

ISTANBUL GEDIK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
The Preparatory Program: Reading and Writing
SYLLABUS 2024-2025

Course Rationale:

This course is designed to equip preparatory program students with essential English language skills (reading, writing, listening, speaking, grammar, and vocabulary; with especial emphasis and extra practice on reading and writing) necessary to pass the proficiency exam, which demonstrates their readiness for English-medium instruction (EMI) programs at their faculties/programs. The course adheres to the Common European Framework of Reference for Languages (CEFR) guidelines, aiming to help students reach a B2 level of proficiency. It is a 4-day-per-week, 8-hour lesson called the ‘Reading and Writing,’ delivered fully face-to-face except in extraordinary circumstances where in-person learning is not feasible. The course spans one academic year, divided into two semesters: fall and spring.

Entry Level:

The entry level for this course is A1/A2.

Exit Level:

By the end of this course, when taken in conjunction with the ‘Main Course’ lesson from the same preparatory program, students are expected to achieve a B2 level.

Course Learning Outcomes:

By the end of this course the students will be able to:

- identify and analyse main ideas and supporting details in academic and narrative texts of various genres (1);
- evaluate and compare different perspectives within texts, recognizing bias and assessing the credibility of evidence (2);
- interpret implied meanings, inferences, and the author’s tone and intent in complex readings (3);
- create organized and coherent essays or reports, using clear structure, appropriate transitions, and cohesive devices (4);
- revise and edit their writing for clarity, accuracy, and style, producing final drafts that reflect advanced writing skills (5);
- develop arguments with relevant evidence, demonstrating critical thinking and logical reasoning in written assignments (6).

CEFR Descriptors:

A2 level:

- Can understand the main idea in short, simple texts on familiar topics, with some basic details (1).
- Can recognize different opinions in simple texts on familiar topics, though understanding may be limited to clear, factual content (2).
- Can understand basic information and some simple implied meanings in familiar contexts but may struggle with subtleties in tone or intent (3).

- Can write simple, connected text on topics of personal interest, using basic linking words to connect sentences (4).
- Can revise sentences for basic clarity and accuracy with guidance, though overall editing may still show limited control of style (5).
- Can express opinions and basic reasons in short, simple statements, with limited support or development (6).

B1 level:

- Can identify main ideas and supporting details in straightforward texts on familiar topics, including some academic and narrative genres (1).
- Can identify and begin to compare viewpoints in straightforward texts, recognizing some clear expressions of opinion or bias (2).
- Can identify basic implied meanings and author intent in familiar texts, though may need contextual clues to interpret tone (3).
- Can produce structured, connected text on familiar topics, using basic organizational patterns and simple cohesive devices (4).
- Can revise and make simple edits to improve clarity and accuracy, including basic adjustments to sentence structure and vocabulary (5).
- Can develop simple arguments in writing, providing some relevant evidence to support main ideas in familiar contexts (6).

B1+ level:

- Can analyse main ideas and key details in both academic and narrative texts on familiar topics, showing comprehension of specific genre conventions (1).
- Can evaluate contrasting perspectives within a text, recognizing more subtle forms of bias and the general credibility of evidence provided (2).
- Can interpret implied meanings, inferences, and the author's tone in more complex readings, recognizing nuanced expressions of opinion (3).
- Can create well-organized and coherent text on a range of topics, with effective use of paragraph structure and transitional language (4).
- Can revise and edit their work independently, adjusting for clarity, style, and accuracy to improve readability and flow (5).
- Can construct coherent arguments with relevant evidence, showing logical reasoning and some critical thinking in written work (6).

B2 level:

- Can identify and analyse main ideas and relevant details in a range of academic and narrative texts, showing an understanding of text structure and genre-specific elements (1).
- Can critically evaluate and compare multiple perspectives within complex texts, discerning bias and assessing the strength and credibility of supporting evidence (2).
- Can consistently interpret implied meanings, inferences, and subtle tones and intents in complex and varied readings, showing strong inferential comprehension (3).
- Can write detailed and organized essays or reports with clear structure, varied cohesive devices, and appropriate transitions, demonstrating a high level of coherence (4).
- Can independently revise and edit drafts for clarity, accuracy, and stylistic consistency, producing polished and coherent final drafts with advanced writing skill (5).

- Can develop detailed and logical arguments in writing, using relevant evidence and demonstrating strong critical thinking and reasoning skills throughout the assignment (6).

Course Policy:

Classroom Expectations:

All students are expected to treat classmates, instructors, and the classroom environment with respect. Mobile phones and other electronic devices should be set to silent mode and used only for educational purposes during class.

Academic Integrity:

Plagiarism, cheating, or any form of academic dishonesty will result in a zero for the related assignment or exam, with further disciplinary action if necessary.

Communication:

Instructors are available for consultations during posted office hours or by appointment. Students are encouraged to use these opportunities for questions, clarification, and additional support. All official communications should be conducted through the university email system, and emails will be responded to as soon as possible during working hours. Key information will be shared via email, official announcements on the SFL web page, WhatsApp notifications from teachers, and verbal announcements. WhatsApp groups are optional and may be created by the group advisor/instructor. All students are expected to observe basic etiquette in official oral and written communication.

