

**Competences:**

Read different types of texts written in English as a foreign language.

Write various types of texts written in English as a foreign language.







Good morning students, how are you?

Today, we are going to work with the platform "I learn at home".

ACTIVITY:1**BIG OR SMALL,
SAVE THEM ALL****LET'S SELF-ASSESS!**

El Perú es uno de los países con mayor biodiversidad en el mundo, aunque muchas especies que habitan en nuestro país están en peligro de extinción, ¿qué animales salvajes viven en el Perú? ¿Cómo y dónde viven? ¿Por qué están en peligro de extinción? ¿Puedo describir a estos animales en inglés?

Expresa cuánto sabes en inglés con las frases en la parte superior de la tabla. Marca con una "X" donde creas conveniente. Aquí, no hay respuestas correctas. Solo responde con honestidad.

Can I do it?	Not at all 	Somewhat 	Well 	Very Well 
1. Can I understand key details in a short story about rescued animal?				
2. Can I organize events in a story using sequence words?				
3. Can I replace nouns with object pronouns correctly in a story?				
4. Can I make a story more attractive by adding pictures about it?				

LEAD IN

Choose the correct answer and **circle** the endangered animals only.



What are endangered animals?

- a. Small animals with many predators.
- b. Big animals from habitats in danger.
- c. Animals in danger of extinction.

LISTEN AND READ*

Listen to and **read** the stories of two rescued animals:

Web page

— □ ×

APRENDO EN CASA - SAVING ENDANGERED ANIMALS



Two stories in two rescue centres



The Story of Naga, the Puma



It is believed that Naga was from the highlands of Arequipa. When she was still a young cub she was captured and brought to an illegal zoo where she was kept in a small cage.

She did not have enough food to eat or a large place to move around. She became skinny and weak. She lived like this for five months.





Fortunately, she was rescued by volunteers from the Cusco Wildlife Rescue Centre. At the centre she received the care that she needed for a complete recovery.

When Naga recovered, the volunteers from the rescue centre released her back into the mountains of Arequipa. We hope that she is happy and free in her natural habitat.



Moral of the story: **Wild animals belong in the wild.**

The Story of Sergio the Macaw



Sergio is from in the jungle of Tambopata. Sadly, he was captured by poachers. They cut his feathers and he was sold on the black market.

After one year living in a restaurant, the volunteers of the Ucayali Wildlife Rescue Centre rescued him. He was skinny and his feathers had started to fall out.





Sergio now lives at the rescue centre. The volunteers hope he can recover and that one day he can return to live in the rainforest again.

Moral of the story: **Wild animals are not pets.**



LET'S UNDERSTAND!

UNDERSTAND – EXERCISE 1

Circle TRUE, FALSE or DOESN'T SAY. Follow the example:

Example: Naga lives with her mother and five brothers in Arequipa.

A) TRUE

B) FALSE

C) DOESN'T SAY

Look!

Poaching = illegal hunting

Poacher = illegal hunter

1. Naga was victim of poaching.
A) TRUE B) FALSE C) DOESN'T SAY
2. Naga is not in captivity anymore.
A) TRUE B) FALSE C) DOESN'T SAY
3. Naga took a long time to fully recover at the rescue centre.
A) TRUE B) FALSE C) DOESN'T SAY

4. Sergio's life was in danger at the restaurant.
A) TRUE B) FALSE C) DOESN'T SAY
5. Sergio is now recovered and back in the rainforest again.
A) TRUE B) FALSE C) DOESN'T SAY
6. The final message of both stories is about all animals.
A) TRUE B) FALSE C) DOESN'T SAY

LET'S PRACTISE!

PRACTISE – EXERCISE 1

Unscramble the story below. **Write** the letters in the correct order. Follow the example:

- a. **Then**, she opened the box and found three little cats.
- b. **After that**, my aunt fed them and took them to the veterinarian.
- c. **One day**, my aunt heard a noise coming from a box next to the garbage can.
- d. **Finally**, my aunt took them to a wildlife rescue centre.
- e. **When** the veterinarian saw them, he was very surprised. They were wild Andean cats.

1.	c
2.	
3.	
4.	
5.	

Look!

Sequence words:

One day, after that, then, when ..., finally.

PRACTISE – EXERCISE 2

A. **Look** at these sentences and **analyze**. When do we use he/she and when do we use him/her?

Naga is a Puma
She lived in Arequipa.
Hunters captured her
Sergio is a macaw.
He was skinny.
Volunteers rescued him.

LOOK!

Him and **her** are object pronouns. They replace the noun when it is an object.

B. **Complete** the blanks with "he", "she", "him" or "her".

- 1 Margarita is an eagle. _____ lives in a rescue centre.
The volunteers love _____.



- 2 Marco is a jaguar. The volunteers rescued _____.
_____ is still weak and skinny.

- 3 Lili is a little frog. _____ is so cute. People bought _____
on the black market.



