

教学进度

中学的课程安排千差万别，外语教学的可用时间也各不相同。此外，各个学区之间对可布置的作业量的预期也有较大差异。所以，设计一个适用于所有中学的每日教学进度表不太现实。基于以上原因，我们按照本项目材料的预期教学序列大纲来组织这个简介之后的每课教学提示。每节课的时间安排还需要每一位老师自己计划。不过，我们还是创建了一个教学进度的示范表（如下所示），来展示完成《趣学中文》一课大体所需要的教学时间。

在教学进度表中，我们假定每节课的时间大约 50 分钟。同时，假定学生已经习惯做作业，并且能一定程度上独立完成课堂任务。根据进度表，每两周教完一课，在一个学年 180 个教学日内完成 5 个单元（15 课），即使有些时间会被集会或其他学校活动占用。老师可能会发现，根据每个班级的需要，选择突出一些活动和跳过某些活动是有益的。与教学的其他方面一样，教师的判断和经验对学生的成功至关重要。《趣学中文》的教学资源广泛，让老师有可能设置最适合自己的学生的学习进度。

Instructional Pacing

Schedules for secondary schools vary widely, as does the amount of time available for world language instruction. In addition, expectations around the amount of homework that can be assigned also differ considerably from district to district. As a result, it is not possible to create a day-by-day pacing chart that will work for all secondary schools. For this reason, the chapter-by-chapter tips in the Teacher's Resources are organized as a general outline of the intended instructional sequence for the materials in this program. Structuring each individual class period will require planning on the part of the instructor. However, we have created a sample pacing chart (below) to show the approximate number of instructional days required to cover a chapter of content in *Go Far with Chinese*.

In the pacing chart, we assume that the class meets every day for around 50 minutes. In addition, we assume that students are accustomed to doing homework and can complete classwork with a degree of independence. Based on this pacing, a single chapter can be covered in about two weeks, with 5 Units (15 Chapters) being covered in an academic year of 180 instructional days, knowing that some days will be taken up with assemblies or other school events. Teachers will likely find it beneficial to select some activities to highlight and others to skip, based on the needs of each class. As with other aspects of instruction, the judgment and experience of the instructor are crucial to the success of the students. The range of resources available in *Go Far with Chinese* makes it possible for you to set the pace that works best for your students.

Example Pacing Chart for Chapter 12

Abbreviations Used in the Pacing Charts

TB = Textbook

WB = Workbook

CWB = Character Workbook

Note: All worksheets, PPTs, and assessments mentioned in the chart are available in the Teacher's Resources file packs.

| | In-Class Activities | Homework |
|-------------|---|--|
| Class Day 1 | Warm-up activity Preview TB Can-Do Goals Brief discussion of TB Culture Connection Section 1 Target Language Input PPT Section 1 Activities PPT: Activity 1 | Before class: Students complete "Preview Worksheet" and "Culture Connection Worksheet." After class: Section 1 WB: Pinyin and Tone, Listening, Speaking |
| Class Day 2 | Warm-up activity Section 1 TB: New Words in Context Section 1 TB: Puzzle It Out Section 1 Activities PPT: Activities 2–4 | After class: Section 1 WB: Reading, Writing; Section 1 CWB |
| Class Day 3 | Warm-up activity Section 1 TB: Using the Language Section 2 Target Language Input PPT Section 2 Activities PPT: Activity 1 | After class: Section 2 WB: Pinyin and Tone, Listening, Speaking |
| Class Day 4 | Warm-up activity Section 2 TB: New Words in Context Section 2 TB: Puzzle It Out Section 2 Activities PPT: Activities 2–4 | After class: Section 2 WB: Reading, Writing; Section 2 CWB |
| Class Day 5 | Warm-up activity Section 2 Activities PPT: Activities 5–6 Section 2 TB: Using the Language Section 3 Target Language Input PPT Section 3 Activities PPT: Activity 1 | After class: Section 3 WB: Pinyin and Tone, Listening, Speaking |
| Class Day 6 | Warm-up activity Section 3 TB: New Words in Conversation Section 3 TB: Puzzle It Out Section 3 Activities PPT: Activities 2–3 | After class: Section 3 WB: Reading, Writing; Section 3 CWB |
| Class Day 7 | Warm-up activity Section 3 Activities PPT: Activity 4 | After class: WB Put the Pieces Together! Vocabulary Chart, |

| | | |
|--------------|---|--|
| | Section 3 TB: Using the Language TB Put the Pieces Together!: Passage 1, Speaking | Reading |
| Class Day 8 | Warm-up activity TB Put the Pieces Together!: Passages 2–3, Final Project | After class: WB Put the Pieces Together! Writing |
| Class Day 9 | Warm-up activity Review chapter content | Review |
| Class Day 10 | Depending on assessment plan for your program either administer Chapter assessment or begin the Unit 4 Integrated Performance Assessment (Unit Project) | |