

**ISTANBUL GEDİK UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**The Preparatory Program: Reading and Writing**  
**SYLLABUS 2025-2026**

**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:

**45% Midterm Exams (3 exams, 15% each):** Three exams will be administered at the end of each quarter (every seven weeks), corresponding to the completion of the A2, B1, and B1+ levels. Each exam is worth 15%.

**15% Project and Presentation:** An individual or group project presented to the class (e.g., as a poster presentation) at the end of the prep program. This occurs during the fourth quarter, upon completion of the B2 level.

#### **15% Speaking Practice:**

**10%** is based on rubric-guided speaking activities assessed during lessons at the end of each of the first three levels (A2, B1, and B1+).

**5%** is based on daily active participation in class.

**10% Online Homework:** Assignments completed via the Spark platform by NGL. Four reports are downloaded from the system, one at the end of each quarter/level.

**10% Writing Practice:** Weekly writing exercises based on course content. These may include in-class writing tasks, homework, pair work, or group activities. All written work (rubric-based assessment) is compiled into a portfolio.

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

#### **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.

**PACING DOCUMENT:****FALL SEMESTER****Level:** A2**Resource/Book:** NGL Great Writing 1 & 2 /with online platform Spark/ + Reading Pack (PDF)

Week	Unit	Content	Extra Practice
<b>Great Writing 1 Great Sentences for Great Paragraphs</b>			
<b>W1</b> 22 - 26 September 2025	<b>Unit 1</b> Sentence Basics  + 2 readings from reading pack	<b>Unit 1</b> <b>Sentence Basics</b> <b>Elements of Great Writing:</b> 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, <b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing:</b> Editing, Peer editing, additional topics for writing, test prep <b>UNIT OVERVIEW</b> 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. <b>OBJECTIVES</b> • Use common sentence patterns with the verb be • Write sentences with there is/there are • Use prepositional phrases of place and time	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 2-9		
<b>Tuesday</b>	p.10-16		
<b>Wednesday</b> <b>Reading 2</b>	p. 17-21		
<b>Thursday</b> <b>Writing</b> <b>Practice</b>	p. 21-27		

		<ul style="list-style-type: none"> <li>• Use time words and phrases</li> <li>• Use correct capitalization and punctuation</li> </ul>	
<b>W2</b> 29 September - 3 October 2025	<u><b>Unit 2</b></u> Paragraph Basics  + 2 readings from reading pack	<u><b>Unit 2</b></u> <b>Paragraph Basics</b> <b>Elements of Great Writing:</b> 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 <b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing:</b> Editing, Additional Topics for writing test prep. <b>UNIT OVERVIEW</b> 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. <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Identify topic, supporting, and concluding sentences</li> <li>• Use adjectives</li> <li>• Use subject and object pronouns</li> </ul>	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 28-33		
<b>Tuesday</b>	p.34-43		
<b>Wednesday</b> <b>Reading 2</b>	p. 44-51		
<b>Thursday</b> <b>Writing Practice</b>	p. 52-57		
<b>W3</b> 6 - 10 October 2025	<u><b>Unit 3</b></u> Writing about the Present  + 2 readings from reading pack	<u><b>Unit 3</b></u> <b>Writing about the Present</b> <b>Elements of Great writing:</b> using the simple present, Grammar: the simple present affirmative, Grammar: the simple present negative, Grammar: Simple and compound sentences, Grammar:	Spark + Unit Revision + Handouts

