Frances Treloar • Steve Thompson



Bishkek 2025

КЫРГЫЗ РЕСПУБЛИКАСЫНЫН МАМЛЕКЕТТИК ТУУСУ



КЫРГЫЗ РЕСПУБЛИКАСЫНЫН МАМЛЕКЕТТИК ГЕРБИ



КЫРГЫЗ РЕСПУБЛИКАСЫНЫН МАМЛЕКЕТТИК ГИМНИ

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

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

Алгалай бер, кыргыз эл,

Кайырма: Азаттыктын жолунда.

Өркүндөй бер, өсө бер, Өз тагдырың колуңда.

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

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

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Hello, young achievers!
This book will help you improve
your English, share your ideas,
and have fun exploring new topics
together



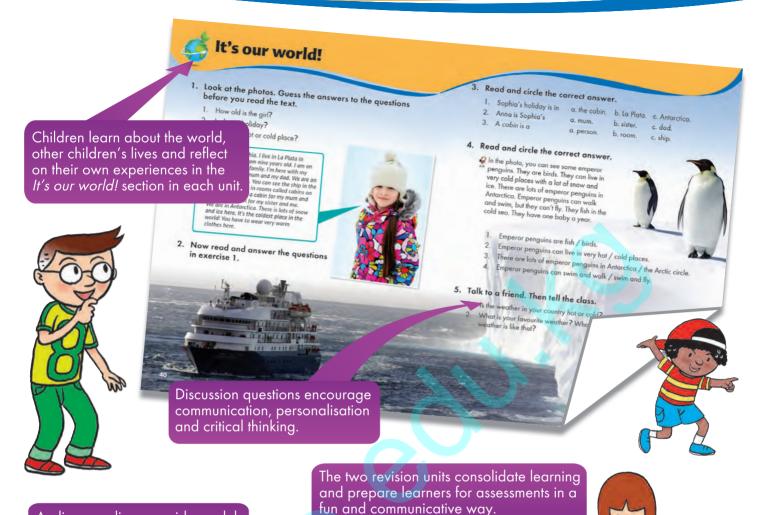
Walk through

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.

The Class Audio improves listening skills and gives learners invaluable exposure to models Memorable stories, songs, of good English. rhymes and games engage young learners. My friends, the animals Say sentences with always, often, sometimes or never. My friends, the animals 1. Look, listen and point. Asten and draw lines. 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 always give water to my pet. You sometimes play with animals. Sue often paints pictures of animals We never leave a pel in a hot car. 2. Listen and sing. New words are introduced Cross-references point users Clear Grammar sections to corresponding exercises with pictures and audio to focus learners' attention in the Workbook. aid comprehension. on form.



Audio recordings provide models for speaking activities.

Revision unit 1

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

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

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1. I am quite tall. I have got short, straight, block heir. I am short.

1. I am very tall and I have got short, straight, block heir.

1. I am very tall and I have got short, straight, block heir.

1. I am very tall and I have got short, carry, block heir.

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

1. I am quite tall. I have got short, straight, block heir.

1. I am very tall and I have got short, straight, block heir.

1. I am a ran. I have got short, carry, block heir.

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2. Look at the children on page

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	
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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	
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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: always, often, sometimes, never: I always walk to school. Prepositions of time: at, after, before: 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: how old, how many, what, where, which, who: 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: how often, when: 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



The pirates and the parrot

















blonde hair

curly hair

straight hair

a beard

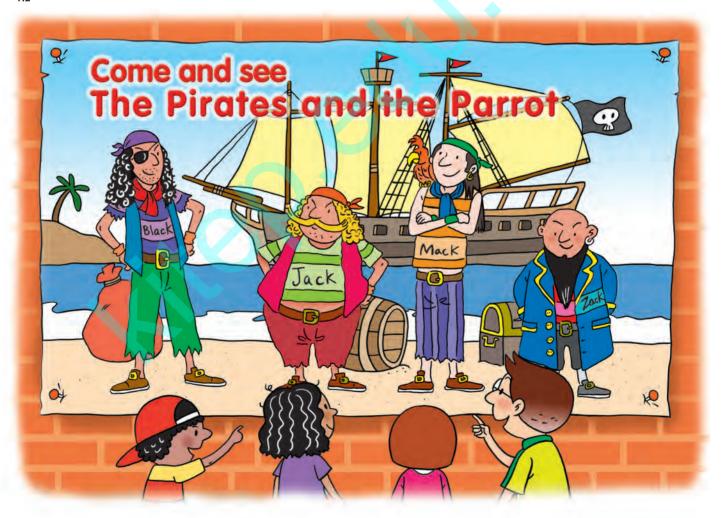
a moustache

a neck

a shoulder

1. Look, listen and point.

















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.

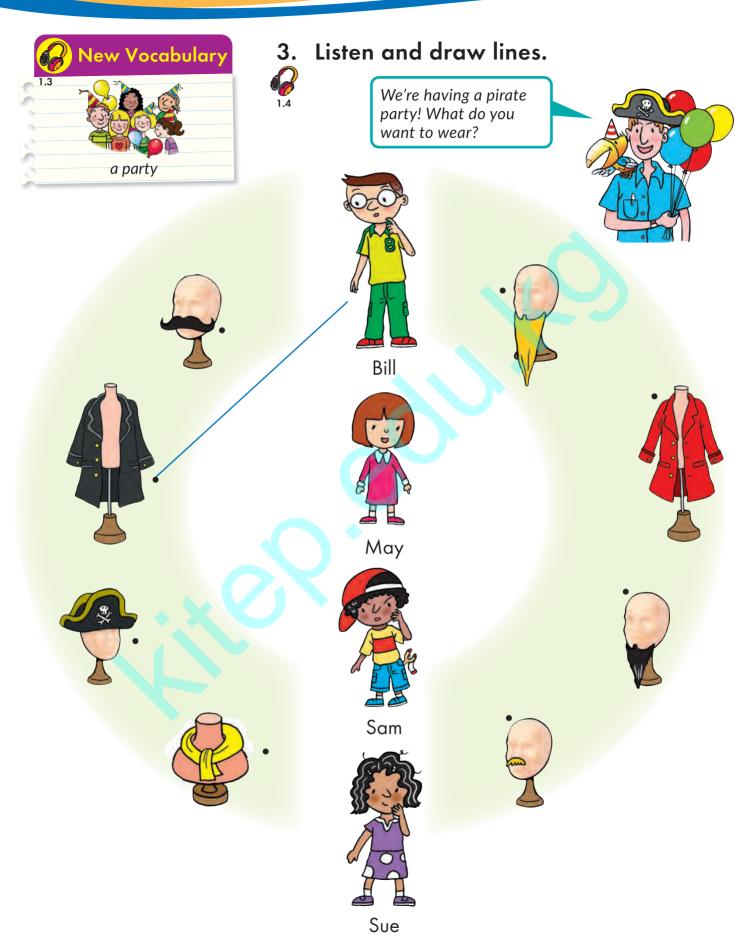
His name is ______.

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 ______.



4. Look, point and say.



He's got black hair and a black beard.





Number 1.









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.	



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



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

a box of treasure.

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.



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



2. Read the text. Answer the questions.

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.	
	, 0	

- 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.

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

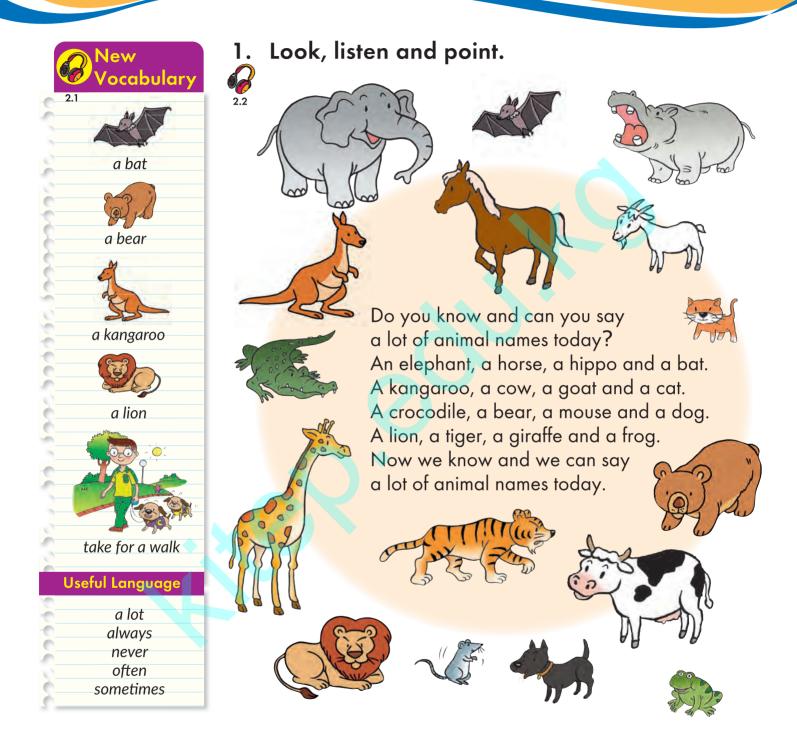
5. Talk to a friend. Then tell the class.

