



**Team Teaching
in Non-OC Classes**

Be Nuhit

Koji Kurosawa

Making Writing Exciting:

Team-Teaching in Non-OC Classes

Page	
3	Objectives; Why Team Teach Non-OC Classes?
4	“Yes, But...” Challenges in Team Taught Writing
7	Student Input
8	Questionnaire
9	Questionnaire Results
12	Best Practice: Top 11 Tips
16	Activity Ideas
17	Haiku
21	Picture Story
24	Paragraph Guide
28	My Rear View Mirror
31	Other Ideas
34	Troubleshooter’s Guide
35	Bibliography

Making Writing Exciting

Objectives for this workshop:

1. Why team-teach in non-OC classes?
2. What are the problems facing teachers who choose to team-teach these classes?
3. How can we work to solve these problems?

"Why should we Team-Teach Non-OC Classes?"

Of the four key skills, (reading, listening, speaking and writing), writing is probably the least fashionable in English teaching at the moment. With all the stress being laid on the oral components of English learning, it is easy to forget that for senior high schools, much of what is taught is still writing.

It is tempting for JTEs (faced with the rigors of university exams that demand students translate bizarre, highly formal and even outdated English) to get on with teaching writing the old fashioned way (translation method) and leave the ALT to "have fun" in the oral communication classes.

For their part, ALTs who dislike the translation method and want the students to communicate their own ideas in English may focus entirely on the speaking and listening skills, neglecting the contribution they can make in writing classes. ALTs are useful in these classes for many reasons.

Three of the ways ALTs are useful in non-OC classes are:

- 1) As sources of native English, especially of idioms, usage and vocabulary
- 2) As sources of cultural information
- 3) As sources of motivation for communicative writing: for example a homework exercise in which the students explain an aspect of Japanese culture in written form to the ALT

However dull and slow it sounds to ALTs who learned languages orally, many Japanese students are used to learning from the written word. The "recognized textbook" is a formula used not only in English but across a wide range of subject areas. Therefore it is vital not to ignore the importance of writing, even if it uses textbook resources. The students' writing notebooks often contain the examples and vocabulary that they will consult later. They are the building blocks of their learning and grammatical understanding. If there is not enough connection between the OC and non-OC elements of the curriculum then all the good work done in oral communication can come to nothing.

“Yes, but...”

Challenges in Team-Taught Writing

a)



“Japanese students should learn to speak before they write!”

Writing and reading often come second to speaking and listening from the ALT's perspective

b)



“Oral communication is certainly fun, but in non-OC classes my students need to do some serious work.”

Writing or grammar classes can be perceived to be the “JTEs classes” or the “real” classes in some schools. There is a danger of a two-tier system of OC v non-OC classes

c)



“My JTE doesn't want me taking up more time!”

The JTE may be protective of time spent on translation. JTEs who are unwilling to change a system that gets results

d)



"My ALT's Japanese isn't good enough to explain the differences between English and Japanese grammar to my students."

Teaching grammar usually requires a level of L1 (Japanese) which ALTs may not be able to provide.

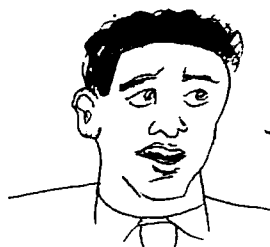
e)



"Writing classes are boring! I don't want to teach translation method!"

Historically the university exam has emphasized traditional translation methods, to which ALTs may be resistant.

f)



"I'm not sure how best to explain the more complex 'rules' of English grammar. I just picked it up naturally."

ALTs may feel uncomfortable when asked for the "rules" of their native language, and the reason behind those rules.

g)



"I want to help out in these classes, but I don't know how to ask my JTE."

Lack of communication between team teachers can cause problems. JTEs may be cautious about "overworking" the ALT, while ALTs who are underused may feel ignored or untrusted with parts of the curriculum.

Student Input

What do the students think about all this? We had a sneaky feeling that we weren't perfect, so we asked our students to help us prepare for this conference in two ways.

Firstly we asked them to help make a video illustrating the bad things that happened in classrooms in general (and in non-OC classes in particular). These included:

- *Homework not being marked quickly enough.*
- *Teachers not being available to give help or advice.*
- *ALTs speaking too quickly (!) (guilty as charged)*
- *Work that was too difficult.*
- *Unrealistic time-frames.*
- *Over-correction of homework, or confusing corrections.*

Secondly, we asked 2nd year students to fill out a questionnaire about their writing classes. We focused on areas where we thought there might be a problem. The results were surprising. For example, it turned out that the students loved writing about sport, but weren't interested in writing about themselves. Also, the students didn't see much connection between their OC and non-OC classes. Of course, ALL SITUATIONS ARE DIFFERENT. Why not make up a simple questionnaire like this for your students? The important thing to remember is to be honest with yourself when setting questions. Its easy to produce "nice" results that tell you you are doing fine, when what you want are "bad" results. These are the ones that will help improve your team-teaching .

Team Teaching in Writing Class

Questionnaire (Anonymous)

Please read the questions and tick one box.

1) Team Teaching (ALT/teacher) in Writing classes is a Good Idea

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2) I learn new words best by

- Reading them
- Writing them
- Hearing them
- Saying them
- "Doing" (action)

3) My written work is marked and returned

- Quickly
- Fairly Quickly
- Fairly Slowly
- Slowly

4) Corrections on my work are usually ...

- Clear
- Unclear

5) We translate from Japanese to English in this class

- Too little
- The right amount
- Too much

6) I understand the meaning of what I am writing

- Always
- Mostly
- Sometimes
- Never

7) In "free writing" activities I learn...

- ...more than...
- ...less than...
- ...as much as...
- ...other activities.

8) I enjoy "free writing" activities...

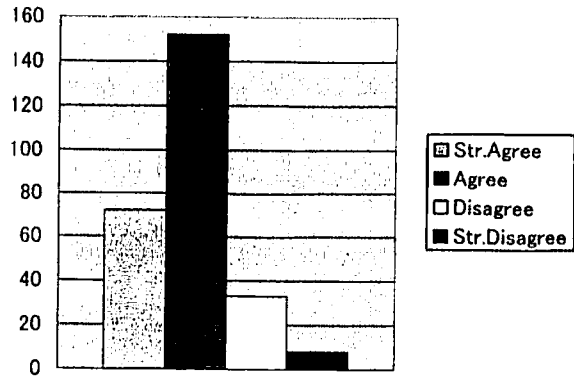
- ...more than...
- ...less than...
- ...as much as...
- ...other activities.

9) The theme for writing compositions I am most interested in is

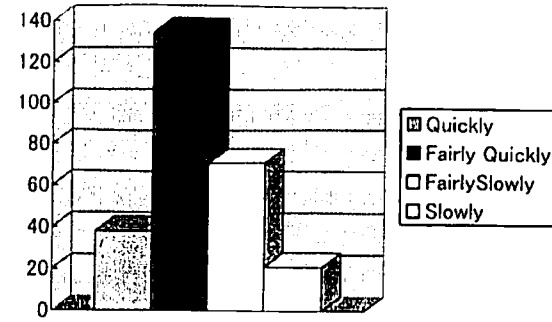
- fantasy
- sport
- science and
technology
- my life
- world and politics

10) This class and my other English classes are

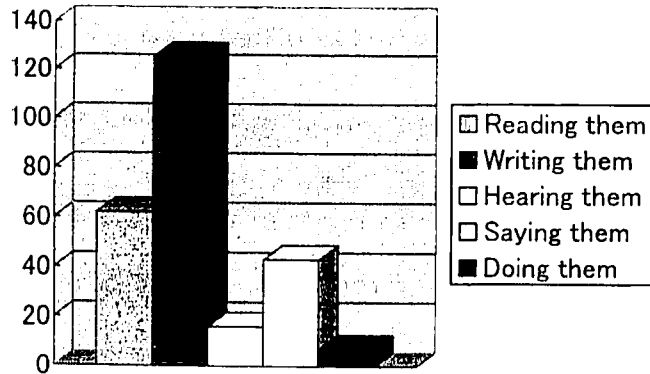
- Well connected
- Mostly connected
- Unconnected



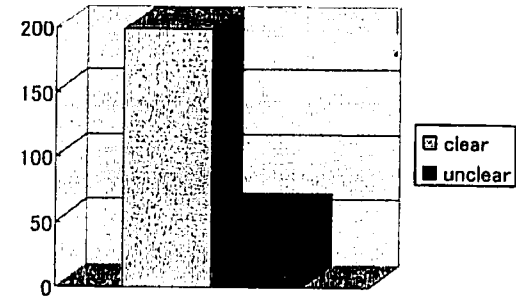
Question 1 - "Team Teaching (ALT/Teacher) in Writing Classes is a Good Idea."



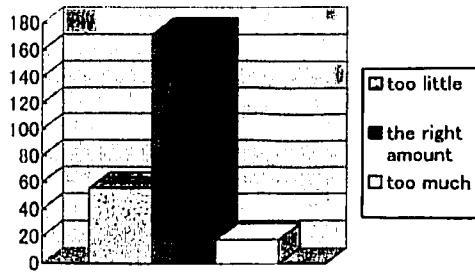
Question 3 - My written work is marked and returned . . .



