**SKILLFUL 2 ed 1 (A2) - 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 words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Character* psychology - leaders
* business - leaders
* changing nouns to adjectives to describe people’s characters
 | * Simple Present structures to write descriptions
 | * previewing a text to increase efficiency and comprehension
* finding and understanding the main ideas of texts
 | * correct capitalization and punctuation
* planning, writing and editing a paragraph about a leader’s character
 | * learning how study skills connect with your work and outcomes
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| **Unit 2****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Time* *time* collocations
 | * determiners of quantity – *how much, a little, plenty of,* etc.
 | * skimming texts for general idea, key contents and organization
* scanning texts to find important information quickly
 | * writing paragraph topic sentence to express main idea
* writing effective topic sentences
* brainstorming, composing, revising a paragraph to explain how well you manage your time
 | * planning your time
* choosing when to study
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| **Unit 3****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Buildings* designers
* technology
* prepositions of place – talking where things are located
 | * articles – *a, an, the, zero article* – with nouns
 | * reading to find main ideas and supporting details
* making inferences to interpret information
 | * writing supporting sentences to help explain your idea
* preparing, writing and editing a paragraph describing how technology can improve a building
 | * how to make your learning more active
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| **Unit 4****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Cities* urban creative solutions
* sizes
* words to describe change
 | * Present Progressive to describe trends and changes
 | * predicting what you’ll read to connect your knowledge and context to new ideas
* reading texts to find problems and solutions
 | * joining sentences to write about contrasts, choices, or results
* planning, composing and sharing a paragraph about changes in your city
 | * choosing what to take down to improve your note-taking skills
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| **Unit 5****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Culture* effects of technology
* words with positive and negative meaning
 | * Present Perfect tense
 | * reading to identify and distinguish facts and opinions
* reading texts to infer and identify author’s bias
 | * expressing and justifying your opinions in writing
* brainstorming, planning and writing a paragraph explaining and justifying your opinion about changes in culture
 | * motivation to work and study
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| **Unit 6****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Food* sociology - slowing down
* culinary arts
* food collocations
 | * comparative and superlative forms of adjectives to express difference
 | * reading charts and graphs in the text to understand visual information better
* scanning texts for numbers to find information quickly
 | * writing descriptions of information in charts
* planning, writing and editing a comparison paragraph about diets
* interpreting graphs
 | * interpreting pie charts
* interpreting bar graphs
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| **Unit 7****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Extremes* engineering -earth extremes
* extreme adjectives
 | * structures to talk about present, past and future ability
 | * scanning text for names to match them to key information
* identifying reasons in texts
 | * giving reasons in your writing to support arguments
* composing, sharing and editing a paragraph explaining reasons for exploring extreme places
 | * using critical questions in writing
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| **Unit 8****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Vision* biology – seeing
* semiotics - flags
* differences between *look at, watch*, and *see*
 | * infinitives of purpose
 | * scanning texts to confirm your predictions
* organizing your notes into charts when reading
 | * combining ideas and fragments into complete sentences
* planning, writing and sharing a paragraph describing a diagram related to vision
 | * increasing 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 words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Progress* medicine
* technology
* words that show sequence of events
 | * Simple Past tense in active and passive voice to write about past events
 | * identifying names and achievements in texts and paragraphs
* summarizing information you find in texts when reading
 | * describing a sequence of past events
* brainstorming, composing and revising a descriptive paragraph about a process of discovery
 | * words and phrases for linking ideas together
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| **Unit 10****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words5&6 – grammar, writing model, skill & task (H), review (H), test TRC (H) | Work* aviation – clean future
* technology - robots
* collocations related to work
 | * *going to* and Simple Future to write about promises, predictions and future events
 | * distinguishing facts from opinions
* using pronoun reference to understand how text is organised
* interpreting texts using pronoun references
 | * writing effective concluding sentences to improve your paragraphs
* planning, writing and editing a paragraph about a future prediction
 | * managing your learning with technology
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