

**Name:** Patricia Clarke  
**Subject:** City and Guilds  
**Grade:** 10 U  
**Time:** 6 \*40 mins  
**Date:** May 2-6, 2022  
**Topic:** Comprehension/ Speaking and Listening

### **General Objective:**

To help students to continue to develop their comprehension skills

Specific Objectives:

At the end of this lesson, students should be able to:

1. Review the test done before break and make necessary corrections
2. Listen to a short recording/speech and engage in a discussion on the topic
3. Respond to ten comprehension questions based on the recording/discussion
4. Identify a problem on campus and come up with a possible solution (class discussion)
5. Read a comprehension question on problem and solving and identify the writer's intention
6. Respond to interpretive level questions based on the discussion
7. Openly discuss the responses and make necessary corrections

**QUOTE OF THE WEEK: With God, All Things Are Possible**

### **DAY 1 – Listening and Speaking**

#### **Step 1:**

The class will begin with a review of the test done before Easter Break. We will look at some of the errors made. This will be done to help students understand where they are and as encourage for them to feel comfortable with asking for corrections.

#### **Step 2:**

Following this, the class will then move on to do some of the corrections from the text. The troubled areas will be assessed thoroughly.

An academic conversation will ensue to ensure clarity. (Session one is targeted for this)

### **Step 3:**

Following this discussion, the lesson will segue into the task for the week. Students will be asked to sit in a circular fashion. A clipping will be played (It will be printed so that it can be read as a back-up to perceived technical issues) while students listen. This will be done twice. Some guided questions will be given to steer the discussion into the intended direction.

### **Sample Questions:**

1. Who are the persons highlighted in the clip?
2. What is the topic of discussion?
3. Identify and comment on any three of the points made

### **Step 4:**

The lesson will continue with students being given ten-fifteen minutes to respond to the questions. The clipping will be played once again if requested.

### **Step 5:**

The lesson will culminate with students and teacher openly discussing the responses. Clarity will be provided where necessary.

## **DAYS 2&3**

### **Step 1:**

Using the Socratic Seminar technique, the class will begin with teacher giving students a scenario. This will be in the form of a perceived problem (school related); the class will be tasked to come up with at least three possible solutions to the problem. To ensure no student is left out, there will be a problem for the males and one for the females as well as an open issue.

E.g. Working in your groups, make a practical proposal to the principal as to how we can ensure all students have access to lunch within the lunch break.

### **Step 2:**

The students will work in groups to come up with a solution for the problem and make a proposal in class.

### **Step 3:**

We will discuss the ingenuity of the solution and the possibility of it working.

**Step 4:**

We will then move on to the text to look specifically at problem and solution as a comprehension skill. This will be done to help students to see the practicality of what we are doing in class. A passage will be read and the problem highlighted discussed.

**Step 5:**

The lesson will culminate with students responding to the comprehension questions that follow.

**EVALUATION 2:**

The objective for this lesson was to have students explore problem and solution as a comprehension skill that they can use in everyday lives. In this regard, most of the lesson was covered successfully. First, as we explored problems on campus, the students were very enthusiastic and shared solutions; some of which were very practical. Teacher was pleased and considered sharing a few of these with administrators for example solving some of the issues in the ladies bathroom.

Due to time, the speaking and listening component of the examination was not done and will be done during the first class next week. The lesson will then culminate with a comprehension to further cement the lesson.

**Name:** Patricia Clarke  
**Subject:** English Language  
**Grade:** 10 E AND C  
**Time:** 5\*40 mins  
**Date:** May 2-6, 2022  
**Topic:** Expository Writing

**General Objective:**

To help students to understand the different types of expository pieces.

Specific Objectives:

At the end of this lesson, students will be expected to:

1. Differentiate between persuasive and expository writing
2. Respond to fifteen comprehension passage
3. Make presentations on the different types of expository pieces (Assignment given for Easter Break)
4. Critique the presentations of each group to show understanding of the concepts.
5. Complete a twenty question pop quiz a review

***Week's Affirmation: The only way to reach the top is to challenge yourself.***

**Day 1**

**Step 1:**

The lesson will begin with a check in on the students' Re their preparation for the homework given in the previous week. They will be allowed to ask questions and make queries where necessary.

**Step 2:**

We will then move on to discuss one type of expository style (cause and effect) for the purpose of the class discussion on the day.

**Step 3:**

The class will then read a cause and effect essay in class. We will discuss the content openly.

**Step 4:**

We will then move on to respond to the comprehension questions about the passage. This will be done individually.

**Step 5:**

After enough time is given, the class will move on to discuss the responses openly and make corrections where necessary.

**Day 2 – PRESENTATIONS**

**Step 1:**

The class will begin with students getting in their groups and making final preparations for the presentations.

**Step 2:**

The rubric and peer evaluation sheets will be issued so that students will engage in the process (Sheets previously used in class)

**Step 3:**

First three presentations will be done (five minutes each) after which we will pause to do the peer evaluations. This will be a five minutes pause as well. Teacher will give feedback to those groups at this time as well.

**Step 4:**

The next three presentations will be done at this time. At the end of the presentations, we will again do an evaluations.

**Step 5:**

The lesson will culminate with students doing a twenty question pop quiz to review the different types of expository essays. They will be timed and should be able to respond based on the content of the presentations.

**EVALUATION 2:**

This lesson will have to be covered next week due to the following:

1. In the case of 10 C, we were not able to settle down for class on Monday as we could not find an empty classroom. By the time a space was found, a session has almost ended and as such we were only able to discuss the content. On our second day of class, we had Teacher's Day celebration and were not able to meet.
2. In the case of 10 E, the comprehension was done but we will move to the discussion aspect as well as the presentations as the class was not ready.

