UNIT 3

EDUCATION AND EMPLOYMENT

A. VOCABULARY: *JOBS, WORK, STUDY, COURSES, FEELINGS AND EXPERIENCES*

Exercise 1: Match the people with the descriptions of the jobs.

a chef *a doctor* *a lawyer* *a manager* *a programmer*
a soldier *a teacher* *a vet*

This person …

1. looks after people who are ill or hurt: _____
2. designs or builds machines, equipment or roads, etc.: _____
3. cooks food in a restaurant: _____
4. protects his or her country: _____
5. keeps information about money that a company or person receives, pays or owes: _____
6. gives people and businesses advice about the law: _____
7. works in a school or college: _____
8. produces computer programs: _____
9. looks after sick animals: _____
10. is responsible for a team of people or a project: _____

Exercise 2: Complete the sentences. Use the words in the box.

annoyed *boring* *disappointed* *disgusting* *excited* *exhausted*
interested *surprised* *terrifying* *worrying*

1. I never did anything interesting in my old job. It was really _____ .
2. I was very _____ to hear about Maria's new job. It sounds fascinating.
3. My sister's really _____about her new project at work. She can't wait to start!
4. It's quite _____ that so many young people are looking for jobs after they leave university.
5. I was _____when they didn't invite me for a job interview, but I'm sure I'll find a new job soon.

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6. James works as an engineer building very tall buildings. His work looks absolutely _____!
7. I was really _____ when he cancelled the meeting and he didn't even tell me.
8. They treat their workers really badly. I think it's _____.
9. I was _____ when they offered me the job. I didn't think that I'd done very well in the interview.
10. I had to work late today and now I'm absolutely _____.

Exercise 3: Choose the correct prepositions to complete the text.

After I left school, I decided to go *at/on/to* university. I studied *at/by/on* university for three years. I did a degree *for/in/of* marketing. It was very interesting. I learnt all *about/on/over* sales and marketing. When I graduated *for/from/on* university, I needed to get a job. I wanted to work *as/by/for* a large international company. I applied *for/on/with* lots of jobs, but it was difficult because I didn't have any experience. In the end, I got a job *as/at/for* a marketing assistant. It was a bit boring, but I was very good *at/from/to* my job. After a few years, I was offered a job as a marketing manager and was given an increase *as/in/of* salary.

Exercise 4: Match the explanations with the statements

I think it's good – You've done a great job. I want to thank you for it.

I was worried, but now I'm not. I'm confident. I think it'll be great.

I'm frightened of him/ her. It makes me unhappy.

I'm angry about them because they make my life difficult. I'm extremely angry with her.

I'm happy about them. I'm worried about it.

1. I'm grateful for your help. _____
2. I'm nervous about my exam. _____
3. I'm pleased with my results. _____

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4. I'm furious with my sister. _____
5. I'm relieved that everything's OK. _____
6. I'm impressed by your work. _____
7. I'm annoyed about the changes. _____
8. I'm upset about what you said. _____
9. I'm positive about the future. _____
10. I'm scared of my boss. _____

Exercise 5: Complete the text. Use the words in the box.

college	*evening classes*	*nursery school*	*postgraduate course*	*primary school*
private lessons	*secondary school*	*training courses*	*university*	*work placement*

In my country, many very young children go to (1) _____ , but they don't have to go. The first school you must go to is (2)_____ . This is for children aged five to eleven years old. Older children go to (3)_____ , where they have lots of homework and exams. Here, they study subjects like Geography, History and IT. Some children have (4)_____ , for example they might have extra English classes, which their parents pay for. Some people stop their education after secondary school, but many continue their education by going to (5)_____ . In my country, they usually study just a few subjects at college. You can study for a degree at (6)_____ . You need to do this if you want to become a teacher, a lawyer or an engineer, for example. Many university courses include a (7)_____ , where students spend a few months in a place of work and learn some practical skills. After graduating from university, some students stay at a university to do a (8)_____ . Education doesn't stop when you leave school or university. Many people go to (9)_____ which they attend after a full day at work. You can also learn a lot at work by going on (10)_____ . For example, you might learn how to use new computer software or how to communicate with customers.

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B. GRAMMAR:

Exercise 1: Match the present results (present simple) with the past events (present perfect)

1. I've finished university.	●		●	I have a degree.
2. Andy's found a new job.	●		●	He now works for a bank.
3. I've lost my school bag.	●		●	Do you think I should accept it?
4. They've offered me a better job.	●		●	I can relax tonight.
5. I've done all my homework.	●		●	Now she needs to find a job.
6. My grandparents have retired.	●		●	I can't find it everywhere.
7. Daniel's broken his arm.	●		●	He can't go to school this week.
8. Helena's left school.	●		●	They don't go to work any more.

Exercise 2: Complete the sentences. Use the past participle of the irregular verbs in brackets.

1. He wasn't very good when he started, but he's _____ (become) a very good teacher in the last few years.
2. Have you _____ (choose) a career yet? Do you know what you want to do when you leave school?
3. I studied History for five years at school, but now I've _____ (forget) almost everything.
4. It's been a very useful course and you're a great teacher – you've _____ (teach) me a lot.
5. I've _____ (send) emails to lots of companies asking for a job, but nobody's offered me one yet.
6. Have you _____ (be) on any training courses this year?
7. I need to write a 10,000-word essay by the end of my course, but I've only _____ (write) 2,500 words so far.
8. I studied Business at university, but I've _____ (learn) more in my first month at work than in three years at university.
9. Sorry I haven't finished the presentation yet. I haven't _____ (have) time.
10. OK, so now that I've _____ (show) you what to do, it's your turn.

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Exercise 3: Read the information. Then choose the correct answers to complete the conversation.

The words ***already, yet*** and ***just*** have slightly different meanings.

- *already* = before now, or before a particular time in the past
  Example:
  *I've **already** done it.*
  = I did it in the past so I don't need/plan to do it again.

- *yet* = before now or before that time
  Example:
  *I haven't done it **yet**.*
  = I didn't do it in the past so I still need/plan to do it in the future.

- *just* = a very short time ago
  Example:
  *I've **just** done it.*
  = I did it very recently (e.g. in the last few minutes).

A: Hey, I've *already/just/yet* remembered. We need to hand in our essays tomorrow. Have you started writing yours *just/yet* ?

B: Actually, I've *just/yet* started. I started planning it half an hour ago. But I haven't written anything *already/just/yet* . I'm still thinking about what to write. What about you?

A: I started working on it at the weekend. I've *already/just/yet* written about half of it, but there's still a lot of work to do.

B: Oh, that's not so bad. And have you planned everything *just/yet* ?

A: No, I haven't planned the end *already/just/yet* . I mean, the first half's good, but I don't know what to write for the ending. What about you?

B: I've *just/yet* told you! I started half an hour ago!

A: Oh, yes, sorry. And what about David? Has he started *just/yet* ?

B: Started? He's *already/just/yet* finished! He wrote the whole essay last weekend!

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Exercise 4: Complete the sentences. Use the words in brackets with the present perfect. Use contractions where possible (e.g. *haven't*). The first one has been done for you.

1. My sister's just started university – it's her first week this week. (my sister / just / start)
2. I'm really pleased. _____ all my exams. (I / pass)
3. We finished our project over a month ago, but our teacher _____ . (not / check / it / yet)
4. _____ to go to evening classes to learn how to write computer programs. (I / already / decide)
5. Don't worry. _____ anybody your exam results. (I / not / tell)
6. I think the job interview went well, but _____ , so I don't know if I've got the job or not. (they / not / contact / me / yet)
7. Why are we doing this training course again? _____ it three times! (we / already / do)
8. I'm really worried. I think _____my end-of-course test. (I / fail)

Exercise 5: Correct the questions. Use the present prefect. Use contractions where possible (e.g. *hasn't*).

