From Sentence to Short Passage
--Teaching and Grading--

National Hsin Tien Senior High
Pearl Chang

www.ugrd.uaeu.ac.ae/.../Sentence_BUILDING
I. Introduction

II. Lesson Plans

III. Analysis

IV. Reflections & Suggestions
- Longitudinal classroom action research project
- Book 2 of Sanmin English textbook (2008)
- Cooperative learning approach
- Visual and auditory activities
- Peer-conferencing
- Evaluating Rubrics
Figure 1 - A Chinese cultural model of learning English
Extracted from Jin and Cortazzi, 1998, pp102-103
Figure 1 - A western cultural model of learning of foreign language learning
Extracted from Jin and Cortazzi, 1998, pp102-103
● **Difficulty Level:** Low-intermediate

● **Mode(s) of writing:** Sentence writing

  **Focus on the lesson plans:**
  sentence writing & guided writing

● **Grammar focus:** Figurative Language – metaphor & simile
Teaching points

1. Raising students’ awareness: Usage of ‘like’ and ‘as...as’
2. Presenting the text: Using a graphic organizer for concept mapping.
3. Bridging practice to writing: Exercises and tasks
4. Sentence writing: ‘S+V+as...as N’ + ‘S+V+ like N’
5. Rubrics in grading: Evaluating sentence writing and guided paragraph writing
Lesson Plans
--Figurative Language--

- Reading 1—Poetry
- Reading 2—Images of Animals
- Reading 3—Hey, Thanks
- Reading 4—Colors at Play
- Reading 5—All Started by a Mouse
Outline of Lesson Plans

- Overview
- Exercises and Tasks
- Rubrics for Grading
Reading 1--Poetry

The Bee’s Warn

Where is the bee?
Flying around the tea.
He guides me.
To learn what he sees.

Look! The cars were out.
Nobody wants to pick.
Now! The earth is sick.
Please make it healthy quick.

I like the ball which I pick.
I like the feeling when I kick.

The ball flies so quick.
I hate I can’t kick because I am sick.

The bee can drink tea.
The bee likes tea more than we.

We see the different bee.
The Whole Duty of a Poem
by Arthur Guiterman

A poem should be, as our best ever are,
Golden of heart like a rose or a star.

A poem should be, like the brook that you hear
Sing down the mountainside, lovely and clear.

Yet in its music a poem should hold
That which is felt but never be told.
Exercises and Tasks
--similes and metaphors

- Mark “M” if it is a metaphor, “S” if it is a simile, and “N” if it is neither of the two.

☐ 1. Our friendship is as deep as the ocean.
☐ 2. He eats like a horse.
☐ 3. The eyes are the window to the soul.
☐ 4. His arms are as strong as giant trees.
☐ 5. Let the light of hope shine in the moment of misery.
# Rubrics For Grading

## FIGURATIVE LANGUAGE THROUGH POETRY

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Imagery Poem</td>
<td>Includes detailed imagery and appropriate use of similes and metaphors and rhyming words with no grammar mistakes</td>
<td>Includes appropriate use of similes and metaphors but rhyming words are not complete</td>
<td>Includes some appropriate use of similes and metaphors</td>
</tr>
</tbody>
</table>
O, my love is as sweet as honey.
It makes me happy.
O, my love is like a blind.
It is a one-of-the-kind (risk).
Please change your mind,
So we don’t need the finish line.

Comments and Grades: 85
Includes some imagery and appropriate
use of similes and metaphors but
rhyming words are not complete
O, my love is as sweet as honey.
It makes me happy.
O, my love is like a (new) world.
It can help everyone (can open your vision).
Please tell me your hope,
So I can help you.

Comments and Grades: 70
Includes some appropriate use of similes and metaphors
O, my love is as warm as spring. It makes me happy.
O, my love is like a river.
It disappear (runs) faster and faster,
Please let me follow you everywhere.
So that I can live better.
He is as slow as a tortoise; he is already eighty years old. Tortoises symbolize long life.

Checklist Items

<table>
<thead>
<tr>
<th>Subject+ Verb Agreement</th>
<th>Good</th>
<th>Average</th>
<th>Wrong</th>
<th>Grades</th>
<th>Total 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>as...as/like</td>
<td>v</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Right Form in Nouns</td>
<td>v</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Meaningful and understandable</td>
<td>v</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
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</tbody>
</table>
Duke was quiet as a mouse when he walked through the hall because his father was in a bad mood. ‘Mouse’ is used to describe someone who is quiet.

<table>
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<tr>
<th>Checklist Items</th>
<th>Good</th>
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<th>Grades</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject+ Verb Agreement</td>
<td>v</td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
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<tr>
<td>as...as</td>
<td></td>
<td>v</td>
<td></td>
<td>0.5</td>
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<tr>
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<td></td>
<td>v</td>
<td></td>
<td>0.5</td>
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Reading—Hey, Thanks

