

ISTANBUL GEDİK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
The Preparatory Program: Writing

SYLLABUS 2026-2027

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.

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 Writing Booster 1&2 and Reading Pack (PDF). Supplementary materials will be provided as needed.

Online Platforms and Digital Tools: Rootangle and Cambridge One 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 Rootangle platform. 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: WRITING BOOSTER 1 with Online Platform ROOTANGLE

Week	Unit	Content	Extra Practice
WRITING BOOSTER 1			
W1 14-18 SEPTEMBER	Unit 1 SENTENCE 10-14	Unit 1 Sentence Basics How to build a sentence? Subject-Verb Agreement Sentences vs Paragraphs Grammar: There is /There Are+ Prepositional Phrase, Mechanics: Beginning and Ending a Sentence, Mechanics: Using capital Letters with Proper Nouns, Writing: Writing and editing sentences, Fragment Writing	Rootangle + Unit Revision + Handouts
Monday	p. 10 TASK 1, Practice 1&2	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. OBJECTIVES • Use common sentence patterns with the verb be • Write sentences with there is/there are	
Tuesday	p. 11 TASK 2		
Wednesday READING DAY	p. 12 Practice 3, 4, TASK 3 Practice 5, 6		

Week	Unit	Content	Extra Practice
Thursday	p. 14 TASK 4 IN-CLASS WRITING		
W2 21 SEPTEMBER - 25 SEPTEMBER	<u>Unit 1</u> SENTENCE 15-23	Simple vs Compound Sentences Complex Sentences Adjective Clauses, Adverb Clauses Mechanics: Capitalization, Punctuation Grammar: Verbs, Adjectives, Nouns Writing: Editing, Additional Topics for writing. UNIT OVERVIEW This unit introduces students to the basic structure of sentences, including the differentiation between sentence types and clauses.	la
Monday	p. 15, 16, 17 TASK 5 Practice 9, 10, 11, 12	OBJECTIVES • Identify simple, compound, and complex sentences • Use adjectives and adverbs • Use capitalization and punctuation	
Tuesday	p. 18, 19, 20, 21 TASK 6 Practice 13, 14, TASK 7 Practice 15, 16, 17		
Wednesday	p. 21, 22, 23 TASK 8, Practice 18 UNIT EXERCISES		

Week	Unit	Content	Extra Practice
Thursday	Writing Practice		
W3 28 SEPTEMBER - 2 OCTOBER	<u>Unit 2</u> INTRODUCTION TO PARAGRAPHS 26-31	<u>Unit 2</u> INTRODUCTION TO PARAGRAPHS Mechanics: The title of a paragraph, parts of a paragraph: The topic sentence, Parts of a paragraph: supporting sentences, conclusion sentences, Grammar: Sequence words and phrases, Building better vocabulary building better sentences, subject-verb agreement, punctuation, spelling, word order, run-on sentences, comma splices, capitalization Vocabulary: Free time activities Writing: Editing, Additional Topics for writing.	Rootangle + Unit Revision + Handouts
Monday	p.26,27,28 TASK 1 Practice 1, 2,3 TASK 2	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. OBJECTIVES • Identify topic, supporting, and concluding sentences • Use adjectives • Unscramble the paragraph sentences • Write titles	
Tuesday	p. 29, 30, 31, 32 Practice 4, 5 TASK 3 Practice 6, 7, 8, 9		
Wednesday	p.32, 33, 34, 35 TASK 4 Practice 10, 11 TASK 5 Practice 12, 13 TASK 6 Practice 14		

Week	Unit	Content	Extra Practice
Thursday	p. 36, 37, 38 UNIT EXERCISES Writing Practice		
W4 5 OCTOBER - 9 OCTOBER	<u>Unit 3</u> <u>PARTS OF PARAGRAPHS</u> <u>42-55</u>	Writing: topic sentences, controlling ideas, supporting sentences, concluding sentences Vocabulary: Technology Mechanics: Finding irrelevant sentences Grammar: Linkers UNIT OVERVIEW: This unit introduces students to the parts of paragraphs, and allow them to write topic sentences, controlling ideas, supporting sentences and concluding sentences.	Rootangle + Unit Revision + Handouts
Monday	p. 42, 43, 44, 45, 46 TASK 1. Practice 1,2,3,4,5	OBJECTIVES • Explain the main idea and give examples in supporting sentences, • Write topic sentences with controlling ideas, • Find the irrelevant sentence in a paragraph, • Show restatement, suggestion, opinion and prediction in concluding sentences	
Tuesday	p. 46, 47, 48, 49 TASK 2 Practice 6, 7, 8, TASK 3 Practice 9, 10		
Wednesday	p.50, 51, 52, 53 TASK 4 Practice 11, 12 TASK 5 Practice 13, 14, 15		

Week	Unit	Content	Extra Practice
Thursday	p. 54, 55, 56, 57, 58 TASK 6 Practice 16, 17 UNIT EXERCISES Writing Practice		
Week 5	Event Alert	Prep and Mingle Event (tentative, exact day will be announced)	
W5 12-16 OCTOBER	UNIT 4 MASTERING PARAGRAPH WRITING 62-72	Reading: Analysing model paragraphs for unity, coherence, clarity, and logical organization Writing: Producing unified, coherent, and clearly organized paragraphs Vocabulary: Nature and the environment Mechanics: Editing and proofreading for grammar, spelling, capitalization, and punctuation Grammar: Sentence structure, grammatical accuracy, and the use of linking expressions	Rootangle + Unit Revision + Handouts
Monday	p. 62, 63, 64, 65, 66 TASK 1 Practice 1, 2, TASK 2&3 Practice 3, 4, 5, 6	UNIT OVERVIEW: This unit introduces students to the essential qualities of effective paragraph writing, with a particular focus on unity, coherence, and clarity. Students learn how to keep all sentences connected to the main idea, organize supporting details in a logical order, and establish clear relationships between ideas. Through the analysis of model paragraphs, writing activities, and editing tasks, students develop strategies for identifying irrelevant, unclear, repetitive, or poorly organized sentences. The unit also enables students to use nature- and environment-related vocabulary appropriately and to produce polished paragraphs through careful editing and proofreading.	
Tuesday	p. 67, 68 TASK 4 Practice 7, TASK 5 Practice 8, 9 READING 1	OBJECTIVES By the end of this unit, students will be able to: - Identify the features of unified, coherent, and clearly organized paragraphs, - Analyse model paragraphs in terms of unity, coherence, clarity, and logical organization, - Maintain paragraph unity by ensuring that all supporting sentences relate directly to the topic sentence and controlling idea, - Identify and remove irrelevant, repetitive, unclear, or unnecessary information from a paragraph, - Organize ideas and supporting details in a logical and meaningful sequence, - Establish clear connections between sentences by using appropriate linking words, transitions, and reference expressions, - Improve paragraph coherence by presenting ideas in a consistent and easy-to-follow order,	
Wednesday	p. 69, 70, TASK 6 Practice 10, 11, 12 READING 2		

Week	Unit	Content	Extra Practice
Thursday	p. 71, 72 UNIT EXERCISES Writing Practice	- Revise sentences and paragraphs to improve clarity, accuracy, and readability, - Apply effective editing and proofreading strategies to correct errors in grammar, spelling, capitalization, and punctuation, - Recognize and correct problems related to sentence structure, word choice, and the organization of ideas, - Understand and use nature- and environment-related vocabulary accurately in written contexts, - Integrate topic-specific environmental vocabulary into relevant explanations, examples, and supporting details, - Produce unified and coherent paragraphs in which all ideas clearly support the main point, - Produce polished and logically organized paragraphs using accurate language, appropriate mechanics, and topic-specific vocabulary.	
W6* 19 OCTOBER - 23 OCTOBER	UNIT 5 <u>OPINION PARAGRAPHS</u> <u>76-83</u>	Academic Break Republic Day Eve (Morning academic break, official half-day holiday in the afternoon) Republic Day (Holiday)	Rootangle + Unit Revision + Handouts Rootangle + Unit Revision + Handouts
Monday	p. 76, 77, 78, 79, 80, 81 <u>TASK 1 Practice 1, TASK 2 Practice 2, 3, TASK 3 Practice 4, 5</u>	Reading: Analysing model opinion paragraphs for stance, supporting reasons, relevant examples, and persuasive strategies Writing: Writing opinion paragraphs with a clear stance, logical reasons, and relevant supporting examples Vocabulary: Opinion, agreement, disagreement, and persuasion Mechanics: Identifying and removing irrelevant or off-topic details Grammar: Opinion expressions, reason and result linkers, and persuasive language	
Tuesday	p. 81, 82, 83, 84 <u>TASK 4 Practice 6, TASK 5 Practice 7, 8</u> READING 3	UNIT OVERVIEW: This unit introduces students to the structure and key features of effective opinion paragraphs. Students learn how to express a clear personal stance, support their opinions with logical reasons, and develop their ideas through relevant explanations and examples. Through the analysis of model paragraphs, students explore persuasive strategies and language used to make opinions more convincing. The unit also focuses on maintaining paragraph unity by avoiding irrelevant or off-topic details. By completing guided and independent writing activities, students develop the ability to produce well-organized	
Wednesday	p. 85, 86, 87 <u>Paragraph Practice 1, 2</u>		

