Part One: Prompt Analysis:

1: Pair Activity:

Please analyze the difference between the two prompts, following the directions below.

|  |  |  |
| --- | --- | --- |
| **Prompts** | **20230225/20230211**  In many places, it has been **typical for teachers** of high school students (ages 14-18) **to lecture or lead a discussion** while the students listen and take notes for most of the school day. **However, this is not an effective way to prepare students for careers in the modern workplace**.  Do you agree or disagree with the following view?  **A better way to do** that is for teachers to spend most of the school day on **student－led discussions** (in which students frequently present their ideas and discuss them with the class) and **project－based activities** (in which students do their own research and work together while the teacher is available to help them as needed).  Use specific reasons and examples to support your answer. Be sure to use your own words. Do not use memorized examples. | Some high school teachers (teachers of students aged 14-18) spend most of the class time lecturing while the students listen and take notes.  Other high school teachers spend most of the class time on discussion and projects that students are highly involved in and exchange their ideas.  Which of these two approaches do you think is more effective for student's learning and why? |
| * **Theme:** |  |  |
| * **Topic:** |  |  |
| * **Purpose:** |  |  |
| * **Controversy:** |  |  |
| * **Subjects:** |  |  |

|  |  |  |
| --- | --- | --- |
| **Sample for Prompt 1** | Sample for Prompt 2 | **Compare & Contrast (Group Discussion)** |
| **Prompt 1:**  **High school teachers (teachers of students ages 14-18) spend most of the class time lecturing (speaking) and doing teacher-led discussions while the students listen and take notes. However, this is not effective in preparing students for a future career in the modern workplace. Others propose that high school teachers spend most of the class time on student-led discussion and project-based activities that students are highly involved in and exchange their ideas. Which view do you agree with and why?** | Prompt 2- Sample  **Some high school teachers (teachers of students aged 14-18) spend most of the class time lecturing while the students listen and take notes. Other high school teachers spend most of the class time on discussion and projects that students are highly involved in and exchange their ideas. Which of these two approaches do you think is more effective for student’s learning and why?** | **Difference in the prompts:** |
| Quality high school education（高质量的高中教育 quality n做adj用） plays a pivotal（核心的） role in shaping students' future career choices. **In order to better prepare students for future competitive workplaces,** the issue of whether the student-centered/ oriented classroom is more effective than the traditional lecturing model has been intensively/ fiercely/ heatedly（强烈的） discussed. **Some people hold that** lecturing is more effective in imparting（传授） knowledge in class, **while I hold the opposite opinion that** only by participating in student-led discussions and project-based classroom activities can students achieve better learning outcomes and prepare themselves for the future workplace. Here follow my reasons. / My reasons are two-fold. 86 | Education is now acknowledged as essential to the progression of society. Social capital invested into education aided the flourishing innovation of many education methods. For example, field trips to museums or nature is incorporated to many curriculums to give students a hands-on experience一手经验（上手的经验）. Inside the classroom, teachers are also shifting toward more discussions. Discussions are more effective for students learning compared to lectures because they ensure the students' understanding and stimulates new perspectives. 73 | **Opening paragraph analysis:**  **1) compare the structures:**  **sample1：background（一句话）+两个观点对比+自己的观点【很标准】**  **sample2: 扯的有点远了，没有体现对比关系**  **2) Compare their thesis statement. Are they both pertinent to the prompt? What makes the difference?**  **3) Key words and expressions** |
| **First, a student-centered classroom，demonstrated（被证明？浅答一下：应该是由discussion和activity组成的这种学生主导的这种classroom，demonstrated做后置定语，同时也是插入语，来解释student-centered classroom） by project-based activities and student-led discussions, creates an encouraging environment in which students are actively engaged in activities, which will lead to satisfactory learning outcomes, serving as a competitive edge/ cutting-edge in the future workplace**. When students are doing group activities in the classroom, instead of merely sitting on chairs and passively receiving knowledge, they would be more willing to think and learn. Specifically, each student will be engaged since group activities require every group member's contribution, while some may feel embarrassed and feel reluctant（勉强的，不情愿的） to participate in activities or raise questions in traditional lecturing classes where only a few students will be called by names and answer teachers’ questions. For example, to complete a group task, students will be assigned a share/ portion of work by their leader or after discussions with other members. In order to perform well and make an excellent presentation to deliver/ convey/ present/ share the knowledge to the group and the rest of the class, they will be proactive（积极的） in searching the Internet, finding relevant first-hand information, understanding it, and then reorganizing it so as to deliver to the class. In the whole process, they would have a much better understanding of the knowledge compared with listening to teachers' lectures. As a result, more satisfactory academic achievements/ proficiency/ performance would be guaranteed, which adds credit to students' competitiveness, rendering them outstanding among the candidates in job hunting. 