

## 5 GRADERS ENGLISH ACTIVITIES UNIT 6 (1)

Hello everybody! I hope things are OK!! I'm pretty sure that all of you are making a great effort in order to get the best result in everything you have been doing. I congratulate you on your wonderful work.

Now, it is time to start Unit 6. This unit is called *AWESOME ART*. It is an interesting unit in which you are going to learn some vocabulary related to everyday objects and adjectives to describe objects, and the most important features about a new verb tense, the PRESENT PERFECT, and the RELATIVE PRONOUNS. What is the Present Perfect? What are the Relative Pronouns? No worries. You will

learn everything about grammar and vocabulary throughout this unit. In addition, not only will you learn grammar and vocabulary, but you will continue practising and improving your listening, reading and writing skills.

The first thing you have to do is to copy the general outline of this unit in your notebook:



### UNIT 6. AWESOME ART.

In this unit, I'm going to learn:

- Vocabulary:
  - ✓ Everyday objects.
  - ✓ Adjectives to describe objects.
- Grammar:
  - ✓ Present perfect tense (affirmative, negative and interrogative form).
  - ✓ Relative pronouns.
- Writing:
  - ✓ Description of a person.

After copying the general outline in your notebook, the lesson 1 has to be done. How can we do it? **Let's start with the Class Book.**

**CLASS BOOK, LESSON 1, PAGE 56, ACTIVITY2**

We have to make our new vocabulary list.

**Open the back part of your notebook and write: UNIT 6. AWESOME ART.**

Then, **copy the following words making a list.** Watch out! The English words have to be written **in black** and the meaning **in blue**:

*saw light switch kettle fridge clothes peg iron  
vacuum cleaner toaster drill thread plug needle*

Here you have the definition of each word and a picture as a clue. Will you be able to guess the meaning?

-Saw: a tool for cutting, usually a thin blade of metal with sharp teeth.



-Light switch: a switch most commonly used to operate electric lights, permanently connected equipment, or electrical outlets.



-Kettle: a pot, a metal container in which to boil water or other liquids, cook foods, etc.



-Fridge: a room or large appliance in which food, drink, etc., is kept cool especially by means of mechanical refrigeration.



-Clothes peg: a device, such as a forked piece of wood or plastic, for fastening articles to a clothesline.



-Iron: an electrical appliance with a flat metal bottom, used when heated to press or smooth clothes, linens, etc.



-Vacuum cleaner: an electrical appliance for cleaning carpets, floors, etc., by suction.



-Toaster: an appliance for toasting bread, muffins, etc.



-Drill: a tool with a cutting edge for making holes in firm materials, especially by rotation.



-Thread: a thin, fine cord of fiber spun out to great length.




-Plug: an attachment at the end of an electrical cord, inserted into a socket for electric power.



-Needle: a small, rod-like instrument, usually of steel, with a sharp point at one end and a hole for thread at the other end, used for passing thread through cloth to make stitches in sewing.




Have you guessed the meaning? **Copy them in your notebook!**

If you want, you can **listen to the audio** (  Vocabulary Lesson 1 Unit 6 ) and check how the words are pronounced. The audio is in the attached file “Vocabulary Lesson 1 Unit 6”. Then, you can **repeat** the words.

**CLASS BOOK, LESSON 1, PAGE 56, ACTIVITY 4**

**Read text B and answer the following question.** It is a speed-reading activity so you have one minute to complete it. Use the email to find the answer to the question. Use a watch or timer to time one minute.

Then, you can **listen to the text** (  [Text B Lesson 1 Unit 6](#) ). It is in the attached file “Text B Lesson 1 Unit 6”. You can read it as many times as you want!!

- ✓ What object is described in the text?



Answer: The object described in the text is an enormous street sculpture in London.

Now, **let's continue working on our Activity Book.**

**ACTIVITY BOOK, LESSON 1, PAGE 54, ACTIVITY 1**

**Look at the pictures below and write the correct everyday objects words.** You should aim to write as many words as you know by heart, but you can check your vocabulary list if necessary. You have to do this activity in your Activity Book. The most advisable thing is to write in pencil in case you need to change your answers.

