

# English 4

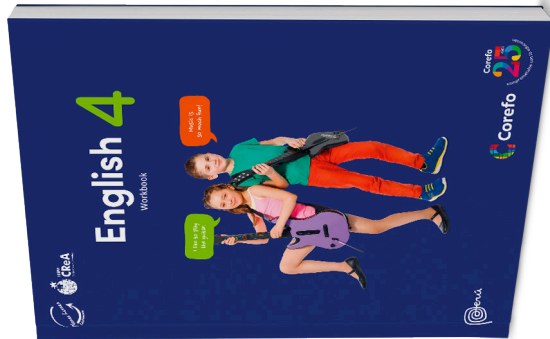
Workbook



Collective work designed, created,  
produced and directed by:

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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:

- Posters
- Flashcards
- Grammar handouts
- Vocabulary handouts

## OPENING

### Unit name

**Unit 8 Celebrations!**  
TURN YOUR BRAIN ON Flying around the world

Open your Student Book at page 100. Then do the following activities:

- Listen and number.

**During reading**

Listen and read.

Read and say.

**Important dates**

Open your Student Book at page 102. Then do the following activities:

- Read and say.

**After reading**

Listen and read.

Read the text and stick.

It is a romantic festival.  
It is celebrated in several countries.  
It is based on the Chinese calendar.  
People give money.  
People give red envelopes.  
People watch lion dance.

**After reading**

Listen and read.

Read the text and stick.

It is a romantic festival.  
It is celebrated in several countries.  
It is based on the Chinese calendar.  
People give money.  
People give red envelopes.  
People watch lion dance.

It introduces some ideas about the unit through motivational pictures in order to reactivate the students' previous knowledge and work their way through cognitive conflict.

## ORAL EXPRESSION AND ORAL COMPREHENSION

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

**Unit 4 At the zoo**  
TURN YOUR BRAIN ON Wonderful animals

Open your Student Book at page 38. Then do the following activities:

- Listen and number the pictures.

**During reading**

Listen and read.

Read the text and stick.

It is a wonderful place.  
It is a place where you can see many animals.  
It is a place where you can learn about animals.  
It is a place where you can have fun.

**After reading**

Listen and read.

Read the text and stick.

It is a wonderful place.  
It is a place where you can see many animals.  
It is a place where you can learn about animals.  
It is a place where you can have fun.

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

**Unit 4 At the zoo**  
TURN YOUR BRAIN ON Wonderful animals

Open your Student Book at page 38. Then do the following activities:

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Read the text and stick.

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**After reading**

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Read the text and stick.

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## WRITTEN COMPREHENSION

**Before reading**

**During reading**

**After reading**

**Life in the past**

Read the text on page 37. Then do the following activities.

1. Look at the chart and write names of the electric appliances you have at home.

2. Listen and read the conversation. Then act it out.

3. Read and write the correct alternative.

4. People used to use an electric fan in the past.

5. Now life is easier / difficult.

6. People had a computer / a typewriter in the past.

**Comprehension activities**

are used before, during and after Reading.

**Compiling subjects**

Read the words in the puzzle. Then write their subjects.

1. Read the words in the puzzle. Then write their subjects.

2. Use the words from Activity 1 and complete the story. Then draw.

## WRITTEN EXPRESSION

The students can apply what they learned.

**Pre-writing**

**Let's write**

**Post-writing**

**My favourite singer**

Read the text on page 77. Then do the following activities.

1. Write a paragraph about your favourite singer. Look at the chart and complete it with words from the circle.

2. Complete the second chart with information about your favourite singer.

3. Listen and read.

4. Write a paragraph about your favourite singer. Look at the chart and complete it with words from the circle.

## SPECIAL SECTIONS

### Assessment

The questions are based on international exams at: starters / movers / flyers level.

**Testing yourself**

1. Listen and tick (✓) the correct alternative.

2. What musical instrument doesn't Ralph play?

3. What is Peter's favourite personal item?

4. What's Andrew's favourite personal item?

5. What's one of Henry's personal items?

**Annexes**

You use them in order to cut and paste in the fun workbook activities.

**Annexe N° 1**

To work on page 6 (Workbook)

**Annexe N° 2**

To work on page 10 (Workbook)

**Annexe N° 3**

To work on page 38 (Workbook)

**Pictionary**

This is presented in a mind map, so the students can remember the vocabulary through pictures.

