



A lesson on Linkers - David Petrie



Aims:

- To raise awareness of the use of five linking expressions
- For learners to practice the use of five linking expressions



Materials:

- None (whiteboard & pens)



Timings:

Approximately 60 minutes.



Procedure:

[Acknowledgement: This lesson was developed as an alternative to the materials presented in Natural English Upper Intermediate student book, Gairns & Redman, OUP, 2003 – page 109.](#)

Warmer: Aliens

Elicit things the class did at the weekend to the board.

Demo activity with the learners: T "What's homework? L: it's studying at home. T What's studying? L when you try to learn something. T why do you learn?". Though this might get a little philosophical, so maybe use something else?

Pair learners. Learner A is a human being and Learner B is an Alien. Humans explain, Aliens ask questions. Allow 3 minutes and then learners swap roles (and partners?).

Content Generation:

Learners in pairs come up with ten short sentences (actions / instructions etc – e.g. I ate an elephant yesterday). Both partners in the pairs write them down.

Learners then do a whole class mingle saying their sentences. Listeners write down the sentences they hear that they like best (five maximum).

Feedback – ask the learners for the eight best sentences they heard (as a class). Write these on the left half of the board. (leaving space across the top of the board)

Input:

Across the top of the board write: PURPOSE / REASON / POSSIBLE NEGATIVE RESULT / POSSIBLE POSITIVE RESULT. Clarify that purpose is what you hope to achieve, whereas reason is more what caused you to do something. Result are the possible outcomes of doing the action.

Ask the learners to extend the eight sentences on the board by adding purpose / reason / positive result / negative result. Two sentences for each category.

Introduce the linkers / reformulate the sentences to include the linkers. At this stage you can check the learner intent – so you can ask – is this a good thing or a bad thing? Is this why you did it?

Linkers to focus on: IN ORDER TO / SO THAT / AS / OTHERWISE / IN CASE

Learners then incorporate use of the target linkers into their connected sentences. Nominate individuals to write examples on the board and reformulate the form as necessary.

Practice: Linker Tennis

Put the learners into two groups, preferably seated opposite each other across the room.

Each team combines the initial sentences they wrote at the beginning of the lesson and "serves" – the opposition team then has thirty seconds to respond with a "plausible" addition. E.g. Team A "serves" with "I ate an Elephant yesterday" and Team B responds with "in case I got hungry today." Or something like that. The content is obviously less important than using the linkers appropriately. If team B cannot respond, Team A win the point. If they can, Team B get the point. Then Team B "serves" and Team A respond.