

## 彰化縣立和美高中多元評量作品

107 學年度 第 2 學期 英文 領域 設計者：曾俊傑

壹、方案名稱：Let's Have Fun in Writing—英文作文好好玩

貳、評量內容：worksheet(學習單)、class participation(課堂參與)、portfolio(學習檔案)、video(朗讀影片)

一、主題：本課程以學生練習為主、教師講解為輔，引導學生循序漸進完成單句寫作到段落型寫作，再延伸至引導寫作（主題包含：看圖作文、英文簡函、說明文、因果文和比較文等）。

### 二、設計理念

英文一向是本校學生不甚拿手的科目，更遑論要他們用英文寫文章，此外，平日正規的英文課程因受限於時間與進度的壓力，多聚焦在閱讀能力養成與句型練習；本課程<英文作文>則在協助學生培養語感和邏輯思考能力，循序漸進地習得英文寫作中的重要技巧，最後將所學的技巧融會貫通，進而寫出一篇完整的文章。因此，這門課的目標主要在增強學生的寫作自信，並且提升其英文寫作能力。另外，為了增加課程趣味性與挑戰性，本課程在期末會訓練並要求學生錄製朗讀自己所撰寫之作文的影片，並上傳到網站(Flipgrid)，透過自評與互評等方式，讓學生動腦動手寫作文，也能練習開口說英文。

### 三、評量內容說明

#### 1. 學習單

Class: \_\_\_\_\_ No: \_\_\_\_\_ Name: \_\_\_\_\_

**Rory's Story Cubes**


Group: \_\_\_\_\_ Name: \_\_\_\_\_

**Making Sentences According to FMSS**

☆ Each group is assigned 5 picture cards and has to make a sentence according to FMSS to suitably describe each picture.

**1. S + Vt. + O**

\_\_\_\_\_

**2. S + Vi. + (Adv.)**

\_\_\_\_\_

**3. S + Vi. + SC**

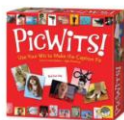
\_\_\_\_\_

**4. S + Vt. + O + OC**

\_\_\_\_\_

**5. S + Vt. + IO<sub>(人)</sub> + DO<sub>(物)</sub>**

\_\_\_\_\_



Group: \_\_\_\_\_ Name: \_\_\_\_\_

☆ Play Rules

- Roll all 9 cubes and look at the face up images. Select 6 out of all 9 cubes to be the materials of your story.
- Pick an image that is preferably the starting point for your story. Arrange the order of the other 5 cubes.
- Draw the 6 face-up images in the boxes below.
- Beginning with "Once upon a time..." to make up a story that meaningfully links together all 6 face-up images.

Cube#1	Cube#2	Cube#3	Cube#4	Cube#5	Cube#6

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**<Level 2>** \_\_\_\_\_ 貓 Name: \_\_\_\_\_

☆請利用本學期的擴寫訓練，將你/妳被分配到的句子再加入至少12個字(不含已提示字)

⑤ Taipei 101 \_\_\_\_\_

⑤ Mother fell \_\_\_\_\_



☆☆☆ After all of you have finished the above incomplete sentences, please go back to Health Center for Teacher AL to the next level. ☆☆☆

## 2. 課堂參與







### 3. 朗讀影片

\* 請參見超連結

<https://admin.flipgrid.com/manage/grids/1011237/topics/3085090>

### 4. 學習檔案

彰化縣立和美高級中學

107 學年度多元選修課程

《英文作文好好玩》



If your heart is empty, your brain doesn't matter.  
by Dicky Fox

Class: 高二\_\_班

Name: \_\_\_\_\_

Number: \_\_\_\_\_

Editor AL Tseng  
2018 Fall

#### 四、評量規準(請說明給分標準)

worksheet (學習單)	portfolio (學習檔案)	video (朗讀影片)	class participation (課堂參與)
30%	30%	20%	20%

#### 五、實施情形說明

週次	單元主題	單元學習內容
1	Introduction to the course and grouping	worksheet: warm-up activity – The basic elements of a sentence –Subject VS Predicate
2	The basic elements of a sentence	Online Quiz (Kahoot): Identifying Subject and Predicate
3	Introduction to five main sentence structures	worksheet: Identifying Five Main Sentence Structures
4	Identifying five main sentence structures	Online Quiz (Quizizz): Identifying five main sentence structures
5	Applying five main sentence structures	board game: Creating sentences by making use of five main sentence structures
6	How to stretch your sentences (1)	worksheet (1): Expanding sentences with adjectives and adverbs
7	How to stretch your sentences (2)	worksheet (2): Expanding sentences with prepositional phrases and conjunctions
8	How to stretch your sentences (3)	worksheet (3): Expanding sentences with conjunctions and relative pronouns
9	How to add vivid details to a paragraph	worksheet : Expanding a paragraph with 5W1H question sentences
10	The basic elements of a good narrative	work sheet: graphic organizer(Cinderella) or (Snow White)
11	Board game activity (1) & Prewriting through group discussion	Through the board game activity(Story Cubes), students learn how to use their imagination and creativity in writing a narrative paragraph.
12	Board game activity (1) & Prewriting through group discussion	Through the board game activity(Story Cubes), students learn how to use their imagination and creativity in writing a narrative paragraph.
13	Board game activity (2) & write the first draft of a narrative through group discussion	Through the board game activity(Once Upon a Time/Apples to Apples), students learn how to use their imagination and creativity in writing the first draft of a narrative paragraph.

