

# 109-2 外語領域成果發表—英文寫作心得

## My English Writing Practice and Experience

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213班 31號 葉雲翔

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# I. My Motivation



# My Motivation

I built up my contact with English when I was about seven years old. Nonetheless, when it comes to writing, I didn't receive a decent writing education until I entered senior high. No sooner had my current English teacher taught me writing than I realized how much I had to improve and how tedious the passages I had written were.

After some training, I improved to such an extent that I attended the 2020 Northern Taiwan Senior High School English Writing Contest on behalf of our school. Though I failed to win a prize, Dale Carnegie once said, "The successful man will profit from his mistakes and try again in a different way." As a consequence, I decided to keep training and indulge myself in words. If permitted, I would like to share all my experience on my way to writing at the end of this semester.



## II. My Learning Program



# My Learning Program

週次	實施內容與進度
第01週	與指導教師討論自主學習規劃，完成本學期自主學習實施內容與進度。
第02週	與指導教師討論自主學習規劃，完成本學期自主學習實施內容與進度。
第03週	寫作練習：My Views on Modern Youth
第04週	寫作練習：One Gap Year for Volunteer Work
第05週	寫作練習：My Self-learning Plan
第06週	與指導教師討論文章內容與架構及文句流暢度，並檢討文章缺點與題目分析之謬誤。
第07週	寫作練習：My Views on a Global Issue 閱讀大考作文佳作
第08週	寫作練習：What will life be like after the COVID-19 pandemic ends? 閱讀大考作文佳作
第09週	寫作練習：When Do I Know if I Am Mature Enough to Make Important Decision? 閱讀大考作文佳作

週次	實施內容與進度
第10週	寫作練習：Picture Writing 閱讀大考作文佳作
第11週	與指導教師討論文章內容與架構及文句流暢度，並檢討文章缺點與題目分析之謬誤。
第12週	與指導教師討論成果發表內容與方法
第13週	製作成果發表PPT
第14週	製作成果發表PPT
第15週	製作成果發表PPT
第16週	製作成果發表PPT
第17週	製作成果發表PPT
第18週	完成自主學習成果紀錄表撰寫



The background of the slide features a stylized, painterly pattern of blue and white waves. The top half is dominated by a white, cloud-like shape that resembles a mountain range or a series of peaks. Below this, the background transitions into a series of blue and white wavy bands, creating a sense of movement and depth. The overall effect is reminiscent of a watercolor or a soft-focus photograph of a seascape.

## III. My Brief Biology



# My Brief Biology

- 875 on TOEIC last year
  - 430 on Listening
  - 445 on Reading

**ETS TOEIC LISTENING AND READING OFFICIAL SCORE CERTIFICATE**

YEH YUN-SHIANG  
Name

2004/05/25  
Date of Birth (YYYY/MM/DD)

20170449  
Registration Number

2020/05/09  
Test Date (YYYY/MM/DD)

YMSHS  
Center

**LISTENING**  
Your Score: 430

**READING**  
Your Score: 445

**TOTAL SCORE**  
875

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ETS 臺灣總代理 亞德教育有限公司 謹此證明受試者達成此成績之真實性。受試者應留意手機使用之感應器辨識模式。成績使用單上印有受試者手印上、下蓋方為專用格式，若在網絡通訊下載電子成績單之原始內容。  
TOEIC 成績單係由受試者本人之親友與受試者本人一同在受試者手印上、下蓋方為專用格式，若在網絡通訊下載電子成績單之原始內容，其成績將與受試者本人之成績不符。  
TOEIC 成績單係由受試者本人之親友與受試者本人一同在受試者手印上、下蓋方為專用格式，若在網絡通訊下載電子成績單之原始內容，其成績將與受試者本人之成績不符。

TOEIC 成績單查詢系統  
Android版 iOS版

**LISTENING**  
Your scaled score is between 400 and 485. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

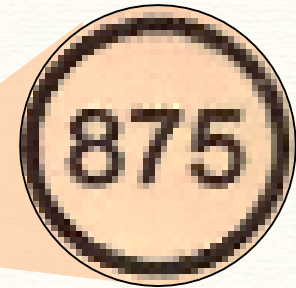
To see weaknesses typical of test takers who score around 400, see the "Proficiency Description Table."

