

Step Into Essay Writing

by Jennifer Hsieh

Introduction

This lesson plan is suitable for senior students in advanced writing classes. Students are expected to know the basic structure of a composition, and have a basic command of sentence patterns and vocabulary. The purpose of this lesson plan is to get senior students to start essay writing, as they may have briefly gone through narration and description in the previous semester. Essay writing is sure to be a big challenge for most seniors, especially with regard to organization and reasoning. As beginners in essay writing, students will be shown the overall structure of an essay – background, problem analysis, and conclusion. After this they will be guided to engage in some critical thinking, so that they may present their ideas with good reasoning. By following a blueprint in their mind, students will be able to write a persuasive essay.

In the following lesson plan, a lesson from Sanmin Book 6 is chosen. The lesson is about the negative impacts of mass tourism on tourist destinations and the measures that have been taken to solve these problems. This is a good article for students to practice recognizing the structure of an essay and to learn how to use supporting examples in the process of reasoning when writing an essay.

As the main focus of the lesson plan is on reading and writing, the usual process of vocabulary and sentence pattern teaching will be simplified – in fact there will be no lectures on vocabulary or sentence patterns. Instead, the class will go straight through the reading and complete the forms / charts provided by the teacher. The whole teaching process is expected to be completed in four periods. In the first period, students will look at two video clips regarding the impacts of tourism and have a short discussion based on facts and opinions. Then, the teacher and the students will go through the first part of the mind map of the reading text together. In the second period, a hands-on exercise will follow in the form of group activities, with students finishing the rest of their mind map. After a brief discussion of the mind map, students will be given news clippings about Taiwan Pavilion. They will read through all the articles for homework before they come to the next class. In the third period, each group will try to make a list of the advantages and disadvantages of reconstructing the Taiwan Pavilion in Hsinchu. They will also be encouraged to make predictions as to possible challenges / problems, and then come up with possible solutions. After that, each group will have to take a stance and write down their reasons. Two other groups will look over the reasons and write down their opinions as feedback. By the end of that day, each group member will have a copy of the feedback. As homework, each student will be required to write an essay on the issue. In the last period, the whole class will go through some model essays together. To fit the whole lesson plan into four periods, careful control of time is vital. Making good use of a timer will get the whole procedure to run more smoothly and effectively.

As for evaluation, most of the activities will be done in groups, which will reduce the

teacher's workload and enable the teacher to offer timely and effective feedback. Furthermore, as this lesson plan is for writing classes, students will be required to write in full sentences all the time. However, not all the charts will be graded, and activities related to brainstorming will not be graded either. Rubrics for assessment are provided below.

Difficulty Level:

- Intermediate Level (PR: 83 ~ 85)

Model of Writing: Essay writing

Focus of this lesson: Persuasive writing & Guided writing

Teaching points:

- Students will become familiar with the organization of an essay – background, problem analysis, and solutions.
- Students will be guided to apply critical thinking to their discussion prior to writing an essay.
- Students will be able to present their essay in a logic / reasonable manner.

Reading

Sanmin Book 6 Unit 9 Death by Tourism

At the entrance to one of the ancient temples of Petra in Jordan, there is an inscription carved deeply into the soft red rock. It looks as if it has been there for centuries. It could have been written by one of King Herod's soldiers, when they were imprisoned in the town in 37 B.C. But closer inspection reveals that it is not so ancient after all. It reads:

Shane and Wendy from Sydney were here. April 16, 1996.

The **ruins** of Petra were discovered in 1812, but a recent report has concluded that they "are in **grave** danger of being destroyed by the unstoppable march of tourism." More than 4,000 tourists a day **tramp** through Petra's rocky **tombs**, wearing away the soft red sandstone, and gradually turning it into a powder. Some thoughtless visitors have so little reverence for this **sacred** place that they think nothing of **scratching** their names on the rock there.

However, it is not just Petra that is under threat of destruction. More than 600 million tourists a year now travel the globe and, understandably, **vast** numbers of them want to visit the world's most treasured sites, such as India's Taj Mahal, England's Stonehenge, and the national parks of Kenya. Many destinations that were once too **remote** to visit are now just a flight or bus trip away, and many have become a part of inexpensive package tours. Because of the tourist industry, these sites are now being visited by millions of people annually.

Tourists are crowding the Mediterranean shores, too. The population of 130 million there can **swell** to 230 million each summer. The once **splendid** and **unspoiled** landscape now consists of mile after mile of hotels. Yet, this current rate of visitors to the Mediterranean is nothing compared

with a disturbing projection made by the United Nations— the region could host 760 million holidaymakers by the year of 2025. In Spain, France, Italy, and most of Greece, there is very little undeveloped coastline left, and the Mediterranean Sea has become the most polluted sea in the whole world.

To make matters worse, sightseers are causing serious damage to historic sites just by visiting them. Their sightseeing is actually destroying the very thing that they want to see. For example, 7,000 visitors an hour trample in and out of Notre Dame de Paris each day. Thirty-five buses, having let their passengers out, wait outside, with the **fumes** from their engines continuously eating away the **delicate** stonework of the monument.

