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| **WEEK** | **COURSEBOOK** | **UNIT** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 2 | ENGLISH FILE ADVANCED STUDENT’S BOOK 4TH ED. | 2A | 118,119 | * Analysing a modal text * Useful language * Planning what to write * Writing | 118 | Article | 118, 119 |
| **CFR DESCRIPTORS** | | The students can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. | | | | | |
| **OBJECTIVES** | | In this chapter, the students will be able to:   * Get and keep the reader’s attention * Use rich and precise vocabulary * Have a clear structure that is easy to follow. | | | | | |
| **ASSESSMENT** | | Writing Portfolio 1 – Week 2 | | | | | |

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| **WEEK** | **COURSEBOOK** | **UNIT** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 4 | ENGLISH FILE ADVANCED STUDENT’S BOOK 4TH ED. | 5B | 122, 123 | * Analysing a modal text * Useful language * Planning what to write * Writing | 122 | A proposal | 122, 123 |
| **CEFR DESCRIPTORS** | | The students can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. | | | | | |
| **OBJECTIVES** | | In this chapter, the students will be able to:   * Organize their proposal under headings * Describe the current situation * Make logical and persuasive recommendations related to their observations or research * Be clear and concise | | | | | |
| **ASSESSMENT** | | Writing Portfolio 2 – Week 4 | | | | | |

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| **WEEK** | **COURSEBOOK** | **UNIT** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 6 | ENGLISH FILE ADVANCED STUDENT’S BOOK 4TH ED. | 8B | 126 127 | * Analysing a modal text * Useful language * Planning what to write * Writing | 126 | Discursive Essay | 126, 127 |
| **CEFR DESCRIPTORS** | | The students can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. | | | | | |
| **OBJECTIVES** | | In this chapter, the students will be able to:   * Construct an argument * Sustain their case with examples * Show that they have considered the opposing viewpoint. | | | | | |
| **ASSESSMENT** | | Writing Portfolio 3 – Week 6 | | | | | |