

英語文教學模組 C-素養導向寫作課程

一、課程基本資訊

項目	說明
課程主題	英文寫作專題
課程設計者	侯思嘉/曹家寧/林俊呈
課程節數	18 週，每週 1 節課
適用的對象	高二學生
學習目標	<ol style="list-style-type: none"> 1. 學生能利用所學之句型，寫出清楚的主題句。 2. 學生利用所學之轉折語，寫出脈絡清楚且有組織條理的篇章。 3. 學生能依據主題及情境，寫出有組織結構的段落。 4. 學生能依據所學之各類文體之組織架構，寫出有連貫性及可讀性高之篇章。
對應的總綱核心素養簡寫	<p>U-A2 具備系統思考、分析與探索的素養，深化後設思考，並積極面對挑戰以解決人生的各種問題。</p> <p>U-B1 具備掌握各類符號表達的能力，以進行經驗、思想、價值與情意之表達，能以同理心與他人溝通並解決問題。</p> <p>U-C2 發展適切的人際互動關係，並展現包容異己、溝通協調及團隊合作的精神與行動。</p>
對應的領綱核心素養簡寫	<p>英S-U-A2 具備系統性思考與後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與真偽，提升學習效率與品質，應用所學解決問題。</p> <p>英S-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。</p> <p>英S-U-C2 積極參與課內及課外英語文團體學習活動，透過團隊合作，發展個人溝通協調能力及解決問題的能力。</p>
對應的學習表現	<p>語言能力（讀）</p> <p>3-V-10 能辨識故事的要素，如背景、人物、事件和結局。</p> <p>語言能力（寫）</p> <p>4-V-6 能依提示寫出具有情節發展及細節描述的故事或個人經驗。</p> <p>4-V-8 能依提示寫出符合主題、語意連貫且組織完整的段落或說明。</p> <p>語言能力（聽說讀寫綜合應用能力）</p> <p>5-V-10 能針對各種選文，以口語或書面回答相關問題。</p> <p>學習方法與策略</p> <p>7-V-1 能把握甚至主動尋求任何溝通或表達意見的機會。</p> <p>7-V-2 能利用工具書（如字典，百科全書）或其他線上資源。主動瞭</p>

	<p>解所接觸英文的內容。</p> <p>7-V-5 能利用文本的結構特色（如轉折語，陳述次序，文章論述方式等），增進文意理解。</p> <p>邏輯思考，判斷與創造力</p> <p>9-V-5 能將習得的原則類推到新情境中，解決問題。</p>
對應的學習內容/實質內涵	<p>A 語言知識</p> <p>Ae -V-18 故事的背景、人物、事件和結局</p> <p>B 溝通功能</p> <p>B-V-1 自己、家人及朋友的主題式或情境式介紹及描述</p> <p>B-V-2 高中階段所學字詞及句型的生活溝通。</p> <p>B-V-9 有情節發展及細節描述的故事或個人經驗</p> <p>B-V-10 一段談話或簡短故事的轉述</p>
學生學習任務	學生須完成敘事、程序、比較/對比、及勸說/論說式之篇章寫作。
Highlights	<p>1. 本課程設計分為三大模組：</p> <p>(1) 模組一:Write as a Journalist，著重在敘事及描述性寫作技巧之學習。</p> <p>(2) 模組二:Write as a Scientist，著重在程序及比較／對比性篇章之寫作練習。</p> <p>(3) 模組三:Write as a Critical Thinker，著重在勸說／論說式的寫作技巧。</p> <p>2. 課程設計著重在結合校本特色，並與學生生活經驗做連結、另結合跨領域之知識，以英語文寫作做為一表達自我之工具出發，使學生具備在情境中使用語言之能力。</p>

二、教學單元案例

科目/領域別：語文領域-英語文領域	作者：高雄市立高雄高級中學林俊呈老師
學習/教育階段：第五學習階段(高中)	教學年級：高二
單元名稱：WRITE AS A JOURNALIST -- Narrative Writing and Descriptive Writing	
教材來源：自編投影片、自編講義、學習單、相關網站資源：英文(一)，龍騰文化	
教學資源/設備需求：投影布幕、單槍投影機、網路、筆記型電腦、麥克風、妙語說書人桌遊一套，磁性小白板 8 張、麥克筆與小板擦數個	
總節數：六節（300 分鐘）	
<p>一、課綱轉化：</p> <p>1. 本課程旨在透過桌遊活動，協助學生理解敘述文中的重要元素與故事情節發展，同時學生亦能寫出情節發展或細節描述的個人經驗，培養學生成為具有正向積極學習態度以及團隊競合力的學習者。</p> <p>2. 本課程擬轉化總綱核心素養「A2 系統思考與解決問題」，透過英語文的寫作強調培養學生「具備系統性思考與後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與</p>	

真偽，提升學習效率與品質，應用所學解決問題。」(英 S-U-A2)。

3. 本課程擬轉化總綱核心素養「B1 符號運用與溝通表達」，特別強調培養學生「具備聽、說、讀、寫的英語文素養」。本單元透過課程活動設計，從閱讀範文、找出文章中的時序信號 (time order signals) 以及 5W1H (when, where, who, why, what, how) 到寫出一篇描述自身經歷的短文，讓學生應用所學的英語文知識，展現其語言能力，達到「能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題」(英 S-U-B1)。
4. 透過轉化總綱核心素養「C2 人際關係與團隊合作」中，本課程強調鼓勵學習者「積極參與課內及課外英語文團體學習活動，透過團隊合作，發展個人溝通協調能力及解決問題的能力」(英 S-U-C2)。

二、課程安排：

1. 藉助活動設計，一開始讓學生從「妙語說書人」的桌遊活動中安排故事情節，了解到故事從 exposition- rising action- climax- falling action – resolution 的發展。
2. 引導學生閱讀範文，找出文章中的時序信號以及 5W1H，進而了解記敘文的寫作原則。課程從文本內容的理解到書寫個人經驗的過程，綜合發展聽、說、讀、寫四種技能。
3. 教學過程採教學與評量穿插方式進行。

三、教學策略：

(一) 分組合作：

1. 以每班 36 人計，全班共分 6 組，每組成員的英語文程度有較需協助者、基礎學習者、精熟學習者等不同程度，各成員具備不同興趣與特長（如：口語能力，文字能力，時間管理能力，統整能力等），以達互助合作學習目的。
2. 各組進行討論時，老師須隨時注意組內成員是否協助學習落後者參與討論。

(二) 教評併行：全程採教學活動與評量穿插方式進行，以完成學習任務的方式，鼓勵學習，提升分組合作的效益。

(三) 評量方式：

1. 分項質性評估：依學習活動或任務所投入的各種能力分項評估。
2. 文章初稿與最後的成品：依學生完成的文章質性評分。

(四) 差異化教學：利用分組學習，各組員依興趣與專長，貢獻心力，完成任務。

(五) 語言學習聽、說、讀、寫四技能並重

學習目標、核心素養、學習重點(含學習表現與學習內容)對應情形

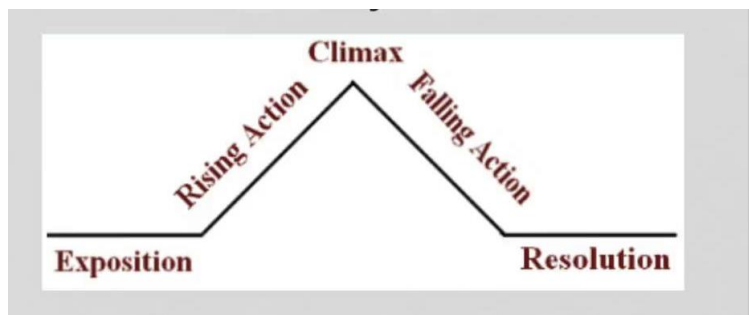
學習目標		1. 能找出文章中的時序信號 (time order signals)。 2. 能運用 5W1H (when, where, who, why, what, how) 疑問詞來檢視文章。 3. 能描述自己一次尷尬的經驗。
核心素養	總綱 (2-3)	<p>U-A2 具備系統思考、分析與探索的素養，深化後設思考，並積極面對挑戰以解決人生的各種問題。</p> <p>U-B1 具備掌握各類符號表達的能力，以進行經驗、思想、價值與情意之表達，能以同理心與他人溝通並解決問題。</p> <p>U-C2 發展適切的人際互動關係，並展現包容異己、溝通協調及團隊合作的精神與行動。</p>

	領(課)綱 (3)	英S-U-A2 具備系統性思考與 後設思考能力，善 用各種策略，對文 本訊息、國內 外文 化深入理解，釐清 訊息本質與真偽， 提升學習效率與品 質，應用 所學解決 問題。 英S-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用 多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。 英 S-U-C2 積極參與課內及課外英語文團體學習活動，透過團隊合作，發展個人溝通 協調能力及解決問題的能力。
學習 重點	學習表現	語言能力（讀） 3-V-10 能辨識故事的要素，如背景、人物、事件和結局。 語言能力（寫） 4-V-6 能依提示寫出具有情節發展及細節描述的故事或個人經驗。 4-V-8 能依提示寫出符合主題、語意連貫且組織完整的段落或說明。 語言能力（聽說讀寫綜合應用能力） 5-V-10 能針對各種選文，以口語或書面回答相關問題。 學習方法與策略 7-V-1 能把握甚至主動尋求任何溝通或表達意見的機會。 7-V-2 能利用工具書（如字典，百科全書）或其他線上資源。主動瞭解所 接觸英文的內容。 7-V-5 能利用文本的結構特色（如轉折語，陳述次序，文章論述方式等）， 增進文意理解。 邏輯思考，判斷與創造力 9-V-5 能將習得的原則類推到新情境中，解決問題。
	學習內容	A 語言知識 Ae -V-18 故事的背景、人物、事件和結局 B 溝通功能 B-V-1 自己、家人及朋友的主題式或情境式介紹及描述 B-V-2 高中階段所學字詞及句型的生活溝通。 B-V-9 有情節發展及細節描述的故事或個人經驗 B-V-10 一段談話或簡短故事的轉述
議題融入		無
與其他領域/科目的連結		無
單元一：Essentials of Narrative Writing 教學活動略案：		評量策略（包含評量方法、過程、規準）
第一節：(50 mins) Warm-up: (5 minutes) ● 教師請班上同學 6 人一組，並在黑板上寫下: story 這個 關鍵字。緊接著詢問大家: What do you think are some of the essential elements of a story? 教師可依學生所提供的 答案，將一些故事重要的元素寫在黑板上， 包括:		

setting, characters, point of view, theme, plot。

故事情節發展：(5 minutes)

- 教師接著再提醒班上同學，故事情節發展通常有一定的模式，並將以下的圖表畫在黑板上。



教師可以自己熟悉的故事，如三隻小豬、美人魚等為例說明故事情節發展。

妙語說書人－小組活動 (18 minutes)

- 教師請班上每位同學依序到教室後方拿一張妙語說書人圖卡，拿完後請同學回到小組，接著請各組同學依手上的說書人圖卡編一個長約 3 至 4 分鐘的短篇故事。同時教師亦可至準備小白板與數支白板筆，讓各組同學寫下關鍵字，以利他們記下重點。教師則在各組間走動，了解各組工作情形。

各組發表 (22 minutes) ☺

- 教師請各組同學上台發表。同時教師可先將各組的圖卡拍照，利用投影機讓班上其他同學看到各組的圖卡，各組發表約 3 至 4 分鐘。教師亦可製作選票，請每位同學選出表現最好的三個組別，讓其他非報告的同學們更有參與感。

第二節：(50 mins)

Warm-up: (5 minutes)

- 教師在黑板上寫下“plot”這個關鍵字，請同學回想上一節課所教過的情節發展階段。

● 小組改編經典童話故事 (35 minutes)

- 教師發下學習單附錄一，6 位同學一組選擇一個經典的童話故事，確定各組皆已選定故事後，教師請各組在 30 分鐘內以小組為單位，完成附錄一的學習單，除了重述

教師在教室內巡視，了解班上同學在撰寫上是否有任何疑問

<p>故事情節外，各組須提供與原版本不同的故事情節。</p> <p>● 小組發表 (10 minutes) 😊</p> <p>如果大部分組別皆已完成，教師可邀請幾組上台口頭發表，下課前則將各組的學習單收回。</p>	
<p>單元二：Narrative Writing Practice</p> <p>教學活動略案：</p>	<p>評量策略（包含評量方法、過程、標準）</p>
<p>第三節：(50 mins)</p> <p>Warm-up: (5 minutes)</p> <p>● 學習任務一：“An embarrassing experience”</p> <p>1. 教師在黑板上寫下 “An embarrassing experience”，詢問同學什麼事 “embarrassing”，以及是否有過任何尷尬的經驗。</p> <p>Q1: So do you know what does “embarrassing” mean?</p> <p>Q2: What kind of experience do you think will be embarrassing for you?</p> <p>Q3: Have you had any embarrassing experience?</p> <p>Presentation:</p> <p>● 學習任務 2 “Freshman Zit Girl” (20 minutes)</p> <p>1. 老師發下<u>附錄二</u>的文章，並請同學大約五分鐘的時間讀過。</p> <p>2. 老師在黑板上寫下 when, where, who, why, what, how (5W1H) 等疑問詞，並提醒學生可利用這些疑問詞找出選文情節發展的要素。</p> <p>3. 老師發下磁性小白板、麥克筆與小板擦給各組同學，請同學將 “Freshman Zit Girl” 選文中的 5W1H 要素找出來，寫在小白板上。隨後教師可隨機挑選幾組同學上台報告。</p> <p>● 學習任務 3 “Time Order Signals” (7 minutes)</p> <p>4. 教師發下<u>附錄三</u>的學習單，說明記敘文通常按照時間發生的順序撰寫，因此時序信號可標明不同動作發生的時間順序。該張學習單完成後，教師可再請同學重新讀一次 “Freshman Zit Girl” 選文，找出文章中所使用的時序信號。</p> <p>● 學習任務 4 “First Draft” (17 minutes)</p> <p>5. 教師發下<u>附錄四</u>的學習單，請同學回想自己一次尷尬的</p>	<p>利用小組討論的時間，教師在教室各組內巡視，了解各組的工作情形</p> <p>教師在教室內巡視，了解班上同學在撰寫句子上是否有任何疑問</p>

<p>經歷，搭配 5W1H 與時序信號，回答學習單上的四個問題。</p> <p>Wrap-up: (1 minute) 提醒同學們下次上課會將附錄三的學習單句子編輯成一篇完整的英文文章。</p> <p>第四節 50 mins</p> <p>Warm-up (3 minutes)</p> <ul style="list-style-type: none"> ● 學習任務 1: Review <p>1. 教師在黑板上寫下 5W1H 以及 "time order signals" 關鍵字，快速複習上一次上課所提過的核心概念。</p> <ul style="list-style-type: none"> ● 學習任務 2: Writing the Composition (35 minutes) <p>2. 教師發下附錄五的學習單，請同學將上次上課寫的鋸子編輯成一篇長約 100 至 120 字的英文文章，提醒學生文章內容須緊扣 5W1H，並適度運用時序信號。</p> <ul style="list-style-type: none"> ● 學習任務 3: Peer Review & Share (12 minutes) <p>老師請同學兩人一組，彼此交換文章並閱讀後，寫下自己針對該經驗的感想，例如 "That's really funny!" 或 "I am sure this will be one of your unforgettable memories!"</p>	<p>教師在教室內巡視，了解班上同學在撰寫文章上是否有任何疑問。學生成品將以內容、組織、文法，用字與標點/大小寫等細項評分。</p>
<p>單元三：Write like a journalist – Using Descriptive Language 教學活動略案：</p>	<p>評量策略（包含評量方法、過程、標準）</p>
<p>第五節 Practice Writing Descriptive Language</p> <ul style="list-style-type: none"> ● Warm-up: Introducing the target writing skill ● 學習任務一: Board Game – You Describe it (25mins) <p>規則說明：(1)老師將學生分為 5-6 人一組，並將事先好的圖畫紙牌發給同學，一人 5 張，同學輪流打出手上的紙牌。打牌的同學每打出一張牌，都必須用一個恰當的形容詞描述紙牌的東西，如 a dangerous river。想吃牌的同學則必需用 V+ adv 搭配 a dangerous river 才可把牌吃走，如 John crossed the dangerous river slowly.</p> <p>(2)如何贏得牌局：每打出一張牌，需抽一張新牌。每湊到兩張同樣圖案的紙牌即可將紙牌脫手。最快把手上的紙牌打</p>	<p>教師在教室內巡視，看是否有組別需要協助。</p>

<p>完的同學可贏得比賽。</p> <ul style="list-style-type: none"> ● 學習任務二: Descriptive Language Work Sheet (25mins) ● 老師引導學生了解並且練習用生動並且具有描述性的語言於寫作中。 ● 學生兩人一組完成附錄七。 <p>第六節 One Day Journalist</p> <ul style="list-style-type: none"> ● 學習任務一： ● 學生練習當一日記者，採訪校內之國際交流學生，先寫下想問的問題，對交流學生進行 10-15 分鐘的採訪。 ● 訪談結束後學生需完成 News Graphic Organizer(附錄九) 並根據寫下的資訊於課後完成一篇英文校園新聞。 	
<p>教學省思：</p>	
<p>附錄：</p> <ol style="list-style-type: none"> 1. 附錄一：Short Story Adaptation 2. 附錄二：Reading Selection – Freshman Zit Girl 3. 附錄三：Time Order Signals 4. 附錄四：First Draft 5. 附錄五：Writing Worksheet – An Embarrassing Experience 6. 附錄六：Board Game- You Describe it. 7. 附錄七： Descriptive Worksheet 8. 附錄八：Class Newspaper Worksheet 	

- Short Story Adaptation- Cinderella

Directions: *As a group, fill-in proper adjectives for your story and write down its main plot. You are asked to come up with a different ending from the original story. Let your imagination run wild!*

Once upon a time, there was _____ girl named, Cinderella. She lived with her _____ stepmother and two step-sisters. The stepmother didn't like her and made her do household work. Her step-sisters just never had to work. They just roamed around the house in their _____ dresses. They always made fun of Cinderella because of her _____ dressing.

One day, a letter from the _____ king came to their house which said that the king is having a ball tonight and his _____ son 'The Prince' would be choosing a wife ; every girl in the kingdom must be aware. Everyone got _____ on reading this, Cinderella too

Middle

End

- Short Story Adaptation- Cinderella

Write with different point of view

Directions: As a group, write your story from a different point of view. For example, you can choose to write from Cinderella's point of view or the step sisters' point of view. Let your imagination run wild!

Beginning

Middle

End

Freshman Zit Girl

I still remember the night before my first day of high school. I wanted to look perfect on the first day. After I made sure everything was ready for the next day, I happily went to sleep.

The next morning, I woke up and felt excited, and I ran to the mirror. When I saw myself in it, I let out a cry, “Oh my God! How could this happen?” Right on the tip of my nose was a huge red zit!

I was surprised and upset. I thought that the zit must have been the work of mean little aliens! They came to Earth and landed their bright red spaceship right on my nose in order to ruin my first day of high school! It was so terrible to have a nose so ugly that it made Rudolph’s nose look normal. I felt so embarrassed.

I tried to hide my ugly pimple, but nothing I did worked. I wanted to skip school, but my mom wouldn’t let me. I worried that people at school would see my zit and know me not as the “freshman It girl,” but as the “freshman Zit girl!” It was so depressing!

Fortunately, the day went well, and miraculously no one said anything about my pimple! But for the rest of the year, I was sure that everyone was talking about my funny-looking zit every day when I was not around.

On the first day of tenth grade, I guessed that no one remembered my old zit anymore and said to my best friend, “It’s great for me to be off to such a good start this year.”

She replied, “I don’t understand.”

I pointed at my nose and yelled, “Don’t you remember the huge zit I had on the first day of school last year?”

She said, “No, but you must remember my disgusting orange shirt.”

I paused and then said, “No, I don’t.”

Then I realized that most people only care about their own faults and have no time think about others’. I can recall all of my embarrassing moments in high school, but even when I try, I can’t remember any such moments of my friends’. Now the zit story has become just a funny memory to me. It has taught me to be more carefree and to wash my face more often!

附錄三

時序信號 Time Order Signals

說明：記敘文是文章寫作的基礎，要把記敘文寫好，首重辨明事件發生的先後順序，寫作時如果缺乏時序信號，就很難拼湊出順序正確的內容。下列的表格中，列出了一些常用的時序信號。

Words	Phrases
Afterward,	At noon,
Later,	At that moment,
Finally	As soon as ...
First (second, third, etc.)	The next day,
Meanwhile,	After a while,
Recently,	At last,
Immediately,	By Sunday
Soon	Since then,
Now	After the incident
Then	Two days ago

Example 1: I was so tired that I fell asleep. **After a while**, I felt something alive moving on my right leg and crawling almost to my chin.

Example 2: Little Tommy was worried about being transferred to a new school at first. **A week later**, he had perfectly blended in with his classmates.

附錄四

First Draft

說明: 在選文 "*Freshman Zit Girl*" 中女主角描述了自己人生中一個尷尬的經驗，在她高中生活的第一天卻發現自己的鼻子上長了一個青春痘，擔心其他同學對自己的看法。請以 "*An embarrassing Experience*" 為主題，敘述一段令你倍感尷尬的經歷，請回答下列的問題來草擬文章大綱，並且適當地運用時序信號。

1. When did the incident happen?
(Use one time signal in your sentence.)
2. What happened? *(Please provide specific details)*
3. Who was involved in the event? What was your relationship with this person?
4. Did this experience have any influence on you? If yes, in what way?

附錄五

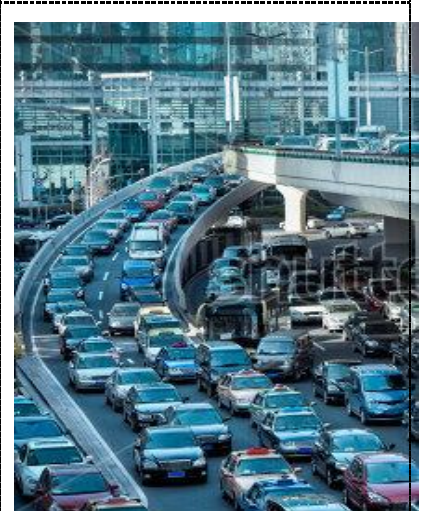
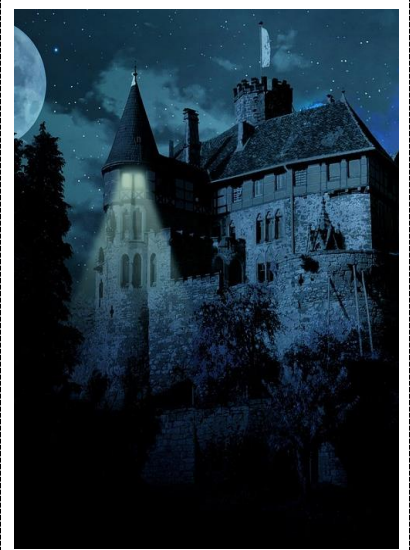
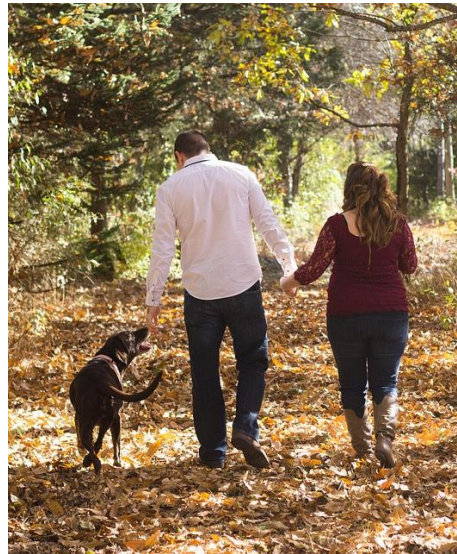
說明: 參考並重新組織附錄三的句子, 以 *"An embarrassing Experience"* 為主題, 寫一篇長約 100 至 120 字長的英文文章。

[illegible]

附錄六



Cards – Print 4 copies for each of the pictures and shuffle them



Descriptive Worksheet

Object to be described: _____

Write at least five details and the adjectives that describe them. If possible try to write more than one adjective.

