

# PIONEER PRE-INTERMEDIATE CONTENTS

	Vocabulary	Grammar	Functions
<b>1</b> p.7 <b>Trending</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Conversational English</li> <li>Words easily confused</li> <li>Materials</li> <li>Phrases expressing like/dislike</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple vs. Present Progressive</li> <li>Stative verbs</li> <li>Past Simple</li> <li>Prepositions of time</li> <li>The verb <i>used to</i></li> </ul>	<ul style="list-style-type: none"> <li>Greeting and saying goodbye</li> <li>Distinguishing between permanent and temporary situations</li> <li>Making plans and future arrangements</li> <li>Talking about the present and past</li> <li>Guessing the meaning of unknown words</li> <li>Talking about past habits and events</li> <li>Describing clothes and talking about fashion</li> <li>Expressing likes and dislikes</li> <li>Using a mind map to come up with and organize ideas</li> </ul>
<b>2</b> p.17 <b>Face-to-face</b>	<ul style="list-style-type: none"> <li>Words/Phrases related to photography</li> <li>Words/Phrases describing relationships</li> <li>Conversational English</li> <li>Words/Phrases related to communication</li> <li>Personality adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present Perfect Simple</li> <li>Present Perfect Simple vs. Past Simple</li> <li>for, since, yet, already</li> </ul>	<ul style="list-style-type: none"> <li>Talking about experiences</li> <li>Using appropriate tenses to link the past with the present</li> <li>Guessing the meaning of unknown words</li> <li>Starting, maintaining and ending a conversation</li> <li>Talking about communication</li> <li>Describing the positive and negative qualities in people</li> <li>Emphasizing adjectives</li> </ul>
<b>Task 1 &amp; 2: Conducting an interview and creating a Mini Bio p.127</b>			
<b>3</b> p.27 <b>Something new</b>	<ul style="list-style-type: none"> <li>Adjectives describing food</li> <li>Conversational English</li> <li>Phrasal verbs</li> <li>Word building: nouns ending in <i>-ion, -ation</i></li> <li>Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little</li> <li>Relative pronouns: who, which, that</li> <li>Relative adverb: where</li> </ul>	<ul style="list-style-type: none"> <li>Describing what food tastes and looks like</li> <li>Asking about dishes at a restaurant</li> <li>Making recommendations</li> <li>Persuading someone to do something</li> <li>Making a reservation at a restaurant</li> <li>Reading and understanding dictionary entries</li> <li>Guessing the meaning of unknown words</li> <li>Defining people, things and places</li> <li>Talking about different forms of art</li> <li>Giving news</li> <li>Responding to news by showing surprise and enthusiasm, and asking for details</li> </ul>
<b>4</b> p.37 <b>What happened?</b>	<ul style="list-style-type: none"> <li>Words/Phrases related to accidents and injuries</li> <li>Words/Phrases related to cars</li> <li>Conversational English</li> <li>Words/Phrases related to natural disasters</li> <li>Adjectives ending in <i>-ed</i> and <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>Past Progressive</li> <li>Past Simple vs. Past Progressive</li> <li>Time Clauses: when, while, as, as soon as</li> </ul>	<ul style="list-style-type: none"> <li>Narrating events and experiences</li> <li>Referring to time</li> <li>Sequencing events</li> <li>Responding to bad news and showing concern</li> <li>Expressing criticism</li> <li>Guessing the meaning of unknown words</li> <li>Understanding headlines</li> <li>Describing feelings</li> </ul>
<b>Task 3 &amp; 4: Collecting details to create a story p.128</b>			
<b>5</b> p.47 <b>Destinations</b>	<ul style="list-style-type: none"> <li>Words easily confused</li> <li>Language required when traveling by plane</li> <li>Conversational English</li> <li>Compound nouns</li> <li>Adjectives describing places</li> </ul>	<ul style="list-style-type: none"> <li>Past Perfect Simple</li> <li>can, could, may, will, would</li> <li>should, had better</li> </ul>	<ul style="list-style-type: none"> <li>Talking about events in history</li> <li>Sequencing past actions and events</li> <li>Guessing the meaning of unknown words</li> <li>Making offers and requests and asking for favors</li> <li>Asking for, giving and refusing permission</li> <li>Asking for and giving advice</li> <li>Expressing opinion and making suggestions</li> <li>Agreeing and disagreeing with an opinion</li> <li>Describing places</li> </ul>
<b>6</b> p.57 <b>A modern world</b>	<ul style="list-style-type: none"> <li>Conversational English</li> <li>Expressions with <i>make</i></li> <li>Prepositional phrases with <i>at</i></li> <li>Word building: adjectives ending in <i>-ful, -less</i></li> </ul>	<ul style="list-style-type: none"> <li>Future <i>will</i></li> <li>Time clauses</li> <li>be able to</li> </ul>	<ul style="list-style-type: none"> <li>Making predictions</li> <li>Finding synonyms and antonyms</li> <li>Making offers, promises, on-the-spot decisions and requests</li> <li>Understanding language used in advertisements</li> <li>Expressing ability</li> <li>Guessing the meaning of unknown words</li> <li>Discussing the positive and negative aspects of an issue</li> <li>Expressing opinion</li> </ul>
<b>Task 5 &amp; 6: Analyzing and interpreting pie charts p.129</b>			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>• Quiz: <i>Then and now...</i></li> <li>• A magazine article: <i>All you need to know about sunglasses and sneakers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Four short dialogues</li> <li>• A conversation about what gifts to buy for friends</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Greeting, making plans and saying goodbye</li> <li>• Pair work: Interviewing each other and reporting answers</li> <li>• Pair/Group work: Talking about clothes</li> <li>• Pair work: Talking about likes/dislikes</li> </ul> <p>* The verb <i>used to</i></p>	<ul style="list-style-type: none"> <li>• An online conversation</li> <li>• A questionnaire</li> <li>• A short text presenting yourself</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Brainstorming and organizing ideas with the help of a mind map</li> <li>• Linking words (and, but, so, because, or)</li> </ul>
<ul style="list-style-type: none"> <li>• A website: <i>Top tips for better photos of people</i></li> <li>• A magazine article: <i>Direct communication is dying out...</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation between two strangers</li> <li>• Three monologues about instant messaging</li> <li>• A conversation about a questionnaire: <i>Choose the right roommate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Discussing experiences</li> <li>• Pair work: Role play situations meeting people</li> <li>• Group work: Conducting and taking part in a survey about communication habits</li> <li>• Pair work: Talking about the right kind of roommate</li> </ul> <p>* The reduced form of <i>did you</i> and <i>have you</i></p>	<ul style="list-style-type: none"> <li>• A description of a person</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using intensifiers to emphasize adjectives</li> <li>• Organizing your description with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• An article: <i>Neologisms!</i></li> <li>• A magazine article: <i>Be part of the art</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three teenagers playing a guessing game</li> <li>• Three short dialogues about art</li> <li>• A conversation between two friends</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Describing what food tastes and looks like</li> <li>• Pair work: Role play situations at restaurants</li> <li>• Pair work: Guess the word being described</li> <li>• Class discussion about different forms of art</li> <li>• Pair work: Giving news and responding to news</li> </ul> <p>* Word stress: nouns ending in <i>-ion</i> and <i>-ation</i></p>	<ul style="list-style-type: none"> <li>• An e-mail giving news</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Organizing an e-mail with the help of a plan</li> <li>• Set phrases for informal letters/e-mails</li> </ul>
<ul style="list-style-type: none"> <li>• A comic strip: <i>The blackout</i></li> <li>• A newspaper article: <i>Double Disaster in Japan</i></li> </ul>	<ul style="list-style-type: none"> <li>• Four news bulletins</li> <li>• A conversation between two friends about a missing person</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion about accidents and injuries</li> <li>• Group work: Narrating a bad experience and responding by showing concern and/or criticism</li> <li>• Pair/Group work: Speculating about newspaper headlines</li> <li>• Group work: Narrating a story</li> </ul> <p>* /tʃ/, /dʒ/</p>	<ul style="list-style-type: none"> <li>• A paragraph describing a bad experience</li> <li>• A story based on prompts</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using adverbs and adverbial phrases</li> <li>• Organizing a story with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• A historical journal: <i>Robert O'Hara Burke</i></li> <li>• A magazine article: <i>Top tips for a comfortable trip</i></li> </ul>	<ul style="list-style-type: none"> <li>• Five short announcements</li> <li>• A radio show about packing</li> <li>• A recorded message from a travel agency</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Information gap activity about two explorers</li> <li>• Group work: Role play situations related to traveling</li> <li>• Pair work: Asking for and giving advice about a trip, and making suggestions</li> <li>• Pair work: Discussing day trips and reaching a decision</li> </ul> <p>* Consonant clusters</p>	<ul style="list-style-type: none"> <li>• A description of a place</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using topic sentences and forming well-organized paragraphs</li> <li>• Organizing a description of a place with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• A magazine article: <i>Life on Earth a hundred years from now</i></li> <li>• An Internet advertisement: <i>Solar cap!</i></li> <li>• A magazine interview about Space Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• A conversation about a quiz on carbon footprint</li> <li>• A radio interview with an expert on Mars</li> <li>• People giving their opinion about the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Making predictions about the future</li> <li>• Pair work: Role play situations</li> <li>• Group work: Discussing things people will be able to do 100 years from now and comparing with other groups</li> <li>• Group work: Discussing positive and negative aspects of the Internet and expressing opinion</li> </ul> <p>* The contracted form of <i>will</i></p>	<ul style="list-style-type: none"> <li>• Predictions about the future</li> <li>• Making a list of things people will be able to do 100 years from now</li> <li>• A paragraph expressing an opinion</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words/phrases to list or add points</li> </ul>

	Vocabulary	Grammar	Functions
<b>7</b> p.67 <b>Choices</b>	<ul style="list-style-type: none"> <li>• Conversational English</li> <li>• Words/Phrases related to signs</li> <li>• Word building: opposites with <i>un-</i>, <i>dis-</i></li> </ul>	<ul style="list-style-type: none"> <li>• may, might, could</li> <li>• Conditional Sentences Type 1</li> <li>• if vs. when</li> <li>• Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing possibility and certainty in the present and future</li> <li>• Expressing preference</li> <li>• Guessing the meaning of unknown words</li> <li>• Understanding signs and messages</li> <li>• Talking about conditions and their results</li> <li>• Comparing and contrasting people and situations</li> <li>• Talking about lifestyle changes and intentions</li> <li>• Taking notes</li> <li>• Inviting and accepting or refusing an invitation</li> <li>• Making suggestions and arrangements</li> </ul>
<b>8</b> p.77 <b>All the action</b>	<ul style="list-style-type: none"> <li>• Words/Phrases related to sports</li> <li>• Conversational English</li> <li>• Phrasal verbs</li> <li>• Words/Phrases related to movies</li> </ul>	<ul style="list-style-type: none"> <li>• Exclamatory sentences</li> <li>• Clauses of result</li> <li>• have to, don't have to, must, mustn't, need to, don't need to, needn't</li> <li>• Passive Voice (Present Simple - Past Simple)</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc.</li> <li>• Expressing result</li> <li>• Guessing the meaning of unknown words</li> <li>• Understanding information on flyers and signs</li> <li>• Expressing obligation, lack of obligation, and prohibition</li> <li>• Talking about movies and expressing opinion</li> </ul>
<b>Task 7 &amp; 8: Collaborating with a partner to reach a decision based on specific criteria p.130</b>			
<b>9</b> p.87 <b>Career paths</b>	<ul style="list-style-type: none"> <li>• Occupations</li> <li>• Academic subjects</li> <li>• Conversational English</li> <li>• Words easily confused</li> <li>• Words/Phrases related to employment and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• So, neither, too, either</li> <li>• Reflexive pronouns</li> <li>• Present Perfect Progressive</li> <li>• Present Perfect Simple vs. Present Perfect Progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about one's studies and one's job</li> <li>• Expressing agreement and disagreement</li> <li>• Distinguishing between words easily confused</li> <li>• Linking the past with the present</li> <li>• Talking about language learning experiences</li> <li>• Guessing the meaning of unknown words</li> <li>• Understanding information in job advertisements</li> <li>• Describing one's qualifications</li> </ul>
<b>10</b> p.97 <b>Facts and figures</b>	<ul style="list-style-type: none"> <li>• Words/Phrases related to banks and money</li> <li>• Conversational English</li> <li>• Words with more than one meaning</li> <li>• Units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• too / enough</li> <li>• Infinitives</li> <li>• -ing form</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out money transactions</li> <li>• Indicating degree and extent</li> <li>• Giving and understanding different kinds of instructions</li> <li>• Guessing the meaning of unknown words</li> <li>• Expressing opinion and giving information</li> </ul>
<b>Task 9 &amp; 10: Understanding the key features of a résumé and creating one's own p.131</b>			
<b>11</b> p.107 <b>Different cultures</b>	<ul style="list-style-type: none"> <li>• British English vocabulary</li> <li>• Conversational English</li> <li>• Words related to traveling</li> <li>• Adjectives + prepositions</li> <li>• Words/Phrases related to celebrations</li> <li>• Prepositional phrases with <i>in</i></li> </ul>	<ul style="list-style-type: none"> <li>• Indirect questions</li> <li>• Conditional Sentences Type 2</li> <li>• Wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for information informally and formally</li> <li>• Asking for clarification and repetition</li> <li>• Giving information</li> <li>• Understanding differences between American and British English</li> <li>• Talking about imaginary situations</li> <li>• Making wishes and expressing regret</li> <li>• Talking about celebrations/festivals/events</li> <li>• Guessing the meaning of unknown words</li> <li>• Distinguishing between formal and informal language</li> </ul>
<b>12</b> p.117 <b>That's life</b>	<ul style="list-style-type: none"> <li>• Words/Phrases related to different medical situations</li> <li>• Conversational English</li> <li>• Phrasal verbs</li> <li>• Idioms describing feelings</li> <li>• "Strong" adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Negative questions</li> <li>• Tag questions</li> <li>• Reported Speech: Statements, Questions, Commands, Requests</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing uncertainty and asking for confirmation</li> <li>• Expressing emotions like surprise, anger and annoyance</li> <li>• Guessing the meaning of unknown words</li> <li>• Describing feelings</li> <li>• Narrating events</li> <li>• Reporting</li> <li>• Asking for and giving advice</li> <li>• Describing problems</li> <li>• Taking time to think when talking</li> </ul>
<b>Task 11 &amp; 12: Preparing for and taking part in a debate p.132</b>			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>• Signs and messages</li> <li>• A magazine article: <i>What happened to Nicholas Baines?</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation about a night out</li> <li>• Three short dialogues</li> <li>• Three voicemail messages</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Discussing and deciding which event to go to</li> <li>• Pair work: Discussing posters and trying to persuade each other</li> <li>• Class discussion about lifestyle changes</li> <li>• Pair work: Inviting and accepting or refusing an invitation</li> </ul> <p>* Sentence stress in Conditional Sentences Type 1</p>	<ul style="list-style-type: none"> <li>• A few sentences about lifestyle changes you would like to make</li> <li>• An e-mail based on prompts</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Expanding on prompts</li> </ul>
<ul style="list-style-type: none"> <li>• A flyer and an Internet confirmation e-mail</li> <li>• A magazine article: <i>Football Codes</i></li> </ul>	<ul style="list-style-type: none"> <li>• Four people talking about a hockey game</li> <li>• Four short dialogues about movies</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Discussing events, showing enthusiasm and disappointment</li> <li>• Group guessing game: Talking about rules at different places</li> <li>• Pair work: A sports quiz</li> <li>• Group work: Talking about a movie</li> </ul> <p>* The schwa sound (ə)</p>	<ul style="list-style-type: none"> <li>• Describing the rules of a sport</li> <li>• A movie review</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Organizing a movie review with the help of a plan</li> <li>• Set phrases used in movie reviews</li> </ul>
<ul style="list-style-type: none"> <li>• Eight cartoons about employment</li> <li>• An Internet forum: <i>Tell us your language learning experiences</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three short dialogues related to employment</li> <li>• A conversation about learning Mandarin</li> <li>• A job interview</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Talking about one's studies and/or job</li> <li>• Group work: Expressing opinion on different issues and agreeing or disagreeing</li> <li>• Pair work: Role play at work</li> <li>• Pair work: A survey about learning English</li> <li>• Pair work: Role play a job interview</li> </ul> <p>* Pronunciation variants</p>	<ul style="list-style-type: none"> <li>• A paragraph about your experiences in learning English</li> <li>• A cover letter</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguishing between formal and informal language</li> </ul>
<ul style="list-style-type: none"> <li>• Instructions and labels</li> <li>• A magazine article: <i>Memory</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three short dialogues involving instructions</li> <li>• A radio show with an expert giving tips about memory</li> <li>• A radio announcement about an event</li> <li>• A conversation about an event</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Role play situations at a currency exchange office, at a store, at the bank and at an ATM</li> <li>• Pair work: Asking for and giving instructions</li> <li>• Pair work: Discussing ways to remember different kinds of information</li> <li>• Group work: Talking about places you've been to and events you've attended</li> </ul> <p>* The different /gh/ sounds</p>	<ul style="list-style-type: none"> <li>• A note with instructions</li> <li>• An e-mail giving information and opinion</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Replying to the sender's requests suitably</li> </ul>
<ul style="list-style-type: none"> <li>• A quiz: <i>What kind of traveler are you?</i></li> <li>• A magazine article: <i>Notting Hill Carnival</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation about working abroad</li> <li>• Three short dialogues about celebrations</li> <li>• A conversation at a travel agency</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Information gap activity: Asking for and giving information</li> <li>• Pair work: Speculating about unreal situations</li> <li>• Pair/Group work: Talking about a celebration/festival/event</li> <li>• Pair work: Role play: Simulating a conversation between a visitor and an information desk clerk</li> </ul> <p>* Intonation of direct and indirect questions</p>	<ul style="list-style-type: none"> <li>• A short description of a celebration/festival/event</li> <li>• A formal e-mail asking for information</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Set phrases for a formal e-mail</li> <li>• Linking words/phrases for listing points</li> <li>• Organizing a formal e-mail with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• A magazine page: <i>Now that's embarrassing!</i></li> <li>• An extract from a novel: <i>Oliver Twist</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three people describing experiences</li> <li>• A girl describing a problem to some friends</li> <li>• People giving advice</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Role play different medical situations</li> <li>• Pair work: Giving an account of an experience</li> <li>• Class discussion about books</li> <li>• Pair work: Asking for and giving advice</li> </ul> <p>* Intonation of tag questions</p>	<ul style="list-style-type: none"> <li>• A short account of an experience</li> <li>• An e-mail asking for or giving advice</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Set phrases to ask for or give advice</li> <li>• Organizing an e-mail with the help of a plan</li> </ul>