

READING

You may want to use the interactive whiteboard material to visually present answers to the reading comprehension questions and the process involved in arriving at these answers.

1 Word Check Check that students understand the meaning of the words listed before they read the text. If you like, you can ask students to translate the words into their own language or give them the English definitions below.

daintily (line 4): in a gentle, careful way

bound to (line 39): extremely likely to happen

pursuit (line 50): when someone tries to get, achieve or find something in a determined way

down payment (line 69): a payment that you make when you buy something that is only part of the full price, with the rest to be paid later

flourish (line 86): grow or develop successfully

Before students do Exercise 2, you can refer them to the **Reading Strategies on page 152** for a review of the reading strategy practised in this unit.

2 Making Inferences Point out to students that it is often possible to infer information that isn't actually written in the text. Tell them that making an inference means drawing a conclusion on the basis of evidence and reasoning.

Tell students to read the sentences from the story and choose the most logical inference.

Answer

b
The expressions *with virility* and *daintily* and the fact that the father is eating *steak* while his son is eating *pasta* help us infer that father and son must be quite different.

3 Tell students to read the text and choose the correct answers according to the text. You may want to play the recording of the text (**Class CD 2, Track 1**).

Answers

1. a

Option a: Correct. In lines 12-13 James' father tells his son that he *can't switch schools now* so we can infer that James' father thought his son would like to change schools.

Option b: Incorrect. *Brown* is mentioned in the text but it is a distractor.

Option c: Incorrect. In lines 17-18 James says he is *thinking of not going to college at all* but that is not what his father thinks. The expression *going to college* is also a distractor.

Option d: Incorrect. The verb *run away* (lines 25-26) is another distractor. James' father is being sarcastic when he asks his son if he wants to *run away and join the circus*.

2. c

The keywords in the question are **learn best**.

Option a: Incorrect. In lines 27-30 James says *I just don't want to go to college* because he thinks *it would be a waste of time* so this option is incorrect.

Option b: Incorrect. The expression *join the circus* (line 26) is a distractor. James' father sarcastically asks James if he wants to join the circus.

Option c: Correct. In lines 32-34 James claims *I can teach myself everything I want to know*.

Option d: Incorrect. The text does not say James would like to listen to his father. In fact, we can infer from the text that it is unlikely that James will listen to his father at all.

3. b

The keywords in the question are **James' father** and **college** so we should look for James' father's opinion of colleges (lines 47-52).

Option a: Incorrect. It is James who thinks that going to college is the *social norm* (line 40). The expression *social norm* is a distractor.

Option b: Correct. In lines 47-48 James' father says that *not everyone goes to college*.

Option c: Incorrect. There isn't any reference to finding a job in the text.

Option d: Incorrect. The adjective *intelligent* is a distractor. James' father says James is a *very intelligent young man* (lines 41-42) and so going to college would be *just the thing* for someone like his son (lines 51-52).

4. c

The keywords in the question are **in the end**, so we should read the end of the conversation (lines 76-91) to find out what James' father says.

Option a: Incorrect. James' mother is mentioned in lines 76-79 but it is a distractor. James' father doesn't say he will discuss the issue with her.

Option b: Incorrect. From reading lines 76-88 we can infer that James' father doesn't understand his son's point of view.

Option c: Correct. In lines 84-86 James' father makes clear that his son is *going to college*.

Option d: Incorrect. James' father has already made a decision for his son.

4 Tell students to answer the questions using their own words.

Answers

1. James believes the subjects he will study in college will be uninteresting and that he won't remember anything.

The keywords are **subjects** and **college**. In lines 35-40, we discover what James thinks about this issue: ... *a lot of stuff I'm not particularly interested in and am bound to forget.*

2. James' father thinks his son won't find college as unexciting as high school because college will turn out to be much more motivating and challenging.

