

Frances Treloar • Steve Thompson

# 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 6* and *7* are perfect for all primary English classes and they fully develop learners' communication skills for the Cambridge English: Movers test syllabus.

The full-colour Workbook provides practice of the 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  
3

### Helping at school and home

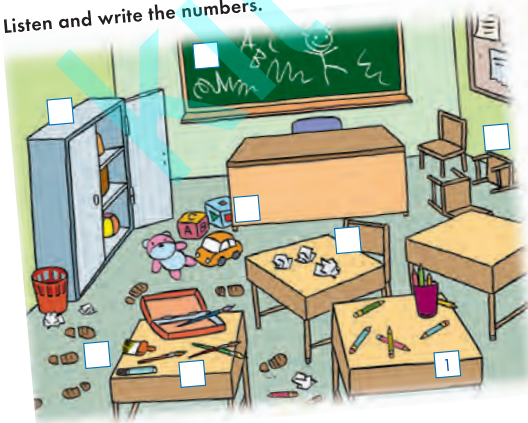
#### 1. Listen, read and repeat.

##### Let's help!

There are a lot of things for us to do.  
Can you help, May, Bill, Sam and Sue?  
We have to tidy all the toys.  
Can you help, boys? Can you help, girls?  
We have to close the cupboard door.  
We have to clean the classroom floor.  
We have to tidy shoes and socks  
And put paint brushes in the box.

We have to take the footballs in  
and put our rubbish in the bin.  
There are lots of things for us to do.  
Can you help, May, Bill, Sam and Sue?

#### 2. Listen and write the numbers.

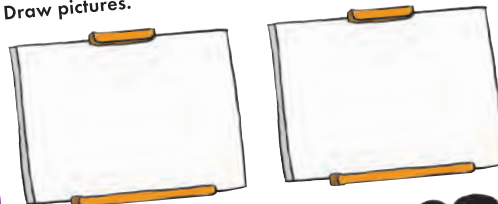


22

#### 3. What do they have to do? Write the words.



#### 4. How do you help at home? Write two sentences. Draw pictures.



1. I have to ...

2. ...



Hands-on activities are included to promote creativity.

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.

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

**Unit 2 Extra!**

1. Look at the pictures. Write the names of these things and animals.

1. grass 2. kite  
3. box 4. key  
5. milk 6. book

2. Read and complete. Use words from the box.

baby tails tigers water meat orange teeth mother

(1) Tigers are big animals. Their colours are (2) black and white. They are strong and have big white (3) teeth and long (4) tails. They drink (5) water and eat (6) meat. Tiger families are not very big. (7) mothers leave their (8) babies after two or three years.

3. Listen and repeat.

1. a kangaroo with a kite  
2. Kim has got a keyboard.  
3. a monkey with some milk  
4. Please take a book.

4. Make a short book: *My favourite animal*.

- Find out about these things for your favourite animal.
- Write a short sentence and draw or stick a picture on each page.
- Show your book to your friends.

Page 1: My favourite animal  
Page 2: Its colour  
Page 3: Its body  
Page 4: Number of babies  
Page 5: Number in the world  
Page 6: Its food

5. Read your friend's book. You like about it.



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

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

**Revision unit 1**

1. Listen and circle the correct word.

Name: Tom / Joe / Ben  
Age: 8 / 9 / 10  
Class: 6A / 6B / 6C  
Lives in: New Street / Old Road / Park Street  
Likes: Sport: football / tennis / swimming  
Food: chicken / burgers / sausages  
Music: plays the guitar / sings / plays the piano

2. Now talk to a friend. Write the answers.

What's your name?  
My name's Leo.

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Class: \_\_\_\_\_  
Lives in: \_\_\_\_\_  
Likes: Sport: \_\_\_\_\_  
Food: \_\_\_\_\_  
Music: \_\_\_\_\_

3. Look at the picture. Read and write Yes or No.

1. Bill and Max are at a bus station.  
2. The man with the black moustache is riding a bike.  
3. There is a monkey on the bus.  
4. Max has got a scarf round his neck.  
5. The man behind Bill has got a beard.  
6. On the bus, there is a picture of a forest.  
7. The woman's hair is short and curly.  
8. The girl with long, brown hair is waving at the monkey.

Yes \_\_\_\_\_





# Contents

Unit	Page	Vocabulary
1 The pirates and the parrot	6	<b>Adjectives:</b> blonde (hair), curly (hair), fat, straight (hair), tall, thin <b>Clothing:</b> coat, scarf <b>Parts of the body:</b> beard, moustache, neck, shoulder <b>Other:</b> carry, party
2 My friends, the animals	14	<b>Animals:</b> bat, bear, kangaroo, lion <b>Other:</b> cage, grass, pet <b>Useful Language:</b> after, always, before, leave, look after, never, often, sometimes
3 Helping at school and at home	22	<b>Containers:</b> cup, glass <b>Food and drink:</b> tea <b>School and home:</b> bin, brush, rubbish <b>Verbs:</b> buy, cook, empty, plant, tidy, wash, water <b>Other:</b> market <b>Useful Language:</b> first... then...
4 The weather's very nice	30	<b>Animals:</b> whale <b>Sports and leisure:</b> holiday <b>The world around us:</b> island, jungle, mountain, river <b>Weather:</b> cloud, cloudy, cold, hot, ice, rain, snow, sunny, weather, wet, wind, windy <b>Verbs:</b> climb, fish <b>Other:</b> email, sweater <b>Useful Language:</b> bad, difference, place
5 New places to live	38	<b>Ordinal numbers:</b> first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth <b>Parts of a building:</b> basement, ground floor, lift <b>Places:</b> bank, building, bus station, café, cinema, hospital, library, road, supermarket, swimming pool <b>Prepositions:</b> above, inside, near, opposite <b>Other:</b> nest, up
Revision unit 1	46	Review of have (got) to; have got (for appearance); quite/very; present simple and present continuous; weather; with (for appearance); places; the world around us
6 Bigger, taller, quicker	50	<b>Adjectives:</b> afraid, loud, quick, round, slow, square, strong, tired <b>Useful Language:</b> another, better than, boring, difficult, easy, worse than
7 Welcome to Coco Island!	58	<b>Adjectives:</b> high
8 Can you come to the party?	66	<b>School:</b> homework <b>Verbs:</b> visit <b>Other:</b> a text <b>Useful Language:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, how about...?
9 The picnic by the waterfall	74	<b>Containers:</b> bottle, bowl, plate <b>Food:</b> salad, vegetables <b>Other:</b> menu
10 After school and at weekends	82	<b>Animals:</b> puppy <b>Family:</b> parents <b>Sports and leisure:</b> comic, sailing, skating <b>Time:</b> weekend <b>Verbs:</b> bring, hate, hide, invent <b>Useful Language:</b> be good at, clever, how much, unusual
Revision unit 2	90	Review of like/hate + verb + -ing; superlative adjectives; would like; quantifiers; food; containers