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



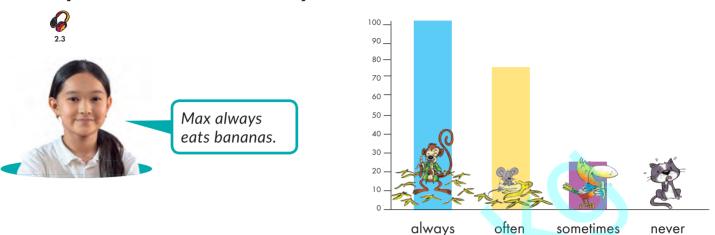
Unit 2

My friends, the animals

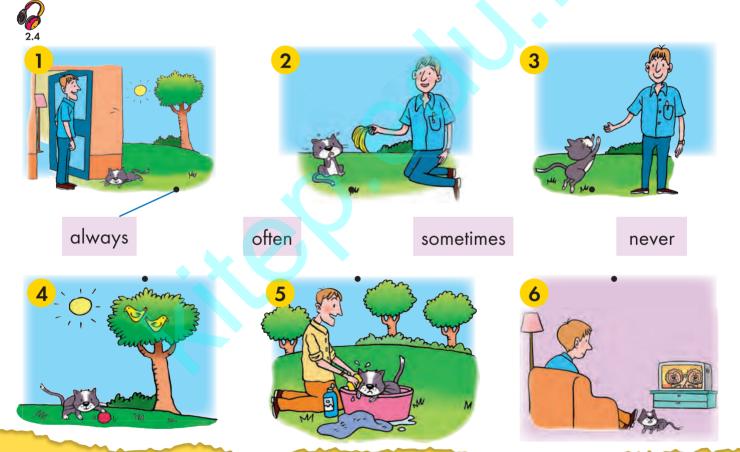


2. Listen and sing.

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

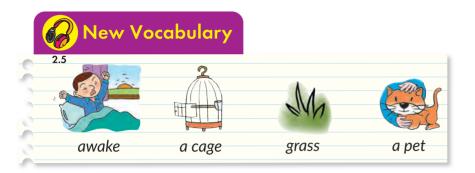


4. Listen and draw lines.



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.



Useful Language			
after at home before careful	leave look after		

G

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



- Always say nice things to your pet.
 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.

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



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.



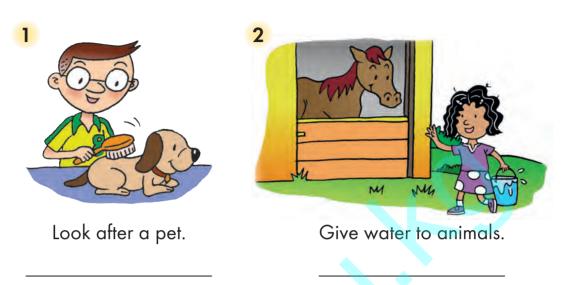


In the afternoon, I always take Rover and Clover for a walk in the park. Rover and Clover like running on the grass. At night, Sally always sleeps in my house. Rover and Clover never sleep in the house. They always sleep in the garden.

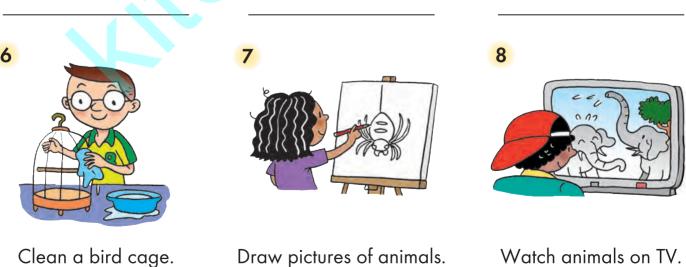


1.	Rover and Clover are always awake when Bill gets up.	
2.	Bill plays with Rover and Clover before school.	
3.	Bill often plays with his pet bird after school.	
4.	Bill always takes Rover and Clover for a walk.	
5.	Bill, Rover and Clover always go to the park.	
6.	Rover and Clover never sleep in Bill's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

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









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?