- What did Amir do for Hassan’s birthday?
- What did Amir’s father do for Hassan’s birthday?
- Did Hassan and Amir win the tournament? How? Could they win the tournament individually? Why/not?
- How did Hassan encourage Amir to win the kite competition? (What did he say to him?)
- What did Hassan say when getting the kite for Amir? What does it mean for their friendship?
<table>
<thead>
<tr>
<th>Scores: 95 Advanced</th>
<th>Scores: 85 Proficient</th>
<th>Scores: 75 Approaching</th>
<th>Scores: Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate in expressing the ideas and perfect in grammar use and word usage</td>
<td>Being able to express the ideas with few errors in grammar use and word usage, while being understandable</td>
<td>Giving general descriptions for the ideas; with errors in grammar use and word usage; not comprehensively understandable</td>
<td>Offering few ideas for the guided questions; not able to express the thoughts to the point; making errors in grammar use and word usage and hard to understand</td>
</tr>
</tbody>
</table>
Amir gave a catapult to Hussan (at him) (for his) birthday and Amir’s father bought a kite for him. And they won the tournament by teamwork. But if they joined the (game) (contest) individually, they couldn’t win because two hands (heads) are better than one. Before the game, Hussan encouraged Amir to win the kite competition and said, “I know you are going to win.” In the end, when Hussan getting winner (became the winner), he said, “For you, a thousand times over.” It means that they had a close friendship.
Words: 88
Grades: 85
Comments: Giving general descriptions for the ideas; with few errors in grammar use and word usage; comprehensively understandable
Amir gave a box of catapult(s) to Hussan in (for) his birthday. Also, Amir’s father bought a kite for Hussan that (so) they can (could) go to join the tournament. In the tournament, they helped each other so that they won the tournament. I think they couldn’t win the tournament individually (individually) because “Two heads are better than one.” Before the tournament, Hussan said to Amir, “I know you are going to win.” And “You have to (too) much faith to (in) me.” to encourage Amir. And they won the tournament, Hussan said to Amir;” I’m going to ran (run) that blue kite for you.” That’s (That) mean (means) their friendship was strong and can’t (couldn’t) move forever.
- Words: 117
- Grades: 82
- Comments: Being able to express the ideas fluently; with a few errors in grammar use and word usage, but is quite understandable
A Model of Writing

- Who is the king of the jungle? The answer to that is the ‘lion’. Lions must make you feel frightened. Well, that’s exactly how Ms. Pearl behaves when she is really angry. Boys in our class often forget to do their homework and can be very irresponsible at times, and “ROAR”, what’s that? Ms. Pearl’s way of showing her anger is very similar to a lion’s. She sees red.
All Started by a Mouse

- He has a potbelly and a squeaky voice. His arms and legs are as thin as sticks.
- He wears funny-looking red shorts with big white buttons, and his ears are black.
- He is also one of the world’s most famous movie stars.
- For a mouse, he has done pretty well – having starred in more than 130 movies and enjoyed worldwide fame as a superstar.
- However, few people know that he is the mouse that helped his creator rise above the toughest time of his life.
Reading 5
All Started by a Mouse

- He has a 1____ and a 2____.
- His arms and legs are 3_____.
- He wears 4_____ red shorts with 5_____, and his ears are 6____________.
- He is also one of the world's most 7_____.

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Vocabulary for describing one's appearance

- Height--short, tall, etc.
- Buildfit--slim, skinny, fat, plump, chubby, overweight, strong, slender, etc.
- Age--young, old, middle-aged, teenage, in one's 20s/30s, etc.
- Face--round, long, square, pale, thin, white, etc.
- Eyes--big, round, small, bright, lovely, large, etc.
- Hair--straight, long, curly, wavy, short, golden, etc.
Vocabulary for describing one's character

- Positive--hard-working, careful, active, cheerful, humorous, gentle, reliable, smart, energetic, confident, caring, helpful, loyal, friendly, generous, brave, kind, cool, honest, etc.
- Negative--stupid, careless, lazy, passive, moody, stubborn, ill-tempered, unfriendly, selfish, boring, irresponsible, impolite, sly, etc.
- Neutral—shy, curious, tough, busy, lonely, etc.
<table>
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<tbody>
<tr>
<td>Accurately expresses the ideas and almost perfect in grammar use and word usage</td>
<td>Able to express the ideas; with a few errors in grammar use and word usage, but understandable</td>
<td>Giving general descriptions for the ideas; with errors in grammar use and word usage; not comprehensively understandable</td>
<td>Offering few ideas for the guided questions; not able to express the thoughts to the point; making errors in grammar use and word usage and hard to understand</td>
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</table>
I would like to describe John. He is as thin as bamboos. He wears a big glasses and a big smile. He’s hardworking and generous. He is also one of our class’s star (class stars). He is called ‘Smile Point.’

Words: 41
Grades: 85
Comments: Being able to express the ideas; with few errors in grammar use and word usage, but is understandable
I would like to describe **Black Tea**. He is tall and thin but he is strong. His eyes is *(are)* very small, his hair is short, he is as ant as hard working and active *(he is as busy as a bee, hardworking and active)*. But, he is not shy. He has a round face with big eyes. His hair is short but good looking. He is 170 cm tall.

Words: 58
Grades: 88
Comments: Being able to express the ideas fluently; with one error in word usage; but quite understandable
I would like to describe Avon. A 16 year-old young lovely boy, tall and thin, he has (wears) short (black) hair (with black color). He is a friendly, hardworking student. His heart is as sensitive as a girl’s. This is my classmate, Avon.

Words: 41
Grades: 85
Comments: Being able to express the ideas fluently; with few errors in word usage and singular form of noun; but quite understandable
Analysis

- Less aware of N after *as or like & verb BE*
  - My little brother character as cowardices as ^ mouse.
  - For example, the person who has no friend ^ ^ as quiet as^mouse in the class.
  - I wish you could live as long as ^ crane.
  - My brother ^ liked a herd of elephants.
- Basic Level writing grading of the GEPT
- Soft rubrics
- Benefited by guided-question writing
- Working on an appropriate syllabus