

# 2021 FLTRP Teaching Contest



培根铸魂

启智增慧



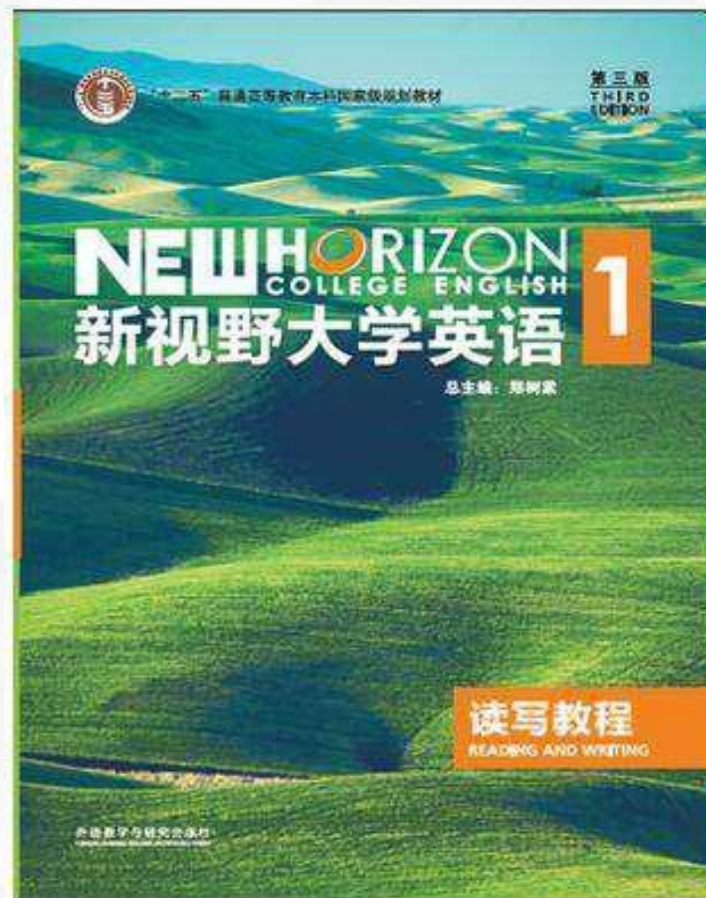
Suzhou China

# Reading & Writing Course

启智增慧



培根铸魂



# Teaching Presentation



## Contents



Part 1

**Needs Analysis**

Part 2

**Teaching Framework**

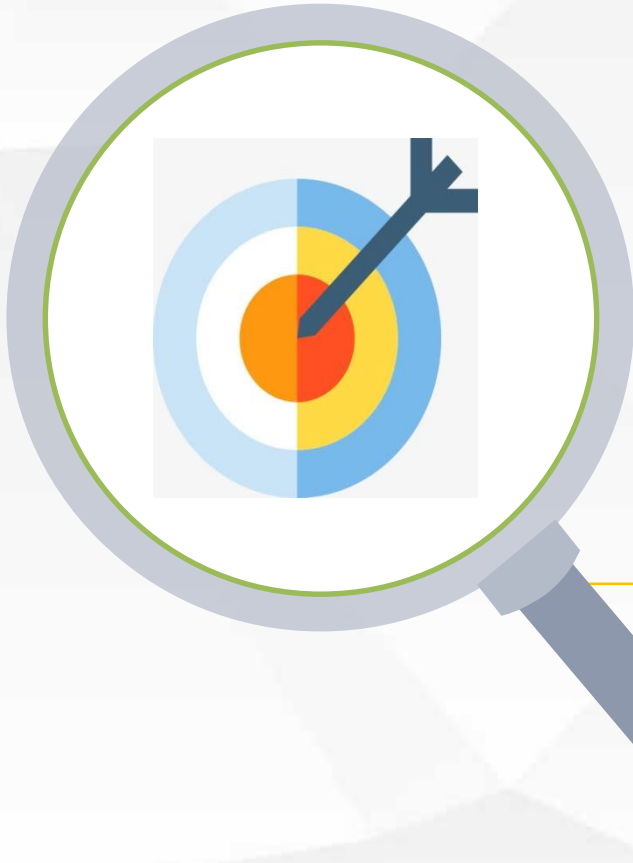
Part 3

**Teaching Design**

Part 4

**Demo Class**

# Part 1 Needs Analysis



**University**

1

**Target Students**

2

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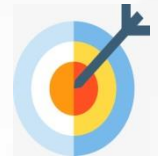
- ◆ Centers on **Traditional Chinese Medicine (TCM)**
- ◆ Construction of **double first class** university



