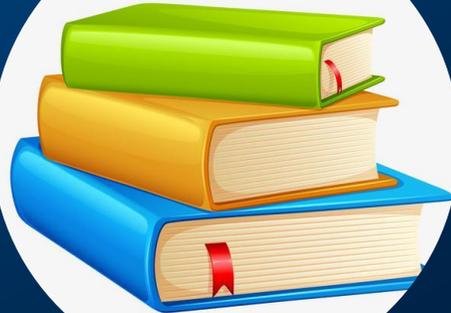


# **FLTRP Star Teacher Contest**

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**2021**

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**01** Students Analysis

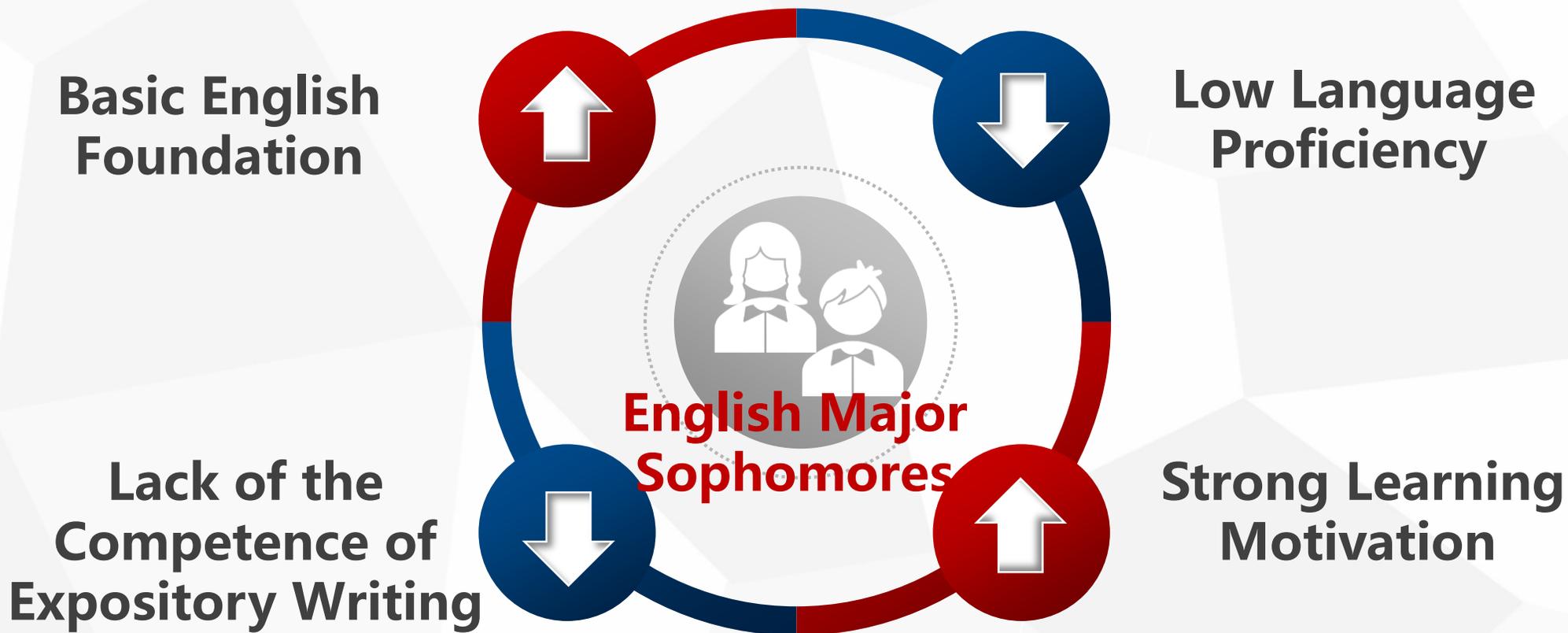
**02** Teaching Design

**03** Demo Class

01

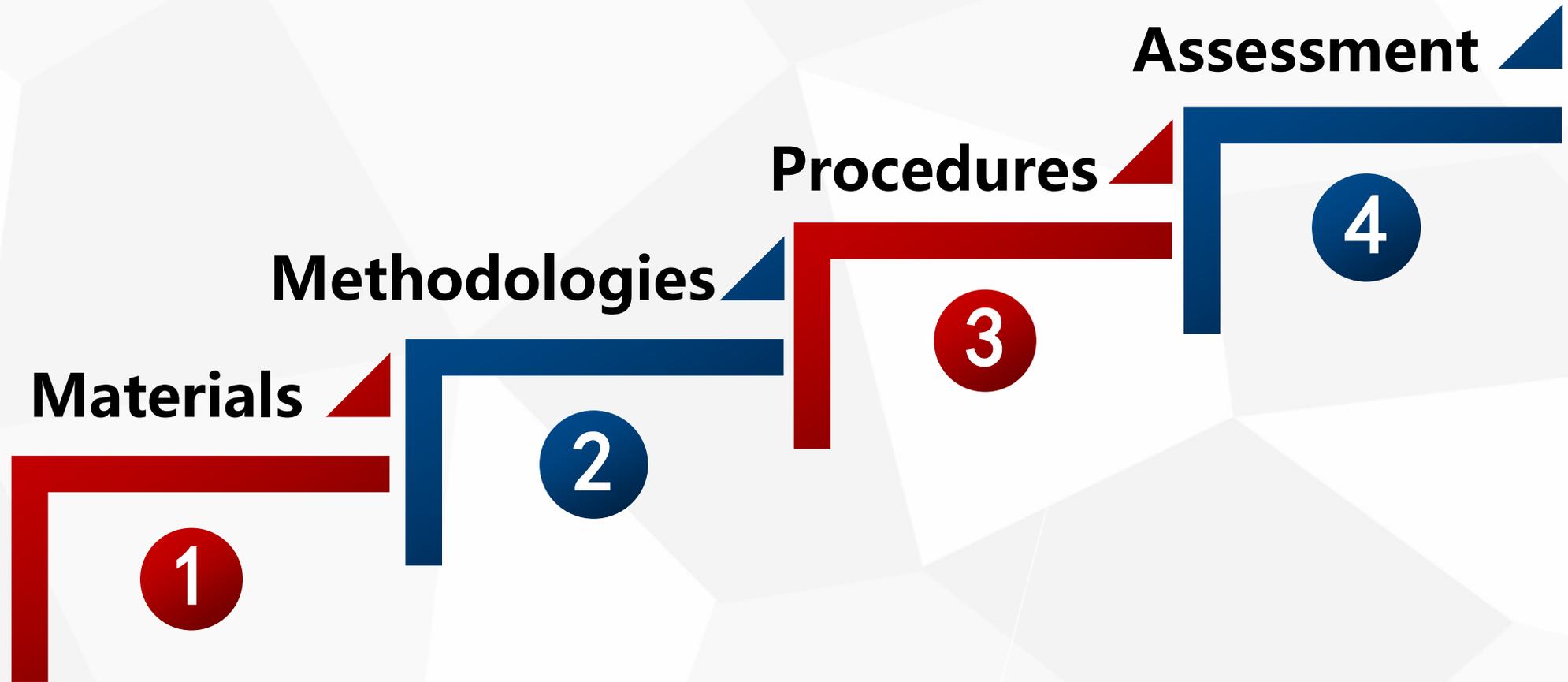


# Students Analysis





# Teaching Design



Materials

1

Methodologies

2

Procedures

3

Assessment

4

Textbook

# “Writing Critically 2 Expository Writing”

Unit 6 Comparison and Contrast Writing

Writing Pattern Analysis





