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

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