Attendance Policy:

Attendance is mandatory for all classes. Students must attend at least 85% of total class hours to be eligible to take the final exams. Arriving more than 10 minutes late may be considered an absence. Students who do not meet the attendance requirement will not be allowed to take the end-of-semester proficiency exam.

Make-up Exams and Late Submission Policy:

Make-up Exams: Available only to students with valid documentation (e.g., a medical report). Requests must be submitted within three days of the missed exam.

Deadlines and Late Submissions: Deadlines set by course conductors must be strictly followed. Assignments submitted late will incur a 5% deduction per day, up to a maximum of five days, after which the assignment will receive a zero.

Course Materials and Digital Tools:

Students are required to obtain original copies of the course materials and digital resources in accordance with the copyright laws.

Textbooks: The primary textbook for this course is Great Writing 1,2,3 and Reading Pack (PDF). Supplementary materials will be provided as needed.

Online Platforms and Digital Tools: Spark by National Geographic Learning will be used for online homework activities. Additional tools and platforms may be introduced by instructors, who will provide full support on usage and requirements. In emergencies, online learning may be facilitated through the İGÜN LMS system.

Support for Students:

Academic Support: Students struggling with course content are encouraged to attend extra tutoring sessions or seek guidance from instructors or SFL management.

Support for Disabled Students: The university provides accommodations and support for students with disabilities. Please contact SFL management, SFL Disabled Student Unit Representative, Disabled Student Unit, or your instructor for further information.

Assessment and Grading:

The final grade will be based on the following components from the ‘Main Course’ and ‘Reading and Writing’ lessons:

60% Midterm Exams: Four exams will be held every seven weeks (two per semester), each worth 15%.

10% Online Homework: Assignments completed on the Spark platform by NGL.

10% Presentation: Each student must prepare one oral presentation on a chosen topic by the end of the second semester, assessed by the instructor using a rubric.

10% Writing Practice: Weekly written practice exercises based on course content; may include written homework, pair work, or group activities.

5% Pop Quizzes: Administered randomly to encourage consistent engagement, with a minimum of one quiz per month.

5% In-Class Participation: Active engagement in activities, discussions, and group work.

Privacy and Copyright: All the audio, written, and video information shared between the instructor and students as well as among students in this course are considered personal information. This information shall not be shared outside the class with non-relevant organizations, groups or individuals without obtaining proper permissions from the administration of the SFL and/or the rectorate. Everyone is expected to comply with the legal and ethical rules in this regard.

FALL SEMESTER

Level: A2

Resource/Book: NGL Great Writing 1 & 2 /with online platform Spark/ + Reading Pack (PDF)

Week	Unit	Content	Extra Practice
Great Writing 1 Great Sentences for Great Paragraphs			
W1 30 September - 4 October 2024	<u>Unit 1</u> Sentence Basics + 2 readings from reading pack	<u>Unit 1</u> Sentence Basics Elements of Great Writing: what is a sentence? Avoiding fragments, sentences with the verb be Grammar: Expressing Place and Time, Grammar: There is /There Are+ Prepositional Phrase, Mechanics: Beginning and Ending a Sentence, Mechanics: Using capital Letters with Proper Nouns, Building better vocabulary	Spark + Unit Revision + Handouts
Monday Reading 1	p. 2-9		

Tuesday	p.10-16	Building better sentences	
Wednesday Reading 2	p. 17-21	Writing: Editing, Peer editing, additional topics for writing, test prep UNIT OVERVIEW This unit introduces students to the basic structure of a simple sentence including use of subjects, verbs, objects, capitalization, and end punctuation. A closer look at sentences patterns with the verb be introduces students to the concepts of adjectives and prepositional phrases.	
Thursday Writing Practice	p. 21-27	OBJECTIVES <ul style="list-style-type: none"> • Use common sentence patterns with the verb be • Write sentences with there is/there are • Use prepositional phrases of place and time • Use time words and phrases • Use correct capitalization and punctuation 	
W2 7 - 11 October 2024	Unit 2 Paragraph Basics + 2 readings from reading pack	Unit 2 Paragraph Basics Elements of Great Writing: What is a paragraph? Mechanics: The title of a paragraph, parts of a paragraph: The topic sentence, Parts of a paragraph: supporting sentences, Grammar: Adjective+Noun, Grammar: Linking verb+ adjective, Sequence words and phrases, Grammar: Subject and Object pronouns, Grammar: Possessive Adjectives, parts of a paragraph: The concluding sentence	
Monday Reading 1	p. 28-33	Building better vocabulary	Spark + Unit Revision + Handouts
Tuesday	p.34-43	Building better sentences	
Wednesday Reading 2	p. 44-51	Writing: Editing, Additional Topics for writing test prep. UNIT OVERVIEW This unit introduces students to the basic structure of paragraphs, including titles of paragraphs, topic sentences, supporting sentences, sequence words and phrases, and concluding sentences. Practice with Adjective + Noun and Linking Verb + Adjective structures strengthens students' ability to add descriptive language to their paragraph. Students also learn to distinguish between subject and object pronouns and use possessive adjectives.	
Thursday Writing Practice	p. 52-57		

