

**Roseville Secondary School Enugu**

**A project of Ikota Educational Foundation.**

**First Term 2024/2025 ACADEMIC SESSION**

**SUBJECT : ENGLISH WRITING**

**CLASS: SS 1**

**EXPECTATIONS**

1. COPY YOUR NOTE **OR** PRINT AND SPIRAL BIND
2. THREE GRADED ASSESSMENT OF 20 MARKS BEFORE CAT = 60%
3. CAT : 40%
4. NON-GRADED ASSESSMENT
5. PROJECT TO BE SUBMITTED IN WEEK 6 …………..
6. THREE GRADED ASSESSMENT OF 20 MARKS BEFORE EXAM= 60%
7. EXAMINATION 40%

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**SCHEME OF WORK**

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| --- | --- |
| **WEEK** | **TOPIC** |
| **1** | Punctuation Marks (full stop, comma, colon, semi-colon, hyphen) |
| **2** | Indentation and Paragraphing. |
| **3** | Continuous Writing: Narrative- Descriptive writing |
| **4** | Continuous writing- Narrative- descriptive essay (Timed Actual writing.) Writing: Narrative- Descriptive (Timed Actual Writing) Writing: Narrative- Descriptive (Timed Actual Writing) Writing: Narrative- Descriptive (Timed Actual Writing) |
| **5** | **CAT/PROJECT/MID TERM BREAK**  Narrative\_ Descriptive essay: Reading and critiquing of students’ essays. |
| **6** |
| **7** | Summary Writing |
| **8** | Summary Writing(Class activity and assessment) |
| **9** | Report writing |
| **10** | Revision |

**PROJECT**

**PROJECT TOPIC**: Adapt and perform a folktale. (SDG 4, 15)

**CLASS**: SS1

**DEPARTMENT**: LANGUAGES

**SUBJECTS**: ENGLISH, IGBO, FRENCH, LITERATURE IN ENGLISH

**Task:**

* Choose folktales from Igbo, French, and English literature
* write scripts, and perform a tale in all three languages.

**EXPECTATION**:

1. Students will create a 3 minutes’ presentation on the 3 languages by means of pictures and dramatization.
2. Be able to speak those languages and translate them
3. Identify the moral lessons in the folktales.

**WEEK 1 TOPIC : Punctuation Marks**

**LEARNING OBJECTIVES**: By the end of the lesson, the students should be able to;

1. Identify the various punctuation marks
2. Explain the functions of each punctuation mark
3. Use the punctuation marks in sentences.

**NOTES**

**Punctuation Marks**

Punctuation marks help to clarify the meaning of text, separate ideas and indicate tone and emphasis.

***Examples of punctuation marks***

1. **Full stop(.)** is used in the following ways:
2. End of sentence: to indicate the end of a declarative sentence (statement). Example: I like reading books.
3. Abbreviations: to indicate that a word has been shortened. Example: Dr. (doctor), Jan. (January)
4. After initials: To indicate that a name has been shortened to its initials. Example: J.K. Rowling.
5. **Comma (,)** has several functions in English grammar:
6. Separating items in a list: They are used to separate items in a list of three or more things. Example: We bought apples, bananas, oranges and toothpick.
7. Separating clauses: Commas are used to separate independent clauses( complete sentences) joined by a conjunction. Example: I went to the store, and I bought milk.
8. Separating adjectives: They are used to separate multiple adjectives describing a noun. Example: The big, red car.
9. Separating dates: They are used to separate dates. Example: July 4, 2024.
10. In quotations: They are used to separate quotations from the rest of the sentence. Example: ‘I love reading’, she said.