Week	Unit	Content	Extra Practice
Thursday	<u>Paragraph Practice 3 in-class Writing Practice</u>	opinion paragraphs that present a clear position supported by logical reasoning and appropriate evidence. OBJECTIVES By the end of this unit, students will be able to: • Identify the structure and main features of an effective opinion paragraph, • Recognize the writer's stance and supporting arguments in model opinion paragraphs, • Distinguish between opinions, reasons, explanations, and examples, • State a clear and focused opinion in the topic sentence of a paragraph, • Use appropriate expressions to introduce and communicate personal opinions, • Develop an opinion by providing clear, logical, and convincing reasons, • Support reasons with relevant examples, explanations, facts, or personal experiences, • Organize reasons and supporting details in a logical and meaningful sequence, • Use appropriate linking words and expressions to connect opinions, reasons, and examples, • Apply persuasive strategies to make written arguments more effective and convincing, • Use suitable persuasive language without making unsupported or overly general claims, • Identify and remove irrelevant, repetitive, or off-topic details that weaken paragraph unity, • Maintain focus by ensuring that every supporting sentence contributes directly to the stated opinion, • Revise opinion paragraphs to improve clarity, organization, relevance, and persuasiveness, • Use opinion- and persuasion-related vocabulary accurately and appropriately in written contexts, • Write a well-organized opinion paragraph that presents a clear stance supported by logical reasons and relevant examples, • Produce a polished opinion paragraph that demonstrates unity, coherence, clarity, and effective reasoning.	
W7 26 OCTOBER - 30 OCTOBER *29 OCTOBER	<u>Revision Week</u>	<u>Speaking Assessment Week</u> Our teachers are allowed to use their own techniques and activities in accordance with their students' needs. Process writing, scrambled reading, or peer-editing are some options.	Rootangle + Unit Revision + Handouts
Monday	<u>Full-week reading & writing practice with extra handouts</u>		
Tuesday	Revision		

Week	Unit	Content	Extra Practice
Wednesday	Revision READING 4		
Thursday	Revision READING 5 MAKE-UP: NOVEMBER 9		
2 NOVEMBER - 6 NOVEMBER	1st Midterm: 3 NOVEMBER 2026		
W8 9 NOVEMBER - 13 NOVEMBER	UNIT 6 CAUSE-EFFECT PARAGRAPHS 92-98	Reading: Analysing model cause-and-effect paragraphs to identify causes, effects, reasons, results, and organizational patterns Writing: Writing cause-and-effect paragraphs that clearly explain relationships between events, situations, and outcomes Vocabulary: Cause, effect, reason, result, consequence, and change Mechanics: Using punctuation accurately with cause-and-effect connectors and transitional expressions Grammar: Cause-and-effect connectors, transition signals, and sentence structures used to express reasons and results UNIT OVERVIEW:	Rootangle + Unit Revision + Handouts
Monday	p. 92, 93, 94 READING 6	This unit introduces students to the structure and main features of cause-and-effect paragraphs. Students learn how to analyse the reasons behind an event, situation, or problem and explain the results or consequences that follow. Through model texts and guided activities, they explore different ways of organizing cause-and-effect relationships, such as presenting several causes of one effect, several effects of one cause, or a chain of related causes and consequences. The unit also focuses on the accurate use of cause-and-effect connectors and transitional expressions to establish logical relationships between ideas. By organizing information clearly and supporting explanations with relevant details, students develop the ability to produce coherent cause-and-effect paragraphs that demonstrate logical reasoning and effective paragraph development.	
Tuesday	p. 95, 96, 97 TASK 2 Practice 4, 5, TASK 3, TASK 4 Practice 6,7	OBJECTIVES By the end of this unit, students will be able to: Identify the structure and key features of an effective cause-and-effect paragraph,	

Week	Unit	Content	Extra Practice
Wednesday	p.97, 98 Paragraph Practice 1	- Recognize causes, effects, reasons, results, and consequences in model paragraphs, - Distinguish between a cause and an effect within a sentence or paragraph, - Analyse how events, situations, actions, and outcomes are logically connected, - Identify whether a paragraph focuses mainly on causes, effects, or a combination of both, - Organize causes and effects in a clear, logical, and meaningful sequence, - Explain the reasons behind an event, issue, situation, or change, - Describe the results and consequences that arise from a particular cause, - Develop cause-and-effect relationships through relevant explanations, details, and examples, - Use appropriate cause-and-effect connectors to show relationships between ideas clearly, - Apply transitional expressions accurately to guide the reader through the paragraph, - Use sentence structures that express reasons, results, and consequences effectively, - Avoid unclear, unsupported, or illogical connections between causes and effects, - Maintain paragraph unity by including only details that support the identified cause-and-effect relationship, - Revise paragraphs to improve logical flow, clarity, coherence, and accuracy, - Use punctuation correctly with connectors and transitional expressions, - Compose a well-organized cause-and-effect paragraph using appropriate transitions and logical reasoning, - Produce a polished cause-and-effect paragraph that clearly explains relationships between causes and effects through suitable connectors and relevant supporting details.	
Thursday	Feedback on yesterday's writings, revision of cause-effect paragraphs, writing practice		
W9 16 NOVEMBER - 20 NOVEMBER	UNIT 6 <u>CAUSE-EFFECT PARAGRAPHS</u> 99-104, 136, 138-140, 142	Reading: Analysing model cause-and-effect paragraphs to identify causes, effects, reasons, results, and organizational patterns Writing: Writing cause-and-effect paragraphs that clearly explain relationships between events, situations, and outcomes Vocabulary: Cause, effect, reason, result, consequence, and change Mechanics: Using punctuation accurately with cause-and-effect connectors and transitional expressions Grammar: Cause-and-effect connectors, transition signals, and sentence structures used to express reasons and results UNIT OVERVIEW:	Rootangle + Unit Revision + Handouts
Monday	p. 99, 100, 101 TASK 5, Practice 8, 9, TASK 6 Practice 10	This unit introduces students to the structure and main features of cause-and-effect paragraphs. Students learn how to analyse the reasons behind an event, situation, or problem and explain the results or consequences that follow. Through model texts and guided activities, they explore different ways of organizing cause-and-effect relationships, such as presenting several causes of one effect, several effects of one cause, or a chain of related causes and consequences. The unit also focuses on the accurate use of cause-and-effect connectors and transitional expressions to establish logical relationships between ideas. By organizing information clearly and supporting explanations with relevant details, students develop the ability to produce coherent cause-and-effect paragraphs that demonstrate logical reasoning and effective paragraph development.	

Week	Unit	Content	Extra Practice
Tuesday	READING 7 p. 102, 103 TASK 7, Paragraph Practice 2	lopment. OBJECTIVES By the end of this unit, students will be able to:	
Wednesday	Page 152, Useful Phrases Page 139-140, Outline Whole-class practice with writing check-list (p.136) and peer editing (p.138)	- Identify the structure and key features of an effective cause-and-effect paragraph, - Recognize causes, effects, reasons, results, and consequences in model paragraphs, - Distinguish between a cause and an effect within a sentence or paragraph, - Analyse how events, situations, actions, and outcomes are logically connected, - Identify whether a paragraph focuses mainly on causes, effects, or a combination of both, - Organize causes and effects in a clear, logical, and meaningful sequence, - Explain the reasons behind an event, issue, situation, or change, - Describe the results and consequences that arise from a particular cause, - Develop cause-and-effect relationships through relevant explanations, details, and examples, - Use appropriate cause-and-effect connectors to show relationships between ideas clearly, - Apply transitional expressions accurately to guide the reader through the paragraph, - Use sentence structures that express reasons, results, and consequences effectively, - Avoid unclear, unsupported, or illogical connections between causes and effects, - Maintain paragraph unity by including only details that support the identified cause-and-effect relationship, - Revise paragraphs to improve logical flow, clarity, coherence, and accuracy, - Use punctuation correctly with connectors and transitional expressions, - Compose a well-organized cause-and-effect paragraph using appropriate transitions and logical reasoning, - Produce a polished cause-and-effect paragraph that clearly explains relationships between causes and effects through suitable connectors and relevant supporting details.	
Thursday	p. 103,104 Writing Practice		
W10 24 NOVEMBER - 27 NOVEMBER	UNIT 7 COMPARISON PARAGRAPHS 108-114, 141, 153	Reading: Analysing model comparison and contrast paragraphs to identify similarities, differences, organizational patterns, and supporting details Writing: Writing structured comparison and contrast paragraphs using the block method or the point-by-point method Vocabulary: Similarities, differences, features, qualities, and characteristics Mechanics: Maintaining parallel structure when presenting comparable ideas	Rootangle + Unit Revision + Handouts Rootangle + Unit Revision + Handouts

Week	Unit	Content	Extra Practice
Monday	p. 108, 109, 110 TASK 1 Practice 1, 2, 3	Grammar: Comparison and contrast connectors, transitional phrases, comparative forms, and parallel sentence structures UNIT OVERVIEW: This unit introduces students to the structure and key features of comparison and contrast paragraphs. Students learn how to examine two people, places, objects, ideas, or situations by identifying their similarities and differences. Through the analysis of model paragraphs, they explore two common organizational patterns: the block method, in which all points about one subject are presented before the other, and the point-by-point method, in which the subjects are compared according to individual features. The unit also focuses on the accurate use of comparison and contrast connectors, transitional phrases, comparative structures, and parallel forms. By organizing ideas systematically and selecting relevant points of comparison, students develop the ability to compose clear, coherent, and well-structured comparison paragraphs. OBJECTIVES By the end of this unit, students will be able to: • Identify the structure and main features of effective comparison and contrast paragraphs, • Recognize similarities and differences between two subjects in model texts, • Distinguish between comparison, which focuses on similarities, and contrast, which focuses on differences, • Select meaningful and relevant points of comparison based on shared features or criteria, • Analyse how supporting details are organized to compare and contrast two subjects, • Identify whether a paragraph follows the block method or the point-by-point method, • Organize comparison and contrast ideas using the block method effectively, • Organize comparison and contrast ideas using the point-by-point method effectively, • Choose the organizational method that best suits the topic, purpose, and points of comparison, • Use appropriate comparison connectors and expressions to present similarities clearly, • Use appropriate contrast connectors and transitional phrases to present differences clearly, • Apply comparative and superlative structures accurately when describing similarities and differences, • Maintain parallel structure when presenting corresponding features, qualities, or characteristics, • Arrange points of comparison in a clear, balanced, and logical sequence, • Support each similarity or difference with relevant explanations, details, and examples, • Maintain paragraph unity by including only information that contributes directly to the comparison, • Avoid unbalanced comparisons, unclear criteria, irrelevant details, and unsupported generalizations, • Revise comparison paragraphs to improve organization, logical flow, clarity, coherence, and grammatical accuracy, • Write a structured comparison and contrast paragraph using either the block or point-by-point method, • Produce a polished comparison paragraph with a clear structure, balanced supporting details, parallel forms, and appropriate transitional phrases.	
Tuesday	p. 111, 112, TASK 2 Practice 4, 5, 6 READING 8		
Wednesday	p. 113, 114 TASK 3 Practice 7, 8, Paragraph Practice 1		
Thursday	Feedback, p.141, 153, Writing Practice		

Week	Unit	Content	Extra Practice
EVENT ALERT	QUIZ SHOW	Quiz Show (tentative, exact day will be announced)	
W11 30 NOVEMBER - 4 DECEMBER	UNIT 7 COMPARISON PARAGRAPHS 115-122	Reading: Analysing model comparison and contrast paragraphs to identify similarities, differences, organizational patterns, and supporting details Writing: Writing structured comparison and contrast paragraphs using the block method or the point-by-point method Vocabulary: Similarities, differences, features, qualities, and characteristics Mechanics: Maintaining parallel structure when presenting comparable ideas Grammar: Comparison and contrast connectors, transitional phrases, comparative forms, and parallel sentence structures	Rootangle + Unit Revision + Handouts
Monday	p. 115, 116, 117, 118 TASK 4, Practice 9, 10, 11	UNIT OVERVIEW: This unit introduces students to the structure and key features of comparison and contrast paragraphs. Students learn how to examine two people, places, objects, ideas, or situations by identifying their similarities and differences. Through the analysis of model paragraphs, they explore two common organizational patterns: the block method, in which all points about one subject are presented before the other, and the point-by-point method, in which the subjects are compared according to individual features. The unit also focuses on the accurate use of comparison and contrast connectors, transitional phrases, comparative structures, and parallel forms. By organizing ideas systematically and selecting relevant points of comparison, students develop the ability to compose clear, coherent, and well-structured comparison paragraphs.	
Tuesday	p. 119, 120 TASK 5, Practice 12, 13, 14 READING 9	OBJECTIVES By the end of this unit, students will be able to: - Identify the structure and main features of effective comparison and contrast paragraphs, - Recognize similarities and differences between two subjects in model texts, - Distinguish between comparison, which focuses on similarities, and contrast, which focuses on differences, - Select meaningful and relevant points of comparison based on shared features or criteria, - Analyse how supporting details are organized to compare and contrast two subjects, - Identify whether a paragraph follows the block method or the point-by-point method, - Organize comparison and contrast ideas using the block method effectively, - Organize comparison and contrast ideas using the point-by-point method effectively, - Choose the organizational method that best suits the topic, purpose, and points of comparison,	
Wednesday	p.121 Paragraph Practice 2 & Feedback		

Week	Unit	Content	Extra Practice
Thursday	p. 122 Revision & Writing Practice	• Use appropriate comparison connectors and expressions to present similarities clearly, • Use appropriate contrast connectors and transitional phrases to present differences clearly, • Apply comparative and superlative structures accurately when describing similarities and differences, • Maintain parallel structure when presenting corresponding features, qualities, or characteristics, • Arrange points of comparison in a clear, balanced, and logical sequence, • Support each similarity or difference with relevant explanations, details, and examples, • Maintain paragraph unity by including only information that contributes directly to the comparison, • Avoid unbalanced comparisons, unclear criteria, irrelevant details, and unsupported generalizations, • Revise comparison paragraphs to improve organization, logical flow, clarity, coherence, and grammatical accuracy, • Write a structured comparison and contrast paragraph using either the block or point-by-point method, • Produce a polished comparison paragraph with a clear structure, balanced supporting details, parallel forms, and appropriate transitional phrases.	
W12 7 DECEMBER - 11 DECEMBER	UNIT 8 PROBLEM-SOLUTION PARA- GRAPHS 126-135	Reading: Analysing model problem–solution paragraphs to identify problem statements, causes, proposed solutions, supporting details, and expected results Writing: Writing logically organized problem–solution paragraphs with clear problem statements and feasible suggestions Vocabulary: Problems, causes, consequences, solutions, recommendations, and improvement Mechanics: Using punctuation accurately with transitional expressions, solution phrases, and supporting examples Grammar: Problem–solution connectors, modal verbs for suggestions, conditional structures, and expressions of possibility and effectiveness	Rootangle + Unit Revision + Handouts
Monday	P. 126, 127, 128, 129 TASK 1 Practice 1, 2, 3	UNIT OVERVIEW: This unit introduces students to the structure and key features of problem–solution paragraphs. Students learn how to identify and clearly describe a specific problem, explain its significance or possible consequences, and propose realistic solutions. Through the analysis of model paragraphs, they examine how writers organize problems, causes, solutions, supporting details, and expected outcomes in a logical sequence. The unit also focuses on the use of appropriate transitional expressions, modal verbs, conditional structures, and recommendation phrases to present suggestions clearly and persuasively. By evaluating whether proposed solutions are practical, relevant, and effective, students develop the ability to produce well-organized problem–solution paragraphs with feasible suggestions and convincing support.	
Tuesday	p. 130, 131 TASK 2 Practice 4, 5	OBJECTIVES By the end of this unit, students will be able to: • Identify the structure and main features of an effective problem–solution paragraph,	

Week	Unit	Content	Extra Practice
Wednesday	p. 132, 133 READING 10 TASK 3 Practice 6, 7 Paragraph Practice 1	- Recognize problem statements, causes, consequences, proposed solutions, and expected outcomes in model paragraphs, - Distinguish between the description of a problem and the presentation of a solution, - Define a problem clearly and explain why it requires attention, - Describe the causes, effects, or consequences of a problem using relevant supporting details, - Formulate a focused problem statement that establishes the main purpose of the paragraph, - Propose realistic, practical, and relevant solutions to clearly defined problems, - Evaluate whether a proposed solution directly addresses the identified problem, - Justify the effectiveness of a solution by explaining how and why it may improve the situation, - Support proposed solutions with logical reasons, explanations, examples, or expected results, - Organize the problem, supporting details, solutions, and outcomes in a clear and logical sequence, - Use appropriate transitional expressions to connect problems, causes, solutions, and results, - Use modal verbs and recommendation expressions to make suggestions appropriately, - Apply conditional structures to explain the possible results of proposed solutions, - Compare alternative solutions and select the most feasible or effective option, - Avoid vague, unrealistic, unrelated, or unsupported suggestions, - Maintain paragraph unity by ensuring that all supporting details relate directly to the identified problem and proposed solution, - Revise problem–solution paragraphs to improve clarity, organization, coherence, feasibility, and grammatical accuracy, - Create a well-developed problem–solution paragraph with a clear problem statement, a realistic solution, and relevant supporting details, - Produce a polished problem–solution paragraph that demonstrates logical organization, appropriate transitions, and feasible suggestions.	
Thursday	p.134, 135, 143, 154 Whole-class writing Paragraph Practice 2 Writing Practice		
W13 14 DECEMBER - 18 DECEMBER	Revision	Supplementary materials, prepared in response to class requests, for the Early English Proficiency Exam REVISION WEEK	Rootangle + Unit Revision + Handouts
Monday	READING 11		
Tuesday	WRITING		

Week	Unit	Content	Extra Practice
Wednesday	EXAM SIMULATION		
Thursday	FEEDBACK		
W14* 21 DECEMBER - 24 DECEMBER	Revision	Supplementary materials, prepared in response to class requests, for the Early English Proficiency Exam <u>REVISION WEEK</u>	Rootangle + Unit Revision + Handouts
Monday	READING 12		
Tuesday	WRITING		
Wednesday	FEEDBACK		
Thursday	PRACTICE		
	2nd Midterm - 29 December 2026		

