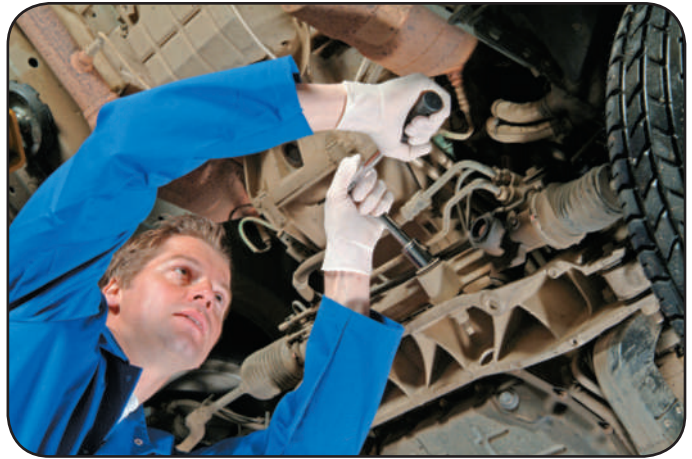


# Work Choices **UNIT 3**



## Getting Ready

Discuss these questions with a partner.

flight attendant      lawyer      journalist  
programmer      sales clerk      mechanic  
secretary / receptionist      taxi driver      waiter/waitress

- 1 Look at the job names in the box. Which jobs are in the pictures above?
- 2 Can you think of three more jobs?
- 3 Do you have a job? Is your job full-time or part-time?  
If you don't have a job, what do you want to be in the future?

**Before You Read**

On the Job

**A Think about answers to these questions.**

- 1 Is it important to get a job quickly after graduating? Why?
- 2 Look at the words in the box. How are the words related?

work    job    occupation    university    future

- 3 Look at the photo on the next page. What do you think this man's job is?

**B Discuss your answers with a partner.**

**Reading Skill**

Scanning

You *scan* to find information fast. When you scan, you move your eyes quickly. You don't read every word; you only look for the information you need.

**A Look at the passage on the next page. Read only the title and the first paragraph. Then answer the question below.**

What is the passage about?

- a a person with many jobs
- b a good job for students
- c a man who started his own company

**B Scan the passage on the next page. Find answers to the questions below.**

- 1 What was Sean Aiken's problem after college?  
\_\_\_\_\_
- 2 What was Aiken's goal?  
\_\_\_\_\_
- 3 How long did Aiken work at each job?  
\_\_\_\_\_
- 4 What was Aiken's favorite job?  
\_\_\_\_\_
- 5 What does Aiken do today?  
\_\_\_\_\_

**C Now read the entire passage. Check your answers in B. Then answer the questions on page 34.**

**Reading gives you something interesting to talk about!** When you read something interesting, don't just keep it to yourself. Share what you are reading with others. Even if you disagree with what you have read, you have something interesting to talk about.



dairy cows being milked

## One Man, 52 Jobs

After graduating from college, Sean Aiken knew he would need to find a job soon. The problem was that he wasn't sure what kind of work he wanted to do.

One night at the dinner table, his father **encouraged** him to do what he liked most. His father said he had worked his whole life doing a job he didn't really **enjoy**. Aiken wanted a different future. That night, he **promised** himself that he would find something that he was passionate<sup>1</sup> about.

Aiken **set a goal** to work a new job each week for a year. That's 52 **occupations** in one year. And he did it! One week, as a dairy farmer, he milked cows every morning. Then, in another week, he was an astronomer studying the night sky. Aiken's favorite job, though, was teaching. He learned he was happiest when he was helping others.

Aiken also learned that it's OK to not know what you want to do **right away**. He wrote a book about his **experiences**, and today he tells his story to college and university students. His message? *You'll find your perfect job one day.* **After all**, Aiken found his.

<sup>1</sup> If you are **passionate** about something, you have strong feelings about it.



