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Topic of the Unit plan: Opposites

Duration: 70 min **Periods:** 2

Cooperative Learning (TGT strategy and STAD **Teaching Strategies**:

strategy)

	Topic(s)	Teaching Strategies Adopted	Resources Required
Lesson A	this,	Teams-Games- Tournaments (TGT) strategy	song, PPT, video, timer,
Lesson B	that, these, those	and Student Team- Achievement Division (STAD) strategy	computer, chalk, blackboard, reward, exercise sheets, questionnaire

Topic of the lesson: Demonstrative adjectives: this, that, these, those

Subject: English Grammar

Class: Junior 1

Number of students: 32

No. of lessons: 2 (in total 70 minutes)

Lesson objectives:

1.! To help students to identify and distinguish the differences of this and that, these and *those, this* and *these, that* and *those* by the end of the lesson.

2. To lead students to summarize the following sentence pattern by themselves by the end of the lesson

- (1) This/ That +singular noun/ uncountable noun+ is +adj.
- (2) These/ Those+ plural noun + are +adj.

3. To provide the setting for students to apply the four words "this" "that" "these"

and "those" during the lesson.

4. To provide a group work environment for students to enhance their cooperative skills during the lesson.

5. To enhance students' awareness of the importance and benefits of cooperative learning through this lesson.

Learning outcomes:

By the end of the lesson, students are able to:

Knowledge objectives:

- 1. identify the four demonstrative adjectives: *this, that, these* and *those*.
- 2. distinguish the differences of *this* and *that, these* and *those, this* and *these, that* and *those.*
- 3. use the sentence patterns correctly:
 - (1) This/ That +singular noun/ uncountable noun+ is +adj.
 - (2) These/ Those+ plural noun + are +adj.

Ability objectives:

- 1. apply this, that, these and those in their daily lives.
- 2. cooperate with each other in cooperative learning

Emotion objective:

enhance awareness of the importance and benefits of cooperative learning.

Students' relevant previous knowledge:

1. The students (Ss) have already learned the meaning of the four demonstrative

adjectives (this, that, these, those) in primary school.

- 2. Ss have already had the knowledge of singular nouns, plural nouns and uncountable nouns as well as singular noun and plural noun.
- 3. Ss have already known the matching of subject with be verb.

Problems that Ss may have during the lesson:

Though all of them have already come across the knowledge mentioned above, some of them have forgotten it. Thus, we ask Ss to work in groups to create a peer helping environment for the low-achiever getting help from their high-achieving peers. Also, the high-achiever can strengthen their knowledge by help the lowachievers. Teacher will also give verbal and visual help if needed.

Classroom arrangement:

Students sit in 6 rows with 5 students in 4 rows, and 6 students in the rest of the two rows before the class begins. At the beginning of the lesson, We make students to make 8 groups with 4 students in each group.

Incentives

Ss are rewarded in the unit of group, instead of individually. For each correct answer or active interaction with teacher, that group will get one point. At the end of the lesson, the group with more points will be the winner and get reward from teacher.

Abbreviation: S/Ss means student/students, T means teacher

Time allocation	Teaching steps	Teaching purposes	Teaching activities	Type of Interaction	Materials used	Assessment
1 min	Greeting	 A. To draw their attention to the lesson. B. To group up the Ss 	 A. <u>Say "Good morning" to each</u> <u>other. (1 min)</u> T: Good morning, boys and girls. Ss: Good morning, teachers. T: Today, Maria and Aileen will be your teachers. We hope we will have a good time. B. <u>Divide the students into 8</u> <u>groups with 4 students in each</u> <u>group.</u> 	Ts-Ss T-Ss	none	none
4 mins	Warm-up	To warm up the class environme nt	T plays the song "This That These Those" to warm up the environment and lead in to today's	T-Ss	song	Observation of the students' participation

			 topic. (https://www.youtube.com/watch?v =TkpSsdQCaKY) T: Here is a song for you. After listening to it, please tell me what are the four words in this song. Ss are supposed to answer "this" "that" "these" "those" T writes the four words on the blackboard and tell the Ss that these are the topic today. 			
15 mins	Word identificati on	A. To identify the differences of the 4 demonstrative adjectives	<u>A. Presentation (9 mins)</u> a. T shows video to students and sets a real setting for Ss to understand the differences between the 4 words: " this, that, these and those."	T-Ss	 (1) video (2) PPT (3) timer (4) chalk (5) blackboard 	 a. Observation of the students' attention to teacher's presentation b. Observation of the students' participation in the

(2) To make	b. T shows the sentences that used in		group
sure that	the video, and gives the whole class	Ss	communication
student can	3 minutes to communicate in groups		
differentiate	to find out the rules of which kind of		
the 4	noun can follow each of the 4		
demonstrative	demonstrative adjectives.		
adjectives	T: Everyone, please look at the		
	sentences that we used in the video.		
	(See in appendix 1) Do you find		
	any words that repeatedly show up in		
	them?		
	Ss are supposed to answer "this"		
	"that" "these" and "those".		
	T: Can you find the similarity and		
	differences among the words that		

fc	ollowing these 4 words? Now you		
ha	ave 3 minutes to communicate in		
yo yo	our group, and 3 minutes later, each		
gı	roup needs to show your findings to		
ot	thers. Ready? Set? Go!		
c.	. 3 minutes later,T asks each		c . Students' responses to
g	roup to show their findings to		teacher's questions
ot	thers.		
d	. T summarizes their findings and		d . (1) Observation of
m	nake a complete version for Ss to	Ss-Ss	the students'
fo	ollow.		attention to teacher's
Т	: Good job! Your findings almost		summary
	Good job. Tour manips uniost		(2) assess whether
C0	omplete the rules of these 4 words.		students master the
N	Now let's make a summary together.		rules of these four
e.	.g. "These" is followed by		demonstrative
(s	singular/ plural) nouns.	T-Ss	adjectives
S	s are supposed to choose one from		
th	he choices to complete the rule.		

stands for "these", D stands for "those".

Then T will ask every A / B / C / D in each group to raise their hands to make sure that they know their roles. T: [Instruction checking question	T-Ss	
(ICQ)](1) Who stands for "this", please		
 raise your hands. (2) Who stands for "that", please raise your hands. (3) Who stands for "these", please 		
raise your hands. (4) Who stands for "those", please raise your hands.		

		Γ
b. T shows blank-filling sentences		
and leave 10 seconds for each		
sentence for each group to decide		
the answer. The student stands for		
the answer need to stand up after		
T's countdown from 10 to 1.		
c. After all the groups give their		
answers, T announce the correct		
answer and ask some of the students		
to explain the reason for those who		
give the wrong answer.		
[incentives] Each group can get		
one point for one correct answer	Ss	
and another one for clear		
explanation.		
T: 【ICQ】		
(1) How much time do you have to		
communicate with your group		
member to choose the correct		
answer?		

			 (2) Can you shout out your answer or the one who stands for the answer stands up to show the answer? (3) When can you show your answer? As soon as you know the answer or wait until teacher's countdown to 1? 			
20 mins	Sentence Pattern	A. To let Ss find out	A. <u>Presentation (8 mins)</u> (1) T shows Ss some sentences in the		(1) PPT;(2) computer	By observing the fluency and accuracy
				T C		
	Identificati	and	similar sentence pattern for students	T-Ss	(1) timer	that Ss do these
	on	summarize	to work out today's key sentence			activities, T can tell
		the	structure by themselves with the			whether they can
		sentence	help of T's clue.			apply the words and
		structure:	T: Boys and girls, please look at			sentences in speaking, reading
		a. This /	these sentences again (See appendix			and writing.
		That+ singular	1). Can you find the Dnouns / De			
		noun /				

uncountab le noun+ is+ adj b. These /	verbs / ③adjectives in each sentence? Ss are supposed to raise their hands to	
Those + plural noun +are +adj	answer this question. (if students are not clear about what noun / be verb /	
B. To let Ss identify the	adjective is, T can use [Concept	
errors in sentence by using	Checking Question (CCQ)] like "Which is a noun, book or sing?" to	
the sentence structures	help them.) T: What's their order? Now you have	
above.	4 minutes to communicate with your group member to work out the common sentence structure for these	

		
sentences. After that, you will be		
asked to share your findings to others.		
T: 【ICQ】 How much time do you		
have to work in groups?		
(2) Ss work out the sentence		
pattern in groups.		
(3) Each group shares findings.	Ss	
(4) T summarizes all the findings		
for Ss to follow.	Ss-Ss	
T: You've done pretty well! Let's		
order the words together to summarize		
the sentence structure.	T-Ss	
(See appendix 3)		
[incentives] Each group can get		
one point for one correct answer.		
(5) Ss have 1 minute to ask their	Ss	
group members for help if they are		
not clear about the sentence		(5)Assess students'
structure.		engagement in
		peer cooperation

T llas 1 4h 1 1			
T walks around the classroom and			
gives help to the group who needs			
help.			
B. Practice (12 mins)			
Bid for the Correct Sentences			
T shows Ss 10 sentences. Some of		B. Assess	
them are correct, some are not. Ss		whether	
need to identify the correct ones and		students	
use the "money" to bid for the		master the	
correct sentences. The group use		sentence	
least money to get most correct		patterns	
sentences wins.			
a. Instruction			
T: Now let's play an auction game.			
Each group will be given 5000 class			
dollars. Here I will show you some			
sentences. Some of them are correct,			
some have errors. You have 5 minutes			
to discuss with your group members	T-Ss		
which sentences are correct, and try to			
use less money to bid more correct			

sentences. The starting price of each	
sentence is 500 dollars, with at least	
100 dollars for each bidding. At the	
end of the auction, which group has	
the most correct sentences will be the	
winner. If more than one group have	
the same number of correct sentences,	
the group with more money left will	
be the winner.	
T: 【ICQ】	
(1) How much time do you have to	
discuss with your group members?	
(2) Do you need to bid every	
sentence? What kind of sentences	
do you need to bid?	
(3) How much dollars at least do you	
need to add for each bidding?	b. Observation of
b. Group discussion	students'
c. Auction	participation in
d. After the auction is finished, T	group discussion
announce the correct sentences and	

			ask some of the students to correct			
			the wrong ones.			
			[incentives] The winning group			
			gets 2 points, the rest of the groups	Ss		
			get 1 point. For each correct	Ss		
			correction gets one point			
			to the group.	T-Ss		
15 mins	Group	To make a	Group show (15 mins)		(1) timer	T can check how
	Production	group show by	a. T instructs how to make a group		(2) PPT	well the Ss absorb
		using key	show using key words and	T-Ss		and apply the
		words and	sentence structures			demonstrative
		sentence	T: Now you will get 5 minutes to			adjectives and
		structures	prepare a group show. You need to use			sentence structures
			as many key words (this, that, these,			
			those) and key sentence structures (1)			
			This/ That +singular noun/			
			uncountable noun+ is +adj.			
			②These/ Those+ plural noun + are			
			+adj.) as you can to make a 1-minute			

	1		
	story and act this story out to others.		
	One of your group mate will be the		
	director to help actors/actresses to act		
	the story out. One will the writer to		
	help the group to make the story.		
	The other two students will be the		
	actors/ actresses. You decide which		
	one plays with role in your group in 30		
	seconds.		
	[incentives] The group using the		
	most key words and sentence		
	structures the group with the most		
	interesting story will get 2 points.		
	The rest of the group will get only		
	one point.		
	[ICQ]		
	(1) Director/ Writer/ Actors or		
	actresses in each group, please put		
	up your hands.		
I			

(2) How much time do you have to prepare for the show? (3) How to get 2 points? b. Ss prepare for the show in groups with group membersSsc. Group show time Each group has 1 minute to show their story to others.SsAt the end of this session, the whole class vote for the most interesting story.Si	 1			
(3) How to get 2 points? b. Ss prepare for the show in groups with group membersc. Group show timeEach group has 1 minute to show theirstory to others.At the end of this session, the wholeclass vote for the most interesting		(2) How much time do you have to		
b. Ss prepare for the show in groupswith group membersc. Group show timeEach group has 1 minute to show theirStory to others.Story to others.At the end of this session, the wholeclass vote for the most interesting		prepare for the show?		
with group membersSsc. Group show time-Each group has 1 minute to show their-story to others.SsAt the end of this session, the whole-class vote for the most interesting-		(3) How to get 2 points?		
c. Group show timeEach group has 1 minute to show theirStory to others.At the end of this session, the wholeclass vote for the most interesting		b. Ss prepare for the show in groups		
Each group has 1 minute to show their story to others.SsAt the end of this session, the whole class vote for the most interestingImage: Class vote for the most interesting		with group members	Ss	
story to others. Ss At the end of this session, the whole Image: Class vote for the most interesting		c. Group show time		
At the end of this session, the whole class vote for the most interesting		Each group has 1 minute to show their		
class vote for the most interesting		story to others.	Ss	
		At the end of this session, the whole		
story.		class vote for the most interesting		
		story.		

8 mins	Wrap-up	To summarize the knowledge and Ss' performance	<u>A. Summarization (2 mins)</u> a. T summarizes the knowledge for students	T-Ss	 reward exercise sheets 	
			b. T summarizes Ss' performance and give suggestions for their further improvement	T-Ss		
			B. Post-test (6 mins) S is given a page of exercise to check how much knowledge they have mastered in this lesson. The ones who do it fast and correctly are allowed to be the little teacher to help other groups.	Ss		T compares the pre- test mark with post- test mark to see how much progress the Ss made after this lesson.
7 mins	Self- reflection	To self-reflect	Ss are given questionnaires to reflect their performance as well as their group performance and their	Ss	questionnaires	Assess whether cooperative learning enhance students'

opinion towards cooperative		motivation and
learning strategy		knowledge
		acquirement

Appendix 1 Sentences used in the video

This coca cola is my favorite. That yogurt is a new product. These okras are not fresh. Those Chinese cabbages are very nice. This durian is ripe. These watermelons are very juicy. Those cookies are tasty. But those potato chips are on discount. Those potato chips are not good for health. That sandwich is delicious.

Appendix 2 Summary of key words

"This" is followed by _

Key word	Type of noun	Example
this	singular	this book
	uncountable	this paper

"That" is followed by _____

Key word	Type of noun	Example
that	singular	that bag
	uncountable	that tissue

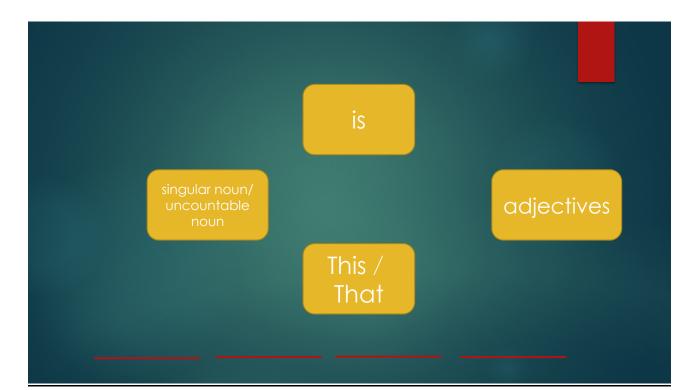
"These" is followed by

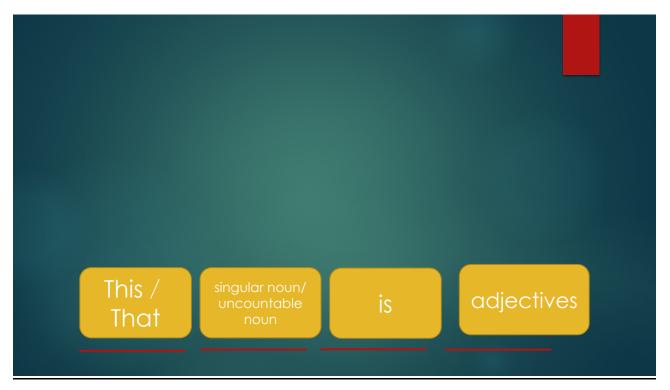
"Those" is followed by

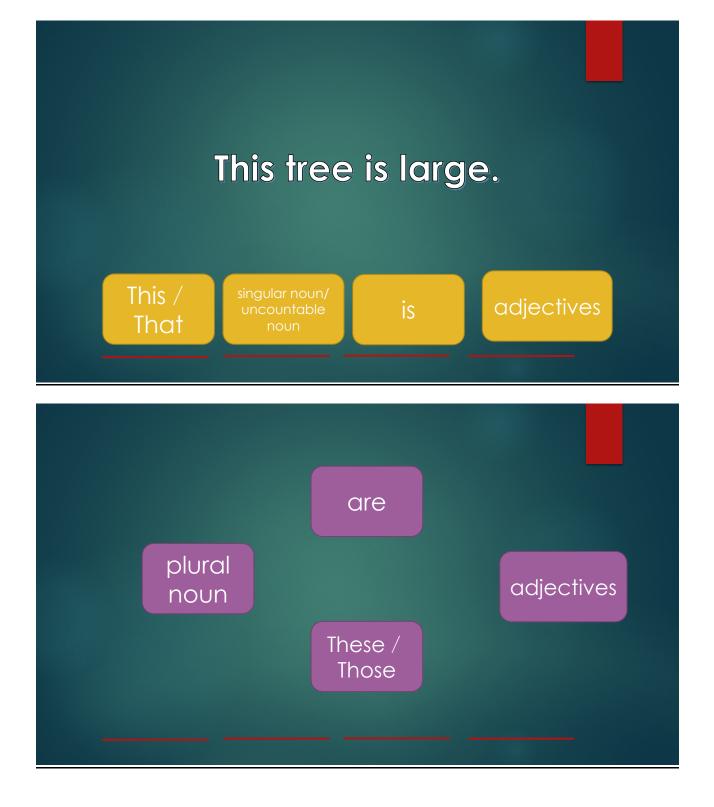
those plural those	e toy

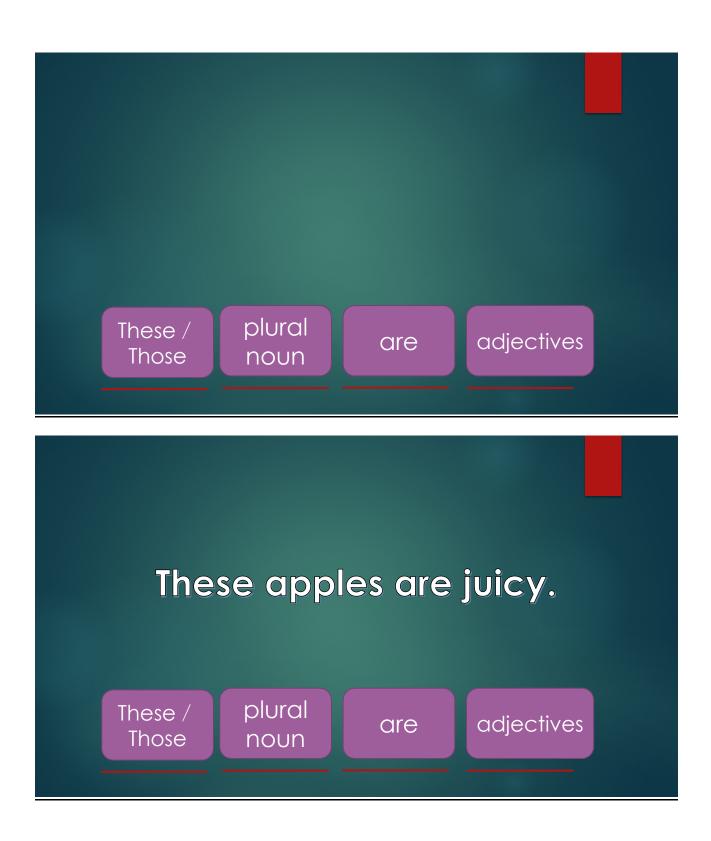
Key word	Type of noun	Example
	singular countable	this book that bag
this/ that	uncountable	this paper that tissue
these/those	plural countable	these pencils Those toys

Appendix 3 Summary of sentence structure









Appendix 4 Questionnaires

Appendix: 关于合作学习对学生学习动机的调查问卷

亲爱的同学:

您好!非常感谢您接受本次问卷调查,请您根据自己的真实情况认真如实地选择。 本次调查的目的在于分析合作学习对学习动机的影响,问卷仅供本次研究使用, 您的信息我们将严格保密!您的认真回答对我们的研究起关键作用,谢谢您的合 作!

1=非常同意 2=同意 3=不确定 4=不同意 5=非常不同意

	1	2	3	4	5
1. 我覺得這堂課是有趣的					
2. 在這堂課上, 我能專注於老師的講解和小組活動					
3. 在這堂課上, 當我和組員完成任務時, 我感到自信					
4. 在這堂課上, 我認為小組活動對我的學習有幫助					
5. 在這堂課上, 我覺得同組成員給我提供了幫助					
6. 在這堂課上, 我覺得通過小組活動增進了組員間的交流					
7. 在這堂課上, 我從幫助組員的過程中鞏固了自身的知識					
8. 我願意以後多參加這種小組竞争的課堂學習活動					

Appendix 5 Bidding Form

No.	sentences for bidding	sold price	goes to group	correction
1	This book is green.			
2	That bottle is full.			
3	These water is clean.			
4	This tables are dirty.			
5 T	hese computers are more expensive than those.			
6	This boy next to me is naughty.			
7	This puppy is so cute.			
8	Those car are overspeed.			
9	These apples near me are juicy.			
10	That girls are pretty.			
11	Those students are hard-working.			
12	That man over there is Mr. Lau.			
13	This grocery over there is crowded.			
14	Those children are happy.			
15	These sandwiches far away are rotten.			

Each group has 5000 classroom dollars to bid the correct sentences.
 The beginning price of each sentence is at the 500 classroom dollars. Each bid should be at least 100 classroom dollars.

3. The group gets the most correct sentences using least money is the winner.