

# The General Comments / Suggestions for the 2017

## English competition

School category: \_\_\_\_\_

Competition category: Writing for elementary school students

Date: 106/12/09

" Sentence writing for ~~the~~ Senior high school students  
Sentence Writing Comments / Suggestions for Vocational high school students

### Thoughts About Writing Test for Elementary School Students.

All students were able to write a short passage about the four pictures given in simple English sentences. I expect them to describe the picture first, and then expand to where their imagination takes them. However, some students had <sup>a wild</sup> ~~an~~ imagination and told a story without depicting what's in the picture. I didn't give extra points for sentences unrelated to the picture given.

Three students used a native-speaker-like English in writing. Their grammar was flawless and their ~~usage~~ <sup>command</sup> of words and phrases was excellent. I suspect that they were either from a family who spoke English as a first language or had ~~not been~~ native-speaker teachers. These ~~for~~ three students really stood out from the rest elementary school students who merely expressed their ideas in simple English sentences.

Grading a written passage is highly ~~of this~~ subjective. I think a more thorough, clearer instruction on how to grade the writing could help the graders next time. While grading the writing, my partner teacher, 江田 幸太郎, and I, discussed often to have ~~also~~ reached a consensus on a grading grid, or a scoring scheme.

Finally, a big space for students to write their passages would be good.

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#### Comments / Suggestions

#### Thoughts About Sentence-making tests for Senior / Vocational High School Students.

Generally speaking, the students from senior / vocational high schools performed very well this year. They resorted less to some test-taking tricks or techniques, compared to the test-takers ~~also~~ last year. Almost all the students who took the test today wrote clear sentences to express their ideas. However, they could have checked their grammar more carefully. For instances, a student used "... I" to replace "... " in dialogues, and quite a few students wrote run-on sentences.

I was surprised that several students didn't know some of the words given in the instruction for completing the sentences. Those words include: "struggle", "admit", "aware", and so on. Some students had a general understanding of some words, but they were not able to use them correctly. Those words include: "insist", "remind", and so on. Only a handful of students used "remind...of", "insist...on" while making sentences. This probably suggests the need for a greater emphasis on the use of set phrases.

### 國小A組造句

1. 寫作表現比去年進步, 真令人高興
2. 常犯錯誤
  - ① 所有格誤用如: his father 改成 He's father
  - ② every day 与 everyday 混淆
  - ③ an 与 a 混淆
  - ④ 時態不一致
  - ⑤ 以 Because 造出不完整句

### 國中B組造句

1. 寫作程度相當好, 表現優異
2. 应注意部份
  - ① everyday 与 every day 混淆
  - ② 時態不一致問題應多練習
  - ③ 最常出現 run-on sentences 要特別注意

# 高中作文部份

1. 整體表現文章內容頗有創意及巧思。~~由~~  
結構清晰，文法及拼字部份沒有太大錯誤  
又請加強部份

① 時態一致的問題是需要常檢查及練習的。

② 標點符號的運用需正確。

如: I ran to the station, however, I couldn't find her.

應改成 ; however,

③ 比較常犯的錯誤是 run-on <sup>sentences</sup> ~~sentences~~。  
希望同學多多注意這部份。

如: She tried to explain something, it didn't work at all.

應加上連接詞

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國中 A 組:

國小 B 組: 句子的語意必須要合理。

比如說 "Can I borrow your sister?"  
也許文法上是对的, 但是語意卻是很奇怪。

有些學生似乎分不清 borrow 和 lend  
的用法。另外有些學生的句子能夠用

複雜的句型 (complex sentence) 或較難的  
單字, 相較起來, 如果只寫出簡單的句子

就會比較失色。建議平時老師要多帶領

閱讀活動, 從閱讀中建立學生的單字和句型。

高職作文:

除了單字與文法外, 作文另一個很重要的因素  
是創意。當你的文章裡有一些和大家不同的  
情節或結尾, 會讓評審留下深刻的印象。

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Competition category:

SEHA

Date: 106/12/09

Comments / Suggestions

SEHA

↳ A very broad range of ability. One student in particular is using a broad range of grammar and vocabulary. Stronger students like this may be encouraged to use 3 or more items per answer in a question like Q≡

Q -

- smile vs 'smell'
- borrow vs 'lend'
- Many incomplete

Q = • Many incomplete.

Q ≡

- Better answers attempt to use 2 or 3 items instead of just one.
- students should try to avoid repetitions.

Students should be encouraged to always 'have a go' at making a sentence, even if they are guessing the meaning and part of speech of a word