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| **Lesson Title:** Narrative Composition | | **Theme:** Writing | |
| **Practice Activity:** PHL-09-112 | | **Class:** JSS 3 | |
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| **Learning Outcomes**  By the end of the lesson, you will be able to:  1. Write a narrative composition based on a given idiomatic expression.  2. Use the given expression at the end of the composition. | | | |

**Overview**

**Narrative compositions** tell a story or explain things that happened. The things that people narrate can be joyful or sad, pleasant or unpleasant. Narrative writing can also be personal. This is when the writer tells some important things about his or her life.

Narrative compositions must be organised so that the reader does not get confused. The most common type of organisation is called **time sequence**. In this organisation, the writer tells what happened in order.

If you want to write a narrative based on an idiom, start with the idiom; for example, ‘caught red-handed’. First, interpret the idiom. ‘Caught red-handed’ means to be caught in the act of doing something wrong. Once you know the meaning of the idiom, you can use time sequence to explain the events leading up to the character doing something wrong. The last sentence should be something like ‘he/she was caught red-handed’.

**Practice**

**Activity 1**

Use the outline below to help you plan a narrative composition that illustrates the idiomatic expression, ‘Strike while the iron is hot’. This means to take advantage of an opportunity as soon as it exists in case the opportunity goes away and does not return.

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| Topic:  Characters:  Opportunity:  What happened:  Lesson learnt: |

**Activity 2**

Use the outline you created in Activity 1 to help you write a narrative composition that illustrates the idiomatic expression, ‘Strike while the iron is hot’. Remember to organise your writing into a clear introduction, body and conclusion.

After you have finished writing, check your composition to make sure that you included the following:

* an introduction that introduces the characters
* a body that narrates the events in order
* a conclusion that ends with the line, ‘Strike while the iron is hot’
* well-organised paragraphs
* no spelling or grammar errors

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| **Lesson Title:** Narrative Composition |
| **Practice Activity:** PHL-09-112-MB |

**Activity 1**

Example outline:

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| Topic: Strike while the iron is hot  Characters: my father and my uncle  Opportunity: buy land on the beach for a low price  What happened: my uncle wanted my father to join him and buy land on the beach  Lesson learnt: if you delay too much, you miss good opportunities |

**Activity 2**

Example composition:

Strike While the Iron is Hot

Everyone wants to be successful in life. In my family, my uncle is the most successful. He is very active in looking for deals and opportunities. He is always finding new and interesting ways to make money. My father is more cautious. He is afraid to take risks so he likes to consider things carefully before making any decisions.

One day my uncle came to visit us. He was very excited about some land that was going to be for sale very soon. He had heard that the family was leaving the country quickly and needed to sell their land in order to make the trip. The land was a bit out of the way on the beach and it was not any good for farming. My uncle was trying to convince all of his friends to buy the land with him because he knew it would be sold for a very low price. My father considered it for many days. He could not decide if it was a good idea to buy land that could not be used for agriculture.

Finally, he decided to say yes. Unfortunately, by the time my father told my uncle that he would help buy the land, my uncle had already found others to buy it with him. Ten years later they sold the land for a lot of money to a company that planned to build a hotel on it. My uncle and his friends retired. My father learnt that it is best to strike while the iron is hot.