

# English

# 1

Student's Book



Collective work designed, created,  
produced and directed by:

**Erlita Ojeda Zañartu**

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:

Workbook  
Posters

Vocabulary handouts

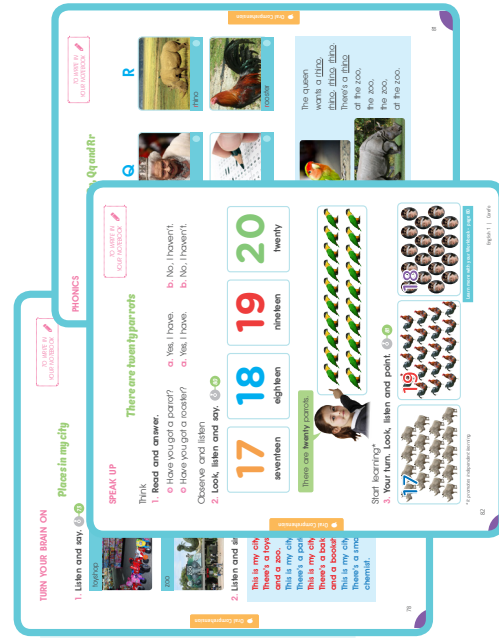
Flashcards  
Grammar handouts

## OPENING

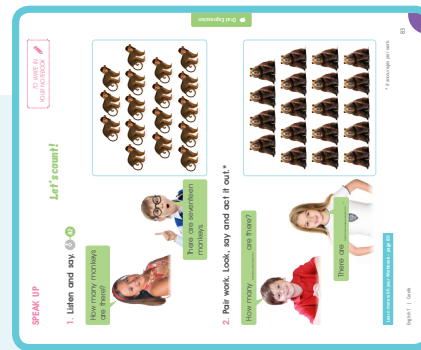


## ORAL EXPRESSION AND ORAL COMPREHENSION

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.









# 1 2 3 4 5 6 7 8

Oral Comprehension and Expression																Written Comprehension															
Opening	Welcome back		My family and friends		About you and me		My home, my palace		Playing time		A zoo in my city		Food, food, food		Celebrating life!																
	6		20		34		48		62		76		90		104																
	Introducing myself		I am fine		My body		My house		Numbers, numbers		Places in my city		I like fruit salad		Days of the week																
Phonics	Aa, Bb and Cc		Dd, Ee and Ff		Gg, Hh and Ii		Jj, Kk and Ll		Mm, Nn and Oo		Pp, Qq and Rr		Ss, Tt and Uu		Vv, Ww, Xx, Yy and Zz																
	11		25		39		53		67		81		95		109																
Speak up	What's this?		My brothers and sisters		My hair		Some clothes		What do you want?		There are twenty parrots		He has got cheese.		I am dancing																
	12		26		40		54		68		82		96		110																
	What colour is it?		About my family		My legs are short		Where is it?		Talking about possession		Let's count !		What have you got?		Healthy activities																
	13		27		41		55		69		83		97		111																
Turn your brain on	Meeting new classmates		That's my sister		Be clean		Where are you?		Let's count!		Describing my town		Yummy, yummy!		My birthday																
	9		23		37		51		65		79		93		107																
Have fun with words	Greetings and farewells		My family		Parts of the body		On, in & under		I want a toy		Animals, animals		Vegetables and desserts		Celebrations																
	10		24		38		52		66		80		94		108																



Written Expression		Special Activities														
English in action	Singular and plural form	14	He & She	28	Have got	42	My & His	56	I have got... & I haven't got...	70	There is... & There are...	84	What one has got	98	Are you exercising?	112
Enjoy writing	Counting classroom objects	15	I do my homework	29	I am tall and thin	43	Describing my house	57	My favourite toys	71	My favourite animals	85	My favourite food	99	Celebrating	113
Share your values	Being polite	17	Accepting and loving our family and friends	31	Accepting social and physical differences	45	Loving our country	59	Sharing your toys	73	Taking care of pets	87	Eating healthy	101	Celebrations around the world	115
My Project	My mind map	16	My family tree	30	My friend	44	Traditional clothing	58	Make a mobile of your favourite toys	72	Make a poster of the zoo	86	Make a mind map about food	100	Make a Christmas card	114
Let's play	Crazy numbers	18	A wonderful family	32	Our beautiful body	46	My nice house	60	I have many toys	74	Numbers, places and animals	88	Delicious food	102	Celebrating life	116
Let's remember		19		33		47		61		75		89		103		117
Glossary	118-119															



# Welcome back



## 🗨️ LET'S TALK

- |                   |                 |               |
|-------------------|-----------------|---------------|
| ➡ Who are they?   | a. Classmates.  | b. Teachers.  |
| ➡ Where are they? | a. At the park. | b. At school. |





## LET'S ANSWER!

Look at the pictures and ask your classmates.

- ➡ Can you greet and say goodbye?



## EXPECTED LEARNING OUTCOMES

### Oral Expression

- ➡ Ask and answer questions about classroom objects and colours.
- ➡ Describe the quantity of classroom objects.

### Written Expression

- ➡ Use indefinite articles and plural nouns.
- ➡ Write the quantity of classroom objects.

### Oral Comprehension

- ➡ Recognise basic expressions about names.
- ➡ Understand words that start with A, B and C.
- ➡ Understand questions about classroom objects.

### Written Comprehension

- ➡ Identify expressions about names.
- ➡ Recognise greetings and farewells.
- ➡ Identify the main idea and specific information about a value in a text.

## FIND OUT

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

<https://youtu.be/Uv1JkBL5728>





## Introducing myself

1. Listen and say. 1



I'm David.



My name's Janet.

2. Listen and point. 2

3. Listen and say. 3

I'm David.



What's your name?



My name's Janet.

4. Listen and sing. 4



I'm David.

I'm David.

What's your name?

What's your name?

My name's Janet.

My name's Janet.

What's your name?

What's your name?





## TURN YOUR BRAIN ON

TO WRITE IN  
YOUR NOTEBOOK

### Meeting new classmates

Think

#### 1. Look at the story, read and choose Yes or No.

The children are at school.

Yes

No

Observe and read

#### 2. Listen and read. 5



Start learning\*

#### 3. Look, read and point.



I'm Janet.

Yes

No

My name's David.



Yes

No

#### 4. Find and point to these words and expressions in the story.

What's your name?

Bye!

Hello!

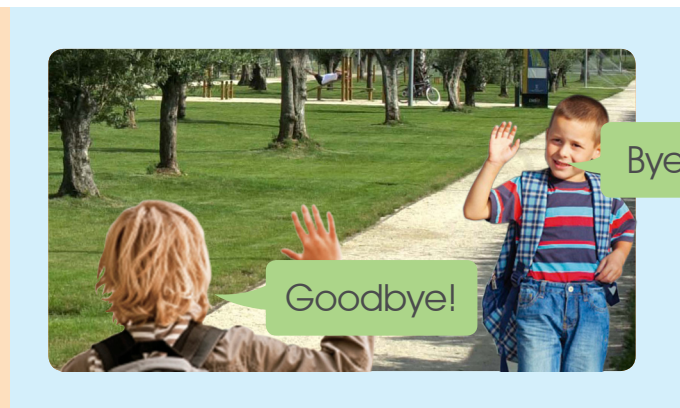
Learn more with your Workbook - page 7

\* It promotes independent learning.



## Greetings and farewells

### 1. Listen and say. 6



### 2. Rhymes. Look, listen and say. 7



Learn more with your Workbook – page 8



# PHONICS

TO WRITE IN  
YOUR NOTEBOOK



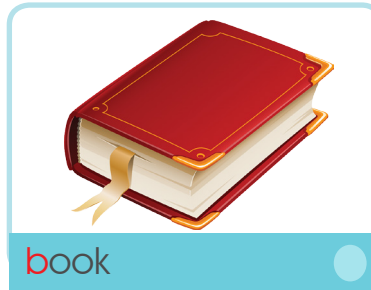
## Aa, Bb and Cc

1. Listen, point and say. 8

Aa



Bb



Cc



2. Read, look and point.

Bb



Aa



Cc



Learn more with your Workbook - page 9



## What's this?

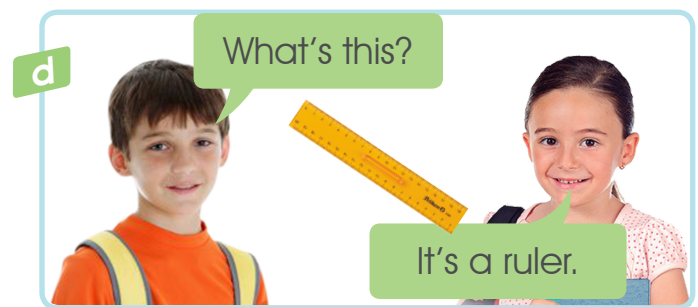
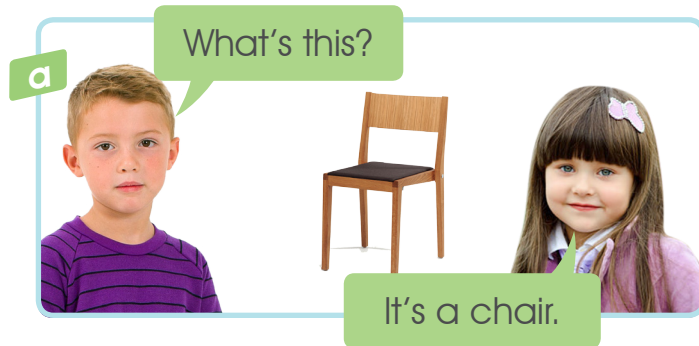
Think

### 1. Answer.

a. Name classroom objects.

