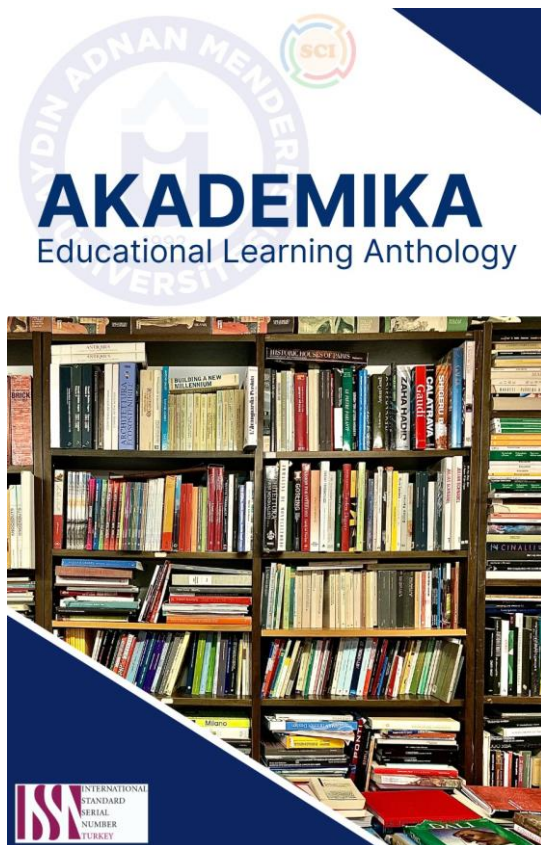


COOPERATIVE LEARNING ACTIVITIES IN TEACHING GRAMMAR



AKADEMIKA: EDUCATIONAL LEARNING ANTHOLOGY

Volume: 1

Pages: 19-30

Document ID: 2023AELA0007

DOI: 10.5281/zenodo.10444050

Manuscript Accepted: November 2023

Cooperative Learning Activities in Teaching Grammar

Bong B. Lumabao*

For affiliations and correspondence, see the last page.

This research output is based on the finding of the study on the use of cooperative learning activities in enhancing the students' grammatical competence. It was found out that there was a significant difference between the pre-test and post-test mean scores of the students after an intervention was conducted. Thus, cooperative learning activities were considered effective tools to improve the students' competency in grammar (Lumabao, 2013).

Based on STI Headquarters' existing syllabus in ComArts 1 (Communication Arts 1 Courseware), some lessons in grammar were identified and cooperative learning activities were designed to be incorporated or used in the teaching – learning process to make learning more meaningful and effective.

Among the topics identified were as follow: Tenses of Verbs, Subject-Verb Agreement, Prepositions, Adjectives, Sentence Patterns and Transition Words. These topics were distributed in the different periods of the whole First Semester of the school year (Lumabao, 2013).

Topic 1: What Does “Tense” Mean?

Lesson: **Tenses of Verbs**
Time frame: **For Week 3 as indicated in the courseware**

Learning Trigger

The students will watch a short video clip entitled: “Extraordinary Pantene Commercial”. The commercial is all about a mute girl who dares to play violin despite her disabilities. Her desire to project her talent to the world is hindered by those people who discriminated and underestimated her capacity due to her disabilities. Through the help of an old man, who inspired, guided and ignited her burning desire, she was able to play violin in front of the public and proved her worth. Though many still do not appreciate what she can do best, she still pursued putting others into awe every time she performs.

Discussion Points

After watching the short presentation, the teacher will form pairs and ask the following questions:

- a) What are the different realities that are presented in the video clip?
- b) How do these realities affect us as individuals?
- c) What were those painful experiences that you encountered that test your capacity as individual?
- d) How did they help you in becoming of who you are right now?
- e) What will you do to become strong in facing the challenges in life in the future?
- f) How will you preserve your self-worth despite the discrimination of others?
- g) What can you say about the time of actions/tenses in the movie clip?

Learning Points

Tense refers to the verb attribute showing the time of action, condition, or state of being in relation to the time of speaking or writing. Verbs have forms of tense indicating the present, past, of future time.

