

Be Going to and Will in Junior High School English Textbooks

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Abstract

I thought that be going to is used more than will in the three years of junior high school textbooks. Be going to is usually taught earlier than will in the second year of junior high school in English textbooks. I hypothesized that there are three reasons why be going to is used more than will in Japanese English textbooks.

The first reason is that be going to is easier for students because they have already learned the present, past tense, and progressive forms. Secondly, be going to is convenient because the form can also change into the past tense. Thirdly, the word go is taught in the first year, so it is easy to remember this phrase first, be going to, for students than will.

First of all, I investigated the difference between *be going to* and *will*. Next, I checked all *be going to* and *will* in junior high school English textbooks. It was found that in two of the seven English textbooks, *will* is taught earlier in the second year than *be going to*. And only one textbook, which is used at a private school, teaches *be going to* in the first year, and *will* in the second year.

Finally, the total appearances of be going to is overwhelmingly fewer than will in each English textbook. Be going to is not used more than will in junior high school during three years.

The Differences between the Relative Pronouns: *that* and *which*

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Abstract

The difference between the relative pronoun *that* and *which* is confusing to many ESL/EFL students, because they have some similarities in that both can be used as nominative and objective when the head noun is inanimate. This paper will discuss the difference between *that* and *which* treating the use of *that* and *which*, and it is based explanation by some grammarians. From the examination of these uses, the meaning of *that* and *which* is found out and it will be a key point. To describe the difference, the connection with the head noun will be an important point. The determiner for the head noun is also my topic in this thesis, because some grammarians say that the determiner and relative pronoun has some connections. From my thesis, I found that the relative pronoun *that* tends to work to restrict the head noun, whereas *which* does not work that very much. *Which* tends to work as a substitution of the head noun; therefore *which* can be used in nonrestrictive clause. Some grammarians say some details of difference between *that* and *which*, however, I think that many native speakers do not think the difference seriously, and they distinguish the difference by formality.

Gender Differences of Politeness in Making Requests

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Abstract

In an office, in a house, or anywhere, we make many requests. And what we request is extremely diverse. In English, there are many forms of requests. Therefore, depending on the content of the requests and to whom you make the request, the form will be decided. Additionally, everyone has his or her own tendency of which forms they select a lot. I wondered if there are differences in making requests between males and females. In this thesis, I would like to give some results taken from research, and give my conclusion on the gender differences in making requests.

Phonological Rules of English Loanwords in Japanese

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Abstract

In 1990, Quackenbush and Ohso claimed the English sound schwa, which does not exist in the Japanese sound system seems not to be spelled by the sound, but by its English spelling. It is true that many loanwords in Japanese are influenced by its original words' spelling. However, in general when the words are introduced, they are introduced as close to their original sounds as possible. In addition, the study does not account for the cases which a schwa is inserted or deleted in some circumstances. The purpose of this paper is to statistically analyze how the English vowel schwa is pronounced in Japanese character katakana. The method of this study is to analyze all the words in Katakana word dictionary, published in 2010 by Sanseido. The result indicates the schwas in some words are introduced not by spelling but by pronunciation.

Saving the World's Poor People by Fair Trade:

Factors Supporting Fair Trade

Yuya Inagaki

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Abstract

I want to study about the system of fair trade. I have worked for its promotion as a volunteer for four years. Now, there are more than 120 million people who live on no more than a dollar a day. Many children cannot go to school because of poorness. They have to work for their family instead of studying. I believe that fair trade is the best way to solve this problem. And many people in the world also believe that it is the best way. However, at the same time, some people suggest that big businesses exploit the world's poor by fair trade. In this paper, I would like to research whether the system of the fair trade has a good effect on the world or not. And I will also research whether fair trade is really the fair system or not.