

WORKSHOP Nº 6 – 8TH GRADE- YOUR OWN AND OTHER ABILITIES

STUDENT: _____ GROUP: _____

GENERATIVE TOPICS AND THROUGH LINES: abilities, actions in past, commands and advices, expressing feelings

VOCABULARIES: verbs, animals, // can – should - must // in, on, at (prepositions of time)

ACTIVITIES IN LITERARY CYRCLE:

1. **In each chunk of the story you will find 2 words. Look the meaning in the story and use the same meaning of the words to make new sentence for each word given. 24 in total.**
2. **Read the story and solve the reading comprehension. Use complete answers (short or long)**
3. **Describe 4 pets of your team or close family. Draw them**
4. **Solve the worksheet – CAN or CAN'T**
5. **Read the article : Why Should Animals Have Rights? And extract the main ideas (five at least)**



*THIS STORY IS AVAILABLE IN: <http://eduteach.es/videos/animated-stories-children/the-crow-and-the-snake.html>

ROLES IN LITERARY CIRCLE:
and the main responsibility

***summarizer:** 5

***vocabulary enricher:** 1

***illustrator:** 3

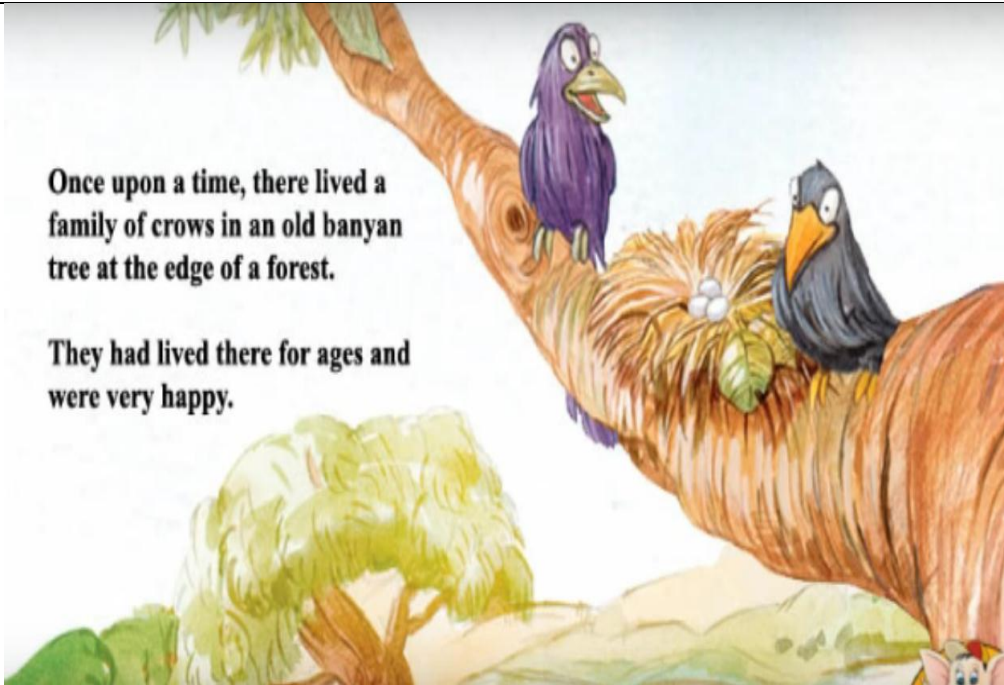
***connector:** 5

NOTE: There is one member who is the responsible for each activity, but all the team should cooperate with all the activities.

Teacher: Nelly Giraldo.

Once upon a time, there lived a family of crows in an old banyan tree at the edge of a forest.

