

JOANNE SAUBER-SELLEN

STEVEN BROWN SERIES EDITOR

# JOURNEYS

GRAMMAR

3

通达英语

语法教程

第三册

教师用书

Teacher's Edition



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



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### 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 Brown**

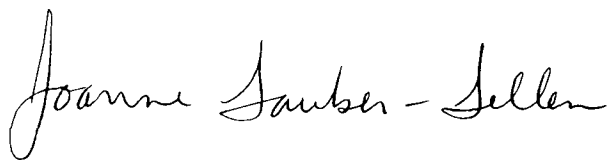
Youngstown State University

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A handwritten signature in cursive script that reads "Joanne Sauber-Sellen". The signature is written in black ink and is positioned at the bottom of the page.

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# INTRODUCTION

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As a teacher of English for over 15 years, I have used many fine grammar texts in my ESL and EFL classes. However, I typically could not find all the elements necessary to provide my students with a communicative grammar lesson in one textbook. I often found that the books did not have realistic contexts in which to present a natural use of the grammatical structures, or the oral practice consisted of drill work rather than meaningful, task-based, communicative practice. Therefore, it was necessary to prepare lessons with material from several different sources to create my own activities for presenting the grammar, providing pairwork activities, and developing meaningful writing practice. My goal in *Journeys: Grammar 3* was to produce and gather all the elements necessary to conduct a successful grammar lesson in one unit: a realistic presentation of the grammar in context, controlled exercises for accuracy of form, a task-based pairwork exercise, meaningful written practice, and exercises to extend the grammar.

*Journeys: Grammar 3* is an interactive, student-centered, high intermediate grammar course. It can be used as the main text or as a supplement in a grammar class, in listening/speaking classes, or integrated skill classes. The book is designed with the busy teacher in mind, in that the teacher does not have to make up interesting practice or pairwork activities because the book contains everything the teacher needs.

*"I can understand the grammar in the book, but I can't use it when I speak!"*

The most common complaint from students about their grammar is that they can understand the grammar when they practice it in a traditional grammar text, but they cannot produce it when the structures are required in their everyday speech and writing. If the students cannot produce the grammar accurately when they speak or write, then they have not mastered the grammatical objective. Therefore, in *Journeys: Grammar 3*, each unit has plenty of tasks which maximize student production of the grammatical objective.

*Journeys: Grammar 3* consists of 20 six-page units. The units can be taught out of order to supplement a topic or grammatical point for another class or in the order presented here. The grammar is presented and practiced in a variety of thematic contexts to ensure that the students see and practice it in as many ways as possible. The variety of contexts also allows the teacher more freedom to use the units as supplements.

## A Typical Unit

### *Grammar in Context*

English grammar has traditionally been taught as a separate skill. However, students themselves understand that they need to be grammatically accurate when they are speaking and writing. Since grammar cannot be separated from the other skills, it is unnatural to present a grammatical structure in isolation.

Each unit begins with the presentation of the grammar within a context, usually in the form of a conversation. The conversation serves to focus the students' attention on the grammatical structure. The students see the grammar being used within the situation or topic of the conversation.

### *An Inductive Approach*

Educators have long known that students have a tendency to retain more information if they are given the opportunity to use their own cognitive abilities to solve a problem. Traditional grammar texts typically give the students the rules and examples and expect the students to memorize them and later, to transfer this knowledge into their language production. In *Journeys: Grammar 3* the students are shown examples of the grammatical structures and are asked to develop the rules for their form and use. The students (either in pairs or small groups) analyze the context and develop the "grammar rule" through a series of prompts in which they are asked to focus on the form, meaning, and usage of the grammatical point. This approach provides a much more engaging lesson because the students are actively involved in their own learning.

Another advantage of this type of grammar presentation is that it allows the teacher a chance to assess the individual student's knowledge and mastery of a particular grammatical point and to discover specific areas of weakness.

