In This Unit

**Theme** This unit is about unusual jobs, including jobs that involve adventure, danger, and extreme physical activity.

**Content Objectives**
Students will
- examine some unusual professions and discuss the work they involve and what it takes to succeed in them.
- compare and contrast two people whose work takes them to extraordinary places but also involves taking risks.
- discuss an underwater archaeologist whose work combines science and diving.

**Language Objectives**
Students will
- talk about jobs and the routines they involve.
- show that they can extend a conversation.
- use the present simple tense to ask and answer questions about job routines.
- use possessives to show ownership.
- write a descriptive paragraph about someone’s routine.

**Vocabulary**
- pages 26–27: adventure, archaeologist, career, clue, consider, explore, job, office, passion, profession, study, take risks, train, work
- page 28: choice, dangerous, researcher
- page 31: apply for, employee, interview, schedule, skills
- page 32: adviser, commute, create, photographer, scientist

**Vocabulary Strategy** Base words and the suffixes -er, -or and -ist

**Speaking Strategy** Extending the conversation

**Grammar**
- Grammar 1: Use present simple questions and answers to talk about routines
- Grammar 2: Use possessives

**Reading** Adventures Near and Far

**Reading Strategy** Compare and contrast

**Video** Scene 2.1: Searching for Life in Iceland’s Fissures; Scene 2.2: Meet Guillermo de Anda

**Writing** Description of a daily routine

**National Geographic Mission** Do What You Love

**Project**
- Job advert
- Comic strip
- Job fair

**Pronunciation** Intonation in questions

**Pacing Guides** 1.2.1, 1.2.2, 1.2.3

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**Introduce the Unit**

- **Build background** Say *Let’s talk about jobs.* Ask *What kind of job would you like after you’ve completed your education?* Say *Turn to the person next to you and talk about the jobs you might like.*

- **Ask** *What jobs did you talk about?* Write them on the board. Point to a few of the more common jobs and say *There are jobs that we come into contact with every day, such as teacher or bus driver. Then there are jobs that are less common but familiar, such as doctor, athlete or actor. There are other jobs that you may not have heard of. We’re going to talk about some of those jobs.*

- **TO START** Ask students to open their books at pages 24–25. Read aloud question 1 on page 25. Discuss students’ responses. Then ask a student to read aloud the caption on page 24. Explain that the astronauts are training to repair the Hubble telescope, which has been orbiting Earth since 1990, taking pictures of stars, planets and galaxies.

- **Ask** questions such as the following to encourage further discussion of the photo:
To START
1. What do you think the people in this photo are doing? Does it look easy or difficult? Explain.
2. Which jobs involve a lot of physical activity or danger? Why do you think people do these jobs?
3. Would you enjoy a job that combines nature, science and extreme sports? Why or why not?

‘We’re always in search of something. My job is a combination of extreme sports, nature, mystery, science and reading.’
Guillermo de Anda

What is NASA? (a USA agency in charge of space research)
Why do you think the astronauts are training underwater? You may want to share the information in About the Photo with students.

• Invite a student to read question 2 aloud. Then discuss students’ ideas about why people do these jobs.

• Read aloud the quote on page 25. Say Name some extreme sports. (rock climbing, mountain biking, snowboarding, whitewater rafting) Ask How are these sports alike? (They’re all outdoor sports; they have a high level of danger and physical activity.)

• Read aloud question 3 and discuss. Ask What other jobs might involve nature, science and extreme sports? Prompt students with such jobs as marine biologists, workers on oil rigs, archaeologists and forest firefighters. Ask students to share their thoughts on these kinds of jobs.

Extend
• Hand out Worksheet 1.2.1. Explain that student pairs will consider the meaning of amazing and discuss what makes a job amazing.
What do underwater adventure, detective work and Mayan history have in common? They’re all part of the unusual profession of Guillermo de Anda. He’s a college professor and an underwater archaeologist.

Guillermo’s job is to explore flooded underground areas known as cenotes. ‘It’s unusual work for a lot of people,’ Guillermo says about his job. ‘It’s hard, but it’s a lot of fun as well.’

Guillermo dives to learn more about Mayan culture. About 2,000 years ago, the Maya lived in the Yucatán Peninsula of Mexico, the area Guillermo explores. Guillermo dives there now to look for ancient Mayan artefacts underwater. He studies them for clues about how the Maya lived.
Guillermo doesn’t spend all of his time underwater. Like many people, he does much of his work in an office. He’s also a researcher and a teacher. Sometimes, Guillermo takes his archaeology students underwater with him. He wants to train them to explore the cenotes. He thinks underwater archaeology is a good career choice for his students to consider. Very few archaeologists know how to dive in caves. We need more,” he says.

Guillermo and his team are taking risks each time they enter a cave. They go over 60 m. (200 ft.) underground to dark places filled with bats, snakes and scorpions. Some of the caves they explore are thousands of metres wide. It’s not always easy for the team to remember the way out! Even though it can be dangerous, Guillermo has a passion for what he does. ‘We go back into history when we’re in the field,’ he says. ‘I never stop learning.’

**Our World in Context**

The Maya are a Mesoamerican people living in southern Mexico, Guatemala, and northern Belize. Ancient Mayan civilisation reached its peak in the early centuries of the Common Era (CE). The Maya practised agriculture, built cities with great stone buildings and pyramid temples, and created striking artifacts of jade, gold and copper. They excelled in hieroglyphic writing, calendar making and mathematics.

The modern Maya still live within the boundaries of their old empire in Central America. The region that makes up this area now consists of the countries of Belize, Honduras, El Salvador, Guatemala, and five states in Mexico. Guatemala is considered to be the birthplace of the Mayan civilisation and consequently still has a very active Mayan population.

