

Writing Activator

Communicating Thoughts and Ideas

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はしがき

本書では、書き手が「これが表わしたい」「これが言いたい」という表現したい内容を最も尊重し、それを出発点に、英語のパラグラフを作っていく過程を、一步一步練習することができるよう心がけた。最近の作文指導研究で言う、process writing の考え方である。まず**Getting Started**で、書き手が問題意識を持ち、書きたい内容を膨らませるのである。この点が、本書の最大の特徴である。パラグラフ・ライティングを中心とした英作文のテキストは多数出版されているが、このいわばスキーマを構築する過程に焦点を当て、じっくりそれを育てた上で作文に取りかかるテキストはあまりないのではないだろうか。

次に、**Learning from the Model**として、参考になるモデル・パラグラフを掲げた。書き手がゴールとみなすことのできるモデルである。さらに**Before You Write**で、書く前に知っておくと便利なスキルを学んだ上で、**Let's Write**でいよいよ書くのである。この最後の段階では、何を書くのかその内容をbrainstormingの形で具体化する作業も踏むよう配慮した。また、自分ではこれで出来あがりと思った作文も、peer editingとして、学習者同士で読み、検討することによってより良いものにする過程も含めた。作文とは、一回きりの草稿で完成するものではなく、何回かの推敲の過程を経て、完成度が高くなっていくものである。

英作文という苦手意識をもつ学習者も多いかもしれないが、学んでいる外国語で書くということは、本来楽しい自己表現の機会のはずである。英語で書く機会は、今後e-mailをはじめとする情報のグローバル化の中で一層増えていくことであろう。そこで臆することなく自由に書けるようになるためには、本書でしたように、まず書きたいことから始め、そのためのスキルを次第に身に付けていく練習をするのが良いのではないだろうか。今後、本書が、多くの英語学習を志す人々の作文力向上にいくらかでも貢献できればと願う。

最後になったが、本書を出版するにあたって、編集の芦川正宏氏をはじめとする編集の方々から大変なご寛容とご協力を頂けたことに心から感謝し、共著者Andrea Poulosと共に、この場を借りて厚く御礼申し上げます。

田近裕子

Preface

It is our sincere hope that this writing book will increase students' confidence and enthusiasm for writing in English. The text is designed for intermediate to upper intermediate learners of English as a foreign language in Japan. The students we focused on are freshmen in college in a semester long course. Each unit is built around a particular current topic and a particular type of writing at the paragraph level. Units include schema building, model paragraphs, sentence and paragraph level skill building, and a process approach to writing. Interaction with peers during the schema building about the topic is encouraged, as is peer feedback on the content and organization of the paragraphs students write. The exercises included may suggest to the classroom teacher ideas for a more thorough classroom presentation and practice of specific grammar points and writing strategies.

My role in this book would not have been possible without the gracious, patient interaction with my co-author and our publisher. I am grateful to each of them. In addition, I am grateful to my parents, Ethel and Stanley Dunn, who taught me to love writing and reading and knowledge, and who have been constantly supportive. Finally, a warm thank you to Mark Leon for his creative and spiritual inspiration, and much needed encouragement.

Andrea Poulos

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Getting Started

1. People write in English for the purpose of communicating thoughts and ideas they have. When you feel a strong need to write, writing English can be fun and easy. Do not worry too much about grammar at the beginning, but try to use English to express yourself. As you practice writing, your grammar will naturally improve.
2. First, let's use writing to get to know the other students in class. You will find out about one classmate, and then introduce him or her in English. We call this a "silent peer interview."

How to do the silent peer interview:**Step 1**

Each of you should take out a piece of paper and write one question on your paper for your partner to answer.

Step 2

Exchange papers with your partner. Each of you will write your answer to the question your partner has written for you.

Step 3

When you are done answering the first question, give the paper back to your partner. He or she will write another question for you to answer, while you do the same thing.

Step 4 and after

Hand your papers back and forth until you have enough information or your teacher tells you that you are out of time. After you read all the details your partner gives you, you will be ready to write a paragraph introducing your partner.

