

英語文教學模組

一、課程基本資訊

項目	說明
課程主題	英語文科思考能力銜接課程
課程設計者	李壹明
課程節數	8 節（共 4 週，每週 2 節，每節 50 分鐘）
適用的對象	高一／36 人
學習目標	1.能從綜合相關資訊，推論字詞/句子意義及文章發展。 2.能從單一或不同文本中，擷取 2 項以上符合主題的重要概念，加以比較、歸類及排序。 3.能從文本中明確敘述或隱含的訊息，判斷事件發生的原因，並釐清其因果關係。 4.能從文本中明顯語境中指出客觀事實與主觀意見。 5.能將所學之思考力策略融入生活環境當中，延伸學習的情境。
對應的總綱核心素養簡寫	A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作
對應的領綱核心素養簡寫	英-J-A2 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的瞭解。 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。
對應的學習表現	9-IV-1 能綜合相關資訊作合理的猜測。 9-IV-2 能把二至三項訊息加以比較、歸類、排序。 9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。 9- IV-4 能依上下文所提供的文字線索（如 in my opinion、maybe）分辨客觀事實與主觀意見。
對應的學習內容/實質內涵	A.語言知識 Ae-IV-15 簡易歌謠、韻文、短文、故事、短劇 Ae-IV-16 常見的圖表 Ae-IV-17 公共場所廣播（如捷運、車站、機場廣播） Ae-IV-20 不同體裁、不同主題 之簡易文章 B.溝通功能 B-IV-5 人、事、時、地、物的描述及問答 B-IV-8 引導式討論

	<p>B-IV-9 簡易故事的背景、人物、事件和結局</p> <p>B-IV-10 敘述者的觀點、態度、及寫作目的</p> <p>B-IV-11 簡易故事及短文的大意</p> <p>D 思考能力</p> <p>D-IV-1 依綜合資訊作合理猜測</p> <p>D-IV-2 訊息的比較、分類、排序</p> <p>D-IV-3 訊息因果關係的釐清</p> <p>D-IV-4 藉文字線索，對客觀事實及主觀意見的分辨</p>
學生學習任務	藉由完成不同學習活動及學習單，學生能培養不同基本思考能力策略來理解、推理、分析及解碼多樣英文文本。
課程亮點	<ol style="list-style-type: none"> 1. 本銜接課程旨在引導九年級升十年級學生去培養英語文科思考能力，協助學生釐清文本訊息間的邏輯關係，並能經由訊息的比較、歸類、排序、分析及推論，對多種英文文本有初步的思考及瞭解。 2. 本課程以思考及提問能力為課程核心，並利用聽、說、讀、寫學習任務為輔助，讓他們運用各項英語文能力來體現他們自己的邏輯思考、判斷與創造力。 3. 本課程中的教學策略強調了協同學習，不只是合作學習中的合作關係，更是參與討論、彼此互搭鷹架，增進對文本的意義和關係的建構及做批判性思考。

二、 教學單元案例

教材來源: 自編投影片、自編講義、學習單	
教學資源/設備需求: 投影布幕、單槍投影機、網路、電腦、個人筆電或平板、手機、麥克風、磁性軟式白板、白板筆	
單元: 英語文科思考能力銜接課程	評量策略 (包含評量方法、過程、規準)
教學活動略案:	
<p style="text-align: center;">第一週: 依綜合資訊作合理猜測</p> <p>第一節</p> <p>1. Lead-in (10 mins)</p> <ul style="list-style-type: none"> ● 老師利用 It Says – I Say – And So...學習單 (附錄一) 簡要說明該如何做推論及合理猜測的閱讀策略，去協助學生理解如何利用文本線索(圖片、代名詞、關鍵字及句子)和舊經驗去猜上下文的語境或接下來事情的發展。 ● 老師接著引導學生根據學習單上廣告文本訊息 (附錄一)，來推論出廣告裡角色關係、為何會發生這樣的結果及廣告的目的為何，並用簡易英語說出。 <p>2. Making inferences from dialogues (40 mins)</p> <ul style="list-style-type: none"> ● 學生接下來進行三段對話 (附錄二) 的練習，要學生兩人小組討論並能 	<p>☺口說:</p> <p>在進行英語口說推論活動時，建議多提問“How do you know?”來詢問學生思考證據。</p> <p>👂聆聽 & ☺口說:</p> <p>全班採分站學習，一部分學生組別扮演老</p>

從綜合相關資訊，如：字詞及文本內容等，來推論句子內容及主要故事情節發展等。

- 學生接下來兩兩一組(Pair-up)編一段對話及三到四個 Wh-問題來請學生推論，接下來班上分成兩部分進行分站學習，一半的組別同學來聽另一半組別的對話，並回答對方的問題。

第二節

3. Talking about lexical inference/word guessing (10 mins)

- 老師簡易總結第一節課所學的推論策略，接下來再教授從上下文來推論字詞意義或句子意義，舉例來說，老師可以讓全班透過以下的上下文推測“extracurricular”的意義：“Extracurricular activities are extra activities (such as sports) that can usually be done by the students after school.”。

4. Making inferences from jokes/short stories (25 mins)

- 學生接下來進行兩篇短篇笑話（附錄三）的推論練習，要學生兩人小組討論這兩篇文本並在小白板上寫下答案來回應相關推論問題。
- 老師接下來請任何小組的 1-2 位學生講解/檢討答案，並多詢問他或她“How do you know?”，讓學生練習找證據。

5. Making inferences from listening texts (13 mins)

- 學生接下來進行兩段聽力文本的進階推論練習（附錄四），要學生兩人小組討論並在小白板上寫下答案來回應相關推論問題。
- 老師接下來請任何小組的 1-2 位學生講解/檢討答案，並多詢問他或她“How do you know?”，讓學生練習找證據。

6. Wrap-up: (2 mins)

- 老師發下離場卷（附錄五）給學生填寫，協助學生寫下今天課程所學的內容以及對合理猜測及推論策略(Inferencing)還有疑問的地方。

第二週：訊息的比較、分類、排序

第一節

1. Lead-in (15 mins)

- 老師利用排序學習單簡要說明該如何利用資訊排序策略，去協助學生理解如何利用文本線索(圖片、轉折詞)來排出事情的先後順序或排名順序。
- 老師最後接著請學生兩個人一組利用故事轉折詞(Once upon a time/At first/Later/Then/Next/At last/In the end/Finally)及簡易英文來重新重述這兩

師，呈現自己編的對話及三到四個 Wh-問題，這些 Wh-問題的答案是需要推論才能得知的，其中包括“How do you know?”。

📖 閱讀 & 😊 口說：

推論問題內容須包括從上下文來推論字詞意義、句子意義及主要故事情節發展等。

👂 聆聽 & 😊 口說：

學生需從聽力文本中語氣、語調、文本內容等，來推論字詞、句子意思、故事情節發展等。

✍️ 寫作：

學生完成離場卷(exit slip)，收集依舊有疑問的地方，下一堂課來幫學生解惑及搭鷹架。

😊 口說：

因為學生在國中階段學過較多敘事體的文本，所以老師利用排故事順序的任務來做

組圖片(附錄六)，每一張拼圖需要用 2 個英語句子來描述。

2. Unscrambling/Putting the information in order (28 mins)

- 老師提供學生一張 The Top Ten Cities of Animal Island (訊息性文本)的排行榜(附錄七)，上面有十張紙條，請學生兩人一組根據每張紙條的第一句提供的訊息及參考答案(附錄七)，練習排出去年的排行榜順序。
- 學生排完順序後，老師確定學生的順序答案是否正確，並詢問“How do you know”協助學生做後設思考。

