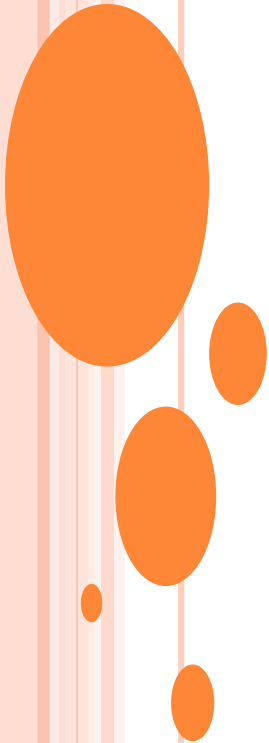


**PÁGINAS DE APOYO
6° BÁSICO
PARA ACTIVIDADES DE
RESUMEN**



PÁGINA 15

WHILE LISTENING

- 4 Listen to the conversation. Were your predictions right?
- 5 Listen again and complete the chart with the information you hear.

a. EMILY'S HEALTH PROBLEMS	b. HER MOTHER'S RECOMMENDATIONS

AFTER LISTENING

- 6 Discuss in pairs.
- a. What do you usually do when you get sick? Circle the best options for you.
- go to the doctor rest and sleep drink water take some medicine
- b. Why do you think people usually feel better after doing these things? Discuss with your class.

LANGUAGE NOTICEBOARD

Expressing necessity
Have to - Don't have to

1. Take a look at these sentences.

Positive

- a. You **have to** stay in bed.
b. You **have to** drink a lot of water.

Negative

- c. You **don't have to** stay in bed.

2. Now complete

Positive

- a. You _____ rest and sleep.
b. I _____ take you to the doctor.

Negative

- c. You _____ to take this medicine everyday.

WHILE LISTENING

4 Listen to the descriptions. Were your predictions right?

5 **Strategy** Read the words in the chart. What kind of information do you need to pay attention to? Listen again and complete the chart.

NAME	SPORT	WHEN	BENEFITS
Jane	Tennis	Saturday mornings	It gives her energy
Alex			
Gloria			

6 Listen once more and complete these ideas.

- Jane _____ playing tennis. She plays it with _____.
- Alex loves swimming. He _____ swim very well.
- Gloria thinks karate is _____. She _____ learn about self-discipline.

AFTER LISTENING

7 In pairs, use the information in exercise 5 to talk about Jane, Alex and Gloria.

Example: *Jane plays tennis. She plays tennis on Saturday mornings. Tennis gives her energy.*

8 Talk to your classmate about your favorite sport. Mention when you practice it and the benefits it has on your body.

LANGUAGE NOTICEBOARD Expressing ability and inability

1. Take a look at these questions and answers.

- | | |
|-------------------------------|--|
| a. A: Can you dance? | B: Yes, but I can't dance well. |
| b. A: Can you sing? | B: Yes, I can . |
| c. A: What can you do? | B: I can run but I can't climb a tree. |

2. Complete the statements below with **can** or **can't**.

- We use _____ to express ability.
- We use _____ to express inability.


UNIT

2

AROUND TOWN



GETTING STARTED

- 1 Get in groups, look at the picture above and answer the following questions as fast as you can:
 - a. What places can you identify?
 - b. How many of these places have you ever visited in your town/city?
 - c. Think of any other typical places in a town or a city and make a list in 2 minutes.
- 2  Listen and check your answers in exercise 1, letter a. Did you answer correctly?

MODULE 1

LESSON
B

How do I get there?

Lesson goals

- Reflect on how to help people move around and ask for directions.
- Listen to dialogues asking for directions.
- Write and give spoken directions using a map.
- Read a short literary extract to give directions.
- Write sentences giving directions.

VOCABULARY IN CONTEXT

1 46 Look, listen and repeat.



2 47 Cover the words in exercise 1. Then, listen and point at the directions you hear.

3 48 Read, listen and repeat these sentences.



4 Look, point and mention the safety elements you can see in this picture.



MODULE 1

LESSON


C

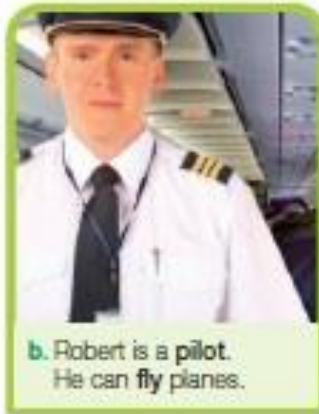
Who are they?

Lesson goals

- Reflect on occupations and what people can do.
- Read and listen to sentences to identify jobs and activities connected to jobs.
- Listen to a model dialogue to talk about occupations and activities.
- Write a dialogue about occupations and activities.
- Talk about your family's occupations and activities related.

VOCABULARY IN CONTEXT

1  52 Read and listen. Pay attention to the words in **bold**.



BEFORE LISTENING

2 Match the questions to their corresponding answers.

What does she do? What can she do?

Q: _____

A: She can help animals.

Q: _____

A: She's a vet.