		Using A and An or, Grammar: Using The	
<b>Monday</b> <b>Reading 1</b>	p. 58-64	<b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing:</b> Editing Additional Topics for Writing, Test Prep	
<b>Tuesday</b>	p. 65-71	<b>UNIT OVERVIEW</b>	
<b>Wednesday</b> <b>Reading 2</b>	p. 72-76	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.	
<b>Thursday</b> <b>Writing Practice</b>	p. 76-81	<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Write sentences in the simple present</li> <li>• Write simple and compound sentences</li> <li>• Use <i>and</i>, <i>but</i>, and <i>so</i> in compound sentences</li> <li>• Use <i>a</i>, <i>an</i>, <i>the</i>, and Ø article</li> <li>• Write an original paragraph</li> </ul>	
<b>W4</b> 13 - 17 October 2025	<b>Unit 4</b> Writing about the Past  + 2 readings from reading pack	<b>Unit 4</b> <b>Writing about the Past</b> <b>Elements of Great Writing:</b> 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	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 82-87	<b>Building better vocabulary</b> <b>Building better sentences</b>	
<b>Tuesday</b>	p. 88-94	<b>Writing:</b> Editing, Additional Topics for Writing Test Prep.	
<b>Wednesday</b> <b>Reading 2</b>	p. 95-99	<b>UNIT OVERVIEW</b> 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	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Write sentences in the simple past</li> <li>• Use past time words and phrases</li> <li>• Use adverbs of manner</li> <li>• Write complex sentences with time clauses</li> <li>• Write an original paragraph</li> </ul>	
Week 5	<b>Event Alert:</b>	<b>Prep and Mingle Event</b> (tentative, exact day will be announced)	
W5 20 - 24 October 2025	<p><b>Unit 5</b> Writing about the Future</p> <p>+ 2 readings from reading pack</p>	<p><b>Unit 5</b> <b>Writing about the Future</b></p> <p><b>Elements of Great Writing:</b> Using <i>be going to</i> and <i>will</i>, Grammar: <i>Be going to</i>, Grammar: <i>will</i>, Grammar: Future time expressions, Grammar: Complex sentences about the Future, Grammar: <i>If</i> clauses, Grammar: Reason clauses,</p> <p><b>Building better vocabulary</b></p> <p><b>Building better sentences</b></p> <p><b>Writing:</b> Editing, Additional Topics for Writing, Test Prep.</p> <p><b>UNIT OVERVIEW</b></p> <p>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,</p>	Spark + Unit Revision + Handouts
Monday Reading 1	p. 104-109		
Tuesday	p. 110-115		
Wednesday Reading 2	p. 116-121		
Thursday Writing	p. 122-127		



Practice		and complex sentences and the use of commas allows students to add more variety to their paragraphs. <b>OBJECTIVES</b> <ul style="list-style-type: none"><li>• Write about the future with <i>be going to</i> and <i>will</i></li><li>• Use time clauses</li><li>• Use <i>if</i> clauses</li><li>• Use reason clauses</li><li>• Write an original paragraph</li></ul>	
<b>W6*</b> 27 - 31 October 2025	<b>Unit 7</b> Reader Response  + 2 readings from reading pack	<b>Academic Break</b> <b>Republic Day Eve (Morning academic break, official half-day holiday in the afternoon)</b> <b>Republic Day (Holiday)</b>	Spark + Unit Revision + Handouts
<b>Monday</b> 27 October 2025	(Make-up: 10 November 2025)	<b>Reading Practice</b> <b>Unit 7 (optional)</b>	
<b>Tuesday</b> 28 October 2025 Republic Day Eve	(Make-up: 12 November 2025)	<b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing</b>	
<b>Wednesday</b> 29 October 2025 Republic Day	(Make-up: 13 November 2025)	<b>OBJECTIVES</b>	
<b>Thursday</b> Reading 1/2	<b>Writing Practice (homework)</b>	<ul style="list-style-type: none"><li>• Learn new vocabulary</li><li>• Write an original paragraph</li></ul>	
<b>W7</b> 3 - 7 November 2025	<b>Unit 6</b> Sentence Variety  + 2 readings from reading pack	<b>Unit 6</b> <b>Sentence Variety</b> <b>Elements of Great Writing:</b> The importance of sentence variety, Grammar: Adjective clauses,	Spark + Unit Revision + Handouts

	<b>Revision</b>	Grammar: subject adjective clauses, Grammar: Object adjective clauses, Grammar: using modals to add meaning	
<b>Monday</b> <b>Reading 1</b>	p. 128-133	<b>Building better vocabulary</b> <b>Building better sentences</b>	
<b>Tuesday</b>	p. 133-138	<b>Writing:</b> Editing, Additional Topics for Writing, Test Prep.	
<b>Wednesday</b> <b>Reading 2</b>	p. 138-143	<b>UNIT OVERVIEW</b> 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.	
<b>Thursday</b> <b>Writing Practice</b>	p. 144-147	<b>OBJECTIVES</b> <ul style="list-style-type: none"><li>• Recognize sentence variety</li><li>• Write sentences with adjective clauses</li><li>• Use the modals should, must, might, and can</li><li>• Write an original paragraph</li></ul> <b>Revision</b> pp. 178-198	
10 - 14 November 2025	1 <sup>st</sup> Midterm: 11 November 2025		
Great Writing 2 Great Paragraphs			
W8 17 - 21 November 2025	<u>Unit 1</u> Paragraphs	<u>Unit 1</u> Paragraphs	Spark + Unit Revision +

