

ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY

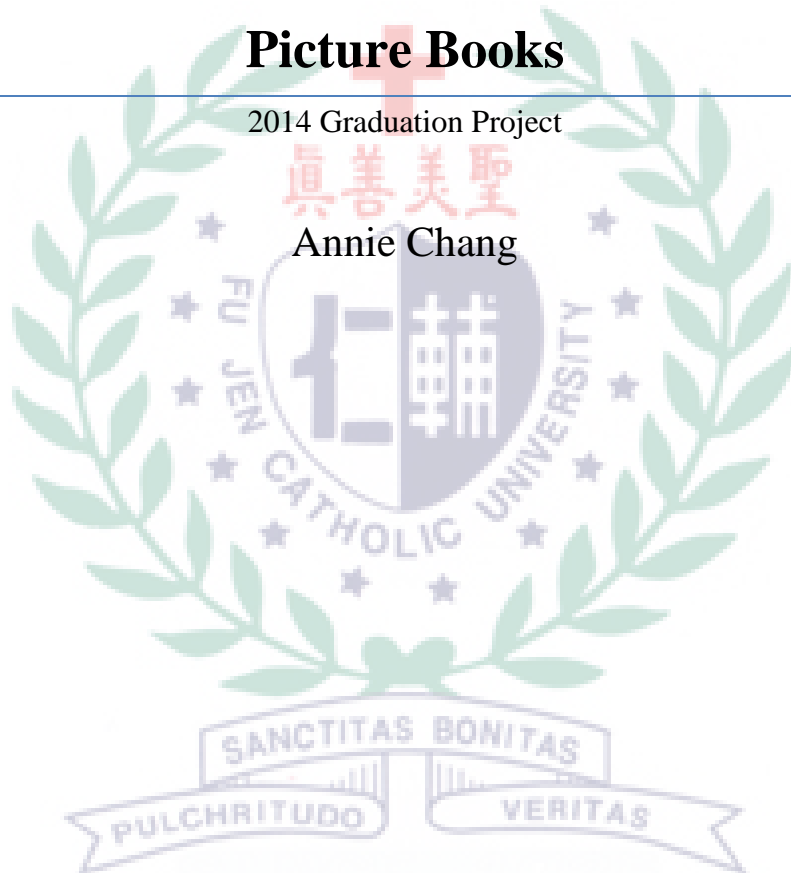
GRADUATION PROJECT 2016

“The Secret Path” to Learning English Through Picture Books

2014 Graduation Project

真善美聖

Annie Chang



Graduation Project Final Product

“The Secret Path” to Learning English Through Picture Books



401110107 Annie Chang

Advisor: Professor Mary Lee

I. Introduction

A. Rationale

Melissa is a junior high school student. To help her improve her English grades at school, I have been teaching her for two hours almost every week in the past two years. Her parents mentioned a while ago that they would like me to use some additional interesting reading materials with her. I thought this would be a great opportunity for me to experience the whole process of teaching from coming up with ideas, designing activities, making lesson plans, executing my plans and ideas, reflecting on them and improving my performance.

In my Teaching English to Young Learners class, Professor Yang talks about picture books all the time and I wanted to give it a try so I used a picture book with Melissa for this project.

I chose *The Secret Path* as the first picture book for Melissa and I to read together due to several reasons. First of all, the book is fairly short. We only meet for two hours a week and the length of this story is just right. It was most likely that we would be able to finish the entire story in one lesson so we wouldn't have to break the story into several sections and then spend a lot of time reviewing what happened in the previous part before we moved on to the next one.

Secondly, the illustration in *The Secret Path* is impeccable. It's creative, colorful, and goes seamlessly with the story. I believed that the pictures would be of great help when talking about the animals. I also believed that the fascinating illustration could arouse Melissa's interest and prevent her from feeling overwhelmed with lines and lines of words. Moreover, it could help her visualize what had been taught and make it easier for her to comprehend the story.

Thirdly, the level of language of *The Secret Path* is just right for Melissa. According to my past experience with her, I was fairly sure she would be able to comprehend the overall plot without too much difficulty, yet still learn quite a few new words or review some old ones that she's not that familiar with which fits the $i+1$ theory. I also consulted Professor Yang from my Teaching English to Young Learners class who is an expert in picture books and she also thought this book would suit Melissa well.

Also, *The Secret Path* is one of the seventeen books about Percy the park keeper. Series books are great for learning since most of them have similar backgrounds, characters or settings, and therefore usually contain a lot of repetition, exposing students to the same vocabulary and sentence structures

constantly, giving students the opportunity to practice over and over again without feeling bored and tired of the same plot. I hoped that perhaps in the future, we can read more books from this series or maybe Melissa would be motivated to read them by herself as a leisure activity.

Most importantly, *The Secret Path* tells a great story. It is very positive, slightly humorous and is filled with adorable animals. I was certain that Melissa would enjoy it and hopefully realize how pleasurable and easy English reading can be and be encouraged to get into the habit of reading for fun.

B. Purpose

The English people use in daily life in an English speaking environment can be very different from the English written in text books in Taiwan. I hoped that in our weekly sessions, apart from the regularized English needed to get high scores on tests at school, she can also learn some life-oriented English in our class, especially words and phrases that are useful and are used frequently in English speaking countries, yet seldom heard of or taught here in Taiwan.

I hoped to expand the variety of materials we use and learn from, so that we could learn English of a larger diversity, yet at the same time, I didn't want to burden her even more. I hoped our out of curriculum lessons could be casual, interesting, fun, and of course, beneficial, making her enjoy English and understand that English isn't just about getting good grades. In fact, learning English can be relaxing and rewarding.

II. Preparation Work

A. Needs Analysis

Melissa is a 15 year old junior high school student whose overall English ability is pretty good. She has passed the first phase as well as the listening and speaking part of the intermediate-level GEPT. Her listening ability is pleasing. However, she doesn't like reading or speaking in English and we still need to work on her writing ability.

