**SKILLFUL 3rd edition Level 4 (C1) - Listening and Speaking syllabus (60 hours)**

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| **UNIT & LESSON** | **SECTION** | **VOCABULARY & ACADEMIC WORDS** | **GRAMMAR** | **LISTENING** | **SPEAKING & PRONUNCIATION** | **ACADEMIC SKILLS** |
| **Unit 1****GATHERING****Lessons 1-7** | unit opener, listening 1SB pg. 8-11 | * communities
 |  | * activating prior knowledge
* listening for order of events
* listening for main ideas
* listening for detail
 | * discussing
 |  |
| listening 1, academic skillsSB pg. 12-13 |  |  | * identifying jokes and colloquial allusions
 | * critical thinking
* discussing
 | * deducing meaning from context
 |
| listening 2SB pg. 14-16TRC |  |  | * activating prior knowledge
* listening to a sequence of arguments
* adopting a critical stance to information in lectures
 | * critical thinking
* discussing
* evaluating
 |  |
| critical thinking, grammarSB pg. 17, 21TRC |  | * cleft sentences
 |  | * discussing
 | * critical thinking: logical fallacy – anecdotal evidence
 |
| vocabulary, academic words and idiomsSB pg. 18-19, 25TRC | * words for working together
* academic words and idioms
 |  |  |  |  |
| speaking model, skill, task, pronunciationSB pg. 20, 22-24 |  |  |  | * keeping discussion going
* brainstorming, planning, reviewing, reflecting
* informal debate
* stress in key words in colloquial language
 |  |
| Scientific AmericanSB pg. 26-27TRC |  |  | * listening and reading for details
 | * discussing
 | * analysing graphs
* summarising
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| **UNIT & LESSON** | **SECTION** | **VOCABULARY & ACADEMIC WORDS** | **GRAMMAR** | **LISTENING** | **SPEAKING & PRONUNCIATION** | **ACADEMIC SKILLS** |
| **Unit 2****GAMES****Lessons** **8-15** | unit opener, listening 1SB pg. 28-31 | * benefits of sports
 |  | * predicting
* listening for order of events
 | * discussing
 |  |
| listening 1, academic skillsSB pg. 32-33 |  |  | * following the way a discussion develops
 | * discussing
* summarising
 | * the jigsaw method of groupwork
 |
| listening 2 SB pg. 34-36TRC | * rules in sport
 |  | * activating prior knowledge
* listening for main ideas
* using Cornell notes for lectures
 | * discussing
 |  |
| critical thinking, grammarSB pg. 37, 41TRC |  | * expressing causality
 |  | * discussing
 | * critical thinking: ad hominem attacks
 |
| vocabulary, academic words and idiomsSB pg. 38-39, 45, 164TRC | * words for getting the opportunity to speak
* academic words and idioms
 |  |  | * role-play speaking
 |  |
| speaking model, skill, task, pronunciationSB pg. 40, 42-44 |  |  |  | * brainstorming, planning, reviewing, reflecting
* dealing with issues in groupwork
* discussing
* intonation when eliciting and expressing information
 |  |
| TESTTs App – Assessment |  |  |  |  |  |
| **UNIT & LESSON** | **SECTION** | **VOCABULARY & ACADEMIC WORDS** | **GRAMMAR** | **LISTENING** | **SPEAKING & PRONUNCIATION** | **ACADEMIC SKILLS** |
| **Unit 3****ENERGY****Lessons****16-23** | unit opener, listening 1SB pg. 46-49 | * change
 |  | * activating prior knowledge
* listening to the way a discussion develops
 | * discussing
 |  |
| listening 1, academic skillsSB pg. 50-51 |  |  | * recognizing allusions to external events and people
 | * discussing
 | * making counterarguments
 |
| listening 2SB pg. 52-54TRC |  |  | * activating prior knowledge
* listening for organisation and key terms
* listening for order of events
* listening to annotate presentation slides
 | * expressing opinion
 |  |
| critical thinking, grammarSB pg. 55, 59TRC |  | * conditional language
 |  | * discussing
* summarising
 | * critical thinking: making deductions
 |
| vocabulary, academic words and idiomsSB pg. 56-57, 63TRC | * words for change situations
* academic words and idioms
 |  |  |  |  |
| speaking model, skill, task, pronunciationSB pg. 58, 60-62 |  |  |  | * brainstorming, planning, reviewing, reflecting
* discussing
* referring to other speakers
* giving a presentation
* preparing and rehearsing talking points
 |  |
| Scientific AmericanSB pg. 64-65TRC |  |  | * listening and reading for details
 | * discussing
 | * analysing diagrams
* summarising
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| TESTTs App - Assessment |  |  |  |  |  |
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| **Unit 4****RISK****Lessons****24-30** | unit opener, listening 1SB pg. 66-69 | * life of a group
* taking risks
 |  | * preparing to listen
* listening for main ideas
* listening for details
 | * discussing
 |  |
| listening 1, academic skillsSB pg. 70-71 |  |  | * identifying consensus in group speech
 | * discussing
* evaluating
 | * SWOT analysis
 |
| listening 2 SB pg. 72-74TRC | * managing risks
 |  | * predicting
* listening for specific information
* listening for speculation and degree of certainty
 | * discussing
* presenting
 |  |
| critical thinking, grammarSB pg. 75, 79TRC |  | * hedging with *be,* *can* and *could*
 |  |  | * critical thinking: justifying decisions
 |
| vocabulary, academic words and idiomsSB pg. 76-77, 83, 164TRC | * words for risk and conflict
* academic words and idioms
 |  |  |  |  |
| speaking model, skill, task, pronunciationSB pg. 78, 80-82 |  |  |  | * obtaining consensus
