

RITA SILVER

STEVEN BROWN SERIES EDITOR

JOURNEYS

WRITING

3

通达英语

写作教程

第三册

学生用书

Student's Edition

 上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
外教社



JOURNEYS

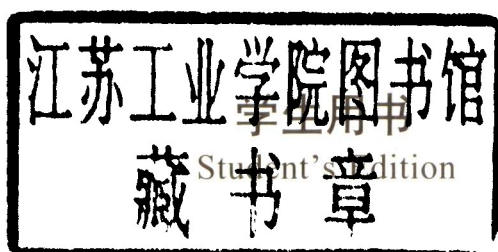
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From the Series Editor

Journeys is a twelve-book, three-level, skills-based series for EFL/ESL learners. The books can be used from beginning level through intermediate level. They parallel the first three levels of basal series, and can be used as supplements to series or as stand-alone skills texts. A unique feature of *Journeys* is that the books can be used to construct a curriculum in those cases where student skills are at different levels. That is, in those classes where reading ability is at a higher level than speaking ability, the teacher is free to choose texts at appropriate levels. Each book can be used separately.

Journeys can be used with high-school-aged students and up.

Journeys takes three notions very seriously:

1. Beginning level students have brains and hearts. They live in an interesting world that they are interested in.
2. Learning needs to be recycled. Rather than work on the same skill or topic across all four books during the same week, topics and language are recycled across the books to keep what students have learned active. Teachers who want to can teach the books out of order because the syllabus of each book progresses slowly.
3. It is possible for beginning level students to work with sophisticated content, yet complete simple tasks. In general, students can understand a much higher level of language than they can produce. By grading tasks, that is, keeping them simple at a beginning level, the linguistic demands made of the students are kept relatively low, but the content of the exercises remains interesting to adult learners.

Steven Brown

Youngstown State University

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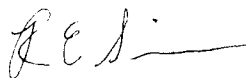


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Japan Embassy, Tourist Section, Singapore: p. 106 bullet train

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GENERATING IDEAS



Imagine describing your school building to someone. Before you can describe it, you need to think about what it looks like. You see the school building often, so you are probably used to it and have forgotten some details. Think about the following questions.

1. If you are standing on the street outside the school, what do you see?
2. Is the school in a city or in the countryside?
3. Is there one building or are there many buildings?
4. What colors do you see?
5. Are there trees, plants, flowers? If there are, what kind and where are they?
6. Is there a sign? Where is it? What does it say?
7. Are there people on the street near the school? Who are they? If there are no people, why not?

One way to imagine details is to close your eyes and try to see a picture in your mind. This is called *visualizing*.

Close your eyes and visualize your school from the outside.



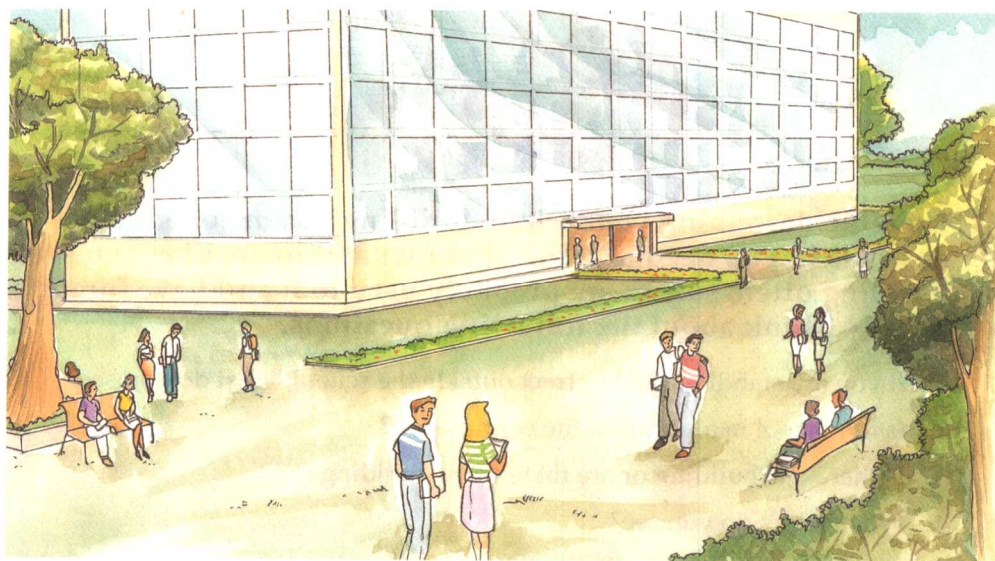
On a piece of paper, quickly write down some English words that describe what your school looks like. Don't write complete sentences. Write for three minutes.

