### 第一課 暑假、打工

#### 教學大綱 (教学大纲)

<table>
<thead>
<tr>
<th>45 – 50 min</th>
<th>Focus</th>
<th>Lesson Plan</th>
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</table>
| Day 1       | 1.1   | 1. Students work on the activity in 1.1.1  
2. Student in pairs read 1.1.2  
3. Students interview classmates and report the results, as per 1.1.3  
4. Homework: Workbook 1.1.1.A, B, C |
| Day 2       | 1.1   | 1. Review vocabulary in 1.1  
2. Students in small groups work on the story narration in 1.1.4  
3. Read the text and do 1.1.5.A and B  
4. Homework:  
   - Workbook 1.1.2, 1.1.3, and 1.1.4  
   - Prepare the reading by completing 1.2.1.A |
| Day 3       | 1.1 & 1.2 | 1. Students in pairs describe the drawings in Workbook 1.1.5.A  
2. Students present their summer: Workbook 1.1.5.B  
3. Students work on 1.2.1  
4. Homework: Workbook 1.2.1.A, B, C and 1.1.6.A |
| Day 4       | 1.2   | 1. Review vocabulary in 1.2  
2. Practice Sentence Patterns  
3. Assign students in pairs to do the activity in 1.2.2  
4. Students interview one another and report the results of 1.2.3  
5. Homework: Workbook 1.1.6.B and 1.2.2.A and B |
| Day 5       | 1.2   | 1. Students in pairs read the Conversation Relay in 1.2.4  
2. Students in small groups do the Authentic Reading and Exercises in 1.2.5  
3. Read Gas Station in 1.2.6  
4. Homework:  
   - Workbook 1.2.3 and 1.2.4  
   - Prepare the reading on the Moon Festival |
| Day 6       | 1.2 & Culture Unit | 1. Class activities in Workbook 1.2.5  
2. Story narration in Workbook 1.2.6  
3. Culture Unit: Moon Festival  
4. Explain the Cultural Projects to students  
5. Homework:  
   - Workbook 1.2.7.A or B  
   - Work on the Cultural Projects |
| Day 7       | Culture Unit | 1. Finish the Moon Festival text  
2. Work on the Cultural Projects  
3. Homework: Work on the Cultural Projects |
| Day 8       | Cultural Projects & 2.1 | 1. Students present their Cultural Projects  
2. Introduce the objectives of L2  
3. Homework: Prepare the activities in 2.1.1 |
每日課堂教學計劃 (每日课堂教学计划)

Day 1

1. 1.1.1
   a. A warm-up activity: Ask students to describe each drawing. Encourage students to use more than one sentence.
   b. After the activity in 1.1.1, ask students questions related to their summer, such as the following: 你的暑假怎麼樣？你今年夏天去哪兒了？
      你的暑假怎么样？你今年夏天去哪儿了？

2. 1.1.2
   a. First, divide the class into pairs to read the paragraphs in 1.1.2.
   b. Second, ask questions related to the paragraphs, such as
      • 爲什麼那個女孩覺得輕鬆？
        为什么那个女孩觉得轻松？ (in a)
      • 爲什麼他們的夏天過得很充實？
        为什么他们的夏天过得很充实？ (in b)
      • 那個男孩的暑假過得怎麼樣？
        那个男孩的暑假过得怎么样？ (in c)
        Encourage students to use new words and reply in long sentences.

3. 1.1.3
   a. First, have each student interview three students and complete the form in 1.1.3.
   b. Second, choose a student to survey the whole class and make a bar graph on the blackboard to find out which three activities were most popular this summer.
      An example:
4. Homework

Workbook 1.1.1.A, B, C
Day 2

1. Review vocabulary in 1.1
   a. Show photos or clip art that clearly depicts people who are relaxed, bored, and happy. Ask students to describe the images by using new words such as 輕鬆 (轻松), 無聊 (无聊), 開心 (开心), 成熟, etc.
   b. Write the new words such as 暑假, 經驗 (经验), 機會 (机会), 負責 (負責), 照顧 (照顾) on 4x 6 cards. Have students draw one card and use the new word on the card to ask a classmate a question. For example, if a student picks the card with 經驗 (经验), he/she can ask another student: 你有什麼工作經驗？(你有什么工作经验？) To make it harder, include two new words on each card.