3. Sorting the information (7 mins)

- 老師請學生們將今年入十大排行榜有相同特色的城鎮放在一組(一張也可以成為一組)，接下來老師們請學生們利用手邊的便利貼，幫各組城鎮下標題(3 至 4 個英文字)。

第二節

4. Reporting the classification of the information (7 mins)

- 老師請兩組上台畫出並用簡易英語報告自己的分類，並說明其原因。

5. Comparison and Contrast (40 mins)

- 老師請學生進行另一項分類活動，請學生閱讀六個人對穿制服的意見(附錄八)並在小白板上將其訊息分類成正方與反方，並寫下證據，老師接下來請某一組學生報告自己的分類及原因。
- 接著每一組利用比較組織圖(Venn Diagram)比較相似及相異處，並在小白板上寫下三種對穿制服的相似及不同看法，最後每一組利用 4 至 5 句簡易英語簡單報告自己組別的比较組織圖(Venn Diagram)。

6. Wrap-up: (3 mins)

- 老師發下離場卷(附錄五)給學生填寫，協助學生寫下今天課程所學的內容以及對比較、分類、排序還有疑問的地方。

第三週：訊息因果關係的釐清

1. Lead-in (10 mins)

- 老師利用因果組織圖(附錄十)引導學生思考訊息因果關係：“The cause is why something happened; the effect is what happened.”，並讓學生找到並

暖身，學生主要要做的學習任務事利用圖卡拼圖，排出事情發展的先後順序，並說明原因。

📖 閱讀 & 😊 口說：

學生開始進行排序之前，老師要提醒學生關鍵字的重要性，如：last year's second place 及順序的轉折詞。

★ 差異化：

如果英語程度較弱的班級，建議老師將各組分類標題寫下(如：Gardens and Parks、Serious City Problems)，請學生根據特質分類即可。

📖 閱讀 & 😊 口說：

建議利用比較的英文句型來報告(如：be the same as...because...、be different from...because...)

✍️ 寫作：

學生完成離場卷(exit slip)，收集依舊有疑問的地方，下一堂課來幫學生解惑及搭鷹架。

😊 口說：

學生開始練習之前，

口頭報告某件事情發生的原因或導致的結果。

2. Listening to the song (10 mins)

- 老師接著進行語音文本練習的部分，老師發下問題單，請學生聽 *Because You Loved Me* (<https://www.youtube.com/watch?v=VTxnqUhhIIY>) 並根據英文歌中的字詞找出因果關係並回答相關問題(附錄十一)。

3. Matching causes and effects (20 mins)

- 學生透過老師的引導將因果配對學習單中的原因及結果配對(附錄十二)，老師接下來請全班利用因果的英文句型來連接兩個相關聯的子句。

4. Making sentences with signal words (10 mins)

- 老師接著請學生利用行動裝置完成因果關鍵字/句型的學習單(附錄十三)，越多關鍵字越好，接著請同學們進行博物館時間(Gallery Time)，參考他組所找到的因果關鍵字或句型。
- 學生接著利用老師引導使用的因果關鍵字來進行兩人輪流口頭造句，進而了解因果關係可以用不同的方式或句構呈現。

第二節

5. What are the causes? (10 mins)

- 每個學生在紙上寫下發生在自己身上的一件事情，接著同排同學進行寫作賭盤(Writing Roulette)的活動，輪流在紙的下方寫下事件的原因，每20秒鐘便進行下一回合，如此進行數回合。
- 接下來，自己回到自己的座位並圈出其正確的原因，然後用因果關鍵字及句型來重述。


6. Reading *The Giving Tree* (30 mins)

- 全班閱讀 Shel Silverstein 的文字文本 *The Giving Tree* 並播放 YouTube 的影片版(<https://www.youtube.com/watch?v=xODAQbu6bJ0>)，接著請學生討論“Why is the Giving Tree a giving tree?”這個問題，並從文本中找到其相關原因。
- 利用魚骨頭因果組織圖(附錄十四)，在小白板上畫“The Giving Tree is a giving tree.”的原因及例子，然後每一組報告一個原因及其例子或證據。


7. Wrap-up: Creating Possible Causes/Effects (10 mins):


- 老師請學生每一個人拿五張說書人卡或心靈圖解卡，請每位學生針對每


老師先將某事件(global warming)當作因果組織圖(附錄十)的 cause 或 effect，並讓學生找到相關的原因及結果。

 **閱讀 & ☺口說：**
建議利用因果的英文句型 (...because.../或..., so...) 來報告各個配對。

☺口說：
因果關鍵字及句型包括 because、because of、if...then...、The reason is that...、The result is that... 等。

 **寫作：**
建議學生利用以上所學的因果關鍵字及句型來回應。

 **閱讀 & ☺口說：**
建議利用以上所學的因果關鍵字及句型來報告魚骨頭因果組織圖。

 **寫作：**
建議學生利用以上所學的因果關鍵字及句

張圖所呈現的結果/原因，用英文寫下可能的三個原因/結果；學生務必有所學過的關鍵字及句構來呈現自己的句子。

型來確認是否能寫出訊息中的因果關係。

第四週：藉文字線索，對客觀事實及主觀意見的分辨

第一節

1. Lead-in (5 mins)

- 老師利用學習單中的第一則漫畫(附錄十五)問學生3根木頭亦或4個木頭及第二則漫畫(附錄十五)問學生是兔子或鴨子，這個暖身活動協助學生思考不同觀點會影響到我們看待事情的看法。

2. Fact or Opinion? (15 mins)

- 老師接下來讓學生小組討論以下的客觀事實(Fact)及主觀意見(Opinion)學習單中的句子(附錄十六)，討論哪一句是客觀事實(Fact)，哪一句是主觀意見(Opinion)。5分鐘過後，老師請各組講出答案並利用“How do you know?”來探究其原因。

3. Writing Opinions with Signal Words (15 mins)

- 老師請學生利用行動裝置找出跟主觀意見相關的關鍵字詞，如：程度形容詞、情態助動詞(should/must/may)、表意見的副詞(In my opinion/Maybe...)、表認知的動詞(think/know/believe/consider...)。
- 接著請同學們進行博物館時間(Gallery Time)，參考並記下他組所找到的關鍵字詞。
- 學生兩人一組輪流造句，根據關鍵字詞，口頭練習造出跟主觀意見相關的句子。

4. I am a detective (15 mins)

- 學生自行寫出5個客觀事實(Fact)及主觀意見(Opinion)的句子。
- 全班分成兩半進行分站學習，一半的同學來辨識另一半同學的句子是否為客觀事實(Fact)或主觀意見(Opinion)，除此之外，他們也得說明其原因。5分鐘過後，學生們交換角色。

第二節

5. Listening to the song (10 mins)

- 老師播放 *Colors of the Wind* 的 YouTube 影片 (<https://www.youtube.com/watch?v=pk33dTVHreQ>) 並利用其歌詞(附錄十七)引導學生分析畫底線的歌詞是否是事實或意見，接著請學生說明歌曲想傳達的訊息為何。

