



Theme: A Penny For Your Thoughts

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Connectors	Language for expressing opinion	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use connectors such as 'and', 'as well as', 'moreover', 'both ... and ...', 'in addition', 'furthermore', 'not only', 'besides ... also...' and 'also',
2. use connectors such as 'although', 'despite', 'in contrast', 'however', 'in spite of', 'even though', 'on the other hand' and 'nonetheless',
3. answer questions based on a visual text.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Two passages about the living conditions of people who live in squatters (Ensure that one passage uses connectors (shown in point 1 of 'Objectives' while the other passage which has similar content does not.)
3. Visualizer projector
4. A sheet of paper with examples of sentences taken from the 1st passage and their corresponding sentences with connectors (shown in point 1 of 'Objectives') taken from the 2nd passage
5. A sheet of paper with sentences that the students have to work on by rewriting them using the connectors (shown in point 1 of 'Objectives')
6. Newspaper articles with highlighted sentences which use the connectors 'although', 'despite', 'in contrast', 'however', 'in spite of', 'even though', 'on the other hand' and 'nonetheless'
7. A sheet of paper with sentences that the students have to work on by rewriting them using the connectors (shown in point 2 of 'Objectives')
8. A sheet of paper with incomplete sentences for students to fill in with connectors

Introduction / Warm-up Activity (10 min)

1. Show the students the 1st passage without connectors on the visualizer projector. Get them to read the passage silently to themselves. Then, show the 2nd passage with similar content to the 1st passage. The only difference is the 2nd passage uses connectors. Get the students to read the 2nd passage silently to themselves too. Then, discuss the two passages with the students. Ask them how the two passages are similar and how they are different.

Lesson (20 min)

1. Pick out two sentences from the 1st passage that appears as one sentence with the connector 'and' in the 2nd passage. Ask the students how the sentences have been joined together. Get

them to point out to you that the connector 'and' is used. Explain to the students the purpose of the connector 'and'. Tell the students that the connector 'and' is used to add information and to join similar ideas.

2. In the same way, pick out two sentences from the 1st passage that appears as one sentence with the connector 'as well as,' 'moreover,' 'both ... and ...,' 'in addition,' 'furthermore,' 'not only,' 'besides ... also...' and 'also' in the 2nd passage. Ask the students how the sentences have been joined. Get them to point out to you the connectors that are used. Explain to the students that all the connectors help add information and join similar ideas.
3. Show the students some sentences which they have to rewrite using connectors (shown in point 1 of 'Objectives'). Have the sheet of paper on the visualizer projector and go through each question with the students. Discuss with them how the sentences should be rewritten.
4. Next, show the students newspaper articles with some sentences that use the connectors 'although,' 'despite,' 'in contrast,' 'however,' 'in spite of,' 'even though,' 'on the other hand' and 'nonetheless'. Have those sentences with such connectors highlighted. Go through each of the sentences. Explain to the students that such connectors are used to talk about different points of views.
5. Show the students some sentences which they have to rewrite using connectors (shown in point 2 of 'Objectives'). Have the sheet of paper on the visualizer projector and go through each question with the students. Discuss with them how the sentences should be rewritten.

Additional Activities / Closure (15 min)

1. Put the students in groups. Show the students some incomplete sentences which they have to fill in on the visualizer projector. Tell them to read the given clauses and then create the other half of the clause.

Example:

- Although Tim was sick, _____.
- Not only did she help the old lady, _____.

Discuss the answers with the students.

2. Tell the students to turn to **pages 141 – 144 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **pages 141 – 142** before reading the instructions given in the exercises together. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 148 – 151** as homework. Go through the visual text with the students. Elicit the answers from the students when you go through the questions with them.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Discuss a controversial topic such as abortion or euthanasia with the students. Tell them to research on the topic and to write about it. Ask them to state if they are for or against it by writing down the viewpoints of different schools of thought. In so doing, remind the students that they will need to use connectors to join their sentences together. Go through the connectors learnt in the lesson and remind them how they can make their writing more interesting.