

**Topic of the Unit plan:** Opposites

**Duration:** 70 min      **Periods:** 2

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

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

**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 low-achievers. 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



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

		<p>(2) To make sure that student can differentiate the 4 demonstrative adjectives</p>	<p><b>b. T shows the sentences that used in the video, and gives the whole class 3 minutes to communicate in groups to find out the rules of which kind of noun can follow each of the 4 demonstrative adjectives.</b></p> <p>T: Everyone, please look at the sentences that we used in the video.</p> <p>(See in appendix 1) Do you find any words that repeatedly show up in them?</p> <p>Ss are supposed to answer “this” “that” “these” and “those”.</p> <p>T: Can you find the similarity and differences among the words that</p>	Ss		group communication
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		<p>following these 4 words? Now you have 3 minutes to communicate in your group, and 3 minutes later, each group needs to show your findings to others. Ready? Set? Go!</p> <p><b>c. 3 minutes later, T asks each group to show their findings to others.</b></p> <p><b>d. T summarizes their findings and make a complete version for Ss to follow.</b></p> <p>T: Good job! Your findings almost complete the rules of these 4 words. Now let's make a summary together. e.g. "These" is followed by _____ (singular/ plural) nouns.</p> <p>Ss are supposed to choose one from the choices to complete the rule.</p>	<p>Ss-Ss</p> <p>T-Ss</p>		<p>c. Students' responses to teacher's questions</p> <p>d. (1) Observation of the students' attention to teacher's summary (2) assess whether students master the rules of these four demonstrative adjectives</p>
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			<p>(See complete version in appendix 2)</p> <p><b><u>incentives</u></b> Each group can get <b><u>one point for one correct answer.</u></b></p> <p><b>e. Ss have 1 minute to ask their group mates for help if they are not clear about the differences of the 4 words.</b></p> <p>T walks around the classroom and gives help to the group who needs help.</p> <p><b><u>B. Practice (6 mins)</u></b></p> <p><b>a. T assigns A,B,C,D students in each group. A student stands for “this”, B stands for “that”, C stands for “these”, D stands for “those”.</b></p>	Ss		<p><b>B.</b> Observe whether students’ understand the rules of activities</p>
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			<p><b>Then T will ask every A / B / C / D in each group to raise their hands to make sure that they know their roles.</b></p> <p>T: <b>【Instruction checking question (ICQ) 】</b></p> <p>(1) Who stands for “this”, please raise your hands.</p> <p>(2) Who stands for “that”, please raise your hands.</p> <p>(3) Who stands for “these”, please raise your hands.</p> <p>(4) Who stands for “those”, please raise your hands.</p>	T-Ss		
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		<p><b>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.</b></p> <p><b>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.</b></p> <p><b><u>【incentives】 Each group can get one point for one correct answer and another one for clear explanation.</u></b></p> <p><b>T: 【ICQ】</b></p> <p>(1) How much time do you have to communicate with your group member to choose the correct answer?</p>	Ss		
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			<p>(2) Can you shout out your answer or the one who stands for the answer stands up to show the answer?</p> <p>(3) When can you show your answer? As soon as you know the answer or wait until teacher's countdown to 1?</p>			
20 mins	Sentence Pattern Identification	<p>A. To let Ss find out and summarize the sentence structure:</p> <p>a. This / That+ singular noun /</p>	<p><b>A. <u>Presentation (8 mins)</u></b></p> <p><b>(1) T shows Ss some sentences in the similar sentence pattern for students to work out today's key sentence structure by themselves with the help of T's clue.</b></p> <p>T: Boys and girls, please look at these sentences again (See appendix 1). Can you find the①nouns / ②be</p>	T-Ss	<p>(1) PPT;</p> <p>(2) computer</p> <p>(1) timer</p>	<p>By observing the fluency and accuracy that Ss do these activities, T can tell whether they can apply the words and sentences in speaking, reading and writing.</p>

