# Framework of Lesson Plan

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**San-Ming**

**Book 4**

**Lesson 2**

**The Chain of Love**

**王信雲**
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Reading

The Chain of Love

He was driving home on a country road one evening. Ever since the Levi’s factory closed, work in this small town had been almost as slow as his battered old car. Now, as winter raged on, the chill had finally hit home. It made the road ahead even bleaker.

The afternoon was slowly fading into twilight. With the continuous snow flurries making it difficult to see, he almost missed the elderly lady stranded on the side of the road. Fortunately, even in the dim light of day, he could see she needed help, so he pulled up in front of her car and got out. The lady smiled nervously, looking visibly worried. “No one has stopped over the past few hours, except for this man. He looks poor and hungry. Is he going to hurt me?” she thought to herself.

Realizing that she was frightened, the man said quickly, “I’m here to help you. Why don’t you wait inside the car where it’s warm? By the way, my name is Joe.”

All she had was a flat tire, but for those who were of this lady’s age, that was bad enough. While Joe was working to change the tire, the lady began to talk to him. She told him that she was from St. Louis and was only passing through the small town. She thanked him for coming to her aid. Joe just smiled in response.

The elderly lady asked him how much she owed him and added that any amount would be all right. She shuddered at the thought of all the awful things that might have happened if Joe had not stopped to help her.

Joe, however, hadn’t thought twice about stopping to help the lady. To him, this wasn’t a job, but rather a way to help someone in need. He knew that there were plenty of people who had lent him a helping hand in the past. He told her that if she really wanted to repay him, she could help the next person whom she found in need.

Waving goodbye to Joe, the elderly lady started her car and drove off. It had been a cold and depressing day, but Joe felt uplifted as he headed home.

A few miles down the road, the lady saw a small dingy-looking café. She went in to grab a bite and get out of the cold before she embarked on the last
leg of her trip home.

A waitress came over and brought a clean towel for her to wipe her wet hands. She had a sweet smile, one that even being on her feet that entire day couldn’t erase. The lady then noticed that the waitress was heavily pregnant. She wondered how someone like this waitress could be so thoughtful and generous to a stranger. Then she remembered Joe.

The lady finished her meal and quietly slipped out of the door while the waitress was getting the change from the hundred-dollar bill the lady had given her for the bill. When the waitress returned, the lady was no longer in sight. On the table was a napkin, with four more one-hundred-dollar bills underneath it. The lady had paid almost fifty times as much as the cost of her meal! Tears filled the waitress’s eyes as she read what was written on the napkin. It said, “Someone once helped me out in the way I’m helping you now. If you really want to pay me back, don’t let the chain of love end in your hands.”

That night, after the waitress returned home, she lay awake in bed, thinking about the money and what the lady had written. How could the elderly lady have known that she and her family needed money, especially with her baby due the next month? Her husband, who was sleeping beside her, was worried sick about their future. She gave him a soft kiss and whispered, “Everything will be all right. I love you, Joe.”

Introduction

WebQuest as an Inquiry-Oriented, Group-Based Learning Project

The core of this lesson plan is the WebQuest website targeted on Lesson Two, entitled “The Chain of Love”, in San-Ming Book 4. As the mediation platform, the WebQuest website is designed to lead Grade 11 students to complete inquiry-oriented tasks collaboratively with the help of reference books and on-line information provided by the teacher. Compared with traditional blackboard-and-chalk learning and teaching, this WebQuest-based lesson plan is expected to provide more chances for students to collaborate and communicate, and, most important of all, to offer abundant images and sounds for the benefit of auditory and
visually-oriented students. Students, in this case, are the knowledge explorers, analysts, and constructors; they start to learn actively, instead of passively waiting for directions and answers. According to Warchauer & Healey (1998), such a computer-assisted program can benefit students in such perspectives as “multi-model practice with feedback”, “the fun factor”, “variety in the resources available and learning styles used”, “exploratory learning with large amounts of language data”, “real-life skill-building in computer use”, etc.

Three Class Periods on Reading, Word-Forming, Writing, and Life Education

This lesson plan consists of three main class periods, with their foci on English reading strategy investment, English word-forming introduction, and English writing training respectively. Details of the three class periods will be explained in the following sections.

➢ 1st – Reading Strategy Investment

The first class period is centered on the reading strategy development, in which students of groups are led to sharpen such reading skills as skimming and scanning by completing and re-arranging the scrambled paragraphs with blanks in them. In the process of paragraph re-arrangement, students are required to circle or highlight “time words” and transition words in the text. They are also encouraged to share their stories and ideas of how each paragraph is connected with each other with their peers. Such sharing may enable them not only to strengthen their sense of audience awareness, but also to gradually gain the concept of cohesion and coherence. In addition, in order to familiarize students with the narration genre, which is the focus of this lesson, the “ingredients” of a story (e.g., characters, plots, climax, exposition, end, etc.) are introduced via referential websites and books. After the instruction, the worksheets of scrambled paragraphs and story elements should be completed and handed in.

➢ 2nd – Word-Forming Introduction

The second period is centered on instruction in word-forming. In this period, students are led to understand how English words are formed with prefixes, roots, and suffixes. In this class, to lower students’
anxiety towards learning English word-forming rules, the teacher first illustrates the concepts of prefixes, roots, and suffixes with some Chinese examples extracted from a PowerPoint file on a website sponsored by the MOE. Then, students are shown several on-line word-forming exercises and quizzes. To stimulate higher learning motivation, group competition is highly recommended when students are solving theses problems. They can share ideas about how the concept of prefixes, roots, and suffixes can help them dismantle words and “guess right and smart.”

3rd – “Thank-You Note” for Narration Writing and Life Education

In the final class, students are led to practice narration writing. To rewrite the story, students are firstly asked to choose a role and paraphrase the story from the perspective of their chosen character. The teacher leads students to answer WH- questions for the purpose of helping them narrate the story with story elements from the lesson. Also, students are directed to complete graphic organizers by filling in the “time words” and transition words they circled in the first class period. In addition, with the animation and PowerPoint files provided on the websites, the teacher leads students to review the grammatical rule of “Conjunctive Mood” (IF- Clause), with which the exclamation of “If I (we) had not received help, I (we) would have...” can be expressed by students in their group Thank-You Notes. Finally, individual students are required to complete personal Thank-You Notes to express their appreciation of the merits and kindness of someone in their class and to create a real chain of love in their daily life.

Level of difficulty

☑️  ☐  ☐  ☐  ☐
Elementary  Intermediate  Upper-Intermediate  Advanced

Model of Writing

Narration

Teaching Focus

Inquiry-oriented learning, group-based collaboration, narration reading and writing, and word-forming introduction
Teaching Procedure

➢ The 1st Class Period

1. Students are introduced the WebQuest website.
2. Students are grouped and introduced to the learning tasks they are going to complete.
3. Students are introduced the reading skills of “skimming” and “scanning” in order to complete scrambled paragraphs with blanks in them.
4. Students are encouraged to tell their stories in groups after paragraph re-arrangement.
5. Students are introduced to the elements of a story – the “ingredients” of narration.
6. Students are led to circle “time words” and transition words that are used to connect the events of the story.

➢ The 2nd Class Period

7. Students are introduced the concepts of English prefixes, roots, and suffixes.
8. Students in groups are led to dismantle words and answer on-line quizzes.

➢ The 3rd Class Period

9. Students are led to complete graphic organizers with which they will write the group Thank-You Note step by step.
10. Students in groups are encouraged to use the “Conjunctive Mood” to express the notion that “If I (we) had not got help, I (we) would have...” in their group Thank-You Notes.
11. Individual students are encouraged to finish their personal Thank-You Notes and create a real chain of love by observing merits and kindness (OMAK; 觀功念恩) of their peers in class.
Lesson Plan

I. Raising Students’ Awareness (The 1st Class Period – 10 minutes)

In this part, the teacher divides students into several groups and introduces the WebQuest website to them. In the introduction, the teacher explains why the WebQuest is given the name, what the groups are required to complete, and how they have to complete the tasks during class. Detailed directions are listed below.

Directions:

1. Introduce “WebQuest” to students.

![Figure 1. “Introduction” in WebQuest](image)

2. Point out the title of the lesson, “The Chain of Love”, by asking students if they know other movies talking about love. Explain the differences of love between the kind of love expressed in romantic movies (e.g., “Titanic”) and that of this lesson.

3. Remind students of the movie, “Pay It Forward”, to draw them closer to the lesson.

4. Explain the upcoming learning tasks on the WebQuest website by asking students to read out loud the description on the “Introduction” webpage.

   In fact, this time you are NOT going to sit back, listening to my lecture. Instead, you and your partners are going to direct the film by yourselves. Your task is not only to
discover knowledge in this lesson, but also to arrange or re-arrange the episodes. Also, you will play one of the characters in this story, writing a thank-you note to someone you appreciate. You will actually create a real chain of love in your daily life with thoughtfulness and thankfulness.

II. Presenting the Text

The section of “Presenting the Text” consists of two main parts, that is, “Episode Arrangement” and “Word-Quest”, which are exactly the first and second tasks students are required to complete via the WebQuest website. Detailed description and directions are as follows:

(A) Episode Arrangement (the 1st Class Period – 40 minutes)

“Episode Arrangement” is the first task students are required to complete in groups. In this task, students are expected to develop such reading strategies as skimming and scanning so as to successfully complete paragraphs with blanks and then re-arrange scrambled paragraphs. After episode re-arrangement, students are requested to circle or highlight “time words” and transition words in order to strengthen their concepts of cohesion and coherence. In addition, the elements of a story/narration will also be introduced via the website as the preparatory step for narration writing in the third class period.

To help students complete this task, the following procedure and worksheets have been designed, covering reading strategy investment and the introduction of story (narration) elements.

Directions:

1. Introduce the first task “Episode Arrangement” to students.
2. Distribute the eight scrambled paragraphs with blanks to students.

3. Explain the rationale of the two reading strategies, “skimming” and “scanning.” Remind students NOT to waste time reading word by word, but to move their eyes quickly over the whole text, looking for particular words.
or messages.

4. Ask the students to use “skimming” and “scanning” to find the targeted paragraphs and complete the paragraphs with blanks through listening.

(*To have students practice scanning and skimming, play the text audio RANDOMLY.)

5. Distribute the eight pictures to students.

(Show scrambled pictures)

6. Ask students to match the paragraphs with the pictures.

7. Ask students how they match pictures and paragraphs and to circle key words and phrases in the text corresponding to the pictures.

8. Ask students to arrange the scrambled paragraphs (with the matched pictures) in a reasonable order.

Figure 4. Worksheet: Scrambled Pictures (Also see Appendix B.)
9. Invite students to share their stories with the class.

10. Ask students how they relate one episode with another while telling their stories. Point out the functions of the “Time Words” and transitional words they used while telling stories.

11. Ask students to circle “Time Words” and transitional words in the text.

12. Distribute the “Story Elements” worksheets to students.

13. Introduce the website of “Elements of a Story” to students.
14. Ask students to complete the worksheet of “Story Elements.”

(B) Word-Quest (the 2nd Class Period – 40 minutes)

“Word-Quest” is the second learning task students are required to complete on the WebQuest website. In this lesson, the prefix “re-“ is introduced in the textbook. However, it is highly recommended that the teacher introduce a complete range of English word-forming concepts, including “prefixes”, “roots”, and “suffixes”, to students. This may help students have a clearer picture of how English words are created and further apply those rules to other words in other lessons. Detailed description and directions are explained below:

To help students complete this task, the following procedure and
Worksheets are designed for the Word-Quest section.

