

2019

FLTRP

Teaching

Contest

Wuhan





CONTENT

01

Course Design

02

Unit Design

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Teaching Demonstration

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PART 01

Course Design

Overview



Educating Principle

To cultivate students with brilliant expertise and foreign language proficiency

Target Students

Undergraduates
Non-English majors



Teaching Objectives (integrated course)

- To equip ss with applied language skills
- 5C

- Communication
- Culture
- Connection
- Comparison
- Community

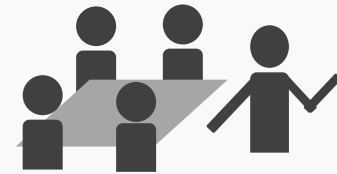
Course Design

Flipped Course + SPOC



Online
(before/after class)

Face-to-face
(in class)



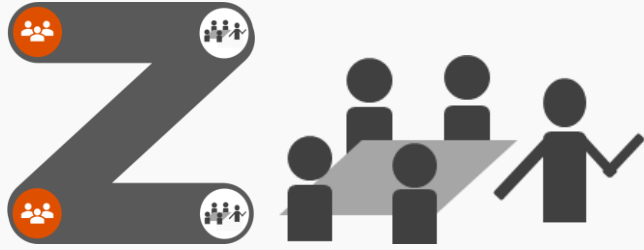
Online Study - Monitored by teachers

Forum with related topic for discussion

Interaction with teachers online

Check ss learning

Tasks & Activities for language use



In Class (face-to-face)

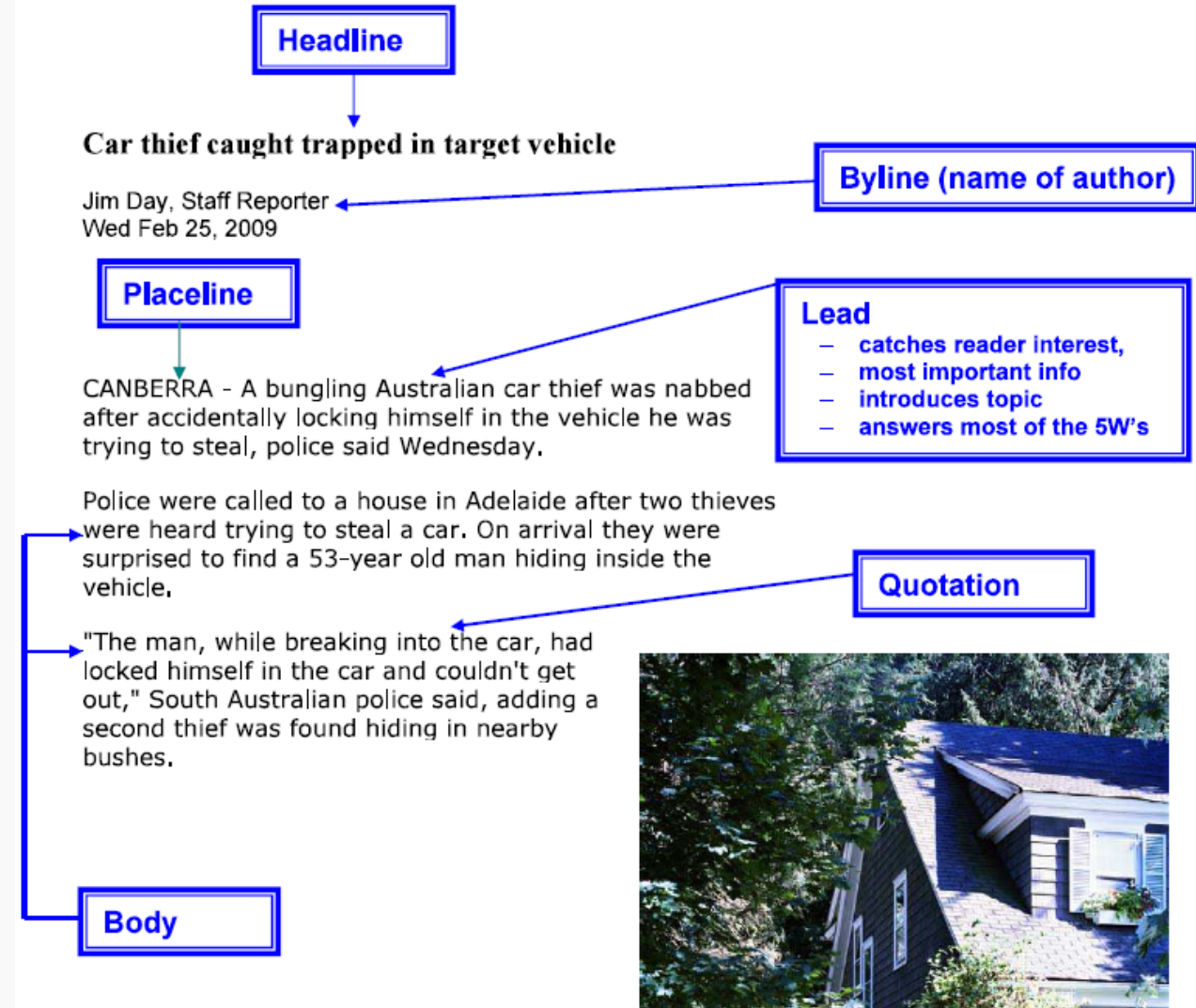
Tasks

Activities

Example:

Follow the sample essay and write a news report

News Report - An example



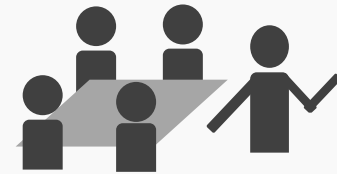
Course Design

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Online
(before/after class)

