

**B2 READING & WRITING SYLLABUS**

<b>Weeks &amp; Dates</b>	<b>Unit &amp; Pages (Q Skills RW 4, 3rd Edition)</b>	<b>Reading Focus</b>	<b>Writing Focus &amp; Process Stage</b>	<b>Assignment / Submission</b>	<b>Measurable Reading Outcomes</b>	<b>Measurable Writing Outcomes</b>
Week 1 (16–20 Feb)	Unit 4 Science & Technology (pp. 92–119)	Identifying similarities & differences; categorizing information across texts	Compare–Contrast Essay – Instruction & Planning	Thesis + comparison criteria outline prepared in class	Identify similarities and differences across academic texts	Produce a clear thesis and comparison framework
Week 2 (23–27 Feb)	Unit 4 Science & Technology (pp. 92–119)	Evaluating comparative viewpoints and supporting evidence	In-class Writing + Teacher Real-time Feedback	First compare–contrast essay draft written in class	Evaluate comparative evidence and viewpoints in readings	Write a structured compare–contrast essay draft with logical organization
Week 3 (02–06 Mar)	Unit 4 Science & Technology (pp. 92–119)	Synthesizing information from multiple texts	<u>Final Draft Submission – Portfolio Writing 1</u>	Revised final compare–contrast essay submitted at week start	Synthesize key ideas from multiple academic texts	Submit a coherent revised compare–contrast essay demonstrating improved cohesion
Week 4 (09–13 Mar)  Progress Test 13 <sup>th</sup> March	Unit 5 Nutritional Science (pp. 122–149)	Identifying cause–effect relations; recognizing logical connections	Cause–Effect Essay – Instruction & Planning	Thesis + cause–effect outline prepared in class	Identify causal relationships and logical links in academic readings	Plan a logically organized cause–effect essay with a clear thesis
Week 5 (16–20 Mar –  Public Holiday 19–20 Mar)	Unit 5 Nutritional Science (pp. 122–149)	Analyzing explanations; linking evidence to consequences	<b>Collaborative Writing Feedback Session (Canva) + Teacher Real-time Feedback</b>	Group cause–effect essay first draft collaboratively written	Analyze how evidence explains causes and consequences in texts	Produce a collaboratively structured cause–effect essay draft with logical progression
Week 6 (23–27 Mar)	Unit 5 Nutritional Science (pp. 122–149)	Synthesizing causal explanations across texts	<u>Final Draft Submission – Portfolio Writing 2</u>	Students submit individually revised cause–effect essays (based on collaborative draft + feedback)	Synthesize causal explanations from multiple readings	Submit a revised individual cause–effect essay with improved coherence and academic tone

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Week 7 (30 Mar–03 Apr)	Unit 7 Geology (pp. 182–209)	Distinguishing claims, reasons, and supporting evidence	Opinion Essay – In-class Writing + Teacher Feedback (building on previously acquired writing knowledge)	First opinion essay draft written individually in class	Distinguish claims and supporting reasons in academic texts	Produce an opinion essay draft clearly stating and supporting a position
Week 8 (06–10 Apr)  End-of-Course Test 10 <sup>th</sup> April	Unit 7 Geology (pp. 182–209)	Evaluating viewpoints; synthesizing arguments from readings	<u>Revision + Final Draft Submission + End-of-Course Exam</u>	Final revised opinion essay submitted	Evaluate and synthesize viewpoints from academic texts	Submit a coherent opinion essay demonstrating clear justification and logical support

### Portfolio Structure (Aligned with Process Writing Model)

- Portfolio Writing 1 → Compare–Contrast Essay (Unit 4)
- Portfolio Writing 2 → Cause–Effect Essay (Unit 5)
- Portfolio Writing 3 → Opinion Essay (Unit 7)

### Writing Process Cycle

1. Week A → Instruction & Planning
2. Week B → In-class Writing + Teacher Feedback+ Collaborative writing task and lab feedback
3. Week C → Final revised draft submission → Portfolio entry