About one year ago, I asked her to read a story which was a little bit easier than this one by herself. Even though we didn't go through it together, I asked her a few simple questions afterwards and she seemed to have comprehended it quite well. Now that a year had passed, her English had definitely improved and I believed that she was ready for a slightly more advanced book than the one before. *The Secret Path* was the right one for her.

Although I expected her to have trouble with some pronunciations, grouping of words and pausing appropriately when reading, I assumed that all those could easily be taught by my demonstration of the correct way of reading and asking her to repeat after me.

I was also quite sure that she would need some time to think before she spoke, especially when answering warm-up and wrap-up questions, and there would be some grammatical mistakes, but I planned not to rush her; instead, I chose to give her some guidance and hints when needed. As for grammatical mistakes, I planned to point them out, but wouldn't be too harsh or force her to memorize the correct answer. I believed that after a few times, she would pick up the correct grammar naturally.

Because our lessons take place in the mornings, according to my past experience with Melissa, it was most likely that she would be drowsy in the first few minutes. But, I was sure that by starting with warm-up questions and forcing her to think, speak and react, she would be more awake and clear-headed by the time we started our pre-reading quiz.

Also, Melissa is still a young teenage girl. From my past experiences with her, I could foresee that just like every other child, the time span of her attention would decrease as our session continued. It would be more difficult for her to focus on the material itself once we get to the second half of our session. However, I didn't think this would be a serious issue since I planned less reading and more activities in the second hour of our session.

I believed that I was well-prepared for this teaching project for the following reasons. I had taken some related courses. First of all, I took service learning which required me to go to Guo Tai Elementary school to observe their English class for several weeks and also gave me the opportunity to teach there. Secondly, I am now taking Teaching English to Young Learners class and was enrolled in the Guo-Tai Project in which required me to teach English at Guo Tai elementary school every Tuesday morning. In addition, I am also taking some less hands-on, but more theoretical classes such as Second Language Acquisition, which I am sure benefited my teaching.

I also believed that my past work experiences would help me accomplish this teaching project. I have two tutoring students, including one child, Melissa, and an adult. I have also taught English at a cram school and worked at TutorABC.

Even though I have never had the experience of teaching extra curriculum materials, especially having to come up with my own lesson

plan and carry it out, I was very excited and grateful to have the opportunity to make what I had learned into use independently. Most importantly, I was blessed to be surrounded by all sorts of resources. I could search online, ask for advice from experienced friends, and reach out to professors for help if I encountered difficulties. Therefore, I was confident that I could complete this teaching project and was certain that I would learn greatly from this experience.

B. Methodology and Execution

I used the picture book with Melissa. I hoped to improve her English on all four skills. In order for her to practice her speaking, reading and pronunciation ability, I asked her to talk as much as possible and let her do most of the reading. To enhance her vocabulary and sentence structures as well as to prevent her from feeling too overwhelmed, or bored, I included some activities throughout the reading process. Our lesson took place on November 31st. Due to privacy issues and her parents' concerns, I didn't video record the whole process, but jot down most of what she said, took lots of pictures and recorded her reading her corrected assignment.

C. Tentative lesson plan:

Procedure	Pre Reading	10:00-10:10 Warm up Questions 10:10-10:20 Pre reading Quiz
	While Reading	10:20-11:30 Brief reading of story 10:30-10:45 Read 10:45-10:50 Activity on animals 10:50-11:00 Read 11:00-11:05 Activity on vocabulary 11:05-11:10 Read 11:10-11:25 Activity on sentences 11:25-11:28: Read
	Post Reading	11:28-11:35 Post reading activity 11:35-11:45 Wrap up Questions 11:45-11:55 Post reading Quiz 11:55-12:00 Explain assignment (Interview)

III. Procedure

1. Complete the project proposal
2. Use feedback from teachers and fellow students to revise the proposal
3. Make lesson plan and design activities
4. Use feedback from teachers to revise lesson plan and designed activities
5. Implement the project in my actual teaching
6. Reflect on my teaching experience
7. Prepare for the presentation of the final product
8. Submit final product

IV. Timeline

date	Content
2 9/22-9/28	Decide project Individual meeting
4 10/6-10/12	Proposal draft 1 Individual meeting
6 10/20-10/26	Proposal draft 2 Individual meeting Upload proposal final draft
8 11/3-11/9	Midterm presentation draft 1 Individual meeting Online feedback
10 11/17-11/23	Midterm presentation draft 2 Individual meeting Upload Midterm PPT Midterm presentation
12 12/1-12/7	Individual meeting
14 12/15-12/21	Final presentation draft 1 Individual meeting Final topic
16 12/29-1/4	Final presentation draft 2 Individual meeting Rehearsal
17 1/5-1/11	Send ppt to TA Final presentation
18 1/12-1/18	Final product

Lesson Plan

Title	English Class	Class size	1 student
Date	12 Dec, 2014	Class period	2 hours
Student	15 year old girl (Melissa)	Teacher	Annie Chang
Objectives	<p>At the end of the lesson, the student will</p> <ol style="list-style-type: none"> 1. Be able to pronounce all the words in this book 2. Be able to read the sentences fluently and pause appropriately 3. Be able to comprehend the story 4. Be familiar with newly learnt phrases and vocabulary <ul style="list-style-type: none"> Animal: squirrel, fox, badger, hedgehog, rabbit, lion, (mouse, rooster) Phrase: it's a shame, been meaning to, make...way, I beg your pardon, the...is up Other: park keeper, string, trundled, whisper, squeaked, confusing, wheelbarrow, trail, hedge, clippers, bench, eagerly, yawn, dump, chuckled, tiptoed, stir, lump, tricked, wound, dismayed, bumped, delight 5. Be able to express thoughts regarding the story 6. Be interested in learning English through picture books. 		
Material	<p>Picture Book</p> <p>Book Title: The Secret Path</p> <p>Author: Nick Butterworth</p> <p>Publisher: Collins Picture Lions</p> <p>Date of Publication: 1995</p>		
Things needed	<ol style="list-style-type: none"> 1. Two copies of the same Quiz 2. Individual descriptions of squirrel, fox, badger, hedgehog, rabbit, lion, mouse and rooster on separate pieces of paper. 3. Alphabet cards (consisting all the letters needed to spell out all the animals mentioned) 4. Worksheet 5. Vocabulary cards 		
Procedure	Pre Reading		
	<p>10:00-10:10 Warm up Questions 1.1</p> <p>10:10-10:20 Pre reading Quiz 1.2</p> <p style="text-align: center;">The Quiz is focused on animal names, vocabulary and phrases.</p>		
	While Reading		

<p>10:20-11:30 Brief reading of story</p> <p>10:30-10:45 Read page 1 to page 10</p> <p>10:45-10:50 Animal description/ unscrabble 2.1</p> <p style="padding-left: 40px;">I will read descriptions of each animal randomly one at a time and the student will have to use the alphabet cards to spell out the animal.</p> <p>10:50-11:00 Read page 11 to page 18</p> <p>11:00-11:05 Matching game (phrase) 2.2</p> <p>11:05-11:10 Read page 19 to page 21</p> <p>11:10-11:25 pick words and make sentences 2.3</p> <p style="padding-left: 40px;">Student will pick out vocabulary cards randomly, and make them into sentences.</p> <p>11:25-11:28: Read page 21 to page 22</p>
<p>Post Reading</p>
<p>11:28-11:35 Post reading activity on Prezi 3.1</p> <p>11:35-11:45 Wrap up Questions 3.2</p> <p>11:45-11:55 Post reading Quiz 1.2</p> <p>11:55-12:00 Explain assignment 3.3 (one-on-one Interview) 3.3</p>

V. Reflection

On Sunday November 31st, I carried out my lesson with Melissa as planned from 10:00 in the morning until noon. It turned out quite well. Both Melissa and I had a great time and learned a lot.

A. Student

Melissa's favorite activity was animal unscrabble because it was fairly simple, but not too easy. She got to actually move around, but wasn't too tiring. It didn't require too much effort but it helped her with learning the spelling of the animals.

On the other hand, Melissa's least favorite activity was the pre-reading/post-reading Quiz. She thought it was very difficult and there were too many questions so she felt annoyed by it.

Melissa considered Pick Words and Make Sentences to be the most helpful activity because she got to practice making sentences which reinforced her familiarity of the vocabulary and also got to practice her pronunciation. She also thinks it is fun to draw out vocabularies since she got it excited, nervous and surprised about which one she got.

On the other hand, she thought the least helpful activity was the post reading activity because all the questions were about what she had just read so it was really easy and didn't seem to be very educational. I was really glad she said this because it's good to know that my student doesn't just think the easier, the better, she does care if she learns from the tasks or not.

Melissa enjoyed the story very much since it is filled with cute little animals and what the characters did in the story was similar to what she might do in real life so she could relate to them. She thinks that some of the vocabularies were hard, but the overall difficulty was acceptable and the length of the book was good. She also liked the pictures a lot since they were quite colorful and clear.

B. Teacher

a. Time

The most significant factor I would change about my lesson plan is the arrangement of time.

First of all, I had originally planned the first ten minutes for warm-up questions. However, I think that is slightly too long. In the future, I will shorten it to about 7 minutes since that is approximately the amount of time Melissa used up. It was just the beginning of the class so Melissa wasn't completely into the situation and therefore wasn't fully willing to open up. Also, at the time, we had not yet read the book so Melissa had no idea what the story was about and the questions may have seemed a bit abrupt to her, making it difficult for her to come up with answers right on the spot.

Secondly, according to my lesson plan, I gave Melissa 10 minutes to do the pre-reading quiz, but that turned out to be way too little time for her to finish the questions. During our session, I debated upon whether or not to stop her when the time was up and stick to my plan, but I didn't want to further frustrate her by making her feel that she wasn't doing it fast enough and I also wanted to see how much time she needed to finish the entire quiz so that it'll be easier for me to make alterations for future plans. She ended up using about 21 minutes which is double of the time I planned and cut down the time I could spend on other activities which was slightly nerve wrecking. In the future, though I do plan on shortening my pre-reading/post-reading quizzes, I still think more time should be given since the quiz does cover all of the main points of the lesson. I think around 15 minutes would probably be better.

Thirdly, I initially planned to spend approximately one to two minutes on each page. Though I did manage to stick to my plan, I genuinely wish I had more time so that I could have shared some more supplementary information with Melissa. Also, there were a couple of times where Melissa wanted to share something either related to the book, or something that just happened to cross her mind, but I couldn't let her do so due to the time limit. It's such a pity because I think it's great that she could relate to the story and would definitely have been more fun and interesting if she shared her feelings, thoughts and similar experiences while reading. This would have also given her the opportunity to practice her speaking. Therefore, I would prefer to leave some additional flexible time for reading in the future.

Furthermore, the amount of time arranged for some of the activities need to be adjusted. I only planned five minutes for Animal Unscramble because I thought it was a very easy game and there weren't many animals to spell out. However, we ended up spending around 8 minutes on that activity because there are quite a few letters laid out all at once so it took time to find them. Also, Melissa wasn't completely sure with all of the spelling, and therefore needed a little bit of time to figure them out. I think we could have used up even more time since it would have been beneficial if more time was given for her to actually think through all the spelling and vocabulary. After all, this isn't a race. I originally planned to spend fifteen minutes on Pick Words and Make Sentences. However, to catch up with my time schedule due to the over use of time earlier on, I only ended up spending eleven minutes on it. I wish I had spent a full 15 minutes or perhaps more on the activity so that we could have gone through all, or at least most of the vocabularies, especially considering the fact that Melissa found it to be the most helpful activity of all.

