The famous American writer Mark Twain once said, “Everybody talks about the weather, but nobody does anything about it!” In his humorous way, Twain was making the point that weather is the one thing that all of us share in common. But he was also saying that we can’t do anything about it.

Most of us react to the weather in predictable ways. For example, stormy weather causes many people to feel blue. And dark and cloudy weather actually makes some people feel depressed.

In contrast, most of us feel happy and optimistic on a sunny day. Studies show that people are more friendly and more willing to help each other when the sun shines. For example, it has been found that customers give bigger tips on sunny days. But when the weather is too hot and humid, some people become more aggressive. The crime rate in New York City always seems to go up during the long, hot summer.

It may surprise you to learn that the weather can also affect intelligence. For example, a scientific study showed that the IQ (intelligence quotient) scores of a group of undergraduates were very high during a hurricane. After the storm, their scores were 10 percent below average. Was that because their brains were more active during a period of violent weather?

Very hot weather, on the other hand, can lower intelligence. Students in many areas of the United States often do badly on exams in July and August, the hottest months of the year in America.

Air pressure also affects the way people feel. Low air pressure, for example, makes many of us feel relaxed. But it also increases forgetfulness. It is a fact that people leave more packages and umbrellas on buses and in stores on low-pressure days.

What do people consider to be perfect weather? It shouldn’t surprise you that most of us seem to prefer temperatures in the mid to low 20s, perhaps with a slight breeze. And we don’t like too much wind or too big a change in temperature during a short period of time. Visitors to the Middle West of the United States often complain about the sudden changes in temperature that the region is famous for. But the people who live there merely smile and say, “If you don’t like the weather now, just wait a while. It will surely change.
Introduction

This lesson describes “how the weather affects people.” There are three predictable ways that the weather influences human beings: mood, intelligence, and feeling. Mood is influenced negatively by bad weather and positively by sunny weather. Violent weather makes people more intelligent, whereas hot weather lowers people’s IQ. Air pressure makes people relaxed but more forgetful. These three predictable changes were proved by some scientific studies.

The modes of this lesson are description and contrast. For the first-year students of senior high, the mode contrast, especially those contrast words in this lesson, is new to them. Accordingly, there is a need for them to practice writing the mode contrast after reading. As people know, output results from input. Besides reading for meaning, there are some practical and useful contrast words for students to use as models.

I. Raising Students’ Awareness

Directions: Have all students voice their opinions about weather. Then randomly pick out some students to answer the following questions.

1. Do you agree that weather affects your mood? Why or why not?
2. Do you really think that weather affects people’s intelligence? Why or why not?
3. What is your ideal weather?
4. Please fill in the following blanks based on your own opinion.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) What is your favorite season?</td>
<td></td>
</tr>
<tr>
<td>(2) At what degrees Celsius do you feel most comfortable?</td>
<td></td>
</tr>
<tr>
<td>(3) Before a typhoon comes, what special phenomena can you see in the sky?</td>
<td></td>
</tr>
<tr>
<td>(4) What kind of weather makes you feel happier?</td>
<td></td>
</tr>
<tr>
<td>(5) What kind of weather makes you feel more forgetful?</td>
<td></td>
</tr>
<tr>
<td>(6) What kind of weather makes you feel more romantic?</td>
<td></td>
</tr>
</tbody>
</table>

II. Presenting the Text

A. Information about students’ level in first-year senior high

1. Students’ writing levels

Basic writing modes include descriptive, narrative, and argumentative. In Taiwan, the writing curriculum states that senior high school students should learn paragraph writing with the above-mentioned three basic writing modes. The achievements of writing should be based on the curriculum mentioned above. Consequently, the reading offered by teachers should cover these three modes because without reading we cannot bring out learners’ writing ability.

Give students basic ideas of what constitutes good writing. Different stages achieve different levels of writing. In addition, different proficiency levels of students must adapt to different levels of difficulty. The following example shows how one idea can be described using different levels of sentences. The following Level One clearly demonstrates the present average level of junior high school students’ and first-year senior high school students’ proficiency in Taiwan. Level Two shows higher proficiency for those who are higher achievers receiving two to three years of writing training through extensive reading in senior high school. This example may roughly show which level of writing proficiency of high school students would like to achieve. How much learners want to achieve depends on teachers’ teaching plans and learners’ participation and their original English levels.

Example: 澳洲有很多奇怪的動物

Level One:

- Australia has many strange animals.
- There are many strange animals in Australia.
- Many strange animals live in Australia.
Level Two:
- Australia is home to many strange animals.
- Many strange animals call Australia home.

Level Three:
- Some animal species in Australia cannot be located elsewhere.
- Some unique animals make their appearance only in Australia.
- Australia provides shelter for some unique species.
- Australia boasts unique habitats for some exceptional/exquisite species.
- Australia features a closed ecosystem breeding its own animal species.
- Australia hosts some unusual life forms and species in a unique biosphere.
- The flora and fauna of Australia are nothing short of extraordinary.