📖 閱讀 & 😊 口說：

透過這個學習任務，學生能夠逐漸了解事實(fact)是能夠被證明是真還是假的一段陳述，意見(opinion)是表達一種態度、感覺、想法的陳述，無法證明。

👂 聆聽 & 😊 口說：

全班採分站學習，一半學生扮演老師，呈現自己的對話，並要另一半的學生輪流到各站想出對方的句子是客觀事實(Fact)及主觀意見(Opinion)，除此之外，他們也得說明其原因。

6. Mini-debate (37mins)

- 學生分成正方及反方，透過 OREO 學習單(附錄十八)，來書寫自己對於穿制服的意見，但同時必須利用英文辯論網(<https://www.procon.org/>)上的客觀事實、證據及數據來加強自己的論點，每個學生利用行動裝置找出網站上適切的客觀解釋及例子。
- 學生利用自己的 OREO 學習單(附錄十八)來進行輪流活動(Rotation)，正方有一分半的時間來闡述自己的觀點及找到的事實證據，接下來反方也有一分半的時間，每三分鐘為一輪，三分鐘到便進行下一輪。

✍️寫作：

建議學生利用這個網頁(<https://school-uniforms.procon.org/>)來找尋穿制服的資料。

👂聆聽 & 😊口說：

學生每兩排為一組，讓他們彼此面對面，為此議題而辯論。每三分鐘，這兩排中的其中一排就要動，動的那一排裡，第一個人就要調到第二個位置，第二個人就要調到第三個位置，以此類推。

7. Wrap-up: (3 mins)

- 老師發下離場卷(附錄五)給學生填寫，協助學生寫下今天課程所學的內容以及對客觀事實(Fact)及主觀意見(Opinion)還有疑問的地方。

✍️寫作：

學生完成離場卷(exit slip)，收集依舊有疑問的地方，下一堂課來幫學生解惑及搭鷹架。

參考資料：

- *Because You Loved Me*: <https://www.youtube.com/watch?v=VTxnqUhhIIY>
- *The Giving Tree*: <https://www.youtube.com/watch?v=xODAQbu6bJ0>
- *Colors of the Wind*: <https://www.youtube.com/watch?v=pk33dTVHreQ>
- Pros and Cons of Controversial Issues: <https://www.procon.org/>
- Should Students Have to Wear School Uniforms? <https://school-uniforms.procon.org/>

附錄：

- 9-IV-1-1 能從綜合相關資訊，如：語氣、語調、文本內容等，推論字詞意義。
- 9-IV-1-2 能從綜合相關資訊，如：語氣、語調、文本內容等，推論句子內容。
- 9-IV-1-3 能從綜合相關資訊，如：語氣、語調、文本內容等，推論主旨大意、故事情節發展等。
- 9-IV-2-1 能從單一或不同文本中，擷取 2 項以上符合主題的重要概念，加以比較。
- 9-IV-2-2 能從單一或不同文本中，擷取 2 項以上符合主題的重要概念，加以歸類。
- 9-IV-2-3 能從單一或不同文本中，擷取 2 項以上符合主題的重要概念，加以排序。
- 9-IV-3-1 能從語音文本中明確敘述或隱含的訊息，判斷事件發生的原因，並釐清其因果關係。
- 9-IV-3-2 能從文字文本中明確敘述或隱含的訊息，判斷事件發生的原因，並釐清其因果關係。

9-IV-4-1 能從語音文本中明顯語境（如：in my opinion、maybe 等）指出客觀事實與主觀意見。

9-IV-4-2 能從文字文本中明顯語境（如：in my opinion、maybe 等）指出客觀事實與主觀意見。

Question	It says	I say	And so
Read the question.	Find information from the text.	Think about what you know about the information in the text.	Connect the information from the text with what you know, and then answer the question.



Adopted from <https://www.flickr.com/photos/acidikinc/102252780>
14

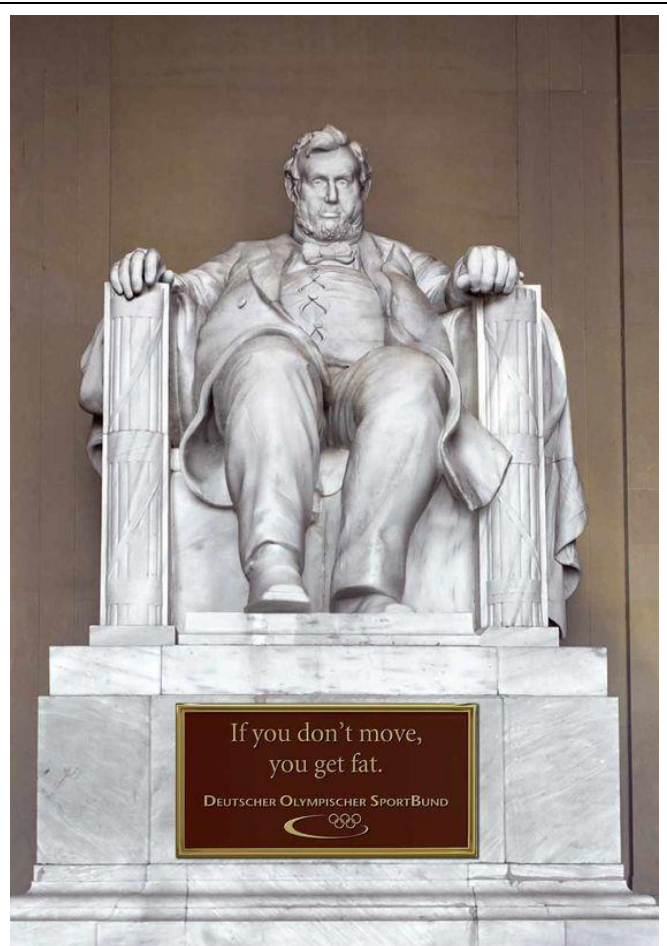


Adopted from https://adsoftheworld.com/media/print/pedigree_against_bad_breath



Adopted from

<https://www.pinterest.com/pin/541065342702270083/>



Adopted from

<https://www.coloribus.com/adsarchive/outdoor/olympic-organisation-fat-lincoln-9353755/>

附錄二

I.

A: Look at the long line! Do you think we'll get in?

B: I think so. Some of these people already have tickets.

A: How much are the tickets?

B: Only nine dollars for the first show. I'll pay.

A: Thanks. I'll buy the popcorn.

1. Where are these people?

2. What are they talking about?

3. Who are these people?

4. How do you know?

II.

A: This is one of the reasons I hate working in a big city.

B: I know. Every day, it's the same thing.

A: This is terrible! We may be here all night! I hope we don't run out of gas.

B: No, I think there's enough.

A: Let's turn on the radio. Maybe there's some good music.

B: Sorry, the radio's not working.

A: I think I'll take the train tomorrow!

1. Where are these people?

2. What are they talking about?

3. What do you think will happen next?

4. How do you know?

III.

A: When did this happen?

B: Yesterday. I was playing soccer and I fell down.

A: Can you move it at all?

B: Only a little.

A: Can you walk on it?

B: No. It hurts too much.

A: I think we'll have to take an X-ray.

B: Will I be able to play in the game tomorrow?

A: I'm afraid not.

1. Where are these people?

2. Who are they?

3. What are the people talking about?

4. How do you know?

Adopted from https://www.ccsf.edu/dam/Organizational_Assets/Department/ESL/CLAD/infer.pdf

附錄三

I.

