

Jane Thompson



START with English 3

Pre-starter



Bishkek
2025

Hello, young explorers!
This book will help you
learn new English words,
play fun games,
and enjoy every lesson together.



**ГОСУДАРСТВЕННЫЙ ФЛАГ
КЫРГЫЗСКОЙ РЕСПУБЛИКИ**



**ГОСУДАРСТВЕННЫЙ ГЕРБ
КЫРГЫЗСКОЙ РЕСПУБЛИКИ**



ГОСУДАРСТВЕННЫЙ ГИМН КЫРГЫЗСКОЙ РЕСПУБЛИКИ

Слова Ж. Садыкова, Ш. Кулуева
Музыка Н. Давлесова, К. Молдобасанова

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

Припев: 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
Ыйык сактап урпактарга берели.

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

УДК 373.167.1:811.111
ББК 81.432.1я721
Т 66

Трелоар, Фрэнсис, Томпсон, Стив.
Т66 Take Off with English: 4 кл.: Учебник. — Б.: Окуу китеби, 2025. — 96 с.

ISBN 978-9967-17-235-7

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

УДК 373.167.1:811.111
ББК 81.432.1я721

ISBN 978-9967-17-235-7

© Министерство образования и науки
Кыргызской Республики, 2025
© «Окуу китеби», 2025
© Marshall Cavendish Education
Pte Ltd, 2025

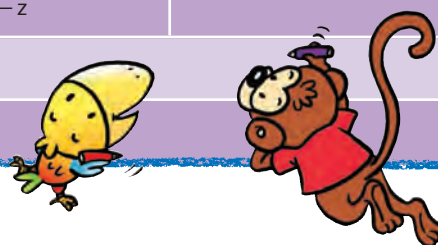
About the book ...

Start with English Pre-starter introduces pupils to the basics of the English language through fun and interesting activities. The 10 units include the following activities that develop specific skills:

Activity	Page no.
Tracing Pupils develop the fine motor skills required for writing. They learn: <ul style="list-style-type: none"> i left to right movement of their eyes and pencil ii control of their pencil Pupils begin tracing at the green bullets and finish at the red bullets. Use the example of traffic lights to make it fun and easy for pupils to remember.	8, 16, 24
Vocabulary I) Each letter of the alphabet and its sound is taught with two exemplar words. Pupils are introduced to the 26 letters of the English alphabet and their sounds. II) Pupils then practise verbal recognition of each letter and its corresponding exemplar words by pointing to the letter and pictures with their friends and identifying them.	11, 17, 25, 32, 38, 50, 56, 64, 72, 80
Writing Pupils learn the starting place and pencil movements required to write the alphabet and numbers 1 to 10 by first tracing and then copying them. Sight recognition of the unit exemplar words is also reinforced as pupils trace each letter in the context of the exemplar words.	12, 20, 28, 33, 40 - 43, 51, 57, 59, 65, 67, 73, 80 - 83
Reading i) Simple sentences, phrase structures, numbers and high frequency words are introduced and exemplar words reinforced. Learning takes place in meaningful and enjoyable contexts. Before reading the text aloud to pupils, new structures and vocabulary should be taught first. Use familiar examples pupils can relate to, to illustrate and reinforce understanding. ii) Read and match activities consolidate understanding of vocabulary and structures.	9, 10, 14, 18, 22, 27, 30, 34 - 36, 44, 48, 52, 53, 62, 66, 74 - 76, 84
Singing Songs reinforce sentence and phrase structures and vocabulary as well as introduce sight words in a lively manner. They can be sung or chanted and modified to revise other vocabulary.	9, 18, 26, 37, 45, 61, 68, 77, 85
Phonics This tests and consolidates pupils' listening recognition of each letter sound and its corresponding written form. Pupils learn to recognise initial, medial and final word sounds.	13, 21, 29, 38, 46, 54, 58, 70, 78, 86
Colouring This activity is another enjoyable opportunity for pupils to practise fine motor control as they find and colour the matching letters.	15, 23, 31, 39, 47, 55, 63, 71, 79, 87
Spelling The final activity in each unit provides pupils with the opportunity to test their recognition of the exemplar words and writing skills.	15, 23, 31, 39, 47, 55, 63, 71, 79, 87