# Reading Comprehension

Check Your Understanding

## A Choose the correct answers.

- 1 What did Sean Aiken want to do after graduating from college?
  - a He wanted to be a teacher.
  - b He didn't know what to do.
  - c He wanted to travel to Europe.
- 2 What did Aiken's father encourage him to do?
  - a get a job he enjoyed doing
  - b work one job his whole life
  - c work for his father for one year
- 3 Which of these jobs is NOT talked about in the passage?
  - a astronomer
  - b dairy farmer
  - c pilot
- 4 What did Aiken learn by working so many different jobs?
  - a that working is very difficult and not fun
  - b that it is okay to take your time finding a job
  - c that people should get a job right after college

## B Read the sentences below. Check (✓) true (T) or false (F). If the statement is false, change it to make it true.

|  | T | F |
|--|---|---|
| 1 Aiken's father wanted him to do something he was passionate about. |   |   |
| 2 Aiken wanted to do what his father did.                            |   |   |
| 3 Aiken tried being a teacher.                                       |   |   |
| 4 Today, Sean gives students advice about finding the perfect job.   |   |   |

- ## C
- 1 Do you think one week is long enough to know if a job is good or not?
  - 2 In your opinion, is Sean Aiken's life interesting? Why or why not?



## Critical Thinking

## A For each group of words, circle the word that does not belong. The words in blue are from the passage.

- |                 |            |                |
|-----------------|------------|----------------|
| 1 hobby         | occupation | job            |
| 2 encouraged    | supported  | disagreed      |
| 3 later         | right away | next time      |
| 4 promised      | lied       | guaranteed     |
| 5 make a plan   | set a goal | take a chance  |
| 6 after all     | in the end | from the start |
| 7 enjoyed       | hated      | disliked       |
| 8 try something | experience | stay home      |

## Vocabulary Comprehension

Odd Word Out

**B Complete the sentences. Use a word in blue from A.**

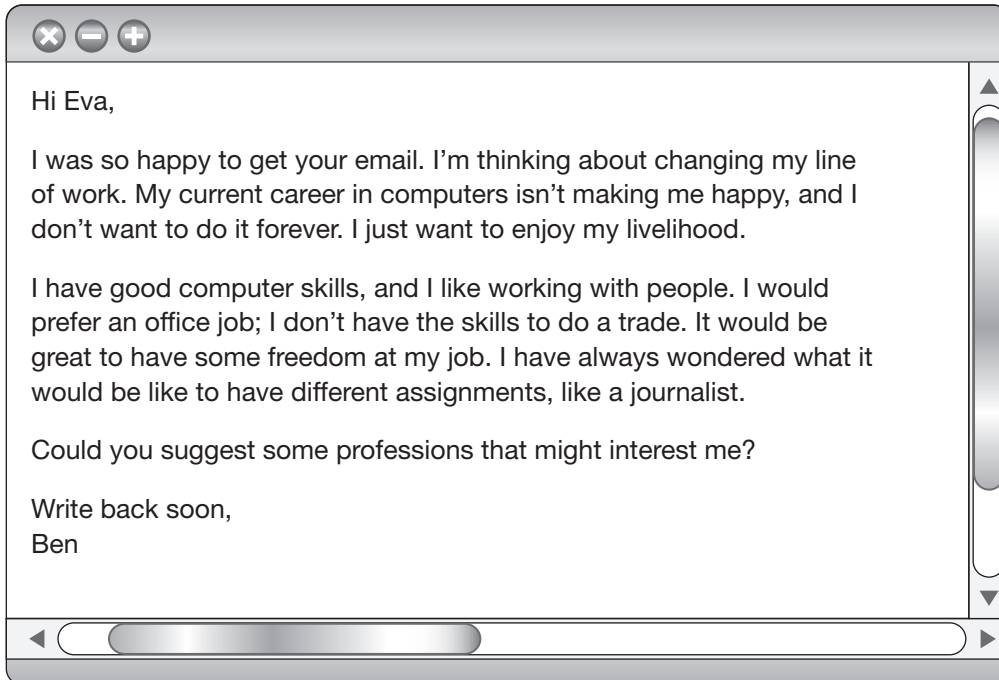
- 1 Don't keep this a secret! Tell everyone the news \_\_\_\_\_.
- 2 I quit my job because I want to try a new \_\_\_\_\_.
- 3 I have \_\_\_\_\_ to get a job this summer.
- 4 I really \_\_\_\_\_ playing soccer with my friends on the weekend.

**A Read the email message below. Underline the words that mean work.**

**Vocabulary Skill**

Synonyms for *Work*

In the passage *One Man, 52 Jobs*, you saw the words *job* and *occupation*. In English, there are many words that mean the same as *work*.