Not all the news is gloomy, however. Governments are becoming more aware of the **deterioration** of these valuable areas and sites, and they are taking action. For example, in Taiwan, the Fushan Botanical Garden has been established to protect part of the island’s natural environment. Different from scenic spots, this reserve preserves the area’s natural life by strictly limiting the number of visitors to just 600 during the weekends and requiring visitors to apply in advance for a special **entry** permit. Additionally, many areas of the park are off-limits to tourists, which means that a lot of **wildlife** is left undisturbed. Moreover, an education center has been built to teach visitors about how to have an **enhanced** respect for the natural environment. These measures have led to an increase in the number of plants and animals in and around the reserve.

It used to be unquestioned that travel broadens the mind, but how can this possibly be true nowadays, if the explosive growth of tourism is causing so much harm? If uncontrolled, tourism will continue to harm our cultural and natural treasures, and these things cannot be restored once they have been destroyed. To protect these places from greater damage, governments should set up clear guiding principles to encourage more public participation in environmental protection. As for tourists, they should adopt a stronger sense of responsibility and **morality**. After all, visiting amazing places around the world should be a privilege, rather than something taken for granted.

—Adapted from “Death by Tourism— Does Tourism Ruin Everything That It Touches?” by Giles Milton, from *The Mail on Sunday*, 05/19/1996. Copyright©1996 by *The Mail on Sunday*.

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Lesson Plan

I. Raising Students’ Awareness:

Video clips are always good ways arouse students’ interest. The news clips chosen here are closely related to the issue and both have significant subtitles. Video clips with opposing ideas are presented here, prompting students to think actively about the advantages and disadvantages of mass tourism.

Directions:

1. Two video clips will be presented in class, showing opposing stances on the impact of tourism.
2. Video clip A is “Tourism Enriches,” a promotion by the World Tourism Organization. The clip focuses on the positive impacts tourism can have on lives, cultures and

economies – in short on society at all levels.

<http://www.youtube.com/watch?v=MWXVxgBoGFM>



3. Video clip B is “Tourism Hurting Angkor Wat,” a report by National Geographic on how mass tourism has been damaging Angkor Wat.

<http://www.youtube.com/watch?v=ObgIASpkIjY>



With a class of higher proficiency in English, another video clip can be used in place of video clip B, “Tourism Angkor,” a report by BBC World News & Asia Today, which shows how the overwhelming number of tourists is posing a threat to Angkor Wat.

<http://www.youtube.com/watch?v=7z0DeaUeUOQ&feature=related>



4. After playing the video clips, the teachers will ask some questions, such as
“According to the clip A, what benefits does tourism bring to tourist destinations?”
“According to the clip B, what damage does tourism cause to Angkor Wat?”
“Which do you agree with, and why?”

Students will be asked to write their responses on the blackboard, and the class will go over them to decide if they are persuasive.

