



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

LINKING WORDS

COMPREHENSIVE EXAM REPORT
(PRACTICAL COMPONENT)

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

AUTOR: PONCE RODRÍGUEZ BRYAN ARMANDO

ADVISOR: LCDO. CARABAJO ROMERO ÍTALO, MSC.

La Libertad – Ecuador

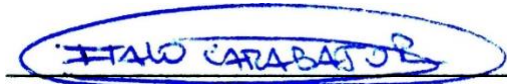
2022

La Libertad, October 21st, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the comprehensive exam report under the title “**LINKING WORDS**” prepared by **PONCE RODRÍGUEZ BRYAN ARMANDO** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed this report, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



MSc. Carabajo Romero Ítalo Rigoberto
ADVISOR

La Libertad, October 21st, 2022

STATEMENT OF AUTHORSHIP

I, Ponce Rodríguez Bryan Armando with ID number # 2400415630, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the comprehensive exam report titled "Linking Words" certify that this work is of my authorship, except for the quotes and reflections used in this report.



Ponce Rodríguez Bryan Armando
ID: 2400415630

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DECLARATION

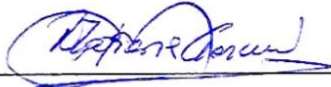
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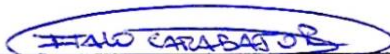
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En calidad de tutor del informe del Examen Complexivo denominado “**Linking Words**” elaborado por el estudiante **Ponce Rodríguez Bryan Armando**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente informe, se encuentra con **4%** de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Carabajo Romero Ítalo Rigoberto
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Submitted	10/20/2022 3:20:00 PM
Submitted by	
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Similarity	4%
Analysis address	icarabajo.upse@analysis.orkund.com

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Submitted by: noemi.quijjemenoscal@upse.edu.ec
Receiver: icarabajo.upse@analysis.orkund.com

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ACKNOWLEDGMENT

In this report I would like to name those people from whom I had the strength and the will to move forward and finally be able to complete my university stage after having overcome various obstacles throughout my career.

First of all, to my dear mother, who was the reason why I had the firmness and perseverance to want to achieve this goal in my life.

Secondly, to professor Kléber Looor Zambrano who always motivated everyone not to give up, who supported me in a unique way and with the kindness that he possesses, he gave me hope to continue.

I would also like to thank two people who encouraged me with their words, by giving me advice and giving me their wisdom: to my aunt-in-law, Karina Figueroa, whom I have come to appreciate very much and that even though I do not have a close or emotional bond with her, she always motivated me keep going, as well as my classmate and friend at the beginning of my career, Daniel Rodríguez, who always advised me and gave me his support every time that I needed it.

And last but not least important, I would like to wholeheartedly thank to Victor Merejildo, Genesis Navarro, Kelvin Pozo, Ariel Rodríguez, Fatima Guaman, Nathaly Muñoz, Shirley Rivera, Karen Ascencio, Johanna Ramírez, Pedro Tomalá, Dayana Macias and Noemi Quijije who became my friends during my university years, yet not only thank them for becoming my friends but also for giving me memorable memories and experiences full of laughs, sadness and cheerfulness at all times of my studies.

DEDICATION

After all that effort and perseverance,

I would like to dedicate this work to those people who are important to me and who in one way or another has guided me to achieve this goal.

To my older brother, Daniel Ponce, who was the only one who introduced me to the world of the English language through great songs and that's why I applied to the English major and now that I have finished it, I feel grateful to him.

To my mother, Cindy Rodríguez, who is the person where I get the enough strength to move forward and so that she feels proud of seeing me to achieve one more goal.

To my two dear friends Victor Merejildo and Genesis Navarro who were not only my classmates but are also my best friends. They have helped me, advised and supported me unconditionally in every step I have taken during my university studies.

Finally, I dedicate this work to myself, because only I know what I have gotten through, what I have cried, and everything I have sacrificed to do it.