**Name:** Patricia Clarke  
**Subject:** English Language  
**Grade:** 11 U & 12 F  
**Time:** 5\*40 mins  
**Date:** May 2-6, 2022  
**Topic:** Revision (Summary & Expository Writing)

General Objective:

To help students correct the gaps seen through the Mock Examination

Specific Objectives:

At the end of this lesson, students should be able to:

1. Correct some problem notions of what is a summary
2. List the five main criteria to writing an effective summary (PowerPoint Presentation)
3. Read the summary did in the exam and identify the main points
4. Rewrite the summary based on the discussion.
5. Mark the summary based on CXC rubric
6. Review with structure of the main expository pieces for the exam.
7. Correct the email given in the mock exam

### **DAY 1:**

#### **Step 1:**

The lesson will begin with teacher and students discussing the result of the mock exam. Teacher will outline to students the general overview, and allow them to ask questions where as needed.

#### **Step 2:**

We will then move on to look specifically at some of the errors made by the students in the summary. Some of these include:

1. Inserting their own opinion
2. Analyzing instead of summarizing the piece
3. Writing across tenses
4. Spelling and grammar mistakes

#### **Step 3:**

Following the above discussion, the class will move on to review the requirement for writing the CXC summary. This will be done using a PowerPoint presentation which includes the rubric and explanations.

A discussion will ensue about the content and all misconceptions will be cleared up as much as possible.

**Step 4:**

Following this, we will read the summary given in the exam and discuss the writer's intention and content. As a class, we will identify and write the main points down.

This will be discussed so that students will see how we get to the points.

**Step 5:**

The lesson will culminate with students and teacher using the main points to write the summary as a class sample.

**DAY 2:**

**Step 1:**

The lesson will begin with students and teacher working discussing the previous class' activity. The students will allowed to make comments or ask questions.

**Step 2:**

We will then move on to look at a summary passage. This will be read in class and the students will be tasked to discuss the content.

**Step 3:**

The class will then be given time to identify and list the main points from the passage.

**Step 4:**

Students and teacher will discuss the main points and how we arrive at them. Corrections will be made at this point as well.

**Step 5:**

The lesson will culminate with students using the corrections to do their summaries and submitting same for review.

Feedback will be given accordingly.

### **DAY 3**

#### **Step 1:**

We will begin this day by highlighting some of the problems seen in doing the other factual piece of writing – expository. Some of the issues here include:

1. Wrong format
2. Inability to identify relevant information

#### **Step 2:**

We will move on by revisiting the criteria for an email. A member of the class will be tasked to write this on the board. Students will be encouraged to ask for clarity where needed.

#### **Step 3:**

We will then move on to redo the one given in the exam. This will be done openly in class, and all students will be expected to engage in the discussion.

#### **Step 4:**

The class will then be tasked to work on individually writing a email based on a given prompt. They will be given time to do this in class.

#### **Prompt:**

You are applying for your **VISA** and need a letter of recommendation. Write a **LETTER OR** an **EMAIL** to your supervisor requesting the letter of recommendation.

#### **Step 5:**

The lesson will culminate with students' letters being assessed in class as much as possible.

#### **EVALUATION 2:**

This was intended to be a revision class, but we were only able to meet once and the students were sent home on study break.



**Name:** Patricia Clarke  
**Subject:** City and Guilds  
**Grade:** 10 U  
**Time:** 6 \*40 mins  
**Date:** May 9-13, 2022  
**Topic:** Comprehension/ Speaking and Listening

**General Objective:**

To help students to continue to develop their comprehension skills

**Specific Objectives:**

At the end of this lesson, students should be able to:

1. Listen to a short recording/speech and engage in a discussion on the topic
2. Respond to ten comprehension questions based on the recording/discussion
3. Identify at least (12) vocabulary words associated with problem and solution
4. Coin a definition for problem and solution as a comprehension skill.
5. Use the definition of key words to create a puzzle to show grasp of their meaning (vocabulary development)

**QUOTE OF THE WEEK: With God, All Things Are Possible**

**DAY 1 – Speaking and Listening**

**Step 1:**

The class will begin with a review of our last class. The three groups left will present their problem and perceived solution.

**Step 2:**

Following this, we will have the final discussion of the proposals and decide on which is more practical and why.

**Step 3:**

Following this discussion, the lesson will segue into the task for the week. Students will be asked to sit in a circular fashion. A clipping will be played (It will be printed so that it can be read as a back-up to perceived technical issues) while students listen. This will be done twice. Some guided questions will be given to steer the discussion into the intended direction.

### **Sample Questions:**

#### **Answer the following with an appropriate response:**

1. Give the passage an appropriate title.
2. Who is the target audience of the passage?
3. What problem does the passage outline?
4. What solution/s does the passage provide?
5. Give examples of signal words from the passage that help you to recognize its problem and solution format.
6. Find antonyms and synonyms for the following words as used in the passage:

#### **Step 4:**

The lesson will continue with students being given ten-fifteen minutes to respond to the questions. The clipping will be played once again if requested.

#### **Step 5:**

The lesson will culminate with students and teacher openly discussing the responses. Clarity will be provided where necessary.

### **Days 2-3**

#### **Step 1:**

The lesson will begin with four random students being asked to state any one thing learnt about problem and solution thus far.

Expected answers:

- ✓ For every problem there is a possible solution or solutions.
- ✓ Problems are a part of everyday lives
- ✓ The first step to solution is to identify the problem

#### **Step 2:**

We will then move on to explore the vocabulary used when to discuss problem and solution. A list of words will be given with a table. Students will be tasked to place the word under the respective column.