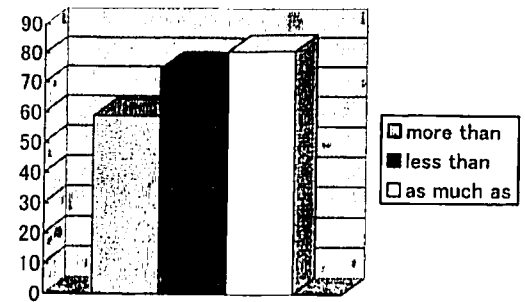
Question 2 - I learn new words best by . . .



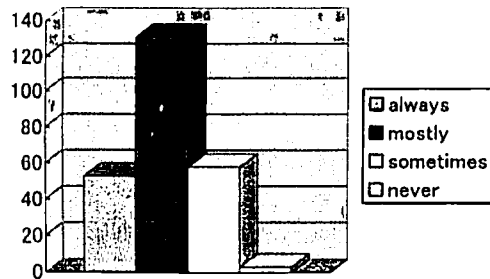
Question 4 - Corrections on my work are usually clear / unclear.



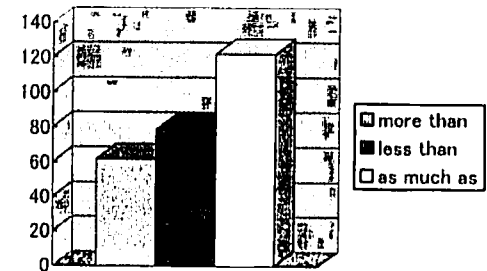
Question 5 - We translate from Japanese to English in this class . . .



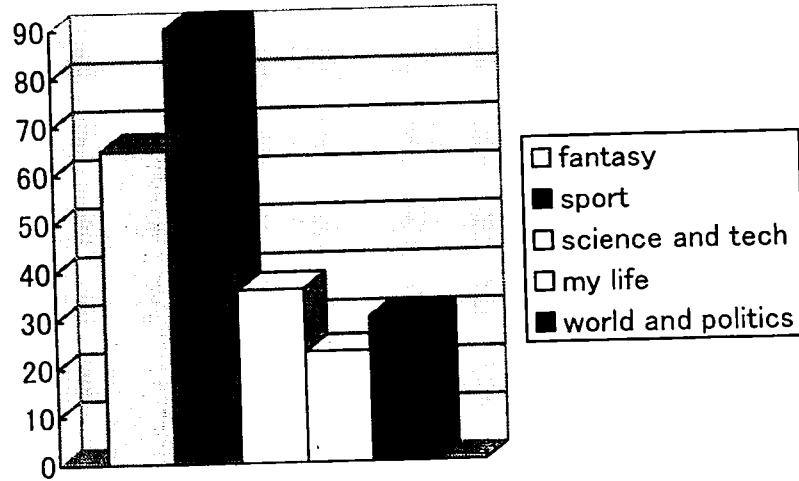
Question 7 - In free writing activities I learn *more than* / *less than* / *as much as* other activities.



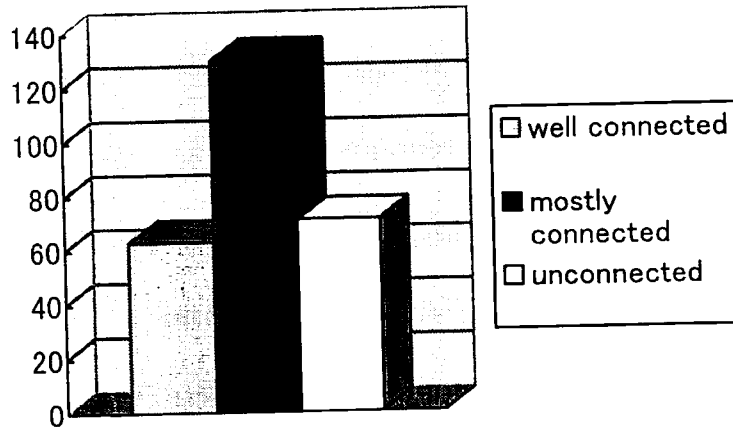
Question 6 - I understand the meaning of what I am writing . . .



Question 8 - I enjoy free writing activities *more than* / *less than* / *as much as* other activities.



Question 9 – The theme for writing compositions which I am most interested in is . . .



Question 10 – This class and my other English classes are . . .

Best Practice

Top Eleven Tips for Team-Teaching non-OC

Effectively

- 1) Evaluate written work on the spot (or as soon as possible).

Students respond to written correction best when their mistakes are fresh. They are more likely to be interested in a sentence that they have just written than one they wrote a week or two weeks ago. In a single teacher situation it would be impractical to check work right away. However, because of the lower student/teacher ratio of team-teaching work can be corrected almost as it is produced (for example, assessing half of the class each). A native speaker can correct English ten times faster than a Japanese student can produce it. A brief read through and marking can follow (or precede) an oral assessment, for example.

- 2) Give the ALT test papers to mark

Speed correction of writing is one thing that native speakers can do really well. This is a perfect solution to the problem of a bored or underworked ALT! And it will also save the JTE time. Just be sure to use the time saved to discuss lesson plans TOGETHER! Work out a fair evaluation system beforehand and check that the ALT knows how to correct papers clearly.

3) Mix Imaginative Writing with Situational Writing

There are two schools of thought on the use of Imaginative v. Situational Writing when teaching a second language.

- i) STUDENTS SHOULD ONLY WRITE WHAT THEY CAN SAY IN L2, IN THE WAY THEY MIGHT NEED TO WRITE IT.

- ii) STUDENTS SHOULD BE ENCOURAGED TO BE IMAGINATIVE AND CREATIVE IN THEIR WRITING PROJECTS.

Of course most students are not going to be creative writers in English. Even if they become novelists or playwrights they will write in Japanese. They want to learn the practical language they will need for real life situations and for the exam. This means NOTES, MEMOS, FORMAL LETTERS, POSTCARDS, COPYING, RECIPES, EMAILS, SHOPPING LISTS, FORMS, DIALOGS, TRANSLATIONS, SPELLING TESTS and so on. Writing activities should always have a clear linguistic focus .

However, teachers often say that students enjoy the freedom of creative writing activities. Students feel an ownership and a pride in their creative work. These activities (DIARIES, STORIES, POSTERS, ESSAYS, COMPOSITIONS) are challenging and interesting. Make sure the approach is varied. Students who are more imaginative may find practical writing boring, students who are more practical may find imaginative writing irrelevant.

4) Mix Up the 4 Skills

The four skills are mutually reinforcing. We should take every opportunity to mix them in our activities. Don't just do reading OR writing OR speaking OR listening.

5) Teach Stylistic Appropriateness and Register:

For example, compare a formal letter to an informal email (see text message activity). Make students aware of the difference between spoken and written English. Fortunately Japanese students fully understand the concept of formal and informal language, as they use both forms of Japanese everyday. Correct translations that are too "literal" or sound too formal in English.

6) Teach at (or slightly above!) your Students' intellectual level.

It is important to balance older students desire for self-expression with their inability in English. If not managed effectively, this can lead to frustrated students. Where (i) is their intellectual level, try to aim to teach at (i) + 1. Avoid patronizing content (e.g. Peter Rabbit stories in senior high school).

7) Teach structural organization ABOVE THE SENTENCE LEVEL.

Don't let a focus on grammar mean that your students can write ten grammatical but illogical or unconnected sentences. Use the standard approach to paragraphing (topic, supporting, conclusion) structure and make your students aware of it.

8) Give unrestrictive "open ended" models.

Students need models to feel comfortable creating English in the classroom, but they should be a means to an end, not an end in themselves. Use models that guarantee forty different answers, rather than forty

identical ones. You can use a picture wheel or a picture story as an alternative to the standard *cloze* model.

9) Set copying exercises/delayed copying exercises.

Copying ("lines") seems like an old-fashioned punishment, but it trains muscular memory. Most native speakers can write their parents address, for example, without even looking at the page or thinking about what they are writing. Students make a lot of mistakes when copying and it's a good way to see how much attention they are paying to class, and which words they know. Recently a few of our students started spelling "hello" "hallow" – and this mistake turned up in copying exercises. For fun make it a race using delayed copying (jumbled sentence game).

10) Play to your strengths.

JTEs can MODEL THE L2 LEARNER by using the target language themselves, giving tips on ways to learn vocabulary, and explaining grammar points where necessary in L1. ALTs primary strengths are in their PASSIVE KNOWLEDGE of L2. They can offer many alternatives to textbook answers. ALTs can also correct work in the classroom, provide motivation for written communication, and adapt "authentic" resources, such as newspaper articles, to classroom requirements.

11) Set your students their own mistakes.

In Oral Communication your students errors are hard to get hold of, but in written work they are right there on the test paper! These errors are GOLD DUST! Collect them and recycle them as "what is wrong with this sentence" test questions.

Activity Ideas

These are some of the activities that we have used in our writing classes. We're not experts! We're just a JTE and an ALT trying to come up with ideas for our students. We hope you find all or some of these ideas useful in your classroom.

