

寫作 2.0 (Writing 2.0)

電子學習試驗計劃之一

計劃資料

- 名稱: 寫作 2.0 計劃 (Writing 2.0)
- 申請機構: 直接資助學校議會
- 參與學校:
 - 福建中學(統籌中學)
 - 保良局羅氏基金中學
 - 聖瑪利男女英文中學
 - 培僑中學
 - 香港聖瑪加利女書院

合作伙 伴

- 內容供應商
 - 香港教育圖書公司 (商務印書館(香港)有限公司的全資附屬機構)
- 系統設計
 - 博文教育(亞洲)有限公司

計劃背景

- 新高中課程中，愈來愈重視寫作要求
- 學生的寫作訓練不足以應付現時學科要求
- 寫作技巧是可以改善的

計劃涉及的科目

- 中文
- 英文
- 綜合科學(英文版)
- 通識(中文及英文版)

計劃預期

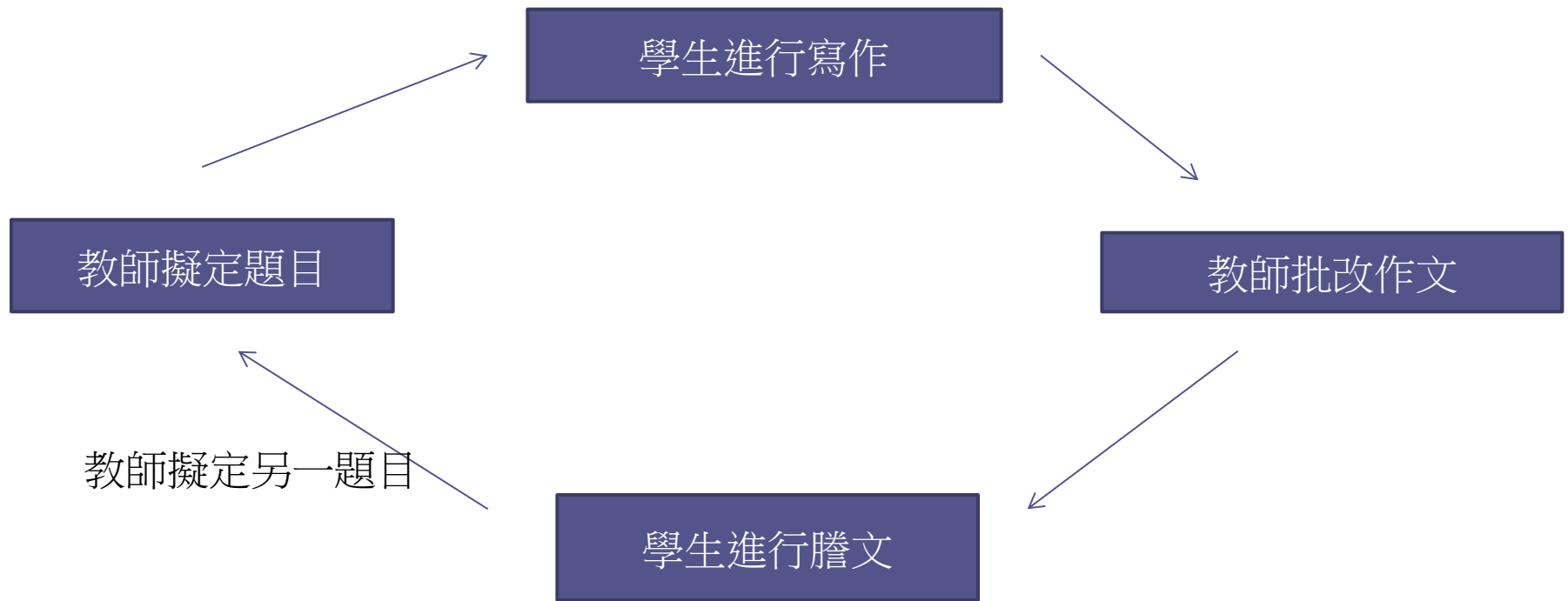
- 設計一種教學及學生自學工具，能夠套用到所有初中有關科目中。
- 透過學習平台及建立網上社群工具，以提升學生的：
 - 1. 寫作能力
 - 2. 寫作興趣
 - 3. 自主閱讀
 - 4. 自主寫作及協作交流的學習模式

現時學生的一般寫作能力弱點

- 1. 未能審清題目寫作要求
- 2. 文章的立意平凡或流於俗套
- 3. 內容選材亂雜空洞，或扣題不緊
- 4. 文章組織散亂，條理紊亂
- 5. 文字表達辭不達意，用詞貧乏

根據考評局的考評報告

現時一般的寫作流程



現時寫作流程的困難處

- 1. 學生每次的寫作題目不同，學生感到難以處理
- 2. 教師花大量時間批改，學生則似乎進步緩慢
- 3. 學生不太掌握寫作的方法
- 4. 其他...

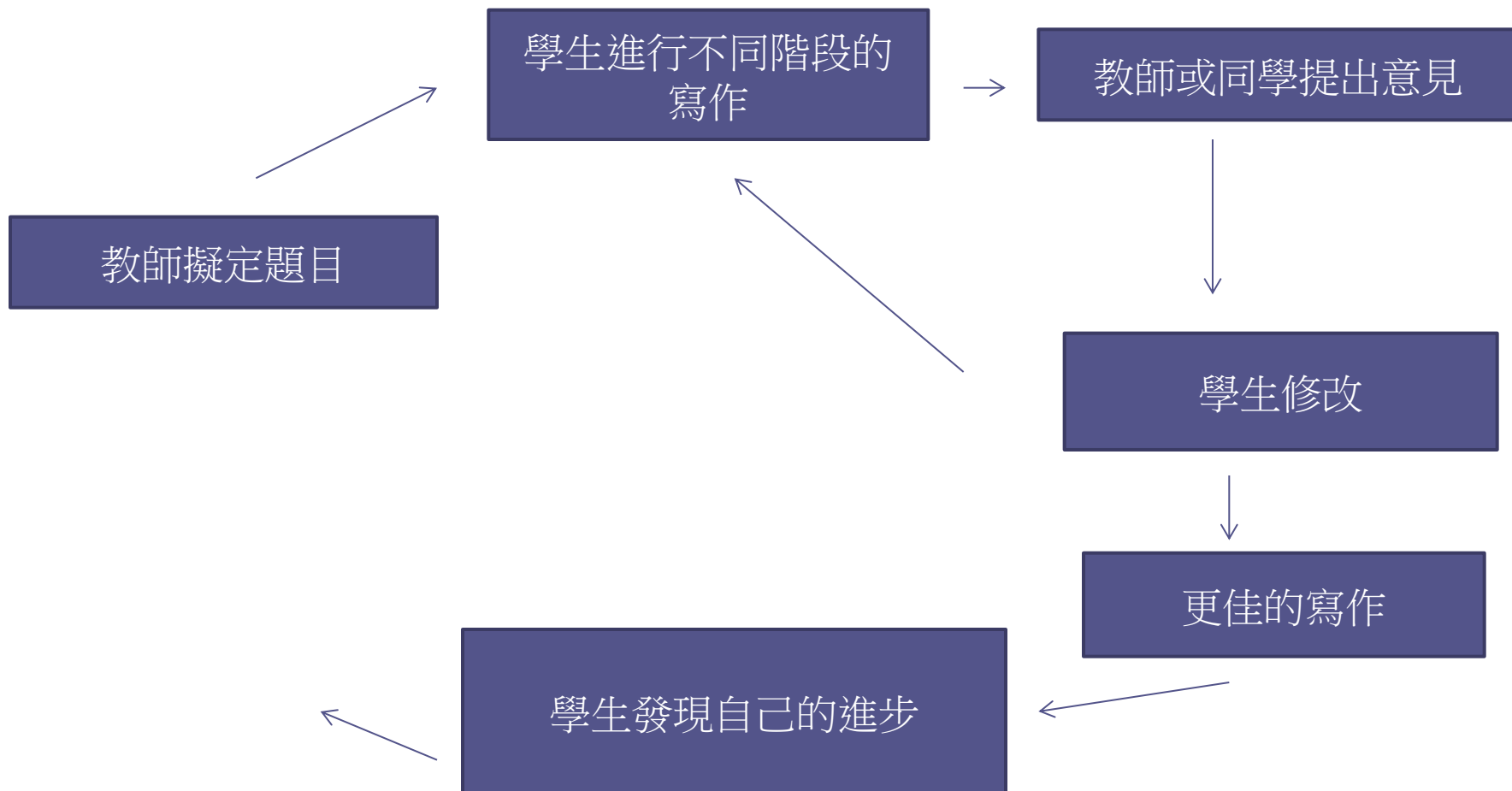
本計劃目標

- 針對以上的困難，利用資訊科技設計電子平台
 - 1. 學生能自主掌握寫作技巧
 - 2. 學生可根據別人意見修改
 - 3. 教師更易審視學生掌握寫作技巧的能力

如何解決?

