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