

وزارة التعليم العالي والبحث العلمي

جامعة الفرات الاوسط التقنية

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قسم: - تقنيات ادارة المواد

المرحلة: - الثانية



اسم المادة: - اللغة الانكليزية

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السنة الدراسية: - 2024 - 2025

Pre-Intermediate

Student's Book

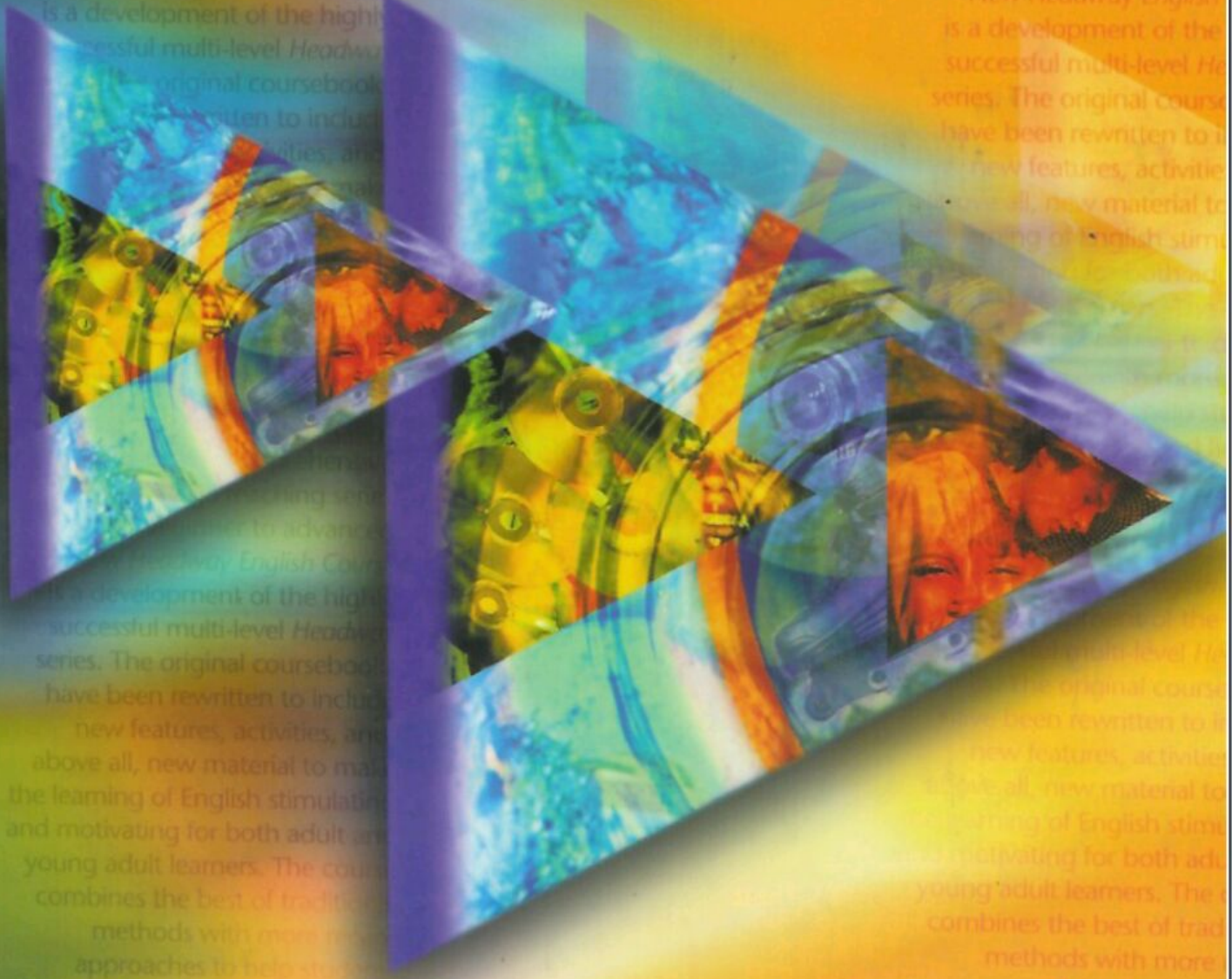
New Headway

English Course

John and Liz Soars

New Headway English Course is a development of the highly successful multi-level *Headway* series. The original coursebooks have been rewritten to include new features, activities, and above all, new material to make the learning of English stimulating and motivating for both adult and young adult learners. The course combines the best of traditional methods with more modern approaches to help students use English accurately and fluently and provides a fully comprehensive and motivating learning experience.

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OXFORD

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LANGUAGE INPUT

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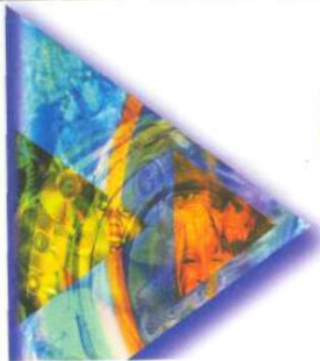
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1

Getting to know you

Tenses • Questions • Using a bilingual dictionary • Social expressions 1

STARTER



1 Match the questions and answers.

Where were you born?	A year ago.
What do you do?	Three times a week.
Are you married?	In Thailand.
Why are you learning English?	Because I need it for my job.
When did you start learning English?	I'm a teacher.
How often do you have English classes?	No, I'm single.

2 Ask and answer the questions with a partner.

TWO STUDENTS

Tenses and questions

1 **T 1.1** Read and listen to Maurizio. Then complete the text, using the verbs in the box.

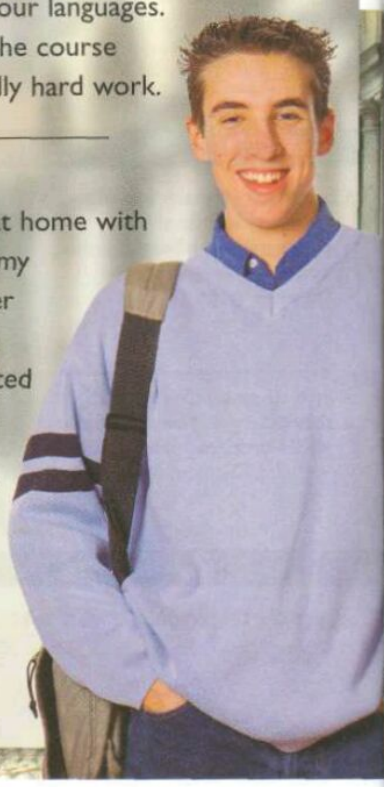
'm enjoying	'm going to work	live	started
'm studying	come	can speak	went



My name's **Maurizio Celi**. I (1) _____ from Bologna, a city in the north of Italy. I'm a student at the University of Bologna. I (2) _____ modern languages – English and Russian. I also know a little Spanish, so I (3) _____ four languages. I (4) _____ the course a lot, but it's really hard work. The course (5) _____ three years ago.

I (6) _____ at home with my parents and my sister. My brother (7) _____ to work in the United States last year.

After I graduate, I (8) _____ as a translator. I hope so, anyway.



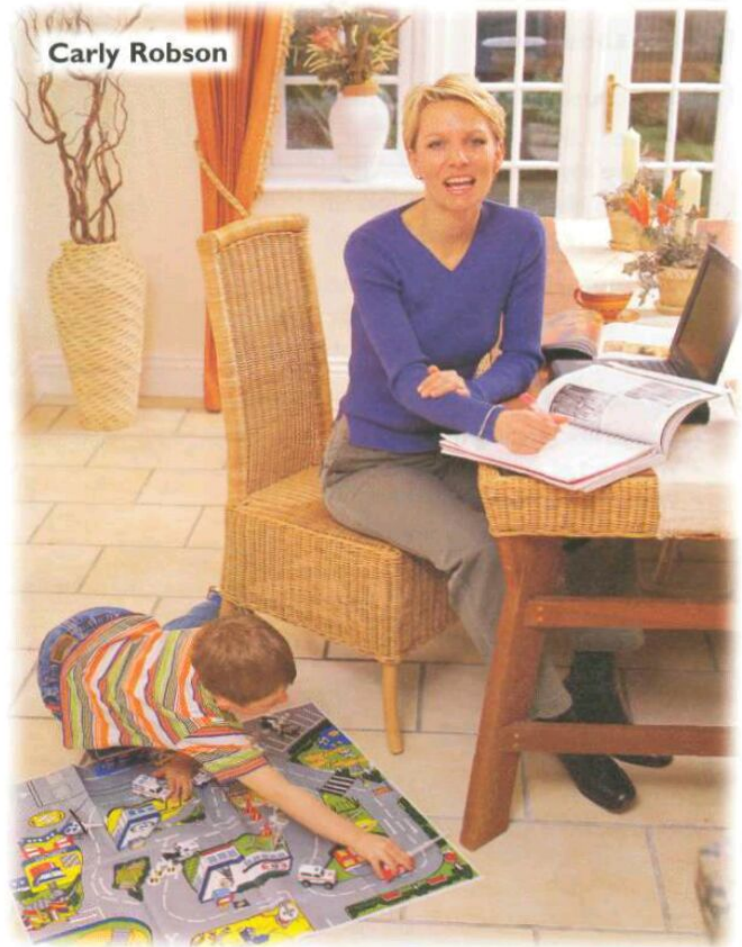
2 Complete the questions about Carly.

