



NAGOYA
UNIVERSITY

英語基礎

Week 3

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特に表記のないものは、教科書からの引用です。
教科書：Academic Writing Skills 1 (Peter Chin 他; Cambridge, 2011; ISBN: 9781107636224)

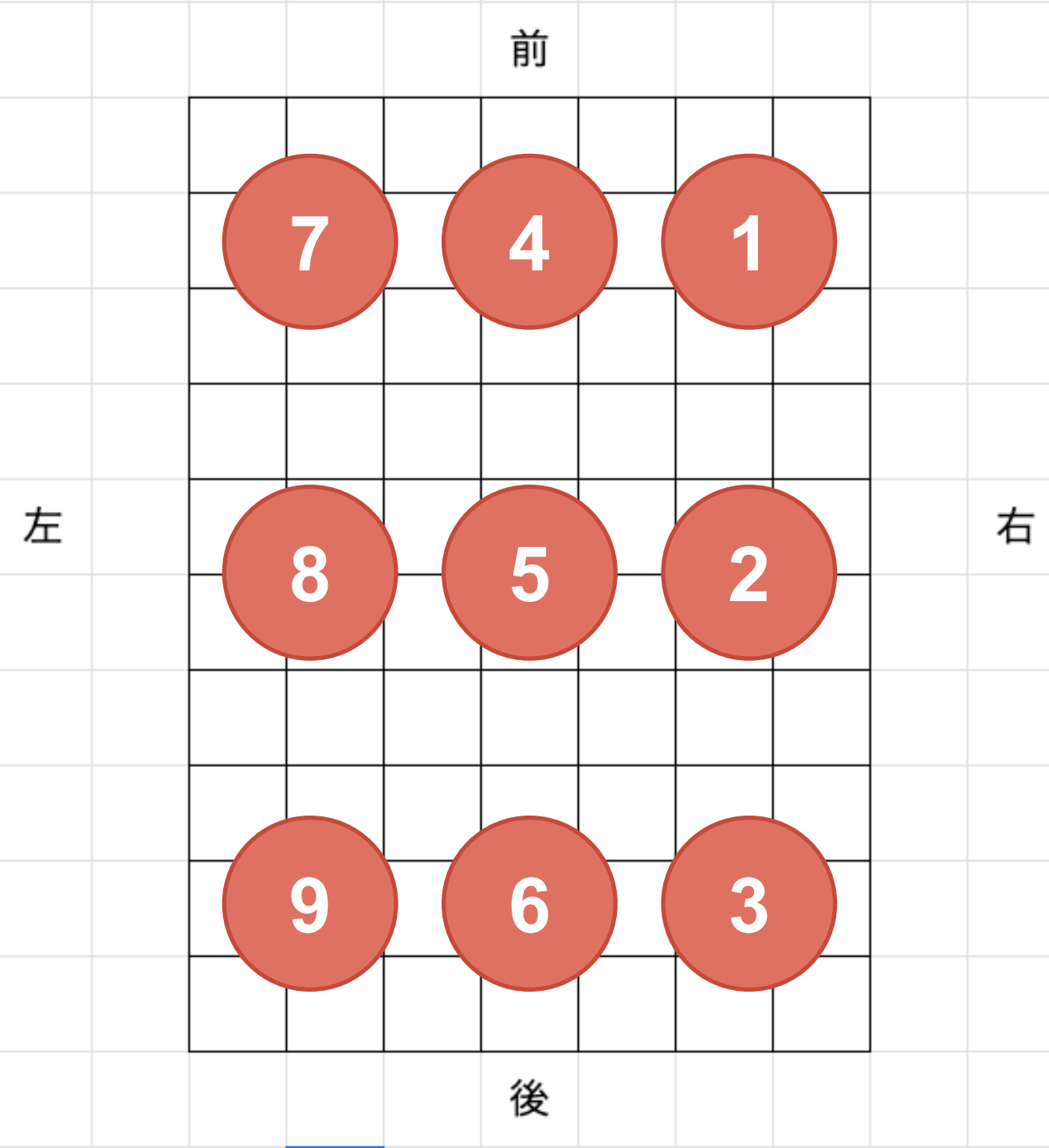
12th May 2026@全学教育棟 C40

小テスト (～9:00)

TACT > 小テスト > Sublist 2



15 min.



Seating Arrangement

- 3-4人 / group
- 授業終了時にカードは返却するので失くさないで！

Please move to your island!

Attendance

名前・学籍番号両方とも
お願いします！

House-keeping

□ AE3をどうぞ忘れずに！（5/7付で半数くらい！？）

#	Date	Content	単語テスト	AE3 & Assignments	Note
0	4/14	No Class	NA		
1	4/21	Introductory Session	NA		
2	4/28	Unit 1-1	Sublist 1	1min self-introduction DUE	
3	5/12	Unit 1-2	Sublist 2	AE3 Units 1–2 Due (5/14)	
4	5/19	Unit 1-3	Sublist 3		
5	5/26	Unit 1-4	NA	AE3 Units 3–4 Due (5/28)	オンデマンド
6	6/2	Unit 2-1	NA	Issue writing DUE	オンデマンド（出張）
7	6/9	Unit 2-2	Sublist 4	AE3 Units 5–6 Due (6/11)	
8	6/16	Unit 2-3	NA		オンデマンド
9	6/23	Unit 3-1	Sublist 5	AE3 Units 7–8 Due (6/25)	
10	6/30	Unit 3-2	Sublist 6	Annotated bibliography DUE	
11	7/7	Unit 4-1	Sublist 7	AE3 Units 9–10 Due (7/9)	
12	7/14	Unit 4-2	Sublist 8		
13	7/21	Unit 4-3	NA	AE3 Units 11–12 Due (7/22)	オンデマンド
14	7/28	Conferencing session	Sublist 9	Final paper DUE (8/4)	

Agenda for Week 3

- ☐ Vocabulary quiz
- ☐ Textbook – Unit 1-2
- ☐ Writing Project – Making an Argument

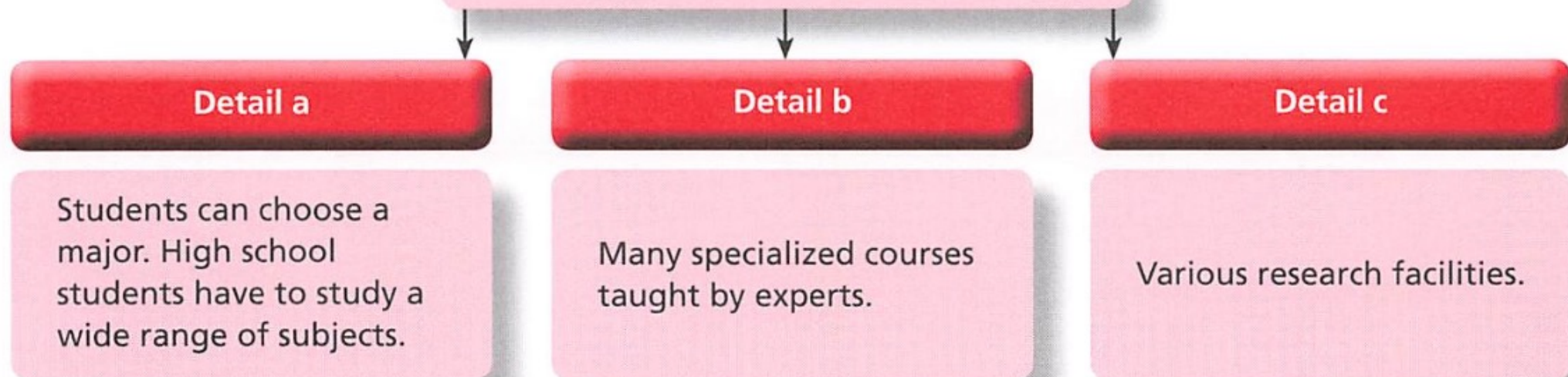
Section 1 – Supporting ideas with details



Section 1 – Supporting ideas with details

Details - Various types of information

- ☐ *Reasons*
- ☐ *Examples*
- ☐ *(Statistical) evidence*
- ☐ *Comparisons with other ideas*



Section 1 – Exercise 1

1. Check your answer in your group.
(4 min)

OUTLINE

Topic: Reasons for going to university

Topic sentence:

After graduating from high school, many students go on to university, but their reasons for entering higher education vary.

Supporting points:

1. To study a particular subject in depth:
 - a. Students can choose a major. High school students study a wide range of subjects.
 - b. Many specialized courses taught by experts.
 - c. Various research facilities.
2. To prepare for a future career:
 - a. _____
 - b. _____
3. To make friends and enjoy an active social life:
 - a. _____
 - b. _____

Section 1 – Exercise 1

1. Check your answer in your group.

OUTLINE

Topic: Reasons for going to university

2. To prepare for a future career

- People with university degrees tend to find better-paying jobs
- Opportunity to acquire practical skills (such as ...)

