

A colorful life

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I. Abstract

The aim of this project is to help students further explore the practical applications of colors not only in their daily lives but also in multiple cultures in addition to those mentioned in Lesson 4. By carrying out this project, students will learn to perceive that our Earth is in danger and it is a critical time for us to try our best to save our Earth. Students will also know that how the two girls, You and Wang, start their dream and carry it out. Students have deep thoughts about our oceans and environment.

In addition, students can learn to cooperate with one another, organize information, and apply different skills to learning English in the process of carrying out this project. Hopefully, this project can motivate students and help them enjoy a wonderful experience of learning English.

II. Objectives

After the lesson, students will:

1. Develop critical thinking and creative thinking skills when reading short articles and doing tasks.
2. Be able to reflect on their daily lives by what they have done and do more to help our earth (environmental & life education).
3. Acquire the four comprehension strategies: observing, clarifying, questioning, summarizing.
4. Be able to know how to highlight an exposition.
5. Be familiar with the structure of an article and develop reading skills through graphic organizers such as an "exposition structure form."
6. Be able to use simple English to write and express their opinions.
7. Work together to accomplish a task and share information so as to create meaningful interaction.
8. Learn to demonstrate knowledge and comprehension of the reading materials, give suggestions, apply the acquired knowledge into different situations, analyze, synthesize, and evaluate the combining information.

III. Grade level & description of students' proficiency

This lesson plan is designed for senior high school freshmen at elementary to intermediate level. Students' PR value of Basic Competence Test (BCT) is from 55 to 65.

IV. Time required 200minutes

V. Materials

1. Textbook (三民版 Book 2 L4 A colorful life)
2. Worksheets and handouts
3. Two articles
4. Dictionary
5. Colored pens
6. PowerPoint slides
7. Computer & E-book
8. Envelopes
9. Scoreboard for group competition

VI: Teaching procedure

1. By learning the song “Colors,” students can know more adjectives.
2. PPT will let students know multiple cultures and respect others. Students will further explore our Earth and think about how to make our ocean and environment a better place.
3. By highlight the article, students will learn the structure of an exposition.
4. By reading further reading, students will have critical thinking and then create their own thoughts.

Before the lesson

Students are already divided in groups of 6. They are also asked to sit with their group members before the class starts. They are not informed of the articles and activities in advance so that the teacher can observe each group’s real situation.

Level of difficulty:

■ ■ □ □
Elementary Intermediate Upper-Intermediate Advance

Focus of the lesson: Develop the sense of respecting different cultures, loving ocean and Earth.

Text structure: Exposition

Grammar focus: Relative Clause

I. Reading (B2 L4 A colorful life)

As usual, Amber was hurrying to catch the yellow school bus. Luckily, the traffic lights turned green as she was cross the road, so she made it. When the bus passed the golden arches of McDonald’s, she felt a sudden urge to have a hamburger. She hadn’t had breakfast that morning because the fruit salad on the blue dish did not look delicious at all. It occurred to Amber that she was still on a diet. Then, she was in a really black mood.

You may notice that several colors were used in the above story so as to help describe Amber’s morning. In fact, colors influence your life more than you can ever imaging. Take language, for example. You may describe a sick person as being “a bit green.” Sometimes, you may also use symbolic meanings of colors to talk about things. For instance, to describe a depressed person, you say that the person is “feeling blue.” Without a doubt, colors do spice up ordinary conversations.

Additionally, colors can be applied to many parts of your daily life. Have you ever thought about why many school buses and taxis are painted yellow, and stop signs red? Since yellow is the most eye-catching color, it can catch people’s attention, especially in heavy traffic. As for red, it is the color which usually indicates warning. That is why some traffic signs use this color, and hot water faucets are usually labeled red.

How colors affect appetite may be something which most people hardly notice – the colors of a dining environment possibly decide how much you eat. Most fast-food restaurants are often decorated in bright colors such as red, yellow, orange, and white for the purpose of increasing people’s appetites. This is because bright colors are not only natural colors that are found in many foods, but also able to raise people’s spirits. Blue, on the contrary, in said to spoil people’s appetites because few foods are blue in nature. For those who are on a diet, blue dishes and daily routine and conversations though you may not notice them.

“Morning, Amber. What happened? You look a bit green,” said Violet, Amber’s best friend.

“Nothing... just feeling...down,” said Amber.

“Hey, come to my place tonight. Guess what I just brought? A Wii? It’s red-hot.”

Amber was tickled pink to have the opportunity to play with the Wii and said, “Sounds Great.”

III. Lesson Project

➤ Creating Background

Warm up (20minutes—Class1)

(I did 1,2 and 4, students could answer me what adjectives they had sung in thy lyrics, and each group had one student read the sentence they wrote about colors in Appendix 1. Also, they were shocked by PPT Plastic in the sea. They really hoped they could do more for the Earth and practiced them in their daily life. By doing the Appendix 2 & 2-1, I found students’ observation was good.)

Teachers can choose (from 1-4) two of them to be the warm-up activities

1. If your students love to sing songs, teachers can show PPT2(Colors), in which are songs about colors. Teachers can play the song twice and ask students to circle the right words they are listening to. **(10minutes)** (Appendix 1 lyrics Colors by Kira Willey & Answer the question about what we can do to help our earth)
2. Playing PPT2(Holi & St. Patrick’s Day), let students guess what holidays they are and then play PPT2(Plastic in the sea), let students know there are sea animals and small islands are ill-treated by our civilization. Then help students to think more about what they can do for the Earth. **(5minutes)**
3. Before teachers start this lesson, teachers can give students an assignment about color idioms. (PPT3) Ask students to use at least three color idioms to write short sentences. No subjects and they can write what they want or teachers can show (PPT 4-6) to let students guess what the idiom means.
4. Before students scan the text, teachers ask students to predict how colors influence our life in order to realize students’ observation. (PPT7 & Appendix 2& 2-1)**(5minutes)**

Presenting the Reading

1. **Start the lesson** (Teachers can also use this part to be the warm-up activities) **(5minutes—Class1)**
Before teachers start the lesson, you can ask students to scan the first paragraph & the last paragraph and ask students these questions to let students what is a narration: (PPT8&9&10)

PS. I showed these questions PPT10 before students read and reminded them to notice the answers to these questions. I found these questions could help students understand what they were reading.

- Where did the incident take place?
- When did the incident happen?
- Who were the people involved?
- What happened?
- How did you feel about the incident?
- Why was the incident memorable or important?

2. Vocabulary (25 minutes—class 1) (1-3)

- (1) Teachers can divide students into 6 or 7 groups. Each group has to read a paragraph. Then, Teachers give each group a paper (Appendix3) and on the paper, students have to write down the vocabularies, idioms, phrases, and patterns that students don’t know or aren’t sure what they mean or how to use them in a sentence or students think they are important for students to realize the

text better. (Five minutes are enough.)

