

# Integrated English Core and IE Writing

Instructor's name \_\_\_\_\_

Day - Period – Room \_\_\_\_\_

Student No. \_\_\_\_\_

Year-Class-Number \_\_\_\_\_

**Student's Name** \_\_\_\_\_

# 2012



青山学院大学

Aoyama Gakuin University

**Integrated English Program**

**Aoyama Gakuin University**

## Integrated English Core

Program Organization .....	1
<b>Task 1:</b> Journals .....	3
<b>Task 2:</b> Discussions on Newspaper Articles.....	5
Newspaper Article Summary.....	8
<b>Task 3:</b> Selecting & Analyzing Novels.....	13
Literary Terms: Pre-tests, Exercises, Post-tests.....	14
Book Report Form.....	26
Rating Book Reports .....	29
<b>Task 4A:</b> Presentations.....	46
<b>Task 4B-C:</b> Poster Sessions & Projects.....	49
Vocabulary Lists & IE Themes.....	55

## Integrated English Writing

IE Writing Objectives and Course Outlines .....	64
The Writing Process.....	72
Passive, Active Voice & Third Person.....	75
Conjunctions & Punctuation.....	76
Combining Short Sentences.....	79
Transitions & Coherence.....	81
Marking Symbols.....	90
<b>IE I: Model Paragraphs &amp; Samples</b> .....	91
Peer Editing & Checklist .....	99
10-pt Rubric for Scoring IE Paragraphs.....	103
<b>IE II: Paragraph to Essay: Diagram</b> .....	104
<b>IE II &amp; III Model Essay</b> .....	105
Creating Thesis Statements.....	107
<b>IE II Model Analysis Essays</b> .....	109
<b>IE II Comparison-contrast Essays</b> .....	111
10-pt Rubric for Scoring IE Essays.....	114
References in Essays & the MLA Style.....	115
Summarizing & Direct/Indirect Quotations.....	125
<b>IE II, III Essays &amp; Quotations</b> .....	130
12-pt Rubric for Scoring IE Essays.....	140

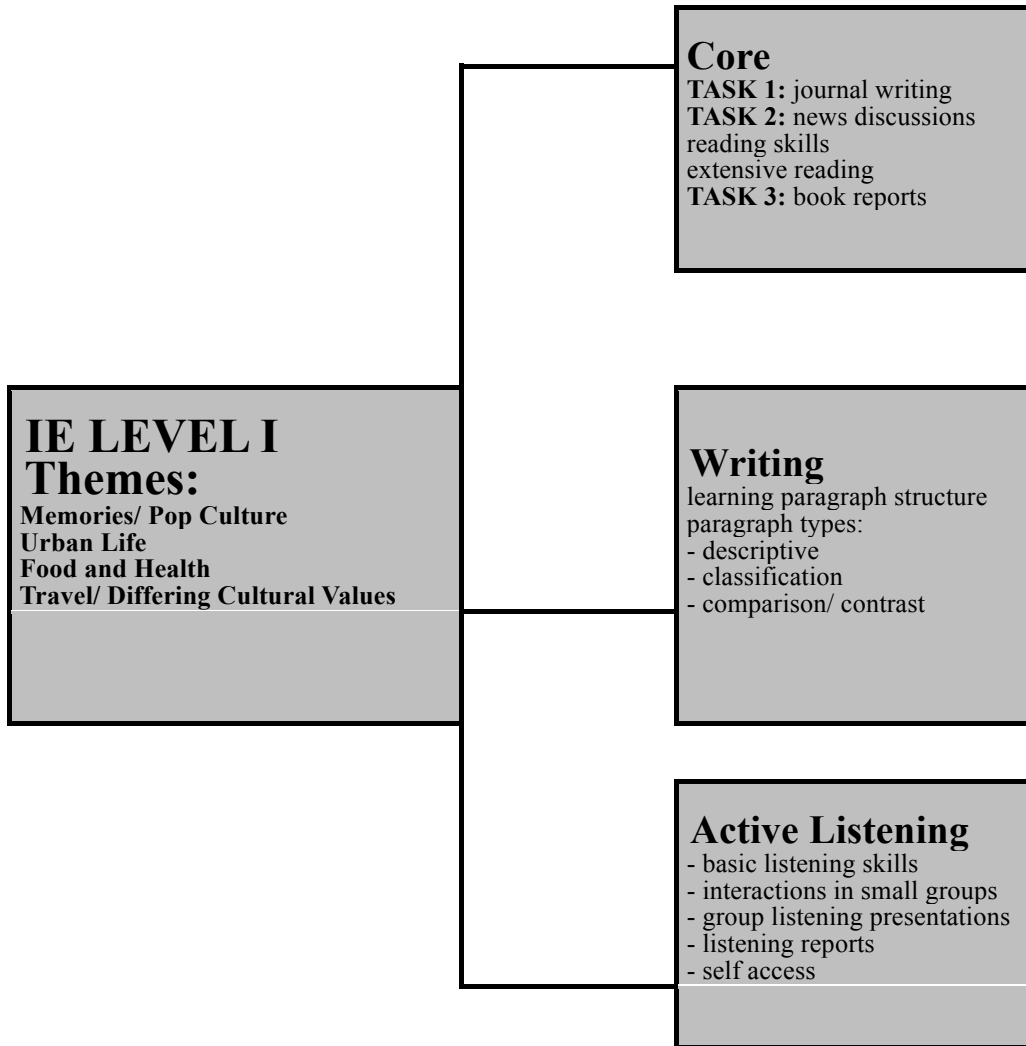
# IE CORE

The IE Core and IE Writing sections were developed by Gregory Strong with contributions from Joseph Dias and members of past IE Committees including professors Erica Aso, Keiko Fukuda, Matsuo Kimura, Mariko Kotani, Peter Robinson, Hiroko Sano, Donald Smith, Minako Tani, Jennifer Whittle, Teruo Yokotani, Hiroshi Yoshiba, and Michiko Yoshida, with James Ellis, former IE Coordinator, Wayne Pounds, and IE Core and Writing teachers, including Tom Anderson, Mike Bettridge, Loren Bundt, Vivien Cohen, Kazuyo Hoshizaki, and Joyce Taniguchi, Todd Rucynsky, Masumi Timson, Yoko Wakui, and Jeanne Wolf who provided activities, and some student examples, and graduate student, Mirei Hirota who typed them. Work on the program began in 1993 with the support of the English Department, particularly, chair persons Minoji Akimoto, Osamu Nemoto, Tsutomu Makino, and Kyosuke Tezuka.

Copyright, December 12, 2012  
Gregory Strong, Aoyama Gakuin University

# PROGRAM ORGANIZATION

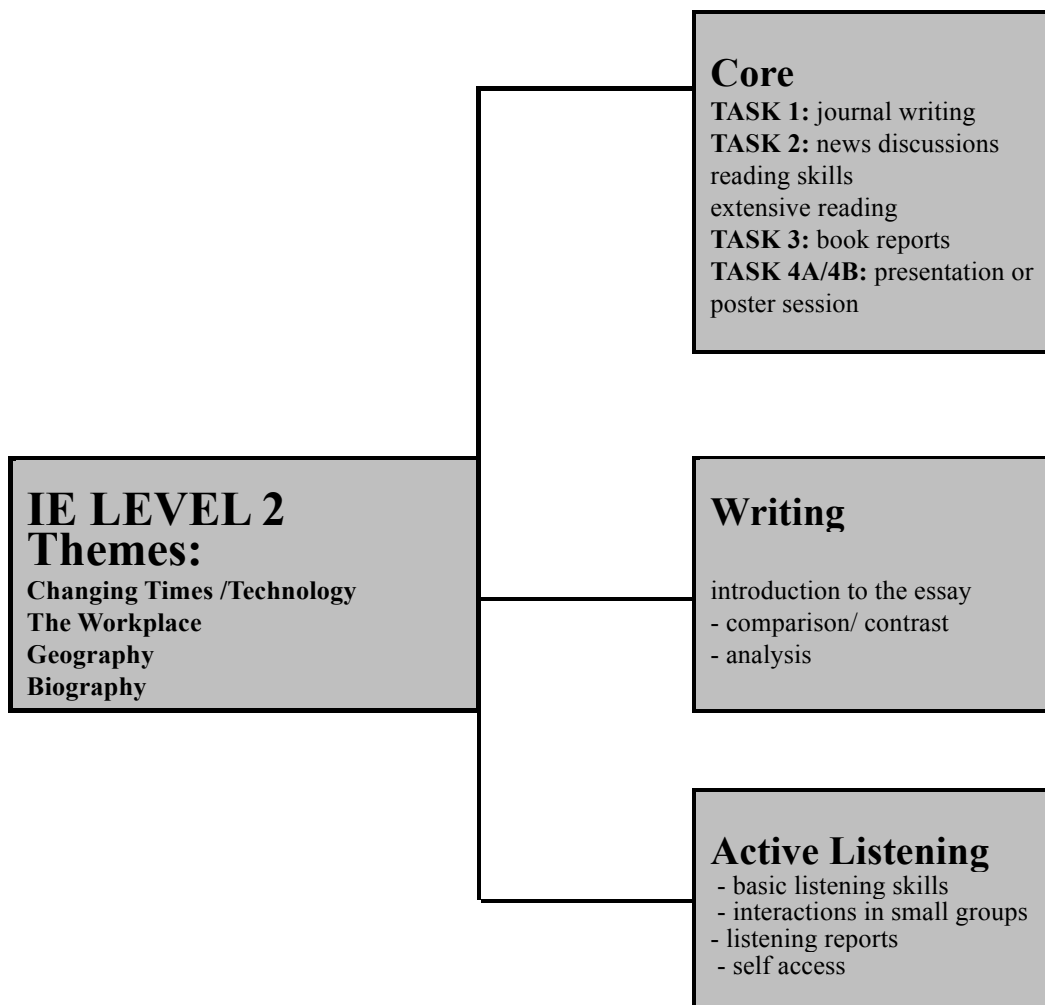
The focus of the IE (Integrated English) Program is on communicating with others. There are three sections in the IE Program: IE Core, IE Listening, IE Writing. In IE Core, you will be working on combined skills. In the IE Listening section, you will watch documentaries and popular films. The focus of the IE Writing section is on writing paragraphs and essays through brainstorming, peer tutoring, and revising. After completing the IE Program, you will be required to take an Academic Writing and an Academic Skills course, and you may be eligible for an IE Seminar in such areas as Art History, Cross-cultural Communication, Film and Culture, Popular Music, Readers' Theatre, Teaching English as a Foreign Language,.



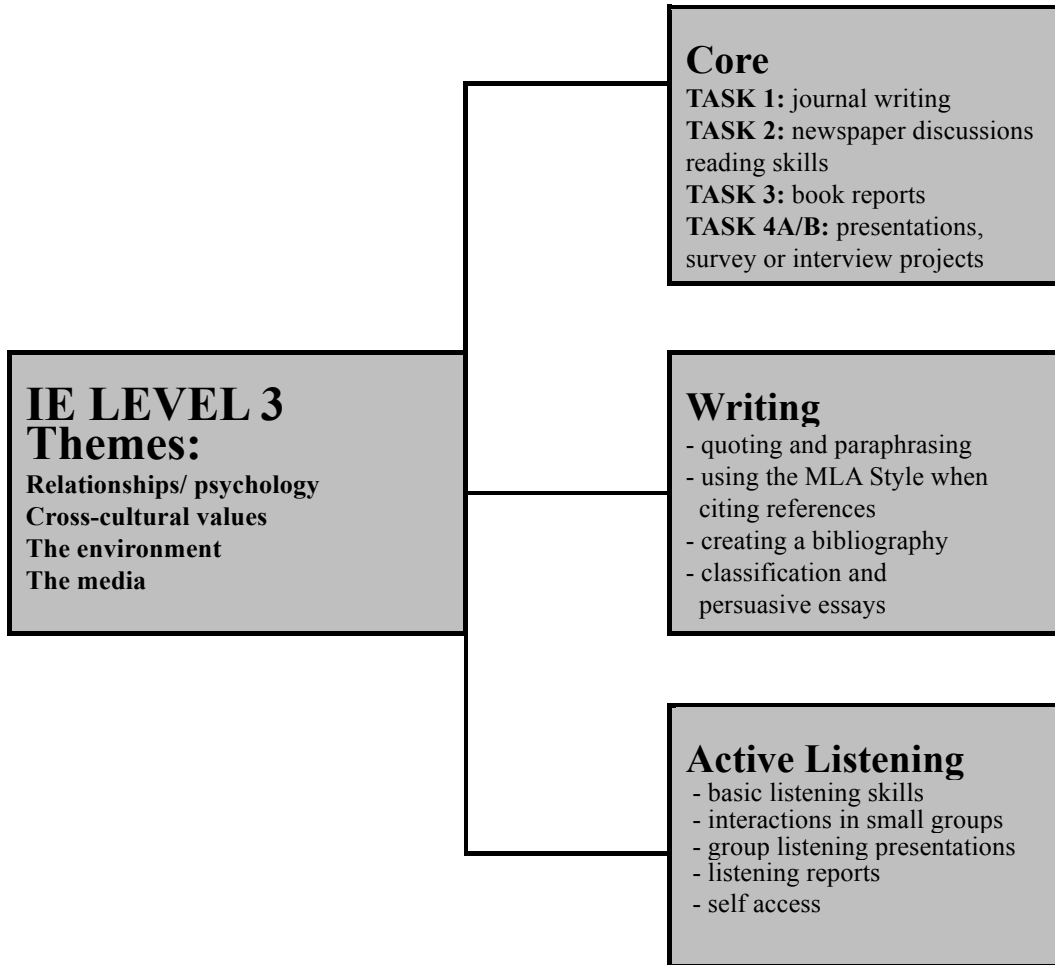


# **PLACEMENT AND GRADING**

Initially, we test your language ability by a TOEFL test and place you in an IE I, IE II or IE III class matched to your ability. Our IE classes are small so that you will have every chance to take part in classroom activities and to interact with your teacher. The teachers of your IE Core, Writing, and Listening sections combine your scores into a total grade for IE at the end of the term. Attendance and class participation are important in each section. Your Writing and Listening sections each count for 30% and the IE Core for the remaining 40% of your total grade. To pass each level of IE, the overall, calculated grade for the three sections must be 60 or higher, and none of the grades in the respective sections can be less than 50.



## IE CORE GUIDE



## I. JOURNAL WRITING

In your IE Core classes, you will keep a journal, have email exchanges, or contribute to a class blog. These types of writing help you to use English communicatively and improve your abilities to describe feelings, tell about experiences, and express ideas. Your teacher may assign you a “secret friend” or penpal with whom you will exchange journals. Using “pen names” can make your exchanges more exciting. Generally, students are instructed to write the equivalent of 3 double-spaced pages each week. Making regular entries in your journals/ blogs, or contributing actively to organized email exchanges, will be an important part of your IE Core grade.

### I.(a) TOPICS FOR YOUR JOURNAL

Instead of just writing about what you did on the weekend with your friends or with a club which is “narration” or “narrative writing,” try to take the challenge of writing in a different “genre,” or focus such as stating an opinion, or persuasive writing. Review a book, a movie, a TV show, or make a prediction.



**EXPOSITORY or EXPLANATORY WRITING**

1. Compare your life now with the future, Japan today with the past or with Japan of tomorrow.
2. Compare Japan with the UK/China/the U.S./Australia?Canada
3. Describe your future – your career, or your family.
4. Describe the ways in which books/films/travel can change your life.
5. Describe the differences between men and women, children and teenagers
6. Describe an important person from your childhood, an unusual person, your favorite teacher, one of your classes, or a particular lecture.
7. Describe your hometown or some other place in Japan or the world.
8. Describe a sport you play, a musical instrument, a hobby, or your heroes
9. Describe a friend, family member, or a pet.
10. Describe a new invention that would solve a problem or make life better.
11. How you would solve a social problem such as domestic violence, juvenile crime, homelessness, unemployment?
12. How you would change your old high school if you were the principal.
13. How would you compare university life to your life in high school, Japan with another country, two types of music, or two types of people?
14. Young people in Japan have different values than their parents.
15. The three people in your life (besides your parents) that have had the biggest influence on you.
16. What is your philosophy of Life?

**PERSUASIVE WRITING**

1. TV is/is not a waste of time.
2. Couples should/ should not live together before getting married.
3. Japan should/should not have nuclear weapons.
4. Macintosh computers are/ are not better than IBMs.
5. Abortion should be/ should not be illegal in Japan.
6. University entrance exams are/ are not unfair.
7. Capital punishment should be/ should not be abolished in Japan.
8. The government should do/ should not do more to promote women's rights.
9. Ghosts exist/do not exist.
10. Aliens have/ have not visited earth in UFOs.
11. People should/ should not use cell phones
12. Travel is the best/worst education.

### **NARRATION or NARRATIVE WRITING**

1. Tell of an event in your childhood, for example, a best or worst memory.
2. Tell a ghost story, a legend, or historic incident.
3. Tell a story from your childhood, your dreams, or yours fears.
4. Tell the story of a modern or historical character.
5. Write about a recent trip.
6. Write about the events in a book, film, or television program.
7. Write about a dream you recall.

## **II. DISCUSSIONS ON NEWSPAPER ARTICLES**

You learn how to participate in a discussion in IE I. The same skills will be used in IE II and IE III, with more complex tasks, based on paraphrasing and summarizing longer news articles. How the discussions are conducted, and the subject of discussions, will differ in each of the three levels of IE. In each course, you will be asked to be a “discussion leader” about three times. The other times in class, you will be participating in discussions. If you are a group leader, you will need to use your partners’ names when speaking to them, make eye contact, and use gestures. In addition, you’ll learn phrases for asking your partners’ opinions, turn-taking while discussing topics, ways of agreeing and disagreeing, and how to ask for clarification and make additional points.

### **II.(a) INTERRUPTING, ASKING FOR CLARIFICATION**

There are many ways to practice these skills. One is a game where you interrupt and ask for clarification:

1. The teacher or a student volunteer starts talking on any subject.
2. Anyone in the class can interrupt and disagree with the speaker or ask for clarification if they use the right expressions.
3. The speaker quickly answers the person who interrupted or provides clarification and resumes talking about the subject.
4. Everyone else tries to interrupt or ask for clarification as often as possible and in as many ways to sidetrack the speaker.

**IE CORE GUIDE**

**II.(b) GIVING A REASON**

Another way is to practice adding reasons:

1. Write down the names of different jobs on pieces of paper. Then fold the papers so that what’s written on them can’t be seen.
2. A group member draws a paper and imagines that it describes the job of the student sitting on the right. (S)he expresses why the job is a suitable one for that person. For example, “I think you would be a great singer because...”
3. The first group member passes the paper to the left and that person adds a different reason: “Furthermore...”
4. After the paper has gone around the group, another person draws a new paper and the game continues.

ASKING OPINIONS	AGREEING	DISAGREEING
<ul style="list-style-type: none"><li>- Could you tell me your opinion?</li><li>- How do you feel about it?</li><li>- I’d like to ask... ?</li><li>- I’d like to know... ?</li><li>- I’m interested in... ?</li><li>- What do you think?</li><li>- What’s your opinion?</li><li>- What’s your idea?</li><li>- What do you have to say?</li></ul>	<ul style="list-style-type: none"><li>- Certainly, that’s true.</li><li>- I agree.</li><li>- I have the same opinion.</li><li>- I feel the same way.</li><li>- Likewise (for me).</li><li>- Me too/ So do I.</li><li>- Yes, that’s what I think.</li><li>- I couldn’t agree more</li></ul>	<ul style="list-style-type: none"><li>- I can’t agree.</li><li>- I can’t believe that.</li><li>- I disagree.</li><li>- I don’t think so.</li><li>- I have a different opinion.</li><li>- I have another idea.</li><li>- I feel differently.</li><li>- I’m not sure I agree</li><li>- I partially agree</li></ul>

**II.(c) ROUND ROBIN**

In this exercise, a proposition goes around the circle or small group. Students either agree or disagree and offer a reason. The propositions can be outrageous ones.

- a) The world is really flat.
- b) Santa Claus is a real person.
- c) There is a rabbit making *mochi* on the moon.
- d) The number four is unlucky.

<b>INTERRUPTING</b>	<b>CLARIFICATION</b>	<b>GIVING REASONS</b>
Excuse me for interrupting, but... I might add that... I'd like to say something. May I say something... Pardon me, but... Sorry, but... Wait a minute! / Just a moment! Just a minute	I beg your pardon. I didn't catch the last part. I didn't get that. Sorry, I don't follow you. What was that? Will you please explain... Would you mind repeating that?	And another thing... Because... Furthermore... Next... Now, I'll move to/go to Seeing as how... The main reason is... That's why... (This is)the reason why...

**II.(d) CHECKLIST FOR IE I, II, III DISCUSSIONS**

Your checklist for student discussions has 3 parts: explaining, questioning, and communicating non-verbally. You will watch a DVD describing the parts of a discussion and of students leading discussions. Observe their discussion skills and discuss your observations with your teacher and classmates. This task will help you to learn what to do when you become a discussion leader.

**Items on the Checklist**

**A. Explaining**

- a) describes the content thoroughly (without excessive reading from notes)
- b) summarizes partners' comments after each question

**B. Questioning**

- c) asks partners a variety of questions
- d) uses follow-up questions when necessary

**C. Communicating Non-verbally**

- e) makes frequent eye contact with partners
- f) uses gestures frequently (e.g., pointing to a photograph or headline)

<b>Explaining</b>		<b>Questioning</b>		<b>Communicating Non-verbally</b>	
<b>a) describing</b>		<b>c) asking questions</b>		<b>e) making eye contact</b>	
<b>b) summarizing</b>		<b>d) using follow-up questions</b>		<b>f) using gestures</b>	

## ***IE CORE GUIDE***

### **Teacher's Role**

#### **i. As part of teaching the role of discussion leader, the teacher will:**

- 1) explain the checklist and describe the qualities of a “successful” discussion,
- 2) use the checklist with you to evaluate your discussions,
- 3) videotape discussion groups periodically and show you the tapes for class discussion and peer/self-evaluation.

#### **ii. The Teacher as Discussion Facilitator/ Cheerleader**

In addition to pre-teaching the use of questions and strategies for follow-up questioning, your teacher will circulate among the discussion groups, offering encouragement. During discussions, the teacher may:

- 1) model language to correct your mistakes,
- 2) recast phrases verbally when a student errs in pronunciation or in grammar,
- 3) encourage students to make thoughtful contributions to the discussion,
- 4) allow for 3 or 4 repetitions, in a different group each time, so that discussion leaders can describe their content more than once, reading less from their notes with each repetition
- 5) ask you to “shadow” your discussion leader which means paraphrasing what he or she has just said.

## **II.(e) NEWSPAPER ARTICLE SUMMARY**

In IE III, you are supposed to summarize an English newspaper article for your discussion. With your summary, you should also hand in a copy of the article. You must summarize it, not copy it. This important skill will be used later in Academic Writing. Here are the steps to follow:

1. Find articles from online news sources like CNN (<http://cnn.com>) and the BBC (<http://bbc.co.uk>), or from printed newspapers and magazines which you'll find in the library, such as *The Japan Times* or *The Daily Yomiuri*. You can also find some of the articles from those newspapers, and others, online at...  
<[http://www.asahi-net.or.jp/~gj7h-andr/index.files/news\\_english\\_online2.htm](http://www.asahi-net.or.jp/~gj7h-andr/index.files/news_english_online2.htm)>  
<<http://www.cl.aoyama.ac.jp/~dias/EsllinksNewspapers.html>>
2. Print out the article, or photocopy it, and staple it to your summary.
3. Note the source of information as completely as possible (writer, title of the article, name of the newspaper or magazine, and date) according to MLA Style:  
e.g., **Park, Alice. “The Quest Resumes.” *Time* 9 Feb 2009: 30.**



or an online newspaper article in which you must note the url, too:

e.g., **Barrowclough, Anne. "Man Survives 180 Foot Plunge Over Niagara Falls." *The Times Online*. 12 April 2009. <[http://www.timesonline.co.uk/tol/news/world/us\\_and\\_americas/article5892498.ece](http://www.timesonline.co.uk/tol/news/world/us_and_americas/article5892498.ece)>.**

Note that you capitalize the first letter of all the nouns and verbs in the title. Also, if the *url* of the article is too long, then you break it into parts before and after the slash mark /.

4. In point form, note the following key information:  
**Who?      What?      Where?      When?      Why?      How?**
5. Prepare a summary of the article by answering the W/H questions.
6. Choose 5 vocabulary words that are important in the story, then write down a definition of each of them and a sample sentence. Then teach the words to other students.
7. Write down your opinion ("I thought that..." or "I felt that...").
8. Finally, you should prepare three questions for your group discussion.

### **Useful Expressions for Talking about Articles and for Teaching Vocabulary**

The topic of my news story is...

My news story is about...

Do you know the word...?

Have you ever read/heard of the word...?

Do you know what \_\_\_\_\_ means?

Are you familiar with the word...?

The first/second/third/fourth/fifth word in my vocabulary list is...

\_\_\_\_\_ is a noun. It is a person who \_\_\_\_\_.

\_\_\_\_\_ is a verb which means \_\_\_\_\_.

The adjective, \_\_\_\_\_ that describes \_\_\_\_\_.

\_\_\_\_\_ is *like/ similar* to Jenny and it means \_\_\_\_\_.

Example 1: Tomomi Tsunoyama, IE III Core

## Passengers the Real Heroes: Bus Driver

July 14th, 2008

**A 62-year-old bus driver attacked by two youths on Thursday says his bus passengers were the heroes.**

David Newton wrote a letter to The Bulletin yesterday, reassuring family and friends he was OK after being punched in the head outside Australia Fair about 1.20pm.

"A passenger advised me that youths were spraying graffiti on the bus using spray cans and special marker pens," he said. "I caught them in the act and advised them that I was calling the police.

"These youths then tried to escape from the bus without success, as I was assisted by a passenger. They then turned violent on me.

"But after I defended myself and with the assistance of another Surfside driver, they gave up."

Mr Newton said three youths then escaped through the rear skylight hatch of the bus.

"Many people have contacted my family, work and talk back radio about the incident, and I wish to advise them all that I only received minor injuries in the incident," he said.

"I wish to thank a New Zealand tourist, Jim McDougall, who assisted me in preventing the youths from escaping as well as the the prompt

action of the police.

"My special hero is a lady named Amber who not only rang the police on her mobile phone, she also took photos of the incident and was able to give the police very good descriptions of the offenders.

"I have since contacted her and she and my wife are going out for a celebration drink for a successful outcome in catching these offenders.

"The good news is that a mobile telephone was found in the skylight.

"On investigation, the police were able to track the owner.

"The phone supplied plenty of photos of other graffiti incidents that the youths have performed.

"A lot of people have asked me whether this incident would put me off bus driving.

"My answer is no, because I am not going to let an incident like this upset me. More than 99.9 per cent of our passengers are a pleasure to deal with."

Three of the youths involved in Thursday's incident are helping police with their investigations. Police are still looking for two of the teenagers.

[Errors of grammar and word choice have not been corrected.]

14 JULY 2008

**SOURCE OF THE ARTICLE:**

“PASSENGERS THE REAL HEROES: BUS DRIVER”. *THE GOLD COAST BULLETIN*. 14 JULY 2008  
<[HTTP://WWW.GOLDCOAST.COM.AU/ARTICLE/2008/07/14/13642\\_GOLD-COAST-NEWS.HTML](http://www.goldcoast.com.au/article/2008/07/14/13642_gold-coast-news.html)>.

**WHO? — DAVID NEWTON**

**WHAT? — WAS PUNCHED**

**WHEN? — MONDAY 14 JULY 2008**

**WHERE? — AUSTRALIA FAIR, SOUTHPORT**

**WHY? — TELLING OFF YOUTHS MAKING GRAFFITI IN THE BUS**

**HOW? — A PASSENGER TOLD HIM THAT THERE WERE YOUTHS VANDALIZING THE BUS**

**VOCABULARY**

**ATTACKED** - TRYING TO HARM SOMEONE OR SOMETHING

**GRAFFITI** - PAINT OR WRITING ON SOMETHING THAT SPOILS ITS APPEARANCE

**ADVISED** - GAVE SOMEONE SOME ADVICE OR INFORMATION

**VIOLENT** - INJURIOUS OR DESTRUCTIVE FORCE

**HATCH** - AN OPENING THAT SERVES AS A DOORWAY OR WINDOW IN THE FLOOR OR ROOF OF A BUILDING.

**SUMMARY:**

A 62 YEAR OLD BUS DRIVER NAMED DAVID NEWTON WAS **ATTACKED** AFTER TELLING OFF YOUTHS ABOUT SPRAY PAINTING **GRAFFITI** ON THE BUS. WHILE GETTING OFF THE BUS, A PASSENGER INFORMED NEWTON THAT THERE WERE YOUTHS IN THE BACK OF THE BUS, SPRAY CANS AND SPECIAL MARKER PENS, SPRAYING GRAFFITI. NEWTON CAUGHT THE YOUTHS IN THE ACT AND **ADVISED** THEM THAT HE WAS GOING TO CALL THE POLICE. THE THREE YOUTHS TRIED TO ESCAPE FROM THE BUS, BUT ANOTHER PASSENGER STOPPED THEIR ESCAPE, AND THE YOUTHS BECAME **VIOLENT**. THEN SOME OF THE YOUTHS ESCAPED THROUGH THE REAR SKYLIGHT **HATCH** OF THE BUS.

**MY OPINION:**

GRAFFITI IS A BIG PROBLEM WITHIN JAPAN RIGHT NOW AS IT WAS DISCOVERED THAT A GROUP OF UNIVERSITY STUDENTS HAVE “TAGGED” ONE OF THE WORLD HERITAGE BUILDINGS IN ITALY. LATER IT WAS ALSO DISCOVERED THAT A BASEBALL COACH OF A FAMOUS HIGH SCHOOL HAD ALSO VANDALIZED A WORLD HERITAGE PLACE. I DON’T UNDERSTAND WHY PEOPLE WOULD VANDALIZE SUCH FAMOUS BUILDINGS. IT IS DISRESPECTFUL TO THE PEOPLE WHO BUILT SUCH MONUMENT. ANOTHER RECENT CASE OF VANDALISM IN JAPAN IS THE CASE WHERE A BULLET TRAIN WAS VANDALIZED AND HAD THE WORD ‘HACK’ SPRAY PAINTED ON. IT IS BELIEVED THAT THE ARTIST SNEAKED IN FROM THE GAP IN THE FENCE AND HAD AROUND 20-30 MINS TO GRAFFITI. THESE PEOPLE SHOULD BE MADE TO CLEAN THE GRAFFITI, AS A PUNISHMENT, AS WELL

**IE CORE GUIDE**

**QUESTIONS:**

- 1. HOW DO YOU FEEL ABOUT THE RISE IN VANDALISM?**
- 2. WHAT DO YOU THINK WOULD BE A FAIR PUNISHMENT FOR THE PEOPLE WHO VANDALIZED?**
- 3. WHY DO YOU THINK YOUNG PEOPLE VANDALIZE OBJECTS?**

**II.(f) RATING SCALE FOR IE III DISCUSSIONS**

Although the checklist in Section II.(d) will be used at all three levels, your skills should be higher at each level. The following Teacher Rating Scale rates these skills.

<b>Explaining</b>		<b>Questioning</b>		<b>Non-verbally Communicating</b>	
<b>4</b>	a) Communicated the ideas in the article without reading b) Explained vocabulary when necessary, using only English c) Spoke clearly and loudly enough to be easily understood	<b>4</b>	a) Summarized your partners' comments after each question b) Used follow-up questions and rephrased questions as needed c) Directed the group by using names, to get others to speak	<b>4</b>	a) Frequent eye contact b) Appropriate and helpful gestures c) Good posture and sensitivity to others' nonverbal communication
<b>3</b>	Any combination of 2 descriptors*	<b>3</b>	Any combination of 2 descriptors*	<b>3</b>	Any combination of 2 descriptors*
<b>2</b>	Any 1 descriptor*	<b>2</b>	Any 1 descriptor*	<b>2</b>	Any 1 descriptor*
<b>1</b>	Read the article aloud	<b>1</b>	Read the questions	<b>1</b>	No eye contact or gestures

### **III. SELECTING & ANALYZING 2 NOVELS**

You will read two novels over the term to develop your reading skills and learn how to analyze literature. Afterward, you will write a report and discuss it with a small group. The Sagamiara library has over 3,500 novels in English. Many are graded readers, marked with coloured dots in order of the difficulty of their vocabulary, length, and sentence structure: yellow, red, and blue.

You can quickly check your vocabulary level at... <http://www.er.uqam.ca/nobel/r21270/levels/>

You should check your level so that you can read with enjoyment and without too much frustration from choosing a book that is too hard, or too easy. Therefore, it is important to choose a novel that's just right for you. Your teacher will help you.

#### **III.(a) LITERARY TERMS: IE Pre-Tests**

To analyze books, we will use 7 literary terms: **setting, point of view, conflict, climax, symbol, irony, and theme**. You may have heard of some of these terms. Look them over. Then read the story that follows and fill in the blanks.

Setting

.....

Point of View

.....

Conflict

.....

Climax

.....

Symbols

.....

Irony

.....

Theme

.....



**IE I Pre-Test:**  
**THE TORTOISE AND THE HARE**  
**(From the ancient fable by Aesop)**

The hare laughed at the slow-moving tortoise, but the tortoise said, 'I could beat you in a race!' The hare replied, 'We'll see about that!' The result was that they agreed on a time and place for the race. When the race started, the tortoise started as quickly as he could.

The hare just laughed at the tortoise. He was so confident that he lay down for a rest and fell into a deep sleep. By the time the hare woke up and ran to the finish line, the tortoise had already won.

Setting

.....

Point of View

.....

Conflict

.....

Climax

.....

Symbols

.....

Irony

.....

Theme

.....

**IE II Pre-Test:**  
**THE BOY WHO CRIED WOLF**  
**(From the ancient fable by Aesop)**



For a joke, a shepherd boy kept on going up to the top of the hill near his flock and shouting to all the farmers nearby, 'Help, there's a wolf!' The farmers would all run out to help him only to find out that he had tricked them.

Then one day a real wolf came to eat the boy's sheep. But when the boy went to the hill to shout for help, no one believed him. No one came to help. The wolf ate all the sheep.

Setting

.....

Point of View

.....

Conflict

.....

Climax

.....

Symbols

.....

Irony

.....

Theme

.....

**IE III Pre-Test:  
THE DOG, HIS MEAT, AND HIS  
REFLECTION IN THE WATER  
(From the ancient fable by Aesop)**



A dog was carrying home a piece of meat in his mouth. He had to cross a plank of wood lying across a small river. As he crossed, he looked down and saw his reflection in the water.

Thinking it was another dog with another piece of meat, he decided to scare the other dog and take the second piece of meat. He snapped at his reflection. As he opened his mouth, the piece of meat dropped into the water and was lost to him.

Setting

.....

Point of View

.....

Conflict

.....

Climax

.....

Symbols

.....

Irony

.....

Theme

.....



### III.(b) LITERARY TERMS

- 1) **Setting** (背景 *haikai*) is the time and location of a story or novel.
- 2) **Point of View** (観点・視点 *kannten/shiten*) is the perspective (観点/視点 *kannten/shiten*) of the narrator (語り手 *katarite*) telling the story.
  - (a) First Person (第一人称 *daiichi ninshou*): sympathetic, unreliable
  - (b) Third Person (第三人称 *daisan ninshou*): Through the eyes of a character
    - (c) Omniscient (三人称全知全能の神の視点 *Sanninsho zenchizennou no kami no shiten*) tells the story with insight into the minds and emotions of a number of characters.
- 3) **Conflict** (対立 *tairitsu*) a character is in conflict with him/herself or with another being/force.
  - (a) Person vs. him/herself
  - (b) Person vs. person
  - (c) Person vs. society/nature/the supernatural
  - (d) A group of people vs. another group/one person
- 4) **Climax** (クライマックス *kuraimakkusu*) The tension between the two sides in a conflict builds up to a climax when one side or the other wins the struggle.
- 5) **Symbol** (象徴 *shouchou*) is a person, object, or event in the story which stands for another thing, a person, or an idea.
- 6) **Irony** is when something unexpected is presented to the reader, either
  - (a) an unexpected event/outcome in a story that somehow is fitting;
  - or** (b) a use of words in an opposite way to their usual meaning (皮肉 *hiniku*).
- 7) **Theme** (主題 *shudai*) is a central or reoccurring idea in a story, its moral (道徳・倫理 *doutoku/rinri*) or a lesson (教訓 *kyokun*).

### TALKING ABOUT BOOKS

Scholars often discuss the **plot** (あらすじ *arasuji*), which is the outline of a story. It follows the tension (緊張 *kinchou*) arising from the **conflict** (対立 *tairitsu*). The rising action is the increasing tension. The conflict leads to a **climax** (クライマックス *kuraimakkusu*). It is followed by the falling action (the resolution of the story (解決／解明 *kaiketsu/kaimei*)).

**IE CORE GUIDE**

**III.(c) IE I EXERCISES: POINT OF VIEW**

Identify the points of view in the following vignettes:

**1**

I could hardly believe it! Ice lay on the road ahead of my car. I stepped on the brake to avoid hitting it. But it was too late. My car drove over the ice and skidded off the road. My life passed before me. What a waste! To end it all so badly. There was a crash and then everything went black.

**2**

The man driving the white Toyota sedan hit the ice before he could even see it. The car went into a skid that the man couldn't control. To his horror, his vehicle left the road and crashed into a fence. It lay there with its engine smoking. A woman who had been walking by screamed. Fearfully, she ran to the car and opened the door. "Are you okay?"

**3**

The white Toyota sedan hit the ice on the road and spun out of control. It skidded off the road and hit a fence. It stopped there. The engine was smoking. There was no sign of life.

**III.(d) EXERCISES: FIND THE CONFLICT**

**IE I Level**

- \* In 1912, an Antarctic explorer, Scott, and his three companions make a terrible trip in a snowstorm trying to reach the South Pole.
- \* In *The Titanic*, Jack and Rose fall in love even though Rose is engaged to someone else. Just when they plan to leave together, the ship strikes an iceberg.
- \* A student who smokes, struggles to break the habit.

### **IE II Level**

- \* In *The Matrix Revolutions*, humans battle a computer that controls all life on earth.
- \* A student on the Sagamihara campus finds a red purse on the road. She picks it up and finds 10,000 yen inside it and a student card. She must decide what to do.
- \* A hunter in Siberia sees the legendary white tiger, but then his gun jams and the tiger charges at him.

### **IE III Level**

- \* In *The Lord of the Rings*, Frodo and Sam fight must fight monsters in order to destroy an evil magic ring. But the evil ring has a power over Frodo's mind.
- \* In *Slum Dog Millionaire*, Jamal tries to find his true love and marry her even though he has no money and must struggle with a gang leader.
- \* Bonnie and Clyde, two criminals who rob banks try to escape from the police.

## **III.(e) EXERCISES: CREATE AN IRONIC ENDING**

*Irony:* 「アイロニー」 or 「反語」 *Something inappropriate, unexpected, and sometimes funny, happens in a story. Make up ironic endings to these fragments of sentences:*

- 1) After waiting all morning to eat his lunch, he opened the bag...  
(A big alligator jumped out and ate him up!)

### **IE I Level**

- a) She waited ten years for her American lover to return to Japan but when he came back...
- b) To the surprise of the wealthy, handsome men trying to marry the princess, she chose...
- c) George Wilkinson, the worst student at Hillside High School, got a surprising new job...
- d) The new American B-1 bomber, built at a cost of \$1 billion, crashed yesterday because...

## ***IE CORE GUIDE***

### **IE II Level**

- a) Who could have guessed that the beggar wearing rags was really...
- b) The young married couple left on an ocean cruise but the name of their ship was...
- c) At his last concert, the great Japanese rock star was greeted with loud applause. There was only one big problem...
- d) Recently, NHK attached a TV camera to a cat's collar to follow the animal for a day. To their surprise, they saw...

### **IE III Level**

- a) The UFO that invaded Earth had powerful weapons, stronger than tanks, battleships, and airplanes. However, the aliens were beaten by our secret weapon...
- b) The thief tried to steal the old lady's purse, but...
- c) Poor Alexandra studied all night for her Chemistry test, but the next day...
- d) Surprisingly, at the summer Olympics, the athlete who won the most medals was...

## **III.(f) EXERCISES: STATE THE THEME**

*Theme: A story's theme is its main idea, usually a moral or a lesson.*

**Write the theme for each of the following plot descriptions.**

### **IE I Level: A Christmas Carol**

A miserly old man, Ebenezer Scrooge, who never gives any of his employees Christmas bonuses or holidays, is visited on Christmas Eve by ghosts who force him to re-examine his life. After those experiences, Scrooge becomes a happy, generous old man who enjoys Christmas.

### **IE I Level: Treasure of the Sierra Madre**

Two unemployed men learn of some gold hidden in the mountains. They find the gold, but Dobsie tries to kill his friend so that he can keep all the money for himself.

**IE II Level: Androcles and the Lion**

Androcles, a slave in ancient Rome, sees a lion in the jungle. The lion is moaning in pain. Seeing that the lion has a thorn stuck in his paw, Androcles plucks the thorn from the lion's paw and relieves its pain. Months later, Androcles is to be sacrificed to the biggest, hungriest lion in front of the crowds at the Coliseum. As he sits waiting fearfully for the lion to attack, it runs toward him and licks his hand. It is the lion he had helped. The crowd at the Coliseum is surprised when it learns the truth. Both Androcles and the lion become heroes.

**IE II Level: Hamlet, Prince of Denmark**

Hamlet learns that his father has been murdered by Claudius, Hamlet's uncle who has married Hamlet's mother. Hamlet cannot decide whether or not his uncle is guilty. By the time he decides to get revenge, his uncle plans to kill Hamlet. Before Hamlet dies, he kills his uncle, but his mother is also killed. Finally, with the royal family all dead, Denmark is invaded by its enemies.

**IE III Level: Hamlet, Prince of Denmark**

Hamlet learns that his father has been murdered by Claudius, Hamlet's uncle who has married Hamlet's mother. Hamlet cannot decide whether or not his uncle is guilty. By the time he decides to get revenge, his uncle plans to kill Hamlet. Before Hamlet dies, he kills his uncle, but his mother is also killed. Finally, with the royal family all dead, Denmark is invaded by its enemies.

**IE III Level: Hamlet, Prince of Denmark**

Hamlet learns that his father has been murdered by Claudius, Hamlet's uncle who has married Hamlet's mother. Hamlet cannot decide whether or not his uncle is guilty. By the time he decides to get revenge, his uncle plans to kill Hamlet. Before Hamlet dies, he kills his uncle, but his mother is also killed. Finally, with the royal family all dead, Denmark is invaded by its enemies.

### **III.(g) EXERCISES: FIND ALL THE LITERARY TERMS**

#### **IE I Level: The Star**

One night, a young boy in Nairobi, Kenya saw a strange star fall from the sky and drop into the yard near his house. He finds it and hides it. But he is afraid that someone will find it, so when he goes to school the next day, he takes it with him. His teacher catches him looking at the star in his school bag. But rather than give it to her, he swallows it. He starts glowing and he becomes a star, too.

#### **IE II Level: The Look**

Walking down Third Avenue, she passed the park, hardly noticing the smell of the flowers on the warm summer night. Lonely, and feeling sorry for herself, she suddenly thought of jumping off the bridge. It stood a few blocks away, an ugly, gun-metal grey.

Ahead, a young man was jogging toward her. He was a handsome sportsman. Their eyes met as he passed.

BANG--she turned her head. The young man had hit a telephone pole. He must have looked back at her while he kept running.

She smiled.

#### **IE III Level: Christopher Columbus, the Mapmaker**

I was born in Genoa, Italy in 1451, but I spent the most important years of my life in Spain carrying a leather case with a map inside it. The map was carefully drawn on very good paper. It showed the world. Everyone thought Asia was much farther away than I had drawn it on my map. But King Ferdinand and Queen Isabella of Spain finally supported me. In 1492, I sailed away with three small ships.

No one, not even the king and queen expected to see me return alive. And my map was wrong! The earth was much larger than I had guessed and the sailors on the ships worried about finishing the trip. But luckily I had good winds to fill my ships' sails. One sunny day, I discovered a new country in between Europe and Asia. I landed on an island near what is called "Cuba" today. I thought it was India, so I called the natives who lived there, "Indians." That was my second mistake. The original people of America are still called Indians today.

**III.(a) LITERARY TERMS: IE Post-Tests**

Read over the following story and analyze it in terms of these 7 literary terms: **setting, point of view, conflict, climax, symbol, irony, and theme.** Fill in the blanks.



**IE I Post-Test:  
THE FOX AND THE GRAPES  
(From the Aesop fable)**

A hungry fox tried to reach some grapes hanging high on the vine. Although the fox jumped with all her strength, she still couldn't manage to reach the grapes. As she went away, the fox said, 'Oh, those grapes aren't even ripe yet! I don't need any sour grapes.'

Setting

.....

Point of View

.....

Conflict

.....

Climax

.....

Symbols

.....

Irony

.....

Theme

.....



**IE II Post-Test:  
TWO FROGS AND A WELL  
(From the Aesop fable)**

Two Frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another watery place to live in. After some time, they came to a deep well, and one of them looked down into it, and said to the other, "This looks a nice cool place. Let us jump in and settle here."

But the other, who was wiser, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how would we get out again?"

Setting

.....

Point of View

.....

Conflict

.....

Climax

.....

Symbols

.....

Irony

.....

Theme

.....





**IE III Post-Test:  
THE GRASSHOPPER AND  
THE ANTS**

**(From the Aesop fable)**

In a field one day in the summer, the Grasshopper was chirping and singing happily. An Ant passed by, dragging some grain to his nest.

“Why bother?” said the Grasshopper, “we have plenty of food right now.”

But the Ant continued its hard work. “If I were you, I’d be thinking about the winter.”

When winter came, the Grasshopper was starving. But the ants were eating the grain they had collected all summer.

Setting

.....

Point of View

.....

Conflict

.....

Climax

.....

Symbols

.....

Irony

.....

Theme

.....

*IE CORE GUIDE*

**III.(h) BOOK REPORT FORM**

BOOK REPORT

NAME \_\_\_\_\_

**1) MLA CITATION**

**Author** (family name, given name)

**Book Title:**

**City of Publication:**

**Publisher:**

**Date:**

**Number of Pages:**

**2) RESPONDING TO THE PLOT:** (2 paragraphs: Answer one of these questions)

- a) If you were a character in the story, what would you have done differently?
- b) If you were the author, what would you change in the book?
- c) Was there a character especially inspiring, depressing or even frightening? Explain why.
- d) Choose a quotation from a character in the book, include the page number, and describe the situation in which the character makes the remark. Explain why you chose it.
- e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?
- f) Were there any parts of the plot that you found too predictable or unbelievable? Why?
- g) How did what you expect to happen in the book compare with what actually happened?

**3) ANALYZING 7 LITERARY TERMS:** (Describe each term except plot in 2-3 sentences)

**4) REFLECTING ON THE STORY:** (2 Paragraphs: Answer one of these questions)

- a) How does the character's life compare to your own?
- b) How does the environment in the story compare to that in your own country?
- c) If the book has been made into a film, how would you compare the film with the book?
- d) If you have read another of the author's books, how does this one compare?
- e) How does this book compare to books with a similar theme?
- f) Try to find out something about the author's life. What do you think might have inspired him or her to write the book?
- g) Do you agree or disagree with the author's view of people and life? Support your opinion.
- h) What is something you learned from the story?
- i) Have you changed your ideas about anything after reading this book?

**III.(i) EXERCISE: LISTENING TO A BOOK REPORT  
IN A SMALL GROUP**

**BOOK REPORT (TASK A)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**Note the setting and the names of the characters:**

**Ask the reviewer: “Why did you choose this book?”**

---

**BOOK REPORT (TASK B)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**Note which events happen in the book:**

**Ask the reviewer: “Would this make a good movie? Why or why not?”**

*IE CORE GUIDE*

**BOOK REPORT (TASK C)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**What are some of the conflicts in the book?**

**Ask the reviewer this question: “What did you think about the book?”**

---

**BOOK REPORT (TASK D)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**What are some of the symbols and ironies in this book?**

**Ask the reviewer this question: “What would you criticize about the book?”**

**III.(j) RATING BOOK REPORTS: A 20-POINT SCALE**

<p><b>AA (90%+)</b> 18-20 points</p>	<ol style="list-style-type: none"> <li>1. Author, title, city of publication, date, number of pages – all in MLA style. (In IE 3, novels chosen must be more than 200 pp.; In IE 2, more than 100pp.)</li> <li>2. Responding to the plot - thoughtful comments, 1 - 2 paragraphs in length.</li> <li>3. Analyzing Literary terms - each one is identified and analyzed in the story.</li> <li>4. Reflecting on the story - a narration of main events in 1 - 2 lengthy paragraphs.</li> <li>5. Communication - few errors, therefore the writing communicates.</li> </ol>
<p><b>A (80%+)</b> 16-17 points</p>	<p>Missing 1 feature of an AA book report.</p>
<p><b>B (70%+)</b> 14-15 points</p>	<ol style="list-style-type: none"> <li>1. Author, title, city of publication, date, number of pages – all noted in MLA style. (In IE 3, novels chosen must be more than 200 pp.; In IE 2, more than 100pp.)</li> <li>2. Responding to the plot - 1 long paragraph .</li> <li>3. Analyzing Literary terms - only 5 of the 7 terms are explained in detail.</li> <li>4. Reflecting on the story - 1 long paragraph.</li> <li>5. Communication - many errors, but the meaning comes through.</li> </ol> <p>Or missing 2 features of an AA book report.</p>
<p><b>C (60%+)</b> 12-13 points</p>	<p>Missing 3 features of an AA book report.</p>
<p><b>D (50%+)</b> 10-11 points</p>	<ol style="list-style-type: none"> <li>1. Author, title, city of publication, date, number of pages – all noted in MLA style. (In IE 3, novels chosen must be more than 200 pp.; In IE 2, more than 100pp.)</li> <li>2. Responding to the plot - 1 paragraph.</li> <li>3. Analyzing Literary terms - only 2 are analyzed in detail.</li> <li>4. Reflecting on the story - 1 paragraph.</li> <li>5. Communication - many errors, but the meaning manages to come through.</li> </ol> <p>Or missing 4 features of an AA book report.</p>
<p><b>F (40%-)</b> 1-9 points</p>	<p>The report is minimal and should be completely rewritten.</p>

**IE CORE GUIDE**

**III.(k) SAMPLE IE I & II BOOK REPORTS**

These sample book reports contain errors. Some are incomplete. ALL of them could be improved. But they are in this booklet to help you better understand your teachers' grading.

**Sample 1**

Dickens, Charles. *A Christmas Carol*, Oxford: Oxford University Press, 1992. 68 pages.

- 1) **Setting:** The forties of the nineteenth century in London.
- 2) **Point of View:** Omniscient
- 3) **Conflict:** Scrooge versus himself
- 4) **Climax:** When Scrooge finally changed his mind and became a good man.
- 5) **Symbol:** Christmas as a symbol of happiness
- 6) **Irony:** Scrooge thought that only having a lot of money is happiness, but his way of thinking turned out to be a mistake.
- 7) **Theme:** If people have a strong will, they can change themselves anytime.

**Sample 2**

Laye, Camara. *The African Child*, Nelson Readers, London, 1989. 80 pages.

- 1. **Setting:** The forties of the nineteenth century in London.
- 2. **Point of View:** First person.
- 3. **Conflict:** The hero versus his poor circumstances.
- 4. **Climax:** The letter that the hero write his mother. Black woman of Africa, O my mother, I am thinking of you...O my mother, you carried me on your back. You fed me, you watched my first uncertain steps. I am still close to you. This story was written by the hero when his departure from France from his mother.
- 5. **Symbol:** Snake -- guiding spirit. This snake can foreknow futures.
- 6. **Irony:** The hero decided to go to France to complete his studies. His decision was very strong. And his mother was shocked and cry.
- 7. **Theme:** The hero is in poor circumstance. But he never sink and complains about it. All around him come into contact with him. Because he became a tender boy. I think this story tells us this. "Have a good future and a good hope." Also there are the race problem and a cleavage in society between rich and poor.

## Sample 3

Mackenzie, David. *The Dancing Murder*, Nelson, London, 1990, 80 pp.

**Responding to the Plot: (e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?**

I found the detective case surprising. A young lady's body floating in the River Thames, wearing purple clothes with a ring with the letter "C" on it. A detective and his assistance fight to solve the case. The hero was strange, too, George Stanford, 36 years old, a policeman for 36 years who lived alone in a clean, but untidy apartment. He and Sergeant Harry Croydon learn that the woman had broken up with her boyfriend two weeks earlier and her name was Caroline.

**Analyzing 7 Literary Terms:**

1. **Setting:** London, the present,
2. **Point of View:** The story is told in the third person.
3. **Conflict:** The two men versus the killer.
4. **Climax:** They follow the girl's ex-boyfriend from a dance and learn that Tom and his new girlfriend, Jane murdered Caroline.
5. **Symbol:** The medicine bottle -- Caroline was tricked into taking too many pills, so she became unconscious, and was drowned.
6. **Irony:** The case looked like suicide but it was murder.
7. **Theme:** Crime will be discovered.

**Reflecting on the story: (e) How does this book compare to books with a similar theme?**

I don't read so much mystery stories. But I do like to try to guess the murderer in these kinds of books. I wasn't successful in this book though. I couldn't believe that Tom was really the murderer. He should have just broke off the engagement.

## Sample 4

## IE CORE GUIDE

Calvert, Patricia, *Bigger*, Troll Medallion, 1994, 137 pages.

**Responding to the Plot:** (d) *Choose a quotation from a character in the book, include the page number, and describe the situation in which the character makes the remark. Explain why you chose it.*

On page 99, the father said, "You won't understand about the war and how terrible it was." These words hit my heart. Although I learned about war in my middle and high school, all I know is that what the war was called and how big war was. There are lots of wars that I don't know. I will never know how that people really felt. Maybe, I will know when I missed people I love. What I could now is to tell younger people when I get older and will never let it happen again. Next time I read another book, I want to read about war book again.

**Setting:** This story is set in 1865 when the Civil war was over.

**Conflict:** I think there is no conflict.

**Symbols:** Tyler is a symbol of heartfulness. Bigger is a symbol of Angel.

**Point of view:** This story is told in omniscient way.

**Climax:** The climax of this story is when Tyler finds his father finally.

**Irony:** Irony of this book was when father said he would not go home with Tyler.

**Theme:** Theme of this book is that it is hard when people do things alone, but because of the hardness, when we get helped, we really could thank them from our heart. Another theme of book is that the author wanted to tell the readers how the War was really horrible and we should never do it again.

**4) REFLECTING ON THE STORY:** (b) *How does the environment in the story compare to that in your own country?*

The book setting is the Civil War but Japan is peace now. I hope I never have the environment in the story with the country at war. Tyler has no father, just a mother. That is like my case, too. I don't know my father so well, so I can imagine looking for him in a war. And Tyler's father is headed for Mexico, so he can keep fighting. Maybe the situation in the book is like the environment during the Meiji period when there was a Civil War. His father could be like a samurai who didn't surrender.



Dickens, Charles. *Great Expectations*, Oxford Press, rev. 1993 (written in 1861), 95 pages.

**2. RESPONDING TO THE PLOT: (b) *If you were the author, what would you change?***

I thought the book was too sad. Pip was thinking that his benefactor was Miss Havisham, but actually his benefactor was a convict whom he had met and helped when he was a child. And after some events, Magwich, the convict returned to London to see Pip and he died. And Miss Havisham died in a fire. After that, Pip no longer had any great expectations. He never married Estella, but returned to Joe's house and started a common life. I hoped that he married Estella and that she changed into a warmheart person. But this never happened. It was beyond my expectation.

**Literary Analysis:**

- 1) **Setting:** England in London and near by in the nineteenth century.
- 2) **Point of view:** first person
- 3) **Conflict:** Pip vs. himself  
Pip vs. his environment. Pip longed to become a gentleman and he tried to overcome his poorness.
- 4) **Climax:** When Pip knew who his real benefactor was. Pip believed that his benefactor was Miss Havisham, and she would let him get married with Estella. However, it was not so. At this point, Pip was most surprised in the story.
- 5) **Symbol:** Great expectations. This was always in Pip's mind and what motivated him.
- 6) **Irony:** Pip thought Miss Havisham was his benefactor, but it was a convict named Magwich. He thought he was going to live better. However, he couldn't do so.
- 7) **Theme:** Growing up and what is needed for a happy life is human relationships. Pip had to learn these things.

**4) REFLECTING ON THE STORY: (h) *Have you changed your ideas about anything after reading this book?***

First, I learned what is important in life. I think it is not money. If I had no money, I could still live with a rich mind. Besides, if I have a good friend, my life will be better. Second, I could know about a bit of society in England in the nineteenth century. I felt that orphans were hardly able to live. However, I could not help thinking that Pip was very selfish.

He was always thinking about how to become a gentleman in order to get married with Estella. He didn't think about Joe who treated him very kindly, so I didn't like Pip's character. On the contrary, I thought that I could learn more from Joe than Pip.

## IE CORE GUIDE

### Sample 6

Burnett, Frances, *The Secret Garden*, New York: Oxford University Press, 72 pages, 1993.

#### 2. RESPONDING TO THE PLOT:

**(e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?**

I liked the part best when Mr. Craven came back from his travels and decided to enter the secret garden. The entrance he heard children laughing and shouting. He was surprised because his sick son, Colin, ran to him and said, "Father, I'm Colin. You can't believe it! I can't believe it myself. It was the garden, and Mary and Dickson and the magic that made me well. Aren't you happy, Father? I'm going to live forever and ever and ever!" I was moved by these words. When I finished reading, I felt happy. This is a heart-warming story.

**Setting:** Yorkshire England in the 19<sup>th</sup> Century

**Point of View:** This story is told from the third person.

**Conflict:** Mary was in conflict with the other people, especially adults. And Colin was also in conflict with other people. That's why Mary and Colin were alike.

**Climax:** Mary and Dickson had tried to revive the garden and finally, they could. They invited Colin to the garden. Colin felt better in the garden, and he tried to stand. Mary felt sick with fear because she wasn't sure that he could. However, Colin's thin feet were on the grass. He was standing, holding Dickson's arm. This is the climax of the story.

