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**Grammar Basics:** Student's Book pages 115–116

**Workbook:** Unit 3 pages 25–32

**Teacher's Resource Book:** Unit 3 tests and worksheets

## REFERENCE

**Workbook:** Unit 3 reference material and wordlists

## INTRODUCTION Study habits

Vocabulary List ► WB page 95

- 1 Students complete the questionnaire and read the analysis on page 85.

## ANSWERS

Students' own answers.

- 2 Students translate the bold words and expressions. Check answers with the class and model the pronunciation of the words.

## ANSWERS

Answers in students' own language.

## Extra activity: Definitions

Ask students to choose three of the bold words and expressions and write definitions of them in English. Ask some students to read out their definitions and see if the class can guess the correct words.

## ANSWERS

**revise** (*v*) prepare for an exam by looking again at work you have done

**cram** (*v*) learn a lot of things in a short time

**hand in** (*v*) give a piece of work to your teacher

**assignment** (*n*) a piece of work

**strong points** (*n*) things you are good at

**skip** (*v*) miss / stay away from

**play truant** (*idm*) stay away from school without permission

**mess around** (*v*) behave in a silly or annoying way

**bother** (*v*) upset or annoy someone

**disruptive** (*adj*) causing problems so that you cannot continue doing something

**get stuck** (*v*) be unable to do something

**scrape through** (*v*) pass an exam by just a few marks

**pass with flying colours** (*idm*) to pass an exam easily

- 3 Students complete the sentences with the correct words and expressions.

## ANSWERS

1 skips, disruptive

4 messing around

2 revise, scraped through

5 assignment

3 get stuck

6 strong points

- 4 Students complete the sentences with their own ideas.

## ANSWERS

Students' own answers.

## Extra activity: Exam collocations

Write the word *exam* on the board. Ask students if they know any verbs that are used with *exam*, and elicit a few examples. Ask students to write these headings in their notebooks:

Before an exam

On the day of the exam

Do well

Do badly

Then write these verbs on the board or dictate them to the class, and ask students to write them under the correct headings.

*revise for, sit, pass, take, study for, fail, prepare for, do, mess up.*

Check answers and explain any words or expressions that students don't already know. Students can also add the expressions from exercise 2 to their lists.

Before an exam: *revise for, study for, prepare for*

On the day of the exam: *sit, take, do*

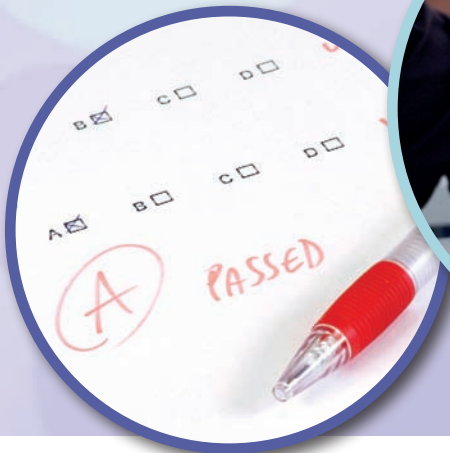
Do well: *pass*

Do badly: *fail, mess up*

Ask students to write three sentences using the collocations, and ask a few students to read out their sentences to check that they are using the collocations correctly.

## Are you a motivated learner?

- 1 You have an important exam at the end of term. When do you start **revising**?  
 A Several weeks before.  
 B A few weeks before.  
 C I **cram** everything a day or two before.
- 2 Do you **hand in** your homework assignments on time?  
 A Of course. I always meet deadlines.  
 B It depends on the teacher.  
 C Rarely. Organization isn't one of my **strong points**.
- 3 Have you ever **skipped** a whole day of school?  
 A Occasionally.  
 B Often.  
 C Never. I think **playing truant** is very wrong.
- 4 How do you feel when other students **mess around** in class?  
 A It doesn't **bother** me.  
 B I join in.  
 C I find it very irritating and **disruptive**.
- 5 Do you ever copy other students' work?  
 A Why not? It saves time.  
 B No. I like to work things out for myself.  
 C Only if I **get** really **stuck**.
- 6 What kind of marks do you aim to achieve in a test?  
 A I'm happy if I **scrape through**.  
 B I don't care about marks.  
 C I'm dissatisfied if I don't **pass with flying colours**.



### INTRODUCTION Study habits

- 1 Do the questionnaire. Choose the best answer for each question and then read the analysis on page 85.
- 2 Translate the bold words and expressions in the questionnaire. Use a dictionary to help you.
- 3 Complete the sentences with the correct form of the bold words and expressions from the questionnaire.
  - 1 Jade's a very bad student. She often ..... classes and when she does turn up, her behaviour is very .....
  - 2 Ben was expected to get high marks in the exam but he didn't ..... enough so he just .....
  - 3 If you ..... on a question, move on to the next one and go back to it later.
  - 4 Sit down and stop .....! The other students are trying to concentrate.
  - 5 Tuesday is the deadline for our geography .....
  - 6 Spelling is not one of Lisa's ..... . She makes a lot of mistakes.
- 4 Complete the sentences. Use your own ideas, and bold words from the questionnaire if you can.
  - 1 I don't think it's a good idea to ...
  - 2 I find it easy / difficult to ...
  - 3 In my opinion, boys / girls tend to ...
  - 4 ... is one of my strong points.

## READING

**1 PREDICTION** Look at the title of the text, the photo and the opening paragraph. What do you think the text will be about? Choose A, B or C.

- A A school for children with behavioural problems.
- B A school run by teenagers.
- C A school for children with exceptional intelligence.

**2 1.18 TRUE OR FALSE** Read the text and mark the sentences *T* (True) or *F* (False). Correct any sentences which are false.

- 1 The pupils were absent from their normal school while they took part in the TV experiment.
- 2 The teenagers were responsible for providing the food for their pupils.
- 3 Bilal wanted to change people's ideas about teenagers.
- 4 Sam thinks his A level teachers were extremely dedicated and enthusiastic.
- 5 The teenagers discovered that teaching is more stressful than they had imagined.
- 6 The show revealed that teenagers prefer not to have to make decisions about what they learn.

**3** Read the Exam Skill box. Use this method to help you with exercise 4.

### EXAM SKILL: Answer in your own words

- Read the question carefully and underline key words.
- Look at the question word at the beginning and decide what type of information you need to give (place, reason, method, etc).
- Read the text and look for words that are the same or have a similar meaning.
- Answer with complete sentences. Answer in your own words as much as possible. Do not add any extra information.
- Check the grammar, spelling and punctuation in your answers.

**4 IN YOUR OWN WORDS** Read the text again and answer the questions. Use your own words and write full sentences.

- 1 Where did the social experiment take place?
- 2 Why were the twelve applicants chosen for the programme?
- 3 How was the quality of the school's teaching checked?
- 4 What point did Sam hope to prove by taking part in the experiment?
- 5 Why was it useful for the pupils to act out the English Civil War?
- 6 How did the 'teachers' benefit most from the experiment?

**5 VOCABULARY** Find these words and phrases in the text and match them with the definitions.

budget | clerk | have a say in | in charge of | portrayed | rowdy

- |                                 |                                                   |
|---------------------------------|---------------------------------------------------|
| 1 the amount of money available | 4 responsible for                                 |
| 2 noisy and causing trouble     | 5 a person who looks after documents in an office |
| 3 give an opinion about         | 6 shown or described (often inaccurately)         |

### PHRASAL VERBS FROM THE TEXT

**6** Find these phrasal verbs in the text and check that you understand what they mean.

put on • drop out • get on • live up

**7** Complete the sentences with the correct forms of the phrasal verbs.

- 1 My class ..... a play at the end of this term.
- 2 She ..... of university after her first year.
- 3 How did Montse ..... in her university entrance exam?
- 4 He put on some loud music to ..... the party

**8 FOLLOW-UP** Answer the questions with your own ideas.

- 1 How would you have got on if you had taken part in the experiment? Would you ever consider becoming a teacher?
- 2 If you could have a say in the running of your school, which of these things would you change: subjects, homework, timetable, lunches, exams, classrooms, uniform, sports, rules? In what way?

## READING

Extra practice ► WB page 25

False Friend List ► WB pages 101–102

Phrasal Verb List ► WB pages 99–100


- 1 Students read the title and answer the question.

