

English 5

Student's Book



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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

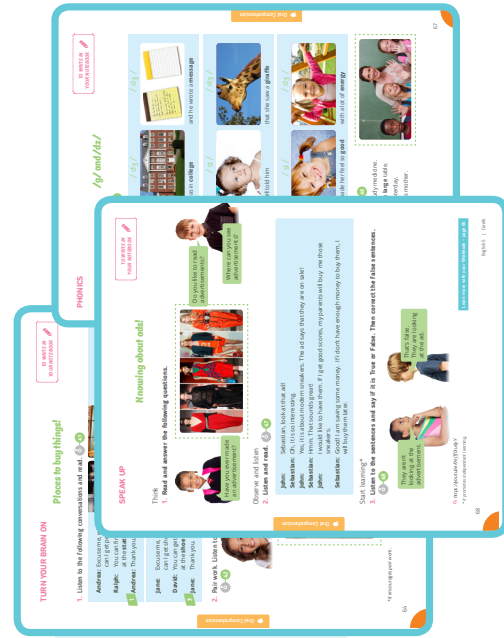
Grammar handouts

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.



WRITTEN COMPREHENSION

Think

TURN YOUR BRAIN ON

1. Read and answer these questions.

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

Observe and read

1. Read and answer: How do you think you will feel after shopping?

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

Start Learning

1. Read and answer: How do you think you will feel after shopping?

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

WRITTEN EXPRESSION

The students can apply what they learned.

ENGLISH IN ACTION

1. Read and answer: How do you think you will feel after shopping?

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

It introduces a model to help students to write easily. It promotes independent learning.

SPECIAL SECTIONS

Share your values

The students can read stories that help them become better people.

Share your values

1. Read and answer: How do you think you will feel after shopping?

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

My Project

The students reinforce their knowledge in each unit through meaningful activities. Sometimes it promotes independent learning or group work. It also develops speaking skills.

My Project

1. Read and answer: How do you think you will feel after shopping?

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

Let's play

You can find boardgames in order to learn in a fun way. It develops speaking skills.

Let's play

1. Read and answer: How do you think you will feel after shopping?

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

Let's remember

It provides a grammar summary.

Let's remember

1. Read and answer: How do you think you will feel after shopping?

2. Think and answer: How do you think you will feel after shopping?

3. Think and answer: How do you think you will feel after shopping?

4. Think and answer: How do you think you will feel after shopping?

1 2 3 4 5 6 7 8

Oral Comprehension and Expression																Written Comprehension																			
My interests				Family Ties				Crafty things				Travel time!				Let's go shopping!				The incredible future!				Typical Peruvian food				Entertainment							
Opening				6				20				34				48				62				76				90				104			
Turn your brain on				My likes and dislikes!				Describing my family				Hand-made things				What did you do on your vacation?				Places to buy things!				Living in outer space!				Knowing some ingredients!				Television programmes!			
Phonics				/ɪŋ/, /ɒŋ/ and /ʊŋ/				/er/ and /ier/				/mb/ and /mp/				/f/ and /v/				/g/ and /dz/				/u:/ and /ʊ/				/spr/ and /spl/				/scr/ and /str/			
Speak up				I like my routine!				My family				Our abilities!				I have been to Arequipa				Knowing about ads!				Looking at technology!				Let's cook!				I'd rather see...!			
				Describing routines				I like to describe!				Making things!				I went camping				Buying things!				Electronic things				How to make it?				Have you ever ...?			
Turn your brain on				Andrea's daily routine				Andrea's family				Manual jobs				On my vacation				Go shopping!				Future life!				Typical dishes!				Watching TV!			
Have fun with words				What do you like doing?				Similarities and differences				Manual labor				The weather				Buying nice clothes!				Amazing ideas!				Cooking verbs!				Verbs!			
				10				24				38				52				66				80				94				108			

Written Expression		Present continuous and simple present	14	Simple past tense and past continuous	28	Modal Can and Be able to	42	Simple past and present perfect	56	First conditional	70	Second conditional	84	Present passive voice	98	Present perfect tense and would prefer or rather	112
Enjoy writing		I like writing	15	Writing my autobiography	29	Interesting manual jobs!	43	A postcard	57	I like writing ...!	71	I like to describe!	85	Explaining process...!	99	My celebrity!	113
Share your values		Spending time in a proper way	17	Living together as a family	31	Everybody's jobs is important!	45	Respecting intercultural differences	59	The importance of money	73	Being honest	87	Working peacefully with others	101	The pursue of my dreams	115
My Project		My daily routine video	16	Making a poster about my family	30	Making clay pottery	44	Making a brochure about a tourist place	58	My creative Ad	72	Mars travel brochure	86	Making a recipe book	100	Writing a fictional interview	114
Let's play		Tic tac toe	18	Playing with family members	32	Identifying jobs, tools and materials	46	My fun vacation	60	I like shopping	74	Lest's talk about the future	88	What am I?	102	Let's have fun!	116
Let's remember			19		33		47		61		75		89				117
Glossary		118-119															

My interests



LET'S TALK

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



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?

CLIL



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.com/watch?v=msy836LpP-I

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



a He likes playing the guitar.

b She likes doing her homework.



c Andrea likes singing.

d Kevin likes skateboarding.



3. Listen and answer. 3

What do you like doing?



I like playing the guitar.



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



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!



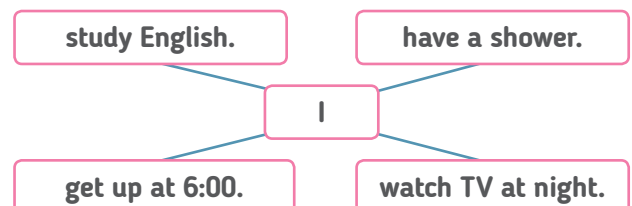
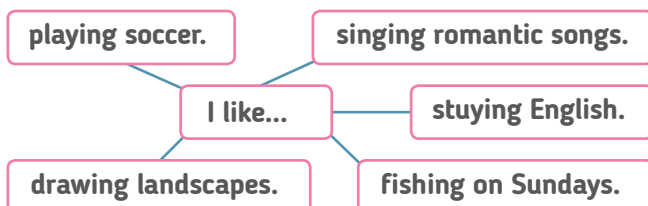
Start learning*

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?

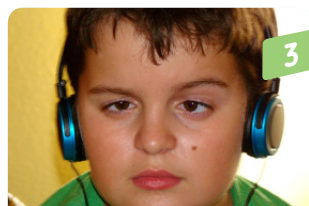
1. Listen, read and say.



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.



1



2



3



4



5



6

I like
They like
He likes
She likes

singing.

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

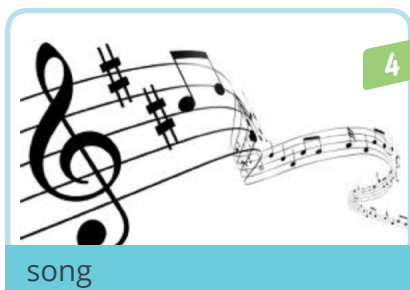
/ing/, /ong/ and /ung/

1. Listen to the story and say. 6 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



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

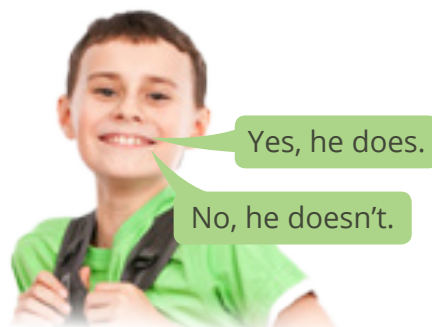
3. Wash my hair

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.

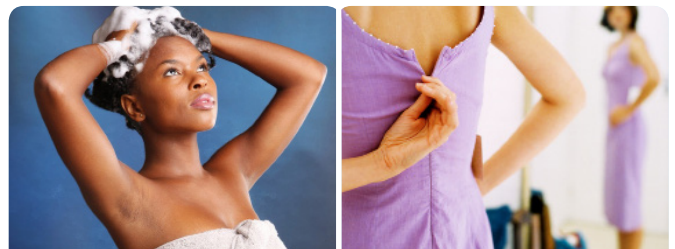
4. She makes the bed.

5. She has a shower.

2. Look at the pictures and say sentences.

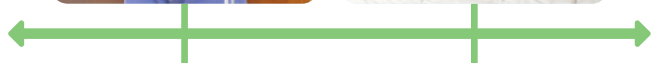
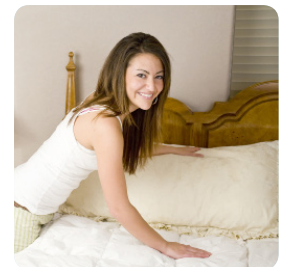


I help my mum **before** I watch TV.



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**.

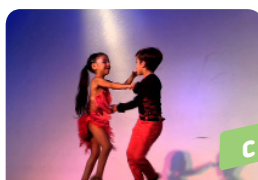
1. Look at the pictures below and write what these people are doing this weekend.



play tennis



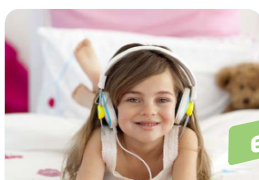
ride a bike



dance



take photographs



listen to music



watch television



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.

a. He always plays table tennis.

b. My mum never watches television in the morning.

c. He sometimes studies English in the afternoon.

Learn more with your Workbook – pages 11 and 12.



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 X

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.

My daily routine video*

Goal

Talk about his or her daily routines.

Materials

- ✔ A piece of paper
- ✔ A video camera
- ✔ Pen



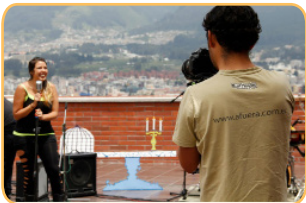
Procedure

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

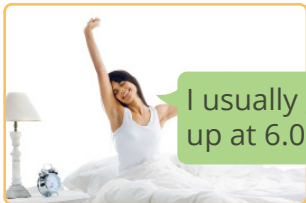
EXAMPLE →

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.

Spending time in a proper way

TO WRITE IN
YOUR NOTEBOOK

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.*



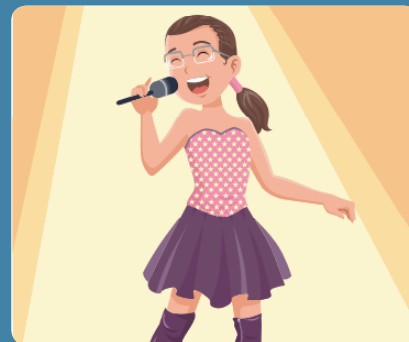
Tic tac toe*



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



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



*It promotes independent learning.

Present Continuous



What are you doing next week?

I am traveling to Cusco next week.

Is she going to the cinema with you this week?

No, she isn't going to the cinema with me!

REMEMBER

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

Simple Present



What do you like doing?

Great! And, do you like skateboarding?

Yes, I do. I like skateboarding very much!

I like bike riding. I always ride my bike in the afternoon.

No, I don't. And you?

REMEMBER

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

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.; Booner, 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.