**SKILLFUL 3rd edition Level 3 (B2) - Listening and Speaking syllabus (60 hours)**

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| **UNIT & LESSON** | **SECTION** | **VOCABULARY & ACADEMIC WORDS** | **GRAMMAR** | **LISTENING** | **SPEAKING & PRONUNCIATION** | **ACADEMIC SKILLS** |
| **Unit 1**  **DESIGN**  **Lessons 1-7** | unit opener, listening 1  SB pg. 8-11 | * design |  | * preparing to listen * activating prior knowledge * listening for text organisation | * discussing |  |
| listening 1, academic skills  SB pg. 12-13 |  |  | * inferring from context | * critical thinking | * reiterating other people’s ideas |
| listening 2,  SB pg. 14-16  TRC | * design |  | * activating prior knowledge * listening and ordering events * listening for key terms and definitions |  |  |
| critical thinking, grammar  SB pg. 17, 21  TRC |  | *wish* when referring to present or future time |  | * discussing * summarising | * critical thinking: developing and applying evaluation standards |
| vocabulary, academic words and idioms  SB pg. 18-19, 25  TRC | * words to talk about design * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 20, 22-24 |  |  |  | * talking about problems and solutions * brainstorming, planning, reviewing, reflecting * using intonation to make declarative statements |  |
| Scientific American  SB pg. 26-27  TRC |  |  | * listening and reading for details | * discussing | * analysing a graph * summarising |
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| **Unit 2**  **THOUGHT**  **Lessons**  **8-15** | unit opener, listening 1  SB pg. 28-31 | * brain |  | * activating prior knowledge * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 32-33 |  |  | * listening for understanding the structure of a formal argument | * discussing * summarising | * critical thinking: anticipating opposing views |
| listening 2  SB pg. 34-36  TRC | * efficiency * influence |  | * activating prior knowledge * listening for main ideas * listening for elaboration |  |  |
| critical thinking, grammar  SB pg. 37, 41  TRC |  | * concession |  | * critical thinking: appeal to popularity * discussing |  |
| vocabulary, academic words and idioms  SB pg. 38-39, 45, 164  TRC | * words to describe brain and mind * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 40, 42-44 |  |  |  | * brainstorming, planning, reviewing, reflecting * concessions * responding to an argument * discussing * word stress in statements of contradiction |  |
| TEST  Ts App - Assessment |  |  |  |  |  |
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| **Unit 3**  **FIRE**  **Lessons**  **16-23** | unit opener, listening 1  SB pg. 46-49 | * fire |  | * activating prior knowledge * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 50-51 |  |  | * listening for details * listening to distinguish facts from opinions | * discussing * summarising | * critical thinking: cohesion |
| listening 2  SB pg. 52-54  TRC | * forest fires |  | * activating prior knowledge * listening for main ideas * listening to understand a sequence of events | * discussing |  |
| critical thinking, grammar  SB pg. 55, 59  TRC |  | * using stance markers |  | * discussing | * critical thinking: distinguishing between causation and correlation |
| vocabulary, academic words and idioms  SB pg. 56-57, 63  TRC | * synonyms * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 58, 60-62 |  |  |  | * brainstorming, planning, reviewing, reflecting * changing a topic of conversation * returning to a topic * using intonation to mark feelings and attitudes |  |
| Scientific American  SB pg. 64-65  TRC |  |  | * listening and reading for details | * discussing | * analysing graphs * summarising |
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| **Unit 4**  **MOVEMENT**  **Lessons**  **24-30** | unit opener, listening 1  SB pg. 66-69 | * traffic * shipping |  | * preparing to listen * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 70-71 |  |  | * listening for generalised statements | * discussing * summarising | * critical thinking: inferring a speaker’s attitude or feeling |
| listening 2  SB pg. 72-74  TRC | * crowd |  | * activating prior knowledge * listening for main ideas * understanding priorities | * discussing |  |
| critical thinking, grammar  SB pg. 75, 79  TRC |  | * complex passives |  |  | * critical thinking: slippery slope |
| vocabulary, academic words and idioms  SB pg. 76-77, 83, 164  TRC | * compound adjectives * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 78, 80-82 |  |  |  | * voicing and allying concern * discussing * brainstorming, planning, reviewing, reflecting * word stress in content and function words |  |
