted	to dance with one accord. And I'm glad to meet m	TO	A_
29	, I'm just great! At last I'm living on my own as I've always	wanted	to do. It's small and far from the station but at leas	TO	A_
30	aw you last. I work in a home for the aged because I have	wanted	to work a field of social welfare since I was junior hi	TO	A_