		<p>uncountable noun+ is+ adj..</p> <p>b. These /  Those + plural noun +are +adj..</p> <p>B. To let Ss identify the errors in sentence by using the sentence structures above.</p>	<p>verbs / ③adjectives in each  sentence?</p> <p>Ss are supposed to raise their hands to answer this question. (if students are not clear about what noun / be verb / adjective is, T can use <b>【Concept Checking Question (CCQ)】</b> like “Which is a noun, book or sing?” to help them.)</p> <p>T: What’s their order? Now you have 4 minutes to communicate with your group member to work out the common sentence structure for these</p>			
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			<p>sentences. After that, you will be asked to share your findings to others.</p> <p>T: <b>【ICQ】</b> How much time do you have to work in groups?</p> <p><b>(2) Ss work out the sentence pattern in groups.</b></p> <p><b>(3) Each group shares findings.</b></p> <p><b>(4) T summarizes all the findings for Ss to follow.</b></p> <p>T: You've done pretty well! Let's order the words together to summarize the sentence structure.</p> <p>(See appendix 3)</p> <p><b><u>【incentives】 Each group can get one point for one correct answer.</u></b></p> <p><b>(5) Ss have 1 minute to ask their group members for help if they are not clear about the sentence structure.</b></p>	<p>Ss</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>Ss</p>		<p>(5)Assess students' engagement in peer cooperation</p>
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			<p>T walks around the classroom and gives help to the group who needs help.</p> <p><b><u>B. Practice (12 mins)</u></b></p> <p><b><u>Bid for the Correct Sentences</u></b></p> <p><b>T shows Ss 10 sentences. Some of them are correct, some are not. Ss need to identify the correct ones and use the “money” to bid for the correct sentences. The group use least money to get most correct sentences wins.</b></p> <p><b>a. Instruction</b></p> <p>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 which sentences are correct, and try to use less money to bid more correct</p>	<p>T-Ss</p>		<p>B. Assess whether students master the sentence patterns</p>
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			<p>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.</p> <p>T: <b>【ICQ】</b></p> <p>(1) How much time do you have to discuss with your group members?</p> <p>(2) Do you need to bid every sentence? What kind of sentences do you need to bid?</p> <p>(3) How much dollars at least do you need to add for each bidding?</p> <p><b>b. Group discussion</b></p> <p><b>c. Auction</b></p> <p><b>d. After the auction is finished, T announce the correct sentences and</b></p>			<p>b. Observation of students' participation in group discussion</p>
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			<p><b>ask some of the students to correct the wrong ones.</b></p> <p><b><u>【incentives】 The winning group gets 2 points, the rest of the groups get 1 point. For each correct correction gets one point to the group.</u></b></p>	<p>Ss</p> <p>Ss</p> <p>T-Ss</p>		
15 mins	Group Production	To make a group show by using key words and sentence structures	<p><b><u>Group show (15 mins)</u></b></p> <p><b>a. T instructs how to make a group show using key words and sentence structures</b></p> <p>T: Now you will get 5 minutes to prepare a group show. You need to use as many key words (this, that, these, those) and key sentence structures (① This/ That +singular noun/ uncountable noun+ is +adj.</p> <p>②These/ Those+ plural noun + are +adj.) as you can to make a 1-minute</p>	T-Ss	(1) timer (2) PPT	T can check how well the Ss absorb and apply the demonstrative adjectives and sentence structures



		<p>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.</p> <p><b><u>【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.</u></b></p> <p><b>【ICQ】</b></p> <p>(1) Director/ Writer/ Actors or actresses in each group, please put up your hands.</p>			
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		<p>(2) How much time do you have to prepare for the show?</p> <p>(3) How to get 2 points?</p> <p><b>b. Ss prepare for the show in groups with group members</b></p> <p><b>c. Group show time</b></p> <p>Each group has 1 minute to show their story to others.</p> <p>At the end of this session, the whole class vote for the most interesting story.</p>	<p>Ss</p> <p>Ss</p>		
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8 mins	Wrap-up	To summarize the knowledge and Ss' performance	<p><b><u>A. Summarization (2 mins)</u></b></p> <p><b>a. T summarizes the knowledge for students</b></p> <p><b>b. T summarizes Ss' performance and give suggestions for their further improvement</b></p> <p><b><u>B. Post-test (6 mins)</u></b></p> <p><b>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.</b></p>	<p>T-Ss</p> <p>T-Ss</p> <p>Ss</p>	<p>(1) reward</p> <p>(2) exercise sheets</p>	<p>T compares the pre-test mark with post-test mark to see how much progress the Ss made after this lesson.</p>
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'

			<b>opinion towards cooperative learning strategy</b>			motivation and knowledge acquirement
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## 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 \_\_\_\_\_.**

- A. singular noun
- B. plural noun
- C. uncountable noun

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

“That” is followed by \_\_\_\_\_.

- A. singular noun
- B. plural noun
- C. uncountable noun

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

“These” is followed by

\_\_\_\_\_.

- A. singular noun
- B. plural noun
- C. uncountable noun



Key word	Type of noun	Example
these	plural	these pencils

“Those” is followed by

\_\_\_\_\_.

- A. singular noun
- B. plural noun
- C. uncountable noun



Key word	Type of noun	Example
those	plural	those toys

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

### Appendix 3 Summary of sentence structure

is

singular noun/  
uncountable  
noun

adjectives

This /  
That

This /  
That

singular noun/  
uncountable  
noun

is

adjectives

This tree is large.

This /  
That

singular noun/  
uncountable  
noun

is

adjectives

are

plural  
noun

adjectives

These /  
Those



These /  
Those

plural  
noun

are

adjectives

These apples are juicy.

These /  
Those

plural  
noun

are

adjectives

## 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

<b>Sentences Auction</b>				
<b>No.</b>	<b>sentences for bidding</b>	<b>sold price</b>	<b>goes to group</b>	<b>correction</b>
1	This book is green.			
2	That bottle is full.			
3	These water is clean.			
4	This tables are dirty.			
5	These 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.			

**NOTES :**

1. Each group has 5000 classroom dollars to bid the correct sentences.
2. 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.