The Journey of Lesson 7

The Woman That Never Dies (三民版 L7, B6)

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Introduction

I view this lesson plan as a journey because I want to experience teaching in a slightly different state of mind, involving the students into the team of “us” instead of “others” merely listening to my lecture. Following the prologue, the journey of Lesson 7 will be presented in details, including 4 chapters and Appendices. Chapter I provide the background information about the student participants and what we intend to achieve, while Chapter II will account for what we did during the journey, namely the lesson plan. Chapter III presents a thorough analysis of student feedback and students’ work of writing on using tones. Afterwards, Chapter IV involves suggestions for future teaching, while Chapter V is a reflection of this journey based on feedback given by part of my students and comments made by senior seed teachers, who participated in my presentation on April 15th.

Chapter I Background Information for L7 Journey

This short chapter intends to give a picture of the participants’ background, the goal, and objectives of this journey.

A. About student participants

As shown in Table 1, three classes of the 12th graders were involved in this journey, with the number of students ranging from 35~ 48. They successfully become a member of National Tainan Girls’ Senior High School because of their PR values > 93. Despite that, at least 6~7 students in each class fail the English subject in the monthly exam (below 60 in scores).

<table>
<thead>
<tr>
<th>1. Who accompanied me on the journey of Lesson 7</th>
<th>Class 309, Class 310, Class 314</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Background of the journey companions</td>
<td>Class 309 自然組二類 (6 periods per week), 35 students</td>
</tr>
<tr>
<td></td>
<td>Class 310 自然組三類 (5 periods per week), 48 students</td>
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<tr>
<td></td>
<td>Class 314 自然組三類 (5 periods per week), 44 students</td>
</tr>
</tbody>
</table>
Table 1: Background Information

<table>
<thead>
<tr>
<th>3. Days for the journey</th>
<th>February 19th ~ March 5th (模擬考 on Feb. 26~ 27)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Total time required for four main parts of the journey</td>
<td>8 periods (50 minutes for each)</td>
</tr>
<tr>
<td>A. Create background: 20 minutes</td>
<td></td>
</tr>
<tr>
<td>B. Teach new information: 180 minutes</td>
<td></td>
</tr>
<tr>
<td>C. Practice and personalization: 150 minutes</td>
<td></td>
</tr>
<tr>
<td>D. Application: 50 minutes</td>
<td></td>
</tr>
<tr>
<td>5. Teaching aids required</td>
<td>A. An overhead projector</td>
</tr>
<tr>
<td>B. A computer</td>
<td></td>
</tr>
<tr>
<td>C. Textbook (Lesson 7, B6)</td>
<td></td>
</tr>
<tr>
<td>D. Worksheets (1~8)</td>
<td></td>
</tr>
<tr>
<td>E. PowerPoint slides</td>
<td></td>
</tr>
<tr>
<td>6. Student level</td>
<td>PR Values: at least 93</td>
</tr>
</tbody>
</table>

B. Goal
In terms of the goal of this journey, I just bear a simple goal in my mind and this goal is fundamentally influenced by the majority of students. They may not be able to pay complete attention to English learning after the results of GAST came through on Feb. 14th, for they work their tail off in preparation for the admission to the desired universities. Thus, during the chaotic moment of learning and teaching, my goal is to have the students learn and review new information in Lesson 7 during the classroom time by using all kind of tasks.

Goal: The students learn and review new information in Lesson 7 during the classroom time.

C. Objectives
Living in the 21st century, people can enjoy better medical treatment to fight against diseases and thus have longer span of life. Behind this, a lot of people have contributed greatly to advances in medicine, whether she or he is a patient or the doctor/researcher. When a medical or scientific experiment is being undertaken, this would involve subjects or participants. Is issue of medical ethics being taken seriously for each research involving humans, since people are increasingly aware of the violation of human rights? Lesson 7, meant to help the students understand the importance of medical ethics and thus respect human rights, gives an account of how a black woman’s cancer cell plays a significant role in some of the modern medical advances, but no one ever asked for her family’s consent.

Thus, the issue of medical ethics is the theme to be learned. In addition to vocabulary and patterns in use, this lesson particularly pinpoints two important elements in comprehending a reading passage: an author’s tone and facts/opinions. It is essential that the students learn to identify these two elements because they can help students write better in some genres or unmistakably understand the author’s attitude or points of view in reading. Since most of the students in Class 310 and Class 314 will potentially take on the jobs related to the fields of medicine or biotechnology, this lesson may be more connected with their future career.
Therefore, after the lesson is completed, it is hoped that the students can:

- become aware of the issue of ethics.
- learn vocabulary through English definition instead of translation in Chinese.
- get the whole picture of the text through GO without depending on the teacher’s translation in Chinese.
- apply vocabulary and patterns in use skillfully to the task of writing at the end of this lesson.
- identify an author’s tone as well as distinguish an author’s opinions from facts.
Chapter II  What We Did During the Journey

Once the objective of Lesson 7 is decided on, I have to ponder how to lead the students to enjoy and appreciate the scenery on the way. Here is the procedure of what the students and I experienced during the journey: (A) Create background; (B) Teach new information; (C) Practice and personalization; and (D) Application.

A. Create Background  (Total time required: 20 minutes)
Activities at this stage aims to foreshadow what is to come in Lesson 7. This stage, which took twenty minutes, consists of three parts. Part I is an activity that asks students to match each picture with the correct description. These pictures, which show significant advances in medicine and science, are material provided in the textbook (P. 137, 三民版). Extending from Part I, I then asked the students of two questions. Finally, I shared personal experience of ethics examination when doing research in Australia. Thus,

Purpose of the aforementioned activities → To know Henrietta Lacks and ethics from HeLa cells

Part I. Matching

The following pictures show five important scientific and medical advances that HeLa cells have contributed to. Match each of them with the correct description (A, B, C, D, or E) listed below.

(A) Gene mapping: the creation of a genetic map which puts genes in order according to their patterns
(B) Chemotherapy: the treatment that uses chemical substances to weaken and destroy cancer cells in the human body
(C) In vitro fertilization: a laboratory process that mixes sperms (精子) with eggs in a petri dish to develop new life
(D) Polio vaccine: a substance that protects against a serious infectious disease of the nerves in the backbone, which often makes someone permanently unable to move particular muscles
(E) Cloning: a technology that makes an exact copy of an organism by taking a cell from this organism and developing this copy artificially.

**Part II. Questions**

Following the activity in Part I, I then asked the students the following questions:

**Q1.** Since a lot of people have contributed to advances in science and medicine, why HeLa cells, instead of any person, is mentioned here? Is HeLa a person’s name or anything else?

**Q2.** Please look at the picture. Who is the woman on the cover of the book entitled “The Immortal Life of Henrietta Lacks”? Is the book saying something about this woman? What will the author tell us in this book?

**Part III. Sharing personal experience of ethics examination**

Finally, I shared with the students my experience of going through ethics examination in Deakin University, Australia, where I was doing my PhD study. Here is my story and I also learned, at that time, how much they care about whether rights of the research subjects are protected because the researcher must not merely think of personal benefit. Thus, no coercion is constantly emphasized.

*In 2006, my PhD research involves questionnaire and focus group interview. To complete these two things will involve research participants. What the ethics examination committee concern is how I will recruit the participants, what I will ask on the questionnaire as well as in the focus group interview, and how I would conduct the focus group interview. The consent form to be signed by the research participants and questionnaire should be translated from Chinese into English, so that the committee can inspect the content. As soon as I passed the colloquium (oral defense for thesis proposal), I then started to prepare everything to be submitted to the ethics examination committee. Only when I am approved can I start my data collection in Taiwan. This is not what I was required to do in Taiwan, where I was doing my master research in 1994. And I don’t know if the approval of ethics examination is demanded now in Taiwan.*

**B. Teach new information** (Total time required: 180 minutes)

All the activities and tasks that are done aims to help the students learn new information, including the reading passage, vocabulary and grammatical patterns. Here is the reading passage in Lesson 7.
There’s a photo on my wall of a woman I’ve never met, its left corner torn and patched together with tape. It’s the late 1940s, and she hasn’t yet attained the age of thirty. Her light brown skin is smooth, and her eyes still young and playful. She is unaware of the tumor growing inside her—a tumor that would leave her five children motherless and that would also give rise to the evolution of medicine. Beneath the photo, a caption says this woman’s name is “Henrietta Lacks, Helen Lane, or Helen Larson.”

No one knows who took that picture, but it has appeared innumerable times in magazines and science textbooks, and on blogs and on laboratory walls. She’s usually identified as Helen Lane, but generally speaking, she has no name at all. She’s simply called HeLa, the code name given to the world’s first immortal human cells—her cells, cut from her cervix just months before she died.

Her real name is Henrietta Lacks.

I’ve spent years gazing at that photo, pondering what kind of life she led, what happened to her offspring, and what she would think about cells from her cervix living on forever—bought, sold, packaged, and shipped by the trillions to laboratories around the world. I’ve tried to imagine how she’d feel knowing that her cells went up in the first space missions to see what would happen to human cells in zero gravity, or that they helped with some of the most notable advances in medicine: the polio vaccine, chemotherapy, cloning, gene mapping, and in vitro fertilization. I’m pretty confident that she—like most of us—would be staggered to hear that there are now an infinite number of her cells growing in laboratories.

There’s no way of knowing exactly how many of Henrietta’s cells are alive today. One scientist estimates that if we could pile all HeLa cells ever grown onto a scale, they’d weigh more than 50 billion kilograms—an inconceivable number, given that an individual cell weighs almost nothing. Another scientist calculated that if we could lay all HeLa cells ever grown end-to-end, they’d wrap around the earth at least three times, spanning more than 350 million feet. In her prime, Henrietta herself stood only a bit over five feet tall.

