

Amazing Jobs

NASA astronauts working underwater on a Hubble space telescope model

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

—Guillermo de Anda

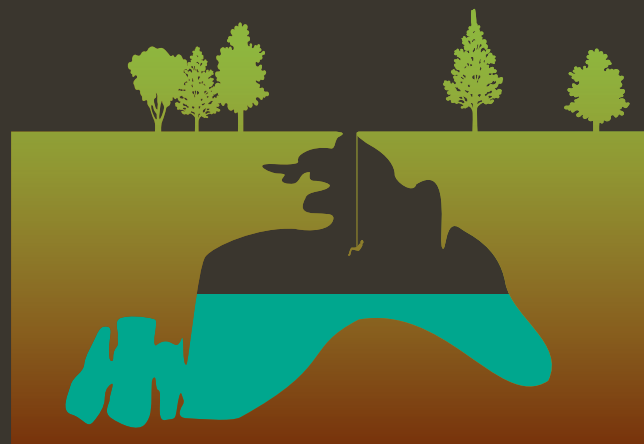
1. What do you think the people in this photo are doing? Does it look easy or difficult? Explain.
2. Which jobs involve a lot of physical activity or danger? Why do you think people do these jobs?
3. Would you enjoy a job that combines nature, science, and extreme sports? Why or why not?

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

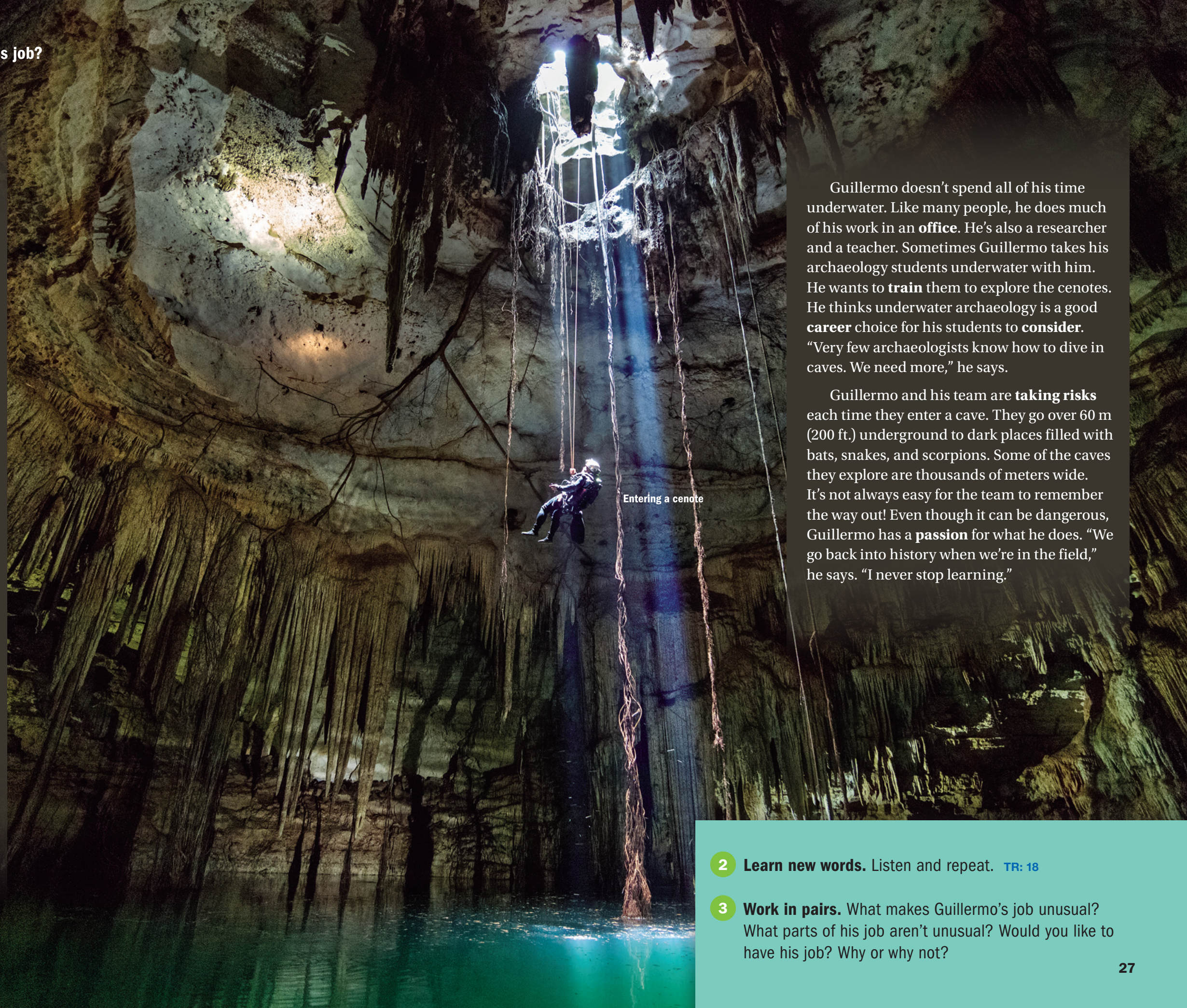
Discuss. Then listen and read. **TR: 17**

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 artifacts underwater. He **studies** them for **clues** about how the Maya lived.



The inside of a cenote



Entering a cenote

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 meters 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."

2 Learn new words. Listen and repeat. **TR: 18**

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?

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.

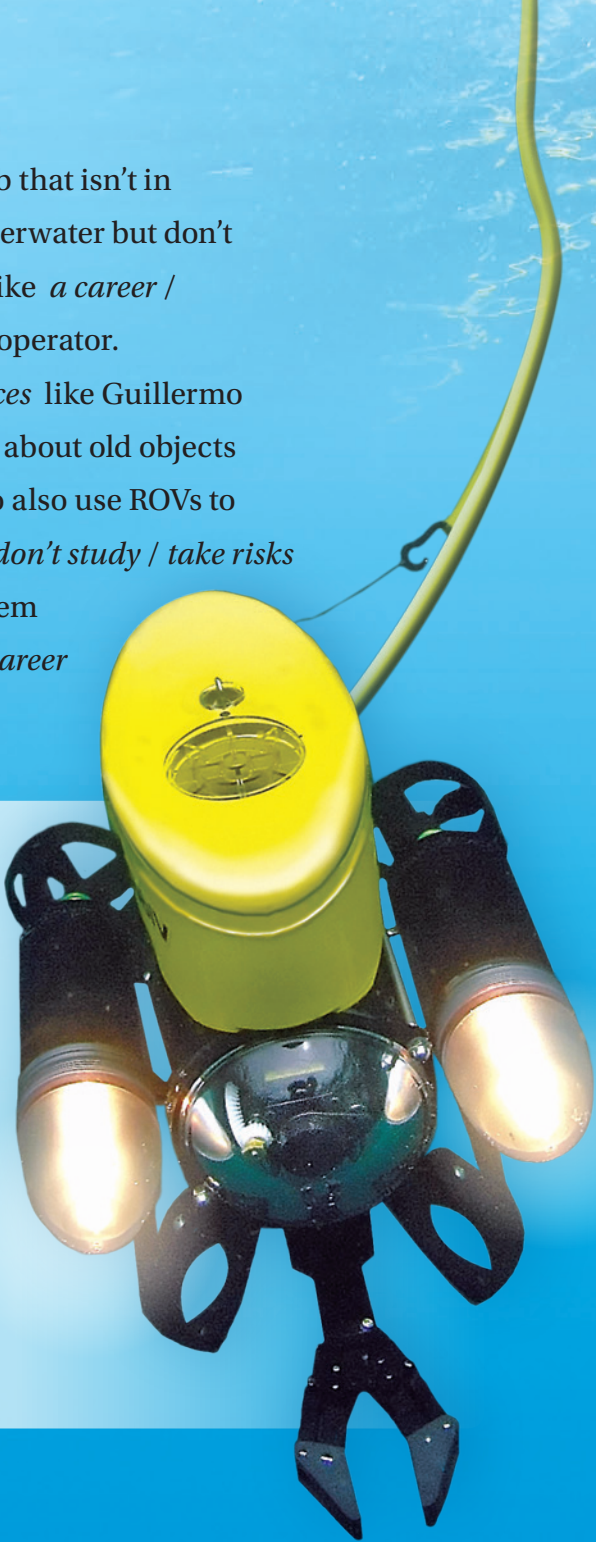
ROV operators help underwater *archaeologists* / *offices* like Guillermo de Anda. ROV operators help look for *professions* / *clues* about old objects and the people who used them. Explorers like Guillermo also use ROVs to decide what parts of a cave they should explore. Divers *don't study* / *take 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.

TR: 19 and 20

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



An ROV

6 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. Have them explain their answers.

SPEAKING STRATEGY TR: 21

Topic	Extending the conversation
I'd like to be an explorer.	And you? How about you? What do you think?
I can speak Spanish.	Can you?
He knows how to dive.	Do you?

7 Listen. How do the speakers extend the conversation? Write the phrases you hear. TR: 22

8 Read and complete the dialogue.

Elena: I'd love to work on a cruise ship and travel the world.

Sarah: Not me. The traveling would be fun, but I think it's *really* hard work.

Elena: You're right, it may be hard work. But I like exploring new places.

