**SKILLFUL 2 ed 2 (B1) - Reading and Writing syllabus (60 hours)**

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| **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 words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Society* being polite
* social media
* words to give opinions
 | * discourse markers of contrast and comparison
 | * reading topic sentences to understand the main ideas
* reading texts to identify arguments and opinions
 | * writing paragraphs of balanced opinion
* brainstorming, planning and writing a paragraph explaining and justifying your opinion about how polite young people are today
 | * reflective learning journal – to help assess your progress
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| **Unit 2****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Food* food and culture
* farming
* adjectives for describing food
 | * relative clauses
 | * summarizing main ideas you find in texts
* use of synonyms in texts to help identify repeated ideas and main topics of sections
 | * writing compound sentences to express more complex ideas
* planning, writing and editing a paragraph describing food production in your country
 | * tricks to help you start writing
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| **Unit 3****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Business* success
* business verbs (*advertise, communicate, employ, invest, own, promise, personalize, report*)
 | * modals of obligation and necessity
 | * identifying examples, reasons and explanations
* identifying supporting information
* signposting to help identify main ideas and text organization
 | * writing essay introductions
* preparing, writing and editing an introduction to an essay on the importance of customer service in business
 | * identifying the soft skills recruiters are looking for
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| **Unit 4****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Trends* consumers
* shopping habits
* words of comparing and contrasting
 | * irregular verbs in the past
 | * reading to understand different kinds of data
* identifying primary and secondary academic research to help understand academic texts
 | * summarizing trends in graphs
* brainstorming, planning and writing a summary of trends in a graph
 | * headings, labels, and keys – used to understand data in graphs, charts, and tables
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| **Unit 5****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Success* failure
* building success
* *re-*prefixes to describe changes
 | * determiners of quantity
 | * identifying and using pronoun reference to understand how a text is organised
* identifying reasons that explain or support main ideas in a text
 | * describing locations and changes on maps and diagrams
* brainstorming, planning and writing a description of changes and improvements to an area of farmland shown on two plans
 | * your vision of success as a student
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| **Unit 6****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Pressure* parenting
* sociology – rich and famous
* phrases for hedging and boosting
 | * present conditionals
 | * identifying cause and effect relationship
* identifying tone of a text
 | * writing paragraphs on causes and effects
* planning, writing and editing two paragraphs on the effects of pressure on children today
 | * identifying triggers to help you deal with stress
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| **Unit 7****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Fear* learning and coping
* fight or flight
* verb and preposition collocations
 | * Present Perfect Simple
 | * deducing meaning of new words from the context
* identifying definitions in texts
 | * organizing notes into essay paragraphs
* composing, sharing and editing two paragraphs about the pros and cons of fear
 | * giving and receiving feedback and criticism
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| **Unit 8****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Stories* biographies
* written word
* adverbs and adverbial phrases of time
 | * Past Perfect and Simple Past
 | * distinguishing between facts and assumptions
* identifying bridge sentences to understand text organization
 | * using topic sentences, bridge sentences, and concluding sentences to improve essay structure
* planning, writing and sharing two paragraphs on the story of an important invention or discovery
 | * improving your core research skills by narrowing your search criteria
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| **Unit 9****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Environment* rainforests
* wildlife protection
* words to describe environmental issues
 | * present and past perfect passives
 | * scanning texts for examples that support the main idea
* scanning texts for examples listed in groups
 | * summarizing arguments in an essay conclusion
* brainstorming, composing and revising a conclusion to an essay about an environmental issue in your country
 | * identifying strategies to solve problems creatively
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| **Unit 10****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Medicine* self-diagnosing
* health - sleep
* words and phrases to describe medical problems
 | * reported speech
 | * taking notes in your own words when reading
* forming research questions to focus your reading
 | * proofreading and editing your writing
* planning, writing and editing an opinion essay on the merits of self-diagnosis
 | * thinking critically when writing
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