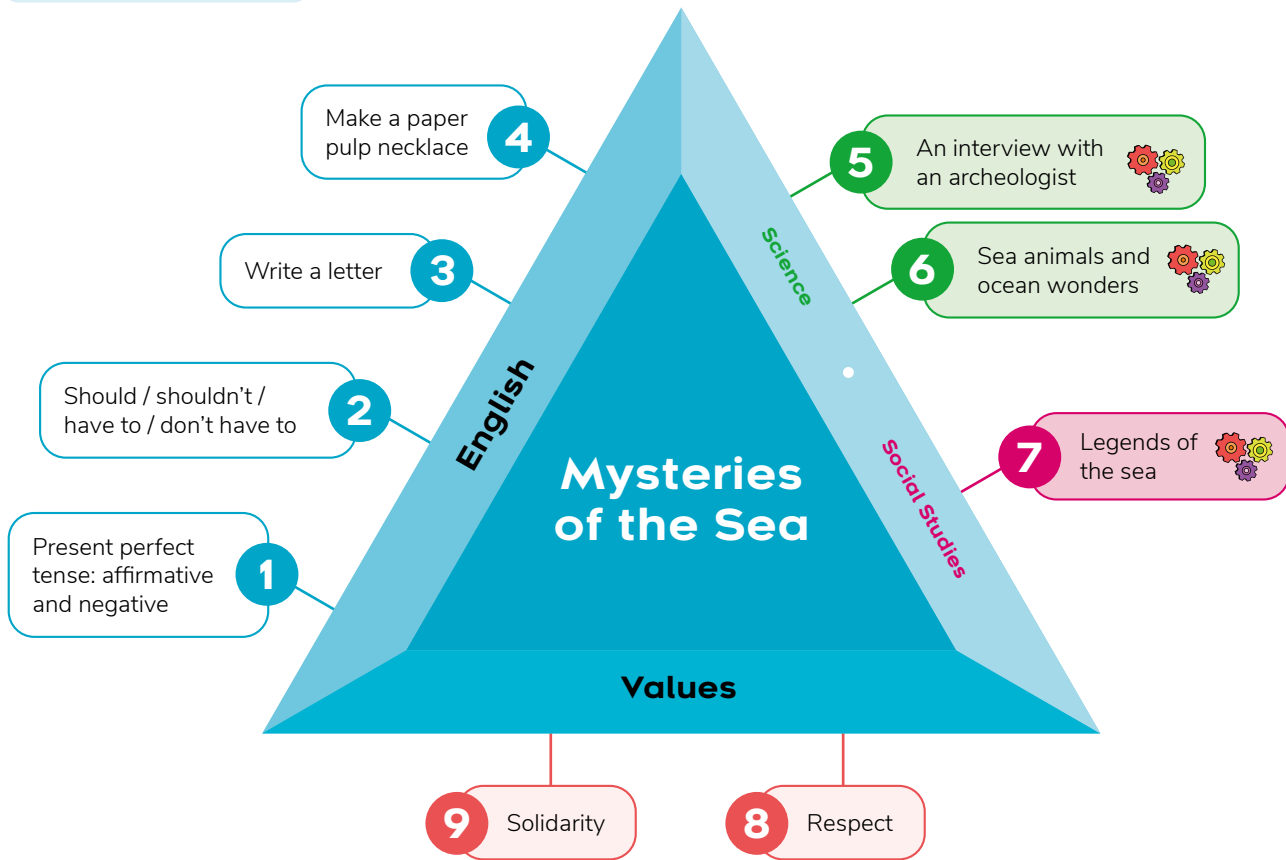


# English Pedagogical Module 6

## Mysteries of the Sea

Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language through the Arts

### Sixth Grade EGB



### The Ocean

The ocean is an incredible part of planet earth. It covers more than 70% of the earth's surface and 97% percent of all the water on earth is in the ocean. It is also the natural habitat of many animals like fish, turtles and dolphins. The ocean is so big that only 5% of it has been explored! Can you imagine all of the things that we still don't know about it?

Adapted from: <https://www.trafalgar.com/real-word/10-unbelievable-facts-ocean/>



What facts do you know about the ocean?

# Communication and Cultural Awareness

Do you like pirates?

## Pirates and Treasures



**Exercise 1.** Pair work. Read these sentences and choose the correct answer between A or B.

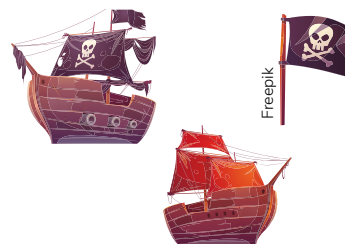
- A. A pirate is a **sailor**.
- B. A pirate is an artist.
- A. Pirates are good.
- B. Pirates are bad.
- A. They sail in ships.
- B. They travel by train.
- A. They **steal** things.
- B. They buy things.
- A. They are nice people.
- B. They attack other ships.

Pirates are dangerous **adventurers** who sail across the **seas**. They attack other ships to steal valuable things from them. You can identify a pirate ship because of its flag that usually has a skull with crossbones, known as a Jolly Roger. Pirates have existed since the 14th century and some of the most famous are Blackbeard and Captain Kidd. Pirate ships were usually small and faster than other ships. This helped them to **overtake** merchant ships that were slow and heavy.

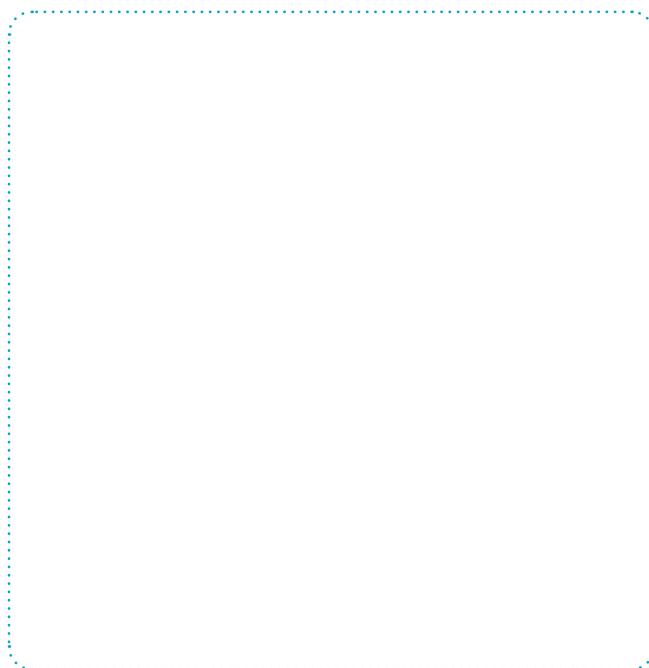
*Retrieved from: <https://kidsconnect.com/social-studies/pirate/>*

**Exercise 2.** Read the text about pirates. Then match the words with the pictures.

- a. Merchant ship
- b. Pirate ship
- c. Jolly Roger flag



**Exercise 3.** Pair work. Draw a scary pirate and describe it to a partner. Whose pirate is the most fearful?



### Vocabulary

- sailor.** a person who works on a ship
- steal.** to take something without the permission of the owner
- adventurer.** someone who likes dangerous or exciting experiences; a person who looks for adventures
- sea.** the salt water that covers most of the Earth's surface
- overtake.** to move up to someone or something that is in front of you by moving faster

# Oral Communication

What do you think the life of a pirate was like?

