

English 6

Student's Book



Collective work designed, created,
produced and directed by:

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Ph D in Education

 **Corefo**



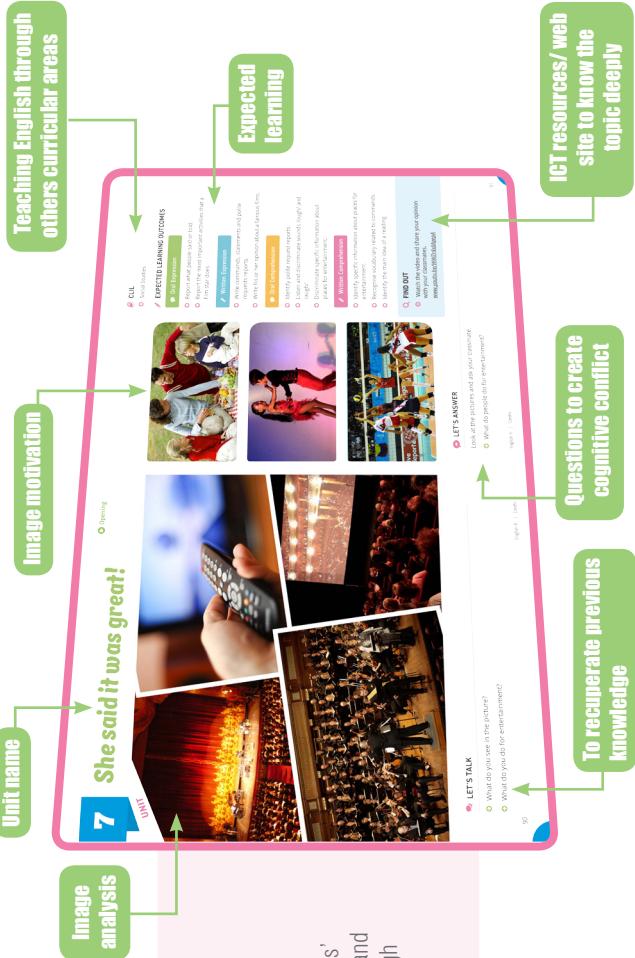
You can also reinforce the learning activities by using:

Workbook
Posters

Flashcards
Grammar handouts

Vocabulary handouts

OPENING



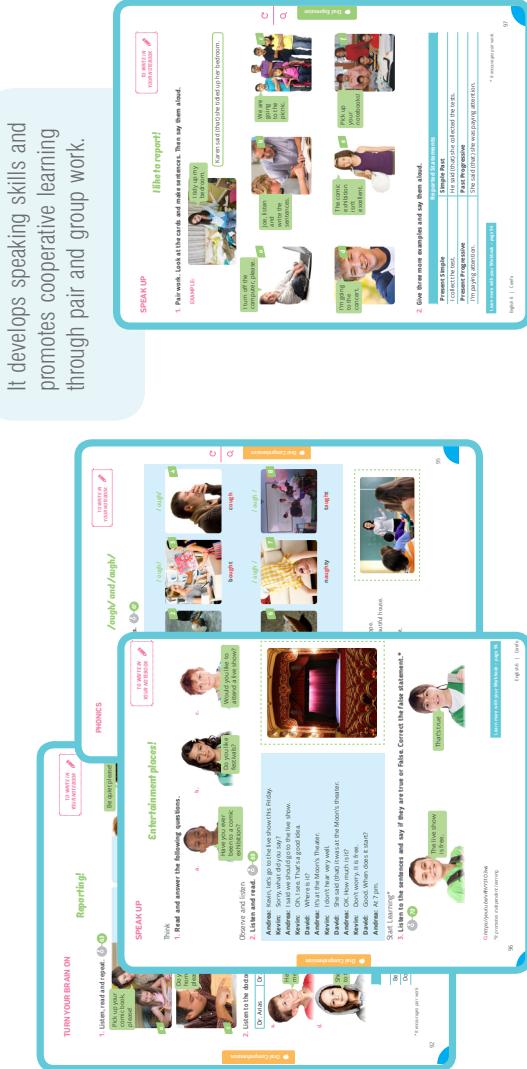
It introduces some ideas about the unit through motivational pictures in order to reactivate the students' previous knowledge and work their way through cognitive conflict.