Observe and listen

### 2. Listen and say. 9



Start learning\*

### 3. Your turn. Look, listen to your teacher and answer.

<http://pitenglish.com/es/en-el-colegio/212-classroom-objects-english-mes->

\* It promotes independent learning.

Learn more with your Workbook - page 10



## What colour is it?

### 1. Listen to your teacher and say.



➔ What colour is it?

It's **yellow**.  
It's **light-blue**.  
It's **gray**.

➔ What colour is it?

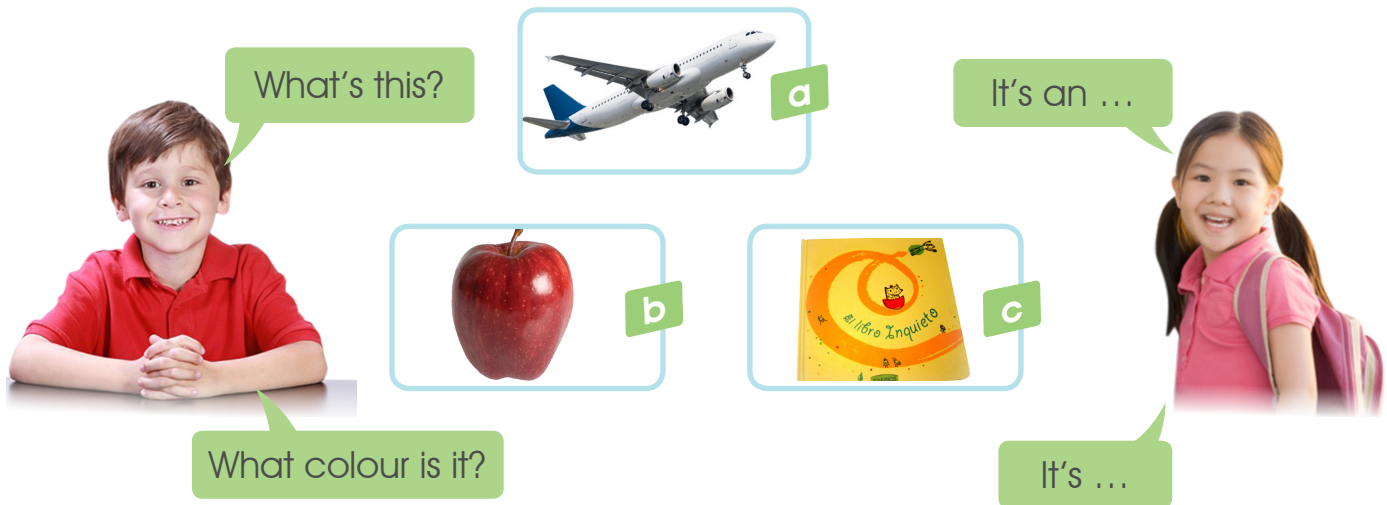
It's **blue**.  
It's **red**.  
It's **purple**.



### 2. Listen and practice. 10



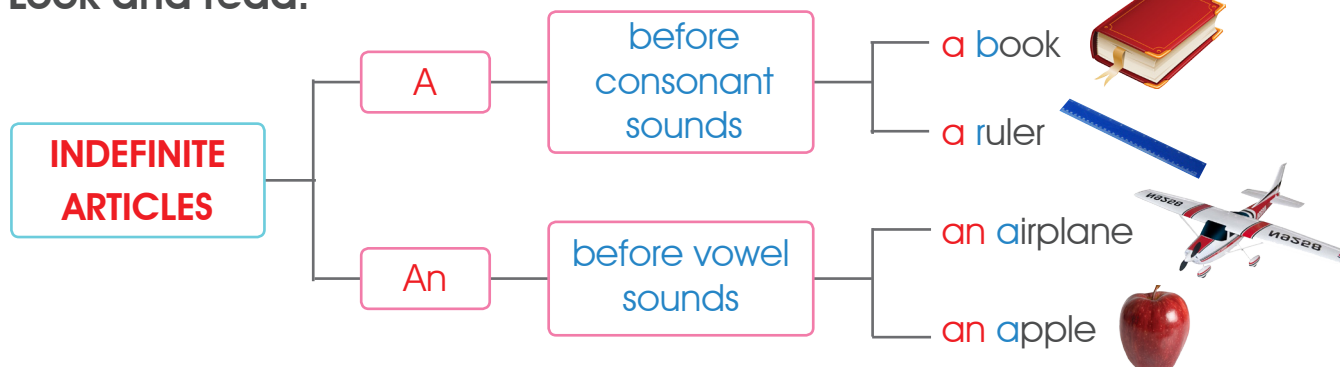
### 3. Pair work. Listen and practice.\* 11