Face-to-face
(in class)



Online Study - Monitored by teachers

Forum with related topic for discussion

Interaction with teachers online

Check ss learning

Tasks & Activities for language use

To combine need and language input

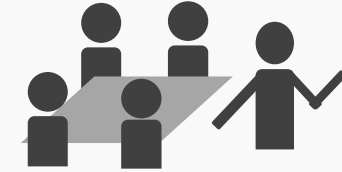
Course Design

Flipped Course + SPOC



Online
(before/after class)

Face to face
(in class)

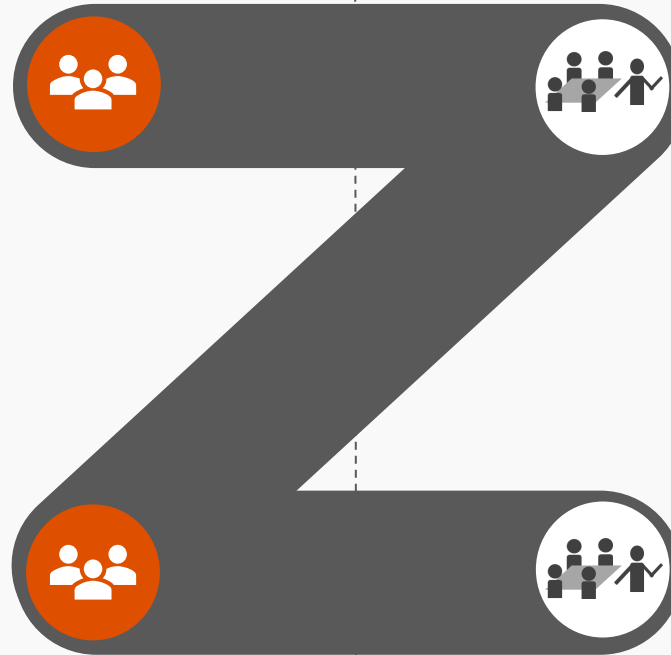


Project intro & Online Study 1

- Project introduction
- ss watch online videos
- ss take notes and finish exercise

Online Study 2

- ss watch online videos
- ss take notes and finish exercise



Face-to-face class 1

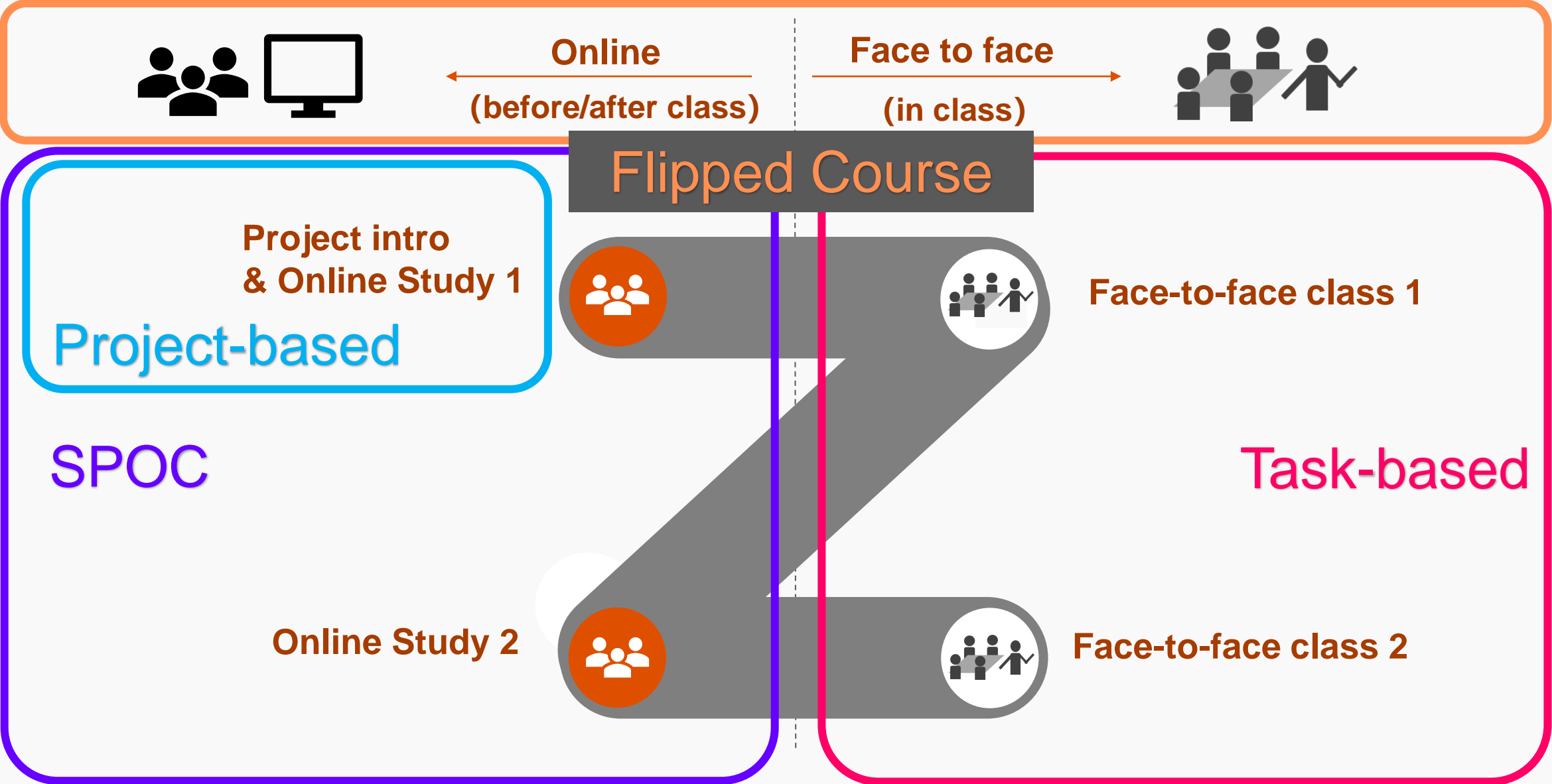
- To check ss' online study
- Key language points
- Tasks and Activities