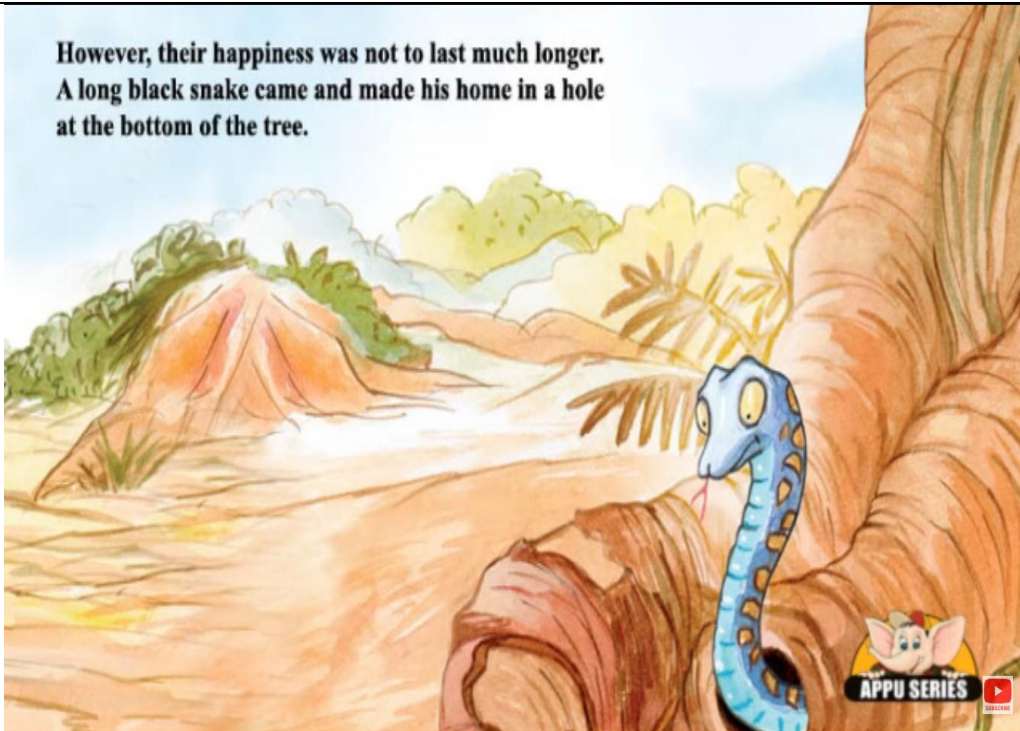
They had lived there for ages and were very happy.



banyan
crow

1.

However, their happiness was not to last much longer. A long black snake came and made his home in a hole at the bottom of the tree.



snake
bottom

2.

When the crows left their nest in search of food, the wicked snake crawled up the tree and ate up the eggs Mama Crow had laid.



wicked
crawled

3.

When the crows returned, they were shocked to find their eggs missing.

This happened quite a few times and then Mama Crow said, "Tomorrow, I will stay back and guard my eggs. You must bring some food back for me."



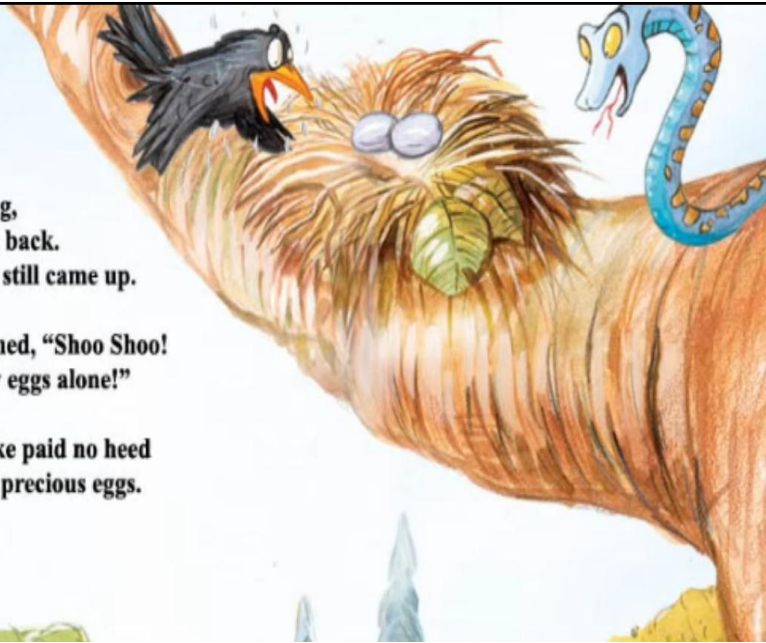
shocked
missing

4.