### List of words

**CRISIS, PREDICAMENT, COMPLICATION, SOLUTION,  
COMPROMISE, REMEDY, DAMAGE, DETERIORATE, ADDRESS,  
ALLEVIATE, ISSUE, ERADICATE, INTERVENE, REACT,  
DIFFICULTY, REPAIR, TACKLE, PERPLEXITY, RESOLUTION,  
ANSWER, SITUATION, OBSTACLE, PUZZLE, CORRECTIVE,  
ELIMINATION, CHALLENGE, DILEMMA, PREVENTION**

### Step 3:

The lesson will continue with a discussion of the answers and a definition of key terms:

### What is Problem and Solution?

Problem and Solution is a pattern of organization where information in a passage is expressed as a dilemma or concerning issue (a problem) and something that was, can be, or should be done to remedy this issue (solution or attempted solution).

### Step 4:

We will move on to work in groups to create a puzzle, a chart, etc. based on the definitions of the words identified earlier. Ten words associated with each will be used.

### Step 5(Culminating Activity)

The lesson will culminate with students sharing their creative pieces in the class.

### EVALUATION 2:

The objective of this lesson was to have students explore the comprehension skill –problem and solution. In this regard the lesson was successful. On day one, we were able to do the speaking and listening activity. The students were anxious, but eventually settle down and completed the task. Of the eighteen students present at the time, approximately 70 % of the students were able to respond appropriately to most of the questions while the others were given corrections to bring them to the desired result. We were also able to complete the other activities with the exception of the creative piece. Instead of doing this, the students were task to write paragraphs and

sentences in order to show understanding of the vocabulary used to express problem and solution relationship.

In our next week's class, we will move on by looking at sequencing.

**Name:** Patricia Clarke  
**Subject:** English Language  
**Grade:** 10 E AND C  
**Time:** 5\*40 mins  
**Date:** May 9-13, 2022  
**Topic:** Expository Writing

**General Objective:**

To help students to understand the different types of expository pieces.

**Specific Objectives:**

At the end of this lesson, students will be expected to:

1. Differentiate between persuasive and expository writing
2. Respond to fifteen comprehension questions based on a passage
3. Make presentations on the different types of expository pieces (Assignment given for Easter Break)
4. Critique the presentations of each group to show understanding of the concepts.
5. Complete a twenty question pop quiz a review

***Week's Affirmation: The only way to reach the top is to challenge yourself.***

**Day 1**

**Step 1:**

The lesson will begin with a check in on the students' Re their preparation for the homework given in the previous week. They will be allowed to ask questions and make queries where necessary.

**Step 2:**

We will then move on to discuss one type of expository style (cause and effect) for the purpose of the class discussion on the day.

**Step 3:**

The class will then read a cause and effect essay in class. We will discuss the content openly.

**Step 4:**

We will then move on to respond to the comprehension questions about the passage. This will be done individually.

**Step 5:**

After enough time is given, the class will move on to discuss the responses openly and make corrections where necessary.

**Day 2 – PRESENTATIONS**

**Step 1:**

The class will begin with students getting in their groups and making final preparations for the presentations.

**Step 2:**

The rubric and peer evaluation sheets will be issued so that students will engage in the process (Sheets previously used in class)

**Step 3:**

First three presentations will be done (five minutes each) after which we will pause to do the peer evaluations. This will be a five minutes pause as well. Teacher will give feedback to those groups at this time as well.

**Step 4:**

The next three presentations will be done at this time. At the end of the presentations, we will again do an evaluations.

**Step 5: (Culminating Activity)**

The lesson will culminate with students doing a twenty question pop quiz to review the different types of expository essays. They will be timed and should be able to respond based on the content of the presentations.

**EVALUTION 2:**

**10 C**

For this lesson, the comprehension was done with some level of success. The students took more time than would have been preferred and this impeded the correction of the activity in class. These will be discussed in a later class. Regarding the presentations, these were also postponed due to the teacher's absent on our second day of class.

**10 E**

For this class, three of the six groups were able to do the presentations. The groups that presented showed a great level of understanding of the specific topic that was given. The biggest hiccup was the lack of proper execution of the presentations. Teacher had to talk to the class about remaining in calm and paying attention to their tone and gestures when doing a presentation.

We will complete the presentations in the first class next week and then move on to do the quiz and explore writing the essay in details.

**Name:** Patricia Clarke  
**Subject:** City and Guilds  
**Grade:** 10 U  
**Time:** 6 \*40 mins  
**Date:** May 15-20, 2022  
**Topic:** Comprehension/ Sequencing

**General Objective:**

To help students to continue to develop their comprehension skills

**Specific Objectives:**

At the end of this lesson, students should be able to:

1. Respond to two passages to show grasp of content covered last week (pop quiz)
2. Define sequencing as a comprehension strategy
3. Identify signal/ transitional words used to show sequence
4. Identify from a passage the steps to complete an identified task
5. Create a manual to show the steps to complete a given task (Group work)
6. Present a creative and practical manual to the class based on their chosen subject

***Quote of the week – The only person who can prevent you from succeeding is you; so do not be your own enemy.***

***Resources:***

- ✓ ***CXC English A – Study Guide and Exercises***
- ✓ ***A Comprehensive English Course***
- ✓ ***English for All***
- ✓ ***Online Resources***

**DAY 1:**

**Step 1:**

The class will begin with a quick review of last week's topic. We will do this in the form of a quick pop quiz. Some students will also be asked to read their problem and solution pieces in class.



