

English 5

Workbook



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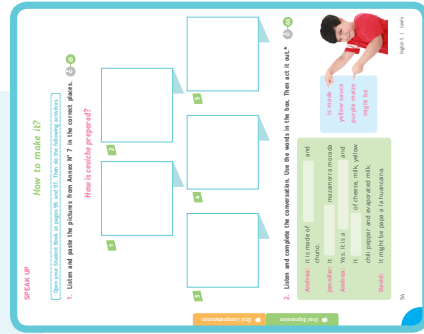
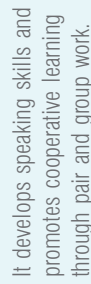
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Ph D in Education

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.

Posters
Flashcards
Grammar handouts
Vocabulary handouts

Unit name

Unit 7
Typical peruvian foodUnit 7
Typical peruvian food

WRITTEN EXPRESSION

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

METACOGNITION

- I can identify verbs related to cooking.
- I can listen and distinguish between sounds.
- I can explain a cooking recipe.
- I can use past tense verbs, days and nights.
- I can read a recipe.

1 2 3 4 5 6 7 8

Oral Comprehension and Expression									
Unit name	My interests	Family ties	Crafty things	Travel time!	Let's go shopping!	The incredible future!	Typical Peruvian food	Entertainment	
Turn your brain on	My likes and dislikes 6	Describing my family 20	Hand-made things 34	What did you do on your vacation? 48	Places to buy things! 62	Living in outer space! 76	Knowing some ingredients! 90	Television programmes! 104	
Phonics	/ing/, /ong/ and /ung/ 9	/er/ and /ier/ 23	/mb/ and /mp/ 37	/f/ and /v/ 51	/g/ and /ʒ/ 65	/u/ and /ʊ/ 79	/spr/ and /spl/ 93	/scr/ and /str/ 107	
Speak up	I like my routine! 10	I like to describe 24	Our abilities! 38	I have been to Arequipa 52	Knowing about ads! 66	Looking at technology! 80	How to make it? 94	I'd rather see...! 108	
Turn your brain on	Mary's daily routine 7	Karen's family 21	Manual jobs 35	On my vacation 49	Go shopping 63	Future life! 77	Typical dishes! 91	Watching TV! 105	
Have fun with words	What do you like doing? 8	Similarities and differences 22	Manual labor! 36	The weather 50	Buying nice clothes! 64	My electronic things! 78	Cooking verbs! 92	Verbs! 106	
Written Comprehension									

Written Expression		English in action	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 and would prefer or rather
			11 - 12	25 - 26	39 - 40	53 - 54	67 - 68	81 - 82	95 - 96	109 - 110
		Enjoy writing	I like writing!	Writing about my family	Interesting manual jobs!	A postcard	I like writing...!	I like to describe...!	Explaining process...!	My celebrity!
			13 - 14	27 - 28	41 - 42	55 - 56	69 - 70	83 - 84	97 - 98	111 - 112
		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 My interests

TURN YOUR BRAIN ON

My likes and dislikes!

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

1. Listen and complete. Use the sentences.



Andrea: Hi, David. What are you doing?

David: _____

David: And, do you like playing the guitar?

Andrea: _____

David: What do you like doing?

Andrea: _____

David: Do you have other hobbies?

Andrea: _____

Yes, I do. I like listening to music, too.

No, I don't.

I'm playing the guitar.

I like singing.



2. Listen and complete.



1. Kevin is _____ with his friends next Sunday.

2. David is _____ of Machu Picchu next week.

3. Janet and Sebastian are _____ in the living room.

4. John is _____ in the living room.

5. Mr. Evans is _____ in the park this afternoon.

6. My pet Lucky is _____ on the sofa.

having lunch
playing cards
doing homework
taking photos
sleeping
riding a bike

3. Listen to some questions about Activity 2. Choose the correct answer.



1. ☐ Yes, he does.

☐ No, he doesn't.

2. ☐ Yes, he does.

☐ No, he doesn't.

3. ☐ Yes, he does.

☐ No, he doesn't.

4. ☐ Yes, he does.

☐ No, he doesn't.



<https://youtube/0qwZ8UUQfQw>

TURN YOUR BRAIN ON

Mary's daily routine

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

Before reading

1. Read and underline Mary's daily routines.

Mary is eleven years old. She always gets up at a quarter to seven. Next, she brushes her teeth and has a shower. Then she gets dressed. After that, she has breakfast with her family.