## A Pirate's Life



**Exercise 1.** Pair work. Look at the picture and answer these questions with a classmate.

a. Who are the people in the picture?

\_\_\_\_\_

b. Where are they?

\_\_\_\_\_

c. What are they doing?

\_\_\_\_\_

**Exercise 2.** Listen to John and his grandpa talk about pirates. Read the sentences and write **True (T)** or **False (F)**. Correct the false sentences.

a. John isn't interested in pirate's stories.

☐

\_\_\_\_\_

b. Pirates only stole money and **jewels**.

☐

\_\_\_\_\_

c. Pirates stole different valuable things.

☐

\_\_\_\_\_

d. They didn't **trade** slaves.

☐

\_\_\_\_\_

e. They sometimes kept **slaves** in their ships.

☐

\_\_\_\_\_

**Exercise 3.** What did pirates put in their treasure **chests**? Circle the words.

cotton

spices

swords

hats

pistols

slaves

food

shoes

### Tip

Learn and practice the words in the *Vocabulary* before you listen to the audio.

### Vocabulary

**jewels.** precious stones

**trade.** the activity of buying and selling things between people

**slave.** a person who works for another without pay and has no freedom

**chest.** a large box, usually made of wood, used for moving possessions from one place to another

**spice.** a substance made from a plant, used to give a special flavour to food

**sword.** a weapon with a long, sharp metal blade and a handle

# Reading

## Shipwrecks



**Exercise 1.** Look at the picture and answer this question: What do you think a shipwreck is? Underline the correct answer.

- a. A ship that has sunk at sea.
- b. A ship sailing the ocean.
- c. A ship fighting in a battle.

A shipwreck is a ship that has **sunk** at sea. People have found shipwrecks on land and in the ocean. Some shipwrecks have been **accidental** and others intentional - they have sunk in **battle**. Archeologists have estimated over 3 million shipwrecks in human history. They are interested in shipwrecks because they find historical information. They have also discovered treasure ships from the times of colonization. A very famous shipwreck is the Titanic. It was a British ship that sank in 1912.

*Adapted from: <https://kids.kiddle.co/Shipwreck>*



### Vocabulary

**sunk.** (past tense of sink) to go down below the surface of a liquid

**accidental.** happening in a way that is not planned or intended; happening by accident

**battle.** a fight between people or groups

**Exercise 2.** Read the text. Then, replace the underlined words in the sentences with words from the box. Write the new sentence on the line.

Archeologists

The Titanic

shipwrecks

- a. Some of them are accidental and others are intentional.  
\_\_\_\_\_
- b. They are interested in shipwrecks because they find historical information.  
\_\_\_\_\_
- c. It was a British ship that sank in 1912.  
\_\_\_\_\_

**Exercise 3.** Look at this sentence from the text, then answer the question, "People have found shipwrecks on land and in the ocean."

- a. Are they talking about an event in the past or present?
- b. Do we know exactly when the action happened?

### Grammar Tip

#### Present Perfect

We use the **present perfect** to talk about an experience in the past. We use the verbs have or has with the past participle of a verb. To negate the sentence, we can add the word not (abbreviated as "n't") to the verbs have or has.

Subject	have/has	past participle
I/you/we/they	<b>have</b> (haven't)	found shipwrecks.
He/she/it	<b>has</b> (hasn't)	sunk at sea.

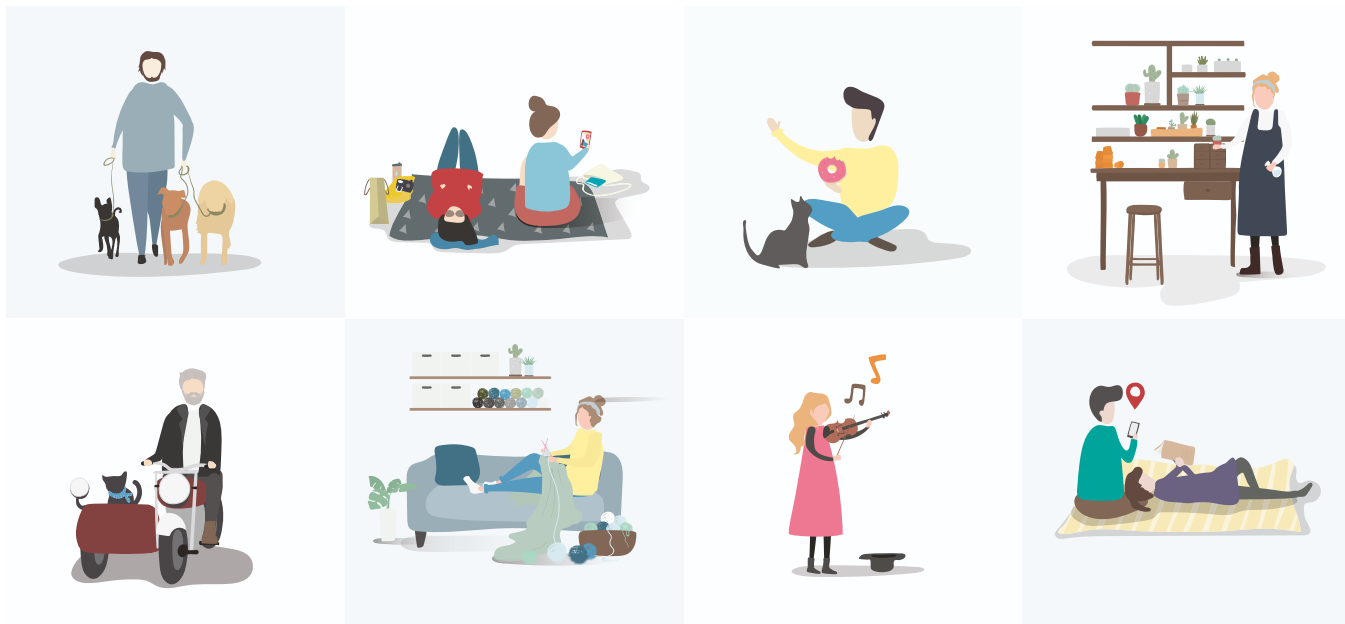
**Exercise 4.** Underline all the present perfect forms in the text.



