

4. An anecdote always has a setting or context and three parts: a beginning, a middle and an end. Read the following anecdote, write your ideas on the lines, and talk with your partner about how you identified each part.

My trip to the Mayan Pyramids

Hey everyone! I want to tell you some funny anecdotes from my trip to Mexico last month. My brother and I visited the **astonishing** pyramids of Teotihuacan. I was very excited. I am obsessed with anything **related** to ancient architecture and pyramids. I wanted to see all of what Teotihuacan had to offer as soon as we got there.

One funny little anecdote happened when we were going up the Pyramid of the Moon. I thought it would be fun to race my brother up the steep steps, but what do you know! As

soon as we were halfway up the stairs, I ran out of breath and felt **dizzy**, and my brother tripped with his cell phone in his hand and accidentally took the funniest selfie ever! You should've seen his face! His eyes were wide open!

Later, we had lunch in a restaurant called Quinta de la India Bonita, where we had the yummiest barbacoa (sheep meat steam cooked in an underground oven) and *escamoles* (ant eggs). My brother put some hot sauce on his food thinking it was ketchup. But guess what? It was Tabasco sauce! He started to cough and laugh at the same time. We both had a good laugh! He liked it so much, he even asked the waitress if he could take the bottle home.

a. Setting _____

c. Middle _____

b. Beginning _____

d. End _____

5. Work in pairs. Pretend you are Sally and retell your partner Sally's trip to Mexico as if it were your anecdote. Try to use the correct pronunciation and intonation.
6. An adjective is a word that can help you describe an action or situation in an anecdote. Look for six adjectives in Sally's anecdote and write them on the lines. Next, use them to tell a short anecdote to a partner.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Student's Tip

An anecdote has different purposes. It can be humorous, inspirational, reminiscent, philosophical or cautionary. Focus on the kind of message you want to express and take some notes before you tell your anecdote.

How Many?

name _____

I have



eyes

I have



mouth

I have



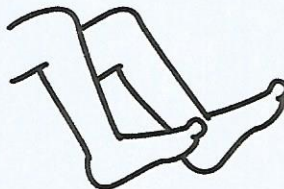
ears

I have



fingers

I have



legs

I have



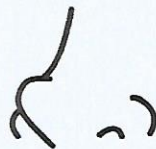
arms

I have



toes

I have



nose

1 2 3 4 5 6 7 8 9 10

III. Complete the following song with the missing numbers. (La traducción está en las instrucciones)
How many fingers do you have? (¿Cuántos dedos tienes?)

Let's count! (¡Vamos a contar!)

How many fingers do you have? (¿Cuántos dedos tienes?)

one, two, _____, _____, _____, _____, _____, _____, _____,

Let's count them again! (¡Vamos a contarlos otra vez!)

_____, _____, _____, _____, _____, _____, _____, _____,

Now, this is the end. (Ahora este es el fin)

How many fingers do you have? (¿Cuántos dedos tienes?)

I have _____ fingers. (Tengo _____ dedos.)

IV. Answer the following questions. Examples: (Contesta las siguientes preguntas. Ejemplos:)

How many eyes do you have? (¿Cuántos ojos tienes?)

I have two eyes. (Tengo dos ojos)

How many noses do you have? (¿Cuántos narices tienes?)

I have a nose. (Tengo una nariz) También se puede decir: I have one nose. (Tengo una nariz). Lo que no es correcto decir es: ~~I have a one nose.~~ El artículo *a* o *an* nunca se usa con el número one (uno) Ya que sería como decir en español: ~~Tengo una uno nariz.~~ Nota: No es necesario poner la traducción en inglés si la actividad se hace a mano.

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

I have _____.

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

I _____.

3. How many mouths do you have? (¿Cuántas _____ tienes?)

I _____.

4. How many ears do you have? (¿Cuántas _____ tienes?)

_____.

5. How many legs do you have? (¿Cuántas _____ tienes?)

_____.