So, the next morning,
Mama Crow stayed back.
However, the snake still came up.

Mama Crow screamed, "Shoo Shoo!
Go away! Leave my eggs alone!"

But the wicked snake paid no heed
and gobbled up the precious eggs.

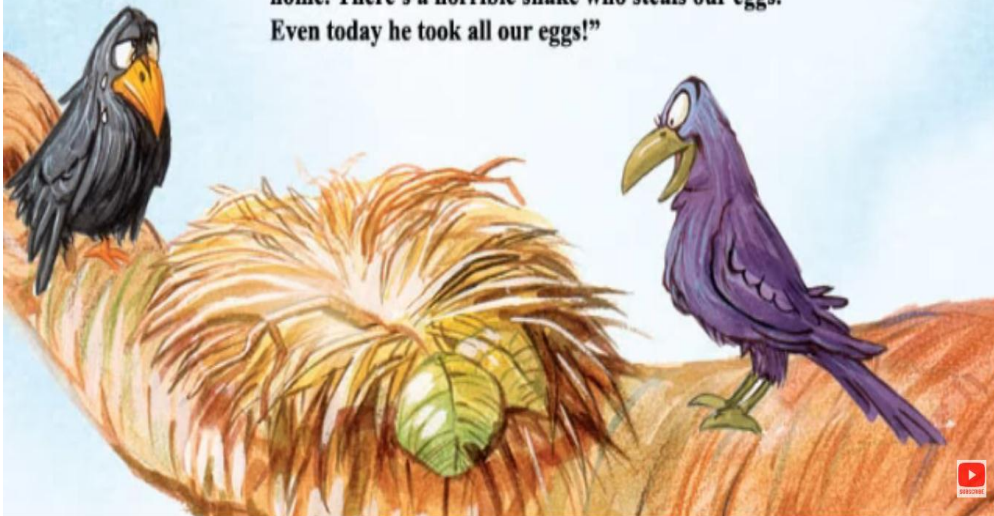


screamed
gobbled

5.

When Papa Crow returned, he found his wife weeping
bitterly. "What is it? What happened?" he asked.

Mama Crow replied, "We must leave our beloved
home. There's a horrible snake who steals our eggs.
Even today he took all our eggs!"



found
must

6.

The Papa Crow thought for a while and said,

“We cannot leave our home. We must chase the snake away instead.
Let's go to Grandma crow. She is wise and will advise us.”

So the Crows flew to a nearby tree where Grandma crow lived.



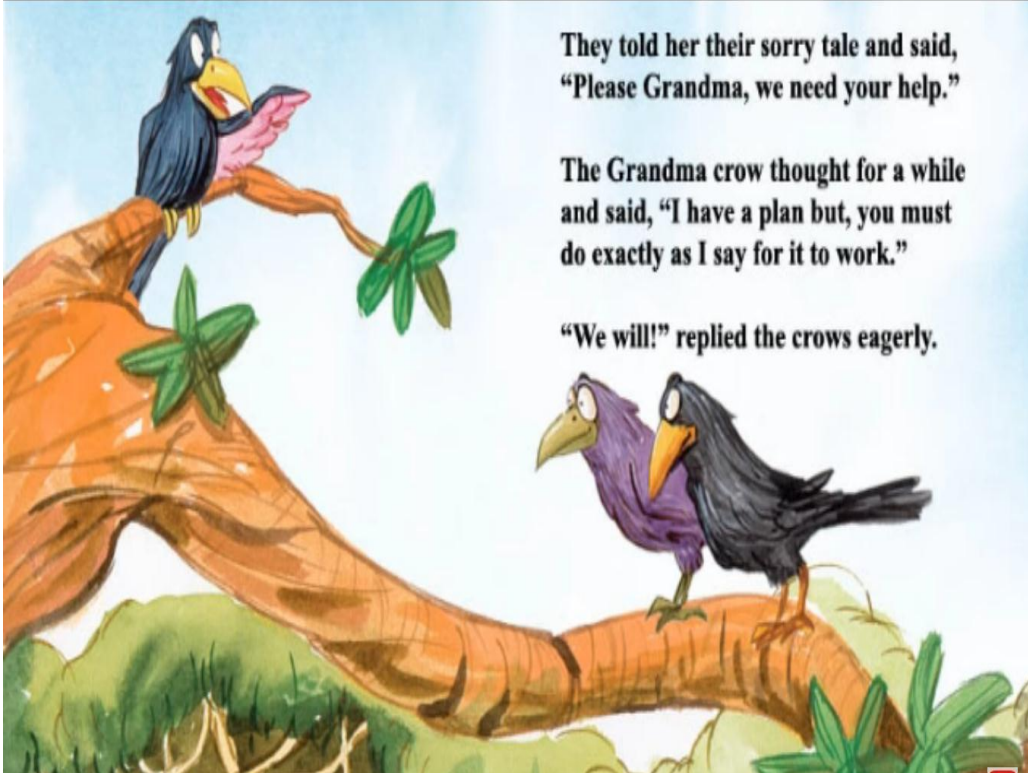
7.