(The above examples are offered by Professor Liang Sing Jung from National Taiwan University.)

2. The students involved in this research
The students who took part in this research were first-year students from a private high school. Most of them were lower-achievers in terms of English learning. The results they had on the senior high school entrance exam were as follows.

The results of participants' senior high school entrance exam

<table>
<thead>
<tr>
<th>Class</th>
<th>English Average</th>
<th>Total Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(基測英文平均)</td>
<td>(基測總分平均)</td>
</tr>
<tr>
<td>E1-1</td>
<td>28</td>
<td>108</td>
</tr>
<tr>
<td>E1-2</td>
<td>47</td>
<td>160</td>
</tr>
</tbody>
</table>

B. Reading-Writing Connection
Research on the reading-writing connection has demonstrated that the two skills are cognitively similar: both writer and reader construct meaning from text and interpret meaning from it. In addition, both reading and writing are multifaceted, complex interactive processes that involve many sub-skills, and both depend on individual past experience. Furthermore, both writing and reading are interactive, recursive processes in which background knowledge (schema) plays an integral part; both activate schemata about the language, content, and form of the text, and both lead to the exploration of those schemata in discovering meaning.
C. The PR TASK MAP Method of Analysis

The PR TASK MAP offers students practice in gaining control over the knowledge they are acquiring from their reading, so that knowledge can further help them formulate and express their own thoughts.

Through this kind of analysis practice, would-be writers can develop “schemata” about readers and learn how readers read. At the same time, it can also help readers to build up “schemata” about writers and about how they write. In other words, it enables us to look at the reading-writing link from both a reader’s and a writer’s perspectives simultaneously.

Though senior high students may not analyze deeply into an article, at least they need to know about “T, K, M, P” at their learning stage of reading-writing training. Thus, this lesson plan will center on M (Mode of writing)—to train students to model after the writing mode of this lesson.

(PR)* TASK MAP

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thesis</td>
<td>What major points does the author want to make in his or her article?</td>
</tr>
<tr>
<td>2. Authority</td>
<td>What authority does the author have?</td>
</tr>
<tr>
<td>3. Start</td>
<td>How does the author start his or her statement (of comparison/contrast/…?)</td>
</tr>
<tr>
<td>4. Kind of Material</td>
<td>What kind of information does the author have to work with?</td>
</tr>
<tr>
<td>5. Mode</td>
<td>What mode or modes does the author use to present his or her story to the audience?</td>
</tr>
<tr>
<td>6. Audience</td>
<td>Who is the audience?</td>
</tr>
<tr>
<td>7. Projection</td>
<td>What is the author’s main purpose?</td>
</tr>
</tbody>
</table>

*: PR: personal response

D. The Mode of the Text

Textual analysis/structure

The text structure of this lesson is description and contrast. The lesson describes how weather affects people in some ways. Throughout this text, the most important part is the structure of contrast which is the main body of the whole lesson. Thus, the teaching plan centers on the mode of contrast by using Graphic Organizers.

Usually sentences using contrast contain words and phrases such as “but” and “however” in contrast. A detailed list is shown in the following chart.
Contrast structure words and phrases

<table>
<thead>
<tr>
<th>Sentence connectors</th>
<th>Conjunctions</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coordinating</td>
<td>Subordinating</td>
</tr>
<tr>
<td>however</td>
<td>but</td>
<td>although</td>
</tr>
<tr>
<td>in contrast</td>
<td>yet</td>
<td>even though</td>
</tr>
<tr>
<td>on the other hand</td>
<td></td>
<td>while</td>
</tr>
<tr>
<td></td>
<td></td>
<td>whereas</td>
</tr>
</tbody>
</table>

In articles, all of the above contrast structure words and phrases play important parts. If any reader misses or misunderstands the above expressions, he or she may find it hard to get what the writer says, so in reading class teachers should always point out that words after “however” are the important points which express the writer’s real opinion or view. For example, “Millions of people go on diets every year; however, very few succeed in losing weight.” In this example, “very few succeed in losing weight” reveals the writer’s main point. “Millions of people go on diets every year” is only a general introduction to the topic, and the latter half is the writer’s main point. From this angle, we know the importance of “contrast words.” Consequently, the practice of contrast words is vital in reading and writing.

The following graphic organizers are offered for teachers’ reference.

Note: The following is a useful website with various kinds of graphic organizers.
(http://www.enchantedlearning.com/graphicorganizers/)

E. The focus of the teaching

★ The focus of this lesson plan is from sentential level to paragraph
To develop a knowledge of English grammar and syntax
To focus on accuracy and correctness of sentences
To write about familiar topics and work from the model (this lesson)
To learn more explicitly about paragraph construction
Strategies used in teaching this lesson:
Outlining, summarizing, repetition, error analysis

III. Bridging Practice to Writing

A. Lesson Plan

1. Reading

Directions:
Have students read the lesson aloud, one student per paragraph. Afterwards, comment on the errors made paragraph by paragraph.