Below you will find a sample procedure of the silent peer interview between Mitoko Suga and Takeshi Ono. Starting from Step 1, Mitoko and Takeshi exchange the sheets and continue to ask questions.

Sample step-by-step procedure of the silent peer interview between Mitoko and Takeshi:

At Mitoko Suga's desk

Sheet A Name: Mitoko Suga

a. *Where are you from, Takeshi?*

At Takeshi Ono's desk

Step 1

Sheet B Name: Takeshi Ono

a. *What are you studying, Mitoko?*

Sheet B Name: Takeshi Ono

a. *What are you studying, Mitoko?*

b. *I'm studying biology to become a teacher.*

Step 2

Sheet A Name: Mitoko Suga

a. *Where are you from, Takeshi?*

b. *I'm from Kagoshima, Kyushu.*

Sheet A Name: Mitoko Suga

a. *Where are you from, Takeshi?*

b. *I'm from Kagoshima, Kyushu.*

c. *What are your hobbies?*

Step 3

Sheet B Name: Takeshi Ono

a. *What are you studying, Mitoko?*

b. *I'm studying biology to become a teacher.*

c. *How many people are there in your family?*

Sheet B Name: Takeshi Ono

a. *What are you studying, Mitoko?*

b. *I'm studying biology to become a teacher.*

c. *How many people are there in your family?*

d. *I have a father, mother and two brothers.*

Step 4

Sheet A Name: Mitoko Suga

a. *Where are you from, Takeshi?*

b. *I'm from Kagoshima, Kyushu.*

c. *What are your hobbies?*

d. *I like mountain climbing.*

Sheet A Name: Mitoko Suga

a. *Where are you from, Takeshi?*

b. *I'm from Kagoshima, Kyushu.*

c. *What are your hobbies?*

d. *I like mountain climbing.*

e. *How often do you go mountain climbing?*

Step 5

Sheet B Name: Takeshi Ono

a. *What are you studying, Mitoko?*

b. *I'm studying biology to become a teacher.*

c. *How many people are there in your family?*

d. *I have a father, mother and two brothers.*

e. *What is your nickname?*

Step 6

Sheet B Name: Takeshi Ono

- a. What are you studying, Mitoko?
- b. I'm studying biology to become a teacher.
- c. How many people are there in your family?
- d. I have a father, mother and two brothers.
- e. What is your nickname?
- f. *People call me Mito.*

Sheet A Name: Mitoko Suga

- a. Where are you from, Takeshi?
- b. I'm from Kagoshima, Kyushu.
- c. What are your hobbies?
- d. I like mountain climbing.
- e. How often do you go mountain climbing?
- f. *I go mountain climbing during spring, summer and winter vacations.*

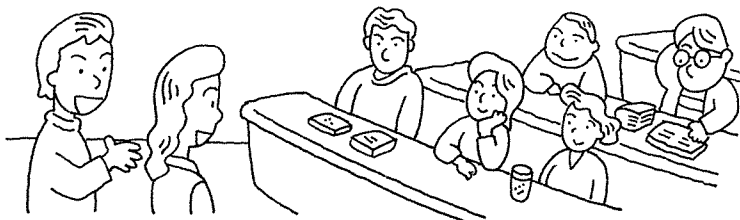
After the silent peer interview, both Mitoko and Takeshi get ready to write about their partner. Mitoko will look at the paper with her questions and Takeshi's answers (Sheet A), and Takeshi will look at the paper with his questions and Mitoko's answers (Sheet B). Each will use the information in the answers to write a paragraph introducing the partner.

Learning from the Model

As an example, let's take a look at the paragraph Takeshi wrote to introduce Mitoko.



I would like to introduce my classmate, Mitoko Suga. Mitoko prefers that people call her "Mito." She grew up in Kyoto with her mother, father and two brothers. Mito is studying to be a biology teacher. Her favorite kinds of music are Latin American salsa, jazz and hip hop. This classmate is a serious student, but in her free time she likes to play tennis, go running, and listen to music with her friends. She also enjoys drawing, but she does not think she is very good at it. Mito has a wonderful smile, and I think she will be a fun classmate. I am glad we are in English class together.



