

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
Ыйык сактап урпактарга берели.

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

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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!

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Hello, young achievers!
This book will help you improve
your English, share your ideas,
and have fun exploring new topics
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 6 and *7* are perfect for all primary English classes and they also fully develop learners' communication skills for the Cambridge English: Movers 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.mceduhub.com.

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

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

Unit 2 My friends, the animals

New Vocabulary

a bat
a bear
a kangaroo
a lion
take for a walk

1. Look, listen and point.

Do you know and can you say a lot of animal names today?
An elephant, a horse, a hippo and a bat.
A kangaroo, a cow, a goat and a cat.
A crocodile, a bear, a mouse and a dog.
A lion, a tiger, a giraffe and a frog.
Now we know and we can say a lot of animal names today.

2. Listen and sing.

4. Listen and draw lines.

Grammar

I always give water to my pet.
You sometimes play with animals.
Sue often paints pictures of animals.
We never leave a pet in a hot car.

My friends, the animals

Say sentences with *always*, *often*, *sometimes* or *never*.

Max always eats bananas.

Class Audio

Teacher's Guide

Workbook

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.



It's our world!

1. Look at the photos. Guess the answers to the questions before you read the text.

1. How old is the girl?
2. What is her holiday?
3. Is it a hot or cold place?

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

Sophia. I live in La Plata in Argentina. I am nine years old. I am on holiday with my family. I'm here with my mum and my dad. We are on a ship. You can see the ship in the rooms called cabins on a ship for my mum and dad and for my sister and me. We are in Antarctica. There is lots of snow and ice here. It's the coldest place in the world! You have to wear very warm clothes here.



2. Now read and answer the questions in exercise 1.



3. Read and circle the correct answer.

1. Sophia's holiday is in a. the cabin. b. La Plata. c. Antarctica.
2. Anna is Sophia's a. mum. b. sister. c. dad.
3. A cabin is a a. person. b. room. c. ship.

4. Read and circle the correct answer.

In the photo, you can see some emperor penguins. They are birds. They can live in very cold places with a lot of snow and ice. There are lots of emperor penguins in Antarctica. Emperor penguins can walk and swim, but they can't fly. They fish in the cold sea. They have one baby a year.



1. Emperor penguins are fish / birds.
2. Emperor penguins can live in very hot / cold places.
3. There are lots of emperor penguins in Antarctica / the Arctic circle.
4. Emperor penguins can swim and walk / swim and fly.

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

1. Is the weather in your country hot or cold?
2. What is your favourite weather? What weather is like that?

Discussion questions encourage communication, personalisation and critical thinking.

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

Audio recordings provide models for speaking activities.

Revision unit 1

1. What have they got to do? Listen and draw lines.



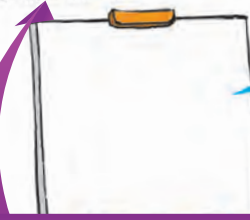
Fred • Paul • Peter • Kathy • Jane • Daisy



2. Look at the children on page 50. Read and write their names.

- I am quite tall. I have got short, straight, blonde hair.
- I have got long, curly, black hair. I am short.
- I have got long, straight, blonde hair. I am quite tall.
- I am very tall and I have got short, straight, black hair.
- I have got short, curly, black hair. I am quite short.
- I am very tall and I have got short, curly, blonde hair.

3. Read and draw.



I am a man. I have got short, curly, brown hair. I have got a brown moustache and a brown beard. I am wearing a blue T-shirt and black trousers.

Revision activities are engaging and practise all four skills.

Contents

Unit	Page	Vocabulary
1 The pirates and the parrot	10	Adjectives: blonde (hair), curly (hair), fat, straight (hair), (quite/very) tall, thin Clothing: coat, scarf Parts of the body: beard, moustache, neck, shoulder Other: carry, party, treasure
2 My friends, the animals	18	Animals: bat, bear, kangaroo, lion Verbs: take for a walk Other: awake, cage, grass, pet Useful Language: a lot, after, always, at home, before, careful, leave, look after, never, often, sometimes
3 Helping at school and at home	26	Containers: cup, glass Food and drink: coffee, sandwich, tea School and home: bin, brush, rubbish Verbs: buy, cook, empty, plant, tidy, wash, water Other: market Useful Language: first... then..., see you!
4 The weather's very nice	34	Animals: whale Sports and leisure: holiday The world around us: island, jungle, mountain, river Weather: cloud, cloudy, cold, hot, ice, rain, snow, sunny, weather, wet, wind, windy Verbs: climb, fish Other: email, sweater Useful Language: bad, country, difference, different, everything, place, why?
5 New places to live	42	Ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth Parts of a building: basement, ground floor, lift Places: bank, building, bus station, café, cinema, hospital, library, road, supermarket, swimming pool Prepositions: above, below, inside, near, opposite, outside Other: nest, up Useful Language: all right, catch, every, go shopping, need
Revision unit 1	50	Review of <i>have (got) to</i> ; <i>have got</i> (for appearance); <i>quite/very</i> ; present simple and present continuous; <i>weather</i> ; <i>always, often, sometimes, never</i> ; the world around us
6 Bigger, taller, quicker	54	Adjectives: afraid, loud, quick, round, slow, square, strong, tired Other: wheel Useful Language: another, better than, boring, difficult, easy, over, worse than
7 Welcome to Coco Island!	62	Adjectives: high The world around us: forest, map Useful Language: come on!, wait
8 Can you come to the party?	70	School: homework Verbs: text, visit Other: soup, a text Useful Language: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, how about...?
9 The picnic by the waterfall	78	Containers: bottle, bowl, plate Food: salad, vegetables The world around us: waterfall Other: bottom, menu, picnic Useful Language: by, nothing
10 After school and at weekends	86	Animals: puppy Family: parents Sports and leisure: comic, sailing, skating Time: weekend Verbs: bring, hate, hide, hop, invent Useful Language: be good at, clever, how much, unusual
Revision unit 2	94	Review of <i>like/hate</i> + verb + <i>-ing</i> ; days of the week; comparative and superlative adjectives; containers; food; <i>would like</i>
World map	98	

Grammar and structures	Functions	It's our world!
quite/very: I'm quite (tall). with (for appearance): The boy with (the curly hair...) Reinforcement of have got: She has got (long hair). Reinforcement of present continuous: He is wearing (jeans and a T-shirt).	Talking about physical appearance Asking and answering questions on how to identify people	Twins
Adverbs of frequency: <i>always, often, sometimes, never:</i> I always walk to school. Prepositions of time: <i>at, after, before:</i> I never play before school. Reinforcement of present simple: I get up in the morning.	Talking about animals and pets Asking and answering questions about daily routines	A guide in a tiger park
have (got) to (for obligation): He has (got) to (tidy the classroom). We don't have / haven't got to (cook dinner). Do you have to (help at home)? What do you have to (do at school)?	Talking about what one and others have to do Asking and answering questions about what has to be done	Cleaning the beach
Present simple (for general facts): It's (cold). Present continuous: It's snowing now. Nouns and adjectives for weather: Look at the sun . It's sunny . Reinforcement of Wh-question words: <i>how old, how many, what, where, which, who:</i> How many people are there?	Talking about the weather Describing, asking and giving information about pictures and places	An Antarctic holiday
Ordinal numbers: 1st–10th Reinforcement of prepositions: The school is between the library and the house.	Giving the order of items Understanding directions Asking and answering questions about the location of things	My dad's a builder
Comparative adjectives: Mr Lee is taller than Bill. The boy is more afraid than the man. The blue dress is better than the red one. I think ... : I think cold weather is better than hot weather.	Talking about the differences between things and people Expressing opinions and ideas	Changes as you grow
Superlative adjectives: The shortest river is Fish River. The happiest girl is Sarah. The most beautiful beach is Whale Beach. The best cake is chocolate cake!	Talking about the differences between things and people Asking and answering questions about people and things	The Seychelles Islands
Question words: <i>how often, when:</i> How often does Bill clean the floor? When does May have to empty the bins? Time and frequency: Bill has to tidy desks once a week . May has to empty the bins on Mondays . Reinforcement of prepositions of time: Sue can play tennis after school.	Talking, asking and answering questions about schedules Asking and answering questions about the frequency of activities	First day at school
Quantifiers: a bowl of (soup); a cup of (tea); a bottle of (water); a plate of (chips) would like: I'd like (a cup of tea), please.	Talking about containers Making polite requests	School lunches
Expressing likes and dislikes: like/hate + verb + -ing: Sam likes fishing at the weekend. Sue doesn't like doing homework. Ogg hates cooking supper. He likes shopping a lot . Sam likes flying a kite the best . May quite likes drawing.	Asking and answering questions about likes and dislikes Talking about the degree of likes and dislikes	Unusual hobbies

