

## THE TEXT

[https://www.unssc.org/sites/default/files/2030\\_agenda\\_for\\_sustainable\\_development\\_kcsd\\_primer\\_en.pdf](https://www.unssc.org/sites/default/files/2030_agenda_for_sustainable_development_kcsd_primer_en.pdf)

### Prerequisites

- Simple present
- Simple past
- Timelines
- Pair and group work
- Using the Internet
- Recording a speech

### CONTENT

#### At the end of the unit SS will be able to explain

- 1) Why the world community endorsed the Agenda
- 2) The outcomes of the Agenda
- 3) The deadline of the Agenda
- 4) The members of the community
- 5) The plan of Action
- 6) The origin and development of the Agenda
- 7) The core principles
- 8) The 5 critical dimensions of the Agenda
- 9) The goals of the Agenda
- 10) What they can do to promote the principles of the Agenda

#### LANGUAGE will include:

- **Vocabulary** (see below)
- **Grammar** (reinforcement of superlatives; simple past for narration of past events, ...., - ing form after prepositions, ....)
- **Study skills:** underline words, analyse text structure, distinguish main information from secondary information, comparing results, collaborative writing, learning by discovery.
- **Language skills:** speaking – interacting – reading – listening - writing

#### Vocabulary

**To endorse** = to express or give approval or support of, esp. publicly: to endorse a political candidate.

**To pledge** =

- to bind (someone) by or as if by a pledge or promise: everyone to secrecy.
- to promise solemnly: EX: She pledged to support him in the upcoming election

**Ex:** pledged that he would never betray the trust of the American people.

**blueprint** = a detailed outline or plan of action: a blueprint for success.

**momentum** =

force or speed of movement;

impetus, as of a physical object or course of events:

EX: The car gained momentum going downhill. Her career lost momentum after two unsuccessful films.

**call to action** = invited to take action;

**accountability** = the state of being accountable, liable, or answerable.

**underpin** =

- to support from beneath
- to give corroboration, strength, or support to

**core** = the most important or essential part of anything

**income** = the amount of monetary or other returns, either earned or unearned, accruing over a given period of time

**scope** = extent, limit or range of view, outlook, etc.:

**inform** =

- to give information; supply knowledge or enlightenment.

Ex: a magazine that entertains more than it informs

- to give form
- to give evident substance, character, or distinction to; pervade or permeate with manifest effect

## **Product**

In group SS should produce documentation of their work . They are free to decide the format they consider particularly suitable for clear communication.

# **STRUCTURE OF THE UNIT**

## **LESSON 1**

Teacher introduction. Teacher illustrates the objectives of the unit.

**Activity 1: PLENARY 5** minutes. **BRAINSTORMING - Speaking – Interacting**

- Have you ever listened about the Agenda 30?
- What is an Agenda?
- What does 30 refer to?

**Activity 2: INDIVIDUAL – Silent Reading- 10** minutes

**Language reinforcement Superlatives.**

**2.a Exercise 1**

**Write the superlative forms of the adjectives below**

*EXAMPLE: poor ⇒ the poorest*

**1**young ⇒

**2**sad ⇒

**3**remote ⇒

**4**smelly ⇒

- 5bad ⇒
- 6amazing ⇒
- 7pretty ⇒
- 8flat ⇒
- 9short ⇒
- 10exciting ⇒

**2b. While reading activity:**

**2b1.** Read the first 2 sequences of the text and single out **difficult words and KEY words**

**2b2.** What is **the function of each paragraph?**

Paragraph 1: reason for the existence of the Agenda 30

Paragraph 2: description and judgement of The Agenda

**2c. Pair work with classmate. SPEAKING - Sharing Information -5 minutes**

**2c1.** Tell your friend what you consider the most important information of:

- Paragraph one

**Start like this:** *The most relevant information of paragraph one .....*

- Paragraph two. The Agenda is the most .....

**2c2.** With your classmate **compare the words he/she has just underlined with yours** - -5 minutes

**Activity 3. PLENARY – SPEAKING – 10 minutes**

**3a.** The teacher asks SS about the difficult words of the first two paragraphs and after listening to them he/she writes them on the blackboard. She takes care to pronounce them aloud and ask SS to repeat them aloud altogether.

After that she/he helps students **find out the possible meaning of the difficult words resorting to the CO-TEXT.**

Only in case the meaning has not been discovered he/she invites SS **to use an on-line dictionary.**

Once the activity is completed SS are asked to **write the newly-learned words in their note books/copybooks.**

Later the teacher asks SS **what they have considered KEY WORDS and WHY**

**growth, inclusion protection, global partnership, plan of action, poverty, inequality, call to action, prosperity, sustainable**

**Activity 4. GROUP WORK – 5 groups of 4 students. WRITING 10 minutes**

In your group write a short text to summarise the content of the first two paragraphs. Be ready to read them aloud to the class in a plenary section.

**LANGUAGE. Plenary.- Review of Simple Past .**

**The teacher recalls the structure of the simple past. He/she asks students to fill in the cloze below together as a pre-requisite for the next activity.**

Fill in the blanks with only ONE suitable word from the box.

