# **EdUHK Corpus-based ELT Lesson Design Competition**

Secondary one grammar: was and were

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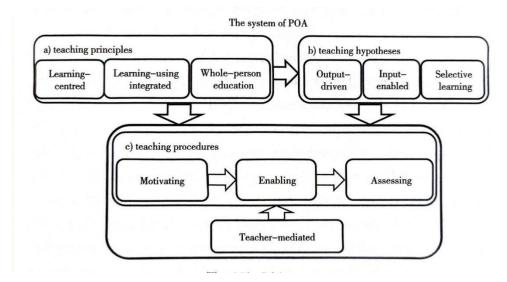
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Lesson Topic/Title: My Childhood

<u>Title of the course where your lesson fits:</u> Module 7 My Past Life

# <u>Please provide additional information about the course in a couple of sentences (e.g., the purpose and focus of the course):</u>

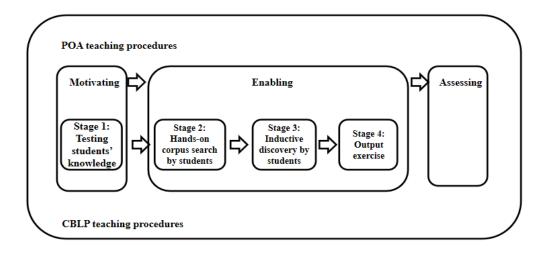
**Learning Purpose**: This lesson aims to help students learn the past simple form of "be" (affirmative, negative, and interrogative). Mastery of this grammar point is essential for students as it lays the foundation for their English language learning and application. By engaging in hands-on corpus consultation, students will be able to identify common language patterns associated with the target grammar, enabling them to use it accurately in practice.

Teaching method: The traditional teaching method, "lecture method" or "teaching by lecture", has limitations such as relatively low participation and interaction. In order to increase learning efficiency and improve learning outcomes, a more interactive teaching approach should be applied in the class, which is the integration of Corpus-Based Language Pedagogy (Ma et al., 2021) and Production-oriented Approach. Therefore, in other words, this lesson plan combines CBLP with an innovative teaching pedagogy called the "Production-oriented Approach (POA)". The POA approach to language learning is unique in that it emphasizes language production from start to finish. The emphasis is on the active use of the language to accomplish tasks, while input (exposure to the language) supports and facilitates these productive activities. This approach recognizes the importance of engaging learners in meaningful and purposeful language use, enabling them to develop their language skills through active production (Wen, 2018). As shown in Figure 1, the POA teaching model consists of three components: a) teaching principles; b) teaching hypotheses; c) teaching procedures. The three hypotheses form the theoretical foundation of the teaching process, while the three-phase teaching process aligns with and exemplifies these principles, with the additional purpose of testing the hypotheses (Wen, 2017).



(Figure 1: The system of POA, Wen, 2017)

Figure 2 suggests that this lesson plan incorporates the POA (Motivating, Enabling, and Assessing) and CBLP (Stages 1-4) procedures. It places CBLP Stage 1, which tests students' knowledge, within the POA motivating phase. CBLP Stage 2, where students engage in hands-on corpus searching, is integrated into the POA enabling phase. Additionally, CBLP Stage 3, which encourages inductive discovery, and CBLP Stage 4, involving an output exercise, are also part of the POA enabling phase. The Assessing phase, which is the final phase of POA, is used to evaluate the learners' tasks.



(Figure 2: Teaching procedure)

In addition, Chen et al., (2023) proposed three principles for teaching grammar based on the Production-oriented Approach (POA), which are setting the communicative scenario to motivate learners, emphasizing the induction and production of constructions and repeating the target

construction with high frequency. Therefore, this teaching plan will also follow these three micro-principles to design specific grammar learning activities (see teaching procedure).

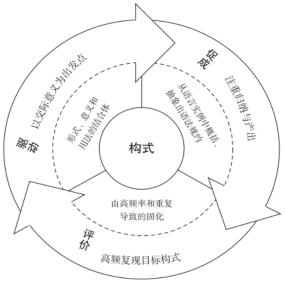
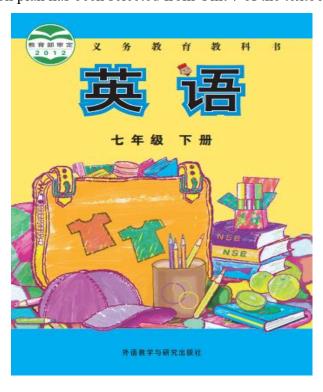


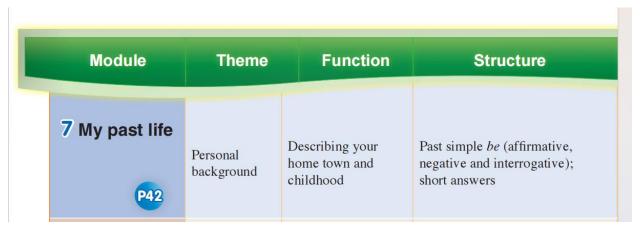
图3 语法构式特征与基于POA的教学原则关联图示

(Figure 3: grammar teaching principles, Chen et al., 2023)

**Course description**: This course is a secondary English course. The textbook used in this lesson plan is published by Foreign Language Teaching and Research Press. The specific teaching material for this lesson plan has been selected from Unit 7 of the textbook.



