

# Teaching Showcase Session 4

## Handout

### 1. Story-Based Multi-Word Verb Instruction: Relationship Vocabulary Teaching Showcase

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#### Target Teacher Audience

This lesson was designed for English language teachers working with intermediate learners at B1-2 levels, educators teaching vocabulary and phrasal verbs, teachers in international or public schools, and instructors seeking systematic approaches to multi-word verb instruction.

#### Showcase Description

This was the first lesson of a 10-hour online English vocabulary course focusing on multi-word verbs (MWVs), conducted in March 2024. It was designed for Chinese learners aged 14-23 with B1-2 proficiency levels. The students came from diverse educational backgrounds, including public schools, international programs, and academies exam-focused.

Before this lesson, all participants attended an informal online orientation session, introducing the course structure and objectives. I also explained the concepts of transitive and intransitive usage of MWVs. Moreover, I placed an emphasis on helping them understand MWVs as semantic units, whose meanings often differ from the literal meanings of their individual components. Finally, they completed a questionnaire to reflect on their learning attitudes, preferences, and interests, which helped me tailor the course content to their needs.

The session I recorded was the first session, which focused on six relationship-themed MWVs: look up to, look down on, take after, fall out, let down, and make up for. For most participants, this was their first structured exposure to MWVs, and their motivation was notably strong. By the end of this session, the majority were able to accurately use at least five out of six target MWVs in context-based speaking tasks.

This online methodology can be easily adapted to traditional classroom settings. Teachers can replace breakout rooms with small group discussions, use printed worksheets instead of digital handouts, and conduct CCQs and pronunciation drills through whole-class interaction. The story-based approach remains effective across formats, and personalised questioning can be done through pair work.

**Materials and Methodology:** The lesson was delivered using a student-centred approach, with the instructor acting as a facilitator and guide. Learners engaged in breakout room discussions, peer interactions, and contextual practice activities designed to deepen their lexical awareness and boost their confidence in using MWVs in conversational contexts.

The lesson used a story-based and task-supported approach to introduce the target verbs in context. Key materials included a custom-designed worksheet and a slide deck featuring short stories, visuals, and sentence-level tasks. Students first engaged in a lead-in activity using personal reflection questions to activate prior knowledge and build interest. The core of the lesson was divided into two meaning analysis stages, each supported by stories and images to help students infer meaning. Concept-checking questions (CCQs), pronunciation drills, and peer discussion were used to deepen understanding.

**Student Responses:** Students responded enthusiastically to the story-based tasks and showed increased confidence in using the verbs during peer interaction. Engagement was particularly high when discussing real-life relationships and expressing admiration or disappointment. By the end of the lesson, most students could accurately use the target verbs in context.

### Key Takeaways for Teachers

- Techniques to teach multi-word verbs using stories, visuals, and CCQs
- Strategies for managing large mixed-level classes through peer collaboration
- Low-cost material development using worksheets and simple slide decks
- Methods to promote communicative practice through personalised questioning

## 2. Output-Driven Unit Review: Environmental Appeal Letter Writing Teaching Showcase

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### Target Teacher Audience

This showcase is designed for senior high school English teachers who want to make unit review lessons more meaningful and engaging. It will be especially useful for teachers who find reviews becoming fragmented, dominated by mechanical drills, or disconnected from real communication. The session is also relevant for teachers interested in output-driven approaches that connect vocabulary, grammar, and text analysis to authentic speaking and writing tasks. Educators working with large classes or seeking ways to link pre-class preparation with in-class learning will also benefit from the strategies presented.

### Showcase Description

This showcase presents a unit review lesson based on Earth First (Unit 6, Book 2, Foreign Language Teaching and Research Press) for senior high school students. The lesson is set in the theme “Man and Nature” and focuses on environmental problems, causes, and solutions. To avoid the common problem of review classes becoming repetitive or test-oriented, I designed the lesson using an output-driven approach centered on the real task of writing an appeal letter.

**Materials and Methodology:** Pre-class, students prepared mind maps to organize core vocabulary and thematic knowledge (environmental problems, causes, and solutions at individual and government levels). In class, materials included a “real letter” from a municipal environmental bureau to motivate the task, environmental photos for discussion support, a video transcript on “Top 5 Environmental Issues” to review non-finite verbs, and a model appeal letter for structure analysis.

