

Frances Treloar • Steve Thompson

# Take Off with English

## Pupil's Book



Bishkek  
2025

**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  
Бийик сактап урпактарга берели.

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

УДК 373.167.1:811.111  
ББК 81.432.1 я721  
Т 66



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

Трелоар, Фрэнсис, Томпсон, Стив.  
**Т 66** Take Off with English: 5 кл.: Учебник. — Б.: Окуу китеби, 2025. — 96 с.

ISBN 978-9967-34-182-1

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

УДК 373.167.1:811.111  
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ISBN 978-9967-34-182-1

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Hello, brave learners!  
This book will help you grow  
your English skills, share ideas,  
and have fun while learning  
together.



## 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 4* and *5* are perfect for all primary English classes and they also fully develop learners' communication skills for the Cambridge English: Starters 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](http://www.mceducation.com/towe).

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

Memorable stories, songs, rhymes and games engage young learners.



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.



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



Discussion questions encourage communication, personalisation and critical thinking.

### It's our world!

1. Read and answer.  
What is the girl's name?  
Where is she from?

My name is Buniq. I'm an Inuit girl from Nunavik, in Canada. It is very cold here! In Nunavik, we have warm clothes. I have a warm jacket, warm trousers and warm shoes. Look at the picture. That's my mum and that's my baby sister. My mum's jacket is called an amauti. It is a special jacket for a mother and her baby. They are very warm in the jacket.

2. Read and complete.

- Buniq is an Inuit girl.
- Nunavik is in \_\_\_\_\_.
- It is very \_\_\_\_\_ in Nunavik.
- Inuit jackets, \_\_\_\_\_ and trousers are warm.
- An amauti is a kind of \_\_\_\_\_.

3. Talk about clothes in your country.

- Do people wear special clothes for the weather?
- What are the names of the special clothes?



Audio recordings provide models for speaking activities.

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

### Revision unit 1

1. What can they do? Look and read, and write the letter.  
You don't need all of them.

a. swimming fast	b. ride a horse	c. play tennis
d. paint pictures	e. play the guitar	f. pick chairs up
g. running fast	h. reading a book	i. climb tall trees
j. flying	k. ride a bike	l. see a parrot

2. Listen and number the pictures.

3. Listen and tick (✓).

Revision activities are engaging and practise all four skills.



# Contents

Unit	Page	Vocabulary
1 Food is nice	10	<b>Food:</b> beans, carrot, coconut, egg, fish, food, lemon, lime, meat, onion, pear, peas, potato, sausage, tomato, vegetables, watermelon <b>Drinks:</b> lemonade, milk <b>Common verbs:</b> eat <b>Common adjectives:</b> happy <b>Other:</b> please, thank you, well done
2 Our clothes	16	<b>Clothes:</b> blouse, dress, hat, jacket, jeans, shirt, shoes, skirt, socks, trousers, T-shirt <b>Colours:</b> grey, pink, purple <b>Other:</b> glasses, handbag
3 I can speak English	22	<b>Common verbs:</b> climb, draw, drive, fly, paint, run, sing, speak English, swim <b>Sports:</b> tennis <b>Other:</b> but, fast, guitar
4 Can you play hockey?	28	<b>Sports:</b> badminton, baseball, basketball, hockey, table tennis <b>Other:</b> piano, sports, team
5 I am singing a song	34	<b>Common verbs:</b> cook, drink, read, talk, sleep, watch <b>Adjectives:</b> closed, strong <b>Other:</b> music, a painting, song, radio, TV
6 At the beach today	40	<b>Common verbs:</b> bounce, catch, hit, kick <b>Places:</b> beach <b>Toys:</b> kite <b>Animals:</b> bird <b>Other:</b> sand, sea, shell, shorts, sky, sun
Revision unit 1	46	Review of <i>can</i> for ability; review of questions with <i>whose</i> about the owner of object; review of questions with <i>what</i> colour
7 What are you doing?	50	<b>Common verbs:</b> do, go, smile, understand, wave <b>Places:</b> park <b>Other:</b> goodbye, grandma, grandpa, into, phone, video
8 Can you help me?	56	<b>Common verbs:</b> close, find, open, try, want <b>Common adjectives:</b> angry, sad <b>Other:</b> can I have, glass, thanks, thank you
9 I like fishing	62	<b>Common verbs:</b> enjoy, give, like <b>Food:</b> chocolate, sandwich <b>Meals:</b> breakfast, dinner, lunch <b>Hobbies:</b> fishing <b>Other:</b> me too, oh dear!, right!, so do I, well...
10 My day	68	<b>People:</b> man, men <b>Meals:</b> supper <b>Times:</b> afternoon, evening, morning, night <b>Technology:</b> camera, keyboard, mouse <b>Other:</b> alphabet, class, lorry, mice, number, school, sweets, young
11 Tigers eat meat	74	<b>Animals:</b> crocodile, elephant, flies, frog, giraffe, hippo, lizard, monkey, snake, tiger <b>Other:</b> cave, flower, monster, plants, zoo
12 Who are you?	80	<b>Common verbs:</b> spell <b>Other:</b> bookshop, goldfish, how old are you? I'm nine years old, tell (me) about
Revision unit 2	86	Review of personal and other common questions; present simple with <i>like</i> , <i>live</i> ; use of <i>have got</i>
World map	90	

Grammar and structures	Functions	It's our world!
<b>These and those:</b> <i>These are carrots / Those are limes</i> <b>a/an</b> and zero determiners with plural nouns: <i>It's a watermelon / They're beans</i> <b>What is / What's this? It's milk.</b> <b>What is / What's that? It's a toy.</b>	Identifying food and drinks Asking about and naming food, drinks and other items Describing objects	Piñatas in Mexico
<b>Question words:</b> <i>Whose shirt is that?</i> <b>Possessive 's':</b> <i>They're Sue's socks.</i> <b>Possessive adjectives:</b> <i>our, its, their</i>	Identifying the owner of objects, especially clothes Asking about and naming the owner of objects, especially clothes Describing objects	Clothing for people who live in a cold country
<b>Can for ability:</b> <i>I can speak English. She can't sing.</i>	Talking about abilities and what people are not able to do	Climbing coconut trees in the Philippines
<b>Can for ability:</b> <i>Can you play hockey? Yes, I can. / No, I can't.</i>	Talking about abilities and what people are not able to do Checking and confirming information about abilities	Horses in Mongolia
<b>Present continuous:</b> <i>The robot is sleeping. You are eating.</i>	Talking about what you are doing Describing present actions	Gingerbread from Germany
<b>Present continuous:</b> <i>I am not eating. She isn't swimming. Are Sue and May playing tennis?</i>	Talking about what you are and are not doing Checking and confirming information about what is happening Commenting positively on something	A sand festival
<b>Present continuous:</b> <i>What are Sue and May doing?</i> <b>Question words:</b> <i>who, where, what</i>	Checking and confirming information about what you and others are doing Saying where you and others are going	Going to a film school in New York
<b>Can for requests/permission:</b> <i>Can I have an apple, please?</i> <b>Object pronouns:</b> <i>me, you, him, her, it, us, them</i>	Making and responding to simple, polite requests	A family in Mumbai, India
<b>Present simple:</b> <i>Sue likes juice. I don't want an apple.</i> <b>Like + verb + -ing:</b> <i>I like fishing.</i> <b>-ing forms as nouns:</b> <i>Painting is my hobby.</i> <b>So do I:</b> <i>I like swimming. So do I.</i> <b>Conjunctions:</b> <i>but</i> <b>Prepositions:</b> <i>for</i>	Expressing likes and dislikes Checking and confirming information about what you like and don't like Saying what you want and don't want	Shell collecting in Oman
<b>Present simple review:</b> <i>Grace sleeps. She doesn't sleep in the morning. Does Dan live in a small house?</i> <b>Prepositions of time and place:</b> <i>in the morning, at night, in the garden</i>	Talking about daily routines Checking and confirming information about daily routines	A day at a football academy
<b>Present simple:</b> questions with <b>what</b> and <b>where</b> : <i>What does it eat?</i> <i>Where does it live?</i> <b>Cardinal numbers:</b> 11–20	Expressing general facts and information Checking and confirming information about daily routines	Crocodiles in Mali
<b>Question words:</b> <i>how, how old</i> <b>Impersonal you:</b> <i>How do you spell that?</i> <b>Prepositions:</b> <i>from</i>	Talking about yourself and others Asking and answering a range of questions Checking and confirming information about yourself and others Consolidating a range of previously introduced functions	Unusual pets





## New Vocabulary

1.1



happy



lemonade



milk

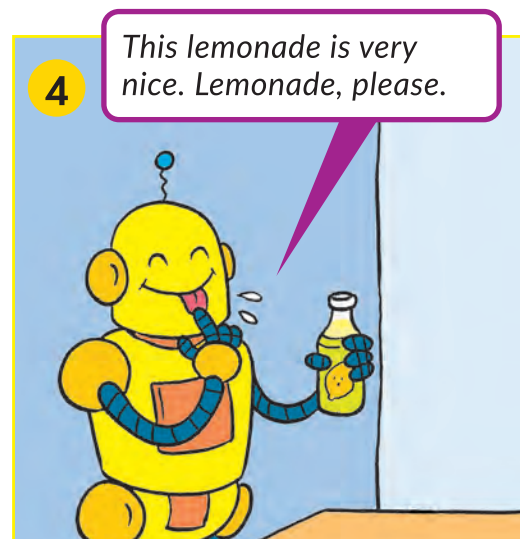
## Useful Phrases

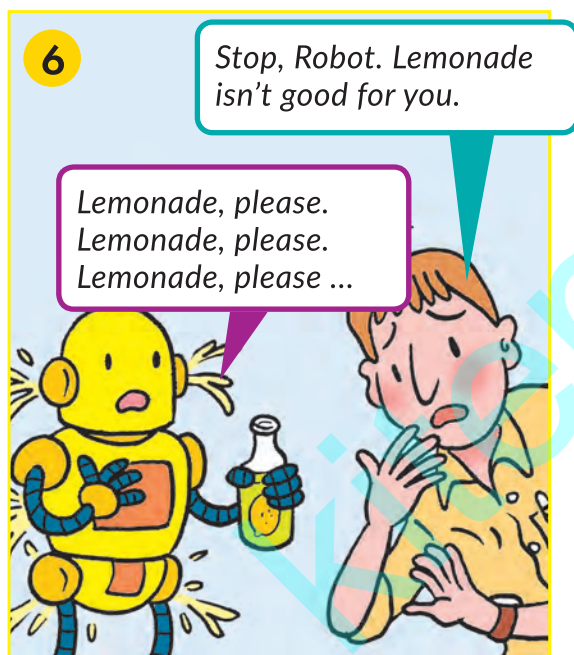
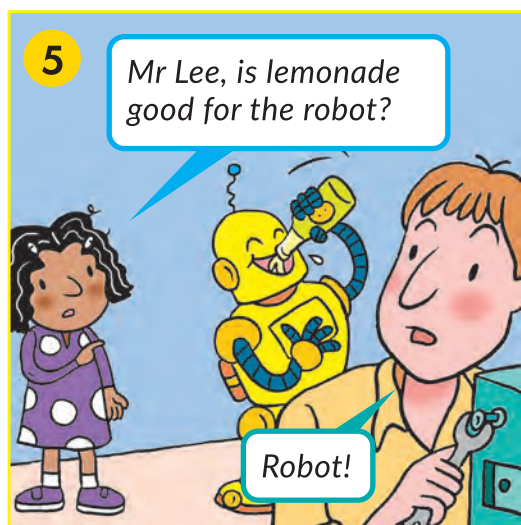
please  
thank you  
well done



## 1. Listen, read and say.

1.2





## 2. Read and tick (✓) or cross (X).

1. There are two girls in picture 1. ☐
2. There is some milk in picture 2. ☐
3. There is some water in picture 3. ☐
4. The robot has got some lemonade in picture 4. ☐
5. The lemonade is good for the robot. ☐
6. Mr Lee is happy in picture 6. ☐

## Grammar

What is this?

What's this?

What is that?

What's that?

It's milk.

It's a robot

It's a toy.

It's lemonade.



## New Vocabulary

1.3



eat



food



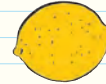
a carrot



a coconut



a fish



a lemon



a lime

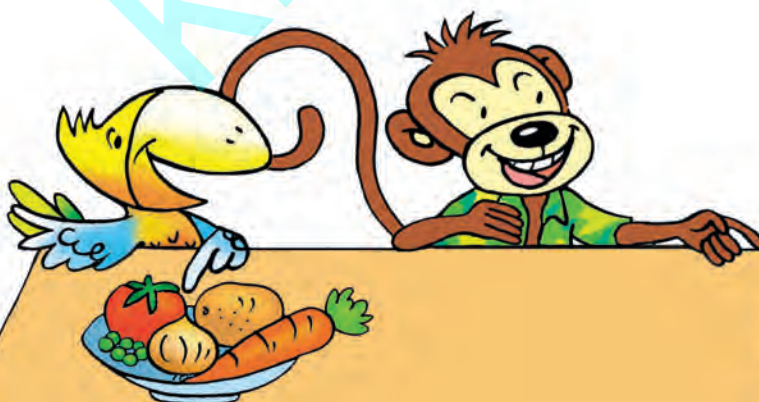
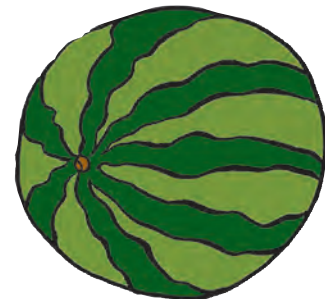


1.4

### 3. Listen, read and sing.

Food is good. Food is nice.  
Eat vegetables, fish and rice.  
Carrots, onions, what are these?  
Potatoes, tomatoes and green peas.

Eat vegetables, fish and rice.  
Eat lots of fruit. It's very nice.  
What are those? Watermelons,  
Pears and coconuts, limes and lemons.







an onion



a pear



peas



a potato



a tomato



vegetables



a watermelon



1.5

#### 4. Listen and number the pictures.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

#### 5. Say sentences about the pictures.



1.6



Picture a.

Those are potatoes.



### Grammar

What are **these**?  
What are **those**?

**These are** carrots.  
**Those are** limes.



## New Vocabulary

1.7



beans



an egg



meat



a sausage

### 6. Point, ask and answer.



1.8







# It's our world!

## 1. Look at the picture below. What can you see?



1.9

Hello! My name is Lucas. I'm from Mérida in Mexico. Look, I've got a piñata. That's a Spanish word. In Mexico, children have piñatas on special days. There are toys and sweets in my piñata. We hit the piñata with a stick and the toys and sweets fall out.



## 2. Read and tick (✓) or cross (X).

1. Lucas is from Mexico.
2. The word 'piñata' is Spanish.
3. A piñata is a kind of toy.
4. There are sticks in piñatas.
5. Children have piñatas on special days.


## 3. Talk about birthdays and special days in your country.

1. Do people have piñatas?
2. What special food do people eat?
3. What special things do people do?





## New Vocabulary

2.1



a blouse



a dress



a hat



a jacket



jeans



a shirt



shoes



## 1. Listen and point.

2.2





a skirt



socks



trousers



a T-shirt



grey



pink



purple



## 2. Listen and number the colours.



1



## 3. Listen and write Yes or No.



1. Yes



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



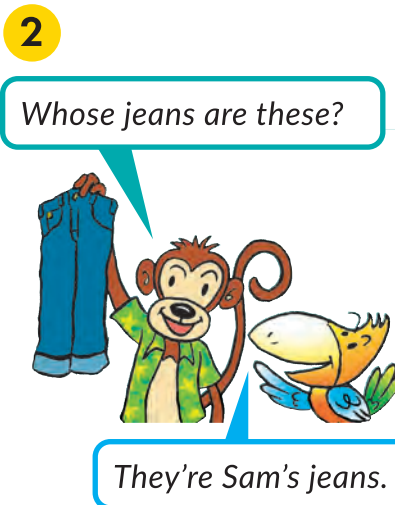
5. \_\_\_\_\_



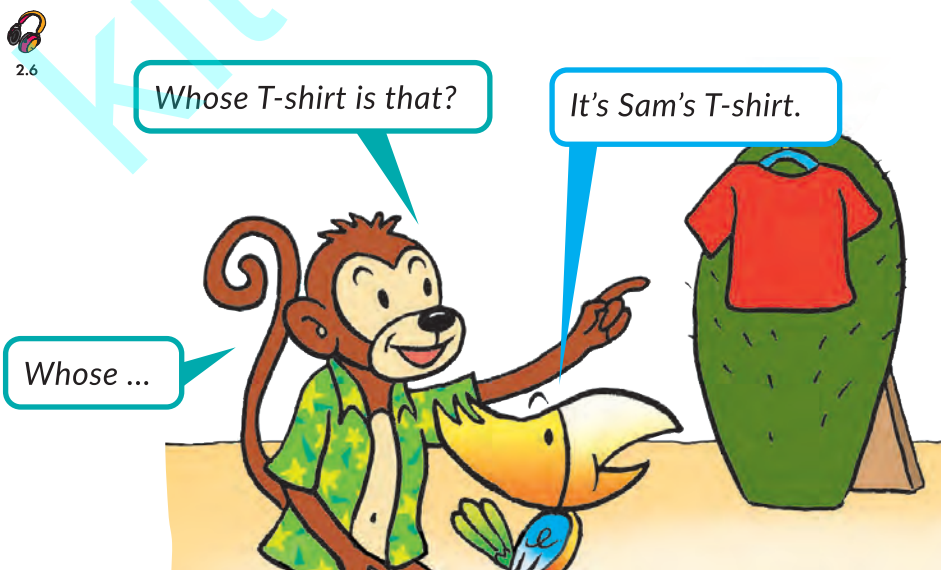
6. \_\_\_\_\_



## 4. Listen, read and say.



## 5. Look, read and say.





3

Whose hat is that?



It's Bill's hat.

4

Whose socks are those?

They're May's socks.



6. Look at the picture. Talk about the clothes.



Sue's hat is brown.

Sam's jeans are blue.



## Grammar

Whose skirt is this?  
Whose socks are those?  
Whose trousers are these?

It's **May's** skirt.  
They're **Sue's** socks.  
They're **Bill's** trousers.



## New Vocabulary

2.8



glasses



a handbag

## 7. Read. Who are the sentences about? Write the names.

Max  
Sam

May  
Pex

Mr Lee  
Sue

Bill  
the robot



2.9

1

Her handbag is pink.



May

2

My trousers are green.



3

Their shirts are white.



4

Our hats are big.



5

His jacket is grey.



6

Its glasses are brown.



## Grammar

This is **my** jacket and this is **Sam's** jacket.  
This is **your** jacket, Sue. This is **your** jacket, Bill.  
This is **her** jacket and this is **his** jacket.

These are **our** jackets.  
These are **your** jackets.  
These are **their** jackets.





# It's our world!

## 1. Read and answer.

What is the girl's name?  
Where is she from?



My name is Buniq. I'm an Inuit girl from Nunavik in Canada. It is very cold here! In Nunavik, we have warm clothes. I have a warm jacket, warm trousers and warm shoes. Look at the picture. That's my mum and that's my baby sister. My mum's jacket is called an amauti. It is a special jacket for a mother and her baby. They are very warm in the jacket.



## 2. Read and complete.

1. Buniq is an Inuit girl.
2. Nunavik is in \_\_\_\_\_.
3. It is very \_\_\_\_\_ in Nunavik.
4. Inuit jackets, \_\_\_\_\_ and trousers are warm.
5. An amauti is a kind of \_\_\_\_\_.

## 3. Talk about clothes in your country.

1. Do people wear special clothes for the weather?
2. What are the names of the special clothes?





## New Vocabulary

3.1



climb



fly



a guitar



sing



speak English



swim



tennis

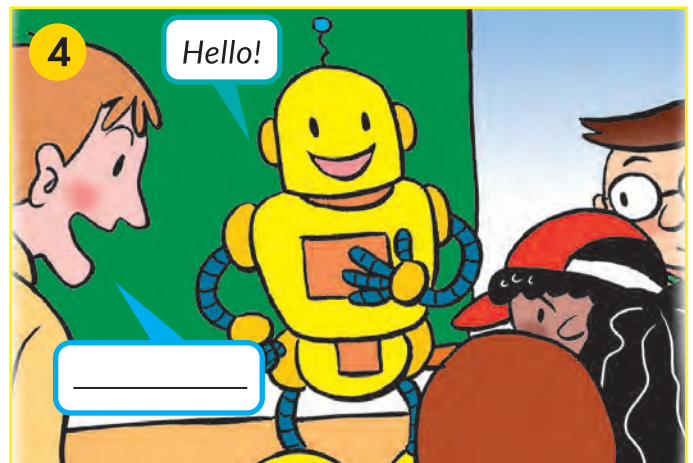
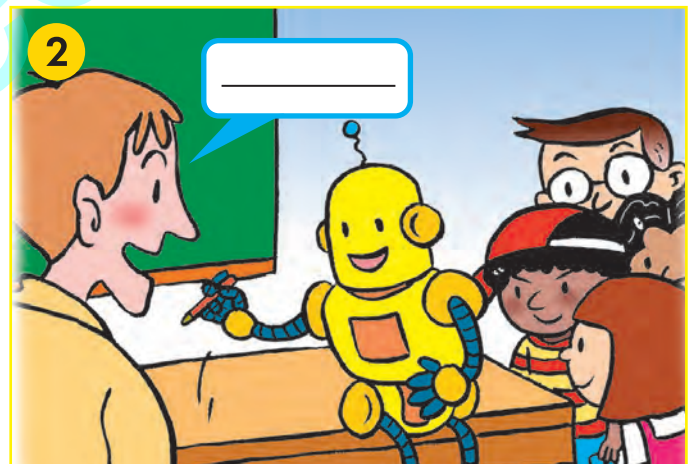
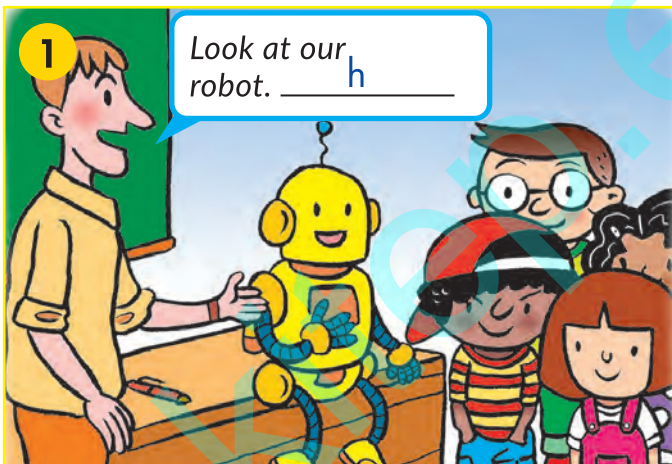


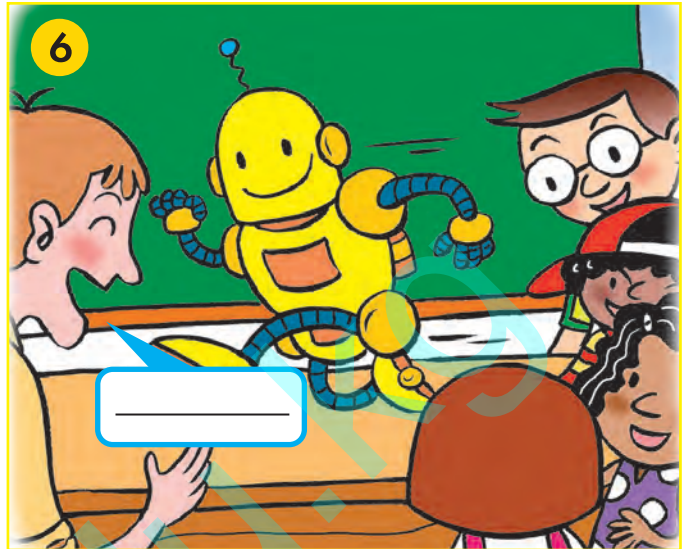
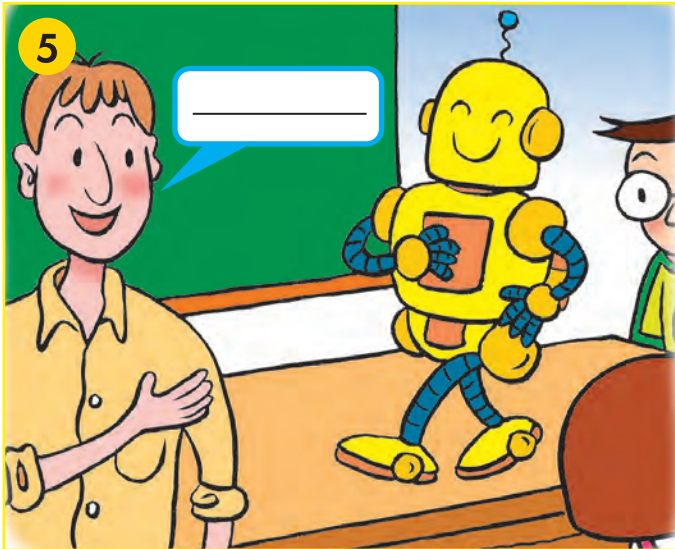
3.2

1. Listen and read the sentences. Look at the pictures and write the letters.

- It can pick things up.
- And it can't swim, Mr Lee!
- It can speak English.
- It can run fast!

- Oh no! It can't stop!
- It can't write.
- It can walk.
- It can sit.





## Grammar

The robot **can** speak English.  
It **can** pick things up.  
It **can't** swim.  
It **can't** write.



## New Vocabulary

3.3



draw



drive



paint



run fast

## Useful Phrases

but



## 2. Listen and sing.



I can play the guitar and I can sing, sing, sing,  
I can play the guitar and I can sing, sing, sing,  
I can read and write and paint and draw,  
But I can't fly, drive a car or ride a motorbike!



I can play tennis, swim and I can climb trees, too,  
I can play tennis, swim and I can climb trees, too,  
I can read and write and paint and draw,  
But I can't fly, drive a car or ride a motorbike!





### 3. Listen and tick (✓) or cross (X).



Sue	Max
X	



Sue	Max



Sue	Max



Sue	Max



Sue	Max



Sue	Max



Sue	Max







Sue	Max

## Grammar

I / You / He / She **can** / **can't** sing.  
It / We / They **can** / **can't** drive a car.

## 4. Look and say.

	 Bill	 Mr Lee
paint good pictures	✓	✗
run fast	✓	✗
play tennis	✗	✓
sing	✓	✗

	 Bill	 Mr Lee
play the guitar	✗	✓
climb trees	✓	✗
fly	✗	✗
drive	✗	✓



Bill can climb trees.

Mr Lee can't climb trees.



## 5. Look at exercise 4. Say what you can and can't do.



I can climb trees.

I can't climb trees or run fast.







# It's our world!



3.8

Hi! I'm Tony. I live in the Philippines. We eat a lot of coconuts in the Philippines – I love coconuts. My family has some coconut trees. The trees are very, very tall but I can climb them. I pick the coconuts and throw them to the ground. Don't stand under the tree when I am picking coconuts!



## 1. Read and choose Yes or No.

- |   |          |
|---|----------|
| 1. Tony is from the Philippines.              | Yes / No |
| 2. Tony loves coconuts.                       | Yes / No |
| 3. Coconut trees are short.                   | Yes / No |
| 4. Tony gets coconuts from a shop.            | Yes / No |
| 5. Tony can climb his family's coconut trees. | Yes / No |

## 2. Answer the questions.

1. Do you like coconuts?
2. Do you eat a lot of coconuts?
3. Does your family grow anything to eat? What?