# Methodologies

**Blended  
Learning**

**Online and Offline**

**POA**

**Production-Oriented  
Approach**

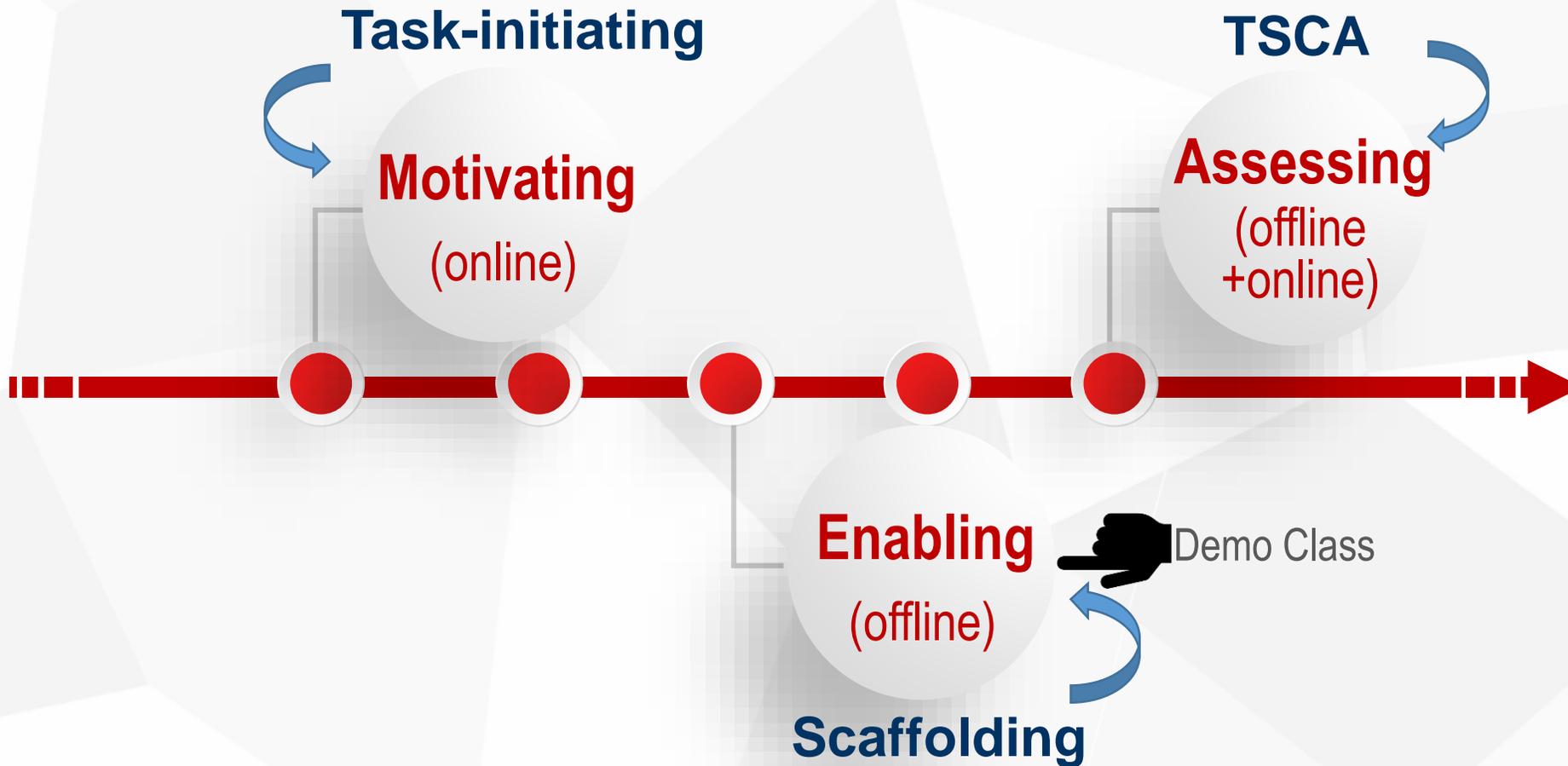
**TSCA**

**Teacher-Student  
Collaborative  
Assessment**



# Production-Oriented Approach

## Unit Teaching Procedure





# Production-Oriented Approach—Enabling Stage

**Production Task of the Unit:**  
**Comparison and Contrast Writing**

**Step1**  
**Enabling of the Content**

**Step2**  
**Enabling of the Language**

**Step3**  
**Enabling of the Structure**

**The Writing Patterns**  
**of Comparison and**  
**Contrast Essay**

Content  
