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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Conjunctions** |

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| Instructor:Jay Joanne | Level:**Upper-Intermediate**  | Students:**15** | Length:**30 Minutes** |

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| Materials: Worksheets(pre-activity), pictures (bridge, story pictures, Jason Mraz), music file, lyrics, marbles, cups, accordion books with names of conjunction words, candies, unscrambling word materials |

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| Aims: * Main Aim: To enable students to improve their English grammar skills by learning conjunctions
* Secondary Aim: Students will learn how to use conjunctions through worksheets, make a story, and finding conjunctions from the lyrics
* Personal Aim: I want to improve my demonstration and adjust teaching pace with time management
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| Language Skills: * Speaking: Students will talk about storyline that they made during the main activity
* Writing: students will fill in the blanks on the worksheet and make up the story related to the pictures given
* Listening: students will listen to the music during the post-activity, and the stories that other students made during the main activity
* Reading: students will read the worksheets and the lyrics of the song
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| Language Systems:* Lexis: conjunctions; and, but, because, although…etc.
* Phonology: Although, coordinating, subordinating
* Grammatical: connecting complete sentences with using conjunctions
* Discourse: talk about how to complete the storyline with using conjunctions
* Function: to make smooth sentences by using conjunction
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| Assumptions:* All students know the structures of complete sentences and how to make them
* All students know how to make up the stories by themselves
* Some students know the song “I’m yours” by Jason Mraz
* All students have the experiences of seen the conjunction words at least once or more
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| Anticipated Problems and Solutions:Problem: Some students are not good at listening fast and they might miss some words during the listening music activity-Solution: play the song one more time to help their listeningProblem: Some students are not able to understand the concept of the picture they got-Solution: briefly explain about the picture individuallyProblem: Some students might need more time to complete the storyline during the activity-Solution: Give students extra time to complete their workProblem: While the activity, time might be too short to listen to everyone’s opinions and thoughts-Solution: follow 1/3 rule |

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| References: <http://lessonplanz.com/><http://www.eltnewsletter.com/> |

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| **Lead-In** |
| Materials: White board markers, white board, pictures of bridges   |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole ClassIndividually | Students will answer the lead in question and explain their thoughts | Greeting (Hello everyone,Welcome to our class! How are you guys doing today?)1. **What is the last picture you took with your phone? Explain.**
2. **If you become a man, what is the first thing you want to do? Explain.**
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| **Pre-Activity** |
| Materials: Worksheets, example sentences, picture of bridge, accordion books with names of conjunctions |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class Individually | Students will answer the question followingA: To connectStudents will answer the question if the word is conjunctions or notStudents remain their seats Students will answer the ICQsStudents will complete the worksheet using conjunctionsStudents will present their answers by reading sentences | \*Eliciting**-Show a picture of bridge and ask students what this is****-put the picture on the board**\*Demo-**put two example sentences on the board with the empty space between**‘There are two different complete sentences, but they are separated’EX. (I could spell all the words, \_\_\_\_\_I could not define them)-**put the picture of bridge into the empty space**‘What do you think this bridge does? or why do we need a bride here?’‘this bridge is called CONJUNCTION!’‘Examples for conjunctions are these’ **-open the accordion books**\*CCQ‘And now, is this conjunction?’ x3**-show the word card says “And”, “of”**‘Now, just like we did, we are going to complete the worksheet using conjunctions’‘You are going to work individually and I will give you 3 minutes to complete’\*ICQ‘What are we going to do?’‘How much time do we have?’‘Are we working in individually?’**-Passing out the papers**‘Please don’t start before I finish passing out this paper and when I say begin”**Time checking** **Ask students to presents from #1 to #16** **Go over the answers together** |
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| **Main Activity** |
| Materials: Sequence story pictures  |
| Time | Set Up | Student Activity | Teacher Talk |
| 16min | Whole classGroups of 3 | Students will create a story using the pictures on the board and write them with conjunction wordsOne student from each groups will present their storyStudents will vote for the best story of all The winner will get the reward | \*Grouping**-Name each students when create a group**‘From \_\_\_\_\_\_to\_\_\_\_\_\_, you guys are going to be one team’ x4Name the groups with Con/junc/tion**\***Demo**-Put the picture first and the sentences explaining on the board****(sofa, man and woman)****-put the pictures of policeman, party people, friends, etc. on the board****And ask them what they are**‘Now with your group members, you are going to create a story using conjunctions about the pictures-**Passing out the empty papers**‘This will going to be individual work and I will give you 3minutes to complete writing’\*ICQ‘What are we going to do?’‘How much time do we have?’‘Are we working in individually?’**Time checking****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **-Ask students who has the largest foot size in a group and tell them they are going to be a presenter****(by this time, at least 8minutes has to be left)****-Ask students to present their stories**‘Let’s vote for the group that has the best story’**-Ask students to raise their hands to vote for the best** **Count the number of the students****-Reward the winner with the candy** |

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| **Post Activity** |
| Materials: Music file (Jason Mraz- I’m Yours), lyric paper, picture of Jason Mraz, unscrambled word material |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole classGroups of 4 |  | \*Eliciting**-show the picture of Jason Mraz**‘Do you guys know who this is?’**-Song will be prepared and ready to play by now****\***Demo-**Sing the song and show students how to do the activity by moving marbles every time I call out the conjunctions****Introduction**‘In your same group, I am going to play one of his songs, called ‘I’m yours’. But before you listen, you guys need these 2 cups. One of the cups has nothing in it, and the other one is full with marbles.While you are listening, every time you hear conjunction, you will move marble to the empty cup’**-pass out the cups and marbles**‘I will play the song 2 times for you so listen carefully’\*ICQ‘What are we going to do?’‘How many times do you get to hear the song?’**-play the song 2 times****(by this time, at least 2 minute has to be left)****-Ask each group for the number of marbles they have moved** **‘**Please count the marbles got’**-pass out the papers with lyric and go over together** **-pick the groups got right and reward**\*Error correction\*Unscramble the word**-put the materials on the board**‘can you guess what this word is?’CONJUNCTION**-put it in right order**Questions?\*Close  |
| **SOS Activities**  |
| Materials: none |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | individually | Students will roll the dice and make up the sentences with following words in 10 seconds | \*DemoOne each side of the dice, there are conjunction words-roll the dice and make a sentence with the conjunction you get in 10 seconds\*Intro‘you are going to individually roll the dice and make up a sentences with using conjunction words you got from the dice. You ned to answer the question in 10 seconds”\*ICQ‘What are we going to do?’‘How much time do we need to make up the sentences?’‘Are we working in groups?’Let the students to play the activityClose |