The theme of Unit 7 is about personal background information, such as childhood and hometown. Students are expected to describe their past life by mastering the past simple "be" (affirmative, negative and interrogative), which is the key grammar in this unit.



<u>Target students:</u> The target students are junior secondary one students. Even though those junior students have learned the past simple "be" in their primary school, some of them still cannot distinguish the difference between "was" and "were". Therefore, this lesson plan aims to help them master this important grammar.

**Corpus/corpora used:** Versatext, SKELL

Non-corpus resources used: Students' AI + Teacher's AI

Students' AI: AI 外教(It will be used in class to interact with students and assess their works directly.)

**Teacher's AI:** ChatGPT 4, Steve AI, FastSDXL, Runway Gen-2(All these AI tools are only used by the teacher to prepare the lesson and are not presented to the students.)

Lesson duration (suggested duration: 30 - 90 mins): 45 minutes

### **Learning objectives:**

By the end of the lesson, students will be able to:

- 1. Master the past simple form of "be" (affirmative, negative and interrogative)
- 2. Describe childhood with the assistance of corpus and AI tools
- 3. Use corpus and AI tools to support self-directed and inductive learning

# **Lesson Plan**

Time	POA teaching phases	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/mat erials
1	1. Motiv	Lead-in	1.1 Watch the video:	To attract students'	Students	Steve AI
minu	ating		Ss watch a short video clip	attention to the	working in	(https://app.ste
te			made by Steve AI (the script is	topic	pairs	ve.ai/animo/d4
			in Appendix I) and try to			gOSY8Bs8DDt
			summarize the main idea in			IHfI3wk)
			pairs.			(Note: This
						AI will not
			I had a great time when I			be presented to
			was young.			students in
						class.)
1		Scenario	1. 2 Introduce the scenario:	To motivate the	Teacher	Runway Gen-2
minu		introducti	T introduces the following	learners by	explanation	(https://researc
te		on	scenario by means of an	explicitly		h.runwayml.co
			animated motion picture	explaining the		m/gen2)
			created with Runway Gen-2	scenario of the task		( <b>Note</b> : This
			and explains the purposes of	to be completed,		AI will only be
			the lesson. Ss try to share their	which could happen		used by
			childhood memories in oral or	in their future life.		teachers to
			written form.	Ss are activated or		prepare lessons
			Scenario:	engaged after they		and will not be
			Topic: Childhood memories	have tried to		presented to
			Purpose: To explain and share	complete the task		students in
			childhood experiences	and become aware		class.)

			Identity: Chinese secondary	of their own		
			student (exchange student in	language		
			America), international friend	needs/learning gap.		
			Setting: Informal occasion	201		
			,			
			<b>Description</b> : You are having a			
			casual conversation with your			
			international friend about your			
			childhood. They are curious to			
			know about your experiences			
			growing up in China. You			
			decide to share some of your			
			childhood memories.			
			Gen-2 video Revenue  E des hal proport   ○ D □ Lp Sync ○ Extend 4s  ○ D □ Lp Sync ○ Extend 4s			
2		CBLP	1.3 Quiz:	To test students'	Students	Listening
minu		Stage 1:	Ss work in pairs and complete	target grammar	working in	recording of
tes		Testing	a cloze test using the target	knowledge	pairs	the textbook
		students'	grammar.			and text (see
		knowled				Worksheet 1)
		ge				
2	2. Enabl	CBLP	2.1 Wordcloud instruction:	To enable students	Teacher	Versatext;
minu	ing	Stage 2:	T instructs pairs of Ss to	to use the corpus:	demonstrati	Listening text
tes		Hands-on	access Versatext with their	know how to input	on,	from the

