

English 4

Student's Book

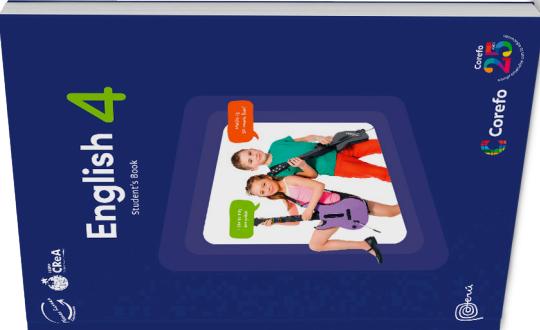


Collective work designed, created,
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Ph D in Education

 **Corefo**



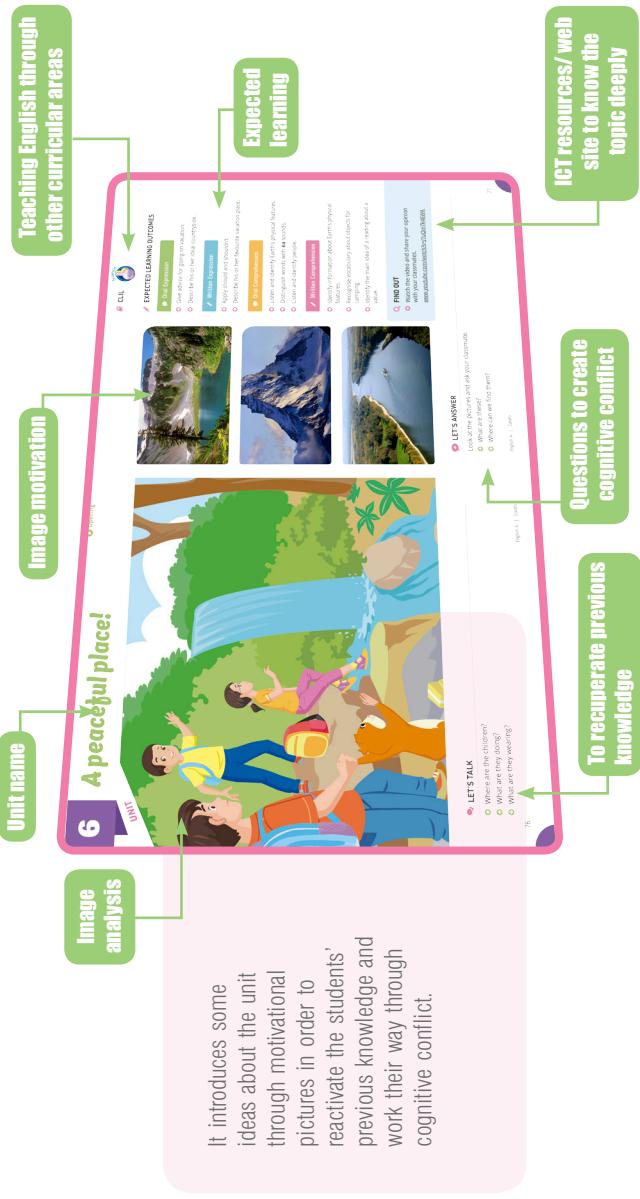
You can also reinforce the learning activities by using:

Workbook
Posters

Flashcards
Grammar handouts

Vocabulary handouts

OPENING



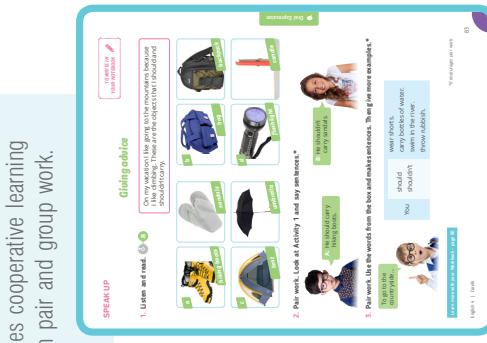
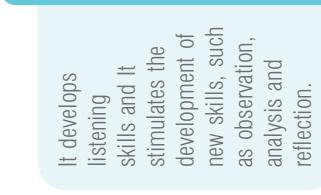
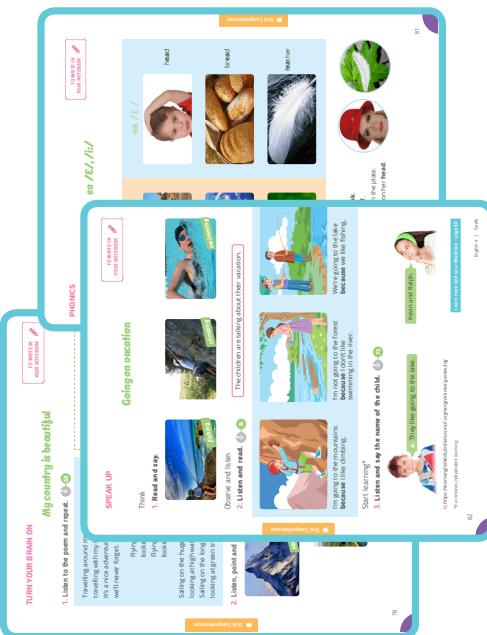
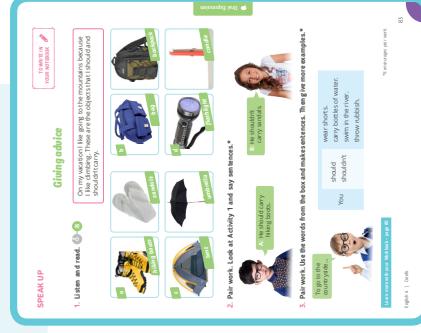
— ORAL EXPRESSION AND ORAL COMPREHENSION

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 Response 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.

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

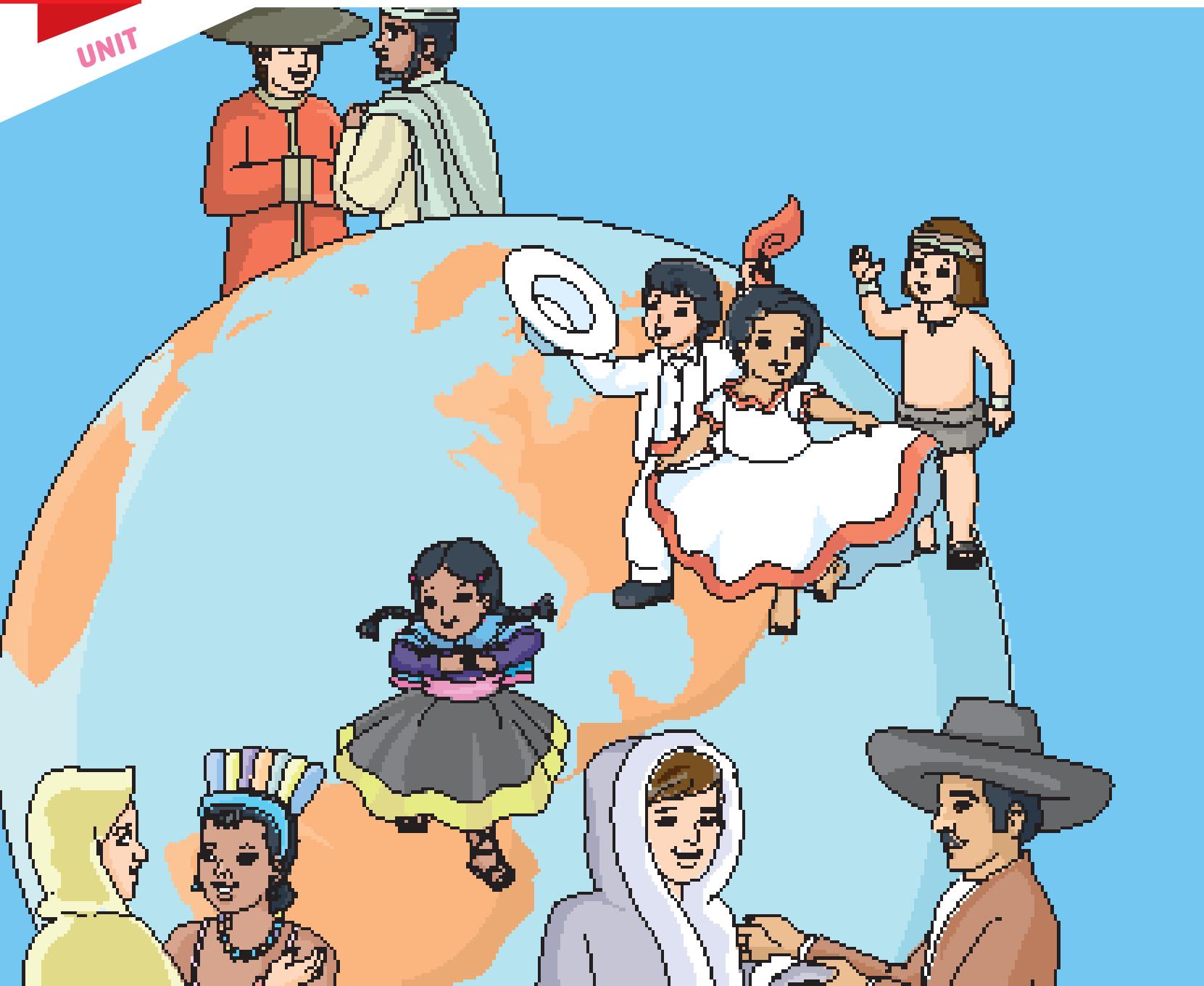


8
7
6
5
4
3
2
1

One world		The big boom!	A long time ago	At the zoo	My orchestra	A peaceful place!	How do you feel?	Celebrations!
Opening	6	20	34	48	62	76	90	104
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	
Turn your brain on	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 / ei /	The letter sounds a, o /ɔ:/	The words sounds Who's - Who's	The letter sounds ea /i:/, /ɛ/	The letter sound ch /k/	The letter sound th /θ/
Daily routine I	11	25	39	53	67	81	95	109
Daily routine II	12	26	40	54	68	82	96	110
Speak up	13	I was dancing while...	Antiques	It's taller than...	Whose objects are these?	Giving advice	At the dentist	Halloween in USA
Our planet	Dinosaurs	Life in the past	My favourite park	An orchestra	Earth's surface	My friends are sick	Important dates	
Turn your brain on	9	23	37	51	65	79	93	107
Funny words	Dinosaurs on Earth	Antique and modern objects	Zoo animals	My personal items	Camping objects	Health problems	Dates in British English	
Have fun with words	10	24	38	52	66	80	94	108

English in action	Enjoy writing	Share your values	My Project	Let's play	Let's remember									
Present simple vs present progressive	Past progressive tense	Used to – Had to	Comparative and superlative adjectives	Possessive pronouns	Modal should	Reflexive pronouns	Future going to							
14	28	42	56	70	84	98	112							
My friends around the world	My favourite dinosaur	Describing an inventor	My favourite animal	My favourite singer	My favourite place	Natural remedies	My next holiday							
15	29	43	57	71	85	99	113							
An international party	Let's protect our planet	Saving energy	Respecting animal life	The school band	Taking care of our environment	Taking care of our body	Respecting family tradition							
17	31	45	59	73	87	101	115							
My daily routine minibook	My dinosaur diorama	My favourite inventor	My zoo	My ideal countryside	A healthy wheel	Holiday's time line								
16	30	44	58	72	86	100	114							
What are they doing?	The fortune wheel	Writing fast	Comparing magic board	Blue or red	Let's go on vacation!	Say or write	Who arrives first?							
18	32	46	60	74	88	102	116							
19	33	47	61	75	89	103	117							

One world



LET'S TALK

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

(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

LET'S ANSWER

Look at the pictures and ask your classmate.

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

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK 

My new friends

1. Listen and repeat. 1



2. Look, listen and repeat. 2

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

Q <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?



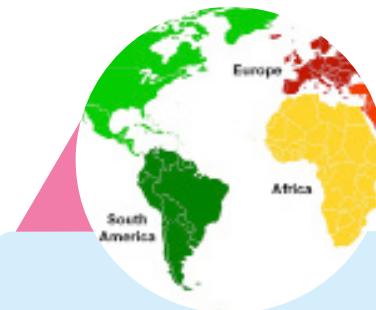
Is our planet big or small?



I think it's a _____

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?

Learn more with your Workbook – page 7



*It promotes independent learning.

HAVE FUN WITH WORDS

TO WRITE IN
YOUR NOTEBOOK 

Funny words

1. Listen, read and point. 4



Waterfall



Planet



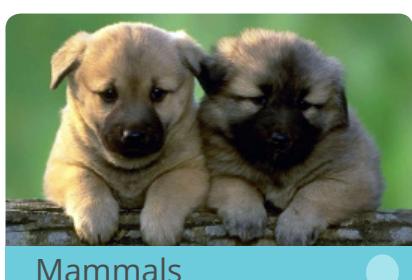
Desert



Reptiles



Continent



Mammals

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

3. Listen, read and repeat.

 5



Have dinner



Wake up



Have a shower



Do homework



Have lunch

**Daily
Routines**



Go to school



Have breakfast



Learn more with your Workbook - page 8



Get dressed

PHONICS

TO WRITE IN
YOUR NOTEBOOK

u /ʌ/ , a /æ/

1. Listen and repeat. 6



• bus /ʌ/ • lunch

• hat /æ/ • 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

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK

Daily routine I

Think

1. Listen and act it out.



Simon says:
Wake up



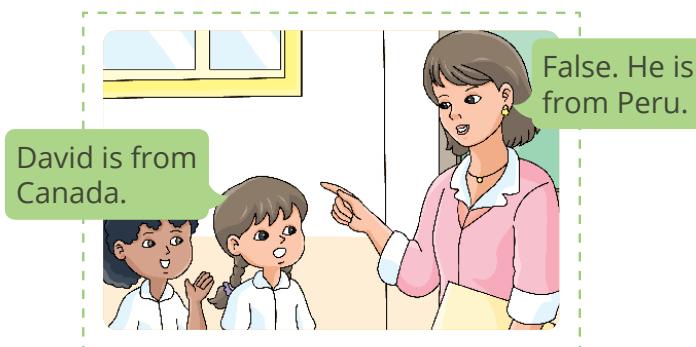
Observe and listen

2. Listen and identify. 6-8



Start learning*

3. Listen and say True or False. Correct the false answers. 6-9



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.

Learn more with your Workbook – page 10

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 →

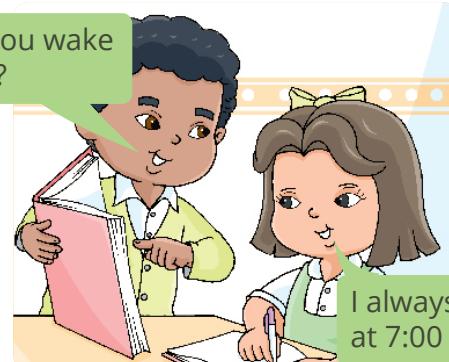
GROUP A What does Sebastian always do in the morning?

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	
He	sometimes		
She	never	wakes up	
		goes	
		has	

at 7:00
to school
a shower

in the morning.
in the afternoon.
In the evening.

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

I	am		
You	are		
They	are		
He	is		
She	is		

going
watering
surfing

to school.
the plants.
the internet.

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.

ENJOY WRITING

TO WRITE IN
YOUR NOTEBOOK 

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 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.



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.

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*

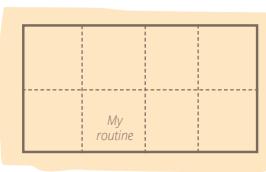
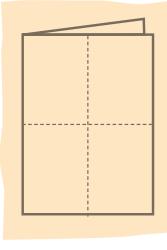
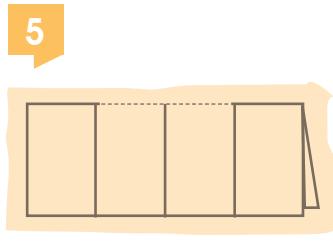
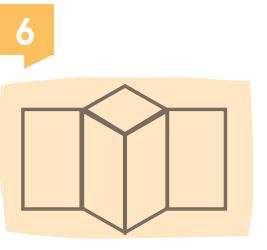
Goal

Describe his or her daily routines using adverbs of frequency.

Materials

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

Procedure

-  Fold paper into eight parts. On the side, draw your cover.
-  Draw yourself and write a short introduction like: Hello, I'm _____ and I'm from _____
-  After that, draw a picture on each section and write a sentence about your daily routine and the time you do them.
- Fold paper in half and cut along the dotted lines.
-  Open lengthwise.
-  Push both ends in.
- Fold the book and close.
-  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.



An international party*

Think

1. Answer.

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

Observe and read

2. Listen and read. 12

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



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



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.



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.



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*. Floestone: 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.