SPRING SEMESTER

Level: B1+/B2

Resource/Book: WRITING BOOSTER 2 + ROOTANGLE + CAMBRIDGE ONE

Week	Unit	Content	Extra Practice
W1 1-5 FEBRUARY	UNIT 1 <u>FROM PARAGRAPH TO ESSAY</u> 10-20	Reading: Analysing simple paragraphs and short essays to identify their main components, organizational features, and structural differences Writing: Examining how paragraph-writing skills are expanded and transferred to basic essay organization Vocabulary: Academic vocabulary related to paragraph and essay structure, organization, development, and cohesion Mechanics: Using transitions, pronoun reference, and key-word repetition to establish cohesion between sentences and ideas Grammar: Reviewing sentence connections and cohesive devices used to create clear and logically connected texts	Rootangle + Unit Revision + Handouts
Monday	p. 10, 11, 12, 13 TASK 1, Practice 1 TASK 2, Practice 2	UNIT OVERVIEW: This unit introduces students to the transition from paragraph writing to essay writing. Students review the basic components of a well-structured paragraph, including the topic sentence, supporting sentences, and concluding sentence, before exploring how these elements relate to the larger structure of an essay. Through the analysis of simple paragraphs and model essays, students compare the organization, purpose, scope, and development of the two forms of writing. The unit also introduces basic essay components, including the introduction, body paragraphs, and conclusion. Particular attention is given to cohesion and the ways in which transitions, pronoun reference, and purposeful repetition connect sentences and ideas. By the end of the unit, students develop a clear awareness of how paragraph-level writing skills form the foundation of effective essay writing.	
Tuesday	p. 14, 15 TASK 3 (Practice 3 excluded)	OBJECTIVES By the end of this unit, students will be able to:	
Wednesday	p. 15, 16, 17, 18, Practice 3, 4,	- Identify the main structural components of a well-developed paragraph, - Recognize the topic sentence and explain how it introduces the main idea of a paragraph, - Identify supporting sentences and determine how they develop, explain, or illustrate the main idea, - Recognize the function of a concluding sentence in completing and reinforcing a paragraph, - Distinguish between topic sentences, supporting sentences, and concluding sentences, - Label the main components of simple paragraphs accurately,	

Week	Unit	Content	Extra Practice
Thursday	p. 18,19,20 TASK 4 Practice 5,6 UNIT EXERCISE Writing Practice	- Analyse how supporting ideas are connected to the topic sentence and controlling idea, - Recognize the basic structural components of an essay, including the introduction, body paragraphs, and conclusion, - Identify the general function of each major section of an essay, - Compare paragraph and essay structures in terms of length, purpose, scope, development, and organization, - Explain how a single paragraph develops one focused main idea while an essay develops a broader central idea through several paragraphs, - Understand how the components of a paragraph correspond to the larger components of an essay, - Recognize the relationship between a topic sentence and a thesis statement, - Understand how supporting sentences in a paragraph relate to supporting body paragraphs in an essay, - Compare the function of a concluding sentence with the function of an essay conclusion, - Identify cohesive devices that create meaningful connections between sentences and ideas, - Understand how transitions guide readers and show relationships between ideas, - Recognize how pronouns refer back to previously mentioned nouns and reduce unnecessary repetition, - Use purposeful repetition of key words and related expressions to maintain focus and cohesion, - Distinguish effective repetition from unnecessary or distracting repetition, - Analyse simple paragraphs in terms of structure, unity, cohesion, and idea development, - Label and compare the components of paragraphs and essays using appropriate academic terminology, - Develop an awareness of how paragraph-writing principles are expanded in essay writing, - Distinguish clearly between paragraph and essay components, purposes, and organizational structures, - Build a strong foundation for planning, analysing, and writing basic academic essays.	
W2 9-13 FEBRUARY	UNIT 2 MASTERING ESSAY STRUCTURE 24-39	UNIT 2 – MASTERING ESSAY STRUCTURE Reading: Analysing model five-paragraph essays to identify introductions, body paragraphs, conclusions, and the relationships among their main components Writing: Writing well-organized five-paragraph essays with effective introductions, developed body paragraphs, and strong conclusions Vocabulary: Academic vocabulary related to essay organization, argument development, supporting evidence, and conclusion writing Mechanics: Using paragraphing, indentation, punctuation, and transitional expressions to present essay components clearly Grammar: Using accurate sentence structures and cohesive devices to connect thesis statements, topic sentences, supporting details, and conclusions UNIT OVERVIEW: This unit focuses on the organization and development of a well-structured five-paragraph essay. Students examine the three main sections of an essay: the introduction, body, and conclusion. They learn how an effective introduction attracts the	Rootangle + Unit Revision + Handouts
Monday	p. 24, 25, 26, 27, 28 TASK 1 Practice 1,2,3		

Week	Unit	Content	Extra Practice
Tuesday	p. 28, 29, 30 TASK 2 Practice 4 READING 12	reader's attention through a hook, provides relevant background information, and presents a clear thesis statement that communicates the essay's central idea and main points. The unit also explores the internal structure of body paragraphs. Students learn how each body paragraph begins with a focused topic sentence, develops one main point through relevant supporting details, explanations, and examples, and ends with an appropriate concluding or closing sentence. Particular attention is given to the relationship between the thesis statement and the topic sentences of the body paragraphs so that the essay remains unified and logically organized.	
Wednesday	p. 31, 32, 33, 34, 35, 36 TASK 2 Practice 5 TASK 4 Practice 6, 7 Essay Practice	In addition, students examine the features of effective essay conclusions. They learn how to restate the thesis without repeating it word for word, summarize the essay's main points, and provide a meaningful final thought. Through guided analysis, labeling activities, planning tasks, and model writing, students develop the skills necessary to produce complete five-paragraph essays with a clear structure, logical development, and effective connections between ideas. OBJECTIVES	

Week	Unit	Content	Extra Practice
Thursday	p. 37, 38, 39 UNIT EXERCISE Writing Practice	By the end of this unit, students will be able to: • Identify the three major sections of a five-paragraph essay: the introduction, body, and conclusion, • Explain the purpose and function of each section within the overall essay structure, • Recognize how the introduction prepares the reader for the topic and central argument, • Identify and label the hook, background information, and thesis statement in model introductions, • Distinguish among different types of hooks, such as questions, quotations, surprising facts, general statements, and brief scenarios, • Select an appropriate hook according to the essay topic, purpose, and intended audience, • Provide relevant background information that introduces the topic without including unnecessary details, • Write a clear and focused thesis statement that presents the essay's central idea, • Include appropriate controlling points in a thesis statement to establish the organization of the essay, • Avoid thesis statements that are overly broad, vague, factual, or unrelated to the body paragraphs, • Analyse the relationship between the thesis statement and the main ideas developed in the essay, • Identify the structural components of an effective body paragraph, • Recognize and label topic sentences, supporting sentences, explanations, examples, and concluding sentences, • Write focused topic sentences that clearly present the main idea of each body paragraph, • Ensure that each topic sentence supports one of the main points introduced in the thesis statement, • Develop body paragraphs with relevant reasons, details, explanations, facts, and examples, • Distinguish between relevant supporting information and unrelated or off-topic details, • Organize supporting ideas in a logical and easy-to-follow sequence, • Use concluding or closing sentences to complete body paragraphs and reinforce their main ideas, • Apply appropriate transitions to connect sentences, supporting details, and body paragraphs, • Maintain unity by focusing each body paragraph on one clearly defined main point, • Maintain coherence by establishing logical relationships among the thesis statement, topic sentences, and supporting ideas, • Identify the main components and functions of an effective essay conclusion, • Restate a thesis statement using different words and sentence structures, • Summarize the major points of an essay without introducing new arguments or supporting information, • Write a strong final statement that provides closure and leaves the reader with a clear final impression, • Avoid weak conclusions that are repetitive, abrupt, unrelated, or excessively general, • Label the introduction, body, and conclusion sections of model essays accurately, • Analyse model five-paragraph essays in terms of structure, unity, coherence, and development, • Create an essay outline that includes a thesis statement, body-paragraph topics, supporting details, and a conclusion plan, • Organize ideas according to a clear five-paragraph essay pattern, • Draft a complete introduction containing a hook, relevant background information, and a focused thesis statement, • Draft three developed body paragraphs containing clear topic sentences, relevant support, and appropriate closing sentences, • Draft a conclusion that restates the thesis, reviews the main points, and provides meaningful closure, • Revise essay drafts to improve organization, clarity, logical development, cohesion, and grammatical accuracy, • Edit and proofread complete essays for sentence structure, word choice, spelling, capitalization, and punctuation, • Write complete model essays that demonstrate an understanding of introduction, body, and conclusion development, • Produce a well-organized five-paragraph essay using a clear structure, logically developed body paragraphs, and effective transitions.	