	問題	如何利用系統解決
1	審題不清	利用提問
2	選材雜亂，立意平凡	通過互聯網，提供不同資料
3	佈局問題	利用系統逐步引導
4	不懂開始進行寫作	提供不同範例參考
5	沒足夠詞庫	利用系統建構個人詞庫
6	分享困難	分享交流心得

背後理念 Process Writing



平台主要運作時間

- 課堂及課後



現時的系統運作

The screenshot displays the 'Writing 2.0' system interface. The background is a light blue sky with clouds and a green sea. In the center, four colorful balloons are arranged in a row, each representing a subject: a blue balloon for '中國語文科' (Chinese Language), a yellow balloon for 'English Language', a pink balloon for '通識教育科' (Liberal Studies), and a green balloon for 'Science'. To the right of the balloons is a large, colorful pencil. The 'Writing 2.0' logo is visible on the left side. In the top right corner, there is a user profile icon and the text '教學職務員工'. At the bottom left, the logo for '香港教育圖書公司' (HONG KONG EDUCATIONAL PUBLISHING CO.) is shown. At the bottom center, a system requirement message reads: 'IE9, Firefox 3.x and 1024x768 or above resolution is recommended.' At the bottom right, it says 'Powered by © CCclass'.

Writing 2.0

教學職務員工

中國語文科

English Language

通識教育科

Liberal Studies

Science

Writing 2.0

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管理

新增

練習名稱 :

類型 : -- 請選擇 -- -- 請選擇 -- [預覽]

簡介 : 步驟批核設定 : 無需批核
 需要批核腦圖 : 顯示預設腦圖 沒有預設腦圖

目標 : -- 選擇 --

(按下CTRL鍵並點選項目以選擇多項。)

已選學生

老師 : - 選擇老師 -

移除已選項目評核方法 : 編輯

時間 : 開始日期 2013-11-16 00 : 00 結束日期 2013-11-16 23 : 59

呈送 取消

未完成寫作

已完成寫作

互評

備註: 未完成 已完成 等待老師評語中 老師已給評語 同學已給評語

#	練習名稱	主題	預計完成日期	審題立意	內容構思	擬寫大綱	確定寫作手法和字詞	撰寫文章
1	FSS-CHI-WRITING(2)	留在我心底裏的風景	2012-05-31	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

紀錄 1 - 1, 合共 1

每頁顯示 50 項

利用不同的流程引導學生進行寫作

審題立意

Writing 2.0 中文 Fukien Secondary School 教學職務員工 薛國榮

管理

體裁: 遊記

主題: 留在我心底裏的風景 (S1)

韓嘉琪 (2D-2) [已呈交]

1 2 3 4 5

1 審題立意

閱讀以下題目，找出題目的寫作要求。

以「留在我心底裏的風景」為題，寫作一篇不少於400字的遊記。

題目分析

字數 : 400字 400字

體裁 : 記敘 描寫 抒情 說明 議論 記敘 描寫 抒情

題目關鍵字 : 風景 我、心底、風景

關鍵字的含意 : 景色 令我印象深刻的風景

取消

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提示

內容構思

190 Project - Writing 2.0 - Google Chrome

eclass.fms.edu.hk/home/eLearning/w2/?mod=handin&task=viewHandIn&r_action=MARKING&r_contentCode=chi&r_handinSubmitStatus=3&r_fromToBeMarked=&r_writin

Writing 2.0 中文 Fukien Secondary School 教學職務員工 薛國榮

管理

體裁: 遊記

主題: 留在我心底裏的風景 (S1)

龔嘉琪 (2D-2) [已呈交]

老師評語 1 2 3 4 5

2 內容構思

分析題目後，你會選擇甚麼寫作材料來建構文章

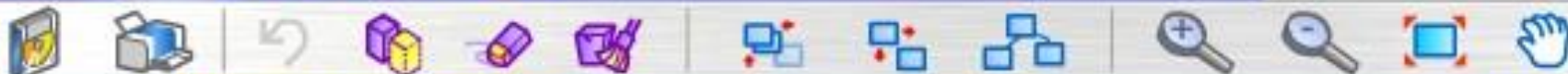
我的構思

- 這次出遊的原因是甚麼？
 學校旅行 遊學團 與家人去旅行 回
- 是何時的出遊，與誰人出遊？目的地在哪裏？
 小學六年級，同學和老師，迪欣湖
- 「心底裏的風景」是指甚麼？
 太陽反射在水面上
- 當地的風光是怎樣的？
 風光明媚，空氣清新
- 遊覽的行程是怎樣的？
 唱歌比賽 → 自由活动 → 集合回校
- 遊覽時你的心情是如何的？
 無聊 興奮 驚歎 其他
- 你可運用以下腦圖幫助思考。你可以更改腦圖內的資料，以及增加或減少腦圖的支線。

風景參考

高山 / 森林 大海 / 湖泊 / 河流

關閉



Version + -

1



仔細閱讀字面意思，利用腦圖整理出遊的資料，如：時間、地點、與何人一起出遊、遊覽的心情、遊覽的經過。

撰寫大綱

190 Project - Writing 2.0 - Google Chrome
 eclass.fms.edu.hk/home/eLearning/w2/index.php

Writing 2.0 中文 Fukien Secondary School 教學職務員工 薛國榮

管理

體裁: 遊記
 主題: 留在我心底裏的風景 (S1)

龔嘉琪 (2D-2) [已呈交]

老師評語 1 2 3 4 5

3 撰寫大綱

分析題目後，你會選擇甚麼寫作材料來建構文章的內容？你可以根據下面的問題，構思寫作的內容。

我的大綱

你會在文章的開頭寫作甚麼內容？
 迪欣湖的風景

你會在文章的正文寫作甚麼內容？
 和組員在迪欣湖遊覽的趣事

你會在文章的結尾寫作甚麼內容？
 回家的心情

取消

參考文章

確定寫作手法和字詞

Writing 2.0 中文 Fukien Secondary School 教學職務員工 薛國榮

管理

體裁: 遊記

主題: 留在我心底裏的風景 (S1)

龔嘉琪 (2D-2) [已呈交]

老師評語 1 2 3 4 5

4 確定寫作手法和字詞

寫作時，我們留意不同體裁需要運用不同的寫作手法。

我的手法

1. 你會運用怎樣的描寫手法去描寫所見所聞?
 直接描寫 間接描寫 直接描寫和間接描寫

2. 你會運用以下哪種記敘線索，把人、事、景、物串連起來?
 人物線索 事件順序 時間順序

3. 你會運用哪些修辭手法呢?
 比喻 擬人 誇張 對比

參考詞語

與風景有關的詞語

山明水秀 / 世外桃源 / 名山大川 / 風景如畫 / 出遊 / 別有天地
 鳥語花香 / 波平如鏡 / 風光明媚 / 人傑地靈 / 登山臨水 / 景色宜人

我的字庫:

1. 描寫手法

直接描寫：
 山峯一個個聳立着，每一個都高大壯麗。

間接描寫：
 遊人們無不凝望着眼前的景色，每個人都看得陶醉。

2. 記敘線索

人物：
 爸爸先乘纜車，再登上石級，最後他走到山頂。

關閉

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撰寫文章

190 Project - Writing 2.0 - Google Chrome

eclass.fms.edu.hk/home/eLearning/w2/index.php#

Writing 2.0 中文 Fukien Secondary School 教學職務員工 薛國榮

管理

體裁: 遊記

主題: 留在我心底裏的風景 (S1)

龔嘉琪 (2D-2) [已呈交]

5 分享這篇文章 同學評語 老師評語 1 2 3 4 5

5 撰寫文章

組織好寫作大綱和確定了寫作手法後,便可以動手作文。

謹記文章的寫作限制:

1. 字數: 400字
2. 體裁: 記敘 描寫 抒情 說明 議論
3. 題目關鍵字: 我、心底、風景

我的寫作

用生動有趣的筆觸,描述了和同學於迪欣湖遊玩的經過,表達了對小學同學的依戀。很好!只是题目的「風景」兩字是重點所在,若沒有仔細描寫風景而只顧記事,就會有偏題的毛病了。

最新更新: 由林書嫻老師於2012-...
儲存 關閉

留在我心底裏的風景

還想起小學六年級的秋季旅行,我的心情便會^人(感到)雀躍,但亦會感到憂傷,雀躍的是因為和朋友度過的是美好的時光,憂傷是因為那時要離開母校和認識多年的同學,所以,我從來沒有忘記在六年級旅行發生過的美好時光。

哇!迪欣湖的景色優美,空氣清新怡人,風光明媚,簡直是人間天堂阿!我迫不及待走上一座矮矮的小山丘並躺在那軟綿綿的翠綠色的草地上,「哇!」我大叫了一聲,一隻像青椒顏色般的草蜢正從我身邊慢慢「行駛」[?],我害怕得馬上彈了起來,和我同組的同學看到了就不斷地笑我。³(這段很生動!)

「集合!」所有同學立即分成小組並排成一條直線,「現在你們可以自由活動,要在二時三十分前回來集合,現在正式解散!」我們立即挑了個好位置並建立「基地」^人(。)小清說:「我們現在不如去湖邊四周走走!」我們點頭答應。²(二、三段宜互換位置。)

我們一邊吃自己帶來的小食,一邊欣賞沿途的景色,也聊了很多自己的憂慮和未來,我發現了很多人和自己一樣很不捨得小學同學和各位老師。

「哈哈哈哈哈.....」遠處傳來一陣笑聲,我往那兒一看,原來是我們學校的人在玩,我立馬拉住同組的人往那兒飛奔過去。哦!原來是一大群人在玩水,我迫不及待地加入了撥水軍團,並把水撥在^人(同學)小彤身上,我看着她狼狽不堪的樣子,我不禁笑了出來,這時,學校的老師走出來並驅趕玩水的學生,我們以風的速度馬上逃離「案發現場」。³(這段生動有趣!)

詞語
更多
寫作手法
參考寫作手法
修辭技巧
修辭技巧說明
語回
按此

比較

	傳統	利用電子學習
草稿次數	一次	可多次進行，學生可較易看到自己的進步
同儕觀摩	較少，要貼堂才可以	可即時，較多人參與，互動較多
資料搜尋	較難	較易及較多
回饋速度	較慢	較快

可持續發展：教師可自行輸入素材

eclass.fms.edu.hk/home/eLearning/w2/index.php?mod=admin&task=newTemplateWriting&r_contentCode=eng

Writing 2.0 Eng
Fukien Secondary School

Teaching Staff SIT KWOK WING

Management Content Input

Topic: (TOPIC NAME)

Topic & Theme	Step 1 (Examining the Qs)	Step 2 (Brainstorming)	Step 3 (Sample Writing)	Step 4 (Drafting)	Step 5 (Writing)	Resource
Topic	: <input type="text" value="Topic Name"/> * This field cannot be blank.					
Instruction	: <input type="text" value="Instruction"/> * This field cannot be blank.					
Level	: <input type="radio"/> Basic <input type="radio"/> Advanced * Please select a level					
						Save Cancel

其他科目的運作

The banner features a blue sky background with white clouds and a green sea below. Five balloons of different colors (blue, yellow, pink, red, green) are arranged in a line, each containing text for a subject: '中國語文科' (Chinese Language), 'English Language', '通識教育科' (Liberal Studies), 'Liberal Studies', and 'Science'. A large, colorful pencil is positioned on the right side of the banner. The 'Writing 2.0' logo is visible on the left. In the top right corner, there is a small icon and the text '教學職務員工'. A dashed white line curves across the bottom of the banner.

Writing 2.0

教學職務員工

中國語文科

English Language

通識教育科

Liberal Studies

Science

香港教育圖書公司
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IE9, Firefox 3.x and 1024x768 or above resolution is recommended.



Text-type: Diary

Theme: An unforgettable day (S1)

CHAN CHIN WANG (2A-2) [Submitted]

1

2

3

4

5

1

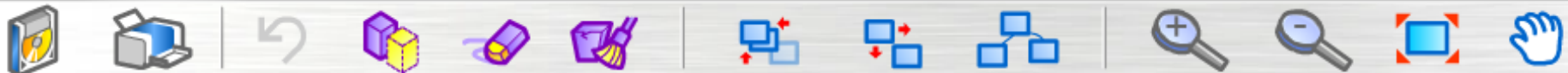
Examining the Question

Read the following instruction for a writing task. Find out the text type, purpose, audience and the content it requires.

You spent an unforgettable day with your family. Write in your diary what happened and how you felt. Use around 120 words.

Analysis

Text-type : DiaryPurpose : To record / recountContent : What happened, feelings



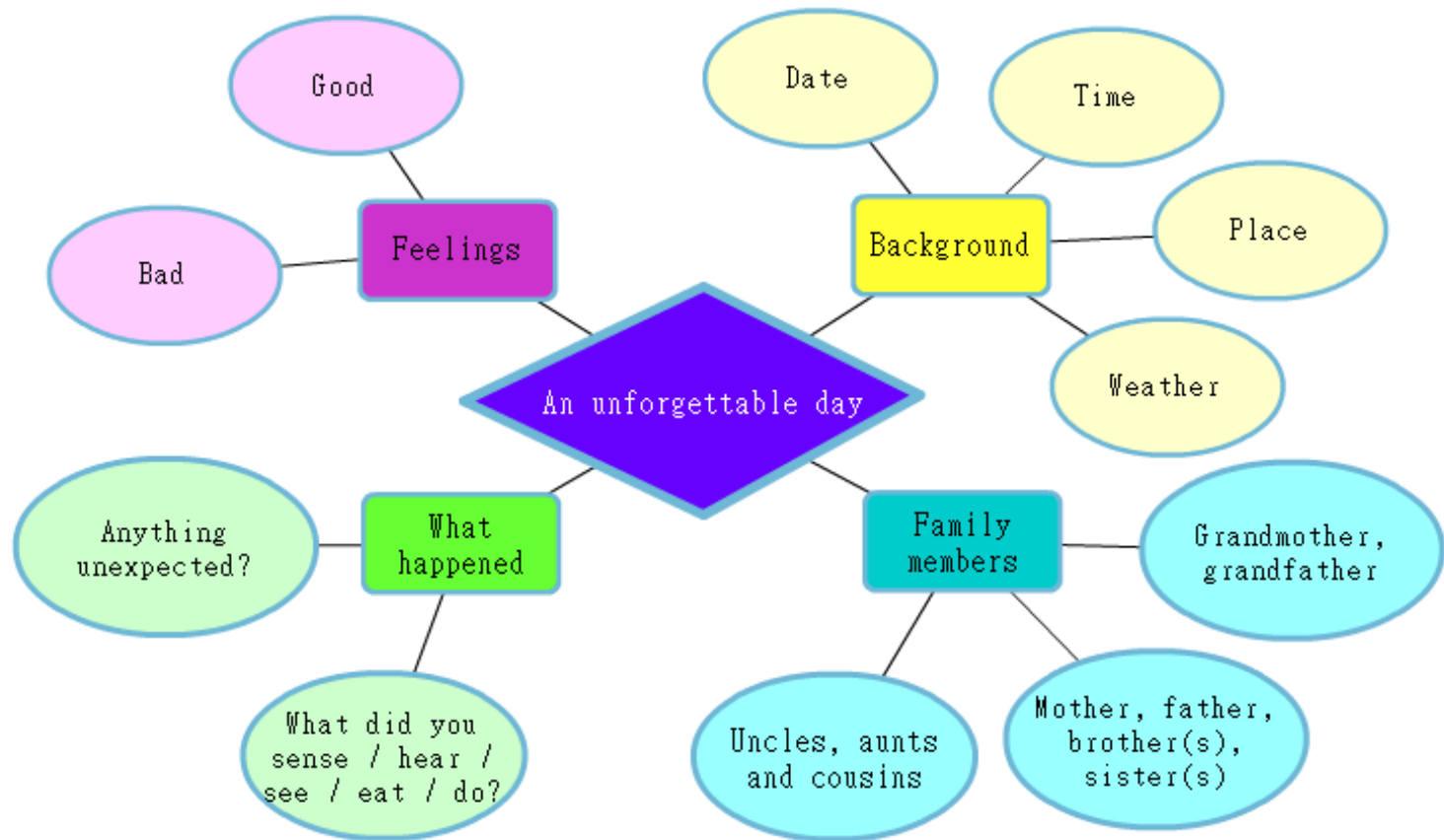
Version

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-



1



Start drawing your map now by dragging shapes from the left onto the working area. Read the "Help" at the right hand top corner to find out more.



3

Related Text-type and Vocabulary

Read the sample writing below to learn about the structure of a diary entry. You may click the buttons below to learn more about related vocabulary and grammar needed for this writing task.

Sample Writing



More Vocabulary



Grammar Analysis

Weather: the weather of the day when you wrote the entry

Date: the date when you wrote the entry

Sunday, 30 October

Rainy

Introduction: a short review of the day to bring up the event

Today really **was**⁽¹⁾ unforgettable. I didn't **think that a picnic could be so much fun!**⁽²⁾

(1) Grammar:
Use the **past tense** to describe the event and your feelings at that time.

Body: the events are usually presented chronologically.

My family love the outdoors, so we went to Sai Kung for a picnic. It was sunny when we set off and my brother and I were very **excited**⁽³⁾. However, as we got closer, the sky turned very dark. When we finally reached our picnic sight, it started to rain! We had to sit in the car and wait. We were so bored.

(2) Vocabulary:
Use different phrases to help record feelings.

Body: the turning point of the event and the change of feelings.

It carried on raining so we decided to leave, but just as we were about to drive away, the rain stopped and the sky cleared. There was even a rainbow in the sky! My brother and I were so happy. For my grandmother it was really special because she had never seen a rainbow before! She was **amazed**⁽⁴⁾.

(3) Vocabulary:
Use **adjectives** to record your feelings.

Ending: a concluding remark of the day.

We had our picnic as planned. It was actually **more fun**⁽⁵⁾ because of the water. By the end of the day we were all **exhausted**⁽¹⁾. What an unforgettable day!

(4) Grammar:
Use **adverbs** to describe the manner of the action.

(5) Grammar:
Use **comparative adjectives** to do comparison.

Cancel

Text-type: Diary

Theme: An unforgettable day (S1)

WONG MAN HIM (2B-36) [Submitted]

Teacher's Comment

1

2

3

4

5

4

Drafting

Organize the ideas you built up in the mind map to make them more structured like a diary.

My draft

Where did you go? How was the weather? How did you feel?

On Sunday morning, it was a sunny day. My family and I went to Ocean Park by bus. We were very happy. At the Ocean Park, there were a lot of people because it was a holiday.

Did something unexpected happen? What did you do? How did you feel?

We took cable car to the peak. While we were in the cable car, we saw a beautiful sea view. I took some photos with my family. Suddenly, we saw a ship accident. I told my parents to call the police. After we left the cable car, we saw a ship approach there to help the people there. Then, we continued our trip and played some exciting games, such as roller coaster.

How did you end up spending the day? How did you feel at the end of the day?

We were so tired that we went home by taxi. At home, we turned on the television and watched the late news. We knew that the ship had been rescued. We were very happy because we helped the people on that ship.

Vocabulary:

Adjectives describing feelings

amazed, anxious, bored, calm, delighted ...

[More...](#)

Grammar:

Simple past tense

We use the simple past tense to talk about things that happened in the past.

[More...](#)

Brainstorming: [Click here](#)

5

Writing

Refine your draft by reminding yourself the following:

1. What is the purpose of your writing? **To record**
2. Is the language formal or informal? **Informal**

My writing

20-23 August Sunny

I went to Taipei with my famliy.Luckliy,it was sunny and didn't rain so we felt very happy and excited because we could enjoy to visit the famous places and eat the most famous food in Taipei.

On the first day, we took an aeroplane to Taipei.Then,we took a coach to start our trip.First, we went to the countryside to watch the Flowerland.There have many kinds of flowers like red, green, yellow.Then, we went to an amusement park.There were many games and famous snacks like cutterfish.It was very delicious!At night,we ate dinner in a famous street.The street had many shops and stalls for like food,pets....

On the second day,we traveled by ourselves,so we took the subway to travel.First,we went to a book shop to buy a book.There were many kinds of book in there like novel,then we went to other places and bought many things like books, cartoon DVDs. At night, we went to a restaurant to have our dinner ,but the food was not sent from the waiter. It was sent from a lift. I felt that was very funny because we don't have this in any restaurant in Hong Kong.

On the third day,we went out for siteseeing in a countryside. The streets there were narrow but there were many shops and people. I also saw the view of Taipei, I can't believe we could watch many beautiful views in Taipei so we took many photos in there. Also, i felt very happy because in the past, i didnt knew I can see many beautiful views so i feel surprised.

At the end of the day, we bought many presents for ourselves and relatives.i felt very upset because we were going to leave Taipei.

I thought that this trip was the happiest ever because we visited many places and saw beautiful views so i always told my friends about this trip.

Save Marking

Reset

Vocabulary:**Adjectives describing feelings**

amazed, anxious, bored, calm, delighted ...

[More...](#)

Grammar:**Simple past tense**

We use the simple past tense to talk about things that happened in the past.

[More...](#)

Brainstorming: [Click here](#)

Useful expressions:

✓ Dear Diary,

✓ Hi Diary,

Theme: An unforgettable day (S1)

SIU CHEUK MAN (2A-28) [Subr]

Share this writing



Peer's Comment



Teacher's Comment

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It was quite an unforgettable experience.

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Last updated : 2013-04-15 14:51:57 by Ms. Chung

Yuen San Teresa

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Friday, 29 March

Hi Diary,

Today really was unforgettable. I didn't think that trip so much fun.

Today, I went to Cheung Chau with my family and friends at 12:30 am to 10:30 pm. It was cloudy. I felt lucky because it stormed all day yesterday.

When we arrived at Cheung Chau, we went to a restaurant had lunch. Then, we rented bicycles and rode a whole afternoon. After that, we ate the snack around the food stalls. I like the big fishballs very much. They are as big as a tennis ball!

When we went home. I felt shocked Because I forgot to bring the key. It was 10:00 pm, I was hopeless. Finally, we could find a locksmith.

From that lesson, I must bring my key when I leave home everytime.

Vocabulary:

Adjectives describing feelings

amazed, anxious, bored, calm, delighted ...

[More...](#)

Grammar:

Simple past tense

We use the simple past tense to talk about things that happened in the past.

[More...](#)

Brainstorming: [Click here](#)

Useful expressions:

Dear Diary,

Hi Diary,

通識科

190 Project - Writing 2.0 - Mozilla Firefox (隱私瀏覽)

eclass.fms.edu.hk/home/eLearning/w2/index.php

個案: 市區重建
題目: 中環嘉威街重建項目 (S1)

1 2 3 4 5

2 相關詞彙及資料

以下是配合本議題的相關資料，請逐一細心閱讀，以加強你對本議題的認識，然後完成下附的「考考你」題目。

詞彙及資料

資料一 [未完成]

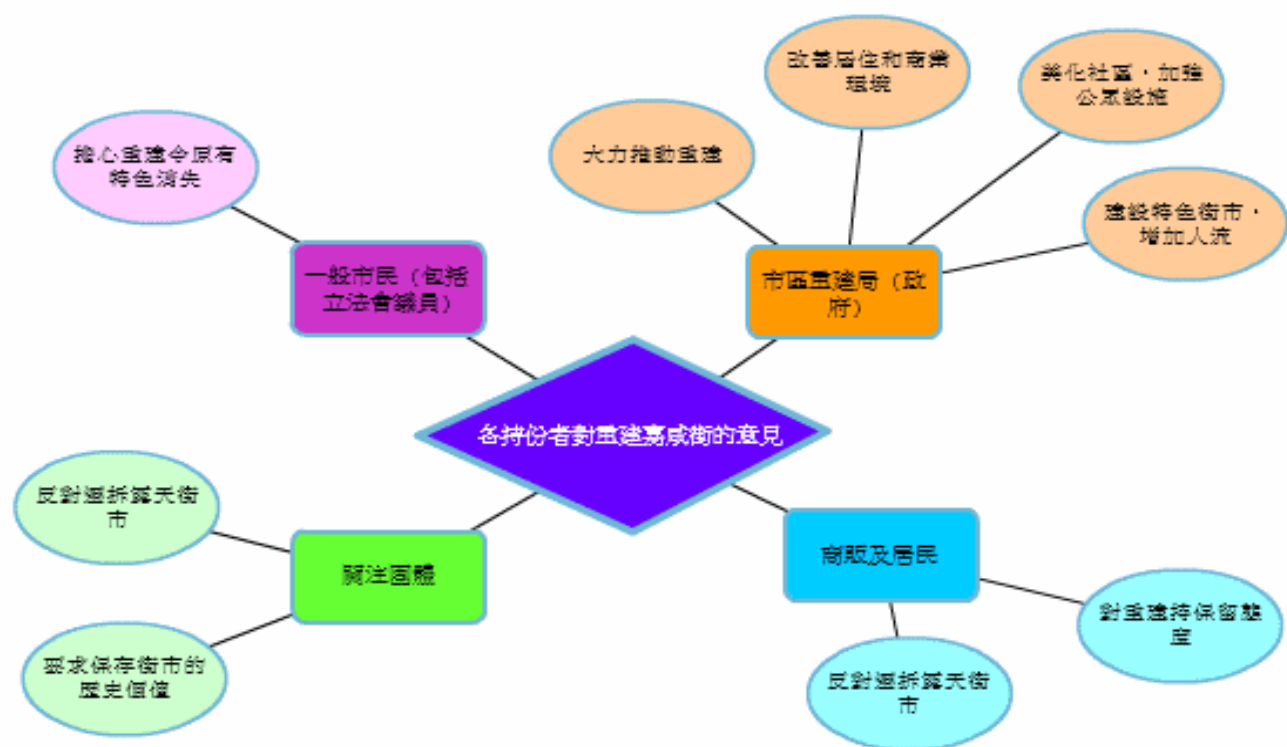
嘉威街 (Graham Street)

嘉威街是中環的街市區內的主要街道之一，當中嘉威街街市更是香港最古老的露天市集。街上沿途有不少街邊賣濕貨的小商販，包括賣鮮魚蝦蟹的、糧油雜貨、雞鴨鵝、蛋、菜、瓜、生果、豬牛羊肉，有新鮮的，也有凍肉，保留著過去香港人的生活面貌及純樸的一面。

(資料來源：維基百科，
<http://zh.wikipedia.org/wiki/%E5%98%89%E5%92%B8%E8%A1%97>，
下載日期：2011年11月12日)



1



把圖形由右頁拖回到中間來開始繪畫你的圖形，如須查詢圖形，可點選右上的「求助」。

Integrated Science

190 Project - Writing 2.0 - Mozilla Firefox (隱私瀏覽)

eclass.fms.edu.hk/home/eLearning/w2/index.php

Writing 2.0 Sci Fukien Secondary School Teaching Staff SIT KWOK WING

Management

Theme: **Renewable Energy(S1)**

CHAN HEI MAN (1A-1)

1 2 3 4 5 6

1 Examining the Question

Read the following instructions. State the purpose of writing, the targeted audience and the keywords related to the science issue.

The following are two articles about the development of renewable energy. Read them and then write an essay of 300 words to summarize findings and discoveries. (You may also look for other related sources for reference.)

Select the purpose of writing from the pull-down menu. Type the audience and the keywords below. Keywords should be found in the instruction box. It is recommended that you highlight the keywords in order to following the steps easily.

Analysis

Purpose :
Summarize the key points of a science issue

Audience :
General public

Keywords : Please press Enter to separate each vocabulary.

期望：通過這計劃

- 建立自主學習寫作平台
- 提升學生中英文閱讀及寫作能力
- 有助於其他科目的寫作及表達技巧