

English 3

Student's Book



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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:

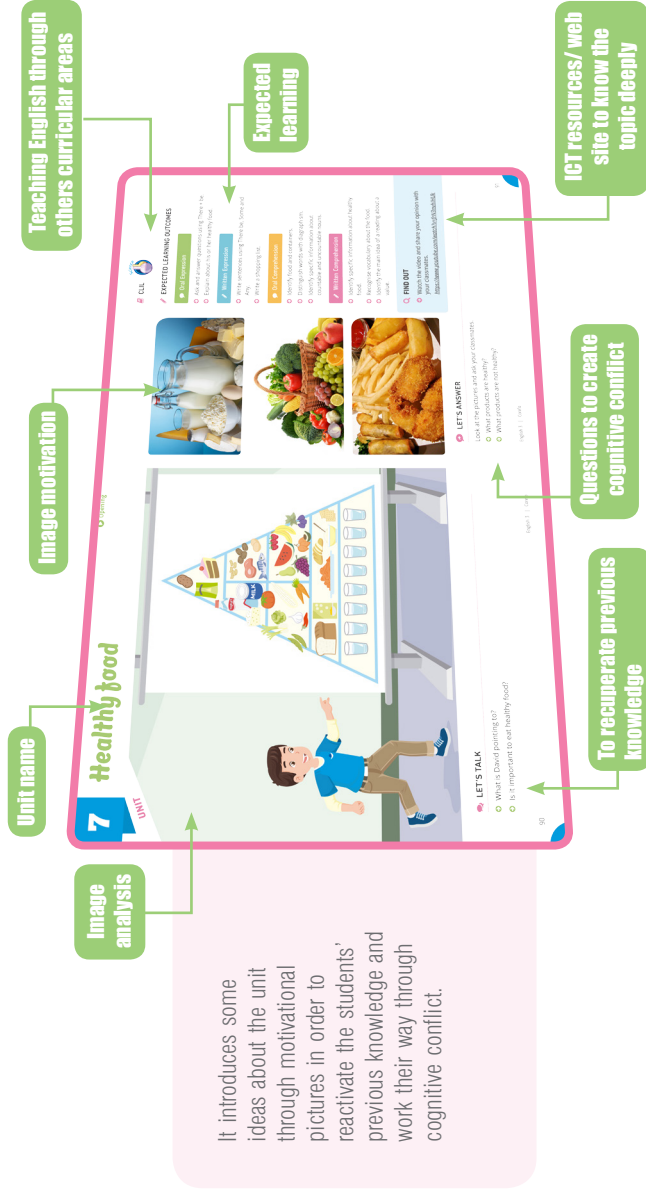
Workbook
Posters

Vocabulary handouts

Flashcards

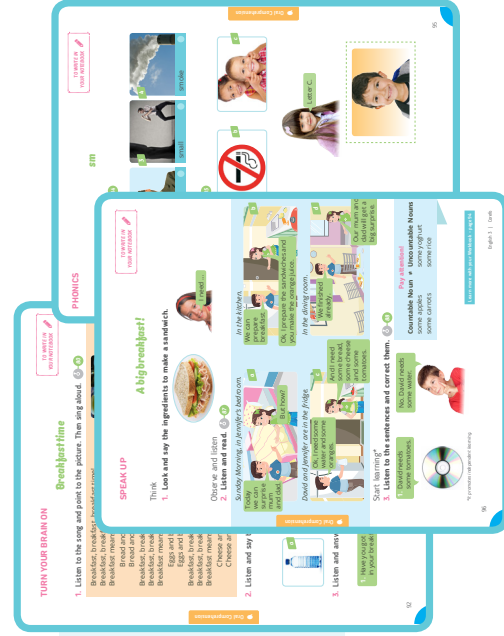
Grammar handouts

OPENING

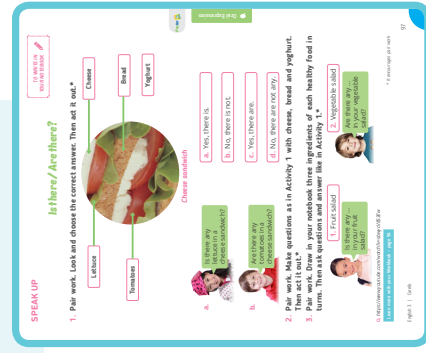


ORAL EXPRESSION AND ORAL COMPREHENSION

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.