Before You Write

1. You will be assigned to write a paragraph in each unit of this textbook. When you write an English composition, the process of writing is very important. Take a look at the steps writers often go through to produce a strong final passage.

Process of writing:

- (1) Putting down thoughts and ideas (or brainstorming)
- (2) Organizing your thoughts and ideas
- (3) Writing a draft
- (4) Revising your content and organization
- (5) Getting feedback from someone else
- (6) Making final revisions to the content and organization, and editing the grammar and mechanics
- (7) Writing the clean copy, the final product

In the past, perhaps you wrote only one version or draft of your essays, and thought they were "good enough." If so, this "process of writing" will be new to you. In this textbook, you will practice working with your paragraphs to make them better and better.

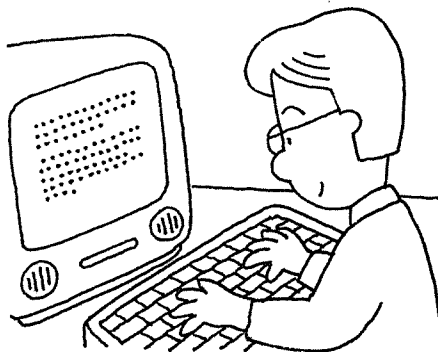
2. Now find your partner to silently interview. Take out a blank sheet of paper and write your name at the top of it. Then write one question for your partner as the first step. Next, exchange your sheet with your partner, and follow the steps of the silent peer interview described above.

Let's Write

1. Look at the answers to the questions you asked your partner in the silent peer interview. They are the "thoughts and ideas" for your paragraph. Use this information to write a first draft of a paragraph introducing your partner.
2. When you are finished writing your first draft, exchange your draft with a new partner. Your partner will read your draft and check it for the following points:
 - a. Is the information in the draft clear? Is there any information that is not clear?
 - b. Does the paragraph tell enough about the classmate?
3. After getting feedback from your partner, revise your draft to make it better, and write a final copy to turn in.

Getting Started

1. Some of you may have pen pals. These days, it is becoming more and more popular to have "key pals," or people you send e-mail to. Do you have a key pal? In this unit we will work on what you might want to say to introduce yourself to a new key pal. Below are some areas you might want to talk about. Fill in the details about yourself in English.
 - a. Name:
 - b. Major at school:
 - c. Family members:
 - d. Birthplace:
 - e. Hobby or things you like to do:
 - f. Favorite foods:
 - g. Is there anything else your key pal should know about you?
2. What do you want to know about your key pal? Write possible questions you might ask to find out about.
 - a. Key pal's hobbies or things he/she likes to do:
 - b. His/Her family members:
 - c. His/Her major:
 - d. At least two other things you want to find out:



Learning from the Model

Below you will find a sample of an e-mail message from Akira to his key pal, Manuel, in Spain. Read the message. (Numbers ⁽¹⁾ through ⁽⁴⁾ are paragraph numbers.)



Subject : Self-introduction
 Date : Mon., 16 April 20XX 14:28:15
 From : Akira Kojima <akojima@tec.happymail.com>
 To : Manuel Rodrigues <mrodig@www.euromail.com>

Dear Manuel,

My English teacher has given me your name and e-mail address. She tells me that you and I will exchange our opinions on various topics to practice English. I hope we can enjoy our exchange! ⁽¹⁾

First let me introduce myself to you. My name is Akira Kojima. The meaning of my first name is "light" or "bright," and my family name means "small island." This is a very common family name in Japan. Do first and family names have meanings in your country? ⁽²⁾

I'm majoring in Marine Biology at the University of Global Science in Tokyo. I like the sea and animals a lot. I have just started to study, so I don't really know very much about the university yet. It's fun to meet my friends on campus though. When I find out more about my school, I'll tell you. ⁽³⁾

Before coming to the university, I grew up on the beach of Kuju-kuri in Chiba Prefecture near Tokyo in Japan. I enjoy swimming and surfing. Do you enjoy water sports? ⁽⁴⁾

Well, I guess that's all I'll write for now. I look forward to hearing from you!