1 Write the everyday objects. BILINGUAL DICTIONARY → page 106

My homework



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



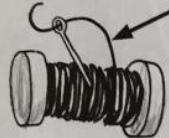
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

Answers: 1 toaster 2 needle 3 drill 4 kettle 5 iron 6 saw 7 fridge 8 thread 9 plug 10 vacuum cleaner

## ACTIVITY BOOK, LESSON 1, PAGE 54, ACTIVITY 2

**Read and complete the definitions.** Read the definitions carefully and decide which word fits best in each gap. There is a clue for each definition.

Read and complete the definitions.

1 A \_\_\_\_\_ is made of metal and has got a sharp point.

2 A \_\_\_\_\_ keeps food cold.

3 You use a \_\_\_\_\_ to hang clothes.

4 A \_\_\_\_\_ is a tool to make holes in the wall.

5 You use a \_\_\_\_\_ to boil water.

6 A \_\_\_\_\_ connects electrical objects to electricity.

7 You use a \_\_\_\_\_ to turn lights on and off.


8 You use a \_\_\_\_\_ to cut wood.

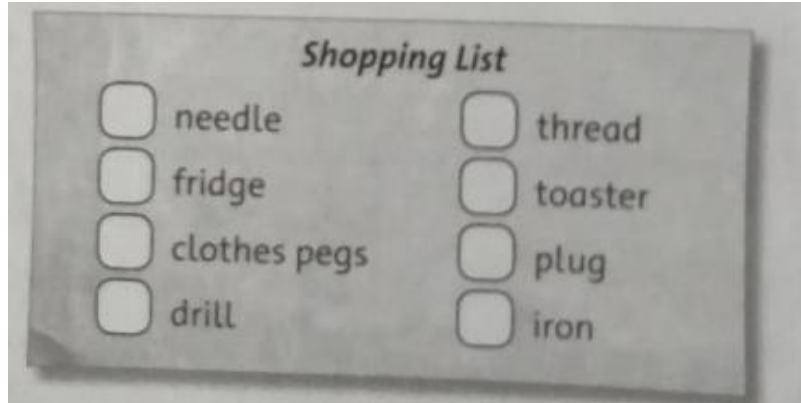
Answers: 1 needle 2 fridge 3 clothes peg 4 drill 5 kettle 6 plug 7 light switch 8 saw

## ACTIVITY BOOK, LESSON 1, PAGE 54, ACTIVITY 3

**Listen and tick ✓ the items on the shopping list.**

This is a listening activity. You have to listen carefully the recording at

least twice (  Activity Book Page 54 Act 3 Listening ) and tick the things on the shopping list that they need to buy. Watch out! The listening is about two people who need to buy some things, but you will hear only one person speaking. Don't mix the information up and try to get the general idea focusing on the everyday objects words people are going to buy.



Answers: needle, clothes peg, plug, iron

LESSON TWO IS  
COMING







## CLASS BOOK, LESSON 2, PAGE 57, ACTIVITY 6

This is a listening activity. **Read and listen.**

You have to read and understand a story from a newspaper. The first thing you have to do is to **listen to the story** carefully.

The audios are:

 The story of the WEEE Man 1

 The story of the WEEE Man 2

Focus on the pronunciation while listening to the text. It is important to practise this activity **twice**. The first time, read the text in silence while you listen to the text paying special attention to pronunciation. Secondly, try to read the text aloud and listen to the recording at the same time.

### **The story of the WEEE Man**

Our reporter has travelled to Cornwall to say Happy Birthday to the WEEE Man!

The WEEE Man is a sculpture. He's called the WEEE Man because he's made of old machines people don't want or WEEE (Waste Electrical and Electronic Equipment).

In 2004, the Royal Society of Arts (RSA) wanted to teach people about WEEE. They wanted to show how much electrical equipment people waste in their lifetime. They decided to build a sculpture and they asked an artist called Paul Bonomini to design it.

Paul created an enormous robot and in April 2005 British people saw the WEEE Man for the first time. The

sculpture is 7 metres tall and it weighs 3.3 tonnes. This is the same amount of WEEE the average British person throws away in their lifetime.

The average person throws away 5 fridges, 12 kettles, 3 washing machines, 8 toasters, 8 irons, 35 mobile phones, 8 computers, 4 keyboards, 23 keyboard mice and 6 TVs!

First the WEEE Man stood outside City Hall in London, but he's now at the Eden Project in Cornwall. Today is his fifth birthday. Lots of people come to see the sculpture every year.

'I've come to see the WEEE Man because we've just done a project about recycling at school,' says schoolboy Jack Taylor. 'I've made a model of a

WEEE boy! I've used food tins.'

His schoolmate Tara Smith adds, 'I haven't made a model, but I've painted a picture of the WEEE Man. I think he's really cool!'

'I've visited the WEEE Man lots of times,' says Mary Magee from Oxford. 'I've just taken lots of photographs to show my grandchildren. The WEEE Man is very important because it has taught people about recycling.'

Her husband Bob Magee adds, 'I've just thrown away an old radio! But now I've seen the WEEE Man, I understand that we shouldn't waste so much.'

Quite right! Thank you WEEE Man! We've learnt a lot from you!

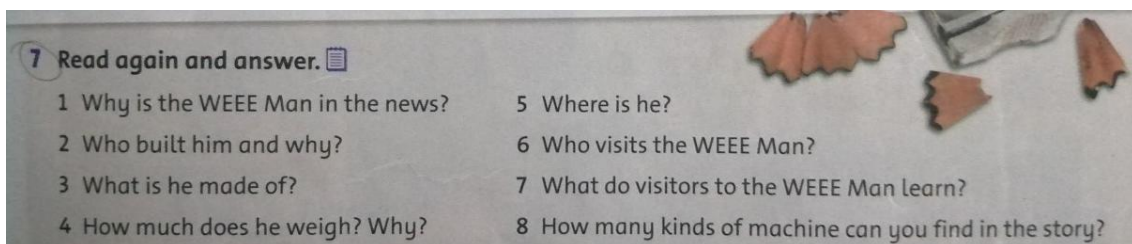
### **USEFUL VOCABULARY**

- ✓ Reporter: corresponsal, reporter, periodista.
- ✓ Sculpture: escultura.
- ✓ Machine: máquina.
- ✓ Waste: desecho, residuo, desperdiciar.
- ✓ Equipment: equipo, equipamiento.
- ✓ Teach: enseñar.
- ✓ Lifetime: vida.
- ✓ Design: diseño, diseñar.

- ✓ Average: media, promedio.
- ✓ Throw away: tirar.
- ✓ Washing machine: lavadora.
- ✓ Keyboard: teclado.
- ✓ Keyboard mouse: ratón del ordenador.
- ✓ Schoolboy: escolar, niño.
- ✓ Food tin: lata de comida.
- ✓ Grandchild: nieto/a.
- ✓ Learn: aprender.

### **CLASS BOOK, LESSON 2, PAGE 57, ACTIVITY 7**

This is a reading activity. **Read the story again and write your answers to the questions in your notebook.** Don't write a single word as an answer, write full sentences.



You may use these sentences as a guide:

1. Because...
2. ... built him because...
3. The WEEE Man is made of...
4. The WEEE Man weighs... because...
5. He is at...
6. ... visit the WEEE Man every year.
7. Visitors learn about...
8. I can find ... types of machines: ... The machines are the following: ...

- Answers:
1. Because it's his birthday.
  2. An artist called Paul Bonomini built him because the Royal Society of Arts wanted to teach people about WEEE (Waste Electrical and Electronic Equipment).
  3. The WEEE Man is made of old machines people don't want.
  4. The WEEE Man weighs 3.3 tonnes because this is the same amount of WEEE the average person throws away in their lifetime.
  5. He is at the Eden Project in Cornwall.
  6. Lots of people visit the WEEE Man every year.
  7. Visitors learn about recycling (and not wasting so much).
  8. I can find 11 types of machines. The machines are the following: fridges, kettles, washing machines, toasters, irons, mobile phones, computers, keyboards, keyboard mice, TVs and a radio.