Details	Adjectives

What senses can you use in your description that will make your image come to life?

sound

smell

touch

taste

sight

附錄八





You are to write an article for a class newspaper. **Interview one of your classmates on his/her experience of first day at school.** Put notes in the boxes to include: WHO, WHAT happened, WHERE it happened, WHEN, and WHY or HOW this event took place.

Who?	Where?	When?
What happened?		Why or How?
QUOTE: Write down a word for word something important the interviewee said. “ “		
Conclusion:		

Essay Writing: According to your interview with a foreign student, now write an essay about their first day on our campus. Make sure that you have an intriguing news lead.

News Lead:

科目/領域別：高中英文	作者：國立高雄師範大學附屬高級中學侯思嘉老師
學習/教育階段(第五學習階段/高中)	教學年級：高二
單元名稱：WRITE AS A SCIENTIST - Making Ice Cream in a Bag (Process Paragraphs)	
教學資源/設備需求：投影設備、手提電腦、音響、學生自備做冰淇淋材料	
教學節數/總節數：3 節	
課程設計原則與教學理念說明：	
<p>一、課綱轉化：</p> <ol style="list-style-type: none"> 1. 本教學課程著重跨領域之知識整合，將英語文視為一學習及表達之工具。 2. 本課程切合英語領綱素養【英 S-U-A2 具備系統性思考與 後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與真偽，提升學習效率與品質，應用所學解決問題。】學生透過實驗實作，發展分析以及解決問題之能力。並將實驗過程及結果紀錄下來，並分析其因果，撰寫一篇基礎科普寫作之 process essays. 3. 本課程切合英語領綱素養【英 S-U-A3 具備規劃、執行與 檢討英語文學習計畫的能力，並探索 有效策略，奠定終身學習的基礎。】課程中，學生首先利用閱讀策略，擷取閱讀文本中之重要訊息，並加以重新規劃，擬定實驗計劃，發展有效策略以完成任務。 <p>二、課程安排：</p> <ol style="list-style-type: none"> 1. 本課程結合自然科學領域實驗與英語文寫作，將語言知識轉化為一可用之工具。 2. 透過的實際操作，學生將所閱讀理解之內容具體化，並透過手動實驗課程加深閱讀理解之深度。 3. 學習 process essays 裡頭常用之轉折語及句型。 4. 學生紀錄實驗過程及結果，並分析 cause and effect，最後將根據實作經驗寫成一篇 process essay。 <p>三、教學策略：</p> <p>(一) 分組合作學習</p> <p>異質分組：將科學能力強但語言能力較弱之同學與語言能力強之同學搭配，於實驗任務中及寫作任務中各自展現多元智能之學習，並互相學習。</p> <p>(三) 多元評量</p> <p>(A)實作評量</p> <p>(B)寫作評量：Science Lab Report + Process Essay</p>	
學習目標、核心素養、學習重點（含學習表現與學習內容）對應情形	
學習目標	透過跨領域(科學實驗)的課程，以及利用所學之句型以及轉折語句，進行

		process essays 寫作
核心素養	總綱	
	領(課)綱	1. 英-U-B1 具備聽、說、讀、寫 的英語文素養，能連 結自身經驗、思想與 價值，運用多樣的字 詞及句型，在多元情 境中適切溝通表達 及解決問題。 2. 英-U-A3 具備規劃、執行與檢 討英語文學習計畫 的能力，並探索有效 策略，奠定終身學習 的基礎。
學習重點	學習表現	1. 3-V-11 能閱讀不同體裁、不同主題的文章。 2. 4-V-2 能在段落中使用正確的英文書寫格式。 3. * 4-V-8 能依提示寫出符合主題、語意連貫且組織完整的段落或說明。 4. 9-V-1 能把多項訊息加以比較、歸類、排序。
	學習內容	1. Ad-V-12 應用結構 2. Ae-V-21 不同體裁、不同主 題之文章 3. D-V-1 訊息的比較、歸類、 排序
議題融入		無
與其他領域/科目的連結		化學
單元教學活動略案		評量策略（包含評量方法、過程、規準）
第七節 (50mins) ● Listening and completing the Ice Cream Worksheet : (20mins) : 1. 學生觀看 YOUTUBE 上製作冰淇淋之英文影片，於觀看過程中，記錄做冰淇淋所需之器材、材料，以及過程。完成 <u>Ice Cream Worksheet(附錄一)</u> 。 2. 學生 5 人一組，討論各自記錄之材料及過程是否完整。 ● Discussion for the food science behind making ice cream: (5 mins) : 1. 學生以小組為單位，討論為何製作冰淇淋之其中一個程序是將鹽加在外袋的冰塊中。小組成員必需清楚說明其背原的科學原理。 ● Learning the transition words in a process paragraph: (20 mins) 1. 老師請同學回想剛才影片中，Presenter 表達每一個步驟時所使用的用語。 2. 老師請同學熟悉 <u>附錄二</u> 所列之 Transition		 聽力學習單 教師課堂觀察： Level A 學生能主動引導／帶領組員完成任務 Level B 學生能協助組員完成任務 Level C 學生大多處於被動狀態，不積極參與任務。 Level D 無貢獻或干擾任務進行。  小組討論

<p>Words，並請同學完成 How to do a coin trick 文章裡頭所需的 Transition words。</p> <p>3. 老師請同學修改剛才完成的 Ice Cream Worksheet 裡頭 Procedure 的部份，請同學加上適當的 Transition Word，使步驟間的語言表達更為流暢連貫。</p> <p>● Preparation for making ice cream(5 mins)：</p> <p>1. 學生以小組為單位，討論工作分配以及各自所需攜帶之材料及器具。</p> <p>第八節 (50 Mins)</p> <p>● Making Ice Cream(45 mins)</p> <p>1. 同學拿出自己準備之器具及材料，以小組為單位，根據 Ice Cream Worksheet 上所紀錄之步驟，製作冰淇淋。</p> <p>● Discussion about how much salt should be added. (5mins)</p> <p>1. 在冰塊裡加鹽是過程中相當重要的步驟，請同學討論要加多少鹽才能使冰淇淋更快速的冷卻，以及其背後的原理。</p> <p>● Hand in Ice Cream Worksheet for evaluation</p> <p>第九節 (50mins)</p> <p>● Greetings (2mins)</p> <p>.</p> <p>● Introducing useful sentence patterns for topic sentences. (20mins)</p> <p>1. 使同學熟悉常用於 Process Paragraph 裡的主題句句型。</p> <p>2. 請同學完成學習單中主題句的練習。</p> <p>● Outlining (20mins)</p>	<p>✍ 寫作練習</p> <p>教師課堂觀察：</p> <p>Level A 學生能主動引導／帶領組員完成任務</p> <p>Level B 學生能協助組員完成任務</p> <p>Level C 學生大多處於被動狀態，不積極參與任務。</p> <p>Level D 無貢獻或干擾任務進行。</p> <p>✍ 學習單評量</p> <p>✍ Process Paragraph 寫作評量</p>
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<p>1. 老師介紹 Process Paragraph 裡頭的組織結構（Organization），並請同學根據所學到之組織結構擬一個 Outline。</p> <p>2. 兩人一組互評各自的 Outline 可改進之處。</p> <p>● Writing a process paragraph (10mins)</p> <p>1. 老師請同學根據 Worksheet 製作冰淇淋的步驟以及各自的 Outline，完成一個約 100 字的段落，描述如何製作冰淇淋。（若無法於當節課完成，可做為回家作業）。</p>	<p>同儕互評</p> <p>✍️ Process Paragraph 段落寫作評量</p>
<p>「教學省思」 教師可在實際教學後，依照教學活動設計、學生反應、評量結果…等，進行反思。</p>	
<p>參考資料：</p> <p>(1) How to make chemical volcanos: http://chemistry.about.com/od/chemicalvolcanoes/tp/chemicalvolcanoes.htm</p> <p>(2) http://www.wikihow.com/Do-Magic-Tricks</p>	
<p>附錄：</p> <p>1. 附錄一：Ice Cream Worksheet</p> <p>2. 附錄二：Language Highlights</p> <p>3. 附錄三：Your Outline & Paragraph</p>	

Ice Cream Worksheet



Watch the video clip- How to Make Home Made Ice Cream

(<https://www.youtube.com/watch?v=h6NJnR9x0y8>) on YOUTUBE. Write down the equipment's/ materials needed and the procedure for making ice cream.

Equipment and materials needed:

Step-by-step Procedures:

Scientific facts behind the procedure

Why is SALT added among ice cubes in the bigger plastic bag?

(Key Concept: food Science, chemistry, freezing point, phase of matter, solution)

Key concepts: Food science /Chemistry/ Freezing Point /Phases of matter

Answer Key for teachers:

The same reason salt is used on icy roads and sidewalks in winter explains why salt is mixed with ice to make ice cream. Salt causes the ice to melt. When salt and ice mix, the freezing point of the ice is lowered and the freezing point reached depends on the amount of salt used. The more salt is added, the lower the temperature can get before the saltwater solution freezes. For example, water will normally freeze at 32°F (0°C). A 10% salt solution freezes at 20°F (-7°C) and a 20% solution freezes at 2°F (-17°C). When salt is added to ice (or snow), some of the ice melts because the freezing point is lowered. Keep in mind, however, that heat must come from somewhere to melt the ice. The heat that causes melting comes from the surroundings and, in this case, it's from the warmer cream mixture. By lowering the temperature at which ice freezes, you were able to create an environment in which the cream mixture could freeze at a temperature below 32°F (0°C) and become ice cream. The shaking (or stirring in an ice cream maker) moves the warmer cream mixture from the inside to the outside of the bag so it can freeze evenly. That way you make a smoother product. It also adds air to the final product so it's fluffed up a little bit. Yum!

資料來源: <https://www.stevespanglerscience.com/lab/experiments/homemade-ice-cream-sick-science/>

附錄二

Language Highlights

A. Transition Words

Process essays are often organized in **chronological order** (time order). Usually we start with the first step in the process and move on until we finish the last step. **Transition words** can do great help as you describe your process. Some useful transition words in a process are listed as followed.

-first, -first off, -to begin with, -the first step is (to VR/ that SV) - before (N/Ving/SV) -before that,	-soon afterward, -next, -then, -after that, -after(N/Ving/SV) -the next step is (to VR/that S V) -the second/third... step is (to VR/ that S V)	-as (S V) - as soon as (S V) - when (S V) - while (S be Ving) -everytime (S V) - whenever (S V)	-meanwhile, -at the same time, -at this point, -during	-the last step is (to VR/that S V) - finally,
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Complete the paragraph with words and phrases from the chart above.

How to Do a Coin Trick

It is not difficult to do a magic trick if you follow the procedures as followed and do a lot practice. _____, take a coin and sit at a table, explaining to your spectators that you are going to rub the coin into your skin because you are a little low on iron and your doctor said it was a good idea. _____, place one hand resting under your chin and the other hand ready to rub the coin into your elbow. _____, begin to rub, rub, and rub repetitively, but then pretend to accidentally drop the coin onto the table. Try to be as believable as possible with this step. You want them to think that this is a genuine mistake instead of a part of the trick. _____ you try to grab the coin on the table, shift it secretly to you other hand. Please note that this step is critical to the success of your trick. You may need a lot of practice until your can do it fast and naturally without being noticed and you need to come up with some strategies to distract your audience's attention from your hands. _____, to be sure, is to resume rubbing the non-existent coin into your elbow. Tell your audience you can feel the coin vanishing and after a few more rubs.....,tada, coins rubbed into your skin!