		<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Identify topic, supporting, and concluding sentences • Use adjectives • Use subject and object pronouns 	
<p>W3 14 – 18 October 2024</p>	<p><u>Unit 3</u> Writing about the Present + 2 readings from reading pack</p>	<p><u>Unit 3</u> Writing about the Present Elements of Great writing: using the simple present, Grammar: the simple present affirmative, Grammar: the simple present negative, Grammar: Simple and compound sentences, Grammar: Using A and An or, Grammar: Using The</p>	<p>Spark + Unit Revision + Handouts</p>
<p>Monday Reading 1</p>	<p>p. 58-64</p>	<p>Building better vocabulary Building better sentences</p>	
<p>Tuesday</p>	<p>p. 65-71</p>	<p>Writing: Editing Additional Topics for Writing, Test Prep</p>	
<p>Wednesday Reading 2</p>	<p>p. 72-76</p>	<p>UNIT OVERVIEW This unit gives students a closer look at the simple present in affirmative and negative statements. It introduces simple and compound sentences, including the use of commas and connecting words. It introduces students to the concepts of definite and indefinite articles, and the use of <i>a</i>, <i>an</i>, <i>the</i>, and Ø article with nouns.</p>	
<p>Thursday Writing Practice</p>	<p>p. 76-81</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Write sentences in the simple present • Write simple and compound sentences • Use <i>and</i>, <i>but</i>, and <i>so</i> in compound sentences • Use <i>a</i>, <i>an</i>, <i>the</i>, and Ø article • Write an original paragraph 	
<p>W4 21 – 25 October 2024</p>	<p><u>Unit 4</u> Writing about the Past</p>	<p><u>Unit 4</u> Writing about the Past</p>	<p>Spark + Unit Revision +</p>

	+ 2 readings from reading pack	Elements of Great Writing: Using the Simple past, Grammar: The simple Past affirmative, Grammar: Past time words and phrases, Grammar: The simple past negative, Grammar: Adverbs of manner, Grammar: Complex sentences with time clauses	Handouts
Monday Reading 1	p. 82-87	Building better vocabulary Building better sentences	
Tuesday	p. 88-94	Writing: Editing, Additional Topics for Writing Test Prep. UNIT OVERVIEW	
Wednesday Reading 2	p. 95-99	This unit gives students a closer look at the simple past in affirmative and negative statements, including irregular verbs and the verb <i>be</i> , as well as the use of past time words and phrases and adverbs of manner. It introduces complex sentences with time clauses, including the use of subordinate conjunctions and commas. The ability to distinguish between dependent and independent clauses, as well as simple, compound, and complex sentences allows students to begin to add variety to their writing.	
Thursday Writing Practice	p. 100-103	OBJECTIVES <ul style="list-style-type: none"> • Write sentences in the simple past • Use past time words and phrases • Use adverbs of manner • Write complex sentences with time clauses • Write an original paragraph 	
W5 28 October – 1 November 2024 28 October - Half-day Holiday 29 October 2025 - Holiday	Unit 5 Writing about the Future + 2 readings from reading pack	Unit 5 Writing about the Future Elements of Great Writing: Using be going to and will, Grammar: Be going to, Grammar: will, Grammar: Future time expressions, Grammar: Complex sentences about the Future, Grammar: If clauses, Grammar: Reason clauses, Building better vocabulary	Spark + Unit Revision + Handouts
Monday Reading 1	p. 104-109		

		Building better sentences	
Tuesday	p. 110-115	Writing: Editing, Additional Topics for Writing, Test Prep.	
Wednesday Reading 2	p. 116-121	UNIT OVERVIEW	
Thursday Writing Practice	p. 122-127	This unit introduces students to the future with <i>will</i> and <i>be going to</i> in affirmative and negative statements with future time expressions. A further look at complex sentences includes future time clauses, <i>if</i> clauses, and reason clauses. Further practice distinguishing between simple, compound, and complex sentences and the use of commas allows students to add more variety to their paragraphs. OBJECTIVES <ul style="list-style-type: none"> • Write about the future with <i>be going to</i> and <i>will</i> • Use time clauses • Use <i>if</i> clauses • Use reason clauses • Write an original paragraph 	
W6 4 - 8 November 2024	Unit 6 Sentence Variety + 2 readings from reading pack	Unit 6 Sentence Variety Elements of Great Writing: The importance of sentence variety, Grammar: Adjective clauses, Grammar: subject adjective clauses, Grammar: Object adjective clauses, Grammar: using modals to add meaning Building better vocabulary Building better sentences Writing: Editing, Additional Topics for Writing, Test Prep.	Spark + Unit Revision + Handouts
Monday Reading 1	p. 128-133	UNIT OVERVIEW	
Tuesday	p. 133-138	This unit gives students further practice with simple, compound, and complex sentences, enabling them to add more variety to their paragraphs. Students are introduced to adjective clauses to describe nouns and give opinions, and also modal verbs to add meaning.	
Wednesday Reading 2	p. 138-143		
Thursday Writing Practice	p. 144-147		

