

Teaching English as a Foreign Language: Practicum
Education 266
March 1998

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

S.T.A.D.

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)

<i>A-Natacha</i>	15	<i>E- Jad</i>	11
<i>B-Marcelle</i>	15	<i>G- Cynthia</i>	11
<i>C-Jasmine</i>	14	<i>F- Antoinette</i>	11
<i>D-Aladdin</i>	14	<i>H- Zeina</i>	11
<i>E-Fadi</i>	14	<i>C- Dina</i>	10
<i>F-Joelle</i>	14	<i>D- Elissa</i>	10
<i>G-Carla</i>	13	<i>B- Paula</i>	10
<i>H-Simone</i>	13	<i>A- Jeanine</i>	9

<i>B- Mariane</i>	13	<i>H- Brigitte</i>	9
<i>A-Lara</i>	13	<i>G- Samia</i>	9
<i>C- Carl</i>	12	<i>F- Jean</i>	9
<i>E-Lamia</i>	12	<i>E- Maria</i>	9
<i>D-Michelle</i>	12	<i>C- Emile</i>	8
<i>F-Josephine</i>	12	<i>D- Milad</i>	8
<i>H-Saria</i>	11	<i>B- Ronald</i>	8
<i>G-Mira</i>	11	<i>A- Mary</i>	5

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	Date :			Date :			Date :		
	Quiz :			Quiz :			Quiz :		
	Base Score	Quiz Score	Pro- gress	Base Score	Quiz Score	Pro- gress	Base Score	Quiz Score	Pro- gress
<i>Total Team Score</i>									
<i>Team Average *</i>									
<i>Team Award</i>									

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

How to Determine Individual Improvement Scores?

<u>Quiz</u>	<u>Imp. Points</u>
1) More than 2 points below Base Score	0
2) 2 points below to 1 point below Base Score	2
3) Base Score to 2 points above Base Score	4
4) More than 2 points Above Base Score	6
5) Perfect Paper (regardless of Base Score)	6

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 stead.
- 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.