



## English: Level A1

WEEK 21

### My project

#### Activity 1

#### Look around

#### LEAD IN

Match the global goals with the pictures that represent them. There is one picture you don't need to use.

1. END POVERTY

2. FIGHT INEQUALITY

3. RESPECT THE PLANET



#### Glosario

##### INGLÉS

banana skin

campaign

collect signatures

drop out of school

limited access to information

low salaries

made out of ...

marry at a young age

neighbourhood

notice

plastic-free

##### CASTELLANO

cáscara de plátano

campaña

recoger firmas

abandonar la escuela

acceso limitado a información

bajo salarios

hecho de ...

casarse a una edad corta

barrio

dares cuenta

libre de plástico



people lose jobs

gente pierde sus trabajos

pollution

contaminación

raise awareness

crear conciencia

safe

seguro(a)

urban farm

granja urbana

## LISTEN AND READ

Listen to and read about young inventors, innovators and campaigners1:

# Teenagers can change the world

**Our mission for 2030 is to end poverty, to fight inequality and to respect the planet.**

To do this, we can be:

**1. Inventors**

**2. Innovators**

**3. Campaigners**

Read the stories of these teenagers that are changing the world:



1. **Elif is an inventor from Istanbul, Turkey.** She is the creator of a new, natural plastic made out of banana skins because she wants people to stop using regular plastic. Regular plastic pollutes our oceans. You can make banana plastic in your kitchen!

Fuente: Kidsdiscover

2. There is a group of teen innovators from Philadelphia, Pennsylvania in the United States of America. They are the founders of *Life Do Grow Farm*, a farm in a dangerous and poor neighbourhood. This project transformed their community because now they can earn money and eat healthy food. The neighbourhood is finally safe!

Fuente: Phillygentrification



3. **Mazoun is from Daraa, Syria.** She is the leader of a campaign. She helps girls who need to continue their education and not marry at a very young age. She talks to their parents because she knows that girls need an education so they can change the world.

Fuente: Oblitans

You can be an inventor, innovator, or campaigner to change the world for good. Care, be creative and collaborate! Together we can make the Sustainable Development Goals a reality.

**"SOMETIMES A HEALTHY WORLD IS ONE GREAT IDEA AWAY."**

## LET'S UNDERSTAND!

### UNDERSTAND- EXERCISE 1

Complete the chart with information from the text. Look at the examples:

Information	Teenagers can change the world		
	Example: Elif	Life Do Grow Farm	Mazoun
Where are they from?	1.	4.	7.
Are they inventors, innovators or campaigners?	inventor	5.	8.
What is their invention/innovation/campaign?	2.	a farm in a poor neighbourhood	9.
What is their mission? - Choose one option: • end poverty • fight inequality • respect the planet	3.	6.	fight inequality

## LET'S PRACTISE!

### PRACTISE – EXERCISE 1

Match the cause with the correct effect. Follow the example:

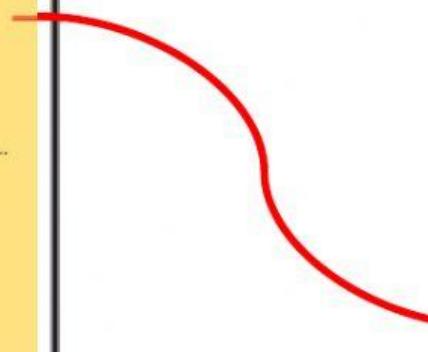
BECAUSE

**COLUMN A: EFFECT**

1. Fresh water is disappearing ...
2. Some children and teenagers need to work ...
3. Some girls can't go to school ...
4. She is a campaigner ...
5. My neighbourhood is polluted...

**COLUMN B: CAUSE**

- A. ... their families don't have enough money.
- B. ... people throw garbage in the streets.
- C. ... she needs to raise awareness about pollution.
- D. ... many people waste it.
- E. ... they are discriminated in some countries.



## LISTENING COMPREHENSION

### PRACTISE – EXERCISE 2

Listen to Melati and Isabel's presentation on their project. Choose the best option to complete the sentences about the presentation. You will hear the presentation twice.

#### Example:

Melati and Isabel are two sisters from **Bali** / Thailand.

1. Melati and Isabel's campaign to make Bali **contamination free** / **plastic free**.
2. The problem is that the **beach** / **ocean** and **rivers** are very contaminated with plastic bags.
3. First, Melati and Isabel **organized a team** / **raised awareness**.
4. Melati and Isabel's strategy included **making presentations in public places**. / **playing at the beach**.
5. Melati and Isabel think that teenagers **should wait until they are adults to change the world**. / **should use their passion and motivation to change the world now**.

### LET'S REFLECT!

## iNOTEMOS ALGO!

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

Utilizo la palabra "because" en una oración para \_\_\_\_\_.

- a. explicar la razón o causa de algo.
- b. indicar cuándo sucedió algo.
- c. indicar dónde sucedió algo

### Ahora, reflexionemos:

¿Cuánto has aprendido esta semana? ¿Escuchaste el "Audio del Recurso"? ¿Qué opinas tú? Dale un visto bueno a una de las cuatro opciones. Selecciona la opción que mejor exprese lo que puedes hacer ahora que culminaste las dos actividades de la semana.

¿Lo puedo hacer?	No, necesito ayuda 	Un poco, pero necesito ayuda 	Sí puedo 	Sí puedo y muy bien 
1. ¿Puedo identificar información específica en un texto breve en inglés sobre problemas globales en inglés?				
2. ¿Puedo relacionar causa y efecto en inglés utilizando la palabra "because" correctamente?				
3. ¿Puedo crear un organizador visual sobre un problema global o de mi comunidad en inglés?				