flew
lets go

They told her their sorry tale and said,
“Please Grandma, we need your help.”

The Grandma crow thought for a while
and said, “I have a plan but, you must
do exactly as I say for it to work.”

“We will!” replied the crows eagerly.

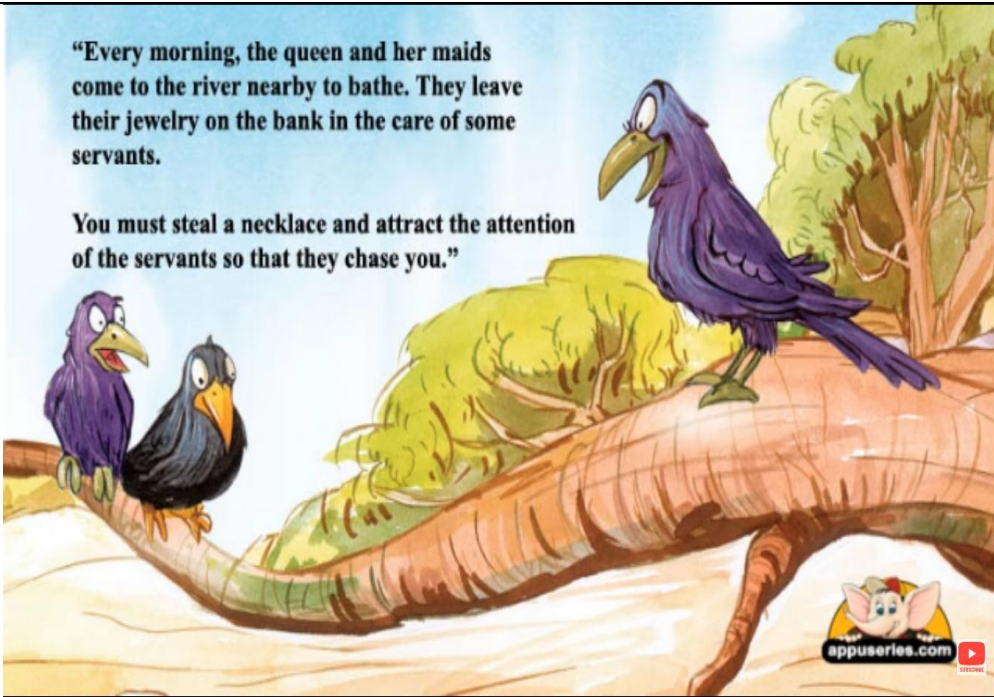


8.

told
eagerly

“Every morning, the queen and her maids come to the river nearby to bathe. They leave their jewelry on the bank in the care of some servants.

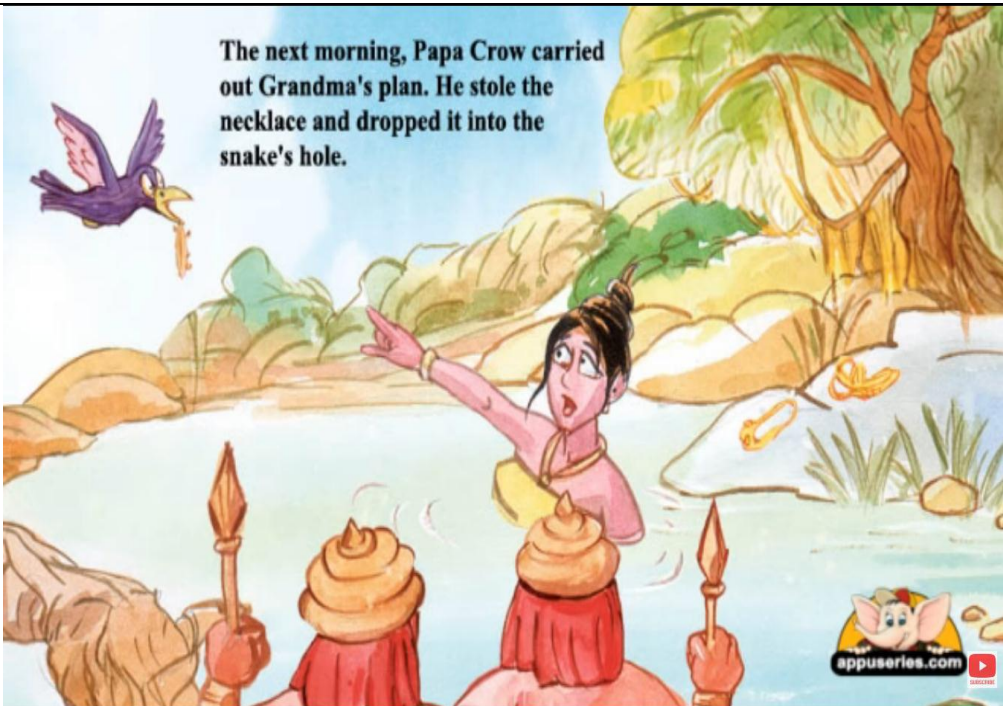
You must steal a necklace and attract the attention of the servants so that they chase you.”



9.

queen
maids

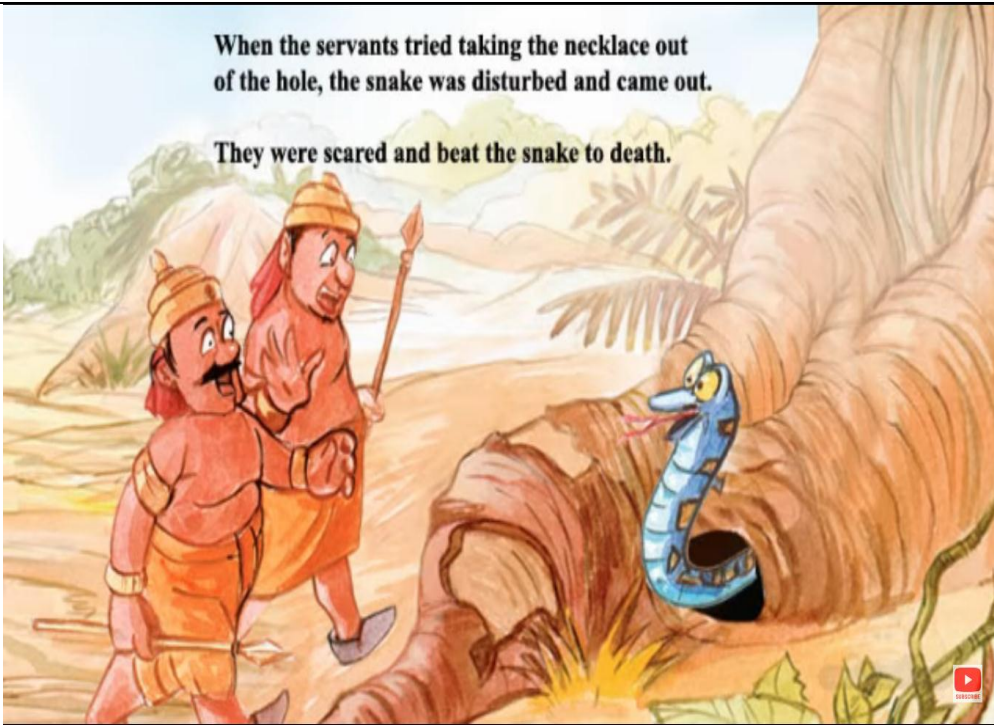
The next morning, Papa Crow carried out Grandma's plan. He stole the necklace and dropped it into the snake's hole.