**B Complete each sentence with an underlined word from A. You might have to change the form of the word.**

- 1 My first \_\_\_\_\_ for the newspaper was a story about the mayor!
- 2 Being a doctor or a teacher is a(n) \_\_\_\_\_, being a carpenter or a mechanic is a(n) \_\_\_\_\_.
- 3 In the past, most people had one job their whole life. But today, many people change their \_\_\_\_\_ often.
- 4 In my \_\_\_\_\_ as a baker, I must start work early in the morning.

**Before You Read**

On Holiday

**A Think about answers to these questions.**

1 What do people usually do on holiday? Check (✓) your answers.

- go to the beach       rest       study or work a lot
- wake up early       travel       \_\_\_\_\_

2 Look at the title of the passage on the next page. Look at the photos. What do you think a *working holiday* is?

**B Discuss your answers with a partner.**

**Reading Skill**

Understanding Main Ideas

Headings are often at the start of a paragraph or part of a passage. Headings usually tell us the main idea of a paragraph or section of a passage. The main idea is the most important idea in a passage.

**A Read the headings below.**

Getting Started

Things to Bring with You

Types of Travel Projects

What Is a Working Holiday?

How Long Can I Work in Another Country?

**B Read the information in the brochure on the next page. What is the main idea of each section (1–5)? Write the correct heading from A in the passage.**

**C Read the whole passage again. Then answer the questions on page 38.**

**Being a good reader requires mental attention.** Learning to be a good reader requires work. Don't be discouraged if at first it is hard. Keep practicing and you'll get better!

# WORKING Holiday

## 1 *What is a Working Holiday?*

A working holiday is a great way to see the world *and* **earn** money at the same time. Every year, thousands of students travel and work in other countries. Some do it because they want to learn a **skill** (for example, how to speak a second language). Others just want to have fun. Often, you can do both!

## 2

Today, there are many companies that can help you get started. Usually these companies can help you get a job and plan your **trip**. You usually pay for your own travel **expenses** (for example, your airfare and taxi fares).

## 3

What kind of work and travel **projects** can you do? Here are some ideas!

You can . . .

- work for a popular teen magazine in the United Kingdom.
- teach music or sports to children in Madagascar.
- work on a Norwegian cruise ship or at an Argentinean ski resort.
- work at an amusement park (for example, Disneyland) in the United States.



## 4

Some people go for a month. Some others stay for six months to a year. What do you what to do? Think about your goals and then decide.

## 5

Here are some **tips** from other students about what to bring on your trip:

- Bring an ATM card. You might need **cash** for food, clothes, or travel.
- Make two or three copies of important **documents** (for example, your passport).

Have fun!

# Reading Comprehension

Check Your Understanding

## A Choose the correct answers.

- 1 What is the meaning of the title *Working Holiday*?
  - a Many people don't take holidays because they have to work.
  - b In some jobs, people get a lot of holidays.
  - c You can get a job and take a vacation at the same time.
- 2 According to the passage, why do people take working holidays?
  - a to have fun and see the world
  - b to find a place to live
  - c to visit their relatives in other countries
- 3 How long can you work in another country?
  - a It is different for everyone.
  - b You can work for six months or a year.
  - c You can only work for one month.
- 4 What does the passage say about money?
  - a Your boss will pay for your travel expenses.
  - b You should have an ATM card to get money.
  - c You need a lot of money to take a working holiday.

## B The passage has a few ideas for jobs to do while on working holidays. Match the jobs with the place mentioned in the passage.

- | You can . . .               | _____ | in . . .             |
|-----------------------------|-------|----------------------|
| 1 work on a cruise ship     | _____ | a the United States  |
| 2 teach sports or music     | _____ | b Argentina          |
| 3 work for a magazine       | _____ | c Norway             |
| 4 work at a ski resort      | _____ | d Madagascar         |
| 5 work at an amusement park | _____ | e the United Kingdom |

- ## C
- 1 Which travel project is interesting to you? Why?
  - 2 The passage has two travel tips. Are they good tips? Add one more tip.



