



## Lesson Plan For Lesson 16



40 min

**Theme: Our Feelings**

**Focus: The Conjunction 'So'**

### Lesson Objectives

Students are able to

1. identify the types of actions people do as a result of certain feelings,
2. complete sentences using 'so' clauses,
3. complete sentences using the correct conjunction.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 3
2. Clause or phrase cards and conjunction cards (Ensure that there are enough for each group to form at least 8 sentences.)
3. Writing paper or an English exercise book
4. Picture cards of people expressing feelings such as anger, anxiety, surprise etc (for Optional Activity)

### Introduction / Warm-up Activity (5 min)

1. Ask the students questions about what they will do when they experience certain feelings.

**Example:**

- What do you do when you are hungry?

Call on more than one student to answer the question as there might be different responses.

2. After getting answers from the students, write them on the board using the conjunction 'so'.

**Examples:**

- Mark is hungry, so he eats a whole box of biscuits.
- Jane is hungry, so she orders fast food.

3. Repeat this activity.

### Lesson (10 min)

#### The Conjunction 'So'

1. Explain to the students that 'so' is used to show the result.
2. Ask the students questions about different actions and situations and their results.

**Example:**

- What did you do when you woke up late for school?  
I woke up late so I took a taxi to school.
3. You may want to explain to the students that 'so' is used to show the result of something and not the reason that something is done.
  4. Review the use of 'but' to show contrast.
  5. Explain that 'or' can be used to mean 'if not'. Ask the students questions about themselves and their feelings.

**Example:**

- What will happen if you do not eat?  
Rephrase their answers to include the conjunction 'or'.

**Example:**

- I must eat or I will be hungry.
6. Write the answers on the board.

**Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 67 of Learning Grammar Workbook 3**. Read the examples to them.
2. Let the students complete **Exercise 38 and 40, pages 68 – 69 and page 72** on their own.
3. Facilitate the students' learning by walking around to check their answers.

**Additional Activities / Closure (15 min)**

1. Divide the students into groups of 2 or 3. Give out the clause or phrase cards and the conjunction cards to the students.
2. Get them to play a memory game. Tell the students to shuffle the cards and place them face down on the table. Get them to place the conjunction cards separately. The students need to flip over 3 cards each time. The phrases/clauses must make sense when joined using the conjunction. If they do not make sense, flip the cards back and try again.
3. If time permits, get the students to write the sentences on writing paper or in their English exercise books.

**Optional Activities**

1. Ask the students to complete **Exercise 39, pages 70 – 71** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to give each student a picture of a person or a group of people that depicts certain feelings and situations. Get them to write sentences using the conjunctions taught. For example, if there is a picture of a boy bent over in pain, the student may write "Tom was not feeling well, so his mother took him to the doctor's. Tom had a fever but he did not want to take his medicine. "You must take your medicine or you will not get well," his mother told him."