

WEEK 19

ENGLISH LEVEL: A1

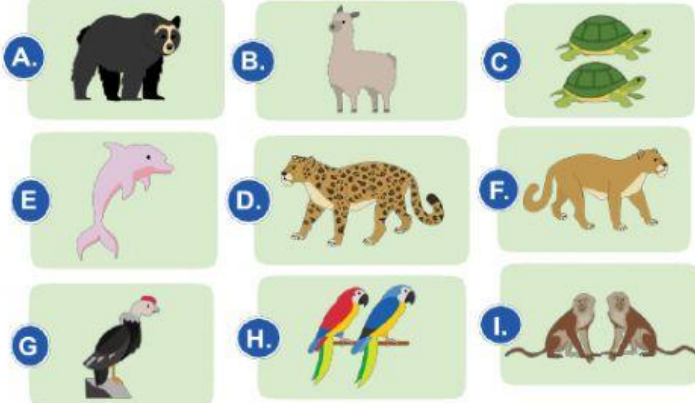
LET'S HELP ENDANGERED ANIMALS

Activity 1: Endangered animals

LEE DIVERSOS TIPOS DE TEXTOS EN INGLÉS COMO LENGUA EXTRANJERA.

A. LEAD IN.

Match the pictures with the names of the animals.



Example: turtles

C

- | | | | |
|------------|-------|------------|-------|
| 1. Jaguar | _____ | 5. monkeys | _____ |
| 2. puma | _____ | 6. macaws | _____ |
| 3. alpaca | _____ | 7. condor | _____ |
| 4. dolphin | _____ | 8. bear. | _____ |

B. LISTEN AND READ.

Listen to and read the articles about wildlife rescue centres in Ucayali and Cusco 1:

Ucayali Wildlife Rescue Centre

Ricardo is a veterinarian here at the Ucayali Wildlife Rescue Centre. We asked Ricardo about some of the rescued animals.



What animals live here?

Spider monkeys, Taricaya turtles and macaws live here at the rescue centre.



These are spider monkeys or maquisapas. They live in the jungle. They are black. They have long arms and long legs. They have a big tail.



This is a Taricaya turtle. His name is Carlos. He lives in the river. He is green. He has a hard shell and he has small legs. He swims very well.

This is a macaw. Her name is Luisa. She lives in the rainforest. She is blue and yellow. She has strong wings and she has colourful feathers. She flies very fast.



What message do you have for teenagers? Let's protect these animals because they are endangered.

PROPÓSITO DE LA SESIÓN: 1. Leer los artículos en inglés que describen a dos centros de rescate de vida silvestre .2. conocer las características de diversos animales usando vocabulario con Have y Has. 3. Finalmente, crearás un cartel describiendo dos animales en peligro de extinción.

Cusco Wildlife Rescue Centre

Melissa is a volunteer here at the Cusco Wildlife Rescue Centre. We asked Melissa about some of the rescued animals.



What animals live here?

Pumas and condors live here in the rescue centre. This is a puma. Her name is Naga. She lives in the highlands. She has brown fur. She has a long tail and strong legs. She jumps very high.



These are condors. They live in the mountains. They are black and white. They have big wings and a white neck. They eat a lot of meat.



What message do you have for teenagers? Wild animals are not pets. Let's protect these animals.

C. LET'S UNDERSTAND.

UNDERSTAND EXERCISE 1

Complete the sentences with the information from the articles. Follow the example:

1. Ricardo is a **veterinarian** in **Ucayali**.

- a. volunteer - Cusco
b. veterinarian - Ucayali
c. veterinarian - Cusco

2. _____ and live at the **Ucayali Wildlife Rescue Centre**.

- a. A spider monkey, a puma and a macaw
b. Spider monkeys, a turtle and a macaw
c. Spider monkeys, turtles and macaws

3. **Maquisapa** monkeys have _____ arms and legs.

- a. long
b. strong
c. black

4. **Carlos**, the turtle has a _____ shell.

- a. green
b. small
c. hard

5. **Luisa**, the macaw has _____ feathers.

- a. colourful
b. yellow
c. blue

6. **Naga**, the puma has strong _____.

- a. wings
b. arms
c. legs

7. **Condors** have big _____ and a _____ neck.

- a. feathers - black
b. wings - white
c. legs - black

D. LET'S PRACTICE.

PRACTISE - EXERCISE 1

Choose **a** or **b** for each picture and complete the sentences using **have** or **has** and the part of the body. Follow the examples:



a



b

Bears **have** fur and macaws **have** feathers

PARTS OF THE BODY

Example 1

Example 2



b



a

A monkey **has** arms and a condor **has** wings

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a. ears
b. horns



1

b

2

a

1. Rabbits long and bulls big



a. claws
b. hands



3

4

2. A gorilla and a



a. fins
b. legs



5

6

3. Pumas strong and dolphins flexible

PRACTISE - EXERCISE 2

Complete the description of Mina, the jaguar. Complete the text with have or has:

Mina

LOOK

Mina = She / Jaguars = they

Mina is an otorongo or jaguar. She lives in Tambopata. She (1) strong legs. She (2) a long tail.

Jaguars (3) brown fur with blackspots. They (4) large teeth.



E. LISTENING COMPREHENSION.

PRACTISE - EXERCISE 3

Listen to a conversation about the Animal Conservation Park of Tarapoto. Complete the brochure with the correct information. You will hear the conversation twice. Number one is the example.

Animal Conservation Park
Welcome to Tarapoto!

You can meet these animals here:

At the Animal Conservation Park, we have different rescued animals. There is a jaguar (1) and big and small (2).

Come visit the famous Andean (3), different types of (4) and a colourful (5).

Your collaboration will help us rescue more animals from trafficking.



F. LET'S CREATE.

CHALLENGE

ACTIVITY 2: DO IT YOURSELF (D.I.Y.)

ESCRIBE DIVERSOS TIPOS DE TEXTO EN INGLÉS COMO LENGUA EXTRANJERA.

Seamos voluntarios en un centro de rescate de animales salvajes o silvestres. Creemos carteles que describan a los animales, de tal manera que los visitantes del mundo conozcan más sobre ellos.

Option A:

Fact sheets about Jaguars and Felipe, the dolphin

Step 1: Read the information about the animals and complete their characteristics:



JAGUARS

From: Peruvian jungle.

Characteristics:

- Spots on the body
- Strong



FELIPE, THE AMAZON RIVER DOLPHIN

From: Amazon river.

Characteristics:

- Long beak
- Pink

Step 2: Write your sentences using "have" or "has" to describe jaguars and Felipe, the dolphin.

Step 3: Create the animals' fact sheets including pictures of them.

F. GRAMMAR ZONE

HAVE/ HAS = TENER

Puedo concluir que el verbo "have" o "has" se usa de la siguiente manera:



A. En los carteles sobre el puma o el mono, utilizo los verbos "have" y "has" para describir sus características físicas. Por ejemplo:

I. Spider monkeys strong arms.

II. Naga, the puma a very strong tail.

B. Puedo traducir el verbo como "tienen" y el verbo como "tiene".

C. El orden correcto de la siguiente oración sería:

HAS THIS MACAW BEAUTIFUL WINGS.

NOTA Sujeto + have / has + parte del cuerpo

D. El cuadro con las conjugaciones del verbo "have" completo sería el siguiente:

Pronombres	have/has	Pronombres	have/has
I	have	He	
You	have	She	
We	have	It	has
They			

G. EVALUATION RUBRIC.

Beginning	In process	Achieved	Outstanding
		1. El cuadro con información de los animales está completo con los nombres de los animales y las características apropiadas.	
		2. La descripción de los animales contiene adjetivos y partes del cuerpo que corresponden a los animales seleccionados.	
		3. Las oraciones en los carteles contienen al menos seis oraciones (tres por cada animal) describiendo las partes de sus cuerpos utilizando "have" o "has".	
		4. El cartel incluye el nombre e imágenes de los animales.	
		5. El cartel enfatiza partes clave de la descripción como Título, etc.	