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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Coordinating Conjunctions** |

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| Instructor:  **Mazlina Ghazali** | Level:  **Intermediate** | Students:  **6** | Length:  **30 Minutes** |

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| Materials:   * FANBOYS poster * Stick-on FANBOYS cards * Stick-on FANBOYS function’s cards * Substitution table * Board game * Conjunctions checklist * Comic strip worksheets (3copies) * White boards, board markers |

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| Aims:  **Main Aim**: Students will be able to recognize coordinating conjunctions and compose compound sentences using the correct coordinating conjunctions by studying and discussing FANBOYS poster together, drills, and through various activities.  **Secondary Aim**: Students will practice speaking and listening ability by sharing ideas in group and present each other’s opinion.  **Personal Aim**: I want to deliver my instructions clearly, increase Student’s Talking Time, and give equal opportunity for students to participate in the lesson. |

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| Language Skills:  Reading: students will read the exercises in the worksheets  Listening: students will listen to teacher’s instructions, explanations, and classmate’s idea.  Speaking: Drilling, practice activities, and sharing ideas.  Writing: Students will write while working on the worksheets. |

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| Language Systems:  Phonology: n/a  Lexis : Coordinating Conjunctions; For, and, nor, but, or, yet, so, simple sentences, compound sentences, comma.  Function : Join two similar ideas together  Join two contrasting ideas  Join two alternative ideas  Show that second idea was the result of the first  Joining two negative alternatives together  Grammar: Coordinating Conjunctions  Discourse: Dialogue, Monologue |

Assumptions:

-students recognize and can compose simple sentences

-students recognize comma

-students know how to use comma

-familiar with most of coordinating conjunctions

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| Anticipated Problems and Solutions:  - Some students may have some difficulty to compose sentences using  Coordinating conjunctions such as yet, for and nor.   * Drilling and exercises   - Students may have a hard time drilling   * Teacher give some more time to practice   - Students may need more time to finish their activities (cut-off plan)   * Be flexible with time by giving students more time to finish their activities and cut the post activity short. * Students finish their task earlier than anticipated (SOS plan) * Let students take more time during final activity. |

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| References:   * Michael Swan Catherine Walter, How English Works: A Grammar Practice Book, 2009, Oxford University Press. * http://[www.teacherpaysteachers.com](http://www.teacherpaysteachers.com) * <http://web2.uvcs.ca/elc/studyzone/330/grammar> * <http://www.google.com.my/search> |

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| **Lead-In** | | | |
| Materials: **Board, marker pen** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2  min | Whole class | Answering teacher’s questions | Good afternoon everyone! Are you all excited for today’s lesson?  -------, can you tell me two of your hobbies?  ------, would you like to try skydiving and why?  -Model student’s answers by writing it  on the board and highlight the  Coordinating conjunctions. |

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| **Pre-Activity** | | | |
| Materials: **Board, marker pen, poster, stick-on cards, substitution table** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2  min  1  min  1  min  2  min  2  min | Whole class  Whole class  In pairs  Whole class | Answers elicited  questions  drill  Speaking | *Elicit “FANBOYS”*  -“I have invited my boys to the class today. Does anyone know my boys?”    *Model “FANBOYS’s poster”*  Elicit the meaning of each letter    Stick on the cards on the poster as the students answer.  “Do you have an idea what topic we are going to learn today?”  “Which conjunctions precisely”?  “starts with a c….ting”  Model Coordinating conjunctions  *Elici*t function of Coordinating junctions.  **Match it right**  *Instructions*  Now I need you to work in pairs and match the stick-on function cards with the correct conjunctions on the poster. You have 1 minute.    *Demonstrate*  Distribute the stick-on function cards 2 for each group.    *ICQ:*  What do you have to do?  Are you working in pairs?  Discuss the function together.  *CCQ*  - write on board  I want to have a salad.  I want to have a pizza.  “can I use but to join the two clauses if I want to say I want to have both of them?”  - write on board  I want to have a salad,  or a pizza  “does it mean that I want to have  both?”  *Elicit* simple sentences from the class  “Can someone tell me what simple sentences is?”  *Model* simple sentences  Elicit compound sentences from the students.  “\_\_\_\_\_\_, can you give me an example of compound sentences?”  *Model* compound sentences and make them tell which is subject, comma, conjunction, and verb.  *CCQ:*  -Does compound means complex?  -Do you use conjunctions in simple sentences?  **Drill**  *Instructions*  Look at the substitution table. I will do the first one, and then each of you will read out the sentence to the class with the correct conjunction and verb. Work individually. The drill will take about 2 minutes.  Demonstrate  *ICQ*  -Are you working alone or in groups?  -How much time do you have?  “Now begin”    *Monitoring*  Monitor discreetly. Answer  students if they ask questions.    Give time warning:1 minute,  Be flexible with time. Give 1 more  minute if they need it.  Check answers: ask for a volunteer  or randomly call up students and let  the students tell the correct answers |

