

Teaching and Grading Descriptive Writing (II)

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Introduction

The main purpose of this teaching plan is to introduce students to descriptive texture and help them develop descriptive writing, which includes the description of people, objects, and places. First of all, students will be acquainted with all the elements of description. By means of the designed charts and graphic organizers, they will be guided to write sentences, short passages and, eventually, whole compositions, using graphic organizers to form their outlines. Hopefully, they will learn to cultivate their own outline ideas by drawing graphic organizers and then, in a systematic way, write their own descriptive compositions.

In our descriptive writing, how can we make readers understand or appreciate what we have experienced as if they themselves had experienced it? The key is to make use of sensory details to appeal to readers' emotions. By offering details that readers can see, hear, smell or even touch in their imagination, we can make our descriptive writing more interesting, and present clearer and more vivid pictures. The power and charm of description should never be underestimated. In fact, description is an integral part of our everyday world, being found in such diverse fields as scientific explanations, literature, and advertising. Most importantly, it is a basic rhetorical pattern, which is often infused into other kinds of writing. Thus, we rarely find a "pure" or "typical" descriptive article. We hope that with the help of these materials, students can learn the skills of description and apply them to their writing. We also hope they will learn to combine them with narration, with which descriptive writing is often blended.

The selected reading, "Chiufen," is a combination of description and narration. In the first paragraph, the author describes the geographical environment of Chiufen, its function for a busy modern person, how a visitor may feel about its view and atmosphere, and the way of life of its residents. There are many concrete examples that are intended to draw the attention of readers, and these can be discussed and discovered by students. Following this, there is a narrative account of Chiufen's history. However, in narrating

Chiufen's history, the author also employs some skills of description. Since narration is not the focus of this teaching plan, it will not be dealt with in detail at this stage. Instead, students' attention will be directed to the descriptive passages. After students have finished the reading selection, they will be asked to write a composition about their hometown. Like the reading selection, their composition should include both description and narration.

While we want to encourage students to write more, and help them to write well, our ultimate purpose is more than that. We also hope to offer a more effective way of evaluating the students' works. Through the activities of peer discussion and peer evaluation, students will be made more aware of their own errors and problems in writing. In addition, these activities will save us teachers a lot of time and energy. We will be happier and more enthusiastic in our writing classes.

Teaching objectives:

1. Students will be able to write sentences to describe people, places, and objects with five senses.
2. Students will be able to collect and organize their outline ideas with graphic organizers.
3. Students will be able to develop their own descriptive compositions with five senses and combine description with narration.
4. Students will be able to effectively correct and evaluate their peers' works.

Teaching Plan

I. Background of Descriptive Skills



- 1.1 To help students understand the notion of vivid and concrete description, it is suggested the teacher ask the students to describe things, including people, objects, and places. Students may use adjectives, infinitives and gerunds, as well as rhetorical sentence patterns such as "like," "as...as," to express various features. To heighten their awareness of sensory words, they are asked to mark the senses used.

Directions

1. The teacher prepares a chart and distributes it to each student, and also provides a sheet of reference.
2. Students are to finish the chart in advance (at home maybe).
3. Students are to discuss their charts with their partners and correct each other's errors before turning in the charts to the teacher. (The chart is appended with a checklist to remind the corrector to really pay attention to these items.)

The chart for students' homework:

Descriptive Writing (1)

A description of	Three sentences	The senses used
1. a member of your family ()	1. 2. 3.	
2. one of your friends or classmates ()	1. 2. 3.	
3. 	1. 2. 3.	
4. 	1. 2. 3.	

5. your own room	1. 2. 3.	
6. a place you visited ()	1. 2. 3.	

Checklist (to remind the corrector)

1. spelling	
2. subject & verb	
3. tense	
4. capitalization & punctuation	

Reference:

People

Height medium short tall	Body type athletic heavy muscular plump skinny stocky thin	Hair blonde brunette curly dark light long red short straight wavy	Features beard dimple freckles glasses mole mustache wrinkles
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Places

clean	hilly	old
cold	hot	quiet
colorful	humid	rural
cool	industrial	sandy
crowded	modern	spectacular
dirty	mountainous	wide
flat	narrow	windy

Objects

Color black orange purple yellow	Texture rough sharp silky smooth	Shape oval rectangular round square
Size average big small	Smell fresh fruity pungent smoky strong	Taste bitter fruity light mild nutty salty sour spicy sweet

Adapted from: Karen Blanchard, Christine Root. *Ready to Write*.

NY: Pearson Education, Inc. 2003. pp. 69-77.

- 1.2** The teacher explains to students that using the five senses will make a descriptive composition more vivid and impressive, and instructs them the principles below, asking them to add to the blanks any other items they can think of.

Rules

Words relating to the five senses: sensory words that convey details

of sight, sound, smell, taste, and touch. (The blanks are for students to fill in if they know any other sensory words.)

Sensory Details

Sight: colors, shapes, sizes, patterns, _____.

Sound: loud or soft; harmonious or harsh; pleasant or unpleasant,
_____.

Smell: sweet or sour, pleasant or unpleasant, aromatic or stinky,
_____.

Taste: sweet, bitter, burning, spicy, bland, _____.

Touch (feel or emotion): hard, soft, rough, smooth, hot, cold, dry,
oily, sticky, sandpapery, _____.

Qualities of Good Description:

1. The details reveal a dominant impression to convey the writer's main point.
2. The details are specific, enabling readers to feel or experience what the writer describes, through appealing to the five senses of sight, hearing, smell, taste, and touch.
3. The details are well-organized, and related to the main point.

Adapted from: Robert Di Yanni, Thetresa Jen.

Integrated English. Taipei: Linkingbooks Company, 2003. pp. 179-182.

II. Examples of Descriptive Writing

In this part the teacher provides students with three samples of description in passages, shows them the graphic organizers, and asks them to fill in the blanks. By discovering the answers and analyzing the outlines in the graphic organizers, students will form a general idea of how to collect and organize the features they want to write about.

2.1 Describing People:

Students are reminded that a description often gives physical characteristics such as height, weight and hair color, and information about personality, likes, and dislikes. They are further instructed to: keep similar details together, arrange descriptive details about appearance in one place, and do the same for descriptions of personality and activities (or behavior), and then decide the best order to present these categories.

Adapted from: Margaret Bonner. *Step into Writing*.

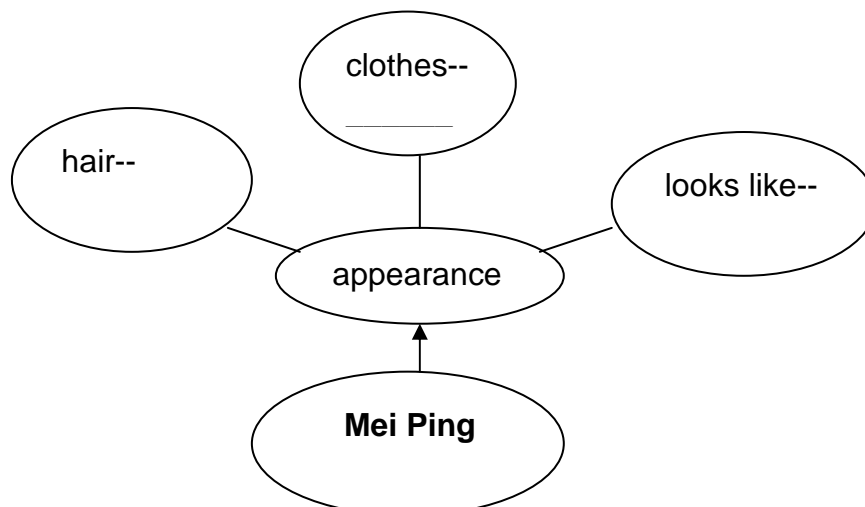
Directions:

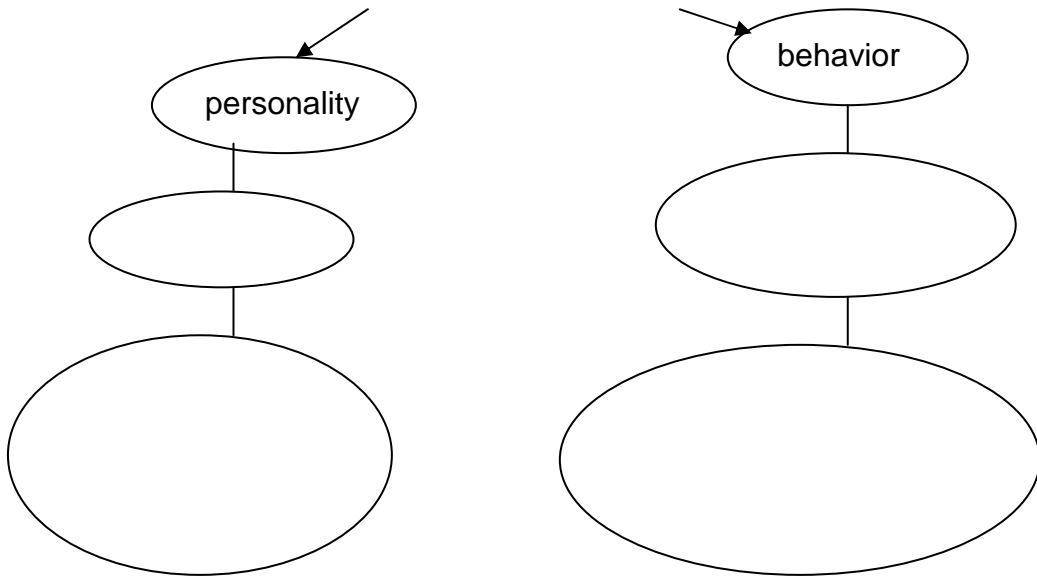
1. The teacher presents students with a sample of a description of people and asks them to fill in the graphic organizer below.
2. Students draw their graphic organizers and write a passage about a person they know.
3. Students exchange their works with their partners and correct the errors before handing in the works to the teacher. (The worksheet is appended with a checklist to remind the corrector to really pay attention to these items.)

An Unusual Girl

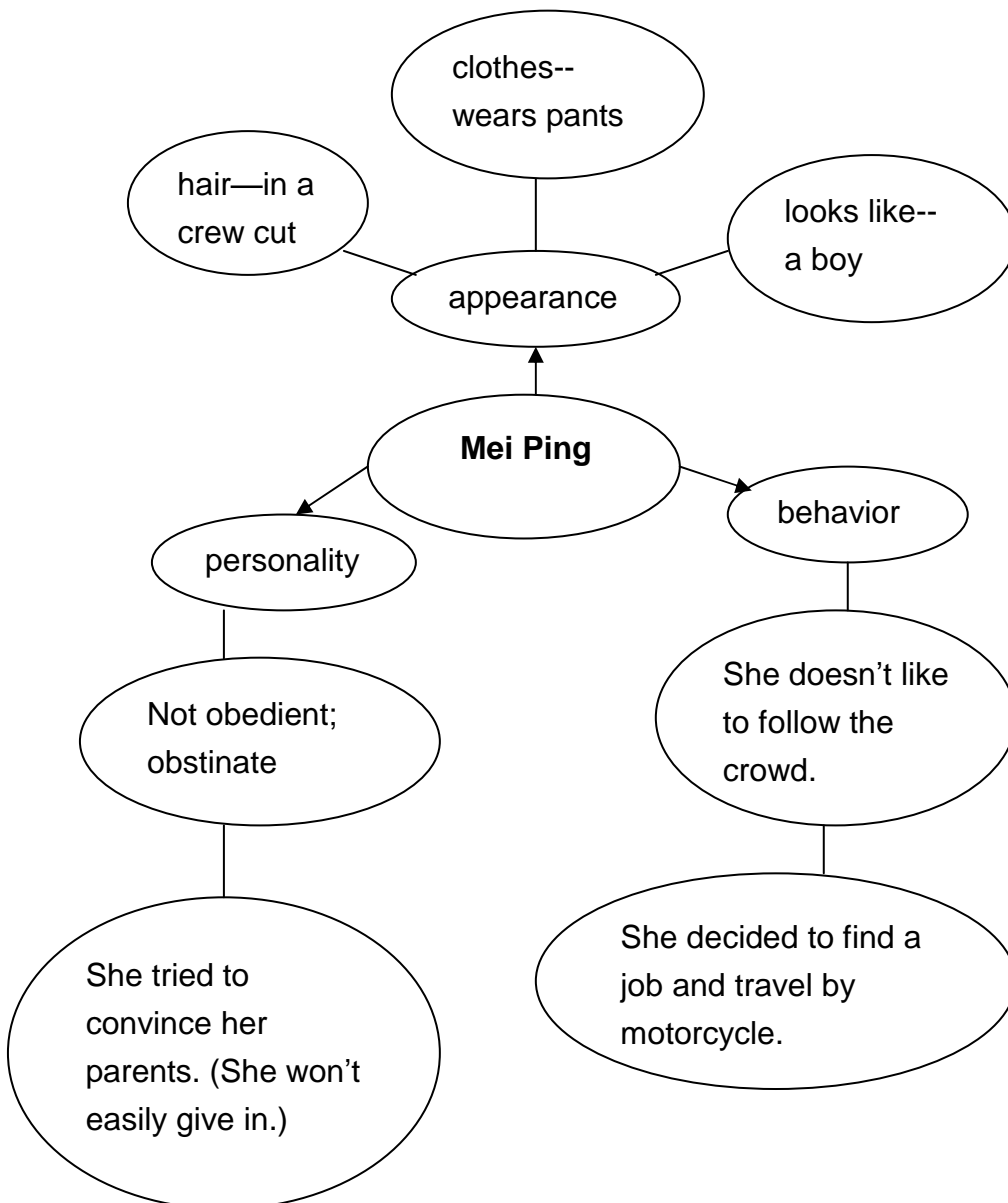
Compared with most high school graduates in Taiwan, Mei Ping is unique. She cuts her hair extremely short, almost in a crew cut, and often wears pants instead of skirts. When people look at her from the back, they often mistake her for a boy. Not only is her appearance unusual, so is her behavior. A true individual, she doesn't like to follow the crowd. For instance, while all her classmates were busily preparing for the college entrance exam, she was determined to find a part-time job and save every penny to travel around Taiwan by motorcycle. Unsurprisingly, as soon as she arranged her plan, she encountered severe opposition from her parents. Unwilling to be an obedient daughter, she tried to convince them that she preferred to take a break instead of going straight to college. Now they are still negotiating. As an obstinate daughter, she won't easily give in.

