**SKILLFUL 2 ed 1 (A2) - Reading and Writing syllabus (60 hours)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIT & HOURS** | **LESSONS** | **TOPICS & VOCABULARY** | **GRAMMAR** | **READING** | **WRITING** | **STUDY SKILLS** |
| **Unit 1**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Character   * psychology - leaders * business - leaders * changing nouns to adjectives to describe people’s characters | * Simple Present structures to write descriptions | * previewing a text to increase efficiency and comprehension * finding and understanding the main ideas of texts | * correct capitalization and punctuation * planning, writing and editing a paragraph about a leader’s character | * learning how study skills connect with your work and outcomes |
| **Unit 2**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Time   * *time* collocations | * determiners of quantity – *how much, a little, plenty of,* etc. | * skimming texts for general idea, key contents and organization * scanning texts to find important information quickly | * writing paragraph topic sentence to express main idea * writing effective topic sentences * brainstorming, composing, revising a paragraph to explain how well you manage your time | * planning your time * choosing when to study |
| **Unit 3**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Buildings   * designers * technology * prepositions of place – talking where things are located | * articles – *a, an, the, zero article* – with nouns | * reading to find main ideas and supporting details * making inferences to interpret information | * writing supporting sentences to help explain your idea * preparing, writing and editing a paragraph describing how technology can improve a building | * how to make your learning more active |
| **Unit 4**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Cities   * urban creative solutions * sizes * words to describe change | * Present Progressive to describe trends and changes | * predicting what you’ll read to connect your knowledge and context to new ideas * reading texts to find problems and solutions | * joining sentences to write about contrasts, choices, or results * planning, composing and sharing a paragraph about changes in your city | * choosing what to take down to improve your note-taking skills |
| **Unit 5**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Culture   * effects of technology * words with positive and negative meaning | * Present Perfect tense | * reading to identify and distinguish facts and opinions * reading texts to infer and identify author’s bias | * expressing and justifying your opinions in writing * brainstorming, planning and writing a paragraph explaining and justifying your opinion about changes in culture | * motivation to work and study |
| **Unit 6**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Food   * sociology - slowing down * culinary arts * food collocations | * comparative and superlative forms of adjectives to express difference | * reading charts and graphs in the text to understand visual information better * scanning texts for numbers to find information quickly | * writing descriptions of information in charts * planning, writing and editing a comparison paragraph about diets * interpreting graphs | * interpreting pie charts * interpreting bar graphs |
| **Unit 7**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Extremes   * engineering -earth extremes * extreme adjectives | * structures to talk about present, past and future ability | * scanning text for names to match them to key information * identifying reasons in texts | * giving reasons in your writing to support arguments * composing, sharing and editing a paragraph explaining reasons for exploring extreme places | * using critical questions in writing |
| **Unit 8**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Vision   * biology – seeing * semiotics - flags * differences between *look at, watch*, and *see* | * infinitives of purpose | * scanning texts to confirm your predictions * organizing your notes into charts when reading | * combining ideas and fragments into complete sentences * planning, writing and sharing a paragraph describing a diagram related to vision | * increasing your reading speed |
| **Unit 9**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Progress   * medicine * technology * words that show sequence of events | * Simple Past tense in active and passive voice to write about past events | * identifying names and achievements in texts and paragraphs * summarizing information you find in texts when reading | * describing a sequence of past events * brainstorming, composing and revising a descriptive paragraph about a process of discovery | * words and phrases for linking ideas together |
| **Unit 10**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)  3&4 – reading 2, vocabulary, academic words  5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Work   * aviation – clean future * technology - robots * collocations related to work | * *going to* and Simple Future to write about promises, predictions and future events | * distinguishing facts from opinions * using pronoun reference to understand how text is organised * interpreting texts using pronoun references | * writing effective concluding sentences to improve your paragraphs * planning, writing and editing a paragraph about a future prediction | * managing your learning with technology |