Henrietta died in 1951 from a brutal case of cervical cancer. But before she expired, a surgeon took samples of her tumor and put them in a petri dish. Scientists had been trying to keep human cells alive in culture for decades, but they all eventually died. Henrietta’s were different: They reproduced an entire generation every twenty-four hours, and they never stopped. In this unprecedented development, they became the first immortal human cells ever grown in a laboratory.

Henrietta’s cells have now been living outside her body far longer than they ever lived inside it. If we go to almost any cell-culture lab in the world and open its freezers, we’ll probably find millions—if not billions—of Henrietta’s cells in small vials on ice.

Many people believe that HeLa cells have been one of the most important developments in medicine over the last hundred years. But frankly speaking, no one really knew much about this woman.
(9) Years later, I finally tracked down a few magazine articles from the seventies about her. *Ebony* quoted Henrietta’s husband, “All I remember is that she had this disease, and right after she died, they called me in the office wanting to get my permission to take a sample of some kind. I decided not to let them.” *Jet* said the family was angry—angry that Henrietta’s cells were being sold for twenty-five dollars a vial, and angry that articles had been published about the cells without their knowledge. It said, “Pounding in the back of their heads was a *gnawing* feeling that science and the press had taken advantage of them.”

(10) The articles all ran photos of Henrietta’s family. The caption said the family had learned just a few months earlier that Henrietta’s cells were still alive, *whereas* at that point, she’d been dead for twenty-five years. Then, I came up with the idea that I’d write a book that was a *biography* of both the cells and the woman they came from—someone’s daughter, wife, and mother.

—*Adapted from “Prologue—The Woman in the Photograph” in The Immortal Life of Henrietta Lacks* by Rebecca Skloot

The presentation of the new information involves three stages, including pre-reading, while-reading, and after-reading. There will be one or two tasks assigned in each stage and objectives for each task will also be listed.

**B-1. Pre-Reading** (Time required: 50 minutes)

Prior to going into the detailed text of Lesson 7, I provided the students with YouTube Clip-1, which briefly introduces the significant role that HeLa cells play in medicine and science. Afterwards, the students were asked to complete Worksheet-1(a listening activity), based on another two YouTube clips (Clip-2 & Clip-3).

**YouTube Clip -1** ➔ [http://www.youtube.com/watch?v=7G3PXKwJozw](http://www.youtube.com/watch?v=7G3PXKwJozw) (lasting 1:07)

**YouTube Clip- 2**


**YouTube Clip- 3**

[http://www.youtube.com/watch?v=4AuOWSOzdA](http://www.youtube.com/watch?v=4AuOWSOzdA) (A conversation with Rebeca Skloot) (starting from the beginning ~0:39 and then starting again from 1:35 ~ 2:41)

**Objective of Worksheet-1 for Pre-Reading** ➔ Listen for details of who Henrietta Lacks is and what happened to her and her family. This background information is approximately equivalent to the reading passage in Lesson 7.

YouTube clip-2 and clip-3 involve the interview with Rebeca Skloot, the author of the book. They lasts for 17:32 and 26:39 respectively, but I just used part of the interview that is mainly related to the reading
passage in Lesson 7. Concerning that the students may not be able to follow the pace at which the host and Rebecca Skloot speak in the clips, I provided the script, which is not presented word by word but reorganized based on the interviews in the two clips. Here is the procedure of how the listening activity based on Worksheet-1 was completed. This worksheet is composed of two main parts: matching and blank-filling.

**Procedures to complete Worksheet-1:**
1. Prior to listening to the clips, the students were asked to recognize some new words in the “Matching” part.
2. As well, they were asked to read out loud words in the “Matching” part.
3. Then, they were asked to scan those words that will be filled in the blanks and read through the passage in the “Blank-filling” part.
4. After the preparatory work was done, the students were ready to practice listening.
5. I played each clip three times when they were filling in the blanks on the worksheet.
6. Before I provided the key, the students were allowed to discuss the worksheet with their partner for 3 minutes.
7. After I provided the key, the two clips were played once again.

**Worksheet-1** (Time required: 45 minutes)

**A. Matching: please match the word with its correct definition**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>exploit</td>
<td>surprising and sometimes worrying</td>
</tr>
<tr>
<td>unparalleled</td>
<td>a system of accepted beliefs that control behaviour, especially such a system based on morals</td>
</tr>
<tr>
<td>cervical cancer (cervix)</td>
<td>to use someone or something unfairly for your own advantage:</td>
</tr>
<tr>
<td>ethics</td>
<td>having no equal; better or greater than any other</td>
</tr>
<tr>
<td>startling</td>
<td>the narrow passage of the womb(子宮)</td>
</tr>
</tbody>
</table>

**B. Please fill in the blanks (請填入代號)**

<table>
<thead>
<tr>
<th></th>
<th>A/ biology</th>
<th>B/ 50 million metric tons(5000萬噸)</th>
<th>C/ 16</th>
<th>D/ 1920</th>
<th>E/ asking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F/ 1951</td>
<td>G/ unparalleled</td>
<td>H/ work well</td>
<td>I/ tumor</td>
<td>J/ cervical cancer</td>
</tr>
<tr>
<td></td>
<td>K/ scientific revolution</td>
<td>L/ ethics</td>
<td>M/ 2010</td>
<td>N/ 5</td>
<td>O/ incredible</td>
</tr>
<tr>
<td></td>
<td>P/ tobacco</td>
<td>Q/ exploited</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

(A) According to the TV host, Henrietta Lacks' unknown contributions to science and medicine
may be ___________. Her role in medical research began in __________, when doctor took some of her cells as she was dying without __________ as she was dying. After her death, her cells kept living and started ________ and multi-billion-dollar industry. Years later, when her family learned about it, they felt angry and ____________. The story was told in the ________ book The Immortal Life of Henrietta Lacks, which has brought an impact on new medical research and medical __________.

Henrietta Lacks, born of a poor __________ family, has ________ kids by the time she was 30. But unfortunately, not long after her 30th birthday, she was diagnosed with ____________. Rebecca Skloot, the author of the book, first heard the name was in her __________ class and at that time, she was only __________. Her teacher told her that the __________ cell coming from a dead woman has been contributing greatly to the medical research. The teacher was one of the few who knew the name of the woman, but didn’t want to reveal much about her.

Henrietta Lacks got her cancer treated by radiotherapy(放射治療) in John Hopkins(約翰霍普金斯醫院). The doctor, without telling her, took a little piece of her __________ and put in a dish(培養皿) and then sent it to the head of the head of tissue culture(組織培養) research in Hopkins. This head had been trying to grow human cultures (=tissues) outside the body for decades, but didn’t _________. For some reason, Henrietta’s cells never died and are still alive today, growing in labs around the world. More astonishingly, the amount of the cells reproduced from the tiny sample could be estimated to weigh more ____________ if they are put together on a scale.

(B) When did Henrietta Lacks’ family find out Henrietta Lacks are still alive for 25 years after her death?

On the next page, a sample of the student work for Worksheet-1 is presented. As shown, the students were asked to fill in the blanks with the alphabet that represents the answer instead of filling in a word or a phrase. This is because I consider that they may not be able to follow the pace of the interview conversation and complete the task simultaneously.
Listening activity 1 & 2

Matching: learn some new words prior to doing listening activities

- exploit [ɪˈskɒpt] - the narrow passage of the womb (子宫
- unparalleled [ˌʌnˈpærəlɪd] - a system of accepted beliefs that control behaviour; especially such a system based on morals
- cervical cancer [ˈsɜːvɪkəl ˈkænsər] - to use someone or something unfairly for your own advantage
- ethics [ˈɛθɪks] - having no equal; better or greater than any other

(A) According to the TV host, Henrietta Lacks' unknown contributions to science and medicine may be ______.

Her role in medical research began in ______, when doctor took some of her cells as she was dying without ______ as she was dying. After her death, her cells kept living and started ______ and multi-billion-dollar ______ industry. Years later, when her family learned about it, they felt angry and ______. The story was told in the ______ book *The Immortal Life of Henrietta Lacks*, which has brought an impact on new medical research and medical ______. Henrietta Lacks, born of a poor ______ family, has ______ kids by the time she was 30. But unfortunately, not long after her 30th birthday, she was diagnosed with ______. Rebecca Skloot, the author of the book, first heard the name was in her ______ class and at that time, she was only ______. Her teacher told her that the ______ cell coming from a dead woman has been contributing greatly to the medical research. The teacher was one of the few who knew the name of the woman, but didn't want to reveal much about her.

Henrietta Lacks got her cancer treated by radiotherapy (放射治疗) in John Hopkins (约翰霍普金斯医院). The doctor, without telling her, took a little piece of her ______ and put in a dish (培养皿) and then sent it to the head of the head of tissue culture (组织培养) research in Hopkins. This head had been trying to grow human cultures (组织) outside the body for decades, but didn't ______. For some reason, Henrietta’s cells never died and are still alive today, growing in labs around the world. More astonishingly, the amount of the cells reproduced from the tiny sample could be estimated to weigh more ______ if they are put together on a scale.

(B) When did Henrietta Lacks' family find out Henrietta Lacks are still alive for 25 years after her death?

One day, when they got a phone call from a doctor and the doctor asked if he could do a research on Henrietta Lacks son's cells.
B-2. **While-reading** (Time required: 100 minutes)
Following the listening activity at the stage of Pre-reading, the students had to move on to the details of the reading. Unlike how they were led to learn new information, they are being guided differently. In the past, they spent most of their time listening to my lecture on the text. At this moment, they become the center of learning, having to get the whole picture of the text via completing Worksheet-2. This worksheet is designed based on the concept of GO. The worksheet was first completed as a group of 5–6 students, depending on the class size and the group leader assigned the job to each member. Afterwards, each group discussed on the worksheet. Finally, I provided the key, followed by explanation of the text wherever it is necessary, mostly in English. Then, a quiz for the text was given.

