

## 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

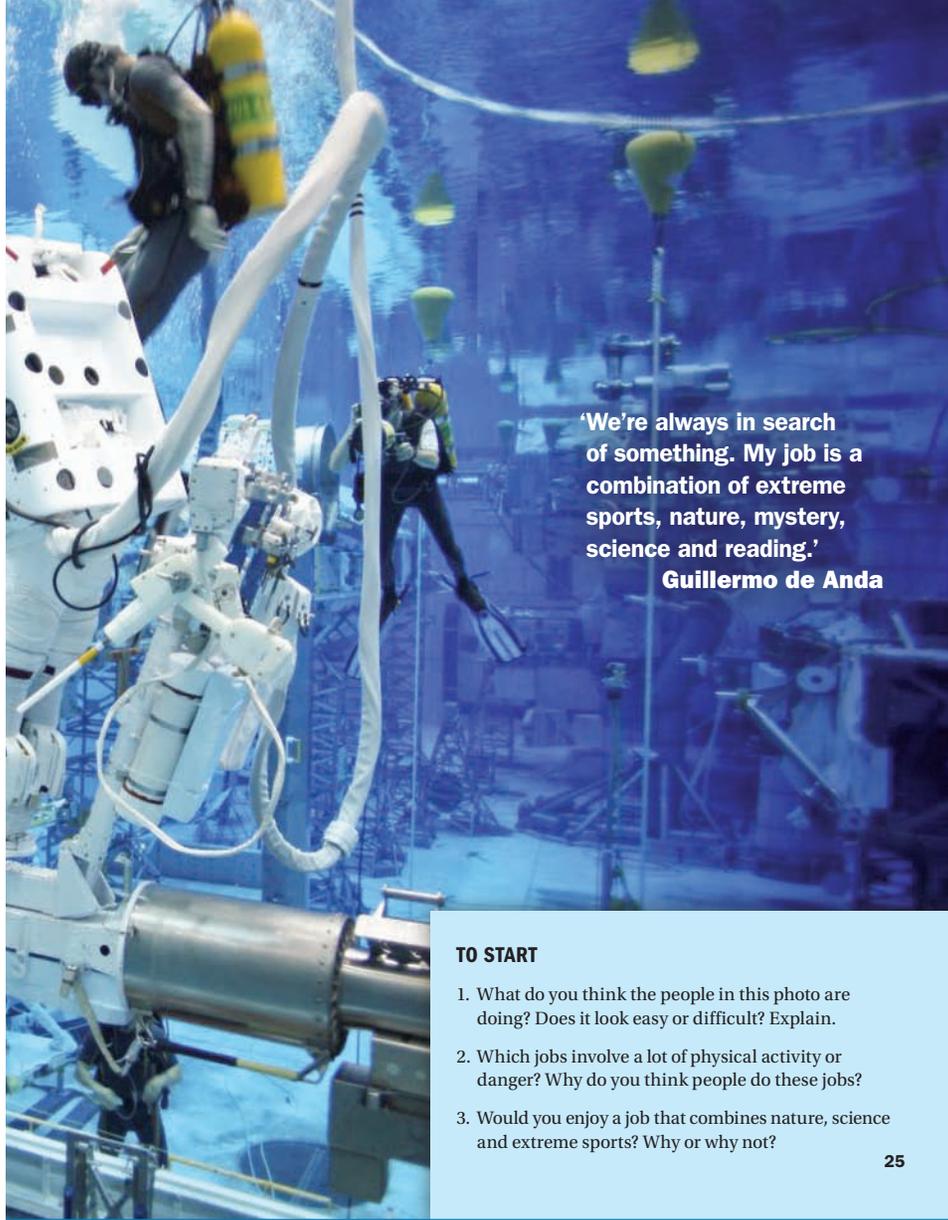


NASA astronauts working underwater on a Hubble space telescope model

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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:



'We're always in search of something. My job is a combination of extreme sports, nature, mystery, science and reading.'

Guillermo de Anda

#### 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?

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*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.

## Objectives

Students will

- describe and discuss a photo.
- discuss different kinds of jobs, including jobs that involve danger or extreme physical activity.

**Resources** Worksheet 1.2.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

## BE THE EXPERT

### About the Photo

The photo shows astronauts working on a model of the Hubble Space Telescope in a huge water tank at the Johnson Space Center in Houston, Texas. The astronauts are practising how to inspect and repair Hubble, which was launched in 1990 and is still operating in space. The only way Hubble can be inspected is during a spacewalk, and floating underwater simulates the effects of weightlessness that astronauts must contend with during telescope-servicing missions. The astronauts must be able to work quickly and efficiently, so practice is critical.

### Teaching Tip

When grouping students, consider their fluency with English. Less fluent or less proficient students benefit from listening to, and speaking with, more fluent students. Make it a practice to group students of different proficiency levels together. To encourage less fluent students to use English, ask them to repeat questions and answers. In group settings, when one student voices an idea, encourage others in the group to restate it.

### Related Vocabulary

*fins, scuba diver, tank*

## Objectives

- Students will
- use vocabulary related to the work of an underwater archaeologist.
  - use new vocabulary to discuss different kinds of jobs.

**Target Vocabulary** *adventure, archaeologist, career, clue, consider, explore, job, office, passion, profession, study, take risks, train, work*

**Content Vocabulary** *artefacts, detective, Mayan*

**Resources** Worksheet 1.2.2 (Teacher's Resource CD-ROM/Website); Tracks 017–018 (Audio CD/Website/CPT); CPT: Vocabulary

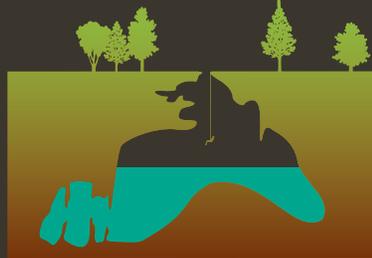
**Materials** drawing materials

## 1 What is unusual about Guillermo de Anda's job?

Discuss. Then listen and read. [017](#)

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.'

