<table>
<thead>
<tr>
<th>45 – 50 min</th>
<th>Focus</th>
<th>Lesson Plan</th>
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</thead>
</table>
| Day 1       | 2.1   | 1. Students in pairs read 2.1.1  
2. Students in pairs interview each other and report the results in 2.1.2  
3. Homework: Workbook 2.1.1.A, B, C and make flashcards for 2.1  
4. Closing activity  
| Day 2       | 2.1   | 1. Review vocabulary in 2.1  
2. Students in small groups read 2.1.3 and create three questions to ask their partners in 2.1.4  
3. Students in small groups read 2.2.1  
4. Homework:  
   - Describe at least two of your family members  
   - Make vocabulary flashcards for 2.2  
   - Read Workbook 2.1.3 and fill in information  
5. Closing activity  
| Day 3       | 2.1 & 2.2 | 1. Review new vocabulary in 2.1 and 2.2  
2. Students in small groups do 2.2.2 (opinions on dating)  
3. Students in pairs work on 2.2.3  
4. Students in pairs work on 2.2.4  
5. Listening Comprehensions in Workbook 2.1.2.A, B  
6. Homework: Describe your favorite movie star or singer in writing. Use a poster with photos. (Workbook 2.1.5.B)  
7. Closing activity  
| Day 4       | 2.1 & 2.2 | 1. Review vocabulary in 2.1 and 2.2  
2. Speaking activities in Workbook 2.1.5.A  
4. Practice Sentence Patterns  
5. Workbook 2.1.4  
6. Homework: Workbook 2.1.6.A  
| Day 5       | 2.1 & 2.2 | 1. Review vocabulary and Sentence Patterns in 2.1 and 2.2  
2. Oral reports in 2.1.6.A  
3. The teacher reviews 2.2.1 and help students work on the questions  
4. Students in pairs read the Conversation Relay in 2.2.5  
5. Homework: Workbook 2.2.1.A, B, C.a and b  
| Day 6       | 2.2   | 1. Authentic Reading and Exercises in 2.2.6  
2. Read Gas Station in 2.2.7  
3. Listening Comprehension: Class activities in Workbook 2.2.2.A, B  
4. Group reading activity: Workbook 2.2.3  
5. Introduction to the story of Sun Wukong  
6. Homework: Prepare Workbook 2.2.5.A |
| Day  7 | 2.2 & Culture Unit | 1. Culture Unit: Read the story of Sun Wukong  
2. Students in small groups read and work on Workbook 2.2.4  
3. Oral report in Workbook 2.2.5  
4. 2.2.5 (Conversation Relay)  
5. Homework: Workbook 2.2.6 |
|---|---|---|
| Day  8 | Review & 3.1 | 1. Oral report in Workbook 2.2.6  
2. Watch video clips on Sun Wukong  
3. Performance: Students perform the story of Sun Wukong  
4. Introduce L3.  
5. Homework: Workbook 2.2.7 |
每日課堂教學計劃(每日课堂教学计划)

Day 1

1. 2.1.1

A warm-up activity: Ask students to talk about the three well-known Chinese people in 2.1.1. Who are they? Where have they seen these people? List two titles of movies or songs that are associated with these three people.

a. Ask students to describe the appearance of these three people: ask 他們長得怎麼樣？(他们长得怎么样？) Encourage students to use more than one sentence to describe the people’s appearances.

b. Divide the class into pairs to read the paragraphs in 2.1.1.B and then have them match the descriptions to Zhang Ziyi, Jackie Chan, and Jay. The teacher may ask questions to help students become familiar with the vocabulary introduced in this part, then ask students to produce sentences with the vocabulary introduced in 2.1. For example:

- 什麼人從小就練功夫？
  什么人从小就练功夫？
- 哪個人很開放，有什麼說什麼，不在意別人怎麼想？
  哪个人很开放，有什么说什么，不在意别人怎么想？
- 哪個人很細心，有點叛逆？
  哪个人很细心，有点叛逆？
- 章子怡的個性怎麼樣？
  章子怡的个性怎么样？
- 成龍的個性怎麼樣？
  成龙的个性怎么样？
- 周杰倫的個性又怎麼樣？
  周杰伦的个性又怎么样？

c. Pair work: Students describe the appearance of pandas and the personality of two people, 李小文 and 王大友. Compare the height of the two people with the term 比較 (比较).

2. 2.1.2

a. Divide the class into pairs to read the interview form in 2.1.2.

b. Ask students to interview each other and then report to the class.
3. **Homework**

- Workbook 2.1.1.A, B, C.
- Make flashcards for the new words in 2.1.

4. **Closing activity**

Ticket to leave the classroom. Ask students to write five things they have learned today.
Day 2

1. Review vocabulary in 2.1
   a. Using the pictures on the first page of Lesson 2, ask students to describe the appearance and personality of the people pictured. Ask the questions 他們長得怎麼樣？(他们长得怎么样?) 他們的個性怎麼樣？(他们的个性怎么样？)
      Bring photos of other well-known Chinese people and ask students to describe their appearance. Encourage students to use new words learned in 2.1. Ask the question 他們長得怎麼樣？(他们长得怎么样？)
   b. Students bring photos of their good friends or favorite singers or actors and describe their appearance and personality.
   c. Pair activity: Students work in pairs to review vocabulary in 2.1 with flashcards, then quiz each other.

2. 2.1.3
   a. Students in small groups read aloud the paragraph in 2.1.3. Everybody works together to comprehend the meaning of the paragraph.
   b. Comprehension check by the teacher: ask questions such as
      • 凱莉是哪國人？(凯莉是哪国人？)
      • 凱莉長得怎麼樣？(凯莉长得怎么样？)
      • 她的個性怎麼樣？(她的个性怎么样？)
      • 王小梅住在哪兒？(王小梅住在哪儿？)
      • 她長得怎麼樣？(她长得怎么样？)
      • 她的個性怎麼樣？(她的个性怎么样？)
      • 凱莉和王小梅這兩個人是怎麼認識的？
      凱莉和王小梅这两个人是怎么认识的？
      • 凱莉和王小梅平常怎麼聯絡？寫信嗎？打電話嗎？上網聊天嗎？
      凯莉和王小梅平常怎么联络？写信吗？打电话吗？上网聊天吗？
   c. Each student creates three questions in 2.1.4. Students take turns asking one another the questions that they just created.
3. 2.2.1

a. Before reading the text, bring up topics such as 交朋友，男朋友/女朋友？
   Ask questions such as
   • 你有很多朋友吗？有男朋友（男的朋友）/女朋友（女的朋友）吗？
   你有很多朋友吗？有男朋友（男的朋友）/女朋友（女的朋友）吗？
   • 你爸妈让你现在交男/女朋友吗？
   你爸妈让你现在交男/女朋友吗？
   If students have boyfriends or girlfriends, ask them
   • 你们是在哪兒認識的？認識多久了？
   你们是在哪儿认识的？认识多久了？

b. Students in small groups read aloud the paragraph in 2.2.1, working together to comprehend the meaning of the paragraph.

c. Comprehension check by the teacher: ask questions such as
   • 凯莉暑假做什么工作？她有什么秘密？为什么这是一个秘密？
   凯莉暑假做什么工作？她有什么秘密？为什么这是一个秘密？

4. Homework

   • Describe the appearance and personality of your family members (describe at least two family members)
   • make flashcards for the new words in 2.2.
   • Read Workbook 2.1.3 and fill in information.

5. Closing activity

   Ticket to leave: Write five words to describe a person.
Day 3

1. Review vocabulary in 2.1 and 2.2
   a. Show the pictures of the two famous Chinese musicians (馬友友 and 朗朗) and have students describe their appearance.
   b. Teacher helps students review the vocabulary with the character flashcards. Afterward, students work in pairs to review vocabulary with their own flashcards and quiz each other.

2. 2.2.2
   Students are divided into groups. Each group will produce work based on the following procedure. The teacher walks around in the room to evaluate students’ participation.
   a. List the opinions of Kelly’s parents and her elder sister.
   b. Discuss whether you agree with their opinions.
   c. Write down the group’s comments on a poster and post to the board.
   d. Report the group’s conclusion about whether high school students should date and explain why.

3. 2.2.3
   Work with a partner. Find out his or her ideal girl- or boyfriend with respect to looks and personality. Based on the information gathered from the interview, write a paragraph about your partner’s ideal girl/boyfriend.

4. 2.2.4
   Students work in pairs to ask each other the questions listed in 2.2.4.

