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Take Off

with English

Workbook

with Audio



Walk through

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 fully

develop learners' communication skills for the Cambridge English: Flyers test syllabus.

The full-colour Workbook provides practice of the vocabulary and grammar taught in the Pupil's Book, and allows further opportunity to develop the four skills of reading, writing, listening and speaking.

Each Workbook comes with a Workbook Audio CD for learners to use at home. MP3s of the audio are also found on the Teacher's website. There are also selected audio scripts at the back of the book.

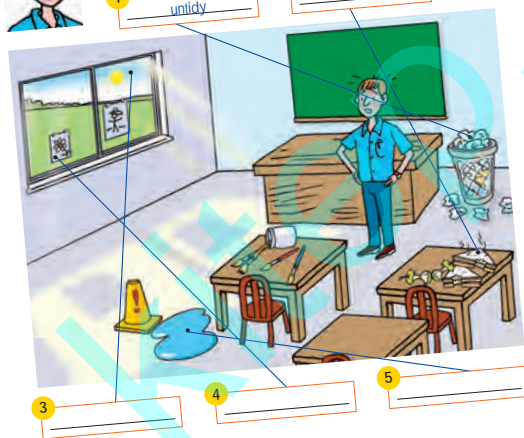


Unit 7

7. Listen and write the words.



We were very busy in the classroom today, and now the classroom is untidy.

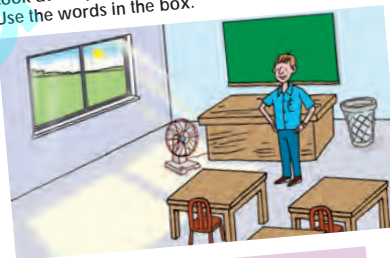


8. Complete the sentences. Use *make* or *makes*.

- The full rubbish bins make the classroom untidy.
- The old food _____
- The sun _____
- The pictures on the window _____
- The water on the floor _____

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9. Look at the picture from the end of the day. Write sentences. Use the words in the box.



cooler happier lighter nicer safer tidier

- The children cleaned and tidied the classroom. They made Mr Lee happier.
- Mr Lee put a fan in the classroom. He _____ the classroom _____
- Bill emptied the bins. He _____
- Sam cleaned the water off the floor. He _____
- Sue took the pictures off the windows. She _____
- May put the old food in the bin. She _____ smell _____

10. Ask and answer the questions.

- Which film makes you happy?
- Which film makes you sad?
- Which TV programme makes you bored?
- Which film or TV programme makes you frightened?
- Which film or TV programme makes you excited?



Which film makes you happy?



Monster Screams makes me happy.



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Speaking activities can be done in class or adapted for homework.



The *Extra!* section at the end of every unit of the Workbook reviews language taught in the Pupil's Book while providing extension.

It also develops 21st-century skills such as communication, critical thinking, collaboration and creativity.

Vocabulary from the unit is reviewed in interesting and challenging ways to make learners think.

Simple activities in the Workbook introduce learners to aspects of pronunciation such as intonation and word and sentence stress.

Focused activities develop writing skills such as letter writing and checking punctuation, spelling and grammar.

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

Hands-on activities are included to promote creativity.

Workbook

Revision unit 1

1. Match the questions to the answers. Write the letters. There are two questions you don't need.

a. It smells nice, doesn't it?
b. Do you think you'll be the best cook in this competition?
c. What's your name?
d. This is a special meal. Isn't it?
e. It tastes a bit strange. Have you put anything else in the soup?
f. You're welcome. Can I try your soup, Bill?
g. Your soup looks great. What's in it?
h. What's the problem with these vegetables, Bill?

1. Hi, I'm Katy. c
Hello Katy, I'm Bill.
Fun Times Best Cook

2. I don't know. I hope I'll be the winner!
Fun Times Best Cook

3. Carrots, tomatoes and onions.
Fun Times Best Cook

4. Yes, I think it does. Thanks Katy!
Fun Times Best Cook

5. Of course you can. Does it taste nice?
Fun Times Best Cook

6. Only two large spoons of salt.
Fun Times Best Cook

2. Look at the pictures. Write the words for these jobs.

1. police officer 2. firefighter 3. doctor

4. postman 5. mechanic 6. postman

3. Read and complete. Use the words in the box. There are two words you don't need.

actor decide describe everyone everywhere for future hopes lucky lucky since

Katy is very (1) lucky because she is only 13, but she already works on TV. She has worked on *Fun Times* (2) for two years. A lot of people watch *Fun Times* and (3) everywhere she goes, people say, 'Hello Katy!' (4) everyone knows her name!

In the (5) future, too, Katy wants to work on TV. But the problem is that she can't (6) decide which job to do. She'd like to be an (7) actor or a journalist. Before that, she (8) hopes to go and study Film and TV at university.