Overall, I think everything happened at a very fast pace and therefore both I and perhaps the student also, felt hurried and overwhelmed at some points which was a bit stressful and tiring. It would have been more enjoyable and perhaps more beneficial for the student if everything slowed down a bit so that more time would have been given to her to soak in and absorb all the newly learnt things. In the future, I will try to pick a shorter story of an equal language level, or break the story into different parts and teach in more than one session if the book was longer.

b. Activities

1. Warm-up & Wrap-up Questions

Originally, I put equal emphasis on both warm-up and wrap-up questions and had planned to give Melissa an equal amount of time on both activities since I had expected equal outcome from her. However, after this experience, I will put more emphasis on wrap-up questions in the future. Just as I mentioned earlier, during the warm-up questions, Melissa wasn't completely into the situation and didn't have that much to say. In the future, if I really want her to open up and come up with more ideas, I might have to offer a sample answer to give her some inspiration. In contrast, when we got to our wrap-up questions, she did wonderfully well. She had a lot more to share and many of her answers surprised me since they were creative and humorous. More importantly, from her answers, I could tell that not only did she grasp the overall concept of the plot, she also paid attention to details and managed to notice fallacies about the story that had never even crossed my mind.

2. Pre-reading & Post-reading Quiz

The Quiz turned out to be more difficult for Melissa than I had imagined and it took a lot more time for her to complete it than I had planned. It was her least favorite activity, but I think it does have its significance since the pre-reading quiz helped me realize her weaknesses so that I knew what to focus on in my teaching and the post-reading quiz showed her extreme improvement which was very rewarding for both Melissa and I. Thus, I will continue to keep this activity in my future lesson plans, but I will shorten it and make the second and third part slightly easier. Also, to save paper, I printed the quiz double sided, but in the future I will just print it on one side so that it will be easier for her to write since it was slightly annoying that she had to flip back and forth.

3. Animal Unscramble

This activity worked really well for us. Like I mentioned before, I will try to leave more time for this activity next time. Also, through this experience, I learned a trick. Teachers can adjust the difficulty of this game by changing the sequence of the descriptions given to the students. It will be easier if longer and more challenging words were left until the end since there will be fewer letters to pick from. If students have trouble spelling the words out, teachers don't have to

help immediately, they can just simply skip that one and come back to it later when there aren't as many letters to choose from, making it less confusing. If teachers want to make it more challenging, they can even add some unnecessary letters.

4. Post Reading Activity

The Post Reading Quiz was listed as the most unhelpful activity by Melissa and I understand her reasons. My main goal of this activity was to make sure that she understood the whole plot of the story. I still think it's important to confirm that she's following, but it can be done through other activities such as the wrap-up questions.

In addition, I originally planned to give Melissa prizes according to the score she got on the activity. The plan was that she could only get all four of the prizes if she got full mark, but she ended up with one mistake. I felt really bad if I didn't give them all to her, especially when I've already prepared and showed her the prizes. In the future, I won't show her the prizes beforehand and will just set a benchmark and give her the prize as long as she passes a certain score.

Overall, I am very glad that we managed to accomplish all that was planned within two hours. However, the biggest adjust I would make about this session is the arrangement of time. In the future, I will shorten the time spent on warm-up questions and focus on wrap-up questions. In contrast, I will extend the time used on Animal Unscramble, reading, and the pre-reading and post-reading quiz as well as make the quiz easier. Also, I will no longer include the post reading activity in my lesson plan.

This was a wonderful experience. I now know Melissa a lot better than I did before which is very helpful when planning our future lessons. It is very rewarding to know that she enjoyed most of the activities and found them educational and beneficial. From this session, I have noticed some flaws and arrangements about my teaching and plan that I must adjust in the future and I am sure this will make me a better teacher.

VI. Improvement plan

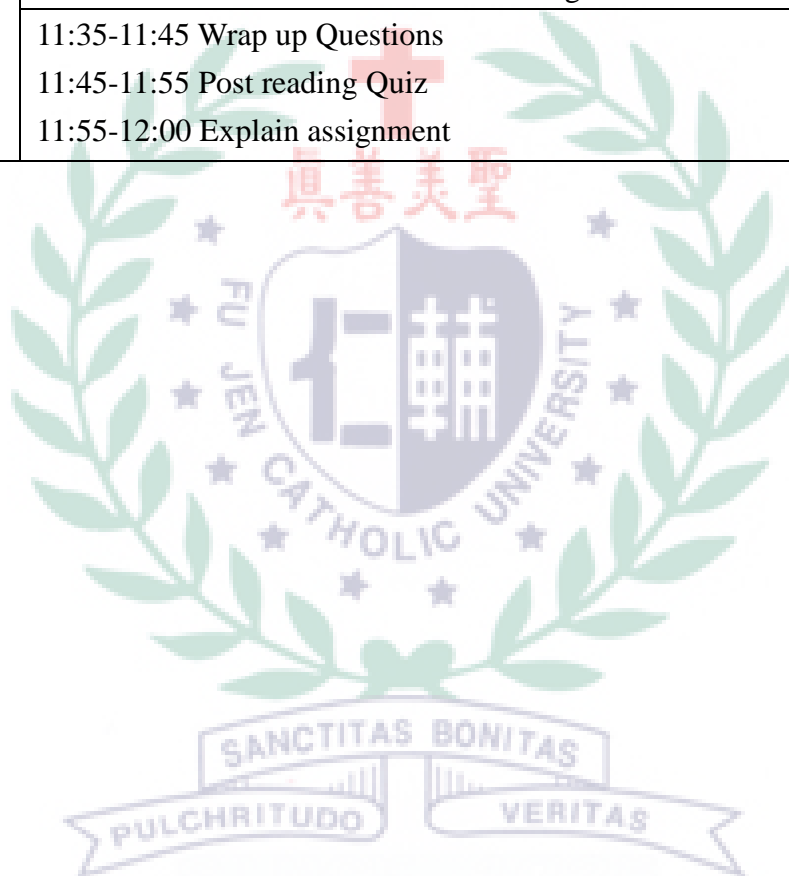
For our next out of curriculum lesson, I plan to use another picture book because I think it worked quite well for us. I would like to continue using it and perhaps try out a few more activities. I plan on using Hodge the Hedgehog due to several reasons. First of all, it has similar characters to The Secret Path and they share some similar and related vocabulary which will be a great review for

the things we have learned. Secondly, the language level is similar to The Secret Path so I'm pretty sure it will suit Melissa well, yet the story is slightly shorter and therefore will allow more time for reading, discussion and other activities. Still, like The Secret Path, it is part of a series, has great illustration and tells a wonderful story.

Lesson Plan

Title	English Class	Class size	1 student
Date		Class period	2 hours
Student	15 year old girl (Melissa)	Teacher	Annie Chang
Objectives	<p>At the end of the lesson, the student will</p> <ol style="list-style-type: none"> 1. Be able to pronounce all the words in this book 2. Be able to read the sentences fluently and pause appropriately 3. Be able to comprehend the story 4. Be familiar with newly learnt phrases and vocabulary <ul style="list-style-type: none"> Phrase: eat from, curled up, sleep through, full of, set off, in search of, pass by, sniff at, rolled up Other: foraged, tasty, grubs, saucer, clattered, slugs, nest, roots, oak, shuffled, blinded, dazzling, headlights, deafened, squeal, tyres, wistfully, scrambled, badger, fox, silly, sloping, bank, stream, patch 5. Be able to express thoughts regarding the story 6. Be interested in learning English through picture books. 		
	<p>Picture Book</p> <p>Book Title: Hodge the Hedgehog</p> <p>Author: Kate Petty, Shona Grant</p> <p>Publisher: The Book People Ltd.</p> <p>Date of Publication: 1990</p>		
Things needed	<ol style="list-style-type: none"> 6. Two copies of the same Quiz 7. Individual descriptions of squirrel, fox, badger, hedgehog, rabbit, lion, mouse and rooster on separate pieces of paper. 8. Alphabet cards (consisting all the letters needed to spell out all the animals mentioned) 9. Worksheet 10. Vocabulary cards 		
Procedure	Pre Reading		
	<p>10:00-10:07 Warm up Questions</p> <p>10:07-10:22 Pre reading Quiz</p>		

	While Reading
	10:22-11:28 Brief reading of story 10:28-10:43 Read page 1 to page 5 10:43-10:50 Vocabulary cross word 10:50-11:03 Read page 6 to page 10 11:03-11:10 Flip Matching game (phrase) 11:10-11:17 Read page 11 to page 16 11:17-11:32 Pick words and make sentences 11:32-11:35: Read page 17 to page 18
	Post Reading
	11:35-11:45 Wrap up Questions 11:45-11:55 Post reading Quiz 11:55-12:00 Explain assignment



Works Cited

Petty, Kate, Shona Grant. *Hodge The Hedgehog*. 2nd ed. London: The Book People Ltd., 1990. Print.

Butterworth, Nick. *The Secret Path*. London: Collins Picture Lions, 1995. Print.



A1.

1.1 Warm up Questions (10 minutes)

Instruction: I will ask the student one main question and let her elaborate as much as possible and let her decide what she wants to share with me regarding that topic. To keep her talking and give her hints of what she can say, I will ask sub questions when necessary and perhaps add a few spontaneous questions according to the situation.

Objective: Through this activity she will be able to

1. Practice her English listening and comprehension ability.
2. Practice organizing her thoughts and expressing herself in English.
3. Practice her English speaking ability.
4. Practice interacting with an English speaker in English.

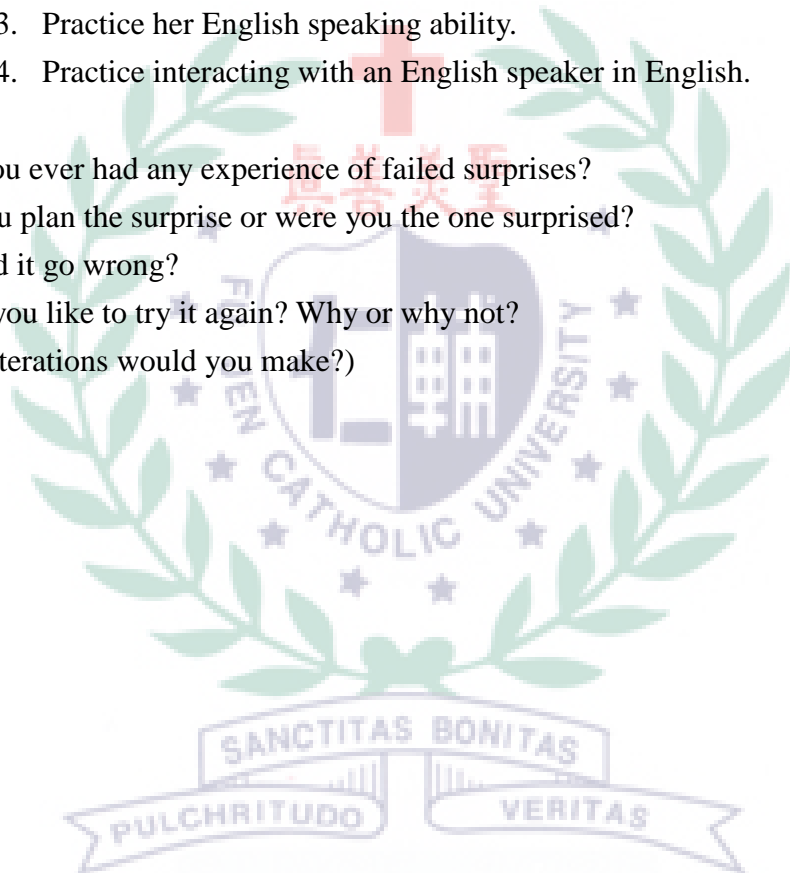
Have you ever had any experience of failed surprises?