2. 1.1.4
   a. First, solicit vocabulary needed to describe the pictures by asking wh-questions, such as 萍萍他們家是怎麽去海邊的？(萍萍他们家是怎么去海边的？) 珍妮到紐約去做什麼？(珍妮到纽约去做什么？)
   b. Second, students work in groups of two or three to tell a story. Each group selects a student to present the story.

3. 1.1.5
   a. Read the text.
   b. Ask students comprehension questions related to the readings in 1.1.5 or ask students to come up with their own questions, such as
   • 小青今年有個什麼樣的機會?在哪裡當什麼?
   • 小青認識了很多什麼樣的人?
   • 他們都把李小青看作是什麼人?
   • 她的工作內容有哪些?
   • 為什麼她覺得自己不再是個孩子了?
c. Students in pairs work on 1.1.5.A.

d. Students in small groups discuss the questions in 1.1.5.B. Afterward, randomly ask students their responses to questions a, b, e. For questions c and e, ask one student to express the group’s opinions.

4. Homework

- Workbook 1.1.2, 1.1.3, 1.1.4.
- Bring photos to present the past summer vacation.
- Prepare the reading 1.2.1 by completing 1.2.1.A.
Day 3

1. **Workbook 1.1.5.A**
   Ask students to brainstorm the key words and phrases needed to describe the drawings, such as 暑假 (summer vacation), 打工 (summer job), 存钱 (saving money), 爬山 (hiking), 海滩 (beach), 墨西哥 (Mexico), 什麽都不做 (do nothing), 懶惰 (lazy), 玩電腦遊戲 (play computer games), 房間很亂 (messy room) … If some important words are not mentioned by students, the teacher can remind them.
   a. Students in pairs work on the description of the drawings.
   b. Each pair presents a story (or select several pairs if time is limited).

2. **Workbook 1.1.5.B**
   Have students present stories about their summer vacations with photos.

3. **1.2.1**
   - Ask students about 瑪麗 (Mary), 張明 (Zhang Ming), and 麥克 (Mark)’s summer jobs and find out if your students had similar experiences.
   - Read the dialogue in 1.2.1.
   - Check the form in 1.2.1.A that is assigned as homework on Day 2.
   - Group activity:
     Based on the reading in 1.2.1, ask each group to write three True/False statements, such as
     - 他們在餐廳見面，談談暑假的情形。
       他们在餐厅见面，谈谈暑假的情形。
     - 張明的爺爺奶奶住在臺灣。
       张明的爷爷奶奶住在台湾。
     - 馬克覺得在飯店當服務員很辛苦。
       马克觉得在饭店当服务员很辛苦。
     Each group takes turns to read aloud their statements and ask other groups to decide whether the statements are true or false.
   - Ask individual students questions a and c in 1.2.1.B.
   - Students in small groups discuss questions b and d in 1.2.1.A. Choose a student from each group to present the group’s ideas.

4. **Homework**
   Workbook 1.2.1.A, B, C and 1.1.6.A.
Day 4

1. Review new words in 1.2

a. Play Charades with the theme “part-time jobs”: Divide the students into two teams and play Charades to act out words such as 救生員 (救生员), 飯館服務員 (饭店服务员), 店員 (店员), 職員 (职员), 嬤姆 (保姆), 夏令營輔導員 (夏令营辅导员).

b. Print each of the following questions on a slip of paper (twelve slips in total). Ask one student to draw a slip, read the question aloud, and call on another student to answer the question. Students take turns to draw the slips.