	+ 2 readings from reading pack	<b>Elements of Great Writing:</b> 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	Handouts
<b>Monday</b> <b>Reading 1</b>	p. 2-8	<b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing</b> <b>Test Prep</b>	
<b>Tuesday</b>	p. 8-13		
<b>Wednesday</b> <b>Reading 2</b>	p. 14-19	<b>UNIT OVERVIEW</b> 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.	
<b>Thursday</b> <b>Writing Practice</b>	p. 19-23	<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Analyze the four features of a paragraph</li> <li>• Use the simple present for general facts</li> <li>• Use correct subject-verb agreement</li> <li>• Use capitalization and end punctuation correctly</li> <li>• Write a paragraph</li> </ul>	
<b>W9</b> 24 - 28 November 2025	<b>Unit 2</b> Developing Ideas for Writing  + 2 readings from	<b>Unit 2</b> <b>Developing Ideas for Writing</b> <b>Elements of great writing:</b> What is brainstorming? Brainstorming Ideas with others, How brainstorming works, Grammar: Descriptive adjectives, adjectives with more exact meanings, Grammar: Simple vs. Compound sentences, Titles	Spark + Unit Revision + Handouts

	reading pack	<b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing</b> <b>Test Prep</b> <b>UNIT OVERVIEW</b>	
Monday <b>Reading 1</b>	p. 24-28		
Tuesday	p. 29-33		
Wednesday <b>Reading 2</b>	p. 34-37		
Thursday <b>Writing Practice</b>	p. 38-43	<p>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.</p> <p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Brainstorm ideas for writing</li> <li>• Identify and write simple and compound sentences</li> <li>• Use descriptive adjectives</li> <li>• Write effective titles</li> <li>• Write a paragraph</li> </ul>	
<b>W10</b> 1 - 5 December 2025	<u><b>Unit 3</b></u> Topic Sentence  + 2 readings from reading pack	<u><b>Unit 3</b></u> <b>Topic Sentence</b> <b>Elements of Great writing:</b> What is a topic sentence? Features of a topic sentence, Grammar: Complex sentences, Mechanics: Commas <b>Building better vocabulary</b>	Spark + Unit Revision + Handouts
Monday <b>Reading 1</b>	p. 44-45 (p.46-47 optional)	<b>Building better sentences</b> <b>Writing</b>	
Tuesday	p.48-54	<b>Test Prep</b> <b>UNIT OVERVIEW</b>	

<b>Wednesday</b> <b>Reading 2</b>	p. 55-58	<p>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 to start adding variety to their paragraphs.</p> <p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Analyze a paragraph</li> <li>• Study and write effective topic sentences</li> <li>• Use commas correctly in sentences</li> <li>• Identify and write complex sentences</li> <li>• Write a paragraph</li> </ul>	
<b>Thursday</b> <b>Writing Practice</b>	p. 58-61		
<b>W11</b> 8 - 12 December 2025	<p><b><u>Unit 4 (half)</u></b></p> <p>Supporting and Concluding Sentences</p> <p>+ 2 readings from reading pack</p>	<p><b><u>Unit 4</u></b></p> <p><b>Supporting and Concluding Sentences</b></p> <p><b>Elements of Great Writing:</b> 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?</p> <p><b>Building better vocabulary</b></p> <p><b>Building better sentences</b></p> <p><b>Writing</b></p> <p><b>Test Prep</b></p> <p><b>UNIT OVERVIEW</b></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 correct sentence fragments, run-ons, and comma splices, and use pronouns correctly throughout a paragraph.</p>	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 62-63		
<b>Tuesday</b>	p. 64-67		
<b>Wednesday</b> <b>Reading 2</b>	p.68-69		
<b>Thursday</b> <b>Writing Practice</b>	p.70-71		