— ORAL EXPRESSION AND ORAL COMPREHENSION

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 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.



8
7
6
5
4
3
2
1

Openning		Welcome back		Extraordinary people		What is it made of?		An aching world		If I were you...		What a lovely place!		She said it was great		Healthy life	
6	Turn your brain on	6	20	34	48	62	76	76	90	90	104	104	104	104	104	104	104
My vacation	Peru is a mega diverse country	Peru is a mega diverse country	Protect the world	Sharing wishes	Interesting places	Reporting	Reporting	Reporting	Reporting	Reporting	106	106	106	106	106	106	106
8	22	36	50	64	78	78	78	78	92	92	106	106	106	106	106	106	106
a_e and o_e	/t/, /d/ and /id/	/ð/ / and /θ/ /	/er/ and /air/	/tʃ/ / and /ʃ/ /	/wh/ and /w/	/ough/ and /augh/	/ough/ and /augh/	/ough/ and /augh/	/ough/ and /augh/	/ough/ and /augh/	109	109	109	109	109	109	109
11	25	39	53	67	81	81	81	81	95	95	109	109	109	109	109	109	109
What did you do on your vacation?	My achievements	About doughnuts	Biodegradable materials	If you ...	Visiting around the world	Entertainment places	Having good health	Having good health	96	96	110	110	110	110	110	110	110
A survey	I remember that	Let's cook	Environmental problems	Wishing a better world	I love cultural places	I like to report	Reporting statements	Reporting statements	97	97	111	111	111	111	111	111	111
My experience	Lady Diana's life	Peru is a unique and beautiful country	Global warming	I wish ...	Visiting interesting places!	Entertainment	Health problem	Health problem	83	83	109	109	109	109	109	109	109
9	23	37	51	65	79	79	79	79	93	93	107	107	107	107	107	107	107
Have fun with words	Turn your brain on	About achievements	Materials	The environment	Let's predict	Learning new words	Commands	Commands	Body functions	Body functions	108	108	108	108	108	108	108
10	24	38	52	66	80	80	80	80	94	94	108	108	108	108	108	108	108

Written Expression		Special Activities		Let's play		Let's remember		My Project		Share Your Values		Enjoy writing		English in action		Simple past tense and present perfect		
14	A postcard	My timeline	My experience	Endangered species	Writing about world problems!	Historical places!	Loving films	Relative clauses, gerunds and infinitives	Reported commands and statement	Reported statements and questions	112	84	98	99	100	113	114	
15	How to manage your time wisely as a sixth grade student	Being perseverant and tolerant	The value of food	I take care of the environment	The earth is in your hands	I feel proud of my country	Respecting everybody's opinion of it	I respect my body by taking good care of it	115	71	85	87	101	102	103	104	116	
16	My memory book	My famous person's biography	How to make fruit salad	Saving my planet slogan	My recycled cartoon	My city leaflet	Being a film star	A healthy life	117	45	59	73	118	119	120	121	122	
17	My timeline	My experience	Endangered species	Writing about world problems!	Historical places!	Loving films	Reported statements and questions	Reported commands and statement	Reported statements and questions	118	43	57	70	84	98	99	100	101

Welcome back



LET'S TALK

- Describe each picture.
- Do you know these places?



(Expected Learning Outcomes)

Oral Expression

- Give information about his or her classmates' past experiences.
- Describe his or her experiences in the past.

Written Expression

- Use simple past and present perfect to describe past events and experiences.
- Write a postcard to his or her friend related to past events and experiences.

Oral Comprehension

- Identify activities related to vacation.
- Recognise sounds /a_e/ and /o_e/.
- Infer specific information about what he or she has done.