**READING**  
Your scaled score is close to 450. Test takers who score around 450 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across an entire text, and they can make connections between two related texts.
- They can understand a broad range of vocabulary, unusual meanings of common words, and idiomatic usage. They can also make distinctions between the meanings of closely related words.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 450, see the "Proficiency Description Table."

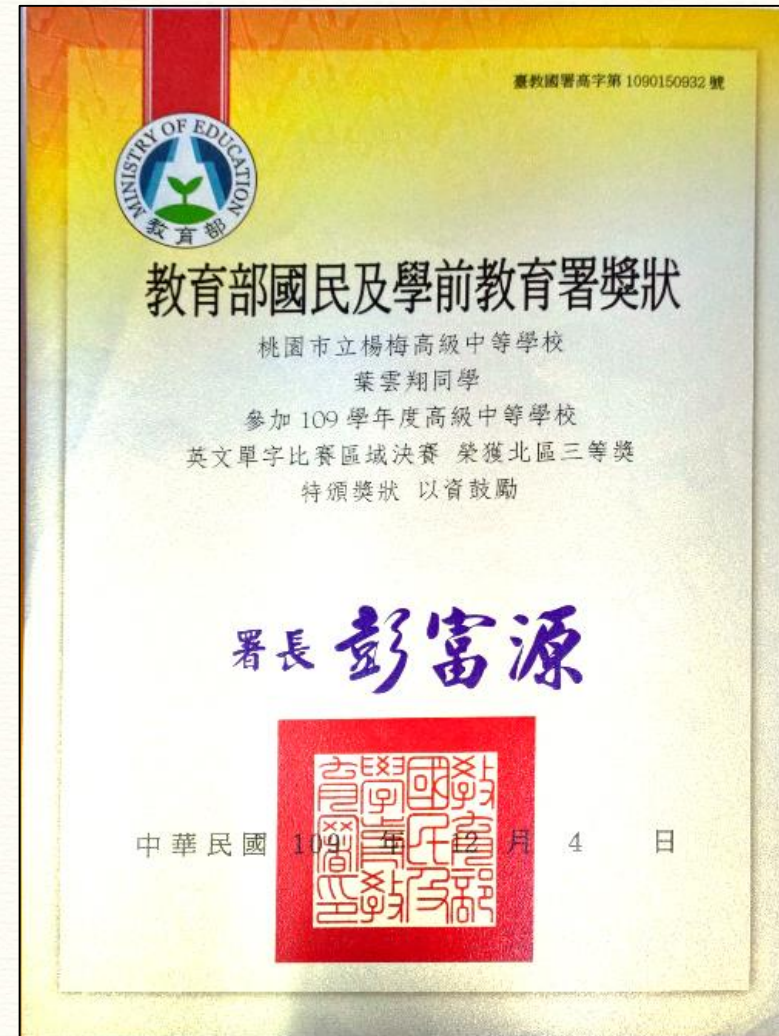
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist, purpose, and basic context based on information that is explicitly stated in short spoken texts	73	Can make inferences based on information in written texts	88
Can infer gist, purpose, and basic context based on information that is explicitly stated in extended spoken texts	82	Can locate and understand specific information in written texts	94
Can understand details in short spoken texts	93	Can connect information across multiple sentences in a single written text and across texts	87
Can understand details in extended spoken texts	84	Can understand vocabulary in written texts	88
Can understand a speaker's purpose or implied meaning in a phrase or sentence	79	Can understand grammar in written texts	90





# My Brief Biology

- Third Prize in Northern Taiwan English Vocabulary Contest





# My Brief Biology

- First place in Yangmei Senior High Composition Contest (2<sup>nd</sup> grade)



桃園市立楊梅高級中等學校  
Taoyuan Municipal Yang Mei Senior High School

## 獎 狀

恭喜高二 13 班葉雲翔同學，參加本校 109 學年度英文作文競賽，成績優秀榮獲高二組第一名，特頒此狀，以資鼓勵。

校長 鄒岳廷



中華民國 110 年 6 月 3 日



# My Brief Biology

- Attending 2020 Northern Taiwan Senior High School English Writing Contest







## VI. My Road to Writing



# My Road to Writing



Grammar



Organization



Beauty



# My Road to Writing



Q: How to improve grammar?