### ***Do-It-Yourself Grammar***

This page is unusual in that it requires students to complete parts of the grammar charts, which, in most traditional grammar texts, are supplied for the students. When the chart is given to the students, they are not required to think about how the grammar structure is formed. When they are made to be responsible for the accuracy of the chart, the students are more focused and actively involved with the lesson. This page gives the students practice in form and meaning through controlled practice. In most units, students move from an activity that asks them to use information about themselves in *sentence completion exercises* to more traditional grammar exercises such as *fill-ins* that encourage accuracy. These types of exercises are standard for most grammar texts. They are included in *Journeys: Grammar 3* because they are valuable for the students. If the student cannot produce the grammar accurately in a controlled practice, then the student is likely to have difficulties using the structure when it is required in everyday speech and writing. This page helps the instructor identify students who need further practice producing the structure before they move on to less controlled, more open-ended practice.

### ***Pairwork***

One of the most important goals of any grammar class should be to provide the students with the opportunity to produce the grammatical structure in their own speech, that is, outside of the confines of traditional grammar exercises. The next two pages are pairwork pages which require students to focus on oral production of the grammatical structure while they are completing a task. A task-based pairwork activity focusing on the grammatical objective is an essential part of each unit in *Journeys: Grammar 3*. A variety of task types are used in the *Pairwork* pages, such as information-gapped exercises (or jigsaw activities), interviews, and problem-solving activities. In some cases the students develop a part of their own pairwork exercises.

### ***Grammar in Writing***

The fifth page of the unit, *Grammar in Writing*, focuses on the written production of the grammar. This page continues the emphasis on production in *Journeys: Grammar 3* by requiring that the students complete a speaking task in the form of a class survey or paired interview in order to collect data. The information the students gather provides the content of their writing. Writing is an active skill, and since most grammar is taught passively, students typically feel that their knowledge of grammar does not extend to their writing. Many students feel that their biggest problem is not being able to recognize when a particular grammar structure is called for in their writing. This difficulty is partly due to the fact that students do not have much opportunity to write in English or may in fact have little experience in writing in their own languages. They also may not understand common conventions used in writing. In *Journeys: Grammar 3* students are given a model to follow in each lesson to help them get started on their own writing.

### ***Challenge***

*"Variety is the spice of life."*

In the classroom, as in life, it is important for students to experience a variety of activities while they are learning to maintain interest. The activities on the *Challenge* page help reinforce what the students have learned and give students who need more help a further opportunity to hear and use the grammar. This page expands the practice and usage of the grammar point. It may deal with an exception to the grammar

point. It may present and practice another usage of the structure, or it may include a task or activity that focuses on oral production in the form of a game or small group activity.

## Teaching Suggestions

### *Grammar in Context*

Using the conversations:

- (Books closed) Choose one student to read the conversation with you to the class. Do not read the unit title or the sub-title. Ask the students to guess what the grammatical point of the lesson is. Ask students if they can remember any of the forms of the grammatical structure. Ask them to write them on the board. If students are able, ask them to tell the class what they know about the structure.
- (Books closed) This activity is similar to the one above, except tell the students the grammar objective of the unit but do not give students any examples of the form. Ask the students to raise their hands every time they think they hear the grammatical objective.
- (Books closed) Read a line of the conversation and ask the students to write what they think the next line of the conversation will be. Repeat a few times. Ask for volunteers to write their responses on the board. Discuss the responses with the students. This activity can be done in pairs.
- After the students have completed the page, ask them to write their own conversations using the grammar structure. Choose funny or interesting conversations and write them on the board. Ask two students to memorize one and perform it in front of the class.
- This activity is similar to the one above, except the students should write their conversations in pairs. Students then teach the grammar objective to the class by asking questions similar to those found at the bottom of the page.

### *Responding to the Inductive Parts of the Lesson*

The students can discuss their answers in small groups or in pairs. It is important, however, to go over the students' reasoning about the grammar rules together as a class. Ask the students to tell you about any exceptions to the rules that they know. Discuss them with the class.

### *Do-It-Yourself Grammar*

Using the chart:

Students can do the charts on their own and then check in pairs or small groups. The instructor may put the chart on the board and elicit responses from the group. You might also ask the students to work in pairs to come up with a completely new chart using their own examples to present to the class. Discuss the responses with the class. Since this chart is an important reference point for the students, it should be checked by the teacher for accuracy. Answers and explanations have been provided. Where answers vary, sample answers have been given. However, these are meant to serve as a guide and should not be taken as absolute.

### *Sentence Completion Exercises and Fill-in Exercises*

These sentences can be used in a variety of ways.

By the instructor:

- They can be used as a means of evaluation by the instructor. The answers can be written on a separate piece of paper and handed in to the instructor to be graded.
- The instructor can choose interesting responses from the sentence completion exercises and read them to the class. The students can guess who wrote the response.
- The instructor can write sentences using student errors (anonymously) on the board and ask the students to find and correct the errors.

In pairs:

- Students can read the first part of the sentence and listen to their partner's completion.
- Students can exchange their books with a partner for peer-editing.
- Students can read their responses to a partner and do peer-editing orally.
- The pairs can try to come up with five more sentences for their partners to fill in or complete.

In groups:

- The students can read their responses to the group and the group can choose the most interesting responses from the sentence completion exercises to tell the whole class. The other classmates can try to guess whose response it is.
- The group can assemble a list of the most common errors they found and present it to the class.
- The students can try to come up with five more sentences for the class to fill in or complete.

### **Pairwork**

In using the pairwork pages, it is important that the students do not look at each other's books. It is also important that the students change their partners and work with different classmates for variety. Be sure the students understand the tasks involved. Students often think that a pairwork means an information gap activity in which they are asking their partner for missing information. That is true in some cases, but other pairwork activities require the students to simply interview their partners and take notes. *Some pairwork activities require homework preparation the night before you conduct the activity. Therefore, it is important to look ahead at the unit to see what kind of preparation is required.* For example, a pairwork interview may require the students to write one or two of their own questions. Since some students may need time to think of their questions, students can do this for homework, and you can use valuable class time for oral production of the grammar. Each pairwork provides a model. Go over the model with a student. Check that the students understand what they are supposed to do and that they are not on the same page as their partners. Circulate in the room as they are conducting the activity. Check that they are using the grammar correctly. You may want to interrupt a pair if they are having problems producing the grammatical objective correctly. Other grammar mistakes you may want to correct later. If the students have difficulty with a grammar objective, you can use the pages they did not use in the pairwork and have them do the activity again at a later date. (That is, if a student was Student A in the pairwork the first time, the student can repeat the activity as Student B.) This is also a good technique for review at any time.

### **Grammar in Writing**

Most of the activities on the writing page are in two parts. There is usually an interview with a partner or a few classmates or a whole class interview in the form of a "Find Someone Who" exercise. It is important to get the students out of their chairs and circulating in the room. An example of the structures required to conduct the interview is given at the top of the page. The students will be taking notes in the interview. Explain to the students that notes are not complete sentences. Write a few examples on the board. You can use the model at the bottom of the page by taking a sentence and writing it in the form of notes. Sometimes it is helpful to look at the model of the writing at the bottom of the page for the students to understand their final goal. Go over the example and ask the students to complete the writing assignment.

The writing can be handled in any of the following ways:

1. The students can hand in their writing on a separate piece of paper.
  - The instructor can choose interesting ones to share with the class.
  - The instructor can write a worksheet containing errors for students to find and correct in pairs.
  - The instructor can choose an exceptionally good piece of writing and ask the students to explain why it is good.

2. The students can do the activities listed above in small groups.
3. The students can exchange books for peer-editing. They can do this by using editing symbols or asking questions for clarification.

### **Challenge**

The activities on the *Challenge* page vary from unit to unit. The activities can be handled like other activities in the unit. For example, if they are controlled activities such as *sentence completion* exercises or *fill-ins*, they can be handled according to the suggestions given under the *Do-It-Yourself Grammar* page. Sometimes games can be played in small groups. In these types of activities, it is essential that you go over the instructions and the examples given to the students, so that they understand what they have to do. Circulate as the students are completing the activities and give assistance and make corrections as needed.

### **A Word About Error Correction**

There are as many philosophies about error correction as there are teachers. Each teacher has to decide when and how to correct his or her individual students. A teacher needs to determine the severity of the error, that is, whether or not it impedes comprehension either in the student's spoken or written production. A teacher also needs to consider the temperament of the students in the determination of whether to correct. Some students are open to correction and actively encourage their teachers to correct them. Other students tend to become frustrated when they are constantly being interrupted and may not participate whole-heartedly in class activities. I usually do not interrupt students to make corrections if the error is not the objective of the lesson. If the error is essential to the activity or the grammar objective, I will interrupt to correct them. I find students usually appreciate corrections made on written work, which is why feedback on the writing exercises in *Journeys: Grammar 3* is important for the students. Errors in the speaking activities can be handled in any of the following ways:

1. The instructor can make a list of common errors that occurred during the activity and go over them on the board after the activity is completed. For example: "I heard this today...(example of error). Can anyone tell me how to correct this?"
2. The instructor can interrupt the student and correct the error.
3. The instructor can interrupt the student and repeat the error back to the student. The student should try to hear his own error and correct it.

Errors on written work can be handled in any one of the following ways:

4. Develop a simple set of editing symbols to use so that students can correct their own writing. For example, sp = spelling, sva = subject-verb agreement.
5. You could also use a check in the margin to indicate a mistake on that line. Two checks = two mistakes, and so on.
6. Students can exchange papers and edit each other's papers by marking them with editing symbols and by asking questions for any clarifications that are necessary. Point out to the students that if their partners are asking questions to clarify the meaning of their writing, that means that there is a communication problem. After the students have tried to explain to their partners what they meant, they should rewrite their assignments.

Students tend to gain more grammatical accuracy after they have solved grammatical mysteries on their own and after they have had ample opportunities to practice the grammar orally. This book allows them to do both. I hope the different approach to grammar in *Journeys: Grammar 3* will be of help to you and your students.

## "Road Map" for Journeys: Grammar 3

Unit	Title	Introduction	Do-It-Yourself Grammar	Pairwork	Grammar in Writing	Challenge
1	I Haven't Smoked Since 1996.	Topic: Quitting Smoking	Present Perfect	Information Gap: Asking About Recent Activities	<ul style="list-style-type: none"> <li>• "Find Someone Who" Activity</li> <li>• Writing About Classmates' Habits</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Present Perfect to Express Surprise</li> <li>• Adverbs of Frequency and the Present Perfect</li> </ul>
2	Have You Ever Taught Art?	Topic: Applying for a Job	Present Perfect Contrasted With Simple Past	Interview: Asking About Past Experiences	<ul style="list-style-type: none"> <li>• "Find Someone Who" Activity</li> <li>• Writing About Classmates' Work Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Using <i>ever</i> in Negative Sentences and Questions</li> <li>• Contrasting Habits in the Present and Past</li> </ul>
3	I Was Reading The Paper.	Topic: Asking for a Favor	<ul style="list-style-type: none"> <li>• Past Continuous</li> <li>• <i>When</i> and <i>While</i></li> </ul>	Information Gap: Asking About Actions Occurring at the Same Time	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Classmates' Experiences</li> </ul>	Describing Actions During an Important Historical Event or Natural Disaster
4	I've Been Waiting For Twenty Minutes.	Topic: Rearranging Plans	Present Perfect Continuous	Information Gap: Asking About Lifestyle Changes	<ul style="list-style-type: none"> <li>• Class Survey</li> <li>• Asking and Writing About Classmates' Possessions</li> </ul>	Asking About Unfinished Projects
5	I Need To Be In Seattle.	Topic: An Unexpected Delay	Gerunds and Infinitives	Interview Using Gerund and Infinitive	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Trying to Change a Habit or Behavior</li> </ul>	Asking About Pet Peeves

