

## Original Text

# Dairy-Free Queen

By Johnna Stein

Tears drenched my cheeks as I traveled the short distance home from the allergist. The shocking news made all the sense in the world, but my mind refused to accept it. Me, an asthmatic at the age of thirty-two? The dentist, wary about my long list of drug allergies, had insisted I see an allergist before he dared administer Novocain.

That morning in the allergist's office, after answering pages of questionnaires, the nurses had pricked and prodded me. All for a Novocain problem? Then, the breathing tests. The nurse had shaken her head and urged me to try harder the second time. I managed just under 70 percent. She explained, "Your history of bronchitis and double pneumonia this past year was a red flag for asthma. Now we've confirmed it. The good news is that you have no allergy to Novocain."

Good news? Good grief!

The nurse armed me with antihistamines and inhalers for my mold, dust mite and cat allergies. The inhaler did relieve the tightness in my chest. For the first time in a year, I felt like I could take deep breaths. Amazing that I'd gotten used to a lack of oxygen in my blood. No wonder I wanted to collapse on the couch each evening after long days with my two preschoolers.

Questions bombarded my brain. Would I always have to take medicine? Would I continue to suffer from pneumonia and bronchitis? What about our health insurance? I envisioned myself carting around an oxygen tank on my back with plastic tubes running to my nose. Would I get better?

With medication and slight changes to my environment, my health improved dramatically in a few weeks. I adjusted to the idea of taking medicine and got on with my life. Advice poured in from well-meaning family and friends, but only one comment stuck. My friend Dana shared the recommendation from her naturopath who had recently treated her young children suffering from chronic ear infections and colds. He removed all dairy foods from their diet and within weeks, they all regained their health. Without dairy products, they remained perfectly healthy.

As a child, I had some food allergies but outgrew them. I never enjoyed drinking milk, but loved ice cream, yogurt and cheese. I parked the information Dana shared

with me somewhere in my memory, but didn't really give it much attention. Give up ice cream? That would be a bit drastic!

Within months, we found ourselves moving our worldly belongings across the ocean to live in The Netherlands, my husband's homeland. At the Dutch family doctor, I received ongoing treatment for my asthma, which seemed to be worsening in spite of our new mold and mildew-free living environment. About every three months, I came down with a new case of bronchitis. Instead of searching for the cause of my downward spiral, the doctor only increased the strength of my inhalers.

After a frustrating year, a nurse friend warned me, "Your lungs become damaged every time you have bronchitis and have to increase your medicine. You need to find what's causing the asthma to worsen." Once again, I pictured myself with an oxygen tank strapped to my back.

My fear turned into prayers. God, what is causing the asthma? Just tell me and I'll do whatever it takes. I don't want to end up with that tank on my back. Then, from the recesses of my mind came Dana's story about eliminating dairy.

Was that it? Did I need to eliminate all types of dairy from my diet? Impossible in Holland! This country is dairy land -- the best yogurt and cheeses in the world! That would mean no more ice cream! Christmas loomed just around the corner. How could I survive the holidays without dairy? I refused to listen to those crazy thoughts.

Just days after New Year's, the doctor prescribed yet another, stronger inhaler to help clear my lungs. That potent medicine was the final straw. I made up my mind and shared my difficult decision with my husband, "Babe, I'm going to try to go off of dairy for the next eight weeks to see if my asthma improves. Will you be willing to adapt your diet in the beginning to help me out?"

"Whatever it takes, I'll help." And he meant it. He and the kids could still eat their ice cream and cheese, but all those fabulous Dutch mashed potato dishes made with creamy butter and milk would need serious adaptations.

Within two weeks, I noticed a big difference in my breathing, and by the end of eight weeks, my lungs felt open again. My energy levels increased and I suspected I had found the answer. As a small trial, on Easter, I poured yogurt dressing on my salad and treated myself to a big piece of Mont Blanc whipped cream pie. The next day I was treated to an asthma attack and flu-like symptoms when all my glands swelled. The proof was in the pudding.

From that point on, I ate dairy-free. The first six months were the most challenging. I focused on all the foods I could no longer enjoy: ice cream, chocolate, melted cheese, pizza, etc.... Life felt so unfair! Finally, I realized how many amazing dairy-free foods I could have and chose to focus on all the healthy choices I was forced to make.

I became the dairy-free queen. It required being creative and adapting my favorite recipes to be dairy-free. I scrupulously read the labels on every package and discovered the code words for hidden dairy ingredients like casein and whey. I hunted down soy and dairy-free products in the grocery and health food stores.

After three months, I stopped using my daily inhalers. For the next five years I used them only sporadically when exposed to cats or molds. In the past three years, I am happy to report that although I keep a light dosage inhaler on hand, I haven't needed it.

Right from the start of my dairy-free endeavors, I tried to reintroduce slight amounts of dairy into my diet about every six months. I knew my life would be much easier if I developed a bit of tolerance. Finally, four years ago, I found I could ingest small amounts of butter or chocolate without any adverse reactions. Chocolate! Whipped cream, ice cream and cheese are still no-no's, but I don't mind. I can eat chocolate!

Giving up dairy meant regaining my health in more ways than one. I no longer suffer from asthma, my cholesterol (genetically high) stays in a healthy range, and I can manage my weight because of all the high calorie desserts that I politely decline.

When I first said I'd do whatever it took, I'm not sure I meant it. The price of a dairy-free lifestyle seemed too high to pay. But now, the rewards far outweigh any sacrifice I've had to make.

# Dairy-Free Queen Lesson Plan

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## Introduction

Most of the “story” or “narrative mode” articles in the textbook are well-organized with clear plot development. That is, the elements of “exposition,” “rising action,” “climax,” “falling action,” and “resolution” can be easily recognized in a sequence. However, in the article “Dairy-Free Queen,” the plot development is more complicated while the whole article is developed in a self-question-and-answer format. Though the monologic writing style may seem to be tedious at first, the author’s soliloquy in “Dairy-Free Queen” truthfully represents the mazy trains of thoughts of a person facing a dilemma and pondering over the problem as time goes on. Seeing such uniqueness in the writing mode of “Dairy-Free Queen,” I consider it a great opportunity for students to familiarize themselves with a cause-and-effect narrative structure.

To help students comb out the relations between lines, and sharpen their efferent and esthetic reading abilities, I plan to provide interactive Top-Down reading/writing activities. First, students will predict the main idea from the title and a picture. Then, they will learn how to observe the coherence and the logic between paragraphs, and display their understanding via graphic organizers. Thirdly, students will learn to categorize vocabulary into groups according to the features of the words, demonstrating their comprehension of the lesson. Lastly, since the article is written in the first-person-point-of-view, the wrap-up activity will be a writing exercise, asking students to change the point of view and retell the story. By doing so, students can learn to practice standing in other people’s shoes and express changing moods in their own soliloquy or narrative mode of writing.

**Mode(s) of Writing:** Narration

**Teaching Focus:** Familiarize with the structure of narration and recognize causality in the context with the help of graphic organizers.

**Time Required:** 4 classes (50 minutes for each class)

**Students Level:**

1. 11<sup>th</sup> graders in high school, 46 students.

2. PR 95~98
3. 25% of the students are advanced English learners, who can do independent English reading/writing tasks under Teacher's instructions. When they are asked to do oral presentation on stage, oftentimes they do well.
4. Half of the students are high-intermediate English learners. They are able to read long passages, can predict the meaning of words or an outcome based on available information. They can produce short English passages to express their own thoughts in both speaking and writing.
5. However, around 5~7 students are low-intermediate, who can read short passages and write in simple English sentences but have a fear of speaking English in public.
6. All of the students are fond of learning with partners and doing group activities in class.
7. They are also acquainted with the usage of PPT and graphic organizers.
8. Most of the high-intermediate English learners are likely to spend 10-15 minutes reading "Dairy-free Queen" for the first time.

**Objectives:**

**After the lesson, learners are able to**

1. familiarize themselves with the structure of narration.
2. understand the reading skills—skimming through the article, and scanning for specific information through the reading, such as "Characters," "Problems," "Goal," "Attempt," "Outcome," and "Solutions."
3. observe the coherence and the logic between paragraphs.
4. comb out the relations between lines and in the context.
5. demonstrate their understanding via graphic organizers.
6. categorize vocabulary into groups according to the feature of the words.
7. participate in oral practice, express their individual ideas or feelings and take part in class discussion.
8. practice standing in other people's shoes, i.e. changing to a different point of view.
9. create a flow of changing moods in their own soliloquy or narrative mode of writing.

