

# Teaching and Grading Sentence

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## Introduction

Students in senior high are often asked to write sentences either as language reinforcement or in preparation for a forthcoming writing activity. However, most students find sentence writing depressing, and teachers also suffer the depression that comes from continually correcting students' work without seeing evidence of improvement. Therefore, this lesson plan has been designed in order to (1) provide simple and interesting methods for sentence teaching that make reluctant writers feel more comfortable in writing, (2) connect sentence writing and guided writing with two sentence structures, and (3) provide simple ways of correcting writing that reduce teaching pressure in class.

In the following lesson plan, a sample lesson from San-Ming Book 2 is selected. The lesson chosen describes tips for improving the memory. This is a good article for students to practice finding the main ideas of each paragraph. In addition, by examining the connections between ideas, students can gain confidence in writing a summary of the text. Later, students can learn to write a well structured essay of their own.

As for the teaching process, the first activity is a group discussion about filling in graphic organizers. Second, students learn to write a well-organized summary with clear main ideas for each paragraph and proper conjunctions. Third, two sentence patterns from the text within four approaches are taught to increase students' motivation to write. Finally, a guided writing activity, the self introduction essay, is used to lead students to put what they have learned into practice.

With regard to evaluation, various kinds of pair work and team work with checklists are used in different teaching approaches, not only to encourage students to learn by doing, but also to help reduce the teacher's workload in correcting the assignments.

Finally, this lesson plan offers a simple rubric for writing evaluation to assist the teacher to reduce correction time and help students become aware of what they need to improve in their writing.



you have learned, few things work as well as teaching. This is because teaching requires reviewing what you have learned and expressing what is in your mind. The more you teach, the longer your knowledge and skills will stay with you.

**Improve your vocabulary.** The more often you use the words in your vocabulary, the more skillfully you will be able to use them. In addition to reading, playing word games, such as Scrabble and crossword puzzles, is another way of improving your vocabulary. These games give you the opportunity to review and focus on words – their meanings and spellings.

**Get into the habit of taking notes.** Whether you are reading, studying, or listening to a speech, write down the information you may want to look up later. In the process of writing down what you have read or heard, you are really organizing information. Needless to say, it is an excellent mental workout as well.

Many people who have practiced these tips have noticed memory improvement. However, everyone is unique, and the results may be different from person to person. What matters more than these tips is to find out what works best for you.

*—Adapted from New Integrated English 5 (3rd Edition).*

## **Lesson Plan**

### **I. Raising Students' Awareness**

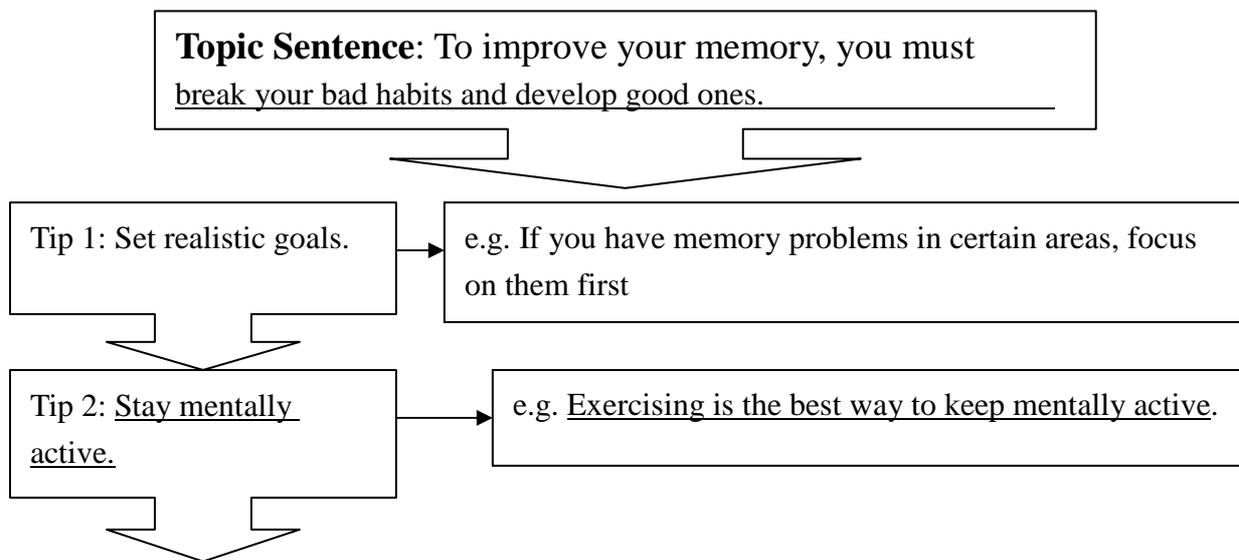
#### **Directions:**

1. In this section, students are asked to look at a group of items from the text book, and try their best to memorize them in one minute. Then, they share reflections freely.
2. Read a set of numbers and ask students to memorize it. Check how many students can remember all the numbers correctly.
3. Brainstorm. Ss freely express “how” they memorized these items.
4. Share the useful memory tips from the text.

### **II. Presenting the Text**

The text of this lesson “Tips on improving memory” is description. The lesson describes some tips for improving the memory; another theme concerns how students can use these tips in their studies to make learning more effective. Throughout the text, the teaching plan centers on the mode of connection between learning tips and real life examples by using graphic organizers.

Example Graphic Organizer – “Tips on Improving Your Memory”



(See Appendix 1 for the detailed diagram).

Before the class, students are required to preview the vocabulary. In the pre-reading activity, members of each group need to think up relevant memory tips with examples to help other students to clarify the individual tips from the text.

In the reading activity, the teacher not only guides students to pay attention to the vocabulary, important phrases, and sentence patterns, but also helps them to notice the whole structure and organization of the text, so that every student will understand how to use the important sentence patterns and grammar in real life.