Unit 1

The pirates and the parrot



New Vocabulary

1.1



blonde hair



curly hair



straight hair



a beard



a moustache



a neck



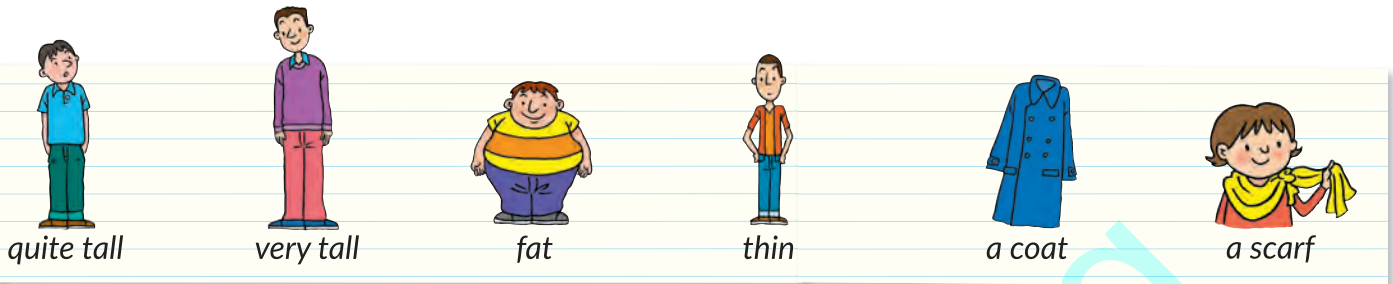
a shoulder

1. Look, listen and point.



1.2





2. Read and write the names.

1. He's got long hair. It's curly and blonde. He's got a moustache and he's quite short. He is very fat.
His name is Jack.
2. This pirate is very short. He's got a long black beard, but he hasn't got any hair! He's wearing a blue coat.
His name is _____.
3. He's got long, curly hair and he is tall. His hair isn't blonde. He's wearing a red scarf round his neck.
His name is _____.
4. He's got long, straight hair. He's very thin and he's quite tall. He's got a parrot on his shoulder. He's wearing a blue scarf round his neck.
His name is _____.



New Vocabulary

1.3



a party



1.4

3. Listen and draw lines.

We're having a pirate party! What do you want to wear?



Bill



May



Sam



Sue



4. Look, point and say.



He's got black hair and a black beard.



Number 1.

1



2



3



4



5



6



5. Talk about these people.



1. You.
2. Your friend.
3. A man in your family.
4. A woman in your family.

I'm quite tall. I've got short, brown hair.



Grammar

I have got / He has got	quite/very	curly / long / black	hair.
I am / She is	quite/very	tall / short.	

 New Vocabulary

1.7



carry



treasure

6. Look at the picture. Read and write **Yes** or **No**.



1. The pirate with the black coat has got a parrot on his shoulder.
2. The pirate with the curly, blonde hair is drinking lemonade.
3. The pirate with the black beard is sitting in the tree.
4. The pirate with the black moustache is carrying a box of treasure.
5. The pirate with the red scarf is looking at the treasure.

No

7. Ask and answer. Use the words in the box to help you.



boat watermelon bag hat
lemonade ice cream kite ball



Who has got a ball?

The boy with short, curly, black hair.



Grammar

The boy **with** the curly hair has got a parrot.
The pirates **with** the black hats are sitting on the beach.



It's our world!

1. Look at the photos. Do you think these boys are brothers? Why?



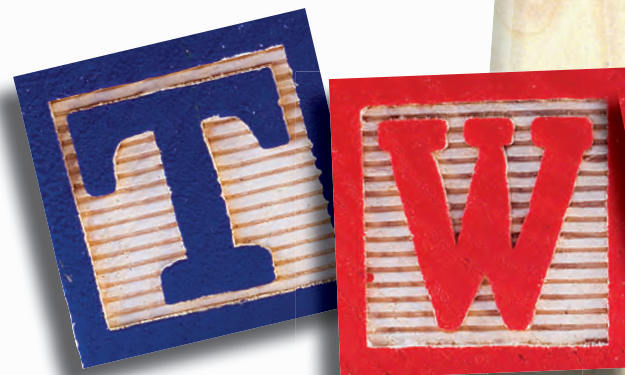
2. Read the text. Answer the questions.