Week	Unit	Content	Extra Practice
W3 17 FEBRUARY - 21 FEBRUARY	<u>UNIT 3</u> OPINION ESSAYS 42-49	UNIT 3 – OPINION ESSAYS Reading: Analysing model opinion essays to identify the writer's position, thesis statement, supporting arguments, reasoning, examples, and formal opinion language Writing: Writing well-organized opinion essays on familiar topics with a clear position, logically developed arguments, and an appropriate academic tone Vocabulary: Formal opinion expressions, argumentation phrases, evaluative language, and academic vocabulary for presenting and supporting viewpoints	Rootangle + Unit Revision + Handouts
Monday	p. 42, 43, 44, 45 TASK 1 Practice 1, 2, 3, 4	Mechanics: Using paragraphing, punctuation, capitalization, and transitions accurately to organize arguments and supporting evidence Grammar: Using formal opinion structures, reason–result expressions, modal verbs, and cohesive devices to present and justify a viewpoint UNIT OVERVIEW:	
Tuesday	p. 46, 140, 141 Essay Practice 1 + Peer Feedback p. 140, 141	This unit focuses on writing opinion essays that express and support a clear personal position. Students learn how to respond to familiar topics by forming a focused opinion, generating relevant ideas, and organizing their arguments before writing. They examine model essays to understand how an opinion is introduced, developed, supported, and reinforced through a clear essay structure. Particular attention is given to thesis statements that present the writer's position clearly without listing or predicting all the supporting points that will appear in the body paragraphs. Students explore how to write focused thesis statements that establish a strong stance while allowing the argument to develop naturally throughout the essay. They also learn to distinguish between informal expressions of personal preference and formal academic expressions used to present opinions appropriately.	
Wednesday	p. 48, 49 TASK 2 READING 13	The unit guides students through the processes of brainstorming, selecting relevant ideas, outlining arguments, and developing body paragraphs. Students learn how to support each argument with logical reasoning, relevant explanations, and specific examples. They also practise using academic opinion phrases, transitions, and cohesive devices to connect ideas and maintain a formal tone. By the end of the unit, students are expected to produce complete opinion essays that communicate a clear position, demonstrate logical reasoning, and use appropriate academic language.	

Week	Unit	Content	Extra Practice
Thursday	p.48, 49 TASK 2 Writing Practice	OBJECTIVES By the end of this unit, students will be able to: • Identify the purpose, structure, and main features of an effective opinion essay, • Recognize the writer's central position in model opinion essays, • Distinguish between a personal preference and an academically presented opinion, • Identify the thesis statement, topic sentences, supporting arguments, examples, and conclusion in a model essay, • Analyse how a writer develops and supports an opinion across several body paragraphs, • Recognize the relationship between the thesis statement and the arguments presented in the body paragraphs, • Form a clear and focused opinion in response to a familiar essay topic, • Narrow broad topics into manageable and debatable essay questions, • Brainstorm relevant ideas before beginning the writing process, • Generate possible reasons, examples, explanations, and supporting details for an opinion, • Evaluate brainstormed ideas and select the strongest arguments for inclusion in an essay, • Group related ideas and organize them into logical categories, • Prepare an outline that includes a clear thesis, body-paragraph arguments, supporting details, and a conclusion plan, • Develop a thesis statement that communicates a clear position without using predictors, • Distinguish between thesis statements with predictors and thesis statements without predictors, • Avoid listing all body-paragraph points directly in the thesis statement, • Write thesis statements that are focused, arguable, and appropriate for the scope of the essay, • Use formal expressions to introduce and communicate opinions, • Replace informal phrases such as "I think" or "I believe" with more appropriate academic alternatives when necessary, • Use expressions such as "It can be argued that," "From this perspective," and "There is strong reason to believe that" appropriately, • Maintain a consistent and formal tone throughout the essay, • Avoid conversational language, unsupported emotional claims, slang, and overly personal expressions, • Write topic sentences that clearly present the main argument of each body paragraph, • Develop each argument through relevant reasons and logical explanation, • Support claims with specific examples, situations, observations, or commonly accepted evidence, • Explain how each example supports the argument rather than presenting examples without analysis, • Distinguish between a reason, an example, an explanation, and a general statement, • Avoid weak, repetitive, irrelevant, or unsupported arguments, • Arrange arguments in a logical and persuasive order, • Use appropriate transitions to connect arguments, explanations, and examples, • Use cause-and-effect, addition, contrast, and exemplification expressions accurately, • Maintain unity by ensuring that every body paragraph focuses on one central argument, • Maintain coherence by establishing clear relationships between the thesis, topic sentences, and supporting details, • Anticipate possible alternative views when they help strengthen the writer's position, • Respond to opposing ideas in a balanced and respectful manner without losing focus, • Write introductions that provide context and present a clear opinion-based thesis, • Write body paragraphs that develop arguments through reasoning and relevant examples, • Write conclusions that restate the position, summarize the reasoning, and provide effective closure,	

Week	Unit	Content	Extra Practice
Week 4	Event Alert:	Vocabulary Competition (tentative, exact day will be announced)	
W4 22-26 FEBRUARY	<u>UNIT 3</u> <u>OPINION ESSAYS</u> <u>49-57</u>	UNIT 3 – OPINION ESSAYS Reading: Analysing model opinion essays to identify the writer's position, thesis statement, supporting arguments, reasoning, examples, and formal opinion language Writing: Writing well-organized opinion essays on familiar topics with a clear position, logically developed arguments, and an appropriate academic tone Vocabulary: Formal opinion expressions, argumentation phrases, evaluative language, and academic vocabulary for presenting and supporting viewpoints Mechanics: Using paragraphing, punctuation, capitalization, and transitions accurately to organize arguments and supporting evidence Grammar: Using formal opinion structures, reason–result expressions, modal verbs, and cohesive devices to present and justify a viewpoint UNIT OVERVIEW: This unit focuses on writing opinion essays that express and support a clear personal position. Students learn how to respond to familiar topics by forming a focused opinion, generating relevant ideas, and organizing their arguments before writing. They examine model essays to understand how an opinion is introduced, developed, supported, and reinforced through a clear essay structure. Particular attention is given to thesis statements that present the writer's position clearly without listing or predicting all the supporting points that will appear in the body paragraphs. Students explore how to write focused thesis statements that establish a strong stance while allowing the argument to develop naturally throughout the essay. They also learn to distinguish between informal expressions of personal preference and formal academic expressions used to present opinions appropriately. The unit guides students through the processes of brainstorming, selecting relevant ideas, outlining arguments, and developing body paragraphs. Students learn how to support each argument with logical reasoning, relevant explanations, and specific examples. They also practise using academic opinion phrases, transitions, and cohesive devices to connect ideas and maintain a formal tone. By the end of the unit, students are expected to produce complete opinion essays that communicate a clear position, demonstrate logical reasoning, and use appropriate academic language.	Rootangle + Unit Revision + Handouts
Monday	p. 49, 50, 51, 52, 53 TASK 3 Practice 5, 6, 7, 8, 9		
Tuesday	p. 53, 54, 55, 56, 57 TASK 4		
Wednesday	READING 14 REVISION		

Week	Unit	Content	Extra Practice
Thursday	IN-CLASS BRAINSTORMING WRITING PRACTICE	OBJECTIVES By the end of this unit, students will be able to: • Identify the purpose, structure, and main features of an effective opinion essay, • Recognize the writer's central position in model opinion essays, • Distinguish between a personal preference and an academically presented opinion, • Identify the thesis statement, topic sentences, supporting arguments, examples, and conclusion in a model essay, • Analyse how a writer develops and supports an opinion across several body paragraphs, • Recognize the relationship between the thesis statement and the arguments presented in the body paragraphs, • Form a clear and focused opinion in response to a familiar essay topic, • Narrow broad topics into manageable and debatable essay questions, • Brainstorm relevant ideas before beginning the writing process, • Generate possible reasons, examples, explanations, and supporting details for an opinion, • Evaluate brainstormed ideas and select the strongest arguments for inclusion in an essay, • Group related ideas and organize them into logical categories, • Prepare an outline that includes a clear thesis, body-paragraph arguments, supporting details, and a conclusion plan, • Develop a thesis statement that communicates a clear position without using predictors, • Distinguish between thesis statements with predictors and thesis statements without predictors, • Avoid listing all body-paragraph points directly in the thesis statement, • Write thesis statements that are focused, arguable, and appropriate for the scope of the essay, • Use formal expressions to introduce and communicate opinions, • Replace informal phrases such as "I think" or "I believe" with more appropriate academic alternatives when necessary, • Use expressions such as "It can be argued that," "From this perspective," and "There is strong reason to believe that" appropriately, • Maintain a consistent and formal tone throughout the essay, • Avoid conversational language, unsupported emotional claims, slang, and overly personal expressions, • Write topic sentences that clearly present the main argument of each body paragraph, • Develop each argument through relevant reasons and logical explanation, • Support claims with specific examples, situations, observations, or commonly accepted evidence, • Explain how each example supports the argument rather than presenting examples without analysis, • Distinguish between a reason, an example, an explanation, and a general statement, • Avoid weak, repetitive, irrelevant, or unsupported arguments, • Arrange arguments in a logical and persuasive order, • Use appropriate transitions to connect arguments, explanations, and examples, • Use cause-and-effect, addition, contrast, and exemplification expressions accurately, • Maintain unity by ensuring that every body paragraph focuses on one central argument, • Maintain coherence by establishing clear relationships between the thesis, topic sentences, and supporting details, • Anticipate possible alternative views when they help strengthen the writer's position, • Respond to opposing ideas in a balanced and respectful manner without losing focus, • Write introductions that provide context and present a clear opinion-based thesis, • Write body paragraphs that develop arguments through reasoning and relevant examples, • Write conclusions that restate the position, summarize the reasoning, and provide effective closure,	

Week	Unit	Content	Extra Practice
W5 1 MARCH - 5 MARCH	RAMADAN		Rootangle + Unit Revision + Handouts
Monday	RAMADAN		
Tuesday	RAMADAN		
Wednesday	RAMADAN		
Thursday	RAMADAN		
W6 8 MARCH - 12 MARCH	UNIT 4 <u>CAUSE & EFFECT ESSAYS</u>	UNIT 4 – CAUSE-AND-EFFECT ESSAYS	Rootangle + Unit Revision + Handouts
Monday	p.60, 61, 62 TASK 1, TASK 2, Practice 1, 2	Reading: Analysing model cause-and-effect essays to identify thesis statements, organizational patterns, causes, effects, supporting details, and logical relationships Writing: Writing well-organized cause-and-effect essays that explain either the causes or the effects of a specific situation Vocabulary: Cause, effect, reason, result, consequence, influence, and impact Mechanics: Using punctuation accurately with cause-and-effect connectors, transitional expressions, and complex sentences	

Week	Unit	Content	Extra Practice
Tuesday	p. 63, 64, 65, 66, 67, 68 Practice 3, 4, 5, 6	ces Grammar: Using cause-and-effect structures, logical connectors, subordinating conjunctions, and transition signals to express relationships clearly	
Wednesday	p. 68, 69, 70, 71 TASK 3, Practice 7 TASK 4, Practice 8, 9 TASK 5	UNIT OVERVIEW: This unit focuses on writing cause-and-effect essays that explain why a particular situation occurs or what results from it. Students learn to distinguish between essays that focus on causes and those that focus on effects. Through the analysis of model texts, they examine how writers establish a clear focus, organize ideas logically, and develop cause-and-effect relationships.	