With love,

Ponce Rodríguez Bryan Armando

ABSTRACT

This report focuses on explaining how the demonstrative class called "linking words" helps to the future teacher to have an idea of what their field of work will be like through experimentation, and also it offers a clear perception of the factors that are involved in teaching for an effective learning.

In addition, within this report, the future teacher explains how the process of this demonstrative class was, detailing within the planning how these classes were developed, from classroom management to the methodology that was applied in order to achieve the objectives that were proposed using as based the task-based learning method.

So, the purpose of this demonstrative class is not only to demonstrate the knowledge acquired from the subjects studied throughout the entire university stage, but also to analyze what the future teacher must improve, so that the teaching-learning process develops in an effective way.

KEY WORDS: Linking words, classroom management, effective learning, task-based learning method.

RESUMEN

Este informe se enfoca en explicar en como la clase demostrativas denominado "Conectores" ayuda al futuro docente a tener una idea de como será su campo laboral atreves de la experimentación, además de ofrecer una percepción clara de los factores que están implicados enseñanza para un aprendizaje efectivo.

Además, dentro de este informe el futuro docente explica como fue el proceso de esta clase demostrativa detallando dentro de la planificación el como fue desarrollada esta clases, desde el manejo del aula hasta la metodología que fue aplicada para poder alcanzar los objetivos que plantearon utilizando como base el método de aprendizaje basado en tareas.

Así que la finalidad de esta clase demostrativa es no solo demostrar los conocimientos adquiridos de las materias cursadas atreves de toda la etapa universitaria sino también analizar lo que el futuro docente debe mejorar, para que el proceso de enseñanza-aprendizaje se desarrolle de una manera eficaz.

PALABRAS CLAVES: Conectores, manejo del aula, aprendizaje efectivo, método de aprendizaje basado en tareas.

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INTRODUCTION

For the preparation of this report, it is necessary to mention the UPSE statements about the graduation which establishes the requirements for the approval of the Curricular Integration Unit. According to article 5 in Chapter III, 'MAJOR CURRICULAR INTEGRATION UNIT', it mentions "The approval of the IUC implies having completed and approved one of the following options: **a)** Development of a Curricular Integration Work; or, **b)** The approval of a Complex Examination, through which the students must demonstrate the comprehensive management of knowledge acquired throughout their training". (UPSE, 2021, pg. 7-8).

Having chosen the complex examination to obtain the degree in the Pedagogy of the Foreign Languages major, this document shows the practical part, it means, the demonstrative class together with all the planning that was taken into account at the moment of the development of the class, and all the activities involved in the teaching-learning process.

In this case, demonstrative classes allow the development of the teacher's teaching qualities. These qualities are necessary tools to understand what must be taught and how knowledge should be employed.

Everything learned during the course about Teaching Adults, Classroom Management, Curriculum Design, Educational Psychology, Teaching Very Young Learners, Teaching English as a Foreign Language, General Didactic, and so on was applied during the demonstrative class. In these classes, teacher trainees demonstrated not only their domain of the English language but also their ability to control a classroom, answer questions and find the appropriate method to teach the topic in an interactive way.

PLANNING

The topic

Linking words are used to demonstrate a purpose or a condition between two or more ideas. Also, they are called connectors or conjunctions, and they show us how ideas relate to one another. There are many linking words we can use while we write or while we speak. For example, there are linking words to add ideas, give reasons, contrast ideas, give a result, compare, among others. Some of the most common linking words are *and*, *but*, *so*, *or*, *because*, and *when*.

The objective

By the end of the lesson, the students will be able to identify the different functions of the different Linking Words, and how they must be used according to the context.

The methodology

To develop this lesson, it was employed a set of procedures during class. This lesson was focused on the Task-Based Learning Method. So, to introduce the topic of the lesson, the students had to play a role-playing game related to the vocabulary of the class. Then, the use of slides was essential to explain the topic due to students learn easier with visual resources. The use of activities such as little readings, completing different activities on paper sheets, and answering students' questions/doubts during the development of the class help students reinforce their understanding. Finally, the evaluation and the homework were the most important, since they allow the teacher to make sure if students got into the topic.

The resources

For the good development of the class there were some resources that served the class flows in an interactive way. There were slides with the basic information about the

topic given to let the students know what the lesson was about. Moreover, there were a variety of didactic resources such as workshops activities that supported and reinforced the class because they are important tools to keep track of assessment, class development, and homework tasks.

DEVELOPMENT

Activities:

Greetings:

Having a good environment in the classroom is very important, for that reason, the welcoming was a key element in starting the class.

Warm-up:

Starting to introduce the topic with a warm-up encouraged the students to keep active and focused on the class.

Topic explanation:

With the slides worked on PowerPoint, it was explained to the students the different functions the linking words have, and when they are used according to the context.

Individual works:

Students are going to work on two different activities on their own to measure their understanding of the topic explained.

Work in pairs:

With the workshops given during the class explanation, students have to work in pairs and discuss the results they got in each workshop to reinforce their knowledge by discussing between themselves.

Class management

Creating a good and comfortable environment are very important factors that influence the development of the class and the achievement of the objectives. For this reason, the employment of a variety of interactive activities are essential to keep the students motivated, so for this class were applied some techniques to maintain the flow of the class and students focused. According to a quotation from Kavita Bhupta Ghosh in her book ‘Wanted Back-Bencher and Last-Ranker Teacher, she said: “Good classroom management is the art of dealing with problems positively and looking for solutions together so that everyone is involved and willing to find a remedy”. So, being well-prepared, organized, punctual, kind, and maintaining discipline are all essential for effective learning.

ASSESSMENT

During class, students were working on two activities:

- The first one was a workshop with three little readings about “My Last Holiday” in which students had to read what each person describe about his/her last holiday. Then, students had to circle the linking words they were finding in each paragraph. The activity was reviewed in class by the professor together with the students in order to find all the linking words that there were inside the paragraphs.
- The second activity was a workshop with ten sentences in which students had to fill in the gaps using the linking words: *and*, *but*, *or*, *so*, and *because* according to which of them fits better in each sentence depending on the context of

each one. After the students completed the activity, the teacher asked them by the answers of each sentence in order to check if they were correct.

WRAP UP

Feedback:

The first technique that I used was Instruction Checking Questions that let me know if the students understood the instruction of the activities by asking them simple questions about the activity I explained to do. If the student does not remember the instruction, another student can answer it, or I could repeat the instruction for them. In this way, they got a clarification of the instructions.

The second technique that I used was Concept Checking Questions that let me know if the students understood the class by asking them questions about anything of the previous class. In this way I can check the student comprehension and their understanding about the whole topic.

Autonomous work and assignments:

At the end of the lesson students worked on an evaluation (quiz) in which they had to complete some sentences choosing the correct option (linking word) for each one in order to score the knowledge they were getting during the lesson. This quiz is going to be graded over 10 points. Finally, a homework was assigned to students in order to continue practicing at home. They have to read a reading about someone's last holiday and circle all the linking words they find. Then, they have to write a little writing about his/her last holiday using the linking words we reviewed in class. They can use the reading as a guide for their writings. This activity will be graded over 10 points.

SELF REFLECTION

The demonstrative class was an essential factor in demonstrating that everything I had been taught during my college life of study can be applied in the classroom. Demonstrative class is likened to the final examination of college students, it is part of the Complex Examination. This final step will determine if I have gotten the necessary knowledge during the training.

The preparation of this class was difficult because it took me much time in choosing the appropriate resources that can link the ideas to get a good procedure. There were three topics I needed to prepare, and I worked a lot trying to create the best didactic resources. And when I finally got all my material of the three topics I felt prepared to give my class.

When I was in the classroom, I felt pretty calm. The topic chosen was Linking Words. It was a class of 40 minutes, divided into 30 minutes of presentation and explanation of the whole topic, and 10 minutes of questions from the jury. The class was well-developed, I used some interactive activities to encourage the students. I interacted with the students several times. I asked them questions to know if they understood the activities. Some students asked me questions in order to clarify their doubts. It was a very participatory class.

This demonstrative class let me understand the importance of all the methods, techniques and processes that I had been taught during this time. Good planning is the main factor that is going to help you to have a well-organized class, and with a good methodology you are going to get an interactive classroom.

CONCLUSIONS

- After analyzing some factors of this lesson, such as the interaction of the students and the final scores they got, it is evident that the objectives of this lesson were achieved in a satisfactory way.
- Demonstrative classes help us to understand how a real classroom setting function and by making use of the all knowledge acquired during our professional formation we can put into practice the skills, as teachers, that we have obtained.
- Classroom management played an important role in the development of the class since it helps us to be prepared for any situation we can face inside the class.
- As a future English teacher, this demonstrative class helps me to understand the importance of planning. This helps to take control of the class in any moment, and be organized with the activities that are going to be employed in each stage of the class.
- Knowing the students who we are going to work with, is an essential factor because their features will help us to create the necessary material and to set up the objectives according to their learning needs.

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ANNEXES

Figures:

Figure 1: Warm-Up

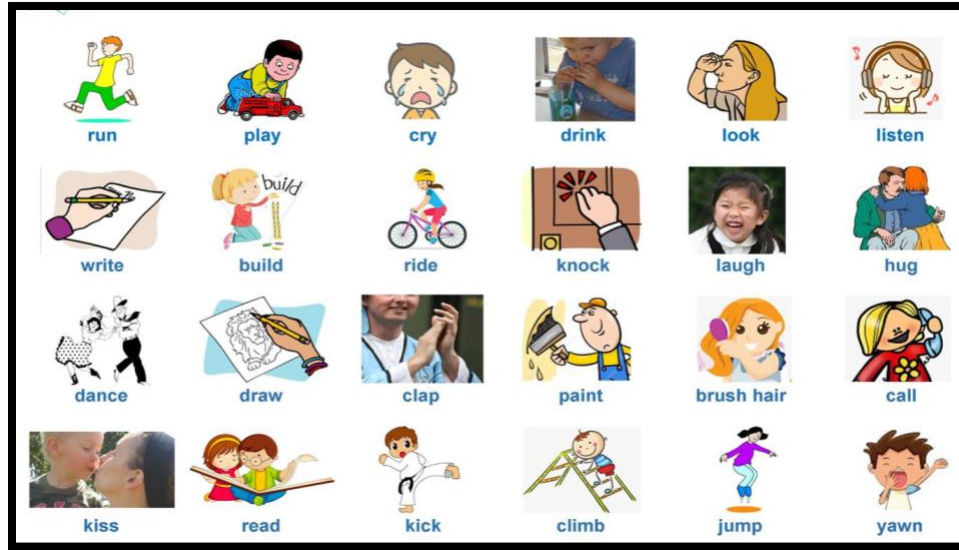


Figure 2: Classroom Management



Attachments:

Attachment 1: Lesson Plan



Student's name: Bryan Armando Ponce Rodriguez	Date: 20/04/2022	Level: B1
Venue: Universidad Estatal Península de Santa Elena	Lesson: Linking Words	Lesson length: 30 min

LESSON PLAN

Section 1. Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson? (e.g. at the restaurant, travelling to Europe, planning holidays, etc.)

