What are the merits of reading?
Why do we read?
In the EFL classroom, what does reading mean to students?
Reading

- As a means of exploring new information and cultures
- Deep thoughts
- Inquiry
- Discussion
- Criticism
- Acquire insight & enlightenment
The Subject

- the 10th graders, in the Science Talented Class
Teaching Strategies

- Writing—Lesson Nine
- Oral presentation---Lesson Twelve
Intensive reading

- B2 Lesson Nine:
  The “Hero” Called Frankenstein

- B2 Lesson Twelve:
  Sharing Light Around the Globe
  ----Sanmin version
Writing—Lesson Nine

- writing is a good tool to lead students to deeper thinking
- small-group discussion
- mind mapping
- inquiry
- write—summary, story retelling, and expository writing
Oral presentation

- Reader’s Theater
- to keep reading enjoyable
- to enhance their comprehension and thinking
All the lesson plan contains eight stages:

1. The graphic organizer
2. Chain of events—serial pictures
3. Summary
4. Questions for discussion
5. Changing point of view to retell the story
6. Expository writing
7. Reader’s theater
8. Descriptive feedback
Strategies for teaching writing and evaluation

- Descriptive, narrative, and expository writing forms
- *Effective Ways of Grading Students' Writing* (English Education Resource Center)
Formative assessment

- Ss are clear about the learning goals and criteria for success
- Ss evaluate their own work and their partner’s work, which makes them more self-aware.
checklists and criteria

- not to grade their performance, but to help them make improvement
- help T & Ss make adjustments
Introduction:

__________’s _________ has been called the first work of science fiction. Because of it, many popular ______ ______ were created.

beginning

The hero was an ________, exploring the secret about ______ ________ in order to create a ________

middle & climax

The monster looked ________, ________, so no one liked him. Out of ________ he killed Frankenstein’s brother. The monster asked Frankenstein to create a ________ for him and Frankenstein agreed. But later he reneged, fearing the two might ________. The monster killed Frankenstein’s wife and best friend ________.

end

Frankenstein went all the way to the ________ to kill the monster, but in vain. The monster ________

Conclusion:

Frankenstein ______ the monster’s name. Maybe for many people, _________ is the real monster.
1. Graphic Organizer

**Directions:**

- Students fill in the graphic organizer according to the reading selection and try to find out the key words.
Chain of Events

Draw the pictures in the squares below and write down the key sentences to show the development of the story Frankenstein.
2. Chain of Events—serial pictures

**Directions:**

- Students are divided into small groups of two. They themselves assign different jobs such as drawing, figure out outline words.
Frankenstein discovered the secret of life. He started to collect bodies and desired to make a human being.

Frankenstein's creature came to life. However, it was really a monster.

Frankenstein ran away in horror, then the monster's hatred grew and killed his brother.

The monster asked Frankenstein to make a female one for him. However, he destroyed the half-finished creature. Then, his wife and friend were killed by the monster.

Frankenstein wanted to kill the monster and followed it to the North Pole, but he died without success. The monster disappeared forever.

Class: 118
No.: 18, 19
Name: 林政毅
Claim of Events
Draw pictures in the squares below and write down the key sentences to show the development of the story Frankenstein.

The character & the setting
The scientist was crazy at exploring the secrets in order to create a human being.

The creature
Frankenstein was created by the scientist. Its appearance scared all the people away.

What happened?
The monster was mad and then he killed Frankenstein’s brother, wife, and friend.
The scientist followed the monster to the North Pole to kill him.

Then North Pole

The outcome

June 3

Frankenstein died because of the cold weather. Then the monster disappeared without seront.

