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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 1 | Ready to Write 2 | Chapter 6:Understanding the Writing Process  | 72-86 | * Recognizing and using the steps of the writing process
* Brainstorming, clustering, listing
* Organizing ideas into lists and outlines
* Revising and editing paragraphs
* Writing the first draft
* Sentence fragment
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 6** online activities. | Sample Pack A2 LevelChapter 6p.1 | Paragraph | Page No: 83Prewriting (A- B- C), Writing and Revising |
| **CFR DESCRIPTORS** | * The students will be able to write a paragraph using the three steps of the writing process.
 |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize and use the steps of the writing process
* Practice prewriting (brainstorming clustering, listing)
* Organize ideas into simple, informal outlines
* Practice what to include in a first draft
* Use a revising checklist
* Edit paragraphs
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 2 | Ready to Write 2 | Chapter 2:Understanding Paragraphs  | 11-31 | * Identifying parts of a paragraph
* Writing topic, supporting, and concluding sentences
* Using topic sentences as prompt for paragraphs
* Following steps to write well-organized paragraphs
* Compound sentences
* Paragraph unity
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 1** online activities.* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 2** online activities.
 | Sample Pack B1 Level Chapter 2p.1-2 | Paragraph | Page No: 29Exercise A, B, C, D |
| **CFR DESCRIPTORS** | * The students will be able to organize items on a list into groups.
* The students will be able to write a well-organized paragraph with a topic sentence, supporting sentences, and a concluding sentence about their best friend.
 |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize ways to organize information into groups
* Identify irrelevant information
* Identify parts of a paragraph
* Understand paragraph form
* Identify and develop topic, supporting, and concluding sentences
* Turn topic sentences into questions
* Understand paragraph unity
 |
| **ASSESSMENT** | Writing Portfolio 1 (involving weeks 1-2) |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 3 | Ready to Write 2 | Chapter 7:Supporting the Main Idea | 87-111 | * Using the writing process
* Writing paragraphs with supporting examples, personal experiences, facts, statistics, information from graphs and charts and quotes.
* Verbs that describe change
* Adjectives and adverbs describing degree of change
* Verbs that introduce quotes
* Introducing examples: Using *for example, for instance, such as*
* Punctuating quotes

Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 7** online activities. | Sample Pack B1 LevelChapter 7 | Paragraph | Page No: 92 – 93(Practice 2)(Activity will be carried out at the end)Prewriting (A- B- C- D), Writing and Revising |
| **CFR DESCRIPTORS** | * The students will be able to write a paragraph using charts, graphs and quotes to support the main idea.
 |
| **OBJECTIVES** | In this chapter, students will be able to:* Choose appropriate support for main ideas
* Use verbs that describe changes to write about charts and graphs
* Recognize and choose the type of support that best proves the main point (personal anecdotes, reasons, examples, quotations, facts and statistics)
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 4 | Ready to Write 2 |  Chapter 9:Writing Descriptions  | 127-147 | * Using the writing process
* Writing topic sentences for opinion paragraphs
* Writing supporting details for descriptive paragraphs
* Writing descriptive paragraphs about people, places, and objects
* Sensory words
* Using adjectives
* Order of adjectives
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 9** online activities. | Sample Pack B1 LevelChapter 9 | Paragraph | Page No: 136-145Write a description ofsomeone else you know well |
| **CFR DESCRIPTORS** | * The students will be able towrite a paragraph using descriptive details about a person, place or a thing.
 |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize that descriptive paragraph about an object should create a picture with words
* Recognize what to include in a topic sentence for a descriptive paragraph
* Recognize and use descriptive details to describe people
* Use spatial order and descriptive language
 |
| **ASSESSMENT** | Writing Portfolio 2 (involving weeks 3-4)MID-TERM EXAM (involving weeks 1-4) |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 5 | Ready to Write 2 | Chapter 14:Writing personal letters and business letters | 228-241 | * Using the writing process
* Writing topic sentences for personal and business letters
* Writing personal letters
* Writing business letters
* Capitalization and punctuation in letters
* Letters of complaint and praise

Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 14** online activities. | Sample Pack B1 LevelChapter 14p. 3-5 | Paragraph | Page No: 240 - Letter 2Topic: write a business letter to a manager after the graduation |
| **CFR DESCRIPTORS** | * The students will be able to write, revise, edit personal and business letters.
 |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize and use signal words of letters
* Recognize what to include in topic sentences for personal and business letters
* Understand letter format
* Understand how to reply a letter.

Recognize the capitalization and punctuation rules for the letters |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 6 | Ready to Write 2 |  Chapter 10:Expressing your opinion  | 148-166 | * Using the writing process
* Writing topic sentences for opinion paragraphs
* Writing supporting details for opinion paragraphs
* Writing opinion paragraphs
* Using reasons
* Run-on sentences
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 10** online activities. | Sample Pack B1 LevelChapter 10p. 6-9 | Paragraph | Page No: 160 – 161Mothers with small children working outside the houseExercise B- C and Writing and Revising |
| **CFR DESCRIPTORS** | * The students will be able towrite a paragraph that expresses their opinion on a number of topics.
 |
| **OBJECTIVES** | In this chapter, students will be able to:* Use convincing reasons in a logical order to develop an opinion paragraph
* Recognize what to include in a topic sentence for an opinion paragraph
* Recognize and use phrases useful for beginning a topic sentence in an opinion paragraph
* Recognize and use words that signal order of importance to organize supporting reasons in an opinion paragraph
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| **ASSESSMENT** | Writing Portfolio 3 (involving weeks 5-6) |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 7 | Ready to Write 2 | Chapter 11:Compare & Contrast paragraph | 167-192 | * Using the writing process
* Writing topic sentences for comparison and contrast paragraphs
* Writing comparison and contrast paragraphs
* Sentence patterns of comparison
* Comparative adjectives

Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 11** online activities. | Sample Pack B1 LevelChapter 11p. 12 | Paragraph | Page No: 176-179186-190 |
| **CFR DESCRIPTORS** | The students will be able to write, revise, and edit a comparison/contrast paragraph about two cultures. |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize and use words on comparison
* Recognize and use signal words of contrast
* Recognize what to include in topic sentences for paragraphs that compare and contrast
* Recognize appropriate topics to compare and contrast
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 8 | Ready to Write 2 |  Chapter 12:Analysing Causes and Effects | 193-212 | * Using the writing process
* Writing topic sentences for cause and effect paragraphs
* Writing cause and effect paragraphs
* Paragraph unity
* Complex sentences with *because* and *since*
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 12** online activities.
 | Sample Pack B1 LevelChapter 12p. 13-17 | Paragraph |  Page No: p. 200- 211 Paragraph Practice 4 (any topic can be given from the list) |
| **CFR DESCRIPTORS** | The students will be able to write, revise, and edit a cause or an effect paragraph about divorce. |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize and using signal words that introduce causes and effects
* Recognize what to include in topic sentences for cause and effect paragraphs
* Analyse situations
* Recognize elements of paragraph unity
 |
| **ASSESSMENT** | END-OF-TERM EXAM (involving weeks 1-8) |