

2016-2017
Award Scheme on Instructional Design

“A dog called Fifi”
A practice of cooperative learning

Registration Code: G077

Subject: English

Level: Form 1

Abstract

In accordance to “Basic Academic Attainments in English Language” in the following academic year, these lessons are designed as a trial to cover the four skills of English learning (reading, writing, speaking and listening) in a student-centered way based on a Form 1 level reading passage “A dog called Fifi” by a Hong Kong publisher. They aimed to cultivate students’ self-learning ability by applying cooperative learning, and at the same time give students room to develop their creativity through creating stories, drawing and story-sharing.

Table of Contents

Abstract	i
Table of contents	ii
Chapter 1 Introduction	
1.1 Teaching objective	1
1.2 Students' background knowledge	1
1.3 Main content	1
1.4 Creativity and special features of the design	4
1.5 Main emphases of the teaching	4
1.6 Expected students' difficulties	4
1.7 Source of teaching materials	5
1.8 Teaching schedule	5
Chapter 2 Teaching plans	
2.1 Lessons 1-2: Reading	6
2.2 Lesson 3: Writing and creativity	11
2.3 Lesson 4: Speaking and listening	13
Chapter 3 Teaching evaluation	15
Chapter 4 Reflection and suggestion	17
References	19
Appendices	20

Chapter 1 Introduction

1.1 Teaching objective

After the lessons, students are able to:

- sequence the events of a story based on the linguistic and contextual clues of the passage;
- identify story elements (setting, rising action/ problem, climax, resolution) in the story;
- create their own stories with the appropriate language features of a narrative: past tense, action verbs, reporting verbs, dialogues and time connectives;
- appreciate other students' work;
- learn from their peers;
- co-construct a piece of narrative.

1.2 Students' background knowledge

The students have the basic idea of story elements from their "Reading and Language Arts" class, which is mostly about the appreciation of literary work and takes place twice a week (similar to what we commonly called "Reader Class").

1.3 Main content

These series of lessons try to develop students' four skills of English learning (reading, writing, speaking and listening) in a student-centered and interactive way through a commonly-used type of reading passage: narrative. The main focuses in these lessons include:

1. Reading (1st and 2nd lessons)

The first reading lesson aims to promote cooperative learning to let students help each other to learn, or in other words, "to maximize their own and each other's learning" (Slavin R.E., 2012). Students are assigned to work together in small groups of four and adopt the technique "jigsaw reading" to sequence the paragraphs. Each member reads a paragraph, takes turns to share their understanding of the text with the group, clarifies doubts and finally decides on the order. Afterwards, one member needs to explain to the whole class why they have such an arrangement. The teacher's role during the group work is to manage classroom discipline, monitor the discussion

and offer help when they have trouble. Also, the teacher needs to sum up their ideas during the sharing session.

The second reading lesson involves more teaching by the teacher. It aims to refresh students' memory of story elements (as they have learnt them in their Reading and Language Arts class) and point out the use of past tense when narrating a story. In this lesson, instead of just being a facilitator, the teacher's role becomes a problem-solver. He/ she has to compare students' ideas about the sequence of the paragraphs collected from the previous lesson, and explains why the texts are in such a sequence based on the passage's linguistic and contextual clues. At the same time, the teacher relates the content of the different paragraphs to the idea of story elements by asking students to label the different paragraphs, and invites students to identify the grammatical features used in a narrative story—the past tense.

2. Writing and creativity (3rd lesson)

The third lesson is a creative writing class which emphasizes scaffolding students before giving them a free hand to write. To prepare students for the writing, aside from story elements and past tense, other language features appeared in a narrative such as action verbs, reporting verbs, dialogues, and time connectives are also introduced to students by doing comparing tasks of two sample stories. After preparing students with the “tools” for a narrative, the rest of the class time is given to students to create their own stories. Each group receives a “Create your own story” worksheet (Appendix 7) which requires students to sketch the story board to show the main events of the story. As class time is limited, teacher makes copies of their work and gives it to every student in the group. Their homework is to refer to the story board which they created as a group to write a short narrative of around 100 words individually.

3. Speaking and listening (4th lesson)

The last lesson is a story sharing class. As students are asked to write the story based on the story board as homework but not as a whole group, they have to first combine their ideas by doing peer appreciation and evaluation. First, they take turns to read each of their member's story. While they are reading, they have to highlight the parts that are interested or they like. After the appreciation, they have to discuss and write a final version of the group's story. While they are doing the editing, the language features and story elements are shown on the PowerPoint to remind

students' of what they have learnt the day before. At the end of the lesson, a representative has to share the group's story to the whole class. Of course, this is to make the class enjoyable, but at the same time aims at giving students a sense of achievement as their work is really narrated to some audience. Their final pieces of writing are submitted as classwork and the teacher will post their drawings as well as the proofread stories in the classroom as an acknowledgement of their effort.

1.4 Creativity and special features of the design

A. Cooperative learning

A typical reading passage can be taught in a typical way: highlighting vocabulary, teacher explaining the content to the students, reading aloud, doing post-reading exercises to check their understanding, etc. Very often, students even do not have a chance to really “process” the passage in such a learning model. That is why cooperative tasks which are student-centered and emphasize interaction and cooperation are adopted in these lessons. On one hand, they pose positive effect on students’ academic achievement as they allow students to learn actively. On the other hand, they also cater students’ affect domain of learning as they provide opportunities for students to develop their social and interpersonal skills, as well as boosting their motivation as they have to share their work to other groups.

B. Integrated skills

Usually, the English curriculum are clearly divided into “reading”, “writing”, “speaking”, “listening” and “grammar” classes, and the teaching materials used in the lessons are different. However, the global trend of language learning focuses more on communicative competence as a whole instead of separated language skills. Therefore, in my opinion, it is better to have the different skills integrated under the same topic so as to make the best use of the teaching material, and at the same time make learning more coherent and meaningful. Also, as language learning is a long-term process, through ongoing integrated learning, all the four skills of language learning are well-practiced so that students’ overall language proficiency and competence can be guaranteed.

1.5 Main emphases of the teaching

- Reading and writing: understand the elements of narrative writing (story elements, past tense, action verbs, reported verbs, dialogues and time connectives).
- Speaking and listening: be able to listen to and share opinions in English
- Group work: promote cooperation, peer learning, social skills and creativity.

1.6 Expected students’ difficulties

- Students may need teacher’s guidance when they sequence the paragraphs in the jigsaw reading activity as this is the first time for them to do so.
- Students may have problems expressing their opinions using full English.

- Students may have disagreement when they create the stories.
- Students may not be able to apply all the language features of a narrative taught in class.
- Not all students can share their stories in front of the class confidently and clearly.

