

Introduction to the Student

Thoughts into Writing は英語のパラグラフライティングの skills を伸ばすために書かれた教科書です。パラグラフの書き方をプロセスを踏みながら理解し、学習者が自ら書くルールを発見し、『読み手が理解できる英語』を書けるようにすることを目指しています。

特徴：

1. センテンスのレベルからパラグラフのレベルに達成するための skills をライティングプロセスの中から学び、いろいろな種類のパラグラフの書き方を練習します。最終目標としては4～5つのパラグラフから成る **short essays** まで書くこととします。
2. 英語のライティングでは、書く前の準備と何回も原稿を書き直すことが大変重要です。その重要性を **pre-writing, drafting, revising, proof-reading** とステップを踏んで理解し、**writing activities** を通じてパラグラフの書き方を実体験します。
3. このテキストは3つのパートで構成され、そのパートごとに特色を持たせ、単調さをなくしました。**Part 1** ではパラグラフライティングのプロセスを実際に体験し、**Part 2** では種類の異なるパラグラフを学び、**Part 3** はパラグラフライティングの応用編としました。
4. モデルパラグラフや **exercises** では、平易な英語を使い、学習者が親近感を持てるようにしました。又、解説も分かりやすい英文にし「英語を読むことが英語を書く上で役立つ」よう配慮してあります。なお、日本語の訳や解説が必要と思われる箇所には、日本語を適宜使用しました。
5. モデルパラグラフや **exercises** のトピックは、大学生が興味を持てるようなものを次のカテゴリーの中から選んであります。(Education, Women's and Social/Cultural Issues, Health, Music, Movies, and Sports)
6. 特に誤り易い書き方や文法事項については、**Grammar Focus** の中で解説し、**exercises** を通じて再確認できるようにしてあります。

We hope you will enjoy using this textbook and be able to improve your ability to write in English!

To the Teacher

Thank you for choosing *Thoughts into Writing*. We believe that we have created a textbook which takes into consideration the special needs of Japanese college students. As experienced writing teachers ourselves, we have found that different groups of Japanese college students exhibit the same types of problems again and again. In the past, we addressed these issues by designing supplementary materials and utilizing other sources. We found ourselves devoting so much energy to finding appropriate materials for our students that we decided to consolidate all of them into a textbook, and that is how *Thoughts into Writing* came into being.

The main goal of *Thoughts into Writing* is for students to write clear and communicative paragraphs. Japanese students enter college with a grasp of English grammar and a basic awareness of English sentence structure. Unfortunately, most students have not had the opportunity to utilize their existing knowledge to its full potential by engaging in creative writing tasks. In addition, Japanese students have not been trained to think logically and coherently in English. This textbook provides stimulating tasks, relevant exercises, and numerous examples of model paragraphs which will activate and enhance the students' capabilities.

The book is organized into three parts. **Part 1 (Units 1-3)** introduces students to the concepts of paragraph writing, using main ideas and topic sentences. The main feature of Part 1 is that it takes the students through the process of writing step by step. Unit 1 prepares the students for writing, engaging the students in pre-writing activities such as brainstorming, clustering, and listing. Unit 2 covers drafting, a step which ideally is done several times. Unit 3 deals with revising and proof-reading, a step which many students tend to ignore altogether.

Part 2 (Units 4-10) exposes students to different types of paragraphs. Each unit includes the following sections:

Warm Up

This section aims to prepare the students for the particular type of paragraph with which the unit is concerned.

Please read the paragraph

This consists of the model paragraph of the unit. By utilizing vocabulary and grammatical structures which are familiar to the students, the students can read the paragraph with minimal use of a dictionary. A brief Japanese definition of potentially unfamiliar vocabulary is provided below the paragraph.

To help you understand the paragraph

The goal of this section is for the students to get a better picture of the structure of a good paragraph. This is done by asking them to identify the topic sentence and the various parts of the paragraph.