### ANSWER

B

### Motivate your students

To encourage your students to make predictions before they read, ask them to close their books after exercise 1 and work with a partner to predict five nouns and five verbs that they think will be in the text. Tell them you are going to see who can make the most accurate predictions, and tell them they cannot choose very obvious words such as *have* or *do*. When students have made their predictions, tell them to read the text quickly to check how many words they predicted correctly. See who predicted the most accurately.

- 2  1.18 Remind students that they should read the text slowly and carefully before they answer True or False questions. Students read the text and answer the questions.

### ANSWERS

- False. 'The programme was filmed over three weeks at a private girls' school ... while it was closed for the summer holiday.'
- True. 'The 'teachers' were expected to manage a budget, feed the pupils ...'
- True. 'Bilal ... wanted to use the opportunity to challenge the negative image of teenagers that is portrayed in the media.'
- False. 'Sam ... had dropped out of his A level studies. He says his teachers lacked motivation ...'
- True. '... she had never imagined how incredibly tiring and frustrating it is to meet the constant demands of pupils ...'
- False. '... they would rather be given responsibility for what they learn ...'

- 3 Read the Exam Skill box with the class.

- 4 Students answer the questions in their own words.

### SUGGESTED ANSWERS

- The social experiment took place in a private girls' school.
- The twelve applicants were chosen because they all had radical ideas for changing the education system.
- The quality of the school's teaching was checked by regular inspections, and the pupils had to sit exams to check their progress.
- Sam wanted to show how teaching could be improved.
- It was useful for the pupils to act out the English Civil War as it helped them remember more than just the facts.
- They learnt a lot about themselves, and how much they could influence other people.

### Extra activity: Writing

Ask students to imagine they were one of the teenagers who took part in this experiment, either as a teacher or a pupil. Ask them to write a short letter or email to a friend talking about their experience.

This activity is also suitable for fast finishers. ►►

### ANSWERS

Students' own answers.

- 5 Students find words and phrases in the text to match the definitions.

### ANSWERS

- |          |                 |             |
|----------|-----------------|-------------|
| 1 budget | 3 have a say in | 5 clerk     |
| 2 rowdy  | 4 in charge of  | 6 portrayed |

### Extra activity: Vocabulary

Write these words on the board and ask students to find them in the text and work out their meanings. They can either translate the words, or write definitions in English.

- |                                          |                                    |
|------------------------------------------|------------------------------------|
| 1 challenge ( <i>paragraph B</i> )       | 4 potential ( <i>paragraph E</i> ) |
| 2 observe ( <i>paragraph C</i> )         | 5 influence ( <i>paragraph F</i> ) |
| 3 on the basis of ( <i>paragraph D</i> ) |                                    |

This activity is also suitable for fast finishers. ►►

### ANSWERS

- a difficult task that tests your ability
- watch
- because of
- qualities that can be developed
- have an effect on someone or something

- 6 Students find the phrasal verbs in the text and work out their meaning. Ask students to write definitions or translate the words into their own language.

### ANSWERS

**put on** (*line 13*) organize an activity  
**drop out** (*line 26*) leave school, college, etc. without finishing your studies  
**get on** (*line 30*) manage or survive  
**liven up** (*line 34*) make something more interesting or exciting

- 7 Students complete the sentences with the missing phrasal verbs. Check answers and refer students to the Phrasal Verb List (WB pages 99–100).

### ANSWERS

- |                                      |            |
|--------------------------------------|------------|
| 1 is putting on / is going to put on | 3 get on   |
| 2 dropped out                        | 4 liven up |

- 8 Students answer the questions. This activity can be done as a speaking or writing task.

### ANSWERS

Students' own answers.

## False Friends

Refer students to the False Friends box. Read the words and translations with the class and make sure that students understand the meanings. Refer students to the False Friend List (WB pages 101–102), if necessary.

### Extra activity: False Friends

To practise the false friends, dictate these sentences to the class. Pause or cough to indicate a gap. Alternatively, you could write the sentences on the board. Ask students to complete the sentences with the appropriate false friends.

- 1 No one was listening, which was very \_\_\_\_\_.
- 2 My uncle is a very interesting and unusual \_\_\_\_\_.
- 3 Can I \_\_\_\_\_ these shoes, please?
- 4 My favourite \_\_\_\_\_ at school is history.
- 5 All our \_\_\_\_\_ came to the wedding.

#### ANSWERS

- 1 rude
- 2 character / individual
- 3 try on
- 4 subject
- 5 relatives

### Culture note: British schools

There are different types of schools in Britain. This is because education is controlled by each county (region), so some counties have slightly different systems.

These are the main words students may come across:

**Secondary school:** a school for pupils aged 11–18.

**Comprehensive school:** a secondary school for all pupils, of all abilities.

**Grammar school:** (in some areas) a secondary school that pupils can only go to if they pass an academic exam at the age of 11. If they fail the exam, they go to a different school called a secondary-modern school.

**State school:** a school that is funded by the government so pupils don't have to pay fees.

**Private school:** a school for which students pay fees.

**Public school:** in Britain, a private school. The name *public school* is given to the traditional private schools that have existed for hundreds of years. Originally they were called public schools because they were open to anyone, as long as they could pay!

Note that in the US, schools funded by the government are called public schools.

#### Activity

You could read this information to students and then encourage them to compare the system in Britain with the one in their country. Alternatively, you could write the types of schools on the board and put students into pairs to either guess the meanings or look them up in dictionaries or on the internet.

### Extra activity: Discussion

Ask students to think about these questions and then discuss them in pairs. Encourage students to explain their answers. This activity can also be done as a writing task.

- 1 What makes a good teacher?
- 2 Why do you think some students drop out of school?
- 3 What things is it most important for children to learn at school?

### Extend the topic

If students are interested in seeing what schools in Britain are like, they can go to the UK schools directory at [www.schoolswebdirectory.co.uk](http://www.schoolswebdirectory.co.uk) and follow the links to individual school websites. Many secondary schools have online prospectuses, where students will get a feel for what typical schools are like. Alternatively, they can go to the BBC website [www.bbc.co.uk](http://www.bbc.co.uk) and search for 'education'. This will bring up interesting TV and radio news items on educational issues.



# Hey, teacher... leave us kids alone!

**A Can you imagine being in charge of your own school? If you had to teach a class of rowdy twelve-year-olds, how would you get on? Would the result be academic excellence or complete anarchy?**

**B** In a recent social experiment for a BBC documentary, a group of ordinary teenagers were given the challenge of setting up and running their own school for a lively group of thirty kids. The programme was filmed over three weeks at a private girls' school in Surrey, in the south of England, while it was closed for the summer holiday.

**C** The 'teachers' were expected to manage a budget, feed the pupils, put on activities and entertainment and have meetings with the pupils' parents, as well as give lessons in academic and creative subjects. To make sure standards were maintained, the school had regular inspections and the students were made to sit exams to observe their progress.

**D** Of the thousands of teenagers who had applied to take part, the final twelve were selected on the basis of their radical ideas for changing the education system. Each had a point to get across: Bilal, for example, a seventeen-year-old insurance clerk from London, wanted to use the opportunity to challenge the negative image of teenagers that is portrayed in the media. Sam, also seventeen, had dropped out of his A level studies. He says his teachers lacked motivation, seeing teaching simply as a nine-to-

five job. He wanted to show them how the job should be done.

**E** So how did they get on? The kids were very motivated by their new young teachers, who proved themselves caring, enthusiastic and energetic. The inspectors also felt the team had great potential and were impressed by the original methods they used to liven up their classes. A history lesson on the English Civil War, for example, was acted out by the pupils, who carried coloured balloons – the blue being the parliamentarians and the red the royalists. As a result, they remembered not only the facts but also the thoughts and opinions behind them.

**F** The teenagers themselves learnt several important lessons. Eighteen-year-old Hannah, who had been elected head teacher, said that she had never imagined how incredibly tiring and frustrating it is to have to meet the constant demands of pupils and the school management. But most importantly they learnt about themselves and the potential they had to influence others. As they realized how much the pupils looked up to them and wanted to be in their school, their confidence grew and grew.