1.7 Source of teaching materials

1. Reading passage “A dog called Fifi” (appendix 1)
2. “KWL table” worksheets (appendix 2)
3. Story mountains graph (appendix 3)
4. “Story elements” worksheets (appendix 4)
5. “Compare the stories” worksheets (appendix 5)
6. PowerPoint talking about language features (appendix 6)
7. “Create your own story” worksheets (appendix 7)

1.8 Teaching schedule

Level: Form 1
Subject: English
Topic: “A dog called Fifi”
Medium of instruction: English
Number of lessons: 4

Lesson	Theme	Content	Date
1	Reading	- Jigsaw reading	5 th December, 2016
2		- Story elements - Language features in narrative	6 th December, 2016
3	Writing and creativity	- Creative writing	7 th December, 2016
4	Speaking and listening	- Peer learning - Story-sharing	8 th December, 2016

Chapter 2 Teaching plans

2.1 Reading

Length of time: 80 minutes (2 lessons)

- Teaching materials:**
- a. Sets of reading materials “A dog called Fifi” ([appendix 1](#))
 - b. “KWL table” worksheets ([appendix 2](#))
 - c. Story mountain graph ([appendix 3](#))
 - d. Story elements worksheet ([appendix 4](#))
 - e. Some blank pieces of A4 paper and marker pens

- Objectives:**
- By the end of the lessons, students will be able to:
- a. sequence the events of the story based on the linguistic and contextual clues;
 - b. identify story elements (setting, conflict/ problem, climax, resolution/ ending) in a story;
 - c. use past tense in a narrative.

Lesson 1: Jigsaw reading

Time	Steps	Interaction	Purpose
5 min	<p><u>Lead in</u></p> <ul style="list-style-type: none"> - T invites Ss to share some stories they like/ some famous fables to the class. 	T < > Ss	Prepare Ss for the theme “story”
10 min	<p><u>Motivation</u></p> <ul style="list-style-type: none"> - T tells Ss that they are going to read a story about a dog called Fifi. - T shows Ss the photo of Fifi and asks Ss to brainstorm some keywords about dogs, and what they want to know about Fifi. They need to fill the ideas in the first 2 columns of the “KWL table” (appendix 2). Invite some Ss to share their answers. 	T > Ss Ss < > Ss	Arouse Ss’ interest of the topic
5 min	<p><u>Guidance</u></p> <ul style="list-style-type: none"> - T explains to Ss what they need to do with the sets of reading materials(appendix 1). 	T > S	Guide Ss what and how to do the group work clearly (Make sure to give Ss clear instructions before they sit in

	<ul style="list-style-type: none"> - T arranges Ss to sit in groups of 4. 		groups, or they will not listen to the teacher)
20 min	<p><u>Jigsaw reading</u></p> <ul style="list-style-type: none"> - <u>Step 1: Silent reading (5 min)</u> Each group gets a set of the reading materials. Each student reads a piece of paper silently. While they are reading, they can highlight ideas on the paper and jot notes in the third column of the “KWL table”. - <u>Step 2: Share ideas (5 min)</u> Ss take turns to share their understanding of their parts to the group. The other members listen and jot notes. They can also fill in the third column of the “KWL table”. - <u>Step 3: Sequence the paragraphs (5 min)</u> Based on what they have heard and the linguistic features of the paragraphs, Ss arrange the paragraphs into a complete passage. They have to write their answers (e.g. Paragraphs B→A→C→D→E) on a piece of A4 paper with words big enough for the whole class to read. Then they stick their pieces of paper on the blackboard. - <u>Step 4: Explanation of answers (5 min)</u> T requests Ss to explain why they have such a sequence (i.e. the linguistic and contextual features). T sums up their ideas during the sharing session (better use the computer to record their ideas so T does not need to 	<p>T < > Ss Ss < > Ss</p>	<p>Allow opportunities for self-learning and peer-learning</p> <p>T functions as a facilitator during the activity</p>

	write it on the blackboard again in the next lesson).		
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Lesson 2: Story elements and language features in a narrative

Time	Steps	Interaction	Purpose	
5 min	<p>Lead in</p> <ul style="list-style-type: none"> - T invites Ss to share what they have written down in the third column of the “KWL table”. (appendix 2) 	T < > Ss	Refresh Ss’ memory of what they have read in the previous lesson	
15 min	<p>Explanation of answers</p> <ul style="list-style-type: none"> - T shows Ss’ ideas of the previous lesson using the computer. T compares, discusses with students and explains answers. - <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Some possible reasons from students</td> </tr> </table> <ul style="list-style-type: none"> <u>1st paragraph:</u> <ul style="list-style-type: none"> ♦ The use of <i>present tense</i> VS the use of <i>past tense</i> in the other paragraph. ♦ It sets the scene and introduces the main characters. <u>2nd paragraph:</u> <ul style="list-style-type: none"> ♦ (line 4): The use of “<i>One day...</i>” which is a typical beginning of a story. ♦ The idea that Fifi first appears in the story. <u>3rd paragraph:</u> <ul style="list-style-type: none"> ♦ (line 8): The use of “<i>Once...</i>” which signals a change of event. (so must not be the beginning of the story) ♦ (line 9-10): The plot that “<i>Fifi ran away from her new owner...</i>” is a problem which needs to be solved. <u>4th paragraph:</u> <ul style="list-style-type: none"> ♦ (line 11): “<i>What did Fifi do then?</i>” signals a change of event. 	Some possible reasons from students	T < > Ss Ss < > Ss	Identify the sequence of the passage based on the linguistic and contextual clues
Some possible reasons from students				

	<ul style="list-style-type: none"> ◆ Climax: a surprise action. (<i>Fifi walked all the way back to the hospital</i>) <p><u>5th paragraph:</u></p> <ul style="list-style-type: none"> ◆ Ending: tell readers what happened to the main character. 		
15 min	<p><u>Story elements</u></p> <ul style="list-style-type: none"> - <u>Step 1: story mountain (5 min)</u> T uses the “story mountain” graph (appendix 3) to introduce the idea of story elements. - <u>Step 2: story element worksheet (10 min)</u> Ss work in groups of 4 to fill in the “story element” worksheet. (appendix 4) - T walks around and facilitate Ss. 	T < > Ss Ss < > Ss	<p>Visualize the idea of story elements so that Ss can remember them easier</p> <p>Check Ss’ understanding of story elements using a graphic organizer</p>
5 min	<p><u>Conclusion</u></p> <ul style="list-style-type: none"> - T checks answers with students as a sum up of the idea of story elements. 	T < > Ss	Consolidate the idea of story elements

2.2 Writing and creativity

Length of time: 40 minutes (1 lesson)

- Teaching materials:**
- Sets of “Compare the stories” worksheet ([appendix 5](#))
 - PowerPoint talking about action verbs, reporting verbs, dialogues, and time connectives ([appendix 6](#))
 - “Create your own story” worksheets ([appendix 7](#))

- Objectives:**
- By the end of the lesson, students will be able to:
- use past tense, action verbs, reporting verbs, dialogues, and time connective in their stories;
 - create their stories with the structure of story elements.

