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