

WORK

LOOK AT THE PHOTO. ANSWER THE QUESTIONS.

1. What job does this person do?
2. What adjectives describe this job (for example, *interesting*, *dangerous*)? Give reasons for your answers.

WARM-UP VIDEO

A You are going to watch a video about working as a volcanologist. This is a scientist who studies volcanoes. In pairs, say three things you think you will see.

B Watch the video and check your three predictions from **A**.

C Read the sentences from the video and guess the missing words. Then watch the video again and check.

1. “These are n_____ people who stay in their lab.”
2. “These are people who really go out and l_____ at things . . .”
3. “This is the b_____ place in the world to camp . . .”
4. “. . . you are o_____, in the outdoors.”
5. “The mountain is really d_____.”
6. “In most places of the world, it’s not a hazard* to the general population; it’s a hazard to volcanologists who are going c_____ to the volcano . . .”

*A **hazard** is something that is dangerous.

D What other dangerous jobs do you know? Why are they dangerous? Make a list in pairs.

A scientist, wearing a special suit and helmet to protect against very high temperatures, collects lava samples from the Mount Etna volcano in Italy.

GOALS

Lesson A

- / Discuss skills and qualities for a job
- / Interview for a job

Lesson B

- / Describe a job
- / Talk about your past experience

9A SKILLS AND QUALITIES

VOCABULARY

A Read about the job. Do you think you could be a paramedic? Why or why not?

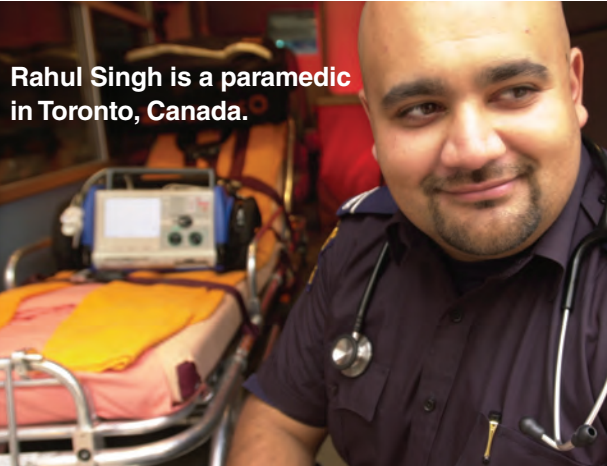
I'm a paramedic. I give medical help in an emergency. You have to be **responsible** to do this job. Each day is different, so you have to be **flexible**, too.

I report to work at 5:30 am. I'm a **punctual** person, so the early start isn't a problem.

Some people work **independently**, but not me. I'm part of a team that includes a driver and another paramedic. The driver knows the most **efficient** ways to get around, and my colleague and I are **knowledgeable** about medical problems.

Our team tries to approach people in a **personable** way, even if they are confused or angry. And when people are injured, we are **cautious** when moving them into the ambulance.

I think I'm pretty **adventurous**, and this job is good for someone who isn't afraid of new experiences. People also say I'm **courageous** to face these difficult situations. I say I'm just doing my job.



Rahul Singh is a paramedic in Toronto, Canada.

B Match the words in **blue** to the words or phrases with a similar meaning. Use a dictionary.

- 1. reliable: responsible
- 2. brave: _____
- 3. changes easily: _____
- 4. by yourself: _____
- 5. friendly: _____
- 6. careful: _____
- 7. knows a lot: _____
- 8. likes risks: _____
- 9. on time: _____
- 10. works quickly / easily: _____

ACADEMIC SKILL
Word forms

When you learn a new word, use a dictionary to check its other forms so you can use them correctly; for example, *reliable* (adj) *reliability* (n)

Punctual
brave
personable
cautious
M
flexible
D
reliable
C

C Look at the graphic. The letters in the word *paramedic* are used to write other words describing skills and qualities needed for that job. In pairs, make a similar graphic about a different job. Then show it to the class.



A flight attendant



A travel journalist



An international aid worker

LISTENING

A In pairs, look at the three jobs in the photos above and rank them from 1 (most challenging) to 3 (least challenging). Give reasons for your answers.

B Listen for key words. Listen to three people talking about their jobs. Write the correct job for each speaker. Then write the adjectives in **blue** from the previous page that you hear for each job.

Job 1: _____

Adjectives: _____

Job 2: _____

Adjectives: _____

Job 3: _____

Adjectives: _____

C Make and check predictions. Read the sentences and circle **T** for *true* or **F** for *false*. Then listen again and check your answers.

Job 1:

- | | | |
|--|---|---|
| 1. It's a fun and easy job. | T | F |
| 2. You have a good social life. | T | F |
| 3. You have to change your plans easily. | T | F |

Job 2:

- | | | |
|--|---|---|
| 4. A lot of people apply for this job. | T | F |
| 5. All the work is overseas. | T | F |
| 6. You have to be reliable and brave. | T | F |

Job 3:

- | | | |
|--|---|---|
| 7. You work by yourself a lot of the time. | T | F |
| 8. You need to find new things to write about. | T | F |

D In groups, make a list of the pros (good things) and cons (bad things) for each of the three jobs. Use information from the speakers and your own ideas. Then decide which of the three jobs you would choose.

“ One of the good things is that you travel overseas . . . Overall, I'd like to be a . . . ”
“ But you don't have a good social life. ”

SPEAKING

A Read the job advertisement. Then listen to Ines’s interview and answer the questions below.

Simon: So, Ines, tell me a little about yourself.

Ines: Well, I’m a first-year student at City University, and I’m majoring in journalism.

Simon: And you’re working for your school’s online newspaper, right?

Ines: Yeah. I write a blog. It focuses on pop culture, fashion, music—stuff like that.

Simon: How long have you worked there?

Ines: For about six months. I post an entry once a week.

Simon: Excellent. But if you work here, you’ll need to post every Tuesday and Friday—by noon.

Ines: No problem. I’m very punctual.

Simon: Great. Now, we need someone right away. When can you start?

Ines: On Monday.

Simon: Perfect. Let me talk to my boss, and I’ll be in touch with you later this week.

- How does Ines discuss her abilities and experience? Underline the sentences in the conversation.
- Is Ines the right person for the job? Why or why not?

STUDENT BLOGGER

ZOOMA MAGAZINE

About the job:

Zooma Magazine needs student bloggers who:

- know a lot about pop culture.
- have good writing skills.
- are punctual and can work independently.

APPLY NOW

- B** Practice the conversation in **A** with a partner.
- C** Imagine that you’re applying for the blogger job in **A**. With a partner, add two more skills or adjectives to the job ad and role-play a new conversation. Use the Speaking Strategy to help you. Then switch roles and do the role play again.
- D** Perform your conversation for another pair.

SPEAKING STRATEGY

Interviewing for a job

	The interviewer	The applicant
Starting the interview	Thanks for coming in today.	It’s great to be here. / My pleasure.
Discussing abilities and experience	Tell me a little about yourself. Can you (work independently)? Are you (punctual)? Do you have any experience (writing a blog)?	I’m a student at . . . I’m majoring in . . . Yes, I can. For example, . . . Yes, I am. For example, . . . Yes, I write one for my school newspaper now.
Ending the interview	Do you have any questions? When can you start? I’ll be in touch.	Yes, I do. / No, I don’t think so. Right away. / On Monday. / Next week. I look forward to hearing from you.

GRAMMAR

A Read the Unit 9, Lesson A Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

THE PRESENT PERFECT

Question	Response
How long have you worked there?	(I’ve worked there) <u>for</u> two years.
How long has she worked there?	(She’s worked there) <u>since</u> 2012.

You can use the present perfect (*have / has* + past participle) to talk about events that started in the past and continue into the present. Note that many past participles are irregular. Use *for* + a length of time (*for ten minutes, for the summer, for two years, for a while*). Use *since* + a point in time (*since 2014, since last September, since I was a child*).

B PRONUNCIATION: Reduced for in time expressions Say the first question and answer in the grammar chart above. Then listen and repeat.

C PRONUNCIATION: Reduced for in time expressions Listen and complete the sentences with a time expression. Then practice saying the sentences with a partner.

1. I’ve lived in the same city for _____.

3. I haven’t eaten for _____.

2. He hasn’t been in class for _____.

D Use the phrases below to write questions in the present perfect with *how long*.