		<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Study and write effective supporting and concluding sentences</li> <li>• Avoid unrelated information</li> <li>• Avoid sentence fragments, run-ons, and comma splices</li> <li>• Use pronouns correctly for key nouns</li> <li>• Write a paragraph</li> </ul>	
<b>W12</b> 15 - 19 December 2025	<b><u>Unit 4 (half)</u></b> Supporting and Concluding Sentences  + 2 readings from reading pack	<b><u>Unit 4</u></b> <b>Supporting and Concluding Sentences</b> <b>Elements of Great Writing:</b> 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? <b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing</b> <b>Test Prep</b> <b>UNIT OVERVIEW</b> 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 correct sentence fragments, run-ons, and comma splices, and use pronouns correctly throughout a paragraph. <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Study and write effective supporting and concluding sentences</li> <li>• Avoid unrelated information</li> <li>• Avoid sentence fragments, run-ons, and comma splices</li> </ul>	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p.72-73		
<b>Tuesday</b>	p.74-77		
<b>Wednesday</b> <b>Reading 2</b>	p. 78-79		
<b>Thursday</b> <b>Writing Practice</b>	p. 80-83		

		<ul style="list-style-type: none"> <li>• Use pronouns correctly for key nouns</li> <li>• Write a paragraph</li> </ul>	
Week 13	<b>Event Alert:</b>	<b>Quiz Show</b> (tentative, exact day will be announced)	
<b>W13</b> 22 - 26 December 2025	<b>Unit 6</b> Definition Paragraphs  + 2 readings from reading pack	<b>Unit 6</b> <b>Definition Paragraphs</b> <b>Elements of Great Writing:</b> What is a definition paragraph? Citing exact words from a source, Grammar: Adjective clauses, Grammar: sentence variety <b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing</b> <b>Test Prep</b> <b>UNIT OVERVIEW</b> 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. <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Analyze a definition paragraph</li> <li>• Cite exact words from a source</li> <li>• Write sentences with adjective clauses</li> <li>• Combine sentences to add variety to your writing</li> <li>• Write a definition paragraph</li> </ul>	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 102-106		
<b>Tuesday</b>	p. 107-111		
<b>Wednesday</b> <b>Reading 2</b>	p. 112-115		
<b>Thursday</b>  <b>Writing Practice</b>	p. 116-119		



<b>W14*</b> 29 December 2025 - 2 January 2026	<b><u>Revision</u></b> + 2 readings from reading pack	Writing Practice (First and final drafts) Feedback Sessions	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	<b>+Writing practice (draft 1)</b>	<b><u>Revision</u></b> p. 178-198 (GW1) p. 192-212 (GW2)	
<b>Tuesday</b>	Feedback sessions <b>Writing practice (homework: final draft)</b>	+ 2 readings from reading pack <b><u>New Year's Day (Holiday)</u></b>	
<b>Wednesday</b> <b>Reading 2</b>	Feedback sessions		
<b>Thursday</b> 1 January 2026 New Year's Day	(Make-up: 5 January 2026)		
5 - 9 January 2026	<b>2<sup>nd</sup> Midterm 6 January 2026</b>		

### SPRING SEMESTER

**Level:** B1+

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

Week	Unit	Content	Extra Practice
<b>W1</b> 2 – 6 February 2026	<b><u>Unit 7</u></b> Process Paragraphs  + 2 readings from reading pack	<b><u>Unit 7</u></b> <b>Process Paragraphs</b> <b>Elements of Great Writing:</b> What is a process paragraph? Sequencing and chronological order, Grammar: The imperative	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 120-123	<b>Building better vocabulary</b> <b>Building better sentences</b>	
<b>Tuesday</b>	p. 124-128	<b>Writing</b> <b>Test Prep</b>	
<b>Wednesday</b> <b>Reading 2</b>	p. 129-132	<b>UNIT OVERVIEW</b>  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.	
<b>Thursday</b> <b>Writing Practice</b>	p. 132-135	<b>OBJECTIVES</b>  • Analyze a process paragraph • Use sequence words and chronological order • Use the imperative to explain a process • Write a process paragraph	
<b>W2</b> 9 - 13 February 2026	<b><u>Unit 8</u></b> Opinion Paragraphs  + 2 readings from reading pack	<b><u>Unit 8</u></b> <b>Opinion Paragraphs</b> <b>Elements of Great Writing:</b> What is an Opinion paragraph? Fact and opinion paragraph, topic sentences for opinion paragraphs, Grammar: Common suffixes, developing ideas for an opinion paragraph	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 136-140	<b>Building better vocabulary</b>	
<b>Tuesday</b>	p. 141-147	<b>Building better sentences</b>	