**Teaching Tip**

Encourage students to speak, even when they aren’t sure of the answer or don’t have all of the vocabulary they need. If you ask a question and no one responds, ask students to tell you single words they can use to answer the question. You can also invite students to ask you a question about the vocabulary they need in order to respond.

Add the meanings and example sentences. Review with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>job</td>
<td>what you do for a living now</td>
<td>My job is teaching.</td>
</tr>
<tr>
<td>career</td>
<td>long-term job</td>
<td>I hope to have a career in nursing.</td>
</tr>
<tr>
<td>work</td>
<td>activities you do at your job</td>
<td>Part of my work is training people.</td>
</tr>
<tr>
<td>profession</td>
<td>job that requires special training and study</td>
<td>The profession of doctor requires years of study.</td>
</tr>
</tbody>
</table>

• Put students into pairs. Say Say a sentence to your partner that gives a clue to the meaning of a new word. But leave out the target word for your partner to fill in. Model an example with a student partner. Say I wouldn’t mind a job with a little danger because I love (blank)! Say the sentence again for your partner, this time asking him/her to fill in the blank with adventure.

**Vocabulary**

mystery, science, and reading on the board. Say Discuss with a partner which of the things on the board are shown in the photo.

• 1 Ask students to answer the question in Activity 1. Then play Track 017 and ask students to listen and read. Discuss the reading with students. Ask questions such as:

  Who are the Maya? You may want to share information from Our World in Context with students.

  What are cenotes?

  What are some of the risks of exploring underwater caves?

• 2 LEARN NEW WORDS Play Track 018. Ask students to listen and repeat. Then invite student pairs to take turns saying each word. Clarify for students the differences between career, job, profession and work. Write the words and say The meanings of these words are similar, but there are slight differences.
Do you like adventure/profession? Do you want a job that isn’t in a clue/an office? Do you want to consider/explore underwater but don’t know how to dive? If you answered yes, then you might like a career as a Remotely Operated Vehicle (ROV) operator.

ROV operators help underwater archaeologists/offices like Guillermo de Anda. ROV operators help look for professions/clues about old objects and the people who used them. Explorers like Guillermo also use ROVs to decide what parts of a cave they should explore. Divers don’t study/take risks when they dive into caves, so ROV operators can help them make choices about where to explore. If your passion/career is exploring, consider becoming an ROV operator.

VOCABULARY

Objectives
Students will
• practise using vocabulary related to unusual jobs.
• use a vocabulary strategy to learn new vocabulary.

Target Vocabulary choice, dangerous, researcher

Vocabulary Strategy: Base words and the suffixes -er, -or and -ist

Academic Language base words, suffixes

Content Vocabulary dive, remotely

Resources Online Workbook/Workbook pages 12–13; Worksheet 1.2.2 (Teacher’s Resource CD-ROM/Website); Tracks 019–020 (Audio CD/Website/CPT); CPT: Vocabulary

Practise

3. Put students into pairs. Read the instructions for Activity 3 aloud. Say Look again at the things that make Guillermo de Anda’s job unusual. Remember, though, that he doesn’t spend all his time in caves. Think about what is not unusual about his job. Tell partners to complete the activity together.

4. Ask students turn to page 28. Point out the photo of the ROV and make sure students understand what ‘Remotely Operated Vehicle’ means. Then model reading the first sentence and choosing the correct word aloud. Tell students to complete Activity 4 independently.

5. LEARN NEW WORDS Invite students to read aloud the three words in the box. Tell them to find the words in the text on page 27. Then play Track 019 as students listen. Ask them to complete the sentences. Play Track 020. Ask students to listen and repeat. Then review the words and their meanings, and ask students to use each word in a sentence.
• **Vocabulary Strategy** Write research and researcher on the board. Underline the -er ending in researcher. Tell students -er is a word part called a suffix. Explain that suffixes have their own meanings, and when a suffix is added to the end of a base word, it changes the word’s meaning.

• Say The suffix -er means ‘one who performs a certain action’. What do you think researcher means? (a person who does research) Two other suffixes that mean the same thing as -er are -or and -ist. Write the words instruct > instructor and archaeology > archaeologist on the board and work through them with students.

**Apply** 6

• **YOU DECIDE** Tell students to silently read the three Activity 6 options. Make sure students who are considering the first activity understand that they need to think of something that a ROV could do better or more easily than a person. Ask them to consider whether they would change the design of the ROV pictured in their books.

• Ask pairs to review what an underwater archaeologist does. Ask: Do you like to swim? How do you feel about snakes and bats? What about being in a small space for a long time? Would you like doing research and teaching?

• Help students doing the third activity think of unusual jobs. If possible, give them time to do an online search of unusual jobs. Tell them to come up with a list of jobs requiring different kinds of skills.

**Extend**

• Say When you have a passion for something, you have a strong interest in it. Guillermo is passionate about archaeology. I’m passionate about learning. Ask What are you passionate about? Then say Think about a job that would let you follow your passion. Write a description of it. Use the vocabulary words. Explain to students they can make up the job as long as it’s believable. Invite students to share their jobs.

• If time allows, hand out Worksheet 1.2.2. Explain that students will use the new vocabulary words to consider jobs, adventure and taking risks.

**Consolidate**

• Write the following jobs on the board: animal trainer, astronaut, ice sculptor, personal shopper. Ask students to stand up and say what they know about each job or what they think each job might involve. Then write the following categories on the board: adventure, danger, physical activity, training. Ask Which of these applies to these jobs? Ask students to put their hands up for each category.

• Then invite students to vote for the job they think is the most adventurous, the most dangerous, involves the most activity. Ask who would like to have any of the jobs to say why.
Warm Up

- **Activate prior knowledge**  Say When you talk to someone, it’s called having a conversation. When you’re with someone you know well, talking is easy. There are times, though, when conversation isn’t so easy. Ask What are some of those times? What about when you meet someone for the first time? What do you talk about?

