### 第八課 青少年的網路世界

#### 教學大綱

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| Day 1       | 8.1   | 1. Do the activities in 8.1.1.A and B  
              |       | 2. Students in pairs do 8.1.2  
              |       | 3. Read the text in 8.1.3 and complete the form in 8.1.3.A  
| Day 2       | 8.1   | 1. Review vocabulary in 8.1  
              |       | 2. Students in pairs work on 8.1.3.B  
              |       | 3. Story Narration in Workbook 8.1.5.A  
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| Day 3       | 8.1 & 8.2 | 1. Workbook 8.1.4  
              |       | 2. Workbook 8.1.5.B  
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| Day 4       | 8.2   | 1. Review vocabulary in 8.2  
              |       | 2. Practice Sentence Patterns  
              |       | 3. Students in pairs do the exchanges in 8.2.2  
              |       | 4. Group discussion for the questions in 8.2.3  
              |       | 5. Homework: Workbook 8.2.2.A and B |
| Day 5       | 8.2   | 1. Students in pairs read the Conversation Relay in 8.2.4  
              |       | 2. Students in small groups read the Authentic Reading and do the Exercises in 8.2.5  
              |       | 3. Read Gas Station in 8.2.6  
              |       | 5. Homework:  
              |       |   - Workbook 8.2.3 and 8.2.4  
              |       |   - Do research on Chinese board game |
| Day 6       | 8.2 & Culture Unit | 1. Story narration in Workbook 8.2.6  
              |       | 2. Students report on Chinese Chess and Go  
              |       | 3. Culture Unit: Chinese Chess and Go  
              |       | 4. Explain the presentation options to students  
              |       | 5. Homework: Work on the presentations |
| Day 7       | 8.2 & Culture Unit | 1. Workbook 8.2.5.C and 8.2.7.B  
              |       | 2. Work on the presentations  
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| Day 8       | Culture Unit & 9.1 | 1. Student presentations  
              |       | 2. Introduce the objectives of L9  
              |       | 3. Homework: Workbook 8.2.7.A |
每日課堂教學計劃

Day 1

1. 8.1.1
   a. A warm-up activity: Students in pairs work on the matching in exercise A. Then, select students to describe each drawing. Encourage them to use more than one sentence.
   b. Students in small groups discuss the questions in exercise B. The teacher asks some students to express their opinions.

2. 8.1.2
   a. Students in pairs find out about each other’s online activities and complete the chart.
   b. The teacher chooses a student to lead a survey of the whole class and make a chart that demonstrates which online activity is most popular and which activity students spend most of their time on.

3. 8.1.3
   a. Students in pairs read the four paragraphs in 8.1.3
   b. Students in pairs complete the form in 8.1.3.A
   c. The teacher randomly selects students to ask and answer questions about the experiences of the four high school students presented (comprehension check), such as
      • 为什么李泰德喜欢玩电脑游戏？
        为什么李泰德喜欢玩计算机游戏？
      • 林珍妮常常上网做什么？
        林珍妮常常上网做什么？
      • 马平在他的部落格写些什么？
        马平在他的部落格写些什么？
      • 黄丽娜将来想从事什么工作？
        黄丽娜将来想从事什么工作？

4. Homework
   Workbook 8.1.1.A, B, C.
Day 2

1. **Review vocabulary in 8.1**
   a. Find photos or clip art that clearly indicates the new words in 8.1, such as 網上購物 (网上购物), 即時通信 (即时通信), 導演 (导演), 網路 (网络), etc. Ask students to describe the photos or clip art with statements using the new words.
   b. Write the new words, such as 參與 (参与), 錄像 (录像), 心情, etc., on 4x6 cards. Students take turns drawing one card and using the new word on the card to question a classmate. For example, if a student picks the card with 社團 (社团), he or she can ask another student: 你這學期參與什麼社團？(你这学期参与什么社团？) To make it harder, include two new words on each card.

2. **8.1.3.B**

Students work in pairs to find out from each other the reasons that they chat online. The teacher can survey the whole class and find out the top three reasons for chatting online.

3. **Workbook 8.1.5.A**

The purpose of this exercise is to guide students to describe Zhang Huashan’s online experience every day. First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 上網 (上网), 查資料 (查资料), 網上電影 (网上电影), 網上聊天 (网上聊天), 發短信 (发短信), 晚上, 玩電腦遊戲 (玩电脑游戏), 發電子郵件 (发电子邮件), 在學校 (在学校). If some important words are not mentioned by students, the teacher can remind them. Second, students in pairs work to describe the drawings. Third, each pair presents its stories (or select several pairs if time is limited).

5. **Homework**

Workbook 8.1.2, 8.1.3.
Day 3

1. **Workbook 8.1.4**
   a. Students work in pairs to ask the questions in Workbook 8.1.4.
   b. The teacher asks questions for students to answer in a limited time frame (twenty seconds).

2. **Workbook 8.1.5.B**
   Students in small groups discuss informative and fun learning Web sites for ninth through twelfth graders. Each group suggests one favorite site. A group representative describes the Web site and points out the advantageous aspects of the site.

3. **8.2.1**
   a. Students in small groups read the two paragraphs by Lin Qiang and Zhang Peng in 8.2.1 and fill in the chart in 8.2.1.A.
   b. The teacher selects students to express the views stated by Lin Qiang and Zhang Peng and find out if they agree with the views and why.
   c. Students in pairs work on 8.2.1.B.

4. **Homework**
   Workbook 8.2.1.A, B, C.
Day 4

1. Review the new words in 8.2

   a. Match the new words with their definition in Chinese: Divide students into two groups. The teacher reads aloud the definition of a new word in 8.2. Both groups compete to provide the new word. For example, the teacher reads “寫書的人,” and whoever says “作者” first wins. Here are more examples:
   - 非常小心
   - 相像
   - 不同的地方
   - 一種病，不能不上網 (一種病，不能不上網)
   - 考試的成績越來越差 (考試的成績越來越差)
   - 不是安全的

   b. Use new words to make questions and print each question on a slip of paper. Ask one student to draw a slip, read the question aloud, and choose another student to answer the question. Students take turns drawing the question slips.

   • 第八課談論的話題是什麼？
   • 如果一個人有網癮，他應該怎麼辦？
   • 從哪兒可以得到新聞訊息？
   • 早睡早起有什麼益處？
   • 學校的圖書館提供什麼服務？
   • 怎麼提高你的中文水平？

2. Practice Sentence Patterns

   Students in pairs fill in the blanks of the Sentence Pattern exercises in the textbook. Then, the teacher selects individual students to share their answers.
3. 8.2.2  
   a. Students work in pairs to find out the information regarding the questions in 8.2.2.  
   b. The teacher randomly selects some students to share their answers.  

4. 8.2.3  
   Students in small groups discuss the questions regarding the cyber social network in 8.2.3. Each group selects a representative to report on its discussion.  

5. Homework:  
   Workbook 8.2.2.A, B.
Day 5

1. 8.2.4 Conversation Relay

2. 8.2.5 Authentic Reading

3. 8.2.6 Gas Station


   Students in small groups express their views about the news in Workbook 8.1.6.B. Later, the teacher selects several students to present its opinions.

5. Homework

   - Workbook 8.2.3 and 8.2.4
   - Chinese board games: Do research online about Chinese board games, such as 象棋 and 圍棋. Write two facts about each game.
Day 6

1. Workbook 8.2.6

First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 網上聊天 (网上聊天), 交朋友, 陌生人, 談論 (谈论), 話題 (话题), 相同, 見面 (见面), 沒想到, 愉快. If some important words are not mentioned by the students, the teacher can remind them. The teacher guides students to use appropriate connectors. Second, students in pairs work to describe the drawings. Third, each pair presents its stories (or select several pairs if time is limited).

2. Facts about Chinese Chess and Go

Students present the facts they found online about Chinese Chess and Go.

3. Culture Unit: Chinese Chess and Go

a. Students in pairs read the text then the teacher asks students the following questions (comprehension check).
   - 帥和將的功能作用是什麼？
     帅和将的功能作用是什么？
   - 下象棋時,什麼時候算輸, 什麼時候算贏？
     下象棋时,什么时候算输，什么时候算赢？
   - 中國人下圍棋的歷史有多長？
     中国人下围棋的历史有多长？
   - 圍棋的日文名字是什麼？英文呢？
     围棋的日文名字是什么？英文呢？
   - 下圍棋怎麼算輸和贏？
     下围棋怎么算输和赢？
   - 跳棋是哪國人發明的？
     跳棋是哪国人发明的？
   - 那麼為什麼跳棋用中國這兩個字呢？
     那么为什么跳棋用中国这两个字呢？

b. Students in pairs ask each other the questions in the Culture Unit. The teacher selects students to provide their answers.
4. **Presentation: Performance-based evaluation**

Students can choose any of the following topics for their presentation as a final performance evaluation. Presentations are scheduled for the last class.

a. Present the basic function of Chinese chess and compare it with Western-style chess.

b. Present your favorite board game and explain why you enjoy it.

c. Imagine you are in the situation described in Workbook 8.2.5 and describe how you would cope.

d. Workbook 8.1.6.A: Design and present a Web page for your future university to orient new students.

6. **Homework**

Prepare for the presentation.
Day 7

1. **Workbook 8.2.5.C and 8.2.7.B**

   Divide students into small groups to discuss the issues in Workbook 8.2.5.C and 8.2.7.B. Both issues are related to “English writing” in the Internet age. Each group chooses a representative to report its views.

2. **Work on the presentations**

3. **Homework**

   Work on the presentations.
Day 8

1. Student presentations

2. 9.1
   Introduce the objectives of Lesson 9.

3. Homework
   Workbook 8.2.7.A.