

Lesson Plan

Subject:	English Language
Topic of the lesson:	Logical connectives and cohesive devices in an English text
Teaching materials:	A passage <i>Should children play more or study more?</i>
Class:	First year students in junior middle school (20 students)
Time allotment:	1 period (45 minutes)

Lesson objectives:

After learning, the lesson will:


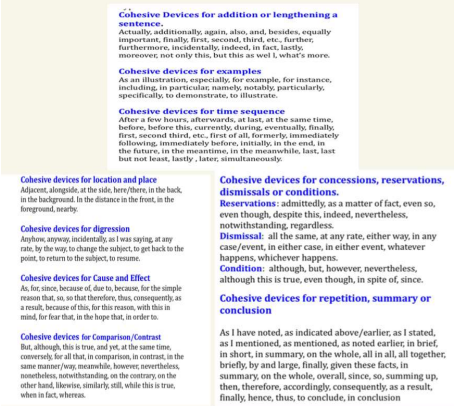
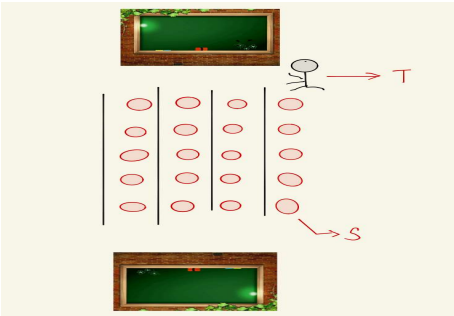
- Enable students to realize the importance of logical connectives in an English text, such as "but, however, therefore...."
- Train students to analyze the logical relations between sentences and develop their ability to use cohesive devices in the future writings.
- Cultivate students' reading abilities: grasp the structure of a text by a good understanding of connections between sentences and paragraphs with the help of logical connectives and cohesive devices.

Theory applied in teaching:

- Self- Determination Theory---Relatedness

Related strategies:

- Cooperative learning; Evaluation of teaching (Self-Reflection)

Purpose of teaching / Stage	Teaching sequence and activities	Teaching materials / Resources
<p>Lead-in activity</p> <p>✓ Students understand that everything has its sequences and logical relationship.</p> <p>✓ A text also has its logic underlying the textual structure and sentences through cohesive devices.</p> <p>5 minutes</p>	<ol style="list-style-type: none"> 1. Teacher presents one person's disorganized morning routine. 2. Students are asked to reorganize the routine. 	<p>➤ (Refer to Appendix 1)</p> 
<p>Pre-task</p> <p>10 minutes</p>	<ol style="list-style-type: none"> 1. Teacher gives a brief introduction to logical connectives and cohesive devices. 2. Teacher presents slides with some frequently used connectives on them. 	<p>➤ PowerPoint (Refer to Appendix 2)</p> 
<p>Main task</p> <p>20 minutes</p>	<p><u>Stage 1: Grouping (2 mins)</u></p> <ol style="list-style-type: none"> 1. Students work in group of 5. 2. Students in the same group are required to be seated in a line. 	<p>➤ Stage 1 (Refer to Appendix 3)</p> 

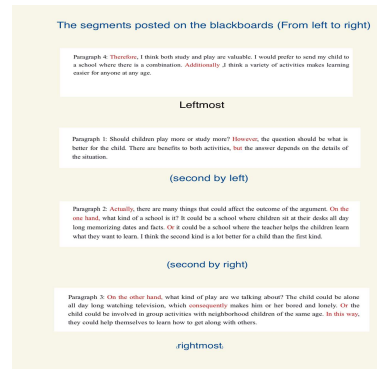
Stage 2: Distribution of reading materials (2 mins)

- Teacher prepares a passage for the lesson and cuts it into 4 segments.
- Teacher posts the segments on the blackboards (P.S.: the sequence is deliberately not well organized by the teacher and the segments which are in the same positions on the two blackboards are the same)

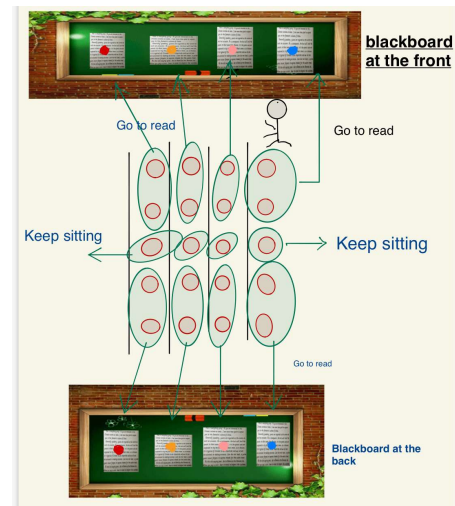
Stage 3: Reading (3 mins)

- Students sitting in the middle in each line keep sitting in the seat.
- The two students before and behind the middle ones are asked to read the segments on the blackboards at the front and the back.