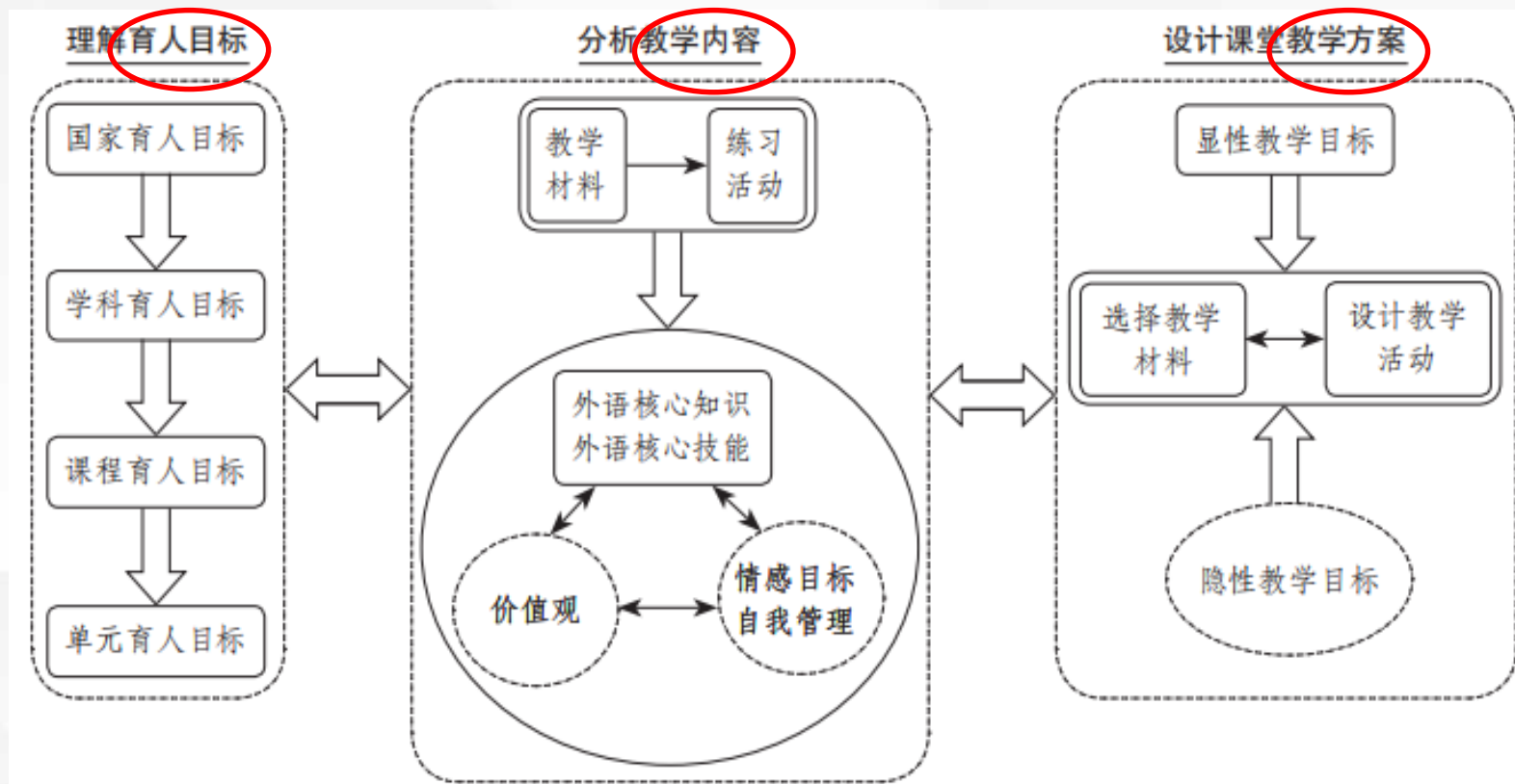
- ◆ **TCM majors, freshmen**
- ◆ **long-term master-doctor program**
- ◆ **Talents for TCM globalization**

**Lack of effective reading & writing skills**

**Challenged by cross-culture communication**



## A Framework of Integrating Moral Education into College Foreign Language Teaching (Wen Qiufang 2021)





# Part 3 Teaching Design

## Course Objectives

高校立身之本在于立德树人——习近平

Moral  
Integrity

To build up **TCM Cultural self-consciousness and confidence**



To promote **effective reading & writing skills** to conduct cross-culture communication