Sarah: I do, but remember, you have to take care of people. It's not a vacation!
Elena: You're right, but I love people, so it's OK. And I speak Spanish, English, and Mandarin, so I can talk to people from lots of different places.

Sarah: No, I can only speak English. You know, I think I'll be a travel writer. That way, I can travel without taking care of other people!

9 Work in pairs. Spin the wheel. Read the sentence aloud, giving correct information about yourself. Then extend the conversation.

It would be really cool to work in an airport. What do you think?



10 Discuss in pairs. How does this strategy help you to communicate better? What are some other words or phrases you know that will help you learn more about the person you're talking to?

Go to p. 155.

GRAMMAR TR: 23

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.



- 11 Listen.** You will hear questions that begin with each of the words below. Match the answers to each question word. Write the letter. TR: 24

_____ **do** _____ **how** _____ **what** _____ **when** _____ **where** _____ **who**

- | | |
|------------------------------|----------------------------------|
| a. design beautiful desserts | f. with 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 |

- 12 Read.** Then write the questions. Use the words in parentheses.

- Gabi: Maria, _____ (where/your brother/work)
Maria: He works at the Ithaa Undersea Restaurant in the Maldives.
Gabi: Undersea restaurant! Cool! _____ (what/he/do)
Maria: He's a server. It's amazing. He works *in* the ocean.
Gabi: Wow! _____ each day? (how many people /he/serve)
Maria: Not many—only fourteen people can eat there at one time.
Gabi: _____ often? (do/he/come home)
Maria: No, he doesn't. He usually stays in the Maldives for his vacation.

- 13 Learn new words.** Exploration Cruises is looking for new employees. Listen to their ad. Read the information. Then listen and repeat. TR: 25 and 26

Jobs at Exploration Cruises

Do you want to:

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

We're looking for:

- singers and dancers
- pastry chefs
- nurses
- servers

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.



- 14 Listen.** You will hear an interview with the captain of a cruise ship. Write sentences to answer the questions. TR: 27

1. How many employees work on the ship?

2. How is the captain's schedule?

3. What is one skill the captain has?

4. Does the captain work all year long?

5. Does the captain like his job?

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

16 Before you read, think about this unit's topic. You will read about two people. Predict what you'll learn about them.

17 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. **TR: 28**

advisor to commute to create photographer scientist

18 While you read, look for similarities and differences. **TR: 29**

19 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 Antarctica?
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 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 Sea 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 movies, such as *Europa Report*. Kevin has even been in a movie! He was a featured scientist in the movie *Aliens of the Deep*.

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

20 Work in pairs. Compare and contrast Jimmy Chin and Kevin Hand.

21 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 is important to explore outer space? Why or why not?

Jimmy Chin in Yosemite National Park, California, USA

22 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.

23 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.

24 Watch scene 2.1. While you watch, check your prediction from Activity 23.

25 After you watch, work in pairs. Answer the questions below.

1. How did Jónína feel the first time she dove 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.

26 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.

27 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 learned from new discoveries.

28 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.

GRAMMAR TR: 30

Possessives: Showing ownership

This **dentist's** job isn't done in an office. **My** job is helping sick 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. At **our** job, we help everyone, no matter what **their** problem is.

29 Read. Circle the possessives.

My name is Dr. Smith, and I'm a flight dentist with the Royal Flying Doctor Service (RFDS) in Australia. 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!



30 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

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; tells what the paragraph is about
- Details:** Give more information about the topic sentence
- Concluding sentence:** Ends the paragraph

31 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 named 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 diaper. She does this several times a day. Then she works as her teacher, teaching her the skills she needs for living in the forest, such as climbing. Coco likes to climb 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. They put her to bed and go home. My aunt says, "I love Coco, and I love my job!"



32 Work in pairs. What is unusual about the orangutan babysitter's job? Would you like to have this job? Why or why not?

33 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.



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.

Make an Impact

A Write a want ad.

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

B 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.

C 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.



Express Yourself

1 Read and listen to the online travel review. [TR: 31](#)

GoTravel REVIEWS

GONDOLA TOURS OF VENICE

210 reviews

— JGirl, Seoul

“Our gondolier saved my vacation!”

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 the 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. Can you say *embarrassing*?!

My parents loved looking at the beautiful bridges, churches, and palaces along the route. I really enjoyed listening to our gondolier talk about his work. He told us that it takes years of study and practice to get the job. Who knew? He also told us that of all the gondoliers in Venice, only one is a woman! I think I need to change that! It’s time to start training for my dream job! Maybe my dad will let me borrow his shirt. ;)

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

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 learned about exploring and unusual places. In Unit 2, you learned about unusual jobs. What connection do you see between the two units?

4 **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.



A gondola