**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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |