

Name of activity: Conjunctions

Short description: It's a lesson to be done before or instead of Grade 9 Units 2.31 – 2.34. It provides introduction to conjunctions, grammar practice as well as listening and reading practice.

Link to curriculum: Grade 9; Units 2.31 – 2.34

Difficulty level: Medium

Time: 45 mins

Learning outcomes: by the end of this activity:

- Students will have been introduced to the following conjunctions: and, but, or, so, because and although.
- Students will have practised the target conjunctions.
- Students will have had some listening and reading practice.
- Students will have had some learner training, especially if the teacher chooses Variation 1, where the students work autonomously, checking their answers to the exercises against the grammatical information in Worksheet 2.

(Competency 6; Grammar; Competency 3; Listening; Competency 5; Reading; Competency 1; Pronunciation)

Option 1

Lesson plan with:

- ✓ Worksheet

Option 2

Lesson plan with:

- ✓ Worksheets to project (data projector)

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conjunctions-and-or-so-because-and-although>

Option 1: Worksheet

<p>Preparation</p>	<ol style="list-style-type: none"> 1. Make one copy of Worksheets 1 and 2 for every pair of students. 2. Make a copy of Worksheet 3 for every student in class. 3. Make a copy of the pictures of the characters from the video and cut them out. You could also make little puppets using the pictures and, for example, drink straws, so you can easily pick the images up and show them to the students. You can also just have them on separate sheets of paper. 4. If possible, watch the video at http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conjunctions-and-or-so-because-and-although to familiarise yourself with the characters. However, if you don't have internet access, you should be able to work things out from the tapescript attached.
<p>Stage / Time</p>	<p style="text-align: center;">Procedure</p>
<p>Introduction 5 mins</p>	<ol style="list-style-type: none"> 1. Arrange the 'puppets' (or the images) on your desk. Have the tapescript ready in front of you. 2. Tell the students you are going to read them a conversation between a few friends. Read the introduction, presenting the characters to the students (show them the images/puppets and tell them their names). 3. Check if the students remember the names of the characters. This will help them follow the story.
<p>Listening 10 mins</p>	<ol style="list-style-type: none"> 1. Read the conversation to the students. Keep the appropriate puppet/image up for the students to see who you are speaking for (when reading Amy's lines, hold her puppet/image up, etc.). You can read in a 'neutral' way, but if you like acting, you can choose different voices for different characters. 2. Ask the students some comprehension question about the listening, for example: <ul style="list-style-type: none"> - Where are the friends going? - How are they going to get there? - Where are they going to stay? - Why can't Daisy and Oliver's mother go with them? - What's Daisy and Oliver's mother's name? - What great idea does she have?

<p>Grammar presentation</p> <p>10 mins</p>	<ol style="list-style-type: none"> 1. Distribute Worksheet 1 and ask the students to read and notice the underlined conjunctions. 2. Deal with any new vocabulary. 3. Distribute Worksheet 2. Ask the students to work in pairs and study the Grammar Snack together. Tell them to look at Worksheet 1 for example of the described conjunctions in context. Monitor and help individuals/pairs when needed.
<p>Grammar practice / Reading</p> <p>15 mins</p>	<ol style="list-style-type: none"> 1. Ask the students to put Worksheet 2 face down and tell them they are not allowed to look at it while doing exercises from Worksheet 3. 2. Distribute Worksheet 3. Ask the students to complete the exercises with their partners. 3. When the students have finished, tell them to look at Worksheet 2 again and compare their answers to the exercises with the rules and examples. 4. Feedback. Check the answers with the whole class. Explain anything that is not clear. Elicit the difference in meaning between the 'so' highlighted in yellow and the two examples highlighted in blue (on Worksheet 1). <i>I would think so – I think it's exactly the way you say</i> <i>That would be so cool – really cool</i>
<p>Speaking / Pronunciation practice</p> <p>5 mins</p>	<ol style="list-style-type: none"> 1. Put the students into groups of five and ask them to role-play the conversation. They can also read in groups of four, with one student reading two roles (one of the friends' and Sophie's, as hers is only a few lines).
<p>Variations</p>	<ol style="list-style-type: none"> 1. If you think your students should be familiar with the target conjunctions, you can first ask them to work in pairs and try to do the exercises from Worksheet 3, and after they have finished, give them Worksheet 2 (Grammar snack) to read through and check their answers. 2. If you haven't got enough time and /or think your students don't need so much practice on conjunctions, you can pick and choose out of the worksheets, and/or set some for homework. You could also do one part at a time, and spread the whole plan over a few lessons, doing individual exercises as revision.

