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每日课堂教学计划

Day 1

1. Present the objectives of L14

2. 14.1.1
   a. A warm-up activity: Activate students’ prior knowledge about some cities in China. Ask them if they know any cities in China, where are they located, and why they are well-known.
   b. Students in pairs match the photos with the place-names, the descriptions, and the city in which each place is located.
   c. Use a map of China so students can identity each city. Show some more photos of well-known scenic spots in these cities.

3. 14.1.2
   a. Ask students what they know about Taiwan, including the people, weather, cities, movies, music, or food. Ask students to identify Taiwan on a map.
   b. Students in pairs mark each city in Taiwan on the map in the 14.1.2.A and match the cities with the descriptions in B.
   c. Show photos of these cities in Taiwan and point out the special aspects of these cities.

4. 14.1.3
   a. Students in pairs match the six cities in China with their descriptions.
   b. Students in pairs connect each city with its description in 14.1.3.A. Then, mark the cities on the map in 14.1.3.B. Lastly, connect the city to the province where it is located.
   c. Show photos of these cities in China and point out the special aspects of these cities.
5. Cities that you want to visit
   a. So far, we have mentioned the following cities. 西安, 拉薩 (拉萨), 青島 (青岛), 烏魯木齊 (乌鲁木齐), 廣州 (广州), 蘇州 (苏州), 北京, 上海, 香港, 臺北 (台北), 臺中 (台中), 臺南 (台南), 臺東 (台东), 花蓮 (花莲).
   b. Ask one student to take a survey and see which top three cities that students want to visit in the future.

6. Homework
   • Make flash cards of the new words in 14.1.
   • Write a paragraph about an unforgettable vacation that you had. Describe the vacation and provide the reasons why it is unforgettable. Give a short report of the vacation with photos if available.
Day 2

1. Unforgettable vacations

Ask students to briefly describe their unforgettable vacation and share their photos with the class. After each report, other students can ask questions. If there are many students in the class, the teacher can ask five students each day.

2. 14.1.4

a. Ask students what they know about 自助旅行 (i.e., backpacking travel, travel by oneself).

b. Students in pairs read the dialogue in 14.1.4 and should ask the teacher if they have any questions. Each pair also prepares three questions related to the dialogue to ask other classmates, such as

- 文生計畫到哪些國家旅行？
- 文生的旅館都訂好了嗎？
- 文生這次自助旅行計畫的費用是多少？

C. Students in pairs work on 14.1.5.A and B. The teacher checks the replies of several students.

3. 14.1.5

Students in small groups discuss the questions in 14.1.5. Each group selects a representative to report the opinions of the group.

4. Homework

Workbook 14.1.1.A, B, C, D.
Day 3

1. **Review vocabulary in 14.1**

Use the flash cards that each student made. The teacher draws one card from a student. The student has to use the new word on the card to make a question. For example, if the new word is 亞洲 (亚洲), that student can ask another student: 亞州有哪些國家？（亚洲有哪些国家？） If the new word is 直飛 (直飞), the student can ask 美國哪個城市，有直飛北京的飛機？（美国哪个城市，有直飞北京的飞机？）

2. **Workbook 14.1.4**

The teacher first asks the questions in 14.1.4 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.

3. **Workbook 14.1.5.A**

a. Ask students to brainstorm the key words and phrases needed to describe the drawings, such as 自助旅行, 長城 (长城), 表演, 弹吉他 (弹吉他), 小費 (小费), 受歡迎 (受欢迎), 旅館 (旅馆), 飽餐一顿 (饱餐一顿). If some important words are not mentioned by students, the teacher can suggest 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).

4. **14.2.1**

a. Ask students if they have been to any world-famous attractions and which one they would like to visit in the future. Ask them to describe briefly why those places are famous.

b. Students in pairs match the photos and places with the descriptions in 14.2.1.

c. The teacher provides more historical and cultural information on those places.
5. Homework

- Workbook 14.1.2, 14.1.3.
- Do research on New York and Shanghai to prepare for 14.2.1. Find two facts about each city.
Day 4

1. **Review the places mentioned so far**
   
   Use photos to review the well-known attractions that have been mentioned so far and ask students to say the names in Chinese and in which cities that they are located.

2. **14.2.2**
   
   a. The teacher selects students to report the facts they found about New York and Shanghai. The teacher writes those facts on a blackboard.
   
   b. Students work in pairs to read the letter written by Wang Jiande, fill out the form in A, and check out the T/F questions in B.
   
   c. The teacher discusses with the whole class the comparison of Shanghai and New York.

3. **14.2.3**

4. **Homework**

   14.2.1.A, B, C, D.
Day 5

1. **Review Sentence Patterns**

   a. The teacher first goes over the Sentence Patterns.
   b. Students in pairs complete the sentences in the Sentence Pattern section.
   c. For each Sentence Pattern, each pair makes a new sentence using that pattern and some new words from L14, such as
      - 只要有信用卡，就沒問題。
        只要有信用卡,就沒問題。
      - 從商業方面來說，這個城市很有發展。
        从商业方面来说,这个城市很有发展。
   d. Each pair writes its sentence on a blackboard or poster. The teacher goes over the sentences with the whole class.

2. **14.2.4**

   Students in small groups discuss the questions in 14.2.3. Each group selects a representative to report its discussion.

3. **14.2.5**

4. **14.2.6**

5. **Homework**

   - Workbook 14.2.2 and 14.2.3.
   - Students search for information on the Qingzang Railway online and find two facts about this railway.
Day 6

1. Workbook 14.2.6
   a. Lead students to brainstorm the key words for the description, such as 小镇生活 (小镇生活), 無聊 (无聊), 計畫 (计划), 旅行, 發現 (发现), 語言不通 (语言不通), 開始 (开始), etc.
   b. Students in pairs help each other to describe the drawings.
   c. The teacher calls on students to provide description for the drawings.

2. Culture Unit
   a. Ask students what they found out about the Qingzang Railway.
   b. Students in pairs read the text. To check comprehension, the teacher asks the questions related to the text and also the questions in the textbook, such as
      • 青藏鐵路的特點是什麼? 請舉例子說明。
      • 建造這條鐵路最難以想像的是什麼? 為什麼?
      • 你以前聽說過青藏鐵路嗎? 青藏鐵路有多長?
      • 青藏铁路最高的一段路有多高?
      • 青藏鐵路是什麼時候完工的?
      • 為什麼遊客和工人在青藏高原上要用氧氣瓶?

3. Performance Project
   Dream Vacation in China, Taiwan or the United States
   This is a project similar to the task in Workbook 14.1.5.A, 14.2.5.A and B. Students work on it today and Day 7 and present it 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.
Ask students to select a place or city that they would like to present (it can be in China, Taiwan, or the United States). The teacher can set the limit for the budget and time. In the presentation, students describe the scenery or the historical and cultural significance of that place as well as provide a traveling plan or itinerary, including lodging, transportation, and sightseeing activities.

4. **Homework**

   - Workbook 14.2.7.A.
   - Prepare for the Performance Projects.
Day 7

1. **Workbook 14.2.4**
   a. Students in pairs read the information on two hotel flyers. Do the multiple-choice questions afterward.
   b. The whole class discusses which advertisement is more attractive and why.
   c. The teacher shows a couple more traveling or hotel flyers and brochures. Ask students if they can understand the main message in them.

2. **Performance Project**
   Prepare for the Performance Project.

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

1. Students present Performance Project

2. Introduce the objectives of Lesson 15.

3. Homework
   Prepare 15.1.1.