

Modified Authenticity: A Sentence Corpus and Grammar Search Tool for L2 Beginners

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Situation & Problem



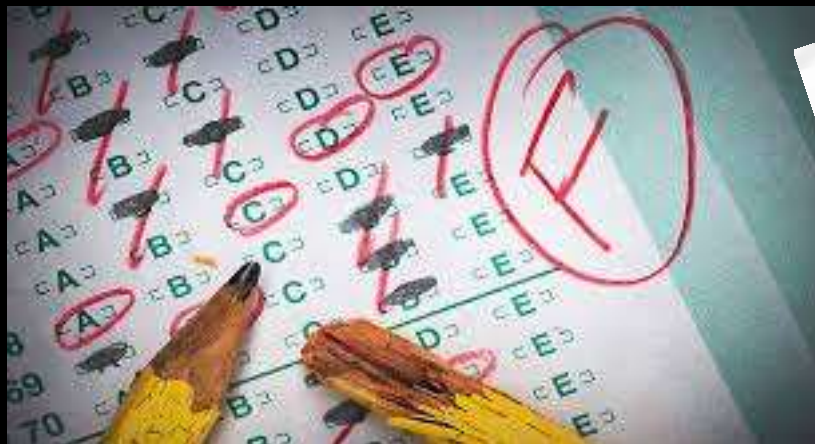
TOEIC 2014

Table 1: Mean Performance by Native Country/Region

Country/Region	Listening		Reading		Total	
	Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
CANADA	432	(69)	393	(82)	825	(146)
GERMANY	425	(74)	362	(97)	787	(165)
INDIA	408	(83)	361	(104)	769	(182)
PORTUGAL	404	(85)	362	(100)	766	(180)
LEBANON	409	(80)	354	(97)	763	(170)
CZECH REPUBLIC	398	(97)	362	(103)	760	(194)
BELGIUM	393	(93)	362	(100)	756	(187)
ITALY	371	(75)	355	(79)	725	(146)
FRANCE	377	(89)	342	(94)	719	(177)
PHILIPPINES	384	(78)	325	(95)	710	(166)
ARGENTINA	368	(113)	340	(114)	708	(222)
TUNISIA	374	(87)	334	(92)	708	(172)
COSTA RICA	378	(93)	326	(98)	704	(183)
MOROCCO	375	(86)	324	(94)	699	(174)
SPAIN	345	(101)	335	(100)	680	(195)
SLOVAKIA	358	(111)	317	(121)	675	(226)
CHINA, PEOPLE'S REPUBLIC	350	(90)	322	(99)	671	(180)
REUNION	352	(103)	318	(105)	670	(202)
RUSSIA	359	(106)	308	(115)	667	(215)
MALAYSIA	362	(91)	294	(106)	656	(190)
TURKEY	355	(95)	299	(107)	654	(194)
COLOMBIA	343	(114)	304	(111)	647	(219)
KOREA (ROK)	351	(86)	295	(97)	646	(175)
ALGERIA	344	(99)	299	(100)	643	(194)
SENEGAL	344	(87)	298	(86)	641	(166)
BRAZIL	334	(115)	303	(114)	636	(223)
COTE D'IVOIRE (IVORY COAST)	324	(96)	297	(95)	621	(183)
CAMEROON	322	(92)	282	(91)	604	(174)
PERU	307	(119)	279	(114)	585	(226)
GREECE	321	(95)	247	(97)	568	(184)
POLAND	315	(111)	243	(117)	559	(221)
TAIWAN	294	(97)	242	(101)	536	(190)
HONG KONG	297	(101)	235	(109)	532	(202)
PAKISTAN	299	(136)	227	(149)	527	(278)
JAPAN	284	(91)	228	(98)	512	(181)
UNITED ARAB EMIRATES	298	(109)	183	(106)	481	(206)
THAILAND	274	(102)	207	(96)	481	(192)
VIETNAM	249	(90)	229	(97)	478	(180)
CHILE	257	(115)	218	(108)	475	(215)
MACAO	258	(90)	191	(90)	449	(172)
MONGOLIA	247	(111)	189	(106)	436	(210)
INDONESIA	234	(104)	188	(97)	421	(194)
EGYPT	218	(107)	177	(97)	395	(197)
ALBANIA	208	(113)	168	(104)	376	(213)

*SD=Standard Deviation

Japanese students are failing to master basic grammar in junior and senior high school.