**G** And did the teens teach the professional teachers anything? Yes – the teenagers showed the teachers that, when they are allowed a say in what and how they are taught, they can be extremely enthusiastic, responsible and motivated. They would rather be given responsibility for what they learn than be lectured at.

## GLOSSARY

**a point** *una idea, un concepto*

## FALSE FRIENDS

**parent** = madre/padre ◀▶ **pariente** = relative  
**ordinary** = normal, corriente ◀▶ **ordinario** = vulgar, rude  
**subject** = asignatura ◀▶ **sujeto** = character, individual  
**prove** = demostrar ◀▶ **probar** = try, try on

## STEP 1 CHECK THE BASICS

### The passive review

- 1 Read the text. Underline examples of the passive and answer the questions.

#### Education in the UK

In the middle of the 19th century only 20% of children were educated, either at home or at school. Since then various laws have been introduced which say that all children must be given a compulsory education. Nowadays pupils are required to attend school from the ages of 5 to 16. The school leaving age is currently being discussed by the government. It is expected that in the next few years the leaving age will be raised to 18.

- When do we use the passive?
- How do we form the passive?

- 2 Complete the table with examples from the text in exercise 1.

Passive form	Examples
Present simple	(1) ..... (2) .....
Present continuous	(3) .....
Present perfect	(4) .....
Past simple	(5) .....
Future with <i>will</i>	(6) .....
Modal	(7) .....

- 3 Complete the sentences with the correct active or passive form of the bold verbs and choose the correct answer.

- La Gioconda* and *The Last Supper* (**paint**) by ...  
A Leonardo da Vinci. B Michelangelo.
- The 2012 Olympics (**hold**) in ...  
A Great Britain. B South Africa.
- German, French and Italian (**speak**) in ...  
A Austria. B Switzerland.
- In the 1920s John Logie Baird (**invent**) the ...  
A telephone. B television.
- Abraham Lincoln was shot while he (**watch**) a play in ...  
A 1765. B 1865.
- McDonald's hamburgers (**eat**) in the USA for ...  
A about 60 years. B about 30 years.
- The Sagrada Familia, which (**build**) still, was designed by ...  
A Dalí. B Gaudí.
- The part of Frodo in *The Lord of the Rings* (**play**) by ...  
A Elijah Wood. B Daniel Radcliffe.

- 4 Rewrite the sentences in exercise 3 as quiz questions.

Extra practice ► Grammar Basics SB pages 115–116

## STEP 2 MOVE ON

### Verbs with two objects

- 5 Read the sentences and answer the questions.



- They gave Danielle the poetry prize.
- The poetry prize was given to Danielle.
- Danielle was given the poetry prize.

- In sentence A, how many objects does *gave* have?
- In sentences B and C, which object becomes the subject of the passive verb: the direct object or the indirect object?

► Grammar Reference WB page 65

- 6 Copy and complete the rules with words from exercise 5.

#### RULES

- Verbs which have two objects (e.g. *ask*, (1) ....., *offer*, *pay*, *promise*, *sell*, *send*, *show*, *tell*, *teach*) can be made passive in two different ways.
- The subject of the passive sentence can be either the direct object or the (2) ..... object.
- If the subject of the sentence is the direct object, we use a preposition, usually (3) ..... or *for*.

- 7 Rewrite each sentence in two different ways. Use the passive form.

- Mrs Matthews gave me extra homework.
- They showed the pupils the new computer program.
- Mr Baker taught us drama.
- Your teacher has sent you an email.
- They sold Eva the last computer.
- Her parents promised her a motorbike if she passed her exams.

### The passive with reporting verbs

- 8 Read the sentences and decide if they are formal or informal. Write (F) or (I).

- It is said that the university is the best in the country.
- People say the university is the best in the country.
- The university is said to be the best in the country.

► Grammar Reference WB page 65

## GRAMMAR The passive

Extra practice ► Grammar Basics SB pages 115–116

Extra practice ► WB pages 26–27

Extra practice ► TRB pages 81–82

Grammar Reference ► WB pages 64–65

### STEP 1 CHECK THE BASICS

#### The passive review

- 1 This lead-in activity tests students' prior knowledge of the passive. Students underline the passive forms and answer the questions. Check answers. You may then wish to present the passive to your students or refer them to the Grammar Reference (WB page 65).

#### ANSWERS

were educated, have been introduced, must be given, are required, is (currently) being discussed, is expected, will be raised

- 1 We often use the passive when we want to talk about an action, but are not so interested in saying who or what does/did it.  
2 We form the passive with the correct form of the verb *be* + the past participle.
- 2 Students complete the table.

#### ANSWERS

- |                                  |                  |
|----------------------------------|------------------|
| 1 are required                   | 5 were educated  |
| 2 is expected                    | 6 will be raised |
| 3 is (currently) being discussed | 7 must be given  |
| 4 have been introduced           |                  |

- 3 Students complete the sentences with the passive forms and choose the correct answers. Check answers and refer students to the Grammar Basics (SB pages 115–116) for extra practice if required.

#### ANSWERS

- |                   |                             |
|-------------------|-----------------------------|
| 1 were painted, A | 5 was watching / watched, B |
| 2 will be held, A | 6 have been eaten, A        |
| 3 are spoken, B   | 7 is (still) being built, B |
| 4 invented, B     | 8 was played, A             |

- 4 Students write the questions.

#### ANSWERS

- Who were *La Gioconda* and *The Last Supper* painted by?
- Where will the 2012 Olympics be held?
- In which country are German, French and Italian spoken?
- What did John Logie Baird invent in the 1920s?
- In which year was Abraham Lincoln shot while he was watching a play?
- How long have McDonald's hamburgers been eaten in the USA?
- Who was the Sagrada Familia designed by?
- Who was the part of Frodo in *The Lord of the Rings* played by?

### STEP 2 MOVE ON

#### Verbs with two objects

- 5 This lead-in activity tests students' prior knowledge of verbs with two objects. Students read the sentences and answer the questions. Check answers. You may then wish to present verbs with two objects to your students or refer them to the Grammar Reference (WB page 65).

#### ANSWERS

- Two – direct object (poetry prize), indirect object (Danielle)
- The direct object in sentence B, the indirect object in sentence C.

- 6 Students copy and complete the rules.

#### ANSWERS

- 1 give 2 indirect 3 to

- 7 Do the first sentence with the whole class to make sure students understand what they have to do. Students write the passive sentences.

#### ANSWERS

- I was given extra homework by Mrs Matthews. / Extra homework was given to me by Mrs Matthews.
- The new computer program was shown to the pupils. / The pupils were shown the new computer program.
- We were taught drama by Mr Baker. / Drama was taught to us by Mr Baker.
- You have been sent an email by your teacher. / An email has been sent to you by your teacher.
- Eva was sold the last computer. / The last computer was sold to Eva.
- She was promised a motorbike by her parents if she passed her exams. / A motorbike was promised to her by her parents if she passed her exams.

#### The passive with reporting verbs

- 8 This lead-in activity tests students' prior knowledge of the passive with reporting verbs. Students read the sentences and answer the question. Check answers. You may then wish to present this use of the passive to your students or refer them to the Grammar Reference (WB page 65).

#### ANSWERS

- 1 F 2 I 3 F



9 Students copy and complete the rules.

**ANSWERS**

- 1 clause 2 infinitive 3 formal

10 Students rewrite the sentences in the passive.

**ANSWERS**

- 1 Eating fish is known to be good for the brain.
- 2 The exam results are expected to be good this year.
- 3 Chewing gum is believed (by scientists) to improve the memory.
- 4 Boys and girls are thought (by experts) to have different learning styles.
- 5 It is reported that the school will close next year.
- 6 Latin is said to be a very useful subject.

### The causative passive

11 This lead-in activity tests students' understanding of the causative passive. Students read the paragraph and answer the questions. Check answers. You may then wish to present the meaning and use of the causative passive to your students or refer them to the Grammar Reference (WB pages 65–66).