## Critical Thinking

## Vocabulary Comprehension

Definitions

## A Match each word with its definition. The words in blue are from the passage.

- |            |       |  |
|------------|-------|--|
| 1 cash     | _____ | a to get money or other things by working                    |
| 2 document | _____ | b paper money or coins                                       |
| 3 earn     | _____ | c an ability to do something                                 |
| 4 expenses | _____ | d a period of travel, usually for a short time               |
| 5 project  | _____ | e a plan or a piece of work you do                           |
| 6 skill    | _____ | f a helpful idea   |
| 7 tip      | _____ | g things you spend money on                                  |
| 8 trip     | _____ | h a piece of paper, usually with important information on it |



**B** Answer the questions below. Discuss your answers with a partner.

1 Name a **skill** you have.

\_\_\_\_\_

2 How do you **earn** money to spend on holiday?

\_\_\_\_\_

3 On your last **trip**, where did you go?

\_\_\_\_\_

4 Write one travel **tip** for people visiting your city.

\_\_\_\_\_

**A** Match a word from the box with a word below to make a compound noun.

back    boy    credit    guide    home  
lap    sun    suit    travel

- 1 \_\_\_\_\_ case    2 \_\_\_\_\_ book    3 \_\_\_\_\_ top  
4 \_\_\_\_\_ glasses    5 \_\_\_\_\_ pack    6 \_\_\_\_\_ work  
7 \_\_\_\_\_ friend    8 \_\_\_\_\_ agent    9 \_\_\_\_\_ card

**B** Which compound nouns in **A** are one word? Which are two words? Discuss with a partner. You can use your dictionary to help you.

**C** Imagine that this summer you plan to work in Greece for two months. Which items from **A** do you want to take with you? **Circle** them.

## Vocabulary Skill

### Compound Nouns

A compound noun joins two words to make one word (for example, *air + fare = airfare*). Sometimes, two words are used to talk about one thing (for example, *debit card*).

## Real Life Skill

### Reading a Job Ad

Job ads (sometimes called *want ads*) usually tell you about the hours, the pay, and the skills needed to do the job. In many job ads, single words or short sentences are used.

#### A Read the ad below.

### DJ Needed!

DJ2Day is a small company. We need three new DJs to work with us NOW. This is a great part-time job for a student.



**Job:** about 10–15 hours a week at different locations: company parties, weddings, nightclubs

**Looking for:** an outgoing, fun, lively person. Knows all kinds of music. 18 and over only.

**Pay:** \$30 an hour

**Contact:** Email us with information about yourself at [jobs@dj2day.heinle.com](mailto:jobs@dj2day.heinle.com).

#### B Look at the ad in A. Answer the questions.

- 1 What is the job in the ad? \_\_\_\_\_
- 2 What is the name of the company? \_\_\_\_\_
- 3 When does the job start? \_\_\_\_\_
- 4 How often do you work? \_\_\_\_\_
- 5 Where do you work? \_\_\_\_\_
- 6 What is the pay? \_\_\_\_\_
- 7 What skills do you need? \_\_\_\_\_
- 8 How can you contact the company? \_\_\_\_\_

#### C With a partner, make your own job ad. Use the example in A to help you.

#### D Exchange your ad with another pair. Answer the questions in B about their ad.

## What do you think?

- 1 If you could have any job in the world for two weeks, what would you want to do? Why?
- 2 What is more important to you: money or happiness? Why?

# Review Unit 1

## Fluency Strategy: PRO

**PRO** stands for **P**review, **R**ead, **O**rganize. This reading strategy will help you build your reading fluency by helping you to organize and understand what you read.

### Preview

**Preview** means to look at the passage before you read. When you preview the passage, follow these three easy steps:

- 1 Read the title on the next page. What do you think you will learn from the passage?
- 2 Look at the pictures for the passage. What do they show? From the title and pictures, what do you think the passage is about?
- 3 Look for any words in the passage that are in *italics*. These will be important words in the passage. What words in the passage on the next page are in *italics*?

