

My Trip to London

1. Listen to and read another of Sally's anecdotes. Choose the title that best fits it.



- a. Sally's Junk Treasure b. Barry's New Found Ring c. Sally and the Magic

Hi there, it's **Sally** again. Today I want to share a funny and somewhat embarrassing anecdote from one of my recent trips to **London**.

Yesterday, walking down the streets of Piccadilly Circus all I could hear was the *beep* of cars. Suddenly I heard a *clink*. I looked down and saw a gold ring. I picked it up and noticed that it had a very small writing on it. I couldn't read what it said, but I knew it wasn't English. I asked around if anyone lost it, but no one said yes. So, I put it in my pocket and continued walking.

The next day *ring, ring*, the phone rang. It was my friend **Barry**. He asked me to come to his house to *catch-up*. When I got there, I showed him the ring, and asked if he knew what language it was. Barry just looked at me and started laughing. I thought that I found an expensive ring with some ancient language written on it. It turns out that my expensive ring was nothing more than a toy ring that you would find inside a box of candy!

Here I am thinking that I found a treasure, and it was nothing more than a children's toy. I made a fool of myself in front of Barry, but I didn't get **upset**. We had a good laugh!



2. Work in pairs. Answer the following questions about Sally's anecdote.



- a. Where was Sally walking?
b. Who did Sally visit in London?
c. What happened that made Sally's visit to London interesting?
d. What did Barry have to say about the ring?



3. Work in pairs. Retell Sally's anecdotes using the sequencers in the box. Follow the example.

First, Sally was walking down Piccadilly Circus.

First, Next, Then, Finally,

Use the same sequencers to tell a funny anecdote just like Sally's.

IV. Answer the following questions. Example: (Contesta las siguientes preguntas. Ejemplo:)

How many *heads* do you have? (¿Cuántas _____ tienes?)

I have a head. También se puede decir: I have one head. (Tengo una cabeza)

1. How many *knees* do you have? (¿Cuántas _____ tienes?)

I _____.

2. How many *toes* do you have? (¿Cuántos _____ tienes?)

I _____.

3. How many *stomachs* do you have? (¿Cuántos _____ tienes?)

_____.

4. How many *arms* do you have? (¿Cuántos _____ tienes?)

_____.

5. How many *shoulders* do you have? (¿Cuántos _____ tienes?)

_____.

6. How many *fingers* do you have? (¿Cuántos _____ tienes?)

_____.

7. How many *hands* do you have? (¿Cuántas _____ tienes?)

_____.

8. How many *backs* do you have? (¿Cuántas espaldas tienes?)

_____.

PARTS OF THE BODY SONG (CANCIÓN DE PARTES DEL CUERPO)

III. Complete the following song with the missing parts of the body. I really recommend you listen to the song so the kids learn the pronunciation of each part of the body. (La traducción está en las instrucciones)

These are the parts of my body from my head to my toes I'm gonna move each part and say: "Here we go". (x2)

(Estas son las partes de mi cuerpo de la cabeza a los dedos de los pies. Voy a mover cada parte de mi cuerpo y digo: "Aquí vamos")

I move my _____ (Muevo mi cabeza)

I move my _____ (Muevo mis ojos)

I move my _____ (Muevo mis nariz)

I move my _____ (Muevo mis orejas)

I move my _____ (Muevo mi boca)

I move my _____ (Muevo mi cuello)

I move my _____ (Muevo mis hombros)

I move my _____ (Muevo mi estómago)

These are the parts of my body from my head to my toes I'm gonna move each part and say: "Here we go". (x2)

(Estas son las partes de mi cuerpo de la cabeza a los dedos de los pies. Voy a mover cada parte de mi cuerpo y digo: "Aquí vamos")

I move my _____ (Muevo mis brazos)

I move my _____ (Muevo mis codos)

I move my _____ (Muevo mis manos)

I move my _____ (Muevo mis dedos)

I move my _____ (Muevo mis piernas)

I move my _____ (Muevo mis rodillas)

I move my _____ (Muevo mis pies)

I move my _____ (Muevo mis dedos de los pies o Muevo los dedos de mis pies)