

English 2

Student's Book



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Ph D in Education



COREFO English Book is a six – level series for elementary students in English. It is based on the Active English Approach. This approach involves Learning Styles (model VAK), Multiple Intelligence Theory, Suggestopedia Method, Total Physical Respond Method, Brain Gym and Mind Map. Active English Approach has been applied in many countries in the European Union during more than 20 years. It also has got a special section based on Content and Language Integrated Learning – CLIL and its exercises are oriented toward starters, movers or flyers level.

You can also reinforce the learning activities by using:

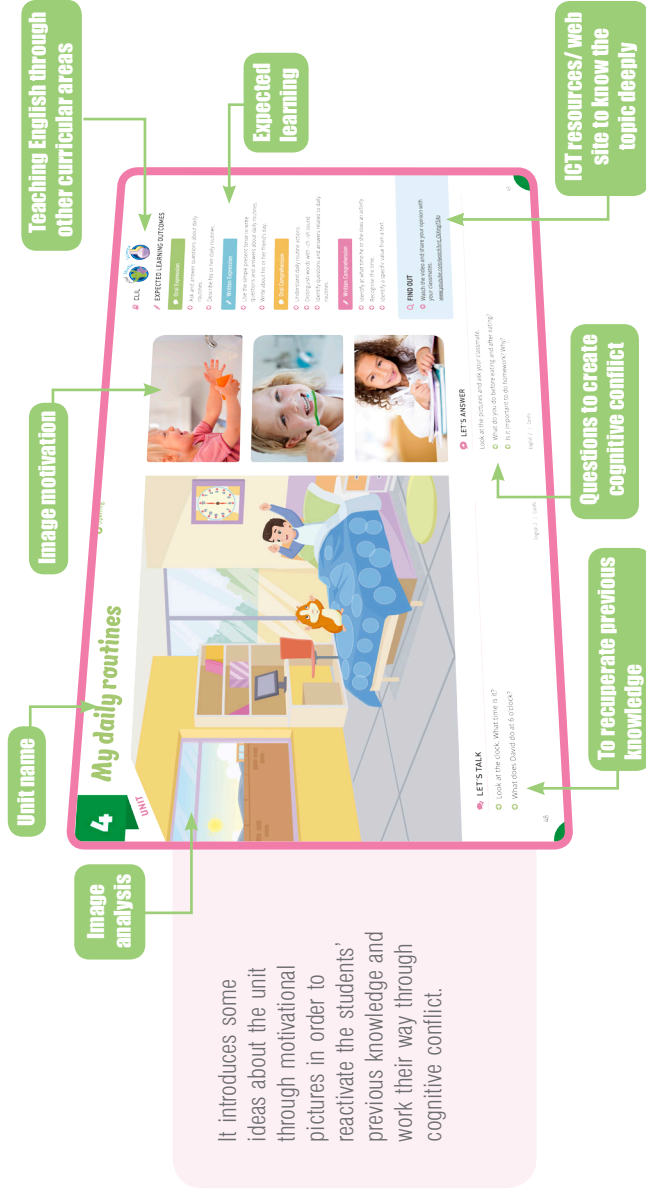
Workbook
Posters

Vocabulary handouts

Flashcards

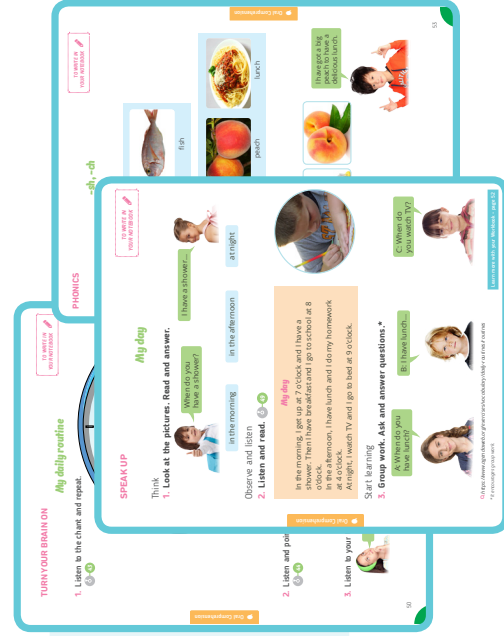
Grammar handouts

OPENING

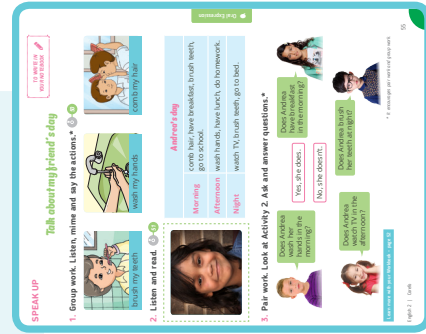


ORAL EXPRESSION AND ORAL COMPREHENSION

It develops listening skills and it stimulates the development of new skills, such as observation, analysis and reflection.



It develops speaking skills and promotes cooperative learning through pair and group work.



3

1 2 3 4 5 6 7 8

Oral Comprehension and Expression																Written Comprehension															
Opening	Back to school		Play time!		Raining and shining!		My daily routines		Trips and holidays!		My community , my home		Let's celebrate my birthday!		Animal kingdom!																
	6		20		34		48		62		76		90		104																
	Nice to meet you!		My lunch box		The weather		My daily routine		My favourite season		My community		The months parade		Party in the jungle																
Phonics	The letter sound th		The letter sound oo /u:/		The letter sound tr, dr, gr		The letter sound -sh, -ch		The letter sound a /ei /		The letter sound st		The letter sound ue /u:/		The letter sound o-e /əʊ/																
	11		25		39		53		67		81		95		109																
Speak up	What's this?		I like ...		The weather in Peru		My day		The seasons of the year		Where is the hospital?		Holidays in Peru		Home of animals																
	12		26		40		54		68		82		96		110																
	What are these?		At the field		What are you doing?		Talk about my friend's day		My friends' activities		Where can I get...?		Honouring our parents		Abilities of animals																
	13		27		41		55		69		83		97		111																
Turn your brain on	What colour is your backpack?		A healthy lunchbox		A fashion show		What time do you get up?		Always and never		My school project		A birthday party		Animals are different																
	9		23		37		51		65		79		93		107																
Have fun with words	My colours		Food and drinks		Clothes		It's one o'clock		My favourite month		Places		Feelings		Animal body parts																
	10		24		38		52		66		80		94		108																

English in action		How many...	14	Have got – has got	28	Present continuous tense	42	Simple present tense	56	Adverbs of frequency	70	There is – There are	84	How are you?	98	Modal verb Can	112
Enjoy writing		Classroom activities	15	Describing my preferences	29	A rainy day	43	My friend's day	57	Our holidays	71	All about my community	85	My favourite month	99	My favourite wild animal	113
Share your values		Welcoming with love	17	I like healthy food	31	Being neat!	45	Tidiness	59	Be safe	73	Cross the street safely	87	Be kind	101	Respect animals	115
My Project		Make word cards	16	My healthy lunchbox	30	My accordion book	44	My day mind map	58	My seasons wheel	72	My community poster	86	A holiday calendar	100	Animal shape book	114
Let's play		The wheel	18	Healthy or unhealthy?	32	Crazy weather!	46	What do you do at...?	60	Ball bouncing	74	Walking in my community	88	How are you?	102	Crazy animals	116
Let's remember			19		33		47		61		75		89		103		117
Glossary		118–119															

Back to school



LET'S TALK

- ➔ Where are they?
- ➔ What are they doing?



LET'S ANSWER

Look at the pictures and ask your classmate.

- ➔ Can you name classroom objects?
- ➔ Can you say classroom activities?



EXPECTED LEARNING OUTCOMES

Oral Expression

- ➔ Ask and answer about classroom objects that are near and far.
- ➔ Describe classroom objects.

Written Expression

- ➔ Use the plural of nouns.
- ➔ Write about his or her classroom activities.

Oral Comprehension

- ➔ Identify expressions to introduce himself or herself and another friend.
- ➔ Distinguish words with th sound.
- ➔ Difference the use of This and That.

Written Comprehension

- ➔ Identify vocabulary about classroom objects.
- ➔ Recognise colours.
- ➔ Identify specific information about a value from a text.

FIND OUT

- ➔ Watch the video and share your opinion with your classmates.

www.youtube.com/watch?v=KCZAfgacc7I

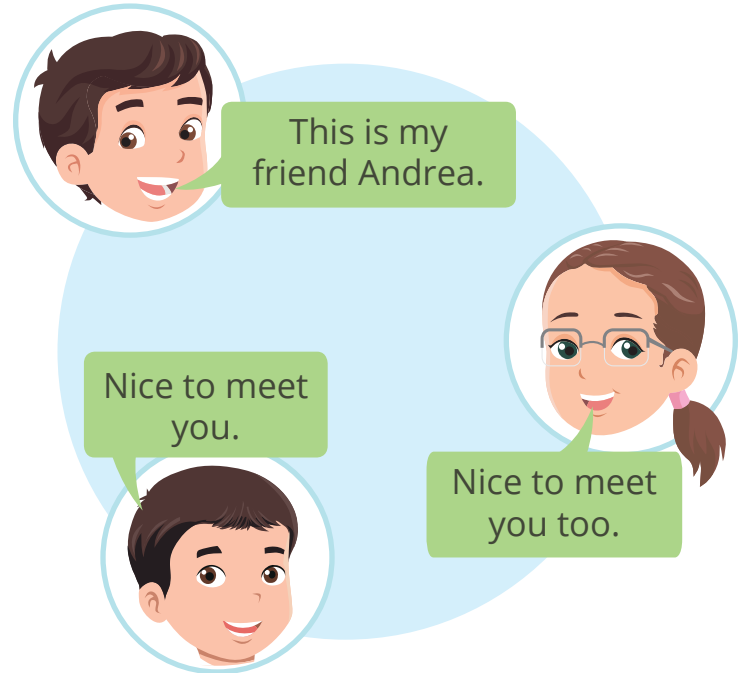
TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK

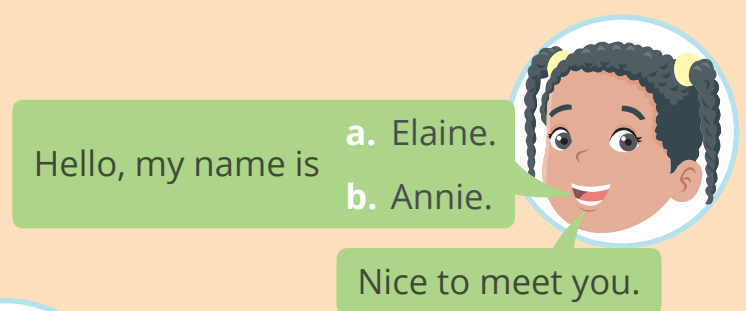
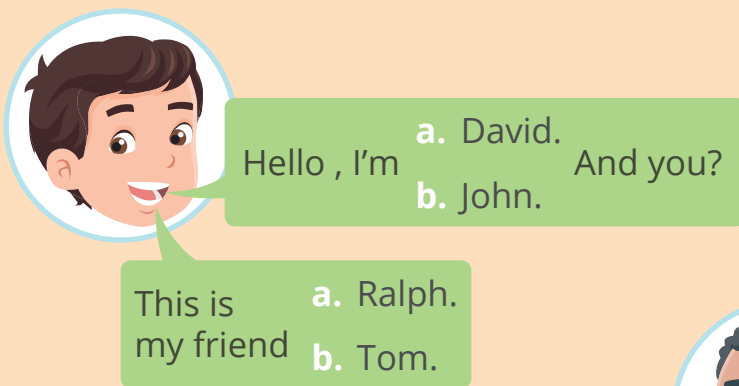


Nice to meet you

1. Listen and repeat. 1



2. Listen and point. Then say. 2



Learn more with your Workbook – page 6

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK

What colour is your backpack?

Think

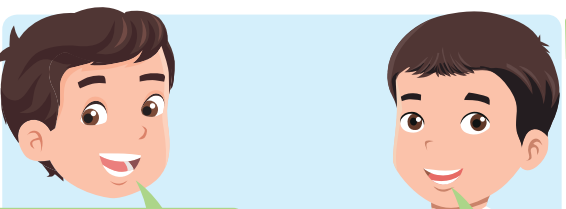
1. Look at the pictures in Activity 2.

- ➔ Who are in the pictures? a. Two boys b. Two girls
- ➔ Where are they? a. At the park b. At school

Observe and read

2. Listen and read. 0 3

a



Hello, I'm David. And you?

Hi, my name is Sebastian.

Look. This is my new backpack. It's blue. What colour is your backpack?



It's red.

b

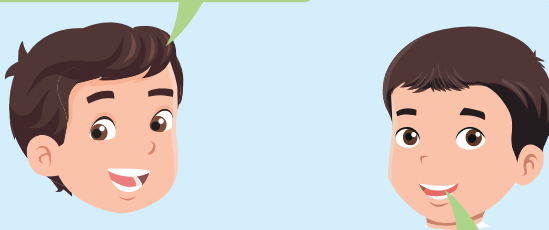
Look. This is my new pencilcase. It's green. What colour is your pencilcase?



It's orange.

c

I like my backpack.





I like my pencilcase.

d

Start Learning*

3. Look, read and point.

- a.**  Sebastian's pencilcase is orange. Yes No
- b.**  David's backpack is red. Yes No

Learn more with your Workbook - page 7

*It promotes independent learning.

My colours

1. Listen, point and read. 4

pen



book



notebook



desk



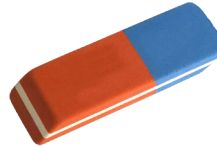
pencil



ruler



rubber



computer



2. Listen, point and read. 5

• blue



• white



• green



• yellow



• brown



• gray



• pink



• red



• light blue



• black



• orange



• purple



3. Listen and say. 6



What colour is the pen?



It's blue.



<http://www.vocabulary.cl/Basic/Colours.htm>

Learn more with your Workbook – page 8

PHONICS

TO WRITE IN
YOUR NOTEBOOK

th

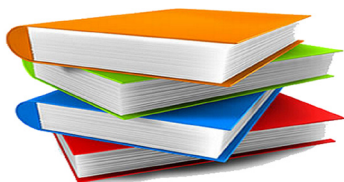
1. Listen, point and say. 7



2. Listen and sing. 8



This is my mother!
That is my brother!
This, that!
This, that!
These are my books!
Those are my pens!
These and those!



Learn more with your Workbook - page 9

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK

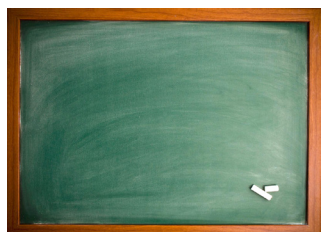


What's this?

Think

1. Listen to your teacher and answer.

- a. One board
Two boards



- b. Two chairs
One chair



Observe and listen

2. Listen and repeat. 9

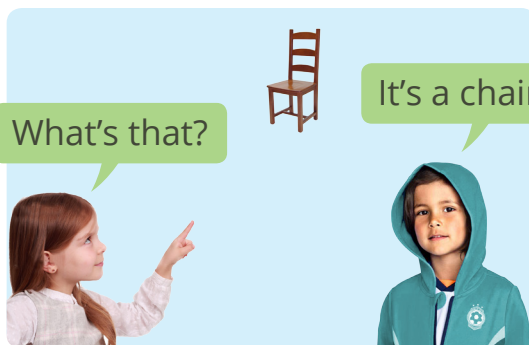
Poster

Oral Comprehension



What's this?

It's a board.



What's that?

It's a chair.

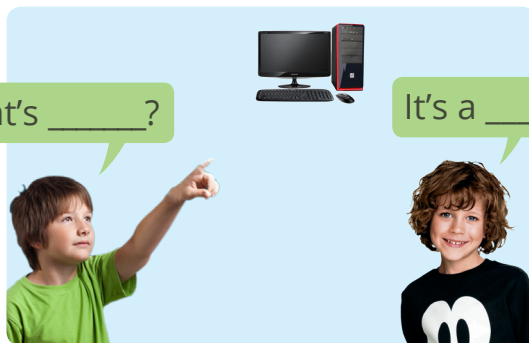
Start learning*

3. Listen to your teacher and complete in your notebook.



What's _____?

It's a _____.



What's _____?

It's a _____.

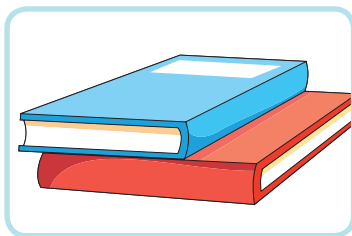
*It promotes independent learning.

Learn more with your Workbook - page 10

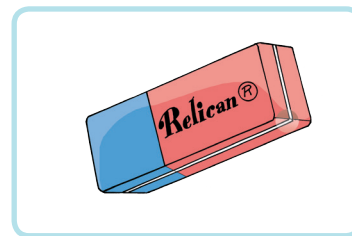
What are these?

1. Look and answer. What do you see?

- a. One notebook
Two notebooks



- b. One rubber
Two rubbers

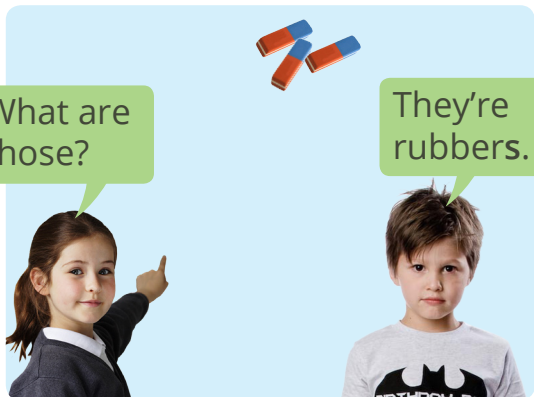


2. Listen and say. 10



What are these?

They're notebooks.



What are those?

They're rubbers.

Poster 

Oral Expression 

3. Look, say and act it out.*



What are ____?

They're ____.

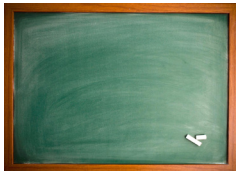


What are ____?

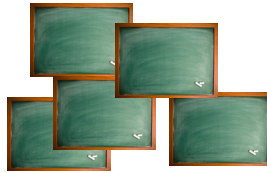
They're ____.

How many...

1. Listen, point and say. 11



a board



boards



a computer



computers

2. Write the plural form in your notebook.

a chair

a desk

a rubber

a book

a ruler

a pen

3. Look, listen and say the numbers. 12

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

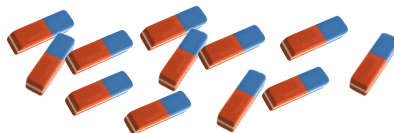
19

nineteen

20

twenty

4. Look and answer in your notebook. Listen to check answers. 13



a. How many rubbers are there?

b. How many pens are there?

c. How many rulers are there?

EXAMPLE :

✓ How many pencils are there?

✓ There are eleven pencils.

Learn more with your Workbook - pages 11 and 12.

Pre - writing

1. Look, listen and read. 14



colour my book



count things



listen to stories



cut paper

Observe and read

2. Look, listen and read. 15



My name is Sara.
I colour my book
at school.

My name is Luis.
I count things at
school.



Steps for writing*

Step 1: Introduce your name.

Step 2: Give information about the
classroom activities you do at
school.



My name is George.

I listen to stories at
school.

3. Write about yourself in your notebook. Then draw yourself.

My name is _____.

I _____ at school.

WRITING TIP

Proper names start
with capital letters.

Ralph

Sara

Learn more with your Workbook - pages 13 and 14

* It promotes independent learning.

Make word cards*

Goal

Describe classroom objects.

Materials

- ✓ 5 picture cards
- ✓ Markers
- ✓ Pencil
- ✓ 5 word cards
- ✓ Pictures
- ✓ Word wall
- ✓ Coloured pencils
- ✓ Glue



Procedure

- 1 Draw or paste pictures of 5 classroom objects on the cards.
- 2 Think of the names of the things, their colour and how many things there are.
- 3 Write a description of the classroom objects.

It's a...
It's...
There are...
- 4 Match each word card with the object.
- 5 Place your cards on the word wall. Then describe them to your classmates.



Name: pencil
Color: yellow
Number in the classroom: twenty

- ✓ It's a pencil.
- ✓ It's yellow.
- ✓ There are twenty pencils in my classroom.

Evaluation

	EXCELLENT	GOOD	POOR
Relationship between concepts	All the connections are appropriate.	Some of the connections are incorrect.	Many connections are incorrect.
Vocabulary	Uses pertinent vocabulary in all the word cards.	Uses pertinent vocabulary most of the time.	Uses pertinent vocabulary in some occasions.
Grammar	Uses the singular and plural form adequately in all the word cards.	Uses the singular and plural form adequately most of the time.	Uses the singular and plural form adequately in some occasions.

* It promotes inquiry, research or creative production.

Welcoming with love*

TO WRITE IN
YOUR NOTEBOOK



Think

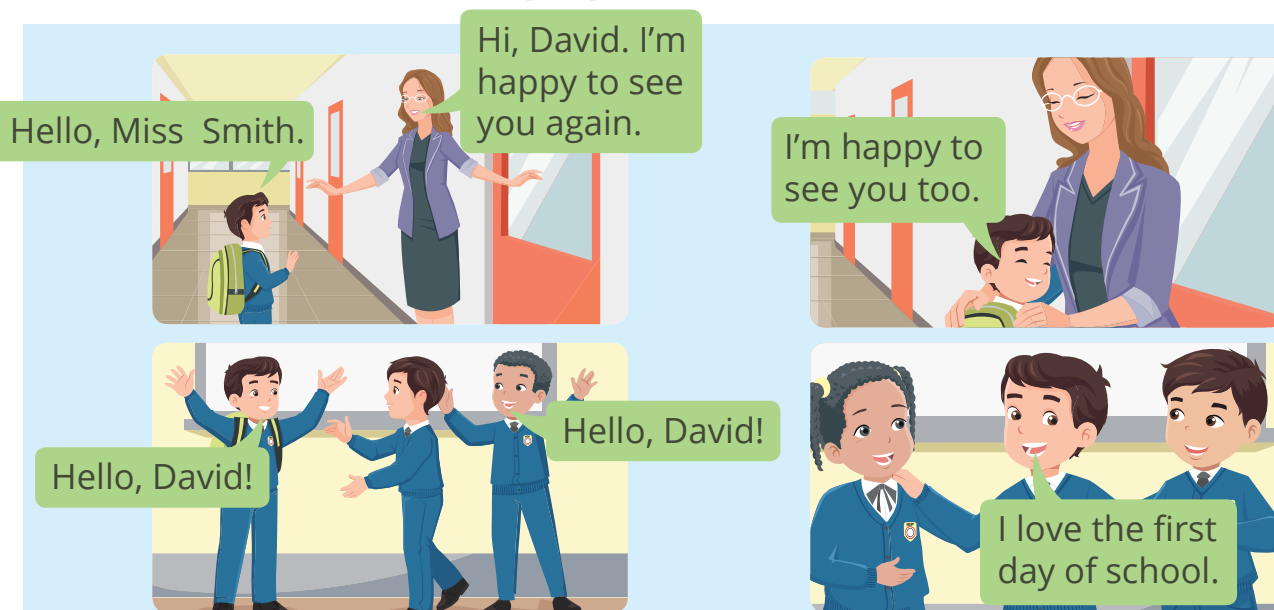
1. Look and point to the expression that you like.

I'm sad to see you again.

I'm happy to see you again.

Observe and read

2. Look, listen and read. 16



Written Comprehension

Start learning*

3. Read and point the value.

a. Honesty

b. Politeness

4. Read and point Yes or No.

a. I greet my classmates with a smile.

Yes

No

b. I greet my teacher with a smile.

Yes

No

c. I say nice words.

Yes

No

NEW WORDS

Sad → unhappy.

See → to view.

Happy → joyful.

Smile → friendly expression.

*It promotes reflexive attitude and critical judgment.

The Wheel*

Listen. Then ask and answer.  17

- What colour is number eleven?
It's pink.



*It promotes independent learning

Colours

backpack? It's **green**.
 What colour is the rubber? It's **orange**.
 computer? It's **purple**.

Near & Far

Near →

Singular What's this? It's a computer.
 Plural What are these? They **are** computers.

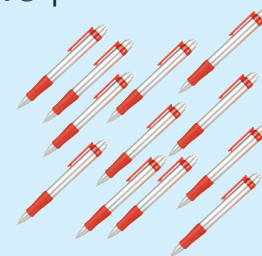
Far →

Singular What's that? It's a board.
 Plural What are those? They **are** boards.

Counting

How many pencils are there?

twelve pens.



There are

twenty notebooks.



Metacognition.

Tick ✓ the option that you consider defines you best.

ITEMS	😊 I LEARNED	☹ I AM LEARNING
I can introduce myself to others.		
I can ask and answer questions about colours.		
I can count classroom objects.		
I can write about my classroom activities.		
I can pronounce this, that, these and those correctly.		

Peer assessment

Ask a classmate to evaluate you.

- ➔ Do I participate actively during class activities?
- ➔ Do I work with my classmates and help them in their learning?

Bibliography

- ➔ Fletcher, Mark. (2000). Teaching for Success. Flokestone: Hythe Printers.
- ➔ Kagan, Spencer. (1998). Multiple Intelligences. California: Kagan Cooperative Learning.
- ➔ Wyler, Terry. (1990). Accelerated Learning with Music. Georgia: Accelerated Learning Systems.

* Apply the assessment, as recommended in the Teacher's Guidebook.