**RECOMMENDED SYLLABUS**

**University courses**

**90 lessons**

**mm**publications

**Pioneer B1+**

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| **Lesson** | **Contents** | **Aim** | **Grammar/structure** | **Vocabulary / Topic** | **Materials** | **Skills development** |
|  | **Module 1: A job worth doing** |
| 1 | Cover Page Module 11A (page 8-9) | Introduce topic of module 1Reading job descriptions |  | work, jobs, job satisfaction | Student’s bookMultimedia material | Reading for gistReading for specific informationDiscuss the topic of the reading activity |
| 2 | 1A (page 10-11) | Distinguishing between permanent and temporary situations | Present Simple vs. Present Progressive | Collocations with win, earn, gainwork & employment | Student’s bookMultimedia material |  |
| 3 | 1A (page 12-13) | Expressing degrees of probability | Present Simple vs. Present ProgressiveStative Verbs | Phrases / idioms related to work / employment | Student’s bookMultimedia material | Listening for gistListening for specific informationExpress opinion |
| 4 | 1B(page 14-15) | Reading an article about apprenticeship |  | Work / employment | Student’s bookMultimedia material | Reading for gistIdentifying specific information in a textListening for gistDiscussion |
| 5 | 1B(page 16-17) | Describing your ideal job |  | Dream job | Student’s bookMultimedia material | Reading for gistAwareness of text content organisation and styleAnalyse and identify important informationWrite an article |
| 6 | Review 1 | Revision of vocabulary and structures of module 1Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 7 | Test 1 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 2: Chillax!** |
| 8 | Cover page module 22A (page 20-21) | Introduce topic for module 2Reading a website about unusual hobbies |  | Hobbies | Student’s bookMultimedia material | Reading for gistReading for specific information |
| 9 | 2A (page 22-23) | Distinguishing between words easily confusedDistinguishing vocabulary related to timeUsing appropriate tenses to link the past with the present | Present Perfect Simple vs. Present Perfect Progressive | Words easily confusedTimeNegative prefixes | Student’s bookMultimedia material |  |
| 10 | 2A (page 24-25) | Making comparisonsAsking for and expressing opinion | Comparisons | Collocations with play, go, do, go to, join, belong to | Student’s bookMultimedia material | Listening for specific informationSpeak about different types of holidaysSpeculate and make a decision |
| 11 | 2B(page 26-27) | Signalling non-understanding, asking for repetition, definition or clarification |  | Sport | Student’s bookMultimedia material | Reading for gistReading for specific informationDiscuss topic of textSpeculate and make a decisionevaluate opinion and express opinion |
| 12 | 2B(page 28-29) | Giving news |  | Communication | Student’s bookMultimedia material | Read for gistIdentify purpose and style of an emailWrite an informal email |
| 13 | Review 2 | Revision of vocabulary and structures of module 2Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 14 | Task modules 1&2 | Becoming familiar with job interview situations |  | Job interview | Student’s bookMultimedia material | Listen for specific informationTalk about job requirementsConduct job interviews |
| 15 | Test 2 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 3: Experience the world** |
| 16 | Cover page module 33A (page 32-33) | Introduce topic for module 3Reading an article |  | Travel | Student’s bookMultimedia material | DiscussionReading for gistReading for specific informationText cohesion |
| 17 | 3A (page 34-35) | Distinguishing between the Past Simple and Past Progressive tenses for reference to past events and situations | Past Simple vs. Past Progressive | Prepositional phrases with in and onPhrasal verbs with take and get | Student’s bookMultimedia material |  |
| 18 | 3A (page 36-37) | Distinguishing between words easily confusedExpressing past habits and typical behaviour in the pastAsking for and providing informationStating what you want and discussing termsMaking a reservationExpressing dissatisfaction and complainingExpressing regret and apologising | used to, would, was/were going to | Travel / holiday | Student’s bookMultimedia material | Listening for gistListening for specific information |
| 19 | 3B(page 38-39) | Reading personal accounts of extreme activities |  | Extreme sports | Student’s bookMultimedia material | Reading for gistReading for specific informationDiscuss topic of textListening for specific informationNote taking |
| 20 | 3B(page 40-41) | Narrating a storySequencing past events |  |  | Student’s bookMultimedia material | Focus on structure and context of a storyWrite a story |
