

TETE (Teaching English Through English) Lesson Plan Contest

School Name: Huagang Junior High School

Subject	English	Lesson Designer	陳智文
Grade	7th	Classes	3
Unit	Unit 5 There Was a Lot of Trash in the Sea		
Design Basis			
Learning Focuses	Learner Performance	<p>1-IV-7: Can recognize the context and main idea of a short explanation or narrative.</p> <p>1-IV-9: Can understand the emotions and attitudes conveyed through sentence intonation.</p> <p>2-IV-9: Can participate in role-playing scenarios.</p> <p>2-IV-12: Can participate in guided discussions using simple English.</p> <p>3-IV-7: Can understand the main content of a conversation or dialogue.</p> <p>3-IV-15: Can analyze and judge the content of an article to understand the narrator's viewpoint, attitude, and writing purpose.</p> <p>4-IV-5: Can write sentences expressing personal needs, desires, and feelings.</p> <p>4-IV-8: Can write short paragraphs following given guidelines.</p>	<p>Content of Core Competencies</p> <p>A2-Logical Thinking and Problem Solving B1-Semiotics and Expression C2-Interpersonal Relationships and Teamwork * Subject Area Guidelines: J-A2 Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking an analysis, and employ appropriate strategies in tackling and solving problems in daily life J-B1 Possess the ability to use symbols of all types to express one's feelings and ideas; feel empathy for and interact with others; and understand mathematical science, aesthetics, and other basic concepts that can be used in daily life. J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others.</p>
	Learning Content	<p>◎Ae-IV-1: Can perform simple songs, rhymes, short stories, and skits.</p> <p>B-IV-7: Can engage in role-playing activities.</p> <p>*◎D-IV-4: Can distinguish between objective facts and subjective opinions using textual clues.</p>	
Integrative Issues	Substantial Content	<p><input type="checkbox"/>Human Right Education <input type="checkbox"/>Science & Technology Education <input type="checkbox"/>Safety Education <input type="checkbox"/>Gender Equality Education <input type="checkbox"/>Law-related Education <input type="checkbox"/>Aboriginal Education <input type="checkbox"/>Character Education <input checked="" type="checkbox"/>Environment Education <input type="checkbox"/>Information Education <input type="checkbox"/>Reading Comprehension <input type="checkbox"/>Career Planning Education <input type="checkbox"/>MultiCultural Education <input type="checkbox"/>Family Education <input type="checkbox"/>Ocean Education <input type="checkbox"/>Energy Education <input type="checkbox"/>International Education <input type="checkbox"/>Outdoor Education <input type="checkbox"/>Disaster Prevention Education <input type="checkbox"/>Life Education (Check one or more items.)</p>	
	Learning Subject	The targeted issue for this unit: environmental degradation.	
Connection with Other Subjects	This unit connects biology, social study, and geography to certain extents.		

Teaching Materials		Book 2, Unit 5, Han-Lin Publisher	
Teaching Aids		<ol style="list-style-type: none"> 1. Textbook: Han-Lin Publisher Book 2 Unit 5 2. A projector, a computer, wifi connection for Internet, a blackboard. 3. Worksheets for note-taking in active listening, listening comprehension tasks, and group discussion. 4. Youtube timer video. 5. Brainstorm slides, cellphones. 	
Learning Goals			
<p>*Students will be able to comprehend the main ideas and specific details of a dialogue about oceanic environmental issues.</p> <p>*Students will be able to participate in team discussions and role-plays, expressing their thoughts and opinions about ocean conservation using appropriate vocabulary and past tense verbs.</p> <p>*Students will be able to read and analyze a passage about the effects of deforestation on the rainforest, identifying key information and summarizing the main points.</p>			
Teaching Procedures			
Teaching Activities		Time	Assessment or Resources
The 1 st Class	Pre-Task		
	<p>Warm-up Activity: Teacher greets students and shows pictures of a clean beach and a polluted beach. Asks students to describe what they see in the pictures. (Teacher's Script: "Good morning, everyone! Today we are going to talk about the past. Let's look at these pictures. What do you see in the first picture? (students respond) And what about the second picture? (students respond) Great! Now, let's think about how these places looked many years ago.")</p>	5	<p>Pictures of clean and polluted beaches. Teacher's observation of student participation.</p>
	<p>Probing Questions: Teacher asks the following questions to activate prior knowledge and introduce the lesson:</p> <ol style="list-style-type: none"> 1. Where were you yesterday? Have you ever been to the beach? 2. Was the beach clean or dirty? 3. How did the beach look many years ago? 4. What happens when there is a lot of trash in the sea? 5. What do people do to make money from palm trees? 6. Were the animals happy when the rainforest disappeared? 7. How do you feel about the changes in the environment? 	5	<p>Teacher's observation of student responses.</p>
	Main Task		
	<p>Video Presentation: Teacher plays a video introducing the past simple tense of "be" verbs and regular verbs. (Teacher's Script: "We are going to watch a video about the past simple tense of 'be' verbs and regular verbs. Pay attention to how we talk about the past.")</p> <p>(After the video)</p> <p>Inquiry-Based Questions: Teacher asks the following questions after the video to check understanding:</p> <ol style="list-style-type: none"> 1. What is the past simple of "is"? 2. How do we form the negative of "was"? 3. What is the past simple of "are"? 4. How do we form the negative of "were"? 5. Can you give an example of a past simple sentence using "was"? 	10	<p>YouTube video on past simple tense. Teacher's observation of student engagement.</p>
		10	<p>Teacher's observation of student responses and understanding.</p>