Start learning

Learn new words through fun activities.

Comprehension activities are used before, during and after Reading.

Share your values

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

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.

Let's play

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

Let's remember

It provides a grammar summary:

Pre-writing

Observe and read

Steps for writing

Pre - writing





























































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

[illegible][illegible]

REVISION
worksheet

Some & Any

1. Look and classify countable nouns and uncountable nouns.

Countable Nouns	Uncountable Nouns
 Banana  Apple  Orange  Lemon  Grape  Coke  Ice cream  Milk  Sugar  Butter  Egg  Chicken  Rabbit  Cat  Dog  Fish  Pig  Sheep  Goat  Horse  Tiger  Elephant  Monkey  Squirrel  Bird  Ant  Insect  Spider  Worm  Toad  Snake  Lizard  Frog  Turtle  Crab  Shrimp  Clam  Mussel  Octopus  Squid  Jellyfish  Starfish  Seahorse  Eel  Catfish  Shark  Whale  Dolphin  Manatee  Turtle  Crab  Shrimp  Clam  Mussel  Octopus  Squid  Jellyfish  Starfish  Seahorse  Eel Catfish Shark Whale Dolphin Manatee Turtle Crab Shrimp Clam Mussel Octopus Squid Jellyfish Starfish Seahorse Eel Catfish Shark Whale Dolphin Manatee Turtle Crab Shrimp Clam Mussel Octopus Squid Jellyfish Starfish Seahorse Eel Catfish Shark Whale Dolphin Manatee Turtle Crab Shrimp Clam Mussel Octopus Squid Jellyfish Starfish Seahorse Eel Catfish 	

EALUO WRITING

A shopping list

WRITING

1. Look and point to the ingredient not appropriate for making a fruit salad.






2. Listen and read.

Tuesday Afternoon

Dear Robert,

We have to go to the supermarket and buy the following things:

- 1 bottle of yoghurt
- 1 box of cereal
- A box of cornflakes
- 4 bananas
- 4 apples
- 1 tin of milk
- 1 tin of apples

Best wishes,
Elin.

3. Read again and complete the list.

Write the day.

Write the name of a member of your family.

Write the name of the supermarket and buy the things that you need.

Write your name.

WRITING

[illegible][illegible]

Let's play

My food plate[®]

YOUR GRADES 1-5 GUIDE

Grains

whole grain bread
cereal
rice
pasta
corn
potatoes

Vegetables

broccoli
spinach
cucumbers
peas
carrots
tomatoes
potatoes
beans

Fruits

apples
oranges
bananas
grapes
lemons
peaches
strawberries
blueberries

Protein



eggs
chicken
fish
beef
pork
lamb
turkey
tofu

Dairy

cheese
milk
yogurt
ice cream
cottage cheese
sour cream

and Essentials

water

Left a remember		Review and encourage self-analysis	
<p>There is a pattern. There is not an orange. Is there an orange?</p> 	<p>☐ Yes, there is. ☐ No, there is not any.</p>	<p>There is some orange juice. There is not any milk. Is there any milkshake?</p> <p>☐ Yes, there is. ☐ No, there is not any.</p>	<p>☐ Yes, there is. ☐ No, there is not any.</p>
<p>There are five eggs. There are not four eggs. Are there any eggs?</p> 	<p>☐ Yes, there are. ☐ No, there are not any.</p>	<p>There are five oranges juice. There are not four eggs. Are there any eggs?</p> <p>☐ Yes, there are. ☐ No, there are not any.</p>	<p>☐ Yes, there are. ☐ No, there are not any.</p>