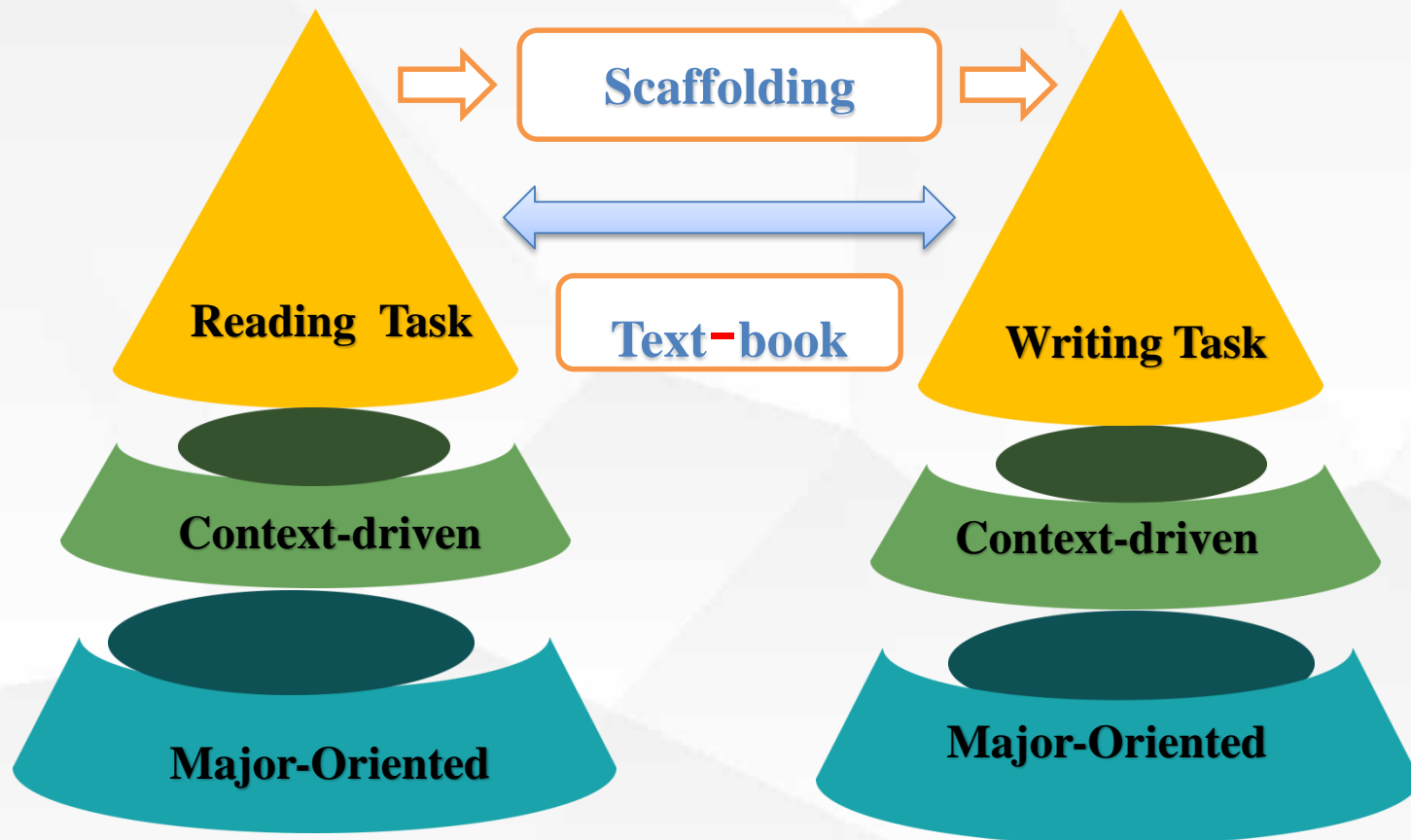
To empower students to be **TCM ambassadors** to tell TCM stories.

Linguistic  
Competence





# Teaching Design -- Teaching Contents





# Writing Task

## Unit 4, Book 1 Heroes among Us

On June 29, 2021, an award ceremony of the **July 1 Medal** was held in Beijing. All recipients come from different fields and are described as “ordinary heroes” by President Xi.