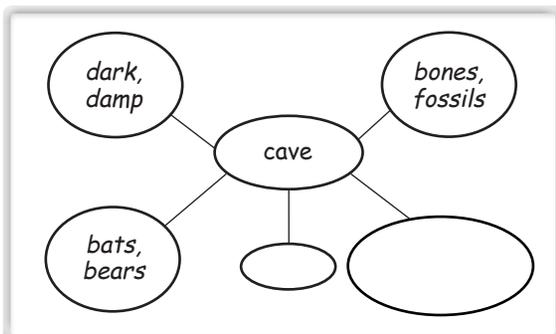
Guillermo dives to learn more about Mayan culture. About 2,000 years ago, the Maya lived in the Yucatán Peninsula of Mexico, the area Guillermo explores. Guillermo dives there now to look for ancient Mayan artefacts underwater. He **studies** them for **clues** about how the Maya lived.



The inside of a cenote

## Warm Up

- **Build background** Explain that Guillermo de Anda has the unusual job of studying underwater caves. Say *I didn't know there were caves underwater! I've never been in a real cave, but I've got some ideas about what they're like.* Begin a word web for cave. Say *When I think of a cave, I think of a dark, damp space.* Write that in the web. Then ask *What do you think of?* Invite students to help you complete the web.



- Review the word web and ask students to come up to the board and use the information to make up sentences. Model an example. Say *Early humans lived in caves. They drew pictures on the walls that you can still see today.*

## Present 1 2

- **1** Ask students to open their books at the photo on pages 26–27. Point out that it shows someone being lowered into a cavern or deep hole. Then draw their attention to the diagram at the bottom left of page 26. Ask *What does this diagram show?* Point out that it's a diagram of what the photo shows and that it gives more information. Ask *What's the green section? (water) What's in the water? (a cave)*
- **2 LEARN NEW WORDS** Ask students to listen as you read Guillermo's words on page 25 about his job. Ask *Does this photo give you an idea of what Guillermo does for a living?* Then write *extreme sports, nature,*

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.'

Entering a cenote

2 **LEARN NEW WORDS** Listen and repeat.  018

3 **Work in pairs.** What makes Guillermo's job unusual? What parts of his job aren't unusual? Would you like to have his job? Why or why not?

VOCABULARY 27

### 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.

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.*

Add the meanings and example sentences. Review with students.

|            |  |   |
|------------|--|---|
| job        | what you do for a living now                 | <i>My <u>job</u> is teaching.</i>                               |
| career     | long-term job                                | <i>I hope to have a <u>career</u> in nursing.</i>               |
| work       | activities you do at your job                | <i>Part of my <u>work</u> is training people.</i>               |
| profession | job that requires special training and study | <i>The <u>profession</u> of doctor requires years of study.</i> |

- 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*.

## 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

## 4 Read and circle the correct word.

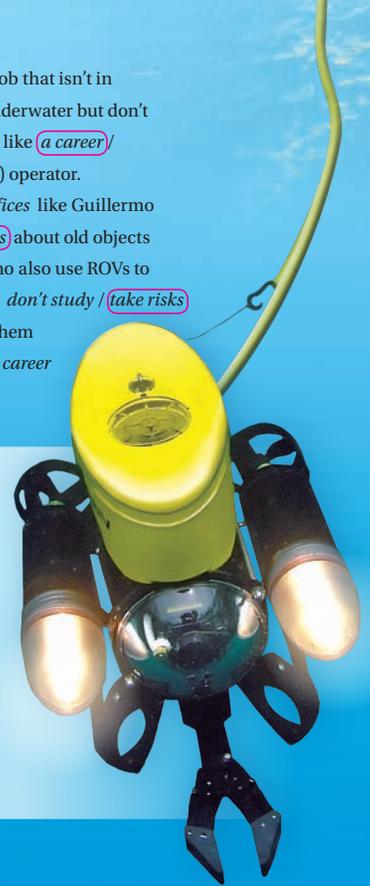
Do you like (adventure) profession? Do you want a job that isn't in a clue (an office?) Do you want to consider (explore) underwater but don't know how to dive? If you answered yes, then you might like (a career) an archaeologist as a Remotely Operated Vehicle (ROV) operator.

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.

## 5 LEARN NEW WORDS Listen and complete the sentences with the correct word. Then listen and repeat. [019 020]

|        |           |            |
|--------|-----------|------------|
| choice | dangerous | researcher |
|--------|-----------|------------|

1. If a job is dangerous, it isn't safe.
2. When you make a choice, you decide what you want.
3. A researcher studies people or objects to learn more about them.



An ROV

## 6 YOU DECIDE Choose an activity.

1. **Work independently.** Think of another use for an ROV. Draw and label your idea. Share it with the class.
2. **Work in pairs.** Imagine you're an underwater archaeologist. What do you like about the job? What don't you like about it? Discuss your ideas with a partner.
3. **Work in groups.** Make a list of five unusual jobs. Ask students in your class which of the jobs they would like to do. Ask them to explain their answers.

## Practise 3 4 5

- **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

- **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.

## Vocabulary Strategy

**Base words and the suffixes -er, -or and -ist** Inflectional endings, such as *-s* and *-es* do not change the word's meaning. By contrast, when the suffixes *-er, -or* and *-ist* are added to a word, the new word has a new meaning and is usually a different part of speech. The new meaning remains related to the meaning of the base word.

Other words with these suffixes include:

|             |   |               |
|-------------|---|---------------|
| act         | > | actor         |
| bake        | > | baker         |
| cartoon     | > | cartoonist    |
| direct      | > | director      |
| geography   | > | geographer    |
| office work | > | office worker |

## Formative Assessment

Can students

- use vocabulary related to the work of an underwater archaeologist?