*Objective of Worksheet-2 for While-reading*  
1. Learn the definition of some new vocabulary in Lesson 7 (e.g., innumerable, expire, evolution, notable, inconceivable) and other key words, based on the contextual clues, instead of translation in Chinese.  
2. Get a picture of who Henrietta Lacks is and how her family responded to the use of her cells.

*Rationale of designing GO (Worksheet-2) for the reading passage (Please refer to the subsequent page):*  
1. Column (A) is information related to Henrietta Lacks.  
2. Column (B) is the effect of Ms Lacks’s cervical cancer on herself, her family, and medicine.  
3. Column (C) is the facts that Rebecca Skloot found about HeLa Cells.  
4. Column (D) is about how Ms Lacks’ family responded to the use of HeLa cells based on the quotes from two magazines.
Worksheet-2 (Time required: 40 minutes)

Comprehension Check for L7, B6

(A) Descriptions of Henrietta Lacks
1. having light brown skin
2. having young and __playful___ eyes
3. her photo has appeared __innumerable___ times, including on blogs
4. having no name, but usually __identified___ as Helen Lane
5. HeLa, the code name of her cells, is the first __immortal___ human cells

(B) A tumor growing inside her cervix
A. caused her life to (ex) __expired___ in 1951
B. left her children __motherless___
C. gives rise to medical __evolution___

(C) The author found out that HeLa Cells
1. live on forever because they are reproduced in, bought, sold, and shipped to __laboratories___ around the world.
2. went up to the space missions to see what would happen to human cells in __zero gravity__.
3. have brought about some of the most __notable___ in medicines, including the polio vaccine, cloning, and in vitro __fertilization___, and so on.
4. are (g) __estimated___ to weigh more than 50 billion kilograms if all HeLa cells ever grown are piled together onto a scale, which is an __inconceivable___ (= extremely unimaginable) number in contrast to the weight of an individual cell .

(D) Based on the quotes from some of the magazines (Ebony or Jet), Henrietta’s family
1. felt outraged because, without their permission (= consent), Henrietta’s cell had been used in innumerable scientific experiments and the sale of her cells had (g) __generated___ a lot of money for others.
2. had a gnawing feeling when learning that the science and the press ____had taken advantage of them__.
Here are two samples of student work on Worksheet-2.

**Sample-1**

Comprehension Check for L7, B6

**Descriptions of Henrietta Lacks**
1. having light brown skin
2. having young and **playful** eyes
3. her photo has appeared **innumerable** times, including on blogs
4. having no name, but usually **identified** as Helen Lane
5. Hela, the code name of her cells, is the first **immortal** human cells

**a tumor growing inside her cervix**
A. Causing her life to **expire** in 1951
B. Leaving her children **motherless**
C. Giving rise to medical **evolution**

**The author found out that HeLa Cells**
1. live on forever because they are reproduced in, bought, sold, and shipped to **laboratories** around the world
2. went up to the space missions to see what would happen to human cells in **zero gravity**
3. have brought about some of the most **notable advances** in medicines, including the polio vaccine, cloning, and in vitro **fertilization**, and so on.
4. are **vital** to weigh more than 50 billion kilograms if all HeLa cells ever grown are piled together onto a scale, which is an **insurmountable** (extremely unimaginable) number in contrast to the weight of an individual cell

**Based on the quotes from some of the magazines (Ebony or Jet), Henrietta’s family**
1. felt outraged because, without their permission (= consent), Henrietta’s cells had been used in innumerable scientific experiments and the sale of her cells had **generated** a lot of money for others
2. had a gnawing feeling when learning that the science and the press **had taken advantage of Henrietta’s cells**

Q1. Why did Rebecca Skloot want to write a book “The Immortal Life of Henriett Lacks”?

Many people thought that HeLa cells have been one of the most important developments in medicine, but frankly speaking, no one really knew much about this woman, therefore she wanted to write a story of both the cells and the woman.
B-3. **After-Reading** (Time required: 30 minutes)

At this stage, the students were asked to do the activity of Paired Reading. I picked 3 paragraphs that include new vocabulary and phrases and asked the students to take turns reading and translating the selected paragraphs to their partner. That is, student A read out loud one selected paragraph and then student B translated that paragraph into Chinese, vice versa.

**Purpose of the activity of Paired Reading** ➔ To provide the students with an opportunity to revisit the reading passage, new vocabulary, and patterns.
In addition to this activity of Paired Reading, the students were guided to identify an author’s tone by working on Worksheet-3 (adopted from 三民版) and distinguish facts from opinions on Worksheet-4.

Worksheet-3 Identifying an Author's Tone (Provided in the textbook，三民版)

An author's tone expresses an author's attitude, feeling, or points of view about what he or she writes. Recognizing an author's tone is of great significance in understanding or interpreting a piece of writing. Instead of being directly expressed or explained by the author, an author’s tone is usually presented by word choice or particular writing style. Therefore, readers must “read between the lines” to identify what tone an author uses. An author's tone is usually described by such adjectives as sympathetic, ironic, humorous, optimistic, solemn, cheerful, outraged, sarcastic, tragic, depressed, admiring, assertive, indifferent, critical, etc.

Now, read the following passages. Identify the author's tone and fill in the blanks with the adjectives correctly expressing the author's tone.

<table>
<thead>
<tr>
<th>dramatic</th>
<th>Sarcastic</th>
<th>solemn</th>
<th>sympathetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>outraged</td>
<td>Awed</td>
<td>optimistic</td>
<td>excited</td>
</tr>
</tbody>
</table>

1. When people help pick up the pieces of the victims' homes, they are really helping the victims pick up the pieces of their shattered lives and enabling them to lead new lives full of hope once again. (Picking up the Pieces in Unit 3, Book 3)
   → Author's tone: ______________________________________

2. The Phantom had a face that looked horrible and ugly, so he wore a mask all the time and hid himself away from the world. However, under the mask was a lonely soul with a great love of music. (The Phantom of the Opera in Unit 10, Book 1)
   → Author's tone: ______________________________________
3. Meeting Frankenstein again, the monster poured out his heart immediately. In tears, he begged Frankenstein to create a female monster for him, since it was impossible for human beings to love a monster. Otherwise, the monster promised to make Frankenstein's life more miserable. (The Hero Called Frankenstein in Unit 9, Book 2)
   → Author's tone: ________________________________________

4. Bathed in the light of the setting sun, she carries a glimmer of gold. Under the moonlight, the Taj Mahal shines brightly when the precious stones in all colors reflect the moonlight spilling upon the terrace. When the sun rises next morning, a pink flush appears instead. (The Taj Mahal: A Teardrop of Love in Unit 7, Book 4)
   → Author's tone: ________________________________________

5. In Taiwan, food shortages may not seem as urgent as in Haiti and Sudan. However, if we keep wasting food, we are bound to face food shortages sooner or later. (Waste Not, Want Not in Unit 8, Book 5)
   → Author's tone: ________________________________________

Once Worksheet-3 was completed, the students were asked to complete Worksheet-4. This worksheet is a practice mixed with two tasks. One is to identify an author’s tone (Q1) and the other is to distinguish facts from an author’s opinions (Q2). As shown in Worksheet-4, for Q1, the students were asked to identify Rebecca Skloot’s tone in Paragraph 4 by selecting the Adjective and then to state why think this Adjective represents the author’s tone. For Q2, the students were asked to distinguish an author’s opinions from facts.

*Objective of Worksheet-4 for After-Reading* ➔ Identify an author’s tones and distinguish an author’s opinions from facts

**Worksheet-4** Practice for identifying tones and distinguishing an author’s opinions from facts

**Q1.** Can you please identify the author’s tone in Paragraph 4 (*I have spent years...*)? You can select more than one Adjectives from the following table. Also, please state why you select those Adjectives.

<table>
<thead>
<tr>
<th>dramatic</th>
<th>sarcastic</th>
<th>curious</th>
<th>sympathetic</th>
<th>solemn</th>
</tr>
</thead>
<tbody>
<tr>
<td>outraged</td>
<td>awed</td>
<td>optimistic</td>
<td>astonished</td>
<td>unbelievable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Statement of your reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 4</td>
<td></td>
</tr>
</tbody>
</table>
Q2. Please identify FACTS or the Author’s OPINIONS

a. Please identify whether Paragraph 5 (*There is no way ...*) refers to the FACT or the Author’s OPINION.

b. Please identify whether Paragraph 6 (*Henrietta died in 1951...*) refers to the FACT or the Author’s OPINION.

c. Please write down the sentence in Paragraph 4 (*I have spent years...*) that refers to the Author’s OPINION.

Here are samples of student work on Worksheet-4.

**Sample-1**

Q2. *Can you please identify the author’s tone in Paragraph 4(*I have spent years...*)? You can select more than one Adjectives from the following table. Also, please state why you select those Adjectives.*

<table>
<thead>
<tr>
<th>dramatic</th>
<th>sarcastic</th>
<th>curious</th>
<th>sympathetic</th>
<th>solemn</th>
</tr>
</thead>
<tbody>
<tr>
<td>outraged</td>
<td>awed</td>
<td>optimist</td>
<td>astonished</td>
<td>unbelievable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
<th>Adjectives</th>
<th>Statement of your reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>astonished</strong></td>
<td>The author said that Henrietta’s cells would be staggered to hear that there are now an infinite number of her cells growing in labs and the author also said “like most of use”! So, I think the author must be astonished.</td>
</tr>
</tbody>
</table>

Q3. About FACTS or the Author’s OPINIONS

a. Please check whether Paragraph 5 (*There is no way ...*) refers to the FACT or the Author’s OPINION.

b. Please check whether Paragraph 6 (*Henrietta died in 1951...*) refers to the FACT or the Author’s OPINION.

c. Please write down the sentence in Paragraph 4 (*I have spent years...*) that refers to the Author’s OPINION.

This student identified the author’s tone as “astonished” because Rebecca Skloot mentioned that Henrietta, like most of use, would be staggered to hear how many cells have been growing so far.
Unlike their previous experiences of learning vocabulary and patterns in use, the students first learned vocabulary and patterns in use with the help of GO and tried to make a guess of meanings of some words. At this stage, I spent one hour to teach the students important usages of new vocabulary, reminding them of potential mistakes they may make when using this word. Additional information for the vocabulary is provided to the students as a handout (Worksheet-5). Afterwards, they did the activity of Paired Reading to ensure that the students can pronounce vocabulary and revisit the usage of each new word in sentence examples. To review the learned vocabulary, the students were required to complete Worksheet-6 and Worksheet-7 with the help of PPt. As for the Pattern in Use on P. 150 (三民版), Worksheet-8 was required to be completed with the help of PPt as well.

**Purpose of the activity of Paired Reading** ➔ To provide the students with an opportunity of pronouncing the vocabulary and review the usage of each new word

**Procedure of the activity of Paired Reading** ➔ The students take turns reading aloud the selected vocabulary and translating the sentence examples with the vocabulary in it.
Worksheet-5 (A handout for L7 vocabulary & Patterns in Use)

**attain(v); (un)attainable (Adj)**
1. To **attain the highest scores** in the music exam
2. We must ensure that we do not set ourselves goals that are not _________.
3. the _______________ of a goal // targets

**evolution (N); evolve (V)**
1. Darwin’s theory of evolution (                    )
2. These photos show the _________________ of the computer, indicating its gradual development from a huge-sized computer work station to the tablet today.
3. 試比較以下的字：

<table>
<thead>
<tr>
<th>evolve (evolution)</th>
<th>進化;演變</th>
</tr>
</thead>
<tbody>
<tr>
<td>revolve (revolution)</td>
<td>旋轉;革命</td>
</tr>
<tr>
<td>resolve (resolution)</td>
<td>解決;決心</td>
</tr>
</tbody>
</table>

1. Jack’s life **revolves around** his wife and children. (              )
2. The house began to revolve. (        )
3. The Industrial _________________ changed how people worked and lived.

<table>
<thead>
<tr>
<th>vaccine (N); vaccinate (V); vaccination(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All the children have received _________________ _________________ chicken pox (天花).</td>
</tr>
<tr>
<td>2. The children were (v)_______________________ _________________the major childhood diseases. (給… 接種對抗… 的疫苗)</td>
</tr>
<tr>
<td>3. vaccine injection (疫苗注射)</td>
</tr>
<tr>
<td>4. to receive vaccine by shot  注射疫苗</td>
</tr>
<tr>
<td>5. to take oral vaccine 口服疫苗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>infinite (adj); infinity(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are amazed at the _________________ of outer space</td>
</tr>
<tr>
<td>2. With _________________ patience, she explained the complex procedure to us. I really appreciated her.</td>
</tr>
</tbody>
</table>
estimate (V/N) estimation (N)
1. The number of people who applied for the course was 120 compared with an initial ______________ of between 50 and 100.
2. In my estimation (=opinion of something), a lot of other banks are going to have the same problem.

conceive (V); conceivable (Adj); inconceivable (Adj)
1. I find it hard to ______________ (= it is too shocking to imagine) that people are still treated so badly.
2. He couldn’t ______________ a time when he would have no job.
3. I think my uncle still conceives of me as (=think of me as = look upon me as = regard me as = view me as = take me as = consider me) a four-year-old. 視為

expire (V); expiry = expiration (N)
1. the expiry of a visa
2. What is the ______________ date of your credit card? (= What is the last date on which it can be used?)

autobiography (N) → a book about a person's life, written by that person 自傳
biography (N) → an account of one’s story, written by someone else
memoirs (N) → a written record of a usually famous person's own life and experiences 名人回憶錄
Worksheet-6  Crossword Puzzle for Vocabulary in Lesson 7

*Objective of Worksheet-6: The students can spell the designated word after reading its English definition.

Following the worksheet of crossword puzzle, the students were provided with another opportunity to review the vocabulary learned in Lesson 7 by working on Worksheet-7.

*Objective of Worksheet-7: The students can spell the word after seeing its corresponding picture.
**Worksheet-7 Review new words in Lesson 7**

**Rationale for designing Worksheet-7:** When I was thinking about how to help the students review the learned vocabulary, I found out some words can be easily retained in memory by using pictures. Therefore, I picked out some of the vocabulary and grouped them according to lexical category (part of speech, e.g., noun, adjective, verb, etc.). Thus, this worksheet has to be completed with the help of PPT, so that the students can have a visual experience of memorizing vocabulary.

**Instructions for Worksheet-7:** (A)~ (F) ➔ 名詞  
(G) & (H) ➔ 形容詞  
(I) ➔ 動詞

(A) caption

Matt thought the new £300 smartphone was a bargain.

(B) evolution

(C) vaccine
(D) offspring

(E) biography

(F) The scientists attempted to make (c) clones of woolly mammoth, an extinct species

(G) brutal
On the subsequent page (pp. 26~27), two samples of student work on Worksheet-6 & 7 will be presented.
Complete the crossword below

Across
1. something that has never happened or existed before
2. an account of one's life, written by someone else
3. no longer be legally used
4. extremely shocked by something
5. hard to imagine or believe
6. think carefully for a long time
7. worthy of note
8. possible to achieve
9. to last for some time

Down
1. something that has never happened or existed before
2. guess the cost, value, or amount of something
3. explanatory words printed beneath a picture
4. too many to be counted
5. a substance given to prevent a person from getting a certain disease
6. great determination
7. extremely violent and cruel
The visual experience of learning is also used to enhance the practice on the pattern “S + leave/ keep + O + OC (受詞補語)” (P. 150, 三民版). Worksheet-8 is also designed based on the rationale that pattern is learned to be used in a real context rather than merely for an exam. On top of that, pictures help create the context for using the pattern well. Like Worksheet-7, Worksheet-8 is also completed with the help of Ppt.
Pattern in Use (P. 150), 三民版
Review: S + leave/keep + O + OC (adj/ prep. phrase)... (不完全不及物動詞 + 受詞 + 受詞補語)
不完全不及物動詞 (leave、keep、find) 除了接受詞之外，還必須有受詞補語對受詞補充說明，才能完整表達句意。此句型中的受詞補語可以是形容詞與介系詞片語，也可以是現在分詞與過去分詞或名詞片語。

Worksheet-8→ Review for Pattern in Use (I) (P.150 三民版)
S+ leave/keep+ O + OC (Adj/ Prep.Phrase/ V-ing/ V-ed)

1. It is a sunny day, so I leave ______________________ to let the sunlight stream in.

2. It is illegal for parents to leave ____________________________ at home.

3. Haiyan typhoon severely destroyed Philippines, ___________________________. (leave/ many people/homeless)
4. An influx of global tourists may lead to a polluted environment in an area, which
_______________________________________________________________. (leave/ the
locals/ ponder / increased tourism/ always brings advantages)

5. Every day, I have to drink some coffee to keep ____________________________ at work.

This worksheet helps me monitor the mistakes that the students tend to make. Three samples of student work on the subsequent pages (pp. 30~32) indicate the typical mistake in item-4, which is particularly found in Class 309. Some of the students cannot describe the picture by correctly using the pattern “S + leave + O + V-ing (現在分詞)”. Therefore, the common mistake made by some of the students in Class 309 is a good opportunity to for me to check whether all of the students completely learn how to use this pattern. In addition, it also reminds me of what I should look to when I teach this pattern next time.
This student didn’t use the pattern “S + leave + O + V-ing” correctly.
This student didn’t use the pattern “S + leave + O + V-ing” correctly.
This student didn’t use the pattern “S +leave + O +V-ing” correctly.
D. Application (Reading-Writing Connection)
As I point out in the Prologue, an overwhelmingly majority of the students become distracted from classroom learning after the results of GSAT came through. This is because they have to spend their time preparing for application stuff that is required to be admitted to a university. They spare no effort to make the application stuff perfect and impressive, which would in turn take up their time that was previously allocated to preview or review the lessons. Hence, I have always kept this in mind that every worksheet or task is meant to help the students learn new information efficiently as well as review the learned information effectively. Namely, involving a student completely in worksheets or tasks/activities in class has become the single goal of this lesson plan.

Drawing close to the journey, I devise a task that intends to guide the students to revisit the reading passage, vocabulary, and patterns in Lesson 7. Since learning to identify an author’s tone is highlighted in this lesson, the task that combines reading and writing require the students to create a personal tone in writing. Here are the instructions for the task and how the students’ writing will be assessed.

**Task** ➔ Write a diary on behalf of Henrietta Lacks

**Instructions:**
One day, at a bookstore located in Heaven (天堂), Henrietta Lacks happened to see the book “The Immortal Life of Henrietta Lacks” written by Rebeca Skloot. Out of curiosity, she immediately completed reading the prologue chapter, which we just finished in Lesson 7. What would her reaction be like?

Now, please imagine yourself as Henrietta Lacks, who keeps a diary about **how she would FEEL and what she would like to SAY** after reading what had happened to her cancer cells. When you are writing, please do not let yourself be confined to the viewpoints or tone used by Rebeca Skloot. I am so much looking forward to reading your unique work on behalf of Henrietta Lacks.

*Please write the diary in TWO paragraphs and start it by using “Dear Henrietta: “*

Assessment Rubrics is listed on P. 34, which mostly copies the standards set by College Entrance Examination Center (大考中心). Despite the fact that I graded the student’s work by looking at the four items, I particularly focused on two items that are highlighted in red: **Content** and **Correct use of vocabulary and patterns that appear in L7**. “Content” is where the students create a personal tone in writing for Henrietta Lacks, while “correct use of vocabulary and patterns that appear in L7” aims to inspect how the students wrap this writing in vocabulary and patterns that are learned in Lesson 7. Six samples of
student work will be presented on pp 35~40. Among them, sample 1~4 are ranked as excellent because they are coherent in structure as well as have fewer mistakes in grammar and spelling. More importantly, tones created in writing uniquely express opinions, attitudes, or feelings on behalf of Herrienta Lacks. Tones that are created in the students’ writing have been analyzed and are presented in Chapter III. As for Sample 5~6, they comparatively have more mistakes in grammar or spelling, but improve in content or can correctly use one of the patterns in Subjunctive Mood (假設語氣): “If it were not for +NP, S + V-ed…. “.

**Assessment Rubrics:** 英文作文分項式評分指標

<table>
<thead>
<tr>
<th>項目</th>
<th>等級</th>
<th>Excellent</th>
<th>acceptable</th>
<th>unaccepted</th>
<th>Scores(分數)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (8%)</strong></td>
<td></td>
<td>主題(句)清楚切題，並有具體、完整的相關細節支持。(5-4分)</td>
<td>主題不夠清楚或突顯，部分相關敘述發展不全。(3分)</td>
<td>主題不明，大部分相關敘述發展不全或與主題無關。(2-1分)</td>
<td></td>
</tr>
<tr>
<td><strong>Coherence &amp; Structure (5%)</strong></td>
<td>重點分明，有開頭、發展、結尾，前後連貫，轉承語使用得當。(5-4分)</td>
<td>重點安排不妥，前後發展比例與轉承語使用欠妥。(3分)</td>
<td>重點不明，前後不連貫。(2-1分)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct use of vocabulary and patterns that appear in L7 (3%)</td>
<td>(1) 用字精確、得宜，且無文法錯誤。(4分)</td>
<td>(1) 字詞單調、重複，用字偶有不當，少許拼字錯誤，但不影響文意之表達。(3分)</td>
<td>(1) 用字、拼字錯誤多，明顯影響文意之表達。(2-1分)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) 格式、標點、大小寫幾無錯誤。(2分)</td>
<td>(2) 格式、標點、大小寫幾無錯誤。(2分)</td>
<td>(2) 格式、標點、大小寫等有錯誤，但不影響文意之表達。(1分)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** (總分)
Really amazing! You mentioned Rebecca's motivation and noticed her emphasis on ethics!

Dear Henrietta,

When I first time I read Ms. Skloot's book, I was curious and excited. I wondered who Rebeca Skloot was and what's her motivation to choose such a controversial topic to write. I had never seen her, but I appreciated what she had done for me. In her words, I could deeply feel her compassion for me. Her tone was not tender but persuasive. She aroused public attention of medical ethics and showed her concern to the victims like me. Without her, no one would know, even think about, the sources of those cells. Of course, no one would know that, I, Henrietta Lacks was just the source of those cells.

When I first knew my cells were everywhere in hospitals, in laboratories, and even in space mission, I was shocked and couldn't utter any word. I felt I was taken advantage of. But after I read the whole book, I gradually felt proud of myself. Though I had already passed away, my cells were still alive and contributed to the world by another special form. It seemed that I still had some value to the world. As soon as I thought of this, I felt a sense of contentment. Maybe next time you readers are doing the experiments, my image will flash into your minds— the woman who had appeared on your English textbooks.
Dear Henrietta:

It is unbelievable! After being dead for so long, I could find my own biography on the market. To my surprise, my tumor grows so well in the lab without me. I used to hate the tumor growing inside me, leading me to my early death. It was a shame that I couldn’t raise my five lovely kids with my husband. I felt sorry for them. However, I kind of like the tumor now. All of a sudden, I become the protagonist in a book overnight. Everyone knows me and my cervical cell. My cell devoted to the scientific field so much. I can’t help thanking myself, either.

If possible, I would like to thank both my tumor and Rebecca Skloot. Had it not been for you to grow so fast and so much, I wouldn’t get someone writing my biography for me for free. Likewise, thank you, Rebecca Skloot for being curious about me and digging into my history and spreading the words. Now I am the person whose name recorded in the great history!

2014.3.5

get + sb. + to love + yourself.

My comment: YOU thank both “tumor” and “the author”, sounding like that you used an appreciative and sincere tone for Rebecca but an ironic tone for the tumor.
I commented this writing as a well-organized one when voicing for Henrietta Lacks, changing the tones from anguish to forgiveness.
Dear Henrietta:

Today I just found an amazing book which was published after I passed away. Surprisingly, this book was actually about a kind of cells that are immortal and those so-called HeLa cells turned out to be the tiny things cut from my body. According to the author’s description, these cells have contributed a lot to the development of many aspects, such as medical treatments and outer space missions, to name but a few. However, it really confused me a lot. The deadly cells which took away my life could, on the contrary, play such a crucial part in the world.

Strange as it was, my viewpoints toward this news were actually a far cry from the author’s. The author seemed to express a feeling of sympathy, while I think it’s a pride. Throughout the span of my whole life, I was only a poor woman raising children and led a life of poverty, and didn’t accomplish any thing of great significance for the human beings. Nonetheless, the cells taken from my body could do such great things to the world. I am so proud of them as well as myself. And I hope that the world can become an even better place to live due to more discovery!
Sample-5

This student did a better job in writing than before. Perhaps, she voiced for Henrietta Lacks based on the new knowledge learned in L7 and that’s why I commented “improved a lot!”

Dear Henrietta,

This morning when I went shopping at the bookstore, I saw a person exactly like me. Out of curiosity, I took a look and read the content of it. To my surprise, the person who was similar to me was not another person, it really was someone else. And inside the book was the story of my cells. I was so astonished that I could not believe how my cells’ changed the whole world and how different we were there, even I had been dead for several decades. They were still alive and still reproduced many generations.

It was really my honor that my cells have been one of the most important developments. Not only did they help with some of the most notable advances in medicine, but also had a great influence on the real world. If I were to be given a chance to go back to the world, I would like to tell my family that, even though the scientists didn't get our permission to take my cells, it was really a true truth that my cells had contributed to the world a lot. I thought that, though I had been dead for several years, it seemed that I always accompany my family, through my cells.

Sincerely,

Lacks
Dear Henrietta:

Today was the most impressive day in my life. I saw my biography written by Rebeca Skloot. Not until that moment did I realize my cells from cervix have made great impact on some medical developments. That feeling was beyond the description. I even could not imagine that my cells could survive in the laboratories around the world. Although scientists took the cell sample without my family’s knowledge, they devoted themselves to finding more notable advances in medicine. The way they did was beneficial to people and I thank them so much.

(My also wanted to thank Rebeca Skloot. If it were not her, the whole world would not know the truth.) Good for this paragraph!

Henrietta Thanks

My comment:

This writing apparently has been corrected a lot. But reading her writing carefully, I find the tones this students created in the first paragraph is a kind of mixed feelings—“unbelievable and generous”, while in the second paragraph, “appreciative”. Also, she correctly used one of the patterns for Subjunctive Mood: “If it were not for +NP, S+ V-ed….”
Chapter III  How the Students Look at this Journey

As what I mentioned in the prologue, the 12th graders may not be able to concentrate completely on their classroom learning after results of GSAT came through. Most of them spent their time preparing for personal files required for admission to the university. Hence, the single goal of my teaching is to help the students learn and review new information in this lesson effectively during the class, on which all of the activities and worksheets were based. In this chapter, two kinds of analysis will be presented. Part A focuses on an analysis of student feedback quantitatively and qualitatively. Part B is mainly about an analysis of student writings on using tones.

A. Analysis of student feedback

To examine whether this kind of teaching is effective for the students, a survey of student feedback (see Appendix-11) was merely conducted in Class 309 as soon as the journey came to an end. However, time didn’t permit for Class 310 and Class 314. Therefore, the analysis of student feedback is merely based on a small portion of the students, even though the students in the three classes actually experienced the whole journey, including the writing activity. Here is the analysis:

1. The YouTube clip 2 & 3 may be a bit challenging for the students, given that the students may not be familiar with the speakers’ accent and pace of speech. Based on Chart 1 (Q1 in Appendix-11), 21 out of 35 students in this class indicate that they can at least understand 50% of the interview content with the help of Worksheet-1. However, based on Chart 2 (Q2 in Appendix-11), in terms of to what extent the listening activity at the Pre-Reading stage helps understand the reading, only 14 out of 35 feel that they can understand at least 70% of the reading passage in Lesson 7.
2. As shown in Chart 3 (Q3 in Appendix-11), 23 out of 35 students indicate that Worksheet-2 using GO (see Appendix-3) helps them learn the meaning of some new words before they are taught new vocabulary. In addition, as indicated in Chart 4 (Q4 in Appendix-11), 23 out of 35 students show that Worksheet-2 using GO helps them understand at least 80% of the reading passage before they are lectured by the teacher.
3. Crossword puzzle (Worksheet-6) and Worksheet-7 are meant to enhance the learning of vocabulary in this lesson. As shown on **Chart 5** (Q5-1 in Appendix-11) & **Chart 6** (Q5-2 in Appendix-11), 18 out of 35 students indicate that these two activities do help them easily connect the new word with its definition in English as well as help them to retain the vocabulary more easily after they memorize the vocabulary.
4. As for the students’ responses to the activity on Worksheet-8 to review the pattern in use (Q6 in Appendix-11), positive comments indicate that they can be more familiar with using the pattern and know better why they made a mistake in using this pattern.

