

ГОСУДАРСТВЕННЫЙ ФЛАГ КЫРГЫЗСКОЙ РЕСПУБЛИКИ



ГОСУДАРСТВЕННЫЙ ГЕРБ КЫРГЫЗСКОЙ РЕСПУБЛИКИ



ГОСУДАРСТВЕННЫЙ ГИМН КЫРГЫЗСКОЙ РЕСПУБЛИКИ

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Ак мөңгүлүү аска-зоолор, талаалар Элибиздин жаны менен барабар. Сансыз кылым Ала-Тоосун мекендеп, Сактап келди биздин ата-бабалар.

Алгалай бер, кыргыз эл,

Азаттыктын жолунда.

Өркүндөй бер, өсө бер,

Өз тагдырың колуңда.

Аткарылып элдин үмүт, тилеги, Желбиреди эркиндиктин желеги. Бизге жеткен ата салтын, мурасын Ыйык сактап урпактарга берели.

Припев:

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Өз тагдырың колуңда.



Дорогие юные друзья!
Добро пожаловать в мир английского языка!
С этой книгой вы выучите новые слова, освоите язык через увлекательные беседы и игры, а также найдете новых друзей. Друзья, мы искренне верим, что изучение языка поможет вам осуществить мечты и достичь успеха!

Трелоар, Фрэнсис, Томпсон, Стив. **Т 66** Take Off with English: 9 кл.: Учебник. — Б.: Окуу китеби, 2025. — 104 с.

ISBN 978-9967-34-215-6

Рекомендовано Министерством образования и науки Кыргызской Республики для общеобразовательных организаций республики.

УДК 373.167.1:811.111 ББК 81.432.1я721 Hello, future leaders!
This book will help you master
English, think critically,
and communicate your
ideas with confidence.

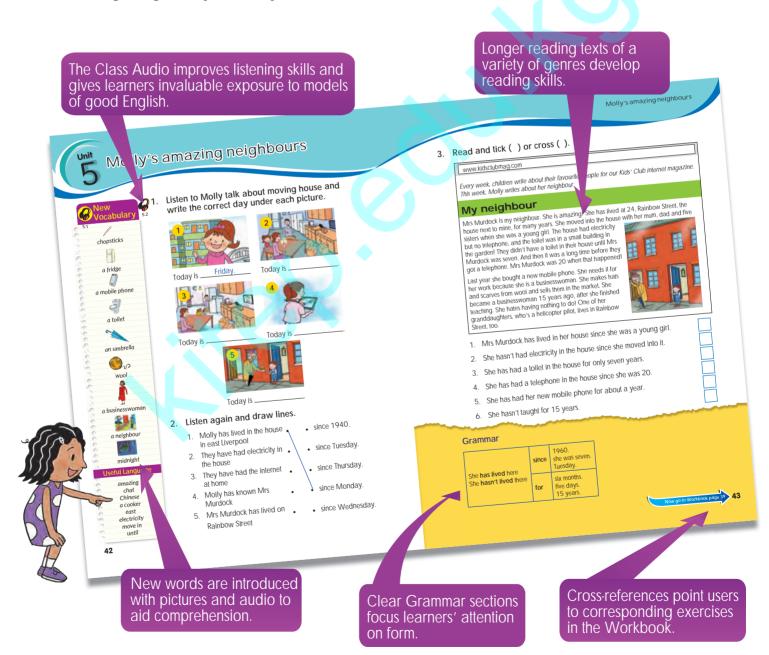


Take Off with English makes it easy for language learners to achieve a solid foundation in English and for teachers to measure their pupils' progress.

It prepares learners for success in today's world by teaching them skills such as global awareness, critical thinking and collaboration.

Take Off with English 8 and 9 are perfect for all primary English classes and they also fully develop learners' communication skills for the Cambridge English: Flyers test syllabus.

Frequent practice of the four skills of reading, writing, speaking and listening is fully integrated into each unit of the Pupil's Book, creating confident users of English. New grammar and vocabulary are introduced gradually and contextualised in a lively unit theme and story. In addition to the comprehensive Teacher's Guide, teachers can access supporting resources to facilitate teaching and strengthen their pupils' learning at www.mceducation.com/towe.



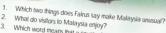


Children learn about the world. other children's lives and reflect on their own experiences in the It's our world! section in each unit.



rge Town on Penang Island in the alaysia is different from most cou separated by the sea.





Which word means that a country has a lot of different kinds of living things? Which are the four different kinds of living things Malaysia has a lot

> Discussion questions encourage communication, personalisation and critical thinking



and and circle Yes or No.

Today my class is visiting a butterfly centre near my home to learn about some of the amazing insects that live in Malaysia. The people here are lrying to protect endangered species of butterflies and teach visitors about these beautiful creatures. The butterflies and teach around the enclosures and, if you stand still, the butterflies sometimes at on you.



We learnt about butlerflies' lives from the people at the centre. Butlerflies lay eggs, and after a few days, Caterpillars come out of the eggs. A caterpillar has lots of legs, but no wins. It eats leaves. When it is big enough, it hides under a leaf or a branch and stays very slid. Its body start to ranch and stays very slid. Its body start to ranch stays under the start of the

Some species of butterflies are endangered.

