

Going Global



Introduction

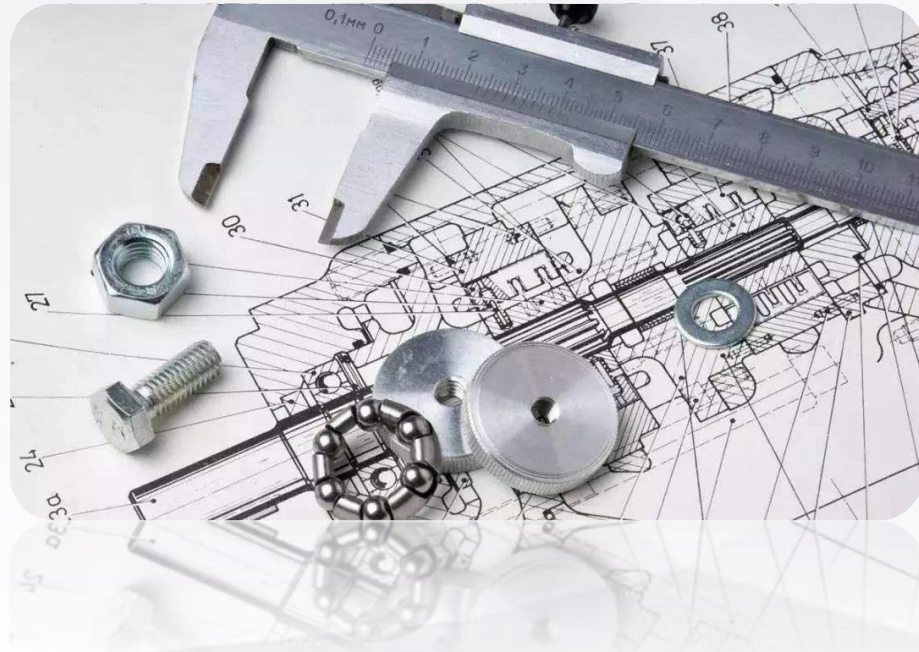


Introduction

- 1 【 Teaching Analysis 】
- 2 【 Instructional Design 】
- 3 【 Teaching Procedure 】
- 4 【 Teaching Highlights 】

Student Analysis

University of science and engineering



- Academic competence
- Innovative ability
- Correct value judgment

- Critical thinking skills
- Cross-culture skills

Sophomores, Non-English Majors



High English proficiency in reading and writing

Lack of interpersonal communication skills

Text Analysis

Teaching
analysis



Instructional
design

Teaching
procedure

Teaching
highlights





Communication ability

Cross-culture ability



Chen Ming
New management trainee



Anne Megan
Manager of financial program



Mary Jones
Manager of technology and culture program

Teaching philosophy

Production Oriented Approach

- ✓ Integrate learning and using
- ✓ Improve teaching efficiency
- ✓ Enhance self learning ability

Blended Learning Mode



Teaching focus

Unit 7 Express Opinions in the meeting



CASE

4

Can the new program proposal be accepted?

accepted

Review

“Money Matters”

A financial program

Unit 1-2

Find the sponsor

- ✓ Present info about the companies
- ✓ Make arrangements for the field trip
- Make a comparison report
- Create an agenda

“Eyes Open”

A travel program

Unit 3-4

Get audience's feedback

- ✓ Categorize the audience's feedback
- ✓ Summarize the feedback
- Make a T-chart
- Write a feedback summary

“Culture Focus”

A talk show on folk culture

Unit 5-6

Find a new guest

- ✓ Propose a new guest
- ✓ Introduce the show to the new guest
- Write a proposal email
- Draft the program introduction

Teaching objectives

“X-er Camp”

An educational program



Linguistic objective

Get familiar with the structure of expressing opinions and giving evidence.

Communicative objective

Get general and specific information from various sources.
Express clear and well-supported opinions in the meeting.

Value objective

Be aware of the educational equity.
Broaden the cross culture vision.

Motivating scenario



High communicative value



- Desire for learning
- Concern for educational equity



Motivating

General and specific information

Enabling

- Skimming and scanning
- Signal words used as hints

Assessing

- Activities in P93, P94

Assignment

- **Read** the proposal script
-general info
- **Watch** the proposal video
-specific info

Express opinions to make evaluation

- Structure of expressing opinions
- Culture difference

- Activities in P95, P96

- **Write** program proposal evaluation
- **Adapt** evaluation to a meeting presentation

Identify vague language

- Significance
- Change vague into clear

- Activities in P97, P98

- **Role play** the business meeting
- **Video tape** the meeting.

Express clear and well-supported opinions in the meeting

Checklists

Session 1

	Yes	No
I have understood the objectives of proposal.		
I have known the general view of the program.		
I have known the format of the program.		
I have known the subject of the program.		
I have known the values of program.		
I have known the mode of production.		
I have known the project timelines.		
I have known the production length of the program.		
I have known the requirement of hosts and guests.		
I have known the proposed budget.		

Session 2

	Yes	No
I have expressed my opinion clearly.		
I have used expressions learnt in class.		
I have restated my opinion.		
I have used evidences to support my opinion.		
I have used relevant evidence.		
I have used consistent evidence.		
I have used reliable evidence.		

Session 3

	Yes	No
I have stated my opinions clearly.		
I have restated my opinion.		
I have used evidences to support my opinion.		
I have used relevant evidence.		
I have used consistent evidence.		
I have used reliable evidence.		
I have used clear language.		
I have used vivid language.		
I have gained attention of the listeners.		
I have sufficient eye contact with listeners.		
I have used my voice effectively.		

Teaching assessment

Teaching analysis

Instructional design

Teaching procedure

Teaching highlights



Collaborative Assessment

- Learn while assessing
- Analyzing ability
- Sense of responsibility

Formative Assessment

- Self-assessment
- Peer review
- Teachers review

Summative Assessment

- Final test
- In class quiz

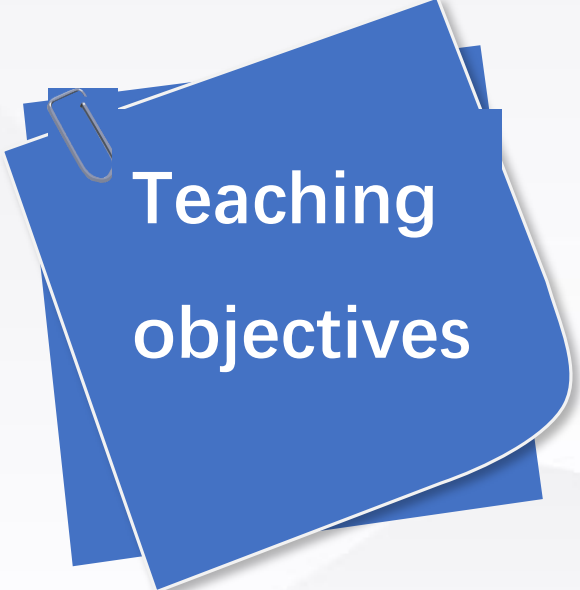
Teaching highlights

Teaching
analysis

Instructional
design

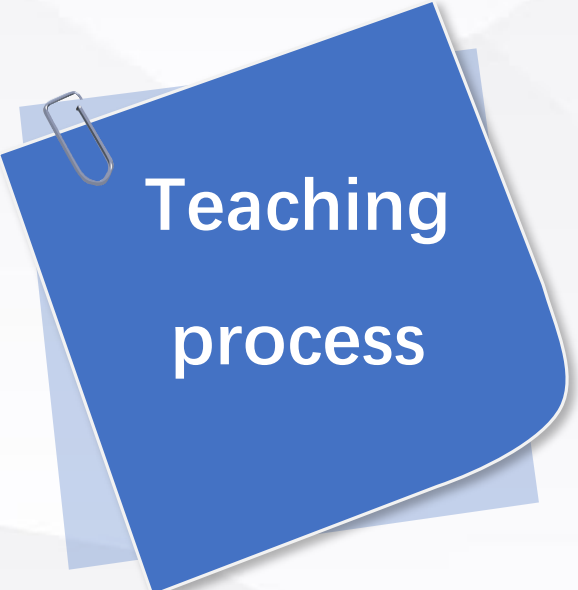
Teaching
procedure

Teaching
highlights



Teaching
objectives

Integration



Teaching
process

Graduality

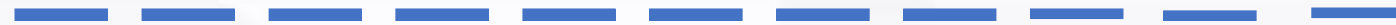


Teaching
evaluation

Diversity



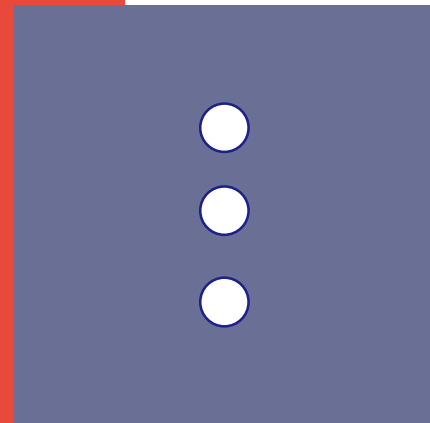
Demonstration



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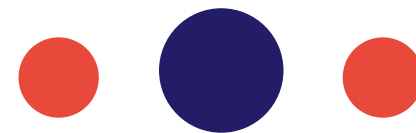
Unit

7 >



Express Opinions

In the Meeting



Powerpoint

Keynote

Google Slides

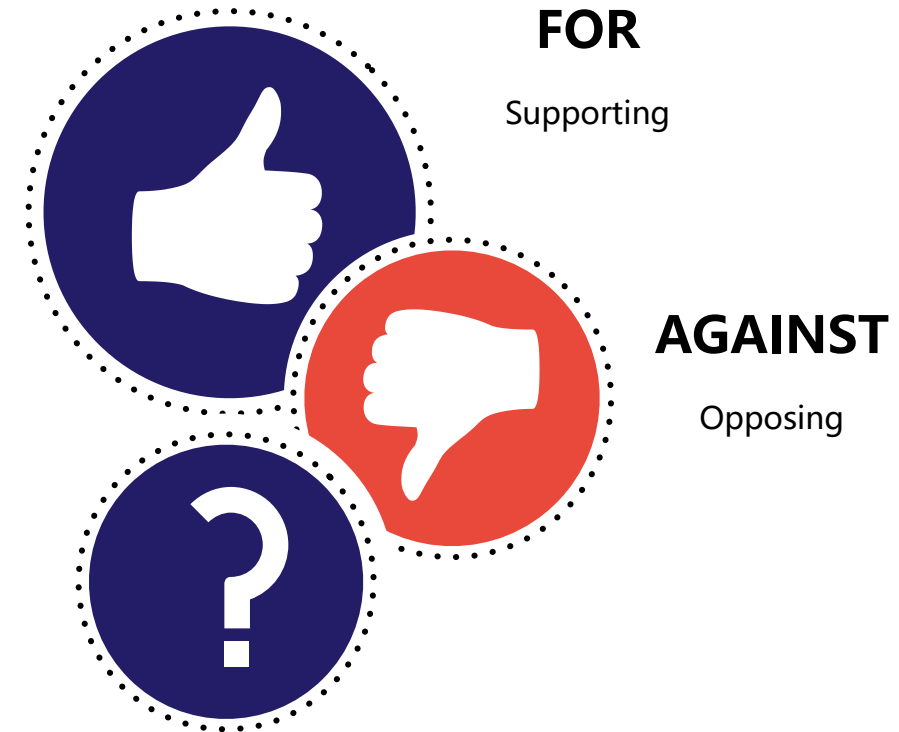


Assignment:

Please express your opinion in the meeting of the program proposal about *the Training of the English Teachers in Rural Areas*.



