

English 1

Student's Book

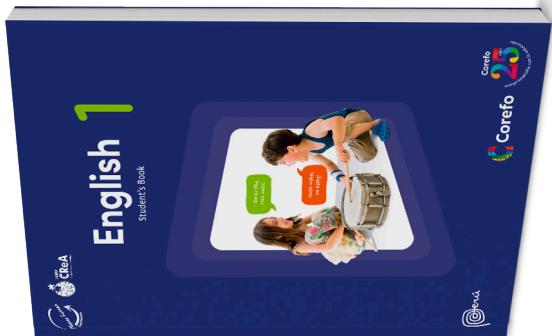


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produced and directed by:

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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

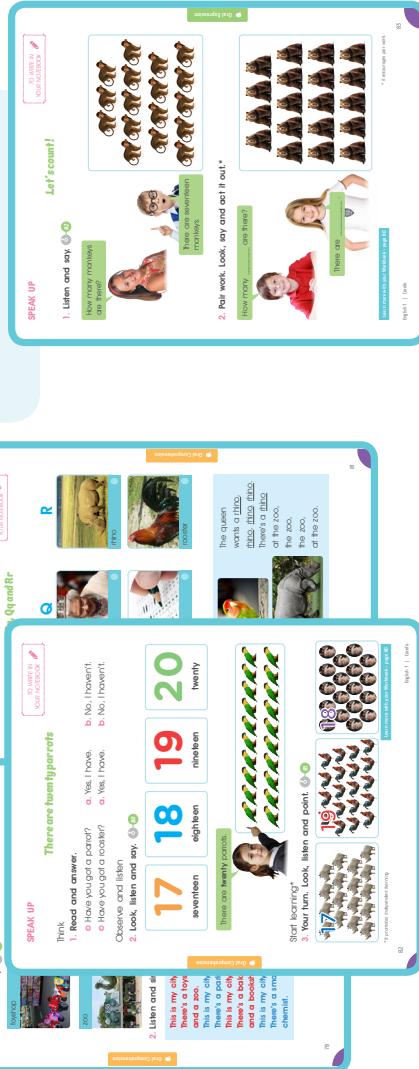
OPENING



— 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.



Comprehension activities are used before, during and after Reading.

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TURN YOUR BRAIN ON

Think

1. Read and answer.

a. Do you like your town?
b. Is there a bouncy in your town?

2. Listen and read.

There is a **big city**.
It is **in the middle**.

Describe my town

1. Listen and read.

There is a **cup shop** on **Lawn Street**.
There is a **post office** on **High Street**.

2. Listen and read.

There is a **cup shop** on **Lawn Street**.
There is a **post office** on **High Street**.

SPECIAL SECTIONS

Share your values

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

Share your values

1. **LOVE** of
CUTE DOG



2. **LOOK** and point!
a. It is a silly dog.
b. It is a hungry dog.
c. It is a thirsty dog.
Observe and read.

3. **LOOK**, listen and read.

4. **LOOK** and enjoy!
a. I am a dog.
b. I am a puppy.
c. I am a doggy.

5. **DO** it now!

Start Learning

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

a. Playing with pets.
b. Responsible towards pets.

4. **How do you take care of your pets?**

Introducing animal



1. DOG

2. CAT

3. BIRD

4. FISH

5. BEEF

6. LAMB

7. HORSE

8. COW

9. GOAT

10. PIG

11. CHICKEN

12. TIGER

13. LION

14. MONKEY

15. BISON

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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. Make a poster of the zoo*

Goal
Explain to his/her poster about the 200...
Materials
• construction
• paper
• markers

Resources

2. Color a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

3. Color a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

4. Draw a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

5. Draw a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

6. Draw a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

7. Color a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

8. Draw a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

9. Draw a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

10. Draw a poster of the animals

Goal
Use markers to draw a poster of the 200...
Materials
• construction
• paper
• markers

Learn new words through fun activities.

1. Listen and say         

2. Read, listen and say         

3. Match                

4. Listen and answer        

5. Listen and draw    

6. Listen and answer    

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The students can apply what they learned.

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Pre-writing

Pre-writing

Let's remember

It provides a grammar summary.

Let's play

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

Oral Comprehension and Expression		Written Comprehension	
1	Opening	2	Have fun with words
2	Welcome back	3	Greetings and farewells
3	My family and friends	4	Turn your brain on
4	About you and me	5	Speak up
5	My home, my palace	6	Phonics
6	Playing time	7	Turn your brain on
7	A zoo in my city	8	What colour is it?
8	Food, food, food	9	Meeting new classmates
	Celebrating life!	10	Introducing myself
	Days of the week		That's my sister
	Vv, Ww, Xx, Yy and Zz		Be clean
	104		Where are you?
	106		Let's count!
	90		Describing my town
	93		Yummy, yummy!
	107		My birthday
	108		Celebrations
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Singular and plural form	He & She	Have got	My & His	I have got... & I haven't got...	There is... & There are...	What one has got	Are you exercising?
14	28	42	56	70	84	98	112
Counting classroom objects	I do my homework	I am tall and thin	Describing my house	My favourite toys	My favourite animals	My favourite food	Celebrating
15	29	43	57	71	85	99	113
Being polite	Accepting and loving our family and friends	Accepting social and physical differences	Loving our country	Sharing your toys	Taking care of pets	Eating healthy	Celebrations around the world
17	31	45	59	73	87	101	115
My mind map	My family tree	My friend	Traditional clothing	Make a mobile of your favourite toys	Make a poster of the zoo	Make a mind map about food	Make a Christmas card
16	30	44	58	72	86	100	114
Crazy numbers	A wonderful family	Our beautiful body	My nice house	I have many toys	Numbers, places and animals	Delicious food	Celebrating life
18	32	46	60	74	88	102	116
Let's remember	Let's play	Let's play	Let's play	Let's play	Let's play	Let's play	Let's play
19	33	47	61	75	89	103	117

Written Expression

Special Activities

Glossary

Welcome back



LET'S TALK

- Who are they?
- Where are they?

- a. Classmates.
- a. At the park.
- b. Teachers.
- b. At school.

 **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>

 **LET'S ANSWER!**

Look at the pictures and ask your classmates.

- Can you greet and say goodbye?

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK

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?



Learn more with your Workbook - page 6

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. 6-5



Start learning*

3. Look, read and point.



I'm Janet.



My name's David.

Yes No

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.

HAVE FUN WITH WORDS

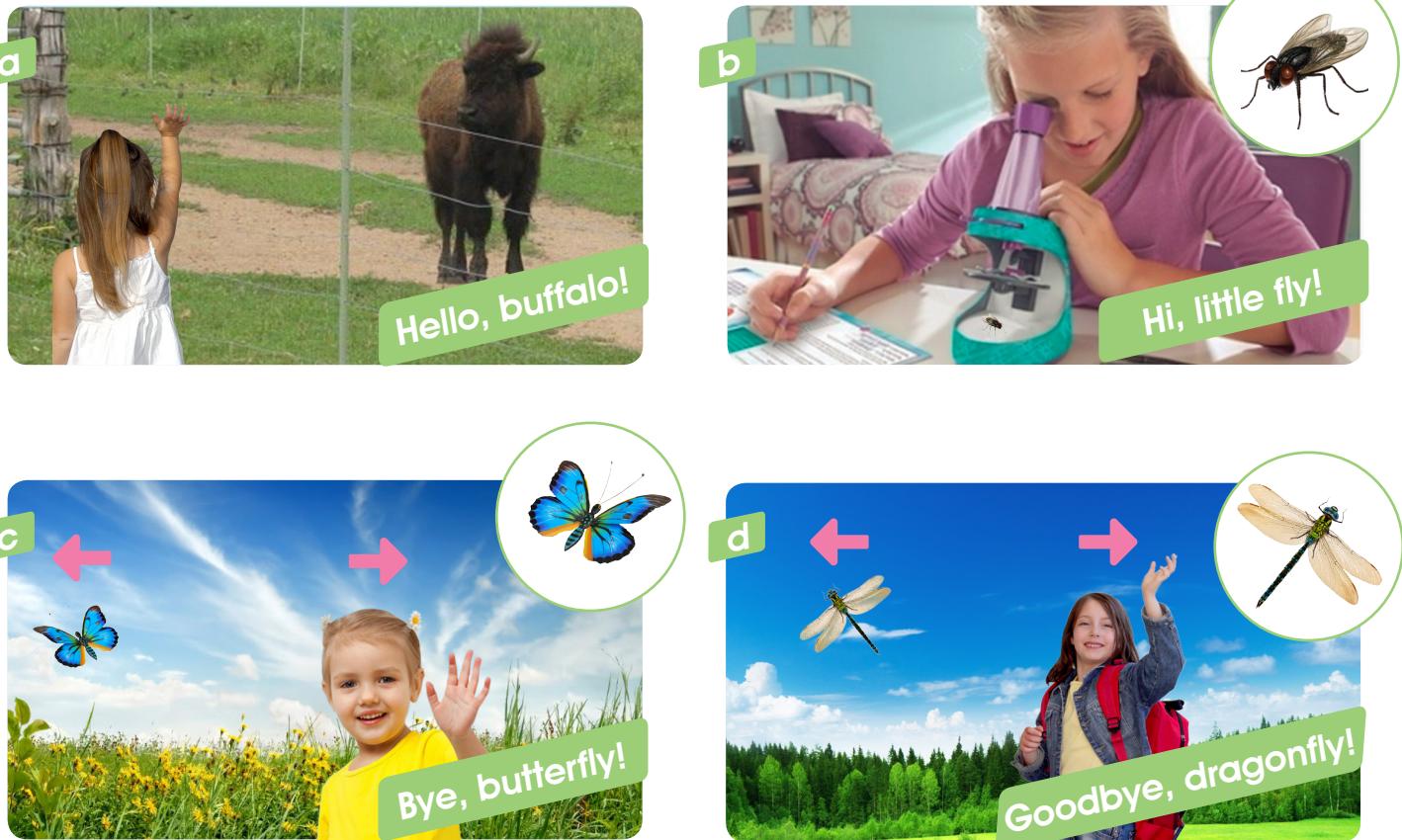
TO WRITE IN
YOUR NOTEBOOK 

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

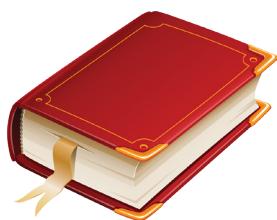
1. Listen, point and say.  8

Aa



airplane

Bb



book

Cc



car



apple



backpack



crayon

2. Read, look and point.

Bb



Aa



Cc



Learn more with your Workbook - page 9

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK 

What's this?

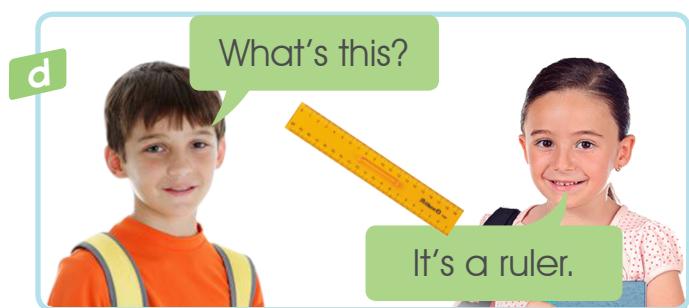
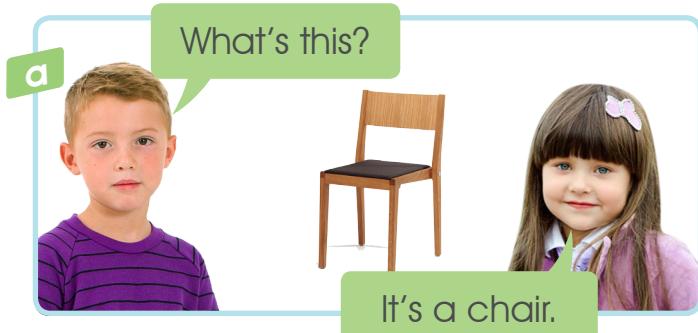
Think

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.

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

* It promotes independent learning.

Learn more with your Workbook - page 10

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK

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**.

It's **blue**.

It's **red**.

It's **purple**.



2. Listen and practice. 10



What's this?

What colour is it?



It's **a** rubber.

It's **blue and red**.