Review the reading, paragraph by paragraph, focusing on vocabulary and recently or previously taught grammatical patterns. Invite students to give synonyms, antonyms, and homonyms (by spelling them aloud) for selected words. Provide additional vocabulary or interesting background as time permits.

Ask reading comprehension questions, whether already in the book or self-prepared. Do not focus only on “test” questions; try to involve students in discussion questions whenever possible. (See Appendix 1)

Mini-dialogues. In pairs, have students create their own three- or four-rejoinder dialogues (one or two lines for each speaker) about any topic concerned with the weather. Have the teams stand in front of the class to deliver their dialogues. They may read their lines, but encourage them to memorize as much as possible. This may also be used as a homework assignment rather than in-class exercise depending on the level and number of students.

2. The use of Graphic Organizers as Concept Mapping:

After the above reading training, outlining training is vital in reading class, which will be interrelated with writing skills. This training can be more effective for senior high students by using graphic organizers.

Directions:
Ask students to fill in the main idea of each paragraph in the following graphic organizer. After filling in the main ideas, ask students to point out which two paragraphs are contrasted to each other.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Paragraph</td>
<td></td>
</tr>
<tr>
<td>2nd Paragraph</td>
<td></td>
</tr>
<tr>
<td>3rd Paragraph</td>
<td></td>
</tr>
<tr>
<td>4th Paragraph</td>
<td></td>
</tr>
<tr>
<td>5th Paragraph</td>
<td></td>
</tr>
</tbody>
</table>
6th Paragraph

7th Paragraph

(Suggested answers)

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Paragraph</td>
<td>Introduction: People talk a lot about weather, but it is hard to be changed.</td>
</tr>
<tr>
<td>2nd Paragraph</td>
<td>Weather affects mood negatively.</td>
</tr>
<tr>
<td>3rd Paragraph</td>
<td>Weather affects mood positively.</td>
</tr>
<tr>
<td>4th Paragraph</td>
<td>Weather affects intelligence positively.</td>
</tr>
<tr>
<td>5th Paragraph</td>
<td>Weather affects intelligence negatively.</td>
</tr>
<tr>
<td>6th Paragraph</td>
<td>Weather affects feeling.</td>
</tr>
<tr>
<td>7th Paragraph</td>
<td>Conclusion: Weather is hard to change, but people expect good weather.</td>
</tr>
</tbody>
</table>

3. Special teaching points

While doing this research, students made some mistakes in the use of “on the other hand” and “in contrast/on the contrary.” There is a need to make these two expressions clear. (See Appendix 2.)

4 Brainstorming on contrast mapping

★ Sentences with contrast words

Directions: Write “I want to talk with Amy but __________.” Ask the whole class to brainstorm on this sentence to finish it. Have students separate into groups with 4~6 students. Ask them to write sentences with contrast words such as “but,” “however,” “in contrast,” “on the other hand,” etc. Then ask each group to put the most interesting sentences on the board to discuss with the rest of the groups.

★ Paragraphs with contrast words

Directions: Have students read the following paragraph and then ask them for group discussion and fill in the following graphic organizer.

Living in a city has some advantages and disadvantages. One advantage is that cities offer many interesting places, like theaters, museums, and parks. There are very few of these in the countryside. For another, cities usually have more and better schools to choose from. Small towns have few schools to choose from. Cities also offer a very interesting night life. Karaoke, KTVs, dance halls, bars, and restaurants are numerous in cities whereas there are very few of them in the country. On the other hand, cities have some disadvantages. Probably the biggest problem is traffic. There are too many...
cars but not enough places to park them. Traffic is seldom a problem in small towns. Another disadvantage to city living is air pollution. Too many cars and factories produce too much bad air in cities, but the countryside always has fresh air. Finally crime makes living in cities sometimes dangerous. Though small towns have crime, too, they have much less of it. We can see that cities have both good and bad sides.

Directions: Next, again go to this lesson they are learning. Instill the basic ideas of graphic organizers into students and ask them to analyze this lesson by using graphic organizers formed or created by themselves, either in groups or individually.

Student sample 1:

**Weather: Predictable ways**

<table>
<thead>
<tr>
<th>Good influence</th>
<th>Bad influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Student sample 2:

**Topic: Weather impacts**

- mood
  - Happiness, optimism, friendliness and willingness
  - aggressiveness

- intelligence
  - High scores
  - Lower intelligence

- feeling
  - Relaxation
  - forgetfulness
B. Error Analysis

To get rid of Chinese English and typical Chinese students’ grammatical errors, the use of error analysis is a good tool to use. Pointing out typical Chinese students’ English errors and practicing their corrections can be systematic ways of teaching writing.