Week	Unit	Content	Extra Practice
Thursday	p. 71, 72, 73, 142 Essay Practice Writing Practice	onships across several body paragraphs. Particular attention is given to writing focused thesis statements that clearly indicate whether the essay will examine causes or effects. Students learn how to avoid overly broad or unclear thesis statements and how to ensure that each body paragraph develops one major cause or effect. They also explore different organizational approaches, including arranging ideas according to importance, chronology, or a logical chain of events. The unit also emphasizes the accurate use of cause-and-effect connectors and transitional expressions. Students practise showing relationships through words and phrases such as <i>because</i>, <i>since</i>, <i>due to</i>, <i>therefore</i>, <i>as a result</i>, and <i>consequently</i>. Through brainstorming, outlining, drafting, and revising, students develop the ability to produce clear and coherent essays that explain cause-and-effect relationships through logical organization and relevant support. OBJECTIVES By the end of this unit, students will be able to: • Identify the purpose, structure, and main features of a cause-and-effect essay, • Distinguish between an essay that focuses on causes and one that focuses on effects, • Recognize causes, effects, reasons, results, and consequences in model essays, • Identify the thesis statement, topic sentences, supporting details, and conclusion in a cause-and-effect essay, • Analyse how cause-and-effect relationships are developed across several body paragraphs, • Determine whether an essay follows a cause-focused, effect-focused, or cause-and-effect chain structure, • Select a specific situation, issue, event, or trend that can be examined through cause-and-effect reasoning, • Narrow a broad topic into a focused and manageable essay subject, • Brainstorm possible causes or effects related to a chosen topic, • Distinguish major causes or effects from minor or unrelated details, • Evaluate the relevance and logical strength of brainstormed ideas, • Group related causes or effects into clear categories, • Organize ideas according to importance, chronology, or a logical sequence, • Prepare an outline that includes a focused thesis statement, body-paragraph topics, supporting details, and a conclusion plan, • Write a focused thesis statement that clearly indicates whether the essay will explain causes or effects, • Avoid thesis statements that are vague, overly broad, or inconsistent with the body paragraphs, • Ensure that the thesis statement establishes a clear direction for the entire essay, • Write topic sentences that clearly introduce one major cause or effect, • Develop each body paragraph with relevant explanations, examples, facts, or observations, • Explain why a cause leads to a particular effect rather than simply listing related ideas, • Explain how an effect results from a specific cause or group of causes, • Distinguish between correlation and a logically explained cause-and-effect relationship, • Avoid unsupported assumptions, oversimplified explanations, and illogical connections, • Use appropriate cause connectors to introduce reasons and contributing factors, • Use appropriate effect connectors to introduce results and consequences, • Apply expressions such as <i>because</i>, <i>since</i>, <i>because of</i>, <i>due to</i>, <i>therefore</i>, <i>thus</i>, <i>consequently</i>, and <i>as a result</i> accurately, • Distinguish between connectors used with clauses and those used with nouns or noun phrases, • Use punctuation correctly with transitional expressions and complex sentence structures, • Maintain logical flow by connecting causes, effects, explanations, and examples clearly,	

Week	Unit	Content	Extra Practice
W7 15 MARCH - 21 MARCH	<u>UNIT 5</u> COMPARISON ESSAYS 76-92	UNIT 5 – COMPARISON AND CONTRAST ESSAYS Reading: Analysing model comparison and contrast essays to identify similarities, differences, points of comparison, thesis statements, supporting details, and organizational methods Writing: Writing well-organized comparison and contrast essays using either the block method or the point-by-point method Vocabulary: Similarity, difference, comparison, contrast, features, characteristics, advantages, and disadvantages Mechanics: Using punctuation accurately with comparison and contrast transitions, connectors, and parallel structures Grammar: Using comparative and superlative forms, comparison and contrast connectors, transitional phrases, and parallel sentence patterns	Rootangle + Unit Revision + Handouts
Monday	p. 76, 77, 78, 79, 80 TASK 1 Practice 1, <u>TASK 2 Practice 2, 3</u>		
Tuesday	<u>p. 81, 82, 83</u> TASK 3 Practice 4 READING 15	UNIT OVERVIEW: This unit focuses on writing comparison and contrast essays that examine the similarities and differences between two subjects. Students learn how to compare people, places, objects, systems, experiences, ideas, or situations according to clear and meaningful criteria. Through the analysis of model essays, they identify the central purpose of comparison, the thesis statement, the main points of comparison, and the supporting details used to develop each idea.	
Wednesday	p. 84, 85, 86, 87, 88, 89, 90 Practice 6, TASK 4, Practice 7, 8 TASK 5 Essay Practice to be assigned	Particular attention is given to the two major organizational patterns used in comparison and contrast writing: the block met-	

Week	Unit	Content	Extra Practice
Thursday	Feedback on Essay Practice p. 90-92, 143, 144, Writing Practice	hod and the point-by-point method. In the block method, students discuss all relevant features of one subject before moving to the second subject. In the point-by-point method, they compare both subjects according to one key feature at a time. Students learn how to select the most suitable organizational method according to the topic, number of comparison points, and purpose of the essay. The unit also emphasizes organizing ideas around shared criteria rather than presenting unrelated descriptions. Students practise writing focused thesis statements, developing body paragraphs around clear points of comparison, and using appropriate transitional expressions to guide the reader. By the end of the unit, students are expected to produce coherent comparison and contrast essays that highlight meaningful similarities and differences through a clear structure, balanced development, and relevant supporting details. OBJECTIVES By the end of this unit, students will be able to: • Identify the purpose, structure, and key features of a comparison and contrast essay, • Distinguish between comparison, which focuses on similarities, and contrast, which focuses on differences, • Identify the two subjects being compared in model essays, • Recognize the thesis statement, points of comparison, topic sentences, supporting details, and conclusion, • Analyse how similarities and differences are developed across several body paragraphs, • Identify whether a model essay follows the block method or the point-by-point method, • Explain the main differences between the block and point-by-point organizational patterns, • Select two subjects that share enough common features to allow a meaningful comparison, • Avoid comparing subjects that are too broad, unrelated, or difficult to examine according to common criteria, • Brainstorm relevant similarities and differences between two selected subjects, • Generate clear and balanced points of comparison, • Distinguish significant comparison points from minor, obvious, or irrelevant details, • Group related similarities and differences into meaningful categories, • Organize ideas around key points rather than listing random information about each subject, • Prepare an outline using either the block method or the point-by-point method, • Choose the organizational method that best suits the essay topic and purpose, • Apply the block method by presenting the main features of one subject before discussing the second subject, • Maintain clear correspondence between the features discussed in each block, • Apply the point-by-point method by comparing both subjects according to one criterion at a time, • Maintain a consistent order of subjects and comparison points throughout the essay, • Write a focused thesis statement that identifies the subjects and establishes the purpose of the comparison, • Indicate whether the essay will emphasize similarities, differences, or both, • Avoid thesis statements that merely announce the topic without presenting a clear comparative focus, • Write topic sentences that introduce clear points of comparison, • Develop each body paragraph with balanced information about both subjects, • Support similarities and differences with relevant explanations, examples, facts, or observations, • Ensure that each comparison is based on the same feature, quality, or criterion, • Avoid unbalanced comparisons in which one subject receives significantly more attention than the other, • Use appropriate comparison connectors to express similarities, • Use appropriate contrast connectors to express differences, • Apply expressions such as <i>similarly</i>, <i>likewise</i>, <i>both</i>, <i>in the same way</i>, <i>however</i>, <i>whereas</i>, <i>in contrast</i>, and <i>on the other hand</i> accurately,	

Week	Unit	Content	Extra Practice
W8 22 MARCH - 28 MARCH	<u>REVISION</u>		Rootangle + Unit Revision + Handouts
Monday	<u>READING DAY</u> <u>READING 16</u>		
Tuesday	WRITING DAY		
Wednesday	EXAM SIMULATION		
Thursday	FINAL REVISION		
MIDTERM III - 30 MARCH 2027			