II. Presenting the Text

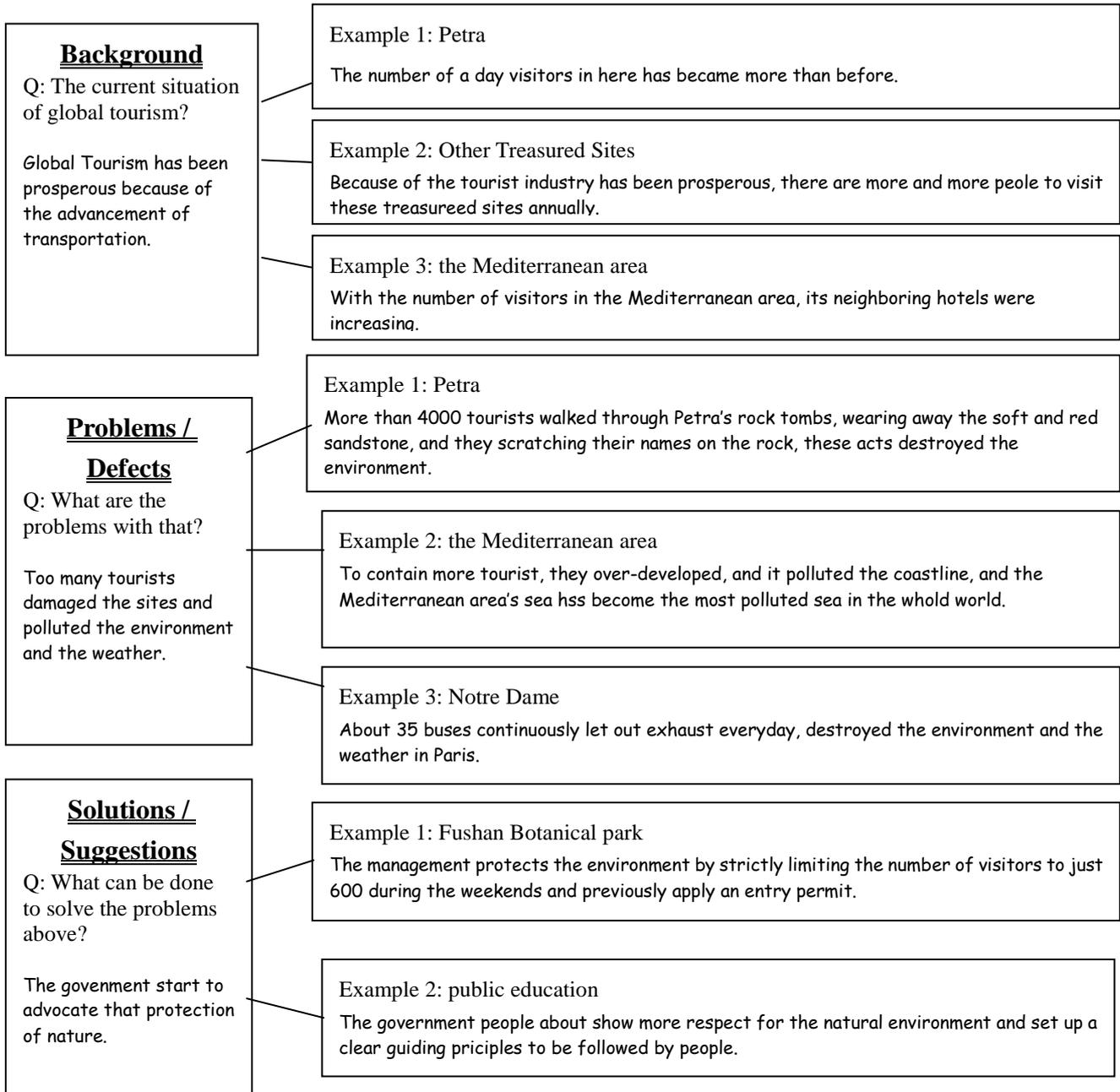
The main goal of the graphic organizer is to raise students’ awareness of the structure of an essay, and the importance of giving examples to support the points. Students will be encouraged to finish the chart in two ways. In this way, they will come to learn that there are two ways they can brainstorm before beginning to write. As this activity is for a writing class, students are required to write in full sentences, and are told that they will get higher grades if they grasp the main idea of each part and present them in correct sentences. **The example chart presented below has not been corrected.**

Directions:

1. The teacher gives the students handouts of the reading. Students work in groups of three to read through the first two paragraphs and finish the first part of the following chart – “Background”.
2. In the second part, students are encouraged to find out what happened to the tourist destinations mentioned in the reading, and finish the examples first. Then, they are urged to form a conclusion according to the examples.
3. In the third part, groups are left to decide if they will write the conclusion first or look for the examples first.
4. At the end of the period, the teacher should raise students’ awareness of the structure of a

short essay: background, problems, and solutions.

5. For homework, students are required to read through the news clippings on the reconstruction of the Taiwan Pavilion in Hsinchu.



Rubrics for grading

Checked Items	mostly done	partly done	rarely done	Grades	Total
Grasp the main idea of the reading	50 - 60	40 - 50	30 - 40	54	84
Sentence Structure	16 - 20	10 - 15	0 - 9	15	
Grammar & Spelling	16 - 20	10 - 15	0 - 9	15	

III. Bridging Practice to Writing

The handouts given are news clippings regarding the reconstruction of the Taiwan Pavilion in Hsinchu. The goal for this period is to help students get ready to write an essay. By reading the news articles, they will learn about the background of the issue. By making a list of the pros and cons of the plan, they will analyze the problems within. To reach a conclusion, they will have to select the reasons that will support their stance. No charts will be graded in this period, as the goal of teaching here is to acquaint students with the preparatory work to be done before they start writing an essay. For assessment, the teacher will walk around during the group discussion time, asking questions or participating in the discussion. **The example charts presented here have not been corrected.**

Directions:

1. Groups are required to make a list of the reasons they can think of to support or oppose the plan.
2. Groups are then asked to go over the list again, and make a final decision – if they support or oppose the plan. They are required to put down the reasons in full sentences.
3. Each group will then pass their work sheets to another group, who are asked to make a comment on the group's conclusion and their reasons. This process is done twice, so that each group will receive feedback from two other groups.
4. Each group member will be given a copy of the feedback after class. In this way, each student gets to review the whole issue before he reaches his own conclusion. For homework, each student has to hand in a short essay on the issue in three days. For students with a better command of English, another creative writing activity may be a better option. In this activity, students do not simply write an essay to state their opinions about the issue. Instead, they are asked to write a passage from the point of view of the Hsinchu City mayor, a tourist, a Hsinchu resident, or even the Taiwan Pavilion itself.

The Reconstruction of the Taiwan Pavilion in Hsinchu: YES or NO?	
Think of three reasons to approve of / oppose the reconstruction of the Taiwan Pavilion. Then, discuss the challenges each reason may face, and try to work out possible solutions.	
A BIG YES !!!	A BIG NO !!!
1. To show the multiple features of Taiwan to the world.	1. The authority of the management cost the government too much money.
2. To introduce the traditional festivals of Taiwan to other countries.	2. The debt will increase fast.
3. Let Taiwanese remind the origin of sky lantern.	3. The Taiwan Pavilion may not get good management.
4. The place will be the center of technology and business.	4. The income may not pay off the debt.
5. The work opportunities will increase.	
6. Having the building can let residents of Hsinchu identify with their city.	

