



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School \_\_\_\_\_ City \_\_\_\_\_

Teacher's name \_\_\_\_\_

Student's name \_\_\_\_\_

Grade \_\_\_\_\_ 7th \_\_\_\_\_ Level \_\_\_\_\_ A1 \_\_\_\_\_

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimado padre de familia, esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo(a) a repasar vocabulario referente a animales en vías de extinción y su habita, así como el repaso del verbo modal can. Para el desarrollo de esta guía se sugiere 2 horas.

- ★ La **actividad 1** se relaciona con vocabulario sobre animales en vía de extinción. Su hijo(a) debe completar los espacios del crucigrama teniendo en cuenta las claves dadas. Guiarse por el ejemplo. De igual forma, en la **actividad 1b**, hay unas oraciones que deben completar con los verbos que están en el cuadro.
- ★ **La actividad 2** es una actividad de lectura, su hijo(a) deberá leer las descripciones y unirlas con cada gráfico. En la **actividad 2b** debe leer y escribir al frente de cada oración si es falsa o verdadera.
- ★ En la **actividad 3a**, su hijo(a) debe leer cuidadosamente las oraciones del cuadro teniendo en cuenta las palabras subrayadas, luego contestar las preguntas. En la **actividad 3b**, deben completar cada oración con los verbos que están en paréntesis tal como lo indica el ejemplo.
- ★ En la **actividad 4** se ha diseñado para que su hijo(a) practique lo aprendido en esta guía y consiste en que realice una descripción corta sobre un animal en peligro de extinción. Para ello, debe tener en cuenta los pasos sugeridos, pueden guiarse por el ejemplo.
- ★ Finalmente, en la **actividad 5** su hijo(a) realizará la autoevaluación de lo aprendido. Para ello, debe marcar con una X al frente de cada criterio estipulado teniendo en cuenta los avances o dificultades presentadas.

Señor padre de familia, al final de la guía encontrará unas preguntas para que le haga a su hijo(a) a fin de determinar fortalezas y/o debilidades en el desarrollo de este guía de trabajo en casa. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas.

### WELCOME TO THIS SELF-STUDY GUIDE

Welcome to this self-study guide. You will find in this guide activities related to the conservation of endangered animals in Way to go, Student book 7 module #3, page 94. So, you improve your vocabulary about conservation, verbs, modal can and endangered animals. You demonstrate your understanding throw a short description about an endangered animal.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Our Diverse Natural World	Reading Writing	Present simple Modal Can	Conservation and words about environment	Make a simple description about an endangered animal.

### GET READY

<b>Study needed:</b> <b>2 hours</b>	<b>time</b>	<b>Resources:</b> notebook , dictionary, mobile phone	<b>Textbooks Links:</b> - Way to Go- Student Book 7th grade <a href="http://www.colombiaaprende.edu.co/colombiabilingue">http://www.colombiaaprende.edu.co/colombiabilingue</a>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

What will you learn/practise/reinforce with these activities?

- To identify words and expressions about endangered species.
- To identify specific information in short text.
- To write a simple description about an endangered animal in their context.

What can you do to achieve the objectives?