- Explain that if you and the person have a common interest, it makes conversation a little easier. Invite a student and model having a conversation about the student’s neighbourhood (or some other familiar topic). Say (Tina), I live in (area). Where do you live? Ask the student to respond. Then say I know that neighborhood. I buy (bread) there all the time. Do you? Ask the student to respond. Then say I wonder (what it’s like to be a baker). What do you think?

Present

- Write on the board: Do you? and What about you? Say When you ask questions like these in a conversation, you’re giving the other person a chance to talk and tell you something about him/herself.

- Tell students to turn to page 29. Read aloud the first statement on the table at the top of the page, followed by the first question on the right. Invite a student to stand up and repeat the statement. Prompt him/her to follow that with the second question on the right. Ask another student to repeat the process, using the third question on the right. Finally, play Track 021.

- Say Now listen as two people talk about jobs. Pay attention to the questions they each use to extend the conversation. Write them down. Play Track 022. When students have finished listening and writing, invite them to share what they wrote. Review as a class.
Practise

• Once students seem comfortable using questions to extend the conversation, ask them to complete Activity 2 independently. Tell them that more than one question can be used to complete each part of the dialogue, but they should make sure each question sounds right. Tell students to read their completed dialogues aloud, taking turns to be Elena and Sarah.

Apply

• Tell pairs to cut out and assemble the spinner on page 155. Read aloud the game instructions as pairs look at their spinners. Say Take turns. Choose one of the words or phrases in brackets to complete a sentence on the spinner. Then use a question to extend the conversation. Invite a student read the speech bubble on page 29 to model.

• Read Activity 4 instructions aloud. Say Discuss with a partner how extending a conversation helps you improve your conversation skills. When students have completed their discussions, ask them to share some of their ideas, words and phrases with the class.

Extend

• Put students into new pairs, preferably pairing a less fluent student with one more proficient in English. Say Now, have a conversation! Use your notes from Activity 4. If necessary, suggest some topics to help partners get started: learning how to do something, going to a presentation by a scientist, watching a video, trying something new. Then write sentence frames such as the ones below:

  I'm excited about ________! Are you?
  We'll be going to _________. Will you?
  I think I want to _________. What do you want?
  I could _________. Could you?

• If time allows, hand out Worksheet 1.2.3. Pairs can use the worksheet for further practice in extending the conversation and using the new vocabulary.

Consolidate

• Write the following on the board: adventure, archaeologist, career, dangerous, job, office, researcher, study, take risks and work.

• Tell students to stand in a circle. Say Use the words on the board in order. Make a sentence to say to the next person in the circle. Then use one of the phrases you learnt to extend the conversation. Point to adventure. Model for students: I'd like a job with adventure! How about you? When all the words have been used, add new vocabulary words. Play until every student has had a turn.

Formative Assessment

Can students use questions to extend a conversation?

Ask students to complete the sentence frame and extend the conversation:

I think I'd like a job _________.

______?
Present simple questions and answers: Talking about routines

Does a pastry chef wear a uniform? Yes, he does. / No, he doesn’t.
Do pastry chefs work every day? Yes, they do / No, they don’t.
How do you create beautiful desserts? I plan the design. Then I find the right ingredients.
Where do pastry chefs work? We work in places like bakeries, restaurants, hotels and cruise ships.

Listen. You will hear questions that begin with each of the words below. Match the answers to each question word. Write the letter.

| a. design beautiful desserts | f. a lot of different tools |
| b. in a hotel                  | g. eat a lot of pastries    |
| c. from 4.30 to 11.30 a.m.    | h. two other pastry chefs   |
| d. six days a week            | i. from 6.30 to 11.30 p.m.  |
| e. in a restaurant            | j. every day                |

Read. Then write the questions. Use the words in brackets.

Gabi: Maria, ___ where does your brother work? ___ (where/your brother/work)
Maria: He works at the Ithaa Undersea Restaurant in the Maldives.
Gabi: Undersea restaurant! Cool! ___ What does he do? ___ (what/he do)
Maria: He’s a waiter. It’s amazing. He works in the ocean.
Gabi: Wow! ___ How many people does he wait on ___ each day? ___ (how many people/he/wait on)
Maria: Not many – only 14 people can eat there at one time.
Gabi: ___ Does he come home ___ often? ___ (do/he/come home)
Maria: No, he doesn’t. He usually stays in the Maldives for his holiday.

Warm Up

• Build background Write routine on the board. Ask What does routine mean? Discuss with students that it can mean a series of things you do at a particular time. Say For example, I’ve got a morning routine. Describe your morning routine, using the present simple. Then say It’s a routine because I do these same things, in the same order, every morning that I work at school. Ask students describe their morning routines.

• Say Another kind of routine is one that is associated with a specific activity. When astronauts repair the Hubble telescope, they have a routine, or set of steps, they follow to make sure they check every part. Explain that a routine can also refer to things that are associated with a particular job – for example, it’s part of a nurse’s routine to wear a uniform, to give out medication, to assist at operations, and so on.

• Say Remember, in Unit 1 we learned to use the present simple to talk about situations that exist now, as in ‘I live on (street)’. Well, we also use the present simple to describe actions that are part of a routine. That’s why we say ‘Nurses wear uniforms and give out medication’.
Listen. You will hear an interview with the captain of a cruise ship. Write sentences to answer the questions.

1. How many employees work on the ship?
   One thousand employees work on the ship.

2. What is the captain’s schedule like?
   The captain has a busy schedule.

3. What is one skill the captain has?
   The captain controls the ship/uses maps and new technology/works well with others.

4. Does the captain like his job?
   Yes, he does.

5. Does the captain work all year round?
   No, he doesn’t.

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Practise 1 2

- 1 Say Now we’re going to hear a conversation between a pastry chef and someone who wants to know about that job. Let’s listen. Play Track 024. When students have listened to the entire dialogue, read Activity 1 instructions aloud. Ask students to read the question words in the box. Ask Did you hear any of these words in the dialogue? Let’s listen again.

- 2 Tell students the next activity is a conversation about a man who works as a server, another word for waiter, in a restaurant that’s underwater. The roof and sides are made of a strong clear plastic, so the diners can look at the water and sea life surrounding them as they eat. Tell them the Maldives is a nation in the Indian Ocean made up of hundreds of islands. Review the activity instructions with students. Lead them through the first item.

- Say Remember, we use present simple verbs when we talk about routines. Check answers as a class.

Apply 3 4 5

- 3 Point to the photo on page 31. Invite students to describe it. Ask different students to stand up and read the first two sections of text in the photo. Give assistance as needed. (Accommodation refers to the rooms people stay in at a hotel or on a cruise ship.) Ask What words do you see that end in one of the suffixes we learned about? (entertainers, waiters) What are the base words? (entertain, wait) Finally, invite students to define each word.

- LEARN NEW WORDS Read Activity 3 instructions aloud. Ask What is an ad? Explain that ad is a shortened form of advertisement and means a notice in a newspaper, on a poster, or online about a product, a job or an event. Say Now we’ll learn some new words that will help you talk about jobs and what people need to do to get one. Play Track 025 while students listen. Then say We’ll listen to the new words again in sentences. We’ll repeat each one alone and in a sentence. Play Track 026.

- 4 Read the instructions for Activity 4. Say First, we’ll listen. Pay attention to the captain’s answers to the interviewer’s questions. Make notes. Then I’ll play the track again and you’ll write your answers. Play Track 027. When students have finished listening, tell them to use present simple verbs in their answers, and explain to them that there’s no one correct way to answer some of the questions.
Formative Assessment
Can students
• use present simple questions and answers to talk about routines?
  Ask students to describe one of their routines.
• recognise and use words associated with applying for jobs?
  Ask students to complete this sentence frame with one of the words in brackets:
  \[ \text{When you } \underline{\text{ }} \text{ a job, you may have to go for an interview.} \text{ (explore, apply for)} \]

Workbook For additional practice, assign Workbook pages 14–15.
Online Workbook Grammar 1
Before You Read
Think about this unit’s topic. You will read about two people. Predict what you’ll learn about them.

Learn New Words
Find these words in the reading. Look at each word’s ending. Which of the words are professions? How do you know? Then listen and repeat.

advisor, commute, create, photographer, scientist

While You Read
Look for similarities and differences.

After You Read
Work in pairs to answer the questions.

1. What are Jimmy Chin’s three jobs?
2. Jimmy enjoys travelling. How do you know this from the text?
3. Do you think a lot of people visit the places that Jimmy photographs? Why or why not?
4. Why does Kevin go to northern Alaska and the Arctic Ocean?
5. Other than being a planetary scientist, what other job does Kevin have?

Adventures Near and Far

Warm Up

• Activate prior knowledge  Say Early in the unit we talked about jobs that involve physical activity and danger. What are some of these jobs? (underwater archaeologist, firefighter, astronaut) Why do people have jobs that involve taking risks? (to experience adventure, to help people in need, to learn new things)

• Tell students that people with these jobs learn not to take unnecessary risks. Ask What would you need to do first before taking one of these jobs? Explain that people who do these jobs usually have certain basic skills, such as athletic ability or scientific knowledge, and then they undergo years of special training.
These explorers love working in extreme places.

You're more likely to find photographer Jimmy Chin commuting to Mount Everest than to an office. Not only is he a photographer, he's also a professional climber and skier. He takes photographs and videos in some of the most amazing - but dangerous - places on Earth.

Jimmy has climbed and photographed the world's highest mountains in Nepal, Tibet and Pakistan. And he does all of this while carrying heavy cameras. Why does Jimmy do such difficult work in such extreme places? 'Creating films and photographs in situations that few others could experience is my life's inspiration,' he says.

Jimmy isn't the only explorer working in extreme places. Planetary scientist Kevin Hand drills through the ice in northern Alaska and the Arctic Ocean to study microscopic life in the water underneath it. He hopes that studying microscopic life under ice on Earth will help him to find and study life under the ice on Jupiter's moon, Europa.

Not all of Kevin's work is in cold, faraway places, though. He also works with directors as a science advisor for films, such as Europa Report. Kevin has even been in a film! He was a featured scientist in the film Aliens of the Deep.

Jimmy and Kevin make it clear that work doesn't have to be boring!
Adventures Near and Far

Vocabulary Strategy Remind students of the lesson they had on -er, -or and -ist. Ask What are the base words these suffixes are added to? (advise, photograph and science) How does knowing the meaning of these suffixes help you work out what advisor, photographer and scientist mean? Help students to see that recognising when a suffix has been added to a base word can sometimes help them work out an unfamiliar word’s meaning.

Ask pairs to find all the words in the box in the text and discuss what they think they mean. Then play Track 028 and ask students to listen and repeat.

While You Read

3. Say Now you’re going to hear more information about Jimmy Chin and another man with a job that includes adventure and risk. Explain to students that many people engage in outdoor sports that involve extreme physical activity and taking risks, but for them it’s a hobby, a way to occasionally experience adventure. Say The people in the text engage in extreme activity for a living. It’s their job. Now listen and read. Were your predictions correct? Play Track 029 and ask students to listen and follow.

