



**Competences:**

Read different types of texts written in English as a foreign language.

Write various types of texts written in English as a foreign language.



*Good morning students, how are you?*

*Today, we are going to work with the platform "I learn at home".*





**ACTIVITY:1**

**LOOK AROUND**

**LET'S SELF-ASSESS!**

Por mucho tiempo se ha dicho que los adolescentes son el futuro, pero en realidad son el presente y pueden cambiar el mundo y resolver problemas colaborando y siendo creativos, ¿qué problemas afectan hoy a tu comunidad? ¿Qué fuentes de información son confiables para conocer más sobre estos problemas? ¿Cómo puedes ser parte de la solución? ¿Cuál es tu plan de acción? ¿Puedo comunicar en inglés las formas en las que podemos resolver problemas en nuestra comunidad y crear conciencia?

Expresa cuánto sabes en inglés con las frases en la parte superior de la tabla. Marca con una "X" donde creas conveniente. Solo responde con honestidad.

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?				

**LEAD IN**

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



**LISTEN AND READ\***

**Listen to** and **read** about young inventors, creators and a campaigners1.

# 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:



- 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

- 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



- 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:

COLUMN A	BECAUSE	COLUMN B
1. Fresh water is disappearing ...		A. ... he wants to transform his community.
2. People have few job opportunities ...		B. ... they dropped out of school.
3. There is inequality in education ...		C. ... they have low connectivity.
4. People have limited access to information ...		D. ... many people waste it.
5. He started the project ...		E. ... there are no good hospitals around.
6. Many children have bad health ...		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 presentation<sup>2</sup> 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!

## ACTIVITY: 2

## DO IT YOURSELF! – D.I.Y.

## LET'S CREATE!

### CREATE A GRAPHIC ORGANISER ABOUT A PROBLEM

Teenagers are the future and the present, and they can change the world now! The United Nations challenged teenagers and young people of the world to get involved and get inspired to solve three global issues: poverty, inequality and the environmental crisis. As a responsible and sensitive teenager, identify a problem and determine its causes and their effects. For this task, choose one of the two options:

**Option A:**  
Create a graphic organizer about the problem: Poverty

**Option B:**  
Create a graphic organizer about another problem in your community.

To do this, follow the steps:

### Option A Create your graphic organiser about the problem: Poverty

**Step 1: Match** the causes and their direct effects.

no hospitals - few job opportunities - no connectivity - low salaries - poor quality of life - people drop out of school - poor health - limited information sources

CAUSES		EFFECTS
1. low salaries	→	a. poor quality of life
2.	→	b.
3.	→	c.
4.	→	d.

**Step 2: Create** a graphic organiser including causes and effects related to the problem. You can use the suggested templates:

CAUSES → PROBLEM → EFFECTS

PROBLEM	
CAUSE →	EFFECT
CAUSE →	EFFECT
CAUSE →	EFFECT

**Step 3: Make** sentences with the information from your graphic organiser. Follow the structure and the examples:



Example:

People have few job opportunities because they drop out of school.

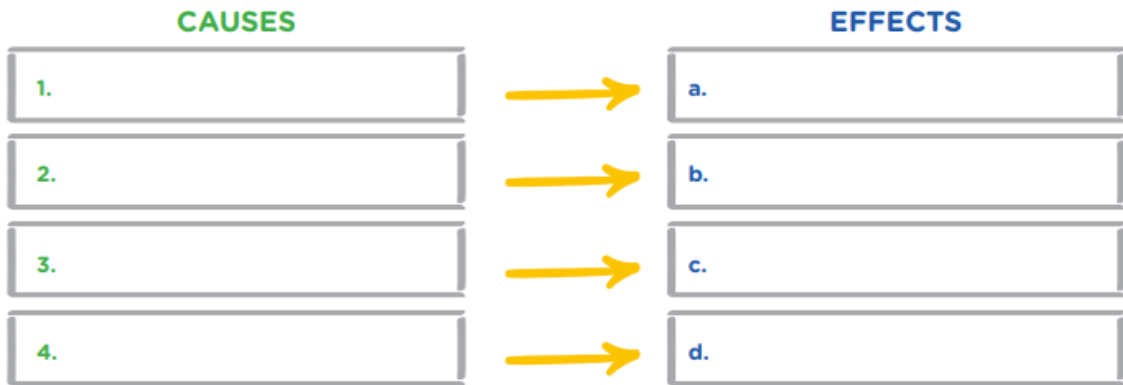
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Option B: Create a visual organiser about an issue in your community.

**Step 1: Choose** one problem that affects your community. For example:

CAUSES		EFFECTS
There is discrimination in my	→	Only girls help with the house work
People throw garbage into the	→	The ocean is contaminated

**Step 2: Identify** and **match** at least four causes and their direct effects.



**Step 3: Organise** the causes and effects in a graphic organiser. Be creative!

**Step 4: Make** sentences with the information from your graphic organiser. Follow the example:

Example:

Only girls help with the house work because there is inequality in my community.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Your graphic organiser should have these characteristics or criteria:**

Characteristics or criteria	Yes	No
1. The information about the problem you chose is presented in a graphic organiser.		
2. The graphic organiser includes at least four causes and their effects.		
3. There are at least four sentences about the causes and effects from your visual organiser using "because" correctly.		



**Recommendation: Make** a first draft of your graphic organiser and revise if it meets the characteristics.

**LET'S SHARE!**

Muéstrales tu idea a tus padres, hermanas y hermanos, a quienes tengas en casa, o a tu profesora o profesor si están en contacto, y explícales las tres características que tu organizador gráfico debe tener. Toma nota de los aportes y mejora tu idea para hacer tu texto en inglés.



**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:**

Selecciona la opción que mejor exprese lo que puedes hacer ahora que culminaste las dos actividades de la semana.

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**ORGANIZE YOUR ENGLISH PORTFOLIO OR YOUR ENGLISH NOTEBOOK.**