Haiku

We gave our first year students this sheet of bilingual haiku, assigned them one Japanese haiku and one English haiku each, and asked them to attempt translations. Even our students found this task hard, and continued it as homework. In a lower-ability high school maybe third-year students or able English club students, could try this activity. Afterwards we asked the student to compose their own English haiku over a

weekend. The haiku were corrected and returned, and then posted up on the English noticeboard. I really enjoyed reading these haiku. This class is a good example of using the ALT as a language resource for translations – I had a sheet of translations for the Japanese and English haiku, and was able to discuss alternative phrases with the students as they were writing.

A.

蛸壺や
Taketsubo ya
はかなき夢を
Hakanaki yume o
夏の月
natsu no tsuki

松尾芭蕉
Matsuo Bashō

B.

いくたびも
iku tabi mo
雪の深さを
yuki no fukasa o
尋ねけり
 tazuncheri

正岡子規
Masoka Shiki

C.

犬の蚤
inu no mami
寒き砂丘に
samuki sakaya ni
跳び出せり
tobidaseri

西東三鬼
Saijō Sanki

D.

芋嵐
Imoarashi
猫が鬚張り
Neko ga hige hari
歩きをり
anukiori

村山古郷
Murayama Kokyō

E.

川越えし
Kawa koeshi
女の脛に
onna no hagi ni
花藻かな
hanamo kana

高井几薫
Takai Kikō

F.

病雁の
Byōgan no
夜さむに落て
yosamu ni ochite
旅ね哉
tabine kana

松尾芭蕉
Matsuo Bashō

①

summer sunset —
the baby finds its shadow
on the kitchen wall

Lee Gurga

②

Evening coming —
the office girl
Unloosing her scarf.

Jack Kerouac

③

scarecrow
coughs
butterflies

Alan Pizzarelli

④

fog moves through
the burned out house :
gently

Jack Cain

⑤

Lily :
Out of the water
Out of itself.

Nicholas Virgilio

⑥

Right in the middle
of the cat's yawn —
a pink tongue.

Arizona Zipper

A.

Octopus pots!
Fleeting dreams,
the summer moon

Matsuo Bashō

B.

Again and again
I ask how high
the snow is

Masaoka Shiki

©

Dog's fleas
jump off
into the cold sand

Saitō Sanki

D.

Taro wind—
whiskers extended,
the cat walks on

Murayama Kokyō

E.

A woman crossed the stream
and on her leg—
flowering riverweed!

Takai Kitō

F.

Ill, a wild goose falls
cold in the night—
the traveler's sleep

Matsuo Bashō

numb fingers
feel so warm
touching the piano

Ouchi Shunsuke

Looking up at the nude trees of winter
I walked on.

Ryo Kumagai

I hope the north wind,
drives my winter vacation
subjects away!

Masahiko Masuda

gradually
I am strangled
by the points
of the test.

Wataru Shinohara

I think how rich my grandfather is
at the end of the year –
wondering if I'll get "Otoshidama".

at my feet
fallen maple leaves
speak with a croak.

Picture Story

In this activity, students were asked to choose one of the two pictures and describe what was going on in a sentence. If you can't draw then find some pictures on the internet, or use newspaper photos. The activity works well with pictures that are mysterious, with some detail, but with enough "blank space" left for students to think for themselves.

Name _____ Class No _____

22

English Mistakes

These English sentences are all wrong! See if you can correct them.
Write the correct answer underneath.

He hid the fact to his family.

I came to Kita Kyushu three years before.

My mother likes to drink thick tea. Because she likes it taste.

Our baseball team is strong at baseball.

He gave me a telephone this morning.

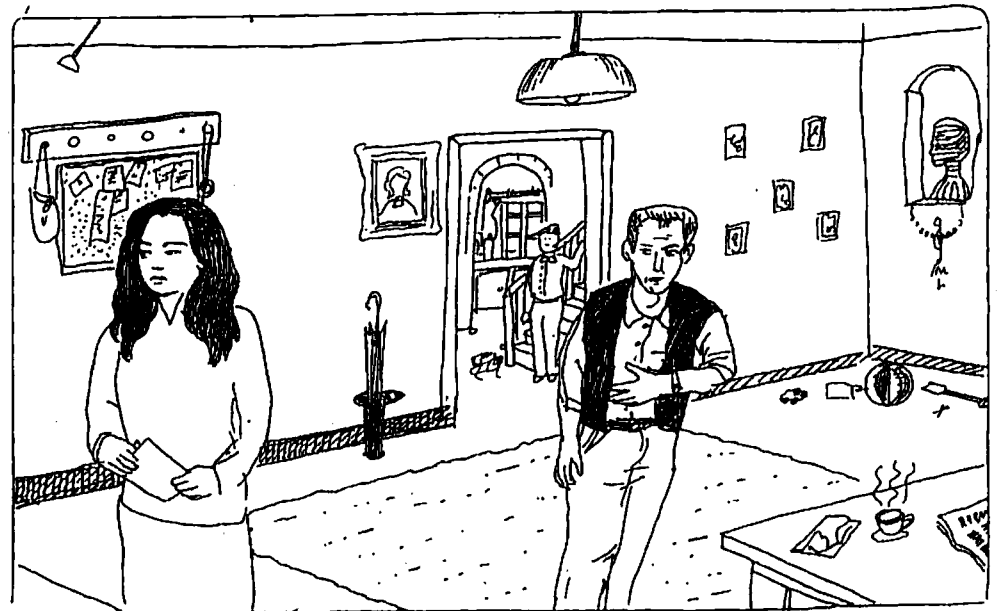
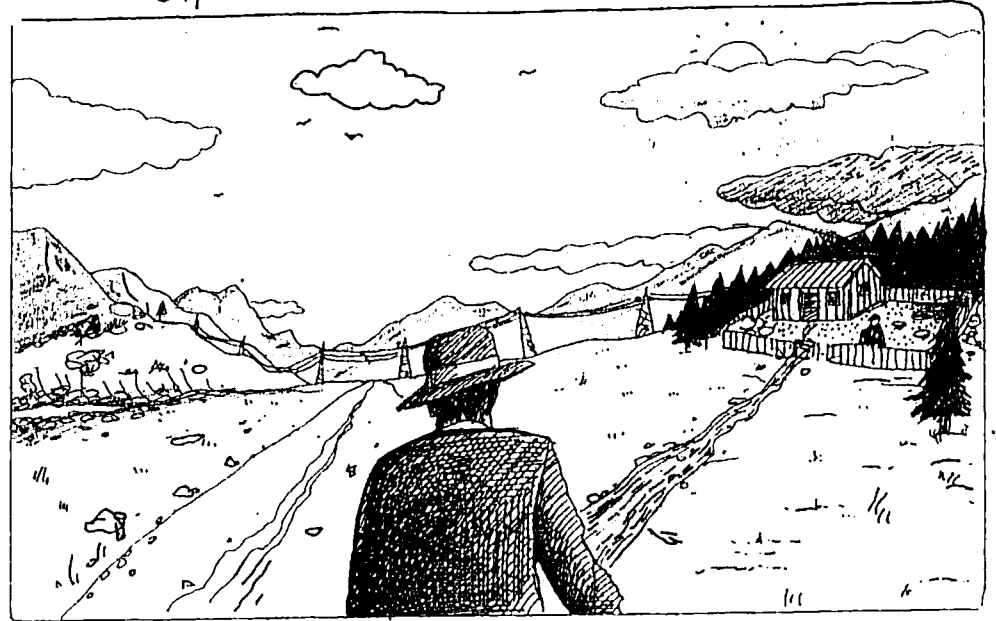
I want him to come until seven o' clock.

I have a headache a little.

You resemble to your father.

I like to put a kimono on New Year's Day.

Captions: WRITE A CAPTION FOR THE PICTURE



The man likes the hat but the hat doesn't like him because he is sweaty.

Omi Muneyuki

I am an umbrella leaning against the wall, and my owner, Linda, doesn't like her father very much, so she is quarreling with him now.

Okuda Shou

When I was walking along a country lane I heard someone calling me, but I continued to walk without looking back.

Kasahara Kenta

It was a sunny day and the man went home after a long absence because he had come into possession of a great fortune.

Ishimori Taiki

Yesterday night I heard my parents arguing violently: it was about my father's work. My father is unemployed, so my mother said "Do you have a mind to seek work? I am at the limit of my patience!" Her voice rang through the house.

Anon

One fine Sunday a man who was named Richard was going to meet his old friends because they arranged to meet there fifteen years ago.

Sakuma Kei

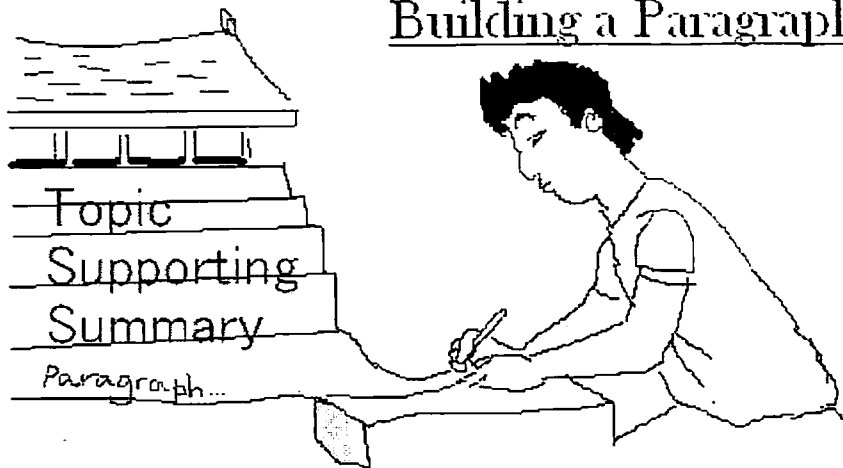
A man has been wandering for two years. He is very tired because he has been busy for a long time. He needed energy to work again. So he took off and came here.