Contents

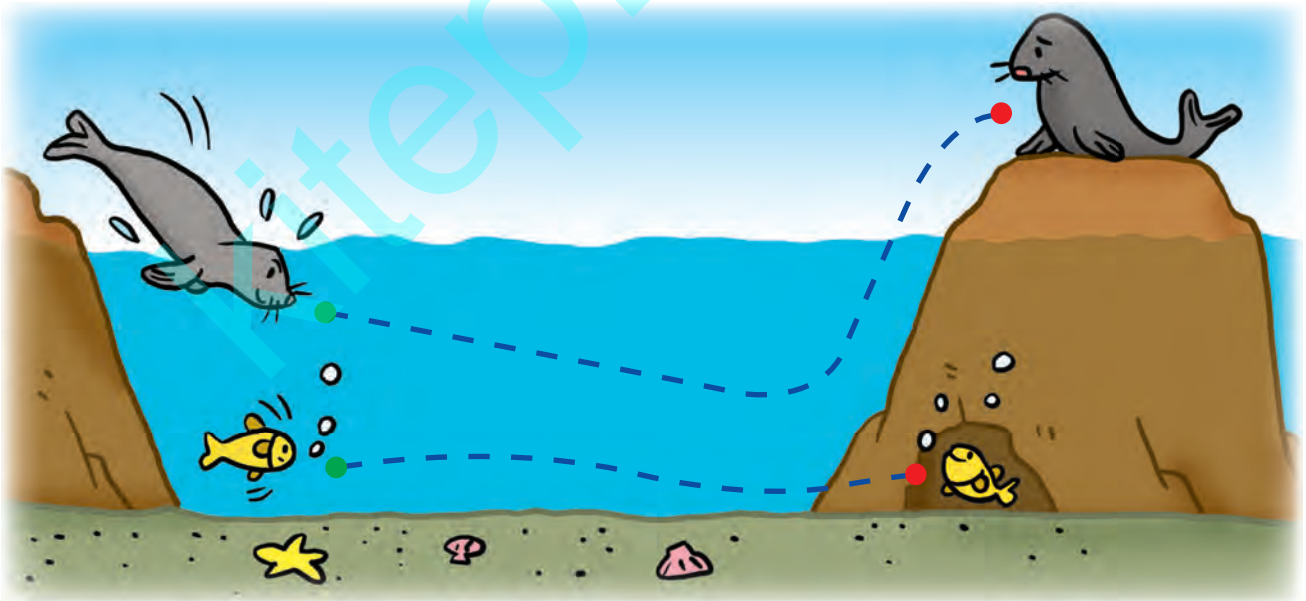
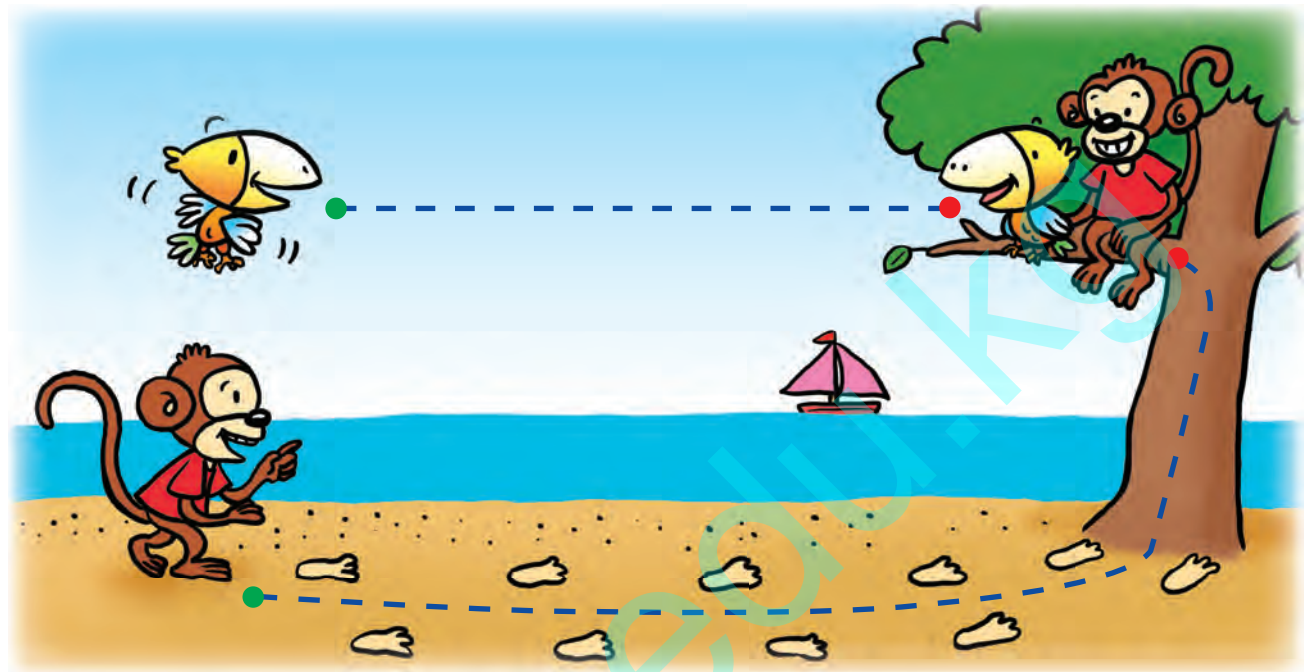
			Vocabulary	Structures
Unit 1	Max and Pex a, b, c	8	Max, Pex, apple, ant, bag, box, cat, clock, yes, no, a	Conjunction <i>and</i> Rising question intonation with noun phrases Yes and <i>no</i> with falling intonation Indefinite article <i>a</i> with nouns
Unit 2	The frog in the box d, e, f	16	doll, dog, egg, bed, fish, frog, an, in, the	Indefinite article <i>an</i> and definite article <i>the</i> with nouns Preposition <i>in</i>
Unit 3	A doll in a tree g, h, i	24	girl, egg, hat, head, in, fish, monkey, parrot, tree	Preposition <i>in</i>
Unit 4	What's in your bag? j, k, l	32	jacket, jeans, king, kangaroo leg, lemon, my, your, black, <i>what's</i> , <i>is</i> , <i>are</i>	Possessive adjectives <i>my</i> and <i>your</i> Question <i>What's in your ...?</i> Second and third person singular present form of verb <i>be</i> : <i>are</i> and <i>is</i>
Unit 5	Mick and Mal m A ó M	40	man, mouse Review of alphabet exemplar vocabulary from a – m Hello, who, you, I am, Mal, Mick, Kim	Greeting <i>Hello</i> Question <i>Who are you?</i> and answer <i>I'm ...</i> First and second singular present form of verb <i>be</i> : <i>am</i> and <i>are</i>
Unit 6	Are you Mal, the mouse? n, o, p	48	nose, numbers, orange, on, pen, pencil, not, aren't, or, bye	Question <i>Are you ...?</i> and answer <i>No, I'm not.</i> Question <i>What is it?</i> Question <i>Is your ... in your ...?</i> Leave taking <i>Bye</i>
Unit 7	The toy shop q, r, s	56	queen, squid, red, robot, sun, star, blue, green, cars Numbers 1 – 5	Colours and numbers with nouns Plural form of nouns
Unit 8	Jump and dive t, u, v	64	train, tree, umbrella, bus, van, seven, jump, dive, chicks, hen Numbers 6 – 10	Question <i>Is my ...?</i> and answers <i>No./ Yes. It's ...</i> Colours with nouns Plural form of nouns
Unit 9	I'm a mouse, you're a cat w, x, y	72	watch, woman, box, six, yellow, you, his, her, he, she, we, boy	Second and third singular present form of verb <i>be</i> : <i>are</i> and <i>is</i> in contracted form Pronouns <i>we</i> , <i>he</i> , <i>she</i> Possessive adjectives <i>his</i> , <i>her</i>
Unit 10	Zebras in the zoo z N ó Z	80	zebra, zoo, they, Zack, Zeb Review of alphabet exemplar vocabulary from n – z	Question <i>Are they ...?</i> and answer <i>they aren't ...</i>
Numbers and the alphabet		88		
Let's Play!		90		



Unit 1 Max and Pex



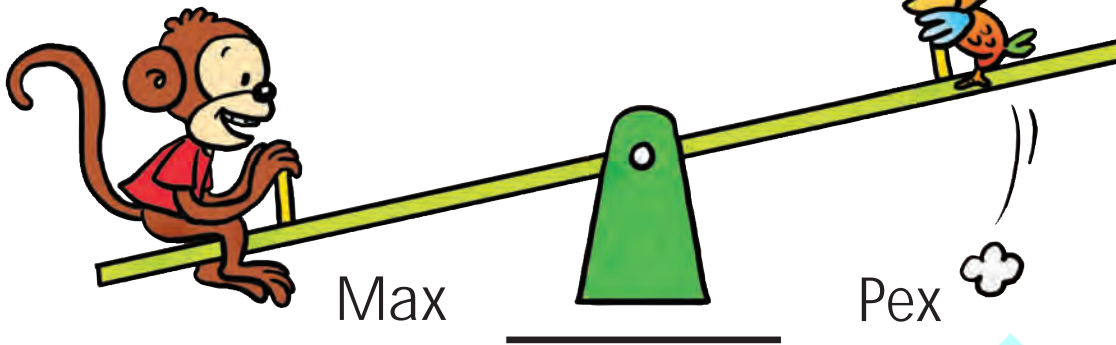
Trace.



Teacher/parent note : Check that pupils are holding their pencils correctly and then demonstrate what to do. Pupils follow the lines from left to right beginning at the green dots and ending at the red dots.



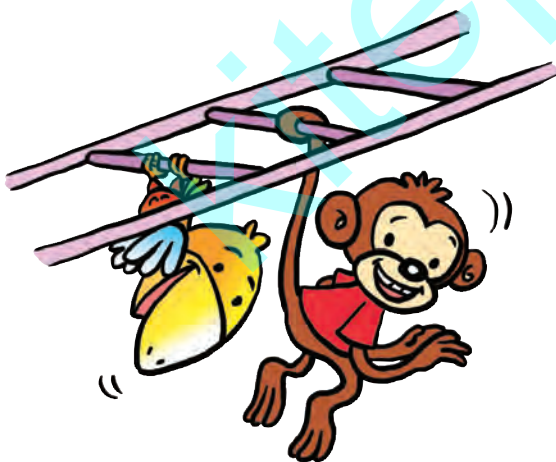
Listen. Point and say.



Max and Pex



Sing and point.

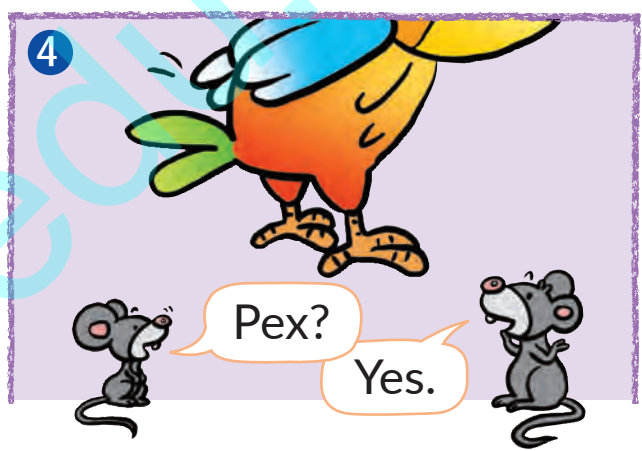
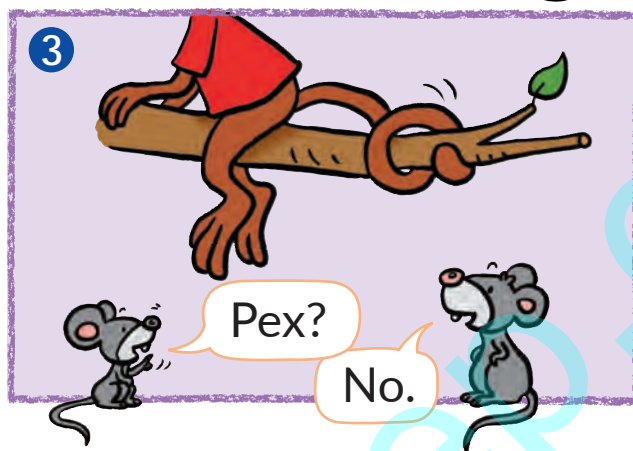
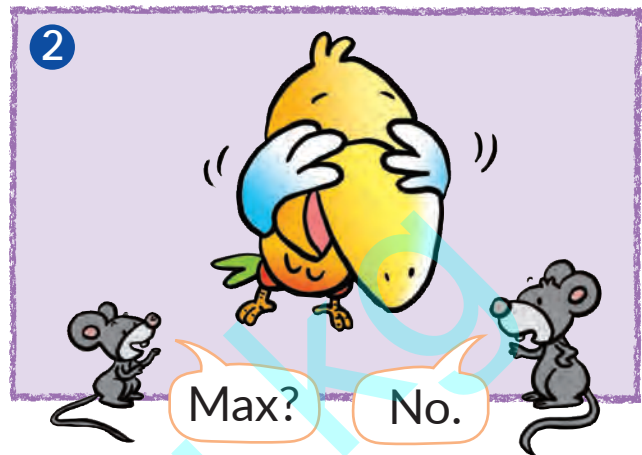


Pex and Max

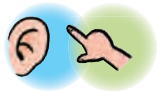
Max and Pex,
Pex and Max,
Max and Pex,
Pex and Max,
Max and Pex,
Pex and Max,
Max and Pex!

Teacher/parent note : First activity: Teach *and*.
Second activity: Sing the song to the tune of *Here We Go Round the Mulberry Bush* and point to the pictures.
Extension activity: Replace the names in the song with the names of pupils, eg *Jane and John, John and Jane*.

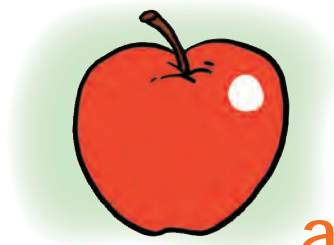
 Listen. Point and say.



Teacher/parent note : Teach *yes* and *no*. Read the text aloud, emphasising the rising intonation to query information and the falling intonation to confirm.
 Extension activity: Using the same pictures, ask *Pex?* for the first two pictures and *Max?* for the third and fourth to reinforce understanding of *yes* and *no*.



Listen and point.



apple



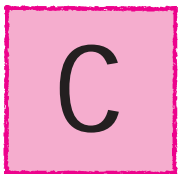
ant



bag



box



cat



clock



Point and say with your friends.



a

apple



Teacher/parent note : First activity: Introduce each letter by saying the name of the letter, then its sound, followed by the exemplar words. Pupils listen and point to the words and corresponding pictures.
Second activity: Pupils work in pairs or as a class to practise saying the letters and words while pointing to the corresponding pictures.



Trace and copy.

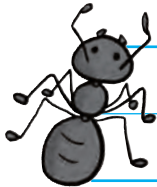
a

a

a

a

a



ant



apple

b

b

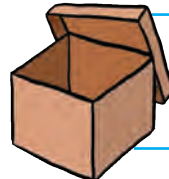
b

b

b



bag



box

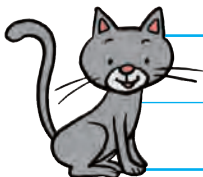
c

c

c

c

c



cat



clock

Teacher/parent note : Model the starting points and the movements to write a, b and c on the board. Point out the difference in height between b and a and c, eg b is taller than a and c.



Listen and colour.

1.



a ☐ b ☐ c ☒

2.



a ☐ b ☐ c ☐

3.



a ☐ b ☐ c ☐

4.



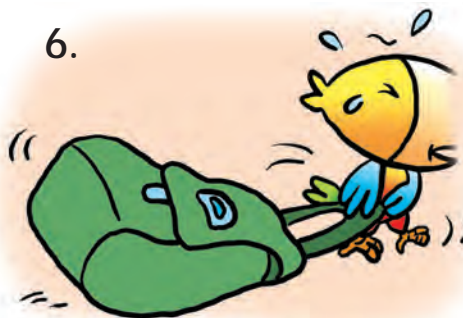
a ☐ b ☐ c ☐

5.



a ☐ b ☐ c ☐

6.

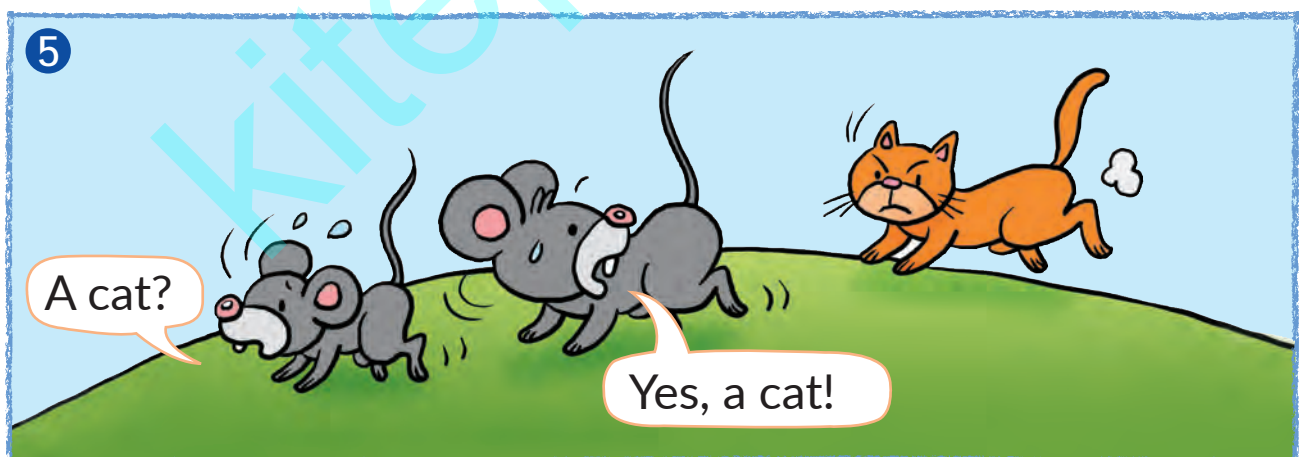
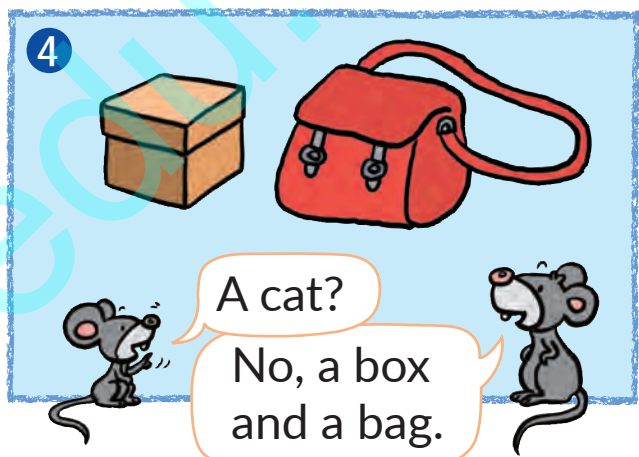
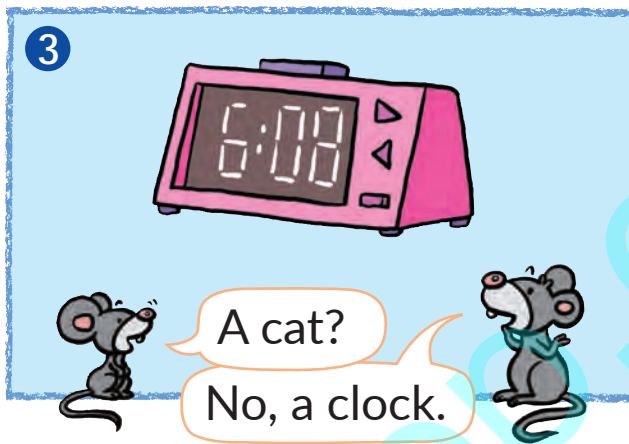
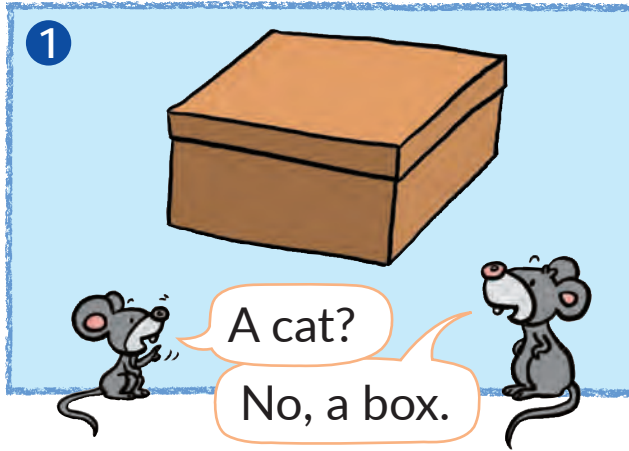


a ☐ b ☐ c ☐

Teacher/parent note : Say the target letter sound and then the item shown in the picture, emphasising the target letter sound in the word. Pupils listen and colour the corresponding circle.
1. c, cat 2. a, ant 3. c, clock 4. b, box 5. a, apple 6. b, bag



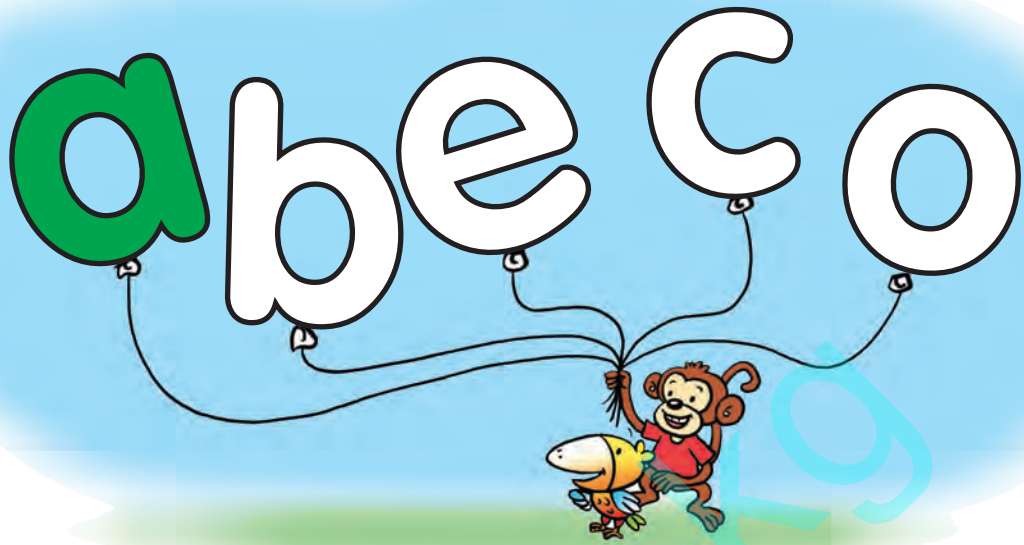
Listen. Read and say.



Teacher/parent note : Teach a. Explain and demonstrate its use with nouns. Point out the question marks and explain its use to indicate questions.
Extension activity: Bring a toy cat, a clock, two bags and two boxes to class. Pupils can use the items to act out the story as a class or in pairs. These structures can also be reinforced using pictures of previously taught words, eg *apple, ant*.



Colour.



Write.

1.



box

2.



ant

3.



apple

4.



bag

5.



cat

6.



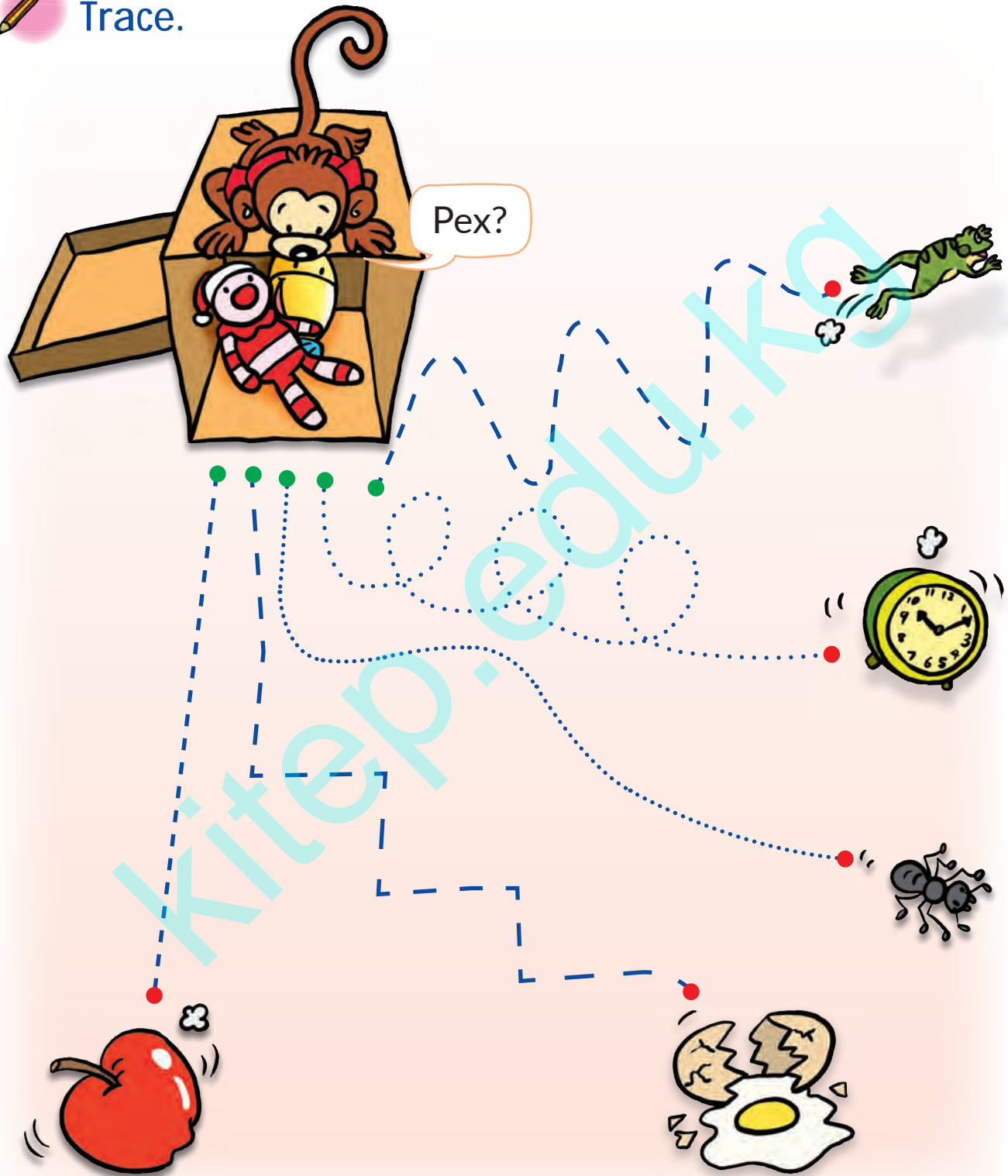
clock

Teacher/parent note :

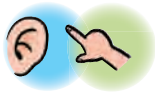
First activity: Explain to pupils that they have to identify a, b and c and colour them in the corresponding colours. Second activity: Pupils have to write the missing letters to complete the words. Explain that the shape of the box is a clue as to what letter should be written, eg that b is taller than a and c.

Unit 2 The frog in the box

 Trace.



Teacher/parent note : Check that pupils are holding their pencils correctly and then demonstrate what to do. Pupils follow the lines from top to bottom and left to right.



Listen and point.



doll



dog



egg



bed



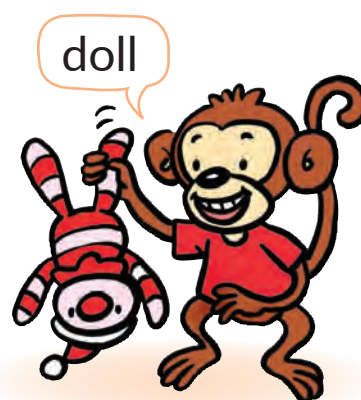
fish



frog

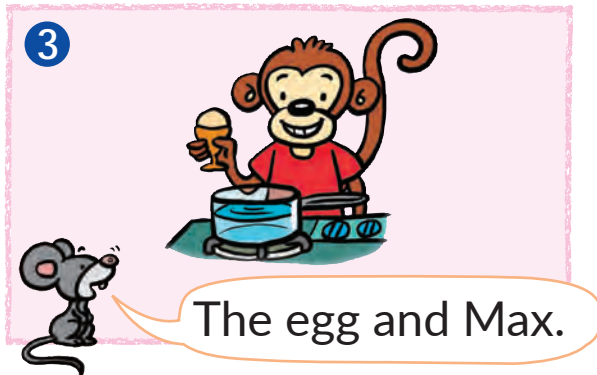
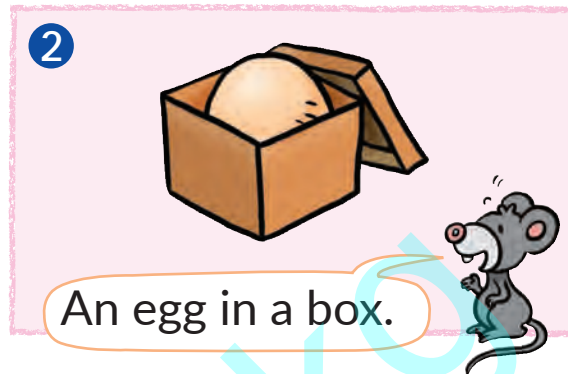
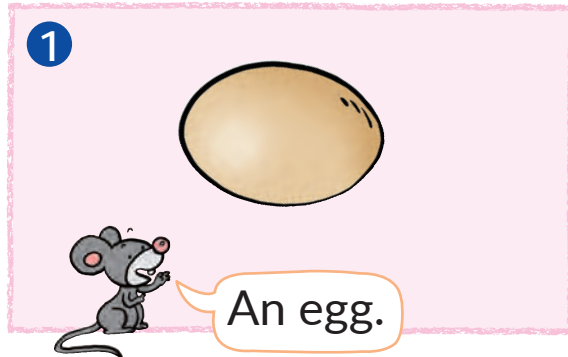


Point and say with your friends.



Teacher/parent note : First activity: Introduce each letter by saying the name of the letter, then its sound, followed by the exemplar words. Pupils listen and point to the words and corresponding pictures.
Second activity: Pupils work in pairs or as a class to practise saying the letters and words while pointing to the corresponding pictures.

 Listen. Point and say.



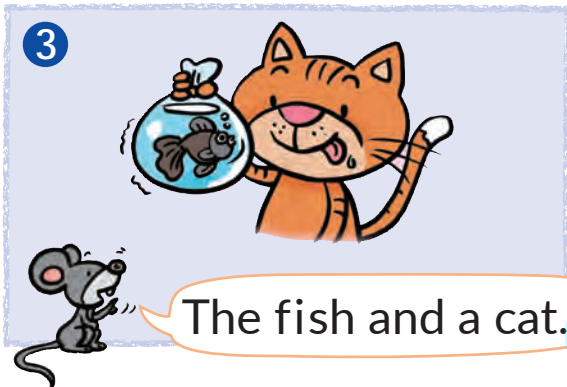
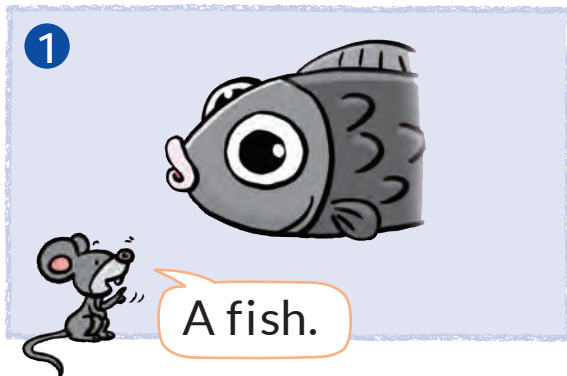
 Sing and point.

An egg in a box,
An egg in a box,
Ee-ai-adeyo,
An egg in a box.

The egg and Max,
The egg and Max,
Ee-ai-adeyo,
The egg and Max.

The egg in Max,
The egg in Max,
Ee-ai-adeyo,
The egg in Max.

Teacher/parent note : First activity: Revise *and*. Teach *in* and *the*.
Second activity: Sing the song to the tune of *The Farmer in the Den* and point to the pictures.
Extension activity: Replace the vocabulary in the song with previously taught vocabulary.



A fish in a bag,
A fish in a bag,
Ee-ai-adeyo,
A fish in a bag.

The fish and a cat,
The fish and a cat,
Ee-ai-adeyo,
The fish and a cat.

The fish in the cat,
The fish in the cat,
Ee-ai-adeyo,
The fish in the cat.



Trace and copy.



d d d d



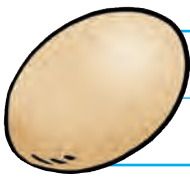
doll



dog



e e e



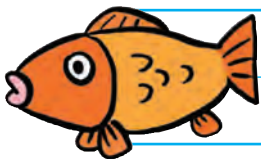
egg



bed



f f f



fish



frog

Teacher/parent note : Model the starting points and the movements to write *d*, *e* and *f* on the board. Ensure pupils do not confuse *b* and *d*. Point out the difference in height between *e* and the other letters.



Listen and colour.

1.



d ☐ e ☐ f ☐

2.



d ☐ e ☐ f ☐

3.



d ☐ e ☐ f ☐

4.



d ☐ e ☐ f ☐

5.



d ☐ e ☐ f ☐

6.

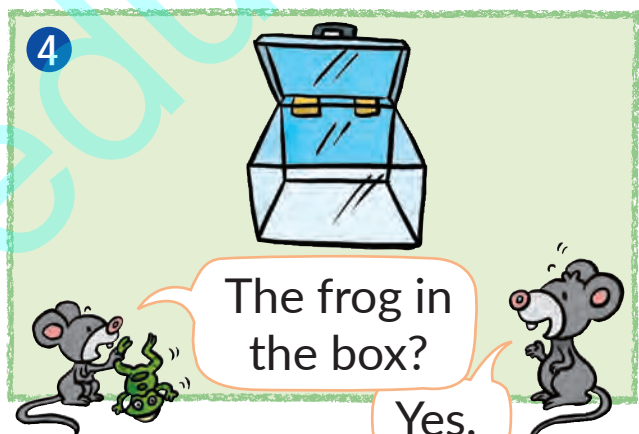
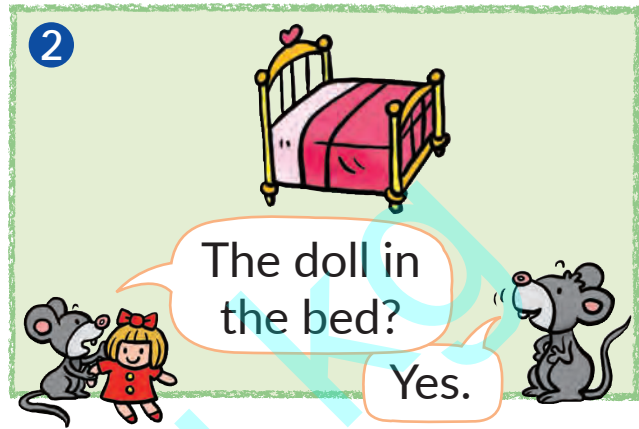
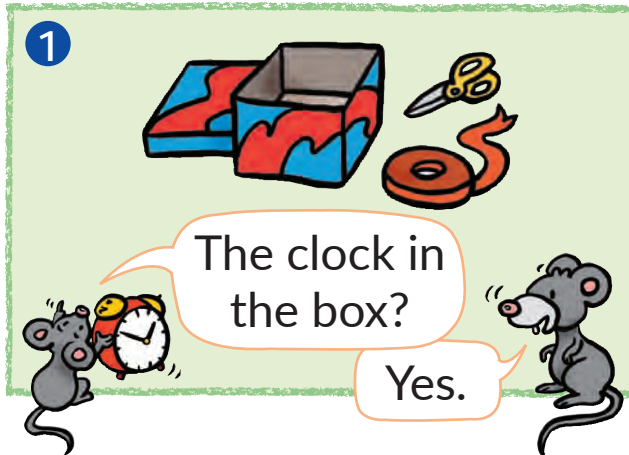


d ☐ e ☐ f ☐

Teacher/parent note : Say the target letter sound and then the item shown in the picture, emphasising the target letter sound in the word. Pupils listen and colour the corresponding circle.
1. f, fish 2. d, doll 3. d, dog 4. e, bed 5. f, frog 6. e, egg



Listen. Read and say.



Teacher/parent note : Revise *in*, *the*, *yes* and *no*.

 Colour.



 Write.

1.



■ gg

2.



■ oll

3.



■ ish

4.



■ rog

5.



■ og

6.

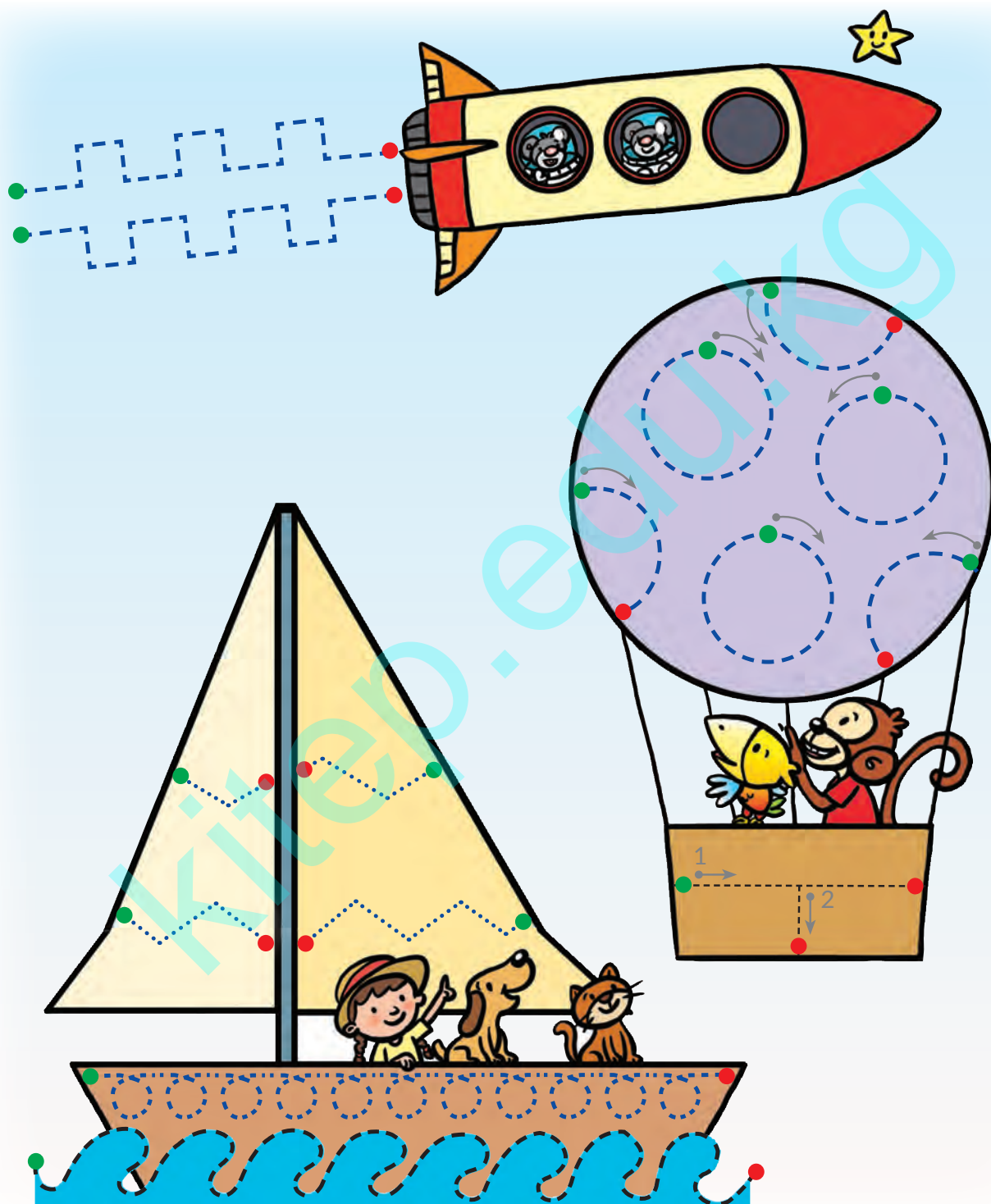


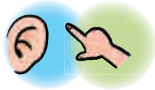
b ■ d

Teacher/parent note : Remind pupils that the shape of the box is a clue as to what letter should be written, eg that e is shorter than d and f.

Unit 3 A doll in a tree

 Trace.





Listen and point.

g



girl



egg

h



hat

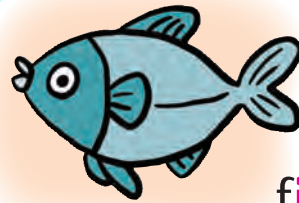


head

i



in



fish



Point and say with your friends.



Teacher/parent note :

First activity: Introduce each letter by saying the name of the letter, then its sound, followed by the exemplar words. Pupils listen and point to the words and corresponding pictures.

Second activity: Pupils work in pairs or as a class to practise saying the letters and words while pointing to the corresponding pictures.



Point and say.



Sing and point.

A parrot and a monkey,
A parrot and a monkey,
A parrot and a monkey,
In a tree.

An ant, a cat, a fish, a frog,
An ant, a cat, a fish, a frog,
An ant, a cat, a fish, a frog,
In a tree.

A girl, a doll, a hat, a dog,
A girl, a doll, a hat, a dog,
A girl, a doll, a hat, a dog,
In a tree.

Teacher/parent note : First activity: Teach *parrot*, *monkey* and *tree*. Pupils revise previously taught vocabulary by looking at the picture and identifying the items.
Second activity: Sing the song to the tune of *Polly Put the Kettle On* and point to the pictures.
Extension activity: Replace the vocabulary in the song with previously taught vocabulary.



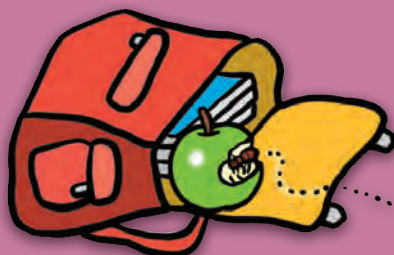
Read and point.



A girl in a bed,
A head in a hat,
A doll in a bed.

An apple in a bag,
An ant in an apple.

A cat in a tree,
A dog in a box.



Teacher/parent note : Pupils read the text and point to the corresponding pictures.



Trace and copy.

1
g

g

g

g

g



girl



e

egg

1
h

h

h

h

h



at



head

2
1
i

i

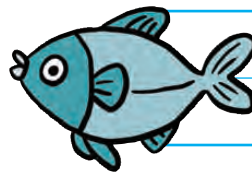
i

i

i



n



fish

Teacher/parent note : Model the starting points and the movements to write *g*, *h* and *i* on the board. Ensure pupils understand that *h* goes up to the top line and *g* goes below the bottom line.



Listen and colour.

1.



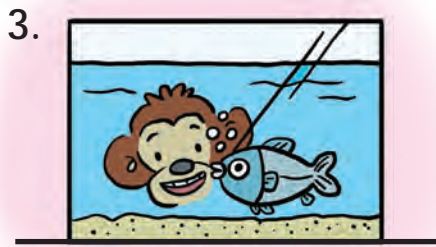
g ☐ h ☐ i ☐

2.



g ☐ h ☐ i ☐

3.



g ☐ h ☐ i ☐

4.



g ☐ h ☐ i ☐

5.



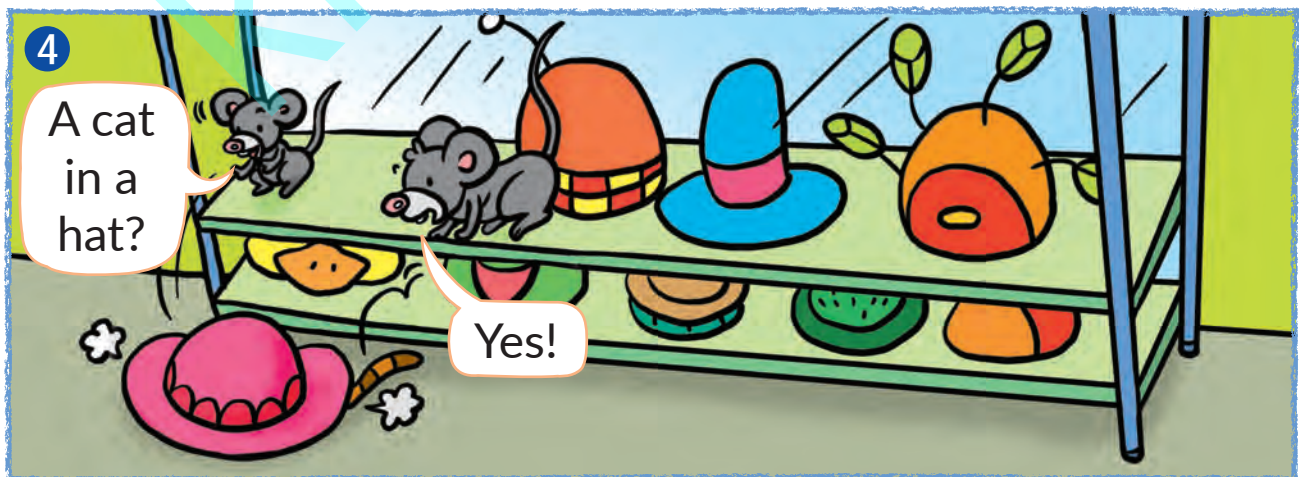
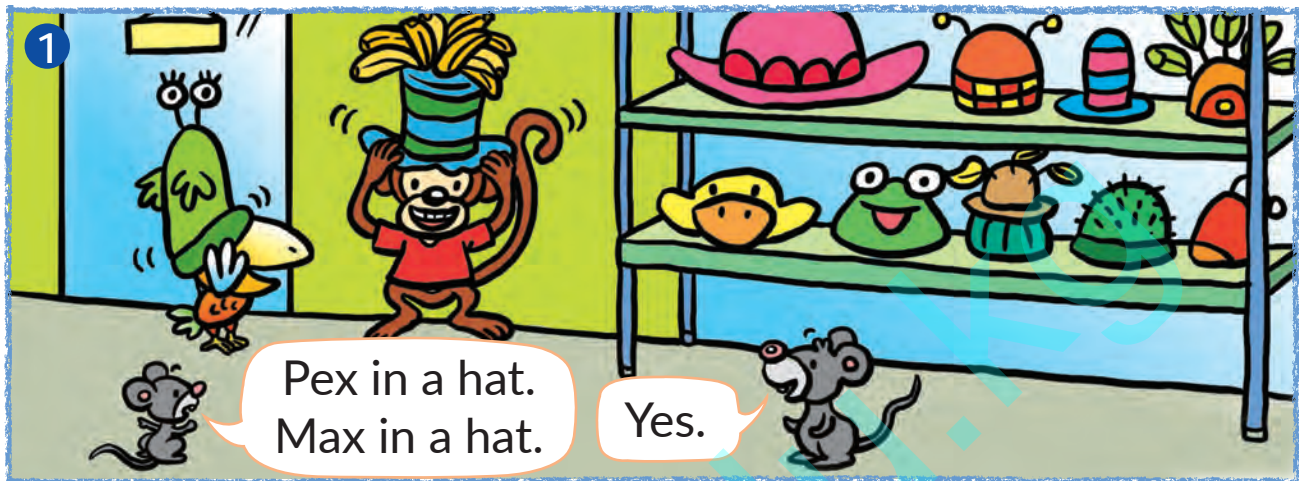
g ☐ h ☐ i ☐

6.



g ☐ h ☐ i ☐

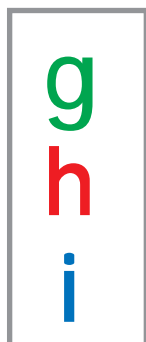
Teacher/parent note : Say the target letter sound and then the item shown in the picture, emphasising the target letter sound in the word. Pupils listen and colour the corresponding circle.
1. h, head 2. g, girl 3. i, fish 4. h, hat 5. i, in 6. g, egg



Teacher/parent note : This activity consolidates structures and previously taught vocabulary. Pupils should be able to read and comprehend the text without much guidance.



Colour.



Write.

1.



irl

2.



at

3.



f sh

4.



e

5.



n

6.



ead

Teacher/parent note : Second activity: Remind pupils that the shape of the box is a clue as to what letter should be written, eg that the tail of *g* goes below the bottom line and *h* goes up to the top line and the main part of *i* sits in between the bottom and middle lines. Refer pupils to page 24 to remind them.