1.9

Hi, my name's Bruno. My brother is Bernardo. We're from Brazil. We are nine years old and we're twins. This means we have the same mother and father, we were born on the same day, and we're the same age. We have got dark brown hair and dark brown eyes. My hair is quite short and Bernardo's is quite long. We are tall, but you can't see that in this photo! I think I am very different from Bernardo, but people often think I am him!

1. Which photo is of Bruno and his brother?
2. Which boy is Bruno?



**3. Look again at the photos on page 12.
Read the sentences and write 1, 2 or 3.**

1. They have got blonde hair. _____
2. The two brothers have got very short hair. _____
3. One brother has got quite short hair
and one brother has got quite long hair. _____
4. They have got blue eyes. _____

4. Read what Bruno says about twins and circle Yes or No.



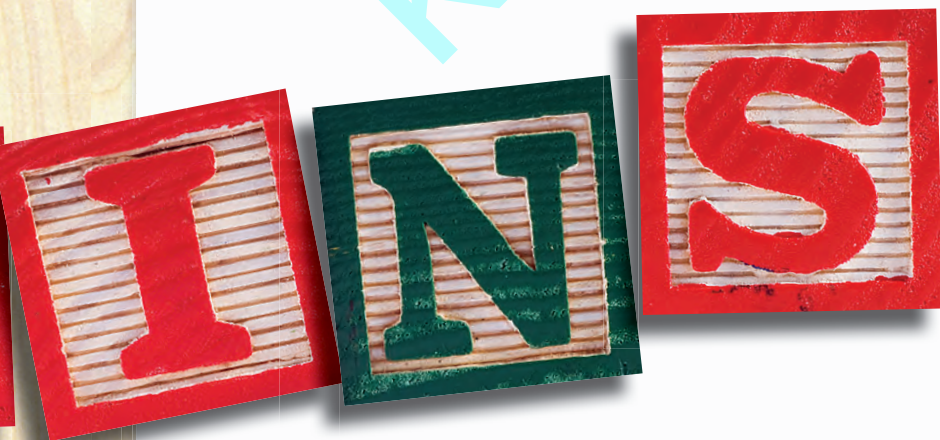
1.10

My brother and I are 'identical twins'. Identical twins look like each other. Identical twins are always two girls or two boys. Some of my friends are twins, but they aren't identical.

- | | |
|---|----------|
| 1. Bruno is an identical twin. | Yes / No |
| 2. Identical twins don't look like each other. | Yes / No |
| 3. Identical twins are always two boys or two girls | Yes / No |
| 4. Some of Bruno's friends are identical twins. | Yes / No |

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

1. Do you know any twins?
2. What do you think is not good about being a twin?





New Vocabulary

2.1



a bat



a bear



a kangaroo



a lion



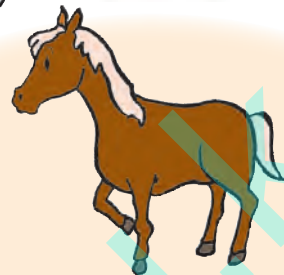
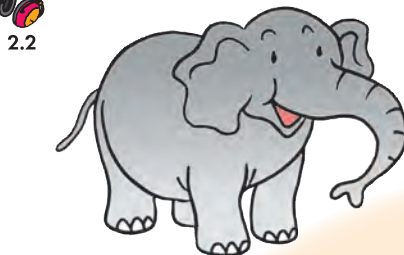
take for a walk

Useful Language

a lot
always
never
often
sometimes



2.2



Do you know and can you say
a lot of animal names today?

An elephant, a horse, a hippo and a bat.

A kangaroo, a cow, a goat and a cat.

A crocodile, a bear, a mouse and a dog.

A lion, a tiger, a giraffe and a frog.

Now we know and we can say
a lot of animal names today.

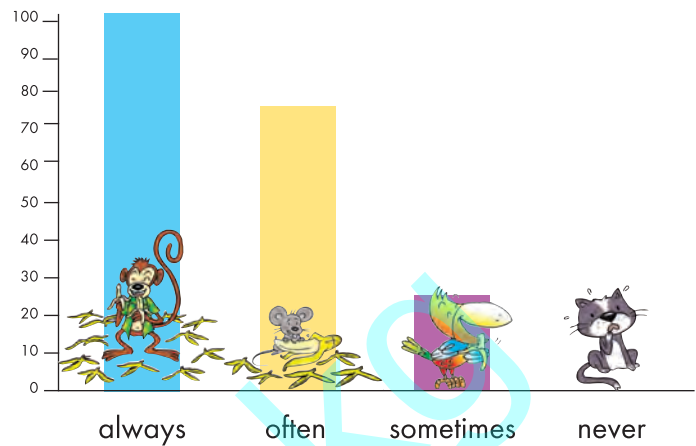


2. Listen and sing.

3. Say sentences with *always*, *often*, *sometimes* or *never*.



Max always eats bananas.



4. Listen and draw lines.



always

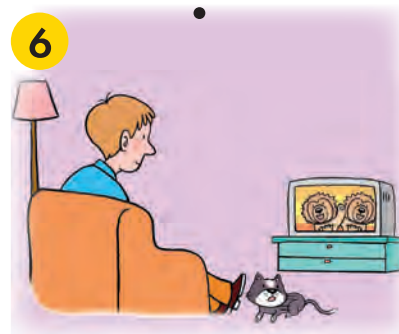


often



sometimes

never



Grammar

I **always** give water to my pet.
 You **sometimes** play with animals.
 Sue **often** paints pictures of animals.
 We **never** leave a pet in a hot car.



New Vocabulary

2.5



awake



a cage



grass



a pet

Useful Language

after	leave
at home	look after
before	
careful	

5. Read the sentences about pets. Write the letter of each picture next to the correct sentence.



Look after your pets, please.

A	B	C	D
E	F	G	H

1. Always say nice things to your pet.
2. Never give a lot of cake to a pet bird.
3. Always take your dog to play on the grass in the park.
4. Always be careful of pets with big teeth.
5. Never leave the door of a bird cage open.
6. Always take your dog for a walk.
7. Always give your pet a lot of water.
8. Never leave your pet in a hot car.

G

6. Listen and read about Bill and his pets.
Tick (✓) or cross (X).

2.6



When I get up in the morning, I always go and see my pets. Sally, Rover and Clover are always awake. I say 'Hello' to them but I never play with them before school.

After school, I often play with my pet bird, Sally. Sally sometimes flies to me and sits on my shoulder.



In the afternoon, I always take Rover and Clover for a walk in the park. Rover and Clover like running on the grass.

At night, Sally always sleeps in my house. Rover and Clover never sleep in the house. They always sleep in the garden.



1. Rover and Clover are always awake when Bill gets up.
2. Bill plays with Rover and Clover before school.
3. Bill often plays with his pet bird after school.
4. Bill always takes Rover and Clover for a walk.
5. Bill, Rover and Clover always go to the park.
6. Rover and Clover never sleep in Bill's room.

✓

7. Read the sentences. Do you do these things?
Write *always*, *often*, *sometimes* or *never*.

1



Look after a pet.

2



Give water to animals.

3



Take a pet for a walk.

4



Wash a pet.

5



Play with a pet.

6



Clean a bird cage.

7



Draw pictures of animals.

8



Watch animals on TV.

9



Give food to birds.

10



Take photos of an animal.

8. Talk about animals, pets and you. Use *always*, *often*, *sometimes* or *never*.



I always look after my pets.

9. Ask and answer.



Do you draw pictures of animals?

Yes, I sometimes draw pictures of animals. What about you?





It's our world!

1. Look at the photos. Guess the answers to the questions before you read the text.

1. How old is the girl?
2. Where is the girl from?
3. Who is the man with her?
4. What is the man's job?

2. Now read and answer the questions in exercise 1.



Hello. My name is Preet, and I'm from India. I am eight years old. This is my dad. His name is Arun. He is a guide at Ranthambore Park. Tigers live there.



3. Read and circle Yes or No.



Tigers are in danger. There are not many tigers in the world now. People come to Ranthambore Park in India to see them. Dad drives visitors to the park and helps them to find tigers. In the park, they can watch tigers and take photos of them. Dad tells them about the tigers. He thinks we all need to look after our world.