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Unit	Page	Vocabulary
1 A visit to the TV studios	6	Jobs: artist, journalist, photographer, secretary, writer Other: envelope Useful Language: bored, excited, during, early, entrance, environment, everywhere, excellent, fact, friendly, important, job, lovely, missing, natural, news, ready, studio, suddenly, sure, together, tonight, wild, worried, explain, feel, forget, look after, whisper
2 Jobs for everyone	14	Jobs: actor, chemist, dentist, fire fighter, footballer, pilot, police officer, postman, postwoman Places: factory, 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, player, real, rich, special, finish, grow, make sure, protect, repair, sell, steal
3 In the future	22	Jobs: businessman, engineer, singer Objects and places: light, machine, screen, college, police station Verbs: build Other: passengers, students, traffic Useful Language: air, away, business, cheap, exercise, expensive, hard, health, illness, lazy, life, noisy, same, still, hope, save, spend, turn off
4 The cooking competition	30	Adjectives: untidy Food and drink: pepper, strawberry, sweets Places: railway station Verbs: feel, smell, taste, whistle Other: conversation, sound, winner Useful Language: a bit, actually, decide, describe, meal, repeat, colourful, free, fresh, healthy, horrible, lucky, soft, strange, tidy
5 Molly's amazing neighbours	38	The home: fridge, mobile phone, toilet Other: chopsticks, midnight, neighbour, umbrella Useful Language: amazing, chat, Chinese, cooker, designer, east, electricity, just, move in, nice to meet you, until
Revision unit 1	46	Review of: questions tags; jobs; will; present perfect (with for and since)
6 That's a good idea	50	Adjectives: striped Clothes: belt The home: curtains Other: necklace, shade, spots, stage, stripes, water cooler Useful Language: advice, agree, bright, comfortable, improve, let, meeting, secret, should, suggestion, thank
7 Sea monsters	58	Adjectives: full, little, smelly, spotted Animals: octopus Clothes: pocket Verbs: follow Other: bin, exit, rubbish, smell Useful Language: begin, collect, disappear, end, scream, several
8 Not too big and not too small	66	Adjectives: burnt, high, low, light Food and drink: pepper Verbs: lift Other: trolley Useful Language: do you mind?, fetch, hurry, normal, sour, unfriendly
9 A trip to London	74	Animals: swan Food and drink: peanut The home: shampoo, soap, suitcase, toothpaste Places: airport, hostel, London Weather: foggy Other: view Useful Language: north, south, west
10 The Science Club	82	Animals: insects Food and drink: vinegar Jobs: scientist Parts of the body: toe, wing Verbs: float Other: pond Useful Language: believe, century, experiment, join, member, partner, project
Revision unit 2	90	Review of: past continuous (for background setting and interrupted actions); adverb too; zero conditional (with if); past simple (in a narrative)

Grammar and structures	Functions	Extra!
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	Stress in polysyllabic words (sincerely, envelope) Mixed punctuation: capital letters, full stops, question marks, apostrophes and speech marks Adjectives review A project to find out about a job
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	Intonation to show interest in what a speaker is saying Unusual spellings of some sounds (chemist, office, news, special) Vocabulary review A project about jobs and inventions
will and won't : <i>I will help people. Sam won't be lazy.</i> may and may not : <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	Intonation to show probability and certainty Commas in lists Vocabulary review Short book: <i>My future in 10 years</i>
Verbs of sensation with adjectives and superlative adjectives: <i>It looks a bit untidy. It tasted the worst.</i> Verbs of sensation with like 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	Pronunciation of words containing 'ee' and 'ea' (been, leave, already, weather) Ordering of multiple adjectives used together in a sentence Crossword to review vocabulary Interpreting a poem: <i>Clouds</i> by Christina Rossetti
Present perfect (with for and since): <i>She has lived here since 1960. She hasn't lived there for six months.</i> How long ...? answered with for and since : <i>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	Sounds twinning (chat to, Sue's seen) Ordering ideas in descriptive writing for and since review Poster: <i>My street</i> or <i>A street I know well</i>
should and shouldn't (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 will : <i>The room will feel cooler.</i> Reinforcement of how about , could (for making suggestions): <i>How about having a fridge with cool drinks in the classroom? We could have darker glass for the windows.</i>	Giving suggestions and advice for everyday problems Giving reasons for the suggestions made	Different ways to spell the same sound (bird, heard, worst, burnt) Checking and correcting written work: grammar, vocabulary, spelling, punctuation Crossword to review vocabulary Poster: <i>Good advice</i>
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 make : <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	Different ways to spell the same sound (slow, no, goat, toe) Different ways to check and correct written work: grammar, spelling, punctuation A project on a sea, lake or river 'monster'
Adverbs too and enough : <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	Intonation and sentence stress to give meaning in answers Word order in sentences and questions Comprehension exercise using too Writing exercise to review grammar and structures
Adverbs too many and too much with nouns to talk about excess: <i>Molly's got too many T-shirts and too much chocolate.</i> not enough 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> a few and a little to talk about quantity: <i>She's got a few peanuts and a little water.</i> where 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	Stress in polysyllabic words (delicious sandwiches, unfriendly footballer) Writing a postcard Grammar review
Zero conditional (with if): <i>If you put an egg in vinegar for a week, its shell disappears.</i>	Expressing general truths about what happens when a condition is met	Different pronunciations of words with 'oo' (footballer, looked vs kangaroo, choose) Writing a thank-you letter Vocabulary review


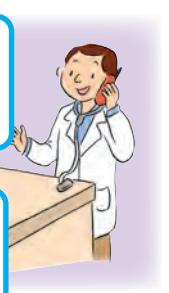
A visit to the TV studios

1. Read and match. Write the letters.

- a. This clock is wrong, isn't it?
- b. I need to be quick, don't I?
- c. So you've got 15 minutes, haven't you?
- d. ~~It's ten o'clock, isn't it?~~
- e. The children are going to meet me at half past ten, aren't they?

- Julia: Dan, what time is it? (1) d
- Secretary: No it isn't. It's a quarter past ten.
- Julia: Oh dear. (2) _____
- Secretary: Yes, the clock is wrong.
- Julia: I must change it. (3) _____
- Secretary: Yes, they are. (4) _____
- Julia: Oh, yes, I have. (5) _____
- Secretary: Yes, you do.

2. Julia is talking to her husband, Tim. Read and number the sentences in the correct order.

Hi, Tim. How are you? 1

The competition to find the best idea for a TV programme. You remember, don't you? Their idea is excellent.

