### 第四課 職業與愛好

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#### 教學大綱 (教學大綱)

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<tr>
<th>45 – 50 min</th>
<th>Focus</th>
<th>Lesson Plan</th>
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| **Day 1**   | 4.1   | 1. Students in pairs work on 4.1.1 and 4.1.2  
2. Students in pairs read 4.1.3  
3. Occupations: Family members and famous persons  
4. Homework: Workbook 4.1.1.A, B |
| **Day 2**   | 4.1   | 1. 4.1.4 and 4.1.5  
2. Review vocabulary in 4.1  
3. Workbook 4.1.4  
4. Homework:  
  - Workbook 4.1.2, 4.1.3  
  - Prepare the reading by completing 4.2.1.A |
| **Day 3**   | 4.1 & 4.2 | 1. Workbook 4.1.5.A: Students in pairs describe drawings  
2. Workbook 4.1.5.B: Students in small groups discuss enjoyed by American high school students  
3. 4.2.1  
4. Homework: Workbook 4.1.6.A or B |
| **Day 4**   | 4.2   | 1. Workbook 4.1.6A or B  
2. 4.2.2  
3. Homework: Workbook 4.2.1.A, B, C |
| **Day 5**   | 4.2   | 1. Review vocabulary in 4.2  
2. Practice Sentence Patterns  
3. 4.2.3 (Conversation Relay)  
4. 4.2.4 (Authentic Reading)  
5. 4.2.5 (Gas Station)  
6. Homework:  
  - Workbook 4.2.2.A and B, 4.2.3  
  - Chinese food assignment |
| **Day 6**   | 4.2 & Culture Unit | 1. Story narration in Workbook 4.2.6  
2. Culture Unit  
3. Explain the Cultural Projects to students  
4. Homework:  
  - Workbook 4.2.7.A, B, or C  
  - Work on the Cultural Projects |
| **Day 7**   | Culture Unit | 1. Workbook 4.2.4 (Authentic Reading)  
2. Workbook 4.2.5.B: In twenty years….  
3. Work on the Cultural Projects  
4. Homework: Work on the Cultural Projects |
| **Day 8**   | Culture Unit & 5.1 | 1. Students present their Cultural Projects  
2. Introduce the objectives of L5  
3. Homework: Prepare 5.1.1 |
每日課堂教學計劃（每日课堂教学计划）

Day 1

1. 4.1.1. and 4.1.2
   a. Ask students to talk about each drawing in 4.1.1, describing the professions and responsibilities of the people depicted and what they are doing.
   b. Students in pairs work on 4.1.2
   c. After the activities in 4.1.1 and 4.1.2, ask students questions related to their hobbies and future jobs, such as
      你将来想做什么工作？为什么想做这个工作？你有哪些爱好？
      你将来想做什么工作？为什么想做这个工作？你有哪些爱好？

2. 4.1.3
   a. Students in pairs read the four paragraphs in 4.1.3 and fill in the form.
   b. The teacher selects students randomly and asks questions related to the four people in 4.1.3, such as
      誰想成為會計師？
      谁想成为会计师？
      誰對中國武術和醫藥特別有興趣？
      谁对中国武术和医药特别有兴趣？
      為什麼歷史教授喜歡畫山水畫？
      为什么历史教授喜欢画山水画？

3. Occupations of your family members and famous people
   a. Students in pairs find out information from each other regarding parents’ occupations: 你爸爸做什么工作？(你爸爸做什么工作？) 你妈妈做什么工作？(你妈妈做什么工作？) If students have older sisters or brothers, parents can find out about them by asking 你哥哥做什么工作？(你哥哥做什么工作？) 你姐姐做什么工作？(你姐姐做什么工作？) Students may not know how to say some of the professional jobs. Encourage them to describe the job and see if their partner can guess, then find out from the teacher what to call the profession in Chinese.
   b. Show photos of famous people, such as 爱因斯坦 (爱因斯坦) or 畢卡索 (毕卡索), and then ask 爱因斯坦做什么工作？(爱因斯坦做什么工作？) 毕卡索做什么工作？(毕卡索做什么工作？)

4. Homework:
   Workbook 4.1.1.A, B.
Day 2

1. **4.1.4 and 4.1.5**
   a. Students in pairs read the dialogues in 4.1.4.
   b. Students in pairs ask each other in Chinese the questions in 4.1.5.
   c. Using some of the questions in 4.1.5, students work in pairs to create a
dialogue similar to that in 4.1.4. The teacher asks several pairs randomly to
present.

2. **Review vocabulary in 4.1**
   a. Find photos or clip art that clearly indicates people’s occupations. Students
   are required to describe the images with statements by using new words
   such as 職業是 (职业是), 責任是 (责任是), 擅長 (擅长), 研究, etc.
   b. Write new words such as 記者 (记者), 科學家 (科学家), 工程師 (工程师), 律師 (律师). Have students draw one card and use the new word on
   the card to ask a question of a classmate. For example, if a student picks
   the card with 律師 (律师), he or she can ask another student: 律師的責任
   是什麼? (律师的责任是什么?) To make it harder, include two new
   words on each card.

3. **Workbook 4.1.4**
   The teacher asks questions 1 through 4 in Workbook 4.1.4 randomly. Students
   in pairs ask each other question 5. Each pair will report their opinions
   regarding the question.

4. **Homework**
   - Workbook 4.1.2, 4.1.3.
   - Prepare the reading in 4.2.1 by completing 4.2.1.A.
Day 3

1. Workbook 4.1.5.A

First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 喜歡 (喜欢), 廚師 (厨师), 電腦軟體 (电脑软件), 設計師 (设计师), 擅長 (擅长), 愛好 (爱好), 希望, 將來的打算 (将来的打算), 職業 (职业), 研究, 經驗 (经验), 興趣 (兴趣), 當 (当), 決定, 商人, 等. If some important words are not mentioned by students, the teacher can remind them. Second, students in pairs work on the description of the drawings. Third, each pair presents its stories (or select several pairs if time is limited).

2. Workbook 4.1.5.B

Divide students into small groups, discuss the popular hobbies enjoyed by American high school students, and explain why they are popular. Each group chooses a representative to report on the discussion.

3. 4.2.1

a. Students in pairs go over 4.2.1, listing the main points of the two e-mails.

b. The teacher uses questions to solicit the main points students have found out and make sure they understand the content.

c. Students in pairs check their responses to 4.2.1.A (they did this as homework on the previous day).

d. Students in small groups discuss the questions in 4.2.1.B. The teacher randomly selects students to give their responses and opinions.

4. Homework

Workbook 4.1.6.A or B.
Day 4

1. Workbook 4.1.6.A or B
   The teacher asks several students to report the main ideas of their writings.

2. 4.2.2
   a. Divide students into six groups and have each group read one student’s future plan. Each group presents the main ideas in the plan. During the report, the teacher makes a list on the blackboard for each student’s plan. The teacher asks students which plan is closest to their own. Go over the words and phrases that are new in 4.2.2.
   b. Students in pairs work on 4.2.2.A1 and A2. The teacher can lead the whole class to find out the top three goals for most of the students and to explain the importance of the goals.
   c. Students in small groups discuss the questions in 4.2.2.B. Afterward, the teacher calls on students randomly to express their thoughts on these questions.

3. Homework
   Workbook 4.2.1.A, B, C.
Day 5

1. Review new words in 4.2
   a. Play Charades about jobs. Divide the students into two teams and play charades to act out words such as 建築師 (建筑师), 商人 (商人), 導遊 (导游), 作家 (作家), 藝術家 (艺术家), 醫生 (医生), 運動員 (运动员).
   b. The teacher uses the new words to make questions, as follows. Print each question on a slip of paper. Ask one student to draw a slip, read the question aloud, and point to another student to answer the question. Students take turns to draw the slips.
      - 你将来想选择什么职业？
         你将来想选择什么职业？
      - 你父親從事哪方面的工作？
         你父亲从事哪方面的工作？
      - 第四課的主題是什麼？
         第四课的主题是什么？
      - 你覺得我們社會最大的問題是什麼？怎麽解決？
         你觉得我们社会最大的问题是什么？怎么解决？
      - 你將來想做研究嗎？做什麼方面的研究？
         你将来想做研究吗？做什么方面的研究？