Chain of Events
beginning middle end
character & setting development & a problem occurring the problem solved or unsolved

Class 110
No. 23 24 25
Name: [signature]

June 3
3. Summary

- Use their words
- Change the phrases
- Add an opening and ending
- Word limit---150
- Condense an article
3. Summary

Directions:

1. Students write a summary individually.
2. Students correct their own grammatical errors and check the self-evaluation list.
3. Students exchange their work with their partners, correct the errors and check the peer evaluation list for their partners.
The Summary of the Reading Selection

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Transitions for reference:

時間：now, at present, for the time being; then, later, afterwards; at the same time, in the meantime, meanwhile; lately, recently; when, while, before, after, until; since, from then on; at last, in the end, finally, eventually, in the long run

結果：hence, thus, therefore, consequently, as a result, as a consequence, for this reason, because of this

轉折：however, nevertheless, despite, in spite of, though

比較、對照：instead, on the contrary, by contrast; while, whereas; compared with

結論：in brief, in short, to be brief, to be short; in a word, in sum, to sum up, in conclusion, on the whole
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are run on sentences avoided?</td>
</tr>
<tr>
<td>2.</td>
<td>Are sentence fragments avoided?</td>
</tr>
<tr>
<td>3.</td>
<td>Do subjects and verbs agree in number?</td>
</tr>
<tr>
<td>4.</td>
<td>Do pronouns agree with their antecedent in number?</td>
</tr>
<tr>
<td>5.</td>
<td>Is the voice consistent?</td>
</tr>
<tr>
<td>6.</td>
<td>Are the right verb tenses used?</td>
</tr>
<tr>
<td>7.</td>
<td>Are the used words precise and clear?</td>
</tr>
<tr>
<td>8.</td>
<td>Are the words spelled correctly?</td>
</tr>
<tr>
<td>9.</td>
<td>Is the punctuation used appropriately?</td>
</tr>
<tr>
<td>10.</td>
<td>Does the summary include an introduction, body and conclusion?</td>
</tr>
<tr>
<td>11.</td>
<td>Is the story narrated correctly? (according to the reading selection)</td>
</tr>
<tr>
<td>12.</td>
<td>Are proper connecting transitions used?</td>
</tr>
</tbody>
</table>
3. Summary

- Which parts would be essential & Which parts would be deleted
- Proper transitions
- An opening & ending
Mary Shelley’s *Frankenstein* has been called the first science fiction in the world.
Have you ever heard of *Frankenstein*? It is the first sci-fi which is written by a famous writer—Mary Shelley.
Do you like sci-fi movies? If you do like them, you must know Mary Shelley’s *Frankenstein*, a story about a scary creature.
4. Questions for Discussion

Questions for Discussion:

1. 

Ans.

2. 

Ans.

3. 

Ans.

4. 

Ans.

5. 

Ans.

6. 

Ans.
Descriptive writing

- Use sensory words to describe people, objects or places
4. Questions for Discussion

**Directions:**

Students work in pairs and raise questions, which includes 5W 1H questions and the “smarter” ones.

After the questions are raised, they have to try to answer the questions.
Questions for Discussion:

1. Why did horror grow in the monster's mind?
   Ans. He was not welcome anywhere.

2. Where did Frankenstein get dead bodies?
   Ans. He got them from graves and slaughterhouses.

3. Why did Frankenstein destroy the half-finished creature?
   Ans. He thought that the two might bear children frightened him.

4. Who died in this story?
   Ans. Frankenstein's brother, wife, his best friend and himself.

5. Who is the real killer of the people who died in this story?
   Ans. Frankenstein is actually the real killer. Because he is the one who created the monster and his enthusiasm for science lead to those misfortunes. Good! June 13

6. Why do we mistake "Frankenstein" as the monster's name?
   Ans. Because to many people think Frankenstein himself is the real monster. But I think maybe the monster which Frankenstein created is the evil in his heart.

Checklist:
☐ Yes the questions 1-4 help you clarify the confusion about the content?
☐ Do "smart" questions 5 & 6 inspire you to think further?
Questions for Discussion:

1. If many similar stories were told about Frankenstein, what happened to
   us?
   Ans. There are no sci-fi now. We have no chance to see
   many popular sci-fi movies.