**My orchestra**

Read the text on page 77. Then do the following activities.

1. Write a paragraph about your favourite singer. Look at the chart and complete it with words from the circle.

2. Complete the second chart with information about your favourite singer.

3. Listen and read.

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**Make your own mind map**

This is a technique that helps students to organise what they learned in each unit.

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This is a technique that helps students to organise what they learned in each unit.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

English 4 | Corefo



Written Expression		English in action	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
			11 - 12	25 - 26	39 - 40	53 - 54	67 - 68	81 - 82	95 - 96	109 - 110
		Enjoy writing	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
			13 - 14	27 - 28	41 - 42	55 - 56	69 - 70	83 - 84	97 - 98	111 - 112
Special Activities		Assessment	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself
			15 - 17	29 - 31	43 - 45	57 - 59	71 - 73	85 - 87	99 - 101	113 - 115
		Pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary
			18	32	46	60	74	88	102	116
			Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map
			19	33	47	61	75	89	103	117
Annexes		119 - 127								

# Unit 1 One world

TURN YOUR BRAIN ON

## My new friends

Open your Student Book at page 8. Then do the following activities.

1. Listen and colour.  1



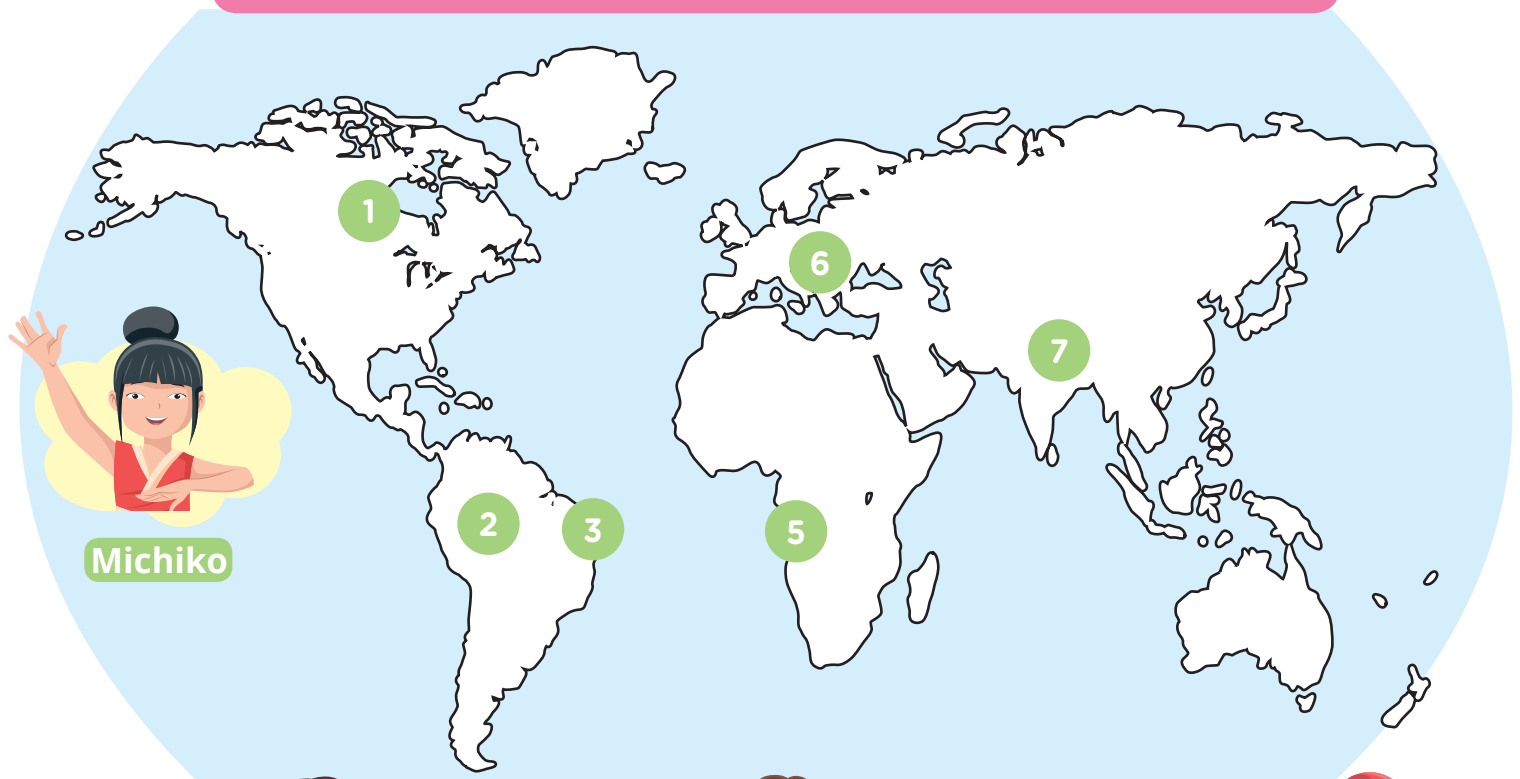
Abiel



Lee



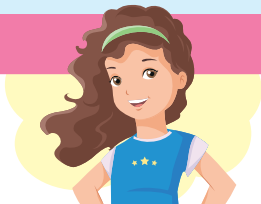
Jennifer



Michiko



David



Emily



Joao and Keila

2. Listen and match.  2

 <http://www.123listening.com/countries.php>

## TURN YOUR BRAIN ON

### Our planet

Open your Student Book at page 9. Then do the following activities.

Before reading

#### 1. Think and answer.

- Do you use Facebook?
- What can you share in Facebook?



During reading

#### 2. Listen and read.



- David:** Hello, what's your name?  
**Lee:** Hi, I'm Lee, and you?  
**David:** I'm David. It's nice to meet you Lee.  
**Lee:** It's nice to meet you too.  
**David:** Lee, where are you from?  
**Lee:** I'm from China.  
**David:** Is China a continent?  
**Lee:** No, it isn't. China is a country.  
It's in Asia.  
**David:** Oh. So, are you Chinese?  
**Lee:** Yes, I am.  
**David:** Ok. It's time to go. Good bye.  
**Lee:** Good bye David.



#### 3. Read and write Yes or No.

- David and Lee are in Peru.
- China is in the Asian Continent.

- David is Chinese.
- David is in China.

After reading\*

#### 4. Look at Activity 2 and write.

Lee is David's friend. He is from \_\_\_\_\_ so he is \_\_\_\_\_.  
China is in \_\_\_\_\_. Asia isn't a country. It is a \_\_\_\_\_.

*\*It promotes independent learning.*

## HAVE FUN WITH WORDS

### Funny words

Open your Student Book at page 10. Then do the following activities.

#### 1. Complete the crossword.

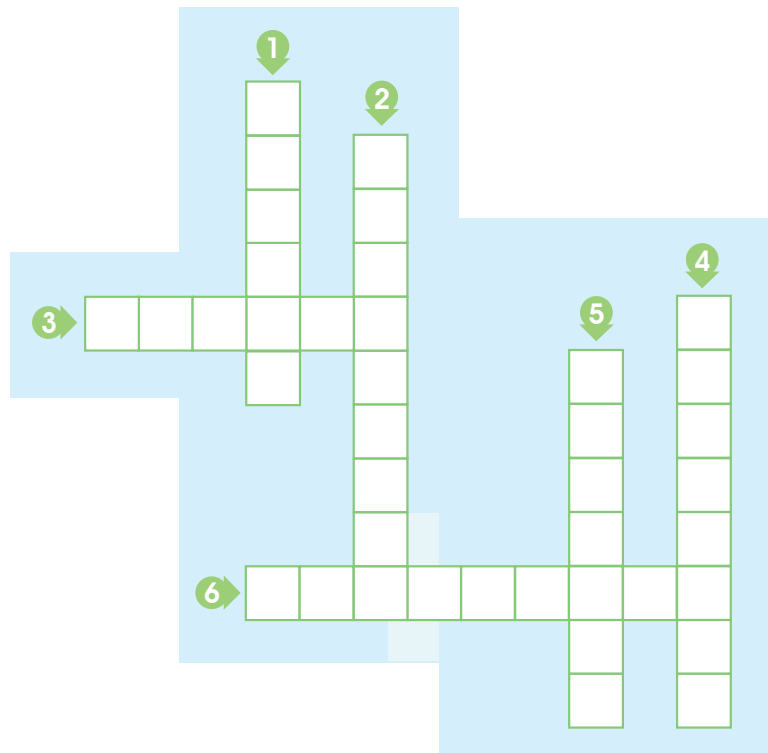
##### ACROSS



This is a ...



This is a ...



##### DOWN



This is a ...



This is a ...



They are ...



They are ...

#### 2. Listen, read and write.



w \_ k \_ u \_



h \_ \_ \_ b \_ \_ \_ \_ \_



g \_ \_ d \_ \_ \_ \_ \_



h \_ \_ \_ a s \_ \_ \_ \_ \_



g \_ \_ to s \_ \_ \_ \_ \_



h \_ \_ \_ l \_ \_ \_ \_ \_

#### 3. Look at Activity 2 and write.

a. I \_\_\_\_\_ at 7:00 a.m.

c. I \_\_\_\_\_ in the morning.

b. I \_\_\_\_\_ by bus.

d. I \_\_\_\_\_ vegetables for \_\_\_\_\_.

## PHONICS

u/ʌ/ , a/æ/

Open your Student Book at page 11. Then do the following activities.

### 1. Listen and circle the correct sound. 5



**lunch**

/æ/ /ʌ/



**sad**

/æ/ /ʌ/



**planet**

/æ/ /ʌ/



**flag**

/æ/ /ʌ/



**bus**

/æ/ /ʌ/



**hat**

/æ/ /ʌ/



**up**

/æ/ /ʌ/



**plant**

/æ/ /ʌ/



**cup**

/æ/ /ʌ/

### 2. Listen and colour. Then say. 6

1. **cup** **cap**

3. **plant** **plum**

5. **ranch** **lunch**

2. **hut** **hat**

4. **sun** **sand**

6. **up** **apple**

### 3. Listen and complete. Then say. 7

I love the s \_\_\_\_.

I always wear my h \_\_\_\_.

Today I'm watering the p \_\_\_\_.

and eating an a \_\_\_\_ for l \_\_\_\_.



## SPEAK UP

### Daily routine

Open your Student Book at pages 12 and 13. Then do the following activities.

1. Listen and write **A** = always, **S** = sometimes and **N** = never. Then say.  8

#### Daily Routine

Wakes up at 6:00 a.m.

Has coffee for breakfast.

Goes to school by bus.

Does homework in the afternoon.

Has dinner at 7:00 p.m.

Abiel

David

Abiel sometimes  
wakes up at 6:00 a.m.

David always  
wakes up at  
six a.m.



2. Listen and circle. Then say.  9

#### Ana's daily routine



6:00



6:45



9:00

3. Pair work. Write about yourself and tell your classmate.\*

4. Listen to your classmate and write.

#### My Daily Routine

I  wake up at .

I  have

for breakfast.

I  go to school .

#### My Friend's Daily Routine

He /she  wakes up

at .

He / she  has

for breakfast.

He /she  goes to school

.






\* It encourages pair work.



## Present simple vs present progressive

Open your Student Book at page 14. Then do the following activities.

### 1. Look and write.

-  a. Joao \_\_\_\_\_ wakes up at 6:00 a.m.
-  b. He \_\_\_\_\_ has coffee for breakfast.
-  c. He \_\_\_\_\_ goes to school by bus.
-  d. He \_\_\_\_\_ does his homework in the evening.
-  e. He \_\_\_\_\_ has dinner at 7:00 p.m.



### 2. Look at Activity 1 and answer.

- a. How often does John wake up at 6:00 a.m.?  
He \_\_\_\_\_ wakes up at 6:00 a.m.
- b. How often does he have coffee for breakfast?  
\_\_\_\_\_.
- c. How often does he go to school by bus?  
\_\_\_\_\_.
- d. How often does he do his homework in the evening?  
\_\_\_\_\_.
- e. How often does he have dinner at 7:00 p.m.?  
\_\_\_\_\_.



### 3. Unscramble and write.

*at home* *I* *have lunch* *always*

a. \_\_\_\_\_

*never* *Pierre* *for breakfast* *has coffee*

b. \_\_\_\_\_

*by bicycle* *Joao and Keila* *go to school*

c. \_\_\_\_\_

*Jennifer* *in the evening* *never*

*has a shower*

d. \_\_\_\_\_

## ENGLISH IN ACTION

Open your Student Book at page 14. Then do the following activities.

### 4. Look and write.

Add <b>ing</b>		Drop the <b>e</b>		Double the last consonant	
play	play <b>ing</b>	write	writ <b>ing</b>	run	run <b>ning</b>
surf		dance		swim	
water		ride		stop	
fix		have		sit	

### 5. Look at Activity 4 and write.

- Michiko is \_\_\_\_\_ (dance) rock now.
- Joao and Lee are \_\_\_\_\_ (play) football at the moment.
- Jennifer is \_\_\_\_\_ (have) a shower at the moment.
- I am \_\_\_\_\_ (sit) on the sofa now.
- My friends are \_\_\_\_\_ (surf) the internet now.



### 6. Look and write.

- Abiel \_\_\_\_\_  
every day, but now he is \_\_\_\_\_.
- Joao and Keila \_\_\_\_\_,  
but now they are \_\_\_\_\_.
- Emily \_\_\_\_\_  
\_\_\_\_\_ she is \_\_\_\_\_.

Every day

Now

Abiel



Joao and Keila



Emily



## ENJOY WRITING

### My friends around the world

Open your Student Book at page 15. Then do the following activities.

Pre-writing

#### 1. Look at the following steps.

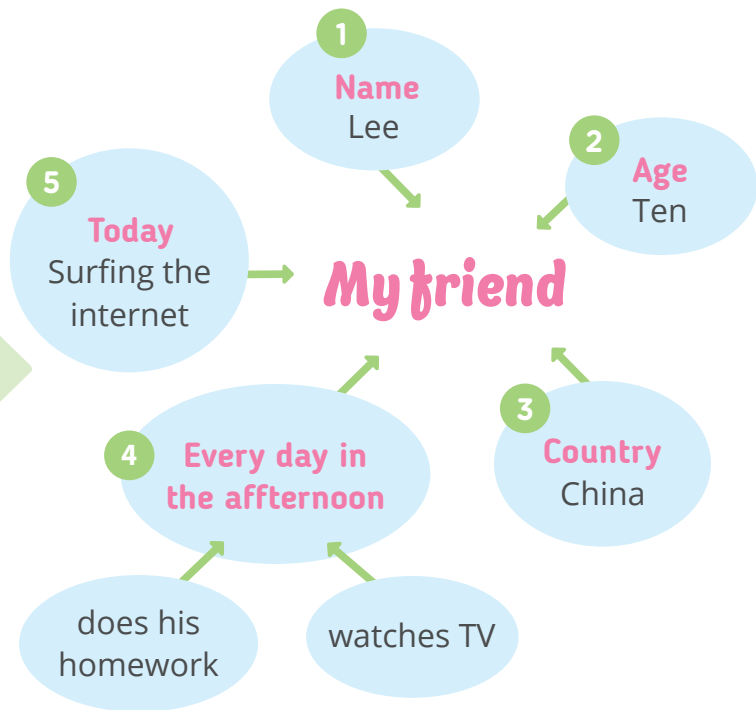
**Step 1:** The name of your friend.

**Step 2:** How old he / she is

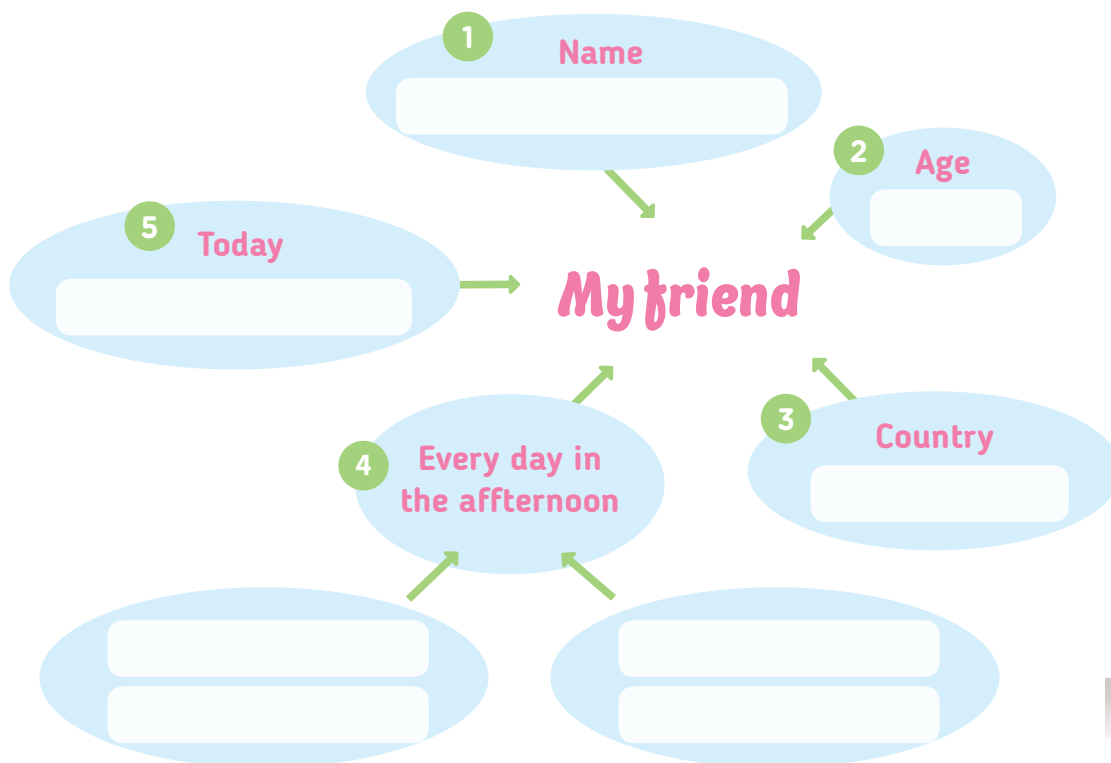
**Step 3:** Where he / she is from

**Step 4:** What he / she always does in the afternoon.

**Step 5:** What he /she is doing today.



#### 2. Choose a friend and write.



## ENJOY WRITING

Let's write\*

3. Look at Activity 1 and write. Then draw.

### My Friend Lee

This is .

He is  years old.

He is from .

He always

and

in the

afternoon, but today he is

the internet.

Every day in the  
afternoon

Today

4. Look at Activity 2 and write. Then draw.

### My Friend \_\_\_\_\_

Every day in the  
afternoon

Today

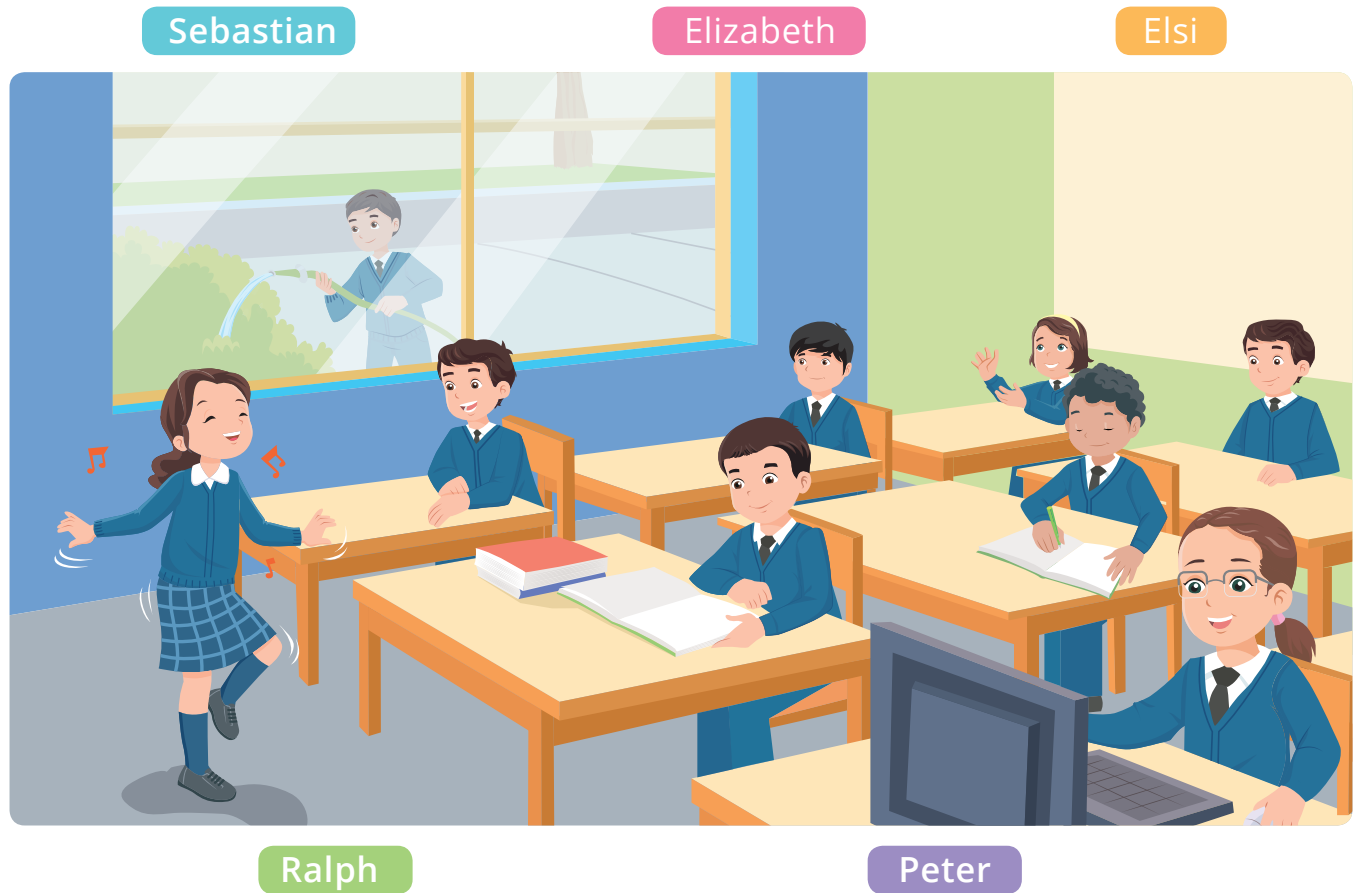
Post-writing\*

5. Write about another friend and keep it in your portfolio.

*\*It promotes independent learning.*

# ✓ Testing yourself

## 1. Listen and draw lines. 10



## 2. Listen and write. 11

### My friend

Name

Age

Country

Nationality

Continent



## 3. Read and circle.

Diego and Emily are chatting.

**David:** Hello, Emily.

**Emily:** Hi! David.

**David:** I have to complete a survey. Could you help me?

**Emily:** Of course.

**David:** How often do you wake up at 8:00 a.m.?

**Emily:** \_\_\_\_\_

- a. In the morning   b. Sometimes   c. By bus

**David:** What do you always have for breakfast?

**Emily:** \_\_\_\_\_

- a. Fish and salad   b. At school   c. Milk and eggs

**David:** How do you go to school?

**Emily:** \_\_\_\_\_

- a. By bus   b. Soccer   c. Take a shower

**David:** What do you have for lunch?

**Emily:** \_\_\_\_\_

- a. Milk and eggs   b. Fish and salad   c. Coffee

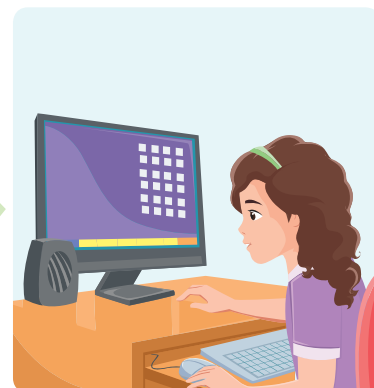
**David:** At what time do you always have dinner?

**Emily:** \_\_\_\_\_

- a. At home   b. In the evening   c. At 8:00 p.m.

**David:** That's all Emily. Thank you.

**Emily:** You're welcome.



## 4. Read and write Yes or No.

- David is chatting with Jennifer.
- Emily sometimes wakes up at 8:00 a.m.
- Emily always has coffee for breakfast.
- Emily goes to school by bus.
- Emily never has dinner at 10 p.m.

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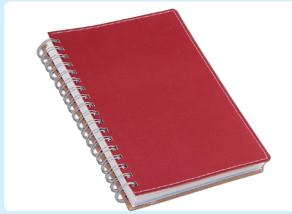
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5. Choose a word from the box and complete the text.