- 1 Where does she come from?
- 2 _____ live?
- 3 _____ live with?
- 4 What _____ studying?
- 5 _____ enjoying the course?
- 6 How many _____ speak?
- 7 _____ did her course start?
- 8 What _____ after she graduates?

T 1.2 Listen to Carly, and write the answers to the questions.

3 Complete the questions to Carly.

- 1 'Which university do you go to?'
'I don't go to a university. I study at home.'
- 2 '_____ a job?'
'Yes, I do. A part-time job.'
- 3 'What _____ at the moment?'
'I'm writing an essay.'
- 4 '_____ to England?'
'Fifteen years ago.'
- 5 '_____ name?'
'Dave.'
- 6 '_____?'
'He's an architect.'



GRAMMAR SPOT

- 1 Find examples of present, past, and future tenses in the texts about Maurizio and Carly.
- 2 Which tenses are the two verb forms in these sentences?
What is the difference between them?
He lives with his parents.
She's living with an English family for a month.
- 3 Match the question words and answers.

What ... ?	Because I wanted to.
Who ... ?	Last night.
Where ... ?	\$5.
When ... ?	A sandwich.
Why ... ?	By bus.
How many ... ?	In New York.
How much ... ?	Jack.
How ... ?	The black one.
Whose ... ?	It's mine.
Which ... ?	Four.

▶▶ Grammar Reference 1.1 and 1.2 p129



PRACTICE

Talking about you

1 Ask and answer questions with a partner.

- Where ... live?
- ... have any brothers or sisters?
- What ... like doing at the weekend?
- Where ... go for your last holiday?

Make more questions. Use some of the question words in the Grammar Spot on p7. Ask your teacher some of the questions.

2 In groups, ask and answer the questions.

- Do you like listening to music?
- What sort of music do you like?
- What are you wearing?
- What is your teacher wearing?
- What did you do last night?
- What are you doing tonight?

3 Write a paragraph about you. Use the text about Maurizio to help you.



Getting information

4 Your teacher will give you some information about Joy Darling, a postwoman. You don't have the same information. Ask and answer questions.

Student A

Joy Darling started working as a postwoman ... (When?). She drives a van because she delivers letters to a lot of small villages.

When did she start working as a postwoman?

Because she delivers letters to a lot of small villages.

Student B

Joy Darling started working as a postwoman thirty years ago, when she was 22. She drives a van because ... (Why?).

Thirty years ago.

Why does she drive a van?

Check it

5 Choose the correct verb form.

- 1 Maria *comes* / *is coming* from Chile.
- 2 She *speaks* / *is speaking* Spanish and English.
- 3 Today Tom *wears* / *is wearing* jeans and a T-shirt.
- 4 *Are you liking* / *Do you like* black coffee?
- 5 Last year she *went* / *goes* on holiday to Florida.
- 6 Next year she *studies* / *is going to study* at university.



VOCABULARY

Using a bilingual dictionary

1 Look at this extract from the Oxford Portuguese Minidictionary.

The pronunciation in phonetic symbols

The translation

Information in brackets (...) helps you to find the right translation.

~ means repeat the word, so this word is **bookcase**.

Other words made with **book** come at the end.

The part of speech (n. = noun, v. = verb)

book [buk] n. livro; (*notebook*) caderno;
 // v. reservar; ~ **case** n. estante para livros;
 ~ **ing office** n. (rail, theatre) bilheteria;
 ~ **seller** n. livreiro; ~ **shop** n. livraria

2 What are these words? Write *noun, verb, adjective, adverb, preposition, or past tense*.

bread _____	beautiful _____	on _____
hot _____	in _____	came _____
write _____	never _____	eat _____
quickly _____	went _____	letter _____

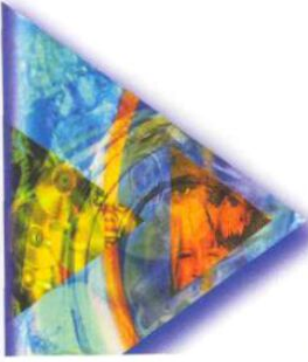
3 These words have more than one meaning. Write two sentences that show different meanings. Use a dictionary.

	Sentence 1	Sentence 2
book	I'm reading a good book.	I booked a room at a hotel.
kind		
can		
mean		
flat		
play		
train		
ring		

T 1.3 Listen to some sample answers.

4 What are the everyday objects in the pictures? Look around the room you are in. Find five things you don't know the words for in English. Look them up in a dictionary.





2 The way we live

Present tenses • *have/have got* • Collocation – daily life • Making conversation

STARTER



These flags all belong to English-speaking countries. Write the name of the country.



The United States
Canada
Australia
New Zealand
South Africa
Scotland

PEOPLE AND PLACES

Present tenses and *have/have got*

1 Read the texts. Match a country from the Starter with a text and a photograph. Complete the texts with the words from the boxes.

a exports enjoy immigrants huge

This country has quite a small population, just 16 million, but the country is _____. The people are mainly of European descent, but there are also aborigines and a lot of south-east Asian _____. People live in towns on the coast, not so much inland, because it is so hot. They live a lot of their lives outdoors, and _____ sports, swimming, and having barbecues. This country _____ wine and wool – it has more than 60 million sheep!

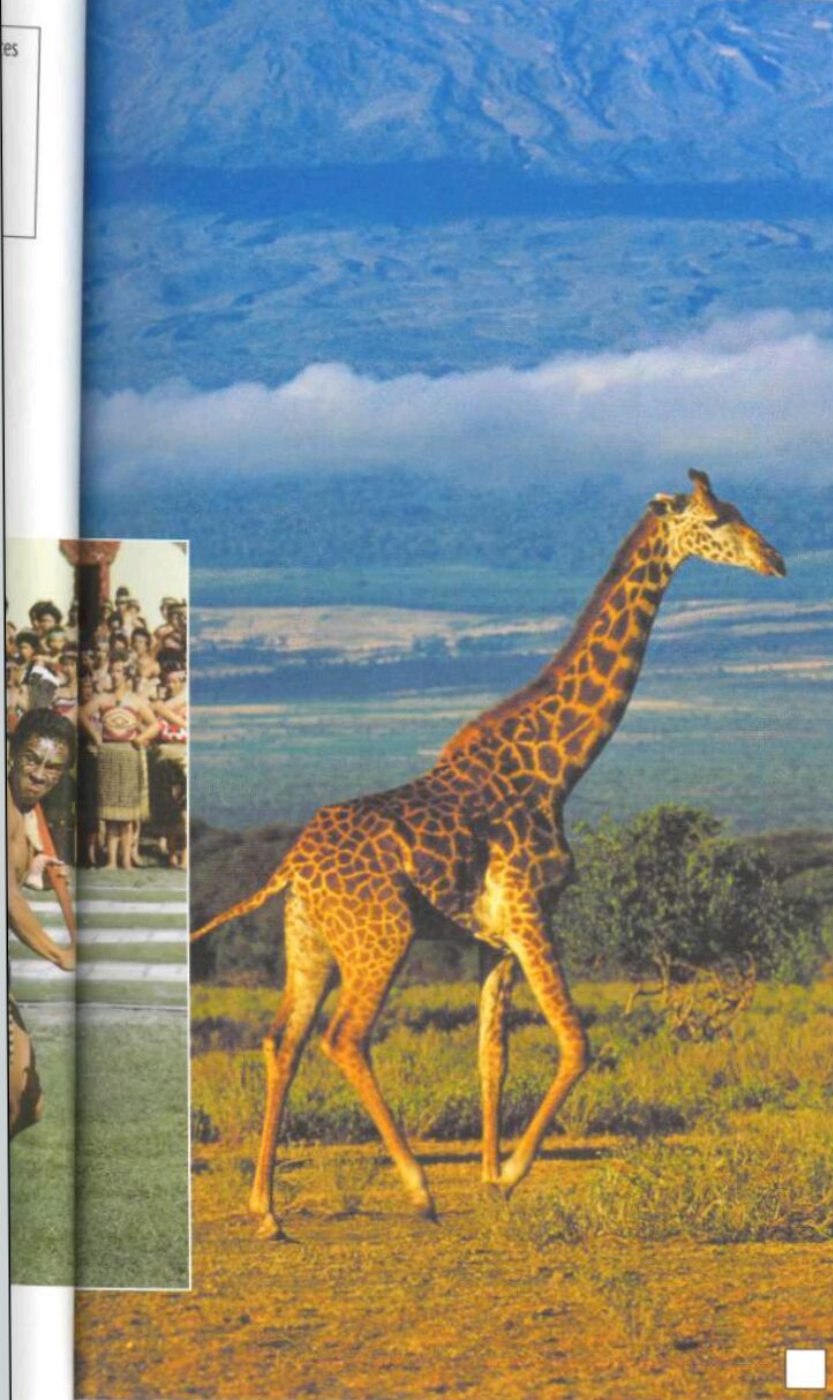
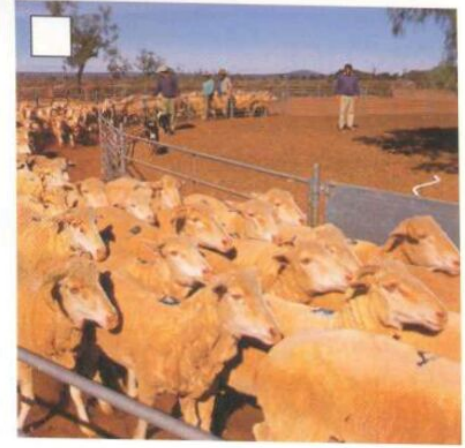
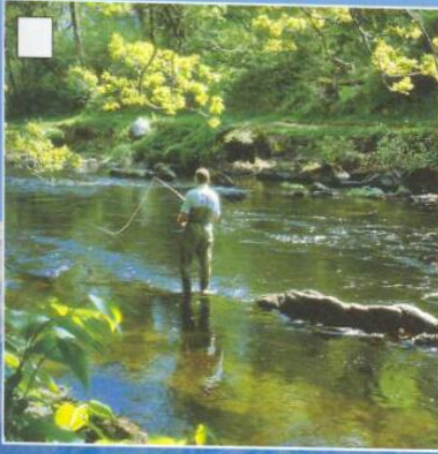
b favourite variety has only

