

Helping Intermediate Learners Better Understand Cohesion

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Date: 29th November 2012

Duration: 60 minutes

Level: Intermediate

1.0 Class Profile

I have observed the intermediates a total of seven times these past eight weeks and I have taught them three times. Over this time, or perhaps just in the lesson's I have observed, there seems to be six or seven faithful regulars who turn up to every class. Additionally, there are sometimes a few new faces.

This is a colourful, multilingual class made up of a variety of characters of different ages and nationalities (Greek, Iranian, Russian, Georgian & Uzbekistani). The lack of a common first language appears to heighten their need to learn English and results in a class motivated to learn and participate in communication activities.

That the class follows no standard textbook, has no set teacher, and is used as a guinea pig for trainee teachers to practise their technique, has done little to deter them. In fact, the range of nationalities and exposure to many varieties of English, coupled with the teachers' commitment to deliver successful lessons for assessment or observations reasons, has meant that some of their classes are taught to a very high standard.

There are certainly a mix of abilities and levels. Some are struggling to keep up and others are more advanced and have been studying for several years. Teachers and myself have often discussed how this class seems to be stuck on an intermediate plateau where they don't seem to be progressing at a level they should be. This could be due to the inconsistency with lessons and teachers, the lack of regular homework and free time in their own lives to develop and improve their understanding of English.

A needs analysis questionnaire and personal interviews with the students also revealed that the majority of students identified speaking and listening as their weakest areas in English. This is perhaps due to the Grammar-Translation style they were taught English in, during their school years. Despite this, students are keen to learn English in a Communicative Approach style and enjoy pair work, group work and mingling activities –techniques I intend to employ in today's lesson.

2.0 Individual Student Profiles

The individual profiles below reflect my observations of students who I have personally met and taught in class.

Name/Age	Motivation	Strengths	Weaknesses
Nicolas Greek 39	English as it is the Lingua Franca	Wants to be challenged. Sometimes quiet in class but when he does speak, it's usually a valid point. He speaks well & uses simple conjunctions in his speech. I haven't heard him talk for any great length of time so I hope this lesson provides him with the opportunity to speak cohesively.	His speech & written work lack use of cohesive devices. He seems afraid to take risks with the language and sticks with what he knows.
Natalie Russian 30-40	Work Travel	-She has recently started talking up a lot more in class & uses simple conjunctions like <i>and</i> & <i>but</i> well but would benefit from learning a few more.	She lacks confidence in her written English. Working with a partner during the final stage of this lesson should help her.
Jim Greek, Crete 30-40	Hopes to be more employable if he improves his English	He has a strong voice & speaks well. He takes his time to construct sentences but often speaks well when he does. I believe he will enjoy making a speech at the end of this lesson & benefit from a few more conjunctions.	Feels reading & writing are his greatest weaknesses. Fears he is dyslexic & so will keep my eye on him during the reading & writing exercises. Working in pairs and groups should help take the pressure of him.
Sophia Georgia 30-40	Personal	Perhaps the highest level of fluency in the class. +3 years of study. I expect she will be a confident performer in speech giving due to her job as a singer.	She hasn't turned up to class in about 4-5 weeks. Although she is one of the most fluent in the class, accuracy is still a concern in her spoken and written work.
Joanna Greek 24	-Needs a certificate in English for employment. -Immigration	Contributes often to the class & is good at helping weaker students. -2-3 years of study.	She sticks to easy conjunctions and doesn't take risks with the language.
Maria Greek	Unknown Absent on	Appears to be quiet but is very intelligent and can talk about	Like many of her peers, her speech & written

	day of questionnaire	many things in English. Uses the few conjunctions she does know, well.	work lack appropriate use of cohesive devices.
Niki Greek 40-50	Personal Travel Hobby	Her confidence will serve her well in this speaking lesson +3 years of study -One of the class leaders. -Vocal	She may have a tendency to dominate the class in discussions

3.0 Learner Needs

This particular group of intermediates will benefit greatly from a lesson about discourse involving speeches and conjunctions. Most of their classes concentrate on having them speak freely and fluently, so it will be good to hear them concentrating on accuracy with conjunctions. As I mentioned in most of their individual profiles, they work well with the language they know, but most don't want to take risks. I think this lesson will be a little different for them but that it is one they need and I hope will get a lot from.

