

STACY A. HAGEN

STEVEN BROWN SERIES EDITOR

JOURNEYS

WRITING

1

通达英语

写作教程

第一册

教师用书

Teacher's Edition

 上海外语教育出版社
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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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Stacy Hagen

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INTRODUCTION

Welcome to *Journeys: Writing 1*. 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 1

Journeys: Writing 1 is a writing text for beginning English as a Second Language (ESL) or English as a Foreign Language (EFL) students. The text is versatile. It can serve as the single text for a course emphasizing writing skills; it can be used complementarily with other single-skill textbooks or as a writing supplement to multi-skill textbooks. The 20 units in *Journeys: Writing 1* provide sufficient material and activities for a 40 to 60 hour course.

There are many writing books that adequately cover beginning writing points. But it is often left to the teacher to make the tasks engaging and relevant to their students’ own experience. In approaching *Journeys: Writing 1*, I began with the assumption that writing tasks should be fun, interactive, and relevant—especially at a beginning level. And since language acquisition involves all skills, more than just writing should be involved. The tasks in *Journeys: Writing 1* are designed so that students are called upon to make use of their speaking, listening, and reading abilities as well.

Students at a beginning level often have considerable trouble either thinking of topics to write about or developing a topic. *Journeys: Writing 1* recognizes these challenges. The following overview of a unit shows how activities are carefully sequenced to guide students through the writing process so that by the end of each unit, they are able to compose a simple paragraph.

A Typical Unit

Read

Students read a model in the form of a paragraph, letter, note, or postcard that introduces the theme, vocabulary, and structures taught in the unit.

Vocabulary

Students participate in activities where they review and generate vocabulary related to the topic or learn new vocabulary they can apply to their writing as they work through the exercises in the unit.

Pairwork

These activities are designed so that students think about their own experiences as they relate to the topic, and work with a partner to further expand their ideas.

Grammar Focus

Each unit teaches a grammar structure related to the topic. For example, in learning to describe a place, the grammar practice focuses on “there is” and “there are.” These grammar sections offer clear and student-friendly explanations. The Teacher’s Edition has numerous suggestions for presenting these grammar points.

Grammar Practice

Students practice the grammar point introduced in the grammar focus section. The practice is tied in with the topic they will be writing about in the unit.

Sentence Practice

Students practice using the new vocabulary and grammar they have learned in the unit by writing complete sentences, often related to their own lives and experience.

Writing Focus

This section presents tasks to review sentence level grammar such as punctuation and fragments, as well as to introduce paragraph development such as topic sentence, conclusion, and unity. While the topics increase in their complexity, the tasks remain clear and easy to understand for students.

Getting Ready to Write

This section presents questions that students can reflect on while they are paired with another student or as they work individually. The questions are structured so that students develop information they can use in writing their final paragraph for the unit.

Paragraph Writing

Students are now ready to write a paragraph based on the topic and use the grammatical structures presented in the unit. From answering the questions in *Getting Ready to Write*, they have already thought about details they may want to include in their paragraph.

Self-editing

Students are asked guided questions which help them check the grammar and rhetorical focuses of the unit. This final editing check is done before they turn in their work to the teacher.

Challenge

The last page of each six-page unit includes one or more fun practice activities that challenge students' knowledge of the skills they have acquired in the unit. These may include interviews, games, group stories, or other interactive tasks that lend themselves well to pair or group work.

Units 10 and 20

Units 10 and 20 are organized a bit differently; they serve as review and consolidation for each of the previous nine units.

Teaching Suggestions

Pair and Group Work

It is important in teaching writing that the tasks be varied so that student interest is maintained. Throughout the text, many of the exercises call for pair or group work so that students can interact with and learn from each other. Suggestions are given in the Teacher's Edition for how the teacher can best make use of this dynamic.

Error Correction

Suggestions for dealing with errors are as varied as the errors students make. Although teachers may disagree as to which method to use, there is general agreement that they need to be addressed in some fashion. In working with beginning writing students, I have found the following strategies useful. They are, however, not the only strategies and of course, teachers can always tailor them to their own individual style.

Selecting which errors to correct

It is not possible or advisable to correct all the errors that a beginning student might make. Because each unit targets a particular grammatical point, that grammar point can serve as a starting point. For example, since Unit 7 focuses on the past tense, it would be relevant to ask for the correct form and spelling of the verbs.

You may also find it appropriate to correct errors of grammar points that students should be expected to know at their level. For example, if they have previously learned the simple present tense and are currently working on the future tense, it would seem reasonable to expect students to be able to correct errors with the simple present tense after they are pointed out.

Marking errors

Some teachers like to be specific when marking errors and use symbols, either assigning numbers or letters. Others prefer to circle or underline the mistake, and let students try to figure out the problem. I have had success using a simple editing chart:

- 1 = sentence or phrase is unclear or is a translation
- 2 = run on (more than one sentence)
- 3 = fragment
- 4 = verb problem
- 5 = subject/verb agreement
- 6 = singular/plural
- 7 = capital letters or punctuation
- 8 = spelling
- 9 = word choice
- 10 = word form
- 11 = punctuation
- 12 = capital letters

At the beginning of the course, the teacher can go over the symbols and give examples to students. Then, when correcting, the teacher can write the number over each mistake and students correct them when they rewrite.

Rewriting is essential in helping students become aware of the kinds of mistakes they are making.

Errors above the students' level

Sometimes errors are made when students use language far above their ability. In most cases, they can be ignored. Occasionally, it may be useful to write in a correction when it is one they can understand and retain, or when the sentence is so difficult to understand that something simpler would be better.

As students work through the text, it is also useful to reinforce the points they are learning by providing opportunities for more informal writing in the form of journals. Once a week, you may want to assign a journal topic and introduce it to students via a letter that you write to them. Their journal consists of their

letter back to you. Giving them a model helps them with a format for the journal, shows them what you want them to focus on in writing, and gives you and your students a chance to get to know each other better. Here are some suggested topics that can be done over the course of the term:

- What you like to do every day
- You and your family
- Your past
- One of your friends
- One day last ____/____ ago
- My father/My mother/My parents
- For my next vacation

When collecting the journals for the first time, you can ask students if they want you to point out their mistakes. If so, you can write in the corrections. If not, you can read the journal for meaning only. In any case, it is helpful to respond at the end with some type of personal comment about what they have written. Since the journals are informal writing, communicating ideas is the focus and students are not asked to rewrite their journals, although some students may want to do this for additional practice.

As your students progress through *Journeys: Writing 1*, it is exciting to see them practicing the grammar, vocabulary, and rhetorical structures they have learned in their journals.

Through writing, you and your students can journey to different places, experience different ways of expressing ideas, and gain new insights. I hope you enjoy your journeys!

"Road Map" for Journeys: Writing 1

Unit	Theme	Title	Grammar Focus	Writing Focus	Paragraph Writing	Challenge
1	Interests	Introducing Yourself	<ul style="list-style-type: none"> • <i>like/need + to</i> • 3rd person -s 	Basic paragraph format	Introducing yourself to a classmate	Class interview with <i>like</i> and <i>need</i>
2	Classroom behavior	My Classroom Style	Frequency words	Capital letter review	Describing yourself in the classroom	Using frequency words in asking and answering questions
3	Describing your teacher	Your Teacher	<i>like/would like</i>	Punctuation review: period/comma	A teacher you have or have had	Asking your teacher questions
4	Your personality as a child	When I Was A Child	<ul style="list-style-type: none"> • <i>be</i> verb review • Adjective + <i>be</i> 	Fragments	Describing yourself as a child	<ul style="list-style-type: none"> • Interview with a classmate • Game: Alive or Dead
5	Describing your fears	Fears	Verb + adjective + preposition	Developing an idea with details	A fear you have	<ul style="list-style-type: none"> • Ranking fears • Interviewing classmates about their fears
6	Describing vacation places	A Favorite Trip	<ul style="list-style-type: none"> • Past tense verbs • Using commas with <i>because</i> and <i>when</i> 	Adding details	A place you have visited	<ul style="list-style-type: none"> • Sentence game • Past tense story
7	Movie reviews	Movies	Present tense review	Run-on sentences	A review of a recent movie	<ul style="list-style-type: none"> • Classmates' favorite movies • Word scramble

"Road Map" for Journeys: Writing 1

Unit	Theme	Title	Grammar Focus	Writing Focus	Paragraph Writing	Challenge
8	Describing rooms	My Dream House	<i>there is / there are</i>	Topic sentences	Your home/ Your dream home/ Your father's dream home	<ul style="list-style-type: none"> • Back-to-back dictation • Describing a picture with <i>there is / there are</i>
9	Retelling a dream	Dreams	More past tense verbs	Matching details with the topic sentence	A wonderful, scary, or exciting dream	Group story
10	Review 1-9	Once More	<ul style="list-style-type: none"> • <i>like + to</i> • 3rd person -s • Present tense • <i>there is / there are</i> • Verb + adjective + preposition 	<ul style="list-style-type: none"> • Capital letters, periods, commas • Adding details 	Topic sentences	Vocabulary review / word search game
11	Daily activities	Daily Routines	Verb + preposition / verbs without prepositions	Making a topic more specific	Writing about a specific topic	Interview with a classmate
12	Favorite celebrations	Celebrations	<ul style="list-style-type: none"> • <i>much / many / a lot of</i> • count / noncount nouns 	<ul style="list-style-type: none"> • Understanding reason and result • Using pronouns to make your writing more interesting 	A holiday you like a lot	<ul style="list-style-type: none"> • Creating a new holiday • Celebrations word scramble
13	Physical appearance	Describing People	Qualifiers: <i>very / too / really / pretty / fairly / somewhat</i>	Writing conclusions	Describing your parents, a famous person, a classmate, or yourself	<ul style="list-style-type: none"> • Game: guess the person • Describing a classmate

"Road Map" for Journeys: Writing 1

Unit	Theme	Title	Grammar Focus	Writing Focus	Paragraph Writing	Challenge
14	Retelling an event	A News Report	Past progressive vs. simple past	Showing time order	A scary, funny, or exciting experience	Reporting an accident
15	Abilities and skills	Strengths And Weaknesses	<i>can / can't / know how to</i>	<ul style="list-style-type: none"> Punctuation review More formal conclusions 	A classmate's English abilities/ your English or job skills	Guessing a classmate's abilities
16	Plans for the future	Writing About The Future	<i>will / will not</i>	Adding interest with details	Predicting your future	Class interview
17	Making suggestions	Giving Advice	<i>should / shouldn't / ought to</i>	Unity	Giving advice to a friend	Asking classmates for advice
18	Giving directions and instructions	Directions And Instructions	Commands	Writing instructions in paragraph form with topic sentence	Writing instructions for a recipe, trick, or game	<ul style="list-style-type: none"> Chain sentence game Matching instructions with reader
19	Comparing sports	Comparisons	<i>-er than / more than / the -est / the most</i>	Paragraph form for comparing advantages and disadvantages	Comparing the advantages and disadvantages of two things	Forming comparison questions and asking classmates
20	Review	One Last Time	<ul style="list-style-type: none"> Past progressive <i>can / will / should</i> Commands Comparisons 	<ul style="list-style-type: none"> Punctuation review Ordering sentences 	<ul style="list-style-type: none"> Finishing a story Giving advice 	<ul style="list-style-type: none"> Class moments and memories Class interview about future plans

Contents

<i>Introduction</i>	vii
<i>"Road Map" for Journeys: Writing 1</i>	xi
Unit 1 <i>Introducing Yourself</i>	1
Unit 2 <i>My Classroom Style</i>	7
Unit 3 <i>Your Teacher</i>	13
Unit 4 <i>When I Was A Child</i>	19
Unit 5 <i>Fears</i>	25
Unit 6 <i>A Favorite Trip</i>	31
Unit 7 <i>Movies</i>	37
Unit 8 <i>My Dream House</i>	43
Unit 9 <i>Dreams</i>	49
Unit 10 <i>Once More</i>	55
Unit 11 <i>Daily Routines</i>	61
Unit 12 <i>Celebrations</i>	67
Unit 13 <i>Describing People</i>	73
Unit 14 <i>A News Report</i>	79
Unit 15 <i>Strengths And Weaknesses</i>	85
Unit 16 <i>Writing About the Future</i>	91
Unit 17 <i>Giving Advice</i>	97
Unit 18 <i>Directions And Instructions</i>	103
Unit 19 <i>Comparisons</i>	109
Unit 20 <i>One Last Time</i>	115

UNIT 1 Introducing Yourself



READ

Dear _____
(your name)

I'd like to tell you a little bit about myself. I am 20 years old. This is the first time I am living apart from my family. I am a little nervous. I don't speak English very well. I speak a little bit. I am happy to be here. In my free time, I like to play soccer and watch videos. My favorite movie star is Tom Hanks. He is really funny. I also like to run. Sometimes I go running for one hour. I want to study hard. I need to speak English very well for my new job in this new city.

Jenny



VOCABULARY

A. Do you know these words? Write what you think they mean.

a little bit

nervous/relaxed

free time

B. What do you like to do in your free time? Check (✓) all the activities you like to do.

play soccer



play tennis



go swimming



go hiking



go running



read



talk on the phone



visit friends



go shopping



watch videos



go to the movies



play video games



travel



play golf



watch sports on TV



send e-mail



surf the Internet



make things by hand