➤ Stage 2 (Refer to Appendix 4)



➤ Stage 3 (Refer to Appendix 5)



Stage 4: Summarize the segments (3 mins)

7. Students who are responsible for reading return to their seats and orally interpret what they have read to the middle ones.
8. The middle ones try to form a summary of the interpretation in which sentences must take on the use of connectives.

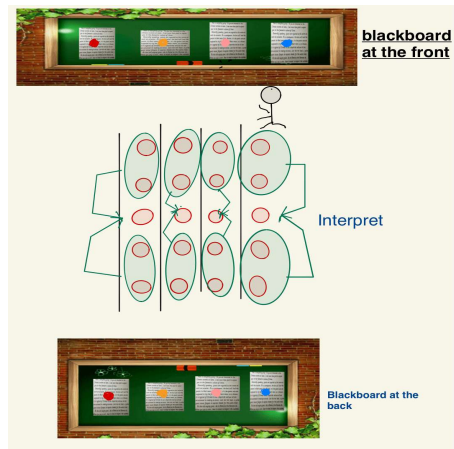
Stage 5: Present summaries (3 mins)

9. The middle one goes to the blackboard at the front to write down the summary.

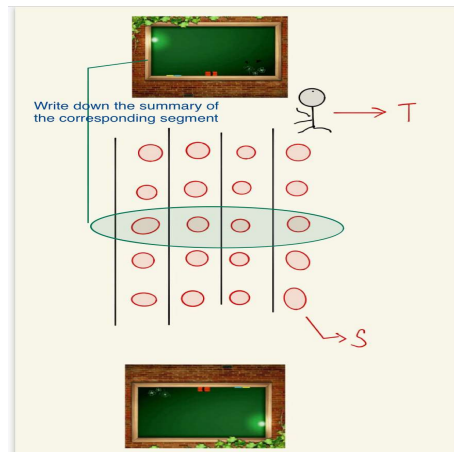
Stage 6: Number the summaries (3 mins)

10. The teacher numbers every summary and asks students to guess which one goes first and which one appears later if they are put in a text.

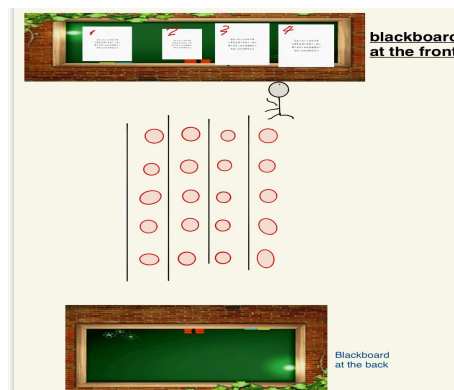
➤ Stage 4 (Refer to Appendix 6)



➤ Stage 5 (Refer to Appendix 7)



➤ Stage 6 (Refer to Appendix 8)



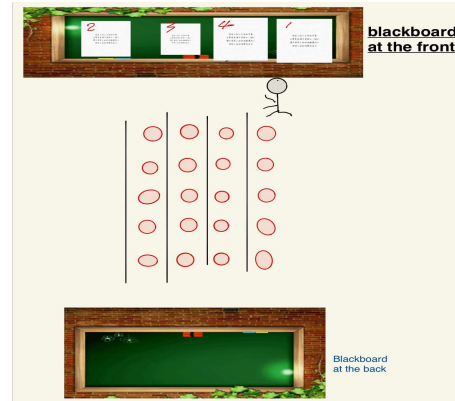
Stage 7: Correct order (3 mins)

11. Students give their answers by referring to the usage of connectives and cohesive devices.
12. Teacher tells them the correct sequence.

Stage 8: (3 mins)

13. Teacher emphasizes the difficulty in using connectives and concludes the cohesive devices deployed in textual organization.

➤ Stage 7 (Refer to Appendix 9)



Consolidation

10 minutes

1. Students are required to finish one passage with some blanks. The blanks should be filled out by choosing the correct items in the box below. The exercise is to examine whether students are able to use cohesive devices to form a complete text.

➤ (Refer to Appendix 10)

World Sleep Day, on 21st March, was created to bring attention to the growing number of sleeping problems. Sleep is a natural part of human life, but many people in the modern world don't realize its importance. 1. _____

In 2012, scientists at the University of Athens in Greece did a survey of over 35,000 people in 10 countries around the world, including China, Belgium and South Africa. Among the people, 24 percent said that they did not sleep well, 31.6 percent were diagnosed (诊断) with insomnia (失眠). In addition, 30.7 percent of them have visited doctors for help with sleep problems and 11.6 percent said that they felt very sleepy during the day.

The survey found that many people suffer the effects of poor quality sleep. They can't fall asleep and often wake up in the middle of the night. 2. _____ Besides, noise pollution and light pollution also affect sleep and cause poor quality sleep. The survey also found that large numbers of people find it hard to sleep at night. 3. _____ If this happens for a long time, the risk of gaining weight and having a heart attack may increase.

4. _____ First, you should have regular sleep habits. Try to go to bed and wake up around the same time each day. You also need to make your bedroom a cool, dark, quiet place to sleep so that heat, light and noise do not disturb (打扰) you. At night, you should also avoid things that contain caffeine, such as chocolate, coffee, tea and many soft drinks, as caffeine may keep you from sleeping.

Getting a good night's sleep is important for everyone. 5. _____

A. As a result, sleep problems are quite common.
B. And then, they may stay awake till the next morning.
C. The short-term effects of this are tiredness and trouble concentrating.
D. There are many things you can do to improve the quality of your sleep.
E. By following these advice, you can rest better at night and work better during the day.
F. The main reasons of the problems are pressure from school or work and a fast pace of life.

Appendices

Appendix 1:



Appendix 2: Slides

Cohesive Devices for addition or lengthening a sentence.

Actually, additionally, again, also, and, besides, equally important, finally, first, second, third, etc., further, furthermore, incidentally, indeed, in fact, lastly, moreover, not only this, but this as well, what's more.

Cohesive devices for examples

As an illustration, especially, for example, for instance, including, in particular; namely, notably, particularly, specifically, to demonstrate, to illustrate.

Cohesive devices for time sequence

After a few hours, afterwards, at last, at the same time, before, before this, currently, during, eventually, finally, first, second third, etc., first of all, formerly, immediately following, immediately before, initially, in the end, in the future, in the meantime, in the meanwhile, last, last but not least, lastly, later, simultaneously.

Cohesive devices for location and place

Adjacent, alongside, at the side, here/there, in the back, in the background. In the distance in the front, in the foreground, nearby.

Cohesive devices for digression

Anyhow, anyway, incidentally, as I was saying, at any rate, by the way, to change the subject, to get back to the point, to return to the subject, to resume.

Cohesive devices for Cause and Effect

As, for, since, because of, due to, because, for the simple reason that, so, so that therefore, thus, consequently, as a result, because of this, for this reason, with this in mind, for fear that, in the hope that, in order to.

Cohesive devices for Comparison/Contrast

But, although, this is true, and yet, at the same time, conversely, for all that, in comparison, in contrast, in the same manner/way, meanwhile, however, nevertheless, nonetheless, notwithstanding, on the contrary, on the other hand, likewise, similarly, still, while this is true, when in fact, whereas.

Cohesive devices for concessions, reservations, dismissals or conditions.

Reservations: admittedly, as a matter of fact, even so, even though, despite this, indeed, nevertheless, notwithstanding, regardless.