This is the second biggest country in the world, but it has a population of _____ 30 million. It is so big that there is a _____ of climates. Most people live in the south because the north is too cold. It is famous for its beautiful mountains and lakes – it _____ more lakes than any other country. Their _____ sports are baseball and ice hockey.

c elephants grows black climate

This country has a population of about 45 million. Of these, 76 per cent are _____ and 12 per cent white. It has a warm _____. Either it never rains, or it rains a lot! It is the world's biggest producer of gold, and it exports diamonds, too. It _____ a lot of fruit, including oranges, pears, and grapes, and it makes wine. In the game reserves you can see a lot of wildlife, including lions, _____, zebras, and giraffes.





- 2 **T 2.1** Listen to three people describing the other countries. Match a country from the Starter with a description and a photograph.
 d e f
- 3 Close your books. Remember three facts about each country.

GRAMMAR SPOT

- 1 What tense are all the verb forms in texts a–c? Why?
- 2 Look at the sentences. Which refers to *all time*? Which refers to *now*?
 She has three children.
 She's having a shower.
- 3 Is *have* or *have got* used in texts a–c? And in d and e?
 Is *have got* more formal or informal?

▶▶ Grammar Reference 2.1–2.4 p130

- 4 Give some similar facts about your country.

PRACTICE

Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.

Do you have a car? Yes, I do. No, I don't.

Have you got a car? Yes, I have. No, I haven't.

I don't have a computer. I haven't got a computer.

T 2.2 Listen and repeat.

2 Ask and answer about these things with a partner, using *have* or *have got*:

- a computer
- a stereo
- a camera
- a bicycle
- a credit card
- a Walkman
- a mobile phone
- a pet
- brothers and sisters
- your parents/a holiday home
- your sister/a car
- your brother/a motorbike

Getting information

3 Work with a partner.

Student A Look at this chart.

Student B Look at the chart from your teacher.

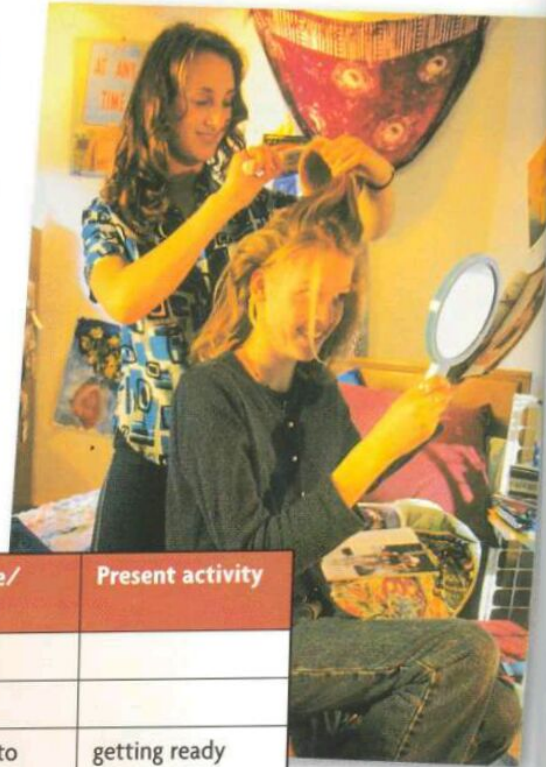
Name and age	Town and country	Family	Occupation	Free time/holiday	Present activity
Mike, 26					
Lucy, 38					
Nicole, 15	Texas, the United States	two brothers and a dog!	student at high school	<ul style="list-style-type: none"> • listens to music • Florida or Mexico 	getting ready to go out
Jeff, 54, and Wendy, 53	Melbourne, Australia	one daughter and three grandchildren	He ... office. She ... hairdresser.	<ul style="list-style-type: none"> • tennis, swimming • Bali every summer 	having a barbecue in the back yard

Write questions to find the information about the people in your chart.

- Town/country** • Where does he ... from?
- Family** • ... married? • Has he got ... ?
- Does she have ... ? • How many ... ?
- Occupation** • What ... do?
- Free time/holiday** • What does she ... in her free time?
- Where ... go on holiday?
- Present activity** • What ... doing at the moment?

T 2.3 Listen and compare.

4 Ask and answer questions with your partner to complete your chart.





3

It all went wrong

Past tenses • Word formation • Time expressions

STARTER



Here are the past tense forms of some irregular verbs. Write the infinitives.

- | | | | |
|--------------|--------------|--------------|----------------|
| 1 _____ were | 4 _____ told | 7 _____ took | 10 _____ could |
| 2 _____ saw | 5 _____ said | 8 _____ gave | 11 _____ made |
| 3 _____ went | 6 _____ had | 9 _____ got | 12 _____ did |

THE BURGLARS' FRIEND

Past Simple

- 1 **T 3.1** Read and listen to the newspaper article. Why was Russell the burglars' friend?

The burglars' friend

IT was 3 o'clock in the morning when four-year-old Russell Brown woke up to go to the toilet.

His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs.

There he found two men. They asked him his name, and told him they were friends of the family.

Unfortunately, Russell believed them. They asked him where the video recorder

His parents were fast asleep in bed

was. Russell showed them, and said they had a stereo and CD player, too.

The two men carried these to the kitchen. Russell also told them that his mother kept her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money – 50p.

They finally left at 4 a.m.

They said, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell held the door open for them. He then went back to bed.

His parents didn't know about the burglary until they got up the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.'

Fortunately, the police caught the two burglars last week.

