

RITA SILVER

STEVEN BROWN SERIES EDITOR

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WRITING

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通达英语

写作教程

第三册

教师用书

Teacher's Edition

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藏书章

### TEACHER'S EDITION

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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 Brawn**

Youngstown State University

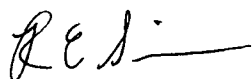
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Without the willing cooperation of my students, this book would not have been possible. I would especially like to thank all of the students who tried the materials, gave me feedback, and allowed me to use their papers as examples in this text. As I help my students learn to express their ideas in writing, I find that I am always learning from them as well.

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Finally, thanks to my family for all their encouragement. Although they did not understand *why* I would want to spend evenings, weekends, and holidays writing a textbook, they were willing to provide support for me to follow my own journey.

A handwritten signature in cursive script, appearing to read 'R. E. S.', followed by a horizontal line.

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# INTRODUCTION

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Welcome to *Journeys: Writing 3*. The word “journeys” conjures up something more unusual, more thought-provoking, more affecting than the standard “trip.” I hope that your experience using this book leads you and your students on a journey of sorts: a journey toward new ideas, new skills, and new learning experiences.

## About *Journeys: Writing 3*

*Journeys: Writing 3* is a writing text for intermediate students learning English as a Second Language (ESL) or English as a Foreign Language (EFL). It can be used as a single text for a writing class or it can be used complementarily with other single-skill textbooks in this series. The 20 units in *Journeys: Writing 3* provide sufficient materials and activities for a 40 to 60 hour course.

## A Typical Thematic Unit

*Journeys: Writing 3* contains 20 units. These 20 units are divided into five sections. The first section focuses on introducing important concepts in the *process of writing*, such as brainstorming, which will be used throughout the book. Each of the subsequent sections focuses on a specific *rhetorical pattern*. Specific patterns for spatial description (describing a place), process description (explaining how to do something), explanation by order of importance, and comparison and contrast of two things are taught.

Each section has four units which follow each other in order, helping students build up to four written essays using the different rhetorical patterns. The units within each section teach students how to write introductions, develop topics, organize different kinds of essays, and write conclusions. The units also divide up the work of writing the essay into generating ideas, creating a draft, reviewing the draft (either independently or with a peer), and editing the draft.

Activities in each unit require students to read, write, discuss, and analyze. Thus, the activities encourage language development in a variety of skill areas. The exercises in these units are also designed to help students learn to review and edit their own writing using the grammatical knowledge that they have learned in their language study but don't always apply in their language use. Analysis of writing is included at various stages of the draft writing. This breaks up the draft writing and provides feedback to students as they write.

## Process Writing

This book assumes a process writing approach. This means that writers are not expected to write in a linear fashion, starting with an idea and moving in lock-step to a finished essay. Instead, it is assumed that writers develop new ideas as they write, revise what they have already written as they get new ideas, and edit their work to refine it even when it might seem “finished.” (See Krapels, 1990, for a review of current research on process writing and second languages.)

The book also assumes that proficient second language writers use some of the same strategies that proficient writers use in their first languages (Zamel, 1982). However, developing writers in a second language need to be encouraged to use the revision and editing techniques that proficient writers use. In fact, some of these techniques may need to be explicitly taught to second language students. Therefore, this book includes activities for brainstorming, organizing ideas, writing first drafts, analyzing writing, revising, and editing.



## Tips for Teachers

Don't worry if you are not accustomed to teaching some of the concepts such as brainstorming and peer review. Each of these is introduced to the students step by step with the activities in the units. More information about using these concepts in class (including why, how, and some references in case you are interested in further reading) are included below.

### *Brainstorming*

"Brainstorming" is a cover word for a variety of techniques that help writers generate numerous ideas quickly. These ideas are possibilities that a writer may or may not use in the actual writing. Brainstorming can be done individually, in pairs, in groups, in class, or as homework. Several different techniques are introduced in this book because writers usually find that they like one or two techniques, but are not as comfortable with others. By introducing several techniques, and activities which encourage students to use those techniques, student writers can try out several different ways to brainstorm—and then use the ones they like best in their future writing. Students should try all of the different brainstorming techniques at least once so they will be familiar with them. After my students have tried a technique, I don't force them to use it again; I let them select the techniques that work best for them.

One good thing about any brainstorming technique is that it gives the writer something to start with: instead of facing a blank white page, the writer can start with a few words, pictures, ideas, etc.