A: 1. Buy one or two grammar books and go through them.

2. Try to use as many sentence patterns as you can when practicing writing.

3. Politely seek advice from English teachers.



# My Road to Writing



Q: How did I improve my organization and beauty in writing?

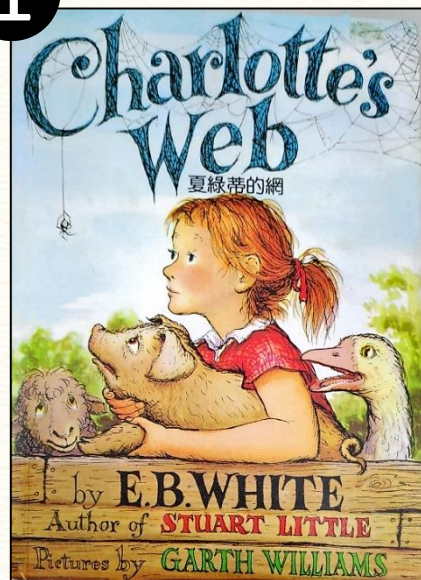
A: Read and take notes.



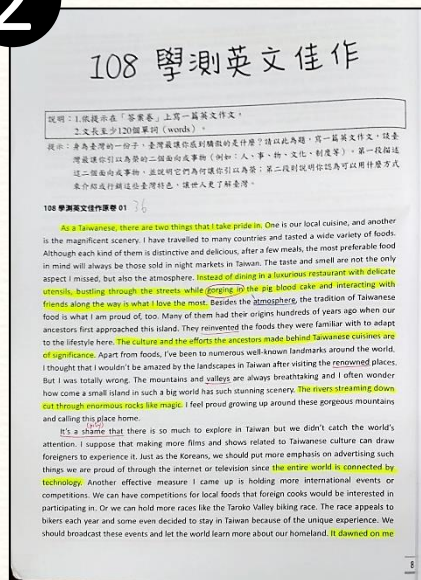
# Read

1. Novel: Charlotte's Web
2. The official writing samples to the GSAT&AST
3. The official writing samples to the composition contest
4. Success with Reading (Authentic Book)