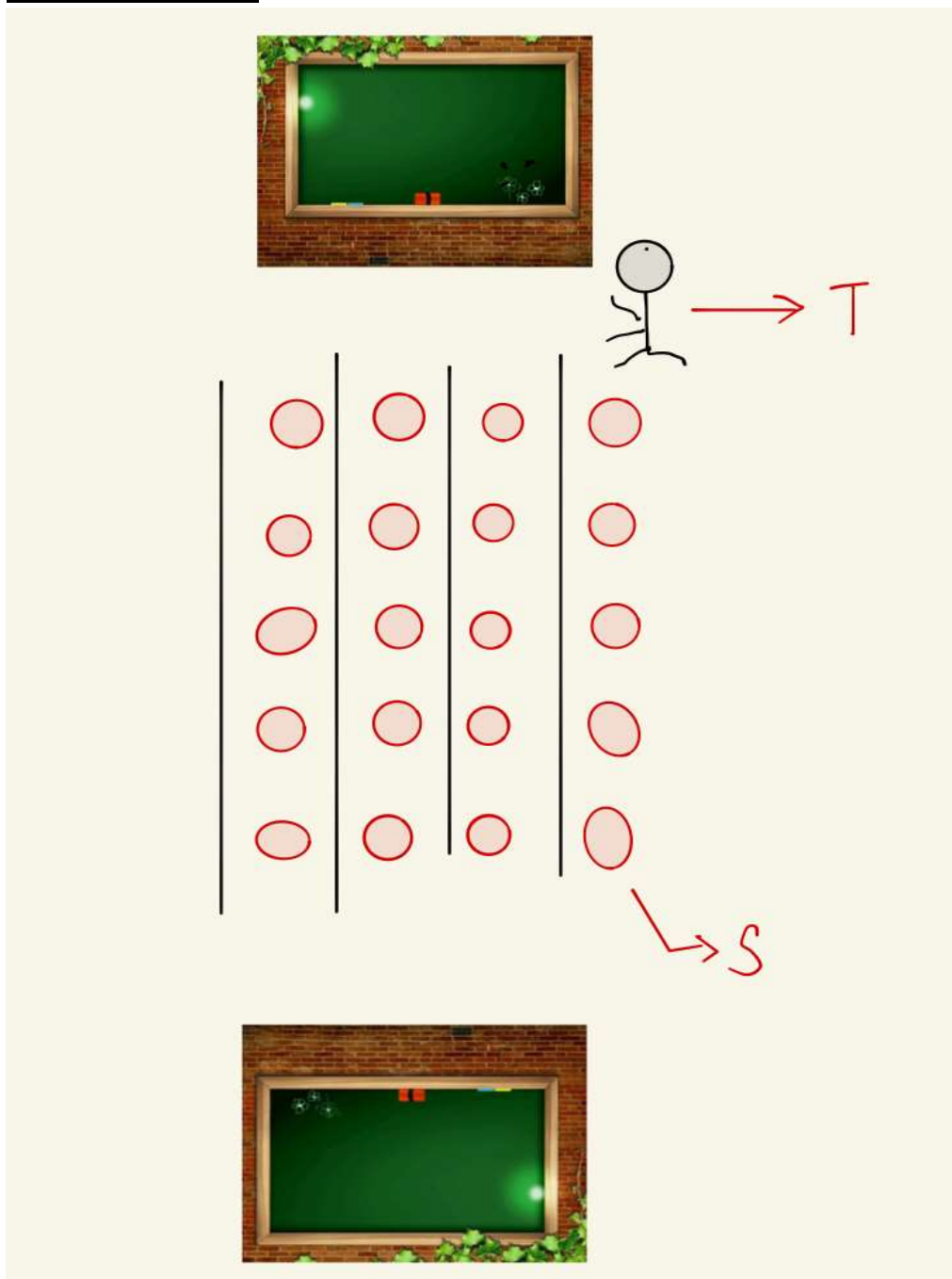
Dismissal: all the same, at any rate, either way, in any case/event, in either case, in either event, whatever happens, whichever happens.

Condition: although, but, however, nevertheless, although this is true, even though, in spite of, since.

Cohesive devices for repetition, summary or conclusion

As I have noted, as indicated above/earlier, as I stated, as I mentioned, as mentioned, as noted earlier, in brief, in short, in summary, on the whole, all in all, all together, briefly, by and large, finally, given these facts, in summary, on the whole, overall, since, so, summing up, then, therefore, accordingly, consequently, as a result, finally, hence, thus, to conclude, in conclusion

Appendix 3: Stage 1



Appendix 4: Stage 2 (1)

The segments posted on the blackboards (From left to right)

Paragraph 4: **Therefore**, I think both study and play are valuable. I would prefer to send my child to a school where there is a combination. **Additionally**, I think a variety of activities makes learning easier for anyone at any age.

Leftmost

Paragraph 1: Should children play more or study more? **However**, the question should be what is better for the child. There are benefits to both activities, **but** the answer depends on the details of the situation.