If you can't think of all the words in English, add three to five words in your native language. You can look up the correct English words later.



Work in a small group. Share your list with the other students. Find out which details each person remembered about the school. Discuss the following questions and add details to your list.

1. Did the other students remember details that you had forgotten?
2. Did you remember some details that they had forgotten?
3. Are there some details that you and the other students disagree about or are unsure of? Mark those with a question mark and check them later.
4. Explain the words in your native language to your classmates in English. Can they give you the English word for your idea?



1. **After school today, stop outside your building and look at it carefully. On the same paper that you used in class, make some notes about important details that you notice.**
2. **Check the notes made in class. Are they accurate? Write notes in English if possible. Check the vocabulary with the teacher, classmates, or a dictionary. Spend no more than five to ten minutes on this activity.**
3. **Do this again the next time you come to school. Each time you look at the school, you will notice new details.**



- | Classmate | Friend from Somewhere Else |
|-------------------------------------|---|
| <i>The Modern Language building</i> | <i>A 12-story modern, gray building with high windows</i> |

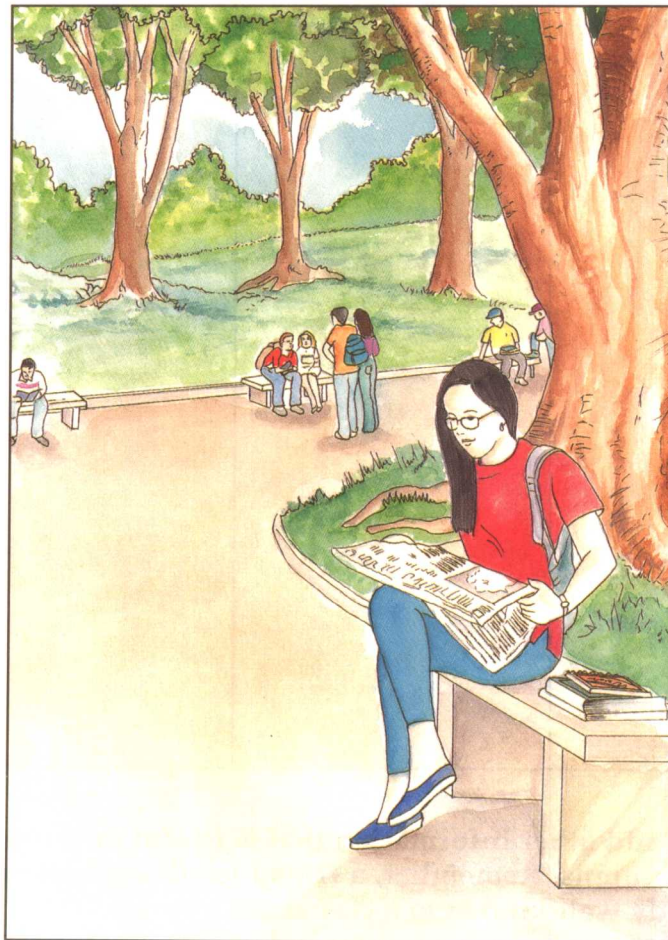
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The *audience* is the reader or group of readers for whom you are writing. Often your audience has knowledge similar to yours, but this is not always true. A different audience changes the information that you present in an essay. Different readers may or may not have the same knowledge that you do.



In thinking about your audience, ask yourself these questions.

1. What does the reader already know?
2. What does the reader need to know?
3. What other information might be useful to the reader?
4. What information would be interesting to the reader?





1. You are going to write a letter describing your first day at one of the following places.

- a. university
- b. a new job
- c. a foreign country

Think about the questions below and write notes.

- How do things look?
- What are the people like?
- How do you feel: happy, sad, confused, bored? Why?

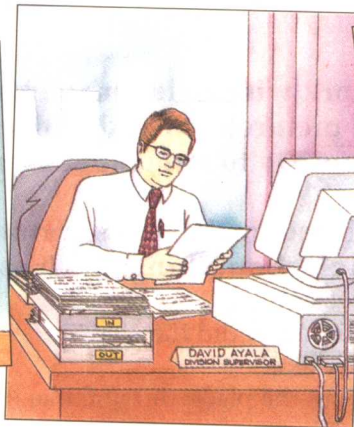
Things look:
new
clean
wide streets
big buildings
bright

People:
friendly
fat
wearing old clothes
aggressive

I feel:
happy but confused
things are too fast for me

2. You are writing to someone who has not been to that place or had that experience. Choose one of the following people as your audience.

- a. a classmate or teacher from school
- b. a co-worker or supervisor from your job
- c. a family member



Which information will you include for this reader? Make a few notes and discuss with a classmate.

