**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 words  5&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 |
| **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) | 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 |
| **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) | 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 |
| **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) | 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 |
| **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) | 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 |
| **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) | 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 |
| **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) | 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 |
| **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) | 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 |
| **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) | 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 |
| **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) | 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 |