第十一課 娛樂與藝術
教学大纲

<table>
<thead>
<tr>
<th>45 – 50 min</th>
<th>Focus</th>
<th>Lesson Plan</th>
</tr>
</thead>
</table>
| Day 1      | 11.1 | 1. Present the objectives of L11  
2. 11.1.1  
3. 11.1.2  
4. 11.1.3  
| Day 2      | 11.1 | 1. Students in pairs work on the story narration in 11.1.4  
2. Review vocabulary in 11.1  
3. Read the text and do 11.1.5.A and B  
| Day 3      | 11.1 & 11.2 | 1. Workbook 11.1.5.A  
2. 11.2.1  
3. 11.2.2  
2. Hands-on activities  
3. Homework: 11.2.2.A, B |
| Day 5      | 11.2 | 1. 11.2.3 (Gas Station)  
2. 11.2.4 (Authentic Reading)  
3. 11.2.5 (Conversation Relay)  
4. Homework:  
   - Workbook 11.2.3 and 11.2.4  
   - Search for facts about Chinese directors Zhang Yimou or Li An |
| Day 6      | 11.2 & Culture Unit | 1. Story narration in Workbook 11.2.6  
2. Culture Unit: The Chinese directors, Zhang Yimou and Li An  
3. Explain the Performance Projects for students  
4. Homework:  
   - Workbook 11.2.7.A or B  
   - Work on the performance projects |
| Day 7      | Culture Unit | 1. Culture Unit: Discuss the questions  
2. Work on performance projects  
3. Homework: Work on the Performance Projects |
| Day 8      | Culture Unit & 12.1 | 1. Students present Performance Projects  
2. Introduce the objectives of L12  
3. Homework: Prepare 12.1.1 |
每日課堂教學計劃 (每日课堂教学计划)

Day 1

1. **Present the objectives of L11**

2. **11.1.1**
   a. A warm-up activity: Ask students the common activities that they do during their leisure time.
   b. Students work in pairs to do the matching exercises in 11.1.1.A.
   c. Students in small groups discuss the questions in 11.1.1.B. The teacher selects several individual students to provide their replies.

3. **11.1.2**
   a. The teacher uses photos or plays music or video clips to introduce names for various types of music, TV programs, and films. For example, play a piece of country music and say 乡村音乐 (乡村音乐). Ask students to provide examples of other country music they know.
   b. Students in small groups discuss their favorite music or musician, TV program, film, or actor or actress and provide the reasons why they like them.
   c. The teacher leads the whole class to find out the class’s favorite music type, musician, TV program, and actor or actress.

4. **11.1.3**
   a. Students in pairs ask each other how often they do the activities in form in 11.1.3.
   b. The teacher selects a student to take a survey of the whole class to find out the activity that students do most frequently.

5. **Homework**
   Workbook 11.1.1.A, B, C.
Day 2

1. 11.1.4
   a. Students in pairs read the three dialogues.
   b. The teacher asks individual students questions related to the three dialogues to check comprehension. Also, ask some personal questions related to the content, such as
   - 你喜欢看動作片嗎？最喜歡看誰的動作片？
     你喜欢看动作片吗？最喜欢看谁的动作片？
   - 你喜欢‘滚石樂團’的音乐嗎？你去过谁的音乐会？
     你喜欢‘滚石乐团’的音乐吗？你去过谁的音乐会？
   - 你看過音樂劇嗎？哪一個？在哪兒看的？
     你看过音乐剧吗？哪一个？在哪儿看的？
   c. The teacher selects different pairs to act out the dialogues.

2. Review vocabulary in 11.1
   a. The teacher prepares a list of new words (characters) in 11.1 and another list of new words (in pinyin). The word items on the two sheets are randomly arranged.
   b. Students work in pairs. One student has the character sheet and the other has the pinyin sheet. They need to match the characters with the pinyin and provide the English meaning.

3. 11.1.5
   a. Students in pairs read the dialogue in 11.1.5.
   b. The teacher asks students comprehension questions related to the readings.
   c. Students in pairs work on 11.1.5.A.
   d. Students in small groups discuss the questions in 11.1.5.B. Afterward, the teacher asks individual students randomly to provide their responses to the questions.

4. Homework
Day 3

1. Workbook 11.1.5.A
   a. First, ask students to brainstorm the key words and phrases needed to describe the drawings, such as 运动比赛 (运动比赛), 球赛或是田径比赛 (球赛或是田径比赛), 球迷, 沉迷, 吵架, 约会 (约会), 傷心 (伤心), 分手. If some important words are not mentioned by students, the teacher can remind them.
   b. Second, students in pairs work on the description of the drawings.
   c. Third, each pair presents its stories (or select several pairs if time is limited).

2. 11.2.1
   a. Use photos, video clips, or real objects to introduce and explain Chinese traditional arts, such as paper cutting, calligraphy, landscape painting, etc., and find out how much the students know about these arts.
   b. Students in pairs work on the match between the photos and the definitions in 11.2.1.

3. 11.2.2
   a. Play a video clip of a Peking opera. Ask students to pay attention to the facial makeup, singing, movements, and stage setting. Afterward, find out what they have observed. Ask them to talk about the differences and similarities between Peking operas and Western operas.
   b. Students in pairs read the report in 11.2.2.
   c. The teacher selects several students to explain the characteristics of a Peking opera.
   d. Students in pairs work on 11.2.2.A.

4. Homework
   Workbook 11.2.1.A, B, C, D.
Day 4

1. Workbook 11.1.6.B
   a. Students work in small groups to provide suggestions about the TV programs.
   b. Each group chooses a representative to report its suggestions and explain why those are appropriate selections.

2. Hands-on activities
   The teacher chooses an activity: calligraphy, Chinese puppets, landscape painting, or paper cutting. Provide students the rest of the class time to work on the activity. Combine a language component with the activity. Take paper cutting, for example. The teacher can first explain in Chinese the tools students need. Once they finish the cutting, ask them to describe what they cut. For calligraphy, students can be assigned to search for a 成語（成语） or couplet. After they use brushes to write the 成語（成语） or couplet, they can demonstrate their calligraphy and explain the meaning in Chinese to their fellow students.

3. Homework
   Prepare 11.2.2.A, B.
Day 5

1. 11.2.3 Gas Station
   a. Students in pairs discuss whether they agree with this saying or whether they have had such an experience. Students should also think about whether there is similar saying in English.
   b. The teacher selects several students to express their opinions.

2. 11.2.4 Authentic Reading

3. 11.2.5 Conversation Relay

4. Homework
   - Workbook 11.2.3 and 11.2.4.
   - Prepare Authentic Reading: Students choose a Chinese film director, either Zhang Yimou or Li An, and do research online on him. Each student should find out two things about the chosen director to report in class the next day.
Day 6

1. Workbook 11.2.6
   a. First, brainstorm with students the key words and phrases needed to describe the drawings, such as 音樂劇 (音乐剧), 演員徵試 (演员征试), 五音不全, 天分, 舞台設計 (舞台设计), etc. The teacher provides students with any important words not mentioned.
   b. Second, students in pairs work on the description of the four drawings.
   c. Third, each pair presents its stories (or select several pairs if time is limited).

2. Culture Unit
   a. Students report what they find out about Zhang Yimou and Li An.
   b. The teacher shows some film posters of movies produced by Zhang Yimou or Li An and asks students to read the titles of the movies. Whether they have seen the movies and their comments on the movies.
   c. Students in pairs read the short biographies of Zhang Yimou and Li An.
   d. The teacher asks questions to check comprehension.

3. Performance Projects
   Provide students with the following options of Performance Projects that they will work on today and Day 7 and present on Day 8. The teacher can decide to require students to work individually or in pairs. The teacher also discusses the assessment rubric for the project with students.
   a. Chinese Arts or Art Performance
      See the instructions in Workbook 11.2.5.A and select an item of Chinese art or an art performance to present.
   b. American Arts or Art Performance
      See the situation provided in Workbook 11.2.5.B and select an item of American arts or art performance to present.
   c. Zhang Yimou or Li An
      Choose either Zhang Yimou or Li An, or a particular Chinese movie by either of them. Do further research on the topic and present it to the class.
d. Chinese Movie Festival
Your town is planning an Asian Film Festival this fall. As the senior class of Chinese, your class is contacted to suggest two Chinese movies to show. Suggest two Chinese movies, provide brief movie plots, and explain why they should be shown in the festival.

4. Homework

- Workbook 11.2.7.A or B.
- Work on the Cultural Projects.
Day 7

1. **Culture Unit**
   a. Students in small groups discuss the questions a to e in the Culture Unit in the textbook.
   b. The teacher selects group representatives to report their discussions.

2. **Performance Projects**
   Students work individually or in pairs to prepare the Performance Projects.

3. **Homework**
   Work on the Performance Projects
Day 8

1. Students present Performance Projects

2. 12.1
   Introduce the objectives of Lesson 12.

3. Homework
   Prepare 12.1.1.