

Frances Treloar • Steve Thompson

Take Off with English

Pupil's Book



**КЫРГЫЗ РЕСПУБЛИКАСЫНЫН
МАМЛЕКЕТТИК ТУУСУ**



**КЫРГЫЗ РЕСПУБЛИКАСЫНЫН
МАМЛЕКЕТТИК ГЕРБИ**



КЫРГЫЗ РЕСПУБЛИКАСЫНЫН МАМЛЕКЕТТИК ГИМНИ

Сөзү Ж. Садыков менен Ш. Кулуевдики
Музыкасы Н. Давлесов менен К. Молдобасановдуку

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

Кайырма: Алгалай бер, кыргыз эл,
Азаттыктын жолунда.
Өркүндөй бер, өсө бер,
Өз тагдырың колунда.

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

Кайырма: Алгалай бер, кыргыз эл,
Азаттыктын жолунда.
Өркүндөй бер, өсө бер,
Өз тагдырың колунда.

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ББК 81.432.1я721
Т 66



Урматтуу жаш достор!
Англис тил дүйнөсүнө кош келиңиздер!
Сиздер бул китептен жаңы сөздөр, кызыктуу баарлашуу, оюндар
аркылуу тил үйрөнүп, жаңы досторду табасыздар.
Достор, тилди үйрөнүү аркылуу кыялдарыңыздар ишке ашып,
ийгиликтүү болушуңуздарга тилектешпиз!

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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.

The Class Audio improves listening skills and gives learners invaluable exposure to models of good English.

Longer reading texts of a variety of genres develop reading skills.

Unit 5 Molly's amazing neighbours

1. Listen to Molly talk about moving house and write the correct day under each picture.

New Vocabulary

- chopsticks
- a fridge
- a mobile phone
- a toilet
- an umbrella
- wool
- a businesswoman
- a neighbour
- midnight
- amazing
- chat
- Chinese
- a cooker
- east
- electricity
- move in
- until

Useful Language

2. Listen again and draw lines.

- Molly has lived in the house in east Liverpool.
 - since 1940.
 - since Tuesday.
- They have had electricity in the house.
 - since Thursday.
 - since Monday.
- Molly has known Mrs Murdock.
 - since Wednesday.
- Mrs Murdock has lived on Rainbow Street.
 - since 1940.
 - since Tuesday.
 - since Thursday.
 - since Monday.
 - since Wednesday.

3. Read and tick () or cross (X).

My neighbour

Mrs Murdock is my neighbour. She is amazing. She has lived at 24, Rainbow Street, the house next to mine, for many years. She moved into the house with her mum, dad and five sisters when she was a young girl. The house had electricity but no telephone, and the toilet was in a small building in the garden! They didn't have a toilet in their house until Mrs Murdock was seven. And then it was a long time before they got a telephone. Mrs Murdock was 20 when that happened!

Last year she bought a new mobile phone. She needs it for her work because she is a businesswoman. She makes hats and scarves from wool and sells them in the market. She became a businesswoman 15 years ago, after she finished teaching. She hates having nothing to do! One of her granddaughters, who's a helicopter pilot, lives in Rainbow Street, too.

- Mrs Murdock has lived in her house since she was a young girl. ☐
- She hasn't had electricity in the house since she moved into it. ☐
- She has had a toilet in the house for only seven years. ☐
- She has had a telephone in the house since she was 20. ☐
- She has had her new mobile phone for about a year. ☐
- She hasn't taught for 15 years. ☐

Grammar

She has lived here She hasn't lived there	since	1960. she was seven. Tuesday.
	for	six months. five days. 15 years.

Now go to Workbook page 43

New words are introduced with pictures and audio to aid comprehension.

Clear Grammar sections focus learners' attention on form.

Cross-references point users to corresponding exercises in the Workbook.

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Unit	Page	Vocabulary
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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
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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 <i>if</i>); <i>should</i> (for advice) and <i>could</i> (for suggestions)
World map	98	

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

Unit 1

A visit to the TV studios



New Vocabulary

1.1



an artist



a journalist



a secretary



a writer



an envelope

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.
TVideos@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

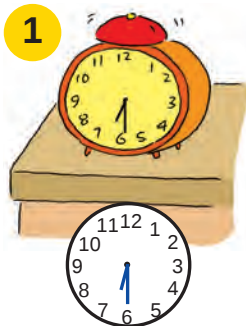
1. What do you have to think of for the competition?
2. Where does Julia Foster work?
3. What is inside the envelope?
4. What is the children's idea for a new programme?
5. What prizes have the children won?
6. Who is Dan Green?



You have to think of an idea for an exciting and fun new programme.



2. Listen and draw the time on the clocks.



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



We're going to get up at half past six, aren't we?



Yes, we are.



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, it **is**. / No, it **isn't**.

Yes, we **do**. / No, we **don't**.

Yes, we **are**. / No, we **aren't**.



New Vocabulary

1.5



a photographer

Useful Language

forget
friendly
lovely
ready
sure
together

4. Listen and circle Yes or No.



1.6



- | | |
|---|---|
| 1. Pablo is an artist and a writer. | Yes / ☒ No |
| 2. Pablo paints pictures of animals. | Yes / No |
| 3. Pablo has got a brother. | Yes / No |
| 4. Pablo and his family live in Canada. | Yes / No |
| 5. Pablo has his pets with him in England. | Yes / No |
| 6. Pablo has forgotten Holly's surname. | Yes / No |
| 7. Pablo usually takes photos of people. | Yes / No |
| 8. Pablo thinks Mimi the cat has got a nice face. | Yes / No |
| 9. The cat doesn't like cameras. | Yes / No |
| 10. Pablo is going to take a photo of the cat. | Yes / No |

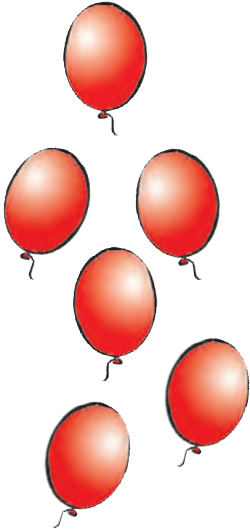




Useful Language

1.7

bored
excited
feel
a job
whisper



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.
- 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.

1



Useful Language

1.8

during
an entrance
everywhere
explain
missing
suddenly
worried

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?'

When Mr Lee, Capo and the children arrived at the entrance to the TV station, Sue asked the clown, (1) d

'Yes, it is', Capo answered.

Sam asked Bill, (2) _____. Before Bill could answer, Mr Lee said, 'Yes, we do.'

The children, Capo and Mr Lee met Julia and Holly inside the studio.

Julia said to Capo, (3) _____. She's a very famous writer. Holly, this is Capo, and these are the children who won our competition.'

May looked at Holly and said, 'You look sad, Holly. What's wrong?'

Holly explained, 'I can't find my cat, Mimi. She's missing. I don't know where she is. I've looked everywhere.'

Julia said, (4) _____

'Yes, I am,' Holly told her.

Capo said, 'Don't feel sad, Holly. (5) _____

'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.'

The children and Mr Lee looked downstairs for a long time, but they couldn't find Mimi. Mr Lee said, 'We must go back to the studio now. (6) _____

Suddenly, Bill pointed to a door and whispered, (7) _____



I can't find my cat, Mimi. I don't know where she is.

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



In the basement



During the programme



Going home

1. Your name is Sue, isn't it ? 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?	No, we haven't .
We haven't looked in the basement, have we?	Yes, we have .
We can visit the studio again, can't we?	No, we can't .
We can't visit the studio again, can we?	Yes, we can .



It's our world!

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



1.10

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 (X).



1.11

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!

I prefer radio to TV because I love music, and I can listen to the radio when I'm doing other things. It's great to have my own programme. I can share my favourite music with people I haven't met!



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. Josh likes radio more 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. online
 - b. on the radio
 - c. on TVWhich way do you think is the best? Why?

 New Vocabulary

2.1



a dentist

a postman/
a postwoman

a factory



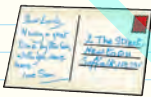
an office



a post office



post

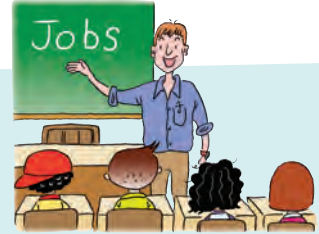


a postcard



a stamp

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 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. No
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. _____

New Vocabulary

2.2



a chemist



a footballer



a team



score a goal

Useful Language

a language

a lift

a match

nowhere

a player

rich

you're welcome

2. Listen and write the missing words.



2.3

Yesterday I met Michael Cobb, the famous

(1) footballer. 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 **someone**.
There is **something**.
It is **somewhere**.

There is **no** one.
There is **nothing**.
It is **nowhere**.

It is **everyone**.
It is **everything**.
It is **everywhere**.



New Vocabulary

2.4



an actor



a fire fighter



a pilot



a police officer



a newspaper

Useful Language

grow
repair
sell
steal

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

actor

fire fighter

~~photographer~~

chemist

journalist

pilot

dentist

mechanic

police officer

farmer

I take interesting
photographs.

1. photographer

I help people when
there is a fire.

2. _____

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

3. _____

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

4. _____

I make or sell
medicines.

5. _____

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

6. _____

I fly aeroplanes
and take people
around the
world.

7. _____

You come to see
me if there is
something wrong
with your teeth.

8. _____

I grow food
and look after
animals.

9. _____

I repair cars.

10. _____





New Vocabulary

2.5



a fire engine



a fire station



smoke

Useful Language

make sure
material
protect
real
special

4. Listen and circle **a** or **b**.

2.6

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.



 New Vocabulary

2.7



shorts



a uniform



2.8

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.

1



2



3



4



2.9

What's your job?

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

 Useful Language

2.10

a.m.

p.m.

finish

7. Read the table. Ask and answer about May.

	 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

 2.11


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

She would like to work as a cook.

**8. Now talk about the jobs that Bill, Sue and Sam would like to do. Use the information in the table.****9. Tell a friend about a job that you would like to do. Say why.**
 2.12


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.



It's our world!

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



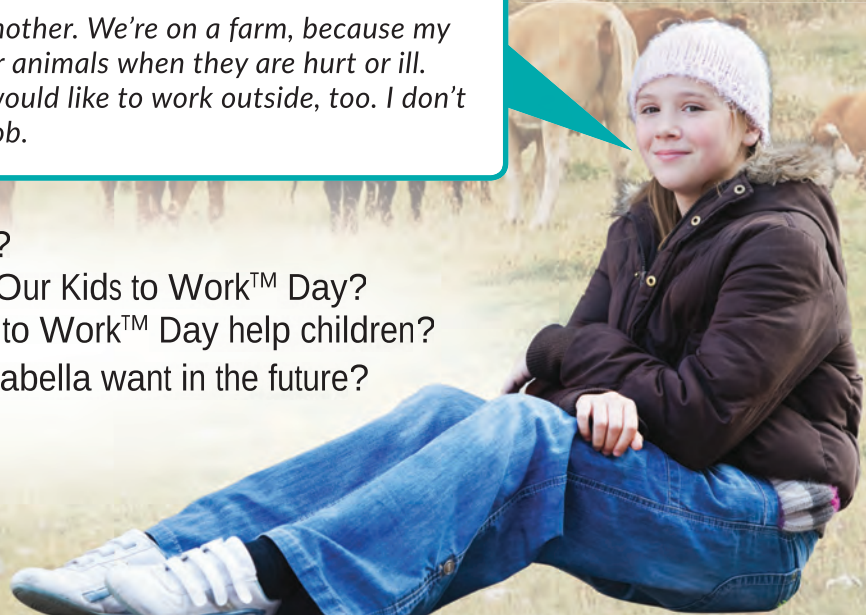
2. Read the text. Answer the questions.



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?
2. 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?



3. Read the text. Write the answers.



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.

1. Write the two things that Isabella didn't know about her mum's job.

a. _____

b. _____

2. Write the three things about Isabella's mum's job that are difficult.

a. _____

b. _____

c. _____

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?

Unit 3

In the future



New Vocabulary

3.1



build



a businessman



a college



students

Useful Language

away
a business
expensive
hard
lazy
poor
spend

1. Look, listen and read.



3.2

1 What do you want to do in the future, Sam?

After school and university, I think I'll start a business, Max. I'll be a great businessman.

3 I'll spend some money, but I won't buy expensive things for myself. I'll buy nice presents for my friends.

5 I'll help people, Max. I'll build a college where students from poor families can study.

2 I'll work hard and I won't be lazy. I'd like to have some money, but I don't want to be very rich.

4 I'll be kind when I'm older. I'll give away lots of money to other people.

6 I know you'll help people in the future Sam, but can you help me now?

Of course, Max. How?

I would like a banana and a glass of lemonade, please!

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 / 'll will not / won't	help people. start a new business next year. be lazy.
--	--	--

New Vocabulary

3.5



blow



a police station



a singer



traffic

Useful Language

hope
noisy
save
still



3.6

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



1

No



2



3



4



5



6

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



3.7



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

Why not?

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 job change?	Yes, it will . No, it won't .
	It may . It may not .



New Vocabulary

3.11



an engineer



a light



a machine



passengers



a screen

Useful Language

air
cheap
exercise
health
an illness
life
same
turn off
turn on

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



a

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 on the ground.



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

b

We may travel as passengers in cars that 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.



c

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.

1. Work and jobs in the future

e

2. Our health in the future

3. Future ways to study

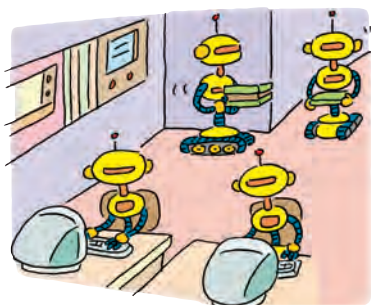
4. Getting from place to place

5. Where we will live

6. We are not sure what will happen

7. Homes for animals

8. Changes in our homes



d 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.

e 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.

f 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.



g 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.

h 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.



3.12



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.



3.14

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.

People at the university are trying to grow plants in the desert that they can use to make cleaner fuel for aeroplanes.

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

1. 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.
_____.

4. 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?