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| **[ ]**  Listening [ ]  Speaking [ ]  Reading [x]  Grammar [ ]  Writing |
| **Topic: Food /**  **Languge Target :** Conjunction |
| Instructor:Kyunam Kim | **Students Competency Level** Intermediate.  | **Number of Students:**14 | **Lesson Length:**53 |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**Whiteboard and Markers Finish the Sentence Worksheet The Conjunction Junction Lyrics Text Conjunction Junction VideoOverhead ScreenComputer |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**-Ss will learn how to use conjunctions by doing the prepared lesson. -Ss will practice expressing their thoughts by using conjunctions with the worksheet and sharing their opinions with the class. -Ss will have fun using conjunctions by doing the prepared activities.  |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

Worksheet & Lyrics. * Listening: **(Where did listening occur in the lesson?)**

Listening to what T says ( T talk, instructions, questions, Video ) * Speaking: **(Where did speaking occur in the lesson?)**

Speaking in a discussion, speaking to T* Writing: **(Where did writing occur in the lesson?)**

 Doing the Worksheet Making sentences with conjunctions.  |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

Listening to T. Listening to other Ss speak. Listening to video. * Function: **(situation)**

Discussing Food.* Lexis: **(meaning)**

Learning vocabulary in the text. * Grammar: **(language structure)**

Ss will learn to use conjunctions. * Discourse: **(communication)**

Talking among the class, and with the T, discussion among Ss.  |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**Ss have eaten various kinds of foods.  |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**Ss finish the activities quickly   |
| References:http://www.brighthubeducation.com/lesson-plans-grades-1-2/53466-teaching-conjunctions/ |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)** |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min3 min5 min1 min | WWS-WW | Greet TS listenShare experiencesSs agree and listen | Greet SsT story about eating various kinds of foods using conjunctions. (and, or, but, nor ) Ask Ss about their culinary experiences, get Ss used to the conjunctions by rephrasing their answers.Transition - Let's begin by listen to a song that will help you!  |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)** The Conjunction Junction Lyrics  Conjunction Junction VideoOverhead ScreenComputer |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3 min2 min4 min4 min | WS-WWW | Ss listen to T and watch videoSs talk with TSs receive text and learns the song. Ss answer to T question | Introduce Ss to Youtube video - Conjunction Junction and listen together. Get Ss reaction to the Musical video. Give The Conjunction Junction Lyrics Textand read or sing together. Conjunction Drilling using the song.Transition. Let's use this to talk a bit more!!! |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**Finish the Sentence WorksheetBoard and Markers.  |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2 min 7 min5 min10 min | S-GGGW-G | Ss receive worksheet, listen to teacher and get into groupsSs discuss in GroupsSs participate in the activitySs share their opinions | Give Ss Finish the Sentence WorksheetPut Ss into small groups of 3 or 4Let Ss discuss and do Section A, and B Elicit student response. Introduce activity - Link and Make, using Section C of the worksheet Write fun parts of sentences on the board, assign certain conjunction to each group, that group can only use that conjunction. . -Give example first. Share group opinions.  |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)** |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 5 min1 min | WW | Ss participate in the activity. Ss thank the T | Do Conjunction Circle activity with Ss-Going around in circles making a continuous sentence, same conjunction cannot be used in a row. Thank Ss for participation and end class.  |

**Conjunction Junction Lyrics**

**Conjunction Junction, what's your function?**
Hooking up words and phrases and clauses.
**Conjunction Junction, how's that function?**
I got three favorite cars
That get most of my job done.
**Conjunction Junction, what's their function?**
I got "and", "but", and "or",
They'll get you pretty far.

[**spoken**] "And":
That's an additive, like "this and that".
"But":
That's sort of the opposite,
"Not this but that".
And then there's "or":
O-R, when you have a choice like
"This or that".
"And", "but", and "or",
Get you pretty far.

**[sung] Conjunction Junction, what's your function?**
Hooking up two boxcars and making 'em run right.
Milk and honey, bread and butter, peas and rice.
**Hey that's nice!**
Dirty but happy, digging and scratching,
Losing your shoe and a button or two.
He's poor but honest, sad but true,
Boo-hoo-hoo-hoo-hoo!

**Conjunction Junction, what's your function?**
Hooking up two cars to one
When you say something like this choice:
"Either now or later"
Or no choice:
"Neither now nor ever"
**Hey that's clever!**
Eat this or that, grow thin or fat,
Never mind, I wouldn't do that,
I'm fat enough now!

**Conjunction Junction, what's your function?**
Hooking up phrases and clauses that balance, like:
Out of the frying pan and into the fire.
He cut loose the sandbags,
But the balloon wouldn't go any higher.
Let's go up to the mountains,
Or down to the seas.
You should always say "thank you",
Or at least say "please".

Finish the Sentence Worksheet

★ A. Fill in the blanks with the appropriate conjunction

1. John likes to cook, \_\_\_\_\_ he is not very good at it.

2. Trish always has trouble choosing to eat either sea food \_\_\_\_\_ vegetables.

3. Zachery likes to cook his own breakfast \_\_\_\_\_ sometimes just buys strawberry milk \_\_\_\_\_ blueberry muffins in the morning, if he wakes up late.

4. Maya hates jellyfish \_\_\_\_\_ she just cannot have enough lobsters \_\_\_\_\_ king crabs to feed her appetite!

5. Clay loves to drink even in the morning his favorite drinks are wine \_\_\_\_\_ brandy, he drinks them while eating bacon \_\_\_\_\_ scrambled eggs.

6. Finley handles her knives very well, \_\_\_\_\_ she is not good at neither cutting meat \_\_\_\_\_ preparing fish, she is a very strict vegetarian.

B. Talk with your partner about a memorable meal you have had;

-What did you eat and drink? Please describe the course and what you remember about the ingredients.

-Why was it so good? or bad??

C. Your group will be given certain conjunctions to use!! Use those conjunctions to finish the sentences given to you by the teacher. Please work in groups!