

2

Earning a living

Module 2 includes topics such as growing up, schools/education and work.

Lead-in p. 21

Elicit the difference between the words *job* and *work* (*job* (countable): the specific thing that you do for a living; *work* (uncountable): the general concept) and between *job* and *career* (*career*: a job or profession that you plan to do for several years). Then elicit the names of the jobs shown in the photos (barrister, artist, clothes designer, stockbroker). Ask students if they would like to do any of the jobs shown and to give reasons for their answers. Finally, get them to discuss the lead-in questions.

Background

In the UK *lawyers* are divided into *solicitors*, who give legal advice and prepare documents, and *barristers* (shown in the photo), who represent people in court.

2A Work

Reading pp. 22–23

- 1 Ask students if they know of anyone that has quit a job to start their own business and why they did so. Then ask them to look at the photo and title of the article and discuss the questions. You could add a third question: *Why do you think the company is called Innocent?*
- 2 Refer students back to the first strategy box on page 8, then ask them to read the article and check their answers to the questions in Exercise 1. You could get them to discuss/compare answers in pairs before you check as a class.
- 3 Start by looking at the strategy boxes, then get students to mark the key words in the questions before they do the task. You could also suggest a different technique for answering multiple-choice questions here: students look at the question first and then try to find the answer in the text without looking at the options. Remind students that for each question, they should mark the parts of the text that contain the information they need. Do not confirm answers yet.

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

- 4 Ask students to discuss their answers to Exercise 3, explaining why they chose each option. They could do this in pairs or small groups. Then check answers as a class.

- 5 Students are likely to encounter words with which they are unfamiliar. If the words are in an important part of the text, students should use the strategy highlighted here to deduce the meanings. Ask students to look at the underlined words in the text and try to work out the meanings from the context. If they find this difficult, put the following definitions on the board and ask students to match them with the underlined words.

1 *encouragement to work harder*

2 *very little*

3 *keep something in order to sell it*

4 *tell your employer officially that you are leaving your job*

5 *unusual behaviour or appearance*

6 *something put in food, usually to make it taste better or to preserve it*

Get students to find other new words in the text and use the strategy to guess the meanings. Use the opportunity to advise students on how to organise their vocabulary notebooks – they often need a lot of encouragement initially.

You could finish off with a brief class discussion, using the following questions:

1 *Would you prefer to have your own business or work for someone else?*

2 *What are the benefits and drawbacks of setting up your own business?*

3 *What type of business would you like to have?*

resigned = tell your employer officially that you are leaving your job

additives = something put in food, usually to make it taste better or to preserve it

stock = keep something in order to sell it

quirkiness = unusual behaviour or appearance

minimal = very little

incentives = something that encourages you to work harder

Photocopiable activity

Activity 2A (p. 91) can be used here. It is a group discussion on various aspects of a variety of jobs.

Language development 1 pp. 24–25

With books closed, ask students for ways of finding jobs (e.g. asking around, job centres, advertisements, relatives) and the process of getting them (e.g. see an advertisement, write a letter of application, attend an interview). Discuss students' experiences of applying for jobs and/or attending interviews.

- 1a** Get students to read the advert and letter and discuss the question in pairs. Note the spelling variation: *program* (AmE), *programme* (BrE). Point out that either is acceptable in the exam as long as there is consistency.

Yes, she is. Her first language is Spanish, her English is good and she has some experience of working with children.

- 1b** If students are not familiar with the names of the tenses, give them some examples before they do the exercise.

past simple: spent, helped
present perfect simple: have (often) been, have learned, haven't worked

- 1c** This is to draw students' attention to the different uses of the tenses and is also preparation for completing the grammar box in the next exercise. You may want to let students discuss the questions in pairs before class feedback.

1 no **2** no **3** yes (last year) **4** yes (two years ago)

- 1d** Give students enough time to complete the grammar box, then check answers with the class.

A

- 1** I have often been to California ...
2 I have learned a lot of English over the years.
3 I haven't worked at a summer camp before.

B

- 1** Last year I spent two months on an internship program in San Francisco.
2 Two years ago I helped at a children's charity here in Peru for a month.