Source: Cathy Dibello, Wen Ting-shu. *Composing Our World*
Taipei: Bookman Company, 2007. p.73





Answers for reference:

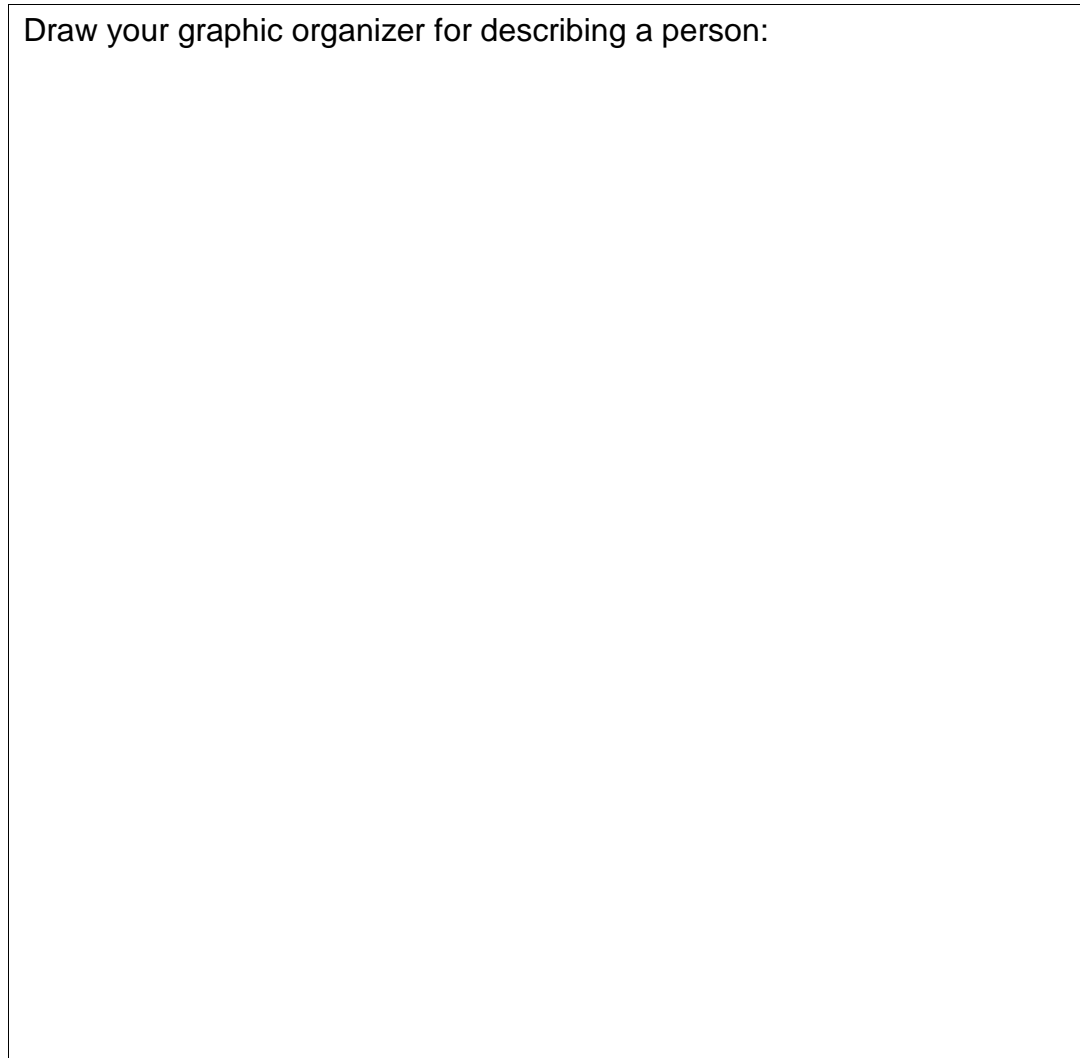


This is a worksheet for students to draw their graphic organizer and write the passage (with a checklist):

Left side:

Descriptive Writing (2)

Draw your graphic organizer for describing a person:



Checklist (to remind the corrector)

1. spelling		5. specific traits	
2. subject & verb		6. organization	
3. tense		7. conjunctions	

2.2 Describing Objects:

Students are reminded to create a picture with sensory words when describing objects. They need to mention such things as shape, size, color, and texture. If necessary, they may add their personal feelings toward the objects.

Directions:

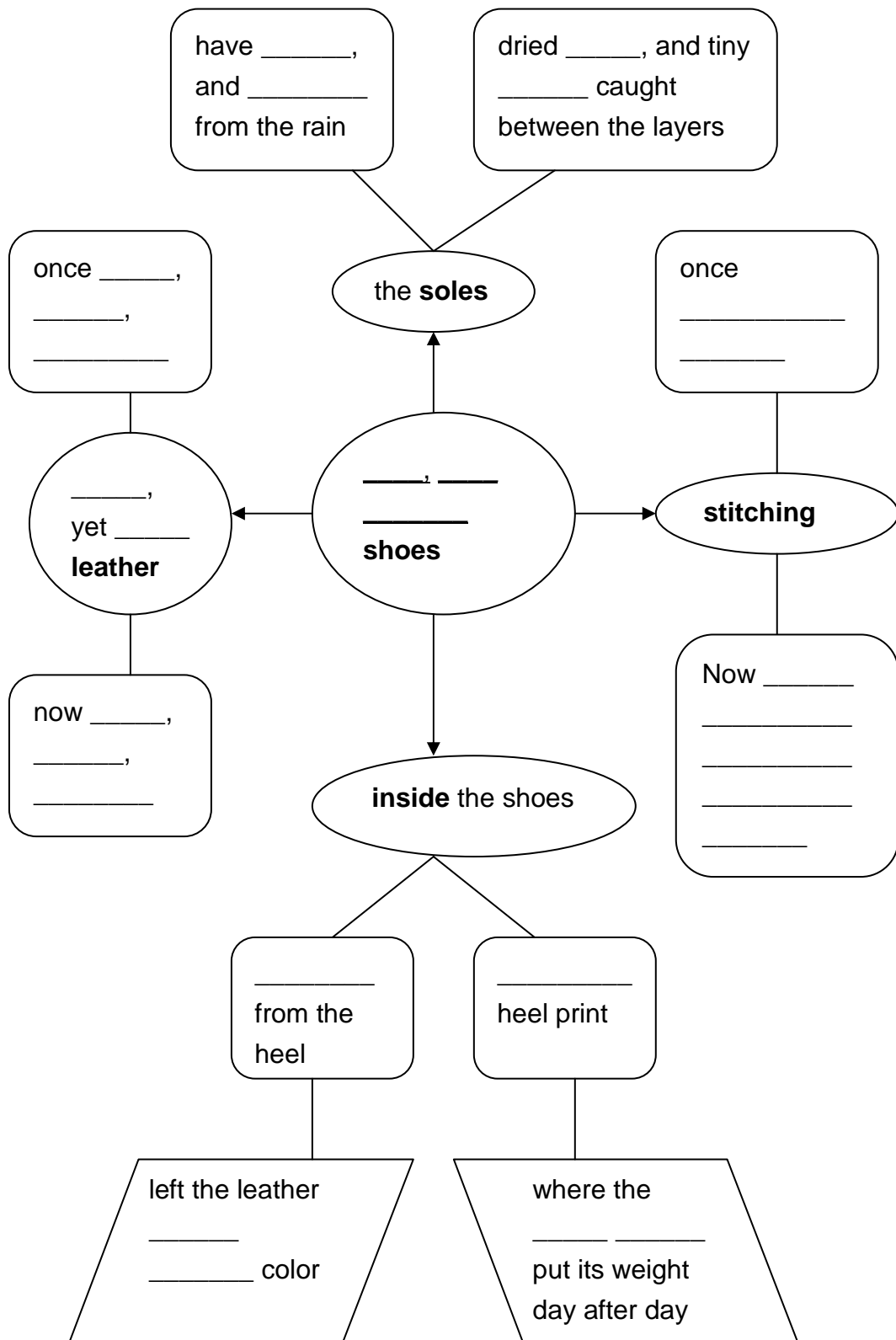
1. The teacher gives students a sample of a description of objects and asks them to fill in the graphic organizer below.
2. Students draw their own graphic organizers and develop a passage about an object.
3. Students exchange their works with their partners and correct the errors before turning in the works to the teacher. (Similarly, a checklist is appended to remind the corrector to pay attention to particular elements.)

The Shoes

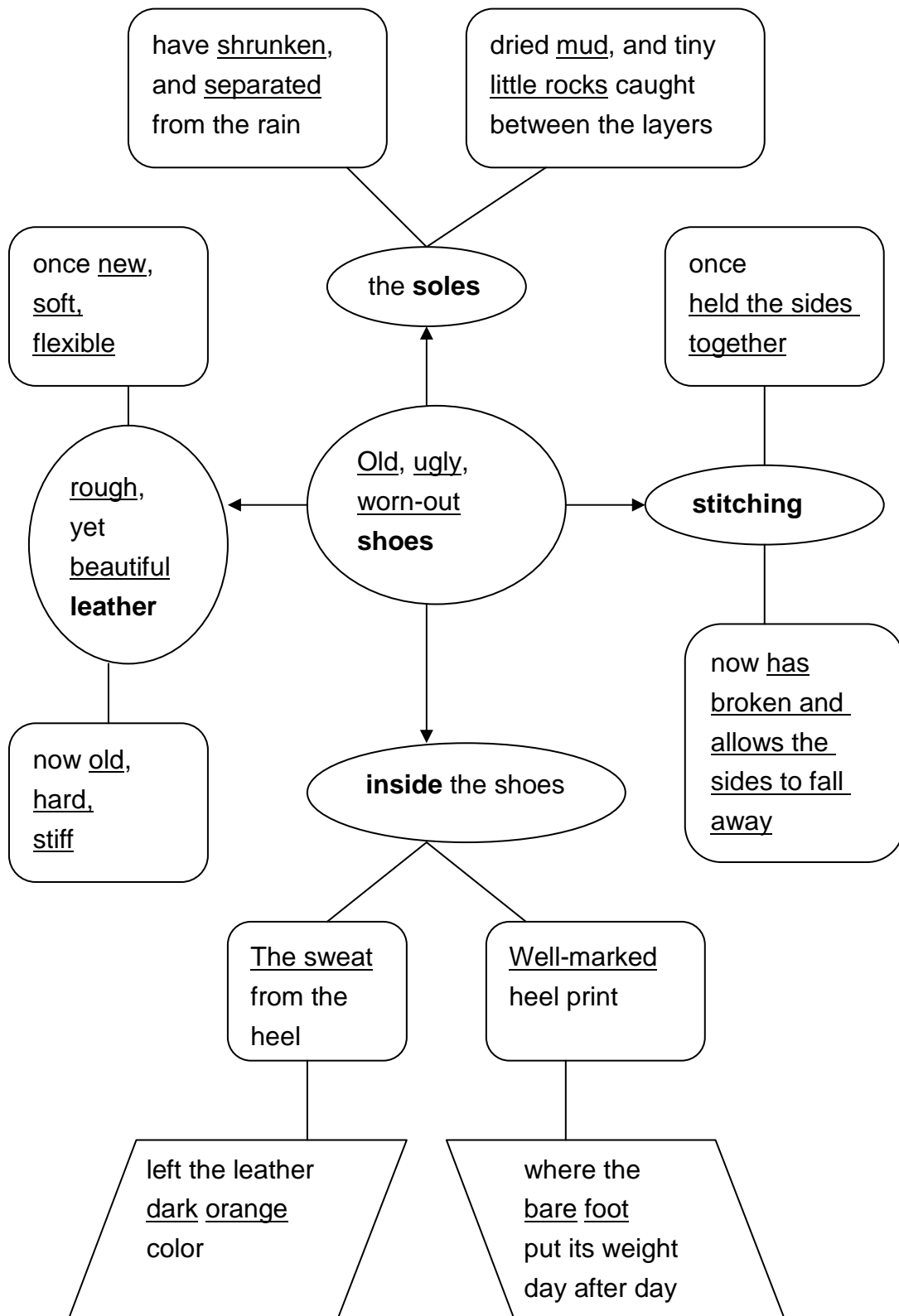
In the old box that holds my memories, I discover the shoes. Old, ugly, worn-out, having served their owner well, the shoes take me back in time. I study them carefully. They are made of rough, yet beautiful leather. The stitching on the top that once held the sides together has broken and allows the sides of the shoes to fall away. Inside, there is a well-marked heel print, where the bare foot put its weight day after day. The sweat from the heel has left the leather dark orange color. The leather, once new, soft, and flexible, is now old, hard, and stiff, a result of the rains. Looking between the different layers of the soles that have shrunken and separated from the rain, I observe the dried mud and tiny little rocks that have been caught between the layers. Some tell me to throw them away, but I ignore them. My shoes are like a couple of good friends who have traveled with me on an unforgettable journey. With a satisfied heart, I smile and return them to their box.

Adapted from: Jeri Wyn Gillie, Susan Ingle, Heidi Mumford.

Read to Write. International Edition 2001. pp. 71-72.



Answers for reference:

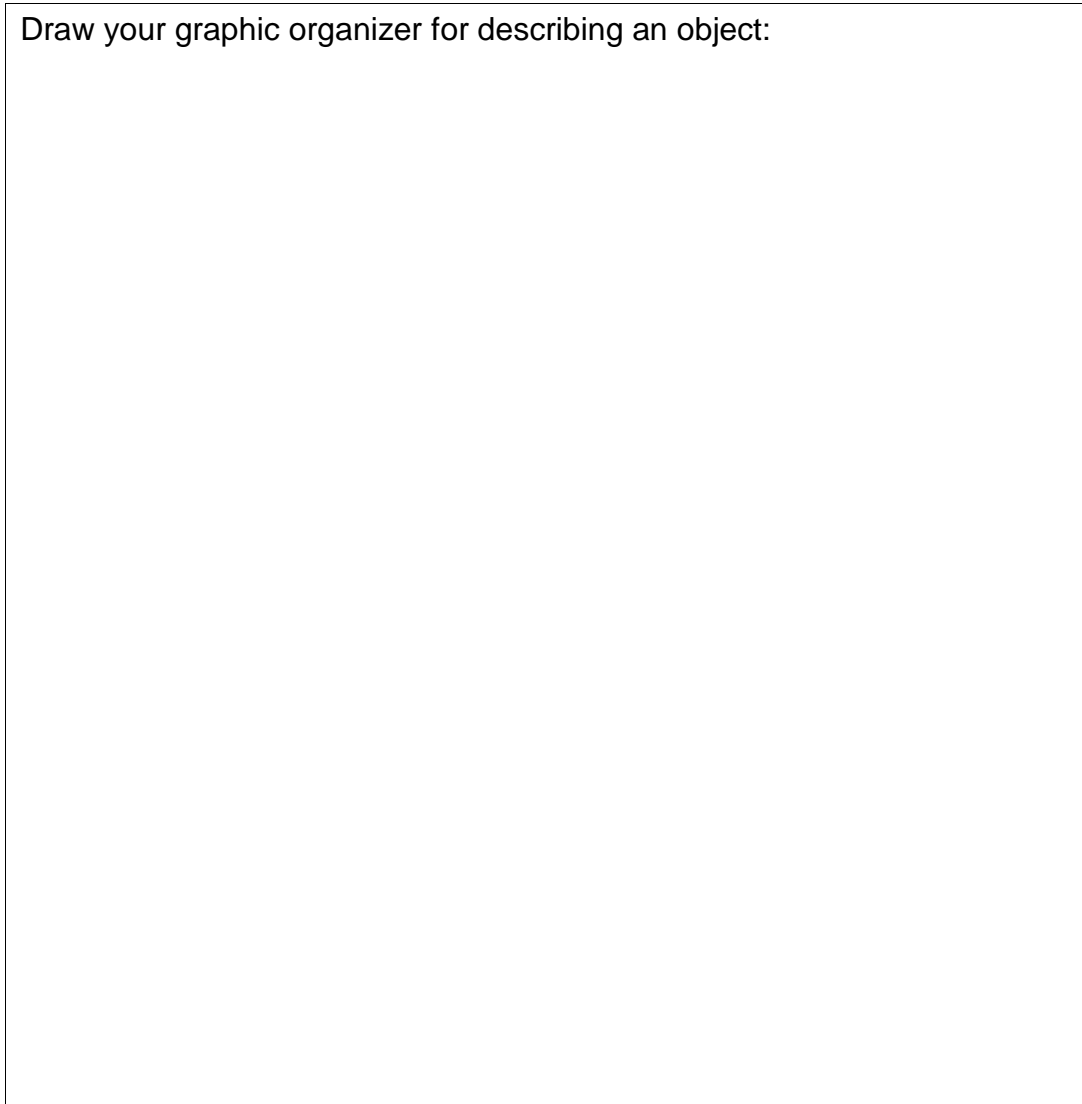


A worksheet for students to draw their graphic organizer and write their passage (with a checklist):

Left side:

Descriptive Writing (3)

Draw your graphic organizer for describing an object:



Checklist (to remind the corrector)

1. spelling		5. specific traits	
2. subject & verb		6. organization	
3. tense		7. conjunctions	
4. capitalization & punctuation		8. words & collocation	

2.3 Describing Places:

Students are reminded to use spatial order to explain where things are located when they describe a place. The easiest way to do this is to choose a starting point and then describe where things are located in relation to the starting point. They have to decide on a logical method to follow. For example, when describing a room, they can choose a starting point and move clockwise around the room. Other methods are left to right, top to bottom, and back to front.

Adapted from: Karen Blanchard, Christine Root.

Ready to Write. NY: Pearson Education, Inc. 2003. p. 34.

Transitions for Description (Describing a Place):

above	down	near
behind	elsewhere	next to
below	far from	close to
beneath	left	there
beyond	right	here

Source: Cathy Dibello, Wen Ting-shu. *Composing Our World* Taipei: Bookman Company, 2007. p.71.

Using Signal Words:

at	in	on
at the end	in back of	on both sides
behind	in front of	on the end
beside	in the center	on top of
between	in the middle	over
		under

Adapted from: Karen Blanchard, Christine Root.

Ready to Write. NY: Pearson Education, Inc. 2003. p. 35.

Directions:

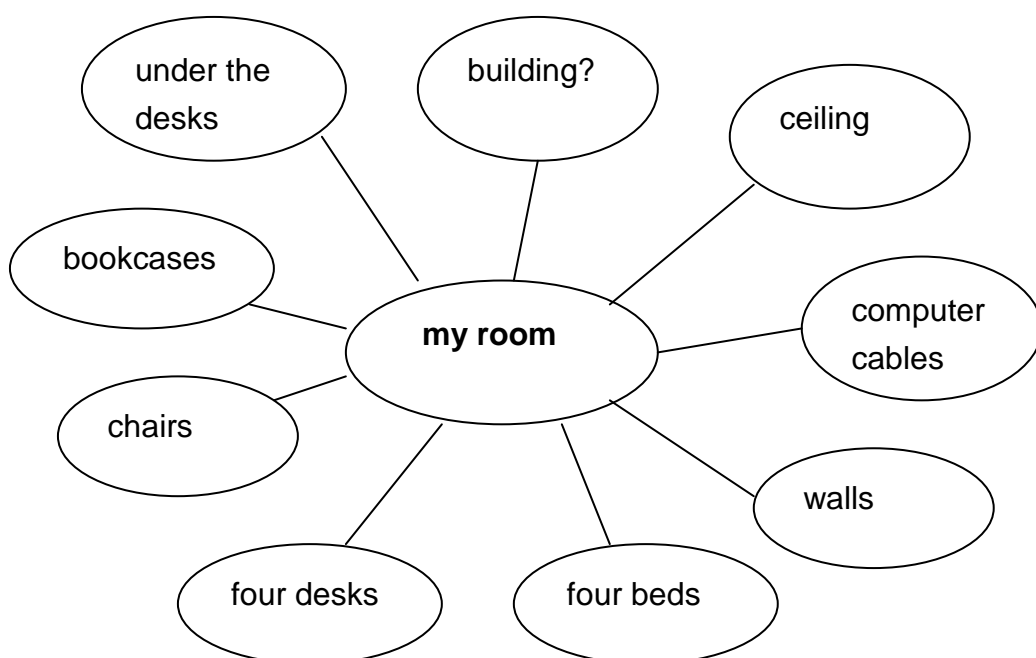
1. The teacher offers students a sample of a description of places and asks them to fill in the graphic organizer below.
2. Students draw their own graphic organizers and write a passage about a place they are familiar with.
3. Students exchange their works with their partners and correct the errors before handing in the works to the teacher. (Again, the

same checklist is appended to remind the corrector to pay attention to these items.)

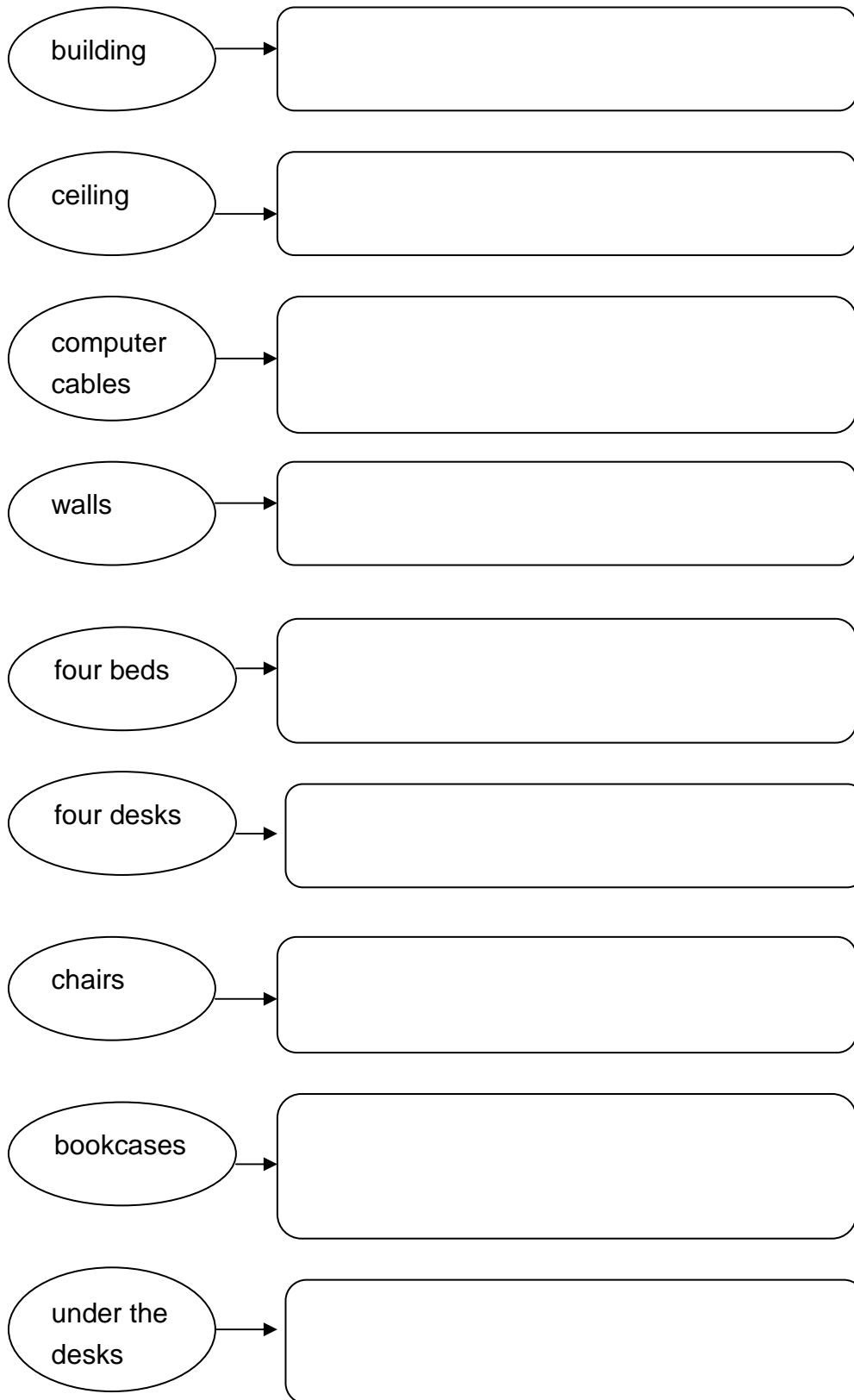
A Nice Place

My dormitory room, on the second floor of the twentieth building, is so tidy that it makes me feel relaxed and happy. When I walk into my room, I see the clean, white ceiling above my head and the computer cables neatly arranged against both sides of the spotless, white walls. The four small beds on both sides of the room contain neatly placed pillows and quilts. On both sides of the beds are four small, white desks with small metal chairs that fit nicely with the desks. Above the desks are four large, wooden bookcases with an orderly arrangement of books and files. Underneath the desks are neatly stacked blankets and other objects. The room's tidiness not only makes it seem inviting, it also makes it seem larger than it really is. Every time I enter my room, I feel contented in this clean, well-organized space.