Chujo, K., Yokota, K., Hasegawa, S. & Nishigaki, C. 2012. Identifying the General English Proficiency and Distinct Grammar Proficiency of Remedial Learners. *Journal of the College of Industrial Technology, Nihon University* 45: 43–54.

Nihon Keizai Shimbun

2015年7月22日

中学の復習 大学の「定番」

字びの現場から

第4部 入試改革前夜

-2-

動物園」の読み仮名「lower」の日
456秒を10等
幅」。6月上旬、
国際大（大阪府守口
1年生向け授業「フ
ジユマンセミナー」
タブレットに次々と
る問題に学生たちが
答っていた。
題内容は小学校レベ
少なくないが、指定
題で入学した男子学
生は「忘れちゃっ
とも多いから助か
と屈託ない。併用す
料書は「友達の名前
えましよう」「教科
目読しましょう」と、
生活の心得を手取り
り説く。
見、大学とは思えな
表風景にも、佐藤智

就職できず進学

関西のある公立高教諭
は「高卒で就職できない
生徒は大学に押し込む」
と明かす。「学力上位層
は大学、そうでなければ
就職」という旧来の構図
は崩れつつある。
「be動詞は（教育内
容として）大学水準とは
いえない」。2月、大学

英語の講義でbe動詞



の運営状況を調べた文部
科学省が、千葉科学大（千
葉県銚子市）にこんな指
摘をし話題になった。
だがこのbe動詞、実
は最近の大学生の英語
教科書では定番だ。英
語教科書を手掛ける出版
社の大半が、
復習を中心にし
て制作。大手私
立の学校で使
る。
老舗の南雲堂
（新宿）の担当者
に営業回りに行