- 2a** Ask students to complete the extracts individually and then compare answers in pairs. It would be helpful to compare/contrast the two perfect forms of *go* at this stage (e.g. *He has gone to the USA./He has been to the USA.*) with suitable concept questions (e.g. *Where is he now? Has he returned?*).

1

- A: Have you ever lived abroad?
B: Yes, I have.
A: Where did you live?
A: When did you go there?

2

- A: Have you ever worked in an office?
B: No, I haven't.

3

- A: Have you ever been to the USA?
B: Yes, I have.
A: When did you go there?
A: Why did you go there?

4

- A: Have you used English in your work before?
B: No, I haven't.

- 2b** This activity would work well in pairs.

- 3a** Students complete the exercise individually, then check answers as a class.

present perfect simple: have lived, have (just) taken, haven't had
present perfect continuous: have been studying, have been taking

- 3b** Like Exercise 1c, this is to draw students' attention to the different uses of the tenses and also to prepare them for the next exercise, where they complete the grammar box.

1 yes **2** yes **3** I **4** yes **5** maybe – we don't know

- 3c** Give students enough time to complete the grammar box, then check answers with the class.

A I have lived in Lima since 2011.

B I have been studying for a degree in education for two years.

C I have just taken my second-year exams.

D I have been taking part in a series of workshops on children's games.

- 4** *For* and *since* are frequently tested in the exam and also often confused by students. Ask students to read the information and complete the phrases, then check answers with the class. One way to give further practice is to give each student two pieces of paper, one with the word *for* and the other with the word *since*. Then call out a list of time expressions (e.g. *six months, last year, October, Friday, five days, five o'clock, Christmas*), and as you say each one, students hold up the correct piece of paper. To make it a game, you could award points for correct answers.

1 for **2** since **3** for **4** since **5** for **6** since

- 5** Remind students that this type of checking and correcting is important with their own written work. Get them to justify their answers.

1 ✓

2 I've had some good news. I've got the job!

3 ✓

4 ✓

5 Emma's fallen over and hurt her knee.

6 The lift isn't working, so we've been using the stairs all day.

- 6** Students complete the extract with the correct verb forms. Point out that more than one answer may be possible in some items. You could get students to compare answers in pairs before checking with the class.

1 have been **2** haven't written **3** haven't been waiting **4** have been working **5** haven't had **6** felt **7** have made/have been making **8** have been trying **9** have found **10** have been staying

- 7** This is an opportunity for less controlled personalised practice of the structures. Encourage students to try and write interesting true sentences but to use their imagination if they can't think of anything true to write.

- 8 This could be done with a competitive element: you could ask students to work in pairs and see which pair is the quickest to find and correct the eight mistakes.

I **was** born in Peru 26 years ago and I've lived here all my life. I **have been** married for two years but we don't have any children yet. I've been working in a bank **for** four years and I enjoy it a lot. In my spare time I'm trying to improve my English – I've **been having** private lessons for six months now. I also love reading. Last year I **tried** to read a novel in English. I **have been going** to the mountains for my holidays **for** six years because I love walking. I **also went** to Brazil two years ago to stay with some friends.

Writing pp. 26–27

- 1 Point out to students that in Paper 2 Part 2, they may be asked to write a formal letter or email. Go through the list of different types of email/letter and discuss the questions with the class.

very formal: d, e; semi-formal: c and possibly a and b, depending on the relationship; informal: f;
It depends on the relationship, e.g. how friendly you are with your neighbour.

- 2 In the exam, as with all writing, the writer needs a clear focus on the reason for writing. Students should consider these four questions for every piece of writing they do now.

1 the Lifeguard Manager 2 to apply for a job 3 personal information, experience, qualifications, suitability (and possibly availability) 4 positive, enthusiastic

- 3a Again, emphasise that the planning stage is vital if students are to include all the important information within the word count and use a range of structures/vocabulary. You could ask students to discuss their answers in pairs before class feedback.

1 b (The name comes at the end.)
2 a, c, e, f, g, j
3 c
4 a (Referees would normally be given in the accompanying CV.)

- 3b Encourage students just to make notes at this stage, not to start writing the actual paragraphs.

- 4a Point out that the only problem here is the level of formality. All the sentences contain good English and interesting phrases.

appropriately formal: 2, 6, 10
too informal: 1, 3, 4, 5, 7, 8, 9

- 4b Give students enough time to study the phrases in the table before they rewrite the sentences. Point out that more than one answer may be possible.

Suggested answers:

- 1 I would like to apply for the position of lifeguard assistant, which I saw advertised in a student newspaper.
3 At present I am studying at university and I am a good swimmer.
4 I regret I have had no experience of this kind of work but I am a good swimmer.
5 I very much enjoy working with people.
7 I think I would be a suitable candidate for this job because ...
8 I would be happy to attend an interview.
9 I hope you will consider my application.

- 4c Point out to students that it is important that their letter/email has a suitable opening and closing. Check answers with the class.

opening: 2 (As the name of the manager is unknown, this is the only suitable opening.)

closing: 7 (This is the best ending when no name has been used at the beginning. In British English, if there is a name at the beginning (e.g. *Dear Mr Smith*), *Yours sincerely* is usually used at the end.)

- 5 Now that students have done detailed work on the planning of their email, the writing should not take more than 20 minutes.

Sample answer:

Dear Sir or Madam,
I am looking for outdoor work during the summer holidays and I would like to apply for the position of lifeguard assistant, which I saw advertised in my university's student newspaper.
I am 20 years old and at present I am studying Physical Education. I am a strong swimmer and have recently had first aid training. I very much enjoy working with people and for the last two summers I have been working as an assistant ranger in a National Park, where I had to provide information to the public about using the park and provide emergency assistance to park users. Now I am looking for something different.
I think I would be a suitable candidate for the position because I have been described as calm in a crisis and someone who works well with others.
I am available for the whole of August and would be happy to attend an interview at any time. I look forward to hearing from you at any time in the near future.
Yours faithfully,

- 6 Checking and editing should take another ten minutes. Remind students that contractions and direct questions are not used in formal letters/emails. When they check the number of words, teach them at this stage to calculate the average number of words per line and then just count the lines. By the time of the exam, they should have a good feel for the right number of words in their handwriting and therefore won't need to waste time counting every word.

2B A learning experience

As a lead-in, with books closed, put students in pairs or groups to talk briefly about the school(s) they go/went to. Give suitable prompts if necessary (e.g. *State or private? Single-sex or mixed? Strict or relaxed?*).

Speaking pp. 28–29

- I** Ask students to look at the photos and match them with the stages of education. Check answers, then discuss the question about schools/colleges in the students' country/countries.

I C 2 B 3 D 4 A

- 2a** You could ask students to work in pairs to match the words with the different stages of education, then discuss as a class. Point out that some of the words might go with more than one photo.

Background

Continuous assessment is a way of judging a student's work by looking at what they have achieved during the year in tests, essays and projects rather than by testing them in a final year exam. It is said to give a more complete picture of a student's ability and understanding as they are free from time pressures. However, with students increasingly using the internet to research assignments, many institutions are considering returning to the use of exams.

- 2b** This exercise gives students practice in identifying syllable stress. Encourage students to compare answers in pairs after completing it and play the recording for them to check their answers. You could then play it a second time, pausing after each word for students to repeat it, checking that their pronunciation is correct as required.

continuous assessment curriculum degree exams
head teacher higher education homework lecturer
playground playgroup strict discipline tutorial
undergraduate uniform

- 3** Check that students know the meaning and pronunciation of the items. A list of school subjects is a useful lexical set under the topic of education. A spidergram in a vocabulary notebook would be a good way to record them. When checking answers to question 2, ensure students are pronouncing the words correctly.

2 dramatist economist engineer historian linguist
mathematician philosopher scientist sociologist

Background

Many school subjects are abbreviated: *PE* = physical education, *ICT* = Information and Communications Technology, *DT* = Design and Technology, *RP* = Religion and Philosophy, *PSHE* = Personal, Social and Health Education.

- 4** Point out that students should notice the collocations as they do the exercise (e.g. *sit/pass/fail exams, attend lectures*).