4. Say Now read Adventures Near and Far again. This time, look for the ways that Jimmy and Kevin and their jobs are similar and different. Play Track 029 again or allow students to read in silence.

After You Read

4. Ask student pairs to work together to read and answer the questions. As students work, circulate and give assistance as needed. Give prompts, such as Think about why Jimmy Chin and Kevin Hand do what they do. Can you find text evidence to support your ideas? Make sure students understand what planetary means and that it describes Kevin’s study of the planet Jupiter and its moon Europa.

5. Read aloud Activity 5. Say Remember that when you compare, you describe how people or things are alike, and when you contrast, you describe how they’re different. Tell students that a Venn diagram can help them compare and contrast Jimmy and Kevin and their work. Begin a Venn diagram on the board. Say The men’s jobs are very different. But consider also the environments they work in, or where they are, and what they have to do. Tell pairs to complete their diagrams and use them to discuss the two men.

6. Put students into small groups to discuss the activity questions. Remind students that people with dangerous professions are not reckless. They are prepared to take risks.

Say As you discuss whether it’s good or bad to take risks, consider how special training can prepare you to take risks and whether the possible rewards make risks worth taking. Ask What are some possible rewards? For each group, ask one member to act as secretary and write down information from the discussion.
Formative Assessment
Can students
• explain ideas about jobs that involve taking risks?
  Ask students to explain why some people like jobs that involve taking risks.
• use new words from the reading text?
  Ask What word means ‘to travel back and forth regularly’? (commute) What’s another word for design? (create)
• compare and contrast two people with unusual jobs?
  Ask students to name one similar thing and one different thing about Jimmy Chin and Kevin Hand.

Workbook  For additional practice, assign Workbook pages 16–17.

Online Workbook  Reading

BE THE EXPERT

Teaching Tip
Keep track of students’ participation during whole-class discussions and group work. Let students know that you expect everyone to speak aloud and participate. Make a note of which students have not spoken aloud. It may be helpful for these students to write down answers to questions before answering. Allow them to read their answers if that’s more comfortable for them. This will help them gain confidence with speaking in class.

Answer Key

Comprehension 4
1. photographer, climber, skier
2. Answers will vary. Example answer: Helping others to experience the amazing places he visits inspires him.
3. No. The places are the highest mountains in the world.
4. To study microscopic life under the Arctic ice.
5. science advisor for movies
Before You Watch

1. Tell students to open their books at pages 34–35. Ask What can you see? (two divers underwater) What do you think they’re doing? (exploring) Tell students that the divers are exploring an underwater fissure, which is a deep crack in the ground. Put students into pairs. Then read aloud the first question. Ask pairs to discuss and make their lists.

2. Discuss that the divers are most likely collecting samples of the water and the sand to see what’s in it. Read the second activity aloud and invite pairs to describe to each other what they imagine they would see in the fissure. Write students’ ideas on the board.

3. Read aloud Activity 2. Point to Iceland on a map or globe and tell students that it’s an island in the North Atlantic Ocean midway between the southern part of Greenland and Norway.

While You Watch

3. Say Now we’re going to watch Searching for Life in Iceland’s Fissures. As you watch, check to see if any of your predictions are correct. Play Video scene 2.1.

4. Ask What problems do you think the scientists might have? (cold water, becoming lost, dangerous creatures)
Formative Assessment

Can students
• discuss underwater exploration?

Ask What would you most like to study underwater? Why?

Online Workbook  Video

BE THE EXPERT

Teaching Tip

Divide the class into pairs, with one partner facing the monitor and the other with their back to it. Turn off the sound and play the video. The student who can see the monitor tells his/her partner what is happening.

Answer Key

Comprehension

1. She fell in love with the fissures. She thinks they’re beautiful.
2. to study groundwater in Iceland’s fissures
3. The water is very cold.
4. The water is very clear.
5. Material is sucked up by a pump.
6. They study the samples in a lab.
7. diving and science

Online Workbook  Video

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Divide the class into pairs, with one partner facing the monitor and the other with their back to it. Turn off the sound and play the video. The student who can see the monitor tells his/her partner what is happening.

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Formative Assessment

Can students
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Ask What would you most like to study underwater? Why?
**Warm Up**

*Activate prior knowledge*  Hold up a pen or another object that belongs to a student. Say *This is (Jasmine’s) pen. It belongs to (Jasmine)*. Write (Jasmine’s) pen on the board. Circle the apostrophe and explain that an apostrophe is a symbol added to the end of a name to show ownership. Say *apostrophe* slowly and ask students to repeat. Then continue holding up different students’ things, one at a time, and repeat the phrase *(student’s name)’s hat, pencil, book, phone*, and so on.

**Present**

*Say*  *We’re going to hear and read sentences with possessives, which are words that show ownership.* Read aloud the sentences on the left side of the table. Point out the words in dark print and the ‘s and s’ endings. Say *When you’re talking about more than one person or thing, the apostrophe follows the s.*

- Read aloud the sentences on the right side of the table. Say *The words in bold are also possessives.* Repeat the words. Remind students that these words are used to refer to who or what something belongs to without having to repeat the name of the person or thing. Play Track 030. Tell students to read silently. Then ask students to read each grammar example aloud.

- Write on the board some examples of possessives. Invite students to alternate reading the phrases in each column one at a time.
Practise 1

• 1 Say Look at the picture with Activity 1. I’m going to read the text first. Listen for the possessive words. Read the text. Then ask students to read and complete the activity independently. Tell them to refer to the words on the board if they need help recognising the possessives. Review the answers as a class.

Apply 2

• 2 Ask students to read the game instructions. Tell them to look over the table of jobs and read the speech bubbles. If necessary, explain that a programmer writes instructions that allow computers to work, and an engineer is someone with specialised knowledge who works with structures, such as bridges and roads, or with mechanical or electrical devices.

