第十八課 復習

教學大綱 (教学大纲)

<table>
<thead>
<tr>
<th></th>
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<th>Lesson Plan</th>
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<tbody>
<tr>
<td></td>
<td>45 – 50 min</td>
<td>Focus</td>
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</tr>
<tr>
<td>Day 1</td>
<td>18.1</td>
<td>1. Present the objectives of L18</td>
<td>1. Present the objectives of L18</td>
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<tr>
<td></td>
<td></td>
<td>2. Warm-up activity</td>
<td>2. Warm-up activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 18.1 Story Creation</td>
<td>4. 18.1 Story Creation</td>
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<tr>
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<td>5. Homework: Prepare the story presentation</td>
<td>5. Homework: Prepare the story presentation</td>
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<tr>
<td></td>
<td></td>
<td>2. Review verbs in L10 through 17</td>
<td>2. Review verbs in L10 through 17</td>
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<tr>
<td></td>
<td></td>
<td>3. 18.2</td>
<td>3. 18.2</td>
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<td></td>
<td>5. Homework: Prepare the story presentation</td>
<td>5. Homework: Prepare the story presentation</td>
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<td>2. Story presentation</td>
<td>2. Story presentation</td>
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<td>3. 18.2 continued</td>
<td>3. 18.2 continued</td>
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<td>4. Homework: Read the journal entries and write a summary</td>
<td>4. Homework: Read the journal entries and write a summary</td>
</tr>
<tr>
<td>Day 4</td>
<td>18.2</td>
<td>1. Review L16 and L17: Themes, vocabulary, and Sentence Patterns</td>
<td>1. Review L16 and L17: Themes, vocabulary, and Sentence Patterns</td>
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<td></td>
<td>2. 18.2 continued</td>
<td>2. 18.2 continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Homework: Work on the project</td>
<td>4. Homework: Work on the project</td>
</tr>
<tr>
<td>Day 5</td>
<td>18.2 &amp; &amp; 18.3</td>
<td>Report on Yang Jie’s Story</td>
<td>1. Report on Yang Jie’s Story</td>
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<tr>
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<td>2. Explain AP test</td>
<td>2. Explain AP test</td>
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<tr>
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<td>3. Homework: Workbook 18.3 (Character Extension Exercises)</td>
<td>3. Homework: Workbook 18.3 (Character Extension Exercises)</td>
</tr>
<tr>
<td>Day 6</td>
<td>AP Practice Exam</td>
<td>1. AP Practice Exam: Listening Comprehension</td>
<td>1. AP Practice Exam: Listening Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. AP Practice Exam: Readings</td>
<td>2. AP Practice Exam: Readings</td>
</tr>
<tr>
<td>Day 7</td>
<td>AP Practice Exam</td>
<td>AP Practice Exam: Reading Comprehension, Readings E-L</td>
<td>AP Practice Exam: Reading Comprehension, Readings E-L</td>
</tr>
<tr>
<td>Day 8</td>
<td>AP Practice Exam</td>
<td>AP Practice Exam: Writing Tasks 1 and 2</td>
<td>AP Practice Exam: Writing Tasks 1 and 2</td>
</tr>
<tr>
<td>Day 9</td>
<td>AP Practice Exam</td>
<td>1. AP Practice Exam: Writing Tasks 3 and 4</td>
<td>1. AP Practice Exam: Writing Tasks 3 and 4</td>
</tr>
<tr>
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<td>2. AP Practice Exam: Speaking</td>
<td>2. AP Practice Exam: Speaking</td>
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</tbody>
</table>
## Daily Classroom Plan (每日课堂教学计划)

### Day 1

1. **Objectives**

   The objective of this lesson is to review L10 to L17. In this lesson, students will create stories based on pictures using the vocabulary and Sentence Patterns learned. Students will engage in discussions on various topics such as festivals, arts and entertainments, architecture, travel, overseas Chinese, endangered animals, the environment, etc. At the end of the lesson, students will be able to take an AP Practice Exam, which spreads over several class periods. The teacher will go over the test after each section is completed and review test items that students answered incorrectly.

2. **Warm-up activity**

   Ask students questions related to the topics covered in L10 through 17:
   - 过春节和圣诞节时人们都会做什么？
     过春节和圣诞节时人们都会做什么？
   - 你喜欢哪些休闲娱乐活动？
     你喜欢哪些休闲娱乐活动？
   - 你理想的住房是怎样的？
     你理想的住房是怎样的？
   - 假设你跟同学有机会一起去中国或者台湾留学，你们会怎么安排？
     假设你跟同学有机会一起去中国或者台湾留学，你们会怎么安排？
   - 你最想去旅游的地方是哪？为什么？
     你最想去旅游的地方是哪？为什么？
   - 为什么美国被称为文化的大熔炉？
     为什么美国被称为文化的大熔炉？
   - 你知道目前有哪些动物频临绝种？这是什么原因造成的？
     你知道目前有哪些动物频临绝种？这是什么原因造成的？
   - 一般人平常可以做些什么来保护环境？
     一般人平常可以做些什么来保护环境？
3. **Review L10 and L11**
   a. The teacher reviews the Sentence Patterns in L10 and L11 by using flash cards and asking students to make sentences.
   b. Pair activity: Students work in pairs to review vocabulary by using flash cards to quiz each other.
   c. The teacher chooses some photos related to the Spring Festival, Independence Day, Chinese zodiac, TV shows, art museums, Peking opera, orchestras, etc. and asks students to describe the people, scenery, and activities in the photos.

4. **18.1 Story Creation**
   a. Students work in small groups. Each group chooses a set of drawings and decides how to tell the story.
   b. Each group writes a story based on the discussions.
   c. Each group selects a representative to tell the story.

5. **Homework**
   Each group of students prepares a presentation of the story they just created in class. The presentation can be in any of various formats, such as a PowerPoint presentation, photo story, skit, etc. Every member of the group should participate in the presentation. (The teacher will inform the class beforehand regarding the criteria and rubrics for assessment.)
Day 2

1. **Review L12 and L13**
   a. The teacher reviews the Sentence Patterns in L12 and L13 by using flash cards and asking students to make sentences.
   b. Pair activity: Students work in pairs to review vocabulary by using flash cards to quiz each other.
   c. The teacher chooses some photos related to cities, urban areas, housing, traffic, various types of buildings, language programs, host families, etc. and asks students to describe the people, scenery, and activities in the photos.

2. **Review verbs**
   The teacher asks students to say as many verbs from L10 through L17 as possible and lists them on the board. The teacher works with the class on the verbs that some students are not familiar with, using those verbs to construct sentences.

3. **18.2:**
   Reading activity (entries on Jan. 18 and 28 and Feb. 11)
   a. Students work in small groups to read Yang Jie’s journal. The teacher selects groups to summarize each entry to the class.
   b. The teacher asks questions to reinforce comprehension, such as
      - 楊傑的接待家庭在那裡？一共有哪些人？他們是做什麼的？
      - 楊傑的接待家庭在那裡？一共有哪些人？他們是做什麼的？
      - 楊傑覺得羅芸怎麼樣？(楊傑覺得羅芸怎麼樣？)
      - 楊傑覺得春節怎麼樣？他陪羅媽媽辦了哪些年貨？
      - 楊傑覺得春節怎麼樣？他陪羅媽媽辦了哪些年貨？
      - 楊傑在羅家過春節，他都做了些什麼事？
      - 楊傑在羅家過春節，他都做了些什麼事？
      - 楊傑在元宵節都做了些什麼事？
      - 楊傑在元宵節都做了些什麼事？
      - 他覺得元宵節跟春節比起來哪一個比較好玩?為什麼？
      - 他覺得元宵節跟春節比起來哪一個比較好玩?為什麼？
4. **Story Presentation**
   Prepare and rehearse the story presentation for Day 3.

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

1. Review L14 and L15
   a. The teacher reviews the Sentence Patterns in L14 and L15 by using flash cards and asking students to make sentences.
   b. Pair activity: Students work in pairs to review vocabulary by using flash cards to quiz each other.
   c. The teacher chooses some photos related to travel, adventures, big cities in China and Taiwan, subways, famous Chinese American figures, minorities, flags, naturalization ceremonies, etc. and asks students to describe the people, scenery, and activities in the photos.

2. 18.1 Story Presentation
   a. The teacher gives the students an evaluation or comment form for them to fill out for each group’s presentation.
   b. After each presentation, the group holds a brief question and answer session.
   c. When all the stories are presented, ask students to comment on the presentations.

3. 18.2
Reading activity (entries on Feb. 27, March 8. and Apr. 7)
   a. Students work in small groups to read Yang Jie’s journal. The teacher selects groups to summarize each entry to the class.
   b. The teacher asks questions to reinforce comprehension, such as
      • 楊傑在台北每天上哪些課？
        杨杰在台北每天上哪些课？
      • 除了中文課程以外還有什麼別的活動？
        除了中文课程以外还有什么别的活动？
      • 二月二十七日這一天有什麼特別的事情發生？
        二月二十七日这一天有什么特别的事情发生？
      • 楊傑的接待家庭搬進現在住的公寓以後發生過一些什麼麻煩的事情？
        杨杰的接待家庭搬进现在住的公寓以后发生过一些什么麻烦的事情？
18.

