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Take Off with English

Workbook with Audio



Bishkek
2025

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

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



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

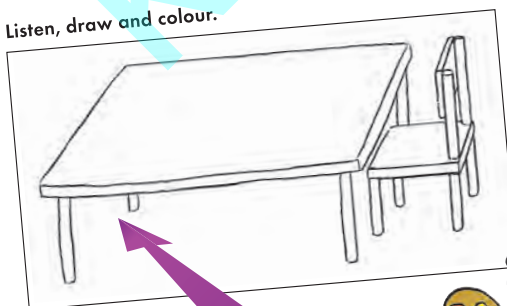
Workbook

Unit 1 Food is nice

1. Listen and tick (✓) or cross (X).



2. Listen, draw and colour.



Hands-on activities are included to promote creativity.

3. Read and write the number of the correct picture in the box next to each sentence.



What is that?
What colour is it?

It's an apple.
It's a grape.
It's green.
It's lemonade.
It's milk.

☐
☐
☐
☐
☐


What's this?
What colour is it?

It's red and green.
It's white.
It's yellow.

☐
☐
☐


What's that?
What colour is it?



What's this?
What colour is it?

The *Extra!* section at the end of every unit of the Workbook reviews language taught in the Pupil's Book while providing extension. It also develops 21st-century skills such as communication, critical thinking, collaboration and creativity.

Simple pronunciation activities in the Workbook introduce learners to the sounds of English and help build confidence.

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

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

Unit 11 Extra!

1. Look at the pictures. Write the words.

2. Listen and repeat.

Say it!

Thirteen sheep are sleeping between two green trees.

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

Revision unit 2

1. Match questions and answers.

- | | |
|-----------------------------------|---------------------------------------|
| 1. What's that? | • They haven't got any legs. |
| 2. Do mice like cats? | • No, they live on land. |
| 3. Do giraffes live in trees? | • It's a frog. |
| 4. Do horses eat plants or meat? | • They eat plants. |
| 5. How many legs have snakes got? | • No, they don't, but cats like mice. |

2. Read and tick (✓) or cross (X).



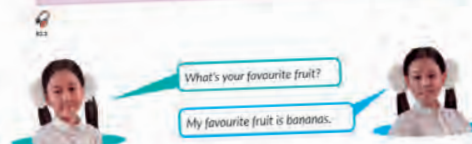
- | | |
|---------------------------------|-------------------------------------|
| 1. Tigers haven't got any legs. | <input checked="" type="checkbox"/> |
| 2. Tigers don't eat plants. | <input type="checkbox"/> |
| 3. Tigers don't live in trees. | <input type="checkbox"/> |
| 4. Tigers live in water. | <input type="checkbox"/> |
| 5. Tigers don't drink lemonade. | <input type="checkbox"/> |
| 6. Tigers have got tails. | <input type="checkbox"/> |

3. What do they like? Listen and draw lines.



4. Ask and answer about your favourite things.

fruit vegetable sport animal pet



Contents

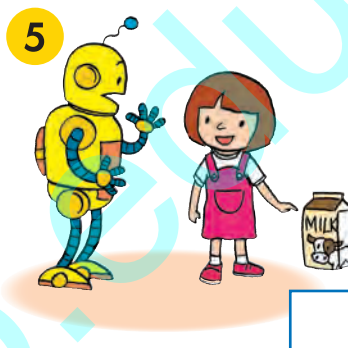
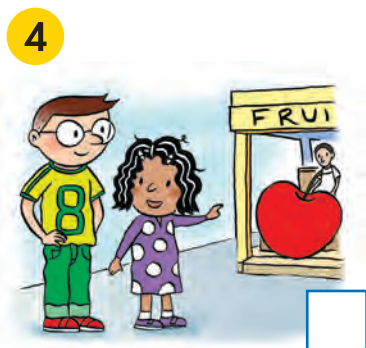
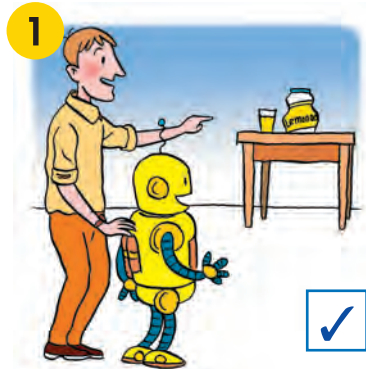
Unit	Page	Vocabulary
1 Food is nice	6	Food: carrot, coconut, egg, fish, food, lemon, lime, meat, onion, pear, peas, potato, sausage, tomato, vegetables, watermelon Drinks: lemonade, milk Common verbs: eat
2 Our clothes	12	Clothes: blouse, dress, hat, jacket, jeans, shirt, shoes, skirt, socks, trousers, T-shirt Colours: grey, pink, purple Other: glasses
3 I can speak English	18	Common verbs: climb, draw, drive, fly, paint, run, sing, speak English, swim Sports: tennis Other: fast, guitar
4 Can you play hockey?	24	Sports: badminton, baseball, basketball, football, hockey, table tennis Other: piano, sports, team
5 I am singing a song	30	Common verbs: cook, read, talk, sleep, watch Other: a painting, TV
6 At the beach today	36	Common verbs: catch, kick Places: beach Toys: kite Other: sand, shell, shorts
Revision unit 1	42	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>
7 What are you doing?	46	Common verbs: do, go Other: into, video
8 Can you help me?	52	Common verbs: close, open, want Other: can I have, a glass
9 I like fishing	58	Common verbs: enjoy, like Meals: breakfast, dinner, lunch Hobbies: fishing Other: but, me too, so do I
10 My day	64	People: men Times: afternoon, evening, morning, night Other: mice, school
11 Tigers eat meat	70	Animals: crocodile, elephant, fly, frog, giraffe, hippo, lizard, monkey, snake, tiger Other: cave, flower, monster, ugly
12 Who are you?	76	Common verbs: spell Other: favourite, goldfish, how old are you? I'm nine years old
Revision unit 2	82	Review of personal and other common questions; present simple with <i>like</i> , <i>live</i> ; use of <i>have got</i>

Grammar and structures	Functions	Extra!
These and those: <i>These are carrots / Those are limes</i> a/an and zero determiners with plural nouns: <i>It's a watermelon / They're beans</i> What is / What's this? It's milk. What is / What's that? It's a toy.	Identifying food and drinks Asking about and naming food, drinks and other items Describing objects	Fruit and vegetables review Short e sound (ten)
Question words: <i>Whose shirt is that?</i> Possessive 's': <i>They're Sue's socks.</i> Possessive adjectives: <i>our, its, their</i>	Identifying the owner of objects, especially clothes Asking about and naming the owner of objects, especially clothes Describing objects	Clothes review Contrasting s and sh sounds
Can for ability: <i>I can speak English. She can't sing.</i>	Talking about abilities and what people are not able to do	Gap-filling and true or false exercises g sound
Can for ability: <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	Sports review and matching exercise Long e sound (spelt ea team)
Present continuous: <i>The robot is sleeping. You are eating.</i>	Talking about what you are doing Describing present actions	Hobbies review with matching exercise. Vowel sounds in book and walk
Present continuous: <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	Review of present continuous tense and in/at Vowel sounds in bike and lime
Present continuous: <i>What are Sue and May doing?</i> Question words: <i>who, where, what</i>	Checking and confirming information about what you and others are doing Saying where you and others are going	Colouring exercise to review objects cl- sound
Can for requests/permission: <i>Can I have an apple, please?</i> Object pronouns: <i>me, you, him, her, it, us, them</i>	Making and responding to simple, polite requests	Review of can for requests/permission Vowel sounds in open and phone
Present simple: <i>Sue likes juice. I don't want an apple.</i> Like + verb + -ing: <i>I like fishing.</i> -ing forms as nouns: <i>Painting is my hobby.</i> So do I: <i>I like swimming. So do I.</i> Conjunctions: <i>but</i> Prepositions: <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	Review of hobbies Long vowel sound oo (blue, new, ruler)
Present simple review: <i>Grace sleeps. She doesn't sleep in the morning. Does Dan live in a small house?</i> Prepositions of time and place: <i>in the morning, at night, in the garden</i>	Talking about daily routines Checking and confirming information about daily routines	New vocabulary anagrams Vowel sounds in cow and mouse
Present simple: questions with what and where: <i>What does it eat?</i> <i>Where does it live?</i> Cardinal numbers: 11–20	Expressing general facts and information Checking and confirming information about daily routines	New vocabulary crossword Long e sound (spelt ee sheep)
Question words: <i>how, how old</i> Impersonal you: <i>How do you spell that?</i> Prepositions: <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	Review of questions with how and impersonal you ph sound (elephant)



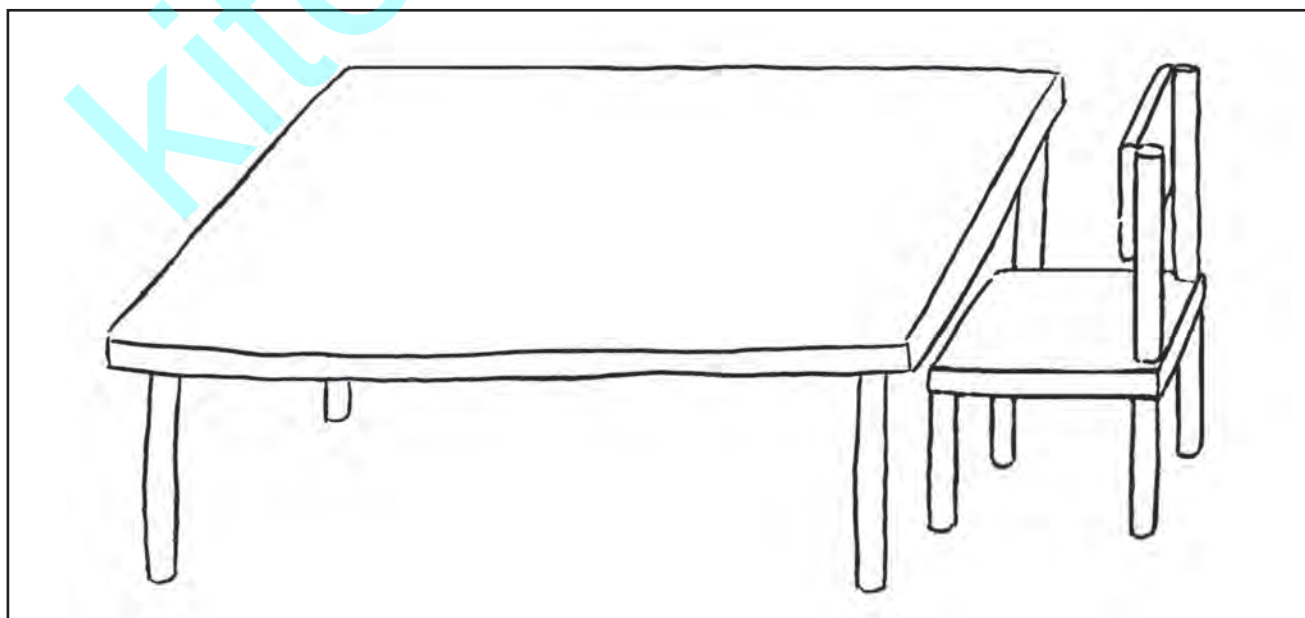
1. Listen and tick (✓) or cross (X).

1.1



2. Listen, draw and colour.

1.2



3. Read and write the number of the correct picture next to each sentence.

It's an apple. _____

It's a grape. _____

It's green. _____

It's lemonade. 1

It's milk. _____

It's red and green. _____

It's white. _____

It's yellow. _____

1

What is that?
What colour is it?

2

What's this? What
colour is it?

3

What's that?
What colour is it?

4

What's this? What
colour is it?

4. Read and draw lines.


carrots •


tomatoes •



fish •


lemons •

Food is good. Food is nice.



Eat vegetables,  and rice.

 onions, what are these?

Potatoes,  and green .

Eat vegetables, fish and .

Eat lots of fruit. It's very nice.

What are those?  and coconuts, limes and .


• rice

• watermelons

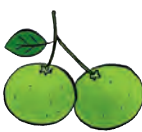
• peas

• pears

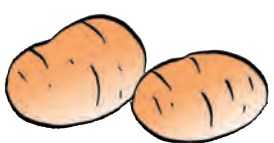
5. Write the words.




1. bananas




2. _____



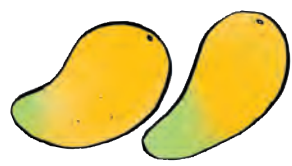
3. _____



4. _____



5. _____




6. _____

6. Complete the questions and answers.

What They're this is that 're those It

1

What are these?



_____ potatoes.

2

What's _____?



It _____ a carrot.

3

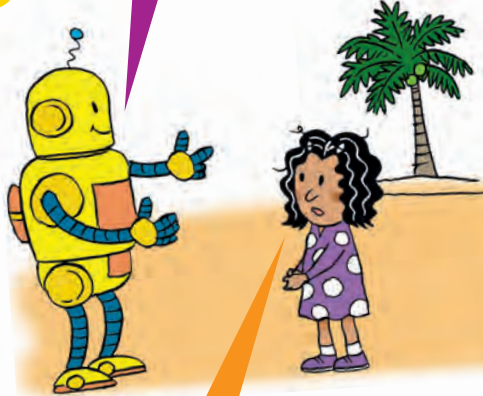
What's _____?



_____ 's a mango.

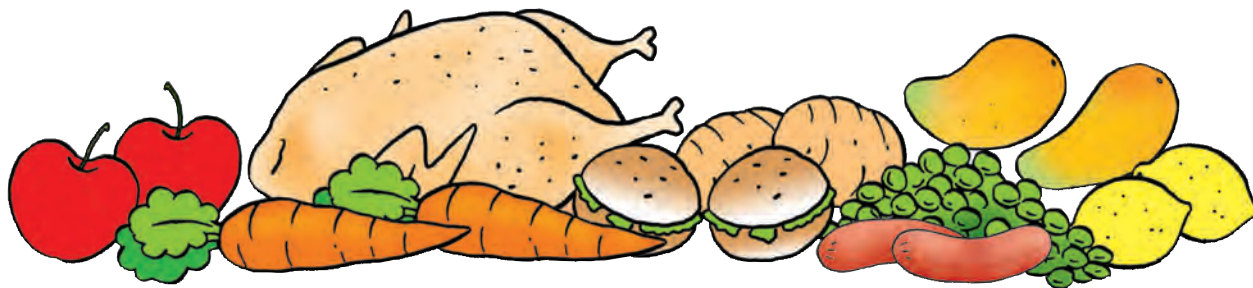
4

What are _____?



They _____ coconuts.

7. Write the words in the correct box.



apples burgers carrots chicken mangoes
lemons peas potatoes sausages

Fruit	Meat	Vegetables

8. Write *a* or *an*.



1. a tomato



2. _____ onion



3. _____ sausage



4. _____ watermelon



5. _____ egg



6. _____ coconut



7. _____ orange



8. _____ potato



1. Write the words and draw lines to four of the items in each tray.

1. miel l i m e •

2. aper _____ •

3. rortac _____ •

4. nelom _____ •



5. seban _____ •

6. tootap _____ •

7. sperga _____ •

8. totoam _____ •



1.3



2. Listen and repeat.

1. ten vegetables



2. yellow lemonade



3. red watermelon



4. eggs next to Pex



5. a pen and a lemon



1. Read and tick (✓) or cross (X).



1. The skirt is on the sofa.
2. The T-shirts are on the sofa.
3. The hat is on the floor.
4. The jeans are on the table.
5. The jacket is on the door.
6. The socks are on the floor.
7. The dress is next to the blouse.
8. The trousers are next to the jacket.

X

☐☐☐☐☐☐☐

2. Read and colour.

1. Colour the shoes black.
2. Colour the shirt yellow.
3. Colour the jeans blue.
4. Colour the blouse purple.
5. Colour the skirt orange.
6. Colour the hat grey.
7. Colour the dress pink.





3. Listen and colour the clothes.



•
May

•
Sam

•
Sue

•
Bill



4. Listen and draw lines.

5. Look at page 14. Point, ask and answer.

2.3



6. Write two sentences about each picture.



Bill



Sue



Sam



May

1. Bill's trousers are black.
2. Bill's jacket _____.
3. Sue's _____.
4. _____.
5. Sam's _____.
6. _____.
7. May's _____.
8. _____.

7. Write sentences. Use *my*, *their*, *our*, *his* or *her*.

1



My socks are very small.

2



3



4

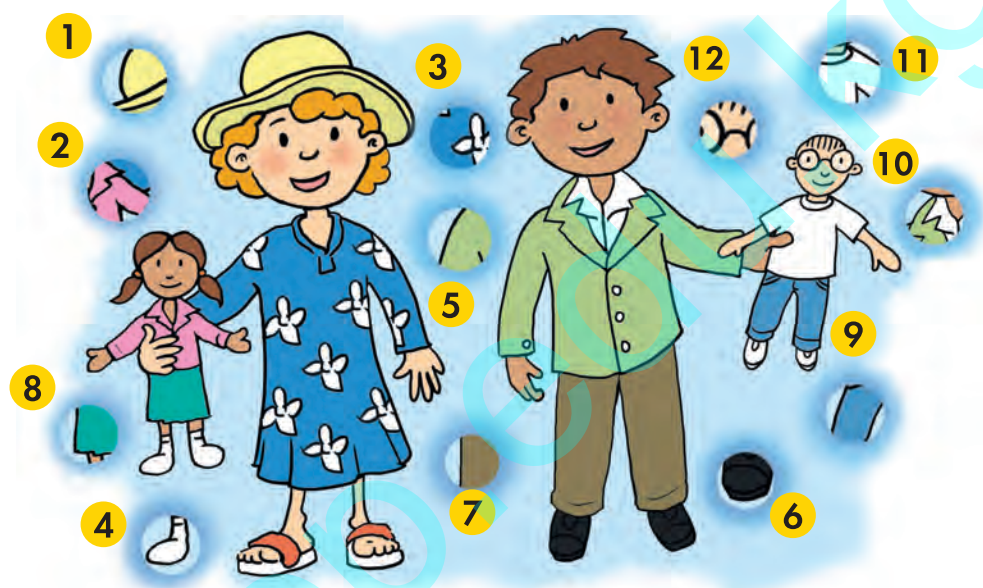


5



1. Match and number.

blouse _____ dress _____ hat 1 glasses _____
jacket _____ jeans _____ shirt _____ shoes _____
skirt _____ socks _____ trousers _____ T-shirt _____



2.4



2. Listen and repeat.

1. sock



2. skirt



3. sausage



4. shoes



5. shirt



6. sheep

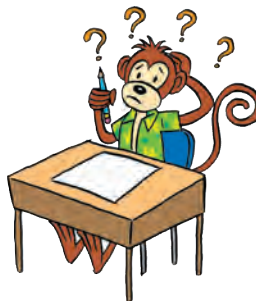


1. Look at the pictures, read and draw lines.

1



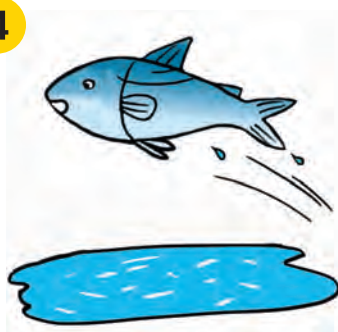
2



3



4



5



6

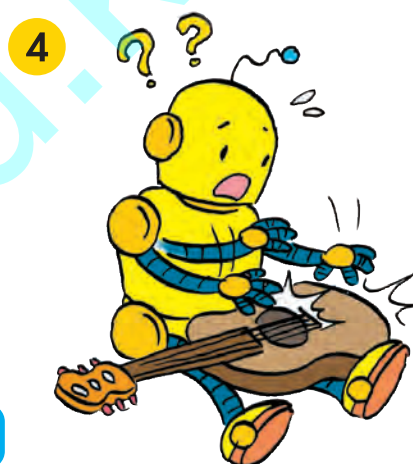
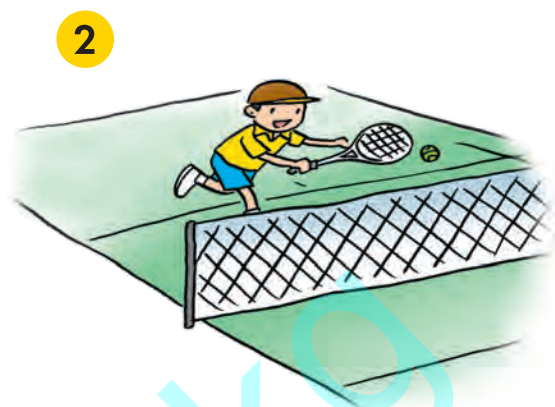


7



- | | | |
|--------------|---|----------------------|
| 1. The robot | • | • can climb walls. |
| 2. Max | • | • can walk. |
| 3. The man | • | • can speak English. |
| 4. The fish | • | • can pick up cars. |
| 5. The man | • | • can't write. |
| 6. The bird | • | • can run fast. |
| 7. Pex | • | • can't walk or run. |

2. Look at the pictures. Say what they can or can't do.



3.1

He can play tennis.

He can't sing.



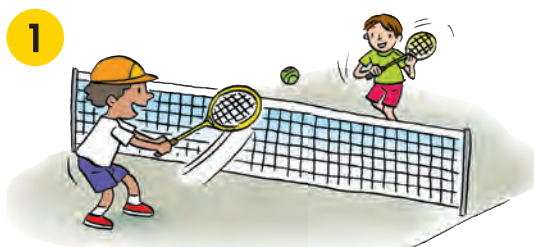
3. Listen and write *N*, *K* or *N and K*.



Nick



Kim



___ K ___

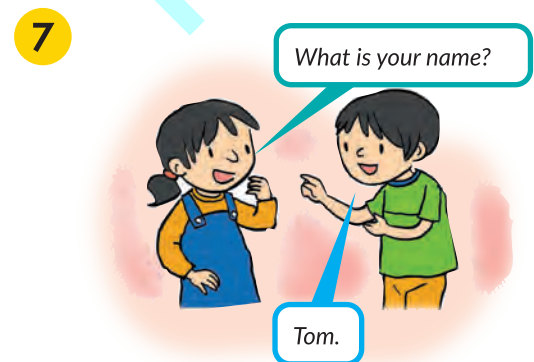














4. Write the words on the lines.

~~spea~~ run play paint climb ride
pictures trees ~~English~~ the guitar a horse fast



1. He can spea
English

2. You can _____

3. She can _____



4. She can _____

5. We can _____

6. They can _____



5. Order these sentences.

1. swim / can / He He can swim.

2. fly / Pex / can _____

3. can / I / climb / trees _____

4. They / English / speak / can _____

5. fast / can / run / You _____

6. Write *can* or *can't*.



1. Sue can swim.

2. Cats can't play tennis.

3. Max can't sing.

4. Mr Lee can play the guitar.

5. The robot can speak English.

6. Cows can't climb trees.

7. Fish can't walk.

8. Horses can't read.

7. Write what you *can* and *can't* do. Choose six things from the box.

speaking English	fly	swim	paint good pictures
play the guitar	play tennis	drive	sing

1. I can speak English.

2. I can't fly.

3. _____

4. _____

5. _____

6. _____

1. Cross out the wrong words.

Horses can	Babies can	Men and women can	Ducks can
swim —speak— run fast —play tennis—	read pick up things run fast eat	paint pictures swim play the guitar drive a car	climb trees swim ride a motorbike fly

2. Complete the sentences below.

Anna doesn't like water and she can't swim in it.

Lucy likes drawing and she can p_____ good pictures.

My sister doesn't like trees and she can't c_____ them.

Grace likes music and she can p_____ the guitar.



3.3



3. Listen and repeat.

1.  a **green** guitar

2.  a **grey** goat with **glasses**

3.  a **girl** and her **grandmother** in the **garden**