Lesson 3: Creative writing

Time	Steps	Interaction	Purpose
3 min	<p><u>Lead in</u></p> <ul style="list-style-type: none"> - Recall the ideas of the previous lesson. (story elements and past tense) 	T > Ss	Refresh Ss’ memory of story elements and past tense and when narrating a story
15 min	<p><u>Language features of a narrative</u></p> <ul style="list-style-type: none"> - <u>Step 1:</u> (5 min) T makes Ss work in groups of 4. Each of them reads a set of “Compare the stories” worksheet. (appendix 5) <ul style="list-style-type: none"> ◆ Each set of worksheet (Set A-D) contains two stories of the same content but with one different language feature as followed: <ul style="list-style-type: none"> - A: action verbs - B: reporting verbs - C: dialogues - D: Time connectives - <u>Step 2:</u> (5 min) Ss take turns to share what they have noticed in their worksheet. - T wanders around the classroom to give Ss help. 	T < > Ss Ss < > Ss	Prepare Ss with some other language skills they may use for writing a narrative (as these features are not prominent in the passage “A dog called Fifi”)

	<ul style="list-style-type: none"> - <u>Step 3: (5 min)</u> T points out the four language features and reminds Ss they can use them to make the story more entertaining. (appendix 6) 		
20 min	<p><u>Create a story</u></p> <ul style="list-style-type: none"> - Ss work in groups to finish the “Create your own story” worksheet. (appendix 7) <ul style="list-style-type: none"> ◆ Requirements: the story must take place in their classroom and includes their English teacher, Miss Connie. ◆ Ss need to discuss and sketch the story board to show the main events of the story. - T wanders around the classroom to give Ss help, especially on story elements and language features. 	<p>T > Ss Ss < > Ss</p>	<p>Make the writing process fun and creative through co-construction</p> <p>Practice communication skills</p>
2 min	<p><u>Assignment</u></p> <ul style="list-style-type: none"> - T makes copies of their story boards and gives it to every student in the group. - Each student writes a short narrative story of around 100 words on their own based on the story board. 	<p>T > Ss</p>	<p>Practice independent writing</p>

Lesson 4: Speaking and listening

Length of time: 40 minutes (1 lesson)

Teaching materials: - 1 composition paper for each group
(for joint writing)

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

- appreciate their peers' work;
- evaluate their peers' work in terms of the language feature "past tense";
- co-construct a narrative;
- share their writing with the class.

Time	Steps	Interaction	Purpose
5 min	<p><u>Guidance</u></p> <ul style="list-style-type: none"> - T explains to Ss what they need to do with their assignments today - T arranges Ss to sit in their own groups. 	T > Ss	Guide Ss what and how to do the group work clearly (Make sure to give Ss clear instructions before they sit in groups, or they will not listen to the teacher)
25 min	<p><u>Co-construction</u></p> <ul style="list-style-type: none"> - <u>Step 1: Appreciation and peer evaluation</u> (10 min) Ss circulate their assignments within the group. They have to do two things: <ol style="list-style-type: none"> 1. Highlight the parts they like with a "✓". (focus on content) 2. Peer check the wrong use of past tense. (focus on the most important language feature of a narrative only) - <u>Step 2: Revise their work</u> (15 min) Ss edit and co-construct a final piece of their group's story. - T gives Ss help, especially on story elements and language features. 	T < > Ss Ss < > Ss	Appreciate their peers' work Practice peer evaluation Produce synergy through cooperation with others

	<ul style="list-style-type: none"> - A reminder of the language features is written on the blackboard. 		
10 min	<p><u>Story sharing</u></p> <ul style="list-style-type: none"> - Invite a representative from each group to read their story to the whole class. - If time allows, invite other groups to comment in terms of content and the use of past tense. - T displays the stories and their drawings in the classroom for more peer appreciation. <p>(* an alternative: just display the stories and their drawings in the classroom if time does not allow every group to do the sharing)</p>	<p>T < > Ss Ss < > Ss</p>	<p>Make learning authentic as they really need to narrate/share their work to the audience</p> <p>Allow Ss to learn from other groups' work</p>

Chapter 3 Teaching evaluation

In this section I would like to talk about the problems I encountered when I planned my lessons, and the outcome I received afterwards.

First, how to make Form 1 students from a Chinese medium school speak in English during the discussion was my biggest concern. It was understandable that sometimes students really want to discuss in the target language, but the fact was that they lack the language competence. Therefore, I had to weigh between the lesson objectives and the use of language. My decision was to target at my goals more than the language use, because I believed that through more integrated learning activities, their language competence would gradually be developed. It was no use restricting them to use full English as they are not ready to do so. It would only make them lose interest in learning English and hinder their creativity if I forced them to do so. As a result, the teacher's role became very important during their discussion. I had to keep encouraging them to use as much English as possible while at the same time provide them with the necessary help. By doing so, even the less active and low-achieving students were willing to participate in the in-class discussions. From my observation, this solution worked quite well for the Form 1 students, and actually they did better than I expected: many of them were asking me for the vocabulary and sentence structures they needed to construct the story. However, if I were to run the class again, I would provide them with some basic languages needed for discussion, such as "what is your opinion?", "I agree/ disagree with you, but...", before asking them to do discussion. I should insist more on the use of classroom language.

Another concern that I had before planning the lessons was about how to group the students. As class time was very tight and I had to pick up with the teaching schedule, I could not spare one more lesson for this topic. Therefore, to save the grouping time, I just arranged them to sit with their seatmates, which resulted in occasional free riders in some of the groups. After noticing this problem, I assigned a monitor in each group (usually the active students) to report to me if anyone was playing or doing nothing. This solution worked fine with Form 1 students as they really liked to report misbehaviors to the teacher. Yet, a better solution would be to consider further on the way of grouping. I may try homogeneous grouping (grouping students with similar abilities) or heterogeneous grouping (grouping students with different abilities) next time when I run a similar activity.

Last but not least, it was about the discussion. As Form 1 students were really creative yet lack the experience of doing proper discussion, it was not rare that they ran into argument and got irrational easily during the creative writing and joint construction parts. As a teacher, it was very important to be patient and listen to them, to calm them down and direct the discussion back to the lesson objectives.

Chapter 4 Reflection and suggestion

Here I would like to share how I came up with the idea of adopting cooperative learning which integrates the four skills, and the implication of it.

Traditionally, students in my school are better at reciting passages, memorizing vocabulary and doing grammar exercises because they are what students will encounter in examinations, no matter the school-based ones or the public ones. However, this learning model focuses more on skills rather than overall language competence, and as a result many students claim that their speaking and listening skills are really insufficient when they have to use English in the real-life context.

As the global trend of language learning stresses more on the needs of the learners and being able to use the language to communicate rather than for examination purpose, what to teach and how to teach becomes the concern of our school's English curriculum. Also, as the "Basic Academic Attainments" is going to be on effect in the next academic year, teachers' mindset and the teaching methodology should be changed as well.

The idea of experimenting a cooperative learning methodology came after I attended a training course on small class teaching organized by DSEJ last November. The speaker, Ms Jannie Tsang, reminded us of the ultimate principle of English learning and provided us with many interactive and innovative methodologies on teaching reading, writing, listening and speaking. All of a sudden I discovered many possibilities of giving an English lesson and motivating students to learn "how to learn by themselves", instead of always blaming our students for lacking the motivation to learn English. Therefore, I applied some of the ways learnt in the course, and, it is proved that students are not lacking motivation; what they are lacking is the proper guidance, acknowledgement and support from the teachers.

This trial really impresses me and makes me reflect on my own career as a teacher. Teachers are sometimes having too many excuses for the low achievement of students, yet not reflecting on the root of the problem. Students, especially the younger ones, are always eager to learn and try out new things. It is just about whether teachers are eager to try out new things at the same time.

To conclude, I would encourage our co-workers to participate in more training courses to keep ourselves updated of the trend and new ideas of teaching. We should

try to explore more possibilities of engaging our students to learn in a creative, meaningful and beneficial way.


References

1. Slavin, R. E. (2012). *Educational psychology: Theory and practice (10th ed.)*. Boston: Allyn and Bacon. (p.229)
2. Davidson, T, Grant R. and Williams A. *Oxford English IA*. Oxford University Press. (p.48)
3. “Small Class Teaching, English Language (Secondary)” course, organized by Education and Youth Affairs Bureau, offered by Ms Jannie Tsang (曾靜嫻)

Appendix 1: Reading passage “A dog called Fifi”

Source: Oxford English 1A. Module 3: A true friend. “A dog called Fifi”. (p.48)

Reading
You are a dog lover. You find a story on the Internet and a newspaper article about dogs. Read the story and the newspaper article.



A dog called Fifi

Title

Beginning: Set the scene (a village pet hospital) and introduce the main characters (a vet and a dog).

I am a vet in a village pet hospital. I meet lots of interesting animals, but **last year**, I met a most unusual animal, a dog named Fifi.

Use time expressions to say when something happened.

5 Fifi was not a pedigree. In fact, you could say she was quite an ugly little dog, but she was very **loyal**. One day in the middle of winter last year, I found Fifi outside the entrance to the pet hospital. She was hungry and sick. From winter to spring, I **looked** after her and **nursed** her back to health.

Problem: Most stories have a problem that needs to be solved.

10 Once she was better, we decided to give her to a pet lover in the next village, over 50 kilometres away. But Fifi missed us and soon ran away from her new owner.

Climax: Include a surprise event or action.

15 What did Fifi do then? She walked all the way back to the pet hospital! Fifteen days later, I found her waiting outside the hospital gate, wagging her tail. I was amazed.

Ending: Tell readers what happened to the main characters.

Apart from sore paws, Fifi was in good condition. She was happy to be back home!

Use the simple past tense to talk about past events or actions.

* The passage is cut into 4 separated pieces of paper (paragraphs 3-4 together) for the jigsaw reading activity.

Appendix 2: KWL table

“A dog called Fifi”: KWL table

Name: _____ No.: _____ Class: _____ Date: _____

What we <i>K</i> now	What we <i>W</i> ant to know	What we <i>L</i> earned

Appendix 3: Story mountain

Story Mountain

Climax
This is when the problem reaches a high point!



Conflict / Problem

This includes the events leading up to the main problem or conflict.

Setting

This includes the introduction of characters and setting.

Ending / Resolution

This is how things end up in the story.

Appendix 4: Story elements worksheet

“A dog called Fifi”: Story elements

Group members: _____ **Class:** _____ **Date:** _____

A. Work in group. Read the given story and complete the following story map.

<p style="text-align: center;"><u>Setting</u></p> <p>Time: _____</p> <p>Place: _____</p> <p>Exposition:</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><u>Characters</u></p> <p>(1) _____</p> <p>(2) _____</p> <p>(3) _____</p> <p>(4) _____</p>
<p><u>Story Title</u></p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p style="text-align: center;"><u>Plot</u></p> <p>Conflict(Problem):</p> <p>_____</p> <p>_____</p> <p>Climax:</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><u>Resolution (Ending)</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Appendix 5: “Compare the stories” worksheet

<p style="text-align: center;">Student A: Story 1 <i>(focus on action verbs)</i></p> <p>On a hot day of summer, an ant wanted some water. She came near the river. To drink the water, she climbed up on a small rock, but she fell into the river.</p> <p>A dove on a tree saw the ant. It put a leaf into the water near the ant. “Get onto the leaf!” shouted the bird. The ant tried to swim towards the leaf and climbed up onto it. “Thank you very much!” the ant said.</p> <p>Later, the same day, a bird catcher nearby was about to catch the dove, hoping to trap it. The ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net. The dove noticed it and quickly flew away.</p>	<p style="text-align: center;">Student A: Story 2 <i>(focus on action verbs)</i></p> <p>On a hot day of summer, an ant <i>was searching for</i> some water. After <i>walking around</i> for some time, she came near the river. To drink the water, she <i>climbed up</i> on a small rock, but she <i>slipped</i> and fell into the river.</p> <p>A dove on a tree saw the ant. It <i>picked up</i> a leaf and <i>dropped</i> it into the water near the ant. “Get onto the leaf!” shouted the bird. The ant tried to swim towards the leaf and climbed up onto it. “Thank you very much!” the ant said.</p> <p>Later, the same day, a bird catcher nearby was about to <i>throw</i> his net <i>over</i> the dove, hoping to trap it. The ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and <i>screamed</i>. The dove noticed it and quickly flew away.</p>
<p style="text-align: center;">Student B: Story 1 <i>(focus on reporting verbs)</i></p> <p>On a hot day of summer, an ant was searching for some water. After walking around for some time, she came near the river. “There is water!” she said. To drink the water, she climbed up on a small rock, but she slipped and fell into the river. “Help!” she said.</p> <p>A dove on a tree saw the ant. It picked up a leaf and dropped it into the water near the ant. “Get onto the leaf!” said the bird. The ant tried to swim towards the leaf and climbed up onto it. “Thank you very much!” the ant said. “Not at all.” the dove said.</p> <p>Later, the same day, a bird catcher nearby was about to throw his net over the dove, hoping to trap it. The ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and screamed. The dove noticed it and quickly flew away.</p>	<p style="text-align: center;">Student B: Story 2 <i>(focus on reporting verbs)</i></p> <p>On a hot day of summer, an ant was searching for some water. After walking around for some time, she came near the river. “There is water!” she <i>yelled</i>. To drink the water, she climbed up on a small rock, but she slipped and fell into the river. “Help!” she <i>screamed</i>.</p> <p>A dove on a tree saw the ant. It picked up a leaf and dropped it into the water near the ant. “Get onto the leaf!” <i>shouted</i> the bird. The ant tried to swim towards the leaf and climbed up onto it. “Thank you very much!” the ant <i>whispered</i>. “Not at all.” the dove <i>replied</i>.</p> <p>Later, the same day, a bird catcher nearby was about to throw his net over the dove, hoping to trap it. The ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and screamed. The dove noticed it and quickly flew away.</p>

Student C: Story 1
(focus on dialogues)

On a hot day of summer, an ant was searching for some water. After walking around for some time, she came near the river. To drink the water, she climbed up on a small rock, but she slipped and fell into the river.