5. Worksheet-2 using GO was completed in the group work. Q7 (in Appendix-11) asks the students whether they like this kind of group work. The students in each group were assigned by the group leader to complete her own part and then gathered again to share what they had found. The students who like this kind of learning style indicate that they become more responsible for their own learning, even though they have to be faced with many new things in the text, because they want to contribute to their group discussion. As well, they can learn from other members about strategies used to cope with a new text or to find the key for the worksheet. What’s better, working on GO helps enhance their understanding of how vocabulary, phrases, and patterns are used in the context. Finally, one student particularly points out that this learning style is suitable for her, whose level is not as good as her classmates and thus unable to complete the task independently owing to time constraint. On the contrary, some of the students responded negatively, feeling it less meaningful. This is because they were merely familiar with the part they had to be responsible for and, after that, they sat back and then copied others’ for the rest of the worksheet, without any discussion.

6. Since the author of Lesson 7 used a sympathetic tone in the prologue of her book, to identify an author’s tone is highlighted in this lesson. Thus, the writing activity is meant for a practice of using a tone in writing a diary on behalf of Henrietta Lacks by imagining the self as Henrietta Lacks after she read her biography. Q8 (in Appendix-11) asks the students how they look at the writing task. Most of the student feedback provided is positive, despite with few negative comments. First, the students feel that this
writing activity pushes them back to review and recall what is learned in Lesson 7 before they start to write, which in turn, enhances their familiarity with vocabulary, phrases, and patterns in use. In addition, while writing, they are encouraged to think in a different perspective and to experience a new writing topic. Finally, they can understand why the author spent years tracking down the truth and publicizing this book—to arouse public awareness of a patient’s right.

B. Analysis of students’ writing on using tones

In terms of students’ writing on imagining the self as Henrietta Lacks, I mainly focus on the content, looking at the tone the students employed for Henrietta Lacks and the appropriate use of vocabulary, phrases, pattern learned in Lesson 7 or in the previous lessons. Here is an analysis of the students’ work.

1. Some uses a tone of appreciation, because “SHE” attributes her worldwide fame to Rebecca Skloot, the author of “The Immortal Life of Henerietta Lacks”. Owing to the author, “SHE” can learn about what happened to her and her family after she expired and how greatly “SHE” contributes to some of the notable advances in medicine and science.

2. Some uses a tone of admiration for Robecca Skloot, whose curiosity urges on her to dig out the truth about “HER”, persistently voice for “HER” as a black woman, and arouse public attention to the issue of ethics.

3. Some uses an ironic tone for the tumor that growing inside “HER” body. On the one hand, “SHE” hates the tumor leading her to early death and thus leaves her five children motherless. On the other hand, “SHE” is amazed at how productive of her cell is outside her body, and thus made her the protagonist in the book.

4. Some uses a sarcastic tone for “HER” tumor, which was a disaster to her life but a blessings to the human beings. The humor makes “HER”, who was nobody when she was alive but an immortal angel in the modern world of technology.

5. A large percentage of the students use a bittersweet tone for Henrietta Lacks, mixed with the feelings of anguish and forgiveness. “SHE” feels outraged after learning how the doctors and scientists used “HER” tumor without her family consent and how someone else profits from the sale of her cells, but leaving her family in poverty. However, feeling of forgiveness and pride arises after “SHE” discovers how cool of her cells are when participating in the space mission, particularly when realizing how much humans can benefit from her cells.
Chapter IV  Suggestions for Future Journey of Teaching

The lesson plan for Lesson 7 pursues the goal of effective and responsible learning from the students. Based on Appendix-10, despite the fact that most of the students respond positively to the tasks designed to enhance their learning of Lesson 7, some of the students seem not to appreciate this kind of learning. For example, in terms of GO, they indicate that group work for GO may not encourage the students to get the whole picture of the text since they merely focused on the part they have to be in charge of. Thus, to ensure that the students can be more engaged in their learning, the students may need to be given an opportunity to create their own GOs through the teacher’s modeling. In addition, based on the suggestions made by one of the senior seed teachers, using Paired Reading can help enhance the students’ comprehension of the reading. But it is essential to double-check after the students complete their Paired Reading. This is what the senior seed teacher suggests: the teacher invites one of the groups to read aloud one paragraph to the class, and then another group is invited to tell the class the main idea of that paragraph. Another suggestion made by a senior seed teacher for double-checking the students’ comprehension of the reading is to use “text jigsaw.” By using text jigsaw, the teacher firstly has to cut the reading passage sentence by sentence and then put these sentences into an envelope. Afterwards, each group of the students was distributed an envelope with sentences inside and asked to reorganize these sentences.

In addition to suggestions for doing better in teaching reading next time, here is another thing that deserves more thought. To complete all of the worksheets and activities, the time allocated for each task was reported to be too tight for the students. They indicate that they sometimes didn’t have sufficient time to “savor the food I had deliberately cooked, and thus they couldn’t do it well.” Thus, constrained by the limited time, I have to be careful about the number of worksheets provided for each lesson.

Finally, according to some negative comments on the writing activity, it seems to be less appealing for some of the students because they think the task is less challenging and that they are writing something old. One student suggests a debate on cloning or an argumentative writing about cloning, since the technology of cloning is contributed by HeLa cells. This suggestion deserves careful consideration for my future teaching.
Chapter V  Reflections on This Journey

This journey of Lesson 7 couldn’t have been completed without the training course in February and constant support of advanced seed teachers. It requires enthusiasm and perseverance to do something different from how I taught before. Thus, I have a chance to see different scenery of teaching and learning during the journey. Despite that, I feel it a pity that I didn’t have a chance to survey the students in Class 310 and Class 314 due to the fact that I didn’t control time well. If their voices had been heard, like the students in Class 309, I would be able to gain more suggestions for my future teaching. The following are my reflections.

Q1 (in Appendix-11) listed on the student feedback are asking the students how much they can follow the interview content in the YouTube clips, while Q2 (in Appendix-11) intends to look at whether the listening activity at the Pre-Reading stage would help scaffold their knowledge to comprehend the main idea of the reading. Based on the students’ responses to Q1 and Q2 (please refer to charts on pp. 41~ 42), at least one-third of the students appreciate the connection of listening activity with reading comprehension. Even though the content in the selection of YouTube Clips is relevant to the L7 reading and I do my level best to prepare the students to be ready to listen to the interview content, it is evident that the rest two-thirds of the students are struggling on Worksheet-1 for the listening activity. Given that their level of listening ability may not be satisfactory, it is understandable for them to express that they don’t perceive that the listening activity benefits their subsequent comprehension of the L7 reading passage. Even though these students have 93 PR values to be admitted to National Tainan Girls’ Senior High School, their level of listening ability varies from one to another. Thus, the concept of differentiation needs to be seriously included when, next time, I design the worksheet for the listening activity. The students whose level of listening ability do not equal that of their counterparts needs to be provided with the worksheet that can meet individual needs, otherwise both the teacher and the students feel frustrated in teaching and learning.

Perhaps being strangled by the examination system in Taiwan, in which students have to cram themselves lots of vocabulary and grammar usages in order to successfully pass the GAST or Advanced Subjects Test in Joint College Entrance Examination held in July, some of the student feedback directly point out that they do not like this kind of learning. They prefer the lectures directly given by the teacher, who provides the students with more useful vocabulary and grammar drills to succeed in the English subject test. The students have long been trained as an exam machine, entirely depending on the teacher. Thus, it seems hard for some of the 12th graders to get used to this kind of learning, in which they have to engage themselves more and become active participants in learning. Hopefully, if change in teaching is made as early as to the 10th graders, the students may be able to gradually change their attitudes toward learning.

There is no denying that preparations of teaching plan in advance of each lesson exhausted me because I remain not yet familiar with using GO or designing worksheets that foster the students’ learning. As well, time control is another thing I have to take care of. Despite that, it seems that I become addicted to teaching in this way. Following Lesson 7, I also provided this kind of teaching procedure to the students in Lesson 5 and 8. To ensure that I make teaching fruitful and learning enjoyable in the future, this is a starting point and there is surely a lot of room for improvement.
Appendices

Appendix-1
YouTube Clip -1→ http://www.youtube.com/watch?v=7G3PXKwJozw (lasting 1: 07)
YouTube Clip- 2→ http://blogs.wttw.com/moreonthestory/2011/06/02/the-immortal-life-of-henrietta-lacks/(starting from the beginning~ 3: 08 and then starting again from 3: 48~ 8: 14)
YouTube Clip- 3→ http://www.youtube.com/watch?v=4AuOWSOzdCA (A conversation with Rebeca Skloot) (starting from the beginning ~0: 39 and then starting again from 1: 35~ 2: 41)

Worksheet-1
A. Please match the word with its correct definition

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploit</td>
<td>surprising and sometimes worrying</td>
</tr>
<tr>
<td>unparalleled</td>
<td>a system of accepted beliefs that control behaviour, especially such a system based on morals</td>
</tr>
<tr>
<td>cervical cancer</td>
<td>to use someone or something unfairly for your own advantage:</td>
</tr>
<tr>
<td>ethics</td>
<td>having no equal; better or greater than any other</td>
</tr>
<tr>
<td>Startling</td>
<td>the narrow passage of the womb( 子宮)</td>
</tr>
</tbody>
</table>

B. Please fill in the blanks (請填入代號)

<table>
<thead>
<tr>
<th>A/ biology</th>
<th>B/ 50 million metric tons(5000萬噸)</th>
<th>C/ 16</th>
<th>D/ 1920</th>
<th>E/ asking</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/ 1951</td>
<td>G/ unparalleled</td>
<td>H/ work well</td>
<td>I/ tumor</td>
<td>J/ cervical cancer</td>
</tr>
<tr>
<td>K/ scientific revolution</td>
<td>L/ ethics</td>
<td>M/ 2010</td>
<td>N/ 5</td>
<td>O/ incredible</td>
</tr>
<tr>
<td>P/ tobacco</td>
<td>Q/ exploited</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(A) According to the TV host, Henrietta Lacks' unknown contributions to science and medicine may be _____________. Her role in medical research began in ____________, when doctor took some of her cells as she was dying without ____________ as she was dying. After her death, her cells kept living and started ____________ and multi-billion-dollar industry. Years later, when her family learned about it, they felt angry and _____________. The story was told in the ____________ book *The Immortal Life of Henrietta Lacks*, which has brought an impact on new medical research and medical _____________. Henrietta Lacks, born of a poor ____________ family, has ____________ kids by the time she was 30. But unfortunately, not long after her 30th birthday, she was diagnosed with _____________. Rebecca Skloot, the author of the book, first heard the name was in her ____________ class and at that time, she was only ____________. Her teacher told her that the ____________ cell coming from a dead woman has
been contributing greatly to the medical research. The teacher was one of the few who knew the name of the woman, but didn’t want to reveal much about her.