(second by left)

Paragraph 2: **Actually**, there are many things that could affect the outcome of the argument. **On the one hand**, what kind of a school is it? It could be a school where children sit at their desks all day long memorizing dates and facts. **Or** it could be a school where the teacher helps the children learn what they want to learn. I think the second kind is a lot better for a child than the first kind.

(second by right)

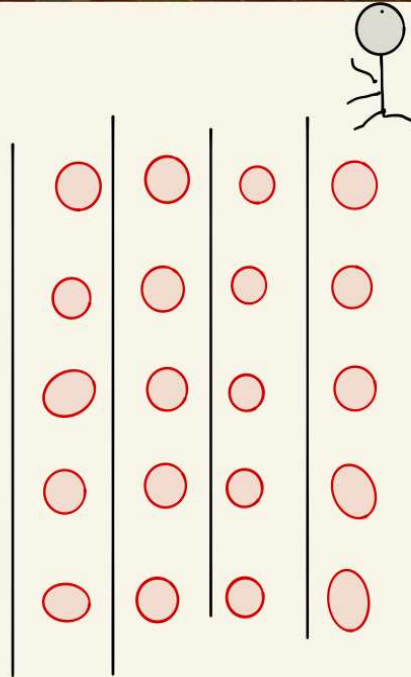
Paragraph 3: **On the other hand**, what kind of play are we talking about? The child could be alone all day long watching television, which **consequently** makes him or her bored and lonely. **Or** the child could be involved in group activities with neighborhood children of the same age. **In this way**, they could help themselves to learn how to get along with others.

(rightmost)

Appendix 4: Stage 2 (2)



**blackboard
at the front**



**Blackboard at the
back**

Appendix 4: Stage 2 (3)

Passage used for teaching

Should children play more or study more?

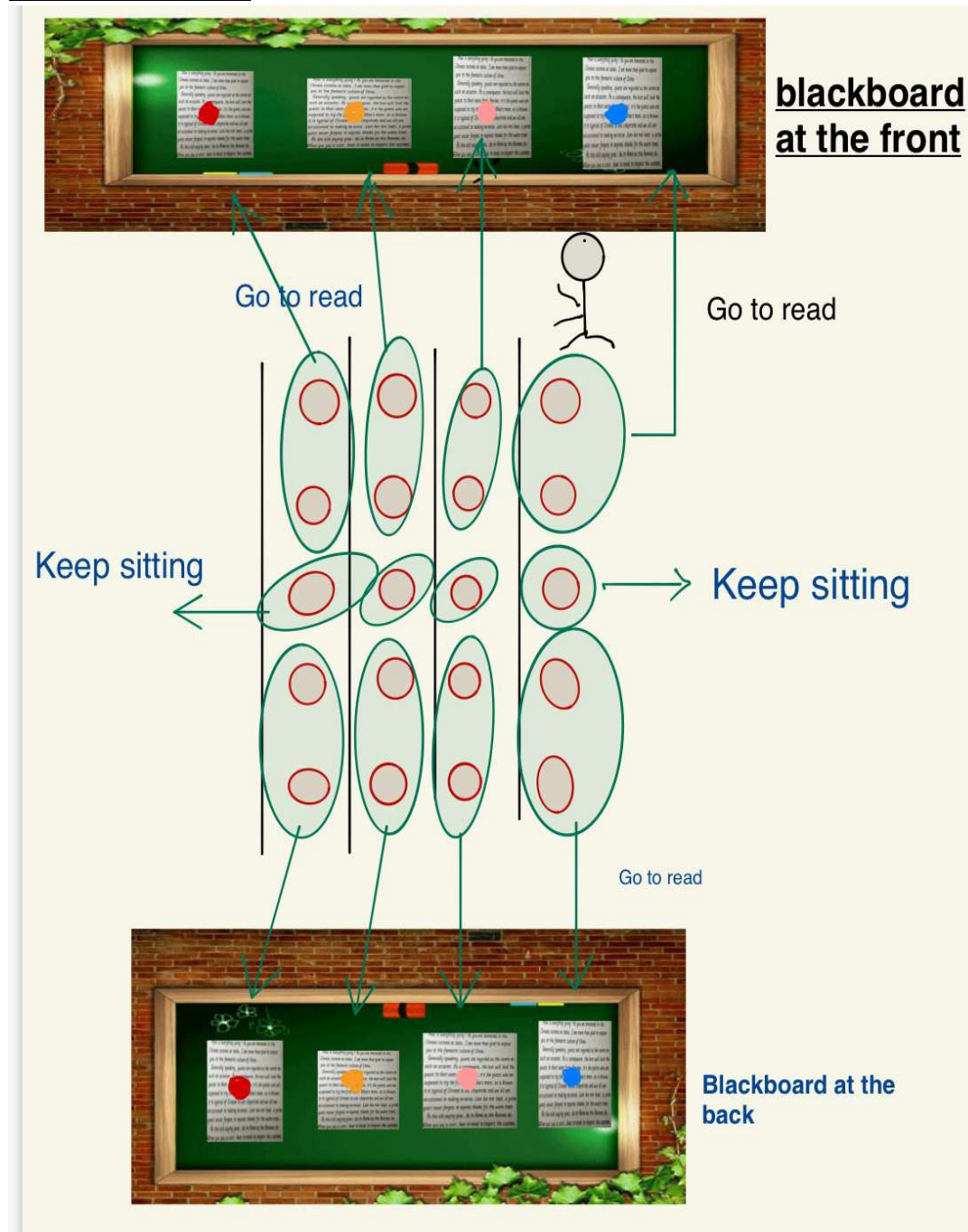
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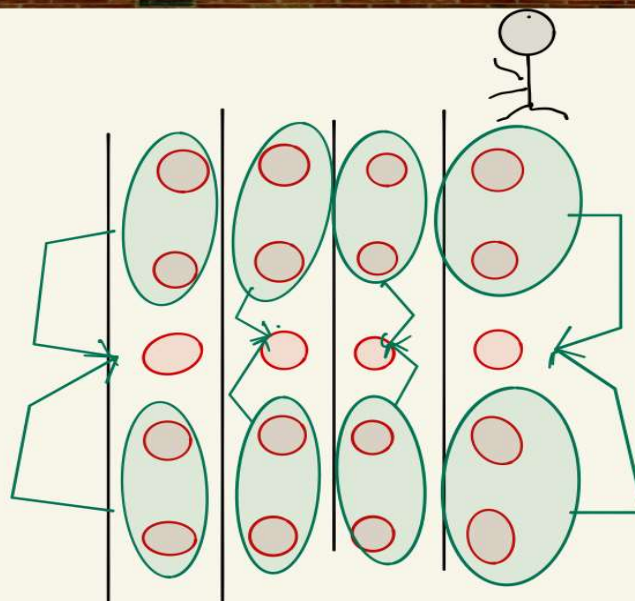
Appendix 5: Stage 3



Appendix 6: Stage 4



blackboard at the front

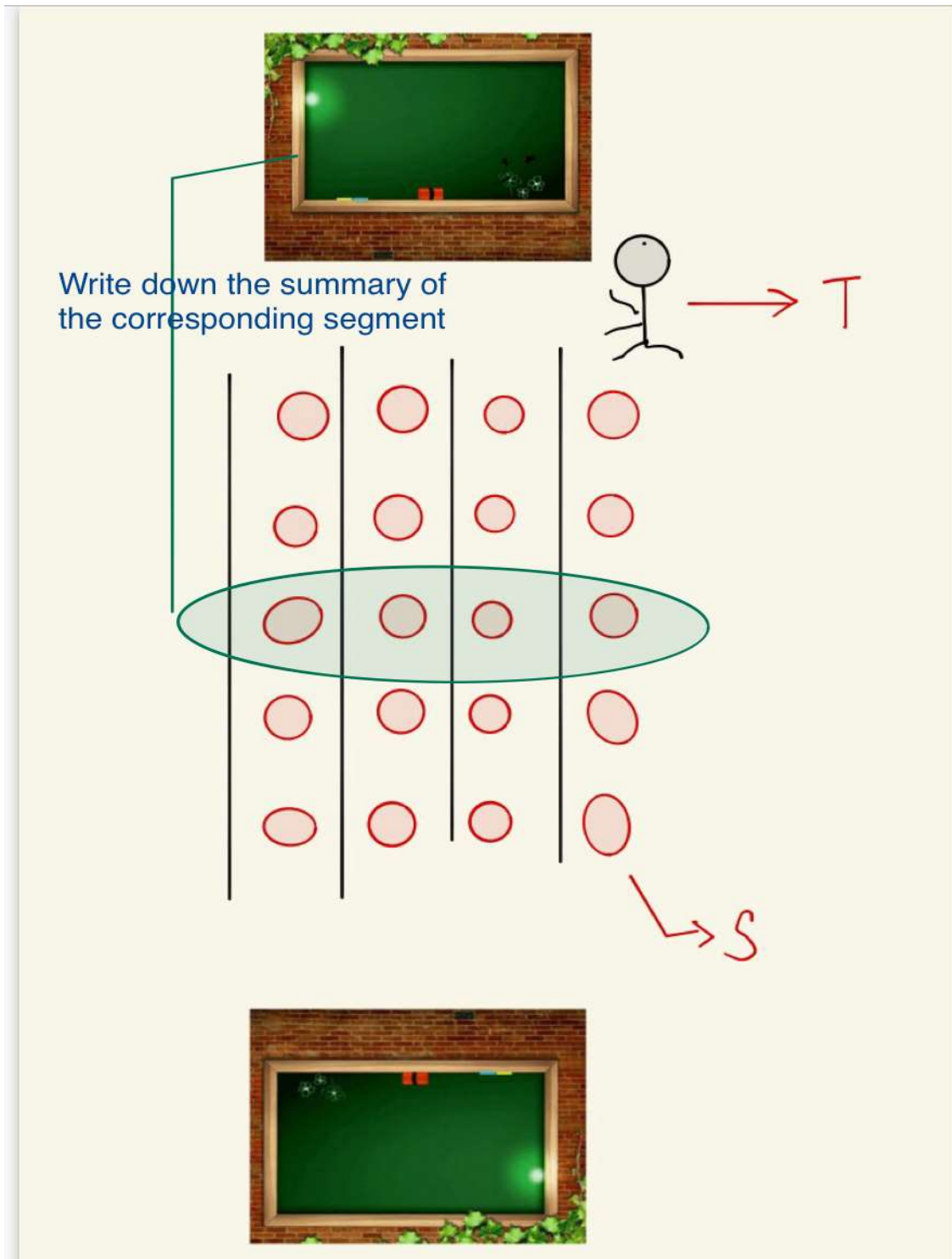


Interpret



Blackboard at the back

Appendix 7: Stage 5



Write down the summary of the corresponding segment

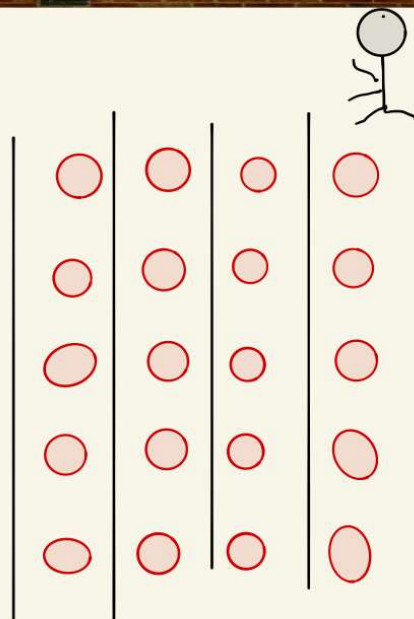
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Appendix 8: Stage 6



**blackboard
at the front**

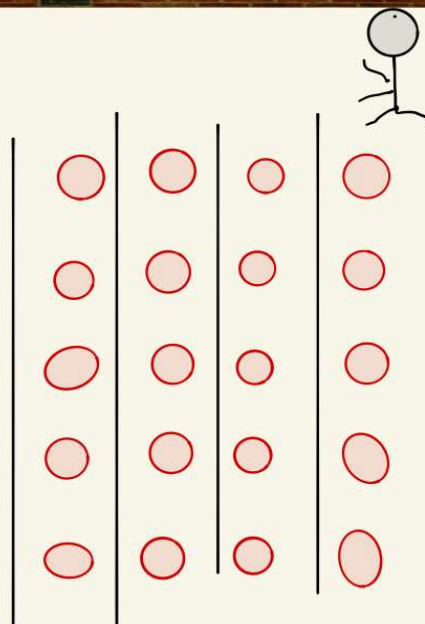


Blackboard
at the back

Appendix 9: Stage 7



**blackboard
at the front**



Blackboard
at the back

Appendix 10: Consolidation

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