

# PBL Project

## Applying to Universities—Presenting thyself

### Overview

This lesson plan was carried out at the beginning of the spring semester of 2016, aiming to help the 12<sup>th</sup> graders prepare for the second stage of university application, which involved preparation of an application packet and an interview by the school professors. The central focus of the lesson plan was the English autobiographical essay writing, English infographic resumes, and the brief (1-minute) English self-introduction. In addition to the enhancement of language skills and visual design capability, students would grasp the following key concepts in the process: first, communication, in either written or oral form, won't be successful without taking the audiences into consideration; second, frequent and meaningful reflections on their own works improve their work quality and their ability; third, appreciation and evaluation of their peers' works makes their learning even more effective. The lesson plan actually centers in the cultivation of students' metacognitive skills.

The lesson plan took up 8 class sessions, each 50 minutes long. During the 400 minutes, students reflected on their past, got to know themselves, learned about their audiences by doing online research, and observed and evaluated works of their peers. Individual differences, in students' purposes and English proficiency, were taken into account, so students did not do exactly the same tasks. More details on this will be given in the following. In general, students were instructed to use free software programs like [PowerPoint](#), [creately.com](#), and [canva.com](#) to draw their own life maps and infographic resume, write up autobiographies following guiding questions and samples (outlining, drafting, editing, revising and sharing) on Google, give brief self-introduction, and do frequent self/ peer evaluation.

# The Lesson Plan

## Objectives

1. Students would understand that

1.1 writing is a process of brainstorming, outlining, drafting, editing, revising, and sharing instead of a one-time assignment

1.2 writing styles and ideas should cater to their target audiences instead of simply putting everything together

1.3 a picture is worth more than a thousand words; colorful images / tables / charts help convey messages effectively and impressively

1.4 what the important elements/requirements are in an effective autobiographical essay

1.5 what the basic criteria are in an oral presentation

2. Students would know

2.1 what an English infographic resume is

2.2 what an autobiography is like

2.3 how to organize and draw a life map

2.4 what to do in different writing phases—brainstorming, information searching, thinking from the audiences' perspectives, drafting, editing, and publishing/sharing

3. Students would be skilled at

3.1 using technology to do research and present their ideas

3.2 using pictures and images to present their ideas

3.3 properly and effectively integrating the information into their writing by trial and error

## Teaching materials & equipment

Nine worksheets, computers, a projector, and cellphones

## Students' grade level and English proficiency

The students are 12<sup>th</sup> graders with an English proficiency of elementary to intermediate level.

They entered the comprehensive school division with a PR of 41-61 3 years ago. About only five in

the class passed the GEPT the basic level then. These students showed very little confidence in their English and exhibited big individual differences.

### Time required

Eight 50-minute classes were required.

### The teaching procedure

Time	Learning Activities
	<p><b>Activities in chronological order:</b></p> <ol style="list-style-type: none"> <li>1. Complete the life map planning worksheet &amp; peer sharing.</li> <li>2. Complete “Getting to know your target university/department” worksheet and compare with that of the designated partner</li> <li>3. Learn to use the software programs: PowerPoint, canva.com, creately.com</li> <li>4. Complete, share, and co-edit the life map online</li> <li>5. <u>Complete the autobiographical poem &amp; self/peer check list (differentiated instruction)</u></li> <li>6. <u>Complete the one-page infographic resume &amp; peer evaluation (differentiated instruction)</u></li> <li>7. <u>Complete the autobiographical essay &amp; peer evaluation (differentiated instruction)</u></li> <li>8. Play with voice and enhance messages with vocal variety (dubbing activity)</li> <li>9. <u>Presentation (40-second poem recitation &amp; 1-minute self introduction) (differentiated instruction)</u></li> </ol>
<p>1 Warm-up (10')</p> <p>Reflect on the past (20')</p> <p>Product sharing &amp; co-editing (20')</p>	<ol style="list-style-type: none"> <li>1. The class begins with Q &amp; A. Most questions are related to their college entrance exam and future universities. For example, “Which university are you aiming at?” “Which department are you attending?” “In application to universities, what should be included in your application packet?”</li> <li>2. The teacher conducts an informal survey concerning students’ target fields of study (18 different fields.) This is for later grouping.</li> <li>3. The teacher hands out the life map planning worksheet and ask students to use only English to complete the table. However, their language isn’t necessarily perfect. <u>(Worksheet 1)</u></li> <li>4. Think-Pair-Share: When everyone is done, students are paired up (friendship grouping) and discuss their answers. At the same time, both work to improve their English phrasing.</li> </ol> <p>Assignment: The teacher asks students to visualize and look for appropriate</p>

and loyalty-free pictures for later life map creation.

Worksheet 1  
Life Map Planning

Please state in the following table the important / unforgettable events in your life. If possible, rates your feelings about the event on a scale from 1-5. The number 5 indicates very positive and 1, very negative. (Guiding questions are listed under the table in case you can't come up with any.)

No.	Life Event	Time	Rating	Image (sketches)	Details (phrases)
1	birthday	1982.1.11	5		I to cry first day.
2	Campus Visits	2013 summer	5		Beautiful scenery
3	boating	2013 summer	5		Liousien
4	Math	2013 summer	5		Article 7
5	best friends	2013. 2014	5		Same personality
6	Success	2013	5		I win the high pride.
7	My grand father death	2015	1		very sad
8	Swimming	2014	5		I teach my friend to swim.
9	piano	2015	5		Relaxed mood
10	earthquake	2016. 2. 6	1		very horrible

Some ideas for you:

- When and where were you born?
- What did you do on the first day of school (elementary / junior / high school)?
- Who did you talk about with your best friend when you first met?
- When did you learn to ride a bike?
- What was the best thing you did in elementary?
- What made you most proud of yourself? When did it happen?
- Recall one of the first-time experiences that you can never forget.
- What terrified you most? How did you deal with it?

**Tips**

- Remind students to take note of the part of speech of the life event term, e.g., using “birthday” instead of “born.”
- remind students to first brainstorm for events in their life and then keep the most significant ones.
- Remind students to use the most symbolic pictures for the events they’ve chosen and if they are not good at drawing, simply fill in with keywords in the column for “image” and Google them afterwards.
- Advise students to show both “good times” and “bad times” in their life map in the column for “rating.”