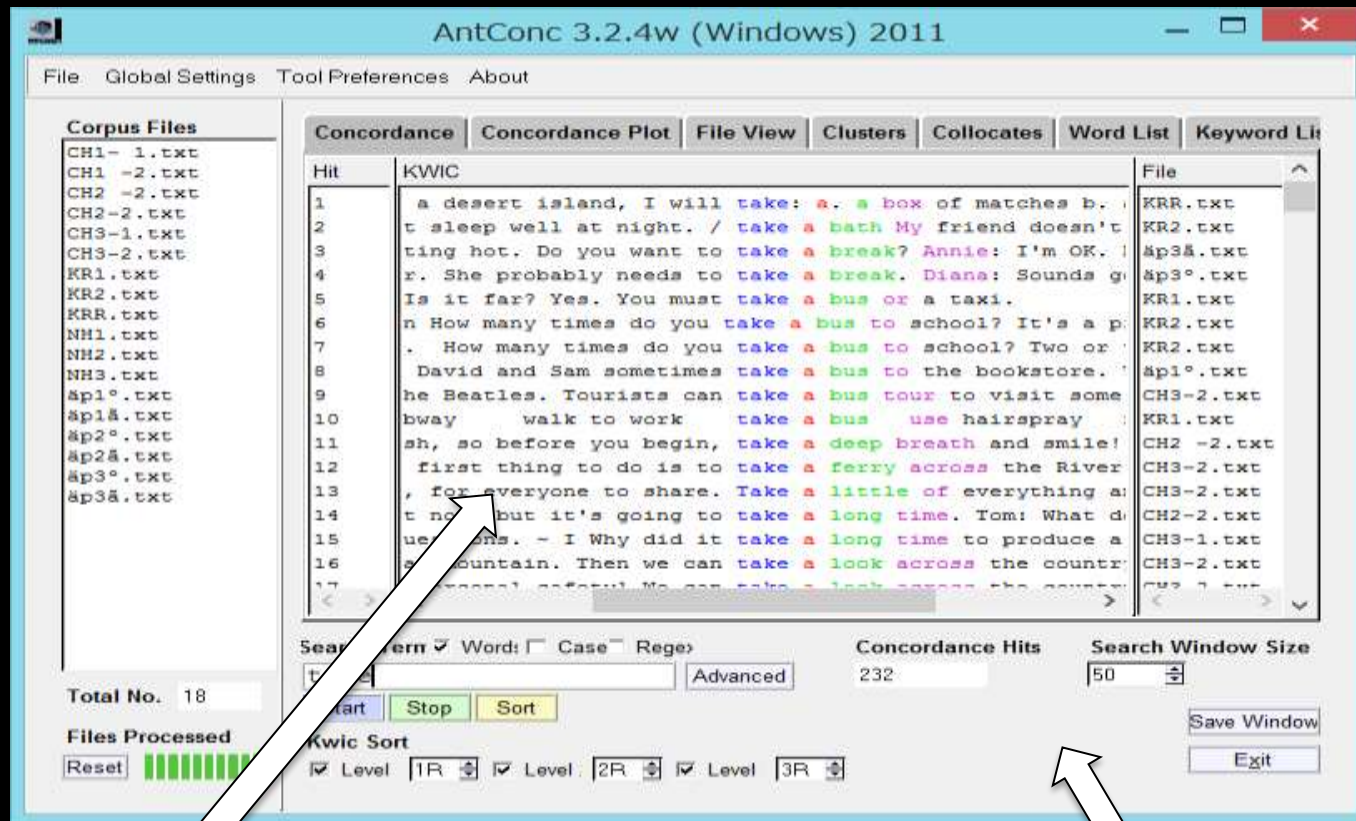
Possible Solution

✓ L2
Grammar

✓ L2
vocabulary

Information Technology, ABI, Computing Research Association, Microsoft, Google, and SAS. The
ship offers from IBM. The ACM Student Research Competition (SRC), sponsored by Microsoft
etition (SRC), sponsored by Microsoft Research, continues to offer a unique forum for undergrad
graduate and graduate students to present their original research at well-known ACM-sponsored
n contests held at 13 ACM conferences. Their research covered a range of computing innovations
including computer science, IT and research, and engineering. ACM's Education Board continues
, designed to bring together the research and career interests of women in computing and high
mark) decision. The Internet Research Task Force (IRTF) urged the deployment of active queue
lightning strike. Since my job is research in immersive teleconferencing, I knew I had to dig into
k (Internet network architect, currently senior research scientist at MIT) had warned about se
king persistent queue while ignoring short-term bursts.⁷ Subsequent research tried to fix some
widely exploited in both research papers and commercial virtualization systems. One useful ca
a factor of two. Since then, further research, optimizations, and hardware acceleration have re
ad would also be incurred for each sector. Much current research in I/O virtualization is focus
ing. I/O virtualization remains an active area of research and development in both academia a
and electrical engineering departments at Stanford University. His research interests include sy
e relevant contextual information to trick specific victims. Academic research and commercial
ics of computer security, Cormac Herley of Microsoft Research captured the problem succinctl
ng email. A large body of research covers spam detection. However, research on detecting ph
arch covers spam detection. However, research on detecting phishing email messages is spar
shing sites. Sheng et al. s research identified a gap between research and industry in terms of
earch identified a gap between research and industry in terms of true positives. Academic res
and industry in terms of true positives. Academic research has generally focused on heuristics
w how to protect themselves. Two lines of research have sought to address these problems: T

Data-Driven Learning (DDL)



Corpus
(language data) + Corpus Tool
(search software)

Reality of DDL

used mainly for advanced level learners

British National Corpus

Shogakukan Corpus Network

検索語(句): 表記形: There

ソート|語(句)集計|表示変更|ダウンロード|ヘルプ

総件数: 317858 (285913 / 1M語) 採用: 3000 サブコーパス指定: 無

<< < 1 / 120 > >> 1 ページへ

3 A04	An art object is especially difficult for the critic , as there	are many ways in which its description can be approached .
4 A05	Then there	is the tale of a lying girl , as she may be , with whom he m
5 A06	y moment of the lovers ' experience is drenched in imagery , there	is still a fine feeling of reality about the characters whic
6 A08	se always be critics and there will always be oohs and ahs , there	will always be shit and there will always be vomit .
7 A08	Without images , he said , there	would not even be the wherewithal to talk about the death of
8 A08	Because in the imagination there	is no friction .
9 A08	What is there	is there .
10 A0D	There	was a grudging , muted agreement , Cissy and Freddy too preo
11 A0D	There	was nothing in his face to show how much he enjoyed teasing
12 A0F	When I arrived there	, there was a train for Harwich just about to leave .
13 A0F	n London so I got on a train and ended up here ; that 's all there	is to it , really . &equo;
14 A0G	Finally , there	are large bush trees and trees of orchard size which are rea
15 A0H	This is because if there	is a person on both wing-tips , neither may have a good grip
16 A0H	Do n't try to go out backwards unless there	is ample space for the glider to go straight through .
17 A0H	round looping accidents and these must be analysed to see if there	are new lessons to be learned .
18 A0H	When there	is an opportunity during training for the pilot to decide wh
19 A0H	If the wing-tip touches long grass or rough ground , there	will certainly be a bad swing and the launch will have to be
20 A0H	udder , it speeds up the outer wing-tip , creating more lift there	, and gives the inner wing &bquo; sweep back &equo; in_rel
21 A0H	not having taken that extra piece of lift some miles back , there	can be a tendency to become apathetic and not even try to pr
22 A0K	ophy and pull the marginal mover in from the periphery ; for there	is a boundary beyond which the pilgrim can not be allowed to
23 A0L	Look , there	's lot of things I just ca n't handle . &equo;
24 A0L	I lay as_if you were there	and loved the shape your back had made , had a sense of your
25 A0M	There	are some people who claim to be able to control an axe kick

Our Target Learners: Remedial Level

- Why* typical Japanese student + 6 years of EFL = low production (remedial level)
- Who* university students scoring TOEIC 300 or below, or CEFR A1, A2 level
- What* to improve understanding of basic grammar items taught in secondary school
- How* using DDL
(Weber, 2001; Takanashi, 2009; Leńko–Szymańska & Boulton, 2015)

Using DDL for Remedial Learners

First Challenge

lack of an appropriate level corpus



lorem ipsum dolor sit amet, consectetur
adipiscing elit, sed do eiusmod tempor
incididunt ut labore et dolore magna
aliqua. Ut enim ad minim veniam, quis
nostrud exercitation ullamco laboris nisi
ut aliquip ex ea commodo consequat. Duis
aute irure dolor in reprehenderit in
voluptate velit esse cillum dolore eu
fugiat nulla pariatur. Excepteur sint
occaecat cupidatat non proident, sunt in
culpa qui officia deserunt mollit anim id



Using DDL for Remedial Learners

Second Challenge

lack of an easy (and free) to use
search corpus tool



New Corpus + Tool

Sentence Corpus of Remedial English

SCoRE

That was the **man** who stopped the train .

The **man** who just called was my brother .

The **man** who is playing the guitar is from Ghana .

Did you know that **man** who just left ?

I got a letter from a **man** who lives in Palau .

The first **man** who walked on the moon was Neil Armstrong .

The last **man** who left was the fire chief .

Do you know that **man** who is waving at us ?

I want to introduce you to the **man** who wrote this book .

The old **man** who caused the accident died yesterday .

Steve Jobs was not the first **man** who created the personal computer , but he might be the most famous .

In the U.S. , President Lincoln is best remembered as the **man** who ended slavery .

SCoRE (corpus) + GPPS (tool)

文法パターン

フィルタ

have + 過去分詞 380

already/yet/just/ever/for/since 168

関係詞節

who/which/that 150

whose 119

whom 119

whom/that/whichの省略 90

where 185

when 85

why 30

what 367

否定

否定 388

法助動詞

may 153

must 124

shall 60

存在構文

there be 300

すべて

初級

中級

上級

whose

man whose	29
woman whose	30
person whose	30
girl, etc. whose	30

4キーワード

合計: 119

person whose

■ He was a **person whose** hobby was dangerous.
彼は危険な趣味を持つ人でした。

■ All **people whose** schedules are confirmed can begin.
計画が承認されたすべての人たちは取りかかることができます。

■ Teachers are **people whose** dedication is appreciated.
教師というのは熱心さが高く評価される人たちです。

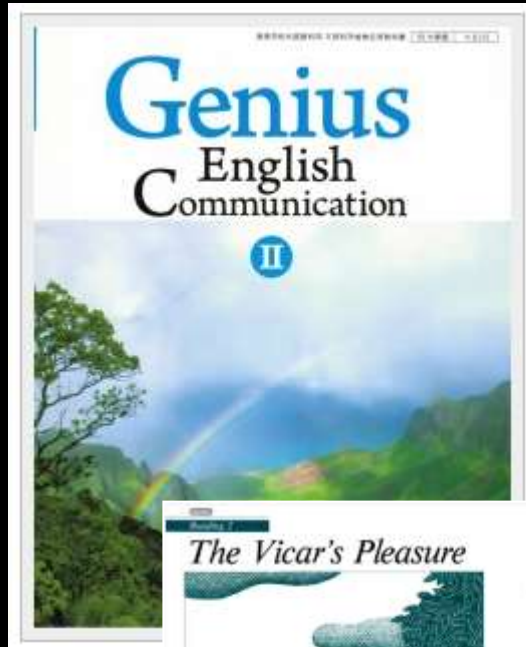
■ She was the only **person whose** advice I wanted.
彼女は、私がアドバイスがほしかった唯一の人でした。

■ Obama is a **person whose** power is respected.
オバマ氏は彼の持つ権力に敬意が払われる人です。

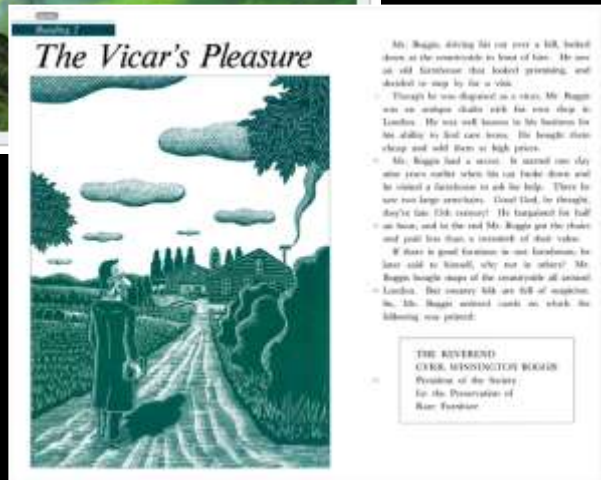
■ Boehner is a **person whose** politics are shameful.
ペイナー氏は浅ましい政治活動をする人です。

■ Jolie is a **person whose** beauty

Step 1: Measuring Target Level



= up to U.S. school grades
4 and 5

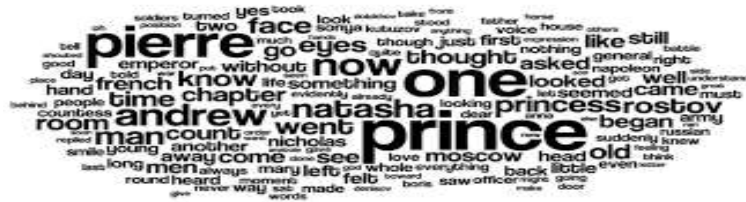


using
reading grade level
word familiarity level

For a more in-depth investigation of these indices, see Chujo et al. 2007, 2011.

Step 2: Compiling Source Data

A 30-million-word database was created from



American reading textbooks
English graded readers
English textbooks used in Asia
Web-based children's news articles

Step 3: Targeted Grammar

JHS		SHS	
1	Possessive pronouns (47%)	1	Subjunctives (79%)
2	Plural forms of nouns (44%)	2	Relatives (61%)
3	Present perfect (43%)	3	Prepositions (60%)
4	Indirect questions (42%)	4	Negation (61%)
5	Passive (41%)	5	Conjunctions (50%)
6	Negation (37%)	6	Auxiliaries (45%)
7	Existential phrase (34%)	7	Gerunds (39%)
8	Tense (34%)	8	Adverbs (38%)

(based on Chujo, et al. 2012)

Step 4: Extracting Target Grammar

	Grammatical Pattern	High Frequency Words
1	Subjunctive past	were, went, wanted, knew, got, came, lived, tried, found, made, thought
2	Subjunctive wish	could, were, had, would, knew
3	Relative patterns	a person who, a man who, someone who, a thing that, a woman who
4	Passive voice verbs	got, been, seen, gone, done, come, made, given, lost, changed

Step 5: Evaluating the Corpus Data

Examples of source database sentences

- ❑ I wish I could tell them what I know, as they walked across the courtyard, raising small clouds of dust with every step.
- ❑ I wish you were nearby so I could tell you that I did find a man to mate.



Examples of SCoRE sentences

- ✓ I wish I could tell you how it happened.
- ✓ I wish I could tell you, but I just don't know.

Step 6: Creating English Sentences

Example sentences for the **passive voice** using *called*.

Beginner/Remedial (8 words or less)	Intermediate (5–11 words)	Advanced (9+ words)
What is it called ?	What will their next CD be called ?	The American School in Japan is usually called ASIJ.
My youngest son is called Bob.	My little brother was called Tommy by his friends.	Over the years he had been called many names.
What is your dog called ?	A gardenia is called a “ <i>kuchinashi</i> ” in Japanese.	She has been called a genius by her contemporaries.

Step 7: Japanese Translations

Beginner/Remedial

He is the man (whom) I love.

