

English 3

Student's Book



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Ph D in Education

 **Corefo**



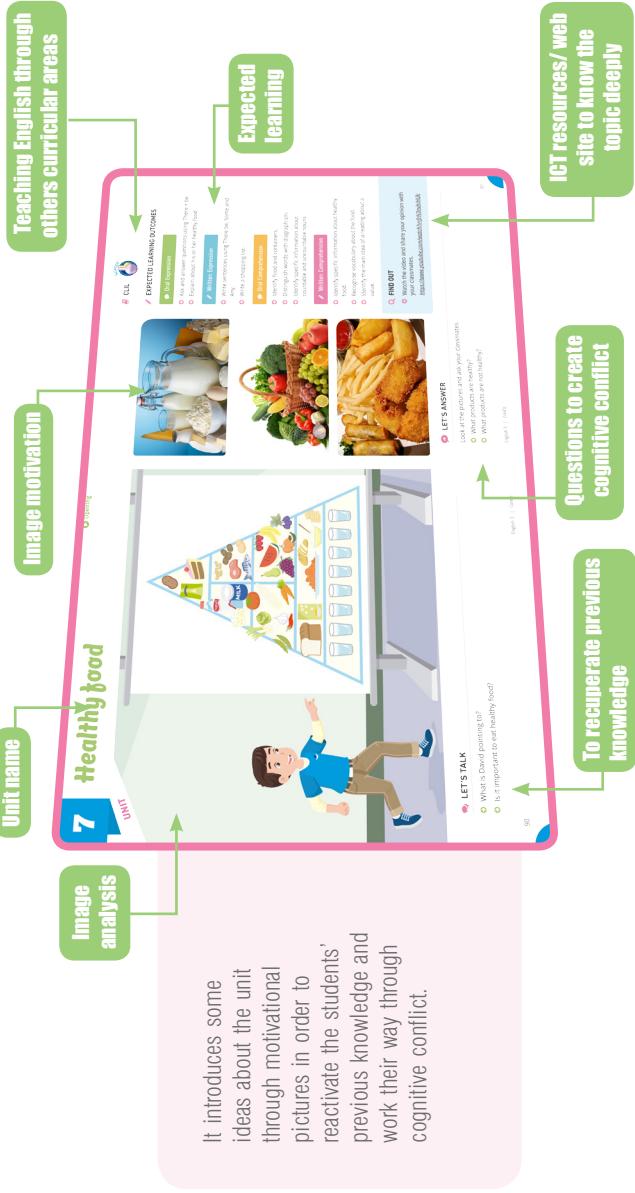
You can also reinforce the learning activities by using:

Workbook
Posters

Flashcards
Grammar handouts

Vocabulary handouts

OPENING

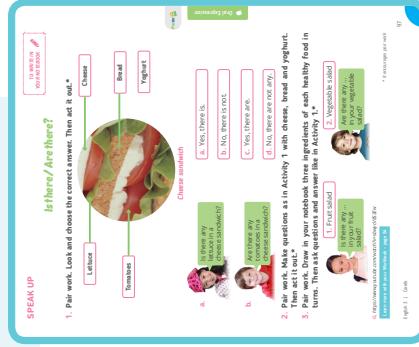
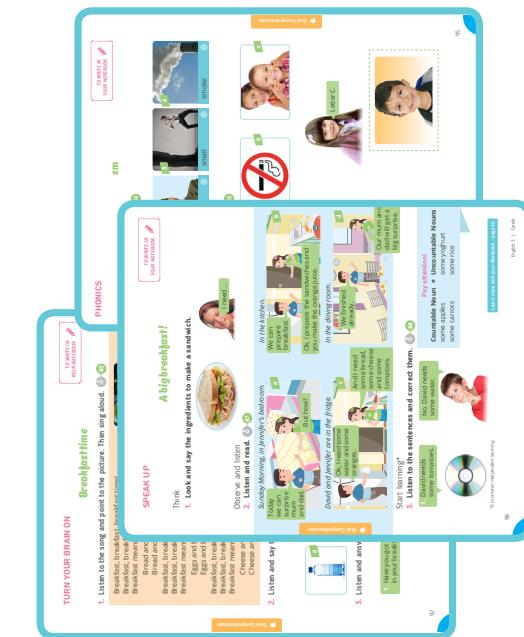


— ORAL EXPRESSION AND ORAL COMPREHENSION

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 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.

It develops speaking skills and promotes cooperative learning through pair and group work.



Comprehension activities are used before, during and after Reading.

