COOPERATIVE LEARNING

LESSON PLAN

By Nada Salem Abisamra
COVER SHEET

Student Teacher : Nada Salem Abisamra

Regular Teacher : Nada Salem Abisamra

Coordinating Teacher : Mrs. H.

School : ND School

Class : Second Secondary, Section 3

Learning Stage of Class : High Intermediate to Advanced

Age Level of Class : 16 - 17

Size of Class : 32 students

Other Relevant Factors: (e.g. syllabus, class texts, examination system, degree of student motivation, reason(s) for studying English, literacy level ....)
- They study English as a third language
- They study English only two hours a week
- Text Books Used: * “The New Open Access” Terminales - Hatier
  * “Understanding & Using English Grammar” By Betty S. Azar
  Prentice Hall Regents
Lesson Plan

Student Teacher’s Name: Nada Salem Abisamra
Date of Presentation: Tuesday, May 5th, 1998

Estimated Time of Lesson: 50 minutes
Teaching Point: Subjunctive Mood
Pre-assessment Activity: Analysis of students’ errors in Essay Writing
Relationship to Current Unit: None
Pre-entry Performance: Students have had lessons on Indicative and Conditional Moods.

Performance Objectives:

A - Content:
  a- Students will know that the conditional and the subjunctive Moods are very similar.
  b- Students will be able to use the verbs in the subjunctive mood accurately.
  c- Students will be able to justify the use of the tenses: Past and Past Perfect Subjunctive.

B - Process:
  a- Students will give examples, deduce rules, practice, correct and justify.
  b- Students will work in teams, interact, cooperate, teach each other, be responsible for their own learning, and work collaboratively toward common goals.
  c- Students will complete worksheets and correct them.
  d- Students will take a quiz and be individually accountable.
  e- Students will determine individual improvement points.
  f- Students will compete only with their previous achievements.

Criterion Level: 80% of the students will perform as specified at least 80% of the time.
Materials: Blackboard, worksheets, Text Book
Procedures : Teacher and Student Activities

A - Teacher Activities: Planning the Lesson
a- Rank Students from highest to lowest based on past performance (Base Score)
b- Decide on the number of teams: divide total student number by 4. The quotient will be the number of teams.
c- Assign students to heterogeneous teams: the groups should be balanced by gender and ethnicity, and have equal ranges of ability.
d- Prepare: - Lesson to teach
   - Worksheets and Answers
   - Game / Quiz and Answers
   - Quiz Score Sheets
   - Team Recognition Forms
e- Plan Team-Building Activities and prepare the set of procedures the students have to follow such as the following:
   - Make sure their teammates have learned the material
   - No one finishes studying until all teammates have mastered the subject ➔ Insist on the good Team Spirit
   - Ask teammates for help before asking the teacher.
   - Talk to each other softly and behave seriously.

B - Teacher & Student Activities: Implementing the Lesson
a- Teacher Presentation: Instruction (10 minutes)
   1- Introduction:
      - Reviewing previous lesson quickly (Conditional Mood) and relating it to current lesson (Subjunctive Mood—past and past perfect tenses).
      - Specifying the goals
   2- Presenting, explaining and modeling the skills (The students should be active and deduce the rules themselves whenever possible).
      [cf. The Subjunctive Mood]
b- Transition to Teams: (5 minutes)
   1- Explain how cooperative learning works and the procedures to be followed
   2- Assign each student to a team
   3- Assign the location in the room for the different teams
   4- Give the procedures for obtaining and turning in materials
   5- Give the time frames

c- Team Study and Monitoring: (14 minutes)
   1- Give each team two copies of the worksheets only then two copies of the answer sheets (so that they work in pairs).
   2- Ask team members to study work-sheets and answer sheets to practice and assess their knowledge of the past and past perfect subjunctive.
   3- Monitor the students’ work carefully (check if somebody is dominating or not participating).
   4- Focus on positive practice: praise the team who is working well and show others how they are doing it.

d- Individual Testing / Quiz: (8 minutes)
   1- Each student sits alone for the quiz.
   2- Each Student has to understand the content and demonstrate his/her understanding.
      They are individually accountable!

e- Quiz Correction: (6 minutes)
   Students in different teams correct each other’s quizzes after having received the quiz answer sheets.

f- Team Recognition: (5 minutes)
   1- Distribute the “Team Summary Sheets” on which the Base Scores should be written in advance.
   2- Get students to determine individual improvement scores according to the guidelines mentioned on the Team Summary Sheets.
   3- Recognize Teams according to the guidelines mentioned on the Team Summary Sheets as well.
   4- Give the different certificates to the “Good Team, Great Team and SUPER TEAM.”
Students should understand that they have Equal Opportunity for Success; they compete Only against their past performances; Effort and Improvement count a lot!

**g- Closure:** (2 minutes)
Review and discuss (briefly) the various components of S.T.A.D. → ask students for their opinion to see whether they have liked this method or not.

**Assignment**
: **Textbook (Betty Azar’s)**
  - p. 362/363 Numbers 18 - 19

**Contingency Plans**
: 1- In case the lesson on past and past perfect subjunctive proves to be very easy for the students, I explain the present subjunctive and have them give me the examples themselves / or make up an exercise on all the tenses in the subjunctive mood.

2- The teams that work very seriously and finish early will be given a handout/questionnaire on which they could work so as not to waste time. This handout is titled “Are you Introverted or Extroverted?”

**Comment/Self-Evaluation**
: ..........................................................................................................................
# TEAM ORGANIZATION

**Second Secondary Class: Section 4**

*(The names are fictitious)*

<table>
<thead>
<tr>
<th>Team</th>
<th>Member</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Natacha</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>Marcelle</td>
<td>15</td>
</tr>
<tr>
<td>C</td>
<td>Jasmine</td>
<td>14</td>
</tr>
<tr>
<td>D</td>
<td>Aladdin</td>
<td>14</td>
</tr>
<tr>
<td>E</td>
<td>Fadi</td>
<td>14</td>
</tr>
<tr>
<td>F</td>
<td>Joelle</td>
<td>14</td>
</tr>
<tr>
<td>G</td>
<td>Carla</td>
<td>13</td>
</tr>
<tr>
<td>H</td>
<td>Simone</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-Lara</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Carl</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Lamia</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Michelle</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Josephine</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Saria</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Mira</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mariane</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Lara</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Jean</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Lamia</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Josephine</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Saria</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Mira</td>
<td>11</td>
</tr>
</tbody>
</table>

**GROUPS:**

- **A**: N. (15), L. (13), J-P. (9), M (5)
- **B**: M. (15), M. (13), P. (10), R. (8)
- **C**: J. (14), C. (12), D. (10), E. (8)
- **D**: A. (14), M-P (12), E. (10), M. (8)
- **E**: F. (14), L. (12), J. (11), M. (9)
- **F**: J. (14), J. (12), A. (11), J. (9)
- **G**: C. (13), M. (11), C. (11), S. (9)
- **H**: S. (13), S. (11), Z. (11), B. (9)
The Subjunctive Mood

It is used to show imaginary or desirable situations in the present and in the past.

A - The Present Subjunctive: (Incomplete Infinitive)

It is used after the verbs: to order, to command, to demand, to advise and to suggest (when they are followed by that or by a subject, not an object)

E.g. The General ordered that John come on time.
    The General ordered John to come on time.

E.g. I commanded he be hanged.
     I commanded him to hang the criminal.

B - The Past & Past Perfect Subjunctive:

They are used after the following verbs or expressions:
- To wish
- It’s (about / high) time ➞ S. Past
- If Only
- Suppose / Supposing
- As if / As though
- I’d rather + Subject

a- The Past Subjunctive: (Simple Past form)

It is used when we speak in general, in the present or in the future (cf. 2nd type of conditional sentences)

E.g. I wish I were you (But I AM not), then I would go skiing everyday.

b- The Past Perfect Subjunctive: (Past Perfect form)

It is used when we refer to a past action that we regret. (cf. 3rd type of conditional sentences)

E.g. I wish I hadn’t fought with my parents last week (but I did), then they would have allowed me to go to the movies with you.
# Team Summary Sheet

**Team Name:** ................................................................................

**TEAM Members**

<table>
<thead>
<tr>
<th>Base Score</th>
<th>Quiz Score</th>
<th>Progress</th>
<th>Base Score</th>
<th>Quiz Score</th>
<th>Progress</th>
<th>Base Score</th>
<th>Quiz Score</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Team Score**

**Team Average** *

**Team Award**

* Team Average = Total Team Score ÷ Number of Team Members

## How to Determine Individual Improvement Scores?

### Quiz

<table>
<thead>
<tr>
<th>Imp. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

### Team Recognition:

(Based on “Team Average”)

- GOOD TEAM = 3 points
- GREAT TEAM = 4 points
- SUPER TEAM = 5 points or more
Worksheet: Objective: Past and Past Perfect Subjunctive
Subject: English as a Foreign Language

Instructions: Use the verbs in parentheses in the correct form.

1- People with curly hair wish they (have) ………………………Straight hair instead.

2- Tony hopes he (remember) ………………………………to buy his wife a gift this afternoon.