- The butterflies at the centre live in the open. Butterflies sit on visitors who move arc
- Caterpillars can fly.
- At the butterfly centre, Fairus saw b

Talk to a friend. Then tell the c

- Would you like to visit a butterfly
- Why do you think butterflies n Why are insects important to p



Revision activities are engaging and practise all four skills

The two revision units consolidate learning and prepare learners for assessments in a fun and communicative way.



Revision unit 1

- 1. Choose the correct words from the box. Write them. 1. became / becoming / become
 1. must / have / can
 5. about / like / from
 7. since / for / just
 2. do / doing / does
 4. do / may / are
 6. were / did / might
 8. anyone / anything.

- 4. do / may / are
 6. were / did / might
 8. anyone / anything / anywhere

KIDS' CLUB TV SUMMER SHOWS

Every summer holiday, KIDS: CLUB makes five TV programmes for young people. This year's shows are all about the future. We talk to headtleachers science teachers and sports people, who might have some answers to the question. "What will the world be like in 50 years?"

 Tomorrow's robots
 How will we use robots in our homes and in factories? And will they cleverer than people?

2 Work in the future
What kind of jobs will we (2) about how the world of work will change

3 School and learning
Perhaps children won't (3)

The proportion of the proportion o learn only from computers, not leachers.

_ in 50 years? Our food

(6) _____ not be very different, but many people think that farms and food factories will change a lot. 5 The future of sport
Football has been a very popular sport (7) ___ become more popular than football in the next 50 years?

The text asks 'What will the world be like in 50 years?' Find and underline five more questions in the text. Then ask and answer with a friend. with a friend



3. Listen and circle the correct answer.

Ryan's mother is phoning Karl to ask about a summer camp Hello! This is Karl at Kids' Camp. Can I help you?

- 1. The camp starts next week, doesn't it?
- a. No, it starts this week
- b. No, it starts on the 5th.

c. No, it starts in two weeks' time.

- 2. Ryan has to arrive on the first morning at 9:00, doesn't he
 - Yes, he has to arrive at 9:00.
 - b. No, he has to arrive at 10:00.
 - c. No, he has to arrive at 11:30.
- 3. Ryan has to take something to camp, doesn't he?
 - a. Yes. He has to take some food.
 - Yes. He has to take some money c. Yes. He has to take some warm clothes.
- Ryan can do sports at the camp, can't he? Yes, There are 20 different sports at the camp.
 - Yes. He can do two sports tennis and badminton.
 - Yes. All the sports are water sports.
- 5. Ryan is going to sleep in a tent, isn't he?
 - Perhaps. Some children sleep in the camp building.
 - No. Everyone sleeps outside, under the trees. Yes. All the children will sleep in tents.
- 4. Now ask and answer.



No, it starts in two weeks' tim



50

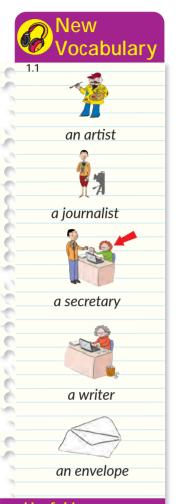
Audio recordings provide models for speaking activities.

Unit	Page	Vocabulary	
1 A visit to the TV studios	10	Jobs: artist, journalist, photographer, secretary, writer Other: envelope Useful Language: bored, excited, during, early, entrance, environment, everywhere, excellent, fact, friendly, front, important, job, lovely, missing, natural, news, ready, studio, suddenly, sure, together, tonight, wild, worried, explain, feel, forget, look after, whisper	
2 Jobs for everyone	18	Jobs: actor, chemist, dentist, fire fighter, footballer, pilot, police officer, postman, postwoman Places: factory, fire station, office, post office Verbs: post, score a goal Other: fire engine, newspaper, postcard, shorts, smoke, stamp, team, uniform Useful Language: a.m., p.m., language, lift, match, material, nowhere, player, real, rich, special, you're welcome, finish, grow, make sure, protect, repair, sell, steal	
3 In the future	26	Jobs: businessman, engineer, singer Objects and places: light, machine, screen, college, police station Verbs: blow, build Other: passengers, students, traffic Useful Language: air, away, business, cheap, exercise, expensive, hard, health, illness, lazy, life, noisy, poor, same, still, hope, save, spend, turn off, turn on	
4 The cooking competition	34	Adjectives: untidy Food and drink: pepper, strawberry, sweets Places: railway station Verbs: feel, smell, taste, whistle Other: conversation, sound, sunglasses, winner Useful Language: a bit, actually, decide, describe, meal, repeat, the problem with, colourful, free, fresh, healthy, horrible, lucky, soft, strange, tidy	
5 Molly's amazing neighbours	42	Jobs: businesswoman The home: fridge, mobile phone, toilet Other: chopsticks, midnight, neighbour, umbrella, wool Useful Language: amazing, chat, Chinese, cooker, designer, east, electricity, just, move in, nice to meet you, until	
Revision unit 1	50	Review of: will; question tags; How long ? and present perfect (with for and since); verbs of sensation with adjectives	
6 That's a good idea	54	Adjectives: striped Clothes: belt, tights The home: air conditioner, curtains Other: necklace, ring, shade, spots, stage, stripes, water cooler Useful Language: advice, agree, bright, comfortable, improve, let, meeting, secret, should, suggestion, thank	
7 Sea monsters	62	Adjectives: full, little, smelly, spotted Animals: octopus Clothes: pocket Verbs: follow Other: bin, exit, rubbish, smell Useful Language: begin, collect, disappear, end, the beginning, scream, several	
8 Not too big and not too small	70	Adjectives: burnt, high, low, light Food and drink: pepper Jobs: waiter Verbs: lift Other: trolley Useful Language: do you mind?, fetch, hurry, normal, sour, unfriendly	
9 A trip to London	78	Animals: swan Food and drink: peanut The home: shampoo, soap, suitcase, toothpaste Places: airport, hostel, London Weather: fog, foggy Other: view Useful Language: see you soon!, north, south, west	
10 The Science Club	86	Animals: insects Food and drink: vinegar Jobs: scientist Parts of the body: toe, wing Verbs: float Other: pond, swing Useful Language: believe, century, experiment, extinct, join, member, partner, project	
Revision unit 2	94	Review of: adverbs to talk about excess and insufficiency; zero conditionals (with it); should (for advice) and could (for suggestions)	
World map	98		