**ANSWERS**

- 1 bought some CDs
- 2 had her hair cut, got her watch repaired
- 3 had her bike stolen

12 Students copy and complete the rules.

**ANSWERS**

- 1 get, have 2 past participle

13 Students rewrite the questions, then write answers.

**ANSWERS**

- 1 Have you ever had anything important stolen?
  - 2 Have you ever had your portrait painted?
  - 3 Have you ever had a burglar break into your home / Have you ever had your home broken into?
  - 4 Would you ever get your fortune told?
  - 5 Do you like it when you get your feet massaged?
  - 6 When you were younger, did you hate it when you had your hair cut?
- Students' own answers.

### Extra activity: Grammar practice

Tell students they are going to write quiz questions to test each other. Divide the class into two teams. Within the teams, put students into pairs and tell them to prepare three questions, using either active or passive forms, e.g.

*Who won the World Cup in 2006? / Who was the World Cup won by in 2006?*

Tell them they must also write the answers, using the appropriate form (active for active questions, passive for passive questions).

Choose one pair to read out one of their questions. The other team has 30 seconds to produce an answer which is factually and grammatically correct. If they get the right answer, they get a point. Continue choosing pairs from first one team then the other. The team with the most points wins.

### STEP 3 CONSOLIDATE



#### Motivate your students

To encourage students to read the text through for general meaning first, ask this question: *What does the text tell us about Einstein's life?* Students read the text quickly and answer the question. (He was rebellious at school, but he got very good grades.)

14 Remind students that the next three exercises consolidate all of the language from both Grammar pages. Students complete the text with the missing verbs.

**ANSWERS**

- |                |                                        |
|----------------|----------------------------------------|
| 1 is known     | 5 was thought                          |
| 2 being told   | 6 was given                            |
| 3 was expelled | 7 had (several of his books) published |
| 4 found        | 8 have been used                       |

15 Read the Exam Skill box with the class. Students rewrite the sentences.

**ANSWERS**

- 1 The gym is being painted at the moment.
- 2 When does our homework have to be given in?
- 3 They will teach the class entirely online.
- 4 No one has offered her a job.
- 5 It is thought that he committed the crime.
- 6 You can find the answers on page 7.
- 7 Our school has just had CCTV installed.
- 8 We weren't given a test by Mr Bates this morning.

16 Students find examples of the passive in the text on page 39.

**ANSWERS**

Passive: were given, was filmed, was closed, were expected, were maintained, were made, were selected, is portrayed, should be done, were (very) motivated (by), were impressed, was acted out, had been elected, are allowed, are taught, be given (responsibility), be lectured (at)

9 Copy and complete the rules with the correct alternatives.

**RULES**

We often use reporting verbs such as *say, believe, think, claim, expect* and *know* in the following passive structures.

- *It* + passive + (1) **clause** / **infinitive**.
- Subject + passive + (2) **clause** / **infinitive**.

These are (3) **informal** / **formal** structures, often used in newspaper and TV reports.

10 Rewrite the sentences using the passive.

- 1 Most people know that eating fish is good for the brain. → Eating fish ...
- 2 People expect that the exam results will be good this year. → The exam results ...
- 3 Scientists believe chewing gum improves the memory. → Chewing gum ...
- 4 Experts think that boys and girls have different learning styles. → Boys ...
- 5 There are reports that the school will close next year. → It ...
- 6 Some people say that Latin is a very useful subject. → Latin ...

**The causative passive**

11 Read the paragraph and answer the questions.

On Saturday Nuria cycled into town. **She had her hair cut, got her watch repaired and bought some CDs.** She was just about to cycle home again when she discovered that **she'd had her bike stolen.**

Which of the bold actions ...

- 1 did Nuria do herself?
- 2 did she arrange for another person to do?
- 3 happened to her against her wishes?

▶ Grammar Reference WB pages 65–66

12 Copy and complete the rules with appropriate words.

**RULES**

We use (1) ..... or ..... + object + (2) ..... when we talk about services we arrange and pay for, or about (often unpleasant) things that happen to us.

13 Rewrite the questions using the causative passive. Then write true answers.

- 1 Has anybody ever stolen something important from you?
- 2 Has anybody ever painted your portrait?
- 3 Has a burglar ever broken into your home?
- 4 Would you ever ask someone to tell your fortune?
- 5 Do you like it when someone massages your feet?
- 6 When you were younger, did you hate it when anyone cut your hair?

**STEP 3 CONSOLIDATE**

14 Complete the text with the correct active or passive form of the bold verbs.

**A rebel and a genius**

Einstein (1) (**know**) to be one of the greatest scientists of all time, but he was a rebellious student. He achieved high grades, but he hated (2) (**tell**) what to do. Eventually he (3) (**expel**) from school because of his disruptive behaviour.

He later got a place at a Swiss university. However, he (4) (**find**) the lessons boring and often skipped class to study in the library. After graduation, he couldn't get a job at the university because he (5) (**think**) to be too lazy.

In 1902, Einstein (6) (**give**) an office job, which allowed him time to read books and develop his thoughts. In 1905 he (7) (**publish**) several of his scientific books, including his famous theory of relativity. His ideas have helped scientists understand more about light, and so, over the years, they (8) (**use**) to develop many modern inventions, such as TV.



**EXAM SKILL: Sentence transformations**

**Active → Passive**

- Use the object(s) of the active sentence as the subject of the passive sentence.
- Use the same tense as the active sentence.
- Decide if you need to use *by* + agent. Don't use *by* when the original subject is a pronoun (e.g. *they*) or a non-specific expression (e.g. *people, somebody*).

**Passive → Active**

- Follow the stages above, but in reverse.
- Decide if you need to add an agent. This agent is often neutral (e.g. *people, someone, they, we*).

15 Rewrite the sentences with the bold words. Both sentences must have the same meaning.

- 1 They're painting the gym at the moment. (**being**)
- 2 When do we have to give our homework in? (**does**)
- 3 The class will be taught entirely online. (**teach**)
- 4 She hasn't been offered a job. (**no one**)
- 5 People think that he committed the crime. (**it**)
- 6 The answers can be found on page 7. (**find**)
- 7 They've just installed CCTV at our school. (**had**)
- 8 Mr Bates didn't give us a test this morning. (**we**)

16 Look at the reading text on page 39. How many examples of the passive can you find?

**STEP 1 CHECK THE BASICS**

1 Cover the rest of the page. How many words related to education can you add to the lists in two minutes?

*Subjects: chemistry, ... People: head teacher, ... Places: gym, ...*

**STEP 2 MOVE ON**

**School and university**

2 Complete the table with the words in the list.

A level | boarding | campus | deadline | degree | fees | lecture | professor | pupil | secondary seminar | subject | to apply for | to bully | to expel | to graduate | to retake | undergraduate

School education	University education	Both

3 Complete the sentences with the correct form of the appropriate words from exercise 2.

- When I was thirteen, I was sent to ..... school in another city. I used to feel really homesick.
- Most students live in accommodation on the university .....
- She ..... from school last year for skipping classes.
- Dr John Lewis is a ..... of political science at Newcastle University.
- The exam didn't go well this morning. I hope I don't have to ..... it.
- He ..... at school because he was so short.

4 Find and correct the error in each sentence using an appropriate word from exercise 2.

- I've appealed for a place at Edinburgh University.
- Our school monies have gone up to 10,000 euros a term.
- I've got three conferences before lunch.
- My mum, who's a primary school teacher, has 30 students in her class.
- Kate's doing a modern languages career at Exeter University.
- Jack's doing four signatures at A level.

**Idioms and expressions: head and heart**

5 Rewrite the bold words with the expressions A–E.

- I didn't understand that philosophy lecture. It **was too complicated for me to understand**.
- He was disappointed that he didn't get into Cambridge University. He had **wanted it very much**.
- Ask Juan to help you with those algebra questions. He can **do them very easily without thinking too much**.
- He suddenly felt extremely disappointed and upset** when he saw his exam results.
- Sarah dropped out of her law course because **she didn't have a real passion for it**.

- A set his heart on it  
 B went right over my head  
 C her heart wasn't in it  
 D do them standing on his head  
 E his heart sank

6 Complete the sentences with the correct form of the appropriate idioms from exercise 5.

- Monica has given up learning the cello because .....
- Sudoku puzzles are easy. I can .....
- She tried to explain Einstein's theory to me but it .....
- He's trying to get into medical school. He's ..... becoming a surgeon.
- My ..... when I realized how much revision I had to do.