MY LAST HOLIDAY

LEARNING OUTCOMES:

My lesson's **main aim** is:

- A) Language (L): e.g., Grammar, **Functions**, Vocabulary.
- B) Skills: (S): e.g., **Reading**, Listening, Speaking, Writing

My lesson's **secondary aim** is:

- a) If main aim is skills, indicate the language system you will use to support the skill: **Reading**
- b) If main aim is language, indicate the language skill you will use to support the language:
Functions

Complete this following box and prompt:

<p>Main aim: <i>By the end of the lesson, the students will be able to know the correct functions of the Linking Words, and how they must be to used.</i></p> <p>Sub-aims: <i>The students will be able to recognize Linking words through some readings and exercises given by the teacher.</i> <i>The students will be able to use Linking Words in Holiday context in order to write a little paragraph.</i></p>

Section 2. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT

Recent work done:

Before this lesson, students have been taught grammar about past simple, and vocabulary about activities they did on holiday. Students also made matching exercises with the vocabulary in order to use it in this lesson.

Profile of the learners and a description of their age and level, their linguistic and affective needs:

This group is formed by 20 students: 8 women and 12 men between 19-22 years old. They are English students of the fourth semester from PINE major. According to the Common European Framework of Reference (CEFR), they have B1 level. The course follows the regular schedule given by the institution at the beginning of the semester. The classes are from Monday to Friday, 2 hours per day from 2:00pm to 4:00pm.

Students attend regularly to class, but some of them feel uncomfortable in class because they do not like working too much. Other students are good at reading so they could help the others to work on the task given to them. I think everybody has a special feature, is difficult to tell in which they are effective and not effective, but every class tries to develop and increase every skill that they do not have.

RATIONALE. - How the needs of the learners relate to the main aim, stage objectives, activities and materials in this lesson.

For this lesson I chose to work with different resources such as videos, power point presentation, worksheets, and an evaluation at the end of the class. This lesson will help students to identify linking words in a paragraph and what are their functions.

The lesson will be divided in stages such as pre, post, and while, following the needs for the students, best understanding for them, and the requirements for this assignment.

The first part will be the leading in order to engage students with the topic, follow up with a short vocabulary part .

Next, I am going to explain the class with some slides that will help students to understand in a better way the topic.

After that, students have to fill a little activity in a worksheet

Then, the students must have to do a quiz in order to evaluate what they have learnt in this class.

Finally, I am going to explain the homework and provide a feedback.

Section 3: Personal Aims, Problems and Solutions

PERSONAL OBJECTIVES

<u>Objectives:</u>	<u>Strategies:</u>
To achieve the learning required through activities based on the topic.	I will use Instruction Checking Questions in order to remind them what to do in every activity.
Give them clearly instructions about the activities established in the lesson plan to avoid interruptions and misunderstanding.	I will take a lesson at the end of the class in order to check if they have understood the class.


ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks)






<p>Problem 1: Some students may not remember what the last class lesson was about.</p> <p>Solution 1: I will give them feedback to reinforce what they have forgotten.</p> <p>Problem 2: there are students in the last file of the classroom who do not understand the topic.</p> <p>Solution 2: I will work with <i>Concept Checking Questions</i> to give the students clarification.</p> <p>Problem 3: Some of them could do their work faster than others.</p> <p>Solution 3: I will have to plan a fast finisher activity in order to keep them busy.</p>

Section 4:

<p>Resources and Materials</p> <p>Conjunction: and, but, so, because by Basic English Speaking (2020). https://basicenglishspeaking.com/conjunction-and-but-so-because/</p> <p>SO, AND, BUT, BECAUSE by English Exercises.org (2019). https://www.englishexercises.org/makeagame/viewgame.asp?id=3937</p> <p>Grammar Quiz – And, But, So, Because by All Things Grammar (2020). https://youtu.be/bYySCKcNVrk</p>
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DEVELOPMENT

Time in Minutes	Description of Activity	Resources Needed and Other Notes
1	<ul style="list-style-type: none"> Greetings 	
2	<ul style="list-style-type: none"> Warm-up <p>Students have to choose one of these activities and imitate the action of the picture, then the classmates have to guess what action is being performed.</p>	<p>Habitual Activities https://en.islcollective.com/preview/202004/f/action-verbs-classroom-posters-icebreakers-oneonone-activities_123809_1.jpg</p> 