• When students have had enough time to interview several classmates, ask them to report their interview results. Say Report your results in sentences using possessives. For example, James’s father is a teacher. His mother works in an office.

Extend

• Challenge students to make a new table of jobs. Tell them to include a few of the jobs they’ve learnt about in the unit and to make some of the jobs plural. Say Play a new game with a partner. Take turns to choose a job and say a sentence about it with a possessive. Give examples: A pastry chef’s job is interesting. Doctors’ jobs are important. Say Then tell your partner whether the possessive ends in ‘s or just ’. If you’re correct, put an X over the job.

• Hand out Worksheet 1.2.5 to give students more practice with possessives.

Consolidate

• Divide the class into small groups. Display the phrases below. Say Work as a group to write a possessive with an apostrophe for each of the phrases on the board. The first team to finish must come to the board and write each possessive form. If they make any mistakes, the team that finished second will come up and correct the mistakes. If they’re wrong, the next team has a chance, and so on. Tell students that if anyone calls out anything, that student’s team will be disqualified.

the careers of the men
the tools of the pastry chefs
the duties of the nurses
the football team of the women
the book of Mateo
the skills of the mountain climber

• Review the answers as a class. (the men’s careers, the nurses’ duties, Mateo’s book, the pastry chefs’ tools, the women’s football team, the mountain climber’s skills)

Formative Assessment

Can students
• use possessives?

Ask students to substitute possessives for the words in brackets and rewrite the sentence:

(The job of a dentist) requires special knowledge of (the teeth of people).

(A dentist’s job requires special knowledge of people’s teeth.)
A Typical Work Day

My aunt has a great job at an orangutan sanctuary. She’s the daytime babysitter for a five-month-old orangutan called Coco. Coco’s mother died, so they need to take care of her 24 hours a day. When my aunt arrives in the morning, she gives Coco milk in her bottle and changes her nappy. She does this several times a day. Then she works as Coco’s teacher, teaching her the skills she needs for living in the forest, such as climbing. Coco likes climbing up, but not down! She screams for my aunt’s help sometimes. My aunt hugs her when she gets scared. In the early evening, it’s Coco’s bedtime, and their time together that day is over. My aunt puts Coco to bed and goes home. My aunt says, ‘I love Coco, and I love my job!’

Warm Up

- **Revisit** Say Remember that we talked about routines, or things you do in a specific order, and about using present simple verbs when we describe routines. Let’s think about how we might describe a typical, or usual, morning routine for a student. Write on the board:

  Anika has a morning routine she follows every school day. She gets up at 7:30. She gets dressed. Then she greets her parents. Before she eats breakfast, she feeds her cat. She washes up after breakfast. Next, she washes her face and brushes her teeth. At 8:30 Anika leaves for school. She’s never late!

- **Ask** What words and phrases help you understand the order of the activities in Anika’s routine? Ask students to come to the board and underline the words and phrases. Then ask What does Anika do after she feeds the cat? (eats breakfast) If students answer ‘washes up’ instead, point out that they need to read carefully and analyse the words that show sequence. Say A description of a routine will not always use such obvious words as first, second, next and last.

- **Put** students into pairs. Ask students to work together to make a numbered list of all the activities in Anika’s routine. When students have finished, ask How many separate activities have you got? (eight) Ask pairs to stand up and read their lists. Leave the paragraph on the board for use later in the lesson.
Present

- Tell students to open their books at page 37. Say When you write a paragraph describing something, there are certain things you should include. Review the parts of a paragraph with students. Then say Let’s look at the paragraph about Anika. Check it against the parts of a paragraph listed in your note book. Is any part missing? Help students to see that there’s no title. Ask What do you think the title should be? Then ask students to read the sentences that match the other parts of a paragraph.

Read the Model

1. Say Now we’re going to look at an example of a descriptive paragraph. First, read the title and look at the photo. Invite students to predict what the text will be about. Ask What do you think the paragraph is about?

2. Read the instructions aloud. Say Work with a partner to identify and underline the parts of the paragraph. Don’t underline every detail, just the most important ones. The text is about a typical day at work, so focus on what the person does at the beginning, the middle and the end of the working day. Remember to look for words that signal the order of the activities.

- When students have finished, review the parts of the text with them. Say We know the title. What’s the topic sentence? (sentence 1) What are the most important details? (the woman babysits a baby orangutan named Coco; she feeds Coco, changes her nappy, teaches her important skills, comforts her and puts her to bed.) What’s the concluding sentence? (last sentence) What words and phrases helped you understand the order of the woman’s activities? (in the morning, then, early evening, day is over)

3. Put the students into pairs and ask them to read the instructions for Activity 2. Before they discuss, tell students to read the text again and think about the woman’s job. Ask Do you know anyone who has a job like this woman’s? What does she do that is unusual?

- Worksheet If your students need a reminder of the elements of descriptive writing, you may want to hand out Genre Writing Worksheet (Description) and review it together.
Writing Assessment

Use these guidelines to assess students’ writing. You can add other aspects of their writing you’d like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

<table>
<thead>
<tr>
<th>Writing</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student includes all the parts of a paragraph and uses a variety of details to describe a daily routine.</td>
<td>Student uses correct grammar, including present simple verbs and possessives.</td>
<td>Student uses a variety of word choices, including descriptive language used in this unit.</td>
</tr>
</tbody>
</table>

• **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.

• **Workbook** Refer students to Workbook page 20 to help them organise and plan their writing.

**Write**

- After students have finished their pre-writing, tell them to work on their first drafts. If you don’t have enough time in the lesson, assign the first draft as homework.

**Revise**

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: Have they included a topic sentence and a concluding sentence? Is the order of activities clearly indicated? Are the details arranged in a logical way? What seems good? What needs more work?