"The fact is that the students in rural areas have no chance to speak English. Some schools even have no English teacher at all. "



Learning objectives

Get to know the structure of expressing opinions



Learn to express opinions and use evidence



Practice to communicate effectively
in cross-cultural communications



Enhance the awareness of education equity



An experiment

Chinese Mother



You



Western Mother

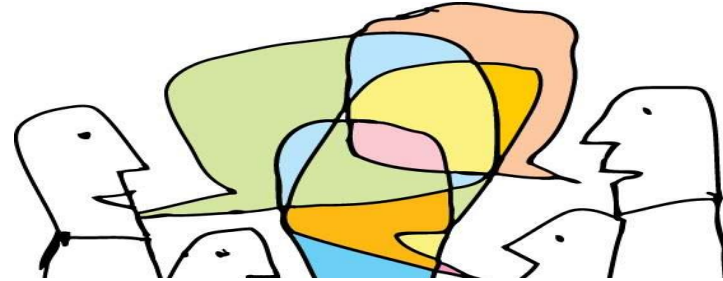


- ✓ Homework
- ✓ Room cleaning-up
- ✓ Laundry
- ✓ Piano practice

Simple structure of expressing opinions



01



State your opinions

State the main points clearly at the very beginning of your presentation

02



Give evidences

Give enough evidence to support your opinions

03

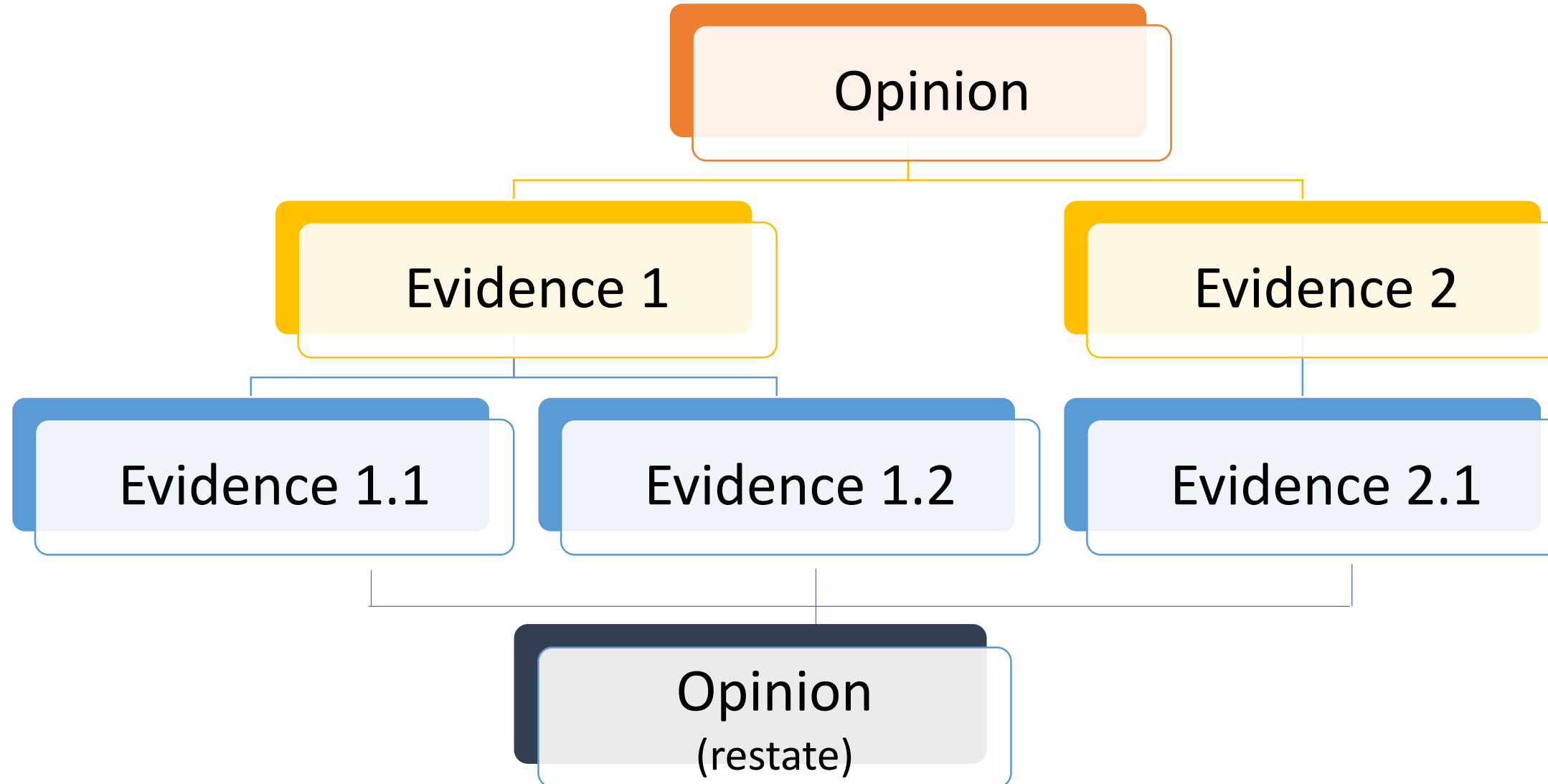


Restate opinions

Restate the main points clearly at certain points during your delivery of the presentation

- Refer to P. 96 of Going Global (Elementary) and P. 100 of its Teacher's Book.
- 此页PPT参考国际人才英语教程（初级）第96页和教师用书第100页内容。

Complex structure of expressing opinions



- Adapted from *the Pyramid Principle*.
- 此页PPT基于《金字塔原则》一书内容修改而成。

Identify the structure of expressing opinions



Express
one's
love

A



B

C



Identify the structure of expressing opinions



I love you China 我爱你中国

I love you China

我爱你中国

I love your vigorous seedlings in spring