彼は私が愛する男性です。

She is the woman (whom) I married.

彼女は私が結婚した女性です。

Intermediate

These are the people (whom) I call my family.

こちらは私が家族と呼んでいる人たちです。

These are all the students (whom) I invited to my house.

こちらはすべて私の家に招待した生徒たちです。

Advanced

These are the candidates (whom) I supported in the last election.

これらの方々は前回の選挙で私が支持した候補者です。

They are the engineers (whom) our company hired to repair the damage.

彼らはわが社が故障を直すために雇った技術者たちです。

SCoRE

The Sentence Corpus of Remedial English

Introduction: The Sentence Corpus of Remedial English (SCoRE)

is a free, web-based corpus and grammatical browsing system with a simple user-friendly interface in which the results appear as level-appropriate complete sentences. Content on this site created by the SCoRE Project is licensed under the Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)

License. Teachers and students can search and download the database of sentences by grammatical category or target word to see and use example sentences which follow structural and lexical parameters identified as particularly relevant for Japanese EFL students.

Author: SCoRE has been developed by Kiyomi CHUJO (Nihon University, Japan), with Shiro AKASEGAWA (Lago Institute of Language, Japan), Laurence ANTHONY (Waseda University, Japan), Masao UTIYAMA (National Institute of Information and Communications Technology, Japan), Kathryn OGHIGIAN (Waseda University, Japan), Atsushi MIZUMOTO (Kansai University, Japan), Kenji YOKOTA (Nihon University, Japan), Michael GENUNG (Nihon University, Japan), Sara GENUNG (Bard College, USA), Kazuko TANABE (Japan Women's University, Japan), Chikako NISHIGAKI (Chiba University, Japan), Hiroko WAKAMATSU (University of Tsukuba, Japan), Takumi ISHII (University of Tsukuba, Japan), and Hiroko USAMI (Tokai University, Japan).

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SCoRE English Version

Pattern Browser

Download SCoRE

Concordance

SCoRE 日本語版

パターンブラウザ

SCoREのダウンロード

コンコードダンス

適語補充問題

SCoRE (English ver.)

Pattern Browser | SCoRE

Change Tools

Grammatical Patterns

Filter

Nouns

countable nouns 1 300

countable nouns 2 60

uncountable nouns 2 150

Genitives

my, etc. 240

mine, etc. 210

To-infinitive

verb + to-infinitive 312

verb + object + to-infinitive 209

noun + to-infinitive 280

Passives

be + past participle 354

Present perfect

have + past participle 380

already/yet/just/ever/for/since 168

Relative clauses

who/which/that 150

All Levels

Beginner

Intermediate

Advanced

countable nouns 1

mouse/mice	30
foot/feet	30
tooth/teeth	30
child/children	30
life/lives	30
leaf/leaves	30
wife/wives	30
scissors	30
sneakers	30
pajamas	30

10 Keywords

Total: 300

mouse/mice

A cat will often catch a **mouse**.

Mary found a **mouse** indoors.

The **mouse** belongs to the rodent family.

Jack kept a white **mouse** as a pet.

A **mouse** is a very small animal.

Mice are found almost everywhere.

Most **mice** live in burrows.

We saw many **mice** in the field.

Life for **mice** is dangerous.

Hawks eat **mice**.

We saw a brown **mouse** run across the road.

Sometimes a **mouse** is trained to perform in shows.

In school we drew a cartoon of a very funny **mouse**.

The bee or the ant makes a more complex shelter than the **mouse**.

Everyone knows that a **mouse** is very fond of cheese.

Children everywhere often think **mice** are cute.

SCoRE (Japanese ver.)

ハターンアプリ | SCoRE ツールのカリキュラム

文法パターン

フィルタ

- 名詞
 - 可算名詞1 300
 - 可算名詞2 60
 - 不可算名詞 150
- 属格表現
 - 所有格 240
 - 独立所有格 210
- to不定詞
 - 動詞 + to不定詞 312
 - 動詞 + 目的語 + to不定詞 209
 - 名詞 + to不定詞 280
- 受動態
 - be + 過去分詞 354
- 現在完了
 - have + 過去分詞 380
 - already/yet/just/ever/for/since 168
- 関係詞節
 - who/which/that 150

すべて 初級 中級 上級

可算名詞1

mouse/mice	30
foot/feet	30
tooth/teeth	30
child/children	30
life/lives	30
leaf/leaves	30
wife/wives	30
scissors	30
sneakers	30
pajamas	30