1. **A colon** (:) has several functions in English grammar:
2. Introducing a list: It is used to introduce a list, especially after phrases like ‘the following’ or ‘as follows’. examples I have three favourite foods: pizza, sushi and tacos.
3. Explaining or amplifying: They are used to explain or amplify a statement or a concept (topic) by providing more information or clarification. Examples: I have one goal: to finish the project on time. Business: This is a means of carrying out activities in other to make money.
4. Separating hours and minutes: To separate hours and minutes in time notation. Example. 3:45PM.
5. **A semicolon** (;) is a punctuation mark that has several uses:
6. Separating independent clauses: it is used to separate two independent clauses (complete sentences) that are closely related in meaning. Example: I have a big test tomorrow; I’m studying all night.
7. Separating items in a list: it is used to separate items in a list when those items already contain commas. Examples: I’ve visited many cities, including Paris, France; Rome, Italy, Barcelona and Spain.
8. In academic writing: to separate complex clauses or phrases in academic or technical writing. Example: The research paper explored several topics; namely, the impact of climate change on coastal communities.
9. **A hyphen**(-) is a punctuation mark with several uses:
10. Joining words: It is used to join two or more words that work together as a single concept. Examples: Self-portrait, merry-go-round, well-being, twenty-two, thirty five.
11. Prefixes: To attach prefixes to words. Examples: co-pilot, re-write, anti-social
12. Line breaks: To indicate a line break in a word, especially in justified text. Example: a long word may be broken into two parts, with a hyphen at the end of the line.

**Week 2 Topic: Indentation and Paragraphing in Writing Essays and Letters**

**LEARNING OBJECTIVES:** By the end of the lesson, the students should be able to;

1. Define the two concepts.
2. Identify the types of paragraphs indentations.
3. State the importance of using paragraphs and indentations in a passage.

**NOTES**

**Indentation and Paragraphing in writing essays and letters**

Indentation is the practice of inserting a space at the beginning of a line of text, usually to indicate a new paragraph, section, or to set off a block of text.

**Types of indentation**

1. First line indentation: This is the practice of indenting the first line of every paragraph in an essay or a text.
2. Block indentation: This means indenting a block of paragraph as a whole.

Paragraphing is the process of dividing written text into paragraphs, which are units of thoughts or sections of text that focus on a single idea or topic

***Paragraphing and indentation helps to***:

1. Organize ideas
2. Enhance readability
3. Improve clarity
4. Create a logical flow
5. Engage the reader

**Week 3 Topic: Narrative-Descriptive Writing**

**LEARNING OBJECTIVES:** By the end of the lesson, the students should be able to;

1. Explain narrative-descriptive writing
2. State examples of narrative-descriptive writing.
3. Create a story on narrative-descriptive writing.

**NOTES**

Narrative writing tells a story, recounting events, experiences, or sequences of actions while descriptive writing describes people, places, objects, or experiences, using sensory details to create a mental image.

Narrative-descriptive writing is a style of writing that combines elements of both narrative and descriptive writing to enhance the storytelling and create a richer, more immersive experience for the reader.

***Examples of narrative-descriptive writing include***:

1. Short stories

II. Novels

III. Personal essays

IV. Historical accounts

**Week 4 Topic: Narrative-Descriptive (Timed Actual Writing)**

**LEARNING OBJECTIVES:** By the end of the lesson, the students should be able to;

1. Define narrative-descriptive writing
2. Identify the features of narrative-descriptive writing
3. Write a story on the topic ‘The Glass Castle’

**Week 7 Topic: Summary writing**

**LEARNING OBJECTIVES:** By the end of the lesson, the students should be able to;

1. Define summary writing
2. State the rules guiding a good summary writing
3. Apply all the rules while writing a summary.

**NOTES**

**Summary Writing**

Summary writing is the process of taking a large amount of information and reducing it down to the most important points.

Summary writing trains one to express one’s thought in a brief and clear manner. It tests one’s ability to read, digest and produce some relevant facts as required by the examiner.

***Some Advantages of summary writing are***:

It is useful for revision purposes.

It is very useful in debates.

It is also useful in note taking.

**Rules guiding summary writing**

1. Understand the summary writing questions.
2. Read the passage noting the key factors( main idea and points).
3. Use synonyms of words in writing a summary to avoid mindless lifting ( writing verbatim).

**Things to avoid while writing a summary**

1. The use of examples
2. The use of comparison
3. Illustrations
4. repetitions
5. The use of flowery language: The baby is as beautiful as a doll.(wrong) The baby is beautiful.(right)
6. Inclusion of details
7. The use of link words: moreover, furthermore, however, etc.
8. Writing in phrases. Always adhere to the instruction.