Directions:

1. The teacher prepares the graphic organizer for the text and distributes it to the whole class, and then explains the key terms of the text.
2. The teacher divides students into groups of four. Members of every group need to fill in the graphic organizer, find out the main idea of that paragraph, and make up sentences from the new vocabulary. In this period, English is the only language allowed to be used.
3. Each group will be in charge of one tip for improving the memory, and will discuss the relevant examples. Students in each group figure out the most useful tip to them with examples.
4. A spokesperson for each group presents the results of their discussion in front of the class.

5. The teacher corrects errors in the presentations, teaches the key ideas of the text, and introduces essential sentence patterns to the class.

6. All students are to answer the following question and share their ideas with others, “Among the tips given in the reading, which one works best for you? Why?”

After this lesson, two important sentence patterns will be illustrated by the teacher in the following lessons.

### III. Sentence Writing Activity and Practice

#### 3.1 The E-factors

Although grammar teaching in class is dull sometimes, it is still useful at this stage. Whatever grammar teaching is necessary is best done as efficiently as possible. Efficiency in the practice or presentation of grammar can be divided into three factors, “economy, ease, and efficiency” (Thorbury, 1999). When presenting grammar, **economy** is a key factor. The more the teacher piles on the grammar, the more confused students are likely to become. **Ease** means that the easier an activity is to set up, the better it is. Since many teachers have many classes to teach, they only have limited time to prepare teaching materials; therefore, the purpose of this teaching plan is to help teachers use simple activities to accomplish difficult grammar teaching. **Efficiency** means the teacher uses a series of teaching steps to arouse students’ learning motivation and lead them to understand the grammar points being targeted.

The examples below are designed according to the principle of efficiency, and follow both deductive (rule-driven) and inductive (rule-discovery) paths to teaching grammar, whereby directions are given and then applied to examples

#### 3.2 Focus on Sentence Writing

##### 3.2.1 Gerunds

##### 3.2.1.1 Sentence Rewriting

In the following practice exercise, which is based on the E-factors, the teacher uses the text provided by the textbook to preview the learning activity. This reduces the teaching load in preparation. In addition, students preview the sentence pattern with a checklist before the class. This exercise-writing task requires them to engage with the grammatical rules at a deeper level, which is more economic and efficient. The topic here for practice is to use a short note between mother and son to write the gerunds.

Directions:

1. Students need to study the sentence patterns and do the exercise from the textbook before the class.
2. In class, the teacher divides students into pairs, who then exchange their homework.
3. The teacher elicits this sentence pattern and explains the essential concepts by using the checklist in front of the class.
4. Students follow the instructions on the checklist to do peer evaluation and decide which sentences are grammatically correct.
5. The teacher acts as a consultant, and will attempt to solve any problems raised by students.
6. Students write down corrected sentences on the board. The teacher corrects each student's homework.

For Example.

#### Exercise B:

Complete the following passage with gerunds and the given words.

The final exam is coming, but Bill hasn't started preparing for it. Although his mother keeps on 1 telling him to study (*tell/him/study*), he doesn't listen. 2 \_\_\_\_\_ (*play/video games*) is all he does after school. So, he has gotten into the habit of 3 \_\_\_\_\_ (*go/bed*) late every night and \_\_\_\_\_ (*turn in/homework*) late. Now, his mother has decided to write a note to him:  
My dear son,

5 \_\_\_\_\_ (*get/enough rest*) is important for your health. If you can't keep yourself from 6 \_\_\_\_\_ (*spend/so much time/play video games*), I won't give you any allowance (零用錢) from now on.

(See Appendix 2 for detailed examples)

Checklist:	Class:	Name _____	No. _____
Excellent	Good	Below Average	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V → Ving (Gerund)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ving + single verb + O.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sentences are complete and show a high level of understanding.

#### 3.2.1.2 Sentence Writing

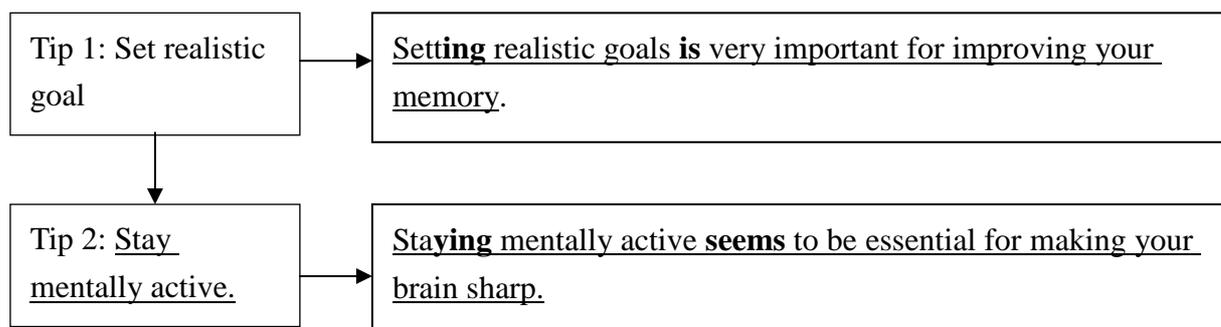
The following procedure combines teaching and learning processes, providing more opportunities for students to engage in real communication in groups. The use of a graphic organizer to do expansion activities eases the teacher's workload. In addition, it is more efficient for students to combine the information in the text with the new sentence pattern. As students work hard to

come up with new sentences from the graphic organizer, they transfer the sentence pattern to daily life usage, which is an economical way to learn.

Direction:

1. The teacher divides the class into eight groups, with four in each group.
2. The teacher hands out a worksheet and asks students to make up seven sentences based on the memory tips by using the new sentence pattern of gerunds.
3. The groups will need ten to fifteen minutes to finish the task.
4. The teacher circulates in the class, providing help where necessary.
5. Once the Ss fill in their answers on the worksheet, they write their favorite sentence on the board.
6. The teacher then checks the exercise in open class, asking learners to justify their answers by reference to the rules on their worksheets.
7. Students are trained to become familiar with the use of this sentence pattern through this practice activity.

*Complete the following sentences with gerunds and the given words. The first one has been done for you.*



<u>Checklist:</u>	Class:	Name _____	No. _____
Excellent	Good	Below Average	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ving + single verb + O.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The verb tense is consistent.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sentences are complete
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sentences show a high level of understanding.

(See Appendix 3 for the complete figure)

### 3.2.2 The more/-er..., the more/-er....

#### 3.2.2.1 Finding mistakes

Based on a deductive (rule-driven) path, the following procedure encourages students to deduce all the sentences with the pattern “the more...the more...” from the text. After instruction in the sentence pattern by the teacher, students in each group need to find the errors on the worksheet. This exercise-writing task encourages students to use the rules to make judgments about the grammaticality of the examples at a deeper level.

Direction:

1. The teacher divides students into eight groups, with four in each group.
2. The teacher deduces all the sentences with the target pattern from the text, illustrating the rules with examples.
3. The teacher hands out a worksheet
4. Students discuss the sentences with each other to find errors in the usage of the pattern.
5. The teacher goes around the class to help individual students with their problems.
6. A spokesperson for each group reports their findings about the examples.
7. The teacher elicits sentence patterns from the class and corrects errors written on the board by students.

**Error Correction**

Sentence Pattern: “The adj-er..., the adj-er...”

1. The warmer weather is, the comfortable I feel.  
→ The warmer the weather is, the more comfortable I feel.
2. The later we start to do our assignment, the later it we will finish.  
→ The later we start to do our assignment, the later we will finish it.

(See Appendix 4 for detailed examples.)

### 3.2.2.2 Doing translations

Based on a deductive (rule-driven) approach, the following procedure, a Chinese to English translation drill, encourages students to practice the sentence patterns. Students in each group need to come up with accurate sentences. This activity contains many features of traditional pattern drills, in that the sentence structure is tightly controlled and there is a high degree of repetition; however, students are more likely to be willing to provide their opinions and ask questions during the drill if it is created by the students themselves.

Directions:

1. The teacher hands out worksheets.
2. Students are asked to do the translation drill by using the sentence pattern, “the more...the more....”
3. Students do the exercise in groups, and write correct answers on the handout.
4. The teacher goes around the room as the consultant, helping individual students and checking that they are using the correct form.
5. A spokesperson for each group reports the sentences.
6. The teacher corrects individual errors on the board.
7. Students who do the translation correctly will get extra points or gifts.
8. Students are trained to participate in group discussion and evaluation in this period.

To sum up, the activities above are indeed easy to set up. All that is needed is the text. Moreover, these activities work just as well with mixed-ability classes; therefore, learners are likely to feel less pressure in sentence writing, and can contribute to the level of their ability.

**Translation Exercises**

1 你愈了解他，你就會愈喜歡他。

The more you understand him, the more you will like him.

2. 一個人的年紀愈大，記性就愈差。

The older a person grows, the poorer his memory will be.

(see Appendix 5 for detailed examples)

3.3 From sentence writing to guided writing

Since students have spent time building their skills in sentence writing, they are now ready to participate in a more complex and extensive writing activity. An autobiographical essay is used to guide students to develop deeper cognitive learning. This activity provides the individual with enough language and information to lead each student to finish the writing tasks successfully.

Directions:

1. The teacher hands out an autobiography table designed to assist students to write the essay.

2. Students' attention is drawn to the words in bold type, which they can use to help write their autobiography by adding further information about their personal characteristics. (See Appendix 6)
3. The teacher assigns the sentence structures (taught in class) for students to use in the essays.
4. When students start to fill in the table about themselves, the teacher can walk around the class to help students with vocabulary they do not understand.
5. Once students have finished taking notes, they start to engage in group discussion with others to offer their ideas. They finish the first draft after class.
6. Students do peer-evaluation with a checklist in class after the first draft has been finished. Each student needs to provide three positive suggestions as feedback to the writer. Then, the students go home to revise the essay by themselves and turn in the finished essay at the next class.
7. The teacher corrects the essay and discusses common mistakes in front of the class.
8. Each student types the final version and prints it out, and pastes the essay with some favorite drawings on a poster.
9. Each student presents their work in front of the class.

#### IV. How to tutor students in writing

##### 9.1 Ways of responding to students' work

When responding to students' work, the teacher acts as examiner, audience, evaluator, and consultant, in order to enter into an effective dialogue with the students. He/She guides students to improve their writing skills rather than simply judging the writing. In this lesson, the teacher uses self-correction, peer-evaluation, and group discussion effectively in class, pointing out grammar errors from groups, and further using these errors to make impromptu teaching points for the whole class.

Take the guided writing, "self-introduction," as an example. When students start to fill in the table about themselves, the teacher walks around the class to help students with vocabulary they do not understand. When students do the peer-evaluation, they follow a checklist to give suggestions to each other so as to derive benefits from each others' responses.

In sum, these practices can not only arouse students' learning motivation but also provide an economical means of giving feedback from the teacher. More importantly, it eases the workload of the teacher in correcting students'

individual assignments.

## 9.2 Ways of correcting sentence writing

During this stage of learning, a common mistake made by students is to choose the wrong forms of individual words, either in the construction of individual sentences, or at the level of the whole text. These errors can be classified as **lexical errors**, **grammar errors**, and **discourse errors**. Lexical errors include the wrong word order (*Setting realistic goals is good for your lie. →life*), Grammar errors include mistakes in verb form, tense, or adjective type (*Staying mentally active makes us more sharp. →sharper*). Discourse errors relate to the way sentences are organized and linked in order to make a complete text (*Setting realistic goals helps us to do quickly. → everything*).

In fact, it is generally accepted that a focus on form in sentence correction is necessary to give students a clear message about their errors. The following are two kinds of ways of correcting sentences.

### 1. Standards for sentence correction from College Entrance Examination Center

Based on the standards for sentence correction from CEEC (College Entrance Examination Center), sentences of students' work are corrected according to the following rules. First, each sentence is divided into two clauses. Second, each error will be counted per time, with no repeated counting. Third, the same spelling error is counted one time only. Errors in punctuation are only counted once. The advantage of this scoring standard is that students can become aware of how to get high scores by conforming to the correction standards on tests.