The principal parts of the verb used to form tense are:

- | | | |
|---------------------------|---|----------------------------------|
| 1. the simple form | - | take (without the infinitive to) |
| 2. the s-form | - | sings, dances |
| 3. the past form | - | brought, looked |
| 4. the present participle | - | making, bringing |
| 5. the past participle | - | taken, borrowed |

The teacher prepares a group of metacards containing the different characteristics of the tenses of verb. Each pair picks a metacard. After a given time, the pair discusses the picked concept and gives examples for each characteristic of the tense. Afterwards, the pair presents its output to the class.

The Simple Present Tense

The simple present tense expresses:

1. A present fact

Example:

- a) The teacher explains about the sense of human dignity and integrity.
- b) The students realize the value of self-worth.

2. Habitual action or state of being extending from time in the past through the present and into the future.

Example:

- a) They always believe that love is a fallacy.
- b) She prays wherever she goes.

3. A general or all-time truth

Example:

- a) The earth revolves around the sun.
- b) The heart is the pumping center of the body.

4. Simple futurity

Example:

- a) John prepares his presentation for the exhibit next week.

5. The historical present, which is used in narration, book reviews, reports, etc.

Example:

A person has innate virtues within him. He sees the goodness of others instead of judging them. He shows respect to humanity. He still remains good even if others are not, even if others do not and even if others cannot.

The Simple Past Tense

The simple past tense expresses an action, condition or situation in the past. This action, condition, or situation took place or existed at some time in the past and is not carried over to the present. The past tense may be used with time expression such as yesterday, a while ago and last week. English verbs fall into two groups such as regular and the irregular verbs.

Regular verbs form their past by adding d or ed to the simple form.

Examples:

watch – watched	look - looked
talk - talked	wait – waited

Irregular verbs form their past in a variety of ways.

Examples:

Say – said	eat - ate
Catch – caught	come - came
Buy – bought	lose – lost

The Simple Future Tense

The simple future tense expresses an action that will take place in the future. The simple future verb phrase is formed by adding will/shall to the simple form of the verb.

Examples:

I will return your book tomorrow.
When I get there, I will visit you.

Cooperative Learning Activity: Think-Pair-Share Strategy

After the pair sharing, the teacher provides a quiz to evaluate the students' analysis about the topic. They will answer the quiz together in pairs.

Pair Exercise.

Complete the following paragraphs with the appropriate form of the verb. Write your answers on the spaces provided. (2 pts. each)

1. Miko (walk) _____ his dog every morning, but yesterday, he (forget) _____ to walk him because (be) _____ busy doing his homework.

2. Net 27 staff (visit) _____ the Philippine Islands last years. During their stay, they (explore) _____ the panoramic views in Palawan. This place, according to recent statistics, (be) _____ the cleanest in the Philippines.
3. My cousin whom you (meet) _____ last year (give) _____ me a phone call two weeks ago. She (promise) _____ that she (come) _____ back early next month for a short visit.
4. Our Social Sciences teacher (assign) _____ our group to report on the impeachment trial that has been going on for three weeks now. This crucial political event (be) _____ said to be the first in Asia.
5. The first time my grandmother (come) _____ to visit our family was when I was five. At that time, I (think) _____ she was an ogre, but now that I (spend) _____ more time with her, I realize how loving she really (be) _____.
6. The nominated top 1 song for this year (send) a strong message of peace and unity. Because of its impact, a couple of recording companies intend to translate the song into several languages. According to the producers, they (release) _____ the album late this year.
7. After the success of their concert, The Corrs (announced) _____ this morning that they (hold) _____ another concert here as soon as next month.
8. The new president (assume) _____ office next week. In preparation for this big event, the presidential staff (start) _____ giving out instructions for the media to observe during her press conference as the new president of the country.
9. Although the present peso-dollar rate (be) _____ quite alarming, the economists assure the people that it (recover) _____ in five months' time.
10. The sun (revolve) _____ around the sun.

Reinforcement/Assignment:

The students will be asked to write an autobiography observing the use of correct tenses of verbs. The biography must reflect the students' past experiences, present situations and future plans. During classrooms session, the students work in pairs. Each pair takes turn in reading each others' biography focusing on the correctness of use of tenses.