		OBJECTIVES <ul style="list-style-type: none"> • Recognize sentence variety • Write sentences with adjective clauses • Use the modals should, must, might, and can • Write an original paragraph 	
W7 11-15 November 2024 18, 20 November 2024 (Make-up)	<u>Unit 7</u> Reader Response + 2 readings from reading pack Revision	<u>Unit 7</u> Reader Response Elements of great writing: listing, responding to Ideas, grammar: opinion verbs+ that clauses, Building better vocabulary Building better sentences Writing: Editing, Additional Topics for Writing, Test Prep.	Spark + Unit Revision + Handouts
Monday Reading 1	p. 148-152	Revision pp. 178-198	
Tuesday	p. 152-155		
Wednesday Reading 2	p. 156-159	UNIT OVERVIEW This unit introduces students to the idea of a response paragraph, and writing their opinion about a topic. Students learn to state their point of view with an opinion verb + <i>that</i> clause, and learn to support their opinion by listing reasons and examples, organizing them with sequence words.	
Thursday Writing Practice	p. 160-163	OBJECTIVES <ul style="list-style-type: none"> • Use sequence words to organize ideas • Express an opinion using an opinion verb + <i>that</i> clause • Write a response paragraph • Write an original paragraph 	
18-22			

November 2024	1st Midterm 19 November 2024		
W8 25 - 29 November 2024	Unit 8 Putting It Together + 2 readings from reading pack	Unit 8 Putting It Together Elements of Great Writing: Reviewing paragraph basics, Building better vocabulary Building better sentences Writing: Editing, Additional Topics for Writing, Test Prep.	Spark + Unit Revision + Handouts
Monday Reading 1	p. 164-167	UNIT OVERVIEW	
Tuesday	p. 168-172	This unit reinforces elements of great writing from previous units, including the four parts of a paragraph, and also grammar points such as choosing the right verb form and the use of definite and indefinite articles. Another look at compound and complex sentences, as well as adjective clauses, gives students the opportunity to edit a paragraph for sentence variety.	
Wednesday Reading 2	p. 173-176	OBJECTIVES	
Thursday Writing Practice	p. 176-177	<ul style="list-style-type: none"> • Review paragraph basics • Write an original paragraph • Edit your paragraph for grammar and sentence variety 	
Great Writing 2 Great Paragraphs			
W9 2 - 6 December 2024	Unit 1 Paragraphs + 2 readings from reading pack	Unit 1 Paragraphs Elements of Great Writing: What is a Paragraph? Grammar: Simple present for general facts, four features of a good paragraph, mechanics: Capitalization and End punctuation, Grammar: subject-verb agreement in the simple present	Spark + Unit Revision + Handouts

Monday Reading 1	p. 2-8	Building better vocabulary Building better sentences Writing Test Prep UNIT OVERVIEW This unit introduces students to the essentials of a good paragraph, including an indented first line, a topic sentence with the main idea, body sentences that support the main idea, and a concluding sentence that restates the main idea and brings the paragraph to a logical end. It is a broad overview. Future units will go into more detail about the parts of a paragraph. A look at simple present for general facts, a review of subject-verb agreement, and practice with capitalization and end punctuation strengthens students' writing skills as they prepare to write an original paragraph. OBJECTIVES <ul style="list-style-type: none"> • Analyze the four features of a paragraph • Use the simple present for general facts • Use correct subject-verb agreement • Use capitalization and end punctuation correctly • Write a paragraph 	
Tuesday	p. 8-13		
Wednesday Reading 2	p. 14-19		
Thursday Writing Practice	p. 19-23		
W10 9 – 13 December 2024	<u>Unit 2</u> Developing Ideas for Writing + 2 readings from reading pack	<u>Unit 2</u> Developing Ideas for Writing Elements of great writing: What is brainstorming? Brainstorming Ideas with others, How brainstorming works, Grammar: Descriptive adjectives, adjectives with more exact meanings, Grammar: Simple vs. Compound sentences, Titles Building better vocabulary	Spark + Unit Revision + Handouts
Monday Reading 1	p. 24-28	Building better sentences Writing	

Tuesday	p. 29-33	Test Prep	
Wednesday Reading 2	p. 34-37	UNIT OVERVIEW	
Thursday Writing Practice	p. 38-43	This unit helps students come up with ideas for writing through brainstorming, including the use of cluster diagrams. Practice with descriptive adjectives and also distinguishing between and writing simple and compound sentences adds variety and interest to students' writing. From the initial brainstorm to the selection of a title, students gain more independence in planning their paragraph. OBJECTIVES <ul style="list-style-type: none"> • Brainstorm ideas for writing • Identify and write simple and compound sentences • Use descriptive adjectives • Write effective titles • Write a paragraph 	
W11 16 – 20 December 2024	Unit 3 Topic Sentence + 2 readings from reading pack	Unit 3 Topic Sentence Elements of Great writing: What is a topic sentence? Features of a topic sentence, Grammar: Complex sentences, Mechanics: Commas Building better vocabulary	
Monday Reading 1	p. 44-47	Building better sentences Writing	Spark + Unit Revision + Handouts
Tuesday	p.48-54	Test Prep UNIT OVERVIEW	
Wednesday Reading 2	p. 55-58	This unit gives students an extensive look at how to begin a paragraph with a clear topic sentence that includes a logical controlling idea and guides the paragraph. A look at complex sentences, together with simple and compound sentences, and also practice with comma use, allows students	
Thursday Writing	p. 58-61	to start adding variety to their paragraphs.	

