

# 1

# I'm going to be...



► Word bank p. 248

## Careers



1 ★★ Label the jobs in the pictures. Use words from the list. Then listen and check.

builder • factory worker • fitness trainer • florist • graphic designer • hairdresser •  
newsreader • mechanic • plumber • surgeon • vet

2 ★★ What does each person do at work? Choose from the list and make sentences, as in the example.

~~operate machines~~ • present the news on TV • help people get in shape • sell flowers •  
fix problems with water pipes • cut and style people's hair • check and fix vehicles •  
create graphic designs • treat sick animals • perform operations • construct buildings

A factory worker operates machines.

3 ★★ PAIRWORK Look at the pictures in Ex. 1. In pairs, discuss, as in the example.

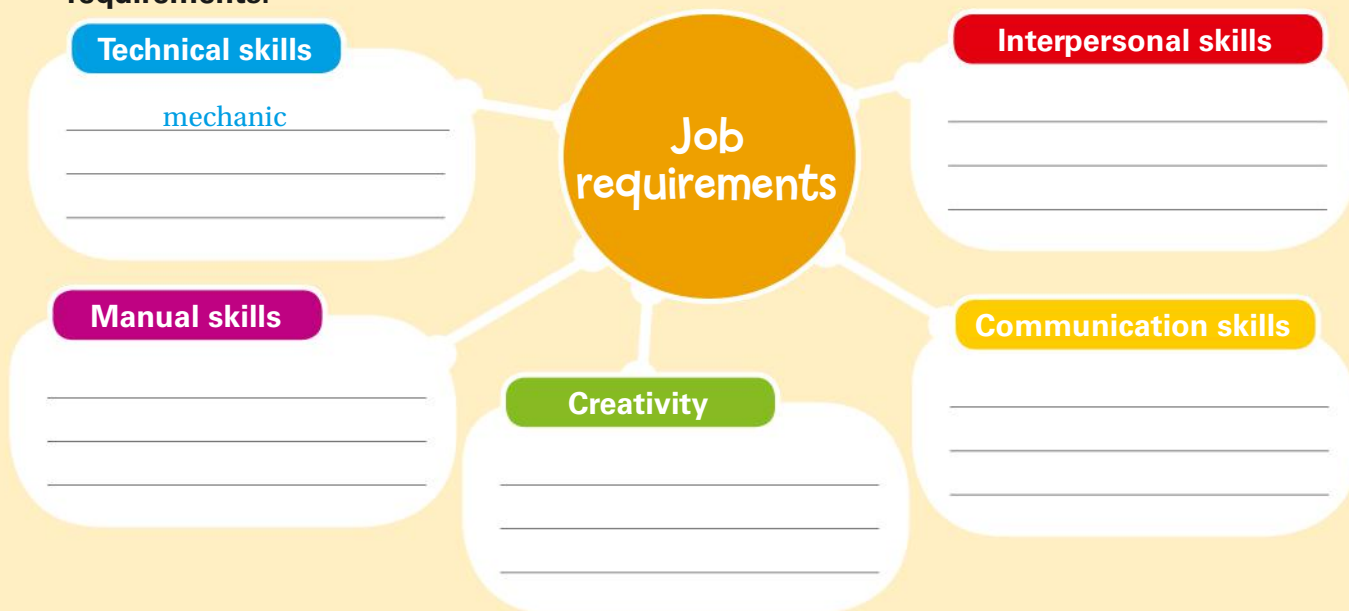
A What does Sam do for a living?

B He's a factory worker. He operates machines.



## All aboard!

- 4 Complete the map with the jobs from exercise 1, categorising them according to their requirements.



- 5 Which is the right job for you? And for your classmates (minimum 4)?

The right job for me is ...

The right job for Filippo is ...





8.02

**1** ★★ Rob, Helen, Susan and Sam are talking about their future plans. Who could be a TV presenter? Read, listen or watch to find out.

**Sam** What's your next lesson, Rob?

**Rob** Well, Mr Brown is going to talk to us about careers.

**Helen** So, what do you want to do when you're older, Rob?

**Rob** Me? I don't really know. I get good grades in History, so maybe something to do with that.

**Sam** You could be an archaeologist! Digging in the ground sounds like the right job for someone so messy!

**Rob** Hey! There's nothing wrong with being a bit messy now and then, you know!

**Sam** One day, I'm going to **own** my **own company** and then I'm going to buy expensive cars and go on exotic holidays all year round.

**Susan** It doesn't sound like you're planning to do a lot of working there, Sam!

**Helen** What job do you want to get, Susan?

**Susan** I want to be a television presenter. I enjoy talking to people and really want to be famous.

**Helen** **You're going to be great at that!** You're so outgoing and friendly!

**Susan** Thanks, Helen! **That's really nice of you** to say.

**Sam** What about you, Helen? What do you want to be?

**Helen** Oh, well, it's nothing really...

**Rob** Go on, tell us!

**Helen** Well, my Science teacher says that I'm good enough to study Physics at university and one day be an astrophysicist. So... I think I'm going to do that.

**Susan** Wow, that's impressive! ... *(bell ringing)* **Come on, it's time to go back in!**

astrophysicist



archaeologist



TV presenter



### Everyday English

- **own** possedere
- **own company** azienda in proprio
- **You're going to be great at that!** Sarai bravissima!
- **That's really nice of you.** È davvero carino da parte tua.
- **Oh, well, it's nothing really...** Niente in realtà...
- **Go on, tell us!** Coraggio, diccelo!
- **Come on, it's time to go back in!** Dai, è ora di rientrare.

## 2 ★★ Read the dialogue and answer the questions.

- 1 Who is good at History? \_\_\_\_\_
- 2 Who is untidy? \_\_\_\_\_
- 3 Who wants to have lots of money? \_\_\_\_\_
- 4 Who likes publicity? \_\_\_\_\_
- 5 Who likes spending time with others? \_\_\_\_\_
- 6 Who is good at Science? \_\_\_\_\_

## 3 ★★ Complete the exchanges. Use sentences from the *Everyday English* section.

- 1 A \_\_\_\_\_! You're so outgoing and friendly!  
B Thanks, Helen! \_\_\_\_\_.
- 2 A What about you? What do you want to be?  
B \_\_\_\_\_  
A Go on, tell us!
- 3 A Is that the bell ringing?  
B \_\_\_\_\_

## 4 ★★ VOCABULARY Use the words in the list to complete the sentences.

sociable • ambitious • bossy • calm • careless • decisive • lazy • adventurous • patient • polite

Claire likes meeting new people. She's sociable.

- 1 Tim is always telling people what to do. He's \_\_\_\_\_.
- 2 Ken doesn't work very hard. He's \_\_\_\_\_.
- 3 Jane doesn't get stressed when she's under pressure. She's \_\_\_\_\_.
- 4 Frank wants to succeed. He's \_\_\_\_\_.
- 5 Jane likes to take risks. She's \_\_\_\_\_.
- 6 Ian has good manners and treats people with respect. He's \_\_\_\_\_.
- 7 Paula doesn't get annoyed when dealing with problems or difficult people. She's really \_\_\_\_\_.
- 8 Fiona makes decisions quickly and confidently. She's \_\_\_\_\_.
- 9 Steve often makes silly mistakes. He's \_\_\_\_\_.

## 5 ★★ PAIRWORK Which three adjectives in Ex. 4 best describe you? Tell your partner giving reasons.

- A I'm sociable. I like meeting new people. And you?
- B I'm careless at times. I sometimes make silly mistakes.

## Pronunciation

### Interjections



## 6 ★★ Listen and tick what each interjection expresses.

- |                                   |                                   |                                   |                                     |
|-----------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|
| 1 Ah!                             | 2 Hmm...                          | 3 Oh!                             | 4 Hey!                              |
| <input type="checkbox"/> relief   | <input type="checkbox"/> interest | <input type="checkbox"/> pain     | <input type="checkbox"/> annoyance  |
| <input type="checkbox"/> surprise | <input type="checkbox"/> doubt    | <input type="checkbox"/> surprise | <input type="checkbox"/> a greeting |

**Be going to: forma affermativa**

|         |                |
|---------|----------------|
| I'm     | going to swim. |
| You're  | going to swim. |
| He's    | going to swim. |
| She's   | going to swim. |
| It's    | going to swim. |
| We're   | going to swim. |
| You're  | going to swim. |
| They're | going to swim. |

**Soggetto + am / is / are + going to + forma base del verbo**

**Be going to** si usa per:

- esprimere **intenzioni e aspirazioni future**.

**I'm going to be** a television presenter.

- esprimere **decisioni già prese su qualcosa da fare in futuro**.

**We're going to** visit Italy next summer.

- indicare **eventi che stanno per accadere sulla base di elementi evidenti**.

There are black clouds in the sky. **It's going to** rain.

**!** Il verbo *be* si usa generalmente nella **forma contratta**.

**1 ★★ Write complete sentences. Use the short form of *be going to*.**

Paul / become / vet

Paul's going to become a vet.

**1** Sandy / play football / professionally / one day

\_\_\_\_\_

**2** Lisa / join / acting course / next September

\_\_\_\_\_

**3** Rachel / own / a successful business / one day

\_\_\_\_\_

**4** I / go / to college / next October

\_\_\_\_\_

**5** George / study / Medicine

\_\_\_\_\_

**2 ★★ Write what is going to happen. Use the verbs in the list.**

cook • watch • swim • ~~fall down~~ • plant •  
bake • take • have



Ann is going to  
fall down.



**1** They \_\_\_\_\_  
\_\_\_\_\_ a cake.



**2** Kim \_\_\_\_\_  
\_\_\_\_\_ dinner.



**3** They \_\_\_\_\_  
\_\_\_\_\_ trees.



**4** They \_\_\_\_\_  
\_\_\_\_\_ a film.



**5** They \_\_\_\_\_  
\_\_\_\_\_ lunch.



**6** Peter \_\_\_\_\_  
\_\_\_\_\_ photos.



**7** It \_\_\_\_\_  
\_\_\_\_\_ in the pool.

**Be going to: forma negativa**

|             |                |
|-------------|----------------|
| I'm not     | going to swim. |
| You aren't  | going to swim. |
| He isn't    | going to swim. |
| She isn't   | going to swim. |
| It isn't    | going to swim. |
| We aren't   | going to swim. |
| You aren't  | going to swim. |
| They aren't | going to swim. |

**Soggetto + am / is / are + not + going to + forma base del verbo**



- 3 ★★ Complete the sentences. Use the negative form of *be going to* and the verbs in the list.

visit • listen • chat • play • watch • go • study

This weekend ...

John isn't going to play football.

- 1 Stan \_\_\_\_\_ a film at the cinema.
- 2 Peter \_\_\_\_\_ to music.
- 3 Jim and Ann \_\_\_\_\_ to each other online.
- 4 Kim and her mum \_\_\_\_\_ an art gallery.
- 5 they \_\_\_\_\_ History.

- 4 ★★ What are you / aren't you going to do this weekend? Write sentences using the phrases in the list.

visit a museum • read a book • watch sport on TV • buy something online • tidy your bedroom • play football • hang out with your friends • surf the Net

This weekend, I'm going to visit a museum.

## Be going to: forma interrogativa e risposte brevi



| FORMA INTERROGATIVA     | RISPOSTE BREVI                    |
|-------------------------|-----------------------------------|
| Am I going to swim?     | Yes, you are. / No, you aren't.   |
| Are you going to swim?  | Yes, I am. / No, I'm not.         |
| Is he going to swim?    | Yes, he is. / No, he isn't.       |
| Is she going to swim?   | Yes, she is. / No, she isn't.     |
| Is it going to swim?    | Yes, it is. / No, it isn't.       |
| Are we going to swim?   | Yes, you are. / No, you aren't.   |
| Are you going to swim?  | Yes, we are. / No, we aren't.     |
| Are they going to swim? | Yes, they are. / No, they aren't. |

**Am / Is / Are + soggetto + going to + forma base del verbo ... ?**

! Nelle risposte brevi affermative **non si usa la forma contratta** del verbo *be*.

- 5 ★★ Complete the exchanges.

- A Is Mary going to become (Mary / become) a vet?  
 B No, she isn't. She wants to become a doctor.
- 1 A How long \_\_\_\_\_ (you / stay) in Rome?  
 B A week. We \_\_\_\_\_ (hire) a car and drive around the city.
- 2 A \_\_\_\_\_ (Kate and Ted / come) to the party?  
 B Yes, they \_\_\_\_\_.
- 3 A When \_\_\_\_\_ (meeting / start)?  
 B When the manager arrives.
- 4 A \_\_\_\_\_ (Tim / study) Business in college?  
 B No, he \_\_\_\_\_.
- 5 A \_\_\_\_\_ (you / go swimming) this weekend?  
 B Yes, we \_\_\_\_\_.

- 6 ★★ **PAIRWORK** Look at Nelly's schedule for the next week. Ask and answer questions.

|            |                                 |
|------------|---------------------------------|
| <b>MON</b> | watch a film with Mary and Kate |
| <b>TUE</b> | have dinner with Laura          |
| <b>WED</b> | go shopping                     |
| <b>THU</b> | play tennis with Matt           |
| <b>FRI</b> | have a Maths test               |
| <b>SAT</b> | visit grandparents              |
| <b>SUN</b> | have a barbecue at aunt's       |



Nelly / have dinner with Laura on Monday?

- A Is Nelly going to have dinner with Laura on Monday?  
 B No, she isn't. She's going to watch a film with Mary and Kate.
- 1 Nelly / play tennis with Matt on Wednesday?
  - 2 Nelly / go shopping on Tuesday?
  - 3 Nelly / have a Maths test on Friday?
  - 4 Nelly / visit her grandparents on Saturday?
  - 5 Nelly, Mary and Kate / watch a film on Sunday?
  - 6 Nelly's aunt / have a barbecue on Sunday?

### Infinito & forma in -ing



#### Verbi seguiti dall'infinito (to + forma base):

- agree, decide, expect, hope, plan, want ecc.  
I hope **to see** you soon.
- would like, would love, would prefer ecc.  
I'd love **to visit** my friends in Naples this summer.

#### Verbi ed espressioni seguiti dalla forma in -ing:

- avoid, fancy, imagine, suggest ecc.  
He suggested **going** to Spain on holiday.
- enjoy, don't mind, hate, like, love, prefer ecc.  
He likes **travelling** abroad.  
I don't mind **cooking**.
- it's good, it's worth, can't help, can't stand, there's no point in ecc.  
It's worth **visiting** the museum.

### 7 ★★ Put the verbs in brackets into the correct infinitive or -ing form.

Jake enjoys reading (read) the newspaper every day.

- 1 He thinks it's worth \_\_\_\_\_ (know) about current events.
- 2 In the future, he hopes \_\_\_\_\_ (become) a journalist.
- 3 He'd love \_\_\_\_\_ (travel) abroad as part of his job.
- 4 He can't help \_\_\_\_\_ (dream) of working for the New York Times.
- 5 This summer, he plans \_\_\_\_\_ (apply) for an internship in a local newspaper.
- 6 He doesn't mind \_\_\_\_\_ (work) for free.
- 7 He wants \_\_\_\_\_ (learn) from the journalists who work there.
- 8 Next year, he plans \_\_\_\_\_ (study) Journalism at university.
- 9 Helen can't stand \_\_\_\_\_ (do) the housework.
- 10 My American friends would like \_\_\_\_\_ (spend) their holiday in Rome.

### 8 ★★ Put the verbs in brackets into the correct infinitive or -ing form.

Hi Lucy,  
Hope you're having a nice summer!  
This year, I decided to find (find) a part-time job. I wanted (1) \_\_\_\_\_ (work) as a guide in the museum, but they said I'm not old enough (2) \_\_\_\_\_ (do) that. Then, my aunt suggested (3) \_\_\_\_\_ (employ) me in her café. It's a lot of fun. I enjoy (4) \_\_\_\_\_ (talk) to the customers, but I hate (5) \_\_\_\_\_ (clean) the tables afterwards! I want (6) \_\_\_\_\_ (earn) some money to spend on our family holiday in August!  
Talk soon,  
Tara

### 9 ★★ Complete the sentences.

I like travelling abroad.

- 1 I'd love \_\_\_\_\_
- 2 I want \_\_\_\_\_
- 3 I fancy \_\_\_\_\_
- 4 I can't stand \_\_\_\_\_

### 10 ★★ PAIRWORK What are your plans for the summer? Discuss in pairs. Use the expressions below as well as your own ideas. ES K T

go to a language school • travel abroad •  
get a part-time job • swim at the beach

- A This summer, I'm going to go to a language school. What about you?
- B I'm going to...

### 11 ★★ SUMMING UP Translate.

- 1 A Che cosa vuoi fare da grande?  
B Non lo so. Mi piace viaggiare e incontrare nuove persone.
- 2 A Hai intenzione di diventare giornalista?  
B Sì, il prossimo anno spero di studiare giornalismo all'Università.

## Discussing future intentions

- 1 ★★ Complete the dialogue. Use the phrases in the list. There are two extra phrases. **K**

why not! • Oh, well, it's nothing really. • OK, let's go now then. •  
That would be great! • How about joining me there, then? •  
It sounds like fun. • Do you want to come over later? • I don't know.

**Amy** So, Greg. What are your plans for the summer?

**Greg** (1) \_\_\_\_\_

**Amy** Go on, tell me.

**Greg** I'm going to apply for a place in a summer camp.

**Amy** Really? What kind of camp?

**Greg** It's an acting camp. It takes place in August for one week at Greenwich University. I love drama so I hope there's a place for me.