10.

stole
dropped

When the servants tried taking the necklace out of the hole, the snake was disturbed and came out.
They were scared and beat the snake to death.

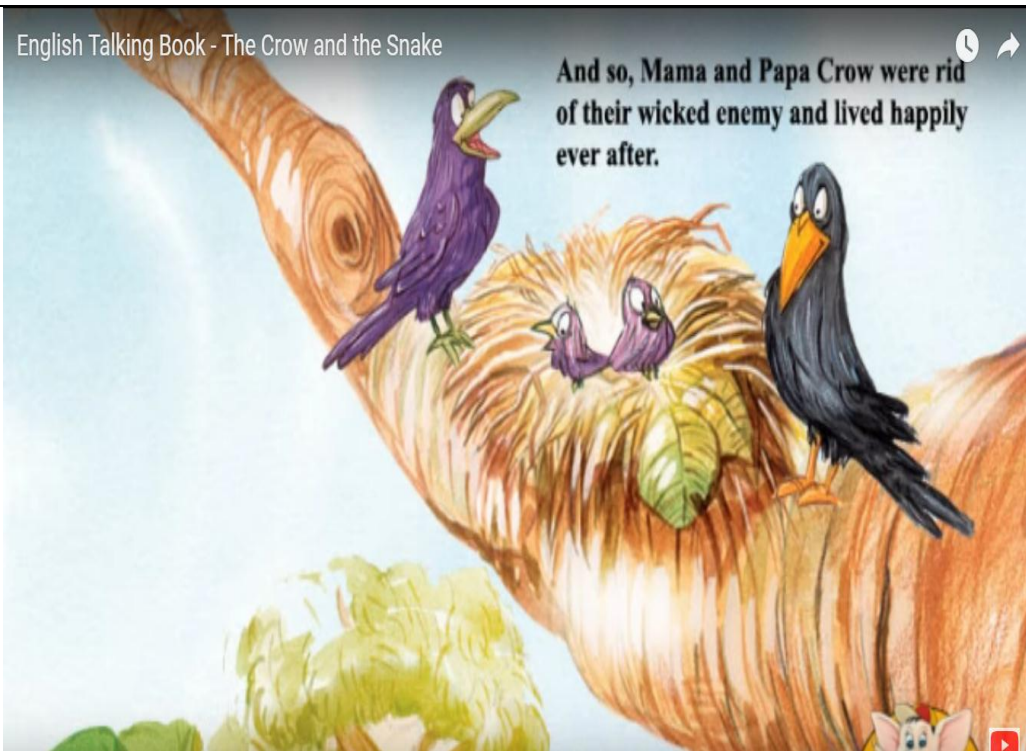


11.

tried
beat

English Talking Book - The Crow and the Snake

And so, Mama and Papa Crow were rid of their wicked enemy and lived happily ever after.



12.

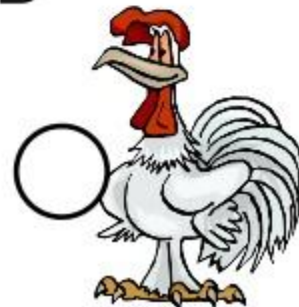
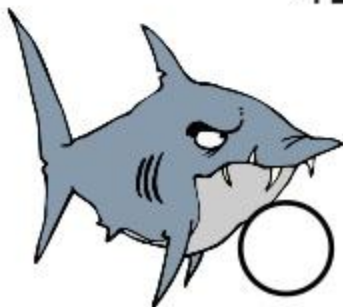
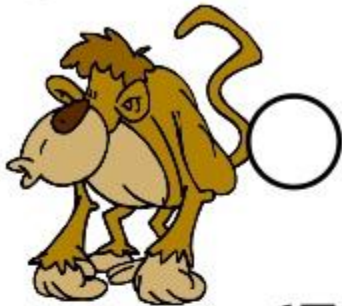
rid
ever after

