<table>
<thead>
<tr>
<th>Day</th>
<th>Focus</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.1</td>
<td>1. Present the objectives of L12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 12.1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 12.1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 12.1.3 and do the Q &amp; A in 12.1.3.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Homework:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make flash cards for the new words in 12.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workbook 12.1.1.A, B, C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Closing activity</td>
</tr>
<tr>
<td>Day 2</td>
<td>12.1</td>
<td>1. Review vocabulary in 12.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students work in pairs discussing the aspects in 12.1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Questions and answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Students do the interview in 12.1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Homework:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workbook 12.1.2, 12.1.3, 12.1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare the reading in 12.2.1 and complete 12.2.1.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Closing activity</td>
</tr>
<tr>
<td>Day 3</td>
<td>12.1</td>
<td>1. Review vocabulary in 12.1</td>
</tr>
<tr>
<td>&amp; 12.2</td>
<td></td>
<td>2. Speaking activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Sentence building in 12.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Check homework in Workbook 12.1.2, 12.1.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Workbook 12.1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Workbook 12.1.5.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Workbook 12.1.5.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Homework:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make flash cards for the new words in 12.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workbook 12.1.6.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Closing activity</td>
</tr>
<tr>
<td>Day 4</td>
<td>12.1</td>
<td>1. Review vocabulary in 12.1 and 12.2</td>
</tr>
<tr>
<td>&amp; 12.2</td>
<td></td>
<td>2. Workbook 12.1.6.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Reading activity in 12.2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 12.2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Closing activity</td>
</tr>
<tr>
<td>Day 5</td>
<td>12.1</td>
<td>1. Review 12.1 and 12.2</td>
</tr>
<tr>
<td>&amp; 12.2</td>
<td></td>
<td>2. Workbook 12.1.6.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 12.2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 12.2.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Homework: Workbook 12.2.1.A, B, C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Closing activity</td>
</tr>
<tr>
<td>Day</td>
<td>Time Period</td>
<td>Activities</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Day 6</td>
<td>12.2</td>
<td>1. Check Workbook 12.2.1.A, B, C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Review Workbook 12.2.1.D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 12.2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Homework:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workbook 12.2.2.A, B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare for the presentation in Workbook 12.2.5.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Closing activity</td>
</tr>
<tr>
<td>Day 7</td>
<td>12.2 &amp; Culture Unit</td>
<td>1. Check Workbook 12.2.2.A, B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students work in small groups to present their research in Workbook 12.2.5.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The teacher discusses the contents of the Culture Unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Present Chinese <em>fengshui</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Students work in small groups to read the letter in Workbook 12.2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Homework:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer the questions based on the drawing in Workbook 12.2.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare for the oral presentation in Workbook 12.2.5.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare to narrate the story in Workbook 12.2.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Closing activity</td>
</tr>
<tr>
<td>Day 8</td>
<td>12.2 &amp; Review</td>
<td>1. Students present their research results on Workbook 12.2.5.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students work in pairs to share the story in Workbook 12.2.6 and present it to the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Students work in small groups to share their stories about neighbors in Workbook 12.2.7.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Homework:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write the essay in Workbook 12.2.7.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research the paper in Workbook 12.2.7.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare for 13.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Closing activity</td>
</tr>
</tbody>
</table>
每日課堂教學計劃 (每日课堂教学计划)

Day 1

1. Present the objectives of L12

2. 12.1.1
   a. A warm-up activity: Show some photos of various types of houses and apartments around the world, and some photos showing traditional vs. modern buildings. Use the photos to encourage discussion and lead students to the themes of this lesson.
   b. Students first work in pairs to match the statements with the pictures in 12.1.1 and then point out which is closest to their own house or apartment.

3. 12.1.2
   a. First, each student interviews three students in the class with the form in 12.1.2.
   b. After the interviews, the whole class shares what they learned. Ask a volunteer to make a chart on the board like the form in 12.1.2. Each student writes down the results of his or her interviews. From the chart, it will be easy to find out the following:
      - 多少同學住在郊區？
        多少同学住在郊区？
      - 多少同學住在市區？
        多少同学住在市区？
      - 住公寓的同學多還是住房子的同學多？
        住公寓的同学多还是住房子的同学多？
      - 誰家的房間最多？
        谁家的房间最多？
      - 誰家有花園？陽臺？地下室？院子？
        谁家有花园？阳台？地下室？院子？
      - 同學們喜歡這個房子/公寓的理由是什麼？
        同学们喜欢这个房子/公寓的理由是什么？
4. 12.1.3

a. Students in small groups read aloud the letter in 12.1.3. Everybody helps one another to comprehend the meaning of the paragraph.

