



## Let's help endangered animals\* English: Level A1

### Activity 1

### Endangered Animals



#### LEAD IN

**Match** the pictures with the names of the animals.

A.



B.



C.



D.



E.



F.



G.



H.



I.



**Example:** turtles

C

3. alpaca

\_\_\_

6. macaws

\_\_\_

1. jaguar

\_\_\_

4. dolphin

\_\_\_

7. condor

\_\_\_

2. puma

\_\_\_

5. Monkeys

\_\_\_

8. bear

\_\_\_

#### LISTEN AND READ

**Listen to** and **read** the articles about wildlife rescue centres in Ucayali and Cusco<sup>1</sup>:



## 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 lies very fast.



**What message do you have for teenagers?**

Let's protect these animals because they are endangered.

# 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.

## LET'S UNDERSTAND

### UNDERSTAND- EXERCISE 1

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

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

## LET'S PRACTISE!

### 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:

#### Parts of the body



a

- a. fur
- b. feathers

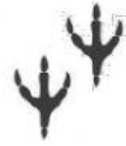


b

Example: Bears **have fur** and macaws **have feathers**.



a. wings  
b. arms



b

a

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



a. ears  
b. horns



1

2

I. Rabbits long \_\_\_\_\_ and bulls \_\_\_\_\_

big



a. claws  
b. hands



3

4

II. A gorilla \_\_\_\_\_ and a condor \_\_\_\_\_



a. fins  
b. legs



5

6

III. Pumas strong \_\_\_\_\_ and dolphins flexible \_\_\_\_\_



## PRACTISE - EXERCISE 2

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

### Mina

Mina is an otorongo or jaguar. She lives in Tambopata. She  
 \_\_\_\_\_ (1) strong legs. She \_\_\_\_\_ (2) a long tail. Jaguars  
 \_\_\_\_\_ (3) brown fur with black spots. They \_\_\_\_\_ (4)  
 large teeth. She is beautiful!



**LOOK!**  
Mina = She  
Jaguars = They



## 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 <sup>(1)</sup> and big and small <sup>(2)</sup>.

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

Your collaboration will help us rescue more animals from trafficking.



## LET'S REFLECT

### ¡NOTEMOS ALGO!



Luego de realizar las Actividades 1 y 2, 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
I	have
You	have
He	_____
She	_____
It	has
We	have
They	_____

