TEACHING PORTFOLIO

Writing

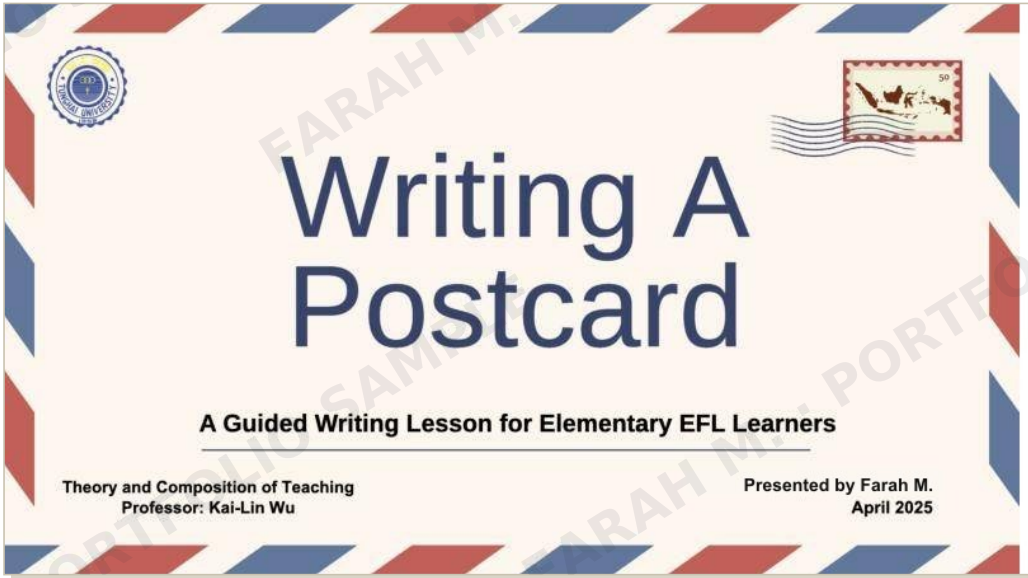
Writing lessons give learners a complete model, break it into parts with sentence frames, and let them build their own text step by step.

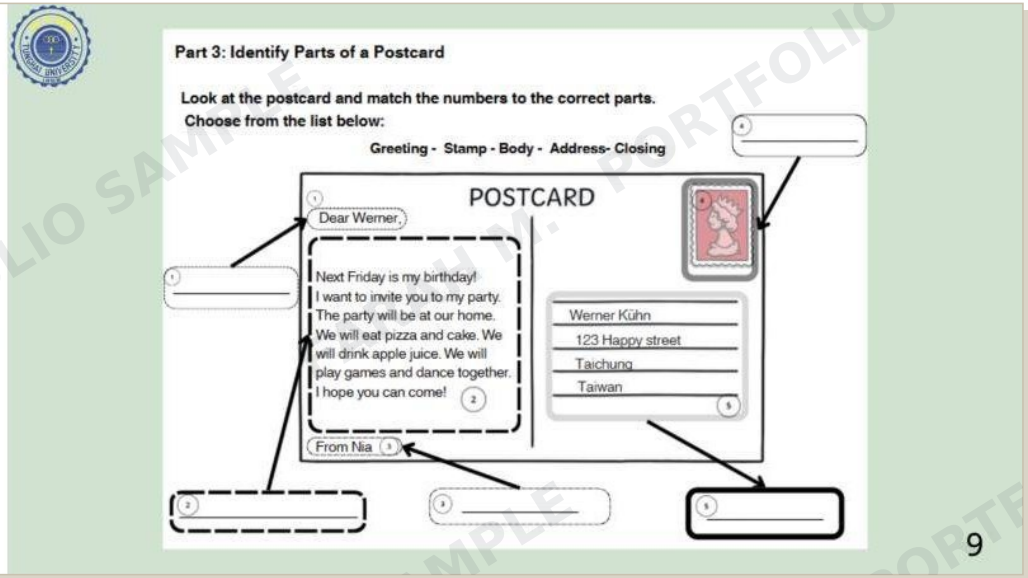
Student names have been removed or changed in every sample. All samples are for review only.

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A guided postcard-writing lesson (elementary EFL)

A lesson I designed and presented in my MA course Theory and Composition of Teaching (Prof. Kai-Lin Wu), April 2025.





