### 教學大綱 (教学大纲)

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每日課堂教學計劃(每日课堂教学计划)

Day 1

1. Objectives

The objective of this lesson is to review L1 to L8. In this lesson, students will create stories based on pictures using the vocabulary and sentence patterns they learned. They will also read a campus newsletter from a high school in Taiwan. Based on the news, students will engage in further discussion on topics such as school uniforms, college applications, and the generation gap, as well as comparisons between U.S. campus activities and those in Taiwan. At the end of the lesson, students will be able to take an AP Practice Exam. The exam will be completed in several class periods. The teacher will go over the exam after each section is completed and review test items that many students answered incorrectly.

2. Warm-up activity

Ask students questions related to the topics covered in L1 through L8.

- What did they do after school yesterday?
- Did anything special happen at their job, community service projects, or in their family that they would like to share?
- How are their college applications?
- Have they received anything from the colleges they applied to?
- How do they feel while waiting for responses from colleges?
- What current events are happening in the local area, nation, and the world?

3. Review Lessons 1 and 2

a. The teacher reviews the sentence patterns in L1 and L2 by using flash cards, asking students to make sentences.

b. Pair activity: Students get into pairs to review vocabulary by using flash cards to quiz each other.

c. Choose some photos related to summer vacation, part-time jobs, and dating. Ask students to describe the people, setting, and activities in the photos.
4. 9.1 Story Creation: Instructional Activities

a. Students work in small groups. Based on the drawings, each group compares the two students, their looks, personalities, hobbies, future plans, etc.
b. Each group chooses a representative to summarize its discussion.
c. Students remain in the same groups for the second task. Each group chooses a character and writes a story about what will happen to him or her in the future at the ages of twenty, thirty, and forty years old.

4. Homework

Each group prepares a presentation of the story it created. The presentation can be in any of various formats, such as a PowerPoint Presentation, PhotoStory, drama, TV show, etc. Members of each group are assigned specific tasks. Discuss the criteria and rubrics for assessment with the class. The presentation will be performed on Day 3.
Day 2

1. **Review Lessons 3 and 4**
   a. The teacher reviews the sentence patterns in L3 and L4 by using flash cards and asks students to make sentences.
   b. Pair activity: Students get into pairs to review vocabulary by using flash cards to quiz each other.
   c. Choose some photos related to course schedules, campus activities, professions, and hobbies. Ask students to describe the people, settings, and activities in the photos.

2. **Review adjectives**
   The teacher asks students to come up with as many adjectives from L1 through L8 as possible. The teacher will write the adjectives on the board. After that, the teacher leads the class to go over the lists, circle the adjectives with which students are not familiar, and work with students to use those adjectives in sentences.

3. **9.2 Reading Activity: School Newspaper**
   Students are divided into three groups to read the school newspaper. Each group is responsible for one page. Each group reads the news on that page and prepares a summary report that will be delivered on Day 4.

4. **Group Presentation**
   Prepare and rehearse the presentation for Day 3.

5. **Homework**
   Prepare the story presentation.
Day 3

1. **Review Lessons 5 and 6**
   a. The teacher reviews the sentence patterns in L5 and L6 by using flash cards and asking students to make sentences.
   b. Pair activity: students get into pairs to review vocabulary by using vocabulary flash cards to quiz each other.
   c. Choose some photos related to sport events, college applications, volunteer work, and uniforms. Ask students to describe the people, settings, and activities in the photos.

2. **Story presentations**
   a. The teacher hands out an evaluation or comment form. Students will fill out an evaluation for each group’s presentation.
   b. After each presentation, give students a question-and-answer period.
   c. When all the stories have been presented, ask students to share what they most enjoyed from each presentation.

3. **Homework**

   Preparation of 9.2: Campus News

   Write a report on some campus news during the first half of the semester such as sport competitions, music performances, major school regulations, etc. Also provide some highlights (of people, video games, TV shows, new music) that are worth reporting on to your fellow students.
Day 4

1. **Review L7 and L8**
   a. The teacher reviews the sentence patterns in L7 and L8 by using flash cards and asks students to make sentences.
   b. The teacher shows a flashcard and makes a sample sentence with the vocabulary on the card. After that, the teacher will begin the first part of a sentence and have students complete the rest of the sentence.
   c. Choose some photos related to course schedules, multiple-generation families, relations between parents and children, online activities and social networks, and video games. Ask students to describe the people, settings, and activities in the photos.

2. **9.2 Reading Activity: School Newspaper**
   a. Students in groups review what they summarized about the news on Day 2.
   b. Members in each group take turns reporting the news on their assigned page to the class.
   c. Students from other groups ask questions regarding the news.
   d. Reading comprehension reinforcement: The teacher asks questions related to the news, such as
      - 超越
      - 自立高中在十月時參加了什麼比賽？成果如何？有多少高中參加同一比賽？
      - 自立高中在十月时参加了什么比赛？成果如何？有多少高中参加同一比赛？
      - 自立高中的學生會對穿制服提出了什麼建議？家長，教師和校務組對此建議有什麼反應？
      - 自立高中的学生会对穿制服提出了什么建议？家长，教师和校务组对此建议有什么反应？
      - 自立高中社區服務社在這個學期做了什麼特別的活動？
      - 自立高中社区服务社在这个学期做了什么特别的活动？
      - 自立高中在教師節的時候有什麼活動？
      - 自立高中在教师节的时候有什么活动？
自立高中來了兩位國際交換學生。他們是從哪兒來的？長得怎麼樣？為什麼他們選擇到台灣來？
自立高中来了两位国际交换学生。他们是从哪儿来的？长得怎么样？为什么他们选择到台湾来？

自立高中英語戲劇社最近有什麼新的計畫？
自立高中英语戏剧社最近有什么新的计划？

自立高中有些什麼打工的機會？
自立高中有些什么打工的机会？

請說一說張老師信箱是什麼？為什麼用信箱這個詞呢？你的社區裏有沒有類似這種的信箱？
请说一说张老师信箱是什么？为什么用信箱这个词呢？你的社区里有没有类似这种的信箱？

自立高中最近將有什麼球類比賽？在哪一天？
自立高中最近将有什么球类比赛？在哪一天？

自立高中即將在哪兒舉辦舞會？有什麼特色？
自立高中即将在哪儿举办舞会？有什么特色？

e. Do the exercise in part B. Read each statement, then check whether the statement is correct.

f. Students in small groups discuss the questions in 9.2.A.b: Compare and contrast the activities reported in the newspaper between your own school and the school that published the newspaper.

3. Project: Campus News

a. Students in small groups share what they wrote for the homework assigned on Day 3 and decide which news they want to report.

b. Each group discusses the format they want to use to report the news. The news report should involve every member. Students can use various formats to report the news, such as interviews, PowerPoint presentations, TV broadcasts, etc.

4. Homework

Work on the campus news report.
Day 5

1. Campus News: News Report
   Each group gives a news report. After the report, the group responds to questions raised by other students.

2. AP Practice Exam
   The teacher explains the main sections in an AP exam. Students will take a practice exam during the next three class periods. The teacher shows some sample listening, reading, writing, and speaking items that might be used in the AP exam.

3. Homework
   Prepare 9.3.
Day 6

1. **AP Practice Exam: Listening Comprehension**
   a. The teacher tells students that this is the AP Practice Exam. Since the class time is fifty minutes, the practice exam will be divided into several potions and administered over several periods. Today, students will work on the listening component for L9 in the workbook (listening questions 1 – 30). Give students twenty minutes to complete the task. (In AP exams, there are thirty to thirty-five listening comprehension questions, with twenty minutes for completion).
   b. After the test, students in pairs check their answers based on the answer keys.
   c. The teacher takes a survey to find out which items most people answered incorrectly and focuses on reviewing those items.

2. **Explain AP Practice Exam on reading**
   The AP exam reading section gives students sixty minutes to complete thirty-five to forty questions. Students may not be able to complete the test in a typical fifty-minute class period. The teacher should assign several readings as homework, such as readings A through D.

3. **Homework**
   Do the Practice AP Reading Items A through D at home.
1. **AP Practice Exam: Reading Comprehension**
   
a. Complete the remainder of the reading exam, from E to L, during the class period.
   
b. After the test, students work in pairs to check their answers based on the answer keys.
   
c. The teacher takes a survey to find out which items most people answered incorrectly and focuses on reviewing those items.
Day 8

1. AP Practice Exam: Workbook Writing Tasks 1 and 2

   the writing test should be conducted in a computer lab so that students can type their answers. Give the directions in the workbook for the writing portion. Ask students to do writing tasks 1 and 2.
Day 9

1. **AP Practice Exam: Writing Tasks 3 and 4**

   Ask students to do writing tasks 3 (an e-mail response) and 4 (relay a telephone message). This test should be conducted in a computer lab.

2. **AP Practice Exam: Speaking**

   Give the directions for the speaking exam.

   a. The first speaking exam is a conversation with a Chinese friend about your semester in school. There will be six questions. Students have only twenty seconds for each question to record their answer. Encourage students to respond in as comprehensible a manner as possible.

   b. The second speaking task is a cultural presentation. Students will be given a topic for the cultural presentation. They will have four minutes to prepare and two minutes to record the presentation.

   c. The third speaking task is an event plan. Students will be given a topic for the task. They will have four minutes to prepare and two minutes to record the presentation.

3. **Reflections on the AP Practice Exam**

   Students in small groups discuss the difficult parts of the exam and the best ways to improve their performance.