To help you with your writing

This section focuses on certain expressions commonly used in particular types of paragraph writing. The students will find these useful when they write their own paragraphs.

Writing Assignment

Each unit contains a writing assignment that may be assigned at the teacher's discretion. Space has been provided for the students to write their topic sentence and brief notes about the contents of their paragraph.

Grammar Focus

This section takes up specific grammatical points found in the model paragraph. It is assumed most students have already encountered these points in previous English study but may not necessarily have used them in context. When necessary, an explanation is given in English supplemented by Japanese. Exercises are provided at the end of the section.

Now it's your turn!

The tasks in this section provide opportunities for students to apply what they have learned and to check their comprehension of key concepts.

Part 3 (Units 11-14) features a variety of writing activities which the teacher can choose, depending on the students' needs. Each unit includes a comprehensive presentation of the particular genre of writing, writing samples, and writing tasks.

Teaching suggestions:

- ◇ Give the students some time (10 minutes should be sufficient) in class to actually engage in proof-reading just before they hand in a writing assignment. This is to encourage the students to proof-read and to show them that errors will be found if they allocate time specifically to this final step in writing. It may be helpful to instruct the students to look for specific errors, such as those concerning subject-verb agreement or tenses.
- ◇ Although e-mail writing is featured in Unit 12, it is suggested that it be taken up early on in the term, possibly after finishing Part 1. Exchanging e-mail is an excellent way for the students to get to know each other, and by engaging in meaningful communication in English, it will motivate them to study English writing further.
- ◇ Depending on the number of students in the class, marking papers will take up a considerable amount of time. One way to alleviate this problem is to mark half of the paper yourself, and ask the student to do the other half as an exercise in revising and proof-reading.
- ◇ Writing assignments are usually assigned for homework. This is fine for students who are capable of completing the work with minimal assistance. However, for those students who need additional support, it may be beneficial to assign some time in the classroom for them to work on their assignments, where they may obtain assistance from the teacher and their peers.

Last but not least. . .

The authors of *Thoughts into Writing* hope that we have created a user-friendly and stimulating textbook for the teaching and learning of English writing. We would welcome any suggestions and comments you may have.

We would like to thank the students who have given us the inspiration to put our thoughts into writing, Ms. Carolyn Obara for her insightful and helpful input, Ms. Toshiko Kobayashi of Seibido for making publication of our textbook possible, and Ms. Chika Komori for providing us with her ingenious, witty illustrations.

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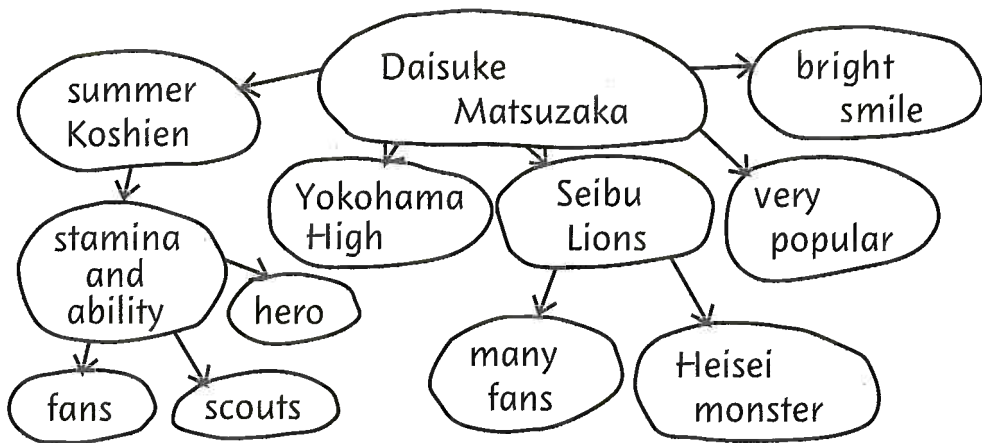
Before you start writing, it is important to prepare. This is called **pre-writing**. First, you need to decide on a topic. You should be interested in this topic or know something about it so that you will have enough ideas to write about. When you decide on a topic, you can follow either example on the next page. 自分の書くトピックについて、多くのインフォメーションを持っていると、書く上で役立ちます。前もってできるだけインフォメーションを集めておきましょう。