**Reflections**

- I'm surprised to learn that students don't have many “memorable events” and need the guiding questions
- Students need advice on picking the right pictures for their life events.
- This is a joyful activity.

2 Warm up –target departments (5')

Observe and study their target audiences (20')

Product sharing and comparison

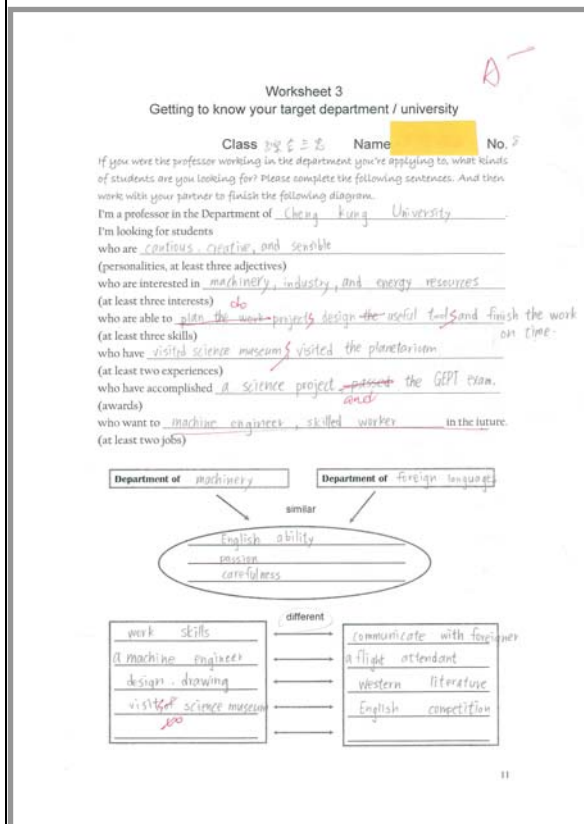
- The class begins with the question “What is the specific department that you are attending?” Students are given 1 minute to Google its English name. After that, students pair up and ask each other the same question. This serves as a good opportunity for students to practice speaking and to become familiar with their “dream” department.
- Students Google the department, its curriculum design, its perspective students, and its future career. Individually they work on Worksheet 2, Getting to know your target department/university.
- The teacher paired up students based on their target academic fields. This is heterogeneous grouping. Students are asked to do the self/peer check list. (Worksheet 6)

(20')

Wrap up  
(5')

- Students are instructed to finish the fan diagram at the bottom and reminded that qualities on the same line should belong in the same category and that words in the same block should share the same part-of-speech. For example, in comparison with “communicative”, a personality trait, “organized” is a better choice than “good English,” because the latter is describing one’s ability instead of personality trait.
- The teacher randomly selects students’ works for online sharing.

Assignment: The teacher asks the students to check and correct their writing and spelling based on the self/peer checklist at home again.



### Tips

- Remind students to take special care of the categories of the words they’ve used (mostly, if not all, nouns, verbs, adjectives, and adverbs).
- Go through those specific words that start the blank with the students, some of whom don’t know how to complete the sentences.
- More attention should be paid to the completion of the comparison and contrast diagram; students in a pair have trouble paralleling their answers.


- Walking around the classroom and giving students necessary help increases the likelihood of success of the task.

### Reflections

- The task seems more difficult to students than had expected. Although students did self/peer check of the work, lots of mistakes are still noticed.
- It seems difficult for students to juxtapose ideas. The teacher needs to give more examples before asking students to start the task.

3.  
Warm up  
Display of life

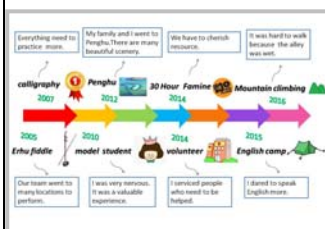
- The teacher shows the class a few examples of life maps and infographic resumes.

<p>map examples (5')</p> <p>Introduction of useful program (20')</p> <p>Drawing the life map (25')</p>	<p>2. The teacher introduces to the students the three useful computer programs (PowerPoint, creately.com, canva.com) and tell them to choose one to create their electronic life map.</p> <p>3. Students start working on their own life maps based on <u>Worksheet 1</u>.</p> <p>Assignment: Students are asked to complete their life maps at home, if they are not done yet.</p>  <p>Tips</p> <p>a. Remind students that the life map is going to be included in their infographic resumes so they should be careful with the size and resolution of their life maps. Also, the pictures they find on the Internet should be of better quality and loyalty free.</p> <p>b. Recommend the students to place some of the events on one side of the timeline and others on the other side according to, if possible, their emotional ratings of those events.</p> <p>Reflections</p> <p>a. <i>Some unexpected problems occur. For example, students' timelines don't show a clear direction; that is, from the past to the present. Some of the timelines are in circular pattern. References and tips on visual design should be offered in advance in avoidance of these problems.</i></p> <p>b. <i>Some of the students are not familiar with measurements like pixels and inches. They were recommended to Google for solutions then; however, to save time, supplementary information concerning measurements should be offered in advance.</i></p> <p>c. <i>Students like and thoroughly involve themselves in the activity.</i></p>
<p>4. Warm up (10')</p> <p>Autobiographical poem writing (30')</p>	<p>1. Gallery Walk: every student shows his/her life map on the screen and then walks around the classroom to see what others' look like. (3 minutes).</p> <p>2. Students' life maps have been made into slides and shared online with the class. Together, students evaluate their peers' works (<u>Worksheet 3 Rubrics</u>) and cross out the events that are not significant enough. The teacher gives comments on all the life maps.</p> <p>3. Worksheet 4 is distributed to the students. A brief instruction regarding the poem is given. After that, students start to work on a Google slide file. Each student is assigned a slide. The teacher monitors how the students are doing online.</p>

Differentiated instruction by interests (10')

4. The teacher again shows the infographic resume examples and autobiography samples online. Guiding questions for autobiographical essay writing are also given (Worksheet 7). Students are told to work on either the resume or the autobiography, depending on their purposes and needs. It's also fine if they want to do both. Students are asked to submit their works to Google drive a week later.

Assignment : Students are given one week to improve their life maps according to comments and a infographic resumes / autobiographies.



### Tips

a. Make sure samples / examples as well as rubrics are provided prior to the two new tasks so that students can have a better picture of their products.

b. Remind students to be careful with the size and resolution of their infographic resume. It should be A4 size and only one page.

c. Go through the autobiographical sample poems with the students, some of whom failed to grasp the rule.

d. Encourage the students to use verbs like “dreams” “admires,” which are not listed in the sample poem. Just make sure these verbs give a piece of his/her true self to the audience.

### Reflections

- Gallery walk is a lively activity. Students have fun learning. The activity goes even more smoothly in the computer lab.
- More attention should be paid to students' use of words/phrases in the infographic resume. Ask the students to do spelling check before transforming the resume into a “.jpg”file.
- Students' uploading their resume to a ready-made slide file on Google makes later work sharing and evaluation a lot more easier and efficient.
- Students should be reminded to read aloud their poems before submitting. Poems should sound beautiful and have a rhythmic pattern.
- Students read through the 12 autobiographies and follow the format / organization, but they need to be reminded of the danger of plagiarism.

<p>5. Warm up review activity (15')</p> <p>Introduction of English Mofunshow (35')</p>	<ol style="list-style-type: none"> <li>Students first do the assignment self-check and then are randomly assigned to do the peer checklist. All students' works are presented via Google slides prior to class.</li> <li>Students bring their smartphones and download the App “ ”</li> <li>The teacher shows the student a demo clip.</li> <li>Explain the task to the students. Students can work either in pairs or individually. Each student is required to give a 30-second dubbing. If working in pairs, the pair should render a dubbing of 1 minute. They need to publish their dubbing on the website and submit the link as well as the dubbing score result via the ready-made slide file shared with them on Google.</li> </ol> <p>Assignment: If not done with the task in class, students need to finish it at home and submit before the deadline.</p> <div data-bbox="379 913 922 1323" data-label="Image"> </div> <p>Tips</p> <ol style="list-style-type: none"> <li>Ask students to prepare mic-ear headsets and bring them to class.</li> <li>Ask for access to school Wi-fi before class. Not every student has 4G, which, by the way, is slower than Wi-fi.</li> <li>Give a brief introduction of the platform before students lay their hands on the App. This saves the teacher as well as the students lots of time.</li> </ol> <p>Reflections</p> <ol style="list-style-type: none"> <li><i>Students love the activity! Some of them record more than one clip. Even though they need to repeat the same sentence more than 3 times, they never think of giving up. They become more sensitive to sounds, pronunciation, and intonation after the activity, which is the major purpose of running this activity in the lesson plan.</i></li> <li><i>Students change their attitude toward speaking English. They are more willing to speak up in class.</i></li> </ol>
<p>6. Introduction of the rubrics (5')</p> <p>Presentation</p>	<ol style="list-style-type: none"> <li>The teacher checks students' assignments before class and makes sure the links work.</li> <li>The teacher explains the three criteria to the students. The first one is how good the dubbing is, on a ten-point scale. The second one is “speed,” which is given on the platform. It’s on a three-point scale; 0 for “ ” 1 for “ ” 2</li> </ol>



of English  
Mofunshow  
(40')

Presentation  
of the sample  
self-intro  
video  
(5')

for “fast.” This actually depends on the clips that the students choose. The third one is the “language level.” This is also on a three-point scale, depending on students’ selection of clips. 0 for elementary school level, 1 for junior high, and 2 for senior high. The last two criteria are checked and then announced by the teacher.

3. The teacher plays the original clip first and then the recorded one so that students, now the judges, have a good idea whether the recorded dubbing is good or not.
4. The teacher announces that in the next two sessions students need to do 40-second poem recitation or 1-minute self-introduction, depending on their earlier selection. The presentation rubrics (Worksheet 9) are distributed and introduced to the students. Those who give poem recitation need to submit their poems on the ready-made Google slide file. The poem will be shown on the screen behind them during their recitation. Those who plan to give self-introduction are recommended to watch the following three videos clips. Actually all three video clips are shared with the whole class via and everyone is encouraged to have a look.

#### 4.1 Google Student Ambassador 2013 - My Self Introduction Video

<https://www.youtube.com/watch?v=Ca5e5YzhJ9E>

#### 4.2 How to Kill Professors with Your Self-Introduction

<https://www.youtube.com/watch?v=9kqPqGwyvK0>

#### 4.3 Preparing For Your Self Intro V2.0

<https://www.youtube.com/watch?v=ock9apsCpb0>

Assignment: Students watch the video clips at home.



#### Tips

- a. Don't explain the three criteria at a time. Just tell the students to make a table and fill in the item name. And after the presentation, the teacher announces the two remaining criteria and asks the students to fill in the numbers in the corresponding cell. Lastly, ask the students to add up all the numbers.
- b. The score given on the platform accounts for only 20% of the total score.

#### Reflections

- a. The teacher will save lots of preparation time if he/she adds the students as . In this way, the teacher will gain direct access to all the students' works.
- b. Students have a great time being the judges. This is probably the first time that they

consider evaluation a great game.

7-8  
Introduction  
(5')

Oral  
presentation  
of the poem

One-minute  
self  
introduction  
(95')



1. Explain to the students the time rule.
2. Give explicit steps in presentation, from the setting of the computer to the selection of the next speaker.
3. After every five speakers, students are given longer time to give

written comments.

4. At the end of the presentation, students add up all the scores for each speaker.
5. Students are encouraged to give oral comments on his/her selected speakers at the end of the activity. Extra points are given to those commentators.

Tips

- a. Emphasize how learning occurs in the process of observing and evaluating others so that students take the evaluation job more seriously.
- b. Make sure students are given enough time to give written comments. Here it's okay to give Chinese comments, for this enhances effective interaction between the listeners and the speakers. Also, time is limited. Giving comments in Chinese ensures smooth transition of messages from one to another speaker.