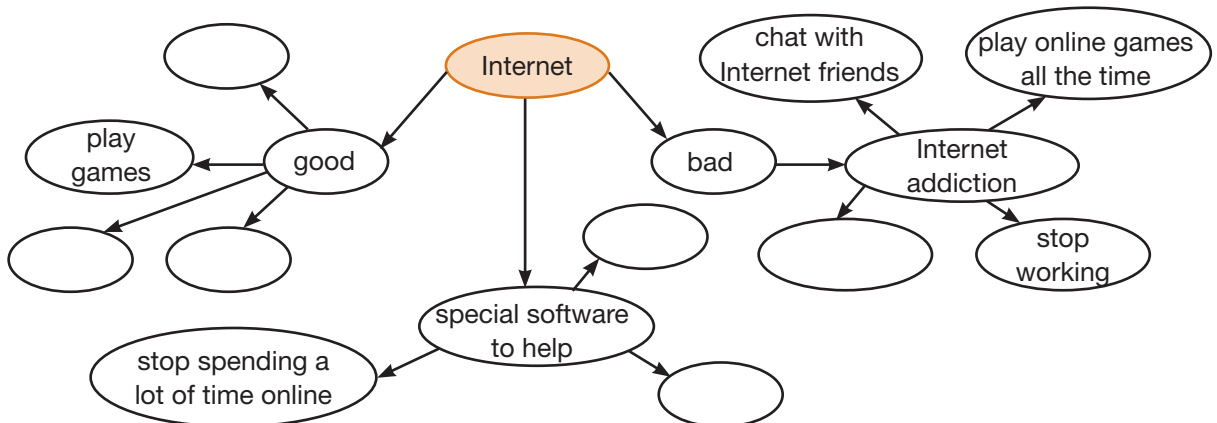
### Read

Now, **read** *Can the Internet be bad for you?* When you read, check your answers from the **preview** stage.

### Organize

The final step of **PRO** is to **organize** the information to help you remember what you have read. One way is by creating a word web. A word web can help you easily see how the information in the passage is organized.

- A** Here is an incomplete word web based on the passage *Can the Internet be bad for you?* on the next page. Complete the rest of the word web using the information in the passage.



- B** Look at the word web closely. Would you organize the ideas of the passage differently? Discuss the word web with a partner.

# Can the Internet be bad for you?

Spending your free time on the Internet can be fun. You can chat, share photos with friends, and play online games. But some people are addicted to the Internet. They just can't turn it off.

5

Being online for many hours at a time does not mean you have a problem. The Internet is very useful.

10

Online, you can pay your bills, buy clothes, and read the news. There are many good reasons to spend time online.

However, people with an *Internet addiction* are online too much. They don't spend time with their friends and family. Instead, they spend their time chatting with their Internet friends, people they have never met in real life. Some also play online games all day or night. Some people with Internet addictions even leave their jobs so they can spend even more time online!

15

People with Internet addictions don't just go online to shop, have fun, or do work. People who have this problem often go online because they want to escape the stress and problems in their lives. Many internet addicts stop caring about their real lives, and focus only on their online lives.

20



25

30

One way Internet addicts can get help is by using special software. This software controls how much time someone can spend online. It tells the computer to turn off the internet after a certain amount time. This helps people focus on real life. The software's goal is to teach people to use the Internet for good reasons and not just as an escape.

247 words      Time taken \_\_\_\_\_

## Reading Comprehension

---

Choose the correct answers. Use the word web in **A** to help you.

- 1 What is the main idea of the article?
  - a People should not spend time on the Internet.
  - b The Internet is very good for people.
  - c Spending too much time online is not good.
  - d Families should use the Internet together.
  
- 2 Which is NOT a problem for people with Internet addiction?
  - a They stop spending time with their family.
  - b They might lose their jobs.
  - c They learn to type very fast.
  - d They stop caring about their real lives.
  
- 3 What does the article say about paying bills?
  - a It should be done online.
  - b It is a useful way to use the Internet.
  - c People with Internet addiction do not pay their bills.
  - d People save money when they pay bills online.
  
- 4 What way of helping people stop their Internet addiction does the passage talk about?
  - a watching TV with friends
  - b using special software
  - c spending more hours at their office
  - d getting a new job they really like
  
- 5 According to the passage, a person is most likely to become an Internet addict if \_\_\_\_\_ .
  - a their life is stressful and has problems
  - b their job is boring
  - c they enjoy online gaming
  - d they have a lot of online friends



# SELF CHECK

Write a short answer to each of the following questions.

1. Have you ever used the PRO method before?

Yes       No       I'm not sure.

2. Do you practice PRO in your reading outside of English class?

Yes       No       I'm not sure.

3. Do you think PRO is helpful? Why?

\_\_\_\_\_

\_\_\_\_\_

4. Which of the six reading passages in units 1–3 did you enjoy most? Why?

\_\_\_\_\_

\_\_\_\_\_

5. Which of the six reading passages in units 1–3 was easiest?  
Which was most difficult? Why?

**Easiest:**

**Most difficult:**

**Why?**

\_\_\_\_\_

6. What have you read in English outside of class recently?

\_\_\_\_\_

\_\_\_\_\_

7. How will you try to improve your reading fluency from now on?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Review Reading 1: Lifelong Learning

### Fluency Practice

Time yourself as you read through the passage. Try to read as fluently as you can. Record your time in the Reading Rate Chart on page 176. Then answer the questions on the next page.

www.ASR\_lifelonglearning.heinle.com

# Lifelong Learning

When you graduate from high school or university, is learning finished? The answer is *no*. In many countries, people continue learning all their lives. Why is lifelong learning important?