This is a story about the well-known millionaire, John D. Rockefeller, and was told by a friend of his.

This friend said that though Rockefeller gave away millions, he was very mean about small sums of money. One day he went to stay at a hotel in New York and asked for the cheapest room they had.

Rockefeller said, "What is the price of the room?" The manager told him.

"Is that the lowest priced room you have? I am staying here by myself and only need a small room."

The manager said, "that room is the smallest and cheapest we have," and added, "But why do you choose a poor room like that? When your son stays here, he always has our most expensive room; yours is our cheapest." "Yes," said Rockefeller, "but his father is a wealthy man; mine isn't."

- (1) What does "he was very mean about small sums of money" refer to?
- (2) Who is "his father"? Who is "mine"?
- (3) What do you think will happen next? How do you know?

II.

Mark Twain once encountered a friend at the races who said, "I'm broke. I wish you'd buy me a ticket back to town."

Twain said, "Well, I'm pretty broke myself, but I'll tell you what to do. You hide under my seat, and I'll cover you with my legs."

It was agreed. Twain then went to the ticket office and bought two tickets.

When the train was underway and the supposed stowaway hid under the seat, the conductor came by, and Twain gave him the two tickets.

"Where is the other passenger?" asked the conductor.

Twain tapped his forehead and said in a loud voice, "That is my friend's ticket. He's a little eccentric and likes to ride under the seat."

- (1) What does "broke" mean?
- (2) What job does a "conductor" do?
- (3) What does "eccentric" mean?
- (4) Why did Twain talk in a loud voice?
- (5) What do you think will happen next? How do you know?

附錄四

I. 根據國中會考聽力第 19 題回答以下問題:

- (1) Where are the man and the woman?
- (2) Why does the woman know someone is coming to dinner?
- (3) What will the man do next? How do you know?

II. 根據國中會考聽力第 20 題回答以下問題:

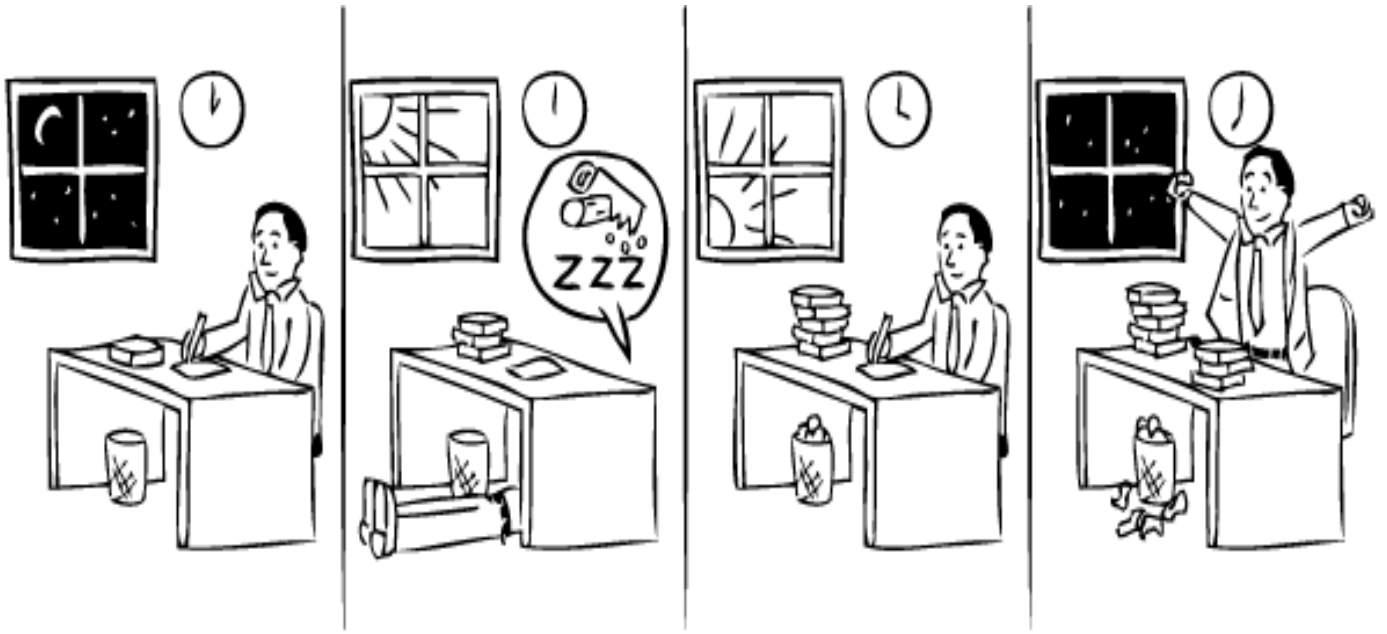
- (1) What would Anna do later when she heard the news about the cup?
- (2) What does the woman think of the man's idea about what she should do? How do you know?
- (3) What does "interesting" mean? How do you know?
- (4) What do you think will happen next?

Exit Ticket/Slip: 3-2-1

Name 3 things you learned in today's class.

List 2 things you want to learn more about.

Ask 1 question you still have about today's lesson.



- ① **Goosetown:** Climbing up from last year’s second place, Goosetown comes in first for its lovely parks, cultural centers, and comfortable living space.
- ② **Tigerville:** Losing its top place to Goosetown, Tigerville is still a beautiful city, and as green as ever.
- ③ **Duckland:** The only city staying in our top three for five years, Duckland is now cleaning itself up for next year’s Football World Cup.
- ④ **Oxtown:** Not just a famous business city, Oxtown has turned itself into a garden city.
- ⑤ **Lionville:** Famous for its culture and beautiful gardens, Lionville is the first city in the north to enter our top five.
- ⑥ **Sharkville:** With winter sports as good as Oxtown’s, this exciting city is our second best pick in the east.
- ⑦ **Foxland:** This city with white beaches could rise higher in the rankings if there were fewer traffic problems.
- ⑧ **Goatville:** Dropping two places, Goatville should now think more about parks than shopping centers.
- ⑨ **Turtleland:** New in our top ten, this old fishing town is full of surprises.
- ⑩ **Cowtown:** Dropping from number seven, Cowtown must clean up the air.

Which is the most likely ranking of LAST year’s top ten cities of Animal Island?

- (A)

① Goosetown	② Tigerville	③ Duckland	④ Foxland	⑤ Beartown
⑥ Goatville	⑦ Cowtown	⑧ Lionville	⑨ Oxtown	⑩ Sharkville
- (B)

① Tigerville	② Goosetown	③ Duckland	④ Oxtown	⑤ Beartown
⑥ Goatville	⑦ Cowtown	⑧ Lionville	⑨ Foxland	⑩ Sharkville
- (C)

① Tigerville	② Goosetown	③ Cowtown	④ Oxtown	⑤ Duckland
⑥ Goatville	⑦ Lionville	⑧ Sharkville	⑨ Foxland	⑩ Turtleland
- (D)

① Tigerville	② Goosetown	③ Duckland	④ Beartown	⑤ Lionville
⑥ Sharkville	⑦ Goatville	⑧ Cowtown	⑨ Foxland	⑩ Oxtown



Larry Wang

☹️ I wish I didn't have to wear school uniforms to school every day. I think school uniforms make me look boring and.... Why should students have to wear school uniforms?

