

“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	10th	Level	A2

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Bienvenidos. Esta guía de aprendizaje en casa se preparó con el fin de proporcionar a su hijo o hija diversas herramientas de aprendizaje ante un tema mundial, con el cual ellos tendrán la posibilidad de conocer vocabulario, aprender estructuras gramaticales y potenciar sus habilidades bajo el desarrollo de diversas actividades. Para el desarrollo de esta guía su hijo o hija debe contar con un tiempo de una hora y media. El trabajo aquí descrito se relaciona con la página 140, 141, 142 y 143 del libro del English Please Student's Book 2 el cual podrá encontrar en formato digital en la página de Colombia Aprende. De la misma manera se requiere el conocer y manejar la aplicación *Be the 1 Challenge* en la cual podrán practicar y aprender de manera divertida. Al final de la guía se expondrán todos los anexos que se requieren.

ACTIVIDAD 1: dos ejercicios de vocabulario los cuales les servirá para apropiarse de las palabras de la lección. (APAREAMIENTO DE IMÁGENES) - (CLASIFICACIÓN DE ANIMALES)

ACTIVIDAD 2 Se Invita a los educandos a contextualizarse con el tema gramatical visto por medio de un método DEDUCTIVO en el cual se inician a dar ejemplos de cómo trabajar la voz activa y la voz pasiva.

ACTIVIDAD 3: READING COMPREHENSION Lectura de Wildlife y solución de preguntas.

ACTIVIDAD 4 WRITING ACTIVITY: Posibles soluciones a problemas de tráfico animal.

Agradecemos su colaboración y apoyo en el trabajo con los estudiantes, pues de esto se basará el éxito de la guía y el aprendizaje y el desarrollo de habilidades en los estudiantes.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise presenting your opinions in written form. All the activities are related to the topic of ideal world presented in English Please! Book 2 Module 5 Unit 2 Lesson 5. It starts with some vocabulary revision activities. After that, you have to answer some questions about the language used to make passive voice sentences. Then, you have to read a short text and answer some questions in order to improve your reading skills and end up writing about some solutions for each animal trafficking situation.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Animal trafficking	Writing Reading	Passive voice	Animals	<ul style="list-style-type: none"> Expressing suggestions Inviting people to avoid animal trafficking.

GET READY

Study time needed: 2 hours	Resources: <i>English dictionary, notebook, pencil, mobile phone paper, PDF file English please student' book.</i>	Textbooks Links: - https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep_2.pdf
---	--	--

LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To discuss problems connected to animal trafficking and suggest solutions
- To practice vocabulary related to animals.

What can you do to achieve the objectives?

- Read the instructions for each exercise.
- Pay attention to the examples given.
- Look at the new words for you and understand their context.
- Write down the new structures and vocabulary.

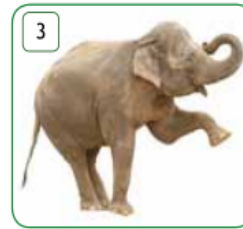


ACTIVITIES

1. VOCABULARY TASKS (10 - 15 Minutes)

A. These animals are affected by animal trafficking. Match the words in the box to the pictures.

dolphin - sloth - macaw - tapir - hummingbird - tiger - turtle - woodpecker - condor - poison dart frog - elephant - panda



B. Classify the animals above. Which ones are mammals, birds, reptiles or amphibians?

MAMMALS	BIRDS	REPTILES	AMPHIBIANS



--	--	--	--

2. READING TASK (20 MINUTES)

- a. Open your "English Please Book 2" on page 142, Exercise 11.
- b. Look at the two images on the text, What do you think the text is about?
- c. Read the text **How can you help?**
- d. Answer the questions in your notebook.
 - What kind of activities can you do to help?
 - What people can you meet on the projects?
 - What is special about a lot of wildlife in Madagascar?
 - What type of animals can you work with in the American Midwest?

3. FOCUS ON LANGUAGE (30 MINUTES)

A. Read these sentences in the box.

	A	B
1	Animal trafficking is when wild animals are sold.	Animal trafficking is when people sell wild animals.
2	Other animals are killed, and parts of their bodies are used to make products.	They kill other animals and use parts of their bodies to make products.
3	They're often bought at souvenir markets by tourists.	Tourists often buy them at souvenir markets.
4	A lot of money is made selling animals.	They make a lot of money selling animals.
5	The animals are often exported to the USA and other countries	People often export the animals to the USA and other countries.

B. Look at the table in exercise A and answer the questions.

- Have a look at **column "B"** sentences, are these sentences in the past, present or future tense?
- Analyse the sentence number **5** in **column B**, who is the subject (who does the action), **people** or the **animals**? Who receives the action, **people** or the **animals**?
- Now compare sentence **5** in **column B** with sentence **5** in **column A**, are the same sentences? What changed?
- What verb do we always use in **column A**? What form of the main verb do we use?

- What for do we use the preposition **"BY"** in column A?

C. In your notebook, change these sentences from passive to active, or from active to passive. Use "by" to say who did the action if necessary.

The passive voice (*pasiva*) emphasises an action or a condition. Who or what caused the action or condition is unimportant, unknown, or assumed to be general knowledge.

Example: **Parts of tigers are traded to make medicine.**

- People trade parts of tigers to make medicine.
- Snakeskin belts are sold at souvenir markets.
- Some shampoos, jewellery and clothes are produced from animal parts.
- Rich people buy exotic animals as pets.
- Animal traffickers export a lot of endangered animals.

