COHERENCE AND COHESION LESSON PLAN

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| **Level/Stream/Class** | Secondary 2 Express |
| **Tutor** | - |
| **Date/Day** | - |
| **Lesson No.** | 2 |
| **Unit/Topic** | Academic Writing- Coherence and Cohesion g cater to their areas of weaknesses to fill uptutor.stakes, wrong tenses etc.properly.s, transfer errors) |
| **Lesson Duration** | 90 minutes |
| **Lesson objectives:** | By the end of the lesson, students should be able to1. Generate logical and reasoned arguments revolving around a specific question of the expository writing type
2. Organize their ideas systematically using an online mind mapping tool
3. Draw links between each individual idea making use of outlining tools
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| **Duration** | **Content/ Activity** | **Objective** | **Resources** |
| **Introduction + Warm-Up Activity** **(10 mins)** | - Teacher to revise essay question as introduced from Lesson 1 (Appendix A)- Teacher elicits responses from students about what they can recall and briefly recaps on the requirements of an expository writing from Lesson 1- Teacher to inform students of the lesson objectives. * To generate logical and reasoned arguments for substantiating their claims
* To learn how to organize these ideas and link them up for structural flow
 | **- As a form of recap and to ensure that students are in the loop of the lesson focus.** **- To tap on students’ prior knowledge from the previous lesson and as a form of informal assessment to check for understanding of the previous lesson.** **- To set the context of the lesson.**  | *Worksheet with essay question and brief guidelines (Appendix A)* |
| **Main Activity- Part 1 (30 mins)** | - Teacher elicits responses from pupils as to how Information Communication Technology (ICT) can be used to help them generate and organize ideas for their writing. -Teacher then introduces the softwares to be used for generation of ideas: [*http://freemind.sourceforge.net/wiki/index.php/Download#Download*](http://freemind.sourceforge.net/wiki/index.php/Download#Download)or[*http://freeplane.sourceforge.net/wiki/index.php/Main\_Page*](http://freeplane.sourceforge.net/wiki/index.php/Main_Page)- Teacher then proceeds to explain how to use the software to create a word splash/generation of ideas revolving around the essay question and their arguments.- Students experiment and start to utilitse the tools in creating a simple mind map with all of their arguments noted down. (at this point, the ideas do not need to be organised systematically)- Teacher to walk around and observe pupils as they explore the mapping tools.  | **-To tap on pupils’ prior knowledge and encourage students to participate in class discussions.** -**To expose students to the mind mapping tools available online****-To teach students how to use the tools provided to generate a word splash****- To draw links between each idea within the mind map****- To provide help to students when needed and ensure pupils are on task.** **- To ensure students write with a systematic flow by organizing and linking up their ideas in an orderly fashion.****- To provide additional help to students.** | *Internet Tools* |
| **Main Activity-Part 2 (40 mins)** | - Students work on the essay with the aid of the outlining tool:[*http://www.readwritethink.org/files/resources/interactives/essaymap/*](http://www.readwritethink.org/files/resources/interactives/essaymap/)or[*http://essayoutliner.jonathanwthomas.net/*](http://essayoutliner.jonathanwthomas.net/)- Teacher guides students and models how to structure their essays with an example. (At this stage, some students may find that certain ideas do not link with the rest and can be deleted)- Introduce list of commonly used cohesive devices (Appendix B) that can help to link ideas/paragraphs up smoothly |
| **Lesson Closure (10 mins)** | - Students are to think of one learning point from the lesson and share with the class. - Teacher randomly chooses a few pupils to share their takeaways from the lesson. - Teacher then summarizes what they have learnt for the day:* Emphasize the importance of using cohesive devices to enhance the structural flow of the essay

- Teacher briefs students on the take-home activity: * Finish organizing the flow of the essay as a take-home activity, making sure that the links are made clear between each point.
 | **- This is done as an informal summative assessment.** **- To ensure individual accountability.** **- To highlight the learning points of the lesson.** **- To ensure students are aware of the requirements of the task and as a form of summative assessment.**  |  |

 Lesson Plan Checked By:

Date:

**Appendix A**

Essay Question: Explain the likely consequences of abolishing capital punishment

# Tips on Writing an Expository Essay (http://www.time4writing.com/writing-resources/expository-essay/)

The purpose of the expository essay is to explain a topic in a logical and straightforward manner. Without bells and whistles, expository essays present a fair and balanced analysis of a subject based on facts—with no references to the writer’s opinions or emotions.