參考資料

<http://www.wikihow.com/Do-Magic-Tricks>

B. Useful Sentence Patterns for topic sentences in process paragraphs

1. **It is** (easy/simple/not difficult) **to** _____ **if/when you** _____.

It is not difficult to do a magic trick if you follow procedures and do a lot practice.

It is easy to make a cheese cake if you have the right ingredients.

2. **There are** (three/four/several) **major steps involved in** _____.

There are three major steps involved in doing a coin magic trick.

There are several steps involved in making a cheese cake.

3. **The** (first/second/next) **step is to** _____ (VR).

The next thing that you should do is to shift the coin to your other hand.

The first step is to choose several schools that you are interested in attending.

C. Practice writing a topic sentence for a process essay (You can make use of the sentence patterns listed above.

1. Topic: How to lose weight

Topic sentence: **Losing weight can be painful and challenging for many people, especially for students who are used to sedantary lifestyle. However, it will become much easier if you follow the right steps and stick to your plan.**

2. Topic: How to make new friends

Topic sentence:

3. Topic: How to make a pizza.

Topic sentence:

4. Topic: How to apply for a college

Topic sentence:

5. Topic: How to impress a judge in a speech contest

Topic sentence:

附錄三

Your Outline

Making an **outline** can be very useful before you start to write your paragraph or essay. You can use the following plan as a guide to draft your outline. Don't forget that writing an essay is like a chef making a hamburger, in which you wrap up the delicious ingredients between two slices of bread. In writing, you can start your paragraph with a topic sentence and wrap it up with a short conclusion.



Topic sentence

1. State **what** the process is and **why** it is important/easy/necessary/difficult.....etc.
2. Write down **equipment's, ingredients, or supplies** needed to perform the process

Supporting Details

1. Describe **the steps** in the process.
2. Try to make good use of the transitional words you have learned.

Short Conclusion

1. **Review** why the process is important/easy/necessary....etc.
 2. **Summarize the main steps** in the process without the details.
-

Your Outline:

Topic sentence:

Supporting Details:

Conclusion:


Your Paragraph

How to Make Ice Cream in a Bag

After you have successfully made some tasty ice cream using a bag method, now please write a paragraph describing the process. Make sure that you follow your outline.

[illegible]

科目/領域別：高中英文	作者：國立高雄師範大學附屬高級中學侯思嘉老師
學習/教育階段(第五學習階段/高中)	教學年級：高二
單元名稱：WRITING AS A SCIENTIST – Making Lab Volcanoes(Comparison and Contrast Essays)	
教學資源/設備需求：投影設備、手提電腦、實驗室設備、學生自備材料	
教學節數/總節數：3 節	
<p>課程設計原則與教學理念說明：</p> <p>一、課綱轉化：</p> <ol style="list-style-type: none"> 4. 本教學課程著重跨領域之知識整合，將英語文視為一學習及表達之工具。 5. 本課程切合英語領綱素養【英 S-U-A2 具備系統性思考與 後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與真偽，提升學習效率與品質，應用所學解決問題。】學生透過實驗實作，發展分析以及解決問題之能力。並將實驗過程及結果紀錄下來，並分析其因果，撰寫一篇基礎科普寫作之 process essays. 6. 本課程切合英語領綱素養【英 S-U-A3 具備規劃、執行與 檢討英語文學習計畫的能力，並探索 有效策略，奠定終身學習的基礎。】課程中，學生首先利用閱讀策略，擷取閱讀文本中之重要訊息，並加以重新規劃，擬定實驗計劃，發展有效策略以完成任務。 <p>二、課程安排：</p> <ol style="list-style-type: none"> 5. 本課程結合自然科學領域實驗與英語文寫作，將語言知識轉化為一可用之工具。 6. 透過實驗操作，學生將所閱讀理解之內容具體化，並透過手動實驗課程加深閱讀理解之深度。 7. 學習 COMPARISON/CONTRAST 裡頭常用之轉折語及句型。 8. 學生紀錄實驗過程及結果，並將兩個製作實驗室火山的方法加以比較分析，寫作一篇 COMPARISON AND CONTRAST ESSAY。 <p>三、教學策略：</p> <p>(一) 分組合作學習</p> <p>異質分組：將科學能力強但語言能力較弱之同學與語言能力強之同學搭配，於實驗任務中及寫作任務中各自展現多元智能，並相互學習。</p> <p>(三) 多元評量</p> <p>(A)實作評量：SCIENCE LAB REPORT</p> <p>(B)寫作評量：A COMPARISON AND CONTRAST ESSAY</p>	
學習目標、核心素養、學習重點（含學習表現與學習內容）對應情形	
學習目標	透過跨領域(科學實驗)的課程，以及利用所學之句型以及轉折語句，進行 process essays 寫作

核心素養	總綱	
	領(課)綱	<p>1. 英-U-B1 具備聽、說、讀、寫 的英語文素養，能連 結自身經驗、思想與 價值，運用多樣的字 詞及句型，在多元情 境中適切溝通表達 及解決問題。</p> <p>2. 英-U-A3 具備規劃、執行與檢 討英語文學習計畫 的能力，並探索有效 策略，奠定終身學習 的基礎。</p>
學習重點	學習表現	<p>1. 3-V-11 能閱讀不同體裁、不同主題的文章。</p> <p>2. 4-V-2 能在段落中使用正確的英文書寫格式。</p> <p>3. * 4-V-8 能依提示寫出符合主題、語意連貫且組織完整的段落或說明。</p> <p>4. 9-V-1 能把多項訊息加以比較、歸類、排序。</p>
	學習內容	<p>1. Ad-V-12 應用結構</p> <p>2. Ae-V-21 不同體裁、不同主 題之文章</p> <p>3. D-V-1 訊息的比較、歸類、 排序</p>
議題融入		無
與其他領域/科目的連結		化學／地科
單元教學活動略案 (She is Brave)：		
<p>第十節 (50mins)</p> <ul style="list-style-type: none"> ● Greetings: (2 mins) ● Reading to write (20mins)： <p>1. 學生閱讀一篇關於泥火山的文章，並於文章中找出泥火山和岩漿火山之異同（附錄一）。</p> <p>2. 老師請學生特別注意文章中比較差異之用語。</p> <p>3. 請同學討論造成火山噴發之原因。</p> <p>4. 請同學討論如果要在實驗室中模擬火山的噴發，須要哪些實驗材料和器具？</p> <ul style="list-style-type: none"> ● Preparation for making lab volcanoes <p>1. 異質分組，共六組，每組 5 人。</p> <p>2. 請同學閱讀三種實驗方法中所須之器材及步驟，討論並選擇兩種實驗方法。</p> <p>3. 小組分配各自於實驗中所負責之工作以及分配各自所需攜帶之材料。</p> <p>第十一節</p> <ul style="list-style-type: none"> ● Making chemical volcanoes in the lab – Two methods 		<p>評量策略（包含評量方法、過程、規準）</p> <p> 閱讀學習單</p> <p>教師課堂觀察：</p> <p>Level A 學生能主動引導／帶領組員完成任務</p> <p>Level B 學生能協助組員完成任務</p> <p>Level C 學生大多處於被動狀態，不積極參與任務。</p> <p>Level D 無貢獻或干擾任務進行。</p>

1. 請同學按各自之分組，完成兩種使化學火山噴發之方法。
2. 同學須完成 **Lab Report**（附錄二）並比較所選擇的兩種方法之間的異同。

~~Lab Report~~ 寫作評量

第十二節


- **Recognizing and using language devices to show similarities and differences (20mins)**

~~Lab Report~~ 寫作評量

1. 教師介紹 Comparison and Contrast Essays 中 Thesis Statement 常用之句型，並請同學做練習(附錄三)。
2. 教師介紹 Comparison and Contrast Essays 中常用的片語及轉折語。

- Organization: Block method or point-by-point method (15mins)

1. 介紹 Comparison/Contrast Essays 裡可運用之兩種組織結構：Block Method 和 Point-by-point Method。
2. 請同學完成 Outline。

 Outline 寫作練習

- **Writing up a comparison and contrast essay(25mins)**

 Comparison/Contrast Essay 寫作評量

1. 請同學根據 Lab Report 以及自己所擬的 Outline 寫出一篇 Comparison/Contrast Essay(寫不完可當回家作業)

「教學省思」教師可在實際教學後，依照教學活動設計、學生反應、評量結果…等，進行反思。

參考資料：

- (3) How to make chemical volcanos:

<http://chemistry.about.com/od/chemicalvolcanoes/tp/chemicalvolcanoes.htm>

附錄：

- (1) 附錄一：Reading Selection – Mud Volcanoes
- (2) 附錄二：Methods to Make Lab Volcanoes／Lab Report
- (3) 附錄三：Language Highlights

附錄一

Volcano Worksheet

NAME: _____

NO: _____

CLASS: _____

Reading Selection – Mud Volcanoes

(資料來源 U61, Target Reading by Michelle Witte, Cosmos Culture LTD. 寂天)

The image that comes to mind when we hear “volcano” is a black peak, with red lava flowing down the sides and smoke bursting from the top. There’s another type of volcano, though: one that belches mud.

Mud volcanoes are like lava volcanoes in that they explode with pent-up, sometimes burning gases. Mud volcanoes, however, are much cooler than volcanoes that spew molten rock. Some mud volcanoes can even be cool. Many, in fact, are the sites of spas, where people can rub the mud on their bodies for health and cosmetic benefits.



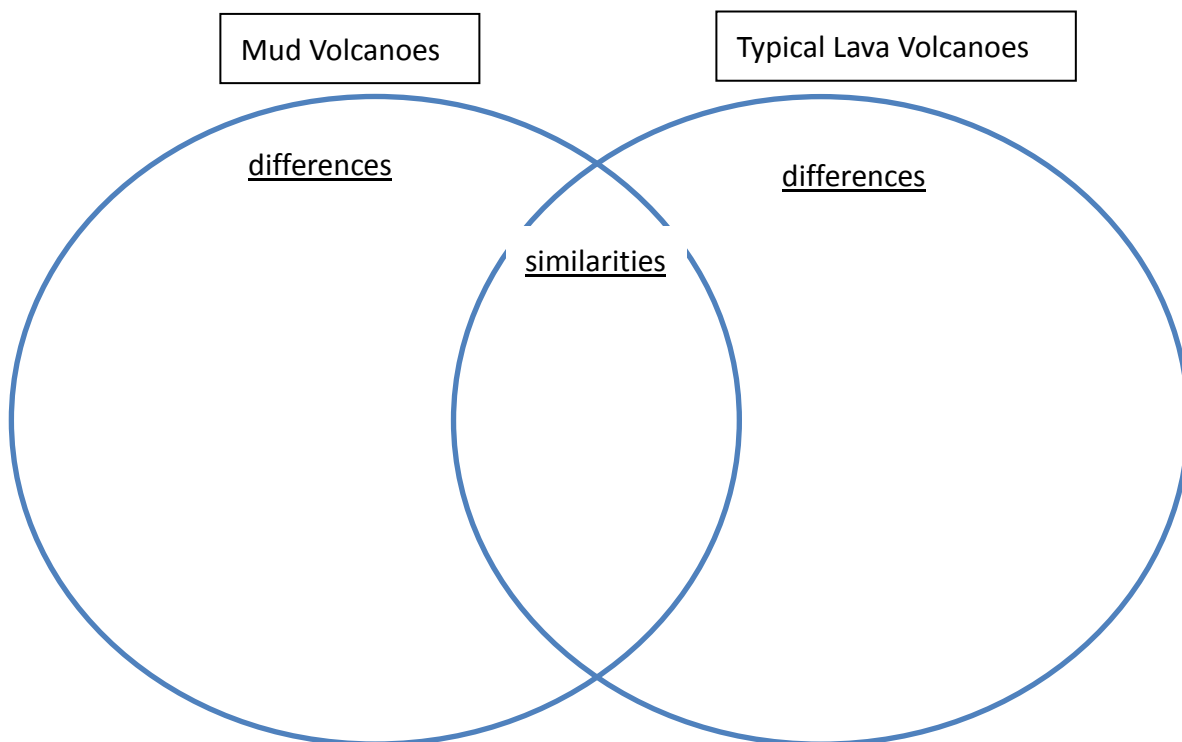
Mud volcanoes form when pressurized gas, water, mud and sometimes oil make a channel to the Earth’s surface. Sometimes they build up domes or cones like lava volcanoes; in other places, the mud simply bubbles up and seeps over wide areas. They occur at weak points in the Earth’s crust, and they often indicate oil and gas reserves below the surface.