**Step 2:**

We will openly correct the quiz in the class and then allow the students to ask questions if clarity is still needed.

**Step 3:**

The lesson will then move on with an introduction of the next organizational pattern-sequencing. In order to do this, the class will be given a short paragraph to redo to ensure clarity. This will be taken from the text – A Comprehensive English Course pg. 149.

In academic conversational style, the class will correct the paragraph to reveal the steps to “*Washing up*”.

**Step 4:**

The lesson will segue into giving the students an explanation of sequencing and examples of signal words.

**Definition:**

A process sequence is the ordered steps or stages for carrying out a task, activity or operation. It explains how something is done, how something works, or gives instructions on how to do something. This type of writing should be; accurate, consistent, thorough, logically organized, simple and concise.

Transitional words to indicate process

<b>First, Then, After, Next, Final, Previously, Second</b>
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**Step 5:**

Day 1 will culminate with students adding at least ten additional signal words to the list given. This will be done for continued vocabulary development.

## Days 2 & 3:

### Step 1:

The class will begin day two by reviewing what was covered on day 1. The following questions will be given as a guide:

1. In your own words, what is sequencing?
2. State four signal words associated with sequencing
3. Fill in the blank

Sequence writing should be \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### Step 2:






The class will then move on to explore one type of process writing – manuals. This will be done to introduce the tasks for the week.

The sample below will be given.

#### **PROCEDURE – MEETING ROOM PREPARATION**

##### **Task**

Prepare the meeting room for use.

Steps to be Completed	Check
<b>Step 1</b>	
Ensure that all tables are clean. Wipe down the boardroom table.	
<b>Step 2</b>	
Check the floor to make sure the carpet is clean. If it requires a quick vacuum, there is a vacuum cleaner located in the storeroom.	
<b>Step 3</b>	
Make sure a jug of cold water and glasses are positioned in the middle of the table 10 minutes before the meeting starts.	
<b>Step 4</b>	
Ensure there are mints on the table.	
<b>Step 5</b>	
Once the meeting is complete, clear the empty glasses and water jugs and make sure the meeting room is ready for the next meeting.	

##### **Things to Remember:**

You may need to organise the meeting room well before a meeting starts.

Ensure that people advise you well before the meeting, so you have enough time to prepare it for the meeting. A reminder email can be helpful in this case.

### **Step 3:**

The class will then be given the following characteristics of a good manual prior to doing one of their own.

A good manual should make instructions easy to follow. It should,

1. Provide step-step sequence in the correct order
2. Follow the timing of the actual operation (where applicable)
3. Provide visual stepping stones
4. Avoid lengthy paragraphs
5. Use every day words and terms

### **Step 4:**

Students will then be placed in pairs to create a manual based on a product/service choice. The following instruction will be given:

1. Product/service must be clearly identified
2. Steps must be clear, concise and in order
3. There must be some sort of visual aid
4. There must be at least five steps to the process.

### **Step 5:**

The manuals will be collected and assessed for;

- |   |          |
|---|----------|
| a. Clarity of steps/conciseness and use of graphics (content) | 12 marks |
| b. Use of language  | 7 marks  |
| c. Creativity   | 6 marks  |

Total	25 marks
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The best three will be shared with the class for motivation.

### **EVALUATION 2:**

The objective of this lesson was to help students understand how to use signal words peculiar to sequencing. This is important as a precursor to multi steps instructions necessary for the examination they will be expected to do. In this regard, the lesson was a success.

On day one, we did the activities as planned and using the right time; on day two there was an interruption that impeded a successful class. However, on day three we were able to catch up on the work. Most of the students completed the task with a great amount of success. The biggest problem was the fact that while the steps were used, there was a bit of issue with the product/service chosen in that they were very simplistic. Teacher would have preferred for more challenging instructions, but recognizes that the students spoke from their world view.

In the coming week, the students will move on to look at doing some listening and speaking discussions.

**Name:** Patricia Clarke  
**Subject:** English Language  
**Grade:** 10 E AND C  
**Time:** 5\*40 mins  
**Date:** May 16-20, 2022  
**Topic:** Expository Writing

**General Objective:**

To help students to understand the different types of expository pieces.

**Specific Objectives:**

At the end of this lesson, students will be expected to:

1. Make presentations on the different types of expository pieces (Assignment given for Easter Break)
2. Critique the presentations of each group to show understanding of the concepts.
3. Complete a ten question pop quiz ( a review)
4. Understand how to write the introduction of an essay (step-step process)

***Week's Affirmation: The only way to reach the top is to challenge yourself.***

**Day 1– PRESENTATIONS**

**Step 1:**

The class will begin with students getting in their groups and making final preparations for the presentations.

**Step 2:**

The rubric and peer evaluation sheets will be issued so that students will engage in the process (Sheets previously used in class)

**Step 3:**

First three presentations will be done (five minutes each) after which we will pause to do the peer evaluations. This will be a five minutes pause as well. Teacher will give feedback to those groups at this time as well.

**Step 4:**

The next three presentations will be done at this time. At the end of the presentations, we will again do an evaluation.

**Step 5: (Culminating Activity)**

The lesson will culminate with teacher giving the class an overall feedback to include clarity where needed.

**DAY 2:**

**Step 1:**

In order to ensure students understand the different types of expository writing, the class will review in quiz format. The quiz will be given in the first session of the class.

**Step 2:**

The class will review the answers for the quiz openly. Clarity will be given for any misconceptions identified during this process.

**Step 3:**

The class will then move on to looking at writing the expository essay. We will begin with looking in details at what should be included in the introduction and how to write an effective introduction.