**Symbol:** "The secret garden" is the symbol of this story. At first the garden wasn't kept well and was overgrown. Finally, it became a beautiful and lovely garden. It stands for Mary's growth. Mary was a selfish girl, but when she found this garden and decided to revive it, her mind changed. Finally, it became pure and beautiful like the garden.

**Irony:** The irony of this book is when Colin was sick in bed, his doctor wanted him to die. He was Colin's father's cousin and wanted to get all Mr. Craven's money when Mr. Craven died. However, Colin recovered from his illness.

**Theme:** The theme of this book is "How nature heals and people grow in mind and body." At first Mary had a thin, angry face and thin yellow hair. She was selfish and didn't care about others. However, as she revived the garden with Ben and Dickson, she became healthier and stronger. And finally she helped the poor boy, Colin. He was like what Mary used to be, but he became obedient and a healthy boy as he played.

## Sample 6, continued

**4) REFLECTING ON THE STORY: e) *How does this book compare to books with a similar theme?***

This story was written in plain English, so it wasn't so difficult to understand. This story is easy to imagine and it gave me the feeling of being there. It reminds me of books like this one where someone overcomes their weaknesses through their friendships with people. It's like *Heidi*, too. In that story, a selfish girl who is in a wheelchair learns that she can really walk and it changes her personality and she becomes a much better person. Nature in *Heidi* like in *The Secret Garden* cures people of their mental and physical illness.

**III.(k) TEACHERS' COMMENTS ON THE SAMPLE REPORTS**

## Sample 1

***8 points out of 20, an "E" grade***

*This book report has no "responding to the plot" or "analyzing on the story." The novel was not analyzed, with respect to the literary terms, in enough detail. In addition, to say that the conflict is "Scrooge versus himself" is not sufficient; HOW did Scrooge act "against himself." Some examples would be helpful. Most of the statements are not complete sentences. As for communication, there are few errors but little has been written.*

## Sample 2

***10/11 points out of 20, a "D" grade***

*Again this book report on *The African Child* is missing 4 features of an AA book report. It has no "responding to the plot" or "analyzing on the story." Some of the literary terms, such as conflict, are not analyzed in any detail or are badly explained. Most of the statements are not even complete sentences. As for communication, there are few errors because very little is said.*

## **IE CORE GUIDE**

### **Sample 3**

#### **14 points out of 20, a “B” grade**

*This book report on *The Dancing Murder* includes a short section of “responding to the plot” or “analyzing on the story” which makes it better than samples 1 and 2. The symbol (i.e., a medicine bottle) is explained well. The climax of the novel is also detailed. Some of the literary terms though are not well explained, such as the theme and the conflict. More detail is needed for both the literary concepts and for the report as a whole.*

### **Sample 4**

#### **16 points out of 20, an “A” grade**

*This book report has a long summary but it is not easy to understand. How is his father hurt if the war is over, for example? Symbols in the novel are badly explained. The climax requires a more detailed account, though the theme and setting are fairly well covered. Where the book was published (i.e., the city) wasn't mentioned.*

### **Sample 5**

#### **17 points out of 20, an “A” grade**

*This is a good report on *Great Expectations* with fine insights on the novel in the evaluation. The summary introduces the main characters very well, too. The weaknesses of the report are that it doesn't explain the conflict of Pip against himself and Pip's “Great Expectations” are identified incorrectly as the symbol. Miss Havisham's tattered old wedding dress is the most significant symbol in the book. It stands for her betrayal because her fiancée never showed up for her wedding and she has hated men ever since then.*

### **Sample 6**

#### **20 points out of 20, a “AA” grade**

*Although there are a few grammatical errors, this is an excellent book report. The evaluation of *The Secret Garden* is detailed and the student writer has come up with some new and original ideas. Each one of the literary terms is explained carefully in two or three sentences, along with mention of the events in the story and of the main characters.*

### III.(I) EXERCISE: RATING IE III BOOK REPORTS

#### Sample 1

**Author:** F. Scott Fitzgerald  
**Book Title:** *The Great Gatsby*  
**Publisher:** Penguin Popular Classics, Printed in Great Britain, 1994  
**No. of pages:** 188 pages

**2) RESPONDING TO THE PLOT: (e) Which incidents did you find comical, wonderful, surprising, or even shocking?**

I find the friendship between Nick and Gatsby to be very interesting. Driven by the curiosity, Nick went over to Gatsby's party one day and they became friends. Gatsby really only held the party and became friends with Nick because he was in love with Nick's cousin, Daisy. Nick later learns that Daisy and Gatsby had a relationship before. When Gatsby was in World War I, Daisy married an extremely rich man, Tom Buchanan because Gatsby had no money. Knowing that Daisy's husband Tom is having an affair with a woman called Myrtle behind Daisy's back, Nick arranges Daisy and Gatsby's meeting. Because Gatsby has become richer than Tom, his wealth attracted Daisy.

**Literary Terms:**

The story is set in New York and the time is after the World War I, about the same time when the story was written. It is told from the first person point of view, which is Nick Carraway. The main character Gatsby is in conflict with Daisy whom he loved and devoted so much even after her marriage. The climax is at the last part when all the main characters were involved in one event, a car accident. Symbol of this story might be obsession to money which is also expressed in a famous phrase "Her voice is full of money." Ironically, there were only three people present at Gatsby's funeral at the end. The theme or idea of this story may be the vanity or decadence of this time. There must be many lessons one can learn from this story but I wouldn't like to read it that way.

**4) REFLECTING ON THE STORY: (g) What is something you learned from the story?**

I cannot understand why these characters are so obsessed with money. To me, their attitude shows that materialism is vanity. As a result, I didn't like the novel very much, especially because Daisy didn't seem to care about Gatsby after she learned that he had died.

## IE CORE GUIDE

### Sample 2

**Author:** Daniel Keyes  
**Book Title:** *Flowers for Algernon*  
**Publisher:** Bantam Classic and Harcourt Brace Javanovich, Inc.  
**Place:** San Diego (HBJ, Inc.)     **Date:** 1996, Bantam edition, 1975  
**Pages:** 216

#### 2) RESPONDING TO THE PLOT: (a) *If you were a character in the story, what would you have done differently?*

The hero of this book is named Charlie Gordon, 32 who became 33 years old during the story. He has been a moron since he was born. Because of it, his parents sent him to work at his uncle's bakery. He has an operation to make him clever. He learns a lot of things thanks to the operation such as the love emotion, the cruelty of human beings on the other hand, and the warmth of people around him, but the experiment failed. But he showed a pure heart and kind soul. And he still wanted to become smarter to make the people around him happy, and he still was hopeful about the future.

#### Literary Terms:

**Setting:** 20<sup>th</sup> century in the US.

**Point of View:** first person, Charlie writes his progress report.

**Conflict:** Charlie versus Charlie (seems like Charlie versus his environment but he doesn't realize it.) The experiment (operation) wasn't a success. He lost his mental ability, so everyone felt sorry for him.

**Symbol:** Diary (Progress reports) It stands for his improving mind.

**Irony:** Becoming a genius didn't make Charlie happy. However, he has no regrets about the operation and is still thankful to the people who made the experiment.

**Theme:** What is important for human beings.

#### 4) REFLECTING ON THE STORY: (h) *Have you changed your ideas about anything after reading this book?*

After reading this book, I thought about what is happiness? To be a genius? To earn big money? After reading this book, I felt that having good friends and a warm heart is what makes a person happy.

**Sample 3**

**Author:** James Redfield  
**Book Title:** *The Celestine Prophecy*  
**Publisher:** Warner Brothers  
**Place:** U.S.  
**Date:** 1993  
**No. of Pages:** 381

**2) RESPONDING TO THE PLOT: (e) Which incidents in the novel did you find comical, wonderful, or surprising?**

I haven't seen his friend Shirline for a long time. They met at the restaurant. She was absorbed in finding the copy of ancient writings. They are travelling around in the South America to find the wisdom of ancient writing and by finding them they are also finding themselves.

**Literary Terms:**

This story is written in first person (I) eye explains what felt in the story directly, clearly and honestly whether he feels well or not. I tries to find nine ancient writings but there are many obstacles that prevents him from finding them, for example religion (The wisdom of ancient writings and religion Christianity are different), the army, even himself. We don't usually think much of ourselves or relationships between stranger when we think.

**4) REFLECTING ON THE STORY: (g) Do you agree or disagree with the author's view of people and life? Support your opinion.**

This book was recommended by one of my friends. He recommended this when I was in trouble. He said, I can do nothing, but I can recommend this book. This book will do somehow to cure you. At first I didn't see what he meant, but I found this book was good medicine to me!! I was, at that time, in trouble in relationship between people, that sounds quite strange but it was true, and I don't see what I am or what I want to do. I was in trouble. This book sounds adventure story but that is only surface of it; by finding nine wisdom of ancient writings we grow ourselves with I found myself a little bit by this book. Of them much seriously, it makes us headache or stomach ache. We don't feel nothing when our eyes meet strangers gaze, but that are just coincidents! We are made to know each other so, we have to talk him/her. And that relationship makes us active life. So, there are meaning when our eyes meets someone! That would be this books theme. Something will happen by the eye contact.

**IE CORE GUIDE**

**Sample 4**

**Author:** James Fenimore Cooper  
**Book Title:** *The Last of the Mohicans*

**(f) Symbols**

The evil character Magua has awful tattoo on his face. This shows his hard treatment from the English, and explains why he seeks revenge on them in such cruel ways. Alice is a beautiful English woman with innocent heart and she always starts to cry whenever she may feel fear. This shows that English ladies are helpless in the New World.

Nature (forest, rivers, lakes, fall and so on) which is often described in this novel, stands for beauty, power, and romance.

**(g) Irony**

Uncas, one of the last two remaining members of the Mohican tribe, and Cora, the daug are killed by Magua. Magua is killed by Hawk-eye. Therefore, finally only Chingachgook is left as the last of the Mohicans which is just as in the book title.

**4) REFLECTING ON THE STORY: (c) *If the book has been made into a film, how would you compare the film with the book?***

Before I read this book, I saw the movie based on it. It was very exciting and starred Daniel Day Lewis as Hawkeye. Both are completely different. I prefer the book because the movie's main point is the love of Hawkeye and Cora, so it is a kind of love story with adventure. On the other hand, the book shows Native American's splendid character, for example wildness, dignity, strong, passion and religion, and the beauty and large scale of nature in North America. Modern society aims to comfort and convenient human life. Because of our reckless attitude, we Humans have a lot of environmental problems to solve as soon as possible. Cooper advocated the importance of Nature over 130 years before.

French allies versus English ones for extending their each colonies. The Mohicans versus the Hurons for protecting their each honor.

**(e) Climax**

The chief of the Delawares who is so old that he is blind, discovers that Uncas, who his tribe has captured, is the hero that they have waited for. The Delawares led by Uncas and by Hawkeye attack the Hurons in a desperate fight. They seek Cora, the daughter of Major Heward, the British commander.

**Sample 4, continued**





## IE CORE GUIDE

### Sample 5

**Author:** Scott Smith  
**Book Title:** A simple plan  
**Publisher:** Vintage book  
**Place:** New York, first published in 1993  
**Pages:** 416

**2) RESPONDING TO THE PLOT: (a) *What if you were the character in the story, what would you have done differently?***

If I were the main character in this story; namely Hank, I would have two possible ways. One is that I would split up the money immediately after I find it, and doing so can make three of us, I, Jacob, and Lou even, so that the three of us can do whatever we want to. Perhaps, I would be able to flee from the country and go to where I can hide and use the money freely. I don't think that I would be traced if I gone out of the country. Even if I couldn't run away, I would prefer to be caught on the charge of stealing the money than to kill many people as Hank actually did in this novel.

Another possible way that I might take is that I wouldn't take the money in the first place, because in the novel, if I were Hank, I were rich enough to lead an ordinary life, so I think there is no use taking a risk by stealing the money which seems really dangerous. As long as I weren't struggling against the poverty, as Jacob and Lou are, I wouldn't take a risk. If the situation was different; for example, if I found the money alone, I might take it. In that case there is obviously no one that would know about it. However, in this novel, three people found the money, so I guess it would be better not to keep it; instead, I would rather hand it over to the police, because it is an ethically and morally right deed.

**Literary terms:**

- a) **Setting:** All of this happens in a rural area, somewhere in the U.S. obviously.
- b) **Theme:** The main theme of this story is human greed, which can easily turn normal people like Hank, Jacob, and Lou into brutal criminals.
- c) **Point of view:** This story is told by the first person; namely from Hank.
- d) **Climax:** The climax of this story is, after everything is settled a few years later, the scene where Hank is telling about his current situation in which he says he does not often look back his past or what he's done, justifying what he has done as well.
- e) **Symbol:** The symbol is obviously the money. This symbolizes the human greed that can corrupt ordinary people.
- f) **Irony:** That friends can turn against each other and even kill one another because of their greed.
- g) **Conflict:** Hank versus his society, and his friends.

**Sample 6**

**Author:** Arthur Hailey  
**Book Title:** Airport  
**Publisher:** Doubleday  
**Place:** Garden City, New Jersey  
**Date:** 2007  
**No. of Pages:** 440

**2) RESPONDING TO THE PLOT: (e) Which incidents in the novel did you find comical, wonderful, surprising, or even shocking?**

The incidents in the novel were all very exciting. First of all, on a Friday evening in January, Lincoln International Airport was in difficulties because of the worst storm in years. Three zero, the longest and widest runway in the airport, was out of use because it was blocked by an Aereo-Mexican plane which lay sideways across it.

Although they had bad weather, the golden Argosy took off for Rome. However, unfortunately, D.O. Guerreo, who was tired of life, planned to destroy the plane with a bomb. Gwen Meighen, who is an air hostess, succeeded in taking the case with the help of Mrs. Ada Quonesett who was an old stowaway. However, a man, who saw Gwen act, seized the case from her and handed it back to Guerreo. Guerreo acted like a wild animal and exploded the bomb in spite of Captain Vernon Demrest trying to persuade him against it. Guerreo died and some people were injured badly, including the pilot. Furthermore, the plane had a large hole in it and they had to make an emergency landing at Lincoln International Airport. They needed three zero, the largest runway, so workers in the airport, Mel Bakersfeld who was the Airport General Manager, Joe Patroni who was the best mechanic, and the others, tried to clear the runway. They had only a little time, but at last, they could prepare for the emergency landing. Another passenger, Keith Bakersfeld, who was Mel's brother was on the plane and he knew how to fly, and he was able to land the plane safely.

**1) Point of view**

Many characters, the workers in the airport, their families, the passengers, the people near the airport, and so on, appears in this book. And their characteristics, thinking, and feelings are drawn in detail. So, this novel has the omniscient style.

**2) Setting**

The events happen on a Friday evening in January. The specific year isn't mentioned, but it is probably 1960, because Mel met President Kennedy and Kennedy's death is mentioned in this book. The main scenes are at Lincoln International Airport in Midwestern United States and the inside of the plane, the golden Argosy.

## *IE CORE GUIDE*

### **Sample 6, continued**

#### **3) Conflict**

There are many conflicts in this story. These are big or main ones. Mel Bakersfeld vs Cindy Bakersfeld (They don't understand each other and quarrel.) D.O. Guerreo vs himself (He plans to explode the plane.) Keith vs himself (He feels frightened at the emergency landing.)

#### **4) Climax**

One sub-climax is when Guerreo exploded the bomb and died instantly. The biggest climax, of course, is when Keith succeeded to land the plane safely.

#### **5) Theme**

People live with conflicts with themselves. People who have courage can overcome the difficulties, but people who have negative thinkings cannot. Another theme is that through cooperation, disaster can be avoided.

#### **6) Symbol**

There were two symbols. One was the small case Guerrreo had. In the case, there were bombs that brought the emergency. Another was the Aereo-Mexican plane which lay sideways across three zero runway. If people hadn't moved it aside to clear the runway, many people would have died.

#### **7) Irony**

This novel included many ironies. First of all, the storm and the explosion happened at the same time. Then, Mel couldn't go to the party although he had promised his wife. People near the airport complained of the noise, but it was dangerous to reduce the power to lessen the noise in the bad weather. Guerreo looked strange, but Bunnie Vorobioff sold him insurance because she wanted to win the prize for the best seller and she couldn't stop him. No one was aware of the stowaway's tricks. Inez Guerreo couldn't find her husband at the airport. Mrs. Quosett was a stowaway, but she helped Gwen to move Guerreo's dangerous case. Once Gwen took the case, but a man gave it back to Guerreo. There were many ironies, and they all happened at the same time.

**Sample 6, continued****4) REFLECTING ON THE STORY: (h) *What is something you learned from the story?***

I learned how a good thriller is made. This novel had an omniscient style, so, many characters appeared in the story. It was a little bit difficult to remember each character name, and his or her position, and his or her personality. Also, the novel had three big attractions for readers. First of all, this novel had both suspense and romance. Guerreo, especially, interested me. On the other hand, romance stories also unfolded, such as Mel and Tanya, and Gwen and Vernon. Their loves after the accident weren't shown, but I hope they had better futures. Secondly, the airport and the airplanes were drawn realistically. The author seemed to have researched an airport before writing it. It brought me more excitement. Third, there were many conflicts and ironies and many characters. For example, Keith's conflict was also interesting. His act showed that people who have courage in an emergency, can overcome their difficulties. Keith's success in landing the plane was moving. It was also moving that the cooperation between everyone at the airport or on the airplane helped avoid a terrible accident. This novel brought me an interesting and exciting time. I felt as if I had watched a movie.

**III.(m) TEACHERS' COMMENTS ON THE SAMPLE REPORTS****Sample 1**

**17 out of 20 points, or an "A" grade**

*This book report on *The Great Gatsby* has an excellent summary and evaluation. Its weak points are that the book is less than the 200-page requirement for IE III, and that some of the literary terms are not explained in enough detail.*

**Sample 2**

**16 out of 20 points, or an "A" grade**

*The book report on *Flowers for Algernon* has a good summary but the evaluation is too short. Some literary terms are not explained in enough detail, such as the symbol and the theme. Both need more explanation.*

**Sample 3**

**5 points out of 20 points, or a "D" grade**

*The book report on *The Celestine Prophecy* is very badly written. The "responding to the plot" and "reflecting on the story" are very hard to understand. All of the literary terms are improperly used. The evaluation is long, but confusing. The writing is full of mistakes, making it difficult to understand. In addition, the city is not mentioned in the publication information.*

## IE CORE GUIDE

### Sample 4

#### **18 points or an “AA” grade**

*The book report on *The Last of the Mohicans* has a good section on “responding to the plot.” The student stated an original opinion about the book in the “reflecting on the story.” Each of the literary terms is described in detail and fully analyzed in two or three sentences. Sometimes, the communication is a little hard to follow because of errors, so it is not perfect.*

### Sample 5

#### **16 points or an “A” grade**

*A very good “responding to the plot” section in this book report, but it is missing the “reflecting on the story” section. The literary terms are not described in enough detail and fully analyzed.*

### Sample 6

#### **20 points or an “AA” grade**

*This is a very good book report. The “responding to the plot,” “reflecting on the story”, and analysis of literary terms are outstanding.*

## IV. IE II & IE III PRESENTATIONS

Doing presentations in IE Core II and III will help you to learn how to make a good speech to an audience. Your teacher will help you and your partner or partners, if you are working in a small group, to find a topic related to the themes in your IE class. For example, for the *IE II* theme *Changing Times*, you might do a presentation on cell phones, alternative transportation, or a new appliance. For the *IE II* theme *The Workplace*, you and your group might talk about part-time jobs. When you make a presentation, you should prepare detailed notes and create visual aids such as OHCs, handouts, or Powerpoint slides.

A presentation is a performance. You need to think of the physical aspects of it as well as the visuals that you will show to your audience and how you will present the information. The 3 parts of a presentation to consider are the Physical Aspects, Visual Aids, and Speech Organization. The physical aspects include nonverbal communication as in an IE Discussion, but also your tone of voice, delivery, and your poster. Visual aids include handouts, OHCs, and Powerpoint slides. Finally, a good speech should be organized in the same way as a paragraph or an essay. This means that your speech organization should have an (a) *introduction*, (b) *a body* (consisting of several points that you wish to make), (c) *transitions* (to move from one point to another), and (d) *a conclusion*.

<b>Physical Aspects</b>	<b>Visual Aids</b>	<b>Speech Organization</b>
<ul style="list-style-type: none"> <li>● Avoided reading from papers or notes as much as possible</li> <li>● Made eye contact with the audience</li> <li>● Used gestures</li> <li>● Spoke clearly and with an attractive tone of voice</li> <li>● Spoke loudly enough</li> </ul>	<ul style="list-style-type: none"> <li>● Used attractive visuals that might include photographs, board notes or sketches, models, powerpoint slides, or web sites</li> <li>● Explained them carefully</li> <li>● Operated a-v equipment smoothly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction               <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Overview of main points</li> </ul> </li> <li>● Body of the talk               <ul style="list-style-type: none"> <li>- <b>1<sup>st</sup> point</b> examples</li> <li>- <b>Transition</b></li> <li>- <b>2<sup>nd</sup> point</b> Examples</li> <li>- <b>Transition</b></li> <li>- <b>3<sup>rd</sup> point</b> examples</li> <li>- <b>Conclusion</b></li> <li>- Reminder of the 3 points</li> <li>- Thanking the audience</li> </ul> </li> </ul>

Just as in IE discussions, transitions are important as you introduce new points.

<b>Introducing</b>	<b>Moving Along</b>	<b>Concluding</b>
<ul style="list-style-type: none"> <li>- Let me begin with...</li> <li>- First of all...</li> <li>- In the first place...</li> <li>- To start off...</li> <li>- In the beginning...</li> <li>- It started with...</li> </ul>	<ul style="list-style-type: none"> <li>- Next...</li> <li>- Now, I'd like to go to...</li> <li>- Now, I'll move to...</li> <li>- Concerning...</li> </ul>	<ul style="list-style-type: none"> <li>- In conclusion...</li> <li>- In summary...</li> <li>- To sum up...</li> <li>- Finally...</li> <li>- All in all...</li> <li>- In the end...</li> </ul>

The following scale is one that is also used by IE Active Listening teachers to rate student presentations. It includes parts of Physical Aspects, Visual Aids, and Speech Organization.

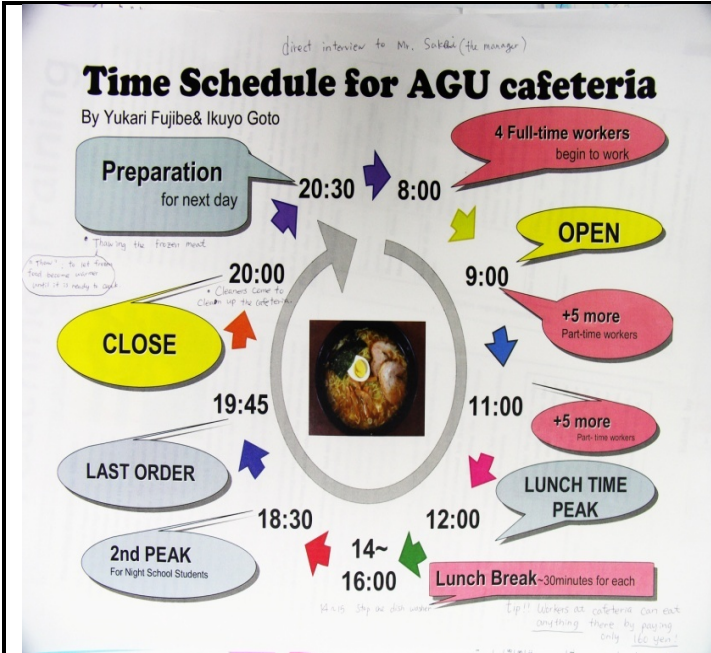
**IE CORE GUIDE**

<b>PRESENTATION checklist</b>					
<b>Topic:</b>	<b>Date</b>				
<b>Students:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1. Good posture and appropriate eye contact with the audience					
2. Spoke fluently, referring to notes only occasionally					
3. Spoke clearly and with an engaging tone of voice					
4. Chose pictures and other visual aids well					
5. If the emcee, effectively introduced other group members and their parts of the topic.  If a co-presenter, a self-introduction with his/her part of the topic.					
6. As emcee or co-presenter, used appropriate transitions, such as “first of all,” “another,” “next,” or “in comparison,” etc.					
7. As a co-presenter provided summarized his/her part of the topic well; if the emcee, the entire presentation, and what the group learned.					
8. As a co-presenter provided a conclusion for his/her part of the topic; if the emcee, a conclusion to the entire presentation.					
9. Part of a group that chose a video of appropriate length and content					
10. Part of a group that provided opportunities for the audience to participate by answering questions, and other tasks.					
<b>Comments:</b>	<b>Final Score</b>				



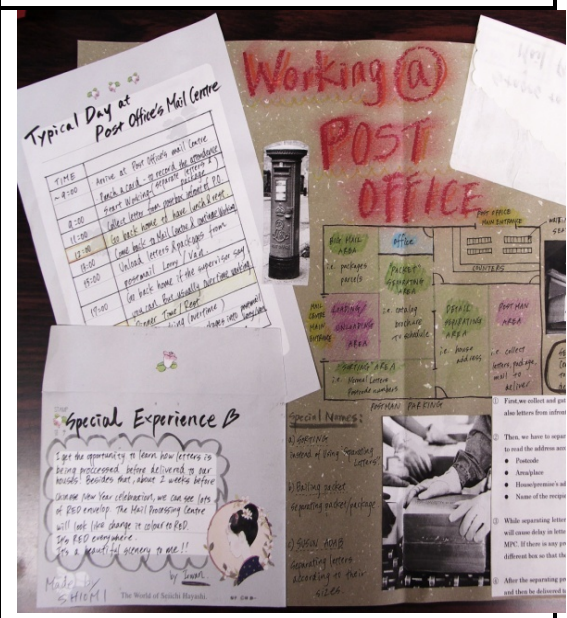
## V. IE II & IE III POSTER SESSIONS

An alternative to the presentation is a group poster session. Instead of making a group presentation to the whole class, you and your partner, or your group might convey your ideas by attractive and well-designed posters on A-3 size paper. The following show the work schedule for AGU Cafeteria, and two different student part-time jobs.



### Ingredients of Good Posters

- Attractive visuals (charts, diagrams, drawings, maps, photographs, or graphs)
- Use of lettering (font, text size)
- Written text (choice of words)
- Use of colour
- Information



## IE CORE GUIDE

### V.(a) THE POSTER CAROUSEL

The posters go on display through a “poster carousel.” Half the class hangs their posters on the walls with masking tape, (a special tape that won’t damage paint!) and stands by the posters answering questions. The rest of the class views the posters and asks questions. Then you switch. While viewing the posters, you compare notes with other students. You might choose your favourite poster, or choose the group that gave the most interesting explanation of their poster.



## VI. IE III SURVEY PROJECT

In IE III, you may do a group presentation based on a survey of people you know or with whom you “come into contact” on the Internet. This task is very well suited to the themes *The Environment* and *The Media* in IE III. Groups in your class might work on recycling, the use of public transportation, energy consumption, and the appreciation of nature. Surveys related to *The Media* might concern TV news, radio, TV drama, movies, or newspapers. A group could ask questions such as “How many hours of TV do you watch each day?” “How many TVs have you got?” or “Who’s your favourite news anchor?”

Survey items may ask for numbers [e.g., How many newspapers does your family subscribe to? (a)none, (b)one, (c)two, (d)three, (e)more than three], or require a choice from a number of possibilities. Choices for the question “Which type of movie do you prefer?” might be (a)Romance, (b)Adventure, (c)Comedy, (d)Horror, or (e)Science Fiction. Other survey item types include open-ended (i.e., free answer) and sentence completion. Your teacher may prefer that you develop online surveys. A free service for creating attractive online surveys is SurveyMonkey, which can be accessed at... <http://www.surveymonkey.com/>. Before doing online surveys, you will need to pilot the survey with your classmates.

**VI.(a) EXERCISE: WAYS OF PRESENTING DATA**

**1. Hand out scrap paper to your classmates. Ask them to answer the following:**

1.
  - (a) Have you ever been abroad?
  - (b) How long does it take you to travel to the university?
  - (c) How many people are there in your family?
  - (d) Are you the eldest child in your family? The middle? Or the youngest?
2. Collect the papers and choose 3 or 4 students to record the data on the board.
3. Once the data is on the board, with your teacher's help, turn the data into different visuals:
  - (a) pie graph for the percentage of students who have been abroad
  - (b) bar graphs for the travel times
  - (c) line graphs for family size, etc.
  - (d) proportional figures for birth order

*IE CORE GUIDE*

**A SAMPLE RECYCLING SURVEY**

<b>How often do you...</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>SELDOM</b>	<b>NEVER</b>
recycle cans				
use your own chopsticks				
re-use, recycle paper				
wait until you have a full load before using the washing machine				
take short showers				
use a fan instead of air conditioning				
turn off the TV when you're not watching it				
recycle your TVs, appliances, clothes at a secondhand shop				

**VI.(b) VIDEO INTERVIEW PROJECT**

Another type of IE III project is the video interview project, where student groups prepare a 5-7 minute interview of a foreign exchange student or a Japanese student who has lived in an English-speaking culture. The assignment should take 5-6 weeks. Here are the steps:

1. Choose partners and a focus for your interview.
2. Watch some examples of TV interviews.
3. Brainstorm interview questions with classmates.
4. Role play your interview with partners as preparation.
5. Learn how to use a video camera.
6. Find an interviewee.
7. Anticipate 5 follow-up (or “probing”) questions.