Ask students to describe Guillermo de Anda's work.

- use new vocabulary to discuss different kinds of jobs?

Ask students to use vocabulary words to complete the sentence frames:

*If you like \_\_\_\_\_, then being an archaeologist might be the career for you. (adventure)*

*The work of a \_\_\_\_\_ involves hours of studying data. (researcher)*

**Workbook** For additional practice, assign Workbook pages 12–13.

**Online Workbook** Vocabulary



## Practise 2

- 2 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 3 4

- 3 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.
- 4 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.

## Strategy in Depth

Learning how to extend a conversation helps students improve their language skills. Tell students this simple strategy is a good way to prevent a conversation from ending too quickly. Another form of conversation extender is the follow-up question. It may be helpful for students to practise with questions starting with the five Ws: *who, what, when, where* and *why*, and also *how*. Examples include:

*What did you do next?*

*Why do you say that?*

*How did that happen?*

*When did that happen?*

*Who were you with?*

*What did you say?*

*Where did that happen?*

## 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 \_\_\_\_\_.*  
\_\_\_\_\_?

## Objectives

Students will

- use present simple questions and answers to talk about routines.
- recognise and use words associated with applying for jobs.

**Grammar** Present simple questions and answers: Talking about routines

**Target Vocabulary** *apply for, employee, interview, schedule, skills*

**Pronunciation** Intonation in questions

**Resources** Online Workbook/Workbook pages 14–15; Tracks 023–027, Tracks 116–118 (Audio CD/Website/CPT); CPT: Grammar 1 and Pronunciation; Pronunciation Answer Key (Teacher's Resource CD-ROM/Website)

## GRAMMAR 023

**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.



- 1 Listen.** You will hear questions that begin with each of the words below. Match the answers to each question word. Write the letter. 024

d  do    f  how    a  what    c  when    b  where    h  who

- |                              |                             |
|------------------------------|-----------------------------|
| 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                |

- 2 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'.*

3 **LEARN NEW WORDS** Exploration Cruises is looking for new employees. Listen to their advert. Read the information. Then listen and repeat. **025 026**

# Jobs at Exploration Cruises

## Do you want to:

- travel the world for free?
- spend time at sea?
- meet people from all over the world?
- have free meals and accommodation?

## We're looking for:

- entertainers
- pastry chefs
- nurses
- waiters

## To become an employee:

- **Apply** for the job you want.
- If we call you, check your **schedule**.
- Choose a time for an **interview** in your city.
- If we call you back, prepare to show your **skills** on the ship.



4 **Listen.** You will hear an interview with the captain of a cruise ship. Write sentences to answer the questions. **027** Possible answers:

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.*

5 **Work in pairs.** Think of two other questions to ask the captain about his routine. Role-play the rest of the interview.

GRAMMAR 31

## BE THE EXPERT

### Grammar in Depth

For a review of the uses of the present simple, see the Grammar 1 instruction and Grammar in Depth note in Unit 1.

Talking about routines is one instance when students should be encouraged to respond with short answers. For example, the preferred response to a question such as 'Does he work in a restaurant?' is 'Yes, he does.' Although a simple 'Yes' or the longer 'Yes, he works in a restaurant' are correct, responding with the longer sentence may, in English, suggest annoyance with the question.

### Pronunciation

Go to Student's Book page 144. Use Audio Tracks 119–120.

**Intonation in questions** Intonation is the way we use our voices when speaking; it's the 'music' of the language. For English speakers, there is typically a rising intonation at the end of yes/no questions and a falling intonation at the end of *wh*- questions.

## Present

- Tell students to open their books at page 30 and look at the table. Say *Here are some questions and answers about the routine of a pastry chef, which is a baker who makes fancy desserts.* Read aloud the questions in the table one at a time and point to individual students to read each answer. Then point out and read aloud the present simple verbs in bold. Ask students to repeat. Play **Track 023** as students listen. Then ask student pairs to take turns asking and answering the questions in the table.
- Write some jobs on the board. Tell partners to choose jobs and ask and answer questions about the job routines. Say *Remember to use present simple verbs in your questions and answers.* When they've worked for several minutes, invite pairs to repeat their dialogues for the class.

|             |           |                          |
|-------------|-----------|--------------------------|
| firefighter | teacher   | football player          |
| doctor      | astronaut | underwater archaeologist |

**2024 BREAD 100**  
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 become a pastry chef? I plan to do it. I'll take the right ingredients.

Where do pastry chefs work? We work in places like bakeries, restaurants, hotels and cruise ships.

**3 Listen.** You will hear questions that begin with each of the words below. Match the answers to each question word. Write the letter. **023**

do, for, how, what, where, who

a. design beautiful dinners  
b. in a hotel  
c. from 4.30 to 11.30 a.m.  
d. six days a week  
e. in a restaurant

f. a lot of different tools  
g. one of 100 questions  
h. two other pastry chefs  
i. from 6.30 to 11.30 p.m.  
j. every day

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

Gabi: Maria, what does your brother work? (where/your brother/work)  
Maria: He works at the Ultra Undersea Restaurant in the Maldives.  
Gabi: Undersea restaurant? Cool! What does he do?  
Maria: He's a waiter. It's amazing. He works in the ocean.  
Gabi: What 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 work all year round? (his job/seasons/home)  
Maria: No, he doesn't. He usually stays in the Maldives for his holiday.

**3 LEARN NEW WORDS** Exploration Cruises is looking for new employees. Listen to their advert. Read the information. Then listen and repeat. **024**

**Jobs at Exploration Cruises**

Do you want to:  
• Choose the people that'll be on the ship?  
• Travel people from all over the world?  
• Have fun meals and entertainment?

We're looking for:  
• entertainers  
• pastry chefs  
• waiters

To become an employee:  
• Apply for the job you want.  
• If we call you, tell us your schedule.  
• Choose a place for an interview in your city.  
• If we call you back, please to show your skills on the ship.

**3 Listen.** You will hear an interview with the captain of a cruise ship. Write sentences to answer the questions. **025** Possible answers:  
1. How many employees work on the ship? Two 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 using 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.

**3 Work in pairs.** Think of two other questions to ask the captain about his routine. Role-play the rest of the interview.

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.

## 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.*
- Play the track again, but this time pause the dialogue periodically after a question to make sure students understand the activity. Model the activity for students.
- Begin **Track 024**. Pause it after the first question. Write *What do you do as a pastry chef?* Ask *What word does the question begin with?* (what) Say *Find the word in the box.* Then play the answer. Ask *What letter should you put on the line next to what in the box?* (a)
- Continue the track, pausing it once or twice to repeat the process above. Play the track a third time if necessary. Make sure students understand that there are activity items in their books that they will not hear in the audio. Check answers as a class.
- **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

- Play **Track 027** again as students write. You may want to pause the audio after the captain answers each question to give students time to write their answers. Invite students to share their answers.
- **5** Put students into pairs and ask them do Activity 5. Tell them to use their notes from Activity 4 to write two new questions and answers. If necessary, play the track again. Invite pairs to role-play their dialogues for the class.

## Extend

- Tell students to work in pairs. Say *We've learned a little about the work of a pastry chef, a waiter and a ship captain. Choose one of these jobs and write an ad about it.* Tell students to review the information about each job in their books and the ad on page 31. They should include in their ads what the work involves, the skills it requires and the number of hours the person will work. Say *Use the new vocabulary and present simple verbs where appropriate.*

## Consolidate

- Say *Let's play a game of Who Am I?* Tell students to use the information in their books to write clues about two or three of the jobs they've learnt about. Clues should describe something about the work and what it involves: adventure, risk and so on. Say *But don't say too much. The rest of us must guess what the job is.* Say *Try to use the unit vocabulary and present simple verbs in your descriptions.* Model for students. Say *Here's a clue: I have a passion for delicious, tasty things. I create them with tools almost every day of the week. Who am I?* (a pastry chef)
- When students have written their clues, line the class up in two teams facing each other. One at a time, students read a clue to the person on the other team facing them. If the person identifies the job correctly, his/her team earns a point. Then he/she reads his/her clue. Play until there are no clues left. The team with the most points wins.

## Our World in Context

Ithaa Undersea Restaurant was opened in 2005. It sits 5 metres (16 feet) below sea level. The roof, built mostly of acrylic, is tunnel shaped, allowing diners to enjoy a panoramic view of the coral reef surrounding the restaurant. Patrons reach the dining room by a spiral staircase in a thatched pavilion at the end of a jetty.

After it was completed in 2004, the restaurant, whose name means 'mother of pearl' in the Maldivian language, was delivered to its location on the back of a barge. Because of the extreme conditions in which the restaurant is situated, it is estimated that it will only last for 20 years.

## 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:

When you \_\_\_\_\_ a job, you may have to go for an interview. (explore, apply for)

**Workbook** For additional practice, assign Workbook pages 14–15.

**Online Workbook** Grammar 1

## Objectives

Students will

- explain ideas about jobs that involve taking risks.
- use new words from the reading text.
- compare and contrast two people with unusual jobs.

**Reading Strategy** Compare and contrast

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

**Target Vocabulary** *advisor, commute, create, photographer, scientist*

**Academic Language** *compare, contrast*

**Content Vocabulary** *inspiration, microscopic, planetary*

**Resources** Online Workbook/Workbook pages 16–17; Worksheet 1.2.4 (Teacher’s Resource CD-ROM/Website); Tracks 028–029 (Audio CD/Website/CPT); CPT: Reading

**1 BEFORE YOU READ** Think about this unit’s topic. You will read about two people. Predict what you’ll learn about them.

**2 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. [▶028](#)

advisor   commute   create   photographer   scientist

**3 WHILE YOU READ** Look for similarities and differences. [▶029](#)

**4 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?



32 READING

## 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!



Jimmy Chin in Yosemite National Park, California, USA

**5 Work in pairs.** Compare and contrast Jimmy Chin and Kevin Hand.

**6 Discuss in groups.**

1. Jimmy and Kevin take risks doing their work. Would you want a job where you had to take risks? Do you think it's good or bad to take risks? Why?
2. Do you think it's important to explore outer space? Why or why not?

READING 33

## Reading Strategy

**Compare and contrast** When you compare, you look for the ways two or more people or things are alike. When you contrast, you look for the ways in which they're different. Words that show comparison include *alike*, *both* and *similar*. Words and phrases that show contrast include *unlike*, *but* and *different*. Thinking about how things are similar and different as they read can help students improve their focus and, consequently, their comprehension.

## Vocabulary Strategy

**Base words and the suffixes -er, -or and -ist** Refer to the Vocabulary Strategy lesson on page 69 in this Lesson Planner. You may want to tell students that being able to break up a long word into its parts can help them work out the meaning of an unknown word. For example, recognising the suffix *-er*, *-or* or *-ist* at the end of a base word should signal to students that the word may be a noun for a person who performs a particular action.

## Teaching Tip

Encourage students to make notes on unfamiliar words as they read. Tell them to write down the words. Then ask them to use context clues or clues in any images that accompany the text to make a prediction about what the words mean. Tell students to use a dictionary to verify their predictions and confirm word meanings.

## Before You Read 1 2

- **1** Tell students to open their books at pages 32–33 and look at the photo. Ask *What can you see? What do you think the man is doing?* (a man hanging on a rope from a mountain; he's probably rock or mountain climbing) Tell students to read Activity 1 instructions. Say *Remember that to predict what the reading will be about, you look at the photo and read the title. Now look, think and make predictions about what you think you'll learn from the text.* When students are ready, invite them to share their predictions.
- **2 LEARN NEW WORDS** Tell students they're going to learn some new words from the text. Read aloud the instructions for Activity 2 and the words in the box. Ask *Which words are professions?* (advisor, photographer, scientist) *What word parts help you know that?* (*-or*, *-er* and *-ist*) *What are these word parts called?* (suffixes)

**1 BEFORE YOU READ** Think about this unit's topic. You will read about two people. Predict what you'll learn about them.