Chinese  
context

Interaction  
Scaffolding

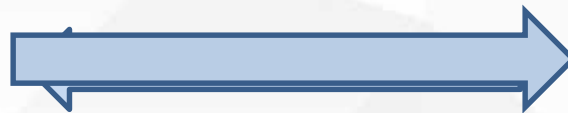
Pay a **visit** to  
university museum

**Learn** about TCM  
figures in the history

**Write** about one  
ordinary TCM hero

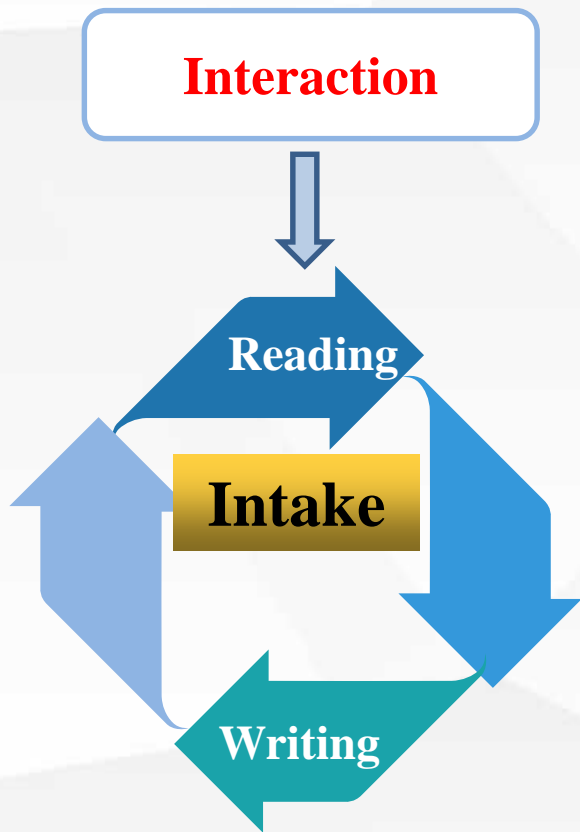
TCM  
ambassadors

**Share** the writing on  
museum website

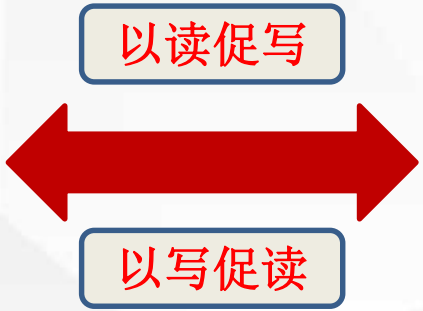




# Teaching Design -- Teaching Plan



**Learning**



**Assessment**



# Teaching Design --Teaching Plan



**Interaction**



**Students**

**Conversation**

**Interaction between T and Ss**

**Negotiation**

**Interaction between Ss and Ss**

**Interpretation**

**Interaction between Ss and Text**

**Association**

**Interaction between Ss and Context**

Major-Oriented

T for Teacher  
Ss for Students

# Part 4 Demo Class (Unit 4)



**Unit 4, Book 1**  
**Heroes**  
**among Us**



Teaching  
Design

# Part 4 Demo Class-Heroes among us

## Demo class Objectives

Students will be able to

Moral

1

Identify the connotation of different levels of heroism.

2

Conduct a cross-culture communication by writing about TCM heroes with the **structure scaffolding** of the SEE-I writing patterns.

以读促写

3

Conduct group revision of their writings by adding transitional devices learnt from the text reading.

以写促读

4

Get inspired by TCM heroes for whom they could develop empathy and admiration.

Linguistic



# Highlighted Features

**Highlighting scaffolding and interactions**



**Digging out students' potentials as TCM ambassadors**

**Ordinary People can do extraordinary things.**

**--Text A Heroes among us**



# DEMO CLASS



## Text A Heroes among us



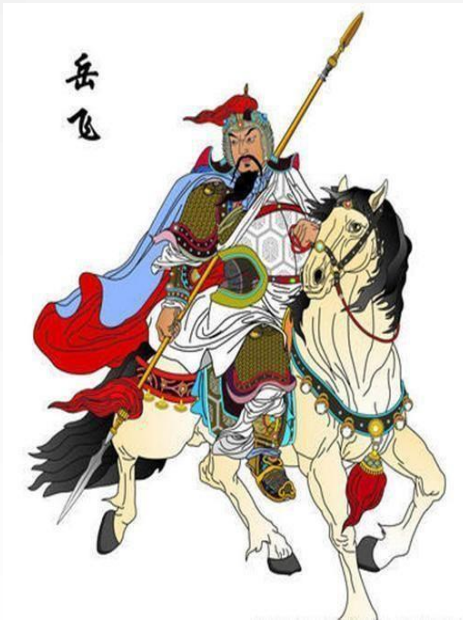
# Teaching Objective

In today's class, let me help you to become a TCM ambassador by **writing about a TCM hero** with a new writing pattern!