1. You take all your exams yet? I've already finished mine.
2. Where Lisa go? She was here a second ago.
3. Anybody see my bag? I can't find it.
4. Why you not finish your report? I asked you to hand it in today.
5. You hear the news? They've offered me a promotion!
6. What you do to your hair? It looks terrible!

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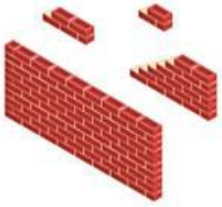
C. READING:

Exercise 1: You will read a text called 'Cities of the future'. In the text, there are some opinions given about problems our societies may face.
Match the topics with the correct pictures.

population	*pollution*	*building materials*	*new technology*	*traffic jam*

1 

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Exercise 2: Read the text "Cities of the future" and choose the correct answers.

CITIES OF THE FUTURE

Paragraph A

Researchers recently gave 1,000 people a questionnaire about 'Cities of The Future'. To answer the questions, the people had to imagine and describe what they thought our cities might look like in the year 2050. Interestingly, a large number of people were anxious that they would become 'dark, dangerous places', which had endless traffic jams and very few green spaces. This group also predicted an increase in the level of pollution and thought people would always need to wear facemasks in order to breathe. They also believed that it would be less safe to walk on the street as there would be 'more stealing' and other criminal behavior. A smaller number thought cities might become a lot cleaner and might be built from more interesting materials. They were also looking forward to new technology such as flying cars and moving pavements. In general, they believed that the cities of the future would offer a much more convenient way of living. A few people were uncertain; for example, they thought the size of apartments might reduce as the population of the city grew, but they also thought that public transport would become better.

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Paragraph B

What do the results from this questionnaire tell us? In a way, we shouldn't be amazed by the descriptions of the largest group. So many Hollywood films show cities of the future as frightening places. Online newspapers are also responsible for spreading this same belief. Headlines such as 'Global population rises – cities become crowded' are becoming more frequent. Journalists rarely discuss how future cities might be a good place to live.

Paragraph C

The facts are these: 50% of people now live in cities, even though cities only occupy 2% of the world's land. By 2050, it is predicted that the number of people living there will rise to 70%. Some people are worried that villages in the countryside will become empty as everyone leaves for the city, and so traditional ways of life will be lost. This may be true, but we have to accept changes like this as part of human development. Rather than being negative, we should be hopeful that we can improve people's lives as they move to cities. The way to do this is through intelligent planning.

Paragraph D

Architects have a big role to play in our future cities. In the past, the architects who were responsible for planning our cities often designed buildings that they were interested in; but now it is time for them to listen carefully to what people living in cities are asking for. In many countries around the world, people are choosing to have smaller families or to wait longer before they start a family. For this reason, not everyone needs a large house. Smaller and cheaper houses are what they need. But 'small' doesn't have to be the same as 'ugly' or 'boring'. Western architects could perhaps look at some of the architecture in Japanese cities, where very stylish houses are built on small pieces of unused land.

Paragraph E

And what might cities of the future be made from? Engineering companies have produced some interesting new products, for example, wood-like material made from recycled newspapers or old drink cartons. One engineering team are even working on a project that uses mushrooms to create a hard building material. These new materials may seem strange, but we should remember that plastic was only invented in 1907 – at the time people thought that *this* was an unusual product, but now it is something we cannot manage without. Building a city of the future requires imagination and an open mind.

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1. ***Paragraph A**: What do the results of the questionnaire show?*
   A. Most people feel worried rather than pleased about the way that cities will develop.
   B. People imagined that no one would use their own vehicles anymore.
   C. People think that crime will be the worst problem that future cities will have.
   D. Some people believe that there will not be enough houses in the city for everyone.

2. *What is the writer doing in **Paragraph B**?*
   A. Explaining why many people will probably prefer to live in cities in the future.
   B. Giving a reason why many people feel negative about cities of the future.
   C. Suggesting that newspapers show a more realistic view of future cities than films.

3. *What point does the writer make in **Paragraph C**?*
   A. It is important to encourage some people to stay in their villages.
   B. It is possible to maintain traditional village customs after moving to cities.
   C. It is necessary to think in a creative way about city design.