Face-to-face class 2

- Quiz (check with exercise)
- Language Drills
- Tasks and Activities

Course Design

Flipped Course + SPOC



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PART 02

Unit design

Unit Design

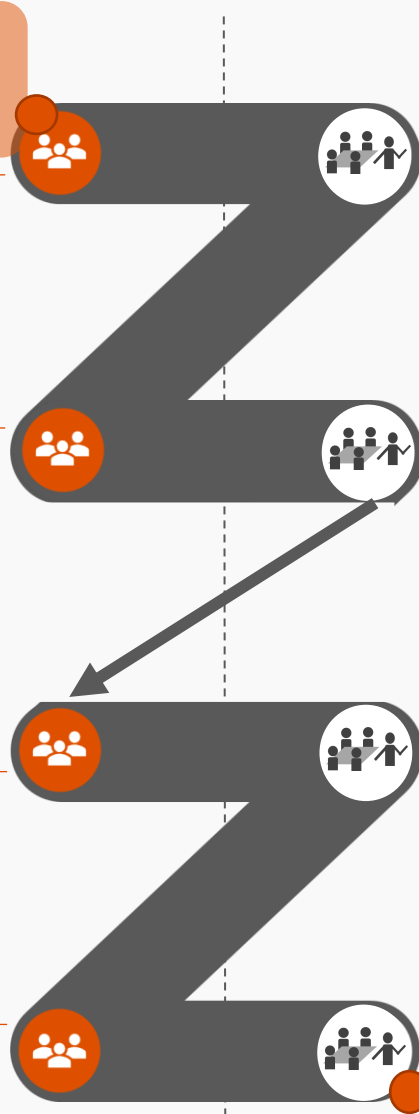
- Project (intro)

Text 1

Unit 6 The Secret Life of Science

Text 2

- Project (report)



Unit Design

Project

To design a
commercial
advertisement
for a newly invented
hi-tech product



In the form of
Video+Presentation

Disadvantages
of the existing
product

Advantages of
the new product

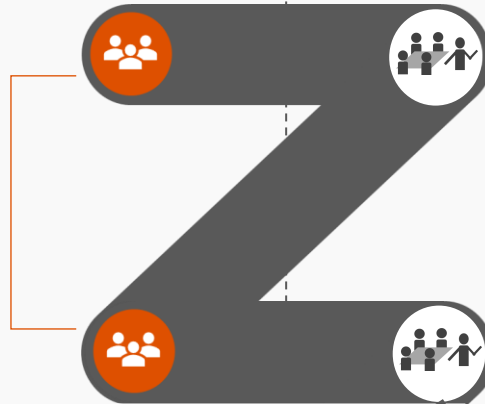
- Counter argument
- Exemplification

designed tasks
(in face-to-face class)