	corpus	devices and paste the listening	texts into VersaText	followed by	textbook (see
	search by	content of the textbook (see	and how to use	students'	Worksheet 2)
	students	worksheet 2) into the input	Wordcloud.	exploration	
		bar; Select Wordcloud to show			
		the results of the past simple			
		form of the verb "be"; Explain			
		the Wordcloud function in			
		Versatext.			
		INPUT WINDOLDING CONCORDANCE PROFILES INFO COURSE			
		were			
		www.as			
		Worth in shore  which control worth  word   was   was   was   was   was   was    was   was   was   was   was   was   was    was   was   was   was   was   was   was    was   was   was   was   was   was    was   was   was   was   was   was    was   was   was   was   was    was   was   was   was   was    was   was   was   was    was   was   was   was    was   was   was    was   was   was    was   was   was    was   was   was    was   was   was    was   was    was   was    was   was    was   was    was   was    was   was    was   was    was   was    was   was    was    was   was    was			
		Califor California Communication   Institute Control Communication   Institute Communication			
3		2.2Concordance instruction:	To enable students	Teacher	Versatext
minu		T guides Ss to check the	to use the corpus,	demonstrati	
tes		"was" sentences in	learn the	on,	
		Concordance; Explain the	Concordance	followed by	
		Concordance function in	function in	students'	
		Versatext	Versatext.	exploration	
		INPUT WORKCLOVO CONCOURANTE PROPILER INFO COURSE TO COUR			
		Source present very time til.  # Sentencies  Larging 1 was born an annat village at 50 and Privatio.  3 Tony Thile was the aware of the stage?  3 Tony You was the cause of the stage?			
		Langing What was the name of your first achoes?  1. They fire and Downer homely Shook. Langing You was your for the Standard?  7. They fire first Standard was 480 Lane.  8. When should be say you.			
		s this was your first basine?  10 the ass way finds; 10 they ass way finds; 10 they was way good in close but Adam was it? 10 their was way good in close but Adam was it? 11 the was good information.			
		to Repy No. 1 was et. to I was very good			
5		2.3 "Was" exploration:	To help students	Students	Versatext
minu		Ss study the search results of	identify the	working in	
tes		"was" sentences in	features, forms and	pairs	
		Concordance and identify	functions of the		

atext

		INPUT WORDCLOUD CONCORDANCE PROFILER INFO COURSE.  Servinces  1. Where were you born?  2. Where were you born?  3. Where were you born?  3. Where were you born?  4. What were Preju like?  5. Tony, Their names were Body and Adam.  6. Lingling And what were you like?  INPUT WORDCLOUD CONCORDANCE PROFILER INFO COURSE.  INPUT WORDCLOUD CONCORDANCE PROFILER INFO COURSE.  INPUT WORDCLOUD CONCORDANCE PROFILER INFO COURSE.  Servinces  1. Were you difficult in class too?			
2		2.5 "Was and were"	To help students	Teacher	SKELL
minu		exploration:	identify the	demonstrati	
tes		T asks the Ss to work in pairs	features, forms and	on,	
		to access SKELL with their	functions of the	followed by	
		devices, and type "was/was	target grammar	students'	
		not; were/were not" in the	using a corpus tool.	exploration	
		query bar; Choose Examples	(SKELL is		
		to show results; Explain the	introduced as a		
		Examples function in SKELL.	complementary tool		
		Ss study the search results and	because the original		
		identify the affirmative and	text does not		
		the negative forms of "was"/	contain sentences in		
		"were"	the negative form		
		WEF DOE  WEF	with "were".		
5	CBLP	2.6 Summarize:	To help students	Teacher-gui	PowerPoint
minu	Stage 3:	T asks the pairs of Ss to	summarize the	ded	
tes	Inductive	summarize the similarities and	features, forms and	pair work	
	discovery	differences between 'was' and	functions of the		
	by	'were' in terms of their tense,	target grammar.		

	students	the characteristic of the			
		subject, the affirmative and			
		negative forms, the positions			
		in a statement and in a			
		question.			
2		2.7 Sing a song:	To help students	Students	Video(https://m
minu		Ss watch the video below,	distinguish and	working	p.weixin.qq.co
tes		which features a catchy song	memorize the rules	individually	m/s/epcyS-Y_0
		to help them remember the	for "was" and		WTE09yaJNo
		rules for using the past simple	"were"		Aqg)
		form of "was" and "were".			
		Rocking			
3	CBLP	2.8 Structure and content	To help students	Teacher	Versatext and
minu	Stage 4:	exploration:	understand how the	explanation	PowerPoint
tes	Output	Teacher shows all the	text is structured,		
	exercise	questions (extracted from the	the teacher selects		
		Versatext) on PowerPoint.	all the questions and		
		Teacher asks students to	explains the		
		summarize the topic of each	topics/objectives of		
		question.	them.		
5		2.9 Language exploration:	To help students	Students	Versatext;
minu		Teacher shows the Profiler	know the meaning	working in	
tes		function in Versatext and asks	of important words	pairs	FastSDXL(http
		students to discuss the	and phrases.	Teacher	s://fastsdxl.ai)

(Note: This meaning of lexical chunks explanation (especially the high-frequency AI tool will only be used ones) by teachers to prepare lessons and will not be presented to After the discussion, if there students in are still some lexical chunks class.) that the students cannot understand, the teacher can show some pictures created by FastSDXL. For example: Lexical chunk: a strict but nice teacher To help students put 3 NONE 2.10 Role play: Students their learning into Ss will work in pairs on a minu working in tes role-play activity using the practice. pairs extracted questions and answer patterns (see

			worksheet 3). to describe their own childhood.			
5	3. Asses	Scenario	3.1 Chat with AI:	To test students'	Students	AI 外教 APP
minu	sing	task	Ss describe their own	learning outcomes	working	(Note: It will
tes			childhood to AI 外教 as it is	and help them learn	individually	be used in class
			required by the scenario.	with AI.		to interact with
			AI 外教 assesses students'			students and
			work and makes suggestions.			assess their
			After the assessment, the			work.)
			teacher emphasizes that the AI			
			tool's answers may not always			
			be correct. Students should			
			use their judgement and avoid			
			over-reliance on AI-generated			
			information.			
1		Review	3.2 Take-away learning:	To help Ss review	Teacher	PowerPoint
minu		and	T summarizes the rules of the	the target grammar	explanation	
tes		assignme	past simple form of the verb			
		nt	"was" (affirmative, negative			
			and interrogative) and gives			
			the task: to chat with AI 外教			
			after class.			

# Concrete teaching activities and worksheets

# Concrete teaching activities:

1. POA teaching phase 1: Motivating

CBLP stage 1: Testing students' knowledge

### 1.1 Watch the video:

Here is the short video clip (the script can be found in Appendix I). Please watch it and try to summarize the main idea in pairs. In this activity, you are expected to find out the topic after discussion. (Students will be guided to find out the theme of this unit--Childhood.)



### 1.2 Introduce the scenario:

Certainly, childhood brings us many memories and you may have many things to share. Please watch this animated film here (This film is used to create a vivid scene for students to imagine.) and imagine this scenario, in the future, one day you are studying in America as an exchange student, and you have a casual conversation with your international friend about your childhood. They are curious about your experiences growing up in China. You decide to share some of your childhood memories. Please try to share your childhood memories either in speaking or in writing.



#### Scenario:

**Topic:** Childhood memories

**Purpose:** To explain and share childhood experiences

Identity: Chinese secondary student (exchange student in America), international

friend

**Setting**: Informal occasion

**Description**: You are having a casual conversation with your international friend about your childhood. They are curious to know about your experiences growing up in China. You decide to share some of your childhood memories.

(During the discussion, the teacher should actively engage with each group and observe any difficulties they may have in expressing themselves.)

### **1.3 Quiz:**

You must have encountered some difficulties in the group work. You can see how challenging this task is for you now, and you also know that this scenario is very authentic because it could come true one day. So, do you want to prepare for the future? Do you want to talk to your foreign friends about it happily and smoothly? Today, corpus tools and AI tools will enable and help you to do this from a linguistic, structural and content point of view.

Now it is time to find out your exact learning needs. Please get into pairs and complete a gap-filling activity using the target grammar to be taught in this lesson.

Tony: Hey, Lingling. Where you born?
Lingling: I born in a small village in Shanxi Province.
Tony: What the name of the village?
Lingling: Xucun. Where you born, Tony?
Tony: I born in Cambridge. It's a small city in England.
Lingling: What the name of your first school?
Tony: It Darwin Primary School.
Lingling: Who your first teacher?
Tony: My first teacher Mrs Lane. She strict but very nice. Who
your first teacher?
Lingling: Ms Yao. She very friendly. Who your first friends? Wha
they like?
Tony: Their names Becky and Adam. Becky very good in class but
Adam He quite difficult.
Lingling: And what you like? you difficult in class too?
Tony: No, I I very good!

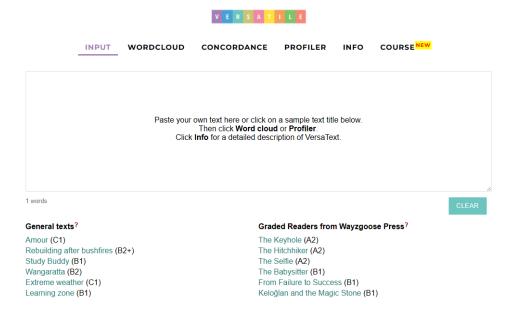
### 2. POA teaching phase 2: Enabling

### CBLP stage 2: Hands-on corpus search by students

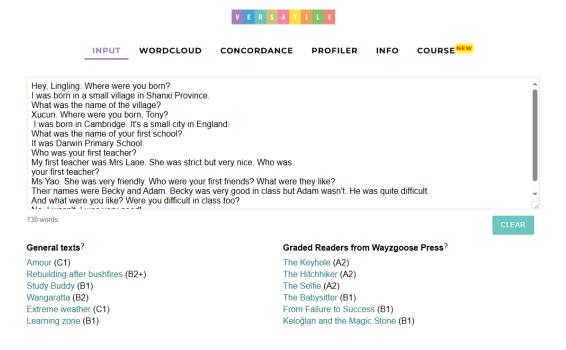
### 2.1 Wordcloud instruction:

The teacher shows students how to use the Versatext Wordcloud function to find the results for the past simple form of the verb "be".

Step 1: Open the Versatext website



Step 2: Copy and paste the worksheet 2 text into the box



Step 3: Click the Wordcloud

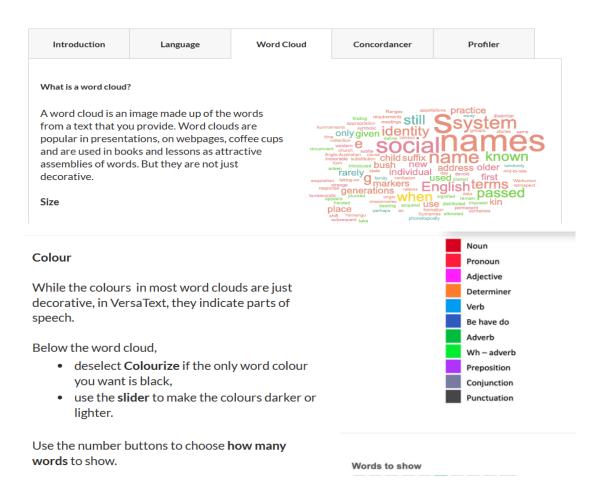


Step 4: Choose including content words--BE+HAVE+DO



After the teacher shows and explains the function of the Wordcloud, the students are asked to observe the two past forms of the verb "be" - was and were. They have to guess the rules and function of the target words "was and were".

(Explanation of Wordcloud: see https://www.versatile.pub/versatext-info.html)



### 2.2 Concordance instruction:

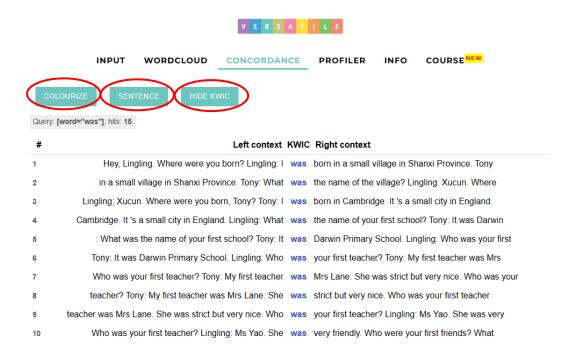
The teacher takes "was" as an example to guide students how to check the "was" sentences in Concordance. Meanwhile, the teacher explains the Concordance function in Versatext.

Step 1: Click the word "was"





Step 2: Explain and show the function of Colourize, Sentence and Hide KWIC one by one



(Explanation of Concordance: see https://www.versatile.pub/versatext-info.html)

Introduction Language Word Cloud Concordancer Profiler

A concordance is a page of lines of text that show Sorting concordance lines reveals patterns in

A concordance is a page of lines of text that show how a word, lemma or tag is used in the text provided.

The target items run down the middle, a format known as **Key Word in Context** (KWIC). These contexts allow us to explore various language features. The word in the middle is referred to as the **Node**.

This concordance was created by clicking on *social* in the word cloud.

**Sorting concordance lines** reveals patterns in the word's usage if there are enough lines.

Click the column heading, KWIC to sort the lines in alphabetical order.

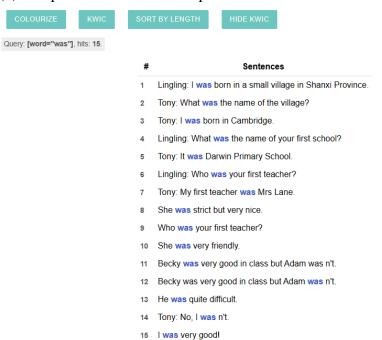
- If the concordance was created from a Tag in the word cloud, there will be different words.
- If the concordance was created from a Lemma in the word cloud, there will be different words forms.

Click on **Left context** and **Right context** to sort the lines in alphabetical order of the words that come before or after the node.

### 2.3 "Was" exploration:

Please work in pairs to access Versatext using your own devices and follow the teacher's presented steps to search for and identify "was" sentences in Concordance:

- (1) The tense of "was"
- (2) The subject of "was"
- (3) The affirmative and the negative forms of "was"
- (4) The position of "was" in a statement
- (5) The position of "was" in a question



Work in pairs to fill the form.