1 2 3 4 5 6 7 8

Oral Comprehension and Expression									
Opening	A typical day 6	People of my community 20	Working to help 34	Amazing animal world 48	Season report 62	In my sweet home 76	Healthy food 90	Around my city 104	
Turn your brain on	My routine 8	My favourite profession 22	I sweep my bedroom 36	About animals 50	The seasons 64	This is my house 78	Breakfast time 92	Fun places 106	
Phonics	Sounds /s/ /z/ /iz/ 11	Plural nouns 25	The letter sound sw 39	The letter sound sn 53	The letter sound sp 67	The letter sound sc 81	The letter sound sm 95	The letter sound sl 109	
Speak up	Time zone 12	I want to be 26	Cleaning the house 40	Animals abilities 54	Let me guess! 68	My family at home 82	A big breakfast! 96	David's school day 110	
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Turn your brain on	David's morning routines 9	My community 23	My favourite household chore 37	Habitats 51	Crazy summer 65	Where is my teddy bear? 79	My food is delicious 93	My last weekend 107	
Have fun with words	What time is it? 10	What do doctors do? 24	What do you have to do at home? 38	Wild animals 52	Seasons and weather 66	My sweet home 80	Food pyramid 94	My past activities 108	
Written Comprehension									

Written Expression		Special Activities														
English in action	Simple present tense	14	Simple present tense: Questions	28	Modal Have to	42	Have got and modal Can	56	What is the weather like today?	70	What are you doing in the bedroom?	84	Some and Any	98	Simple past tense	112
Enjoy writing	My timetable	15	People of my community	29	My household chores	43	My pet	57	My favourite season	71	My dream bedroom	85	A shopping list	99	David's last weekend	113
Share your values	Good personal hygiene	17	My community and me	31	My family chores	45	Peruvian animals	59	Being aware of climate change	73	Homes around Peru	87	Taste it!	101	Be more responsible	115
My Project	My daily routines	16	I want to be a ...	30	My weekly chore list	44	My favourite animal	58	Describing the weather of a place	72	Describing your dream house	86	Making my healthy food	100	My pictio diary	114
Let's play	My routine game	18	Arrow game	32	The chores wheel	46	Animal wheel	60	Playing with the seasons	74	Family words	88	My food plate	102	Wheel of past activities	116
Let's remember		19		33		47		61		75		89		103		117
Glossary	118-119															

A typical day



LET'S TALK

- ➡ Who is he?
- ➡ What is he doing?



LET'S ANSWER

Look at the pictures and ask your classmate.

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



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.