I'm having lunch next, and then I'm going to the studio to talk to a writer and a painter. After that, I'm going to make a programme with the children. You're busy after lunch too, aren't you?

Yes, I am. This morning I met the four children who won our competition.

Well, you like being busy, don't you? Oh, look! It's half past twelve. I'm late. I must go to lunch.

2 Bye then. I'll see you tonight. Enjoy the afternoon.

Yes, I am. I've got a lot of patients to look after.

Fine, thanks. What's your news? You're busy today, aren't you?

Oh, yes. So what's next today?

Your competition? What competition?



3. Now listen and check your answers.

4. Write the times in words.



1. quarter past six



2. _____



3. _____



4. _____



5. _____



6. _____

5. Write the words from the box under the correct pictures.

artist

journalist

secretary

teacher

writer

<p>1</p> <p>teacher</p>	<p>2</p> <p>_____</p>	<p>3</p> <p>_____</p>	<p>4</p> <p>_____</p>	<p>5</p> <p>_____</p>
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6. Read. Tick () the words with the same meanings. Cross () the words with different meanings.

1. big / large

☐

2. envelope / environment

☐

3. early / late

☐

4. excellent / very good

☐

5. facts / information

☐

6. pet / wild animal

☐

7. naughty / natural

☐

8. look after / be careful with

☐

7. Read and complete. Use the words in the box.

bored	feel	friendly	forget
look after	lovely	ready	together



1. Max: You're going on holiday next week.
How do you (1) feel?
Pex: I'm very excited.
2. Max: Have you got everything (2) _____ for your holiday?
Pex: Yes, I have.
3. Max: Who is going to (3) _____ your house when you are on holiday?
Pex: Mr Lee's robot.
4. Max: Are you going by yourself or (4) _____ with someone else?
Pex: I'm going with Pax.
5. Max: Is Pax a parrot?
Pex: Yes, he's very nice. He's very (5) _____.
6. Max: Are you going to have a (6) _____ time on holiday?
Pex: I'm sure I am. I'm not going to be (7) _____ at all.
7. Max: Don't (8) _____ to send me an email with some photos!
Pex: OK!

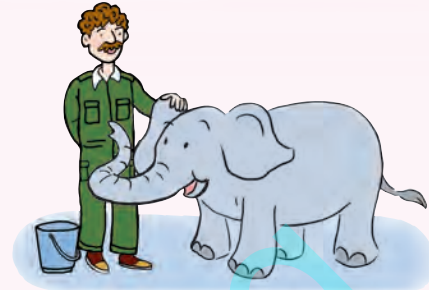
8. Listen to Holly talking to Julia. Which words tell us about Holly now? Listen and tick ().



- | | | | |
|--------------------------------|--------------------------|-----------------------------|--------------------------|
| 1. a writer | <input type="checkbox"/> | a journalist | <input type="checkbox"/> |
| 2. forty-eight years old | <input type="checkbox"/> | fifty years old | <input type="checkbox"/> |
| 3. writes stories about travel | <input type="checkbox"/> | writes stories for children | <input type="checkbox"/> |
| 4. married with two daughters | <input type="checkbox"/> | married with two sons | <input type="checkbox"/> |
| 5. children are artists | <input type="checkbox"/> | children are photographers | <input type="checkbox"/> |
| 6. lives in England | <input type="checkbox"/> | lives in Australia | <input type="checkbox"/> |
| 7. likes some animals | <input type="checkbox"/> | likes all animals | <input type="checkbox"/> |
| 8. going to move to the USA | <input type="checkbox"/> | going to move to England | <input type="checkbox"/> |
| 9. going to get a new pet | <input type="checkbox"/> | going to get a new car | <input type="checkbox"/> |

9. Sam is asking Capo about Ben Adams. Read about Ben and write complete answers to Sam's questions.

This is Ben Adams. Ben is 35 years old. He is married and lives in a small flat. He's very friendly. He has a job in the circus. He looks after two horses and 10 elephants at the circus. Next year, he's going to look after four horses.



He's happy in his job. When he isn't working, Ben likes watching TV and he enjoys going swimming. He can swim very well. He doesn't like singing. He can't sing.

Ben's surname is Allan, isn't it?

1. No, it isn't. His surname is Adams.

Ben's 40 years old, isn't he?

2. _____

He lives in a big house, doesn't he?

3. _____

He works in a school, doesn't he?

4. _____

The elephants live in the zoo, don't they?

5. _____

He's going to look after three horses next year, isn't he?

6. _____

He's worried about his job, isn't he?

7. _____

He enjoys swimming, doesn't he?

8. _____

10. Match the questions. Draw lines.

- | | | |
|-----------------------------------|---|-------------------------------------|
| 1. How old are you? | • | • You like fruit, don't you? |
| 2. What's your name? | • | • Your hair is brown, isn't it? |
| 3. What's your favourite food? | • | • You're 11, aren't you? |
| 4. What colour hair have you got? | • | • You don't live in a town, do you? |
| 5. Where do you live? | • | • You're called Tom, aren't you? |

11. Julia is going to talk to Sue. Write Julia's questions.



1. name is Sue _____ *Your name is Sue, isn't it?*
2. go to Green Street School _____ ?
3. have got a sister and a brother _____ ?
4. live in a flat _____ ?
5. can paint very well _____ ?
6. going to visit Canada on holiday next year
_____ ?
7. have been on TV before _____ ?
8. can speak two languages _____ ?