	<p>6. Can you give an example of a past simple sentence using "were"?</p> <p>7. How do we form the past simple of regular verbs?</p> <p>8. What is the past simple form of "visit"?</p> <p>9. How do we form the negative of regular verbs in the past simple?</p> <p>10. How do we form questions in the past simple tense?</p> <p>Post-Task</p> <p>Team Exercise: Students work in teams to complete exercises from the textbook, focusing on past simple tense of "be" verbs and regular verbs. (Teacher's Script: "Now, let's work in teams. Open your textbooks to the exercise on past simple tense. Help each other in your team to complete the exercises.")</p> <p>Role-Play Dialogues: Each team is given a short dialogue with blanks for past tense "be" verbs and regular verbs. Teams complete the dialogues and role-play in front of the class. (Teacher's Script: "Each team will get a short dialogue with some missing words. Complete the dialogues using the past simple tense and then act them out in front of the class.")</p>	<p>5</p> <p>10</p>	<p>Textbook exercises. Teacher monitors and assists teams as needed.</p> <p>Dialogues prepared by the teacher. Teacher assesses accuracy and fluency during role-plays.</p>
<p>The 2nd Class</p>	<p>Pre-Task</p> <p>Warm-up Activity: Teacher greets students and introduces a vocabulary game. (Teacher's Script: "Good morning, everyone! Today we are going to learn some new words. Let's start with a fun game. I will show you some actions, and you will guess the word.")</p> <p>Probing Questions: Teacher asks questions related to students' experiences with nature to introduce vocabulary contextually. (Teacher's Script: "Have you ever been to a beach?" "What do you see when you visit a river or a lake?" "Have you ever climbed a mountain or a hill?" "What do people do when they go camping?" "What can happen if we don't take care of the rainforest?")</p> <p>Main Task</p> <p>Vocabulary Flashcards: Students work in pairs with flashcards containing images and words. They match the words with the correct images. (Teacher's Script: "Work with your partner to match these words with the pictures. Let's see how many you can get right!")</p> <p>Creative Sentence Creation: In class, teacher models using vocabulary words to write sentences as a mini lesson, including teaching related collocations, grammar usages, and synonyms incidentally. Then in teams, students create five sentences using at least 5 vocabulary words from the list. (Teacher's Script: "Now, in your teams, use these words to come up with five sentences. Be creative! You will share your</p>	<p>5</p> <p>5</p> <p>10</p> <p>15</p>	<p>Teacher's observation of student participation.</p> <p>Teacher's observation of student responses.</p> <p>Flashcards with images and words. Teacher monitors and assists.</p> <p>Teacher checks for correct usage of vocabulary.</p>

	<p>sentences with the class.")</p> <p>Vocabulary Charades: Students play a game of charades in teams using vocabulary words. (Teacher's Script: "It's time for charades! One person from your team will act out a word, and the others will guess. Remember, no talking! But feel free to check the word list for the answers.")</p> <p>Post-Task</p> <p>Reflection and Discussion: Students discuss which vocabulary words they found easy or difficult and why. (Teacher's Script: "Let's talk about the words we learned today. Which ones were easy for you? Which ones were hard? Why do you think so?")</p>	5	Teacher observes and assesses understanding based on performance.
	<p>Reflection and Discussion: Students discuss which vocabulary words they found easy or difficult and why. (Teacher's Script: "Let's talk about the words we learned today. Which ones were easy for you? Which ones were hard? Why do you think so?")</p>	5	Teacher facilitates discussion and provides feedback.
The 3 rd Class	<p>Pre-Task</p> <p>1. "Word Association": Students brainstorm words related to the dialogue topic in their teams. <i>Teacher:</i> "Now, in your teams, let's brainstorm words related to the topic of the dialogue. What words come to mind when you think about the beach and the sea?"</p> <p>2. "Dialogue Prediction": Display key phrases from the dialogue and have students predict what the conversation might be about. <i>Teacher:</i> "Now, let's look at some key phrases from our upcoming dialogue. Based on these phrases, what do you think the conversation might be about?" Key phrases displayed on the board: "grandparents' house by the beach", "water wasn't so nice", "trash in it", "coral reefs are all dead"</p> <p>3. "Quick Review": Review vocabulary words from previous lessons related to the dialogue. <i>Teacher:</i> "Before we listen to the dialogue, let's quickly review some vocabulary words from our last lesson about the topic."</p> <p>4. "Note-taking Skills Mini-lesson": Use slides to teach note-taking skills for listening activities, emphasizing both main ideas and details of the dialogue (what, where, when, how, why). Distribute the worksheets for students to take notes for the following task, jigsaw listening. <i>Teacher:</i> "When we listen to a dialogue, we can take notes and we can remember more from what we hear and better understand the whole story. Sometimes, key words are enough to help us understand."</p> <p>Task: Jigsaw Listening</p> <p>1. Introduction Teacher: "Now, class! We're going to do a special activity to</p>	5	Students' brainstormed words; teacher's observation
	<p>2. "Dialogue Prediction": Display key phrases from the dialogue and have students predict what the conversation might be about. <i>Teacher:</i> "Now, let's look at some key phrases from our upcoming dialogue. Based on these phrases, what do you think the conversation might be about?" Key phrases displayed on the board: "grandparents' house by the beach", "water wasn't so nice", "trash in it", "coral reefs are all dead"</p>	3	Students' predictions; teacher's observation Key phrases displayed on the board
	<p>3. "Quick Review": Review vocabulary words from previous lessons related to the dialogue. <i>Teacher:</i> "Before we listen to the dialogue, let's quickly review some vocabulary words from our last lesson about the topic."</p>	2	Students' responses; teacher's observation
	<p>4. "Note-taking Skills Mini-lesson": Use slides to teach note-taking skills for listening activities, emphasizing both main ideas and details of the dialogue (what, where, when, how, why). Distribute the worksheets for students to take notes for the following task, jigsaw listening. <i>Teacher:</i> "When we listen to a dialogue, we can take notes and we can remember more from what we hear and better understand the whole story. Sometimes, key words are enough to help us understand."</p>	5	Slides, note-taking worksheets
	<p>1. Introduction Teacher: "Now, class! We're going to do a special activity to</p>	2	