2 Write the past forms of these irregular verbs from the article.

wake _____	leave _____
hear _____	hold _____
find _____	think _____
keep _____	catch _____

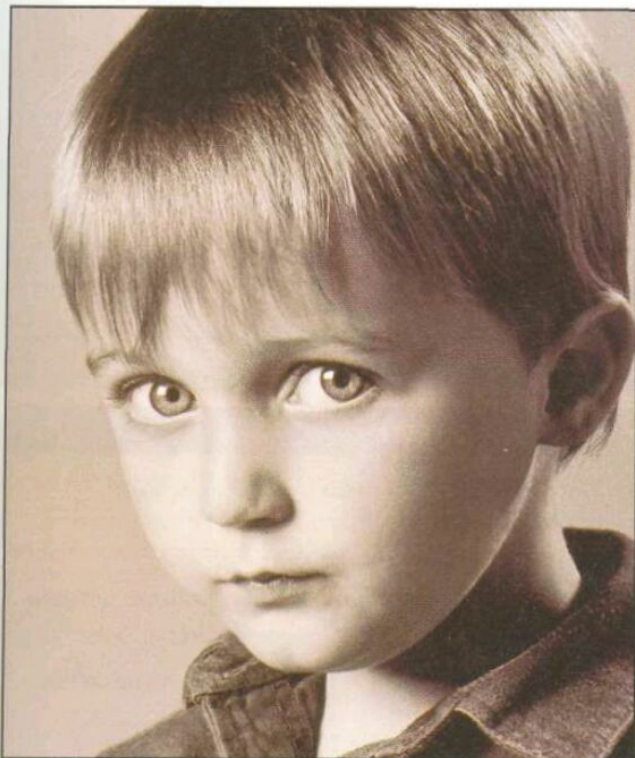
3 **T 3.2** You will hear some sentences about the story. Correct the mistakes.

Russell woke up at 2 o'clock.

He didn't wake up at 2.00! He woke up at 3.00.

4 Write the questions to these answers.

- 1 Because he wanted to go to the toilet.
Why did he wake up?
- 2 They were in bed.
- 3 Because he heard a noise and saw a light on.
- 4 Two.
- 5 They told him they were friends of the family.
- 6 In a drawer in the kitchen.
- 7 50p.
- 8 At 4 a.m.
- 9 The next day. (*When ... find out about ... ?*)
- 10 Last week.



Russell, 4, made thieves feel at home

GRAMMAR SPOT

1 What tense are nearly all the verbs in the article? Why? How do we form the question and negative?

2 Write the Past Simple of these verbs.

a ask _____	c like _____
show _____	believe _____
want _____	use _____
walk _____	d stop _____
start _____	plan _____
b try _____	
carry _____	

T 3.3 Listen and repeat.

3 How is the regular past tense formed? How is the past tense formed when the verb ends in a consonant + y?

When do we double the final consonant?

There is a list of irregular verbs on p143.

▶▶ Grammar Reference 3.1 p131

PRACTICE

Making connections

1 Match the verb phrases. Then make sentences using both verbs in the past. Join the sentences with *so*, *because*, *and*, or *but*.

I broke a cup, but I mended it with glue.

break a cup	answer it
feel ill	mend it
make a sandwich	wash my hair
have a shower	laugh
lose my passport	be hungry
call the police	go to bed
run out of coffee	buy some more
forget her birthday	find it
phone ring	say sorry
tell a joke	hear a strange noise

T 3.4 Listen and compare your answers.

Talking about you

2 Ask and answer these questions with a partner. Make more questions, using the Past Simple.

What did you do ... ?

- last night
- last weekend
- on your last birthday
- on your last holiday

I watched TV.

I went swimming.

NEWSPAPER STORIES

Past Continuous

1 Complete the newspaper articles with the Past Simple of the verbs in the boxes.

have can steal give say

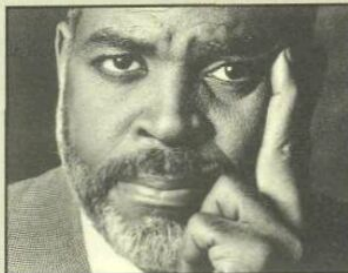
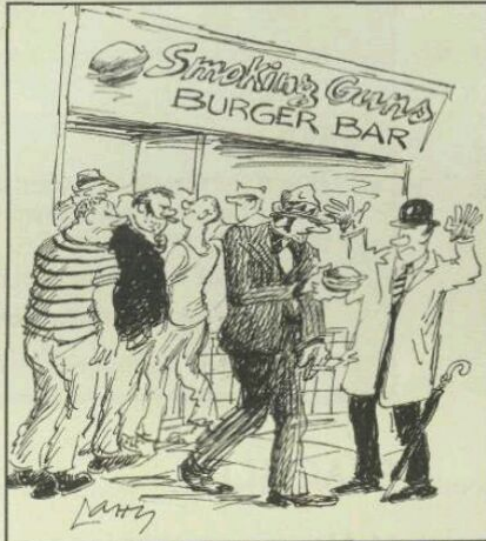
break hear come leave go

a

Hands up, I've got a burger!

Last Tuesday a man armed with just a hot hamburger in a bag (1) _____ \$1,000 from a bank in Danville, California.

Police Detective Bill McGinnis (2) _____ that the robber entered the Mount Diablo National Bank at about 1.30 p.m. and (3) _____ the teller a note demanding \$1,000. He claimed that he (4) _____ a bomb in the bag. The teller said she (5) _____ smell a distinct odour of hamburger coming from the bag. Even so, she handed the money to the man. He dropped the bag with the hamburger. He escaped in a car.

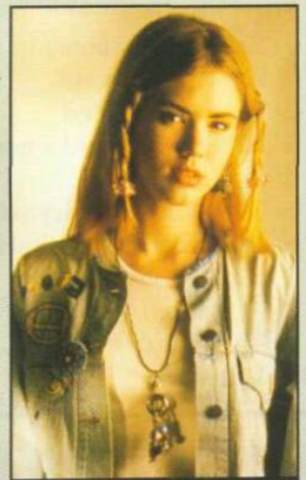


Police Detective Bill McGinnis

b

Teenage party ends in tears

When Jack and Kelly Harman (1) _____ away on holiday, they (2) _____ their teenage daughter alone in the house. Zoë, aged 16, wanted to stay at home. Her parents said she could have some friends to stay. However, Zoë decided to have a party. Things started to go wrong. Forty uninvited guests arrived. They (3) _____ furniture, smashed windows, and stole jewellery.



Zoë Harman, 16, home alone

When Mr and Mrs Harman (4) _____ the news, they (5) _____ home immediately.

2 Match these phrases to the articles. Where exactly does each phrase go in the story?

... because she was revising for exams.

As he was running out of the bank,

Everyone was having a good time when suddenly ...

... that was waiting for him outside.

... and some of them were carrying knives.

..., who was wearing a mask, ...

T 3.5 Listen and check. Practise the sentences that contain these phrases.

GRAMMAR SPOT

- 1 What tense are all the verb forms in exercise 2? Why is this tense used?
- 2 How do we make questions and negatives?
- 3 Look at these sentences. What's the difference between them?

When we arrived, | she made | some coffee.
 | she was making |

▶▶ Grammar Reference 3.2 and 3.3 p132

PRACTICE

Discussing grammar

1 Choose the correct verb form.

- 1 I *saw* / *was seeing* a very good programme on TV last night.
- 2 While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my money. I don't know how.
- 3 Last week the police *stopped* / *were stopping* Alan in his car because he *drove* / *was driving* at over eighty miles an hour.
- 4 How *did you cut* / *were you cutting* your finger?
- 5 I *cooked* / *was cooking* and I *dropped* / *was dropping* the knife.
- 6 When I *arrived* / *was arriving* at the party, everyone *had* / *was having* a good time.
- 7 *Did you have* / *Were you having* a good time last night?

2 Complete the sentences with the verbs in the Past Simple or Past Continuous.

- 1 While I _____ (go) to work this morning, I _____ (meet) an old friend.
- 2 I _____ (not want) to get up this morning. It _____ (rain) and it was cold, and my bed was so warm.
- 3 I _____ (listen) to the news on the radio when the phone _____ (ring).
- 4 But when I _____ (pick) up the phone, there was no one there.
- 5 I _____ (say) hello to the children, but they didn't say anything because they _____ (watch) television.

Getting information

3 Your teacher will give you some more information about the teenage party, but you don't have all the information. Ask and answer questions.

Student A

Mr and Mrs Harman arrived home at ... (When?)
Zoë was staying with friends.

When did Mr and Mrs Harman arrive home?

She was staying with friends.

Student B

Mr and Mrs Harman arrived home at 10.30 in the evening.
Zoë was staying ... (Where?)

At 10.30 in the evening.

Where was Zoë staying?

fortunately/unfortunately

4 Continue this story around the class.



I went out for a walk.

Unfortunately, it began to rain.

Fortunately, I had an umbrella.

Unfortunately, it was broken.

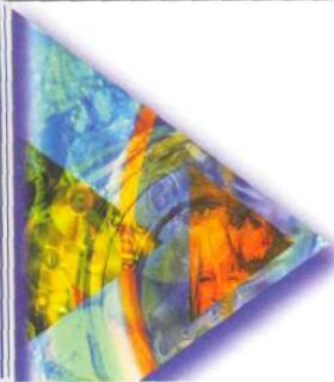
Fortunately, I met a friend in his car.

Unfortunately, his car ran out of petrol.

Fortunately, ...

5 Tell similar stories around the class. Begin with these sentences.

- I lost my wallet yesterday.
- It was my birthday last week.
- We went out for a meal last night.
- I went on holiday to ... last year.



4 Let's go shopping!

much/many • some/any • a few, a little, a lot of • Articles • Shopping • Prices

STARTER



Play the alphabet game with things you can buy. Continue around the class.

- A Yesterday I went shopping and I bought an apple.
- B Yesterday I went shopping and I bought an apple and some bread.
- C Yesterday I went shopping and I bought an apple, some bread, and a car.
- D Yesterday ...

THE WEEKEND SHOP

Quantity

1 Sarah and Vicky are two students who share a flat. It is Saturday morning, and Sarah has written a shopping list.

T 4.1 Read and listen to their conversation.

- V It says here *milk*. How much milk do we need?
- S Two pints.
- V And eggs? How many eggs?
- S A dozen.
- V And what about potatoes? How many potatoes?
- S A kilo's enough.
- V And butter? How much?
- S Just one packet.

GRAMMAR SPOT

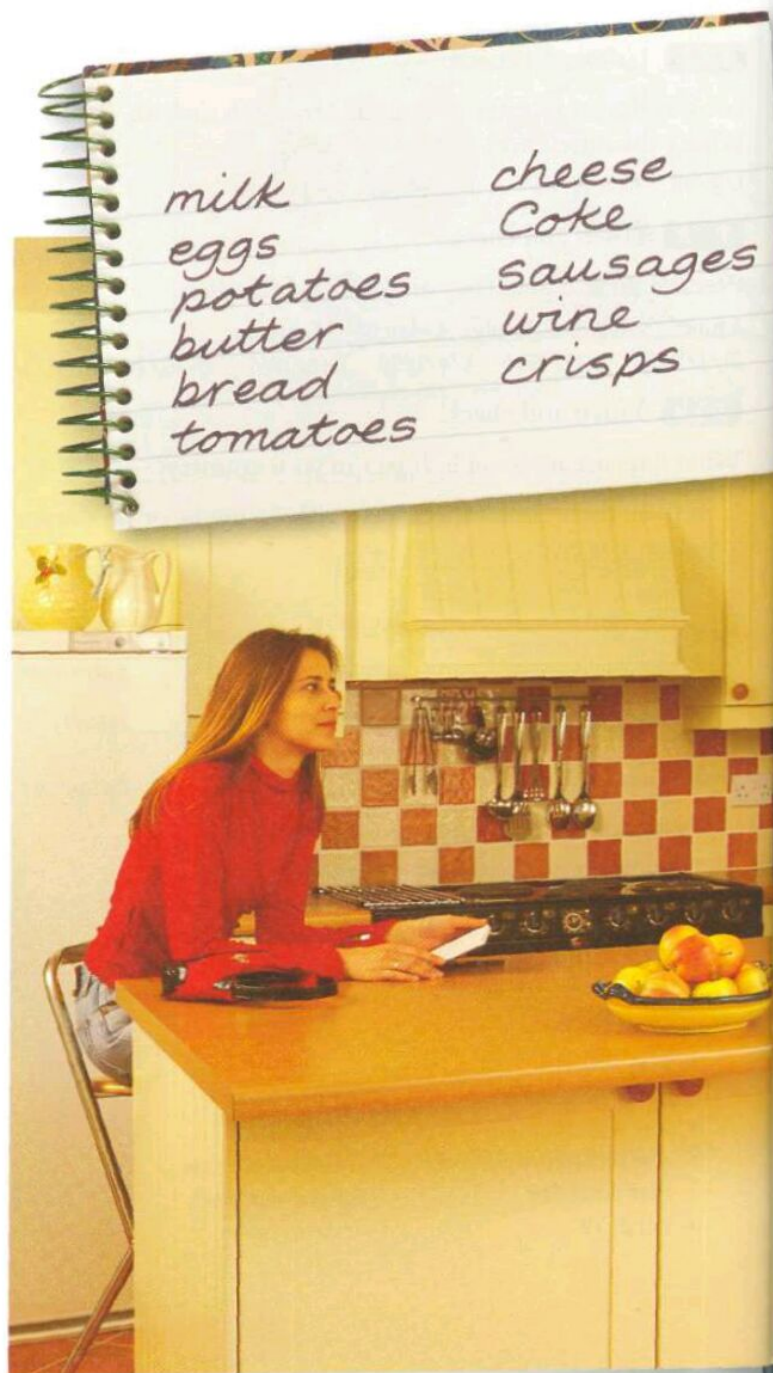
- Can we count milk (one milk, two milks)?
- Can we count eggs (one egg, two eggs)?
- When do we say *How much ...*?
- When do we say *How many ...*?

▶▶ Grammar Reference 4.1 p133

2 Match these quantities with the shopping list.

- | | |
|---------------------|---------------|
| a bottle of red | six cans |
| just one white loaf | six pork ones |
| 200g of Cheddar | four big ones |
| four packets | |

Continue the conversation with a partner.



3 **T 4.2** Read and listen to the rest of the conversation.

V Do we need anything else?

S Let's have a look. We've got some apples, but there aren't any grapes. And there isn't any coffee, but we've got some tea.

V Is there any orange juice left, or did somebody finish it?

S There's a little, but there isn't much, so we need some more.

V And vegetables? Have we got many vegetables?

S Well, I can see a few carrots, but there aren't many onions.

V Oh, and don't forget we need a lot of crisps. My nephews are coming tomorrow!

S Right, then. I think that's everything. Let's go! By the way, how much money have you got?

GRAMMAR SPOT

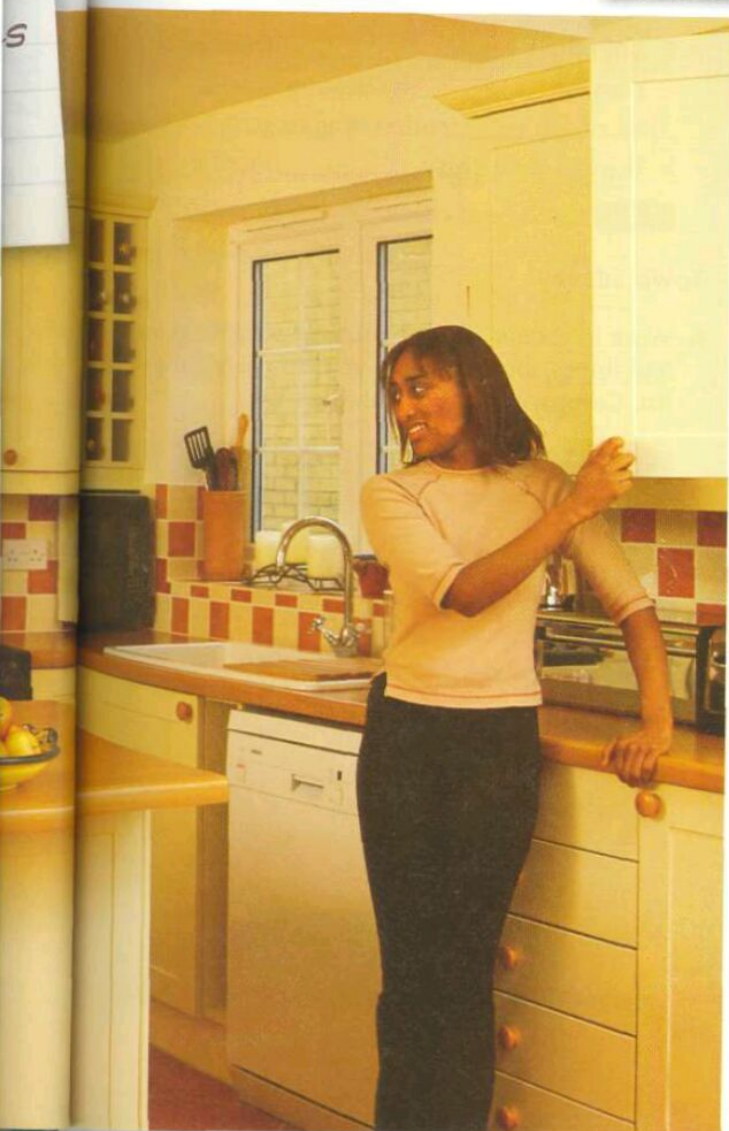
- Find seven count nouns (CNs) and four uncount nouns (UNs) in the conversation.
- Tick (✓) the correct columns.