Nevertheless, students might still find that their work quickly becomes covered in red ink when the teacher corrects it according to this standard. In addition, this kind of correction is extremely time-consuming for the teacher. It not only creates a massive workload, but also decreases students' enthusiasm and confidence in sentence writing. Therefore, it is suggested here that the teacher combine two other methods of correction with the standards of the CEEC in order to inspire students' motivation to learn.

### 2. Selective correction

If teachers discuss with students what they are looking for in sentence writing, students will be likely to approach the task more precisely, and pay a great deal of attention to the area on which the teachers' correction will be

focused.

A way of making selective correction is to explain “correct” usage with examples to students. For instance, students often make mistakes with gradable adjectives such as “more happier” or “more fatter” when practicing the sentence pattern, “the + adj-er..., the + adj-er...” To address this problem, the teacher can provide sentences containing these types of errors on worksheets, and ask students to correct them, in order to help them avoid such grammar mistakes in their own writing. In addition, asking students to keep a log of errors can assist them to avoid repeating the same errors on their next assignment.

### 3. Using checklists with peer evaluation

Peer evaluation is a valuable element in the writing process. It encourages students to work collaboratively and gain knowledge in a supportive atmosphere. By providing checklists, teachers can offer students guidance in evaluating sentence writing. In the above example, (3.2.2.1 Finding Mistakes), students are trained to use the checklist to evaluate each other’s work and give professional comments, which helps them to achieve a better level in their own writing.

### 4.3 Ways of correcting essay writing

In their own correction of students’ essays, the role of the teacher is to indicate when something is not right. The teacher corrects mistakes in the students’ written performance on issues of format, syntax, structure, and grammar. Yet, the task is not to say what is right or wrong but to ask questions, make suggestions, and indicate where improvements in expression are necessary. The following are three methods of correction used in this lesson.

#### 1. Using rubrics

In order to avoid an overabundance of red ink on students’ essays, and reduce the time spent on correction, the teacher can use evaluation rubrics. During this lesson, the teacher hands out the rubric to guide students in self-correction or peer-evaluation. Here students learn to follow the right format for writing an autobiography and give useful comments to peers. Then, the teacher uses the same rubric to correct essays more effectively after all the students have corrected their first draft according to the feedback provided through the rubric. Based on common mistakes made by senior high school freshmen in writing English, three categories have been designed, as follows:

	good	average	bad	comments
Format				The first line of the paragraph is indented 5 spaces.
				Sentences fit inside the margins given in the assignment.
Structure				Paragraphs average 4 to 8 sentences in length.
				Each paragraph has one, and only one, main idea.
				All detail sentences relate to the main idea of each paragraph.
Grammar				Sentences are free of spelling errors.
				Sentences fit the grammatical structure "S+V+O."
				Sentences use correct punctuation.
				The tense is consistent throughout the paper and especially within a paragraph.
				Sentence pattern in the autobiography fits the syntax, "The adj-er..., the adj-er..."
				The writing uses a consistent narrating voice throughout.

Few people like to be wrong, but making mistakes is indeed an important and positive part of learning a language; thus, the teacher doesn't need to feel depressed when seeing students' errors in written-sentences or essays, even in the final draft. Indeed, students learn a lot through these errors.

## 2. Referring students to a dictionary or a grammar book

Since correct syntactical structures are required in essay writing, the teacher can indicate that a mistake has been made and ask students to consult a grammar book to compare correct and incorrect sentences in their writing. For example, if the student writes "the more time I spend on listening to magic, the calmer my mind," the teacher can ask the student to consult a grammar book to see if they made a lexical error, grammar error, or discourse error.

## 3. Responding by written comment

It is always a good idea to write comments on students' work. Take the example "self-introduction" for example. The teacher can use both a marking scale and written comments to suggest how students can do better in their final essay. However, it is vital that written comments be encouraging and helpful

rather than judgmental. The teacher might give comments such as these:

Student's Work:

My name is Yu Hsuan Li. I was born in December and my star sign at birth is Sagittarius. This star sign presents full of energy and being active. But these personalities only appear when I get along with my close friend. My favorite color is blue because it makes me feel soothing.

At school, I am good at Chinese; therefore, the more time I spend on reading, the more clear my brain becomes. In the free time, I like reading fantastic novels. The more often I read fantastic novels, the more imaginative I become. The season that influences me the most is winter because the cold air always makes me headache and have a running nose. Someday, I hope to be a screenwriter.

Teacher's written comments:

**I enjoyed** your self-introduction very much. **I liked** the description of your personality traits.

**They indeed represent** your characteristics.

I have one or two suggestions to make:

1. **How about** giving more examples to describe more about your personality traits? It would be a good way to know you from different angles.
2. I wouldn't include the bit about your favorite season since it gets in the way of your autobiography.
3. **Be careful with** your use of adjectives, the +adj.+er. Check the grammar book for correct usage.

Such advice might be useful in helping students to avoid mistakes and construct a better final version of their essay. In addition, students can get clearer feedback on their work.

## VI. Conclusion

ESL speakers are often excellent, highly motivated students; their problems seldom involve a lack of ideas. Their primary writing problems typically involve difficulty expressing concepts and ideas in English. The solutions they attempt can sometimes be quite perplexing to their readers – including their professors. However, as long as the teacher tries to understand what students are saying, guides them to read in large units of the text, comments on major strengths and weaknesses instead of correcting grammar errors only, gives attention to meaning and organization, and makes

suggestions for major reorganization, students will indeed make progress in their essay writing and gain much more confidence in their English learning.

The above lesson plan focuses on, first of all, the learning process of summary writing. The summary writing guides students in the writing of a complete paragraph as well as cultivating their general writing ability. Second, the sentence-pattern practice provides opportunities for students to practice this skill within a cooperative and independent learning atmosphere. Third, the move from sentence writing to guided writing tries to bridge the gap between on-paper sentence-pattern practice and real-world writing. The last part of this lesson tries to offer three approaches to the correction of sentence writing and essay writing, which teachers can use flexibly in class.

It is hoped that students will learn more in the writing course through the above teaching approaches and exercises. Furthermore, it is hoped that this lesson plan can offer teachers some fresh ideas in the tough ESL teaching environment.