3. Pair work. Listen and practice.* 11



What's this?



It's **an** ...



b



c



What colour is it?

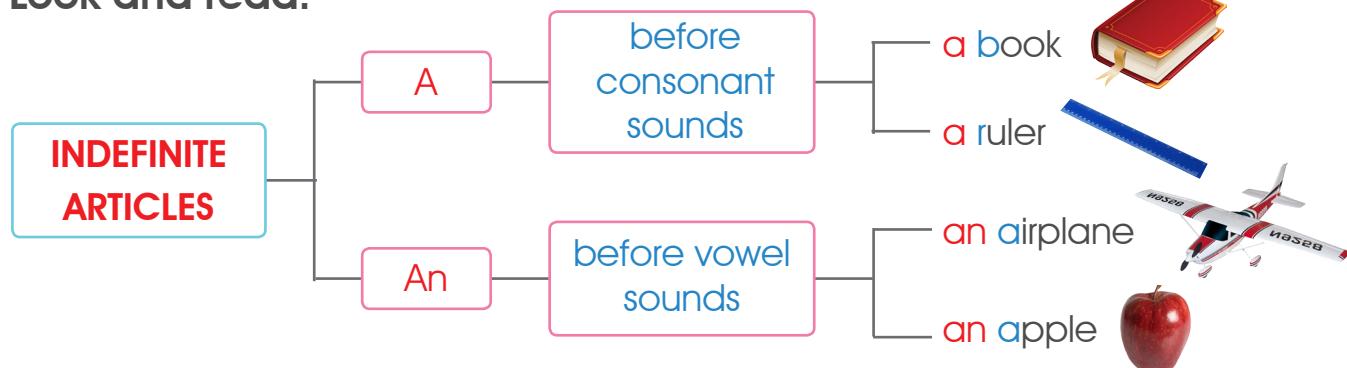
It's ...

Learn more with your Workbook - page 10

* It encourages pair work.

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



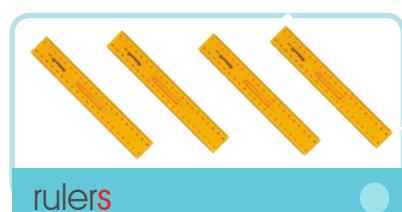
a ruler



a pen



an apple



rulers



pens



apples

4. Write the plural form in your notebook.

a. a desk

b. a pencil

c. a pen

d. a marker

e. an apple

REMEMBER



ENJOY WRITING

TO WRITE IN
YOUR NOTEBOOK

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



one
1

two
2

three
3

four
4

five
5

six
6

seven
7

eight
8

nine
9

ten
10

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?

Learn more with your Workbook – pages 13 and 14

* It promotes independent learning.

My mind map*

Goal

Describe the quantity of classroom objects.

Materials

- Ⓐ 10 pictures of classroom objects
- Ⓐ 1 wallpaper
- Ⓐ 10 markers
- Ⓐ 10 colours
- Ⓐ glue
- Ⓐ pencil
- Ⓐ scissors
- Ⓐ 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.

Evaluation

EXCELLENT

GOOD

POOR

Relationship between concepts	All the connections are appropriate.	Some of the connections are incorrect.	Many connections are incorrect.
	Talks clearly most of the time.	Talks appropriately but not most of the time.	Talks appropriately in some occasions.
	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.
Expression			
Grammar			



Number: two (2)
Name: chairs

Being polite*

Think

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



Observe and read

2. Look, listen and read. 15

a Hello, Mr. Evans.
Hi, Janet.

b Janet, you look happy.
Yes, I was very polite today.

c Janet, this is your ruler.
Thank you, Ralph.

d Please, lend me your crayon.
Here you are.

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

1

Say the number

5

Count



Say the number

8

Say the number

4



Count



Say the number

7

Count



Say the number

9



Count



Say the number

3



Count



Say the number

6



GO BACK
2 SPACES



FINISH!

Say the number

2

Count



Say the number

10

Names

What's your name?

I'm David.

My name's Janet.



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. 

Greetings and farewells

Hello!

Hi!



Bye!
Goodbye!

Asking about quantities

	books	
How many	pencils	are there?
	chairs	

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?

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

Bibliography

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