- (2) Teachers collect the questions and then give the paper to different groups and ask them to explain the vocabularies, idioms, phrases, or patterns by using them in the sentences. (Appendix 3 students can use dictionaries)(It takes about 10 minutes)
- (3) Teachers collect all the papers and copy all of them to students. Also, teachers can grade the answer groups and help students learn more about the vocabularies that they don't understand.
- (4) If your students are upper-intermediate, teachers can ask them to do more about vocabularies. (Appendix4) or (Appendix5)

3. Text : (30 minutes—Class2)

- (1) Before starting the text, teachers can give the students all the vocabulary lists they did last class. Also, teachers can use them to teach vocabularies. If there is still some time for class two, teachers can play games about vocabularies & idioms (PPT11—PPT30)*PS. My students didn't like answering the questions but they really liked to guess the number with the treasure.*

Teachers can use this lesson to teach how to write an exposition. The writing skills about an exposition are the "rank order" and the "equal order." The equal order includes deduction, induction, enumeration, comparison and contrast, and Cause and effect. Teachers can explain what they are and how to use the skill in the writing.

- (2) Ask students to scan the text and then guide students fill the form with the text. Help students realize the structure of a deduction. (Appendix 6) **(15 minutes)**
- (3) Show students a short article and ask them to assay the structure. (Appendix7). **(15minutes)**

The development of industry has brought greater prosperity to Taiwan, but has also caused increasingly serious pollution problems. Taiwan is plagued by air pollution, water pollution, noise pollution, and even pornographic pollution. Both the government and the public should be responsible for solving these pollution problems.

But what should we do to control pollution? First, in regard to air pollution, we must encourage people to join a carpool and use unleaded gas to reduce automobile exhaust. Second, concerning water pollution, we have to dispose of waste and chemicals as carefully as possible. As for noise pollution, we must prevent drivers from honking at dawn or midnight. When it comes to pornographic pollution, we should educate people to respect the opposite sex and avoid looking at the porno pictures or watching porno TV programs. Most important of all, only by strict enforcement of the laws will we be able to stop people from producing pollution.

In a word, the importance of preventing pollution can't be over-emphasized.

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4. Vocabularies, Idioms and Phrase in Use (20 minutes -- Class 2)

- (1) Phrase in Use : Teachers can use PPT31 –PPT45 by 三民PPT
- (2) Game "Understand yourself & A colorful Earth" PPT 32.

5. Further Reading 1 "Is the END near?" by Justin Thibedeau After students read the article, teachers help students realize the article and develop students' critical thinking and creative thinking with the appendix 8. **(20 minutes – class 3)** This article can help students realize more what is happening to our Earth and what they can do which is different from the questions in Appendix 1 to define their thoughts about environmental protection more clearly.

PS. I played the CD-ROM to help students know what the article was about. They could see English and

the Chinese meanings at the same time when they listened to the article in English. This way really helped students understand more about what the was reading talking about. After that, most groups could finish Appendix 8well.

6. Further Reading 2 “Change among the Waves” – Mary Chen , translated by Chen Shin-Hong, edited by Michelle Adams (30 minutes – Class3)

Teachers, in this part, will do nothing. Students have to write a summary and think more about what they can do to our earth. Students will read the article and talk about how the two girls, You and Wang, tried their best to make their dream come true. Then, each groups has to summarize the article and answer the questions in Appendix 9-1.

PS. This part took students more time to look up the new words in the dictionary although I asked them not to look all the new words up. However, only about two groups could answer the questions in appendix 9-1. I hope students can understand the article well by answering these questions. Also, I hope theses answers they wrote could help them when they were writing the composition.

7. A composition –A book review of “Change among the Waves” & Taiwan (50 minutes – class 4)

In class 4, students will compare and contrast those islands in South Pacific Ocean with Taiwan. Furthermore, they will realize Taiwan—their hometown more and act their love out to the island they live on.

Appendix 1 the Lyrics of Colors – Kira Willey (for teachers)

Listen the song and fill the correct number into the blank

I am **green** today, I chirp with joy like a cricket song

I am **gray** today, gloomy and damp like a morning fog

I am **orange** today, loud and messy like a finger paint on the wall

I am **red** today, hopping mad like a playground ball

I am **black** today, strong and tall a great big bear

I am **purple** today, bright and happy like a butterfly in the air

I am **rainbow** today, all the colors of the world (2)

I am **rainbow** today, all the colors of the world are in me

I am **yellow** today, I shine my light out like the sun

I am **white** today, soft and quiet like the snow

I am **blue** today, calm as glass and cool like the sea

I am **rainbow** today, all the colors of the world (2)

I am **rainbow** today, all the colors of the world are in me (2)

Question1: Which color do you like most? What natural thing with the color on our earth do you love most?

(Use simple sentences to answer the questions. For example, I like blue most because I love blue sea.)

Answer: _____

Question2. A colorful earth will bring us a colorful life. What can we do to help our earth with sustainable development? (Use simple sentences to answer the questions. For example, I can use fewer plastic bags.)

Answer: _____

Appendix 1 the Lyrics of Colors – Kira Willey (for students)

Listen the song and fill the correct number into the blank

1. damp	2. quiet	3. mad	4. happy	5. strong	6. cool	7. messy
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I am **green** today, I chirp with joy like a cricket song

I am **gray** today, gloomy and _____ like a morning fog

I am **orange** today, loud and _____ like a finger paint on the wall

I am **red** today, hopping _____ like a playground ball

I am **black** today, _____ and tall a great big bear

I am **purple** today, bright and _____ like a butterfly in the air

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I am **rainbow** today, all the colors of the world are in me

I am **yellow** today, I shine my light out like the sun

I am **white** today, soft and _____ like the snow

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Question1: Which color do you like most? What natural thing with the color on our earth do you love most?

(Use simple sentences to answer the questions. For example, I like blue most because I love blue sea.)

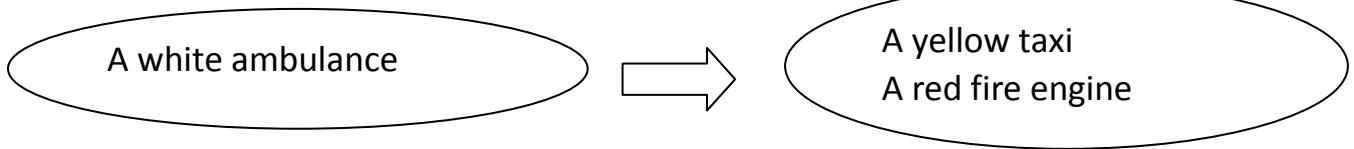
Answer: _____

Question2. A colorful earth will bring us a colorful life. What can we do to help our earth with sustainable development? (Use simple sentences to answer the questions. For example, I can use fewer plastic bags.)

