

# COOL JOBS

An astronomer prepares for work at the Mount Wilson Observatory, United States.



## WARM UP

Discuss these questions with a partner.

1. Look at the photo and read the caption. What is the person's job?
2. Do you think this job is interesting? Why or why not?

Nora Shawki achieved her lifelong goal of becoming an archeologist, but there were challenges along the way.

## BEFORE YOU READ

**DEFINITIONS** A. Look at the photo and read the caption. Match each word in bold with its definition.

- |                 |   |   |
|-----------------|---|---|
| 1. archeologist | • | a. something you hope to achieve                        |
| 2. challenge    | • | b. a difficult situation                                |
| 3. goal         | • | c. a person who finds and studies objects from the past |

**SKIMMING** B. What challenges do you think Nora Shawki might have faced in her career? Discuss your ideas with a partner. Then skim the passage to see which of your ideas are mentioned.

# DIGGING FOR THE PAST

by Nora Shawki

- A When I was in third grade, I watched a video that recreated the discovery of King Tutankhamen’s tomb. I remember Howard Carter<sup>1</sup> peering through a narrow hole in the tomb with a candle. A workman asked what he could see: “Wonderful things!” Carter said. From that moment, I knew what I wanted to do with my life.
- B Today, I’m **lucky** to work as an archeologist. I study the lives of people who lived in Egypt’s Nile Delta. It’s exciting work. Sometimes you find something that was buried three thousand years ago. Holding a piece of **history** is an **amazing** feeling.
- C So I **decided** what I wanted to be at the age of nine, and I made it happen. Seems easy, right? Not quite! The road wasn’t easy. I did my studies—university, then a PhD. But along the way I was told many things: I was too young, I wasn’t qualified, I should **get married** and have kids. I also needed money, so I applied for six grants.<sup>2</sup> The first five replies I got said *no*. Six months later, the last reply came: This time it was *yes*. Finally, I could start my own excavation.<sup>3</sup>
- D For anyone thinking about a **career**, I would say: Never give up. If you want to do something, keep trying. If people tell you *no*, use that—it will push you. At the beginning, it **hurts**. But the next *no* hurts a little less. It makes you stronger and actually helps you.
- E Second, focus on your goals. And I stress *yours*. You don’t have to **follow** other people. If they say something has never been done, make it happen. You may be the first to do it! There are always challenges, but you overcome them in the end.

<sup>1</sup> **Howard Carter** was a British archeologist who became famous for discovering the tomb of Tutankhamen in 1922.

<sup>2</sup> A **grant** is money given by a government or organization for a special project.

<sup>3</sup> An **excavation** involves removing earth to search for very old objects buried in the ground.

A. Choose the best answer for each question.

- GIST** 1. What could be another title for the reading?  
 a. Following a Childhood Dream  
 b. A Day in the Life of an Archeologist  
 c. The Nile Delta's Hidden Treasures
- PURPOSE** 2. What is the purpose of paragraph A?  
 a. to explain the challenges Shawki faced at school  
 b. to describe what was found inside Tutankhamen's tomb  
 c. to explain how Shawki became interested in archeology
- SEQUENCE** 3. Which of the following happened first?  
 a. Shawki applied for a grant.  
 b. Shawki went to university.  
 c. Shawki decided to be an archeologist.
- DETAIL** 4. Which of the following is NOT given as a challenge Shawki faced?  
 a. Others didn't agree with her career choice.  
 b. She needed to take care of her family.  
 c. It was difficult to get money for excavations.
- VOCABULARY** 5. In paragraph E, what does *stress* mean?  
 a. a feeling you have when your life is difficult  
 b. to make it clear that something is important  
 c. to introduce a new idea or opinion

**MATCHING HEADINGS** B. Match each paragraph with a suitable heading.

- |                |   |                          |
|----------------|---|--------------------------|
| 1. Paragraph B | • | a. Be the First          |
| 2. Paragraph C | • | b. Stay Positive         |
| 3. Paragraph D | • | c. A Dream Come True     |
| 4. Paragraph E | • | d. Overcoming Challenges |

➤ Many discoveries have been made in Egypt's Nile Delta, such as the Temple of Amun in Tanis.

Dealing with New Vocabulary (1)—Using a Dictionary

When you look up a new word in a dictionary, there is often more than one definition. To find the correct definition, first identify its part of speech (e.g., noun, verb, adjective, adverb). Then look at the other words in the sentence to help you find the correct definition.

**MATCHING** A. Identify the part of speech of the word **past** in each sentence below. Then match each sentence to the correct definition.

- |  |   |                                  |
|--|---|----------------------------------|
| 1. Archeologists study the <b>past</b> . | • | a. (adj) previous                |
| 2. They drove <b>past</b> the museum.    | • | b. (prep) after a certain time   |
| 3. I was away this <b>past</b> weekend.  | • | c. (prep) beyond a certain place |
| 4. It's 20 minutes <b>past</b> six.      | • | d. (n) the time before now       |

**COMPLETION** B. Circle the part of speech for each underlined word. Then look up the word in a dictionary, and write down its definition.

- I study the lives of people who lived in Egypt's Nile Delta. (paragraph B)  
 part of speech: **noun / verb**  
 definition: \_\_\_\_\_
- I did my studies. (paragraph C)  
 part of speech: **noun / verb**  
 definition: \_\_\_\_\_
- The first five replies I got said *no*. (paragraph C)  
 part of speech: **noun / verb**  
 definition: \_\_\_\_\_
- Second, focus on your goals. (paragraph E)  
 part of speech: **noun / verb**  
 definition: \_\_\_\_\_

**CRITICAL THINKING** Evaluating Advice

- Rate each piece of career advice below 1–5 (5 = great advice, 1 = bad advice).
- Don't worry about money. Choose a job you love. \_\_\_\_\_
  - It's important to get a job at a big company. \_\_\_\_\_
  - Don't listen to other people. Only your opinion matters. \_\_\_\_\_
  - Qualifications aren't important if you have talent. \_\_\_\_\_
  - The best way to be successful is to start your own business. \_\_\_\_\_
  - Dream jobs rarely happen. Aim for something more realistic. \_\_\_\_\_
- Compare your answers with a partner and explain your reasons.

COMPLETION A. Complete the information using the words in the box.

career decide follow history lucky

Do you love <sup>1</sup>\_\_\_\_\_? If so, there are some interesting <sup>2</sup>\_\_\_\_\_ paths that you can <sup>3</sup>\_\_\_\_\_. Some people work as archeologists or historians. Others might <sup>4</sup>\_\_\_\_\_ to work as teachers, librarians, tour guides, or researchers.

Another interesting job is that of a “living historian.” Living historians work as actors at historical sites. They wear traditional clothes and speak in the language from that time. Visitors who are <sup>5</sup>\_\_\_\_\_ enough to speak to a living historian can ask them questions about life at that time.



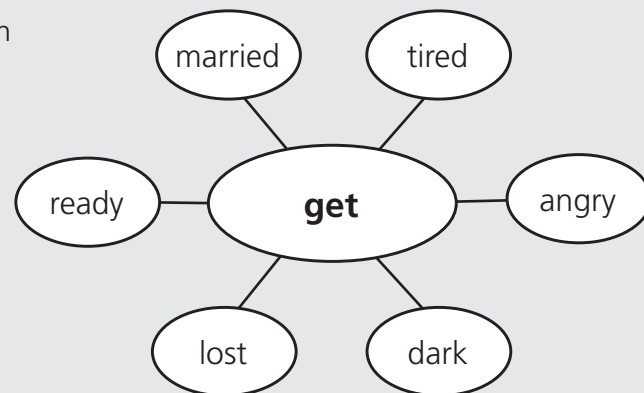
^ A living historian wears 18th-century clothing in Virginia, United States.

DEFINITIONS B. Choose the correct word or phrase to complete each sentence below.

1. If something **hurts** you badly, you may cry / smile.
2. If something is **amazing**, it is very bad or boring / good or surprising.
3. When you **get married**, you have a husband or wife / son or daughter.

COLLOCATIONS C. The adjectives below can be used with the verb **get**. Complete the sentences using the words in the diagram.

1. It's easy to get \_\_\_\_\_ in the dark.
2. We need to get \_\_\_\_\_ to leave. Class starts in 10 minutes.
3. I get \_\_\_\_\_ when I work all day without a break.
4. If I feel like I'm getting \_\_\_\_\_, I take some deep breaths and count to 10.



BEFORE YOU READ

DISCUSSION A. Look at the photo and read the caption. Then discuss these questions with a partner.

1. What kinds of things do you usually take photos of?
2. Do you think a photographer's job is easy?

SKIMMING B. Skim the interview on pages 42–43. Then write each interview question (a–d) above its answer in the passage.

Review this reading skill in Unit 1B

- a. I want to be a photographer. Do you have any advice for me?
- b. What kind of photographers is *National Geographic* looking for?
- c. Is it difficult to get a job as a photographer today?
- d. How did you become a *National Geographic* photographer?

^ *National Geographic* photographer Joel Sartore photographs an Adélie penguin chick in Antarctica.





▲ Joel Sartore prepares to take a photo of a frill-necked lizard.

# GETTING THE SHOT

## An interview with Joel Sartore

A Joel Sartore is a writer, teacher, and photographer. His words—and beautiful images—show his love of photography and of the natural world. He was National Geographic’s 2018 Explorer of the Year.

**Question 1:** \_\_\_\_\_

B My first job was for a newspaper. After a few years there, I met a *National Geographic* photographer. He liked my photos and said I should send some to the magazine. So I did. That led to a one-day job. And that led to a nine-day job, and so on.

**Question 2:** \_\_\_\_\_

C To get into *National Geographic*, you have to give them something they don’t have. It’s not **enough** just to be a great photographer. You also have to be a scientist, for example, or be able to dive under sea ice, or **spend** maybe **several** days in a tree.

**Question 3:** \_\_\_\_\_

D It’s now more difficult to work for magazines. Technology makes it easy to take good pictures, which means there are more photos and photographers. Also, the Web is full of photos from all around the world that are **free**, or **cost** very little. These photos are often good enough to be put in books and magazines that once **paid** for photographers and their photos.

**Question 4:** \_\_\_\_\_

E Advice? Well, work hard. Be passionate<sup>1</sup> about every **project** you work on. Take lots of pictures in different **situations**. Look at others’ photos thoughtfully and learn from them. And be curious<sup>2</sup> about life. There’s something to photograph everywhere.

F But be a photographer for the right reasons. If you do it for the money, you probably won’t really be happy. Do you want to make the world a better place, or make people see things in a different way? If so, you’ll enjoy the work much more.

<sup>1</sup> A **passionate** person has very strong feelings about something.

<sup>2</sup> If you are **curious** about something, you want to know more about it.

A. Choose the best answer for each question.

- VOCABULARY** 1. In the title "Getting the Shot," what does the word *shot* mean?  
 a. job      b. photo      c. magazine
- DETAIL** 2. Which of the following sentences about Joel Sartore is NOT true?  
 a. His first job was with *National Geographic*.  
 b. He once worked for a newspaper.  
 c. He is also a writer.
- MAIN IDEA** 3. What was Sartore's main point in his answer to Question 3?  
 a. Photographers need to use more technology.  
 b. Putting your photos online can lead to other jobs.  
 c. It's not easy to get paid work as a photographer these days.
- PARAPHRASING** 4. In paragraph E, the sentence *There's something to photograph everywhere* is closest in meaning to \_\_\_\_\_.  
 a. With new technology, anyone can be a photographer.  
 b. Take more photos than you think you will need.  
 c. You can find interesting things in many different places.
- MAIN IDEA** 5. What is the main idea of paragraph F?  
 a. You should try to see people in different ways.  
 b. If you work hard, you can make money as a photographer.  
 c. You should ask yourself why you want to be a photographer.



▲ In 2015, some of Sartore's photos were projected onto the Empire State Building, New York.

**PRONOUN REFERENCE**

Review this reading skill in Unit 2B

- B. Look back at Reading B. What does each pronoun refer to? Circle the correct option.**
- there** (paragraph B)
    - at the newspaper
    - at the magazine
  - some** (paragraph B)
    - Joel Sartore's photos
    - National Geographic's* photos
  - them** (paragraph E)
    - different situations
    - other people's photos
  - it** (paragraph F)
    - become a photographer
    - take a photograph

Understanding Suffixes

A suffix is one or more letters that can be added to the end of a word to make a new word. The suffix usually changes the word to a different form, such as from a noun to an adjective. Knowing some of the most common suffixes can help you guess the meaning of unfamiliar words as you read. Here are some examples with their usual meanings.

Suffix	Examples
-er / -or / -ist = person who does	painter, actor, guitarist
-ful / -fully = full of	colorful, playful, playfully
-al = relating to	musical, natural

- SCANNING** A. Look back at the first paragraph of Reading B. Find and circle four words with the suffix *-er*.
- COMPLETION** B. In each sentence from Reading B below, underline any words that contain a suffix from the box above. Then write a simple definition of each one.
- His words—and beautiful images—show his love of photography and the natural world.  
 \_\_\_\_\_  
 \_\_\_\_\_
  - To get into *National Geographic*, you have to give them something they don't have.  
 \_\_\_\_\_
  - Look at others' photos thoughtfully and learn from them.  
 \_\_\_\_\_
- DEFINITIONS** C. Look back at Reading A, "Digging for the Past." Find and write a word that contains each suffix below. Then write a sentence with each word.
- ful* (paragraph A) \_\_\_\_\_
  - ist* (paragraph B) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CRITICAL THINKING** Personalizing

- Write three questions you would like to ask Joel Sartore.
- \_\_\_\_\_?
  - \_\_\_\_\_?
  - \_\_\_\_\_?
- Compare with a partner. How do you think Sartore would answer your questions?

COMPLETION A. Complete the information using the words in the box.

**enough project several situation spent**

**Stories Behind the Shots**

Joel Sartore takes studio photos of animals as part of a <sup>1</sup> \_\_\_\_\_ called the Photo Ark. The aim is to raise awareness of endangered species. Sartore usually takes <sup>2</sup> \_\_\_\_\_ images of the same animal, but things don't always go according to plan.

Joel Sartore took this photo of an ocelot > at a zoo in the United States. He <sup>3</sup> \_\_\_\_\_ a lot of time with the animal, but getting the shot was not easy. "They hardly ever hold still," says Sartore. "So I really had to act quickly." Many animals will stand still only long <sup>4</sup> \_\_\_\_\_ to get food. After they eat, the photo shoot is over.



Behind this image is another great story. > At an aquarium, Sartore came across a very angry frog. While he tried to take a photo of it, it tried to bite him. He never thought he would be in a <sup>5</sup> \_\_\_\_\_ where he was afraid of a frog! "First time for everything," says Sartore.



DEFINITIONS B. Match the two parts of each definition.

- |  |   |   |
|--|---|---|
| 1. When you <b>pay</b> for something,        | • | • a. it is expensive.                     |
| 2. If something <b>costs</b> a lot of money, | • | • b. you don't need to give money for it. |
| 3. If something is <b>free</b> ,             | • | • c. you give money for it.               |

WORD FORMS C. The verbs **pay**, **cost**, and **spend** have irregular past tense forms. Write the past tense form of each verb in the chart below. Then complete the sentences using the correct words.

**pay** → \_\_\_\_\_      **cost** → \_\_\_\_\_      **spend** → \_\_\_\_\_

- I \_\_\_\_\_ in cash for my new camera.
- It doesn't \_\_\_\_\_ much to take a photography class.
- My parents \_\_\_\_\_ a lot of money on their new car.



> At Canine Assistants, dogs learn to be more than just pets.

RIGHT DOG FOR THE JOB

BEFORE YOU WATCH

PREVIEWING A. Read the information. The words in **bold** appear in the video. Match the correct form of each word with its definition.

Since 1991, Canine Assistants has **trained** over 1,500 dogs. These "super-dogs" learn more than just tricks. Once their **training** is complete, the dogs will be given to people who need help in their daily lives. These dogs have an important job to do and many things to learn. It is the animal **trainers'** job to teach them to do it.

- \_\_\_\_\_ (v) to teach how to do a job
- \_\_\_\_\_ (n) someone who teaches others how to do a job
- \_\_\_\_\_ (n) the process of learning how to do a job

PREDICTING B. What do you think the dogs in the video learn to do? Check (✓) your ideas from the skills below.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> pick up things | <input type="checkbox"/> call the police  | <input type="checkbox"/> turn lights on               |
| <input type="checkbox"/> run in a race  | <input type="checkbox"/> open/close doors | <input type="checkbox"/> be comfortable with people   |
| <input type="checkbox"/> find help      | <input type="checkbox"/> drive a car      | <input type="checkbox"/> swim                         |
| <input type="checkbox"/> buy groceries  | <input type="checkbox"/> use a phone      | <input type="checkbox"/> get along with other animals |

## WHILE YOU WATCH

**GIST A.** Watch the video. Check your ideas in Before You Watch B.

**DETAILS B.** Watch the video again. Complete the sentences using the phrases in the box. One is extra.

- |                              |                                |                            |
|------------------------------|--------------------------------|----------------------------|
| a. are given food            | b. are taken outside the camp  | c. train in the puppy room |
| d. want to help their owners | e. find everything frightening | f. push a large button     |

1. During training, the dogs \_\_\_\_\_ when they do something right.
2. According to Jennifer Arnold, it's important that the dogs \_\_\_\_\_.
3. Before they are 16 weeks old, the dogs \_\_\_\_\_.
4. At around 8 weeks old, the dogs \_\_\_\_\_.
5. They \_\_\_\_\_ to show there is nothing to be afraid of.

### CRITICAL THINKING *Synthesizing Information*

Look at the jobs in the box below. Consider what you've learned in this unit about each one. Which job would you most like to have? Note your ideas and explain your reasons to a partner.

**archeologist    living historian    wildlife photographer    dog trainer**

## VOCABULARY REVIEW

Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review any words you're not sure of.

### Reading A

- |                                      |                                  |                                 |                                 |
|--------------------------------------|----------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> amazing     | <input type="checkbox"/> career  | <input type="checkbox"/> decide | <input type="checkbox"/> follow |
| <input type="checkbox"/> get married | <input type="checkbox"/> history | <input type="checkbox"/> hurt   | <input type="checkbox"/> lucky  |

### Reading B

- |                                   |                                  |                                    |                                |
|-----------------------------------|----------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> cost     | <input type="checkbox"/> enough  | <input type="checkbox"/> free      | <input type="checkbox"/> pay   |
| <input type="checkbox"/> project* | <input type="checkbox"/> several | <input type="checkbox"/> situation | <input type="checkbox"/> spend |

\*Academic Word List