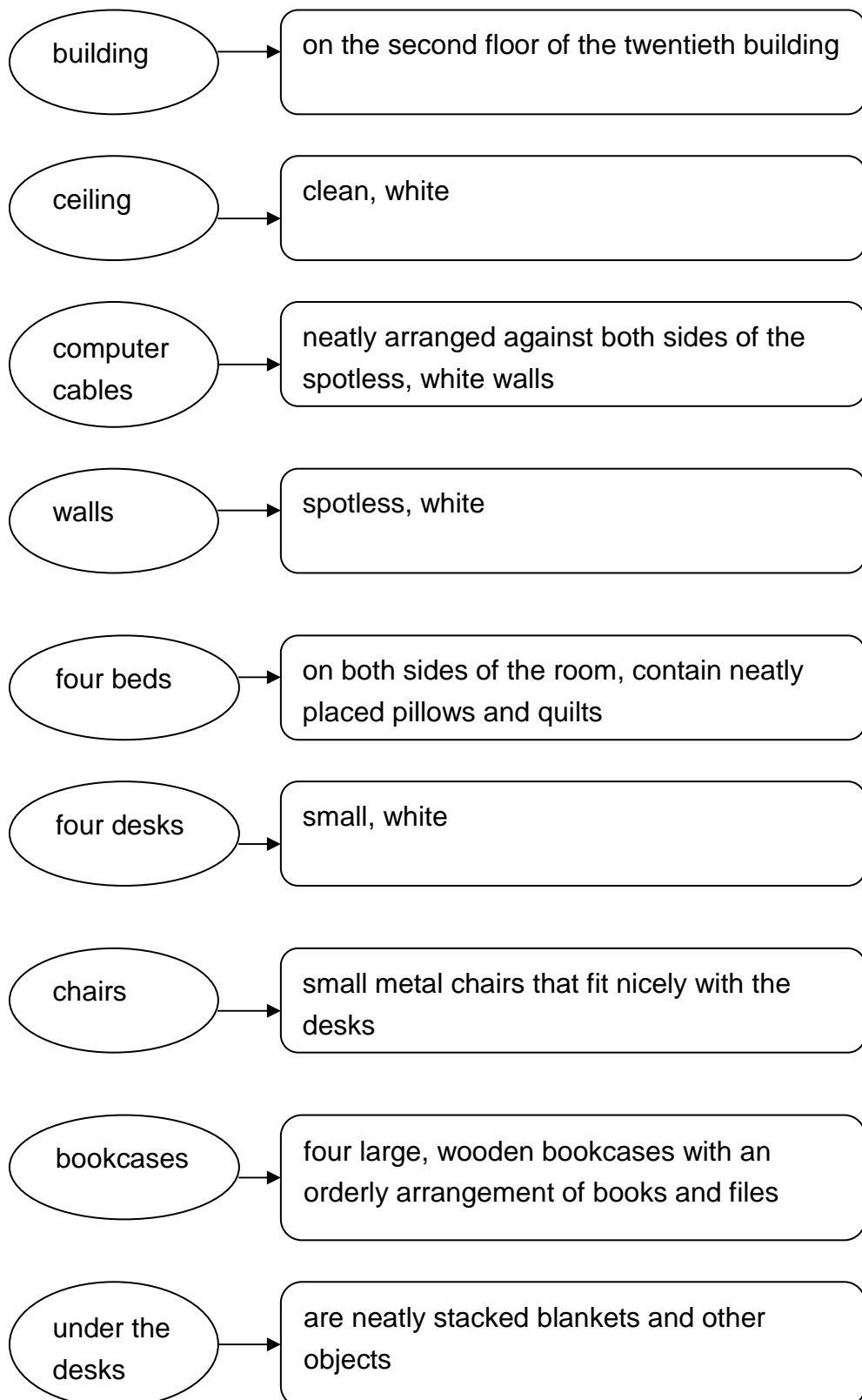
Source: Cathy Dibello, Wen Ting-shu. *Composing Our World*
Taipei: Bookman Company, 2007. p.71



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Details:

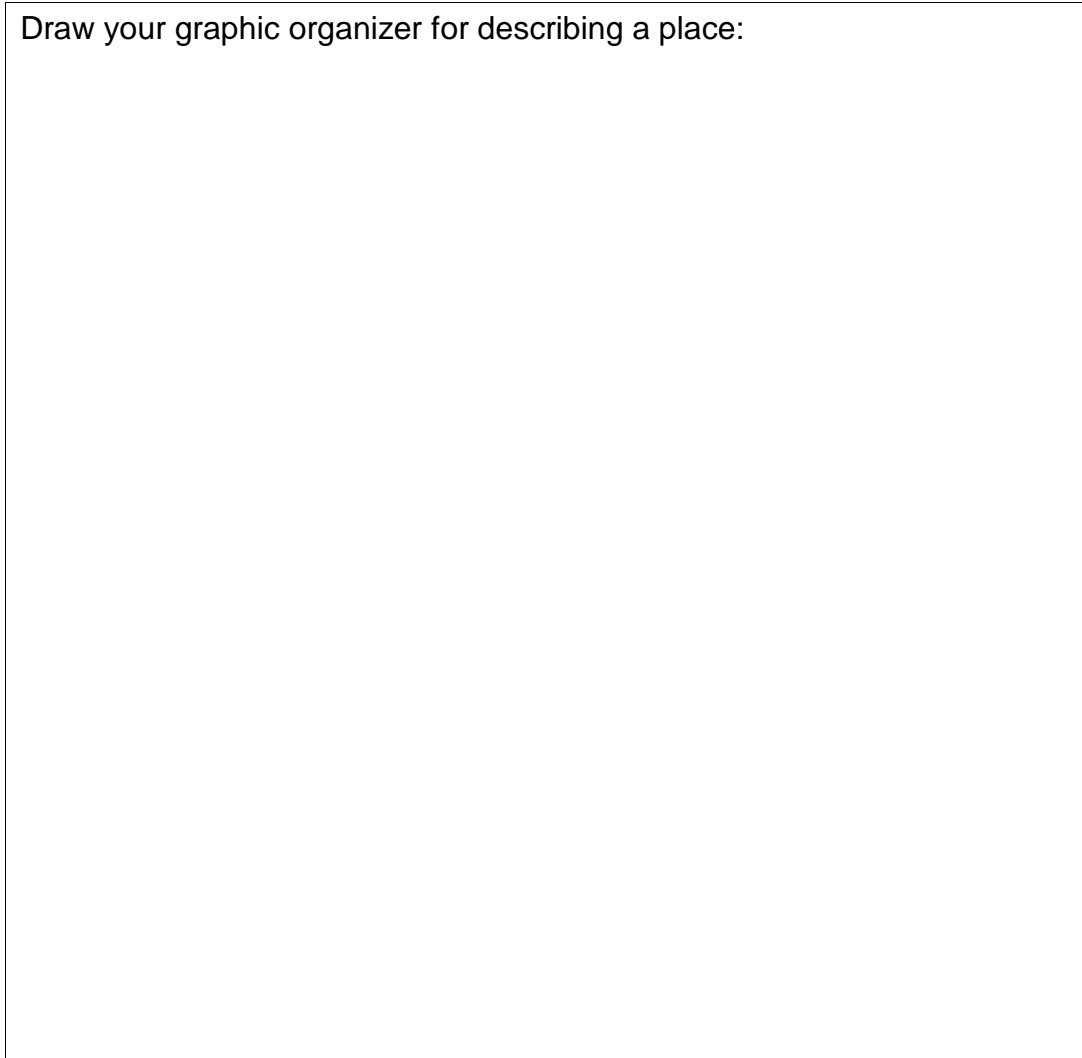


A worksheet for students to draw their graphic organizer and write their passage (with a checklist):

Left side:

Descriptive Writing (4)

Draw your graphic organizer for describing a place:



Checklist (to remind the corrector)

1. spelling		5. specific traits	
2. subject & verb		6. organization	
3. tense		7. conjunctions	
4. capitalization & punctuation		8. words & collocation	

III. Analysis of Chiufen

After students get the whole idea of descriptive texture, they will go over the lesson selected and find the answers to fill in the blanks. With the help of the graphics they will have a better understanding of the main ideas of the lesson. Furthermore, they will see how description and narration are combined through the development of this article. Here the focus is more on the description than on the narration.

Reading Selection:

Chiufen: A Cultural Treasure of Taiwan

The town of Chiufen, located on a mountainside, overlooking the Pacific Ocean, is regarded as one of Taiwan's unique cultural treasures. A visit here offers a chance to escape from the roaring traffic and daily bustle of city life, and a chance to let the imagination wander back in time. Old brick buildings, packed intimately together, one row built just above the other, offer a charming, relaxed view. Narrow, dark alleyways, paved in stone that is now worn down by the foot and carriage traffic of many decades, suggest an old-fashioned way of life. The whole place has a picturesque and romantic air about it.

Just as picturesque and romantic as the scenery of Chiufen is the story behind it. In the past century, the town has undergone several dramatic changes. Beginning as a tiny, unknown village, it grew into a booming gold mining town, then later became a peaceful artists' colony, and finally one of the major tourist attractions in northern Taiwan. Indeed, it is this fascinating past that has made the town so popular today.

Chiufen started out as a remote mountain community with only nine families. In fact, it is from these nine families that Chiufen derives its name, which in English means "nine portions." Because the village was almost impossible to get to by road, whenever anyone made the long trip to town for provisions, they would always bring back nine portions of each item, one for each family.

This simple way of life changed almost overnight in the 1890s, when gold was discovered in Chiufen. Hoping to get rich quick, people flocked to the town, which came to be known as "the gold capital of Asia." By the 1930s, the town had grown to between 3,000 and 4,000 homes. The tiny streets were now lined with homes and many different kinds of stores and restaurants. The city even boasted the first theater in all of northern Taiwan. Before long,

sleepy Chiufen had become what people called “Little Shanghai.”

For many people, however, life in Chiufen was not easy. Many of them had very dirty and dangerous jobs in the dark gold mines. Nevertheless, the relatively good wages – and the thought of finding their own gold – kept miners at the job. What’s more, their free-spending ways enabled Chiufen to continue to prosper.

Within just a few decades, however, this way of life disappeared. By the 1960s, the gold was nearly gone; eventually, the mines were abandoned, people moved away, and Chiufen was almost forgotten. But not completely – as far as some people were concerned, especially artists and poets, the town remained as attractive as ever. Its peaceful seaside location and beautiful scenery, complete with springtime cherry blossoms, cool summer breezes, swaying autumn grasses, and romantic winter rains, were ideal for anyone in search of inspiration. When painters began holding exhibitions around the island that showed the landscape of Chiufen, more people began to take notice, and when some filmmakers began to make movies in Chiufen, the town’s fame continued to grow.

