

English 3

Workbook



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produced and directed by:

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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:

- Posters
- Flashcards
- Grammar handouts
- Vocabulary handouts

OPENING

Unit name

Unit 3 Working to help

TURN YOUR BRAIN ON

Open your Student Book at page 36. Then do the following activities.

1. Listen and number in the correct order.

2. Listen and complete with the words from Activity 1.

3. Listen and match with lines.

My favourite household chore

Open your Student Book at page 37. Then do the following activities.

1. Circle the key chore and with colour blue and the difficult chore with colour red.

2. Listen and read. Then underline the household chores from Activity 1.

3. Read and write True or False.

ORAL EXPRESSION AND ORAL COMPREHENSION

It develops listening skills. It stimulates the development of new skills, such as observation, analysis and reflection.

Unit 5 Season report

TURN YOUR BRAIN ON

Open your Student Book at page 41. Then do the following activities.

1. Listen, number and write the season.

2. Listen and number.

3. Look at Activity 2. Listen and answer.

4. Use Answer 1 and choose the correct picture.

The seasons

Open your Student Book at page 42. Then do the following activities.

1. Look and choose the correct picture.

2. Listen and read. Then underline the weather with colour blue and the clothes and accessories with colour red.

3. Read and write True or False.

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

Unit 6 I want to be

Open your Student Book at page 43. Then do the following activities.

1. Look and choose the correct picture.

2. Listen and read. Then underline the jobs with colour blue and the difficult jobs with colour red.

3. Read and write True or False.

My dream job

Open your Student Book at page 44. Then do the following activities.

1. Look and choose the correct picture.

2. Listen and read. Then underline the jobs with colour blue and the difficult jobs with colour red.

3. Read and write True or False.

WRITTEN COMPREHENSION

TURN YOUR BRAIN ON
My favourite household chore

Before reading
Read and underline the words in the text. Then do the following activities.

During reading
1. Read and underline the words in the text. Then do the following activities.

After reading
2. Read and write True or False.

3. Read and write True or False.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

MAKE FUN WITH WORDS
What do you have to do at home?

1. Read and underline the words in the text. Then do the following activities.

2. Write the household chore. Then listen and check.

3. Complete the sentences and draw.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

ENGLISH IN ACTION
Have got and model can

1. Read and underline the words in the text. Then do the following activities.

2. Read and write True or False.

3. Read and write True or False.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

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Have got and model can

1. Read and underline the words in the text. Then do the following activities.

2. Read and write True or False.

3. Read and write True or False.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

ENGLISH IN ACTION
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1. Read and underline the words in the text. Then do the following activities.

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6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

SPECIAL SECTIONS

Assessment

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

Assessment

1. Listen and draw lines.

2. Read and write True or False.

3. Read and write True or False.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

Annexes

You use them in order to cut and paste in the fun workbook activities.

Annexes

1. Listen and draw lines.

2. Read and write True or False.

3. Read and write True or False.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

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

Pictionary

1. Listen and draw lines.

2. Read and write True or False.

3. Read and write True or False.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

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. Listen and draw lines.

2. Read and write True or False.

3. Read and write True or False.

4. Read and write True or False.

5. Read and write True or False.

6. Read and write True or False.

7. Read and write True or False.

8. Read and write True or False.

9. Read and write True or False.

10. Read and write True or False.

1 2 3 4 5 6 7 8

Oral Comprehension and Expression					Written Comprehension				
Unit name	A typical day	People of my community	Working to help	Amazing animal world	Season report	In my sweet home	Healthy food	Around my city	
Turn your brain on	My routine 6	My favourite profession 20	I sweep my bedroom 34	About animals 48	The seasons 62	This is my house 76	Breakfast time 90	Fun places 104	
Phonics	Sounds /s/ /z/ /ɪz/ 9	Plural nouns 23	sw 37	sn 51	sp 65	sc 79	sm 93	sl 107	
Speak up	Time zone 10	I want to be 24	Cleaning the house 38	Animals' abilities 52	What season is it? 66	In the living room 80	A big breakfast! 94	Places and activities 108	
Turn your brain on	Janet's daily routine 7	My community 21	My favourite household chore 35	Habitats 49	Crazy summer 63	Where is my teddy bear? 77	My healthy food is delicious 91	My last weekend 105	
Have fun with words	What time is it? 8	What do doctors do? 22	What do you have to do at home? 36	Wild animals 50	Seasons and weather 64	My sweet home 78	Food pyramid 92	My past activities 106	

