


Vocabulary

MEANING FROM
CONTEXT

A  1.6 Read and listen to three interviews. Notice each word in **blue** and think about its meaning. Then practice the interviews with a partner.

Q: What kind of people make good nurses?

A: Well, you have to be **organized**. For example, I'm **in charge of** my patients' medication, so I write everything down in a chart. It has a big **effect** on my patients' health, so it's important to me.

Q: What other skills do you need?

A: Nurses also have to be fit because the work is very **physical**. I stand or walk all the time, and sometimes I have to lift patients up from their beds.

Q: Do you enjoy your volunteer work with that environmental group?

A: Yes, I do. **Although** it can be frustrating.

Q: Why?

A: Well, even though the town passed a clean-air **initiative**, **pollution** is still a problem.

Q: But it's getting better, right?

A: Yes, it is. And companies are definitely getting better at recycling, too.

Q: What does an engineer do every day?

A: Well, there are many kinds of engineers. I'm an industrial engineer. I look at our processes here at the factory, and I **search** for problems.

Q: What do you do if you find a problem?

A: I give a **presentation** to my **managers**. I explain the problem to them, and we try to find ways to solve it.

► David Fuentes, a masters student in the nursing program at the University of California, Los Angeles (UCLA), examines a patient.



B Complete each sentence with a word from the box.

effect (n) physical (adj) pollution (n) presentations (n) search (v)

1. Human activity often causes _____. This hurts the environment.
2. Roland needs to _____ for a new job.
3. He speaks well and is good at making business _____.
4. They exercise and they're very fit, so they can do very _____ work.
5. A good manager can have a positive _____ on the employees' work.

C  1.7 Read the conversation and fill in each blank with a word or phrase from the box. Then listen and check your answers.

although (conj) in charge of (phr) initiative (n) manager (n) organized (adj)

Interviewer: So, you are applying for the job of office _____. Why do you think it's right for you?

Applicant: Well, I'm very _____. At my last job, we moved offices and I managed the move.

Interviewer: Can you manage other employees?

Applicant: Yes. In my last job, I was _____ five other employees. _____ it was hard work, I enjoyed it a lot.

Interviewer: Great. What other job skills do you have?

Applicant: I'm a self-starter. I saw that parking was a problem where I worked, so I started a ride-sharing _____.

D Work with a partner. Role-play the situation below. Then switch roles.

Student A: You are a manager. Ask your partner the job interview questions from the conversation in exercise C.

Student B: You are the applicant at a job interview. You really want the job. Answer the interview questions with your own ideas.

E Discuss the questions below with your partner.


1. What effect does each worker in exercise A have on the world around them? For example, what effect does the nurse have on his patients' health?
2. What does the volunteer say about pollution? Do you think she is right? Explain.
3. Besides nursing, what other jobs are very physical? Are they good jobs, in your opinion?
4. In what ways are you an organized student? How could you be more organized?

CRITICAL THINKING:
REFLECTING

B Listening A Conversation about Dr. Sylvia Earle

BEFORE LISTENING

PRONUNCIATION Syllable Stress

 **1.8** We can divide words in English into one or more syllables. For example, *doctor* has two syllables (doc-tor). In words with more than one syllable, one syllable usually receives the main stress. For example, in the word *doctor*, *doc* is stressed. The syllable with the main stress is louder and clearer than the other syllables.

One syllable

job

Two syllables

doc-tor

Three syllables

com-pa-ny

A  **1.9** Listen and mark the main stress in each word.

1. study

2. nurse

3. travel


4. remember

5. reporter

6. creative

7. receive

8. skills

B  **1.10** Write each word from the box in the correct column of the chart below. Then listen and check your answers.

adventure

amazing

cook

fly

know

money


officer

teacher

travel

yesterday

One syllable	Two syllables	Three syllables
cook	money	adventure

C  **1.11** You are going to listen to a conversation between students about oceanographer Sylvia Earle. Here are some words you will hear. Listen and repeat the words. Then answer the questions below.

billion

marine biologist


ocean

pollution

tuna

- How many syllables are in each word? Write the number of syllables next to each word.
- Which syllable in each word receives the main stress? Mark the syllables with the main stress.

WHILE LISTENING

D  **1.12** Listen to the first part of the conversation. What presentation are the students talking about? Check (✓) the correct answer.

- ☐ one that Becca missed ☐ one that Ren missed ☐ one that was not good

E  **1.13** Listen to the entire conversation. Check (✓) the main idea.

- ☐ Becca was not in class on Thursday because she was sick.
☐ Dr. Earle's presentation was very interesting.
☐ People are having a bad effect on the oceans, but we can change that.

LISTENING FOR
MAIN IDEAS

F  **1.13** Listen again. Check (✓) any ideas that are NOT part of the conversation.

- ☐ Becca feels better today.
☐ Dr. Earle gave a presentation to the class on Thursday.
☐ Dr. Earle earns a high salary.
☐ There are more than seven billion people on earth now.
☐ Dr. Earle doesn't eat fish.

LISTENING FOR
DETAILS



AFTER LISTENING

G Read each statement and choose *Agree* or *Disagree* for each.

PERSONALIZING

- | | | |
|--|-------|----------|
| 1. Dr. Earle's career might be a good career for me. | Agree | Disagree |
| 2. When you're sick, it's better not to go to class. | Agree | Disagree |
| 3. The large number of people in the world is a problem. | Agree | Disagree |
| 4. What people eat has a big effect on the oceans. | Agree | Disagree |

EVERYDAY LANGUAGE Showing that You're Listening

Use these expressions to show someone that you're listening and interested in the conversation.

Really? I see. Interesting! Um-hmm. I see your point. Wow!

H Form a small group. Discuss the statements in exercise G. Give reasons why you agree or disagree with each statement. Use the expressions from the box to show interest in your classmates' ideas.

SPEAKING SKILL Communicating that You Don't Understand

Here are some expressions to communicate that you don't understand what someone says.

I don't understand.


I'm sorry?

I'm not sure what you mean.

Do you mean ... ?

Can you explain?

I'm not sure I follow.

- A**  **1.14** Read and listen to the conversation. Then underline the expressions that show when the speakers don't understand.

A: What's your major?

B: Marine biology.

A: I'm sorry?

B: Marine biology. It's the study of marine organisms and their ecosystems.

A: Do you mean you study fish and other forms of life in the ocean?

B: Exactly.

A: And what can you do with that?

B: I'm not sure what you mean.

A: What jobs can you get?

B: Oh, gosh, a lot of different things. I can do research or teach; I could be a fisheries biologist ...

A: Stop there. Fisheries? What are those?

B: They raise fish. And there's also aquaculture ...

- B** Practice the conversation from exercise A with a partner. Then switch roles and practice it again.
- C** Practice the conversations below with your partner. Student B uses one of the expressions from the box. Then switch roles and practice the conversations again using different expressions.
- A: You need a lot of special skills to be a marine biologist.

B: ...

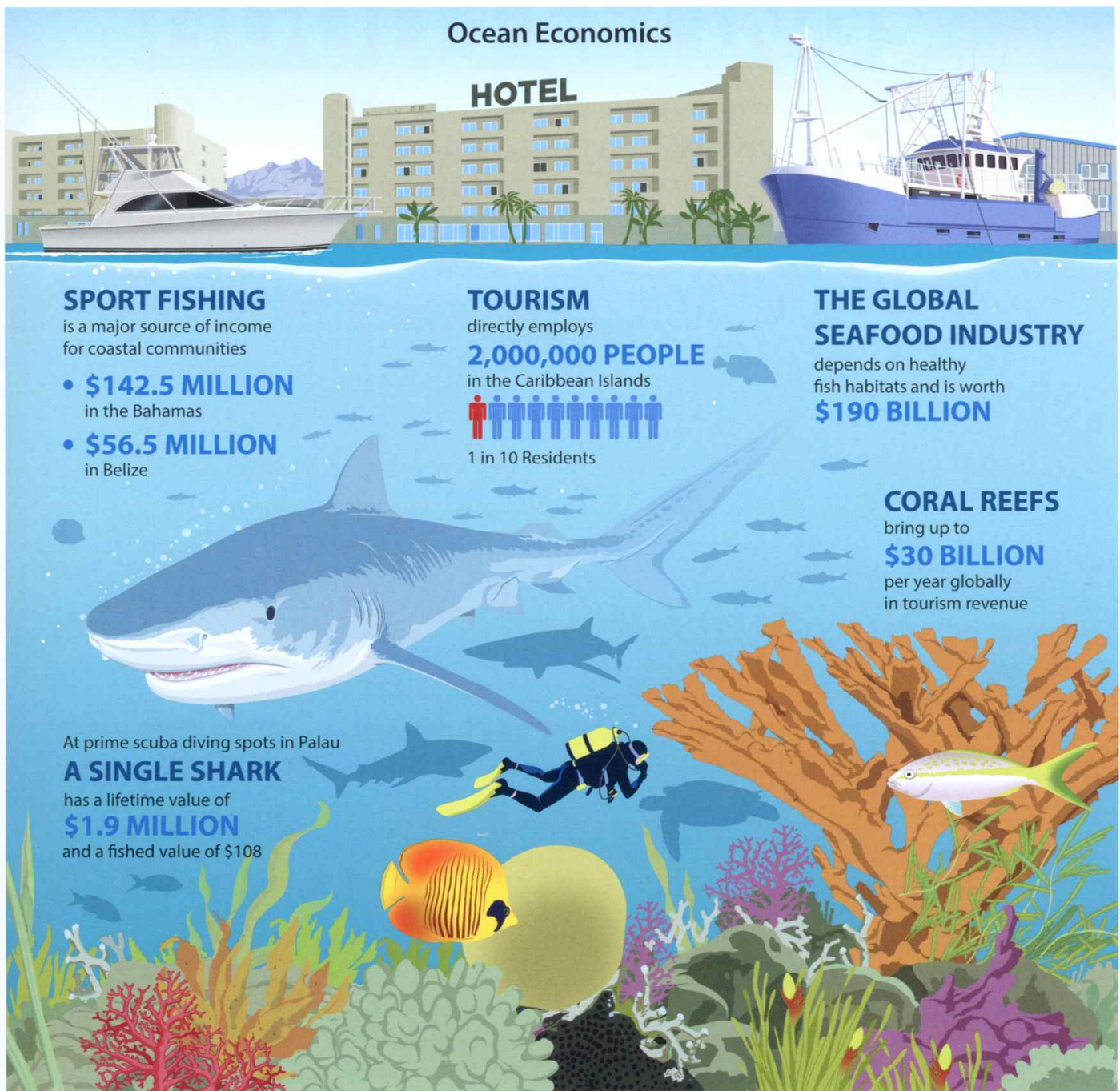
A: Well, to study the ocean, you need to know how to do many things.
 - A: Working in tourism is an adventure.

