

GO for Improvement of Reading and Writing Skills in High School English Classes:

Colors and Your Life

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I. Abstract

To help students with their preparation of exams, teachers oftentimes talk about grammar points and sentence structure in the classroom. However, students could hardly recall the whole story or the structure of the articles. Moreover, when they start to write, they might not be able to construct a well-organized writing. Graphic organizers (GO) are believed to improve students' comprehension ability and their writing skills as well. Therefore, I plan to include GO and other interactive top-down activities to help students better understand the structure of the lesson - *A Colorful Life* and how colors influence our life.

First, students will be provided with a clip as a listening comprehension activity to create their background knowledge about the influence of colors on our life. Second, different types of GOs will be provided to help students understand the structure in the reading and to exam students' comprehension of words. Third, a writing activity integrating four skills is to be held for students to conduct pair work and express their thoughts and feelings. Last, a guided writing exercise is designed as an individual work for students to compare and contrast how colors are used differently in different cultures and countries. Though the effects on students' skills may not be easily assessed, their motivation about learning English will be higher.

II. Introduction

In most of our English classes in high school, students listen to the teacher's explanation about the grammatical points, translation, sentence structures, vocabulary usages, and they jot down the notes and think they have got everything they should know. However, when they go back home and recall what they have experienced today, they remember only the segments of the text. Where does the whole picture go? They have no idea because they had never actively got themselves involved in the process of comprehension. To help students retain the materials in their brain and be more active in studying, I plan to provide graphic organizers (GO) and interactive activities to familiarize my students with the structure of the text and increase their successful experience in English writing.

Before this lesson, students have encountered several types of GO (see **Appendix 12-7**) based on different kinds of articles. Some of them complained that working alone on the GO is too difficult for them, so some adjustment will be made. That is, sometimes students work individually on simple task, in which GO is provided with more hints. Sometimes students are encouraged to work on GO with less hint and claim more creativity. Also, lower achievers can choose to work with their partners, be an assistant providing information, or

simply observers. Still, to encourage more involvement, students are not purposely divided into groups of proficiency and they are mostly involved in pair work or group work.

III. Objectives

After the lesson, students will be able to

1. recognize how colors influence our languages, moods, cultures, life, etc.
2. better understand the reading materials through graphic organizers.
3. be familiar with the words and phrases through communicative activities.
4. write “compare and contrast” articles.

IV. Grade level & description of students’ proficiency

1. 10th graders in high school, 42 students
2. 70% of the students are high-intermediate English learners. They are able to read long passages, can predict the meaning of words based on available information. They can produce short English passages to express their own thoughts in both speaking and writing.
3. However, around 30% of the students are low-intermediate, who can read short passages and write in simple English sentences but have a fear of speaking English in public.
4. All of the students are fond of learning with partners and doing group activities in class.
5. Most of them have used several types of graphic organizers before this lesson.
6. Most of them announced their preference for more interactive activities in class, but they were also worried if too many activities would interfere their studying of what they need for the tests.

V. Time required

To accomplish this lesson, **four** periods of class are required; 50 minutes for each.

Time	Teaching focus	Activity	Skills
The 1st period	<ul style="list-style-type: none"> ◆ Warm up ◆ Background knowledge building 	1. “What Does the Color Mean to You”	Listening
		2. “Seeing Red”	Listening
		3. “Colors in Different Cultures”	Reading+ Writing
		4. Assignments	Reading
The 2nd period	<ul style="list-style-type: none"> ◆ Teach new information 	1. "Color Psychology Quiz"	Reading
		2. "Listen and Draw Amber's Story"	Listen
		3. "Graphic Organizers"	Reading + Writing
The 3rd period	<ul style="list-style-type: none"> ◆ Practice and personalization 	1. "Analyze the Vocabulary"	Reading + Writing
		2. "Crossword Puzzle"	Reading
		3. "Listen to the Definitions"	Listening + speaking
The 4th period	<ul style="list-style-type: none"> ◆ Application ◆ From reading to writing 	1. "Colors by Kira Willey"	Listening + Reading + Writing + Speaking
		2. "Colors and Cultures"	Reading + Writing

VI. Materials

- The textbook article (Sanmin Book 2 Unit 4: A Colorful Life)
- PowerPoint slides for textbook article (see Appendix 11)
- YouTube clips
- Worksheets and handouts (see Appendix 1-10)
- A projector and a laptop

VII. Teaching procedure

A. Create Background

1. “What Does the Color Mean to You?”

Estimated Time: 10minutes

Materials: Appendix 11-1

Directions

(1) Whole Class/ Pair work - Greetings and listening activity

1.1 The teacher greets the students.

EX:

Teacher: (Point to some clothing accessories of students) I like your scarf. It's red. Why did you choose the color?

Students: I like the color. / It's beautiful.

Teacher: Talk to your partner and ask what his/her favorite color is.

1.2 The teacher invites volunteers to share their answers.

(2) Whole Class - Listen and match

2.1 The teacher tells the students that the colors have existed everywhere in their life. The colors may influence how they make the choice and their feelings. The teacher has the students open their book to page 59 and listen to the sentences to match colors with the adjectives. The transcription is listed below.

1. The color green is said to be very calming.
2. Rooms in a hospital are often painted blue.
3. When a room is painted yellow, it's easier for people in there to get angry.
4. Dress in red if you want to be the center of attention at a party.
5. The color black often symbolizes evil.

2.2 The teacher then checks the answer with the students (Appendix 11-1).

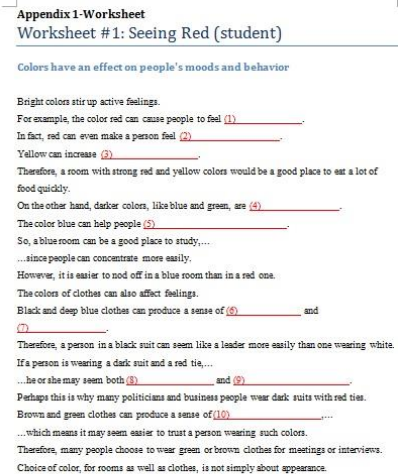
2. "Seeing Red."

Estimated Time: 15 minutes

Materials: A clip (Appendix 11-2)

(1) Whole Class - Listen and predict

- 1.1 The teacher plays the clip on EnglishCentral.com (Appendix 11-2), in which colors are said to influence people's feelings and people use it wisely to attract customers or make people calm.
- 1.2 For the first time of viewing, students listen to the main idea and answer the question written on the blackboard:
It talks about how (1) food (2) colors (3) decorations (4) clothes influence our feelings. The answer is (2).
- 1.3 The teacher distributes the handout (Appendix 1) and leads students to read the transcription together. Remind students to fill out the blanks for the second viewing. They are also reminded that the words in the blanks are mainly related to feelings or moods.
- 1.4 The teacher checks the answers with the whole class and explains difficult words if necessary.



3. "Colors in Different Cultures"

Estimated Time: 15 minutes

Materials: PPT (Appendix 11-3~11-8)

(1) Whole class/ Pair work-Predict and learn

- 1.1 The teacher shows a PPT with the color of red and have students come up with adjectives or nouns to associate with it (Appendix 11-3). The first slide shows how the Chinese view the color of red. They might think of good luck, celebration, vitality, happiness, long life, used as a wedding color, for festive occasions, and so on. On the other hand, the color of red might symbolize different meanings for Westerners. They could be excitement, action, danger, love, passion, a warning to stop, anger, etc. (Appendix 11-4)
- 1.2 The teacher then assign students to come up with more examples and share the ideas with their partners.
- 1.3 After students share the ideas with the whole class, more examples from the teacher are provided (Appendix 11-5~11-8)

4. "Assignments"

The teacher distributes an article called " Cultural Meanings of Color and Color Symbolism." (Appendix 9) and asks the students to read through the article. It will be discussed in the fourth class.



B. Teach New Information

1. "Color Psychology Quiz"

Estimated Time: 10 minutes

Material: Appendix 2

(1) Whole Class/ Pair work- Read and discuss

- 1.1 To build students' background knowledge, start the class by asking questions such as "Why are the taxis painted yellow? Why are the stop signs red not green?"
- 1.2 Challenge students' common sense about colors with the "Color Psychology Quiz" worksheet. Students work in pairs to check the answers (**Appendix 2**).
- 1.3 Talk about how colors affect our life with the whole class and introduce the reading in the textbook.

Worksheet #2 Color Psychology Quiz (students)

by David Johnson

1. What color is the most attention-getting?
 Black Yellow Red
2. Villains usually wear what powerful color?
 Black Red Blue
3. What is the color of royalty?
 White Purple Green
4. People lose their tempers most often in rooms of what color?
 Black Yellow Pink
5. Hospital rooms are often painted in what relaxing color?
 Pink White Green
6. In ancient Rome, public servants wore clothes of what color?
 Blue Brown Red
7. What cold, reliable color implies genuineness?
 Green Brown Black
8. What color can cause people to lose energy?
 Green Blue Pink
9. White brides in the West wear white, traditional Chinese brides usually wear what color?
 Red Beige Green
10. What is the least appetizing color?
 Black Yellow Blue

2. "Listen & Draw Amber's Story"

Estimated Time: 15 minutes

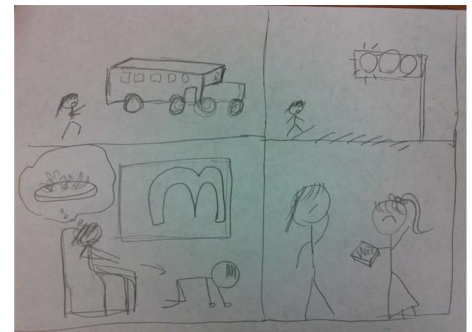
Material: Appendix 3

(1) Whole Class- Listen and draw

- 1.1 The teacher tells the students that in this reading material many things are about colors. The beginning and the last paragraph talks about a girl's story and the teacher has done a very "delicate" sketch of the story (**Appendix 3**). They will listen to the story twice.
 - (a) For the first time of listening, they have to put the numbers on the corner of the pictures to indicate how the story goes.
 - (b) For the second time of listening, they pay attention to the details about colors and paint objects that are mentioned in the description.
- 1.2 The teacher checks the answers with the whole class.

Worksheet #3: Listen and Draw (student)

Instructions: Listen to 1st and last paragraph from the text and color the pictures according to content. Put the numbers on the picture to indicate the order of how the story happens.