2. Why did the creature
   be created?
   Ans. Because a crazy scientist
   found a secret about creating
   of life. He wanted to use dead
   bodies to create a human being.

3. Why the creature killed so many people?
   Ans. The creature was so giant
   and frightening that everyone
   ran away in horror when they
   came in contact with it.

4. What did the creature ask
   Frankenstein to create? Why?
   Ans. The female monster. Because
   no one wanted to make friends with
   the creature, he needed someone
   could be with him.

5. If Frankenstein created a
   really human being, he was
   successful. What could he
   be?
   Ans. He could do something evil
   like kill all the people in the
   world and become the earth's ruler.
   Because he could make dead bodies
   to bring back to life, he could reign
   over the world.

6. What could the creature
   do after Frankenstein died?
   Ans. Maybe he went to somewhere
   where no humans lived, and he could
   live with animals. No one would
   be scared.
   Maybe he could meet another
   monster and they could live a happy
   life.

Checklist:
- Do the questions 1-4 help you clarify the confusion about the content?
- Do "smart" questions 5 & 6 inspire you to think further?
Checklist:

- Do the questions 1-4 help you clarify the confusion about the content?
- Do the “smart” questions 5 & 6 inspire you to think further?
What made the monster kill Frankenstein’s brother?

Ans. It was the hatred that drove the monster to kill people. But why did the hatred grow in the monster’s mind? Wasn’t it caused by people’s being unwelcome? The monster did nothing wrong but had a terrible appearance that made him not welcome anywhere.
Where is the monster now? Is he immortal?

Ans. Though his body might be destroyed, his image will be long left in our mind. The tragedy of both Frankenstein and his monster will always remind us to respect life.
Why did the monster feel regret eventually after so much revenge it had done?

Ans. “Regret” symbolizes “humanity” in the story. Mary Shelley tried to convey a message that science should always be human.
5. Changing Point of View and Retelling the Story

- A third person point of view—
  an objective position
- A first person point of view—
  a subjective position
- Put oneself in another’s shoes
- Emotions & thoughts
5. Changing Point of View and Retelling the Story

Directions:

1. Students choose a character to narrate a whole story. They imagine themselves as the role they choose and try to add the character’s attitudes, emotions, even motives and thoughts.

2. Students correct their own grammatical errors and check the self-evaluation list.

3. Students exchange their work with their partners, correct the errors and check the peer evaluation list and criteria for their partners.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Do the details and plot follow the reading selection?</td>
</tr>
<tr>
<td>11.</td>
<td>Are some personal feelings, emotions and thoughts added?</td>
</tr>
</tbody>
</table>
Criteria

- Content
- Organization
- Grammar
- Spelling & word usage
- Conventions
Change point of view and retell the story

I: ___________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Transitions for reference:

時間：now, at present, for the time being; then, later, afterwards; at the same time, in the meantime, meanwhile; lately, recently; when, while, before, after, until; since, from then on; at last, in the end, finally, eventually, in the long run

結果：hence, thus, therefore, consequently, as a result, as a consequence, for this reason, because of this

轉折：however, nevertheless, despite, in spite of, though

比較、對照：instead, on the contrary, by contrast; while, whereas; compared with

結論：in brief, in short, to be brief, to be short; in a word, in sum, to sum up, in conclusion, on the whole
It’s so cold... I can no longer feel my limbs. The icy wind cuts my face like knives... What did I do to deserve this fate? I never meant to cause any disasters. All I had was passion for science, for my experiments, for the secret of life! Who knew the result of my work would be a monster?

The monster’s face was twisted, and he moved with ungraceful jolts and stops. I fled from my lab in terror when I saw him.

My monster escaped and killed my brother. Then, he came back to me, asking for another female monster. He promised me more deaths if I failed to make it. Thus, I began working on one but then decided to destroy it. Shortly after, the monster killed my wife and my best friend.