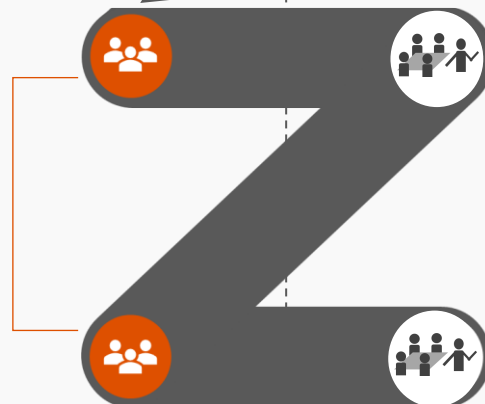
Unit Design

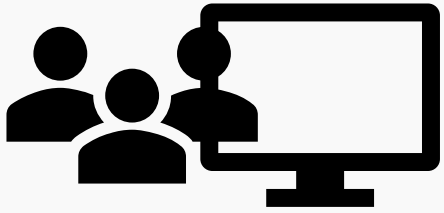
Unit 6 The Secret Life of Science

Text 1



Text 2





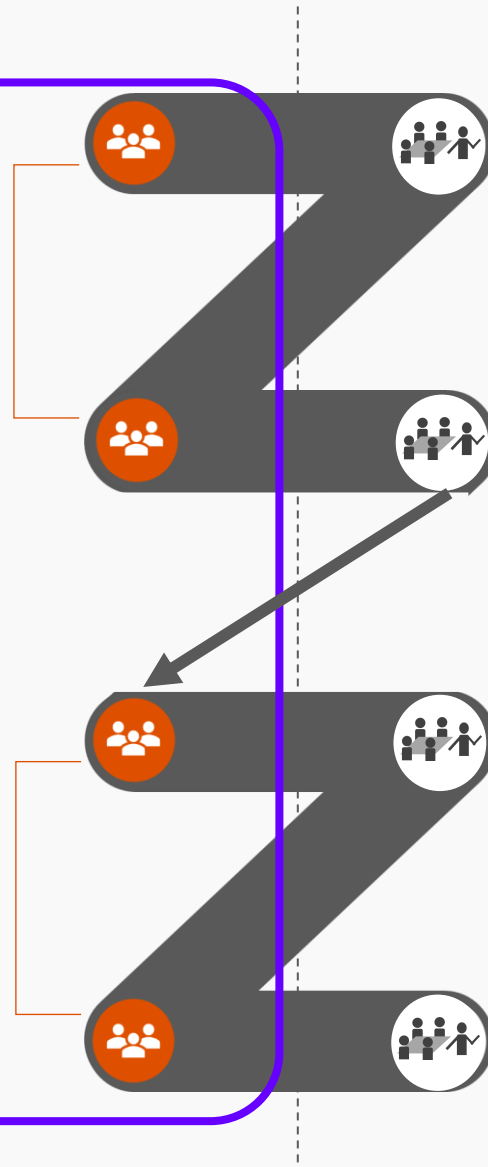
Unit Design

B2 Unit 6 The Secret Life of Science

- 6.0 AR1 Lead-in
- 6.1 AR1 Global Understanding
- 6.2 AR1 Text Understanding
- 6.3 AR1 Text appreciation
- 6.4 AR2 Lead-in
- 6.5 AR2 Global Understanding
- 6.6 AR2 Text Understanding
- 6.7 AR2 Text Appreciation
- 6.8 Language in Use

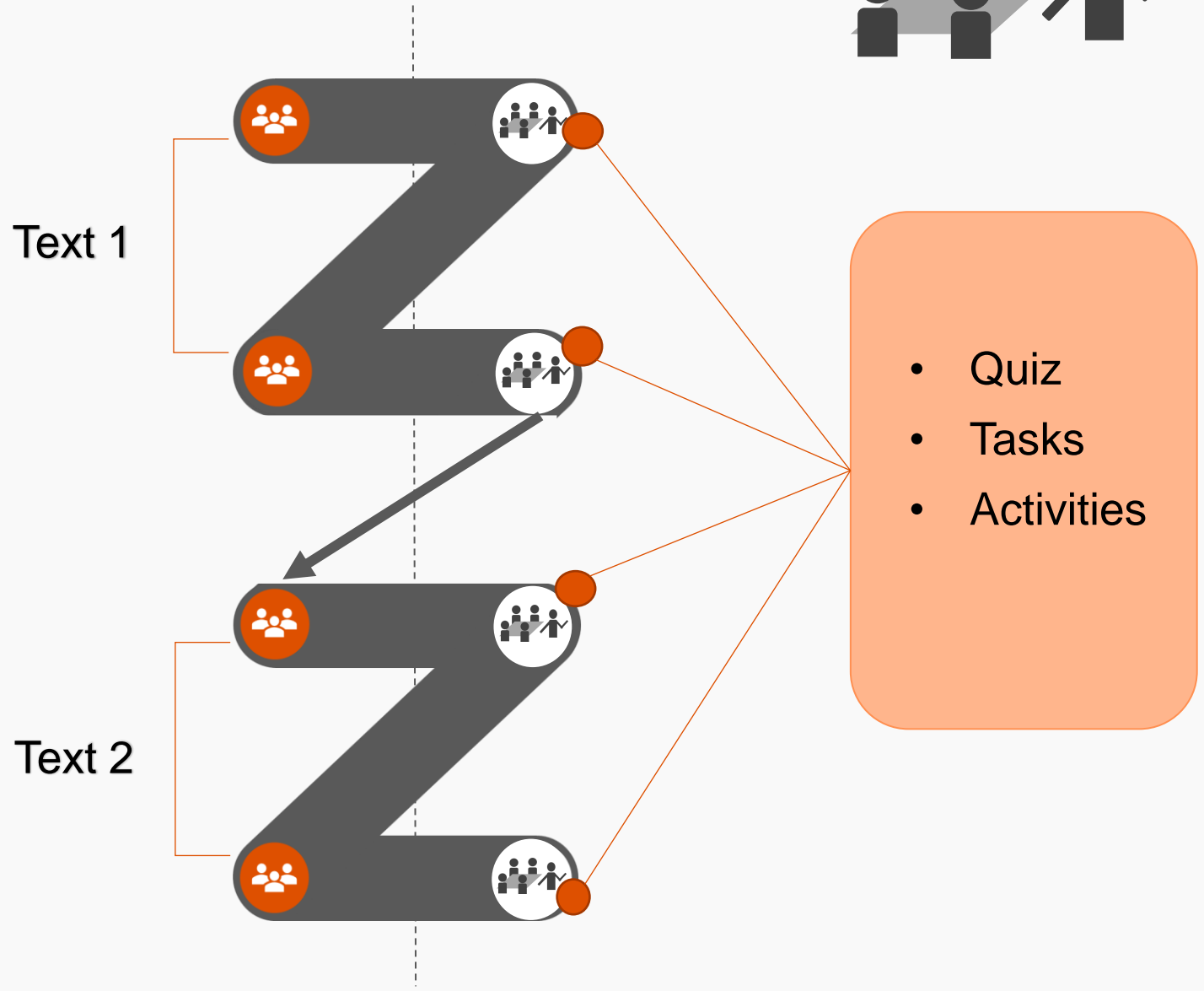
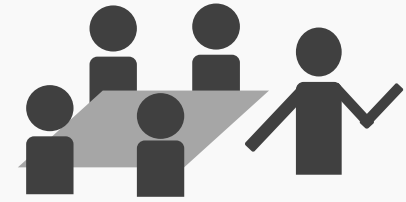
Text 1

Text 2



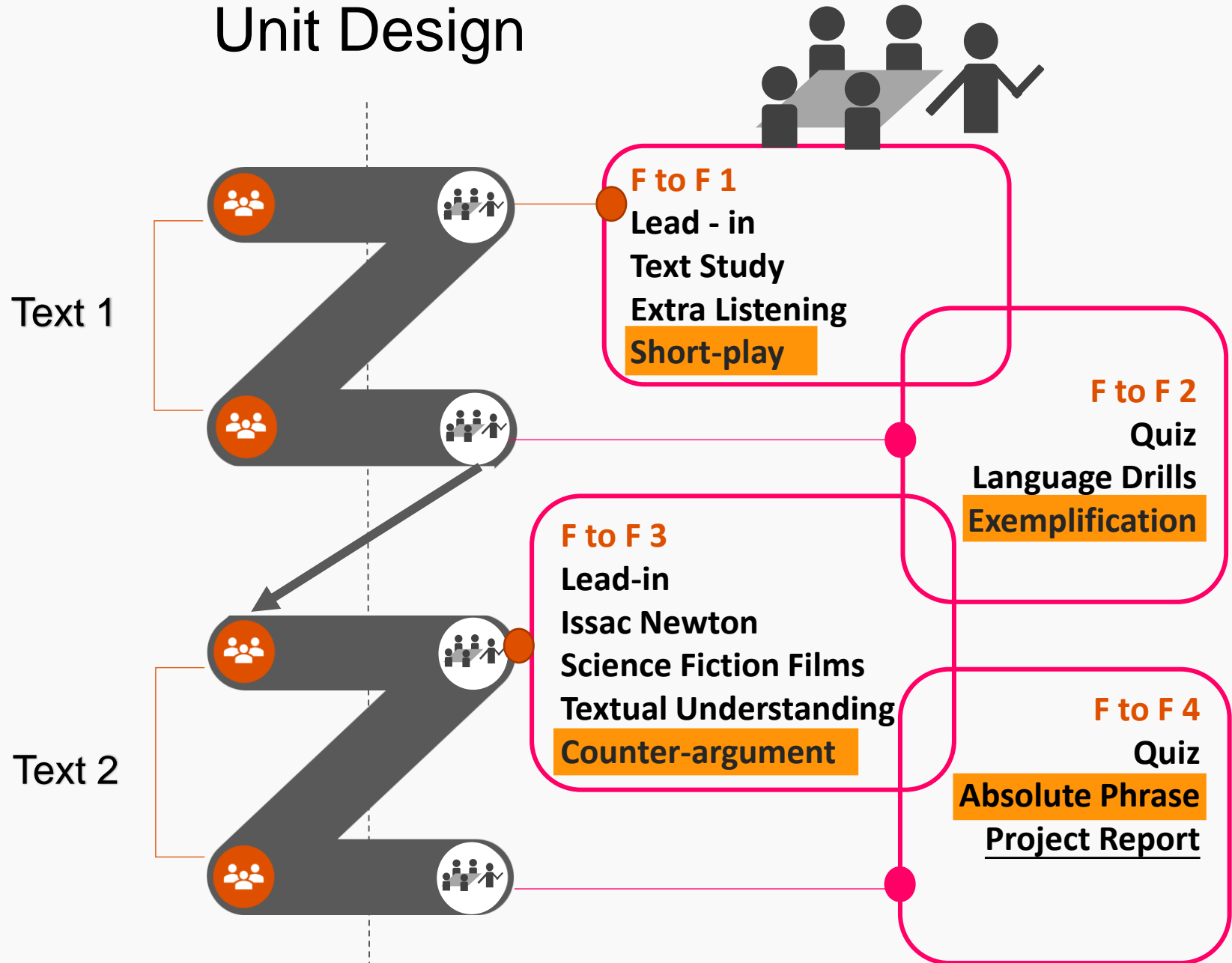
Unit 6
The Secret Life
of Science

Unit Design



Unit 6 The Secret Life of Science

Unit Design



Unit Design

Exemplification

- Lead - in

- Check
- Definition

- Tips
- Scaffolding

- Assignment

- Can the newly-invented product obsolete the existing one?

