

English: Level A2

WEEK 21

My project

Activity 1

Look around

LEAD IN

Read the article and choose the picture that best represents it.



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

campana

recoger firmas

abandonar la escuela

acceso limitado a información

bajo salaries

hecho de ...

casarse a una edad corta

barrio

dares cuenta

libre de plástico

people lose jobs

pollution

raise awareness

safe

urban farm

gente pierde sus trabajos

contaminación

crear conciencia

seguro(a)

granja urbana



Listen to and read about young inventors, innovators and campaigners

Teenagers can change the world

We have an urgent mission for 2030. That mission is to fight global inequality, end extreme poverty, and respect our planet. To do this, we have to focus on changing things where we live. There are three ways we can help:

1. Be an inventor

2. Be an innovator

3. Be a campaigner

Teenagers like you are making a difference in many parts of the world:



1. Elif is a young inventor from Istanbul, Turkey. She noticed that her city was very polluted because there was a lot of plastic garbage everywhere. So, she decided to create a new natural plastic made out of banana skins because it is cheap, easy to recycle, and you can make it in your kitchen.

Fuente: Kidsdiscover

2. A group of teenager innovators from a poor and dangerous neighbourhood in Philadelphia, Pennsylvania decided to build an urban farm because they wanted to change their neighbourhood. Now they earn money selling fruits and vegetables to homes and restaurants. "*Life Do Grow Farm*" transformed the neighbourhood into a healthy and safe community.

Fuente: Phillygentrification



3. Mazoun is a young campaigner from Daraa, Syria. She lived in a community where many girls gave up on their education because they had to marry at a very young age. Mazoun thought this was wrong, so she started a campaign to convince parents to let their daughters stay in school and not make them marry at a young age.

Fuente: Oblitans

Young inventors, innovators and campaigners are changing the world for good, and you can do it too. Be creative and collaborate. If we all do that, by 2030 we can turn the Sustainable Development Goals into 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 you just read. Follow the example:

Information	Teenagers can change the world		
	Elif	Life Do Grow Farm	Mazoun
Where are they from?	1.	Philadelphia, Pennsylvania, USA	6.
What are they?	She is an inventor.	3.	7.
What was the problem in their community?	2.	4.	Many girls gave up on their education.
What did they do to fight that issue?	She invented a new natural plastic made out of banana peels.	5.	8.

LET'S PRACTISE!

PRACTISE – EXERCISE 1

Match the cause with the effect. Follow the example:

BECAUSE

COLUMN A

1. Fresh water is disappearing ...
2. People have few job opportunities ...
3. There is inequality in education ...
4. People have limited access to information ...
5. He started the project ...
6. Many children have bad health ...

COLUMN B

- A. ... he wants to transform his community.
- B. ... they dropped out of school.
- C. ... they have low connectivity.
- D. ... many people waste it.
- E. ... there are no good hospitals around.
- F. ... in some countries girls can't go to school!

- I. Which column contains the causes? Column A / B
- II. Which column contains the effects? Column A / B

LISTENING COMPREHENSION

PRACTISE – EXERCISE 2

Listen to Melati and Isabel’s presentation2 on their project. Complete the summary about the presentation. You will hear the presentation twice. Follow the example:

Melati and Isabel’s campaign

Melati and Isabel are two sisters (1) from the Island of Bali. Their presentation is about their _____ (2) to eliminate plastic bags. They didn’t want to wait to do something about it. So, they came up with a strategy and learned many lessons while they worked on their project. They formed a _____ (3) called “Bye Bye Plastic”. Together they (4) _____ about the problem by making presentations in schools, markets, and festivals. After that, they decided to get one million _____ (5) at the airport. When they finally got the signatures, they _____ (6) the governor to help them make Bali a plastic-free island.

Melati and Isabel believe that kids and teenagers have the passion and motivation to change the world!

LET’S REFLECT!

¡NOTEMOS ALGO!

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

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.

Can I do it?	Not at all 	Somewhat 	Well 	Very Well 
1. Can I identify key details in a text about global issues in English?				
2. Can I relate causes and effects in English using 'because' correctly?				
3. Can I create a graphic organiser about a problem in the world or my community in English?				