Interviewee: I think North Americans use many gestures.  
Interviewer: Can you provide us with an example?

## **VII. IE III: MAKING COMMERCIALS**

For this task, you will practice using descriptive and persuasive language and writing realistic dialogue. You will also familiarize yourselves with the use of a video camera. The English Department Library at Sagamihara (B-520) has an extensive collection of commercials from around the world. Viewing these may help get you started. Here are the steps in making a commercial:

1. After viewing commercials with your group, brainstorm as many products and services as you can think of within 5 minutes.
2. Following this, try to develop slogans for a few products or services.
3. Based on the brainstorming in steps one and two, each group member should create a commercial storyboard for homework. [Use the form on the next page.]
4. The storyboards created for homework are revised with group members.
5. Rehearsals are conducted before the actual filming.
6. Filming can be done outside of class with the use of equipment borrowed from the Media Library (the 3<sup>rd</sup> Floor of Building B). If time permits, filming may be done during class time.

### **Refer to these websites for inspiration:**

Adbusters — *Spoof Ads*.

<http://www.adbusters.org/spoofads/>

Ad Council — *View PSAs (public service announcements)*

<http://www.adcouncil.org/gallery.html>

Ads from an Anti-Drug Media Campaign — *Watch dozens of ads (many with transcripts)*

<http://www.mediacampaign.com/mg/television.html>

Digital Scriptorium — *See American ads in their historical context (also view by category)*

<http://scriptorium.lib.duke.edu/adaccess/>

*IE CORE GUIDE*  
**STORY BOARD**

Speaker	Dialogue	Visuals / Props	Sound Effects

**See examples of storyboards at...**<http://www.sotherden.com/video101/storyboard.htm>

## **VIII. VOCABULARY AND THE IE THEMES**

In all three sections of the IE Program (Core, Writing, and Listening) your teachers will emphasize that vocabulary words are learned more effectively the more often they are used. Vocabulary words will be reinforced when you use them in your writing and encounter them in readings and when listening to films, news, etc.

It is our hope that teachers and students will make a conscious effort to recycle the vocabulary associated with the IE themes. To aid in this task, you will find the vocabulary words listed—in the diagrams which follow—vocabulary that appears in the readings for chapters associated with the four themes of each of the three levels. We urge you to make use of it productively in your discussions and writing, even in the weekly Core journals. Please concentrate on the HIGH frequency vocabulary rather than on some of the less common items.

Notice that Mosaic’s Silver Edition has an excellent index of vocabulary associated with each of the chapters on pages 249-251. Use words from these lists in your speaking and writing in order to build your vocabulary.

### **The Academic Word List**

The University of Wellington’s (NZ) School of Linguistics and Applied Language Studies has a website called “The Academic Word List,” which offers an extensive listing of academic vocabulary items that are arranged in various ways. For example, you can download lists of headwords with their corresponding “families” of vocabulary items (consent: consensus, consented, consenting, consents) or study 10 sublists of words that are organized by frequency—the 10th sublist featuring the least frequent words and the 1st sublist the most frequent. These lists can be used for further development of vocabulary. Access them at...

<http://www.vuw.ac.nz/lals/research/awl/>

### **Student Self-assessment**

You can quickly and conveniently assess your vocabulary level at...

<http://www.er.uqam.ca/nobel/r21270/levels/>. You should carry out this assessment before selecting graded readers for your Core book reports.



**IE WRITING GUIDE**

<p><b>IE I THEMES</b> (<i>Interchange 2</i>)</p>	<p><b>AND VOCABULARY</b> (<i>Mosaic 1: 4</i> selections for reading skills and vocabulary)</p>
<p><b>Memories: childhood pop culture film classics (pp. 2-7)</b></p> <p><u>Vocabulary:</u> breakthrough (p. 7)</p>	<p><b>“Who’s Taking Care of the Children” (pp. 57-65)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• blended family, breadwinner, extended family, flex-time, glass ceiling, househusband, in touch, job sharing, portrayal, self-employed, trend</li> </ul>
<p><b>Urban Life housing city problems (pp. 8-13) (pp. 16-20)</b></p> <p><u>Vocabulary:</u> bright, comfortable, convenient, cramped, dangerous, dark, expensive, huge, inconvenient, modern, noisy, private, quiet, safe, small, spacious (pp. 16-18)</p>	<p><b>“Hooked on Crime” (pp. 221-231)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• clean-cut, cons, contentious, created, dependency, draft, extortion, homelessness, imposed, making amends, meaty, modest, principles, robberies, trend, trafficking</li> </ul> <p><b>or “Eye Witness” (pp. 231-244)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• abruptly, accessory, carefully, fear, nervously, personality, quickly, suspiciously, taxpayer, warily, wearily</li> </ul>



**IE WRITING GUIDE**

<p><b>Food recipes fast food restaurants (pp. 22-27)</b></p> <p><u>Vocabulary:</u> bake, barbeque, boil, carbohydrates, fry, roast, steam (pp. 24, 27)</p>	<p><b>“Eat Like a Peasant, Feel Like a King” (pp. 80-90)</b> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• affluence, cuisine, diet, eclectic, elite treats, fiber, grain, heart disease, king, legumes, mono-unsaturates, peasant, prevent cancer, prosperity</li> </ul> <p><b>or “The Luncheon,” (pp. 139-148)</b> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• <i>absentmindedly, anticipated, drama, enormous, flattered, found, imposing, inadequate, inclined, startled</i></li> </ul>
<p><b>Travel budget trips cultural values (pp. 30-35)</b></p> <p><u>Vocabulary:</u> cash, first-aid kit, passport, vaccination, visa, windbreaker (pp. 16-18)</p>	<p><b>“First Impressions” (pp. 4-16)</b> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• acceptable, assume, brevity, chores, continental, desirable, do-it-yourself, formality, heritage, inhabitants, leisure, menial, nationalities, occasional, personal, refusing, responsibility, restless, thoroughly</li> </ul>

**IE Core II Readings and Vocabulary, continued**

<p><b>II THEMES</b> (<i>Interchange 2</i>)</p>	<p><b>IE II READINGS AND VIDEOS</b> (<i>Mosaic 1: 4 selections for reading skills and vocabulary</i>)</p>
<p><b>Changing Times technology society (pp. 44-49)</b></p> <p><u>Vocabulary:</u> browse, drag and drop, geek, hacker, highlight, satellite, transmission(pp.45-46)</p>	<p><b>“How Hybrid Cars Work” (pp. 104-113)</b> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• braking, charge, components, cool, efficient, exhaust, fuel tank, gas pump, global warming, greenhouse effect, hybrid, interwoven, mileage, parallel, propulsion, shocked, SUV, tailpipe emissions</li> </ul>

**IE WRITING GUIDE**

<p><b>The Workplace overwork, skills (pp. 64-69)</b></p> <p><u>Vocabulary:</u> artistic, bad-tempered, conventional, creative, disorganized, efficient, enterprising, forgetful, generous, hardworking, investigative, impatient, level-headed, moody, punctual, realistic, reliable, social, strict (pp. 67, 69)</p>	<p><b>“Outward Bound” (pp. 40-50)</b> <u>Vocabulary:</u> • afford, boom, chain, executive, franchise, global, manage, marketing, mature, mental, modern, multinational, outlets, projected, prosperous, special, transform</p> <p><b>or “Executive Takes Chance on Pizza, Transforms Spain” (pp. 130-137)</b> <u>Vocabulary:</u> • CEO, chant, factories, global brands, low-end, net profits, revenues, sliced, storming, testing ground, V.P.</p>
<p><b>Geography remarkable places nature foreign cultures (pp. 72-77)</b></p> <p><u>Vocabulary:</u> architect, currency, grown, landmark, manufactured, raised, volcano (pp. 72, 75)</p>	<p><b>“My Country” (pp. 16-28)</b> <u>Vocabulary:</u> • attitudes, environs, displays, glorious, harmful, humidity, lawmen, makeup, melting pot, moderation, newcomer, observant, outgoing, removed, settlement, symbol, style</p> <p><b>or “Guggenheim Museum, USA” (pp. 174-183)</b> <u>Vocabulary:</u> • cone, circle, compulsory, contemporary, continually, conventional, cube, cylinder, definitive, energetic, fatigue, individualistic, obstinacy, pioneer, polygon, proper, pyramid, rectangle, remarkably, square, smirk, spiral, startling, stunningly, triangle, weariness</p>

*IE WRITING GUIDE*

<p><b>Biography heroes and heroines inspirational stories (pp. 78-83)</b></p> <p><u>Vocabulary:</u>          fortunately, luckily, miraculously, sadly, strangely, suddenly, surprisingly, unexpectedly, (pp. 72, 75, 76)</p>	<p><b>“Beckham: An Autobiography” (pp. 32-39)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• bracing myself, chested, clue, cross, feel at home, get the drift, kick-off, knock, zone</li> </ul> <p><b>or “Confucius, 551 B.C.E – 479 B.C.E.” (pp. 154-160)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Confucian, cornerstones, defender, dynasty, easily, eradicate, holocaust, influential, innovator, notions, outlook, primarily, philosophical, prestige, resigned, seized</li> </ul> <p><b>or “Courage Begins With One Voice” (pp. 160-168)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• assistance, civil, depressed, founded, medical, promotion, role, violation</li> </ul>
---	--

**IE Core III Readings and Vocabulary, continued**

<b>III THEMES</b> <i>(Interchange 2)</i>	<b>READINGS AND VOCABULARY</b> <i>(Mosaic 1: 4 selections for reading skills and vocabulary)</i>
<p><b>Relationships            personality            psychology            marriage            (pp. 39-41)            (pp. 106-111)</b></p> <p><u>Vocabulary:</u>            irritate, measure, resentment, resolve            (pp. 41)</p>	<p><b>“70 Brides for 7 Foreigners” (pp. 66-74)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• couple, exporter, fictitious, guarantee, intolerant, invalid, legal, obtain, registers, requirements</li> </ul>

**IE WRITING GUIDE**

<p><b>Cross-Cultural Values</b>  <b>cultural values</b>  <b>behavior, customs</b>  <b>(pp. 50-55)</b>  <b>(pp. 92-97)</b></p> <p><u>Vocabulary:</u>  anniversary, fireworks, flowers, parade, presents, wedding  (p. 50) annoyed, bored, confused, disgusted, embarrassed, exhausted, frustrated, impatient, irritated, nervous (p. 92)</p>	<p><b>“Ethnocentrism” (pp. 197-206)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• aspect, bias, ethnocentrism, ignorant, inhuman, irrational, liberal, objectively, open-minded, outcome, outlook, repulsive, shade, unnatural, world view</li> </ul> <p><b>or “Music Makes the World Go Round” (pp. 183-192)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• <i>academy, acoustic, ambition, create, debut, demonstrate, discrimination, experiment, funds, guerrillas, high profile, income, issues, launch, murdered, rapping, shooting, show business, small-scale, smuggled, sources</i></li> </ul>
<p><b>Environment</b>  <b>pollution</b>  <b>endangered species</b>  <b>recycling</b>  <b>(pp. 36-39)</b></p> <p><u>Vocabulary:</u>  clean up, hang up, pick up, put away, take out, throw out, turn off  (p. 38)</p>	<p><b>“Here Come the Tourists” (pp. 90-99)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• acquiring, begging, benefit, bargain, communities, compensation, distinguish, ecotourism, found, locals, physical, subculture, taboos, travelers</li> </ul>

<p><b>The Media commercials the Internet amazing stories (pp. 86-91)</b></p> <p><u>Vocabulary:</u> absurd, disgusting, dreadful, horrible, marvelous, odd, outstanding, ridiculous, silly, terrible, unusual, weird (p. 87)</p>	<p><b>“Leapfrogging the Technology Gap” (pp. 113-126)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"><li>• benefits, craftsmen, data, download, economy, global, grass roots, handmade, marketplace, network, telecenters, transmission, upload, vehicle, via, widespread</li></ul>
---	--

# IE WRITING

## **IE AND ACADEMIC WRITING**

The IE I, II, and III Writing sections are part of the Integrated English Program, which includes courses (Core and Listening) where freshmen and sophomore English majors can improve their English reading, listening, and speaking abilities.

Although the IE Core and Listening sections involve some writing—news summaries, book reports, and journal writing in Core; note taking, transcript completion, and “reaction essays” in Listening—teachers will comment on this writing, but rarely correct it. The purpose of the IE Writing sections is to learn how to write English paragraphs and essays and to receive error correction from your teacher and through peer conferencing. You will not only practice writing, but you will also receive explicit writing instruction from teachers. The following chart shows the genres taught at each level. The IE Writing courses lead to Academic Writing, a course that will prepare you to write research papers and a graduation thesis.

IE Writing I	IE Writing II	IE Writing III	Academic Writing
Paragraph Writing: 1. Description 2. Classification 3. Comparison- Contrast	Introduction to the Essay: 1. Comparison- Contrast 2. Analysis	MLA Style for references and quotations in 2 essays: 1. Classification 2. Persuasion	The Research Essay: 1. Creating a bibliography 2. Citing references in the MLA style

It is important that you bring the IE Core/Writing Guide to every class. This guide book includes useful examples of student work and will help you to follow your teacher’s lessons.

## IE Writing I Objectives

By the end of the course, you should be able to...

- a) use brainstorming techniques—including clustering, free-writing, talk-write, listing, and venn diagramming—to develop ideas for a paragraph,
- b) identify *main ideas, topic sentences, introductions, examples and illustrations, transitions* (e.g., another, next, finally, etc.), and *conclusions*,
- c) write an effective topic sentence,
- d) use specific examples, including names and numbers, to support the topic sentence,
- e) use tenses properly, including the past, present, and future perfect tenses,
- f) change sentences written in a passive voice to those written in an active one,
- g) combine short sentences into longer, more complex ones with subordinate conjunctions (i.e., since, because, so), coordinate conjunctions and phrases (i.e., and, but, yet), semi-colons, and colons,
- h) use transitions to add coherence to your paragraphs,
- i) write paragraphs from a third person perspective,
- j) incorporate vocabulary learned in IE Core class into paragraphs
- k) write paragraphs that describe, classify, and compare and contrast,
- l) revise first drafts, and read and comment upon other students' work.



## IE Level I: Themes And Paragraph Genres

The same themes are covered in IE Writing I as in IE Core I and IE Listening I. They are...

1. Memories & Childhood
2. Urban Life
3. Food
4. Travel

[Possible paragraphs topics are listed below. You may use vocabulary from your IE Core news articles, vocabulary notebooks, or from the word list below taken from *Interchange 2* and *Mosaic 1*.]

### Themes for in-class writing exercises

(e.g., *talk-write* and *free-writing*)

- childhood, parents, the generation gap or urban problems

Interchange 2 vocabulary (p. 7):

- breakthrough

Mosaic 1: "Who's Taking Care of the Children?" vocabulary (pp. 57-65):

- blended family, breadwinner, extended
- family, househusband, in touch, job sharing,
- nanny, portrayal, radically, self-employed,
- trend

Mosaic 1: "Hooked on Crime" vocabulary (pp.221-231):

- clean-cut, cons, created, dependency, draft,
- extortion, homelessness, imposed, modest,
- principles, responds, robberies, tradition,
- trafficking

### Description

- a meal at your favourite restaurant
- your old school, or a famous landmark
- a friend, classmate, or a family member
- your house, or your hometown

Interchange 2 vocabulary (pp. 8-13; pp. 16-20):

- bright, comfortable, convenient, cramped,
- dangerous, dark, expensive, huge,
- inconvenient, modern, noisy, private, quiet,
- safe, small, spacious

Mosaic 1: "Eye Witness" vocabulary (pp. 221-231):

- abruptly, accessory, carefully, fear,
- nervously, personality, quickly, suspiciously,
- taxpayer, warily, wearily

## IE WRITING GUIDE

<p><b><u>Classification</u></b> - <b>occupations, or personalities, or healthy foods, pets, or ideal places to live</b></p> <p><i>Interchange 2</i> vocabulary (pp. 24, 27):</p> <ul style="list-style-type: none"><li>• bake, barbeque, boil, carbohydrates, fry,</li><li>• roast, steam</li></ul> <p><i>Mosaic 1</i>: “Eat Like a Peasant, Feel Like a King” vocabulary (pp. 80-90):</p> <ul style="list-style-type: none"><li>• affluence, cuisine, diet, eclectic, elite treats,</li><li>• fiber, grain, heart disease, king, legumes,</li><li>• peasant, prevent cancer, prosperity</li></ul> <p><i>Interchange 2</i> vocabulary (pp. 30-35)</p> <ul style="list-style-type: none"><li>• cash, first-aid kit, passport, vaccination,</li><li>• visa, windbreaker</li></ul>	<p><b><u>Compare and Contrast</u></b> - <b>two cities, pictures, part-time jobs, hobbies</b></p> <p><i>Mosaic 1</i>: “<i>The Luncheon</i>, vocabulary (pp. 139-148)</p> <ul style="list-style-type: none"><li>• absentmindedly, anticipated, drama,</li><li>• enormous, flattered, found, imposing,</li><li>• inadequate, inclined, startled,</li></ul> <p><i>Mosaic 1</i>: “First Impressions” vocabulary (pp. 4-16):</p> <ul style="list-style-type: none"><li>• acceptable, assume, blunt, brevity, chores,</li><li>• continental, desirable,</li><li>• do-it-yourself, formality, heritage, inhabitants,</li><li>• leisure, menial, nationalities, occasional,</li><li>• personal, refusing, responsibility,</li><li>• restless, thoroughly</li></ul>
---	---

## IE II and IE III Writing Objectives

In addition to IE Writing I objectives, by the end of IE II and IE III, you should be able to...

- a) use brainstorming, clustering, free-writing, and talk-write to develop ideas for 2 essays of comparison-contrast and analysis,
- b) develop a clear thesis statement, with a topic and controlling idea suitable for comparison-contrast, analysis, classification, and persuasive essays,
- c) write effective topic sentences using appropriate transitional words and phrases and varied sentence patterns,
- d) use specific examples, including names and numbers, to support the ideas in each topic sentence.

- e) demonstrate the use of an appropriate academic “register”; writing from the third person perspective rather than overusing the pronoun “I,”
- f) combine short sentences into longer, more complex ones using punctuation such as colons and semi-colons, subordinate conjunctions (i.e., since, because, so), coordinate conjunctions and phrases (i.e., and, but, yet), semi-colons, and colons,
- g) revise the first drafts of **2** essays and read and comment upon other students’ essays.

### **Additional IE III Objectives**

By the end of the course, you should meet all the IE II Writing objectives except that your 2 essays will be of classification and persuasion.

- a) find 3 sources for each essay and list them in a bibliography according to the MLA style,
- b) avoid copying information from these sources, but use some of it in your essays; do this by summarizing it (who, what, where, when, why), and providing page references,
- c) use several direct and indirect quotations from these sources in your essay,

### **IE Level II Themes and Essay Types**

The same themes are covered in IE Writing II as in IE Core II and IE Listening II. They are...

1. Changing Times and Technology
2. The Workplace
3. Geography
4. Biography

[Possible essay topics are listed. You may use vocabulary from your IE Core news articles, vocabulary notebooks, or from the following word list taken from *Interchange 2* and *Mosaic 1*.]

## IE WRITING GUIDE

### **In-class Writing Practice**

- (e.g., talk-write and free-writing)
- a famous rock band, or a modern painter,
  - a composer, or an important invention
  - part-time job, or a great place to visit

Interchange 2 vocabulary (pp. 45-46):

- browse, drag and drop, hacker, highlight,
- satellite, technophile, transmission

Mosaic 1: “How Hybrid Cars Work”  
vocabulary (pp. 104-113):

- braking, charge, components, cool, efficient,
- exhaust, fuel tank, gas pump, global warming,
- greenhouse effect, hybrid, interwoven,
- mileage, parallel, propulsion, shocked, SUV,
- tailpipe emissions

### **For the Analysis essay**

- addiction, television or computers
- a team, a sport, an athlete, or an author

Mosaic 1: “Outward Bound” vocabulary  
(pp. 40-50)

- afford, boom, chain, executive, franchise,
- global, manage, marketing, mature, mental,
- modern, multinational, outlets, projected,
- prosperous, special, transform

Interchange 2 vocabulary (pp. 72, 75):

- architect, currency, grown, landmark,
- manufactured, raised, volcano

### **Compare and Contrast essay**

- cars and trains, or telephones and letters
- careers for men and women,
- Japan and the U.S., Japan and the U.K.

Interchange 2 vocabulary (pp. 67, 69):

- artistic, bad-tempered, conventional, creative,
- disorganized, efficient, enterprising, forgetful,
- generous, hardworking, investigative,
- impatient, level-headed, moody, punctual,
- realistic, reliable, social, strict

Mosaic 1: “Executive Takes Chance on Pizza,  
Transforms Spain” vocabulary (pp. 130-137):

- CEO, chant, factories, global brands,
- low-end, net profits, revenues, sliced,
- storming, testing ground, V.P.

Mosaic 1: “My Country” vocabulary  
(pp. 16-28):

- attitudes, environs, displays, glorious,
- harmful, humidity, lawmen, makeup, melting
- pot, moderation, newcomer, observant,
- outgoing, removed, settlement, symbol, style,

Mosaic 1: “Guggenheim Museum, USA”  
vocabulary (pp. 174-183):

- cone, circle, compulsory, contemporary,
- continually, conventional, cube, cylinder,
- definitive, energetic, fatigue, individualistic,
- obstinacy, pioneer, polygon, proper, pyramid,
- rectangle, remarkably, square, smirk, spiral,
- startling, stunningly, triangle, weariness

## IE WRITING GUIDE

<p><u>Interchange 2 vocabulary (pp. 72, 75, 76):</u></p> <ul style="list-style-type: none"><li>• <i>fortunately, luckily, sadly, strangely,</i></li><li>• <i>suddenly, surprisingly, unexpectedly</i></li></ul> <p><u>Mosaic 1: “Beckham: An Autobiography” vocabulary (pp. 32-39):</u></p> <ul style="list-style-type: none"><li>• bracing myself, chested, clue, cross, feel at</li><li>• home, kick-off, knock, zone</li></ul> <p><u>Mosaic 1: “Courage Begins With One Voice” vocabulary (pp. 160-168):</u></p> <ul style="list-style-type: none"><li>• assistance, civil, depressed, founded,</li><li>• medical, promotion, role, violation</li></ul>	<p><u>Mosaic 1: “Confucius, 551 B.C.E - 479 B.C.E.” vocabulary (pp. 154-160):</u></p> <ul style="list-style-type: none"><li>• Confucian, cornerstones, defender, easily,</li><li>• eradicate, holocaust, influential, innovator,</li><li>• notions, outlook, primarily, philosophical,</li><li>• prestige, resigned, seized, tyranny</li></ul>
--	--

### IE Level III Themes And Essay Types

Cover one theme in your classification essay and a second one in your persuasive essay:

1. Relationships
2. Cross-cultural Values
3. The Environment
4. The Media/Commercials

[Possible paragraphs topics are listed below. You may use vocabulary from your IE Core news articles, vocabulary notebooks, or from the word list taken from *Interchange 2* and *Mosaic 1*.]

**IE WRITING GUIDE**

<p><u>For the <b>Classification</b> essay</u></p> <ul style="list-style-type: none"><li>- types of personalities, types of friendships</li><li>- different cultures, religions or education systems, types of environments, types of environmental problems, TV shows, commercials, dramas, popular movie genres</li></ul> <p><u>Interchange 2 vocabulary (pp. 41):</u></p> <ul style="list-style-type: none"><li>• irritate, measure, resentment, resolve</li></ul>	<p><u>For the <b>Persuasive</b> essay</u></p> <ul style="list-style-type: none"><li>- the ideal friendship, marriage, parenting, changes needed in Japanese culture, education, law, society, or in other cultures,</li><li>- steps needed to improve the economy, the environment, a sports team, TV,</li><li>- a critical or very positive review of a book, TV program, or film</li><li>- the best of anything – the best baseball player on the Hanshin Tigers, best course you ever took, best politician in the government, best school club, best vacation...</li></ul>
<p><u>Mosaic 1: “70 Brides for 7 Foreigners” vocabulary (pp. 66-74)</u></p> <ul style="list-style-type: none"><li>• couple, exporter, fictitious, guarantee,</li><li>• intolerant, invalid, legal, obtain, registers,</li><li>• requirements</li></ul> <p><u>Interchange 2 vocabulary (pp. 50, 92):</u></p> <ul style="list-style-type: none"><li>• anniversary, fireworks, flowers, parade,</li><li>• presents, wedding, annoyed, bored,</li><li>• confused, disgusted, embarrassed,</li><li>• exhausted, frustrated, impatient, irritated,</li><li>• nervous</li></ul> <p><u>Interchange 2 vocabulary (p. 38):</u></p> <ul style="list-style-type: none"><li>• clean up, hang up, pick up, put away,</li><li>• take out, throw out, turn off</li></ul>	<p><u>Mosaic 1: “Ethnocentrism” vocabulary (pp. 197-206):</u></p> <ul style="list-style-type: none"><li>• aspect, bias, crude, ethnocentrism, ignorant,</li><li>• inhuman, irrational, liberal, objectively,</li><li>• open-minded, outcome, outlook, repugnant,</li><li>• repulsive, shade, unnatural, world view</li></ul> <p><u>Mosaic 1: “Music Makes the World Go Round” vocabulary (pp. 183-192):</u></p> <ul style="list-style-type: none"><li>• academy, acoustic, ambition, create,</li><li>• debut, demonstrate, discrimination,</li><li>• experiment, funds, guerrillas, high profile,</li><li>• income, issues, launch, murdered,</li><li>• rapping, shooting, show business,</li><li>• small-scale, smuggled, sources</li></ul>

***IE WRITING GUIDE***

*Mosaic 1: “Here Come the Tourists”*  
vocabulary (pp. 90-99):

- acquiring, begging, benefit, bargain,
- communities, compensation, distinguish,
- ecotourism, found, locals, physical,
- subculture, taboos, travellers

*Interchange 2* vocabulary (p. 87):

- absurd, disgusting, dreadful, odd,
- outstanding, ridiculous, silly, terrible,
- unusual, weird

*Mosaic 1: “Leapfrogging the Technology*  
Gap” vocabulary (pp. 113-126):

- benefits, craftsmen, data, download,
- economy, global, grass roots, handmade,
- marketplace, network, telecenters,
- transmission, upload, vehicle, widespread

## **I. THE WRITING PROCESS: BRAINSTORMING**

The following brainstorming techniques will be demonstrated to you by your teacher. Later, you will brainstorm in small groups.

### **I.(a) NOTE-TAKING STRATEGIES**

- (i) Listing - Choose one person in each group to be the recorder. This person writes down all the words and phrases that group members think of related to the topic. Afterward, other group members will make copies of the list so that they can use the list in preparing their first draft.

	<u>childhood</u>	
<i>learning to walk</i>		<i>bath with father</i>
<i>first words</i>		<i>afraid of the dark</i>
<i>too small to reach the shelf</i>		<i>favorite toy</i>

- (ii) Free-writing - This is done after brainstorming, or in its place. You write down anything related to the topic that comes to mind. You are generating ideas, so don't worry about making mistakes. Write for 10-15 minutes.

*Childhood is a special time in everyone's life because everything seems new and in fact, everything is new and refreshing. "Why does the sun rise?" "Why do birds sing?" Children have questions about everything. At the same time as children have this sense of innocence, they also can be cruel to one another. They fight and cry easily.*

- (iii) Talk-write - This kind of brainstorming is done with partners. Describe your ideas on a topic to a partner who acts as a recorder, writing down everything. The recorder asks for clarification when necessary. Switch roles with your partner after 5 or 10 minutes.

### **TALK-WRITE**

**Student 1** talks about ideas  
**Student 2** listens and asks for  
elaboration or clarification

### **I.(b) KEY VISUALS IN WRITING DRAFTS**

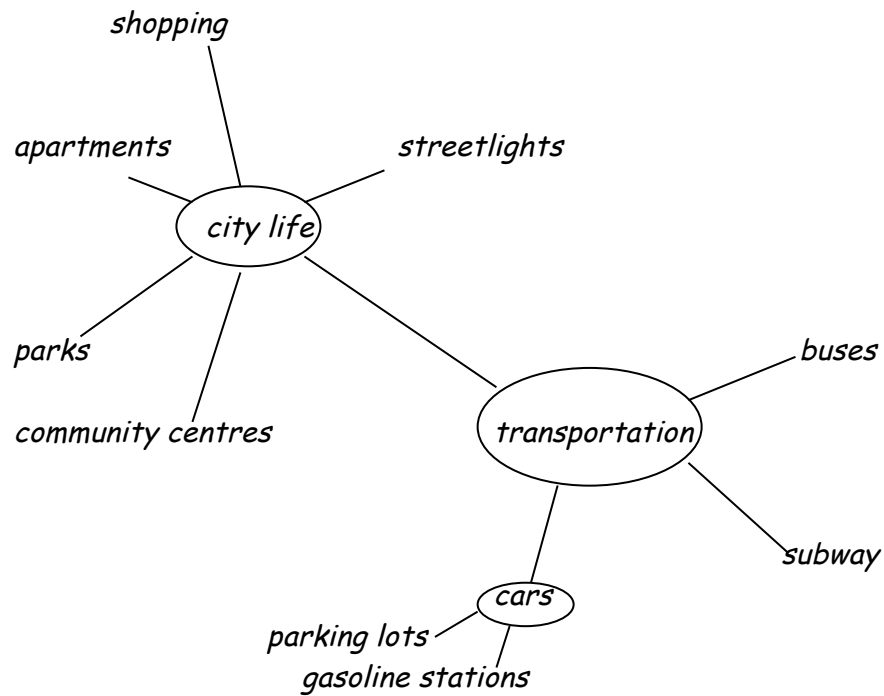
Key visuals can play an important part in the writing process when students are drafting an essay.



## ***IE WRITING GUIDE***

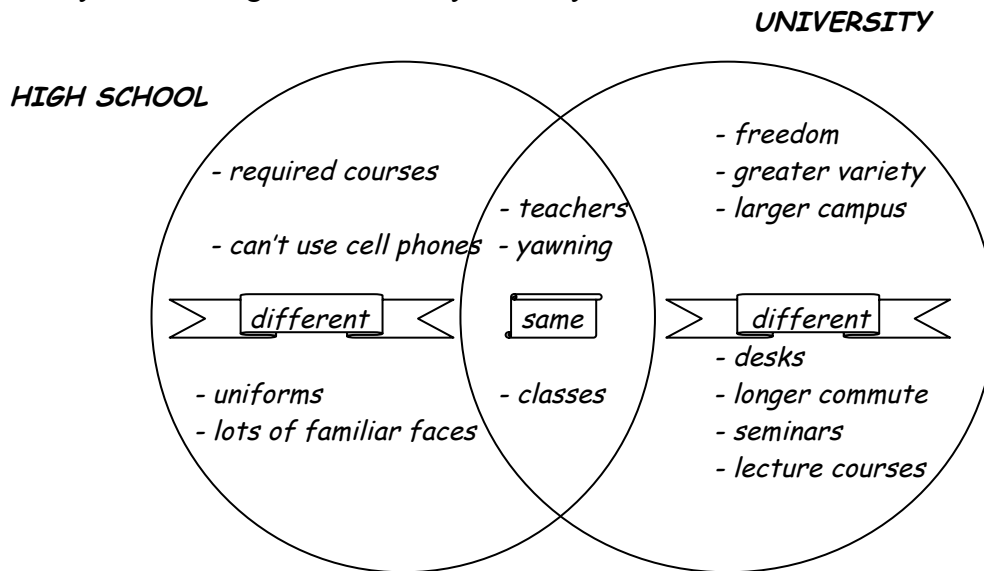
Initially, small groups of students may list their ideas as they brainstorm. For the next step, a group leader may use a key visual, such as a cluster or Venn diagram.

- (i) Clustering - Write the topic in the centre and put it inside of a circle. As group members add ideas, these are written down around the circle. As one idea is written down, it may inspire others related to it, and these are clustered together. Clustering shows the relationships between ideas.



## IE WRITING GUIDE

(ii) Venn-diagramming - Decide on a topic for a comparison-contrast essay and identify potential subtopics using a Venn diagram—two intersecting ellipses. Venn diagrams can help you when you're writing an outline for your essays.



## II. WRITING PROCESS: NARROWING TOPICS

After a brainstorming session, perhaps followed by free writing to expand and clarify your ideas, you should try to narrow your topic. One way to do this is to ask yourself questions based on the questions: why, when, what, where, who, and how.

### Topic: Marriage Customs

- Why* are marriage customs changing in Japan?
- When* should people get married?
- Why* do people live together without being married?
- What* do people expect from marriage?
- How* common is “omiai” these days?

A question like “What do people expect from marriage?” might be answered in this way: “Through marriage, people hope to find a good partner and raise a family.” The answer could be used as a topic sentence for a paragraph or a thesis for an essay.

### III. PASSIVE AND ACTIVE VOICE

Generally, in American English, we try to write as much as possible in the active voice. This is a style point. It helps emphasize the subject of the sentence. It also makes the meaning of the sentences clearer.

<i>Passive</i>		<i>Active</i>	
PRESENT	The mail is delivered by Jane.	PRESENT	<i>Jane delivers the mail.</i>
PAST	The mail was delivered by Jane.	PAST	<i>Jane delivered the mail.</i>
FUTURE	The mail will be delivered by Jane.	FUTURE	<i>Jane will deliver the mail.</i>

**IE I Exercise:** Rewrite the following passive sentences as active ones. Note that her, him, we will have to be changed to She, He, We. The reason is that the use of these pronouns in the sentences will change from objects to subjects.

- 1) The Odakyu line train is taken by Keiko everyday.
- 2) Lunch is served by the Cafeteria staff after 11 AM.
- 3) She is greeted by her classmate Daisuke every day.
- 4) Mt. Fuji can be seen by many people in Tokyo on a clear day.
- 5) The Academy Award for Best Picture was won by *Hurt Locker*.
- 6) That old house was destroyed by a fire.
- 7) The U-2 concert was enjoyed very much by the entire audience.
- 8) That letter was written by her.
- 9) The entrance exam will be finished by Kayo shortly.

## ***IE WRITING GUIDE***

10) The discussion of the newspaper article will be started by Kosuke.

11) His grandparents will be visited by him soon.

12) Golden Week is looked forward to by all of us.

## **IV. USING THE THIRD PERSON**

When doing academic writing, one usually uses the third person and not the first person, “I,” or “You.” The reason is that the third person seems more formal and reliable. If you were writing a persuasive paragraph or essay, the reader might not consider your argument very highly. The reader might think it was just one person’s opinion.

**Please change the following sentences into the third person by using these pronouns or nouns – a person, one, many, most people, our, someone, some people. we, etc.**

1) I have never liked university entrance exams because they are expensive and stressful.

2) You can easily see that most people are not concerned enough about global warming.

3) I find that some of the academy award winning movies are not that good.

4) If you want to go across the city during rush hour, the train is much faster than a taxi.

5) In my opinion, listening is the hardest skill to learn in English.

## **CONJUNCTIONS AND PUNCTUATION**

Short sentences in English can be joined together to make more interesting longer sentences by using coordinating conjunctions (e.g., and, or, so), and subordinating conjunctions (e.g., although, because, since), and conjunctions.

## IV.(a) COORDINATING, SUBORDINATING CONJUNCTIONS

<b>F</b>	<b>A</b>	<b>N</b>	<b>B</b>	<b>O</b>	<b>Y</b>	<b>S</b>
<b>for</b>	<b>and</b>	<b>nor</b>	<b>but</b>	<b>or</b>	<b>yet</b>	<b>so</b>

An easy way to remember the six most frequently used conjunctions is to think of the word FANBOYS. Each of the letters in this odd word is the first letter of a conjunction. When using a conjunction to join two sentences, use a comma before the conjunction.

**e.g., I got up early, so I decided to walk to school.**

Sentences may need to be joined together to indicate that one is related to the other by time, by cause-effect, by opposition, or by condition. These are subordinating conjunctions.

TIME	CAUSE-EFFECT	OPPOSITION	CONDITION
<b>after</b>  <b>After</b> I ate lunch, I went home.	<b>as</b>  <b>As</b> the library was closed, we studied in the classroom.	<b>although</b>  I tried to listen to her <b>although</b> I couldn't understand what she said.	<b>even if</b>  <b>Even if</b> the museum is expensive, we would like to see it.
<b>before</b>	<b>because</b>	<b>even though</b>	<b>if</b>
<b>since</b>	<b>in order that</b>	<b>though</b>	<b>in case</b>
<b>until</b>	<b>now that</b>	<b>whereas</b>	<b>only if</b>
<b>when</b>	<b>since</b>	<b>while</b>	<b>unless</b>
<b>while</b>	<b>so</b>		<b>whether</b>

A common error in sentence writing in English is when a comma is used to separate two independent clauses, each with its own noun-subject and verb. This type of error is called a *comma splice*. The writer uses a comma when he or she should have used a period, a semi-colon, or a subordinating or coordinating conjunction.

Colons and semi-colons are used in writing to create longer, more interesting sentences and to express complex ideas. The most common uses of the two punctuation marks are as follows.

## ***IE WRITING GUIDE***

### **Uses of the Semi-colon ( ; )**

**Joining two related sentences, each of which has an independent clause (a part of a sentence with a subject and verb).**

*Twenty students attend the class; only the ones near the front can see the blackboard.*

### **IE I Exercise: Revise these sentences with a semicolon between independent clauses.**

- 1) New York is a very exciting city I have been there four times.
- 2) That high school is too competitive almost everyone went on to college.
- 3) Kitakyushu had a bad reputation for air pollution today its skies are much cleaner than the skies of many other Japanese cities.
- 4) Text messaging on cell phones is reducing people's vocabulary they can't use difficult Japanese kanji or polite expressions.
- 5) If you have something else on your mind your golf game may suffer an opportunity for a relaxing afternoon will turn into a frustrating experience.

### **IE II Exercise: Revise these sentences with a semicolon between independent clauses.**

- 1) There was a strange smell in the house there was a gas leak.
- 2) People and dogs have had a long history they hunted together thousands of years ago.
- 3) Russia and Japan still have a bad relationship the Japanese want the Kurile Islands back.
- 4) The capital of China is Beijing the biggest city, however, is Shanghai.
- 5) The largest country with the world's largest population is India it has many challenges ahead such as feeding and educating everyone.

### **Uses of the colon ( : )**

**Introducing a list after an independent clause that has both a subject and a verb.**

*The five permanent members of the UN Security Council include: China, France, the Russian Federation, the United Kingdom, and the United States of America.*

**IEI Exercise:** Revise these sentences by adding a colon and a list and by rewriting them.

- 1) These are the most famous cities in Japan
- 2) The people I know best in this class include
- 3) favorite meals
- 4) places to visit
- 5) worst movies

## **V. COMBINING SHORT SENTENCES**

Better writers write sentences of different lengths and use a variety of patterns to make their writing more interesting. They join short sentences by rewriting them, adding commas, colons ( : ) and semi-colons ( ; ), and by using coordinating and subordinating conjunctions.

**IEI Exercise:** Combine the following sentences:

1. Football is a popular sport. It is a rough game.
2. Fall was pleasant. Winter arrived in mid-December. It was cold while it lasted.
3. Joseph listened to his iPod. He was studying Japanese.
4. Greg got up at 5:30AM. He read his e-mail. He wrote replies.
5. There is a problem with high schools in Japan. Few students have access to computers.
6. Eri wanted to travel. She bought a ticket to America. She got a new job and couldn't go.
7. Mai has been studying French. She finds it too hard. She is going to drop the class.

## ***IE WRITING GUIDE***

8. The population in Japan is decreasing. The city of Tokyo is getting bigger. People are moving here from other parts of Japan.
9. You are looking for a job. You should choose an area that interests you. It might be in education, business, or government work.

### **IEII Exercise: Combine the following sentences:**

1. Peter has been studying Japanese in Seattle for five years. He came to Tokyo.
2. My brother studied hard. He wanted to get into Aoyama Gakuin University.
3. Yuki was 20. She just got a part-time job. It is at the Lawson convenience store.
4. The novel is 300 pages long. It is about life on the Amazon. It is very interesting.
5. Cells are the basic unit of life. They are microscopic. They are surprisingly varied.
6. I saw a crowd of people. I wanted to see what was happening. I joined the crowd.
7. All the work was over. The boats began to move. Slowly we made our way downstream.
8. Michael Jackson died suddenly. He was preparing for his comeback tour. The tour was called “This is It.” It was going to be his last tour for his fans.
9. People argued about whether “The Hurt Locker” was a better movie than “Avatar.” The first film was set in war-time Iraq. The second film was set in outer space in the future.

### **IEIII Exercise: Combine the following sentences:**

1. We rose at dawn. We made breakfast. We started the car. We set out at once for the town.
2. He set out on a dangerous journey. He set out in spring. He took just 30 men with him.
3. The unicorn is a mythical beast. The unicorn is the subject of ancient myths. It is also the subject of legends in Europe. It lived in forests. It could only be captured by young girls.
4. Shakespeare was one of the greatest dramatists in the world. His birthplace was Stratford-Upon-Avon. He was born in 1564.



## IE WRITING GUIDE

5. Each student brought his registration form to the office. The principal gave them advice. They were to read the form carefully before answering it. Their answers were to be complete and accurate.
6. The hikers were on a campground. They were not allowed to build a fire. The forest was too dry. It hadn't rained for several weeks. There was a danger of a forest fire.
7. Their climb up Mt. Fuji was difficult. It was exhausting. It was dangerous. There was a great view from the mountaintop. It made the climb seem worthwhile.
10. The boy was small. He looked dirty and tired. He had not eaten for some time. He was standing on the corner of Cordova Street. "Got any spare change?" he asked.

## VI. TRANSITIONS & COHERENCE

A good paragraph has coherence. Coherence is the way in which the topic sentence, examples, and conclusion, all fit together in a unified, coherent whole. Good transitions, words or phrases, help hold these parts together.

The most common transitions have these functions: (1) adding information, (2) providing examples, (3) sequencing a list, (4) comparing and contrasting, (5) reversing earlier points, (6) showing consequences, (7) concluding. Transitions are very important in paragraphs and essays.

**Review the following paragraph. Identify the types of transitions in the next paragraphs:**

### SCHOOL BULLYING

Bullying begins very ( 3 ) early in many children. ( 2 ) In one case, a woman received the bad news that her son was a bully from her son's kindergarten teacher. He had been bullying another boy. ( 1 ) Furthermore, the bullying had been going on for a long time. ( 2 ) For example, that very day, he had pushed another boy down and said mean things. ( 4 ) Compared to the other children's behaviour at school, it was shocking. ( 6 ) As a result, the other boy didn't go to school. ( 5 ) However, this story has a happy ending. ( 7 ) In the end, the mother was worried that her son would get into more and more trouble, ( 6 ) so she took action.

### **PARENT RESPONSIBILITY**

Parents can change the bullying behaviour of their children, ( ) but only if they take action. ( ) In this case, the boy's mother met with the teacher and her son and he confessed. ( ) At home, his mother took away his video games, TV time and candy. ( ) Earlier in the term, the teacher had sent notes home to complain about him. ( ) So, this was not the first time he had gotten into trouble. ( ) However, the clever boy had thrown them away. ( ) So, now his mom gets a daily journal, reporting the good things and the bad ones. ( ) On good days, he receives a quarter. ( ) On bad days, he goes to bed without his snack.

### **RESEARCHERS**

Leading researchers on bullying say that the responding early to the problem is the right thing to do. ( ) Otherwise, the bullying will get worse with age. This is the ( ) only way to prevent the pain that the victims feel, sometimes leading to depression and ( ) even suicidal thoughts. ( ) But educators and experts say that some parents deny that their children have a problem. ( ) One principal in Coquitlam, B.C. said that many parents shout over the phone or start screaming at meetings with her. ( ) In the worst cases, the child bully watches his own mother or father bullying someone.

*IE WRITING GUIDE*

Common transitions are listed in the following chart.

<b>Adding information</b>	<b>also</b>	<b>furthermore</b>	<b>in addition</b> <b>moreover</b>
<b>Providing examples</b>	<b>for example</b>	<b>for instance</b>	<b>to illustrate</b>
<b>Sequencing a list</b>	<b>afterward</b> <b>and</b> <b>another</b> <b>at once</b>  <b>at this point</b>	<b>before this</b> <b>early/late/final</b> <b>first/second/third</b> <b>following</b> <b>next</b>	<b>one/two/three</b> <b>so</b> <b>subsequently</b> <b>then</b> <b>to begin with</b>
<b>Comparing and contrasting</b>	<b>best/worse</b> <b>bigger/smaller</b> <b>good/bad</b> <b>in comparison</b>	<b>in contrast</b> <b>more/less</b> <b>least/most</b>	<b>on the one hand</b> <b>on the other hand</b> <b>some/others</b>
<b>Reversing earlier points</b>	<b>although</b> <b>but</b>	<b>even though</b> <b>however</b>	<b>nevertheless</b> <b>nonetheless</b>
<b>Showing consequences</b>	<b>as a result</b> <b>consequently</b>	<b>so</b>	<b>therefore</b>
<b>Concluding</b>	<b>all in all</b> <b>altogether</b> <b>in brief</b>	<b>in summary</b> <b>in the end</b>	<b>on the whole</b> <b>ultimately</b>

## **VI.(a) USING TRANSITIONS**

**Write sentences using one of each type of transition.**

a.
b.
c.
d.

## **VI.(a) IE I: FINDING TRANSITIONS**

**Read the scrambled sentences in the following paragraphs and write down the correct order. Use the transitions to find the right order.**

DESCRIPTIVE PARAGRAPH: Facing a Challenge

\_\_\_\_\_ Therefore, when we take up a challenge, we have to prepare ourselves to win or to lose.

\_\_\_\_\_ One must be ready to a challenge whether it results in success or failure.

\_\_\_\_\_ So, Yukio Hatoyama became the new Prime Minister

\_\_\_\_\_ At the same time, other people worry about failures.

\_\_\_\_\_ So, Kim Yu Na won gold, and Mao Asada only won silver.

\_\_\_\_\_ And only one candidate won in the recent Japanese election.

\_\_\_\_\_ Some optimists always imagine that they will win.

\_\_\_\_\_ But only one person could win a gold medal in figure skating in the 2010 Olympics.

CLASSIFICATION PARAGRAPH: Variety in Foods

- \_\_\_\_\_ These spicy foods such as associated with hot climates like Mexico and Guatemala.
- \_\_\_\_\_ One food that many people enjoy is Sushi.
- \_\_\_\_\_ Another popular type of food is Mexican.
- \_\_\_\_\_ Not only are spices associated with places, but also with the Mexican or Spanish races.
- \_\_\_\_\_ Eating foods from Japan and Mexico, is a good way to experience variety in life.
- \_\_\_\_\_ Sushi is made of meat, fish packed in rice and rolled into strips of seaweed.
- \_\_\_\_\_ All in all, its appearance suggests the simplicity we associate with Japanese culture.
- \_\_\_\_\_ Burritos and enchiladas are made of beans, beef, and chicken, and fried in spicy batter.

**VI.(b) IE I: USING TRANSITIONS**

**Read the scrambled sentences in the following paragraph. Choose the right transitions and organize the sentences in the correct order.**

COMPARISON-CONTRAST PARAGRAPH: Movies and TV

- ( ) Going to see a movie is more satisfying than watching television.
- ( ) \_\_\_\_\_, cinemas provide a huge screen to present a movie.
- ( ) \_\_\_\_\_, a TV screen is very small.
- ( ) The people on the screen look much smaller and so the special effects have less impact.
- ( ) \_\_\_\_\_, movies, because they are on a large screen make the audience feel as if they are in the scenes.
- ( ) \_\_\_\_\_, movies are never interrupted by commercials as are television programs.
- ( ) Television viewers might have to watch as much as 10 - 12 minutes of commercials for every hour of TV watching.

**IE WRITING GUIDE**

- ( ) \_\_\_\_\_, movies usually have much bigger budgets to spend on costumes, locations, and special effects, so the scenes on the big screen are often amazing.
- ( ) \_\_\_\_\_, even though going to movies cost money and watching TV is free, movies will never be replaced by television viewing.

And Furthermore	In contrast	On the other hand	To begin with
--------------------	-------------	-------------------	---------------

**VI.(c) IE II: USING TRANSITIONS**

**Read the scrambled sentences in the following paragraph. Choose the right transitions and organize the sentences in the correct order.**

COMPARISON & CONTRAST: Buying a Car or Using Public Transportation

- ( ) Buses and subway cars pollute too; however, each bus and each subway train take many more passengers than one car with seats for four passengers.
- ( ) A car owner can drive anywhere at anytime.
- ( ) \_\_\_\_\_ to make in life is whether or not to buy a car.
- ( ) \_\_\_\_\_, next to buying a house, buying a new car is the biggest expense in a person's life.
- ( ) \_\_\_\_\_ of a car is speed and convenience.
- ( ) \_\_\_\_\_, when someone wants to take a bus or the subway, she has to wait.
- ( ) Public transit is cheaper and a bus rider or subway passenger does not have to pay for car repairs or parking.
- ( ) \_\_\_\_\_ of owning a car is that it has status, especially a new car.
- ( ) But although public transit has no status at all, it is much safer than driving a car.

**IE WRITING GUIDE**

- ( ) \_\_\_\_\_ of car ownership is that car exhaust fumes are contributing to global warming – 13 kilograms of carbon dioxide for every kilogram of gasoline.
- ( ), a car is not only expensive to buy, but it costs a lot of money to repair it and to insure it and it even costs money to park it.

A final consideration A second benefit	For one thing However	One big decision On the other hand	The most important advantage
---	--------------------------	---------------------------------------	---------------------------------

ANALYSIS: Honoré Daumier

- ( ) The 19<sup>th</sup> century French painter, Honoré Daumier used his art for social criticism
- ( ) He drew thousands of pictures for magazines.
- ( ) \_\_\_\_\_ of these were cartoons.
- ( ) \_\_\_\_\_ were used to make political statements.
- ( ) \_\_\_\_\_, a drawing of a murdered man accused the government.
- ( ) \_\_\_\_\_, Daumier used his talent to teach the public.
- ( ) He taught about the life of the poor.
- ( ) Because of his subjects, he is known today as a social critic.

Also	For example	Others	Some
------	-------------	--------	------

## **VI.(d) IE III: USING TRANSITIONS**

**Read the scrambled sentences in the following paragraphs. Choose the right transitions and organize the sentences in the correct order.**

CLASSIFICATION: Resources in Our Homes

- ( ) There is no gas in Japan, so its price depends on world supplies.
- ( ) We use many valuable resources every day in our homes.
- ( ) \_\_\_\_\_ is electricity.
- ( ) If our homes are too warm, electric air conditioning cools them down.
- ( ) \_\_\_\_\_ such as microwaves, washing machines, and ovens operate by electricity.
- ( ) \_\_\_\_\_, electricity powers TV, computers, and the electricity in batteries runs cell telephones, and iPods.
- ( ) \_\_\_\_\_, more important than electricity is water.
- ( ) We need water to drink in order to survive.
- ( ) \_\_\_\_\_, we use water to grow our food and to cook it.
- ( ) Less important uses of water are for washing and to flush our toilets.
- ( ) \_\_\_\_\_ is gas.
- ( ) \_\_\_\_\_, we should try to better conserve these resources.
- ( ) Like water, it is limited in supply, so we should use it carefully.
- ( ) Like electricity, it is used to run home appliances such as heaters and ovens.

All in all Also	Among these A third resource	However In addition	Many household appliances
--------------------	---------------------------------	------------------------	------------------------------



**IE WRITING GUIDE**

PERSUASION: Superstitions are Foolish

- ( ) That means that they have been created by each culture and are not true.
- ( ) \_\_\_\_\_, apartment buildings will not usually have an apartment numbered 13.
- ( ) \_\_\_\_\_ the next house will be number 14.
- ( ) \_\_\_\_\_, it is strange that in modern times, many people are still superstitious.
- ( ) It is foolish to believe in superstitions because there are different ones in every culture.
- ( ) \_\_\_\_\_, people think 13 is unlucky.
- ( ) There will be an apartment numbered 12 and an apartment numbered 13 beside it.
- ( ) \_\_\_\_\_, Houses in France may be numbered 12 ½.
- ( ) People think it is unlucky to live in a building, apartment, or house numbered 13.
- ( ) This superstition about the number 13 is not followed in Japan or China.
- ( ) For example, in Japan, the unlucky number is four and people don't worry about 13 at all.
- ( ) \_\_\_\_\_, superstitions about numbers are a foolish belief.
- ( ) In North America, often tall apartment buildings don't usually have a floor numbered 13.

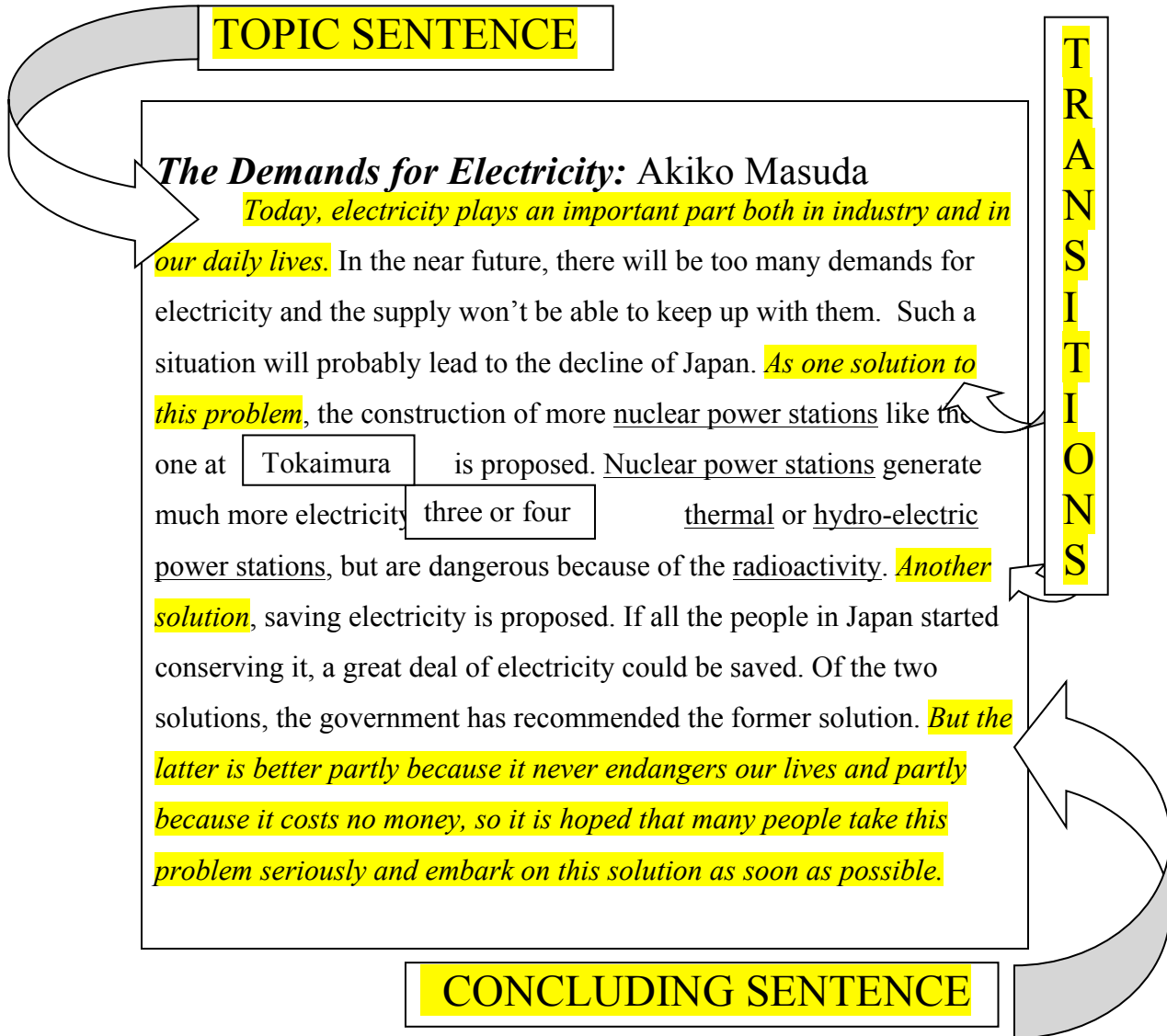
Altogether Also	For example	In other countries, too	In summary Then
--------------------	-------------	-------------------------	--------------------

## VII. MARKING SYMBOLS

A?	Article missing	<i>He is ___?___ tallest boy in the class.</i>
		<b>WA</b>
WA	Wrong article	<i>He gave me <u>a</u> advice.</i>
		<b>C</b>
C	Capitalization	<i>She was a politician in japan.</i>
		<b>FRAG</b>
FRAG	Fragment	<i>Because there are many problems.</i>
		<b>K/L</b>
K/L	know and learn	<i>I hope to <u>know</u> about it.</i>
		<b>P</b>
P	Punctuation	<i>Some plants can move _Most cannot move.</i>
		<b>PI</b>
PI	Plural	<i>These <u>story</u> are translated.</i>
		<b>PREP</b>
PREP	Preposition	<i>She is very kind ___ children.</i>
		<b>WPREP</b>
WPREP	Wrong preposition	<i>He is excellent <u>to</u> sports.</i>
		<b>PRON</b>
PRON	Missing pronoun	<i>She bought the book, so it is ___ book.</i>
		<b>WPRO</b>
WPRO	Wrong pronoun	<i>She bought the book, so it is <u>his</u> book.</i>
		<b>REP</b>
REP	Repetition	<i>Scientists do <u>scientists'</u> work, <u>scientifically</u>.</i>
		<b>ROS</b>
ROS	Run-on-sentence	<i>Everybody talks, nobody listens, I'm annoyed.</i>
		<b>SP</b>
SP	Spelling	<i>He lives in <u>Canda</u>.</i>
		<b>SVA</b>
SVA	Subject/verb	<i>The men in the factory <u>works</u> hard.</i>
		<b>T</b>
T	Wrong tense	<i>I <u>watch</u> the film last night.</i>
		<b>V</b>
V	Verb missing	<i>He _ a fat man.</i>
		<b>WV</b>
WV	Wrong verb form	<i>Tea is <u>grow</u> in India and Japan.</i>
		<b>W~O</b>
W~O	Word order	<i>Can you tell me the station is where?</i>

## VIII. IE I MODEL PARAGRAPH AND SAMPLES

Well-written paragraphs like Akiko Masuda’s work consist of several parts. These include a topic sentence, transitions, examples, and often, a conclusion. A topic sentence shows the main idea of the entire paragraph. Transitions move from one idea or one example in the paragraph to another. A conclusion is often present in longer paragraphs.