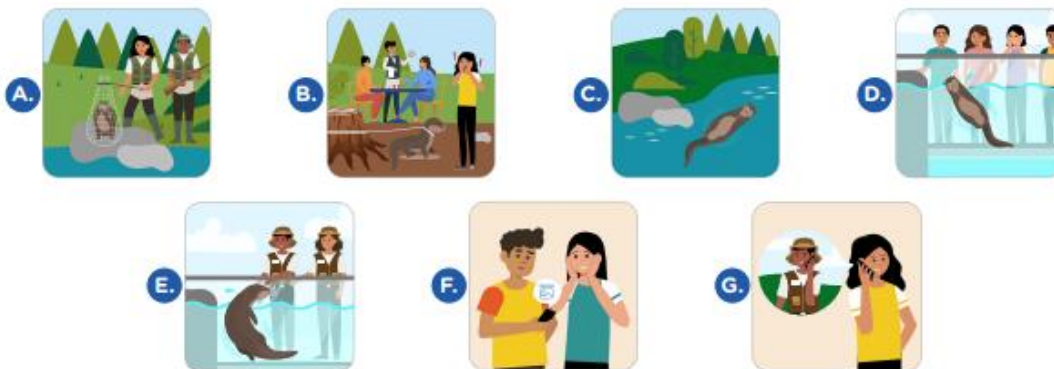
LISTENING COMPREHENSION



PRACTISE - EXERCISE 3

Listen to a conversation Oliver and Marta. **Unscramble** the pictures according to the story. One picture is **NOT** used. You will hear the conversation twice. Number one is the example:

DORITA'S STORY



1. F 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ACTIVITY: 2

DO IT YOURSELF! – D.I.Y.

LET'S CREATE!

STORY ABOUT AN ENDANGERED ANIMAL

You are a volunteer in a wildlife rescue centre. They need to raise awareness about endangered animals and animal trafficking. Nobody loves what they don't know. As a volunteer you decided to write the story of an animal for the rescue centre's web page.

For this task you can choose option A or B:

OPTION A: Write the story about Felipe the dolphin.

Step 1: Read the events that are part of Felipe, the dolphin's story. **Decide** the sequence of the story. **Remember** the verbs in past tense. **Add** at least one more event:

FELIPE THE DOLPHIN

1. Volunteers from a rescue centre/find/Felipe.	4. A teenager/see/Felipe/in the zoo.
2. Felipe/live/in a pool in an illegal zoo.	5. Felipe/live/in the Amazon river.
3. Hunters/capture/Felipe.	6. _____.

Step 2: Write Felipe's story using 'he' or 'him' when it is necessary. **Use** the sequence words from the box:

finally - then - after that - when - one day

Step 3: Add at least four pictures about each part of the story.

OPTION B: Make your own story about an animal that was rescued from trafficking. It can be real or not.

Step 1: Write the events that are part of the story:

THE NAME OF THE ANIMAL	
1.	1.
2.	2.
3.	3.

Step 2: Create sentences for each part of your story. Use "he", "she", "him" or "her" when it is necessary. Use sequence words too.

SEQUENCE WORDS

One day - then - after that - when - finally

Step 3: Add at least four pictures about each part of the story.

Your story should have the following characteristics or criteria:

Characteristics or criteria	Yes	No
1. The story is about an animal that was rescued from trafficking and it is in past tense.		
2. The story has at least five parts and uses sequence words to separate them correctly.		
3. The story includes object pronouns like "her - him" used correctly.		
4. The story includes images related to the story to make it more attractive. .		



***Recommendation: Create** a first draft of your story and make sure it includes all the characteristics.

LET'S SHARE!

Muéstrales tu idea a tus padres, hermanos, a quienes tengas en casa o a tu profesora o profesor si están en contacto y explícales las cuatro características que tu historia debe tener. Toma nota de los aportes y mejora tu idea para hacer tu texto en inglés.



LET'S REFLECT!

¡NOTEMOS ALGO!

Luego de haber realizado las actividades 1 y 2 puedo concluir que:

1. El **"object pronoun"** se utiliza para reemplaza al _____ y no repetirlo innecesariamente.

a. sujeto
b. verbo
2. El **"object pronoun"** (pronombre personal que funciona como complemento) recibe la acción y siempre irá _____ del verbo

a. delante
b. después
3. Completa el cuadro:





Subject pronoun	Object pronoun
I	Me
YOU	You
HE	_____
SHE	_____
4. Reemplaza las palabras subrayadas por **"object pronouns"** en las siguientes oraciones:

a. Naga the puma lived in the mountains. Hunters captured Naga.

b. Sergio is a very friendly macaw. Everyone loves Sergio.

Ahora, reflexionemos:

Selecciona la opción que mejor exprese lo que puedes hacer ahora que culminaste las dos actividades de la semana.

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ORGANIZE YOUR ENGLISH PORTFOLIO OR YOUR ENGLISH NOTEBOOK.