Best regards,

Akira Kojima
 E-mail: akojima@tec.happymail.com

Writing e-mail messages can be fun because there are not any strict rules. Most e-mail is casual and can be written in almost any style you like. The above sample is a somewhat formal one because Akira is writing to Manuel for the first time.

In the above e-mail, what are the topics Akira writes about?

Paragraph (1):

Paragraph (2):

Paragraph (3):

Paragraph (4):

Before You Write

Below you will find the same type of e-mail message as Akira wrote, but with blanks. Fill in the blanks with words of your own so that the message will become your self-introduction.

Paragraph (a):

First let me introduce myself to you. My name is _____. The meaning of my first name is _____, and my family name means _____. This is a _____ family name in Japan. _____ in your country?

Paragraph (b):

I'm majoring in _____ at _____. I like _____ a lot. I have just started to study, so I really don't know very much about the university yet. It's fun _____ on campus. When I find out more about my school, I'll tell you.

Paragraph (c):

I grew up _____.
I enjoy _____.
Do you enjoy _____?

Let's Write

1. After the first three paragraphs, you will want to add two more paragraphs with two or three sentences each about yourself. Look back at the first page of the unit and try to decide topics you would like to write about in those paragraphs. You will choose the topics depending on your preferences. Then write down topics (d) and (e) after (c).

Brainstorming by listing: Once you decide the topics, you will need to decide what details to give about those topics. To come up with ideas for details, you will practice a type of brainstorming called "listing." Take out a piece of paper. Write your topics at the top of the page. For about three to five minutes, list freely and randomly any words or phrases that come to your mind about those topics. No idea is too silly to write down. Don't worry about spelling or grammar for now.

2. Now you will put your e-mail self-introduction together. On your computer or on a blank sheet of paper, write out the first three paragraphs using ideas and information from "Before You Write." Then write two more paragraphs using the ideas you have just listed.
3. As has been mentioned in Unit 1, the process you follow before and while writing is very important. In this process, getting feedback from another reader will often help you greatly. Exchange your self-introduction draft with a classmate and check the following points:
 - a. Is the information in the draft clear? Is there any information that is not clear?
 - b. Is there any additional information which might be nice to put in?
4. After getting feedback from your classmate, write a revised draft. Then, if you have a key pal, send your e-mail to that person and your teacher. If you do not have a key pal, maybe your teacher wants you to send your e-mail to a classmate.

Unit 3

Sakura, or "Cherry Blossom"

Writing Style : description (1)

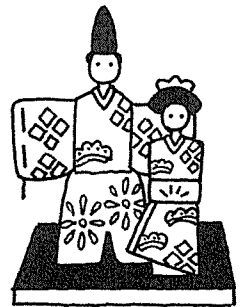
Getting Started

When you want to talk about Japanese things in English, you might find it difficult. For example, if you want to use the word "sakura," you will realize it may not be understood in English. Sometimes adding a simple English phrase like "cherry blossom" can help. Let's practice how we can use Japanese together with English in this way.

Example: sakura, or "cherry blossom"
hanami, or "flower viewing"

Try to express the meanings of the following Japanese terms in English.

- hinamatsuri _____ , _____
- kodomo-no-hi _____ , _____
- seijin-no-hi _____ , _____
- setsubun _____ , _____
- (o)shougatsu _____ , _____
- (o)bon _____ , _____
- shunbun-no-hi (shuubun-no-hi) (o-higan)
_____ , _____
- sadou _____ , _____
- kadou _____ , _____
- haiku _____ , _____
- yukata _____ , _____
- bon-odori _____ , _____
- geta _____ , _____
- zoori _____ , _____



Notice that the Japanese words are written in italics. In English composition, we use italics with words that are foreign to English.

Examples: Akira likes *kendo*, *yabusame*, basketball and soccer.

Manuel plays the flute but not *shakuhachi*.

Learning from the Model

Read the following paragraph.



