

English 5

Student's Book

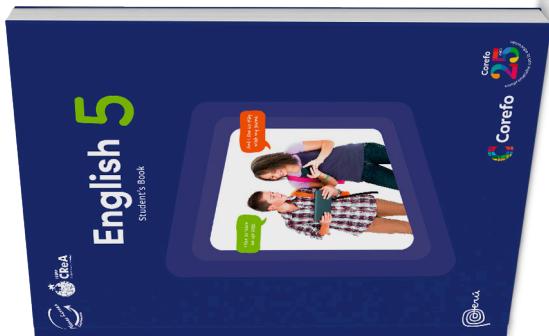


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Ph D in Education


Corefo



You can also reinforce the learning activities by using:

Workbook
Posters

Flashcards
Grammar handouts

Vocabulary handouts

OPENING

5 Let's go shopping!

UNIT

Image motivation



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.

Teaching English through others curricular areas



Questions to create cognitive conflict

To recuperate previous knowledge

ICT resources/web site to know the topic deeply

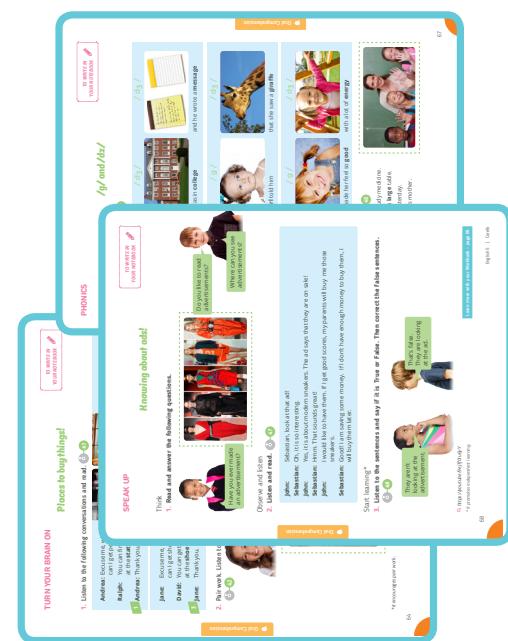
Expected learning

— 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.

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



1 2 3 4 5 6 7 8

Written Comprehension		Oral Comprehension and Expression		Speaking		Listening	
Have fun with words	Turn your brain on	Turn your brain up	Speak up	Andrea's daily routine	Andrea's family	My interests	My likes and dislikes!
What do you like doing?	Similarities and differences	What do you like doing?	What do you like doing?	What do you like doing?	What do you like doing?	What do you like doing?	What do you like doing?
10	24	38	52	51	51	48	48
108	94	80	66	65	79	76	76
107	93						
111	97						
110	96						
109	95						
112	82						
113	83						
114	81						
115	78						
116	79						
117	90						
118	104						
119	106						
120	107						
121	108						

Written Expression		Special Activities		Let's play		Let's remember		Glossary	
Present continuous and simple present	Simple past tense and past continuous	Modal Can and Be able to	Simple past and present perfect	First conditional	Second conditional	Present passive voice	Present perfect tense and would prefer or rather		
14	28	42	56	70	84	98	112		
I like writing	Writing my autobiography	Interesting manual jobs!	A postcard	I like writing ...!	I like to describe!	Explaining process...	My celebrity!		
15	29	43	57	71	85	99	113		
Spending time in a proper way	Living together as a family	Everybody's jobs is important!	Respecting intercultural differences	The importance of money	Being honest	Working peacefully with others	The pursue of my dreams		
17	31	45	59	73	87	101	115		
My daily routine video	Making a poster about my family	Making clay pottery	Making a brochure about a tourist place	My creative Ad	Mars travel brochure	Making a recipe book	Writing a fictional interview		
16	30	44	58	72	86	100	114		
Tic tac toe	Playing with family members	Identifying jobs, tools and materials	My fun vacation	I like shopping	Let's talk about the future	What am I?	Let's have fun!		
18	32	46	60	74	88	102	116		
19	33	47	61	75	89	103	117		

My interests



LET'S TALK

- What do you see in the pictures?
- Do you do these activities?



EXPECTED LEARNING OUTCOMES

Oral Expression

- Describe routines.
- Talk about his or her daily routines.

Written Expression

- Use present continuous to talk about fixed plans and simple present to describe his or her routines and interests.
- Write an informal e-mail to his or her friend.

Oral Comprehension

- Identify preferences.
- Distinguish sounds /ing/, /ong/ and /ung/.
- Identify routines.

Written Comprehension

- Identify specific information about routines and interests.
- Infer about preferences.
- Identify specific information about a value in a text.

FIND OUT

- Watch a video and share your opinion with your classmates.

[www.youtube/msy836LpP-I](https://www.youtube.com/watch?v=msy836LpP-I)

LET'S ANSWER

Look at the pictures and ask your classmate.

- What do people do in their free time?
- What do you do in your free time?

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK 

My likes and dislikes!

1. Listen, read and repeat. 1

Andrea and David are talking about their interests.

ANDREA: Hi, David. What are you doing?

DAVID: I'm playing the guitar.

ANDREA: And what's your mum doing?

DAVID: She's cooking.

DAVID: Do you like playing the guitar?

ANDREA: No, I don't.

ANDREA: Do you like singing?

DAVID: Yes, I do.



2. Look, listen and repeat. 2



He likes playing the guitar.

a



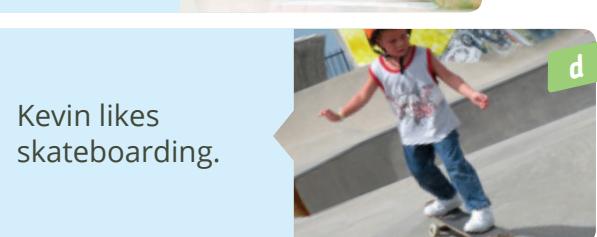
She likes doing her homework.

b



Andrea likes singing.

c



Kevin likes skateboarding.

d

3. Listen and answer. 3

What do you like doing?



I like playing the guitar.

Q <https://www.youtube/X6Rm5J1wu2c>

Learn more with your Workbook – page 6

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK 

Andrea's daily routine

Think

1. Answer these questions.



I eat an apple every morning.
I like bike riding.

- ☞ What do you do every day?
- ☞ What do you like to do?

Observe, listen and read

2. Listen and read the following text. 4

Hi! My name is Andrea. I like listening to music and playing the guitar. I also like reading books and playing basketball. I get up at 6:00, and I brush my teeth, have a shower, and have breakfast. Then I go to school at 7:15. I start classes at 8:00. Next, I have lunch at 12:45 and finish school at 3:30. I take English classes at 5:00. Finally, I go to bed at 9:30. That's my day!



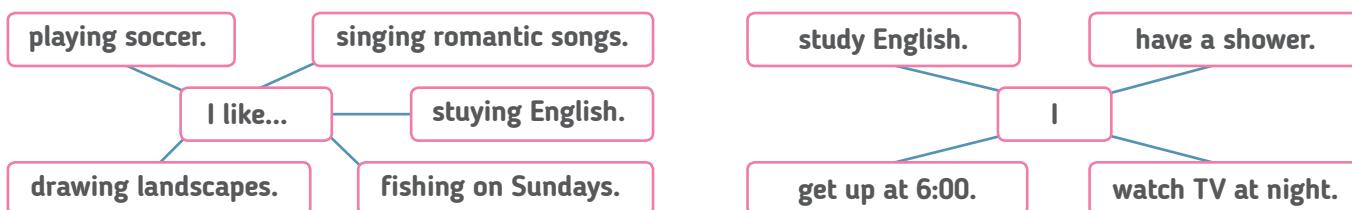
Start learning*

3. Ask and answer the following questions.

- What does Andrea like doing?
- What class does she take at 5:00?
- What does she do at 6:00?
- Does she go to bed at 10:00?

4. It is your turn. Look at Activity 2 and the graphic organizer. Then make sentences about your likes and routines.

I'll tell you something about me. I like playing jacks. I ...



5. Make a mind map about your routines.

Learn more with your Workbook - page 7

*It promotes independent learning.

HAVE FUN WITH WORDS

TO WRITE IN
YOUR NOTEBOOK 

What do you like doing?

1. Listen, read and say. 5



playing the guitar



singing



listening to music



rollerblading



bike riding



taking photos

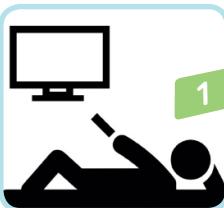


cooking



watching TV

2. Look at the pictures and say what people like doing and then write sentences. 6



1



2



3

I
They
He
She

like
sing
ing.
likes



4



5



6



1. He likes
watching TV.

3. Ask and answer the question. Write your partner's answer.



What do you
like doing?

I like ...



playing table
tennis
watching TV
skateboarding
bike riding

4. Make a mind map about what you like doing.

Learn more with your Workbook – page 8

PHONICS

TO WRITE IN
YOUR NOTEBOOK

/ing/, /ong/ and /ung/

1. Listen to the story and say. 7

Once upon a time there was a king named Mr. Wong who had a golden ring. He liked singing and he sang every morning with his friend Ming in the park because Ming liked to sing sitting on the swing. They always sang long songs.



2. Listen, identify and say. 8



king



ring



swing



song



long



lung

3. Listen to your teacher and write. Then draw.

EXAMPLE → She has a pink ring.

Learn more with your Workbook – page 9

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK 

I like my routine!

Think

1. Listen, mime and say. 9

- 1. Help my mum
- 2. Watch TV
- 3. Wash my hair
- 4. Get dressed
- 5. Brush my teeth

Observe and listen

2. Listen to the dialogue. 10

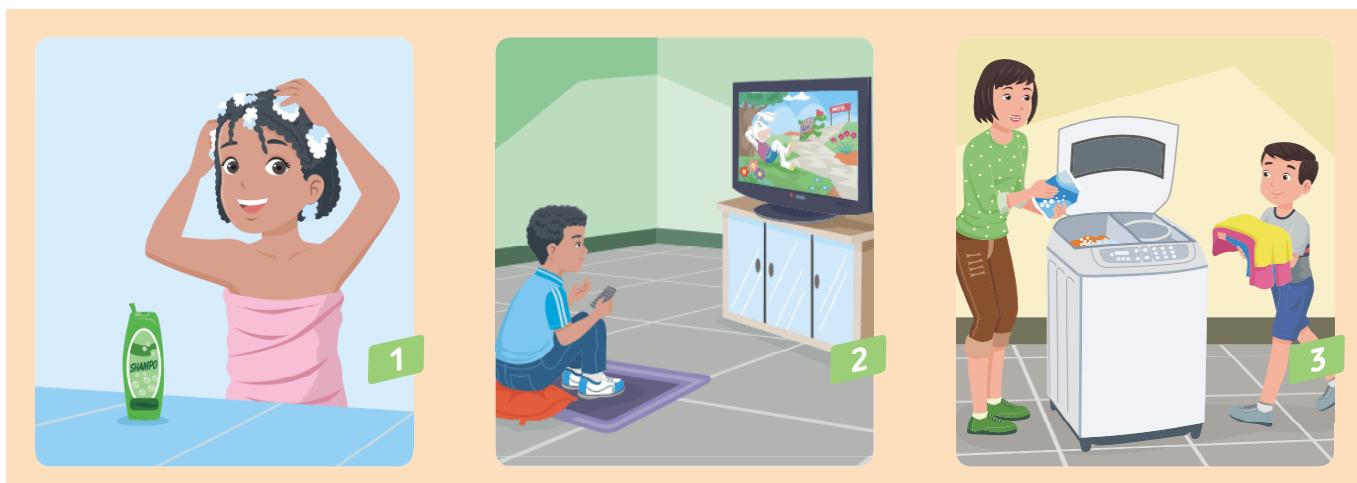


Start learning*

3. Listen and choose the correct answer. 11

- a. Yes, he does. No, he doesn't.
- b. Yes, she does. No, she doesn't.
- c. Yes, he does. No, he doesn't.
- d. Yes, she does. No, she doesn't.

4. Listen to your teacher and mime.



*It promotes independent learning.

Learn more with your Workbook – page 10

Describing routines

1. Listen, mime and say the sentences. 12

1. Elaine wakes up early.

2. She brushes her teeth.

3. She does her homework.

4. She makes the bed.

5. She has a shower.

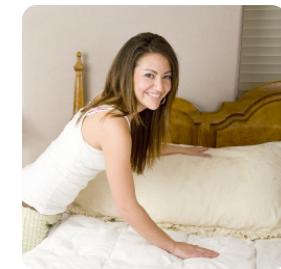
2. Look at the pictures and say sentences.



I help my mum before I watch TV.

I wash my hair before I get dressed.

3. Your turn. Look at the timelines. Then say similar sentences as in exercise 2.



Learn more with your Workbook – page 10

Present continuous and simple present tense

Present Continuous

We use the present continuous to express activities that are happening in the near future.

I am dancing Marinera in January.

He is going to the concert next Tuesday.

Are you playing soccer this Saturday?

I'm not dancing Marinera in January.

He isn't going to the concert next Tuesday.

Yes, I am / No. I'm not.

1. Look at the pictures below and write what these people are doing this weekend.



play tennis



ride a bike



dance



take photographs



listen to music



watch television



He is playing tennis
this Saturday.

Simple Present

We use the simple present to talk about habits, routines and facts.

I play the guitar very well.

Do you play the guitar?

Yes, I do.

No, I don't.

He plays the guitar very well.

Does he play the guitar?

Yes, he does.

No, he doesn't.

2. Read the following sentences and write five more.

- He always plays table tennis.
- My mum never watches television in the morning.
- He sometimes studies English in the afternoon.

Learn more with your Workbook - pages 11 and 12.

ENJOY WRITING

TO WRITE IN
YOUR NOTEBOOK 

I like writing

Pre- writing

1. Look at the chart about Karen's Sunday activities.

Always	Usually	Sometimes	Often	Never
have breakfast with my family	get up at 8.00 a.m.	listen to music or play with my dad	watch TV with my family	do my homework alone

Observe and read

2. Read Karen's e-mail.

Para: LUCIA  Cc Cco

Hello Lucia

I like Sundays. On Sunday I usually get up at 8.00 a.m. I always have breakfast with my family. I never do my homework alone. My mum helps me. In the afternoon, I sometimes listen to music or play with my dad. In the evening, I often watch TV with my family. We like comedies. What about you?

Karen



Steps for writing*

3. Make a chart about your Sunday activities.

4. Follow these steps for writing, write an e-mail to your friend in your notebook.

- ➔ What is your favourite day?
- ➔ What do you usually do on Sunday?
- ➔ What do you always do on Sunday?
- ➔ What do you never do?
- ➔ What do you sometimes do in the afternoon?
- ➔ What do you often do in the evening?

Hello, Karen. I like Sundays. On Sundays, I **usually** get up at 8.00 a.m. I **always** have breakfast with my family. I **never** do my homework alone. I **sometimes** listen to music or play with my dad. I **often** watch TV with my family.

Learn more with your Workbook - pages 13 and 14

* It promotes independent learning.

My daily routine video*

Goal

Talk about his or her daily routines.

Materials

- A piece of paper
- A video camera
- Pen

Procedure

- 1 Write a paragraph about what you do on Saturdays in your notebook.

EXAMPLE ➔

Hello, everybody! I'll write about my daily routines. I usually get up at 6:00 a.m. I put on my school uniform and have breakfast. Then, I go to school. I study different subjects. Then I come back home and have lunch. I always do my homework. At 9:00 p.m. I go to bed.

- 2 Ask one member of your family to record your routine.



- 3 Act and say the different routines you do while someone is video recording.



- 4 Share your video with your classmates and explain it.

Evaluation

EXCELLENT

GOOD

POOR

Ideas are clearly expressed	The student showed excellent knowledge of content all the time.	The student showed good knowledge of content. Sometimes he/she used note cards.	The student all the time needed note cards to talk.
Use language structure correctly	Used the present continuous and simple present adequately in the video.	Used the present continuous and simple present adequately during most part of the video.	Uses the present continuous and simple present adequately in some occasions.
Interest and Purpose	Video has a clear and interesting purpose.	Video is interesting but purpose is somewhat unclear.	Video is not very interesting and purpose is somewhat unclear.

Flowers Spending time in a proper way

Think

1. Answer the following questions.

- a. What do you do in your spare time?
- b. Do you spend time with your family?

Observe and read

2. Read the story.

Elsi: Hi, David

David: Hi, mum. I don't know what to do.

Elsi: What do you like to do?

David: Well, I like watching TV.

Elsi: What else?

David: I also like bike riding.

Elsi: Bike riding is excellent for our health.

I have a good idea. We can ride bikes together.

David: OK. That's a good idea.



Start learning

3. What's the value? Choose the best alternative.

- a. wasting time
- b. spending time in a bad way
- c. valuing assertiveness

4. Read and answer the questions orally. Then write them in your notebook.

- a. Is David bored?
- b. Does David's mum want to watch TV?
- c. Does David like bike riding?
- d. Does David's mum drive a car?

WORD BOX

Together → jointly.
Health → physical state.

*It promotes reflexive attitude and critical judgment.



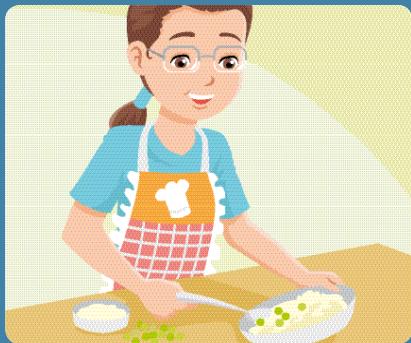
Tic tac toe*



A: What does he like doing?
B: He likes (rollerblading).



A: What is she doing tomorrow?
B: She is (watching TV).



Present Continuous



REMEMBER

I	am			
He	is			
She				
It		playing	soccer	next week.
We				
You	are			
They				

Simple Present



REMEMBER

He	likes			
She	likes			
It		playing	the	guitar.
We				
You	like			
They				

Metacognition.

Tick the option that you consider defines you best.

ITEMS

	I LEARNED	I AM LEARNING
I can write about my interests.		
I can describe my routines.		
I can write sentences in simple present and present continuous.		
I can write an informal e-mail to a friend.		

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

- ⌚ Bentley, Kay. (2010). The TKT Course CLIL Module. Cambridge, United Kingdom: Cambridge University Press.
- ⌚ Funchs, M.; Bonner, M.; Westheimer, M. (2006). FOCUS ON GRAMMAR 3: An Integrated Skill Approach, Third Edition. White Plains, NY: Pearson Education Inc.

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