Written Expression		English in action	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
			11 - 12	25 - 26	39 - 40	53 - 54	67 - 68	81 - 82	95 - 96	109 - 110
		Enjoy writing	My timetable	People of my community	My household chores	My pet	My favourite season	My dream bedroom	A shopping list	Sebastian's last weekend
			13 - 14	27 - 28	41 - 42	55 - 56	69 - 70	83 - 84	97 - 98	111 - 112
		Assessment	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself	Testing yourself
			15 - 17	29 - 31	43 - 45	57 - 59	71 - 73	85 - 87	99 - 101	113 - 115
		Pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary	My pictionary
			18	32	46	60	74	88	102	116
			Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map	Make your own mind map
			19	33	47	61	75	89	103	117
Annexes			119 - 127							

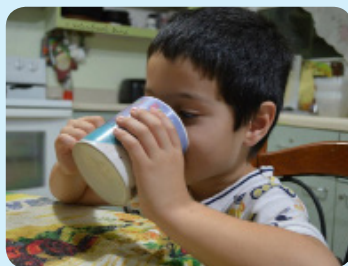
Unit 1 A typical day

TURN YOUR BRAIN ON

My routine

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

1. Listen and number.  1



2. Listen to the song and paste the pictures from Annex 1.  2

a

b

c

3. Write the song from Activity 2 in your notebook.

TURN YOUR BRAIN ON

Janet's daily routine

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

Before reading

1. Look at the times and write: in the morning, in the afternoon or in the evening.

7:00 a.m. _____

3:45 p.m. _____

10:15 a.m. _____

8:00 p.m. _____

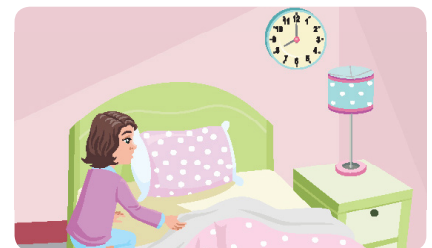
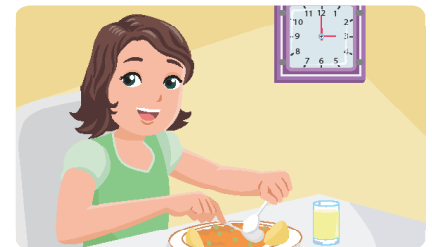
During reading

2. Look and read.

Hi, my name is Janet. In the morning, I get up at 6 o'clock a.m. Then, I have a shower and get dressed at 6:30 a.m. After that, I have breakfast and I brush my teeth at 7:30 a.m. Then, I go to school at 7:45 a.m.

In the afternoon, I go home at 2:00 p.m. and I have lunch at 3 o'clock p.m. Then, I do my homework at 4 o'clock p.m.

In the evening, I have dinner at 7 o'clock p.m. and I brush my teeth at 7:30 p.m. Finally, I go to bed at 8 o'clock p.m.



3. Underline the routines with colour red and the time with colour blue.

After reading*

4. Read and write True or False.

- a. Janet gets up at 7 a.m.
- b. She has lunch at 3:30 p.m.
- c. She has dinner at 7 p.m.
- d. She does her homework at 4 p.m.

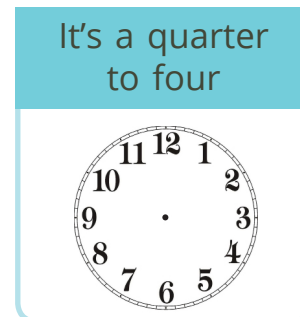
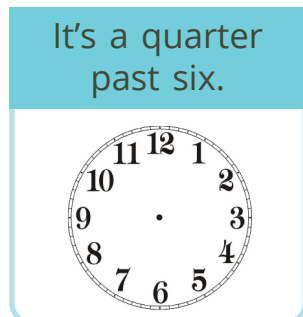
*It promotes independent learning

HAVE FUN WITH WORDS

What time is it?

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

1. Read and draw.



2. Read and choose. Then listen and check your answers.



1. I get up at...

a. 6:00 a.m.

b. 6:00 p.m.

2. I go to school at ...

a. 7:30 a.m.

b. 7:30 p.m.

3. I have lunch at ...

a. 3:00 a.m.

b. 3:00 p.m.

3. Look and complete the days of the week and school subjects.

TIME	DATE	M	T	W	T	F
8:00 a.m.	En	_____	_____th	En	_____	_____th
9:30 a.m.	_____th	En	_____	Sc	_____	S_____dies Ph_____ E_____
11:00 a.m.	B R E A K					
11:30 a.m.	Sc	_____	S_____dies	_____th	En	_____
1:00 p.m.	Ph E	_____	Sc	_____	S_____dies	Sc_____

PHONICS

/s/ /z/ /iz/

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

1. Listen and circle the correct sound. 6 4



cages

/iz/ /z/



mazes

/z/ /iz/



watches

/iz/ /z/



noses

/iz/ /z/



buses

/z/ /iz/



bees

/iz/ /z/

2. Listen and circle. 6 5

1.	/s/	/z/	/iz/
2.	/s/	/z/	/iz/
3.	/s/	/z/	/iz/



SPEAK UP

Time zone

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

1. Make short dialogues and act them out.*

Country	Peru	Brazil	Argentina	Chile	Spain
Time	7 a.m.	8 a.m.	9 a.m.	1 p.m.	2 p.m.

What time is it in Peru?

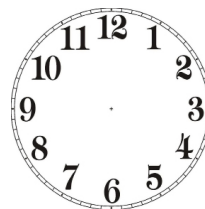
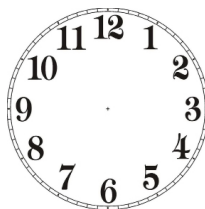


It's seven o'clock in the morning.



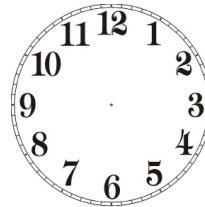
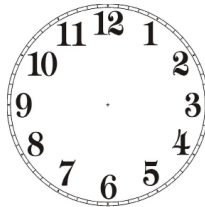
2. Write the time. Then draw and say.

I get up at



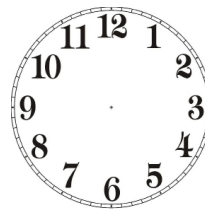
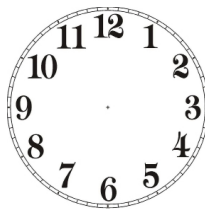
I brush my teeth at

I have breakfast at



I go to school at

I have got math at



I have got English at

3. Complete the survey with your classmates.

	Classmate 1	Classmate 2
Questions	Name	
a. What time do you get up?		
b. What time do you go to school?		
c. What time do you go to bed?		

*It encourages pair work.

http://www.youtube.com/watch?v=0Yq_rztquuU

Simple present tense

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

1. Complete the sentences with the words from the box.

- He _____ at six o'clock.
- He _____ at half past six.
- She _____ at seven o'clock.
- She _____ at a quarter past seven.
- He _____ at a quarter to eight.
- She _____ at four o'clock.

has breakfast
gets up
gets dressed
goes to school
has a shower
does her homework

2. Look and answer the questions.



- What time does Hanna get up?
She gets up at _____.



- What time does Hanna go to school?
She _____.



- What time does Hanna do her homework?
She does her homework at _____.