	<p>practice our listening skills. We'll be working in groups and helping each other learn."</p> <p>*Welcome students and explain the purpose of the activity: to improve listening skills and note-taking abilities.</p> <p>*Mix the class from their original teams and divide students into two big groups, Group A and Group B.</p> <p>*Two cellphones from each group previously received the focal dialogue recordings for use in the following task.</p> <p>2. Part 1 - Comprehension Task</p> <p>Teacher: "First, we'll split into groups A and B based on your seat numbers. Odd seat numbers go to group A, and even seat numbers go to group B."</p> <p>Teacher: "Each group will listen to a different part of a recorded dialogue. Listen carefully and take notes on the details of the dialogue."</p> <p>*Group A listens to one part of the recorded dialogue, while Group B listens to the other part.</p> <p>*Students take notes on their assigned parts of the dialogue while listening to them.</p> <p>3. Part 2 - Information Exchange</p> <p>Teacher: "Now, everyone go back to your home team."</p> <p>Teacher: "Group A and B students, pair up and ask each other the questions from your assigned worksheets. This will help fill in any gaps in information."</p> <p>Teacher: "Remember, Group A students help answer the questions on Worksheet B, and Group B students help answer the questions on Worksheet A."</p> <p>*Group A and Group B members go back to their home teams.</p> <p>*Students from each group ask each other the assigned questions from the main-task worksheets to "fix the information gap" and ensure complete understanding.</p> <p>4. Part 3 - Answer Compilation</p> <p>Teacher: "Now, answer the questions by yourself on your worksheets using the information you gathered from your partner."</p> <p>Teacher: "Take your time and make sure your answers are clear and correct."</p> <p>*Students individually answer the comprehension questions on their worksheets.</p> <p>*They compile their answers by collecting information from the other group through the information exchange.</p> <p>5. Part 4 - Dialogue Verification</p> <p>Teacher: "Finally, we'll watch a video of the dialogue to check our answers. Pay close attention!"</p> <p>Teacher: "After the video, we'll discuss any questions or misunderstandings as a class."</p> <p>*The class watches a video of the dialogue to check for answers.</p>	<p>7</p> <p>5</p> <p>3</p> <p>3</p>	<p>Cellphones with dialogue recordings</p> <p>Students' notes; teacher observation</p> <p>Worksheets; teacher observation</p> <p>Video of the dialogue; teacher observation</p>
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	<p>*Discuss any discrepancies and clarify misunderstandings.</p> <p>6. Conclusion Teacher: "Well done, everyone! You did a great job working together and practicing your listening skills."</p> <p>Review key points learned from the activity. Encourage students to reflect on their listening and note-taking strategies.</p> <p>Post-Task: Problem-Solving Activity- Saving the Coral Reefs</p> <p>1. Introduction: Teacher: "Now, what is the problem in the dialogue? We heard in the dialogue about the dying coral reefs. What can we students do to help them? How can we save them?"</p> <p>2. Brainstorming Session: Teacher: "Let's start to brainstorm all together. I have already made some sample ideas cards. I'll show the class your ideas with the cards." *Encourage students to share their ideas. On the blackboard, show the cards with the closest ideas to students' ideas.</p> <p>*Sample ideas: Reduce pollution Recycle plastic Use eco-friendly products Support organizations working to protect reefs Educate others about the importance of coral reefs Create marine protected areas</p> <p>*Lead a discussion about the pros and cons of each idea. *Encourage students to evaluate the impact and feasibility of each solution. *Evaluate the actions and vote for three actions that students can take to help through the prepared google form.</p> <p>Conclusion Teacher: "Great job, everyone! It's important to solve the problems about dying coral reefs. Remember, even small actions can make a big difference."</p>	<p>1</p> <p>1</p> <p>7</p> <p>1</p>	<p>Teacher observation; student reflections</p> <p>Teacher observation</p> <p>Students' ideas; sample idea cards; blackboard</p> <p>Teacher observation; prepared Google Form for voting</p> <p>Teacher observation; student reflections</p>
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Teaching Products: See attachments (teaching files, ex: ppt, worksheet, video, class evaluation and so on.)