Unlike · Comment · July 22 at 02:10pm



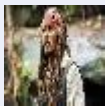
You, Jerry Lee, Carrie Wang, Mike Jordan, and 20 others like this.



Lisa Wu

☹️ I really want to choose my clothes.... I could really look my best if I could wear my own clothes. Others might know me better when I wear my style of clothes. But I look the same as others in school when wearing uniforms.

10 minutes ago · Unlike



Johnny Liang

But...school uniforms may make getting ready for school easier. Right? You don't have to think what to wear every day. Do you remember the time I was late to your dinner party? I had a hard time choosing my clothes before heading to your place. I was always caught between a rock and a hard place. Haha....

9 minutes ago · Like



Sammy Zhang

In fact, wearing uniforms makes me feel "important" and as if I am part of a team. 🤔 A 2002 study of over 1,000 junior high school students in Taiwan found that these students in uniform felt more like a family. Dr. Jennifer Lee said in her 2007 study that uniforms helped troubled students feel more at home in school.

8 minutes ago · Unlike



Karen Lin

Maybe school uniforms can help students to focus more on their schoolwork, not their clothes. Mr. Stevenson once said, "Take the clothing choices off the table and put the focus on school, not on what you're wearing." I really agree with him on this point.

7 minutes ago · Like



Frank Ma

I really side with you and Lisa. 😊 Adults can make their clothing choices. Children and teenagers like us should also have a chance to choose our clothes and get ready for the adult world. I think we are learning to be adults. What's wrong with that?

6 minutes ago · Like

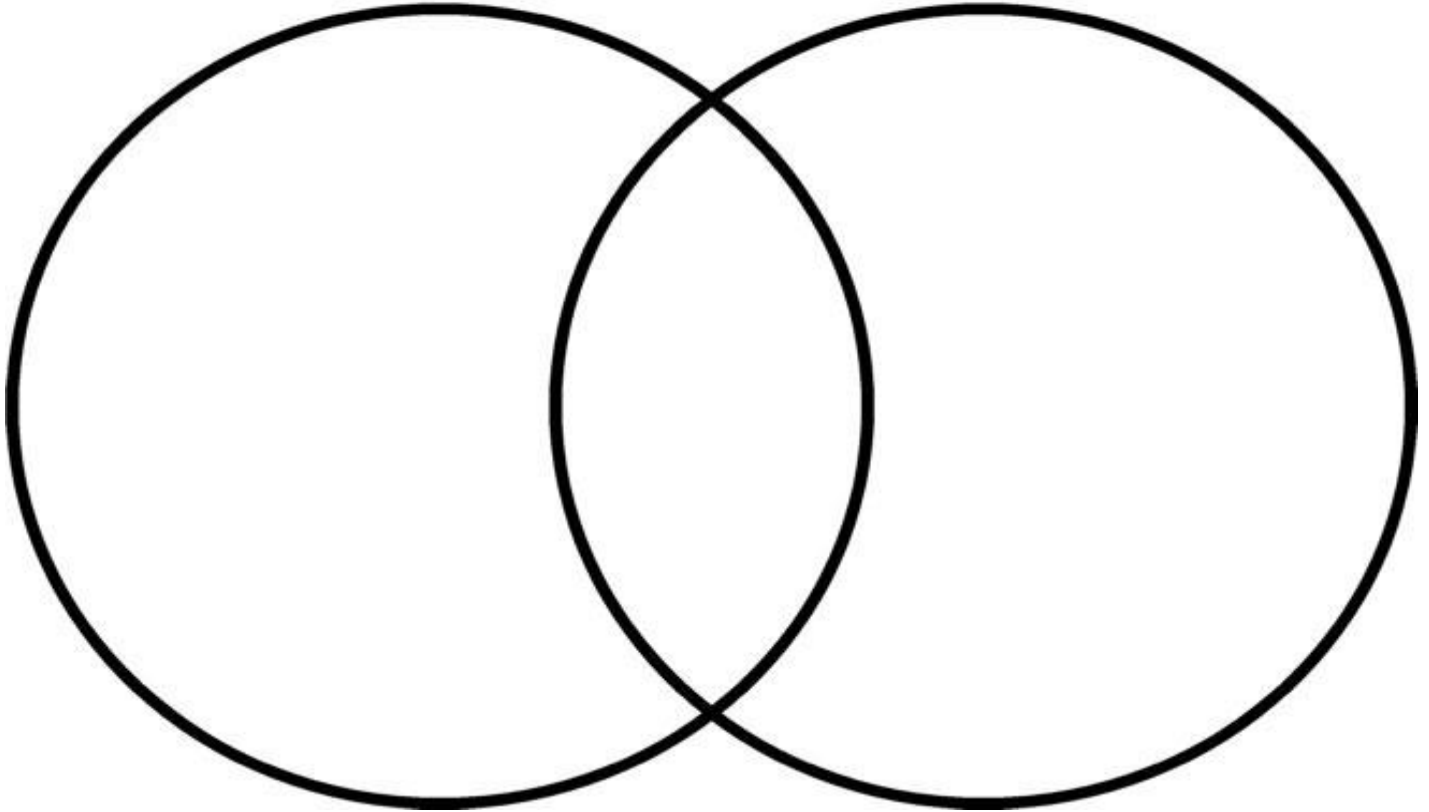
Write a comment...

