

Name: \_\_\_\_\_

Double Decker 3 – Unit 4

# Jobs and inventions



**doctor**



**dentist**



**cashier**



**builder**



**reporter**



**tailor**



**teacher**



**cook**



**magician**



**baker**



**singer**



**artist**



**waiter**



**carpenter**



**actor**



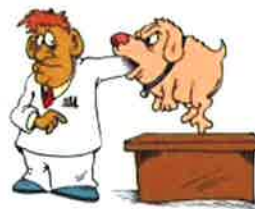
**nurse**



**secretary**



**gardener**



**vet**



**businessman**



**policeman**



**painter**



**hairdresser**



**dancer**



**farmer**

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Worksheet 4

Story

Put the words in order to make sentences

- 1 This story / a girl. / is about  
\_\_\_\_\_
- 2 she has an accident. / skateboarding with her friends, and / She is  
\_\_\_\_\_
- 3 arm. / She injures / her  
\_\_\_\_\_
- 4 goes / with her mother. / to hospital / She  
\_\_\_\_\_
- 5 take an X-ray /The doctor / needs to / of her arm.  
\_\_\_\_\_
- 6 Olivia sees / and she is / the X-ray machine / nervous.  
\_\_\_\_\_
- 7 the history of X-rays. / and the nurse / tell Olivia / about radiation and /The doctor  
\_\_\_\_\_
- 8 we can use radiation / A German scientist / in medicine. / discovers that / called  
Wilhelm Röntgen  
\_\_\_\_\_
- 9 improve on the / Scientists / quality of X-rays.  
\_\_\_\_\_
- 10 serious illnesses / help doctors / inside the body, like cancer. /They can / to find  
\_\_\_\_\_
- 11 relaxed / about X-rays, / Olivia is / is not broken. / and her arm  
\_\_\_\_\_

Vocabulary

Write the jobs. Use the words in the box

chef   dentist   doctor   farmer   nurse   police officer   scientist   student  
teacher   vet



Read the job descriptions and write the jobs

Jobs	What does he or she do?
1	This person cooks food.
2	This person teaches students.
3	This person helps ill people.
4	This person cures ill animals.
5	This person has animals and plants.
6	This person cures ill people.
7	This person protects people and enforces the law.
8	This person invents things.
9	This person goes to school or university to learn.
10	This person treats your teeth.



## My dream job

Prepare for the writing task. Answer the following questions. Write 2 – 3 sentences to each question.

**1) What do you want to be?**

- I want to be ...
- My dream job is ...

**2) What do you do in the job?**

- In this job I ...
- I have to ...
- I also...

**3) What does a typical day look like?**

- On a typical day I ...
- Normally I ...
- Sometimes I...

**4) What do you need to be good at?**

- I need to be good at ...
- I have to know a lot about...

**5) What skills do you need?**

- I need ...
- I have to know ...

**6) Why do you want to do the job?**

- I want to do this job because I like ...
- It's my dream job because ...





# My dream job



## Writing – Assessment Criteria

Make a booklet about your dream job.

Choose your dream job and write about it. Answer the questions from page 56 in your Pupil’s Book. Write 2-3 sentences to each question. Follow your teacher’s model. Find or draw pictures to illustrate the job.

	☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	☆ ☆ ☆	☆ ☆	☆
<b>You can write 2-3 sentences to each question with correct information and in a way others can understand.</b> <i>Du kannst alle Fragen verständlich und richtig mit 2-3 Sätzen beantworten.</i>					
<b>You can write the sentences correctly.</b> <i>Du kannst die Sätze richtig schreiben (Rechtschreibung, Grammatik).</i>					
<b>Your teacher can read your handwriting. The presentation is neat and clear.</b> <i>Die Lehrperson kann die Handschrift gut lesen. Die Darstellung ist sauber und übersichtlich.</i>					
<b>The illustrations fit the text. They are cut and glued neatly and positioned in an appealing way.</b> <i>Die Bilder passen zum Text. Sie sind sorgfältig ausgeschnitten, aufgeklebt und ansprechend angeordnet.</i>					

## Language stop

Write the correct form of the verb to complete the chart

Subject	help	know	work	get up
<b>I</b>	help	_____ 6	_____ 11	get up
<b>You</b>	_____ 1	know	_____ 12	_____ 18
<b>He</b>	helps	_____ 7	_____ 13	gets up
<b>She</b>	_____ 2	knows	_____ 14	_____ 19
<b>It</b>	_____ 3	_____ 8	_____ 15	_____ 20
<b>We</b>	_____ 4	_____ 9	_____ 16	get up
<b>They</b>	_____ 5	_____ 10	_____ 17	_____ 21

## GRAMMAR STOP

### Present simple – das Präsens

#### regular verbs

I	work	we	work
you	work	you	work
he/she/it	works	they	work

→ he/she/it – das S muss mit!

#### verbs ending in -y

study	he studies	play	she plays
carry	it carries	say	he says

→ y nach Konsonant fällt zu IE usenand.

#### Verbs ending in -tch, -ch, -sh, -ss, -x

teach	she teaches
wash	he washes
miss	it misses
fix	she fixes

→ bei Zischlauten –ed anhängen.

#### Irregular verbs

have	- has
go	- goes
do	- does

→ auswendig lernen.



# GRAMMAR QUIZ

## ADD '-S' or '-ES' or '-IES'

- Choose '-s' or '-es' or 'ies' to change the verbs in the sentences below.

- Thomas really [like] to draw pictures in his free time.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- My father [work] in a big office downtown.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- My classmate always [pass] her English tests with a high grade.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- My friend [study] at a college near his home.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- David sometimes [play] tennis in the afternoon.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- Mariam always [try] to help people when they have a problem.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- Troy always [watch] football games on TV.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- Patrick has an interesting hobby. He [fix] old cars.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- My baby brother [cry] when he doesn't see his mother.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- Sarah [go] to school very early in The morning.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- I bring my lunch from home, but William [buy] his lunch at work.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- John is a great student. He always [do] his homework after class.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- My friend should relax more. He [worry] too much about the future.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- My sister usually [get] up at about six o'clock in the morning.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- Gary is an airplane pilot. He [fly] to many different countries.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')
- Our teacher [say] that we should study hard.
  - s
  - es
  - ies / (change '-y' to '-i' and add 'es')

15 – 16 = Excellent

13 – 14 = Good

12 or Less = Study More!

## Present Tense (Präsens) Top Deck 1

!
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walk (spazieren gehen)	have	talk (sprechen)	come
I walk	I have	I	I
you walk	you have	you	you
he walks	he has	he	he
she walks	she has	she	she
it walks	it has	it	it
we walk	we have	we	we
you walk	you have	you	you
they walk	they have	they	they

1. They (get up) \_\_\_\_\_ early.
2. It (open) \_\_\_\_\_ at lunchtime.
3. I (help) \_\_\_\_\_ animals.
4. He (check) \_\_\_\_\_ your teeth.
5. We (work) \_\_\_\_\_ in the laoratroy.
6. She (work) \_\_\_\_\_ in the kitchen.
7. You (know) \_\_\_\_\_ this job.
8. He (cure) \_\_\_\_\_ animals.
9. They (have) \_\_\_\_\_ animals and plants.
10. I (cook) \_\_\_\_\_ at a restaurant.
11. My mother (cook) \_\_\_\_\_ lunch.
12. She (have got) \_\_\_\_\_ homework.
13. Peter is a teacher. He (teach) \_\_\_\_\_ maths at school.
14. Sarah and Betty (talk) \_\_\_\_\_ about the party.
15. Sally (walk) \_\_\_\_\_ with Nancy.
16. The dog (have got) \_\_\_\_\_ brown eyes.
17. Farmers (have) \_\_\_\_\_ animals and plants.
18. Olivia (injure) \_\_\_\_\_ her arm when she (fall) \_\_\_\_\_  
off her skateboard.

**Present Tense 2 (negative sentences/questions)**

positive	negative	positive	negative
I walk	I don't walk	I cook	I don't cook
you walk	you don't walk	you	you
she walks	she doesn't walk	she	she
he walks	he doesn't walk	he	he
it walks	it doesn't walk	it	it
we walk	we don't walk	we	we
you walk	you don't walk	you	you
they walk	they don't walk	they	they

**Write the negative sentence next to the positive sentence!**

1. I cook the meal. \_\_\_\_\_
2. He walks 2 miles. \_\_\_\_\_
3. Susan sings lovely. \_\_\_\_\_
4. We cook at a restaurant. \_\_\_\_\_
5. Billy, Joe, and John teach together. \_\_\_\_\_
6. My dog eats my chocolate. \_\_\_\_\_
7. She works in a kitchen. \_\_\_\_\_
8. A dentist checks your teeth. \_\_\_\_\_

**Questions**

I do	Do I eat chocolate?	I work in the kitchen?
you do	Do you eat chocolate?	you work in the kitchen?
he does	Does he eat chocolate?	he work in the kitchen?
she does	Does she eat chocolate?	she work in the kitchen?
it does	Does it eat chocolate?	it work in the kitchen?
we do	Do we eat chocolate?	we work in the kitchen?
you do	Do you eat chocolate?	you work in the kitchen?
they do	Do they eat chocolate?	they work in the kitchen?

Wenn das `s` in does ist kommt kein `s` beim nachfolgenden Verb: *Does he sing the song?*

*Harry Potter*

**EXERCISE 1** Setze die Verben ins simple present.

- a) Harry Potter \_\_\_\_\_ (live) with his aunt and uncle because his parents \_\_\_\_\_ (be) dead. He \_\_\_\_\_ (think) that he \_\_\_\_\_ (be) an ordinary<sup>2</sup> boy.
- b) One day, he \_\_\_\_\_ (get) a letter. He \_\_\_\_\_ (try) to read it, but his aunt and uncle \_\_\_\_\_ (not let) him. They just \_\_\_\_\_ (not give) it to him.
- c) More and more letters \_\_\_\_\_ (arrive). Finally, a giant<sup>3</sup> called Hagrid \_\_\_\_\_ (give) Harry his letter.
- d) Hagrid \_\_\_\_\_ (tell) Harry that he \_\_\_\_\_ (be) a wizard<sup>4</sup>. He will go to Hogwarts, a school for wizards. Harry \_\_\_\_\_ (cannot) believe his ears. Hagrid also \_\_\_\_\_ (tell) him that it was Voldemort, a very evil<sup>5</sup> wizard, who killed his parents.
- e) Then Hagrid and Harry \_\_\_\_\_ (go) to Diagon Alley together. There they \_\_\_\_\_ (buy) lots of things, for example, a magic wand<sup>6</sup>.
- f) A bit later, Harry \_\_\_\_\_ (take) the train to Hogwarts. On the train, he \_\_\_\_\_ (meet) a boy. His name \_\_\_\_\_ (be) Ron. Soon Harry and Ron \_\_\_\_\_ (become) best friends.
- g) The boys \_\_\_\_\_ (love) Hogwarts. The classes \_\_\_\_\_ (be) interesting, but sometimes they \_\_\_\_\_ (can) be difficult, too. Most of the teachers \_\_\_\_\_ (be) nice, but some \_\_\_\_\_ (not be). One teacher, Professor Snape, \_\_\_\_\_ (not like) Harry. Snape \_\_\_\_\_ (teach) Potions<sup>7</sup>.
- h) Harry \_\_\_\_\_ (find) new friends and \_\_\_\_\_ (have) lots of fun. He \_\_\_\_\_ (learn) to do magic and he \_\_\_\_\_ (play) Quidditch – that \_\_\_\_\_ (be) a sport played on flying broomsticks<sup>8</sup>.
- i) There \_\_\_\_\_ (be) only one problem: Voldemort, the evil wizard, \_\_\_\_\_ (want) to come back and to kill Harry. Harry and his friends \_\_\_\_\_ (not, have) much time. \_\_\_\_\_ (can, Harry, stop) him? What \_\_\_\_\_ (you, think)?

<sup>2</sup> ordinary: normal

<sup>3</sup> giant: Riese

<sup>4</sup> wizard: Zauberer

<sup>5</sup> evil: böse

<sup>6</sup> wand: Zauberstab

<sup>7</sup> potions: Zaubertränke

<sup>8</sup> flying broomstick: fliegende Besen

## Vocis 1 Unit 4

an inventor /ɪn'ventə(r)/	Graham Bell is the ..... of the telephone.	ein Erfinder, eine Erfinderin
gravity /'grævəti/	..... is an invisible force.	Schwerkraft
force /fɔ:s/	Gravity is an invisible .....	Kraft, Macht
discovery /dɪ'skʌvəri/	This is a great .....	Entdeckung
an engineer /,endʒɪ'nɪə /	John Logie Baird was an .....	ein Ingenieur, eine Technikerin
a scientist /'saɪəntɪst/	Wilhelm Röntgen was a .....	ein Wissenschaftler, eine Wissenschaftlerin
invisible energy /ɪn'vɪzəb(ə)l 'enədʒi /	Radiation is a form of .....	unsichtbare Energie
safe /seɪf/	Milk is ..... to drink because of Louis Pasteur.	sicher
to injure, injured /'ɪndʒə(r)/ /'ɪndʒə(r)d	Olivia .....s her arm.	verletzen
to hurt, hurt /hɜ:(r)t/ /hɜ:(r)t/	Olivia's arm .....s after the accident.	schmerzen, weh tun

## Vocis 2 Unit 4

a patient /'peɪʃ(ə)nt/	Doctors can use radiation to treat ..... (pl)	ein Patient, eine Patientin
a nurse /nɜ:(r)s/	The ..... looks after ill people in a hospital.	ein Krankenpfleger, eine Krankenschwester
medicine /'medsɪn/	This ..... kills the bacteria that make us ill.	Medikament, Arznei
an accident /'æksɪdənt/	Olivia has an ..... with her skateboard.	ein Unfall
a doctor /'dɒktə(r)/	The ..... takes an X-ray of her arm.	ein Arzt, eine Ärztin
radiation /,reɪdɪ'eɪʃən/	..... is a form of invisible energy.	Strahlung
broken bone /'brəʊkən bəʊn /	The bone in Olivia's arm is not .....	gebrochener Knochen
to take, took /'teɪk/ /'tʊk/	Her mother ....s her to the hospital.	(mit)nehmen
to discover, discovered /dɪ'skʌvə(r)/ /dɪs'kʌvə(r)d /	Röntgen ..... the use of radiation.	entdecken, herausfinden
to treat, treated /tri:t/ /'tri:tɪd/	We can use radiation to ..... patients.	behandeln

### Vocis 3 Unit 4

(to take an) X-ray /'eks'reɪ/	The doctor takes an ..... of her arm.	(ein) Röntgenbild (machen)
a vet /vet/	The ..... cures ill animals.	ein Tierarzt, eine Tierärztin
a dentist /'dentɪst/	The ..... checks your teeth.	ein Zahnarzt, eine Zahnärztin
injury, injuries /'ɪndʒəri/ /'ɪndʒərɪz/	Doctors use X-ray to diagnose .....	Verletzung, Verletzungen
illness, illnesses /'ɪlnɪs/ /'ɪlnɪsɪz/	X-rays can help to find ..... (pl)	Krankheit, Krankheiten
Be patient! /bi:'peɪʃənt/	Be patient, Olivia.	Sei geduldig!
serious /'sɪərɪəs/	Cancer is a ..... illness.	ernst, schwerwiegend
bruised /bru:zd/	The arm is only badly .....	verletzt, gequetscht
to look after /'lʊk 'ɑ:ftə /	A nurse .....s ill people.	betreuen, sich kümmern
to invent, invented /ɪn'vent/ /ɪn'ventɪd/	Tim Berners-Lee ..... the www.	erfinden

### Vocis 4 Unit 4

a police officer /pə'li:s 'pɒlɪsə(r)/	The ..... enforces the law.	ein Polizist, eine Polizistin
a chef /ʃef/	The ..... cooks in a restaurant.	ein Koch, eine Köchin
a farmer /'fɑ:mə(r)/	The ..... has plants and animals.	ein Bauer, eine Bäuerin
a teacher /'ti:tʃə(r)/	Our ..... works at school.	ein Lehrer, eine Lehrerin
a student /'stju:dənt/	This ..... goes to school or university.	ein Schüler, eine Schülerin
a builder /'bɪldə /	He wants to be a .....	ein Bauarbeiter, eine Bauarbeiterin
a waiter /'weɪtə / a waitress /'weɪtrɪs /	He wants to be a ..... She wants to be a .....	ein Kellner, eine Kellnerin
a pilot /'paɪlət /	He wants to be a .....	ein Pilot, eine Pilotin
to do a job /du: ə dʒɒb/	What ..... does your mum do?	einen Beruf ausüben
to cure, cured /kjʊə/ /kjʊəd/	The vet .....s ill animals.	heilen

## Vocis 5 Unit 4

science /'saɪəns/	Are you interested in ..... ?	Naturwissenschaft
symbol /'sɪmbəl/	That's the ..... for radiation.	Zeichen, Symbol
authorized /'ɔ:θəaɪzɪd/	Only .... people can to into the X-ray room.	befugt, berechtigt
relaxed /rɪ'læksɪd/	Now Olivia is ..... about X-rays.	entspannt
nervous /'nɜ:vəs/	She feels very ..... .	nervös
to become, became (a ...)	/bɪ'kʌm/ /bɪ'keɪm/ He ..... a scientist.	(ein ... ) werden
to check, checked /tʃek/ /tʃekt/	The dentist .....s your teeth.	überprüfen, kontrollieren
to enforce, enforced /ɪn'fɔ:s/ /ɪn'fɔ:st/	Police officers ..... the law.	durchsetzen, erzwingen
to be good at /bi gʊ æt /	You are ..... maths.	gut sein in
to taste, tasted /teɪst / / 'teɪstɪd /	Chefs like to ..... food.	schmecken, kosten