Now, **let's continue working on our Activity Book.**

Activities from Lesson 2 are also related to the story of the WEEE Man.

### **ACTIVITY BOOK, LESSON 2, PAGE 55, ACTIVITY 1**

**Remember the story. Read and match to make sentences.**

In this activity you can match the sentences from memory. Then, you can check your answers by looking at the Class Book newspaper story on page 57.

1 Remember the story. Read and match to make sentences.

- |   |  |
|---|--|
| 1 The Royal Society of Arts                       | a mobile phones than fridges.                |
| 2 In April 2005, people first saw the sculpture   | b in Cornwall.                               |
| 3 The average person throws away seven times more | c asked Paul Bonomini to design a sculpture. |
| 4 The WEEE Man is now                             | d food tins to make a WEEE boy.              |
| 5 A schoolchild has used                          | e in London.                                 |

Answers: 1c 2d 3a 4b 5e

### **ACTIVITY BOOK, LESSON 2, PAGE 55, ACTIVITY 2**

**Read and write *Yes*, *No*, or *We don't know*.**

Read the sentences and write *Yes*, *No* or *We don't know* depending on the information given in the newspaper story.

**2 Read and write Yes, No, or We don't know.**

- 1 The writer has talked to tourists. \_\_\_\_\_
- 2 The story tells us about how many objects people throw away. \_\_\_\_\_
- 3 The writer has talked to the artist, Paul Bonomini. \_\_\_\_\_
- 4 The story tells us how heavy the WEEE Man is. \_\_\_\_\_
- 5 The story explains how the artist stuck the pieces together. \_\_\_\_\_
- 6 The writer likes the WEEE Man. \_\_\_\_\_

Answers: 1 We don't know 2 Yes 3 No 4 Yes 5 No 6 Yes

**ACTIVITY BOOK, LESSON 2, PAGE 55, ACTIVITY 3**

**Read and complete.**

Complete the text by writing the missing words in the table.

**Synopsis**

**3 Read and complete.**

The WEEE Man is a sculpture that is (1) ... of old, electrical equipment, including washing machines and computer mice. (2) ... 2004, the Royal Society of Arts asked the artist, Paul Bonomini, to build it to show people (3) ... much they throw (4) ... in their lifetime. The sculpture (5) ... shaped like a robot and is seven metres (6) ... and very heavy. The sculpture (7) ... in London, but it's now at the Eden Project in Cornwall. Many tourists visit the sculpture and (8) ... photos of it. Schoolchildren visit it too. They learn about how people (9) ... waste so much.

1	
2	
3	
4	
5	
6	
7	
8	
9	

Answers: 1 made 2 In 3 how 4 away 5 is 6 tall 7 was 8 take 9 shouldn't

**ACTIVITY BOOK, LESSON 2, PAGE 55, ACTIVITY 4**

**Complete the review.**

**Review**

4 Complete the review.


A review of (1) \_\_\_\_\_.

This story is from (2) \_\_\_\_\_.

It's about (3) \_\_\_\_\_. The message

of the story is (4) \_\_\_\_\_.

I thought the story was (5) \_\_\_\_\_.

(6) Rating: I give this story  stars.

**Writing tip**

Try to give clear reasons for your opinion of the story. Don't use only one word!

**POSSIBLE ANSWERS**  
1 The Story of the WEEE Man 2 a newspaper 3 a sculpture made from old machines that people don't want anymore 4 we shouldn't waste so much 5 Children's own answers 6 Children's own answers

**IRREGULAR VERBS**

Study the Irregular Verbs list from the beginning to **“TO READ”**.