1. Are tigers in danger? Yes / No
2. Are there a lot of tigers in the world? Yes / No
3. Do people come to Ranthambore to see tigers? Yes / No
4. Does Arun drive tigers to the park? Yes / No
5. Can people take pictures of tigers in Ranthambore Park? Yes / No

4. Talk to a friend. Choose two animals that you like. Answer the questions.

1. Where do your animals live?
2. Are your animals in danger?
3. Which animals are in danger in your country?

5. Now tell the class about your animals.

New Vocabulary

3.1



a bin



a brush



empty



rubbish



tidy

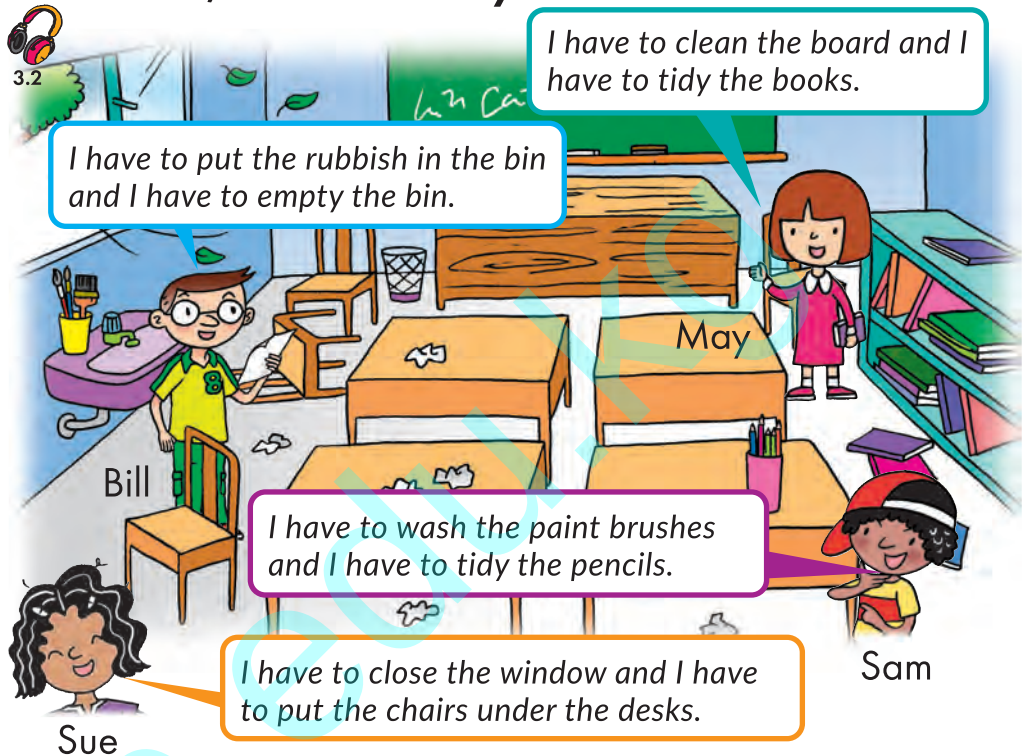


wash

1. Listen, read and say.



3.2



1



Bill

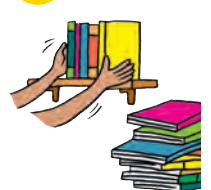
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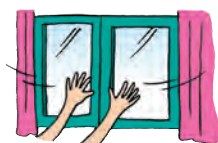
3



4



5



6



7



8



3. Say what May, Bill, Sam and Sue have to do to help at school.



Bill has to put the rubbish in the bin, and he has to empty the bin.



4. Read, tick (✓) and say what you have to do at school.

1. We have to tidy all the books.
2. We have to put the rubbish in the bin.
3. We have to put the bin outside.
4. We have to tidy the pencils.
5. We have to close all the windows.
6. We have to put the chairs under the desks.
7. We have to wash the paint brushes.
8. We have to clean the board.