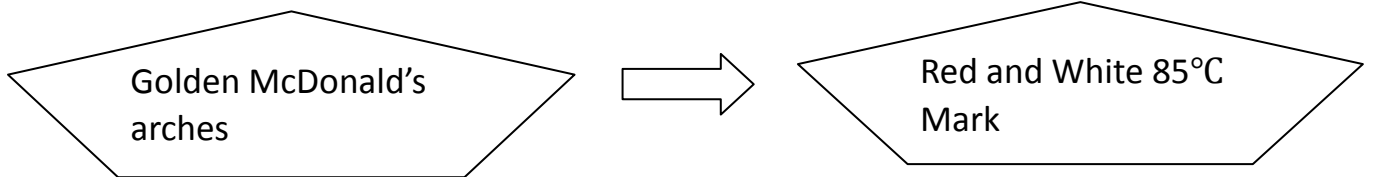
Answer: _____

Appendix 2 Colors & Life (For teachers)

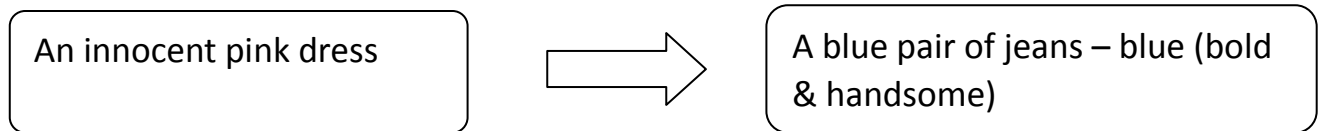
1. Vehicles (車輛) Yellow – the most eye catching color. Red – the warning color



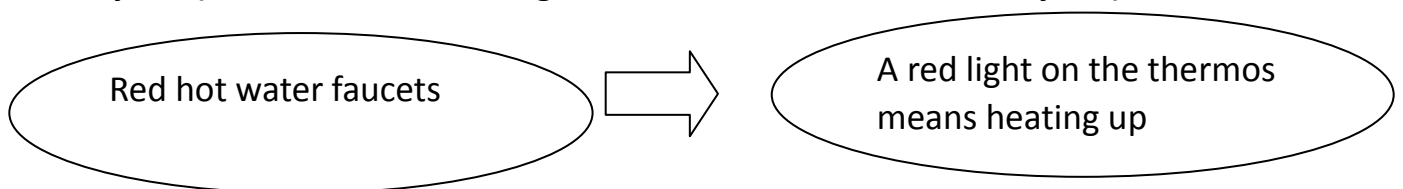
2. stores or restaurants (Bright colors affect our appetite)



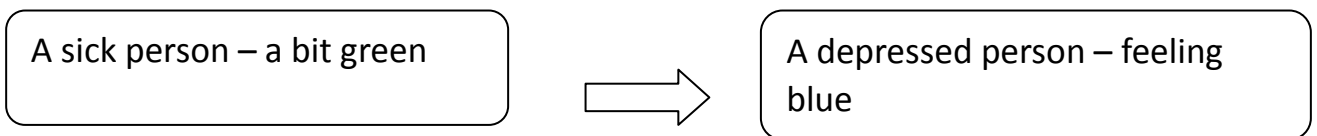
3. Clothes (Different styles of clothes can tell one person's personality.)



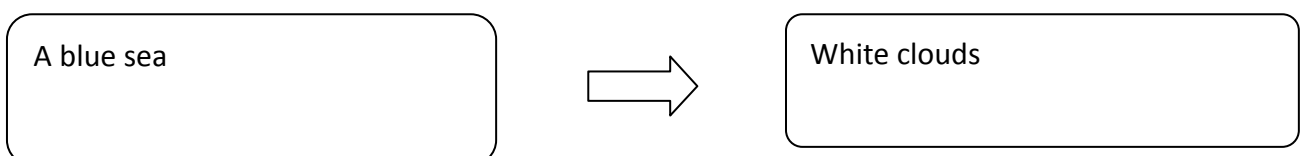
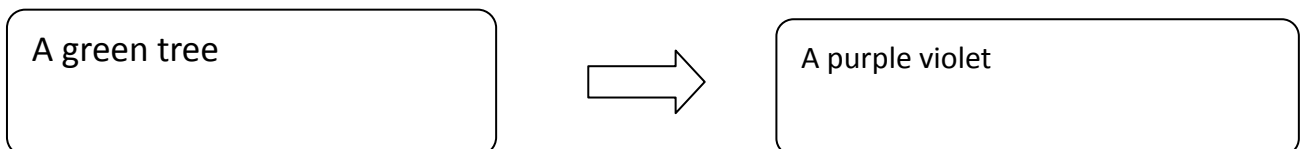
4. Daily life (teachers can encourage students to observe their daily life)



5. Languages (Use colors to describe one person's mood or condition.)



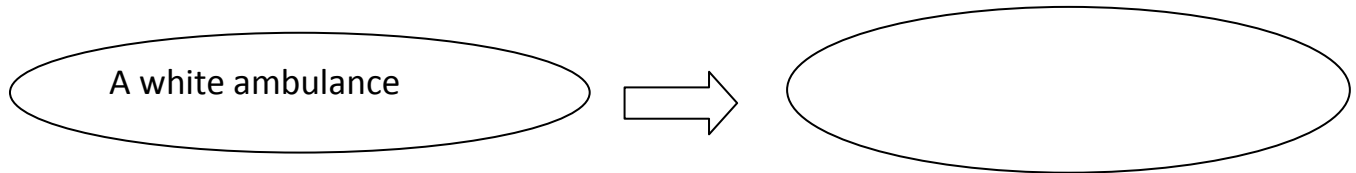
6. Nature



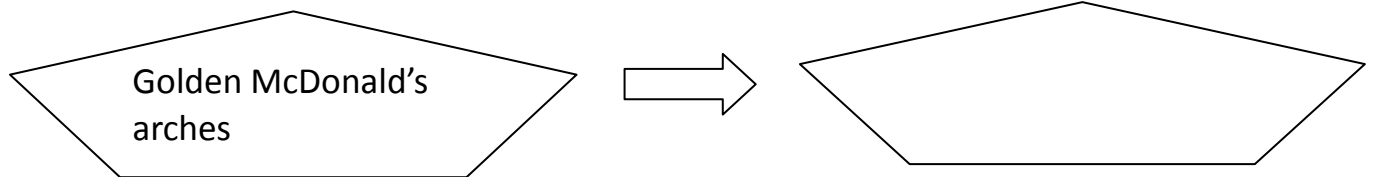
Appendix 2 Colors & Life (For students)

Do you notice the colors in your everyday life?