Mud volcanoes can also be man-made. In 2006 in the village of Sidoarjo, East Java, the Lusi mud volcano started erupting. It was only about 500 feet from a gas exploration well. East Java has lots of oil and gas, and naturally, mud volcanoes. Most experts agree that it was the removal of the drill and drill string from a deep hole that cause instability below the surface. Mud began to flow out of it, and it hasn’t stopped yet. Scientists say it’s likely to continue erupting for the next 25 years! And Lusi is no trickle of mud. At its height, it was emitting 180,000 m³ (cubic meters) of mud per day! It has been a disaster for local residents.

Other mud volcanoes, however, are beneficial. Tourists visit Azerbaijan, which has more mud volcanoes than anywhere else, to see their strange shapes. Visitors flock to Yellowstone, to Colombia, to Java, and other places to witness these natural wonders.

(資料來源 U61, Target Reading by Michelle Witte, Cosmos Culture LTD. 寂天)

- A. Compare and contrast mud volcanoes with typical lava volcanoes– Write down the similarities and differences of the two.



B. Questions for discussion:

1. The author starts the paragraph by comparing mud volcanoes to typical volcanoes. What is the purpose of making this comparison?
2. Can you identify the linguistic devices used for comparison and contrast? Underlined the sentence in the reading, and write down the words/phrases that mark similarities and differences.
3. What is the cause for the eruption of mud volcanoes?
4. If you want to simulate a small-scale volcanic eruption in the lab without exposing yourself in danger, what method and experimental materials do you think you will use?

Making Lab Volcanoes

Instruction

There are several ways to model volcanic eruptions using simple chemical reactions(as described in Section A, B and d C). Choose two methods (two chemical formulas) to make your volcanoes erupt. You need to compare/contrast the two methods you choose and describe the similarities or differences between the two in your essay.

I. Classic Baking Soda and Vinegar Volcano

The baking soda and vinegar volcano is the kitchen equivalent of a volcano. Obviously, it's not a *real* volcano. It's cool all the same! The [baking soda](#) volcano is also non-toxic, which adds to its appeal. The chemical volcano is a classic science project which can help kids learn about chemical reactions and how volcanoes work. This takes about 30 minutes to complete.

(A) Materials

6 cups flour
2 cups salt
4 tablespoons cooking oil
warm water
plastic soda bottle
dishwashing detergent
food coloring
vinegar
baking dish or another pan
2 T baking soda

(B)Steps to Make the Chemical Volcano

1. First, make the 'cone' of the [baking soda volcano](#). Mix 6 cups flour, 2 cups salt, 4 tablespoons cooking oil, and 2 cups of water. The [resulting mixture](#) should be smooth and firm (more water may be added if needed).



2. Stand the soda bottle in the baking pan and mold the dough around it into a volcano shape. Don't cover the hole or drop dough into it.
3. Fill the bottle most of the way full [with warm water](#) and a bit of red food color (can be done before sculpting if you don't take so long that the water gets cold).
4. Add 6 drops of detergent to the bottle contents. The detergent helps trap the bubbles produced by the reaction so you get better lava.
5. Add 2 tablespoons baking soda to the liquid.
6. Slowly pour vinegar into the bottle. Watch out - eruption time!

II. Yeast & Peroxide Volcano

(A) Materials

Quick rising yeast

Hydrogen peroxide (found in pharmacies and grocery stores)

Small bottle

Measuring cups (optional)

Paper or clay 'cone' (optional)

(B) Steps to make the chemical volcanos

1. Build a model volcano shape around the bottle using clay or a paper cone.
2. Pour the hydrogen peroxide solution into the small bottle.
3. Add a packet of quick rise yeast to the bottle. Stir in the yeast or swirl it around the container.
Watch your 'volcano' foam and fizz.
4. If you're seeking more exact measurements, try a half cup of hydrogen peroxide with 1/2 tablespoon of yeast. If you like, you can

III. Mentos and Soda Eruption

(A) Materials

Materials You Need

A roll of mentos candies

2-liter bottle of soda (or diet soda)

index card

test tube or sheet of paper

a mop for cleanup

(B)Steps to Make a Mentos and Soda Volcano

1. Gather your supplies. You can substitute another candy for the Mentos, such as M&Ms or Skittles, but ideally you want candies that stack into a neat column with minimal space between them, have a chalky consistency, and barely fit through the mouth of a 2-liter bottle.
2. Similarly, you could substitute normal soda for diet soda. The project will work just as well, but the resulting eruption will be sticky. Whatever you use, the beverage has to be carbonated!
3. First, you need to stack the candies. The easiest way to do this is to stack them in a test tube narrow enough to form a single column. Otherwise, you can roll a sheet of paper into a tube just barely wide enough for a stack of candies.
4. Place an index card over the opening of the test tube or end of the paper tube to hold the candies in the container. Invert the test tube.
5. Open your full 2-liter bottle of diet soda. The eruption happens very quickly, so set things up: you want the open bottle - index card - roll of candies so that as soon as you remove the index card, the candies will drop smoothly into the bottle.
6. When you're ready, do it! You can repeat the eruption with the same bottle and another stack of candies. Have fun!

資料來源：

<http://chemistry.about.com/od/chemicalvolcanoes/tp/chemicalvolcanoes.htm>

Science Lab Report

Your Name		Class/No	
Lab Partners			
Lab Experiment			
Lab Date		Period	

<u>Introduction:</u> What do you expect to learn? What is the purpose of your experiment?	
<u>Materials:</u> What equipment and materials did you use for this lab assignment? List the name and amount of each item used.	
<u>Procedures:</u> What steps did you take to accomplish this lab assignment?	
Method 1: _____	Method 2: _____

Data Recording: Record the data required at each step of the lab: tables, charts, graphs, sketches, etc.		
Features observed	Method 1: _____	Method 2: _____
Analysis: What could be the possible causes for the phenomena you observed? Explain the scientific facts behind it.		
Method 1: _____		Method 2: _____

Conclusion: What did you learn? What conclusions can you draw from the results of this lab assignment? Compare the results of the experiment with your hypothesis.

Language Highlight

A. Suggested Sentence Patterns for topic sentences/thesis statements

1. (a) There are several differences/similarities between _____ and _____.
- (b) _____ and _____ are similar/different in many ways.
- (c) _____ is different from/similar to _____ in many ways.

EX: There are several differences between high school and college life.

College life is different from high school life in many ways.

2. A comparison between _____ and _____ reveals/shows/demonstrates that _____.

EX: A comparison between college and high school life reveals that both of them assist students in academic pursuit but they are significantly different in terms of school life.

3. _____ and _____ have few/several/many things in common

EX. College life and high school life have several things in common.

B. Practice writing thesis statements in comparison and contrast essays

1. Topic: Cats and Dogs

Thesis Statement: **Cats and dogs are much more similar to each other than we have expected.**

2. Topic: Winter Vacation and Summer Vacation

Thesis Statement: **High school students' winter vacation and summer vacation are different in many ways.**

3. Topic: Using Facebook to Line

Thesis Statement:

Topic: Two of Your Classmates

Thesis Statement:

Topic: The Education System in the United States and That in Your Country

Thesis Statement:



—

4. Topic: Talking to Friends and Texting Them



Thesis Statement:

C. Examples: Useful Phrases to Show Similarity and Difference



◆ iPhone 6 to. iPhone 5s

	The latest iPhone model—iPhone 6—seemed to have been satisfying people’s needs <u>as well.</u>
	<u>The most obvious difference is that</u> the new iPhone has got a bigger and wider display—it is now 4.7 inches in diagonal, <u>compared to</u> the 4 inches that its predecessor possessed.



◆ Traditional to alternative medicine

	The superiority of both kinds of medicine has a long-standing history, as both of them have proved their effectiveness.
	The first difference between these two systems is their approach to diagnosis

◆ Client-centered approach to cognitive behavioral approach

	When it comes to most of the counseling models that a practitioner decides to set as the foundation of their work, both client-centered approaches and cognitive behavioral therapy are equally popular and widespread.
	Cognitive behavioral therapy, on the contrary , is usually used as a short-term treatment method.

◆ Facebook to Line

	<u>Facebook and Line alike</u> are social media platforms for users to keep in contact with their friends.
	Facebook allows users to share recent activities and personal opinions much easier to many audiences at a time, <u>while</u> Line simply enables users to communicate instantly to an intended receiver.

D. Useful Phrases for Your Writing

Comparison	
both...and....	Both iPhone 6 and iPhone 5s hit the market with unparalleled success.
.....as well/too	The latest iPhone model—iPhone 6—seemed to have been satisfying people’s

	needs <u>as well</u> .
as....as....	The latest iPhone models are as expensive as its predecessors.
likewise/similarly,	The iPhone 5s attracted hundreds of buyers waiting in a long time to get into Apple store. Likewise, iPhone 6 hit the market with tremendous popularity.
the same...as	iPhone 6 enjoys the same popularity as its previous model.
similar to...	The design of iPhone 6 is similar to that of its previous model.

Contrast	
although....	Although iPhone 6 is similar to its predecessor in many ways, it offers potential buyers more color choices.
However/Nevertheless,...	iPhone 6 is similar to iPhone 5s in many ways; however, it provides potential buyers with more color choices.
On the contrary,...	Many people expected that the sales of iPhone 6 might not exceed that of iPhone 5s. On the contrary, in its debut weekend, Apple sold 10 million of the devices, outperforming its predecessor by 1 million.
On the other hand,....	iPhone 6 comes in more colors- Silver, Gold, Rose Gold, and Black; on the other hand, its predecessor comes in pure black and white.
In contrast,.....	iPhone 6 provides a variety of color choices – Silver, Gold, Rose Gold, and Black. In contrast, iPhone 5 comes in pure black and white.
,whereas/while.....	iPhone 5s merely provides two color choices, while/whereas iPhone 6 outperforms its previous model with more color models.
unlike,	Unlike its predecessor, iPhone 6 comes in more colors.

