**SKILLFUL 3rd edition Level 2 (B1) - Listening and Speaking syllabus (60 hours)**

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| **UNIT & LESSON** | **SECTION** | **VOCABULARY & ACADEMIC WORDS** | **GRAMMAR** | **LISTENING & PRONUNCIATION** | **SPEAKING & PRONUNCIATION** | **ACADEMIC SKILLS** |
| **Unit 1**  **SOCIETY**  **Lessons 1-7** | unit opener, listening 1  SB pg. 8-11 | * community service |  | * preparing to listen * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 12-13 |  |  | * listening for examples | * critical thinking * discussing | * presenting in a group |
| listening 2  SB pg. 14-16  TRC | * doctors without borders |  | * predicting * listening for the main ideas * listening for details | * critical thinking * discussing |  |
| pronunciation, grammar  SB pg. 17, 21  TRC |  | * discourse markers for adding reasons or details | * elision of vowel sounds |  |  |
| vocabulary, academic words and idioms  SB pg. 18-19, 25  TRC | * verb and noun collocations * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 20, 22-24 |  |  |  | * giving reasons and explanations * brainstorming, planning, reviewing, reflecting * analysing and evaluating which charity to donate to * weak forms |  |
| Scientific American  SB pg. 26-27  TRC |  |  | * listening and reading for details | * discussing | * analysing a diagram * summarising |
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| **Unit 2**  **FOOD**  **Lessons**  **8-15** | unit opener, listening 1  SB pg. 28-31 | * food waste around the world |  | * preparing to listen * listening for emphasis of main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 32-33 |  |  | * listening for additional information | * critical thinking * discussing | * concluding a discussion or presentation |
| listening 2  SB pg. 34-36  TRC | * brain food |  | * activating prior knowledge * predicting * listening for details | * critical thinking * discussing |  |
| pronunciation, grammar  SB pg. 37, 41  TRC |  | * relative clauses | * stress in phrasal verbs |  |  |
| vocabulary, academic words and idioms  SB pg. 38-39, 45, 164  TRC | * phrasal verbs * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 40, 42-44 |  |  |  | * brainstorming, planning, reviewing, reflecting * offering advice and suggestions * presenting advice on how to reduce food waste * consonant clusters |  |
| TEST  Ts App - Assessment |  |  |  |  |  |
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| **Unit 3**  **BUSINESS**  **Lessons**  **16-23** | unit opener, listening 1  SB pg. 46-49 | * work space * quiet spaces |  | * activating prior knowledge * listening for subtopics | * discussing |  |
| listening 1, academic skills  SB pg. 50-51 |  |  | * listening for reasons | * critical thinking * discussing | * knowing more about your audience |
| listening 2  SB pg. 52-54  TRC |  |  | * activating prior knowledge * listening for main ideas * listening for contrasts | * critical thinking * discussing |  |
| pronunciation, grammar  SB pg. 55, 59  TRC |  | * modal verbs for advice | * continuing speech |  |  |
| vocabulary, academic words and idioms  SB pg. 56-57, 63  TRC | * business * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 58, 60-62 |  |  |  | * turn-taking * chunking a presentation * presenting a business plan * brainstorming, planning, reviewing, reflecting |  |
| Scientific American  SB pg. 64-65  TRC |  |  | * listening and reading for details | * discussing | * analysing a diagram * summarising |
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| **Unit 4**  **TRENDS**  **Lessons**  **24-30** | unit opener, listening 1  SB pg. 66-69 | * telephones * buying a car |  | * preparing to listen * activating prior knowledge * listening for key words | * discussing |  |
| listening 1, academic skills  SB pg. 70-71 |  |  | * listening for dates | * critical thinking * discussing | * presenting data |
| listening 2  SB pg. 72-74  TRC | * urban sprawl |  | * activating prior knowledge * predicting * listening for main ideas * listening for time signals | * critical thinking * discussing |  |
| pronunciation, grammar  SB pg. 75, 79  TRC |  | * Simple Past: ordering past events | * sounds in dates and numbers |  |  |
| vocabulary, academic words and idioms,  SB pg. 76-77, 83, 164  TRC | * synonyms and antonyms * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 78, 80-82 |  |  |  | * asking for clarification and repetition * clarifying * introducing references * brainstorming, planning, reviewing, reflecting * describing a past development * using a timeline * stress in phrases connected with *and* |  |