我爱你春天蓬勃的秧苗

I love your golden fruits in autumn

我爱你秋日金黄的硕果

I love your temperament of verdant pines

我爱你青松气质

I love your character of red plum blossoms

我爱你红梅品格

I love the sugarcane in my hometown

我爱你家乡的甜蔗

It's like milk moistening my heart

好像乳汁滋润着我的心窝

I love you China

我爱你中国

Opinion



Evidence



Opinion



Analyze the use of the structure

I love you China 我爱你中国

I love you China

我爱你中国

I love your vigorous seedlings in spring

我爱你春天蓬勃的秧苗

I love your golden fruits in autumn

我爱你秋日金黄的硕果

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It's like milk moistening my heart

好像乳汁滋润着我的心窝

I love you China

我爱你中国

CHECKLIST FORM

- 1 Is the opinion clearly expressed at first?
- 2 Is the evidence used to support the opinion?
- 3 Is the evidence relevant to the opinion?
- 4 Is the evidence consistent to the opinion?
- 5 Is the opinion restated in the end?

• Adapted from P. 105 of Going Global (Elementary), Teacher's Book.

• 此页PPT基于国际人才英语教程（初级）教师用书第105页内容修改而成。



"The fact is that the students in rural areas have no chance to speak English. Some schools even have no English teacher at all. "



Expressing opinions

- It's my considered opinion that ...
- As far as I am concerned ...
- From my point of view ...
- It seems to me that ...
- I cannot deny that ...
- That is why I think ...