Written Comprehension

- Identify specific information about experiences in a text.
- Recognise activities that he or she has done.
- Identify specific information about a value from a text.

FIND OUT

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

www.youtube/KiNUkRPOpQY

LET'S ANSWER

Look at the pictures and ask your classmate.

- Does everybody travel on his/her vacations?
- How did you spend your vacation?

TURN YOUR BRAIN ON

My vacation

TO WRITE IN
YOUR NOTEBOOK



1. Listen and repeat. 1

→ David and his friend are talking about their vacations.

David: Hello Sebastian, where did you go on your last vacation?

Sebastian: I went to the North.

David: Really? How was it?

Sebastian: Fantastic! The beaches were wonderful and the weather was great!

David: How long did you stay?

Sebastian: I stayed for about ten days.

David: What did you do there?

Sebastian: I went to Piura and Tumbes. I was in Mancora and Punta Sal. I went sunbathing and tried lots of local food.



2. Listen to your teacher and answer.

EXAMPLE → 1. Where did Sebastian go on his last vacation?

He went to the North.

3. Listen and rap. 2

My Beautiful Vacation

I went to the North on my last vacation.
I went to Piura and Tumbes.
I was in Mancora and Punta Sal.
The beaches were wonderful.
And the weather was great!
I went sunbathing.
I tried lots of local food.

Where did you go on your last vacation?
I went to the North.
I was in Mancora and Punta Sal.
What did you do there?
I went sunbathing.
And I tried lots of local food.

Q <https://www.youtube/S9Cg3LwF2Lo>

Learn more with your Workbook - page 6

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK 

My experience

Think

1. Read and answer the question.

- a. Have you recently done something that you never did before?
- b. How did this experience make you feel?

Observe, listen and read

2. Listen and read. 3



Joe (12 years old): I was very proud of myself when I learned how to ride a bike. I still remember how I felt at that moment. It was so exciting. I felt very happy because I had achieved something. I was six years old and I was afraid to ride a bike. But when I learned how to do it, I wasn't afraid any more. That's the reason I have never been afraid to ride a bike again.

Maggie (11 years old). Last year, I was at the park. I went rollerblading alone for the first time. I was scared but I decided to try it. I was nervous! I started to roll and tried not to be afraid. After that, I felt so proud of myself because I had done it.



Start learning*

3. Answer these questions.

- a. Who was proud?
- b. Who went to the park?
- c. Have you ever done something you were scared of?
- d. Have you ever felt proud of yourself? What did you do?

4. Make a mind map about each reading.

Learn more with your Workbook – page 7

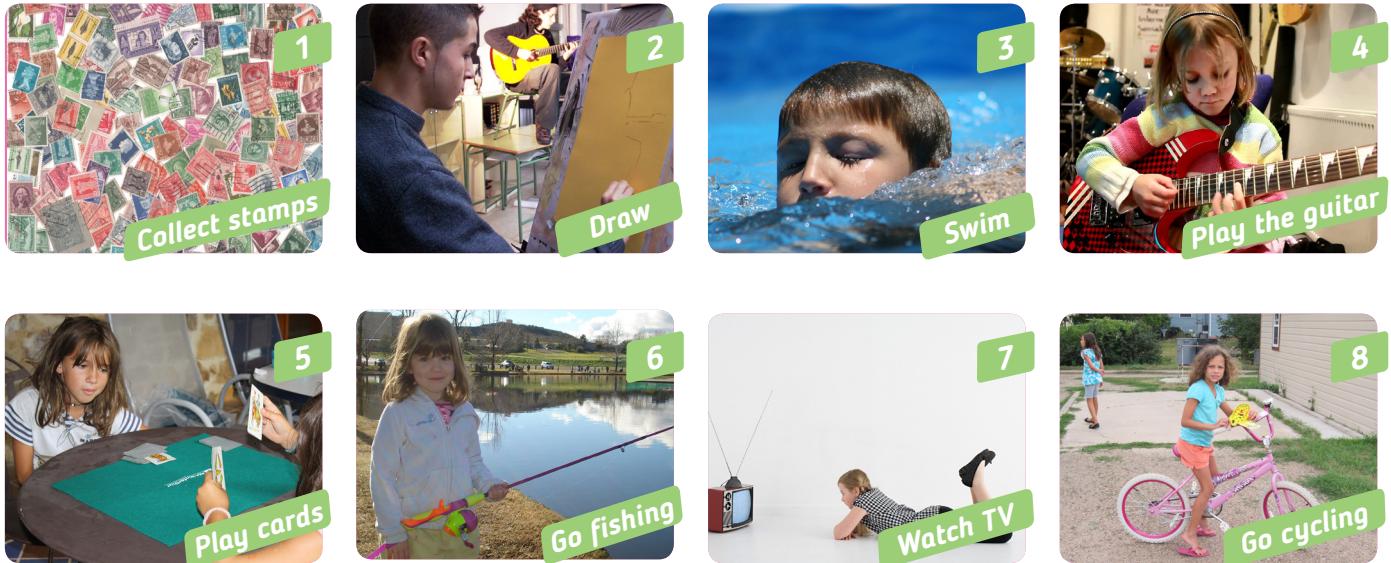
*It promotes independent learning.

HAVE FUN WITH WORDS

What activity have you done?

TO WRITE IN
YOUR NOTEBOOK 

1. Listen, say and mime. 4



Vocabulary
handout 

2. Look at the pictures in Activity 1. Ask and answer questions.

EXAMPLE → What activity have you done? → I have collected stamps.

3. Listen, identify and rap. 5



Have you ever played soccer?

Yes, I have played soccer.

Have you ever eaten snails?

No, I haven't eaten snails.

Have you ever played jacks?

Yes, I have played jacks.

Have you ever gone fishing?

No, I haven't gone fishing.

Learn more with your Workbook - page 8

PHONICS

TO WRITE IN
YOUR NOTEBOOK

a_e and o_e

1. Listen and read. 6



2. Listen and say. What do you hear in the following words, a_e or o_e?

 7

1. make	3. home	5. grape	7. cake	9. cone
2. hope	4. made	6. those	8. bake	10. have

3. Listen to your teacher and write.

4. Make sentences. Use the words from Activity 2.

EXAMPLE: I make a delicious cake.

Learn more with your Workbook – page 9

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK 

What did you do on your vacation?

Think

1. Answer.

→ What did you do on your last vacation?

Observe and listen

2. Listen and repeat. 8



Start learning*

3. Listen to your teacher and answer the questions.



*It promotes independent learning.