1. go to this school

2. study English

3. know your best friend

4. have the same hairstyle

5. live in your current home

How long have you gone to this school?

E Use the questions in **D** to interview three of your classmates. Write their answers in the chart using *for* or *since*. Who has done each thing the longest? Share your results with the class.

Name	Question 1	Question 2	Question 3	Question 4	Question 5





A camp counselor plays a game with children at a summer camp in Washington State (US).

ACTIVE ENGLISH Try it out!

A Read the qualities, abilities, and experience below. In your notebook, list the qualities, abilities, and experience needed for these jobs: video-game tester, camp counselor, lifeguard, dog walker. You can use the ideas in the box more than once. Add your own ideas, too.

Qualities	Abilities / Experience	
<ul style="list-style-type: none">a personable and energetic person who loves the outdoorsan efficient person who is knowledgeable about computersflexible, patient, and kind to animalsan adventurous and responsible person	be able to . . .	have experience . . .
	<ul style="list-style-type: none">swim wellwork flexible hourswalk long distanceswork independentlyspeak English well	<ul style="list-style-type: none">caring for animalsworking with childrenplaying video gamesdoing first aid

- B Choose a job in A to apply for. Tell a partner your choice. Then:
- Complete the questions according to the job that your partner is applying for. Add your own idea at the end. Use the questions to interview your partner. Take turns.
 - Decide if your partner is good for the job. Why or why not?

“ Thanks for coming in today. So, tell me . . . what do you do now?

Interview questions

- Name: _____
- Job he or she is applying for: _____
- What do you do now? How long have you done it?
 - Are you _____? Give me an example.
(quality)
 - Can you _____? Please explain.
(ability)
 - Do you have any experience _____?
(doing something)
 - Your question: _____?

9A GOALS Now I can . . .

Discuss skills and qualities for a job _____

Interview for a job _____

- Yes I can.
- Mostly, yes.
- Not yet.

9B DREAM JOBS

VOCABULARY

A Read the article and answer the questions in pairs.

In 2008, Emily Ashe traveled with her family on a National Geographic cruise to Mexico. On the ship, she met Dr. Tierney Thys, a famous marine biologist. Emily says, “I remember listening to her talk about ocean sunfish and then seeing a picture of her swimming next to one and thinking, ‘Wow, I could do that one day.’”

Being a marine biologist might sound like a **glamorous** job, but it’s also very **demanding** and sometimes **hazardous** under the ocean. You spend long, **exhausting** periods of time observing and studying sea life, and the work isn’t always **well paid**. But marine biologists like Tierney often love their jobs; they usually educate people about the ocean, which can be very **rewarding**.

Now, after meeting Tierney over a decade ago, Emily has graduated from Eckerd College in St. Petersburg, Florida with a major in marine science. She hopes to follow in Tierney’s footsteps,¹ and teach kids and the public about marine ecosystems.²

¹To **follow in someone’s footsteps** means to do the same thing as someone else.
²An **ecosystem** is the plants, animals, and environment in a particular area.

- Why did Emily want to become a marine biologist?
- What do marine biologists do?
- How does Emily hope to “follow in Tierney’s footsteps”?

B Match the words in **blue** to the word or phrase with the opposite meaning.

- easy ↔ **demanding**
- _____ ↔ badly paid
- _____ ↔ dull
- relaxing ↔ _____
- _____ ↔ unsatisfying
- safe ↔ _____

WORD BANK
exhausting tiring
hazardous dangerous
glamorous exciting and attractive

C For each answer in B, think of a different job; for example, being a nurse is a demanding job. Which job would you like to do? Which would you never do? Tell a partner.



Dr. Tierney Thys is a marine biologist. She studies ocean sunfish.

This piece of art by Asher Jay is titled “Where Do We Draw the Line?” It shows that many animal habitats are disappearing as cities grow and protected areas decrease.



A conservationist is a person who works to protect the environment.

ASHER JAY: CREATIVE CONSERVATIONIST

1. Can your passion¹ also be your profession? For “creative conservationist” Asher Jay, the answer is yes. She is an artist, writer, and activist. She uses her art to tell people about issues that affect animals around the world, like the illegal ivory trade and habitat loss.