Hiroyuki Takamuru

Paragraph Writing Guide

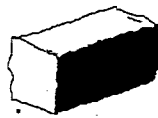
One of our targets for the year was to make sure that the second year students understood paragraph structure, and were able to write detailed paragraphs, rather than a series of unconnected sentences. This handout illustrates the importance of structure in writing, using diagrams, a brainstorm map, and a model paragraph. Model paragraphs are like life-jackets – beginner students can “swim out” a lot further if they have them. The same is true for model dialogs in dialog writing. Make sure your models are not TOO restrictive, though. Give the students room to create some English.

Building a Paragraph



Last lesson, we thought about ways to make longer, more interesting sentences. We used the 6Ws: Who, What, Where, Why, When and How, and joining words, like: But, And, So, Therefore, Because, and Or.

A word is the *smallest unit of meaning*. Imagine a word is a brick.



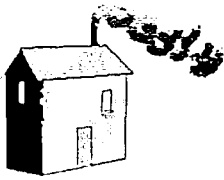
= a word

A sentence is a *complete statement*. Imagine a sentence is a line of bricks.



= a sentence

A paragraph is a logically ordered *set of ideas*. A paragraph is like a house.



= a paragraph

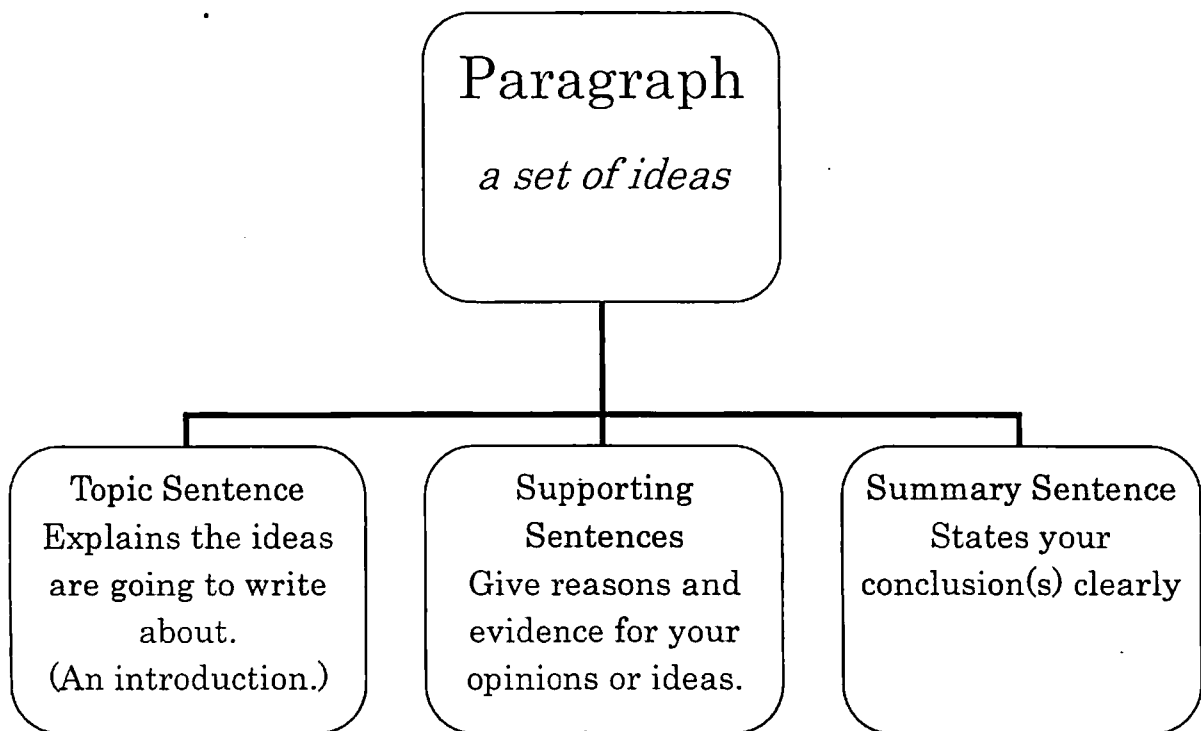
Apart from bricks, a house needs various parts, for example a door, windows, four walls and a roof.

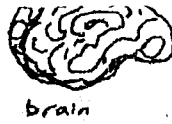
Together, these parts give the house its shape. Without the shape it is just a pile of bricks.



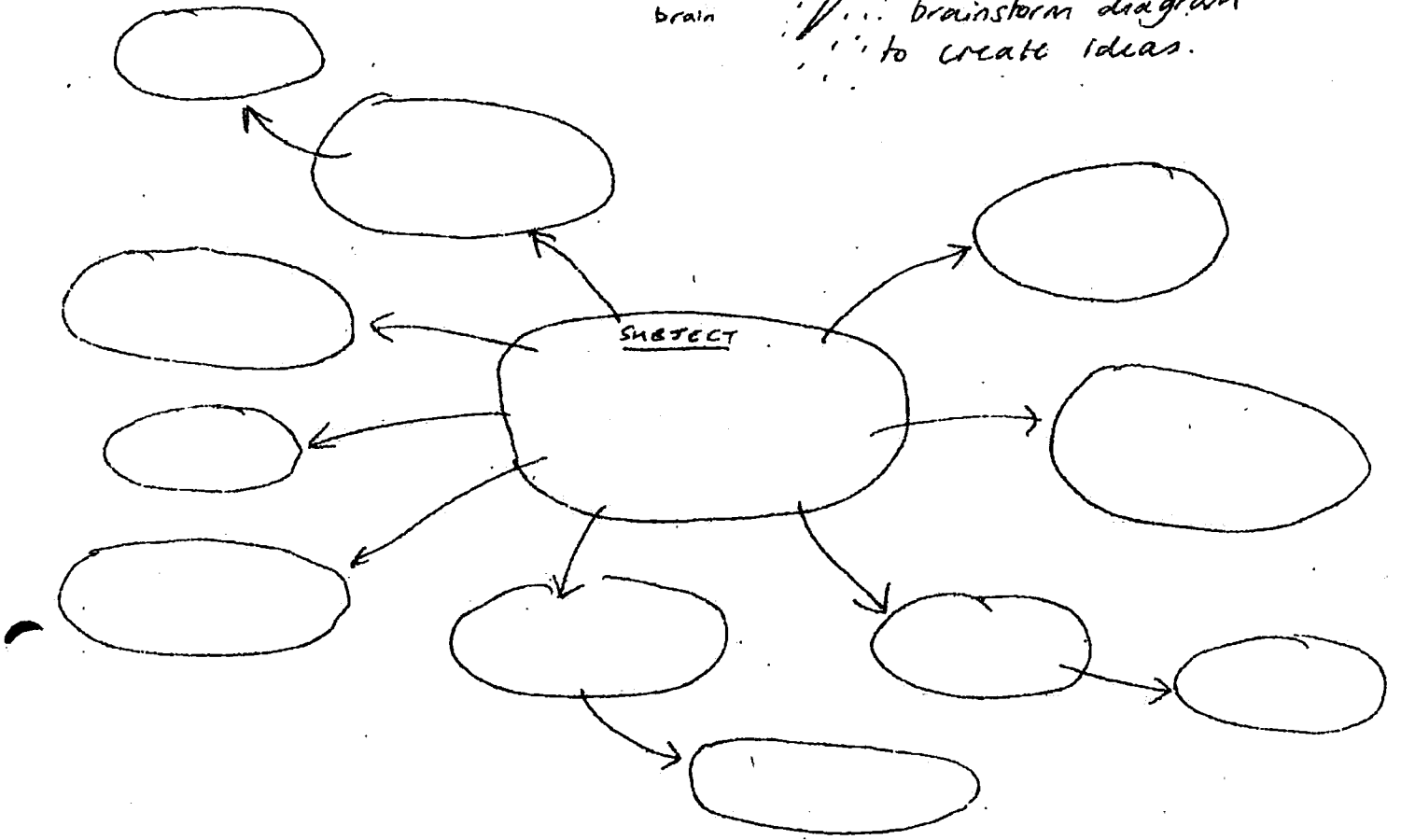
= a bad
paragraph

A paragraph should have three main parts :