4. ***Paragraph D:** In the writer's opinion, architects who are responsible for planning cities*
   A. often make houses that are unattractive.
   B. must make buildings based on people's needs.
   C. should get experience by working in foreign cities.

5. ***Paragraph E:** The writer refers to the invention of plastic to make the point that*
   A. we can expect building materials to be very different in the future.
   B. we must accept that good-quality materials take a long time to create.
   C. we should use a variety of building materials to make our cities interesting.

Exercise 3: In an IELTS Reading text about the future, you are likely to see words and phrases that are used to make predictions.
Match the meanings with the <u>underlined</u> words and phrases. Use the words in the box.

certain	*impossible*	*possible*	*probable*	*uncertain*

1. We *could* see more robots in people's homes by 2050.	
2. *There is a very good chance that* there will be no more oil by 2050.	
3. Driverless cars *will* be very popular – but not with taxi drivers!	
4. *There is no possibility* of people living on Mars by 2050.	
5. *It is not clear whether in the future* people would consider going back to the countryside from cities.	

Exercise 4: EXAM PRACTICE. Read the passage carefully and choose the correct option.

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The ballpoint pen

Most of us have at least one, but how did this popular item evolve?

One morning in 1945, a crowd of 5,000 people jammed the entrance of Gimbels Department Store in New York. The day before, Gimbels had placed a full-page advertisement in the New York Times for a wonderful new invention, the ballpoint pen. The advertisement described the pen as "fantastic" and "miraculous". Although they were expensive, $12.50 each, all 10,000 pens in stock were sold on the first day.

In fact, this "new" pen was not new at all. In 1888, John Loud, a leather manufacturer, had invented a pen with a reservoir of ink and a rolling ball. However, his pen was never produced, and efforts by other people to produce a commercially successful one failed too. The main problem was with the ink. If it was too thin, the ink leaked out of the pen. If it was too thick, it didn't come out of the pen at all.

Almost fifty years later, in 1935, a newspaper editor in Hungary thought he spent too much time filling his pens with ink. He decided to invent a better kind of pen. With the help of his brother, who was a chemist, he produced a ballpoint pen that didn't leak when the pen wasn't being used. The editor was called Ladislad Biro, and it was his name that people would associate more than any other with the ballpoint pen.
By chance, Biro met Augustine Justo, the Argentinian president. Justo was so impressed with Biro's invention that he invited him to set up a factory in Argentina. In 1943, the first Biro pens were produced.
Unfortunately, they were not popular, since the pen needed to be held in a vertical position for the ink to come out. Biro redesigned the pen with a better ball, and in 1944 the new product was on sale throughout Argentina.

It was a North American, Milton Reynolds, who introduced the ballpoint pen to the USA. Copying Biro's design, he produced the version that sold so well at Gimbels. Another American, Patrick Frawley, improved the design and in 1950 began producing a pen he called the Papermate. It was an immediate success, and within a few years, Papermate were selling in their millions around the world.

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1. People went to Gimbels to buy a ballpoint pen because
    A. they couldn't get them anywhere else.
    B. they had been told how good the pens were.
    C. they had never seen a ballpoint pen before.
    D. they thought the price was good.

2. Why were early ballpoint pens not produced commercially?
    A. Nobody wanted to buy one
    B. It cost too much to produce them.
    C. They used too much ink.
    D. They didn't work properly.

3. Why was Ladislas Biro's pen better than earlier models?
    A. It didn't need to be filled with ink as often.
    B. It was designed by a chemist.
    C. The ink stayed in the pen until it was needed.
    D. It was easier to use.

4. Biro's first commercially-produced pen
    A. was produced in a factory owned by the Argentinian president.
    B. only worked if used in a certain way.
    C. was a major success.
    D. went on sale in 1944.

5. Patrick Frawley's pen
    A. was a better version of an earlier model.
    B. took time to become successful.
    C. was the USA's first commercially successful ballpoint pen.
    D. was only successful in the USA.

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