Henrietta Lacks got her cancer treated by radiotherapy in John Hopkins. The doctor, without telling her, took a little piece of her and put in a dish and then sent it to the head of the head of tissue culture research in Hopkins. This head had been trying to grow human cultures (=tissues) outside the body for decades, but didn’t . For some reason, Henrietta’s cells never died and are still alive today, growing in labs around the world. More astonishingly, the amount of the cells reproduced from the tiny sample could be estimated to weigh more if they are put together on a scale.

(B) When did Henrietta Lacks’ family find out Henrietta Lacks are still alive for 25 years after her death?
Appendix-3
Worksheet-2
Comprehension Check for L7, B6

(A) Descriptions of Henrietta Lacks
1. having light brown skin
2. having young and _____________ eyes
3. her photo has appeared _______________ times, including on blogs
4. having no name, but usually __________ as Helen Lane
5. HeLa, the code name of her cells, is the first ___________ human cells

(B) A tumor growing inside her cervix
A. caused her life to (ex) ___________ in 1951
B. left her children _______________
C. gives rise to medical _______________

(C) The author found out that HeLa Cells
1. live on forever because they are reproduced in, bought, sold, and shipped to _______________ around the world
2. went up to the space missions to see what would happen to human cells in _______________
3. have brought about some of the most _______________ in medicines, including the polio vaccine, cloning, and in vitro _______________, and so on.
4. are (e) _______________ to weigh more than 50 billion kilograms if all HeLa cells ever grown are piled together onto a scale, which is an _______________ (= extremely unimaginable) number in contrast to the weight of an individual cell

(D) Based on the quotes from some of the magazines (Ebony or Jet), Henrietta’s family
1. felt outraged because, without their permission(= consent), Henrietta’s cell had been used in innumerable scientific experiments and the sale of her cells had (g) _______________ a lot of money for others
2. had a gnawing feeling when learning that the science and the press _______________
Appendix-4
Worksheet-3 Identifying an Author’s Tone (Provided in the textbook，三民版)

An author's tone expresses an author's attitude, feeling, or points of view about what he or she writes. Recognizing an author's tone is of great significance in understanding or interpreting a piece of writing. Instead of being directly expressed or explained by the author, an author’s tone is usually presented by word choice or particular writing style. Therefore, readers must “read between the lines” to identify what tone an author uses. An author's tone is usually described by such adjectives as sympathetic, ironic, humorous, optimistic, solemn, cheerful, outraged, sarcastic, tragic, depressed, admiring, assertive, indifferent, critical, etc.

Now, read the following passages. Identify the author's tone and fill in the blanks with the adjectives correctly expressing the author's tone.

<table>
<thead>
<tr>
<th>dramatic</th>
<th>Sarcastic</th>
<th>solemn</th>
<th>sympathetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>outraged</td>
<td>Awed</td>
<td>optimistic</td>
<td>excited</td>
</tr>
</tbody>
</table>

1. When people help pick up the pieces of the victims' homes, they are really helping the victims pick up the pieces of their shattered lives and enabling them to lead new lives full of hope once again. (Picking up the Pieces in Unit 3, Book 3)
→ Author's tone: ____________________________________________

2. The Phantom had a face that looked horrible and ugly, so he wore a mask all the time and hid himself away from the world. However, under the mask was a lonely soul with a great love of music. (The Phantom of the Opera in Unit 10, Book 1)
→ Author's tone: ____________________________________________

3. Meeting Frankenstein again, the monster poured out his heart immediately. In tears, he begged Frankenstein to create a female monster for him, since it was impossible for human beings to love a monster. Otherwise, the monster promised to make Frankenstein's life more miserable. (The Hero Called Frankenstein in Unit 9, Book 2)
→ Author's tone: ____________________________________________

4. Bathed in the light of the setting sun, she carries a glimmer of gold. Under the moonlight, the Taj Mahal shines brightly when the precious stones in all colors reflect the moonlight spilling upon the terrace. When the sun rises next morning, a pink flush appears instead. (The Taj Mahal: A Teardrop of Love in Unit 7, Book 4)
→ Author's tone: ____________________________________________

5. In Taiwan, food shortages may not seem as urgent as in Haiti and Sudan. However, if we keep wasting food, we are bound to face food shortages sooner or later. (Waste Not, Want Not in Unit 8, Book 5)
→ Author's tone: ____________________________________________
Q1. Can you please identify the author’s tone in Paragraph 4 (I have spent years...)? You can select more than one Adjectives from the following table. Also, please state why you select those Adjectives.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>dramatic</th>
<th>sarcastic</th>
<th>curious</th>
<th>sympathetic</th>
<th>solemn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>outraged</td>
<td>awed</td>
<td>optimistic</td>
<td>astonished</td>
<td>unbelievable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
<th>Adjectives</th>
<th>Statement of your reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Paragraph 4**

I’ve spent years gazing at that photo, pondering what kind of life she led, what happened to her offspring, and what she would think about cells from her cervix living on forever—bought, sold, packaged, and shipped by the trillions to laboratories around the world. I’ve tried to imagine how she’d feel knowing that her cells went up in the first space missions to see what would happen to human cells in zero gravity, or that they helped with some of the most notable advances in medicine: the polio vaccine, chemotherapy, cloning, gene mapping, and in vitro fertilization. I’m pretty confident that she—like most of us—would be staggered to hear that there are now an infinite number of her cells growing in laboratories.

Q2. Please identify FACTS or the Author’s OPINIONS

a. Please identify whether Paragraph 5 (There is no way ...) refers to the FACT or the Author’s OPINION.

b. Please identify whether Paragraph 6 (Henrietta died in 1951....) refers to the FACT or the Author's OPINION.

c. Please write down the sentence in Paragraph 4 (I have spent years...) that refers to the Author’s
Appendix-6

Worksheet-5 (A handout for L7 vocabulary)

attain(v); (un)attainable (Adj)
1. To **attain the highest scores** in the music exam
2. We must ensure that we do not set ourselves goals that are not __________.
3. the _______________ of a goal // targets

**evolution (N); evolve (V)**
4. Darwin’s theory of evolution ( )
5. These photos show the _______________ of the computer, indicating its gradual development from a huge-sized computer work station to the tablet today.

試比較以下的字:

| evolve  | 進化;演變 |
| revolve | 旋轉;革命 |
| resolve | 解決;決心 |

4. Jack’s life **revolves around** his wife and children.
   ( )
5. The house began to **revolve**. ( )
6. The Industrial _______________ changed how people worked and lived.

<table>
<thead>
<tr>
<th>vaccine (N); vaccinate (V); vaccination(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. All the children have received ________________ chicken pox (天花).</td>
</tr>
<tr>
<td>8. The children were (v)______________________the major childhood diseases. (給… 接種對抗…的疫苗)</td>
</tr>
<tr>
<td>9. vaccine injection (疫苗注射)</td>
</tr>
<tr>
<td>10. to receive vaccine by shot 注射疫苗</td>
</tr>
<tr>
<td>11. to take oral vaccine 口服疫苗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>infinite (adj); infinity(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. We are amazed at the ______________ of outer space</td>
</tr>
<tr>
<td>13. With ______________ patience, she explained the complex procedure to us. I really appreciated her.</td>
</tr>
</tbody>
</table>
14. The number of people who applied for the course was 120 compared with an initial __________________ of between 50 and 100.

15. In my estimation (=opinion of something), a lot of other banks are going to have the same problem.

16. I find it hard to ___________________ (= it is too shocking to imagine) that people are still treated so badly.

17. He couldn’t ___________________ a time when he would have no job.

18. I think my uncle still conceives of me as (=think of me as= look upon me as= regard me as= view me as= take me as= consider me) a four-year-old. 視為

19. the expiry of a visa

20. What is the ______________________ date of your credit card? (= What is the last date on which it can be used?)

autobiography (N) → a book about a person’s life, written by that person 自傳
biography (N) → an account of one’s story, written by someone else
memoirs (N) → a written record of a usually famous person’s own life and experiences 名人回憶錄
Complete the crossword below

Across
2. an account of one's life, written by someone else (biography)
3. no longer be legally used (expire)
5. extremely shocked by something (staggered)
9. hard to imagine or believe (inconceivable)
11. think carefully for a long time (ponder)
12. worthy of note (notable)
13. possible to achieve (attainable)
14. to last for some time (span)

Down
1. something that has never happened or existed before (unprecedented)
2. guess the cost, value, or amount of something (estimate)
4. explanatory words printed beneath a picture (caption)
6. too many to be counted (innumerable)
7. a substance given to prevent a person from getting a certain disease (vaccine)
8. great determination (resolution)
10. extremely violent and cruel (brutal)
Worksheet-7  Review new words in Lesson 7

Instructions: (A)~ (F) ➔ 名詞
(G) & (H) ➔ 形容詞
(I) ➔ 動詞

(A)

(B)

(C)

Mother

(D)
The scientists attempted to make (c)__________of woolly mammoth, an extinct species.
### Worksheet-8 ➔ Review for Pattern in Use (I) (P.150)

<table>
<thead>
<tr>
<th>S+ leave /keep+ O + OC (Adj/ Prep.Phrase/ V-ing/ V-ed)</th>
</tr>
</thead>
</table>

1. It is a sunny day, so I leave ____________________________ to let the sunlight stream in.

   ![Image of sunlight streaming through a window]

2. It is illegal for parents to leave ____________________________ at home.

   ![Image of a child looking surprised]
   I am under 6, so I cannot be left alone at home.

