This unit deals with the above mentioned topic of studying and careers after 2º Bachillerato, taking into account the fact that it is a very important topic for students at that point of their academic life.

The unit is designed as a group of different sections, which can be used in a linear way or independently, as separate sets of exercises and activities. Due to this, the characters and readings, stories, etc. are independent and the teacher can decide whether to use all the materials or only a section.

This is possible by means of the buttons at the bottom of the page, which lead you into any part of the unit or the main menu and are easily accessible from any activity.

By clicking the "Help" icon they can access an explanation on the grammar points of the unit.

The instructions are given only in English, taking into account that they are addressed to 2º Bachillerato students.

Please remind your students to read the task button before they start any exercises, since the instructions are not always on the screens.

The unit is made up of five sections:

A. Higher education

1. Text: Higher education
2. Reading comprehension
3. Modal verbs: an introduction
4. Ability
5. Permission
6. Possibility and certainty
7. Obligation and necessity
8. Advice, offers, requests, suggestions
9. Revision of modal verbs

This section is a revision of modal verbs. The first activity is a reading text which introduces the main topic of the unit. The reading is followed by a True/False reading comprehension activity. The following screens deal with modal verbs and the ideas they convey. Most screens are divided into two parts: first there is an explanation with examples, and then there are some exercises.
B. Jobs and studies

1. Academic Life
2. Jobs

This part is about vocabulary. The first activity is a multiple choice exercise, where students must choose the correct word for a definition given. The vocabulary here is related to school and studies.

The second activity is a vocabulary game about jobs: students listen to a word and must click on the picture which represents the job. If they click on the wrong picture they must start the activity from the beginning. After completing the series, they can practise pronunciation by listening to the words again and recording them with their own voices so that they can compare.

C. How things are going on

1. Dialogue
2. Question tags: form & use
3. Question tags: pronunciation

This section is about question tags. First they listen to a dialogue about two friends who meet after finishing secondary school. The second and third activities are about question tags: their structure and the differences in meaning according to pronunciation.

D. Real stories

1. Reading: Real stories
2. Lexicon
3. Perfect Modals I
4. Perfect Modals II
5. Perfect Modals III

The introductory activity is made up of two texts about real people who have finished secondary school. This is followed by a vocabulary exercise (they must find words in the text that match the definitions given). The rest of the activities are about modal verbs in the past.

E. Applying for a job

1. Interview for a job
2. Role play
3. Writing a letter of application

In this section students practise their oral and writing skills. First they listen to a model dialogue of an interview for a job, and then they must record one of the parts trying to reproduce a similar dialogue. The last activity consists of writing an application letter using the information given (guided writing).
How things work - Answer key

A. Higher education

2. Reading comprehension

4. Ability
   1. can’t  2. could (was able to)  3. won’t be able to  4. was able to (could)
   5. won’t be able  6. could  7. can (is able to)  8. be able to

5. Permission
   1. can/may  2. can’t/aren’t allowed to  3. couldn’t/wasn’t allowed to
   4. can/may/are allowed to  5. be allowed to  6. will be allowed

6. Possibility and certainty
   1. Julia must be home. She has got the flu.
   2. He could be a vegetarian. Ask him before you make dinner.
   3. Julia can’t be home. She was in her office ten minutes ago.
   4. He must be a vegetarian. I’ve never seen him eat meat.
   5. Julia might be home, but I think she has already left.
   6. Julia may be home. Try and phone her there.
   7. He might be a vegetarian, but I don’t think so.
   8. He can’t be a vegetarian. He had a hamburger last week.

7. Obligation and necessity
   1. mustn’t  2. must/have to  3. must/have to  4. don’t have to/needn’t
   5. don’t have to/needn’t  6. mustn’t  7. will have to  8. mustn’t

8. Advice, offers, requests, suggestions
   1. Shall we stay home and play cards?
   2. You should (ought to) see a doctor.
   3. Shall I turn off the TV?
   4. Will you marry me?
   5. You should (ought to) get a second opinion.
   6. Shall we make something for dinner?

9. Revision of modal verbs
   1. must  2. should  3. have to  4. shall  5. may  6. couldn’t  7. may  8. had to  

B. Jobs and studies

1. Academic Life
   1. to pass  2. to fail  3. head teacher  4. a year  5. a lecture  6. subjects
   7. an undergraduate  8. a lecturer  9. secondary school  10. a student loan

2. Jobs
   Jobs 1: cook / teacher / engineer / programmer / bank clerk / journalist / lawyer / surgeon /
   chemist / welder / vet / travel agent
   Jobs 2: mechanic / secretary / electrician / pilot / receptionist / librarian / clothes designer /
   nurse / mathematician / architect / archaeologist / cameraman
C. How things are going on

2. Question tags: form & use
   1. haven't we?  2. were they?  3. shouldn't you?  4. did they?  5. isn't he?
   6. had you?  7. doesn't he?  8. did they?  9. can't she?  10. aren't you?

3. Question tags: pronunciation

D. Real stories

2. Lexicon
   A: 1. sauce  2. taste  3. vocational training  4. earn  5. be successful
   B: 1. assistant teacher  2. spent  3. lesson  4. reading  5. bilingual

4. Perfect Modals II
   1. may have broken  2. mustn't cheat  3. should have left  4. must have taken
   5. may have given  6. should change  7. must be  8. needn't study
   9. should have taken  10. could have passed

5. Perfect Modals III
   1. You shouldn't have used
   2. She can't have bought that ring.
   3. You must have seen him.
   4. The radio might have been out of order
   5. He may have stayed home
A. Higher education

1. Text: Higher education

Let's face it, you've nearly finished school.

By 18, most students around the world must make a very important decision which can change their lives, both professionally and personally.

At this age, most educational systems provide students with an academic certificate that will grant them access to University or Advanced Level Specific Vocational Training. This is normally called Higher Education.

In Spain, students have to take an entrance examination too if they want to go to University. In our country, most of the students who hold an upper secondary qualification choose University, although vocational training is becoming more popular. Spanish students are beginning to discover other ways of qualifying for specialised jobs which are in great demand and increasing their prestige, such as Hotel and Catering, Electronics or Fashion Design.

Secondary Education in other countries is often more flexible: in the UK, for example, there is a wide range of subjects, but you needn't take all of them, you may decide how many A-levels you will sit (a qualification obtained by a public examination on a particular subject). However, a student who intends to go to University, will usually need at least three A-levels.

Here or there, your decision is of the greatest importance. Are you sure about your academic plans for the future?

You should think carefully, and choose wisely: your future depends on it.

C. How things are going on

1. Dialogue

Mike: Hey, Fiona!
Fiona: Mike! I can't believe my eyes, we haven't seen each other for ages!
Mike: Yes, I think we last met at Danny's birthday, didn't we?
Fiona: That's true. It wasn't an ordinary birthday party, was it?
Mike: Not really. And he'll soon be 21, won't he?
Fiona: That's right! But tell me, how are things going? Your sister told me you were abroad, reading law at university in Berlin.
Mike: Yes, I just came back for the weekend.
Fiona: But tell me more. How difficult do you find it to study in German?
Mike: Very difficult, but very interesting. But you're at university too, aren't you?
Fiona: Not really, I changed my mind at the last minute and I took advanced vocational training. I'm doing computer electronics.
Mike: Computer electronics! Wow, that sounds very difficult. But you were always good at science, weren't you?
Fiona: And you were always good at German!
E. Applying for a job

1. Interview for a job

Manager: So, Lucia, tell me something about yourself.

Lucia: Well, I'm 21 years old and I was born in Málaga. I've lived here all my life but I got my chef's certificate three years ago in Madrid and I've been working at the Marquise Hotel in the outskirts of Madrid since then.

Manager: Why do you want to join us?

Lucia: Well, I really liked the job there but I think it's time I came back home with my family and friends.

Manager: And what do you know about our hotel?

Lucia: You're part of a chain of hotels in the Mediterranean area, I think I'd learn a lot and the experience would be good for my career.

Manager: What can you offer us if we give you the job?

Lucia: I think I've got the skills and the kind of experience you need and I am hard-working and enthusiastic.

Manager: It sounds like it! Well, Lucia, I'm seeing two more candidates tomorrow, I'll phone you as soon as we have made our choice and we'll arrange a second interview.

Lucia: That sounds good, thanks for your time.

2. Role play

Manager: Well, Michael, tell me about yourself.

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Manager: Why do you want to join us?

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Manager: And what do you know about LCMS?

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Manager: What can you offer us if we give you the job?

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Manager: Well, Michael, I'm seeing four more candidates tomorrow. We'll let you know our decision as soon as possible.