(1) The tense of "was"	
(2) The subject of "was"	
(3) The affirmative and the negative	
forms of "was"	
(4) The position of "was" in a statement	
(5) The position of "was" in a question	

# Answer key:

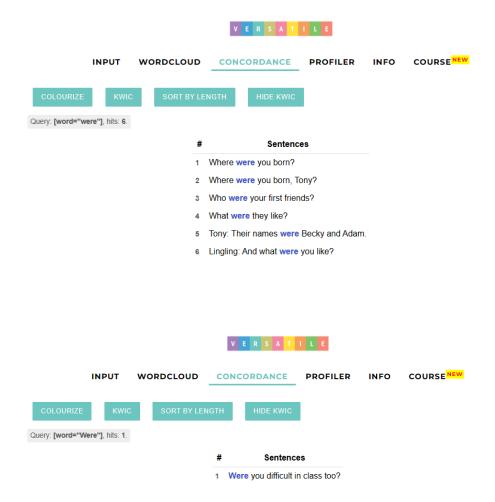
(1) The tense of "was"	past
(2) The subject of "was"	I, He, Becky, Who, My first teacher, The
	name of the village
(3) The affirmative and the negative	was; wasn't
forms of "was"	
(4) The position of "was" in a statement	after subject
(5) The position of "was" in a question	after what or who

# 2.4 "Were" exploration:

Work in pairs to check the "were" sentences in Concordance;

Please study the search results of "were" sentences in Concordance and identify

- (1) The tense of "were"
- (2) The subject of "were"
- (3) The position of "were" in a statement
- (4) The position of "were" in a question



Work in pairs to fill the form.

(1) The tense of "were"	
(2) The subject of "were"	
(3) The position of "were" in a statement	
(4) The position of "were" in a question	

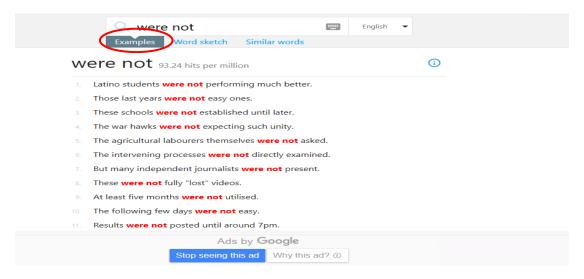
# Answer key:

(1) The tense of "were"	past
(2) The subject of "were"	You, They, names
(3) The position of "were" in a statement	after subject
(4) The position of "were" in a question	after "what who" or "where"/at the
	beginning of the sentence

### 2.5 "Was and were" exploration:

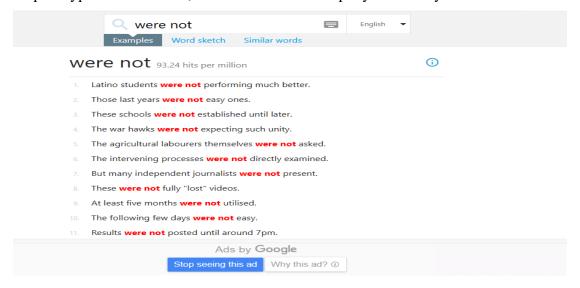
Work in pairs to access SKELL with your devices, and follow the teacher's steps:

Step 1: Explain the Examples function in SKELL



Examples in SKELL show the search sentences.

Step 2: Type "was/was not/;were/were not" in the query bar one by one



After searching, please study the search results and identify the affirmative and the negative forms of "was"/ "were".

### **CBLP stage 3: Inductive discovery by students**

### 2.6 Summarize:

Work in pairs to summarize the similarities and differences between "was" and "were" in terms of tense, subject, affirmative and negative, position in a statement and in a

question. Write your answers on the form.

Rules:	was	were
(1) Tense	past	past
(2) Subject	I, He, Becky, Who, My	You, They, names
	first teacher, The name of	
	the village	
(3) Affirmative and	was; wasn't/was not	were; weren't/were not
negative forms		
(4) Position of "was/were"	after subject	after subject
in a statement		
(5) Position of "was/were"	after what or who	after "what who" or
in a question		"where"/at the beginning
		of the sentence
Similarities		
Differences		

# Answer key:

Rules:	was	were
(1) Tense	past	past
(2) Subject	I, He, Becky, Who, My	You, They, names
	first teacher, The name of	
	the village	
(3) Affirmative and	was; wasn't/was not	were; weren't/were not
negative forms		
(4) Position of "was/were"	after subject	after subject
in a statement		
(5) Position of "was/were"	after what or who	after "what who" or
in a question		"where"/at the beginning
		of the sentence
Similarities	(1) Past tense;	

	(2) Positions of "was/were" in the statement and	
	question;	
	(3) Negative formsadd not (was not/were not)	
Differences	Different features of the subject:  (1) "Was" is used for the first person singular "I" and the third person singular (he, she, it)  (2) "Were" is used for the second person singular (you),	
	the second person plural (you all), and the first and third	
	person plural (we, they).	