3. Haiyan typhoon severely destroyed Philippines, ____________________________. (leave/ many people/homeless)

   ![Image of a scene from Haiyan typhoon]
   ![Image of a scene from Haiyan typhoon aftermath]
4. **An influx of global tourists** may lead to a polluted environment in an area, which __________________________________________________________________________. (leave/ the locals/ ponder / increased tourism/ always brings advantages)

5. Every day, I have to drink some coffee to keep ____________________________ at work.
This is class 314, composed of 44 students. The desks are arranged separately from aisle to aisle. Photo-1 was taken when they were attentively doing listening activity at the Pre-Reading stage. For the sake of necessary discussion with the partner, I asked them to put two desks together.

Photo-2 and Photo-3 were taken when the students in Class 314 were working on Worksheet-2 (using GO) at the While-Reading stage and on Worksheet-4 for a practice of identifying an author’s tone at the After-Reading stage. Due to the classroom size with 44 students, it is a big headache for the students to move their desks and chairs for the convenience of group work. Thus, as shown in the photos, they have no choice but to stand and gather around the group leader for the completion of the worksheets.
This is Class 309, consisting of 35 students. Photo-4 and Photo-5 were taken when they were working on Worksheet-2 (using GO) at the While-Reading stage. They were working in pair or in a group, doing their best to complete Worksheet-2.

Photo-6 was taken when the listening activity was done at the Pre-Reading stage. Youtube clip was playing, in which the author of “The Immortal Life of Henrietta Lacks”, Rebecca Skloot was interviewed.
Photo-7 was taken in Class 309 when the students were doing the activity of Paired Reading at the After-Reading stage.

Photo-8 was taken in Class 314 when the students were doing the activity of Paired Reading at the After-Reading stage.
### Appendix-11  Student Feedback

1. **你覺得聽力內容的難易度對你而言是？**
   - A/可以聽懂 80%
   - B/可以聽懂 50%
   - C/只能聽懂 20~30%
   - D/完全聽不懂

<table>
<thead>
<tr>
<th>聽得</th>
<th>80%</th>
<th>50%~80%</th>
<th>20~30%</th>
<th>完全聽不懂</th>
</tr>
</thead>
<tbody>
<tr>
<td>數量</td>
<td>7</td>
<td>14</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

2. **你覺得做完聽力活動的部分後，對理解課文內容的幫助是？**
   - A/非常有幫助 (90%~100%)
   - B/有幫助 (70%~80%)
   - C/普通 (50%左右)
   - D/幫助不大 (20%以下)

<table>
<thead>
<tr>
<th>非常有幫助 (90~100%)</th>
<th>有幫助 (70~80%)</th>
<th>普通 (50%左右)</th>
<th>幫助不大 (20%以下)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>

1 人未答

3. **以往都是先教完單字再上課文，這次沒有先將單字教過。就在聽力活動完之後利用 Geographic Organizer 的學習單讓同學預習課文，你覺得這學習單對猜出本課單字的中文意思是否有幫助？**

<table>
<thead>
<tr>
<th>非常有幫助 (90~100%)</th>
<th>有幫助 (70~80%)</th>
<th>普通 (50%左右)</th>
<th>幫助不大 (20%以下)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>21</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

選 C 或 D 同學的看法：
1. 不太能連結 (X 2)
2. 覺得無聊，直接上課補充
3. 想不太出來，因為看不太出來在幹嘛
4. 已經背過單字基本上都理解了 (X 3)
5. 大概自己程度太差
6. 內容太混亂會迷失方向
7. 講解單字較重要
8. 先去背單字才有用

4. **以往都是先教完單字再上課文，這次沒有先將單字教過。就在聽力活動完之後利用 Geographic Organizer 的學習單讓同學預習課文，你覺得這學習單對課文內容的理解是否有幫助？為什麼？**

<table>
<thead>
<tr>
<th>非常有幫助 (90~100%)</th>
<th>有幫助 (70~80%)</th>
<th>普通 (50%左右)</th>
<th>幫助不大 (20%以下)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>
選 C 或 D 同學的看法:
1. 因為快速瀏覽，真正記得不分較少
2. 不會完整看過課文，只會針對 worksheet 的問題去找答案
3. 花太多時間造成課文講解太倉促
4. 沒有什麼相關的感覺
5. 內容太混亂會迷失方向
6. 完全無相關

5. 教完單字之後做的單字複習的活動，包括 crossword 和 worksheet-7:

5-1. 對連結單字與單字的定義(definition) 是否有幫助?

<table>
<thead>
<tr>
<th></th>
<th>非常有幫助 (90~100%)</th>
<th>有幫助 (70~80%)</th>
<th>普通 (50%左右)</th>
<th>幫助不大 (20%以下)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>13</td>
<td>14</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

5-2. 對能夠拼出單字是否有幫助? (A)比以前更容易     (B)幫助不大

<table>
<thead>
<tr>
<th></th>
<th>比以前更容易</th>
<th>幫助不大</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

6. 句型的活動(worksheet-8)，對你是否有幫助？為什麼?

positive comments
1. 能增加印象，對句型較熟悉/加深對句型的印象及用法 (x5)
2. 練習後找到錯誤，能發現自己的問題所在。
3. 能夠更熟悉/理解課文 (x2)，在複習時比較深刻
4. 單字也能背得更熟
5. 學到如何正確運用課本學到的單字、片語並複習文法 (x 2)
6. 較有趣 (x 4)
7. 多少有一點幫助 (x2)
8. worksheet 可以激起學習興趣
9. 能更快聯想到剛學的單字

Negative comments
1. 沒太大感覺/ 還好 (x 7)
2. 覺得直接寫翻譯較好
7. 這次的課文所用到的 GO (worksheet-2)是以專家小組分配任務完成，再請小組組員去分享自己所負責的那一部分，而其他組員則聆聽並且寫下自己沒做的部分。你覺得這樣的方式對於你的學習是否有幫助？為什麼？

**positive comments**
1. 更快讀解課文內容/有更了解課文內容
2. 對自己負責的部份能有透徹的了解
3. 可以學習到別的同學如何解題和他們的思考模式 (X 2)
4. 可以更加了解課文要旨並熟悉重要的單字、片語在課文中的應用
5. 會在責任心的驅使下逼自己去面對一堆英文單字
6. 當大家都有自己負責的部分，每個人會有責任感將任務完成，最後得到的答案能夠很精確，而且一旦有失誤，組員會立刻指正，藉此達到合作學習效果
7. 可以理解及預習課文內容
8. 討論過程有趣 (X 3)，看到別人有不同的想法
9. 因為無法獨力完成全部題目，互相交流比較有幫助

**Negative comments**
1. 幫助不那麼明顯，因為個人部分完成後再一起寫完剩下的，便只剩抄下內容的時間
2. 時間不夠充分，無法將自己負責的部分報告完成，常變成抄寫只為了能及交出 worksheet
3. 只熟悉自己負責的部分，其他部分都是用超的意義不大
4. 不論是完成個人部分或討論時間都太短了 (X 4)
5. 只想唸懂課文的文法即可，因為大考不試考這課課文
6. 只對自己負責的部分才比較有印象，抄下同組其他同學的部分，因為不是自己完成的便無法深入理解/或印象不深
7. 覺得自己負責全部後再討論會吸收比較多/效果才大 (X 2)

8. “想像自己是 Henrietta Lacks 來寫一篇日記”的作文活動對你學習這一課，否有幫助？為什麼？

**positive comments**
1. 寫作文很累但是可以增進作文能力
2. 可以以不同角度去看這件事，這是個有趣的作文題目
3. 可以加強對該課的單字、片語、句型的熟練度
4. 更加記的課文內容 (X 3)
5. 能嘗試不同的寫作題材
6. 會讓自己回想學過甚麼
7. 覺得對課文沒幫助，但對作文來說還不錯
8. 這篇作文和課文聯結，而且發揮空間很大，是個不錯得主題
9. 能站在不同的立場思考
10. 增加不同作文題型的經驗
11. 至少會去念課文
12. 增加練習寫作
13. 增加寫作題材經驗的廣度和想像力的發揮，和學習本課相關性不大
14. 有機會將本課單字運用在作文中
15. 能感受出作者寫這本書的心情

**Negative comments**
1. 知道課文內容後此作文意義不大，頂多為練習寫作
2. 她的細胞都已經被用了，就算猜測她的心情也沒有甚麼意義
3. 感覺大考不會有這樣的題目
4. 作文內容部分難創新或獨特見解
5. 資料太少，寫來寫去還是那幾句

8. **關於對整體課程設計與活動進行**
1. 反覆使用各種方式進行預習和複習，對本課印象深刻。
2. 感謝設計這一系列活動讓我們更快樂的上英文
3. 謝謝聽力練習的逐字稿
4. 聽外國人講話(聽力練習的部分)還不錯，雖然聽不太懂但需要多練習

**建議:**
1. worksheet 活動時間太趕，導致有很多講義內容還沒確實了解，便結束了。(X  4)
2. 有些活動不錯，但有些可以拿掉，這樣能有更多的時間盡情享受您準備的活動
3. 老師很用心但不一定適合我們