Good writing like this shows interesting examples that use specific details such as names and numbers (eg. Tokaimura; three or four) wherever possible. As well, good writing also features some of the things that you have seen earlier such as sentence combining so that short sentences are often combined to make longer interesting ones. Finally, a good paragraph has sentences with appropriate punctuation and vocabulary (eg. nuclear power stations, thermal, hydro-electric power stations, radioactivity).

## QUESTIONS

1. What are the 2 ways to meet the demand for more electricity?
2. Which solution does the writer think would be better? Why?

## VIII.(a) SAMPLE DESCRIPTIVE PARAGRAPHS

### PARAGRAPH ANALYSIS

For the following descriptive paragraph:

1. Underline the topic sentence.
2. Circle the transition words or phrases that introduce the 3 uses of pumpkins, their description, and their origin, and their use in Japanese culture.
3. Highlight some of the descriptive details (ie. special names or descriptions of pumpkins)

### *Pumpkins:* Yumiko Takekoshi

Pumpkins are a wonderful vegetable. First, they include protein and vitamin A which prevents us from having cancers, and gets our bodies in good condition. Second, many people make them and everyone can buy them because they are cheap. Moreover, we are able to cook them easily, for example, boil, fry, or bake them. Third, the Japanese climate suits pumpkins' growth and most of them are grown in Hokkaido. Generally speaking, the inside color is yellow and the outside color is green. The size is like a human head and we can rarely see very big pumpkins except at Halloween. At Halloween, pumpkins become lanterns like ghosts. Although the Irish used turnips originally at Halloween, in America, they had to use pumpkins since there weren't good turnips. In Japan, it is said that pumpkins were imported from Cambodia, so the Japanese call them "Kabocho." They are harvested in summer, but Japanese have a strange custom which is called "Toji." On about December 22nd, we eat them to be able to live a healthful year. In this way, they have a long history and have good nutrition, so they are loved all over the world.

## QUESTIONS

1. What are three reasons for eating pumpkins?
2. Which festival is connected to pumpkins?

## PARAGRAPH ANALYSIS

For the descriptive paragraph on Japanese calligraphy:

1. Underline the topic sentence.
2. Circle the transition words or phrases that introduce 3 uses of calligraphy.
3. Highlight some of the descriptive language (ie. special names or descriptions of calligraphy)

### ***Calligraphy's Attractions:*** Kanako Utsmi

Calligraphy is Japanese writing, and it is called “Shodo” in Japanese. It is different from the calligraphy of foreign countries. When one does calligraphy, one can lose one’s self in the process and cultivate one’s imaginative power. The world turns a white color with nothing and nobody except the writer. However, the colour of that world depends on the person. For example, the world might be a light blue one for one person and a dark red for another. Secondly, we can cultivate concentration. As calligraphy is not a painting, one must not correct a stroke or use the same paper again. Consequently, it is necessary to concentrate while doing calligraphy. Lastly we can cultivate sensitivity. For example, before writing the two characters in Japanese “Gekko” that mean moonlight, one needs to consider the size of the characters, or the balance of space. If one succeeds in drawing these relationships, calligraphy can be a beautiful art. As mentioned, there are three attractions.

## QUESTIONS

1. How does calligraphy affect people’s imagination?
2. Why do you have to concentrate while doing calligraphy?

## **VIII.(b) MODEL CLASSIFICATION PARAGRAPHS**

### **PARAGRAPH ANALYSIS**

**For each of the classification paragraphs, do the following:**

1. Underline the topic sentence.
2. Circle the transition words or phrases that introduce new examples.
3. Highlight some of the classification words (ie. sort, type, etc.)

### ***Movies:*** Daisuke Okuno

One popular entertainment is movies. Movies can be divided into three main categories, and most of them includes love stories. The first category is action movies. Guns and knives appear in this kind of movies, for example, “Die Hard” is a story of an officer who is played by Bruce Willis who fights against criminals with great patience. The second category is science fiction movies. This kind of movie often deals with the future, for example, “Alien” is a story about conflicts between humans and aliens. The crew who are in a spaceship meet aliens on the way to some planet. The third category is fantasy movies. Dreams that can’t be accomplished in real life can come true in a dream world; for example, “Never Ending Story” is a story of a boy who is suffering from bullying and plays an active part in the world of a book titled “The Never Ending Story.” The common point among the three types of movies is that they make people laugh, and cry.

### **QUESTIONS**

1. **What are three categories of movies?**
2. **Highlight some of the names connected with movies.**

***Vegetables:*** Ayako Inoue

Vegetables are indispensable to good health, and they can be divided into three categories. The first type is light-colored vegetables: round and light green cabbages; long, thin and green cucumbers, oval and purple eggplants; long, big and white radishes, and long, thin, white and green Welsh onions. Most of them are soft. The second type is a colored vegetable that is round, and deep-yellow, pumpkins; triangular, thin and orange carrots; green spinach, small, leafy and green parsley, and big, flower-like green broccoli. They are very nutritious because they have vitamins and fiber. The third type is others. It includes colored vegetables which are very nutritious: small, round, red tomatoes, long, thin green kidney beans and green asparagus, and green peppers. Vegetables clean the intestines. If we eat only meat, we may get cancer from leaving deposits on the wall of the blood vessels. We should eat vegetables as much as possible.

**QUESTIONS**

- 1. What are three categories of vegetables?**
- 2. What health benefits are connected with each one?**
- 3. Highlight some of the descriptive details (ie. special names or descriptions of vegetables)**

***Animals:*** Mariko Shinozuka

There are a great number of animals on the earth and they can be divided into three categories. The first kind is flesh-eating animals, such as lions and wolves. The features of this type are sharp fangs and claws which are used to kill their game. Their eyes are situated in front of their faces, because they are hunters and need to focus on their game. The second category is herbivorous animals, such as zebras and deer. Their features are flat teeth to eat greens and mighty feet to run away from their enemies. Their eyes are situated on sides of their face to see more. The third sort is animals that eat many kinds of things. Raccoons are of this type. They eat meat, nuts and so on. Probably, humans are also of this type.

**QUESTIONS**

- 1. What are three types of animals?**
- 2. What are some characteristics of each?**

## **VIII.(c) MODEL COMPARISON-CONTRAST PARAGRAPHS**

### **PARAGRAPH ANALYSIS**

**For each of the comparison-contrast paragraphs:**

1. Underline the topic sentence.
2. Circle the transition words or phrases that introduce new examples.
3. Highlight some comparison-contrast words (ie. better, different, in common, etc.)

### ***Letters and Telephone Calls:*** Ayako Yamashita

Letters and telephone calls are means of communication. They both contribute to promoting better understanding. They are often regarded as the same, but they are entirely different. Some of their differences are visible and some are invisible. One difference is the time letters and telephone calls take. Letters take time to be read by the other party unless you give them directly. On the other hand, if you use a telephone, you communicate with others at the same time. Likely, you would use a telephone if you are in a hurry. In exchange for this merit, telephones cost a lot, while letters are reasonable. Another difference is their durability. Letters remain for ages, although telephone calls are quickly forgotten. Letters can provide a memory or evidence of something, because, once again, they remain. The next difference is that letters are one-sided and a telephone conversation is a dialogue because you have to speak and also listen. As well, while making a telephone call, we can express our feelings more clearly by using intonation. Letters and telephone calls are both important tools of communication in our life. By understanding them better, we can use them properly.

### **QUESTIONS**

1. In which way is a letter similar to a telephone?
2. What are four differences between letters and telephones?

### ***Jazz and Orchestral Music:*** Tetsuya Wada



It is true that a jazz band and an orchestra are similar to each other in their compositions. What they have in common is some clarinets, trumpets, trombones, double basses and percussion. In contrast, a jazz band usually has some saxophones and an orchestra has the strings, some flutes, horns, oboes and so on; however, how they perform is all quite different. All jazzmen think little of music. What is written down is usually nothing but the chord signatures, for example “A,” “E” or “C#,” and the players look at their music while performing, therefore their performances become very improvisational. On the other hand, a musical score is important for every classical-music player because in classical music the two necessary processes, composing and playing, are completely divided between composers and players to compose better and complicated music and make more a sophisticated and excellent performance. If there were no music that the players could play, they would only make noise, and if there were no players for what composers create, music would remain mere paper. Therefore, the players always perform with written music and there is no room for improvisation. The players are also different. A jazz tune is always made up with a lot of solo parts, so each player must be a great soloist; on the other hand, in an orchestra, each player is part of all, and the strings and the woodwinds or the cellos and the horns, are linked to each other complicatedly, so if everyone plays in their own direction the sounds surely would collapse. To conclude, jazz is free and classical music is exact. Indeed, there are a number of differences between jazz and classical music, but their ends are all the same, to entertain the audience.

## **QUESTIONS**

- 1. What is the same about a jazz band and an orchestra?**
- 2. What are two differences?**
- 3. Highlight some details of the examples (ie. special names or descriptions of music)**

### ***Black & White:*** Daisuke Okuno

Black and white are opposite, but the two colors are essential to human life. Black stands for evil and is associated with night. In Edgar Allan Poe’s “The Black Cat (1843),” black deals with bizarre things, and black characters appear in his other works, for example, a raven. On the contrary, White stands for holiness and sacred things, so angels in many different books have white wings and wear white clothes. People believe that white has a power to destroy evil things because white often is related to sunlight, so, monsters, for example, Count Dracula act in the night. Black also represents deep grief, so people wear black at funeral. Compared to this, White also represents purity and cleanliness, so at a wedding a bride and a groom often wear the white dress and suits. To give an example of cleanliness, there are many white medical things, for example, an ambulance car is white and doctors often wear white clothes. Black isn’t always the bad side, but black has a good side as well, for example people feel the mystery of the color “black.” In this way, each color makes people have completely different feelings for it, but a combination of two colors is best of all.

## **QUESTIONS**

- 1. In which way is black and white the same?**
- 2. What are four differences between what the colors represent?**
- 3. What are some names that are part of the writer's examples?**
- 4. What are special times when black or white are worn?**

### ***Movies and Plays: Ayako Jin***

Most people go to the movies and some people go to the theatre. At these places, people can see movies such as "Avatar" or plays such as "Romeo and Juliet." Of course, both are dramas with scenes and actors, but they are clearly very different. Drama began hundreds of years ago with plays and the style of acting is very different than that in movies. On stage, actors performing in "Romeo and Juliet" have to speak in loud voices in order for the audience to hear them. But in movies like "Avatar," the camera can catch small changes in facial expressions and if the director is not satisfied with the result, he can have the scene filmed again. But in a play, an actor is performing live. Each performance is different and if the actor makes mistakes, he can't change them. Secondly, the audience point of view is different in these two forms. An audience at a movie sees what the director chooses to show them, a close-up of a face or a long shot of scene, even an explosion like in the academy award winning film, "Hurt Locker." But if you are watching actors perform in "A Christmas Carol," you can watch whichever character on stage that interests you. Your eyes are like the camera. Finally, the finished product is very different in plays and in movies. Films have budgets of millions of dollars, so they have huge technical crews and computer graphics, and hundreds of extras, and they are recorded, so that there is a permanent record of them. Plays are live and cost far less money to produce them, but then they are performed and never seen again. The play, like "Romeo and Juliet" may be done again, maybe hundreds of times, but it will never be done exactly the same way or with the same actors, director, sets, and stage. In conclusion, films and plays are very different. But they are both popular and they will continue to entertain people all over the world.

## **QUESTIONS:**

1. What are the similarities between movies and plays?
2. What are some of the differences between them?
3. What are some specific details (names and numbers) about movies or play?

### ***Two Famous Paintings: Mikako Saigusa***

Hiroshige Utagawa and J.F. Millet are two famous painters who have both similarities and differences. Both painters painted landscapes. Utagawa was a Japanese painter. Woodcuts with vivid colors were popular in the Edo era. Utagawa mainly painted landscapes and people who lived in nature. Millet also painted landscapes, but he was a French oil painter. His colors were not vivid, but his paintings were moving. Both Utagawa and Millet first were portrait painters. Utagawa was originally an illustrator of storybooks. Therefore he painted famous performers and beauties. Millet was poor when he was young. He painted portraits that were quite popular at that time. Both painters gradually realized the beauty of nature. Utagawa painted *Tokaido Gojusanugi* while he made a journey from Edo to Kyoto. During the journey, he met many people and saw wonderful nature, early morning scenery, a market with lively people, heavy snow, hard rain, and working people which moved him strongly. Millet was moved by great nature, too. He lived in the countryside and spent his life as a peasant. In his famous paintings *The Sower* and *The Gleaners*, we can learn of the farmers' life. Both their characteristic calm scenery paintings influenced European painters in the latter 19<sup>th</sup> century. Impressionists especially appreciated their paintings and brought their paintings techniques. Though these two painters lived in different places and times, they both were close to nature and people. Their paintings are still attracting people and show how much they loved nature and people.

## **QUESTIONS**

- 1. In which ways were Utagawa and Millet similar?**
- 2. In which ways were Utagawa and Millet different?**
- 3. Which names are connected with the two artists?**

## **IX. PEER EDITING & CHECKLIST**

After you have written a draft of your paragraph, you will be asked to share the paragraph with other class members. They will be asked to give you comments and suggestions for improvement.

Professional writers also have several people look at what they have written and make comments and suggestions for improvement. Different people have different ideas; a variety of viewpoints can help a writer improve how (s)he communicates his or her ideas. As a student, you need to develop your editing ability so that you can see mistakes in your own writing, correct them, and help other students do the same.

### **What Feedback Isn't**

1. Feedback is not just your opinion or criticism of the writer's views.
2. Feedback should not be limited to the "mechanical" aspects of paragraph writing (centered title, correct spelling, appropriate use of articles and verb tenses, and so on).
3. Feedback is not just a comment at the end of a piece of writing like "good" or "good work." These words are not specific enough to help the writer.
4. Feedback should not be completely negative. An effort should be made to notice what's good about the writing and to give some positive comments as well.

### **What Feedback Is**

1. Feedback needs to include clear and specific comments.  
EXAMPLE: "Your title was 'My High School' but you spent most of the paragraph describing stores across from the school and near the station. In your next draft, focus on the school – the buildings, the atmosphere, and so on."
2. Depending on the type of paragraph, the focus of your feedback may differ.  
EXAMPLE: "You are telling us about memories of your high school days (or childhood). Because of this, you need to use past tense verbs." Or "You need to use more classification words and phrases in your paragraph."

## **IX.(a) PEER CHECKLIST**

An important aspect of the IE Writing course is learning to revise your work. The ability to revise one's writing (or the lack of it) is the main difference between a skilled and an unskilled writer. The following checklist is meant to show you what to consider when revising paragraphs—in this case a *comparison and contrast* one. A writing process form has also been included to keep track of the changes as you rewrite, and a sheet of marking symbols.

**PEER CHECKLIST:  
COMPARISON & CONTRAST PARAGRAPH**

**ORGANIZATION**

- A) Is the topic sentence interesting? Write an improved version.
  
- B) Are transition words and phrases used appropriately?

**CONTENT**

- C) Does the topic sentence note the two subjects to be compared?
- D) Are there at least two well-developed comparisons of each thing? Is there a minimum of two sentences for each example?
- E) Is there a minimum of ten sentences in the paragraph?

**STRUCTURE**

- F) Are most of the sentences in the paragraph compound, complex and compound-complex ones? Write down the best sentence.
  
- G) Count the number of words in the first three lines and divide by three. Multiply this figure by the number of lines in the paragraph to determine the total number of words. There should at least 150 words, or an average of 15 words in each sentence.
  
- H) Circle any sentences that express ideas or statements vaguely.
  
- I) Circle errors in subject-verb agreement, pronoun reference, the use of tenses, or other mechanical problems.

## WRITING PROGRESS SHEET

Name: \_\_\_\_\_

Title: \_\_\_\_\_

1. Planning (comments)

grade: \_\_\_\_\_ / 10

2. First draft  
(comments)

Reader's name: \_\_\_\_\_

grade: \_\_\_\_\_ / 20

3. Second draft  
(comments)

Reader's name: \_\_\_\_\_

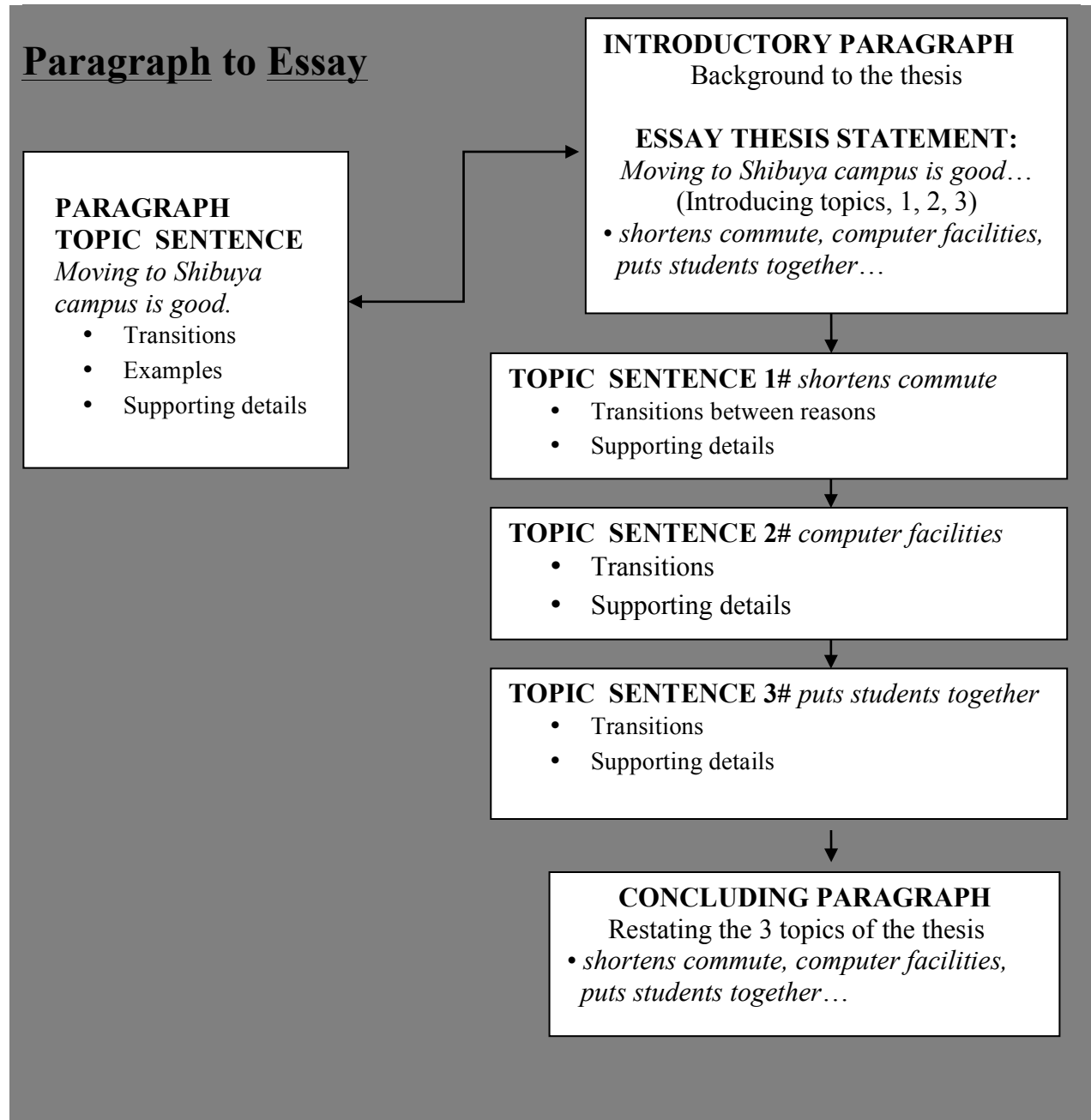
grade: \_\_\_\_\_ / 30

## X. 10-pt Rubric for Scoring IE I Paragraphs

<p><b>Topic Sentence and Transitions</b> 1-2 points</p>	<p><b>i)</b> topic sentence suitable for the genre and clearly expressed (ie. Comparison-contrast, classification, etc.) <b>ii)</b> transition words suitable for the genre (ie. Comparison-contrast, classification, etc.)</p>
<p><b>Content</b> 1-2 points</p>	<p><b>i)</b> at least one example at least 3- 4 sentences in length (ie. an anecdote, reason, etc.) that moves from a general point to details <b>ii)</b> facts, names, numbers, or other specific details in the examples</p>
<p><b>Grammar</b> 1-2 points</p>	<p><b>i)</b> where there are grammatical errors, the writer’s meaning is comprehensible <b>ii)</b> few grammatical errors.</p>
<p><b>Fluency</b> 1-2 points</p>	<p><b>i)</b> a lengthy paragraph of 75-100 words <b>ii)</b> several uses of complex sentences through subordinate and coordinate conjunctions</p>
<p><b>Vocabulary</b> 1-2 points</p>	<p><b>i)</b> mostly correct and appropriate vocabulary choices <b>ii)</b> use of vocabulary words from IE Core class assignments or class word lists</p>

## XI. IE II: PARAGRAPH TO ESSAY DIAGRAM

The English essay is made of paragraphs logically connected to each other. A simple 5-paragraph essay has an introduction to the subject. The introduction has a thesis statement explaining what the essay will discuss. The thesis statement usually contains multiple points, as in this example: “The move to the university’s Shibuya campus is a good thing because it shortens the commuting time for most students, offers state-of-the-art computer facilities, and puts freshmen, sophomore, juniors, and senior students all together.” This is one thesis statement. Another thesis could argue against the move by citing 3 opposing arguments.





## XI.(a) IE II & III MODEL ESSAY & QUOTATIONS

The following model essay has an introductory paragraph and thesis, transitions, topic sentences, distinct paragraphs, and a conclusion.

### *What Problems Face Today's University Graduates*

In a few months, a new group of university students will graduate and help prepare the world of the future. This is more true today than ever before. In 1995, Frank Ogden wrote in his book, *Navigating in Cyberspace: A Guide to the Next Millennium*, that before the car, people had years to change with the times. "Today, we live in an era of changes. We have a weekend to adapt" (25). Each of these young men and women will face problems, such as career choice, and assume financial and social responsibilities.

Their most important problem is their career choice. They will not have to attend school, or piano lessons because their parents force them. They will have to decide their own futures. One possibility is graduate school, ultimately leading to a master's degree. But not many careers require a university graduate to continue with his or her education. Indeed, there are many fields that a graduate may enter immediately after university. But whether university graduates plan on becoming sales personnel or physicists, they face the problem of finding a suitable career.

Another major problem for university graduates is financial responsibility. Once a university graduate gets a job and begins earning money, he or she must manage money. He or she may find it difficult to cope with telephone and credit card bills, and additional expenses such as stereo payments. Previously, his or her parents might have done all these things and it may take some adjustment before the graduate can adequately handle the new responsibility. A further aspect of financial responsibility is paying income tax. It is often said that "Money is the root of evil," but without money, it would be impossible to survive in modern times. It may take the graduate some time to cope with money management.

Aside from accepting financial responsibility, the university graduate must assume certain social responsibilities which are new to him or her. For instance, most young men and women will move into their own apartment at some point in order to experience some independence. In addition, if the graduate gets married, then he or she will have the additional responsibilities of caring for others. These are just some of the social responsibilities of a university graduate.

When a university student enters society from the comparatively sheltered environment of his home, the change is startling. The choice of a suitable career, proper management of financial resources, and the assumption of certain social responsibilities will be among the problems the student faces. Therefore we can only hope that students prepare themselves to cope with these problems, and in doing so, earn the role of responsible adults.

Ogden, Frank. *Navigating in Cyberspace: A Guide to the Next Millenium*. Toronto:

MacFarlane Walter & Ross, 1995.

## XI.(a) CROSS-SECTION OF THE ESSAY

Find the thesis statement, transitions, and topic sentences in the essay. Circle each one.

---

In a few months, a new group of university students will graduate and help prepare the world of the future. This is more true today than ever before. In 1995, Frank Ogden wrote in his book, *Navigating in Cyberspace: A Guide to the Next Millennium*, that before the car, people had years to change with the times. “Today, we live in an era of changes. We have a weekend to adapt” (25). Each of these young men and women will face a number of problems such as career choice, and assuming financial and social responsibilities.

Topic of Paragraph 1:

CAREER CHOICE

The most important problem is their career choice. They will not have to attend school, or piano lessons because their parents force them. They must now decide their own futures. One possibility is graduate school, ultimately leading to a master’s degree. But not many careers require a university graduate to continue with his or her education. Indeed, there are many fields that a graduate may enter immediately after university. But whether university graduates plan on becoming sales personnel or physicists, they face the problem of finding a suitable career.

Topic of Paragraph 2:

FINANCIAL RESPONSIBILITY

Another major problem for university graduates is financial responsibility. Once a university graduate gets a job and begins earning money, he or she must learn to manage money. He or she may find it difficult to cope with telephone and credit card bills, and additional expenses such as stereo payments. Previously, his or her parents might have done all these things and it may take some adjustment before the graduate can adequately handle the new responsibility. It is often said that “Money is the root of evil,” but without money, it would be impossible to survive in modern times. It may take the graduate some time to cope with money management.

Topic of Paragraph 3:

SOCIAL RESPONSIBILITY

Aside from accepting financial responsibility, the university graduate must assume certain social responsibilities which are new to him or her. For instance, most young men and women will move into their own apartment at some point in order to experience some independence. In addition, if the graduate gets married, then he or she will have the additional responsibilities in caring for others. These are just some of the social responsibilities of a university graduate.

When a university student enters society from the comparatively sheltered environment of his home, the change is startling. The choice of a suitable career, proper management of financial resources, and the assumption of certain social responsibilities will be among the problems the student faces. Therefore we can only hope that students prepare themselves to cope with these problems, and in doing so, earn the role of responsible adults.

---

Ogden, Frank. *Navigating in Cyberspace: A Guide to the Next Millenium*. Toronto: MacFarlane Walter & Ross, 1995.

## XII. CREATING THESIS STATEMENTS

A thesis statement has two main parts: the topic and the controlling idea. The topic is the subject of the essay. The controlling idea is what you say about the topic.

### 1. The topics of the following theses are underlined. The controlling ideas are inside brackets.

The first two theses are from analysis essays and the other two are from comparison-contrast essays you will read later in this guide.

**Analyzing relaxation:**

[**Learning how**] to relax deeply [**can be hard work**].

**Analyzing juvenile delinquency:**

[**The factors that cause**] juvenile delinquency.

**Comparing the city to the country:**

Though such differences nowadays have faded owing to the improved standards of living in the country, there are still [**differences between**] the two lifestyles.

**Comparing Laura Bush and Hillary Rodham Clinton:**

Former First Ladies Barbara Bush and Hillary Rodham Clinton [**have been praised for their abilities and their support of their husbands**].

### 2. Underline the topics and put the controlling ideas between brackets in these sentences.

Since 1980, house construction in Japan has greatly improved the ability of houses to withstand earthquakes.

Its history, architecture, and traditions make Kyoto a wonderful place to see.

The day is coming when we will all have personal robots.

## **XII.(a) THESIS SENTENCE PATTERNS**

To write an essay, you must develop a thesis statement. Thesis statements can begin with prepositional phrases, adverbs, subordinate clauses, or other grammatical forms listed below. Please review the following thesis statements. Then, try to write one of each type.

**a) Prepositional phrase**

*In Japan, growing rice is important for several reasons.*

**a) Gerund**

*Examining Toni Morrison's novel **Jazz**, we can see three major themes, including the use of language, the sense of community, and story as a means of self-discovery.*

**b) Subordinate clause**

*Because the economic, cultural, and political power of African-Americans grew in the U.S. during the late 1960s and 1970s, there were more films for a Black audience.*

**c) Adverb**

*Sadly for writer Jonathan Swift, his great novel, **Gullivers' Travels** was rejected for its social criticisms, largely forgotten, and today is regarded as a children's book.*

**d) Conjunction**

*Even though it is harder for adults to learn languages than children, adult learners do possess some advantages over child learners.*

**e) Appositives**

*Independent, intelligent, questioning, Margaret Atwood's heroine in **The Edible Woman** became very popular with women across North America.*

**f) Infinitive**

*To understand how languages are learned, to find the differences between languages, and to look for their similarities, these are the goals of linguistics.*

## **XII.(b) WRITING INTRODUCTIONS & CONCLUSIONS**

Introduction

- Get the reader's attention
- Introduce the topic
- State the thesis and show the type of essay (analysis, comparison-contrast, classification, persuasion)
- Begin with a quote, a question, a surprising fact, refer to a current event

Conclusion

- Make your point again
- Summarize your main point
- Ask the reader to do something

## XIII. IE II MODEL ANALYSIS ESSAYS

### ESSAY ANALYSIS

For both essays, do the following:

1. Underline the thesis sentence and topic sentences.
2. Circle the transition words or phrases that introduce new paragraphs, and new examples in each paragraph.

