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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 1 | Ready to Write 3 | Chapter 4:Writing Essays | 79-99 | * Parts of an essay
* Using a revising checklist, a peer revision worksheet
* Organizing essays
* Introductions
* Thesis statements
* Supporting paragraphs
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 3** and choose **Chapter 4** for online activities.
* **B2 Extra Activity** *(Transition Signals)*
 | Sample Pack B2 LevelChapter 4 | Essays | Page no: 91-92- 93p. 92 - Exercise Bp. 93 - Step 2 Writing (A- B- C) |
| **CFR DESCRIPTORS** | The students will be able to write, revise, and edit an academic essay about attending a big university in another city vs. attending a small college in students’ hometown. |
| **OBJECTIVES** | In this chapter, students will able to:* Recognize the introduction, body, and conclusion of a five-paragraph essay
* Recognize techniques for writing introductions
* Identify and analyse thesis statements and supporting paragraphs
* Recognize techniques for writing conclusions
* Divide a broad subject by place, people, time, society
* Use transitional signals for a summary or a conclusion
* Use a revising checklist, a peer revision worksheet, and an editing checklist
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |  |
| 2 | Ready to Write 3 | Chapter 5:Process Essays | 102-114 | * Explaining Steps in a Process
* Process Essay Plan
* Transition Words for Process Essays
* Thesis Statements for Process Essays
* Time Order
* Audience
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 3** and choose **Chapter 5** for online activities.
* **C1 Extra Activity** *(Transition Signals)*
* **C1 Extra Activity 6** *(Process Essay)*
 | Sample PackLevelChapter 5 | Essay | Page no: 112-113Pre-writing, Writing, Revising |
| **CFR DESCRIPTORS** | The students will be able to use the writing process to write a process essay using time order. |
| **OBJECTIVES** | In this chapter, students will be able to:* Organize a process essay
* Identify and use time-order signals to present steps in a process
* Write with a specific purpose and audience in mind
* Use transition signals for adding an idea to a process
* Use formal outlines to structure a process essay
* Complete the planning steps for a process essay
* Analyse process essays
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| **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 3 | Chapter 6:Division and Classification Essays | 115-129 | * Dividing a Topic into Groups
* The language of Classification:

Useful Sentence Patterns for Thesis Statements* Analysing a Classification Essay
* Essay Plan
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 3** and choose **Chapter 6** for online activities.
 | Sample PackChapter 6 | Division&classification essay | Page no: 126Pre-writing, Writing, Revising |
| **CFR DESCRIPTORS** | The students will be able to use the writing process to write a division and classification essay about kinds of bad habits. |
| **OBJECTIVES** | In this chapter, students will be able to:* Division and classification essay plan
* To divide a topic into groups
* The language of Classification:

Useful Sentence Patterns for Thesis Statements |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 4 | Ready to write 3 | Chapter 7:Cause & Effect essays | 130-147 | * Describing causes and effects
* Cause or effect essay plan
* Using transition signals for cause or effect relationships
* Sentence patterns for topic sentences and thesis statements for cause or effect paragraphs and essays
* Ordering Supporting Paragraphs
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 3** and do **Chapter 7** Writing Skills *(Practice 1 and 2)*
* **B2 Extra Activity 3***(Cause and Effect Essay)*
* **B2 Extra Activity 3.1***(Cause and Effect Outline)*
* **B2 Extra Activity***(Transition Signals)*
 | Sample Pack B2 LevelChapter 7 | Cause essaysEffect essays | **CHOOSE ONE!**Page no: 141, 142(Cause)Page no: 145-146(Effect) |
| **CFR DESCRIPTORS** | The students will be able to write, revise, and edit an opinion essay about having an unhealthy life. |
| **OBJECTIVES** | In this chapter, students will be able to:* Use transition signals for cause or effect relationships
* Recognize and use sentence patterns for topic sentences and thesis statements
* Analyse essays about causes and effects
* Use a step-by-step essay plan to develop cause essays
* Use a peer revision worksheet, a revising checklist, and an editing checklist
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| **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 3 Extra | Chapter 8:Comparison & Contrast Essays  | 148-161 | * The Language of Comparison and Contrast: Useful Phrases and Sentence Patterns
* Examining Comparisons and Contrasts
* The point-by-point method to organize paragraphs in comparison/contrast essays
* The block method to organize paragraphs in comparison/contrast essays
* Choosing a Topic
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 3** and do **Chapter 8** Writer’s Tips *(Practice 1 and 2)*
* **B2 Extra Activity 4** *(Comparison and Contrast)*
* **B2 Extra Activity***(Transition Signals)*
 | Sample Pack B2 LevelChapter 8 | Comparison&Contrast essay(Point by point method)+(Block Method) | Page no: 158 – 159Writing Essays of Comparison or / and Contrast (A- B- C-D) and Writing |
| **CFR DESCRIPTORS** | The students will be able to write, revise, and edit a comparison-contrast essay about online teaching and traditional teaching. |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize uses of comparison and contrast essays: to support a point or to persuade
* Recognize and use sentence patterns for topic sentences and thesis statements
* Examine comparisons and contrasts for similarities and differences
* Recognize and use block and point-by-point methods of developing a comparison/ contrast essay
* Analyse essays of comparison and contrast
* Use a peer revision worksheet, a revising checklist, and an editing checklist
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 6 | Ready to write 3 | Chapter 9:Problem-Solution Essays | 162-176 | * Analysing solutions to a problem
* Developing problem-solution essays by using step-by step essay plan
* Offering Solutions
* Using Transitions
* **B2 Extra Activity 5***(Problem-Solution Essays)*
* **B2 Extra Activity 5.1***(Problem-Solution Essays)*
* **B2 Extra Activity** *(Transition Signals)*
 | Sample Pack B2 LevelChapter 9p. 7- 11 | Problem- Solution EssayOne problem in the introduction part.Three solutions for body paragraphs,(One solution for each body paragraph) | Page no: 172- 173Writing More Problem Solution Essays (Stress at work or school) – A and B, Writing and Revising |
| **CFR DESCRIPTORS** | The students will be able to write, revise, and edit a problem-solution essay about ‘How we can improve literacy’ |
| **OBJECTIVES** | In this chapter, students will be able to:* Use transition signals for problem and solution relationships
* Recognize and use sentence patterns for topic sentences and thesis statements
* Analyse essays about problems and solutions
* Use a step-by-step essay plan to develop problem-solution essays
* Recognize how to offer solutions
* Use a peer revision worksheet, a revising checklist, and an editing checklist
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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 3 | Chapter 11:Expressing your opinions (2 weeks) | 188-204 | * Phrases that introduce opinions
* Using revising and editing checklist
* Writing about controversial issues
* Expressing opinions about a paragraph
* Expressing opinions about exam questions
* Responding to quotations
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 3** and choose **Chapter 11** for online activities.
* **B2 Extra Activity***(Transition Signals)*
 | Sample Pack B2 LevelChapter 11p. 3-6 | Opinion essays | Page no: 191 Issue 2 A- B- C, Writing and Revising |
| **CFR DESCRIPTORS** | * The students can write a five-paragraph essay that expresses their opinion on a controversial topic.
* The students can write, revise, and edit an opinion essay about benefits of learning English.
 |
| **OBJECTIVES** | In this chapter, students will be able to: * Identify and organize an opinion essay
* Use quotations and statistics as supporting details
* Punctuate quotations correctly
* write, revise, and edit an opinion essay about getting a good education.
* Recognize and use phrases for introducing opinions: In my opinion, I am certain, it seems to me, I strongly believe, etc.
* Analyse an essay of opinion
* Use revising and editing checklists
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 8 | Extra | Expressing your opinions(Extra)(2/2) | - |  | Sample Pack B2 LevelChapter 11p.3-6 | Opinion essays |  |
| **CFR DESCRIPTORS** | * The students can write a five-paragraph essay that expresses their opinion on a controversial topic.
* The students can write, revise, and edit an opinion essay about benefits of learning English.
 |
| **OBJECTIVES** | In this chapter, students will be able to: * Identify and organize an opinion essay
* Use quotations and statistics as supporting details
* Punctuate quotations correctly
* write, revise, and edit an opinion essay about getting a good education.
* Recognize and use phrases for introducing opinions: In my opinion, I am certain, It seems to me, I strongly believe, etc.
* Analyse an essay of opinion
* Use revising and editing checklists
 |
| **ASSESSMENT** | END-OF-TERM EXAM (involving weeks 1-8) |