Reading comprehension about the story -
and extending knowledge

- a. Were the family of crows happy in the tree in the first part of the story?
_____.
- b. Who lived in a hole at the bottom of the tree?
_____.
- c. What did the snake do when the crows left their nest?
_____.
- d. What did the mama crow do to guard its eggs?
_____.
- e. What did the papa crow suggest?
_____.
- f. What the family should do? (according to the grandma crow)
_____.
- g. Did the snake die? _____.
- h. Did the servants beat the crows? _____.
- i. How many members were there at the end of the story?
_____.
- j. What must you do when you see a net?
_____.
- k. Should you steal eggs from a net? And why
_____.
- l. Can your pet lay eggs? _____.
- m. What should you do to preserve animal life ?
_____.
- n. Which animals do you like more?
_____.
- o. Do you have a pet? _____.
- p. What must this school do with the dogs?
_____.

CAN OR CAN'T

Fill in the blanks with "can" or "can't" and number the pictures



- 1) A parrot _____ speak, but it _____ swim in the sea.
- 2) A cat _____ catch a mouse, and it _____ climb trees.
- 3) A rooster _____ get up very early, but it _____ give you eggs.
- 4) A snake _____ walk or run because it doesn't have any legs.
- 5) A goat _____ climb rocks very well, but it _____ fly.
- 6) A horse _____ really run very fast and it _____ jump over fences.
- 7) A goose _____ fly for a long time, but it _____ swim underwater.
- 8) A monkey _____ climb trees and it _____ walk on its legs.
- 9) A dog _____ fly, but it _____ smell very well.
- 10) A shark _____ walk or run, but it _____ swim quite fast.





Why Should Animals Have Rights?

Animal rights activism is based on the idea that animals are sentient and that speciesism is wrong, the former of which is scientifically backed — an international panel of neuroscientists declared in 2012 that non-human animals have consciousness — and the latter is still hotly contested among humanitarians.

Animal rights activists argue that because animals are sentient, the only reason humans are treated differently is speciesism, which is an arbitrary distinction based on the incorrect belief that humans are the only species deserving of moral consideration. Speciesism, like racism and sexism, is wrong because animals popular in the meat industry like cows, pigs and chickens suffer when confined, tortured and slaughtered and there is no reason to morally distinguish between humans and non-human animals.

The reason that people have rights is to prevent unjust suffering. Similarly, the reason that animal rights activists want animals to have rights is to prevent them from suffering unjustly. We have animal cruelty statutes to prevent some animal suffering, although U.S law prohibits only the most egregious, extraordinary animal cruelty. These laws do nothing to prevent most forms of animal exploitation, including fur, veal, and foie gras.

Human Rights Versus Animal Rights

No one is asking for animals to have the same rights as humans, but in an animal rights activist's ideal world, animals would have the right to live free of human use and exploitation — a vegan world where animals are no longer used for food, clothing or entertainment.

While there is some debate as to what basic human rights are, most people recognize that other humans have certain fundamental rights. According to the United Nations' Universal Declaration of Human Rights, human rights include "the right to life, liberty and security of person.. an adequate standard of living...to seek and to enjoy in other countries asylum from persecution...to own property...freedom of opinion and expression...to education...of thought, conscience and religion; and the right to freedom from torture and degrading treatment, among others."

These rights are different from animal rights because we have the power to ensure that other humans have access to food and housing, are free from torture, and can express themselves. On the other hand, it's not in our power to ensure that every bird has a nest or that every squirrel has an acorn. Part of animal rights is leaving the animals alone to live their lives, without encroaching on their world or their lives.

Online helps:

1. <http://www.aprenderinglesfacil.es/2008/05/preposiciones-de-tiempo-at-in-y-on.html>- how to use IN, ON AT (TIME EXPRESSIONS).
2. <http://www.englishexercises.org/makeagame/viewgame.asp?id=2573> – EXERCISE: IN -ON –AT
3. <http://www.englishexercises.org/makeagame/viewgame.asp?id=1984> – Exercise: ON-ON-AT
4. <https://agendaweb.org/exercises/verbs/can/affirmative-negative> CAN- CAN NOT EXERCISES
5. <http://spot.pcc.edu/map/prev/can-cant.htm> CAN- CAN NOT EXERCISES
6. <http://www.esl-lounge.com/student/grammar/3g2-could-i-could-you.php> - COULD I or COULD YOU?