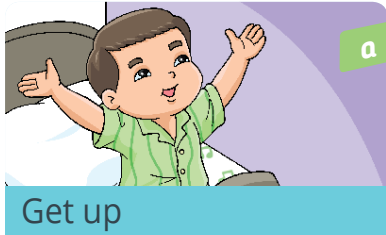
www.youtube.com/watch?v=hPnim-BI2ts

TURN YOUR BRAIN ON

TO WRITE IN
YOUR NOTEBOOK

My routine

1. Listen and repeat. 1



Get up



Have a shower



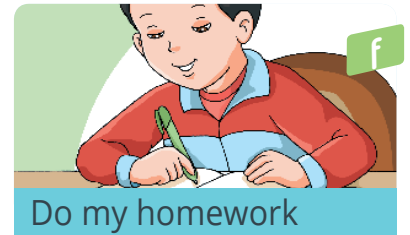
Brush my teeth



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

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

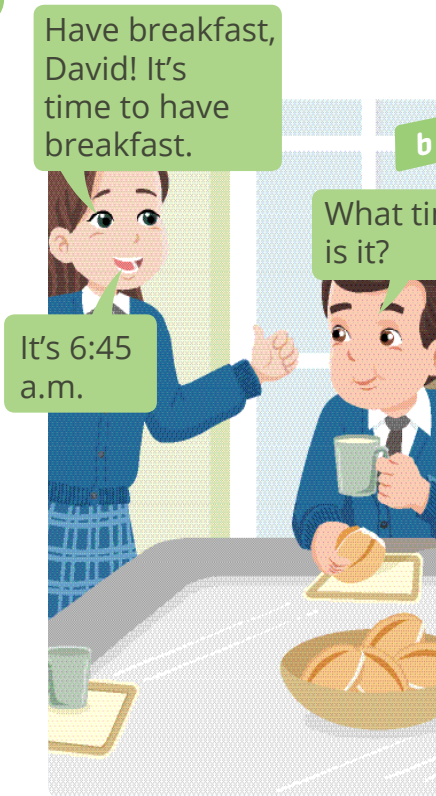
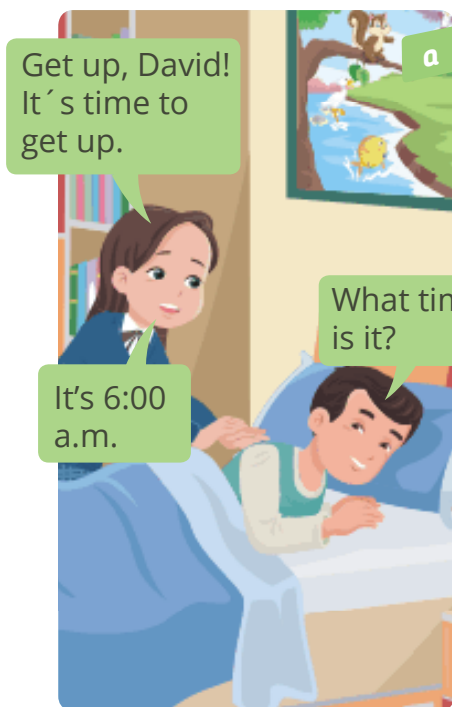
What do you do in the morning?

I get up.



Observe and read

2. Listen and read.



Written Comprehension

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.

What time is it?

1. Listen and repeat. 5

a. **8:00**
✓ What time is it?
✓ It's eight o'clock.

b. **8:15**
✓ What time is it?
✓ It's a quarter past eight.

c. **8:30**
✓ What time is it?
✓ It's half past eight.

d. **8:45**
✓ What time is it?
✓ It's a quarter to nine.

2. Look and complete.

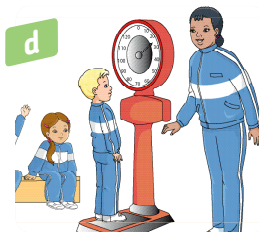
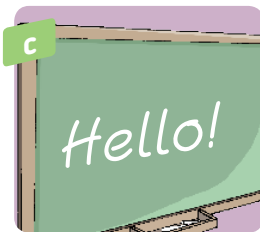
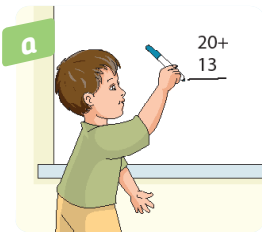
a. 6:00 a.m. I get up at ...

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.