Learn more with your Workbook – page 10

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK 

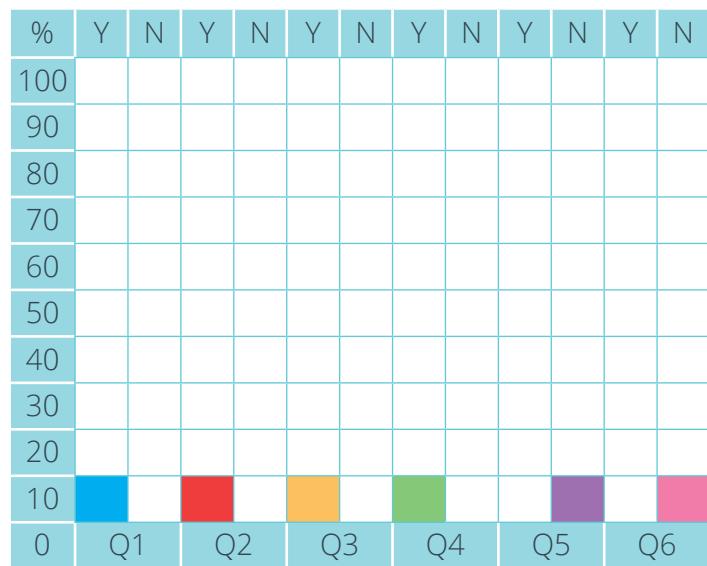
A survey

1. Make a survey. Follow the steps in the chart.*

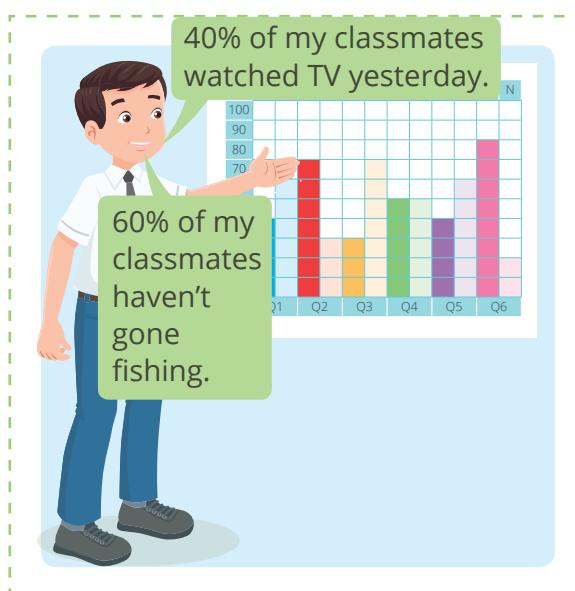
a. Ask 10 classmates about their experiences. Write in your notebook.

	Survey									
	1	2	3	4	5	6	7	8	9	10
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Did you watch TV yesterday?	X									
2. Did you go to the cinema last week?		X								
3. Have you ever played a guitar?			X							
4. Have you ever had a pet?	X									
5. Have you ever gone fishing?			X							
6. Have you ever swum in the ocean?		X								

b. Draw the diagram in your notebook. Then colour the boxes with your classmates' answers. Use a colour for each question. Start with 10%.



c. Report your information to the whole class.



Learn more with your Workbook – page 10

*It encourages pair work and group work.



Simple past tense and present perfect

Simple Past

We use the simple past to talk about actions and events that started and ended in the past.

I **danced** marinera.

He **went** to the park.

Did you **play** soccer?

I **didn't** dance salsa.

He **didn't** go to the beach.

Yes, I **did**. / No, I **didn't**.

1. Group work. Look, match and mime. Then write two more examples.*

a. Did you go to the zoo?

Yes, I went to the zoo.



b. What did you play?

I played table tennis.



c. Did she cook yesterday?

Yes, she did.



d. Did he sleep after lunch?

Yes, he slept after lunch.



Present Perfect

We use the present perfect to talk about events in the past, and we don't know exactly when they happened.

Where **is** your wallet?

I **don't** know. I think I **have** lost it.



2. Group work. Listen and say the sentence. Then write five more sentences.*

6-9

1. Mr. Evans and Miss Smith have written a book.
2. Kevin has eaten Peruvian food.
3. Andrea has done her homework.
4. My grandparents have been to Italy.

3. Pair work. Write five questions and answers in your notebook.*

Have you ever made Pachamanca?

Yes, I have

No, I haven't.

*It encourages pair work and group work.

Learn more with your Workbook - pages 11 and 12.

ENJOY WRITING

TO WRITE IN
YOUR NOTEBOOK 

A postcard

Pre- writing

1. Read and answer.

Observe and read

2. Read the following text.

Have you ever
written postcards?



28 July, 2015

Dear Jennifer,

I am in New York with my mum. I am having the most beautiful time of my life. We've seen so many beautiful things! We've taken a city tour around Manhattan. We've been at the Empire State Building, and we've had dinner in Chinatown. Believe me! Last night we were at Times Square. We spent a good time there. We have bought some souvenirs. I love to be here.

See you soon.

Elaine



Steps for writing*

3. Write a postcard to your friend describing your last vacation in your notebook.

Dear _____

I am in Arequipa. I am having the best time. We've seen so many beautiful things! We've taken a city tour. We've seen wonderful places and we've had dinner at a typical restaurant! Last night we were at the Main Square. We spent a good time there. We have bought some souvenirs. I love to be here.