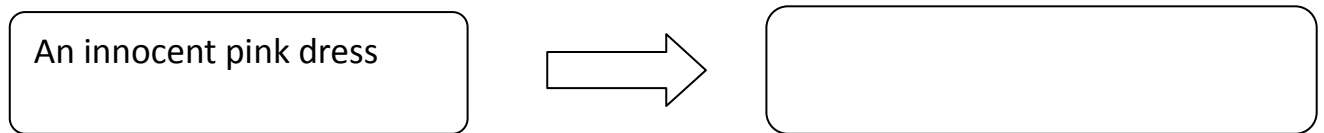
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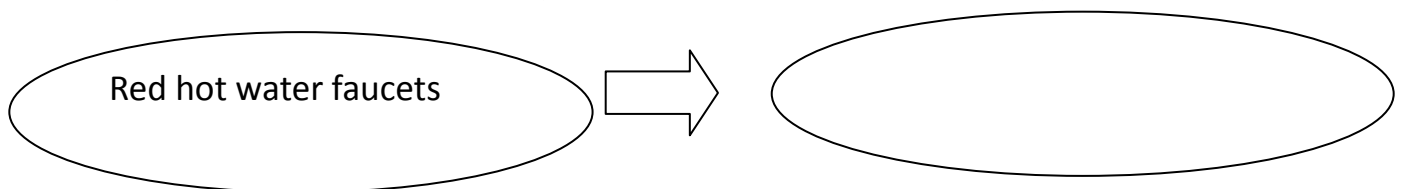
2. Stores or restaurants (Bright colors affect our appetite)



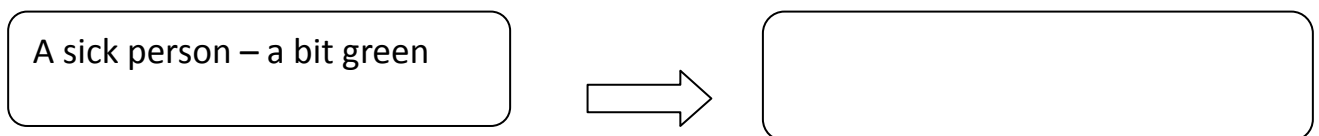
3. Clothes (Different styles of clothes can tell one person's personality.)



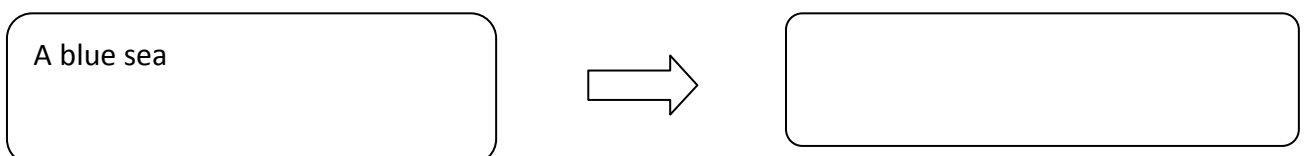
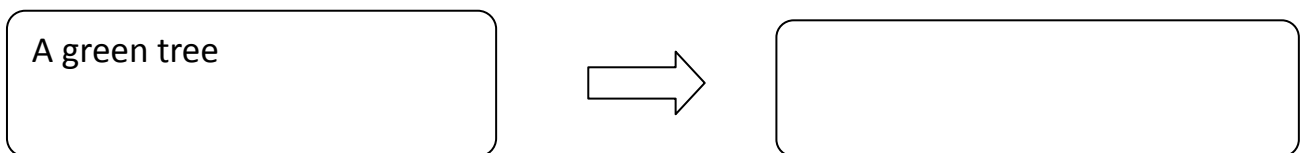
4. Daily life (teachers can encourage students to observe their daily life)



5. Languages (Use colors to describe one person's mood or condition.)



6. Nature



Appendix 3 (for students)

Group _____	Paragraph _____	<input type="checkbox"/> important	<input type="checkbox"/> don't understand	
Vocabularies :				
1.	2.	3.	4.	5.
Idioms:				
1.	2.	3.		
Phrases:				
1.	2.	3.	4.	
Patterns:				
1.	2.	3.		
Answer Group _____ Paragraph _____				
Vocabularies : (Look up in the dictionary and write down the example)				
1.				
2.				
3.				
4.				
5.				
Idioms: (Look up in the dictionary and write down the example)				
1.				
2.				
3.				
4.				
Phrases: (Look up in the dictionary and write down the example)				
1.				
2.				
3.				
4.				
Patterns: (Look up in the book and accord to the example and write down your own sentences)				
1.				
2.				
3.				

Appendix 3 (for teachers to refer)

Group <u> 2 </u> Paragraph <u> 2 </u> ■ important □ don't understand
Vocabularies : 1. describe 2. influence 3. imagine 4. symbolic 5. depressed 6. ordinary
Idioms: 1. a bit green 2. feel blue
Phrases: 1. in fact 2. describe -- as— 3. for example & for instance 4. without a doubt 5. spice up 6. more than
Patterns: (1) so as to (2) to describe a depressed person, you say--(3) colors do spice up ---
Group _____ Answer Group <u> 3 </u> Paragraph <u> 2 </u>
Vocabularies : 1. describe (v): to say or write what someone or something is like Can you describe the attacker? What does he look like? 2. influence (v): the power to have an effect on people or things My parents influenced me a lot every time when I made a decision. 3. imagine (v): to form or have a mental picture or idea of things She imagined herself playing in the swing in a beautiful garden. 4. Symbolic (a): representing something else The heart at the bottom of the picture is symbolic of love. 5. depressed (a) : unhappy and upset Henry was depressed to learn his illness. 6. ordinary (a) : usual Her composition is quite ordinary.
Idioms: 1. To feel blue : When we say someone is unhappy, we may say he or she is feeling blue. 2. A bit green : You look a bit green. Are you alright?
Phrases: (1) In fact : actually // I thought learning English would be easy, but in fact it is much harder than I though. (2) Describe ---as --- : The crook describes himself as a dentist on the chat room. (3) For example: used when giving an example of the type of thing you mean. Offices can easily become more environmentally-friendly by, for example, using recycled paper. (3-1) for instance: an example of something that happens generally There have been several instances of violence at Ba-De junior high school. For instance, some seniors beat the juniors up just for getting their money illegally. (4) Without a doubt : no doubt Without a doubt, his efforts will lead him into success. (5) Spice up: to add excitement or interest to story, performance, or speech. There is an article on how to spice up your sex life. (6) More than: over
Patterns: (1) & (2) are at Patterns in use (3) "do" writes before a verb to emphasize the verb. For example, I did love you before, but the love's gone now.