10	<ul style="list-style-type: none"> • Topic introduction • Explanation about linking words: And, But, Because, So, Or, When. • Class participation 	<p>Power Point Presentation</p> 
5	<ul style="list-style-type: none"> • Students have to find the linking words in this worksheet in order to check their own understanding. • Students have to work in pairs. • Students have to compare with their partner next to them. 	<p>My Last Holiday – Reading Activity https://www.liveworksheets.com/ks2479247xm</p> 
8	<ul style="list-style-type: none"> • Testing and Feedback. (Teacher will test students in order to know how much they learned) 	<p>And, But, So, Because - Quiz https://www.blendspace.com/lessons/fplowwxDymQw/linkers</p> 
2	<ul style="list-style-type: none"> • Homework explanation • Students have to read a reading and identify the linking works. • Students have to write a little paragraph about his/her last holiday using linking works. 	<p>What a Holiday! https://www.esprintables.com/previews/5635261-MY_LAST_SUMMER_HOLIDAYS.jpg</p>  <p>My Last Holiday https://www.liveworksheets.com/cr2510128pn</p> 
2	<p>The teacher will provide feedback and address any language issues that arose in the class.</p>	

Attachment 2: Class Activities

My last holiday

Read each paragraph and identify the linking words. Circle all the linking words you find in each paragraph.

Max

I went on holiday with my friends. The flight was fine, but it took two hours by bus to get to the hotel – I didn't enjoy that! The hotel was noisy and the staff weren't friendly, but it didn't matter because we spent all our time on the beach, a short walk away. We tried lots of new dishes in the restaurants in the town. It was hard to sleep with such high temperatures, but we had a fantastic time, and the best thing was, we spent almost nothing once we arrived!

Felipe

The drive to our hotel from the airport was along lovely country roads. The hotel my wife and I stayed in was quite expensive. The people who worked there were wonderful, but I wasn't so sure about the hotel restaurant – the desserts were fine, but the main courses weren't very good. It was cloudy and rainy most days, but it didn't matter at all because we went to walk in the countryside, not to lie on a beach.

Nikhil

My family and I drove across the USA last year. We stayed in lots of different hotels. I don't know how much we spent because my parents paid. There was a lot of driving, but my dad enjoyed that. The weather was fantastic, and I couldn't believe the differences in what people ate from place to place. It was good to be with the family, because there was always someone to talk to, or to do things with.

Fill in each gap using one of these conjunctions: *and, but, or, so, because*.

- 1 I have a car, I never drive to work the tube is faster.
- 2 We couldn't do any shopping it was a holiday.
- 3 Junk food is delicious very unhealthy, you should not eat it very often.
- 4 I knew Sara could help me, I asked her for help.
- 5 Would you like to watch a film at home to go to the movies?
- 6 I wasn't feeling well, I went to the doctor, he told me that I need to start a diet.
- 7 I'm from the UK, I live in the US my wife is American.
- 8 He's a great person, he's totally crazy.
- 9 My brother is easy-going positive, my sister is very pessimistic.
- 10 The city is expensive. You should rent a room in a shared flat a small studio.

Attachment 3: Evaluation

NAME: _____

DATE: _____

GRAMMAR QUIZ

AND BUT SO BECAUSE

- Complete these sixteen sentences to score your knowledge of AND, BUT, SO, and BECAUSE.