# Who is a hero in your eyes?



A



B



C



D

# Who are the heroes among us?

**Para. 2** In the days subsequent to a mass shooting in Tucson, Arizona, many described 20-year-old political associate Daniel Hernandez as a hero. During the horrible shooting, he courageously ran through the danger to save the life of one of the victims, his boss and friend, congresswoman Gabrielle Giffords. Daniel held her head up so she could breathe and applied pressure to her wounds. He spoke tender words of sympathy, telling her that he would find her husband and her parents and that everything would be fine. And he never left her side, staying beside her in the ambulance all the way to the hospital.

**Para. 3** Another hero from the mass shooting in Tucson was Dory Stoddard. Dory gave his life for his wife, Mavy. Dory and his wife had been friends since childhood and when Dory heard shots ring out he immediately fell on top of his wife to shield her from the hail of bullets. At the memorial service, the priest said: "Dory didn't die a hero; he lived a hero." Long known for his remarkable spirit and love of humanity, Dory Stoddard died as he had always lived, assisting others.

**Para. 4** These are civilian heroes, who acted instinctively with courage and grace when caught up in extraordinary circumstances.

## Skimming and Scanning

### 1. State (what is a hero?)

A hero can be a civilian.

### 2. Elaborate (what qualities does a civilian hero have?)

A civilian hero acts instinctively with courage and grace when caught up in extraordinary circumstances.

# Who are the heroes among us?

**Para. 5** But what about first responders, whose job is, in the words of the widow of a fallen police officer, to “rush toward danger”?

**Para. 6** In Toronto, Canada, downtown life stopped when more than 11,000 police and other emergency responders marched solemnly through the streets to honor Sergeant Ryan Russell, a 35-year-old “good man and good cop”, who believed deeply in his commitment to protect and serve. Sgt. Russell moved quickly to protect others from harm. He tried to stop a drunk driver in a stolen snowplow with only his police automobile and his goodwill to help others. Sadly, Sgt. Russell was unable to stop the drunk driver and was killed in the effort.

**Para. 8** But today, our heroes are average men and women, “everyday heroes” to whom we can relate, people like us.

**Para. 11** Ms. McMahon replied that she thought Sgt. Russell was indeed a hero.. “It's natural to be afraid of danger. It's natural for that fear to cause most people to rush toward safety and away from danger. Heroes do just the opposite. They rush toward danger to help those in need.”

**Para. 12** We count on first responders to rush toward danger, especially when it involves us or those we love..

## 1. State (what is a hero?)

A hero can be a first responder.

## 2. Elaborate (what qualities do the first responders have?)

The first responders rush toward

danger

instead of

safety

to help those in need.



**Heroes in harm's way**  
**(最美 逆行者)**

# TCM Heroes in Harm's Way

Para. 8  
“everyday  
heroes”



The medical team from our university to Wuhan

Shennong  
have to  
TCM.

is the  
t who  
atment  
ditional

Chinese medicine and Western medicine.

炎黄神农氏遍尝百草图



厚德



# Exemplify

## 3. Exemplify

(give an example to explain)

Doctors in  
the medical  
team

**(Someone) is/are such (a) hero(es) because**

**they volunteered to go to Wuhan to help  
save patients at the risk of being  
infected with the virus.**

**(describe the heroic actions)**



# Illustrate

4. **Illustrate:** (adopt a simile or a metaphor to further the idea)

A hero is (like)