The lesson followed three stages:

**Motivating Stage:** Students analyzed the bureau’s letter, identified environmental problems, and brainstormed possible actions, which activated their motivation to write their own appeal letter.

**Enabling Stage:** Activities were scaffolded in sequence: group discussions with a “Problems–Causes–Measures” table, a gap-fill and imitation activity to practice cause-effect sentences, and text analysis of the sample letter to understand structure.

**Assessing Stage:** Students revised their letters with the help of a checklist for content, language, and organization, supported by peer and teacher feedback.

**Challenges and Adaptations:** The main challenge was helping students transform fragmented knowledge into a coherent output. This was solved by consistently linking the [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

pre-class mind maps to in-class tasks and ensuring each activity directly supported the final writing.

**Student Outcomes:** Students showed greater engagement in discussions compared with traditional review classes. More than 90% produced logically structured appeal letters, and over 80% correctly applied non-finite verbs in cause-effect contexts. The sense of task authenticity helped sustain motivation and improved learning transfer.

### Key Takeaways for Teachers

- How to design engaging review lessons around a real-world output task (e.g., writing an appeal letter).
- Practical scaffolding strategies: pre-class mind maps, guided discussions, grammar-focused exercises, and model text analysis.
- Ways to integrate grammar review into meaningful output rather than isolated drills.
- Using self-, peer-, and teacher-assessment checklists to guide effective revision and reflection.

## 3. Smart Classroom Cross-Cultural Reading: Digital Tools for Cultural Confidence Building

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### Target Teacher Audience

This showcase was conducted at Changjun Bilingual Experimental Middle School in Changsha, Hunan Province on October 26, 2024. This course is primarily intended for the following groups of educators: junior high school teachers (grades 7-9) in urban junior high schools or rural junior high schools equipped with tablet devices; teachers managing large classes (40+ students); and educational practitioners dedicated to exploring technology-integrated smart classroom models, building efficient reading instruction systems, and enhancing students' core competencies.

### Showcase Description

**Materials and Methodology:** This reading lesson, focused on Singapore, leverages information technology to create an efficient and smart learning environment. It guides students to explore Singaporean culture, facilitates cross-cultural comparisons, and encourages them to promote their own hometown. Through these activities, students develop greater cultural confidence, strengthen their national identity, and achieve holistic

educational goals. Digital tools like Seewo Easy Classroom and Whiteboard 5, along with an AI avatar, set an immersive context centered on a travel brochure. The Jigsaw Reading method supports collaborative in-depth comprehension. Finally, students apply these insights in a cultural transfer task focused on the context from Singapore to Changsha, where they work in groups to create a travel brochure for their hometown.

**Challenges and Adaptations:** During group tasks, students struggled to express their ideas bravely, confidently, and fluently due to limited vocabulary and low self-confidence, while limited class time restricted individual speaking practice. To address this, I provided in-class support and designed a follow-up homework assignment—creating a short video introducing Changsha—to offer additional opportunities to speak English with greater confidence and courage.

**Student Responses:** In the pre-reading phase, students were highly engaged while watching the news delivered by the digital avatar. Nearly all the students were captivated by the video. During the reading phase, the jigsaw reading discussion prompted active participation. The majority of students left their seats for discussion, with over 90% completing the note-taking in this session, and 95% of the students shared ideas via tablets. In the post-reading phase, most students collaborated on designing a travel brochure and 100% of the students provided feedback during peer evaluation.

### Key Takeaways for Teachers

- Step-by-step integration of digital tools (Wenjuanxing, AI avatars, Seewo) for personalized reading instruction and flipped classroom implementation.
- How to use Jigsaw Reading strategically for collaborative and in-depth learning: Jigsaw Reading strategically deepens learning by having groups specialize in and teach different text sections through Q&A. This ensures full content coverage while strengthening interaction, accountability, and communication.
- How to create an authentic and motivating learning context.
- How to use language acquisition as a pathway to global competence and national identity.