Worksheet 1 – Transcript

Daisy, Amy, Oliver and Alfie are planning a weekend at a music festival when Sophie calls from Austria with a great idea.

Daisy: Are you and Alfie going to the festival this weekend?

Oliver: Hmm? We want to, but we don't have a car so we're not sure how to get there. It's in the middle of nowhere!

Daisy: Amy's dad is taking us on Saturday morning, and he's offered to bring us home again on Sunday. Why not come with us?

Oliver: But where would we sleep? You can't fit five adults and tents in one car.

Daisy: You can in his – it's one of those cars for seven people, so there's plenty of room. Although we could look for a bed and breakfast in the village near the festival, if you'd rather.

Oliver: No, no, brilliant! Camping and concerts. A great combination!

Daisy: Or camping, concerts and cooking. It's a world music festival but there's also food from all over the world – Chile, Ethiopia, ummm ...

Oliver: Cool! Let's call Alfie and Amy, and get organised.

Alfie: Let's see ... here's the programme. The smaller concerts start at 12 but the bigger ones start at 3. What time will we be there?

Oliver: Well, if we leave here at about 10am, we'll be there by 12. Although we have to put up our tents too, so we could see something at 1 o'clock.

Amy: But we have to carry the tents from the car and then find a good space, so we'll be later than that.

Daisy: A space near food and toilets, but not too near because it'll be noisy ... and busy.

Alfie: True. So, carry the tents, find a space, put the tents up ...

Amy: (interrupting) ... eat ... we'll be hungry by then.

Alfie: Also true. Put the tents up, eat ... so we'll be ready for concerts at, what? 3 o'clock?

Oliver: I would think **so**, yes.

Amy: Isn't your mum going? World music and food sounds like the perfect festival for her!

Daisy: I know, but she can't go even though she told me she'd really like to. She's in Vienna. ... and speaking of Mum ... Hi, Mum, we were just talking about you!

Sophie: All good, I hope!

Alfie: Hi, Sophie. Daisy was just saying you can't come with us all to the festival this weekend.

Sophie: No, I'm here in Austria until Tuesday – it's the land of chocolate cake, the waltz and Mozart, so I'm OK for food, dance and music, and I'm having a wonderful time ... but you can take photos for me, can't you? In fact, would you like to be guest bloggers and write a post?

Amy: Oh yes! That would be **so** cool!

Daisy: Great idea, Mum.

Sophie: So, my two, how are things ...?

Alfie: Wow, writing a post for Sophie's blog. Thousands of people read her blog!

Amy: I know! And we can interview people and try lots of different food from different places and if we organise ourselves, we can see as many concerts as possible.

Alfie: I'd like to see that Irish band, because Celtic music is pretty cool.

Amy: There's a Portuguese singer I'd like to see.

Alfie: Oliver and Daisy could write about the food ...

Amy: Umm ... yes ... maybe. Although maybe we should see what they want to do too.

Alfie: Er, yes. Yes, we should.

Amy: But, it's a possibility.

Oliver/Daisy: OK, bye Mum. Love you.

Oliver: Bring us some cake! OK, you two, we were looking at the programme ... Concerts. Hey, at 3 o'clock there's a great looking reggae band from Jamaica or a Russian electro-pop group on the other stage ...

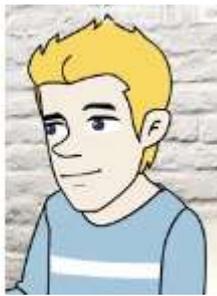
Daisy/Oliver: I fancy the Russian gig – oh, haha.

