

HASAN KALYONCU UNIVERSITY/SCHOOL OF FOREIGN LANGUAGES
WRITING AND COMMUNICATION PRE-INTERMEDIATE SYLLABUS 2023-2024 (8 Weeks)

WEEK	COURSEBOOK	CHAPTER	PAGES	ACTIVITIES	SAMPLES	TYPE OF PARAGRAPH/ESSAY	IN-CLASS ACTIVITY
1	Ready to Write 2	Chapter 1: Getting Organized	1-10	<ul style="list-style-type: none"> • Writing and organizing lists • Organizing items into groups • Organizing information into groups • Identifying irrelevant information • Capitalization and punctuation • Go to https://www.pearsonelt.com/myenglishlab.html and choose Ready to Write 2 and do Chapter 1 online activities. 	-	Paragraph	A2 - Getting organized - Capitalization and Punctuation
CFR DESCRIPTORS		The students will be able to organize items on a list into groups.					
OBJECTIVES		In this chapter, students will be able to: <ul style="list-style-type: none"> • Brainstorm their ideas • Put their ideas into clusters • Remove irrelevant pieces of information • Obey the relevant rules of spelling and punctuation 					

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2	Ready to Write 2	Chapter 6: Understanding the writing process	72-86	<ul style="list-style-type: none"> Recognizing and using the steps of the writing process Brainstorming, clustering, listing Organizing ideas into lists and outlines Revising and editing Writing the first draft Prepositions of place 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	Paragraph	Page No: 83 Prewriting (A- B- C), Writing and Revising
CFR DESCRIPTORS		The students will be able to write a paragraph about how to stay healthy using the three steps of the writing process.					
OBJECTIVES		In this chapter, students will be able to: <ul style="list-style-type: none"> 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 					
ASSESSMENT		Writing Portfolio 1 (involving weeks 1-2)					

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3	Ready to Write 2	Chapter 2: Understanding paragraphs	11-31	<ul style="list-style-type: none"> 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 2 online activities. 	Sample Pack A2 level Chapter 2	Paragraph	Page No: 29 Exercise A, B, C, D
CFR DESCRIPTORS		<ul style="list-style-type: none"> The students will be able to organize items on a list into groups. The students will be able write a well-organized paragraph with a topic sentence, supporting sentences, and a concluding sentence about their best friend. 					
OBJECTIVES		<p>In this chapter, students will be able to:</p> <ul style="list-style-type: none"> 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 					

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4	Ready to Write 2	Chapter 3: Organizing information by time order	32-46	<ul style="list-style-type: none"> • Writing an email using prepositions of time • Writing paragraphs in chronological order prompted by schedules, lists, and time lines • Writing biographical paragraphs • Signal words that show time order • Writing titles for paragraphs • Complex sentences with <i>before</i> and <i>after</i> • Go to https://www.pearsonelt.com/myenglishlab.html and choose Ready to Write 2 and do Chapter 3 online activities. 	Sample Pack A2 Level Chapter 3	Paragraph	Page No: 45 Putting it all together Part (1- 2- 3)
CFR DESCRIPTORS		The students will be able to write a time order paragraph about the life of a famous person who interests them.					
OBJECTIVES		In this chapter, students will be able to: <ul style="list-style-type: none"> • Recognize that well-organized paragraphs include transitions, called signal words, to connect ideas • Recognize and use time-order signal words • Recognize chronological order 					
ASSESSMENT		Writing Portfolio 2 (involving weeks 3-4) MID-TERM EXAM (involving weeks 1-4)					

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5	Ready to Write 2	Chapter 4: Organizing information by order of importance	47-61	<ul style="list-style-type: none"> • Writing topic sentences for order of importance • Writing and ordering supporting points • Writing paragraphs organized by order of importance • Writing equal-order paragraphs • Order of importance signals words • Gerunds in topic sentences • Adding new ideas • Comma splices • Go to https://www.pearsonelt.com/myenglishlab.html and choose Ready to Write 2 and do Chapter 4 online activities. • P.S. Skip the activity 1 (Ordering supporting points) on p.50 	Sample Pack A2 Chapter 4	Paragraph	Page No: 56- 57 Exercises A- B- A- B- C- D- E
CFR DESCRIPTORS		The students will be able to write a paragraph about qualities of a good teacher listing the supporting ideas in order of importance.					
OBJECTIVES		In this chapter, students will be able to: <ul style="list-style-type: none"> • Order supporting information by importance • Recognize and use signal words for order of importance (first, in addition most importantly) 					

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WEEK	COURSEBOOK	CHAPTER	PAGES	ACTIVITIES	SAMPLE S	TYPE OF PARAGRAPH/ ESSAY	IN-CLASS ACTIVITY
6	Ready to Write 2	Chapter 5: Organizing information by spatial order	62-71	<ul style="list-style-type: none"> • Writing topic sentences for spatial order paragraphs • Organizing details in spatial order • Writing descriptive using spatial order • Prepositions of place • Go to https://www.pearsonelt.com/myenglishlab.html and choose Ready to Write 2 and do Chapter 5 online activities 	Sample Pack A2 Level Chapte r 5	Paragraph	Page No: 68- 69 Part (1- 2- 3- 4-5)
CFR DESCRIPTORS		The students can write a paragraph about their bedroom describing a place using spatial order.					
OBJECTIVES		In this chapter, students will be able to: <ul style="list-style-type: none"> • Use spatial order to organize details in a descriptive paragraph (start on the left side and move right, go from right to left, start with the outside and move in, etc.) 					
ASSESSMENT		Writing Portfolio 3 (involving weeks 5-6)					

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7	Ready to Write 2	Chapter 7: Supporting the Main Idea	87-111	<ul style="list-style-type: none"> 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 <i>for example, for instance, such as</i> Punctuating quotes Go to https://www.pearsonelt.com/myenglishlab.html and choose Ready to Write 2 and do Chapter 7 online activities. 	Sample Pack A2 Level Chapter 7	Paragraph	Page No: 92 – 93 Paragraph Practice 2 Prewriting (A- B- C- D), Writing and Revising
CFR DESCRIPTORS		The students will be able to write a paragraph to support the main idea by using the techniques such as personal experiences, facts, and statistics.					
OBJECTIVES		In this chapter, students will learn to: <ul style="list-style-type: none"> 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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8	Ready to Write 2	Chapter 8: Explaining a process	112-126	<ul style="list-style-type: none"> Using the writing process Writing topic sentences for process paragraphs Ordering sentences in process paragraphs Writing process paragraphs Direction signal words Time order signal words Imperative sentences Go to https://www.pearsonelt.com/myenglishlab.html and choose Ready to Write 2 and do Chapter 8 online activities. 	Sample Pack A2 Level Chapter 8	Paragraph	Page No: 119 Prewriting, Writing, Revising (any topic can be given from the list)
CFR DESCRIPTORS		The students will be able to write a paragraph describing the steps in a process about how to succeed in school.					
OBJECTIVES		In this chapter, students will be able to: <ul style="list-style-type: none"> Recognize what to include in a topic sentence for a process paragraph Recognize how to use time-order signal words to describe steps in a process Recognize and use signal words useful for giving directions (across the street from, next door to, on the corner) 					
ASSESSMENT		END-OF-TERM EXAM (involving weeks 1-8)					