**Amy** Wow! (2) \_\_\_\_\_ I never thought about going to a camp for the summer.

**Greg** (3) \_\_\_\_\_  
We'd have a great time together!

**Amy** Sure, (4) \_\_\_\_\_ But, how do you apply?

**Greg** You just have to fill in an online form. (5) \_\_\_\_\_  
\_\_\_\_\_ We could fill out the forms together.

**Amy** (6) \_\_\_\_\_ I want to talk to my parents first.

**Greg** OK, text me if you're interested.

**Amy** OK, thanks, Greg. See you later.



### Suggesting

- How about ...?
- Shall we ...?
- Let's ...
- Do you fancy ...?
- Do you want to ...?
- Would you like to ...?
- You / We could ...

### Accepting

- That's a great idea.
- Sure, why not!
- I'd love to.
- That would be great.

### Rejecting politely

- Well, I don't know.
- I'm not sure.
- I don't think so.
- Thanks, but I'm afraid I can't.



8.04

- 2 ★★ Listen and repeat.

- 3 ★★ **ACT OUT!** Complete the dialogue with phrases from the box. In pairs, roleplay the dialogue.

**Isabel** Hi Ann. (1) \_\_\_\_\_ going to Tony's for a coffee?

**Ann** Thanks, but (2) \_\_\_\_\_. I've got a job interview in half an hour.

**Isabel** Really? What job is it for?

**Ann** It's a counsellor job at a summer camp for kids. Actually, they are looking for lots of people. (3) \_\_\_\_\_ applying for a job there, too?

**Isabel** (4) \_\_\_\_\_ ! I want to earn some money this summer.

**Ann** OK. (5) \_\_\_\_\_ come with me to the interview? You could meet Mr Rodgers and arrange an interview for yourself.

**Isabel** (6) \_\_\_\_\_ ! We should probably leave now, though, or you're going to be late!



## Speaking



## 1 ★★ Listen and repeat.

## More vocabulary Careers



1 nurse



2 lawyer



3 office manager



4 professor



5 pilot



6 computer programmer

- 2 ★★ Look at the pictures in Ex. 1. Who works *outdoors* / *indoors*? *part-time* / *full-time* / *shifts* / *9-5*? wears a *uniform* / *special clothing*? earns a(n) *high* / *average* / *low salary*?

Nurses work indoors. They usually work shifts. They wear a uniform and earn a low salary.



## 3 ★★ Listen and repeat. Check the words in your dictionary, if necessary.

## More vocabulary Job qualities

organised • caring • inventive • communicative • determined • convincing

- 4 ★★ Complete the sentences with the adjectives in Ex. 3.

- Computer programmers need to be \_\_\_\_\_ so they can find ways to make things work.
- Office managers need to be \_\_\_\_\_ so that they can plan their work efficiently.
- Professors need to be \_\_\_\_\_ so that they can explain things well.
- Pilots need to be \_\_\_\_\_ in order to complete their difficult and intensive training.
- Lawyers need to be \_\_\_\_\_ so that they can argue well in court.
- Nurses need to be \_\_\_\_\_ so that they can help people who are ill or injured.

5

- ★★ PAIRWORK Describe to your partner the jobs in Ex. 1. Don't mention the name of the job. Your partner must guess it.

- A They work indoors and they work full time. They usually wear formal clothes and earn a high salary. They need to be convincing so that they can argue well in court.
- B Lawyers!

## Listening

6

- ★★ Read questions 1 and 2. What do we expect the dialogue to be about?

- What was Steven's favourite hobby as a child?  
A Golf. B Scuba diving. C Football.
- Steven likes his job because he works  
A outdoors. B in the mornings. C alone.

7

- ★★ Now, read the extract below and answer the questions in Ex. 5.

- A Steven, how did you get started as a golf ball diver?
- B When I was a kid, I spent all my free time playing football! I started scuba diving after college and then read the job advert last year.
- A So, is it your dream job?
- B Well, it's not easy - I have to start work at 5 am and I always work on my own, but I really like being out in the fresh air.



8

- ★★ You will hear part of an interview. For questions 1-5, choose the correct answer (A, B or C). K

- Ken started his vlog last  
A summer. B autumn. C winter.
- What does Ken talk about in his vlogs?  
A Sports. B Cooking. C Daily life.
- How long do Ken's vlogs last?  
A 5 mins. B 10 mins. C 30 mins.
- How much money does Ken earn for a video?  
A £50. B £75. C £500.
- On what day does Ken not vlog?  
A Friday. B Saturday. C Sunday.

## Writing a blog entry

- 9 ★★ Read the task and underline the key words. Then, answer the questions.

Write a blog entry about your role model. Write about: what job they do, their duties at work and the pros and cons of their job. Write your blog entry (100-120 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 How many words do you have to write?

- 10 ★★ Read Anna's blog, then complete the spidergram in your notebook. How does Anna start / end her blog?

### Anna's Blog

Hi everyone! Thanks for your comments on my last post! Today, I want to write about my role model, Uncle Tony. He's got a really interesting job working as a stuntman in films!

Tony takes the place of actors so that they don't get hurt! He has to perform dangerous stunts like falling from great heights or riding a motorbike really fast!

Working as a stuntman has its pros and cons. One advantage is that he gets to meet famous film stars! On the other hand, his job is quite dangerous. He sometimes gets injured but, as he says, it's all part of the job. All in all though, Tony really loves his job. I feel really proud when I see him in a blockbuster film!

Leave a comment below!



- 11 ★★ Read the table. How do *quite*, *really* / *very* and *extremely* change the meaning of the adjectives or adverbs?

|                    |   |
|--------------------|---|
| quite (✓)          | She works <u>quite well</u> with others.  |
| really / very (✓✓) | It's a <u>very tiring</u> job.            |
| extremely (✓✓✓)    | It's <u>extremely hot</u> in the costume. |

- 12 ★★ Form sentences, as in the example.

being / waiter / tiring job (✓)

Being a waiter is quite a tiring job.

- 1 it is dangerous / to work / as a firefighter (✓✓)
- 2 Katy / is / hardworking / employee (✓✓✓)
- 3 Mark / runs / successful / company (✓✓)
- 4 Steven / felt / lucky / to get the job (✓)

- 13 ★★ Copy the spidergram in Ex. 10 in your notebook and put "vlogger" in the middle. Use the notes below to complete it.

- record and upload videos about daily life
- Liam, cousin
- have to upload videos regularly to keep fans interested
- earn good money

- 14 ★★ OVER TO YOU! Use the ideas in the spidergram in Ex. 13 to write your blog entry (70-100 words). Follow the plan.

### PLAN

- (para 1) opening remarks, name of role model, relationship, job  
 (para 2) job duties  
 (para 3) pros / cons  
 (para 4) closing remarks, request to leave comments

## Warm up

- 1 ★★ Look at the pictures. What can you see? Tell the class. Where can you find all these animals together? Watch the video to find out.

## Learning to learn Predicting content

Titoli, sottotitoli, immagini e suoni aiutano a fare previsioni sul contenuto di un testo.

## Reading



8.08

- 2 ★★ Read the title of the text and look at the pictures. What is it about? Then listen, read and check.

## Learning to learn Identifying true statements

Quando devi stabilire se delle affermazioni relative a un testo sono vere:

- concentrati su un'affermazione alla volta
- individua la parte di testo in cui se ne parla
- soffermati sulle parole chiave che possono aiutarti a rispondere.



- 3 ★★ Read the text. Choose the five statements from A-H below that are true according to the information in the text. Write the letter of the true statements on lines 1-5 in any order. T

- A Zookeepers work with dangerous animals.  
 B Volunteer zookeepers never work on their own.  
 C Visitors to the zoo mustn't touch the animals.  
 D All animals in the zoo are afraid of people.  
 E It costs a lot of money to feed the zoo animals.  
 F Animals in the zoo don't like looking for their food.  
 G The zoo provides volunteers with footwear.  
 H Zookeeping is a tiring job.

- 1 —  
 2 —  
 3 —  
 4 —  
 5 —

## Zookeeper for the Day

Do you have what it takes to be a zookeeper at London Zoo? Then, why not join our "Keeper for a Day" volunteer programme! This programme lets you experience life as a zookeeper in the world's oldest scientific zoo!



1

Every day, zookeepers work with dangerous animals including lions, pythons and even tarantulas! But we always follow procedures to make sure we don't put ourselves at risk. You're always going to work alongside a full-time keeper, so as long as you listen carefully to their instructions, you're not going to be in any danger at all.



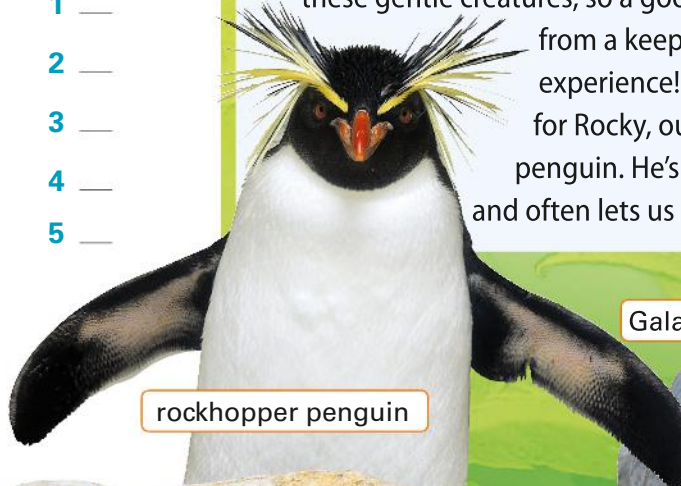
python



tarantula

2

At the zoo there's a strict ban on all visitors touching animals. Zookeepers, too, usually avoid touching them. After all, they're wild creatures – not pets! Some of our residents don't mind human contact, though. Our Galapagos tortoises, for example, seem to enjoy it when we pet them. In the wild, birds eat insects from the skin of these gentle creatures, so a good stroke from a keeper is a similar experience! Also, look out for Rocky, our rockhopper penguin. He's very sociable, and often lets us pet him, too.



rockhopper penguin

Galapagos tortoise





3

Feeding the animals in London Zoo is a complicated and expensive business that requires a lot of organisation. All of our animals have very specific needs and we need to make sure they all get the **nutrients** they need. For example, the meerkats get a daily meal of live locusts and mealworms – don't worry, you can wear gloves! An interesting part of our job is hiding food in the animals' **enclosures**! Searching for food stops animals from getting bored and replicates hunting in the wild.



meerkat

4

We're going to provide you with overalls and gloves for the day, but you have to bring your own wellington boots. You're going to need them for the muddy conditions!

5

It comes as a surprise to some volunteers that being a zookeeper involves a lot of hard **manual work**. So, be ready to clean cages, lift boxes of food and generally work up a sweat! But it's all going to be worth it! You're going to take home unforgettable memories of your time here. We can't wait to show you around!



lemur

## Glossary

- |  |  |
|--|--|
| • <b>procedures</b><br>procedure         | • <b>stroke</b> carezza                  |
| • <b>at risk</b> in pericolo             | • <b>nutrients</b><br>sostanze nutritive |
| • <b>ban</b> divieto                     | • <b>enclosures</b> recinti              |
| • <b>human contact</b><br>contatto umano | • <b>manual work</b><br>lavoro manuale   |

## 4 ★★ Answer the questions. ES

- What advice does the text give concerning dangerous animals?
- Why is feeding the zoo animals a "complicated business"?
- What tasks does the text mention volunteers do during the day?
- What personal qualities should a volunteer have? Why?
- Would you like to volunteer at a zoo?

## 5 ★★ Complete the advert. T

residents • show • risk • meal • experienced

## KEEPER FOR A DAY - LONDON ZOO

Apply now to experience being a zookeeper at London Zoo!

- Work alongside (1) \_\_\_\_\_ keepers and meet all our animal (2) \_\_\_\_\_!
- Give the meerkats their daily (3) \_\_\_\_\_ of live locusts and mealworms!
- Don't worry - you are never at (4) \_\_\_\_\_!

Apply today! We can't wait to (5) \_\_\_\_\_ you around!

## Listening



8.09

## 6 ★★ You will hear some information about a summer job in a zoo. In gaps 1-5, fill in the correct information. K

## BRISTOL ZOO

**Dates:** June-August

**Hours:** (1) \_\_\_\_\_ - Sunday 9 am-2 pm

## APPLICATION DETAILS

**Age of candidates:** 14-18

## DUTIES

- (2) \_\_\_\_\_ and bathe animals
- write reports on animals' (3) \_\_\_\_\_

## HOW TO APPLY

**Email:** (4) \_\_\_\_\_@bristolzoo.com

**Deadline for applications:** (5) \_\_\_\_\_



## Writing & speaking

## 7 ★★ OVER TO YOU! Read the text again and take notes under these headings:

- |               |                |
|---------------|----------------|
| • type of job | • DOs / DON'Ts |
| • duties      | • clothes      |

**Write a summary (60-80 words). Then refer to the class. ES T**

## Cambridge English: Key for Schools – Reading • Part 4

- 1 ★★ Match the expressions in bold to the synonyms in the list.

present • research • started •  
beside her • kept • father

- 1 Jane's **dad** gave her a **gift**. T F DS  
2 As a child, Jane always **had** her toy chimpanzee **by her side**. T F DS  
3 Jane **began** to **study** chimpanzees in 1960 in England. T F DS

## Identifying T / F / DS statements

- Leggi le affermazioni e sottolinea le **parole chiave**.
- Cerca dei **sinonimi** per le parole chiave.
- Trasforma le **affermazioni in domande** e cerca la risposta nel testo.
- Se non trovi la risposta, allora l'affermazione può essere classificata **DS** (*doesn't say*).