VENN DIAGRAM

Different

Same

Different

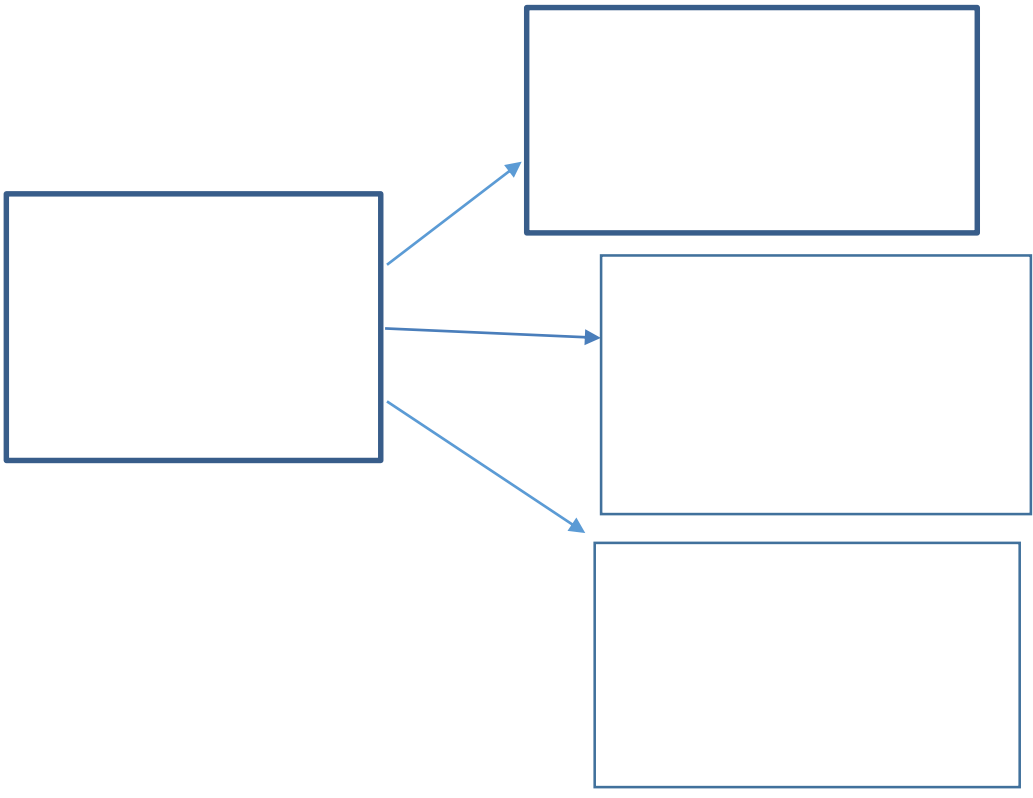


Adopted from <https://socratic.org/questions/what-can-venn-diagram-do>

Cause-and-Effect Graphic Organizers

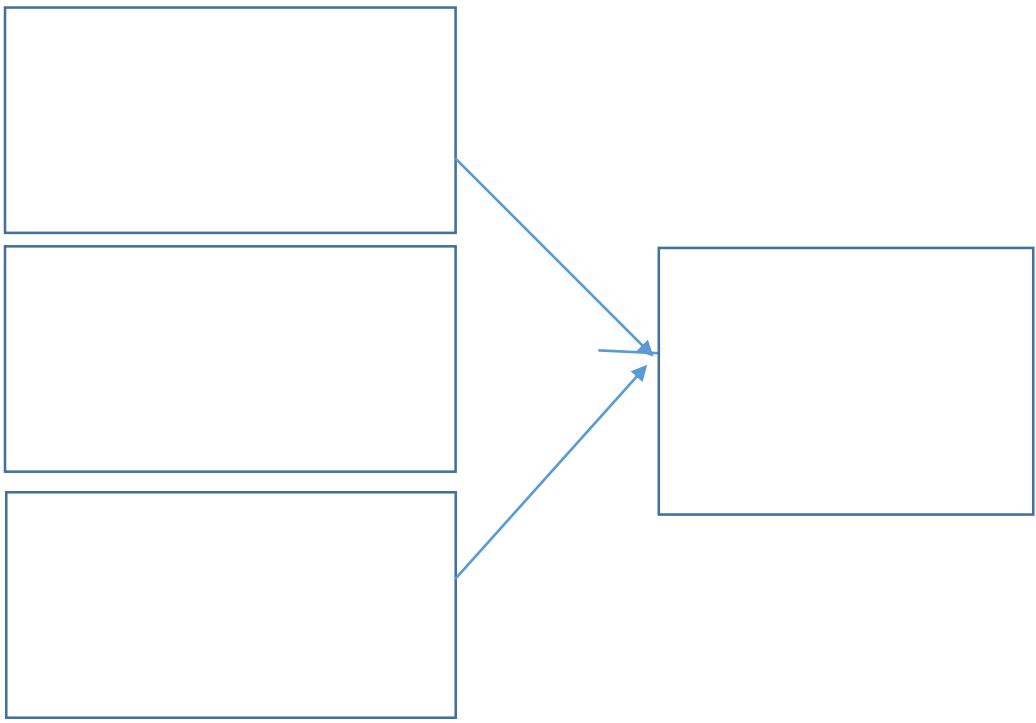
Cause

Effects




Causes

Effect



Because You Loved Me (Lyrics)

<p>For all those times you stood by me For all the truth that you made me see For all the joy you brought to my life For all the wrong that you made right For every dream you made come true For all the love I found in you I'll be forever thankful baby You're the one who held me up Never let me fall You're the one who saw me through it all</p> <p>You were my strength when I was weak You were my voice when I couldn't speak You were my eyes when I couldn't see You saw the best there was in me Lifted me up when I couldn't reach You gave me faith 'coz you believed I'm everything I am Because you loved me</p> <p>You gave me wings and made me fly You touched my hand I could touch the sky I lost my faith, you gave it back to me You said no star was out of reach You stood by me and I stood tall I had your love I had it all I'm grateful for each day you gave me Maybe I don't know that much But I know this much is true</p>	<p>I was blessed because I was loved by you</p> <p>You were my strength when I was weak You were my voice when I couldn't speak You were my eyes when I couldn't see You saw the best there was in me Lifted me up when I couldn't reach You gave me faith 'coz you believed I'm everything I am Because you loved me</p> <p>You were always there for me The tender wind that carried me A light in the dark shining your love into my life You've been my inspiration Through the lies you were the truth My world is a better place because of you</p> <p>You were my strength when I was weak You were my voice when I couldn't speak You were my eyes when I couldn't see You saw the best there was in me Lifted me up when I couldn't reach You gave me faith 'coz you believed I'm everything I am Because you loved me</p> <p>Adopted from https://mojim.com/twy100291x1x3.htm</p>
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	<p><i>Because You Loved Me (Q&A)</i></p> <p>1. Why can I be everything I am? _____</p> <p>2. Why was I blessed? _____</p> <p>3. Why did you give me faith? _____</p> <p>4. Why is my world a better place? _____</p>
---	---

Matching Cause and Effect

Cause:	Effect:
A. Larry drank all the milk.	1. She was hungry at lunch.
B. Her father read to her often as a baby.	2. The school was happy.
C. Jane did not study hard at all.	3. He fell down.
D. The students passed their final exam with flying colors.	4. We won first prize.
E. I love Jenny.	5. Her wife needed to buy more milk on her way home.
F. The machine exploded.	6. The flowers there were beautiful.
G. We practiced around the clock.	7. She loves to read.
H. They spent a lot of time taking care of their garden.	8. She failed the final exam.
I. Joe's shoes weren't tied.	9. I want to marry her.
J. Karen skipped breakfast.	10. A loud bang was heard in the building.

Cause and Effect

Cause = why something happened

I practiced my math facts a lot last summer.
She decided to skip breakfast.