**2 LOOK UP THE 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. **RECORD**

adviser    climber    craze    photographer    scientist

**3 WHILE YOU READ** Look for similarities and differences. **RECORD**

**4 AFTER YOU READ** Work in pairs to answer the questions.

1. What are Jimmy Chin's three jobs?
2. Jimmy enjoys traveling. 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**

**These explorers love working in extreme places.**

You're more likely to find photographer Jimmy Chin, mountaineer, or skier than you are in 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 microorganisms. He uses the water underneath the ice to help him find and study the world's first life on Jupiter's moon, Europa.

Not all of Kevin's work is in cold, freezing places, though. He also works with fishermen as a science adviser for films, such as *James Bay*. Kevin has even been to a hot lake that was a hundred degrees in the film *Alive* of *The Deep*.

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

**5 Work in pairs.** Compare and contrast Jimmy Chin and Kevin Hand.

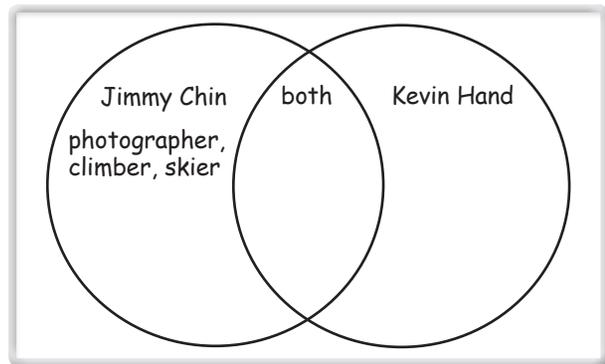
**6 Discuss in groups.**

1. Jimmy and Kevin take risks doing their work. Would you want a job where you had to take risks? Do you think it's good or bad to take risks? Why?
2. Do you think it's important to explore outer space? Why or why not?

READING 33

## After You Read 4 5 6

- **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.



- **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

- **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.
- 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.

- **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.

## Extend

- Ask *What are some of the professions we learned about that involve adventure?* (astronaut, underwater archaeologist, ROV operator, cruise ship captain, mountain climber, planetary scientist) List them on the board. Then write *explorer*. Point to the jobs and ask *Which of these jobs involve exploring? Are the people who do these jobs explorers? How would you define explorer?* Ask groups to work together to write a definition of the word. Tell groups to complete this sentence frame: *An explorer is someone who \_\_\_\_\_.*
- **Worksheet** If time allows, you may want to hand out **Worksheet 1.2.4** in class. Students will get additional practice with the new words on page 32 and other Target Vocabulary words from the unit.

## Consolidate

- Use the list of jobs on the board. Add other jobs that students have discussed in the unit. Invite students to sit in a circle. Go around the circle, and ask each student to consider which job they might be best suited for and to give a reason why. Model for students. Say *If I weren't a teacher, I think I would like to be an underwater archaeologist because I'm interested in ancient cultures and I love water!* After everyone has had a chance to speak, discuss which were the most popular and least popular jobs and why.

## 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

## 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

**Objectives**

- Students will
- discuss underwater exploration.
  - apply the message of the video to their personal lives.

**Content Vocabulary** *biodiversity, copepod, fissure, pump, sample, species*

**Resources** Video scene 2.1 (DVD/Website/CPT); Online Workbook; CPT: Video

**Materials** map of the world or globe

**1 BEFORE YOU WATCH Discuss in pairs.**

1. Look at the photo. What do you think the divers are looking for? List three ideas.
2. Imagine you're diving in this fissure. Describe what you see.

**2 Work in pairs.** You're going to watch *Searching for Life in Iceland's Fissures*. In this video, you'll see scientists enter the water of an underground fissure in Iceland. Predict a problem they might have.

**3 WHILE YOU WATCH Check your prediction from Activity 2. Watch scene 2.1.**

**4 AFTER YOU WATCH Work in pairs.** Answer the questions below.

1. How did Jónína feel the first time she dived in a fissure? Why?
2. What were Jónína and her team the first to do?
3. Why is it risky to dive in the fissure?
4. Why does it seem that there isn't much living in the waters?
5. How do scientists get the material off the walls of the fissures?
6. What do the scientists do with the samples they collect underwater?
7. What are Jónína's two passions?



Jónína and a team member explore Iceland's underwater fissures.

