Selection 4 definition

Teaching objectives:

Identifying definition in texts

Learning the structure of a one-sentence definition and an expand definition

Learning to write a one-sentence definition and an expanded definition related to area of study

Teaching guidelines

Textbooks contain many definitions of words or expressions that have a special meaning within the field of study. These words or expressions are sometimes called technical terms. Understanding the structure of these definitions will make it easier to recognize them in texts and help students to define terms when they are writing. Students will be given handout with two readings and they will be encouraged to identify the structure of definitions by themselves. Some exercise will be done in class and after class to consolidate their understanding.

Teaching analysis

Content

- introduction with a guessing game to elicit the topic

- structure and patterns of one-sentence definitions

- matching exercise

- structure of expanded definitions

-expanding exercise

-homework and review

Key points

Definition, as an essential element in academic textbooks, is a way to introduce important ideas and concepts. Understanding and learning to write how definitions are constructed will be beneficial to student. Therefore, in this section, the key points are 1) identification of definitions, 2) recognition of the structure of an essential definition and an expanded definition, 3) identification of definitions, examples and explanations in a graph.

Teaching strategies:

-introduction with a guessing game to activate students' existing knowledge

-group activities to promote autonomous learning and team work.

-related exercises can consolidate their learning. Student should first do by themselves and then discuss within groups, which can promote their independent study and ability of communication.

Teaching arrangements:

1. T introduce a guessing game to elicit the topic of definition.
2. Ss are required to read text 1 and text 2 quickly to find out the definitions of the following terms.

Text 1

Rewards and punishments

Sanctions are consequences following a behavior that influence whether the behavior will

be repeated.   Positive sanctions mean that the behavior is followed by something that is a reward.   If a child asks a parent "May I have some gum please?" and the parent gives the child some gum, the child learns that saying "please" at the end of a request results in getting what he asked for.   Negative sanctions mean that something bad happened after a behavior occurs.   When a child says "Gimme some gum" and the parent says "No gum until you learn to ask politely" and does not give the child the gum, the child learns that it is not a good idea to speak this way because he does not get what he wants.

Text 2

Modeling

Modeling refers to learning by watching the behavior of others --- especially parents --- and copying that behavior.   Modeling influences both positive and negative behavior.   For example, children who are respectful to elderly people have probably seen their parents do such things such as helping older people onto trains and buses.   On the other hand, children whose parents are alcoholics are more likely than other children to become alcoholics themselves.

3.   Discuss the structure and patterns of one-sentence definition

4.   Ss do a matching exercise by adding in proper verb phrases.
5.   Ss are required to read text 1 and text 2 again to find any examples or explanations to support the definition.
6.   T elicit the expanded structure of definitions: definition + example + explanation
7.   Ss do exercise by identifying definition, example and explanation
8.   T gives examples of expanding the previous example of definition and Ss follow.
9.   Students try one their own if time permits.
10. Review