

1 What's my line?

Dive in!

A Work in pairs. What job do these people do?



B Which adjectives for describing people are important for the jobs in A?

hard-working • imaginative • organized • outgoing
patient • responsible • sociable

C Choose one of the jobs for your partner. Why would it be a good job for him/her? Use the adjectives in B to help you.

Reading

D You are going to read about the jobs three teenagers would like to do. Skim the text and match a job from the photographs with each name.



zoo-keeper

interpreter

model maker

Career choices

Confused about a career? You're not alone. Few young people know what they want to do when they leave school. Three teenagers wrote in and told us how they made up their minds.

A Jim

I recently completed an online careers questionnaire. According to the results, I'm not very good at science or maths (which is true, because I get terrible school reports!), but I'm imaginative and I love to create. I have lots of patience, but I'm also a bit of a perfectionist. Well, that's very accurate. My family is always complaining that I take too long to do things, but I want things to be just right. The website suggested quite a few careers. Some of them, like writer or architect, I don't really find interesting, but one suggestion was perfect: model maker. It had never occurred to me, but model makers work in all sorts of places – TV and film, architects' offices and museums to name only a few. Making models, you see, is my hobby. In fact, these days I'm making a model of the Parthenon with 3,000 matchsticks. Tomorrow I'm adding the last few details and it will be ready!

B Lia

I've always been good at languages. I love French and German and I go to a language school two evenings a week, but this year I'm also having lessons at home to prepare for exams in the summer. I know that people who study languages often become teachers, but I don't want to teach. You have to be very patient to be a teacher, and I'm not really patient enough. My dad is a teacher and he comes home very tired every day. A translator is another job for people with language skills, but that doesn't appeal to me either. You have to work long hours on your own translating books. It sounds dull! I'm quite outgoing and I like to have company, so that wouldn't suit me. I spoke to our careers officer at school and she came up with a great idea: interpreter. Interpreters meet people and travel. My mum says that interpreters can earn a lot too. It sounds great! Anyway, I'd better stop. My French lesson starts at six!

C Neil

A few weeks ago, I was watching a programme about zoos and I realized that a zoo-keeper would be a good occupation for me. I don't get on with people very well, but I adore animals. I own five pets and I spend most of my free time with them. In fact, while I'm writing this on my computer, Dean, my pet hamster, is walking all over my desk and Spike, my cat, is keeping my feet warm! Anyway, I've known for ages that I wanted to work with animals. My mum is a vet, so she's given me a love of animals. I thought about being a vet, but that needs lots of study at university. I'm not very hard-working at school (my parents are always moaning about that!), so I don't think I'd get the grades you need to become a vet. Zoo-keepers, on the other hand, don't need to study so hard. You just need to love animals!

Steps to success

- To answer multiple matching questions:
- skim the text quickly to get the gist of each section.
 - underline key words in the questions, and skim the text again to find those words or words with a similar meaning.
- Be careful!** Don't make a choice only because you see a key word. It might be a trap!

E Underline the key words in these questions.

- A** Jim **B** Lia **C** Neil
Which person or people ...
- was influenced by something on the internet? 1
- has been influenced by his or her parents? 2, 3
- is patient? 4
- is not good at school? 5, 6
- can speak other languages? 7
- would like to earn a good salary? 8
- is sociable? 9
- was influenced by something on TV? 10

F Now read the text again. For questions 1-10 in E choose a teenager A-C.

Work it out!

G Match the words and expressions in bold in the text with a definition.

- 1 very boring
- 2 I had never thought about it.
- 3 job
- 4 someone who rewrites books from one language into another
- 5 for a long time
- 6 someone who gives advice about jobs
- 7 someone who helps speakers of different languages communicate
- 8 does not seem nice

Quick chat

What job would you like to do in the future? Why?

Grammar 1

Check present simple and present continuous

See page 138 for information about present simple and present continuous.

Match these extracts with the uses of each tense.

- 1 My family **are always complaining** ...
- 2 ... my pet hamster, **is walking** all over my desk ...
- 3 Interpreters **meet** people and **travel**.
- 4 My French lesson **starts** at six!
- 5 Tomorrow **I'm adding** the last few details ... !

Present simple is used to talk about:

- a a general truth or habit
- a timetabled future event

Present continuous is used to talk about:

- an activity taking place around or exactly at the time of speaking
- a plan for the future – something already decided
- an annoying habit

A Circle the correct option.

- 1 Careers officers **help** / **are helping** young people choose a suitable career.
- 2 Sally **arrives** / **is arriving** home every day at six o'clock.
- 3 We **stay** / **'re staying** in Paris for a few months this year.
- 4 My mum **tells** / **is telling** wonderful stories about her childhood.
- 5 Someone **climbs** / **'s climbing** that building!
- 6 Penguins **don't get** / **aren't getting** cold feet.

B Complete with the present simple or present continuous.

- 1 John! you (listen) to me?
- 2 This week we (not have) normal lessons. We (prepare) the school Christmas show. It's great fun.
- 3 Hurry up! The train (leave) in half an hour.
- 4 you ever (play) chess?
- 5 We (meet) cousins from Canada tomorrow.
- 6 Teachers (not work) during the summer holidays.

C Complete this job advertisement using the present simple or continuous form of verbs from the box.

give • look • make • play • search • speak
take place • wait • (not) work

Wanted! Summer Camp Leaders

- ★ (1) you great English?
- ★ (2) you team sports like basketball and football?
- ★ (3) you friends easily?
- ★ (4) you for some excitement this summer?

If you answered yes to all the above, then we want to hear from you.

We (5) for teenage group leaders for our summer camp programmes. We'll keep you busy, but it's not all hard work. You (6) after seven o'clock any evening, and we (7) you two free days each week.

Interviews (8) in two weeks from now, so don't delay. We (9) to hear from you.

Check be used to

See page 138 for information about *be used to*.

D Complete the sentences with words or phrases from the box.

danger • noisy places • speaking • waking up • working

- 1 Doctors are used to long hours.
- 2 Postal workers are used to early.
- 3 Builders are used to
- 4 Firefighters are used to
- 5 Lawyers are used to in court.

E Complete these sentences using *be used to*.

- 1 I
- 2 My parents
- 3 Our teacher

Vocabulary

Describing people

A Write P next to words with a positive meaning and N next to those with a negative meaning.

- | | | |
|--------------|-------------------|-------|
| 1 aggressive | 7 efficient | |
| 2 arrogant | 8 energetic | |
| 3 big-headed | 9 moody | |
| 4 bossy | 10 reliable | |
| 5 cheerful | 11 selfish | |
| 6 creative | 12 well-organized | |

B Complete the texts with suitable words from A.



Nancy

My mum works in an office with another woman called Nancy, and Mum hates her! Nancy is always telling other people what to do, and Mum hates (1) people.

Nancy is a very (2) person. She's always busily running around the office doing lots of things, but she's also very (3) She argues and shouts until she gets what she wants. The worst thing, though, is that Nancy is always complaining about my mum's desk. You see, my mum isn't (4) and her desk is always a terrible mess. That drives Nancy mad ... and Nancy drives my mum mad!



Aiden

Aiden is my best friend. He's a brilliant student at school, but he isn't (5) In fact, despite being the best in the class, he's very modest. Even better, he isn't at all (6)

I mean, he doesn't mind helping other kids if they don't understand something. Aiden is a very (7) boy – he always seems to be smiling and laughing. Other boys of his age are often miserable and (8), but not Aiden. He's a great friend.

C Use a prefix, *un-*, *im-*, *in-*, *ir-*, *dis-*, to make the negative form of these words.

- | | |
|--------------------|--------------------|
| 1ambitious | 5polite |
| 2attractive | 6responsible |
| 3considerate | 7organized |
| 4imaginative | |

D Complete the sentences with the words from C.

- 1 Alex is so He never thinks of anyone except himself.
- 2 Isn't it to let your dog walk around the streets on its own?
- 3 I think too much make-up is very
- 4 Laura's clever, but she's very Her room is a terrible mess.
- 5 My dad thinks it's to start eating before everyone is sitting at the table.
- 6 My grandpa was a great footballer, but he was He never wanted fame and fortune.
- 7 This writer is very There's nothing different or unusual about her books.

E Match the adjectives with the nouns. Some adjectives can match with more than one noun.

curly • dark • fair • long • pointed • round • straight
thick • thin • turned-up • wavy

- 1 hair
- 2 skin
- 3 face
- 4 lips
- 5 nose
- 6 legs / arms

F Work in pairs. Use the words from this page to describe a friend or a member of your family. Talk about their physical appearance and their character.

My best friend isn't very tall. She's got a very round face and dark, wavy hair. I like her because she's a very cheerful and energetic person. For example, she ...

Quick chat

What kind of person do you need to be to do these jobs? Tell a partner your opinion.

nursery school teacher • police officer
receptionist • soldier

Listening

A These pictures show a girl called Mina with different people in her life. Circle the word that best describes how the *other* people are feeling in each picture.



tired / annoyed / pleased

1



frightened / jealous / sorry

2



irritated / helpful / proud

3



confused / excited / upset

4



angry / embarrassed / anxious

5

B Now listen. What relationship does each person have to Mina? Write a word from the box under each picture. You do not need all the words.

aunt • brother • father • friend • mother • neighbour
sister • teacher • uncle

Steps to success

• The questions in a multiple choice activity will give you some clues about what you will hear. Always read them carefully **before** listening and try to guess what the conversation will be about.

C Read these questions carefully. Then listen again and choose the best answer.

1 Mina is talking to a woman. What does Mina offer to help her with?

- A preparing a meal
- B going shopping
- C tidying the house

2 Mina is talking to a boy. What has the boy done?

- A broken something
- B lost something
- C given something to someone else

3 Mina is talking to a man. What are they talking about?

- A history
- B geography
- C maths

4 Mina is talking to another boy. Why is the boy sad?

- A His pet has died.
- B He has lost something valuable.
- C He has fallen out with his friends.

5 Mina is talking to another man. What does he think about Mina?

- A She has hurt herself.
- B She is in trouble at school.
- C She has got a tattoo.

Quick chat

Parents sometimes get annoyed with their children. What makes your parents annoyed?

Speaking

A Sort the questions for getting to know someone into the categories below.

- a Likes and dislikes
- b Family and friends
- c Home
- d Free time
- e Education
- f Work
- g Holidays and travel

- 1 Do you like living in a city?
- 2 Does your family go away every summer?
- 3 What sort of food do you like?
- 4 Where do you usually go on holiday?
- 5 Have you got any brothers or sisters?
- 6 Is it difficult to find work where you live?
- 7 Who is your best friend?
- 8 Where do you live?
- 9 What do you usually do at the weekend?
- 10 Would you like to go to university?
- 11 Do you enjoy reading?
- 12 What is the thing you like most about school?

B Listen to Maria and Victor. Tick the questions from A that they answer.

C Complete these questions with a question word.

- 1 do you do at the weekend?
- 2 do you go to school?
- 3 is your birthday?
- 4 is your favourite singer?
- 5 do you spell your surname?
- 6 do you want to be a pilot?

D Take turns asking and answering some of the questions from A and C.

Steps to success

• When you are asked a *yes/no* question, don't simply answer with *yes* or *no*. Expand your reply with a little more information. For example:
Are you good at languages?
No, not really, but I enjoy learning them.
Have you ever flown?
Yes, I have. I flew to Italy last year with my family.

E Work in pairs. Ask and answer these *yes/no* questions. Make sure that you expand your answers a little. Use the Language chunks to help you.

Have you got any brothers?
Do you live close to school?
Do you like animals?
Is English your favourite subject?
Does your family often go to the cinema?
Have you ever tried skiing?

Language chunks

Ways to expand

Have you got ... ?
Yes, I have. In fact, I've got ... / No, I haven't, but ...

Do you ... ?
Yes, I do. I usually ... / No, I don't, because ...

Is ... ?
Yes, it is, and actually ... / No, it isn't. Although ...

Does ... ?
Yes, she does, and she's ... / No, she doesn't, and the reason is that ...

Have you ever ... ?
Yes, I have. It was ... / No, I haven't, but I'd love to because ...

Say it right!

Silent h

F Tick the words that have a silent h.

- | | |
|-------------------------------------|--------------------------------------|
| 1 head <input type="checkbox"/> | 6 have <input type="checkbox"/> |
| 2 hour <input type="checkbox"/> | 7 honour <input type="checkbox"/> |
| 3 hear <input type="checkbox"/> | 8 hourly <input type="checkbox"/> |
| 4 horrible <input type="checkbox"/> | 9 happy <input type="checkbox"/> |
| 5 honest <input type="checkbox"/> | 10 honestly <input type="checkbox"/> |

G Now listen and check.

Grammar 2

Check stative verbs

See pages 138 and 139 for information about stative verbs.

My dog hasn't got a nose.

Really! How does he smell?

Terrible!



Match each example of a stative verb with a category.

- | | |
|---|--------------------|
| 1 I love you. | a feelings |
| 2 I hate Monday mornings. | b senses |
| 3 This tastes delicious. | c mental processes |
| 4 Does this contain meat? | d relationships |
| 5 She doesn't believe you. | e appearance |
| 6 Don't you remember me? | |
| 7 This belongs to you. | |
| 8 There appears to be a problem. | |
| 9 You don't seem very well. | |
| 10 You sound strange. | |

A Tick the sentences where the underlined verb has a stative meaning.

- That pie smells delicious.
- The room was so dark I had to feel my way to the light switch.
- The chef always tastes the food before he sends it out to customers.
- Do you know how much a whale weighs?
- You have to think very carefully when you play chess.
- That looks like a very interesting book.
- This material feels like wool.
- If you look through this window, there is a beautiful view.

B Two of the sentences are correct. Which ones? Find and correct the mistakes in the other sentences.

- I'm not wanting any more tea, thanks.
- Did you hear that Duffy is appearing at the Odeon theatre next week?
- Aren't you recognizing me?
- Your piano is sounding awful.
- My dog's smelling your bag. What have you got in there?
- I'm not needing this anymore. You can have it.
- The radio is seeming to work OK now.

C Use the notes to make dialogues. Use the present simple or continuous.

- 1 A: This milk / smell bad
B: Yes, / I / think / it's gone off

- 2 A: Why / you / taste / the soup?
B: I / think / it / need / some more salt

- 3 A: This / material / look / like wool
B: Yes, / but / it / not / feel / like wool

- 4 A: What / make / that strange noise?
B: I / not / know

- 5 A: you / believe / in ghosts?
B: No. / I / think / that's nonsense

- 6 A: Why / you / weigh / those apples?
B: I / make / a pie

Practise your English

A Read the text quickly and answer these questions.

- 1 What is physiognomy?
- 2 Why are long heads good?
- 3 What do thin lips mean?
- 4 What is the philtrum?

B Read the text again. Use the word in brackets to form one word that fits each gap.

Steps to success

For this kind of task make sure that you:

- read the whole text so that you understand the gist.
- think about the meaning of the whole sentence with the gap.
- identify the part of speech of the missing word.
- check whether the missing word should be in the plural or singular form.
- check whether the missing word should be in the negative form.

You can judge a book by its cover



Should we form an opinion about someone's (1) (PERSON) only from their looks? They say that you can't judge a book by its cover. Well, apparently you can! In fact, the art of judging character from a person's (2) (APPEAR) has been practised for over 3,000 years. It's called physiognomy or 'face reading' and, according to the experts, it's as (3) (RELY) as any science. So what can physiognomy tell us? Let's start with the shape of the head. People with wide heads are generally (4) (AMBITION) and want to achieve a lot. Long-headed people are careful and trustworthy, and those with short heads can be (5) (RESPONSE). They don't do things properly.

What about the eyes, nose or mouth? What do they reveal? Well, (6) (PERFECT) — people who want everything just right — tend to have eyes that are close together. (7) (POINT) noses can show intelligence, while (8) (CONSIDER) people, those who think only of themselves, sometimes have small mouths and thin lips. Even that little square below the nose, the philtrum, has a meaning. Lively, (9) (ENERGY) people have a strong, thick philtrum. People with a weaker philtrum are sometimes (10) (MOOD) or depressed.

But is this just a lot of nonsense? Well, think about the people in your life and judge for yourself.

Quick chat

Can we judge a person's character from their looks? Are first impressions usually correct?

C Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given.

- 1 You never remember your pencil case.
ALWAYS
You're pencil case.
- 2 I don't really want to be a doctor.
APPEAL
Being a doctor me.
- 3 I don't normally get up early and I find it difficult.
USED
I up early.
- 4 We've decided to spend next weekend in Paris.
SPENDING
We weekend in Paris.
- 5 Is this yours?
BELONG
..... to you?
- 6 Jane's been living on her own for years now. It's not a problem for her.
USED
Jane on her own.
- 7 My mum isn't a very organized person.
IS
My mum person.
- 8 Why don't you like swimming so much?
HATE
Why swimming?
- 9 That wasn't a very polite thing to say.
WAS
That thing to say.
- 10 Alison has a bad habit of leaving the bathroom light on.
IS
Alison the bathroom light on.

Writing: Informal transactional email

A These photos show jobs that young people sometimes do in the summer holidays. Match the words with the photos.

shop assistant
summer camp leader
tour guide
waiter / waitress



Quick chat

Would you like to do any of these jobs in your summer holiday? Why/Why not? What sort of people would be good at jobs like these?

B Imagine you received this email from an English-speaking friend. Read the message quickly and find out why they are writing to you.

Hi,
How are things? We're all OK here in Stockholm, although it's not as warm as where you are! I'm interested in working this summer, and I just wonder if you could give me some advice?
I know you're at a summer camp, but where is it, exactly? How do your employers find people? Do they advertise? How many hours do you work each day and what sort of things do you do? Do you get paid well?
What sort of person do they want? I think you know me pretty well, don't you? Do you think that kind of job would suit me?
Questions, questions! Anyway, if you can give me some advice, that would be great.
Take care,
Sven

Sardinia, Italy
— beautiful!

local newspaper
— application,
letter and job
interview

about five hrs/
day, pay not good

good at English,
sociable — yes!

C Quickly Read Maria's reply to Sven's email. There are some problems with it, but don't worry about those now. Did she enjoy her summer job?

Dear Sven,
I am most grateful for your email. It was a great pleasure to receive your correspondence. Naturally, I am pleased to be of assistance to you should it be required. Simply make a request.
The camp is in Sardinia. It's a lovely island. The camp managers advertise in the local newspaper. People write in and have a short interview. It's easy!
I don't work more than about five hours a day. We usually finish at about one thirty, with an hours' lunch break. We do all sorts of different things. We help in the kitchen? we also organize activities for the youngest children. I love it but we don't get paid very much. I'm afraid.
You need quite good English for the job because everyone communicates in English. I think you need to be quite an outgoing and sociable person, because you work with the children all day for a whole summer. I feel sure you could do it.
Let me know what you decide to do.
Bye for now,
Maria

Skills development

Organization

D Match each paragraph in Maria's email with its function.

About the right person for the job
About the job
Introduction
How I got the job

Register

When we write to a friend, we use informal register. Register is shown through the vocabulary, grammar and punctuation that we use. For example:

	Formal register	Informal register
Punctuation	Your help is not required.	Your help isn't required.
Grammar	Your help is not required .	I don't require your help.
Vocabulary	Your help is not required .	I don't need your help.

E Read paragraph A again. What's wrong with it?

F Rewrite paragraph A of Maria's email in a more informal style. Use the phrases in the box.

It was nice to hear from you again.
Just ask!
Of course, I'm happy to help you with anything you need.
Thanks for your email.

Punctuation

All your writing must be punctuated correctly. This is true for formal and informal writing.

G Paragraph C has a number of mistakes with punctuation. Find the mistakes and rewrite the whole paragraph correctly in your notebook.

Planning and writing

Steps to success

- Use the questions and notes in the prompt email to organize your reply.
- Group similar or related questions together and answer them in the same paragraph.

H Now write your own reply to Sven. Write between 120 and 150 words. Use the Language chunks and the planner to help organize your work.

Planner

- Paragraph 1: Thank Sven for his email.
- Paragraph 2: What is your job? How do people get it?
- Paragraph 3: What does the job involve? Do you enjoy it?
- Paragraph 4: What sort of person could do the job?
- Paragraph 5: Finish off with an offer to help more if needed.

Language chunks

Starting an informal email
Thanks for your message.
How are things?
Great to hear from you.

Finishing off an informal email
Take care,
Bye for now,
All the best,

quick check

- Be sure to:**
- use the questions and notes in the prompt to organize your email.
 - write in an informal style.
 - check your punctuation.
 - make it sound natural, as though you really know this person.