☐
☐
☐
☐
☐
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Grammar

I	have to	clean the board.
He / She / It	has to	tidy the classroom.
We	have to	

 New Vocabulary

3.4



buy



coffee



cook



a cup



a glass



a market



plant



a sandwich



tea

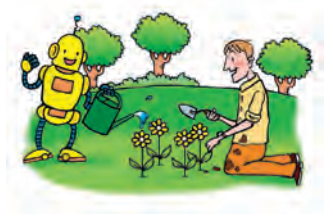
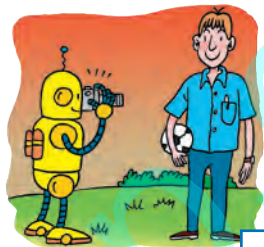
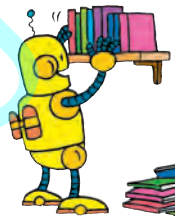
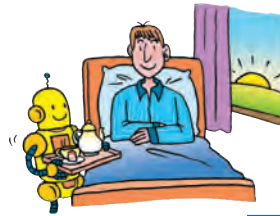
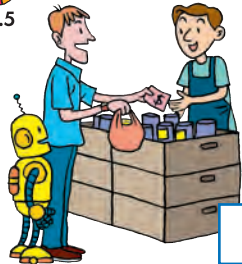


water

5. Listen and number the pictures.



3.5



6. Talk about the robot.



3.6



The robot always has to make Mr Lee a sandwich.

The robot doesn't have to wash the glasses or cups.



7. Do you help at home? What do you have to do?
Tick (✓) or cross (✗).

plant flowers

☐

clean the kitchen

☐

wash cups and glasses

☐

tidy clothes

☐

water flowers

☐

empty the bin

☐

wash the floor

☐

carry bags for people

☐

cook dinner

☐

make tea or sandwiches

☐

8. Say what you have to do and don't have to do at home.



3.7



I have to empty the bin.

I don't have to wash the floor.



Grammar

I / You / We / They	have to have got to	tidy clothes. cook dinner.
He/She	has to has got to	

I / You / We / They	don't have to haven't got to	tidy clothes. cook dinner.
He/She	doesn't have to hasn't got to	



Useful Language

3.8

first ... then ...
see you!



3.9

9. Who is going to the beach with Mary? Write the names.



Hi May. Can you come to the beach with me this afternoon?

10. What do the children have to do? Listen again and draw lines.



• May



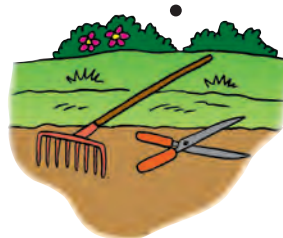
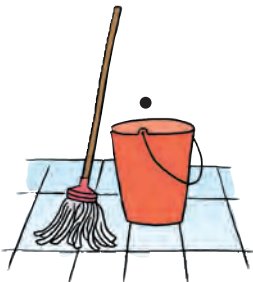
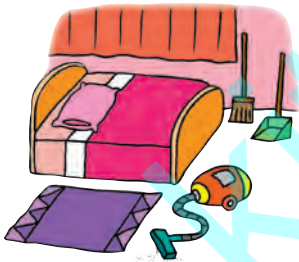
• Sam



• Bill



• Sue



11. What do they have to do? Ask and answer.



3.10



What does May have to do before she can go to the beach?

She has to clean her bedroom and she's got to ...



12. What do you have to do at home and school? Ask and answer.



3.11



What do you have to do at home?

I've got to clean my room. I don't have to clean the car.

What have you got to do at home?



Grammar

Do	you they	have to	help at home? wash cups?
What do	you they	have to	do at school? clean at home?
What does	he/she	have to	do at school?
What have	you	got to	clean at home?



It's our world!

1. Look at the photos. Guess the answers to the questions before you read the text.

1. How old is the girl?
2. What is wrong with the beach?
3. What is she doing?

2. Now read and answer the questions in exercise 1.



3.12 Hello. My name is Caitlin and I'm thirteen years old. I come from Ireland. This is a picture of me on a beach near my home. The beach is very dirty. I have a plastic bag and I am picking up rubbish from the sand. The rubbish is dangerous for people and animals. I am helping to look after our beach and our world.



3. Read and complete.

1. The girl's _____ is Caitlin.
2. Caitlin is _____ Ireland and she is _____ years old.
3. She is on a _____ and she is _____ rubbish.

4. What do we have to do to look after our beaches? Tick (✓) the good sentences. Cross (X) the bad sentences.

1. We have to throw rubbish in the sea.
2. We have to take our rubbish home.
3. We have to leave old food on the beach.
4. We have to put bottles in the bin.
5. We have to have bins for rubbish.
6. We have to pick up rubbish from the sand.

X

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

1. Do you sometimes go to the beach?
2. Is the beach clean?
3. How can people look after the beach?
4. How is a dirty beach dangerous?