2. Practice Sentence Patterns
   Go over the patterns and divide students into pairs to work on short dialogues (at least two exchanges) by using the given phrases or patterns. In the end, each pair performs a dialogue.
   - use adverbials of time 多久了, 多長時間 (多长时间)
   - use the adverbs 更, 一般來說 (一般来说)
   - conjunctions 一方面... 一方面, 跟...有關 (跟...有关)
   - use V 得起, 至於 (至于)

3. 4.2.3 Conversation Relay

4. 4.2.4 Authentic Reading

5. 4.2.5 Gas Station

6. Homework
   - Workbook 4.2.2.A and B and 4.2.3.
   - Prepare Chinese food: Students choose a favorite Chinese dish and do research to see if it is Southern or Northern cuisine.
Day 6

1. Workbook 4.2.6: Story narration

First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 小時候 (小时候), 弹钢琴 (弹钢琴), 長大了 (长大了), 玩電腦 (玩电脑), 很生氣 (很生气), 放棄 (放弃), 成立了, 公司. If some important words are not mentioned by students, the teacher can remind the students. Second, students in pairs work on their descriptions of the drawings. Third, each pair presents its stories (or select several pairs if time is limited).

2. Culture Unit

a. Chinese Cuisine: The teacher asks students to describe their favorite Chinese food as assigned homework, describing the taste, from which province it originates, whether it is Northern or Southern cuisine, etc.

b. Divide students into small groups to read the text. Next, the teacher asks students randomly to use a couple of sentence to describe the following dishes and drinks: 北京烤鴨 (北京烤鸭), 醉蟹, 麻婆豆腐, 點心 (点心), 臭豆腐, 珍珠奶茶. If possible, allow students the opportunity to taste these food items and drinks.

c. Students in pairs work on Culture Unit A, B, and C. Afterward, the teacher selects students to respond to the questions.

3. 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 the festival with a small group. For the whole-class project, students are divided into small groups and each group is 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).

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<th>Individual Project</th>
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<tr>
<td>Task: Presentation on making a Chinese dish</td>
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<tr>
<td>Role: a twelfth-grader</td>
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<tr>
<td>Audience: classmates</td>
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<tr>
<td>Setting: classroom</td>
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<tr>
<td>Product:  PowerPoint presentation</td>
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<tr>
<td>Standards: 1.2, 1.3, 2.2, 3.2</td>
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Individual Project

Task: Interview local people who own Chinese restaurants and find out what type of they have restaurant and what their specialties are (Northern or Southern taste), how many years has the owner has been working there, etc.
Goal: Present the information you gathered to the class
Role: a twelfth-grader
Audience: classmates
Setting: classroom
Product: presentation
Standards: 1.1, 1.3, 2.2, 5.1

Small-Group Project (Two or Three Students): American Food and Chinese Food

Task: Each group uses a Chinese food item and an American food item to explain their differences and similarities.
Role: a twelfth-grader
Audience: classmates
Setting: classroom
Product: presentation and interpersonal
Standards: 1.1, 1.3, 2.2, 3.1., 4.2

Whole-Class Project (variation: introduce Chinese food to your school)

Task: Your town is holding an international food day this fall. As the senior class of Chinese, your class is contacted to set up a booth to introduce Chinese food. Work in small groups. Decide what to prepare and write a short description about the food items.
Goal: Introduce Chinese food to the local community
Role: a twelfth-grader
Audience: community members
Setting: festival booth
Product: exhibition
Standards: 1.2, 1.3, 2.1, 2.2, 5.1

4. Homework

Workbook 4.2.7.A, B, or C and work on the Cultural Projects
Day 7

1. **Workbook 4.2.4 Authentic Reading**

2. **Workbook 4.2.5.B**
   Students in pairs project themselves in twenty years: What will they be doing?

3. **Cultural Projects**
   Provide time for students to work in small groups on their projects.

4. **Homework**
   Prepare for the Cultural Projects.
Day 8

1. Students present Cultural Projects

2. Introduce the objectives of Lesson 5.

3. Homework
   Prepare 5.1.1.