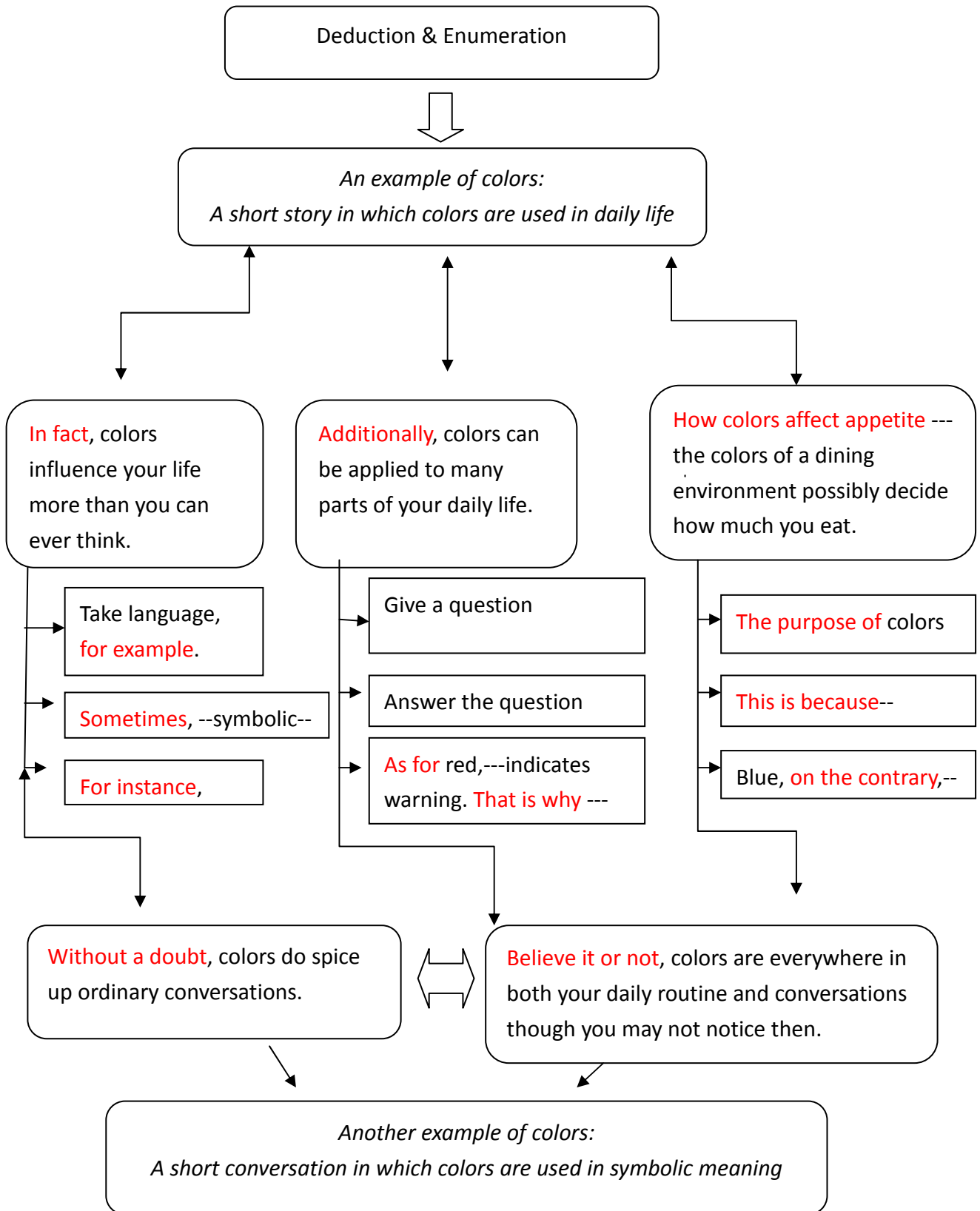
Appendix 4 (www.prefixsuffix.com)

Vocabulary	Prefix, root, suffix	Meaning	Example (1)	(2)
arch	arch	chief, first, rule	archangel	architect (n)
influence	flu	flow	flush	fluently (adv)
symbolic	sym, syn	together, at the same time	Synthesis	sympathy (n)
depress	de	down, away	degenerate	derange
depress	press	push st firmly	express	compressor
converse	con	together	convert	connect
conversation	vers, vert	Change, turn	conversion	invert