Directions:

1. Introduce the second task, “Word-Quest”, on the WebQuest website to students.

2. Distribute the worksheets of “Word-Quest” to students.

3. Explain the concepts of prefixes, roots, and suffixes with the Chinese
examples extracted from the lesson plan on the website of “高中英文科資訊科技融入教學.”

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<td>2. 字根</td>
<td>數師可利用中文部首導入字根觀念，如：提供學生「掉、聽、擊、擊」等字，讓學生指出這些字在中文的部首及部首意思，並播放動畫，帶入英文字根之觀念。</td>
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<tr>
<td>3. 字尾</td>
<td>數師可利用中文部首作演示範，如：提供學生「美、時」等字，並說明在一個字中，每個部分各自代表在單字之意義或功能，如：「美」，右「月」部，代表字的意義；而下方「羊」則代表意義；而「時」，「耳」代表耳朵，而「今」在此字中則代表聲音，於此字的聲音。以中文字根部首之觀念，並播放動畫帶入英文字尾之觀念。</td>
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Figure 11. Website: Introduction of English Prefixes, Roots, and Suffixes (V-1 in 高中英文科資訊科技融入教學)

(Examples)

*Prefix: 「要、可以、開心、喜歡」 ⇒ 「不要、不可以、不開心、不喜歡」

*Root: 「聆、聽、聲、聲」

*Suffix: 「嗎」

4. Introduce the PowerPoint, “Prefixes, Roots, Suffixes 入門”, downloaded from the website of “高中英文科資訊科技融入教學” to students.

Figure 12. PowerPoint: Prefixes, Roots, Suffixes 入門

5. Use the examples with the cartoon illustrations in the PowerPoint to explain
how English words are formed with prefixes, roots, and suffixes.

(Examples)

- **Prefixes**
  - *visible → invisible*
  - *believable → unbelievable*
  - *pass → overpass/underpass*
  - *call → recall*

- **Roots**
  - *aud- → audio/audible/audience*

- **Suffixes**
  - *act → active*
  - *explode → explosion*
  - *speak → speaker*

---

**Figure 13. PowerPoint: Cartoon Illustrations for Word-Forming Rules**

6. Guide students to distinguish prefixes, roots, and suffixes in the words mentioned in the PowerPoint.

(Examples)

- *illegal = il + leg + al*
- *legalize = legal + ize*
- *deflation = de + flat + tion*
- *collaborate = co + labor + ate*

---

**Figure 14. PowerPoint: Word Analyses**

7. Introduce the website of “高中英文科資訊科技融入教學” to students.
8. Guide students to explore the abovementioned website, seeing how the prefix, “re-“, forms the words.

(Examples)
repeat = re + peat
recall = re + call
repay = re + pay

9. Invite students to answer the interactive questions on the prefix, “re-“, on
the website.

(Examples)
rebuild = re + build
recycle = re + cycle
represent = re + present

10. Ask students to find the words beginning with the prefix, “re-“, in the lesson and fill in their answers on the worksheet.

11. Ask students to find two more words beginning with the prefix, “re-“, in the dictionary and fill in their answers on the worksheet.

![Figure 17. Students’ Work: Word-Quest for Prefixes, Roots, and Suffixes](image)

III. Bridging Reading to Writing

The section of “Bridging Reading to Writing” – the final stage in the lesson plan – refers to the third learning task, “Thank-You Note”, in the WebQuest website. Detailed description and directions are listed below.

(C) Thank-You Note (the 3rd Class Period – 40 minutes)

“Thank-You Note” is the third learning task, in which students are encouraged to transform the previously received input into output, with a particular focus on narration writing. In this stage, the teacher uses a worksheet with multiple graphic organizers to have students write their
narration step by step. Such graphic organizers remind students of the story elements, “time words”, and transition words learned in the first class period. Also, the teacher can take advantage of the website and on-line information to help students review some grammatical rules (e.g., Conjunctive Mood) which may enrich their writing in terms of sentence structures.