* brainstorming, planning, reviewing, reflecting
* emphasis for hedging
 |  |
| TESTTs App - Assessment |  |  |  |  |  |
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| **Unit 5****SPRAWL****Lessons 31-38** | unit opener, listening 1SB pg. 84-87 | * fast-food restaurants
* language spread
 |  | * activating prior knowledge
* listening for speakers’ main points
 | * discussing
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| listening 1, academic skillsSB pg. 88-89 |  |  | * listening to detect and repair lapses in understanding
 | * discussing
 | * identifying the speaker’s opinion
 |
| listening 2SB pg. 90-92TRC | * rewilding
 |  | * using extension materials to support understanding
* listening for main ideas
* annotating lecture slides
 | * discussing
* giving feedback
 |  |
| critical thinking, grammarSB pg. 93, 97TRC |  | * inversion
 |  | * discussing
 | * critical thinking:rhetorical devices
 |
| vocabulary, academic words and idiomsSB pg. 94-95, 101TRC | * words for relationships
* academic words and idioms
 |  |  | * discussing
 |  |
| speaking model, skill, task, pronunciationSB pg. 96, 98-100 |  |  |  | * drafting persuasive statements
* discussing
* brainstorming, planning, reviewing, reflecting
* rhythm in rhetorical devices
 |  |
| Scientific AmericanSB pg. 102-103TRC |  |  | * listening and reading for specific information
 | * discussing
 | * analysing diagrams
* summarising
 |
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| **Unit 6****BEHAVIOR****Lessons****39-46** | unit opener, listening 1SB pg. 104-107 | * generations
* spending habits
* market research
 |  | * predicting content using prior knowledge
* listening for main ideas
* listening for details
 | * discussing
 |  |
| listening 1, academic skillsSB pg. 108-109 |  |  | * listening for details
* concurrent listening and note-taking
 | * discussing
 | * Socratic reasoning
 |
| listening 2SB pg. 110-112TRC |  |  | * activating prior knowledge
* following abstract argumentation
* listening for details
 | * discussing
 |  |
| critical thinking, grammarSB pg. 113, 117TRC |  | * indirect questions
 |  | * discussing
 | * critical thinking: identifying loaded questions
 |
| vocabulary, academic words and idiomsSB pg. 114-115, 121, 165TRC | * phrases to navigate between questions
* academic words and idioms
 |  |  |  |  |
| speaking model, skill, task, pronunciationSB pg. 116, 118-120 |  |  |  | * conducting successful interviews
* case-study interview
* brainstorming, planning, reviewing, reflecting
* prominence in questions
 |  |
| Scientific AmericanSB pg. 122-123TRC |  |  | * listening and reading for specific information
 | * discussing
 | * analysing a diagram
* summarising
 |
| TESTTs App - Assessment |  |  |  |  |  |
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| **Unit 7****EXPANSE****Lessons****47-53** | unit opener, listening 1SB pg. 124-126 | * space travel
* ocean
 |  | * preparing to listen
* activating prior knowledge
* listening for main ideas
 | * discussing
 |  |
| listening 1, academic skillsSB pg. 127-129 |  |  | * listening for and identifying patterns in lectures
 | * discussing
* giving feedback
 | * action-oriented listening
 |
| listening 2SB pg. 130-132TRC | * mapping
* traffic
 |  | * predicting
* listening to confirm predictions
* listening to follow mathematical or scientific problems
 | * discussing
 |  |
| critical thinking, grammarSB pg. 133, 137TRC |  | * impersonal passive
 |  | * discussing
 | * critical thinking: identifying problems in visuals
 |
| vocabulary, academic words and idiomsSB pg. 134-135, 141TRC | * words for describing visuals
* academic words and idioms
 |  |  |  |  |
| speaking model, skill, task, pronunciationSB pg. 136, 138-140 | * telling a story
* sentence adverbs
 |  |  | * using visual data
* discussing
* brainstorming, planning, reviewing, reflecting
* pronouncing numbers and math and science symbols
 |  |
| Scientific AmericanSB pg. 160-161TRC |  |  | * listening and reading for specific information
 | * discussing
 | * summarising
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| **Unit 8****CHANGE****Lessons****54-60** | unit opener, listening 1SB pg. 142-145 | * household items
 |  | * activating prior knowledge
* following the way a discussion develops
 | * discussing
 |  |
| listening 1, academic skillsSB pg. 145-147 |  |  | * understanding non-standard accents
* listening for specific information
 | * discussing
 | * backchanneling
 |
| listening 2SB pg. 148-150TRC | * future means of transport
 |  | * predicting lecture content
* listening for main ideas
* listening for detail
* understanding rapid, colloquial lecture speech
 | * discussing
 |  |
| critical thinking, grammarSB pg. 151, 155TRC |  | * past modals in conditionals
 |  | * discussing
 | * critical thinking: personal incredulity
 |
| vocabulary, academic words and idiomsSB pg. 152-153, 159, 165TRC | * phrases for discussion
* academic words and idioms
 |  |  |  |  |
| speaking model, skill, task, pronunciationSB pg. 154, 156-158 |  |  |  | * preparing and asking questions
* discussing
* brainstorming, planning, reviewing, reflecting
* catenation and elision
 |  |
|  | End of Year TESTTs App - Assessment |  |  |  |  |  |