Homework



Orange juice



Wake up



Chicken



Shower

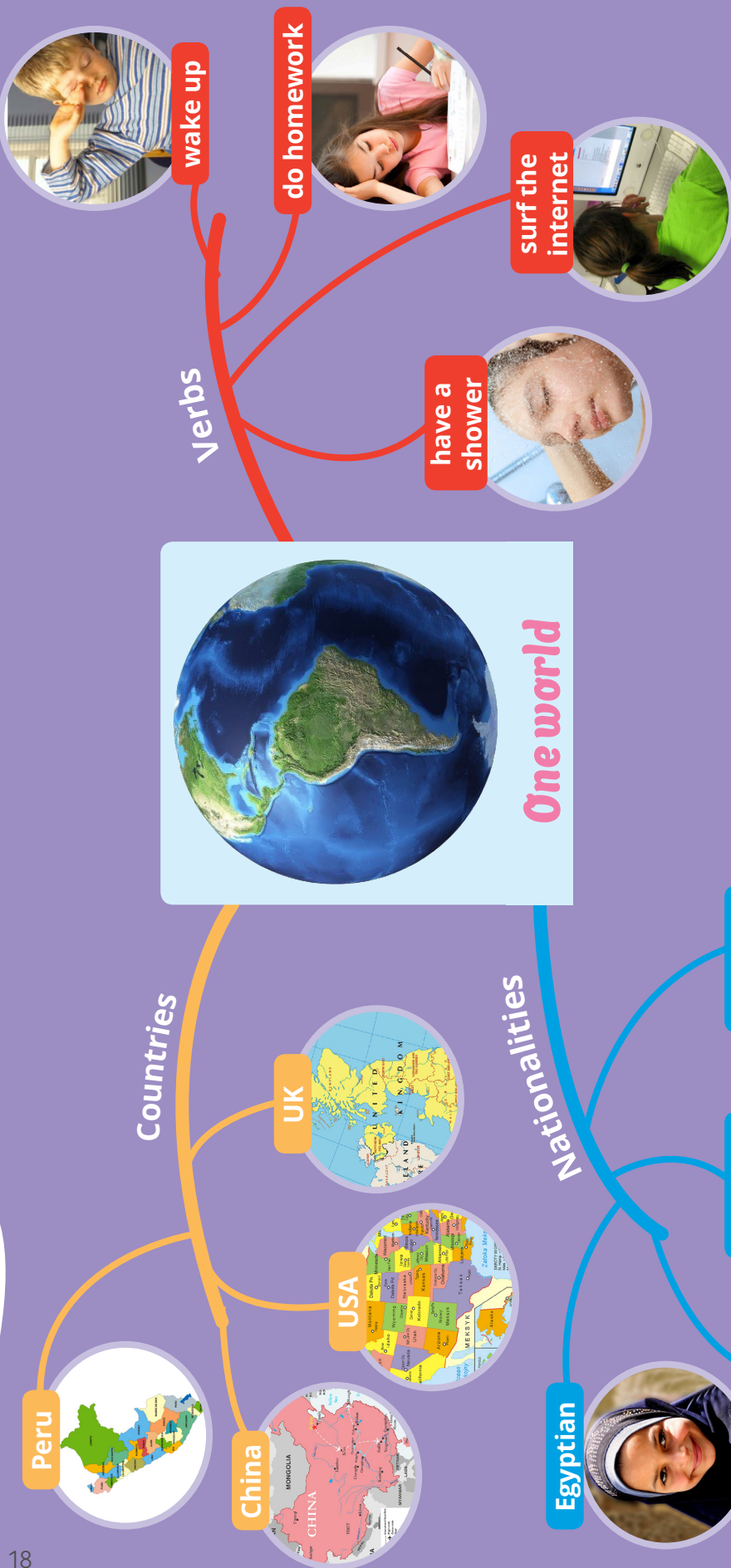


Bus

On school days, I always (1) \_\_\_\_\_ at 6:00 a.m. I have a (2) \_\_\_\_\_ and put on my uniform. Mum always makes delicious breakfast. I sometimes have (3) \_\_\_\_\_ for breakfast. I always go to school by (4) \_\_\_\_\_. Mr. Brown is the driver and he is always smiling. In the afternoon, I do my (5) \_\_\_\_\_ and watch TV.

6. Circle the different one.

- |                   |                |                  |                |
|-------------------|----------------|------------------|----------------|
| a. Chinese        | Peruvian       | American         | Japan          |
| b. Fish           | Chicken        | Orange juice     | Salad          |
| c. Always         | Have a shower  | Sometimes        | Never          |
| d. Have breakfast | In the morning | In the afternoon | In the evening |
| e. Europe         | Antartica      | The UK           | Asia           |



## BIBLIOGRAPHY

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

## PEER ASSESSMENT

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

# Make your own mind map\*



## METACOGNITION

☞ I can write about countries and nationalities.

☞ I can describe my daily routine.

☞ I can write about my friend's daily routines.



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\*It promotes inquiry, research or creative production.