Organization

A. Organization for Comparison and Contrast Essays

Block Method	Point-by-Point Method
<div>Introduction</div> <ul style="list-style-type: none">• Background Information• Thesis Statement	<div>Introduction</div> <ul style="list-style-type: none">• Background Information• Thesis Statement
<div>Supporting Paragraphs</div> <ul style="list-style-type: none">• Similarities between the two	<div>Supporting Paragraphs</div> <ul style="list-style-type: none">• Compare/contrast two things in terms of the first point you identified
<div>Supporting Paragraphs</div> <ul style="list-style-type: none">• Differences between the two	<div>Supporting Paragraphs</div> <ul style="list-style-type: none">• Compare/contrast two things in terms of the second point you identified
<div>Conclusion</div> <ul style="list-style-type: none">• Restatement• Summary	<div>Conclusion</div> <ul style="list-style-type: none">• Restatement• Summary

B. Your Outline-Two Methods of Making Lab Volcanoes



Your Essay





Two Methods of Making Lab Volcanoes

[illegible]

[illegible]

科目/領域別：高中英文	作者：
學習/教育階段(第五學習階段/高中)	教學年級：高二
單元名稱：WRITING AS A CRITICAL THINKER – That high school students should not wear uniforms. (Argumentative Writing Essays)	
教學資源/設備需求：投影設備、手提電腦	
教學節數/總節數：6 節	
課程設計原則與教學理念說明：	
<p>一、課綱轉化：</p> <p>7. 藉由跨領域的規劃，使同學在貼近自身的生活情境中運用英文為有效表達工具。</p> <p>8. 本課程切合英語領綱素養【英 S-U-A2 具備系統性思考與後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與真偽，提升學習效率與品質，應用所學解決問題。】學生透過訪談、論點、謬誤、資料找查等訓練，能分析所讀之文本，並釐清訊息，將之融入於自己想要表達的論述中。 另結合【英-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。】在過程中強調與人溝通，與個人經驗連結表達自己意見，並整理歸納出可解決的方案</p> <p>9. 根據總綱【U-C1 具備對道德課題與公共議題的思考與對話素養，培養良好品德、公民意識與社會責任，主動參與環境保育與社會公共事務。】企圖培養同學公民參與意識，主動參與重要議題以及其中所需的素養。</p> <p>二、課程安排：</p> <p>9. 本課程結合公民領域與英語文寫作，將語言知識轉化為一可用之工具。</p> <p>10. 透過訪問、資料找查，學生將所閱讀理解之內容具體化，懂得如何使用資料於英文專題報告中。</p> <p>11. 學習 must/may/might/can/had better 之語氣與遊說別人相關句型。</p> <p>12. 學生收集各種論點，並結合意見單，寫成一篇完整之 argumentative writing。</p> <p>三、教學策略：</p> <p>(一) 分組合作學習 異質分組：將學生依英文程度不同進行異質性分組，並且採用小組專家學習，彼此互為鷹架</p> <p>(二) 實地走察：透過訪問、調查、問卷製作，培養同學語言溝通能力。</p> <p>(三) 多元評量 (A)檔案評量：請同學將上課學習單整理成檔案 (B)寫作評量：An argumentative Essay，評量方式參見大考中心學測給分標準。 (C) 小組自評與他評：根據評量表完成自評與他評。</p>	
學習目標、核心素養、學習重點（含學習表現與學習內容）對應情形	

學習目標		透過跨領域(公民、資訊)的課程，以及利用所學之句型以及轉折語句，進行 argumentative writing 寫作
核心素養	總綱	<p>U-A2 具備系統性思考與 後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與真偽，提升學習效率與品質，應用所學解決問題。</p> <p>U-B1 英-U-B1 具備聽、說、讀、寫 的英語文素養，能連 結自身經驗、思想與 價值，運用多樣的字 詞及句型，在多元情 境中適切溝通表達 及解決問題</p>
	領(課)綱	<p>1. 英-U-B1 具備聽、說、讀、寫 的英語文素養，能連 結自身經驗、思想與 價值，運用多樣的字 詞及句型，在多元情 境中適切溝通表達 及解決問題。</p> <p>2. 英-U-A3 具備規劃、執行與檢討英語文學習計畫的能力，並探索有效策略，奠定終身學習的基礎。</p>
學習重點	學習表現	<p>1. *4-V-8 能依提示寫出符合主題、語意連貫且組織完整的段落或說明。</p> <p>2. 7-V-6 能針對同一文本主題進行延伸閱讀或探索，以強化學習的深度與廣度</p> <p>3. 9-V-3 能依上下文分辨客觀事實與主觀意見。</p>
	學習內容	<p>1. Ae-V-21 不同體裁、不同主題之文章</p> <p>2. B-V-11 敘述者的觀點、態度、及寫作目的</p> <p>3. D-V-4 多項訊息共通點或結論的分析及歸納</p>
議題融入		無
與其他領域/科目的連結		公民／資訊
單元教學活動(一)： The Elements of Argumentative Essays		評量策略(包含評量方法、過程、規準)
第十三節(50mins) <ul style="list-style-type: none"> Why does dress code matter? (附錄一)。 Greetings: (2 mins) 學生閱讀一篇與制服意見相關的文章。(20mins) <ol style="list-style-type: none"> 小組討論其中文章內容，查閱生字。 請同學分析文章中的基本大意。 Facts and Opinions (20 mins) <ol style="list-style-type: none"> 簡介 facts 與 opinions 的區別。 於文章中找出其中不同的 facts and opinions。 針對制服事件討論發表出自己的 opinions。(8 mins) 		 學習單 閱讀文章，判斷是否理解其內容 教師課堂觀察：  小組學習單

<p>第十四節</p> <p>To Wear Uniforms or Not to Wear Uniforms ? (附錄二)</p> <p>The Elements of Arguments (20mins)</p> <ol style="list-style-type: none"> 1. 同學學習論點的主要架構。 2. 能夠拆解論點，辨別什麼是有效的 arguments。 <p>Collecting the viewpoints (15 mins)</p> <ol style="list-style-type: none"> 1. 製作問卷蒐集訪問同學、老師或家長對於制服的看法。 2. 同學完成問卷調查。 3. 根據 survey, 完成自己的意見單整理歸納 4. 小組討論，若想要廢除服儀，是否有其具體方法或相關配套方案遊說對方接受自己的看法。 (15 mins) 	<p> 學習單評量</p> <p>☺學習單評量</p> <p>能完成訪問的問卷，並且以英語互動。</p>
<p>單元教學活動(二)：</p> <p>The World of Reasoning (附錄三)</p>	<p>評量策略 (包含評量方法、過程、標準)</p>
<p>第十五節</p> <p>Fallacy Detection</p> <p>Avoid the faulty logic</p> <ol style="list-style-type: none"> 1. 老師講解各種不同的謬誤與範例並提供謬誤的例子請學生判讀。 (15 mins) 2. 提供一則看板上的文字，同學需判斷其中謬誤的所在。 (15 mins) 3. 請同學運用網路，上網找出其中一則含有其謬誤的廣告或例子，必須要解釋並註明其出處。 (20mins) <p>第十六節</p> <p>Refutation (附錄四)</p> <ol style="list-style-type: none"> 1. 根據新聞報導，簡介教育部對於服儀解禁的看法。 (20mins) 2. 介紹有關 refutation 和 disagreement 可用的句型。 (10mins) 3. 請同學從文章中，找出不同學者的論點。 (10mins) 4. 在抓出論點後，請同學寫出個別的 refutation。 (10mins) 	<p> 學習單</p> <p>教室觀察，同學能有效判斷其謬誤所在。</p> <p> 學習單</p> <p>能用相關句型完整寫出自己論點。</p>
<p>單元教學活動(三)：</p> <p>Writing as an Activist</p>	<p>評量策略 (包含評量方法、過程、標準)</p>
<p>第十七節</p> <p>Citing Sources to Avoid Plagiarism (附錄五)</p>	<p> 學習單</p>

<p>1. 教導學生在寫文章時，必須要適當地引用或重述其內容。(10mins)</p> <p>2. 引用資料的寫法。(15 mins)</p> <p>3. 同學上網找尋支持立場的兩個證據。(15mins)</p> <p>4. 小組分享討論，運用 checklist 檢查其適切性。(10mins)</p> <p>第十八節 (附錄六)</p> <p>Controlling Tone with Modals</p> <p>1. 學習 must/may/might/can/had better 之語氣與遊說別人相關句型。(10mins)</p> <p>2. 從情境與句子中判斷使用語態助動詞。(5 mins)</p> <p>Organization: OREO structure (20 mins)</p> <p>1. 簡介 OREO 的結構</p> <p>2. 請同學根據 OREO 的 structure 寫出一篇包含自己論點的 argumentative wrting, 其中一點必須包含 refutation</p> <p>3. 在作品完成後，小組互相評閱，進行 peer review and peer editing. (10mins)</p> <p>4. walking station: 每組選出一代表作，教師將其張貼在教室的四周， 學生分站閱讀，並給予星星標記。(5 mins)</p>	<p>1. 引用內容是否足以支持自己的論點</p> <p>2. 自評 checklist</p> <p>✍學習單</p> <p>✍寫作評量</p> <p>1. 同儕互評</p> <p>2. 參見大考中心作文給分標準。</p> <p>✍小組互評</p>
<p>「教學省思」 教師可在實際教學後，依照教學活動設計、學生反應、評量結果…等，進行反思。</p>	
<p>參考資料：</p> <p><i>School Law</i>, SAGE Publications, 2012 年 8 月 16 日 - 384 頁 https://goo.gl/XsxwRc</p> <p><i>Assessing Writing</i>, J. Charles Alderson & Lyle F. Bachman ed. Cambridge U Press, 2002</p>	
<p>附錄：</p> <p>附錄一: Why does dress code matter?</p> <p>附錄二: To wear uniforms or not to wear?</p> <p>附錄三: The World of Reasoning</p> <p>附錄四: Refutation</p> <p>附錄五: Citing Sources to avoid plagiarism</p> <p>附錄六 Tone/ Writing Practice</p>	

附錄七：大考中心英文作文分項式評分指標

Why does dress code matter? The psychology behind the uniform

Back in the early 1900's, uniforms in the healthcare industry were essentially derived from (1) the nun's habit. While styles have changed over the years, the 'psychology of the uniform' and its importance in the healthcare workplace industry has remained **intact**(2). This is especially true as the industry is so **diverse** (3) and roles so varied that the way you dress can mean the difference in a patient's confidence in you and your i4practice and its services.

The main function of the uniform is to easily distinguish a particular group from the larger **whole** (4). It makes social interactions easier and allows you to swiftly move on from that initial interaction to something of more importance. Research over the years has shown that dress code has a strong influence on people's **perceptions** (5) of an individual's personality as well as their capability.

Dr. Karen Pine, professor of **psychology** (6) at the University of Hertfordshire says this about uniforms. "When we put on an item of clothing it is common for the wearer to adopt the characteristics associated with that garment. A lot of clothing has symbolic meaning for us, whether it's 'professional work attire' or 'relaxing weekend wear', so when we put it on we prime the brain to behave in ways **consistent with** (7) that meaning. It's the reason why we feel fitter in our sports clothes or more professional in work wear".

Your **alertness** (8) is also affected by what you wear. A study found that people wearing a doctor's lab coat displayed heightened attention. "This theory supports the **notion** (9) that we would stay more focused when wearing work clothes, and may be more **cognitively** (10) alert than if we dressed down," adds Dr. Pine.

While **acknowledging** (11) that yes, dress code is important; the challenge is keeping up with today's modern outlook and allowing people at work to express themselves while still **keeping a professional balance** (12). Many organizations struggle to define this. These days it's a little difficult to distinguish staff in their different roles because everyone is wearing **scrubs** (13) in a variety of colors. Or even clothes of different levels of formality and professionalism in non-hospital practices.

The last thing a patient wants to feel when they walk into a healthcare environment is confusion. So having a very distinct uniform code helps to enable a patient to feel secured and confident that they are in the care of an organized, professional team.

'Fashion' and 'psychology' aside, there are many **practical** (14) reasons for wearing scrubs. For example, because of their solid color it is very easy to identify **potential contaminants** (15). They also

protect patients from **infections** (16). Uniforms for non-medical staff helps patients identify who they can approach to ask important **administrative**(17) questions.

Ultimately, focusing on what makes a patient feel comfortable should always come first. Patients and families in a healthcare environment are often at their most **vulnerable** (18) during these times. It is important to put them at ease. Looking professional is one way that can be done. It also goes a long way with **building a rapport** (19).

Whether in an office, practice or a hospital, the fact is, what you wear to work changes how people view you and it also has an effect on how you view yourself.

Surveys are conducted every year asking the general public what they think about uniforms and every year it is the same answer. Dress code DOES matter.

So are doctors, nurses and medical assistants **destined to** (20) wear scrubs, lab coats and uniforms every day? It looks like it...

Reference: <https://www.healthcarelink.com.au/blog/2016/10/why-does-dress-code-matter-the-psychology-behind-the-uniform/>



#1 Fact and opinion

Fact and Opinion are really different in the sense that Fact is something that is true and Opinion is only a belief. Fact is supported by evidence and Opinion has no backing of any evidence.

Please identify the following sentences. Please fill in F (facts) or O (opinions) before the sentences.

() 1. Based on the Journal of *Negro Education* in 2006, the investigation toward 22 schools from the urban United States shows that students' opposition toward the dress code isn't related to students' performance, but is about their dignity and identity.

() 2. I think that we should wear school uniform because it looks fashion and trendy. Moreover, I am deeply in love with our school, especially its beautiful campus and serene environment.