14	Board game activity (2) & write the first draft of a narrative through group discussion	Through the board game activity(Once Upon a Time/Apples to Apples), students learn how to use their imagination and creativity in writing the first draft of a narrative paragraph.
15	Self and peer proofreading guide (1)	Through group discussion, students recheck and clarify their first drafts.
16	Self and peer proofreading guide (2)	Through group discussion, students recheck and clarify their first drafts.
17	Self and peer proofreading guide (3)	Finish the final draft of the narrative paragraph
18	Self and peer proofreading guide (4) & wrap-up of the course	Post their compositions on Google Classroom and share feedbacks with classmates.

## 六、評量成果

### 1. 特色課程參與學生之朗讀影片檔

\* 請參見超連結

<https://admin.flipgrid.com/manage/grids/1011237/topics/3085090>

### 2. 特色課程參與學生之上課實況







### 3. 學生學習檔案成果照

**Adding Conjunctions** (對等連接詞 vs. 從屬連接詞)

Conjunction is a word that is used to combine sentences, phrases or words. Writers often use conjunctions to combine two short sentences into one longer sentence.

**Coordinating Conjunctions (there are seven in total):**

For 因為	And 而且	Nor 也不	But 但是	Or 或者	Yet 但是	So 所以
--------	--------	--------	--------	-------	--------	-------

**EXERCISE 1**

☆ 1. Arrange the words to make a complete and meaningful sentence.

night The turkey Pilgrims ate on Thursday

The Pilgrims ate turkey on Thursday night.

☆ 2. Rewrite the sentence again but add words to make it more interesting.

The Pilgrims ate big black turkey happily on Thursday night.

☆ 3. Now expand your sentence by adding the above coordinating conjunctions.

The Pilgrims ate big black turkey happily on Thursday night for they were giving thanks.

**EXERCISE 2**

☆ 1. Arrange the words to make a complete and meaningful sentence.

girl the dog hugged the

The girl hugged the dog.

☆ 2. Rewrite the sentence again but add words to make it more interesting.

The pretty girl hugged the dead dog sadly.

☆ 3. Now expand your sentence by adding the above coordinating conjunctions.

The pretty girl hugged the dead dog sadly and made a cute grave.

**☆ Subordinating Conjunctions (to name a few categories):**

Subordinator	Logical Relationship	Example
although, though, even though, while, whereas	contrast	Although I am senior, I have 50 more to complete before graduation.
because, since	effect/cause	My mom bit my head off because I home late again last night.
if	condition	I can go to the party if I finish homework.
unless	condition	I cannot go to the party unless I finish homework.
before, after, whenever, when, until, as soon as	time	After I finish my homework, I will go to party.
so that	purpose	I prepare for JCEE hard so that I can into my favorite university.

**EXERCISE 1**

Join the following pairs of sentences using subordinating conjunctions. Turn the underlined sentence into the dependent clause. The logical relationship is provided in brackets to right.

EXAMPLE: Some birds prey on cockroaches. Humans are their biggest enemies. [contrast]

→ Although some birds prey on cockroaches, humans are their biggest enemies.

1. Cockroaches are a health threat to humans. [effect/cause]

→ They carry bacteria like staph. Cockroaches are a health threat to humans because they carry bacteria like staph.

2. Humans try to eliminate the cockroaches. Cockroaches are extremely successful at surviving. [contrast]

→ Although humans try to eliminate the cockroaches, they are extremely successful at surviving.

3. Cockroaches are smaller than humans. They have extremely fast responses and sensitive receptors. [contrast]

→ Though cockroaches are smaller than humans, they have extremely fast responses and sensitive receptors.

4. There is no food. Cockroaches will live on glue and paper. [condition]

→ If there is no food, cockroaches will live on glue and paper.

5. They cannot find glue or paper. They can live almost a month without food or water. [condition]

→ They can live almost a month without food or water unless they cannot find glue or paper.

**Group:** 加菲 **Name:** 黃琪輝

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Cube#1	Cube#2	Cube#3	Cube#4	Cube#5	Cube#6

Once upon a time, I wanted to go to exercise in the morning, but I didn't know which sports to choose. Finally, I decided to go swimming in the gym. I swam late when I was swimming and felt satisfied. After finishing swimming, I felt exhausted and wanted to go home. On my way home, I saw a person was climbing up the wall into my neighbor's house. I stopped and observed what he was doing. All of a sudden, I found he was a thief, because he was carrying luxurious jewelry from the wooden cabinet. I called the police immediately, and the police came here right away. I saw the thief was arrested by the police and cried out loudly. I thought it was funny and couldn't help laughing. It's the first time that I witnessed the crime on the spot. What a memorable experience. A great job!

**Part A : Using Exact Verbs**

**owned**

The woman and her son had only a poor shack and a horse.

☆ Replace each underlined verb in this story with a more exact one from each pair of words. Be sure the exact verb fits the meaning of the sentence. Cross out the weak verb and an exact verb over it.

1. left	returned	6. kicked	poked
2. cracked	broke	7. nurse	teach
3. strolled	galloped	8. marched	bicycled
4. exclaimed	sighed	9. won	carried
5. earn	grab		

**Revising**

A poor young man named Pavel rode his only horse to work every morning and came home every night. One day the horse got loose and ran away, and the villagers cried, "What bad luck!"

"Maybe it's good. Maybe it's bad," stated Pavel. "Who knows?"

The next day, Pavel's horse came into his yard with four wild horses chasing it, and the villagers cried, "What good luck! The horses will help you get money!"

"Maybe it's good. Maybe it's bad," stated Pavel. "Who knows?"

The next day, one wild horse hit Pavel and broke his leg, and the villagers cried, "What bad luck!"

Now your mother must help you."

The next day, soldiers came into the village and took every healthy man off to meet the king. They did not take Pavel. Was it good luck or bad luck?

From: Houghton Mifflin Reading Practice Book (Houghton Mifflin)



Paula made a generous contribution to the Independent Order of Odd Fellows. She gives generously every year.  
The lecture was brief. Dr. Livingston spoke briefly about the importance of flossing after every meal.

☆ Next, expand each sentence by adding adjectives and adverbs. Feel free to add entire phrases or clauses if you wish.

- The baby has a balloon. *The chubby baby has a blue balloon and smiles happily.*
- The mother takes the balloon from the baby. *The angry mother in red takes the balloon from the sad baby.*
- The balloon bumps up against a light bulb. *The blue balloon held by the kind and pretty mother bumps up against a light bulb.*
- The balloon pops. *The balloon pops loudly, and the father baby is scared by it.*
- The baby cries. *The cute baby cries sadly for the big balloon popping.*
- The mother pulls the baby into her arms. *Her kind mother pulls the sad baby into her warm arms to comfort his emotions.*
- The baby refuses to be comforted. *The cute and chubby baby refuses to be comforted and still cries out.*
- The mother is frustrated. *The kind and fashion mother is frustrated and thinks how to comfort the baby.*
- She blows up another balloon. *She blows up another balloon to change the baby's attention and makes him happy again.*

AL 2 11/10

### III. Adding Prepositional Phrases

Prepositional phrases act like adjectives and adverbs to add meaning to nouns and verbs. Here are common prepositions:

about	behind	except	outside	above	below	for	over	across
from	past	after	beside	in	through	against	between	inside
along	beyond	into	under	among	by	near	until	around
of	up	at	down	off	with	before	during	on

☆ Expand these sentences by adding prepositional phrases according to the quest

- The students laughed. → *What did the students laugh at?* *The students laughed at the dirty poor man relentlessly.*
- The man tripped. → *What did the man trip over?* *The man tripped over the cord.*
- The visitors just arrived yesterday. → *Where were the visitors from?* *The visitors from Taiwan just arrived at Taipei yesterday.*
- The roses withered. → *Where were the roses?* *The roses in the garden withered because of no water.*
- Larry hid the candy bar. → *Where did Larry hide the candy bar?* *Larry hid the candy bar under the bed.*
- Last night I watched a YouTube video. → *What was the video about?* *Last night I watched a YouTube video about animals' funny reactions.*
- Mike sat. → *Where did he sit? With whom did he sit?* *Mike sat with a cute girl in the classroom.*
- The teacher spoke. → *Who did the teacher speak to? What did she speak about?* *The teacher spoke to the student John about his poor grades.*
- The spaceship landed. → *Where was the spaceship from? Where did it land?* *The spaceship from NASA of the USA landed on the moon - Mars / Pluto.*
- Jenny stood, raised her Super Soaker water gun, and aimed it. → *Where did she stand? What did she aim at?* *Jenny stood on the store, raised her Super Soaker water gun, and aimed it at the clown.*

- Alice passed the math test. *with flying colors.*
- The man at the corner of the street is my homeroom teacher.
- The audience listened to the speech with attention.
- Alice is the graceful woman in a white dress.



## 參、省思

1. 選修這門課的孩子學習態度還不錯，預計大家都能高分過關。
2. 雖然人數縮減為 26 人，但一周只有一節課，要隨時關照每位學生的學習成效，很難。
3. 小組討論與支持的效果要長久，人數不宜多。
4. 未來特色課程正式上路後，屆時一周有兩節課，教學進度會較容易掌握。
5. 課程內容編排需調整，例如：故事元素宜提前、取消五大句型課程。
6. 英文寫作對我們的孩子來說是一道高牆，如何在寫作前中後過程中建立自信，也是一大挑戰。
7. 作文能力養成非一蹴可幾，把學生的作文快快改完同樣困難，要如何做到輕鬆有效率的批改？在在考驗授課教師的教學與評量的功力。