# 2.7 Sing a song:

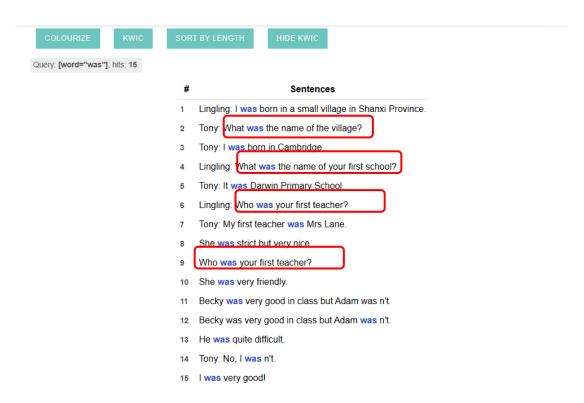
Watch the video, sing a song with it and try to remember the rules for using the past simple form of "was" and "were."



# **CBLP stage 4: Output exercise**

# 2.8 Structure and content exploration:

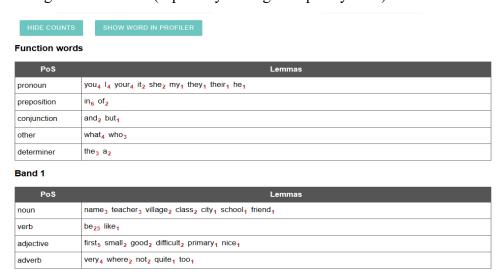
Look at all these questions (taken from Versatext) on PowerPoint. Please summarize the topic of each question.



(Through discussion, students will realize that the questions focus on issues related to the place of birth and school life, including the teacher, classmates and studying. Once they understand this, they will be able to organize their own task structure based on these perspectives.)

### 2.9 Language exploration:

Please look at the Profiler in Versatext and discuss with your partners to figure out the meaning of these words (especially the high-frequency ones).



(After the discussion, if there are still some lexical chunks that the students cannot

understand, the teacher can show some pictures created by FastSDXL.)

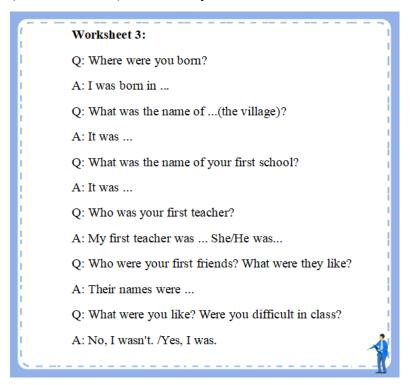
### For example:

Lexical chunk: a strict but nice teacher



# 2.10 Role play:

In pairs, do a role-play activity using the extracted questions and response patterns (see worksheet 3) to describe your own childhood.



### 3. POA teaching phase 3: Assessing

### 3.1 Chat with AI:

Describe your own childhood to AI 外教, as required by the scenario, and AI 外教 will evaluate your work and make suggestions.



(Here is a screenshot of how the AI assesses student work. In general, the AI asks questions and students provide answers. These answers are then immediately scored by the AI for grammar and pronunciation. Students can also click "polish" to receive revised full-sentence answers.)



### 3.2 Take-away learning:

Now let's summarize the rules for the past simple form of "was" (affirmative, negative and interrogative), and you can chat with AI 外教 after class.

Rules:	was	were
(1) Tense	past	past
(2) Subject	I, He, Becky, Who, My	You, They, names
	first teacher, The name of	
	the village	
(3) Affirmative and	was; wasn't/was not	were; weren't/were not
negative forms		
(4) Position of "was/were"	after subject	after subject
in a statement		

(5) Position of "was/were"	after what or who	after "what who" or
in a question		"where"/at the beginning
		of the sentence
Similarities	(4) Past tense;	
	(5) Positions of "was/wer	e" in the statement and
	question;	
	(6) Negative formsadd no	t (was not/were not)
Differences	Different features of the subject:	
	(3) "Was" is used for the first person singular "I" and the	
	third person singular (he, she, it)	
	(4) "Were" is used for the second person singular (you),	
	the second person plural (yo	ou all), and the first and third
	person plural (we, they).	

