## 教學大綱（教学大纲）

<table>
<thead>
<tr>
<th>星期</th>
<th>51</th>
<th>Focus</th>
<th>Lesson Plan</th>
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</thead>
</table>
| **Day 1** | 5.1 | 1. Students in pairs work on the activity in 5.1.1  
2. Group activity 5.1.2  
3. Group activity 5.1.3  
4. Students in pairs read 5.1.4  
5. Homework: Go over vocabulary and do Workbook 5.1.1.A, B, C |
| **Day 2** | 5.1 | 1. Review vocabulary in 5.1  
2. Read the dialogue and do 5.1.5.A and B  
3. Homework:  
   - Workbook 5.1.2, 5.1.3, 5.1.4  
   - Prepare the reading by completing 5.2.1.A |
| **Day 3** | 5.1 & 5.2 | 1. Students in pairs describe the drawings in Workbook 5.1.5.A  
2. Read and discuss the text in 5.2.1  
3. Workbook 5.1.5.B  
4. Homework: Workbook 5.2.1.A, B, C |
| **Day 4** | 5.2 | 1. Review vocabulary in 5.2  
2. Practice Sentence Patterns  
3. Discuss the issues in 5.2.2  
4. Homework: 5.2.2.A and B and Workbook 5.1.6.A, B or C |
| **Day 5** | 5.2 | 1. Students in pairs read the Conversation Relay in 5.2.3  
2. Students in small groups read Authentic Reading and do exercises in 5.2.4  
3. Read Gas Station in 5.2.5  
4. Homework:  
   - Workbook 5.2.3 and 5.2.  
   - Preview and do the assignment for the Culture Unit on Yao Ming and Wang Jianmin |
| **Day 6** | 5.2 & Culture Unit | 1. Class activities in Workbook 5.2.5  
2. Story narration in Workbook 5.2.6  
3. Culture Unit: Wang Jianmin and Yao Ming  
4. Explain the Cultural Projects to students  
5. Homework:  
   - Workbook 5.2.7.A or B  
   - Work on the Cultural Projects |
| **Day 7** | Culture Unit | 1. Finish the text on Wang Jianmin and Yao Ming  
2. Work on the Cultural Projects  
3. Homework: Work on the Cultural Projects |
| **Day 8** | Culture Unit & 6.1 | 1. Students present their Cultural Projects  
2. Introduce the objectives of L6  
3. Homework: Prepare 6.1.1 |
每日課堂教學計劃（每日課堂教學計畫）

Day 1

1. 5.1.1
   a. A warm-up activity: Ask students to describe each drawing. Encourage students to use more than one sentence, or ask them 他是誰？(他是谁？) 是哪國人？(是哪国人？) 他在做什麼運動？(他在做什么运动？) 你會滑冰嗎？(你会滑冰吗？)
   b. Students in pairs match the descriptions with the photos.

2. 5.1.2
   a. Group activity: Each student randomly asks three other students about their favorite athletes.
   b. After the interviews, the teacher can lead the class to find out which three athletes are most popular among the classmates.

3. 5.1.3
   a. Group activity: Students interview three other students and complete the form.
   b. Choose a student to survey the whole class to make a bar graph on the blackboard and find out which three sports are most popular.

4. 5.1.4
   Students in pairs read the passages. The teacher calls on three students to read aloud a passage. To check their understanding, the teacher asks questions related to the passages, such as 李文很擅長什麼運動？(李文很擅长什么运动？) 臺北人早上在公園常常做哪些運動？(台北人早上在公园常常做哪些运动？)

5. Homework
   Go over the new words in 5.1 and do Workbook 5.1.1.A, B, C.
Day 2

1. **Review vocabulary in 5.1**
   a. Find photos and clip art that clearly depict people (including well-known athletes) in different sports, such as skiing, playing frisbee, track and field, etc. Students are required to describe the photos and clip art with statements by using the new words such as 贏得, 冠軍, 受歡迎, 進行, 比賽, etc.
   b. Write the new words such as 熱衷, 比賽, 輸, 贏, 制服 on 4x6 cards. 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 a card with 制服, he or she can ask another student: 你覺得穿制服方不方便？為什麼？(你觉得穿制服方不方便？为什么？) To make it harder, include two new words on each card.

2. **5.1.5**
   a. Students in pairs read the dialogue in 5.1.5.
   b. Ask students comprehension questions related to the readings or ask students in pairs to come up with questions, such as the following.
      - 陳明是從哪兒來的？(陈明是从哪儿来的？)
      - 馬克每天練習什麼？為什麼？(马克每天练习什么？为什么？)
      - 陳明參加什麼球隊？(陈明参加什么球队？)
   c. Students in pairs work on 5.1.5.A.
   d. Students in small groups discuss the questions in 5.1.5.B. Afterward, the members in each group take turns presenting the group’s views on those questions to the whole class.