We use ...	with CNs	with UNs	in positive sentences	in questions	in negative sentences
some	✓	✓	✓	✓(sometimes)	✗
any					
much					
many					
a lot/lots of	✓	✓	✓	✓	✓
a few					
a little					

- Look at the forms of *something/someone*, etc. The rules are the same as for *some* and *any*. Find two examples in the conversation in exercise 3.

some any	+	thing one/body where
-------------	---	----------------------------

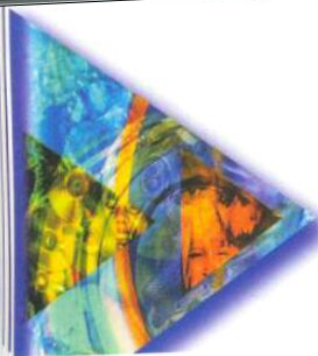
▶ Grammar Reference 4.1 p133



PRACTICE

Discussing grammar

- Complete the sentences with *some* or *any*.
 - Have you got _____ brothers or sisters?
 - We don't need _____ olive oil.
 - Here are _____ letters for you.
 - I need _____ money.
 - Is there _____ petrol in the car?
- Complete the sentences with *much* or *many*.
 - Have you got _____ homework?
 - We don't need _____ eggs. Just half a dozen.
 - Is there _____ traffic in your town?
 - I don't know _____ students in this class.
 - How _____ people live in your house?
- Complete the sentences with *a little*, *a few*, or *a lot of*.
 - I have _____ close friends. Two or three.
 - He has _____ money. He's a millionaire.
 - 'Do you take sugar in coffee?' 'Just _____ . Half a spoonful.'
 - 'Have you got _____ CDs?' 'Hundreds.'
 - I'll be ready in _____ minutes.
 - She speaks good Spanish, but only _____ Russian.



5

What do you want to do?

Verb patterns 1 • Future forms • Hot verbs • How do you feel?

STARTER



Complete these sentences with ideas about you.

- One day I want to ...
- Right now, I'd like to ...
- I enjoy ... because I like ...
- I can ... but I can't ...
- Tonight I'm going to ...

HOPES AND AMBITIONS

Verb patterns 1

1 Match the people with their hopes and ambitions.

- 1 I'd like to have my own business, something like a flying school.
- 2 I'm going to be an astronaut and fly to Mars.
- 3 I'm looking forward to having more time to do the things I want to do.
- 4 I would love to have one of my plays performed on the London stage.
- 5 We hope to find work as we go round the world.
- 6 We're thinking of moving, because the kids will be leaving home soon.

T 5.1 Listen and check.

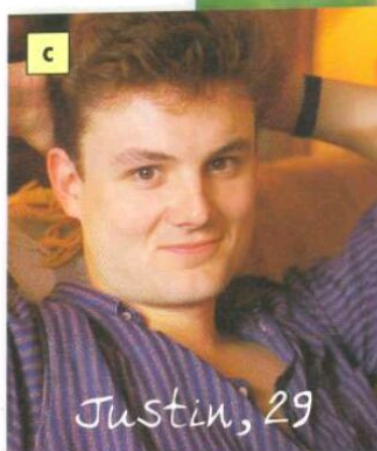
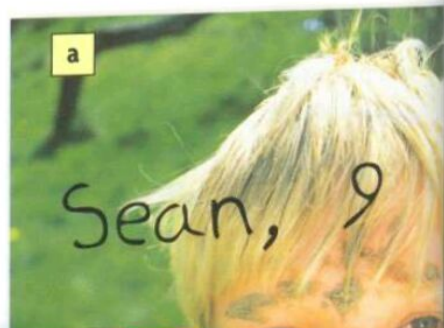
2 Complete the chart.

	Ambitions/Plans	Reasons
Sean		
Mel		
Justin		
Martyn		
Amy		
Alison		

3 Underline the examples of verb + verb in exercise 1.

I'd like to have my own business ...

Look at the tapescript on p120. Find more examples of verb + verb.



GRAMMAR SPOT

1 Complete the sentences with the words *go abroad*. Put the verb *go* in the correct form.

I want *to go abroad*.

I'd like ...

I can't ...

I'm looking forward to ...

I hope ...

I enjoy ...

I'm thinking of ...

I'd love ...

2 What's the difference between these sentences?

I like going to the cinema.

I'd like to go to the cinema tonight.

▶▶ Grammar Reference 5.1 and 5.2 p134

PRACTICE

Discussing grammar

1 In these sentences, one or two verbs are correct, but not all three. Tick (✓) the correct verbs.

1 I ___ to live in a hot country.

a want b enjoy c 'd like

2 We ___ going to Italy for our holidays.

a are hoping b 're thinking of c like

3 I ___ go home early tonight.

a want b like c can

4 I ___ to see you again soon.

a hope b 'd like c 'm looking forward

5 Do you ___ learning English?

a want b enjoy c like

6 We ___ having a few days off soon.

a 're thinking of b 'd love to c 're looking forward to

Make correct sentences with the other verbs.

Making questions

2 Complete the questions.

1 A I hope to go to university.

B (What/want/study?) _____

2 A One of my favourite hobbies is cooking.

B (What/like/make?) _____

3 A I get terrible headaches.

B (When/start/get/them?) _____

4 A We're planning our summer holidays at the moment.

B (Where/think/go?) _____

5 A I'm tired.

B (What/like/do/tonight?) _____

T 5.2 Listen and check. What are A's answers? Practise the conversations with a partner.

Talking about you

3 Ask and answer the questions with a partner.

- What do you like doing on holiday?
- Where would you like to be right now?
- Do you like learning English?
- Would you like to learn any other languages?
- Would you like to have a break now?

4 Ask and answer questions about your plans and ambitions.

Which countries ... go to?

How many children ...

What ... after this course?

PRACTICE

Let's have a party!

- 1 Your class has decided to have a party. Everyone must help. Say what you'll do.

I'll bring the music.

I'll buy some crisps.

- 2 Your teacher didn't hear what you said. Listen to your teacher and correct him/her.

Teacher

You

Right. I'll bring some music.

No, I'm going to bring some music!

Oh, all right. Well, I'll buy some crisps.

No, no. I'm going to buy some crisps!

Discussing grammar

- 3 Choose the correct verb form.

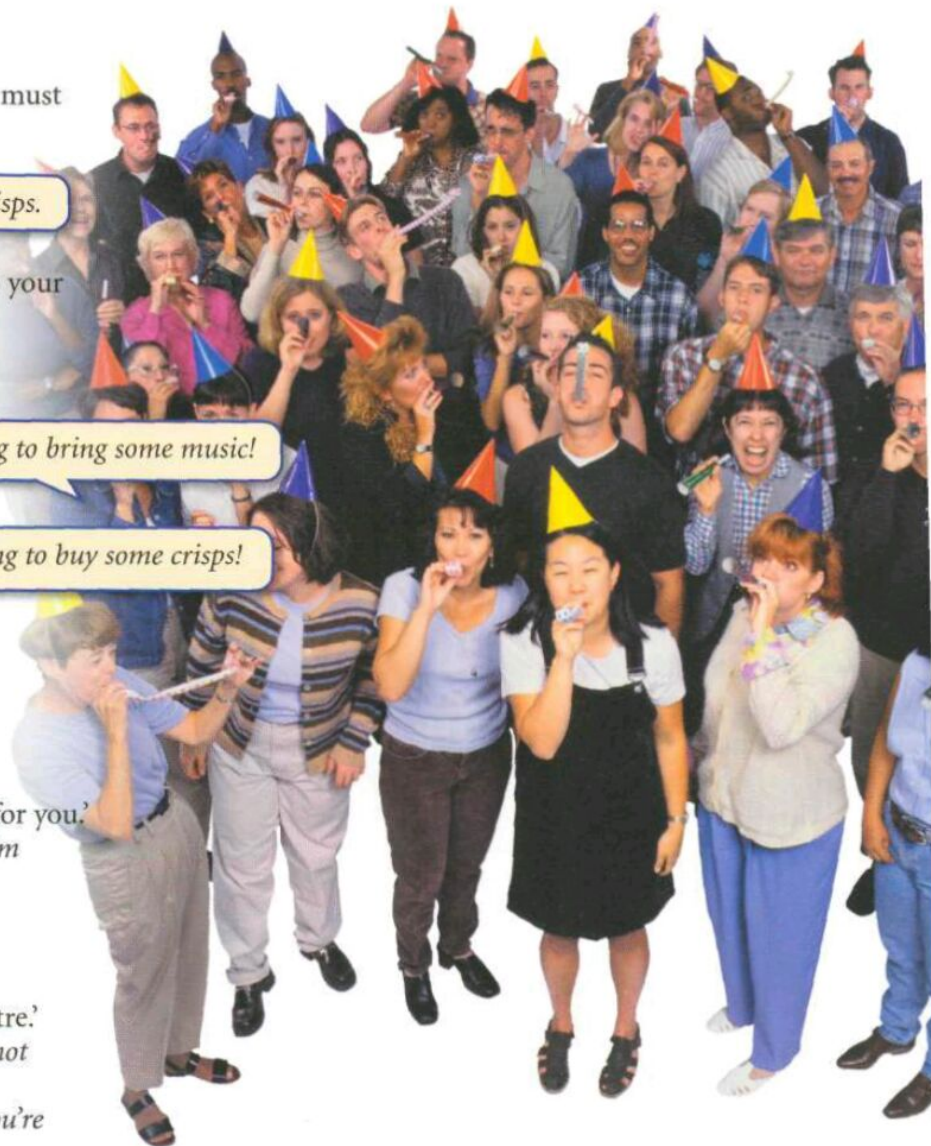
- 'My bag is so heavy.'
'Give it to me. *I'll carry / I'm going to carry* it for you.'
- I bought some warm boots because *I'll go / I'm going* skiing.
- 'Tony's back from holiday.'
'Is he? *I'll give / I'm going to give* him a ring.'
- 'What are you doing tonight?'
'*We'll see / we're going to see* a play at the theatre.'
- You can tell me your secret. *I won't tell / I'm not going to tell* anyone.
- Congratulations! I hear *you'll get married / you're going to get married*.
- 'I need to post these letters.'
'*I'll go / I'm going* shopping soon. *I'll post / I'm going to post* them for you.'
- 'Now, holidays. Where *will you go / are you going* this year?' 'We don't know yet.'

- 4 **T 5.4** Close your books. Listen to the beginnings of the conversations. Complete them.

Check it

- 5 Correct these sentences.

- What you want drink?
- I have a Coke, please.
- I can't to help you.
- It's starting rain.
- I'm looking forward to see you again soon.
- I think to change my job soon.
- Phone me tonight. I give you my phone number.
- I see the doctor tomorrow about my back.



Talking about you

- 6 Talk to a partner about your plans for tonight, tomorrow, next weekend, your next holiday, Christmas ...

What are you doing/going to do tonight?

I'm going to stay at home and ...

Where are you going ... ?

I'm going to see ...

I think I'll ...

8 Do's and don'ts

have (got) to • should/must • Words that go together • At the doctor's

STARTER

What's true for you? Make sentences about your life.

I **have to** ... I **don't have to** ...

- get up early every morning
- pay bills
- go to school
- work at the weekend
- do the housework

WORK, WORK

have (got) to

- 1 **T 8.1** Listen to Steven talking about his job. What do you think his job is? Would you like his job? Why/Why not?
- 2 Complete the sentences from the interview with words from the box.

don't have to have to had to Do you have to didn't have to

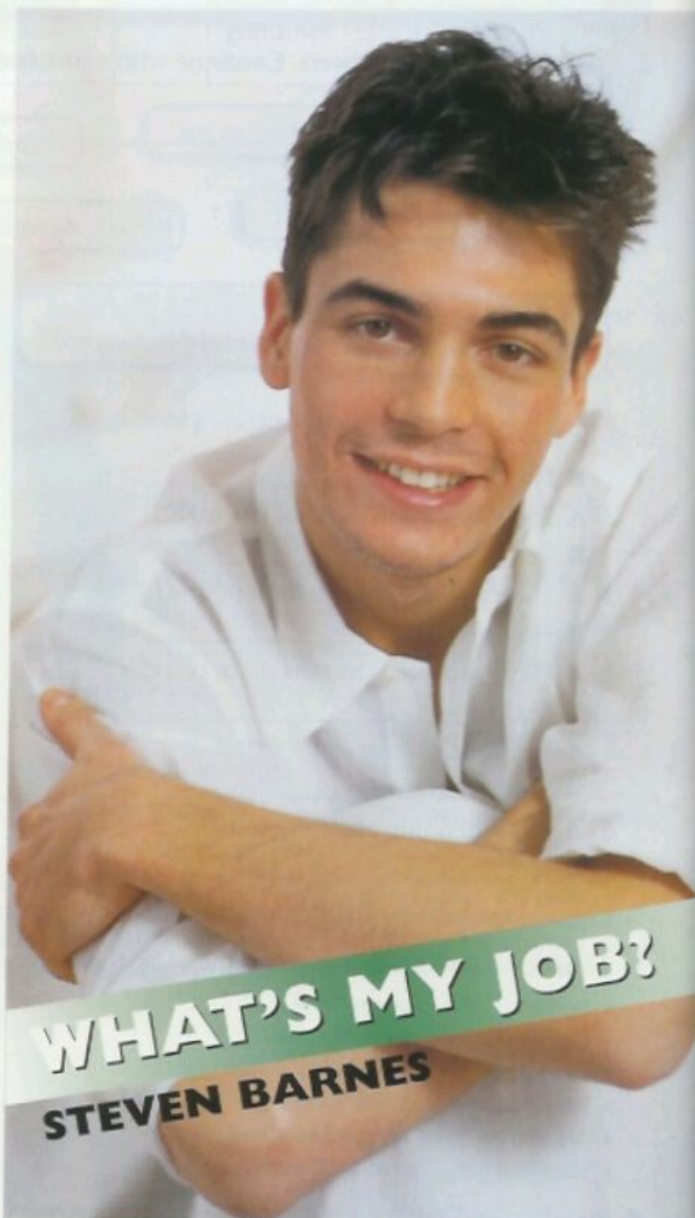
- 2 I _____ work very long hours.
- 4 *Do you* _____ work at the weekend?
- 1 I _____ do the washing-up.
- 3 We _____ learn the basics.
- I _____ wait too long to get a job.

- 3 Change the sentences using *he*. **He has to work very long hours.**

GRAMMAR SPOT

- 1 *have/have got* can express possession or an action.
I **have** my own flat.
We've **got** an exam tomorrow.
- 2 *have/have got* + infinitive expresses obligation.
He **has** to work long hours. I've **got** to go now. Bye!
- 3 Write the question and negative.
I have to get up early.
What time _____ you _____ up?
I _____ up early.
Put the sentence in the past.
Yesterday I _____ up early.

▶▶ Grammar Reference 8.1 p137



WHAT'S MY JOB?
STEVEN BARNES

- 4 What are some of the other things Steven has to do?

PRACTICE

Pronunciation

1 **T 8.2** Listen to these sentences. What are the different pronunciations of *have/has/had*?

- 1 I **have** a good job. I **have** to work hard.
 2 He **has** a nice car. She **has** to get up early.
 3 I **had** a good time. I **had** to take exams.

Put a-f in front of the sentences according to the pronunciation below.

- a /hæz/ b /hæv/ c /həd/
 d /hæf/ e /hæs/ f /hæt/

T 8.2 Listen again and repeat.



Jobs

2 Work with a partner. Choose one of the jobs from the box, but don't tell your partner. Ask and answer *Yes/No* questions to find out what the job is.

shop assistant receptionist taxi-driver artist architect lawyer
 ambulance driver miner dancer soldier decorator detective vet
 mechanic dentist housewife farmer plumber firefighter

Do you ... ?

- work inside
- earn a lot of money
- work regular hours

Do you have to ... ?

- wear a uniform
- use your hands
- answer the phone

Do you work inside?

Yes, I do./No, I don't.

3 Which of the jobs *wouldn't* you like to do? Why?
 I *wouldn't like to be a farmer because they have to work outside all year.*

Talking about you

4 In groups, discuss the questions. If you live at home with your parents, use the present tense. If you've left home, use the past tense.

- 1 What $\left\{ \begin{array}{l} \text{do} \\ \text{did} \end{array} \right\}$ you have to do to help in the house? What about your brothers and sisters?
- 2 Can $\left\{ \begin{array}{l} \text{do} \\ \text{could} \end{array} \right\}$ you stay out as long as you $\left\{ \begin{array}{l} \text{want?} \\ \text{wanted?} \end{array} \right\}$ Or $\left\{ \begin{array}{l} \text{do} \\ \text{did} \end{array} \right\}$ you have to be home by a certain time?
- 3 Do $\left\{ \begin{array}{l} \text{do} \\ \text{did} \end{array} \right\}$ you always have to tell your parents where you $\left\{ \begin{array}{l} \text{are} \\ \text{were} \end{array} \right\}$ going?
- 4 How strict $\left\{ \begin{array}{l} \text{are} \\ \text{were} \end{array} \right\}$ your parents? What $\left\{ \begin{array}{l} \text{do} \\ \text{did} \end{array} \right\}$ they let you do?
- 5 What $\left\{ \begin{array}{l} \text{do} \\ \text{did} \end{array} \right\}$ you argue about?

11 Things that changed the world

Passives • Verbs and nouns that go together • Notices

STARTER



- 1 Make true sentences from the chart.
- 2 What is made and grown in your country?

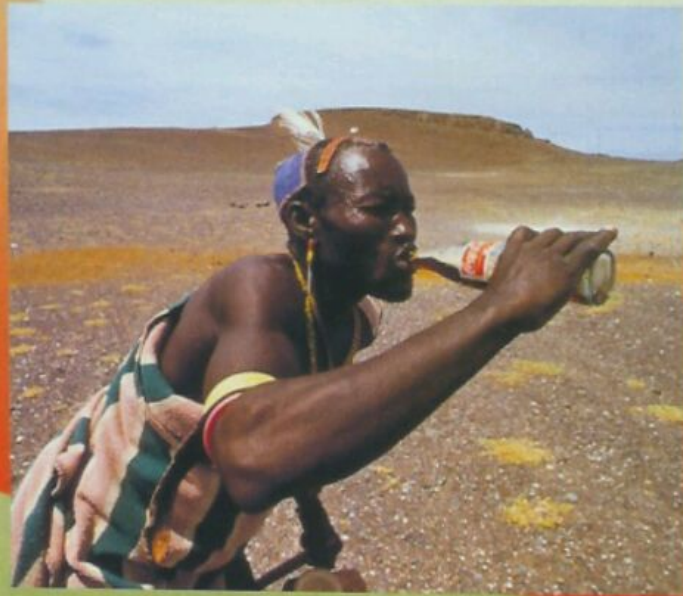
Champagne			Japan.
Whisky			France.
Rice			England.
Rolls Royce cars	is	made in	Hawaii.
Nikon cameras	are	grown in	Brazil.
Coffee			China.
Pineapples			Scotland.

SOLD WORLDWIDE

Passives

- 1 Do you drink Coca-Cola? Do you think these facts about Coca-Cola are true (✓) or false (X)?
 - 1 1.6 billion gallons are sold every day.
 - 2 Coca-Cola is drunk in every country in the world.
 - 3 It was invented in the USA.
 - 4 It is nearly 100 years old.

Read the story of Coca-Cola and check your ideas.



Things go better with Coca-Cola

Coca-Cola is enjoyed all over the world.

1.6 billion gallons are sold every year, in over one hundred and sixty countries. The drink was invented by Dr John Pemberton in Atlanta as a health drink on 8 May 1886, but it was given the name Coca-Cola by his partner, Frank Robinson, because it was originally made from the coca (cocaine) plant. In the first year, only nine drinks a day were sold.

The business was bought by a man called Asa Candler in 1888, and the first factory was opened in Dallas, Texas, in 1895. Coca-Cola is still made there. Billions of bottles and cans have been produced since 1895, but the recipe is still kept secret!

Diet Coke has been made since 1982, and over the years many clever advertisements have been used to sell the product. It is certain that Coca-Cola will be drunk far into the twenty-first century.

PRACTICE

Active and passive

1 Complete these sentences.

Active	Passive
1 They make Rolls Royce cars in England.	Rolls Royce cars are made in England.
2 They _____ rice in China.	Rice is grown in China.
3 Bell invented the telephone in 1876.	The telephone _____ by Bell in 1876.
4 Thieves _____ two pictures from the museum last night.	Two pictures were stolen from the museum last night.
5 They have built three new factories this year.	Three new factories _____ this year.
6 They _____ the picture for £3,000.	The picture has been sold for £3,000.
7 The factory will produce 10,000 cars next year.	10,000 cars _____ next year.
8 _____ they _____ many cars last year?	Were many cars made last year?
9 Bell didn't invent the television.	The television _____ by Bell.

2 Put the verbs in brackets in the correct tense, active or passive.



The History of the Hamburger

The hamburger is the most eaten food in the whole world. The first hamburgers (1) _____ (make) and sold in Connecticut in 1895 by an American chef called Louis Lassen. Louis (2) _____ (call) them hamburgers because he (3) _____ (give) the recipe by sailors from Hamburg in Germany. Hamburgers (4) _____ (become) a favourite in America in the early part of the twentieth century. Their popularity (5) _____ (grow) even more after the Second World War, when they (6) _____ (buy) in large quantities by teenagers who (7) _____ (prefer) fast food to family meals. In 1948 two brothers, Dick and Mac McDonald (8) _____ (open) a drive-in hamburger restaurant in San Bernardino, California. Since then over 25,000 McDonald's restaurants (9) _____ (open) worldwide and now 35 million McDonald's hamburgers (10) _____ (eat) every day in 115 countries from India to the Arctic Circle.



READING AND SPEAKING

Three plants that changed the world

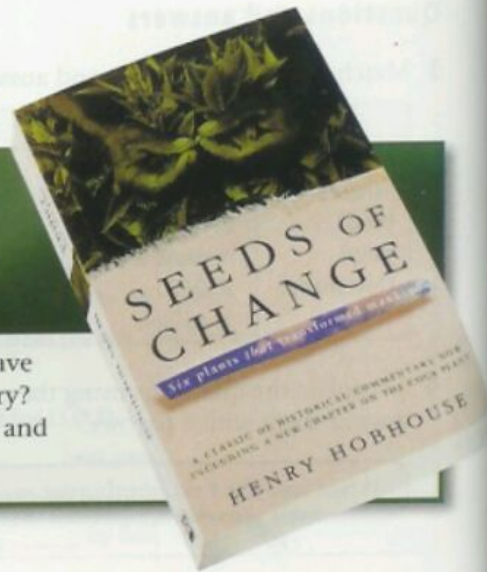
- 1 Read the introduction to a book review. What is the book about?

Seeds of Change

By Henry Hobhouse

Reviewed by Donald Crisp

History books are full of the ways in which the actions of men and women have changed the world, but what about plants? Which plants have changed history? Henry Hobhouse, farmer and journalist, discusses this topic in his fascinating and illuminating book *Seeds of Change*.



- 2 Look at these drawings. Do you recognize the three plants?



- 3 All the words below appear in the article about the plants. Which words do you think go with which plant? Some go with more than one.

nouns:	addict	soil	fabric	silk	plantation	slaves	lung cancer	luxury
verbs:	chain-smoke	inhale	ban	sweeten	refine	chew	harvest	

- 4 Work in three groups.

Group A Read about tobacco. **Group B** Read about sugar. **Group C** Read about cotton.

- 5 Which words from exercise 3 are in your text? What are the bad effects of the plant? What are the good effects? Discuss in your group.
- 6 Compare plants with two students from the other groups. Answer the questions.

Which plant (or plants) ...

- has been grown for thousands of years?
- was known as white gold? Why?
- was once thought to be a luxury?
- caused the American Civil War? Why?
- was the main American export until 1820?
- became the main American export after 1820?
- was harvested by slaves?
- has caused the death of many people?

What do you think?

- Which of the three plants has *most* changed history? How?
- Which plant has done the greatest good? Which has done the greatest harm?

12 Dreams and reality

Second conditional • *might* • Phrasal verbs • Social expressions 2

STARTER

- 1 Which famous person would you like to meet? What would you talk about?
- 2 Which country would you like to visit? What would you do there?
- 3 If you won a lot of money, what would you buy? How much would you give to friends?

SWEET DREAMS

Second conditional

- 1 Read about Nicola. Which text describes her life? Which describes her dreams?

I live in a flat with my Mum and my little brother. My Mum works in a hospital, so my Gran often looks after us and she helps my Mum. We have a doggie. I go to St Barnabas School and I wear a green uniform. I can only have sweets on Saturdays.

Nicola, aged 7



- 2 Complete the text on the right with these words.

horse sweets palace dress teacher servants

TEA Listen and check. Then listen and repeat.

If I were a princess, I'd live in a _____ . I'd have _____ to look after me. My Mum would be Queen, and she wouldn't work. I wouldn't go to school. I'd have a private _____ . I'd ride a white _____ and I'd wear a long _____ . I could have all the _____ I wanted.

