

English 4

Student's Book



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Ph D in Education

English 4 | Corefo

Vocabulary handouts

Teaching English through other curricular areas

6 Anacardium occidentale

6 Anacardium occidentale

Expected learning

To recuperate previous knowledge

resources/web
te to know the
topic deeply

ORAL EXPRESSION AND ORAL COMPREHENSION

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

[illegible][illegible]

1 2 3 4 5 6 7 8

Oral Comprehension and Expression									Written Comprehension								
Opening	One world	The big boom!	A long time ago	At the zoo	My orchestra	A peaceful place!	How do you feel?	Celebrations!									
	6	20	34	48	62	76	90	104									
Turn your brain on	My new friends	The big bang	My grandpa's story	Wonderful animals	My school orchestra	My country is beautiful	A perfect machine	Flying around the world									
	8	22	36	50	64	78	92	106									
Phonics	The letter sounds u /ʌ/ -a /æ/	The letter sound ee /i:/	The letter sound a / eɪ /	The letter sounds a, o /ɔ:/	The words sounds Who's –Whose	The letter sounds ea /i:/, /e/	The letter sound ch /k/	The letter sound th /θ/									
	11	25	39	53	67	81	95	109									
Speak up	Daily routine I	What were you doing?	Games in the past	Where are the monkeys?	At art class	Going on vacation	Doctor's suggestions	The christmas tree									
	12	26	40	54	68	82	96	110									
	Daily routine II	I was dancing while...	Antiques	It's taller than...	Whose objects are these?	Giving advice	At the dentist	Halloween in USA									
	13	27	41	55	69	83	97	111									
Turn your brain on	Our planet	Dinosaurs	Life in the past	My favourite park	An orchestra	Earth's surface	My friends are sick	Important dates									
	9	23	37	51	65	79	93	107									
Have fun with words	Funny words	Dinosaurs on Earth	Antique and modern objects	Zoo animals	My personal items	Camping objects	Health problems	Dates in British English									
	10	24	38	52	66	80	94	108									

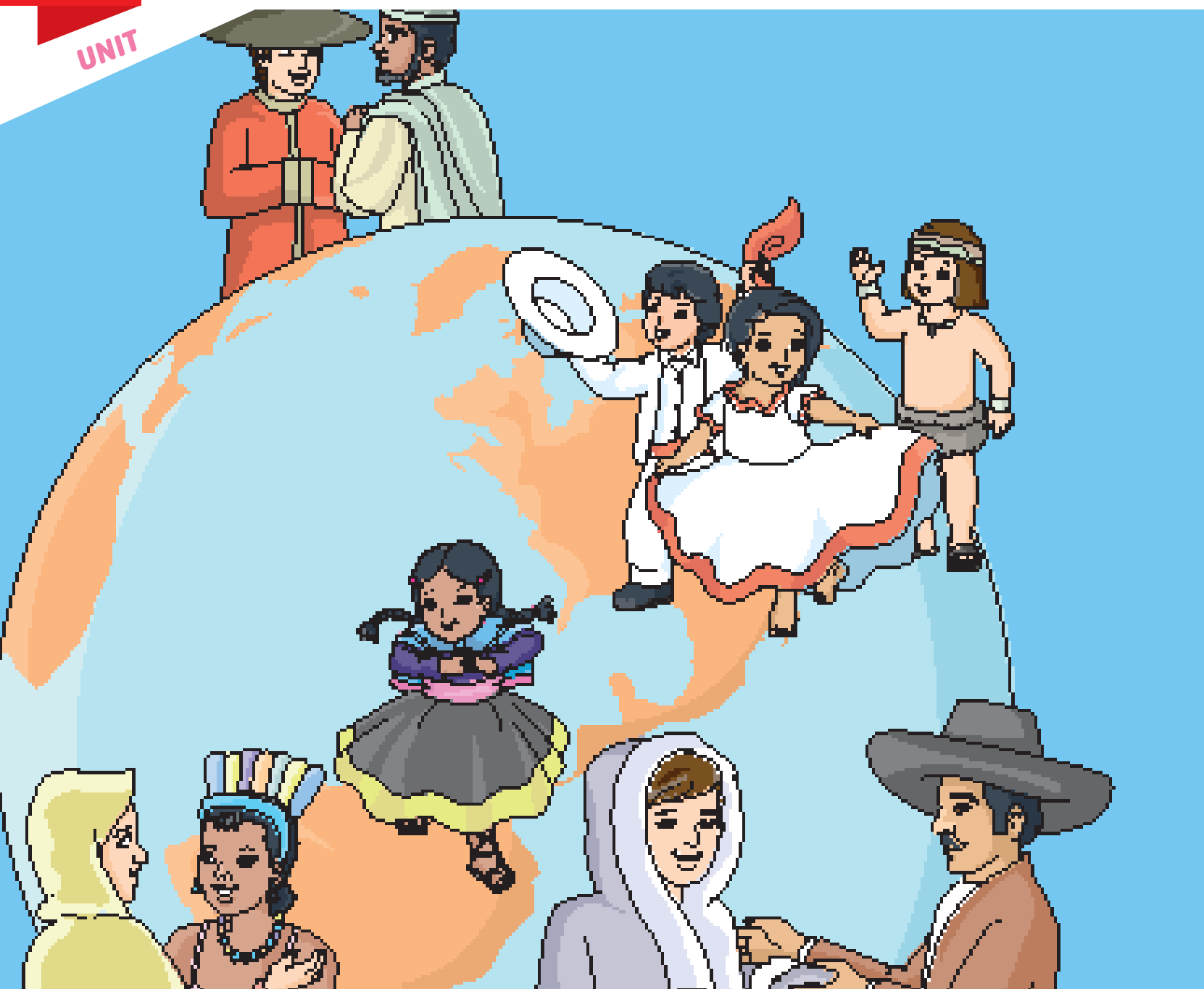
Written Expression

English in action	Present simple vs present progressive	14	Past progressive tense	28	Used to – Had to	42	Comparative and superlative adjectives	56	Possessive pronouns	70	Modal should	84	Reflexive pronouns	98	Future going to	112
Enjoy writing	My friends around the world	15	My favourite dinosaur	29	Describing an inventor	43	My favourite animal	57	My favourite singer	71	My favourite place	85	Natural remedies	99	My next holiday	113
Share your values	An international party	17	Let's protect our planet	31	Saving energy	45	Respecting animal life	59	The school band	73	Taking care of our environment	87	Taking care of our body	101	Respecting family tradition	115
My Project	My daily routine minibook	16	My dinosaur diorama	30	My favourite inventor	44	My zoo	58	My musical instruments mind map	72	My ideal countryside	86	A healthy wheel	100	Holidays time line	114
Let's play	What are they doing?	18	The fortune wheel	32	Writing fast	46	Comparing magic board	60	Blue or red	74	Let's go on vacation!	88	Say or write	102	Who arrives first?	116
Let's remember		19		33		47		61		75		89				117

Glossary

118-119

One world



LET'S TALK

- What do you see in this picture?
- What are they wearing?



LET'S ANSWER

Look at the pictures and ask your classmate.

- ➡ How do you greet your teacher/ your mother/ your father / your friends?



EXPECTED LEARNING OUTCOMES

Oral Expression

- ➡ Ask and answer questions about daily routines.
- ➡ Describe his or her daily routines using adverbs of frequency.

Written Expression

- ➡ Use simple present tense and present progressive tense.
- ➡ Write a description about his or her foreign friend.

Oral Comprehension

- ➡ Identify countries and nationalities.
- ➡ Distinguish words with the sounds u /ʌ/, a /æ/.
- ➡ Recognise specific information about daily routines in a text.

Written Comprehension

- ➡ Recognise specific information about our planet.
- ➡ Identify vocabulary about our planet and daily routines.
- ➡ Infer a value from a reading.

FIND OUT

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

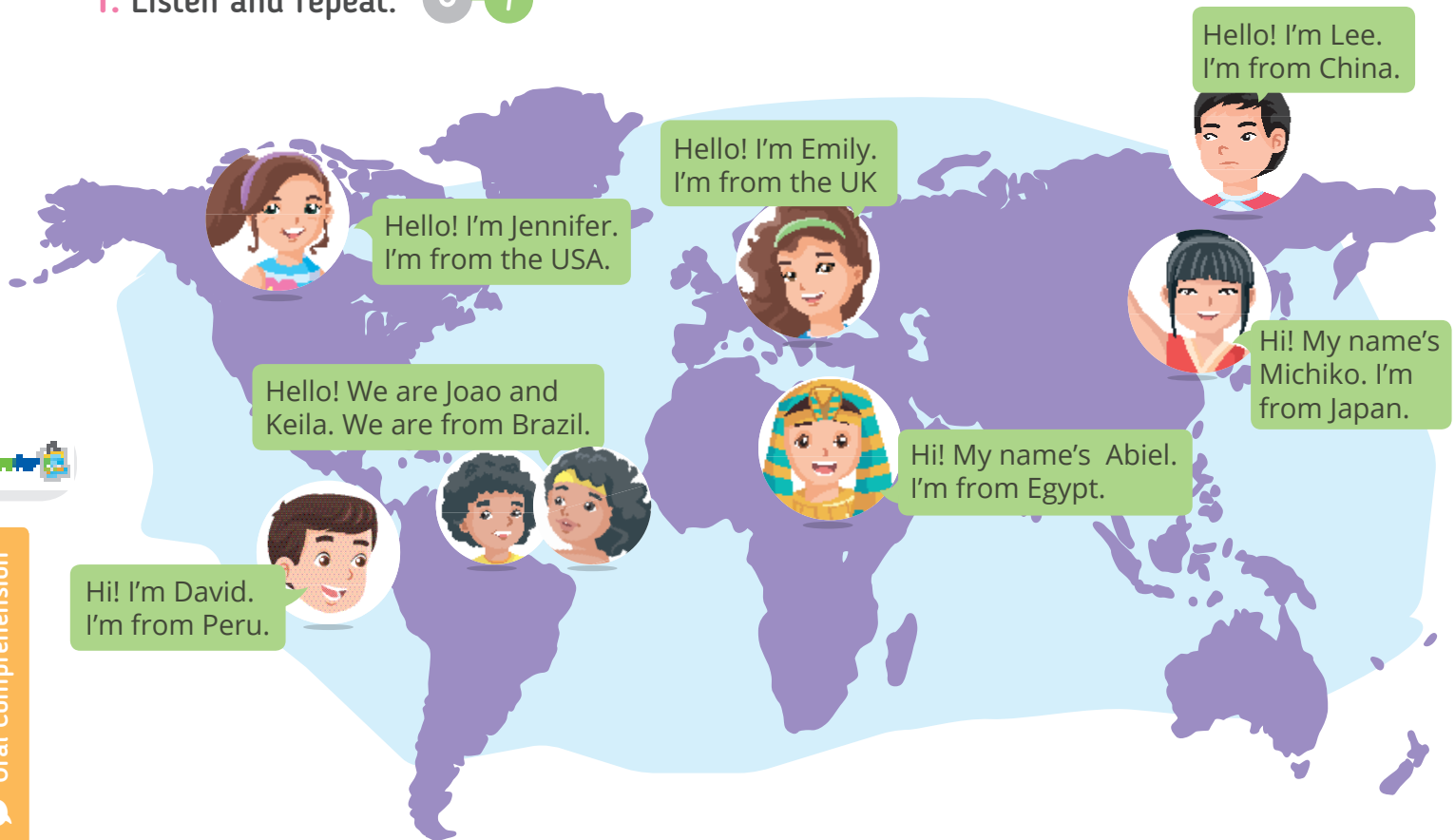
www.youtube.com/watch?v=Id67TMSKOzs

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK

My new friends

1. Listen and repeat.



2. Look, listen and repeat.



Continent	Country	Nationality
📍 ASIA	Japan	Japanese
📍 ASIA	China	Chinese
📍 NORTH AMERICA	USA	American
📍 SOUTH AMERICA	Brazil	Brazilian
📍 SOUTH AMERICA	Peru	Peruvian
📍 AFRICA	Egypt	Egyptian
📍 EUROPE	UK	British

🔗 <https://www.youtube.com/watch?v=FQFU5W1OhJU>

*It encourages pair work.

3. Pair work. Listen to your partner and answer.*



Where is
Keila from?

She's from Brazil.
She's Brazilian.



Learn more with your Workbook – page 6

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK



Our planet

Think

1. Read and answer.



Is Antarctica a continent or a country?



Is our planet big or small?



Observe, listen and read

2. Listen and read. 3



Our planet is a beautiful place to live in. It is formed by continents. There are seven continents: North America, South America, Europe, Asia, Africa, Antarctica and Australia.



Around our planet there are 194 countries with different customs and languages. For example, China is in Asia, Egypt is in Africa, The UK is in Europe, The USA is in North America, etc.



In our planet we can find oceans, mountains, rivers, deserts, beaches, waterfalls and different kinds of animals like birds, mammals, reptiles and fish.

Start learning*

3. Read and answer.

- How many continents are there on our planet?
- How many countries are there?
- What can we find on it?
- What kind of animals are there?

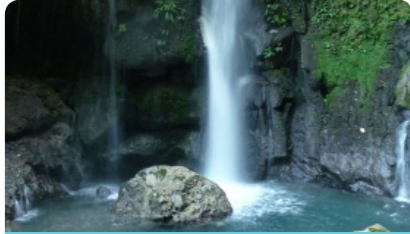


*It promotes independent learning.

Learn more with your Workbook - page 7

Funny words

1. Listen, read and point.



Waterfall



Planet



Desert



Reptiles



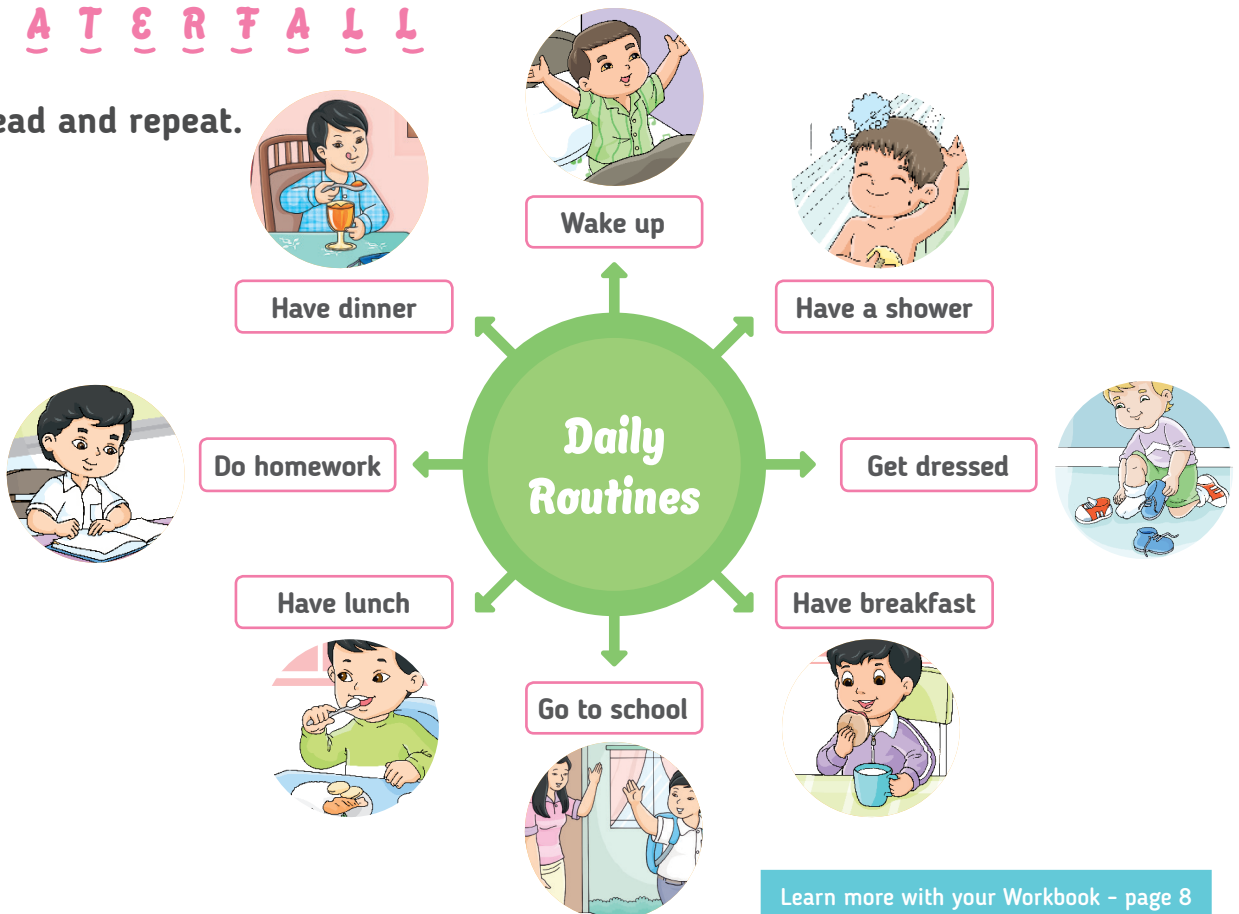
Continent



Mammals

2. Spell. W A T E R F A L L

3. Listen, read and repeat.



Learn more with your Workbook – page 8

PHONICS

TO WRITE IN
YOUR NOTEBOOK

u / ^ / , a / æ /

1. Listen and repeat.

6



• bus / ^ /
• lunch

/ æ /
• hat • hand

2. Listen and choose.

7



- 1
a. Sun
b. Sad
c. Day

- 2
a. Planet
b. Pluto
c. Pool



- 3
a. Plod
b. Plum
c. Plant

- 4
a. Hurry
b. Happy
c. Hurt



- 5
a. Launch
b. Laundry
c. Lunch

- 6
a. Up
b. Apple
c. Arm



3. Listen to your teacher and make a new list of words.

Learn more with your Workbook - page 9

Daily routine I

Think

1. Listen and act it out.

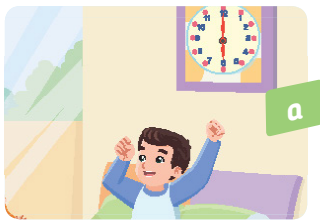


Simon says:
Wake up



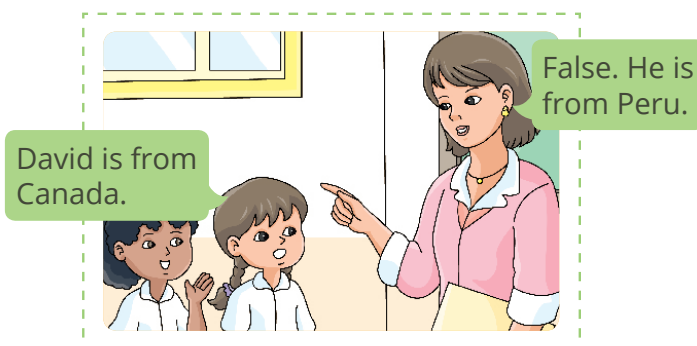
Observe and listen

2. Listen and identify. 8



Start learning*

3. Listen and say True or False. Correct the false answers. 9



Adverbs of frequency

Always Sometimes Never

✓ I **always** wake up at 7:00 a.m.

✓ He **sometimes** wakes up at 6:00 a.m.

*It promotes independent learning.

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK

Daily routine II

1. Look and describe.

EXAMPLE → Sebastian always brushes his teeth in the morning.

REMEMBER

I / They	He/ She
go	goes
do	does
have	has
get up	gets up
brush	brushes



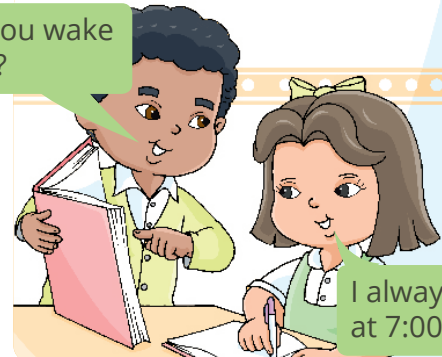
2. Group Work. Ask and answer.*

EXAMPLE → **GROUP A** What does Sebastian always do in the morning?
GROUP B He always brushes his teeth.

3. Pair work. Ask and answer.*

- Wake up** at 7:00.
- Have** a shower in the afternoon.
- Have** lunch at home.
- Do** homework in the evening.
- Watch** TV in the morning.

How often do you wake up at 7:00 a.m.?



I always wake up at 7:00 a.m.

Learn more with your Workbook - page 10

* It encourages pair work and group work.

Present simple vs present progressive

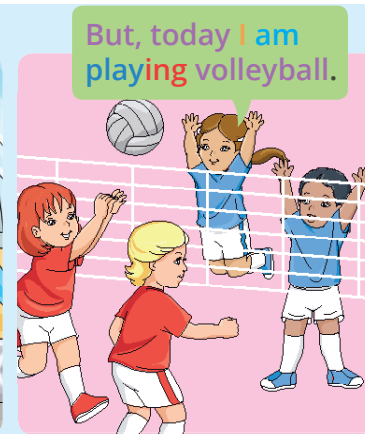
1. Listen and read. 10

VS

PRESENT SIMPLE



PRESENT PROGRESSIVE



2. Listen and read. 11

We use present simple to talk about routines.

I		wake up		
You		go		
They	always	have	at 7:00	in the morning.
	sometimes		to school	in the afternoon.
He	never	wakes up	a shower	In the evening.
She		goes		
		has		

We use present progressive to talk about actions that are happening now.

I	am		
You	are	going	to school.
They	are	watering	the plants.
		surfing	the internet.
He	is		
She	is		

3. Look at Activity 2 and write sentences.

EXAMPLE → You always go to school in the morning, but today you are watering the plants.

Learn more with your Workbook – pages 11 and 12.



My friends around the world

Pre- writing

1. Make a list.

➡ What activities do you do every day?

Observe and read

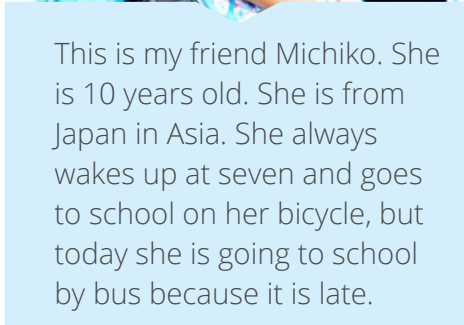
2. Read



This is my friend Jennifer. She is 10 years old. She is from the USA. She sometimes has yoghurt for breakfast and goes to school in the morning, but today she is surfing the internet at home.



This is my friend Joao. He is 11 years old. He is Brazilian. He always does his homework in the afternoon, and then watches TV. Today he is playing football.



This is my friend Michiko. She is 10 years old. She is from Japan in Asia. She always wakes up at seven and goes to school on her bicycle, but today she is going to school by bus because it is late.

Steps for writing*

3. Follow the steps.

- ➡ Give his or her name.
After that, use the appropriate personal pronoun.
- ➡ Give his or her age.
- ➡ Give information about what he or she does every day.
- ➡ Give information about what he or she is doing today.



- ➡ This is my friend Michiko. (name)
- ➡ She is ten years old. (age)
- ➡ She always gets up at seven. (daily routine)
- ➡ She always goes to school on her bicycle. (Daily routine)
- ➡ Today she is going to school by bus.

4. Write about your best friend.

Learn more with your Workbook - pages 13 and 14

*It promotes independent learning.

My daily routine minibook*

Goal

Describe his or her daily routines using adverbs of frequency.

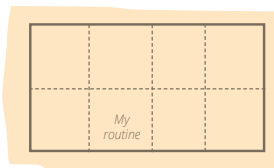
Materials

- ☑ A sheet of paper.
- ☑ Coloured pencils.
- ☑ Scissors.



Procedure

1



Fold paper into eight parts. On the side, draw your cover.

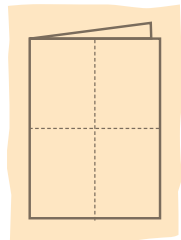
2

Draw yourself and write a short introduction like: Hello , I'm _____ and I'm from _____

3

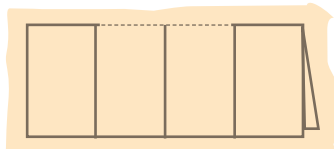
After that, draw a picture on each section and write a sentence about your daily routine and the time you do them.

4



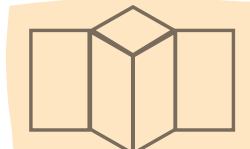
Fold paper in half and cut along the dotted lines.

5



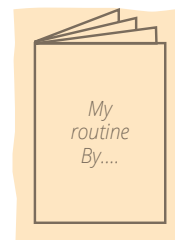
Open lengthwise.

6



Push both ends in.

7



Fold the book and close.

8

Describe it to your partners.

Evaluation

EXCELLENT

GOOD

POOR

Vocabulary

Uses pertinent vocabulary in all the mini book.

Uses pertinent vocabulary most of the time.

Uses pertinent vocabulary in some occasions.

Grammar

Uses the verb forms adequately in all the mini book.

Uses the verb forms adequately most of the time.

Uses the verb forms adequately in some occasions.

*It promotes inquiry, research or creative production.

An international party*

TO WRITE IN
YOUR NOTEBOOK

Think

1. Answer.

- Did you meet a person with different customs?
- Are you tolerant?

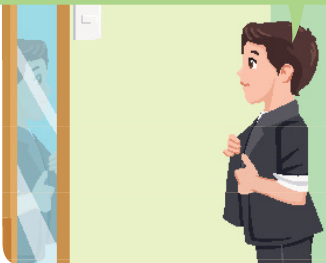
Observe and read

2. Listen and read. 12

NEW WORDS

- Greet → to say good morning or hello.
Shake → to vibrate, tremble.
Nod → to incline the head forward.
How → way or manner.

Today is a very special day, so I'm wearing new clothes.



Today David is going to a special party. His friends from different countries are in Peru.

When David arrives at the party, he decides to greet each one.



Hi! Lee. It's nice to meet you.



David shakes his friends' hands, but when he wants to greet Lee, he doesn't put his hand out!

David is sad. He thinks that Lee is angry with him. Lee sees that David is sad and decides to explain the Chinese custom.

Don't worry David. We never shake hands. We nod our head.



Start learning

3. Answer.

- Where is David going today?
- How does David greet his friends?
- What value are they practicing?

*It promotes reflexive attitude and critical judgment.



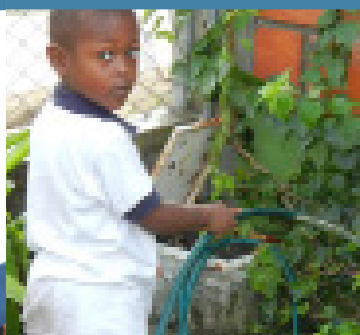
What are they doing?*

YOU NEED A COIN



- ✓ Head → Move two spaces.
- ✓ Tail → Move one space.

➡ **START!**



FINISH!

*It promotes independent learning.

Everyday



He always does his homework.



She always plays volleyball .



They always have milk for breakfast.

Today



He is watching TV.



She is surfing the internet.



They are having orange juice for breakfast.

Metacognition.

Tick ✓ the option that you consider defines you best.

ITEMS	😊 I LEARNED	☹ I AM LEARNING
I can talk about countries and nationalities.		
I can describe my daily routine.		
I can describe my friend's daily routine.		
I can distinguish words with the sounds u /ʌ/, a /æ/.		

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.