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每日課堂教學計劃 (每日课堂教学计划)

Day 1

1. **Present the objectives of L17**

2. **17.1.1**

   A warm-up activity: Use the drawings to activate students’ prior knowledge about the environment and pollution. What are the environmental problems that we are facing now and what are causes of the problems? What can we do to improve the quality of our environment? Write the words students need to express their opinions. Students will learn many of the words in this lesson.

3. **17.1.2**

   a. Students work in pairs to match the photos with descriptions.
   b. The teacher shows more photos of the environmental destruction mentioned in 17.1.2 and explains where and how the destructions occur. Check to see whether students understand the causes of the destructions.
   c. Ask students whether they know about similar environmental damage occurring in the United States or about other kinds of destructions.

4. **17.1.3**

   a. Students in pairs work on the exercise in 17.1.3. Also, they need to check whether the following examples are environmental protection or destruction.

   - 讓電燈、電視整天開著，不關掉。
     让电灯、电视整天开着，不关掉。
   - 為了利益，捕殺稀少動物。
     为了利益，捕杀稀少动物。
   - 買東西時，用自己帶去的袋子裝東西。
     买东西时，用自己带去的袋子装东西。
   - 在公共場所，設計有趣的垃圾箱吸引顧客的注意力。
     在公共场所，设计有趣的垃圾箱吸引顾客的注意力。
   - 把用過的塑膠瓶都放在物資回收的地方。
     把用过的塑料瓶都放在物资回收的地方。
b. Ask students what environment protection tasks they have done and to suggest various ways to be friendly to our environment.

5. **Homework**
   - Make flash cards for the vocabulary in 17.1.
   - Assign students to do research on the topics related to the content of 17.1.4 and report their findings on Day 2. Possible topics are clean energy (wind power, solar power, etc.), the green movement (architecture, politics, recycling, saving the rainforest), …
Day 2

1. Review the new words in 17.1
   a. Find photos or clip arts that clearly depicts environmental damages, such as 空氣污染 (空气污染), 水源污染, 工廠廢氣 (工厂废气), 沙塵暴 (沙尘暴), 水土流失, and 地球暖化. Or, assign students to prepare these photos as homework. Ask students to describe the damages and their causes.
   b. Find photos or clip art that depicts the tasks of protecting the environment, such as cleaning beaches, planting trees, and recycling. Ask students to describe the images using new words such as 環境 (环境), 污染, 垃圾, 保護 (保护), 回收, 種樹 (种树), 破壞 (破坏), etc.

2. 17.1.4
   a. Students report their findings for the homework assigned the day before.
   b. Students in small groups read the first report, from an American high school student, in 17.1.4 and discuss questions a and b. The teacher selects a group to summarize the report and several students to express their views on the questions.
   c. Continue the same format (including discussion of the questions) to read the second report, from a student in China, and the third, from a student in Taiwan.

3. Homework
   Workbook 17.1.1.A, B, C.
Day 3

1. **Workbook 17.1.1.C**
   
a. Students have completed Workbook 17.1.1.C as homework. In class, divide the students into small groups and have them share their views and opinions regarding the questions in 17.1.1.C.
   b. The teacher selects students to represent their groups and present their views.

2. **Workbook 17.1.4**
   
   Students in pairs ask each other the questions. The teacher chooses several students to report what they find out from their partners.

3. **Workbook 17.1.5.A**
   
a. Lead students to brainstorm the key words for the description, such as抽烟 (抽烟), 禁止, 二手煙 (二手烟), 抗議 (抗议), 抱怨, 不理不睬, 抬出去, etc.
   b. Students in pairs describe the drawings.
   c. The teacher calls on students to provide descriptions for the drawings.

4. **Homework**
   
   - Workbook 17.1.2, 17.1.3.
   - Students do research about Bali County, the Tamshui River, Shihshanghang Museum in Taipei, and aboriginals in Taiwan. Each student should find two facts that interest him or her most and report them to the class tomorrow.
Day 4

1. 17.2.1
   a. Students report their findings about Bali County, the Tamshui River, Shihsanhang Museum, and aboriginals in Taiwan.
   b. The teacher shows a map and photos of those areas and explains the changes.
   c. Students in pairs read the letter in 17.2.1 from Shanshan to Liling and check the T/F questions in 17.2.1.A.
   d. Students in small groups discuss the questions in 17.2.2. The teacher selects students to report their discussion.

2. Practice Sentence Patterns
   a. The teacher first goes over the sentence patterns in L17.
   b. Divide students into six groups. Each group works on different Sentence Patterns, completing the sentences on a big poster or a blackboard.
   c. The teacher leads students to review the sentences and see whether the patterns are correctly used.

3. 17.2.3

4. 17.2.5

5. Homework
   - Workbook 17.2.1.A, B, C, D.
   - Make flash cards for the new words in 17.2.
Day 5

1. **Review new words in L17**
   Students in pairs review vocabulary in L17 using the flash cards they made. They can quiz each other with the flash cards.

2. **17.2.4**

3. **Workbook 17.1.3**
   a. The teacher leads discussion of the different views of Meifen and Mingdao regarding the issue “What and how much should we do for the environment on Earth?”
   b. Divide the students into two groups to engage in a debate.
      - One group supports Meifen: We should do every possible thing to protect and improve our environment.
      - One group supports Mingdao: Our Earth is fine. The scientific reports are not hard facts.

4. **Homework**
   - Workbook 17.2.2, 17.2.3.
   - Search for info about the Tzu Chi Foundation and the founder, Dharma Master Cheng Yen. Write two facts about the foundation and the founder.
Day 6

1. Workbook 17.2.4

2. Culture Unit
   a. Students report their findings about the Tzu Chi Foundation and the founder, Dharma Master Cheng Yen.
   b. Students in small groups read the text in the Culture Unit and discuss questions a to e.
   c. The teacher selects students to provide their answers to the questions.

3. Performance Projects
   Provide students with the following options of Performance Projects that they will work on today and Day 7 and present on Day 8. The teacher can decide to require students to work individually or in pairs. The teacher also discusses the assessment rubric for the project with students.
   a. The Environment in Your Community
      You have read about the improvement in the environment of Bali County in Taipei. Following the instructions in Workbook 17.1.5.B, present a case of an environmental protection action in your community based on your research.
   b. The Environment in China
      Focus on one environmental problem in China. Present the current state, the causes, and possible solutions.
   c. Charity or Nonprofit Organizations
      You can further research the Tzu Chi Foundation or find another organization that interests you. The organization of your choice should be involved with environmental protection works. Present the history, mission, and achievements of the charity or nonprofit organization.
   d. No Smoking, Please
      You are in the situation described in Workbook 17.2.7.B. The goal of your presentation is to promote the no-smoking policy in public spaces in China.

4. Homework
   • Workbook 17.2.6.
   • Work on the Performance Projects.
Day 7

1. **Workbook 17.2.6**
   a. Students in pairs compare their descriptions for the drawings in Workbook 17.2.6 that they did as homework on Day 6.
   b. The teacher selects several students to describe the drawings. Other students can add more details.

2. **Performance Projects**
   Students work in small groups on their projects.

3. **Homework**
   Work on the Performance Projects.
Day 8

1. Students present their Performance Projects

2. Introduce the objectives of Lesson 18

3. Homework
   Prepare 18.1.1.