Week	Unit	Content	Extra Practice
W9 5 APRIL - 9 APRIL	<u>UNIT 6</u> <u>PROBLEM-SOLUTION ESSAYS</u> <u>96-112</u>	UNIT 6 – PROBLEM-SOLUTION ESSAYS Reading: Analysing model problem-solution essays to identify problem statements, causes, effects, proposed solutions, supporting reasons, examples, and evaluations Writing: Writing well-organized problem-solution essays that clearly describe a problem, propose feasible solutions, and justify their effectiveness Vocabulary: Problems, causes, consequences, solutions, recommendations, feasibility, effectiveness, and evaluation Mechanics: Using punctuation accurately with transitions, conditional structures, evaluative expressions, and supporting examples Grammar: Using modal verbs, conditionals, recommendation structures, cause-and-effect language, and evaluative expressions to propose and assess solutions UNIT OVERVIEW: This unit focuses on writing problem-solution essays that identify a specific problem and propose realistic ways to address it. Students learn how to define a problem clearly, explain its causes or consequences, and demonstrate why it requires attention. Through the analysis of model essays, they examine how writers organize problem descriptions, proposed solutions, supporting reasons, examples, and expected outcomes. Particular attention is given to developing practical and relevant solutions rather than offering vague or unrealistic suggestions. Students learn how to evaluate possible solutions according to criteria such as feasibility, effectiveness, cost, accessibility, and long-term impact. They also practise explaining why a particular solution is likely to work and how it directly responds to the identified problem. The unit introduces formal evaluative language used to assess problems and solutions. Students explore expressions for making recommendations, predicting outcomes, comparing alternatives, and judging effectiveness. Through brainstorming, outlining, drafting, revising, and editing, students develop the ability to produce complete problem-solution essays with clear organization, logical reasoning, relevant examples, and feasible suggestions. OBJECTIVES	Rootangle + Unit Revision + Handouts
Monday	p.96, 97, 98, 99, 100 TASK 1, 2, Practice 1,2		
Tuesday	p. 100, 101, 102, 103, 104 Practice 3, 4		
Wednesday	p. 105, 106, 107, 108 READING TASK 3 Practice 5, TASK 4		

Week	Unit	Content	Extra Practice
Thursday	p. 108, 109, 110, 111, 112, 145 TASK 5 Essay Practice - whole class Writing Practice	By the end of this unit, students will be able to: • Identify the purpose, structure, and main features of an effective problem–solution essay, • Recognize the problem statement, causes, consequences, proposed solutions, supporting reasons, examples, and conclusion in model essays, • Distinguish between the description of a problem and the evaluation of possible solutions, • Identify whether an essay presents one solution, several solutions, or a combination of problem analysis and solution evaluation, • Analyse how problems and solutions are developed across multiple body paragraphs, • Select a specific and manageable problem suitable for academic discussion, • Narrow broad social, educational, environmental, technological, or personal issues into focused essay topics, • Define a problem clearly and explain why it deserves attention, • Describe the main causes or consequences of a problem using relevant supporting details, • Avoid problem statements that are vague, overly broad, exaggerated, or unsupported, • Brainstorm possible solutions to a clearly defined problem, • Generate solutions that respond directly to the causes or consequences of the problem, • Distinguish feasible solutions from unrealistic, unrelated, or overly general suggestions, • Evaluate possible solutions according to practicality, effectiveness, cost, accessibility, and long-term impact, • Select the strongest solution or combination of solutions for development in an essay, • Organize ideas into a clear problem–solution essay outline, • Write a focused thesis statement that identifies the problem and establishes the direction of the proposed solution, • Avoid thesis statements that merely announce the topic without presenting a clear problem–solution focus, • Write topic sentences that introduce specific aspects of the problem or individual solutions, • Develop problem-focused body paragraphs with relevant causes, consequences, explanations, and examples, • Develop solution-focused body paragraphs with clear proposals, supporting reasons, implementation details, and expected outcomes, • Explain how each proposed solution addresses the identified problem, • Justify the effectiveness of a solution through logical reasoning, • Support solutions with relevant examples, facts, scenarios, observations, or expected results, • Explain why an example supports the proposed solution rather than simply listing evidence, • Compare alternative solutions and identify their strengths and limitations, • Use evaluative language to assess whether a solution is practical, realistic, effective, sustainable, or accessible, • Use expressions such as <i>a feasible solution</i>, <i>an effective approach</i>, <i>a practical measure</i>, <i>a major limitation</i>, and <i>a long-term benefit</i> appropriately, • Use modal verbs such as <i>should</i>, <i>could</i>, <i>must</i>, and <i>may</i> to make recommendations and express possibility, • Use conditional structures to explain the likely outcomes of proposed solutions, • Apply cause-and-effect language to show how a solution may lead to a particular result, • Use appropriate transitions to connect the problem, causes, solutions, supporting reasons, and expected outcomes, • Maintain a formal and objective tone when evaluating problems and proposed solutions, • Avoid emotional, informal, judgmental, or unsupported language, • Maintain unity by ensuring that all body paragraphs relate directly to the identified problem and thesis statement, • Maintain coherence by organizing problems, solutions, and supporting evidence in a logical sequence, • Write an introduction that establishes the context, presents the problem, and includes a focused thesis statement, • Write body paragraphs that analyse the problem and develop one or more feasible solutions, • Write a conclusion that restates the problem, reviews the most effective solution, and emphasizes the expected	

Week	Unit	Content	Extra Practice
W10 12 APRIL - 16 APRIL	UNIT 7 SUMMARY-RESPONSE ESSAYS 116-128	UNIT 7 – SUMMARY–RESPONSE ESSAYS Reading: Analysing source texts and model summary–response essays to identify main ideas, supporting points, writer's purpose, and critical reactions Writing: Writing well-integrated summary–response essays that accurately summarize a source and present a clear, justified personal response Vocabulary: Summary, response, claim, argument, evidence, interpretation, agreement, disagreement, evaluation, and critical reaction Mechanics: Using reporting expressions, paragraphing, punctuation, and transitions to distinguish source ideas from the writer's own response Grammar: Using reporting verbs, attribution structures, academic response expressions, and cohesive devices to integrate summaries and personal reactions smoothly UNIT OVERVIEW:	Rootangle + Unit Revision + Handouts
Monday	p. 116, 117, 118, 119, 120 TASK 1 Practice 1, TASK 2 TASK 3 Practice 2		
Tuesday	p. 121, 122, 123 READING 17 Practice 3	This unit focuses on writing summary–response essays that combine an objective summary of a source text with a thoughtful and well-supported personal response. Students learn how to identify a text's central idea, major supporting points, purpose, and overall position before restating these ideas accurately and concisely in their own words. Particular attention is given to distinguishing essential information from minor details and avoiding unnecessary examples, repetition, and personal interpretation in the summary section. The unit also develops students' ability to respond critically to a source. Students learn how to agree, disagree, partially agree, question, interpret, or evaluate the writer's ideas. Rather than presenting unsupported personal opinions, they practise justifying their reactions through logical reasoning, relevant examples, personal or academic experience, and references to specific ideas from the source text.	
Wednesday	p. 124, 125, 126, 127 READING 18 TASK 3 Practice 4 TASK 4	In addition, students examine how summary and response sections can be connected smoothly within a unified essay. They practise using reporting verbs, attribution phrases, transitions, and academic response expressions to make a clear distinction between the original writer's ideas and their own views. Through reading, note-taking, paraphrasing, outlining, drafting, and revising activities, students develop the ability to produce balanced summary–response essays that demonstrate accurate	

Week	Unit	Content	Extra Practice
Thursday	p. 127, 128, 146, 147 Brainstorming on the articles given, and organizing a response. Writing practice	te comprehension, critical engagement, and coherent organization. OBJECTIVES By the end of this unit, students will be able to: • Identify the purpose, structure, and main features of a summary–response essay, • Distinguish between an objective summary and a critical personal response, • Identify the main idea, central claim, purpose, and major supporting points of a source text, • Distinguish essential ideas from minor details, examples, repetition, and background information, • Analyse the organization and development of ideas in a source text, • Recognize the writer’s position, assumptions, tone, and intended message, • Take focused notes while reading without copying complete sentences from the source, • Organize notes according to the main idea and major supporting points, • Write concise summaries that accurately reflect the meaning of the original text, • Restate source ideas in their own words through effective paraphrasing, • Avoid changing, exaggerating, oversimplifying, or misrepresenting the writer’s ideas, • Avoid including unsupported opinions or personal reactions in the summary section, • Use appropriate attribution phrases to introduce the source, author, and central argument, • Apply reporting verbs such as <i>argues</i>, <i>explains</i>, <i>suggests</i>, <i>claims</i>, <i>emphasizes</i>, and <i>observes</i> appropriately, • Maintain an objective and neutral tone when summarizing a source text, • Identify areas of agreement, disagreement, partial agreement, uncertainty, or concern, • Formulate a clear and focused response to the ideas presented in the source, • Distinguish a critical response from a purely emotional or unsupported personal reaction, • Justify personal reactions through logical explanations and relevant supporting details, • Support responses with examples, observations, prior knowledge, experience, or other relevant evidence, • Explain why a particular claim is convincing, limited, useful, problematic, or questionable, • Evaluate the strength, relevance, and clarity of the source writer’s reasoning, • Respond respectfully to ideas with which they disagree, • Use formal academic expressions to communicate agreement and disagreement, • Apply phrases such as <i>The author correctly points out that</i>, <i>This argument is convincing because</i>, <i>However, this view overlooks</i>, and <i>A possible limitation of this claim is</i> appropriately, • Develop a clear thesis statement that presents the main direction of the response, • Prepare an outline that separates summary content from response points, • Organize a summary–response essay using a clear introduction, summary section, response section, and conclusion, • Introduce the source text and provide necessary contextual information in the introduction, • Integrate the summary smoothly without allowing it to dominate the entire essay, • Use transitions to move clearly from summary to analysis and personal response, • Refer back to specific source ideas when developing critical reactions, • Maintain a clear distinction between the source writer’s ideas and the student writer’s own position, • Avoid abrupt shifts between summarized material and personal commentary, • Develop response paragraphs around focused claims supported by reasoning and examples, • Maintain unity by ensuring that each paragraph contributes directly to the overall response, • Maintain coherence by arranging summary and response ideas in a logical sequence, • Write a conclusion that reinforces the overall response and reflects on the significance of the source	