Practice		<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze a paragraph • Study and write effective topic sentences • Use commas correctly in sentences • Identify and write complex sentences • Write a paragraph 	
<p>W12 23 – 27 December 2024</p>	<p>Unit 4 Supporting and Concluding Sentences + 2 readings from reading pack</p>	<p>Unit 4 Supporting and Concluding Sentences Elements of Great Writing: What are supporting sentences? What do supporting sentences do? Avoiding unrelated information, using pronouns in place of key nouns, Grammar: Avoiding fragments, Grammar: Avoiding Run-Ons and comma splices, what is a concluding sentence? Building better vocabulary Building better sentences</p>	<p>Spark + Unit Revision + Handouts</p>
<p>Monday Reading 1</p>	<p>p. 62-68</p>	<p>Writing Test Prep</p>	
<p>Tuesday</p>	<p>p. 69-74</p>	<p>UNIT OVERVIEW</p>	
<p>Wednesday Reading 2</p>	<p>p. 75-79</p>	<p>This unit equips students to write a paragraph that is purposeful and relevant from start to finish, with supporting sentences that answer important questions, and a concluding sentence that leaves the reader with a final thought. Students strengthen their writing skills by learning to avoid and</p>	
<p>Thursday Writing Practice</p>	<p>p. 80-83</p>	<p>correct sentence fragments, run-ons, and comma splices, and use pronouns correctly throughout a paragraph. OBJECTIVES</p> <ul style="list-style-type: none"> • Study and write effective supporting and concluding sentences • Avoid unrelated information • Avoid sentence fragments, run-ons, and comma splices • Use pronouns correctly for key nouns 	

		• Write a paragraph	
W13 30 December 2024 -3 January 2025 1 January 2025 – Holiday	Unit 5 Paragraph Review + 2 readings from reading pack	Unit 5 Paragraph Review Elements of Great Writing: Four features of a good paragraph: Review, Mechanics: Review, Maintaining paragraph unity, Grammar: Articles Building better vocabulary Building better sentences	Spark + Unit Revision + Handouts
Monday Reading 1	p. 84-84	Writing Test Prep	
Tuesday	p. 88-94	UNIT OVERVIEW This unit gives students the opportunity to review and practice the features of a paragraph. A review of punctuation, capitalization, and comma use, as well as a look at the articles <i>a</i> , <i>an</i> , <i>the</i> , and \emptyset , gives students more confidence and accuracy in their writing and in peer editing.	
Wednesday Reading 2	p. 94-98	OBJECTIVES	
Thursday Writing Practice	p. 98-101	<ul style="list-style-type: none"> • Review the features of a paragraph • Review grammar, mechanics, and punctuation • Use articles correctly in writing • Write a paragraph 	
W14 6 - 10 January 2025 + 13 January (Make-up)	Revision + 2 readings from reading pack	Revision p. 178-198 (GW1) p. 192-212 (GW2)	Spark + Unit Revision + Handouts
Monday Reading 1	p. 178-198 (GW1)	+ 2 readings from reading pack	
Tuesday	p. 178-198 (GW1)		

Wednesday Reading 2	p. 192-212 (GW2)		
Thursday Writing Practice	p. 192-212 (GW2)		
13-17 January 2025	2nd Midterm <u>14 January 2025</u>		

SYLLABUS 2024-2025

SPRING SEMESTER

Level: B1+

Resource/Book: NGL Great Writing 2 & 3 /with online platform Spark/+ Reading Pack (PDF)

Week	Unit	Content	Extra Practice
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<p>W1 10 - 14 February 2025</p>	<p>Unit 6 Definition Paragraphs + 2 readings from reading pack</p>	<p>Unit 6 Definition Paragraphs Elements of Great Writing: What is a definition paragraph? Citing exact words from a source, Grammar: Adjective clauses, Grammar: sentence variety</p>	<p>Spark + Unit Revision + Handouts</p>
<p>Monday Reading 1</p>	<p>p. 102-106</p>	<p>Building better vocabulary Building better sentences</p>	
<p>Tuesday</p>	<p>p. 107-111</p>	<p>Writing Test Prep</p>	
<p>Wednesday Reading 2</p>	<p>p. 112-115</p>	<p>UNIT OVERVIEW</p>	
<p>Thursday Writing Practice</p>	<p>p. 116-119</p>	<p>This unit introduces students to a paragraph that defines a word, phrase, or idea, and seeks to clarify the definition by giving examples, facts, and details. Students learn how to correctly cite exact words from a source, which is helpful when referencing a dictionary definition. A look at subject and object adjective clauses provides students with another tool for describing and defining, and practice with expanding and combining simple sentences helps add variety to their writing.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze a definition paragraph • Cite exact words from a source • Write sentences with adjective clauses • Combine sentences to add variety to your writing • Write a definition paragraph 	
<p>W2 17 – 21 February 2025</p>	<p>Unit 7 Process Paragraphs + 2 readings from reading pack</p>	<p>Unit 7 Process Paragraphs Elements of Great Writing: What is a process paragraph? Sequencing and chronological order, Grammar: The imperative</p>	<p>Spark + Unit Revision + Handouts</p>
<p>Monday Reading 1</p>	<p>p. 120-123</p>	<p>Building better vocabulary Building better sentences</p>	