Enabling

Language  
Form  
Enabling

Structure  
Enabling



## Demo Class — Objectives



1

### Language

use point-by-point pattern  
and subject-by-subject pattern

2

### Skills

learn to build a mind map

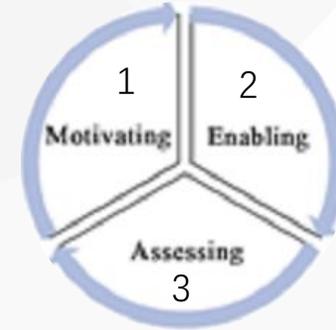
3

### Morality

build the confidence in China by comparing China and  
US counter epidemic measures



# Demo Class — Procedures



3 stages

Production Task

Content Enabling

Language Form Enabling

Structure Enabling

Assessing

4

## Production Task

Practice to draw a mind map of an additional reading material: A comparison of China and US counter epidemic measures

3

## Enabling

Writing Pattern Analysis  
point-by-point pattern  
& subject-by-subject pattern

2

## Motivating

Watch a video clip about Chinese and American's response toward counter virus measures;  
Encourage the students to compare the differences between the two countries.

1

**Assignment**

*A comparison and contrast essay writing:*

## **Coronavirus Crisis Exposes Cultural Differences between China and the US**

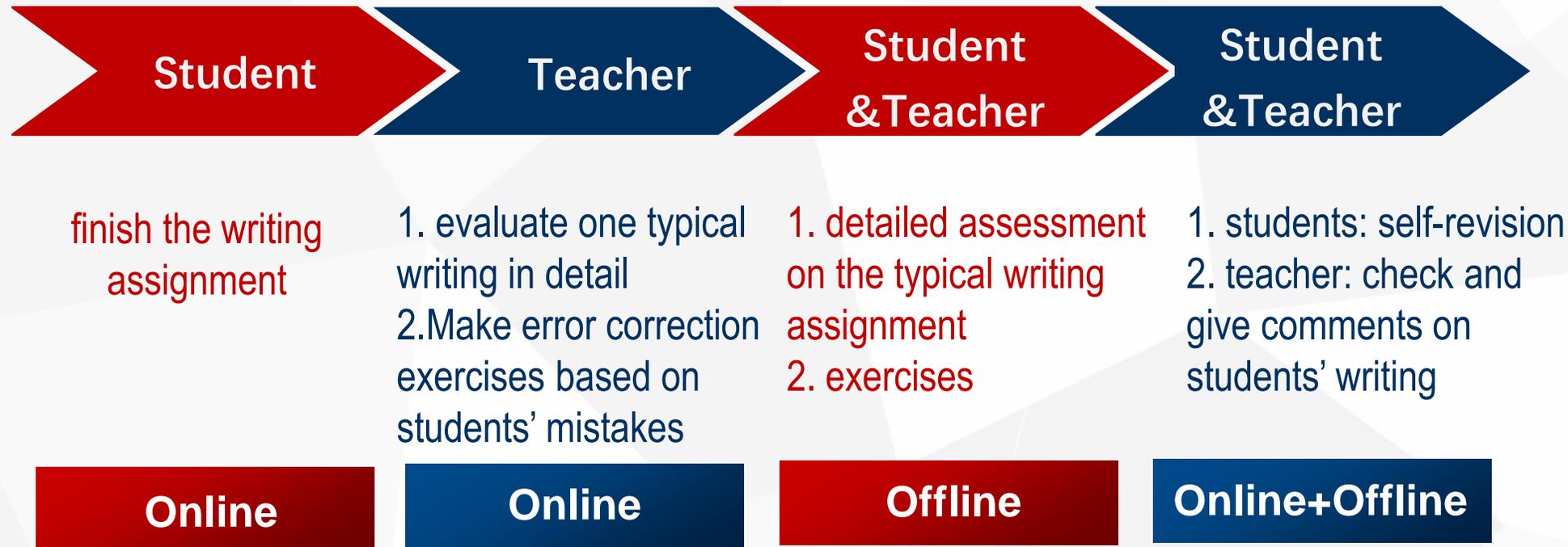
**Teacher-  
Student  
Collaborative  
Assessment**