**Week 9 Topic: Report Writing**

**Learning Objectives**: By the end of the lesson, the students should be able to;

1. Define the concept ‘Report Writing’.
2. State the importance of report writing.
3. Write the elements of report writing.

**NOTES**

**Report writing**

A report is a document or a statement that presents information in an organized format for a specific audience and purpose. Although summaries of reports may be delivered orally, complete reports are usually given in the form of written documents.

[Report writing](https://www.examples.com/education/report-writing.html" \t "_blank) is a crucial skill for students, particularly when it comes to crafting formal reports, which are essential not only in academics but also in future professional endeavors. It aids in the critical analysis of information, the organization of thoughts, and their clear presentation, thereby enhancing analytical and communication skills.

**Report Writing Format**

### Title Page

**Title of the Report**: Should be clear and descriptive.

**Author’s Name**: Your full name.

**Submission Date**: The date when the report is to be submitted.

**Course Name**: The name of the course for which the report is being written.

**Instructor’s Name**: The name of your teacher.

### Table of Contents

List all the report sections along with their page numbers for easy navigation.

### Introduction

**Purpose of the Report**: Briefly describe what the report will cover and its objectives.

**Background Information**: Provide any necessary background information relevant to the report.

**Thesis Statement**: Present the main idea or argument that will be explored in the report.

Body

**Methodology**: Describe the methods used to gather information or conduct research for the report.

**Findings/Data Analysis**: Present the data or findings from your research. Use charts, graphs, or tables to illustrate points where appropriate.

**Discussion**: Analyze the findings. Discuss how they relate to your thesis statement and what they mean in the broader context of your topic.

**Conclusion**: Summarize the key findings and their implications.

Suggest recommendations based on the report’s findings.

Reflect on the research process and mention any limitations or areas for further research.

## Example of English Report Writing

**Title: “The Importance of Recycling”**

**Introduction:**

The introduction provides an overview of the topic and the purpose of the report. It sets the context and engages the reader’s interest.

Recycling is a vital practice in today’s world, and its significance extends beyond just environmental benefits. This report, “The Importance of Recycling,” aims to shed light on the many reasons why recycling is not only an essential aspect of environmental sustainability but also contributes to economic and social well-being.

**Body:**

The body of the report contains the core content and is divided into sections and subsections, each with clear headings and subheadings. Here’s an example structure:

**1. Environmental Benefits:**

This section discusses the positive impacts of recycling on the environment.

**Reducing Landfill Waste:** Recycling diverts waste from landfills, reducing the burden on these sites and mitigating harmful environmental effects.

**Conservation of Natural Resources:** Recycling helps conserve valuable resources, such as trees, water, and minerals, which are used to produce new goods.

**Lower Energy Consumption:** Recycling generally requires less energy than manufacturing products from raw materials, thus reducing greenhouse gas emissions.

**2. Economic Benefits:**

This section explores the economic advantages of recycling.

**Job Creation:** Recycling industries create employment opportunities in collection, sorting, and processing of recyclable materials.

**Cost Savings:** Businesses and municipalities can save money by reducing waste disposal costs through recycling programs.

**Market Opportunities:** Recycling can lead to the development of new markets for recycled products.

**3. Social Benefits:**

This section delves into the societal advantages of recycling.

**Community Engagement:** Recycling initiatives often bring communities together, fostering a sense of responsibility for the environment.

**Educational Opportunities:** Recycling programs can educate students and the public about environmental stewardship.

**Health and Well-being:** Reducing waste and pollution can lead to improved public health and quality of life.

**Conclusion:**

The conclusion summarizes the main points and findings from the report.

Recycling is not just about separating trash; it’s a multifaceted practice that has far-reaching positive effects on the environment, economy, and society. Embracing recycling is an essential step toward a more sustainable and responsible future.

**Recommendations:**

Suggest practical steps or recommendations related to the report’s topic.

Example: Promote recycling programs at schools, homes, and workplaces to raise awareness and encourage participation.