3. Read the question and colour the correct answer.

What time do you get up?

- He gets up at 7 o'clock.
- I get up at 7 o'clock.

What time does she get up?

- I get up at 6 o'clock.
- She gets up at 6:30.

What time does he go to school?

- She goes to school at 7:45.
- He goes to school at 7:45.

What time do you do your homework?

- I do my homework at 4:00.
- He does his homework at 4:00.

ENGLISH IN ACTION

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

4. Read and match with lines.

What time is it?

I get up at 6 o'clock.

What time do you get up?

I have got Math on Monday.

What have you got on Monday?

It's half past nine.

5. Complete the days of the week in the questions. Then answer with your own information.

Questions

Answers

What have you got on Monday?

I have got on Monday.

What have you got on ?

I have got on .

What have you got on ?

I on .

What have you got on ?

I .

What have you got on Friday?

.

6. Complete the following sentences using the words in the box.

lunch

goes to school

Tuesday

4 o'clock p.m.

She
from Monday to Friday.

She has
at 2 o'clock p.m.

She has got English on
.

She does her homework at
.



7. Draw your classmate and make sentences as Activity 6.

ENJOY WRITING

My timetable

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

Pre-writing

1. Draw your routines and write the time.

:	:
:	:

2. Write your name and complete the chart according to Activity 1.

's routine

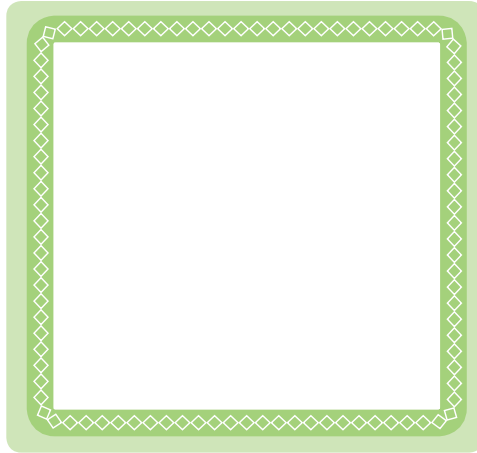
a.m.	



ENJOY WRITING

Let's write*

3. Draw a picture of yourself and complete the text about your routine.



My Typical Day

Hi! My name is . I am years old.

I at a.m. Then I at

. I at and

I at .

Post-writing*

4. Draw and write a short text about your mum's routines. Then keep it in your portfolio.



**It promotes independent learning.*

✓ Testing yourself

1. Listen and match the names with the correct school subjects. 6

Fernando

Abigail

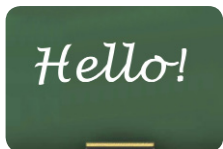
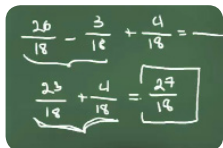
Lizzy



Simon

Rose

2. Listen and join with a line the day with the picture. 7



Monday

Tuesday

Wednesday

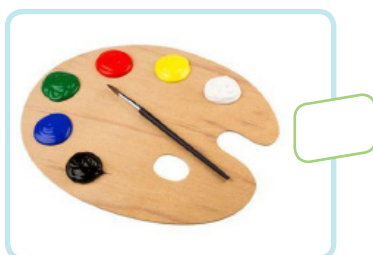
Thursday

Friday

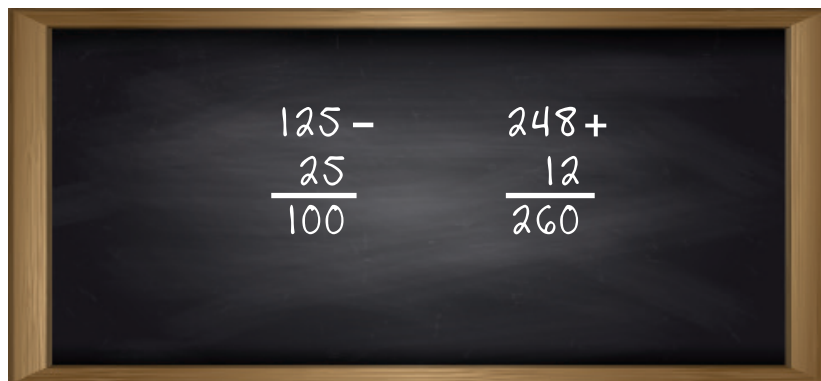


3. Listen and tick (✓) the correct picture. 8

What has David got on Friday?



4. Look and read. Write Yes or No.



- a. It is a house. _____
- b. It is a classroom. _____
- c. It's quarter to ten. _____
- d. It's an English class. _____
- e. Today is Monday. _____



5. Look and choose the best answer.



2. **Luis** What time do you get up?

- Tim**
- a. At quarter past six.
 - b. It's nine o'clock.
 - c. I have got science.

1. **Luis** What time is it?

- Tim**
- a. At ten o'clock.
 - b. It's eight o'clock.
 - c. I have got math.

3. **Luis** What have you got on Monday?

- Tim**
- a. At ten o'clock.
 - b. It's quarter to five.
 - c. I have got English.

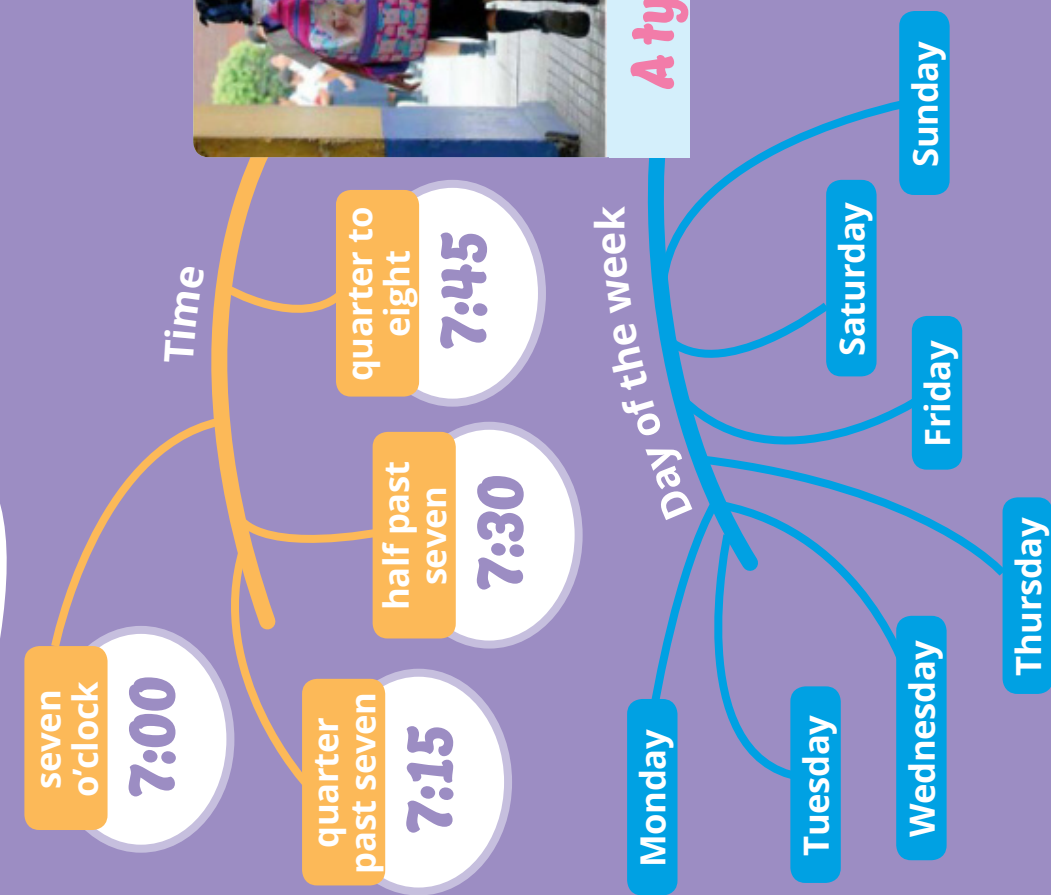
6. Read and write True or False.

Hi! My name is Hanna. I'm eight years old. Every day I go to school in the morning. From Monday to Thursday I have got math at 8:00 a.m. Then I have got English at 9:30 a.m. My break time is at 11:00 a.m. Then I have got science at 11:30 a.m. and finally I have got social studies at 1:00 p.m.

On Fridays, I have got art, physical education and music. I love my school subjects!

- a. Hanna is nine years old.
- b. She goes to school in the afternoon.
- c. Math is at eight o'clock.
- d. Physical education is on Friday.

Pictionary

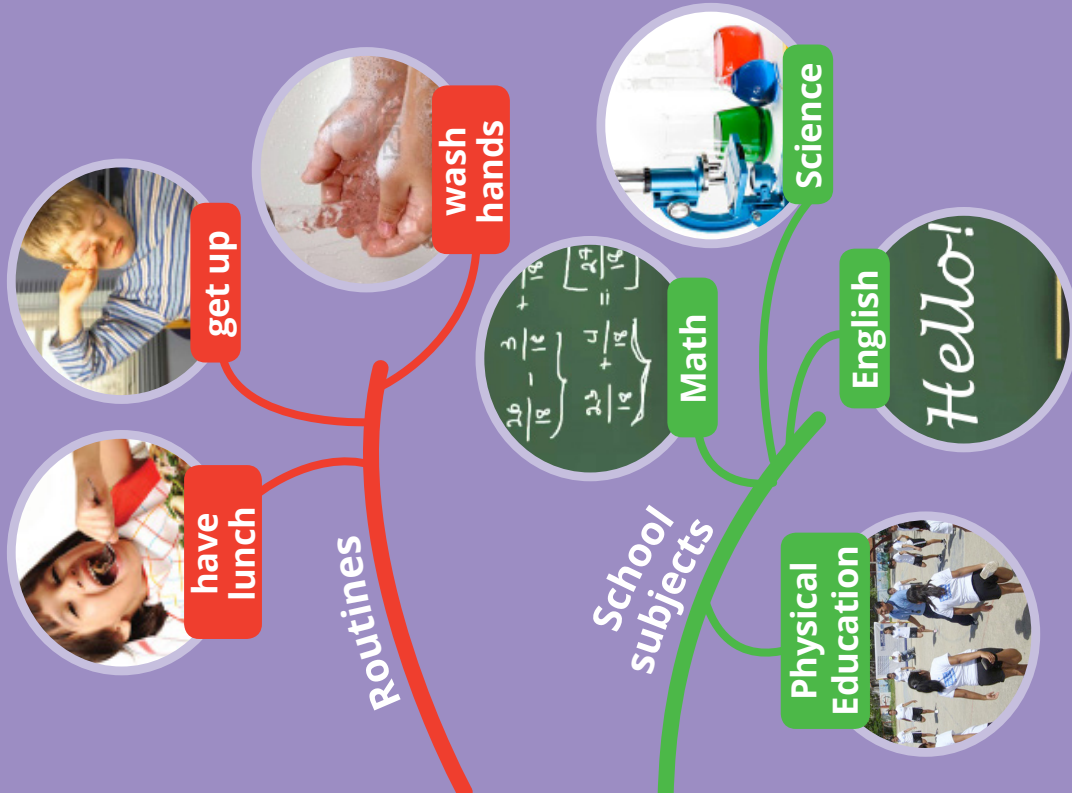


PEER ASSESSMENT

- ➔ 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
- ➔ Fentemacher Gary, Soltis Jonas. (2009). Approaches to Teaching. Columbia University United States of America: Teachers College Press.



Make your own mind map*

Paste pictures from Annex 2.



METACOGNITION



➔ I can tell the time, school subjects and days of the week.

➔ I can say and write about daily routines.