

MAND 2 Lesson Seven Oral Presentation/Quiz 2

Presentation date: February 20 (Wed.), 2013

A: _____

B: _____

C: _____

Direction:

1. Two or three students (signed up by the instructor) as a group take turns to generate dialogues. Write down the lines you want to say first, then practice speaking with your partner(s). You have to memorize the lines you would like to say. **NO NOTES** when you make the presentation.
2. You have to give your instructor your lines/dialogues in written skit when you make the presentation.
3. Try to use the vocabulary you learned from Lesson 1 to Lesson Seven. Please don't use the vocabulary we have not studied yet. If you do, your points will be deducted.
4. Each presentation should be 30 seconds to 1 minute long.
5. Bring the items related to your topic and use it as a supplement when your group makes the presentation, such as textbooks, Chinese character writing cards, tests, food, etc.
6. You can either make a presentation in class or video record your presentation in advance and show it to the class.
7. Grading criteria (25 points in total):
 - a. Pronunciation (1%-5%)
 - b. Use Sentences Correctly (1%-5%)
 - c. Writing (1%-5%)
 - d. Volume (1%-5%)
 - e. Visual Aids and Group Performance and Creativity (1%-5%)
8. Present one of the following situations:
 - a. Two or three students from Chinese class meet in campus. They greet each other first then make comments about the Chinese grammar, vocabulary and the Chinese characters of the lessons they studied. They decide to study together and also decide on a time and place to meet.
 - b. Two or three students leave the classroom at the same time after finishing a test in Chinese. They discuss the result of their tests. They make comments on how they did in learning grammar, reviewing the vocabulary and writing the characters. They still have questions and they decide to go to ask others/their teacher/Chinese friends to help.
 - c. Two or three students eat lunch at the school cafeteria. They talk about why they were late or early for today or yesterday's class. How late or early they went to sleep, why and how they prepared for today's lesson. They also mention how they review or preview the lessons. They decide to go to the school library more often to study together and set up the date and time for this activity.