A dove on a tree saw the ant. It picked up a leaf and dropped it into the water near the ant. The ant tried to swim towards the leaf and climbed up onto it.

Later, the same day, a bird catcher nearby was about to throw his net over the dove, hoping to trap it. The ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and screamed. The dove noticed it and quickly flew away.

Student C: Story 2
(focus on dialogues)

On a hot day of summer, an ant was searching for some water. After walking around for some time, she came near the river. *“There is water!” she said.* To drink the water, she climbed up on a small rock, but she slipped and fell into the river. *“Help!” she said.*

A dove on a tree saw the ant. It picked up a leaf and dropped it into the water near the ant. *“Get onto the leaf!” said the bird.* The ant tried to swim towards the leaf and climbed up onto it. *“Thank you very much!” the ant said.* *“Not at all.” the dove said.*

Later, the same day, a bird catcher nearby was about to throw his net over the dove, hoping to trap it. The ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and screamed. The dove noticed it and quickly flew away.

Student D: Story 1
(focus on time connectives)

On a hot day of summer, an ant was searching for some water. Walking around for some time, she came near the river. To drink the water, she climbed up on a small rock, but she slipped and fell into the river.

A dove on a tree saw the ant. It picked up a leaf and dropped it into the water near the ant. The ant tried to swim towards the leaf and climbed up onto it.

On the same day, a bird catcher nearby was about to throw his net over the dove, hoping to trap it. The ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and screamed. The dove noticed it and quickly flew away.

Student D: Story 2
(focus on time connectives)

On a hot day of summer, an ant was searching for some water. *After* walking around for some time, she came near the river. To drink the water, she climbed up on a small rock, but she slipped and fell into the river.

Meanwhile, a dove on a tree saw the ant. *Soon* it picked up a leaf and dropped it into the water near the ant. The ant tried to swim towards the leaf and *after a while*, it climbed up onto it.

Later, the same day, a bird catcher nearby was about to throw his net over the dove, hoping to trap it. *At that moment*, the ant saw him and guessed what he would do. The ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and screamed. *In the end*, the dove noticed it and quickly flew away.

* The highlight words do not appear in students' worksheet.

** Each student reads one set of stories only.

Appendix 6: PowerPoint talking about action verbs, reporting verbs, dialogues, and time connectives

Language features of a Narrative

- ▶ Past tense
- ▶ Action verbs
search for, walk around, climb up, slip, drop, throw over, scream, etc.
- ▶ Reporting verbs
say, yell, scream, shout, whisper, reply, etc.



Language features of a Narrative

- ▶ Dialogues
e.g. "Help!"
- ▶ Time connectives
After, meanwhile, soon, after a while, later, at that moment, in the end, etc.



Appendix 7: "Create your own story" worksheet

Create your own story!

Group members: _____ **Class:** _____ **Date:** _____

Main characters: _____ **Time:** _____

Problem: _____

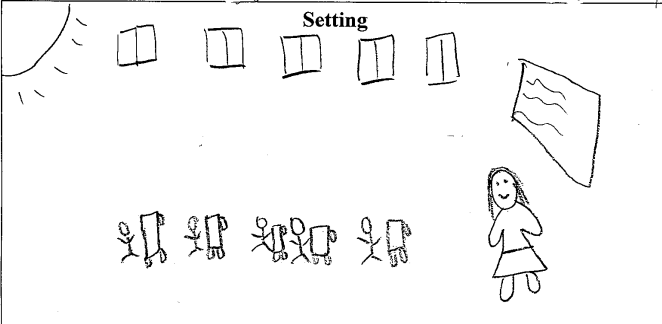
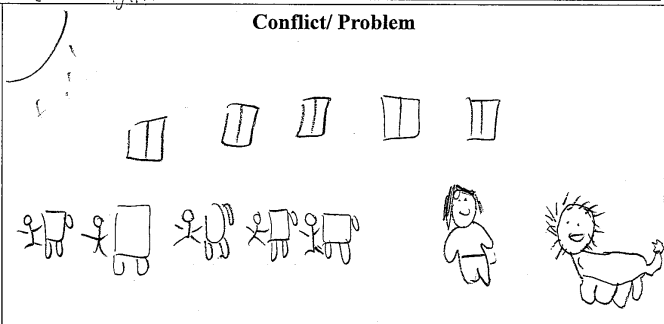
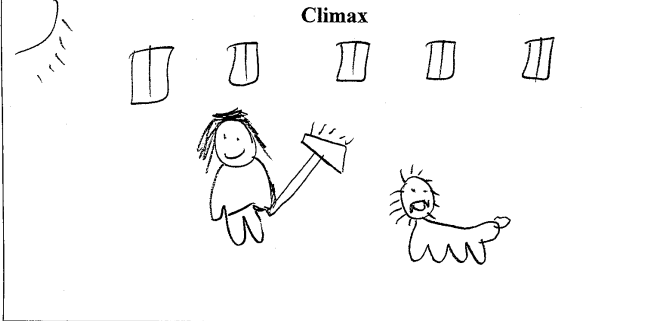
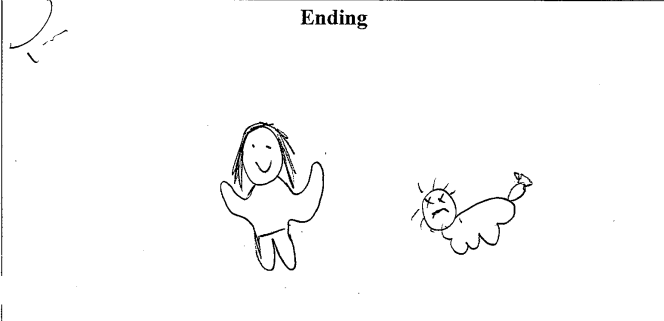
Climax: _____

Ending: _____

<p style="text-align: center;">Setting</p>	<p style="text-align: center;">Conflict / Problem</p>
<p style="text-align: center;">Climax</p>	<p style="text-align: center;">Ending</p>

Appendix 8: Students' work

Story 1:

Main Characters: Miss connie Form 1F students lion		Time: afternoon	Place: Form 1F classroom
Problem: There a lion felt Miss Connie is delicious. So The lion go to ate Miss connie			
Climax: Miss Connie fought the lion.			
Ending: Miss Connie fought to the lion. Form 1F has peaceful again			
Setting 		Conflict/ Problem 	
Climax 		Ending 	

A lion in Form 1F classroom

One day, when Miss Connie was having English class, suddenly a terrible lion rushed in. the lion thought that Miss Connie was the most delicious, so it wanted to eat Miss Connie. When the lion rushed towards Miss Connie, she fought with the lion. The lion was finally killed by Miss Connie and the class was peaceful once again.