I was responsible for all of these disasters, so I was the one who should stop him! Finally, I followed him to the North Pole to destroy him. But I failed.

Now I shall die.
That was a dark night. I woke up. I didn’t remember anything even who I was. Then, I saw a man look at me in fright. When I tried to talk to him, he just ran away immediately. I didn’t know what happened, so I walked outside to ask for help.

However, nobody liked me! “Am I so ugly like that?” I thought. Hatred gradually grew in my mind. That drove me to murder the man’s brother because I thought it was he that made me like that. Afterwards, I felt so lonely that I wanted to have someone to love. I asked the man to create a female for me. Since he didn’t agree, I killed his wife and friend in revenge and then went to the North Pole.

Meanwhile, he followed me for the purpose of killing me. Nevertheless, he died from the cold. When I saw his dead body, to my surprise, I was really depressed. Maybe he was my only family! Thus, I stayed at the North Pole in regret and never hurt anyone till now....
Expository writing: Is Frankenstein Guilty?

Introduction

Opening sentence:

Thesis statement:

Body

Reason 1:

Supporting sentences:

Reason 2:

Supporting sentences:

Reason 3:

Supporting sentences:

Conclusion
6. Expository Writing

- Explain things, processes
- Express an idea, viewpoint
- Persuasive writing
6. Expository Writing

**Directions:**

- 1. Students discuss and debate on the topic to spark ideas.
- 2. Students choose a stand to finish the graphic organizer.
- 3. Students write a persuasive composition.
- 4. Students correct their own grammatical errors and check the self-evaluation list.
- 5. Students exchange their work with their partners, correct the errors and check the peer evaluation list and criteria for their partners.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Does the writing include an introduction, a body and a conclusion?</td>
</tr>
<tr>
<td>12.</td>
<td>Does the writing include a thesis statement that contains a clear stand?</td>
</tr>
<tr>
<td>13.</td>
<td>Are there three reasons in the body paragraph?</td>
</tr>
<tr>
<td>14.</td>
<td>Are there supporting sentences in the body paragraph?</td>
</tr>
<tr>
<td>15.</td>
<td>Does the concluding paragraph contain words and phrases that signal the end of the essay?</td>
</tr>
<tr>
<td>16.</td>
<td>Is the conclusion free of new ideas that are not mentioned previously?</td>
</tr>
</tbody>
</table>
Criteria

- In content, an excellent essay has an introduction, a body and a conclusion.
- The reasons are clear and convincing with logical development.
Is Frankenstein Guilty?
Transitions for reference:

列舉： in the first place, to begin with, first of all, first and foremost, for one thing...
  additionally, in addition, besides, second, secondly, for another...
  moreover, furthermore, what’s more, third, thirdly...
  last, last but not least, finally...

結果： hence, thus, therefore, consequently, as a result, as a consequence,
  for this reason, because of this

轉折： however, nevertheless, despite, in spite of, though

比較、對照： instead, on the contrary, by contrast; while, whereas;
  compared with

結論： in brief, in short, to be brief, to be short; in a word, in sum, to sum up,
  in conclusion, on the whole
Expository writing: Is Frankenstein Guilty?

Introduction

Opening sentence:

Thesis statement:

Body

Reason 1:

Supporting sentences:

Reason 2:

Supporting sentences:

Reason 3:

Supporting sentences:

Conclusion
Poor Frankenstein! Why do people always mistake you for the real monster? You are innocent!

In my point of view, Frankenstein is just a man who has a strong love for science and experiments. He never knew that he would make a deadly creature. All he wanted to do is to accomplish his dream. Is he wrong?

After so many miseries happened, he was not happy at all. He felt deeply depressed and remorseful, but he was not afraid to face the truth, even though he faced a monster who killed his wife and his best friend. He eventually made up his mind and did his best to kill it and ended this tragedy. Although he didn’t succeed, at least he tried, didn’t he?

