

4

Cool jobs

Vocabulary

challenging coder environmental
factory interested in litter rewarding
safe special effects university

Lesson 1 Reading

1  Look at the people in the photos and answer the questions.

- 1 What are their jobs?
- 2 Do you think they like their jobs? Why / Why not?

2  4.1 Read the magazine article and check your answers.

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

4 Read again and match.

- | | |
|------------------------------|---|
| 1 an environmental scientist | a uses phones and cameras to make films |
| 2 a film-maker | b looks after the planet |
| 3 an actor | c writes instructions for computers |
| 4 a coder | d performs in plays and films |

5   Work in pairs. Discuss the questions. **Be a star!** 

- 1 Which of the three jobs would you like to do? Why?
- 2 Imagine you can choose any job in the world. Which job would you like to do, and why?

Amazing jobs



Have you ever thought about what job you'd like to do? A teacher, a nurse – or something a bit different? How long have you wanted to do this job? We spoke to three people who know which job they want to do. We asked them what they're doing now, and what they'd like to do in the future.



The environmental scientist

Marie Patterson wants to be an **environmental** scientist. 'I've been **interested in** science, nature and animals since I was little,' says Marie. 'I want to keep the planet **safe**. I'm going to study environmental science at **university**.'

Marie is 17, and she has volunteered for Picker Pals in Ireland for two months. 'Picker Pals is great,' she says. 'They send primary schools tools, storybooks and songs. The kids do the activities and have fun collecting **litter** from the environment with their families. Two thousand schools in Ireland are doing the Picker Pals programme. It's very **rewarding** – I love learning about the environment!'



The film-makers

The Critics Company is a group of young film-makers from Nigeria who have been making films since 2016. They learnt about film-making on the internet. They needed a 'green screen' for **special effects**, explains Raymond Yusuff, 18, who is a member of the group. So they saved money and bought the material for the green screen. 'Then we used my smartphone and borrowed my dad's laptop computer and started filming,' Raymond says. He's wanted to make films since he was a child. He really likes working with special effects.

There are five boys in Critics Company. They make science fiction films that vary in length, but the longest to date is 18 minutes long. Their films are very popular: people watched one of them more than one million times! Famous film-makers sent equipment and money. 'We were so excited,' Raymond says. Now they're making lots of films and they love it!



The computer coder

Pat Leeman, 36, is a computer **coder**. She works in big **factories** around the world. How long has she wanted to be a coder? 'I've been interested in computers since I was eight,' she says. 'I learnt on a computer called Raspberry Pi. This taught me how to code, how to build websites and how machines work with computers.' Pat says computer coding is easy. 'A computer is like a big baby,' she says. 'The instructions need to be simple and you have to give a lot of them. When you understand that, you're a coder! I really like writing code.'

Martha Spacey is 14. She likes computers and has studied coding at school for the last year. 'At the moment, I'm designing a car and making it work from a computer. I'm enjoying it – it's really **challenging**. I'd like to be a coder in the future!'



Learning to learn

Scanning for specific information

When you read a new text:

- Look at it quickly. What can you see? What do the photos say to you? Is the text a newspaper, magazine article or webpage? What information can you find out quickly?
- Now read the text more carefully. If you need to find specific information, look for that word in the text. Don't worry about other words.

How quickly can you find the answer to this question on pages 48–49?

What's the name of the computer Pat used to learn how to code?



1 Read the article on pages 48–49 again. Find specific information to complete the table.

Name / Job	Chose job because ...	Enjoys ...
Marie <i>Environmental scientist</i>	<ul style="list-style-type: none"> • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____
Raymond _____	<ul style="list-style-type: none"> • _____ • _____ 	<ul style="list-style-type: none"> • <i>making films</i> • _____
Pat _____	<ul style="list-style-type: none"> • <i>interested in computers since she was eight</i> • _____ 	<ul style="list-style-type: none"> • _____ • _____

2  Look for specific information. Answer the questions. **Be a star!** 

What is the name of ...

1 the environmental organisation in Ireland?

Picker Pals

2 the film-makers group?

3 the woman who codes computers in big factories?

4 the student who is designing a car?

3   Work in pairs. Discuss the questions and give reasons for your answers.

1 Which of the jobs on pages 48–49 do you think is the most ...

a dangerous?

b rewarding?

c interesting?

d challenging?

2 What job would you like to do when you finish studying?

Lesson 3 Grammar

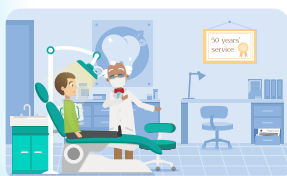
Graphic

Grammar

1 Look and read.

Present perfect with *How long?*,
for and *since*

How long have you been a dentist ? I've been a dentist for 50 years .



No one has complained since 1975 .

Look!

for + a period of time: 12 years / three weeks / a long time

since + an exact moment in the past: 2001 / Friday / I had lunch

2 Write questions with *How long ...?* Complete the answers with *for* or *since*.

1 Marie / volunteer / for Picker Pals?

How long has Marie volunteered for Picker Pals? For two months.

2 Marie / be / interest / in science?

Since she was little.

3 Raymond / be / to make films?

Since 2016.

4 Martha / study / coding?

For the last year.

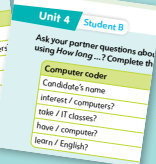
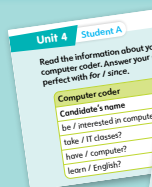
5 Pat / be / interest / in computers?

For she was eight.

3 Work in pairs. Choose the best person for a job. Be a star!

- **A** Look at page 145. **B** Look at page 147.
- Take turns to read the information in the table on your page and ask and answer questions about the candidates. **A** starts. Discuss who is the best person for the job.

How long has Alex been interested in computers?



He's been interested in computers since he was ten.

Lesson 4 / Language in use

Vocabulary

canteen cloakroom gym locker

1 4.2 Listen and say.



- Hi, Sophia. How's your first day at school?
- Good! I've met lots of new people.
- Have you met** the head teacher **yet**?
- Yes, I have. She's really nice.
- Have you found the canteen yet?
- Yes, I have. **I've already had** lunch.
- Great. Would you like me to show you the library?
- I've already seen it, but **I haven't been** to the gym **yet**.
- OK, let's go to the gym.
- And where can I put my jacket?
- Has your teacher shown** you the cloakroom **yet**?
- No, he hasn't.
- OK, I'll take you there now.

2 Look and write sentences with *yet* or *already*.

Things to do on first day:

- 1 meet / PE teacher ✓
- 2 go to / computer room ✗
- 3 play basketball / in the gym ✗
- 4 find / library ✓
- 5 meet / school nurse ✗
- 6 teacher / give me a locker ✓

I've already met the PE teacher.

3 Work in pairs. Think of other things you could do on your first day at a new school. Make a list.

4 Make a new dialogue. Use the ideas in Activities 2 and 3 to help you. **Be a star!**

- Have you met the PE teacher yet?
- Yes, I have. He's really nice.
- Would you like me to show you ... ?

Lesson 5 Listening

Vocabulary

flavour freeze spit spoon

- 1 Read and look at the photos. Which do you think is the best job in the world? Why?

Life Radio 7 pm

Tonight we answer the question, 'What's the best job in the world?' Is it a video game tester ... a travel writer ... or an ice cream taster? Tune in to find out!



- 2 4.3 Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.

- 3 4.3 Listen again. Number the steps in order. **Be a star!**

a Warm the ice cream a little. ☐

b Write the results in a book. ☐

c Put the ice cream on a gold spoon. ☐

d Look at the ice cream. ☐

e Spit the ice cream into a bowl. ☐

f Move it around your mouth. ☐

1
☐
☐

- 4 4.3 Answer the questions. Then listen again and check.

- 1 How many flavours does Jean taste each day?
- 2 How long has she had this job?
- 3 Why do you warm the ice cream before tasting?
- 4 Why do you need to use a gold spoon?
- 5 What are Jean's favourite flavours of ice cream?

- 5 Work in pairs. Discuss the questions.

- 1 Would you like to be an ice cream taster? Why / Why not?
- 2 What's your favourite flavour of ice cream?

Lesson 6 Writing

- 1 Read about another job. Number questions a–g in the order the information appears.

The paramedic

Sandra Smith is a paramedic. She works in a hospital in the USA. She's worked at the hospital since she was 23. Sandra drives an ambulance to emergencies every day.

'I chose this job because I really wanted to help people,' says Sandra. 'I enjoy looking after people and helping them when they're ill or hurt. Last week we rescued a man from his car. The car was on fire, but he couldn't open the door. We pulled him out through the window. It only took two minutes to rescue him!'

And what does she like most about her job? 'It's very rewarding,' she says. 'Every day is challenging. I never know what will happen next. You have to make decisions very quickly in this job.'



- a Where do you work?
- b Can you tell me about an interesting situation?
- c How long have you worked here?
- d What's your name?
- e What do you like most about your job?
- f What job do you do?
- g Why did you choose this job?

☐
☐
☐
☐ 1
☐
☐
☐


What other jobs can help communities?

- 2 Ask your teacher the questions in Activity 1. Make notes on his / her answers.

Name: _____

Job: _____

How long: _____

Place of work: _____

Chose job because: _____

Interesting situation: _____

Likes most: _____

- 3 Work in pairs. Write an article about your teacher. Use your notes and the text about Sandra to help you. Give your article a heading.



My English teacher

Mrs Sanders is an English teacher. She works at Silvertown School in the USA. She's worked at the school since ...

- 4 Discuss how you can improve your article. Use this checklist:

- | | |
|--------------------------------------|--------------------------|
| 1 Is your article interesting? | <input type="checkbox"/> |
| 2 Did you organise it in paragraphs? | <input type="checkbox"/> |
| 3 Did you use correct ... | |
| • grammar? | <input type="checkbox"/> |
| • spelling? | <input type="checkbox"/> |
| • punctuation? | <input type="checkbox"/> |



Working with words

make or do?

There are many phrases with *make* or *do*. As a general guide:

- Use *make* when we create something new: *make a cake, make a fire*.
- Use *do* to talk about chores and jobs: *do the washing, do the shopping*.

However, sometimes there are expressions that you just need to learn:
make a decision, do an experiment.



Complete the phrases with *make* or *do*.

1 make a poster

2 _____ your homework

3 _____ the cooking

4 _____ a noise

5 _____ the cleaning

6 _____ a model

battery gardening polite

1 Read about Robert. What can he do?

Robert is a smart new robot who loves a challenge! He can do all your chores – washing, cleaning, gardening ... He only rests when he gets hot or when his batteries are low. He can talk and he's very polite.



2 Work in pairs. Act out a dialogue with Robert. Find out what he has done today.

clean the carpet	✓
make the beds	x
do the washing	x
do the cleaning	✓
do the gardening	x
make dinner	✓

Have you cleaned the carpet yet?

Yes, I have.

3 4.4 Listen to the dialogue with Robert. Match the parts of the sentences.

- | | |
|--------------------------|-------------------------|
| 1 I'm afraid I ... | a haven't had time. |
| 2 Shall I ... | b to do it now? |
| 3 I'm sorry, I ... | c do it myself. |
| 4 Would you like me ... | d haven't finished yet. |
| 5 Don't worry. I can ... | e do it now? |

4 Act out the interview in Activity 2 again. Be polite and helpful. Use the phrases below.

Be a star!

Apologising

I'm afraid I ...
I'm sorry, I ...

Make offers

Shall I ...
Would you like ...

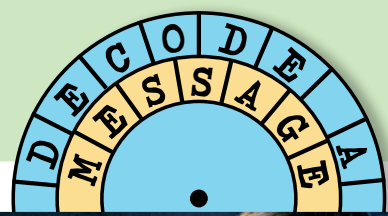
Accept offers

That would be great.



Lesson 8

Think about it!



1 Read and answer the questions.

- 1 Who used a code long ago?
- 2 What did he use it for?
- 3 How does this code work?

Computer programming is a very popular job. To do this job, you need to be good at understanding codes. Julius Caesar used a code to send secret messages to his soldiers. You can make a version of his code. First, you write the alphabet. Then you make the code by writing the alphabet again under it, starting with a different letter. For example, under *a* write *c*.



Alphabet	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Code	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	a	b

2 Use the code in Activity 1 to decode the secret message. How quickly can you do it? What is Ishan's hobby?

K nqyg hqqvdcnn. K'xg rncagf hqt hqwt agctu.




3 Make another version of Caesar's code by starting with a different letter.

Alphabet	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Code																										

4 Write a secret message using your new code. Swap with a partner and decode each other's messages.

Review 2

- 1  Write the words in the correct columns. Then work in pairs. Choose six words and make a sentence with each.

battery canteen challenging coach coder compass
explorer factory polite spoon strange university



My dad used to work in a factory.

Jobs	Places	Things	Adjectives
		battery	

- 2 Match to make sentences.

- | | |
|---------------------------------|---------------------------|
| 1 I've studied English ... | a she was seven. |
| 2 How long have ... | b ever been camping? |
| 3 Ellie has known Tom since ... | c for five years. |
| 4 I've already ... | d elephant in the wild. |
| 5 We haven't seen ... | e you worked as a coder? |
| 6 Have you ... | f been in a helicopter. |
| 7 I've never seen an ... | g the beautiful view yet. |

- 3  Tick (✓) the things you have done. Then ask and answer with a partner.

Today	
make my bed	<input type="checkbox"/>
study maths	<input type="checkbox"/>
do my homework	<input type="checkbox"/>
have lunch	<input type="checkbox"/>
see the head teacher	<input type="checkbox"/>

In my life	
make a cake	<input type="checkbox"/>
act in a play	<input type="checkbox"/>
try sailing	<input type="checkbox"/>
write a story	<input type="checkbox"/>
buy a rucksack	<input type="checkbox"/>



Have you had lunch yet?

Have you ever tried sailing?

No, I haven't.

Yes, I have.



Listening

Sophie

Mrs Parker

Mark

Peter

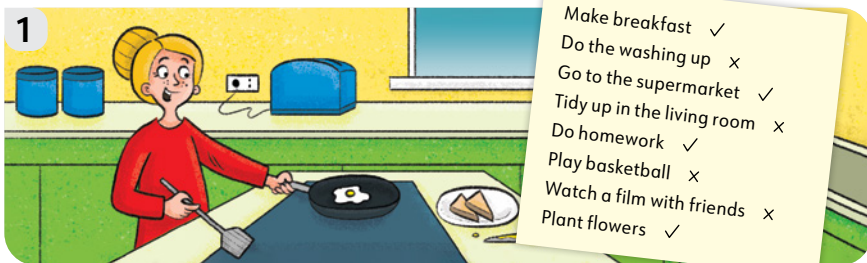
Lily

Eric



Speaking

1



2



3



4



5



Lisa is really busy this weekend.
Look at all the things she's done!
She's already made breakfast.



And she's ... but she hasn't ... yet.



Watch the speaking exam practice video.