Wednesday Reading 2	p. 148-152	Writing Test Prep	
Thursday Writing Practice	p. 152-155	<b>UNIT OVERVIEW</b> 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.  <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Analyze an opinion paragraph</li> <li>• Distinguish between facts and opinions</li> <li>• Recognize word forms and common suffixes</li> <li>• Develop ideas for an opinion paragraph</li> <li>• Write an opinion paragraph</li> </ul>	
Week 3	<b>Event Alert:</b>	<b>Vocabulary Competition</b> (tentative, exact day will be announced)	
W3 16 - 20 February 2026	<u><b>Unit 9</b></u> Narrative Paragraphs  + 2 readings from reading pack	<u><b>Unit 9</b></u> <b>Narrative Paragraphs</b>  <b>Elements of Great Writing:</b> 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	<b>Building better vocabulary</b> <b>Building better sentences</b>	
Tuesday	p. 160-164	<b>Writing</b> <b>Test Prep</b>	
Wednesday Reading 2	p. 164-168	<b>UNIT OVERVIEW</b> This unit prepares students to write a paragraph that tells a story or describes an event and helps	

<b>Thursday</b> <b>Writing Practice</b>	p. 169-171	<p>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.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> <li>• Analyze a narrative paragraph</li> <li>• Use simple past and past progressive in time clauses</li> <li>• Use adjectives for more descriptive language</li> <li>• Write a narrative paragraph</li> </ul>	
<b>W4</b> 23 - 27 February 2026	<b>Unit 10</b> From Paragraphs to Essays  + 2 readings from reading pack	<b>Unit 10</b> <b>From Paragraphs to Essays</b> <b>Elements of Great Writing:</b> 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 <b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing</b> <b>Test Prep</b>  <b>Revision</b> p.192-212 (GW2)  <b>UNIT OVERVIEW</b> 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	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p. 172-176		
<b>Tuesday</b>	p. 176-183		
<b>Wednesday</b> <b>Reading 2</b>	p. 184-188		
<b>Thursday</b> <b>Writing Practice</b>	p. 189-191		

		<p>paragraphs. They begin to practice writing their own academic essays.</p> <p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Analyze an essay</li> <li>• Outline an essay</li> <li>• Learn about introduction paragraphs and thesis statements</li> <li>• Learn about body and concluding paragraphs</li> <li>• Write an essay</li> </ul>	
<b>Great Writing 3 From Great Paragraphs to Great Essays</b>			
<p><b>W5</b> 2 - 6 March 2026</p>	<p><b>Unit 4 (1<sup>st</sup> half)</b> Classification essays: Moving from Paragraphs to essay  + 2 readings from reading pack</p>	<p><b>Unit 4</b> <b>Classification essays: Moving from Paragraphs to essay</b> <b>Elements of Great Writing:</b> 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><b>UNIT OVERVIEW</b> 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><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Understand similarities between paragraphs and essays</li> <li>• Use subject adjective clauses</li> </ul>	<p>Spark + Unit Revision + Handouts</p>
<p><b>Monday</b> <b>Reading 1</b></p>	p.82-83		
<p><b>Tuesday</b></p>	p.84-87		
<p><b>Wednesday</b> <b>Reading 2</b></p>			
<p><b>Thursday</b> <b>Writing Practice</b></p>			