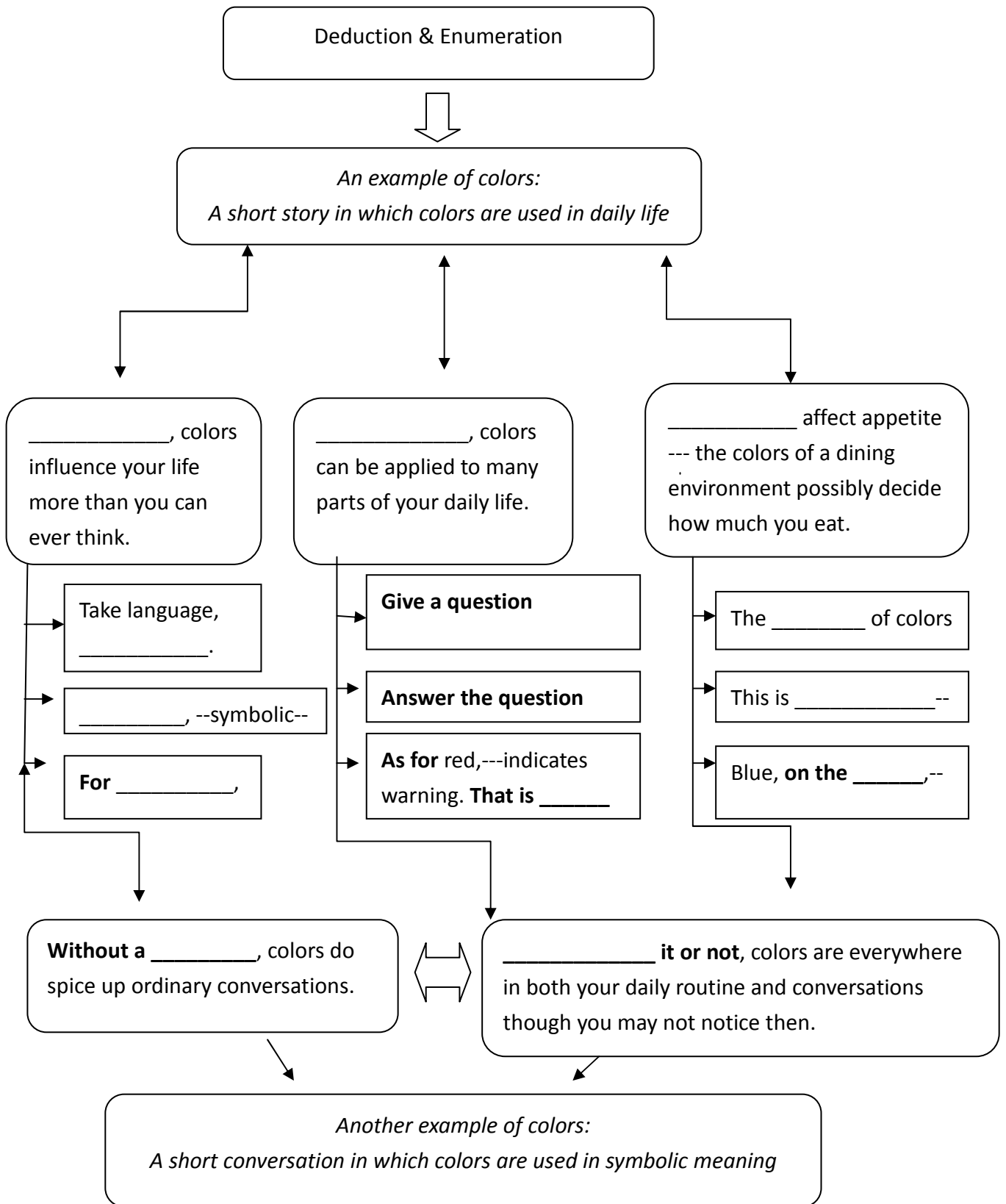
Appendix 5 Root

in	flu	ence (n) influence (n)(v) confluence (n) effluence(n) refludence(n)
con		ent (a) influent (a)(n) confluent (a) effluent(a) refluent(a)
ef		ential (a) influential (a) influential (a) confluential (a) effluential(a)
re		ous (a) superfluous(a)
super		enza(n) influenza
	press	ing (a) pressing
		ure (n) pressure
com	press	ion (n) depression , expression, impression
de		or (n) (名詞表器材) compressor
ex		ed (a) depressed
im		ive (a) impressive, depressive

Appendix 6 (for teachers)



Appendix 6 (for students)

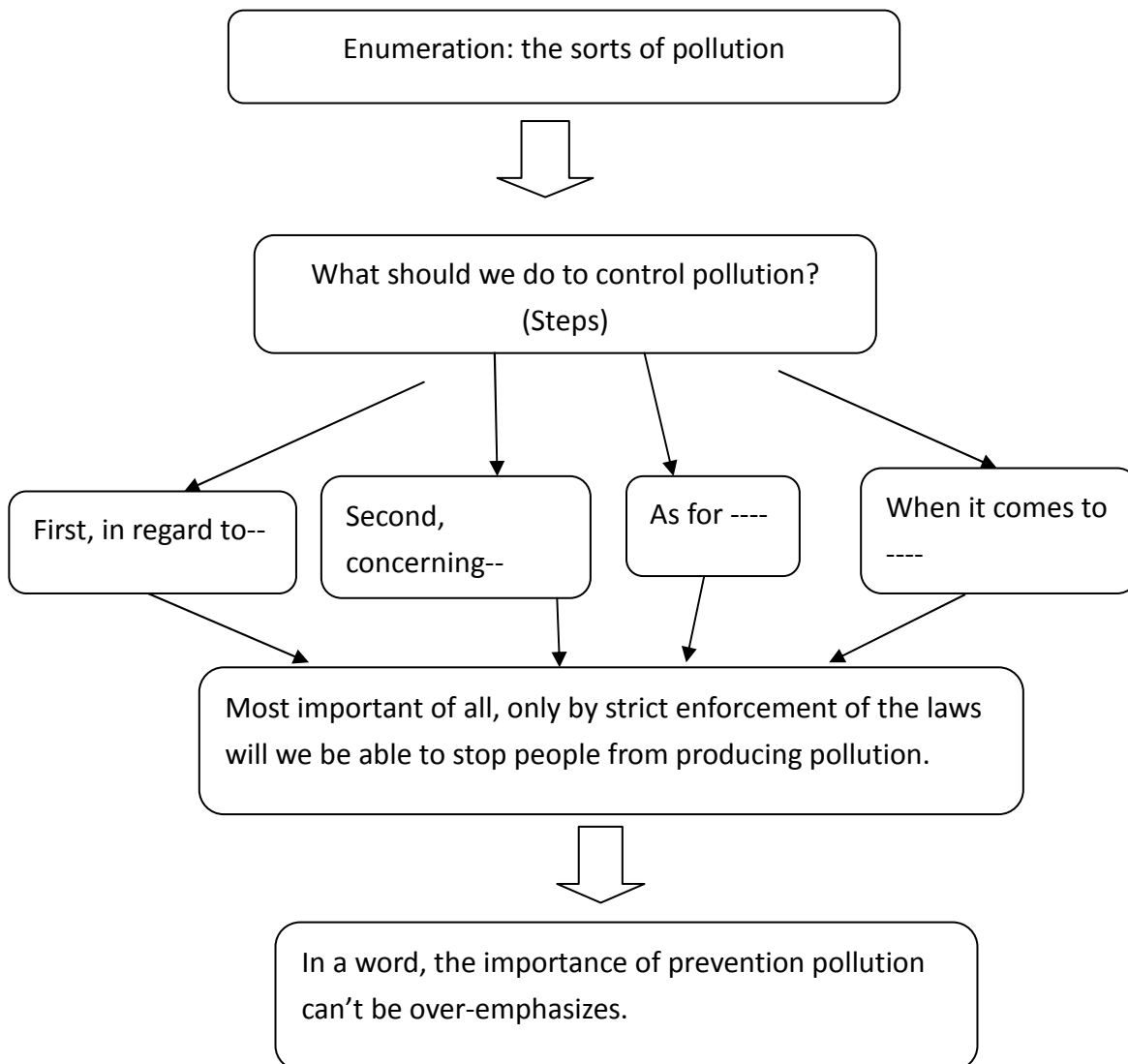


Appendix 7 (for teachers)

The development of industry has brought greater prosperity to Taiwan, but has also caused increasingly serious pollution problems. Taiwan is plagued by air pollution, water pollution, noise pollution, and even pornographic pollution. Both the government and the public should be responsible for solving these pollution problems.

But what should we do to control pollution? First, in regard to air pollution, we must encourage people to join a carpool and use unleaded gas to reduce automobile exhaust. Second, concerning water pollution, we have to dispose of waste and chemicals as carefully as possible. As for noise pollution, we must prevent drivers from honking at dawn or midnight. When it comes to pornographic pollution, we should educate people to respect the opposite sex and avoid looking at the porno pictures or watching porno TV programs. Most important of all, only by strict enforcement of the laws will we be able to stop people from producing pollution.