The keywords are **college** and **different from high school**. In lines 41-45 James' father points out this difference: ... *high school has been a bit difficult and boring for you but college is different. You'll be challenged and stimulated.*

3. Instead of going to college, James would like to purchase a house far from New York and find a job.

The keywords are **two things** and **instead of studying**. Two examples given by James of what he would like to do are found in lines 58-63: *I want to buy a house ... in Indiana. Or Kansas. Or South Dakota* and also in lines 72-73: *I'd also want to work.*

5 Tell students to complete the sentences according to the information in the text. Remind students to pay attention to the grammar of the sentence. Give students a time limit of four minutes to do this.

Answers

1. We can infer that Trollope was **one of the authors that James likes reading and from whom he could learn a lot.** (lines 53-55)

2. James' father won't object if he works at McDonald's after he **has been in college for four years and completed his university studies.** (lines 79-83)

3. From the final sentence, we can infer that James' parents **are divorced.** (lines 90-91)

In the final sentence James' father asks his son, "So how is your mother?"

6 **Exam Focus: Finding Synonyms and Antonyms**
Refer students to **page 154 of the Student's Book** for practical tips and strategies for finding synonyms and antonyms.

Tell students to find words in the text that mean the opposite of the words listed. You may have to pre-teach the words *hesitant* and *unskilled*.

Answers

1. daintily (line 4)
2. confident (line 32)
3. stimulated (line 45)
4. educated (line 78)
5. accomplished (line 79)

7 **Over to You** Ask students if they think James should go to college. Encourage students to give reasons.

Possible Answer

Of course James should go to college because education opens up doors. The more education you get, the more opportunities you will have in the future – and having more options leads to success and happiness in life. College will also expand your mind and you will go to classes with people of all different backgrounds.

I don't think James should go to college if he doesn't want to because today going to college is almost useless. College had its worth 20 years ago when not everyone had a degree. In addition, material learned in a past semester is often forgotten and much of the required courses are totally impractical.

CONTRAST Read the information in the Contrast box with the class.

False friends

Read the words in the box with the students in class. Ask students to go back to the text and find the words in their context. If you like, you can ask students to write their own sentences with these words to show that they have fully understood their meanings.

Optional Activity: False Friends

Tell students to make a meaningful sentence using all the words provided.

1. college / my / happy / going / make / I'm / to / to / family
2. are / confident / to / results / likely / good / achieve / students / more
3. parents / that / most / their / college / to / to / presume / go / kids / want

Answers

1. I'm going to college to make my family happy.
2. Confident students are more likely to achieve good results.
3. Most parents presume that their kids want to go to college.

VOCABULARY

Remind students that there is a full glossary at the back of the Student's Book on pages 138-147.

Words from the Text

1 Ask students to choose the answer that best reflects the meaning of the first sentence. Remind students to pay attention to the words in colour. Check students' understanding of *slightly* (sentence 2) and *purpose* (sentence 3).

Answers

1. a 2. a 3. b 4. a 5. b

2 Point out to students that the sentences in this exercise do not make sense. Tell them to correct the sentences by replacing each word in colour with a word in colour from a different sentence. Make sure students understand the word *neighbourhood* (sentence 6).

Answers

1. You don't seem hungry, so I **presume** that you've already had lunch.
2. It's a real **privilege** to meet you, sir.
3. You'll soon become bored if your job doesn't **challenge** you.
4. What do you **propose** to do about the problem?
5. Let's throw out the old **stuff** that we don't need.
6. I wouldn't want to **raise** my children in that neighbourhood.
7. She decided to **switch** careers when she was 30.
8. Many students have got almost no **knowledge** of geography.

Idioms

In this section students are going to learn some idioms related to jobs and work. For further exercises on idioms, see **Vocabulary Builder, pages 66-67**. Read through the information in the box with your students.

3 Tell students to read the sentences and choose the correct meaning of each idiom in colour. You may want to pre-teach the following language: *ropes* (sentence 1), *shots* (sentence 3), *skill* (sentence 6), *sack* (sentence 7) and *peanuts* (sentence 8).

Answers

1. taught me how things work
2. advanced slowly
3. controls things
4. main income
5. keep his job
6. earn enough money to live on
7. lost her job
8. makes a low salary

To make sure that students understand these idioms, you can ask them how they say them in their own language.