Grammar and structures	Functions	Extra!
<b>quite/very:</b> I'm <b>quite</b> (tall). <b>with (for appearance):</b> The boy <b>with</b> (the curly hair...) <b>Reinforcement of have got:</b> She <b>has got</b> (long hair). <b>Reinforcement of present continuous:</b> He <b>is wearing</b> (jeans and a T-shirt).	Talking about physical appearance Asking and answering questions on how to identify people	Drawing exercise for grammar and vocabulary review Short o sound (long, blonde)
<b>Adverbs of frequency:</b> always, often, sometimes, never: I <b>always</b> walk to school. <b>Prepositions of time:</b> at, after, before: I never play <b>before</b> school. <b>Reinforcement of present simple:</b> I <b>get up</b> in the morning.	Talking about animals and pets Asking and answering questions about daily routines	Animal review Short book: <i>My favourite animal</i> k sound (kangaroo, monkey)
<b>have (got) to (for obligation):</b> He <b>has (got) to</b> (tidy the classroom). <b>We don't have / haven't got to</b> (cook dinner). <b>Do you have to</b> (help at home)? <b>What do you have to</b> (do at school)?	Talking about what one and others have to do Asking and answering questions about what has to be done	Verb crossword Short book: <i>Helping people</i> Short y sound (carry, baby)
<b>Present simple (for general facts):</b> It's (cold). <b>Present continuous:</b> It's <b>snowing</b> now. <b>Nouns and adjectives for weather:</b> Look at the <b>sun</b> . It's <b>sunny</b> .	Talking about the weather Describing and giving information about pictures and places Identifying pictures based on descriptions	Weather and vocabulary review Short book: <i>Our weather</i> Long a sound (make, face)
<b>Ordinal numbers:</b> 1st–10th <b>Reinforcement of prepositions:</b> The school is <b>between</b> the library and the house.	Giving the order of items Understanding directions Talking about the location of things	Places review Short book: <i>My home</i> ar sound (car, scarf)
<b>Comparative adjectives:</b> Mr Lee is <b>taller than</b> Bill. The boy is <b>more afraid than</b> the man. The blue dress is <b>better than</b> the red one. <b>I think ... : I think</b> cold weather is better than hot weather.	Talking about the differences between things and people Expressing opinions and ideas	Comparative adjectives review Poster: <i>We are all different</i> er sound (thinner, teacher)
<b>Superlative adjectives:</b> <b>The shortest</b> river is Fish River. <b>The happiest</b> girl is Sarah. <b>The most</b> beautiful beach is Whale Beach. <b>The best</b> cake is chocolate cake!	Talking about the differences between things and people Answering questions about people and things	Superlative adjectives anagrams Coco Island colouring exercise or sound (horse, morning)
<b>Question words:</b> how often, when: <b>How often</b> does Bill clean the floor? <b>When</b> does May have to empty the bins? <b>Time and frequency:</b> Bill <b>has to</b> tidy desks <b>once a week</b> . May <b>has to</b> empty the bins <b>on Mondays</b> . <b>Reinforcement of prepositions of time:</b> Sue can play tennis <b>after</b> school.	Talking, asking and answering questions about schedules Asking and answering questions about the frequency of activities	Days of the week crossword Football quiz (time and frequency) ir sound (dirty, third)
<b>Quantifiers:</b> <b>a bowl of</b> (soup); <b>a cup of</b> (tea); <b>a bottle of</b> (water); <b>a plate of</b> (chips) <b>would like:</b> I'd <b>like</b> (a cup of tea), please.	Talking about containers Making polite requests	Containers matching exercise s sound (juice, ice cream)
<b>Expressing likes and dislikes:</b> like/hate + verb + -ing: Sam <b>likes</b> fishing at the weekend. Sue <b>doesn't like</b> doing homework. Ogg <b>hates</b> cooking supper. He <b>likes</b> shopping <b>a lot</b> . Sam <b>likes</b> flying a kite <b>the best</b> . May <b>quite</b> likes drawing.	Asking and answering questions about likes and dislikes Talking about the degree of likes and dislikes	Vocabulary crossword Short book: <i>My hobbies</i> ing sound (bring, playing)

# The pirates and the parrot

## 1. Read and draw lines.

long, curly, blonde hair

short, straight, black hair

a scarf

short, curly, black hair



a neck

a shoulder

a black moustache

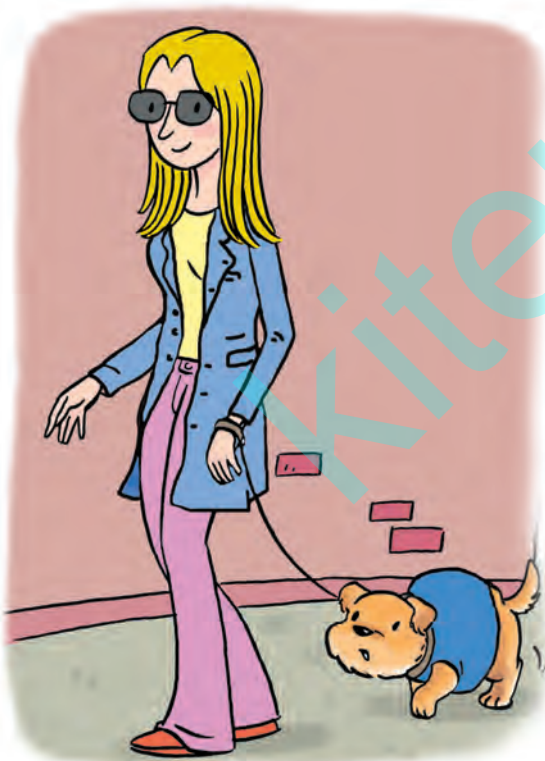
a long, grey beard

a tall, thin man

2. Look at the pictures. Complete the sentences.



1. He's got a long, black beard.
2. He's wearing a red \_\_\_\_\_ round his neck.
3. He's got short, black, \_\_\_\_\_ hair.
4. He's got a parrot on his \_\_\_\_\_.



5. She's got long, straight, \_\_\_\_\_ hair.
6. She's tall and \_\_\_\_\_.
7. She's wearing a blue \_\_\_\_\_.
8. Her dog is small, short, brown and \_\_\_\_\_.





3. Play the game. Ask and answer with your friend.

Is it a girl?

No, it isn't.

Has he got a green T-shirt?

No, he hasn't.

Has he got blonde hair?

Yes, he has.

Is he wearing a scarf?

No, he isn't.

Is he number 12?

Yes, he is!

4. Look at page 8. Read and write the correct number.

This person has got short, curly, blonde hair. This person is wearing a red T-shirt.

Which number person is it? \_\_\_\_\_

5. Choose a person from page 8. Write about this person. Ask your friend which number it is.

This person \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

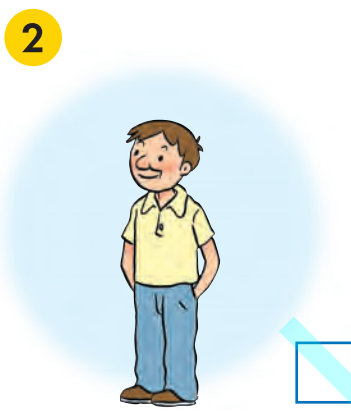
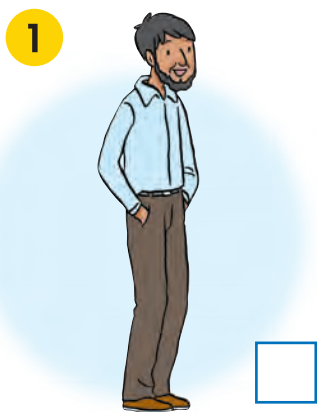
Which is your friend's person? Write the number. \_\_\_\_\_

Which is your person? Write the number. \_\_\_\_\_

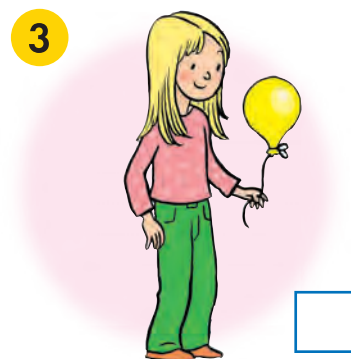


6. Listen and tick (✓).  
1.2

1. Which man is the boy's father?



2. Which girl is the boy's sister?



3. Which pirate is in the boy's story?





# 7. Complete the sentences.



Who is Sam?

He's the boy with the curly, black hair. He's wearing a yellow and red T-shirt.

Who is Bill?

He's the boy with the \_\_\_\_\_.

Who is Sue?

She's the girl \_\_\_\_\_.

Who is May?

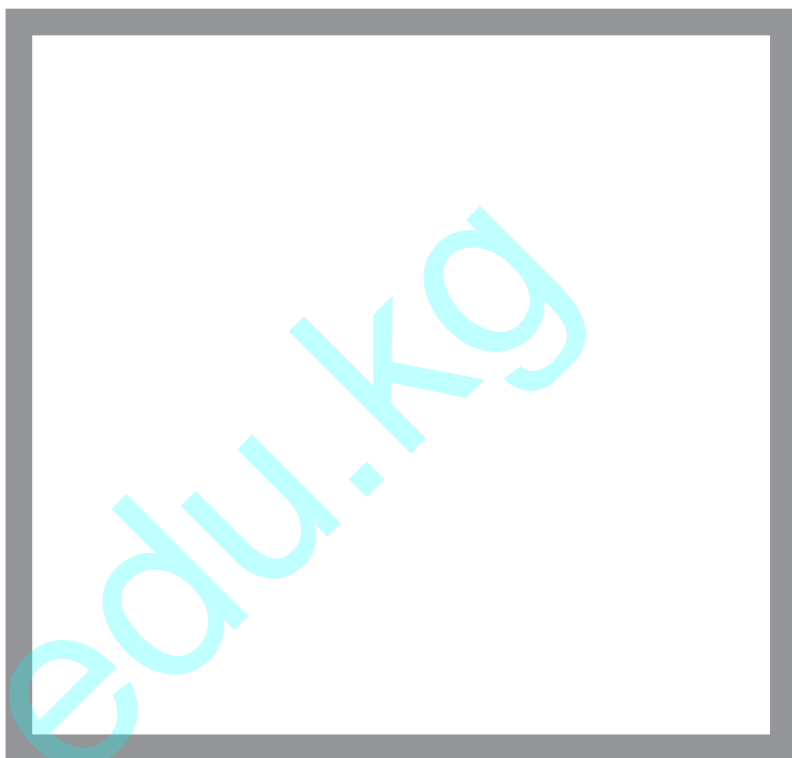
She's \_\_\_\_\_.



1.3

**1. Read, listen and draw the pirate.**

This is Big Red, the Pirate.  
He has got long hair. It  
is quite curly and black.  
He has got a black  
moustache. He is wearing  
a red scarf round his neck  
and a long, red coat. His  
trousers are blue. He is  
not wearing any shoes.

**2. Read and match. Write the letter.****A****B****C****D**

1. His hair is blonde. It's straight. He hasn't got a beard or a moustache. \_\_\_\_\_
2. He has got black hair. His hair is quite long and curly. He has a beard, too. \_\_\_\_\_
3. He has got short, brown hair. His hair is quite straight and he isn't wearing glasses. \_\_\_\_\_
4. He has got short, brown hair. His hair isn't curly. He is wearing glasses. \_\_\_\_\_



### 3. Listen and repeat.

1.4

**Say it!**



1. a **doll** with **long**,  
**blonde** hair



2. a **monster**  
singing a **song**



3. a **frog** in a  
**box**



4. a **lorry** in a  
**shop**



5. a **dog** called  
**Tom**

### 4. Complete the table. Use the words in the box.

shoulder   straight   tall   curly   neck   black   coat  
scarf   ~~fat~~   ~~long~~   blonde   ~~glasses~~   thin   ~~eyes~~

Parts of the body	Things we wear	Words that describe hair	Words that describe the body
<u>eyes</u>	<u>glasses</u>	<u>long</u>	<u>fat</u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
		<u>                    </u>	
		<u>                    </u>	



## My friends, the animals

## 1. Write the words.

→ Across

4.



5.



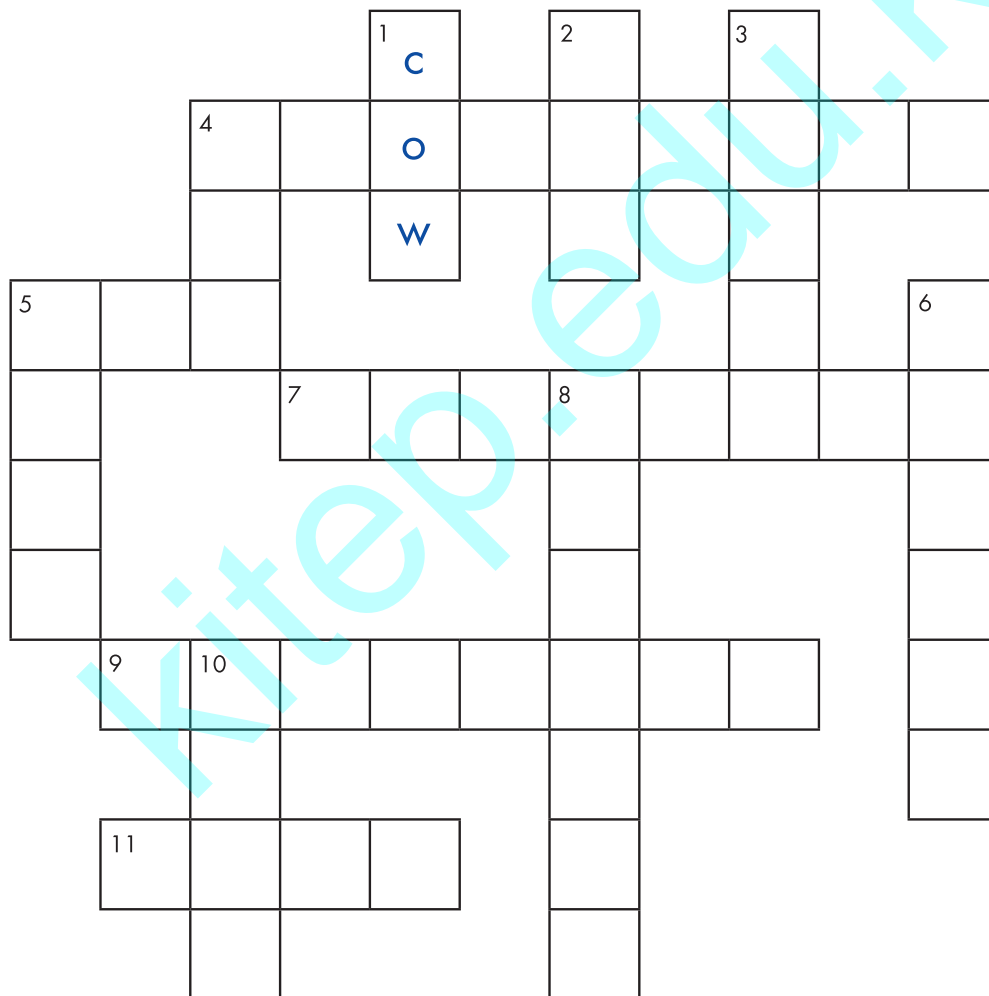
7.



9.



11.



↓ Down

1.



2.



3.



4.



5.



6.



8.



10.





## 2. Listen and tick (✓) the correct word.

2.1

	always	often	sometimes	never
1. Max drinks lemonade.				✓
2. Rex watches TV in the morning.				
3. Clover goes swimming.				
4. Sue paints pictures of animals.				
5. Dolly sleeps in the afternoon.				
6. Mr Lee rides a bike in the afternoon.				
7. Sam eats fish and chips.				
8. Pex plays with cats.				

## 3. Talk about yourself. Use the sentences in exercise 2 and *always*, *often*, *sometimes* and *never*.



2.2

I sometimes drink lemonade.



I never watch TV in the morning.





## 4. Listen, read and match the numbers to the animals.

2.3

**1** These animals sometimes eat meat. They often eat fish. They can be orange, brown, black or white. They often live in houses.

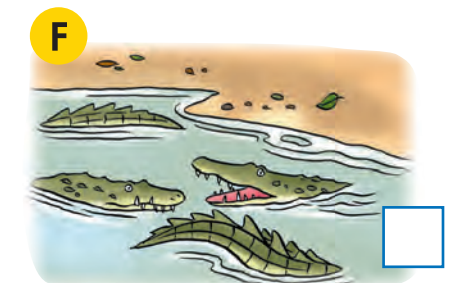
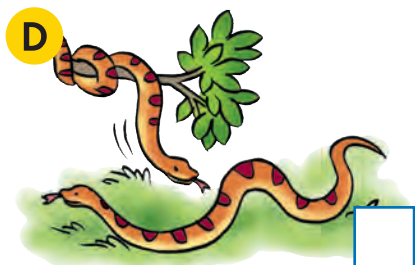
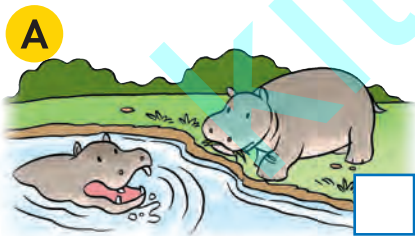
**2** Sometimes you see these animals in water, on the ground or in trees. They never walk or run. They haven't got legs.

**3** These animals are black and white or brown. They always eat grass. They live on land.

**4** These animals live in water. They have big teeth and long tails. They haven't got hair. They never eat fruit.

**5** These animals often sleep in the day. They are orange and black or white. They have got big teeth. They always eat meat and never eat fruit.

**6** These animals like water and they often swim. They have big teeth and they haven't got hair. They always eat grass and never eat meat.





5. Read and complete the sentences with *before* or *after*.

1. Always look before you cross a street.
2. Always clean your teeth \_\_\_\_\_ you go to bed.
3. Always give water to your pet \_\_\_\_\_ you go to school.
4. Bill usually watches TV \_\_\_\_\_ he comes home from school.
5. Sue always washes her hands \_\_\_\_\_ she sits down to eat.
6. Sam never watches TV \_\_\_\_\_ he has breakfast.

6. Write sentences. Use the words in boxes to help you.

1



always clean

Always clean the  
bird cage.

2



never give a bath to

3



always give fruit to

4



never sit

5



always close

6



never leave with

7. Ask and answer. Complete the table. Write *always*, *often*, *sometimes* or *never*.



Do you read in the morning before school?

No, I never read before school.

Do you watch television after school?

Yes, I sometimes watch television after school.



Me

<p>Morning (before school)</p> <ul style="list-style-type: none"> <li>• Read</li> <li>• Draw pictures</li> <li>• Play with friends</li> </ul>
<p>Afternoon (after school)</p> <ul style="list-style-type: none"> <li>• Sleep</li> <li>• Play the piano</li> <li>• Look after pets</li> </ul>
<p>Evening</p> <ul style="list-style-type: none"> <li>• Watch television</li> <li>• Learn English</li> <li>• Clean room</li> </ul>

My friend

8. Say or write sentences about your friend.



My friend sometimes reads in the morning before school. She never watches television.

9. Write sentences.

	Eats meat for lunch	Goes for a walk after school	Goes to the park in the evening
Bill	X	✓✓✓	✓
Sue	✓	✓✓	✓✓✓
Sam	✓✓	✓	X
May	✓✓	✓	✓✓

always: ✓✓✓

often: ✓✓

sometimes: ✓

never: X

1. Bill never eats meat for lunch. He always goes for a walk after school. He sometimes goes to the park in the evening.

2.

3.

4.

10. Write sentences about yourself. Use *always*, *often*, *sometimes* or *never*.

1. Look at the pictures. Write the names of these things and animals.

1.  grass

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

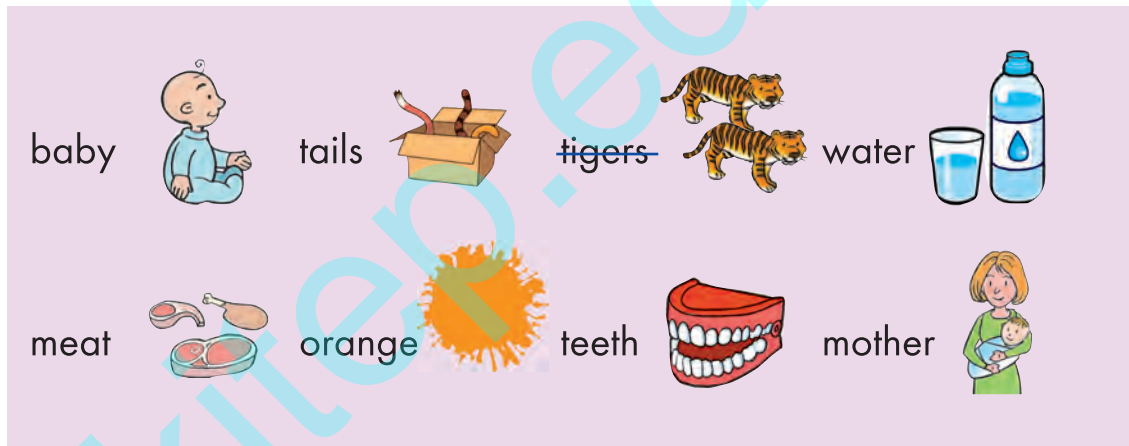
3.  \_\_\_\_\_

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

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

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

2. Read and complete. Use words from the box.



(1) Tigers are big animals. Their colours are (2) \_\_\_\_\_, black and white. They are strong and have big white (3) \_\_\_\_\_ and long (4) \_\_\_\_\_. They drink (5) \_\_\_\_\_ and eat (6) \_\_\_\_\_. Tiger families are not very big. (7) \_\_\_\_\_ tigers leave their (8) \_\_\_\_\_ after two or three years.





### 3. Listen and repeat.

2.6

**Say it!**



1. a **k**angaroo  
with a **k**ite



2. **K**im has got  
a **k**eyboard.



3. a **m**onkey with  
some **m**ilk



4. Please **t**ake  
a **b**ook.

### 4. Make a short book: *My favourite animal*.

- Find out about these things for your favourite animal.
- Write a short sentence and draw or stick a picture on each page.
- Show your book to your friends.

Page 1

My favourite animal

Page 2

Its colour

Page 3

Its body

Page 4

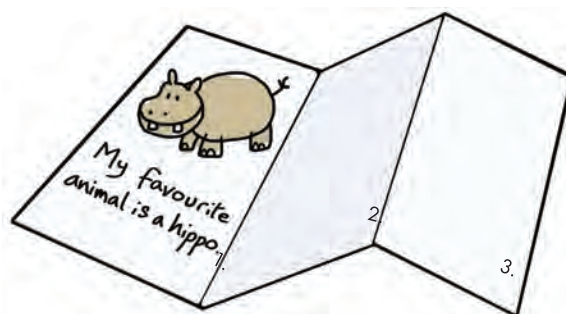
Number of babies

Page 5

Number in the world

Page 6

Its food



### 5. Read your friend's book. Tell your friend what you like about it.

# Helping at school and at home



3.1

## 1. Listen, read and repeat.

### Let's help!

There are a lot of things for us to do.

Can you help, May, Bill, Sam and Sue?

We have to tidy all the toys.

Can you help, girls? Can you help, boys?

We have to close the cupboard door.

We have to clean the classroom floor.

We have to tidy shoes and socks

And put paint brushes in the box.



We have to take the footballs in  
and put our rubbish in the bin.

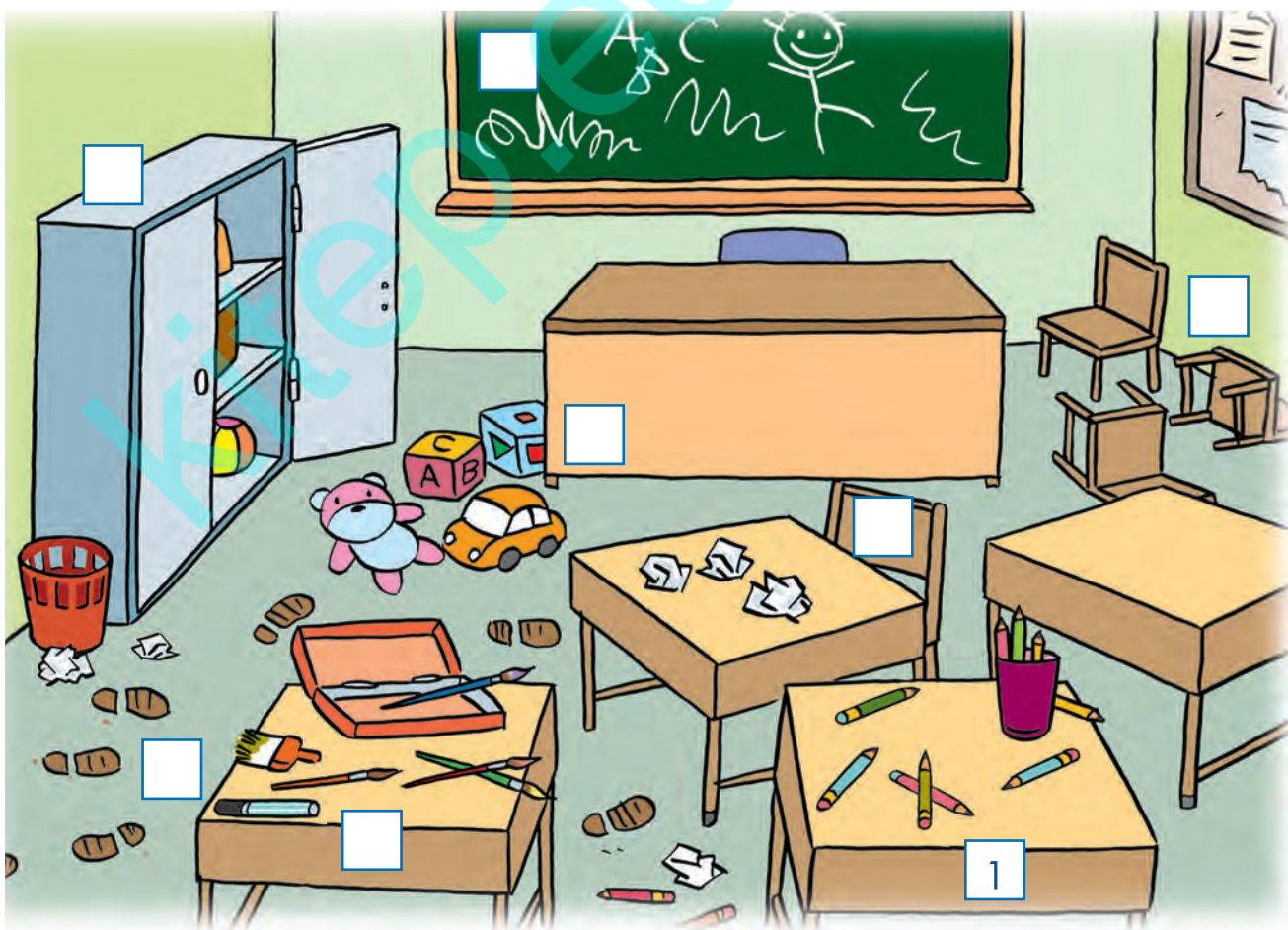
There are lots of things for us to do.

Can you help, May, Bill, Sam and Sue?



3.2

## 2. Listen and write the numbers.



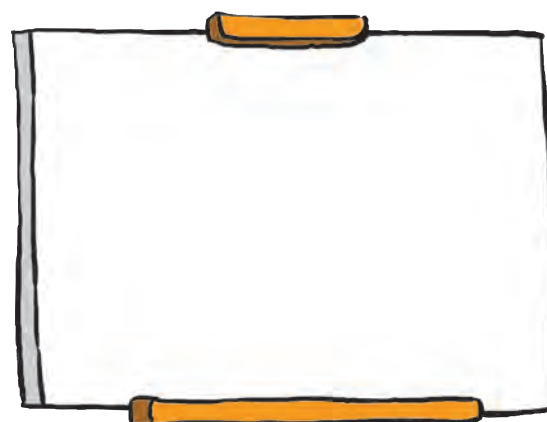
3. What do they have to do? Write the words.



open



4. How do you help at home? Write two sentences.  
Draw pictures.



1. I have to ...

2.





5. What do Max and Pex have to do? Listen and tick (✓) or cross (X).

<p>1</p> <input checked="" type="checkbox"/>	<p>2</p> <input type="checkbox"/>	<p>3</p> <input type="checkbox"/>
<p>4</p> <input type="checkbox"/>	<p>5</p> <input type="checkbox"/>	<p>6</p> <input type="checkbox"/>
<p>7</p> <input type="checkbox"/>	<p>8</p> <input type="checkbox"/>	

6. Say sentences about Max and Pex.



Max sometimes has to buy food at the market. Pex ...



7. Tell your friend about what you have to do.



I never have to buy food at the market.



8. Write sentences about what the robot has to do.  
Use the words in the boxes.

1



sometimes clean bathroom

The robot sometimes has to

clean the bathroom.

2



often make tea

3



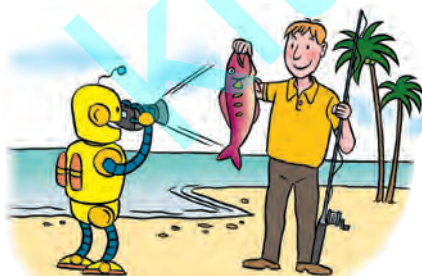
not cook

4



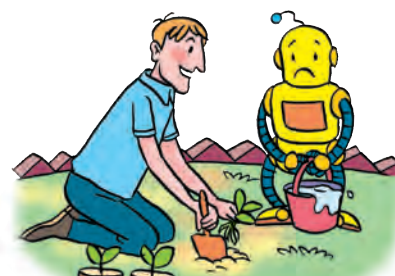
not wash cups

5



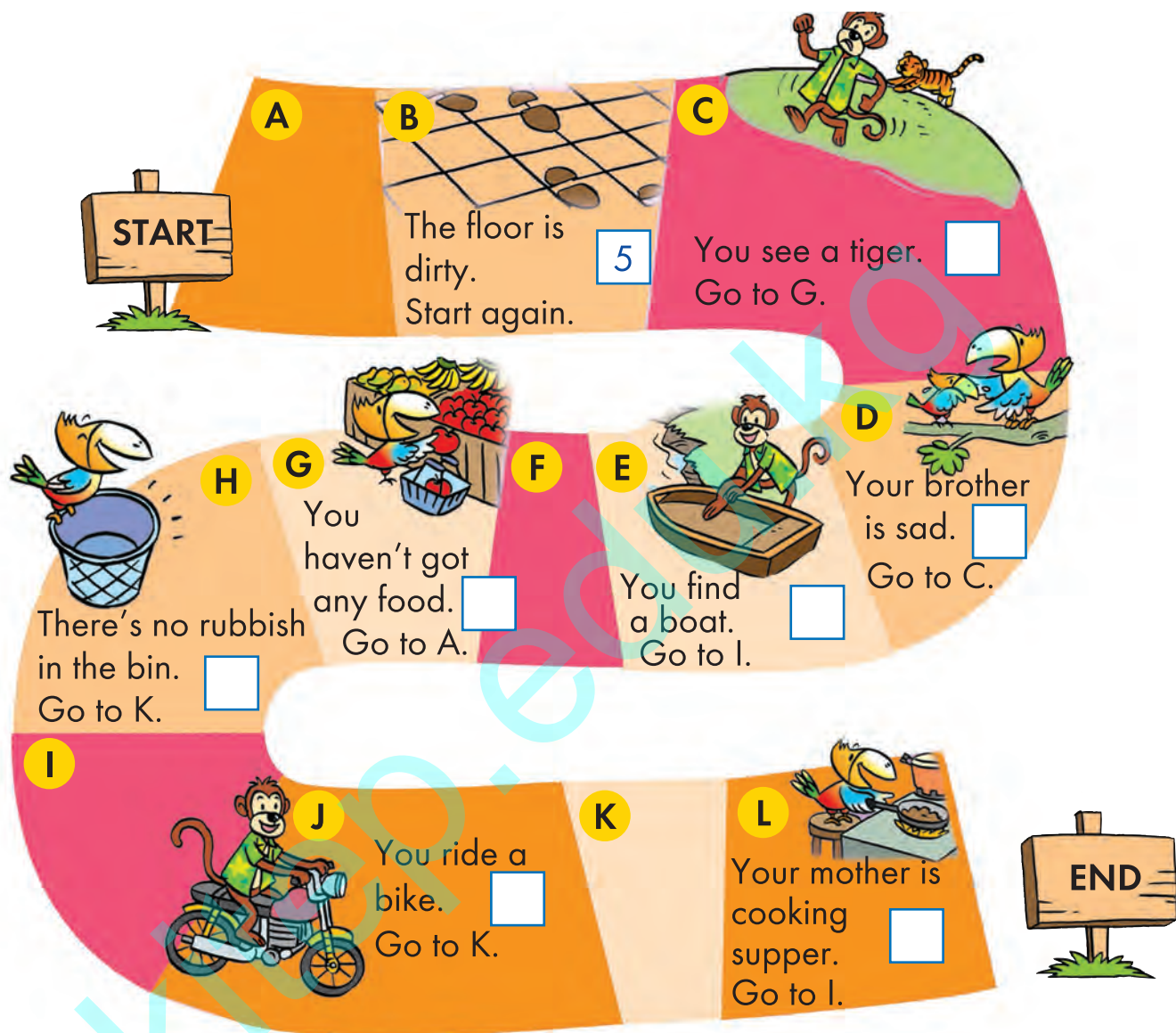
sometimes take photos

6



often help garden

9. Read. What do you have to do? Match the sentences in the box to the correct picture. Write the number.

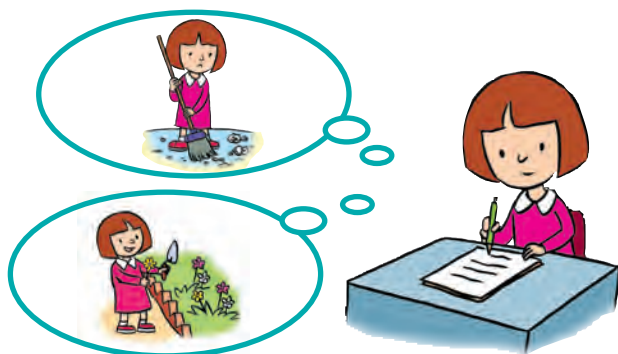


1. You don't have to walk.
2. You don't have to empty it.
3. You've got to talk to him.
4. You have to run.
5. ~~You've got to clean it.~~
6. You have to go to the market.
7. You have to help her.
8. You don't have to swim.

10. Now play the game with a friend.

11. May, Sam and the robot can't go to the zoo. Look at the pictures. Write sentences to finish the letters. Say what they have to do.

1



Dear Bill,  
I am sorry. I can't come to the zoo with you. I have to clean the floor and I have to \_\_\_\_\_

From May

2

Dear Bill,  
I am sorry. \_\_\_\_\_

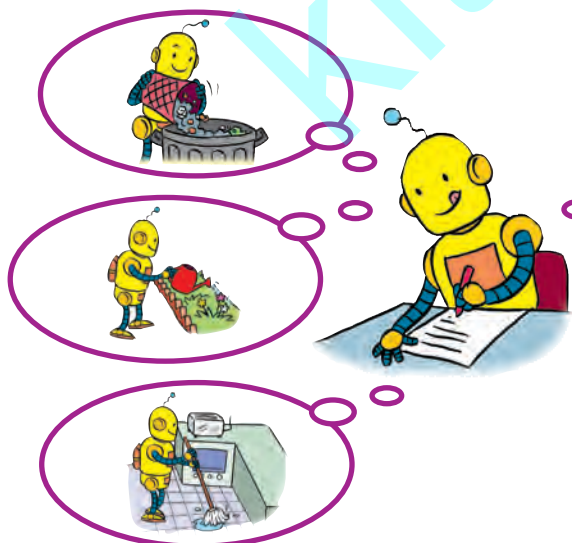
From Sam



3

Dear Bill,  
I am sorry. \_\_\_\_\_

From Robot



# 1. Write the words.

## Across

3.



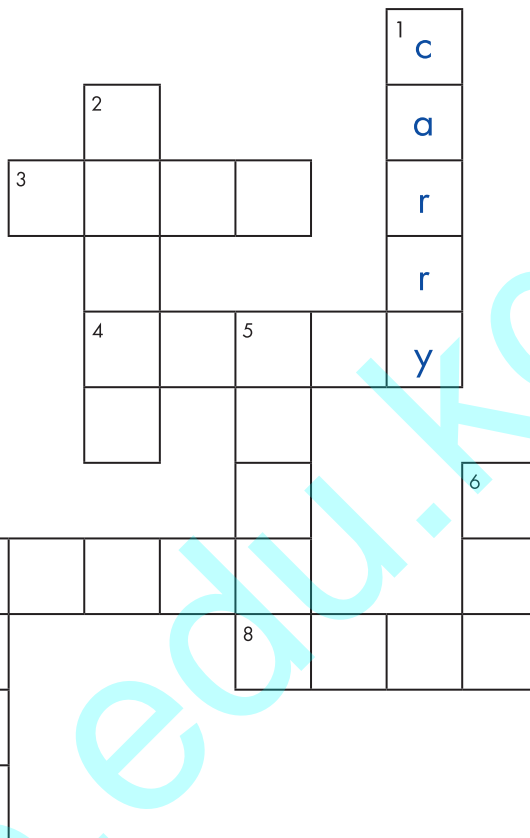
4.



7.



8.



## Down

1.



2.



5.



6.



7.



# 2. Listen and repeat.



3.6



1. I can **carry** the baby.



2. We are a happy family.



3. A very big lorry.



4. Tony is tidy.



5. Mary has curly hair.



6. Sally can empty the bin.



### 3. Read and answer the questions.



Anna

*I don't have to help!*

*How much do you have to help at home?*



Dan

*I've got to clean my room. I have to water the flowers. Sometimes I plant flowers, too.*



Axel

*First I have to tidy my room and then I have to wash the car.*



Vicky

*I've got to take my mum a cup of tea in the evening and look after the cat.*



Hussam

1. Who has three jobs to do? \_\_\_\_\_
2. Who doesn't have to help at home? \_\_\_\_\_
3. How many jobs does Hussam have to do? \_\_\_\_\_
4. Who helps with a pet? \_\_\_\_\_

### 4. Make a short book: *Helping people.*

- Think about who you help.
- Write a short sentence and draw or stick a picture on each page.
- Show your book to your friends.
- Talk about what you and your friends do to help.

Page 1

My mum

Page 2

My dad

Page 3

My brother  
or sister

Page 4

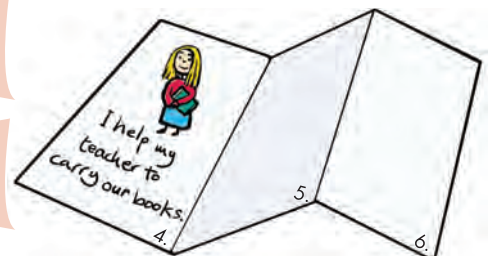
My teacher

Page 5

My friends

Page 6

Other people



### 5. Think about who helps you. Talk to your friends about it.