**Preparation:**

1. Projector
2. Laptop
3. Worksheets #1~4

邏輯思考、判斷與創造力檢核表：

	1.基本能力
✓	(1) 能把各類訊息加以比較、歸類、排序。
✓	(2) 能根據上下語境釐清不同訊息間的因果關係。
✓	(3) 能分辨客觀事實與主觀意見。
	2.進階能力
✓	(1) 能分析、歸納多項訊息的共通點或結論。
✓	(2) 能將習得的原則類推到新情境中，解決問題。
✓	(3) 能綜合現有訊息，預測可能的發展。
✓	(4) 能評估不同資訊，提出合理的判斷或建議。
✓	(5) 能整合、規劃相關資訊及資源，並發揮創意。

## I. Create Background

### “Guessing and Predicting”

**Estimated Time: 0.5 period of class time.**

**Directions:**

1. Ask the whole class to look at the picture on the PPT
2. **Whole Class**—Name the items.  
Ask students to name the items in the picture.
3. Write their answers on the blackboard or on the laptop screen.
4. Have students guess what the topic of the picture is.

Ans: Dairy products

#### 5. **Pair Work**

Ask students to discuss in pairs and give some examples of dairy products.

#### 6. **Whole Class**—Check answers.

Teacher randomly chooses students to offer their answers.

- |               |                 |                  |
|---------------|-----------------|------------------|
| - milk        | - butter        | - condensed milk |
| - milk powder | - ice cream     | - cheese         |
| - cream       | - whey products | - yogurt         |

#### 7. **Pair Work**—Discuss benefits and disadvantages

- (1) Ask Students to discuss both the benefits and disadvantages of dairy products with their partners.
- (2) Teacher randomly picks up some students to give their discussion results.
- (3) Teacher offers one’s own possible answers as below. (If necessary, teacher can offer some examples before students’ discussion.)

##### benefits

- (1) rich in calcium and protein
- (2) rich in other minerals
- (3) help bone development, and bone density
- (4) can be used in bathing or as facial-mask

##### disadvantages

- (1) cause kidney stones
- (2) lead to milk allergies
- (3) contains fat and artificial growth hormones

### Name the items

Topic of the picture: Dairy products



## 2. **Whole Class, Individually**—Predict from the title.

Have students discuss the title of the lesson “Dairy-Free Queen.”



Q: What does “dairy” mean?

Q: What does “Dairy-free” mean?

Q: Tell me some other words that end with “-free.”

Ans: sugar-free, duty-free, fat-free.

Q: What does the author try to imply by the word “Queen?”

## **II. Teach New Information**

### **“Reading: Understanding the Text Structure and the Gist”**

**Estimated Time: 1.5 periods of class time.**

**Directions:**

#### 1. **Individual Work**—Silent Reading (15m)

- (1) Show students the PPT with five questions as follows.
- (2) Ask them to find out the short answers while they do silent reading of the article.
- (3) Ask students to read through the whole article for about 10~15 minutes, while at the same time underlining difficult words.

#### Skim, Scan, Read and Answer

- Q1: What is the point-of-view used in the article?
- Q2: What’s the narrator’s problem?
- Q3: Is there any solution to the problem?
- Q4: Did she resolve her problem at once?
- Q5: What happened then?

**[Notice]** *These questions are mainly aimed to guide students to catch the **main ideas** of the whole story while reading. Simple answers to each question would just be fine.*

#### 2. **Pair Work**—Check Answers

Have students check the answers with their partners.

#### 3. **Whole Class**—Teacher discusses and check the answers with the whole class.

##### **Q1: What is the point-of-view used in the article?**

Ans: First person point of view

##### **Q2: What’s the narrator’s problem?**

Ans: She suffered from asthma

##### **Q3: Is there a solution to the problem?**

Ans: She tried to find out the allergens and was on medication for her asthma, including an inhaler.



**Q4: Did she resolve her problem at once?**

Ans: No, she still suffered from asthma even when she moved to a whole new environment—Holland.

**Q5: What happened then?**

Ans: She followed the advice of one of her friends – to stay away from any dairy products - and her asthma has rarely troubled her ever since.

**4. Teacher’s Instruction: Get the Gist and Learn Difficult Words (about 15 m)**

- (1) Teacher will go through the whole reading to check the main idea of each paragraph.
- (2) Teacher will also explain any difficult words or offer a Chinese translation while going through each paragraph.

**5. Individual Work—Work sheet (about 15 m)**

Ask students to complete the **Story Map (Worksheet #1)**, and use the graphic organizer to demonstrate the development of the process in the article.



**Teacher:** “The narrator writes the story in a sequential order. Please use the Graphic Organizer to illustrate the author’s attempts and outcomes in a sequential order.”