() 3. Patrick Goodman said that environmental tobacco smoke (ETS) causes disease in nonsmokers. Workplace bans on smoking are interventions to reduce exposure to ETS to try to prevent harmful health effects. On March 29, 2004, the Irish government introduced the first national comprehensive legislation banning smoking in all workplaces, including bars and restaurants.

Please list one of the facts based on the above reading

Note: An Argumentative essay Vs. A Persuasive Essay

An Argumentative essay

1. Makes claims based on factual evidence.
2. Makes counter-claims. The author takes opposing views into account.
3. Neutralizes or “defeat” serious opposing ideas
4. Convinces audience through the merit and reasonableness of the claims and proofs offered
5. Often compares texts or ideas to establish a position
6. Logic-based

A Persuasive Essay

1. May make claims based on opinion
2. May not take opposing ideas into account
3. Persuades by appealing to the audience’s emotion or by relying on the character or credentials of the writer – less on the merits of her or his reasons and evidence.
4. Emotion-based

Group Discussion: Talk to your group members and write down your personal opinions.

Individualism is a fundamental part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is clashed and challenged in the public school classroom through the issue of school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear uniforms?

表達個人意見可用句型

- | | | | |
|---------------------------------------|-----------|------------------------------------|-----------|
| 1. In my opinion.... | 我的意見是.... | 2. I think/believe that | 我覺得/相信 |
| 5. If you ask me.... | 如果你問我.... | 4. The point is that.... | 我的觀點是.... |
| 5. As far as I’m concerned.... | 就我而言... | 6. I’d like to say this.... | 我會這樣說 |



附錄二 To Wear Uniforms or Not to Wear Uniforms?



The Elements of Arguments

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. The arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior

- The claim (that typically answers the question: "What do I think?")
- The reasons (that typically answer the question: "Why do I think this?")
- The evidence (that typically answers the question: "How do I know this is the case?").

Tobacco wreaks havoc on our financial situation. According to the statistics released by the World Health Organization (WHO), more than one-third of the world populations are smokers, most of whom are addicted to cigarettes like those addicted to heroin or marijuana. Like these drugs, heavy smokers have to spend a large amount of their salary on buying cigarettes. On the other hand, it takes astronomical sums of money for the whole world to cure the cigarette-induced diseases. Take Taiwan for example, the economic loss brought by smoking amounts to two billion US dollars in 2005, and the figure is rising every year. Thus, the majority of governments around the world are mapping out ways to deal with this problem.



Identify the following sentences and check if the argument is valid.

- ☐ Students are considered immoral if they don't wear uniforms on campus.
- ☐ Students have freedom to choose what to wear. According to the ministry of education in 2016, students can choose the mixture of school apparels without being punished. Therefore, students' opinions should be respected and accepted.
- ☐ Students should wear uniforms. It is said that uniforms symbolize certain privileges.

#To Wear Uniforms or Not to Wear Uniforms?

Personal Information

☐ Parents ☐ Students ☐ Teachers ☐ the Staff

Part I The opinions about the abolishment of school dress code

- ☐ Maintain the status quo without making any adjustments t (the end of the survey)
- ☐ Make some minor repairs to the present system
- ☐ Abolish the existing dress code policy thoroughly.

Part II The Survey

The following are two proposals presented by student association. Ask your interviewees to choose one of them and further write down some opinions.

Plan A	Plan B	Your Response to Plan A	Your Response to Plan B
<p>1.Students are advised to wear the appropriate apparels (the mixture of uniforms, sportswear and T shirts that represent your class) based on our school dress code policy.</p> <p>2. The Casual clothes only can be put on during casual days.</p> <p>3. It is imperative that students should wear uniforms in the following occasions: weekly assembly, School opening ceremony, graduation</p>	<p>1. Students have the right to choose their own apparels. The dress code on campus should be abolished.</p> <p>2. For the sake of campus security, all staff including teachers and students should put on their id all the time.</p>		

ceremony and other international or inter-school exchange activities			
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@@ If you want to abolish the dress code, what are the possible ways to attract more people to be on your side? Try to discuss with your friends and list on the poster.

附錄三 The world of reasoning

Avoiding Faulty Logic

Logic is a way to prove your stance and disprove your opponents' stance. If you use faulty logic, readers will not believe you or take your position seriously. The following present a few logical errors that we sometimes make in argument essays.

1. Events Related Only by Sequence

When one event happens, it does not necessarily cause a second event to happen, even if one follows the other in time.

Example: Students went to the basketball game during summer vacation. On their way to the stadium, students had a car accident. Therefore, the basketball game resulted in the car accident.

Problem: The two events may happen in a chronological order, but do not mislead the reader into thinking that the first event was responsible for the second.

2. Appeal to Authority

Using famous names may often help you prove or disprove your point. However, be sure to use the name properly in the context.

Example: Jeremy Lin was a good athlete. Therefore, he must be the best one to mandate the rules for all kinds of sport events.

Problem: Although Jeremy Lin is good at basketball, this quality doesn't guarantee that he is good at setting rules.

3. Sweeping Generalizations

Words such as all, always and never are too broad and cannot be supported.

Example: Every student doesn't like to wear school uniforms.

Problem: Some students who have financial difficulty may desire to wear uniforms to school.

4. Hasty Generalizations (Insufficient Statistics)

“Hasty generalizations” means that people make quick judgments based on inadequate or not enough information.

Example: Melisa visited one school in Japan. Fifty Girls on campus wore green skirts. In final report, she wrote all the female senior high school students in Japan wore green skirts.


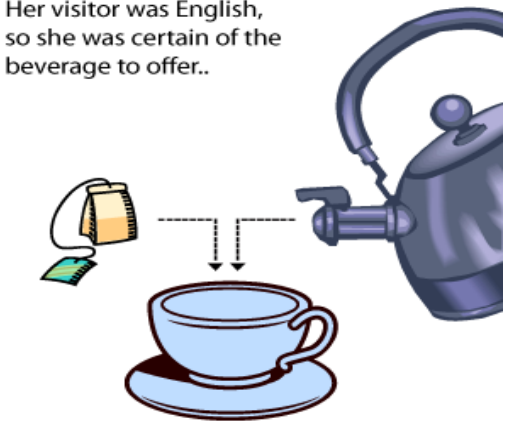
Problems: Meldelisa only met fifty students. There are still other high schools in Japan. The number of girls she met was too small to reach the conclusion.

5. Either/Or Arguments

When you argue a point, be careful not to limit the outcome choices to only two or three. If you only offer two scenarios, you may frighten your readers into your beliefs.

Example: The principal should either abolish the dress code or step down.

Problem: In the proposal, it only offers two choices for the principal.

<p><i>Beacon Journal</i></p> <p>David Swarbrick estimates that “60 percent [of homeschoolers] are on par with the public schools, 20 percent are above and 20 percent are below.” (Nov, 15)</p> <p>@ Appeal to Authority</p>	<p>“My roommate said her philosophy class was hard, and the one I’m in is hard, too. All philosophy classes must be hard!”</p> <p>@Sweeping Generalization</p>
<p>Caldwell Hall is in bad shape. Either we tear it down and put up a new building, or we continue to risk students’ safety.</p> <p>@ Either/ Or</p>  <p>@Events Related Only by Sequence</p>	 <p>@Sweeping Generalization</p>



Read the following and discuss what kind of message is implied in it



Find out a piece of advertisement or political campaign with one of the fallacies above. You need to notify the resources and the link:

Title of the Advertisement: _____

Source: _____

Fallacy: _____

Description: _____

附錄四 Counterargument and Refutation

Definition: Counterargument

A **counterargument** is a viewpoint that opposes your main argument. Counterarguments are part of good persuasive writing and speaking strategy because they show that you've considered other points of view. They also set up the chance to refute the opposition and show why your position is the right one to have.



a **refutation** is a response to the counterargument that disproves it.

Example:

Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merits on the surface. **However, as stated previously school is a place to learn, not to show off wealth and fashion.**

Example

Thesis:

“Not all women are emotional thinkers, and not all men are analytical thinkers.”

Antithesis (anti-thesis):

“All women are emotional thinkers.”

Refutation paragraph:

Sure, I can admit that in certain cases women can be more emotional thinkers who look at “big picture” concepts, and, yes, men can be more item-by-item analyzers whose strengths lie in focusing on one thing at a time, **but that isn’t always the case. That kind of thinking is oversimplifying the human existence.** It prescribes general classifications to complex creatures like human beings in such simplistic terms. We are more complicated than that. We are as wonderfully diverse as a people that it puts pallor on our existence in this world, and I would rather choose to seek out and celebrate the variances in our existence rather than be limited by the sameness of it.

The following is a piece of news about the policy on high school dress code. Read the article, identify different viewpoints and practice writing your own refutation

Taipei, Aug. 18 (CNA) The Ministry of Education announced that it has relaxed regulations on general and vocational high school dress codes, allowing students to mix and match their school uniforms with sportswear and other types of clothing approved by the schools.

Students can still be required to wear uniforms to events such as school opening, graduation and

anniversary ceremonies, internship programs and experimental courses, and can still be required to wear school-approved sportswear to sports classes, Deputy Education Minister Tsai Ching-hwa (蔡清華) said at a press conference.

Apart from these events, though, students can mix and match their school uniforms, sportswear and other types of clothing, including class uniform or student club attire, as long as the choices are approved by the school, he said.

Furthermore, they are allowed to wear their own choice of clothes to school during holidays and summer and winter vacations for self-study purposes, or to attend events other than academic counseling, make-up exams, remedial classes, and courses to retake or make-up credits, Tsai said.

However, students should carry their student IDs with them in case they are asked to verify their identity, he said.

Tsai said the individual schools can have rules that are more lenient than those of the ministry's, adding that from now on, schools are prohibited from giving students demerits or warnings for violating dress code rules, although other less serious sanctions could still be imposed.

Taiwan is a democratic country and schools should no longer force students to abide by these dress codes, said Ko Huei-chen (柯慧貞), a chair professor from Asia University in Taichung who helped draft the new dress code.

High school students are at a stage of self-discovery and if schools impose too many regulations on them, students have no room to form their own personal styles, which contradicts the purpose of education to help students become independent learners, Ko said.

Hsiao Chu-chun (蕭竹均), a member of a group called Free Your Uniform, said that many private schools in Taiwan have strict dress codes and the ministry's announcement marks a great improvement for the rights of private school students.

The ultimate goal is to relax dress codes in all schools, including junior high and elementary schools, Hsiao said.

Wu Fu-pin (吳福濱), spokesman for the National Alliance of Parents Organization, said people need to change their thinking to keep up with the times, and students' opinions should not be disregarded when schools set their dress codes.

(By Hsu Chih-wei and Christie C) <http://focustaiwan.tw/news/asoc/201608180020.aspx>

寫 **refutation** 建議可用的句型

To a certain extent, the claim that ... does hold some truth. However, ...

Although it is often said that ..., the view is flawed because...

Despite the fact that ..., one must consider...

It is undoubtedly true that ...; however...

While there is some truth in this claim, it fails to consider that ...



Practice

Based on your reading, list the following viewpoints and practice writing to refute their ideas from the other side.

	Viewpoint	Refutation Practice
The Ministry of Education		
Hsiao Chu-chun (蕭竹均), a member of a group called Free Your Uniform		
Wu Fu-pin (吳福濱), spokesman for the National Alliance of Parents Organization		
Ko Huei-chen (柯慧貞) a chair professor from Asia University in Taichung who helped		

draft the new dress code.		
One of your classmates		

相關新聞連結: <http://www.taipeitimes.com/News/front/archives/2016/08/19/2003653413>

附錄五 # Citing Sources to Avoid Plagiarism

1. Quoting.

If the information is not too long, you can put it in quotation marks. It is a good idea to introduce the quote with a phrase, such as According to (name of source). By using this strategy, you not only acknowledge the source but also show that the information is taken word for word. Be careful, however, not to use too many quotations in any particular paragraph.

Example: During the election, Donald Trump said, “Get going. Move forward. Aim High. Plan a takeoff. Don't just sit on the runway and hope someone will come along and push the airplane. It simply won't happen. Change your attitude and gain some altitude. Believe me; you'll love it up here.”