# Writing

How can we talk about things that have happened?

## Talk About Life Experiences



**Exercise 1.** Put a check mark (✓) next to the experiences you or your family members have had.

- ☐ I have swum in the sea.
- ☐ I have eaten chontacuros.
- ☐ My brother/ sister has ridden a motorcycle.
- ☐ I haven't climbed the volcano Cotopaxi.
- ☐ I haven't played baseball.
- ☐ My mother hasn't eaten guanta.

**Exercise 2.** Write five sentences about the most interesting experiences you or your family members have had. Do not mention when they happened.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Grammar Tip

We form the present perfect with have/has + the past participle (played, eaten, ridden, etc.). With regular verbs, past participles end in -ed. They are the same as the past simple.

live → lived

climb → climbed

play → played

Many verbs have irregular past participles. This means that they are different from the past simple.

eat → ate → eaten

be → was/were → been

go → went → gone

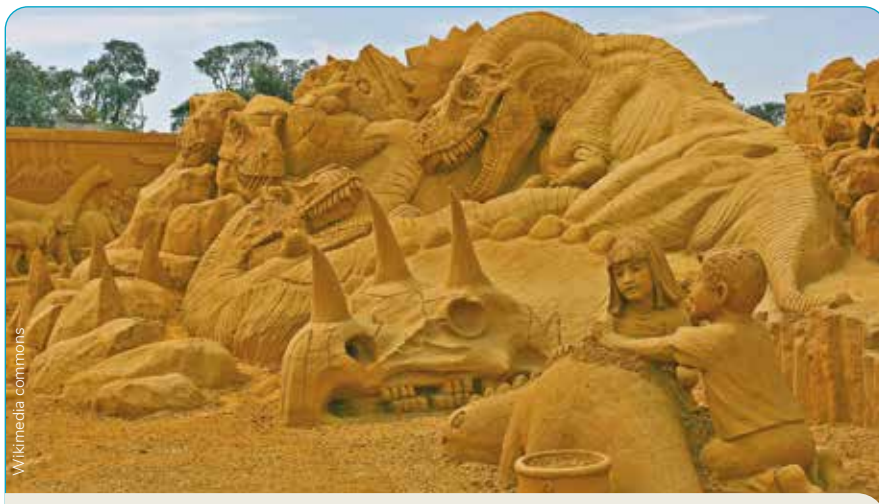


**Exercise 3.** Pair work. Compare your sentences with a classmate. Who has had more unusual experiences?

# Language Through the Arts

Have you ever made something out of sand?

## Sand Art



**Sand** comes from the ocean and it is deposited on land. We can usually find a lot of sand on the beach. When some children go to the beach, they make little constructions with the sand like sand **castles**, but did you know that there are professional sand **sculptors**? There are famous sand artists who create amazing works of art with sand. They use sand, water, and a lot of patience and creativity to make their art.

Tourists take pictures of their art and pay the artists. Today, there are sand art competitions in different cities with **coasts** around the world.

*Retrieved from: <https://everythingbeaches.com/history-of-sand-castles-and-sand-sculpting/>*

**Exercise 1.** Read the text and answer these questions.

a. What do some children do when they go to the beach?

\_\_\_\_\_

b. What do sand sculptors do?

\_\_\_\_\_

c. What are some cities that you think could have sand art competitions?

\_\_\_\_\_

### Vocabulary

**sand.** very small grains of rock found on beaches and in deserts

**castle.** a large building with high walls and towers; similar to the Spanish word "castillo"

**sculptor.** someone who creates objects with wood, metal, sand, etc.

**coasts.** the land that is near a sea or ocean

**Exercise 2.** Look at the pictures of sand sculptures. Give a title to each piece of artwork.



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

**Exercise 3.** Pair work.  
Discuss these questions with a classmate: Are there sand artists in Ecuador?  
Have you ever constructed a sand sculpture?

# Oral Communication

What would you do if you were on a sinking ship?

## The Titanic

**Exercise 1.** Pair work. Look at the picture and discuss these questions with a partner. Do you know the name of this ship? What happened to it?



**Exercise 2.** Listen to a conversation Paulo has with his teacher. What do they talk about? Underline the words that you hear in the conversation.

Movie

British

American

Iceberg

Sank

Pacific Ocean

Atlantic Ocean

**Exercise 3.** Listen again and answer the questions.

a. What did the iceberg do to the ship?

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b. How long did it take the Titanic to sink?

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c. How many people died?

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### Tip

Learn and practice the words in the *Vocabulary* before you listen to the conversation.



### Vocabulary

**hit.** to touch something with force

**bottom.** the lowest part of something

## Communication and Cultural Awareness

Do you know about the city of Atlantis?

### The Lost City of Atlantis



Plato was a **Greek** scientist and philosopher. He wrote about a city that disappeared under the water. He wrote this about 2,500 years ago and this story has become a legend. Plato wrote that an **earthquake** and **tsunami** sank the city of Atlantis into the ocean. He said that this city had the temple of Poseidon, the **god** of the sea. Marine archeologists have looked for the lost city of Atlantis for a long time but they haven't found any evidence of a city under the sea. Some researchers believe that Plato invented the story of Atlantis to warn people about being prideful and greedy.

*Retrieved from: <https://easyscienceforkids.com/all-about-the-lost-city-of-atlantis/>*

**Exercise 1.** Read the text and mark these sentences as **True (T)** or **False (F)**.

- ☐ Plato wrote a story about a city that became a legend.
- ☐ The city of Atlantis had the temple of the god of war.
- ☐ Marine archeologists have found evidence of a city under the sea.



#### Vocabulary

**greek.** from Greece

**earthquake.** a violent movement of the earth's surface

**tsunami.** an extremely large wave caused by the movement of the earth under the sea

**god.** a spirit believed to have power to control parts of the earth or the universe

**mermaid.** an imaginary creature with the upper body of a human woman and the tail of a fish

**Exercise 2.** Pair work. Draw your own lost city under the sea in the space below. Compare your drawings with a partner. you can say:

- A:** My city has the temple of Poseidon.
- B:** Cool! My city has **mermaids** and treasures.
- A:** In my city, people can live under water.

# Oral Communication



## Science

Do you think it would be fun to explore shipwrecks?

### An Interview with an Archeologist



**Exercise 1.** Look at the image and answer these questions with a partner.

- What is under the sea?
- Who is the man?
- What is he doing?

**Exercise 2.** Listen to a radio host interview an **archeologist** about shipwrecks. Why do shipwrecks happen? Underline the correct answer.

- A **war**
- Navigation problems
- A **storm**
- All of the above

#### Tip

Learn and practice the words in the *Vocabulary* before you listen to the audio.

**Exercise 3.** Complete the sentences from the conversation with the words in the box. Then, listen to the conversation again and check your answers.

studying

seen

been

found

happened

attacked

destroyed

Radio host: Have a lot of shipwrecks \_\_\_\_\_ during a war?

Archeologist: Yes, there have, especially when the enemy has \_\_\_\_\_ and \_\_\_\_\_

the ships. Radio host: Have you \_\_\_\_\_ on a shipwreck lately?

Archeologist: Yes, I have. I was recently \_\_\_\_\_ a shipwreck in the Caribbean Sea for the past three months.

Radio host: Have you \_\_\_\_\_ anything interesting? Archeologist: No, I haven't \_\_\_\_\_ any valuable objects yet.

**Exercise 4.** Underline the information you hear.

- Only a few shipwrecks have been caused by war.
- The archeologist has studied a shipwreck in the Mediterranean Sea.
- He has been in the Caribbean Sea for the past three months.
- He has found some coins and ancient objects.



#### Vocabulary

**archeologist.** someone who studies things that have happened in the past

**war.** armed fighting between two or more people, countries, etc.

**storm.** heavy rain with very strong wind and thunder and lightning

**found** (find). to discover something



# Language Through the Arts

## Ocean In a Bottle



**Exercise 1.** Match the materials with the pictures. Write the number on the line.

Materials:

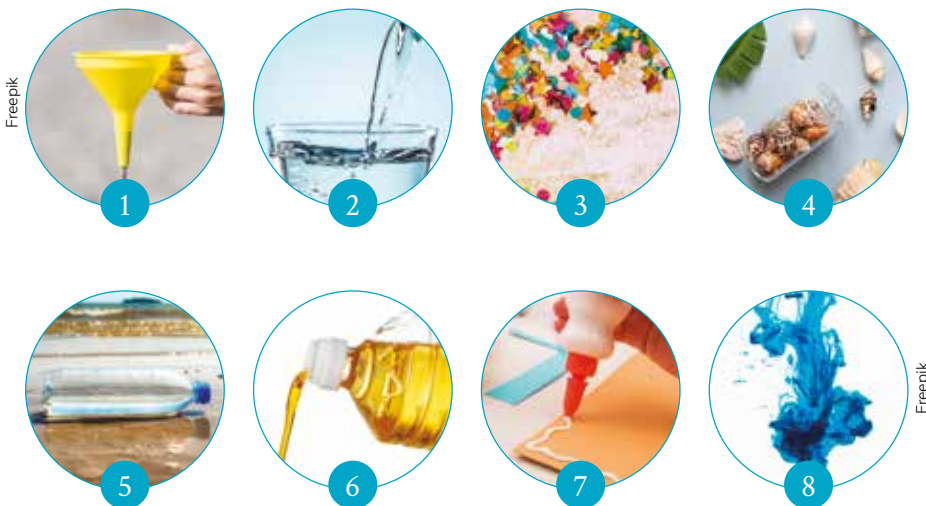
- a. A clean, **empty** two-liter plastic bottle with a **cap** \_\_\_\_\_
- b. Clear vegetable oil \_\_\_\_\_
- c. Water \_\_\_\_\_
- d. A funnel \_\_\_\_\_
- e. Blue food coloring \_\_\_\_\_
- f. **Shells** and sea creatures (they shouldn't be heavy so they can float), or small rocks and leaves \_\_\_\_\_
- g. One teaspoon of **glitter** \_\_\_\_\_
- h. White glue \_\_\_\_\_

**Exercise 2.** Read the steps and make this fun activity in class or at home.

Steps:

- 1. Fill half of the bottle with water.
- 2. Add a few drops of blue food coloring and mix.
- 3. Add glitter and sea creatures, then fill the rest of the bottle with vegetable oil.
- 4. Put white glue around the **rim** and close cap. Before putting the glue, wash and dry the cap.

*Retrieved from: <https://kidactivities.net/ocean-theme-activities-page-1/>*



### Vocabulary

**empty.** opposite of full

**cap.** a small cover

**shell.** the hard outer covering of a sea creature

**glitter.** small bits of material that sparkle, used for decoration

**rim.** the outer circular edge of a bottle

# Oral Communication

Have you ever sent a message in a bottle?

## Messages in a Bottle



**Exercise 1.** Pair work. Look at the picture. What do you think is inside the bottle? Tell your partner.

**Exercise 2.** Listen to a teacher tell a story. Then, answer these questions.

a. Why did the people on the boat put a message in a bottle?

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b. How were they rescued?

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### Grammar Tip

#### Present Perfect Questions

We use the **present perfect** to talk about experiences.

When we ask a question about experiences, we often use the word **ever**.

E.g.: **Have** you **ever** read about shipwrecks?

We use **never** to form a negative sentence.

E.g.: No, I've **never** heard about messages in bottles.

**Exercise 3.** Listen to the story again and complete the sentences with the missing information.

1. There was once a shipwreck near \_\_\_\_\_.
2. \_\_\_\_\_ people were in the middle of the sea and they needed to get \_\_\_\_\_, so they put a message in a bottle.
3. When a \_\_\_\_\_ boat passed by, they tied the bottle to it.
4. The \_\_\_\_\_ gave the message to a marine protection group.

**Exercise 4.** Pair work. Write three questions using the present perfect. Then, ask and answer them with a classmate.

#### Tip

Learn and practice the words in the *Vocabulary* before you listen to the audio.



#### Vocabulary

**tied.** (tie) to hold together with a piece of string

**rescued.** (rescue) to help someone out of a dangerous situation

# Reading

Do you think a message in a bottle can be useful?

## A Love Story



**Exercise 1.** Here are four words from the text. Look at them with a partner and predict what you think the topic of the text will be.

sailor

message

answer

pretty woman

One day a **lonely** sailor wrote a message on a piece of paper and put it in a bottle. Then, he threw the bottle to the ocean **hoping** that a pretty woman - that was as lonely as he was, would answer it. Two months later, a fisherman found the bottle and read the message. He gave the letter to his daughter, but didn't take it seriously. The fisherman's daughter **replied** to the sailor. They continued writing messages to each other and became good friends. One day, they met each other and they finally got married in 1959.

*Adapted from: <http://www.wheresmybottle.com/fun-facts>*

**Exercise 2.** Read the text. Then, answer the questions.

a. What did the sailor throw into the ocean?

b. Why did the sailor write a message?

c. How did the sailor and the fisherman's daughter become good friends?

### Grammar Tip

Use **should/ shouldn't** for recommendations.

Use **should** when you think that someone needs to do something.

E.g.: You **should** send a message in a bottle.

Use **shouldn't** when you think that someone must not do something.

E.g.: You **shouldn't** send it through the mail.

**Exercise 3.** Write three sentences giving recommendations on what you should and shouldn't do when writing a message in a bottle. Remember to check the grammar box.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



### Vocabulary

**sailor.** a person who works on a ship

**lonely.** to be sad because you are not with other people

**hope.** to want something to happen

**reply.** to answer or respond



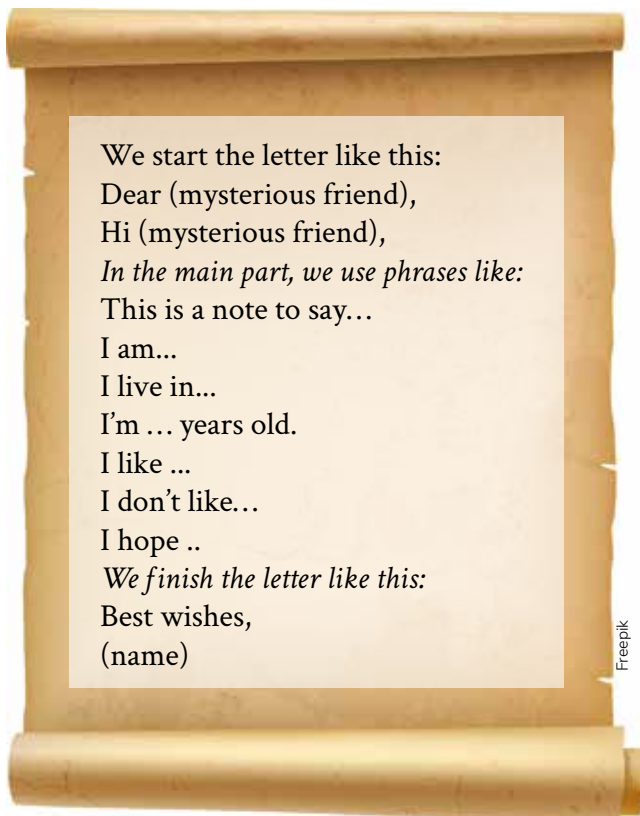
# Writing

## Let's Write a Letter

**Exercise 1.** Pair work. What message would you write in a bottle for someone that will receive it years later? Tell your partner.



**Exercise 2.** Write a message in a bottle about you. Follow these instructions to write a clear, organized letter.



We start the letter like this:  
Dear (mysterious friend),  
Hi (mysterious friend),  
*In the main part, we use phrases like:*  
This is a note to say...  
I am...  
I live in...  
I'm ... years old.  
I like ...  
I don't like...  
I hope ..  
*We finish the letter like this:*  
Best wishes,  
(name)

**Exercise 3.** Make one sentence from two sentences with the words and or but.

Use and to talk about extra information and but for different information. Use commas to connect the sentences.

E.g.: I'm 10 years old, and I'm in sixth grade.

I like to play sports, but I don't like to run.

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# Assessment

## Grammar / Reading

1. Read the text about pirates. Underline the present perfect forms in the text.

Have you heard about pirates? They were criminals who attacked ships at sea. There have been a lot of stories of pirates who sailed on the seas. Pirates sailed from the late 1500s to the early 1800s. The most famous symbol of pirates has always been the Jolly Roger—a black flag with a skull and crossbones.

The ideas that we have about pirates have come from books and movies. People have written stories about their adventures and treasures. Some of these stories are real but others are imaginary.

*Adapted from: <https://kids.britannica.com/kids/article/pirate/353633>*

2. Read the text again. Are these sentences **True (T)** or **False (F)**? Correct the False sentences on the line.

- a. The most famous symbol of pirates has been treasure ships. ☐
- b. All of the stories about pirates are real. ☐
- c. People have learned about pirates in books and movies. ☐
- d. Pirates were criminals who attacked trains. ☐

## Vocabulary

Match the verbs with the correct sentences. Write the letter on the line.

- |         |                                    |
|---------|------------------------------------|
| gone    | a. I have _____ a famous person.   |
| met     | b. I have _____ a tall tree.       |
| eaten   | c. I have _____ American football. |
| played  | d. I have _____ arepas before.     |
| climbed | e. I have _____ camping.           |

## Writing

Use the information in the previous exercise to write five questions about experiences with, "Have you ever...?"

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## Speaking

Work in groups of three students. Ask and answer the questions in the previous exercise.

*E.g.: A: Have you ever gone to Peru?*

*B: Yes, I have./ No, I haven't.*





### Listening / Grammar

Complete the questions with the past participle form of the verbs in the box. Then, listen and check your answers. There are two extra verbs.

hear

make

ride

see

write

read

take

1. Has your father ever \_\_\_\_\_ stories about pirates?
2. Have you ever \_\_\_\_\_ of shipwrecks?
3. Have you ever \_\_\_\_\_ a sand castle?
4. Has your mother ever \_\_\_\_\_ the movie Titanic?
5. Have you ever \_\_\_\_\_ a message in a bottle?

### Writing

Imagine you are shipwrecked. Write a message in a bottle to ask for help.

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### Speaking

Pair work. Exchange letters with a partner. Read out loud your partner's letter.



I'm completing this self-evaluation based on what I learned in the module.

### Self-evaluation

Topics	I check ✓ the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can understand academic information about space.				
I can write a paragraph to show sequence.				
I can understand and use words about space.				

## Communication and Cultural Awareness



## Science

## Ocean Wonders



**Exercise 1.** Do you like **whales**? Put a check (✓) next to the information you know about whales. What else do you know?

- ☐ 1. Whales are **mammals**.
- ☐ 2. Whales **breathe** air like humans.
- ☐ 3. Whales have a **blowhole** in the top of their heads that helps them breathe.
- ☐ 4. The Blue Whale is the largest animal in the world.
- ☐ 5. Some whales can sing.
- ☐ 6. Whales can swim as fast as 30 miles per hour.
- ☐ 7. Blue whales can **weigh** as much as 30 elephants.

Retrieved from: <https://www.whale-world.com/facts-about-whales-for-kids/>

**Exercise 2.** Pair work. Do some research about whales in Ecuador. Compare your information with a partner.

- a. What whales can we see in our country?
- b. On what beaches can we see them?
- c. In what months of the year can we see them?

**Exercise 3.** Write three sentences with the new information you learned about whales.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



## Vocabulary

**whale.** a very large sea mammal that breathes air through a hole at the top of its head

**mammals.** an animal of which mothers produce milk to feed their babies

**breathe.** to move air into and out of the lungs

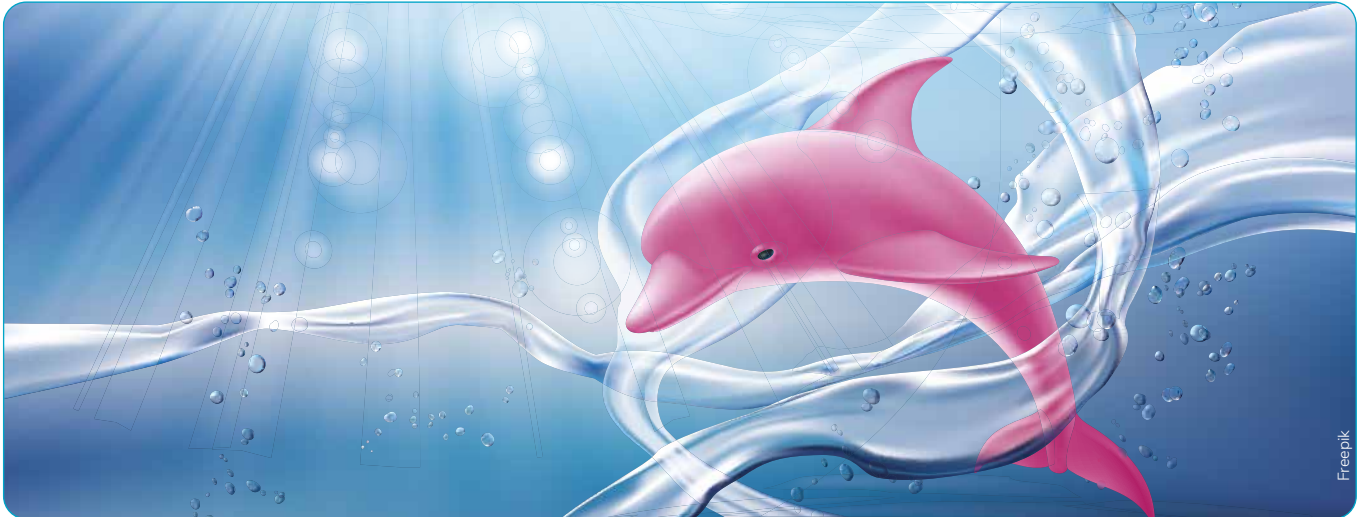
**blowhole.** an opening in the top of the head of a whale

**weigh.** to have a specific heaviness

# Oral Communication

Have you ever seen a pink dolphin before?

## Pink Dolphins



**Exercise 1.** Pair work. What color is this dolphin? Do you know where it lives?

**Exercise 2.** Listen to Kate and her science teacher talk about the pink dolphin. Then, answer the questions.

a. Where do pink dolphins live?

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b. What color are they when they're born?

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---

c. In what countries have people seen pink dolphins?

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**Exercise 3.** Complete the dialogue with the correct form of the verbs in the box. There is one extra verb.

see

find

hear

discover

Teacher: Have you ever \_\_\_\_\_ of the pink dolphin?

Kate: No, I haven't. I thought all dolphins were gray.

Teacher: Well, there really are pink dolphins.

Kate: And have people \_\_\_\_\_ pink dolphins in Ecuador?

Teacher: Yes, they have seen them in the Cuyabeno preserve.

Kate: And in what other countries have people \_\_\_\_\_ pink dolphins?

Teacher: They've found them in the Amazon of Venezuela, Colombia, Peru and Brazil.



### Vocabulary

**dolphin.** a mammal that lives in the water and looks like large fish

**crab.** a sea creature with five pairs of legs and a round body covered by a shell

# Reading



## Social Studies

Have you ever heard of the Loch Ness Monster?

### The Loch Ness Monster



Have you **heard** of Nessie, the Loch Ness Monster? Loch Ness is a large **lake** in Scotland. People think that a monster lives in this lake. Some people say that they have seen a monster in the water. In 1934, a doctor took a picture of Nessie. The photo became very famous, but then they discovered it wasn't real. People have taken photos and have made videos, but it is difficult to see Nessie. People have also explored the lake, but it is very **dark** and **deep**. So far, no one has found any evidence to prove the Loch Ness monster exists. There are some explanations for what people have seen in the lake. The monster is probably a giant **eel**, a large bird, a tree or a **seal**.

Some people even think it could be a type of dinosaur. So, what do you think? Do you believe that Nessie, the Loch Ness Monster, really exists?

Retrieved from: <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-british-ales-nessie-the-loch-ness-monster-transcript.pdf>



#### Vocabulary

- heard** (hear). to listen to someone about something
- lake**. a large area of water surrounded by land
- dark**. with little or no light
- deep**. being a long way down from the top
- eel**. a long, thin, fish that looks like a snake
- seal**. a mammal with flippers instead of feet that lives in the sea or on land

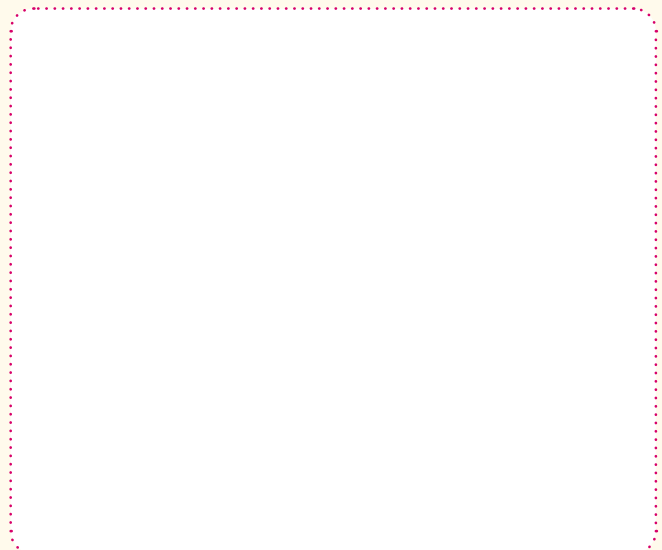
**Exercise 1.** Pair work. Look at the picture and answer these questions:

- a. Is it an animal?
- b. Where is it?
- c. Is it big?
- d. Is it scary?

**Exercise 2.** Read the text and answer the questions.

- a. Where is the Loch Ness lake?  
\_\_\_\_\_
- b. What was the problem with the doctor's photo?  
\_\_\_\_\_
- c. Why is it difficult to explore the Loch Ness lake?  
\_\_\_\_\_
- d. What could the Loch Ness monster really be?  
\_\_\_\_\_

**Exercise 3.** What do you think the Loch Ness Monster looks like? Draw a picture. Then, compare your drawings with a partner.





# Writing

What do jellyfish look like?

## Let's Write About Jellyfish

**Exercise 1.** Read the information about jellyfish. Then, put a check (✓) next to four **facts** that you find interesting.

- ☐ a. Jellyfish have lived on Earth before dinosaurs.
- ☐ b. We find them in cold and warm waters.
- ☐ c. They live deep in the ocean or along the coastlines.
- ☐ d. Some jellyfish have bright colors like pink, yellow, blue and purple.
- ☐ e. Some jellyfish produce their **own** light.
- ☐ f. Jellyfish have no **brain, heart, bones** or eyes.

### Tip

Connect your supporting sentences with sequencing words like *first, also* and *finally*.

**Exercise 2.** Write a paragraph to describe a jellyfish. Organize your ideas as follows:

Topic Sentence: Say that a jellyfish is an interesting sea animal.

Supporting sentence 1: Mention the first fact you selected from Exercise 1.

Supporting sentence 2: Mention the second fact.

Supporting sentence 3: Mention the third fact.

Conclusion: Write a sentence that mentions how interesting the jellyfish is.

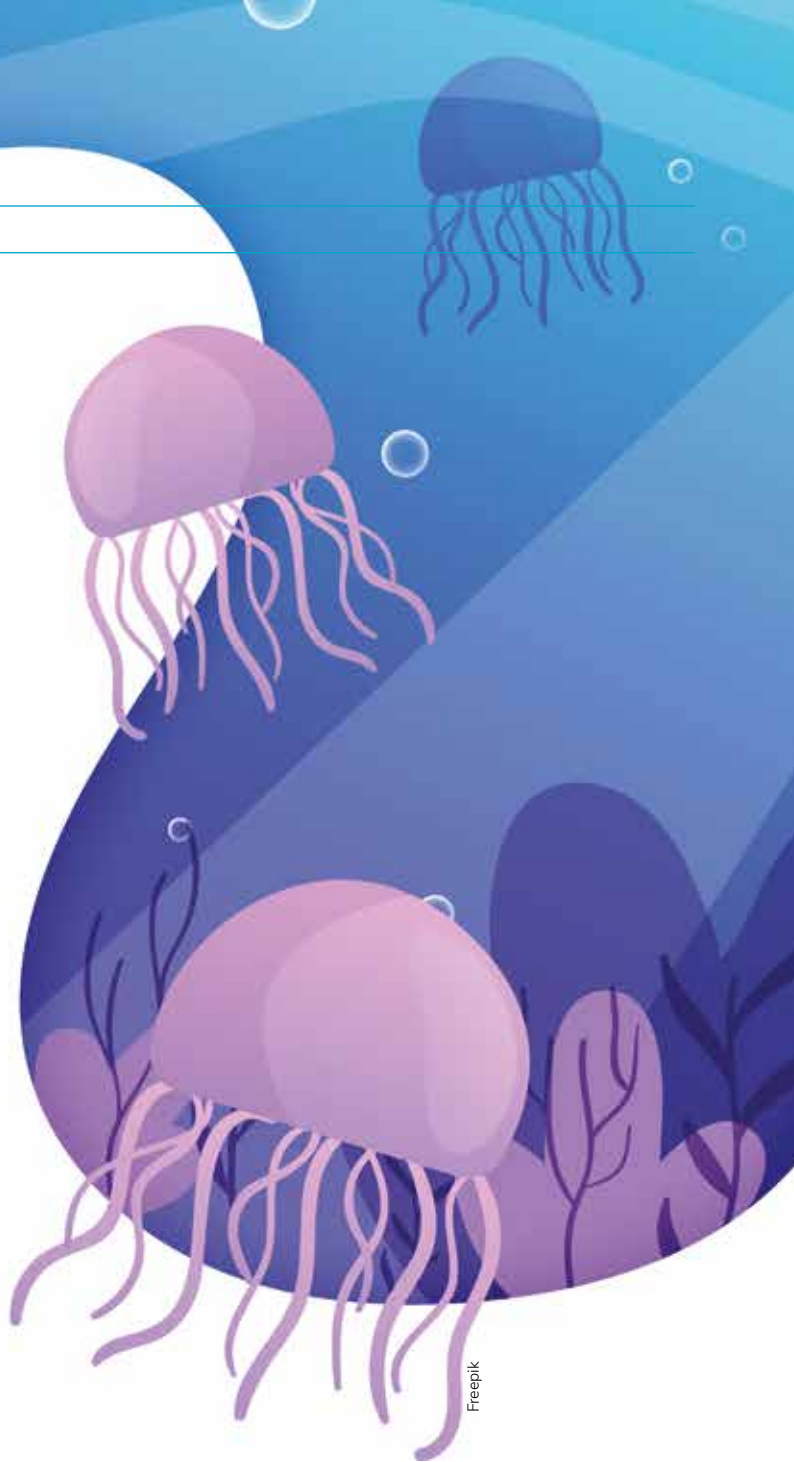
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**Exercise 3.** Pair work. Share your paragraph with a classmate and discuss the similarities and differences between them.