224 | Since students need to understand the class material in order to formulate形成 their opinion, discussions make sure the students comprehend the concepts.逻辑有问题且没有明确论点 Lectures are a passive way of teaching. The teacher can talk on and on, and the students can write down everything the teacher said without understanding any of it. The concepts taught in the lectures need to be translated to an applicable skill. The demand and supply curves of microeconomic is a concept that can be easily memorized. Through lectures, the student can learn what they are and how they might change in response to certain changed. However, the student might be unable to apply this concept to real life situations because he does not understand the logic behind it. lf the teacher asks the students to discuss how the two curves might shift in market simulation, the student will definitely gain a better understanding of this microeconomic model because he needs to utilize it on the spot. 160 | **Body 1 paragraph**  **1) Compare the structure. Are they similar in their layout of Body 1?**  **First,+topic sentence+ explaination+ example**  **2) Compare the topic sentences. Do both topic sentences include the topic and the key idea for this body paragraph?**  **3) Do both the paragraphs conform to coherence and cohesion in its elaboration?**  **4) Compare the evidences given. What methods are used respectively? Are they effective?**  **5) Key words and expressions:** |
| **Furthermore, student-led discussions and project-based activities cultivate students' multiple teamwork-related abilities such as interpersonal （人际的）abilities, leadership, and critical thinking abilities, all of which are indispensable for the modern workplace.** As is known to all, the classroom is a miniature of society/ a micro-society. Every student comes from different family backgrounds/ all walks of life, ~~harboring~~ [- entertaining] [equipped with] [embracing] various mindsets and distinctive thinking and behaving modes. To accomplish group projects with high efficiency or conduct fruitful硕果累累的 discussions, students will practice their communication skills, expressive abilities/ capabilities as well as public speaking competence when they are exchanging ideas, brainstorming, or persuading others. **What is more,** when they are listeners who are taking the opinions of others, it is of phenomenally/ remarkably considerable significance to think critically so that they could distinguish/ tell the right from the wrong, 分别是非 ~~the help from the distracting information~~. This self-directed/ self-managed learning process will be beneficial for their study and future work. 145 | **Discussions can also teach the students to assess the issue more holisticall**y. Although one may always insist his own opinions are superior, acknowledging the wisdom and validity有效性 of opposing claims is important. If the teacher asks the students to discuss the pros and cons of affirmative action, the students can all learn something from each other. The pro side may claim that affirmative action protects the rights of minorities. Albeit true, they can learn from the consider argument that affirmative action puts an absolute definition on "disadvantaged minority. ” After hearing the cons’ arguments, the pros can sharpen and perfect their arguments by preparing counterarguments in advance. This learning can benefit both sides and introduce the students to a greater variety of perspectives. 123 | **Body 2 paragraph**  **1) Compare the structure. Are they similar in their layout of Body 2?**  **2) Compare the topic sentences. Do both topic sentences include the topic and the key idea for this body paragraph?**  **3) Do both the paragraphs conform to coherence and cohesion in its elaboration?**  **4) Compare the evidences given. What methods are used respectively? Are they effective?**  **bvv**  **5) Key words and expressions:** |
| In conclusion, ~~from~~ given/ provided / providing the previously discussed/ outlined reasons, it is easy to draw the conclusion that students will benefit more from classes led by students rather than teachers as/ in that/ since + 中间段原因改写. (482) | Lectures and discussions are both vital for the delivery of knowledge. However, discussions are more effective in terms of consolidating the knowledge since they push the student to practice the usage of an abstract theory taught in lectures and promote them to be more open to different viewpoints. 48 (404) | **Conclusion paragraphs**  **1) Compare the structure. What are the key components for each conclusion?**  **2) Do both of the conclusions effectively wrap up what’s been talked about above? If not, how to revise and improve?** |
| **General comments for Prompt 1:** | **General comments for Prompt 2:** |  |
| **After thoughts: (Group Work)**  **1. When we are examining the prompts? What should we bear in mind? How do we do to keep to the topic?**  **2. In elaboration in the body paragraphs, how do we remind us to stay in topic rather than go off or go astray from the key idea of the topic sentence?**  **3. For prompts with more than one theme, how should we tackle it more effectively?** | | |