		<ul style="list-style-type: none"> <li>• Brainstorm with a cluster diagram</li> <li>• Write a classification essay</li> </ul>	
<b>W6</b> 9 - 13 March 2026	<b>Unit 4 (2<sup>nd</sup> half)</b> Classification essays: Moving from Paragraphs to essay  + 2 readings from reading pack	<b>Unit 4</b> <b>Classification essays: Moving from Paragraphs to essay</b> <b>Elements of Great Writing:</b> Comparing paragraphs and essays, the introductory paragraphs in an essay, classification essays, grammar: subject adjective clauses, the five paragraph essay, understanding the writing process  <b>UNIT OVERVIEW</b> 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.  <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Understand similarities between paragraphs and essays</li> <li>• Use subject adjective clauses</li> <li>• Brainstorm with a cluster diagram</li> <li>• Write a classification essay</li> </ul>	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p.89-90		
<b>Tuesday</b>	p.91-95		
<b>Wednesday</b> <b>Reading 2</b>			
<b>Thursday</b> <b>Writing Practice</b>			
<b>W7*</b> 16 - 20 March 2026	<b>Unit 5 (1<sup>st</sup> half)</b> Cause-Effect Essays  + 2 readings from reading pack	<b>Unit 5</b> <b>Cause-Effect Essays</b> <b>Elements of Great Writing:</b> What is a cause-effect essay? Organizing a cause effect essay,	Spark + Unit Revision + Handouts

Monday Reading 1	p.108-111	Grammar: Common cause-effect structures, Grammar: Ways of expressing past events, noun and preposition combinations	
Tuesday	p.112-117	Building better vocabulary Building better sentences	
Wednesday Reading 2	p.118-119	Writing Test Prep	
Thursday Writing Practice* 19 March 2026 Ramadan Eve	(Make-up: 23 March 2026)	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.  OBJECTIVES  • Understand the organization of a cause-effect essay  • Use different ways to express past actions  • Use prepositions with nouns  • Write a cause-effect essay  *Writing Practice can be given as homework  Ramadan Eve (Morning academic break, official half-day holiday in the afternoon)  Ramadan Holiday (Friday)	
23 - 27 March 2026	3 <sup>rd</sup> Midterm <u>24 March 2026</u>		
W8 30 March – 3 April 2026	<u>Unit 5 (2<sup>nd</sup> half)</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,	Spark + Unit Revision + Handouts



		Grammar: Common cause-effect structures, Grammar: Ways of expressing past events, noun and preposition combinations	
<b>Monday</b> <b>Reading 1</b>	p.120-121	<b>Building better vocabulary</b> <b>Building better sentences</b>	
<b>Tuesday</b>	p. 122-127	<b>Writing</b>	
<b>Wednesday</b> <b>Reading 2</b>	p.128-129	<b>Test Prep</b> <b>UNIT OVERVIEW</b>	
<b>Thursday</b> <b>Writing Practice</b>	p.130-131	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.  <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Understand the organization of a cause-effect essay</li> <li>• Use different ways to express past actions</li> <li>• Use prepositions with nouns</li> <li>• Write a cause-effect essay</li> </ul>	
<b>W9</b> 6 - 10 April 2026	<b>Unit 6 (1<sup>st</sup> part)</b> Comparison Essays  + 2 readings from reading pack	<b>Unit 6</b> <b>Comparison Essays</b> <b>Elements of Great Writing:</b> What is a comparison essay? Organizing a comparison essay, connectors** and transitions, Grammar: the comparative and superlative, Grammar: Parallel structure	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p.132-133	<b>Building better vocabulary</b> <b>Building better sentences</b>	
<b>Tuesday</b>	p.134-139	<b>Writing</b>	

Wednesday Reading 2	p.140-141	<b>Test Prep</b> <b>UNIT OVERVIEW</b> <p>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.</p> <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Understand the organization of a comparison essay</li> <li>• Use the comparative and superlative of adjectives and adverbs</li> <li>• Use parallel structure</li> <li>• Write a comparison essay</li> </ul> <b>**extra materials</b>	
Thursday Writing Practice	p.142-143		
W10 13 - 17 April 2026	<u>Unit 6 (2<sup>nd</sup> part)</u> Comparison Essays + 2 readings from reading pack	<b>Unit 6</b> <b>Comparison Essays</b> <b>Elements of Great Writing:</b> What is a comparison essay? Organizing a comparison essay, connectors and transitions, Grammar: the comparative and superlative, Grammar: Parallel structure <b>Building better vocabulary</b> <b>Building better sentences</b> <b>Writing</b> <b>Test Prep</b> <b>UNIT OVERVIEW</b> <p>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.</p>	Spark + Unit Revision + Handouts
Monday Reading 1	p.144-145		
Tuesday	p.146-151		
Wednesday Reading 2	p.152-153		
Thursday Writing Practice	p.154-155		

