**SKILLFUL 2 ed 3 (B2) - Listening and Speaking syllabus (60 hours)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIT & HOURS** | **LESSONS** | **TOPICS & VOCABULARY** | **GRAMMAR** | **LISTENING** | **SPEAKING & PRONUNCIATION** | **STUDY SKILLS** |
| **Unit 1**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Identity   * life events * technology of identification * suffixes | * past tenses with subordinating conjunctions | * listening for reference to understand main ideas * listening for topic shifts to focus on specific information | * expressing interest in ideas you hear * planning and presenting a positive life event that affected your self-identity * using intonation to express interest | * identifying your current skills |
| **Unit 2**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Design   * principles of good design * technology – VR versus AR * design vocabulary | * *wish* with present or future time | * listening to infer meaning from context * listening for key terms and definitions | * talking about problems and solutions * brainstorming, planning and presenting a new product designed to solve a problem * using intonation to make declarative statements | * creative problem-solving: difficulties finding a solution |
| **Unit 3**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Thought   * brain training * digital memory * words to describe brain and mind | * using conjunctions, *may/might/but*, and adverbials to make concessions | * listening to understand the structure of a formal argument * identifying claims and supporting evidence * listening for repair and elaboration | * responding to an argument * group debate on the positive and negative effects of technology on academic performance * stress in statements of contradiction | * organization and memory |
| **Unit 4**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Fire   * discovery of fire * environment – forest fires * synonyms | * stance markers | * listening to distinguish facts from opinions to evaluate arguments * listening to understand sequence of events | * practicing changing the topic and returning to it * group debate whether fire does more harm than good * using intonation to express feelings and attitudes | * reviewing notes |
| **Unit 5**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Movement   * commuting * crowd management * compound adjectives | * complex passives | * listening for generalized statements to understand routine and frequency * listening to understand priorities | * voicing and allaying concern * assessing and prioritizing the risks to public safety in a stadium and suggesting solutions to each issue * word stress with content and function words | * shortcuts in note-taking – using abbreviations |
| **Unit 6**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Disease   * biology - germ myths * medicine – disease detectives * medical language | * past modals of deduction | * listening to categorize information to understand main ideas * listening to understand cause-and-effect relationship | * asking to clarify or confirm ideas you hear * making deductions about a medical case study * presenting findings to the class * intonation with tag questions | * chairing a group |
| **Unit 7**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Survival   * kindness as skill * architecture * word families | * present unreal conditionals | * predicting content using prior knowledge * listening for phrases that connect ideas * identifying main topics and subtopics to understand text organisation | * contributing additional information to a discussion * discussing the global water challenge and presenting your ideas to the class * questions intonation | * being effective in a group discussion – playing your part |
| **Unit 8**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Law   * cybercrime * technology – protection online * legal vocabulary | * reporting verbs | * listening to understand supporting evidence – definitions, examples, explanations * listening to recognize direct and indirect citations | * disagreeing politely * debating the appropriacy of a punishment in a cybercrime case study * using word stress to strongly agree or disagree | * being a good listener |
| **Unit 9**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Sound   * medical research * auditory phenomena * word and preposition combinations | * cleft sentences | * listening for signal phrases to understand text organisation * listening for descriptive language to interpret speaker’s attitude | * fielding questions during a presentation * designing and presenting a park that allows people to escape noise pollution * using contrastive stress for emphasis | * identifying what get good marks |
| **Unit 10**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)  3&4 – listening 2, vocabulary, academic words, critical thinking (H)  5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Tomorrow   * drones * transportation – hyperloops * vocabulary of transportation and logistics | * Future Perfect Progressive | * listening for bias to evaluate arguments better * listening for hyperbole to identify claims not meant to be taken literally | * using language for convincing * making persuasive arguments * debating the pros and cons of a future trend towards increased commercial drone use * pronouncing thought groups | * planning a persuasive argument |