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| **Unit 5**  **DISEASE**  **Lessons**  **31-38** | unit opener, listening 1  SB pg. 84-87 | * medical issues |  | * activating prior knowledge * listening to categorize information | * discussing |  |
| listening 1, academic skills  (pg. 88-89) |  |  | * listening for detail | * discussing | * critical thinking: speaking about graphs |
| listening 2  SB pg. 90-92  TRC | * immunity |  | * predicting * listening for main ideas * listening to understand cause and effect relationships | * discussing |  |
| critical thinking, grammar  SB pg. 93, 97  TRC |  | * past modals of deduction |  | * discussing | * critical thinking: *either / or* fallacies |
| vocabulary, academic words and idioms  SB pg. 94-95, 101  TRC | * medical language * academic words and idioms |  |  | * discussing |  |
| speaking model, skill, task, pronunciation  SB pg. 96, 98-100 |  |  |  | * asking to clarify or confirm ideas you hear * discussing * brainstorming, planning, reviewing, reflecting * intonation in tag questions |  |
| Scientific American  SB pg. 102-103  TRC |  |  | * listening and reading for specific information | * discussing | * analysing diagrams * summarising |
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| **Unit 6**  **SURVIVAL**  **Lessons**  **39-46** | unit opener, listening 1  SB pg. 104-107 | * recycling |  | * predicting content using prior knowledge * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 108-109 |  |  | * listening for detail | * discussing | * critical thinking: contextualising information in a broader real-world context |
| listening 2  SB pg. 110-112  TRC |  |  | * activating prior knowledge * listening for phrases that connect ideas * listening for details | * discussing |  |
| critical thinking, grammar  SB pg. 113, 117  TRC |  | * the present unreal conditional |  | * discussing | * critical thinking: strengthening an argument |
| vocabulary, academic words and idioms  SB pg. 114-115, 121, 165  TRC | * academic words and idioms * learning word families |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 116, 118-120 |  |  |  | * contributing additional information to a discussion * discussing * brainstorming, planning, reviewing, reflecting * question intonation |  |
| Scientific American  SB pg. 122-123  TRC |  |  | * listening and reading for specific information | * discussing | * analysing diagrams * summarising |
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| **Unit 7**  **LAW**  **Lessons**  **47-53** | unit opener, listening 1  SB pg. 124-127 | * cybercrime |  | * preparing to listen * activating prior knowledge * listening for text organisation | * discussing |  |
| listening 1, academic skills  SB pg. 128-129 |  |  | * understanding supporting evidence | * discussing * debating | * critical thinking: roles in an informal debate |
| listening 2  SB pg. 130-132  TRC | * protecting yourself online |  | * preparing to listen * activating prior knowledge * listening for main ideas * recognizing citations |  |  |
| critical thinking, grammar  SB pg. 133, 137  TRC |  | * verbs for reported speech |  | * discussing | * critical thinking: evaluating source reliability |
| vocabulary, academic words and idioms  SB pg. 134-135, 141  TRC | * legal vocabulary * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 136, 138-140 | * telling a story * sentence adverbs |  |  | * disagreeing politely * discussing * brainstorming, planning, reviewing, reflecting * using word stress to strongly agree or disagree |  |
| Scientific American  SB pg. 160-161  TRC |  |  | * listening and reading for specific information | * discussing | * analysing a graph * summarising |
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| **Unit 8**  **TOMORROW**  **Lessons 54-60** | unit opener, listening 1  SB pg. 142-145 | * transportation |  | * activating prior knowledge * listening for main ideas | * discussing |  |
| listening 1, academic skills  SB pg. 146-147 |  |  | * listening for bias | * discussing | * critical thinking: arguing against someone politely |
| listening 2  SB pg. 148-150  TRC | * future means of transport |  | * activating prior knowledge * listening for main ideas * listening for hyperbole | * discussing |  |
| critical thinking, grammar  SB pg. 151, 155  TRC |  | * future perfect progressive |  | * discussing | * critical thinking: straw man arguments |
| vocabulary, academic words and idioms  SB pg. 152-153, 159, 165  TRC | * transport * logistics * academic words and idioms |  |  |  |  |
| speaking model, skill, task, pronunciation  SB pg. 154, 156-158 |  |  |  | * convincing and making persuasive arguments * debating * brainstorming, planning, reviewing, reflecting * thought groups |  |
|  | End of Year TEST  Ts App - Assessment |  |  |  |  |  |