3. **Homework**
   - Workbook 5.1.2, 5.1.3, 5.1.4.
   - Prepare the reading in 5.2.1 by completing 5.2.1.A.
Day 3

1. Workbook 5.1.5A
   First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 田徑 (田径), 接力比賽 (接力比赛), 小組 (小组), 第一棒領先 (第一棒领先), 接力棒, 掉了, 落後 (落后), 慢下來 (慢下来), 不灰心, 第四棒繼續努力 (第四棒继续努力), 輸 (输), 贏 (赢), 受到觀眾的歡迎 (受到观众的欢迎), etc. 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. 5.2.1
   a. The teacher asks students about the opinions expressed in 5.2.1, which they were assigned to preview with 5.2.1.A the previous day.
   b. The teacher asks students randomly to read aloud the opinions expressed by Teacher Wang, Student Li, Mr. Huang, and Xiao Li and makes sure that students understand the meaning.
   c. Divide students into small groups and discuss which opinions the groups support and why they support those opinions.

3. Workbook 5.1.5.B
   If time permits, divide the class into two teams and debate the issue in 5.1.5.B.

4. Homework
   Workbook 5.2.1.A, B, C.
Day 4

1. **Review new words in 5.2**
   
a. Play the memory game in pairs: Match new words in characters with the English translation, such as 公平/to be fair, 代表/to represent. The teacher can prepare the memory cards or ask students to prepare them.
   b. Divide students into pairs. Each pair creates five questions by using the new words in 5.2, as shown below. Then, each pair takes turns asking other students questions.
      - 你喜歡什麼名牌衣服？
      - 學校有什麼規定你覺得不公平？
      - 你認為哪一門課最單調？為什麼？

2. **Practice Sentence Pattern**
   
   Go over the patterns and divide students into pairs to come up with short dialogues (at least two exchanges) by using the given phrases and patterns below. In the end, each pair performs a dialogue.
   - 一下子, 連…都 (一下子, 連…都)
   - 來…去, 有的…有的 (來…去, 有的…有的)
   - 受歡迎, 勿說 (受歡迎, 勿說)

3. **5.2.2**
   
   Divide students into small groups and discuss the issues in 5.2.2.

4. **Homework**
   
   5.2.2.A and B and Writing (choose a topic from Workbook 5.1.6).
Day 5

1. 5.2.3 Conversation Relay

2. 5.2.4 Authentic Reading

3. 5.2.5 Gas Station

4. Homework
   - Workbook 5.2.3 and 5.2.4.
   - Prepare the Culture Unit: Students research information on the Internet about Wang Jianmin and Yao Ming. Ask students to write three sentences in Chinese to describe each of the sport stars.
### Day 6

1. **Workbook 5.2.5**

   Select Workbook 5.2.5.A or B. For 5.2.5.A, divide students into small groups and provide design tools (such as color pencils, scissors, and posters). Each group presents its designs. For the debate in 5.2.5.B, divide students into two groups: for uniforms or against uniforms. For both group tasks, give students time to prepare.

2. **Workbook 5.2.6**

   First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 啦啦隊 (拉拉队), 棒球比賽 (棒球比赛), 制服, 海報 (海报), 加油, 緊張 (紧张), 比數 (比数), 第九場 (第九场), 失望. 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).

3. **Culture Unit: Wang Jianmin and Yao Ming**

   a. The teacher asks students to describe what they wrote about Wang Jianmin and Yao Ming as assigned homework.
   b. Divide students into pairs to read the text. Afterward, the teacher asks students randomly to say a sentence about either Wang Jianmin or Yao Ming and the other student has to confirm which of the athletes the sentence describes.

4. **Cultural Projects**

   Depending on the time and numbers of students in the class, select either individual or small-group projects. 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><strong>Individual Project</strong></th>
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<tbody>
<tr>
<td><strong>Task:</strong></td>
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<td><strong>Role:</strong></td>
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<td><strong>Audience:</strong></td>
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<tr>
<td><strong>Setting:</strong></td>
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<tr>
<td><strong>Product:</strong></td>
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<td><strong>Standards:</strong></td>
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Individual Project

<table>
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<tr>
<th>Task:</th>
<th>Compare the popular sports in China or Taiwan with those in the United States and discuss why they are popular.</th>
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</thead>
<tbody>
<tr>
<td>Role:</td>
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<tr>
<td>Audience:</td>
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<tr>
<td>Product:</td>
<td>PowerPoint presentation</td>
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<tr>
<td>Standards:</td>
<td>1.3, 2.1, 2.2, 4.2</td>
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5. Homework

Workbook 5.2.7.A or B, and work on the Culture Projects
Day 7

1. Culture Unit  
   Students in pairs work on Culture Unit A and B. Afterward, the whole class confirms their answers in A. For B, the teacher can use the heights in feet and inches of several well-known figures and ask students to convert to the metric system.

2. Cultural Projects  
   Students work on their Cultural Projects.

3. Homework  
   Work on the Cultural Projects
Day 8

1. Students present their Cultural Projects

2. 6.1
   Introduce the objectives of Lesson 6.

3. Homework
   Prepare 6.1.1.