Reflections

- a. *Actually this is my speech rubric 2.0. The previous one is too complicated and students are confused. This version is much easier and after Mofunshow training, students have a better grip of the judging criteria.*
- b. *Students' comments are meaningful and constructive; that is, students truly understand what a good presentation is.*

Category	Exceeding the Standard (11)	Approaching the Standard (12)	Approaching the Standard (13)	Target (14)
Familiarity With Your Material 熟識程度	You are obviously not familiar with your speech. You pronounce few words correctly and often use their words such as "this" or "um".	You are obviously familiar with your speech. You pronounce many words correctly, but also many incorrectly.	You are generally familiar with your speech. You pronounce most words correctly and seem comfortable with what you have to say.	You have obviously practiced your speech repeatedly. You pronounce almost all words correctly and seem to be very comfortable.
Volume 音量	You speak very soft or too loud for most of the speech.	You speak clearly and fluently in all parts of your speech, but in some parts you are either too loud or too soft.	You speak clearly and fluently throughout most of your speech, but in a few parts you may be too loud or too soft.	You speak clearly and fluently throughout the entirety of your speech.
Pronunciation and Intonation 發音與語調	More than 10 words are pronounced incorrectly.	Some words (fewer than 10 words) are pronounced incorrectly.	Most of the words are pronounced correctly and the intonation is okay.	Most of the words are pronounced correctly and the intonation is good.
Posture 姿勢	You have poor posture.	You have good posture throughout some parts of your speech.	You have good posture throughout most of your speech.	You have good posture throughout your speech.
Speech Pace 速度	You move through your speech very quickly or too slowly.	You move through your speech at an appropriate pace only in some parts of your speech.	You move through your speech at an appropriate pace for most of your speech.	You move through your speech at an appropriate pace.
Eye Contact 眼神接觸	You make eye contact 1-3 times.	You make eye contact with your audience in some parts of your speech.	You consistently make eye contact with your audience, but you make eye contact with limited sections of the room.	You consistently make eye contact with your audience throughout the entirety of your speech. You make eye contact with all sections of the room throughout your speech.
Time Control 時間控制	Your speech is 30 seconds longer or shorter.	Your speech is 20 seconds longer or shorter.	Your speech is 10 seconds longer or shorter.	Your speech meets the time requirement.

adapted from file:///Users/saimengfeng/Downloads/ed.topia-kipp-criticalthinking-lessonplans/rubric-for-speech.pdf

No.	Score	Comment
1	11	這報告太短了，時間不夠，請重演！
2	16	內容豐富，語音清晰
3	15	內容豐富，語音清晰
4	16	內容豐富，語音清晰
5	21	內容豐富，語音清晰
6	11	內容豐富，語音清晰
7	12	內容豐富，語音清晰
8	20	內容豐富，語音清晰
9	18	內容豐富，語音清晰
10	19	內容豐富，語音清晰
11	13	內容豐富，語音清晰
12	21	內容豐富，語音清晰
13	19	內容豐富，語音清晰
14	19	內容豐富，語音清晰
15		
16		
17		
18		
19		
20		

## Overall Reflections

The semester following the General Scholastic Ability Test is chaotic to most high school teachers, for in their class students are never of the same mind. Specifically speaking, some students have been admitted to universities via the “Multi-star Plan,” others have just finished their big test, the GSAT, and the others are wondering if they should take the College Entrance Exam in July. Interestingly, in addition to the above-mentioned three groups, in my school, the students have one more option, the Technological and Vocational Joint College Entrance Examination. Actually, 99% of the students in my school aim at the test. So in brief, my class can be divided into four groups: “Star group,” “GSAT group,” “TVE” group, and “the Wonder group.” Except for the “Star group,” students are in a turbulent state, their motivation for studying evaporating into the air. Maybe this is also true with the “Star group,” for they have “achieved” their goals. In the situation, it’s like an impossible mission for teachers to fully satisfy the needs of these various groups. However, giving up is never a virtue. Not wanting to repeat another “meaningless” final semester and wasting my students’ “youth”, this year I decided to run a mini PBL project, starting from the beginning of the semester until May when TVE takes place.

Luckily, a quick survey of the class shows that none of the students is interested in the college entrance exam in July, which reduces the number of groups into three. Since the English test in the TVE is much easier than that in GSAT, the teaching load is not as demanding; that is, less lecturing time is required from that TVE group. The most important thing is to improve students’ self-learning efficacy and autonomy because I need to juggle among these three different groups of students. Apparently, my focus is the “GSAT group,” who are supposed to get themselves ready for the second stage of college application, involving an application packet and an interview. The “Star group” students are generally quick learners in class and can be turned into teaching assistants in class. Moreover, according to the Learning Pyramid, people learn most effectively from modeling and teaching others. I consider this a great learning opportunity and persuade them into the belief. I

just need to give them explicit and straightforward guidance, and then they will be good models and mentors to other students. Thus easy, practical, and multipurpose rubrics and self/peer checklists arise. Specifically, the lesson plan includes a rubric for almost every task, for example, rubrics for life maps, rubrics for infographic resume, rubrics for writing, etc. After-class interviews with students show that most students are satisfied with the lesson design. In the end, they come to appreciate learning by “talking” to themselves and others. Also they come to the realization that learning is a process of brainstorming, trial and error, sharing, and revision and that whether their work is good or not depends also on the receivers, not simply meeting the requirements. The change in concepts about learning is the proof that I meet one of the objectives I set for the lesson plan.

In addition to the change in learning concepts, students ask for more opportunities to practice speaking English in class. This sounds like a dream-come-true to me. Last year, these students were so afraid to be paired up with the exchange student in class activities, because they needed to communicate in English, and English only. They had a hard time in a whole-English class. After the project, they like speaking English. One of the students even asks me to speak less and listen more in class because he wants to practice speaking.

Moreover, students seem to be very clear about the important elements involved in the oral presentation. In their feedback, they speak squarely on the key requirements a good presentation should meet. On the other hand, in terms of writing, they talk about the phantom talk of the basic grammar rules. Although they still fail to spot many inappropriate uses of words and wrong sentences, they have kept the basic principles by heart. This is attributed to repeated practices, which is made possible and easy by computer technology.

Lastly, as shown in their feedback, students’ attitude toward using technology in learning English is changed. I’ve been using Google Apps in my English class for more than one year. At first, they used to think it troublesome and stressful. For one thing, they didn’t like typing. For another, a lot more assignments came with technology. But only three students are still struggling with Google Apps now. Most students consider Google Apps easy to use, helpful, quick,

convenient, and effective. In the feedback, some students mention that they enjoy co-editing online. So far, I think they've grasped the key to modern learning—technology. Given that they have achieved a certain level of learning autonomy, their English learning will continue even if they don't continue their study in the university. And this is my ultimate teaching goal.

### Samples of Students' Works

<p><b>About Me</b></p> <p>Independent, vivacious and caring Who loves animals, cartoons, and toys Who enjoys music, sports, and helping others Who fears deception, diseases, and wars Who is interested in archaeology, cultures, and learning languages Who dreams of traveling around the world and being a funeral director. Wu</p> <p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>Track &amp; field team</li> <li>Orphanage volunteer</li> <li>Model student</li> <li>Ice cream store clerk</li> <li>English speech contest</li> </ul> <p><b>Accomplishments</b></p> <ul style="list-style-type: none"> <li>Honor guard</li> <li>Class Chairman</li> <li>Art Chief</li> <li>Chinese teaching assistant</li> <li>Chemistry teaching assistant</li> <li>Math club officer</li> <li>Interact club</li> </ul> <p><b>Interests</b></p> <ul style="list-style-type: none"> <li>Music</li> <li>Sport</li> <li>Read</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Diabolo</li> <li>Flute</li> <li>Tutoring</li> <li>English</li> <li>Computer</li> </ul> <p><b>Timeline:</b> 2006 (Broken family), 2008 (Track &amp; field team), 2009 (Model student), 2010 (Hospitalized), 2012 (First job), 2014 (English speech contest), 2016.</p>	<p>Jian-Hong Diligent, thoughtful, patient, and careful Who loves badminton, basketball, and baseball Who enjoys reading, exercising, and traveling Who needs love, warmth, and freedom Who fears darkness, silence, and loneliness Who wants to believe in himself and never give up. Wu</p>
<p>Infographic Resume</p>	<p>Autobiographical poem</p>
<p>My background</p> <p>My name is Chang Ting Yu. My English name is Joanne. I will graduate from Pei-Men Senior Agricultural and Vocational School. I was born and grew up in an ordinary but happiness family. There are four members in my family, my father, mother, sister and me. My parents are liberal and democratic. They attach to morality than everything on us. I appreciate my parents for encouraging me all the time. I must say that I am lucky to have such a happy family.</p> <p>My personality</p> <p>I am an optimistic person. I always see the bright side instead of the dark side of life. My hobby is reading novels especially Japanese ones. I exercise twice a week. Running is my favorite. When I am running, I feel very relaxed. It reduces my pressure effectively. I love running very much! I am enthusiastic to help others. I remember that when I was in elementary school, an old lady tried to cross the road but the traffic was busy then. My friend and I planned to help her to walk to the other side. We waited for the traffic light to change to green and then we crossed the road together. The old lady appreciated our help us. She even gave us apples! That really made</p>	

me a day!

### My studies

My specialty subject is English. My mom sent me to learn English when I was 9 years old. At first, I didn't like English because my English teacher punished the students who failed test. My English was poor at that time. Things changed when the teacher was replaced. The new teacher was very patient and kind. She often asked me to stay after school, and she checked if there was anything that I didn't understand. She used her own leisure time to teach me. I appreciate her contribution. **Education is not the filling of a pail, but the lighting of a fire.** Because of her, I love English from the bottom of my heart.

### My future

As for my future, I want to learn a lot of languages to broden my horizons. I also want to travel around the world to learn about different cultures. I want to be a person who can influence people just like my English teacher!

### Autobiography

Class 綜三(3) Name 吳尚音 No. 25

Feedback on Class Activities

1. 本學期已進行了下列幾項活動: A. 自傳詩寫作與口頭發表 B. 自傳書寫 C. 英文簡歷製作 D. 打工度假(Working Holiday) 報告製作發表 E. 英語魔坊秀製作發表等。試問

1.1 以上活動你最喜歡: A

因為: 可以自己想自己的優點及個人特質並且要列出來與大家分享, 可以訓練膽量和為大學生國上的報告表有個心理準備。

1.2 以上活動你覺得最困難的是: E

因為: 要把音調、語氣、音量, 都要和原版老師相似, 有點困難, 但完成後很有成就感。

1.3 以上活動讓你學到最多的是: D

因為: 可以了解打工度假的許多資訊, 或許以後用得到, 之後上台報告要全程使用英文, 雖然有點小害怕, 但很有挑戰性。

2. 英文課常使用 Google Apps 上課以及交作業, 你覺得這樣的方式 A. 很麻煩 B. 很簡易 C. 很困難 D. 普通 E. 其他 原因: B

3. 回顧過去, 你覺得在英文課裡學到最多的是 使用電腦做報告


因為: 原本是不太會用電腦做東西, 使用電腦做報告, 就學會了不少 Google 的東西。

4. 要學好英文, 你覺得英文課需要做些什麼? 英文老師要多做些什麼? 學生又需要多做些什麼?

① 需要開口唸, 雖然有時會唸錯, 也可以知道自己發音。

② 到這前為止都很好, 聽、說、讀、寫都有訓練到。

③ 常開口唸, 不要因為害怕唸錯而不唸。

Class 綜三(3) Name  No. 25

Feedback on Class Activities

1. 本學期已進行了下列幾項活動: A. 自傳詩寫作與口頭發表 B. 自傳書寫 C. 英文簡歷製作 D. 打工度假(Working Holiday) 報告製作發表 E. 英語魔坊秀製作發表等。試問

1.1 以上活動你最喜歡: D

因為: 覺得很實用, 我不定未來會申請 Working Holiday 的時候用得到, 而且也可以去那邊體驗了解更多的 Working Holiday 的工作性質。

1.2 以上活動你覺得最困難的是: A

因為: 寫自傳詩的時候要注意押韻, 而且還需要創意, 這對我来说是比較困難的。

1.3 以上活動讓你學到最多的是: D

因為: 可以學到要如何在國外申請工作, 而且也能夠透過這份簡歷去了解一些當地文化和特色。

2. 英文課常使用 Google Apps 上課以及交作業, 你覺得這樣的方式 A. 很麻煩 B. 很簡易 C. 很困難 D. 普通 E. 其他 原因: B, 用電腦比較方便。

3. 回顧過去, 你覺得在英文課裡學到最多的是 單字作文、句型

因為: 在考學測前一直不斷練習作文、句型, 讓我印象很深刻, 尤其是用那些點重要的文法去檢查作文, 現在腦海中還是一直記著, 沒有 and 不可以與兩個 Verb 同時存在.....這些重點。

4. 要學好英文, 你覺得英文課需要做些什麼? 英文老師要多做些什麼? 學生又需要多做些什麼?

