**SKILLFUL 2 ed 2 (B1) - Listening and Speaking syllabus (60 hours)**

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| **UNIT & HOURS** | **LESSONS** | **TOPICS & VOCABULARY** | **GRAMMAR** | **LISTENING & PRONUNCIATION** | **SPEAKING & PRONUNCIATION** | **STUDY SKILLS** |
| **Unit 1****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Society* community service
* happiness
* verb and noun collocations
 | * discourse markers for adding reason or details
 | * listening for examples to understand evidence in arguments
* listening for details in a lecture to follow its organisation
* elision of vowel sounds
 | * giving reasons and explanations
* analysing and evaluating charities
* discussing and comparing two organisations
* noticing and practicing weak forms
 | * managing work and study
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| **Unit 2****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Food* shelf life
* food waste
* brain food
* using phrasal verbs
 | * relative clauses to add further information
 | * listening for emphasis of main ideas
* predicting the content
* stress in phrasal verbs
 | * offering advice and suggestions
* evaluating and presenting suggestions to reduce food waste
* noticing and practicing consonant clusters
 | * tricks to help you start writing
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| **Unit 3****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Business* work space
* big business
* business vocabulary
 | * modals verbs of advice
 | * listening for reasons
* listening for contrasts
* continuing speech
 | * turn-taking
* presenting a business plan to turn a failing business around
* chunking language in a presentation by pausing
 | * getting the most out of a discussion
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| **Unit 4****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Trends* car safety
* urban sprawl
* synonyms and antonyms
 | * Simple Past to order historical events
 | * listening for dates to understand a timeline
* listening for time signals to understand when events happened
* sounds in dates and numbers
 | * asking for clarification and repetition
* presenting a timeline of your city’s development
* noticing and practicing stress patterns in phrases connected with *and*
 | * headings, labels, and keys – used to understand data in graphs, charts, and tables
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| **Unit 5****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Success* skills
* effort vs. luck
* what is success?
* using prefixes
 | * quantifiers to express approximate quantity
 | * listening for key vocabulary in context
* listening to summarize content
* homophones
 | * using discourse markers to compare and contrast
* brainstorming, preparing and delivering a small talk about passing exams
* noticing and practicing stress in modifiers before data
 | * studying for tests
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| **Unit 6****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Pressure* peer pressure
* exam pressure
* collocations with *get*
 | * modals in conditional sentences to give advice
 | * listening for how opinions and arguments are supported
* listening for cause and effect
* taking time to think
 | * using different techniques to explain something you don’t know the word for
* analysing, evaluating and giving advice on how to minimize academic pressure
* consonant sounds at word boundaries
 | * identifying triggers to help you deal with stress
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| **Unit 7****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Fear* fear of public speaking
* phobias
* suffixes -*ful* and -*less*
 | * Present Perfect tense with adverbs to talk about experiences
 | * listening to recognize organisational phrases in a speech
* listening to identify problems and solutions
* listening for conversation fillers
 | * using key language to manage questions from the floor
* brainstorming, preparing and delivering a small talk about a problem you have had to solve
* noticing and practicing pausing and pacing speech
 | * increasing confidence when speaking
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| **Unit 8****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Stories* factual stories
* elements of a plot
* descriptive adjectives
 | * Past Progressive to tell a story or experience
 | * listening to identify the order of events
* listening for details to add to a diagram
* emphatic stress for storytelling
 | * words to express your attitude towards something
* preparing and telling a factual or fictional story you know
* identifying, distinguishing and pronouncing words beginning with /g/ and /k/ sounds
 | * finding your creative streak
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| **Unit 9****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Environment* solar power
* eco-tourism
* word families related to environment
 | * modal passives to describe processes and actions
 | * listening to recognize pros and cons of an argument
* listening to understand when and how to interact with a presenter
* listening to a presenter interact with an audience
* linking vowel sounds between words
 | * using different techniques to interact with a presenter
* planning and presenting a poster on the environment
* noticing and practicing stress with word suffixes
 | * identifying strategies to solve problems creatively
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| **Unit 10****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words, study skills (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Medicine* online doctors
* medical tourism
* medical vocabulary
 | * indirect question to be polite
 | * listening to recognize how an argument is supported
* listening to determine the speaker’s attitude
* linking the same consonant sounds
 | * using different techniques to refute an argument
* preparing for and participating in a debate on technology in medicine
* noticing and practicing citation, contrastive, and emphatic stress
 | * persuasion through reasons - argument
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