



Dangerous jobs

FCE Use of English Part 2



EXERCISE 1 LOOK AT THE SIX JOBS BELOW AND ELICIT THEIR NAMES. WHAT DO THEY HAVE IN COMMON?



1.

2.

3.

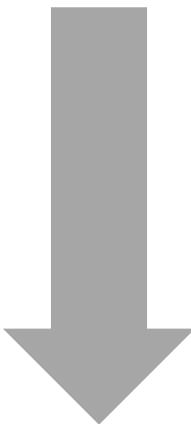


4.

5.

6.

EXERCISE 2 RANK THE JOBS FROM THE MOST TO THE LEAST DANGEROUS AND DISCUSS WHICH OF THE JOBS FROM EXERCISE 1 YOU WOULD MOST LIKE TO TRY.



1.

2.

3.

4.

5.

6.

EXERCISE 3 READ THE FIRST SENTENCE OF THE TEXT ABOUT SOMEONE'S JOB. PREDICT THE MISSING WORDS AND GUESS THIS PERSON'S PROFESSION.

I work as a _____ - that is, I do tricks on my _____ at shows.



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EXERCISE 4

DISCUSS THE QUESTIONS ABOUT A MOTORBIKE STUNT RIDER.

1. Do you think that this job is dangerous? Why (not)?
2. Do you need any qualifications or skills to do this job?

EXERCISE 5

READ THE TEXT AND CHECK THE ANSWERS TO THE QUESTIONS FROM EXERCISE 4.

Motorbike stunt rider

I work (0) a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was (9) I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was (10) impressed I went straight home and taught (11) to do the same. It wasn't very long before I began to earn my living at shows performing my own motorbike stunts.

I have a degree (12) mechanical engineering; this helps me to look at the physics (13) lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to work (14) every stunt I do. People often think that my work is very dangerous, but, apart (15) some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong. I never feel in (16) kind of danger because I'm very experienced.

ARE YOU SURPRISED BY THE ANSWERS IN THE TEXT? WHY (NOT)?

EXERCISE 6

READ ABOUT THE FCE USE OF ENGLISH PART 2 AND COMPLETE THE TABLE WITH WORDS THAT BELONG TO EACH CATEGORY.

In this part of the exam, you need to fill in the gaps with only one missing word. These words usually are auxiliary and modal verbs, prepositions, relative pronouns, etc.

some	can	a	in	the	whose	an	is
any	should	at	who	no	on	from	did



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Articles	
Quantifiers	
Relative pronouns	
Auxiliary verbs	
Modal verbs	
Prepositions	

CAN YOU THINK OF ANY OTHER WORDS FOR EACH CATEGORY?

EXERCISE 7 READ THE TEXT IN EXERCISE 5 AGAIN AND PREDICT THE TYPE OF MISSING WORDS. THEN COMPLETE THE TEXT WITH THE MISSING WORDS.

EXERCISE 8 IN PAIRS, DISCUSS THE ANSWERS TO THE QUESTIONS BELOW.

1. What do you do?
2. What qualifications and skills are needed to do your job?
3. Could you use your qualifications and skills in any other profession? Which one?
How could you use them?



Teacher's notes

Exercise 1. Lead-in

5 mins

As a group (or in pairs), have students look at the six unusual jobs and elicit their names. Predict one common factor they share (they are all dangerous jobs).

Answers: 1. skydiving instructor, 2. storm chaser, 3. motorbike stunt rider, 4. underwater welder, 5. high-rise window washer, 6. bomb squad technician.

Exercise 2. Pair speaking

7 mins

Students work individually and rank the jobs from most to least dangerous. Then, put them into pairs and have them compare and discuss their answers with each other. Monitor the activity and elicit some answers from different pairs. Finally, the class discusses which of the jobs they would be most interested in trying and why.

Exercise 3. Use of English Part 2 - introduction

3 mins

Students are familiarized with the Use of English Part 2 task by reading the initial sentence related to one of the jobs mentioned at the start of the class. They predict the missing words and guess the profession that they are going to read about in the next part of the class.

Answers: I work as a **motorbike stunt rider** - that is, I do tricks on my **motorbike** at shows.

Exercise 4 + 5. Reading for gist

7 mins

Before reading the remainder of the text about the motorbike stunt rider, students once again work in pairs and discuss their answers about this profession. Afterwards, they check their answers to the task by quickly reviewing the text in exercise 5. At this point, they tell them to omit the gaps and focus on the general meaning of the text.

Answers:

1. This job is not dangerous (...apart...some minor technical problems...nothing ever goes wrong).
2. No qualifications are needed, but some may be desirable (I have a degree...mechanical engineering; this helps me to look at the physics...lies behind each stunt).

Finish with a brief group discussion to explore whether students were surprised by the writer's answers in the text.

Exercise 6. Exam task analysis + vocabulary

6 mins

Remind students of the rules for FCE Use of English Part 2. This part of the exam consists of a short text with 8 gaps, and students need to fill in one word in each gap. Explain that this section of the exam assesses candidates' knowledge of grammar and vocabulary, and the types of missing words typically include auxiliary verbs, modal verbs, prepositions, relative pronouns, and articles, etc.

After reviewing the exam task box, ask students to categorize a list of words into appropriate categories in a table. Then, check the answers and encourage students to think of additional words that could be added to the table.

Answers:

- Articles - a, the, an
- Quantifiers - some, any, no
- Relative pronouns - whose, who
- Auxiliary verbs - is, did
- Modal verbs - can, should
- Prepositions - in, at, on, from

TOTAL TIME: ~45 mins

Teacher's notes

Exercise 7. Exam task

8 mins

Now that the students are prepared, they can analyze the exam task as a group. They should examine the sentences and determine the types of the missing words in each gap.

Answers: 9. relative pronoun, 10. adverb, 11. (reflexive) pronoun, 12. preposition, 13. relative pronoun, 14. preposition, 15. preposition, 16. quantifier

Give the students about 5 minutes to complete the task. Then, check and discuss the answers.

Answers: 9. where, 10. so, 11. myself, 12. in, 13. which / that, 14. out /on / at, 15. from, 16. any

Exercise 8. Pair speaking 2

6 mins

The class ends with students working in pairs and discussing their current jobs. Monitor the activity and ask for input from different groups to conclude the lesson.

Error correction

3 mins

Provide speaking feedback.