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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 Level  Chapter 4 | Essays | Page no: 91-92- 93  p. 92 - Exercise B  p. 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 Pack  Level  Chapter 5 | Essay | Page no: 112-113  Pre-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 | | | | | |
| **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 Pack  Chapter 6 | Division&  classification essay | Page no: 126  Pre-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 Level  Chapter 7 | Cause essays  Effect 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 | | | | | |
| **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 Level  Chapter 8 | Comparison&  Contrast essay  (Point by point method)  +  (Block Method) | Page no: 158 – 159  Writing 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 Level  Chapter 9  p. 7- 11 | Problem- Solution Essay  One problem in the introduction part.  Three solutions for body paragraphs,  (One solution for each body paragraph) | Page no: 172- 173  Writing 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 | | | | | |
| **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 Level  Chapter 11  p. 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 Level  Chapter 11  p.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) | | | | | |