### Vocabulary

**fact.** something that is true

**own.** belonging to itself

**brain.** the organ inside the head that controls thoughts

**heart.** the organ in your chest that sends the blood around your body

**bones.** the skeleton of a person or animal



# Language Through the Arts

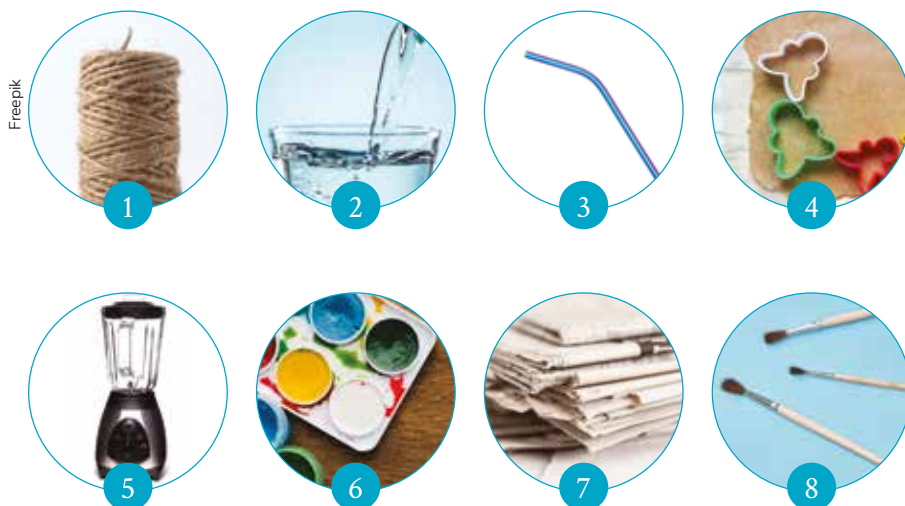
## Paper Pulp Necklaces



**Exercise 1.** Match the materials with the pictures. Write the correct number on the line.

Materials:

- Shredded newspaper \_\_\_\_\_
- Blender \_\_\_\_\_
- Water \_\_\_\_\_
- Molds \_\_\_\_\_
- Straw \_\_\_\_\_
- Paint \_\_\_\_\_
- Paint brushes \_\_\_\_\_
- String or cord \_\_\_\_\_



**Exercise 2.** Read the steps to make an ocean themed paper pulp necklace. Steps:

1. Put a cup of shredded newspaper into a blender or a bowl.
2. Add 2 cups of water and mix well.
3. Shape the pulp into a figure of an ocean animal (shell, dolphin, etc.)
4. Use a straw to form a **hole** at the top of your figure.
5. When your figure is completely **dry**, paint it.
6. Add a string or cord to make it into a **necklace**.

Retrieved from:  
<https://kidactivities.net/ocean-theme-activities/>

**Exercise 3.** Group work.  
Make a necklace in class or at home. What are the different types of necklaces your classmates made?



### Vocabulary

**hole.** a small round opening

**dry.** something that has no water in it; no longer wet

**necklace.** jewelry worn around the neck

# Oral Communication

Would you like to visit the Loch Ness lake?

## Loch Ness



**Exercise 1.** Listen to a tourist guide make recommendations about what to pack for a tour. Then, put a check (✓) next to the items the children should pack for the tour.

- ☐ • A raincoat
- ☐ • Sandals
- ☐ • Boots
- ☐ • Binoculars
- ☐ • Shorts
- ☐ • \$5

**Exercise 2.** Make a list of other items (that are not mentioned in the audio) that you think you should or shouldn't bring to Loch Ness.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Tip

Practice and learn the words in the Vocabulary before you listen to the audio.

**Exercise 3.** Look at the verb *should* in these sentences. Then, answer the questions.

- a. You should bring a raincoat because it usually rains in Scotland.
- b. Should we wear sandals in the lake?

In what form is the verb after *should* and *shouldn't*?

How do you make a question with *should*? Do you use the auxiliary *do/does*?

**Exercise 4.** Share your list of items with a classmate. Do you agree with their list? Why or why not?



### Vocabulary

**raincoat.** a coat that protects against rain

**wear.** to have clothing on your body

**binoculars.** a pair of tubes with glass lenses to see things far away more clearly

# Assessment

## Vocabulary

Circle the pictures of the words that you see.

sandals

hat

sweater

sunglasses

boots

sunblock

gloves

camera

insect repellent

jacket

bathing suit



## Writing / Grammar

Your friend is going to the beach. What should he/she pack? Make a list of six recommendations. Use these words: should/ shouldn't / have to / don't have to.

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## Speaking

Pair work. Have a conversation with a classmate about suggestions or recommendations on what to pack for trips. Follow these instructions:

Student A will discuss what to pack for a trip to Cotopaxi.

Student B will discuss what to pack for a trip to Tena.



### Listening / Reading



Listen to a teacher talk about the mystery of the Bermuda Triangle. Then, correct the sentences.

- It's an area in the Pacific Ocean.  
\_\_\_\_\_
- The Bermuda Triangle is between Florida, Puerto Rico and the Bahamas.  
\_\_\_\_\_
- Navy ships have sunk and Marine bombers have gotten lost in this location.  
\_\_\_\_\_
- Magnetic compasses have operated normally in this area.  
\_\_\_\_\_

### Grammar

Listen again and complete the text with the past participle form of the verbs in the box.

operate

disappear

get

hear

stop

sink

Have you \_\_\_\_\_ of the Bermuda Triangle?  
It's an area that forms a triangle in the Atlantic Ocean. It's located between Florida, Puerto Rico, and Bermuda. There are many ships and airplanes that have mysteriously \_\_\_\_\_ in the Bermuda Triangle. Navy ships have \_\_\_\_\_ and navy bombers have \_\_\_\_\_ lost in this location. Another strange event is that the magnetic compasses in the ships or airplanes have \_\_\_\_\_ working or have \_\_\_\_\_ differently in this area.



I'm completing this self-evaluation based on what I learned in the module.

### Self-evaluation

Topics	I check ✓ the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can write a paragraph to show sequence.				
I can understand vocabulary about the planets and the moon.				





# Project

## Let's Make a Treasure Map!

Group work. In groups of four students, draw a pirate's treasure map.

**Step 1.** Make a list of six instructions to find the treasure. Use the words *should* and *shouldn't*.

E.g.: You *should* walk in the forest for ten minutes until you find a big rock. You *shouldn't* follow the path to the waterfall.

**Step 2.** Draw your map according to the instructions your group made in step 1.

**Step 3.** Share your map and the instructions to your treasure with another group. Are your instructions easy to understand? What about your map?

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