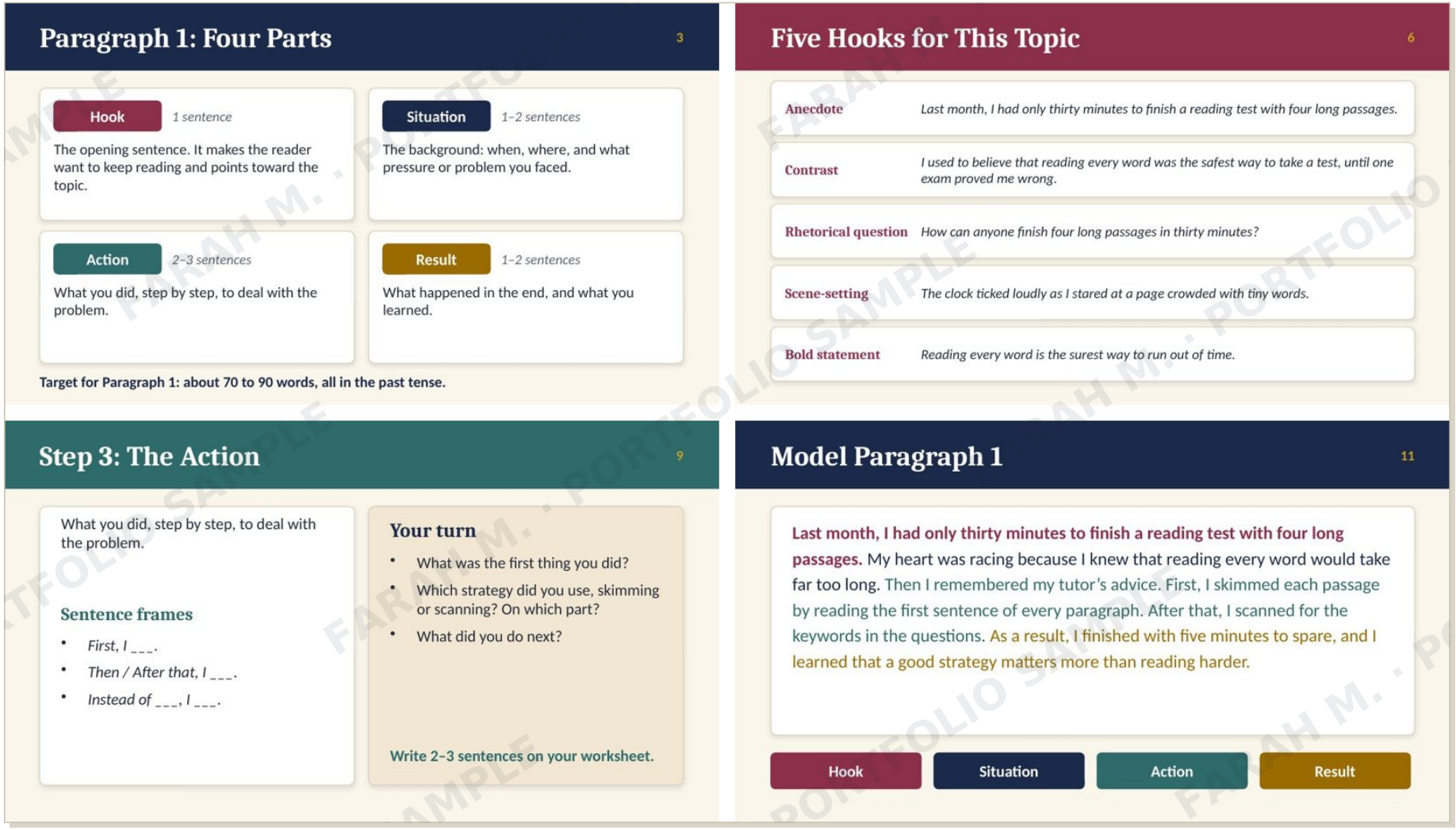
WHY I DESIGNED IT THIS WAY

Young writers learn a genre faster when they can see its parts. Before writing, students match the parts of a real postcard (greeting, stamp, body, address and closing) on a picture of one, so the form is clear before they write their own.

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Guided writing for the GSAT: slides (senior high, one-to-one)

Building the first paragraph of a GSAT composition in four parts: hook, situation, action and result.



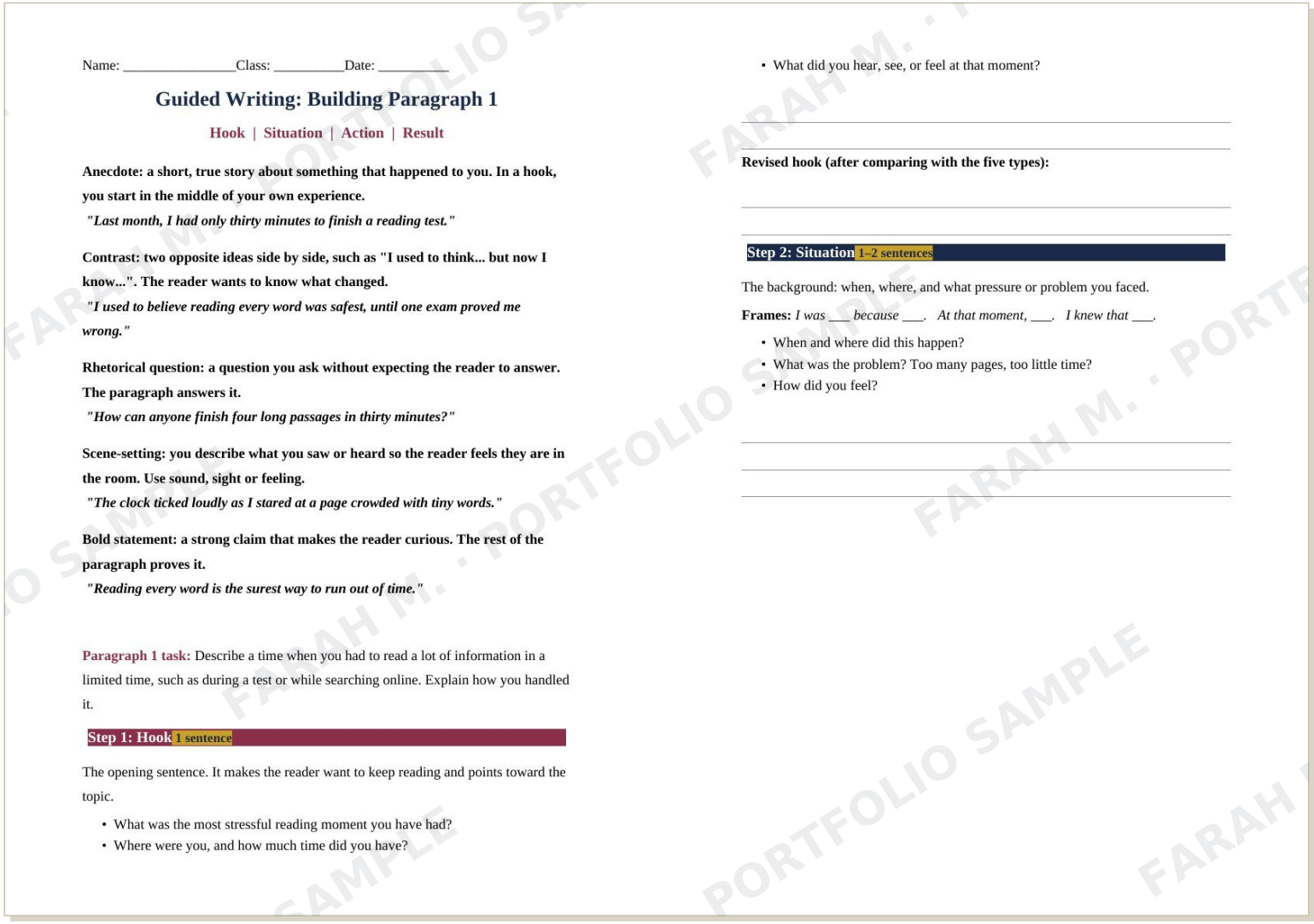
WHY I DESIGNED IT THIS WAY

The GSAT asks for at least 120 words under time pressure, so I break the first paragraph into four parts, each with its own slide, sentence frames and a short "your turn" task. Five types of hooks are shown for the same topic, so the learner chooses one rather than copying one. A color-coded model paragraph shows how the four parts join into one piece of writing.

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Guided writing for the GSAT: worksheet

The worksheet that goes with the slides: five hook types with examples, then one step per part of the paragraph.



Name: _____Class: _____Date: _____

Guided Writing: Building Paragraph 1

Hook | Situation | Action | Result

Anecdote: a short, true story about something that happened to you. In a hook, you start in the middle of your own experience.

"Last month, I had only thirty minutes to finish a reading test."

Contrast: two opposite ideas side by side, such as "I used to think... but now I know...". The reader wants to know what changed.

"I used to believe reading every word was safest, until one exam proved me wrong."

Rhetorical question: a question you ask without expecting the reader to answer. The paragraph answers it.

"How can anyone finish four long passages in thirty minutes?"

Scene-setting: you describe what you saw or heard so the reader feels they are in the room. Use sound, sight or feeling.

"The clock ticked loudly as I stared at a page crowded with tiny words."

Bold statement: a strong claim that makes the reader curious. The rest of the paragraph proves it.

"Reading every word is the surest way to run out of time."

Paragraph 1 task: Describe a time when you had to read a lot of information in a limited time, such as during a test or while searching online. Explain how you handled it.

Step 1: Hook 1 sentence

The opening sentence. It makes the reader want to keep reading and points toward the topic.

- What was the most stressful reading moment you have had?
- Where were you, and how much time did you have?
- What did you hear, see, or feel at that moment?

Revised hook (after comparing with the five types):

Step 2: Situation 1–2 sentences

The background: when, where, and what pressure or problem you faced.

Frames: *I was ___ because ___. At that moment, ___. I knew that ___.*

- When and where did this happen?
- What was the problem? Too many pages, too little time?
- How did you feel?

WHY I DESIGNED IT THIS WAY

The worksheet follows the slides step by step, so the student drafts each part in the lesson and assembles the paragraph at the end. Every hook type is explained in plain English with one example sentence on the same topic, which makes the differences between them easy to see.

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