To improve first-year students’ writing, besides writing modeled after the text, there is a need for students to write freely by using English journals. Through a journal, this researcher picked out some common errors students made. The errors were in two general groups: first language transfer and grammatical errors.

After answering students’ D.J.s, this researcher found some typical errors listed below as a guide for students to practice correct usage first. This kind of practice is based on the sentential level. (See Appendix 3)

After listing the common errors the students made, this researcher gave students in-class error-correction practice abased on the list. The students were asked to make one sentence orally. (For example: not “I very like English” but “I really like English,” so every student made one sentence like “I really like Pearl….). Usually, it took less than 4 minutes to give each student (total: 50) a chance to speak. After practicing 10 usages on the list, the students were given a translation practice with 10 sentences based on the practiced 10 usages.

【Explanation】
1. Every week pick 5~8 students in each class to teach them face to face in order to correct their errors. While correcting, mark those DJ books that need to have a face-to-face talk with the student writers.
2. Teacher’s feedback should be relaxed and should be colloquial. (For example: Student: I like to nip my best friend’s face. Teacher’s feedback: I want to have the same experience as you have. Ha!)

Writing Practice

1. Translation

The following translation practice is based on the above errors. For getting rid of students’ errors, the following Translation 1 (See Appendix 3) is prepared. Translation 2 is prepared to find out whether after Translation 1 they make progress.

These two translations are based on the same ten errors they made but with
different content.

The following figures are the comparison between the Questions 5 of both Translation 1 and Translation 2 to see whether students improved their English or not based on the correct use of “easy” and the incorrect use of “an easy thing”.

<table>
<thead>
<tr>
<th>Classes: E1-1 (E1-2)</th>
<th>Q 5: Correct (easy)</th>
<th>Q 5:Wrong (an easy thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation 1</td>
<td>25%(40%)</td>
<td>65%(60%)</td>
</tr>
<tr>
<td>Translation 2</td>
<td>84% (98%)</td>
<td>16% (2%)</td>
</tr>
</tbody>
</table>

From this chart, the students’ improvement can be clearly seen. The rest of the errors listed in Appendix 5 were tested like these two translation questions. This research tells us that students can improve their English writing using this kind of training. Of course, their errors might reappear, but after constant training, at the end almost all their errors will disappear.

2. Paragraph Practice

A summary of the lesson from 2nd, 3rd, 4th, 5th, and 6th paragraphs. Based on learners’ English proficiency level, the following example can be a cloze test to test learners’ understanding of the text taught or a summary writing activity.

The following Cloze test was given after reading this lesson. The lesson was taught and lasted for two hours only. The main lecture focused on the general idea of the text by using graphic organizers. Grammar was not the teaching point, but the use of contrast words was. Consequently, the focus of the following test is on contrast words and coordinators.

**Cloze: Choose the best answer for each question.**

Most of us react to the weather in predictable ways. Stormy weather causes many people to feel blue. __1__, people feel happy and optimistic on a sunny day. However, when the weather is too hot, some people become more aggressive. Besides __2__, the weather can also affect intelligence. A scientific study showed that the IQ scores of a group of undergraduates __3__ very high during a hurricane. __4__, very hot weather can lower intelligence. __5__, air pressure also affects the way people feel. Low air pressure makes many of us feel relaxed.

1. (A) In contrast (B) Similarly (C) Likewise (D) At the same time
2. (A) intelligence (B) happiness (C) mood (D) aggression
3. (A) are (B) is (C) were (D) was
4. (A) On one hand (B) Besides (C) In hand (D) However
5. (A) However (B) In addition (C) Because of (D) But

Question 6: Based on this cloze, how many predictable ways are mentioned?
(Answer: There are three predictable ways.)

Explanation:
The questions like Q 6 may train learners’ critical thinking in order to help them to write more logically later on.

| Classes: Applied English 1-1 (Applied English 1-2) |
|-----------------------------------|----------------|
| **Question No.**                  | **Correct No.** | **Percentage** |
| 1st question                      | 41 (42)         | 87% (89%)      | Both classes have the same number of students. |
| 2nd question                      | 7 (20)          | 15% (43%)      |
| 3rd question                      | 15 (16)         | 32% (34%)      |
| 4th question                      | 12 (17)         | 26% (36%)      |
| 5th question                      | 30 (29)         | 64% (62%)      |
| 6th question                      | 27 (15)         | 57% (32%)      |

3. Paragraph Writing Practice

**Directions:** To encourage their writing, students were given an interesting paragraph (See Appendix 4) and asked to imitate the organization of the paragraph to write an article of their own. Students kept the frame of the paragraph assigned by this researcher, but they chose their own topics and filled in the blanks of the following paragraph frame. Each blank could be filled with as many words as they wanted.