TOPIC 2: HOW DOES VERB AGREE WITH ITS SUBJECT?

Lesson: **Subject-Verb Agreement**
Time Frame: **For Week 4 as indicated in the courseware**

Learning Trigger

The teacher will show a documentary movie clip or news showing different social problems (corruption, kidnapping, human trafficking, snatching, etc.) in the Philippines. The movie clip could be based on the ABS-CBN or GMA shows.

Discussion Points

- What is the reason behind these social problems?
- How will you relate the presentation to the idea of subject verb agreement?

Cooperative Learning Activity: Number Heads Together

The teacher groups the class into two groups. Students within the team number off from 1-4. The teacher will provide an exercise about subject-verb agreement and the students will analyze the sentences within their members and will infer what specific rules govern the sentences. The students put their heads together to discuss the answer. The teacher randomly calls a number and from each team, the student with that number writes the answer on the team response board and explains their answers.

Here are the following sentences to be analyzed:

Give the correct form of the verb by analyzing the specific rules that govern it.

1. Rice and fish (is, are) the Filipino staple food.
2. Neither your friend nor my friends (is, are) interested with the game.
3. My classmate and neighbor (top, tops) the test.
4. The police officer, not the rich politician (help, helps) the old woman cross the street.
5. The boy (look, looks) so sad.
6. Either his uncle or his aunt (is, are) coming from the States.
7. The business and politician (give, gives) relief goods to the evacuees.
8. Your explanation (doesn't, don't) appeal to me.

9. Ana and Anne (care, cares) so much about you.
10. Her kindness, not her wealth, (is are) what (attract, attracts) me.
11. Neither the visitors nor the host (intoxicate, intoxicates) in the party.
12. My trousers (catch, catches) mud on my way back home.
13. “The spin stops right here” (is, are) Bill O’Reilly’s famous line.
14. “Hannity and Colmes ” (is, are) my favorite show on T.V.
15. Everybody in the class (was, were) assigned to report.
16. The professor, with all his students, (attend, attends) the party.
17. The blind (is, are) to be guided.
18. One half of the school population (crowd, crowds) into the street to voice out their concerns.
19. Four hours sleep (is, are) all he needs.
20. The number of students (has, have) complaint against the president of the Student Council.
21. There (is, are) solutions to all problems.
22. One fourth of the cake (was, were) consumed.
23. Thirty plus seventy (equal, equals) one hundred.
24. Some people say that politics (is, are) a dirty game.
25. A number of protesters (was, were) dispersed roughly.

Here are some reminders about agreement of subject and verb:

1. A singular subject takes –s/-es form verb; a plural subject takes the base form of the verb.
Example:
A cat walks.
Cats walk.
2. The number of the subject is not changed by a prepositional phrase after the subject.
Example:
One of the contestants comes from Cotabato.
3. The following indefinite pronouns are singular: each, either, neither, everybody, no one, nobody, anyone, anybody, someone, somebody.
Example:
Someone smiles at me.
4. The word a few, many, both, several take the base form of the verb.
Example:
A few delegates have come.
5. When the words some, any, none and all are followed by a phrase, the verb agrees with the phrase.
Example:
Some of the students are present.
6. Nouns plural in form but singular in meaning such as physics, economics, mathematics, measles, civics, news take –s/-es form of the verb.
Example:
Economics is my favorite subject.
7. Agreement with compound subjects:
 - a. A compound subject connected by and generally takes a base form of the verb.
Example:
My classmates and my neighbor come to see me always.
 - b. Compound subjects that are closely related or that refer to the same person or things take the –s/es form of the verb.
Example:
My classmates and my neighbor comes to see me always.
 - c. Compound subjects involving the use of each or every takes –s/-es form of the verb.
Example:
Each boy and girl has a sash.
 - d. Compound subjects joined by either-or and neither-nor take –s/-es or base form of the verb depending upon the nearer subject.
Example:
Either glasses or the table cloth is here.
8. Intervening words like together with, in addition to, as well as, including similar constructions following the subject do not affect the number of the subject.
Example:
Mrs. Cruz, together with her students, has left for Cebu.

9. Words or phrases expressing periods of time, weights, measurements and amounts of money are usually regarded as singular.

Example:

Ten years is such a long time.

10. Fractions may take singular or plural verbs depending on the of-phrase.

Example:

Two-thirds of the property belongs to my father.

11. Collective nouns take singular verbs when they are used to denote a unit; they take plural verbs when used to refer to the individual parts of the group.

Example:

The family is leaving for abroad.

12. When the subject and the predicate noun are different numbers, the verb agrees with the subject, not with the predicate noun.

Example:

The ship's cargo was pineapples.

13. The expressions the number takes –s/es form of the verb, the expression a number takes the base form of the verb.

Example:

a) The number of absentees is big.

b) A number of students are absent.

14. The title of the book, even when plural in form, takes –s/es form of the verb.

Example:

Short stories for children is fun.

15. There is/was is followed by a singular noun and there are/were is followed by a plural noun.

Example:

a) There is always justice in the eyes of God.

b) There are things that could not be changed.

Reinforcement/Assignment

The students will answer an Identifying Error assignment. They will discuss the answers within their group members based on the rules being discussed. They will write their answers on a piece of paper.

TOPIC 3: HOW DOES A PREPOSITION LINK ELEMENTS?

Lesson: **Preposition**

Time frame: **For Week 6 as indicated in the STI courseware**

Learning Trigger

The teacher will let the students watch a movie clip entitled “The worth of sacrifice”. The movie clip is about a father who experienced tragic decision-making whether to save his own son or the lives of the people inside the train. Eventually, he chose to save the people instead of his own son.

Discussion Points

1. Have you experienced making a crucial decision? Would you share it to the class?
2. How do you link or connect your decision to your present situation? Did you choose the direction?
3. What part of speech does make connection or links two or more elements in a sentence and also gives direction?

Cooperative Learning Activity: Showdown

The teacher calls a student. He/she will give some particular directions:

1. Please put the eraser on the table.
2. Please put the eraser in the table.
3. Please put the eraser behind the table.
4. Please put the eraser under the table.
5. Please put the eraser beside the table.

The student follows the instructions given. After the activity, the teacher let the students analyze what specific function the preposition presents. Thereafter, the class will be grouped into four. Each group will be given specific

list of directions like the previous activity. They will also be given the list of preposition and its corresponding definition and uses. The groups will be given enough time to discuss the concepts of preposition. After that, the teacher says “Time’s up!” and each group will perform the activity. When the teacher says “Showdown”, each group will execute the directions given by the teacher following the proper use of preposition.

Here is the guide for the activity:

Prepositions are classified into five groups:

Location

Preposition	Usage	Examples
above	higher than or top of	above the building
across	from one side to the other; opposite	across the street
along	in line with the direction of; with someone or something	along the way; along with her friends
amid	surrounded by	amid beautiful houses
around	Location surrounding something	around the mall
behind	at the back of someone or something	behind her; behind the wall
below	under or underneath	below the ground

Time

Preposition	Usage	Examples
during	tells when an action is happening	during class
for	tells for the duration of an action	for eight years
since	tells the start of an action done up to the present	since September
till, until	reaching to a certain time	till lunch time; until February

Association

Preposition	Usage	Examples
about	concerning	about the project
against	in opposition	against the law
among	used in speaking of more than two persons, animals, or objects	among the class
between	used in speaking of two persons, animals, or objects	between him and me
besides	in addition to or aside from	dancing besides singing
but	except	but them
by	past, by way of, or by means of	by studying hard
of	about; owned by	of love; of Merle

Time or Location

Preposition	Usage	Examples
after	following	after lunch
at	<u>for time</u> : used before clock time <u>for location</u> : used before exact addresses and small places such as restaurants, bars, etc.	at 8'clock at 315 Katipunan avenue; at the new mall
before	ahead of	before 7 p.m.
beyond	further/farther than	beyond the galaxy
between	in the middle of two given things or time	between the chairs; between 7 and 8 p.m.
in	inside something; <u>for time</u> : used before years, months, or seconds, etc;	in my house in 2005; in January; in January 2005 in 60 seconds

