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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 Level  Chapter 6  p.1 | Paragraph | Page No: 83  Prewriting (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 2  p.1-2 | Paragraph | Page No: 29  Exercise 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 Level  Chapter 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 Level  Chapter 9 | Paragraph | Page No: 136-145  Write a description of  someone 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 Level  Chapter 14  p. 3-5 | Paragraph | Page No: 240 - Letter 2  Topic: 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 Level  Chapter 10  p. 6-9 | Paragraph | Page No: 160 – 161  Mothers with small children working outside the house  Exercise 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 | | | | | |
| **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 Level  Chapter 11  p. 12 | Paragraph | Page No: 176-179  186-190 |
| **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 Level  Chapter 12  p. 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) | | | | | |