IV. Students’ Works

The following examples are students’ original works. Their errors haven’t been corrected yet. The student writers tried to use words of contrast to finish their writing homework. They chose their own topic, and the length of the writing was also based on their own ability and free will. The purpose of the writing homework is to use words of contrast in their paragraph writing. Some higher-achievers used multi-paragraph writing style; other lower-achievers used only one paragraph.

❖ Student’s Example 1 (good example)

So you like singing songs? Are you feel happy when you're singing songs? I think most people enjoy singing songs very much. It not only can let you relax in your free time, but also can make you beautific when you are in a bad mood.
But do you know why somebody doesn’t love sing songs.

Some people have the born music talent. When they hear the melody from the music, they could also sing the same melody from their mouth. However, some people don’t have good music talent. They may need to practice a lot when they sing an easy song, or their pitch will not be true in the melody of the music. It is a hard thing, that is why some people hate singing songs even if it can make them happy.

Except (Besides) having music talent, people all should use correct ways to singing songs. Some people will use their belly to make the sound. So they can sing the song easily and never feel so tired. In contrast, fool people will always use their throat to sing a song. If they want to sing a high key, they have to press their throat. So they will feel tired and sore throat after using a wrong way to sing the song. In fact, they won’t sing anymore soon.

Those two reasons are not enough to point why some people really don’t like to sing the song. The main cause is because they think that they don’t have pretty or clear tone. And they will feel their voice is bad. A bad voice can’t sing a great song. It is not true. A-du, for example, is a famous singer who always sings the touching songs. His voice is creaky. He also doesn’t have an excellent voice. But we all know that is his style, and we all love his voice very much.

Singing songs could be your favorite hobby. No matter whether you can sing very well or not. Just have some confidence by yourself and never give up. You can sing the song with your friend in KTV, or even you want to sing songs to everybody all over the world. Remember, last but not the least, singing songs really can make our heart full with the love.

【Teacher’s Comment】

The structure and rhetorical devices used in this short essay are quite good. Asking rhetorical questions in the first paragraph not only introduces the topic of singing but also provides readers with “food for thought,” preparing them for further discussion.

The examples given as support are familiar to most readers. They are also in the form of useful advice, something every reader can relate to and appreciate. Finally, the concluding paragraph not only reviews the topic, singing, but also even offers encouragement to share the writer’s enthusiasm for singing.

Obviously, there are many mechanical errors throughout the piece; however, it is both easy and interesting to read. Mechanical errors can be attended to through rewriting exercises and training. The spirit of the writer
cannot be reproduced. Teachers should not discourage students from writing simply because they make errors. Every teacher should remember that even native writers make occasional errors in language production. What is most important in the teaching of writing/composition is the encouragement given to students to express themselves in the medium of writing.

✦ Student's Example 2:

I like surfing the Net. The Net has a lot of information. This information can let me learn a lot. Some information are good for us, but some are bad for us.

We can pick the good to learn; however, some bad guy not think so. They like bad information and learn it.

However, the Net way begins management now. So the child surfs the Internet all right heartily. He or she will not be afraid. It is so good that information been influenced.

【Teacher's Comment】

The structure of this short essay is not clear. A more forceful thesis statement, such as “The internet provides both positive and negative information so we must be careful when surfing” would strengthen the organization of the (contrast) development and conclusion. The examples are neither enough nor clear. Finally, there is no concluding paragraph to tie up the previous discussion. Teachers should work more with students so they understand the purpose, not only the structure, of an introductory paragraph, one with a clear thesis, a well-ordered development with ample examples, and a conclusion which provides both a summary and appeal to the readers to care about the topic.

✦ Student's Example 3:

In the public society, everybody likes to eat fast-food because everybody is busy and lazy. They are like convenience food and not to think hard.

Instant noodles is very convenience. You just have prepare hot water, chopsticks and if you want to eat healthy food, you can bring some vegetables, eggs or meat.

In contrast, it is bad to other health and body because it have one thing that it can not make your food to be sour, that thing is bad for our healthy. It can turn to be a mummy, and it can make you not hair. It is so terrible.

Finally it is convenience but terrible. It can’t eat too much, just eat a little, but eat healthy food is good to my healthy.

【Teacher's Comment】
This essay is poorly written on several counts. First, the extremely weak grammar and syntax (global errors) are so severe that they often interfere with understanding the writer's intention. Second, there is a paucity of support examples—only one for each supposed contrast. Next, the introductory paragraph does not clearly set out what the writer hopes to attempt to say. A clear statement of purpose (thesis) is missing here, in this case, one which will show that the writer hopes to contrast the convenience of fast food with its deleterious effects on health.