Tuesday	p. 124-128	Writing	
Wednesday Reading 2	p. 129-132	Test Prep UNIT OVERVIEW This unit prepares students to explain how to do something in simple steps, leading to a final result. A look at sequence words and chronological order, as well as the imperative, enables students to describe a process clearly.	
Thursday Writing Practice	p. 132-135	OBJECTIVES <ul style="list-style-type: none"> • Analyze a process paragraph • Use sequence words and chronological order • Use the imperative to explain a process • Write a process paragraph 	
W3 24 - 28 February 2025	Unit 8 Opinion Paragraphs + 2 readings from reading pack	Unit 8 Opinion Paragraphs Elements of Great Writing: What is an Opinion paragraph? Fact and opinion paragraph, topic sentences for opinion paragraphs, Grammar: Common suffixes, developing ideas for an opinion paragraph	
Monday Reading 1	p. 136-140	Building better vocabulary	Spark + Unit Revision + Handouts
Tuesday	p. 141-147	Building better sentences	
Wednesday Reading 2	p. 148-152	Writing	
Thursday Writing Practice	p. 152-155	Test Prep UNIT OVERVIEW This unit prepares students to express their thoughts about a topic and support their opinion with facts and examples. Practice recognizing word forms and common suffixes helps students improve accuracy in writing. Practice with topic sentences and brainstorming positive and negative points equips students to develop their own opinion paragraphs.	
		OBJECTIVES	

		<ul style="list-style-type: none"> Analyze an opinion paragraph Distinguish between facts and opinions Recognize word forms and common suffixes Develop ideas for an opinion paragraph Write an opinion paragraph 	
W4 3 - 7 March 2025	Unit 9 Narrative Paragraphs + 2 readings from reading pack	Unit 9 Narrative Paragraphs Elements of Great Writing: What is a narrative paragraph? Parts of a narrative paragraph, using descriptive language to improve a narrative, Grammar: simple past and past progressive	Spark + Unit Revision + Handouts
Monday Reading 1	p. 156-159	Building better vocabulary Building better sentences	
Tuesday	p. 160-164	Writing Test Prep	
Wednesday Reading 2	p. 164-168	UNIT OVERVIEW This unit prepares students to write a paragraph that tells a story or describes an event and helps the reader understand what it was like. A look at simple past and past progressive aids students in storytelling, and practice with descriptive adjectives adds more interesting and precise vocabulary to students' narratives.	
Thursday Writing Practice	p. 169-171	OBJECTIVES <ul style="list-style-type: none"> Analyze a narrative paragraph Use simple past and past progressive in time clauses Use adjectives for more descriptive language Write a narrative paragraph 	
W5 10 – 14 March 2025	Unit 10 From Paragraphs to Essays	Unit 10 From Paragraphs to Essays	Spark + Unit Revision +

	+ 2 readings from reading pack	<p>Elements of Great Writing: What is an essay? An essay outline, the introduction paragraph, body paragraph, the concluding paragraph, different kinds of essay organization, using a hook to improve your essay</p> <p>Building better vocabulary</p> <p>Building better sentences</p> <p>Writing</p> <p>Test Prep</p>	Handouts
Monday Reading 1	p. 172-176		
Tuesday	p. 176-183		
Wednesday Reading 2	p. 184-188	<p>Revision</p> <p>p.192-212 (GW2)</p>	
Thursday Writing Practice	p. 189-191	<p>UNIT OVERVIEW</p> <p>This unit introduces students to essays, building on what they have learned in writing different kinds of paragraphs. They become familiar with the process of outlining an essay and developing introduction paragraphs with a thesis statement, body paragraphs, and concluding paragraphs. They begin to practice writing their own academic essays.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze an essay • Outline an essay • Learn about introduction paragraphs and thesis statements • Learn about body and concluding paragraphs • Write an essay 	
Great Writing 3 From Great Paragraphs to Great Essays			