4 Ask students to complete the sentences using the idioms in Exercise 3. Remind students to make any necessary changes.

Answers

1. calls the shots
2. make a living
3. got the sack
4. hold down a job
5. paid peanuts
6. bread and butter
7. worked my way to the top
8. show you the ropes

Optional Activity: Additional Idioms

For stronger classes, you can write the following sentences on the board and ask students to work out the meaning of the underlined idioms.

1. Glenda is a hard worker and always goes the extra mile to finish her projects.
2. We get two days off at Christmas and then it's back to the salt mines.
3. I got off on the wrong foot with my new boss. Since then, we've had lots of problems.
4. I saw a real potential in Jim and so I took him under my wing.
5. You'll have to pull your socks up and work harder if you want to impress your boss.
6. If you want a pay rise, you should butter up your boss.

Answers

1. to do more than is expected of you
2. humorous way of talking about returning to work
3. to start off badly with someone
4. to look after someone while he's learning something
5. to make a better effort
6. to be very nice to somebody because you want something

You may also want to ask students how they say these idioms in their own language.

Topic Vocabulary

Work and Jobs

This section introduces vocabulary related to the topic of work and jobs.

5 Tell students to match A to B. Remind students to pay attention to the words in colour. Check students' understanding of *unskilled work* (sentence ending g).

Answers

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

6 Tell students to read the statements and decide whether they are true or false. Also ask students to correct the false ones. Remind students to pay attention to the words in colour.

Answers

1. False – If you get a rise, you earn more money.
2. False – If you are on the staff of a hospital, you are employed there.
3. True
4. False – If you resign from your job, you stop working.
5. True
6. False – If you are self-employed, you are your own boss.
7. True
8. False – If you work part time, you work less than 40 hours a week.

CONTRAST Read the information in the Contrast Box with your students. Ask students to complete the sentences with a suitable verb.

Answers

1. resign
2. fire

7 Putting It Together

Tell students to read the passage *The Flexible World of Work* and complete it with the words and expressions from the list. Then, play the recording of the passage (**Class CD 2, Track 2**) and ask students to listen and check their answers. You may have to check students' understanding of the following language from the passage: *on average*, *as well* and *whatever*.

Answers

- | | |
|--------------------|---------------|
| 1. make a living | 6. resign |
| 2. steady job | 7. challenges |
| 3. fired | 8. confident |
| 4. switch | 9. knowledge |
| 5. hold down a job | |

Optional Activity: Phrasal Verbs with *Work*

For stronger classes, you may want to write the following sentences on the board and ask students to guess the meaning of the underlined phrasal verbs:

1. Learning Chinese isn't easy. You have to work at it.
2. Doing sport is excellent for working off your stress.
3. We have to work out how much food we need for the party.
4. Scientists are working away to find a cure for this illness.
5. It's still not ready. We need to work on it some more.

Answers

1. to try hard to achieve something
 2. to get rid of anger or anxiety by doing something that uses a lot of energy
 3. to calculate
 4. to work hard over a long period of time
 5. to develop and improve something
- You may also want to ask students how they say these phrasal verbs in their own language.

Workbook:

Vocabulary, pages 40-41
Vocabulary Builder, pages 66-67

- 4 Tell students to combine the sentences using defining or non-defining relative clauses and making any necessary changes. Pre-teach *applications* (sentence 3) and *quit* (sentence 4). You can ask students in which sentences they could use *that* and also in which ones they could omit the relative pronoun.

Answers

- The recommendation **which** he sent to my employer was very good.
- Fiona, **who** studies engineering, is working on a new project.
- There are several candidates **whose** applications we haven't read.
- She finally quit her babysitting job, **which** she had always disliked.
- The university **where** he studies is in his home town.
- I work overtime on Thursdays, **when** there is a lot of pressure.
- That's Mr Griffith, **whose** son teaches at our school.
- People **who** are self-employed are usually quite independent.

The relative pronoun *that* can be used in sentences 1 and 8.

The relative pronoun can be omitted only in sentence 1.

- 5 Tell students to complete the sentences.

Possible Answers

- University is a place where *you can meet a lot of interesting people*.
- The top universities accept people whose *marks are really high*.
- The first year at university is a time when *you have to face quite a few challenges*.
- Many students study subjects which *they don't like*.
- My English teacher, who *lived in the USA during her childhood, has an American accent*.

- 6 Tell students to read the passage *Weird and Wonderful BA Degrees* and to complete it with suitable relative pronouns. Tell students that there may be more than one possible answer. Then, play the recording (Class CD 2, Track 3) and ask students to listen and check their answers. You may have to pre-teach the words *weird*, *BA degrees*, *coaching* and *gambling*. You may want to ask students where they could use *that* and also which relative pronouns they could omit.

Answers

- | | |
|----------|-----------|
| 1. when | 6. which |
| 2. which | 7. where |
| 3. who | 8. who |
| 4. where | 9. whose |
| 5. whose | 10. which |

The relative pronoun *that* can be used in gaps 2, 3, 6 and 8.

The relative pronoun can be omitted in gap 6.

Formal and Informal Structures

Point out to students that prepositions are often used with relative pronouns to introduce relative clauses. Tell students to read the sentences and answer the questions. For more information on formal and informal structures, tell students to go to the **Grammar Appendix, page 132**.

Answers

- In the formal structure the relative clause is placed right after the preposition and we use *whom* instead of *who* to refer to people. We cannot use *that* in the formal structure. In the informal structure we put the preposition at the end of the relative clause. In the informal structure it is also possible to use *that* instead of *who* or *which*.
- It can be omitted in the informal structure.
- The informal structure doesn't exist in Spanish, where only the formal structure is possible.

- 7 Ask students to combine the sentences using the formal structure.

Answers

- The people **with whom** I work are quite brilliant.
- These are the high prices **about which** customers have complained.
- The university **for which** you have applied is excellent.
- The man **to whom** I introduced you is my boss.
- George is a colleague **on whom** you can rely.
- This is the plan **to which** we were referring.

- 8 Now tell students to combine the sentences in Exercise 7 again, this time using the informal structure.

Answers

- The people I work **with** are quite brilliant.
- These are the high prices customers have complained **about**.
- The university you have applied **for** is excellent.
- The man I introduced you **to** is my boss.
- George is a colleague you can rely **on**.
- This is the plan we were referring **to**.

language to speaking

Ask students to complete the sentences so that they are true for them. Then, ask students to tell their partner and take notes to remember their partner's answers. Finally, tell students to tell someone else about their partner.

Possible Answers

- A job that would challenge me is *a video-game tester*.
- A type of business that I would like to run is *a hotel*.
- A university where I would like to study is *Oxford*.
- I consider a person who *is honest* to be trustworthy.
- I'd like to get training which *would enable me to find a job easily*.
- I'll never forget the day when *I was hired*.

Workbook:
Grammar, pages 42-43

Teacher's All-in-One Pack:
More Practice, page 97
Extension, page 109

SKILLS

Topic Vocabulary

Personal Characteristics

- 1 Tell students to read the sentences and choose the correct answer. Remind students to pay attention to the words in colour.

Answers

1. arrives on time
2. responsible
3. working with others
4. practical
5. help
6. depend on
7. job

- 2 Tell students to complete the sentences with the words and expressions listed.

Answers

- | | |
|-----------------------------|----------------|
| 1. people skills | 4. organised |
| 2. work well under pressure | 5. skilled |
| 3. hard-working | 6. experienced |

- 3 Tell students to think of words that describe positive and negative personal characteristics.

Possible Answers

Positive personal characteristics: friendly, honest, polite, generous, creative, considerate, courageous, patient, practical, realistic, self-confident, sensible, sensitive, sociable, tolerant, sincere

Negative personal characteristics: lazy, irresponsible, bad-tempered, arrogant, dishonest, impatient, impulsive, fussy, envious, insecure, selfish, stubborn

Refer students to **page 66 of the Vocabulary Builder**.

Listening

In this section students are going to listen to an interview about an unusual way to make some money.

- 4 Tell students that they are going to listen to an interview about an unusual way to make some money. Tell students to listen to the first part of the interview (**Class CD 2, Track 4**) and choose the correct answers. Check students' understanding of *delivery boy* (question 1).