12. Complete Sue's diary.

Use the words in
the box.

during
~~help~~

entrance
ready

everywhere
suddenly

explained
worried

Thursday, 20th April

We wanted to try to (1) help Holly. She was (2) _____ about her cat, Mimi, because Mimi was missing (3) _____ the show. We went downstairs to look for her. After some time Mr Lee said, 'We've looked (4) _____ downstairs and we must go back upstairs now.' He (5) _____ that it was time to get (6) _____ for the TV programme. (7) _____, Bill pointed to a door. It was the (8) _____ to the basement. 'We haven't looked in there, Mr Lee. Mimi could be in there,' he whispered. We then went into the basement and found Mimi in one of the cupboards.

13. Bill is going to interview Tim Foster. He needs to check some information before the interview. Write questions using the information in the table.

name	age	family
Tim Foster	42	married, one daughter

job	enjoys
doctor	helping worried patients

likes	can	next year
wild animals and pets	spell very well	visit Paris



1. His name is Tim Foster, isn't it? _____
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?
6. _____ ?
7. _____ ?
8. _____ ?

14. Ask and answer the questions you wrote in exercise 13.



His name is Tim Foster, isn't it?

Yes, it is.





1. Listen and repeat. Underline the part of each word that is the strongest.



1.4

Say it!



- | | |
|------------------|-----------------|
| 1. sincerely | 2. excited |
| 3. important | 4. envelope |
| 5. journalist | 6. together |
| 7. December | 8. secretary |
| 9. suddenly | 10. environment |
| 11. photographer | 12. information |

2. Read the information. Then rewrite the paragraph with capital letters, full stops, question marks, apostrophes and speech marks in the correct places.



Write it!

1. Capital letters (A, B, C) start sentences and months, places and people's names.
2. Full stops (.) show the end of a sentence.
3. Question marks (?) show the end of a question.
4. Apostrophes (') show we don't write a part of a word.
5. Speech marks (' ') show the words people say.

today is an important day the circus has come to town we went to the circus and spoke to some people there first we spoke to ben, a man who works with animals we asked him do you like your job yes, ben answered I like my work very much

3. Find and circle nine more adjectives.

a	d	e	c	s	r	e	a	r	l	y
l	g	x	t	s	p	e	g	e	h	n
m	s	c	n	a	t	u	r	a	l	j
e	y	i	s	y	q	n	s	d	e	r
x	o	t	i	b	r	f	n	y	i	s
c	g	e	b	n	u	r	l	d	r	a
e	k	d	o	u	r	i	l	y	a	n
l	w	o	r	r	i	e	d	k	c	m
l	a	j	e	h	p	n	d	o	n	p
e	m	t	d	r	g	d	s	u	d	a
n	e	i	x	w	i	l	d	p	i	m
t	l	o	v	e	l	y	l	i	y	m



4. Choose one of the jobs in the box to write about.

artist

doctor

journalist

photographer

secretary

writer

- Find out more about the job.
- Describe the job.
- Would you like to do this job? Why?
- Find a photo or draw a picture of someone who does this job.
- Show your work to a friend and talk about the job.















Unit 2 Jobs for everyone

1. Write the words from the box under the correct pictures.

chemist	dentist	footballer	photographer	postwoman
<p>1</p>  <p>photographer</p>	<p>2</p>  <p>_____</p>	<p>3</p>  <p>_____</p>	<p>4</p>  <p>_____</p>	<p>5</p>  <p>_____</p>

2. Read and complete the words.

<p>1</p>  <p>What <u>h a p p e n s</u> in a factory?</p>	<p>It's a place where people make things.</p> 
<p>2</p>  <p>Where do <u>secretaries</u> usually work?</p>	<p>In an o _ _ _ _ _.</p> 
<p>3</p>  <p>Thank you for giving me a lift, Michael.</p>	<p>You're w _ _ _ _ _.</p> 
<p>4</p>  <p>What l _ _ _ _ _ do people speak in England?</p>	<p>Most people speak English.</p> 
<p>5</p>  <p>How many f _ _ _ _ _ s are there in a football t _ _ _ ?</p>	<p>Eleven.</p> 
<p>6</p>  <p>Why do football p _ _ _ _ _ s train every day?</p>	<p>To play football better. They want to s _ _ _ _ _ g _ _ _ _ and win matches.</p> 

3. Listen and write the missing words.

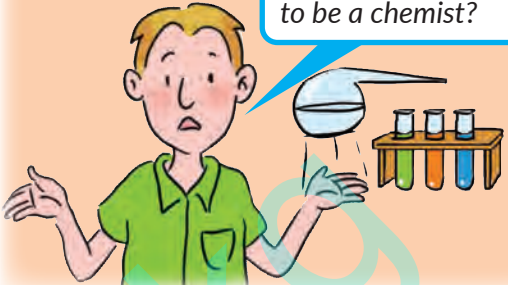


1



A photographer is someone who takes pictures of people and places.

2



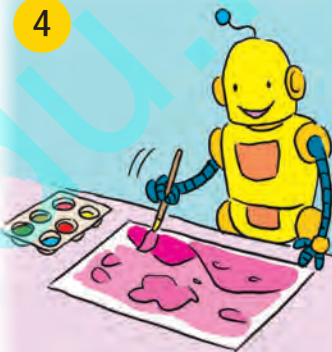
Does _____ in this class want to be a chemist?

3



Can you get my glasses for me, Sue? They are _____ in my room.

4



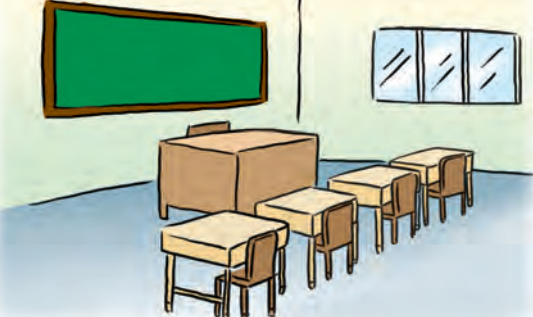
The robot painted a picture. _____ in it was pink!

