

# Student-centred learning through flipped classrooms

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.Advancing Competence in Teaching for Student Success Teaching day: Transformative teaching, unlocking excellence, University of Luxembourg, 23 February 2024.

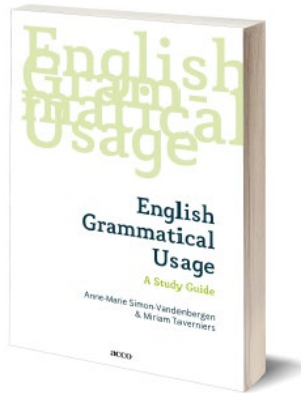
Course aim:  
a university-trained grammarian

**Grammatical rules:** understanding, applying, explaining

**Terminology 'toolkit'**

# Preparatory tasks familiarize students with chapter content.

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[Grammar 1 - PT4](#)

Submit by 8 11, 1115 AM



[GR1 - 4 PT WS23 KEY](#)

Available from 8 November 2023, 11:30 AM

1 week before class



## Exercise 1

Tick the terms from this chapter that you already know *without* having read the book or doing the task below.

**NOTE:** There is no right or wrong (even if the quiz makes it seem so).

- a. Adjective
  - b. Adjective phrase (AdjP)
  - c. Noun phrase (NP)
  - d. Modifier
  - e. Predicative
  - f. Subject
  - g. Central adjective
  - h. Peripheral adjective
  - i. Attributive use
  - j. Attributive-only adjective
  - k. Noun
  - l. Never-attributive adjectives
  - m. Head (of NP)
  - n. Gradable adjective
  - o. Non-gradable adjective
  - p. Absolute degree
  - q. Comparative degree
  - r. Superlative degree
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## Exercise 2

Indicate whether these statements are true or false.

For *false* statements only, please provide an *explanation*.

### Example:

All adjectives can function as Modifiers in NPs as well as Predicatives within clauses.

> **Answer:** False

> **Explanation:** Most adjectives can function as Modifiers in NPs as well as Predicatives within clauses.

1. Adjectives which can only function either as a Modifier *or* a Predicative are called peripheral adjectives.

True

False

## Exercise 6

Indicate whether these disyllabic adjectives would take **inflectional** or **periphrastic** comparison.

Add the rule accounting for this (please copy literally) and the page nr on which you found this rule.

Example:

**humble**

> Inflectional


> Rule: ends in <le>

> Page: 95

1. shallow

- a. Inflectional
- b. Periphrastic

**Rule:**



A rich text editor toolbar with the following icons from left to right: a downward arrow, a circular arrow (undo), a circular arrow (redo), a bold 'A', an italic 'I', a blue underline, a lightbulb, a picture icon, a starburst icon, an 'H-P' icon, a list icon, and a list icon with a right-pointing arrow.

**Page number:**

**NOTE:** Please only provide the **number**.

Answer:

## Feedback

**Mandatory:** Name *one thing* from this chapter that you would like me to explain in class because it isn't clear. Be specific so I understand what you're wanting me to explain.



Loved the grammar quizzes on Moodle.  
Learnt so much with them. Made me think  
and reflect a lot.



Loved the grammar quizzes on Moodle.  
Learnt so much with them. Made me think  
and reflect a lot.

I quite enjoyed the classes but the  
preparatory tasks were annoying.



Classes focus on students' needs attested in preparatory tasks.

### Exercise 3

Paste all **14 adjectives** from the text below by philosopher Alain de Botton into the text box following the text.

#### How Romanticism Ruined Love

(from *The Book of Love* by Alain de Botton)

Tuesday 19 July 2016 12:07pm

*Alain de Botton is the founder and Chairman of The School of Life. He is the best-selling author of The News: A User's Manual and, most recently, The Course of Love.*

To fall in love with someone feels like such a personal and spontaneous process, it can sound strange - and even rather insulting - to suggest that something else (we might call it society or culture) may be playing a covert, critical role in governing our relationships in their most intimate moments.

[...]

Our loves unfold against a cultural backdrop that creates a powerful sense of what is "normal" in love; it subtly guides us as to where we should place our emotional emphases, it teaches us what to value, how to approach conflicts, what to get excited about, when to tolerate, and what we can be legitimately incensed by. Love has a history and we ride - sometimes rather helplessly - on its currents.