Story 2:

Main Characters: Miss Connie, F11 students

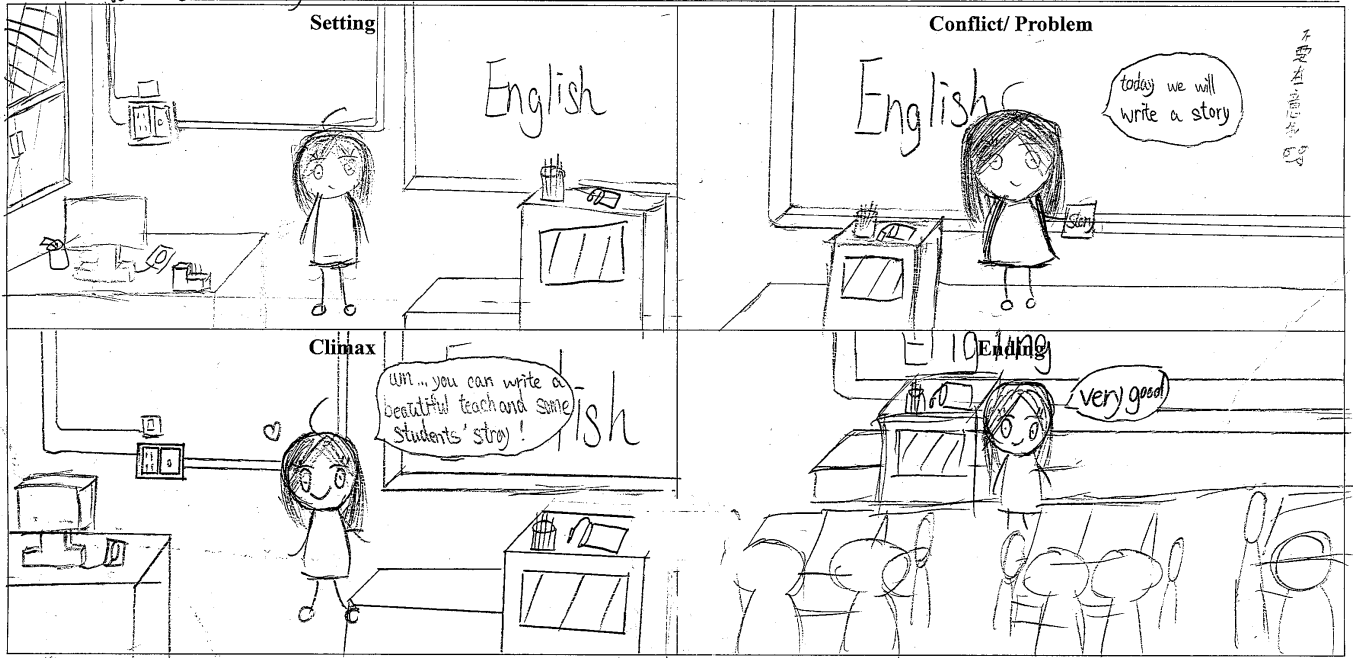
Time: English class

Place: F11 class

Problem: Miss Connie told us to write a story

Climax: Miss Connie love herself

Ending: We finish the story



Our English compositions

One day, our teacher Miss Connie told us to write a story about how beautiful she was. "No," we said and laughed. Miss Connie taught us to write the stories as interesting as we could. We started writing interesting stories about her. We finally finished the stories and Miss Connie said that we were great.

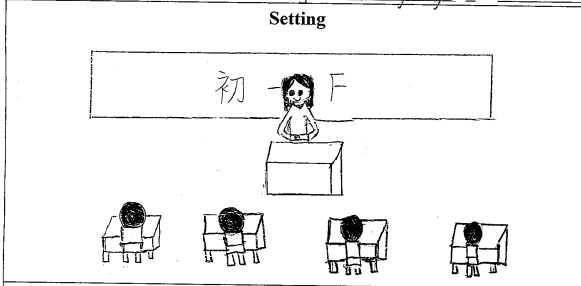
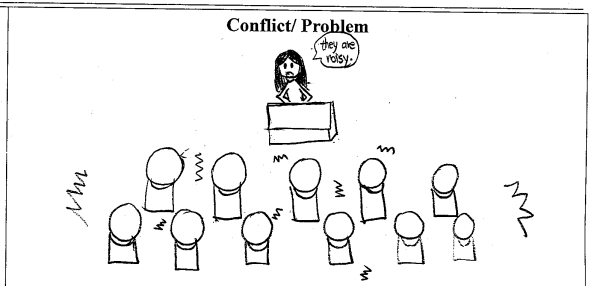
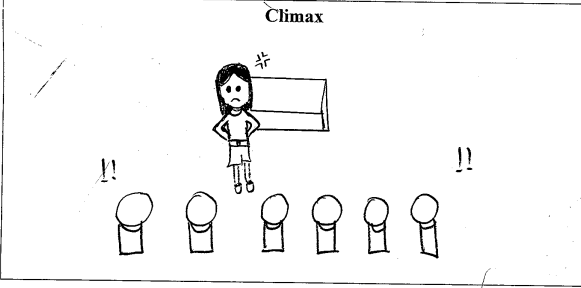
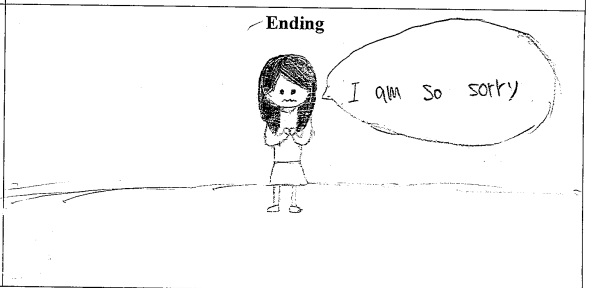
Story 3:

Main Characters: Miss Connie, F1F students Time: long time ago Place: F1F classroom.

Problem: Miss Connie thought our class was too noisy.

Climax: Miss Connie scolded us.

Ending: Miss Connie knew she was wrong, so she said sorry.