Answers

1. c 2. b 3. a 4. b

- 5 Tell students to listen to the second part of the interview (**Class CD 2, Track 5**) and complete the tips on how to do online surveys. Check students' understanding of *sign up* (tip 3).

Answers

1. "paid online surveys"
2. reliable
3. pay to sign up
4. hard-working, just like in any other job
5. addicted

- 6 Tell students to listen to the second part of the interview again and answer the questions.

Answers

1. You'll receive the surveys in your e-mail.
2. You should avoid giving personal information.
3. You can read reviews by people who have used the company.
4. The more surveys you do, the more money you'll make.
5. He'd like to go to university and study computer science.

See **Listening Script on page T174**.

Optional Activity: Listening

Write the following sentences from the second part of the interview on the board and ask students to complete the gaps with a suitable word. Then play the second part of the interview (**Class CD 2, Track 5**) and tell students to check their answers.

1. You start by doing an Internet with the words "paid online surveys".
2. But a word of : you have to make sure the companies are reliable.
3. All the survey companies are free.
4. Make sure you answer as as you can.
5. Don't get into doing too much – it's easy to get addicted!
6. I'm also planning to for university next year.

Answers

- | | |
|---------------|-------------|
| 1. search | 4. honestly |
| 2. warning | 5. trapped |
| 3. legitimate | 6. apply |

WRITING

A Formal Letter

This section focuses on writing a formal letter and provides practice of connectors of purpose and formal language.

- 1** Point out to students that when writing a formal letter, it is important to follow the correct format and use appropriate language. Tell students to read the model letter and find the items listed. You may have to pre-teach the following language from the model: *zip line, guide, counsellor, enclose, attend* and *look forward to*.

Answers

1. 30th June, 2011
2. To apply for the position of zip line guide.
3. I look forward to hearing from you in the near future.
4. I have always enjoyed being out of doors and am skilled at camping, hiking and rock climbing. I worked as a summer camp counsellor last year, which gave me lots of experience with people. I am very reliable, organised and hard-working, with plenty of common sense. I have no problem with heights and am in good physical condition.
5. Personnel Manager, Forest Adventures
6. 36 Crest Lane, Aberfoyle, Scotland

- 2** Point out to students that in a formal letter they must use formal language to give their letter a proper tone. Tell students to find in the model letter in Exercise 1 the formal expressions that mean the same as the expressions listed.

Answers

1. I am writing in response to your advert.
2. I hope you will consider my application favourably.
3. I would be happy to attend an interview at a time that is convenient for you.
4. I look forward to hearing from you in the near future.

- 3** Tell students to read the expressions and decide which ones would be appropriate in a formal letter and which ones in an informal letter.

Answers

Formal letter: 1, 2, 5, 6

Informal letter: 3, 4, 7, 8

CONTRAST Read the information in the Contrast box on dates in British and American English with your students.

Connectors of Purpose

Tell students that in this lesson they are going to learn connectors of purpose. Read through the information in the box with your students. Point out to students that *in order (not) to* and *so as (not) to* are a bit more formal. Also explain to students that for negative infinitives of purpose we only use *in order not to* and *so as not to* – we do not use *to* by itself for a negative purpose.

Refer students to **page 158 of the Writing Guide** for further information on connectors of purpose.

4 Ask students to find a connector of purpose in the model letter in Exercise 1.

Answer

in order to

5 Ask students to read the sentences and choose the correct connector of purpose.

Answers

1. *so as to*
2. *in order to*
3. *so that*

6 Tell students to complete the sentences with a suitable connector of purpose. Remind students that there may be more than one correct answer.

Answers

1. *in order not to / so as not to*
2. *so that*
3. *to / in order to / so as to*
4. *in order not to / so as not to*
5. *so that*

Optional Activity: Connectors of Purpose

For stronger classes, you can ask students to rewrite the following sentences using the words in brackets. Remind students not to change the meaning of the original sentences.