		<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Understand the organization of a comparison essay</li> <li>• Use the comparative and superlative of adjectives and adverbs</li> <li>• Use parallel structure</li> <li>• Write a comparison essay</li> </ul>	
<b>W11*</b> 20 - 24 April 2026	<b>Unit 7 (1<sup>st</sup> part)</b> Problem-Solution Essays  + 2 readings from reading pack	<b>Unit 7</b> <b><u>Problem-Solution Essays</u></b>  Elements of Great Writing: What is a problem- solution essay? Grammar: Adverb clauses, organizing a problem- solution essay, Grammar: sentence types, sentence variety  <b>Building better vocabulary</b>  <b>Building better sentences</b>  <b>Writing</b>  <b>Test Prep</b>  <b>UNIT OVERVIEW</b>  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 equips students to include greater variety in their writing and improve the flow of ideas.  <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Understand the organization of a problem-solution essay</li> <li>• Use adverb clauses</li> <li>• Use a variety of sentence types</li> <li>• Write a problem-solution essay</li> </ul>	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	p.156-157		
<b>Tuesday</b>	p.158-163		
<b>Wednesday</b> <b>Reading 2</b>	p.164-165		
<b>Thursday</b> <b>Writing</b> <b>Practice*</b> 23 April 2026	(Make-up: 26 March 2026)		

		<p>*<b>Writing Practice</b> can be given as homework</p> <p><b>National Sovereignty and Children's Day (Holiday)</b></p> <p><b>Academic Break (Friday)</b></p>	
<p><b>W12</b> 27 April - 1 May 2026</p>	<p><b>Unit 7 (2<sup>nd</sup> part)</b> Problem-Solution Essays</p> <p>+ 2 readings from reading pack</p>	<p><b>Unit 7</b></p> <p><b>Problem-Solution Essays</b></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><b>Building better vocabulary</b></p> <p><b>Building better sentences</b></p> <p><b>Writing</b></p> <p><b>Test Prep</b></p> <p><b>UNIT OVERVIEW</b></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 equips students to include greater variety in their writing and improve the flow of ideas.</p> <p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Understand the organization of a problem-solution essay</li> <li>• Use adverb clauses</li> <li>• Use a variety of sentence types</li> <li>• Write a problem-solution essay</li> </ul> <p><b>Labour Day (Holiday) (Friday)</b></p>	<p>Spark + Unit Revision + Handouts</p>
<b>Monday</b> <b>Reading 1</b>	p.166-167		
<b>Tuesday</b>	p.168-173		
<b>Wednesday</b> <b>Reading 2</b>	p.174-175		
<b>Thursday</b> <b>Writing Practice</b>	p.176-177		
<b>Week 13</b>	<b>Event Alert:</b>	<b>Annual Debates</b> (tentative, exact day will be announced)	

<b>W13</b> 4 - 8 May 2026	<b><u>Revision</u></b> + 2 readings from reading pack	Writing Practice (First and final drafts) Feedback Sessions	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Reading 1</b>	<b>+Writing practice (draft 1)</b>	<b><u>Revision</u></b> p. 193-212 (GW2)	
<b>Tuesday</b>	Feedback sessions	p. 178-199 (GW3)	
<b>Wednesday</b> <b>Reading 2</b>	<b>Writing practice (final draft)</b>	<b>+ 2 readings (days can vary)</b>	
<b>Thursday</b>	Feedback sessions	<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Revise the program</li> <li>• Ask relevant questions</li> <li>• Do extensive writing practice</li> </ul>	
<b>W14</b> <b>Project Week</b> 11 - 15 May 2026	<b>Project Week</b>	<b>Project Week</b>  Project Submissions	Spark + Unit Revision + Handouts
<b>Monday</b>	Project Submissions		
<b>Tuesday</b>	Project Submissions		
<b>Wednesday</b>	Project Submissions		
<b>Thursday</b>	Project Submissions		
<b><u>20 May 2026</u></b>	<b>English Proficiency Exam</b>		

**Date of Preparation:**

**01.08.2025**



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