Sakura

The cherry blossom, or *sakura*, has had a special meaning to the Japanese throughout their history. The fleetingness of this blossom, whose pale pink petals begin to fall almost immediately upon opening, has moved people throughout time. Because the beauty does not last long, but only a week or so, people cherish its delicate loveliness all the more. This characteristic has provided the inspiration for the inclusion of *sakura* throughout Japanese traditional literature. Even today, it is the reason behind the annual party ritual of *hanami*, or “flower viewing.” In modern Japan, people of all ages or backgrounds go out for *hanami* in early spring, celebrating the enduring relationship between this country and its flower.

In serious or academic writing in English, knowing how English paragraphs are constructed will help you greatly. The following are important characteristics:

1. A paragraph presents only one topic.
2. Each paragraph has a topic sentence, which is usually placed at the beginning of the paragraph. The topic sentence announces the main idea of the paragraph and a point of view about that main idea.
3. The rest of the sentences in the paragraph support the topic sentence.

Let's check if the paragraph above has these characteristics.

Topic sentence: Sentence (1) The cherry blossom, or *sakura*, has had a special meaning to the Japanese throughout their history.

main idea or topic = cherry blossoms

point of view = has had a special meaning

Supporting sentences: The fleetingness of this blossom, whose pale pink petals...

Because the beauty does not last long, but only a week...

This characteristic has provided the inspiration...

Even today, it is the reason behind the annual party...

In modern Japan, people of all ages or backgrounds...

Before You Write

The following six sentences form a paragraph, but are not well ordered. Try to rearrange the sentences so that they form a good paragraph as described in "Learning from the Model."

- a. As the party atmosphere reaches a fevered pitch, *sakura* itself often seems momentarily forgotten, but it all takes place under the briefly blossoming cherry trees, and it could not happen without them.
- b. Friends or neighbors may go on a weekend picnic to visit their favorite cherry trees and have a party there.
- c. Groups of students or workers spread vinyl sheets on the ground under cherry trees to eat, drink and sing until late at night.
- d. *Hanami* provides the theme for a range of gatherings.
- e. People go out in families to open their lunch boxes under *sakura* in the neighborhood park.
- f. Young couples stroll along under *sakura* with petals snowing on them.

Now identify the topic sentence and state it along with "main idea or topic" and "point of view" below.

Topic sentence : _____

main idea or topic = _____

point of view = _____

Go over the supporting sentences and notice that all of them talk about what the topic sentence tries to express. Notice and remember that any irrelevant ideas are not included in one paragraph, which presents only one topic.

Let's Write

1. Now you will write a paragraph of your own. First, for your topic, think of something which is typically Japanese like *sakura*. For example, you might write about a Japanese holiday, festival, traditional art form or cultural item, or some Japanese food.

Your topic: _____.

Before you start writing, do brainstorming by listing. For about three to five minutes, write down all the words and phrases you can think of about your topic. Try to include words for all five senses—sight, smell, sound, touch and taste. List as much as you can about your topic.

2. Now that you have a long list of ideas about your topic, decide what the main idea and point of view will be for your paragraph. Write a clear topic sentence that includes this main idea and point of view.
3. Look at your list again. Which ideas could be used to support your topic sentence? Use those ideas to write supporting sentences for your paragraph. Do you have items on your list that do not support your topic sentence? Cross out any ideas that do not support your topic sentence. They are irrelevant to your paragraph.
4. In English, formal academic writing follows a standard format. When you write your draft, you should use the following format:
 - a. Maintain a 2.5 to 3 cm margin on all four sides of the paper.
 - b. Center the title at the top of the page.
 - c. The first sentence of a paragraph is indented five spaces.
 - d. Write on every other line of the paper, or double space when typing.

Now put your topic sentence and supporting sentences together into a paragraph. Use good paragraph format.

5. Exchange your draft with a classmate and check the following:
 - a. Does the paragraph have a topic sentence?
 - b. Does the paragraph have good supporting sentences?
 - c. Is there any irrelevant information?
 - d. Does the paragraph have good format?
6. After getting feedback from your classmate, revise and edit your draft. Write a final copy to turn in.