	<u>for location</u> : used before large places such as a country, capital, town, city, state, etc.	in Manila in the city
on	on top of something; for time: used before exact dates or the days of the week; <u>for location</u> : used before places such as streets, avenues, or boulevards	on the ground on April 8, 2001; on Saturday on the street; on Smithson Blvd.
within	the time or place inside of which something happens	within the store; within the week

Compound Prepositions

Preposition	Usage	Examples
according to	said by	according to them
aside from	besides	aside from eating
as to	concerning	as to the budget
because of	owing to the fact (refers to reason)	because of you
by means of	through	by means of bus
for the sake of	considering or for the benefit of	for the sake of public confidence

To evaluate their knowledge about the topic, a team quiz will be given. The teacher reads the sentences to be answered and when he/she says “GO!” each group will write their answers on their answer boards. When he/she says “Time’s up!” the group will raise their boards.

Here are the questions for the Team Quiz:

Give the appropriate prepositions.

- Let’s go and eat _____ our house.
- The music is so loud. Turn the volume _____.
- Put the cake _____ the table for the visitors to eat.
- There’s a conflict _____ Rose and Liza.
- When someone hates you, he is likely to say something bad _____ you.
- There’s a bone of contention _____ the members of the group.
- They shade _____ the tree to avoid the prickly heat of the sun.
- It’s nice to talk _____ someone with whom you just have had a misunderstanding.
- He still manages to survive _____ the difficulties that beset him.
- Think first _____ you say something; you might find yourself barking at the wrong tree.

Reinforcement/ Assignment

The students will be asked to prepare a drama to be performed the following meeting. The theme could be about love, justice, education and life. They will prepare a script for the drama. The script must emphasize the different functions of preposition according to situations. The groups’ presentation will be scored based on the prepared rubrics:

Content (theme, emphasis on the preposition)	50%
Mastery	30%
Creativity	10%
Over-all Impact	10%
TOTAL	100%

TOPIC 4: HOW DO YOU DESCRIBE PEOPLE?

Lesson: **Adjective**
 Time Frame: **For Week 7 as indicated in STI Courseware**

Learning Trigger

The teacher will let the students watch the movie clip “Sulat ni Nanay at Tatay”. The presentation shows the unconditional love of parents to their children.

Discussion points

1. What can you say about your parents? How do you describe them?
2. How do your parents express unconditional love?
3. If there is a one word that you would describe your parents, what would it be and why?

Learning Points

Here are the rules on using Adjectives

1. One-syllable adjectives generally form the comparative and the superlative degrees by adding *er* or *est* respectively.

Example: bright brighter brightest

2. Two or more syllable adjectives form their comparative and superlative by using less/more and least/most respectively. However, those which end in *y* may form their comparative and superlative just like one-syllable adjectives (but *y* is changed to *i*).

Example:

scrumptious more scrumptious most scrumptious

Note: The superlative may be used in informal speech for emphasis when no comparison is intended.

Example: This is the dullest moment!

Put your best foot forward! (The superlative is used though each person has only two legs.)

3. Some adjectives form their comparative and superlative degrees irregularly.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Good	better	best
well	better	best
many	more	most
much	more	most
little	less/lesser	least
bad/ill	worse	worst
far	farther/further	farthest/furthest

4. Some adjectives cannot be compared because of the nature of their meanings.

Example: round, perfect, excellent, complete, absolute, correct, unique, square, immaculate, supreme, unanimous, whole

5. A part should not be compared with a whole.

Example:

instead of: The MacArthur Par is more awesome than Leyte.

Say: The Macarthur park is more awesome than any other scenic spot in Leyte.

6. Comparison should be complete.

Example:

instead of: She is more fabulous.

Say: She is more fabulous than any other girl in town.

7. In comparison, ideas should be logical.

Example:

instead of: Christina’s handwriting is more legible than Laine.

Say: Christina’s handwriting is more legible than Laine’s.

8. Never use double comparison.

Example:

instead of: Lorelie is more prettier than Lorna.

Say: Lorelie is prettier than Lorna.