4.0 Main Aims

- **To enable students to recognize (better than before the lesson) what makes a text cohesive.**
This will be done through: - showing students a bad example of a speech which lacks cohesion, and study of conjunctions in chat-up lines & a short human interest story.
Evidence: All students will be able to participate and contribute to the un-jumbling of sentences in
A human interest story.
- **To develop student students' production of speech and writing using conjunctions.**
This will be done through: - having students talk about wedding traditions by themselves
Evidence: Peers will be ticking how many times they used conjunctions.

5.0 Sub-Aim

- **To review expressions of opinion giving.**
This will be done through: having students discuss whether they agree or disagree with the couple who got married in 5 different locations.
Evidence: Ss will have spoken in small groups about the couple and expressed their opinions using the expressions.

As far as I'm concerned	/əzfa:əzaɪmkən'sɜrnd/	I think	/aɪθɪŋk/
I reckon	/aɪ'rekən/	Yeah maybe, but	/jɛəmeɪbɪbʌt/
I absolutely agree	/aɪjæbsələtliə'gri/	Yes, I agree	/aɪjə'gri/
I see your point, but	/aɪsiyərpoɪntbʌt/	Rubbish	/'rʌbɪʃ/
Sorry, I don't agree	/sɔriɑɪdɔuntə'gri/		

6.0 Timetable Fit

As there is no real syllabus that this class follows, the fit is difficult to define. Most students will however have studied the functions *giving opinions, advice* and *suggestions* in previous lessons with me so part of the language focus for this lesson will be review. Students have also recently studied skimming and scanning so will be used to reading for gist and searching for specific information when they reconstruct the article.

7.0 Assumptions

- Not all students will turn up to class so group work may well turn into pair work.
- Students have knowledge of customs and traditions in their own culture.
- All students will have something to say about the context of this lesson: weddings.
- Speech giving is something they have seen or experienced for themselves at some point in their lives
- Students are familiar with a variety of conjunctions but cannot readily produce them.

8.0 Analysis

8.4 New Vocabulary

As much as possible, new vocabulary has been minimalised so that students can focus on the use of conjunctions in spoken and written discourse rather than be concerned with the meaning and pronunciation of new words.

8.5 Language Focus

Students will study a small range of conjunctions.

But	/bʌt/	To connect two ideas with the meaning of "with the exception of" To suggest a contrast that is unexpected in light of the first clause
Because	/bɪ'kɔːz/	A subordinating conjunction introduces a <u>dependent clause</u> and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).
After all	/'æftəɹɔːl/	conjunctive adverb - joins independent clauses together.
When	/wɛn/	A relative marker
So	/səʊ/	means "as well" or "in addition," can act like "therefore"

9.0 Anticipated Problems & Suggestions

9.1 Dominant Students Doing All the Speaking: There are some students who tend to talk more than others. In this lesson, it is important that all students get the chance to talk and use the conjunctions.

Suggestion: Make students do work in pairs or small groups to ensure everyone gets to participate.
Use the Conjunction Grid during the Wedding tradition activity to ensure they all participate.

9.2 Class Atmosphere: Students tend to sit in the same seats in every class and talk to the same partner. This is reducing their exposure to the language from others and could create a stale atmosphere in the classroom.

Suggestion: Include activities that have students standing up, walking around, mingling and changing seats.