Brainstorming

Let's suppose you are going to write a paragraph about a person. First, you should write down the person's name on a piece of paper and jot down anything you can think of about the person — this is called **brainstorming**. Here we will show you two ways to get ideas.

jot down 書き留める

Example 1 Clustering



Example 2 Listing

You can also list your ideas like this.

Daisuke Matsuzaka

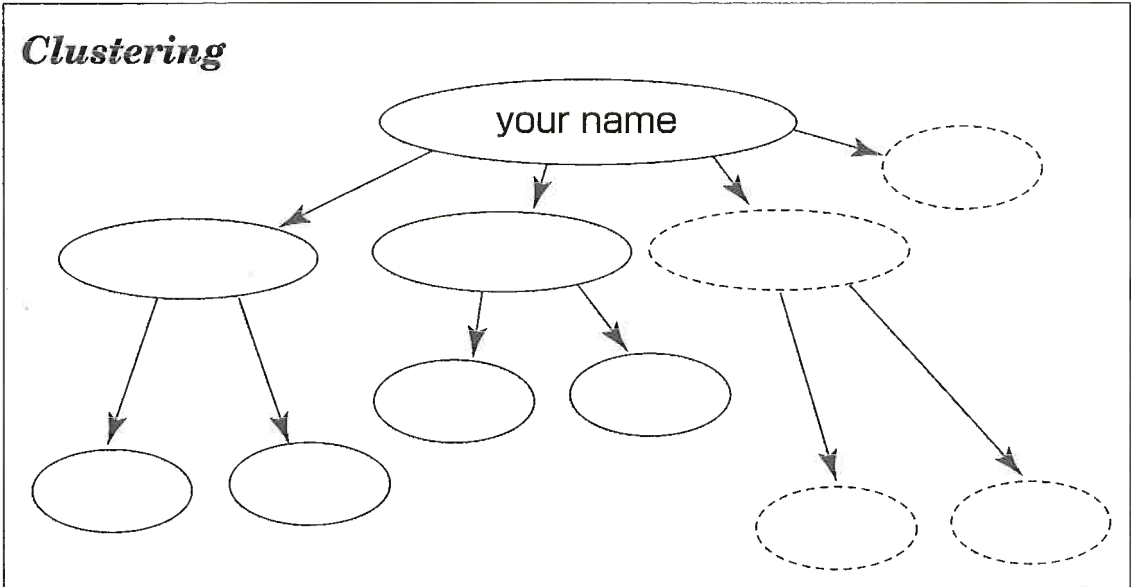
1. Summer Koshien tournament in 1998
2. Hero
3. Stamina and ability
4. Fans and professional scouts
5. Yokohama High/Seibu Lions
6. Many fans at all levels
7. Heisei monster

● Exercise 1 ●



Write down **your name** below and brainstorm anything you can think of about yourself. Choose one of the two techniques, **clustering** or **listing**. (下の2つのテクニックから1つ選び、できるだけ自分についてのインフォメーションを余白に書き出してみましょう。)

Clustering



Listing

your name

1. _____
2. _____
3. _____
4. _____
5. _____

Outlining

1. An outline format

Outlining helps you organize the information you thought of through brainstorming. Let's look at Example 1 (Clustering) on page 3. Think which pieces of information about Daisuke Matsuzaka will be important to describe him. You do not need to use all the information. Instead choose only three or four important points about the person. Look at the example outline below. (ここで選んだ項目を、どのような順番でアウトラインに使うのが適切かを考える必要があります。初心者の場合はずーが一番多く書けそうな項目から順番にI, II, …とするのがよいでしょう。)

