

English 1

Workbook



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produced and directed by:

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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.

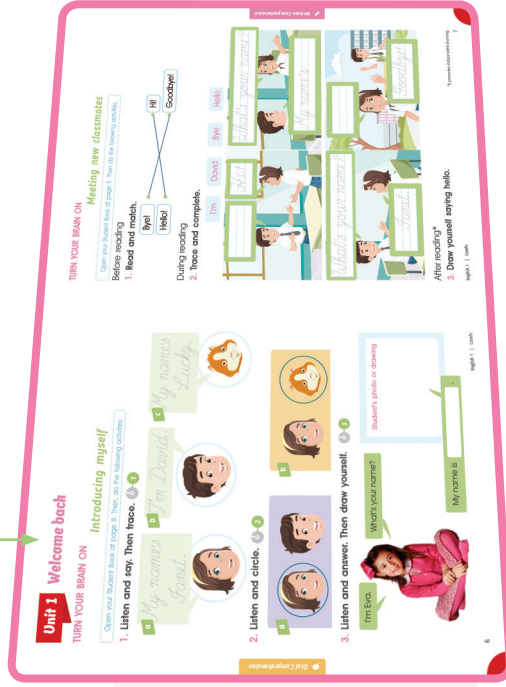
It also has got a special section based on Content and Language Integrated Learning – CLIL and its exercises are oriented toward starters, movers or flyers level.

You can also reinforce the learning activities by using:

- Posters
- Flashcards
- Grammar handouts
- Vocabulary handouts

OPENING

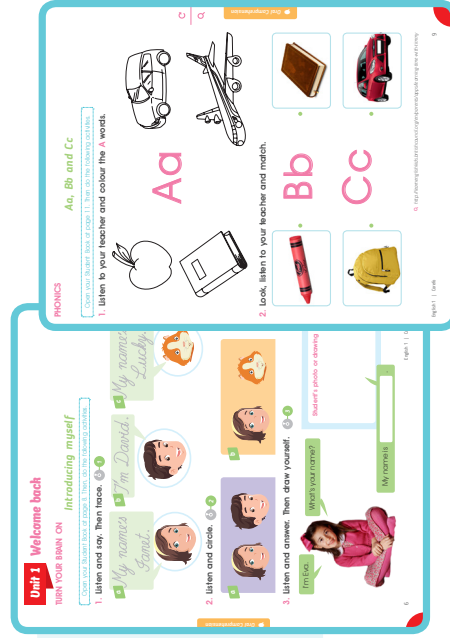
Unit name



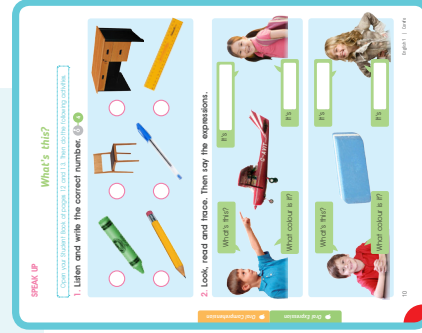
It introduces some ideas about the unit through motivational pictures in order to reactivate the students' previous knowledge and work their way through cognitive conflict.

ORAL EXPRESSION AND ORAL COMPREHENSION

It develops listening skills. 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

TURN YOUR MIND ON
Meeting new classmates

Before reading
1. Read and match.
2. Draw yourself saying hello.

During reading
1. Read and match.
2. Draw yourself saying hello.

After reading
1. Read and match.
2. Draw yourself saying hello.

Page 1 | 10

Learn new words through fun activities.

Comprehension activities are used before, during and after Reading.

HAVE FUN WITH WORDS
Greetings and farewells

1. Look, read and match.
2. Look, read and say. Then face.

Page 1 | 11

WRITTEN EXPRESSION

The students can apply what they learned.

ENGLISH IN ACTION
Singular and plural form

1. Listen and circle.
2. Write A or An.

Page 1 | 12

Let's write*

Pre-writing

Post-writing

Counting classroom objects

Read and colour the number of shapes.

1. Read and colour the number of shapes.

2. Read and colour the number of shapes.

3. Read and colour the number of shapes.

4. Read and colour the number of shapes.

5. Read and colour the number of shapes.

6. Read and colour the number of shapes.

7. Read and colour the number of shapes.

8. Read and colour the number of shapes.

9. Read and colour the number of shapes.

10. Read and colour the number of shapes.

11. Read and colour the number of shapes.

12. Read and colour the number of shapes.

13. Read and colour the number of shapes.

14. Read and colour the number of shapes.

15. Read and colour the number of shapes.

SPECIAL SECTIONS

Assessment

The questions are based on international exams at: starters / movers / flyers level.

Testing yourself

1. Look and match.
2. Look and match.

Page 1 | 13

Pictionary

This is presented in a mind map, so the students can remember the vocabulary through pictures.

Pictionary

1. Look and match.
2. Look and match.

Page 1 | 14

Make your own mind map

This is a technique that helps students to organise what they learned in each unit.

Make your own mind map*

1. Look and match.
2. Look and match.



Welcome back!

1. Look and match.
2. Look and match.

1 2 3 4 5 6 7 8

Oral Comprehension and Expression					Written Comprehension				
Unit name	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!	
Turn your brain on	Introducing myself 6	I am fine 20	My body 34	My house 48	Numbers, numbers 62	Places in my city 76	I like fruit salad 92	Days of the week 104	
Phonics	Aa, Bb and Cc 9	Dd, Ee and Ff 23	Gg, Hh and Ii 37	Jj, Kk and Ll 51	Mm, Nn and Oo 65	Pp, Qq and Rr 79	Ss, Tt and Uu 93	Vv, Ww, Xx, Yy and Zz 107	
Speak up	What's this? 10	My brothers and sisters 24	My hair 38	Some clothes 52	What do you want? 66	There are twenty parrots 80	He has got cheese 94	I am dancing 108	
Turn your brain on	Meeting new classmates 7	That's my sister 21	Be clean 35	Where are you? 49	Let's count! 63	Describing my town 77	Yummy, yummy! 91	My birthday 105	
Have fun with words	Greetings and farewells 8	My family 22	Parts of the body 36	On, in & under 50	I want a toy 64	Animals, animals 78	Vegetables and desserts 92	Celebrations 106	

Written Expression		English in action		Singular and plural form	11 - 12	He & She	25 - 26	Have got	39 - 40	My & His	53 - 54	I have got... & I haven't got...	67 - 68	There is... & There are...	81 - 82	What one has got	95 - 96	Are you exercising?	109 - 110
		Enjoy writing		Counting classroom objects	13 - 14	I do my homework	27 - 28	I am tall and thin	41 - 42	Describing my house	55 - 56	My favourite toys	69 - 70	My favourite animals	83 - 84	My favourite food	97 - 98	Celebrating	111 - 112
Special Activities		Assessment		Testing yourself	15 - 17	Testing yourself	29 - 31	Testing yourself	43 - 45	Testing yourself	57 - 59	Testing yourself	71 - 73	Testing yourself	85 - 87	Testing yourself	99 - 101	Testing yourself	113 - 115
		Pictionary		My pictionary	18	My pictionary	32	My pictionary	46	My pictionary	60	My pictionary	74	My pictionary	88	My pictionary	102	My pictionary	116
				Make your own mind map	19	Make your own mind map	33	Make your own mind map	47	Make your own mind map	61	Make your own mind map	75	Make your own mind map	89	Make your own mind map	103	Make your own mind map	117
Annexes				119 - 127															

Unit 1 Welcome back

TURN YOUR BRAIN ON

Introducing myself

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

1. Listen and say. Then trace. 1

a My name's Janet.



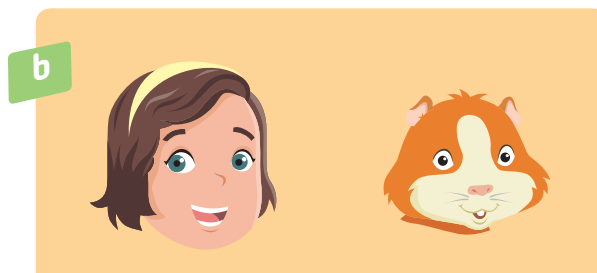
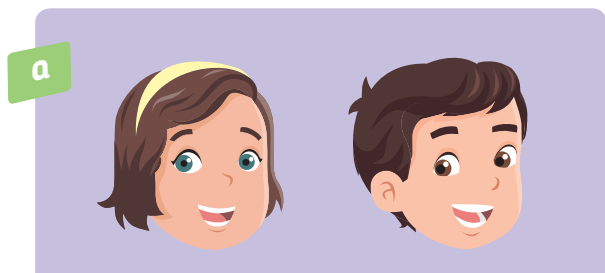
b I'm David.



c My name's Lucky.



2. Listen and circle. 2



3. Listen and answer. Then draw yourself. 3

I'm Eva.



What's your name?

Student's photo or drawing

My name is

TURN YOUR BRAIN ON

Meeting new classmates

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

Before reading

1. Read and match.

Bye!



Hello!



Hi!



Goodbye!



During reading

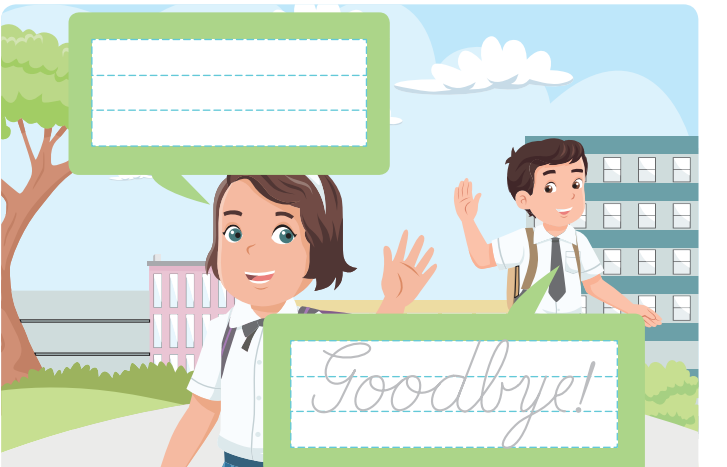
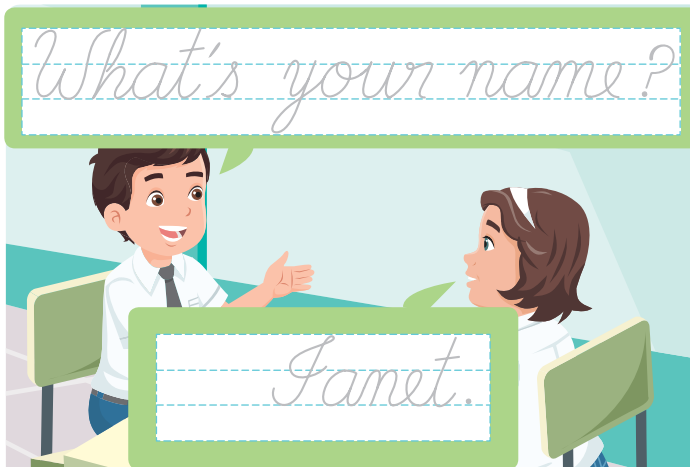
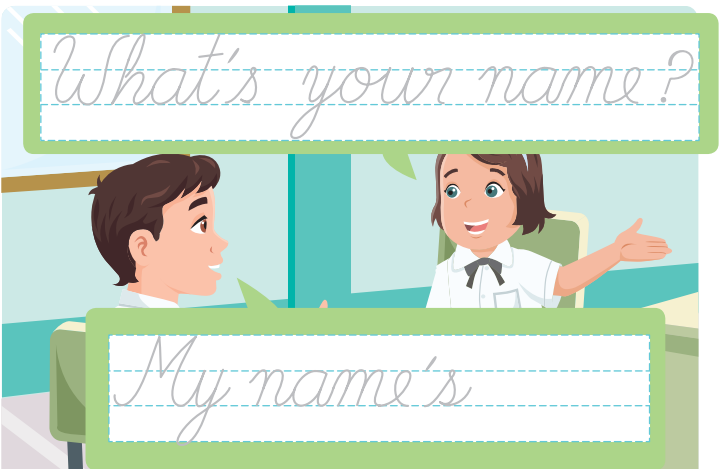
2. Trace and complete.

I'm

David

Bye

Hello



After reading*

3. Draw yourself saying hello.

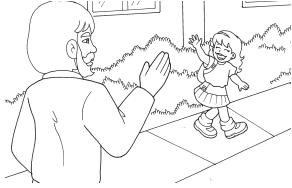
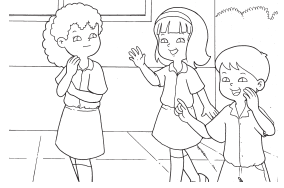
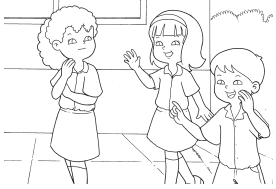
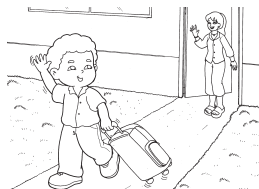
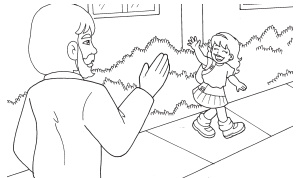
*It promotes independent learning.

HAVE FUN WITH WORDS

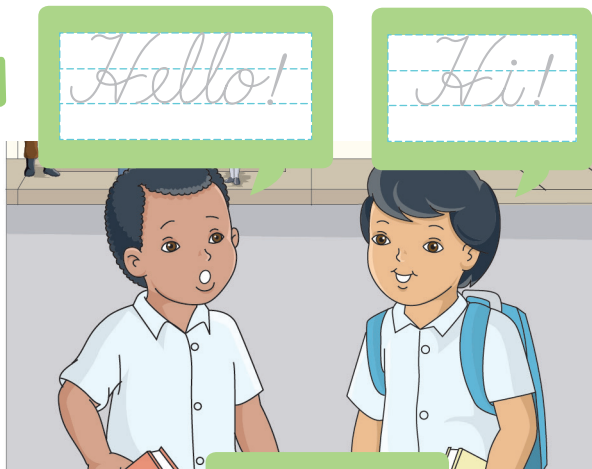
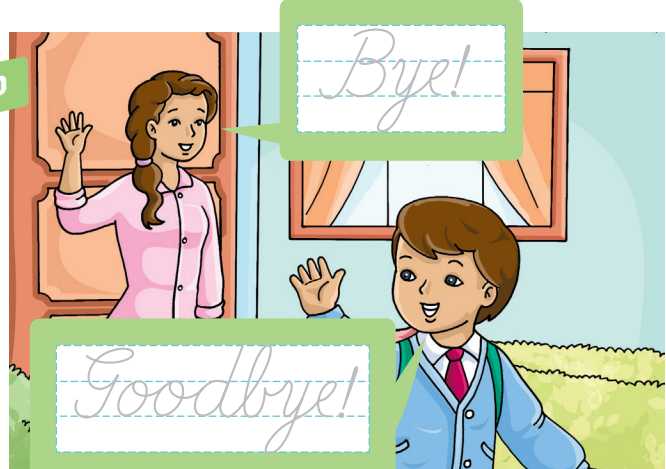
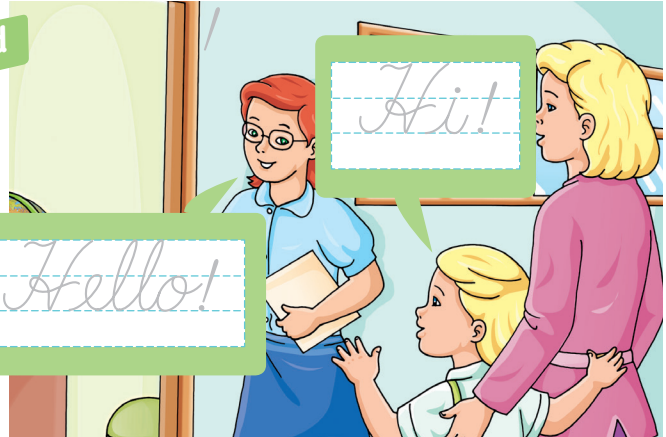
Greetings and farewells

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

1. Look, read and match.

a 	Hello! 	?	Hi! 
b 	Goodbye! 	?	Bye! 

2. Look, read and say. Then trace.

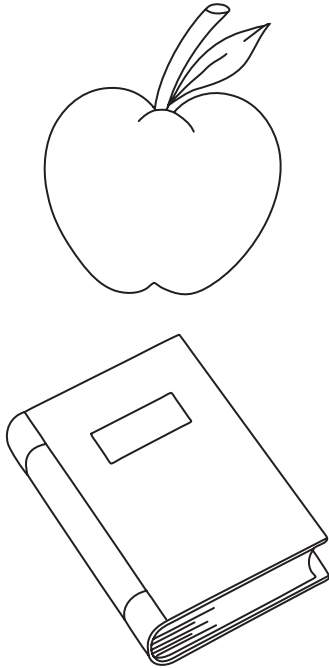
a 	b 
c 	d 

PHONICS

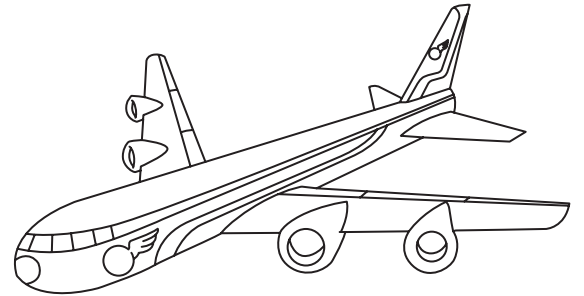
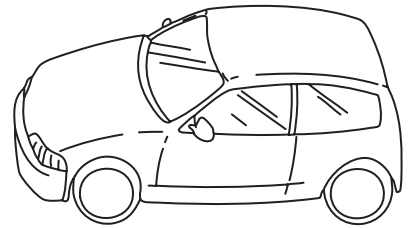
Aa, Bb and Cc

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

1. Listen to your teacher and colour the **A** words.



Aa



2. Look, listen to your teacher and match.



Bb



Cc

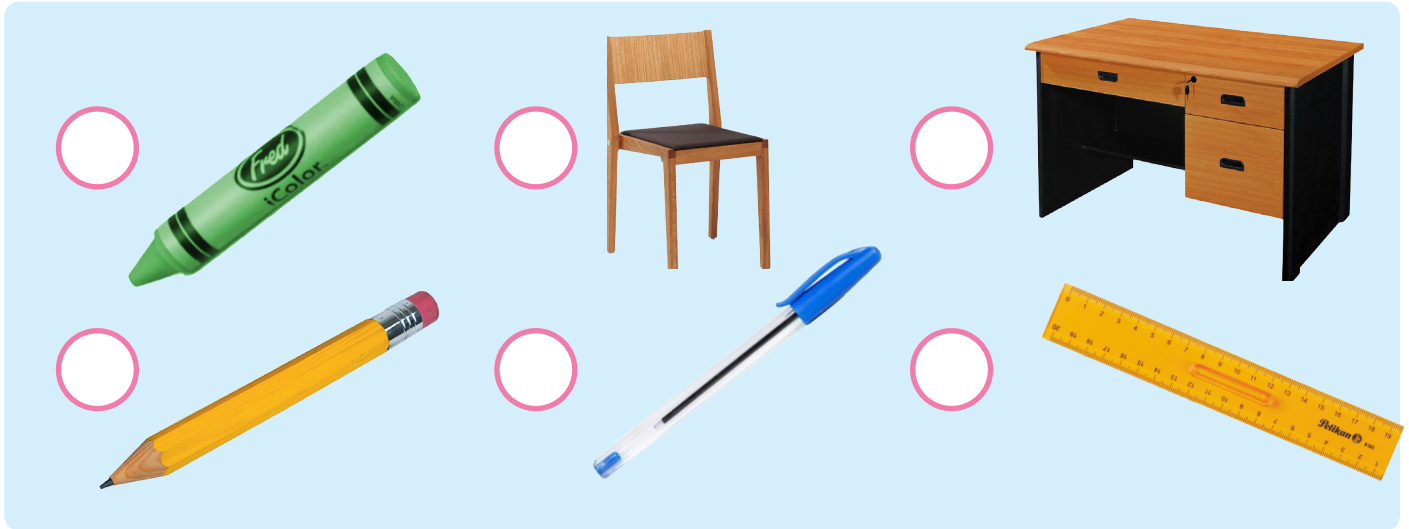


SPEAK UP

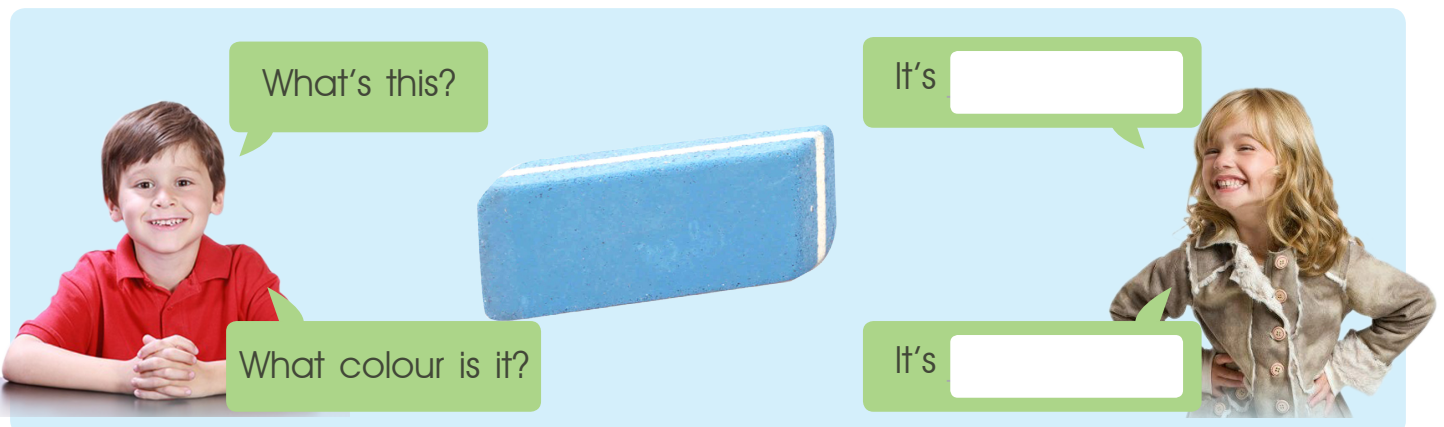
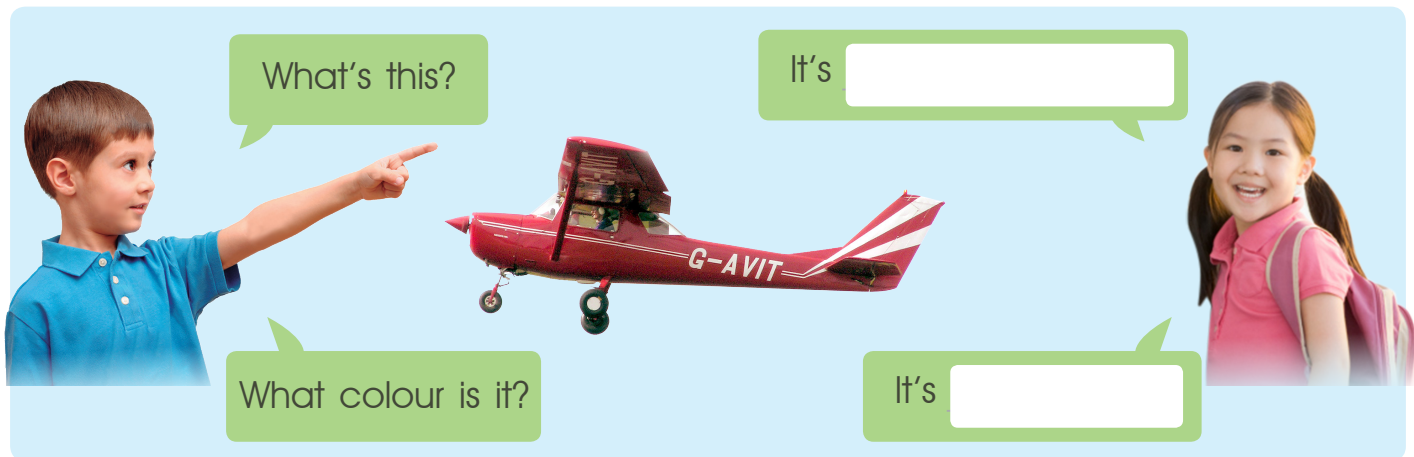
What's this?

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

1. Listen and write the correct number. 4



2. Look, read and trace. Then say the expressions.



Singular and plural form

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

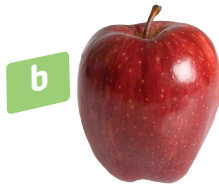
1. Listen and circle.

6 5



a

a desk
an desk



b

a apple
an apple



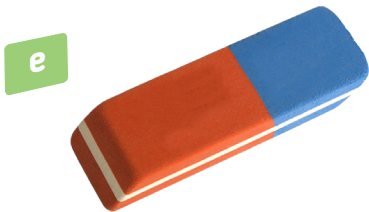
c

a pencil
an pencil



d

a pen
an pen



e

a rubber
an rubber



f

a marker
an marker



g

a chair
an chair



h

a airplane
an airplane

2. Write A or An.



a. _____ apple



c. _____ pencil



b. _____ pen



d. _____ marker

ENGLISH IN ACTION

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

3. Write the plural form.

a	 an airplane		
b	 a pen		
c	 a ruler		
d	 a book		
e	 a desk		
f	 a pencil		

ENJOY WRITING

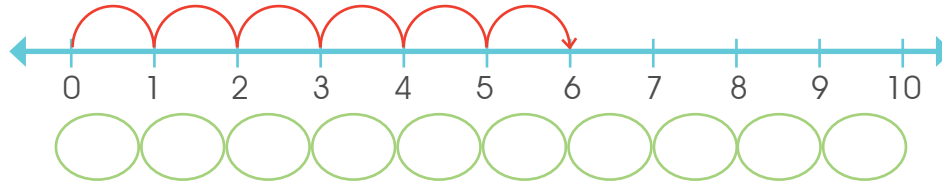
Counting classroom objects

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

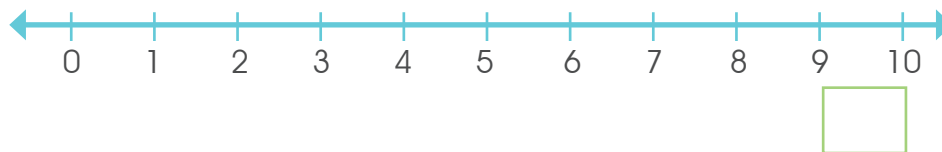
Pre-writing

1. Read, jump and colour the number of shapes.

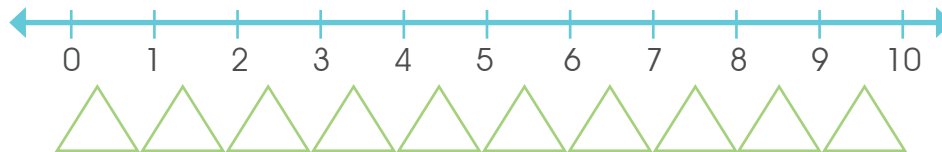
a. six



b. nine



c. five



d. two



Let's-write*

2. Trace, match and say.

1

2

3

4

5

two four five three one

seven nine six ten eight

6

7

8

9

10

ENJOY WRITING

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

3. Look, match and trace.

a.



How many chains are there?

Six

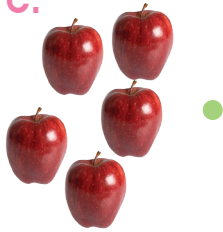
b.



How many markers are there?

Seven

c.



How many desks are there?

Three

d.



How many apples are there?

Five

Post-writing*

4. Read and draw. Then keep it in your portfolio.

- 5 pencils

- 3 crayons

*It promotes independent learning.

<https://youtu.be/Gij8tIsmA7w>

✓ Testing yourself

1. Look and match.

A

B

C



2. Look and match.



Hello!

Goodbye!

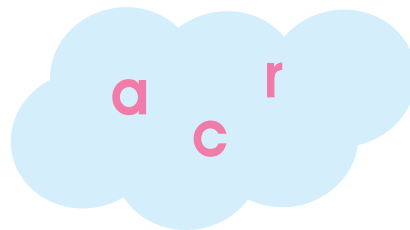
I'm Ralph.



3. Look and unscramble the words.

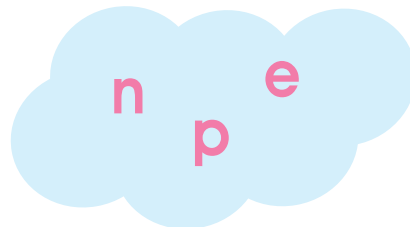
a.





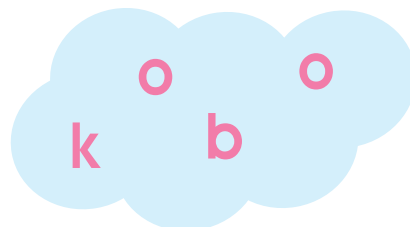
b.





c.





4. Answer the question.



What's Your name?



5. Complete the gaps with **A** or **An**.

It's _____ pencil.

It's _____ airplane.

It's _____ apple.

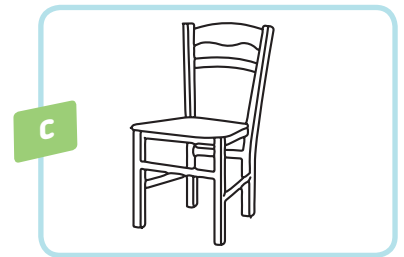
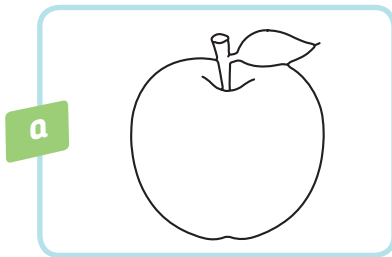
It's _____ desk.

It's _____ rubber.

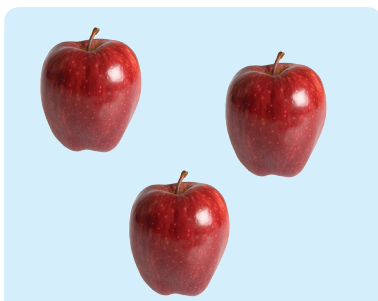
What's this?

6. Listen and match.

6



7. Count.

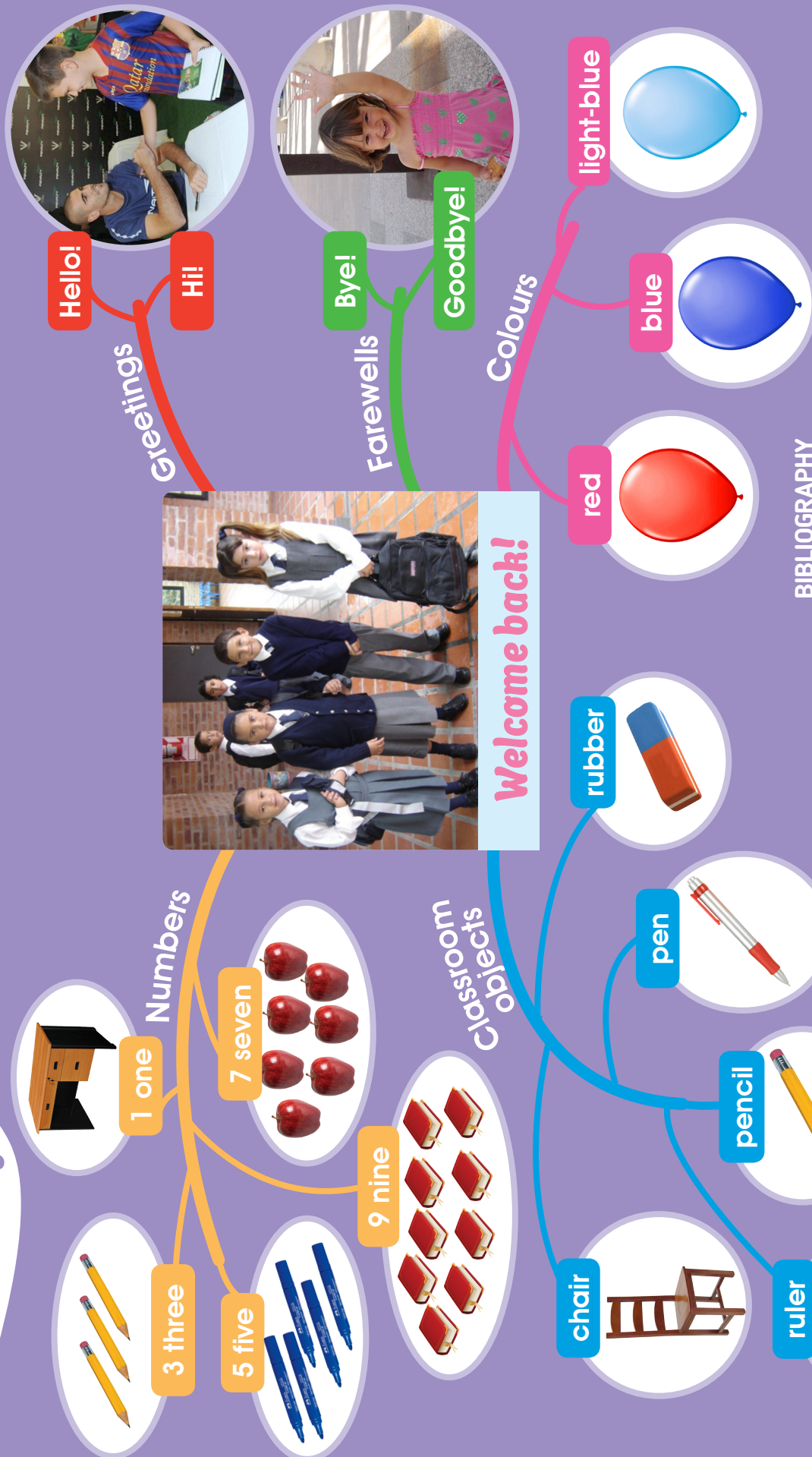


A. How many apples are there?

B. _____



Pictionary



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.

PEER ASSESSMENT

- ➔ Do I participate actively during class activities?
- ➔ Do I work with my classmates and help them in their learning?

Make your own mind map*

Paste words and pictures from Annex 1.



METACOGNITION



- ➔ I can say greetings and farewells.
- ➔ I can recognise expressions about names.
- ➔ I can talk about classroom objects and their colours.
- ➔ I can write the quantity of classroom objects.
- ➔ I can apply the rules of indefinite articles and plural nouns.

* It promotes inquiry, research or creative production.