Today, Chiufen is once again enjoying a new life, this time as a tourist destination. Visitors can now relax in one of the many teahouse that are hidden in the alley ways, stroll along Chishan Street and sample the taro balls and other local snacks, or spend a quiet evening at an old-style inn, watching the sun set over the mountains. Perhaps most of all, they can get a feeling of what the town was like nearly a century ago. Chiufen may no longer be rich in gold, but it is still rich in history.

Source: Yu-hwei Shih, Maosung Lin, Chungsu Huang, Sarah Brooks.

New Far English Reader. Taipei: The Far East Book Company, 2007. p.157-161.

3.1 Analyzing the Reading Selection:

Directions:

Students are to find the basic information contained in the text by scanning and skimming. (Since the focus is on description, the narrative sections are briefly covered with some simple questions, but students can get more detailed information from the graph.)

1. Where is Chiufen located?
2. What kind of chance does it offer?
3. What kind of view is offered by its buildings?

4. How is its way of life?
5. What kind of air does it have about it?
6. What is the origin of the town's name?
7. How was life in Chiufen when it was a gold mining town?
8. Who rediscovered the charm of Chiufen after the 1960s?
9. Describe the different scenes in the four seasons in Chiufen.
10. As a tourist attraction, what does Chiufen offer visitors?

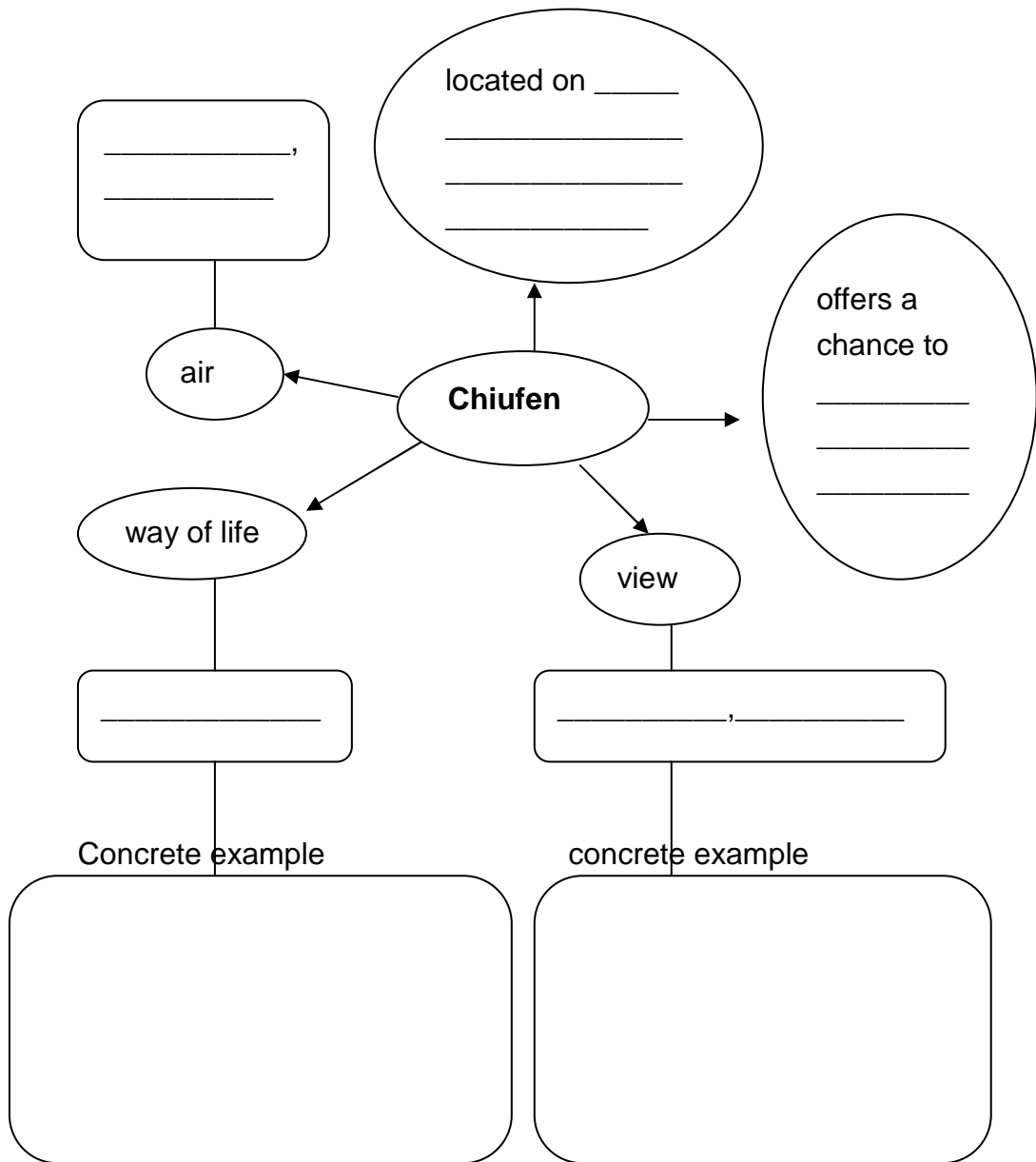
Answers (for reference):

1. It is located on a mountainside, overlooking the Pacific Ocean.
2. It offers a chance to escape from city life and a chance to wander back in time.
3. It offers a charming, relaxed view.
4. It suggests an old-fashioned way of life.
5. It has a picturesque and romantic air around it.
6. It derives its name from the fact that in the beginning, it only had nine families.
7. Life in Chiufen between the 1890s and the 1960s was prosperous.
8. Some people, especially artists and poets, rediscovered the charm of Chiufen.
9. It has springtime cherry blossoms, cool summer breezes, swaying autumn grasses, and romantic winter rains.
10. Visitors can now relax in one of the many teahouses that are hidden in the alleyways, stroll along Chishan Street and sample the taro balls and other local snacks, or spend a quiet evening at an old-style inn, watching the sun set over the mountains.

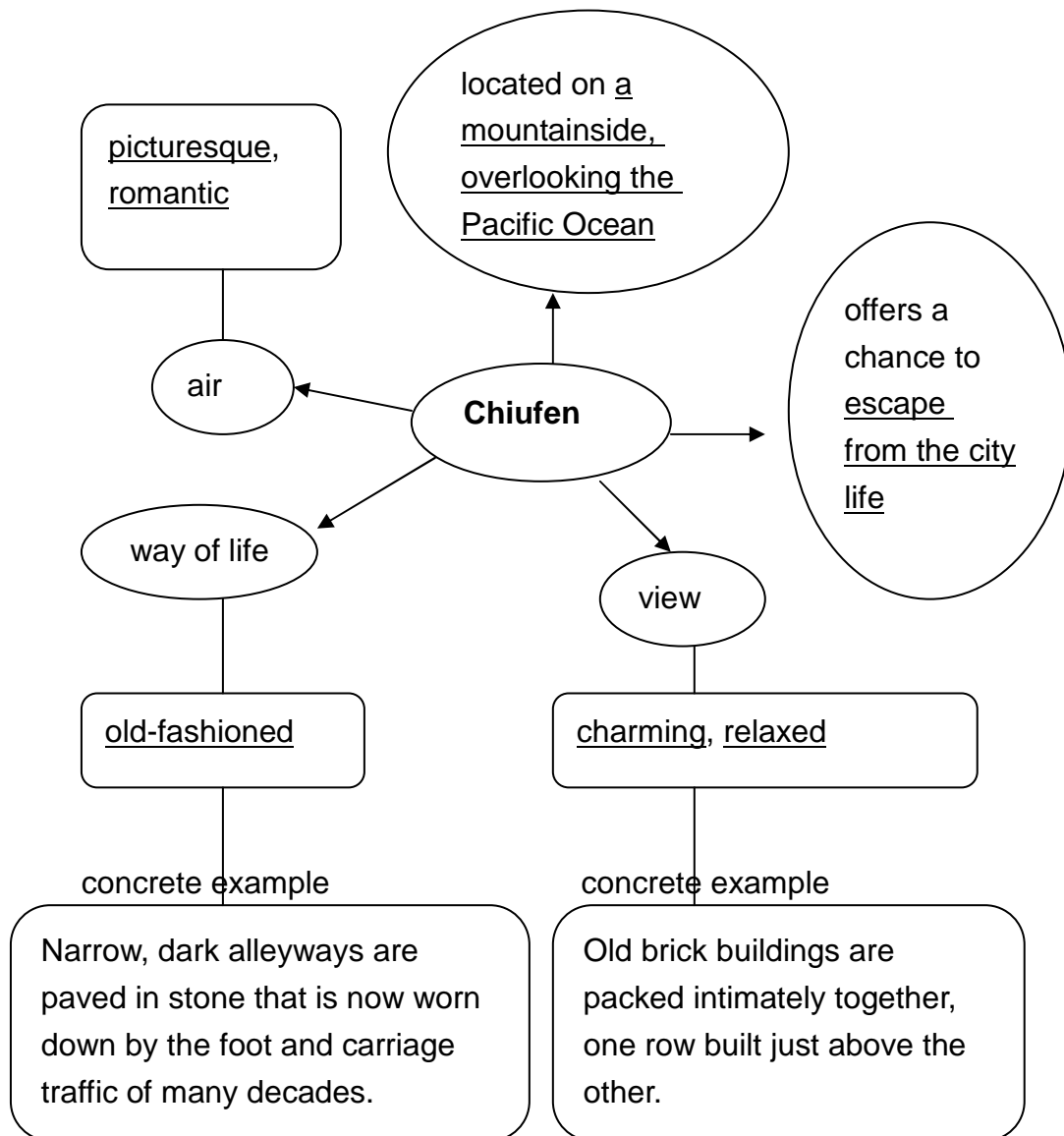
3.2 Description of Chiufen (according to the first paragraph)

Directions:

Based on the information in this lesson (questions 1-5), students are to fill in the blanks and discuss the senses used.



Reference for answers:

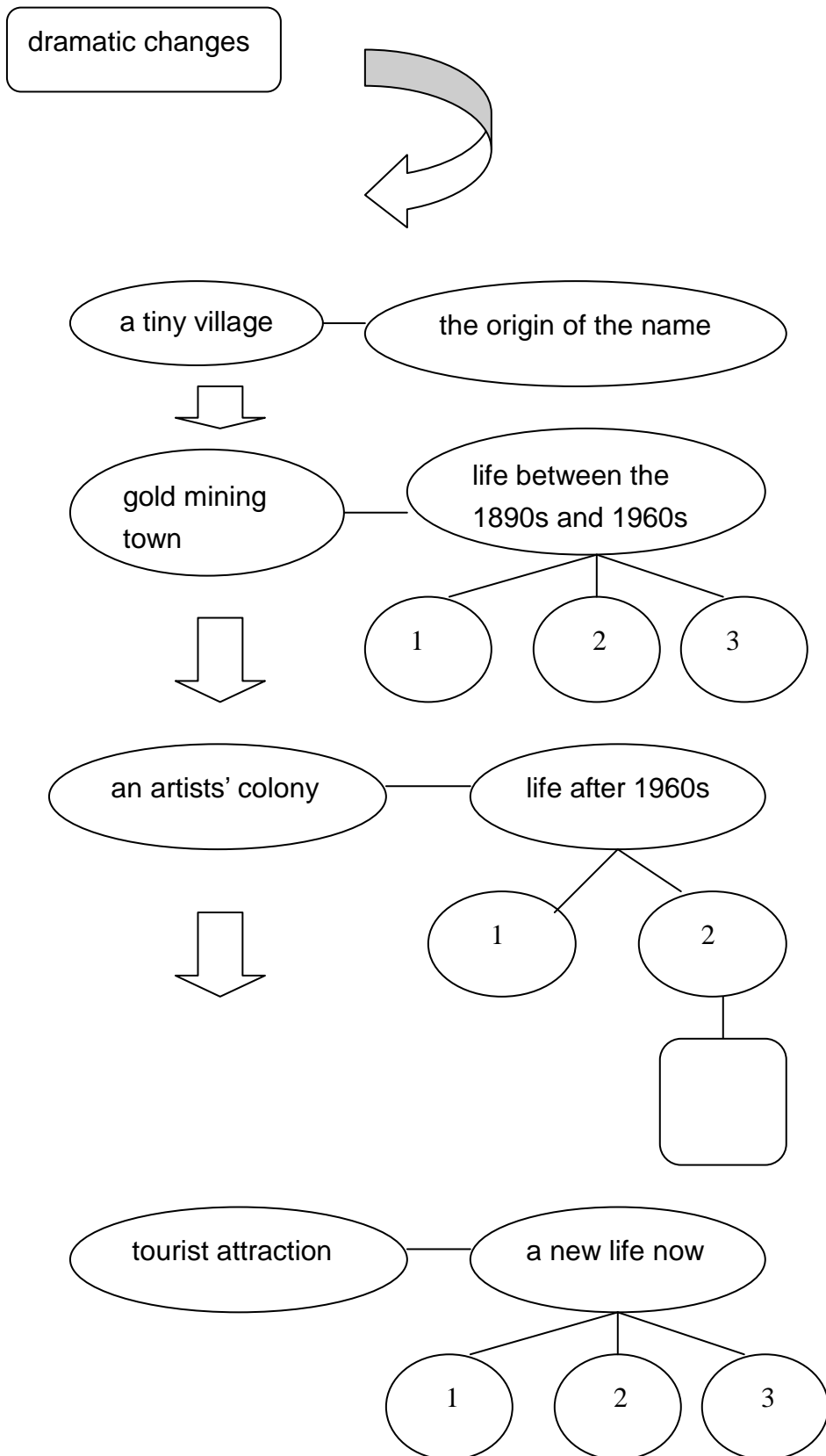


3.3 Narration of the History of Chiufen

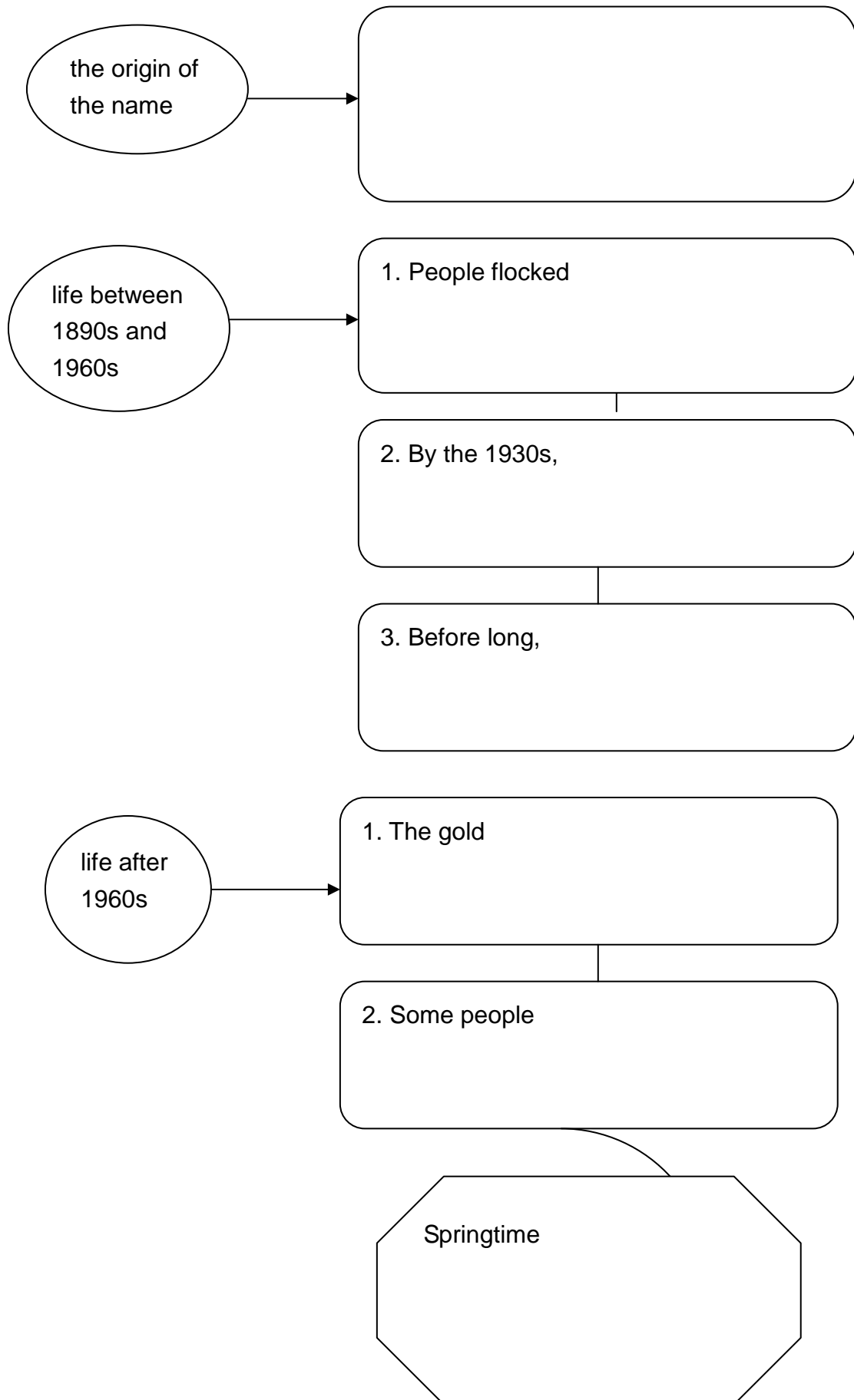
Directions:

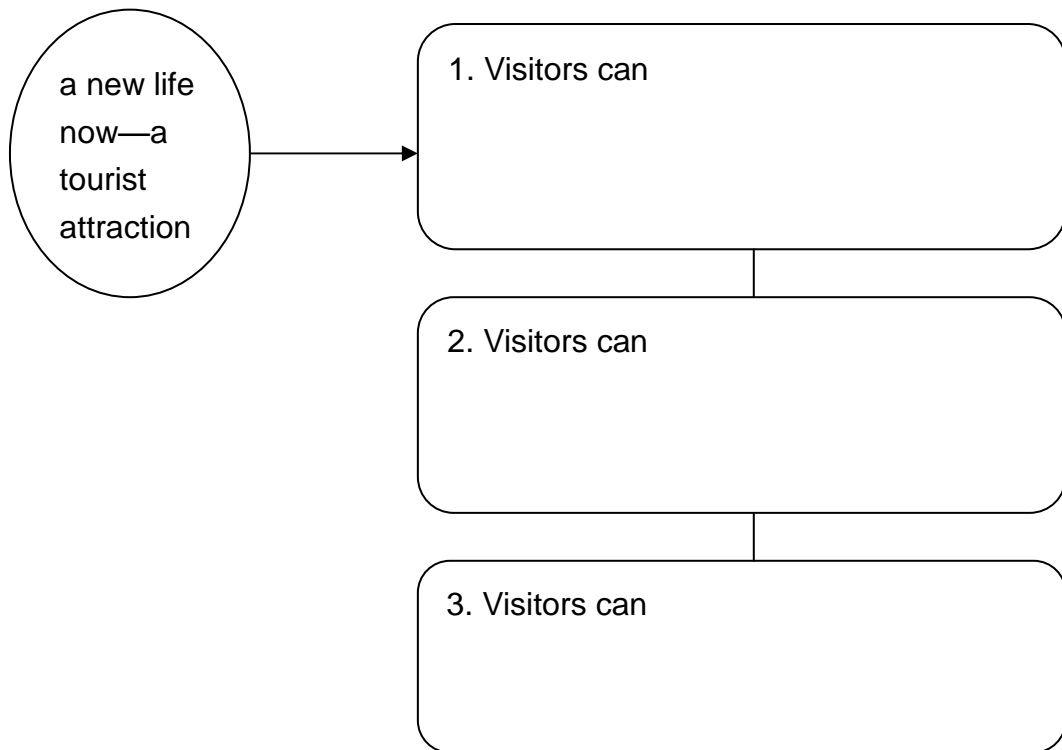
1. According to questions 6-9, show the graphic organizer below for students to capture the gist of the following paragraphs.
2. Ask students to fill in the detailed graph that follows.

Graphic organizer:



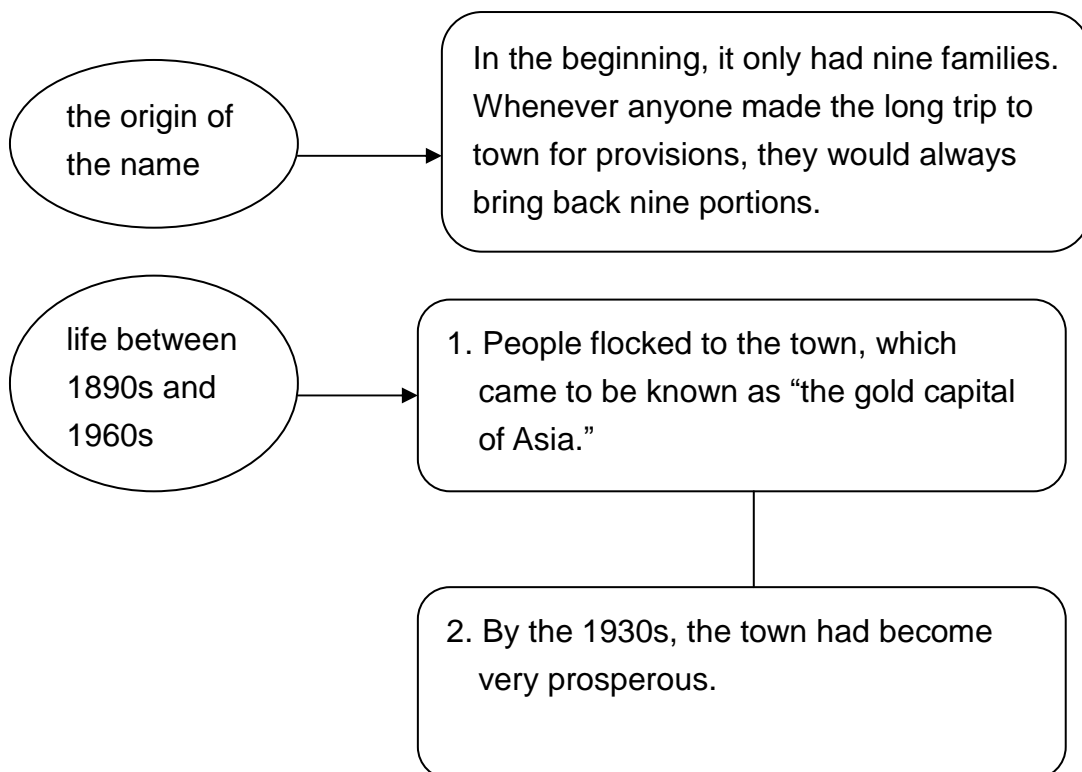
Detailed graph:

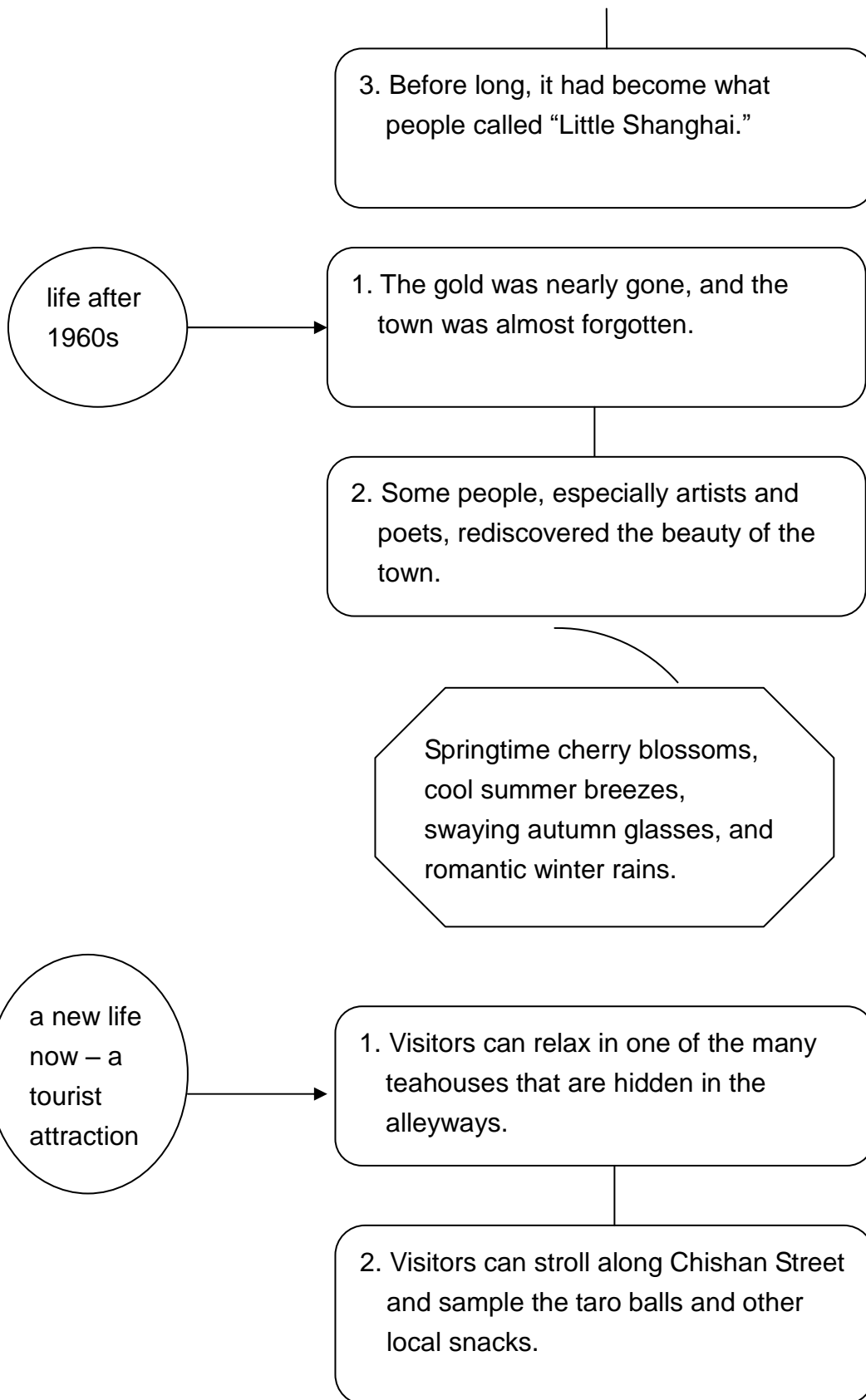




Answers for reference:

Detailed graph:





3. Visitors can spend a quiet evening at an old-style inn, watching the sunset.

IV. Activity & Practice

- 4.1** Students are asked to find enough information in advance about their hometowns, either in the library or on websites, or even by interviewing some elderly relatives. The information must include descriptions of geography and narration of the town's history.
- 4.2** Students draw their graphic organizers to form the outlines and develop compositions about their hometowns.