1 paid **2** skipped **3** failed **4** resit **5** passed **6** apply
7 doing **8** get **9** study **10** attends **11** revises

- 5** Students can discuss the questions in pairs, small groups or as a whole class.
- 6a** Draw students' attention to the spidergram, then play the recording for them to answer the question. They should not discuss the question in the spidergram at this stage – they will do this later.

They have to discuss the question between them for about two minutes. In this task, they are asked to talk about how the changes would benefit the students.

- 6b** Ask students to read the strategy first, then explain that they are going to hear two candidates doing the first part of a collaborative task. Play the recording, then ask students which points of view they agree/disagree with, and why.
- 6c** Give students time to study the table, then play the recording again for them to complete the phrases.

1 personally, I think **2** me **3** least important **4** agree more
5 true **6** suppose **7** up to a point **8** think **9** not so sure
10 what you mean but **11** I don't think that matters

- 7** Divide students in pairs and give them time to look at the spidergram again and to prepare before the discussion. Monitor and check that they are using the language for giving opinions, agreeing and disagreeing, and give feedback on this afterwards.
- 8** Refer students back to the strategy box and get them to briefly discuss the question. They could do this in pairs, small groups or as a whole class.
- 9a–b** Give students time to look at the statements and think about them first. Remind them to use the functional language as they discuss the points, and again give feedback on this afterwards.

Listening p. 30

- 1a** Start by getting students to briefly describe the photo and then ask them to discuss the questions in pairs, small groups or as a whole class.
- 1b** Ask students to look at questions 1 and 2 first, and the highlighted key words. Ask them what they think the answers might be. They should then mark the key words in the rest of the questions and try to predict what they might hear. Point out that they should *not* read the options yet.
- 2** Go through the strategy box before students do the task. Before they listen, remind them that opinions might be expressed in different words from those written in the options. Do not confirm answers yet.

1 B 2 A 3 C 4 C 5 B 6 A 7 C

- 3 Ask students to compare and discuss their answers in pairs, then play the recording for them to check. Finally, check answers with the class.
- 4 Students could also discuss their opinions on whether it is good to work while studying.
- 5 After checking answers, you could ask students to make sentences of their own using the collocations. Encourage them to record the collocations in their vocabulary notebooks.

1 g 2 h 3 f 4 b 5 a 6 e 7 c 8 d

Use of English 1 p. 31

- 1 This exercise is a quick introduction to the topic of the text. Don't spend long on it and don't expect students to come up with too much detail!

Background

Albert Einstein (1879–1955) was born German but became a Swiss citizen in 1901. He emigrated to the USA in 1933. His theory of relativity was just one of many great theories. When the first atom bomb was used, he said that if he had known what his discoveries would be used for, he would have been a watchmaker. After the Second World War, he campaigned against nuclear weapons.

- 2a Explain to students that the purpose of the two questions is to get a general understanding of the text and that they should only spend a minute or so looking at the text to find the answers.

1 science

2 He didn't like exams or going to classes.

- 2b First go through the strategy box with the class. Elicit ways of identifying whether the missing word is a noun, article, verb, pronoun, etc. (e.g. *What word follows the gap? What type of words are followed by -ing forms?*). When students first work through the text, point out that they don't have to fill in the gaps in order; harder ones can be left until others have been filled in, by which time they might seem easier. Remind students that they can use the Help notes for support with certain items.

1 a 2 all 3 what/as 4 neither/nor 5 Despite/After
6 the 7 where 8 was

- 2c It might be useful for students to discuss these questions in pairs before giving them the answers and explanations.

1 0, 1, 2, 3, 6 2 b

- 3 Another question to discuss could be: *Do you think that, generally speaking, school/university exams are a good indication of how successful someone will be?*

Language development 2 p. 32

- 1a It might be useful to elicit some uses of articles with books closed before students read the grammar box and look for examples in the text.

A

before singular, countable nouns: he was unable to get a job in a university, he worked in a secondary school, Einstein got a job with jobs: he was not a particularly good student

B

in certain expressions: one of the best, one of the greatest when there is only one of something: the entrance exam, the Swiss Federal Institute of Technology

C

when talking about something in general: At school, he didn't like exams

before subjects of study: outstanding in mathematics and physics

before most countries, continents, towns and streets: in Munich, in Zurich, in Bern

in certain expressions: in the history of

- 1b Do the first question as an example with the class, asking suitable concept questions for each part, e.g.: *How many best courses can you have?* (only one) '*... the one I did*': *do we know which one?* (yes) '*the economics*': *what type of word is 'economics'?* (a subject of study) '*The teacher*': *do we know which teacher?* (yes) '*a good progress*': *is progress countable or uncountable?* (uncountable)

Encourage students to work through the other sentences in the same way.