From the above, I believe that Frankenstein is just an enthusiastic scientist with a really bad luck. He is not guilty at all!
Have you ever read the miserable story *Frankenstein*? If you ask me who should be blamed for all the disasters, my answer would be Frankenstein, the creator of the monster absolutely!

At the beginning of the story, he ignored the meaning of being a human and stole the apparatus from the dead. It was so unbelievable, and the thing like this would be immoral and never be accepted. But the biggest mistake he made was his attitude to the monster. The moment he ran away form the monster, the disasters were doomed to happen.

Frankenstein’s guilt wasn’t his enthusiastic heart for science. All tragedies happened because he did things without morality and prudent thinking, so he went the wrong ways again and again. “Look before you leap.” Maybe this saying would be the most important thing he should learn.
Checklists & Criteria

- Self evaluation
- Peer evaluation
- Keep students self-aware
7. Reader’s Theater

- a dramatic presentation of Lesson 12
7. Reader’s Theater

- No costumes, memorization, stage sets, props, or special lighting is required.

What a reader needs is a script, from which kids read out loud.
7. Reader’s Theater

- volume, pronunciation & articulation,
tone and emotions
- to imagine the characterization
- tempo, intonation, enunciation, pitch,
word grouping
7. Reader’s Theater

Positioning:
Have readers within views of all the audiences
Steps when assigning tasks

- cut the whole script into four sections
- students are divided into groups of ten
- 10 tasks in each group
- each group has to go over the whole article
1. Narrator 1 in charge of reading the first part of the aside
2. Narrator 2 in charge of reading the rest of the aside
3. Mrs. Lin
   & in charge of the dialogue in section 1
4. Paul

5. Amelie
   & in charge of the dialogue in section 2
6. Paul

7. Mr. Lin
   & in charge of the dialogue in section 3
8. Mrs. Lin

9. Paul (Mr. Lin)
   & in charge of the dialogues in section 4
10. Amelie (Mrs. Lin)
Awarding

- The best performance
- The best audiences & judges
outside reading

- Students comprehended it more & thought more profoundly.

❤️ The show time was impressive!
Descriptive feedback

What did I learn?

In what respects did this activity “Reader’s Theater” help me?

- A. Comprehension of the content:

- B. The presentation:
Descriptive feedback

What Did I Learn?

In what respects did this activity “Reader’s Theater” help me?
A. The comprehension of the content:
   Paul 大愛讓人很感動，犧牲自己去幫助更多的人！
   但以理我們也要努力不讓父母擔心。
B. The presentation:
   適當的抑揚頓挫，大小的聲控都可以
   從大家的表達練習習到！

What Did I Learn?

In what respects did this activity “Reader’s Theater” help me?
A. The comprehension of the content:
   通過多次閱讀及多次飾演背誦
   讓我
   對本課有更多理解，也對角色能深入
   他們的內心。
B. The presentation:
   語氣的語調、犧牲的表演、本性的顯露
   很棒的 experience～
Descriptive feedback

What Did I Learn?
In what respects did this activity “Reader’s Theater” help me?
A. The comprehension of the content:
   萬人不同的語言詮釋變化呈現不同意境。

B. The presentation:
   我喜歡這個活動！
   同學們彼此合作完成一件事，並學習對話地組，
   而我對自己的表現，則下次該注意何處。

What Did I Learn?
In what respects did this activity “Reader’s Theater” help me?
A. The comprehension of the content:
   德文名字不熟悉背景時，用英語描述角色，讓我能夠再接受
   劇中人物的情緒反應。

B. The presentation:
   要挑選自己表演或看他人表演，我都能加強語言的明
   晰表達。在準備時表現手法，旁人又現 明亮，也許下
   次可以換自己嘗試！
Conclusion

- to widen & deepen students’ intensive reading
- writing---tranquil
- oral presentation---dynamic

❤️ Reading becomes more interesting & beneficial.
❤️ Students’ reading abilities are enhanced.
Thank you very much!