34 VIDEO

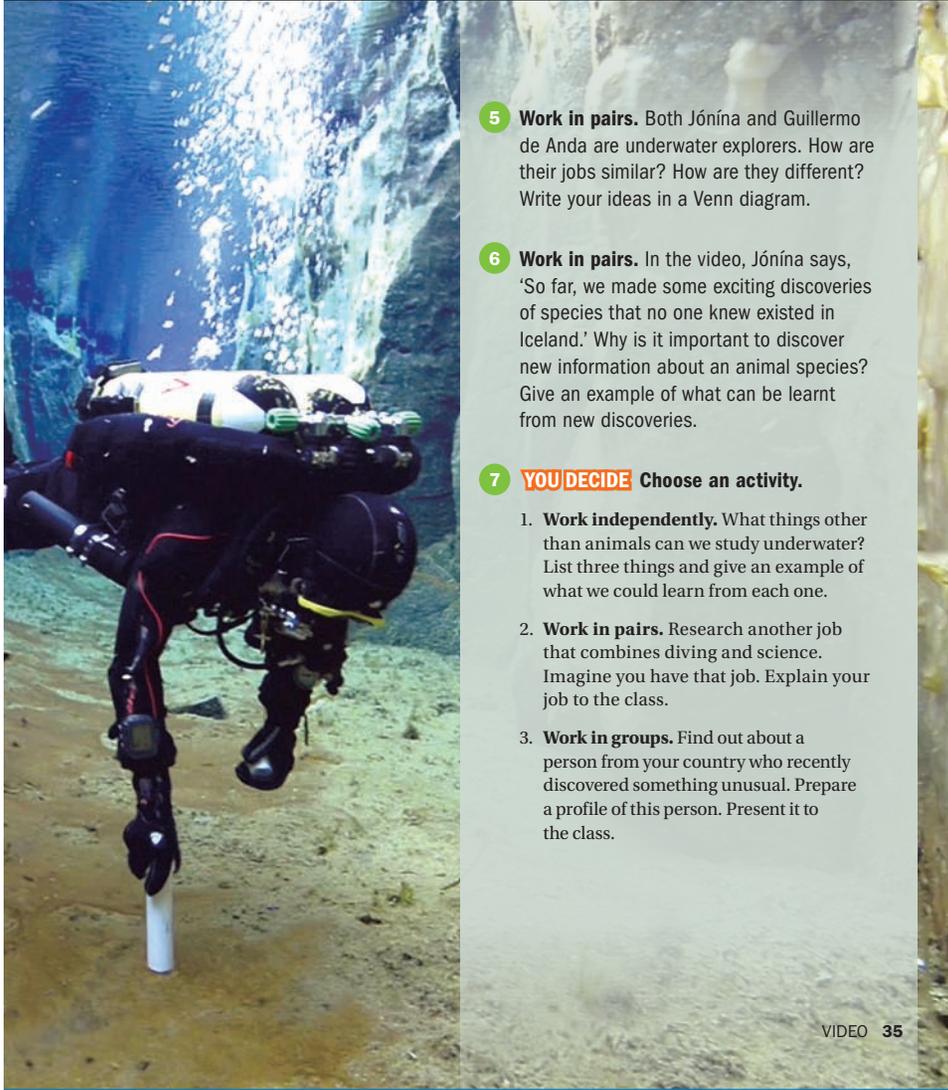
**Before You Watch** **1** **2**

- **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.
- 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.
- **2** 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.

- Ask *What problems do you think the scientists might have?* (cold water, becoming lost, dangerous creatures)

**While You Watch** **3**

- **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.**
- If students have trouble following the video or understanding the text, pause the video and allow them to ask questions. Try replaying the video with and without sound, and ask students to describe and comment on what they see.
- When the video is over, ask students to revisit their predictions. Discuss that they could infer that problems might relate to the heavy equipment the divers had to carry, jumping into a narrow space, or the fact that they were exploring unknown regions.



VIDEO 35

- 5 **Work in pairs.** Both Jónína and Guillermo de Anda are underwater explorers. How are their jobs similar? How are they different? Write your ideas in a Venn diagram.
- 6 **Work in pairs.** In the video, Jónína says, 'So far, we made some exciting discoveries of species that no one knew existed in Iceland.' Why is it important to discover new information about an animal species? Give an example of what can be learnt from new discoveries.
- 7 **YOU DECIDE Choose an activity.**
  1. **Work independently.** What things other than animals can we study underwater? List three things and give an example of what we could learn from each one.
  2. **Work in pairs.** Research another job that combines diving and science. Imagine you have that job. Explain your job to the class.
  3. **Work in groups.** Find out about a person from your country who recently discovered something unusual. Prepare a profile of this person. Present it to the class.

**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 4**

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

**Formative Assessment**

Can students

- discuss underwater exploration?

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

**Online Workbook** Video

**After You Watch** 4 5 6 7

- 4 Tell pairs of students to work together to answer the questions. Review them as a class.
- 5 You may want to put students into new pairs. Remind students that a Venn diagram is used to show similarities and differences between two people or things. Begin one on the board to compare and contrast Jónína and Guillermo de Anda. Ask *What goes in the middle, overlapping section?* (how they're the same) Write *underwater explorer* in that part of the diagram.
- Tell pairs to copy and complete the diagram. When they have finished, invite students to come up to the board and complete the diagram. Students' diagrams should include information such as the following: Jónína – biologist, dives in fissures, studies life forms; Guillermo – archaeologist, dives in caves, searches for Mayan artifacts.
- 6 Read aloud Activity 6. Invite pairs of students to discuss. Ask *What might scientists discover by studying the creatures in the fissures?* When students have finished, ask pairs to share their ideas. Discuss why it's important to find out how life survives in extreme temperatures and how it might help scientists to understand how life on Earth began.
- 7 **YOU DECIDE** Read aloud the three options. Students who are interested in Science and underwater diving might like options 1 or 2. Ask *What else is there to see and explore underwater?* (plants, mountains, volcanoes, vents, shipwrecks, fossils)
- Say *If you're interested in becoming a news reporter or a writer, you might like option 3. Say Perhaps there's a professor you could interview about his or her research, or a bird-watcher or fossil hunter who saw or found something rare. Use your imagination!*

## Objective

- Students will
- use possessives.

**Grammar** Possessives: Showing ownership

**Academic Language** *apostrophe, ownership, possessives*

**Content Vocabulary** *engineer, porch, programmer*

**Resources** Online Workbook/Workbook pages 18–19; Track 030 (Audio CD/Website); Worksheet 1.2.5 (Teacher’s Resource CD-ROM/Website/CPT); CPT: Grammar 2

## GRAMMAR 030

### Possessives: Showing ownership

This **dentist’s** job isn’t done in an office. **My** job is helping ill people. What’s **your** job?  
**Dr Perkins’s** job is to get the equipment on the plane. The flying dentist thinks **her** job is great. The pilot likes **his** job, too. The job also has **its** advantages.  
**Pilots’** days are very long. In **our** job, we help everyone, no matter what **their** problem is.