| 21 | Review 3 | Revision of vocabulary and structures of module 3Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 22 | Test 3 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 4: Nature watch** |
| 23 | Cover page module 44A (page 44-45) | Introduce topic for module 4Reading an article |  | Nature, museum | Student’s bookMultimedia material | DiscussionReading for gistReading for specific information |
| 24 | 4A (page 46-47) | Sequencing past situations and events | Past Perfect Simple vs. Past Perfect Progressive | Compound words with under / overNouns with prepositions | Student’s bookMultimedia material |  |
| 25 | 4A (page 48-49) | Expressing concession and reasonInquiring about and expressing preferenceIntroducing a theme | Clauses for reason and concession | Environment | Student’s bookMultimedia material | Listening for gistListening for specific informationPresenting a topicAsking about and expressing preferenceUsing persuasive language |
| 26 | 4B(page 50-51) | Interpreting graphs and line chartsComparing and contrasting pictures and situations |  | Environment | Student’s bookMultimedia material | Reading for gistIdentify specific information in a textCompare and contrast photographsElaborate on a topic |
| 27 | 4B(page 52-53) | Expressing opinion |  | Phrases introducing points, adding points, giving examples and contrasting | Student’s bookMultimedia material | Writing an opinion essay |
| 28 | Review 4 | Revision of vocabulary and structures of module 4Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 29 | Task modules 3&4 | Collaborating with a group to make a proposal |  | Environment | Student’s bookMultimedia material | Listening for specific informationListening for specific informationDiscussing environmental problemsPresenting a proposal |
| 30 | Test 4 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 5: Looking ahead** |
| 31 | Cover page module 55A (page 56-57) | Introduce topic for module 5Reading texts about technology |  | Future living | Student’s bookMultimedia material | Discussing the futureReading for gistReading for specific information |
| 32 | 5A (page 58-59) | Distinguishing between words easily confusedReferring to the future using the appropriate tenses | Future tenses, Other future forms, Time clauses | Easily confused wordsAdjectives -ed/-ingWord formation: noun suffixes | Student’s bookMultimedia material |  |
| 33 | 5A (page 60-61) | Expressing possibility, obligation, prohibition, absence of obligation, ability, permission, request and opinionMaking predictions | Modal Verbs I | Word formation: adjective suffixes | Student’s bookMultimedia material | Listening for specific informationPredict future situations |
| 34 | 5B(page 62-63) | Reading an extract from a novel |  | Future | Student’s bookMultimedia material | Reading for gistIdentifying specific information in a textListening for specific informationTransfer verbal to visual information |
| 35 | 5B(page 64-65) | Asking for information |  | Formal language | Student’s bookMultimedia material | Stylistic features of formal email asking for informationWriting a formal email / letter asking for information |
| 36 | Review 5 | Revision of vocabulary and structures of module 5Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 37 | Test 5 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 6: Private lives** |
| 38 | Cover page module 66A (page 68-69) | Introduce topic for module 6Reading and doing a personality quiz |  | Personality adjectives | Student’s bookMultimedia material | Discussing personality traitsReading for gistReading for specific information |
| 39 | 6A (page 70-71) | Defining people, places, things and ideas | Defining and non-defining relative clauses | Personality adjectivesIdioms with break | Student’s bookMultimedia material |  |
| 40 | 6A (page 72-73) | Distinguishing between words easily confusedExpressing quantitySpeculating about a situationExpressing agreement and disagreementDescribing personality | Countable / Uncountable nouns, Quantifiers | Words easily confusedFamily | Student’s bookMultimedia material | Listening for gistListening for specific information |
| 41 | 6B(page 74-75) | Solving a problemGiving adviceRejecting ideas |  | Personality | Student’s bookMultimedia material | Reading for gistIdentifying specific informationGiving adviceDiscussing solutionsRejecting ideas |
| 42 | 6B(page 76-77) | Expressing opinion |  | Phrases | Student’s bookMultimedia material | Topic sentencesWrite an essay expressing an opinion |
| 43 | Review 6 | Revision of vocabulary and structures of module 6Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 44 | Task modules 5&6 | Organising and creating a slideshow presentation |  |  | Student’s bookMultimedia material | Listening for specific informationUsing a slideshow presentation |