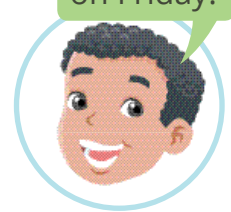
3. Jennifer

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>

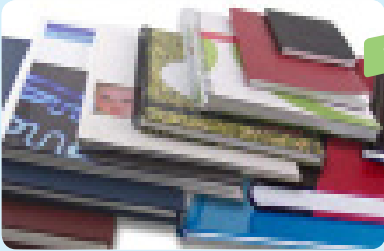
Learn more with your Workbook - page 8

PHONICS

TO WRITE IN
YOUR NOTEBOOK

Sounds /s/ /z/ /iz/

1. Listen and repeat. 6 7



/s/
books

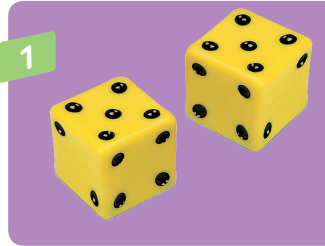


/z/
doves

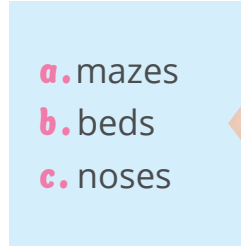


/iz/
bridges

2. Listen and point to the word. 8



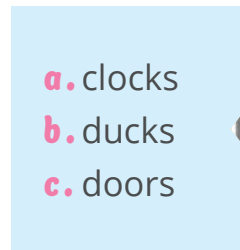
- a. cats
- b. dice
- c. dogs



- a. mazes
- b. beds
- c. noses



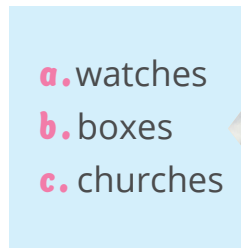
- a. watches
- b. boxes
- c. washes



- a. clocks
- b. ducks
- c. doors



- a. size
- b. bees
- c. nose



- a. watches
- b. boxes
- c. churches



Learn more with your Workbook - page 9

SPEAK UP

TO WRITE IN
YOUR NOTEBOOK



Time zone

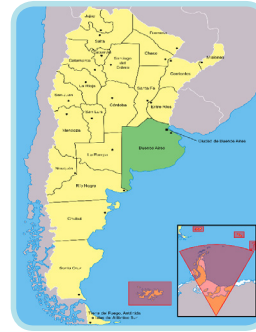
Think

1. Look and say the country.

a.



b.



Letter "a" is ...



Observe and listen

2. Listen and point. 9



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

David's schedule

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



What time is it in Lima?

What time do you get up?



It's seven o'clock in the morning.

I get up at a quarter past six.

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?

What time have you got science?



I have got science and social studies on Monday.

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.

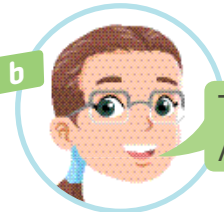
3. Read and choose the correct form.



My name is
Andrea / David.

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

I have / has got
math on Monday.



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.

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



My daily routines*

Goal

Describe about his or her routines.

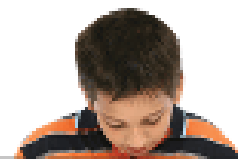
Materials

- ✓ 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.



My Daily Routines

Evaluation

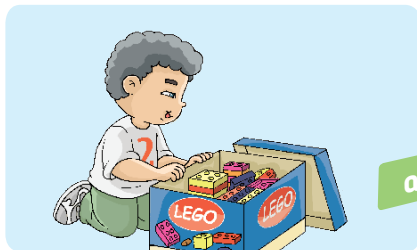
	EXCELLENT	GOOD	POOR
Grammar	All grammar structures are appropriate to describe daily routines.	Some grammar structures to describe daily routines are incorrect.	Many grammar structures to describe daily routines are incorrect.
Pronunciation	Always speaks clearly in complete sentences.	Sometimes speaks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

Good personal hygiene*

TO WRITE IN
YOUR NOTEBOOK

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

David, wake up! It's time to go to school!

1

La ,la, la.

2

I'm ready.

3

Thank you, mum! My breakfast is delicious!

4

Now I feel better!

5

Start learning

3. Read and say True or False.

- Jennifer wakes David up.
- David has a shower in the morning.
- 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.



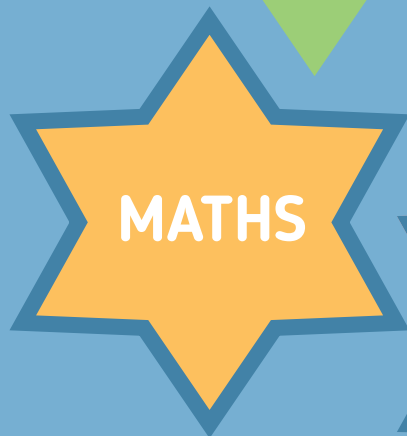
My routine game*



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?

What do you do at 7 o'clock?

What have you got on Monday?

Answer

I get up at six o'clock.

I have breakfast at seven o'clock.

I have got math on Monday.

About your
classmate**Question**

What time does he/she get up?

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

What has he/she got on Monday?



Answer

He / She gets up at half past six.

He / She gets dressed at seven o'clock.



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.