10.0 Commentary

As the background essay showed, many learners of all levels of English tend to have problems with cohesion. Cohesion is therefore something that should be approached with care and caution in the classroom. Due to the nature of the set-up at CELT, these particular intermediate learners have never really had one single, consistent teacher who could work with them and build up their knowledge of cohesion in texts over time. Therefore, although this lesson may not be seen to use very challenging conjunctions, it is actually with good reason. It is my intension that students start using a small number of conjunctions correctly from the onset. Giving them a long list of more complicated conjunctions would only confuse them. I want this lesson to have students using and understanding how these conjunctions work in texts and to really notice their contribution to a text's cohesion (spoken or written). Today's lesson will be no giant leap for the intermediate learners, but it will be a small step in the right direction. They will also be challenged in other ways which will involve them thinking.

The context of this lesson is something they will all be able to relate to: Weddings. Whether they have played a central role in one, just been a bystander in the street as one finished up, or have only seen one on TV, weddings are very much ingrained in western society and a topic they are likely to have an opinion about, even if they are lacking actual experience themselves. On the topic of opinion-giving, this is something I have purposefully integrated into this lesson as an opportunity to review expressions learnt in my last lesson with them. These intermediate students so rarely have the opportune to build on what they learnt in previous lessons so I wanted to make a point of doing it in this class while I can.

I also recently taught a lesson on Multiple Intelligences with this class. It was a very revealing lesson and gave me an insight into their preferred learning styles. For this reason, I have tried to ensure that as many intelligences as possible have been incorporated. For example, I have allowed some activities to be completed individually, (when do people give speeches/ talking about a custom or tradition) to appeal to the intrapersonal intelligence, while others depend on working as a group (Milionnaire Quiz) to appeal to the interpersonal intelligence. I will be interested to see if students who appeared to have one dominant intelligence, will respond as they would be expected to when an activity appealing to their highest intelligence is conducted.

The main aim of this lesson is realistic and hopefully achievable. As my research showed for the background essay showed, even advanced learners of English can struggle to fully comprehend the complexities of cohesion. It is therefore my hope that the students in today's class enjoy the lesson and leave the class having learnt something new about cohesion and the role conjunctions can play in this. Other forms of cohesion; referencing, lexical cohesion and theme & rheme may be addressed in passing during this class, but should definitely be kept for another time.

11.0 Materials

PowerPoint Display
Video clip of South Carolina Speech
Video clip of Wedding from My Big Fat Greek Wedding
Chat-up lines (halved)
Human Interest Story Paragraph Jumble cards
Conjunctions grid

11.0 Images References from the PowerPoint

<http://www.google.co.uk/imgres?hl=en&tbo=d&biw=1366&bih=643&tbnid=90tSZEdG99e7M:&imgrefurl=http://www.delmarpeet.org/&docid=hZxHyWkSvsQUgM&imgurl=http://4.bp.blogspot.com/-IZsAISEWQCk/UDvWmF5M7QI/AAAAAAAAAww/zz5WrGFkyBE/s1600/nervous-1.jpeg&w=307&h=400&ei=9la2UPLhJ8TDtAaEtoHICw&zoom=1&iact=hc&vpx=1126&vpy=124&dur=2046&hovh=256&hovw=197&tx=120&ty=110&sig=115548533434937256516&page=1&tbnh=149&tbnw=114&start=0&ndsp=21&ved=1t:429,r:6,s:0,i:100>

http://www.google.co.uk/imgres?num=10&hl=en&tbo=d&biw=1366&bih=643&tbnid=9FsmSDYKQOGI-M:&imgrefurl=http://www.riverisland.com/men/gifts/stocking-fillers/the-little-book-of-chat-up-lines-262001&docid=sveilqTbvSUIInM&imgurl=http://riverisland.scene7.com/is/image/RiverIsland/262001_main%253F%2524hero%2524&w=430&h=430&ei=TXa2UN-pNoTPsgbn5IG4CA&zoom=1&iact=hc&vpx=724&vpy=305&dur=1379&hovh=225&hovw=225&tx=114&ty=164&sig=115548533434937256516&page=1&tbnh=144&tbnw=144&start=0&ndsp=20&ved=1t:429,r:11,s:0,i:145

http://www.cartoonstock.com/directory/o/one_liners.asp

http://www.google.co.uk/imgres?um=1&hl=en&tbo=d&biw=1366&bih=643&tbnid=P51xf2RUE_o4TM:&imgrefurl=http://www.cornelsen.de/wu_dating/1.c.2597858.de&docid=QDzzOrvwRB5N6M&imgurl=http://www.cornelsen.de/fm/1461/Dating_Web_Unit.png&w=976&h=183&ei=QrG2UJTeC4aWswaGqYCoBw&zoom=1&iact=hc&vpx=783&vpy=112&dur=8528&hovh=97&hovw=519&tx=219&ty=56&sig=115548533434937256516&page=1&tbnh=56&tbnw=210&start=0&ndsp=23&ved=1t:429,r:5,s:0,i:97

http://www.google.co.uk/imgres?um=1&hl=en&sa=N&tbo=d&biw=1366&bih=643&tbnid=q4-2upHuDGaBvM:&imgrefurl=http://saynotomean.blogspot.com/2012_07_01_archive.html&docid=wpKp6ZLvcO2IeM&imgurl=http://4.bp.blogspot.com/-jYX69kkEBZM/T_hRHcxBe6I/AAAAAAAAAZc/Z4680pDY3nM/s1600/8368122-attractive-man-winking-and-pointing.jpg&w=400&h=267&ei=t7C2UPuPN8TPtAau4YGADg&zoom=1&iact=rc&dur=132&sig=115548533434937256516&page=1&tbnh=135&tbnw=189&start=0&ndsp=29&ved=1t:429,r:1,s:0,i:88&tx=98&ty=52

<http://weheartit.com/entry/16670749>

<http://www.google.co.uk/imgres?hl=en&tbo=d&biw=1366&bih=643&tbnid=sA4Aqe26716zQM:&imgrefurl=http://www.jokeroo.com/pictures/sexy/crazy-wedding.html&docid=y5I8Fs2fUTBqKM&imgurl=http://cl.jroo.me/z3/S/4/F/d/a.aaa-Crazy-wedding.jpg&w=500&h=333&ei=Bc62UMP8GpK0hAeb0YDYBQ&zoom=1&iact=hc&vpx=457&vpy=156&dur=78&hovh=183&hovw=275&tx=178&ty=98&sig=115548533434937256516&page=1&tbnh=135&tbnw=197&start=0&ndsp=25&ved=1t:429,r:3,s:0,i:91>

<http://www.aliexpress.com/wholesale/wholesale-korean-couple-hoodie.html>

http://www.google.co.uk/imgres?hl=en&sa=X&tbo=d&biw=1366&bih=643&tbnid=L3YPmk7NZVsKeM:&imgrefurl=http://www.tidebuy.com/product/Glamour-High-Collar-Long-Sleeve-Cotton-Couple-Clothing-H68531-2882918.html%3Frtm_source%3Dsite%26rtm_medium%3Dproductpagecommend%26rtm_content%3D2882918%26rtm_campaign%3D2882927&docid=0SLXREhcaY4mtM&itg=1&imgurl=http://s.tidebuy.com/images/product/2/2882/2882918_1.jpg&w=429&h=533&ei=Hd62UOLmPMH DhAeNjYHADA&zoom=1&iact=hc&vpx=274&vpy=30&dur=1828&hovh=250&hovw=201&tx=1