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PART 03

Teaching Demonstration

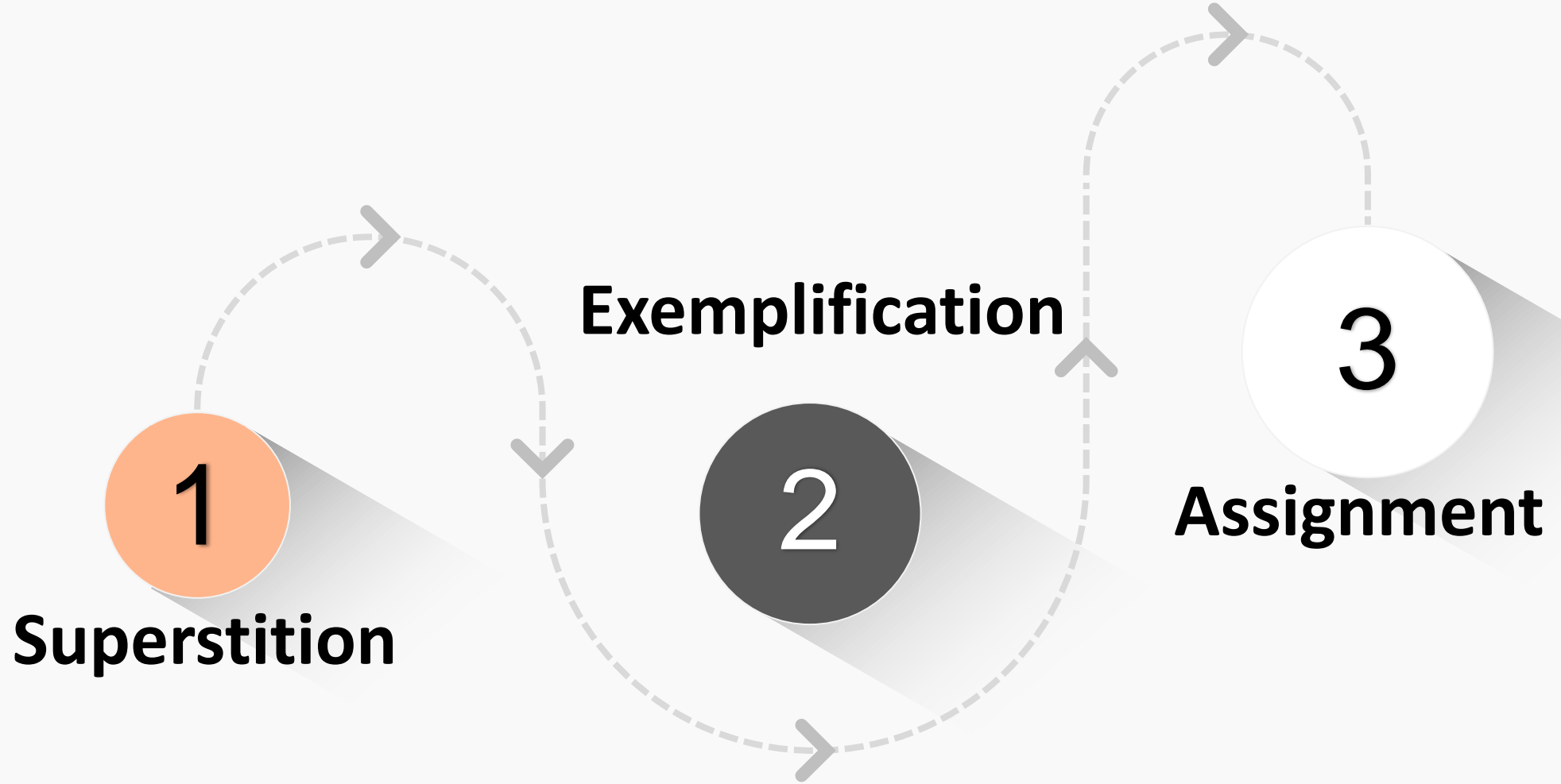
Text





Unit 6 The Secret Life of Science

**To learn to use
exemplification**



1

Superstition

Why do people have bad luck?



1

Superstition

Can bad luck be explained?

1 Toast always lands butter side down. It always rains on bank holidays. You never win the lottery, but other people you know seem to ... Do you ever get the impression that you were born unlucky? Even the most rational person can be convinced at times that there is a force out there making mishaps occur at the worst possible time. We all like to believe that Murphy's Law is true ("if it can go wrong, it will").

2 Part of the explanation for the perception of bad luck and in

Superstition

3 For example, take the belief the scrutiny of any scientific place. What might be the rational explanation?

4 The first question is "what is bad?"

5 Some things are only marginally bad, for example the train arriving five minutes late. Some are extremely bad, such as failing an exam or being sacked. So badness is much better represented as being on a spectrum rather than something which is there or not there.

“There is a force out there making mishaps occur at the worst possible time”.

Activity 1:

Discuss within your group;

List two superstitious events that can cause misfortune in China and the West respectively.

Superstition in China



Number 4/14 - bad luck, death;



Chopsticks

It's disrespectful to put chopsticks upright in the rice bowl.

Superstition in the West



Number 13 - bad luck

(originated from the story of Jesus' last supper, when there were 13 individuals present the night before His death on Good Friday)



Black cats

You're doomed to bad luck if a black cat crosses your path.

Superstition in the West



Umbrellas

Opening an umbrella **indoors** is said to bring bad luck.

6.66

If you get a **bill** of \$6.66, this is a sign of bad luck.



2

Exemplification

Can bad luck be explained?



2

Exemplification

Can bad luck be explained?

1 Toast always lands butter side down. It always rains on bank holidays. You never win the lottery, but other people you know seem to ... Do you ever get the impression that you were born unlucky? Even the most rational person can be convinced at times that there is a force out there making mishaps occur at the worst possible time. We all like to believe that Murphy's Law is true ("if it can go wrong, it will").

2 Part of the explanation for bad luck is mathematical, but there is a close connection between people's perception of bad luck and interesting coincidences.

3 For example, take the belief that "bad things always happen to me". This popular notion would be unlikely to stand up to the scrutiny of any scientific study, but it must have some basis in reality. What might be the rational explanation?

4 The first question is "what is bad?"

5 Some things are only marginally bad, for example the train arriving five minutes late. Some are extremely bad, such as failing an exam or being sacked. So badness is much better represented as being on a spectrum rather than something which is there or not there.



“ Part of the explanation for bad luck is mathematical, but part is psychological ”.

Activity 2:

Discuss within your group;

Find out what device is used to clarify bad luck can be explained.

2

Exemplification

Can bad luck be explained?

1 Toast always lands butter side down. It always rains on bank holidays. You never win the lottery, but other people you know seem to ... Do you ever get the impression that you were born unlucky? Even the most rational person can be convinced at times that there is a force out there making mishaps occur at the worst possible time. We all like to believe that Murphy's Law is true ("if it can go wrong, it will").

2 Part of the explanation for bad luck is mathematical, but part is psychological. Indeed there is a very close connection between people's perception of bad luck and the probability of events occurring.

Exemplification

3 For example, take the scrutiny of any scientific study, but it must have some basis in experience, otherwise the phrase would never have arisen in the first place. What might be the rational explanation?

4 The first question is "what is bad?"

5 Some things are only marginally bad, for example the train arriving five minutes late. Some are extremely bad, such as failing an exam or being sacked. So badness is much better represented as being on a spectrum rather than something which is there or not there.

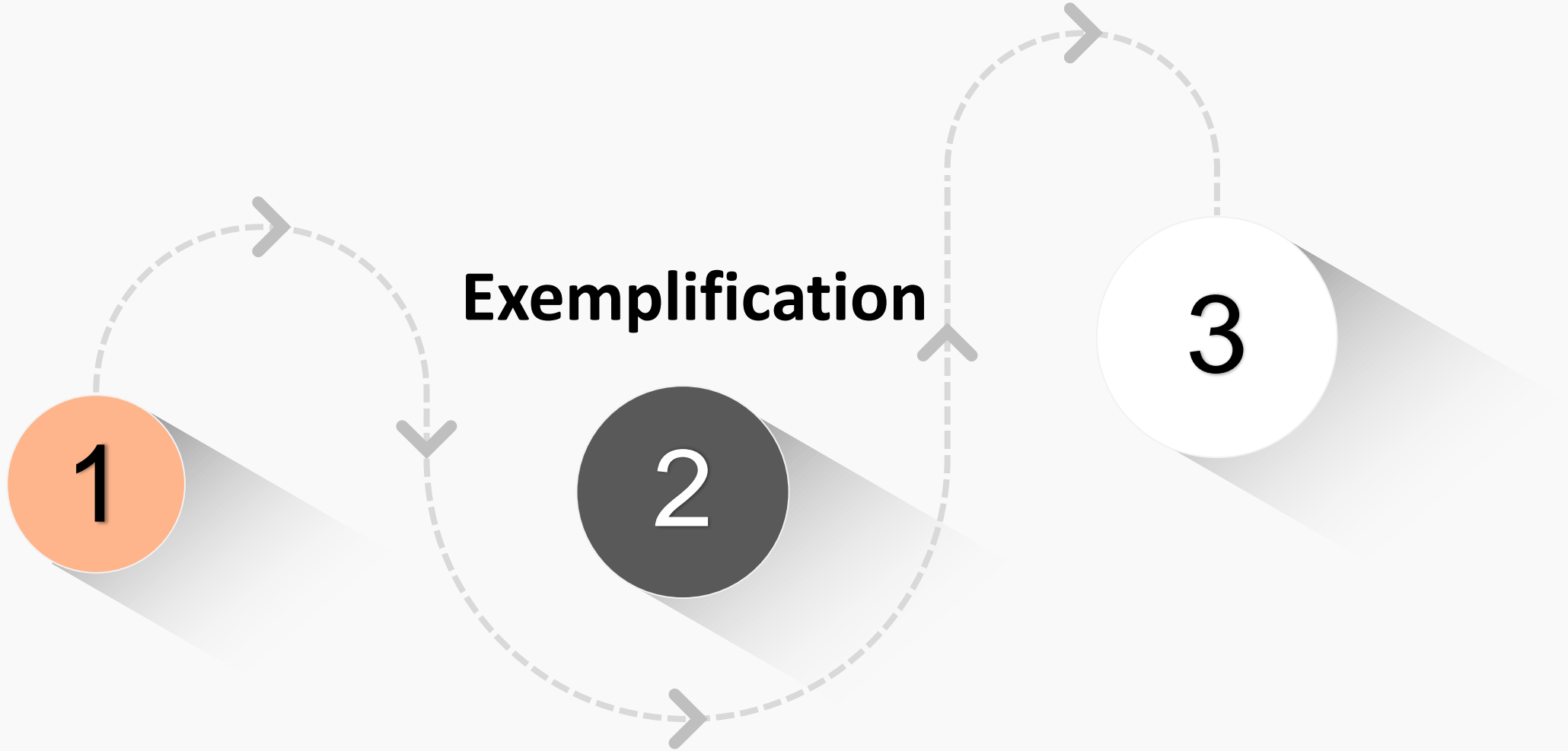
For example, take the belief that "bad things always happen in threes"...

for example the train arriving five minutes late...

such as failing an exam or being sacked.



Content



Exemplification

1

2

3

B2 Unit 6 The Secret Life of Science

- 6.0 AR1 Lead-in
- 6.1 AR1 Global Understanding
- 6.2 AR1 Text Understanding
- 6.3 AR1 Text appreciation
- 6.4 AR2 Lead-in
- 6.5 AR2 Global Understanding
- 6.6 AR2 Text Understanding
- 6.7 AR2 Text Appreciation
- 6.8 Language in Use

**General information
of exemplification
(online video)**

1. What is exemplification?
2. What's the purpose of exemplification?
3. What are the common transitions for it?



3. What are the common transitions for exemplification?



Transitions

For instance
For example
In fact
In addition
To demonstrate
To illustrate
As an illustration

A case in point is...
Also
Thus
Namely
Specifically
Additionally

2

Exemplification

Tips for using exemplification

Tip 1:**Include the following aspects**

Facts
Statistics
Instances

Stories
Reports
People, places, events

Tip 2:

Consider the ranges of examples

- Think about the possible ranges;
- List examples in either order of

importance or **complexity**.

You might say:

Tip 1

2

Exemplification

“You don’t get enough sleep. You sleep only from 1 a.m. to 5 a.m. each day.”

Facts, people, events

“You don’t exercise enough. You gained 2 pounds in one week.”

Statistics

“Lunch for you is just another excuse to eat a bag of potato chips”.

Instances

You might say:

Tip 2

2

Exemplification

“You don’t get enough sleep. You sleep only from 1 a.m. to 5 a.m. each day.”

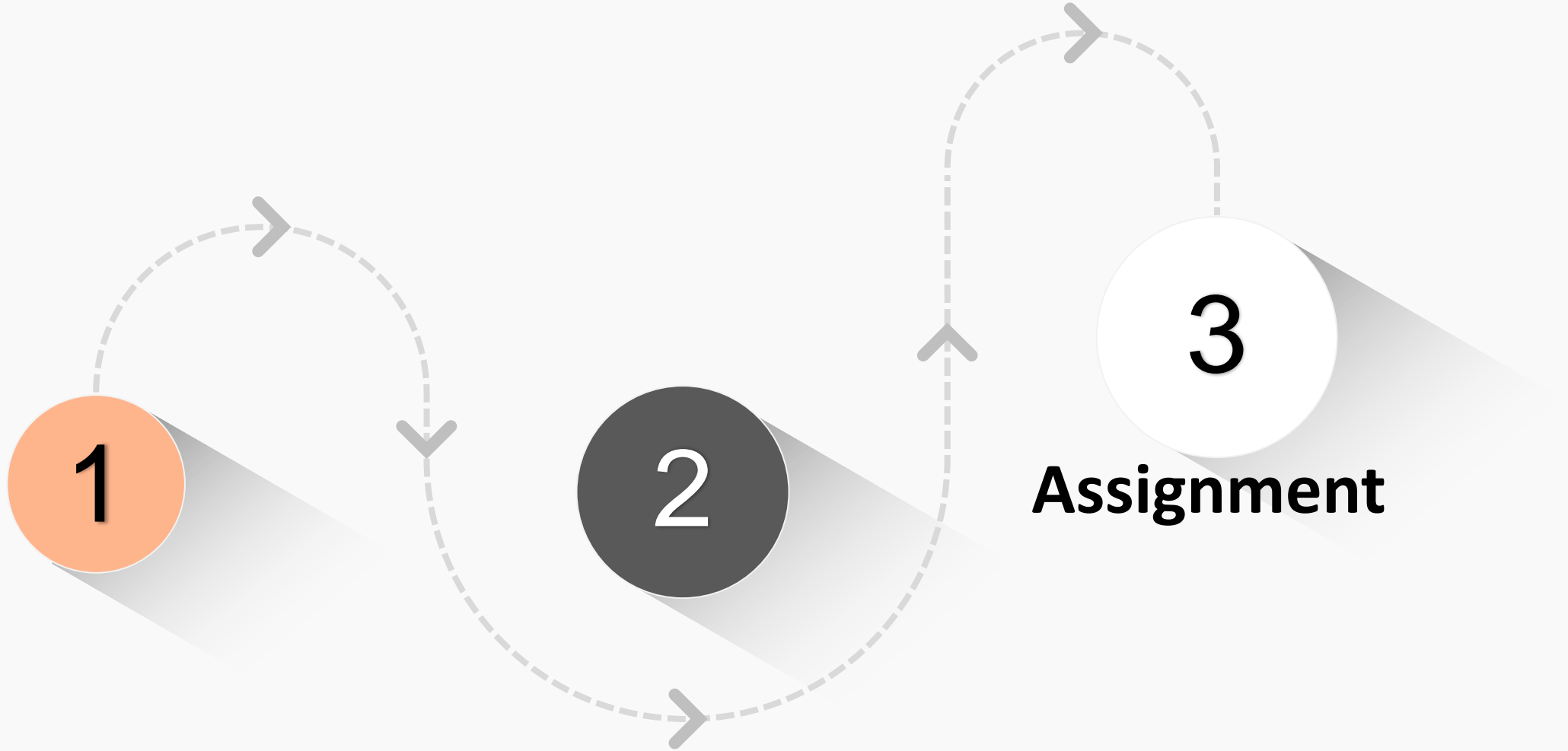
Sleep

“You don’t exercise enough. You gained 2 pounds in one week.”

Exercise

“Lunch for you is just another excuse to eat a bag of potato chips.”

Eating habit





Assignment

To write an exemplification essay

Topic

To design a commercial advertisement for a newly invented hi-tech product



Can the newly-invented product obsolete the existing one?

Advantages of the new product

- Exemplification

Optional Topics

- Can garbage classification be implemented thoroughly in China?
- Can child molestation be precautioned?
- Can the traditional face-to-face class be substituted?

Outline of exemplification essays

Singular example outline:

Use one example to
support the main
idea

Topic Sentence: _____

1. Example: _____

a. Major supporting detail: _____

1) Minor supporting detail _____

2) Minor supporting detail _____

b. Major Supporting detail: _____

1) Minor supporting detail: _____

2) Minor supporting detail: _____

Concluding Sentence: _____

Outline of exemplification essays

Multiple example outline:

Use several
examples to
support the main
idea

Topic: _____

Topic Sentence: _____

1. Example: _____

2. Example: _____

3. Example: _____

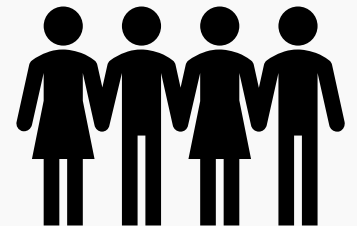
Concluding Sentence: _____

For Reference:

- ① Do you ever get the impression that....?
- ① Part of... but part is.....
- ① a close connection between and....
- ① be unlikely to...
- ① For example, take.....
- ① such as....
- ① notion, scrutiny, rational, perception, coincidence, marginally...

Assignment - Writing task

1. Write a 200-word exemplification essay on the topic and submit it on Unipus.
2. Use the listed words and sentence patterns for reference.
3. Find a partner and examine his/her work based on the checklist of evaluation.



Checklist of Evaluation

Thesis statement in the introduction?

Yes No

Are your examples

- **closely linked to your thesis statement?**
- **clear and typical?**
- **persuasive?**
- **intriguing?**
- **in a proper range?**

Yes No

Yes No

Yes No

Yes No

Yes No

2019
Thanks for
your attention.