**Edit and Proofread**

- Invite students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling. Remind them to make sure they have used present simple verbs when describing the routine and that they have used possessives correctly.

**Publish**

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces of work to a class book, displaying pieces of work on a classroom wall or in a hallway, and posting on the Internet.
1. Watch scene 2.2.

2. Guillermo loved diving from a very young age. How do you think this helped him to choose a career? How does he combine his love of diving with his love of science?

3. What career do you want to have? What will you need to do to prepare for this career? If you choose this career, will you be doing what you love? Explain.

Do What You Love

‘I have the coolest job in the world because I love what I do!’

Guillermo de Anda
National Geographic Explorer, Underwater Archaeologist

Mission

• Invite students to read aloud the quote by Guillermo de Anda. Say Guillermo has found the perfect job for him because it combines two things he loves – diving and science. Do you think he was just lucky to find such a job? Do you think someone called him one day and said ‘Guillermo, how would you like a job where you could go diving and do archaeology at the same time?’ Discuss with students how Guillermo’s job requires years of study and training. He must have thought about what career he’d like from an early age.

• Activity 1 Say Now let’s watch a video about Guillermo de Anda. Ask students to focus on Guillermo’s ideas about what makes his job the ‘coolest job in the world’. Play Video scene 2.2.

• Activity 2 Put students into pairs. Ask them to consider how the knowledge you gain and the experiences you have at an early age can influence your whole life. Say Remember, in Unit 1 we talked about the importance of exploring your world. The more experiences you have, the more likely you’ll be to find something you really love!

• Activity 3 Invite students to work individually to answer the Activity 3 questions. Say Think about your passions. Make a list of the things you like to do. Then think about the jobs we’ve learnt about, other jobs you’ve read about, the jobs your relatives do, and the routines involved. Do you see any matches?

• Worksheet Hand out Worksheet 1.2.6. Explain that students will use the worksheet to further consider and write about Guillermo de Anda’s job and finding a career they love.
**Objective**
Students will
- choose and complete a project related to unusual jobs or unusual aspects of typical jobs.

**Content Vocabulary** comic strip, job fair

**Resources** Assessment: Unit 2 Quiz; Workbook pages 21 and 91; Worksheet 1.2.7 (Teacher’s Resource CD-ROM/Website); CPT: Make an Impact and Review Games

**Materials** art materials

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**Prepare**

**YOU DECIDE** Ask students to choose a project.

**Activity 1** Make sure students understand that they have to come up with an idea for a company and an unusual job within that company. For example, a company that sells unique jewellery might need an adventurous person to travel all over the world to find materials to make the jewellery. Say *Remember to review the ad on page 31 and the ad you created in that lesson.*

**Activity 2** Ask *What ordinary jobs might include some surprising work? Jobs that involve animals or babies might be a place to start. Babies of any kind are always surprising!* Ask *And what about the photo on page 39? I wonder what work that person does when he’s not wearing the boot?* Remind students of the game they played where they interviewed classmates about their relatives’ jobs.

**Activity 3** Suggest that students work in a group to plan the job fair and create posters. Explain that a job fair is an event where many companies come together to present information about their jobs to potential employees. Say *Make your posters inspire your classmates to imagine amazing careers for themselves!*

**Share**

- Schedule time for groups to present their final projects to the class. Allow time for company ‘owners’ to interview potential ‘employees’. After an initial presentation to the class, students may want to refine their projects and display their ads, comic strips, and unusual job posters together at a school job fair.

- **Modify** Help students simplify a project by eliminating an option or step. You might suggest using pictures from old magazines on some posters to cut down on the amount of artwork students need to create.
Track 017 1. Listen and read. See Student’s Book pages 26–27.

Track 018 2. LEARN NEW WORDS adventure / Going to an underwater cave would be an exciting adventure. archaeologist / Archaeologists study people and things from long ago. career / For a career in archaeology, you must love history. clue / We’re looking for a clue to solve this puzzle. consider / My brother is considering a career as a firefighter. explore / You need light to explore a cave. job / My uncle has a job as a university professor. office / Most offices have a desk, a telephone and a computer. passion / Exploring new places is her passion. profession / To work in a medical profession, you must go to school for many years. study / You can learn a lot about a culture if you study its history. take a risk / People take risks when they explore underwater. train / Before you train as a diver, you must know how to swim. work / Teaching is fun, but it is also a lot of work.

Track 019 3. Do you love history, but don’t want a dangerous job? You could work as a historical researcher. You would read a lot and study artifacts that explorers find. It’s a good career choice if you love to learn about ancient cultures, but don’t love adventure. You could travel in time, without ever leaving your office!

Track 020 3. LEARN NEW WORDS choice / Think about what you like doing when making a career choice. dangerous / Being a firefighter is a dangerous profession. researcher / Researchers look at artifacts to learn about history.

Track 021 SPEAKING STRATEGY See Student’s Book page 29.

Track 022 1. S1: Hi, Tony. I finished our project about jobs today. I thought it was fun. And you? S2: Yeah, it was great. I especially liked learning about baking. I think I’d like to be a pastry chef. I love cake! What do you think? S1: A pastry chef? Are you sure? You have to start work really early in the morning. I can’t get up that early. Can you? S2: Getting up early doesn’t bother me. I get up at 5 o’clock every day. What about you? S1: Not me! I prefer to get up late, so I think I’d like a job with night-time hours. S2: What kind of job can you do at night? S1: Lots of jobs! You can work in a restaurant, or in a hospital, or even at an airport. I think working at an airport would be exciting. How about you? S2: Hmm. I’m not sure. I think I’d rather bake cakes. In fact, I just made a chocolate cake! I want some. Do you? S1: Mmm, yes, please!