2. Paraphrasing.

Another method of avoiding plagiarism is to paraphrase your source's information. That is, you put the information in your own words. You still need to explain where the information came from even if you changed the words, but you do not need to use quotation marks.

Also, when you are citing the evidence, you need to be aware of the following:

1. The authority your sources will carry
2. The purpose of your writing



Surf the Internet or go to the library to find out a piece of available evidence to prove your writing

Evidence 1: _____

source: _____

Evidence 2: _____

source: _____

Evidence-Based Argument Checklist

- ☐ I offer a clear and interesting claim about the text.
- ☐ The evidence is reliable and significant.
- ☐ I use direct evidence from the text to support my claim.
- ☐ The evidence shows that I know the text well and have thought about it more than just a superficial reading.
- ☐ I organize my evidence into meaningful points and explain it well.
- ☐ I paraphrase my evidence or use the quotation marks clearly.
- ☐ My evidence belongs to one of the following four types of evidence: statistical evidence, testimonial evidence, anecdotal evidence, analogical Evidence

Memo:

附錄六 # Controlling Tone with Modals

Modals can change the tone of a sentence. Modals such as *must* and *had better* make a verb stronger. Other modals such as *may*, *might*, *should*, *can*, and *could* make a verb softer. Remember to use modals to strengthen or soften your verbs.

Asserting a Point

Strong modals such as *must* and *had better* help writers to assert their main points. When you use these words, readers know where you stand on an issue.

Examples:

The facts clearly show that researchers *must* stop animal testing.

People who value their health *had better* stop smoking now.

Acknowledging an Opposing Point

Weaker modals such as *may*, *might*, *could*, *can* and *would* help writers make an opposing opinion sound weak. You acknowledge an opposing point when you use *may*, for example, but this weak modal shows that the statement is not strong and can be refuted more easily. In short, the use of *may* and *might* is crucial to constructing a proper refutation and their counter argument.

Examples:

While it *may* be true that people have eaten meat for a long time, the number one killer of Americans now is heart disease, caused in part by the consumption of large amounts of animal fat.

Some citizens *may* be against mandatory military service, but those who do serve in the military often have a strong sense of pride and personal satisfaction.

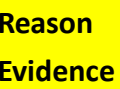
The Structure of OREO

Make use of OREO to complete your proposal based on the topic of school uniforms


Title: _____



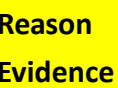
Opinion



Reason
Evidence



Reason
Evidence



Reason
Evidence






Opinion
Restated

Note: The theory can be read from: <https://www.scholastic.com/teachers/blog-posts/genia-connell/graphic-organizers-opinion-writing/>

Checklist: Opinion/Argument Writing

Ask one of your partners to proofread your essay and give some useful comments!

Introduction	Great! 	Right there! 	Work harder! 
Does the introduction identify the claim clearly?			
Does the introduction preview what is to follow with clear organization?			
Development of Ideas			
Is claim supported with logical reasons and relevant evidence?			
Is evidence from sources integrated effectively?			
Is the counter-claim presented clearly?			
Is the rebuttal supported with logical reasons and evidence?			
Are transitions used to link and to create cohesion among claim(s), reasons, and evidence?			
Is precise language (words, phrases, and clauses) used to clarify the relationships among claims, reasons, and evidence?			
Are there a formal style and an objective tone established and maintained throughout the piece?			
Content			
Are the reasons and evidence clear and focused?			

Is the content explained sufficiently?			
Does the writing demonstrate understanding of content?			
Does the piece include precise and subject-specific vocabulary?			
Conclusion			
Does the conclusion highlight and support the claim?			
Does the conclusion bring closure to the piece?			
Sources			
If sources were used, were they credible?			
Was the information properly cited?			

Suggestion

附錄七 大考中心英文作文分項式評分指標

等級 項目	優	可	差	劣
內 容	主題(句)清楚切題，並有具體、完整的相關細節支持。 (5-4分)	主題不夠清楚或凸顯，部分相關敘述發展不全。 (3分)	主題不明，大部分相關敘述發展不全或與主題無關。 (2-1分)	文不對題或沒寫(凡文不對題或沒寫者，其他各項均以零分計算)。 (0分)
組 織	重點分明，有開頭、發展、結尾，前後連貫，轉承語使用得當。 (5-4分)	重點安排不妥，前後發展比例與轉承語使用欠妥。 (3分)	重點不明、前後不連貫。 (2-1分)	全文毫無組織或未按提示寫作。 (0分)
文 法 、 句 構	全文幾無文法錯誤，文句結構富變化。 (4分)	文法錯誤少，且未影響文意之表達。 (3分)	文法錯誤多，且明顯影響文意之表達。 (2-1分)	全文文法錯誤嚴重，導致文意不明。 (0分)
字 彙 、 拼 字	用字精確、得宜，且幾無拼字錯誤。 (4分)	字詞單調、重複，用字偶有不當，少許拼字錯誤，但不影響文意之表達。 (3分)	用字、拼字錯誤多，明顯影響文意之表達。 (2-1分)	只寫出或抄襲與題意有關的零碎字詞。 (0分)
體 例	格式、標點、大小寫幾無錯誤。 (2分)		格式、標點、大小寫等有錯誤，但不影響文意之表達。 (1分)	違背基本的寫作體例或格式，標點、大小寫等錯誤甚多。 (0分)

資料來源：大考中心

三、 學生學習成果評量分析

情意面向：學生於學習課程中，相較以往展現更高的學習興趣。

寫作面向：學生於課程後，能將轉折語更流利地使用在寫作中。因課程中含有探索之過程，使學生在寫作內容方面表現更豐富。



Photos of **making ice cream** using bag method



Photos of **making** chemical volcanoes

Lab Report Samples:

Science Lab Report			
Your Name	Jashna Chan	Class/No	Shree
Lab Partners	7, 12, 20, 34, 39		
Lab Experiment	Mentos, Cola, Volcano model made with card board H_2O_2 : quick		
Lab Date	3/6 (Fri)	Period	5th

Introduction: What do you expect to learn? What is the purpose of your experiment?	
(How) To make "booms".	
Materials: What equipment and materials did you use for this lab assignment? List the name and amount of each item used.	
Ex 1 Mentos : 5 pills A bottle of cola Volcano model made with cardboard	Ex 2 quick rising yeast : 1 pack H_2O_2 : 1 bottle Same bottle from Ex 1
Procedures: What steps did you take to accomplish this lab assignment?	
Method 1: Drop mentos into Cola	Method 2: Pour quick rising yeast into H_2O_2
Step 1. Drop mentos into Cola Step 2. Clean up the mess	Step 1. Pour quick rising yeast into H_2O_2 step 2. Watch the mix in the bottle swell, it would eventually swell up to the whole bottle if the bottle is small enough.
Data Recording: Record the data required at each step of the lab: tables, charts, graphs, sketches, etc.	
Features observed	Method 1: Prominent Method 2: Not so prominent

speed of explosion procedure reaction	not so prominent instant	slow as turtle
the level of explosion eruption	fierce	barely burst out
Analysis: What could be the possible causes for the phenomena you observed? Explain the scientific facts behind it.		
Method 1: <u>cola</u>	Method 2: <u>H₂O₂</u>	
Little holes on the surface of mentos. leads to the quick release of CO ₂ in Cola. then Boom.	$2\text{H}_2\text{O}_2(\text{aq}) \rightarrow 2\text{H}_2\text{O}(\text{g}) + \text{O}_2(\text{g}) + \text{heat}$ Rising yeast plays as a catalysis, making H ₂ O ₂ release O ₂ and bubbles (H ₂ O).	
Conclusion: What did you learn? What conclusions can you draw from the results of this lab assignment? Compare the results of the experiment with your hypothesis.		
Some chain reaction in daily life. There might be some reaction in daily life that we don't ^{didn't} notice before. Totally same.		

Writing Samples 1:

How to make ice cream

Before we started make sure that the material we will utilize later were prepared, so that we can save more time. A delicious ice cream consists of milk, sugar, and some special flavor, such as chocolate or vanilla to make it more appealing. First of all, mix all the ingredients together. Then put it in the bag with some salt covered above. According to the science, theroretically, the salt would lower the melting point, which means the ice would melt much more faster while at the same time it would also take some heat away. With this theory, we can create a man-made fridge instead of using real fridge. After some time, when ice cream become solid, it's time that we took it out of the bag. To make it even more delicious, we can add condensed milk or whatever you want. At last, some decorations would earn extra point, as well. Making Ice cream was no longer difficult and troublesome as ever. Therefore, try to do it yourself next time yourself and enjoy the meal.

Writing Sample 2:

Two Methods of Making Lab Volcanoes.

The two experiments we chose are Classic Baking Soda and Vinegar Volcano and Mentos and Soda Eruption. In the first experiment, when vinegar add into the baking soda, they will cause the production of carbon dioxide. On the other hand, in the latter, the uneven surface of Mentos boosts the speed of releasing carbon dioxide by the soda.

There are two similarities between two experiment. First, both can cause the liquid run out the bottle, which looks like a erupting volcano. Second, they are both caused by the production of carbon dioxide that push the lava-liked liquid out of the container.

The two experiment are different in many ways. The fierce degree of eruption of the former is lower than the latter, regardless of defining by their height or speed. After the experiment, unlike the first method, the leftover of second method is useful. Although they are losing the taste, they are still edible. The preparation is also easier than the other.

If I need to choose a method to make a lab volcano next time, I will choose Mentos and Soda Eruption. So that I can easily prepare and make a success volcano.

四、觀課及議課紀錄

觀課紀錄表

一、基本資料						
觀課學校	高師大附中		授課教師	侯思嘉	年級	高三
授課單元	Write as a scientist – Writing Comparison and Contrast				觀課者	曹家寧
二、教學過程						
觀課參考項目				紀錄內容（請以文字簡要描述）		
全班學習氣氛	1.是否有安心的學習環境？			全班共 36 人，於 30 分鐘教室上課，以便利用 Wifi 以及進行小組討論，學生一開始有幾個人遲到，但進入狀況後均能投入學習任務。		
	2.是否有熱烈的學習氣氛？					
	3.學生是否專注於學習的內容？					
學生學習歷程	師生互動	1.老師是否有鼓勵學生發言？		教師時常問問題，鼓勵同學發言，學生雖沒有主動舉手發言，但被點到回答問題，均能回答切題。		
		2.老師是否有回應學生的反應？				
		3.是否有獎勵特殊表現的學生？				
	個人學習	1.學生是否互相協助、討論和對話？		學生小組討論情形熱烈，用 Google Doc 共編檔案，每組完成狀況佳。		
		2.學生是否主動回應老師的提問？				
		3.學生主動是否主動提問？				
		4.學生是否能專注個人或團體的練習 (如:學習單、分組活動等)？				
	學生學習結果	1.學生學習是否有成效？			學生均能教課堂所教之轉折語，運用於造句，學習及領悟力佳。	
2.學生是否有學習困難？						
3.學生的思考程度是否深化？						
4.學生是否樂於學習？						

三、評論

優點	建議
請學生選擇兩個火山實驗於實驗室中實作，實作後再比較兩者之異同，並完成一篇 Comparison and Contrast Essays. 活動設計融入科學領域，並使學生發現及了解問題，探索及觀察的過程，使學生對於即將寫作的內容有更深入的了解。學生能實際運用課堂所學的寫作技巧，描述真實情境。	分組時，可指定每隊一位組長，於實驗開始前向老師報告材料準備的進度，避免有些組別沒有帶實驗材料。

五、教學省思與建議

在英語文逐漸被視為一工具的思潮之下，語言之學習變成一過程，而非目的本身，未來教學傾向教導學生用英語文去獲取知識及表達自我想法。原本對素養導向課程半信半疑的我們，在設計課程及執行課程後，發現學生更投入學習，更熱衷於寫作，我們教導學生的不只是技巧，而是一種學習及生活上的「啟發」。感謝國教院提供我們南部學校教師一個機會發展素養導向課程，我們能感覺到了學生內在動機的啟發，也又重新找回了教學的熱情與感動。