**Online and  
Offline  
Blended  
Assessment**



## Assignment

### Teacher-Student Collaborative Assessment (TSCA)





# How Does Our Design Reflect the Teaching Purpose of the Textbook?

## Major Concepts of the Textbook

1

Language Proficiency

2

Critical Thinking

3

Intercultural Communication

4

the Education of Morality

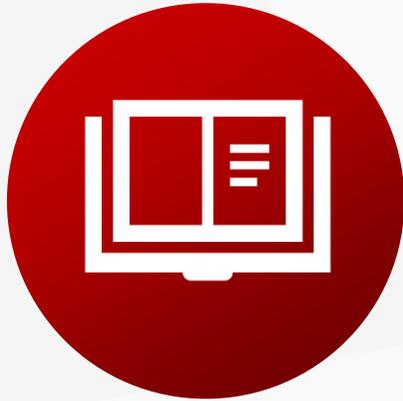
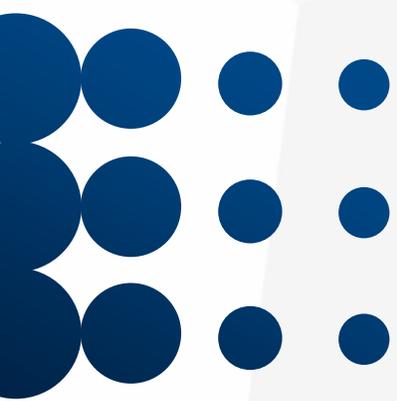
## Our teaching design:

1. The analysis of two writing patterns

2. The building of the mind map

3. The comparison of China and US





# Demo Class

# Comparison & Contrast Expository Writing

## Unit 6

### Writing Pattern Analysis



# Writing Principles



01

Basic information about the comparison and contrast essay



02

Semantic elements



03

Paragraph developing pattern





Different **Attitudes** and **Behaviors** towards **COVID-19** at  
the **Beginning of the Epidemic**

Anti-virus measures at the beginning of the  
epidemic  
China VS. US

**VIDEO**



*Can you find out how  
many **points** are compared  
in the video?*



How many points are compared in the video?



	CHINA	US
<b>attitude</b>	It's very dangerous	It's only a flu
<b>wearing a mask</b>	√	X
<b>staying at home</b>	√	It's violating human rights
<b>building temporary hospitals</b>	√	It's a concentration camp



