**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, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 2**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 3**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 4**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 5**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 6**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 7**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 8**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 9**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |
| **Unit 10**  **6 hours**  **(3x90min)** | 1&2 – discussion, video, listening 1, pronunciation  3&4 – listening 2, vocabulary, academic words (H), study skills  5&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 |