Brainstorming is difficult for some people, easier for others. Moving from brainstorming to an essay seems to be at least a little difficult for everyone. Therefore, techniques and activities which show students how to use their brainstorming ideas to start writing are included in the units.

No one is satisfied with their first attempt when writing. This text assumes that the first written product is "a draft": the first draft is just an initial attempt to get ideas on paper and organize those ideas. Students will go over every essay two or three times.

### *Timed-writing Activities*

When students are writing during class time, it can be helpful to set a time limit for the writing. Some of the activities in this book require students to write quickly and steadily for a short period of time. This is called "quickwriting" (Jacobs, 1986) and it is explained in detail in the teacher's instructions for the chapters in which it is used. You might also want to use timed-writing for other in-class writing activities. One thing that distinguishes in-class writing from homework is that the amount of time for writing is controlled in class. At home, students can write for as long as they like. By setting a time limit, you let students know how long they have to work, and you encourage them to work more quickly. On the other hand, at home, they can take time to think more carefully about their writing. Both timed-writing and writing without time limits are useful.

One procedure for helping students to work with the time limits is detailed below.

- Before the students start writing, tell them what the time limit will be.
- When half of the time has passed, tell them how much time is left.
- One minute before the time is complete, tell them "You have one more minute."

If the time for writing is longer than ten minutes, you might want to remind them of the purpose of the activity when they are part-way through the time. For example, "Remember: for this activity you only need to write a list of words." Or, "Remember: you should write as much as possible for this activity. Try to write faster! Don't worry about the grammar right now. We'll think about that later."

Explain to students that the purpose of timed-writing activities is to get ideas down on paper; they will go over it again later to think about grammar, organization and vocabulary.

## ***Student Discussions***

The discussion activities in this book are designed to give students a chance to talk to each other about their writing. The purpose is for them to share their ideas, to get feedback on their ideas, and to get new ideas from each other. This is an important part of the writing process because it helps students to get ideas for their writing. In a study by Zamel, ESL student writers reported that in-class discussions about the topic were very helpful as part of the writing process (1982: 199). Because the purpose of discussions is for the students to share with each other, the teacher should not intervene too much. However, this doesn't mean that you have nothing to do. Not at all! One of the main roles for the teacher during the discussions is to circulate around the room and be available to answer questions.

You can use this time to correct individual problems or to point out errors on grammatical points that have been discussed recently. Your comments should be short so as not to interrupt the students' discussion. This is not a good time to give long explanations.

One possibility for correction and feedback is:

- Carry a note pad as you walk around the room.
- Take notes on things that students say.
- If you hear several students making the same type of error, you can use that for a short grammar-based lesson at the end of class or on another day.

You can also use your notes to record vocabulary items that you would like to introduce or explain to the whole class. These words and phrases can be used for later vocabulary activities (games, practice, quizzes, etc.).

## ***Feedback and Correction for Student Writing***

The terms *feedback* and *correction* can be used synonymously. However, *correction* is usually used to mean explicit comments from the teacher about student productions which are non-target-like. Students usually expect this type of explicit correction from teachers; however, explicit correction is not the only kind of feedback that writing teachers need to give. Teacher feedback should include comments about both content and form (Zamel, 1982; Fathman & Whalley, 1990); it should also include comments about the process of writing (Zamel, 1982). This type of feedback should be given throughout the writing process. This is one reason why you should be constantly circulating through the room, providing comments to students and answering questions. For example, while students are doing the exercises in Unit 5, the teacher circulates around the room helping students to write questions and correcting the questions that students have written. The teacher is not expected to cover all of the errors in the students' questions; instead, the teacher should look for errors that re-occur, errors that several students make, and errors that are critical to comprehension.

Although students do not learn immediately from all teacher corrections, some explicit correction can be useful to language students. Raimes has suggested that writing is the best situation for this kind of correction because "The nature of writing is such that we produce a visible record of what we say. We can write our ideas, then look at them, reflect, monitor, make changes, add, delete, edit" (1991: 55). In process writing, explicit correction (and all other feedback) is considered to be input for revising (Shing, 1992). Therefore, it is useful for the teacher to provide some correction of errors while students are writing.

In addition to providing feedback during class activities, the teacher has other options. Here are three possibilities that you can try.