2. Asher was born in India in 1985 and was raised around the world to be a global citizen. She now lives in New York. She has been passionate² about wildlife since she was a child. As a girl, she often found sick animals and brought them home to care for them. Her mother taught her that all life has a right to exist.

3. Now, working as an artist, everything Asher does in her creative work is to help conservation. For example, she spent two months traveling in Africa, and she collected garbage on her travels. She took the garbage back to New York and used it to create artwork about how the growth of human cities is affecting wildlife. As well as paintings, she has created animated films about pollution³ in the oceans.

4. Asher loves what she does, but working with nature can still result in unexpected and hazardous experiences. One night, while she was in Africa for work, she woke up and heard lions walking around her tent. Asher was scared, but the experience was still rewarding. “Nature is a . . . tutor,” she says, “and the learning never stops.”

5. On a typical day, Asher spends a lot of time working on her art, which includes paintings, billboards, films, and sculptures. But anything can happen, and each day is unpredictable, so Asher has to be flexible. “I never know what’s next for me,” she explains.

6. Asher Jay has turned her love for art and animals into a career. She says there are many ways to turn what you care about into a job. So, what are you passionate about? 🎧

¹A **passion** (n) is something you love or feel strongly about.
²If you are **passionate** (adj) about something, you care about it a lot.
³**Pollution** is something that makes land, air, or water dirty and unsafe.

- A** Find these words in your dictionary: *job, career, profession*. How are they similar? How is a *career* or *profession* different from a *job*? Tell a partner.

B **Make predictions.** Read the title of the article and look at the image. Guess: What does a creative conservationist do? Tell a partner. Then read the first paragraph to check your ideas.

C **Identify main ideas.** Read the rest of the article. In which paragraph can you find the answer to each question below? Write the paragraph number next to the question.

 - ___ a. Is Asher’s job ever dangerous?
 - ___ b. When did Asher first become interested in animals?
 - ___ c. What’s a normal day like for Asher?
 - ___ d. What are some examples of Asher’s work to help conservation?
- D** Check your answers in **C** with a partner. Then take turns asking and answering the four questions.

E **Scan for details; infer information.** What personal qualities does Asher Jay have that make her good at her job? Underline ideas in the reading. Then think of two words not in the reading.


F Answer the question at the end of the last paragraph. Share your answer with a partner, and he or she will suggest one possible job that matches your interests.

“ I love to play the guitar. I also like to play video games. ”


Maybe you could write music for video games.

LISTENING

A Make predictions. Look at the photo below. Gino is a storyboard artist. What do you think he does? Tell a partner.

B Check predictions. Listen and circle the correct answer. 

- a. Gino illustrates comic books.
- b. He draws pictures for children’s books.
- c. He creates pictures of events in a movie.
- d. He takes photos of famous actors.

C Listen for details. Read the sentences. Then listen and circle T for true or F for false. Correct the false sentences in your notebook. 


Gino says . . .

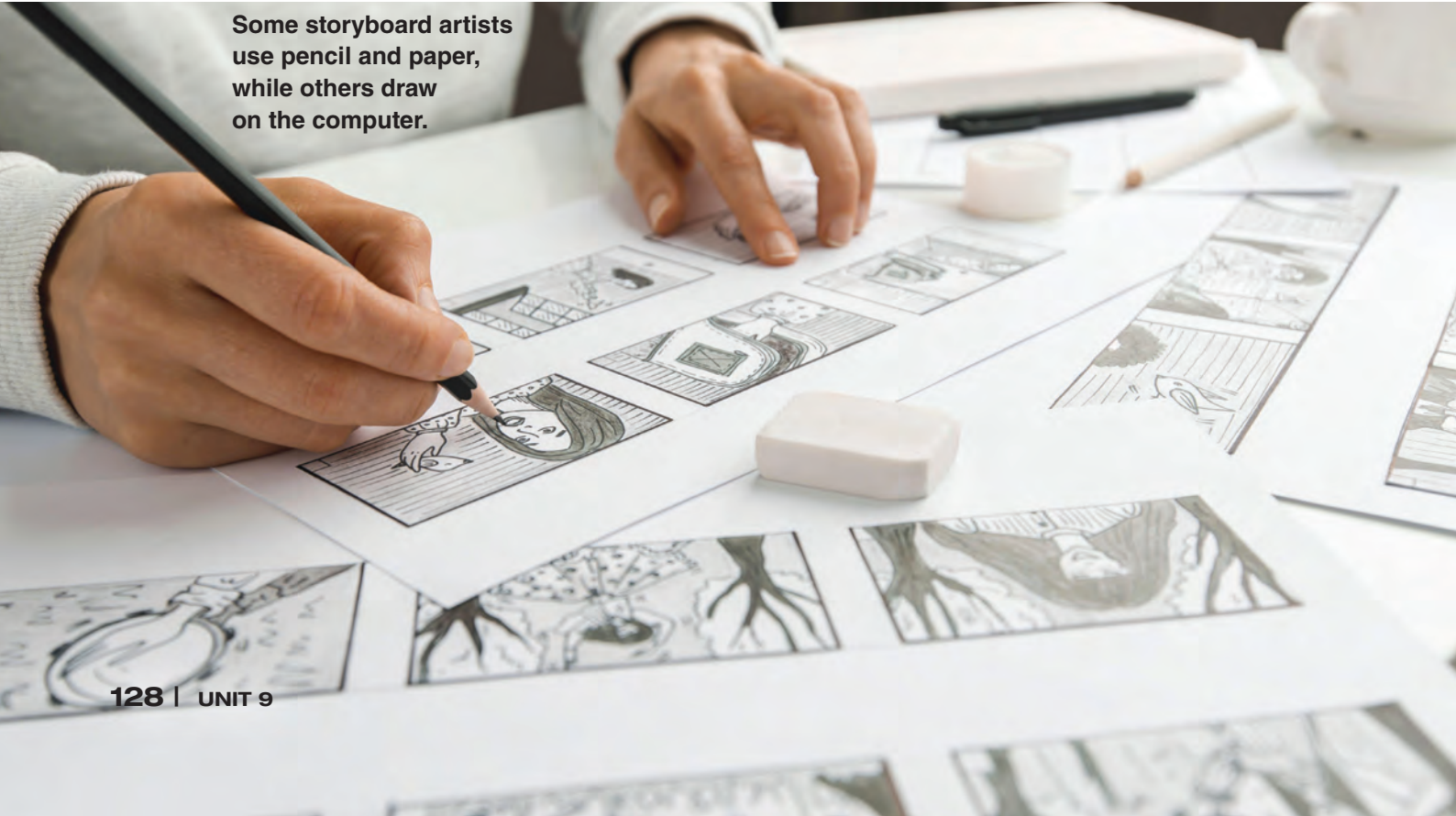
- | | | |
|---|---|---|
| 1. the best part of his job is meeting famous people. | T | F |
| 2. his job is dull sometimes. | T | F |
| 3. working with a director is usually pretty easy. | T | F |
| 4. it’s common to work long hours in his job. | T | F |

D Take notes. Gino gives people advice about becoming a storyboard artist. What advice does he give? Listen for key words and take notes. Then choose the correct answers below. 

- a. Be knowledgeable about making movies.
- b. Be able to work independently.
- c. Be a good artist.
- d. Be a hard worker.

E Does Gino’s job sound interesting to you? Why or why not? Tell a partner.

 Notice how Gino uses the words *first*, *second*, and *finally* to list his points.



GRAMMAR

A Compare the underlined verbs in the sentences. What are the two verb forms called?

- 1. Asher Jay became a National Geographic Emerging Explorer in 2014.
- 2. She has been passionate about wildlife since she was a child.

B Read the Unit 9, Lesson B Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

THE SIMPLE PAST AND THE PRESENT PERFECT	
Use the simple past to talk about completed actions and situations at a specific time in the past.	Asher Jay was born in India <u>in 1985</u> . (at a specific time) She spent <u>two months</u> in Africa. (action finished)
Use the present perfect to talk about . . . 1. actions that began in the past and continue now. 2. past actions when the time that they happened is unknown or not important.	1. Asher Jay has turned her love for art and animals into a career. (continues now) 2. She’s visited Africa many times. (exact time is not important)
We often use the present perfect to ask about experiences in life (things you have done / haven’t done before): Have you ever been to Japan? Yes, I have . / No, I haven’t .	

C Complete the conversation. Write the simple past or present perfect form of the verbs.

A: How long (1. work) _____ you _____ for this company?

B: For three months. I (2. start) _____ in June.


A: What (3. do) _____ you _____ before that?

B: I (4. study) _____ business in college.

A: (5. enjoy) _____ you _____ it?

B: Yes, I did. For one term, I studied in Toronto, Canada.
(6. be) _____ you ever _____ there?

A: Yes, I have. I (7. go) _____ there for vacation last summer with a friend. We
(8. have) _____ a great time!

 It is common to start a conversation with a question in the present perfect and then ask questions in the simple past to get more information.

D Work in pairs and start a conversation about each topic (1–6) with *Have you ever . . . ?* If your partner answers, Yes, *I have*, then ask for more information and write it down. Ask two of your own questions in 7 and 8.

Start the conversation: <i>Have you ever . . . ?</i>	Yes / No	Ask for more information: <i>Where? When? What? Who with? How?</i>
1. have a job interview		
2. win a competition		
3. travel overseas		
4. meet a famous person		
5. do yoga		
6. go on vacation with friends		
7.		
8.		

“ Have you ever had a job interview? Yes, I have. ”
“ What was the job? ”

ACTIVE ENGLISH Try it out!

A Work in pairs and imagine you are looking for a new job. Make a list of what you need to know about the job (for example, type of work, hours).

B Read the job advertisement and answer the questions with a partner.

- 1. Does it have all the information you listed in **A**? If not, what is missing?
- 2. What are the pros and cons of this type of job?
- 3. What sort of person is it good for?

C In pairs, imagine you are the manager of a business. Choose the type of business and think of a job title. Design and write a short job ad.

D As a class, put your ads from **C** around the classroom, walk around, and read them all. Then choose a job that you would like to apply for.

E Compare the two emails to the manager in response to the ad in **B**. Which is better? Why?

To: themanager@thepastaplace.com

Subject: Part-Time Server Position

Dear Mr. Wright,

I am writing to apply for the position of part-time server at your restaurant. I have worked as a server in a restaurant before, and I was a friendly and efficient member of the staff. Currently, I am a first-year college student, and I am able to work evenings and weekends. I have attached my resume and a letter of recommendation from a past employer.

I look forward to hearing from you.

Sincerely,

Jake Stephenson

Send

WANTED

PART-TIME CHEFS AND SERVERS

This summer, our Italian restaurant needs part-time chefs and servers to work evenings and weekends. We are looking for personable and flexible people to join our fun team. The work is demanding but rewarding. Experience is helpful but not required. Full training is provided.

Email your resume to Mr. Wright at **themanager@thepastaplace.com**.

APPLY NOW

To: themanager@thepastaplace.com

Subject: Hey!

Hi, Mr. Wright!

I saw your ad, and I'd like to work for you as a chef. I've done that type of work before, and I was good at it. My number is 867-3647.

Speak soon,

Gary

Send

F WRITING Look at the job ad you chose in **D** and write a formal email to the manager. Describe your past experience and use the Useful Expressions to help you.

USEFUL EXPRESSIONS

Dear Sir or Madam, / Dear Mr. / Ms. _____,

I am writing to apply for . . .

I have worked . . .

Currently, I am . . .

I am able to work . . .

I have attached . . .

I look forward to hearing from you.

Sincerely, / Best regards,

9B GOALS Now I can . . .

- Describe a job _____

Talk about my past experience _____
1. Yes, I can.

2. Mostly, yes.

3. Not yet.

GLOBAL VOICES

A Look at the people in the photo below. What do you think their job is? How would you describe it?

B Watch a video about fisherman and National Geographic photographer Corey Arnold. Number the questions (1–4) in the order they are answered.

- _____ a. Why is being a fisherman so dangerous?

_____ b. What kinds of things did Corey take photos of at first?
- _____ c. What type of people go to Alaska to be fishermen?

_____ d. How did Corey photograph the “Selfie Generation”?

C Guess the answers to the questions. Then watch the video again and check your answers.

1. What type of person is usually interested in fishing in Alaska?

a. adventurous b. punctual c. knowledgeable
2. What kind of environment does the weather create on the boat?

a. rainy b. hazardous c. exciting
3. Over time, how did Corey feel about photographing people?

a. shy b. nervous c. comfortable
4. For his story “Unplugging the Selfie Generation,” how did Corey contact millennials?

a. through social media b. with an ad c. by visiting universities
5. What did Corey learn about this generation while doing the story?

a. They aren’t visiting national parks. c. They are passionate about nature.

b. They are on their phones all the time.

D Imagine you are an interviewer. Write five questions for Corey based on the information he gives in the video.

E Work in pairs and role-play an interview with Corey. Take turns being the interviewer (asking your questions from **D**) and being Corey (answering with information from the video).



Men working on a crab fishing boat in the Bering Sea. Photo by Corey Arnold.



Alan Alford, a student at the University of South Florida, gives his elevator pitch as part of a competition for business students.

A Have you ever heard of an *elevator pitch*? What do you think it might be? Read the first paragraph of the article and check if your ideas are correct.

Be Ready with Your Elevator Pitch


An *elevator pitch* is given when you have a short amount of time with someone and want to sell them your new idea. Imagine you work for a company and you have a great idea, but you are never in the room with the executives who make the decisions. Should that stop you? No! Always be ready to present your idea clearly and quickly—you might not be in the right meetings, but you never know when you will step into an elevator with the CEO and will have his or her complete attention for thirty seconds.





This is also true for job interviews. When the interviewer says, “Tell me about yourself,” you need to have your elevator pitch ready to sell yourself. In other words, convince the interviewer you are the best person for the job in a short amount of time. A good elevator pitch quickly shows your qualities and skills to an employer. Make sure your pitch says who you are, what you do, and what you want by taking the following steps.

- Introduce yourself; say your name with a smile.
- Tell your story; say what you do now and what you have done in the past.
- Explain what you want; ask for a chance to show what you can do.



Finally, avoid some common mistakes. Speak clearly and confidently—but not too quickly. If you feel nervous, try to slow down. Don’t use big, complicated words; make it easy to understand. And remember: a good elevator pitch should be no more than a minute or two.

- B** Read the rest of the article and circle **T** for *true* or **F** for *false*.
- | | | |
|---|----------|----------|
| 1. You need to sell your skills and qualities in a job interview. | T | F |
| 2. You should only talk about what you are doing now, not about the past. | T | F |
| 3. At the end of your pitch, you should say, “I’d like the opportunity to show you . . .” | T | F |
| 4. You should speak faster so you sound more confident. | T | F |
| 5. If you have a lot of experience, you should speak for longer than a minute or two. | T | F |

C Listen to elevator pitches from two different people in job interviews. Check (✓) the best column in the feedback form for each item and decide who is best for the job. 

Did Speaker 1 . . .				
introduce herself?				
tell her story?				
explain what she wants?				
speak clearly and confidently?				
speak for one minute or less?				

Did Speaker 2 . . .				
introduce himself?				
tell his story?				
explain what he wants?				
speak clearly and confidently?				
speak for one minute or less?				

- D** In pairs, compare your feedback about the two elevator pitches in **C**. Do you agree? Which speaker do you think is better for the job? Why?
-  I think the first person told her story well.
- E** Follow the steps to prepare an elevator pitch.
1. Think of a job you would like to do in the future and write a short job description.
2. Write an elevator pitch to respond to “Tell me about yourself” during an interview for this job. Use the advice in the article. After writing, practice saying your pitch and memorize it.
-  So do I, and I think the second person didn’t introduce himself well.
- F** **You Choose** Choose one of the options for giving your elevator pitch.
- Option 1:** Work in pairs and role-play a job interview. Take turns saying, “Tell me about yourself,” and giving your pitch.
- Option 2:** Stand up in front of the class and present your elevator pitch. As you are watching others’ pitches, try to guess the type of job the person is looking for.
- Option 3:** Make a video recording of your elevator pitch that you can send to employers. Play the video for the class.
- G** As you watch an elevator pitch by another student, take notes on the feedback items in **C**. Then meet with the speaker and give your feedback. Do they agree with you?