# Sixth Lesson  申請大學和社區服務

## 教學大綱 (Teaching Outline)

<table>
<thead>
<tr>
<th></th>
<th>Focus</th>
<th>Lesson Plan</th>
</tr>
</thead>
</table>
| Day 1 | 6.1 | 1. 6.1.1  
2. 6.1.2  
3. 6.1.3 Reading Comprehension check  
4. Homework:  
  - Make vocabulary flash cards for 6.1.  
  - Workbook 6.1.1.A and B  
  - Do research to choose a college or university for each category listed in 6.1.3.B  
5. Closing activity |
| Day 2 | 6.1 | 1. Review vocabulary in 6.1  
2. Students in pairs work on 6.1.4  
3. Describe the features of a college or university  
4. Students in small groups read the letter in 6.1.5 and discuss questions in 6.1.5.A and B  
5. Homework:  
  - Workbook 6.1.1.C and D  
  - Write a paragraph about your college application or visit experience  
6. Closing activity |
| Day 3 | 6.1 | 1. Review vocabulary in 6.1  
2. Speaking activity: College application or visit experience  
3. Sentence building in 6.1  
4. Workbook 6.1.4  
5. Check 6.1.1.A-D  
6. Homework:  
  - Make flash cards for the new words in 6.2  
  - Workbook 6.1.2, 6.1.3  
7. Closing activity |
| Day 4 | 6.1 & 6.2 | 1. Workbook 6.1.5A  
2. 6.2.1  
3. Homework: Workbook 6.2.1.A, B, C  
4. Closing activity |
| Day 5 | 6.1 & 6.2 | 1. Review 6.1 and 6.2 and play game  
2. 6.2.2  
3. Workbook 6.1.5.B  
4. Homework:  
  - Workbook 6.2.2.A and B  
  - Prepare reading on Wang Xizhi. Highlight the words that you do not know. Make vocabulary flash cards for the Wang Xizhi reading. |
| Day 6  | 6.2 & Culture Unit | 1. 6.2.3 Conversation Relay  
2. 6.2.4 Authentic Reading  
3. Comprehension check on Wang Xizhi reading  
4. Homework: Workbook 6.2.3 |
| Day 7  | 6.2 & Culture Unit | 1. Gas Station  
2. Presentation: Chinese calligraphy  
3. Hands-on experience with Chinese calligraphy  
4. Homework:  
   - Workbook 6.2.4  
   - Prepare a short oral report for Workbook 6.2.5.A or B |
| Day 8  | 6.2 & Reviews | 1. Workbook 6.2.6  
2. Oral report: Workbook 6.2.5.A or B  
3. Check Workbook 6.2.3  
4. Homework: Workbook 6.2.7.A or B |
每日課堂教學計劃（每日课堂教学计划）

Day 1

1. 6.1.1

   a. A warm-up activity: Ask students to look at the pictures of schools in 6.1.1. Ask students questions related to these schools: 你們知道這些大學嗎？(你们知道这些大学吗？) 這些是什麼類型的大學？(这些是什么类型的大学？) Students and the teacher share what they know about these colleges. The teacher will put big vocabulary cards (for numbers 1 through 6: 私立, 州立, 類型 [类型]…) prepared before class on the board or chalk tray. Go over these cards.

   b. The teacher use big flip charts for this activity. Each flip chart will have a topic written on the top and be posted in one of the four corners of the room. The topics are 理工大學 (理工大学), 文科大學 (文科大学), 專業性大學 (专业性大学), 社區大學 (社区大学). Divide the class into four groups. Each group will write as much information in Chinese related to the topic as possible. Ten minutes later, the teacher will ask all groups to stop and have the groups walk to the flip chart to the right, read the information on the flip chart and add information if they want, and then go to the next flip chart. Make sure that everyone has a chance to read the information on all of the flip charts.

2. 6.1.2

   a. First, each student interviews three students in the class using the form.

   b. After the interviews, the whole class shares what they learned from the interviews. Ask a volunteer to make a chart on the board like the form in 6.1.2. Each student will write down the results of the interviews. From the chart, it will be easy to find out the following:

   • 誰申請的學校最多？(谁申请的学校最多？)
   • 誰申請的外州大學最多？(谁申请的外州大学最多？)
   • 誰申請的本州大學最多？(谁申请的本州大学最多？)
   • 什麼類型的大學申請的學生最多？(什么类型的大学申请的学生最多？)
3. 6.1.3

a. Students in small groups read aloud the paragraph in 6.1.3. Everybody helps one another to comprehend the meaning of the paragraph.
b. Comprehension check by the teacher: Ask questions related to the reading and then have students answer the questions. For example, 城市大學/郊區大學有何優點？什麼缺點？(城市大学/郊区大学有什么优点？什么缺点？)
c. The teacher leads the class in listing the advantages and disadvantages of different types of colleges.

4. Homework

- Make flash cards for the new words in 6.1.
- Workbook 6.1.1.A and B.
- Using the Internet, do research to choose a college or university for each category listed in 6.1.3.B. Describe each college or university you chose in terms of the appearance and the features of the university.

5. Closing activity

Ticket to leave: Write five things you learned today.
Day 2

1. **Review vocabulary in 6.1**
   Students in pairs review the vocabulary by using the flash cards they made. They can quiz each other with the flash cards.

2. **6.1.4**
   First, make sure students understand the meaning of the questions in 6.1.4. Then, students work with a partner to exchange information. The teacher calls on several pairs to share their responses.

3. **Features of a college**
   Based on the research that students did for homework the previous day, students give their descriptions of the colleges and universities they researched.

4. **6.1.5**
   a. Students in small groups read aloud the letter in 6.1.5. Everybody helps one another to comprehend the meaning of the paragraph.
   b. Comprehension check by the teacher: Ask questions related to the letter, including the questions in 6.1.5.A, such as 這是誰寫的信？寫給誰？林青想學什麼？他申請了幾個名校？幾個一定會進去的名校？大學申請書的內容包括哪些項目？除了大學申請書外，申請大學的時候還需要什麼文件？（這是谁写的信？写给谁？林青想学什么？他申请了几个名校？几个一定会进去的名校？大学申请书的内容包括哪些项目？除了大学申请书外，申请大学的时候还需要什么文件？）
   c. Students in small groups discuss the questions in 6.1.5.B. To wrap up, the teacher selects several students to express their opinions.

5. **Homework**
   - Workbook 6.1.1.C and D.
   - Write a paragraph about your college application and visit experience: How many schools have you applied to and visited? What type of colleges are they? Which colleges do you like (or dislike)? Why?

6. **Closing activity**
   Ticket to leave: Write three sentences to describe a college to which you have applied.
Day 3

1. **Review vocabulary in 6.1**
   The teacher uses character flash cards to help students review the vocabulary. Then, students work in pairs to review vocabulary with their own flash cards. They can quiz each other by using flash cards or play a matching game.

2. **Speaking activity**
   College application or visit experiences. Give students several minutes to think about the questions below before they start to talk about their college visit experiences.
   - 你填大学申请书以前参观了幾所大学？
     你填大学申请书以前参观了几所大学？
   - 你喜欢那些大学吗？為什麼？
     你喜欢那些大学吗？为什么？
   - 什么地方你不喜歡？為什麼？
     什么地方你不喜欢？为什么？
   - 说一说你理想中的大学。
     说一说你理想中的大学。

3. **Sentence building in 6.1**
   The teacher shows a flash card and uses the word to begin the first part of a sentence, and students complete the rest of sentence. For example, to make a sentence with 之前, teacher says “吃飯之前 (吃饭之前)” and one student can say “吃飯之前我先喝水 (吃饭之前我先喝水).” Ask a couple of students to make a sentence with 之前 before going to the next vocabulary flash card.

4. **Workbook 6.1.4**
   The teacher first asks the questions in 6.1.4 to individual students randomly. Then, students in pairs ask each other the questions. The teacher chooses several students to report what they find out from their partners.

5. **Workbook 6.1.1.A-D**
   Check the homework answers with the whole group.
6. **Homework**
   - Make flash cards for the new words in 6.2.
   - Workbook 6.1.2, 6.1.3.

7. **Closing activity**
   Ticket to leave: Write down three things that were interesting to you, two things that were not clear, and one suggestion to your teacher.
Day 4

1. Workbook 6.1.5.A

First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 申请 (申请), 表格, 选择 (选择), 考虑 (考虑), 学费 (学费), 城市, 参观 (参观), 满意 (满意), 收到, 入学许可 (入学许可), 松了一口气 (松了一口气). If some important words are not mentioned by students, the teacher can remind them. Second, students in pairs work on describing the drawings. Third, each pair presents its stories (or select several pairs if time is limited).