1 **Read.** Circle the possessives.

**My** name is Dr Smith, and I’m a flight dentist with the Royal Flying Doctor Service of Australia (RFDS). **Its** 63 planes fly every day of the year. **Our** goal is to deliver health services to people in rural areas.

I work with a great team. **Our** days are very long, but no two days are ever the same. One doctor on the team says that he loves **his** job because it’s never boring! I don’t have an office so I check **patients’** teeth in **their** homes. This morning I checked **Ms Lee’s** teeth in **her** living room and the Watson **family’s** teeth on **their** porch!



2 **Work independently.** Interview classmates to learn about jobs that their family and friends have. Put an X over the job when you find a classmate who knows someone with that job. Play until you cross out five jobs. Then report to the class using possessives.

Is someone in your family an engineer?

Yes, my uncle is an engineer!  
He loves his job.

|                     |          |                     |                 |
|---------------------|----------|---------------------|-----------------|
| restaurant employee | writer   | programmer          | teacher         |
| office worker       | engineer | construction worker | doctor or nurse |

36 GRAMMAR

## 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.

|                           |                   |
|---------------------------|-------------------|
| Dr <b>Smith’s</b> office  | <b>his</b> office |
| the <b>dentist’s</b> job  | <b>her</b> job    |
| the <b>plane’s</b> engine | <b>its</b> engine |
| the <b>pilots’</b> days   | <b>their</b> days |

## 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)

## Grammar in Depth

Use 's after singular nouns and plural nouns that don't end with an s: *John's shoes, women's football kits*; and after singular nouns ending in s: *my boss's office*.

Use ' (apostrophe alone) after plural nouns ending in s: *boys' clothes*.

Ownership is just one of the meanings of 's. It is also used to express human relationships: *John's cousin, Anne's neighbour*; who or what something is named after: *St. Peter's Square*; time or location: *tomorrow's class*; representations: *John's photo* (as opposed to the photo of John); and physical or mental traits: *Mary's hair*.

## Teaching Tip

If time allows, practise reading fluency. Reading aloud helps students practise speaking fluently and quickly, without having to worry about grammar structures and producing new vocabulary. Invite students to read aloud the same sentence more than once. Repeating the same sentences or passages aloud helps students become more familiar and comfortable and will help to increase the speed and accuracy of their reading.

## 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.)*

**Workbook** For additional practice, assign Workbook pages 18–19.

**Online Workbook** Grammar 2

## Objectives

- Students will
- recognise elements of descriptive writing.
  - recognise the basic parts of a paragraph.
  - analyse a model of descriptive writing.
  - produce a paragraph describing a daily routine.

**Writing** Descriptive paragraph

**Academic Language** *concluding sentence, descriptive paragraph, details, sequence, title, topic sentence*

**Content Vocabulary** *sanctuary*

**Resources** Online Workbook/Workbook page 20; Process Writing Worksheets 1–5, Genre Writing Worksheet: Description (Teacher's Resource CD-ROM/Website); CPT: Writing

## WRITING

A descriptive paragraph should include the following:

**Title:** Gives an idea of what the paragraph is about

**Topic sentence:** Is usually the first sentence; says what the paragraph is about

**Details:** Give more information about the topic sentence

**Concluding sentence:** Ends the paragraph

- 1 **Read the model.** Work in pairs to identify the title, topic sentence, details and concluding sentence. Underline each part.

### 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!'



- 2 **Work in pairs.** What is unusual about the orangutan babysitter's job? Would you like to have this job? Why or why not?
- 3 **Write.** Describe the daily routine of someone you know who has an unusual job. Include a title, a topic sentence, details and a concluding sentence.

WRITING 37

## 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 2

- 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?*
- 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*)
- 2 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 Support

### Potential routine description

**problems** When describing a routine, it's most important to clearly indicate the order of the activities in the routine. The whole point of describing a routine is to give the reader a clear picture of how something is done or what takes place within a particular period of time on a regular basis, so sequence words and phrases are important.

In addition to the words *first, next, then, finally,* and so on, students can make their writing more interesting by indicating sequence in other ways, such as by using dates, times and words that indicate the passage of time (for example, *after I make my bed, before I walk the dog, later on, when it gets dark,* and so on).

### Teaching Tip

Texts that give information often include many details that students may forget. After an initial reading, provide opportunities for revisiting the text and making notes. For example, ask students to re-read the text at the end of the lesson and make notes. At the beginning of the next lesson, tell students to refer to their notes to answer questions about the text.

**Workbook** For scaffolded Writing support, assign Workbook page 20.

**Online Workbook** Writing

## WRITING

A descriptive paragraph should include the following:

**Title:** Gives an idea of what the paragraph is about

**Topic sentence:** Is usually the first sentence; says what the paragraph is about

**Details:** Give more information about the topic sentence

**Concluding sentence:** Ends the paragraph

- 1 **Read the model.** Work in pairs to identify the title, topic sentence, details and concluding sentence. Underline each part.

### 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!'



- 2 **Work in pairs.** What is unusual about the orangutan babysitter's job? Would you like to have this job? Why or why not?
- 3 **Write.** Describe the daily routine of someone you know who has an unusual job. Include a title, a topic sentence, details and a concluding sentence.

WRITING 37

- **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.