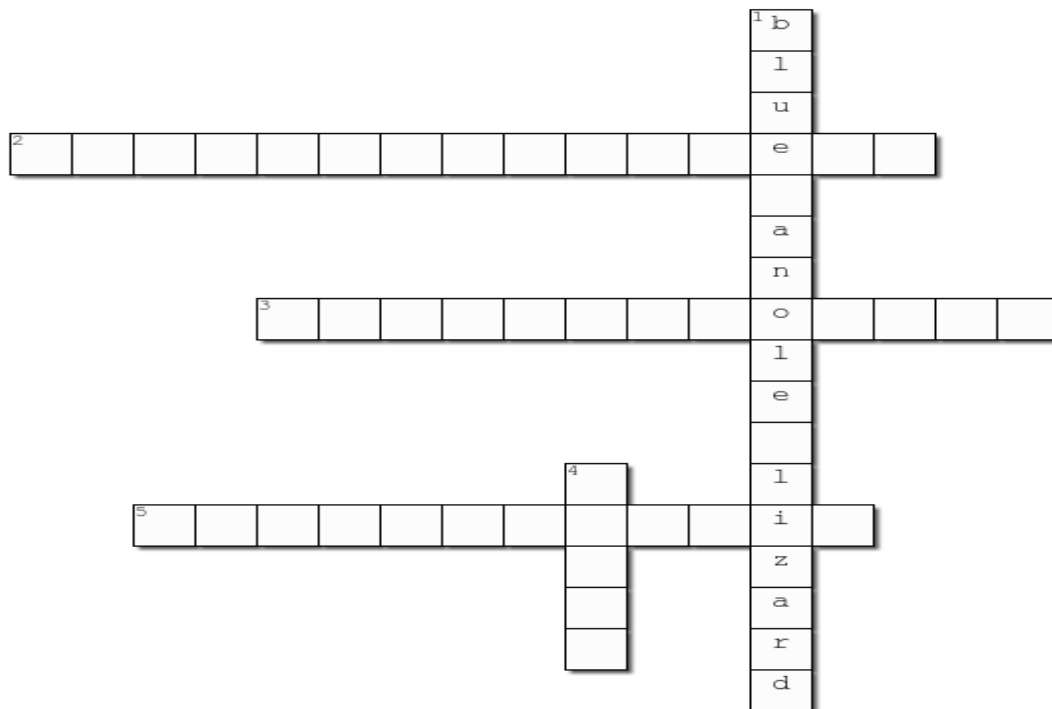
- Relate words with graphics.
- Write a glossary on your notebook with all the new words you learn.
- Make a list of the information to include before you write your description.

## ACTIVITIES

### 1. VOCABULARY TASKS (25 minutes)

## Endangered animals

Solve the puzzle using the clues down.



Created using the Crossword Maker on TheTeachersCc

### Horizontal

2. Its body is cover of fur. It climbs the trees.
3. It has big wings, it flies and moves its wings.
5. It has an unusual color. It swims in the Amazon and Orinoco rivers.

### Vertical

1. It lives in the forest. It hangs upside down.
4. It lives in the trees. It crawls.

**b. Write the correct verb in each sentence.**

1. Dolphins \_\_\_\_\_ in the river.
2. Condors \_\_\_\_\_ very high.
3. Sloths \_\_\_\_\_ upside down on the trees.
4. Spectacled bear \_\_\_\_\_ the trees.
5. Blue anole lizards \_\_\_\_\_ very fast.

fly                      swim      crawl  
                                  hang      climb

**2. READING TASKS<sup>1</sup>** (20 minutes)

**a. Read the description (1-5) and match them to the pictures (a-e)**



1. This magnificent creature is known as the King of the Andes, and is the largest flying bird in the world. With its wings fully open it can fly and measure up to 3.4 metres. It has great eyesight, which makes it the perfect hunter and it can fly, or glide, up to one hour without moving its wings. It can't swim.

2. The Amazon and Orinoco Rivers are this mammal's natural habitat. Adults have a very unusual colour and can weigh up to 185 kilos and measure up to 2.5 metres in length. It can dive into the water but it can't fly.

3. This furry mammal lives in the forest. It can hang upside down on the trees, but it can't run fast. Its name comes from the fact that at first it seems very lazy and slow. There are two species of this mammal: two-toed and three-toed.

4. This animal gets its name from the distinctive white marks around its eyes. It can climb on the trees, but it can't jump. Its fur is usually black, but sometimes it can be a red-brown colour. It has a great sense of hearing.

5. This little animal is only found on the island of Gorgona, where it lives in the trees. It can crawl but it can't hang upside down. Its distinctive colour is very rare for this species.

**b. Read each sentence and write True (T) or False (F)**

- a. Condors are small birds. (  **F**  )
- b. Pink dolphins are slow animals. (      )
- c. Sloths have slow movements to survive (      )
- d. Spectacled bears prefer habitats like tropical forest. (      )
- e. Blue Anole Lizards live in many Colombia Islands. (      )

<sup>1</sup> Adapted from Way to Go 7 page 94

### 3. LANGUAGE TASKS (20 minutes)

a. Look at the sentences here and answer the questions to discover language forms.

1. Condors **can** fly up to one hour without moving its wings.  
 2. They **can't** dive into water.  
 3. A sloth **lives** in the trees.  
 4. Pink dolphins **live** in the river.