9. Use *so...as* instead of *as...as* in a negative comparison.

Example: a) I am not so competent as Maricris.

b) I am not as competent as Maricris.

10. For adjectives modifying different nouns, an adjective is repeated if different things are indicated; it is not repeated if only one thing is meant.

Example: a) Do you have a green and a yellow shirt? (two shirts)
b) Do you have a green and yellow shirt? (one shirt)

11. The article *the* precedes a word that begins with either a vowel or a consonant. It is definite.

Example: the lake the innocent
the beast the union

12. The descriptive compound adjective uses a hyphen; possessive compound uses an apostrophe.

Example: three-year feud five weeks' vacation
four-hour discussion six miles' distance

13. *Little* indicates amount; *few* indicates number. They mean almost none when not preceded by the article *a*.

Example: little sugar few books

14. Modifiers should be placed as close as possible to the words they modify.

Example: new watch
big, heavy and cumbersome

Cooperative Learning Activity: 4s Brainstorming

The teacher groups the class into four. Each group will be given the copies of the rules on using adjectives. The students discuss the rules within their group members. In discussing the topics within their groups, students in the group had roles: Speed Captain (prompts more ideas), Super Supporter (encourages/recognizes all ideas), Synergy Guru (encourages members to build upon one another's ideas), and Recorder (writes ideas). Members carried out their respective roles while the team generated a variety of possible responses.

After the brainstorming, the teacher will do the "In a Hot Seat" activity. A student will be called from any of the members of the groups to sit on the chair in front of the class. The class will ask him/her to describe a certain person, place, thing, or whatever. The students will take down note of the adjectives used and try to ask questions about the uses of the adjectives to the student on the hot seat. If he/she cannot answer it, the group mates can save him/her. After that, another set of students takes the place on the hot seat.

Reinforcement/Assignment

The students will be asked to choose a specific prominent English writer, musician, artist and the likes. They will brainstorm on the different qualities and characteristics of that person. Thereafter, they will help one another to write a descriptive writing. The output will be scored based on the rubrics:

Content (description of the prominent person, emphasis on the adjective)	50%
Language Accuracy	30%
Mechanics	<u>20%</u>
TOTAL	100%

TOPIC 5: DO YOU KNOW THE PATTERNS OF SENTENCES?

Lesson: **Sentence Patterns**

Time Frame: **For Week 9**

Learning Trigger

The teacher will group the class by four. Each group will be given a rubics cube. The group shall choose a representative to compete for the group. When the teacher says "Showdown", the representatives of each group will start analyzing and putting the rubics cubes into their proper color arrangement. The first who can finish the task will be declared champion.

Discussion Points

1. How were you able to solve the rubics cubes? Was it difficult? Why or why not?
2. Based on the activity, what have you realized?
3. How do patterns help us in understanding a sentence?

Learning Points

Several word orders in sentences are used in writing and speaking. The different parts of the sentence discussed in this part are the components of these patterns.

These patterns are:

1. S – IV (Subject-Intransitive Verb)

Example: a) James and Ann danced.

S IV

b) The doctor left already.

S IV

2. S – TV- DO (Subject – Transitive Verb – Direct Object)

Example: James bought a new car.

S TV DO

The doctor left the building already.

S TV DO

3. S – TV – IO –DO (Subject – Transitive Verb – Indirect Object – Direct Object)

Example: James bought his brother a new car.

S TV IO DO

The doctor gave me free medicine.

S TV IO DO

4. S – TV – DO – OC (Subject – Transitive Verb – Direct Object – Objective Complement)

Example: James made his brother happy because of the car.

S TV DO OC

I consider the doctor a generous man.

S TV DO OC

5. S – LV – PN (Subject – Linking Verb – Predicate Nominative)

Example: James is a wonderful brother.

S LV PN

The doctor is an expert.

S LV PN

6. S – LV – PA (Subject – Linking Verb – Predicate Adjective)

Example: James sounds wonderful.

S LV PA

The doctor is generous.