She always goes to school at half past seven. Her classes start at eight o'clock and finish at half past three. She has lunch at school at a quarter to one.

She goes home after school and does her homework. She always listens to music and watches television. She likes comedies.

She has dinner at a quarter past seven. Next, she usually sings or plays the guitar. Then she goes to bed at half past nine. This is what Mary does during a day in her life.



During reading

2. Put in order Mary's daily routine.

a. She listens to music.

b. She has lunch at school.

c. She gets dressed.

d. She goes to bed at half past nine.

e. She has a shower.

f. She goes to school at half past seven.

After reading*

3. Answer the questions about the text.

a. What time does Mary get up?

b. What does she do after she gets up?

c. Where does Mary have lunch?

d. What does Mary do when she returns home?

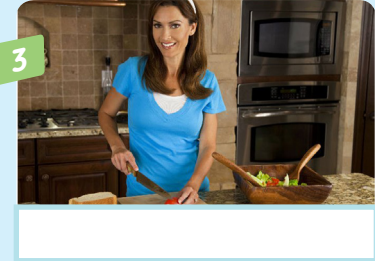
**It promotes independent learning.*

HAVE FUN WITH WORDS

What do you like doing?

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

1. Look at the pictures and write sentences. Then listen and check. 6 4



2. Look at the pictures and match.



have breakfast

watch TV

do homework

get up

go to school

brush teeth

3. Write sentences with the words from Activity 2.

a. He brushes his teeth.

b.

c.

d.

e.

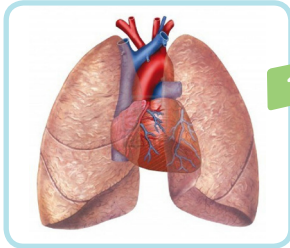
f.

PHONICS

/ing/, /ong/ and /ung/

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

1. Listen and complete the words with **ing**, **ong**, **ung**. 5



l _____



s _____



sw _____



k _____

2. Listen to your teacher and complete.

a. A beautiful _____ .



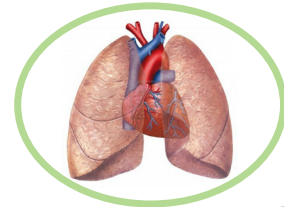
b. a tall _____ .



c. A sweet _____ .



d. An old _____ .



e. A _____ x-ray .



f. An _____ book.



SPEAK UP

I like my routine!

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

1. Listen to your teacher and write about Kevin's likes and dislikes.



I like

, but

I don't like

2. Listen to your teacher and answer about Activity 1.

- a. _____
- b. _____
- c. _____

3. Listen to your teacher and write about Janet's likes and dislikes.



I like

, but

I don't like

4. Listen to your teacher and answer about Activity 3.

- a. _____
- b. _____
- c. _____

5. Listen and complete the conversation with the words from the box. Then act it out.*



David:

Elaine: I am observing the ruins.

David:

Elaine: Yes, I am. I am taking a lot of photographs.

David:

Elaine: Of course. I love them!

Are you taking photographs?
Are you going to buy souvenirs?
What are you doing?

Present continuous and simple present tense

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

1. Unscramble the words to make a question. Then answer it.

are What doing in December you ?

Question: _____

Answer: _____

2. Answer the following questions.

a. What is your father doing next Sunday?

b. What are you doing this weekend?

c. What is your mother doing in the afternoon?

d. Where is your best friend going tonight?

3. Make a chart about what your family is doing now and this weekend. Then write sentences.

	Family members	Now	This weekend
a.	Dad	reading a book	playing soccer
b.			
c.			
d.			
e.			



a. My dad is reading a book now. He is playing soccer this weekend.

b. _____

c. _____

d. _____

e. _____

ENGLISH IN ACTION

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

4. Choose the correct form of the verb in brackets to complete the sentences.

- a. Janet _____ in Manchester. (live / lives)
- b. Mrs. Smith _____ the guitar. (play / plays)
- c. Kevin _____ at night. (study / studies)
- d. Leonard _____ his homework in the bedroom. (do / does)
- e. Mr. Evans _____ in a school. (work / works)

5. Rewrite the sentences in the 3rd person singular beginning with **he** or **she**.

- a. They go fishing on Sunday.

- b. We never do the homework.

- c. I watch TV in the morning.

- d. You draw beautiful pictures.

- e. I always have a shower.

6. Use **Do** or **Does**? Choose the correct form.

- a. _____ John play table tennis?
- b. _____ they brush their teeth?
- c. _____ you go to school on Saturday?
- d. _____ Jennifer like vegetables?
- e. _____ we buy new clothes?
- f. _____ Mrs. Smith watch television?



ENJOY WRITING

I like writing!

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

Pre-writing

1. Look at the chart and make sentences about Carmen’s routine.

Remember

Organizing information

Charts are good tools to organize information.

Carmen’s Routine

Name: Carmen

Always	Usually	Sometimes	Often	Never
have lunch with all her family	get up at 10 a.m.	play the guitar or help her mum	go to the cinema	go out alone

1. Your friend’s name
2. What does he or she usually do on Sunday?
3. What does he or she always do on Sunday?
4. What does she or he never do?
5. What does he or she sometimes do in the afternoon?
6. What does he or she often do in the evening?

2. Choose a friend and complete the chart with his or her information.

My Friend’s routine

Name:

Always	Usually	Sometimes	Often	Never



ENJOY WRITING

Let's write*

3. Use the information from Activity 1 and complete Carmen's routine. Then, draw her activities in the box.

This is .

On , she usually gets up at a.m. She always

with her family.

She never .

In the afternoon, She sometimes

In the evening, she often

4. Use the information from Activity 2 and write about your friend's routines. Then, draw her or his activities in the box.

This is

Post-writing*

5. Write about your routine and draw your activities. Then keep it in your portfolio.

 <https://youtube/dW6F4lzIBYk>

*It promotes independent learning.







✓ Testing yourself

1. Choose the best alternative.

- Do / Does you like taking photos?
No, I do / don't.
- Do / Does he like singing?
Yes, he does / doesn't.
- Do / Does she like cooking?
No, she does / doesn't.

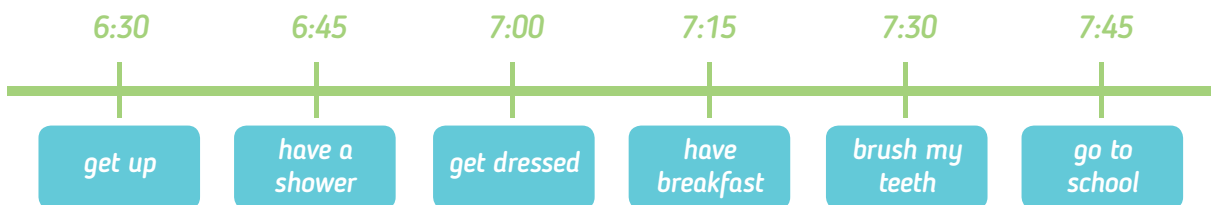


2. Look at the chart and answer the questions.

	Listen to music 	Taking photos 
Andrea		
David		

- What does Andrea like to do? _____
- What does David like to do? _____

3. Look at the timeline. Then write True or False.



- I go to school before I brush my teeth. _____
- I have a shower before I get dressed. _____
- I brush my teeth before I go to school. _____
- I go to school before I have breakfast. _____

4. Look at the pictures. Then write sentences using frequency adverbs.

a. My mum



something delicious.

b. Robert



c. Elsi



in the morning.

d. My dad



in the evening.

5. What do you hear in the following words **ing**, **ong** or **ung**? Listen and check (✓).



a. ☐ ing

☐ ong

☐ ung

b. ☐ ing

☐ ong

☐ ung

c. ☐ ing

☐ ong

☐ ung

d. ☐ ing

☐ ong

☐ ung

e. ☐ ing

☐ ong

☐ ung

6. Look at the pictures. Then ask and answer questions using present progressive.



Are you having a shower?



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



a.

 ?

b.

 ?

c.

 ?

d.

 ?

e.

 ?

7. Unscramble the words and make sentences.

a. cooking They are . delicious stew

b. playing . My grandfather the guitar is

c. My grandmother watching . is television



PEER ASSESSMENT

- ➔ 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.

Make your own mind map*

Paste pictures from Annex 1.



METACOGNITION

- ➔ I can describe my routines.
- ➔ I can describe my interests.
- ➔ I can ask and answer questions about likes and dislikes.
- ➔ I can write about routines.