## VOCABULARY Education

Extra practice ► WB pages 28–29

Extra practice ► TRB pages 93–94

Vocabulary List ► WB pages 95–96

### STEP 1 CHECK THE BASICS

- 1 Read the task with the class, and elicit one or two more words related to education. You could then do this activity as a competition, with students working in pairs or small groups to see who can add the most words to the lists in two minutes.

#### SUGGESTED ANSWERS

**Subjects:** English, French, Spanish, Latin, Greek, geography, history, maths, physics, PE, IT, economics, philosophy

**People:** teacher, student / pupil, classroom assistant, lab technician, special needs teacher, deputy head teacher, janitor / caretaker, professor, lecturer, secretary

**Places:** classroom, playground, sports hall, canteen, campus, lecture hall, seminar room, science lab

### STEP 2 MOVE ON

#### School and university

- 2 Students copy and complete the table.

#### ANSWERS

**School education:** A level, boarding, pupil, secondary, to bully, to expel

**University education:** campus, degree, lecture, professor, seminar, to apply for, to graduate, undergraduate

**Both:** deadline, fees, subject, to retake

- 3 Students complete the sentences with the missing words.

#### ANSWERS

- 1 boarding
- 2 campus
- 3 was expelled
- 4 professor
- 5 retake
- 6 was bullied

- 4 Students correct the sentences.

#### ANSWERS

- 1 I've **applied** for a place at Edinburgh University.
- 2 Our school **fees** have gone up to 10,000 euros a term.
- 3 I've got three **seminars / lectures** before lunch.
- 4 My mum, who's a primary school teacher, has 30 **pupils** in her class.
- 5 Kate's doing a modern languages **degree** at Exeter University.
- 6 Jack's doing four **subjects** at A level.

#### Extra activity: Education prepositions

Dictate these sentences to the class. Pause or cough to indicate a gap. Alternatively write them on the board. Ask students to complete the sentences with the correct prepositions.

- 1 Children have to stay \_\_\_ full-time education until they are 16.
- 2 Children spend five days a week \_\_\_ school.
- 3 She's hoping to go \_\_\_ university.
- 4 He graduated \_\_\_ Manchester University last year.
- 5 He's \_\_\_ his second year \_\_\_ university.

#### ANSWERS

- 1 in
- 2 at
- 3 to
- 4 from
- 5 in, at

#### Extra activity: Vocabulary practice

Ask students to write five questions to ask their partner about school and university, using the words from exercise 2. For example: *Would you like to go to a boarding school?* Tell students not to let their partner see the questions. When students are ready, ask them to close their books and ask and answer the questions in pairs.

This activity is also suitable for fast finishers. ►►

#### Idioms and expressions: *head and heart*

- 5 Students rewrite the bold words with the expressions.

#### ANSWERS

- 1 B went right over my head
- 2 A set his heart on it
- 3 D do them standing on his head
- 4 E His heart sank
- 5 C her heart wasn't in it

- 6 Students complete the sentences with the idioms.

#### ANSWERS

- 1 her heart isn't in it
- 2 do them standing on my head
- 3 went right over my head
- 4 set his heart on
- 5 heart sank

## Phrase-building: Collocations with prepositions (nouns)

Noun + preposition

7 Students complete the sentences with the prepositions.

### ANSWERS

1 of 2 on 3 of 4 on

8 Students complete the sentences with the missing prepositions.

### ANSWERS

1 in 2 of 3 for 4 in 5 about 6 of

*in / on / out of + noun*

9 Students translate the expressions.

### ANSWERS

Answers in students' own language.

10 Students complete the sentences with the missing expressions.

### ANSWERS

- 1 out of order
- 2 on purpose
- 3 in tears
- 4 in two minds
- 5 on his way
- 6 on edge
- 7 in trouble
- 8 out of breath
- 9 out of the championship

12 Students complete the sentences with their own ideas.

### ANSWERS

- 1 on ...
  - 2 on ...
  - 3 to ...
  - 4 of ...
- Students' own answers.

### Extra activity: Vocabulary challenge

Tell students to write a short email to a friend (no more than 100 words), like the one in exercise 11. Tell them to include as many words and expressions from this unit as they can. When they have finished, ask some students to read out their emails to the class. See who has managed to include the most words and expressions!

This activity is also suitable for fast finishers. ▶▶

## STEP 3 CONSOLIDATE

11 Remind students that the next two exercises consolidate all of the language from this section. Students then complete the email.

### ANSWERS

- 1 degree
- 2 subject
- 3 lectures
- 4 seminars
- 5 undergraduates
- 6 go right over my head
- 7 deadline
- 8 in big trouble

## Phrase-building: Collocations with prepositions (nouns)

### Noun + preposition

#### 7 Complete the sentences with the correct prepositions. Use a dictionary to help you.

- 1 Ella's in charge ..... making the costumes for the play.
- 2 She has a strong influence ..... her younger sister.
- 3 He was accepted on the course on the basis ..... his excellent exam results.
- 4 I need some lessons ..... how to use the new software.

#### 8 Choose the correct prepositions to complete the sentences. Use a dictionary to help you.

- 1 Since the smoking ban there has been a decrease **in / of / on** the number of smokers.
- 2 Has she got much hope **in / of / to** passing the exam?
- 3 Do you have any suggestions **for / of / to** dealing with the situation?
- 4 I had some difficulty **by / in / of** answering the questions.
- 5 She wrote a letter of complaint **about / for / of** the service.
- 6 There is a lack **in / of / to** good sports facilities in this area.

### in / on / out of + noun

#### 9 Translate the expressions with *in*, *on* and *out of*. Use a dictionary to help you.

<i>in</i>	<i>on</i>	<i>out of</i>
be in two minds • be in tears • be in (big) trouble	be on edge • do sth on purpose • be on one's way	be out of order • be out of breath • be out of the championship

#### 10 Complete the sentences with the correct expressions from exercise 9.

- 1 'Let's take the lift.' 'We can't – it's ..... .'
- 2 'Do you think it was an accident?' 'No. I reckon he did it ..... .'
- 3 'She seemed very upset.' 'Yes, she was. She was ..... .'
- 4 'Are you going to Kim's party?' 'I don't know. I'm ..... .'
- 5 'Is Louis coming?' 'Yes, he's ..... .'
- 6 'He doesn't look very relaxed.' 'You're right – he seems rather ..... .'
- 7 'I've left my homework at home – again.' 'Oh dear. You're going to be ..... .'
- 8 'Are you OK?' 'Yes, I've just been running so I'm ..... .'
- 9 'Do you know the football score?' 'Yes, Chelsea lost. They're ..... .'

## STEP 3 CONSOLIDATE

#### 11 Complete Charlotte's email with words and expressions from pages 42–43.

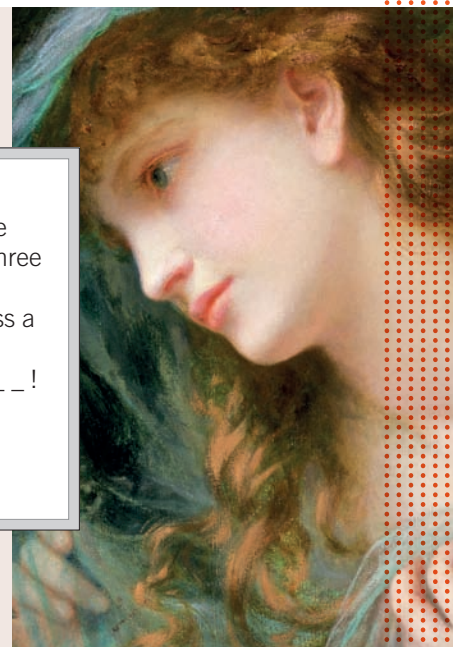
Hi Jenna,

How are you doing? I've just started my art history (1) \_\_\_\_\_ at Bristol University. I love it – it's such an interesting (2) \_\_\_\_\_. It's hard work though. Every morning I go to three (3) \_\_\_\_\_, which are attended by about 200 students, and then we also have (4) \_\_\_\_\_, where a small group of (5) \_\_\_\_\_ and a tutor discuss a particular theme. This afternoon we're going to be discussing the Pre-Raphaelites. I don't know much about that period so it'll probably (6) \_\_\_\_\_! I'd better go now and finish writing my essay. If I don't meet the (7) \_\_\_\_\_, I'll be (8) \_\_\_\_\_!