The students can apply what they learned.

SPECIAL SECTIONS

Share your values

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

Share your values

Now is a
good time to
do this.

Tasty Hi!*

Look and point to the food you tasted.

Observe and listen

Listen to the
sound making
Grocery delivery
What is the
relationship
What is
the taste?

Observe and read

Look at the
menu
What is the
relationship
What is
the taste?

Observe and draw

Draw a picture
of a meal
you eat
every day.

Observe and draw

Draw a picture
of a meal
you eat
every day.

Share your values



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



Observe and draw



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.

Aliproject

1. Making my healthy food*

Goal: I will make healthy food.

Materials: I will need a healthy food.

Procedure:

1. I will make the sandwich board.
2. I will make my healthy food.
3. I will eat my healthy food.
4. I will clean up my sandwich board.

Evaluation:

EXCELLENT	GOOD	Poor
1. All of my healthy food is healthy.	2. Some of my healthy food is healthy.	3. None of my healthy food is healthy.
4. All of my healthy food is healthy.	5. Some of my healthy food is healthy.	6. None of my healthy food is healthy.
7. All of my healthy food is healthy.	8. Some of my healthy food is healthy.	9. None of my healthy food is healthy.

*Please make sure to eat a meal at another time.

10

Learn new words through fun activities.

Comprehension activities

are used before, during and after Reading.

1. **Read and say to which food group it belongs.**

2. **Look and say for sentences.**

Food pyramid

Food pyramid is a diagram that shows the recommended intake of different food groups. It is shaped like a triangle. The base of the triangle is the largest and represents the group that should be eaten in the largest amount. The top of the triangle is the smallest and represents the group that should be eaten in the smallest amount.

HAVE FUN WITH WORDS

1. **Read and say to which food group it belongs.**

Food Comprehension

1. **Read and say to which food group it belongs.**

2. **Look and say for sentences.**

Let's play

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

This image shows a vibrant, interactive board game designed for children. The board is a light blue rectangle with a winding path for a player to follow. The path is marked by a sequence of colorful, rounded rectangular tiles, each featuring a different food-related theme. The tiles are arranged in a zig-zag pattern across the board. The themes include: **Food Groups** (Meat, Fruits, Vegetables, Grains, Dairy), **Food Preparation** (Baked, Steamed, Boiled, Fried, Grilled), **Food Colors** (Red, Yellow, Green, Orange, Purple), **Food Shapes** (Square, Round, Triangle, Heart, Star), **Food Sounds** (Brrrr, Sssss, Grrrr, Chomp, Squish), **Food Smells** (Sweet, Sour, Spicy, Savory, Bitter), **Food Tastes** (Salty, Bitter, Sweet, Sour, Spicy), **Food Functions** (Builds, Strengthens, Helps, Protects, Grows), and **Food Stories** (Farm, Forest, Ocean, Rainforest, Desert). The board also features several large, colorful dice and a central food-themed spinner. A small smiley face icon is in the bottom right corner. The overall theme is fun and educational, encouraging children to learn about various aspects of food.

Let's remember

It provides a grammar summary.

The students can apply what they learned.

ENGLISH IN ACTION

1. Look and classify countable nouns and uncountable nouns.

2. Read and choose There is or There are.

3. Look at the chart and read the sentences.

ENJOY WRITING

Pre-writing

Pre-writing
1. Look and point to the ingredient that is appropriate for making a shopping list.

Observe and read

Observe and read
1. Listen and read.

Stems for writing

Steps for writing
1. Write the day.
2. Write the name of a member of your family.
3. Write the food that you liked.
4. Write your name.

Steps for writing

Steps for writing and complete the text.
1. Read again and complete the text.
2. Write the day.
3. Write the name of a member of your family.
4. Write the food that you liked.
5. Write your name.

Pre-writing

absolve
and read

Steps for writing

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

Oral Comprehension and Expression		Written Comprehension	
1	Have fun with words	2	What time is it?
2	Turn your brain on	3	What do doctors do?
3	Phonics	4	What do you have to do at home?
4	Speak up	5	Wild animals
5	Turn your brain on	6	Seasons and weather
6	Phonics	7	My sweet home
7	People of my community	8	Food pyramid
8	Working to help	9	My last weekend
9	Amazing animal world	10	My past activities
10	Season report	11	Around my city
11	In my sweet home	12	Places and activities
12	Healthy food	13	David's school day
13	Breakfast time	14	Is there? Are there?
14	Fun places	15	Crazy summer
15	The letter sound /s/	16	Where is my teddy bear?
16	The letter sound /s/	17	My food is delicious
17	The letter sound /s/	18	My last weekend
18	The letter sound /s/	19	My food is delicious
19	The letter sound /s/	20	My last weekend
20	The letter sound /s/	21	My food is delicious
21	The letter sound /s/	22	My last weekend
22	The letter sound /s/	23	My food is delicious
23	The letter sound /s/	24	My last weekend
24	The letter sound /s/	25	My food is delicious
25	The letter sound /s/	26	My last weekend
26	The letter sound /s/	27	My food is delicious
27	The letter sound /s/	28	My last weekend
28	The letter sound /s/	29	My food is delicious
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98	The letter sound /s/	99	My food is delicious
99	The letter sound /s/	100	My last weekend
100	The letter sound /s/	101	My food is delicious
101	The letter sound /s/	102	My last weekend
102	The letter sound /s/	103	My food is delicious
103	The letter sound /s/	104	My last weekend

Written Expression		Special Activities		Let's play		Let's remember		Glossary	
Simple present tense	Simple present tense: Questions	Modal Have to	Have got and modal Can	What is the weather like today?	What are you doing in the bedroom?	Some and Any	Simple past tense		
14	28	42	56	70	84	98	99	103	112
My timetable	People of my community	My household chores	My pet	My favourite season	My dream bedroom	A shopping list	David's last weekend		
15	29	43	57	71	85	99	101	102	113
Good personal hygiene	My community and me	My family chores	Peruvian animals	Being aware of climate change	Homes around Peru	Taste it!	Be more responsible		
17	31	45	59	73	87	100	101	102	115
My daily routines	I want to be a ...	My weekly chore list	My favourite animal	Describing the weather of a place	Describing your dream house	Making my healthy food	My pictio diary		
16	30	44	58	72	86	100	101	102	114
My routine game	Arrow game	The chores wheel	Animal wheel	Playing with the seasons	Family words	My food plate	Wheel of past activities		
18	32	46	60	74	88	102	103	104	116
19	33	47	61	75	89	103	104	105	117

A typical day



LET'S TALK

- Who is he?
- What is he doing?



CLIL

EXPECTED LEARNING OUTCOMES

Oral Expression

- Ask and answer about the time.
- Describe about his or her routines.

Written Expression

- Use simple present tense in sentences.
- Write about his or her routines.

Oral Comprehension

- Identify daily routines.
- Distinguish the sounds /s/, /z/, /iz/.
- Understand the time in different countries.

Written Comprehension

- Identify specific information about routines with time.
- Recognise days of the week, school subjects, routines and time.
- Infer the value from a text.

FIND OUT

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

www.youtube.com/watch?v=hPnim-BI2ts

LET'S ANSWER

Look at the pictures and ask your classmate.

- Where do they live?
- What are they doing?

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK 

My routine

1. Listen and repeat. 1



Get up



Have a shower



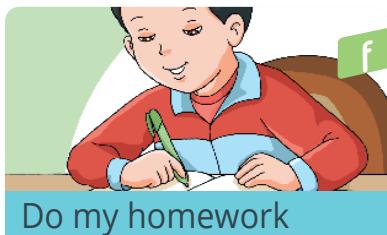
Brush my teeth



Wash my hands



Go to school



Do my homework

2. Listen and point to the pictures. 2



Have breakfast



Have lunch



Have dinner

3. Listen and sing. 3

This is my routine.
My routine, my routine.
This is my routine.
My routine is fun.

In the afternoon, I have lunch,
I have lunch, I have lunch.
In the afternoon, I have lunch,
I have lunch early.

In the morning, I get up.
I get up, I get up.
In the morning, I get up.
I get up early.

In the evening, I go to bed.
I go to bed, I go to bed.
In the evening, I go to bed,
I go to bed early.

Learn more with your Workbook - page 6

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK 

David's morning routines

Think

1. Answer the question and write two extra morning routines.

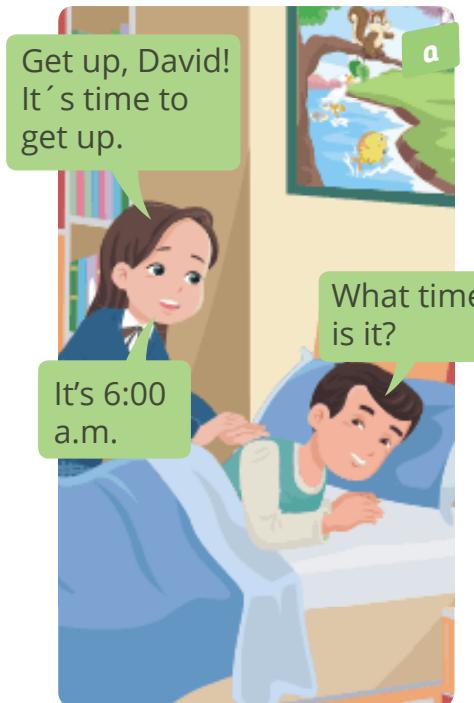
What do you do in the morning?

I get up.



Observe and read

2. Listen and read.  4



Start learning*

3. Read the questions and point to the correct answer.

a. What does David do at 6:00 a.m.?  He gets up.  He has a shower.

b. What does David do at 6:45 a.m.?  He gets dressed.  He has breakfast.

c. What does David do at 7:30 a.m.?  He goes to school.  He has a shower.

Learn more with your Workbook – page 7

*It promotes independent learning.

HAVE FUN WITH WORDS

TO WRITE IN
YOUR NOTEBOOK 

What time is it?

1. Listen and repeat. 5

a.

8:00

- ✓ What time is it?
- ✓ It's eight o'clock.

c.

8:30

- ✓ What time is it?
- ✓ It's half past eight.

b.

8:15

- ✓ What time is it?
- ✓ It's a quarter past eight.

d.

8:45

- ✓ What time is it?
- ✓ It's a quarter to nine.

2. Look and complete.

a.

6:00 a.m.

I get up at ...

b.

7:15 a.m.

I brush my teeth at ...

c.

6:30 a.m.

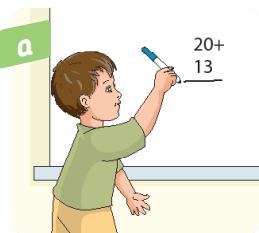
I have a shower at ...

d.

4:45 p.m.

I do my homework at ...

3. Listen and read. Then point to the picture. 6



Monday

Tuesday

Wednesday

Thursday

Friday

I have got English on Monday.



1. David

I have got math on Tuesday.



2. Janet

I have got science on Wednesday.



3. Jennifer

I have got social studies on Thursday.



4. Andrea

I have got physical education on Friday.



5. Ralph

Q <http://www.eslgamesworld.com/members/games/grammar/present%20tenses/daily%20routines%20memory%20text.html>

Learn more with your Workbook - page 8

PHONICS

TO WRITE IN YOUR NOTEBOOK

Sounds /s/ /z/ /iz/

1. Listen and repeat. 7



2. Listen and point to the word.



Learn more with your Workbook – page 9

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK 

Time zone

Think

1. Look and say the country.

a.



b.



Letter "a" is ...



Observe and listen

2. Listen and point. 9

Oral Comprehension



Start learning*

3. Listen to your teacher and say True or False.

True

False



*It promotes independent learning.

Learn more with your Workbook - page 10

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK

David's schedule

1. Pair work. Practice and act it out.*



2. Pair work. Change the times from Activity 1. Then act it out.*

3. Pair work. Look at the chart and act out the dialogue.*

David's schedule

	Mon	Tue	Wed	Thu	Fri
8:00 a.m.	Science	Math	Spanish	Art	English
11:00 a.m.	Social Studies	Physical Education	Geography	History	Music

What school subjects have you got on Monday?

I have got science and social studies on Monday.

What time have you got science?

I have got science at eight o'clock in the morning.

4. Pair work. Change the underlined words from Activity 3 and write new sentences. Then act it out.*

Learn more with your Workbook - page 10

* It encourages pair work.

Simple present tense

1. Look at the chart and point to the differences.



get up
get dressed
go to school
brush
have



gets up
gets dressed
goes to school
brushes
has

2. Listen and read.  10

I
You
He
She

get up
gets up

at seven o'clock.

3. Read and choose the correct form.

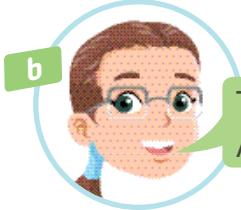


a

My name is
Andrea / David.

I get up / gets up
at six o'clock.

I have / has got
math on Monday.



b

This is Andrea
/ David.

She get up / gets up
at half past six.

She have / has got
science on Tuesday.

4. Listen and check.  11

Learn more with your Workbook – pages 11 and 12.

ENJOY WRITING

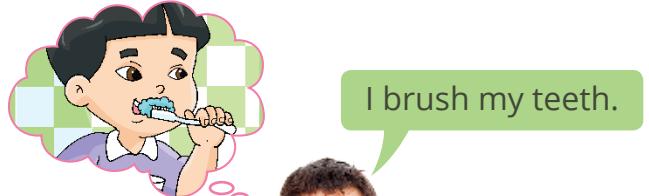
TO WRITE IN
YOUR NOTEBOOK 

My timetable

Pre - writing

1. Choose and answer.

What do you do every day?



Observe and read

2. Look at the chart and write about Pedro's routines.

6:00 a.m.	6:30 a.m.	7:10 a.m.	7:45 a.m.	2:00 p.m.	2:30 p.m.	4:00 p.m.	8:00 p.m.
Get up	Have a shower	Have breakfast	Go to school	Go home	Have lunch	Do homework	Go to bed

Pedro gets up at six o'clock.



Steps for writing*

3. Write sentences about your routines.

To write simple sentences you need:

1. Personal pronouns.
2. Action words.
3. Complement.

Example



I get up at six o'clock.

Learn more with your Workbook – pages 13 and 14

* It promotes independent learning.

My daily routines*

Goal

Describe about his or her routines.

Materials

✓ 1 cardboard	✓ Scissors	✓ Colours
✓ Three sheets of papers	✓ Glue	✓ Markers
	✓ Silicone	



Procedure

- 1 Fold each sheet of paper into 4 parts and cut them.
- 2 On four pieces of paper, write Morning Routine, and draw a different daily routine and the time.
- 3 Do the same for Afternoon Routine and Evening Routine.
- 4 Write at the top of the cardboard "My Daily Routines".
- 5 Take the group of Morning routine and paste it on the cardboard on the line. Do the same with the Afternoon routine and Evening routine.
- 6 Show your poster and explain it to the class.



Evaluation

EXCELLENT

GOOD

POOR

Grammar	All grammar structures are appropriate to describe daily routines.	Some grammar structures to describe daily routines are incorrect.	Many grammar structures to describe daily routines are incorrect.
Pronunciation	Always speaks clearly in complete sentences.	Sometimes speaks clearly in sentences.	Rarely speaks clearly in sentences.

* It promotes inquiry, research or creative production.

Good personal hygiene*

Think

1. Look at the pictures and say who practices good personal hygiene.



a



b

NEW WORDS

Better	→ a more appropriate way or manner.
Delicious	→ very pleasing.
Ready	→ completely prepared.

Observe and read

2. Listen and read.  12



Start learning

3. Read and say True or False.

- a. Jennifer wakes David up.
- b. David has a shower in the morning.
- c. David brushes his teeth and goes to school.

True.

False.



4. In your notebook draw activities you practice to have good personal hygiene.

*It promotes reflexive attitude and critical judgment.

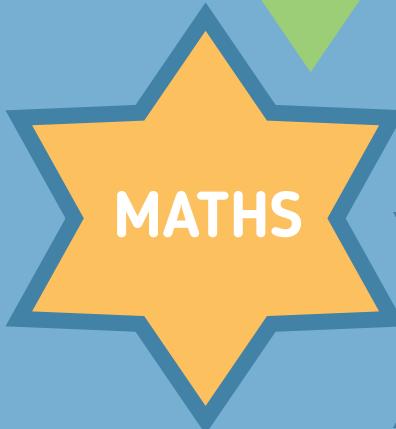
My routine game*



USE A COIN

- Face → move two spaces.
- Stamp → move one space.

→ GO!



FINISH!

*It promotes independent learning.



About Me

Question

What time do you get up?

Answer

I get up at six o'clock.

What do you do at 7 o'clock?

I have breakfast at seven o'clock.

What have you got on Monday?

I have got math on Monday.

About your classmate

Question

What time does he/she get up?

Answer

He / She gets up at half past six.

What does he/she do at 7 o'clock?

He / She gets dressed at seven o'clock.

What has he/she got on Monday?

He / She has got English on Monday.

Metacognition.

Tick the option that you consider defines you best.

ITEMS

😊 I LEARNED

☹️ I AM LEARNING

I can say and write my routines.

I can say the school subjects.

I can say and write the time.

I can understand my classmate's routine.

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). T.K.T Course CLIL Module. Cambridge University United Kingdom: Rotolito Lombarda S.P.A.
- ➡ Fentermacher Gary, Soltis Jonas. (2009). Approaches to Teaching. Columbia University United States of America: Teachers College Press.

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