Homework

Read the journal entries of May 10, June 11 and 30, and July 20. Write a summary for each entry.
Day 4

1. Review L16 and L17:
   a. The teacher reviews the Sentence Patterns in L16 and L17 by using flash cards and asking students to make sentences.
   b. The teacher shows a flash card and makes a sample sentence with the vocabulary on the card. After that, the teacher begins the first part of a sentence and has students complete the sentence.
   c. The teacher selects some photos related to animals, hunting, zoos, wildlife, World Animal Day, the earth, environment, energy sources, etc. and asks students to describe the people, scenery, and activities in the photos.

2. 18.2.

   Reading Activity (entries on May 10, June 11 and 30, and July 20)
   a. The teacher selects an individual student to summarize each journal entry. Other students can provide more details.
   b. The teacher asks questions to reinforce comprehension, such as
      • 羅芸的外婆住在什麼地方？那兒的環境怎麼樣？
        罗芸的外婆住在什么地方？那儿的环境怎么样？
      • 羅芸的外婆喜歡她住的地方嗎？為什麼？
        罗芸的外婆喜欢她住的地方吗？为什么？
      • 楊傑和同學做了些什麼事情來推動設區環保？
        杨杰和同学做了些什么事情来推动设区环保？
      • 環保社最重要的工作是什麼？
        环保社最重要的工作是什么？
      • 楊傑在臺北做了些什麼事情來慶祝端午節？
        杨杰在台北做了些什么事情来庆祝端午节？
      • 還有什麼特別的事情發生嗎？
        还有什么特别的事情发生吗？
      • 在臺北過了一個學期以後，楊傑的中文有了什麼樣的進步？
        在台北过了一个学期以后，杨杰的中文有了什么样的进步？
      • 楊傑什麼時候能再見到羅芸？
        杨杰什么时候能再见到罗芸？
3. **Group project**

   After Yang Jie Returns Home
   Students in small groups develop a story about Yang Jie after his return to the United States. Each group discusses the format for the story, such as a skit, interview, PowerPoint presentation, radio/TV broadcast, etc.

4. **Homework**

   Work on the project.
Day 5

1. **Group Project: Story of Yang Jie**
   
   Each group presents its story. After each report, the group responds to questions raised by other students.

2. **AP Practice Exam**

   The teacher explains the main sections in an AP test. Students will take an AP Practice Exam during next three class periods. The teacher demonstrates sample listening, reading, writing, and speaking components of AP tests.

3. **Homework**

   Prepare workbook 18.3 (Character Extension Exercises)
Day 6

1. **AP Practice Exam: Listening Comprehension**
   
   a. The teacher tells students that this is an AP Practice Exam. Since the class time is fifty minutes, the AP Practice Exam will be divided into several portions and administered in several periods. Today, students will work on the listening component in Workbook L18, listening questions 1 through 23. Students have twenty minutes to complete the task. (In AP tests, students are allowed twenty minutes for thirty to thirty-five listening comprehension questions.)
   
   b. After the test, students in pairs check their answers against the answer keys.
   
   c. The teacher takes a survey to find out which items most people got incorrect and focuses on those.

2. **AP Practice Exam: Reading**

   The AP Reading Test allows students sixty minutes to complete thirty-five to forty questions. Because students may not be able to complete the test within the fifty-minute class period, it is suggested that the teacher assign readings A, B, C, and D as homework.

3. **Homework**

   AP Practice Exam, readings A-D.
Day 7

1. AP Practice Exam: Readings E-L
   a. Complete the rest of the reading test, readings E to L, in the class period.
   b. After the test, students in pairs check their answers against the answer keys.
   c. The teacher takes a survey to find out which items most students got incorrect and focuses on those.
Day 8

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

   The writing test should be conducted in a computer lab so that students can type their answers. The teacher gives the directions for writing tasks 1 (story narration) and 2 (personal letter).
1. **AP Practice Exam: Writing Tasks 3 and 4**

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

2. **AP Practice Exam: Speaking**

   The teacher gives the directions for the speaking tests.
   a. The first speaking test is a conversation with a visiting teacher from China about his or her travel plan in the United States. There will be six questions. Students have only twenty seconds to record the answer for each question. The teacher should encourage students to respond as comprehensively as possible.
   b. The second speaking task is a cultural presentation. Students have to choose one traditional Chinese art and describe the type of art and explain its significance. Students have four minutes to prepare and two minutes to record their answers.
   c. The third speaking task is an event plan. Students have to describe the advantages and disadvantages for various options of planning a Christmas celebration at a high school in Taiwan. They have four minutes to prepare and two minutes to record their answers.

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

   Students in small groups discuss the parts of the test they found difficult and ways to improve their performance.