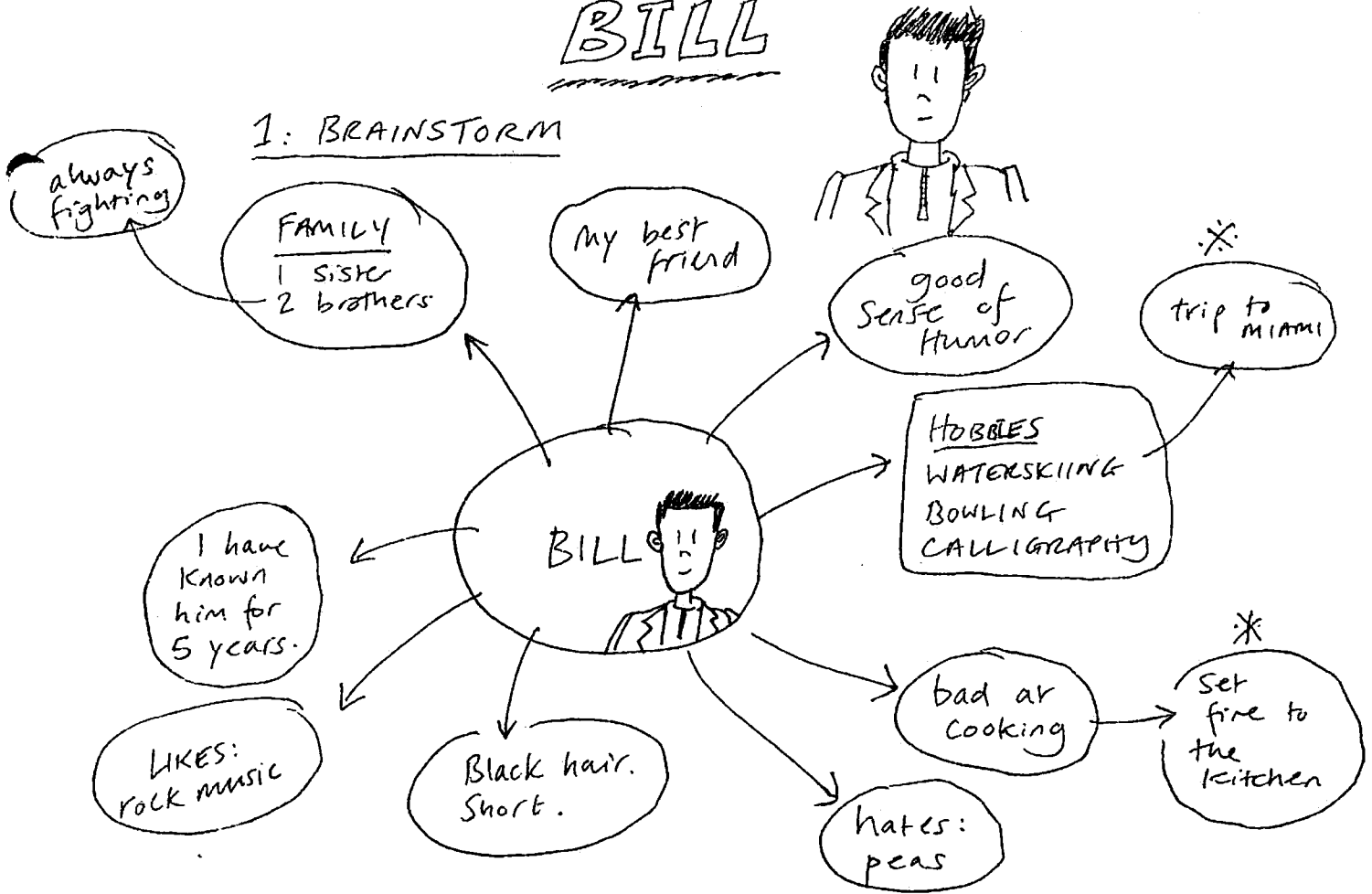


Use this brainstorm diagram to create ideas.



A PARAGRAPH ABOUT BILL

1: BRAINSTORM

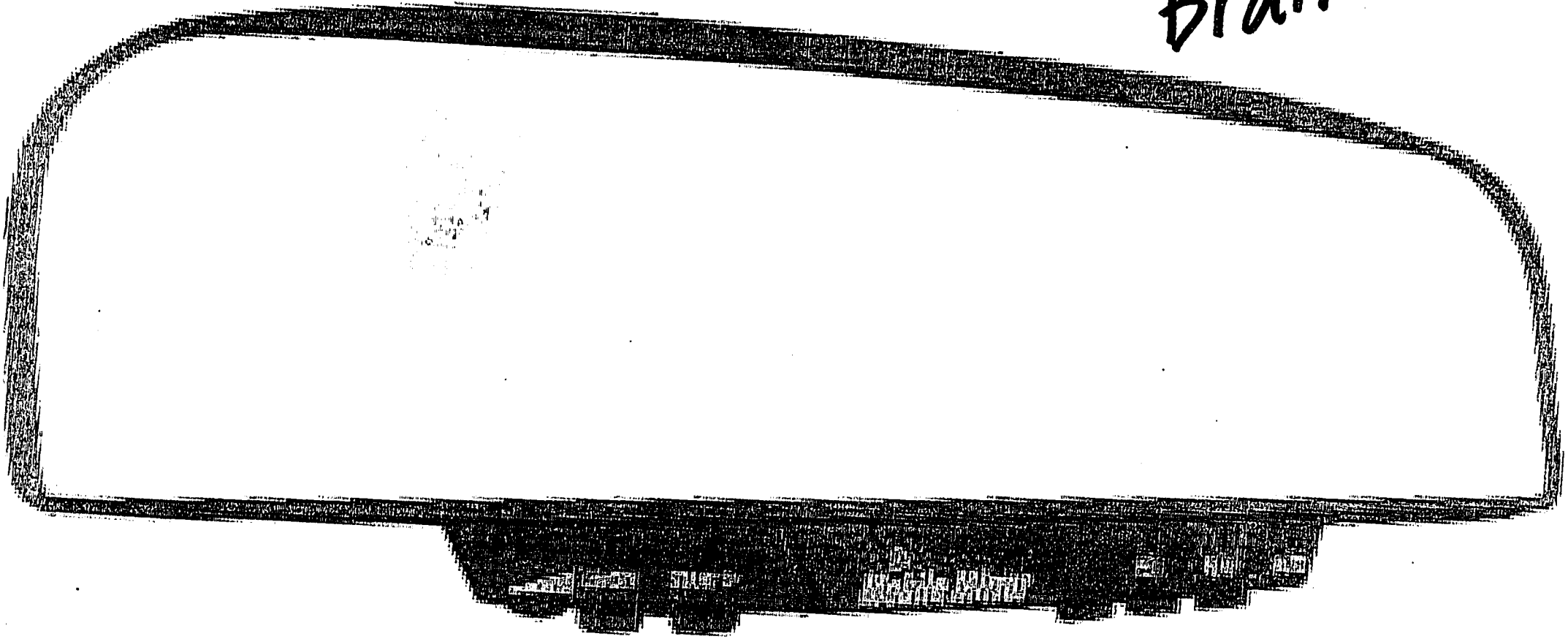


My Rear-View Mirror

Brainstorming isn't something that comes naturally to Japanese students, but it can be one of the most useful skills in any subject. A blank brainstorm diagram is helpful but can also be intimidating. In this exercise students were asked to look in this "magic rear-view mirror" and then draw things they remembered from their past. These drawings were then used as a starting point for a creative writing exercise using the past tense. Using drawing helps reduce the affective filter. However remember to give credit not for the drawings but for the English.

My Rearview Mirror

Brainstorm



When we drive a car, we must remember to look behind as well as in front.
This is a magic rearview mirror, in which you can see all the places, people and events of your past. What do you see?

Now imagine that you can step inside the mirror...

What can you smell?

--	--	--	--	--

What can you feel?

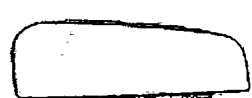
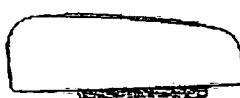
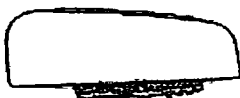
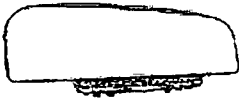
--	--	--	--	--

What can you hear?

--	--	--	--	--

What can you taste?

--	--	--	--	--



Using the PAST TENSE, the 5Ws and the FIVE SENSES write about what you saw in the mirror in a paragraph (5 lines or more).

Other ideas we used:

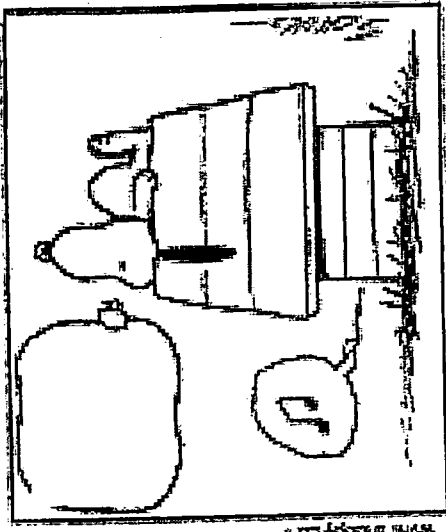
Futureworld

We looked on the internet for predictions about life in the future (nanotechnology, space elevator, quantum computing) and gave a different "information pack" to each table. We told them they were in the future. Each group read their information and worked together to answer questions about the future. Then the groups visited other groups, filling in questions on other Futureworld subjects with their help.

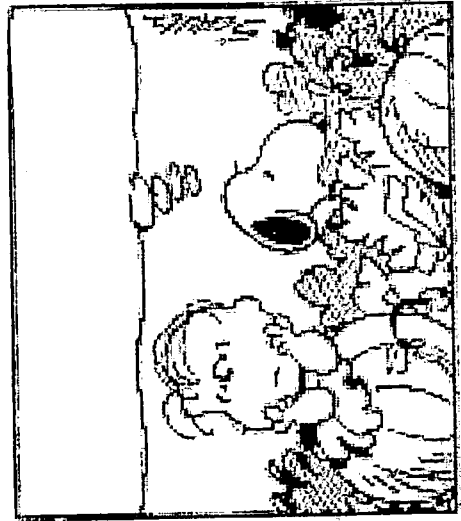
Listen to music and describe it.

A simple and effective activity for lower ability students.

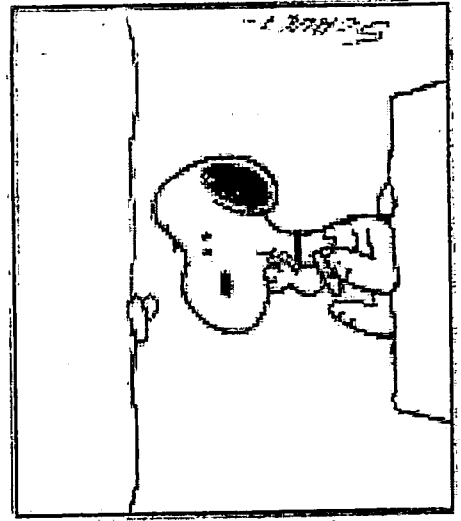
Stuart Grieg's Keitai English lesson (see SHS ideas handbook) – Have students translate a SMS / text message into regular English.



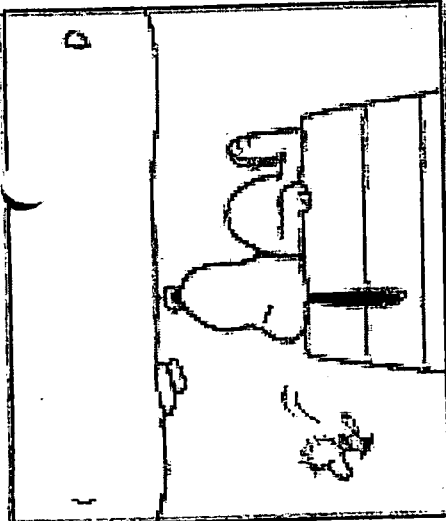
© 1970 United Feature Syndicate, Inc.



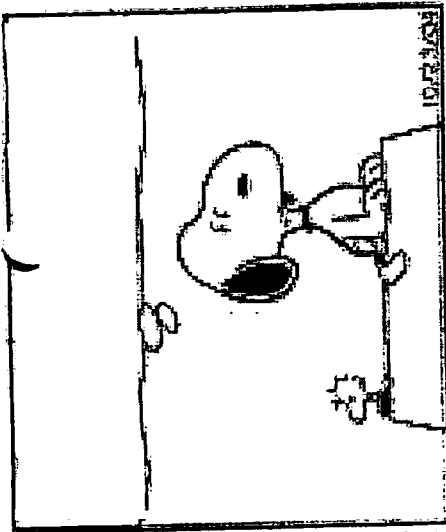
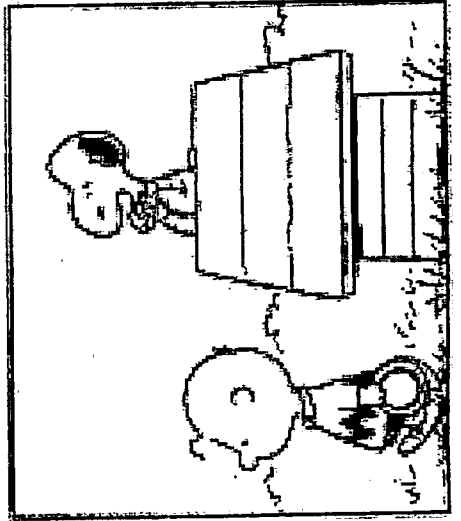
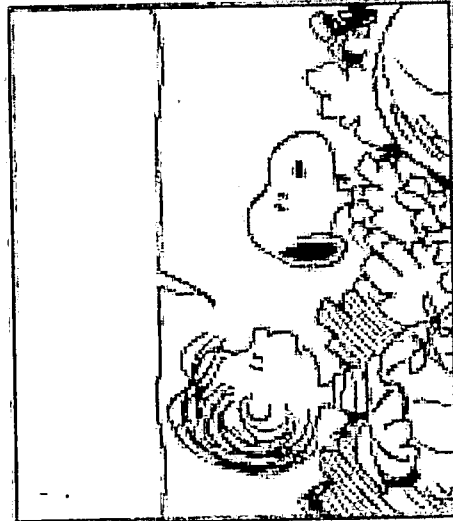
© 1970 United Feature Syndicate, Inc.



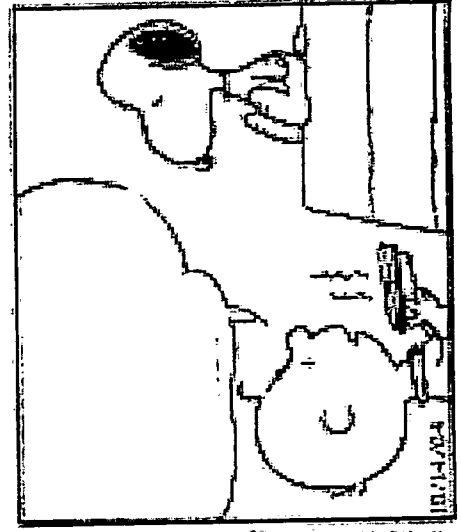
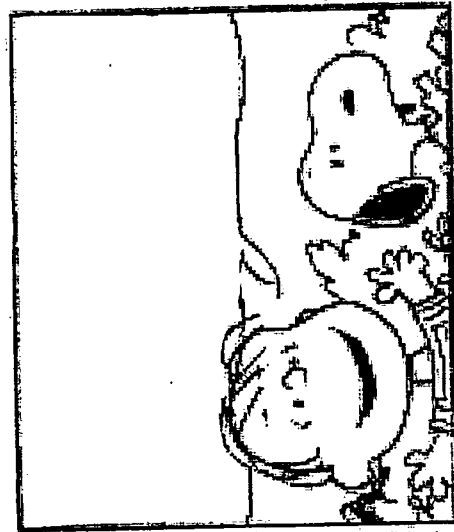
© 1970 United Feature Syndicate, Inc.



© 1970 United Feature Syndicate, Inc.



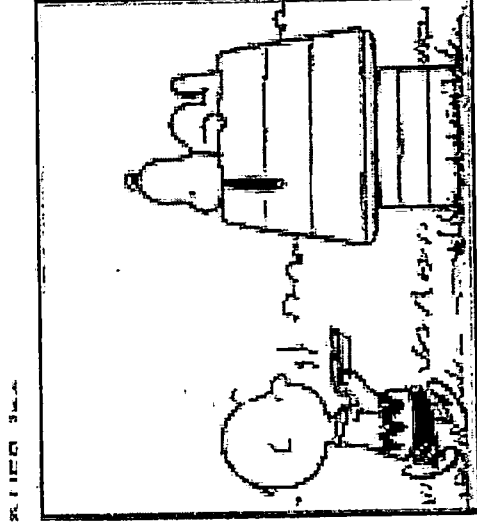
© 1970 United Feature Syndicate, Inc.



© 1970 United Feature Syndicate, Inc.



© 1970 United Feature Syndicate, Inc.



- 1) What is your favorite piece of music? (HEAD to FAR)
- 2) What is your favorite thought? (EAR to HEAD)
- 3) What is your favorite word? (HEART to MOUTH)
- 4) What do you love? (MOUTH to HEART)
- 5) What do you like to touch? (LEG to HAND)
- 6) Which place do you want to return to? (HAND to LEG)

If our group had a brain it would think about _____.

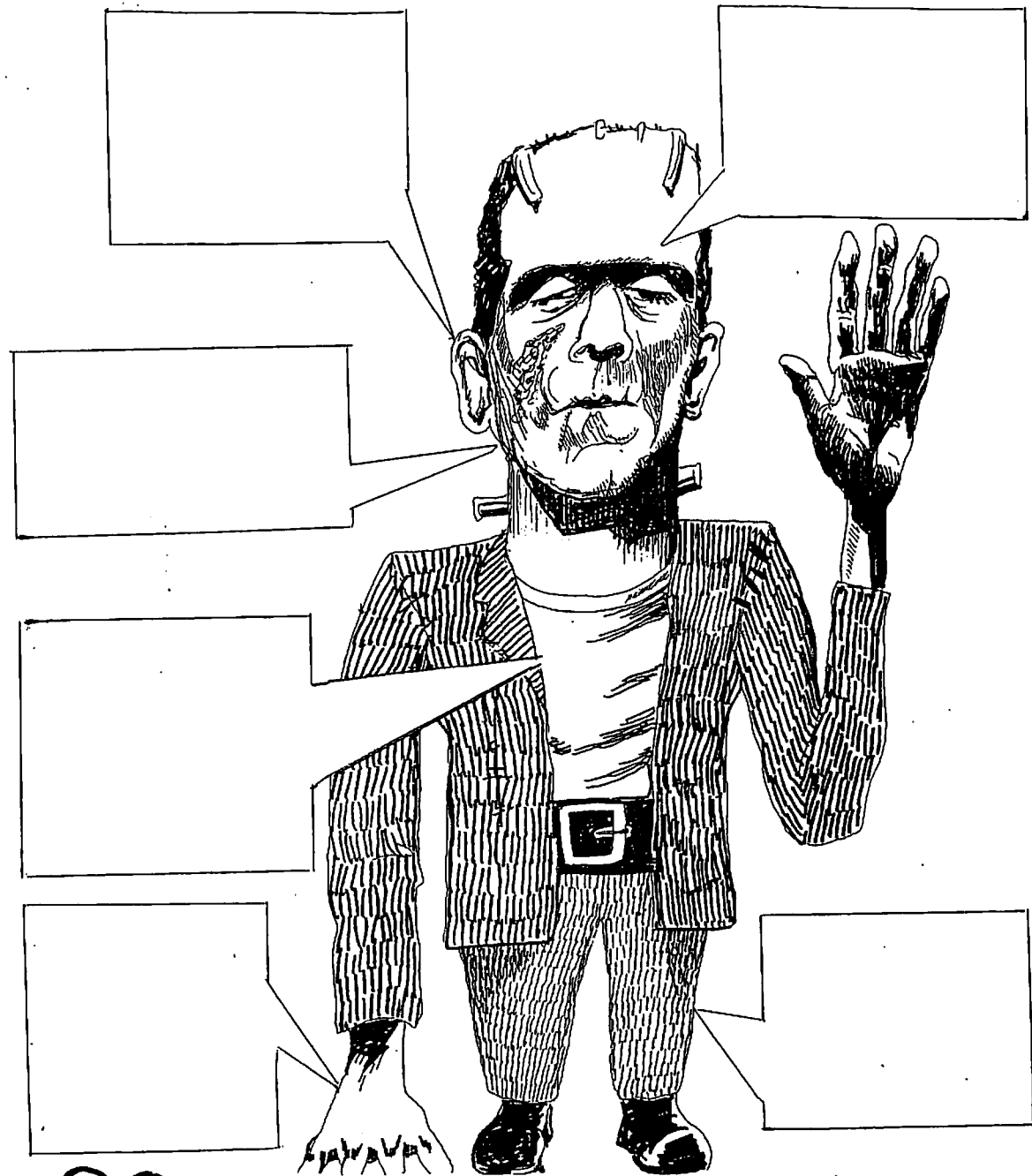
If our group had a mouth it would say _____.

If our group had a heart it would love _____.

If our group had hands it would touch _____.

If our group had legs it would visit _____.

If our group had a name it would be _____.



GROUP FRANKENSTEIN

TROUBLESHOOTER'S GUIDE		
Problem	Solution 1	Solution 2
OC class is more important.	Speaking and listening are certainly a priority in schools. But our research suggests that some students feel they learn new structures best by writing.	The four skills should be mixed anyway. There is no reason that a writing class shouldn't involve speaking and listening.
JTE's class versus ALTs class – division between OC and non-OC	Have a DIPLOMATIC talk with the JTE, explaining the need for an integrated curriculum.	Find out what is going on in the non-OC classes and then make reference to it in your OC materials. Your JTE may be more likely to see the possibilities of integration.
We have no time for this!	Keep proposed activities short and manageable. Don't go for alarming changes overnight.	ALT: take some of the work load, for example in test marking. Use the saved time for preparing non-OC classes.
Our ALT doesn't have good enough Japanese to explain grammar.	The JTE should do the majority of grammar explanations. Use the ALT as an idiom resource.	Tell your ALT to learn some Japanese!!
Writing classes are boring! I hate translation method.	Make them interesting! Use our activity suggestions and look on websites for others.	Maybe your JTE hates it too... Get them on your side over a cold beer.
I can't explain English grammar.	Politely ask your JTE to do it.	Look in a grammar book (see bibliography)
I want to help but I don't know how to ask.	Use words. :-) Be honest if you are bored or feel underworked. Look for jobs to do.	Prepare a few materials or ideas first to indicate that you are serious.

Bibliography

Grammar and Writing

Crystal, David. Rediscover Grammar. London: Longman, 2004.

This best selling grammar handbook is friendly and, unlike more old-fashioned grammars, easy to refer to. Essential reading for ALTs who want to brush up on their apposition and cleft sentences.

Quirk, R., S. Greenbaum, G Leech and J Svartvik. A Comprehensive Grammar of the English Language. London: Longman, 1985.

The long-winded, expensive alternative to David Crystal's guide.

Our Favorite Websites

<http://perso.wanadoo.es>

"Bob Wilson's Auto-English" site. A great site with 200 + print out exercises, grammar games, student resources and flashcards, put together by Bob Wilson, a hands-on TEFL teacher in Spain.

www.btinternet.com/~ted.power/index

Ted Power is a long-time TEFL professional from the UK, with lots of useful ideas about teaching writing. A very interesting TEFL site including lots of relevant theoretical articles.

www.BreakingNewsEnglish.com

As recommended by Ben Shearon (no less). A great resource for topical writing exercises based on news stories.

Part 1



My Name Is Seiji

My name is Seiji Yamada and I am a junior in high school. I live with my father, mother, and 12-year-old sister in a small city in Shikoku. Before moving here four years ago, we lived in Yokohama.



My family is excited because we will host an exchange student from America. He will come to stay with us in July.

Model Sentences ... 基本時刻

- | | |
|--|--------------------------|
| 1. My sister works at a supermarket as a cashier. | ・私の姉はスーパーのレジ係をしています。 |
| 2. When does the last train leave for Osaka? | ・大阪行きの最終列車はいつ出ますか。 |
| 3. I will call you when I arrive at the hotel. | ・ホテルに着いたら電話します。 |
| 4. He graduated from college two years ago. | ・彼は2年前に大学を卒業した。 |
| 5. He told the salesclerk that he wanted a larger shirt. | ・彼は店員にもっと大きなシャツが欲しいと言った。 |
| 6. He will be sixteen years old on his next birthday. | ・彼は次の誕生日で16歳になる。 |
| 7. I will drive you to the station after dinner. | ・夕食後、駅まで車で送ってあげます。 |

Summing-up ... () 内の動詞を適切な形にかえなさい。

There (be) four people in Seiji's family. They (live) in Yokohama before (come) to Shikoku. They (excite) because an American exchange student (come) to stay with them in July.

Part 2



Four Little Words

"You can do that." These four words can mean a lot to us. Sometimes, when we are doing something difficult, we want to give up and run away. We think, "I won't be able to do this." A kind person may understand that we are troubled and say to us, "Come on. You can do that." Then we may find that we are capable of finishing the task. All we need are these four little words.



Model Sentences ... 可能の表し方

- | | |
|---|--------------------------------------|
| 1. Small children can learn a foreign language very quickly. | ・小さな子どもはとて速く外国語を覚えることができる。 |
| 2. Since it was misty, we could not see the other side of the lake. | ・霧がかかっていたので、私たちは湖の対岸を見ることができなかった。 |
| 3. You will be able to find the hotel easily because it is very tall. | ・そのホテルは非常に高いので、あなたはそれをすぐに見つけられるだろう。 |
| 4. I have been unable to find out why he quit his job. | ・彼がなぜ仕事をやめたのか、私にはわかっていない。 |
| 5. This chart will enable you to see how much prices have gone up recently. | ・この表を見れば、最近どれほど物価が上昇したかがわかるだろう。 |
| 6. An owl is capable of seeing in the dark. | ・フクロウは暗やみでも物を見ることができる。 |
| 7. It is possible for weather forecasters to predict how typhoons will develop. | ・気象予報官には、台風がどのように発達するかを予測することが可能である。 |

Summing-up ... () 内から適切なものを選びなさい。

When we (can / can't) finish a difficult task, we want to give up. At such a time a kind person's (encouragement / announcement) helps us a lot. If he or she says, "You can do that," we can (finish / begin) the task.

Exercises

- A () 内の動詞を適切な形に直しなさい。
- She (become) a teacher when she was thirty years old.
 - The sun (rise) in the east and (set) in the west.
 - My father (take) a walk before breakfast several times a week these days.
 - I (write) to you when I get to Hong Kong.
 - I am afraid it (rain) tomorrow.
- B 下線部の動詞を適切な形に直し、() 内の語句を並べかえて意味の通る文にしなさい。
- Nobody knows (happen / earthquake / when / the next).
 - (it / tomorrow / rain / if), I won't go out.
 - My sister (Nara / come / from / back) yesterday.
 - (at / you / meet / I) the station at three tomorrow.
 - Asakusa (of / lie / the east / in) Tokyo.
- C 日本語を英語に直しなさい。
- 私は読書が好きで、1か月に少なくとも2, 3冊の本を読む。
 - 私の父は週末にしばしば私をドライブに連れて行ってくれた。
 - 彼女は高校生のときに1週間ヨーロッパを旅行した。
 - おおぜいの人が今年の夏休みに北海道へ行く。
 - 今度私に会いに来たとき、私の新しいコンピューターを見せてあげよう。

Activity ... My Dream

- あなたの夢について、次の3点を含む3文以上の英文をふさわしい時刻を用いて書きなさい。
- 小学校時代の夢 (elementary school)
 - 現在の希望 /
 - 今から10年後の自分の姿 (ten years from now)

Exercises

- A 日本語に合うように、() 内に適切な語を入れなさい。
- 彼女は5か国語が話せる。
She () speak five languages.
She () () () speak five languages.
 - 君が助けてくれたおかげで、私はすぐにその仕事を終えることができた。
Since you helped me, I () () () finish the job quickly.
Your help () me to finish the job quickly.
Your help made it () for me to finish the job quickly.
- B 日本語に合うように、下線部に適切な語句を入れなさい。
- 彼女は子どものころはまったく泳げなかった。
She _____ at all when she was a child.
 - 人間は経験から学ぶことができる。
Human beings are _____ from experience.
 - 数時間の練習でこのソフトを使えるようになるでしょう。
You _____ this software after practicing for a few hours.
- C 日本語を英語に直しなさい。
- 私の父はゴルフが好きだが、じょうずではない。
 - アメリカ人の先生はとて早口で話したので、私は先生の言ったことが理解できなかった。
 - この案内書を見れば、あなたはこの島での滞在を楽しむことができるだろう。(guidebook)
 - 私の新しい車は少ないガソリンで長距離を走ることが可能である。
 - その川はとて速んでいるので、魚が住むことができる。

Activity ... I Couldn't Live Without ...

- 次の英文の () 内に「あなたにとってなくては済ませられないもの」を入れ、それに続く下線部に(可能を表す表現)を用いて2~3文の英文を補い、まとまった話にしなさい。
- It is impossible to get along these days without (). _____, so I went out and bought one.

Further Activities 8

□

1. 次のマンガが何を風刺しているかを読みとり、30語以上の英語で説明しなさい。



2. 上のマンガにあるような事態が起こる原因について、あなたの考えを50語前後の英語で述べなさい。

Further Activities 9

1. 次の詩は田田みつをによる「負ける練習」のはじめの部分です。これを読んで、下に示した語を参考に、その要旨を50語前後の英語で書きなさい。

[practice / mistake / cool / warm-hearted / pain / shame / sorrow / fail]

柔道の基本は受け身
受け身とは投げ飛ばされる練習
人の前で叩きつけられる練習
人の前でこぼれ練習
人の前で負ける練習です。

つまり、人の前で失敗をしたり
恥をさらす練習です
自分のカッコの悪さを
多くの人の前で
ぶざまにさらけ出す練習
それが受け身です。

長い人生には
カッコよく勝つことよりも
ぶざまに負れたり
だらしない恥を
さらすことのほうが
はるかに多いからです。

そして
負け方や受け身の
ほんとうに身についた人間が
人の世の堅しみや
苦しみに耐えて
ひと（他人）の胸の痛みを
心の底から理解できる
やさしく暖かい
人間になれるんです。



(田田みつを著「一生懸命一生懸命」より
©田田みつを事務所)

Part 3

Lesson
15

Human Clones

Until 1997 most people thought that human clones were a possibility of the distant future. However, in 1997 a scientist in Scotland successfully created a clone of a sheep and the famous Dolly was born. Until Dolly, clones had been created of smaller animals. But sheep and humans are about the same size and both are mammals. That means that it may be possible in the very near future to create human clones. We will all have to think long and hard about whether human clones should be allowed to be created.

Questions 上のパラグラフについて次の質問に英語で答えなさい。

1. Were human clones thought to be a possibility several years ago?
2. In what way are sheep and humans closely related?
3. On what fact is the possibility of human clones based?
4. What do we have to think about?

Model Sentences 人生・将来

- | | |
|---|---------------------------------------|
| 1. Our greatest treasures are friends who will listen to us. | • 私たちの一番すばらしい宝物は、私たちの話を耳を傾けてくれる友人である。 |
| 2. Hard work is a virtue that should not be forgotten. | • 一生懸命に働くことは、忘れられてはならない美徳である。 |
| 3. Once you discover the world of books, you will never want to leave it. | • いったん本の世界を発見すると、決してそこから離れたくないと思うだろう。 |
| 4. We cannot predict the future, but we can plan for the future. | • 私たちは将来を予測できないが、将来の計画を立てられる。 |
| 5. High school is the time to think carefully about the kind of job you would like to do. | • 高校は、自分がしてみたい職種についてじっくり考える時期である。 |

Exercises

- 日本語の部分を実語に置き、文を完成させなさい。
1. We should try to help (困っている人々を).
 2. Sometimes you must give up (もしも仕事があなにとって難しければ).
 3. You should remember that (勝ちは成功するのに必要である).
 4. When you are given advice, you should (それがよい忠告であるか、そうでないかを決める).
 5. My motto is, (何が起ころうとも全力を尽くす).
- 日本語を実語に置きなさい。
1. 父は真に、自分の夢を実現させるのは自分の責任だとしばしば言う。
 2. 満足な人生を送るためには、どのように働き、どのように遊ぶかを知らなければならぬ。(fulfilling)
 3. だれもが成功については異なる定義を持っています。(definition) あなたにとって、成功とはどういうことを意味しますか。
 4. 失敗は私たちが強くなるために必要である。子どものときに失敗したことの無い人は、大人になって失敗するとどうしてよいかわからない。
 5. 人はときどき人生にはお金以上のものがあることを忘れる。人生において最も大切なものはお金がかからないということをおい出す必要がある。
- 左ページのパラグラフの要約になるように、() 内に与えられた語句を使ってそれぞれ1文の英語にしなさい。
(human clones / a mere dream / a Scottish scientist) Until then, only clones of small animals had been created. (but / the birth of Dolly / a reality)

Activity 「クローン人間」についてのあなたの意見を英語で書きなさい。

Tips
for
Writing

1. トピック・センテンスでは自分の立場を明確に示し、次にその理由を具体的に書き、最後にトピック・センテンスで示した自分の立場を表現をかえて結論として再度示す。
2. 結論を示すには、in short, in conclusionなどの表現を用いるとよい。
3. 書きあげたパラグラフを読み直し、適切なものに修正する。

4 次の英文を読んで、下線部(A)~(C)の日本語を英語に訳しなさい。

More and more people, in businesses and elsewhere, are beginning to understand how important good communication really is. The ability to communicate well is what lights the fire in people. It's what turns great ideas into action. It's what makes all achievement possible.

Communicating well is not terribly complicated — not in theory, anyway. (A) 意思を伝えあうことは、結局、私たちだれもが生活の中で毎日行っていることなのです。 We've all been communicating since the early days of childhood. At least we think we have. (B) しかし、効果的な意思の疎通は、実のところ、大人同士では比較的まれなことなのです。

There's no secret recipe for learning to communicate well, but there are some basic concepts that can be mastered with relative ease. Here are the first steps to successful communication. Follow them and you will be on your way.

1. Make communication a top priority.
2. Be open to other people.
3. Create a receptive environment for communication.

No matter how busy you find yourself during the workday, you absolutely must make time to communicate. (C) 世の中のすぐれた考えは、いずれも、人々が共有しなければ無価値なのです。 Communication can be accomplished in many ways — in meetings, in face-to-face sessions with colleagues, just walking down the hall, or stopping at the water cooler, or spending half an hour in the company lunchroom. What's most important is that communicating never stop.

4 もしあなたが自分の生まれて育つ国を現在の世界の国ないし地域の中から選べるとしたら、どの国ないし地域をどのような理由で選びますか。具体的に英語で答えなさい。ただし、日本は除くこととします。指定された解答欄をできるだけ満たすように書きなさい。〔編集部注：解答欄は141 mm×17行〕

5 Translate the Japanese prompts in this dialogue into natural English.

- A: I was up all night writing Ms. Kato's paper. It's due today. Did you manage to finish yours?
B: As a matter of fact, I didn't. (1 仮にもっと時間があつたとしても), I still wouldn't have been able to finish it. The assigned topic was just too difficult.
A: Don't worry. (2 先生は決して厳しくはないよ).
B: Oh, what a relief! I was worried I might fail because of this assignment.
A: (3 努力さえしていれば), she's bound to let you pass.

6 Last year the Japanese Diet voted to introduce a new trial system involving lay judges.

The main points are:

Usually, 6 lay judges will work with 3 professional judges to reach a decision by majority vote.

Lay judges will only take part in trials involving serious crimes such as murder.

Lay judges who disclose information from a trial can be punished by a fine or imprisonment.

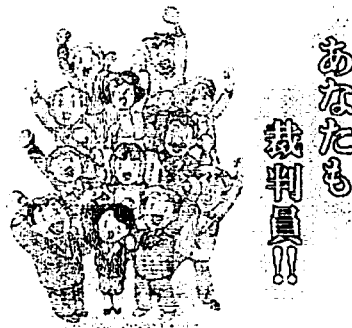
The new system will start in 2009.

What is your opinion?

- Are you entirely in favor of the new trial system?
OR
- Do you generally support the new system, but disagree with some of the details?
OR
- Are you completely against the new trial system?

Write a paragraph defending ONE of these three positions, giving at least one appropriate reason to support your opinion.

〔編集部注：解答欄は180mm×6行〕



"You too could be a lay judge!!"

Image: Ministry of Justice

<<http://www.moj.go.jp/SAIBANIN/>>

2

(A) 下の絵に描かれた状況を自由に解釈し、30~40語の英語で説明せよ。



(B) 次の文中の空所を埋め、意味のとあった英文にせよ。空所(1)~(3)を合わせて40~50語とすること。

Communication styles differ from person to person. For example, some people (1) _____, while others (2) _____. Therefore, the most important thing in human communication is (3) _____.