5



_____ wants to see Sam's photograph of a famous footballer.

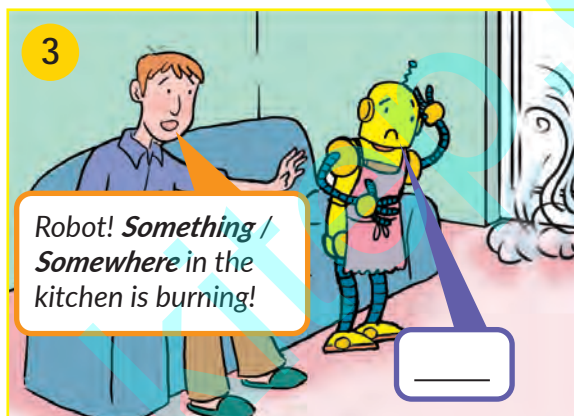
6



It is Sunday night. There is _____ in the school.

4. Read and circle the correct word. Match the sentences to the pictures. Write the letters.

- a. I can see smoke.
- b. I can't find it anywhere.
- c. There was no one in the house.
- d. Make sure you smile, please.
- e. I forgot to water the plants.
- f. ~~Yes, there's a special programme about fire fighters.~~



5. Find and circle five more jobs.

p	i	l	o	t	i	j
o	a	v	t	o	n	o
l	m	n	u	t	h	f
i	r	e	d	j	z	i
c	a	c	t	o	r	r
e	k	c	a	u	n	e
o	s	e	b	r	e	f
f	y	f	f	n	x	i
f	e	f	g	a	s	g
i	l	d	x	l	a	h
c	h	e	m	i	s	t
e	i	p	w	s	p	e
r	k	q	u	t	i	r

6. Now listen to people talk about these jobs and check your answers. Write the jobs in the order you hear about them.



1. pilot
2. _____
3. _____
4. _____
5. _____
6. _____



7. Complete the sentences. Use the words in the box.

fire engines	fire station	grow	helmets	material
newspaper	post	repair	steal	

1. Fire fighters drive fire engines to get to fires.
2. We can read a _____ to find out what is happening in the world.
3. A _____ is a place where fire fighters work.
4. Fire fighters wear _____ to protect their heads, and jackets made of special _____ to protect their bodies.
5. A mechanic can _____ a car that has stopped working.
6. Farmers _____ and sell plants and vegetables.
7. Postmen carry the letters and postcards that we _____.
8. Police officers catch people who _____ things.

8. Read and complete. Use the words in the box.

address	a.m.	difficult	early	factories	finish	jobs
make sure	offices	post office	postcards	special	stamps	uniform

A Visit To The Post Office

This week, our journalist spoke to Sue, who visited a post office to find out about the people who work there.

Carl: Where did you go to learn about work, Sue?

Sue: To a (1) post office near my home. I wanted to learn about the (2) _____ of the postmen and postwomen, and the people who work in the post office.

Carl: Tell us about your day there.

Sue: Of course. I had to start at 5 o'clock in the morning. My dad gave me a lift to work.

Carl: That was very (3) _____.

Sue: Yes, it was early. I had to be on time to go out with the postwoman.

Carl: What did you do?

Sue: We took letters and (4) _____ to houses, flats and places like schools, shops, (5) _____ and (6) _____.

Carl: When you worked, did you wear (7) _____ clothes?

Sue: Yes, I did. I wore a (8) _____.

Green Street School Magazine
Vol. 6, No. 3



The uniform is a green shirt and green trousers or shorts.

Carl: Do you think a postwoman's work is (9) _____?

Sue: Yes. They often work in bad weather. They have to be careful and (10) _____ they take everything to the correct (11) _____.

Carl: What time did you finish your work with the postwoman?

Sue: At 11 (12) _____.

Carl: Did you go home then?

Sue: No, I went back to the post office. I met the people who work in the post office and I helped them. I sold (13) _____ to people for their letters.

Carl: What time did you (14) _____?

Sue: At 3 p.m. I enjoyed my day at work. It was a very interesting day. I felt like a real postwoman!

9. Talk to a grown-up about their job. Fill in the form.

_____ 's job: _____				
1. Where does this person work?	an office or a bank		<input type="checkbox"/>	
	a post office or a police station		<input type="checkbox"/>	
	a school or a university		<input type="checkbox"/>	
	a factory or a shop		<input type="checkbox"/>	
	a library or a museum		<input type="checkbox"/>	
	other _____			
2. Who/What does this person work with?	people	<input type="checkbox"/>	animals	<input type="checkbox"/>
	plants	<input type="checkbox"/>	other	<input type="checkbox"/>
3. How many days does this person work in a week?	four days	<input type="checkbox"/>	five days	<input type="checkbox"/>
	six days	<input type="checkbox"/>	other	<input type="checkbox"/>
4. What time does this person start and finish work?	from _____ to _____			
5. What does this person wear for work?	a uniform	<input type="checkbox"/>	everyday clothes	<input type="checkbox"/>
	special clothes	<input type="checkbox"/>	sports clothes	<input type="checkbox"/>

10. Now write about the job. Use the information in the form.

1. Listen and repeat what the children say.



Pilot: I'm a pilot.

Sam: A pilot?

Pilot: I travel all round the world in my job.

May: All round the world?

Pilot: I've been to seven countries this week.

Bill: Seven?

Pilot: I've been to China, Russia, Australia, Finland, England, Egypt and Canada.

Sue: Canada!

Pilot: Yes. It is my favourite place. I like flying over the lakes and mountains in Canada.

Sam: Lakes and mountains?

Pilot: Yes. Canada's beautiful.



2. In each row, underline the word that is different.

1. footballer doctor quarter actor police officer

2. language letter stamp postcard uniform

3. mouth brush protect finish teeth

4. goal office match team score

5. helmet smoke water steal fire engine

6. mechanic wheel car repair grow

3. Choose one of the jobs in the box to write about.

chemist

dentist

fire fighter

police officer

postman/postwoman

- How do these people help us? Why is their job important?
- Think of an invention that helps these people in their jobs. Find out more about it. Write about how people use it and why it is important.
- Show your work to a friend. Talk about it.



4. Read about spelling. Look at the letters in bold in the table. Write the words 1 to 10 under the word in the table that has the same sound.

Sometimes there is more than one way of writing the same sound.
Sometimes one letter or group of letters can make more than one sound.
s in *sit* sounds like the letter s in *see*, but s in *is* sounds like the letter z in *zoo*.
c in *cat* sounds like the letter k in *kite*, but c in *ice* sounds like the letter s in *see*.
ch in *rich* sounds like the letters ch in *chair*, but ch in *ache* sounds like the letter k in *kite*.
ci in *medicine* sounds like the letter s in *sit*, but ci in *delicious* sounds like the letters sh in *ship*.

1. score
2. office
3. visit
4. factory
5. sure
6. post
7. news
8. mechanic
9. chemist
10. special

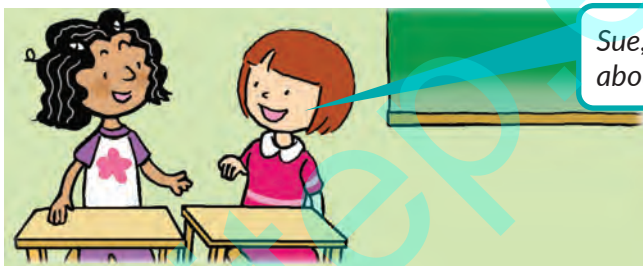
kite	see	zoo	ship
score			

Unit 3 In the future

1. Read and complete the words.

1. to make a new building b u i l d
2. people who have no money are ... p _ _ _
3. people who don't work or study hard are ... l _ _ _
4. a person at a school or university s _ _ _ _ _
5. a place where people can study when they leave school c _ _ _ _ _
6. you spend a lot of money when you buy something like this e _ _ _ _ _
7. a man who has a business is a ... b _ _ _ _ _

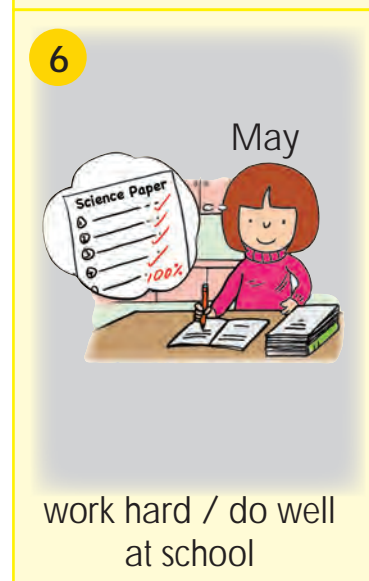
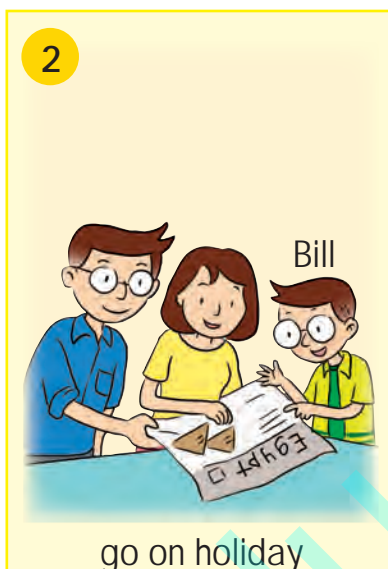
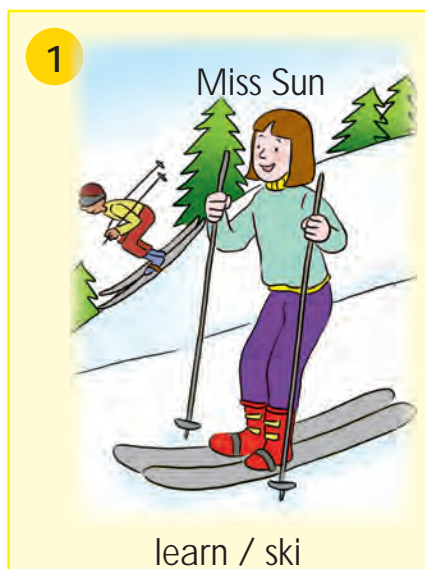
2. May and Sue are talking about the future. Listen and tick (✓) Yes or No.



Sue, what do you think about the next 10 years?

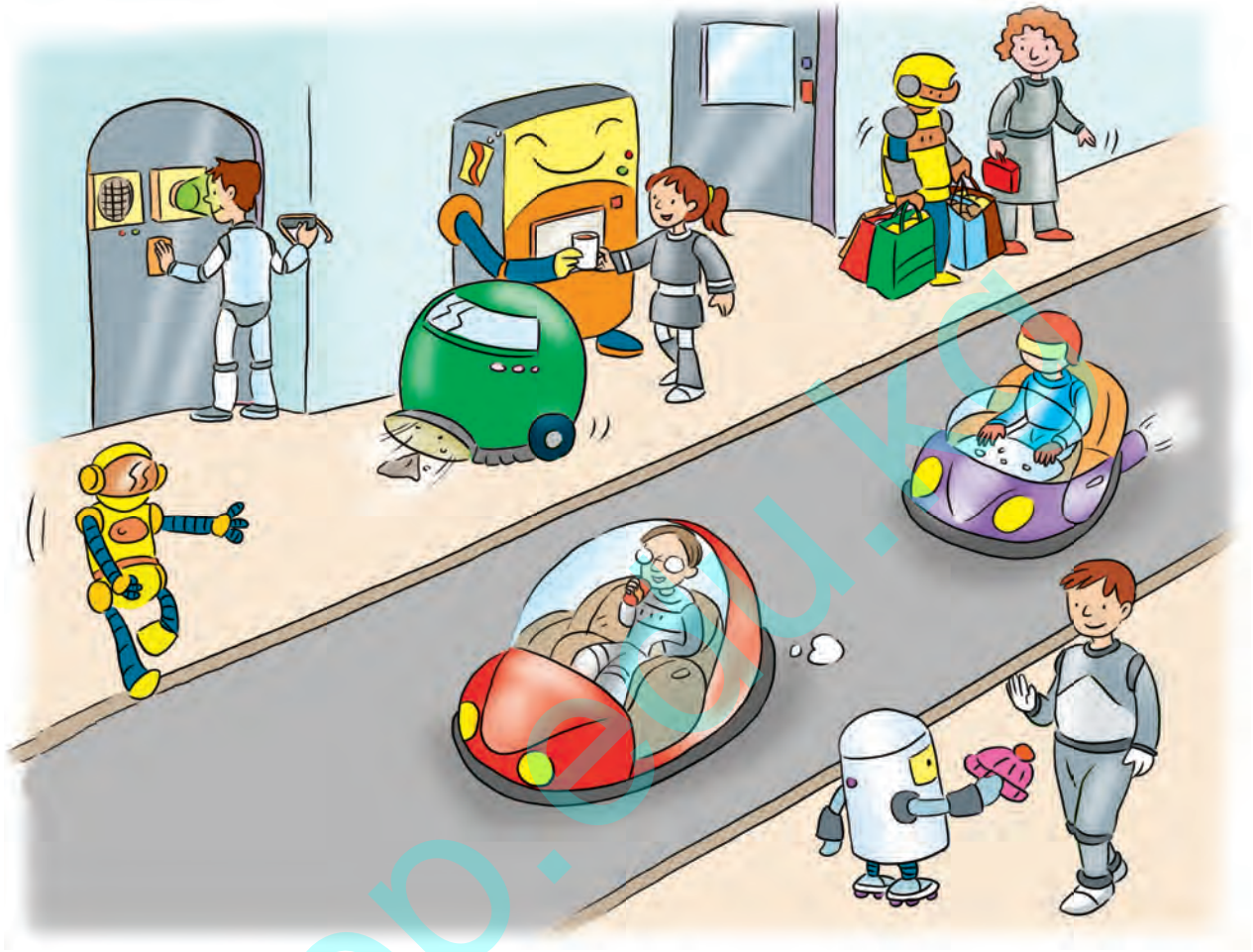
	May		Sue	
	Yes	No	Yes	No
1. study hard at school	✓			
2. go to college				
3. start a business				
4. visit other countries				
5. learn new languages				
6. learn to drive a motorbike				
7. be a famous artist				
8. build or buy a house				

3. Look at the pictures. Write what they think they will do next year.



1. Miss Sun thinks she will learn to ski next year.
2. _____
3. _____
4. _____
5. _____
6. _____

4. Look at Sue's picture of a street in the future and write questions. Use *will* and the words below.



1. houses / speak / arrive home

Will houses speak to you when you arrive home?

2. traffic / noisy / or / quiet

_____?

3. cars / drive / themselves

_____?

4. robots / clean / streets / us

_____?

5. robots / carry / bags / us

_____?

6. robots / bring things / forget them

_____?

5. Read what Bill thinks about the future. Then write sentences.



My life in the future

by Bill

I think my life will be very different in the future.
I may stay in hotels under the sea when I go on holiday.
I think hotels will be cheaper,
but I also think that the sea

will be dirtier because there will be buildings in it. This will be bad for the fish that live there, so we may not see many different kinds of fish. I hope that doesn't happen. I will visit other countries more often in the future because it will be easier to fly around the world. Planes may fly passengers from one part of the world to another in a few minutes. That will save a lot of time.

There will be computers in every house. Computers and machines will do everything for us. They will buy our food, clothes and other things. I won't need pens or pencils to write with because I will do all my writing on my computer or my phone. Also, there may not be many trees to make paper from because there may not be many forests or jungles left.

I think there will be robot cars in the future. They will take us to all the places we want to go to. There won't be shops or banks or police stations in every town. We will phone or email the police or bank when we need them. Of course, we may not get enough exercise because we won't need to walk anywhere. Robots will do a lot of the jobs that people do now. But I don't think that robots will be singers or artists or writers. I'm sure people will still do those jobs.

Where will Bill go for his holidays?

What will Bill's life at home be like?

Things which may/will be better

1. We may go on holidays under the sea.
2. _____
3. _____
4. _____

Things which may/will be worse

1. _____
2. _____
3. _____
4. _____

6. Write questions. Use *will* and the words below.

1. what / world / be / like / 30 years
What will the world be like in 30 years?
2. there / be / new medicines / future
_____?
3. what kind / houses / people / live in
_____?
4. how / passengers / travel / one place / another
_____?
5. why / we / not / need / to turn lights / on and off / ourselves
_____?