● **Structure Analysis** | Two Writing Patterns

---

**Pattern A**



**Subject-by-Subject Pattern**

**Pattern B**



**Point-by-Point Pattern**



● **Structure Analysis** | **Two Writing Patterns**

01

**Subject-by-Subject Pattern:** Discuss the important features of one subject first and then turn to the second subject.

**Subject A:**

**Point 1**

**Point 2**

**Point 3**

**Subject B:**

**Point 1**

**Point 2**

**Point 3**

01

## Subject-by-Subject Pattern

**Thesis: Living in the countryside is more relaxing than living in modern city**

**Subject A: Living in the countryside:**

Point 1: fresh air and quiet environment

Point 2: less traffic

Point 3: less pressure

**Subject B: Living in a modern city:**

Point 1: noisy and polluted environment

Point 2: too much traffic and  
inconvenient for moving about

Point 3: much more pressure and  
competition



● **Structure Analysis** | **Two Writing Patterns**

**02 Point-by-Point Pattern:** explains the similarities and differences in each point of both subjects in turn.

**Point A:** **Subject 1**  
**Subject 2**

**Point B:** **Subject 1**  
**Subject 2**

**Point C:** **Subject 1**  
**Subject 2**

02 Point-by-Point Pattern

**Thesis: I enjoy studying in college  
more than in high school**

**Point 1: spare time activities**

Subject A: in a college

Subject B: in a high school

**Point 2: study tasks and purposes**

Subject A: in a college

Subject B: in a high school



## Let's practice: **A comparison of China and US counter epidemic measures**



1

Read the material carefully

2

Compare the Anti-epidemic Measures of China and the US

3

Build a **mind map** of the essay

### A comparison of China and US counter epidemic measures

The COVID-19 has made a devastating influence on the whole world and more than 30 million infections are confirmed in 188 countries and territories, with over 957000 deaths. When combating the epidemic, every country takes different strategies. The most obvious difference is between China and the US. This essay compares the overall counter epidemic measures taken by China and the US from three aspects: the confirmed cases and deaths, the response of the government, and the specific measures to combat the epidemic.

The US surged past China in COVID-19 cases and death toll. Till May 17, 2020, China, with a population of approximately 1.4005 billion, had reached a total of 84,487 people infected with COVID-19, including 79,700 cured, and 4645 dead. On the other side, the United States, with about 331.43 million people, had reached a total of 15,10,286 people infected with COVID-19, including 339,578 cured, and 90,178 dead. It officially became the country with the most confirmed cases and death toll of COVID-19.

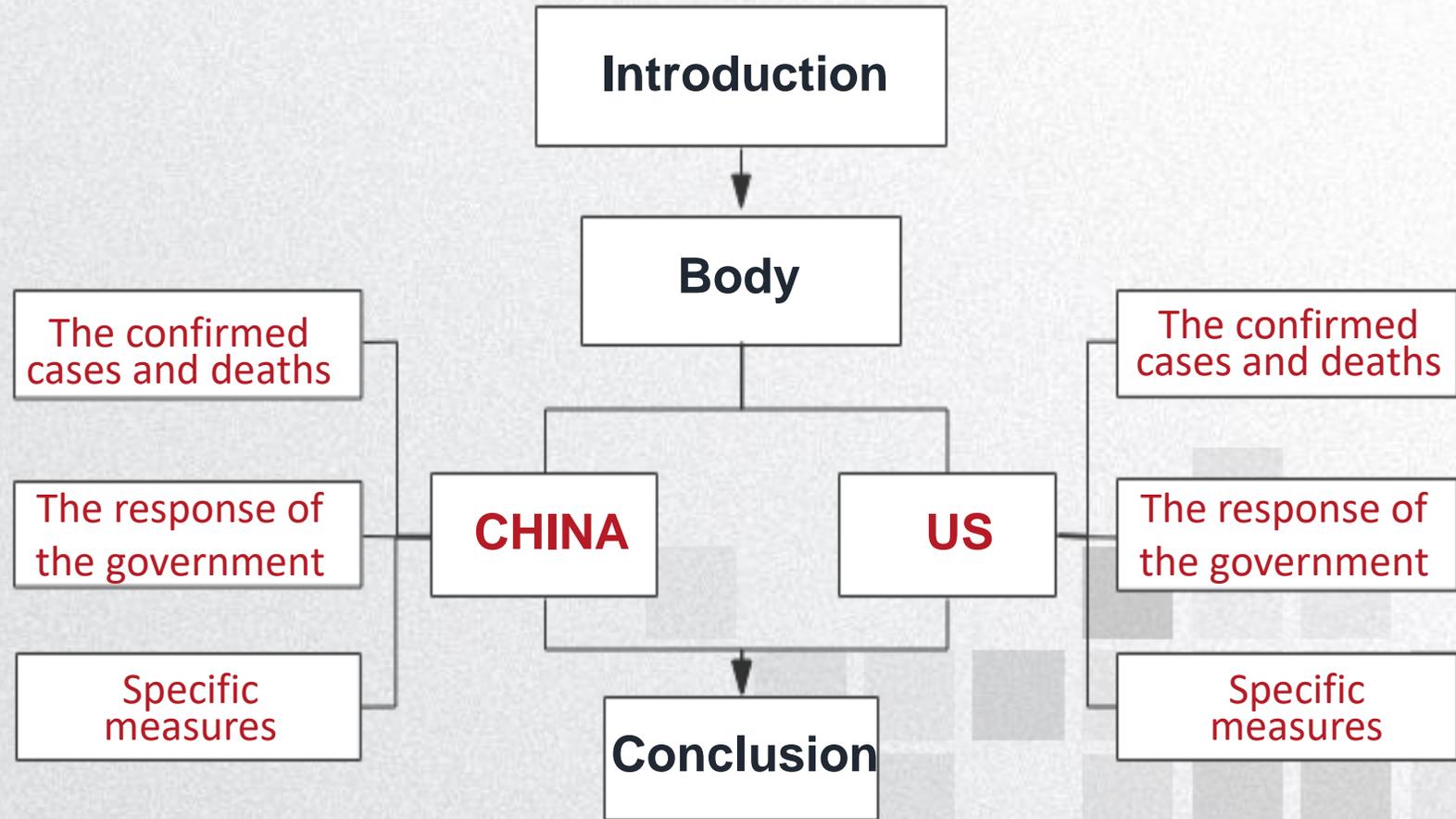
Also, the response of the government of the two countries were different. The US government downplayed the danger and sidelined experts. During the pandemic's crucial early days and weeks, the president Donald Trump and other authority figures actively minimized the virus's threat. Trump dismissed it as no worse than the flu and said the pandemic would be over by Easter. Then, after the outbreak of the global epidemic, many politicians in the US government ignored the facts and stigmatized China, illustrating that the epidemic originated in China and demanding that China be responsible for the epidemic. In contrast, at the beginning of the epidemic, Chinese government informed the WHO and other countries about the outbreak expeditiously, shared its experience of prevention, control and treatment, and provided strong support and assistance to other countries. Meanwhile, Chinese government launched a COVID-19 alert all over the country, such as "the first-level response to public health emergencies nationwide", "the lockdown of Wuhan city" and "the traffic control measures of the expressway".