S LV PA

Cooperative Learning Activity: Showdown

As the students are already grouped by four, the teacher will announce that there will be a group showdown through a form of team quiz. The teacher reads the questions. And the students will be asked to determine whether the sentence follows the pattern S – IV, S – TV- DO, S – TV – IO –DO, S – TV – DO – OC, S – LV – PN, S – LV – PA.

1. I blew up the midterm exams.
2. You don't sound like yourself.
3. She saw a snake slithering.
4. The property custodian decorated the social hall.
5. The stranger slipped.
6. They traveled by bus.
7. The class elected Rose a secretary.
8. Ana Riza gave me her cell phone number.
9. Scott is a paparazzo.
10. The bursar handed me a financial statement.
11. Our school logo has an inscription *In Hoc Signo Vinctes*.
12. Your song is pretty annoying.
13. I am not a popinjay.
14. This chaise longue looks cozy.
15. I like local zwieback.
16. The agricultural students get loam from the incinerator.
17. It was freaky Friday.
18. The horse snorted at the lady.

19. He unveiled the secret of the magicians.
20. She corroborated her stand.

The first group who will get the highest score will be declared champion.

Reinforcement /Assignment

The teacher divides the class into groups. Each group is given an English literary piece. The group members determine the different sentence patterns used in the piece.

TOPIC 6: CAN TRANSITION MAKE A DIFFERENCE?

Lesson: **Transition Words**
Time Frame: **For Week 10**

Learning Trigger

The students will be grouped by four. Each group will be given disarranged picture puzzle. They are asked to solve the puzzle. They will be given enough time to do it. Intentionally, each picture puzzle lacks a piece as it is taken by the teacher. This is for the intention of letting the students realize the importance of one another as they co-exist with one another. Furthermore, it is also emphasized that in order to achieve a certain goal, there should be the connection of the necessary elements.

Discussion Points

1. What have you realized while doing the activity?
2. How do you relate the activity to the idea of transitional words?

Learning Points

Whenever one writes a series of sentences, one should make clear the relationship between each idea and the ideas before and after it, often by using transitions.

Transitions are used to connect thoughts and to clarify relationships among ideas.

TRANSITIONS GROUPED BY PURPOSE			
Time Relationship		Spatial Relationship	
After	first, second, third	Above	beyond
Before	later	Ahead	here
During	meanwhile	Before	inside
Earlier	next	Behind	near
Finally	then	Beneath	outside
Comparison or Contrast		Cause and Effect	
Conversely	instead	Accordingly	on account of
However	likewise	As a result	since
In contrast	nonetheless	Because	then
Indeed	similarity	Consequently	therefore
In like manner	yet	Inevitably	thus
Addition		Emphasis	
Also	in addition	Indeed	
As well	moreover	In fact	
Besides	not only	In other words	
Furthermore	too	Most of all	
Examples			
Also	for instance	in particular	specifically
As an illustration	for example	namely	that

Cooperative Learning Activity: Teammates Consult

The teacher divides the class by groups of four. All groups have their own copy of the same worksheet or assignment questions. A large cup will be placed in the center of each team, and students begin by placing their pencils in the cup. While pencils are still in the cup, they will discuss their answers to the first question. When all team members are ready, they will remove their pencils from the cup and write their answers without talking. They repeat this process with the remaining questions.

Reinforcement/Assignment

The group will select from the past experience of one of their members. One representative from each group will present his/her past experiences. The other groups take down note and evaluate the correct use of the transitional words.

References

- Hernandez, C. (2007). MSA Comprehensive English Handbook. Quezon City: MSA Publishing House.
- Lumabao, B. (2013). Cooperative Learning and Grammatical Competence of Students. MSU-Graduate School.
- Pennington, M. (1995). New Ways in Teaching Grammar. Illinois: Pantagraph Printing.
- STI College Communication Art1 Courseware
- STI Student Handbook
- Vogy, M. and Echevarria, J. (2008). 99 Ideas and Activities for Teaching English Learners with The SIOP Model. Boston: Pearson Education, Inc.
- Yuarata, D. (2010). EDUC 412 Values Education. Cotabato City: Notre Dame University.

Affiliations and Corresponding Information

Bong B Lumabao, LPT, PhD

ILMO (Innovative Learning Management Operations) Inc. - Philippines