<p>W6 17 - 21 March 2025</p>	<p>Unit 1 Paragraphs + 2 readings from reading pack</p>	<p>Unit 1 Paragraphs Elements of Great Writing: Paragraphs and topic sentences, titles, Brainstorming, supporting sentences, Grammar: sentences vs. fragments, Grammar: count and non-count nouns, supporting details, concluding sentences, three features of a Well-Written paragraph Building better vocabulary Building better sentences Writing Test Prep UNIT OVERVIEW This unit prepares students to write a paragraph, including a topic sentence with a controlling idea, supporting sentences that fulfill different purposes, and concluding sentences that bring the paragraph to a logical end. Students learn to brainstorm, ask questions to generate ideas, and avoid unrelated sentences. A review of count and non-count nouns, practice with noun forms, and practice identifying and correcting fragments strengthen sentence writing skills. OBJECTIVES</p> <ul style="list-style-type: none"> • Learn the parts of a paragraph • Identify and correct fragments • Use count and non-count nouns correctly • Write a paragraph 	<p>Spark + Unit Revision + Handouts</p>
<p>Monday Reading 1</p>	<p>p. 2-9</p>		
<p>Tuesday</p>	<p>p. 10-18</p>		
<p>Wednesday Reading 2</p>	<p>p. 19-24</p>		
<p>Thursday Writing Practice</p>	<p>p. 25-31</p>		
<p>W7 24 – 28 March 2025 29 March 2025 – Half-day Holiday 30 March – 1 April 2025 - Holiday + 2-3 April 2025</p>	<p>Unit 2 Features of Good Writing + 2 readings from reading pack</p>	<p>Unit 2 Features of Good Writing Elements of Great Writing: Five features of good writing, Grammar: clear pronoun reference, Grammar: Consistent Pronoun Reference Building better vocabulary Building better sentences</p>	<p>Spark + Unit Revision + Handouts</p>

(Make-up) + 4 April 2025 (Make-up)		Writing: Five Proofreading Strategies Test Prep	
Monday Reading 1	p. 32-40	UNIT OVERVIEW This unit guides students in considering the purpose, audience, clarity, unity, and coherence of their writing. A look at precise, descriptive language and practice with clear pronoun reference helps students achieve greater clarity in their writing. Students also practice different techniques for proofreading their paragraphs. OBJECTIVES <ul style="list-style-type: none"> • Understand purpose, audience, clarity, unity, and coherence • Use clear, descriptive language • Use clear pronoun reference • Write a paragraph and use proofreading strategies to check it 	
Tuesday	p. 41-48		
Wednesday Reading 2	p. 49-53		
Thursday Writing Practice	p. 54-57		
7 – 11 April 2025	3rd Midterm 8 April 2025		
W8 14 -18 April 2025	Unit 3 Types of Paragraphs + 2 readings from reading pack	Unit 3 Types of Paragraphs Elements of Great Writing: Common paragraph types, Grammar: subject- verb agreement in the simple present, grammar: word forms Building better vocabulary: Suffixes Building better sentences Writing Test Prep <u>*Reading practice can be left for the next week</u> UNIT OVERVIEW	Spark + Unit Revision + Handouts
Monday Reading 1*	p. 58-62		
Tuesday	p. 63-70		
Wednesday Reading 2*	p. 71-76		
Thursday Writing Practice	p. 76-81		

		<p>This unit introduces students to cause-effect, comparison, classification, and problem-solution paragraphs, including an analysis of each one and guidance in developing ideas for them. A look at word forms and their suffixes, as well as practice with subject-verb agreement, enables students to more effectively edit, give feedback to peers, and proofread their own writing.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Understand cause-effect, comparison, classification, and problem-solution paragraphs • Recognize and edit for subject-verb agreement • Use correct word forms in writing • Write a paragraph with a clear purpose 	
<p>W9 21 - 25 April 2025</p> <p>23 April 2025 – Holiday</p>	<p>Unit 4 Classification essays: Moving from Paragraphs to essay</p> <p>+ 2 readings from reading pack</p>	<p>Unit 4 Classification essays: Moving from Paragraphs to essay</p> <p>Elements of Great Writing: Comparing paragraphs and essays, the introductory paragraphs in an essay, classification essays, grammar: subject adjective clauses, the five paragraph essay, understanding the writing process</p>	<p>Spark + Unit Revision + Handouts</p>
<p>Monday Reading 1</p>	p. 82-85	<p>UNIT OVERVIEW</p> <p>This unit introduces students to the five-paragraph essay, and the writing process, including how to write an introductory paragraph with a hook and a thesis statement, body paragraphs with supporting information, and a concluding paragraph. Students are also introduced to the writing process, covering pre, during, and post-writing steps. Among these are brainstorming with a cluster diagram, developing an outline, and proofreading the final draft. A look at subject adjective clauses allows students to add more descriptive language to their writing.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Understand similarities between paragraphs and essays • Use subject adjective clauses • Brainstorm with a cluster diagram 	
<p>Tuesday</p>	p. 86-89 (*w8 reading 1 makeup)		
<p>Wednesday Reading 2</p>	p. 89-91		
<p>Thursday Writing Practice</p>	p. 91-95		

		<ul style="list-style-type: none"> • Write a classification essay 	
W10 28 April - 02 May 2025 1 May 2025 – Holiday	<u>Unit 4</u> Classification essays: Moving from Paragraphs to essay + 2 readings from reading pack	<u>Unit 4</u> Classification essays: Moving from Paragraphs to essay Building better vocabulary Building better sentences Writing Test Prep UNIT OVERVIEW This unit introduces students to the five-paragraph essay, and the writing process, including how to write an introductory paragraph with a hook and a thesis statement, body paragraphs with supporting information, and a concluding paragraph. Students are also introduced to the writing process, covering pre, during, and post-writing steps. Among these are brainstorming with a cluster diagram, developing an outline, and proofreading the final draft. A look at subject adjective clauses allows students to add more descriptive language to their writing.	Spark + Unit Revision + Handouts
Monday Reading 1	p. 96-98		
Tuesday	p. 99-102 (*w8 reading 2 makeup)		
Wednesday Reading 2	p. 102-104		
Thursday Writing Practice	p. 104-107	OBJECTIVES <ul style="list-style-type: none"> • Understand similarities between paragraphs and essays • Use subject adjective clauses • Brainstorm with a cluster diagram • Write a classification essay 	
W11 5 - 9 May 2025	<u>Unit 5</u> Cause-Effect Essays + 2 readings from reading pack	<u>Unit 5</u> Cause-Effect Essays Elements of Great Writing: What is a cause-effect essay? Organizing a cause effect essay, Grammar: Common cause-effect structures, Grammar: Ways of expressing past events, noun and preposition combinations	Spark + Unit Revision + Handouts
Monday Reading 1	p. 108-113	Building better vocabulary	

		Building better sentences Writing Test Prep	
Tuesday	p. 114-121		
Wednesday Reading 2	p. 122-128	UNIT OVERVIEW This unit prepares students to write a cause-effect essay. They learn to focus on causes or on effects, explaining one or several of either. A look at common cause-effect structures, different past forms, as well as prepositions with nouns, widens students' range of language to use when explaining causes and effects.	
Thursday Writing Practice	p. 128-131	OBJECTIVES <ul style="list-style-type: none"> • Understand the organization of a cause-effect essay • Use different ways to express past actions • Use prepositions with nouns • Write a cause-effect essay 	
W12 12 - 16 May 2025	Unit 6 Comparison Essays + 2 readings from reading pack	Unit 6 Comparison Essays Elements of Great Writing: What is a comparison essay? Organizing a comparison essay, connectors and transitions, Grammar: the comparative and superlative, Grammar: Parallel structure	Spark + Unit Revision + Handouts
Monday Reading 1	p. 132-138	Building better vocabulary Building better sentences	
Tuesday	p. 138-146	Writing Test Prep	
Wednesday Reading 2	p. 147-151	UNIT OVERVIEW This unit prepares students to discuss similarities and/or differences between two subjects, organizing ideas according to one of two methods, and choosing appropriate points of comparison. A look at comparative and superlative structures and parallel structure in lists provides students with useful forms for writing a comparison essay.	
Thursday Writing Practice	p. 152-155		

		<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Understand the organization of a comparison essay • Use the comparative and superlative of adjectives and adverbs • Use parallel structure • Write a comparison essay 	
<p>W13 19-23 May 2025</p>	<p>Unit 7 Problem-Solution Essays</p> <p>+ 2 readings from reading pack</p>	<p>Unit 7 Problem-Solution Essays</p> <p>Elements of Great Writing: What is a problem- solution essay? Grammar: Adverb clauses, organizing a problem- solution essay, Grammar: sentence types, sentence variety</p> <p>Building better vocabulary</p> <p>Building better sentences</p> <p>Writing</p> <p>Test Prep</p> <p>UNIT OVERVIEW</p> <p>This unit prepares students to identify and explain a problem and its importance with background information, offer one or more solutions to a problem with explanations of why each solution is effective, and include a call to action. A look at adverb clauses and a review of different sentence types equip students to include greater variety in their writing and improve the flow of ideas.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Understand the organization of a problem-solution essay • Use adverb clauses • Use a variety of sentence types • Write a problem-solution essay 	<p>Spark + Unit Revision + Handouts</p>
<p>Monday Reading 1</p>	<p>p. 156-161</p>		
<p>Tuesday</p>	<p>p. 162-168</p>		
<p>Wednesday Reading 2</p>	<p>p. 169-173</p>		
<p>Thursday Writing Practice</p>	<p>p. 174-177</p>		
<p>W14</p>	<p>Opinion and Argumentative Essay</p>	<p>Opinion and Argumentative Essay</p>	<p>Spark + Unit Revision +</p>

26-30 May 2025 + 2-3 June 2025 (Make-up)	+ 2 readings from reading pack <u>(extra materials)</u> <u>Revision</u> <u>+ 2 readings</u>	+ 2 readings from reading pack <u>(extra materials)</u> <u>Revision</u> <u>+ 2 readings</u>	Handouts
Monday Reading 1	p. 193-212 (GW2)	OBJECTIVES <ul style="list-style-type: none"> • Understand the organization of an opinion and argumentative essay • Use a variety of sentence types • Write an opinion and argumentative essay 	
Tuesday	p. 193-212 (GW2)		
Wednesday Reading 2	p. 178-199 (GW3)		
Thursday Writing Practice	p. 178-199 (GW3)		
2-6 June 2025	4th Midterm <u>4 June 2025</u>		
<u>17 June 2025</u>	A2 B1 B1+ Levels English Proficiency Exam		

Date of Preparation:

1st August 2024, updated 10th October 2024.