1. Condors have the ability to fly Yes X No \_\_\_\_\_
2. Which word in sentence 1 indicates an **ability**? \_\_\_\_\_
3. Which word in sentence 2 expresses **inability**? \_\_\_\_\_
4. The verbs in sentences 3 and 4 are in simple present tense and they express:  
 a. **a suggestion**    b. **a habit**    c. **a possibility.**
5. Which word in sentence 3 is an **action**? \_\_\_\_\_
6. Which word in sentence 4 expresses **an action**? \_\_\_\_\_
7. Why are the verb forms in sentences 3 and 4 different? \_\_\_\_\_

b. Complete the sentences with the verbs in brackets in the correct form using **can** or **can't**.

1. Spectacled bears **can climb** trees but they **can't jump**. (jump /move)
2. Condors \_\_\_\_\_ but they \_\_\_\_\_ very high (fly/swim)
3. Pink dolphins \_\_\_\_\_ in the rivers but they \_\_\_\_\_ on the trees (dive/upside down)
4. Sloths \_\_\_\_\_ very fast but they \_\_\_\_\_ upside down on the trees in the forest. (run/hang)
5. Blue Anole Lizards \_\_\_\_\_ in the trees but they \_\_\_\_\_ on the trees. (crawl/hang)

### 4. WRITING TASKS (30 minutes)

Write about an endangered animal. Write your description considering:

- Habitat
- Body Covering
- How it moves
- What it eats
- What makes it special
- What it can / can't do

1. Choose the endangered animal.
2. List its characteristics.
3. Make some simple sentences about your endangered animal.
4. Write your description on a blank sheet of paper.
5. Now, draw your endangered animal.




This animal is the eyeglasses bear. It is the second biggest mammal species found in Latin America. The spectacled bear lives in the forest. Its fur is generally black. It can climb trees very easily and it builds platforms with long branches and sleeps on top of them.





### 5. SELF-ASSESSMENT TASKS (15 minutes)

Tick (✓) the options that best describe your work in this learning guide.

<b>CHECK YOUR PROGRESS!</b>	 I can do it very well	 It is a little difficult for me!	 I need help to do it
I can identify vocabulary related endangered animals and verbs.			
I can use the can modal correctly.			
I can understand short texts about endangered animals.			
I can write a short description about an endangered animal.			

### THIS IS THE END

Well, we have reached the final part of our guide, congratulations students, for your effort and dedication in learning the new vocabulary about endangered animals and improving your writing and your reading comprehension skills. At the same time, I invited you to take care of different species and continue learning English.



### USEFUL RESOURCES

**Animal parts**

<https://learnenglishkids.britishcouncil.org/songs/the-ballad-lisa-the-lemur>

**Endangered animals**

[https://learnenglishkids.britishcouncil.org/search/apachesolr\\_search/endangered%20animals](https://learnenglishkids.britishcouncil.org/search/apachesolr_search/endangered%20animals)

**Using can / can't**

<https://learnenglishkids.britishcouncil.org/grammar-practice/modals-can-and-cant>



### ANSWER KEY

#### 1. VOCABULARY TASKS

**Crossword:** Across: 2. spectacled bear. 3. Andean condor. 5. Pink dolphin.  
Down: 1. Blue anole lizard. 4. sloth

#### 2. READING TASKS

**a. Literal reading:** 1. (c) 2. (a) 3. (e) 4. (d) 5.(b)  
**b. Inferential Reading:** B. False. C. True D. True E. False

#### 2. LANGUAGE TASKS

##### 3.

**a.** 2. can 3. can't 4. a habit 5. Live 6. Lives  
7. A sloth **lives** in the trees – Singular subject (**IT**)  
Pink dolphins **live** in the river – Plural subject (**THEY**)

**b.** 2. can fly/can't swim 3. can dive/can't upside down  
4. cannot run/can upside down. 5. can crawl/can't hang.

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Finalizada la realización de esta guía, comparte con su hija o hijo las siguientes preguntas:

- ¿Cuál de todas las actividades de esta guía te gustó más y cuál fue la que te pareció más difícil de realizar?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos materiales o tecnológicos utilizaste?
- ¿Cuál aspecto o tema crees que necesita profundizar más o practicar más?
- ¿Las orientaciones para realizar las actividades fueron claras?

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