| 45 | Test 6 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 7: Information age** |
| 46 | Cover page module 77A (page 80-81) | Reading a magazine article about internet firsts |  | Internet, communication | Student’s bookMultimedia material | Reading for gistReading for specific information |
| 47 | 7A (page 82-83) | Emphasising an action rather than the doer of the action | Passive Voice I | Internet, keeping informed | Student’s bookMultimedia material |  |
| 48 | 7A (page 84-85) | Distinguishing between words easily confusedStating accepted factsInterrupting/Asking to speakIndicating a wish to continueIndicating that one is coming to an end | Passive Voice II | Idioms with touchPrepositional phrases with in | Student’s bookMultimedia material | Listening for gistListening for specific informationCollaborating in a groupPresenting arguments and using persuasive strategies |
| 49 | 7B(page 86-87) | Reading four different texts about a producer |  | TV shows | Student’s bookMultimedia material | Reading for gistIdentifying specific informationListening for gistListening for specific information |
| 50 | 7B(page 88-89) | Reading and writing a review |  | Films, TV programmes | Student’s bookMultimedia material | Write a review |
| 51 | Review 7 | Revision of vocabulary and structures of module 7Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 52 | Test 7 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 8: Against the law** |
| 53 | Cover page module 88A (page 92-93) | Introduce topic for module 8Reading texts about a con artist |  | Crimes, scams | Student’s bookMultimedia material | Discussing crimesReading for gistReading for specific information |
| 54 | 8A (page 94-95) | Learning vocabulary connected with crime | Full infinitive, bare infinitive, -ing form | Crimes (word formation, collocations)Words easily confused | Student’s bookMultimedia material |  |
| 55 | 8A (page 96-97) | Expressing possibilityMaking deductions using appropriate verb formsSupporting an opinion | Modals II (past reference + deduction) | Word easily confusedPhrasal verbs related to crime and punishment | Student’s bookMultimedia material | Listening for specific informationNote takingSpeaking: support opinionDiscussing options and reaching a decision |
| 56 | 8B(page 98-99) | Expressing opinion and recommending solutions |  | Bullying | Student’s bookMultimedia material | Reading for gistReading for detailSpeaking: Justifying and giving examples |
| 57 | 8B(page 100-101) | Writing an essaySupporting topic sentences |  | Crime prevention | Student’s bookMultimedia material | Writing: Topic sentences & supporting topic sentencesWrite an essay |
| 58 | Review 8 | Revision of vocabulary and structures of module 8Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 59 | Task modules 7&8 | Conducting a survey and creating a bar graph |  | Social media | Student’s bookMultimedia material | Listening for specific informationConducting a survey |
| 60 | Test 8 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 9: Better safe than sorry** |
| 61 | Cover page module 99A (page 104-105) | Introduce topic for module 9Reading an article about health |  | Health  | Student’s bookMultimedia material | Discussion on health and safetyReading for gistReading for specific information |
| 62 | 9A (page 106-107) | Expressing hypotheses about what is likely or unlikely to happen in the present/futureExpressing general truths and facts | Conditional Sentences Type Zero, 1, 2 | Human body, health and nutritionNegative prefixes mis- and dis- | Student’s bookMultimedia material |  |
| 63 | 9A (page 108-109) | Talking about unreal situations in the pastEnumerating and prioritising itemsSpeculating and making a decision | Conditional Sentences Type 3 | Phrasal verbs with come and goSurvival | Student’s bookMultimedia material | Listening for specific informationSpeaking: enumerating, prioritising and expressing preferenceSpeaking: Collaborating with a partner |
| 64 | 9B(page 110-111) | Reading an article from the science section of a newspaper |  | Human body | Student’s bookMultimedia material | Reading for gistIdentifying specific informationListening for specific information |
| 65 | 9B(page 112-113) | Giving adviceExpressing opinion |  | Water sport, Health | Student’s bookMultimedia material | Write an informal email giving advice |
| 66 | Review 9 | Revision of vocabulary and structures of module 9Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 67 | Test 9 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 10: At your service** |