2. To prepare for a future career:

3. To make friends and enjoy an active social life:

- Meet people from different places and with different backgrounds
- Join student organizations and meet students with similar interests

Section 2 – Exercise 2

1. Check your answer in your group.
(4min)

Section 2 – Exercise 2

1. Check your answer in your group.

Listing examples... e, d

Opposite views... g, f, b

1

e. Many students find life in a dormitory convenient because they can rely on their families for help with housework such as washing and doing the laundry.

2

a. Dormitory life often involves various constraints.

3

d. For example, students have to cooperate with others, follow rules, and return to the dormitory on time, making noise and so on.

c. Students can be free from rules and restrictions in this living situation.

g. Some students, however, find it uncomfortable to be under the watchful eyes of their parents all the time.

b. However, they need to be independent and responsible because there is no one to take care of them.

f. Although these restrictions are sometimes inconvenient, they teach students important skills that might help them in the future.

The **concluding sentence** of a paragraph has two main functions:

- to restate the **controlling idea** given in the topic sentence.
- to summarize the **supporting points** discussed in the body.

For example, the following is the topic sentence and supporting points of the model paragraph about reasons for going to university:

Topic sentence: *After graduating from high school, many students go on to university, but their reasons for entering higher education vary.*

controlling idea

Supporting points:

1. To study a particular subject in depth.
2. To prepare for a future career.
3. To make friends and enjoy an active social life.

Compare this sentence to the concluding sentence of the paragraph:

restatement of controlling idea

To sum up, students go to university for a variety of reasons: to study a particular field, to find a good job, or to make friends.

summary of supporting points

The concluding sentence:

- ❑ states ***the controlling idea*** given in the topic sentence **using different words**.
- ❑ presents again ***the three supporting points in the same order*** as they appear in the paragraph, but **in different words**.

Example A

Topic sentence: *After graduating from high school, many students go on to university because it will **help** them in their future career.*

Supporting points:

1. They can **obtain** a university degree.
2. They can **gain** specialized knowledge.
3. They can **learn** practical skills.

Concluding sentence: *To summarize, **with** their degree, specialized knowledge, and practical skills, university graduates **have an advantage** in the job market, and for some students, this is the main reason for attending university.*

Example B

Topic sentence: *Some students go to university for reasons **other than** academic study.*

Supporting points:

1. To meet many people.
2. To enjoy sports and hobbies.
3. To find a better career in the future.

Concluding sentence: *In short, some students go to university **not to** study **but to** socialize with other students, participate in club activities, or to find a good job.*

NOTE: A concluding sentence often begins with **a transitional expression** for summarizing, such as *in short, to summarize, or to sum up.*

Section 3 – Exercise 3

1. Check your answer in your group. (4min)
2. Choose the best one or make a better one
3. Write your answer on a whiteboard!
 1. → Groups 1–3
 2. → Groups 4–6
 3. → Groups 7–9

Section 4

Choosing a title

- Journal articles sometimes use a “take-home message” or key questions as a title

A piece of writing should have a title. A title should:

- let the reader know the topic of the writing.
- not be too long nor too general.

p. 19

Compare the following examples:

Topic: Reasons for going to university

Title:

- ✓ *Why Students Go to University*
- ✗ *People Go to University for Three Different Reasons* (too long)
- ✗ *Going to University* (too general)

Topic: The different living situations of students at university

Title:

- ✓ *Living Situations of University Students*
- ✗ *Different Living Situations* (too general)
- ✗ *How to Live Comfortably* (off topic)

When you write a title, use capital letters correctly. See Appendix A (page 119) for the rules of capitalization.

To Correct or Not: The Role of L1 Fluency in Understanding and Measuring L2 Fluency

JIANMIN GAO  AND PEIJIAN P.
*Department of Linguistics, Zhejiang Univer.
China*

Gao, J., & Sun, P. P. (2023).
To Correct or Not:
The Role of L1 Fluency
in Understanding and Measuring L2 Fluency.
TESOL Quarterly, 57(2), 643–655.
<https://doi.org/10.1002/tesq.3198>

Alice's adventures in *um*-derland: psycholinguistic sources of variation in disfluency production