3- I can’t decipher your handwriting! I wish you (write) ……………………………with a fountain-pen.

4- Suppose I (not, come) ………………………………to class on time two days ago, (you, send)
…………………………………………...me out?

5- Stop behaving like a child! It’s time you (grow) ……………………………up!

6- I wish today (be) ………………………………a holiday, then I (be) ………………………lying in the sun!

7- They wished they (never, leave) ……………………………the country and hoped they (return)
…………………………………………some day.

8- If only she (drive) ………………………………more carefully that day!

9- I’d rather (not, tell) ………………………………you where they’ve gone; you will have to guess.

10- Wouldn’t you rather you (be liked) ………………………………by the members
of your family?

11- He is such a nuisance. I wish I (never, meet) ………………………………him.

12- He is behaving as though I (not, deserve) ………………………………to be here!

13- It’s time something (do) ………………………………about pollution!

14- Supposing he (mean) ………………………………to do you harm now, what (you, do)
…………………………………………?

15- If only I (Know) …………………………how to repair this car! What shall I do?

16- I’d rather she (not, shout) ………………………………at me so often!

17- When I entered Mr. Salameh’s office I was afraid he would yell at me but instead he talked to me nicely, as if nothing (happen) ………………………………

18- How could I have forgotten to bring the certificates? I’d rather you (remind) ………………………………to do so before we came.
Worksheet Answers

Subject: English as a Foreign Language

Objective: Past and Past Perfect Subjunctive

Instructions: Use the verbs in parentheses in the correct form.

1- People with curly hair wish they had/could have Straight hair instead.
2- Tony hopes he will remember to buy his wife a gift this afternoon.
3- I can’t decipher your handwriting! I wish you had written with a fountain-pen.
4- Suppose I hadn’t come to class on time two days ago, would you have sent me out?
5- Stop behaving like a child! It’s time you grew up!
6- I wish today were a holiday, then I would be lying in the sun!
7- They wished they had never left the country and hoped they would return some day.
8- If only she had driven more carefully that day!
9- He’d rather not tell you where they’ve gone; I think you will have to guess.
10- Wouldn’t you rather you were liked by the members of your family?
11- He is such a nuisance. I wish I had never met him.
12- He is behaving as though I didn’t deserve to be here!
13- It’s time something were done about pollution!
14- Supposing he meant to do you harm now, what would you do?
15- If only I knew how to repair this car! What shall I do?
16- I’d rather she didn’t shout at us so often!
17- When I entered Mr. Salameh’s office I was afraid he would yell at me but instead he talked to me nicely, as if nothing had happened.
18- How could I have forgotten to bring the certificates? I’d rather you had reminded me to do so before we came.
Student Team Learning

Subject: English as a Foreign Language

Game/Quiz: Objective: Past and Past Perfect Subjunctive

Instructions: Complete each sentence so that it means the same as the one before.

1- Won’t the snow ever stop?
   If only ..................................................................................................................

2- John is sorry he smashed up his car.
   John wishes .........................................................................................................

3- Why don’t you tell them what they are to do?
   I’d rather you ....................................................................................................

4- You haven’t made a decision yet!
   It’s about time you ............................................................................................

5- She spends a lot of money, and yet she is in debt.
   She behaves as though ........................................................................................

6- It’s a pity they were captured.
   If only ................................................................................................................

7- What if I didn’t want you to come to my birthday?
   Suppose ...............................................................................................................

8- Everyone would like you to begin the show.
   It’s high time you ............................................................................................... 

9- He felt sorry she didn’t wait.
   He wished ...........................................................................................................

10- I’d prefer you to come early.
    I’d rather you ..................................................................................................
Game/Quiz Answers

Subject: English as a Foreign Language
Objective: Past and Past Perfect Subjunctive

Instructions: Complete each sentence so that it means the same as the one before.

1- Won’t the snow ever stop?
   If only the snow would stop!
2- John is sorry he smashed up his car.
   John wishes he hadn’t smashed up his car.
3- Why don’t you tell them what they are to do?
   I’d rather you told them what they are to do.
4- You haven’t made a decision yet!
   It’s about time you made a decision.
5- She spends a lot of money, and yet she is in debt.
   She behaves as though she weren’t in debt.
6- It’s a pity they were captured.
   If only they hadn’t been captured!
7- What if I didn’t want you to come to my birthday?
   Suppose I hadn’t wanted you to come to my birthday?
8- Everyone would like you to begin the show.
   It’s high time you began the show!
9- He felt sorry she didn’t wait.
   He wished she had waited.
10- I’d prefer you to come early.
    I’d rather you came / would come early.