Effect = what happened

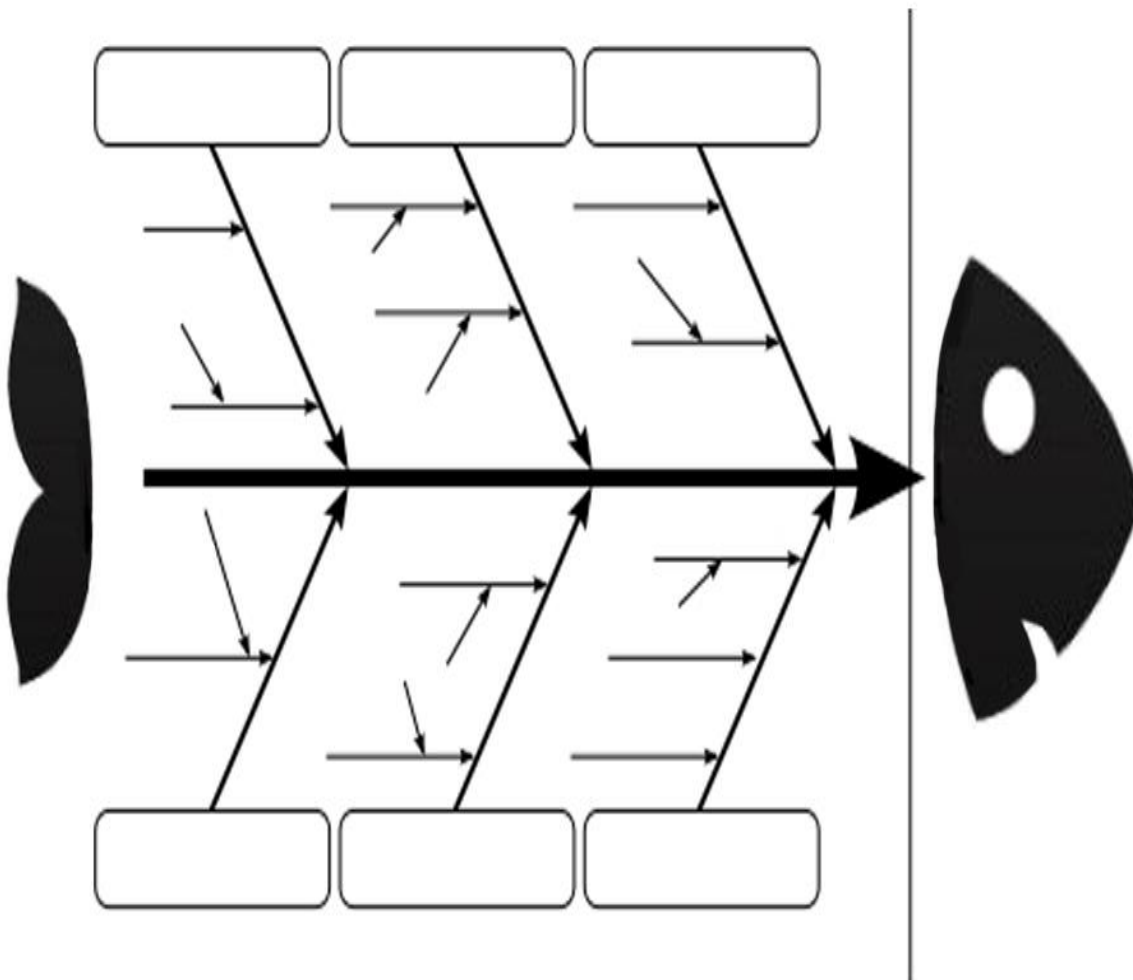
I became very fast at addition and subtraction!
She felt really hungry way before snack time.

The Signal Words for Cause and Effect:

	Cause (因)	Effect (果)
連接詞		
轉折詞		
句型		

Causes

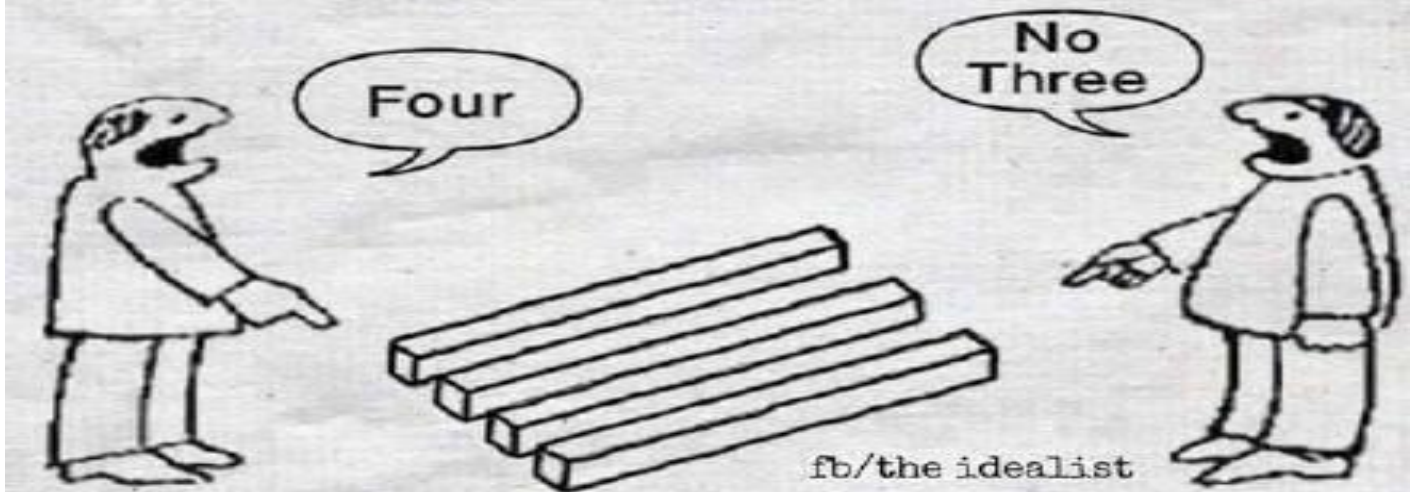
Effect



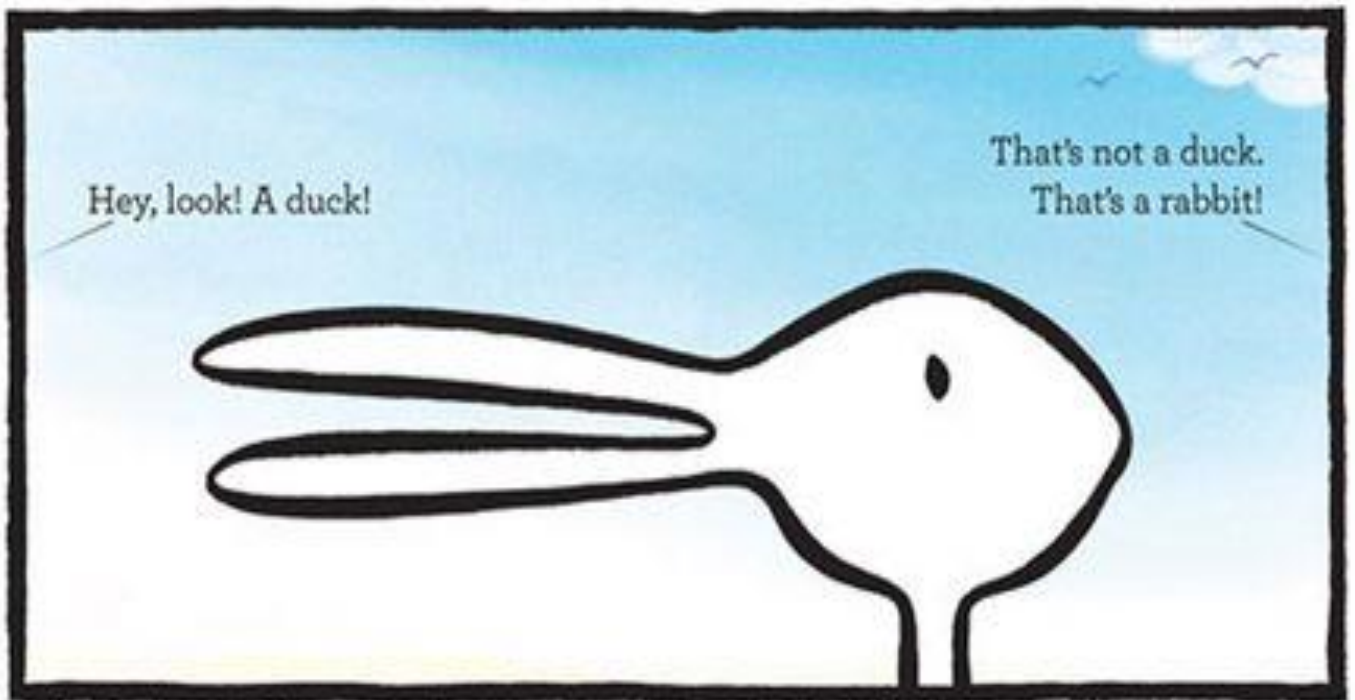
Adopted from <http://www.marketergizmo.com/an-agile-approach-to-problem-solving-fishbone-diagram-and-5-whys/>

**"Everything we hear
is an opinion, not a fact.
Everything we see
is a perspective, not the truth."**

- Marcus Aurelius



Adopted from <https://www.pinterest.com/pin/385057836868904744/>



Adopted from <https://read01.com/DdPPP8.html#.Wa0PTMgjG70>

Fact or Opinion?

- Dogs eat bones. ()
- We get milk and other dairy products from cows. ()
- Chocolate milk tastes way better than white milk. ()
- Spiders have 8 legs. ()
- It is simple to learn how to write your name. ()
- Apple computers are easier to use than Windows computers. ()
- If you have a cold, you should stay home from school. ()
- Maybe Dr. Pepper is the best kind of beverage to drink. ()
- People who are 40 and older are usually thought to be old. ()
- Teenagers are younger than adults. ()
- Coffee tastes better if you add sugar and cream to it. ()
- Turkey needs to be a part of Christmas dinner. ()
- Dr. Sun Yat-sen's birthday is on November 12th. ()
- Birthdays are fun to celebrate. ()
- Houses are often built from wood. ()
- I think the traffic in big cities is really terrible. ()
- It would be fun to visit Disneyland every week. ()
- English is the most important language in the world. ()
- Ice cream is kept cold in a freezer. ()
- It is fun playing smartphone games. ()
- Chocolate ice cream has a better flavor than strawberry ice cream. ()
- Pencils are easier to write with than pens. ()
- The schools here have 200 students in them. ()
- Students get a better education in smaller schools. ()
- Dogs often bark when someone takes their bones away from them. ()
- Cats catch rats and eat them. ()
- Summer is the best season to have fun because school is out. ()

Adopted and Adapted from <https://eflclassroom.com/resources/FactorOpinion.doc>

Fact or Opinion? (*Colors of the Wind*)

You think I'm an ignorant savage

You've been so many places, I guess it must be so
Still I cannot see if the savage one is me
How can there be so much that you don't know?
You don't know

You think you own whatever land you land on

The Earth is just a dead thing you can claim

But I know every rock and tree and creature

Has a life, has a spirit, has a name

You think the only people who are people

Are the people all who look and think like you

But if you walk the footsteps of a stranger

You'll learn things you never knew, you never
knew

Have you ever heard the wolf cry to the blue corn
moon

Or asked the grinning bobcat why he grinned?

Can you sing with all the voices of the mountains?

Can you paint with all the colors of the wind?

Can you paint with all the colors of the wind? Yeah

Come, run the hidden pine trails of the forest

And come, taste the sun, sweet berries of the earth

Come, roll in all the riches all around you

And for once, never wonder what they're worth, no

The rainstorm and the river are my brothers

The heron and the otter are my friends

And we are all connected to each other

In a circle, in a hoop that never ends

How high does the sycamore grow?

If you cut it down then you'll never know

And you'll never hear the wolf cry to the blue corn
moon

For whether we are white or copper skinned

We need to sing with all the voices of the mountains

We need to paint with all the colors of the wind

You can own the earth and still

All you'll own is earth until

You can paint with all the colors

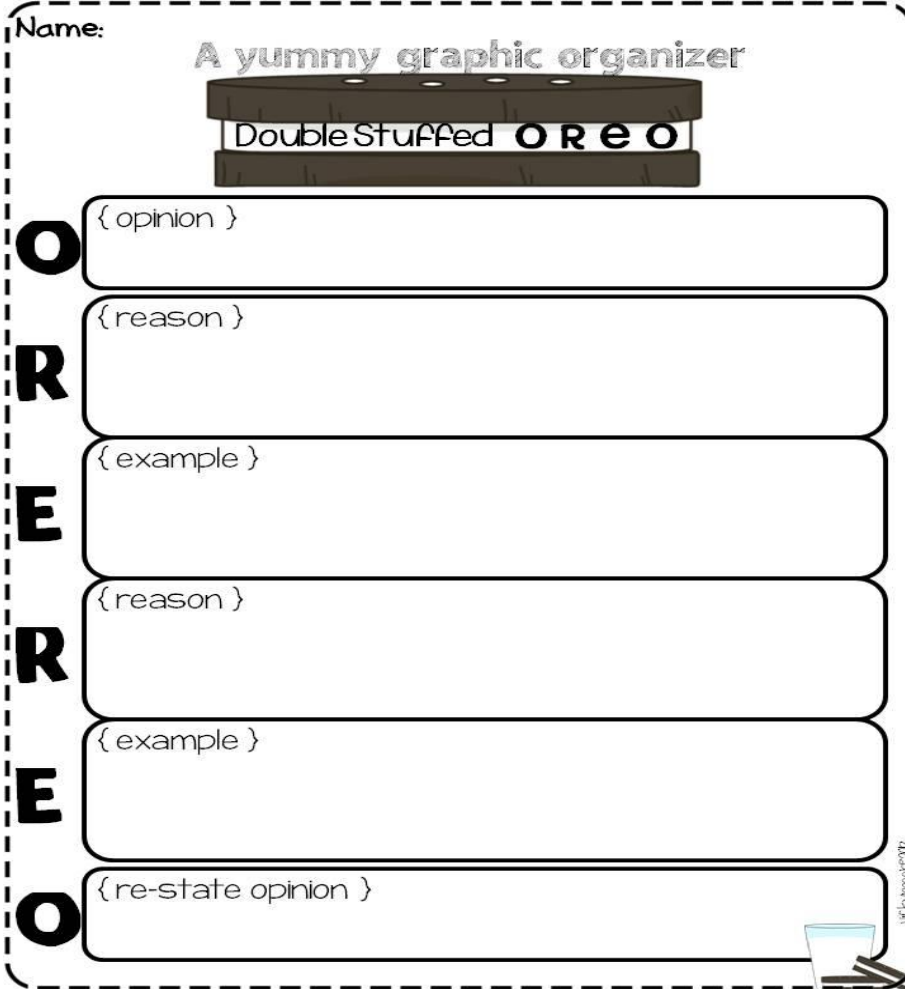
All the colors of the wind, oh yeah

Adopted from

<https://mojom.com/twy101001x4x11.htm>

Name: _____

A yummy graphic organizer



O {opinion }

R {reason }

E {example }

R {reason }

E {example }

O {re-state opinion }

Opinion: I agree high school students should wear uniforms at school.

Reason 1: _____

Evidence 1/Example 1(Fact1): _____

Reason 2: _____

Evidence 2/Example 2 (Fact 2): _____

Opinion Restated: These two reasons are why high school students should wear uniforms at school.

Opinion: I don't agree high school students should wear uniforms at schools.

Reason 1: _____

Evidence 1/Example 1(Fact1): _____

Reason 2: _____

Evidence 2/Example 2 (Fact 2): _____

Opinion Restated: These two reasons are why high school students should not
wear uniforms at school.

Adopted from <http://www.teachingandmuchmoore.com/2016/04/opinion-writing-double-stuff-my-oreo.html>