See you soon.



Writing

Introduction

What place are you visiting?
Cusco, New York, London, Piura...

Main Part

What have you done there?
Have taken photos, have had lunch, ...

Conclusion

How do you feel?
Happy, great.

Learn more with your Workbook - pages 13 and 14

* It promotes independent learning.

My memory book*

Goal

Describe his or her experiences in the past.

Materials

- Recycled items
- Scissors
- Pictures
- Colored pencil
- Glue

Procedure

- 1 Think what you have done.
- 2 Write it down.
- 3 Draw or paste your picture in your memory book.
- 4 Show your book to the whole class.
- 5 Explain it to your class.



Evaluation

	EXCELLENT	GOOD	POOR
Ideas are clearly expressed	All ideas in the book are accurate.	Some of the ideas in the book are accurate.	Some of the ideas in the book are accurate (under 60%).
Use language structure correctly	There are no grammar mistakes in the book.	There are 1-2 grammar mistakes in the book.	There are several grammar mistakes in the book.
Creativity	The book has exceptionally attractive formatting and well-organized information.	The book has attractive formatting and well-organized information.	The book's formatting and organization of material are confusing to the reader.

How to manage your time wisely as a sixth grade student*

Think

1. Answer the following questions.

- a. Do you do your homework and duties on time?
- b. Are you a responsible person?
- c. Do you know how to manage your time?

Observe and read

As a sixth grade student, you have many new routines to learn. You also have new teachers, and more homework. At the same time, you still have your own hobbies/activities like sports or music. So how do you manage your time doing all of the activities without being overly stressed.



1 Set priorities. Think what is more important in your life (friends, technology or your studies).

2 Prioritize your weekly schedule as a student. Your educational/academic studies must come first, then the rest of events.

3 List the exact dates for events, assignments, tests and other homework. It will help you stay focused.

4 Set a time limit for how long to study each subject. It helps you to establish the subject you need to give more time to.

5 Sleep 8 or 9 hours per day. If you sleep less, you may start having problems with your schoolwork.

6 Have a shower before going to school. You'll feel more refreshed, alert and relaxed at the beginning of your day.

7 Do your homework assignments with the help of your parents. It's a positive action to get your parents involved in your school activities.

8 Reflect on how non-educational activities are affecting your schedule. You have to manage how to combine both educational and non-educational activities.

9 Take care of your health. Eat healthy food and exercise.

10 Try to have a fixed timetable.

Adapted from <http://www.wikihow.com/Manage-Your-Time-Wisely>

Start learning

2. Make a mind map about your time management in your notebook.

NEW WORDS

Schedule → a list of the times and days of classes at a school, college, university, etc.

Assignments → a piece of work or a job that someone gives you to do.

Timetable → list of dates and times that shows when things will happen.

*It promotes reflexive attitude and critical judgment.

Making a survey*



You need a coin and counters.

- Head → Move two spaces.
- Tail → Move one space.



START
→



GO
FORWARD
TWO
SPACES

Did you win
the match?

Have you ever
played soccer?

When was the
last time?

Yes, I have.

It was last
Sunday.

Yes, we did.



FINISH!
→



*It promotes independent learning.

Simple Past

Actions and events that started and ended in the past.



Cesar drew a beautiful picture yesterday.



Iris and Cesar danced marinera last Monday.

Present Perfect

Experiences in the past, but we don't say exactly when they happened.

Cesar has drawn a picture.

Iris and Cesar have danced marinera.

Metacognition.

Tick the option that you consider defines you best.

ITEMS	I LEARNED	I AM LEARNING
I can talk about past events.		
I can talk about experiences.		
I can write some past activities.		
I can give information about my classmates' past experiences.		

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.
- ➔ Sellen, Derek (2006). Grammar World. Genoa, Canterbury: Black Cat Publishing.

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