### *Ways of Relaxation:* Nozomi Hori

Each of us has our own way of relaxation. We take rests and relax in various ways and in many different places. Some people prefer to take catnaps throughout the day. Others refrain from sleeping until their bedtimes. Some people like to take a bath and others listen to music or go to a sport club or a gym. To analyze these approaches, one could begin with the relaxation which comes from sleeping. Next is the relaxation from taking a bath. Finally, there is the relaxation that comes from doing some exercise.

For one thing, sleeping is the easiest and simplest way to relax. It is a good thing to rest when we feel ill or are anxious about something. While sleeping, we can forget everything and relax our minds as well as our body. If we have a quarrel at night, we can forget about it by the time we wake up the next morning.

Another way of relaxing is to take a bath and women especially enjoy this form of relaxation. Some of them may bathe for long time, listen to the music and read magazines. The body warms up in the bath. Afterward, our body will feel refreshed.

Doing some exercise is another way of relaxing. Some people may think that we become more tired if we do exercise after work. This is true yet exercise has longterm benefits for our body. Over time, it contributes to our ability to work. It is said that light exercises are effective. Walking and aerobics are good exercise activities. To stretch our muscles is also said to be a good way to relax.

These are a number of ways to relax. Through them, people relax their body and mind. Relaxation is very important for us living in a busy place like Tokyo. There is so much stress and there are many restrictions. People are tired. All these things make it clear that relaxation is necessary. Therefore people need to find their own ways to relax.

### QUESTIONS:

1. What are three methods of relaxing?

## ***Analysis of Juvenile Delinquency: Hitomi Takahashi***

In the past few years, the number of crimes has increased greatly. The number of juvenile delinquents has apparently increased according to the news. Why are these juvenile delinquencies occurring? The three factors that are causing young people to commit these crimes are the way young people think and handle situations, how they fail to imagine the consequences of their actions, and the way they handle their problems and stresses.

First of all, young people think differently compared to the past. Basically, they take things lightly and they don't worry about very much. For example, some kids commit crimes because they imagine doing so is like some kind of a game and nothing serious.

They do not empathize with others so hurting or killing someone doesn't bother them although they know it is a crime. Their thoughts about the preciousness of human life are obviously different than those of others. They do not think that life is precious.

Another cause of juvenile delinquencies is that many young people do not consider the effect of their actions. This means that if stealing something seems okay with them at that moment, they just go right ahead and do it. This is very scary because when people are not afraid about the results, it's possible for them to do anything. The boy who murdered a school boy in Kobe is an example of this. He really felt no remorse at his murder or the attacks he made against the other children. When one hears reasons why kids commit crimes, the explanations are often because they felt like it, or they wanted money.

The last reason why these juvenile delinquencies are occurring is that young people cannot deal with their problems. In society now, they feel a greater sense of loss of identity, much heavier than that of the young people in the past. With their parents working, often no one at home, and their teachers insisting they study, they really have little opportunity to learn proper social skills. The problem is not just the stress or social pressure itself, but how they fail to deal with it. They commit crimes. Sometimes it's expressed in bullying other children which sometimes leads to the victims' suicides.

From these points, it is obvious that these three factors are causing juvenile delinquencies to increase in the past few years. In order to decrease the number of crimes, and lessen the stress and the pressure on young people, society needs to change. The society and the people around the young people must understand and accept the fact that they need help. The young people also need to know that it is okay, and necessary to get help. We need to lend a helping hand to them to try to change their attitudes and society as a whole or else the problem will get worse.

### **QUESTIONS:**

1. What are the causes of juvenile delinquency?

## XIV. IE II COMPARISON-CONTRAST ESSAYS

### ESSAY ANALYSIS

For the two following essays:

1. Underline the thesis sentence and topic sentences.
2. Circle the transition words or phrases that introduce new paragraphs, and new examples in each paragraph.
3. Highlight the words and phrases that suggest similarities and differences.

### *City and Country Life:* Masako Furatchi

There are two types of regions in most countries. They are called "the city and the country." It is usually said the city is where many people live, where many grand buildings are constructed, and many rail lines are laid, while the country is where a few people live and there are seldom tall buildings or various rail lines. Several decades ago, such differences were even more obvious and many people in the country wanted to move into big cities in hopes of a better, more convenient life. Though such differences nowadays have faded owing to the improved standard of living in the country, there are still some differences between the two lives.

First of all, there are many kinds of jobs in a big city. In cities like Tokyo or London, many businessmen every day research information about markets in the country and the world. Young people in cities have more job opportunities and higher salaries than the country and more entertainment, so they are attracted to city life. In contrast, there are fewer jobs in the country, and needless to say, the top-ranked companies aren't found there, either. Many people work as public servants, or as greengrocers, and so on. It needs special mention that there are many farmers and fishermen. People in places like Wakayama grow rice and vegetables in fertile fields, or catch fish in the abundant sea. But young people don't want to succeed in agriculture or in the fishery because they both are strongly influenced by nature or weather and there is no assurance of a stable income.

In addition, there are many schools in the city such as public schools, private schools, preparatory schools, and universities. It even seems as if there are too many. Little children go to prestigious elementary schools and study for entrance examinations. Public high school students take lessons at preparatory schools. Students spend most of their time studying to enter universities such as Aoyama Gakuin or Sophia because a good education means better future employment. On the other hand, the number of schools has been decreasing in the country as young people leave. It's not uncommon to have first-grade and sixth-grade pupils in the same classroom. There are few preparatory classes so if high school students want to go to university, they have to study by themselves. But they don't have enough time to study as city students do because they must often help with family chores.

## ***IE WRITING GUIDE***

Considering these aspects, it would seem that country life is worse than city life. But here are many merits to country life. People in the country can eat fresh rice, vegetables, fruit, and fish and these foods are more delicious and cheaper than those city people eat. Children can play cheerfully in natural surroundings, in grand fields, and swim in clear rivers, ski on big mountains covered in shining white snow. They can live in calm surroundings with fresh air.

In conclusion, it can be said that there are two kinds of areas, cities, and the countryside. People in the country have tended to yearn for city life. Though it seems that living in the country is filled with the flavour of nature. Both lives have their good points.

### **QUESTIONS:**

1. What are the differences in finding a job in the two places?
2. What are some differences in schools?
3. What are the advantages of living in the country?

## ***Two First Ladies: Barbara Bush and Hillary Clinton:*** **Naomi Iimori**

The President's wife, the First Lady, plays an important role in her husband's administration. Sometimes the First Lady is greeted with and attracts people a great deal, much more than a President does; for example, her hair style, clothes, manners, and statements. Former First Ladies Barbara Bush and Hillary Rodham Clinton have been praised for their abilities and their support of their husbands.

There are some similarities between the two, Barbara Bush and Hillary Rodham Clinton. First of all, both ladies contributed to the educational system. Barbara Bush engaged in the promotion of literacy for all American citizens. She helped many causes, including homeless, AIDS, the elderly and school volunteer programs. Similarly, Hillary Rodham Clinton introduced one educational program, "Preschool Youngsters" that became a model for U.S. states.

One difference between the two first ladies is in their careers and families. Barbara met George Bush when she was a teenager and they were married just before George went off to war. The Bushes' have six children. In contrast, Hillary Rodham Clinton met Bill at Yale Law School. Later, she became a staff attorney in Washington. But she missed Bill Clinton, and two years later, she quit her job, and moved to Arkansas to marry him.



The biggest difference between Barbara Bush and Hillary Rodham Clinton is in how they support their husbands. Barbara Bush is called “everybody’s grandmother.” People in the US like her white hair, her warm, relaxed manner and her wit. On the other hand, Hillary Rodham Clinton tried to be a “Presidential partner.” She spent her time trying to improve education and health care. She and her husband had only one child, their daughter, Chelsea. And she often goes a long way to save Bill from scandals.

A First Lady seems to have brilliant, luxurious life, but she supports her husband. The duties of a First Lady are very important, and her behavior has a great influence on the presidential campaign. Her statements may damage her husband’s reputation and cause him to lose a presidential election. Sometimes a First Lady becomes a target of her husband’s enemies’ attacks. Even so, if she stays tough and cool, she may become as popular as the President.

**QUESTIONS:**

1. What are the similarities between the two women?
  
2. What are some of the differences between them?

## **XV. 10-pt Rubric for Scoring IE II Essays**

<b>Thesis, Topic Sentences and Transitions</b> 1-2 points	<b>i)</b> appropriate thesis statement and an introduction defining key terms in the essay topic <b>ii)</b> topic sentences and transition words suitable for the genre (ie. Comparison-contrast, classification, etc.)
<b>Content</b> 1-2 points	<b>i)</b> each paragraph has at least one example (ie. an anecdote, reason, etc.) developed in 3- 4 sentences <b>ii)</b> an essay with facts, names, numbers, or other specific details in the examples
<b>Grammar</b> 1-2 points	<b>i)</b> the writer’s meaning is usually clear <b>ii)</b> relatively few grammatical errors for a 350-word essay
<b>Fluency</b> 1-2 points	<b>i)</b> an essay of at least 350 words with lengthy paragraphs of 75-100 words for each <b>ii)</b> use of complex sentences through subordinate and coordinate conjunctions, or by semi-colons and colons
<b>Vocabulary</b> 1-2 points	<b>i)</b> mostly correct and appropriate vocabulary choices <b>ii)</b> use of vocabulary words from IE Core class assignments, or Writing class vocabulary lists

## REFERENCES IN ESSAYS

In IE III, and later in Academic Writing, you will be writing essays that must include quotations and cite the sources you referred to in order to make your arguments more convincing. The following examples of student comparison-contrast essays with both quotations and references.

### ESSAY ANALYSIS

For the three following essays:

1. Underline the thesis sentence and topic sentences.
2. Circle the transition words or phrases that introduce new paragraphs, and new examples in each paragraph.
3. Highlight the words and phrases that suggest similarities and differences.
4. In another color pen, highlight the quotations and references in the following essays.

### *Japan and South Korea: Rie Nojima*

Since Japan held the world cup soccer tournament with South Korea, we have had many opportunities since then to experience that culture and society. South Korea's popularity is increasing steadily these days. We can see the fact from a survey on the internet which ranks the most popular destination for Japanese. According to the website, *The Most Popular Overseas Travel Ranking* (2004), South Korea has become a popular place for Japanese tourists because of its short distance and low-priced air tickets. Recently, it ranked as one of the top five. But that may mean we Japanese realize how comfortable South Korea feels because this country has many similarities with us in terms of people, language and education.

One comparison between Japanese and Koreans is that both races have a similar appearance. On TV or in business, it is difficult to distinguish Japanese and Koreans. That may be said of many Asian peoples, but Japanese and Korean resemble each not only in physiognomy like the color of their hair and eyes but also in their thinking about life, love, or morals. For that reason, Japanese people enjoy Korean movie or dramas in a trend now called *an-Ryu*.

The second similarity is in grammatical collocations. Korea is well known for the language which is called Hangul. When one hears or reads Hangul, it may look difficult because of the pronunciation and the letters. But in fact Hangul is made of 24 alphabet letters, so it is easier to learn than Japanese or English. For example, if Ms Yamada wants to introduce herself, she says "My name is Yamada" in Japanese, "*\*Yamada desu*" (*\*Yamada* is the name). "*Yamada*" is the proper noun and "*desu*" is the Verb.

## ***IE WRITING GUIDE***

We can see the same word order in Hangul, too. According to the website, *Tour 2 Korea.com* (2004), Japanese and Korean are from the same Altaic language group. In addition, Hangul has many formal lines and strict rules for honorific words according to time, circumstances and relationship as in Japanese. That's why some Japanese people who are fascinated with Korea Drama are able to start learning Korean easily.

Finally, the cultural systems of Japan education, also resembles that of Korea. Both countries practice the 6-3-3-4 educational system, which means six years for elementary school, three years for junior high school and high school and four years for university, and that have a fervor for education (*The Korean Cultural Center Information*, 2004). But South Korean education seems much harder than Japan, especially university entrance examinations. Candidate uses motorcycles or police car in order to get to them on time and also, take high-powered and challenging examinations. In the context of the falling birthrate, Korea society tends toward diploma-ism and academic-orientation like Japan.

Considering these aspects, it would seem that there is no limit to the similarities between Japan and South Korea. Could it be their remote ancestors are same? Anyway, both countries must have been one continent a long time ago. Now, because of increasing opportunity, people of both countries are getting to know each other better. That is a great thing indeed. One can only hope Japan and South Korea will continue to improve this relationship in the future.

### Works Cited:

“Education System.” *Korean Culture Center online*, 8 June 2004  
<[http://www.koreanculture.jp/korea\\_info\\_4\\_3.html](http://www.koreanculture.jp/korea_info_4_3.html)>.

“Life Style.” *Tour 2 Korea.com*. 8 June 2004.  
<<http://japanese.tour2korea.com/01TripPlanner/KoreanInBrief/>>.

“The Most Popular Overseas Travel Ranking.” *RANKINGMARKET*. 8 June 2004.  
<<http://www.sakamoto-ryuichi.com/RANK/AB/index.html>>.

### **QUESTIONS:**

1. What are the similarities between the appearance of Japanese and Koreans?
2. What are some of the similarities between the grammar of the two languages?
3. In which way is education the same in both countries?

## ***Differences Between U.S. and Japanese Women's Magazines:*** Mihoko Kurosawa

Girls all over the world are interested in almost the same thing, such as movie stars, love, diet, cosmetics and fashion. According to a poll in one Japanese magazine, *JJ*, 63.8% of Japanese women buy at least one fashion magazine per month (10). Some of them even subscribe to American magazines, like *Cosmopolitan*. There are several differences in their expressions of color, their key expressions, and the way they treat sexual subjects.

The first difference between those magazines is the expressions of color. When we are talking about the fashion, many names of colors are often used, such as pink, blue, orange and green. There is a striking difference when it comes to white and black. In the United States, they rarely used the words, but in Japan they often use them. For example, the June issue of *Cosmopolitan* writes of a gorgeous golden tan as a “deep bronze” and in the May issue of *JJ*, a Japanese magazine, they say “*i-haku*,” whitening skin, and “*uro-megachi*,” eyes with large black pupils. This difference is caused not only by that of language, but also by that of society; Japan is a homogeneous country and United State is a heterogeneous society. Many kinds of people live there, such as Hispanics, Asians, Anglo-Saxons and Africans, so the writers need more delicacy than in Japan. Of course, Japanese do not use the phrases to hurt somebody, but they use them because most people have the same skin color.

The second difference between Japanese and American magazines is their key words. For example, in reading *Cosmopolitan*, you can meet words and phrases like sexy, foxy and “find your perfect eye shadow.” The emphasis is on the individual. On the other hand, in *JJ*, you can always read of *mote-makeup* and “Victoria-styles,” “Cameron-style.”

*Mote-makeup* means winning popularity, and it sounds very objective, and even though “Victoria/ Cameron styles” give you very plain and clear images of the fashion, they are also connected with others, with Cameron Diaz and Victoria Beckham. Perhaps this difference in emphasis is a relic from the time when the Japanese were agricultural people and it was important to communicate with others and get along with them.

The third difference between the magazines is the treatment of sexual subjects. *Cosmopolitan* features sexual stories in every issue, but *JJ* does not. This difference is the outcome of the level of feminism. In Japan, people think that it is strange that women are interested in sexual things, but not in United States. Feminism of the United States has always preceded that of Japan. For example, American women could vote in 1920, but Japanese women got to vote only after WW II was finished and the U.S. changed the laws in Japan (Wikipedia, 2008). As well, in 2001, 46 percent of the managerial positions in the U.S. were held by women only 8.9 percent in Japan (National Printing Bureau, Gender and Law, 2003). Probably, the difference is due to sexual discrimination and women quitting their jobs after marriage.

In conclusion, there are three differences between Japan and United States. First, there is a racial sensitivity about expressions of skin color. Second, the behaviors are different. American people are individual, and Japanese are group oriented. Finally, there are different levels of feminism. There is much more room to develop Japanese feminism.

## ***IE WRITING GUIDE***

### **Works Cited:**

National Printing Bureau, "Gender and Law," 2003.

<<http://www.npb.go.jp/ja/books/whitepaper/anacontents/danjyo/031015/si101501.htm>>.

"[History of women's suffrage in the United States](http://en.wikipedia.org/wiki/Women%27s_suffrage#United_States)." Wikipedia. 2 March 2008.

<[http://en.wikipedia.org/wiki/Women%27s\\_suffrage#United\\_States](http://en.wikipedia.org/wiki/Women%27s_suffrage#United_States)>.

White, Kate. *Cosmopolitan*. Hearst Magazines, New York. May 2004, 120.

Murata, Hiroshi. *JJ*. Koudansha, Tokyo. May 2004, 10, 224.

### **QUESTIONS:**

1. What information suggests the Japanese women's magazines are very popular?
2. What are the differences between Japanese and American magazines in terms of describing color and their key words?
3. How do magazines in the two countries treat sexuality differently?

## ***Holland and Japan:*** Nami Mizukami

Japan has trading relations with a number of countries all over the world. And there is no doubt that Holland has the longest, strongest, and historically the most important relation with Japan. Its history dates back to 1600 (Wikipedia, 2008). Under the national isolation of the Edo period, Holland was one of the few countries allowed to trade with Japan, and even then, only at Dejima, an island in Nagasaki. Since then, the cultural exchange between Japan and Holland has been close, and Dutch culture has penetrating Japanese life. How many of us know that some loan we quite often use in daily life, such as *rennzu* (lens), *coohii* (coffee), *ranndoseru* (school bag), are from Dutch? However, at the same time, it a fact that there are many aspects of Dutch cultures that have never been absorbed by Japan, such as permission towards drugs, homosexuality, and social expenses.

First of all, Dutch people are allowed to be married to the same-sex, while Japanese are not. In Holland, human rights of gay people and their marriages are completely protected by a law, which cleared the Parliament in 2000, and some 10,000 gay couples were married by 2003, according to a home page of Dutch culture (Dutch culture, 2004). In Amsterdam, you will see many gay people, whose occupations are generally politicians, professors, doctors, designers, authors, travel agents, and so on. Moreover, there is an annual Gay Parade very summer, in which gay people from all over the world congregate in Amsterdam, disguise themselves, and proudly parade to call for gay rights all over the world.

In contrast, homosexuality is against the law in Japan, and we Japanese are unwilling to accept gay people partly because of an ethical problem. It is obvious that even in the near future the Japanese will not tackle this matter.

Next, Holland and Japan have totally different approaches to solving drug problems. We all know drugs are illegal in both Holland and Japan, and no country will ever be able to become drug free so the Dutch use a method, called *Harm Reduction*, that minimizes the damage drugs do, for the Harm Reduction philosophy suggests that criminalizing drug use only create more black markets, more crime, and more health problems, according to a book, *Raise The Issues* (p. 105). They also established clinics to administer *methadone*, a drug used as a substitute for heroin in drug treatment, and the idea behind this policy is to treat addiction as a medical problem rather than a criminal one. That the registered drug addicts decreased from 14.4 to 4.8 percent in a last ten years proves that these policies really work (Ibid). On the other hand, the Japanese believe more arrests and more severe prison sentences will control drug use, and try to eliminate all drugs from this country, although nobody thinks it is possible. Unfortunately, the number of addicts has been expanding year by year, and to make the matter worse, juvenile addicts are now the biggest problem in Japan.

The last thing is the different ways the Dutch and the Japanese spend their money. The Dutch are prone to investing their money in shelter and furniture, and in general, they don't care as much as about clothing and food. They prefer plain and durable clothes to fashionable and florid ones. And they also think supper is not for savoring, but for satisfying hunger because they value thrift and simplicity based on strict Protestant faith. You may know the Dutch are notorious for their stinginess, but they are not exactly stingy because instead of spending their money on clothes or food, they are generous enough to donate for developing countries and refugees, and people who suffer from starvation and disaster, for humanitarianism is a pillar of life in Holland. Meanwhile, the Japanese fling their money into clothing and food. There are numerous department stores, boutiques, and incredibly expensive bland shops, and also restaurants and cafes with atmosphere in every block. In addition, people in resplendent outfits can be seen walking the streets, and they don't feel guilt about dumping the remains of their meals. It can be said the Japanese are extravagant with money in clothing and food.

In summary, Holland and Japan each have a special culture, making each of them unique and distinctive. Today Japan is definitely one of the leading countries. However, at the same time, now that Japan is flooded with too many things, we no longer need to order to look this country over and make it better. Holland has some striking policies such as these three aspects, so now they should be considered in Japan.

Works Cited:

“Gay marriage and expense.” *Dutch Culture*. 22 July 2003.  
<<http://www.kyoto-su.ac.jp/~konokatsu/yoshii>>.

Drugs. *Raise The Issues*. NY: Longman Publishing Group, 1996, 105.

**QUESTIONS:**

1. What are some Dutch loan words in Japanese?
2. What are the differences between the way Gay people are treated in Japan and American?
3. How do the Dutch and the Japanese approach drug problems?
4. How do the Dutch and the Japanese spend their money?

## **XVI. FINDING TRUSTWORTHY SOURCES**

In IE III, you will be using sources that support your ideas. You must give credit to the people who produced them. Sources of information can include books, the Internet, television, the radio, and even podcasts. As long as you document these sources, they are considered a reference.

However, you must be careful when using the Internet to find references. Not everything you will find there is equally reliable and accurate. To get the best from the Internet, take the excellent tutorial at the *Internet Detective*...

**<http://www.vts.intute.ac.uk/detective/index.html>**

Most people use Google these days when searching for information—and it is great—but there are many other search engines. Try out some of them at...

**<http://www.cl.aoyama.ac.jp/~dias/EsllinksSearch.html>**

One of the search engines you'll find on that page, **<http://vivisimo.com/>**, can be useful when you're searching for a topic to write about and, after you've found one, help you to outline your ideas. The special feature of this search engine is that it "clusters" search results so that you can see their general themes.

For example, a search using the term "death penalty," Vivisimo outputs the following clusters: Death penalty information (15), Pro Death Penalty (4), Human Rights (9), Inmates (17), Oppose (4), Amnesty International (12), History (7), Debate (7), Christianity (2), etc. [numbers in brackets refer to the number of web sites most often visited on the sub-themes].

### **XVI.(a) REFERENCES AND THE MLA STYLE**

Once you have found a trustworthy website, you will need to summarize the information or copy it into a file so that you can summarize it later **IN YOUR OWN WORDS** and/or select useful quotes from it. In order to use the information in your essays, you **MUST** indicate where you found it. Not doing so, is called *plagiarism*, which is considered a form of stealing.



To show you how seriously plagiarism is treated abroad, here is a list of possible punishments for plagiarizing at the University of Nottingham in the U.K.

**Where a clear case of plagiarism has been established, these punishments may apply:**

1. awarding a mark of zero for the piece of work, examination or examination question;
2. withholding of credits;
3. a fine of up to any amount;
4. suspension from the University;
5. expulsion from the University.

Source: "MSc Student Handbook." Current Postgraduates -- School of Mathematical Sciences. 2006-2007. The University of Nottingham School of Mathematical Sciences. 22 Mar 2007. <<http://www.maths.nottingham.ac.uk/postgraduate/msc/msc-handbook.pdf>>.

There is a special style for noting these references. The one generally used when writing about literature is the MLA (Modern Language Association) style. When writing about linguistics or the social sciences, including communications and English education, the APA (American Psychological Association) style is frequently used.

The comparison-contrast essays included in Section XIX of this guide were followed by references formatted in the MLA Style. In the IE Program and in Academic Writing you will be asked to format references using the MLA Style, as opposed the APA style. To learn both at the same time would be confusing and overwhelming. You can produce perfectly formatted references in either MLA or APA style—as long as you fill out the fields correctly—by using The Landmark Project's *Citation Machine* at:

<http://www.citationmachine.net/>

Follow these steps when creating a *Bibliography* or *Works Cited* section at the end of your essay:

1. Begin the first line of an entry flushed left against the margin, then indent the next lines one tab space.
2. List all the entries by last name, then first name whenever your source can be traced to an individual author. Put the entire list in alphabetical order.

3. Italicize or underline the names of books, magazines, CD-ROMS, films, or websites. But put article, short story, and song titles in quotation marks.
4. Separate the author, title, and publication information with a period followed by 1 space.
5. Note the page numbers if you are referring to the chapter of book or an article in a newspaper or magazine.

## **XVI.(b) SAMPLE ENTRIES**

### **1. Single author**

Le Carre, John. *The Russia House*. New York: Knopf, 1989.

### **2. A new edition**

Richards, Jack. *Interchange Intro Student's Book*. 3<sup>rd</sup> ed. Cambridge: Cambridge University Press, 2005.

### **3. A translation**

Chekhov, Anton. *The Plays of Anton Chekhov*. Trans. Paul Schmidt. New York: Harper Perennial, 1998.

### **4. A Japanese reference written in romaji so that it can be accessed internationally.**

Kurosawa, Akira. *Yume wa tensai de aru*. Tokyo: Kenkyusha, 1999.

### **5. An edited book**

Urquart, Jane. *The Penguin Book of Canadian Short Stories*. Toronto: Penguin, 2008.

### **6. A chapter in an edited book**

Strong, Gregory. "Curriculum Design: Furniture for a College ESL Program." *Developing a New Curriculum for Adult Learners*. Ed. M. Carroll. Alexandria, Virginia: Teachers of English to Speakers of Other Languages. 2007, 153-176.

### **7. A book with several authors**

Deonier, Richard C., Simon Tavaré, and Michael S. Waterman. *Computational Genome Analysis: An Introduction*. New York: Springer-Verlag. 2005.

### **8. An anonymous newspaper or periodical article**

(alphabetize by title; ignore any articles [i.e., "a," "an," or "the"] in the title)  
"Battle over Pooh Bear." *Maclean's* 16 February 1998: 35.

**9. A periodical article with more than one author**

Brown, Anthony and Philip Willan. "Doctors Furious at Baby Clone." *The Japan Times*. 7 Mar 2001, sec. 1:2.

**10. Reference book entry with 4 or more authors**

Trainen, Isaac N., et al. "Religious Directives in Medical Ethics." *Encyclopedia of Bioethics*. Ed. Warren T. Reich. 4 vols. New York: Free, 1978: 3045-3050

**11. An anonymous book**

*New York Public Library Desk Reference*. New York: Webster, 1989.

**12. An article from a periodical with a single author**

Cramer, Paul M. "Living the High Life." *Independent Traveller*. Saturday 21 Feb (2009): 8, 9.

**13. Radio or TV programs**

*Cheever - A Life*. WAMU 88.5 American University Radio, Washington, D.C. 10 Mar. 2009.

**14. Music CD-ROM**

Jackson, Michael. *Human Nature*. CD-ROM. Tokyo: Sony International, 2003.

**15. Broadcasted Documentary**

"The Iceman." *The Fifth Estate*. CBC-TV, Toronto. 8 Nov. 2006.

**16. Feature Film or Video**

*The Two Towers*. Dir. Peter Jackson. With Elijah Wood, Ian McKellen, Liv Tyler, Viggo Mortensen. Alliance Atlantis, 2003.

**17. An article in a reference database**

"Women in American History." *Britannica Online* Vers 98.1.1. Nov 1997. Encyclopedia. 10 Mar. 1998 <<http://www.britannica.com>>.

**18. A Personal Site**

Strong, Gregory. Home page. Aoyama Gakuin University. 10 Mar. 2004. <<http://www.cl.aoyama.ac.jp/~gregory/>>.

**19. An Article in an online magazine**

Yokota, Sakie. "Spirited Away." *Tokyo Metropolis* 9 Jan. 2009. 14 Mar. 2009. <<http://metropolis.co.jp/tokyo/772/feature.asp>>.

**20. A Report on the Web**

Wachbroit, Robert. "Genetic Encores: The Ethics of Human Cloning." Report from the Institute for Philosophy and Public Policy. Fall, 1997. <<http://www.puaf.umd.edu/IPPP/Fall97Report/cloning.htm>>.

**21. A Personal E-mail Message**

Dias, Joseph. "RE: Revising the Core/Writing Guide--Ugh." E-mail to Greg Strong. 23 Mar. 2007.

**Additional Electronic Resources:**

**Author's Family Name, First Name (If no Author is given, alphabeticize by the Title). "Title"—or description such as 'homepage.' Date of electronic publication, name of database or online services. Pages, paragraphs or sections used. Name of any institution affiliated with the web page. Date of access <URL>.**

**a) Electronic book**

Ellis, R. (2005). *Instructed second language acquisition: A literature review*. Research Division, New Zealand Ministry of Education. Retrieved March 10, 2008 from <<http://www.stanford.edu/~hakuta/Courses/Ed388%20Website/Resources/Ellis%20Instructed-second-language%20-%20latest%20version.pdf>>.

**b) From e-journals**

Coicaud, Jean-Marc. "Apology: A Small Yet Important Part of Justice." *Japanese Journal of Political Science*, vol. 10, April (2009). 14 Apr. 2009. <<http://journals.cambridge.org/action/displayIssue?jid=JJP&volumeId=10&issueId=01&iid=4570884/>>.

**c) From online magazines**

Fee, Russel J. "Eight Grade Boys" *Potato Hill Poetry*. Mar. 2009. 14 Apr. 2009. <<http://www.potatohill.com/tpom.html>>.

**d) From online newspapers**

Ito, Masami and Jun Hongo. "Pending Launch Raises Tension Level in Tokyo." *The Japan Times*. 14 Mar. 2009. <<http://search.japantimes.co.jp/cgi-bin/nn20090314a4.html>>.

