

English Club Plan for the summer vacation

v2.0

1. A Quick Note

All units and sections are taken from the "Glencoe Writers Choice Grade 11" book.

2. Part 1: Writing your first essays

2.1. Unit 9: Troubleshooter (Session 1)

The purpose of unit 9 is to help students learn how to find troubles in the sentences that they write. Teaching this unit at the beginning is extraordinarily necessary as sentences are the main units that form a paragraph and, consequently, an essay. This unit is a speedy introduction to the errors, which will be discussed in detail in the grammar part. Most instructors have taught this unit before in the school; however, other instructors will start on an online basis.

The following is Mandatory

- The mentees should `write` instead of `type`
- The mentor should make the students write a *5 short* sentences about any thing they would like to write about (did not want to limit their creativity), and each student must see his friend's writing.
- The mentees shall think carefully of the example sentences in the paragraph.

2.2. Unit 5: Expository Writing (Session 2)

Unit 5 will be a good starting point to the *Art of Writing an Essay*. This unit analyzes the following types of essays:

- Process Essays
- Cause-and-Effect Essays
- Compare-and-Contrast Essays

Those types of essays would increase the potential of the students, who are mostly 10th graders, to study those types of essays as a part of their following year's curriculum. Although investigating three different types essays at a single session would be overwhelming, the amount of literary examples would help relieve the pain and facilitate the learning process. Since the ideas of those types of essays are pretty intuitive, it would be easy to grasp them instead of starting with descriptive essays or narrative essays.

The following is Mandatory

- The mentees should write instead of type
- Each mentee should write a small paragraph about one of the three types that are discussed in the unit (organization is the responsibility of the mentor).
- The mentees shall see the examples in the book and feel the sense of Expository writing.

2.3. Unit 6: Persuasive Essays (Session 3)

Persuasive Essays are usually favored by test writers, so those essays will be a reasonable option for a session's topic. The chapter gives a comprehensive guide to writing essays with persuasive facts that really count.

The following is Mandatory

- The mentees should write instead of type
- Each mentee may write an essay talking about persuading a friend to do his/her tasks on time.
- In addition to examining the examples in the Writers' Choice book, opening Writing Academic English is favored in order to give the students a sense of the curriculum.

2.4. Unit 3: Descriptive Writing (Session 4)

After discussing persuasive and expository essays, I preferred returning back to the descriptive writing chapter. Descriptive writing is presented in the book as a way to prepare the reader to see a wonderful scene by setting up the character, event, details, and a powerful description. I preferred to put the descriptive essays chapter after the persuasive and expository ones as I thought it would need a higher level of writing preparation, preferring the types of essays taught in school.

The following is Mandatory

- The mentees should write instead of type
- Each mentee **MUST** try to brainstorm an idea for a paragraph that describes a certain scene and try to write it.
- Each mentee should try to be familiar to The List of Adjectives, a list that would be prepared by the team.
- Examples in the Writers' Choice book are both great and convenient.

2.5. Unit 4: Narrative Writing (Session 5)

This unit builds on the descriptive essays to introduce the students to building a narrative piece of writing. In my opinion, this unit is powerful in the way it puts the previous one into action.

The following is Mandatory

- The mentees should **write** instead of **type**
 - Each mentee will try to put the last session's descriptive theme into action through adding a narrative theme to the paragraph.
 - The **Writers' Choice** book contains extremely great examples.
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3. Part 2: Refining the pieces of writing. (Session 6)

After discussing the main types of essays in the previous part, it's time for revising, editing, and finalizing the essays that the students have written. Since the students (at least my group) have previously shown a high level of familiarity to the topics of unit 9. I've decided to make this part a little bit speedy.

3.1. Unit 8: Sentence Combining & Unit 10: Part of Speech (session 7)

- Unit 8 introduces the students to the first part of refining their sentences: combining the smaller sentences, forming longer sentences that characterize the elegant writing styles. The unit has a previous section for each type of essay.
- Unit 10 is really familiar to the students, so it won't be tiring to discuss the main points with unit 8 in the same session.

3.2. Units 11, 12, and 13: Working with sentences (Session 8)

- Unit 11 helps students identify subjects and complements in sentences.
- Unit 12 increases the level of elegance of sentences by using phrases, participles, and appositives while writing.
- Unit 13 helps differentiate between different types of clauses and sentences.

Although the amount could resemble a great academic endeavor for the students, they usually have a great level of similarity to those concepts.

3.3. Unit 15, Unit 16: A tour into verbs (Session 9)

- Unit 15 investigates verbs, their tenses, and uses. Verbs are discussed, side-to-side, with their punctuation.

- Unit 16 describes the process of linking a subject to a suitable verb.

3.4. Units 17, 18 (Session 10)

- Unit 17: Correct Usage of pronouns.
- Unit 18: Correct Usage of modifiers

4. Final Note

- It's apparent that the number of concepts in the **Refining Your Writing** section is bigger than the **Introduction to Writing** section; however, concepts are much easier, shorter, and familiar.
- Handwriting and Punctuation are of extreme importance in the context of the writing team's goals and purpose.
- Each mentor will try his best to provide a way of entertainment in each session, increasing the student engagement and familiarizing the concepts to the mentees.