1. Select sentences or paragraphs from student papers and use them for whole-class correction. Copy the selections onto a handout or put them on a transparency without the name of the student writer. Several examples of the same type of error from different students can be given. Thus, three examples

of sentences which have errors in prepositions from three different students would be presented together. Have students work on finding and correcting the errors. At the end of the session, give the correct answers to the class.

2. Check individual writing assignments and mark specific errors by underlining or circling them. Do not correct the errors (Robb, Ross & Shortreed, 1986; Fathman & Whalley, 1990). In this case, the student is expected to try to correct the error and hand in the paper again.
3. Check individual writing assignments and comment in the margins on re-occurring errors without correcting them. For example, next to a paragraph with several verb tense errors write "Check this paragraph for past tense verbs." Have the student read over the paragraph and try to correct the errors, then hand in the paper again. (See Ferris, 1995.)

Whatever method is used for correction of errors, it is important to do the following:

- Provide feedback for student revisions.
- Provide feedback on content and form.
- Provide feedback on the writing process as well as the written product.
- Provide positive feedback as well as feedback about errors.

Positive feedback is essential to student writers. In addition to knowing about errors, student writers need to know what they have done well. This allows them to see correct models in their own writing (Raimes, 1991), and it provides encouragement for future writing.

### *Peer Review*

Peer review is not intended to replace a teacher's comments about student writing. Peer review is a supplement to the help that the teacher gives to students (Gaies, 1985). When students read each other's work, they get ideas about their own writing. They also learn how to evaluate writing, so that they can edit and improve their own work. Peer review provides students with additional readers and purposes for their writing. Finally, by working together and reviewing each other's work, students learn how to explain their ideas. Often these discussions help students find new ways to present their ideas.

However, peer review is only effective if students are taught to provide useful comments to each other (Berg, in press). This is part of learning to be analytical about writing; it is also part of learning how to make suggestions and be polite in English. The peer review activities in *Journeys: Writing 3* give step-by-step instruction so that students learn to do peer review as they are doing it.

It is useful to keep in mind three general principles when teaching the students to do peer review:

1. Peer review usually does not cover grammar. It is most useful for comments about organization of the writing, clarity of the ideas, getting new ideas that might also be included (a kind of collaborative brainstorming that goes on while discussing the writing), and trying new ways to explain things.
2. Peer review is not only about problems and criticisms. Positive comments about the writing should always be included. Praise is always pleasant to receive!
3. Peer review is about giving and receiving suggestions. The writer *does not* have to follow the reviewer's suggestions; the reviewer *does* need to explain his/her suggestions clearly and politely.

Peer review may be done at different points of the writing process. It can be done once or several times for the same piece of writing. It can also be done for the whole written piece or for part of the written piece. In this book, it is suggested that peer review take place while students are still working on their essays, before they give the essay to their teacher for comments and corrections. After peer review is done,

students have the opportunity to make changes to their work. After this re-writing is done, the essay is given to the teacher. In some cases, you may want to see copies of the work in progress as well. If that is the case, copies of the student essays can be made so that your comments do not distract the peer reviewer or detract from the peer review process. If you collect copies of the student's draft, you might also want to get copies of the student's peer review comments. By reading over the comments students make to each other, you can learn more about what students know and do not know about the process of writing. You can also provide support for students' comments: "Yes, I agree with what this student told you." Although students find it difficult to start with peer review, once they become familiar with it, you are likely to find yourself saying, "Yes, that's exactly the comment that I would have made!" (For more information about specific techniques for teaching students to use peer review, see Berg, forthcoming b.)

## **. Writing to Communicate**

Although the textbook exercises focus on some of the technical aspects of writing (how to indent, how to organize ideas, how to do a peer review), the main goal of all writing is to communicate ideas to readers. Therefore, even when we are teaching *writing*, we must keep two important *people* in mind: the writer, who wants to communicate his or her ideas, and the reader, who wants to be able to understand the writer's ideas clearly.

As you work together with your students, I hope you will enjoy this journey in writing.

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## "Road Map" for Journeys: Writing 3

Unit	Theme	Title	Focus Activity	Other Activities	Challenge
1	Introducing process writing	What Does Your School Look Like?	Brainstorming: visualization	Thinking about audience	Picture description
2	Introducing process writing	What's In The Classroom?	Writing a draft: using brainstorming ideas to begin writing	Brainstorming: using mind maps	Organizing brainstorming ideas
3	Introducing process writing	Would You Like To Read This?	Revising a draft	<ul style="list-style-type: none"> <li>• Analysis of writing: self</li> <li>• Analysis of writing: peer</li> </ul>	Using peer comments to revise
4	Introducing process writing	Where Are You From?	Analysis and editing: writing in paragraphs	Learning about editing	Identifying paragraphs
5	Description essay (place)	My Favorite Room	Brainstorming	Selecting ideas	Vocabulary: dictionary skills
6	Description essay (place)	What's Cooking?	Writing an introduction	<ul style="list-style-type: none"> <li>• Stating a topic</li> <li>• Explaining purpose</li> <li>• Developing a topic</li> </ul>	Self-analysis and organization
7	Description essay (place)	Where Is It?	Revising and organizing short essays	<ul style="list-style-type: none"> <li>• Adding more details</li> <li>• Re-organizing</li> <li>• Using prepositions of location</li> <li>• Peer review: using drawings</li> </ul>	Expectations and writing: discussing your peer review work
8	Description essay (place)	Does The House Still Look The Same?	Writing a conclusion	Editing your essay	Analysis: what's the best conclusion?



## "Road Map" for Journeys: Writing 3

Unit	Theme	Title	Focus Activity	Other Activities	Challenge
9	Process essay	How Do You Do That?	Brainstorming: charades	<ul style="list-style-type: none"> <li>Using brainstorming ideas to create a first draft</li> <li>Writing "Ask a question" introductions</li> </ul>	Vocabulary: using and explaining new vocabulary in writing
10	Process essay	Ants On A Log	Writing a draft: preparing and using an outline	<ul style="list-style-type: none"> <li>Using transitional words</li> <li>Writing a goal-oriented conclusion</li> </ul>	Puzzle: pictures and words to show chronological order
11	Process essay	Review	Analyzing and revising your essay	<ul style="list-style-type: none"> <li>Self-analysis</li> <li>Peer review</li> <li>Using synonyms</li> </ul>	Vocabulary: exploring and explaining new meanings
12	Process essay	Turn It On	Editing your essay	<ul style="list-style-type: none"> <li>Writing a title</li> <li>Using modal verbs to give instructions</li> <li>Identifying chronological order</li> <li>Using transitional words</li> </ul>	Explaining a process
13	Order of importance essay	A Hard Day's Work	Brainstorming topics and opinions	<ul style="list-style-type: none"> <li>Quickwriting</li> <li>Writing an introduction with a quotation</li> </ul>	Using a quotation
14	Order of importance essay	What's The Salary?	Writing and revising a draft	<ul style="list-style-type: none"> <li>Peer review</li> <li>Organizing by order of importance</li> <li>Adding details</li> <li>Using reverse order of importance</li> </ul>	Analysis activity: working together to improve writing

# "Road Map" for Journeys: Writing 3

Unit	Theme	Title	Focus Activity	Other Activities	Challenge
15	Order of importance essay	But Is It Interesting?	Analyzing and revising	<ul style="list-style-type: none"> <li>Analyzing conclusions</li> <li>Writing a conclusion by using your own experience</li> <li>Peer review</li> <li>Matching words and their meaning</li> </ul>	Circle writing
16	Order of importance essay	Who Said That?	Editing	<ul style="list-style-type: none"> <li>Editing punctuation for quotations</li> <li>Editing for verb tense</li> </ul>	Quotation mania
17	Comparison and contrast essay	Compared To What?	Brainstorming: using a chart	Organizing comparison and contrast ideas	Analyzing a description
18	Comparison and contrast essay	Sushi Or Hamburgers?	Starting a draft: quickwriting	<ul style="list-style-type: none"> <li>Organizing information</li> <li>Outlining</li> </ul>	Formal writing style: using third person singular in writing
19	Comparison and contrast essay	Are They The Same Or Different?	Writing and revising your essay	<ul style="list-style-type: none"> <li>Organizing paragraphs</li> <li>Using phrases to show comparison and contrast</li> <li>Writing a summary conclusion</li> <li>Peer review</li> </ul>	Analyzing a comparison and contrast description
20	Comparison and contrast essay	Review	Editing your essay	<ul style="list-style-type: none"> <li>Self-analysis</li> <li>Sentence combining</li> <li>Peer review</li> </ul>	Review quiz

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