[10&ty=128&sig=115548533434937256516&page=2&tbnh=140&tbnw=125&start=26&ndsp=34&ved=1t:429,r:54,s:0,i:252](http://www.google.co.uk/imgres?hl=en&sa=X&tbo=d&biw=1366&bih=643&tbnid=YTgViO-ddijsBM:&imgrefurl=http://www.tidebuy.com/Couple-Outfits-100448/&docid=KgcKq15aRug5HM&imgurl=http://s.tidebuy.com/images/product/2/2882/2882895_1_m.jpg&w=230&h=312&ei=Hd62UOLmPMHDhAeNjYHADA&zoom=1&iact=hc&vpx=617&vpy=77&dur=1215&hovh=249&hovw=184&tx=111&ty=137&sig=115548533434937256516&page=1&tbnh=141&tbnw=104&start=0&ndsp=26&ved=1t:429,r:4,s:0,i:97)
http://www.google.co.uk/imgres?hl=en&sa=X&tbo=d&biw=1366&bih=643&tbnid=YTgViO-ddijsBM:&imgrefurl=http://www.tidebuy.com/Couple-Outfits-100448/&docid=KgcKq15aRug5HM&imgurl=http://s.tidebuy.com/images/product/2/2882/2882895_1_m.jpg&w=230&h=312&ei=Hd62UOLmPMHDhAeNjYHADA&zoom=1&iact=hc&vpx=617&vpy=77&dur=1215&hovh=249&hovw=184&tx=111&ty=137&sig=115548533434937256516&page=1&tbnh=141&tbnw=104&start=0&ndsp=26&ved=1t:429,r:4,s:0,i:97

12.0 Video References


Miss South Carolina

https://www.youtube.com/watch?v=a2bPpvU_63Q

or <https://www.youtube.com/watch?v=WALIARh7LII> (with subtitles)

My Big Fat Greek Wedding

https://www.youtube.com/watch?v=a2bPpvU_63Q

	Procedure: Teacher Materials	Students	Stage & Aims	
2 min s	<p>Slide 1 -Elicits when Ss might have to deliver a speech. Gives Ss 1 minute to think of ideas.</p> <p>Feedback: Ask: <i>When do you make speeches?</i> <i>Have you ever had to give a speech?</i> <i>How did you feel?</i></p>	Think about when someone might have to deliver a speech.	<p>Lead-in -to personalise the context for them</p> <p>-To reflect on their own experiences of giving speeches</p>	T-Ss Ss
3 min s 5	<p>Video of S. Carolina Girl Plays video</p> <p>Ask for impressions on the video. Did it make sense to them?</p> <p>Why not? Lack of ...</p> <p>Slide 2/3 Cohesion</p> <p>Tell Ss I unfortunately had a moment like this when I was giving a speech at my wedding</p> <p>Slide 4 (picture of me looking lost for words at wedding!)</p>	Watch the video Think about why the speech didn't make sense.	<p>To have students notice how the lack of cohesion in a text makes it non-comprehensible.</p> <p>To realise how important it is that text match together well.</p> <p>To make students feel it's okay to make mistakes</p>	Ss
5 min s	<p>Tells Ss they will look at some conjunctions in pick-up lines</p> <p>Asks students</p> <ul style="list-style-type: none"> • <i>What are pick-up lines?</i> • <i>When do people usually use them?</i> • <i>Do you know any in English?</i> <p>Show Examples Slide 5</p> <p>Instructions <i>These pick-up lines are halved and all muddled up. Some of you will have the beginning; some of you the end.</i> <i>Please try to find the other half of your pick-up line by standing up and saying them to your classmates. Classmates with the endings should reply with one of their pick-up line endings. If it makes sense,</i></p>	Answer the teachers questions Listen to instructions.	<p>To show how conjunctions are used to tie texts together.</p> <p>To see how much students already know about pick-up lines.</p>	T