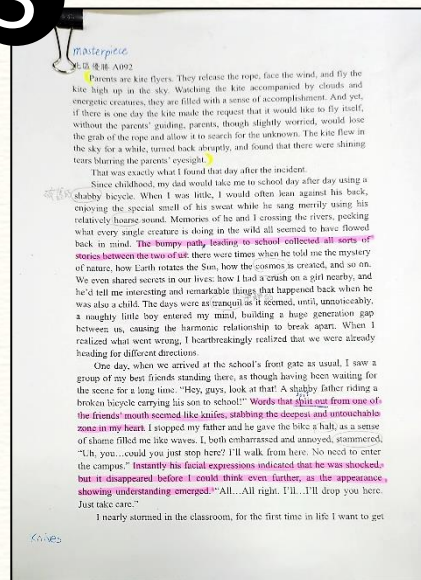
1



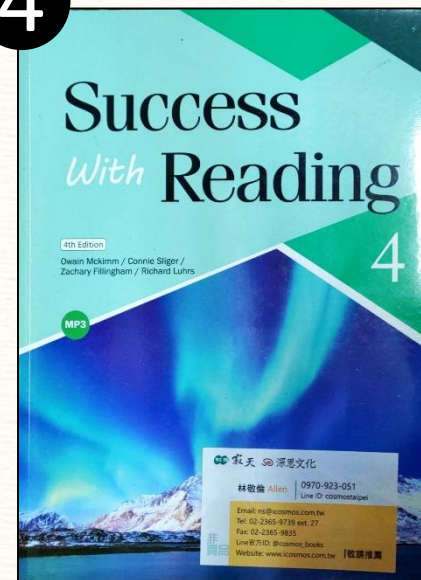
2



3



4



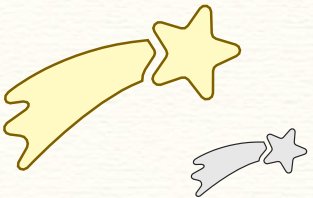


# Take Notes

How would you describe “night time”?

1. Darkness settled over everything. (Charlotte’s Web P.31)

2. One by one the stars went out. (Charlotte’s Web P.34)

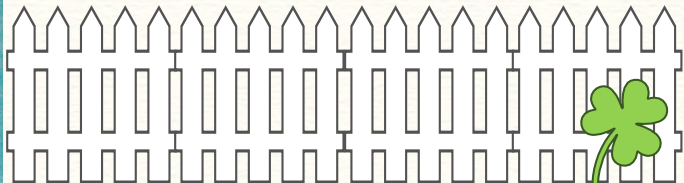




# Take Notes

How would you describe a situation when you're put behind bars?

A breeze brought him the smell of clover – the sweet-smelling world beyond his fence.  
(Charlotte's Web P.41)





# Take Notes

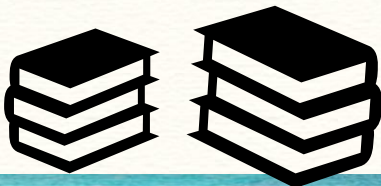
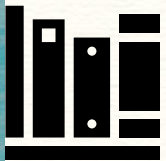
## Others

1. Underneath her rather bold and cruel exterior, she had a kind heart, and she was to prove loyal and true to the very end. (Charlotte's Web P.41)
2. These invaluable sources of fresh water might be eliminated one dark day. (Success with Reading 4 P.60)
3. It is of significant importance that we give a hand to those in need, in regardless of their colors or the language they speak. (108 AST Writing Samples P.41)



# Other Writing Tips

1. Use vocabulary and phrases at **higher levels** (Level 4~6).
2. Make spelling mistakes as **less** as possible.
3. Memorizing some **idioms** for the conclusion (the last paragraph).







# V. Writing Practice



The background of the slide features a repeating pattern of stylized, wavy shapes in various shades of blue and white, creating a textured, water-like effect.

# 1. My Views on Modern Youth



# My Views on Modern Youth

## Instruction:

Socrates once said, “Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.” Do you agree with him? Please share your ideas and thoughts.



# My Views on Modern Youth

## My Ideas:

1. I disagree with him, for it is just a prototype of the new generation.
2. Take Elon Musk's craziness and Greta Thunberg's bravery and justice for instance.
3. Discuss the phrase "strawberry generation."
4. Innovation, craziness, justice and bravery are crucial elements of life.



# My Views on Modern Youth

How would I write:

1. In fact, I think those who are said to contempt the authority are not so much arrogant as innovative.
2. To our great surprise, though being an adolescent, her (Greta Thunberg's) influence was beyond imagination with over one million children took part in her strike internationally.
3. Youngsters nowadays are regarded as fragile, low in resilience, and growing up in an economically prosperous environment like strawberries doing in the greenhouses.
4. Innovation, craziness, justice and bravery are crucial elements of life.



## 2. One Gap Year for Volunteer Work



# One Gap Year for Volunteer Work

## Instruction:

If you have a chance to take a one-year break from school for volunteer work. Which organization would you choose? What would you expect to learn from the work? Please share your ideas and thoughts.



# One Gap Year for Volunteer Work

## My Ideas:

1. Taiwan may be isolated geographically, our minds are not.
2. Describe ImpacTrip, an organization I would choose to work in.
3. Compare my good living condition with those in need.
4. By volunteering, we can rise above the geographic barriers.



# One Gap Year for Volunteer Work

How would I write:

1. To me, however, helping others as well as traveling is also a crucial element of life.
2. There are so many people awaiting rescue all over the globe.
3. However hard it will be, I still want to travel there and witness their culture in person and give a hand to those in need.
4. Sometimes, we just need to leave our comfort zone for our own understanding of the world we live in.



### 3. My Self-learning Plan



# My Self-learning Plan

## Instruction:

How do you organize your self-learning plan? What do you do to solve problems when you encounter difficulties during the learning process? Please share your ideas and thoughts.



# My Self-learning Plan

## My Ideas:

1. Because of the 108 Curriculum Guidelines, “self-learning” class exists.
2. How I set up my goal of preparing for TOEIC.
3. How I prepared for the reading part.
4. The core concept of the course is the process and the progress I made.



# My Self-learning Plan

How would I write:

1. Owning to the 108 Curriculum Guidelines, a course called “self-learning” came to the fore.
2. With a view to reaching my target, endeavor as well as resolution was needed.
3. This self-learning experience enriched me spiritually.
4. Dale Carnegie, once said, “The successful man will profit from his mistakes and try again in a different way.”



## 4. My Views on a Global Issue



# My Views on a Global Issue

## Instruction:

What global issues (e.g. climate change, poverty, racism, equality) have gained your attention? Among these issues, which do you think concerns today's youths the most and why? In order to make the world a better place to live in, what do you think youths in Taiwan can do to meet the challenges posed by this particular global issue?



# My Views on a Global Issue

## My Ideas:

1. Describe how convenience our lives are with technology.
2. Then, describe the shortcomings of it as well.
3. The problem is that we are lack of the ability of execution.
4. Technology is like a double-edged sword.



# My Views on a Global Issue

How would I write:

1. Ever since the revolution of industrialization, we human beings are being rushed into an era, in which our eyes are kept wide open in case anything improved is missed.
2. In another blink of an eye, a ride or a drive to get our belly satisfied is no longer needed; instead, Foodpanda and Uber Eats bring whatever we ordered to our places.



# My Views on a Global Issue

How would I write:

3. Technology is making progress at a marvelous pace, meanwhile creating millions of tons of toxic waste each day.
4. Technology itself is not the very culprit to be blamed. Ignorance and the lack of execution, in my opinion, are the key.
5. Technology is like a double-edged sword. If we don't use it properly, we are ready to fall victim to the severe consequences.
6. No sooner had we taken the issue seriously and taken care of present now than we regained hopes to make the world salubrious again and, this time, forever.





5. When Do I Know if I Am Mature  
Enough to Make Important Decision?



# **When Do I Know if I Am Mature Enough to Make Important Decision?**

**Instruction:**

None.



# When Do I Know if I Am Mature Enough to Make Important Decision?

## My Ideas:

1. Elaborate the fact that I am a spoiled child (strawberry generation).
2. Describe my debacle in doing the experiment in details.
3. How I faced the consequence.
4. There's no specific time that I would say I'm mature, for we are always leaning and becoming more mature.



# When Do I Know if I Am Mature Enough to Make Important Decision?

How would I write:

1. Dates back when I was a child, only a single call was needed to get everything done for me since my parents always spared no efforts in looking after me.
2. I would face the consequence and go on the way to become mature sooner or later.
3. However, a sense of guilt soon invaded my mind. It filled my heart like nightmare and almost drowned me!
4. It occurs to me that we cannot just grow responsible and mature one day; instead, experiencing debacles in person or seeking advice from other wise people can help us improve ourselves.





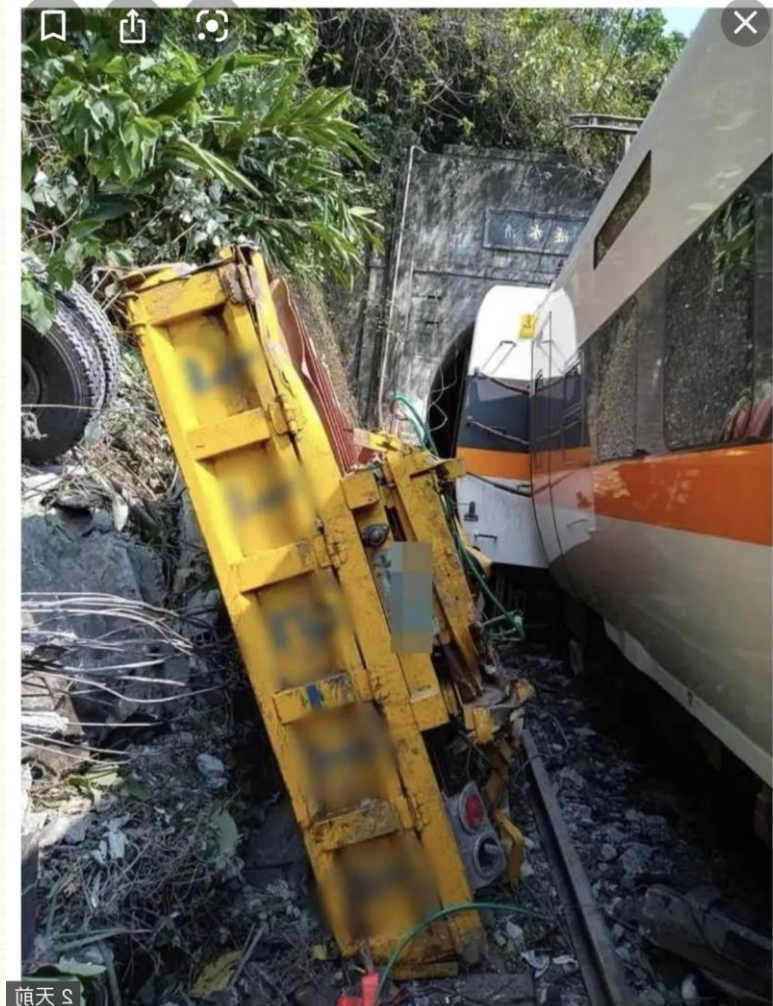
## 6. Picture Writing



# Picture Writing

## Instruction:

The latest tragedy happened days ago was caused by men or sheer destiny? Please first describe the horrible scenes you saw on TV or newspapers, and then analyze the causes and further advise how this kind of catastrophe can be avoided in the future.





# Picture Writing

## My Ideas:

1. Describe the tragedy itself.
2. Then, focus on the safety problem.
3. Discuss who is the culprit.
4. Mention both tragedy and safety problem as conclusion.



# Picture Writing

How would I write:

1. Loud as the victims shrieked and cried from the coaches, it cannot overwhelm the sounds outside.
2. The agony inside their family's hearts was immortal, making them let out their sigh and regrets.
3. They should also take the blame for their ignorance of their standard operation procedure.
4. These 50 lost lives shouldn't be on the casualty list this time. Even if the well-known proverb quickly came to mind "no one can tell what is the best solution."



# VI. Process and Experience



# Process and Experience

I've mentioned that my passages before senior high were tedious. Actually, when first practicing writing, I found that I usually got off to a good start but went off on a tangent in the body parts of writing. And that troubled me for a while.

To solve the issue, I tried to the best of my ability to focus on the bullet points I set up in the beginning. Then, my writing progressed a lot as if it got into full swing.





## VII. Background & Illustration Sources



# Background & Illustration Sources

PPT template: <https://www.ypppt.com/p/d.php?aid=5804>  
Writing picture: <https://teacherspitstop.com/10-great-esl-exercises-to-practice-writing/>  
Night time picture: <https://wallpapersafari.com/animated-night-sky-wallpaper/>  
Fence picture: <https://www.allaroundfenceanddecks.com/fence-side-placement/>





*Thank you.*