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| **Main activity** | | | |
| Materials**: Conjunction Board Game, Conjunctions Checklists 2,Dice,Marker** | | | |
| time | Set Up | Student Activity | Teacher Talk |
| 2  Min  12  min  1  min | Whole class  Groups  Whole class | Listening  Writing  Arrange the tables and take position.  .  Play Board Game | **Listening for Details**  *Instructions*  Now we will play a conjunction board game. You will play in groups, 2 groups. We will use this two tables, please put it together and sit with your group members. Firstly you need to roll the dice to determine which conjunctions will you use;   1. for 2. and 3. nor 4. but/or you can choose 5. yet 6. so   so if the dice shown no. 1 Your conjunction is ‘for’ and you move one step. Then you have to compose a correct compound sentence based on the picture. you have 30 seconds to make your sentence. When you give me a correct sentence you can tick the conjunctions checklist. The first group to tick all of their conjunctions checklist wins! Remember you cannot make the same sentence twice. You all have about 12 minutes to play the game.  Distribute the conjunctions checklists to each group.  *Demonstrate*  *ICQ*  -Are you working in 2 groups?  -How do you win?  -How long do you have  Now do rock, scissors, paper to determine who will starts first.  Begin now    Give time warning: 5 minutes  More, 3 minutes left.  Be flexible with time. Give 1  More minute if they need it.  Announce the winner  Let's wrap up rearrange the  tables and please go back to  your seat. |

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| **Post Activity** | | | |
| Materials: **Comic Strip Worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1  min  3  min  1  min | Whole class  Groups  Whole class | Speaking  Discussion | 1. **Free Production**   *Instructions:*  Read the comic strips and write a short text that describes the situations. Be sure to use FANBOYS. Work in pairs. you have 3 minutes  *Demonstrate*  *ICQ*  - what do you have to do?  -are you working in pairs?  -for how long?    “ Now begin”  *Monitoring*  Monitor discreetly.  Answer students when they ask questions.  Give time warning: 1 minute, 30 seconds left.  The 3 groups share their answers  Take 1 volunteer if run out of time.   1. **Conclude Lesson**   *Error correction*  -correct students mistakes and  mispronunciation.  “Good job today, see you guys tomorrow!” |

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| **SOS Activity** | | | |
| Materials: **n/a** | | | |
| time | Set Up | Student Activity | Teacher Talk |
| 3  min | Group | Dialogue  teamwork | **Yes But Dialogue Games**  *Instruction*  Make 2 groups 3 on 3. Go to the front of the class. Please line up with the first student in each group facing each other and the rest looking at the back of your group mates. Decide which group is to go first. I want you to talk about shopping. If group A gets to go first, the first student in the line in that group begins by saying a sentence that relates to the topic beginning with “yes,but…” after saying their sentence you should run to the back of your group’s line, and the first student in group B has to say a sentence in reply of group A’s sentence beginning with “yes,but…”keep repeating the process until all students have had a chance to say a “yes but…”sentence. You have 3 minutes.  *Demonstration*  *ICQ*  -Do we play individually or in  a group?  - What is the topic?  -How should you begin the  sentence?  - What should you do after  you finish your sentence?  -How long do you have?  “Now begin”  *Monitoring*  Monitor discreetly and give help if needed.  Give time warning: 30 seconds. Be flexible with time. Give students 1 more minute if they need it.  “Times up” |

**CONJUNCTIONS CHECKLIST**

1.For ( )

2. And ( )

3.nor/or ( )

4. But ( )

5.Yet ( )

6.So ( )

***COMIC STRIP WORKSHEET***

***Instructions****: Read the comic strip, and write a short text that*

*describes the situation. Be sure to use each of the 7 coordinating*

*conjunctions at least once in your text.*



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