*Alain de Botton is the founder and Chairman of The School of Life. He is the **best-selling** author of *The News: A User's Manual* and, **most recently**, *The Course of Love*.*

To fall in love with someone feels like such a personal and spontaneous process, it can sound strange - and even rather insulting - to suggest that something **else** (we might call it society or culture) may be playing a **covert**, critical role in governing our relationships in their most intimate moments.

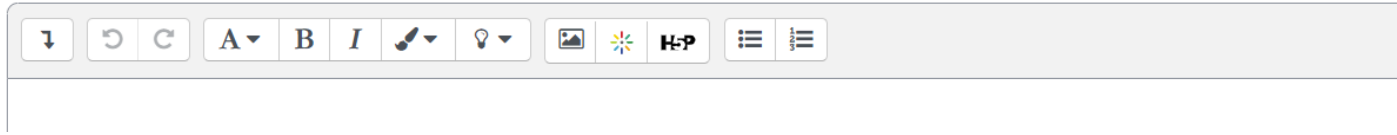
Our loves unfold against a cultural backdrop that creates a powerful sense of what is "normal" in love; it **subtly** guides us as to where we should place our emotional emphases, it teaches us what to value, how to approach conflicts, what to get **excited** about, when to tolerate, and what we can be **legitimately** incensed by. Love has a history and we ride - sometimes rather **helplessly** - on its currents.

PT Ex 3

Why are 'best-selling', 'covert', 'else' and 'excited' adjectives?  
Why are 'recently', 'most', 'subtly', 'legitimately' and  
'helplessly' *not* adjectives?

## Feedback

**Mandatory:** Name *one thing* from this chapter that you would like me to explain in class because it isn't clear. Be specific so I understand what you're wanting me to explain.



# Your questions

What is the difference between attributive-only adjectives and never-attributive adjectives?

Is attributive - only when a sentence goes : (adjective) girl, and a never - attributive goes: this is (adjective) ? 2. Is it correct that 'peripheral' adjectives be either used as: She is (adjective), or a (adjective) place? But it can never have both possibilities or else it's a central adjective? I do not know if I understood that correctly.

Attributive  
& Predicative use

Big  
That's [a **big** burger].  
That burger is [**big**].

Only-attributive

Main  
That's [the **main** reason].  
\*That reason is [**main**].

Never-attributive

Awake  
\*They wear [**alike** clothes].  
They are all [rather **alike**].





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The art of teaching, having to prepare something and then being explained what did not stick or get clear from reading, was perfect.

# Seminar tasks consolidate learning through application and peer learning.

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 LEARNING TEAMS   
 [Join a learning team](#) 

## Feedback

List maximum 5 items (not whole exercises, unless they contain one item only) from this seminar task that your learning team would like the answer(s) for.

## Learning team scores

Below, list the names of the people you had the seminar task discussion with. Give them a score between 0 and 5, reflecting your impression about their contribution to the seminar discussion. Rate yourself also. Optionally, you can add comments.

**0** = absent; **1** = contributed almost nothing/gave mostly irrelevant input; **2** = contributed significantly less or less usefully than the others; **3** = contributed throughout but not always consistently or usefully; **4** = contributed usefully throughout; **5** = contributed consistently in a way that significantly improved the quality of the task

# Study aids

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Terms and sections for study

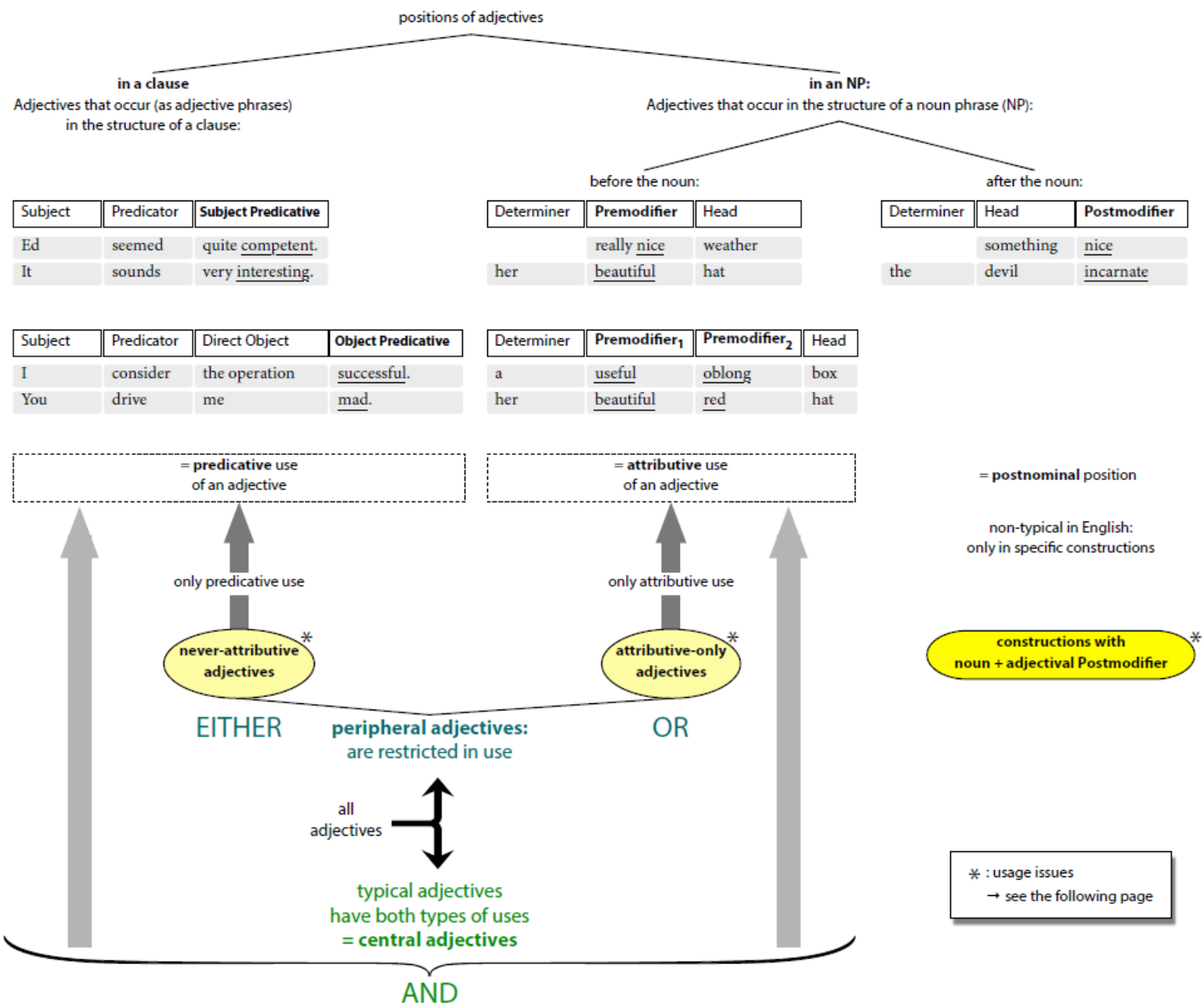
Exam type questions with sample answers

Quizlets

Study sheets



Adjectives: Functions & use

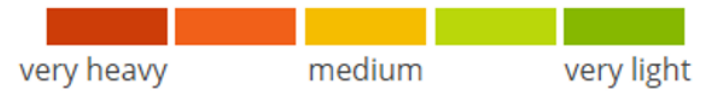




**Course difficulty, relative to other courses this semester, was:**



student participation: 29 out of 48 [60%]



**The time you invested in this course, relative to other courses this semester, was:**



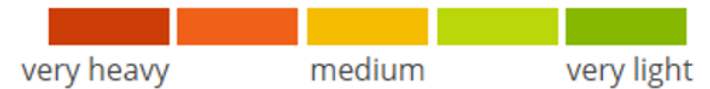
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The methods were new to me. The tasks were very confusing and I felt lost and hopeless at times. Less of our own work, there is an instructor to do the teaching [...]. Good explanations by the instructor though.

completely disagree      neutral      completely agree

**Overall, the teaching was effective for my learning.**



completely disagree      neutral      completely agree

**Overall, the teaching was effective for my learning.**



It is a well-structured course that allows you plenty of time to understand everything on your own while also giving you the opportunity to ask questions if necessary.

completely disagree      neutral      completely agree

**Overall, the teaching was effective for my learning.**



It is a well-structured course that allows you plenty of time to understand everything on your own while also giving you the opportunity to ask questions if necessary.

Even though it was grammar, the course was interesting and I liked how the teacher structured the course and the preparation tasks. It helped in the learning process.