2. 6.2.1

a. Students in small groups read aloud the short paragraphs about four people’s experiences with community service in 6.2. Everybody helps one another comprehend the meaning of the paragraphs.

b. Comprehension check on the reading in 6.2.1 by the teacher: Ask questions related to the text, such as

- 小林做了什么社区服务?
  小林做了什么社区服务？
- 小林觉得当老师要有什什么条件？
  小林觉得当老师要有什什么条件？
- 高山从他的社区服务经验里学到了什么？
  高山从他的社区服务经验里学到了什么？
- 高山是个怎么样的人？
  高山是个怎么样的人？
- 民恩做了什么社区服务？
  民恩做了什么社区服务？
- 民恩将来想做什么工作？
  民恩将来想做什么工作？

c. Students in small groups work on 6.2.1.A: Have students fill in the information. After that, ask several volunteers to describe the community service performed by the four students (小林, 高山, 民恩, 雯婷).

3. Homework

Workbook 6.2.1.A, B, C.
4. Closing activity

Ticket to leave: Write down five words to describe the college you would like to attend
Day 5

1. **Review 6.1 and 6.2**

   Students are divided into two groups. The teacher says a word and the students must say the antonym (相反词 [相反词]). The quickest team to say the correct answer will receive a point. The teacher records the points for each team on the board. The team with the most points receives a prize. Choose words such as 私立 (私立), 社區 (社区), 缺點 (缺点), 城市, 喧嘩 (喧哗), 容易, 低, 離開 (离开), 獨立 (独立), 特別, 就業 (就业), 關心 (关心).

2. **6.2.2.**

   Ask students to interview three classmates using the questions in 6.2.2. Each student does a short presentation based on the information gathered.

3. **Workbook 6.1.5.B**

   Students in pairs work on the situation given in 6.1.5.B. Each pair presents its dialogues.

4. **Homework:**
   - Workbook 6.2.2.A, B.
   - Read about Wang Xizhi. Highlight the words that you don’t know. Make vocabulary flash cards for the reading on Wang Xizhi.
Day 6

1. 6.2.3

Students first work in pairs on the Conversation Relay. The teacher then selects several groups to read the dialogues.

2. 6.2.4

a. Students work in groups of three to read the text and complete the Comprehension Exercises. Check their answers and ask them to explain their answers.

b. Discuss the significant features, culturally and socially, presented in the Authentic Reading. For example,

- 華語、中文、普通話有什麼不同？
  华语、中文、普通话有什么不同？
- 你有沒有朋友在國外念華語？
  你有没有朋友在国外念华语？
- 你希望將來在中國或者臺灣念華語與文化嗎？為什麼？
  你希望将来在中国或者台湾念华语与文化吗？为什么？

3. Comprehension check on Wang Xizhi reading

Students in small groups read the text about Wang Xizhi and find the answers for the questions in A. The teacher then selects several students to provide their answers.

4. Homework

Workbook 6.2.3.
Day 7

1. Gas Station

2. Presentation on Chinese calligraphy

   The teacher shows students the following Web sites.

   Styles of Chinese calligraphy:

   Masterpieces of Chinese calligraphy from Wang Xizhi:
   http://www.chinapage.org/calligraphy/wangxizhi/wuxintie.html

3. Chinese calligraphy hands-on experience:

   Students are divided into groups of four with one ink set per group. If the teacher has enough ink stone sets, then the students can do the calligraphy individually. Each student has a Chinese brush and rice paper. The teacher will help students review the way to hold the Chinese brush, the way to take care of the calligraphy set, and the basic strokes of Chinese calligraphy. Give students several samples of calligraphy work and have them follow the samples to practice their calligraphy.

4. Homework

   - Workbook 6.2.4.
   - Choose either A or B in Workbook 6.2.5 and prepare a short paragraph for a speaking presentation in the next class.
Day 8

1. **Workbook 6.2.6**

First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 志願 (志愿), 義工 (义工), 拖地, 辛苦, 病人, 埋怨, 受挫折, 失望, 鼓勵 (鼓励), 信心. 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. **Oral Report: Workbook 6.2.5.A or B**

Students give a short report either on a volunteer opportunity or on a person who has devoted him- or herself to doing volunteer work for a community.

3. **Check Workbook 6.2.3**

Find out the responses from the students in replying to Xiao Liang’s questions in the e-mail.

4. **Homework**

Workbook 6.2.7.A or B.