| 68 | Cover page module 1010A (page 116-117) | Introduce topic for module 10Reading hotel/hostel brochures |  | Hotel | Student’s bookMultimedia material | Discussing servicesReading for gistReading for specific information |
| 69 | 10A (page 118-119) | Distinguishing between words easily confusedExpressing result and purpose | Clauses of result and purpose | HotelsPrepositional phrases with at and byWords easily confused | Student’s bookMultimedia material |  |
| 70 | 10A (page 120-121) | Expressing actions that have been carried out by someone for usOffering assistance, requesting, agreeing willingly and refusing politely | Causative form | Banking, finance | Student’s bookMultimedia material | Listening for specific informationSpeaking: Offering assistance, requesting, agreeing willingly and refusing politely |
| 71 | 10B(page 122-123) | Describing a graphExpressing agreement with reservations and reaching a decision through negotiating |  | Graph, company profile | Student’s bookMultimedia material | Reading for gistIdentifying specific informationDescribing a graphSpeaking: Expressing agreement with reservationsSpeaking: Speculating and reaching a decision through negotiations |
| 72 | 10B(page 124-125) | Writing a reportFormal language |  | Formal language | Student’s bookMultimedia material | Write a report |
| 73 | Review 10 | Revision of vocabulary and structures of module 10Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 74 | Task modules 9&10 | Designing a leaflet giving safety tips on a natural disaster |  | Safety | Student’s bookMultimedia material | Reading for specific informationReport ideas |
| 75 | Test 10 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 11: Where on earth…?** |
| 76 | Cover page module 1111A (page 128-129) | Introduce topic for module 11Reading a travel guide |  | Guide book (description of a place) | Student’s bookMultimedia material | DiscussionReading for gistIdentifying specific information |
| 77 | 11A (page 130-131) | Reporting | Reported Speech (statements) | Architectural featuresWord formation (adjectives -> nouns) | Student’s bookMultimedia material |  |
| 78 | 11A (page 132-133) | ReportingExamining options | Reported Questions, Commands and Requests | Adjectives describing places / buildings | Student’s bookMultimedia material | Listening for gistListening for specific informationSpeaking: examining options, making comparisons, making joint decision |
| 79 | 11B(page 134-135) | Reading a magazine article about place names |  |  | Student’s bookMultimedia material | Reading for gistIdentifying specific informationListening for specific information |
| 80 | 11B(page 136-137) | Writing an articleInteresting and vivid language |  | Description of cityDescriptive language | Student’s bookMultimedia material | Write an article |
| 81 | Review 11 | Revision of vocabulary and structures of module 11Self-assessment  |  |  | Student’s bookMultimedia material |  |
| 82 | Test 11 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 12: A penny saved is a penny earned.** |
| 83 | Cover page module 1212A (page 140-141) | Introduce topic for module 12Reading a magazine article about budgeting |  | Money, Budget | Student’s bookMultimedia material | DiscussionReading for gistIdentifying specific information |
| 84 | 12A (page 142-143) | Distinguishing between words easily confusedExpressing wishes and regret about present/future and past eventsExpressing preference | Wishes and Unreal Past | MoneyIdioms related to money and budgetingWords easily confusedPrepositions used in phrases | Student’s bookMultimedia material |  |
| 85 | 12A (page 144-145) | Expressing uncertainty and asking for confirmation | Question tagsSubject/Object questions, Question words | ShoppingNouns denoting occupationsPlaces to shop | Student’s bookMultimedia material | Listening for gistListening for specific informationSpeaking: Role play |
| 86 | 12B(page 146-147) | Making assumptions |  | Fashion | Student’s bookMultimedia material | Identifying specific informationSpeaking: expressing personal opinions and making assumptionsSpeaking: expressing agreement and disagreement |
| 87 | 12B(page 148-149) | Writing an essayUsing examples to support arguments |  | Advertising | Student’s bookMultimedia material | Writing an essay |
| 88 | Review 12 | Revision of vocabulary and structures of module 12Self-assessment |  |  | Student’s bookMultimedia material |  |
| 89 | Task modules 11&12 | Developing self-awareness and making decisions to change your spending habits |  |  | Student’s bookMultimedia material | Listening for gistListening for specific informationTalk about money spending habits |
| 90 | Test 12 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |