

**NEW HEADWAY INTERMEDIATE FOURTH EDITION SYLLABUS**

UNIT	GRAMMAR	READING	MAINCOURSE
<p><b>1 A world of difference</b> p6</p>	<p><b>Naming Tenses</b> Present,Past,Present Perfect Auxiliary verbs <i>Do,be,have P6</i></p> <p><b>Questions and negatives</b> <i>Where were you born?</i> <i>He doesn't live in Paris. p6</i></p> <p><b>Short answers</b> <i>Yes,I have. No,he didn't P8</i></p>	<p><b>Worlds apart</b> <i>Welcome to our world</i> <i>The lives of two families from different parts of the world</i> p10</p>	<p>► <b>Everyday English</b> <b>Everyday situations</b></p> <p><i>I need to make an appointment.</i> <i>A medium latte, please. Have here or take away? P13</i></p> <p>► <b>Speaking</b> <b>A class survey</b> <i>Lifestyles p9</i></p> <p><b>Exchanging information</b> <i>Comparing two families from different parts of the world p10</i></p> <p><b>What do you think?</b> <i>Discussing the pros and cons of bringing up a family in another country p12</i></p> <p><b>Roleplay</b> Acting out everyday situations p13</p> <p>► <b>Listening</b> <b>A world in one family</b> <i>Ana from Spain and her son, Xabier talk about living in England p12</i></p>

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<p><b>2 The working week</b> <b>P14</b></p>	<p><b>Present tenses</b> Simple and continuous <i>What does she do? What's she doing?</i> p14 State verbs <i>like, know, understand</i> p15 Passive <i>People are employed ... I'm being served.</i> p17 <i>How often ...?</i> <i>hardly ever twice a year</i> p15</p>	<p><b>Charles, Prince of Wales</b></p> <p><i>The life of a hard-working future king – the private and public man</i> p18</p>	<p>► <b>Everyday English</b> <b>Making small talk</b> <i>It's such an old city, isn't it?</i> <i>I was born in ..., but I live in ... Oh, good.</i> <i>Really? Have you?</i> <i>Who do you work for?</i></p> <p>► <b>Speaking</b> <b>Talking about you</b> How often do you do things? p15 <b>Project</b> Interviewing someone about their job p16 <b>Discussion</b> Which job deserves most money? p17 The role of monarchy p19 <b>Exchanging information</b> Talking about your free time activities p20</p> <p>► <b>Listening</b> <b>Who earns how much?</b> How much do different jobs pay? p17 <b>Spoken English – giving opinions</b> <i>I reckon ... I'd say ...</i> <i>I think so, too. Actually ...</i> p17</p>
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<p><b>3 Good times, bad times</b> <b>P22</b></p>	<p><b>Past tenses</b> <b>Simple and continuous</b> <i>He worked in London. He was studying art. p23</i> <b>Past Perfect</b> <i>He had fallen in love. He' d been drinking. p23</i> <b>used to</b> <i>He used to wake up at 6.00. p23</i></p>	<p><b>Shakespearean Tragedy</b> <i>Romeo and Juliet</i> The love story in cartoons p26</p>	<p><b>► Everyday English</b> <b>Giving opinions</b> <i>He's really great, isn't he? Definitely!</i> <i>Mmm!</i> <i>That's rubbish!</i></p> <p><b>► Speaking</b> <b>A Shakespearean Tragedy</b> Retelling the story of Romeo and Juliet from pictures p26 <b>What do you think?</b> Shakespeare and his plays p26 Falling in love – Who do we fall in love with? Which couples are well- suited? p28</p> <p><b>► Listening</b> <b>The first time I fell in love</b> Three people talk about their experiences of early love p28 <b>Dictation</b> Transcribing a summary of an interview p24</p>
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<p><b>4 Getting it right</b> <b>p30</b></p>	<p><b>Advice, obligation, and permission</b> Modal and related verbs <i>You should check online.</i> <i>You must tell your neighbours. They can get married at 16.</i> <i>You are allowed to go.</i> <i>Children had to go to school.</i> <i>They didn't have to work.</i> p32–34</p>	<p><b>Kids then and now</b> <i>Kids who have it all</i> Bringing up kids in the 1970s and now p34</p>	<p><b>► Everyday English</b></p> <p><b>Polite requests and offers</b> <i>I'll give you a lift.</i> <i>Do you think you could ...? Can you tell me ...?</i> <i>Would you mind ...?</i> p37</p> <p><b>► Speaking</b></p> <p><b>Discussion</b> Laws in Britain and your country p32 What's important to you in life? p33</p> <p><b>What do you think?</b> Bringing up children Household rules p34</p> <p><b>► Listening</b></p> <p><b>Rules for life</b> Three people talk about their personal philosophies p33</p> <p><b>Song</b> <i>I believe</i>, by Ian Dury p33</p>
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<p><b>5 Our changing world</b> <b>P38</b></p>	<p><b>Future forms</b> <b>Will, going to, or Present Continuous?</b> <i>What will the world be like?</i> <i>Things are going to change.</i> <i>We're meeting James at 11.00.</i></p> <p><b>Future possibilities – may, might, could</b> <i>The earth may get warmer.</i> <i>Temperatures might rise.</i> <i>What could happen?</i> p38</p>	<p><b>Life fifty years from now</b></p> <p><i>Life in 2060</i></p> <p>An international group of scientists make their predictions p42</p>	<p>► <b>Everyday English</b></p> <p><b>Arranging to meet</b> <i>I was wondering if we could meet.</i> <i>I'll just get my diary. We could have coffee. Why don't we ...?</i> <i>Let's ...</i></p> <p>► <b>Speaking</b></p> <p><b>Discussion</b> Talking about changes in the environment p39</p> <p><b>What do you think?</b> Space tourism p41 Predictions about the future p42</p> <p><b>Roleplay</b> Making arrangements to meet p45</p> <p>► <b>Listening</b></p> <p><b>World weather warnings</b> Five weather forecasts from around the world p40</p> <p><b>Rocket man</b> Steve Bennett, scientist and space traveller p41</p>
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<p><b>6 What matters to me</b> <b>p46</b></p>	<p><b>Information questions</b> <i>What's she like?</i> <i>What does she look like? How is she?</i> p46 <i>How tall/big ...?</i> <i>What colour/size/make ...? Which floor/part of town ...? How far/long ...?</i> <i>How much/many ...?</i> p47</p>	<p><b>The heart of the home</b> <i>My Kitchen</i> Three women's kitchens in three different countries (jigsaw) p50</p>	<p><b>► Everyday English</b> <b>In a department store</b> <i>Toys and babywear Ladies' fashions Stationery</i> <i>What size do you take? Keep your receipt.</i></p> <p><b>Signs</b> <i>Buy two, get one free Final clearance</i> p53</p> <p><b>► Speaking</b></p> <p><b>Project</b> Your most treasured possession p49 <b>Talking about you</b> Your kitchen p50</p> <p><b>Discussion</b> First-born/second-born children Who do you feel closest to in your family? p52</p> <p><b>► Listening</b> <b>My closest relative</b> Five people talk about who they feel closest to in their family p52</p>
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<p><b>7 Passions and fashions</b> <b>P54</b></p>	<p><b>Present Perfect</b> <b>Simple and continuous</b> <i>She's lived in Scotland.</i> <i>She's been writing since 1990.</i> p54</p> <p><b>Passive</b> <i>Millions have been sold.</i> p55</p> <p><b>Adverbs</b> <i>just yet already</i> p56</p> <p><b>Time expressions</b> <i>for 10 years, since the 1970s</i></p>	<p><b>Football – a global passion</b> <i>The Beautiful Game</i> Football past and present p58</p>	<p>► <b>Everyday English</b></p> <p><b>Making the right noises</b> Agreement, sympathy, pleasure, and surprise <i>Brilliant! Fair enough.</i> <i>You're kidding! You didn't</i></p> <p>► <b>Speaking</b></p> <p><b>Roleplay</b> Interviewing Calvin Klein p57 Have you ever ...? Conversations about your life experiences p57</p> <p><b>What do you think?</b> Your feelings about football and its place in the world p58 Things you feel passionate about p60</p> <p>► <b>Listening</b></p> <p><b>An interview</b> Jack, aged 10, talks about Harry Potter p55</p> <p><b>Things I'm passionate about</b> Five people talk about their passions p60</p>
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<p><b>8 No fear!</b> <b>P62</b></p>	<p><b>Verb patterns</b> verb + <i>-ing</i> <i>enjoy swimming, thinking of staying</i> p62</p> <p>verb + infinitive <i>need to warn, make them feel</i> p62</p> <p>adjective + infinitive <i>impossible to see</i> p62</p>	<p><b>Dangerous journeys in history</b> <i>Hannibal crosses the Alps Mao Zedong on the Long March</i> Remarkable journeys made by two famous leaders (jigsaw) p66</p>	<p>► <b>Everyday English</b> <b>Travel and numbers</b> Commas and decimal points <i>5,000 6.5</i> Time <i>13.45</i> Numbers one by one <i>6356 5055</i> Percentages <i>30%</i> Fractions <b>3</b> p69</p> <p>► <b>Speaking</b> <b>Talking about you</b> True and false facts about your life p64 <b>What do you think?</b> People and their phobias p65 <b>Exchanging information</b> Comparing the journeys of Hannibal and Mao Zedong p66</p> <p>► <b>Listening</b> <b>Fears and phobias</b> Three people talk about what they're afraid of p65 <b>The psychologist's view</b> A psychologist explains phobias and their treatment p65</p>
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<p><b>9 It depends how you look at it</b> <b>P70</b></p>	<p><b>Conditionals</b> <b>Second conditionals</b> <i>If I were him, I'd tell the teacher.</i> <b>Third conditionals</b> <i>If they'd listened, he wouldn't have run away.</i> p71 <i>might have done/could have done</i> <i>You might/could have had an accident. p72</i> <i>should have done</i> <i>He should have asked for help. p73</i></p>	<p><b>The victim meets the burglar</b> <i>I'm sorry</i> How restorative justice can help criminals and their victims (jigsaw) p74</p>	<p><b>► Everyday English</b> <b>Dealing with money</b> <i>Is service included?</i> <i>Put in your PIN number and press ENTER.</i> <i>The current cleared balance ... I gave you a £20 note.</i> <i>What's the exchange rate? p77</i></p> <p><b>► Speaking</b> <b>Talking about you</b> What would you have done in the same situation? p73 <b>Exchanging information</b> Comparing the stories – a burglar and his victim p74 <b>What do you think?</b> Forms of punishment and aims of imprisonment p74</p> <p><b>► Listening</b> <b>A social conscience</b> Five people describe a difficult situation – what did they do? p73</p>
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<p><b>10 All things high tech</b> <b>P78</b></p>	<p><b>Noun phrases</b> Articles: <i>a / the / no article</i> <b>Possessives</b> <i>their equipment / theirs</i> <i>all/everything</i> <i>Microchips control everything. all digital devices</i> <b>Reflexive pronouns and each other</b> <i>I cut myself. We love each other.</i> p79</p>	<p><b>Architecture old and new</b> <i>Meet me at St Pancras</i> London's new <i>Eurostar</i> station p82</p>	<p><b>► Everyday English</b> I need one of those things ... <i>It's one of those things you use ... I need some of that stuff ...</i> <i>It's used for ... It's made of ...</i> <i>It's a kind of ...</i></p> <p><b>► Speaking</b> <b>Talking about you</b> Websites you like, and what the Internet represents p81 <b>What do you think?</b> Your favourite building p83</p> <p><b>► Listening</b> <b>What do you do on the Net?</b> Five people talk about what they use the Internet for p81 <b>Descriptions</b> Identifying objects p85</p>
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<p><b>11 Seeing is believing</b> <b>P86</b></p>	<p><b>Modals of probability</b> <b>Present</b> <i>must/can't/might/could be</i> p86 <b>Past</b> <i>must/can't/might have been</i> p88</p> <p><b>looks like / looks</b> <i>It looks like a man.</i> <i>It looks red to me.</i> p86</p>	<p><b>The adventures of Sherlock Holmes</b> <i>The Three Students</i> A detective story p90</p>	<p>► <b>Everyday English</b></p> <p><b>Expressing attitude</b> <i>apparently</i> <i>actually</i> <i>personally</i> <i>to be honest</i> p93</p> <p>► <b>Speaking</b></p> <p><b>What do you think?</b> Modern methods of crime detection p91</p> <p><b>Telling the story</b> Retelling a story round the class p91</p> <p>► <b>Listening</b></p> <p><b>A discussion of optical illusions</b> Two people talk about a set of optical illusions</p> <p><b>What on earth has happened?</b> A telephone conversation about a burglary p88</p> <p><b>A radio drama</b> Part 3 of the Sherlock Holmes detective story p90</p>
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<p><b>12 Telling it how it is</b> <b>P94</b></p>	<p><b>Reported speech</b> <i>She said she was a student.</i></p> <p><b>Reported thoughts</b> <i>I thought she was pretty.</i></p> <p><b>Reported questions</b> <i>I asked her what was happening.</i> <i>I wondered if there' d been an accident. p94</i></p>	<p><b>People who changed the world</b> <i>Movers and shakers</i></p> <p>Famous people, their ideas, and their impact on how people think (jigsaw) p98</p>	<p><b>► Everyday English</b></p> <p><b>You know what they say ...</b> Clichés <i>It's not the end of the world. Better late than never.</i> <i>Rather you than me.</i> <i>It could be worse. p101</i></p> <p><b>► Speaking</b></p> <p><b>What do you think?</b> People from your country who changed ideas p98 Newspapers in your country p100 Talking about a current news story p100</p> <p><b>► Listening</b></p> <p><b>She didn't say that!</b> Spotting inaccuracies in five conversations p96</p> <p><b>What the papers say</b> An interview with the singer Jamie Seabrook p100</p>
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### **The Description of Main Course ( Intermediate Level)**

The general methodological principles adopted for this course are based on integrating all four skills (reading, writing, speaking and listening) into highly motivational activities. Meaningful learning is brought to be through activities are based on the students' interests with the aim of fostering motivation. Another key methodological concept is that of the autonomous learner. Recently, due to the effects of changes in language teaching strategies, great importance has been given to the need for teachers to promote and motivate self study, through continuous evaluation. The student will have constant feedback on his/her progress with the aim of modifying, when necessary, his/her learning. Therefore, course contents will be made up of activities that consolidate the linguistic abilities of students, in such a way that they not only learning theoretical knowledge, but create for students the necessary tools for students to continue their language learning through self study techniques studied along the course.

### **Grammar Course Description**

This course introduces students to both descriptive and prescriptive approaches to the grammar of English language. It describes grammar not as a mere theory but as an enabling tool for authentic language practice by presenting how people use grammar in real life conversations and texts. It also caters for some English grammatical rules as a solution for using grammar effectively. It provides for rules that are relevant to successful practical communication. These may include knowledge of basic grammar terms, subject-verb agreement rules, English tenses etc.

#### **Course Objectives**

- to address grammar issues that students encounter in their daily speech, writing, reading and listening
- to address the issue of grammatical errors that affect effective communication

### **Reading Course Description**

The purpose of this course is to improve your reading skills through the practice of vocabulary enrichment, reading comprehension exercises, speed reading strategies, written responses, discussions, and reflections. Exploring and examining the entire reading process, you will become a more confident, independent, effective, and efficient reader. With the help of this course, it is aimed that the learners will be able to identify the topic and purpose of a reading sample ,distinguish between main ideas and supporting details,locate specific information ,distinguish between stated and implied ideas; make inferences ,recognize the structure and organization of paragraphs, use strategies to think critically about reading and use appropriate technology to enhance reading comprehension, reading speed, and vocabulary development.