Grammar and structures	Functions	It's our world!
Question tags in the present simple, present continuous and present perfect: It's about the competition, isn't it? Yes, it is. We're going to get up early, aren't we? Yes, we are. We have looked in the basement, haven't we? No, we haven't. We can't visit the studio again, can we? Yes, we can.	Obtaining, understanding, checking and confirming information	School radio in the USA
Pronouns and adverbs to refer to unspecified people, things and places: There isn't anyone. There is something. There is no one. It is everywhere.	Talking about unspecified people, places and things Talking about jobs and describing workplace activities	Take Our Kids to Work™ Day
will and won't: I will help people. Sam won't be lazy. may and may not: Will a police officer's job change in the next 20 years? It may. Will a singer's job change? It may not.	Asking and answering questions about future plans and intentions Making predictions Talking about possibilities in the future	Masdar City
Verbs of sensation with adjectives and superlative adjectives: It looks a bit untidy. It tasted the worst. Verbs of sensation with like and nouns to describe things and people: The cake looked like a rabbit. She sounded like a bird.	Talking about and comparing how things taste, feel, look and sound	Mooncake Festival
Present perfect (with for and since): She has lived here since 1960. She hasn't lived there for six months. How long? answered with for and since: How long has she lived there? She's lived there for 10 years. She's lived there since September. Reinforcement of present simple and comparison with present perfect: My friend, Ben, lives in Jakarta. He has lived there for 11 years.	Talking about how long a present action or state has lasted	A community garden
should and shouldn't (for advice and opinions): What should I do? Should I ask for different presents? I should ask for different presents. You shouldn't ask for different presents. Reinforcement of will: The room will feel cooler. Reinforcement of how about, let's, could (for making suggestions): How about having a fridge with cool drinks in the classroom? Let's just open all the windows and doors. We could have darker glass for the windows.	Giving suggestions and advice for everyday problems Giving reasons for the suggestions made	A school community council
Past continuous (for background setting and interrupted actions): Sue was walking along the beach. Mum was sitting on the beach when Jill screamed. What was Sue doing when Jill screamed? Causal make: Rubbish on the beach makes it a dangerous place.	Setting the scene for a story Describing and narrating interrupted past events Talking about the effects of states and actions	Amazing sea creatures
Adverbs too and enough: The grapes are too sour. The watermelon is not large enough. It was too late to eat dinner. Are you old enough to drive? No, I'm too young to drive. Yes, I'm old enough to drive.	Talking about excess, sufficiency and insufficiency	Growing food in Iceland
Adverbs too many and too much with nouns to talk about excess: Molly's got too many T-shirts and too much chocolate. not enough with nouns to talk about insufficiency: Molly hasn't got enough water. There aren't enough cupboards in the kitchen. There isn't enough food for lunch. a few and a little to talk about quantity: She's got a few peanuts and a little water. where clauses: Hyde Park is the place where Molly went riding.	Talking about quantity, excess and insufficiency Talking about where things happen or happened	A school trip to a butterfly centre
Zero conditional (with if): If you put an egg in vinegar for a week, its shell disappears. Revision of how about, let's, could, shall (for making suggestions): How about picking up the rubbish? Let's bake some cakes. I could carry bags for people. Shall we have a race? Revision of past simple (in a narrative): After we joined the new Science Club	Expressing general truths about what happens when a condition is met	Being a scientist



A visit to the TV studios



Useful Language

early
an environment
excellent
a fact
front
important
look after
natural
news
studio
tonight
wild

1. Read. Say the answers to the questions on page 11.

KIDS' CLUB TV WANTS YOUR HELP!

We're having a competition to find the best idea for a new TV programme.

What do you have to do?