A typical expository writing prompt will use the words “explain” or “define,” such as in, “Write an essay explaining how the computer has changed the lives of students.” Notice there is no instruction to form an opinion or argument on whether or not computers have changed students’ lives. The prompt asks the writer to “explain,” plain and simple. However, that doesn’t mean expository essay writing is easy.

**The Five-Step Writing Process for Expository Essays**
Expository writing is a life skill. More than any other type of writing, expository writing is a daily requirement of most careers. Understanding and following the proven steps of the writing process helps all writers, including students, master the expository essay.

**Expository Essay Structure**
Usually, the expository essay is composed of five paragraphs. The introductory paragraph contains the thesis or main idea. The next three paragraphs, or body of the essay, provide details in support of the thesis. The concluding paragraph restates the main idea and ties together the major points of essay.

Here are expository essay tips for each part of the essay structure and writing process:

**1. Prewriting for the Expository Essay**
In the prewriting phase of writing an expository essay, students should take time to brainstorm about the topic and main idea. Next, do research and take notes. Create an outline showing the information to be presented in each paragraph, organized in a logical sequence.

**2. Drafting the Expository Essay**
When creating the initial draft of an expository essay, consider the following suggestions:

* The most important sentence in the introductory paragraph is the topic sentence, which states the thesis or main idea of the essay. The thesis should be clearly stated without giving an opinion or taking a position. A good thesis is well defined, with a manageable scope that can be adequately addressed within a five-paragraph essay.
* Each of the three body paragraphs should cover a separate point that develops the essay’s thesis. The sentences of each paragraph should offer facts and examples in support of the paragraph’s topic.
* The concluding paragraph should reinforce the thesis and the main supporting ideas. Do not introduce new material in the conclusion.
* Since an expository essay discusses an event, situation, or the views of others, and not a personal experience, students should write in the third person (“he,” “she,” or “it”), and avoid “I” or “you” sentences.

**3. Revising the Expository Essay**
In the revision phase, students review, modify, and reorganize their work with the goal of making it the best it can be. Keep these considerations in mind:

* Does the essay give an unbiased analysis that unfolds logically, using relevant facts and examples?
* Has the information been clearly and effectively communicated to the reader?
* Watch out for “paragraph sprawl,” which occurs when the writer loses focus and veers from the topic by introducing unnecessary details.
* Is the sentence structure varied? Is the word choice precise?
* Do the transitions between sentences and paragraphs help the reader’s understanding?
* Does the concluding paragraph communicate the value and meaning of the thesis and key supporting ideas?

If the essay is still missing the mark, take another look at the topic sentence. A solid thesis statement leads to a solid essay. Once the thesis works, the rest of the essay falls into place more easily.

**4. Editing the Expository Essay**
Next, proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. While an expository essay should be clear and concise, it can also be lively and engaging. Having a friend read the essay helps writers edit with a fresh perspective.

**5. Publishing the Expository Essay**
Sharing an expository essay with the rest of the class can be both exciting and intimidating. Remember, there isn’t a writer on earth who isn’t sensitive about his or her own work. The important thing is to learn from the experience and use the feedback to make the next essay better.

**Essay Variations**
Essay writing is a huge part of a education today. Most students must learn to write various kinds of essays during their academic careers, including different types of expository essay writing:

* **Definition essays** explain the meaning of a word, term, or concept. The topic can be a concrete subject such as an animal or tree, or it can be an abstract term, such as freedom or love. This type of essay should discuss the word’s denotation (literal or dictionary definition), as well as its connotation or the associations that a word usually brings to mind.
* **Classification essays** break down a broad subject or idea into categories and groups. The writer organizes the essay by starting with the most general category and then defines and gives examples of each specific classification.
* **Compare and contrast essays** describe the similarities and differences between two or more people, places, or things. Comparison tells how things are alike and contrast shows how they are different.
* **Cause and effect essays** explain how things affect each other and depend on each other. The writer identifies a clear relationship between two subjects, focusing on why things happen (causes) and/or what happens as a result (effects).
* **“How to” essays,** sometimes called **process essays,** explain a procedure, step-by-step process, or how to do something with the goal of instructing the reader.

**Appendix B**

**Cohesion: linking words and phrases** (retrieved from: <http://library.bcu.ac.uk/learner/writingguides/1.33.htm> )

You can use words or short phrases which help to guide your reader through your writing, and to link sentences, paragraphs and sections both forwards and backwards. Good use will make what you have written easy to follow; bad use might mean your style is disjointed, probably with too many short sentences, and consequently difficult to follow. Your mark could be affected either way.

The best way to "get a feel" for these words are through your reading. Most textbooks and articles are well-written and will probably include a lot of these cohesive devices. Note how they are used and try to emulate what you have read. Do make sure though that you fully understand their meaning: incorrect use could change completely what you're trying to say. Try to use a variety of expressions, particularly in longer pieces of writing.

Don't forget "AND"! Two short sentences are often best connected together with this little word.

There follows a list of words and phrases that can be used. The list is not exhaustive, and BE CAREFUL: although grouped together, none is totally synonymous. Their position in the sentence can also vary; this is where your reading and dictionary come in.

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| **Listing** | **Giving examples** | **Generalising** |
| first, second, third | for example | in general |
| first, furthermore, finally | for instance | generally |
| to begin, to conclude | as follows: | on the whole |
| next | that is | as a rule |
| **Reinforcement** | in this case | for the most part |
| also | namely | in most cases |
| furthermore | in other words | usually |
| moreover | **Result/consequence** | **Highlighting** |
| what is more | so  | in particular |
| in addition | therefore | particularly |
| besides | as a result/consequence | especially |
| above all | accordingly | mainly |
| as well (as) | consequently | **Reformulation** |
| in the same way | because of this/that | in other words |
| not only ... but also | thus | rather |
| **Similarity** | hence | to put it more simply  |
| equally | for this/that reason | **Expressing an alternative** |
| likewise | so that | alternatively |
| similarly | in that case | rather |
| correspondingly | under these circumstances | on the other hand |
| in the same way | **Deduction** | the alternative is  |
| **Transition to new point** | then | another possibility would be |
| now, | in other words | **Contrast** |
| as far as *x* is concerned | in that case | instead |
| with regard/reference to | otherwise | conversely |
| as for ... | this implies that ... | on the contrary |
| it follows that | if so/not | in contrast |
| turning to | **Stating the obvious** | in comparison |
| **Summary** | obviously | **Concession (sth unexpected)** |
| in conclusion | clearly | however |
| to conclude | naturally | even though |
| in brief | of course | however much |
| to summarise | as can be expected | nevertheless |
| overall | surely | still |
| therefore | after all | yet |

Here are just a few examples of some of the words in action:

**REINFORCEMENT**

*Desktop computers are cheaper and more reliable than laptops;* ***furthermore****, they are more flexible.*

**RESULT/CONSEQUENCE**

*Prices fell by more than 20% last year.* ***As a result****, sales increased by 15%.*

**GENERALISING**

*On the whole, his speech was well received,* ***despite*** *some complaints from new members.*

**CONTRAST**

*The South East of the UK often has the coldest weather in the winter.* ***Conversely****, the North West of Scotland frequently has the mildest temperatures.*

**CONCESSION**

*It was a very expensive holiday, the weather was bad and the people weren’t very friendly.* ***Nevertheless****, we would probably go back to the same place.*