Please go through the advantages and disadvantages you listed in the previous class, and decide which stance you will take. Then, complete the form below.

Our final decision is that we agree the Taiwan Pavilion reconstructing in Hsinchu City.

The Reasons are as follows:

1. If the construction move in HsinChu, it will decrease the number of unemployment.
2. The area of old factories can turn into the new artistic region.
3. With the MRT, bus and highway combined together, the city will turn into the new urban city.
4. It can combine the sites we've already had and turn them into a new tourism center.

Peer Evaluation

Each group reads through the reasons two other groups have listed and writes down their opinions.

Group (3)	Group (5)
Agree	Agree It indeed can increase opportunities of employment.
Disagree Hsinchu don't need MRT, because we just need more long system.	Disagree Turning old factories into the new artistic region will increase the debts more and more.

IV. Students' Work

Presenting model essays in PowerPoint has been strongly recommended for in-class discussions. First of all, misreading resulting from poor handwriting can be avoided. Also, not all models chosen are the best written ones; some may be chosen to display common mistakes or shortcomings. As the teacher has re-typed the example essays, the writers remain anonymous, avoiding the risk of humiliating or offending them. In some cases, as is shown below, the whole class will work together to modify the essays chosen or make an outline of the essay. The former is a variation of peer evaluation, and the latter of teamwork. Both will enable students to learn better without becoming frustrated. The focus of the modification will be on the body, or organization, of the essay, rather than the correction of grammatical or spelling errors. This will be done by the teacher in students' workbooks. One well-written essay will be read through. The teacher should ensure that the model of a good essay chosen each time is written by a different author. The desire to have their essay chosen as a good model can create strong motivation for students to go through the task of essay writing. For assessment, the organization and the

reasoning will be the focus. **The example essays chosen below have not been corrected.**

Directions:

1. The teacher will finish grading the students' essays in three days, offering grades and comments.
2. The teacher will choose some students' work for in-class discussion. These example essays will be presented on PowerPoint.

Student's Essay:

I think that the reconstruction of Taiwan Pavilion in Hsinchu is a good idea. Although the government in Hsinchu buy with a higher price, I think that it is worth.

If the reconstruction would be done in Hsinchu, local economy will grow quickly. There will be many tourists come from different places to visit Hsinchu, and tourist industry here develop better. Besides, the city's fame will rise and become popular in the world, because the structure has been internationally appreciated. It will enhance our Hsinchu culture.

A thing always has two directions which are positive and negative. For example, many tourists will bring damage to the environment. Finally, I think that the positive direction is worth it.

Suggested Modification: (the last paragraph)

Even though some people may worry that tourism will bring problems such as heavy traffic, more debts or pollution, I think the reconstruction will do more good than harm to Hsinchu. I believe that it will be worth it.

Rubrics for Assessment:

Check Items	Score Range	Score
One stance is stated with good supports and in good organization.	12~ 16	
One stance is stated without enough supports / good organization.	8~11	
One stance is stated but without supports / in poor organization.	5~7	
More than one stance is stated.	2 ~4	4
No stance is stated.	0~1	
Grammar	0-2	1
Spelling	0-2	2

Student's Essay:

In 2011, Taiwan Pavilion at World Expo will be moved to Hsinchu and it will surely cost a lot of money to construct it. Some people worry that Hsinchu has owed about 1900 million dollars, and worst of all, the city government won't be able to make ends meet in a short time. I am worried about it too.

The biggest problem is about money. First, it will cost about 460 million to own the pavilion. And along with costs to move and rebuild it, it will totally cost about 120 million. Then, there will be high cost of maintenance in the future, make Hsinchu's liabilities high up to 2020 million dollars.

I honestly wish that the mayor would make his promise come true that he will turn the city into an international city and he will make ends meet.

Outline:

Conclusion: The reconstruction of Taiwan Pavilion in Hsinchu will form a heavy burden to Hsinchu City.

Points: 1. Hsinchu City is already in debt.

2. Bidding the Pavilion has cost a lot.

3. Moving and reconstructing the building cost even more.

4. The cost of maintenance is unthinkable.

Rubrics for Assessment:

Check Items	Score Range	Score
One stance is stated with good supports and in good organization.	12~ 16	
One stance is stated without enough supports / good organization.	8~11	10
One stance is stated but without supports / in poor organization.	5~7	
More than one stance is stated.	2 ~4	
No stance is stated.	0~1	
Grammar	0-2	1
Spelling	0-2	1

Student's Essay (Model Essay):

When the World Expo in Shanghai was over in October, 2010, the Hsinchu government decided to reconstruct the Taiwan Pavilion in Hsinchu. Spending about 4 million to get this opportunity, Hsinchu mayor said that it will promote the economy. As a resident of Hsinchu, I would agree with the mayor.

First, the Taiwan Pavilion will be a display of Taiwanese features. The building was surrounded by a pool, and the water comes from Sun Moon Lake, ceramic butterflies made in Yingge, and rocks from Jade Mountain. Walking in the building, visitors will feel as if they were traveling around Taiwan. This is sure to show visitors how Taiwan is special. At the same time, the building also helps to promote the idea of environmental protection. The Pavilion has been constructed by materials that are environment friendly. This is sure to raise public awareness of environmental protection when they are visiting the place. Furthermore, Taiwan Pavilion is expected to attract tourists. According to a report, half of the people in Taiwan didn't visit the Expo in Shanghai. In other words, the building still has great attraction to a lot of people. With more visitors pouring in the city, there will be more job, and a great raise of the city income.

The Taiwan Pavilion serves the purpose of public education and economic prosperity. In my opinion, there are no excuses to refuse the reconstruction of Taiwan Pavilion in Hsinchu.

Rubrics for Assessment:

Check Items	Score Range	Score
One stance is stated with good supports and in good organization.	12~ 16	14
One stance is stated without enough supports / good organization.	8~11	
One stance is stated but without supports / in poor organization.	5~7	
More than one stance is stated.	2 ~4	
No stance is stated.	0~1	
Grammar	0-2	1
Spelling	0-2	1

VII. Findings & Reflections

The best model essay turned out to be written by a student who had scored only 11 on the Test of General Ability for High School Students in a class average of 11.9. This may suggest that, with clear guidance and teamwork, students may be inspired to challenge themselves, and thus improve their linguistic skills. This will certainly lead to stronger motivation to write and better performance in writing.

After the class, students were asked to complete a questionnaire regarding their writing classes throughout the school year. The following examples of student feedback show that the lesson plan did bridge the gap from reading to writing, as they were able to understand what they should write in an essay after finishing the work sheets in the lesson plan. Please note that, to avoid misunderstandings caused by grammatical or vocabulary limitations, students were allowed to write

in Chinese. After four classes on essay writing, most students gained a good general idea of the structure of an essay:

Q: Things I have learned in the classes regarding essay writing:

A1: “背景、問題 point、解決方法總結”

A2: “描寫文、論說文、說明文之不同的重點”

A3: “背景→ 事件→ 解決辦法, 立場一致不可模稜兩可”

A4: “1st 事件背景 2nd 舉例並緊扣主題 3rd 解決辦法或結論”

A5: “立場分明, 不要寫東方式作文”

A6: “因為更了解所有的結構, 寫作文時也能寫得更順暢”

With guided writing, many students noticed the progress they had made in English writing:

Q: Have I made progress in my English writing?

A1: “論說文一開始都要參考文章格式才會寫, 現在比較有頭緒”

A2: “知道各文體的結構後, 只要想好內容, 就可以比較快寫完, 而且結構對, 分數就高”

A3: “我知道如何寫好論說文, 從 Jennifer 給的表格對我很有幫助”

A4: “知道了寫作針對不同類的文體要應該適用的基本架構及寫作手法, 要不然以前都沒有方向頭緒”

A5: “Yes, 從不知何處下筆到大膽寫自己的想法”

A6: “我能夠用較長的句子來表達我想要說的”

A7: “寫之前都會先想結構”

Responses to the questionnaire also showed that there is still some room for improvement. Even though some comments / suggestions had been given to individual essays, some students asked for clearer, more specific comments or illustrations from the teacher. Moreover, some students thought that the lesson plan did not help them much to improve their sentence writing or utilize proper sentence patterns:

Q: Any suggestions for Jennifer?

A1: “轉折對我來說有點抽象, 有時自以為是轉折的地方但不是”

A2: “希望老師每次改完作文能順便寫上問題所在, 希望老師能在課堂上找多些平易近人的範本”

A3: “可以再複習一次描寫文論說文以及說明文的架構嗎?我還是沒有很懂”

A4: “想多看一些例文”

A5: “作文本上可以寫拿不到高分的原因嗎?”

A6: “僅僅 20~30 分鐘的時間要寫好一篇好作文, 還有其他訣竅嗎?”

A7: “能否多教文法?”

A8: “我覺得不能夾敘夾議真的很困難”

Using rubrics for assessment, which students have seldom experienced in the past, may be a good solution to most of the problems students raised. Rubrics can offer students clear directions to follow, and can assist the teacher to be more objective and specific in grading their writing. This is an issue which really requires further exploration and attention.

VI. Appendix

Appendix 1

News Clippings About the reconstruction of Taiwan Pavilion in Hsinchu

(一) 2010 上海世博會臺灣館「山水心燈」花落新竹，未來將在新竹發光發熱。新竹市向以高科技產業的科學園區及玻璃的發源地聞名全台，上海世博會臺灣館 LED 燈及玻璃燈罩的組合，與新竹市意象作結合相得益彰，希望此次「燈亮新竹」亦能將新竹市帶領至新的里程碑。新竹市政府計畫將臺灣館重置在台肥五廠用地，並營造為產創園區。未來除了向世界傳遞臺灣多元自然及生命圖像，展現出日夜不同表現的多樣風情。並彰顯「未來城市」中「回歸自然」之生活力，向世人表達二十一世紀之願景。

設計理念

2010 上海世博會臺灣館，引入具體代表臺灣文化心靈「放天燈」的民間節慶儀式，藉由天燈的祈福許願與淨化心靈的意涵，以「山水心燈」為總體概念，向世界行銷一「因為心·臺灣而大」的新臺灣精神，鼓吹提倡未來「生活革命」的新城市文明中，「回歸自然」、「回歸心靈」二大概念之彰顯。

天燈源起

源起於三國時代的天燈，相傳原本由諸葛亮（孔明）首創，故又名孔明燈，也是現代熱氣球的先驅。時至今日放天燈已成為臺灣民間節慶的重要活動，在天燈上寫上願望施放，代表起福許願的儀式。

- 展示面積／1400 平方公尺
- 建設時間／從動工到竣工共 199 天
- 建築高度／23.8 公尺（約 7 層樓高）
- 球體面積／外徑 16 公尺，內徑 12 公尺，總重量 130 公噸
- LED 球幕／使用 100 萬顆 LED 燈
- 玻璃燈罩／使用 854 片玻璃，每片大小均不同
- 山體牆面／888 片不鏽鋼板，鋼板上的如意花紋完全拼貼對花

from 新竹市政府網站

(二) 上海世博台灣館確定由新竹市政府接手！外貿協會上午舉行台灣館公開標售開標，不過因為底標加上拆建費用高達 7、8 億元，使得不少原本有意投標者紛紛打退堂鼓，今天出席參與投標的只有新竹市、苗栗縣政府以及民間企業壕鑰企業公司，最後由新竹市政府以 4 億 5888 萬高價取得台灣館未來的所有權。

10 月底上海展覽才結束 興建要到明年

今天代表出席開標的新竹市政府產業發展處處長吳宗祺表示，確定得標後，相關規劃馬上會啓動。不過十月底展覽才結束，加上拆卸、倉儲、運送等流程，大概要明年才能展開興建工作。他表示，依照目前台灣館軟硬體的搭配，可改變的空間不多，應該不會有太大變動，不過會多加入一些地方特色。

他指出，未來台灣館將坐落在台肥五廠內一塊由新竹市政府所擁有的土地，接近新竹科學園區及交流道，占地近五公頃。目前台肥在該地區也開始釋出土地、對外招商，進行重劃工作；加上新竹市有意以台灣館爲核心，結合商務辦公室及商務飯店等，發展成會展中心，未來該地段將是相當看好的科技商務重心。

最後得標金 外貿協會秘書長非常滿意

外貿協會秘書長趙永全對於最後得標金額表示「非常滿意」，可看出新竹市政府對於此事的重視程度，並表示這並非銀貨兩訖，未來新竹市政府有要求，貿協也將全力配合，也會請原軟硬體工作團隊提供重建諮詢。

新竹市負債 190 多億 錢從哪來？

【聯合晚報／記者李青霖／新竹報導】

新竹市府順利標得上海世界博覽會台灣館，有人欣喜，有人憂，市庫已負債 190 多億元，如何再支撐這筆大經費？「發薪水是一定不能延」。

市長：向企業募款、發動市民認養

這次投標縣市並不多，新竹市府以高出底標的價錢得標，府內有人開始「頭殼抱著燒」。

市長許明財說，4.5888 億元經費會向民間企業家募款，另一方面是發動市民認養，另外，土地也可以貸款，他相信結合觀光旅遊產業，長遠看不僅可回收，也帶動此區的發展。不過，了解財務人員指出，台灣館來新竹，除了 4 億元多經費，還有搬遷、重置、環境改造等經費，加總起來約須 12 億元，未來還有營運、維修等經費，真正的難關還沒開始。

市民有話說：不要又變蚊子館

市民也有不同聲音。有人說不必到上海可以看到台灣館，朋友來也有地方去；也有市民說，花這麼多錢，可以回收嗎？要好好經營，不要又變蚊子館。

【2010/09/16 聯合晚報】@ <http://udn.com/> 

(三) 世博台灣館將於 10 月 10 日在新竹市重現，配合全球綠色趨勢，新竹市將世博台灣館列入「綠色文化創意園區」一環，規畫以低碳深度文化，帶動綠色旅遊商機。

「綠色文化創意園區」將以低碳為規畫重點，除了天燈祈福台灣館的綠建築設計與可回收再生綠建材之使用外，園區各主體建築亦將採低碳綠建築設計。

交通系統更是以綠色運輸為主要考量，除連結六家高鐵站到新竹火車站的捷運為主要聯外道路外，週邊道路亦將採用智慧型綠色照明及號誌等系統，展現綠色低碳風貌。

為使未來參觀世博展館的中外遊客能品味新竹之美，願意作深度旅遊，進而投資新竹。「綠色文化創意園區」將結合新竹極具優勢的 LED、太陽光電等綠能產業，除了讓世博展館有更豐富的內涵外，更將成為未來新竹市文化創意、觀光產業與綠色科技的焦點，吸引包括大陸客在內的龐大觀光人潮，帶來無限商機。

訊息來源：<http://news.chinatimes.com/reading/110513/122011020800319.html>

相關訊息請參考新竹市政府世博台灣館網站：<http://twpavilion.hccg.gov.tw/index1.htm>

(四)

• 專訪新竹市長許明財 世博台灣館落腳新竹

分享:     

文◎李彥謀

在一片歡呼與質疑聲中，新竹市長許明財以四億五千八百八十八萬元，標下世博台灣館，明年十一月預定在台肥科技商務園區公設用地、占地四點九公頃土地上正式亮相。市府預估將為該市帶來每年超過一億元的商機，就業機會接近七千個，確實備受各界矚目。

今年初，各界討論上海世博館在明年展出結束後該何去何從，就有科技界與市議員等向許明財建議，不妨出資標下移回新竹市重建，許明財靈光一閃，覺得是個不錯的構想，隨即開始徵詢市政顧問。這些顧問涵蓋各式背景人士，有文化、藝術、財經、產業等，大多傾向支持台灣館落腳新竹市，因此，許明財堅定信心，開始籌備整個投標計畫。

原本，有意與新竹市競爭的還包括台中市、苗栗市、台北縣與南投縣等，不過台中市與台北縣因為合併合格，改制後的相關預算與人事都不確定，最後放棄；至於苗栗與

南投縣，雖然地理環境也相當優越，但是同樣卡在預算問題，讓縣府投鼠忌器，也在最後一刻退出競標。

然而，新竹市耗資四億五千多萬，也曾遭到詬病，有保守人士咸認，如此將對經常門預算產生排擠作用，更不利於市政推動，未來還將付出數億元興建、營運、管理費用，因而引來不少懷疑。

不過，許明財決定採「自償性特種基金」預算方式，以 BOT 方式委外營運，若未來觀光效益能夠平衡基金預算，還有機會挹注公務預算，屆時可創造雙贏局面。不過，許明財坦言，要真正達到獲利的目標，至少需三年時間才能有所成果。

許明財接受《新新聞》記者專訪時表示，以陸客來台每日四千人估算，若能吸引四分之一陸客參觀台灣館，每年營運績效就可上億，此還不包括授權金與其他產業帶動效應；若以票價二百元計算，一天一千人加上周邊效益，一年就有一億多元，一天二千人就加倍計算，商機可謂無限。

祇是，會有多少台灣民眾前往參觀世博館，還牽涉市府是否有強大的行銷與廣告能力。許明財分析，重新開發國際觀光亮點需資上百億元，台灣館經世博的行銷與國際媒體的好評，以台灣民眾僅七%曾赴上海參觀台灣館的比例，未來國內遊客指名遊覽新竹市的機率勢將爆增，也會帶動周邊產業發展及外資、陸資的青睞。但是許明財的最終目標，是要締造結合科技產品應用的文創產業於新竹市發跡，並塑造國際級地景、地標的文化代表。

許明財表示，台灣館品牌鑑價約六、七億元，未來加上門票、紀念品、住宿、會展效益與觀光、運輸等，預估商業效益約可達一百三十七億元，其中還可增加六千八百個就業機會，每年光營業稅就有三、四億元，還不包括房地產，許明財信心滿滿地說，「會賺錢的啦！」

這個要落腳台肥科技園區的台灣館，交通堪稱便利，就位於有巴黎香榭大道之稱的「公道五號」，距桃園機場三十分鐘，搭乘高鐵、或聯接高速公路都很便捷。按照新竹市政府的規劃，目前全區分為產創園區，以台灣館為中心，配合園區原有的老舊倉庫，將改建為文創館、大型藝文展演中心、文創市集、國際會展中心與商務中心，結合表演藝術、文化創意、觀光休閒及科技商務。

新竹市在前任市長林政則八年主政下，滿意度始終名列前茅，是藍營執政縣市中堪與綠營一較高下的佼佼者。然而許明財當選後卻不如預期，許曾是前市府一級主管，市政銜接應該沒有適應期，為何出現這樣的落差？

據指出，許明財是公務體系出身，與林政則由民代出身稍有不同，行事風格也有所差異，許明財雖然人高馬大，又曾是台灣區運會自行車選手，但是性格屬苦幹型，較不善於宣傳自己的政績所致。

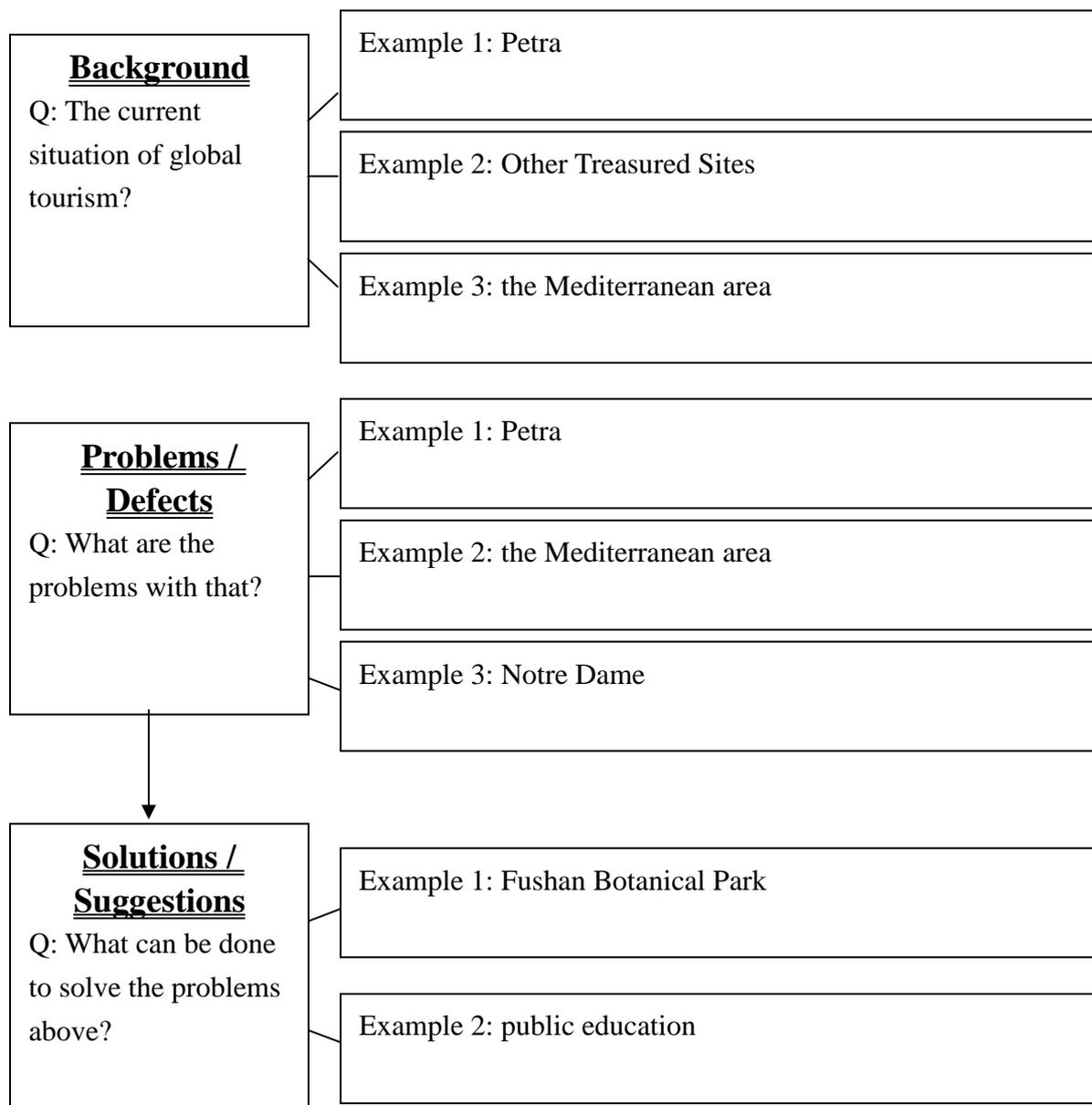
經過這次爭取到世博館在竹市重建，許明財似乎找到新亮點，他自豪的說，「新竹市有全台灣最強的市政團隊，絕對可以把世博館的效應發揮到極致」，「現在市府團隊都躍躍欲試，士氣相當高昂，會讓這股氣延續到世博開館」。

如果按照許明財的理想，世博台灣館收益可以挹注市政建設，最想推動的是什麼？他表示，「我們計劃把市府遷移到公道五號，建設完整的行政中心，舊址將規劃為文化歷史博物館，同時，要做大規模都市更新與重規劃，讓新竹市軸線翻轉」。

許明財的雄心壯志能否落實，世博館絕對是最大關鍵，他把新竹市的未來押注在此，堪稱「祇許成功、不許失敗。」現在他已經為新竹市民營造一個夢想，接下來就是市府執行力與風城上下能否榮辱與共了。

<2010.10.28 刊載於新新聞周刊>

Appendix 2



Appendix 3

<p>The Reconstruction of the Taiwan Pavilion in Hsinchu: YES or NO?</p> <p>Think of three reasons or more to approve of / oppose the reconstruction of the Taiwan Pavilion. Then, discuss the challenges each reason will face, and try to work out possible solutions.</p>	
<p>A BIG YES !!!</p>	<p>A BIG NO !!!</p>

Appendix 4

<p>Please go through the advantages and disadvantages you listed in the previous class, and decide which stance you will take. Then, complete the form below.</p>
<p>Our final decision is that _____</p> <p>_____</p> <p>The reasons are as follows:</p>

Appendix 5

Peer Evaluation

Each group will read through the reasons two other groups have listed and write down their opinions.

Group ()	Group ()
Agree	Agree
Disagree	Disagree