The image shows a 'Story Map' worksheet. At the top, it says 'Designer: Wu Shih-chi' and 'Worksheet #1'. There is a small illustration of a doctor and a family with the text 'YOU CAN CONTROL YOUR ASTHMA'. The title is 'Dairy-Free Queen' and the character is 'Johanna Stein'. The form is a flowchart with the following sections: 'Goal', 'Problem', 'Attempt', 'Outcome', 'Attempt', 'Outcome', 'Attempt', 'Outcome', and 'Ending'. Arrows connect the 'Attempt' boxes to the 'Outcome' boxes, and there are small text boxes between them with prompts like '[What did she do when she heard about the problem?]', '[Did she succeed? Or what happened then?]', '[After that, what did she try to do next?]', '[Did she succeed? What happened this time?]', and '[What was her last decision?]'.

**6. Pair Work—Check Answers**

Work with partners, and check out the answers

**[Note]** Team work could help any slow learners understand the long context.

**7. Two Pairs Work—Double check answers**

Ask students to exchange and discuss their answers with **another pair**. By doing so, they’ll each have the opportunity to share their ideas in both writing and speaking with **3 different people**.

### 8. Whole Class (about 15~20m)

- (1) Teacher randomly chooses three groups; asks them to write down their answers on the blackboard.
- (2) Teacher discusses the written answers with the whole class.
- (3) By examining the students' answers in the boxes marked "Goal," "Problem," "Attempt," "Outcome," and "Solution," the teacher helps students read the whole article again in detail.
- (4) Teacher uses the story map to expound the writing style of "self-question-and-answer" (soliloquy), and also to analyze the development of the narrative mode in the article.

## "Combing Out the Causality"

**Estimated Time: 0.5 period of class time**

### Directions

#### 1. Individual Work

Categorize the paragraphs & define the character of each paragraph.

**(Worksheet #2)**



**Teacher:** "The development of the whole story could be divided into four parts. "Diagnosis," "Initial treatment and Outcome," "Dilemma," and "Outcome." Read the whole article again, and fit each paragraph into its corresponding categories."

- **Diagnosis**
- **Initial Treatment and Outcome**
- **Dilemma: Dairy-free diet or not**
- **Outcome**

**Student's Sheet**

## Circle the difficult words Categorize the paragraphs:

Development <sup>o</sup>	Category <sup>o</sup>	Paragraph(s) <sup>o</sup>	Content <sup>o</sup>
<input checked="" type="checkbox"/> Introduction <sup>o</sup> <input type="checkbox"/> Body <sup>o</sup> <input type="checkbox"/> Conclusion <sup>o</sup>	Diagnosis <sup>o</sup>		
<input type="checkbox"/> Introduction <sup>o</sup> <input type="checkbox"/> Body <sup>o</sup> <input type="checkbox"/> Conclusion <sup>o</sup>	Initial treatment and Outcome <sup>o</sup>		
<input type="checkbox"/> Introduction <sup>o</sup> <input type="checkbox"/> Body <sup>o</sup> <input type="checkbox"/> Conclusion <sup>o</sup>	Dilemma and endeavor: Dairy-free diet or not <sup>o</sup>		
<input type="checkbox"/> Introduction <sup>o</sup> <input type="checkbox"/> Body <sup>o</sup> <input type="checkbox"/> Conclusion <sup>o</sup>	Outcome <sup>o</sup>		

**2. Pair Work—check answers**

Ask students to check their answers with their partners.

**3. Two Pairs Work—double check answers**

Ask students to exchange and discuss their answers with **another pair**. By doing so, they'll each have the opportunity to share their ideas in both writing and speaking with 3 different people.

**4. Whole Class**

Teacher randomly chooses four groups to offer their answers in four different categories.

**Answer Sheet**

Development	Category	Paragraph	Content in Key Words
<b>Introduction:</b>	<b>Diagnosis</b>	1-3	
<b>Body:</b>	<b>Initial treatment and Outcome</b>	4-5	treatment
		6-7	advice about dairy-free diet
		8-9	condition of lungs worsened
<b>Body:</b>	<b>Dilemma and endeavor: Dairy-free diet or not</b>	10	Advice on becoming dairy-free came into mind again.
		11-16	struggle, dilemma, endeavors
<b>Conclusion:</b>	<b>Outcome</b>	17-18	outcome
		19-20	conclusion

### III. Practice and Personalization

#### “Categorizing the Vocabulary”

**Estimated Time: 0.5 period of class time**

##### Directions

1. Give students the graphic organizer (**Worksheet #3**) in which five columns are entitled “illness,” “allergens,” “medication,” “food,” and “related-verbs.”
2. **Teacher’s Instruction**—The teacher goes through the printed words in the column of “Related-Verbs.” The teacher introduces the words, and explains their meanings and usages in class.