Scott H. Fraundorf & Duane G. Watson

To cite this article: Scott H. Fraundorf & Duane G. Watson (2014) Alice's adventures in *um*-derland: psycholinguistic sources of variation in disfluency production, Language, Cognition and Neuroscience, 29:9, 1083-1096, DOI: [10.1080/01690965.2013.832785](https://doi.org/10.1080/01690965.2013.832785)

Fraundorf, S. H., & Watson, D. G. (2014).
Alice's adventures in *um*-derland:
Psycholinguistic sources of variation in disfluency production.
Language, Cognition and Neuroscience, 29(9), 1083–1096.
<https://doi.org/10.1080/01690965.2013.832785>

Section 4 – Exercise 5

1. Check your answer in your group.

Section 4 – Exercise 5

1. Check your answer in your group.

1.
 - a. University Clubs
 - b. Different Types of Clubs at University
 - c. What Are Three Types of Clubs at University?
2.
 - a. Benefits of Living in a University Dormitory
 - b. Living in a Dormitory Has a Number of Benefits for University Students
 - c. Wonderful Friendships in Dormitories
3.
 - a. Good Academic Writing Equals Good Grades
 - b. Information about Academic Writing
 - c. The Importance of Academic Writing Skills for University Students

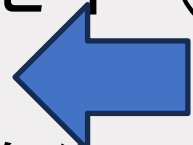
Let's move on to your project!

③ 提出課題

Project-based writing

- 自分で設定した問題や問いに対して、先行研究・文献を活用しながら、主張を展開する

Final paper : 500-600 wordsのエッセイ（最終ゴール）

- ☐ Issue writing: 重要だと思う問題・問い 
- ☐ Annotated bibliography: 文献の要約 + 自分のテーマの観点からの評価
- ☐ Conferencing: ピアで読み合い、お互いにフィードバックする

Annotated bibliographyについては、以下のコーネル大学のサイトを参考に：
<https://guides.library.cornell.edu/annotatedbibliography>

Issue Writing

Instruction:

Introduce a debate in your area of interest and ***state*** your own opinion.

What to Include?

- ☐ Why is the debate you choose important or interesting?
- ☐ What is the debate?
- ☐ Your opinion?
- ☐ Reasons for your opinion with some examples?
- ☐ Any opposing view?
- ☐ Rebuttal to the opposing view?

Issue Writing (Cont'd)

Assessment criteria

- ☐ Content sufficiency (150-200 words, perhaps?)
- ☐ Formality – appropriateness as academic writing
- ☐ Comprehensibility – easy to read
- ☐ Coherence – connection between ideas

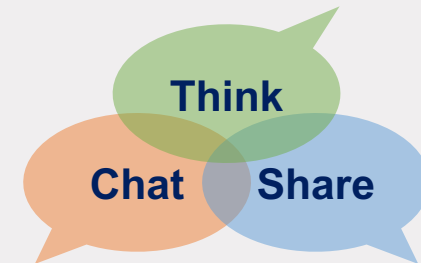
DUE 23:59 on 2 June 2025

Recap activity (4 min)

Share a “debatable” statement about the topic you chose.

Discussion points

- ☐ Introduce yourself!
- ☐ Explain the debate you chose
- ☐ Why is it interesting/important?



Brainstorm activity

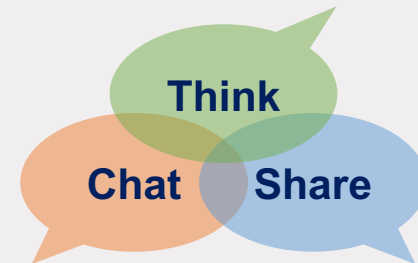
Think about the necessary components for “argument”:

(1) Your opinion; (2) Reasons and some examples;

(3) Any opposing view?; (4) Rebuttal to the opposing view

Criteria

- ☐ Step1 : Brainstorm your ideas (3min)
- ☐ Step2 : Explain your argument in a group (4min)



Timed writing (5min)

- ☐ Write down what you discussed in your group **as much as possible** in ENGLISH
- ☐ DON'T care about grammar mistakes now!
- ☐ You can tentatively use Japanese if you cannot come up with English words (Just check them later).

Announcement for the next class

- Date: **19 May 2026** / at **ILAS North Wing C40**
- Preparation: **1-3: Writing a Coherent Paragraph**
 - Exercise: 1, 2, 3, 5, 6 (excl. 4)
 - Vocab Quiz: Sublist 3
 - Assignment: **AE3 Units 1–2 (DUE on 14 May)**

Don't forget to return your card.

See you next week!

Are cats liquids...?