- Think of an idea for an exciting and fun new programme.
- Send a letter or an email telling us about your idea before 27th April.

Write to: Julia Foster, Kids' Club TV,

New Programme Ideas, Box 3149.

TVideas@kidsclubtv.com

Excellent prizes

- Win DVDs of Kids' Club TV programmes and a video camera for your school!
- Visit the Kids' Club TV studio and meet our team: the writers who write our stories, the journalists who tell us the news, the artists who draw our cartoons, and Capo the Clown!

We've got a letter from Kids' Club TV!



It's about the competition, isn't it? Quick, open the envelope. Have we won?

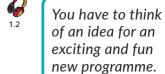
Dear Bill, May, Sue and Sam,

We love your idea for a programme with important facts and interesting information about animals. Young people can find out about wild animals in their natural environment and learn how to look after pets. We like the name *Animal Adventures*, too.

Please come and visit us at Kids' Club TV next week.

Best wishes, Dan Green Secretary to Julia Foster

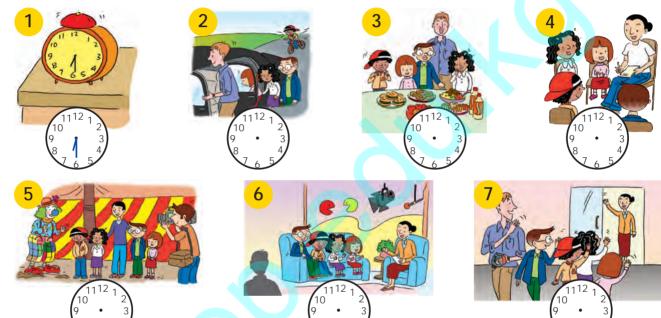
- 1. What do you have to think of for the competition?
- 2. Where does Julia Foster work?
- 3. What is inside the envelope?
- 4. What is the children's idea for a new programme?
- 5. What prizes have the children won?
- Who is Dan Green?





Listen and draw the time on the clocks. 2.





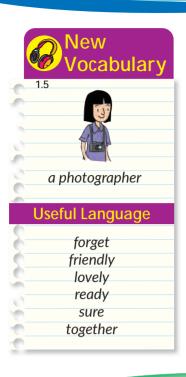
Look at the clocks in exercise 2. Check the times. Ask and answer.



Grammar

It's about the competition, isn't it? We leave at half past five, don't we? We're going to get up early, aren't we? Yes, we are. / No, we aren't.

Yes, it is. / No, it isn't. Yes, we do. / No, we don't.



4. Listen and circle Yes or No.





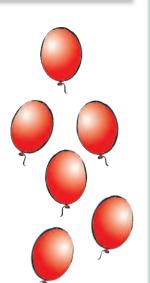








5. Read and number the sentences in the correct order.



After lunch, Dan, the secretary, took Mr Lee and the children to a second TV studio to meet a famous clown and some other people from a circus. The children felt very excited. When they arrived, they looked for the clown. Bill asked a man with curly hair, 'Excuse me, are you Capo?'

'No, I'm Ben,' the man answered. 'I look after the elephants and the horses at the circus.' Ben pointed at someone with a blue nose. 'That's Capo, over there.'

They all went over to the clown and Sue said, 'Hello, I'm Sue. You're Capo, aren't you?'

'Yes, I am. Hello,' the clown answered.

Sam was surprised. 'Oh! Capo's a woman!' Sam whispered to May.

'Yes, she is,' May whispered. 'I thought everyone knew that!'

'Have you always wanted to be a clown?' Bill asked Capo.

'Yes,' said Capo. 'I have never wanted another job. I feel very happy here.'

'You really like the circus, don't you, Capo?' Bill said.

'Yes, I do. I never get bored,' Capo answered. 'I like seeing people laugh, and I love working with animals in the circus.'

'We met a nice cat today in the other studio,' May said. 'Her name's Mimi. She's got a lovely face. She's very friendly, isn't she?'

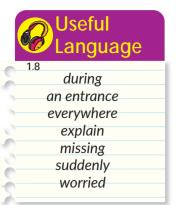
'Yes, she is,' the others answered together.

'Would you like to meet her?' Sam asked.

'Yes, that's a great idea,' Capo said. 'I like cats.'



a.	Bill asked Capo about her work.	
b.	Sam wanted Capo to meet a friendly cat.	
C.	Capo said that she liked cats.	
d.	Dan took the children to meet circus people in the other TV studio.	1
e.	Bill spoke to a man who looked after animals.	
f.	Sam was surprised that Capo was a woman.	
g.	The children looked for Capo in the circus.	
h.	Capo told the children why she felt happy in the circus.	



6. Read and write the letter for each sentence in the correct place.

- a. 'Capo, you know Holly, don't you?'
- b. 'We haven't looked in the basement, have we?'
- c. 'The programme is going to start, isn't it?'
- d. 'This is your first visit to this studio, isn't it, Capo?'
- e. 'We turn left to the studio, don't we?'
- f. 'You're worried about her, aren't you, Holly?'
- g. 'We can all help to find Mimi, can't we?'

	_	I can't find my cat, Mimi.
0	2	When Mr Lee, Capo and the children arrived at the entrance to the TV station,
0	2	Sue asked the clown, (1)d
1		'Yes, it is', Capo answered.
0	2	Sam asked Bill, (2) Before Bill could answer, Mr Lee said, 'Yes, we do.'
9	5	The children, Capo and Mr Lee met Julia and Holly inside the studio.
0	2	Julia said to Capo, (3) She's a very famous writer. Holly, this is Capo, and these are the children who won our competition.'
7		May looked at Holly and said, 'You look sad, Holly. What's wrong?'
9	7	Holly explained, 'I can't find my cat, Mimi. She's missing. I don't know where she is. I've looked everywhere.'
9	2	Julia said, (4)
		'Yes, I am,' Holly told her.
9	σ	Capo said, 'Don't feel sad, Holly. (5)
4	7	'Of course we can,' Mr Lee answered. 'Capo can help Julia and Holly to look here in the studio. The children and I can look downstairs.'
4	2	The children and Mr Lee looked downstairs for a long time, but they couldn't
1		find Mimi. Mr Lee said, 'We must go back to the studio now. (6)
9	5	Suddenly, Bill pointed to a door and whispered, (7)
- 1	_	

7. Complete the questions. Match them to the pictures.







In the basement

During the programme

Going home

1.	Your name is Sue, <u>isn't it</u> ?	b
2.	You've got a great idea for a programme,?	
3.	We're going to find Mimi,?	
4.	We can visit the studio again,?	
5.	You like animal programmes,?	
6.	Bill, you can look behind the clothes,?	
7.	And your teacher is with you today,?	
8.	Julia is a very nice person,?	
9.	We've had a nice time here,?	
10.	. Sam's going to look in the box,?	
11.	. Mimi's in the cupboard,?	
12	We're all feeling tired now ?	

8. Now listen and check your answers.



Grammar

We have looked in the basement, haven't we? We haven't looked in the basement, have we?	No, we haven't . Yes, we have .
We can visit the studio again, can't we? We can't visit the studio again, can we?	No, we can't. Yes, we can.



- What jobs do you think people do at a radio station?
- 2. Read the text. How many jobs does Josh talk about? Underline them.



I'm Josh and I am a presenter at my school's radio station here in Oregon. At our radio station, students do all the jobs that grown-ups do at other radio stations. We work as journalists, sports reporters, presenters, producers and sound engineers, and we also look after our station's website.

When you listen to national radio stations, you get a lot of information about what is happening in your country or around the world. At our station, we tell people news about our town. For example, we tell everyone what's on at the concert hall and the theatre that week. We also talk about school events and other local sport.

We play music by local bands too, and I present a music show every Thursday. Listeners can phone, email or text me and ask me to play their favourite songs on the show.

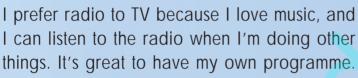
- 3. Read the text again. Answer the questions.
 - 1. What is Josh's job at his school's radio station?
 - 2. How is the school's radio station different from national radio stations?
 - 3. What is Josh's programme on the radio about?
 - 4. How can listeners tell Josh what kind of music they would like to hear?
- 4. Read and tick () or cross ().

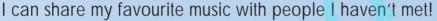


Because I work on radio, I'm interested in its history. Radio was new a hundred years ago. Before radio, people had to buy a newspaper to know what was happening in the world. Sometimes they saw the news when they went to watch a film at the cinema! But radio changed this and brought news and entertainment into their homes.

Students wanted to learn how to use this new technology, and that is how American school radio started.

Today, the internet is changing how people make and listen to radio programmes. Listeners don't have to listen to a programme when it is on air. Radio stations can put their programmes online so that people can listen to them when they have time. People all around the world can listen to our programmes on our website, too. That's exciting!



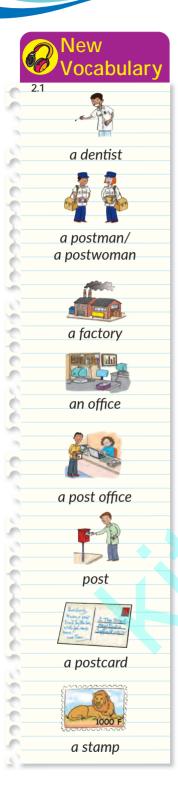


1.	Josh doesn't know anything about the history of radio.	
2.	Radio made no difference to people's lives.	
3.	On the internet, you can listen to radio programmes only when they are on air.	
4.	Josh thinks it's great that people can listen to his school's radio programmes on the internet.	
5	losh likos radio moro than TV	

5. Talk to a friend. Then tell the class.

- 1. Do you listen to the radio? When? What kind of programmes do you listen to?
- 2. Do you have a school radio station? Do you think it's a good idea? Why?
- 3. How do you listen to or watch music programmes?
- 4. How do you find out about news from around the world?a. onlineb. on the radioc. on TVWhich way do you think is the best? Why?

Jobs for everyone



1. Read and write Yes or No.

Mr Lee: This week we're learning about people and their

work. You're going to talk to someone about their

job. You can visit the place where they work and

Jobs

ask anything you want about their work.

Sue: This is going to be interesting!

Mr Lee: For example, you can talk to a postman or

postwoman, a secretary or a mechanic. You can go anywhere that people work. It can be an office, a shop, a bank, or a factory where people make things. Find out everything you can about that

person's job.

Sue: I'm going to talk to a postman about his job. It's

easy. There are post offices everywhere.

Sam: Yes, there's a post office somewhere near our

house. My mum goes there to buy stamps and to

post letters and postcards.

May: Or you can talk to the postman who comes to your

house. That's easier.

Sue: Yes, you're right, May.

Bill: What happens if we go somewhere and there's

no one for us to speak to?

Mr Lee: Phone before you go. OK, now does everyone know

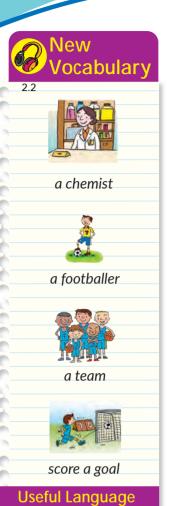
what to do? Does anyone have any questions?

May: Mr Lee, I'm going to see the dentist tomorrow. Mr Lee: That's great, May. Do you want to learn about

dentists?

May: No, there's something wrong with my tooth. It hurts!

1.	The children are going to work in different jobs.	<u> </u>
2.	They can speak to different people about work.	
3.	They can go to visit different places of work.	
4.	Sue can easily find a postman to speak to.	
5.	May is asking a lot of questions.	
6	May wants to talk to dentists about their work	



a language
a lift
a match
nowhere
a player
rich
you're welcome

2. Listen and write the missing words.



Yesterday I met Michael Cobb, the famous				
(1) <u>footballer</u> . He told me a lot about himself.				
He's (2) years old this year. Michael isn't very				
(3) like some football players who can buy anything they want, but he has a house by the sea where he lives				
with his family. There's (4) he likes better than his home. It's his favourite place.				
Michael enjoyed school and did well there. He was good at				
maths and (5), but he was better at sports than				
anything else. He can speak three (6) After Michael left school, he went to play for his football club. He has				
played in a lot of (7) Last year he scored 50				
(8) for his (9)				
In the morning, Michael goes for a run on the beach.				
Then he goes to the football (10) where he trains with the other players. In the evening Michael reads. On Sundays, he gives his brother a lift to the sports club. He likes fishing, too. He always goes to bed				
(11)				
I think Michael is a very good				
football (12)				

Grammar

There isn't anyone. There isn't anything. It isn't anywhere.	There is some one. There is some thing. It is some where.
There is no one. There is no thing. It is no where.	It is every one. It is every thing. It is every where.



3. Read about these people's work. What are their jobs? Use the words in the box.

actor chemist dentist farmer fire fighter journalist mechanic photographer pilot police officer

I take interesting photographs.

I help people when there is a fire.

You can see me in films, on TV and at the theatre.

1. photographer

2. .

3. _

I write about the news so you can read it in the newspaper or hear it on TV. I make or sell medicines.

I help to keep people safe. I catch people who steal things.

4. _____

5. _____

6. ____

I fly aeroplanes and take people around the world.

You come to see me if there is something wrong with your teeth. I grow food and look after animals.

7. _____

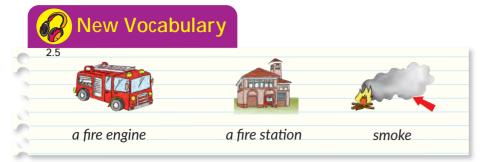
8. _____

9. _____

I repair cars.

10. _____





	Useful Language	
<u></u>	make sure	
VI	material	
2-	protect	
	real	
	special	

4. Listen and circle a or b.



- 1. Bill went there to ...
 - a. work as a fire fighter.
- b see a real fire engine.

- 2. Fire fighters drive ...
 - a. slowly to get to the fire safely.
- b. fast to get to the fire quickly.
- 3. Fire engines are red so that ...
 - a. they are easy to see.
- b. they are easy to drive fast.
- 4. Fire fighters wear jackets made of special material to protect them from
 - a. smoke.

- b. fire.
- 5. In burning buildings fire fighters must ...
 - a. drink water.

- b. wear helmets.
- 6. Bill took a picture of Mr Grant to ...
 - a. show to his class at school.
- b. give to his mother at home.





5. Read about Michael. Pretend to be Michael and Mr Lee. Ask and answer the questions.

Hello, I'm Michael. I'm a footballer. I work in a football club and I play football in competitions. When I play, I wear a team uniform. It has football shorts, a football shirt and special shoes. I like my job. It's great. I enjoy playing football and I've played in many interesting countries.

- 1. What is your job?
- 2. Where do you work?
- 3. What do you wear to work?
- 4. Do you like your job? Why?







What's your job?

I'm a footballer.



6. Look at the pictures. Pretend these are your jobs. Ask and answer. Use the questions from exercise 5.







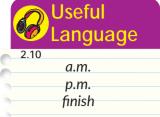




What's your job?

I'm a nurse. I look after people who are ill.



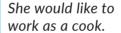


Read the table. Ask and answer about May.

a.m. p.m. finish	May	Bill	Sue	Sam
what job they would like to do	cook	dentist	photographer	sports teacher
where they want to work	restaurant	hospital	photographer's studio	sports club
who/what they want to work with	food	teeth	cameras	children
when they want to start and finish work	10:00 a.m. to 5:00 p.m.	11:00 a.m. to 7:30 p.m.	1:00 p.m. to 4:00 p.m.	8:00 a.m. to 2:00 p.m.
which days they want to work	Monday to Saturday	Tuesday to Saturday	Thursday and Friday	Tuesday to Friday
what they want to wear to work	uniform	uniform	her favourite clothes	sports clothes



What job would May like to do when she is older?





- Now talk about the jobs that Bill, Sue and Sam would like to 8. do. Use the information in the table.
- 9. Tell a friend about a job that you would like to do. Say why.



I want to work as a cook in a restaurant. I would like to be a cook because I enjoy cooking food for my friends and family.



Look at the photograph. What is the woman's job?
 What is she doing? What is the man's job?



Read the text. Answer the questions.

Hi! I'm Isabella. I live in Alberta, in Canada. I study at the local high school, but I'm not at school today. Today is Take Our Kids to Work™ Day, when parents or other family members can take a child with them to work. On this day, we can find out what grown-ups' jobs are really like and see all the things they have to do when they are at work. We can also see what we like about their jobs. This helps young people decide what they want to do in the future.

Today I'm at work with my mother. We're on a farm, because my mum is a vet. She looks after animals when they are hurt or ill. She enjoys being outside. I would like to work outside, too. I don't think I would like an office job.

- 1. Where is Isabella today?
- What happens on Take Our Kids to Work™ Day?
- 3. How can Take Our Kids to Work™ Day help children?
- 4. What kind of job does Isabella want in the future?

Read the text. Write the answers.

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Mum's first patient today is a horse, but she isn't ill. She's had a baby! My mum is going to check that the horse and the baby are OK.

It's really interesting to see today what my mum does every day. There are lots of things about her job that I didn't know about. She has to order medicines and keep them safe. She also has to write



reports about how the sick animals are doing.

Some parts of her job are quite difficult. For example, the animals can be very big and heavy, and hard to look after. And sometimes she has to get up in the middle of the night because an animal is ill. Often, she has to drive a long way to visit farms. So my mum gets tired at times, but she enjoys her work a lot.

I think I would like to be a vet, and maybe one day I can work with Mum! But I haven't decided yet.

Write the two things that Isahella didn't know about her mum's joh

	write the two things that isabella didn't know about her main's job.
	a.
	b.
2.	Write the three things about Isabella's mum's job that are difficult.
	a.
	b.
	d/

4. Talk to a friend. Then tell the class.

- 1. Do you think Take Our Kids to Work™ Day is a good idea? Why?
- 2. What job would you like to do when you finish school or university? What parts of that job might be difficult?

In the future



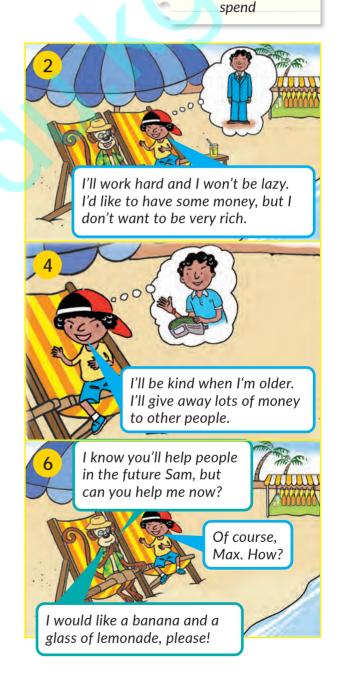


away a business expensive hard lazy poor

1. Look, listen and read.







2. Read the sentences below. Say the correct sentences.

- 1. Sam will start a business before university.
- 2. Sam will be lazy in the future.
- 3. Sam will buy expensive things for himself.
- 4. Sam will keep all his money when he is older.
- 5. Sam will build a house for rich students.
- 6. Sam wants Max to buy a banana for him.



Sam won't start a business before university. Sam will start a business after university.

3. Talk about the future.

- 1. Tell a friend three things that you think will happen at school next week.
- 2. Tell a friend three things that you think will happen at home next week.



I think I'll learn a lot of new things at school next week.

I think I'll cook dinner for my family at home next week.



Grammar

I He / She / It You We They Sam Will / 'II will not / won't	help people. start a new business next year. be lazy.
--	---



4. What are the answers to Mr Lee's questions? Listen and write *Yes* or *No*.



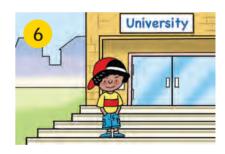


No









5. Ask and answer about the pictures in exercise 4. Use will.

Why not?



Will May fly her kite when she's at the beach?

No, she won't.



Because the wind is not blowing today.