5 How can it help you?


Lifelong learning can be useful in many ways. People who want to change careers often return to study at a university. Some professions require employees to keep learning new ways to do

10 things. For example, doctors and nurses must always learn about new illnesses and treatments. They must also practice the skills they have and keep learning new ones.

Lifelong learning can help people stay healthy and independent. Many older people also feel that lifelong learning helps them stay close to young people. Lots of older people are now

15 learning how to use computers.

"I want to remain active . . . for my own health," said Mr. Salinas, a 91-year-old man taking computer classes. "I see my computer learning as . . . part of an active life and something that I can share . . . with my family."



175 words    Time taken \_\_\_\_\_

# Reading Comprehension

---

Choose the correct answers.

- 1 What does *lifelong learning* mean?
  - a You stop learning after high school.
  - b You learn about life when you are a child.
  - c You continue learning for your whole life.
  - d You learn how to live for a very long time.
  
- 2 What does the article say about nurses?
  - a They use the same information for many years.
  - b They must learn new things all the time.
  - c They did not use technology in the past.
  - d They need to work independently.
  
- 3 Lifelong learning can help people \_\_\_\_\_.
  - a be smarter than other people
  - b live to be very old
  - c stop being lazy
  - d be healthy and independent
  
- 4 Which of the following might Mr. Salinas say?
  - a “Going to computer class makes me feel tired.”
  - b “I don’t like going to computer class because I don’t understand.”
  - c “Now, I can send emails to my grandchildren.”
  - d “Computers are for kids! I like books and newspapers.”
  
- 5 This article was most likely written for \_\_\_\_\_.
  - a school children
  - b working adults
  - c computer teachers
  - d doctors

## Review Reading 2: Earning Power

### Fluency Practice

Time yourself as you read through the passage. Try to read as fluently as you can. Record your time in the Reading Rate Chart on page 176. Then answer the questions on the next page.

#### ASR Financial Times: Special Report

#### Earning Power

### Earning Power

Everyone wants a job that pays well. Some people stop school early because they want to start earning cash right away. Others spend years and years studying in school in order to get a better job. Which is best? Actually, studies show that in most jobs, the higher your education, the higher your earning power.

- 5 For example, in the United States, high school graduates can make about \$30,400 a year. The people who do not finish high school average only \$23,400 a year. Just having a document that says you finished high school means an extra \$7,000!

If you stay in school, you can make more money. A person who goes to college and gets a bachelor's degree can make an average of \$52,200. With a master's degree, he or she can  
10 make about \$62,000. And studies show that if a person gets a PhD, he or she can make \$89,000 or more a year.

Of course, people with different occupations have different salaries. The chart below shows some average salaries for different professions in the United States.

We can learn an important lesson from this information. If you want to work and make  
15 more money, spend more time in school.

### Average Salaries for Common Occupations



**Sales Clerk**  
\$20,000



**High School Teacher**  
\$44,000



**Firefighter**  
\$48,000



**Accountant**  
\$69,000



**Dentist**  
\$159,000

178 words      Time taken \_\_\_\_\_

# Reading Comprehension

---

Choose the correct answers.

- 1 Why does the passage say people stop high school early?
  - a They do not have a lot of money.
  - b They do not like going to school.
  - c They do not want to work hard.
  - d They want to start making money.
  
- 2 According to the passage, how can a person earn more money?
  - a by stopping high school
  - b by staying in school for a long time
  - c by working a part-time job in high school
  - d by starting a small business
  
- 3 Which of these ideas is mentioned in the passage?
  - a Everyone should get a master's degree.
  - b Graduating high school is important.
  - c A person should do the same job their whole life.
  - d A person with a PhD will not earn a lot of money.
  
- 4 According to the chart, which job pays the most money?
  - a dentist
  - b high school teacher
  - c photographer
  - d accountant
  
- 5 Why was this passage written?
  - a to make school more fun
  - b to encourage people to stay in school
  - c to help people who score poorly on tests
  - d to teach people how to set goals