10 キーワード 合計: 300

mouse/mice

- A cat will often catch a **mouse**.
猫はしばしばネズミをつかまえたがるものです。
- Mary found a **mouse** indoors.
メアリーは室内で1匹のネズミを見つけました。
- The **mouse** belongs to the rodent family.
ネズミはげっ歯類に属します。
- Jack kept a white **mouse** as a pet.
ジャックはペットとして1匹の白いネズミを飼っています。
- A **mouse** is a very small animal.
ネズミはとても小さな動物です。
- Mice** are found almost everywhere.
ネズミはほとんどどこでも見つかります。
- Most **mice** live in burrows.
ほとんどのネズミは穴の中に住んでいます。
- We saw many **mice** in the field.
私たちは野原でたくさんのネズミを見ました。
- Life for **mice** is dangerous.
ネズミの生活は危険です。
- Hawks eat **mice**.
鷹はネズミを食べます。

Concordance (KWIC)

ンス | SCoRE

サンプリング

なし

5

10

20

ソート

出現順

左

キーワード

右

表示

KWIC

セン

She loves brushing her **teeth** .

彼女は歯を磨くことが大好きです。

Bite it with your **teeth** .

あなたの歯でそれをかんでください。

Lori 's **teeth** are very beautiful .

ローリの歯はとても美しい。

That man 's **teeth** are bad .

その男性の歯は悪いです。

Birds do not have **teeth** .

鳥には歯がありません。

My grandfather has no **teeth** , so wears dentures .

私の祖父は歯が1本もないので、総入れ歯をつけています。

I brush my **teeth** three times a day on every da...

私は、毎日欠かさず、1日につき3回、歯を磨きます。

I went to the new dentist to have my **teeth** fixed .

私は、歯を治してもらいに新しい歯科医に行きました。

Elephants have very long **teeth** called tusks .

象は牙と呼ばれるとても長い歯を持っています。

ing too much coffee can darken one 's **teeth** .

あまりにたくさんのコーヒーを飲むことで、歯が黒ずむことがあります。

speaks , the space between his front **teeth** whistles .

ジムおじさんが話すとき、彼の前歯のすき間がヒューと鳴ります。

panese women used to blacken their **teeth** as a sign of beauty .

昔、日本の女性は、美しさの印として彼らの歯を黒くしたものです。

it is first born , he or she will have no **teeth** at all .

乳児は最初生まれたとき、歯が1本もありません。

afraid so it bit my finger with its little **teeth** .

そのハムスターは怖がって、小さい歯で私の指をかみました。

, wolves , and bears have very sharp **teeth** called fangs .

トラ、ライオン、オオカミそしてクマは、牙と呼ばれるとても鋭い歯を持

Concordance (Sentence)

コンコーダンス | SCORE

teeth

サンプリング

なし

5

10

20

ソート

出現順

左

キーワード

右

表示

KWIC

センテンス

1	She loves brushing her teeth .	彼女は歯を磨くことが大好きです。
2	Bite it with your teeth .	あなたの歯でそれをかんでください。
3	Lori 's teeth are very beautiful .	ローリの歯はとても美しい。
4	That man 's teeth are bad .	その男性の歯は悪いです。
5	Birds do not have teeth .	鳥には歯がありません。
6	My grandfather has no teeth , so wears dentures .	私の祖父は歯が1本もないので、総入れ歯をつけています。
7	I brush my teeth three times a day on every day of the week .	私は、毎日欠かさず、1日につき3回、歯を磨きます。
8	I went to the new dentist to have my teeth fixed .	私は、歯を治してもらいに新しい歯科医に行きました。
9	Elephants have very long teeth called tusks .	象は牙と呼ばれるとても長い歯を持っています。
10	Drinking too much coffee can darken one 's teeth .	あまりにたくさんのコーヒーを飲むことで、歯が黒ずむことがあります。
11	When Uncle Jim speaks , the space between his front teeth whistles .	ジムおじさんが話すとき、彼の前歯のすき間がヒューと鳴ります。
12	In olden times , Japanese women used to blacken their teeth as a sign of beauty .	昔、日本の女性は、美しさの印として彼らの歯を黒くしたものです。
13	When an infant is first born , he or she will have no teeth at all .	乳児は最初生まれたとき、歯が1本もありません。
14	The hamster was afraid so it bit my finger with its little teeth .	そのハムスターは怖がって、小さい歯で私の指をかみました。
15	Tigers , lions , wolves , and bears have very sharp teeth called fangs .	トラ、ライオン、オオカミそしてクマは、牙と呼ばれるとても鋭い歯を持っています。