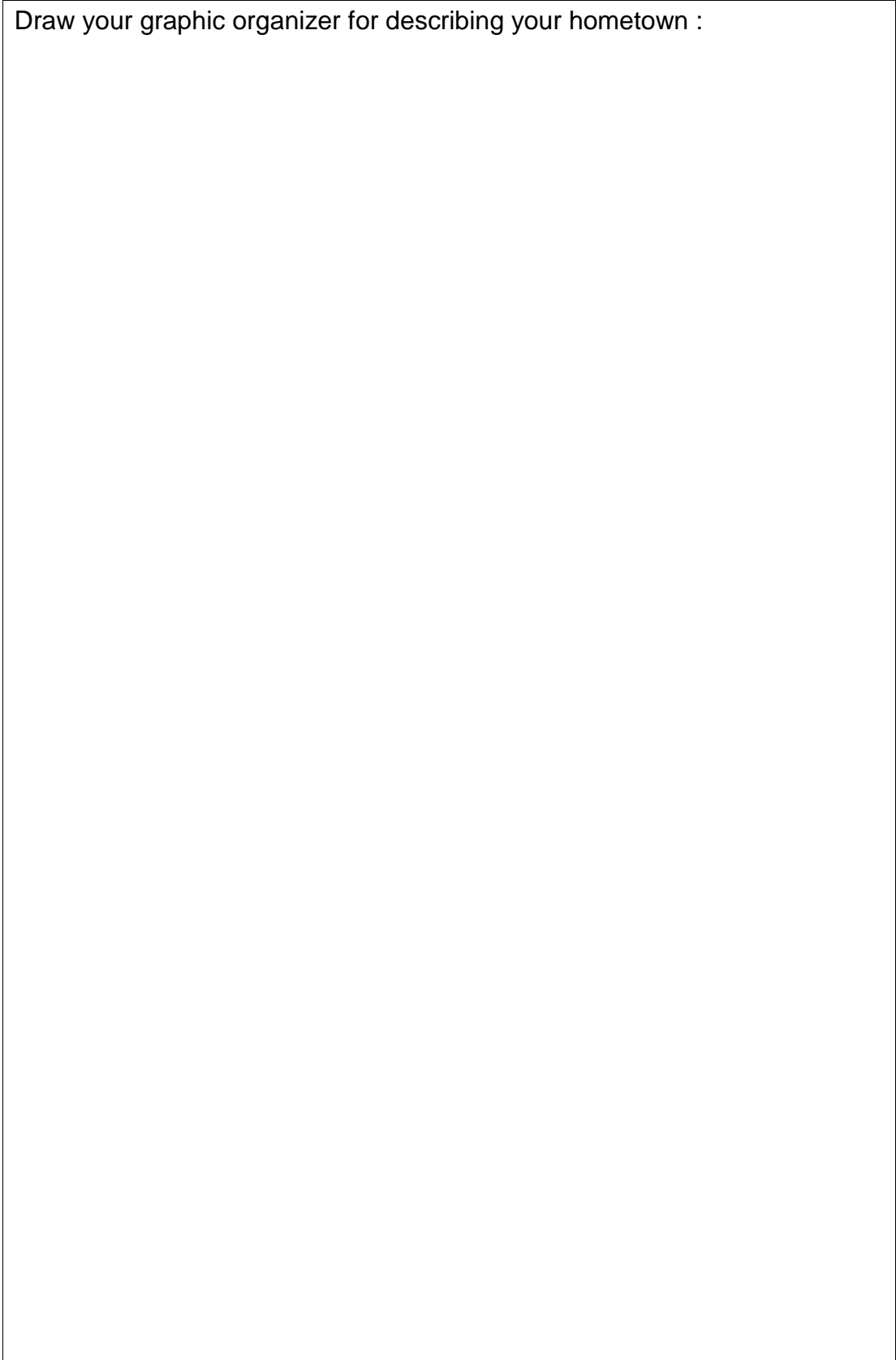
A worksheet for students to draw their graphic organizer and write their composition (with a checklist):

Checklist (to remind the corrector)

1. spelling		5. specific traits	
2. subject & verb		6. organization	
3. tense		7. conjunction	
4. capitalization & punctuation		8. words & collocation	

Descriptive Writing (5)

Draw your graphic organizer for describing your hometown :



4.3 Peer discussion and correction: students exchange their works and discuss with their partners, correcting the errors. Then their works are submitted to the teacher for further correction and comments.

Teacher's evaluation list (to give comments):

一、內容：

- 取材得當，層次分明。 佈局順當，描述得體。 突顯具體特徵。 善用感官字詞，描寫生動。 善於經營氣氛，趣味橫生。 描寫心理感受，深刻自然。 善於經營情境，有真實感。 取材具有代表性。 敘事清楚。
- 主題明確。 敘述完整。 文意清楚。 能把握重點發揮。 開頭自然，具引導作用。 開場獨特，引人注意。
- 主題清楚，但部份敘述發展不全。 文句尚可，唯內容過簡。 雖點出主題，但不夠明顯。 敘述發展不完整。 內容過於平淡。 內容單薄、不足。 沒有把握重點發揮，都是題外話。 內容蕪雜，文欠明晰。 未能掌握描述的特色。

二、組織／結構：

- 結構嚴謹，段落分明。 思維清晰，有條有理。 組織具連貫性。 上下文句連接自然。 轉承語使用得當。
- 開頭冗長，全篇有「頭重腳輕」之感。 重點安排欠妥。 結尾過短。 轉承語使用欠妥。 轉承語使用平淡。 語氣應求銜接，前後務須連貫。 未能連貫發展。 偏離題旨。 題材未加取捨，內容蕪雜繁複。 段落發展全無章法。 只寫出或抄襲與題意有關的零碎字詞。

三、文法／句構：

- 全文幾無文法錯誤。 文句結構富變化。 句型平淡。 偶有文法錯誤，用字尚稱得宜。
- 主旨與動詞不一致。 時態有誤。 分辭構句有誤。 從屬子句概念不清楚。 第三人稱詞使用混亂 文法錯誤太多，影響文意表達。

四、字體／拼字：

- 用字精確。 用字尚稱得宜。 字詞單調、重覆。 拼字錯誤多。 用字偶有不當。 字詞排列零碎。 字體潦草，畫面不清潔。

五、格式／體例：

- 符合寫作格式。 起段首行未空格。 字數太多。 字數不足。 未分段。 標點錯誤。

Recommendations & Suggestions:

The teacher's evaluation list is written in Chinese instead of English because it is convenient both for the teacher to give comments more quickly and for students to see their merits and defects more clearly. Originally the list was designed to be appended to the students' worksheets, and the teacher could just check the items. However, since the list takes up a lot of space, this could waste a lot of paper. For the sake of environmental protection, it is suggested that the teacher choose relevant items from the list and write them down.

V. Conclusion

In the exam, the rubric for grading writing contains five elements: content, structure, grammar, spelling, and form. The elements that may be dealt with effectively in peer evaluation may be grammar, spelling and form. The levels of content and structure are beyond the ability of most students to evaluate. Partly out of courtesy, they often gave compliments, rather than pointing out the mistakes. However, after repeated explanation that it is a training process to see the partner's errors, and that everyone should try to improve their ability to find mistakes, students generally made greater efforts to pick out the words they thought to be wrong.

Realistically, at most they could find errors in grammar, spelling, punctuation and capitalization. The other elements still need the teacher's prudent correction. The task of correcting the students' works is really tough, even after their peer correction. However, there are some things worthy of delight. When the students exchanged their compositions and discussed them, they could read the others' work and learned from each other's strengths. After my re-correction, I gave back their works and asked them once again to share their works with a partner. Through this interaction, they have benefited a lot. To them, writing is more than a job; they can enjoy it, especially when they share their works with their partners.

Although most students failed to criticize the content and the structure, they learned to write more organized compositions by means of the graphic organizer. Before they started to write, they read the sample composition and worked out the graphic organizer that I designed. Thus, they could find the key words and sentences with which the author developed his or her ideas. Then they imitated these techniques in their own writing. They drew their own

graphic organizers and then developed their articles. That doesn't mean they have to draw the graphic organizer every time they begin to write. It is only a process to list their ideas in a more methodical way.

In the meantime, they have also learned how to enhance their descriptive writing through the use of sensory words. They were trained to describe people, objects and places more vividly. Finally, they produced a composition that combined description with narration.

On my personal part, I was expecting students to write a composition about their hometowns. Most of my students live in Hualien, which is really a special, picturesque and multicultural place. There are a great many traits and features worth describing. Besides description, the addition of some cultural or historical elements could make their compositions more interesting and profound. Nonetheless, I found that without proper guidance, they would not describe the place in a vivid and impressive way. After a series of writing activities, students improved a lot. Many of them really described their hometowns in such a bright, colorful way that I couldn't but praise them very much. Some of them even consulted plenty of historical and other background material about their hometowns.

This is a good beginning. Writing English composition is no longer intimidating to them. With much practice and effort, I am hopeful that they will be able to write better and better.



Appendix

Students' works (students did all the jobs and activities during the summer class):

Descriptive Writing (1)



Class: 309 No. 22 Name: Anne

Partner's No.& Name: 9 Elvia

A description of	Three sentences	The senses used
1. a member of your family (Mom)	<ol style="list-style-type: none"> 1. She is shorter than I. 2. She has short hair just like me. 3. The wrinkles on her face symbolize the time passing by and her love for me. 	Sight Emotion
2. one of your friends or classmates (Elvia)	<ol style="list-style-type: none"> 1. She is tall and thin. 2. There are some tiny freckles on her pure white face because of the sunshine. 3. Her hair is long and straight. 	Sight
3. 	<ol style="list-style-type: none"> 1. The chair seems to be comfortable. 2. The color of it is red and makes people feel warm. 3. The chair is in a wavy shape. 	Sight
4. 	<ol style="list-style-type: none"> 1. The watch is golden and glowing. 2. It seems old but still useful. 3. It must cost the owner much money to buy this watch. 	Sight
5. your own room	<ol style="list-style-type: none"> 1. There is going to be a big exam, so my own room is messed up with lots of books. 2. When it is hot outside, I like to stay inside of my air-conditioned room. 	Sight Touch

<p>6. a place you visited (Farglory Hotel)</p>	<p>1. The hotel building stands near the deep blue ocean and look spectacular. 2. When we are having lunch at the restaurant, there is no other customer except us, so it makes me feel strange. 3. The ceiling of the hotel is high and looks like beautiful blue sky.</p>	<p>Sight Emotion</p>
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Class: 308 No. 32 Name: Zoe
Partner's No.& Name: 5 Alice

A description of	Three sentences	The senses used
<p>1. a member of your family (younger sister)</p>	<p>1. She is skilled in swimming. 2. Her painting are excellent. 3. She has imaginative power, telling me her own made-up stories.</p>	<p>Sight Sound</p>
<p>2. one of your friends or classmates (Jebby)</p>	<p>1. She has curly black hair. 2. She also likes rock music. (Me, too.) 3. She studies hard and I'm pleased to be her friend.</p>	<p>Sight Emotion</p>
<p>3.</p> 	<p>1. According to its shape, I'm sure it's comfortable. 2. This picture shows its color. Black! 3. When I am sleepy, I will lie on it because it looks attractive.</p>	<p>Sight</p>
<p>4.</p> 	<p>1. This watch's belt is made of metal. 2. Its color is silver and it's shiny. 3. It used marks instead of numbers.</p>	<p>Sight Touch</p>

5. your own room	<ol style="list-style-type: none"> 1. My own room is full of laugh and joy. 2. There are some lovely plants and they beautify my room. 3. There is an air-conditioner; when I am studying and the weather is hot, it can comfort me. 	Emotion Sight Touch
6. a place you visited (Starbucks)	<ol style="list-style-type: none"> 1. It is quiet and comfortable. 2. On the 1st floor there is always coffee smell. 3. The price of their drinks are a little expensive, but it's OK because their goods are great. 	Sound Smell

Descriptive Writing (2)—describing a person

Class: 309 No. 3 Name: Vivian

Partner's No.& Name: 11 May

As far as I'm concerned, May, my classmate, is really a serious and cute girl. She has short black hair and she usually wears pants. Due to smiling all the time, she looks sincere. She is willing at helping people. Sitting beside her, I get a lot of help in schoolwork from her. If I have problems, she is usually there. As to her specialty, I think she is good at speaking very much. She can always express what she thinks methodically. When she makes a speech on the platform or attends a speech contest, she is always confident and does a good job. I hope that I can improve my speaking skills and speak as well as she does. Judging from the above, I really think that she is such a friendly and kind person, and I like her so much.

Class: 309 No. 15 Name: Nicole

Partner's No.& Name: 12 Lucy

There are some wrinkles on her kind face. Her short figure makes her look a little plump. The simple woman is my mother. Because of poliomyelitis, her left leg is thin and small. That makes it inconvenient for her

but no one is more efficient than she. She is always enthusiastic about everything. She takes care of not only our daily life but also our grandparents' daily life. It's really tiring that sometimes she can't get enough rest. But she never complains. She just keeps quiet and keeps doing her duty. That is why I am so proud of her.

Class: 308 No. 1 Name: Jebby

Partner's No.& Name: 12 Gill

Though my brother's name is Matthew, I usually call him "Matt." He was short and fat; besides, he had a big belly when he was little. But after he is growing up, he becomes not only tall but strong. Matt is kind and willing to help others. He is mathematically inclined. Furthermore, all the stuff about baseball is his favorite. Matt plays well on both real and video's baseball games. He collects many baseball cards and some New York Yankees player's bubbleheads. What is more, he wants to become the best pitcher someday. Last but not least, Matt is the best brother in the world to me.

Descriptive Writing (3)—describing an object

Class: 309 No. 17 Name: Lina

Partner's No.& Name: 14 Carol

This silver watch collected the memories of my sister for me. Five years ago, I was a freshman entering junior high school, while my sister was going to college. Before leaving Hualien for Taipei, she took me to choose a watch. Why a watch, wondering in my mind. She told me that I should learn to make good use of my time. I have kept her words in my mind. Whenever I looked at my watch and its beautiful carved butterfly pattern, I thought of my sister. Whenever someone praised it, I felt happy and once again thought of her. Whenever I heard its loud "Di-Da" sound, I would recall her words. However, it has stopped going since the last year in my junior high school. As I put it into the washing machine carelessly, water ran into it. I felt great regret, crying for many nights. I finally forgave myself because I realize the most important thing my sister wanted to give me wasn't the watch but the concept of timing.

Class: 308 No.40 Name: Cherry

Partner's No.& Name: 43 Jessica

One day, when I cleaned up my room, I found a box in the corner. I opened it and I saw an old doll in it. I picked it up and looked at it carefully. Many memories flashed into my mind. The doll was my fifth birthday gift from my parents. When I saw it I knew that she must be my best friend. She wears a dress with many flowers on it. Her hair is brown and straight. She has big eyes and cute face. She accompanied me for many lonely nights. And she was the best listener when I was sad or angry. I love her very much. Now, I am a senior high school student, and I can't depend on her. I should go out and make real friends. So I put it to the box and say good-bye to my childhood. This doll really brought me lots of laughter and happiness in my childhood.

Class: 308 No. 14 Name: Chelsea
Partner's No.& Name: 30 Mary

Many years ago, when I was a ten-year-old child, my mom gave me a jar of perfume. The jar is distinctive. When it is under the sun, its color is brown, but under the light is purple. Its fragrance has three different levels. The first level is ginger's perfume; it smells warm and can calm me down. The second is grapefruit's perfume; it is as fascinating as spring breezes. The other fragrance is like tea. I enjoy it very much. The perfume seems to bring me into a remote world of fantasy. My mom said it was manufactured twenty years ago, and it is her and my dad's marriage souvenir. I put it in a locker and I think it is perfect and ideal.

Descriptive Writing (4)—describing a place

Class: 309 No. 1 Name: Daven
Partner's No.& Name: 10 Joyce

Meilun Junior High School, which I had studied for three years, is a special place to me. The school is known for its soccer team. Indeed, when entering this school, you'll see a small soccer stadium. Keep walking forward, and you'll see some tall coconut trees. The tall trees are just like the guardians of our campus. Beside the trees is a lovely little pool; inside the pool, you can even see some fish swimming around. In spring, many kinds of flowers will be in full blossom. The scenery of our school is very beautiful. Getting upstairs, you'll see something more amazing. The whole Pacific Ocean is just within your eyesight, and you can even see the lively streets outside the campus. I felt contented during the three years. The scenes

there not only made me delighted, but also broadened my mind.

Class: 308 No. 1 Name: Jebby

Partner's No.& Name: 13 Rose

I have a playroom at home which can let me take a break and relax after a whole day's study. It's on the top floor of the house and that's why it needs an air-conditioner most in my house. You can discover the walls and ceiling of my playroom are all wooden when you walk into it. To the left part of the room is the computer corner that contains a computer, a printer, a scanner and other equipment. On the opposite side of the computer corner is the sofa area with a nice television and a great stereo system. I usually lie on my soft, comfortable sofa, having a big bowl of popcorn on my lap and watching some TV programs or a film. Sometimes, I'll rest on the sofa and listen to music with excellent acoustics. Besides, on the both sides of the room is a big bookshelf that is filled with neat rows of my favorite books, novels and magazines. Furthermore, I have many boxes of toys put neatly inside a huge closet in the wall of the north side. Thus, I enjoy every moment while I stay in my cool playroom.

Class: 308 No. 14 Name: Chelsea

Partner's No.& Name: 30 Mary

Four years ago, my parents brought me to an unknown place. There was a deep spring pool. When the wind blew, I felt the moist air. Beside the spring pool was a piece of ground with grass on it. I lay on the bluish green grass and could look at the night sky with many stars twinkling as beautifully as pearls. Silence spread over this place except the moan of the wind and the chirp of the insects. Suddenly, a squirrel jumped into my shoe and we were happy and laughed. What a wonderful place it was and what a refreshing and pleasant night that I spent with my family! But it was very late, so we went back unwillingly.

Descriptive Writing (5)—describing hometown

Class: 309 No. 16 Name: Tina

Partner's No.& Name: 25 Rainy

It is six a.m. in the early morning. I wake up and open the window, taking a deep breath when the breeze blows on my face. The fresh air really

lets me feel relaxed and comfortable. Far from the house, I can see the mountains lie on the side of the sky. Their bright green color makes the city look more vital than other places. This is my hometown, Hualien, the most beautiful place in Taiwan.

In the past, Hualien developed later than other areas. In people' mind, it was regarded as a backward place. But thanks to the less development, Hualien has become the most beautiful tourist resort in Taiwan. Though many people think of Hualien as a countryside, Hualien will become a booming city by developing tourist industry someday. In fact, for many people living in the city, Hualien is the first place they want to move to because its environment can ease the sense of nervousness and stress.

The scenery in Hualien is beyond description. I especially love the Carp Lake and the Taroko National Park. The Carp Lake is the biggest lake in Hualien. It is surrounded by the mountains. Tourists can do a lot of activities there. For instance, they can spend an hour taking a walk at the mountain path around the lake, seeing the various creatures and watching every angle of the lake, or climbing the mountain to overlook the Hualien city, or rowing the boats on the lake. At night, the program of water dancing is also an amazing show to enjoy. Besides the Carp Lake, the Taroko National Park is a tourist destination that can't be missed. Every year, thousands of tourists not only from Taiwan but also from every country in the world are all attracted to the grand canyons and special landforms in the Taroko National Park. This scenic site is worth visiting.

I'm glad that I was born in Hualien. No matter where I go in the future, I will always remember the beautiful scenery in Hualien, and the sense of security it brings to me.

Class: 309 No. 28 Name: Beryl

Partner's No.& Name: 10 Joyce

I was born in a beautiful county—Hualien. It is in the eastern Taiwan and near the biggest ocean—the Pacific Ocean. In addition, it is also between Central Mountains and Coast Mountains. Therefore, Hualien is full of natural scenery, including coastal scenes, mountain landscapes, majestic canyons and so on.

Not only does Hualien have many attractive views, but also each country in Hualien has its own characteristics. My hometown is Ji-an country. It is in the northern Hualien and it is a primitive and lovely area. Recently, the government has schemed and reformed many distinctive places. One of

them is Ching-hsiu-yuan. It is an old Japanese temple. In the past, the hoary building was built by a Japanese monk in order to stabilize the mood of Japanese immigrants. Consequently, this temple became their center of spiritual belief. Besides, it had many different uses. It was also a seminary, a place where people held funeral events and even a medical station. It gave big help to the people of Ji-yeh (the old name of Ji-an). Now, Ching-hsiu-yuan is the only antique Japanese temple which is preserved most completely and it is a national monument.

Ji-an not only has human scenery but also has lots of natural landscapes. Recently, riding a bike to keep in good health has been in fashion. So the government built some bicycle paths and walking paths to provide people with good exercising places. Each of them has its own special views. For example, along the sides of the Maple Forest walking path, there are many kinds of flowers and trees. You can overlook the views of mountainside and the air there is fresh. It is really a good place to relax yourself and take you away from the daily bustle of the city life.

Class: 309 No. 3 Name: Vivian

Partner's No.& Name: 11 May

Everyone has a deep feeling about their hometown, and I am no exception. When it comes to my hometown, Hualien, I always think there are a great number of advantages to talk about.

Hualien is in the east of Taiwan. It is beautiful and surrounded by a lot of mountains but a little out-of-the-way. There are less development of industries with pollution; therefore many people consider Hualien a "last clean" place full of fresh air in Taiwan. Moreover, due to the beautiful scenery, Hualien has become a tourist attraction. For instance, if people want to ramble in the mountains, they can take it into consideration to go to the Taroko National Park. People can take a deep breath in forests and get relaxed. If people would like to play on the sand, they can go to Qi-xing-tan. The sight of this beach is extremely excellent. People can plan to go whale watching in Hualien as well.

As far as I am concerned, people living in Hualien are down-to-earth, and easy to get along with. If you get lost or encounter problems, they will be willing to help you.

As for the specialty in Hualien, I think that the sticky rice cake is really famous so that it can be sold to other cities and most people buy before they return home. In addition, the wonton from Yi-xiang store is so delicious and

famous as well.

There are more advantages than what I have mentioned above. I really think that Hualien is a warm and beautiful place and I feel happy that I was born and live in Hualien.

Class: 309 No. 2 Name: Annie

Partner's No.& Name: 16 Tina

Hualien is a county located in the eastern part of Taiwan. It is a famous place for people to spend vacation, so it's crowded in the summer vacation and the winter vacation. Most important of all, it is my hometown, the place I grew up.

When I was seven years old, my family moved to Hualien because my father wanted to work here. When I first heard of the name of my new hometown, I thought it would be a place that was full of flowers because the name, Hualien, sounds like "lotus" when it is read backward in Chinese. After I moved here, I found out that there were not many flowers, which means the name doesn't have anything to do with the flower. But the true reason of the origin of the name is cool and special. This name was given when the people saw the scene of the river water running into the ocean.

The weather here is very hot. Compared with other counties in Taiwan, people get sun burn more easily. Although the weather here is not quite comfortable, many people come here for a visit. There are many attractive places and activities. Taroko Gorge is the most popular place to visit. It is one of the most amazing natural landscapes in the world. The Ocean Park is also famous. Many urban children expect to spend their holiday here. Every summer, the aboriginal have some special ceremonies to celebrate the harvest. They welcome everybody to join them.

Hualien is an attractive place, and I am lucky to grow up in this wonderful place.