4. WRITING TASKS (40 MINUTES)

Look at the following problems of animal trafficking in Colombia. Choose two different problems. Write your opinion about each and suggest a possible solution. Use the example below to help you. Try to use at least two 'useful expressions' from the box below. After you write the text, read it again and review the grammar, spelling and punctuation.

Example:

In my opinion, this is a big problem. People think that animal parts look good, and animal rugs, for example, are warm in the winter. But it is very bad when endangered animals are used. I think we can solve this by educating people. For example, we can ask them if they're happy to live in a world where there are no tigers. I'm sure that people can change their behaviour.



Some people use animal parts, for example animal skin rugs, to decorate their houses and offices.

People often buy products such as shoes, clothes and bags made from animal parts, like snake skin.

Exotic animals are often caught illegally and sold to zoos. People go to the zoos and pay money, and the situation continues.

Some exotic animals are close to extinction because of animal trafficking. For example, more than half the amphibian species in the Colombian Andes are endangered.

Some tourists remove species from their natural habitat.

Some indigenous people also kill endangered species, or are involved in animal trafficking.

Useful expressions ^{2*}




Expressing opinions

- I think / consider that ...
- In my opinion ...

Persuading people

- We can solve this by ...
- We should ...
- Let's try ...

4. EVALUATE YOUR WORK (10 minutes)

<p>Check your progress!</p>	 <p>Very well</p> <p>3*</p>	 <p>Quite well</p> <p>4*</p>	 <p>With difficulty</p> <p>5*</p>	<p>Discuss with your parents, then answer the questions below</p>
<p>I can identify vocabulary related to animals.</p>				<p>How many new words did you learn?</p>



I can write my own opinions about animal trafficking using passive voice.				Why is animal trafficking a problem ?
---	--	--	--	---------------------------------------

THIS IS THE END

Congratulations, you can do great things. Continue practicing the vocabulary about animal trafficking, and how to present possible solutions in English. Also, you can check the useful resources. Finally, you can help find solutions to have a better world.

USEFUL RESOURCES

Online English Spanish Dictionary
<https://www.oxfordlearnersdictionaries.com/>
<https://www.wordreference.com/>

Practice more vocabulary about animals.
<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/animals>
<https://www.youtube.com/watch?v=8vO1O1i-Azc>
<https://www.youtube.com/watch?v=dVMwa7c-Ejg>

For further practice on Passive and active voice
<https://www.youtube.com/watch?v=QTQb42w7oig>
<https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/passive-forms>
<https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/passives>

Have a look at these videos to fully understand the animal trafficking problem
https://www.youtube.com/watch?time_continue=64&v=E6u9UPgFkdA&feature=emb_logo
<https://www.youtube.com/watch?v=1ks3i49M6BY>

ANSWER KEY

1. Vocabulary task:

- A. From left to right Image** 1. Tiger 2. Macaw 3. Turtle 4. Woodpecker 5. elephant
6. poison dart frog 7. Sloth 8. Condor 9. Panda 10. Hummingbird 11. Dolphin 12. tapir
- B. Mammal:** tiger, elephant, sloth, panda, dolphin, tapir



Bird: macaw, woodpecker, condor, hummingbird

Reptile: turtle

Amphibian: poison dart frog

2. Focus on language

B.

- A: passive B: active
- to be; past participle
- Sentence 3; by

C.

- b. They sell snakeskin belts at souvenir markets.
- c. They produce some shampoos, jewellery and clothes from animal parts.
- d. Exotic animals are bought as pets by rich people.
- e. A lot of endangered animals are exported by animal traffickers.

3. Reading task :

C.

- The WWF offers wildlife holidays, wildlife volunteer projects and work placements.
- You can meet people who are passionate about animals.
- A lot of the world's most spectacular wildlife is only found in Madagascar.
- You can work with wolves, foxes and wild dogs.

4. Writing tasks: Open answers.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Al terminar las actividades de la guía es indispensable que como padres de familia revisen que todo los ejercicios se hayan realizado con responsabilidad y con el mayor esfuerzo posible, Así mismo verifique que ellos hayan seguido las instrucciones por tal motivo realice las siguientes preguntas:

- ¿Cuál fue la actividad que más te gustó? y ¿por qué?

-¿Cuál fue la actividad que te pareció más difícil? Y ¿por qué?

- Menciona el vocabulario en relación a los problemas del mundo.

- Realice dos oraciones de ¿cómo sería su mundo ideal?

- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizas?

AUTHOR(S)

AUTHOR(S)			
Name	Ferney Ríos Castro	Juan Camilo Vasquez Toro	Karen Lizeth Henao Durán
Email	ferneyrioscas@hotmail.com	juanc.vasqueztoro@gmail.com	kalite86@gmail.com
School	I.E. Manuel Canuto Restrepo	I.E. Gabriel Correa Vélez	I.E Técnico Agropecuario y en Salud de Sonsón

LINKS OF IMAGENES

1. Ministerio de Educación Nacional (n.d). English, please! 2 Fast Track. Bogotá D.C. – Colombia. P. 140 Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (n.d). English, please! 2 Fast Track. Bogotá D.C. – Colombia. P. 143 Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
3. Image retrieved from <https://pixabay.com/vectors/smiley-face-grin-smile-happy-icon-304270/> with a free for commercial use license.
4. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-happy-face-icon-1635449/> with a free for commercial use license.
5. Image retrieved from <https://pixabay.com/vectors/smiley-emoticon-undecided-unsure-1635455/> with a free for commercial use license.