(Did you plan the surprise or were you the one surprised?)

Why did it go wrong?

Would you like to try it again? Why or why not?

What alterations would you make?)



A1

1.2 Pre Reading/Post Reading Quiz (10 minutes)

Instruction: Please finish the following quiz according to the instructions of each individual part. Please read the questions carefully and do not guess the answers.

Objective: This is an overall quiz of The Secret Path. By asking the student to do it at the beginning and end of the session, allows me to compare the results and evaluate her improvement and help me reflect on my teaching and lesson plan. It also works as a great complete review for the student.

I. Please write down the name of the animal in the pictures below.

1.



2.



3.



4.



5.



6.



7.



8.



II. Please fill in the blanks with these words.

string, park keeper, squeaked, dismayed, confusing, trail, trundled, clippers, wheelbarrow, eagerly, bumped, yawn, dump, chuckled, tiptoed, bench, stir, lump, whisper, tricked, wound, hedge, delight

1. I want to be a **park keeper** in the future because I like plants and animals.
2. Peter asked his mom for some **string** so that he could tie the books together.
3. You have to be quiet here so if you want to talk, you can only **whisper**.
4. The little girl **squeaked** out in joy as she opened her present.
5. The situation was very **confusing** so I had no idea what was going on.
6. The baby left a **trail** of cookie crumbs.
7. I've been trying to grow a **hedge** in my back yard.
8. The nail **clippers** made a lot of noise.
9. I am so tired from the long walk. Let's sit down on the **bench**.
10. Sarah waited **eagerly** for her Birthday presents to arrive.
11. We all knew George was tired because he kept **yawning**.
12. Daisy didn't want to wake the baby so she **tip-toed** into the room
13. Put all the ingredients into the bowl and give it a good **stir**.
14. I'm sorry I **tricked** you into bringing me here,
15. The nurse took a look at the **wound**.
16. Tom **bumped** his head this morning, but thankfully he wasn't badly injured.
17. I am **delighted** to see you. I have missed you so much.
18. There will be a lot of things to take home so maybe you should bring a **wheelbarrow**.
19. We're going to **dump** everything we don't need.
20. Matt **trundled** slowly down the road.
21. The old man **chuckled** as he watched his grandson play in the park.
22. If you don't behave, you will only get a **lump** of coal for Christmas.
23. She watched in **dismay** as her best friend got arrested.

III. Please make one or more sentences with these phrases.

1. it's a shame
2. been meaning to
3. make...way
4. I beg your pardon
5. the...is up

A2

2.1 Animal Unscrabble (5 minutes)

Instruction: I will read out a description of an animal. Please use the letters given to spell out the animal that matches the description given.

Objective: This activity

1. Will help me make sure that the student knows each animal.
2. Will help the student learn to spell the animals correctly.
3. Will give the student the opportunity to practice her listening ability.

animal description/ unscrabble

Rabbit: I have long ears, big teeth and I like carrots.

Fox: I have a triangular face and a long furry tail. People think that I am sly.

Lion: I am the King of all animals. I am fierce and strong and I like to roar.

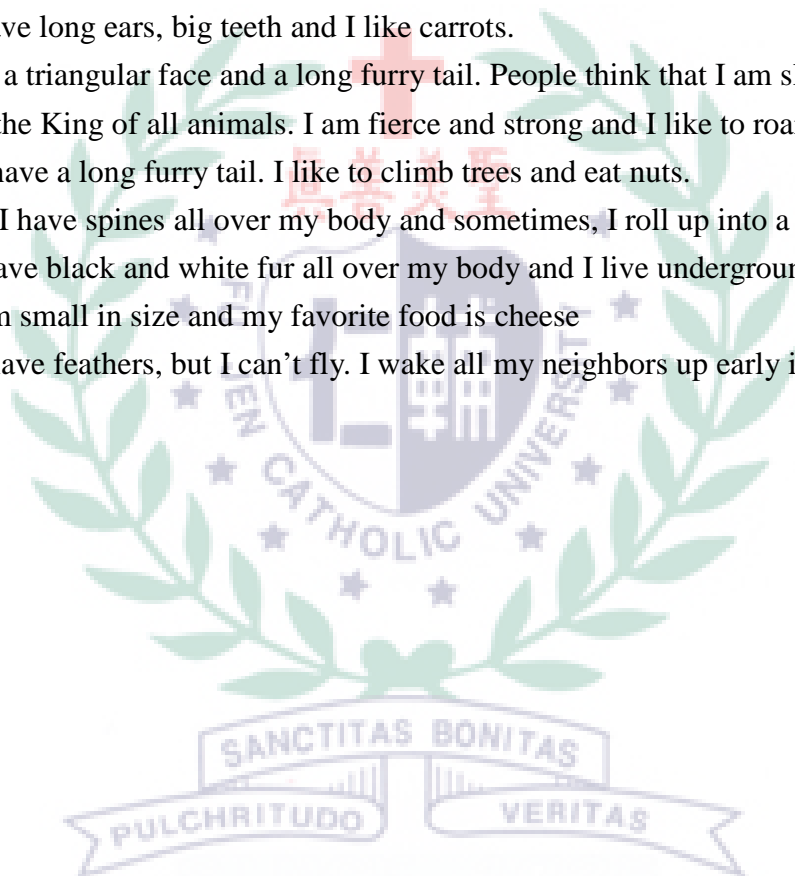
Squirrel: I have a long furry tail. I like to climb trees and eat nuts.

Hedgehog: I have spines all over my body and sometimes, I roll up into a ball.

Badger: I have black and white fur all over my body and I live underground.

Mouse: I am small in size and my favorite food is cheese

Rooster: I have feathers, but I can't fly. I wake all my neighbors up early in the morning.



A2

2.2 Phrase Matching (5 minutes)

Instruction: Please fill in the blanks with the phrases given

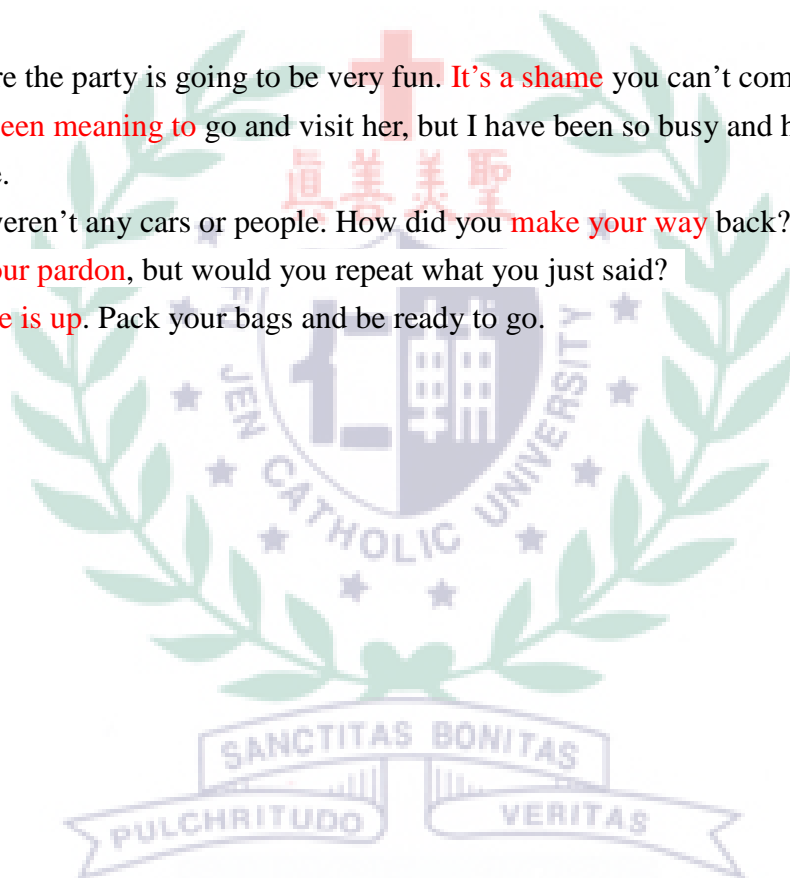
Objective: Through this activity

1. The student will practice her reading and comprehension ability.
2. I will be able to make sure that the student knows the meaning of the phrases and how they should be used.

Please fill in the blanks with these phrases

make...way, it's a shame, the...is up, I beg your pardon, been meaning to

1. I am sure the party is going to be very fun. **It's a shame** you can't come with us.
2. I have **been meaning to** go and visit her, but I have been so busy and haven't had the time.
3. There weren't any cars or people. How did you **make your way** back?
4. **I beg your pardon**, but would you repeat what you just said?
5. **The time is up**. Pack your bags and be ready to go.



A2

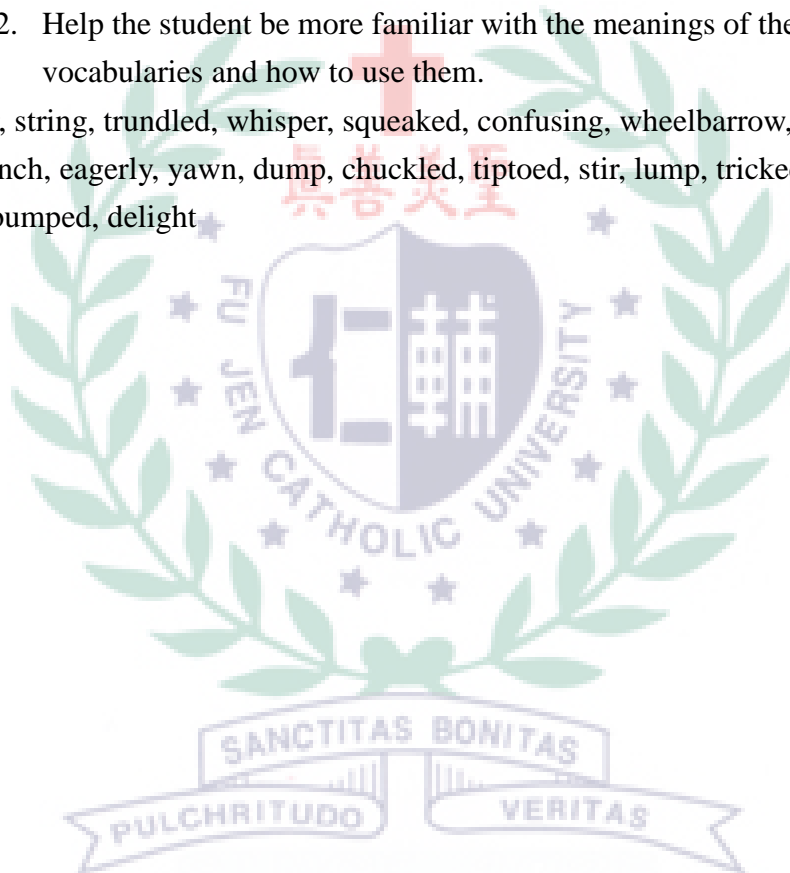
2.3 Pick Words and Make Sentences (15 minutes)

Instruction: I have here all the vocabularies we have learned from this book. You will draw/pick out one at a time (no peeping) and make a sentence with it. If you think you need two sentences or more in order to make your speech make sense or you want to make it more challenging, you can draw/pick out more vocabularies. However, you can't choose what word you get and you have to use whatever you get.