## "Road Map" for Journeys: Grammar 3

Unit	Title	Introduction	Do-It-Yourself Grammar	Pairwork	Grammar in Writing	Challenge
6	Judy's The Oldest.	Topic: Talking About Family	Superlatives	Interview About Trivia	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About an Important Experience</li> </ul>	<ul style="list-style-type: none"> <li>• A Trivia Game</li> <li>• Interview: Asking About Family Members</li> </ul>
7	I'll Have Another, Please.	Topic: Talking About Work	another / the other / others / the others / most of... / some of...	Information Gap: Asking About Collections	<ul style="list-style-type: none"> <li>• Class Survey</li> <li>• Writing About Classmates' Exercise Habits</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting a Class Survey</li> <li>• Presenting the Results of the Survey</li> </ul>
8	I Took A Class To Prepare.	Topic: Meeting an Old Friend	To + Verb and For to Show Purpose	Information Gap: Talking About Nutrition	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Classmates' Habits</li> </ul>	Guessing Game Using To + Verb or For
9	I Bought It When I Was In Africa.	Topic: Travel	<ul style="list-style-type: none"> <li>• Past Time Clauses</li> <li>• before / after / as soon as / when / while / since</li> </ul>	Information Gap: Asking About Past Experiences	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Important Events in a Classmate's Life</li> </ul>	Guessing Game Using Past Time Clauses
10	What Have You Been Up To?	Topic: Talking About Recent Activities	Review of Grammar from Units 1-9	Information Gap: Guessing a Classmate's Responses	<ul style="list-style-type: none"> <li>• Sentence Completion Exercises</li> <li>• Error Correction Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a Group Story</li> <li>• Giving Suggestions to Classmates</li> </ul>

## "Road Map" for Journeys: Grammar 3

Unit	Title	Introduction	Do-It-Yourself Grammar	Pairwork	Grammar in Writing	Challenge
11	Is Everything All Right?	Topic: Making Plans	Indefinite Compounds With <i>some-/any-/no-/every-</i>	Interview	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Preferences</li> </ul>	Guessing Game Using Indefinite Compounds
12	As Soon As I Graduate ...	Topic: Talking About Future Plans	Present and Future Time Clauses: <i>as soon as/before/after/until/when</i>	Information Gap: Asking About Daily Routines	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing Paragraphs About Routines</li> </ul>	Guessing Game Using Time Clauses
13	Bowling Is Boring.	Topic: Talking About Bowling	Participles as Adjectives	Information Gap: Asking About Emotions	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Classmates' Lives</li> </ul>	<ul style="list-style-type: none"> <li>• "Find Someone Who" Activity</li> <li>• Writing Descriptions</li> </ul>
14	When I Have Too Many Things To Do ...	Topic: Getting Ready for Work	The Real Conditional	Problem Solving: Negotiating Household Jobs	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Coping Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Giving Directions</li> <li>• Giving Factual Information Using the Conditional</li> </ul>
15	You Must Be Getting Sick.	Topic: Helping a Friend	Present and Past of the Modals: <i>might/may/must</i>	Problem Solving: Guessing the Whereabouts of a Friend	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing a Paragraph About Past Opportunities</li> </ul>	Using <i>must</i> to Show Empathy
16	You Aren't Hungry, Are You?	Topic: Making Plans for the Evening	Tag Questions	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Using Tag Questions to Find True Statements</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing a Letter to Ask About Former Classmates</li> </ul>	"Find Someone Who" Activity



## "Road Map" for Journeys: Grammar 3

Unit	Title	Introduction	Do-It-Yourself Grammar	Pairwork	Grammar in Writing	Challenge
17	Do You Know How I Can Reach Him?	Topic: Asking for Information	Embedded Questions	Information Gap: Asking for Information About Special Events	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing a Letter to Inquire About a Friend in the Past</li> </ul>	Discussion of Embedded Questions Used in Formal Situations
18	Use Your Time More Efficiently.	Topic: Using the Internet	Comparative Form of Adverbs	Interview: Making Comparisons About Personalities	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About Personality Changes</li> </ul>	Game: Making Statements Using a Comparative
19	I Think I Know The Man Who ...	Topic: Recognizing an Acquaintance	Relative Clauses Using <i>who</i> and <i>that</i>	Interview Using Relative Clauses	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Writing About a Person You Admire</li> </ul>	<ul style="list-style-type: none"> <li>• Game: "I Spy..."</li> <li>• Relative Pronouns as Objects</li> </ul>
20	Once Again.	Topic: Review	<ul style="list-style-type: none"> <li>• Review of Grammar from Units 1-19</li> <li>• "Find Someone Who" Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Completion Exercise (p. 117)</li> <li>• Pairwork Personality Test (p. 118)</li> </ul>	Writing a Letter of Apology (p. 119)	Sentence Completion: Present Perfect Continuous, Past Continuous, Infinitives and Gerunds, Embedded Questions, and the Real Conditional (p. 120)