Love Charlotte x

#### 12 Complete the sentences with a preposition and your own ideas.

- 1 I would love some lessons ...
- 2 I've set my heart ...
- 3 I'm in two minds about whether ...
- 4 There's a lack ... in my town.



## WRITING A discussion essay

### STEP 1 CHECK THE BASICS

#### What is a discussion essay?

In a discussion essay, you present two sides of an argument. The task may be presented as a statement as in the task below, or as a question, for example, 'What are the advantages and disadvantages of ...?' You conclude by giving your personal opinion.

### STEP 2 MOVE ON

#### 1 Read the task and think of two advantages and two disadvantages of school uniforms.

##### TASK

'Students should be allowed to choose what they wear to school. Uniforms should not be compulsory.' Discuss.

#### 2 Read the essay. Are your ideas from exercise 1 mentioned? Is the writer for or against school uniforms?

- A** In many schools pupils are required to wear a uniform. However, there are arguments both for and against it.
- B** One of the main advantages is that students can get ready in the morning more quickly if they do not have to choose what to wear. Another argument in favour of uniforms is that pupils are not under pressure to keep up with the latest fashions. In schools without uniforms, students are sometimes bullied because of the way they dress.
- C** On the other hand, wearing a uniform stops people expressing their individuality. Moreover, uniforms are often uncomfortable and it is essential for students to feel comfortable in order to study well.
- D** On balance, I would say that although they prevent students from being able to express themselves, uniforms should be worn in schools. However, I strongly feel that they should be more comfortable than many uniforms currently are.

By Amy Moon



#### Focus on the text

##### 3 STRUCTURE In which paragraph does the writer ...

- 1 summarize her opinion?
- 2 explain what the general situation is now?
- 3 give arguments in support of her opinion?
- 4 give arguments in support of the opposing opinion?

##### 4 LANGUAGE Find the following in the text.

- 1 A conditional sentence.
- 2 Four words or expressions that list arguments for or against.
- 3 An expression used before summing up arguments.
- 4 Three passive structures.

#### USEFUL LANGUAGE: Discussion essays

##### Listing arguments (for or against)

- One of the main advantages is that ...
- Another argument in favour of / against ... is that ...
- Furthermore, ...
- Moreover, ...
- Another drawback of ... is ...
- A further (dis)advantage of ... is ...

##### Expressing contrast

although • despite • even though • on the other hand • in spite of (the fact that) • nevertheless • however

##### Summing up / giving your personal opinion

On balance, I would say that ... • I strongly feel, ... • To sum up, • All in all, • In my view, • In conclusion,

## WRITING A discussion essay

Extra practice ► WB pages 30–31

Extra practice ► TRB page 103

Writing Reference ► WB pages 82–83

### STEP 1 CHECK THE BASICS

#### What is a discussion essay?

Read the notes with the class.

### STEP 2 MOVE ON

- 1 Students read the task and think of advantages and disadvantages.

#### ANSWERS

Students' own answers.

- 2 Students read the essay and answer the questions.

#### ANSWERS

The writer is for school uniforms.

#### Focus on the text

- 3 Refer students to the essay and elicit that there are four paragraphs. Students read the paragraphs and answer the questions.

#### ANSWERS

1 D 2 A 3 B 4 C

- 4 Students find the words and expressions in the text.

#### ANSWERS

- 1 ... students can get ready in the morning more quickly if they don't have to choose what to wear.
- 2 One of the main advantages, Another argument in favour of, On the other hand, Moreover
- 3 On balance
- 4 pupils are required to wear a uniform.  
students are sometimes bullied  
... uniforms should be worn



## Improve your writing

### Expressing contrast

- 5 Refer students back to the Useful Language box on page 44. Read through the expressions with the class. Students then complete the sentences.

#### ANSWERS

- 1 Although / In spite of the fact that
- 2 However / Nevertheless
- 3 in spite of / despite
- 4 even though / in spite of the fact that
- 5 however / on the other hand

- 6 Students rewrite the sentences.

#### ANSWERS

- 1 Sonia is often late. Marta, on the other hand, is always on time.
- 2 Despite having a map, we got completely lost. / We got completely lost despite having a map.
- 3 Although they were held up in traffic, they got to the airport in time.
- 4 In spite of having a shoulder injury, Miguel won the tennis match. / Miguel won the tennis match in spite of having a shoulder injury.
- 5 Paula felt exhausted. However, she went to the party.
- 6 The service was poor. Nevertheless, he gave the waiter a big tip.

### Writing in a formal style

- 7 Students read the essay again, then copy and complete the rules.

#### ANSWERS

- |         |         |
|---------|---------|
| 1 Do    | 4 Don't |
| 2 Don't | 5 Do    |
| 3 Don't | 6 Don't |

- 8 Students read the paragraph and find the words and expressions.

#### ANSWERS

- 1 exams, rubbish, stress you out, make a mess, uni, really, loads of, if you ask me
- 2 Some people think ...
- 3 Also, But, So
- 4 uni
- 5 they're, don't

- 9 Students rewrite the paragraph.

#### SUGGESTED ANSWER

Exams are thought to be a bad way of assessing people because they can cause too much stress. In addition, if you do not perform well it can affect your chances of getting into university. However, they are a very good way of testing many students together quickly and efficiently. In my opinion, I do not think they should be abolished.

## Extra activity: Contractions and full forms

If your students need more practice of using full forms rather than contractions, dictate these sentences to the class and ask students to rewrite them using full forms.

- 1 I'm sure you'll agree with me.
- 2 It's a good idea.
- 3 They shouldn't be taught together.
- 4 I'd say that there are lots of advantages.
- 5 It doesn't seem fair.

#### ANSWERS

- 1 I am sure you will agree with me.
- 2 It is a good idea.
- 3 They should not be taught together.
- 4 I would say that there are a lot of advantages.
- 5 It does not seem fair.

## STEP 3 WRITE

### Task

Read the task with the class.

- 10 Students work in pairs to prepare their ideas. With weaker classes, elicit some arguments for and against from the whole class and write them on the board.

#### ANSWERS

Students' own answers.

- 11 Read the plan with the class. Remind students of the importance of using different paragraphs to give different information, and that they should always include an introduction and a conclusion in an essay. Students then plan their essays.

#### ANSWERS

Students' own answers.

- 12 Students write their essays. This can be set for homework.

#### ANSWERS

Students' own answers.

- 13 Remind students that they should always read their work to check for mistakes. Refer students to the Writing Reference (WB pages 82–83) if necessary.

#### ANSWERS

Students' own answers.

## Extra activity: Writing

For extra practice, students can write another essay using the following topics:

*Exams should be abolished, and students should be judged on all their schoolwork.*

*Students have to study too many subjects. They should be allowed to study just the subjects that interest them.*

## Improve your writing

### Expressing contrast

5 Complete the sentences with a word or expression of contrast. Sometimes more than one answer is possible.

- ..... the food is good, it's very expensive.
- Flying is fast. ...., it isn't good for the environment.
- They enjoyed their holiday ..... the bad weather.
- Pablo got a grade A in the exam, ..... he hardly studied.
- Jake works out every day. Tom, ....., does little exercise.

6 Rewrite the sentences with the bold words.

- Sonia is often late, but Marta is always on time. (**on the other hand**)
- Although we had a map, we got completely lost. (**despite**)
- Despite being held up in traffic, they got to the airport in time. (**although**)
- Although Miguel had a shoulder injury, he won the tennis match. (**in spite of**)
- Despite feeling exhausted, Paula went to the party. (**however**)
- In spite of the poor service, he gave the waiter a big tip. (**nevertheless**)

### Writing in a formal style

7 A discussion essay should be written in a formal style. Copy and complete the rules about formal style with the correct alternatives.

#### RULES

- Do / Don't use plenty of passive sentences.
- Do / Don't use contractions, e.g. *they've*, *it's*.
- Do / Don't use colloquialisms, e.g. *cool*, *have a go*.
- Do / Don't use simple linking words, e.g. *but*, *so*.
- Do / Don't use formal linking words, e.g. *in addition*, *consequently*.
- Do / Don't use abbreviations.

8 The following paragraph from a student's essay is too informal. Read it and find the following.

- Eight colloquial words and expressions.
- An active reporting verb that could be passive.
- Three informal linking words.
- One abbreviation.
- Two contractions.

*'Examinations are unfair and should be abolished.'* Discuss.

*Some people think that exams are a rubbish way of assessing people because they can stress you out. Also, if you make a mess of them it can ruin your chances of getting into uni. But they're a really good way of testing loads of students together quickly and efficiently. So, if you ask me, I don't think we should abolish them.*

9 Rewrite the paragraph to make it more formal.

## STEP 3 WRITE

### TASK

You are going to write a discussion essay of 120–150 words with the title: 'Girls and boys should be taught separately.' Before you start, do exercises 10 and 11.

10 **THINK** Work in pairs. Think of two arguments in favour of the statement and two arguments against. Use the ideas in the list to help you.

boys and girls / good influence on each other | distraction  
boys and girls learn differently | prepare for the real world  
prefer socializing with own gender | competition  
school / for learning / not dating

Arguments for	Arguments against

11 **PLAN** Use the table to help you to plan your essay.

Paragraph 1	<b>Introduction</b> Think of a general statement for your introduction. <b>TIP</b> Make sure that your introduction helps to explain the statement in the title.
Paragraph 2	<b>Arguments for</b> Give two arguments which support your opinion. <b>TIP</b> Support at least one of your arguments with a fact or example.
Paragraph 3	<b>Arguments against</b> Give two arguments which support the opposite opinion. <b>TIP</b> Remember to use expressions from the Useful Language box.
Paragraph 4	<b>Conclusion</b> Sum up and give your own opinion. <b>TIP</b> You can repeat your arguments from paragraph two or three but try to use different words.

12 **WRITE** Now you are ready to write your essay.

13 **CHECK** Read your essay carefully. Have you ...

- presented both sides of the argument?
- included expressions from the Useful Language box?
- used a formal style?
- written 120–150 words?
- checked grammar and spelling?

► Writing Reference WB pages 82–83

## LISTENING

1 Read the Exam Skill box. Then use this method to help you with exercises 2 and 3.

### EXAM SKILL: Active listening

When you listen to the recording ...

- listen out for words and phrases that are similar to the key words in the questions.
- if you don't know a word, try to guess its meaning from the context.
- remember you don't have to understand every word to answer the questions.

2 **1.19** You are going to listen to a radio programme about university education and Second Life. As you listen, choose the correct alternatives to complete the sentences.

- 1 Second Life is a **university campus** / **virtual world**.
- 2 An 'avatar' is an **animated character** / **animal**.
- 3 Joel is generally **positive** / **negative** about learning in Second Life.

3 **1.19 MULTIPLE-CHOICE** Listen again and choose the correct answers.

- 1 Which of these is not mentioned by Dr Cato?  
A An airport.  
B A Swedish embassy.  
C A television studio.  
D A computer company.
- 2 The British Council has an island where ... can go.  
A anybody  
B only teenagers  
C only English people  
D only university students
- 3 Joel doesn't attend all of his lectures in real life because ...  
A he sometimes has to be elsewhere.  
B they are too expensive.  
C they are boring.  
D they are a long way from his house.



- 4 Joel thinks having an 'avatar' is useful because ...  
A it can fly.  
B it's fun to have a cartoon character.  
C you don't have to worry about the way you look.  
D they always attend lectures.
- 5 When Joel first started using Second Life he couldn't ...  
A type fast enough.  
B control his character.  
C access the website.  
D find the lecture hall.
- 6 What does Dr Cato say about the future of education in virtual worlds?  
A Virtual worlds will decrease in importance.  
B Second Life will be the only virtual world to offer education.  
C It will become more important than face-to-face learning.  
D Universities will create their own virtual worlds.



## DICTIONARY

4 **1.20** Listen to four sentences from the radio programme and write them down.


- 1 The teenagers ...
- 2 With university fees ...
- 3 Having ...
- 4 At the ...

5 **1.20** Listen again and check your answers.

## LISTENING


Audio Script ► TG page T129

Extra practice ► WB page 31

- 1 Read the Exam Skill box with the class.
- 2  1.19 Students listen and choose the correct alternatives.

### ANSWERS

- 1 virtual world
- 2 animated character
- 3 positive

- 3  1.19 Allow students time to read the multiple-choice questions. Students then listen again and choose the correct answers.

### ANSWERS

1 A 2 B 3 A 4 C 5 B 6 D

### Extra activity: Listening


Dictate these extracts from the listening text to the class. Pause or cough to indicate a gap. Alternatively write the sentences on the board. Ask students to guess what the missing words might be, then listen and check. Make sure students understand the meaning of the missing words.

- 1 Visitors can \_\_\_\_ art galleries and science exhibitions.
- 2 Avatars can walk and fly, and \_\_\_\_ with six million other users around the world.
- 3 They can \_\_\_\_ lectures and \_\_\_\_ seminars.
- 4 It means that if I \_\_\_\_ a lecture, I can listen to it again.
- 5 What, in your experience, are the \_\_\_\_ to attending courses in Second Life?
- 6 We might even see universities \_\_\_\_ their own virtual worlds.

### ANSWERS

- 1 browse
- 2 interact
- 3 attend, take part in
- 4 miss
- 5 downsides
- 6 running

## DICTATION

- 4  1.20 Students listen and write the sentences.

### ANSWERS / AUDIO SCRIPT

- 1 The teenagers can attend workshops and practise their English with other young people from around the world.
- 2 With university fees being so high nowadays, many undergraduates have to work and it's not always possible to attend every lecture.
- 3 Having an invented character makes it easier to talk to strangers.
- 4 At the beginning I kept on walking into walls or falling into the sea.

- 5  1.20 Students listen again and check their answers.

## SPEAKING Giving opinions

Extra practice ► TRB page 109

Speaking Reference ► WB pages 90–92

- 1  1.21 Students listen and answer the questions.

### ANSWER

- 4 – The speakers disagree.  
1 – The speakers agree with each other – but disagree with the statement.


### AUDIO SCRIPT

#### Conversation 1

- S1 I think it's a great idea to take a year off to work or travel before you start university education.  
S2 I don't know. I think it makes more sense to go straight to university.  
S1 Really? What makes you think that?  
S2 Well, I know a gap year would be great fun, and a really fantastic opportunity to discover other parts of the world and everything, but if you get out of the habit of studying it must be hard to get back into it a year later.  
S1 I'm afraid I can't agree. I think it's important to take a break, and when you come back you'll feel refreshed and energized, and ready to start your studies again.  
S2 Hmm, I'm not so sure about that ...

#### Conversation 2

- S3 No, I don't agree with this statement at all. I think philosophy is a really important subject. It helps you to think clearly and logically and to ask questions about things. How about you? What do you think?  
S4 I think you're completely right. My brother's doing it at university and he says that companies are very interested in employing graduates with philosophy degrees.  
S3 Is that right?  
S4 Yes, and anyway, if you really enjoy philosophy, then I think that's a really good reason to study it at university.  
S3 I couldn't agree more. I think it's crucial to study something that interests you.

- 2  1.21 Students listen again and complete the expressions.

### ANSWERS

- 1 makes  
2 afraid  
3 so  
4 do  
5 completely  
6 couldn't

- 3 Read the Useful Language box with the class and add the expressions.

### ANSWERS

Agreeing: I think you're completely right, I couldn't agree more  
Disagreeing: I'm afraid I can't agree, I'm not so sure about that  
Asking for opinions: What makes you think that?, What do you think?

- 4 Read the Speaking Skill box with the class.  
5 Students read the statements in exercise 1 again and discuss their opinions and reasons in pairs.

### ANSWERS

Students' own answers.

### Extra activity: Speaking

Ask students to write two sentences of their own expressing opinions, like the sentences in exercise 1. Students can then work in pairs to read their sentences to their partner, who can agree or disagree with them.

This activity is also suitable for fast finishers. ►►

## PRONUNCIATION Words ending in *-ate*

- 6  1.22 Students listen and repeat.

### AUDIO SCRIPT

/eɪt/	/ət/
graduate	chocolate, private

- 7 Students copy and complete the rules.

### ANSWERS

1 /ət/ 2 /eɪt/ 3 /ət/

- 8 Students predict how the words will be pronounced.

### ANSWERS

- 1 undergraduates – /ət/, certificates – /ət/  
2 dictate – /eɪt/, separate – /ət/  
3 estimate – /eɪt/, illiterate – /ət/  
4 calculate – /eɪt/, accurate – /ət/

### AUDIO SCRIPT

- 1 The undergraduates were awarded their certificates.  
2 I'm going to dictate six separate sentences.  
3 Officials estimate that 18% of the world's population is illiterate.  
4 If I calculate the answer in my head, it might not be accurate.

- 9  1.23 Students listen and check answers.

## SPEAKING Giving opinions

▶ Speaking Reference WB pages 90–92

1 1.21 Read through the statements and then listen to two conversations. Which two topics are being discussed? Do the speakers agree with each other?

- 1 Studying non-vocational subjects like philosophy at university is pointless.
- 2 It's essential to have a university degree in order to get a good job.
- 3 The main purpose of going to school is to pass exams.
- 4 It's a good idea to take a gap year before going to university.
- 5 In the future teachers will be replaced by computers.



2 1.21 Listen again and complete these expressions.

- |                              |                                  |                               |
|------------------------------|----------------------------------|-------------------------------|
| 1 What ..... you think that? | 3 I'm not ..... sure about that. | 5 I think you're ..... right. |
| 2 I'm ..... I can't agree.   | 4 What ..... you think?          | 6 I ..... agree more.         |

3 Add the expressions from exercise 2 to the Useful Language box.

### USEFUL LANGUAGE: Agreeing and disagreeing

#### Agreeing

So / Neither do I. • Definitely. • That's a good point.

#### Disagreeing

Actually, I don't think that's true. • Yes, but ... • I couldn't agree less.

#### Asking for opinions

Do you agree? • What's your opinion? • How about you?

4 Read the Speaking Skill box. Use these tips to help you with exercise 5.

### SPEAKING SKILL: Discussing a topic

- Give your opinion and explain the reasons for your opinion.
- Ask your partner for an opinion, listen, and respond to their opinion politely.

5 Read the statements in exercise 1 again. Do you agree or disagree? Discuss your opinions with a partner. Use the Useful Language box to help you, and give your reasons.

## PRONUNCIATION Words ending in *-ate*

6 1.22 Look at the two ways *-ate* can be pronounced at the end of a word. Then listen and repeat.

/eɪt/	/ət/
graduate (v)	chocolate (n), private (adj)

7 Look at the table in exercise 6 again. Then copy and complete the rules.

### RULES

- **Adjectives** ending in *-ate* are pronounced with an (1) ..... sound.
- **Verbs** ending in *-ate* are pronounced with an (2) ..... sound.
- **Nouns** ending in *-ate* are usually pronounced with an (3) ..... sound.

8 Read the sentences and decide how the *-ate* sounds are pronounced. Write /eɪt/ or /ət/.

- 1 The undergradu**ate**s were awarded their certifi**cate**s.
- 2 I'm going to dicta**te** six separa**te** sentences.
- 3 Officials estima**te** that 18% of the world's population is illitera**te**.
- 4 If I calcula**te** the answer in my head, it might not be accura**te**.

9 1.23 Listen and check your answers.

## PROGRESS CHECK Starter–Unit 3

### Grammar

- 1 Complete the text with **either** the correct active or passive form of the verbs in the list **or** an appropriate relative pronoun.

receive | sell | educate | teach | set up | have | locate

#### The BRIT School

What (1) ..... Amy Winehouse, Leona Lewis and The Kooks ..... in common? They (2) ..... all ..... at the BRIT School. The BRIT School (3) ..... in South London and is the only school in Britain (4) ..... provides an education for young people (5) ..... want to pursue a career in the arts industries, but (6) ..... parents are unable to pay school fees. Ten million albums (7) ..... in the UK by BRIT school graduates since the school (8) ..... in 1991. In addition to improving their singing and instrument-playing talents, students (9) ..... music theory, music history and all about the music business. The school (10) ..... money from both the government and the music industry.

10 marks

### Vocabulary

- 2 Match the words and phrases in the list with definitions 1–10.

to graduate | to bully | outgoing | a degree | to master  
to cram | an opponent | to drop out | a foul | an A level

- 1 an action that is against the rules of a game
- 2 to leave school, university etc. without finishing your studies
- 3 to frighten or hurt a weaker person
- 4 to complete a university course
- 5 a school-leaving qualification
- 6 sociable
- 7 to learn a lot of things in a short time before an exam
- 8 to learn or understand something completely
- 9 a university qualification
- 10 a person you are playing against in a competition

- 3 Complete the sentences with an appropriate word.

- 1 The cash machine is out of .....
- 2 His heart ..... when he found out he'd failed the exam.
- 3 I need a job but I haven't got ..... to looking for one yet.
- 4 In the UK parents are fined if their children ..... truant.
- 5 He's dyed his hair. Now it's pitch .....
- 6 If they win they'll get through to the second .....
- 7 ..... diets are not a healthy way to lose weight.
- 8 She's always getting into trouble for messing ..... in class.
- 9 Get up! Your class is at 9 a.m. You're ..... it too fine!
- 10 The pass mark was 50%. He just ..... through with 51%.

10 marks



### Error correction

- 4 Find two mistakes in each sentence and correct them.

- 1 You're lucky to have a boyfriend like Joe – you must take him as granted.
- 2 She expelled from school for taking the drugs.
- 3 I was getting home late because I worked up at the gym after school.
- 4 Although he had been injured his foot, he managed to win his opponent.
- 5 I was been given this necklace from my grandmother.

10 marks

### Sentence transformations

- 5 Complete the second sentence so that it has the same meaning as the first. Use the bold word.

- 1 You can see the Great Wall of China from outer space.  
The ... (**seen**)
- 2 Rob called to say he's just coming.  
Rob ... (**way**)
- 3 The optician tests her eyes every two years.  
She ... (**tested**)
- 4 It was a bad idea to take her advice.  
I ... (**have**)
- 5 He's got fatter over the last couple of months.  
He's ... (**weight**)

10 marks

Total

40 marks

## PROGRESS CHECK Starter — Unit 3

This Progress Check revises grammar and vocabulary from the Starter Unit to Unit 3.

### Grammar

- 1 To encourage students to read the text through for general meaning, ask: *What is the BRIT School?* Students read the text quickly to answer the question (it is a special school for young people who want to learn about the arts and music). Students complete the text with the missing words.

#### ANSWERS

- do, have
- were, educated
- is located
- which / that
- who / that
- whose
- have been sold
- was set up
- are taught
- receives

### Vocabulary

Remind students that this section revises material from the Introduction and Vocabulary pages, as well as the false friends and the phrasal verbs from the Reading pages.

- 2 Students match the words and phrases with the definitions.

#### ANSWERS

- |               |                |
|---------------|----------------|
| 1 a foul      | 6 outgoing     |
| 2 to drop out | 7 to cram      |
| 3 to bully    | 8 to master    |
| 4 to graduate | 9 a degree     |
| 5 an A level  | 10 an opponent |

- 3 Students complete the sentences with the appropriate words.

#### ANSWERS

- |         |            |
|---------|------------|
| 1 order | 6 round    |
| 2 sank  | 7 Crash    |
| 3 round | 8 around   |
| 4 play  | 9 cutting  |
| 5 black | 10 scraped |

### Error correction

Remind students that the errors in this activity may relate to grammar or vocabulary.

- 4 Students correct the mistakes.

#### ANSWERS

- You're lucky to have a boyfriend like Joe – you **shouldn't** take him **for granted**.
- She **was** expelled from school for **taking drugs**.
- I **got** home late because I worked **out** at the gym after school.
- Although he **had injured** his foot, he managed to **beat** his opponent.
- I **was given** this necklace **by** my grandmother.

### Sentence transformations

- 5 Students complete the sentences.

#### ANSWERS

- The **Great Wall of China can be seen from outer space**.
- Rob **called to say he's on his way**.
- She **has her eyes tested (by the optician) every two years**.
- I **shouldn't have taken her advice**.
- He's **put on weight over the last couple of months**.