

Get Your Message Across

Writing Communicative Paragraphs

効果的なパラグラフの書き方

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NAN'UN-DO

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by

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はしがき

本書は英作文の基本であるパラグラフ作文に焦点を絞りました。パラグラフは主題に関連した文の集合です。その集合は、読者が分かりやすいように、書き手の意図がうまく伝わるように構成されていなくてはなりません。パラグラフの書き方にはいくつかの決まりごとがあります。それらを守ることが良いパラグラフ構成につながります。

本書はさまざまな型のパラグラフを創るのに必要な基本的知識や具体例を示しています。冒頭には、書式と句読法のまとめがなされていますので、適宜ご利用ください。最初の1～3章では、パラグラフの構造を理解することに焦点を絞りました。パラグラフの機能、主題や支持文の役割が理解できるように配慮されています。

4～11章では、さまざまな型のパラグラフを提示しました。即ち、時間の順序、空間の順序、過程・手順と指示、因果関係、例示、定義、分類、比較・対照などです。12章は総合的な復習、13章は小論文の作成という構成です。

各章のはじめに学習目標が示されています。ほとんどの章で、3段階方式をとっています。第1段階では、その章の基本的な考え方の理解を目指します。第2段階では、豊富な具体例が練習問題として与えられています。第3段階では、実際の作文作成の宿題が与えられています。主題を選択し、必要な情報を整理してまとめあげていくプロセスのチェックリストが示されています。

本書が実践的な英作文への土台となることを期待しています。

Foreword

A paragraph is a collection of sentences that are all related to one main idea. However, this alone is not sufficient. The collection must be well-organized in order to communicate effectively the writer's thoughts in such a way that the reader may easily understand the message. Additionally, there are certain conventions associated with paragraph writing. Paragraphs that do not conform to these conventions seem unprofessional and may be confusing to readers who expect the information to be laid out in the customary manner.

"Get Your Message Across" is designed to help university students learn both the language and the discourse structures needed to create a variety of types of paragraphs. The textbook begins with an overview of layout and punctuation, an essential first step in writing polished paragraphs. Following this, the first three chapters cover the basics of paragraph writing, focusing on enabling students to thoroughly understand the function of paragraphs and roles of topic and supporting sentences.

Chapters 4-11 introduce students to all of the most common types of paragraphs, including those related to time order, space order, process and direction, cause and effect, examples, definitions, classification, and comparison and contrast. Chapter 12 provides a comprehensive review and Chapter 13 allows students to see how paragraphs work together to make short essays.

Each chapter begins with introductory information regarding the aim of the chapter. This is followed by three steps. The first step offers guided support to allow students to become comfortable with the concepts and language that constitute the focus of the chapter. Step 2 is a series of increasingly challenging exercises that require the students to apply this knowledge. Finally, Step 3 is an assignment to create a similar paragraph, which includes a writing process checklist provided to ensure that students build on what they have learned and do not unintentionally omit any of the essential elements of a good paragraph.

A wide variety of sample paragraphs are provided throughout the textbook. Additionally, the assignments allow the students to choose from an array of interesting topics that are likely to be both meaningful to them as writers as well as useful in preparing them for future writing needs in their academic and work life. "Writing Communicative Paragraphs" supplies students with essential paragraph writing skills in a manner that is easy to understand and build upon. As students work their way through the textbook they will gain both mastery and confidence in the crucial art of paragraph writing.

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Writing Guide

Layout and Rules of Punctuation

書式と句読法

はじめに

これから、皆さんはこの教科書にそって英語でパラグラフ、そしてその集合体としてのエッセイや、小論文を書く練習をします。内容や文法・パラグラフの構成はもちろん大事ですが、外見もとても大



事です。皆さんの書いた文書の第一印象は外見、すなわち見かけで決まるといっても過言ではありません。きちんとレイアウトされ A4 の用紙にきれいに印刷された文書とノートにぞんざいに手書きされ、それをちぎって提出されたものとは読み手に与える印象はまったく違ってくるでしょう。ちぎったノートでは、はじめから読み手に悪印象しか与えず、まともに読んでさえもらえないかもしれません。

日記や、メモは別として、皆さんが書く英文は基本的には人に読んでもらうために書くのです。教室では読み手は主として先生ですが、実社会ではさまざまな読み手を予想して書かなければならないのです。常に読み手を念頭に置いて、自分の伝えたい内容が好印象とともにきちんと受けとめられるように書きましょう。

きちんとした文書はきちんとした書式から始まります。以下に英文の基本的な書式と注意すべき句読法を解説しますので、次の章に入る前に一通り読んでおいてください。そして、各章の Assignment などを書く際に適宜参照してください。

次の例は学生が書いた文章です。どちらが読みやすく、どちらが読み手に好印象を与えるでしょうか。

例1 ワープロで作成されたレポートの一部

The Five-Day School Week

The system of the five-day school week has been in place since 2002, in all public schools. The government thought that this system would lead to more free time for children. To be sure, this system seems to lead to more free time for children. However, I think this new system might not have a good influence on children.

First of all, does this system really make more free time? If we have no classes on Saturdays, in order to make up for the loss of lesson time, children have to go to cram school and the class hours on weekdays will lengthen. As a result, this will decrease free time and make children tired. Moreover, if some children go to cram school to compensate for the lack of classes and pass entrance examinations of private schools offering advanced education, this system might produce children who can afford to go to cram school and those who can't. That is to say, it might lead to the

例2 ちぎったノートに手書きしたレポートの一部

Here are the various sources of income for the average senior citizen. They are "Assets", "Pensions", "Social Security", "Earnings" and "Other". "Assets" account for 23%, "Pensions" account for 13%, "Social Security" account for 37%, "Earnings" account for 25% and "Other" account for 2%. 1/4 of senior people work for income after they retired. Senior people need a lot of money after they retired, because they will live until they are over 80 years.

書き方ガイドライン

1 書式

1) 用紙：ふつうの A4 用紙

2) ワードプロで作成して印刷。英文は半角文字で打つ。

- a. フォント： Century、Times New Roman（この教科書の書体）などがふつうで、本文のサイズは 10-12 ポイントが見やすい。タイトルは本文より大きいフォントにする。
- b. 余白： 上下左右に十分な余白を取る（目安は上 3.5 センチ、下 3 センチ、左右各 3 センチ）
- c. インデント： 2~4 文字程度右へずらす。パラグラフごとに改行。
- d. 行間： 1 行間隔（single space）が基本。狭くてもまた広すぎても読みにくい。推敲や手直しのために 2 行間隔（double space）で書くこともある。
- e. 改行： 語の途中で改行することはできるだけ避ける。語の途中で改行しなければならないときは、勝手に切らず、辞書などでシラブルの区切りを確認し、ハイフンをつけて改行する。
例： Coffee is now one of the most popular drinks in the world. Coffee is...
（シラブルの区切りは cof・fee となる。co-, coff- などと区切らないこと）
- f. タイトル： エッセイにはタイトルをつける。タイトルは、中央揃えで語の先頭は大文字にする。ただし冠詞、前置詞、代名詞、接続詞などはタイトルの先頭以外ではすべて小文字。

次の見本をよく見ましょう。

Microwave Oven

The microwave oven, a product created and developed through American and Japanese ingenuity, is the result of efforts dating back to 1945. The first microwave oven was created by Raytheon in the U.S. In 1970 Raytheon and other U.S. manufacturers sold 40,000 of these ovens for about \$300-\$400. However, from 1971, significantly less expensive Japanese models were imported and sales increased dramatically. In 1975 about a million were sold, and in 1985 about 10 million, mostly of Japanese manufacture. The “heat-and-eat” lifestyle was firmly underway. Nowadays, microwave ovens are

注意：以下は不慣れな人がよく犯す英文の書式に関する誤りです。気をつけましょう。

■ 英文を全角文字で打たない

× I w a s b o r n i n T o k y o .

○ I was born in Tokyo.

■ 文の終わり毎に改行しない

× I was born in Nagoya.

I was brought up there.

I went to a high school near Nagoya Castle.

○ I was born in Nagoya. I was brought up there. I went to a high school near Nagoya Castle.

■ 改行する際に、語の途中で勝手に切らない。シラブルの区切りを辞書で確認してから切る

× But when I entered W University, I moved alone to Tokyo leaving my f-
amily in Nagoya.

○ But when I entered W University, I moved alone to Tokyo leaving my fam-
ily in Nagoya. (family は fam・i・ly と区切る)

2 句読法 (punctuation)

英語の句読点は . ? ! , ; : ‘ ’ “ ” — などです。スペースを空けずにすぐ後につけます。主な用法を挙げます。

1) ピリオド (period) .

a. 平叙文や命令文の終わり。

b. 略語のあと： Mr. Ms. Mrs. Dr. Jr. a.m. p.m. A.D. B.C. U.S. p. pp.

注意 1 上の略語ではイギリス英語ではピリオドをつけないのがふつう。

注意 2 USA UN (the United Nations: 国連) CEO (Chief Executive Officer) は米語でもピリオドをつけないのがふつう。

注意 3 etc. (その他)、e.g. (たとえば)、cf. (比較せよ) などは英米ともにピリオドをつける。

2) 疑問符 (question mark) ? 直接疑問文や付加疑問の後に、スペースを空けずにつける。

例：When did you see Mary?

He's great, isn't he?

注意：間接疑問文には疑問符をつけない。

He asked me when I saw Mary? とは書かない。

3) 感嘆符 (exclamation mark) **!**

- a. 感嘆文の後に。

例：What a beautiful flower it is!

- b. 時に強い感情を示す語句や、強い命令を示す文の後に。

例：“Leave me alone!”

“Wow! That’s great,” said John.

注意：感嘆符の使用には注意しましょう。!! のように感嘆符を重ねるの間違いです。

4) コンマ (comma) **,** 文の中での区切りを示す。主な用法は以下のとおり。

- a. 等位接続詞 and, but, or の前に。

例：The train arrived late, and John was late for the class.

Susan cried for help, but no one came.

- b. 従属節・分詞構文と主節の境目に。ただし常にではない。

例：As I overslept, I reached the campus after the class had started.

- c. 同格の語句や挿入語句の前後につける。

例：Tokyo, the capital of Japan, is one of the most densely populated cities in the world.

Madrid, as you know, is the capital of Spain.

- d. 文副詞 (句) の後に。however, therefore, as a result などが文中に挿入されるときはその前後に。

例：However, when I sat down in the cafeteria, I realized that I had forgotten my notebook at home. As a result, I failed the exam.

注意：三つの語句を and や or で並べるときはときには、A, B and/or C、または A, B, and/or C と書く

5) セミコロン (semicolon) **;** 文の中の大きな区切りを示す。And や but に近い意味を持つ。

例：Pay attention; I’ll show you an example.

6) コロン (colon) **:**

- a. 「すなわち」といった意味で、後に答えや理由、または例などを列挙する場合に使う。

例：Bacteria are everywhere: in the water, air, and ground.

- b. 時刻をアラビア数字で示すとき、時間と分の区切りとして。

例：10:15 a.m.

- c. タイトルに副題をつけるとき

例：The Inca Empire: Its Rise and Fall

- d. 改まった手紙の冒頭の呼びかけ (Dear Ms. Holmes など) の後に

例：Dear Sir:

注意：英国式ではコロンでなく、コンマを使う。米国式でも e メールや改まりの度合いが低い手紙ではコンマを使う。

7) ダッシュ (dash) **—** 主として補足的なことを付け加えたり、挿入したりする場合に使う。ダッシュの前後にはスペースを空けないのがふつう。ハイフン (-) と区別する。

例：Martin will buy a new car—if he gets a raise.

Jack listed the qualities—intelligence, beauty, kindness—that he liked.

8) 引用符 (quotation marks) **“ ”** 人の発言や文を引用する場合に使う。二重と一重があるが二重引用符 (double quotations) が普通。一重引用符 (single quotation) は引用の中でさらに引用されているものに使う。

例：Jane said, “Robert told me that he was going to ‘leave alone.’”

注意：引用符とともに使われるとき、疑問符やピリオドの用法に注意。

“When are you leaving?” he asked.

(疑問符で終わっているの、he の前にコンマはつけない)

Did you see the movie titled “I Want to Live”?

(Did you という文についた疑問詞なので引用符の外につける。ただし、ピリオドの場合は引用符の中が普通。)

I saw the movie titled “I Want to Live.”

9) アポストロフィ (apostrophe) **'**

a. s とともに用いて所有を表す。

例：John's car, Japan's pride, the report's title

b. 省略を表す。

例：I've, you'll, can't, don't, '08 (=2008 年)

c. 混乱を避けるために文字などの複数を示すのに使われる。

例：Find a's and i's. (「文字 a と i を見つけなさい。」 as, is と混同されるのを避ける)

10) スラッシュ (slash) **/**

a. or のかわりに。

例：he/she, on/off

b. per (につき) のかわりに。

例：miles/hour

c. 分数。

例：1/2, 3/5

3 アラビア数字かアルファベット綴りか

英文の中で数字を使う場合、どこまでアルファベットで綴る (スペルアウト) か、どの場合にアラビア数字で書くのか迷うことも多いでしょう。自分で勝手に決めないで、以下の一般的なルールに従ってください。

1) 1-9 まではアルファベットで綴る。

例: three chairs, nine players

注意: 以下の文章のように、数字はすべてアラビア数字で書いた人がいました。この場合はアルファベットで綴るべきです。

"The families which have 3 generations are apt to be considered happy, but the families which have 1 generation are apt to be considered less happy. In the past 7 years, the number of families which have 3 generations has decreased significantly."

2) アラビア数字で文を始めることは避ける。構文を変えるか、アルファベット綴りにする。

× 45 geographical areas have been identified.

○ We have identified 45 geographical areas. / Forty-five geographical areas have been identified.

3) 数字と数量単位の間は 1 字分空ける。

× 3.5kilometers

○ 3.5 kilometers ○ 3.5 km

注意: km と略した場合にはスペースを空けずに書くケースもありますが、3.5 km とスペースを空けるほうが一般的です。日本語では「3.5kg」と、数字と単位の間スペースなしで書くので注意しましょう。

4) 数字は三桁ごとコンマを入れる。

例: 4,500 participants, \$6,000,000,000

注意: 年を示す数字にはコンマは入れない。

born in 1989, A.D. 1298, 2000 B.C.

ASSIGNMENT

次の文章を、必要なところは太文字にし、正しく句読点をつけてワープロで打ちなおし、書式も整えて、すっきりとしたレポートに仕立てましょう。スペースが広く空いているところは文が終わっているところです。

coffee its origin and history

a morning without coffee is worse than a day without sunshine say some people coffee is now one of the most popular drinks in the world do you know who found coffee according to one legend an ethiopian shepherd named kaldi who lived in the 9th century first found the coffee's effects his goats grazed on the cherry-red berries of coffee shrubs that contained beans it seemed to make them lively and full of energy so kaldi tried the berries himself and experienced the same effect a monk saw kaldi's vigor and plucked some berries for his fellow monks in this way the coffee tradition was born but it was not until around 1000 ad that something similar to modern-day coffee began to be consumed at that time coffee as a beverage made from water brewed with coffee beans began to be drunk in arabia by the 13th century muslims were devoted coffee drinkers because in part it helped keep worshippers awake coffee followed islam to north africa the eastern mediterranean india europe and america nowadays people almost all over the world enjoy coffee

What Is a Paragraph?

パラグラフとは？

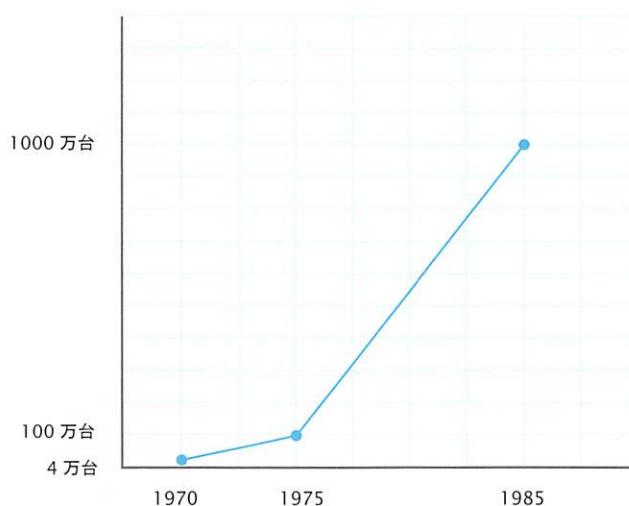
パラグラフとは、通常下の例のように最初の文の2～3文字がインデントされて書かれる一連の文のことで、ライティングの基本単位です。



The microwave oven, a product created and developed through American and Japanese ingenuity, is the result of efforts dating back to 1945. The first microwave oven was created by Raytheon in the U.S. In 1970 Raytheon and other U.S. manufacturers sold 40,000 of these ovens for about \$300-\$400. However, from 1971, significantly less expensive Japanese models were imported and sales increased dramatically. In 1975 about a million were sold, and in 1985 about 10 million, mostly of Japanese manufacture. The “heat-and-eat” lifestyle was firmly underway.

Notes: **ingenuity** 創意工夫 **date back to** ～までさかのぼる **Raytheon** レイセオン社 **underway** 始まった

パラグラフは一つのトピックを扱う、まとまりのある単位です。トピックは、普通最初に来る文（主題文、topic sentence）が表します。それに続く支持文（supporting sentences）はそのトピックを展開します（例、証拠を挙げたり、具体的に説明する）。最後にまとめの文（concluding sentence）が来ることもあります。



前ページのパラグラフは「主題文＋支持文＋まとめの文」の構成を取ります。支持文は主題を歴史的に展開しています。パラグラフの構成、内容は以下の通りです。

英 文	構 成	内 容
The microwave oven, a product created and developed through American and Japanese ingenuity, is the result of efforts dating back to 1945.	主題文 パラグラフの 主題を表す	電子レンジの歴史は 1945 年までさかのぼり、アメリカと日本の創意工夫により発展してきた、という主題を述べている。
The first microwave oven was created by Raytheon in the U.S. In 1970 Raytheon and other U.S. manufacturers sold 40,000 of these ovens for about \$300-\$400. However, from 1971, significantly less expensive Japanese models were imported and sales increased dramatically. In 1975 about a million were sold, and in 1985 about 10 million, mostly of Japanese manufacture.	支持文 主題を展開する	主題を歴史的に展開している。概要は以下の通り：電子レンジはアメリカのレイセオン社によって作られ、1970 年には同社と他社の電子レンジが 3 - 400 ドルで 4 万台売られた。翌年安価な日本製電子レンジが輸入され、販売台数が劇的に伸びた。75 年には 100 万台が、85 年には 1000 万台が売られたが、ほとんどが日本製だ。
The "heat-and-eat" lifestyle was firmly underway.	まとめの文 まとめの役割をする (ない場合もある)	「温めて食べる」生活習慣が確実に始まった、と結んでいる。

主題文がパラグラフの先頭に来ない場合もあります。下のパラグラフは最初のパラグラフの別バージョンですが、主題文はどれでしょうか。



It is hard to imagine life without a microwave oven. This indispensable appliance is the result of efforts dating back to 1945. The first microwave oven was created by Raytheon in the U.S. It weighed 670 pounds and was 62 inches tall. In 1970 Raytheon and other U.S. manufacturers sold 40,000 of these ovens for about \$300-\$400. However, from 1971, Japanese models that were \$100-\$200 less were imported. Sales increased dramatically in the next 15 years. In 1975 about a million were sold and in 1985 about 10 million, mostly of Japanese manufacture. The "heat-and-eat" lifestyle was firmly underway.

Notes: **indispensable** 欠くことのできない **appliance** 電化製品

主題文は第2文です。第1文の "It is hard to imagine life without a microwave oven." は前置きのような働きをし、主題文へとつなげています。このような文を導入文 (introductory sentence) と言います。導入文が疑問文で、主題文がそれに答えるというパターンはしばしば見られます。

Can you imagine life without a microwave oven? This indispensable appliance is the result of efforts dating back to 1945....

上のように入文を疑問文に換えることも可能です。ややカジュアルなトーンになります。





1 次のパラグラフを読み、設問に答えましょう。

Bees play an important role in nature. A hive can make up to two pounds of honey a day. The average American consumes a little over one pound of honey a year. More importantly, bees transfer pollen from the male to the female parts of flowers, contributing to about one-third of the world's food. Each year, bees pollinate 95 crops worth an estimated \$10 billion in the U.S. alone.

Notes: **hive** ハチの巣 (に住むハチの群れ) **consume** 摂取する **transfer** 運ぶ **pollinate** ～に受粉する

1. 主題文に下線を引きましょう。
2. 支持文に波線を引きましょう。



2 次のパラグラフを読み、設問に答えましょう。

The study of geography has held a vital role for humans for many centuries and continues to be important today. Eratosthenes, a 3rd century B.C. librarian, is given credit as the first person to use the word "geography," which means "describing the earth." However, it is probable that early humans used mental maps to guide them in their search for food and water. Actual records of geographic details appear early in human history in the form of rough maps on clay tablets. In the development of civilization, geography was essential for purposes of boundaries, trade, and taxation. Knowledge of how to get to some place and then get home again was crucial to sailors and traders. Today, geographers are concerned with understanding why things are located where they are and how they are related to the location of other features, knowledge which allows them to see how processes and activities influence places. Through this understanding it is possible to anticipate future development and plan for it.

Notes: **Eratosthenes** エラトステネス **be given credit as** ～として認められている **clay tablet** 粘土板
civilization 文明 **boundary** 境界 **trade** 交易 **geographer** 地理学者 **feature** 地形

1. 主題文に下線を引きましょう。
2. 支持文に波線を引きましょう。
3. まとめの文を四角で囲みましょう。



It is difficult to overstate the importance of Rachel Carson's book *Silent Spring* on the environmentalist movement. The classic anti-pesticide treatise was launched at the beginning of June 1962, when excerpts were published in *The New Yorker* magazine. The title of the book suggests a horrific future in which no birds sing, silenced by the poisoning of the environment. "Without this book, the environmental movement might have been long delayed or never have developed at all," declared then-Vice President Albert Gore in his introduction to the 1994 edition. Seven years earlier, a panel of distinguished Americans had selected *Silent Spring* as the most influential book of the previous 50 years. Then in 1999 *Time* magazine named Carson one of the "100 People of the Century," stating, "Before there was an environmental movement, there was one brave woman and her very brave book." In many high schools in the U.S. the book continues to be assigned reading.

Notes: **overstate** 誇張する **anti-pesticide** 殺虫剤に反対する **treatise** 本 **launch** 出版する
excerpt 抜粋 **assigned reading** 課題図書

1. 主題文に下線を引きましょう。
2. 支持文に波線を引きましょう。
3. まとめの文を四角で囲みましょう。



- (a) Climate also influences our eating habits since the choice of locally grown crops is determined by the average temperature, the amount of rainfall, etc.
- (b) Climate plays a very important role in the life of a society. At a very personal level, climate affects our decisions regarding the clothes we wear and our daily schedule.
- (c) For example, in countries with a hot climate it is acceptable to take an afternoon nap. In such places businesses generally open earlier while restaurants do not close until very late.
- (d) It is not surprising, therefore, that governments continue to invest heavily into technologies, which can predict climatic changes quickly and accurately.
- (e) Very importantly, climate has a direct impact on economic development. A very cold or exceptionally hot climate can interfere with successful agricultural production and make transportation difficult and expensive.

Notes: **nap** 昼寝 **business** 会社 **interfere** 損なう

1. 正しい順番に並べ替えましょう。
2. 主題文に下線を引きましょう。
3. まとめの文を四角で囲みましょう。

5

次の文章を読み、設問に答えましょう。



- (a) Another important change is in the way we share our pictures. The days of sending them to friends by mail or gathering around the table to look at the family album are almost over.
- (b) Digital technology has revolutionized the very concept of photography. How we view, share, and store pictures is not the same as it was 10 or even five years ago. While in the past, we would have a chance to look at the pictures only after the film was developed, now digital cameras allow us to view the picture instantly. We can thus decide whether to keep or to delete the photo.
- (c) Finally, storing photos now requires much less physical space. Bulky photo albums have been replaced by thin DVDs, each one capable of holding an entire year worth of pictures. Indeed, in this day and age, the words "My hobby is photography" take on a whole new meaning.
- (d) Instead, we send them by e-mail or even create electronic albums on the website, which can be viewed by hundreds of people at the same time.

Notes: **develop** 現像する **bulky** 厚い **take on** 帯びる

1. 正しい順番に並べ替えましょう。
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3. まとめの文を四角で囲みましょう。

