**SKILLFUL 2 ed 4 (C1) - Listening and Speaking syllabus (60 hours)**

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| **UNIT & HOURS** | **LESSONS** | **TOPICS & VOCABULARY** | **GRAMMAR** | **LISTENING** | **SPEAKING & PRONUNCIATION** | **STUDY SKILLS** |
| **Unit 1****6 hours****(3x90min)** | 1&2 – discussion, video, listening 1, study skills (H)3&4 – listening 2, vocabulary, academic words, critical thinking (H)5&6 – grammar, pronunciation, speaking model, skill & task, review (H), test TRC (H) | Gathering* psychology – groupwork
* communities
* words describing working in teams
 | * cleft sentences
 | * identifying jokes and colloquial allusions
* learning to adopt a critical stance to information in lectures
 | * reviewing and improving use of phrases to keep a discussion going
* taking part in an informal debate
* stress in key words in colloquial language
 | * action plan for a personal development
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| **Unit 2****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Games* technology in sports
* sports management
* phrases for getting the opportunity to speak
 | * structures for expressing causality
 | * listening to follow the way a discussion develops
* using Cornell notes when listening to lectures
 | * dealing with issues resulting from groupwork
* intonation when expressing and eliciting information
 | * preparing for speaking up in discussions
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| **Unit 3****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Energy* managing change in a workplace
* words for changing situations
 | * conditional structures
 | * listening to recognize allusions to external events
* annotating presentation slides while listening
 | * referring to other speakers during presentations and discussions
* preparing and rehearsing talking points
 | * reflect on the nature and dynamics of group presentations
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| **Unit 4****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Risk* rule breakers
* risk-takers
* managing risk
* vocabulary describing risk and conflict
 | * hedging language
 | * identifying consensus in group speech
* listening for speculation and degree of certainty
 | * language and methods for obtaining a consensus in group discussion
* emphasis for hedging
 | * values of studying collaboratively
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| **Unit 5****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Sprawl* the spread of English
* biology – unnatural speed
* words for relationships
 | * recognition and use of inversion
 | * listening to detect and repair lapses in understanding
* using extension materials to support understanding
 | * preparing to draft persuasive statements and ordering arguments
* making an opening statement in a debate
* rhythm and rhetorical devices
 | * discussing advice for overcoming nerves
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| **Unit 6****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Behaviour* market research
* neurolinguistics – right questions
* phrases for navigating from one question to another
 | * indirect questions in interviews
 | * practicing concurrent note-taking and listening
* following abstract argumentation while listening
 | * reviewing and improving techniques for conducting successful interviews
* pronunciation – prominence in questions
 | * improving your research questionnaires
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| **Unit 7****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Expanse* astronomy
* geography – mapping the world
* phrases to describe visuals you are referring to
 | * impersonal passive structures
 | * listening to identify patterns in lectures
* listening to follow discussion of mathematic or scientific problems
 | * discussing ways of sharing and using visual data in spoken contributions
* pronouncing numbers and math and science symbols
 | * improving your approach to slide presentations
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| **Unit 8****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Change* management – staff
* changing pace of news
* vocabulary for managing discussions
 | * past modals in conditionals
 | * understanding non-standard accents
* listening to improve understanding of rapid, colloquial speech
 | * improving preparing and asking questions
* participating in a Q&A session
* catenation and elision in connected speech
 | * anticipating and coping with lecturers’ varied approaches
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| **Unit 9****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Flow* the history of surfing
* ocean problems
* words describing conditions
 | * complex ordering of past events
 | * listening to and interpreting idioms
* listening and making estimates and hypothesis
 | * using transitions to make your presentations flow smoothly
* using intonation to attract and keep interest
 | * assessing your effectiveness in presentations and talks
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| **Unit 10****6 hours****(3x90min)** | 1&2 – discussion, video, reading 1, study skills (H)3&4 – reading 2, vocabulary, academic words 5&6 – critical thinking, grammar, writing model, skill & task (H), review (H), test TRC (H) | Conflict* conflict resolutions
* psychology – role conflicts
* vocabulary for describing behaviours
 | * using a range of adverbs to modify statements
 | * listening and anticipating information to come
* coping with different lecture styles while listening
 | * learning the principles and structure of formal debates
* conducting a formal debate
* talking to speakers with different accents
 | * reflecting on next steps, sharing ideas for progressing
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