**SKILLFUL 2 ed 4 (C1) - 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) | Gathering* crowdfunding
* online friends
* synonyms to adapt the register of your text
 | * concessive clauses
* contrastive structures
 | * understanding assumptions in questions
* identifying the writer’s position
 | * analysing essay questions
* writing an essay analysing the social and economic impacts of social media
 | * proof-reading
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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) | Games* sociology - satisfaction
* gaming, society, individual
* vocabulary for describing data
 | * inverted conditionals – real and unreal present
 | * interpreting graphs and charts to better understand academic texts
* identifying stance and distancing
 | * using data to support opinions
* writing a report describing the changes in online multiplayer gaming
 | * questioning numbers and statistics
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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) | Energy* energy sources
* environment
* language for describing Energy production
 | * transitive and intransitive verbs
 | * completing a flowchart to understand stages of a process
* understanding different stages presented in a text
* inferring the meaning of technical vocabulary
 | * writing definitions
* writing a technical description of how hydroelectric energy is produced
 | * stages of memory process
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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) | Risk* credit crunch
* risk-takers
* attributive language
 | * infinitive phrases
 | * identifying the sequence of past events
* taking notes for summaries
 | * integrating sources in your writing
* writing a summary of an article
 | * The Harvard system
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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) | Sprawl* Industries
* suburbanization
* academic alternatives to phrasal verbs
 | * parallel structures
 | * questioning while reading to process and reflect on the content of the text
* identifying similarities and differences between multiple viewpoints
 | * integrating direct quotations in your writing
* writing an argumentative essay on suburbanization
 | * reflective learning
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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) | Behaviour* criminology
* cognitive neuroscience
* consequence phrases
 | * inverted conditionals – imagined past
 | * identifying in-text referencing to support opinions
* identifying cause and effect
 | * using anaphoric and cataphoric referencing
* writing a cause-and-effect essay evaluating the cause of delinquent behaviour in teenagers
 | * aiming for clarity
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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) | Expanse* urbanization
* society - overpopulation
* adjective + noun collocations
 | * nominal clauses
 | * identifying and inferring connections
* identifying persuasion techniques
 | * paraphrasing
* writing a persuasive essay on education in the fight against overpopulation
 | * emotive language
* persuader words
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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) | Change* adapting
* leadership
* change management
* academic phrases
 | * participle clauses
 | * inferring cause and effect in academic texts
* identifying concepts and theories
 | * report writing
* writing the body and conclusion of a business report
 | * checking your reading speed
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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) | Flow* environment – climate change
* noun and verb collocations
 | * verb patterns
 | * using headings to predict the content of an academic text
* identifying commentary on evidence
 | * commenting on sources
* brainstorming, composing and writing a problem-and-solution essay on global warming
 | * planning your writing assignments spatially
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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) | Conflict* psychology – groupthink
* business – successful teams
* adverbs of stance
 | * *whatsoever, whoever, whichever,* etc. – using subordinating conjunctions
 | * identifying and understanding the function of in-text references
* reading to prepare for a seminar
 | * writing a reference list
* writing an argumentative essay about cooperation and conflict in teams
 | * using material of suitable quality and content
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