Track 023 GRAMMAR See Student’s Book page 30.

Track 024 1. S1: So you’re a pastry chef. That’s a pretty cool job. What do pastry chefs do? S2: I design and make beautiful desserts. I also teach other people how to make pastries. S1: When do you work? S2: I work from 4.30 to 11.30 in the morning. S1: Do you work every day? S2: I work six days a week. S1: Where do you work? S2: I work in a hotel. S1: How do you make fancy pastries? S2: I use a lot of different tools. I also ask my colleagues for help when the project is too difficult. S1: Who works with you? S2: Two other pastry chefs work with me. We share ideas and help each other a lot.

Track 025 3. Do you want to travel the world and meet new people? If you say, ‘Yes, I do’, consider a career with Exploration Cruises. Here’s how to apply:

First, look at the jobs we need. What can you do? If you find a job that you like, apply for it. If we’re interested, we will call you. Then, look at your schedule. Find a time when you can come for an interview. We have offices in most cities. If we’re happy with your interview, we’ll invite you to come on board one of our ships and show us your skills. With any luck, you’ll become the next Exploration Cruises’ employee!

Track 026 3. LEARN NEW WORDS apply for / Many people apply for jobs online. employee / The employees work on the cruise ship. interview / It’s important to answer all the questions in an interview. schedule / A schedule shows the days and times people work. skill / Creativity and imagination are important skills for chefs.

Track 027 1. S1: Thank you so much for doing this interview, Captain Parker. S2: It’s my pleasure. Thank you for coming on board my cruise ship. S1: How many employees do you have on your ship? S2: We have about 1,000 employees. It’s a big ship! S1: Wow! That’s a lot! Do you have a very busy schedule? S2: Oh, yes. I work every day, and I work long hours. S1: What skills do you use as captain? S2: Well, I control the ship. I use maps. I also use new technology to help me. I work well with others. S1: Do you like your job even though it’s busy? S2: Oh, yes. I love my job. I work six months at sea. Then I take ten weeks off.

S1: Sounds great! I think I’d like your job! S2: Well, you can apply for my job, but you won’t get it!

Track 028 2. LEARN NEW WORDS advisor / An advisor helps people to make good decisions. commute / She commutes to her job by train. create / Artists create works using a lot of different materials. photographer / Some photographers take risks to get a good photo. scientist / Some scientists want to learn more about outer space.

Track 029 3. WHILE YOU READ See Student’s Book pages 32–33.

Track 030 GRAMMAR See Student’s Book page 36.

Track 031 2. Express Yourself See Student’s Book pages 40–41.
Our gondolier saved my holiday!

Well, I’m in Venice, Italy, with my family! Venice is incredible! The city is hundreds of years old, and it’s built on WATER. People get around on special boats called gondolas, and today I had my first gondola ride!

A gondolier controls the gondola using an oar and his own strength. (These gondoliers are REALLY strong.) The gondolier’s job is to describe Venice’s culture and history as he takes you through the city’s canals. Our gondolier was so good at telling stories I almost forgot I was sharing the ride with my parents.

That might sound exciting, and it was, but of course I was with … my dad. And Dad thought it would be funny to wear a striped shirt to match the gondolier’s shirt. How embarrassing!
My parents loved looking at the beautiful bridges, churches and palaces along the route. I really enjoyed listening to our gondolier talk about his work. He told us that it takes years of study and practice to get the job. Who knew? He also told us that of all the gondoliers in Venice, only one is a woman! I think I need to change that! It’s time to start training for my dream job! Maybe my dad will let me borrow his shirt. ;)

Gondola Tours of Venice gave me a great tour of a beautiful city – and an interesting idea for my future career! I recommend the gondola tour to anyone who’s interested in learning about unusual places and unusual jobs ... especially if they’re stuck on a boat with their parents!

**Formative Assessment**

Can students • identify the purpose and features of a travel review?

Ask students to identify the purpose of the Gondola Tours of Venice review.

• connect ideas about unusual places and unusual jobs?

Ask How can exploring new places help you decide on a career?

**Workbook Assign** pages 22–23.

**Online Workbook** Units 1–2 Review

You decide choose an activity.

1. Choose a topic:
   • an unusual place
   • an unusual job

2. Choose a way to express yourself:
   • a review
   • an advertisement
   • an interview

3. Present your work.

**Print features**

You may want to point out the travel review’s use of such print features as words in all capital letters, exclamation marks, italics, and emoticons. These punctuation marks and features help to convey a writer’s feelings or mood, as well as contribute to an informal, conversational tone. Explain that these devices, which should not be used in formal writing, can be overused.

**Cumulative Review**

Hand out Cumulative Review Worksheet 1.2.8.

**Connect 3**

• **Critical Thinking** Read the Activity 3 text aloud. Give prompts as necessary: What’s unusual about Venice? What kind of person would like being a gondolier? What combination of skills would that person need?

• To sum up the discussions, ask What things might you discover by exploring a new place? Does reading this review make you think of careers you never thought of before? Which ones? (tour guide, historian, travel writer)

**Prepare 4**

• **YOU DECIDE** Read the activity options. You may want to assign this activity in advance so that students have more time to work on it in the lesson or at home.

• To help students decide on an activity, ask them to review the unusual places and jobs they read about in Units 1 and 2. Tell them to think about the main purpose of their writing. Ask Will it be to inform or explain about a place or a job, make people laugh, or express how you feel about something, such as a favourite place?

**Share**

• Set aside time for sharing students’ work with the class. Before a presentation, remind students to focus on the speaker or presenter and to listen politely. Point out that it’s all right for audience members to ask questions, but they should put their hand up and wait to be invited to speak. Tell students that interrupting another speaker is never acceptable.

**Express Yourself**