Objection: This activity will

1. Help me make sure that she understands all the vocabularies learnt
2. Help the student be more familiar with the meanings of the vocabularies and how to use them.

park keeper, string, trundled, whisper, squeaked, confusing, wheelbarrow, trail, hedge, clippers, bench, eagerly, yawn, dump, chuckled, tiptoed, stir, lump, tricked, wound, dismayed, bumped, delight



A3

3.1 Post Reading Questions (7 minutes)

Instruction: You will be given eleven multiple choice questions, one at a time. If you answer correctly, you will get four points for each question. If you answer incorrectly, you will be offered a second chance, but only two points will be given for the correct answer on the second go. If you answer correctly on your third go, one point will be given. However, if you manage to explain why your previous answer was wrong and why your final answer is correct, you can get an additional point.

Objective: This activity will

1. Make sure the student understood the story
2. Help conduct a small, general review.
3. Let the student practice answering multiple choice questions, commonly seen in tests and exams.

1. What is Percy's job? A. Park keeper. B. Policeman C. Fireman. D. Teacher.
2. What is the maze made of? A. Trees. B. Flowers. C. Hedges. D. Grass.
3. What did Percy bring to help him find his way out of the maze? A. Wheelbarrow. B. String. C. Clippers. D. Straw.
4. Who did Percy learn about the big surprise from? A. the Fox. B. the Rabbit. C. the Hedgehog. D. the Squirrel.
5. Why did Percy need to go into the maze? A. to look after the squirrel. A. to trim the hedge. C. to give a big surprise to his friends. D. to find his clippers.
6. Why wasn't Percy surprised when he got to the middle of the maze? A. Because Percy didn't go into the maze. B. Because the animals were hungry. c. Because Percy got lost. D. Because the animals fell asleep.
7. Who found Percy hiding behind the bench? A. the Fox. B. the Rabbit. C. the Hedgehog. D. the Squirrel.
8. Who should be responsible for them ending up lost in the maze? A. the Fox. B. the Rabbit. C. the Hedgehog. D. the Squirrel
9. Who knew the way out of the maze? A. the Fox. B. the Rabbit. C. Percy. D. Nobody.
10. Which animal was not in the surprise party? A. rooster B. Rabbit C. Squirrel D. Mouse
11. Why didn't the hedgehog join the surprise party? A. He found the maze boring. B. He is lazy C. He doesn't like the animals D. He found the maze confusing.

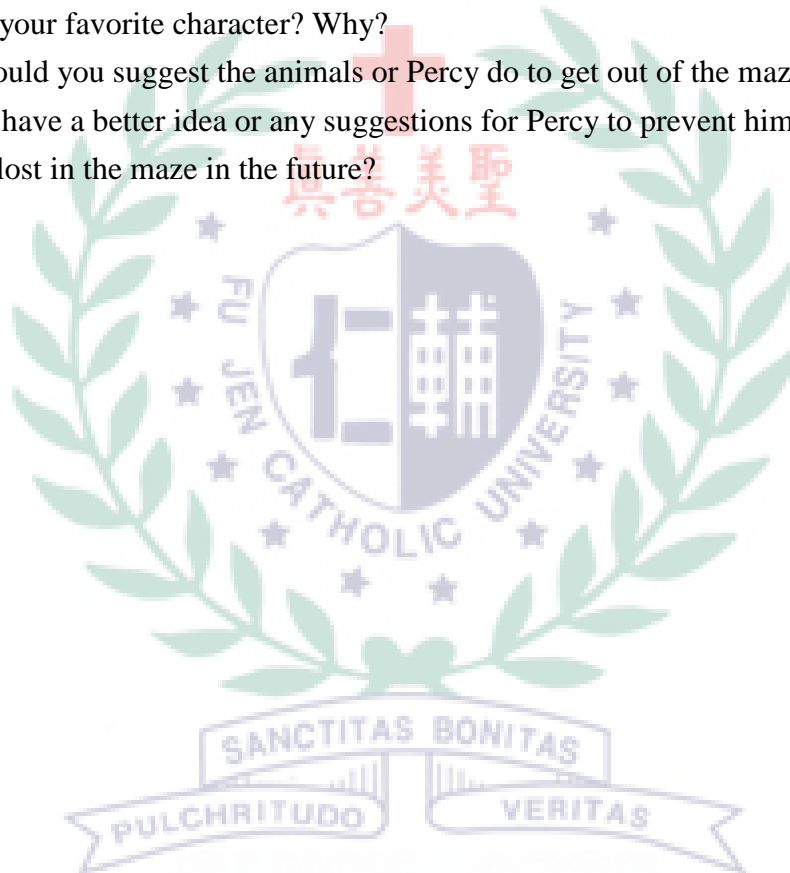
A3

3.2 Wrap-up Questions (10 minutes)

Instruction: I will ask the student several questions regarding her thoughts after reading the story. I will let her expand on the subject as much as she wants and encourage to speak as much as possible

Objective: Through this activity the student will be able to

1. Practice her English listening and comprehension ability.
 2. Practice organizing her thoughts and expressing herself in English.
 3. Practice her English speaking ability.
 4. Practice interacting with an English speaker in English.
1. Who is your favorite character? Why?
 2. How would you suggest the animals or Percy do to get out of the maze?
 3. Do you have a better idea or any suggestions for Percy to prevent him from getting lost in the maze in the future?



A3

3.3 Assignment

Please write a passage using at least 5 vocabularies and two phrases from the lists below to tell the story of The Secret Path in your own words and change at least one part of the plot and more if you please with your own creativity and imagination.

Phrase: it's a shame, been meaning to, make...way, I beg your pardon, the...is up

Other: park keeper, string, trundled, whisper, squeaked, confusing, wheelbarrow, trail, hedge, clippers, bench, eagerly, yawn, dump, chuckled, tiptoed, stir, lump, tricked, wound, dismayed, bumped, delight

Correct the student's writing and ask her to read the corrected version the following week.



A4

Interview

1. Which was what your favorite activity? Why? How did it help you?
 2. Which was your least favorite activity? Why? How do you think it could have been better?
 3. Which activity do you think was most helpful? Why?
 4. Which activity do you think was least helpful? Why?
- Do you have any suggestions?