**EXPOSITORY- INTRODUCTION**

Like all essays, an expository essay begins with an introduction. This serves to hook the reader's interest, briefly introduce your topic, and provide a thesis statement summarizing what you're going to say about it.

**Hooks Appropriate for Expository Writing**

**Remember!!!**

1. Your hook should grab your reader's attention
2. It can be a quote, a question, an anecdote, a shocking statistic, or even a rhetorical question.

## **Thesis**

An effective thesis statement fulfills the following criteria

- o **Substantial**– Your thesis should be a claim for which it is easy to answer every reader’s question: “So what?”
- o **Supportable** – A thesis must be a claim that you can prove with the evidence at hand (e.g., evidence from your texts or from your research). Your claim should not be outlandish, nor should it be mere personal opinion or preference (e.g., “Frederick Douglass is my favorite historical figure.”) It tackles a subject that could be adequately covered in the format of the project assigned.
- o **Precise** – It is focused and specific. A strong thesis proves a point without discussing everything. It clearly asserts your own conclusion based on evidence. Note: Be flexible. It is perfectly okay to change your thesis!
- o **Arguable** – It should be contestable, proposing an arguable point with which people could reasonably disagree.
- o **Relevant** – If you are responding to an assignment, the thesis should answer the question your teacher has posed. In order to stay focused, pay attention to the task words in the assignment: summarize, argue, compare/contrast, etc.
- o **Aware of Counters**– It anticipates and refutes the counter-arguments.

## **Step 4:**

The class will then move on to look at a sample introduction, looking specifically at the thesis statement.

## **SAMPLE INTRODUCTION**

### **Topic:**

**Staycations allow us to explore the diversity of Jamaica’s natural and cultural heritage.  
Why it is important for Jamaican’s to experience the Jamaican tourism product?**

“Ooh, I met a girl this morning, she was love at first sight. Ooh, I met a girl this morning, she was beauty to my eyes...”

The popular Jamaican artiste, Chronixx, has immortalized and personified the beauty of our natural heritage of our island, Jamaica, when he sang, “...she was beauty to my eyes, smile girl smile, smile for me Jamaica...” Jamaica is, no doubt, one of the leading tourism countries in the western hemisphere. It is imperative that Jamaicans know what it is that attracts tourists to the island so that they themselves can help to market the product. Staycationing is a great

vacationing option for Jamaicans as it is an opportunity for us to enjoy what others can only dream of enjoying; it reunites us with the beauty of our island, and it is less of a hassle.

### **Step 5: (Culminating Activity)**

The lesson will culminate with students writing thesis statements to support the following topics.

### **Expository Topics**

- Explain why someone you know should be regarded as a leader.
- Explain why parents are sometimes strict.
- If you had to be an animal, which would you be and why?
- Explain why you especially enjoy a particular teacher.
- Explain why some students are forced to leave school once they are sixteen.
- Explain the likely consequences of skipping school.
- Describe the likely consequences of doing poorly in school.
- Explain the likely consequences of being sexually active without using protection.

### **EVALUATION 2:**

For this lesson, we were able to complete most of the presentations but we did not look at the structure of the essay due to time and Children's Day activities. The lesson will be completed this week with students and teacher working on completing that aspect of the lesson (specifically the structure of the essay).

## ADDENDUM

### Quiz (10 U)

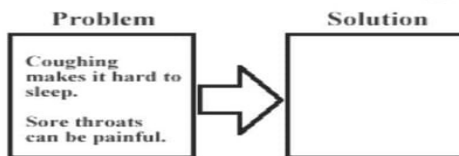
1. Summarize the problem and solution organization pattern by filling in the following:

In this type of organizational pattern, a \_\_\_\_\_ is presented with some indication of how it can be \_\_\_\_\_. Some of the signal words that are used to identify the problem are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

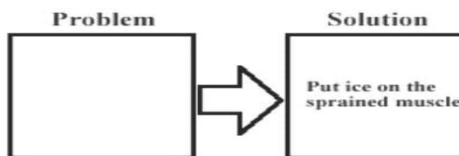
As it relates to the solution, some signal words are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

2. Read each short paragraphs and fill in the missing boxes with the appropriate information.

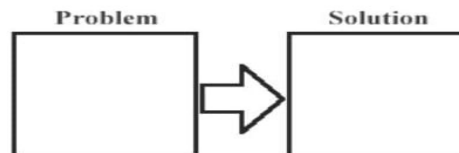
1. Having a cold is no fun. Coughing makes it hard to fall asleep. A sore throat is painful. Try some tea with honey in it. The honey will soothe your throat. There may be no cure for the common cold. You can treat the symptoms though.



2. A sprain is a tear in a muscle. Sprains happen when a muscle is twisted or overstretched. They can be painful. If you sprain a muscle, you should ice it immediately. Putting ice on a sprain will reduce swelling and pain. It may help stop internal bleeding too.



3. Nobody wants to be stung by a bee. Bee stings are itchy and painful. But what if the bee stings you anyway? One thing that you can do is put vinegar on it. The acid in the vinegar may reduce the pain and swelling from the sting.





**QUIZ – 10 C and E**

**TYPES OF EXPOSITORY ESSAY – AN OVERVIEW**

1. Expository writing should give information that is \_\_\_\_\_
2. What is the author's purpose in an expository text? \_\_\_\_\_
3. List three examples of expository writing:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. List the six types of expository essays as discussed in class.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
5. The block and alternative organizational structure is unique to which type of expository essay \_\_\_\_\_?
6. If I wish to teach someone how to do something, which type of expository essay would be effective \_\_\_\_\_?
7. As a result of, consequently, because, since and therefore are signal words for \_\_\_\_\_?
8. \_\_\_\_\_ is the specific facts, examples and other details used to support the arguments in your essay.

