**SKILLFUL 2 ed 3 (B2) - 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 words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Identity* social identity
* psychology - personality
* vocabulary for describing personality
 | * reflexive pronouns
 | * recognizing and understanding classification in texts
* recognizing substitution words and understanding what they refer to
 | * methods of brainstorming
* planning, writing and editing an essay debating whether personality changes over time
 | * self-awareness
* self-evaluation
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| **Unit 2****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Design* beauty
* community development
* adjectives for designing products
 | * *can* for universal truths
 | * recognizing and understanding internal paraphrasing
* understanding exemplification to support an argument
 | * organizing ideas
* writing an essay discussing the advantages of handmade products over machine-made products
* composing an essay using reasons and examples to support your argument
 | * writing a first draft
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| **Unit 3****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Thought* neuroscience – development of thought
* emotional thinking
* language for comparing and contrasting
 | * adverbs to hedge the strength of statements
 | * understanding how ellipsis is used to eliminate unnecessary words and refer backwords
* understanding the function of questions in texts
 | * organizing a compare-and-contrast essay
* writing an essay comparing and contrasting the importance of emotional and intellectual intelligence
 | * improving memory through association and mnemonics
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| **Unit 4****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Fire* causes of wildfires
* controlling
* collocations with *problem*
 | * gerunds and reduced clauses
 | * recognizing and using word parts to understand meaning
* identifying point of view
* recognizing sentence modifiers to identify point of view
 | * developing your arguments with supporting information
* writing a problem / solution essay on wildfires
 | * smart reading
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| **Unit 5****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Movement* environment
* dangers and opportunities
* verbs for talking about change
 | * future passive
 | * annotating a text
* recognizing and understanding a text structure
 | * describing plans and predictions in the future
* writing a comparison essay of two maps
 | * setting your priorities
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| **Unit 6****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Disease* fighting cholera
* economic impact of diseases
* cause and effect language
 | * conditionals with *provided* and *unless*
 | * recognizing text organization
* recognizing and understanding paragraph structure
* identifying sentences functions
 | * writing definitions for essays
* writing a cause-and-effect essay on research into disease
 | * using feedback from your tutors
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| **Unit 7****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Survival* death of languages
* architecture
* using vocabulary for describing graphs
 | * Present Perfect Progressive
 | * finding support for your opinion
* recognizing and using research questions to understand texts
 | * inferring reasons for change
* writing a description summarizing and comparing trends in animal populations shown on a graph and inferring reasons for the changes
 | * avoiding self-sabotage
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| **Unit 8****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Law* unethical behaviour
* right or wrong at work
* legal vocabulary
 | * unreal conditionals in the past
 | * activating prior knowledge
* summarizing sections of a text
 | * writing and supporting an essay thesis
* writing a for and against essay on speaking out about unethical colleagues
 | * argumentative writing
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| **Unit 9****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Sound* seeing without eyes
* wireless communication
* using science verbs
 | * defining and non-defining relative clauses
 | * understanding and creating a text map
* taking notes while reading to understand key ideas
 | * varying sentence length in explanations
* writing an essay on technology
 | * identifying what get good marks
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| **Unit 10****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Tomorrow* technological products of the future
* regulations for new technologies
* science nouns
 | * Future Perfect Simple
 | * identifying and understanding conclusions
* recognizing and understanding text predictions
 | * identifying and writing a stance for an opinion essay
* writing an opinion essay
 | * overcoming writer’s block
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