### 教學大綱 (教学大纲)

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Day 1

1. **Present the objectives of L16**

2. **16.1.1**
   a. A warm-up activity: Show photos of various domestic animals (or a big poster with many animals), such as a chicken, dog, bird, cat, cow, pig, etc. Usually, teachers can buy this kind of big poster at bookstores or teacher’s supply stores. The teacher asks students “這些動物叫什麼名字？(这些动物叫什么名字？) 你喜欢哪个动物？(你喜欢哪个动物？) 它们喜欢吃什么？(它们喜欢吃什么？) 谁养过这些动物？(谁养过这些动物？) 你家有这些动物吗？(你家有这些动物吗？)”
   b. Students in pairs match photos with the names in 16.1.1. Ask students the characteristics of each animal, such as its color, food, habitats, etc. At the same time, the teacher shows the big cards with Chinese characters for those animals.

3. **16.1.2**
   a. Students each interview three students and fill out the survey form in 16.1.2.A. Afterward, the whole class finds out which animals are the top three favorite animals.
   b. The teacher leads the whole class to identify the endangered animals in the chart, as suggested in 16.1.2.B. In the following link, endangered animals are listed: [http://www.enchantedlearning.com/coloring/endangered.shtml](http://www.enchantedlearning.com/coloring/endangered.shtml)

4. **16.1.3**
   a. Use the previous Web site to show endangered animals and ask students to list the reasons for their possible extinction.
   b. Students in small groups read the text on 16.1.3. Everybody helps one another understand the text. The teacher asks questions related to the text to check comprehension.
c. Students stay in the same groups and work on the questions in 16.1.3.A. Write the answers on a flip chart. The teacher leads the whole class to go over the answers.

5. **Homework**

Workbook 16.1.1.A, B, C, D.

6. **Closing activity**

Ticket to leave: Write five things you learned today.
Day 2

1. **Review vocabulary in 16.1**
   Students in pairs make questions by using the new words in 16.1. Students take turn asking the questions that they composed.

2. **16.1.3.B**
   Students work in groups on the questions in 16.1.3.B. Write the answers on a flip chart. The teacher leads the whole class to go over the answers.

3. **16.2.1**
   a. The teacher shows photos or a video clip about pandas’ habitat. Ask students to describe what they have observed.
   b. Students in pairs read the text, and the teacher checks students’ reading comprehension with questions related to the text, such as
      - 熊貓的保護區在哪兒？
      - 熊猫的保护区在哪儿？
      - 本文作者和同學到熊貓的保護區做什麼？
      - 本文作者和同学到熊猫的保护区做什么？
      - 熊貓的主要食物是什麼？一天吃多少？
      - 熊猫的主要食物是什么？一天吃多少？
      - 熊貓目前面臨到什麼危機？
      - 熊猫目前面临到什么危机？
      - 中國政府怎麼保護熊貓？
      - 中国政府怎么保护熊猫？
   c. Show a video clip or photos of Wolong.
   d. Students in pairs check 16.2.1.A.

4. **Workbook 16.1.4**
   The teacher prints out the questions in Workbook 16.1.4 and asks students to work in pairs taking turns to ask each other the questions. The teacher allows twenty seconds for each answer.

5. **Homework**
   Workbook 16.1.6.A.
Day 3

1. **Story sharing**
   Students take turn sharing the stories that they wrote for homework. The teacher can select five students to report in one class, and another five in the next class, until everyone has shared his or her story.

2. **16.2.1.B**
   Students in small groups discuss the questions 16.2.1.B. Select a representative to summarize the group discussion.

3. **16.2.2**
   a. Students in pairs read the dialogue in 16.2.2. Ask students to underline or highlight the words and phrases that they do not know.
   b. Ask volunteers to write the new words they do not know on the board. The rest of the students check their list. If their new words are not on the board, they go to write additional words on the board.
   c. The teacher leads the class to go over the words on the board and explains the meaning of the new words through examples of sentences. Ask students to make a sentence for each new word to make sure they know how to use these new words correctly.
   d. Students in small groups discuss the questions a, b, and c and share their viewpoints with the whole class.

4. **Homework**
   Workbook 16.1.2., 16.1.3.
Day 4

1. Workbook 16.1.5.A
   a. The teacher leads students to brainstorm the key words for the description of the four drawings, such as 大海龟 (大海龟), 下蛋, 照相, 污染, 噪音, 破坏 (破坏), 整理, 保护 (保护), 生長環境 (生长环境), 生存, etc.
   b. Students in pairs describe the drawings.
   c. The teacher calls on students to provide description for the drawings.

2. 16.2.3
   Explain the meaning of 生生不息 to students first, then provide a couple examples where the phrase is used in ads or TV commercials.

3. 16.2.4
   Students in small groups read the Authentic Reading and check the T/F statements.

4. Homework
   Workbook 16.2.1.A, B, C, D.
Day 5

1. **Review the new words and Sentence Patterns in L16**
   
   a. Students in small groups write a short story (one paragraph) using the new words and sentence patterns in this lesson. Each group writes its story on a big poster.
   
   b. The teacher selects different students to read the paragraph of each group.

2. **16.2.5**

3. **Workbook 16.2.3**
   
   a. Students in small groups read the Authentic Reading and answer the questions.
   
   b. Comprehension check: The teacher checks students’ answers and asks the following questions related to the text:
      
      • 世界動物日誰發起的？為什麼？
         世界动物日谁发起的？为什么？
      
      • 全世界在世界動物日的那天有些什麼活動？
         全世界在世界动物日的那天有些什么活动？
   
   c. The teacher shows some photos regarding the events and activities on World Animal Day around the world.
   
   d. Students in small groups design an activity for World Animal Day and present it to the class.

4. **Homework**
   
   Workbook 16.2.6.
Day 6

1. Workbook 16.2.2.A
   a. Students listen to the announcement and write down the key words that they hear. The teacher writes the key words mentioned by the students.
   b. Listen to the announcement again and write down its main ideas. The teacher lists the main ideas suggested by the students.
   c. Students in pairs summarize the announcement in an e-mail message to a friend.
   d. The teacher selects some pairs to read their messages.

2. Workbook 16.2.6
   a. Students in pairs share their descriptions for the drawings in 16.2.6 that they wrote for homework the previous day.
   b. The teacher selects students to describe the four drawings. Other students can provide more details.

3. Culture Unit: Dragon Boat Festival
   a. Ask students what they know about the Dragon Boat Festival.
   b. Assign students to find information from books or Internet research.
      Students are divided into four groups. Each group is responsible for one of the questions below. Record the information and look for pictures or video clips that are related to the topic and then report to the whole class.
      Group 1: What is the story of Qu Yuan?
      Group 2: What activities do Chinese people usually do to celebrate the Dragon Boat Festival?
      Group 3: What practices do Chinese people do to bring good luck during the Dragon Boat Festival?
      Group 4: What other stories are related to Dragon Boat Festival?

4. Homework
   Search for information about the Dragon Boat Festival.
Day 7

1. **Culture Unit: Dragon Boat Festival**
   
a. Each group shares its findings, facts, video clips, and photos for its question.

b. The teacher can ask questions related to students’ research, such as
   
   - 粽子是怎么做的？用什么材料做的？粽子是用什么包起来的？你吃过吗？除了中国以外的国家有类似粽子的食物吗？
   - 你看过龙舟赛吗？比赛的时候为什么要打鼓？奥运比赛时你看到了划船比赛吗？
   - 中国人在端午节这一天都要做什么？为什么?

   c. Students in pairs read the text in the Culture Unit.

   d. Culture Unit: Dragon Festival. Ask questions related to the text, such as
   
   - 端午节是哪一天？
   - 端午节跟什么东西有关？
   - 跟端午节有关的传说有哪些？
   - 屈原是个怎么样的人？他跟端午节有什么关系？
   - 中國人在端午節這一天都要做什麼?為什麼?

2. **Workbook 16.1.5.B**

   Students work in pairs for the topic in Workbook 16.1.5.B and present their findings on Day 8.

3. **Homework**

   Workbook 16.1.5.B.
Day 8

1. Presentation
   Each pair presents the endangered animal or a plan.

2. Workbook 16.2.4
   a. Students in small groups read the text and do the multiple choice exercises. Everybody helps one another to understand the meaning of the text.
   b. Comprehension check: The teacher asks some questions related to the flyer.
   c. Ask students what do they do for the environment in their home, school, and community.

3. Introduce the objectives of Lesson 17
   Question 2.c above is a good starting point to begin Lesson 17.

4. Homework
   Prepare 17.1.1.