**True or False**

1. Only three of the six expository essay types are factual \_\_\_\_\_
2. All expository essays must have a thesis statement \_\_\_\_\_
3. The first sentence of each body paragraph is your thesis statement \_\_\_\_\_
4. Your introduction should have hook, background and thesis \_\_\_\_\_
5. Expository writing and informative writing are the same \_\_\_\_\_

**20 marks**

**Name:** Patricia Clarke  
**Subject:** City and Guilds  
**Grade:** 10 U  
**Time:** 4 \*40 mins  
**Date:** May 25-27, 2022  
**Topic:** Listening and Speaking (Discussion)

**General Objective:**

To help students to continue to develop their comprehension skills

**Specific Objectives:**

At the end of this lesson, students should be able to:

1. Understand how to carry out a good discussion
2. Contribute successfully to a panel discussion through group planning
3. Share opinion in a group setting to execute a proper discussion.

**Materials:**

- YouTube Video
- English for All

**Step 1:**

The lesson will begin with students and teacher recapping what was covered in our last class. Some of the groups will be given fifteen minutes to wrap up the presentations they were doing in the last class.

The other students will be tasked to do a simple worksheet to ensure no one is unengaged.

**Step 2:**

After completing these, students will be shown a video clip of a City and Guilds discussion. They will be given the following questions to review the presentation:

1. What signal words were used by each participant to introduce a point?
2. What is the correct way to add a point to the discussion?

3. Is it important to add your voice to the discussion?

**Video Links:**

[City and Guilds - What is the listening and discussion about - YouTube](#)

[City and Guilds - How to research - YouTube](#)

**Step 3:**

The lesson will continue with students being guided to note the following:

1. What is a discussion?
2. How to add a point in a discussion?
3. How to properly carry out a discussion?

We will be discussing the responses openly.

**Step 4:**

The lesson will move on with students being grouped in 4-5 and given discussion questions. Some of the discussion topics will be:

- How important is it for students to engage in extra-curricular activities in schools?
- Should cellular phones be used in schools?
- What is the benefit of having an education?

**Step 5:**

The lesson will culminate with students doing their different presentations. This will be marked using the rubric from the City and Guilds files.

**Evaluation 2:**

The objective of this lesson was to have students work on doing a good discussion. We did most of the in class practice but lack of resources prevented us from viewing the video in class. We discussed and practiced in class, and the clips will be shared with the students for their own benefit.

A topic was given to each group and those discussions will make up the first class next week. On the other two days, the students will be given some vocabulary activities as in listening to their speech, teacher picks up on some simple errors that can be corrected through a wider vocabulary. This will also be done for exam practice.

It must also be noted that a pop quiz was given on Day three that saw most students doing really well. The focus was on common errors made in English.

**Name:** Patricia Clarke  
**Subject:** English Language  
**Grade:** 10 E AND C  
**Time:** 3\*40 mins  
**Date:** May 25-27, 2022  
**Topic:** Expository Writing

**General Objective:**

To help students to understand the different types of expository pieces.

**Specific Objectives:**

At the end of this lesson, students will be expected to:

1. Complete a twenty question pop quiz ( a review)
2. Outline the components of a good essay
3. Understand how to write the introduction of an essay (step-step process)

***Week's Affirmation: The only way to reach the top is to challenge yourself.***

**Step 1:**

In order to ensure students understand the different types of expository writing, the class will review in quiz format. The quiz will be given in the first session of the class.

**Step 2:**

The class will review the answers for the quiz openly. Clarity will be given for any misconceptions identified during this process.

**Step 3:**

The class will then move on to looking at writing the expository essay. We will begin with looking in details at what should be included in the introduction and how to write an effective introduction.

## **EXPOSITORY- INTRODUCTION**

Like all essays, an expository essay begins with an introduction. This serves to hook the reader's interest, briefly introduce your topic, and provide a thesis statement summarizing what you're going to say about it.

### **Hooks Appropriate for Expository Writing**

#### ***Remember!!!***

3. Your hook should grab your reader's attention
4. It can be a quote, a question, an anecdote, a shocking statistic, or even a rhetorical question.

## **Thesis**

An effective thesis statement fulfills the following criteria

- o **Substantial**– Your thesis should be a claim for which it is easy to answer every reader's question: "So what?"
- o **Supportable** – A thesis must be a claim that you can prove with the evidence at hand (e.g., evidence from your texts or from your research). Your claim should not be outlandish, nor should it be mere personal opinion or preference (e.g., "Frederick Douglass is my favorite historical figure.") It tackles a subject that could be adequately covered in the format of the project assigned.
- o **Precise** – It is focused and specific. A strong thesis proves a point without discussing everything. It clearly asserts your own conclusion based on evidence. Note: Be flexible. It is perfectly okay to change your thesis!
- o **Arguable** – It should be contestable, proposing an arguable point with which people could reasonably disagree.
- o **Relevant** – If you are responding to an assignment, the thesis should answer the question your teacher has posed. In order to stay focused, pay attention to the task words in the assignment: summarize, argue, compare/contrast, etc.

- o **Aware of Counters**– It anticipates and refutes the counter-arguments.

#### **Step 4:**

The class will then move on to look at a sample introduction, looking specifically at the thesis statement.

#### **SAMPLE INTRODUCTION**

##### **Topic:**

**Staycations allow us to explore the diversity of Jamaica’s natural and cultural heritage.  
Why it is important for Jamaican’s to experience the Jamaican tourism product?**

“Ooh, I met a girl this morning, she was love at first sight. Ooh, I met a girl this morning, she was beauty to my eyes...”