- I was late for class this morning ... the bus was late.
a) so
b) because
c) but
- I usually go home at four o'clock, ... then I watch TV for an hour.
a) and
b) because
c) so
- My classmate studies very hard, ... she always gets good grades.
a) because
b) but
c) so
- Thomas was really hungry this morning ... he didn't eat breakfast.
a) but
b) so
c) because
- We went to the airport, ... we forgot to bring our suitcases.
a) but
b) so
c) because
- Cathy decided to order spaghetti, ... Gary decided to order a pizza.
a) so
b) and
c) because
- I was very sick yesterday, ... I didn't go to work.
a) because
b) so
c) but
- I fell off my bicycle ... I wasn't careful.
a) because
b) so
c) and
- My bedroom was very cold ... I forgot to close the window.
a) because
b) so
c) but
- First we drove to the airport, ... then we got on the plane.
a) but
b) because
c) and
- It's raining outside, ... you should take your umbrella.
a) but
b) because
c) so
- I don't feel very well, ... I think I'll go to see a doctor.
a) but
b) so
c) because
- Sarah called her friend, ... nobody answered the phone.
a) so
b) because
c) but
- I saw my teacher this morning, ... I asked him about the test.
a) and
b) but
c) because
- They felt very bored, ... they turned on the TV and watched a movie
a) but
b) so
c) because
- I fell off my bicycle, ... I didn't get hurt.
a) so
b) but
c) because

15 – 16 = Excellent

13 – 14 = Good

12 or Less = Study More!

Attachment 4: Homework

Read and circle all the linking words you find.

What a Holiday!



Holidays are supposed to be fun, but sometimes things can go terribly wrong...

When I was younger, I used to spend my summer holiday just with my parents. I used to feel so bored and sad. Last summer holidays some friends of mine (Susan, Peter and Louis) came to stay with my parents and me for a few days at our holiday house, which is in a small Victorian beach town called Portsea. One of their parents brought them by car. The journey took three hours.

One afternoon my friends and I decided to explore some caves along the shore. We took my parents' boat and we rowed until we got to the first cave. When we were inside we realized there was a second cave on the right.

"I think it might be dangerous to go into that cave. We'd better go back home now!" Susan said.

But Peter replied: "Come on, Susan! What's the problem with exploring these caves?" Let's have some fun!"

We started rowing again and got into the second cave. Suddenly a rip tide started. At first we thought we could fight it because there were four of us rowing but it was impossible. We screamed for help but there was no one around because we were in an isolated part of the beach. We started to panic but Louis said: "Panicking is not going to help a bit! We have to try to calm down and wait until the tide turns." As Louis is the best student in our class and he always seems to know the answer to everything, we calmed down.

It was cold and I was soooooo scared! Fortunately, Louis was right again. After some hours the tide pulled us back on to the shore. It was already dark and we were hungry. We'll never do such a stupid, risky thing again!

Write an essay about your last holiday. (No less than 100 words). Use as many linking words as you can.

Organisation:

- Paragraph 1: Where, when and how you travelled. Who you went with.
- Paragraph 2: Where you stayed.
- Paragraph 3: What you visited/saw, what activities you did.



Attachment 5: PowerPoint Presentation

7:50 LINKING%20WORDS - Guardado 66%

1
★
GRAMMAR STUDY:
Linking words

2
★
We use linking words (conjunctions) to join two sentences. They take one longer sentence from two shorter sentences called clauses.

3
★
And
We use and to join two sentences.
For example:
I sent Mary an e-mail and she answered me.

4
★
But
We use but to show contrast.

GRAMMAR STUDY:
Linking words

Notas Comentarios

3:30 LINKING WORDS - Guardado 68%

5
★
But
We use but to show contrast.
For example:
I sent Mary an e-mail but she didn't answer me.

6
★
Because
We use because to express a reason for something happening.
For example:
She didn't answer me because she was ill.

7
★
So
The word so expresses a result and is preceded by a comma.
For example:
She was ill in bed, so she didn't read her e-mails.

But
We use but to show contrast.
For example:
I sent Mary an e-mail but she didn't answer me.

Notas Comentarios

3:31 LINKING WORDS - Guardado 68%

9
★
or
The word or introduces an alternative.
For example:
I can send her an e-mail or phone her.

10
★
When
When means at the time that something happens or happens.
For example:
I went to bed when she was in the English class.

11
★
THANK YOU

or
The word or introduces an alternative.
For example:
I can send her an e-mail or phone her.

Notas Comentarios