6. Bill talked to a police officer and a singer about the future.
 ✓ Listen and tick (✓).



In the next 20 years ...

	will	won't	may
1. will most things about a police officer's job change?		✓	
2. will police officers wear uniforms?			
3. will police officers work in police stations?			
4. will police officers work in space?			
5. will drivers stop driving dangerously?			
6. will a singer's job change?			
7. will people listen to different music?			
8. will there be new musical instruments?			
9. will singers remember hundreds of songs?			
10. will David still be popular?			

7. Say sentences about the future using the table in exercise 6.



Most things about a police officer's job won't change in the next 20 years.

8. Say sentences about yourself and the future. Use *may* or *will* and the words in the box.

at the weekend in the school holidays tomorrow afternoon in the next 10 years next year

I may go for a walk tomorrow afternoon.



Grammar

Will a police officer/s ich shange?	Yes, it will. No, it won't.	
Will a police officer's job change?	It may. It may not.	



Read and choose the best title for each text. Write the correct letter in each box.



Today, we're talking and reading about what the world may be like in 20 vears' time.

Useful Language air cheap exercise

health

an illness life

same turn off

turn on



We may travel as passengers in cars that b can fly in the air. They won't have drivers. Perhaps the roads will move and carry cars and people. In the future, we will travel more quickly. But we may need to exercise more because we won't walk anywhere.

In 20 years' time, flats may be in much

taller buildings than today. They will be

made of glass and metal. Engineers will

build faster lifts to move us up and down these buildings very quickly. In the future, these homes may be cheaper than homes



Children will learn everything on computers. Teachers may live in other countries and children will speak to them on video screens. Children may not have many friends because they won't go to school and meet other children.

- Work and jobs in the future
- Future ways to study

on the ground.

- Where we will live
- 7. Homes for animals

2.	Our	health	in	the	future

Getting from place to place

We are not sure what will happen

Changes in our homes





Computers and mobile phones will turn our lights on and off in our homes and will do our shopping for us. We may not see other people very often because we won't have to leave our homes to shop or go to work.

In the future, people will work at home. Machines and robots will do more work for us. We will have more free time to enjoy our hobbies, but there may not be enough jobs for people who want them.

Life will be difficult for animals. We will cut down more forests and jungles and we will build more homes, offices and factories where animals now live. We may only see animals in zoos in the future.

- We will live longer and have better health because we will have better medicines. This means some cities and countries may have too many people in them. But some doctors also think there may be new and dangerous illnesses.
- What will life be like in 20 years' time? Nobody now knows for sure. Some things will be better in the future and some things may not be good, but life will not be the same as today.
- 10. Use the information in exercise 9 to talk about the world in 20 years' time. Say what will be good and what may not be good in the future.





We will travel as passengers in cars that can fly in the air.

We won't get enough exercise because we won't walk anywhere.





It's our world!

1. Answer the questions.

- 1. How old is your town or city?
- 2. Do you know of any very new cities? Where are they? What are they like?

2. Read the text. Answer the questions.

My name is Fahad. I live in Dubai, in the United Arab Emirates (UAE). The UAE is hot and dry, and has big, modern cities and a beautiful desert.

Modern cities use a lot of energy. Many countries use oil to make energy for homes, schools, factories and cars. But, in the future, there might not be enough oil left. Oil causes pollution, too, so it's a good idea to use new and cleaner ways of making energy.

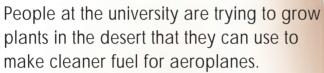
In the future, we want to have cities that are even better than the ones we have today. That's why engineers here in the UAE are building Masdar City. It's a new kind of city that will have clean air, cool homes and streets, no pollution and no traffic problems. Engineers have already completed some parts of the city!

- 1. What is the weather like in the UAE?
- 2. What kind of energy do many countries use in their homes and cars?
- 3. Why does Fahad say people need new ways of making energy?
- 4. What good things does Fahad say Masdar City will have?

3. Read the text. Correct the sentences.

Engineers are using old ideas and technologies, together with new ones, to make Masdar City a great place to live. For example, the buildings are close together, so their shadows help to keep the streets cool. There is a wind tower in Masdar City that catches the cool wind high up in the sky and brings it down to the street. These are both very old ideas, but they still work.

In Masdar, people use energy from the sun to make electricity. Buses and trains here won't use petrol made from oil – they'll run on electricity. This will help to keep the air clean. There will be no cars in the streets, but people can travel around the university in Masdar in small driverless vehicles called pod cars.



I can't wait to see what Masdar will be like when I grow up. Maybe one day all cities will be like Masdar City!



A wind tower in Masdar City



Pod cars in Masdar City

- Engineers are using only new ideas to build Masdar City.
 Engineers are using both old and new ideas to build Masdar City.
- 2. Trees that are close together help to keep the streets in Masdar cool.
- 3. In Masdar, people use the wind to make electricity.
- 4. People in Masdar are trying to use electricity to make fuel for aeroplanes.

Talk to a friend. Then tell the class.

- 1. How do you keep your home at the right temperature?
- 2. What do you think about Masdar City? Would you like to live there? Why?
- 3. Think about how people in Masdar City will travel in the future. Why will this make the city better?
- 4. How would you like your town or city to change in the future?