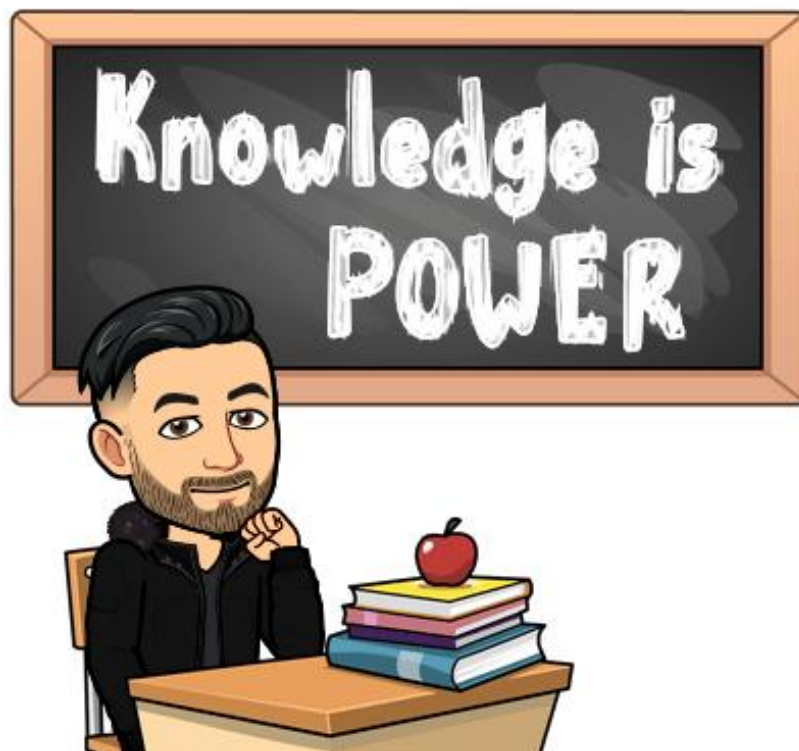
## ACTIVITIES THAT HAVE TO BE SENT BY EMAIL

Every activity from this document must be done either in your notebook or in your activity book. As you cannot do the activities on a computer, take a picture and send them by email.

Which activities do you have to send?

- General outline of the unit (notebook).
- Vocabulary list (English words and their meanings- back part of the notebook).
- Class Book, page 56, activity 4.
- Class Book, page 57, activity 7.
- Activity Book, pages 54 and 55.

**Thank you so much for the great effort you're making**



## INFORMACIÓN IMPORTANTE

*Estimadas familias.*

*Comenzamos la Unidad 6.*

*En esta tarea vamos a realizar las actividades de las lecciones 1 y 2, tanto del Class Book, como del Activity Book, y seguiremos estudiando los verbos irregulares, en este caso hasta el verbo "TO READ".*

*Todo el documento viene en inglés para que los niñ@s lo lean, estoy seguro que no tendrán ningún problema para su comprensión.*

*Las actividades que tienen que hacer son las siguientes:*

*-Copiar el esquema general de la unidad.*

*-Comenzar a elaborar la lista de vocabulario de la unidad en la parte trasera del cuaderno, y comenzar a repasarla. Las palabras de vocabulario aparecen en la página 56 del Class Book. Luego tienen que escuchar el audio con las palabras de vocabulario.*

*-Contestar la pregunta del ejercicio 4 de la página 56 del Class Book. Ellos saben, que tienen que copiar los enunciados y las preguntas. También pueden escuchar el audio del texto.*

*-De la página 57 del Class Book, tienen que escuchar y leer la lectura varias veces, y a continuación contestar las preguntas de la actividad 7. Tal y como les decía en clase, no pueden contestar las preguntas con una palabra, tienen que formar una oración completa.*

*-Del Activity Book, página 54, tienen que hacer los ejercicios 1, 2 y 3.*

*-Del Activity Book, página 55, tienen que hacer todas las actividades.*

*Una vez finalizadas todas las actividades, se echará foto a las mismas y se enviarán por mail.*

*MUCHAS GRACIAS POR VUESTRA COLABORACIÓN*

*Javi*