In a word, the importance of preventing pollution can't be over-emphasized. 本文採自龍騰

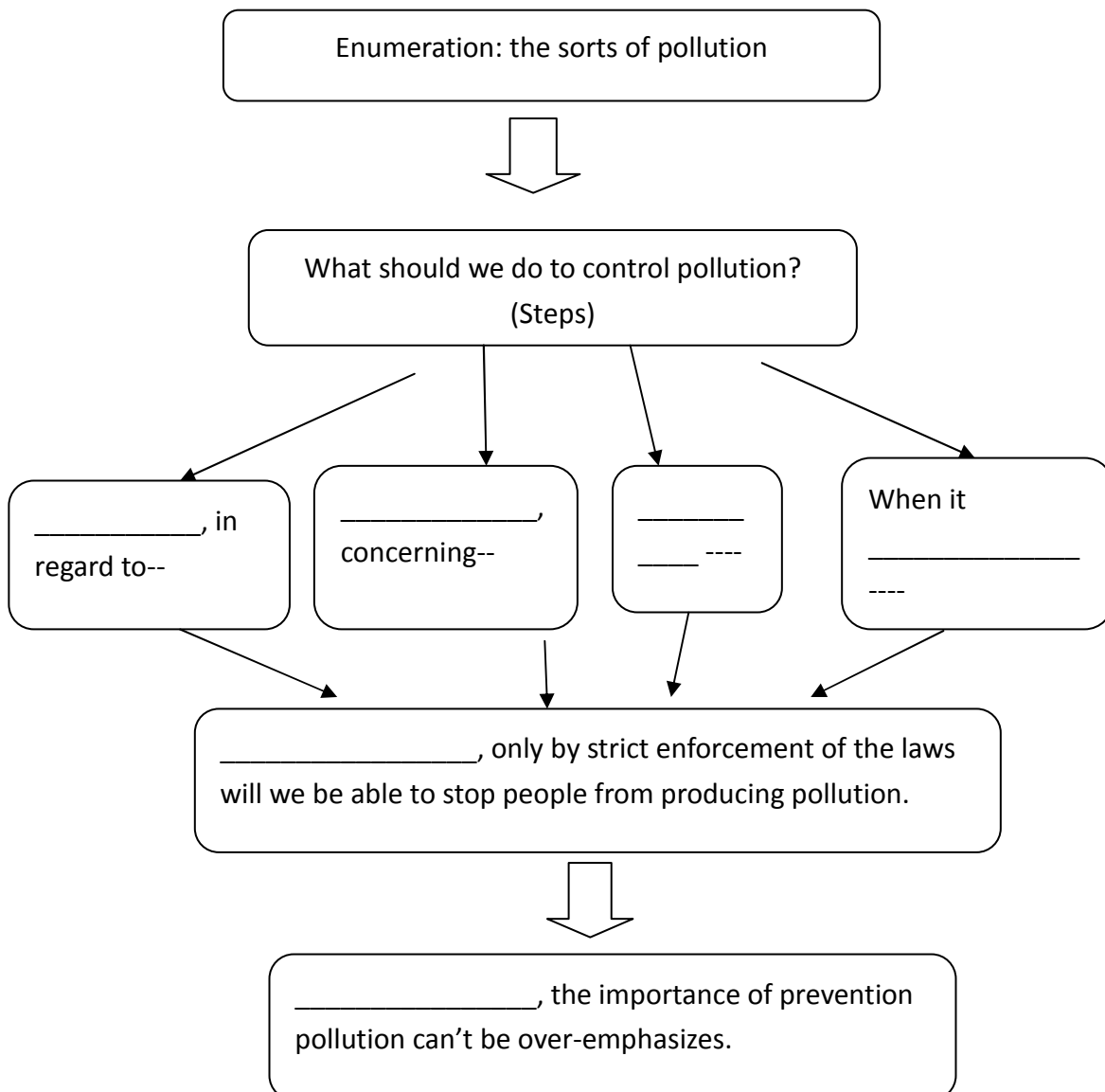


Appendix 7 (for students)

The development of industry has brought greater prosperity to Taiwan, but has also caused increasingly serious pollution problems. Taiwan is plagued by air pollution, water pollution, noise pollution, and even pornographic pollution. Both the government and the public should be responsible for solving these pollution problems.

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Is the END near? By Justin Thibedau

Every year, Earth Day reminds us to pay closer attention to our planet's needs and its problems. According to the International Union for Conservation of Nature (IUCN), 21% of mammals and 70% of plants are threatened with extinction. ***The UN reported that three species go extinct every hour.*** This may be the beginning of a much more serious problem.

Research shows that ***our oceans, where life on Earth began, are choking. Ocean dead zones***, places where sea life can't survive because of low oxygen levels, ***continue to grow in size and number.*** Scientists believe ***that lower oxygen levels in the ocean played a major role in five previous extinctions on Earth.*** The sixth extinction could be approaching.

Of the so-called Big Five mass extinction, the worst killed 96% ocean species and 70% of land species. ***The Big Five were caused by natural disasters like climate change and meteor strikes. Today, however, the sixth extinction is happening because of humans. Farming and overuse of natural resources*** have greatly changed the surface of the planet, and human activity is causing a fast climate change. With ***hunting, fishing, and pollution*** added to these problems, our planet is in big trouble.

Without realize it, humans use 40,000 species every day. ***These plants and animals give us food, water, oxygen, energy, and medicine. They clean waste, help us grow food, and keep Earth's climate stable.***

Without such a large variety of animals and plants, our lives would be much worse. For example, if pollination insects disappear, growing most fruit and vegetables will be next to impossible. As different species of fish go extinct, this major food source's prices will be higher than most people can afford. In addition, some sick people will go untreated if we lose the various plants that make many of our medicines.

Although the sixth extinction is on the horizon, there is still hope. Scientists are reintroducing some species and ***freezing seeds and eggs in gene bank for future use.*** The IUCN assures us that most of the species can be saved with proper protection and funds. ***You, too, can help.*** Start by not eating animals on the endangered species list and urging your government to do more to protect the planet. If we take action now, life may have a chance to recover, and we will build a better future for us all.

Appendix 8 Unscramble 1—6 & Question 7 (For teachers)

1.

聯合國報告說每小時就有三種物種滅絕。這可能是一個更嚴重問題的開端。

1. This may be 2. The UN reported 3. go extinct every hour. 4. the beginning of
5. that three species 6. a much more serious problem.

Answer: 253146

2.

海洋死亡帶，也就是因氧氣含氧量太低使得海洋生物無法生存的地方，在面積和數量上都持續成長。

1. because of low oxygen levels, 2. Ocean dead zones, 3. continue to grow in 4. size
and number. 5. places where sea life can't survive

Answer: 25134

3.

這五次大滅絕是由於氣候變遷和隕石撞擊之類的天災所導致。但是，現今正在發生的第六次滅絕是因為人類。

1. were caused by 2. The Gig Five 3. Today, however, 4. climate change and meteor
strikes. 5. because of humans. 6. is happening 7. natural disasters like 8. the
sixth extinct

Answer: 21743865

2.

這些動物和植物提供我們食物、水源、氧氣、能源和藥品。他們清潔廢棄物、幫我們摘種食物，並維持地球氣候穩定。

1. food, water, oxygen, energy, and medicine. 2. help us grow food, 3. and keep Earth's
climate stable. 4. They clean waste, 5. These plants and animals give us

Answer: 51423

3.

沒有那麼多各種各樣的動物和植物，我們的生活會變得很糟。

1. our lives would be much worse. 2. animals and plants, 3. Without such a large
variety of

Answer: 321

4.

雖然第六次滅絕已可見端倪，但依然還有希望。

1. there is still hope. 2. on the horizon, 3. Although the sixth extinction 4. is

Answer:3421

5.

According to the article, what can you do to help protect our Earth?

1. We don't eat animals on the endangered species list.

2. We can urge our government to do more to protect the planet.

Appendix 8-1 Unscramble 1—6 & Question 7 (For students)

1.

聯合國報告說每小時就有三種物種滅絕。這可能是一個更嚴重問題的開端。

2. This may be 2. The UN reported 3. go extinct every hour. 4. the beginning of
5. that three species 6. a much more serious problem.

Answer:

2.

海洋死亡帶，也就是因氧氣含氧量太低使得海洋生物無法生存的地方，在面積和數量上都持續成長。

2. because of low oxygen levels, 2. Ocean dead zones, 3. continue to grow in 4. size
and number. 5. places where sea life can't survive

Answer:

3.

這五次大滅絕是由於氣候變遷和隕石撞擊之類的天災所導致。但是，現今正在發生的第六次滅絕是因為人類。

6. were caused by 2. The Gig Five 3. Today, however, 4. climate change and meteor
strikes. 5. because of humans. 6. is happening 7. natural disasters like 8. the
sixth extinct

Answer:

4.

這些動物和植物提供我們食物、水源、氧氣、能源和藥品。他們清潔廢棄物、幫我們摘種食物，並維持地球氣候穩定。

2. food, water, oxygen, energy, and medicine. 2. help us grow food, 3. and keep Earth's
climate stable. 4. They clean waste, 5. These plants and animals give us

Answer:

5.

沒有那麼多各種各樣的動物和植物，我們的生活會變得很糟。

2. our lives would be much worse. 2. animals and plants, 3. Without such a large
variety of

Answer:

6.

雖然第六次滅絕已可見端倪，但依然還有希望。

2. there is still hope. 2. on the horizon, 3. Although the sixth extinction 4. is

Answer:

7.

According to the article, what can you do to help protect our Earth?

3. We don't

4. We can

Appendix 9 (Article)

Change among the Waves

Sometimes the greatest experiences can come from the simplest ideas. “I’m afraid some places on Earth might disappear before I have a chance to visit them,” thought travel-loving You Xuan-Ru (游璇如). She spread out a world map and circled a group of islands in the South Pacific. Because of climate change, it is believed that those islands will be underwater in the near future.

You shared her thoughts with her coworker Wang Pin-Wen (王品文), and they decided to do something together. Within six months, they had drafted **the Across the Ocean Project** (環浪計畫), a plan to visit eight islands in the South Pacific. Knowing what an incredible experience this could be, they decided to recruit others to share their journey.

Carrying out their plan was not easy. Traveling to and from the remote islands would be very expensive. In addition, many people that they tried to recruit to join them in attending or funding the trip refused. The project was dead in the water until Sisy Chen (陳文茜), a media personality concerned about environment problems, promoted it on her show. This exposure attracted enthusiastic participants and offers of financial support. Finally, they embarked on the journey of a lifetime.

The trips to the South Pacific islands were filled with both marvelous and terrible sights. On one island, You and Wang were amazed at the natural beauty and also shocked by the cruelty of nature. Tsunamis had left new graves near the shore. In addition, climate change was taking its toll on the island’s coconut trees as rising ocean waters washed away their soil.

While some of the sights were sad, You and Wang also saw people who were trying to help. In the Cook Island, they met a man who visited the elementary schools, teaching students a song about climate change. He hoped his music would influence the children to care more about their environment.

What the two women saw on the trip deeply moved them and helped them realize that Taiwan is also greatly affected by climate change. To draw attention to these problems, You and Wang plan to launch the **Grow a Dream Project** (摘夢計畫), which will donate money to environmental causes in Taiwan.

You and Wang realized their dream of seeing some locations threatened by climate change, and they made their trip an educational experience for others. Their project shows that magic can happen when ideas are turned into action.

Appendix 9

Let's Write (for teachers)

Name of the Article : _____

Written by _____

I 、 **Let's write a summary.** Please rewrite the article in your own words.

1. What was You Xuan-Ru's original idea? Why?

Because of climate change, it is believed that some islands in South Pacific will be underwater in the near future. So, You was afraid some places on Earth might disappear before she had a chance to visit them. She decided to take pictures of them before they disappear on Earth.

2. What did the two girls do next?

They had drafted the Across the Ocean Project within six months, a plan to visit eight islands in the South Pacific Ocean. They also recruit others to share their journey.

3. What happened to the Ocean Project?

Because they had no money to carry out their plan, the project was dead in the water until Sisy Chen, a media personality concerned about environmental problems, promoted it on her show.

4. What did the man they met in the Cook Island do? Why did he do so?

They met a man who teaches songs about climate change. He hopes his song would influence the children to care more about their environment.

5. In order to draw attention to the problems that Taiwan is greatly affected by climate, what do the two girls plan to do?

They plan to launch the Grow a Dream Project, which will donate money to environment causes in Taiwan.

6. What does their project show? Their project shows that magic can happen when ideas are turned into action.

7. Are you willing to join the plan of Dream Project? If you are, you can surf the website <http://acrosstheocean.pixnet.net/blog>

8. Do you like the further reading? Do you understand all the further reading? If you don't, what can teachers help you more?

Name of the Article : _____

Written by _____

I 、 **Let's write a summary.** Please rewrite the article in your own words.

9. What was You Xuan-Ru's original idea? Why?

10. What did the two girls do next?

11. What happened to the Ocean Project?

12. What did the man they met in the Cook Island do? Why did he do so?

13. In order to draw attention to the problems that Taiwan is greatly affected by climate, what do the two girls plan to do?

14. What does their project show?

15. Are you willing to join the plan of Dream Project? If you are, you can surf the website <http://acrosstheocean.pixnet.net/blog>

16. Do you like the further reading? Do you understand all the further reading? If you don't, what can teachers help you more?