- 你認為餐廳服務員賺的錢多不多?為什麼?
- 你参加过夏令营吗?那是什么样的夏令营?
- 你的暑假過得很輕鬆嗎?為什麼?
- 你喜歡照顧小孩子嗎?有過這樣的經驗嗎?
- 你知道補習是怎麼一回事嗎?你補習過嗎?
- 在美國，很多高中生補習嗎？在哪兒？
- 你每天上網嗎?上網的時候做些什麼?
- 你認為自己這一年成熟了不少嗎?為什麼?
- 你今年暑假存了不少錢嗎?打算用這些錢做什麼?
- 你喜歡露營嗎?露營的時候,你喜歡做什麼活動?
- 你認為什麼樣的工作最辛苦?為什麼?
2. Practice Sentence Patterns

Go over the patterns and divide students into pairs to come up with the following short dialogues (at least two exchanges) by using the given phrases and patterns. In the end, each pair performs a dialogue.

- use verb + 得 and 不再
- use adjective + 極了（极了）and 有點兒（有点儿）+ adjective
- use 又…又 and 根本不/沒
- use 只是 and 不但…而且

3. 1.2.2

Students work in pairs to complete 1.2.2.

4. 1.2.3

Students interview three classmates to complete the task. They conduct the interviews by asking the following questions. Several students are selected to present their findings.

你有什麼打工經驗？（你有什么打工的经验？）

If the answer is 送報紙（送报纸），ask questions such as

- 送報紙薪水高不高？
  送报纸薪水高不高？
- 送報紙的工作時間每天多長？
  送报纸的工作时间每天多长？
- 送報紙辛苦嗎？還是很輕鬆？
  送报纸辛苦吗？还是很轻松？
- 送報紙的打工經驗對你有什麼幫助？
  送报纸的打工经验对你有什么帮助？

5. Homework

Workbook 1.1.6.B and 1.2.2.A and B.
Day 5

1. 1.2.4
   Students in pairs read the Conversation Relay.

2. 1.2.5
   Students in a small groups do the Authentic Reading and Exercises.

3. 1.2.6
   Read Gas Station.

4. Homework
   - Workbook 1.2.3 and 1.2.4.
   - Prepare the Moon Festival reading: Students gather information on the Moon Festival (Mid-Autumn Festival) from the following Web sites. Ask students to write a couple of sentences in Chinese to describe each of the following terms:
     中秋節（中秋节）, 嫦娥, 后羿, 玉兔, 月餅（月饼）
     
     http://en.wikipedia.org/wiki/Mid-Autumn_Festival
     http://www.chinavoc.com/festivals/Midaltern.htm
Day 6

1. **Workbook 1.2.5**

   Select Workbook 1.2.5.A or B. For 1.2.5.A, divide students into groups of three. For the debate in 1.2.5.B, divide students into two groups: for or against part-time jobs during the school year. Give students time to prepare for the task in groups in class before starting the discussion or debate.

2. **Workbook 1.2.6**

   a. Ask students to brainstorm the key words and phrases needed to describe the drawings, such as 暑假，送報紙（送报纸），服務員（服务员），打工，存錢（存钱），計劃（计划），去夏威夷玩，辛苦，生病，付醫藥費（付医疗费），難過（难过），失望... If some important words are not mentioned by students, teachers can remind them.
   b. Students in pairs work on the description of the drawings.
   c. Each pair presents a story (or select several pairs if time is limited).

3. **Culture Unit**

   a. Ask students what they found out about 中秋節（中秋节），嫦娥，後羿，玉兔，月餅（月饼）。
   b. Read the text and ask students the following questions and the questions in the textbook.
      - 中秋節是哪一天？
        中秋节是哪一天？
      - 中國人在中秋節這一天都要做什麼? 為什麼?
        中国人在中秋节这一天都要做什么? 为什么？
      - 這一天的月亮怎麼樣? 跟別的時候有什麼不同?
        这一天的月亮怎么样? 跟别的时候有什么不同?
      - 什麼是月圓人圓? 有什麼意思?
        什么是月圆人圆? 有什么意思?
      - 嫦娥是誰? 是什麼時候的人? 她做了什麼事情?
        嫦娥是谁? 是什么时候的人? 她做了什么事情?
      - 什麼是長生不老藥? 你吃過嗎?
        什么是长生不老药? 你吃过吗?
      - 什麼是傳說? 你喜歡嫦娥的傳說嗎?
        什么是传说? 你喜欢嫦娥的传说吗?
4. Cultural Projects

Depending on the time and number of students in the class, select either individual or small-group projects or a whole-class project. If individual or small-group projects are selected, give students the option to work on either individual projects or a play with a small group. For the whole-class project, divide students into small groups with each group in charge of one specific task. Give students at least two days to work on the project, for example Day 6 (as homework) and Day 7 (in class and homework).

<table>
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<tr>
<th>Individual Project</th>
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<tbody>
<tr>
<td><strong>Task:</strong> Find out how moon cakes are made, including the ingredients needed and the process of cooking.</td>
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<tr>
<td><strong>Goal:</strong> Explain the making of moon cakes.</td>
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<tr>
<td><strong>Role:</strong> a twelfth grader</td>
</tr>
<tr>
<td><strong>Audience:</strong> classmates</td>
</tr>
<tr>
<td><strong>Setting:</strong> classroom</td>
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<tr>
<td><strong>Product:</strong> PowerPoint presentation</td>
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<tr>
<td><strong>Standards:</strong> 1.3, 2.1, 2.2</td>
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<tr>
<td><strong>Task:</strong> Interview a Chinese (or Chinese American, Vietnamese American, Korean American) family and find out how the family celebrates the Moon Festival (what do they do? what do they eat?), as well as what they think about the Moon Festival.</td>
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<tr>
<td><strong>Goal:</strong> Presenting a family celebration of the Moon Festival to classmates.</td>
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<tr>
<td><strong>Role:</strong> a twelfth grader</td>
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<tr>
<td><strong>Audience:</strong> classmates</td>
</tr>
<tr>
<td><strong>Setting:</strong> classroom</td>
</tr>
<tr>
<td><strong>Product:</strong> presentation</td>
</tr>
<tr>
<td><strong>Standards:</strong> 1.3, 2.1, 2.2</td>
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Small Project (two or three students)

Task: Imagine your group is invited to participate in the Moon Festival celebration to be held by a weekend Chinese school. Your group decides to write a script of the story 嫦娥奔月 and perform the play.

Goal: Perform the play 嫦娥奔月 to celebrate the Moon Festival in a weekend Chinese school.

Role: a twelfth grader

Audience: students in a weekend Chinese school

Setting: a stage in an auditorium

Product: a play

Standards: 1.1, 1.3, 2.1, 2.2, 3.1.

Whole-Class Project (variation: introduce the Moon Festival to your school)

Task: Imagine your town is holding an international festival this fall. As the senior class of Chinese, your class is contacted to set up a booth to introduce one of the most important holidays in Chinese culture. Since the Moon Festival coincides with the festival weekend, your class decided to introduce the Moon Festival. Work in small groups to prepare posters and a display, including the legend, customs, practices, and products of this special holiday.

Goal: Introduce the Chinese Moon Festival to the local community

Role: a twelfth grader

Audience: local community

Setting: festival booth

Product: exhibition

Standards: 1.3, 2.1, 2.2

5. Homework:

- Workbook 1.2.7.A or B.
- Work on the Cultural Projects
Day 7

1. Culture Unit
   In small groups, students discuss the four questions after the reading and choose a representative to report to the class on his or her group’s conclusions.

2. Cultural Projects
   Students work in small groups on their Cultural Projects.

3. Homework
   Work on the Cultural Projects.
Day 8

1. Students present cultural projects

2. 2.1
   Introduce the objectives of Lesson 2

3. Homework
   Prepare 2.1.1