# Singular and plural form

## 1. Look and read.



## 2. Write A or AN in your notebook.

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

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

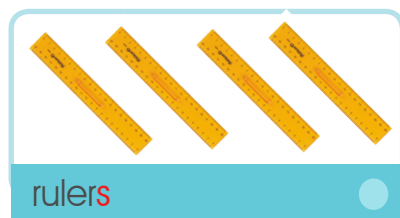
e. \_\_\_\_\_ marker

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

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

f. \_\_\_\_\_ apple

## 3. Listen, point and say. 12



## 4. Write the plural form in your notebook.

a. a desk

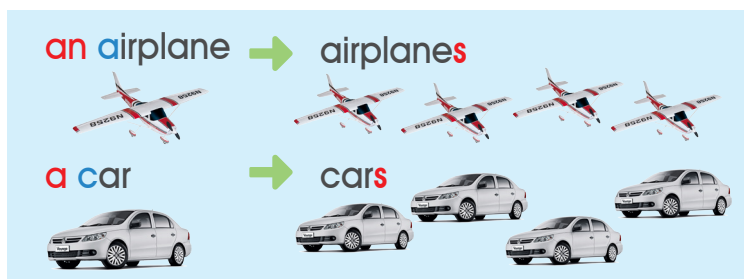
b. a pencil

c. a pen

d. a marker

e. an apple

### REMEMBER



Learn more with your Workbook – pages 11 and 12

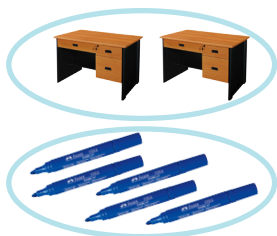


# Counting classroom objects

Pre – Writing

1. Look, listen and say.  13

How many



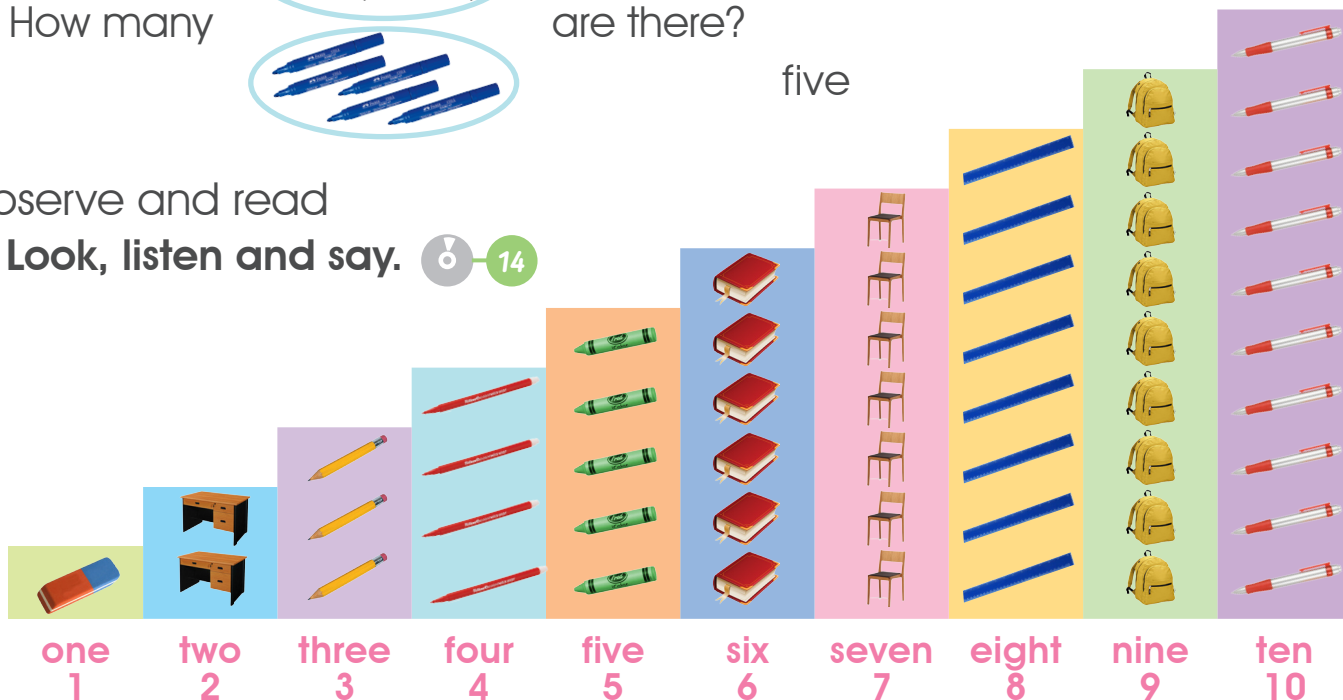
are there?