	<i>you've found your match. If it doesn't, try another student.</i>			
10	<p>Slide 6: ICQs <i>Do you have the whole of the pick-up line? No</i> <i>Who has the other half? Another student.</i> <i>Are we standing or sitting for this activity? Sitting.</i></p>	Answer the questions	To ensure students understand the instructions clearly.	T-Ss
5 min s	<p>Chat-up line mingle</p> <p>Monitors, making notes on pronunciation.</p>	<p>Walk around and read the ½ chat-up line to other students.</p> <p>Try to match the chat up lines together.</p> <p>Keep complementary pairs together.</p>	<p>To have Ss inductively use conjunctions.</p> <p>To get students talking.</p> <p>To change the atmosphere in the classroom.</p>	Ss-Ss
5 min s	<p>Feedback: Slide 7</p> <p>Shows half the chat-up line, Ss report what the ending should be.</p> <p>Gives out handout 1 with chat-up lines. Asks Ss to circle the conjunctions.</p> <p>Check Using Slide 8</p>	<p>Report back which ones they used.</p> <p>Circle the conjunctions</p>	<p>To check answers.</p> <p>To have Ss notice the conjunctions and their uses.</p>	T-Ss
7 min s	<p>Introduction to the article, (international wedding)</p> <p>Gives out the paragraphs of the text (with missing conjunctions) to pairs.</p> <p>Tells Ss to put the text in order and pay attention to features that help the text make sense.</p> <p>Give Ss the missing conjunctions & ask them to place them in the text.</p> <p>Slide</p> <p>Check answers as a class.</p>	<p>Work in pairs to try and un-jumble the text.</p> <p>Report back on the order they chose and why.</p> <p>Choose a conjunction from the slide to put in the missing box</p>	<p>To show how Ss are capable of working out recognising what is cohesive, and what isn't.</p> <p>To further practise the use of the conjunctions.</p>	<p>Ss-Ss</p> <p>Ss-Ss</p>
27				

<p>8</p> <p>35 mins</p>	<p>Slide 12 & 13 Asks class who thinks what the couple have done is a great idea. Who thinks the couple are crazy?</p> <p>Mixes up students with differing opinions and has them discuss their reasons using the expressions of opinion from the previous lesson. I reckon/ I think/ I agree/ rubbish etc..</p>	<p>Students answer</p> <p>Change seats to be sat with someone who disagrees with them.</p> <p>Discuss their opinions</p>	<p>Role Play</p> <p>To practise speaking using expressions they should already be familiar with.</p>	<p>Ss-Ss</p>
<p>5</p> <p>40 mins</p>	<p>Show video clip from my Big Fat Greek Wedding (1 min) as she walks down the aisle.</p> <p>Asks <i>Why were the American's shocked?</i> When she walked down the aisle, the women spat because they wanted to chase away the evil eye. However, they don't have this tradition in America, so they were shocked.</p> <p>Lead-in to Different Wedding Traditions around the world. Slides 14-18 Students play a short game of 'Who wants to be a Millionaire?' about weddings.</p>	<p>Answer the question</p> <p>In teams, answer questions by choosing A,B,C or D.</p>	<p>To show how popular conjunctions are in English.</p> <p>To have Ss think about the differences in cultures that they may already know.</p> <p>To prepare Ss for the next activity</p>	<p>T-Ss</p>
<p>5</p> <p>45 mins</p>	<p>Ask Ss <i>Who has been to an international wedding?</i> <i>What are Greek weddings like?</i> <i>How are they different from Russian weddings?</i></p> <p>Describing a Wedding Custom Instructions In small groups, each member talks for 1 minute each, about a wedding custom. Ss should try to use as many conjunctions as possible. Ss listening should tick every time a conjunction is used.</p> <p>ICQs –Slide <i>How long will you talk for?</i> <i>What will you talk about?</i> <i>What should you try to include?</i> <i>If you're listening, what will you do?</i></p> <p>Monitors</p>	<p>Answer question</p> <p>Listen to instructions</p> <p>Answer ICQs</p> <p>Talk for 1 minute each, about a wedding custom. Other Ss record how many conjunctions</p>	<p>To have Ss use their own experiences to discuss wedding traditions.</p> <p>To make sure they are producing cohesive sentences</p> <p>To familiarise Ss with hearing conjunctions in spoken English.</p>	<p>T-Ss</p> <p>Ss-Ss</p>

		they use.		
10	<p>Tells Ss the couple have decided to have their last and final wedding ceremony in Athens for their Greek family and we're all invited to the evening ceremony.</p> <p>After the father gives his speech, the bride and groom have asked their friends (the students) to give a short 1 minute speech about their travels and weddings around the world.</p> <p>Show 1 minute clip of father's speech. (at 5mins 8 seconds)</p> <p>Ask Ss to work in pairs to write a speech about the couple making sure they use the conjunctions studied today.</p> <p>Monitors and checks written work</p> <p>Asks Ss to present their speeches to the class</p>	<p>Listen to the teacher</p> <p>Watch the video</p> <p>Work in pairs/3s to write a short 1 minute speech.</p> <p>Students present speeches as a group.</p>	<p>To give students a context for their speeches.</p> <p>To listen to a short, clear father of the bride speech.</p> <p>To provide further use of conjunctions.</p> <p>To allow Ss to produce a piece of written work using conjunctions.</p>	<p>T</p> <p>Ss-Ss</p>
5	Feedback on their speeches and the lesson.	Ask questions i any	To conclude the lesson	

**1. Hey baby, I'm ready for some FUN, I
already have the F and the N,**

but I still need 'U'!

2. Have you got a plaster?



**Because I hurt my knee falling in love with
you.**

3. I must be lost after all.

I thought paradise was further south?

4. Did it hurt

when you fell from heaven?

5. I'm new in town so,

**could you tell me how to get to your
apartment please?**

Cheesy Chat-up lines

1. Hey baby, I'm ready for some FUN, I already have the 'F 'and the 'N', but I still need 'U'!
2. Have you got a plaster? Because I hurt my knee falling in love with you.
3. I must be lost after all. I thought paradise was further south?
4. Did it hurt when you fell from heaven?
5. I'm new in town so could you tell me how to get to your apartment please?
6. Do you have a map? _____ I keep getting lost in your eyes



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Cheesy Chat-up lines

1. Hey baby, I'm ready for some FUN, I already have the 'F 'and the 'N', but I still need 'U'!
2. Have you got a plaster? Because I hurt my knee falling in love with you.
3. I guess you can kiss Heaven goodbye then. It has got to be a sin to look that good.
4. I must be lost after all. I thought paradise was further south?
5. Did it hurt when you fell from heaven?
6. I'm new in town _____ could you tell me how to get to your apartment please?
7. Do you have a map? _____ I keep getting lost in your eyes



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We're having 5 weddings for price of 1

EVERYONE wants their wedding day to be perfect and chances are this couple will have at least one good one – they are planning five this year, [redacted]

Simonne and Ryan Feeney wanted a big bash with their nearest and dearest [redacted] there was one problem – they were scattered across three continents.

[redacted] the couple decided that, if their families could not come to the wedding, the wedding would come to them.

The idea might seem a fantasy of the rich and famous but Mrs Feeney, 31, said the five ceremonies would cost them £7,000, including flights.

The grand tour began in March [redacted] Mr Feeney, 35, got down on one knee during a flight to Las Vegas. They were married in a private ceremony there just two days later.

The second, for Mr Feeney's mother, Corinne, came in May, complete with a romantic sunset ceremony in Turkey. The next will be a bash for friends in

August in their home town of Milton Keynes. Wedding dress No.4 will be packed off to Florida the following month for a beach wedding attended by Mrs Feeney's father, Peter.

They should [redacted] have enough air miles to ease the burden of getting to Melbourne, Australia, for the last 'I do' in front of Mrs Feeney's mother, Heather.

'I would certainly recommend having lots of weddings. If something goes wrong I know there's always another to get it right,' added the bride.

Handout 1

Conjunction	Name:	Name:	Name:	Name:
and				
so				
but				
because				
then				
when				
or				

Conjunction	Name:	Name:	Name:	Name:
and				
so				
but				
because				
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LESSON PLAN