## Plan 3

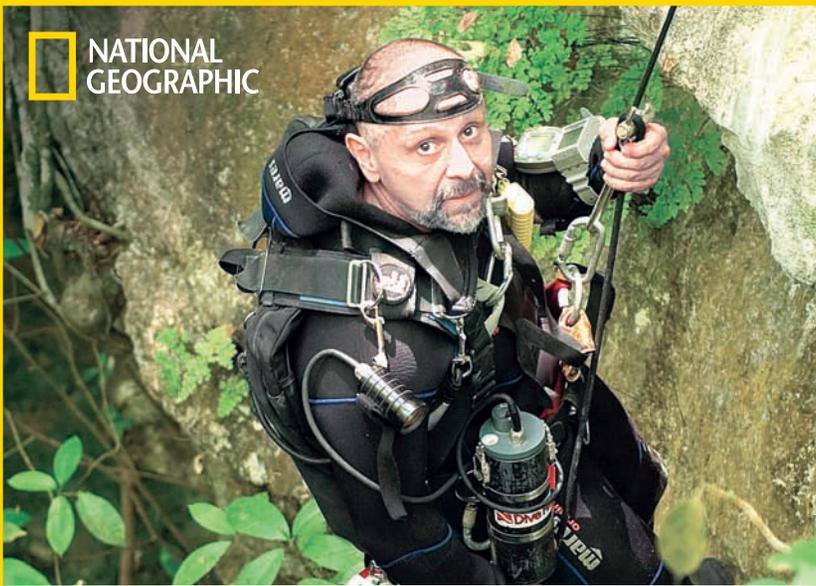
- **3** Say *Now you're going to plan your writing. You already know your topic – describing the daily routine of someone with an unusual job. So your next step is pre-writing. Say Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters)
- Say *Now decide what you want to use for pre-writing.* If you have time in the lesson, allow students to work on this step. If not, assign it as homework. If students have workbooks, remind them to use Workbook page 20 for writing support.

## 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

|   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| <b>Writing</b> Student includes all the parts of a paragraph and uses a variety of details to describe a daily routine. |   |   |   |   |
| <b>Grammar</b> Student uses correct grammar, including present simple verbs and possessives.                            |   |   |   |   |
| <b>Vocabulary</b> Student uses a variety of word choices, including descriptive language used in this unit.             |   |   |   |   |
|   |   |   |   |   |



# 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

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.

## BE THE EXPERT

### Teaching Tip

Even advanced students may have difficulty understanding spoken English. Modify your speaking pace throughout class. When you are giving instructions or explaining a project, make sure you speak slowly and clearly. Other times, such as when you're modeling speech or a dialogue, it may be more appropriate to speak faster so students can have practice listening to English as it is spoken by native or proficient speakers.

**Online Workbook** Meet the Explorer

## 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.

# Make an Impact

**YOU DECIDE** Choose a project.

## 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

### 1 Write a job advert.

- Imagine you own a company and you need someone for an unusual job.
- Create a job advert. Write a description of the job. Include information about your company.
- Share your job advert with the class. Is anyone interested in your unusual job? Interview them for the job!

### 2 Create a comic strip.

- Interview a person who has a typical job. Ask this person to mention three or four unusual or unexpected parts of the job.
- Design a comic strip to illustrate the unusual aspects of this person's job.
- Share your comic strip with the class.

### 3 Plan a job fair for unusual jobs.

- Find information about five interesting and unusual careers.
- Make posters showing a typical day for these workers.
- Display the posters in your classroom. Talk to your classmates about what each job involves.



PROJECT 39

**Assessment** Go to page 255.

**Unit Review** Assign Worksheet 1.2.7.

**Workbook** Assign pages 21 and 91.

**Online Workbook** Now I can

## 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** 5 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** 5 **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** 4 **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** 1 **Express Yourself** See Student's Book pages 40–41.

## Objectives

- Students will
- identify the purpose and features of a travel review.
  - connect ideas about unusual places and unusual jobs.

**Academic Language** *opinion, recommend, recommendation, reviewer, travel review*

**Content Vocabulary** *embarrassing, vacation*

**Resources** Workbook pages 22–23/  
Online Workbook (Units 1–2 Review);  
Worksheet 1.2.8 (Teacher’s Resource  
CD-ROM/Website); Track 031 (Audio  
CD/Website/CPT); CPT: Express  
Yourself Units 1–2

## Express Yourself

1 Read and listen to the online travel review. 031

# GoTravel

## REVIEWS

### GONDOLA TOURS OF VENICE

210 reviews

JGirl, Seoul

#### ‘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!*



## Warm Up 1

- **Preview** Ask students to turn to pages 40–41. Tell students they’re going to read a model of a travel review. Ask *What is the purpose of a review?* (to tell whether or not you like something) *What is being reviewed here? Who wrote this review?* Point out that ‘JGirl’ is an online identity, a made-up name that people use to protect their privacy when communicating online.
- Explain to students that a review is a nonfiction text. Reviews are written by real people about real places or things. They include facts and details, as well as the writer’s opinions about the subject of the review.
- **1 Read together** Say *Now we’ll listen to and read the online review. Look for ways the writer lets you know what she thought of the gondola tour.* Play **Track 031** once as students listen and read along.

## Engage 2

- **2 Discuss** Put students into small groups. Say *Now we’re ready to talk about the review. Read question 1.* Ask *What’s the first thing JGirl says that gives you an idea of what she thinks of the gondola tour?* (last sentence of paragraph 2) *What words does she use to describe her experience?* (*incredible, exciting, great, beautiful*) Invite groups to discuss question 1.
- Say *Now, let’s hear your review of the review!* Invite students to answer question 2. Ask *What other information might be helpful to know?* (how long the tour is, the cost, what if you didn’t understand the gondolier’s language) Finally, ask *How many of you want to go on a gondola ride in Venice? How many don’t?* Ask students to put their hands up. Discuss.

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!

**2 Work in groups.** Discuss the review.

1. Does JGirl's review make you want to visit Venice and go on a gondola ride? Why or why not?
2. Do you think the review gives enough information? Is it funny and interesting? What else would you like to know about Venice or about Gondola Tours of Venice?

**3 Connect ideas.** In Unit 1, you learnt about exploring and unusual places. In Unit 2, you learnt about unusual jobs. What connection can you see between the two units?

**4 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.

41



Gondolas in Venice, Italy

**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.

**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

**Connect 3**

- **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.

- **4** 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.