The popular Jamaican artiste, Chronixx, has immortalized and personified the beauty of our natural heritage of our island, Jamaica, when he sang, “...she was beauty to my eyes, smile girl smile, smile for me Jamaica...” Jamaica is, no doubt, one of the leading tourism countries in the western hemisphere. It is imperative that Jamaicans know what it is that attracts tourists to the island so that they themselves can help to market the product. Staycationing is a great vacationing option for Jamaicans as it is an opportunity for us to enjoy what others can only dream of enjoying; it reunites us with the beauty of our island, and it is less of a hassle.

#### **Step 5: (Culminating Activity)**

The lesson will culminate with students writing thesis statements to support the following topics.

#### **Expository Topics**

- Explain why someone you know should be regarded as a leader.
- Explain why parents are sometimes strict.
- If you had to be an animal, which would you be and why?
- Explain why you especially enjoy a particular teacher.
- Explain why some students are forced to leave school once they are sixteen.
- Explain the likely consequences of skipping school.
- Describe the likely consequences of doing poorly in school.
- Explain the likely consequences of being sexually active without using protection.

### **EVALUATION 2:**

For this week, we were able to complete the quiz and discuss the errors that the students are making. However, as it relates to getting into the essay, this was postponed so the class can focus on letter writing. This decision was made as the exam scripts were being prepared. We will therefore look at the different components of a letter and writing the letter in class next week.

All necessary information about writing the essay will be shared in the classroom for the students to read and make necessary notes for future reference.



**Name:** Patricia Clarke  
**Subject:** City and Guilds  
**Grade:** 10 U  
**Time:** 6 \*40 mins  
**Date:** May 30- June 3, 2022  
**Topic:** Vocabulary and Grammar Activity

**General Objective:**

To help students to continue to develop their overall language skills

**Specific Objectives:**

At the end of the passage, students should be able to:

1. Engage in fruitful discussions based on the topics given last week
2. Critique the discussions to identify strengths and weaknesses (based on a set of evaluative questions)
3. Discuss some of the rules governing SVA (based on previous discussion and need coming out last class)
4. Identify and correct ten errors made in SVA (worksheet )
5. Correct the worksheet through class discussion

**DAY 1**

**DISCUSSION**

**Step 1:**

The class will begin with a short recap of the previous class. The students will then be reminded of the expectations for the discussion:

1. There must be a leader
2. Each member of the panel must add to the discussion
3. Proper signal words must be used to interrupt or interject

**Step2:**

Students will then be task to sit in their groups and complete the final preparation for the presentation.

**Step 3:**

The students will then move on to begin the discussion. These will be timed and the other groups must listen in order to learn from each other.

**Step 4:**

The group presentations continue until all groups are covered.

The C & G rubric will be used.

**Step 5:**

The lesson will culminate with an open discussion of the strengths and weaknesses in order to learn and improve.

**DAY 2**

**Step 1:**

Throughout the discussion practice, teacher has realized a continued misuse of SVA rules. As a result, the class will revisit these for continued practice.

**Step 2:**

Different sentences will be written on the board, and students will openly discuss the error and how to correct same.

**E.g.**

1. A calypsonian **compose/composes** several new songs yearly during the Carnival season.
2. The delegates of the conference **arrive/arrives** at different times.
3. The police officer and the fire officer **is/are** unsure about the cause of the fire.
4. **Neither** the promoter **nor** the boxers **expect/expects** a massive audience.
5. The prime minister, as well as several cabinet ministers, **intend/intends** to hold a press conference on several important matters.
6. Neither of the two boys **was/were** present when the incident occurred.

### **Step 3:**

Following the exploration activity, students will be given some general rules that apply to SVA. These will be taken from the text, 'English for All – Examination level pg. 258-259.

### **Step 4:**

Students will then move on to apply the rules in order to complete eight sentences. This will be done in class.

Instruction: Select the appropriate verb form from the options in brackets to complete the following sentences:

1. The judge, together with the lawyers and their clients, **(is looking, are looking)** closely at the exhibits produced by the police officers in the terrorism case.
2. Neither of the parents **(was, were)** present to discuss with the dean the incident of equipment damaged by their children.
3. The mason (works, work) on several housing projects because of his tremendous skills.
4. Either Herbert or we **(is, are)** relying on your judgement to identify the person most capable of the becoming the next chairperson.
5. Jerry and Gary **(is, are)** having lunch at the fast food restaurant noted for its quality service and moderate prices.
6. The villagers **(has, have)** discussed with the government officials the construction plans for a walk-over to prevent injuries to pedestrians crossing the busy highway.
7. There **(is, are)** many opportunities available to you in the firm.
8. The student council consisting of forty members **(have, has)** a decision-making role in the school.

The class will verbally correct the sentences with justification. Teacher will clear up any misconception still identified.

### **Step 5: (Culminating Activity)**

**The lesson will culminate with students working through the following**

1. Everyone **(has, have)** a right to question the speaker on the subject matter of this presentation.
2. The team **(practises/practise)** every evening at 5:00p.m at the northern end of the savannah.
3. The team **(practise/practises)** is several areas of the savannah.
4. A majority of workers **(invest/invests)** part of their monthly income to prepare for their retirement years.
5. One of the main causes of accident **(is, are)** reckless speeding.

6. The number of homeless people (**is, are**) decreasing rapidly.
7. A group of tourists (**has decided, have decided**) to hike to the wildlife resort to view the rare species of animals and birds.
8. The number of complaints about poor telephone reception (**is, are**) gradually declining because of improved technology and a more efficient service.
9. One of the main reasons for poverty in most underdeveloped countries (**has been, have been**) the lack of natural resources.
10. Every player on both teams (**was, were**) pleased with the atmosphere of excitement created by a stadium crowded with spectators.
11. The audience (**was applauding, were applauding**) every statement made by the fiery speaker as he passionately defended his views on children's rights.
12. Everybody (**is watching, are watching**) the demonstration by hourly paid workers for an increase in the minimum wage.
13. A number of students (**has decided, have decided**) to seek permission from the principal to visit a classmate who is seriously ill.
14. None of the residents (**was, were**) bothered by the shortage of cooking gas because the situation was expected to return to normalcy with two days.
15. Our family (**intends, intend**) to visit several Caribbean countries this year for a long-awaited vacation.
16. The crowd (**has dispersed, have dispersed**) in several directions after being warned by the security guards.

**EVALUATION 2:**

**Name:** Patricia Clarke  
**Subject:** English Language  
**Grade:** 10 E AND C  
**Time:** 3\*40 mins  
**Date:** May 30 – June 4, 2022  
**Topic:** Expository Writing (Formal Letter Writing)

**General Objective:**

To help students to understand the different types of expository pieces.

**Specific Objectives:**

1. State the general characteristics of a letter
2. Differentiate between a formal and an informal letter
3. Identify the block and semi-block format to structure a letter
4. Demonstrate selection of relevant information for the body of a letter
5. Write a fully developed letter based on a given prompt.

**Step 1:**

The lesson will begin with teacher explain to the students that it is possible for them to get a formal letter instead of an essay for the expository writing aspect of the examination. Students will then cover any queries about this after.

**Step 2:**

Having established the key aspects of an expository piece, the students will then move on to differentiate between an informal and a formal letter.

<b>Informal v. formal letter</b>	
<b>Similarities</b>	<b>Differences</b>
Both have a salutation	Tone is different (one friendly the other formal)
	One uses two addresses the other one


### **Step 3:**

This will be followed by a look at the types of formal letters and the structure of a formal letter.

### **Types of Formal Letter**

Since we are clear with the elements of formal letter format, let's look at the various types of a formal letter:

- **Letter of Enquiry:** For collecting information or details regarding a course/product/services, etc. from a certain institution/business/organization
- **Letter of Complaint:** As a formal letter of a complaint regarding a certain product/service, a complaint letter is addressed to the seller and generally includes the details regarding the lack of quality/quantity and the like.
- **Reply to a Letter of Complaint:** Written by the seller in reply to the buyer's letter of complaint, this letter commonly includes a clarification or an apology for the buyer's complaint.
- **Resume:** Written in pursuit of a job.

We will look at different samples of this using the text, "English for All". From this text, the students will also look at language appropriate for each steps of the writing process.

The lesson will pick up the lesson by looking at other conventions of writing a formal letter. They will be reminded of:

1. The tone
2. The purpose
3. The structure

### ***Formal Letter Structure***

Sender's Name

Sender's Company Name/Position

Sender's Address

Date

Recipient's Name

Recipient's Company Name/Position

Recipient's Street Address

### **Salutation**

**Introduction** – this is where you explain the purpose of the letter such as why you are writing it, what you hope to achieve from it, and any other important information you want to state upfront.

**Middle Section** – this is where you elaborate and provide more detail about what you outlined in the first paragraph. There may be several more paragraphs like this depending on how long the letter needs to be.

**Conclusion** – this is the place where you wrap up and summarize things. There may be a call to action or next steps included in this paragraph.

**Closing** – including your signature

The class will move on to look specifically at two sample formal letters. One written using the block format and the other using the semi-block format.

### **Sample 1: - Block Format**

John Bravo  
ABC Education Inc.  
1234 – 123 Street  
New York, NY 01218

May 21, 2018

Sarah Geenie  
XYZ Company Inc.  
6789 – 789 Street  
New York, NY 04851

Re: Updated Billing Frequency

Dear Ms. Geenie,

I am writing to inform you of our new pricing model effective February 1, 2019. On the first of February, we will be switching from an annual billing cycle to a quarterly billing cycle and this letter contains important information that may impact your organization.

After conducting extensive research and receiving feedback from our customers, we have determined that most customers strongly prefer a quarterly billing cycle rather than an annual one. In order to best suit your needs, we have decided to offer this benefit, which will take effect on February 1, 2019.

This letter is simply to notify you of the upcoming changes, and no immediate action is required from you at this time. We thank you for your continued business.

Sincerely,  
John Bravo

**Sample 2:**

**Semi- Block Format**

**Sample of Letter of Apology**

Coultart Grove  
Moneague P.O.  
St. Ann

April 13, 2022

The Principal  
Ferncourt High School  
Claremont P.O.  
St. Ann

Dear Mr. Thomas,

**RE: Apology for Negative Behavior in the Office**

I'm writing to you to express my regret for my behavior on April 7, 2022 in regards to outburst in the main office. I would like to apologize for my words and actions and reassure you that such an event will not happen again.

On the date in question, I got into a verbal altercation with the head waiter about the scheduling, and this led to my inexcusable behavior. I have already apologized to Mrs. Burey and I wanted to assure you that I will work to improve my reactions and behavior in the future.

I'd be happy to meet with you to speak about the incident further if you have any outstanding concerns.

Respectfully,

P. Clarke



**Step 5:**

The lesson will culminate with students working from their text to write first a letter of complaint. These will be corrected in class according to CXC standard.

**EVALUATION 2:**