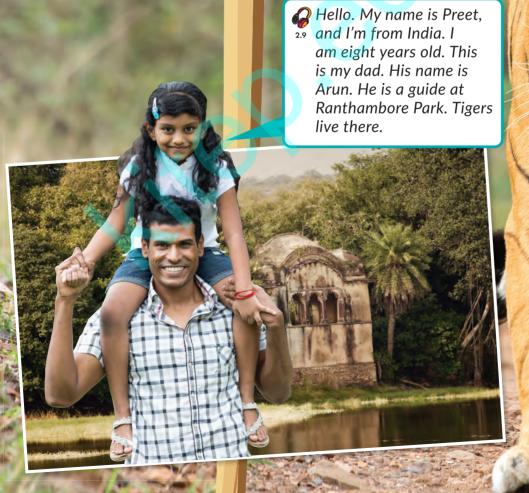
Yes, I sometimes draw pictures of animals. What about you?





It's our world!

- 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.



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.

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

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?
- Now tell the class about your animals.

Unit 3

Helping at school and at home



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.

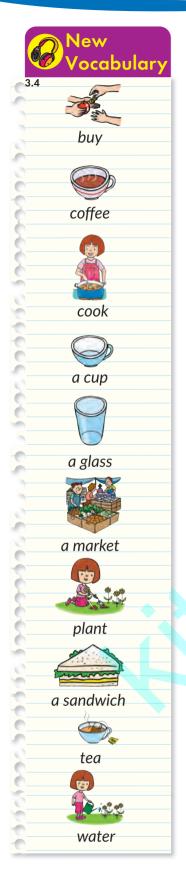


Read, tick (✓) and say what you have to do at school.

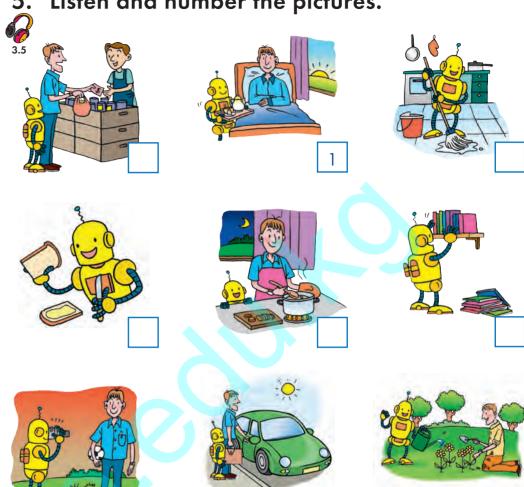
- We have to tidy all the books.
 - 2. We have to put the rubbish in the bin.
 - 3. We have to put the bin outside.
 - 4. We have to tidy the pencils.
 - 5. We have to close all the windows.
 - 6. We have to put the chairs under the desks.
 - 7. We have to wash the paint brushes.
- 8. We have to clean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

Grammar

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







6. Talk about the robot.



The robot always has to make Mr Lee a sandwich.

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



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

plant flowers	empty the bin
clean the kitchen	wash the floor
wash cups and glasses	carry bags for people
tidy clothes	cook dinner
water flowers	make tea or sandwiches

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





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.
He/She	has to has got to	dinner.

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



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.



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





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.





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.

Hello. My name is Caitlin and 1'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.	Re	ad and complete.		
	1.	The girl's is Caitlin.		
	2.	Caitlin is years old.		
	3.	She is on a and she is rubbish.		
4.		hat do we have to do to look after our beaches? k (√) the good sentences. Cross (×) the bad sentences.		
	1.	We have to throw rubbish in the sea.	X	
	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	6.	We have to pick up rubbish from the sand.		
5.	Ta	lk to a friend. Then tell the class.		
	2.	Do you sometimes go to the beach? Is the beach clean?		
	3.4.	How can people look after the beach? How is a dirty beach dangerous?		4
1				
			1	