At last, the two countries took different measures to combat the epidemic. In the initial stage, the United States hyped the non-seriousness of the new coronavirus, and even advocated anti-epidemic measures for group immunity. It was not until the epidemic reached a serious level that the United States began to take a series of measures to beat it, such as passing an \$8.3bn Emergency Coronavirus Response bill, imposing nation-wide social distancing rules, imposing travel restrictions, and evacuating citizens from the countries with coronavirus. Manufacturers such as General Motors are producing medical equipment such as ventilators. Compared to the US, China has achieved what many public health experts thought was impossible. The most dramatic and controversial measure was the lockdown of Wuhan and nearby cities, which has put at least 50 million people under a mandatory quarantine since 23 January. That has effectively prevented further exportation of infected individuals to the rest of the country. In other regions of mainland China, people voluntarily quarantined and were monitored by appointed leaders in neighborhoods. Chinese authorities also built two dedicated hospitals in Wuhan in just over 1 week. Health care workers from all over China were sent to the outbreak's center. The government launched an unprecedented effort to trace contacts of confirmed cases. Also, aggressive "social distancing" measures were implemented in the entire country included canceling sporting events and shuttering theaters. Schools extended breaks that began in mid-January for the Lunar New Year. Many businesses closed shop. Anyone who went outdoors had to wear a mask. What's more, two widely used mobile phone apps, Alipay and WeChat helped enforce the restrictions, because they allow the government to keep track of people's movements and even stop people with confirmed infections from traveling.

In conclusion, as an unprecedented challenge requires unparalleled solidarity, China has done better than the United States in all three aspects mentioned above, and China's swift and decisive actions as well as its commitment to transparency and cooperation have won the appreciation and respect all over the world.



Let's practice : **A comparison of China and US counter epidemic measures**





## Assignment

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### Coronavirus Crisis Exposes Cultural Differences between China and the US

Write an expository essay about 200 words to compare the culture differences between China and the US when they were facing the coronavirus crisis. Please submit your assignment online.



# Thanks