# **Worksheets:**

# Worksheet 1

Gap-filling task:	
Tony: Hey, Lingling. Where you born?	
Lingling: I born in a small village in Shanxi Provin	ice.
Tony: What the name of the village?	
Lingling: Xucun. Where you born, Tony?	
Tony: I born in Cambridge. It's a small city in Engl	and.
Lingling: What the name of your first school?	
Tony: It Darwin Primary School.	
Lingling: Who your first teacher?	
Tony: My first teacher Mrs. Lane. She	strict but very nice. Who
your first teacher?	
Lingling: Ms. Yao. She very friendly. Who	your first friends? What
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they like?	
Tony: Their names Becky and Adam. Becky	very good in class but
Adam He quite difficult.	
Lingling: And what you like? you difficul	t in class too?
Tony: No, I I very good!	
rony. 140, 1 1 very good.	
Gap-filling task:	
Tony: Hey, <u>Lingling.</u> Whereyou born?  Lingling: I born in a small village in Shanxi Province.	
Tony: What the name of the village?	
Lingling: Xucun. Where you born, Tony?	
Tony: I born in Cambridge. It's a small city in England.	
Lingling: What the name of your first school?  Tony: It Darwin Primary School.	
Lingling: Who your first teacher?	
Tony: My first teacher Mrs Lane. She strict but very nice. Who	
your first teacher?	
Lingling: Ms Yao. She very friendly. Who your first friends? What	
they like?  Tony: Their names Becky and Adam. Becky very good in class but	
Adam He quite difficult.	
Lingling: And whatyou like?you difficult in class too?	
Tony: No, I very good!	

### Answer key:

#### 3 Listen and read. $\Omega$ Tony: Hey, Lingling. Where were you born? Lingling: I was born in a small village in Shanxi Province. Tony: What was the name of the village? Lingling: Xucun. Where were you born, Tony? Tony: I was born in Cambridge. It's a small city in England. Lingling: What was the name of your first school? Tony: It was Darwin Primary School. Lingling: Who was your first teacher? Tony: My first teacher was Mrs Lane. She was strict but very nice. Who was your first teacher? Lingling: Ms Yao. She was very friendly. Who were your first friends? What were they like? Tony: Their names were Becky and Adam. Becky was very good in class but Adam wasn't. He was quite difficult. Lingling: And what were you like? Were you difficult Everyday English in class too? What were they like? Tony: No, I wasn't. I was very good! I was very good!

#### Worksheet 2:

The listening text:

Tony: Hey, Lingling. Where were you born?

Lingling: I was born in a small village in Shanxi Province.

Tony: What was the name of the village?

Lingling: Xucun. Where were you born, Tony?

Tony: I was born in Cambridge. It's a small city in England.

Lingling: What was the name of your first school?

Tony: It was Darwin Primary School.

Lingling: Who was your first teacher?

Tony: My first teacher was Mrs. Lane. She was strict but very nice. Who was your first teacher?

Lingling: Ms. Yao. She was very friendly. Who were your first friends? What were they like?

Tony: Their names were Becky and Adam. Becky was very good in class but Adam wasn't. He was quite difficult.

Lingling: And what were you like? Were you difficult in class too?

Tony: No, I wasn't. I was very good!

### **Worksheet 3:**

Q: Where were you born?

A: I was born in ...

Q: What was the name of ... (the village)?

A: It was ...

Q: What was the name of your first school?

A: It was ...

Q: Who was your first teacher?

A: My first teacher was ... She/He was...

Q: Who were your first friends? What were they like?

A: Their names were ...

Q: What were you like? Were you difficult in class?

A: No, I wasn't. /Yes, I was.

#### Worksheet 3:

Q: Where were you born?

A: I was born in ...

Q: What was the name of ...(the village)?

A: It was ...

Q: What was the name of your first school?

A: It was ...

Q: Who was your first teacher?

A: My first teacher was ... She/He was...

Q: Who were your first friends? What were they like?

A: Their names were ...

Q: What were you like? Were you difficult in class?

A: No, I wasn't. /Yes, I was.

**Appendix** 

**Appendix I:** 

Script: (Originally created by ChatGPT and reorganized by Jialing Li)

I had a great time when I was young. We used to have a long three-month break from

school, and during that time, I would go to my great-grandma's house in the

countryside. The town was very small, and everything was so natural. I would play

with my friends and enjoy delicious food. It was like a dream come true.

Unfortunately, as I grew older, I couldn't go there as often.

ChatGPT prompt:

I want to create a video about the scenario "You are having a casual conversation with

your international friend about your childhood. They are curious to know about your

experiences growing up in China. You decide to share some of your childhood

memories."

Please help me write the video script. Please make sure that the script must be

appropriate for CEFR A1 or A2 level students, so it should not contain any long

sentences or difficult words.

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# **References:**

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