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| **Unit 5**  **SUCCESS**  **Lessons**  **31-38** | unit opener, listening 1  SB pg. 84-87 | * successful people * skills, effort, luck |  | * preparing to listen * activating prior knowledge * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 88-89 |  |  | * listening for vocabulary in context | * critical thinking * discussing | * content-oriented listening |
| listening 2  SB pg. 90-92  TRC | * success and failure |  | * activating prior knowledge * predicting * listening to summarise * listening for details | * critical thinking * discussing |  |
| pronunciation, grammar  SB pg. 93, 97  TRC |  | * quantifiers | * homophones |  |  |
| vocabulary, academic words and idioms,  SB pg. 94-95, 101  TRC | * prefixes * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 96, 98-100 | * discourse makers to compare and contrast |  |  | * asking for clarification and repetition * using discourse makers to compare and contrast * brainstorming, planning, reviewing, reflecting * stress in modifiers before data |  |
| Scientific American  SB pg. 102-103  TRC |  |  | * listening and reading for specific information | * discussing | * analysing a diagram * summarising |
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| **Unit 6**  **PRESSURE**  **Lessons**  **39-46** | unit opener, listening 1  SB pg. 104-107 | * under pressure * peer pressure |  | * preparing to listen * activating prior knowledge * listening for main ideas | * discussing |  |
| listening 1, pronunciation  SB pg. 108-109  TRC |  |  | * listening for how opinions are supported * taking time to think | * critical thinking * discussing |  |
| listening 2  SB pg. 110-112 | * parental pressure |  | * activating prior knowledge * predicting * listening for main ideas * listening for cause and effect | * critical thinking * discussing |  |
| academic skills, grammar  SB pg. 113, 117  TRC |  | * modals in conditional sentences * giving advice |  | * giving advice | * finding weakness with arguments |
| vocabulary, academic words and idioms  SB pg. 114-115, 121, 165  TRC | * collocations with *get* * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 116, 118-120 | * explaining something you don’t know the word for |  |  | * giving advice using conditional sentences * brainstorming, planning, reviewing, reflecting * explaining something you don’t know the word for * consonant sounds at word boundaries |  |
| Scientific American  SB pg. 122-123  TRC |  |  | * listening and reading for specific information * sequencing | * discussing | * analysing a diagram * summarising |
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| **Unit 7**  **STORIES**  **Lessons**  **47-53** | unit opener, listening 1  SB pg. 124-127 | * science * storytelling |  | * preparing to listen * activating prior knowledge * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 128-129 |  |  | * listening for the order of events | * critical thinking * discussing | * telling an anecdote |
| listening 2  SB pg. 130-132  TRC | * elements of a plot |  | * preparing to listen * activating prior knowledge * listening for key words * listening to add details to a diagram | * critical thinking * discussing |  |
| pronunciation, grammar  SB pg. 133, 137  TRC |  | * Past Progressive | * emphatic stress for storytelling |  |  |
| vocabulary, academic words and idioms  SB pg. 134-135, 141, 165  TRC | * descriptive adjectives * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 136, 138-140 | * telling a story * sentence adverbs |  |  | * brainstorming, planning, reviewing, reflecting * using sentence adverbs * /g/ versus /k/ |  |
| Scientific American  SB pg. 160-161  TRC |  |  | * listening and reading for specific information | * discussing | * analysing a diagram * summarising |
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| **Unit 8**  **ENVIRONMENT**  **Lessons**  **54-60** | unit opener, listening 1  SB pg. 142-145 | * numbers * environment |  | * preparing to listen * activating prior knowledge * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 146-147 |  |  | * listening for pros and cons | * critical thinking * discussing | * organising a presentation |
| listening 2  SB pg. 148-150  TRC | * sustainability |  | * preparing to listen * activating prior knowledge * listening to order information * listening to a presenter interact with audience | * critical thinking * discussing |  |
| pronunciation, grammar  SB pg. 151, 155  TRC |  | * modal passives | * linking vowel sounds between words |  |  |
| vocabulary, academic words and idioms,  SB pg. 152-153, 159  TRC | * environment word families * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 154, 156-158 | * telling a story * sentence adverbs |  |  | * brainstorming, planning, reviewing, reflecting * interacting with a presenter * word stress with word suffixes |  |
|  | End of Year TEST  Ts App - Assessment |  |  |  |  |  |