Week	Unit	Content	Extra Practice
W11* 19 APRIL - 23 APRIL	<u>UNIT 8</u> <u>REFLECTION ESSAYS</u> <u>132-149</u>	UNIT 8 – REFLECTION ESSAYS Reading: Analysing model reflection essays to identify experiences, personal responses, interpretations, insights, and connections to academic learning Writing: Writing well-organized reflection essays that connect academic experiences with personal understanding, development, and future learning Vocabulary: Reflection, experience, insight, learning, development, challenge, achievement, awareness, and personal growth Mechanics: Using paragraphing, punctuation, transitions, and time expressions to present reflective ideas in a clear sequence Grammar: Using the first-person perspective, past and present tenses, reflective expressions, and academic language appropriately UNIT OVERVIEW: This unit focuses on writing reflection essays based on academic experiences. Students learn how to move beyond simply describing what happened and begin analysing what an experience meant, what they learned from it, and how it influenced their understanding, attitudes, skills, or future actions. Through the analysis of model reflection essays, students examine how effective reflective writing combines description, interpretation, evaluation, and personal insight. Particular attention is given to making meaningful connections between experience and learning. Students practise identifying significant academic experiences, such as completing a project, participating in group work, giving a presentation, receiving feedback, overcoming a challenge, or developing a new skill. They learn how to explain the importance of these experiences and connect them to broader academic goals, personal development, and future learning. The unit also emphasizes the appropriate use of the first-person perspective in an academic context. Students learn how to use / effectively while maintaining a thoughtful, formal, and analytical tone. Rather than producing informal diary-style writing, they develop reflective essays that are clearly structured, logically organized, and supported with specific examples. Through brainstorming, planning, drafting, revising, and editing, students produce reflection essays that demonstrate self-awareness, critical thinking, and meaningful academic insight.	
Monday	p. 132, 133, 134, 135, 136, 137 TASK 1, 2, Practice 1, 2,		
Tuesday	p. 137, 138, 148, 149 Practice 3, TASK 3		
Wednesday	READING 19 REVISION		

Week	Unit	Content	Extra Practice
Thursday	DIFFERENTIATING THE ESSAY TYPES (HANDOUT) <u>Writing Practice</u>	OBJECTIVES By the end of this unit, students will be able to: • Identify the purpose, structure, and main features of an effective reflection essay, • Distinguish reflective writing from simple narration, description, or personal storytelling, • Recognize the difference between describing an experience and analysing its meaning, • Identify experience, reaction, interpretation, evaluation, insight, and future application in model essays, • Analyse how writers connect academic experiences with personal learning and development, • Select a meaningful academic experience suitable for reflective writing, • Recall and organize relevant details about an academic event, activity, challenge, or achievement, • Distinguish important details from unnecessary background information, • Describe an academic experience clearly and concisely, • Explain personal thoughts, feelings, expectations, and reactions related to the experience, • Analyse why the experience was significant, • Identify what was learned from an academic task, project, course, presentation, assessment, or collaborative activity, • Connect specific experiences with broader academic knowledge, skills, or learning goals, • Explain how an experience changed or strengthened previous understanding, • Recognize challenges, difficulties, successes, and turning points within an experience, • Evaluate personal performance, choices, strategies, and responses in a balanced manner, • Identify strengths demonstrated during an academic experience, • Recognize areas that require further development or improvement, • Avoid reflection that is entirely positive, negative, emotional, or unsupported, • Develop meaningful insights based on evidence from personal experience, • Explain how lessons learned may influence future academic behaviour or decision-making, • Relate past experiences to present understanding and future goals, • Use specific examples to support reflective observations and conclusions, • Avoid vague statements such as "I learned a lot" without explaining what was learned and how, • Formulate a focused thesis statement that communicates the central insight of the reflection, • Prepare an outline that organizes experience, interpretation, learning, and future application, • Arrange reflective ideas in a logical chronological, thematic, or developmental sequence, • Write introductions that establish the context of the experience and present the main reflective focus, • Write body paragraphs that combine description with analysis and insight, • Ensure that each body paragraph develops one significant aspect of the experience, • Write conclusions that summarize the main insight and explain its future significance, • Use the first-person perspective appropriately in academic reflective writing, • Maintain a formal and thoughtful tone while expressing personal experiences and reactions, • Avoid overly conversational, informal, repetitive, or diary-like language, • Use reflective expressions such as <i>I realized that</i>, <i>I became aware of</i>, <i>this experience taught me</i>, and <i>in retrospect</i> appropriately, • Use past tenses to describe experiences and present tenses to discuss current insights or general learning, • Use future forms to explain intended changes, goals, or applications, • Apply transitions to connect events, reactions, interpretations, and insights smoothly, • Maintain unity by ensuring that all experiences and details support the central reflective focus,	

Week	Unit	Content	Extra Practice
W12* 26 APRIL - 30 APRIL	<u>EXTRA UNIT Academic Writing</u>	DAY 1 – INTRODUCTION TO ACADEMIC WRITING Main Focus: Understanding academic writing and university expectations Skills: • Distinguishing academic and informal writing • Using formal and objective language • Identifying thesis statements and paragraph structure • Recognizing common academic assignments Output: Analyse a model academic text and rewrite an informal paragraph in an academic tone.	Rootangle + Unit Revision + Handouts
Monday	<u>handout</u>	Learning Outcome: Understanding the main features, structure, and language of academic writing.	
Tuesday	<u>handout</u>	DAY 2 – ACADEMIC SOURCES AND RESEARCH Main Focus: Finding and evaluating reliable academic sources	
Wednesday	READING 20 <u>handout</u>	Skills: • Distinguishing academic and non-academic sources • Identifying reliable books, articles, reports, and websites • Selecting effective search keywords	

Week	Unit	Content	Extra Practice
Thursday	Writing practice	- Evaluating sources for authority, relevance, accuracy, and currency Output: Find and evaluate reliable sources for a familiar academic topic. Learning Outcome: Selecting appropriate and credible sources for academic writing. DAY 3 – SUMMARY, PARAPHRASE, QUOTATION, AND PLAGIARISM Main Focus: Using source information ethically Skills: - Distinguishing summary, paraphrase, and direct quotation - Paraphrasing ideas accurately - Summarizing main points concisely - Integrating quotations with reporting verbs - Recognizing and avoiding plagiarism Output: Write a source-based paragraph including a summary, paraphrase, and quotation. Learning Outcome: Integrating source information accurately and ethically into academic writing.	
Week 13	Event Alert:	Annual Debates (tentative, exact day will be announced)	
W13 3 MAY - 7 MAY	<u>EXTRA UNIT Academic Writing</u>	INTRODUCTION TO APA 7 AND MLA Main Focus: Understanding academic citation styles	Rootangle + Unit Revision + Handouts
Monday	<u>handout</u>	Skills:	
Tuesday	<u>handout</u>	- Understanding the purpose of citation - Distinguishing APA 7 and MLA - Identifying in-text citations and final source lists	

Week	Unit	Content	Extra Practice
Wednesday	<u>handout</u>	Recognizing the disciplines in which each style is commonly used	

Week	Unit	Content	Extra Practice
Thursday	<u>Writing Practice</u>	Output: Compare APA 7 and MLA citation systems and identify their basic features. Learning Outcome: Distinguishing between APA 7 and MLA conventions and selecting the appropriate style. APA 7 AND MLA IN PRACTICE Main Focus: Creating in-text citations and source entries Skills: • Writing narrative and parenthetical citations • Citing paraphrases and direct quotations • Preparing APA References entries • Preparing MLA Works Cited entries • Correcting citation and formatting errors Output: Create accurate in-text citations and source-list entries in APA 7 and MLA. Learning Outcome: Applying basic APA 7 and MLA citation rules consistently. SOURCE-BASED ACADEMIC ESSAY Main Focus: Writing and revising a short academic essay Skills: • Brainstorming and outlining • Writing a focused thesis statement • Developing body paragraphs with evidence and explanation • Integrating sources smoothly • Revising for organization, academic tone, and citation accuracy • Editing and proofreading Output: Write a short source-based academic essay using APA 7 or MLA. Learning Outcome: Producing a well-organized academic essay with a clear thesis, relevant evidence, formal language, and accurate citation.	

Week	Unit	Content	Extra Practice
W14 10 MAY - 14 MAY	PROJECT WEEK		
Monday	PROJECT WEEK		
Tuesday	PROJECT WEEK		
Wednesday	PROJECT WEEK		
Thursday	PROJECT WEEK		
W14 17 MAY - 21 MAY	EID-AL ADHA		

Date of Preparation:

12.08.2026