1 The best course was the one I did on ~~the~~ economics.

The teacher was very good and I made a good progress.

2 Nina's studying ~~the~~ German at evening classes in ~~the~~ London.

3 My brother is 19. He's at ~~the~~ university in ~~the~~ Africa and wants to become ~~an~~ English teacher because it would give him ~~a~~ good opportunity to travel.

4 When we were in Japan, we noticed that most Japanese students work harder than the American students I met in ~~the~~ USA.

5 I go to college by ~~the~~ train. Unfortunately, the train is often late.

- 1c Students should work through the gapped text with the same systematic approach. Note how *college* is used in different ways in the text, illustrating different uses of articles; *students wanted a college* (indefinite), *the location of the college* (definite), *go to college* (fixed phrase).

1 – 2 a 3 – 4 the 5 the 6 the 7 the 8 the 9 the
10 The 11 a 12 – 13 a 14 a 15 – 16 – 17 –

- 2 Give students time to read through the grammar box before doing the exercise. You could then get them to compare answers in pairs before checking with the class.

1 some 2 any 3 anything 4 some 5 anything 6 some
7 hardly any 8 some 9 some 10 anything

Photocopiable activity

Activity 2B (p. 92) can be used here. Students complete the missing articles in a story and retell it to a partner.

Use of English 2 p. 33

- 1 Start by asking students to briefly describe the photo. They then discuss the questions in pairs, small groups or as a whole class.
- 2a As with other Use of English tasks, it is important for students to have a general understanding of the text before attempting the task. Ask them to read the text quickly, ignoring the gaps at this stage, and answer the two questions.

1 trying to remember things 2 Use all senses, so listen to as well as read the information. Study at the right time (before bed) and in the right atmosphere (peaceful).

- 2b Go through the strategy box before students do the task. Look at the example and do question 1 together, to help students with the strategy. You could get students to compare answers in pairs before checking with the class.

1 countless 2 valuable 3 silently 4 combination 5 written
6 unlikely 7 possibility 8 peaceful

Help:

3 an adverb

- 3 These questions focus students on the strategy and introduce words such as *suffix* and *prefix*, which students may not be familiar with.

1 Students' own answers
2 a 0, 4, 7; b 1, 2, 5, 6, 8; c 3
3 a 1, 2, 3, 4, 7, 8; b 6
4 Students' own answers

- 4 You could also ask students whether they think listening to music helps people study or when the best time to revise something is.

Language development 3 p. 34

- 1a This is the first time suffixes are dealt with in the book. Emphasise that many types of words are formed by adding suffixes and that this section only looks at adjectives. Give students advice on recording suffixes in their vocabulary notebooks. Suggest that each time they learn a new word they also record the related words formed with suffixes (e.g. *suit*, *suitable*, *unsuitable*, *suitability*, *suitably*). As you check answers, point out changes in stress as the nouns change to adjectives (*courage* – *courageous*; *drama* – *dramatic*).

1 harmless 2 natural 3 courageous 4 childish 5 helpful
6 passionate 7 dirty 8 horrible 9 dramatic 10 lively

- 1b Students can discuss the questions in pairs, small groups or as a whole class.
- 2a Students could either do this in pairs or individually, using dictionaries. If they use dictionaries, explain how phrasal verbs are listed in the dictionary. This is another useful lexical set under the topic of education, so a spidergram in students' vocabulary notebooks would be a good way to record these phrasal verbs.

1 g 2 a 3 h 4 c 5 j 6 i 7 b 8 d 9 e 10 f

- 2b Do the first question as an example with the class, to ensure they are thinking about both the correct verb and the correct tense.

1 turned up 2 staying on 3 carry out 4 work out
5 Go over 6 handed in 7 keep up with 8 pick up
9 get, across 10 got down to