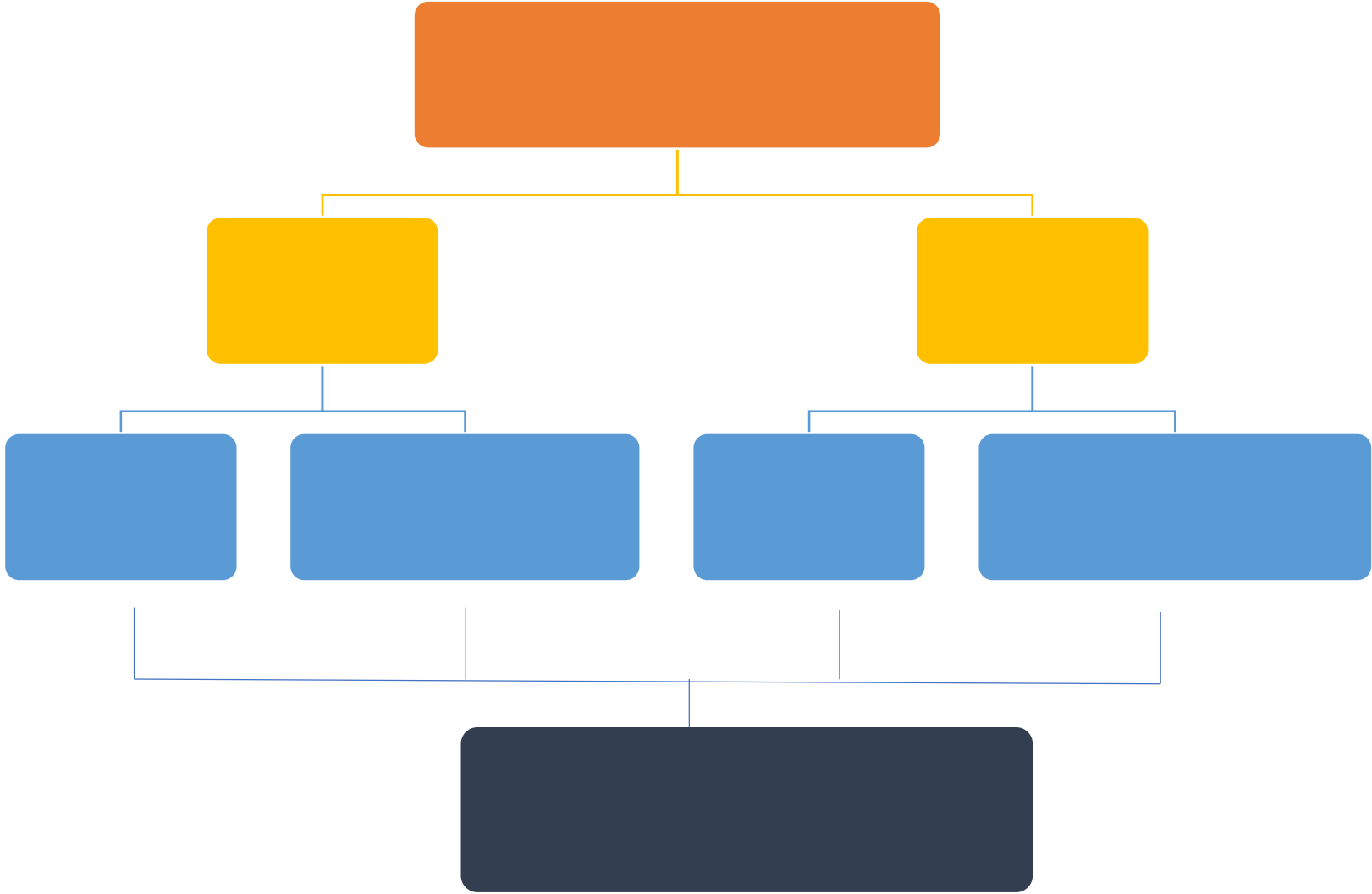
Giving evidence

- The fact is that ...
- This proves that ...
- What it comes down to is that ...
- It is obvious/certain/clear that ...

Apply to revise the sample



"The fact is that the students in rural areas have no chance to speak English. Some schools even have no English teacher at all. "



Apply to revise the sample

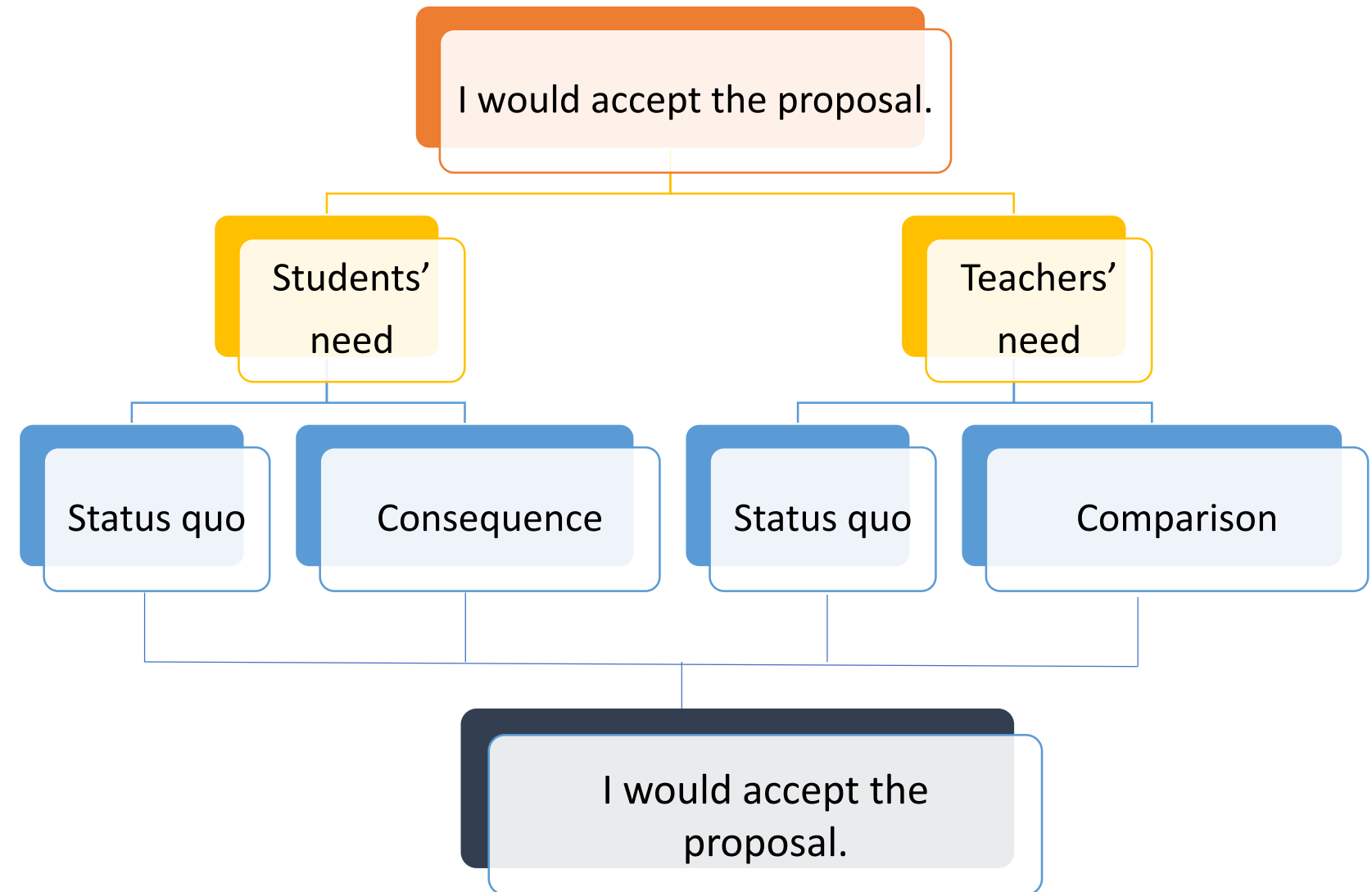


Expressing opinions

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Giving evidence

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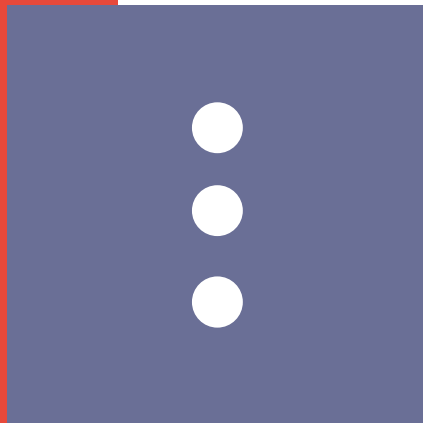
Please revise your evaluation in terms of other subheadings in the program proposal and prepare to express your opinion in the meeting.



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202

X



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THANKS