two

five

Observe and read

2. Look, listen and say.  14



Vocabulary  
handout

Poster

Written Expression

Steps for writing\*

3. Look at Activity 2 and answer in your notebook.

a. How many



are there?

b. How many



are there?

c. How many



are there?

4. Read and draw.

six books

nine pens

ten crayons

seven pencils

## EXAMPLE

➔ How many



are there?



## My mind map\*

### Goal

Describe the quantity of classroom objects.

### Materials

- ✓ 10 pictures of classroom objects
- ✓ 10 markers
- ✓ pencil
- ✓ 1 wallpaper
- ✓ 10 colours
- ✓ scissors
- ✓ glue
- ✓ 10 cards

### Procedure

- 1 Work in groups of five students.
- 2 Paste the pictures on the cards.
- 3 Count the classroom objects.
- 4 Think of the names of the classroom objects.
- 5 Write.
- 6 Draw a mind map.
- 7 Place your cards on the mind map.
- 8 Share your mind map with your classmates.



Number: two (2)  
Name: chairs

two chairs

### Evaluation

	EXCELLENT	GOOD	POOR
Relationship between concepts	All the connections are appropriate.	Some of the connections are incorrect.	Many connections are incorrect.
Expression	Talks clearly most of the time.	Talks appropriately but not most of the time.	Talks appropriately in some occasions.
Grammar	Uses the singular and plural form adequately in the entire mind map.	Uses the singular and plural form adequately most of the time.	Uses the singular and plural form adequately in some occasions.

\* It promotes inquiry, research or creative production.

\*It encourages group work.



# Being polite\*

TO WRITE IN  
YOUR NOTEBOOK

Think

1. Look and point at the action that is polite.



Observe and read

2. Look, listen and read. 15

Hello, Mr. Evans.

Hi, Janet.

**a**

Please, lend me your crayon.

Here you are.

**b**

Janet, this is your ruler.

Thank you, Ralph.

**c**

Janet, you look happy.

Yes, I was very polite today.

**d**

Start learning

3. Read the story again. What is the value?

**a.** Be polite.

**b.** Be rude.

4. Point and say polite expressions used in the story.

## NEW WORDS

Polite → respectful.  
Please → have the goodness.  
Mum → mother.

*\*It promotes reflexive attitude and critical judgment.*





# Crazy numbers\*

➡ **START!**

Say the number

5

Count



Say the number

8

Say the number

1



GO BACK  
2 SPACES

Say the number

4



Count



Say the number

7

Count



Say the number

9



GO AHEAD  
2 SPACES

Count



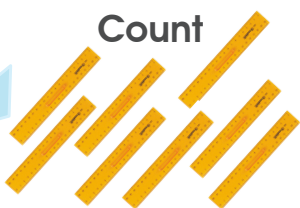
Say the number

3

Count

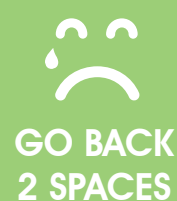


Count



Say the number

6



GO BACK  
2 SPACES



**FINISH!**

Say the number

2

Count



Say the number

10

\*It promotes independent learning.



## Names

What's your name?

I'm David.

My name's Janet.



## Greetings and farewells

Hello!

Hi!



Bye!

Goodbye!



## Asking about things and colours

What's this?

It's a book.

It's an apple.

What colour is it?

It's red. ●

It's blue. ●

## Asking about quantities

How many

books

pencils

chairs

are there?

## Metacognition

Tick ✓ the option that you consider defines you best.

ITEMS	😊 I LEARNED	😞 I AM LEARNING
I can understand expressions about names.		
I can say expressions about classroom objects and colours.		
I can read greetings and farewells.		
I can write the singular and plural form of a noun correctly.		
I can count different objects of the classroom.		

### 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

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

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