<https://forms.gle/iR37LPYNQY8yWGFHA>

Reference:

- <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/jigsaw>
- <https://carla.umn.edu/cobaltt/modules/strategies/ust.html>
- <https://youtu.be/O3FdGPehN-E?feature=shared>
- <https://wordwall.net/resource/17966591>
- <https://youtu.be/MI3S3kdkofo?feature=shared>
- https://youtu.be/9kWo_azIIS0?feature=shared
- <https://forms.gle/iR37LPYNQY8yWGFHA>

Teaching Strategies:

Verbal Scaffolding

Encourage students to repeat new words after the teacher.

Prompt students to practice past tense verbs orally.

Encourage students to discuss the dialogue in English with their peers.

Encourage students to read their lines aloud with expression.

Applaud and encourage students' efforts during their performances.

Procedural Scaffolding

Break down the introduction of each word into manageable steps.

Provide clear examples and guided practice for forming past tense verbs.

Provide clear instructions for the comprehension task and information exchange.

Provide guidance on how to act out scenes and interpret character emotions.

Facilitate smooth transitions between performances and provide feedback.

Instructional Scaffolding

Connect new vocabulary to familiar concepts and experiences.

Offer additional support for students struggling with past tense concepts.

Model how to answer comprehension questions before students begin.

Offer support in understanding the script and rehearsing lines effectively.

Guide students in reflecting on their performance and discussing the story's themes.

Lesson 1 Teaching Products

Grammar

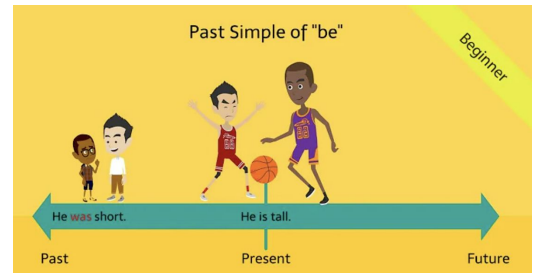
Past Simple Tense
過去式Be動詞和一般動詞

Warm Up!

Past Simple of Be Verbs 過去式Be動詞

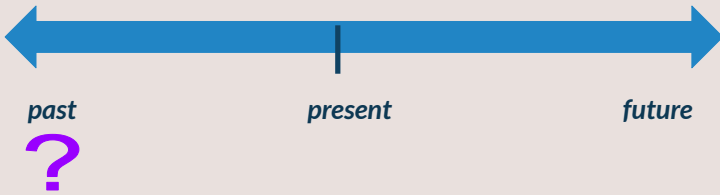
網路資源

<https://youtu.be/O3FdGPehN-E?feature=shared>



Inquiry Task

Past Simple past time expressions



Inquiry Task

Past Simple past time expressions

yesterday	

Inquiry Task

Past Simple past time expressions

yesterday	yesterday morning yesterday afternoon yesterday evening

Inquiry Task

Past Simple past time expressions

yesterday	yesterday morning yesterday afternoon yesterday evening
... ago	

Inquiry Task

Past Simple past time expressions

yesterday	yesterday morning yesterday afternoon yesterday evening
... ago	2 hours ago / 3 days ago 1 week ago / 4 months ago 10 years ago / a long time ago

Inquiry Task

Past Simple past time expressions

yesterday	yesterday morning yesterday afternoon yesterday evening
... ago	2 hours ago / 3 days ago 1 week ago / 4 months ago 10 years ago / a long time ago
last ...	

Inquiry Task

Past Simple past time expressions

yesterday	yesterday morning yesterday afternoon yesterday evening
... ago	2 hours ago / 3 days ago 1 week ago / 4 months ago 10 years ago / a long time ago
last ...	last night / last week last Friday / last Christmas last Mother's Day

Warm Up!

Past Simple of Be Verbs 過去式Be動詞

網路資源

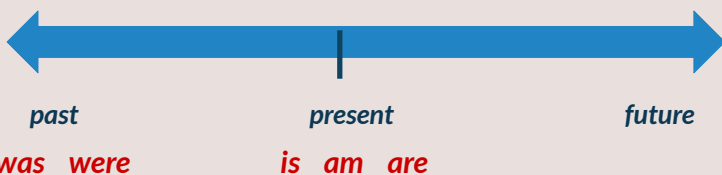
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Inquiry Task

Past Simple past time expressions



Game Time!

網路資源

<https://wordwall.net/essource/17966591>



- Where were you last night? - _____ at the cinema

A You were	B They were	C She was	D I was
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Task - Discuss the video

What is Past Tense?

過去式



1. How do you know when to use past tense in a sentence?

Task - Discuss the video

Task - Discuss the video

2. Do you find it easy to use the simple past tense?

4. Can you give an example of a regular verb in the simple past tense?

Task - Practice Time! page 5

Task - Practice Time! page 5

• What are the rules to form regular verbs in past tense?

• What are the rules to form regular verbs in past tense?

加 -ed	加 -d	重複字尾再加 -ed	「子音 + y」時，去 -y 再加 -ied
help → help ed	close → close d	jog → jog ged	hurry → hurri ed
play → play ed	love → love d	mop → mop ped	study → studi ed
visit → _____	practice → _____	chat → _____	cry → _____

加 -ed	加 -d	重複字尾再加 -ed	「子音 + y」時，去 -y 再加 -ied
help → help ed	close → close d	jog → jog ged	hurry → hurri ed
play → play ed	love → love d	mop → mop ped	study → studi ed
visit → visited	practice → practiced	chat → chatted	cry → cried

• Can you see the patterns? 規律性

• Can you see the patterns? 規律性

Task - Practice Time! page 5

- How do we **sound out** regular verbs in past tense?

/ d /

joined [dʒɔɪnd]

played [pleɪd]

/ t /

cooked [kʊkt]

washed [wɒʃt]

/ ɪd /

needed [ˈniːɪd]

visited [ˈvɪzɪtɪd]

- Can you talk about and tell the patterns? 規律性



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Games4est

Guessing Game

eat → ate

| ate ...

https://youtu.be/9kWo_azlIS0

Example Role-Play Dialogues

Dialogue 1:

- A: Where ____ you yesterday? (be)
- B: I ____ at the playground. (be)
- A: What did you do there?
- B: I ____ with my friends and ____ a ball. (play, kick)
- A: That sounds fun!

Dialogue 2:

- A: ____ you visit the lake last weekend? (be)
- B: Yes, I _____. (be)
- A: What ____ you do there? (do)
- B: I ____ a boat and ____ a picnic. (row, enjoy)

Dialogue 3:

- A: ____ the beach clean last summer? (be)
- B: No, it _____. (be not)
- A: What happened?
- B: People ____ a lot of trash and ____ it on the beach. (drop, burn)

Dialogue 4:

- A: ____ you see any animals in the rainforest? (do)
- B: No, I _____. (do not)
- A: Why not?
- B: The trees ____ and the animals ____ away. (burn, move)

Dialogue 5:

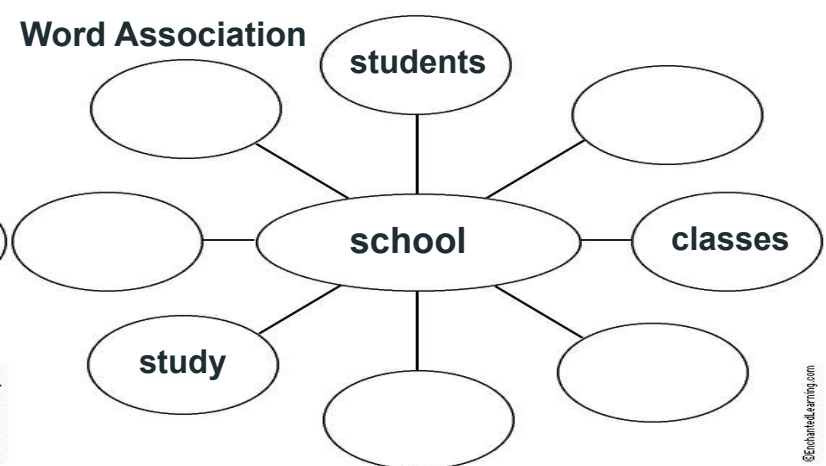
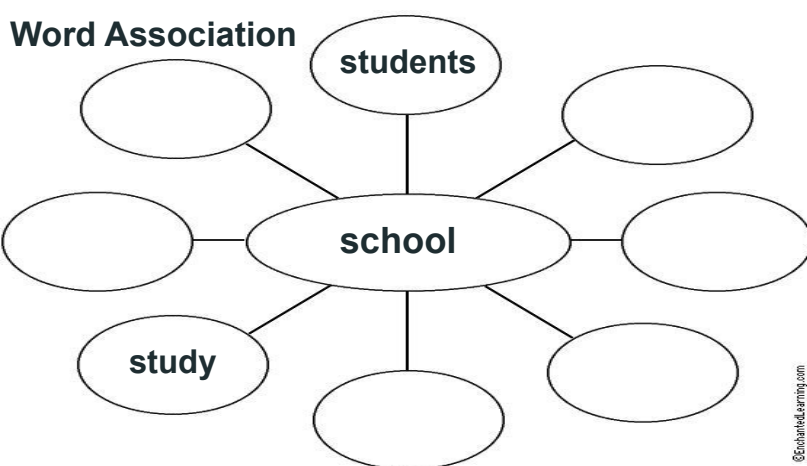
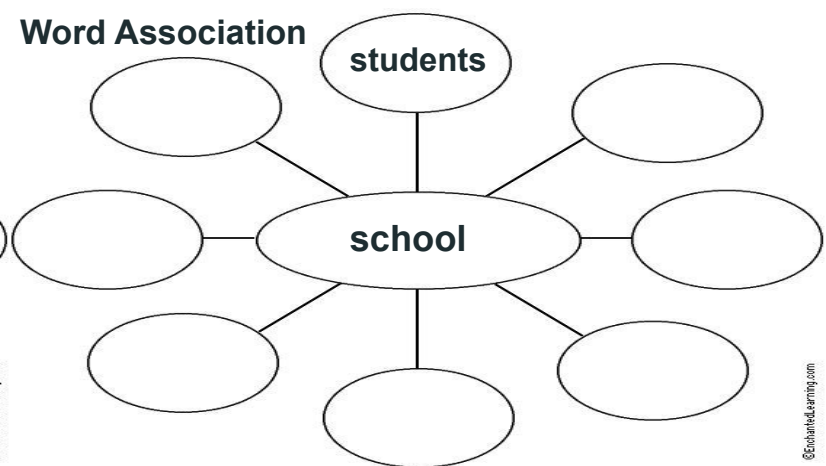
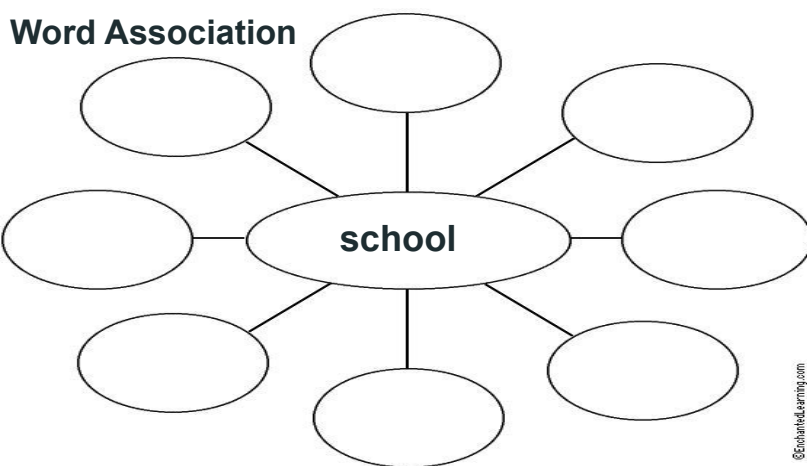
- A: Where ____ you and your family last year? (be)
- B: We ____ on a mountain hike. (be)
- A: Did you enjoy it?
- B: Yes, we ____ and ____ many flowers. (camp, pick)

Lesson 3 Teaching Products

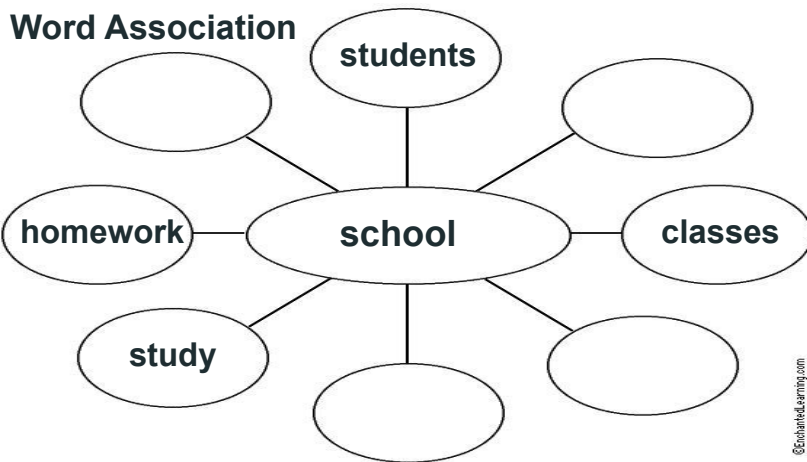
How can we understand a dialogue better? 更了解對話



We see a word and then we think of other words. This is word association 聯想.

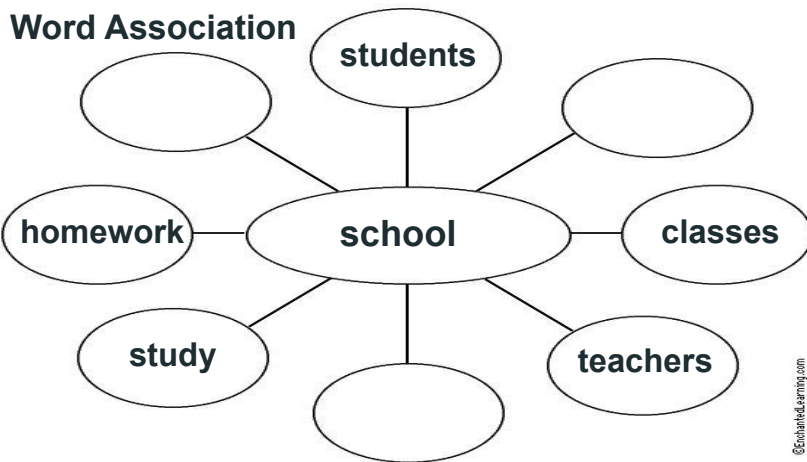


Word Association



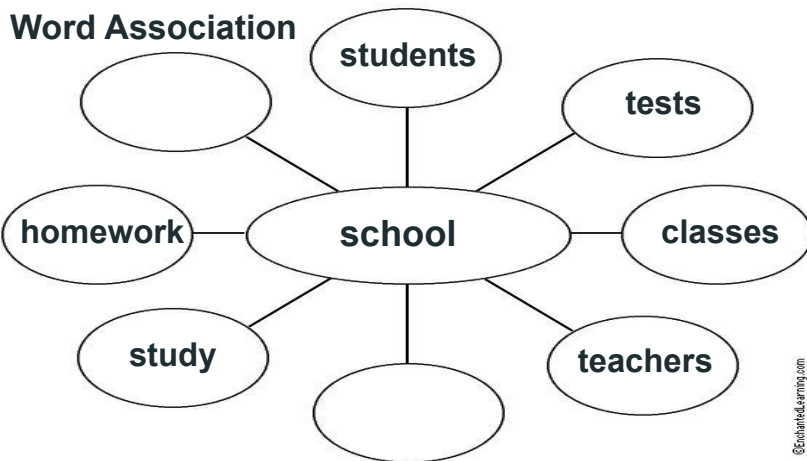
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Word Association



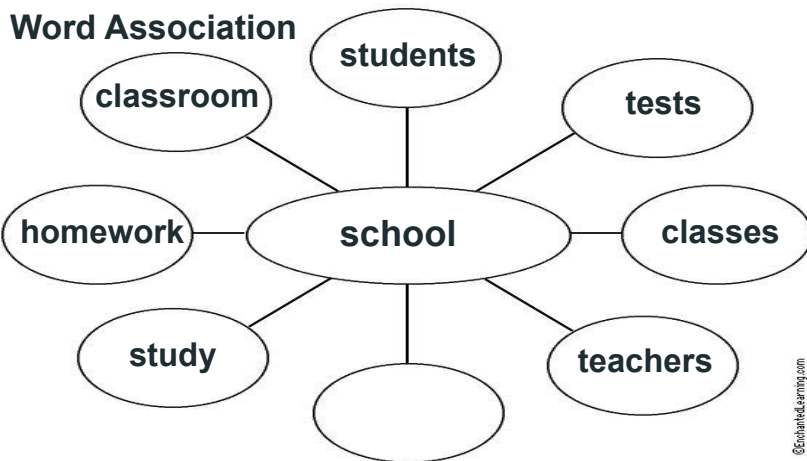
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Word Association



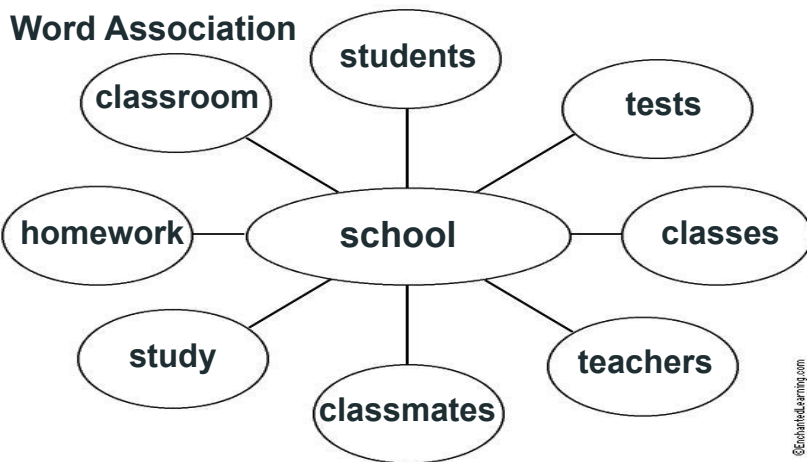
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Word Association



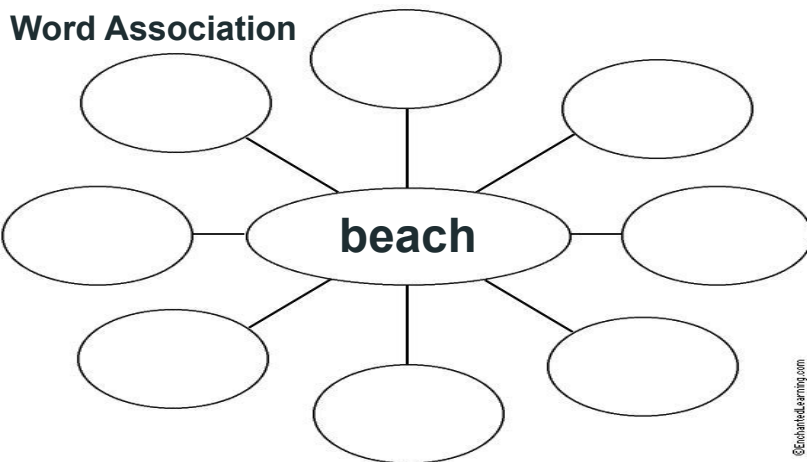
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Word Association



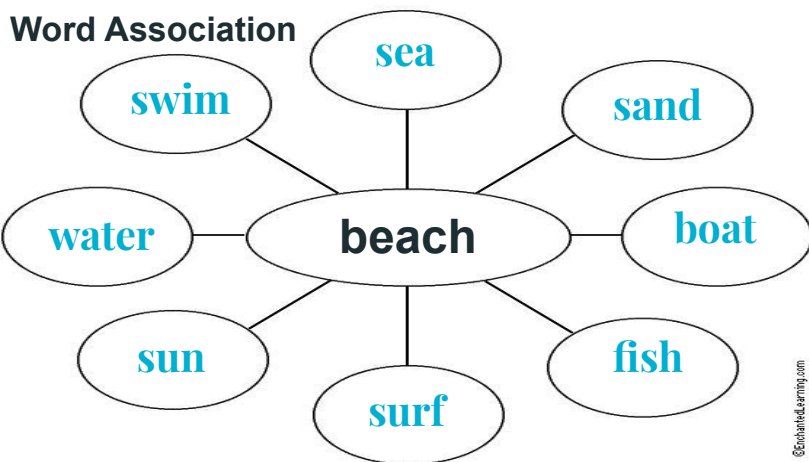
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Word Association



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Word Association



Prediction 預測 is like a guessing game when we listen to a dialogue.



We can use words and groups of words to help us guess.



Dialogue Prediction

"grandparents' house by the beach"



Dialogue Prediction

"water wasn't so nice"



Dialogue Prediction

"trash in it"



Dialogue Prediction

"coral reefs are all dead"



Quick Review

yesterday stop
beach happen
trash dead
ago warm
visit rainforest
island die
a few by
sea then

Note Taking

筆記技巧

You take notes and you will remember more from you hear and better understand the whole story.

Note Taking

筆記技巧

who, what, where, when, how, why

Note Taking

筆記技巧

Usually one word or one phrase is enough for an idea.

Let's do the jigsaw listening!



5W's and H Graphic Organizer

Name :



You take notes and you will remember more from you hear and better understand the whole story. Sometimes, key words are enough to help you understand

Who Who was talking?	
What What happened?	
Where Where did it happen?	
When When did it happen?	
Why Why did it happen?	
How How did it happen? How did the speaker feel?	

Group B Jigsaw Listening Comprehension Questions:

No.:

Name:

Ask a partner from Group A in your team to answer these questions. 詢問A組夥伴	
Comprehension Questions	Answer Choices
1. What is the main idea of the dialogue? 大意	A) Jamie's visit to the beach B) Cody's grandparents C) Pollution污染 at the beach D) Perfect holiday places
2. Why wasn't the water nice at the beach?	Ans:
3. How was the beach before, and how is it now?	Ans: Before _____; Now _____
4. According to Jamie, what was the beach like many years ago?	A) Dirty B) Perfect for holidays C) Crowded擁擠 D) Great for shopping
5. What made the water get dirty?	A) Trash B) Food C) Sea animals D) Trees and flowers



Group A Jigsaw Listening Comprehension Questions:

No.:

Name:

Ask a partner from Group B in your team to answer these questions. 詢問B組夥伴	
Comprehension Questions	Answer Choices
1. What is the big problem in this part of the dialogue?	A) Visiting an island B) Dead coral reefs C) Underwater exploration探索 D) Sea animals in trouble危機
2. Why didn't Jamie enjoy visiting the island?	Ans: Because _____.
3. According to Cody, what are like the rainforests of the sea?	Ans:
4. What caused造成 the coral reefs to die?	A) Pollution B) Warm sea water C) Overfishing 過度漁業捕撈 D) Natural disasters天然災害
5. Why are sea animals in trouble, according to Jamie?	A) No home B) Too much food C) Pollution污染 D) Coral bleaching白化

Problem-Solving: Saving the Coral Reefs

Evaluate the saving actions from the easiest to the hardest. (from 1 to 5)

* 表示必填問題

1. Pick your team: *

單選。

Team 1

Team 2

Team 3

Team 4

Team 5

2. Reduce pollution 減少污染 *

單選。

1 2 3 4 5

easy hard

3. Recycle plastic 回收塑膠 *

單選。

1 2 3 4 5

easy hard

4. Use eco-friendly products 使用友善環境產品 *

單選。

1 2 3 4 5

easy hard

5. Support organizations to protect reefs 支持機關保護珊瑚礁 *

單選。

1 2 3 4 5

easy hard

6. Educate others about the importance of coral reefs *

教育他人珊瑚礁的重要性

單選。

1 2 3 4 5

easy hard

7. Create marine protected areas 創建海洋保護區 *

單選。

1 2 3 4 5

easy hard

8. Vote for three actions that students can do in their daily life. *

(可複選)

- Reduce pollution 減少污染
- Recycle plastic 回收塑膠
- Use eco-friendly products 使用友善環境產品
- Support organizations to protect reefs 支持機關保護珊瑚礁
- Educate others about the importance of coral reefs 教育他人珊瑚礁的重要性
- Create marine protected areas 創建海洋保護區
- 其他 : _____

Google 並未認可或建立這項內容。

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