Daisy: How about you two go to the reggae?

Alfie: Fine by me ...

Characters from the video to cut out:

1. Amy 2. Alfie 3. Daisy 4. Oliver 5. Sophie.



Worksheet 2 – Grammar snack



LearnEnglish Teens Grammar snacks: Conjunctions: and, or, but, so, because and although



Remember to watch the video first! Then read the conversation between Sophie and Hakan, an English language student that Sophie met when visiting Austria.



Grammar Snacks

We use words called **conjunctions**, like **and**, **or**, **but**, **because** and **although**, to join two parts of sentences. Conjunctions can be used to give more information, give alternatives, give reasons, give results or give unexpected information.

We use *and*, *or* and *but* to connect two parts of sentences which are similar in grammatical status.

*Do you want chocolate, strawberry **or** vanilla?* (joining words)

*Amy's dad is taking us on Saturday morning, **and** he's offered to bring us home again on Sunday.* (joining clauses)

We use *and* for adding information, *or* for giving alternatives and *but* for unexpected or different information.

*I'm OK for food, dance **and** music, **and** I'm having a wonderful time.*

*There's a reggae band from Jamaica **or** a Russian electro-pop group on the other stage.*

*She'd like to go **but** she can't.*



Sophie



Hakan

Can we use these words at the beginning of a sentence?

We don't usually use conjunctions to start sentences when we're writing, but people do when they're speaking.



Or when they're chatting on the internet?



Yes. There are a lot more conjunctions which we use to connect one clause with another clause. For example: *because*, for giving reasons, *so*, for talking about results or purposes, and *although*, for unexpected or different information.

*I'd like to see that Irish band, **because** Celtic music is pretty cool.*

(the second clause explains *the reason* Alfie wants to see the Irish band)



Although he doesn't like camping, he goes to lots of music festivals.
(the speaker thinks it's *unusual* to go to music festivals if you don't like camping)

... we'll be there by 12. **Although** we have to put up our tents too.
(the information in the second sentence is different to, and *contrasts*, the information in the first sentence)

It's one of those cars for seven people, **so** there's plenty of room.
(the second clause shows *the result* of the first clause)

We need to arrive early **so** (that) we can get a good place.
(the second clause shows *the purpose* of the first clause; *that* is optional)



With that *although* sentence, can you put the clauses in a different order?

Yes, both orders are possible.

He goes to lots of music festivals, **although** he doesn't like camping.



Can you also say 'even though he doesn't like camping'?

Yes, that means the same thing. There are a lot more conjunctions, *but* that's enough for today.



But ...

No 'buts'. It's better to look at a small amount at a time ...



So that I can remember it?

Exactly.



Watch the video on our website!



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Worksheet 3 – Grammar exercises



Grammar snacks: Conjunctions: and, or, but, so, because and although - exercises

LearnEnglish Teens



Watch the video on our website and read the conversation between Sophie and Hakan. Then do these exercises to check your understanding of English conjunctions.



Grammar Snacks

1. Check your grammar: matching – conjunctions

Match the two parts of the sentence and write a – h next to the number 1 – 8.

1. Check your grammar: matching – conjunctions

Match the two parts of the sentence and write a – h next to the number 1 – 8.

- | | |
|------------------------------------|--|
| 1..... We wanted to go to the show | a. so we don't get there late. |
| 2..... I often make omelettes | b. or at the football match? |
| 3..... Shall we go to the cinema | c. because he laughs in his sleep. |
| 4..... Burgers are very tasty | d. and watch that film you were talking about? |
| 5..... My neighbours are friendly | e. because they're quick and easy. |
| 6..... Do you know if he's at home | f. although they are not very healthy. |
| 7..... Pick me up early, please, | g. but they're noisy. |
| 8..... We know he has great dreams | h. but there weren't any seats left. |

2. Check your grammar: multiple choice – conjunctions

Circle the best word to complete these sentences.

- I'd love to stay **so / and / but** I have to catch my bus.
- His hot chocolate was too hot **so / and / but** he put some cold milk in it.
- Or / Although / Because** we had an umbrella, we got extremely wet.
- I only passed my exam **because / but / although** you helped me.
- They were hungry **but / because / so** they made some sandwiches.
- We can go to the pool **and / but / or** we can go horse-riding, whichever you prefer.
- She didn't want him to see her **and / so / although** she hid behind a plant.
- He's in the town centre **so / because / but** he wants to look for shoes.

9. I'm definitely coming tonight. **or / because / although** I could be a bit late.
10. We can go to the shop before we go to Clare's house **and / or / so** go to Clare's house first to see if she needs anything. What do you think?

3. Check your grammar: rewrite the sentence – conjunctions

Rewrite as one sentence using the conjunction given.

1. I don't eat cheese. I don't eat butter. (or)
.....
2. I like him. He's annoying. (but)
.....
3. We're having salad for lunch. We're not very hungry. (so)
.....
4. She doesn't use much suncream. She has very pale skin. (although)
.....
5. This year, he's been to China. He has also been to Brazil. (and)
.....
6. Would you like to go to Paris? Would you rather go to Budapest? (or)
.....
7. He's very tired today. He went to bed very late last night. (because)
.....
8. It looks very near. It's quite a long way away. (although)
.....

Answer Key to Worksheet 3

1. Check your grammar: matching – conjunctions

- | | |
|------|------|
| 1. h | 5. g |
| 2. e | 6. b |
| 3. d | 7. a |
| 4. f | 8. c |

2. Check your grammar: multiple choice - conjunctions

1. I'd love to stay but I have to catch my bus.
2. His hot chocolate was too hot so he put some cold milk in it.
3. Although we had an umbrella, we got extremely wet.
4. I only passed my exam because you helped me.
5. They were hungry so they made some sandwiches.
6. We can go to the pool or we can go horse-riding, whichever you prefer.
7. She didn't want him to see her so she hid behind a plant.
8. He's in the town centre because he wants to look for shoes.

3. Check your grammar: rewrite the sentence - conjunctions

1. I don't eat cheese or butter.
2. I like him but he's annoying. **or** He's annoying but I like him. **or** He's annoying, but I like him.
3. We're not very hungry so we're having salad for lunch. **or** We're not very hungry, so we're having salad for lunch.
4. Although she has very pale skin, she doesn't use much suncream. **or** She doesn't use much suncream, although she has very pale skin.
5. He's been to China and Brazil this year. **or** He's been to China and to Brazil this year. **or** This year, he's been to China and Brazil.
6. Would you rather go to Paris or Budapest? **or** Would you like to go to Paris or Budapest? **or** Would you like to go to Paris or to Budapest? **or** Would you rather go to Paris or to Budapest?
7. He's very tired today because he went to bed late last night.
8. It's quite a long way away although it looks very near.

Option 2: Data Projector

Preparation	<p>Follow the lesson plan for Option 1, introducing the following changes:</p> <ol style="list-style-type: none">1. Instead of reading the story to the students, play the video at http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conjunctions-and-or-so-because-and-although and show it on the projector (only if you have the audio option).2. After the student have studied the Grammar Snack, instead of giving them Worksheet 3, go to http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conjunctions-and-or-so-because-and-although, click on the icons shown below <p>and do the exercises with the whole class together (only if you have internet access).</p>
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Option 3: Computer Lab

Preparation

Follow the lesson plan for Option 1, introducing the following changes:

1. Instead of reading the story to the students, ask them to watch the video at <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conjunctions-and-or-so-because-and-although>.
2. Instead of giving out worksheets, guide the students to click on appropriate icons and ask them to do the exercises and activities in pairs:

1.

Daisy, Amy, Oliver and Alfie are planning a weekend at a music festival when Sophie calls from Austria with a great idea.



2.

▶ Worksheets and downloads

3.  Conjunctions: and, or, but, so, because and although - grammar snack

4.

▶ Check your grammar: matching - conjunctions

▶ Check your grammar: multiple choice - conjunctions

▶ Check your grammar: rewrite the sentence - conjunctions

▶ Transcript

5.

Monitor and help when needed.