Daisuke Matsuzaka

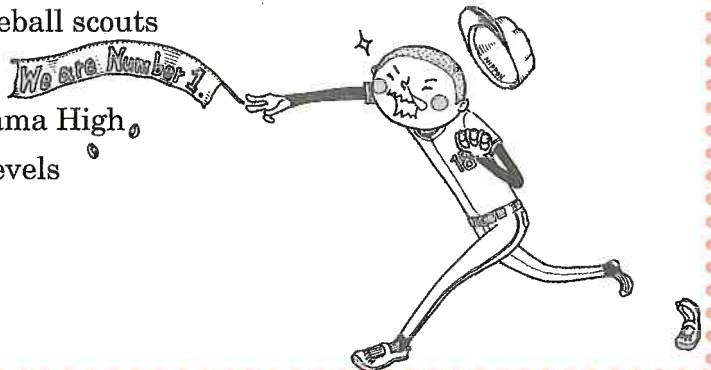
I. Summer Koshien tournament in 1998

- A. Became a hero overnight
- B. Stamina and ability
 - 1. Fans
 - 2. Professional baseball scouts

II. Seibu Lions from Yokohama High,

- A. Many fans at all levels
- B. Heisei monster

overnight 一夜にして



Writing Clinic: このアウトラインの例は最も簡潔に書かれたもののひとつで、I, IIの後にIII, IV, Vなどがさらに続きA, Bの後にもC, D又、1, 2の後には3, 4などを続けて書くことができます。末尾のアウトラインを参考に。

Exercise 2



Write an outline by using what you have done in Exercise 1 on page 4. If necessary, use your own paper for this exercise.

Title : _____

I. _____

A. _____

.

.

.

B. _____

.

.

.

II. _____

A. _____

.

.

.

B. _____

.

.

.

(A. B. の後に付け加えるインフォメーションがある場合は、数字1. 2. ~を書いてから付け加える。)

2. The topic sentence

In this textbook, you need to write a topic sentence for each paragraph. A topic sentence contains the most important idea, called the main idea, in a paragraph. In order to learn what a topic sentence is, let's do the following exercise. (パラグラフライティングでは、常にトピックセンテンスを頭の中に入れて書くことが大切です。次のページのExercise 3は、「トピックセンテンスとはどんなセンテンスか」を明確にするために設けてあります。まずそれぞれの短いパラグラフを読み、何を述べているか内容を把握します。次にa, b, cの文を読み、その内容を簡潔にまとめている文を選びます。この文がトピックセンテンスです。)

● Exercise 3 ●



Read the following short paragraphs and choose an appropriate topic sentence for each. Circle the letter a, b, or c to indicate your answer.

1. _____ It only takes a couple of hours to get there from Tokyo. It is warm all year around. There are lots of wonderful sandy beaches. The food is delicious and reasonably priced.

- a. Okinawa has wonderful beaches.
- b. Okinawa is a great place for a quick vacation.
- c. People speak Japanese in Okinawa.

2. _____ You can use the Internet to find information about travel destinations. You can easily check flight information and book your accommodations online. You can even access information about the airports you will be using for your trip.

- a. The Internet is useful for making travel arrangements.
- b. You can reserve your flight and hotel over the Internet.
- c. The Internet is easy to use.

book 予約する accommodation 宿泊場所 access (資料などの) 入手をする

3. _____ The easiest way to eat it is *hiyayakko*. You simply cut up the tofu and serve it with some grated ginger and dried bonito flakes. You can make a nutritious miso soup using cubed tofu and some vegetables. Tofu can also be used in a tasty stir-fry such as *mah-bo-dofu*.

- a. Tofu is a versatile and convenient food.
- b. These are just a few ways to prepare tofu, but there are many more ways to eat it.
- c. Tofu does not have a strong taste, so you can cook it with anything.

versatile 何にでも使用できる bonito flakes 鰹節 stir-fry 油でいためたもの