**SKILLFUL 2 ed 1 (A2) – 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 (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Character* university life
* campus
* personality
* adjectives to describe personality
 | * Simple Present questions – revision and practice
 | * listening for key words in a dialogue to understand important information
* recognizing main ideas in longer texts – interviews and class discussions
* reduced final /t/ before a consonant
 | * making formal and informal introductions
* brainstorming, interviewing and introducing someone
* word stress in sentences
 | * studying with others
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| **Unit 2****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Time* biological clock
* science – sleep
* vocabulary for waking and sleeping
 | * adverbs of frequency to determine a routine
 | * listening for specific information to support a main idea
* listening for cause and effect to better understand a lecture
* intonation in statements
 | * getting attention
* asking for permission
* planning and conducting a survey about sleep habits
* stress and intonation in questions
 | * strategies for taking notes while listening
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| **Unit 3****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Buildings* campus housing
* architecture
* adjectives to describe places
 | * comparative and superlative adjectives to compare types of university accommodation
 | * listening for phrases to determine speaker’s attitude
* predicting the key parts of a listening text from context
* predicting contents before listening
* /s/ and /z/ sounds
 | * agreeing, disagreeing, and giving opinions
* comparing three types of university accommodation
* discussing, comparing and choosing the best option
* linking consonants to vowels
 | * listening skills
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| **Unit 4****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Cities* urban development
* words to talk about cities
* outdoor advertising
 | * Present Progressive to describe changes over time
 | * listening to a speaker correcting information
* determining advantages and disadvantages by listening for key words
* using interview questions to predict the contents of a talk
* reduced forms
 | * giving clear reasons for or against an idea
* planning, practicing and delivering a short talk describing a trend in your city
* pronounce contractions in the Present Progressive form
 | * using information from lectures
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| **Unit 5****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Culture* customs and traditions
* words to talk about customs and traditions
 | * modal verbs and adjective expressions to give advice
 | * identifying explanations and examples to better understand a text
* using signal words to identify the main ideas of a lecture
* listening for the main ideas of a lecture to follow its organization
* weak forms
 | * introducing your talk with signal terms and phrases
* brainstorming, preparing and presenting a short talk about a country’s customs
* delivering a brief descriptive report
* pronouncing common syllable stress in multi-syllable words
 | * using slides in a presentation
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| **Unit 6****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Food* food science
* health
* nutrition
* using sequencers
 | * present passive to describe a process
 | * identifying and distinguishing facts from opinions
* recognizing signal words and phrases to identify steps in a process
* thought groups and pausing
 | * using signal words and phrases to explain and define ideas
* planning and describing the process of making a type of food
* pronouncing the past *-ed* ending of different words
 | * active and passive learning
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| **Unit 7****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Extremes* zoology – amazing creatures
* memory
* *-ed* and *-ing* adjectives
 | * *can* and *be able to* to express and talk about ability
 | * recognizing categories to better understand a description
* organizing information while listening by noticing words used to classify items
* glottal stop
 | * using words and phrases to give a description
* taking part in a memory quiz
* giving a description of an animal
* recognizing and pronouncing *can/can’t, be able to/not able to* in affirmative, negative and interrogative statements
 | * remembering things
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| **Unit 8****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Vision* biology – seeing
* photography
* words to describe photography
 | * gerunds and infinitives to give more information
 | * understanding different types and forms of numbers
* listening for details to describe a photograph
* stress in numbers
 | * using words and phrases to describe the location of items in a photograph
* describing a photograph
* distinguishing and pronouncing /p/ versus /b/ sounds at the beginning of words
 | * rounding up and down
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| **Unit 9****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Progress* technology
* learning online
* mechanical engineering – new limbs
* words that describe progress
 | * *used to* to talk about differences between past and present
 | * listening for time signals to identify when speakers describe past and present events
* following a sequence in a conversation
* recognizing phrases that signal a conclusion
* consonant clusters at the beginning and end of words
 | * using concluding words and phrases to end a presentation
* brainstorming, planning and delivering a short talk on how life has changed in the last ten years
* identifying and using stress for emphasis
 | * using technology to personalize learning
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| **Unit 10****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation3&4 – listening 2, vocabulary, academic words (H), study skills5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Work* human behaviour
* the future of work
* words and phrases related to work
 | * *will* to make predictions about the future
 | * listening for phrases that signal additional information
* recognizing words and expressions that highlight the structure of a talk
* listening for the overall structure of a lecture
* silent syllables
 | * using future time markers to talk about future developments and trends
* planning and delivering a short presentation about work in the future
* pronouncing contractions with *will*
 | * combing work and study
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