To help students successfully bridge reading to writing, the following procedure and worksheets have been designed for the Thank-You Note section.

Directions:

1. Introduce the third task, “Thank-You Note”, on the WebQuest website to students.

![Figure 18. “Thank-You Note” (the 3rd learning task) in WebQuest](image)

2. Distribute the “Thank-You Note” worksheet to students.

![Figure 19. Worksheet: “Thank-You Note”](image)

3. Ask students to complete “STEP 1” -- choosing one of the characters in the text.
4. Ask students to complete “STEP 2” — filling the answers to the “5W1H” questions in the graphic organizer. These 5W1H questions may help students retrieve the knowledge about story (narration) elements taught in the 1st class period.

5. Ask students to complete “STEP 3” — filling in the general and specific time of the events in the graphic organizer. This can help students recall “time words” and transitional words they used when arranging episode in the 1st class period.
6. Review the grammar of "Conjunctive Mood" with the help of the website of "英文動畫文法."

7. Ask students to complete "STEP 4" – using the pattern of the "Conjunctive Mood" to express the consequences if the character had not received the help.
8. Ask students in groups to complete STEP 5, a Thank-You Note (100 words), with the recommended words/phrases and patterns.

9. Ask individual students to complete STEP 6, that is, students’ personal Thank-You Note (50 words). To write personal Thank-You Notes, the teacher reminds students to observe the merits and kindness (OMAK; 觀功念恩) of their peers.

10. Ask students to chain their individual Thank-You Notes together and form their own chain of love.
**IV. Students’ Works**

The students in this project were 11th graders with PR 68-72 on the Basic Competence Examination. The results showed that all of the students in the groups could complete the given tasks, such as “Episode Arrangement” (see Figure 26), “Word-Quest” (see Figure 26), and graphic organizers in the “Thank-You Note” section (see Figure 27), with the scaffolding provided either by the teacher or through the websites. Students with higher English proficiency could even successfully create their own stories by using the recommended words/phrases and sentence patterns. Their proper language use and creativity in story telling, resulting from close partnership and collaboration, proved the validity of the previously used worksheets and the creativity of the students. This may encourage us teachers to go further in future teaching.

*Figure 26. Students’ Work: Worksheets for Episode Arrangement and Word-Quest*

*Figure 27. Students’ Work: Graphic Organizers in “Thank-You Note”*
However, it can be noted that some groups consisting of students with particularly low English competency levels had quite a hard time writing the “Thank-You Note” – even though it was a team activity. That is, they were unable to write sentences, in their own words, with correct tenses and subject-verb relationships, or to produce proper word/phrase choices or other complicated linguistic structures (See Figure 29 and ). Looking deeper into this problem, we may find that these difficulties stemmed from the students’ overall linguistic deficiency, which, practically speaking, can’t be overcome in a short time. To solve this problem, we could ask these students to “paraphrase” the text, instead of asking them to write a whole new story “in their own
words.” For example, they could paraphrase sentences by simply changing the subject/object in sentences and the sentence order in the paragraphs. By doing this, the text itself could be a scaffold for low achievers, and therefore may reduce the pressure the feel from having to write a passage with immature linguistic knowledge.

![Image](image.png)

Dear Joe,

Thanks you (for) aid(ing) me when I had was a flat tire and (was) stranded on the road in the twilight. At that time, I was very frighten(ed) and bleak nobody could help me. When winter raged on, the light was dim. You pulled up in front of my car. At first, I was afraid, shuddering for you. I thought (wonder/am not sure) if you would hurt me or not. You didn’t hurt me but embarked on (fixing) my flat tire. You although (Although you) just smiled in response, (it meant a lot to me.) Since you helped me, I knew (knew) that helped (helping) people out when they (are) in need could be very friendly and simple. I owed you the love. I will repay (you by helping) other people for (with) love. Thanks (for) your generous (generosity). Your help for me will not be erased. You are a good man who was kind.