V. Conclusion and Suggestions

Writing practice modeled after reading is worthy of attention by teachers and students as well. There is always a good and helpful example offering a certain writing mode for students to follow and practice in each lesson in their textbooks. This reading-writing connection is a sure way to make input (reading) to output (writing) a rather successful study.

The advantages of this research are as follows. First, the students didn't feel too much stress while writing. In the writing process, they might come back to read the text off and on as a trusted example. Second, through writing D.J. first-year students were recycling words they had learned in junior high; meanwhile, they were practicing new writing modes. This means they reviewed old materials and practiced new materials at the same time. Third, the students had a goal (an assigned mode) to achieve as a target for writing; in addition, because they were simultaneously working in the familiar mode of D.J. free writing, they were more relaxed, allowing them to learn new skills doing a familiar task. Finally, the correction of grammatical errors was mostly through oral practice, which showed great success in this research. Students could get rid of boring lectures in class. If the students made any mistake orally already covered by this researcher, the other students pointed it out immediately. This kind of “oral peer editing” was confirmation of the efficacy of the research method.

However, some things still need to be worked on. The retelling of the story or the rewriting of the story in the students' own words wasn't practiced in this research. Besides, the common grammatical error list was not complete enough. There are still some common errors which need to be added.

All in all, the reading-writing connection method is worth English teachers' efforts. The more teachers dig into it, the more they will feel it beneficial to students. This researcher sincerely hopes senior high school teachers may join hands to work on the teaching method of reading-writing connection and to
share their findings with the rest of the English teachers here in Taiwan and to make this research supported by the Ministry of Education worthwhile.

Appendixes

Appendix 1:
(1) Which season has the best weather in Taipei? Why do you think so?
(2) Is Taipei’s weather really changeable?
(3) Can you remember a day recently when we had very changeable weather?
(4) Were you ever caught outside in the rain without an umbrella? What did you do?
(5) Who is your favorite Chinese author/novelist?
(6) Which book have you read by him/her?
(7) What did you like or not like about the book?
Examples of “on the one/other hand” and “on the contrary”

Appendix 2
Fowler in his *Modern English Usage* distinguishes the phrases “on the one hand/on the other (hand)” and “on the contrary” in the following ways. “On the one hand” is used to list the first of a pair of “two contrasted sides of a subject, circumstances…points of view.” The second of the pair is usually introduced by “on the other hand.” Note the following examples:

I should finish writing my essay tonight; on the other (hand), I’d really like to go to see a movie.

On the one hand, taking public transportation reduces air pollution; on the other, driving one’s own car is very convenient.

On the one hand, I’d love to have a piece of cake; on the other hand, I’m supposed to be on a diet.

I’ve always wanted to ask Mary out, on the one hand, but, on the other, her boyfriend is David, my best friend.

Workers are easy to find, on the one hand; good workers are difficult to find, on the other.

Note the variety of grammatical constructions in which this phrase(s) can occur: as a purely introductory adverbial phrase, as a transitional phrase, and as an adverbial phrase placed in a medial or final position.
The phrase “on the contrary” is used in “intensifying a denial of what has just been stated or implied.” Thus, only statements in opposition can properly be introduced with “on the contrary,” unlike “on the one/other hand,” which introduces a different (not contrasting) point of view. Compare the following examples with those above.

The weatherman said it would rain; on the contrary, it turned out to be a beautiful day.

I expected my new boss to be mean and strict; on the contrary, he is very kind and thoughtful.

We thought our team would easily win the game; on the contrary, we lost terribly.

Bill told me that learning to swim is easy; on the contrary; I still can’t swim across the pool.

Appendix 3
Native language transfer
1. (X) I very like English
   (Formal) I like English very much.
   (Colloquial) I really like English.
   (Colloquial) I like English a lot.
   (Everyday language: I met Anna for a jog around he lake tonight. She was really excited because she met a really hot guy on Saturday night and he called her today to ask her out. As she was talking, I racked my brain but I could not remember him at all.)

2. (X) I like flower.
   (O) I like flowers.
   (O) I am like my mother. (See the different between “like” and “be like”)

3. (X) It is an easy thing.
   (O) It is easy.
   (Colloquial) It’s ABC.
   (Colloquial) It’s a piece of cake.
   (Colloquial) It’s duck soup.
   (Colloquial) It’s a breeze.
   (Colloquial) It’s a cinch.

4. (X) I will with my mom go shopping.
   (O) I will go shopping with my mom.
   (O) My mom and I will go shopping.
(Colloquial) Me and my mom will go shopping.

5. (X) I feel this thing boring.
   (Formal) I feel it boring.
   (O) It's boring.

6. (X) My dog last week dead.
   (O) My dog died last week.

7. (X) Ice-skating is excited to play.
   (O) Ice-skating is exciting.
   (O) Ice-skating is an exciting sport.

8. (X) After take a picture, Sam use CD burner to burn a CD.
   (O) After taking a picture, Sam used a CD burner to burn it into a CD.
   (O) After Sam took a picture, he used a CD burner to burn it into a CD.

9. (X) She didn’t forget everyone.
   (O) She misses everyone.

10. (X) Everybody is happy, the teacher feels so sweet.
    (O) All the students are happy, and the teacher feels so happy too.
    (O) Everybody, including the teacher, feel happy.
    (Note: The two correct sentences have slight different meanings.)

11. (X) This is my first time to use English to write.
    (O) This is the first time that I write in English.

12. (X) It made me can't talk.
    (O) It made it hard for me to talk.

13. (X) My reading was not passed.
    (O) I didn’t pass my reading course.

14. (X) Happy every day is good for us.
    (O) It is good for us to be happy every day.

15. (X) Everyone all have their own style.
    (O) Everyone has his or her own style.

16. (X) We together go to toilet.
    (O) We go to the toilet together.

17. (X) Studying English is a happy thing.
    (O) Studying English makes me happy.

18. (X) Today is very tired.
    (O) Today I feel tired.

19. (X) My mom takes my family to go out.
    (O) My mom takes us out.

20. (X) Have a lot of guest come to our school.
    (O) There are a lot of guests visiting our school.
21. (X) We played too late.  
   (O) We played too late, so we got home too late.  
   (O) We went home too late.  
22. (X) This class let me can’t stay.  
   (O) This class drives me crazy, so I can’t stay anymore.  
23. (X) Coffee can’t drink too much.  
   (O) We shouldn’t drink too much coffee.  
24. (X) This is newspapers say.  
   (O) This is a newspaper report.  
25. (X) Everyone all love to watch baseball games.  
   (O) Everyone loves to watch baseball games.  
26. (X) One day morning….  
   (O) One morning,…

Grammatical errors and wrong use of words:  
1. (X) I got many gifts. I was so exciting.  
   (O) I got many gifts. I was so excited.  
2. (X) My dog last week dead.  
   (O) My dog died last week.  
3. (X) Climb the mountain is good for your health.  
   (OK) Climbing mountains is good for your health.  
   (OK) Mountain climbing is good for your health.  
4. (X) I don’t like stay at home.  
   (O) I don’t like to stay at home.  
5. (X) This movie let me feel bored.  
   (O) This movie made me feel bored.  
6. I feel bored. Because I can’t play computer games.  
   (O) I feel bored because I can’t play computer games.  
7. (X) Although…but….  
   (O) Although S. V….., S. V…..  
   (O) S. V…, but S. V….  
8. (X) We should be a good student.  
   (O) We should be good students.  
9. (X) I study hard than before.  
   (O) I study harder than before.  
10. (X) I wish I can enter the university.  
    (O) I hope I can enter the university.  
11. (X) He always let me laugh, so he is interested.
(O) He always makes me laugh. He is really interesting.
12. (O) I'll go mountain climbing next week with my friends. （利用器材登山）
   (O) I'll go mountain hiking next week with my friends. （徒步登山）
13. (X) I am interested in study English and play the piano.
   (O) I am interested in studying English and playing the piano.
14. (X) There are so much classmates.
   (O) There are so many classmates.
15. (X) Go to school is fun.
   (O) Going to school is fun.
16. (X) I like beautiful girl very much.
   (O) I like beautiful girls very much.
17. (X) Because we have some problems.
   (O) We need to talk with our teacher because we have some problems.
18. (X) I will join night class with everybody.
   (O) I will take an evening class with everybody.
19. (X) She like me.
   (O) She likes me.
20. (X) James is a good people.
   (O) James is a good person.
21. (X) We had a big family reunion together.
   (O) We had a big family reunion.
22. (The different usages of “for example” and “such as.”)
23. (X) Reading this book is interested.
   (O) Reading this book is interesting.
24. 狗是人類忠實的朋友。
   (X) Dog is faithful animal.
   (OK) A dog is a faithful animal.
   (Better) The dog is a faithful animal.
   Dogs are faithful animals.
   I like the dog. 我喜歡這隻狗。
   I like dogs. 我喜歡狗。

The following are the students’ Dialogue Journal (DJ writing)
(1) Dear Pearl,
   We have the class of toastmaster today. It is fun and I can learn lots of things about speaking. We had to recite timer’s report and voter counter’s report. At first, it is really difficult for me because I don’t like to recite. Five minutes later, I can recite it very well. It isn’t difficult at all. Although I think
I can’t be a Toastmaster very well, I will practice harder and harder until that I will not be nervous at all.维文

Hi, Vivian, I’m so happy that you like it. Let’s keep learning like this! Pearl

(2) Dear Pearl,

Yesterday, Toastmasters Club was really good. Everyone was really happy because we did it pretty well.

Yesterday our Toastmaster of the meeting was Tim. He was really good. I think so, and joke teller, Eric, was also very good. Though he spoke dirty words, it was OK. When he finished his joke, everyone laugh loudly, and those guests laughed loudly, too. Yesterday was really good!!

Hi, Brian, all the teachers were so proud of you. Good to know that you did a good job.

(3) Dear Pearl,

In PE class, I feel really bored so I don’t know what I can do. I always take a break, and talk to anyone. I hate to do exercise because I feel the perspiration is very bad, and smell is very bad. I hope the PE class time can be shorter than now. However, in PE class, I can talk with my friends and make some new friends. This is great!

Hi, Bob, you are telling the truth. However, you should try to exercise a little bit.

Pearl

Appendix 4

Excerpt from Helen Keller’s *Three Days to See*

...I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In the spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter’s sleep. I feel the delightful, velvety texture of a flower, and discover its remarkable convolutions; and something of the miracle of Nature is revealed to me. Occasionally, if I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song. I am delighted to have the cool waters of a brook rush through my open fingers. To me a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug. To me the pageant of seasons is a thrilling and unending drama, the action of which streams through my finger tips.
The frame of the above paragraph:

I feel _______________. I (pass) _______________________. In ____, I touch __________ hopefully in search of _______. In the first____. Occasionally, if I am very ________, I place______. I am delighted to______. To me, ________ is more welcome than ________________.

Students’ imitation writing:

Student 1:

I feel the sticky dankness of her nose. I pass my lips lovingly about the smooth skin of her cheeks or the unspotted palms of her hands. I stare at her eyes hopefully in search of the fascination, the only sign of a laughing new born after her tearful eyes. Occasionally, if I am very fortunate, I place my fingers gently on her lips and felt the happy quiver of a baby in full sucking. I am delighted to have the soft warm body of a baby in my arms. To me, a pure facial expression of a new born or a child is more welcome than a "pearl."

(Note: Pearl, this researcher, is the writer’s English teacher.)

Student 2:

I feel the desolate chill of a body. I pass my hands lovingly about the pretty nose on her pale face, and the soft hair. At night, I touch her body hopefully in search of a breath, the only sign of awakening Sally after her lonely sleep. Occasionally, if I am very sorrowful, I place my hand gently on her tender wrist and feel the happy quiver of her heartbeat. I am delighted to have the delicate sense of her movement from her long sleep. To me, the delight of her resurrection is more welcome than the Crown of the world.

Student 3:

I feel the delicate symmetry of my motorcycle. I pass my hands softly about the smooth outside of the fuel tank, or the rough tires of it. On holidays, I ride my motorcycle feverishly in search of the other riders like me. This is the first thing that I want to do on holidays. Occasionally, if I am very fortunate, I will meet with them. I place my hands gently on the handles and feel the violent quiver of the engine. I am delighted to have the cool wind brush on my face. To me, a smooth asphalt road is more welcome than the lush carpet of spongy grass.
Student 4:
    I feel the taste of the fried chicken. I pass my hands lovingly about the fat drumsticks, or the thin feet of the chicken. In hunger, I touch the body of the chicken in search of a place, the first part of my eating. Occasionally, if I am very fortunate, I place my nose gently above a small piece of met and feel the delicious sense of a fried chicken. I am delighted to have the hot soup through my mouth into my stomach. To me, a delicious food is more welcome than the most luxurious Chinese banquet.

Appendix 5
Translation 1:
1. 我和我媽媽去買菜。(I go to the market with my mom.)
2. Jack 非常喜歡 Mary。(Jack likes Mary.)
3. 玩電腦遊戲很有趣。(Playing computer games is fun.)
4. 我姊姊喜歡花。(My sister likes flowers.)
5. 煮飯是簡單的一件事。(Cooking is easy.)
6. 他不喜歡吃薯條。(I don’t like to eat French fries.)
7. 運動對你的身體有益。(Exercising is good for your body.)
8. 雖然我很忙，但是我很快樂。(Though I am busy, I am very happy.)
9. 每個人都很認真唸書。(Everyone studies hard.)
10. James 是一個好人。(James is a good person.)

Translation 2:
1. 看漫畫很有意思。(Reading comic strips is fun.)
2. 雖然下雨，但是他還是上街購物。(Though it was raining, I went shopping.)
3. Pearl 喜歡帥的男人。(Pearl likes handsome men.)
4. Tracy 和她弟弟去看電影。(Tracy and her brother went to see a movie.)
5. 打掃屋子是簡單的一件事。(Cleaning the house is easy.)
6. 我哥哥很喜歡看電影。(My brother likes to see movies.)
7. 運動對你的身體有益。(Exercising is good for your health.)
8. 我像我爸爸。(I am like my father.)
9. 薯條是垃圾食物。(French fries are junk food.)
10. 露營是一件很興奮的事情。(Camping is very exciting.)