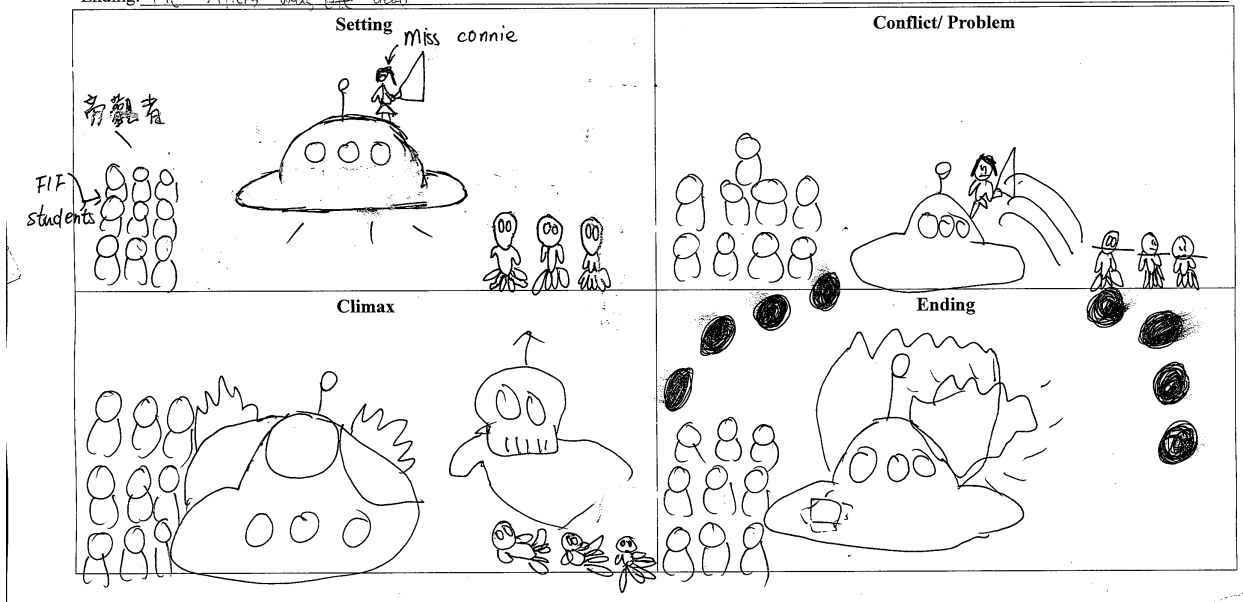
<p style="text-align: center;">Setting</p> 	<p style="text-align: center;">Conflict/ Problem</p> 
<p style="text-align: center;">Climax</p> 	<p style="text-align: center;">Ending</p> 

The beautiful Miss Connie

Long time ago, Miss Connie and her students were having class in Form 1F classroom. Miss Connie was angry because she thought that the students were very noisy. She scolded them, but actually the students were talking about how beautiful Miss Connie was. When Miss Connie found that she was wrong, she said sorry to the students. In the end, they were very happy.

Story 4:

Main Characters: Miss Connie Time: this year long time ago Place: F1F classroom
 Problem: The ~~the~~ Aliens was ~~was~~ came
 Climax: Miss Connie kill the Aliens
 Ending: The Aliens was ~~the~~ dead



Aliens in Form 1F classroom

One day, there were some aliens in my classroom. We were so afraid, but Miss Connie was brave. She had a knife. She went to kill the aliens. The aliens attacked Miss Connie, but she attacked them back, and some aliens died. The remaining aliens went away and Miss Connie won.

Story 5:

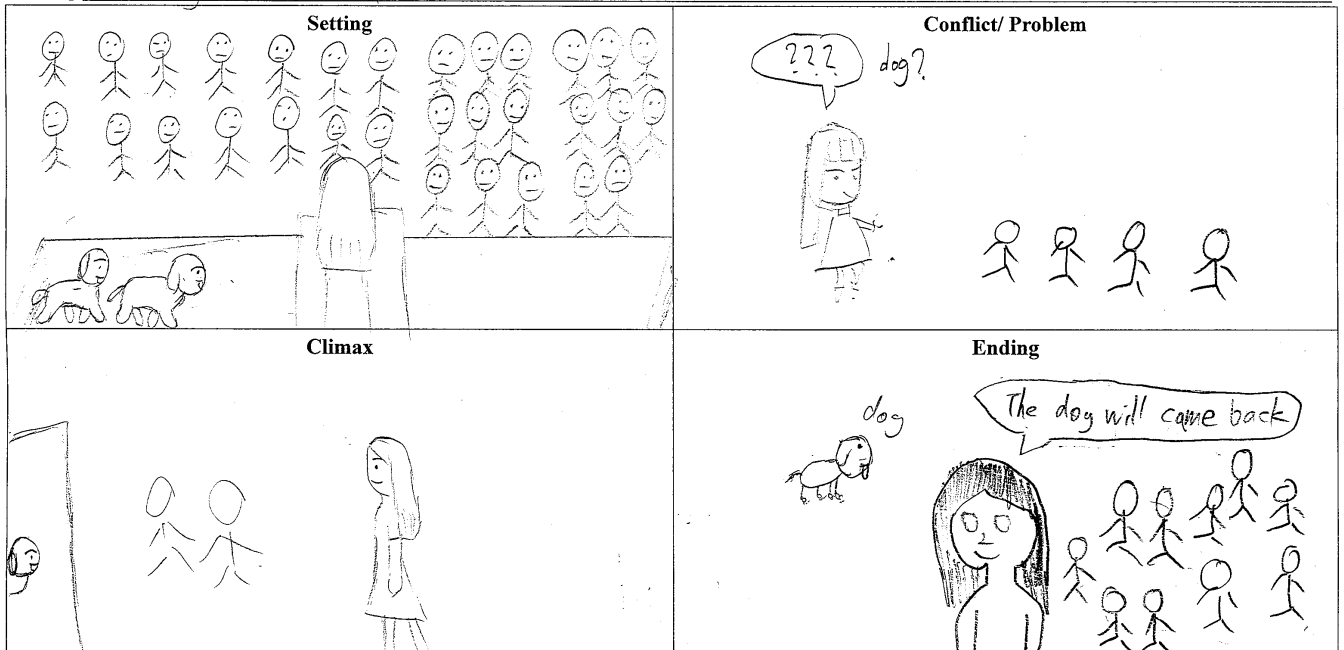
Main Characters: Miss Connie, F1F student dog Time: One day

Place: F1F classroom

Problem: The dog lost

Climax: We found the dog.