b. Comprehension check by the teacher: The teacher will ask questions related to the reading. For example:
   - 咪咪最近為什麼特別忙？
     咪咪最近为什么特别忙？
   - 咪咪為什麼得搬家？
     咪咪为什么得搬家？
   - 咪咪的妈妈为什么喜欢住在郊区？
     咪咪的妈妈为什么喜欢住在郊区？
   - 咪咪的新家怎麽樣？有多大？環境怎麽樣？
     咪咪的新家怎么样？有多大？环境怎么样？
   - 咪咪很高興嗎？為什麼？
     咪咪很高兴吗？为什么？
   - 咪咪覺得住在城裏怎麽樣？有什麼好處？什麼壞處？
     咪咪觉得住在城里怎么样？有什么好处？什么坏处？
   - 咪咪覺得住在郊區會有什麼問題？為什麼？
     咪咪觉得住在郊区会有什么问题？为什么？

c. The teacher leads the class to list the advantages and disadvantages of living in urban and suburban areas.

d. Based on the letter in 12.1.3, each student first writes three questions and then asks classmates their answers (12.1.3.A).

5. Homework

- Make flash cards for the new words in 12.1.
- Workbook 12.1.1.A, B, C.

6. Closing activity

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

1. **Review vocabulary in 12.1**
   Students in pairs review the vocabulary in 12.1 by using the flash cards they made. They can quiz each other with the flash cards.

2. **12.1.4**
   First, make sure students understand the meaning of the different aspects mentioned in 12.1.4. Then, students work with a partner to discuss the advantages and disadvantages of living in urban and suburban areas in the United States. The teacher calls on several pairs to share their responses.

3. **Questions and answers**
   Based on the questions that students answered for the homework the previous day, students in pairs ask each other comprehension questions on the two paragraphs in 12.1.1.B and C.

4. **12.1.5**
   a. Students in pairs ask about each other’s ideal residence. Each student has to describe his or her “dream” house.
   b. The teacher calls on several students to report on their interviews.

5. **Homework**
   - Workbook 12.1.2, 12.1.3, 12.1.4.
   - Prepare the reading in 12.2.1 and complete 12.2.1.A.

6. **Closing activity**
   Ticket to leave: Say three sentences to describe your dream house.
Day 3

1. Review vocabulary in 12.1

The teacher uses character flash cards to help students review the vocabulary in 12.1. Then, students in pairs review vocabulary with their own flash cards. They can quiz each other by using flash cards or play a matching game.

2. Speaking activity

Dream House. Give students several minutes to think about the questions below before they start to talk about their ideal accommodations.

- 你喜欢住在什么样的环境 (地方)? 为什么?
- 你喜欢住哪个类型的房子? 为什么?
- 你希望你的家里有些什么设施?
- 请谈谈你理想中的住房。

3. Sentence building in 12.1

The teacher shows a flash card, uses the word on it to begin the first part of a sentence, and asks students to complete the sentence. For example, to make a sentence with 起来 (起来), the teacher says “那个房子看起来 (那个房子看起来)” and one student can say “那个房子看起来好像没有地下室 (那个房子看起来好像没有地下室)。” Ask a couple of students to make a sentence with 起来 (起来) before going to the next vocabulary flash card.

4. Check homework in Workbook 12.1.2, 12.1.3

Students first check with one another their answers to the exercises. The teacher then asks several comprehension questions, such as those below, to make sure students fully understand:

12.1.2:

- 這棟公寓怎樣? 在哪裡? (这栋公寓怎么样?在哪里?)
- 來北京交流的學生住在什麼地方? (来北京交流的学生住在什么地方?)
12.1.3:
- 台生的老家怎様樣？台生新家的環境怎樣樣？
  台生的老家怎么样？台生新家的环境怎么样？

5. **Workbook 12.1.4**

The teacher first asks the questions in 12.1.4 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.

6. **Workbook 12.1.5.A**

Task: Describe your new house.

a. Ask students to brainstorm and review the key words needed to describe the drawings, such as 摩天大楼 (摩天大楼), 各式各样 (各式各样), 公寓, 特色, 市区 (市区), 郊区 (郊区), 鄰居 (邻居), etc. If some important words are not mentioned, the teacher can remind students of them.

b. Students in pairs work on the description of the four drawings.

c. Each pair presents its descriptions (or select several pairs if time is limited).

7. **Workbook 12.1.5.B**

Each student first makes a poster with a drawing of his or her dream house. Then, the class works in small groups to explain to one another the design of the house layout as well as its environment, location, and the chosen neighborhood. Each group selects a winner. All winners will have a run-off to determine the final winner of the competition.

8. **Homework**

- Make flash cards for the new words in 12.2.
- Workbook 12.1.6.A.

9. **Closing activity**

Ticket to leave: Write down three of the best features in the finalist’s dream house.
Day 4

1. **Review vocabulary in 12.1 and 12.2**

2. **Workbook 12.1.6.A**
   a. Students work in small groups first to share the homework they did in Workbook 12.1.6.A. Each student should describe at least one photo that shows a memorable event taking place in his or her house.
   b. The teacher appoints several students to present their stories.

3. **Reading activity in 12.2.1**
   a. Students in pairs read aloud the presentation about preservation of the traditional courtyard house in 12.2. Everybody helps one another comprehend the presentation.
   b. Comprehension check on the reading in 12.2.1. The teacher asks questions related to the text, such as
      • 張琴從事什麼活動？(张琴从事什么活动？)
      • 為什麼北京四合院被大量拆除了？(为什么北京四合院被大量拆除了？)
      • 四合院建築有什麼特色？(四合院建筑有什么特色？)
      • 四合院建築受了什麼傳統觀念的影響？(四合院建筑受了什么传统观念的影响？)
      • 我們應該如何保護四合院建築？(我们应该如何保护四合院建筑？)
      • 為什麼人們願意從四合院搬進現代化的公寓？(为什么人们愿意从四合院搬进现代化的公寓？)
      • 四合院給人的印象是什麼？為什麼？(四合院给人的印象是什么？为什么？)
      • 怎麼樣才能留得住原來住在四合院裏的居民？(怎么样才能留住原来住在四合院里的居民？)
   c. Students in small groups work on 12.2.1.A: Have students discuss the statements in 12.2.1.A. After that, ask several volunteers to report their results and justify their conclusion if necessary.
4. 12.2.2  
   a. The teacher first asks students to brainstorm and review the key words needed for this activity, such as 遺產 (遗产), 推動 (推动), 保護 (保护), 發展經濟 (发展经济), 興建 (兴建), 拆除, 消失, 改建, 建議 (建议), 落後 (落后), 貧窮 (贫穷), 居住, 方式, etc. If some important words are not mentioned, the teacher can suggest them.  
   b. The teacher then summarizes the features of both modern and traditional living environments.  
   c. Students work in small groups to solicit opinions and answers on the four issues.  
   d. Each group selects a representative to summarize its discussions and findings.  

5. Homework  
   Workbook 12.1.6.B.  

6. Closing activity  
   Ticket to leave: Write down five words to describe your house or apartment.
Day 5

1. **Review 12.1 and 12.2**

   Students are divided into two groups. The teacher says a word and the students must say its association word (相關詞 [相关词]). 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: 興建 (兴建), 拆除 (拆除), 空氣 (空气), 保護 (保护), 消失 (消失), 貧窮 (贫穷), 进步 (进步), 落後 (落后), 郊區 (郊区), 遺產 (遗产), 公寓 (公寓), 擁擠 (拥挤), etc.

2. **Workbook 12.1.6.B**

   Students first work in pairs to share their written paragraphs on the apartment or house they would like to have, focusing on its size, style, price, rooms, facilities, and neighborhood. The teacher then collects the homework.

3. **12.2.3**

   Students work in small groups to discuss the meaning and implication of the ancient saying here. Encourage them to share their personal experiences regarding this if they have any.

4. **12.2.4**

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

5. **Homework**

   Workbook 12.2.1.A, B, C, D.

6. **Closing activity**

   Ticket to leave: Write down five words to describe your neighborhood.
Day 6

1. **Check Workbook 12.2.1.A, B, C, D**

   a. Ask volunteers to read out their answers. Check their comprehension to 12.1.1.A and B.

   b. Students work in pairs to read out loud the paragraph in Workbook 12.2.1.C. The teacher then leads the class to read the following paragraph with longer narrations for students to complete.

   
   | 如果你有机会去北京，一定要_________________。随著中國经济发展，很多____________，人们把________________。因此積極推動________________是________________。要不然________________。
   | __________________。

   c. Students work in pairs to read out loud the paragraph in Workbook 12.2.1.D. The teacher then leads the class to read the following paragraph with longer narrations for students to complete.

   
   | 有人建議_________________，改變_________________。
   | 他們認為_________________。我不同意_________________。
   | 老房子，尤其是四合院是_________________。如何讓老房子蓋換新貌、加以利用、又不丟掉_________________，是對_________________。
   | 但_________________。任何中國人_________________。

   | 有人建议_________________，改变_________________。
   | 他们认为_________________。我不同意_________________。
   | 老房子，尤其是四合院是_________________。如何让老房子盖换新貌、加以利用、又不丢掉_________________，是對_________________。
   | 但_________________。任何中国人_________________。
2. Review: Further work on Workbook 12.2.1.D
   a. Students work in small groups to challenge Zhao Dong’s statement in Workbook 12.2.1.D and discuss whether they agree or disagree.
   b. Each group presents the rationales of their agreement or disagreement.

3. 12.2.5
   a. Students work in groups of three to discuss the Authentic Reading and complete the comprehension exercises. Check their answers and ask them to justify their answers.
   b. Discuss the important information mentioned in the Authentic Reading.
       For example:
       • 这是什么样的住房？
         这是什么样的住房？
       • 这个住房在什么地区？
         这个住房在什么地区？
       • 这个住房可能会有什么方便的地方？
         这个住房可能会有什么方便的地方？
       • 要是租下这个住房，房客可以做什么？不可以做什么？
         要是租下这个住房，房客可以做什么？不可以做什么？

4. Homework
   a. Workbook 12.2.2.A, B.
   b. Prepare for the presentation in Workbook 12.2.5.A.

5. Closing activity
   Ticket to leave: Write down three important questions you need to ask a landlord when you want to rent a place to live.
Day 7

1. **Check Workbook 12.2.2.A, B**
   
The teacher plays the recording if necessary and check students’ comprehension of the report and the rejoinders.

2. **Project Presentation: Workbook 12.2.5.A**
   
   Students work in small groups to present their research on the historical background and the unique features of traditional Chinese architecture.

3. **Culture Unit: Comprehension Check**
   
The teacher first leads the reading discussion on *fengshui* and directs students to finding answers to the four questions. Students then are divided into small groups to exchange their own opinions on *fengshui*, geomancy, science, superstition, destiny, etc. In the end, the teacher selects several students to share their remarks.

4. **Present Chinese *fengshui***
   
   [http://www.crystalinks.com/feng_shui.html](http://www.crystalinks.com/feng_shui.html)
   

5. **Workbook 12.2.3: Read the e-mail and write a response**
   
a. Students work in small groups to read the e-mail in Workbook 12.2.3 first.
   
b. The teacher checks students’ comprehension by making a few true and false statements, such as
   
   - 董建民很久没跟尼克见面了。
     
   - 董建民从来没到过尼克的家。
   
   - 董建民说他还不太习惯新公寓的卫浴设备。
   
   - 董建民觉得住公寓的好处是能跟很多邻居来往。
   
   - 董建民觉得住公寓的好处是能跟很多邻居来往。
董建民说从他家的新公寓到地铁站还得开车，交通很不方便。
董建民认为美国孩子十六岁就得开车是因为他们的地铁设备不够齐全。

6. Homework

- Answer the five questions based on the drawings in Workbook 12.2.4.
- Prepare for the oral presentation on a case of historic preservation in Workbook 12.2.5.B.
- Prepare to narrate a complete story as suggested by the pictures in Workbook 12.2.6.

7. Closing activity

Ticket to leave: Write down three words fengshui entails.
Day 8

1. **Workbook 12.2.5.B**
   a. Students give an oral presentation on a successful case of historic preservation that they have researched.
   b. The teacher conducts a discussion on the similarities of all the cases.

2. **Workbook 12.2.6**
   Task: Narrate a story depicted in the four drawings.
   a. Students brainstorm the key words and phrases needed to describe the drawings, such as 摩天大樓 (摩天大楼), 經濟發展 (经济发展), 隨處可見 (随处可见), 傳統 (传统), 擁擠 (拥挤), 鄉村 (乡村), etc.
   b. Students in pairs work on the description of the drawings.
   c. Each pair presents its stories (or select several pairs if time is limited).

3. **Workbook 12.2.7.A**
   a. Students first work in small groups to share their story about neighbors in Workbook 12.2.7.A.
   b. Based on the oral report, each student will write a short story.

4. **Homework**
   - Write the essay in Workbook 12.2.7.A.
   - Do a research paper as per Workbook 12.2.7.B.
   - Prepare for 13.1.

5. **Closing activity**
   Ticket to leave: Write a sentence to compare the modern and traditional architecture in China.