B: ...

A: Every day you meet people from different places and cultures.

D Work with a partner. Look at the infographic. Then answer the questions below.

CRITICAL THINKING:
INTERPRETING AN
INFOGRAPHIC



1. How many people in the Caribbean Islands does tourism employ?
2. Which is more valuable: a shark attracting scuba divers or a shark as food?
3. Why are healthy fish habitats important to the ocean economy?
4. What do you think is the purpose of this infographic?
5. What question(s) would you like answered after looking at this information?

E With a partner, list as many jobs as you can that might benefit from healthy coastal communities and coral reefs. Use the infographic for ideas.

CRITICAL THINKING:
ANALYZING

FINAL TASK Speaking about Yourself

You are going to give a short presentation about yourself. You will introduce yourself and share what job you hope to have.

ORGANIZING IDEAS

A Write answers to the questions below in your notebook. Then share them with a partner.

1. What's your name (*the name you want to be called in this class*)?
2. Where are you from?
3. What subjects are you studying?
4. What job do you have or hope to have in the future? Why?

PRESENTATION SKILL Introducing Yourself

When you give a presentation, you can use these expressions to introduce yourself.

*Hi, I'm (your name)./Hello, my name is (your name).
I'm from (your city, country, university, etc.).*

B  1.15 Read and listen to one student's presentation. Then follow the steps below.

> *Hi, everyone. My name is Alejandro, but please call me Alex. I'm from Bogotá. As you probably know, that's the capital city of Colombia. I'm studying English now, and I'm also studying international relations. I hope to work for an international aid organization someday. I want to travel the world, and I want to help people, too, so I think this is a good job for me.*

1. Underline the expressions Alex uses to introduce himself.
2. Circle the reasons Alex gives for the job he wants.
3. Decide which expressions you will use to introduce yourself.

PRESENTING

C Introduce yourself to your classmates. Then tell them about yourself using the information from exercise A.

REFLECTION

1. Which skill in this unit do you think will help you the most?

2. Which of the jobs mentioned in this unit sounds the most interesting to you? Why?

3. Here are the vocabulary words from the unit. Check (✓) the ones you can use.

- | | | |
|---|--|--|
| <input type="checkbox"/> adventure | <input type="checkbox"/> explore | <input type="checkbox"/> organized |
| <input type="checkbox"/> although | <input type="checkbox"/> favorite | <input type="checkbox"/> physical AWL |
| <input type="checkbox"/> communicate AWL | <input type="checkbox"/> in charge of | <input type="checkbox"/> pollution |
| <input type="checkbox"/> creative AWL | <input type="checkbox"/> initiative AWL | <input type="checkbox"/> presentation |
| <input type="checkbox"/> dangerous | <input type="checkbox"/> manager | <input type="checkbox"/> search |
| <input type="checkbox"/> effect | <input type="checkbox"/> opportunity | <input type="checkbox"/> skill |
| <input type="checkbox"/> experience | <input type="checkbox"/> ordinary | |