#### Related-Verbs

adjust, adapt, remove, receive, regain, increase, decrease, eliminate, decline, refuse, survive, worsen, prescribe, tolerate, sacrifice.



**Teacher:** “In this part, you are going to read through the article again, and find out the related words according to each title on each column. Then, please categorize these words into groups in terms of their different attributes. However, you can see that the “Related-Verbs” part has been done for you. In this column, you will notice related-verbs derived from the story, which are also connected to the other four columns. Now, please complete the remaining four columns by yourself.”

##### 3. **Individual Work**—work sheet.

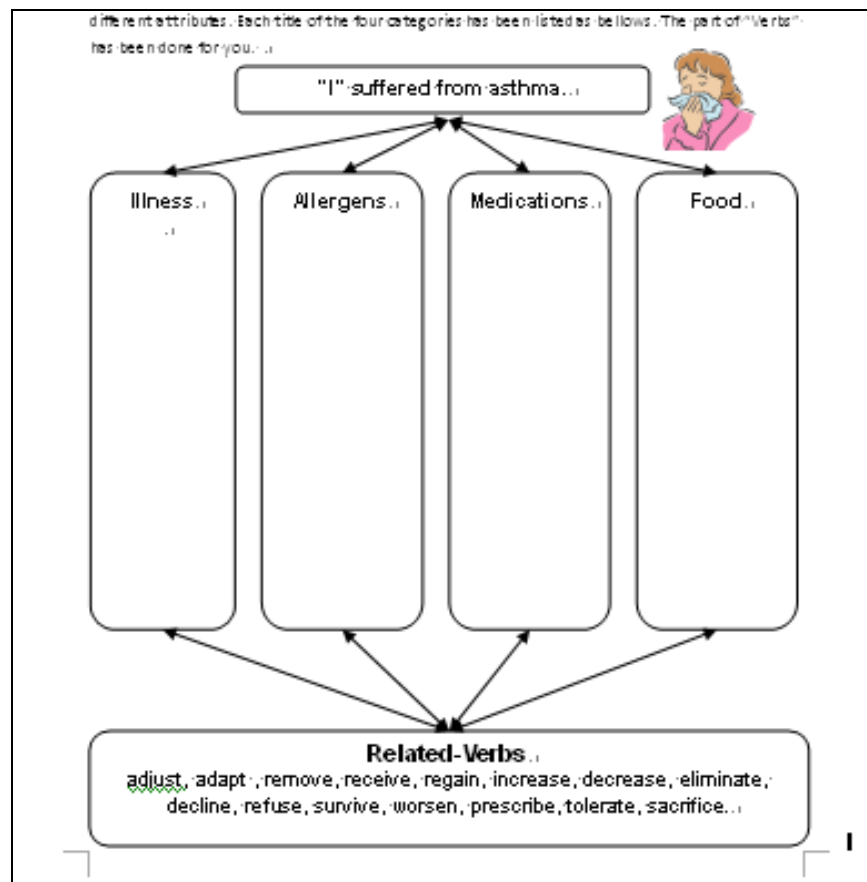
- (1) Have students quickly read through the whole article
- (2) Ask students to categorize the vocabulary into groups according to attribute.

##### 4. **Whole Class**—Check Answers.

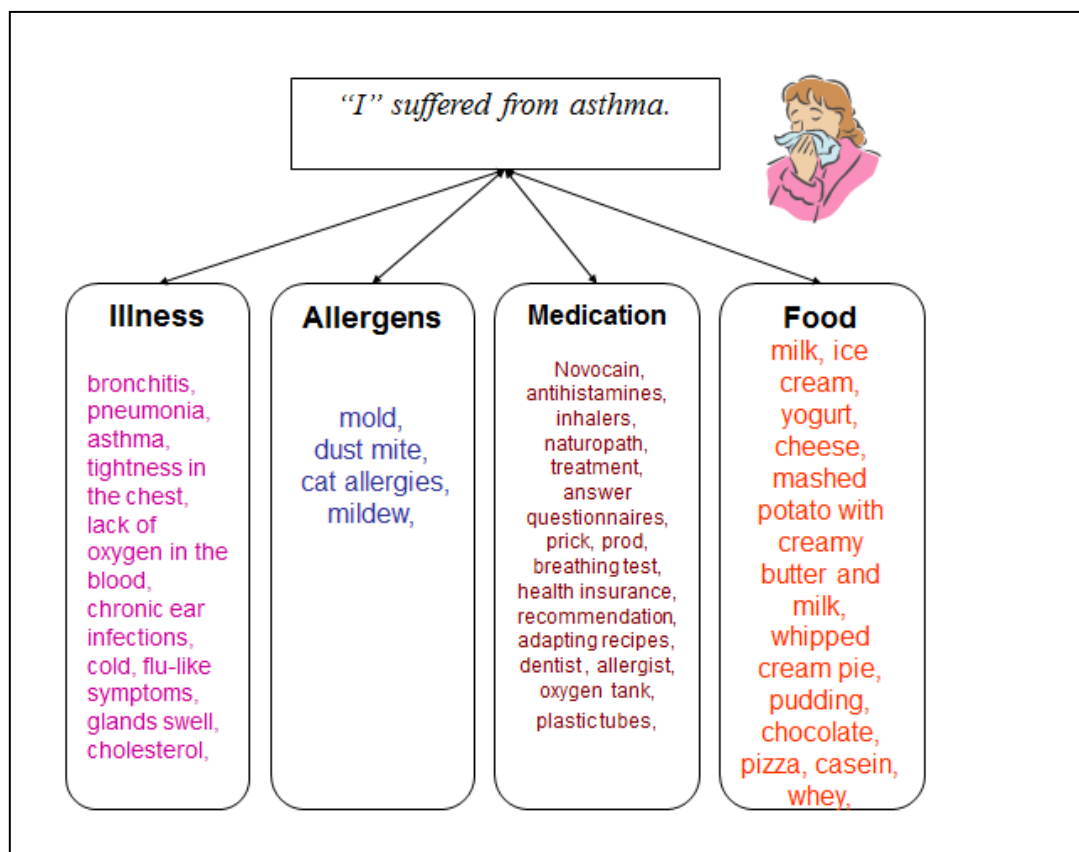
- (1) Teacher shows the PPT with answers, column by column.
- (2) Teacher explains the meaning of some difficult words again.
- (3) Collect students’ worksheet back to evaluate their learning.

**[Note]** In this activity, the teaching focus is on helping students learn **the features of words**. By categorizing words, students have to browse through the article, recognize the meaning of the words, and place the words according to their features. Also, the teacher’s job is to explain the meaning and the usage of difficult words if the students encounter any problems.

**Student's Sheet**



**Possible answer:**



## IV. Application

### “Wrap Up—Writing Exercise”

**Estimated Time: 1 period of class time**

#### Directions

1. **Review**—Teacher uses the first two graphic organizers—“Story Map,” (**Worksheet#1**) and “Paragraph Categorizer” (**Worksheet #2**)— to quickly review the main concepts in the reading.
2. **Review**—Teacher uses the “Vocabulary Categorizer” (**Worksheet#3**) to review the asthma-related words taught in previous class activities so that students may use them in their writing.
3. **Task**—Hand out the last worksheet—Writing activity “Changing Point of View and Retelling the story.” (**Worksheet #4**)



**Teacher:** “This article was originally written from the angle of a wife, who suffered seriously from asthma and sought her family’s support in her struggle to keep a dairy-free diet. Now, imagine that you are her husband or her kid, and retell the story from that viewpoint. The writing should cover the following points.”

Q: From your observations, what was your wife/mom like when she was suffering from asthma attacks?

Q: When she asked you to share a dairy-free life with her, how did you feel?

Q: What kind of life have you had since then?

Q: How do you feel about it?

**[Note]** *In this activity, teacher can remind students that they may use **Worksheet# 1~3** to come up with some ideas in their writing. **Worksheet# 1 & 2** are the reminders of the story development; **Worksheet #3** is a vocabulary list which will help them generate the terms they need in this “Retell the story” writing activity.*

4. **Remind**—Teacher reminds the students that their writing will be graded on the writing rubrics. (**Appendix “Teacher’s Grading Rubics”**)

## Retell the story

### Changing Point of View and Retelling the story

- This article was originally written from the angle of a wife, who suffered seriously from asthma and sought her family's support in her struggle to keep a dairy-free diet. **Now, imagine that you are her husband or her kid, and retell the story from that viewpoint.** The writing should cover the following points.
- Q: From your observations, what was your wife/mom like when she was suffering from asthma attacks?
- Q: When she asked you to share a dairy-free life with her, how did you feel?
- Q: What kind of life have you had since then?
- Q: How do you feel about it?

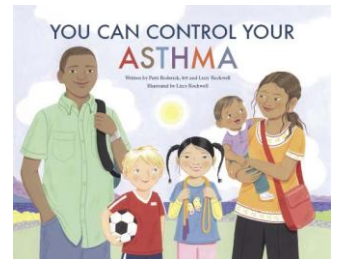
1. [After Class] **Grade**—Collect their homework, and grade them according to the writing rubrics. (see in Appendix)

2. [After Grading] **Share**—Print out some nice pieces of work and post them on the bulletin board.

# Appendix

Dairy-Free Queen Lesson Plan  
Designer: Wu Shih-chi

Worksheet #1



## Story Map

**Title:** Dairy-Free Queen

**Character:** Johnna Stein

**Goal:**

**Problem:**



*[What did she do when she heard about the problem?]*

**Attempt:**



*[Did she succeed? Or what happened then?]*

**Outcome:**

*[After that, what did she try to do next?]*

**Attempt:**



*[Did she succeed? What happened this time?]*

**Outcome:**

*[What was her last decision?]*

**Attempt:**



*[What happened this time?]*

**Outcome:**

**Ending:**



Worksheet #2

## Categorize the paragraphs




The whole story of “Dairy-Free Queen” could be divided into four parts. Read the whole article again, find out what category each paragraph belongs to, and fit each paragraph into its corresponding categories.

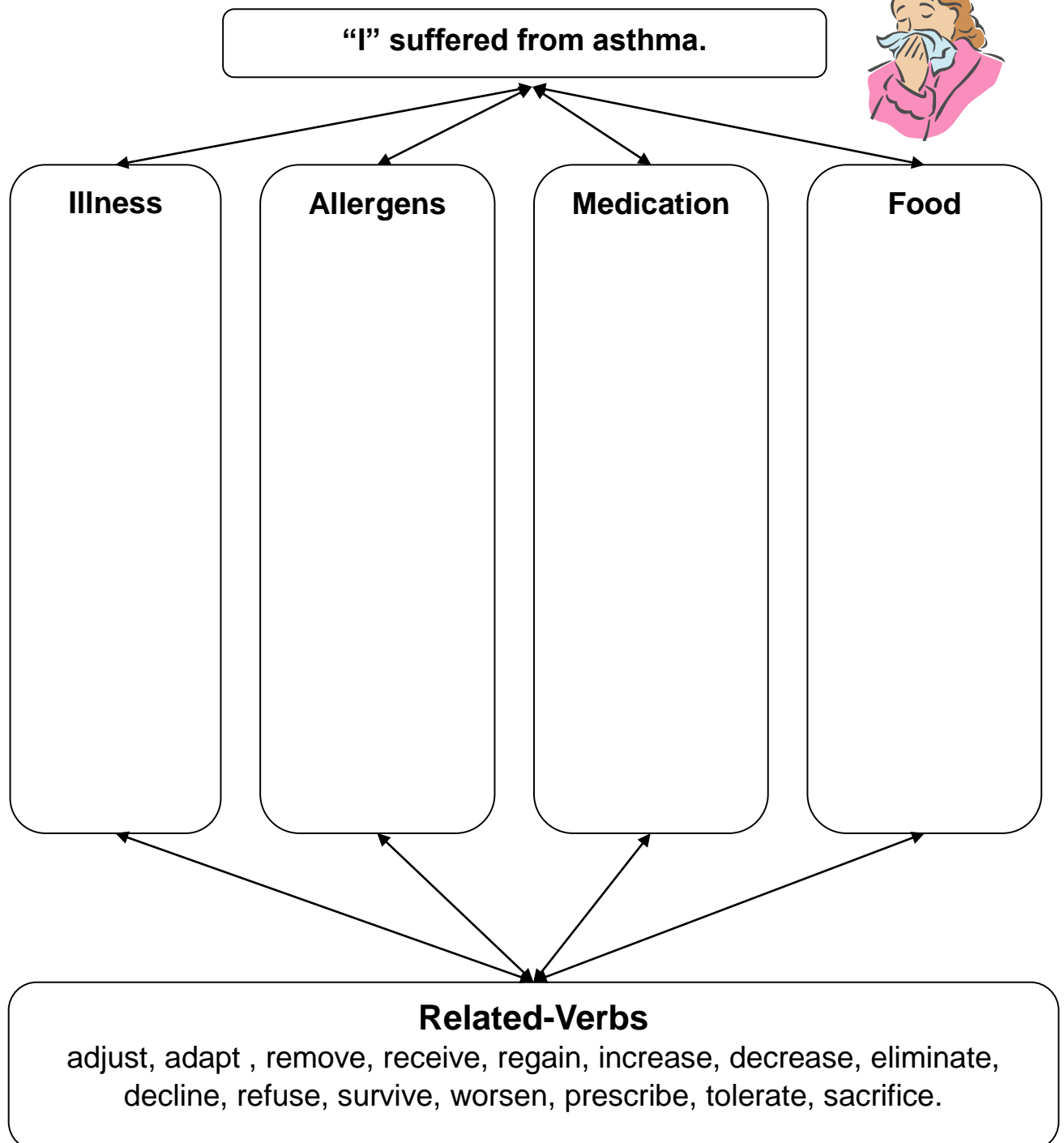
- **Diagnosis**
- **Initial treatment and Outcome**
- **Dilemma: Dairy-free diet or not**
- **Conclusion: Outcome**

Development	Category	Paragraph(s)	Content in Key Words
<input checked="" type="checkbox"/> Introduction <input type="checkbox"/> Body <input type="checkbox"/> Conclusion	<b>Diagnosis</b>		
<input type="checkbox"/> Introduction <input type="checkbox"/> Body <input type="checkbox"/> Conclusion	<b>Initial treatment and Outcome</b>		
<input type="checkbox"/> Introduction <input type="checkbox"/> Body <input type="checkbox"/> Conclusion	<b>Dilemma and endeavor: Dairy-free diet or not</b>		
<input type="checkbox"/> Introduction <input type="checkbox"/> Body <input type="checkbox"/> Conclusion	<b>Outcome</b>		

Worksheet #3

## Vocabulary Categorizer

 In the "Dairy-Free Queen," we can experience physical illness and mental struggle along with the narrator. Please categorize the items of vocabulary into groups in terms of their different attributes. Each title of the four categories has been listed as bellows. The "Verbs" section has been done for you.





## Teacher's Grading Rubrics

項目	等級	細目
內容	5	主題清楚切題,並有具體完整的相關細節支持 內容適切表達題目要求
	4	主題清楚,並有具體的相關細節支持;內容符合題目要求
	3	主題不夠清楚切題或突顯部份相關敘述不完整 內容大致符合題目要求,但未完全注意
	2	主題不明,大部份相關敘述發展不全或和主題無關 內容未能符合題目要求,大多難以理解
	1	主題不明,相關敘述發展不全或和主題無關 內容未能符合題目要求,完全難以理解
	0	文不對題或沒寫
組織	5	重點分明,有開頭,發展及結尾,前後連貫,轉承語使用得當,,組織甚佳
	4	重點安排,前後發展比例,轉承語使用適當,組織大致良好
	3	重點安排不妥,前後發展比例與轉承語使用欠妥,組織尚可
	2	重點不甚明確,前後不連貫,組織不良
	1	沒有重點,前後段落沒有關係,沒有組織
	0	未按題示寫作或未答題
文法 句構	4	全文無文法錯誤,,全文結構富變化,能夠活用句型;句型有變化,文法並無重大錯誤
	3	文法錯誤少,且未影響語義,正確使用句型;
	2	文法錯誤多,且明顯影響語義表達,能夠運用的句型有限
	1	文法錯誤極多,以至於影響語義表達,能夠運用的句型很少
	0	全文文法錯誤嚴重,導致語意不明,文不對題或未寫
字彙 拼字	4	用字精確,得宜,且無拼字錯誤,,能夠活用字彙
	3	字詞單調,重複,用字偶有不當,少許拼字錯誤,但不影響語義表達
	2	用字拼字錯誤多,明顯影響語義表達,運用的字彙有限
	1	能夠運用的字彙頗有限,文法拼字標點符號有過多錯誤,嚴重影響語義表達
0	只寫出或抄襲與題意有關的零碎字,文不對題或沒寫	
體例	2	格式標點符號無錯誤
	1	格式,標點,大小寫等有錯誤,但不影響文意之表達
	0	違背基本的體例或格式,標點大小寫錯誤甚多,文不對題或沒寫
		Total score: _____

(參考大考中心分項式評分指標及寫作測驗級分說明)