7. What do they think? Listen and draw lines.



May



Miss Sun



Sue

- People will only see animals in zoos.
- People will have longer lives.
- There won't be so many cars on the roads.
- People may not get enough exercise.
- There won't be many forests or jungles.
- People will have more beautiful houses.
- Pupils will study at home.
- Machines will do a lot of work for people.
- Rockets will fly passengers to the moon.
- More people will enjoy their jobs more.
- Computers will be a lot cleverer.



Sam



Bill



Mr Lee

8. Write about the world in 10 years' time. Use the questions in the boxes to help you.

Kids' Club Magazine

Writing Competition: The World in 10 Years' Time

How will the world be different?



What will be the same?



Will there be more people? Why?

What kind of food will people eat?

Will the world be noisier or quieter? Why?

Will the world be cleaner or dirtier? Why?

Will offices and schools be different? Why?

Will people have more time for sports and hobbies? Why?





1. Listen and repeat the answers.



Say it!

1

Will Sam be at the beach tomorrow?



Sam may be there tomorrow.

2

Will you go and see the new film this evening, May?



Of course I'll go and see it.

3

Will Mr Lee build a new robot next month, Miss Sun?



Yes, I think he will.

4

Bill, do you think the traffic on the way to school will be bad?



It may be bad.

2. Read about commas. Then rewrite the sentences with commas in the correct places.



We use a comma (,) between words in a list. We don't need a comma after the last word before *and*.

I like pears, apples, and oranges for breakfast.

I like pears, apples and oranges for breakfast. ✓

1. Put the plates cups and knives on the table.

Put the plates, cups and knives on the table.

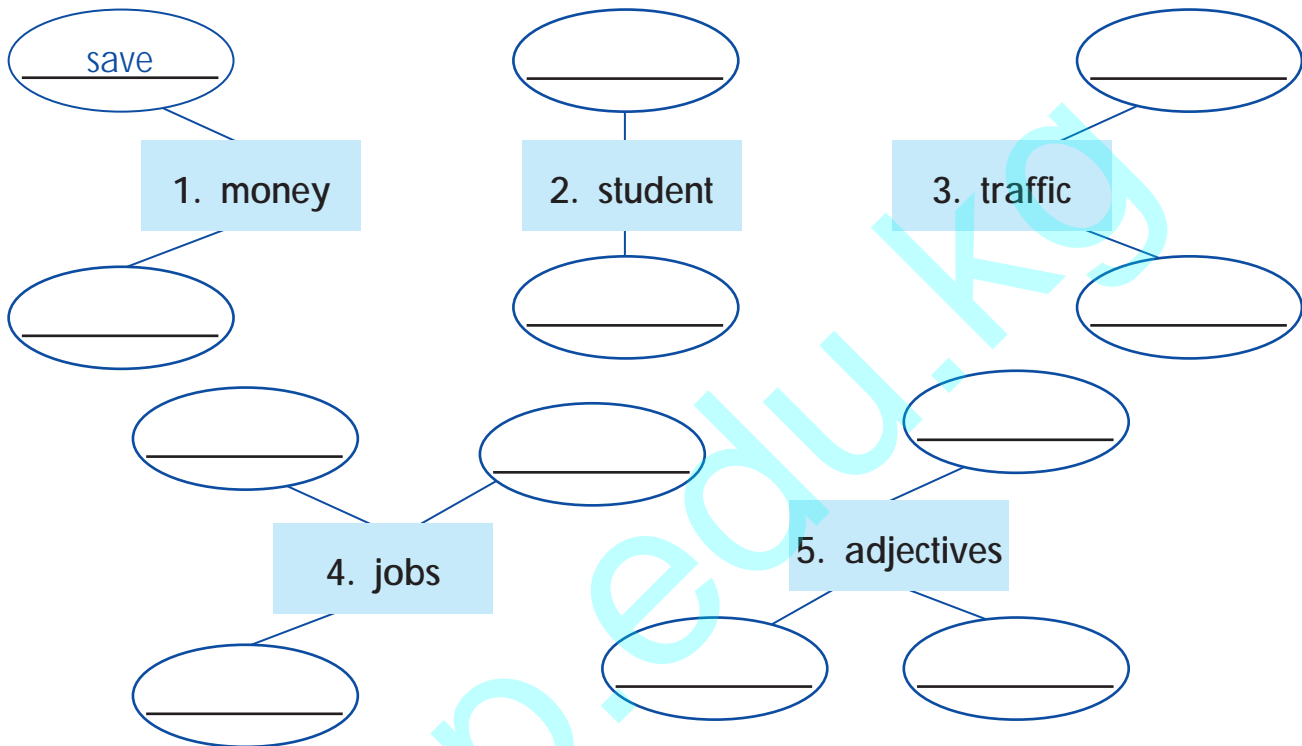
2. You should stop reading turn off the light and go to sleep.

3. Tennis badminton football and volleyball are good exercise.

4. Engineers fire fighters nurses and police officers all do different jobs.

3. Write the words from the box in the correct group.

businessman	car	cheap	college
engineer	hard	lazy	passenger
save	singer	spend	university



4. Make a short book: *My future in 10 years.*

- Read each question.
- Write a sentence or more to answer each question.
- Draw or stick a different picture on each page to go with the sentence or sentences which you wrote.
- Show your book to your friends and talk about it.

<p>Page 1</p> <p>How old will you be when you leave school?</p>	<p>Page 2</p> <p>Will you still be a student? Or will you get a job?</p>	<p>Page 3</p> <p>Do you think you'll have a family? Why?</p>
<p>Page 4</p> <p>Do you think you'll live in the same city? Why?</p>	<p>Page 5</p> <p>Do you think you will leave your parents' home and have your own home? Why?</p>	<p>Page 6</p> <p>What else do you hope you will do in 10 years' time?</p>