**SKILLFUL 3rd edition Level 4 (C1) - Reading and Writing syllabus (60 hours)**

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| **UNIT & LESSON** | **SECTION** | **VOCABULARY & ACADEMIC WORDS** | **GRAMMAR** | **READING****(and/or LISTENING)** | **WRITING****(and SPEAKING)** | **ACADEMIC SKILLS** |
| **Unit 1****GATHERING****Lessons 1-7** | unit opener, reading 1SB pg. 8-12 | * events
* crowdfunding
 |  | * activating prior knowledge
* preparing to read
* understanding assumptions in questions
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2SB pg. 14-17 | * communication
 |  | * preparing to read
* activating prior knowledge
* understanding the writer’s position
* reading for details
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 13, 20 |  |  |  |  | * locating the author’s voice
* identifying types of evidence
 |
| vocabulary, academic words and idiomsSB pg. 18-19, 25TRC | * synonyms and register
* academic words and idioms
 |  |  |  | * discussing
 |
| writing model, grammar SB pg. 21-22TRC |  | * concessive clauses
* contrastive structures
 |  | * concessive clauses
* contrastive structures
* analysing a model
* discussing
 |  |
| writing skill, writing taskSB pg. 23-24TRC |  |  |  | * analysing essay questions
* brainstorming, planning, reviewing, editing
 |  |
| Scientific AmericanSB pg. 26-27TRC |  |  | * reading and listening for details
* analysing information
 | * discussing
 | * analysing a diagram
* summarising
 |
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| **Unit 2****GAMES****Lessons****8-15** | unit opener, reading 1SB pg. 28-32 | * games
 |  | * activating prior knowledge
* identifying main ideas
* interpreting visual data
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2SB pg. 34-37 | * gaming
* individuality
 |  | * activating prior knowledge
* identifying main ideas
* identifying stance and distancing
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 33, 40 |  |  |  | * discussing
 | * The Feynmann Technique
* evaluating supporting data
 |
| vocabulary, academic words and idiomsSB pg. 38-39, 45, 162TRC | * vocabulary for describing data
* academic words and idioms
 |  |  |  | * discussing
 |
| writing model, grammar SB pg. 41-42TRC |  | * inverted conditionals: real and unreal present
 |  | * using data to support opinions
* analysing a model
* discussing
 |  |
| writing skill, writing taskSB pg. 43-44TRC |  |  |  | * using data to support opinions
* brainstorming, planning, reviewing, editing
 |  |
| TESTTs App - Assessment |  |  |  |  |  |
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| **Unit 3****ENERGY****Lessons****16-23** | unit opener, reading 1SB pg. 46-50 | * energy consumption
 |  | * activating prior knowledge
* identifying main ideas
* completing flow charts
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2 SB pg. 52-55 |  |  | * activating prior knowledge
* identifying main ideas
* inferring meaning of technical vocabulary
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 51, 58 |  |  |  |  | * writing a process essay
* identifying bias
 |
| vocabulary, academic words and idiomsSB pg. 56-57, 63TRC | * words to describe energy production
* academic words and idioms
 |  |  |  | * discussing
 |
| writing model, grammar SB pg. 59-60TRC |  | * transitive and intransitive
 |  | * writing definitions
* analysing a model
* discussing
 |  |
| writing skill, writing taskSB pg. 61-62TRC |  |  |  | * writing definitions
* brainstorming, planning, reviewing, editing
 |  |
| Scientific AmericanSB pg. 64-65TRC |  |  | * reading and listening for details
 | * discussing
 | * analysing a diagram
* summarising
 |
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| **Unit 4****RISK****Lessons****24-30** | unit opener, reading 1SB pg. 66-70 | * risk management
 |  | * activating prior knowledge
* identifying main ideas
* identifying the sequence of past events
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2SB pg. 72-75 | * risk taking
 |  | * activating prior knowledge
* note-taking for summaries
* reading for specific information
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 71, 78 |  |  |  |  | * preparing for a literature review
* assessing whether research supports an argument
 |
| vocabulary, academic words and idiomsSB pg. 76-77, 83, 162TRC | * attributive language
* academic words and idioms
 |  |  |  | * discussing
 |
| writing model, grammar SB pg. 79-80TRC |  | * infinitive phrases
 |  | * infinitive phrases
* analysing a model
* discussing
 |  |
| writing skill, writing taskSB pg. 81-82TRC |  |  |  | * integrating sources into your writing
* brainstorming, planning, reviewing, editing
 |  |