Your Sincerely,
The old lady who was helped by you

*Figure 29. Students’ Work: Thank-You Note with Immature Linguistic Knowledge*
Dear Joe,

thank (Thanks) for your help at that day. Don’t you remember? The afternoon was slowly fading into twilight. As winter raged on, the chill had finally hit home. It made the road ahead even bleaker. Suddenly, my car was (had/got a) flat tire. I was very frighten(ed). Then, you came to help me. If I hadn’t got the help from you, I would be stay (have stayed) on a country road in the dim light. You told to me that if I really wanted to repay you, I could help the next person whom I found in need. Now day I have helped many people. The feeling was so great! So I decided to write the thank you note to you! Thank you very much!

Your Sincerely,
The old lady who was helped by you

Figure 30. Students’ Work: Revised Thank-You Note with Paraphrased Sentences

V. Conclusion

The WebQuest project, for me, was a valuable opportunity to recall, reflect, and refine. To successfully incorporate computer-assisted language instruction into regular English classes within limited class hours, I recalled what I have done with computers during these years in my English classroom.
Facing a different student population, it is indeed necessary for me to raise some WH-questions on what I should modify, how I could make such modifications workable in the real teaching/learning setting, when I, as a teacher, should be more directive or conversely give my students more authority to direct their own learning, and where/who I could seek for assistance if necessary. All these recall, reflections, and refinements eventually resulted in this WebQuest project!

“WebQuest”, as its literal meaning implies, involves the application of webs (websites) and the action of quest. WebQuest, in this case, is more like a mediation platform through which students retrieve on-line information collected and recommended by the teacher. Getting rid of teacher-centered lectures, students in this project are expected to be more inquiring and show higher learning autonomy, and, according to my observation, my students indeed did. In addition, the abundant sources of images and sound proved to be ideal inputs for students of the new generation – the generation for whom advanced technological products with rich animations/pictures/images and sound are the norm. In addition, my students showed more willingness to learn how to communicate and collaborate with other peers in their groups. Only with communication and collaboration could they finally complete the given WebQuest tasks, which are usually more large-scale and complicated than individual drills in the textbook.

Limitations

There is no denying that there are still some limitations in the WebQuest project. Among all the potential difficulties, the problem of computer equipments might be the most troublesome. Limited school facilities and budgets might keep students from making on-line exploration instantly when they get stuck in the process of solving problems. All students can do, in this case, is take turns using the sole classroom computer, or go back home to use their personal computers. Such inconvenience may somehow decrease students’ willingness to engage in instant collaboration and communication, and, most important of all, diminish the spirit “WebQuest” stands for. To overcome the abovementioned limitations, we teachers could, on one hand,
design more external documents (e.g., worksheets and PowerPoints) as supplementary learning materials, and, on the other hand, promote the construction of school laboratories. For example, I designed several worksheets to help my students take note of what was projected on the screen step by step. With notes, they could first discuss problems with their peers while waiting for their turn to use the classroom computer. Moreover, worksheets with graphic organizers helped my students “digest” the inputs they “devoured” when they were given missions that required them to surf the net to solve problems by themselves.

In addition to the lack of computer facilities, teachers may also encounter computer troubleshooting problems. During these three class periods, I encountered technical problems several times. Such technical problems included problems with computers, broadcasting systems, overhead projectors, and even the screen. Most of these technical problems occurred suddenly, and hence we teachers have to train ourselves and some “high-tec savvy” students to overcome unexpected mechanical obstacles.

Suggestions for Future Applications

When computer-assisted instruction gradually gains its increasing popularity in today’s language learning classrooms, we teachers must take its pro and con, as mentioned above, into consideration. Technology is not panacea, and teaching is quite dynamic. There is no definite answer to the question of what the best teaching is. However, there are indeed some problems that might commonly exist in most computer-assisted English classroom. Solutions to those problems remain open to discuss. Yet, there is still one key – that is, patience, patience, and patience. Have patience to accept trials and errors! Have patience to see how computers put new magic to your teaching.
Appendix A.

<table>
<thead>
<tr>
<th>Scrambled Paragraphs with Blanks (5 points for each blank)</th>
</tr>
</thead>
</table>
| **D**  
He was driving home on a country road one evening. Ever 1._______ the Levi’s factory closed, work in this small town had been almost as slow as his battered old car. Now, as winter 2._______ on, the chill had finally hit home. It made the road ahead even 3._______.

**G**  
The afternoon was slowly fading into twilight. With the continuous snow flurries making it difficult to see, he almost missed the elderly lady 4._______ on the side of the road. Fortunately, even in the 5._______ light of day, he could see she needed help, so he pulled up in front of her car and got out. The lady smiled nervously, looking visibly worried. “No one has stopped over the past few hours, except for this man. He looks poor and hungry. Is he going to hurt me?” she thought to herself.

**A**  
Realizing that she was frightened, the man said quickly “I’m here to help you. Why don’t you wait inside the car where it’s warm? By the way, my name is Joe.” All she had was a 6._______ tire, but for those who were of this lady’s age, that was bad enough. While Joe was working to change the tire, the lady began to talk to him. She told him that she was from St. Louis and was only passing through the small town. She thanked him for coming to her 7._______ . Joe just smiled in 8._______.
The elderly lady asked him how much she 9.__________ him and added that any amount would be all right. She 10.__________ at the thought of all the awful things that might have happened if Joe had not stopped to help her.

Joe, however, hadn’t thought twice about stopping to help the lady. To him, this wasn’t a job, but rather a way to help someone in need. He knew that there were plenty of people who had lent him a helping hand in the past. He told her that if she really wanted to repay him, she could help the next person whom she found in need.

Waving goodbye to Joe, the elderly lady started her car and drove off. It had been a cold and depressing day, but Joe felt uplifted as he headed home.

A few miles down the road, the lady saw a small dingy-looking 11.__________. She went in to 12.__________ a bite and get out of the cold before she embarked on the last leg of her trip home.

A waitress came over and brought a clean towel for her to wipe her wet hands. She had a sweet smile, one that even being on her feet that entire day couldn’t 13.__________. The lady then noticed that the waitress was heavily 14.__________. She wondered how someone like this waitress could be so thoughtful and 15.__________ to a stranger. Then she remembered Joe.
The lady finished her meal and quietly slipped out of the door while the waitress was getting the change from the hundred-dollar 16.___________ the lady had given her for the bill. When the waitress returned, the lady was no longer in sight. On the table was a 17.___________, with four more one-hundred-dollar bills underneath it. The lady had paid almost fifty times as much as the cost of her meal! Tears filled the waitress’s eyes as she read what was written on the napkin. It said, “Someone once helped me out in the way I’m helping you now. If you really want to pay me back, don’t let the 18.___________ of love end in your hands.”

That night, after the waitress returned home, she 19.___________ awake in bed, thinking about the money and what the lady had written. How could the elderly lady have known that she and her family needed money, especially with her baby 20.___________ the next month? Her husband, who was sleeping beside her, was worried sick about their future. She gave him a soft kiss and whispered, “Everything will be all right. I love you, Joe.”
Appendix B.

Scrambled Pictures
Appendix C.

Story Elements of <The Chain of Love>

- Group Members: _________________________________
- Please look for the answers of the worksheet in the website of http://www.learner.org/interactives/story/exposition.html.

The time and the place mentioning in the beginning of the story is called 【I. 】.

Moreover, the detail of the time and the place is called 【J. 】.

The people and creatures in the story are called 【K. 】.

The most exciting part of the story is called 【L. 】.

The end of the story is called 【M. 】.

All the events that take place in sequence during the story form the 【N. 】 of the story.

In this story...

1. The time is___________.
2. The place is ______________.
3. The people and creatures are ________________________.
4. List the events taking place in sequence during the story.
   ____________________________________________________________________________________________
   ____________________________________________________________________________________________

(A-N) 70%, (1-3) 18%, (4) 12%
Tell me, I forget; Show me, I remember.

**Involve me, I understand.**

【Word-Quest for Prefixes, Roots, & Suffixes: "re-"】

(A) How do you teach non-Chinese speakers Chinese? (18%)

<table>
<thead>
<tr>
<th>例子</th>
<th>例子共同點</th>
<th>跟英文有何相同</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 要、可以、開心、喜歡</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 聆、聽、聲、聾</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 嘗</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(B) How much do you know prefixes, suffixes, & roots? (33%)

<table>
<thead>
<tr>
<th>例子</th>
<th>變化</th>
<th>作用</th>
<th>Prefix</th>
<th>Suffix</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. visible</td>
<td>→</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. believable</td>
<td>→</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3~4) pass</td>
<td>→</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. call</td>
<td>→</td>
<td></td>
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</tr>
<tr>
<td>(6~8) aud-</td>
<td>→</td>
<td></td>
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<tr>
<td>9. act</td>
<td>→</td>
<td></td>
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<tr>
<td>10. explode</td>
<td>→</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. speak</td>
<td>→</td>
<td></td>
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</tbody>
</table>

(C) Please analyze the following words. (48%)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root</th>
<th>Suffix</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. repeat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. react</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. restore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. represent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. rebuild</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. recycle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 7. rearrangement | | | (* Please find out relevant words in this lesson.)
| 8. | | | |
| 9. | | | (* Let’s find out more relevant words in your dictionary.)
| 10. | | | |
| 11. | | | |
Step 1:
Now, choose a character in the story, and help him/her/it write a thank you note (at least 100 words) to someone you appreciate.

- I would like to thank ________________________.

Step 2:
A thank-you note may begin with a NARRATION — a “word picture” of what has happened — where you have to use the key words and phrases taught in this unit to illustrate or explain the WHAT/ WHERE/ WHEN/ WHO/ WHY/ HOW of the events (similar to STORY ELEMENTS).

The key words are: (Choose at least 8 words; every word is worth 4 points.)

- rage
- bleak
- twilight
- strand
- dim
- frighten
- flat
- aid
- owe
- shudder
- twice
- repay
- grab
- wipe
- erase
- generous
- napkin
- pregnant
- due
- uplifted

The key phrases are: (Choose at least 3 phrases; each phrase is worth 4 points.)

- pull up
- in need
- embark on
- help out
- in response

(*Also see Step 1)

Who do you want to thank?

(Who) did he/she/it help you?

(The Character you choose to be)

(Why) did the events happen?

(When) did the events happen?

(Where) did the events happen?
STEP 3:
Use “Time words” (e.g., transition words) to put events in a CHRONOLOGICAL order.

<table>
<thead>
<tr>
<th><strong>Adverbs (Adverbs Phrases)</strong></th>
<th>now, then, early, late, last night, soon, a few years later, one day, recently, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subordinators</strong></td>
<td>as, when, while, after, before, until, etc.</td>
</tr>
<tr>
<td><strong>Prepositional Phrases</strong></td>
<td>in September, on October 10, at two o’clock, during the summer, by Sunday, until dinnertime, from then on, etc.</td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td>(at) first, second, next, then, later, afterwards, after that, finally, at last, in the end, etc.</td>
</tr>
</tbody>
</table>

STEP 4:
After the narration, you express your thankfulness by telling the consequences if you had not received the help (CONDITIONALS). (5%)
STEP 5: Complete the thank-you note (at least 100 words)!

BONUS: (Each phrase is worth 5 points.)

<table>
<thead>
<tr>
<th>Since…</th>
<th>Relative clauses</th>
<th>Participle Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>[因為；自從]</td>
<td>[關係子句]</td>
<td>[分詞構句]</td>
</tr>
</tbody>
</table>

Dear

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Your Sincerely,
STEP 6: Complete MY thank-you note for someone in my REAL life.
(at least 100 words)!

Dear

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Your Sincerely,