- 2 ★★ Read the paragraph and decide if sentences 1-3 of Ex. 1 are True (T), False (F) or Doesn't say (DS). Which word helped you decide?

In 1935, when Jane Goodall was one year old, a chimpanzee was born in London Zoo. To honour the birth, Jane's father gave her a toy chimpanzee. Little Jane loved the toy and always kept it beside her. As she grew up, she started dreaming of working with real chimpanzees in the wild. In 1960, Jane made that dream come true when she left England to research chimpanzees in Tanzania. Today, she is the world's leading expert on chimpanzees. Maybe her success is thanks to that small present her father gave to her so long ago!

- 3 ★★ Read the text about a wing walker and decide if sentences 1-7 are True (T), False (F) or Doesn't say (DS). K

## SOPHIE BAUM – The Wing Walker

Sophie Baum is a "wing walker". Her job is to stand on the wing of an aeroplane and perform stunts as it flies above 500 feet! Sophie is part of an air display team from Germany that performs at festivals around Europe. The team consists of pilots, mechanics and

wing walkers... and there's no doubt that Sophie's job is the most dangerous!

In the old days, wing walkers didn't wear straps to secure them to the plane's wings.

Nowadays, this is far more common,

but a lot of things can still go wrong! She often has to fight against strong winds to keep her balance. Also, rain can make the wings very slippery! In fact, the team often calls off performances because of weather conditions.

Every day, she trains her mind and body so that she can perform without getting stressed. Also, she chats to the pilots to be sure the performances are 100% safe.

Sophie's family can't bear to watch when she performs, but all of them are very supportive. They know she loves her job, despite the dangers.

- 1 Sophie's team only performs air displays in Germany. T F DS  
2 Sophie is the only female wing walker on the team. T F DS  
3 Nowadays, most wing walkers strap themselves to the plane. T F DS  
4 The team does not usually perform when the weather is bad. T F DS  
5 Sophie exercises daily. T F DS  
6 Sophie is training to become a pilot. T F DS  
7 Sophie's relatives want her to change career. T F DS



## Warm up

- 1 ★★ Read the title and look at the picture. Why is the man wearing that uniform? What does he do for a living? Watch the video to find out.

## Reading



8.10

- 2 ★★ Listen, read and answer the questions. ES

Oyez! Oyez!



Nowadays, most people surf the Internet or watch TV to learn about the day's events. In medieval Britain, though, people used a completely different method. One person in each town stood in a public place and loudly read out various announcements to the townspeople. They were called "bellmen" or "town criers" and they gave people information about births, deaths, new laws or taxes, the dates of markets and much more! This was a time when many people couldn't read, so listening to the town crier was the main way for ordinary people to find out information.

The town crier usually dressed in a special red uniform with a tricorne (a triangular-shaped hat) and anytime he had an announcement to make he rang a hand bell. Then, he shouted the special words "Oyez! Oyez!" which means "hear ye, hear ye" – the call for everyone to stop what they're doing and listen! Then, when he finished speaking, he removed his hat and said "God save the Queen".

Today, there are still a small number of town criers in Britain. Some towns employ them on a part-time basis so that they can appear at special ceremonies or charity events. They often announce special events in the royal family such as a birth or marriage. And anytime a town crier appears, he is a big hit with tourists! For example, outside Windsor Castle there is still a town crier who spends most of his time posing for photographs with visitors! It's easy to see why he is so popular. Town criers are a special part of British history and culture. After all, they were the original newsreaders!

## Glossary

- townspeople cittadini
  - taxes tasse
  - a big hit un grande successo
  - posing in posa
- 1 What kind of information did town criers announce?
  - 2 What did town criers wear?
  - 3 How did they begin their announcements?
  - 4 Why were town criers so important in medieval Britain?
  - 5 What is your favourite way to learn about news events? Why do you prefer it?

## Authentic task

- 3 ★★ You are a tour operator. You have to write a short article in English on a traditional job in your town or region, to be included in a guide for tourists.

**Step 1:** Collect information about the job that you have chosen.

**Step 2:** Look for two or three interesting photos.

**Step 3:** Prepare a plan and then write your article.