

FULL NAME:

Objective: Identificar las partes de un párrafo para escribir un artículo de una revista que promueve la diversidad cultural.

LEARNING EXPERIENCE 5

English: Level A2

Let's Celebrate Diversity!



Activity 2: Let's Promote Diversity!

LEAD IN:

Complete the phrases.

"If you want to promote diversity, you can't ignore your culture.
 You can play the cajón and you can dance Afro-Peruvian dances."



PEPE SANTACRUZ



sing in _____



play the _____

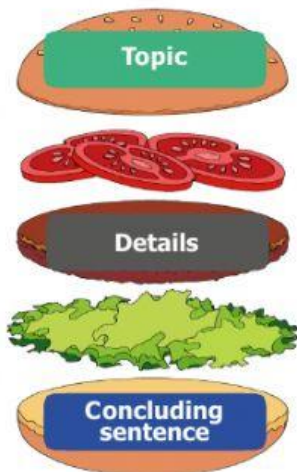


prepare _____

"If you want to promote diversity, you can't ignore your traditions.
 You can _____ and
 you can _____"

Your name: _____

Prior Knowledge: Match the numbers of the elements of the paragraph to the letters of the structure of the sandwich.



1. Topic:

2. Details:

3. Concluding sentence:

A. Everybody in my family can speak Quechua and Spanish. My mom can sing Huaynos and dance. My dad can play the harp and the violin. My brother Michael can cook a delicious puca picante. My brothers Jhony and Roy can play the guitar. Me? I can speak Quechua, Spanish and a little English. I can act. I can sing and dance Huaynos too.

B. In conclusion, we are Peruvian and we are proud!

C. We are a talented Peruvian family.

What do you know about the parts of a paragraph? Watch the video .

Watch the video of the experience

LET'S PRACTISE!

LISTENING COMPREHENSION PRACTISE- EXERCISE 1



Escucha el audio
de la actividad 2

Listen to Mariana Costa Checa's interview and check (✓) true or false.

Example:

Laboratoria is Mariana's organization.

True False



1. Laboratoria offers training in technology for men.

☐☐

2. In Laboratoria, women can study technology.

☐☐

3. Many women can't pay for a university program.

☐☐

4. In Laboratoria, women can be software developers in only ten months.

☐☐

5. If you want to promote diversity, you can create opportunities for women in the field of software development.

☐☐

The Modal Can

choose the correct choice.



✓

She _____ knit.



✓

She _____ drive.



X

She _____ make a cake.



X

She _____ ride
a motorbike.

The First Conditional and Can

Match the if premise with the second premise.

1. If you want to promote the equity of genre,
2. If you want to promote the social inclusion,
3. If you want to promote Peruvian music,

- a. You **can** exclude disabled people.
- b. You **can** learn and sing Peruvian music.
- c. You **can't** exclude women.

PRACTISE-EXERCISE 2

Part. A

Complete the sentences with "can" or "can't".

Example:

To promote diversity, you **can** make traditional dishes from your community.

1. You _____ discriminate against people, if you want to promote diversity.
2. There are international music festivals here, you _____ see artists from different parts of the world.
3. We _____ mix festejo and electronic music to make a very cool song.
4. We all have the same rights, we _____ exclude anybody.

Part. B

Write one sentence about what we can do to promote diversity and one sentence about what we can't do if we want to promote diversity.

Examples:

- I love meeting people from different countries, we can learn so much from them.
- We can't ignore our roots. Let's be proud of our culture!

1.

2.

Diversity



PRACTISE-EXERCISE 3

Choose the parts of a paragraph.

Topic sentence: It indicates what the paragraph is about.

Supporting sentences: They give more information about the topic.

Concluding sentence: Reinforces the idea of the topic sentence.

Example:

Topic sentence

1
It is not hard to promote diversity. You can cook traditional dishes for your friends or you can show them pictures of your hometown. You can also teach your friends to dance Marinera. Let's promote diversity!

2.

3.

4

Join Cajonéate, it's easy. You can write and email to us and we will give you the correct information. You can also call us from 8 a.m. to 6 p.m.. Let's start learning now!

5.

¡NOTEMOS ALGO!

¿Cómo podemos expresar posibilidad o prohibición en inglés? Por ejemplo:

- To promote diversity, you **can sing** in Quechua.
- If you want to promote diversity you **can't discriminate** people.

Utilizamos el verbo **can** o su forma negativa **can't** antes del verbo de acción para:

- a. Expresar posibilidad o prohibición en inglés.
- b. Describir una acción en inglés.
- c. Indicar si algo me gusta o no en inglés.



1. ¿Puedo reconocer información clave de un texto que escucho en inglés, si es claro y pausado? **SÍ - NO**
2. ¿Puedo distinguir la idea principal en un párrafo o texto breve escrito en Inglés? **SÍ - NO**

Continue with Activity 3.