需要花一點的口語練習, 覺得老師可以盡可能的用英文上課, 讓學生

## Worksheet 1 Life Map Planning

Please state in the following table the important / unforgettable events in your life. If possible, rates your feelings about the event on a scale from 1-5. The number 5 indicates very positive and 1, very negative. (Guiding questions are listed under the table in case you can't come up with any.)

		Class	Name		No.
No.	Life Event	Time	Rating	Image (sketches)	Details (phrases)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Some ideas for you:

1. When and where were you born?
2. What did you do on the first day of school (elementary / junior / high school)?
3. Who did you talk about with your best friend when you first met?
4. When did you learn to ride a bike?
5. What was the best thing you did in elementary?
6. What made you most proud of yourself? When did it happen?
7. Recall one of the first-time experiences that you can never forget.
8. What terrified you most? How did you deal with it?

## Worksheet 2

### Getting to know your target department / university

**Class**

**Name**

**No.**

If you were the professor working in the department you're applying to, what kinds of students are you looking for? Please complete the following sentences. And then work with your partner to finish the following diagram.

I'm a professor in the Department of \_\_\_\_\_.

I'm looking for students  
who are \_\_\_\_\_

(personalities, at least three adjectives)

who are interested in \_\_\_\_\_

(at least three interests)

who are able to \_\_\_\_\_

(at least three skills)

who have \_\_\_\_\_

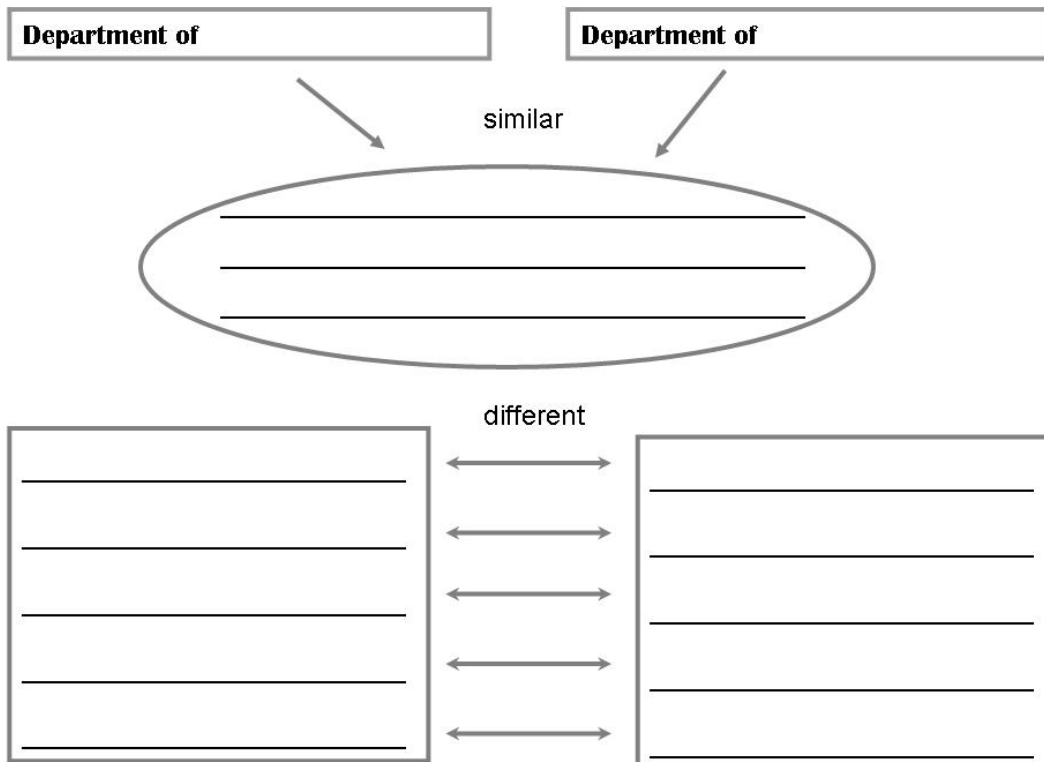
(at least two experiences)

who have accomplished \_\_\_\_\_

(awards)

who want to \_\_\_\_\_ in the future.

(at least two jobs)





## Worksheet 3 Life Map Rubrics

Please grade the given life map according to the following table. Check the box if the work meets or doesn't meet the criterion.

	Class	Name	No.	
No	Criterion		Yes	No
1	The life map includes at least <b>8 main events</b> , which are correctly <b>labeled in the order of time</b> .			
2	Each event has a <b>picture / symbol</b> which clearly represents it.			
3	The design of the map is <b>colorful and attractive</b> .			
4	<b>Additional information / details</b> are added in small boxes or brackets or else which are appropriately positioned in the map.			
5	<b>Spelling</b> is correct.			
Total Score (x2)				

Adapted from Scholastic <http://www.scholastic.com>

## Worksheet 4 Autobiographical Poem

An autobiographical poem is a poem that you write about yourself. You may try adding photos and small icons to make your poem more appealing to the readers. This is the warm-up activity for autobiographical essay writing. Students read aloud their poems to their classmates with visual aids.

# Example

Mary

Funny, smart, and caring

Daughter of Sarah and Jack

Who loves holidays, animals, and riding her bike

Who finds happiness in reading, dancing, and music

Who hates cockroaches, stinky tofu, and long boring speeches

Who fears heights, war, and spending time with school's principal

Who gives books, kind words, and help

Who needs sleep, exercise, overseas trips

Who'd like to see the vast green grass field in Mongolia

Who dreams of being a doctor

One day I'll invent the magic medicine to save dying people

A student of Peimen Elementary School

Jones

#Use the following template to start your poem.

- Line 1.        your first name
- Line 2.        three words t describe you
- Line 3.        Son / Daughter / Brother / Sister of (name)
- Lines 4 - 9    three things or activities
- Lines 10-11   one thing or one event
- Line 12.       your school's name
- Line 13.       one thing you'll accomplish
- Line 14.       your last name

Adapted from [www.teach-nology.com](http://www.teach-nology.com)

## Worksheet 5

### Autobiographical Poem Rubrics

The following table states what criteria the poem needs to meet. Please, with honor and honesty and to your best knowledge, circle the number to indicate how good the given work is. The larger the number, the better. (請在欣賞完後圈選出適當的數字評分)

		Class	Name	No.				
No	Criterion			5	4	3	2	1
1	The poem is <b>meaningful</b> and <b>truthfully</b> reflects the writer.							
2	The poem is <b>creative and original</b> . The writer puts his/her thoughts into words and clearly describes his/her feelings.							
3	The poem is <b>complete</b> and follows the intended <b>form</b> .							
4	The <b>spelling</b> and <b>grammar</b> is perfect. No mistakes are spotted. (Given more than 3 mistakes, score goes below 3)							
5	The <b>layout</b> or <b>design</b> of the poem is attractive with fun and sensible pictures.							
6	The poem contains more than 14 lines.							
7	The presenter keeps <b>eye contact</b> with the audience.							
8	The voice is <b>loud</b> enough and the <b>pronunciation</b> is clear.							
General comments (10%):								
Subtotal score ( /50)								
Teacher's section (50%)								
9	The writer keeps the <b>schedule</b> and follows <b>directions</b> .							
10	The writer <b>edits</b> his/her work following peer evaluation.							
Total score ( /50)								

*Self/Peer Check before submission*

## Worksheet 6

### Peer / Self Editing Checklist

*Check the box ahead of each statement when it's done.*

Class		Name		No.
Self Edit	( ~ )	Peer Edit	( ~ )	Suggestions
<b>Meaning</b>	I read my writing to myself to see if it made sense.	I read the writer's work to see if it was meaningful.		
<b>Grammar</b>	I checked for correct capitalization and punctuations. I made sure no commas were used to combine two sentences.	I checked for correct capitalization and punctuations. I found no commas were used to combine two sentences.		
	I checked if each clause had a clear subject and verb.	I checked if the writer included a correct subject and verb in each clause.		
	I checked that verbs agreed with their corresponding nouns.	Verbs agree with their corresponding nouns in number.		
	I checked if countable nouns were used in the correct form.	Countable nouns, if in plural sense, are correctly marked.		
	I checked the verb tenses.	I checked if the writer properly indicated the time by using appropriate tenses.		
	I checked the spelling and fixed the words that didn't look right.	Spelling is correct.		
<b>Word choice</b>	I checked if I overused certain words such as then, and, so, some, thing(s), something, etc.	I checked if the writer included unnecessary words and replaced improper and overused words.		
<i>Sign your name here:</i>		<i>Sign your name here:</i>		

Adapted from

Scholastic <http://www.scholastic.com> & Read Write and Think

<http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>

## Worksheet 7

### Prompts/Guiding Questions for Autographical Essays

Try to answer the following questions before you lay your hands on your essay. You may weave some of your responses to the questions into your essay. Be careful to develop those ideas into well-structured paragraphs.

#### Paragraph 1: Introduction

1. I can never forget the day when I ....
2. I finally realized what was important in my life when ....
3. I think the most important thing to remember in life is....
4. I think the most important person in my life...
5. I've lived by the motto....
6. My goal is to ...because....
7. I was born into a family....
8. My parents / friends described me as ....

#### Paragraph 2: Body

**Make sure you develop your body of the essay based on the thesis statement you make in the previous paragraph.**

1. Younger age before elementary school :  
What happened then? Who inspired you then? What did you learn?
2. In elementary school  
What happened then? Who inspired you then? What did you learn?
3. In junior high school  
What happened then? Who inspired you then? What did you learn?
4. In high school  
What happened then? Who inspired you then? What did you learn?

#### Paragraphs 3-4: Extension (the present time)

1. What kind of person are you?
2. What have you done in recent years?
3. How's everything going?
4. What activities have you been involved in?
5. How do these activities relate to your future?
6. What do your family think about your change/decision?
7. What have you learned / achieved?

#### Final paragraphs: Conclusion

1. What are your goals in the future?
2. How do you plan to obtain those goals?
3. What do you plan to do after high school / college?

Category	4	3	2	1	Score
<b>Required Elements (Life Map / Experiences / Interests / Skills / Achievements) (Weight x 3)</b>	The Infographic includes all required elements as well as additional information.	The infographic includes all required elements.	The infographic includes all but one of the required elements.	The infographic misses several of the required elements.	
<b>Graphics Relevance (Weight x2)</b>	The graphics represent information appropriately.	Most graphics represent the information appropriately.	All graphics relate to the topic but do not represent appropriately.	Graphics do not relate to the topic.	
<b>Attractiveness</b>	Color, shape, size, and arrangement of graphics are attractive and meaningful.	Color, shape, size, and arrangement are eye catching and provides some additional information.	Color, shape, size, and arrangement are present but do not add to the information.	Color, shape, size, and arrangement are distracting and messy.	
<b>Content Appropriateness</b>	The content exactly meets the expectation of the target department.	The content generally meets the expectation of the target department.	The content does not specifically address the concern of target department.	The content completely misses the point.	
<b>Grammar and Spelling</b>	There are no grammatical mistakes and misspellings. The capitalization is correct.	There is 1 grammatical mistake and no misspellings. The capitalization is correct.	There are 2 grammatical mistakes and few misspellings. The capitalization is correct.	There are more than 2 grammatical mistakes and many misspellings. The capitalization is not carefully checked.	
<b>Time Management (Weight x2)</b>	The work is done and submitted on time.	The work is done but delayed one day.	The work is done but falls behind the schedule.	The work is not finished.	
<i>General comments:</i>				<i>Final Score: 140 Sign your name</i>	

Worksheet 9 Rubric for Speech 演說評分表

category	Baseline 要再加油 (1)	Attempts the Standard 勉強過關 (2)	Approaching the Standard 快要達標 (3)	Target 完全達標 (4)
<b>Familiarity With Your Material 順暢度</b>	You are obviously not familiar with your speech.. You pronounce few words correctly and often use filler words such as “like” or “um”	You are only fairly familiar with your speech.. You pronounce many words correctly, but also many incorrectly.	You are generally familiar with your speech. You pronounce most words correctly and seem comfortable with what you have to say.	You have obviously practiced your speech repeatedly. You pronounce almost all words correctly and seem to be very comfortable
<b>Volume 音量</b>	You speech very soft or too loud for most of the speech.	You speak clearly and forcefully in parts of your speech, but in most parts you are either too loud or too soft.	You speak clearly and forcefully throughout most your speech. In a few parts you may be too loud or too soft.	You speak clearly and forcefully throughout the entirety of your speech.
<b>Pronunciation and intonation 發音與語調</b>	More than 10 words are pronounced incorrectly.	Some words (fewer than 10 words) are pronounced incorrectly.	Most of the words are pronounced correctly and the intonation is okay.	Most of the words are pronounced correctly and the intonation is good.
<b>Posture 姿勢</b>	You have poor posture.	You have good posture throughout some parts of your speech.	You have good posture throughout most your speech.	You have good posture throughout your speech.
<b>Speech Pace 速度</b>	You move through your speech very quickly or too slowly.	You move through your speech at an appropriate pace only in some parts of your speech.	You move through your speech at an appropriate pace for most of your speech.	You move through your speech at an appropriate pace.
<b>Eye Contact 眼神接觸</b>	You make eye contact 1-3 times.	You make eye contact with your audience in some parts of your speech.	You consistently make eye contact with your audience, but you make eye contact with limited sections of the room.	You consistently make eye contact with your audience throughout the entirety of your speech. You make eye contact with all sections of the room throughout your speech.
<b>Time Control 時間控制</b>	Your speech is 30 seconds longer or shorter .	Your speech is 20 seconds longer or shorter .	Your speech is 10 seconds longer or shorter .	Your speech meets the time requirement.

adapted from

file:///Users/tsaimengfeng/Downloads/edutopia-kipp-criticalthinking-lessonplansrubricrubric-forspeech.pdf

Evaluator: \_\_\_\_\_

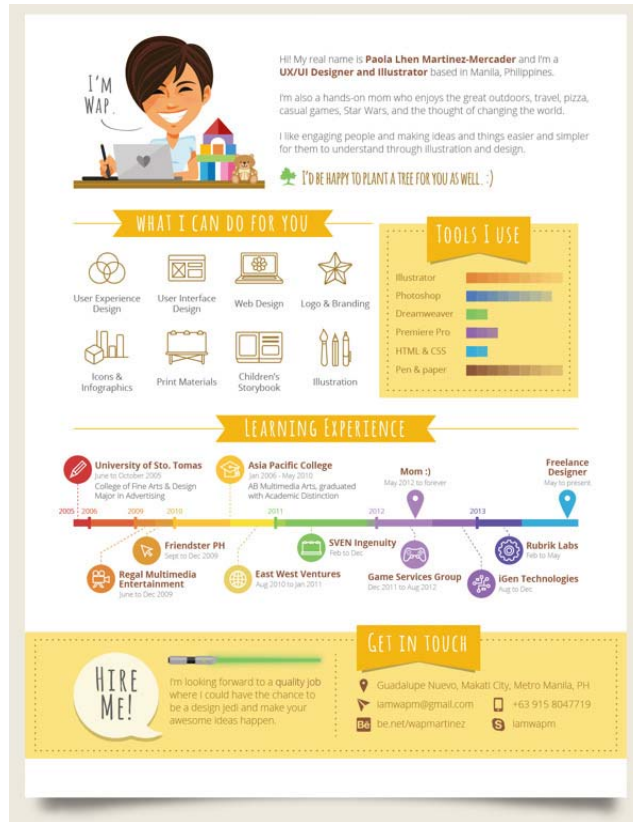
NO.	Score	Comment
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
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19		
20		



# Online Worksheet 10

## Model Infographic Resume

Examples are shared with students via Google. The following are two examples of them.



[https://www.google.com.tw/search?espv=2&rlz=1C1FLDB\\_ewTW511TW511&biw=819&bih=482&tbm=isch&sa=1&sq=infographic+resume&sq=infographic+resume&gs\\_l=img..3..0joi309.113259.114036.0.115634.6.3.0.3.3.0.156.380.1j2.3.0..0...1c.1.64.img..0.6.395.F5tMkjlA4nM](https://www.google.com.tw/search?espv=2&rlz=1C1FLDB_ewTW511TW511&biw=819&bih=482&tbm=isch&sa=1&sq=infographic+resume&sq=infographic+resume&gs_l=img..3..0joi309.113259.114036.0.115634.6.3.0.3.3.0.156.380.1j2.3.0..0...1c.1.64.img..0.6.395.F5tMkjlA4nM)

## Online Worksheet 11

### Model Essay

Model essays are shared with students via Google. What follows is one of the example. Students are told about the subtle differences between a personal statement and a professional autobiographical essay.

#### *#1(SOP + Auto)*

*Prompts: interests, abilities, awards, goals*

My name is Pei-lin Wang. I am a senior at Sanmin Vocational High School in Taipei. I wish to study for a bachelor's degree in Business Administration at your university. I believe your program will allow me to develop my skills and help me prepare for both further study and my future career.

I have a wide range of interests, but I am particularly interested in languages, computer science, and management. In a contest for entrepreneurs, I won first place for my project about starting a business. My project had to do with helping my school set up a recycling program that not only was environmentally friendly, but also raised money for the school's sports teams. Moreover, I came in third in my school's English speech contest last year, and I also helped run my school's English drama club. I am considering working in marketing in the future and hope to use my skills in this field.

The Business Administration course offered by your university will enable me to develop the administration skills and business knowledge needed to achieve my goal. After earning a bachelor's degree, I am also considering the option for a master's degree in marketing, or even an MBA. Thus, a degree in business administration would be perfectly appropriate for this.

To sum up, I believe your university would be very suitable for my academic and career aims. Based on my background and interests, I strongly believe that attending your university is the natural next step to take to acquire the skills that I need. Thank you for your time and attention.

*-Adapted from SanMin English Reader B5U6*