(2) Pair Work - Answer questions

- 2.1 After the students finish painting, they open their textbook and answer the following questions according to the story.
 - When/ Where/ How did the event happen?
 - Who were involved?
 - What was the event related to you?
 - Why was the event worth mentioning?
- 2.2 The teacher invites volunteers to answer the questions.

3. "Graphic Organizers"

Estimated Time: 15 minutes

Material: Appendix 4~5

(1) Individual Work- Read and discuss

- 1.1 At the beginning of the class, the teacher announces that there will be two kinds of tasks for everyone to choose, the fill-in blank GO and the mind-mapping GO. Everyone has to do the first GO and can choose if they want to do the second one.
- 1.2 The teacher distributes the handouts (Appendix 4) and tells the students the functions of the paragraph. For example, paragraph 1 is the introduction, which has been covered previously in "Listen and Draw Amber's Story." From paragraph 2 to 4, there are three examples and the students have to answer the questions with full sentences. The last paragraph is a dialogue which is the end of Amber's story and the students have listened to the content. They will have to look for the definitions of the color-related idioms.
- 1.3 The students read the article silently for five minutes and finish the first graphic organizer. They now realize the examples and main ideas of the article.

Worksheet #5: Graphic Organizer (basic)

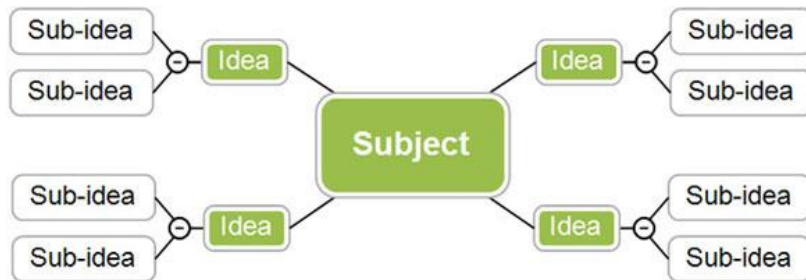
Instructions: Read the content in lesson four and finish the chart below with your partner.

Reading #5.4: Class No. _____ Name _____

Introduction	Topic sentence	Body / Examples	Conclusion
<p>Story introduction</p> <p>Find out the colors mentioned in this story for example:</p> <p>_____ school bus</p> <p>_____ traffic lights</p> <p>_____ arches</p> <p>_____ dish</p> <p>_____ mood</p>	<p>Topic sentence</p> <p>Get to know how _____ influence your life.</p>	<p>Ex 1: Color and language</p> <p>What do the idioms mean in English?</p> <p>1. "A bit green" describes a _____ person</p> <p>2. "Feel blue" describes a _____ person</p> <p>Ex 2: Color and daily life</p> <p>Why are buses painted yellow and stop signs painted red?</p> <p>Ex 3: Color and meal</p> <p>Why are fast food restaurants decorated in bright colors?</p> <p>Ex 4: Color and _____</p> <p>1. Color and song:</p> <p>2. Color and psychology: suit</p> <p>3. Color and feelings:</p>	<p>Conclusion</p> <p>In the dialogue find out what the two idioms mean.</p> <p>red hat _____</p> <p>skilled pink _____</p>

(2) Whole Class - Teacher's explanation

- 2.1 The teacher tells the students that before people prepare to write an article, they usually have to write an outline. It's sometimes difficult to come up with the ideas, so they may brainstorm with their friends. They use the Mind Map technique to make their thinking process more effective. The structure looks like the following.



- 2.2 The teacher invites the students to practice the technique on the blackboard and they realize more about mind-mapping.

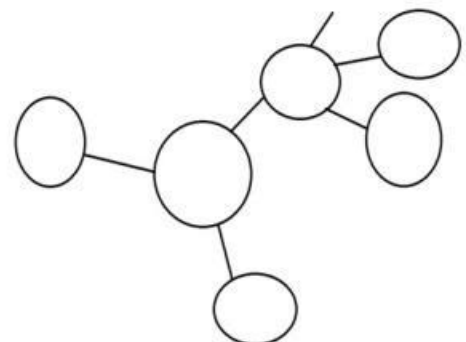
(3) Pair Work - Recall and write

- 3.1 The teacher explains that the content of the article they just read can be reorganized as the mind-mapping chart. They are allowed to read the article once again and try to finish the other graphic organizer.
- 3.2 The low achievers can choose if they want to do it or not. If they don't, they could just watch the high achiever do the task. They are allowed to give the other students a hand by reading the sentences aloud to them.

Worksheet #4: Graphic Organizer (advanced)

Class: _____ No. _____ Name: _____

Instructions: Read the text on lesson 4 and finish the chart. You may add more branches after you talk with your partner.



- 3.3 Students who create more branches can win extra points. For example, they are encouraged to brainstorm more ideas or think of anything that has been covered or discussed previously in the class, such as colors and cultures, colors and gender differences, colors and commercials, etc.
- 3.4 After the students finish their GO, they open their books and check the answers.

C. Practice and Personalization

At the beginning of the class, the teacher explains to students that there will be three activities for this period to review the words and phrases from lesson four. The activities will have students analyze words, do crossword puzzles, and do tasks based on word definitions.

1. "Analyzing the Vocabulary"

Estimated Time: 15 minutes

Material: Appendix 6

(1) Teacher's instruction - Explain

- 1.1 The teacher goes through the instructional lines on the worksheets, and explains to the students that they will work in pairs to analyze the usages of the words.
- 1.2 Explain to students that among the words in lesson four, there are several words that look the same but have different part of speech (POS) and usages. Analyze them by filling out the blanks and choose the proper phrases for them (Appendix 6).

Worksheet #6: Analyze words
(students)

Among the words in lesson 4, there are several words that look the same but have different part of speech (POS) and usage. Analyze them by filling out the blanks and choose the proper phrases for them.

Word	POS	Phrases
1. urge	verb	
2. urge	noun	
3. urge		
4. urge		
5. urge		
6. urge		
7. urge		
8. urge		
9. urge		
10. urge		

(2) Pair work - Read and analyze

- 2.1 Students work in pairs and read the example sentences to analyze the words. If necessary, they could look into the dictionary.
- 2.2 After they find out appropriate phrases to explain the usages of the words, invite volunteers to share with the class.

2. "Crossword Puzzle"

Estimated Time: 10 minutes

Material: Appendix 7

(1) Pair work - Read and guess

- 1.1 The teacher explains to the students that they will play crossword puzzles to review words from lesson four and that the hints are exactly the same as the definitions listed on the textbook.
- 1.2 Therefore, before the students start to fill out the blanks, they will read the definitions silently for five minutes.
- 1.3 The teacher distributes "Crossword puzzle" (Appendix 7). The fastest group win the reward points.

Worksheet # 7: Crossword puzzles

Across

4. usual, not different or special
8. to represent something; to show that something is likely to be true
10. to have an effect on someone or something
11. the way someone feels
12. to attach a piece of paper to something to give information about it
13. one's usual order of doing things

Down

1. information given to tell people that something bad or dangerous will happen
2. to give children whatever they want, which has a bad influence on their character
3. carrying certain meanings, ideas, etc.
5. to make larger in number or in amount
6. the natural world where animals, plants, and people live
7. to make something or a place more attractive by adding something to it
9. the desire to eat
14. a strong need or wish to do something

3. "Listen to the Definitions"

Estimated Time: 15 minutes

(1) Group work - Listen and rank

- 1.1 The teacher divides the students into three groups randomly.
- 1.2 Within the group, students test each other by reading the definitions of the words and have their group members yell out the corresponding word.
- 1.3 By calculating the results, they know who is better at this test and decide the order of joining the contest against the other two groups. The smaller numbers are for lower achievers and the larger numbers are for high achievers.

(2) Whole class - Listen and fight

- 2.1 Student number 1 from group 1 and group 2 stand in front of the blackboard. Students from group 3 read the definitions to the two students. One who spells the word correctly and fastest wins the point.
- 2.2 After all of the students from group 1 and group 2 have done their part, rotate the groups. For example, group 2 and group 3 send students to the blackboard while students from group 1 read the definitions.
- 2.3 After all of the students compete with those of the same proficiency, calculate the final points of each group. The champions can ask the other groups to sing an old-fashioned song with funny moves.

D. Application: From reading to writing

1. "Colors by Kira Willey"

Estimated Time: 25 minutes

Material: Appendix 8

(1) Pair work - Read and guess

- 1.1 The teacher distributes "Colors by Kira Willey" (**Appendix 8**) and briefly introduce the activity. That is, they will read the lyrics, listen to the song, write their own lyrics, share with the class, and do a dictation quiz.
- 1.2 The teacher has the students guess the color in the blanks according to the following line of the lyrics.

EX:

Teacher: In blank (10), the immediately following line is "Calm as glass and cool like the sea," so we can assume the color is blue.

- 1.3 After students make guesses of the rest blanks based on the hints, they check the answers and the meaning by watching the clip from YouTube.
- 1.4 Listen to the song on YouTube (<http://www.youtube.com/watch?v=Zh2FbMF6WiA>)

(2) Pair work - Read and write

- 2.1 The teacher asks the students to analyze the lyrics and see if there is anything in common.

Worksheet #8: Colors Kira Willey (student)

(I.) Instruction: Guess the color of the blank according to the following line of the lyrics. For example, in blank (10) the following line is "Calm as glass and cool like the sea," so we can assume the color is blue.

I am (1) _____ today
I chip with joy like a cricket song.
I am (2) _____ today
Gloomy and down like a morning fog.
I am (3) _____ today
Loud and messy like finger paint on the wall.
I am (4) _____ today
Hopping mad like a playground ball.
I am (5) _____ today
Strong and tall a great big bear.
I am (6) _____ today
Bright and happy like a butterfly in the air.
I'm a (7) _____ today.
All the colors of the world. (*2)
I'm a (7) _____ today.
All the colors of the world are in me. (*2)
I am (8) _____ today
I shine my light out like the sun.
I am (9) _____ today
Soft and quite like new snow.
I am (10) _____ today
Calm as glass and cool like the sea.



(II.) Listen to the song on YouTube (<http://www.youtube.com/watch?v=Zh2FbMF6WiA>) and check the answers with your partner.

(III.) Create your own lyrics and share with the class. For example:

I am pink today.
(color)
Swag and charming like the lollipop in your pocket.
(adjective) (adjective) (noun phrase)
I am _____ today.
_____ and _____ like _____.
I am _____ today.
_____ and _____ like _____.