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| **Unit 5****SPRAWL****Lessons****31-38** | unit opener, reading 1SB pg. 84-88 | * cities and suburbs
 |  | * activating prior knowledge
* identifying research questions
* questioning while reading
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2SB pg. 90-93 |  |  | * activating prior knowledge
* identifying main ideas
* finding similarities and differences
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 89, 96 |  |  |  |  | * The 4S System
* evaluating conclusions
* sharing ideas
 |
| vocabulary, academic words and idiomsSB pg. 94-95, 101TRC | * phrasal verbs academic alternatives
* academic words and idioms
 |  |  |  | * comparing and discussing
 |
| writing model, grammar SB pg. 97-98TRC |  | * using parallel structures
 |  | * parallel structures
* integrating direct quotations
* analysing a model
* discussing
 |  |
| writing skill, writing taskSB pg. 99-100TRC |  |  |  | * direct quotations
* brainstorming, planning, reviewing, editing
 |  |
| Scientific AmericanSB pg. 102-103TRC |  |  | * reading and listening for details
* analysing information
 | * discussing
 | * analysing a diagram
* summarising
 |
| TESTTs App - Assessment |  |  |  |  |  |
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| **Unit 6****BEHAVIOR****Lessons****39-46** | unit opener, reading 1SB pg. 104-108 | * brain
 |  | * activating prior knowledge
* identifying main ideas
* identifying in-text referencing
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2SB pg. 110-113 |  |  | * activating prior knowledge
* identifying main ideas
* identifying cause and effect
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 109, 116 |  |  |  |  | * The Leitner system
* strengthening an argument
* discussing
 |
| vocabulary, academic words and idiomsSB pg. 114-115, 121, 163TRC | * consequence phrases
* academic words and idioms
 |  |  |  | * comparing
* discussing
 |
| writing model, grammar SB pg. 117-118TRC |  | * inverted conditionals: unreal past
 |  | * anaphoric and cataphoric referencing
* analysing a model
 |  |
| writing skill, writing taskSB pg. 119-120TRC |  |  |  | * anaphoric and cataphoric referencing
* brainstorming, planning, reviewing, editing
 |  |
| Scientific AmericanSB pg. 122-123TRC |  |  | * reading and listening for details
* analysing information
 | * discussing
 | * analysing a diagram
* summarising
 |
| TESTTs App - Assessment |  |  |  |  |  |
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| **Unit 7****EXPANSE****Lessons****47-53** | unit opener, reading 1SB pg. 124-128 | * statistics
* urbanization
 |  | * activating prior knowledge
* identifying and inferring connections
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2SB pg. 130-133 | * population
* sustainable development
 |  | * activating prior knowledge
* identifying persuasion techniques
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 129, 136 |  |  |  |  | * persuasive writing
* assessing the logic of an argument
 |
| vocabulary, academic words and idiomsSB pg. 134-135, 141TRC | * adjective + noun collocation
* academic words and idioms
 |  |  |  |  |
| writing model, grammar SB pg. 137-138TRC |  | * nominal clauses
 |  | * nominal clauses
* paraphrasing
* analysing a model
* discussing
 |  |
| writing skill, writing taskSB pg. 139-140TRC |  |  |  | * paraphrasing
* brainstorming, planning, reviewing, editing
 |  |
| Scientific AmericanSB pg. 160-161TRC |  |  | * reading and listening for details
* analysing information
 | * discussing
 | * analysing a diagram
* summarising
 |
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| **Unit 8****CHANGE****Lessons****54-60** | unit opener, reading 1SB pg. 142-146 | * change
 |  | * activating prior knowledge
* identifying text organization
* inferring cause and effects
 | * critical thinking
* giving own opinions
* discussing
 |  |
| reading 2SB pg. 148-151 |  |  | * activating prior knowledge
* identifying concepts and theories
* reading for specific information
 | * critical thinking
* giving own opinions
* discussing
 |  |
| academic skills, critical thinkingSB pg. 147, 154 |  |  |  |  | * incorporating subject-specific jargon
* inferring criticism
* comparing
 |
| vocabulary, academic words and idiomsSB pg. 152-153, 159, 163TRC | * academic phrases
* academic words and idioms
 |  |  |  |  |
| writing model, grammar SB pg. 155-156TRC |  | * participle clauses
 |  | * participle clauses
* analysing a model
* discussing
 |  |
| writing skill, writing taskSB pg. 157-158TRC |  |  |  | * structuring and writing a report
* brainstorming, planning, reviewing, editing
 |  |
| End of Year TEST | Ts App - Assessment |  |  |  |  |  |