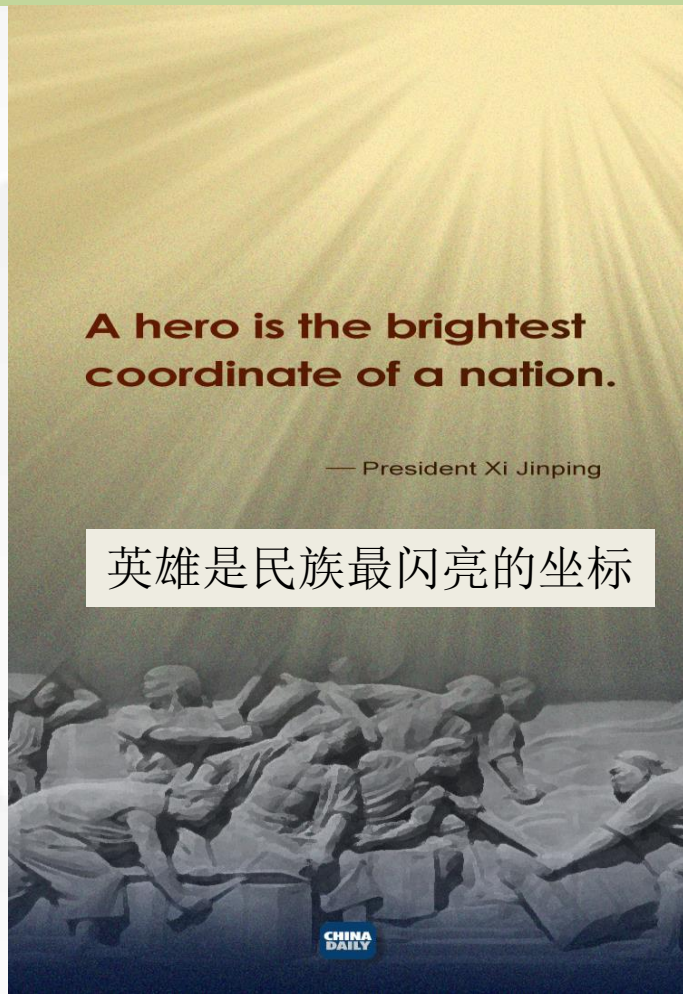
the brightest  
coordinate of a nation

.

A hero is the brightest  
coordinate of a nation.

— President Xi Jinping

英雄是民族最闪亮的坐标

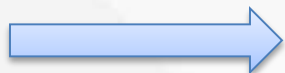




# SEE—I Writing Pattern

**State**

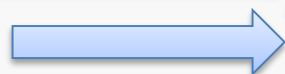
(陈述观点)



**A hero can be** a first responder.

**Elaborate**

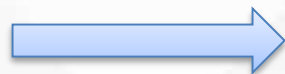
(展开陈述)



A first responder **usually** rushes towards the danger instead of safety to help those in need.

**Exemplify**

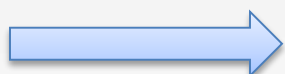
(具体举例)



Doctors in the medical team **are such heroes because** they volunteered to go to Wuhan to help save patients at the risk of being infected with the virus .

**Illustrate**

(比喻)



**A hero is (like)** the brightest coordinate of a nation .

# Can you write about a hero ?



## Group writing

Write about **One ordinary TCM hero** by a **SEE-I pattern**

1. **S**tate (陈述观点)
2. **E**laborate (展开陈述)
3. **E**xemplify (具体举例)
4. **I**llustrate (比喻)







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**Being a TCM ambassador**  
**Making the Chinese TCM stories heard**

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热点资讯

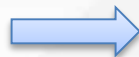
蒲辅周



# Assignment

1. **Polish** your writing with the help of Word Building exercise on P99.

2. Please **revise** your group writing through adding proper transitional devices.



**Go back to the text and the online classroom to find more!**

# Self Evaluation

- I understand the meaning of these words & expressions and can use them:

victim survivor sympathy shield remarkable humanity  
civilian instinctively grace commitment circumstance  
political associate first responder rush toward

Yes  No

- I understand skimming and scanning and I can use them in reading comprehension.

Yes  No

- I understand the SEE-I writing pattern and I can use it in writing practice.

Yes  No

- I can have a sense of commitment as a TCM major.

Yes  No

- I can have an empathy with heroes in harm's way and I should learn from them.

Yes  No

- I understand ordinary people can be heroes by doing extraordinary things and I can be my own hero too.

Yes  No

When circumstances call upon us, we can all be heroes because ordinary people can do extraordinary things.

1



A



B



C



D



世上没有从天而降的英雄，  
只有挺身而出的凡人。

—习近平

(There is no hero coming from the sky but ordinary people stepping forward in crisis.)

— *A student's translation*



A white card with the words "Thank you" written in a black cursive font. The card is tied with a vibrant red ribbon that loops around it. The card is set against a white background, which is itself centered on a larger background of light gray geometric shapes.

*Thank you*