- 2.2 Then the teacher explains to the students that the structure of each line is similar and very simple. Since the structure is as simple as "I am _____ (colors) today. _____ (adjective) and _____ (adjective) like _____ (noun phrase)," the students can therefore create their own lyrics.
- 2.3 The teacher demonstrates a sample creation and gives the students five minutes to create a sentence to describe their feelings today.

EX:

I am pink today.

(colors)

Sweet and charming like the lollipop in your pocket.

(adjective) (adjective) (noun phrase)

(3) Whole Class- Read aloud and listen

- 3.1 After the students complete their own sentences, they read their production aloud TWICE to the whole class. The rest of the students listen and write down the sentence as a dictation test.
- 3.2 After every group finish sharing their sentences, they write the answers on the board. The teacher corrects the grammar and praises those good ones.

EX:

"I am black today. Fierce and arrogant like the mamba."

" I am red today. Passionate and sexy like the bikini lady on the beach."

2. "Colors and Cultures"

Estimated Time: 25 minutes

Material: Appendix 10

(1) Whole Class - Read and Discuss

- 1.1 Remind the students of the article distributed previously and ask comprehension questions to verify their understanding. For example, what does the article talk about? Is it related to the reading materials in our textbook? Can they come up with some special examples? They should be able to relate the article to what they have learned from the previous classes. From the song "colors," psychology quiz, the clip "Seeing red," and the reading from the textbook, they might notice something in common. That is, colors influence our life, our perceptions, our moods and so on.
- 1.2 Then, the teacher asks the students if they know any situations when colors are used differently in different countries or cultures. Let them discuss for two minutes. The teacher the distributes handouts (**Appendix 10**) and explains the following example paragraph to the whole class and invite volunteers to share their ideas.

EX 1:

Worksheet #10: Color and Culture

From reading to writing

1. Read the article "Cultural Meanings of Color and Color Symbolism." silently for five minutes.
2. Answer the following questions with your partner.
 - Do colors mean the same in different countries or cultures?
 - What might happen if you use the wrong colors in some cultures?
3. Read the following example and prepare to imitate the structure to write your own paragraph.

In Taiwan, people give money in white envelopes for the funerals while the Japanese use the white envelopes for the weddings. Therefore, if a Japanese goes to a Taiwanese wedding with a white envelope, (s)he would not be a good guest and would probably be kicked out of the banquet.

4. Talk with your partner and think of some examples in your life.

5. If you are out of ideas, pick one of the following questions, do a research on-line, and finish your writing.
 - When you call someone yellow, what does it mean in Chinese or English?
 - What colors do American and Chinese brides like to use for their wedding?
 - Does red mean luck and happiness for both the Chinese and the Americans?
 - When you see a man wearing purple clothes, how do you feel? Do you think him weird, gorgeous, or powerful? Why?
 - When you see a man wearing a green hat, how do you feel?
6. Tell me what you have learned between colors and cultures.

In Taiwan, people give money in white envelopes for the funerals while the Japanese use the white envelopes for the weddings. Therefore, if a Japanese goes to a Taiwanese wedding with a white envelope, (s)he would not be a good guest and would probably be kicked out of the banquet.

(2) Individual work - Write an essay

- 2.1 Explain to students that they will have to write a similar paragraph within 15 minutes in class. Explain the rubrics.
- 2.2 For advanced learners, have them create their own paragraph in class.
- 2.3 For intermediate to basic learners, the teacher could have students answer questions such as:
 - When you call someone yellow, what does it mean in Chinese or English?
 - What colors do American and Chinese brides like to use for their wedding?
 - Does red mean luck and happiness for both the Chinese and the Americans?
 - When you see a man wearing purple clothes, how do you feel? Do you think him weird, gorgeous, or powerful? Why?
 - When you see a man wearing a green hat, how do you feel?
- 2.4 For lower achievers, the teacher could orally explain the following example paragraphs and have them write down what they have learned.

EX 2:

In American weddings, brides are supposed to bring something old, something new, something borrowed, and something blue. They wear something blue because according to the bible, blue means purity, loyalty, and love. In Taiwan, brides are encouraged to wear something red or golden. It is said that the more golden necklaces or bracelets you wear, the richer your husband's family is and the happier you will be.

EX 3:

In Chinese, when we tease someone about being very corny or thinking about sex all the time, we say "You are yellow." It's probably because people used to be shy talking about sex and when they have sex, they do it secretly in the room with dim yellow lights. Moreover, our skin is yellow, so when we take off our clothes, we look very "yellow." On the other hand, it would be totally different in English if you call someone yellow. It means "you are a coward." According to Christine Ammer's excellent book on color terms, *Seeing Red and Tickled Pink*, yellow as a symbol of betrayal or heresy dates back to Biblical times, when Judas Iscariot was often portrayed in yellow garb symbolizing his betrayal of Jesus Christ. More recently, Jews in Nazi Germany were forced to wear yellow Stars of David on their clothing.

EX 4:

When it comes to red for the Chinese, we think of happiness, passion, events, and so on. That's we give red envelopes during the Chinese New Year, old-fashioned brides wear red bridal dresses, or put red words on the wall to which people lucky. Red, on the other hand, doesn't represent so much happiness for English learners. Many phrases in English tell us that red indicates violence, poverty, and hatred, such as red revenge, red battle, red ink, in the red, seeing red, a red waste of his youth, etc.

EX 5:

Recently, purple has been seen as the symbol of homosexuality or being abnormal. However, in ancient China, purple was widely used by the royalty and the king to demonstrate their status and family honor. That's why The Forbidden City is called "Zi Jin Cheng" because Zi means purple in Chinese. Similarly, purple symbolizes the

preparation of the coming and birth of Jesus Christ. In addition to that it means the loyalty of Almighty God, the promises of God and priesthood in the bible.

EX 6:

A man wearing a green hat can mean so much different in China or Japan. For the Chinese, if you are a man, do not, under any circumstances, wear a green hat! It's because this phrase is what Chinese people use to talk about wives having affairs. This phrase is the reason why Chinese men never wear green hats. So, if you are going to China, whatever you do, don't bring a green hat to give as a gift to a male friend or business partner. On the other hand, the Japanese don't think that's a big deal. They gave Luiji, Super Mairo's brother, a purely green hat.

VIII. Assessment

Students will be assessed on their participation in class, performance on various worksheets (graphic organizers, Colors by Kira Willey, compare and contrast writing, etc.) and their individual performance in class or assignments.

VIII. Reflection

A. Self-reflection

The whole process of designing and preparation of the lesson has been a painful, challenging learning process for me. Getting out of the comfort zone of teaching in a safe and teacher-centered way is difficult for most teachers, I think. However, the students' responses and smiles are always the energy that pushes us to move forward, to create, and to improve. Seeing sentences such as "I like your classes very much." "Why haven't I met you before? Then my interest in English would be better." "I have learned how to read in your class." is very inspiring. Every effort is worth it. However, there are still many things that I could have done better.

(1) **Students' needs for preparing the exam should be taken care of.** Before the class, I told the students to read the content carefully because I will not explain word by word or explain the grammar points in detail. Therefore, the lower achievers became very worried. If possible, the teacher could give handouts of grammar points as assignments for the students to read and review some of the confusing ones in the following period.

(2) **The teacher's explanation should be clearer.** For example, when students received the handout (Appendix 9) and were asked to read it as assignments, they didn't quite understand the reason to read it. Therefore, they might just skim it and forgot the content when they were asked to write in the fourth period. Therefore, before the students start to read, the teacher might give some comprehensive questions for the students to answer and check them in the second period.

(3) **Time control is needed.** For the fourth period, the teacher invited too many students to share their writing and left not much time for the second activity. Therefore, the students just finished the writing in a hurry. If possible, the second activity could be done in the fifth period or make the writing an assignment for the students.

B. Questionnaire Analysis

(1) Questionnaire for the students

Regarding the teacher's uses of GO, Students are asked to give comments and compare the experience of traditional teaching method with GO. They answer the following four questions.

1. How difficult is the task of completing GO with your partner? Please rank from 1 to 5.
(5 means the most difficult)

1 2 3 4 5

2. How useful is the task of completing GO with your partner? Please rank from 1 to 5.
(5 means the most useful)

1 2 3 4 5

3. Which do you prefer, graphic organizers (GO) or sentence-by-sentence teaching style (Non-GO)?

4. Give some comments on how GO help your understanding of the reading. You can compare the use of GO with the traditional way of teaching as well.

(2) The results

		Intermediate learners	Low achievers
1	Difficulty	2.8 (56%)	2.8 (56%)
2	Usefulness	4.1 (81%)	4.2 (84%)
3	GO or Non-GO	GO (95%) Non-GO (5%)	GO (90%) Non-GO (10%)

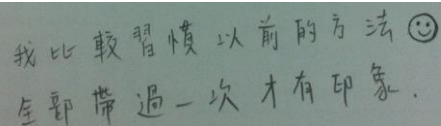
The results show that both groups of students feel the task is slightly difficult but doable since the number is 2.8 out of 5. It is probably because students finish the GO by working in pairs. They could consult each other and benefit from the discussion. Moreover, the overall satisfaction about the task is observed since the usefulness of the teaching method is ranked from 4.1 to 4.2. That means most of the people learned a lot when they read and complete the GO. Last, more than 90% students prefer the teacher to continue using GO in the future.

4. Comments

4.1 Low achievers

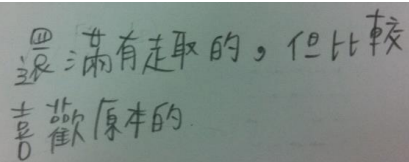
4.1.1 Those who prefer Non-GO

These are the comments from those who would prefer traditional teaching style. They rely on the teachers' instruction more. It's probably because they worry about the tests which are related to grammatical points and detailed translation.



我比較習慣以前的方法 😊
全部帶過一次才有印象。

我比較習慣以前的方法，全部帶過一次才有印象。

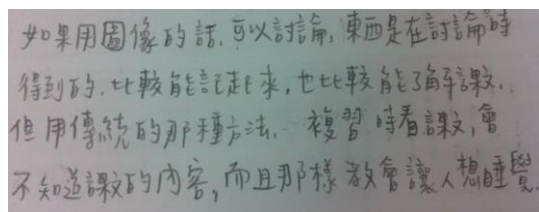


還蠻有趣的，但比較
喜歡原本的。

還蠻有趣的，但比較喜歡原本的。

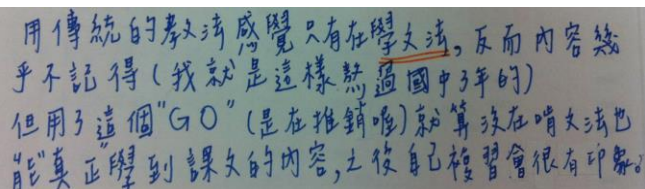
4.1.2 Those who prefer GO

These are comments from those who prefer GO in their process of understanding the text. They mention that GO helps them to be involved in the discussion better than the traditional way of learning. They understand the content better because they have actively read it.



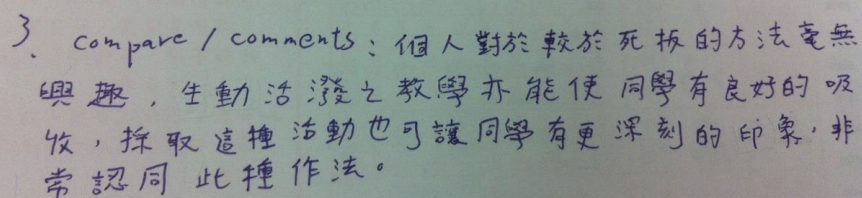
如果用圖像的話，可以討論，東西是在討論時得到的，比較能記起來，也比較能了解課文，但用傳統的那種方法，複習時看課文，會不知道課文的內容，而且那樣教會讓人想睡覺。

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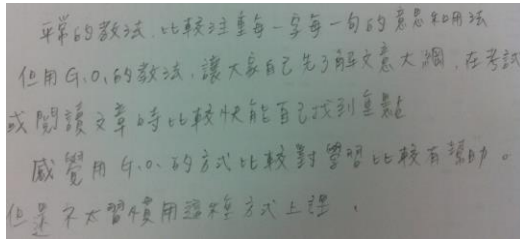
用傳統的教法感覺只有在學文法，反而內容幾乎不記得(我就是這樣熬過國中三年的)。但用了這個"GO"(是在推銷喔)就算沒在啃文法也能"真正"學到課文的內容，之後自己複習會很有印象。

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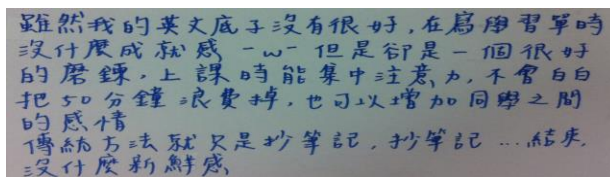
3. compare / comments: 個人對於較於死板的方法毫無興趣，生動活潑之教學亦能使同學有良好的吸收，採取這種活動也可讓同學有更深刻的印象，非常認同此種作法。

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平常的教法，比較注重每一字每一句的意思和用法
但用GO的教法，讓大家自己先了解文意大綱，在考試
或閱讀文章時比較快能自己找到重點
感覺用GO的方式比較對學習比較有幫助。
但還不太習慣用這種方式上課。

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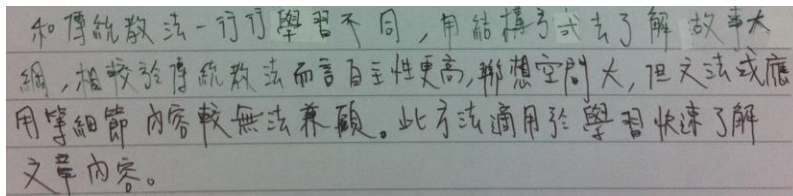
雖然我的英文底子沒有很好，在寫學習單時
沒什麼成就感，但是卻是一個很好的磨練，
上課時能集中注意力，不會白白把50分鐘
浪費掉，也可以增加同學之間的感情。
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4.2 Intermediate learners

4.2.1 Those who prefer Non-GO

The students concern that if the teacher uses only GO in the class without detailed translation or grammatical explanation, they might misunderstand the text or need to spend more time studying the grammar points by themselves. One of the students mentioned that the design of GO matters to them. For the partial blanks in GO, they just look into the text and fill out the blanks, which is less challenging to them. On the other hand, they feel more interested in creating their own plot line.



和傳統教法一行行學習不同，用結構方式去了解故事大綱，相較於傳統教法而言自主性更高，聯想空間大，但文法或應用等細節內容較無法兼顧。此方法適用於學習快速了解文章內容。

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我比較喜歡傳統教學法，因為自己去閱讀可能部分會解讀錯誤，這種方法反而覺得沒有傳統教學法來得好。

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讓同學自己另外看懂，並用一句話來總結，頗有難度但也挺有幫助。→幫助寫作、組織句子能力(超難)。但如果給表格，看完文章再填空，會有點變成在從課文找答案，有點無聊。

讓同學自己看懂，並用一句話來總結，頗有難度，但也挺有幫助。幫助寫作、組織句子能力(超難)。但如果給表格，看完文章再填空，會有點變成在從課文找答案，有點無聊。

4.2.2 Those who prefer GO

Compared with the classroom in which the teacher leads students to read the text line by line, students benefit more from classes with GO because they create their own story flow and pictures.

傳統的教法
是一句一句的把重點帶過去，並沒有真的認真去看，所以印象比較不深。
GO
要自己一段一段地去找那一段的重點，所以文章會看得比較認真，印象比較深刻。

傳統的教法只是一句句的把重點帶過去，並沒有真的認真去看，所以印象比較不深。GO 要自己一段一段地去找那一段的重點，所以文章會看得比較認真，印象比較深刻。

③ 我覺得用圖來上課還蠻不錯的，因為要寫出這種圖表必須了解整個課文才寫得出來，順便訓練我們對於課文的統整性和了解課文大綱。

我覺得用圖來上課還蠻不錯的，因為要寫出這種圖表必須了解整個課文才寫得出來，也順便訓練我們對於課文的統整性和了解課文大綱。

more interesting than normal.
透過自己研究、探討更能了解、印象深刻
如果一直以來都是老師講，可能真正吸收到的只有
少數上課時會與老師互動的同學；但和同學討論
則是每個人都能有所受益。
↓
咀嚼消化
可符合自己的 tempo XD

GO is more interesting than normal (teaching method). 透過自己研究、探討更能了解、印
像深刻。如果一直以來都是老師講，可能真正吸收到的只有少數上課時會與老師互動
的同學，但和同學討論則是每個人都能有所受益，因為咀嚼消化時可符合自己的
tempo。

我覺得這教法超級 useful
因為以前的 old 教法容易讓我忘記
而且自己讀完一遍再寫出段落大意真的一下
就懂課文在講啥，總而言之此教
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Appendix 1: Seeing Red

Colors have an effect on people's moods and behavior

Bright colors stir up active feelings.

For example, the color red can cause people to feel (1) _____.

In fact, red can even make a person feel (2) _____.

Yellow can increase (3) _____.

Therefore, a room with strong red and yellow colors would be a good place to eat a lot of food quickly.

On the other hand, darker colors, like blue and green, are (4) _____.

The color blue can help people (5) _____.

So, a blue room can be a good place to study,...

...since people can concentrate more easily.

However, it is easier to nod off in a blue room than in a red one.

The colors of clothes can also affect feelings.

Black and deep blue clothes can produce a sense of (6) _____ and (7) _____.

Therefore, a person in a black suit can seem like a leader more easily than one wearing white.

If a person is wearing a dark suit and a red tie,...

...he or she may seem both (8) _____ and (9) _____.

Perhaps this is why many politicians and business people wear dark suits with red ties.

Brown and green clothes can produce a sense of (10) _____,...

...which means it may seem easier to trust a person wearing such colors.

Therefore, many people choose to wear green or brown clothes for meetings or interviews.

Choice of color, for rooms as well as clothes, is not simply about appearance.



Appendix 1: Seeing Red (Answer key)

Colors have an effect on people's moods and behavior

I. Instruction:

(A) Students are asked to watch the clip on EnglishCentral.com called "Seeing red" as an assignment. They have to watch the video, learn the words, speak the video and have a quiz on the vocabulary. The website is <http://www.englishcentral.com/video/11040/seeing-red>

(B) When they come back to the class, they will have to fill out the blanks of the transcription after watching the clip once again without the subtitle. The blanks are words about moods and behaviors, so they are mostly adjectives or nouns.

II. Transcription:

Bright colors stir up active feelings.

For example, the color red can cause people to feel **excited**.

In fact, red can even make a person feel **hungrier**.

Yellow can increase **energy**.

Therefore, a room with strong red and yellow colors would be a good place to eat a lot of food quickly.

On the other hand, darker colors, like blue and green, are **peaceful**.

The color blue can help people **calm down**.

So, a blue room can be a good place to study,...

...since people can concentrate more easily.

However, it is easier to nod off in a blue room than in a red one.

The colors of clothes can also affect feelings.

Black and deep blue clothes can produce a sense of **strength** and **seriousness**.

Therefore, a person in a black suit can seem like a leader more easily than one wearing white.

If a person is wearing a dark suit and a red tie,...

...he or she may seem both **powerful** and **energetic**.

Perhaps this is why many politicians and business people wear dark suits with red ties.

Brown and green clothes can produce a sense of **confidence**,...

...which means it may seem easier to trust a person wearing such colors.

Therefore, many people choose to wear green or brown clothes for meetings or interviews.

Choice of color, for rooms as well as clothes, is not simply about appearance.



Appendix 2 Color Psychology Quiz

by David Johnson

1. What color is the most attention-getting?

- Black. Yellow. Red.

2. Villains usually wear what powerful color?

- Black Red Blue

3. What is the color of royalty?

- White Purple Green

4. People lose their tempers most often in rooms of what color?

- Black Yellow Pink

5. Hospital rooms are often painted in what relaxing color?

- Pink White Green

6. In ancient Rome, public servants wore clothes of what color?

- Blue Brown Red

7. What solid, reliable color implies genuineness?

- Green Brown Black

8. What color can cause people to lose energy?

- Green Blue Pink

9. While brides in the West wear white, traditional Chinese brides usually wear what color?

- Red Beige Green

10. What is the least appetizing color?

- Black Yellow Blue

Appendix 2: Color and Psychology Quiz (Answer key)

by David Johnson

1. What color is the most attention-getting?

Experts say red attracts the most attention.

2. Villains usually wear what powerful color?

Villains often wear black. Remember the "bad guy" in the black hat in western movies.

3. What is the color of royalty?

Purple, or violet, is the traditional color of royalty. [Cleopatra](#) loved purple

4. People lose their tempers most often in rooms of what color?

People get angry the most, and babies cry most often, in yellow rooms, according to scientific research.

5. Hospital rooms are often painted in what relaxing color?

Green is the easiest color on the eye and it causes people to relax. Therefore hospital rooms are often green, as are waiting rooms for guests appearing on TV, the so-called "green rooms."

6. In ancient Rome, public servants wore clothes of what color?

The blue outfits worn by Roman public employees endure today in blue uniforms for police and other workers.

7. What solid, reliable color implies genuineness?

The color of earth, brown, indicates genuineness.

8. What color can cause people to lose energy?

Some sports coaches have painted the locker rooms used by opposing teams in pink, which can cause people looking at it to feel tired.

9. While brides in the West wear white, traditional Chinese brides usually wear what color?

Red means good luck in China, where it is the traditional color for brides. White is the traditional color of mourning in [China](#) and [Japan](#).

10. What is the least appetizing color?

Tests show blue is the least appetizing food color because it is rare in nature, and because spoiled food often turns blue. Red, on the other hand, increases the appetite. Many restaurants are decorated in red.

Appendix 3: Listen and Draw Amber's Story

Instructions: Listen to 1st and last paragraph from the text and color the pictures according to content. Put the numbers on the picture to indicate the order of how the story happens.



Appendix 4: Graphic Organizer (basic)

Instructions: Read the content in lesson four and finish the chart below with your parnter.

Reading (p.60-62) Class: _____ No. _____ Name. _____

Introduction	Topic sentence	Body / Examples	Conclusion
--------------	----------------	-----------------	------------

Story Introduction

Find out the colors mentioned in this story. For example,

_____ school bus

_____ traffic lights

_____ arches

_____ dish

_____ mood

Topic sentence

Get to know how _____ influence your life.

Ex 1: Color and language

What do the idioms mean in English?

1. "a bit green" describes a _____ person

2. "feel blue" describes a _____ person

Ex 2: Color and daily life

Why are buses painted yellow and stop signs painted red? _____

Ex 3: Color and meal

Why are fast food restaurants decorated in bright colors? _____

Ex 4: Color and _____

1. Color and songs

2. Color and psychology quiz

3. Color and feelings

In the dialogue find out what the two idioms mean.

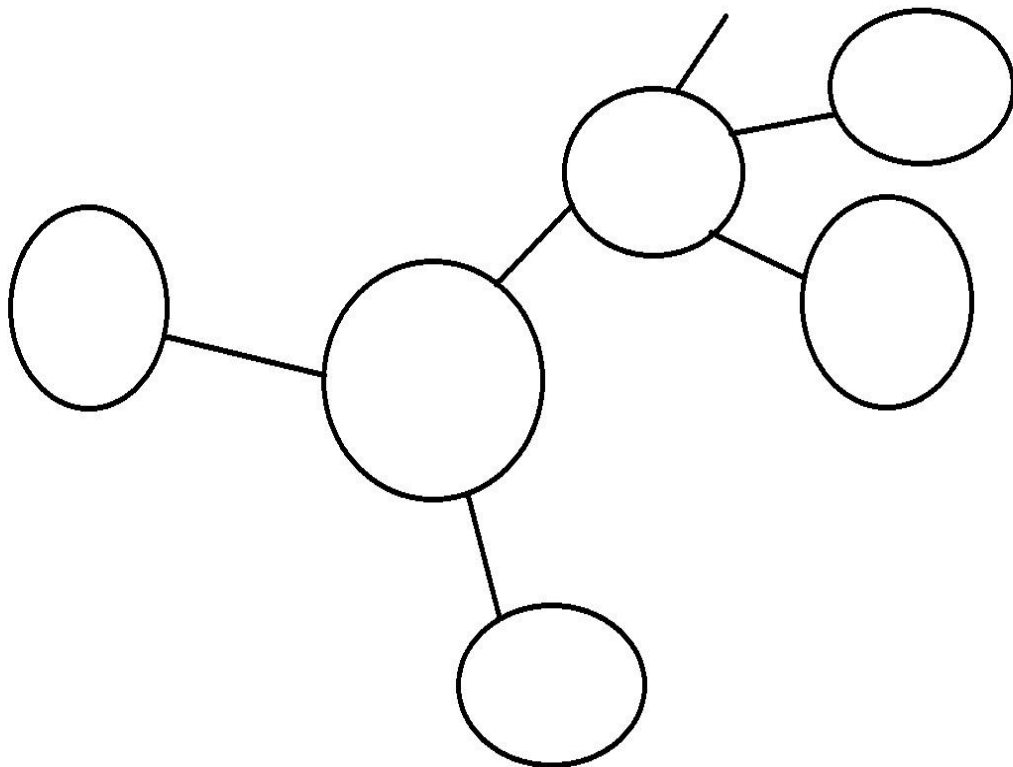
red-hot: _____

tickled pink: _____

Appendix 5: Graphic Organizer (advanced)

Class. No. Name.

Instructions: Read the text on lesson 4 and finish the chart. You may add more branches after you talk with your partner.



Appendix 6: Analyze the Vocabulary

Among the words in lesson 4, there are several words that look the same but have different part of speech (POS) and usages. Analyze them by filling out the blanks and choose the proper phrases for them.

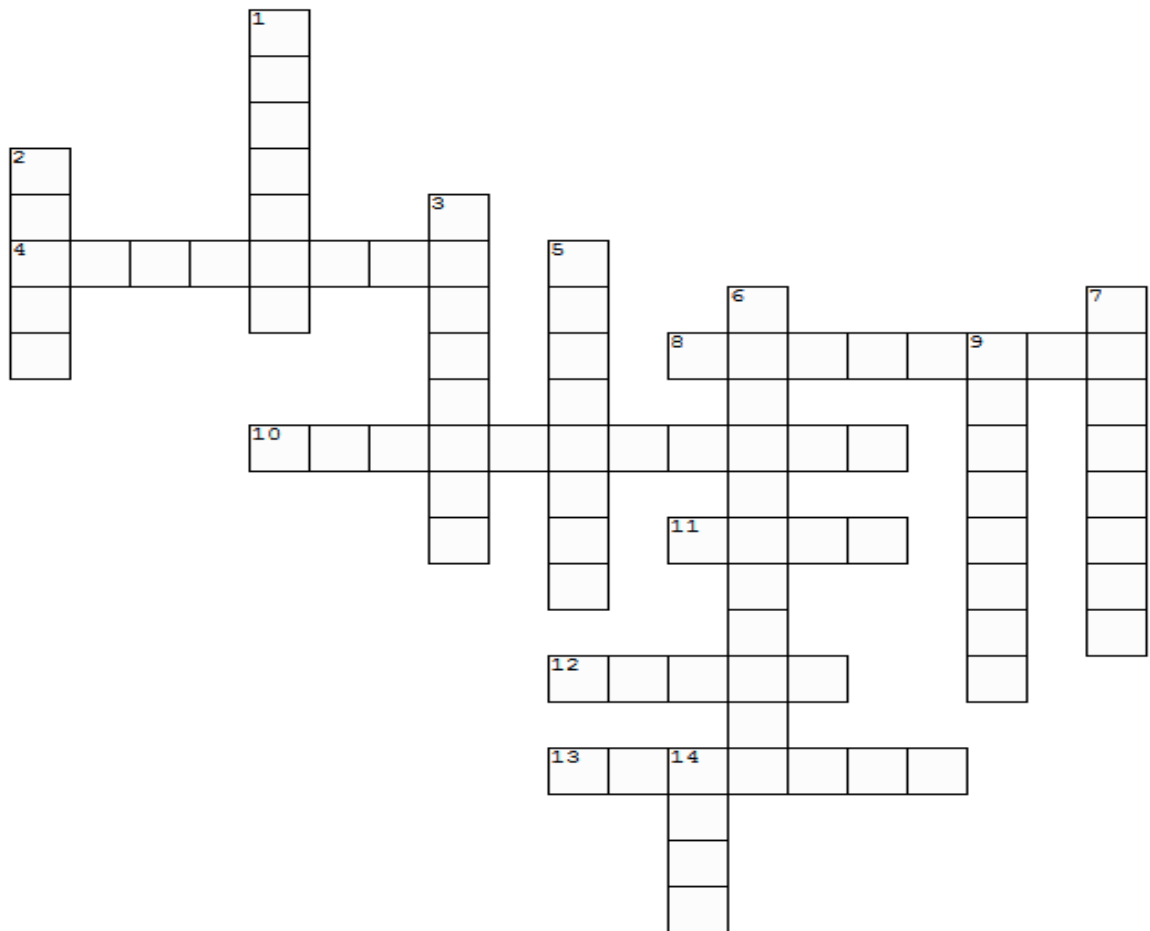
	word	POS	Phrases
1.	urge	n.	
		vt.	
2.			
3.			
4.			
5.			
6.			
7.			

Appendix 6 : Analyze the Vocabulary (Answer key)

Among the words in lesson 4, there are several words that look the same but have different part of speech (POS) and usages. Analyze them by filling out the blanks and choose the proper phrases for them.

	word	POS	Phrases
1.	urge	n.	have an urge to, control the urge to,
		vt.	Urge sb. to V, urge that S+ V
2.	arch	n.	in a arch, high arches, fallen arches,
		vt.	arch one's back, arch one's eyebrows, arch backward
3.	diet	n.	on a diet/ keep a healthy diet
		vt.	diet for a period of time
4.	influence	vt	A influence B (to V)
		n.	A Have influence on B / A is an important influence on B
5.	label	vt.	label sth/ label sb. as sth
		n.	the label on Sth.
6.	increase	v.	Vi: Sth increase Vt: A increase B
		n.	on the increase / an increase in
7.	routine	n.	get into a routine for sth. / daily routine
		Adj.	a routine check

Appendix 7: Crossword Puzzles



Across

- 4.** usual, not different or special
- 8.** to represent something; to show that something is likely to be true
- 10.** to have an effect on someone or something
- 11.** the way someone feels
- 12.** to attach a piece of paper to something to give information about it
- 13.** one's usual order of doing things

Down

- 1.** information given to tell people that something bad or dangerous will happen
- 2.** to give children whatever they want, which has a bad influence on their character
- 3.** carrying certain meanings, ideas, etc.
- 5.** to make larger in number or in amount
- 6.** the natural world where animals, plants, and people live
- 7.** . to make something or a place more attractive by adding something to it
- 9.** the desire to eat
- 14.** a strong need or wish to do something

Appendix 8: Colors by Kira Willey

(I.) *Instruction: Guess the color of the blank according to the following line of the lyrics. For example, in blank (10) the following line is "Calm as glass and cool like the sea," so we can assume the color is blue.*

I am (1) _____ today
I chirp with joy like a cricket song.
I am (2) _____ today
Gloomy and down like a morning fog.
I am (3) _____ today
Loud and messy like finger paint on the wall.
I am (4) _____ today
Hopping mad like a playground ball.
I am (5) _____ today
Strong and tall a great big bear.
I am (6) _____ today
Bright and happy like a butterfly in the air.

I'm a (7) _____ today
All the colors of the world. (*2)
I'm a (7) _____ today
All the colors of the world are in me. (*2)

I am (8) _____ today
I shine my light out like the sun.
I am (9) _____ today
Soft and quite like new snow.
I am (10) _____ today
Calm as glass and cool like the sea.



(II.) *Listen to the song on YouTube (<http://www.youtube.com/watch?v=Zh2FbMF6WiA>) and check the answers with your partner.*

(III.) *Create your own lyrics and share with the class. For example:*

I am pink today.
(colors)
Sweet and charming like the lollipop in your pocket.
(adjective) (adjective) (noun phrase)

I am _____ today.
_____ and _____ like _____.

I am _____ today.
_____ and _____ like _____.

Appendix 8: Colors by Kira Willey (Answer key)

(I.) Instruction: Guess the color of the blank according to the following line of the lyrics. For example, in blank (10) the following line is "Calm as glass and cool like the sea," so we can assume the color is blue.

I am (1) **green** today
I chirp with joy like a cricket song.
I am (2) **gray** today
Gloomy and down like a morning fog.
I am (3) **orange** today
Loud and messy like finger paint on the wall.
I am (4) **red** today
Hopping mad like a playground ball.
I am (5) **black** today
Strong and tall a great big bear.
I am (6) **purple** today
Bright and happy like a butterfly in the air.

I'm a (7) **rainbow** today
All the colors of the world. (*2)
I'm a (7) **rainbow** today
All the colors of the world are in me. (*2)

I am (8) **yellow** today
I shine my light out like the sun.
I am (9) **white** today
Soft and quite like new snow.
I am (10) **blue** today
Calm as glass and cool like the sea.



(II.) Listen to the song on YouTube (<http://www.youtube.com/watch?v=Zh2FbMF6WiA>) and check the answers with your partner.

(III.) Create your own lyrics and share with the class. For example:

I am **pink** today.
(colors)
Sweet and **charming** like **the lollipop in your pocket**.
(adjective) (adjective) (noun phrase)

I am _____ today.
_____ and _____ like _____.

I am _____ today.
_____ and _____ like _____.

Appendix 9: Colors and Cultures

Cultural Meanings of Color and Color Symbolism

An understanding of cultural color and symbolism is essential to anyone doing business with other countries and other societies. These associations with color have been a part of many societies for centuries and you must be aware of both the positive and the negative implications of using particular colors when marketing to these societies.

With the advent of the World Wide Web, there is a narrowing of the differences in meanings of colors between different cultures and countries; however, if you are marketing to a particular ethnic group it is wise to take into account their color associations to maximize your impact. By mixing appropriate amounts of different colors however you can often neutralize inherent negative cultural connotations.

The following is a basic list of some symbolic color meanings throughout the world. It is by no means a comprehensive list. I suggest you do your own research about the country or culture you are working with, to establish what colors are currently acceptable.

Times change and old associations may be slowly altered over the years. Western cultures have adopted some Eastern color uses while some Eastern cultures have adopted Western ideas. The Internet has allowed people to learn about other cultures and to adopt what they like from these cultures.

Cultures	Red	yellow	green	blue	white	black
Western	energy, excitement, action danger love, passion a warning to stop anger Christmas combined with green Valentine's Day	happiness, joy hope cowardice caution, warning of hazards and hazardous substances	lucky color in most western cultures spring, new birth, regeneration nature and environmental awareness color for 'go' at traffic lights Saint Patrick's Day Christmas combined with red jealousy greed	trust and authority conservative, corporate peace and calm depression, sadness "something blue" bridal tradition masculine color baby boys	brides and weddings angels hospitals, doctors peace - the white dove purity and cleanliness	power, control, intimidation funerals, death, mourning rebellion
Eastern	prosperity good fortune worn by brides symbol of joy when combined with white	sacred imperial	new life, regeneration and hope fertility	immortality	death, mourning and funerals sadness	wealth, health and prosperity

China	the color of good luck and celebration vitality, happiness, long life used as a wedding color used in many ceremonies from funerals to weddings used for festive occasions traditionally worn on Chinese New Year to bring luck and prosperity	sacred imperial, royalty honor masculine color	new life, regeneration and hope fertility disgrace - giving a Chinese man a green hat indicates his wife is cheating on him exorcism studies show it is generally not good for packaging	immortality associated with pornography and 'blue films' feminine color	death and mourning virginity and purity humility age misfortune	color for young boys
India	color of purity, fertility, love, beauty wealth, opulence and power used in wedding ceremonies a sign of a married woman also color of fear and fire	sacred and auspicious the Symbol of a Merchant	the color of Islam, hope, new beginnings harvest virtue	Lord Krishna national sports color	unhappiness symbol of sorrow in death of family member traditionally the only color a widow is allowed to wear funerals peace and purity	evil, negativity, darkness lack of appeal anger and apathy used to ward off evil
Japan	Life anger and danger	courage beauty and refinement aristocracy cheerfulness	eternal life youthfulness freshness	everyday life	White carnation symbolizes death	color of mystery and the night may be associated with feminine energy - either evil and a threat or provocative and alluring

Appendix 10: Colors and Cultures (1/2)

From reading to writing

1. Read the article "Cultural Meanings of Color and Color Symbolism." silently for five minutes.
2. Answer the following questions with your partner.
 - Do colors mean the same in different countries or cultures?
 - What might happen if you use the wrong colors in some cultures?
3. Read the following example and prepare to imitate the structure to write your own paragraph.

In Taiwan, people give money in white envelopes for the funerals while the Japanese use the white envelopes for the weddings. Therefore, if a Japanese goes to a Taiwanese wedding with a white envelope, (s)he would not be a good guest and would probably be kicked out of the banquet.

4. Talk with your partner and think of some examples in your life.

5. If you are out of ideas, pick one of the following questions, do a research on-line, and finish your writing.
 - When you call someone yellow, what does it mean in Chinese or English?
 - What colors do American and Chinese brides like to use for their wedding?
 - Does red mean luck and happiness for both the Chinese and the Americans?
 - When you see a man wearing purple clothes, how do you feel? Do you think him weird, gorgeous, or powerful? Why?
 - When you see a man wearing a green hat, how do you feel?
6. Tell me what you have learned between colors and cultures.

Appendix 10: Colors and Cultures (2/2)

Use some of the useful phrases in your writing.

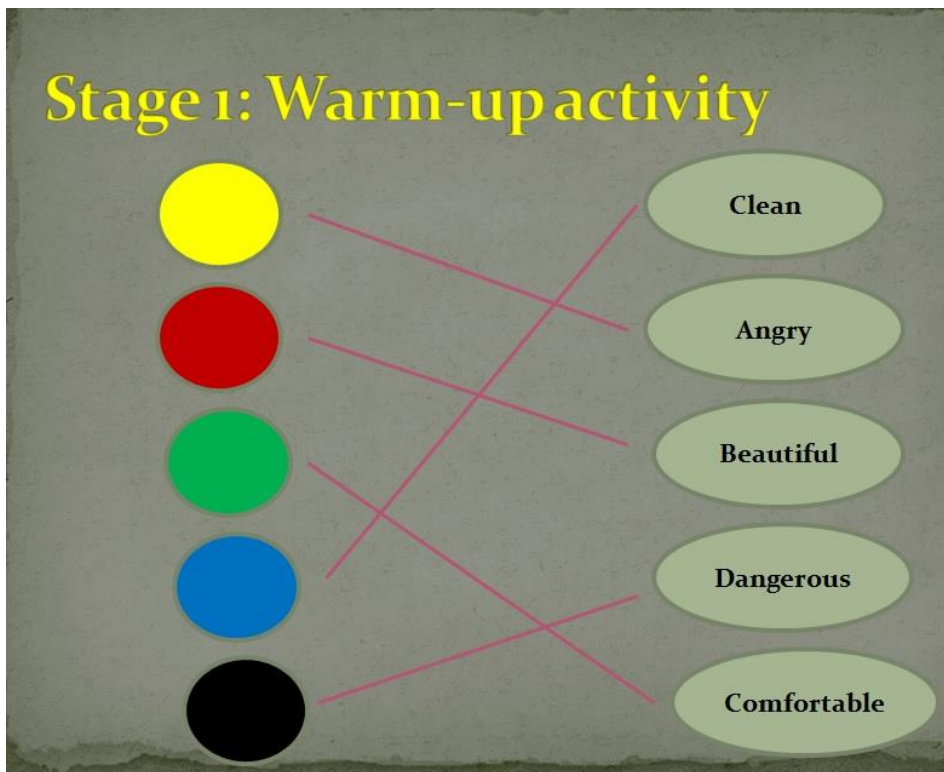
1. 時間: now, then, early, late, last night, soon, a few years later, one day, recently, lately, meanwhile, in the meantime, as, when, while, after, before, until, during the summer, by Sunday, in the past, on one occasion, once, from then on, at that moment, sooner or later, temporarily, for the time being, at present nowadays, at the same time, at a time
2. 順序: (at) first, originally, in the beginning, second, next, then, later, afterwards, after that, finally, at last, in the end
3. 結果: consequently, therefore, as a result, accordingly, hence, in consequence
4. 轉折 however, despite (this), in spite of, though, even if; even so, for all I know, as far as I know, to the best of my knowledge
5. 結論: in brief, to be brief (short), in a word, in sum, on the whole, in conclusion, summing up, in a nutshell

Rubric for your writing

CATEGORY	3	2	1
Sentence Structure	<input type="checkbox"/> Most sentences are well-constructed and there is some varied sentence structure in the essay.	<input type="checkbox"/> Most sentences are well constructed, but there is no variation in structure.	<input type="checkbox"/> Most sentences are not well-constructed or varied.
Grammar & Spelling	<input type="checkbox"/> Author makes under 5 errors in grammar or spelling that distract the reader from the content.	<input type="checkbox"/> Author makes 6-10 errors in grammar or spelling that distract the reader from the content.	<input type="checkbox"/> Author makes more than 10 errors in grammar or spelling that distract the reader from the content.
Accuracy	<input type="checkbox"/> Almost all supportive facts and statistics are reported accurately.	<input type="checkbox"/> Most supportive facts and statistics are reported accurately.	<input type="checkbox"/> Most supportive facts and statistics were inaccurately reported.
Sources	<input type="checkbox"/> All sources used for quotes, statistics and facts are credible and cited correctly.	<input type="checkbox"/> All sources used for quotes, statistics and facts are credible and most are cited correctly.	<input type="checkbox"/> Many sources are suspect (not credible) AND/OR are not cited correctly.
Sequencing	<input type="checkbox"/> Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	<input type="checkbox"/> A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	<input type="checkbox"/> Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.

Appendix 11: PTT slides

11-1



11-2

EnglishCentral My English Browse Search in English...
EXPERIENCE: 60 MY WORDS: 9

★ **Seeing Red**

WATCH 100% LEARN SPEAK

10 Watch the video
20 Learn the words
30 Speak the video
40 Quiz vocabulary

00:07 / 01:26

11-3

Stage 1: Warm-up activity

- Think of some words to describe the colors.



good luck, celebration
vitality, happiness, long life
used as a wedding color
for festive occasions



11-4

Stage 1: Warm-up activity

- What does the color symbolize to the Westerners?
excitement, action, danger, love, passion, a warning to
stop, anger



11-5

White



At Japanese's weddings, you give this to congratulate the couple.



At Taiwan's funerals, you give this to show your sympathy.

11-6

Green



In Japan, the famous cartoon character wears green hats.



In Chinese culture, men would never wear green hats for some reason.

11-7

Blue



In America, brides tend to wear or bring something blue.



In Taiwan, brides wear red or golden accessories to show her happiness.

11-8

Yellow



In English, "you are yellow" means you're a coward.



In Chinese, "you are yellow" means you're horny.

Appendix 12: Students' Works

12-1

Graphic organizer completed by higher achievers

Book II Unit 4 Graphic Organizer Name: 謝欣琪

Find out the colors mentioned in this story. For example,

yellow school bus

red traffic lights

golden arches

blue dish

black mood

Get to know how colors influence your life. See the following three examples.

Example 1 is about color and language. What do the idioms mean in English?

1. a bit green means a sick person

2. feel blue means a depressed person

Example 2 is about colors used in your daily life. Why are buses painted yellow and stop signs painted red?

Yellow is the most eye-catching color, it can catch people's attention especially in heavy traffic. Red, it is the color which usually indicates warning.

Example 3 is about how colors influence your appetite. Why are fast food restaurants decorated in bright colors?

Bright colors are natural colors found in many foods, and, thus, able to raise people's spirits.

In the dialogue find out what the two idioms mean.

red-hot: very popular with people

tickled pink: to be very pleased.

A+

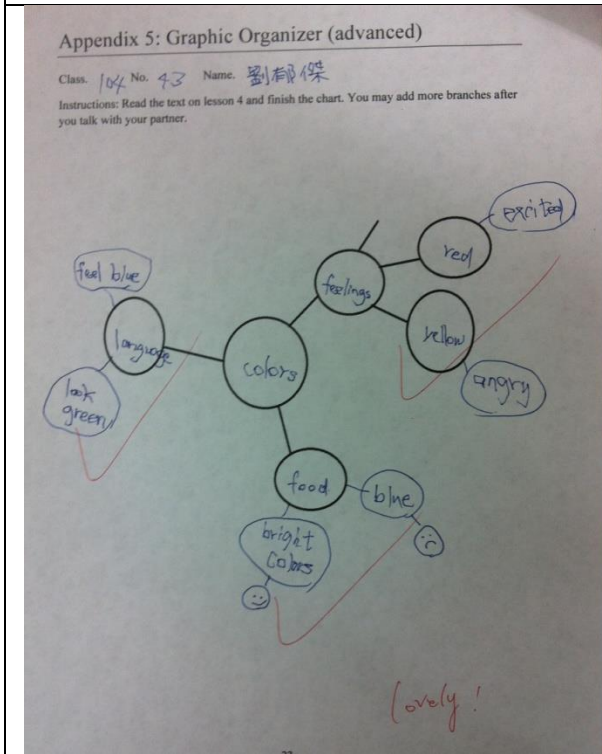
Graphic organizer completed by lower achievers

Book II Unit 4 Graphic Organizer

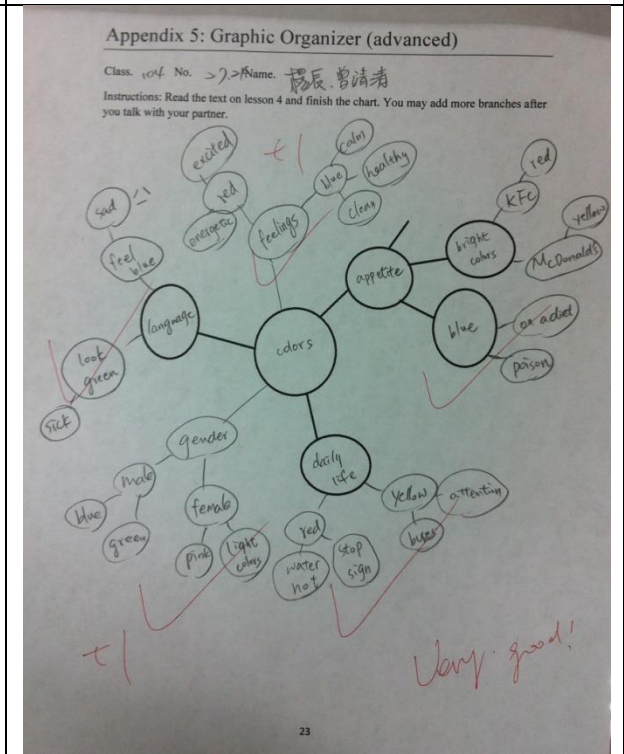
Reading (p.60-62) Class: 104 No. 5 Name: 李作良

Introduction	Topic sentence	Body / Examples	Conclusion
<p>Story Introduction</p> <p>Find out the colors mentioned in this story. For example,</p> <p><u>yellow</u> school bus</p> <p><u>green</u> traffic lights</p> <p><u>golden</u> arches</p> <p><u>blue</u> dish</p> <p><u>black</u> mood</p>	<p>Topic sentence</p> <p>Get to know how <u>colors</u> influence your life.</p>	<p>Ex 1: Color and language</p> <p>What do the idioms mean in English?</p> <p>1. "a bit green" describes a <u>sick</u> person</p> <p>2. "feel blue" describes a <u>depressed</u> person</p> <p>Ex 2: Color and daily life</p> <p>Why are buses painted yellow and stop signs painted red? <u>yellow is eye-catching.</u></p> <p><u>Red indicates warning.</u></p> <p>Ex 3: Color and meal</p> <p>Why are fast food restaurants decorated in bright colors? <u>because bright colors are natural colors found in many foods and thus able to raise people's spirits.</u></p> <p>Ex 4: Color and _____</p> <p>1. Color and songs</p> <p>2. Color and psychology quiz</p> <p>3. Color and feelings</p>	<p>In the dialogue find out what the two idioms mean.</p> <p>red-hot: <u>popular</u></p> <p>tickled pink: <u>excited</u></p> <p style="color: red; font-size: 1.5em;">Good.</p>

Graphic organizer completed by lower achievers



Graphic organizer completed by higher achievers



12-2

Students work in pairs and read the example sentences to analyze the words. Choose some collocations or useful phrases for better understanding for the new words.

Words in Use No. 9 Name: 曹清

Among the words in lesson 4, there are several words that look the same but have different part of speech (POS) and usages. Analyze them by filling out the blanks and choose the proper phrases for them.

word	POS	Phrases
1. urge	n.	have the urge to Vr (control)
	vt.	urge that S (should) + Vr.
2. arch	n.	The arch of building / in the shape of arch
	v.	arch one's back arch (sb.) arch (sb.) arch (sb.)
3. diet	n.	on a diet keep a healthy diet
	v.	diet + for + 时间段 I am on a diet = I am dieting
4. influence	v.	sth. influence + n. to do sth.
	n.	use/have (one's) influence on
5. label	v.	labeled + sth label + (sb) + n.
	n.	the label on + sth
6. increase	v.	Vc → A increase B Vt → sth increase
	n.	on the increase / an increase (n)
7. routine	n.	get sb. into a routine daily routine + for + sth
	a.	a routine check

+ 2

12-3

After the students finish this dictation task, they exchange the test sheet and share their sentences on the blackboard.

<p>Name: Milan, Ivonne 88 +9</p> <ol style="list-style-type: none"> 1. I am brown today, stinky and dirty like the shit in toilet +9 2. I am colorful today, happy and enjoy like the paint. +8 follow 3. I am gray today, happy and rough like an elephant. beautiful +9 4. red ^{shaking} blah annoying a morning bell +8 5. red sexy hot chitre chilly +9 6. red passionate sexy ^{bikini lady} begging girl on the beach +9 7. black dark vicious boy on his bed +9 8. black friendly and arrogant like the rainbow. +8 9. brown bitter mellow the coffee. +9 10. I am white, pure shallow on a piece of the paper +9 	<ol style="list-style-type: none"> 1. I am brown today, stinky and dirty like the shit in toilet. 2. I am colorful today, happy and enjoy like the paint. 3. I am gray today, happy and rough like an elephant. 4. I am red today, blah and annoying like a morning bell. 5. I am red today, sexy and hot like chilies. 6. I am red today, passionate and sexy like the bikini girl on the beach. 7. I am black today, dark and vicious like the boy on his bed. 8. I am black today, fierce and arrogant like the rainbow. 9. I am brown today, bitter and mellow like the coffee. 10. I am white today, pure and shallow like the paper.
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12-4

Color and culture writing assignment from lower achievers.

<p>Color and Culture 10/12 3.</p> <p>From reading to writing</p> <ol style="list-style-type: none"> 1. Read the article "Cultural Meaning of Color and Color Symbolism," silently for five minutes. 2. Answer the following questions with your partner. <ul style="list-style-type: none"> • Do colors mean the same in different countries or cultures? (no) • What might happen if you use the wrong colors in some cultures? (awkward) 3. Read the following example and prepare to imitate the structure to write your own paragraph. <p>Chris went back home to his country last winter holiday in 1998. In Taiwan, people give money in white envelopes for the funerals while the Japanese use the white envelopes for the weddings. Therefore, if a Japanese went to a Taiwanese wedding with a white envelope, it would not be a good event and would probably be kicked out of the house.</p> 4. Talk with your partner and think of some examples in your life. <p>One time a student said I'm yellow in crazy Chinese accent. English I thought he said in a coward. He believed it was a very long time later.</p> 5. If you are out of ideas, pick one of the following questions, do a research on-line, and finish your writing. <ul style="list-style-type: none"> • When you call someone yellow, what does it mean in Chinese or English? (yellow) • What colors do Americans and Chinese brides like to use for their wedding? (red) • Does red mean luck and happiness for both the Chinese and the Americans? (yes) • When you see a man wearing purple clothes, how do you feel? Do you think his wealth, happiness, or power? Why? (he's a rich man) • When you see a man wearing a green hat, how do you feel? (Don't care) 6. Tell me what you have learned between colors and cultures. <p>Different colors have different meanings. One color also have different meanings in different countries. It could even be a totally opposite meaning. Especially, white envelope means in China and Japan. Always remember, learn different meanings of colors in every countries before using it or just don't use it and won't be in the awkward situation.</p> 	<p>Different colors have different meanings. One color also have different meanings in different countries. It could even be a totally opposite meaning. A specially white envelop means in China and Japan. Always remember, learn different meanings of colors in every countries before using it, or just don't use it and won't be in the awkward situation.</p>
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12-5

Color and culture writing assignment from higher achievers.

<p style="text-align: right;">10/36 林氏 3.</p> <h3 style="text-align: center;">Color and Culture</h3> <p style="text-align: center;">From reading to writing</p> <ol style="list-style-type: none"> Read the article "Cultural Meanings of Color and Color Symbolism," silently for five minutes. Answer the following questions with your partner. <ul style="list-style-type: none"> Do colors mean the same in different countries or cultures? no What might happen if you use the wrong colors in some cultures? up. Me Read the following example and prepare to imitate the structure to write your own paragraph. <p>In Taiwan, people give money in white envelopes for the funerals while the Japanese use the white envelopes for the weddings. Therefore, if a Japanese goes to a Taiwanese wedding with a white envelope, (s)he would not be a good guest and would probably be kicked out of the banquet.</p> Talk with your partner and think of some examples in your life. <p>Western people wear black on funerals, but in the east, black symbolizes good health.</p> If you are out of ideas, pick one of the following questions, do a research on-line, and finish your writing. <ul style="list-style-type: none"> When you call someone yellow, what does it mean in Chinese or English? What colors do American and Chinese brides like to use for their wedding? Does red mean luck and happiness for both the Chinese and the Americans? When you see a man wearing purple clothes, how do you feel? Do you think him weird, gorgeous, or powerful? Why? When you see a man wearing a green hat, how do you feel? Tell me what you have learned between colors and cultures. <p>In the western country, people see red as a bad color, for example, red revenge, red battles, etc. Normally when you see red in the western, it means bad things like blood. But in the eastern, red means luck and good fortune. You can see many people wearing red on special holidays, and it is good to send people red envelopes.</p> <p style="text-align: right;">12/15</p> 	<p>In the western country, people see red as a bad color, red revenge, red battles. Normally when you see red in the western it means bad things like blood. But in the eastern, red means lucky and good fortune. You can see many people wearing red on special holidays and it is good to send people red envelopes.</p>
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12-6

Listen to the CD and paint the picture about Amber's Story.

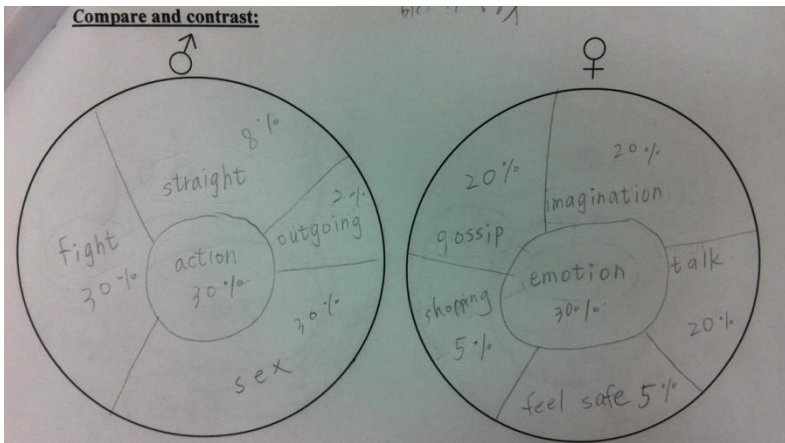


Student A reads the paragraph, and student B listens to answer the questions. Take turns.

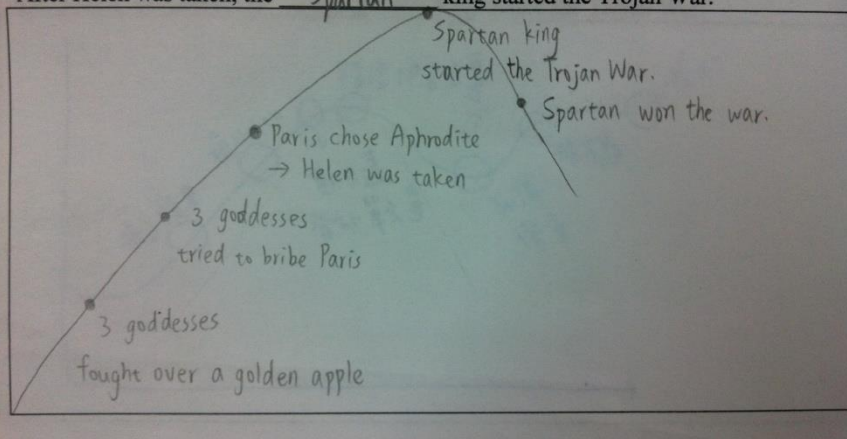
Paragraph	Comprehension questions and answers
1	<p>Q: What happened to Jim and the author?</p> <p>A: The author was mad because the <u>socks and shirts</u> are everywhere so that she kept nagging to Jim, but Jim said that <u>he had been stressed out recently and needed silence</u>. The author waited for an <u>apology</u>, but Jim just kept <u>changing channels</u>. Dr. Amen</p>
2-3	<p>Q: What did the author's best friend ask her to do and what happened then?</p> <p>A: The friend asked the author to <u>give him a break</u> and said that she has learned a lot from <u>Mark Gungor and</u>. However, the author thought that these people only <u>choose facts that match their theories</u>.</p>
4	<p>Q: What's Mark Gungor's view on gender differences?</p> <p>A: Men have many <u>boxes</u> in their brains. Among them, "<u>Nothing box</u>" is the one men go to when they're <u>on the stress</u>. So, men don't talk about their problems while <u>sharing feelings</u> is important for women.</p>
5	<p>Q: What is Dr. Amen's "brain scans" about?</p> <p>A: Women's <u>emotional center</u> are larger and more active, so they're easily affected. As for men, they need more <u>excitement and stimulation</u>. This is why they keep changing <u>channels</u> for something <u>new and different</u>.</p>
6	<p>Q: What is the <u>Outcome</u> of the fight?</p> <p>A: The author found that the dirty socks and shirts were gone. Jim used his own way to <u>apologize</u> without saying sorry. That night, the couple watched TV together until going to bed.</p>

IV. Compare and contrast:

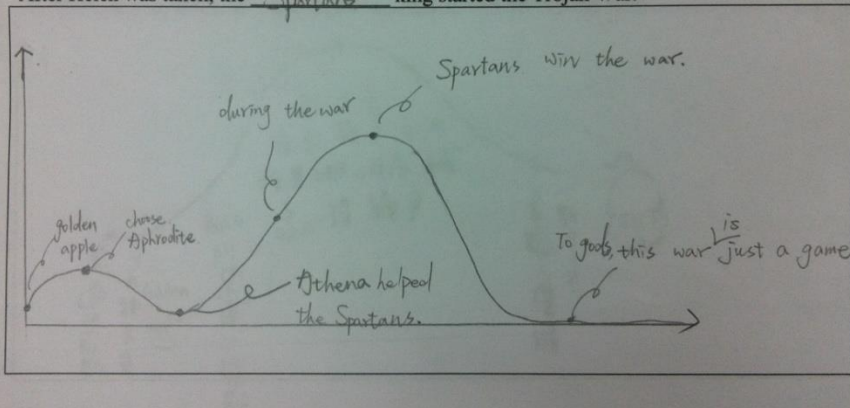
category	men	women
brain	<ul style="list-style-type: none"> - nothing and we can still breathe - when we talk about sth, we only think about that specific thing - number of boxes 	<ul style="list-style-type: none"> - wires connected everywhere - so emotional - never stop



V Effect:
After Helen was taken, the Spartan king started the Trojan War.



V Effect:
After Helen was taken, the Spartans king started the Trojan War.



Plot

Story's Title: _____ Name: 10104 姜诗琪
Period: _____

Climax ★
The most suspenseful moment
Spartan king started the Trojan War and Athena helps sparta, Greek capture Troy a horse.

Event #3
Paris brings Helen away, make her husband angry, and her husband told to his brother.

Event #4
Greek soldier hide in wood horse

Event #2
Zeus is asked to be the judge but he choose Paris to be it. At the end Paris chose Aphrodite because she will give him Helen.

Event #1
Three women want to get the golden apple because it symbolizes beauty.

Rising Action ★
What causes the conflict to rise?

Falling Action ★
How do the characters start to deal with the consequences?

Conflict ★
What is the main problem?
Three goddesses fight over a golden apple. Troy is started to war.

Resolution ★
How is the main conflict resolved?
Troy lose, and all the goddesses fights are over too.

Exposition ★
Characters (who / background): Paris, Aphrodite, Athena, Zeus, Helen, Hera
Setting (where/when): Ancient Greece, Troy

Good job!

訓練理解故事能力

Appendix 13: Classroom Activity



After listening to the sentences from other groups, they wrote them down and checked the answers with their partners.



Students work in groups to create their sentences and take turns to read their sentences aloud for the other groups.



Students listen attentively when the leader reads the definitions aloud. They raised hand to answer.



After practicing in groups, each group send a person to the blackboard and spell the word. The faster one gets the point.