How would a different reader (audience) change the information you include in your letter? Write down a few ideas and discuss them with your partner.

Working alone, write a one-page letter on a separate piece of paper.



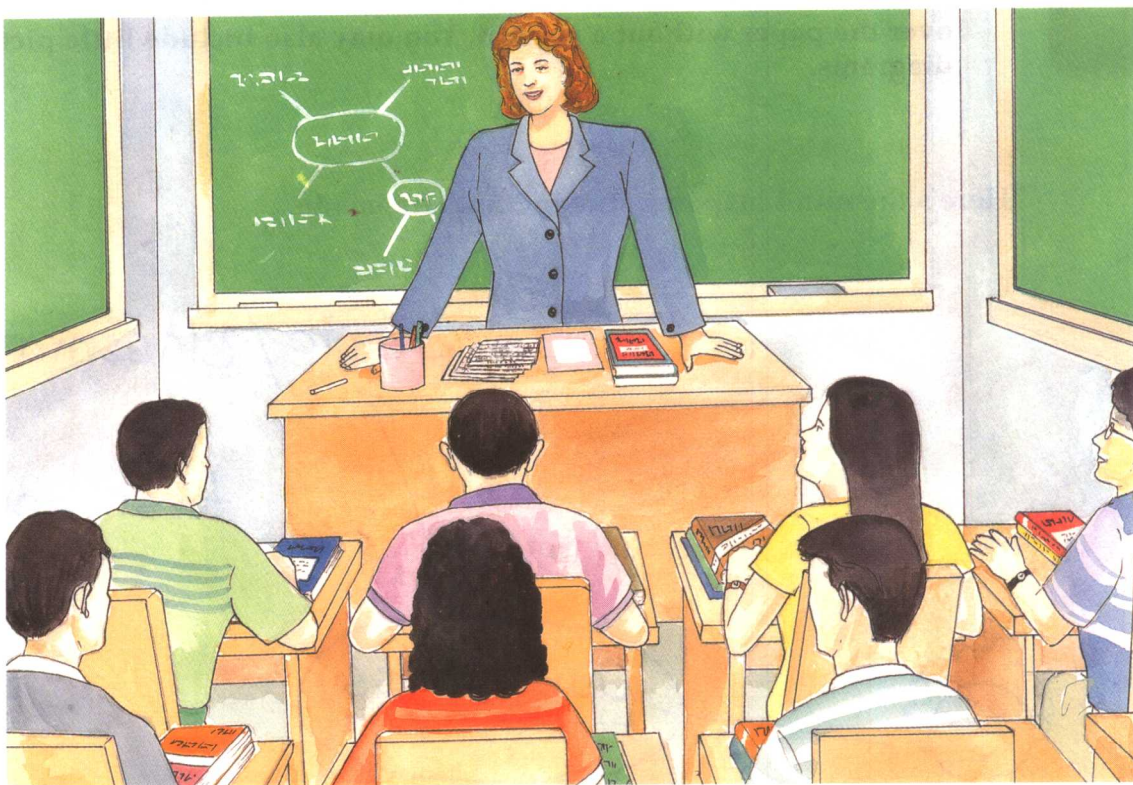
CHALLENGE



1. You are going to work with a classmate. Look quickly at the pictures above. Choose one picture each and look carefully at it for one minute. Don't tell which one! Try to remember as much detail as you can.
2. With your books closed, make notes about your picture on a separate piece of paper. Think about things such as:
 - What kind of place was it?
 - Were there any people? How did they look?
 - What was the weather like?
 - How did you feel about the place: did you like it? Why?
3. Now, keeping your book closed and using your notes, take turns telling your partner what you can remember about your picture.
4. Now open the book and look at the pictures. Who could remember the most details? What points did you forget?
5. Write a paragraph describing your *partner's* picture.



BRAINSTORMING



To write a 150–200-word essay about your class, there are many possibilities. You could do any of the following.

1. Tell a story about the first day of class.
2. Describe what your classroom looks like.
3. Describe the other students in the class.
4. Explain activities usually done in class.
5. Compare this class with another class.

Before writing your essay, it is necessary to get several different ideas (or topics) that might be interesting. This is called *brainstorming*. It's often useful to try to get several different ideas before deciding on one specific topic for the essay.

In Unit 1 you learned to visualize something and quickly write down your ideas. This is one kind of brainstorming. We are going to use a different brainstorming technique for this topic. This technique uses a *mind map* to brainstorm for an essay about your class.

MAKING A MIND MAP



1. Write the words *Our class* in the middle of a piece of paper.
2. Now write down any other words that you think of. Write the words all over the paper without a pattern. You may also include little pictures or diagrams.

Here's the mind map one student, Suzette, made.

