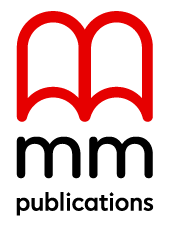
**RECOMMENDED SYLLABUS**

**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 1  1A  (page 8-9) | Introduce topic of module 1  Reading job descriptions |  | work, jobs, job satisfaction | Student’s book  Multimedia material | Reading for gist  Reading for specific information  Discuss 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, gain  work & employment | Student’s book  Multimedia material |  |
| 3 | 1A  (page 12-13) | Expressing degrees of probability | Present Simple vs. Present Progressive  Stative Verbs | Phrases / idioms related to work / employment | Student’s book  Multimedia material | Listening for gist  Listening for specific information  Express opinion |
| 4 | 1B  (page 14-15) | Reading an article about apprenticeship |  | Work / employment | Student’s book  Multimedia material | Reading for gist  Identifying specific information in a text  Listening for gist  Discussion |
| 5 | 1B  (page 16-17) | Describing your ideal job |  | Dream job | Student’s book  Multimedia material | Reading for gist  Awareness of text content organisation and style  Analyse and identify important information  Write an article |
| 6 | Review 1 | Revision of vocabulary and structures of module 1  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 7 | Test 1 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 2: Chillax!** | | | | | |
| 8 | Cover page module 2  2A  (page 20-21) | Introduce topic for module 2  Reading a website about unusual hobbies |  | Hobbies | Student’s book  Multimedia material | Reading for gist  Reading for specific information |
| 9 | 2A  (page 22-23) | Distinguishing between words easily confused  Distinguishing vocabulary related to time  Using appropriate tenses to link the past with the present | Present Perfect Simple vs. Present Perfect Progressive | Words easily confused  Time  Negative prefixes | Student’s book  Multimedia material |  |
| 10 | 2A  (page 24-25) | Making comparisons  Asking for and expressing opinion | Comparisons | Collocations with play, go, do, go to, join, belong to | Student’s book  Multimedia material | Listening for specific information  Speak about different types of holidays  Speculate and make a decision |
| 11 | 2B  (page 26-27) | Signalling non-understanding, asking for repetition, definition or clarification |  | Sport | Student’s book  Multimedia material | Reading for gist  Reading for specific information  Discuss topic of text  Speculate and make a decision  evaluate opinion and express opinion |
| 12 | 2B  (page 28-29) | Giving news |  | Communication | Student’s book  Multimedia material | Read for gist  Identify purpose and style of an email  Write an informal email |
| 13 | Review 2 | Revision of vocabulary and structures of module 2  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 14 | Task modules 1&2 | Becoming familiar with job interview situations |  | Job interview | Student’s book  Multimedia material | Listen for specific information  Talk about job requirements  Conduct 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 3  3A  (page 32-33) | Introduce topic for module 3  Reading an article |  | Travel | Student’s book  Multimedia material | Discussion  Reading for gist  Reading for specific information  Text 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 on  Phrasal verbs with take and get | Student’s book  Multimedia material |  |
| 18 | 3A  (page 36-37) | Distinguishing between words easily confused  Expressing past habits and typical behaviour in the past  Asking for and providing information  Stating what you want and discussing terms  Making a reservation  Expressing dissatisfaction and complaining  Expressing regret and apologising | used to, would, was/were going to | Travel / holiday | Student’s book  Multimedia material | Listening for gist  Listening for specific information |
| 19 | 3B  (page 38-39) | Reading personal accounts of extreme activities |  | Extreme sports | Student’s book  Multimedia material | Reading for gist  Reading for specific information  Discuss topic of text  Listening for specific information  Note taking |
| 20 | 3B  (page 40-41) | Narrating a story  Sequencing past events |  |  | Student’s book  Multimedia material | Focus on structure and context of a story  Write a story |
| 21 | Review 3 | Revision of vocabulary and structures of module 3  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 22 | Test 3 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 4: Nature watch** | | | | | |
| 23 | Cover page module 4  4A  (page 44-45) | Introduce topic for module 4  Reading an article |  | Nature, museum | Student’s book  Multimedia material | Discussion  Reading for gist  Reading for specific information |
| 24 | 4A  (page 46-47) | Sequencing past situations and events | Past Perfect Simple vs. Past Perfect Progressive | Compound words with under / over  Nouns with prepositions | Student’s book  Multimedia material |  |
| 25 | 4A  (page 48-49) | Expressing concession and reason  Inquiring about and expressing preference  Introducing a theme | Clauses for reason and concession | Environment | Student’s book  Multimedia material | Listening for gist  Listening for specific information  Presenting a topic  Asking about and expressing preference  Using persuasive language |
| 26 | 4B  (page 50-51) | Interpreting graphs and line charts  Comparing and contrasting pictures and situations |  | Environment | Student’s book  Multimedia material | Reading for gist  Identify specific information in a text  Compare and contrast photographs  Elaborate on a topic |
| 27 | 4B  (page 52-53) | Expressing opinion |  | Phrases introducing points, adding points, giving examples and contrasting | Student’s book  Multimedia material | Writing an opinion essay |
| 28 | Review 4 | Revision of vocabulary and structures of module 4  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 29 | Task modules 3&4 | Collaborating with a group to make a proposal |  | Environment | Student’s book  Multimedia material | Listening for specific information  Listening for specific information  Discussing environmental problems  Presenting a proposal |
| 30 | Test 4 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 5: Looking ahead** | | | | | |
| 31 | Cover page module 5  5A  (page 56-57) | Introduce topic for module 5  Reading texts about technology |  | Future living | Student’s book  Multimedia material | Discussing the future  Reading for gist  Reading for specific information |
| 32 | 5A  (page 58-59) | Distinguishing between words easily confused  Referring to the future using the appropriate tenses | Future tenses, Other future forms, Time clauses | Easily confused words  Adjectives -ed/-ing  Word formation: noun suffixes | Student’s book  Multimedia material |  |
| 33 | 5A  (page 60-61) | Expressing possibility, obligation, prohibition, absence of obligation, ability, permission, request and opinion  Making predictions | Modal Verbs I | Word formation: adjective suffixes | Student’s book  Multimedia material | Listening for specific information  Predict future situations |
| 34 | 5B  (page 62-63) | Reading an extract from a novel |  | Future | Student’s book  Multimedia material | Reading for gist  Identifying specific information in a text  Listening for specific information  Transfer verbal to visual information |
| 35 | 5B  (page 64-65) | Asking for information |  | Formal language | Student’s book  Multimedia material | Stylistic features of formal email asking for information  Writing a formal email / letter asking for information |
| 36 | Review 5 | Revision of vocabulary and structures of module 5  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 37 | Test 5 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 6: Private lives** | | | | | |
| 38 | Cover page module 6  6A  (page 68-69) | Introduce topic for module 6  Reading and doing a personality quiz |  | Personality adjectives | Student’s book  Multimedia material | Discussing personality traits  Reading for gist  Reading for specific information |
| 39 | 6A  (page 70-71) | Defining people, places, things and ideas | Defining and non-defining relative clauses | Personality adjectives  Idioms with break | Student’s book  Multimedia material |  |
| 40 | 6A  (page 72-73) | Distinguishing between words easily confused  Expressing quantity  Speculating about a situation  Expressing agreement and disagreement  Describing personality | Countable / Uncountable nouns, Quantifiers | Words easily confused  Family | Student’s book  Multimedia material | Listening for gist  Listening for specific information |
| 41 | 6B  (page 74-75) | Solving a problem  Giving advice  Rejecting ideas |  | Personality | Student’s book  Multimedia material | Reading for gist  Identifying specific information  Giving advice  Discussing solutions  Rejecting ideas |
| 42 | 6B  (page 76-77) | Expressing opinion |  | Phrases | Student’s book  Multimedia material | Topic sentences  Write an essay expressing an opinion |
| 43 | Review 6 | Revision of vocabulary and structures of module 6  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 44 | Task modules 5&6 | Organising and creating a slideshow presentation |  |  | Student’s book  Multimedia material | Listening for specific information  Using 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 7  7A  (page 80-81) | Reading a magazine article about internet firsts |  | Internet, communication | Student’s book  Multimedia material | Reading for gist  Reading 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 book  Multimedia material |  |
| 48 | 7A  (page 84-85) | Distinguishing between words easily confused  Stating accepted facts  Interrupting/Asking to speak  Indicating a wish to continue  Indicating that one is coming to an end | Passive Voice II | Idioms with touch  Prepositional phrases with in | Student’s book  Multimedia material | Listening for gist  Listening for specific information  Collaborating in a group  Presenting arguments and using persuasive strategies |
| 49 | 7B  (page 86-87) | Reading four different texts about a producer |  | TV shows | Student’s book  Multimedia material | Reading for gist  Identifying specific information  Listening for gist  Listening for specific information |
| 50 | 7B  (page 88-89) | Reading and writing a review |  | Films, TV programmes | Student’s book  Multimedia material | Write a review |
| 51 | Review 7 | Revision of vocabulary and structures of module 7  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 52 | Test 7 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 8: Against the law** | | | | | |
| 53 | Cover page module 8  8A  (page 92-93) | Introduce topic for module 8  Reading texts about a con artist |  | Crimes, scams | Student’s book  Multimedia material | Discussing crimes  Reading for gist  Reading 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 book  Multimedia material |  |
| 55 | 8A  (page 96-97) | Expressing possibility  Making deductions using appropriate verb forms  Supporting an opinion | Modals II (past reference + deduction) | Word easily confused  Phrasal verbs related to crime and punishment | Student’s book  Multimedia material | Listening for specific information  Note taking  Speaking: support opinion  Discussing options and reaching a decision |
| 56 | 8B  (page 98-99) | Expressing opinion and recommending solutions |  | Bullying | Student’s book  Multimedia material | Reading for gist  Reading for detail  Speaking: Justifying and giving examples |
| 57 | 8B  (page 100-101) | Writing an essay  Supporting topic sentences |  | Crime prevention | Student’s book  Multimedia material | Writing: Topic sentences & supporting topic sentences  Write an essay |
| 58 | Review 8 | Revision of vocabulary and structures of module 8  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 59 | Task modules 7&8 | Conducting a survey and creating a bar graph |  | Social media | Student’s book  Multimedia material | Listening for specific information  Conducting 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 9  9A  (page 104-105) | Introduce topic for module 9  Reading an article about health |  | Health | Student’s book  Multimedia material | Discussion on health and safety  Reading for gist  Reading for specific information |
| 62 | 9A  (page 106-107) | Expressing hypotheses about what is likely or unlikely to happen in the present/future  Expressing general truths and facts | Conditional Sentences Type Zero, 1, 2 | Human body, health and nutrition  Negative prefixes mis- and dis- | Student’s book  Multimedia material |  |
| 63 | 9A  (page 108-109) | Talking about unreal situations in the past  Enumerating and prioritising items  Speculating and making a decision | Conditional Sentences Type 3 | Phrasal verbs with come and go  Survival | Student’s book  Multimedia material | Listening for specific information  Speaking: enumerating, prioritising and expressing preference  Speaking: Collaborating with a partner |
| 64 | 9B  (page 110-111) | Reading an article from the science section of a newspaper |  | Human body | Student’s book  Multimedia material | Reading for gist  Identifying specific information  Listening for specific information |
| 65 | 9B  (page 112-113) | Giving advice  Expressing opinion |  | Water sport, Health | Student’s book  Multimedia material | Write an informal email giving advice |
| 66 | Review 9 | Revision of vocabulary and structures of module 9  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 67 | Test 9 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 10: At your service** | | | | | |
| 68 | Cover page module 10  10A  (page 116-117) | Introduce topic for module 10  Reading hotel/hostel brochures |  | Hotel | Student’s book  Multimedia material | Discussing services  Reading for gist  Reading for specific information |
| 69 | 10A  (page 118-119) | Distinguishing between words easily confused  Expressing result and purpose | Clauses of result and purpose | Hotels  Prepositional phrases with at and by  Words easily confused | Student’s book  Multimedia material |  |
| 70 | 10A  (page 120-121) | Expressing actions that have been carried out by someone for us  Offering assistance, requesting, agreeing willingly and refusing politely | Causative form | Banking, finance | Student’s book  Multimedia material | Listening for specific information  Speaking: Offering assistance, requesting, agreeing willingly and refusing politely |
| 71 | 10B  (page 122-123) | Describing a graph  Expressing agreement with reservations and reaching a decision through negotiating |  | Graph, company profile | Student’s book  Multimedia material | Reading for gist  Identifying specific information  Describing a graph  Speaking: Expressing agreement with reservations  Speaking: Speculating and reaching a decision through negotiations |
| 72 | 10B  (page 124-125) | Writing a report  Formal language |  | Formal language | Student’s book  Multimedia material | Write a report |
| 73 | Review 10 | Revision of vocabulary and structures of module 10  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 74 | Task modules 9&10 | Designing a leaflet giving safety tips on a natural disaster |  | Safety | Student’s book  Multimedia material | Reading for specific information  Report ideas |
| 75 | Test 10 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | **Module 11: Where on earth…?** | | | | | |
| 76 | Cover page module 11  11A  (page 128-129) | Introduce topic for module 11  Reading a travel guide |  | Guide book (description of a place) | Student’s book  Multimedia material | Discussion  Reading for gist  Identifying specific information |
| 77 | 11A  (page 130-131) | Reporting | Reported Speech (statements) | Architectural features  Word formation (adjectives -> nouns) | Student’s book  Multimedia material |  |
| 78 | 11A  (page 132-133) | Reporting  Examining options | Reported Questions, Commands and Requests | Adjectives describing places / buildings | Student’s book  Multimedia material | Listening for gist  Listening for specific information  Speaking: examining options, making comparisons, making joint decision |
| 79 | 11B  (page 134-135) | Reading a magazine article about place names |  |  | Student’s book  Multimedia material | Reading for gist  Identifying specific information  Listening for specific information |
| 80 | 11B  (page 136-137) | Writing an article  Interesting and vivid language |  | Description of city  Descriptive language | Student’s book  Multimedia material | Write an article |
| 81 | Review 11 | Revision of vocabulary and structures of module 11  Self-assessment |  |  | Student’s book  Multimedia 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 12  12A  (page 140-141) | Introduce topic for module 12  Reading a magazine article about budgeting |  | Money, Budget | Student’s book  Multimedia material | Discussion  Reading for gist  Identifying specific information |
| 84 | 12A  (page 142-143) | Distinguishing between words easily confused  Expressing wishes and regret about present/future and past events  Expressing preference | Wishes and Unreal Past | Money  Idioms related to money and budgeting  Words easily confused  Prepositions used in phrases | Student’s book  Multimedia material |  |
| 85 | 12A  (page 144-145) | Expressing uncertainty and asking for confirmation | Question tags  Subject/Object questions, Question words | Shopping  Nouns denoting occupations  Places to shop | Student’s book  Multimedia material | Listening for gist  Listening for specific information  Speaking: Role play |
| 86 | 12B  (page 146-147) | Making assumptions |  | Fashion | Student’s book  Multimedia material | Identifying specific information  Speaking: expressing personal opinions and making assumptions  Speaking: expressing agreement and disagreement |
| 87 | 12B  (page 148-149) | Writing an essay  Using examples to support arguments |  | Advertising | Student’s book  Multimedia material | Writing an essay |
| 88 | Review 12 | Revision of vocabulary and structures of module 12  Self-assessment |  |  | Student’s book  Multimedia material |  |
| 89 | Task modules 11&12 | Developing self-awareness and making decisions to change your spending habits |  |  | Student’s book  Multimedia material | Listening for gist  Listening for specific information  Talk about money spending habits |
| 90 | Test 12 | Evaluate students' progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |