

HEADWAY PRE-INTERMEDIATE BOOK COURSE SYLLABUS

UNIT	GRAMMAR	READING	MAIN COURSE
<p>➤ 1 Getting to know you p6</p>	<p>Tenses <i>Present, past, future p6</i></p> <p>Questions <i>Who does she live with?</i> <i>Where were you born? p6</i></p> <p>Question words <i>Who ...?, Why ...?</i> <i>Whose ...?, Which ...?,</i> <i>How much ...? p7</i></p>	<p>Blind date <i>Looking for love</i> <i>A newspaper organizes a date between two of its readers. How will they get on? (jigsaw) p10</i></p>	<p>➤ Everyday English Social expressions <i>Thank you so much</i> <i>I can't come tonight</i> <i>Never mind. Perhaps another time. p13</i></p>
			<p>➤ Listening My oldest friend <i>Three people talk about their oldest friend p9</i></p> <p>Blind date <i>Sally and Dominic talk about their date p10</i></p>
			<p>➤ Speaking Discussion <i>Talking about your friends p9</i></p> <p>Exchanging information <i>Talking about the couple on a blind date p10</i></p> <p>Social expressions <i>Acting out conversations p13</i></p>
<p>➤ 2 Whatever makes you happy p14</p>	<p>Present Tenses Present Simple <i>She works in clubs</i></p> <p>Present Continuous <i>She's making a single. p14</i></p> <p>have/have got <i>She has silver hair.</i> <i>They've got so much energy. p14</i></p>	<p>The happiness quiz <i>How happy are you?</i> <i>Find out how happy you are, and what you can do to make yourself happier p18</i></p>	<p>➤ Everyday English Making conversation <i>Oh, really?</i> <i>How lovely!</i></p> <p>Short answers <i>No, I didn't. Yes, I am.</i></p> <p>Questions and answers <i>What are doing tonight?</i> <i>Nothing special. p21</i></p>

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			<p>➤ Listening Song <i>Money- the best things in life are free</i> p18</p> <p>Getting on with your neighbours <i>Two neighbours gossip about each other. Do they see things in the same way?</i> p20</p>
			<p>➤ Speaking Discussions <i>What's most important to you- Money-job-health?</i> p14</p> <p>Exchanging information <i>Ask and answer questions about three people</i> p16</p> <p>Describing <i>My perfect day</i> p17</p>
<p>3 What's in the news? P22</p>	<p>Past Tenses Past Simple <i>She works in clubs.</i> <i>The journey began in 2008.</i> p22</p> <p>Past Continuous <i>I was working in the forest when I met Ed.</i> p23</p>	<p>The flight attendant who lost his cool <i>Stephen Slater</i> Day-by-day newspaper articles ts a story breaks, goes global, Then dies p26</p>	<p>➤ Everyday English Saying when <i>The third of February</i> <i>February the third</i> <i>In April at 6.00</i> <i>On Monday</i> <i>Two weeks ago</i></p> <p>➤ Listening The news <i>Radio news items</i> p25</p> <p>Dictation <i>Transcribing a news story</i> p 25</p>

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<p>4 Eat, drink, and be merry! P 30</p>	<p>Quantity Much and many <i>How much milk? How many eggs?</i> Some and any <i>Some apples, any bananas</i> <i>a few, a little, a lot/lots of p 30</i> Something/ Someone/ Somewhere p32 Articles <i>a shopkeeper an old village</i> <i>the north</i> <i>have lunch by bus</i></p>	<p>Unusual places to eat <i>No ordinary place to eat!</i> <i>Three extraordinary restaurants (jigsaw) p34</i></p>	<p>➤ Everyday English Can you come for dinner? <i>Would you like some....?</i> <i>Just help yourselves.</i></p> <p>Requests <i>Can I/ Could I...?</i> <i>Can you/ Could you ...?</i> <i>Would you mind helping me? p37</i></p> <hr/> <p>➤ Listening Our diet <i>A couple talk about their diet p 31</i></p> <p>Unusual places to eat <i>People talk about their experiences of eating in extraordinary restaurants p34</i></p> <hr/> <p>➤ Speaking Discussion <i>A good diet p31</i></p> <p>Exchanging information <i>Talking about a restaurant p34</i></p> <p>Roleplay <i>Acting out a conversation p36</i></p>

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<p>5 Looking forward p 38</p>	<p>Verb patterns <i>want/hope to do</i> <i>like/enjoy doing</i> <i>looking forward to doing</i> <i>would like to do p38</i></p> <p>Future forms Going to, will and present cont. <i>I'm going to stay with a friend</i> <i>I'll give you a ring</i> <i>What are you doing this evening?</i> <i>P 40</i></p>	<p>Hope for the future <i>The girl with two families</i> <i>A girl from Belarus whose life changed when she visited Ireland p 42</i></p>	<p>➤ Everyday English Expressing doubt and certainty <i>Do you think he'll?</i> <i>Of course he will.</i> <i>I doubt it</i> <i>No chance. p45</i></p> <p>➤ Listening How does it feel to be 20-something? <i>Three people talk about what it's like to be in their twenties</i> <i>p 41</i></p> <p>➤ Speaking Describing <i>Talking about someone in their twenties p 41</i></p> <p>Discussion <i>Living at home/leaving home</i> <i>P 41</i></p> <p>Roleplay <i>An interview with Palina p 42</i></p>
<p>6 The way I see it p 46</p>	<p>What like? <i>What's she like?</i> <i>She's really nice. p46</i></p> <p>Comperative and superlative adjectives <i>big, bigger, biggest</i> <i>good, better, best p47</i></p> <p>as... as <i>It isn't as hot as Dubai. p 47</i></p>	<p>Multicultural London <i>The world in one street</i> <i>four people from different cultures talk about living in the most cosmopolitan city in the world (jigsaw) p53</i></p>	<p>➤ Everyday English What's on? <i>What shall we do tonight?</i> <i>How about going to ...?</i> <i>There's an exhibition on/at...</i> <i>Let's go! p 53</i></p> <p>➤ Listening My family <i>People talk about who they are like in their family p 49</i></p>

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			<p>What's on? <i>Deciding what to do in London</i> P 53</p> <hr/> <p>➤ Speaking Talking about you <i>Who are you like in your family? p 49</i></p> <p>Exchanging information <i>Talking about an immigrant</i> p 50</p> <p>Project <i>Research the life of someone from a different country-tell the class p 50</i></p>
<p>7 Living history p54</p>	<p>Present Perfect Unfinished past with <i>for</i> and <i>since</i> <i>I've lived here for three years.</i> <i>We've been married since 2010. p54</i></p> <p>Indefinite past <i>She's written several books.</i> <i>I've been to China. P56</i></p> <p><i>ever</i> and <i>never</i> <i>Have you ever been in danger? P56</i></p>	<p>Living in a stately home <i>Living history</i> <i>Chatsworth House and the family who call it home p58</i></p>	<p>▶ Everyday English Question tags <i>It's a lovely day, isn't it?</i> <i>You don't like coffee, do you?</i></p> <p>Adding a comment <i>Yes, it is. Beautiful!</i> <i>No, I don't. I only drink tea. P61</i></p> <hr/> <p>▶ Speaking Talking about you <i>Have you ever done anything dangerous? P57</i></p> <p>Discussion <i>The aristocracy and inherited wealth</i> p58</p> <p>What do you think? <i>Your family history p60</i></p>

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			<p>► Listening A family history <i>David Taylor Bews from Perth, Australia researches his family</i> p60</p>
<p>8 Girls and Boys p62</p>	<p><i>have to</i> <i>He has to train hard.</i> <i>I don't have to work late. p62</i></p> <p><i>should</i> <i>You should talk to your parents. p64</i></p> <p><i>must</i> <i>He must get professional help. p64</i></p>	<p>Family with all boys or all girls <i>Sons and daughters</i> <i>The parents of four daughters swap homes with the parents of four sons. How are girls different from boys! (jigsaw) p66</i></p>	<p>► Everyday English At the doctor's <i>a sore throat flu food poisoning My body aches.</i> <i>My glands are swollen.</i> <i>I'll write you a prescription. p69</i></p>
			<p>► Speaking Exchanging information <i>Talking about the Cafeora and Tibbett families p66</i></p> <p>Discussion <i>Families and children p66</i></p> <p>Dress Person X <i>Describing on outfit p68</i></p>
			<p>► Listening Heptathlon champion <i>An interview with Jessica Ennis, world heptathlon champion p65</i></p> <p>Children and their families <i>People talk about their families p66</i></p>
<p>9 Time for a story p70</p>	<p>Past Perfect <i>They had walked twenty miles. p71</i></p> <p>Narrative tenses <i>They say a bear.</i> <i>They were looking for work. p70</i></p>	<p>Good and evil <i>The Strange Case of Dr Jekyll and Mr Hyde</i> Robert Louis Stevenson's classic horror story of a man with a split personality (cartoon) p74</p>	<p>► Everyday English Exclamations with so and such <i>I was so scared !</i> <i>It was such a shock!</i> <i>I've got so much work!</i> p77</p>

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	<p>Joining sentences-conjunctions <i>although, because, so</i> <i>when, while, before, as, until ... p72</i></p>		<p>► Speaking Narrating <i>Retelling a story from pictures p72 and p74</i> Describing <i>Families and children p66</i> Dress Person X <i>Describing a outfit p68</i></p> <hr/> <p>► Listening My favourite writer <i>A radio programme about the writers Charles Dickens and Robert Louis Stevenson p73</i></p>
<p>10 Our interactive world p78</p>	<p>Passives <i>Mobile phones are owned by almost 6 billion people.</i> <i>The first mobile phone call was in 1973.</i> <i>... have been sold ...</i> <i>... will be replaced ... p78</i></p>	<p>There is first time for everything <i>Five internet firsts</i> How the Internet has evolved -blogs, search engines, social networking sites ... p82</p>	<p>► Everyday English On the phone Saying phone numbers <i>07700 900333</i> Expressions <i>Can I speak to ... ?</i> <i>I'm calling because ... p85</i></p> <hr/> <p>► Speaking Talking about you What can you do on your phone? p79 Discussion What do you use the Internet for? p82 Roleplay A difficult day p84 Roleplay Telephone conversations p85</p> <hr/> <p>► Listening The Internet People talk about their experiences of</p>

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			<p>the five Internet first p82</p> <p>Modern life drives me crazy! A man complains about the things that annoy him p84</p>
<p>11 Life's what you make it ! p86</p>	<p>Present Perfect Continuous <i>He's been playing since he was 3.</i> <i>How long has she been working there?</i> p86</p> <p>Tense review Present and past <i>Sings was born loved</i> p88</p>	<p>Four generations of Gettys <i>A Tragic Dynasty</i> One of the richest families in the world, plagued by tragedy for generations p90</p>	<p>► Everyday English Good news, bad news <i>Congratulations!</i> <i>That's fantastic news!</i> <i>I'm so sorry to hear that.</i> <i>What a shame!</i> p93</p>
			<p>► Speaking Exchanging information Asking and answering questions about Charlotte Church p88</p> <p>Roleplay Meeting an old friend again p89</p> <p>Roleplay Research a famous family – tell the class p90</p>
			<p>► Listening I haven't seen you for ages! Two old friends meet and catch up p89</p> <p>Alison's marriage A woman talks about marriage, her husband, and her children p92</p>
<p>12 Just wondering ... p94</p>	<p>First conditional <i>if + will</i> <i>If it's sunny, we'll go for a picnic.</i> p94</p> <p><i>might</i> <i>I might see some friends.</i> p94</p>	<p>Life, the Universe, and everthing <i>The Wonders of our Universe</i> The history of the Universe, the uniqueness of Earth, and our place</p>	<p>► Everyday English Thank you and goodbye! <i>It's late. I must be going now.</i> <i>I'm so grateful for your help..</i> <i>Thanks for having me.</i></p>

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	Second conditional <i>if + would</i> <i>If I had a brother, I'd play with him.</i> p96	in the solar system p98	<i>Take care!</i> p101
			► Speaking What do you think? What would you do if you were Jimmy or Fiona? p97 Discussion Dilemmas that required decisions – what would you do? p97 What do you think? The wonders of our Universe and its future p98
			► Listening At a crossroads Two people at a crossroads in life have to make a decision p97

Course Description

This is a course for students who already have a solid foundation in the language. They may have recently completed an elementary course or they may be returning to language learning after a break and need to revise key language before being able to progress further.

New language is introduced systematically, allowing students to extend and consolidate their knowledge of the language. New vocabulary is introduced regularly and this is followed by controlled practice activities, allowing students to immediately activate the language in a supported way. There are also freer practice activities where students can focus on their fluency, so that students feel able to actively participate in conversations and discussions.

The course also aims at helping learners to achieve an overall English language proficiency leading to professing at language as B1 level on the Common European Framework of Reference User of Languages (CEFR), and it also helps developing conversational skills, expressing ideas, and helping learners deal with problems and situations successfully.

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Course Objectives

This course aims at accomplishing its goal in a full academic module through developing students' all language skills. SLO (Students Learning Outcomes) achievement is also aimed within this course. So the students learning outcomes (what students will know and be able to do with the language at the end of the instruction) are listed in detail on a skill base.

Reading Objectives:

At the end of the instruction the students;

- can read to find out and pass on factual detail from a medium-length text.
- can read a medium-length general interest article, locate new vocabulary items, and deduce their meaning from the context
- can scan longer texts in order to locate desired information as well as gather information from different parts of a text, or from different texts in order to fulfil a specific task.
- can read a medium-length general interest article, locate new vocabulary items, and deduce their meaning from the context.
- can preview a medium length article using title, headings, introductory paragraph and visual support to identify topic, main idea and general organization.

Writing Objectives:

The students ;

- Can write a narrative account of past experiences or events, in a coherent and cohesive text of up to 3 paragraphs.
- Can write a series of sentences using linking words such as but, although, however, so, because and while to link ideas and events together.
- Can give the background to events then describe the main events, appropriately using past simple and past continuous.

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- Can join discrete elements in a story into a linear sequence of points using time expressions such as in the morning, last June, at 7 o'clock and time clauses featuring First, next, then, after that, during, while, before, after and when.
- Can use adverbs such as still, only, of course, just, at last, exactly, especially, fortunately and unfortunately in simple sentences.
- Can revise writing by understanding and implementing peer and instructor feedback, by identifying irrelevant sentences, and by proofreading for mistakes with past tense verb forms.

Speaking Objectives;

The students;

- Can reasonably fluently relate a straightforward narrative or description as a linear sequence of events.
- Can communicate orally with some confidence on routine matters associated with priorities, alternatives, needs, and precise quantities needed. (e.g. decision on what and how much to buy to cook a meal or give a party)
- Can list the positive and negative aspects of familiar places and briefly give opinions on these places with relative ease
- Can handle transactions in familiar places making requests for services and information and explaining in some detail what he/she needs
- Can ask for and give detailed directions to places
- Can ask about and express his/her and other people's hopes, ambitions, intentions, plans and decisions.
- Can follow changes in the topic of an extended, slowly- and clearly-conducted conversation about everyday situations. (e.g. health, work, an accident)
- Can describe and ask about experiences with relative ease, expressing feelings and reactions
- Can describe and compare people, places, and things using a range of adjectives
- Can express and respond to opinions on familiar topics using synonyms and antonyms of familiar words to avoid repetition
- Can ask for and give detailed directions to places
- Can listen to extended conversations and interviews and understand straightforward factual information about everyday topics, identifying both general messages and specific details

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- Describe everyday physical actions, problems, situations and relationships, using a variety of high frequency phrasal verbs

Listening Objectives;

The students;

- Can make predictions about a story and listen to check if they are correct.
- Can listen to extended conversations and interviews and understand straightforward factual information about everyday topics, identifying both general messages and specific details.
- Can listen to short recorded passages and infer what it meant or referred to from contextual details.

Grammar Objectives;

After being exposed to explicit and implicit grammar instruction, the students will be able to comprehend, use and produce the following grammar structures;

- Present Tenses (Present Simple and Present Continuous)
- Have/ Have got/Has got
- Past Tenses (Past Simple and Past Continuous)
- Quantifiers (much, many, some, any, a few, a little, a lot, lots of)
- Indefinite Pronouns (something, anywhere, etc.)
- Articles
- Verb Patterns (Gerund- Infinitive)
- Future Forms (Going to, will and Present Continuous)
- Whatlike?
- Comparative-Superlative-As.....as
- Present Perfect
- Have to/Should/Must

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- Past Perfect
- Passives
- Present Perfect Continuous
- First Conditional –Second Conditional

Vocabulary Objectives;

The students will be able to demonstrate the control of a limited range of vocabulary such as;

- Verbs of similar meanings (do/make – speak/talk)
- Adjectives and nouns that go together
- Prepositions (crazy about, married to...)
- Talking about the things that we like
- Regular and irregular verbs
- Adverbs (bravely, hard)
- Food, Quantity Expressions (a piece of, a slice of,...), Shops
- Phrasal Verbs
- Synonyms-antonyms
- Word Endings (some suffixes)
- Word Stress
- Things to wear
- What things are made of
- Feelings
- Conversations
- Words that go together (Noun+noun, verb+noun, adverb+adjective)
- Birth, Marriage, Death
- Prepositions with nouns, adjectives, verbs (on strike, different from, look like)