1. You should read through your notes so that you can pass your exam. (to)
2. Rita is staying on in Munich for five months to improve her German. (so that)
3. I set the alarm for seven o'clock so that I wouldn't oversleep. (so as not to)
4. I walked very slowly with the drinks in order not to spill them. (so that)
5. We are going to leave by three so that we don't get stuck in traffic. (in order not to)

Answers

1. You should read through your notes **to** pass your exam.
2. Rita is staying on in Munich for five months **so that** she can improve her German.
3. I set the alarm for seven o'clock **so as not to** oversleep.
4. I walked very slowly with the drinks **so that** I wouldn't spill them.
5. We are going to leave by three **in order not to** get stuck in traffic.

TASK A Formal Letter of Application

Tell students to write a letter of application for one of the jobs in the adverts. Encourage students to use the model letter in Exercise 1, the steps in *Getting Organised* and the language in *Useful Expressions*. Remind students to use 100-150 words.

Before students start to write, go over the various steps in *Getting Organised* and make sure they understand the phrases in *Useful Expressions*.

Refer students to **page 164 of the Writing Guide** for further information on writing a formal letter.



LOOKING BACK

Remind students that this is a cumulative exercise and that it reviews subject matter which has been studied in all preceding units.

Vocabulary

1 Tell students to match each word in A with its opposite in B.

Answers

- | | |
|------|------|
| 1. d | 4. f |
| 2. c | 5. a |
| 3. e | 6. b |

2 Tell students to complete the sentences with the words and expressions in the list. Check students' understanding of the expression *monthly expenses* (sentence 5).

Answers

- | | |
|-----------------|------------------|
| 1. overtime | 5. keep track of |
| 2. in charge of | 6. see the point |
| 3. unique | 7. gossip |
| 4. rebuild | |

Grammar

3 Tell students to read the passage *A Dangerous Hobby* and complete it with the correct form of the verbs in brackets. Check students' understanding of the following language: *ropes*, *rocky cliffs* and *high-rise buildings*.

Answers

- | | |
|----------------|-----------------------------|
| 1. is | 7. hadn't lost |
| 2. doesn't use | 8. wouldn't have discovered |
| 3. is done | 9. had to |
| 4. climbs | 10. earns |
| 5. started | 11. was invited |
| 6. was filmed | 12. reached |

4 Ask students to rewrite the sentences using the words in brackets. Remind students not to change the original meaning of the sentences.

Answers

- The mayor, **who** is very popular, will be there.
- As soon as** Richard finishes his homework, he will meet his friends at the mall.
- Have the songs for the performance been chosen **by** Sue?
- He hasn't smoked **since** 2001.
- The car about **which** I was thinking / **which** I was thinking about is being advertised on television.
- When are the actors **going** to practise?

Functional Language

5 Tell students to match each question in A to a suitable response in B.

Answers

1. b 2. a 3. d 4. c

Writing

6 Tell students to read the sentences and choose the correct answer. Check students' understanding of *pet shelter* and *support* (n) (sentence 4).

Answers

- | | |
|----------------------|---------------|
| 1. Please contact me | 3. because of |
| 2. beautifully | 4. as well as |



Culture Extra, page 116

Additional Material

Workbook	Check Your Progress p.47 Vocabulary Builder pp.66-67 Exam Practice p.76 Translation Exercise p.87
Teacher's All-in-One Pack	More Practice pp.96-97 Extension pp.108-109 Unit Test, Levels 1 and 2 pp.25-27 Listening Test p.60 (All-in-One Pack Class CD, Track 5) Speaking Test p.74 Extra Exam Practice p.82 Extra Writing Practice p.124
Website Activities	Unit 5 Interactive Activities www.burlingtonbooks.es/contrast2
Digital Teacher's Resources	
Test Factory and Other Resources	Contains all the Teacher's All-in-One Pack material in editable Word format, plus editable reading texts and listening scripts
Interactive Whiteboard Digital Books	Fully interactive digital Student's Book including analysis of Reading Text Unit 5 Photo prompts for speaking Digital Workbook - Student's Book and Workbook answers
PAU Examination Builder 2	Regional and Build-Your-Own Practice Exams

Available at www.burlingtonbooks.es/contrast2