5. Listening Comprehension
   Students work on Workbook 2.1.2.A, B

6. Homework
   • Describe your favorite movie star or singer in writing.
   • Use a poster with photos. (Workbook 2.1.5.B)

7. Closing activity
   Ticket to leave: Write a brief description of your ideal boy- or girlfriend. Use three words for appearance and two for personality.
Day 4

1. Review new words in 2.1 and 2.2
   a. Vocabulary flashcard activity: The teacher goes over the flashcards. For some words, stop and call a student to make a sentence. Alternatively, use the words to ask questions, such as
      • 你在學校的壓力很大嗎？你有些什麼樣的壓力？
      你在學校的压力很大吗？你有些什么样的压力？
   b. Sentence-building race: Each group will use one set of flashcards for 2.1 and 2.2 to build as many sentences as possible. Lay all the sentences on the desk. Stop after five minutes. Count how many sentences were created. The teacher checks the sentences; only correct sentences will be counted. The winning team will get a prize.

2. Speaking activities
   Workbook 2.1.5.A.

3. Workbook 2.1.5.B
   Demonstrate your poster and present your favorite movie star or singer.

4. Practice Sentence Patterns
   Students in pairs work on the Sentence Patterns exercise in the textbook and complete the sentences. The teacher randomly selects students to provide their answers.

5. Workbook 2.1.4
   First, students in pairs interview each other. Next, the teacher calls on students randomly and solicits their answers.

6. Homework
   Workbook 2.1.6.A.
Day 5

1. **Review new words and Sentence Patterns in 2.1 and 2.2**

   **Charades**
   Divide the class into two groups. Each group will choose ten new words introduced in Lesson 2. Each group takes turns to perform the words and have the rest of the groups guess the meanings of the words. The first team to come up with the correct answer will receive a point. The teacher will write the points for each team on the board. The team receiving the highest score will win a prize.

   **Memory card game**
   Make two sets of cards: one set with characters; the other one with pinyin. The goal of the game is to match each character with the correct pinyin. Lay all the cards randomly on the table facedown. Two students from opposing teams take turns flipping over two cards at a time. If a student matches two cards, his or her team get to keep the pair. The winner is the one who finds the most pairs of characters and pinyin.

2. **Oral reports (Workbook 2.1.6.A)**

   Students are assigned to prepare 2.1.6.A on Day 4 as homework. Have students report on their or his best friend’s personality and appearance.

3. **Reinforce 2.2.1**

   Teacher helps students revisit the key words and phrases. Divide students into groups. Each group will be given several slips with sentences in Chinese, as follows. The goal for each group is to organize the sentences and make them into a chronological and logical story as presented in 2.2.1.

   - 凱莉和 Chris 常常在網上聊天。
   - 凱莉的工作是輔導員。
   - 暑假凱莉在夏令營工作。
   - 凱莉告訴小梅一個秘密。
   - 凱莉和 Chris 常常在網上聊天。
   - 暑假凱莉在夏令營工作。
   - 凱莉告訴小梅一個秘密。
   - 凱莉的工作是輔導員。
4. **Textbook 2.2.5**

   Students in pairs read the Conversation Relay in 2.2.5.

5. **Homework**

   Workbook 2.2.1.A, B, Ca and b.
Day 6

1. **2.2.6**
   Students in small groups do the Authentic Reading and Exercises in 2.2.6.

2. **Gas Station**
   Have students talk about the definition of this Chinese saying and share a personal experience to which this saying could apply.

3. **Listening Comprehension**
   Class activities in Workbook 2.2.2.A, B.

4. **Group reading activity**
   Workbook 2.2.3. Read the e-mail message and answer the questions.

5. **Introduction to the story of Sun Wukong**
   The teacher describes the main characters of the reading and tells some stories about Sun Wukong. Show videotapes and books about Sun Wukong. Many resources about Sun Wukong are available from the Internet as well.

6. **Homework**
   Prepare the exercise in Workbook 2.2.5.A.
Day 7

1. **Culture Unit**

   Students work in groups to read the story of Sun Wukong. They should highlight the words that they do not know. Discuss the “heroes” for American youth (such as Superman, Spiderman, Batman) and compare them to Sun Wukong.

2. **Authentic Reading**

   Students in small groups read and work on the Authentic Reading in Workbook 2.2.4.

3. **Oral report**

   Students are given the assignment to prepare Workbook 2.2.5 on Day 6 as homework. Have students report on “Dating in American High Schools.”

4. **Pair Work**

   Students work on 2.2.5.

5. **Homework**

   Workbook 2.2.6.
Day 8

1. **Oral report**
   Students are assigned to prepare Workbook 2.2.6 on Day 7 as homework. Have students read their story narration.

2. **Watch video clips on Sun Wukong**

3. **Performance**
   Have students perform the story of Sun Wukong.

4. **Lesson 3**
   Introduce the objectives of Lesson 3.

5. **Homework**
   Workbook 2.2.7. Students are given the choice to write either 2.2.7.A or 2.2.7.B.