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