Ending: The dog came back

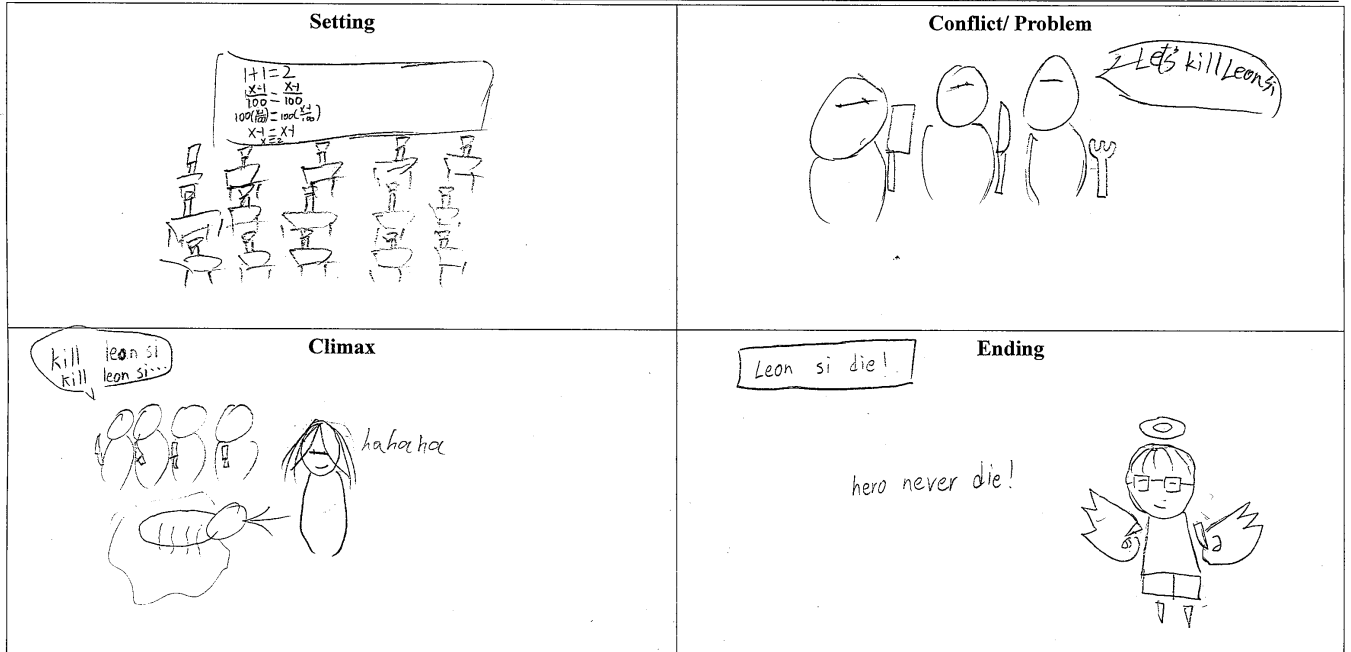


The lost dog

One day, Miss Connie brought a dog "Zoe" to Form 1F classroom. We and Zoe played together. Form 1F students were very happy. However, Zoe was lost. We were very worried. We looked for Zoe everywhere. Later, Zoe wagged her tail and came back. She was biting something in her mouth. It was our class's lost key! We were amazed because Zoe was very loyal. So, Zoe became Form 1F's pet!

Story 6:

Main Characters: Miss Connie, FIF students Time: One day Place: FIF classroom
 Problem: FIF students want to kill Leon Si
 Climax: FIF students was killing Leon Si
 Ending: Leon si was die

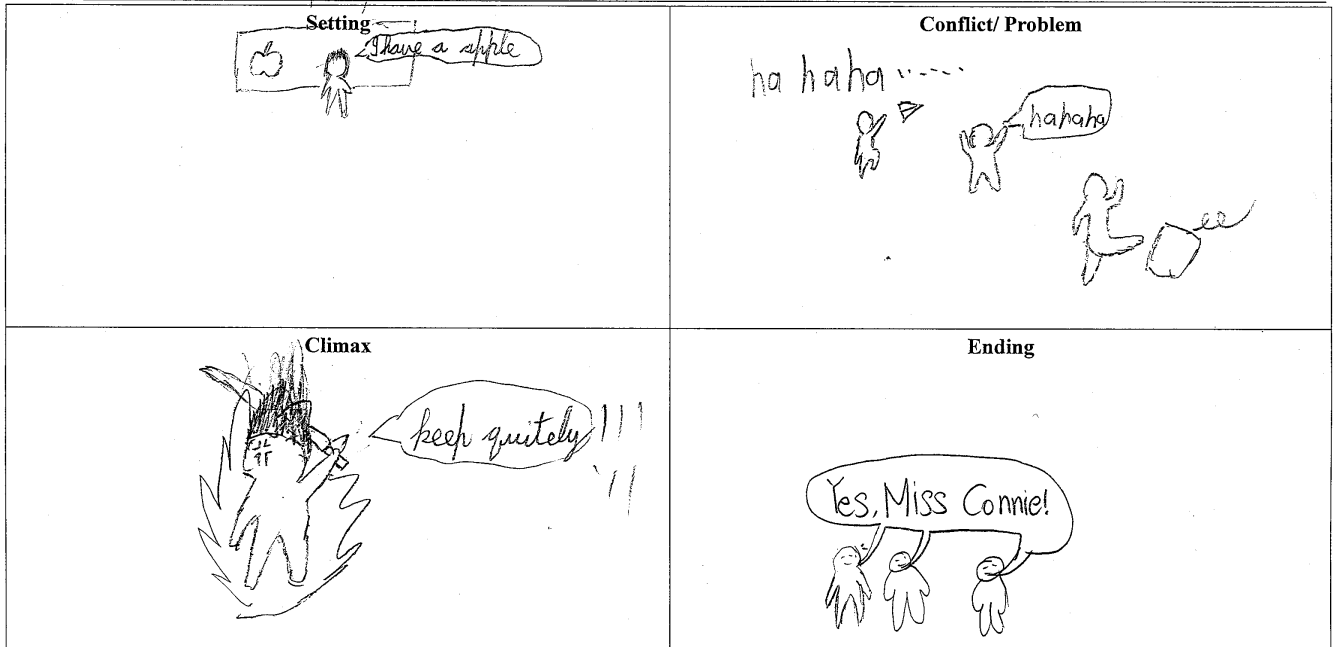


A sad ending for Leon Si

One day, in English class, Leon Si spoke loudly to Miss Connie. Miss Connie was very angry. She told the students to kill Leon Si. Leon Si was scared. He ran for a life but he was still dead. "Leon Si never dies! He will be with us forever!" said an angel.

Story 7:

Main Characters: Miss Connie, FIF student Time: In English classes Place: FIF classroom
 Problem: Some students very noisely in class
 Climax: Miss Connie becomes crazy
 Ending: All students be quietly



The Apple-Pen

One day, we were having our English lesson. "Stand up please. Good morning class." said Miss Connie. "Good morning Miss Connie." said our class. Miss Connie started the lesson. "Today I'll talk about an apple." said Miss Connie. Suddenly, we said, "We have a pen, too!" Miss Connie thought that we were talking about some stupid things so she said angrily, "Keep quiet please!" When Miss Connie said keep quiet, nobody talked anymore.