Teaching report

Instructor’s name: Guohong Xu

Class taught in: Kent 522C

Date of teaching: March 30 2015

Duration of teaching: 1:10pm -2:00pm

1. What transpired in class
2. Reviewed and practiced the learned words and expressions.
	* + 1. **S或（者 ）a或（者）b**

**Complete the sentences:**

 **在圖書館裏 同學們 \_\_\_看書\_\_\_上網\_\_\_做作業**

**同學們在做什麼？**

 **健身房裏 跑步機\_\_\_游泳\_\_\_骑車\_\_\_舉重**

 **人們在做什麼？**

 **下課了 图書馆\_\_\_運動場\_\_\_吃飯\_\_\_看電影**

 **大家到哪去？**

 **運動場上 打蓝球\_\_\_排球\_\_\_棒球\_\_\_足球\_\_\_手球**

 **做什麼？**

 **紐約旅遊 帝國大廈\_\_\_自由神像\_\_\_時代廣場\_\_\_哥大\_\_\_中央公園**

 **遊客來旅遊，哪裡好玩？**

**Talking about the pictures, What are the people doing?**

**S1: 他们或者聊天或者玩游戏.**

**S2. 或者走动.**

**2.** **四字格**

**Reviewed by looking at the slide shows:**

沒精打采、對牛彈琴、多才多藝、琴棋書畫，樣樣精通、各有所愛、志趣相投、左思右想、人見人愛、自言自語

(Students did not seem familiar with the expressions)

Fill in the worksheet with the expressions:

**1.他感冒了, 上課時\_\_\_\_\_\_\_\_.**

**2. 大家沒學過法語, 可他用法語講課, 真是\_\_\_\_\_\_.**

**3. 這女孩能講漢語,西班牙語,還會唱歌跳舞畫畫彈琴下象棋, 真是\_\_\_\_\_,\_\_\_\_\_\_,\_\_\_\_\_.**

**4. 他愛打棒球, 我喜歡打太極, 我們 \_\_\_\_\_\_.**

**5. 喜歡運動的同學經常在一起玩, 他們\_\_\_\_\_\_.**

 **6. 老師的問題很難,我們\_\_\_\_\_, 最後終於答出來了.**

**7. 小時候,我喜歡一邊玩一邊\_\_\_\_\_地說著話.**

**8. 她長得很漂亮又很聰明.\_\_\_\_\_\_\_\_.**

**9. 我們班的同學很能幹, 开运动会, 唱歌跳舞,搞節目\_\_\_\_\_\_,\_\_\_\_\_\_.**

**3.從sth  +V（學／ 聊／說）起**

**夢想---童年**

**讀書經歷----哥大的第一天**

**保護環境---- 我做**

**他們的友情----同學的時候**

**愛情的故事---- 從一起工作的時候**

**4.S...的時候VP1；後來，VP2了；再後來，又VP3；現在，VP4；將來，VP5**

 **小的时候----玩遊戲----上網---學電腦----計算機編程----遊戲專家**

**想當老師----上教師學院----在中國教英語---在哥學教中文---中文老師**

**剛來哥大時---住在66街---搬到79 街---搬到96街--- 準備搬到116街.**

**跳舞-----溜冰-----滑雪----冰球----花样溜冰.**

**写毛笔字---画画---下围棋----小提琴----唱歌.**

**花草---种花----动物园----宠物----学生物----生物学家.**

**SV上了O：start doing sth：**(1) change state（2）have access to …

**學英文-ABC**

**在電腦上做作業,不小心按错键,又要\_\_\_\_\_\_.**

**很多年沒開車了,得------.**

 **實驗沒做成功, 又要從頭開始做一次了.**

**原来喜欢乒乓球现在爱上了网球, 要從頭学起.**

**6.要是A（的話），S想/就+Vp** （主要練“想”，因為“就”已經練過了）

**會講中文---去中國.**

**數學****學得好----去學編程.**

**對樂器樣樣精通----表演藝術家.**

**有錢有時間---到中國去學武術**

**7.SV一會兒（O）**

**看看時間還早,我又在床上躺\_\_\_\_.**

**起床晚了---上課遲到.**

**他和女朋友去看電影,可才進去了---就出來了.电影结束了.**

**请等\_\_\_\_,我马上就来.**

**上課前---玩---手機.**

**下課後---打了---籃球.**

**做完了作業----聊—天.**

**睡覺前---聽---音樂.**

**昨天老师教了我一会儿中国功夫就走了.**

**8.有不少人，沒有人，沒有多少人,所有人**

**下大雪了,街上\_\_\_\_\_.**

**時間還早,課室裏靜悄悄的,-----.**

**哥大TCSOL的春節晚****會很热闹 \_\_\_\_ 參加.**

**他什么也不说,\_\_\_\_知道他是怎麽來的.**

**全班\_\_\_\_都參加了她的生日晚會.**

**在哥大\_\_\_\_學****拉丁語, 也\_\_\_\_會講拉丁語.**

**暴风雪来了,所有人都必须呆在家里**

1. Reflections

 1. Procedure A

 This part was carried out methodically, and students were provided enough information as well as the teacher’s assistance to review and practice the learned words and expressions properly. However, students were not familiar with some sentences and the learned expressions so it was difficult for the students to practice smoothly. Visual aids were sufficient to help facilitating practice. Volume was full and interest was low. They needed teacher’s assistance all the time. Students were not as active as expected in practicing. Most of the words are difficult for them.

 2. Procedure B.

 This part was to complete the sentences with the expressions.(item 2). The goal was for the students to be able to understand the usage of the words and expressions having reviewed. It seemed that the sentences provided were a little bit difficult for the students to process.

3. Procedure C Not enough time for group work because more time was spent in the Chinese idioms.

Comments:

 The lesson was fully prepared and focused on speaking covering all the required items, it was fluency-oriented with the positive feedback for pronunciations and expressions. With sentence frames provided, students were able to refer to the language structures and engage in the activity. It is valid and there is enough time allotted. There is pre-learning. Success orientation is where students practiced using the provided elements to say something according to the structures. The first part of the lesson was carried out passively due to some of the sentences they were not familiar with although students were attentive. The interest was low in Procedure A. Students were attentive to follow the teacher in Procedure B, they were learning the basic structures of the sentences as well. Visual aids were sufficient to help facilitating practice. The whole lesson went according to the plan and almost all the students were engaged in all the drillings. Chinese was used communicatively throughout.

Improvement:

1. It will be more effective and easier for the students to understand if each idiom came before the pictures with related drilling information following up . Change the PPT order of Item 2.
2. It is important to get more student’s background such as what subjects they have learned in order to avoid using unfamiliar words and expressions.
3. Design special context in detail for each expression for the students to create sentences and facilitate active thinking instead of mechanized drilling.
4. Drill and patterns should be close to real life situation and pay more attention to the students’ feedback.