## V. Examples of Students' Work

The following examples are the original work of students, and the errors haven't been corrected. The students worked in groups to complete the sentences using two different grammatical patterns. The first two sections of examples were done as class exercises. The last section provides examples of students' essays. The higher-achievers wrote compositions with varied sentence patterns, while lower-achievers only used sentences with simple grammatical patterns.

### 5.1 Student's example 1

#### **Tip 1: Set realistic goals.**

Relevant Sentence:

1. Setting realistic goals is good for your live. →life
2. Staying mentally active is good for make your mind clear. →making
3. Setting realistic goals helps us to realize our dream.
4. Staying mentally active makes us more sharp. →sharper
5. Setting realistic goal does everything quickly. → helps us to do

#### **Tip 2: Stay mentally active.**

Relevant sentences:

1. Staying mentally active is good for your brain.
2. Staying mentally active can avoid memory problems.

3. Staying mentally active makes your mind clear.
4. Staying mentally active is the best way to keep sharp.
5. Staying mentally active is can avoid memorizing problems.

**Tip 3: Cut down on activities that don't require you to think.**

Relevant sentences:

1. Cutting down on activities that don't require you to think is good for let your mental exercise more.
2. Cutting down on activities that don't require you to think can keep your brain sharp.
3. Cutting down on activities that don't require you to think can help you do something more important.
4. Cutting down on activities that don't require you to think is good for you to let your brain exercise more.
5. Cutting down on activities that don't require you to think to save more time.  
→helps you to

**Tip 4: Read more.**

Relevant sentences:

1. Reading more is good for your memory.
2. Reading more is good for understand more words. →understanding
3. Reading more can learn more knowledge. →help you learn
4. Reading more books can get more knowledge.
5. Reading more is one of the best ways to exercise your brain.

**Tip 5: Teach others what you know.**

Relevant sentences:

1. Teaching others what you know is understand more thing. → helps you to understand more things
2. Teaching others what you know can review what you learned.
3. Teaching others what you know is good for you what you have learned. → to know what
4. Teaching others what you know is good for let you reflect your memory deeply. → letting you reflect on
5. Teaching others what you know is understanding more thing. →helps you understand more things

**Tip 6: Improve your vocabulary.**

Relevant sentences:

1. Improving your vocabulary is good for your speaking skill.
2. Improving your vocabulary is good for showing what you want to say.
3. Improving your vocabulary is an important way to learn English.
4. Improving your vocabulary write well. →helps you write
5. Improving your vocabulary can help you use more words.

**Tip 7: Get into the habit of taking notes.**

1. Getting into the habit of taking notes is good for your learning.
2. Getting into the habit of taking notes is good for your remember more things.
3. Getting into the habit of taking notes can help you review what you have learned.
4. Getting into the habit of taking notes can make us use the work skillfully.

Student's example 2: Grammatical and ungrammatical use of words

**Sentence 1:** 你愈了解他，你就會愈喜歡他。

(T) The more you understand him, the more him you will like him.

(T) The more you know him, the more you will like him.

(F) The more you find out him, the more you will like him.

**Sentence 2:** 一個人的年紀愈大，記性就愈差。

(T) The older a person gets, the poorer his memory becomes.

(F) The older someone gets, the poorer someone's memory becomes.

(F) The older a person gets, the inferior memory becomes.

(F) The older age the man grows, the less memory the man become.

**Sentence 3:** 竹子長得愈高，腰就彎得愈低。

(T) The taller bamboo grows, the more it bends.

(F) The taller bamboo grows, the lower it will bend.

(F) The taller the bamboo grows up, the lower the bamboo bends.

(F) The higher the bamboo grows, the lower the bamboo bends.

**Sentence 4:** 我愈想愈生氣。

(T) The more I think, the angrier I am.

(F) The more I think, the more I angry.

(F) The more I thought, the angrier I am.

(F) The more I think, the more angrier I am.

**Sentence 5:**吃得愈多，你就愈胖。

(T) The more you eat, the fatter you will be.

(T) The more you eat, the fatter you become.

(F) The more you eat, the more fatter you are.

(F) The more you eat, the more you heavy.

**Sentence 6:**根據報導指出(According to the report)，菸抽得愈多，愈容易得肺癌。

(T) According to the report, the more you smoke, the more likely you are to get lung cancer.

(F) According to the report, the more cigarettes you smoke, the more easily you get lung cancer.

(F) According to the report, the more you smoke, the easier lung cancer you get.

(F) According to the report, the more smoking, the easier lung cancer.

**Sentence 7:**練習得愈多，你就可以彈得愈好。

(T) The more you practice, the better you can play.

(F) The more you practice, the more you can play well.

(F) The more practice you have, the better you play.

(F) The more you practice, the better you will be play.

**Sentence 8.**我們愈快離開，就愈早到達那裡。

(T) The sooner we leave, the earlier (sooner) we will arrive there.

(F) The faster we leave, the earlier there we will arrive.

(F) The sooner we leave, the earlier we arrive at there.

(F) The faster we leave, the earlier we get there.

(F) The more quick we leave, the early we arrives there.

**Sentence 9.**天氣愈暖和，我感覺愈舒適。

(T) The warmer the weather gets, the more comfortable I feel.

(T) The warmer the weather becomes, the more comfortable I feel.

(F) The more warm weather becomes, the more comfortable I feel.

(F) The warmer the weather get, the more comfortable I feel.

**Sentence 10.**我們愈老就愈健忘(forgetful)。

(T) The older we are, the more forgetful we will become.

- (T) The older we get, the more forgetful we get.
- (T) The older we grow, the more forgetful we are.
- (F) The older we become, the more forgetfully we become.

**Sentence 11.** 我們相處愈久就愈快樂。

- (T) The longer we are together, the happier we are.
- (F) The longer we deal with each other, the more happier we are.
- (F) The longer we get along with, the more happy we are.
- (F) The longer we get together, the more we happy.

VII. References

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**Appendix 1: Graphic Organizer**

Unit 2 Worksheet

**Class: No. Name:**

Graphic Organizer – “Tips for Improving Your Memory”

Complete the following sentences. The first one has been done for you.

**Topic Sentence:** To improve your memory, you must \_\_\_\_\_  
\_\_\_\_\_

Tip 1: Set realistic goals

e.g. If you have memory problems in certain areas, focus on them first

Tip 2: \_\_\_\_\_  
\_\_\_\_\_

e.g. \_\_\_\_\_  
\_\_\_\_\_

Tip 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e.g. \_\_\_\_\_  
\_\_\_\_\_

Tip 4: Read more

e.g. \_\_\_\_\_  
\_\_\_\_\_

Tip 5: \_\_\_\_\_  
\_\_\_\_\_

e.g. \_\_\_\_\_  
\_\_\_\_\_

Tip 6: \_\_\_\_\_  
\_\_\_\_\_

e.g. \_\_\_\_\_  
\_\_\_\_\_

Tip 7: \_\_\_\_\_  
\_\_\_\_\_

e.g. \_\_\_\_\_  
\_\_\_\_\_

## Appendix 1-1: Answers to Graphic Organizer

Unit 2 Worksheet

Class: No. Name:

Graphic Organizer – “Tips for Improving Your Memory”

Complete the following sentences. The first one has been done for you.

**Topic Sentence:** To improve your memory, you must break your bad habits and develop good ones.

Tip 1: Set realistic goals

e.g. If you have memory problems in certain areas, focus on them first

Tip 2: Stay mentally active.

e.g. Exercising your mind is the best way to keep it sharp.

Tip 3: Cut down on activities that don't require you to think.

e.g. Watching television requires no mental effort at all. The more time you spend watching these programs, the less mental exercise you get.

Tip 4: Read more

e.g. Reading is one of the best ways to exercise your brain.

Tip 5: Teach others what you know.

e.g. Teaching is the best way to remember things.

Tip 6: Improve your vocabulary.

e.g. The more often you use the words in your vocabulary, the more skillfully you will be able to use them.

Tip 7: Get into the habit of taking notes

e.g. Write down the information you may want to look at later when you are reading, studying, or listening to a speech.

## **Appendix 2: Sentence rewriting**

### **Examples:**

1. Exercising your mind is the best way to keep it sharp.
2. If you get into the habit of not paying attention to new information, you may suffer memory problems.
3. Teaching requires reviewing what you have learned.

### **Exercise A**

*Rewrite the following sentences with gerunds. The first one has been done for you.*

1. To watch television is an activity that most of us spend too much time on.  
→ Watching television is an activity that most of us spend too much time on.
2. To play word games will help you improve your memory.  
→ \_\_\_\_\_ will help you improve your memory.
3. One of my hobbies is to go to the movies.  
→ One of my hobbies is \_\_\_\_\_.
4. To spend money is easier than to make it.  
→ \_\_\_\_\_ is easier than \_\_\_\_\_.
5. To see is to believe.  
→ \_\_\_\_\_ is \_\_\_\_\_.

### **Exercise B**

*Complete the following passage with gerunds and the given words. The first one has been done for you.*

The final exam is coming, but Bill hasn't started preparing for it. Although his mother keeps on 1telling him to study (tell/him/study), he doesn't listen. 2\_\_\_\_\_ (play/video games) is all he does after school. So, he has gotten into the habit of 3\_\_\_\_\_ (go/bed) late every night and 4\_\_\_\_\_ (turn in/homework) late. Now, his mother has decided to write a note to him:

My dear son,

5\_\_\_\_\_ (get/enough rest) is important for your health. If you can't keep yourself from 6\_\_\_\_\_ (spend/so much time/play video games), I won't give you any allowance (零用錢) from now on.

### Exercise C

Rewrite the following sentences with gerunds.

1. To read novels is one of my hobbies. (V-ing....)

---

2. To learn to speak English requires practice. (V-ing....)

---

3. To see is to believe. (V-ing....)

---

4. Jane was afraid to ask her teacher questions. (...V-ing....)

---

5. It is no use trying to do that. (V-ing...)

---

6. It is difficult to get everything ready in time. (V-ing....)

---

7. It is no good waiting here. (V-ing...)

---

8. It requires patience to look after patients. (V-ing...)

---

<u>Checklist:</u>	<u>Class:</u>	<u>Name</u> _____	<u>No.</u> _____
<b>Excellent</b>	<b>Good</b>	<b>Below Average</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V → V-ing (Gerund)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V-ing + single verb + O.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sentences are complete and show a high level of understanding.

## Appendix 2-1: Answers to Sentence rewriting

### Examples:

1. Exercising your mind is the best way to keep it sharp.
2. If you get into the habit of not paying attention to new information, you may suffer memory problems.
3. Teaching requires reviewing what you have learned.

### Exercise A

*Rewrite the following sentences with gerunds. The first one has been done for you.*

1. To watch television is an activity that most of us spend too much time on.  
→ Watching television is an activity that most of us spend too much time on.
2. To play word games will help you improve your memory.  
→ Playing word games will help you improve your memory.
3. One of my hobbies is to go to the movies.  
→ One of my hobbies is going to the movies.
4. To spend money is easier than to make it.  
→ Spending money is easier than making it.
5. To see is to believe.  
→ Seeing is believing.

### Exercise B

*Complete the following passage with gerunds and the given words. The first one has been done for you.*

The final exam is coming, but Bill hasn't started preparing for it. Although his mother keeps on 1 telling him to study (*tell/him/study*), he doesn't listen. 2 Playing video games (*play/video games*) is all he does after school. So, he has gotten into the habit of 3 going to bed (*go/bed*) late every night and 4 turning in homework (*turn in/homework*) late. Now, his mother has decided to write a note to him:

My dear son,

5 Getting enough rest (*get/enough rest*) is important for your health. If you can't keep yourself from 6 spending so much time playing video games (*spend/so much time/play video games*), I won't give you any allowance (零用錢) from now on.

Exercise C: Rewrite the following sentences with gerunds.

1. To read novels is one of my hobbies. (V-ing....)  
→ Reading novels is one of my hobbies.
2. To learn to speak English requires practice. (V-ing....)  
→ Learning to speak English requires practice.
3. To see is to believe. (V-ing....)  
→ Seeing is believing.
4. It is no use trying to do that. (V-ing...)  
→ Trying to do that is no use.
5. It is difficult to get everything ready in time. (V-ing....)  
→ Getting everything ready in time is difficult.
6. It is no good waiting here. (V-ing...)  
→ Waiting here is no good.
7. It requires patience to look after patients. (V-ing...)  
→ Looking after patients requires patience.

Checklist:	Class:	Name _____	No. _____
Excellent	Good	Below Average	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V → V-ing (Gerund)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V-ing + single verb + O.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sentences are complete and show a high level of understanding.

**Appendix 3: Sentence writing**

**Sentence Completion with Gerunds**

Name: \_\_\_\_\_ No. \_\_\_\_\_

Name: \_\_\_\_\_ No. \_\_\_\_\_

Name: \_\_\_\_\_ No. \_\_\_\_\_

Name: \_\_\_\_\_ No. \_\_\_\_\_

*Complete the following sentences with gerunds and the given words. The first one has been done for you.*

Tip 1: Set realistic goal → Setting realistic goals is very important for you to improve your memory.

Tip 2: Stay mentally active. → \_\_\_\_\_  
\_\_\_\_\_

Tip 3: Cut down activities that don't require you to think. → \_\_\_\_\_  
\_\_\_\_\_

Tip 4: Read more → \_\_\_\_\_  
\_\_\_\_\_

Tip 5: Teach others what you know. → \_\_\_\_\_  
\_\_\_\_\_

Tip 6: Improve your vocabulary. → \_\_\_\_\_  
\_\_\_\_\_

Tip 7: Get into the habit of taking notes. → \_\_\_\_\_  
\_\_\_\_\_

## Appendix 3-1: Answers to Sentence writing

### Sentence Completion with Gerunds

Name: \_\_\_\_\_ No. \_\_\_\_\_

Complete the following sentences with gerunds and the given words. The first one has been done for you.

Tip 1: Set realistic goal → Setting realistic goals is very important for you to improve your memory.

Tip 2: Stay mentally active. → Staying mentally active can help you avoid memory problems.

Tip 3: Cut down activities that don't require you to think. → Cutting down on activities that don't require you to think can help you do more important things.

Tip 4: Read more → Reading more is good for understand more words.  
→ understanding

Tip 5: Teach others what you know. → Teaching others what you know is understanding more thing. → helps you understand more things

Tip 6: Improve your vocabulary. → Improving your vocabulary is good for showing what you want to say.

Tip 7: Get into the habit of taking notes. → Getting into the habit of taking notes can help you review what you have learned.

#### **Appendix 4: Error Correction**

Sentence Pattern: "The adj-er..., the adj-er..."

Group leader: \_\_\_\_\_ No: \_\_\_\_\_

Spokesperson: \_\_\_\_\_ No: \_\_\_\_\_

Illustrator: \_\_\_\_\_ No: \_\_\_\_\_

Time Controller: \_\_\_\_\_ No: \_\_\_\_\_

***Correct the following sentences into correct ones.***

4. The warmer weather is, the comfortable I feel.

→ \_\_\_\_\_

5. The later we start to do our assignment, the later it we will finish.

→ \_\_\_\_\_

6. The older we grows, the forgetful our memory is.

→ \_\_\_\_\_

7. The nervous he becomes, the faster he walked.

→ \_\_\_\_\_

8. The longer he stays, the high salary his salary will be.

→ \_\_\_\_\_

9. The more time on spend on these programs, he less you get mental exercise.

→ \_\_\_\_\_

10. The higher as you climb, the farther you will see.

→ \_\_\_\_\_

11. The sooner we begin our work, the earlier it we will finish.

→ \_\_\_\_\_

12. The less often you use the words in your vocabulary, the few skillfully you will be able to use them.

→ \_\_\_\_\_

## **Appendix 4-1: Error Correction**

Sentence Pattern: "The adj-er..., the adj-er..."

Name: \_\_\_\_\_ No. \_\_\_\_\_

***Correct the following sentences into correct ones.***

1. The warmer weather is, the comfortable I feel.  
→ The warmer the weather is, the more comfortable I feel.
2. The later we start to do our assignment, the later it we will finish.  
→ The later we start to do our assignment, the later we will finish it.
3. The older we grows, the forgetful our memory is.  
→ The older we grow, the more forgetful we become.
4. The nervous he becomes, the faster he walked.  
→ The more nervous he becomes, the faster he walks.
5. The longer he stays, the high salary his salary will be.  
→ The longer he stays, the higher his salary will be.
6. The more time on spend on these programs, the less you will get mental exercise.  
→ The more time you spend on these programs, the less mental exercise you will get.
7. The higher as you climb, the farther you will see.  
→ The higher you climb, the farther you will see.
8. The sooner we begin our work, the earlier it we will finish.  
→ The sooner we begin our work, the earlier (sooner) we will finish it.
9. The less often you use the words in your vocabulary, the few skillfully you will be able to use them.  
→ The less often you use the words in your vocabulary, the less skillfully you will be able to use them.

## Appendix 5: Translation

Group leader: \_\_\_\_\_ No: \_\_\_\_\_ Spokesperson: \_\_\_\_\_ No: \_\_\_\_\_

Illustrator: \_\_\_\_\_ No: \_\_\_\_\_ Time Controller: \_\_\_\_\_ No: \_\_\_\_\_

Translate the following sentences into English with the sentence pattern, “the + adj-er..., the + adj-er...”

1 你愈了解他，你就會愈喜歡他。

---

2. 一個人的年紀愈大，記性就愈差。

---

3. 竹子長得愈高，腰就彎得愈低。

---

4. 我愈想愈生氣。

---

5. 你吃得愈多，你就愈胖。

---

6. 據報導(According to the report)，菸抽得愈多，愈容易得肺癌。

---

7. 你練習得愈多，你就可以彈得愈好。

---

8. 我們愈快離開，就愈早到達那裡。

---

9. 天氣愈暖和，我感覺愈舒適。

---

10. 我們愈老就愈健忘。(forgetful)

---

11. 我們相處愈久就愈快樂。

**Checklist:**      **Class:**      **Name** \_\_\_\_\_      **No.** \_\_\_\_\_

**Excellent**      **Good**      **Below Average**

The + adj-er..., the + adj-er...

adj-er +N.

Sentences are complete and show a high level of understanding.

## **Appendix 5-1: Answers to Translation**

Name: \_\_\_\_\_ No. \_\_\_\_\_

*Translate the following sentences into English with the sentence pattern, "the + adj-er..., the + adj-er..."*

1 你愈了解他，你就會愈喜歡他。

The more you understand him, the more you will like him.

2. 一個人的年紀愈大，記性就愈差。

The older a person gets, the poorer his memory becomes.

3. 竹子長得愈高，腰就彎得愈低。

The taller the bamboo grows, the more it bends.

4. 我愈想愈生氣。

The more I think, the angrier I am.

5. 你吃得愈多，你就愈胖。

The more you eat, the fatter you will be.

6. 據報導(According to the report)，菸抽得愈多，愈容易得肺癌。

According to the report, the more you smoke, the more likely you are to get lung cancer.

7. 你練習得愈多，你就可以彈得愈好。

The more you practice, the better you can play.

8. 我們愈快離開，就愈早到達那裡。

The sooner we leave, the earlier (sooner) we will arrive there.

10. 天氣愈暖和，我感覺愈舒適。

The warmer the weather gets, the more comfortable I feel.

13. 我們愈老就愈健忘。(forgetful)

The older we are, the more forgetful we will become.

11. 我們相處愈久就愈快樂。

The longer we are together, the happier we are.

## Appendix 6: Guided writing

Class: No. Name:

### Guidelines for Autobiography

Please study these expressions for the autobiography and write an essay of self-introduction according to the guidelines.

Name	<b>My name is</b> Suzi Chang. I'm Tom Wang. My name is James Alexander III, <b>but you can call me</b> Mark.
Zodiac	<b>I was born in</b> February and my star sign is _____. <b>This star sign represents</b> kindness and creativity.
Favorite color	<b>My favorite color</b> is green <b>because</b> it is the symbol of calmness and loyalty. <b>I like</b> green the most because it symbolizes calmness and loyalty. <b>Whenever</b> I wear green, I feel ____ and _____.
At school	At school, <b>I am good at</b> art; therefore, <b>the more</b> time I spend on drawing, <b>the more</b> relaxed I feel.
Free time	Listening to music is my favorite hobby. <b>In my free time</b> , I like listening to music and singing. <b>The more</b> often I listen to music, <b>the more</b> pleasure I feel.
the one that influences me the most	<b>The season</b> (idol, movie, fiction, speech, season, smell) <b>that influences me the most is</b> winter <b>because</b> the rainy and humid weather always makes my mood low. The longer it rains in winter, the more sensitive I become.
Hopes and Dreams	<b>Someday, I hope to</b> study at the Art Institute of Chicago. <b>I would like to</b> improve my TOFEL score. <b>I want to</b> be an elementary school teacher. <b>My dream is to</b> go to law school and become a lawyer.

## **Appendix 7: Checklist for Guided Writing**

Class:

Name:

No:

Exchange your composition with another classmate and evaluate the parts of the self-introduction. Check (O) the sentence that best describes each part.

### A. Format

- The first line of the paragraph is indented 5 spaces.
- Sentences fit inside the margins given in the assignment.

### B. Structure

- Paragraphs average 4 to 8 sentences in length.
- Each paragraph has one, and only one, main idea.
- All detail sentences relate to the main idea of each paragraph.

### C. Grammar

- Sentences are free of spelling errors.
- Sentences fit the grammatical structure "S+V+O."
- Sentences use correct punctuation.
- The tense is consistent throughout the paper and especially within a paragraph.
- Sentence patterns in the autobiography fit the syntax, "The adj-er..., the adj-er..."
- The writing uses a consistent narrating voice throughout.



## 英文作文評語：

### 一、內容：

- 言詞懇切文筆清順
- 描寫心理感受，深刻自然
- 能把握重點發揮，主題突顯
- 開頭自然，具有引導作用
- 內容平凡而空疏
- 沒有把握重點發揮，都是題外話
- 內容蕪雜，文欠明晰
- 文句尚可，唯內容過簡

### 二、組織／結構：

- 結構嚴謹，段落分明
- 上下文句連接自然，全篇一氣呵成
- 論議是非，頗具識見
- 開頭冗長，全篇有「頭重腳輕」之感
- 結尾過短／長
- 轉承語使用欠妥／平淡
- 語氣應求銜接，前後務須連貫
- 見解不凡，惜章法較差有損結構

### 三、格式／體例：

- 符合／未符合寫作格式
- 起段首行未空格
- 字數太多／太少
- 未分段
- 標點錯誤
- 第\_\_\_\_\_段內容過冗長

### 四、字體／拼字：

- 用字精確
- 字詞重覆
- 拼字錯誤多
- 字詞排列零碎
- 字體潦草，畫面不清潔

### 五、文法／句構：

- 全文幾無文法錯誤
  - 文句結構富變化
  - 現在式與過去式混用
  - 第三人稱詞使用混亂
  - 完成式用法錯誤
  - 其它
-

## **Appendix 9: Students' Autobiography**

My name is Hsin–Yi Hsieh, but you can call me Meng-Meng.

I was born in August and my star sign is Leo. It belongs to fire-sign, and I think it fits me because the fire-sign people are often enthusiastic and energetic.

My favorite color is yellow because it looks like a star. Whenever I dress myself in yellow, I feel very happy and comfortable.

At school, I'm good at History, therefore, the longer I read in History the higher grades I will get.

In my free time, I like to go jogging with my friends in the park. The more often I go jogging, the more pleasure I feel.

The idols that influence me the most is my parents because they have taught me since I was born so I always ask them for help when I get into the trouble.

Finally, I will like to study History well, get into a good college, and can realize my parents' dream.