## **XVI.(c) REFERENCES IN THE BODY OF THE TEXT**

Generally, references in the *body* of your essay, as opposed to the *bibliography* at the end, are limited to the author's name and the page number. If you have mentioned the name earlier, then you only need to indicate the page number. These references are usually enclosed in parentheses. The full reference to the author and publication information will be listed in your bibliography.

**1) If the author's name has been mentioned in the text**

In her description of the city of Ottawa in 1912, Sandra Gwyn claims in *Tapestry of War* that some people already sensed a terrible ordeal lay ahead (44-45).

When we first encounter Raskolnikov in *Crime and Punishment*, Dostoevski presents us with a man considering murder, but terrified of meeting his talkative landlady on the stairs (1).

**2) Author's name and page number in parentheses after a quotation**

One historian offers this comment on the War of 1812: "Financing the war was very difficult at the time. Baring Brothers, handled routine accounts for the United States overseas, but the firm would take no loans" (Mahon 385).

3) **A reference to a website is made (the year, rather than page number, is used)**  
The debate on genetics and human cloning is best outlined by Robert Wachbroit (1997).  
\*[The full reference, including the URL, will be presented in the bibliography.]

The references are cited in these ways so that your essay will be easier to read. Long quotations from a source should be indented 10 spaces from the margin. Summarizing is preferable to the excessive use of quotations.

## **XVII. USING SOURCES: SUMMARIZING AND INDIRECT & DIRECT QUOTATIONS**

Essays are a type of written argument, so they rely on evidence to make a case for something. That evidence may take the form of statistics, historical facts, expert comments, and quotations from witnesses or people otherwise related to the subject. The evidence can be shown through *paraphrases*, or by *indirect* or *direct quotations*.

### **XVII.(a) Summarizing**

Sometimes, your evidence may come from what you learned in reading, or at least skimming, an entire book. You will present the information that's relevant to your essay in summary form. In IE Core II and III, you summarize news articles by identifying key information. That technique can be used when summarizing information for an essay. Think of the article or piece of information in terms of the 5Ws and 1H: **who, what, where, when, why, and how.**

#### **1. Look at the following paragraph and try to answer the 5Ws and 1H about it:**

An Oregon man ended a 2,000 kilometre swim on Tuesday after spending 13 months in the icy waters of the Columbia River, braving toxins and bacteria to raise awareness about its pollution. Christopher Swain, 35, a lifelong lover of water sports, began the journey more than a year ago. He put aside his plans to start a career in medicine to make the trip and help clean up the river. He lived on donations from t-shirt sales. Every day he swam about 10 miles, then went home to rest, returning the following day to the same spot to continue his journey.

**a. who?**

**b. what?**

**c. where?**

## ***IE WRITING GUIDE***

**d. when?**

**e. why?**

**f. how?**

2. Put this information into 2 or more sentences. Use your own words. Do not copy any of the original sentences. If you copy them, you are committing *plagiarism*, stealing ideas. Write your sentences below and compare them with a partner. This is a summary, much like the summaries that you have done of news articles in IE Core.

**3. You might use the information in an essay on pollution as an example of how each of us must make an effort to raise public awareness about the problem. Your essay would include the summary in the text of the paper and detailed information about the source would appear in the bibliography.**

e.g., Recently, in the state of Oregon, in the U.S., a young man swam 2,000 kilometres of the Columbia River to show people how industrial and economic development are destroying the river (CNN.com, 2003).

### **XVII.(b) FAILURES OF MACHINE TRANSLATION**

Some students have the mistaken idea that they can just copy the information from a source, input it into a translation website and get a passable translation back again. If it were that easy, no one would need to learn foreign languages. In fact, the longer the passage that's being translated, the worse, and more unreliable, the translation becomes. You can see the inadequacy of machine translation yourself by observing how incomprehensible the "Columbia River" CNN news story becomes when translated into Japanese using an online translation service:

汚染についての意識を上げるためにオレゴン人は13か月出費の後の火曜日の2,000キロメートルの水泳をコロンビア川、braving毒素および細菌の氷った水の終えた。クリストファーSwain、35のウォーター・スポーツの終生の恋人は、旅行を前に年以上始めた。旅行を作り、きれいな上りを助け薬のキャリアを始めるように彼は彼の計画を川わき置いた。彼はTシャツの販売からの寄付に住んでいた。毎日彼は約10マイルを泳ぎ、そして休むことを家に行き彼の旅行を続けるために同じ日に翌日戻る。

## XVII.(c) DIRECT QUOTATIONS

When you use quotations, you must reproduce them exactly. You cannot translate them, and then put them in quotation marks. If you translate something, you are creating a paraphrase of the original and it should be mentioned that you have translated it from Japanese. You will still need to cite the source. It is important to use quotations only where they provide evidence for your argument. You can quote parts of sentences, or even a few words, as in these examples.

### Quoting Prose

If the prose selection is shorter than four lines, place it in quotation marks and put it in the text. In parentheses, you must note the page number.

**“It was the best of times, it was the worst of times,” wrote Charles Dickens at the beginning of one of his most famous novels (1).**

You may prefer to quote only a few words or a phrase.

**For Charles Dickens, the eighteenth century was both “the best of times” and “the worst of times”(1).**

You may put quotations at the beginning, middle, or end of a sentence. Here are 2 ways of quoting the same content.

**Joseph Conrad writes of the company manager in *The Heart of Darkness*, “He was obeyed, yet he inspired neither love nor fear, nor even respect” (35).**

**“He was obeyed,” writes Joseph Conrad, of the company manager, “yet he inspired neither love nor fear, nor even respect” (35).**

## ***IE WRITING GUIDE***

If the quotation is longer than 4 typed lines, or if you are using 4 or more lines of a poem or a song, then add it to your essay in a special way. You have to start a new line and indent all the lines from the left margin. You do not use quotation marks in this case although you should precede the quotation by a colon. The following quotation is from the *Let It Be Me Song Book*.

### **Quoting Songs or Poetry**

One of the best parts of Paul McCartney's song "Yesterday" is the following:

Why she had to go  
I don't know  
she wouldn't say  
I said something wrong  
now I long for yesterday (201).

[Notice that when song lyrics or poetry is being quoted, it's important to keep the original line breaks.]

## **XVII.(d) INDIRECT QUOTATIONS**

An **indirect quotation** is when the meaning but **not the exact words** of something someone has said is referred to. Quotation marks are not used with indirect quotations, but the source must be cited unless the information is "common knowledge." Indirect quotations frequently begin with **that** or **if**, but they may have no relative pronoun or subordinating conjunction introducing them.

**Direct Quotation:** "I have a weakness for ice cream," Greg admitted.

**Indirect Quotation:** Greg admitted that he had a weakness for ice cream.

**Direct Quotation:** "Are you coming to the class party?" she asked me.

**Indirect Quotation:** She asked me if I were coming to the class party.



**Direct Quotation:** Margaret Atwood has said, “The Eskimo has fifty-two names for snow because it is important to them; there ought to be as many for love.”

**Indirect Quotation:** Margaret Atwood has said that due to the importance of snow to Eskimos, they have fifty-two names for it. She wonders whether there ought to be as many ways to refer to love.

**IE II Exercise: Rewrite the following direct quotations as indirect ones.**

1. He said, “I will be there at twelve.”
2. Professor MacReady said, “Linguistics is not as hard as it might sound.”
3. Gary said to B.J., “Writing compositions is not easy for any of us.”
4. Greg asked, “Has anyone in class heard of Linda Ohama, the filmmaker?”
5. Vivien left a note for Dan that read, “I’ll be home at 7PM.”

**IE III Exercise: Rewrite the following direct quotations as indirect ones.**

1. Loren asked Rachael, “Do you want to see my notes on Academic Writing?”
2. James told the class, “There are a few key points about writing essays.”
3. In Shakespeare’s play, “Hamlet,” a famous quote is, “To be or not to be.”
4. “Love what you do and do what you love,” said writer Ray Bradbury.
5. “T’is a far, far better thing I have done than I have ever done before,” says one of novelist Charles Dicken’s famous characters.

## **XVII.(e) INDIRECT QUOTATIONS – Summary and Paraphrase**

One type of indirect quotation is the summary in which you write the key points of the original in your own words. When you are doing this, you should answer the 5 W questions (*who, what, when, where, why*), the *how* question and the “So what?” question (*Why does the reader need to know the information?*). When you take a Japanese quote and rewrite it in English, this is indirect quotation.

Another style is paraphrase. This is more challenging in that you keep the style of the original but write it in your own words.

## ***IE WRITING GUIDE***

As it only has the key points, the summary will be shorter than the original whereas a paraphrase will most likely be about the same length as the original.

1. **The Original:** Human beings cannot live without relating to others. They don't want to live alone. That is something almost everybody knows.

- a) **Summary: 5 W?s & So What?**

**Who--** People **What--** relationships **When--** always

**Why--** Almost everybody knows

**So what? --** People can't live without relationships.

*Most people know that humans need relationships and cannot live by themselves.*

- b) **Paraphrase:** People cannot help interacting with other people. No one can live entirely on their own. Most people in the world understand that.

**Now try one on your own.**

2. **The Original:** In the past, living together one got married could not be accepted. Couples didn't live together until they married. Some old people still don't approve of living together before marriage.

- a) **Summary: 5W?s & So What?**

**Who--      What--      Where--      When--      Why--**

**So What--**

*ANSWER:*

- b) **Paraphrase:**

## **XVIII: IE II & III ESSAYS AND QUOTATIONS**

In IE III, you must make some use of quotations in your essays, but you should be careful not to overuse them. The student essays which follow, demonstrate the use of paraphrasing, as well as direct and indirect quotations. Find the instances where each of them is used and underline them. These samples also give you a good idea of how your teachers expect your essays to be structured and formatted.

## **ESSAY ANALYSIS**

**For both essays, do the following:**

1. Underline the thesis statement.
2. Circle the transition words or phrases that introduce new paragraphs, and new examples in each paragraph.
3. Highlight the direct and indirect quotations.

### ***Crime:* Yoko Kawase [Analysis Essay]**

We are in a world where crime is inevitable. Ever since the concept of law appeared, we humans have committed various crimes. There are many kinds of crimes: they may be violent or perhaps so-called *white-collar* crimes. As defined by *The Encyclopedia Britannica*, these types of crimes are done by “business and professional people while earning their living” and they cost the U.S. government \$200,000,000,000 in 1995 (1500). All crimes have one thing in common in that there is always a reason for a crime, whether psychological, social, or drug-related.

One reason for a crime to be committed is greed, the desire for money. It is said that money talks in our world and people rob and even murder others for money. Just as owning nothing may drive someone to rob another, having too much money may cause someone to become a victim. Japanese travelers are thought to be rich when on tours abroad and they often become a target for criminals in other countries. We must keep that in mind and always be alert in those circumstances.

The second reason for crime is hatred which may be a result of psychological or social factors. Recently, in Japan, a young woman strangled her neighbor’s little girl because she was jealous that her neighbor’s child had done better on a school entrance test than her child had. This is an extreme case of envy and an example of a psychological crime. There are sociological reasons for crimes as well. Sometimes an unpopular racial minority is blamed for an accident and attacked or robbed. *The Cambridge Encyclopedia of Japan* notes that during the Great Kanto earthquake in 1919, “there were race riots against the Koreans living in Tokyo” whom many claimed had poisoned the wells (1100).

Finally, there are people who commit crimes because of drug addiction. They may steal because they are using expensive drugs such as heroin or cocaine and they may have lost their jobs and income because their drug addiction has made it impossible for them to work. Breaking from drug addiction demands pain and perseverance.

In the end, reasons exist for all crimes and everyone has the potential to commit a crime. Theft is one of the most common crimes. In America in 2002, the National Public Radio reported that the FBI made over one million arrests for theft. The famous British essayist and scientist, Francis Bacon once wrote “Opportunity makes a thief” and that seems true. Few people are likely honest enough to return some money they might have found on the street.

## ***IE WRITING GUIDE***

Even fewer would complain if the electricity company or the water company undercharged them one month. Yet these are both thefts.

### Works Cited:

“The Great Kanto Earthquake.” *The Cambridge Encyclopedia of Japan*. Cambridge: Cambridge University Press, 1993.

“Crime.” *The Encyclopedia Britannica*. Chicago: Encyclopædia Britannica, 1995.

Annual Crime Review. *Top of the Morning*. NPR. WBST, Muncie. 3 Mar 2002.

Bacon, Francis. *Brainyquote.com*. 2 Mar 2004.

<<http://www.brainyquote.com/quotes/quotes/f/francisbac149856.html>>.

### **QUESTIONS:**

1. What reasons do people have for committing crimes?
2. How much money did the U.S. government lose in 1995?
3. Which American radio station reported the FBI arrests?
4. How do the Dutch and the Japanese spend their money?

## ***Suicide: Chiaki Yoshikawa [Analysis Essay]***

We are mortal and no man can live forever. Most people want to live longer, happily ever after. However, some people commit suicide. Recently, in Japan, from 23,000 to 24,000 cases of suicide have arisen every year and more than 60 people kill themselves every day. Moreover, according to the same source, the World Health Organization, no less than 800,000 people commit suicide every year throughout the world.

Some reasons why people commit suicide may include psychological factors: personal anxiety, a sense of persecution, and even despair about society. The first reason for suicide is personal anxiety.

According to *The Cambridge Encyclopedia of Japan*, famous people who committed suicide in Japanese literary circles include Ryunosuke Akutagawa and Osamu Dazai. They both lived stormy lives, that is, and their reflects their hardship and agony. Firstly, Ryunosuke Akutagawa killed himself by taking poison at his home on July 24th, 1927 (130). An illness had weakened him and he also suffered from a nervous collapse. It is said that he told his friend that he had a vague sense of fear about his future. Secondly, as noted in the same reference, Osamu Dazai was famous for a man who committed a double suicide with his lover, Tomie Namazaki, on June 13th, 1948 (350). He contracted tuberculosis and his condition became worse. It is also said that he was terribly shocked at the death of Ryunosuke Akutagawa whom he had respected. In fact, they followed the road to ruin in the end. They tended to escape from reality, anxiety and came to beautify death. They had a longing for beauty through perishing in death.

Besides this reason, there may be the psychological factor of persecution. According to the Japan Times, a male junior high school student of Aichi Prefecture committed suicide by hanging himself at his home in 1994 because of bullying by his classmates (Tokyo Journal, 24). This shocking news was heavily reported nationally as a suicide by bullying. As a consequence of this report on a large scale, five other junior high school students committed suicide shortly afterward (25). That is fresh in our memory and caused a great concern in those days. As the proverb goes, actions speak louder than words. This news had a great influence on the young generation, because they are more sensitive than their parents about these things. Those who committed suicide have mental, bodily suffering from bullying.

Finally, there are people who commit suicide because of frustration with society or despair at it. In Japanese literary circles, Yukio Mishima is also well known for committing *hara-kiri*. They say that his suicide was a bitter criticism against postwar society. Nowadays, the number of cases of middle-aged suicides is increasing. They are tired out by stresses and strains in their modern life. Some people commit suicide for the insurance. Recently, a man who was in a responsible position in company committed suicide. One mistake can cost a person his or her life. He had a strong sense of responsibility, so he felt the liability for the company's losses and committed suicide for his family. In other words, he was pinched for money and did not want to put his family to trouble. In most cases of middle-aged suicide, they are dying off alone without laying their heart bares to their family.

All things considered, we have need to understand why people commit suicide. They all see death as their only way out. However, where there is life, there is hope. Nothing is more precious than human life. We should not make light of our life. We should live our life to the full, even if we encounter many difficulties.

**Works Cited:**

“Akutagawa.” *The Cambridge Encyclopedia of Japan*. Cambridge: Cambridge University Press, 1993.

“An Epidemic of Suicides.” *Tokyo Journal* 1 March 1995: 23-26.

## ***IE WRITING GUIDE***

“Dazai.” *The Cambridge Encyclopedia of Japan*. Cambridge: Cambridge University Press, 1993.

“Suicide Rates.” *World Health Organization*. 10 Mar. 2004.  
<[http://www.wpro.who.int/public/policy/50TH/Ch\\_41.html](http://www.wpro.who.int/public/policy/50TH/Ch_41.html)>.

### **QUESTIONS:**

1. How many people Japanese kill themselves each day?
2. Why did Akutagawa and Dazai kill themselves?
3. How did one suicide in Aichi lead to five others?
4. What reasons do business people have for committing suicide?

### ***Music:* Yasushi Ichikawa [Classification Essay]**

There are many types of music in the world now and the most popular is the Rock music which can be heard anywhere in cities. Rock music is heard by many people because of its simple rhythm and melody. There are three major kinds of rock music: ballads, pop, and hard.

The first category is the rock ballads. Some rock ballads such as the Beatle song “Yesterday” have become known all around the world. Ballads are usually songs about love and serious subjects in a very smooth tempo. Most people know the lyrics to “Yesterday.”

Why she had to go

I don't know

she wouldn't say

I said something wrong

now I long for yesterday. (*Let It Be Me Song Book*, 201)

This ballad expresses all the sadness associated with lost love. Led Zeppelin's “Stairway to Heaven” or Michael Jackson's “Human Nature” are ballads (Jackson; Led Zeppelin). They are elegaic, often made up of clean soft sounds, so ballad music makes people feel emotional. Most of the songs that are said to be very famous are often ballads.

Pop rock is the second type of music we often hear. Pop music is made within the medium tempo and are very easy to listen to. Most of the Pop music is made up of a very happy melody or unique melody to make it appear interesting.

Many popular songs such as Michael Jackson's "Beat it" and Madonna's "Material Girl" became huge hits. The lyrics may consist of almost anything so Pop music is heard by many people.

"Material Girl" describes a rather selfish girl who is only interested in boys with money. She doesn't want to waste her time with boys who won't treat her as well. Yet the song also expresses some truth about the world. "You know we're living in a material world. And I am a material girl" (Ibid, 96). We excuse the character's greed because we recognize the same weakness in ourselves.

The final category is hard rock music. Hard Rock is popular among young people. This type has a very powerful sound that is made by distorting the sound of guitars. Jimi Hendrix's electric guitar music was one of the early successes here as is a more contemporary group like Guns 'n Roses. With that sound, the song has a very fast tempo with the vocalist's screaming and shouting out the lyrics. The lyrics usually talk about hate and anger among people and the society.

Each of these kinds of music is called rock but it is obvious that they do not sound the same. People have their own favorites but eventually most listen to some kind of Rock music.

Works Cited:

Jackson, Michael. *Human Nature*. CD-ROM. Tokyo: Sony International, 2003.

Led Zeppelin. *Essential Songs*. CD-ROM. Washington: Atlantic, 1993.

*Let It Be Me Song Book: New Encyclopedia Edition*. 4<sup>th</sup> ed. Bangkok: Varin, 1992.

**QUESTIONS:**

1. Name two pop rock stars?
2. In which sense is "Material Girl" true to life?
3. What are some features of hard rock?

***Categories of Sports: Ami Kawase [Classification Essay]***

Everyone has heard of the Olympics. According to the online encyclopedia, *Wikipedia*, these large scale games started in Ancient Greece in 776 B.C. (2004). In modern times, there are many kinds of sports watched by people. Some of sports are quite similar in certain ways and can be grouped into categories. One way is to group them into three categories by the form of competition: individual, pair and team sports.

## ***IE WRITING GUIDE***

The first category is what is called the individual sports. In this kind of sports, there is no particular opponent to compete with. The issue of the competition depends either on the record of players like figure skater Michelle Kwan or golfer Tiger Woods, and the evaluation of the judges. Examples of the former type are field and track events, swimming races, and golf. Examples of the latter type are the so-called aesthetic sports, such as figure skating, gymnastics, and synchronized swimming. In the latter type, it is often difficult to determine the ranks of the players since there is no obvious criteria for the beauty.

Another type is the kind of sport in which only two persons compete. A player has to concentrate on the opponent's movement and devote his or her mind to defeat the other. Tennis, badminton, wrestling, and boxing are some of examples of this category and competitors include tennis star Monika Seles and boxer Mike Tyson. A boxing personality, Mohammed Ali once made up a famous verse about one of his opponents. He said he would "float like a butterfly and sting like a bee" and knock out Sonny Liston "in round eight to prove I'm great" (*When We Were Kings*, 1997).

Sports such as boxing and sumo are called the combative sports and the competitions are put into classes by weight, since the battle is heavily influenced by the physiques of the players. Some players have a tough time to control their weight for a certain class.

Sports played by teams belong to the third category. All members of a team have their respective jobs and cooperate with their team mates in order to defeat the other team. Each team has to have a good leader to bring the team together. Mostly these types of sports are ball games, for example, basketball, football, and baseball in which there are a growing number of Japanese players on American teams. A good point is that team members can help each other, but on the other hand, a bad point is that one player's mistake can disadvantage the whole team. Still, one can build up a special kind of relationship with the other team mates since the team goes through both bitter time and delightful times together.

There are various kinds of other sports and there is some sort of sport that will suit every person. It is useful to divide sports into categories in order to find the right sport for you. This is just one of many ways to put sports into categories.

### Works Cited:

"Olympics." *Wikipedia.org* 14:18 March 2004.

<<http://www.wikipedia.org>>.

*When We Were Kings*. Dir. Leon Gast. Umvd, 1997.

Rosaforte, Tim. *Tiger Woods: The Making of a Champion*. London: St. Martin's Press, 1997.



## XIX. IE III MODEL PERSUASIVE ESSAYS

In these persuasive essays, reference is made to newspaper articles that the students read.

### *Is Cloning Good for Human Beings?* Mutsumi Mochizaki

People have succeeded in cloning seven types of mammals, including sheep, cats, and rabbits. The online encyclopedia, *Wikipedia* defines it as “the process of creating an identical copy of the original” (Wikipedia, 2004). According to an article in *The Japan Times* by Anthony Brown and Philip Willan, “Doctors Furious at Baby Clone,” doctors around the world are skeptical that Dr. Severino Antinori, the director of a fertility clinic in Rome has truly cloned a human being (2). Even though his claim is untrue, we should oppose cloning because of the possibility of birth defects, psychological issues, and because it may turn people away from more useful applications of cloning.

First of all, according to Professor Rudolph Jaenisch of the Biomedical Research at the MIT, “People should not clone a person when there’s a strong possibility that the baby may not be normal. We mustn’t do this before sufficient experimental data are completed” (2). In fact, all the cloned animals to date have severe biological disorders. Many of them become extremely fat, and they die pre-maturely.

In second place, psychological problems might occur if human beings are cloned. Dr. Michael Wilks, chairman of the British Medical Association’s ethics committee, said in the same article that “We have no idea what the psychological implications are of being created in that way” (2). For example, a child who learns he has been created as a clone may not feel that he is a real human being. They might feel even worse if they learn that they were actually created as a substitute for himself.

In addition, human cloning may generate public opposition to the cloning of individual cells and this type of research and medical application may lead to treatments for diseases like cancer that are often deadly today. However, if there is a lot of bad news about cloning, then people will be afraid to use it.

In conclusion, many infertile women are eager to have their own children. Then, there are people who have lost loved ones to accidents or disease. Both these groups of people might see cloning as a way to regain their loved ones. We may feel sympathy for them. However, considering the problems mentioned earlier in this essay, and the potential sorrow and confusion, we had better ban cloning.

#### Works Cited:

Brown, Anthony and Philip Willan. “Doctors Furious at Baby Clone.” *The Japan Times*. 7

Mar 2001, sec. 1: 2

“Cloning.” *Wikipedia.org* 14:18 March 2004. <<http://www.wikipedia.org>>

Wachbroit, Robert. Genetic Encores: The Ethics of Human Cloning. *Report from the Institute for Philosophy and Public Policy*. Fall, 1997. <<http://www.puaf.umd.edu/IPPP/Fall97Report/cloning.htm>>.

## ***Living Alone:*** Nami Mizukami

According to a home page about household economy, university students who are away from their parents, and who live alone receive 116,000 yen a month on average from their parents as an allowance. Undoubtedly, living by oneself costs so much money, and some people say that university students are riding on their parents' coattails. Nevertheless, it is a good thing for students, both boys and girls, to stay away from home and live independently because it makes them much stronger practically, mentally, and economically.

The first reason is a practical one. While living alone, both boys and girls, have to learn all kinds of housework, such as cooking, cleaning, washing, and economizing. These skills will be definitely useful after marriage as a husband and a wife, and help them have a better marriage life by sharing this work and respecting what each person does. On the contrary, a newspaper article says that there are many husbands who don't show their wives respect at all, for these husbands had never stayed away from home before marriage, and have no idea how hard and troublesome housework can be.

The article also says that half of the wives who answered the survey the newspaper did complain about it, so it provokes discord between married couples, and could be a serious cause of divorce.

Second of all, there is another reason for people to live alone, and that is to promote their independence through living alone. Although living solely and adjusting to new surroundings are sad and tough, and it may make one feel homesick initially, one acquires strength to overcome the situation gradually. Besides, a student might better appreciate one's parents and friends from hometown that have been supportive in the past. This feeling can be discovered unless one lives solely.

And the last reason is that living independently makes a student realize the importance of things he or she consumes. The home page says that university students pay 23,937 yen for food, 4,153 yen for electricity, 2,319 yen for gas, 1,575 yen for water, and 8,300 yen for their telephone on average. By paying these bills, they notice everything costs money, and the experience that they pay as much as they have consumed can be a trigger for not only trying to save money, but also realizing that everything is precious and limited.

Some people still might say that university students should go to school from home, for a 116,000-yen-remittance a month is a really big burden for parents; in contrast, living with their parents is much cheaper. However, the benefit of living by oneself outweighs the cost because a student can become much stronger, more mature, and more reliable through living independently. The experience from living by oneself is worth at least 116,000 yen. Therefore, all university students should live alone.

### Works Cited:

"Expense of University Students." *Household Economy*. 6 April 2004.  
<<http://wind.chu.jp/~31k->>.

"Wives' Complaints." *Asahi Newspaper*. 15 September 2004: 12.

## ***Men Aren't Doing Enough in Childrearing:*** Sayaka Tonezawa

Today, many women in the world devote their lives to their domestic duties associated with raising children after they get married. Recently, men's attitude toward child-rearing has begun to change according to an article in *The Japan Times*, "Child-rearing: It's Revolution for Moms, a Walk in the Park for Dads" (18). New fathers, particularly in Britain where the article was written, are taking a much greater interest in raising children. But they still aren't doing as much work as women in terms of what they do, how much time they spend with their children, and how much housework they do.

First of all, as the title of the article suggests, women are doing the hardest work. The title of the article indicates that while it is a revolutionary change, most men are not doing their share. They are most likely to spend time with children in taking them to the park or playing with them rather than spending time looking after them.

Secondly, although fathers are more interested in their babies than before, they are not giving up much of their free time. In fact, the article notes that men lose about 616 hours of sleep for the first 16 years of their children's lives. In addition, "Dad will have to give up 2,200 hours of leisure time in pubs and restaurants" (*The Japan Times*, 8). But again, as the article notes, mothers will expect to lose about twice as much sleep and leisure time.

Finally, although men are helping more with the housework, they are not doing that much. Here, too, women are still doing much more than men. In Japan, for example, according to a survey this year which was printed in *Forbes Magazine*, men did more than in the past, but only about 36 minutes a day of housework. Their wives did about four hours.

In conclusion, women still seem to sacrifice more to raise their children, and these demands sometime cause unhappiness, and even some serious cases of marital stress. Men have begun to change gradually, but women need to help men revolutionize their attitudes further.

### Works Cited

"Child-rearing: It's Revolution for Moms, a Walk in the Park for Dads." *The Japan Times*. 8

July 2001, sec: 2: 18.

Fulford, Benjamin. "Japanese Salarymen: Pampered or Overworked?" *Forbes.com*. 9 June (1999). 10 Mar. 2004. <<http://forbes.com>>.

Caplan, Paula J. *Gender Differences in Human Cognition*. Oxford: Oxford University Press, 1997.

## **XX. 12-pt Rubric for Scoring IE 3 Essays**

<b>Thesis, Topic Sentences and Transitions</b> 1-2 points	<ul style="list-style-type: none"><li><b>i)</b> appropriate thesis statement and an introduction defining key terms in the essay topic</li><li><b>ii)</b> topic sentences and transition words suitable for the genre (ie. Comparison-contrast, classification, etc.)</li></ul>
<b>Content</b> 1-3 points	<ul style="list-style-type: none"><li><b>i)</b> in each paragraph has at least one example of at least 3- 4 sentences in length (ie. an anecdote, reason, etc.) that moves from a general point to details</li><li><b>ii)</b> facts, names, numbers, or other specific details in examples</li><li><b>iii)</b> a list of at least 3 references recorded in the MLA style</li></ul>
<b>Grammar</b> 1-3 points	<ul style="list-style-type: none"><li><b>i)</b> where there are grammatical errors, the writer’s meaning is comprehensible</li><li><b>ii)</b> use of at least 3 direct or indirect quotations</li><li><b>iii)</b> relatively few grammatical errors for an essay of 350 words</li></ul>
<b>Fluency</b> 1-2 points	<ul style="list-style-type: none"><li><b>i)</b> a lengthy paragraphs of 75-100 words</li><li><b>ii)</b> several uses of complex sentences through using subordinate and coordinate conjunctions and semi-colons and colons</li></ul>
<b>Vocabulary</b> 1-2 points	<ul style="list-style-type: none"><li><b>i)</b> mostly correct and appropriate vocabulary choices</li><li><b>ii)</b> use of vocabulary words from IE Core class assignments or class word lists</li></ul>