Fill-in-the-Blank Quiz

1 Most **mice** live in burrows.

ほとんどのネズミは穴の中に住んでいます。

2 That **child** **children** has a puppy.

あの子どもは子犬を飼っています。

3 Do not damage the new **furniture**.

新しい家具を傷つけないでください。

4 We caught **fish** **fishes** at the creek.

私たちはその小川で魚をつかまえました。

fruit

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SCoREのダウンロード | SCoRE ツールの切り替え

SCoREのセンテンスデータは、以下のライセンスの下で提供されます。ダウンロードする前に、以下のリンクをクリックして、ライセンス内容をご確認ください。

 クリエイティブ・コモンズ 表示-非営利-継承 4.0 国際ライセンス 

ライセンスのすべての条項に承諾する場合は、ダウンロードする文法項目にチェックを入れ、レベルを選び、ダウンロードボタンをクリックしてください。

☒ **すべて** 2071

☒ **名詞** 170

- ☒ 可算名詞1 100
- ☒ 可算名詞2 20
- ☒ 不可算名詞 50

☒ **属格表現** 151

- ☒ 所有格 80
- ☒ 独立所有格 71

☒ **to不定詞** 274

- ☒ 動詞 + to不定詞 111
- ☒ 動詞 + 目的語 + to不定詞 70
- ☒ 名詞 + to不定詞 93

☒ **受動態** 170

- ☒ be + 過去分詞 170

☒ **現在完了** 170

すべて

初級

中級

上級

用例数: 2067件

ダウンロード

Downloaded EXCEL sheet

	A	B	C	D	E	F
1	文法大分類	文法小分類	キーワード	レベル	用例	日本語訳
2	名詞	可算名詞1	mouse/mice	beginner	A cat will often catch a {mouse}.	猫はしばしばネズミをつかまえたがるもの
3	名詞	可算名詞1	mouse/mice	beginner	Mary found a {mouse} indoors.	メアリーは室内で1匹のネズミを見つけま
4	名詞	可算名詞1	mouse/mice	beginner	The {mouse} belongs to the rodent family.	ネズミはげっ歯類に属します。
5	名詞	可算名詞1	mouse/mice	beginner	Jack kept a white {mouse} as a pet.	ジャックはペットとして1匹の白いネズミ
6	名詞	可算名詞1	mouse/mice	beginner	A {mouse} is a very small animal.	ネズミはとても小さな動物です。
7	名詞	可算名詞1	mouse/mice	beginner	{Mice} are found almost everywhere.	ネズミはほとんどどこでも見つかります。
8	名詞	可算名詞1	mouse/mice	beginner	Most {mice} live in burrows.	ほとんどのネズミは穴の中に住んでいます
9	名詞	可算名詞1	mouse/mice	beginner	We saw many {mice} in the field.	私たちは野原でたくさんのネズミを見まし
10	名詞	可算名詞1	mouse/mice	beginner	Life for {mice} is dangerous.	ネズミの生活は危険です。
11	名詞	可算名詞1	mouse/mice	beginner	Hawks eat {mice}.	鷹はネズミを食べます。
12	名詞	可算名詞1	mouse/mice	intermediate	We saw a brown {mouse} run across the road.	私たちは1匹の茶色のネズミが道路を走っ
13	名詞	可算名詞1	mouse/mice	intermediate	Sometimes a {mouse} is trained to perform in shows.	ときどきネズミはショーで芸をするために
14	名詞	可算名詞1	mouse/mice	intermediate	In school we drew a cartoon of a very funny {mouse}.	学校では、私たちはとてもおかしいネズミ
15	名詞	可算名詞1	mouse/mice	intermediate	The bee or the ant makes a more complex shelter than the {mouse}.	ミツバチやアリはネズミよりももっと複雑
16	名詞	可算名詞1	mouse/mice	intermediate	Everyone knows that a {mouse} is very fond of cheese.	だれでもネズミはチーズが大好きなことを
17	名詞	可算名詞1	mouse/mice	intermediate	Children everywhere often think {mice} are cute.	どこでも子どもたちはしばしばネズミはカ

Availability

<http://score.lagoinst.info/>

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