**was (x2) – watched – had – ago – started – eat – went – yesterday – decided want – studied – last – have – wasn't - slept**

Anja went to the library for her physics homework assignment 1 \_\_\_\_\_ Saturday. She 2 \_\_\_\_\_ physics all day. She 3 \_\_\_\_\_ out of the library at 5 o'clock. Then, she got on a bus to go home. She met one of her old friends on the bus. She didn't 4 \_\_\_\_\_ to go home directly. They 5 \_\_\_\_\_ to a café together.

She 6\_\_\_\_\_ really great time with her. She got home at six. Dinner 7\_\_\_\_\_ ready so she 8\_\_\_\_\_ TV. For dinner, she ate spaghetti and salad, but she didn't 9\_\_\_\_\_ a delicious dessert. She 10\_\_\_\_\_ on diet. She went to her bedroom and 11\_\_\_\_\_ listening to some music. She finished her book three days 12\_\_\_\_\_ and she bought a new book yesterday. However, she didn't feel like reading it. She 13\_\_\_\_\_ really tired, and 14\_\_\_\_\_ to go to bed early. She 15\_\_\_\_\_ all night and finished the day.

**Activity 5. GROUP WORK – STUDY SKILLS . CREATE A TIMELINE- 10 minutes**

In the group SS are invited to read paragraph 3 and create either a **timeline about the evolution of the Agenda 30** or a **very short narrative history of the Agenda**.

She invites SS who want to **keep in mind accuracy in the use of the language** that should use the Simple Past.

**ACTIVITY 6. INDIVIDUAL ACTIVITY – Listening . RECAP. PERSONAL REFLECTION**

SS are invited to watch and listen to the linked video (<https://www.youtube.com/watch?v=ZZzBbO6Y0uc>) and decide about the goal they consider most important to be reached .

**HOMEWORK** SS are invited to create sentences with the new vocabulary (at least 5 sentences) and 5 sentences with KEY WORDS

**END OF LESSON 1**

## LESSON 2

### ACTIVITY 1: - INDIVIDUAL ACTIVITY- WRITING -10 minutes

Write a short summary. Mind you organise your text into 5 paragraphs + a personal conclusion.

1. What the agenda is
2. When it dates back
3. The most important steps of its development
4. Its member states
5. Its goals
6. Your personal reflection

### ACTIVITY 2: READING - STUDY SKILLS: PLENARY . ANALYSING TEXT STRUCTURE - 15 minutes

The teacher asks the students **to consider the whole text** and **discover its component parts** to explain **their different function**.

This will help SS to practice well organised writing activities .

He/she invites students to discover the most important parts of the text and make a list of its component parts

- title
- introductory paragraph
- body which includes plenty of paragraphs
- conclusion (which can also have a personal comment)

SS are now invited to create the map of the text which is the object of their study.

#### POSSIBLE Framework

### THE SKELETON OF THE TEXT

<b>TITLE</b>	
<b>INTRODUCTION</b>	
1.	(paragraph 1)
2.	(paragraph 2)
<b>BODY</b>	
1.	HISTORY (paragraph3)
2.	CORE PRINCIPLES OF THE AGENDA (paragraph4: it includes the list of all core principles)
3.	DIMENSIONS OF THE AGENDA (paragraph 5)
4.	The GOALS OF THE AGENDA (paragraph 6)
<b>CONCLUSION</b>	
Includes two paragraphs	

### ACTIVITY 2: - GROUP WORK – SPEAKING – INTERACTING COLLABORATIVE WRITING – 10 minutes

In your group share your individual texts to create a collaborative summary that:

- a) includes the most important information

- b) expresses content in the best possible language

Be ready to read it aloud to the class in a plenary session

**ACTIVITY 3: PAIR WORK – INDIVIDUAL READING and GROUP SPEAKING ACTIVITY – 15 minutes**

SS read **paragraph 4 of the text** to make a list of **the Agenda core principles** and after that get ready to explain **how such principles may contribute o sustainable development** in a maximum 3minute speech.

In the speech they must mind to include the following info

- Who should contribute to sustainable development?
- How should they contribute?
- How many goals are there?
- What Knowledge is useful to reach the goals?

**HOMEWORK**

Students are asked to record the speech they have prepared in their pair work in view of creating a class podcast as a final project work.

**END OF LESSON 2**

## LESSON 3

**Activity 1: PAIR WORK – DISCOVER THE QUESTION – Reading and carrying out the task** 15 minutes .

Task: **Discover the questions to which the sentences are the answers.**

**RATIONALE:** The task is meant to review interrogative forms of Simple Present and Simple Past.

First students carry out the task and then they compare their answers with their partner.

**3.1.a.** The focus areas are necessary to reach sustainable development.

(correct answer: **What are the focus areas necessary for?**)

**3.1.b.** Some people wrongly believe Sustainable Development goals (SDGs) represent the entire Agenda.

(correct answer: **What do some people wrongly believe?**)

**3.1.c.** At first, the 17 goals were considered as separate parts of an entire puzzle.

(correct answer: **How were the 17 goals considered at first?**)

**3.1.d.** The SDGs do.

**What represents the most urgent and universal needs of the world?)W**

**3.1.e.** 193 member states pledged to ensure inclusive economic growth, social inclusion and environmental protection.

(correct answer: **What did 193 member states pledge to ensure?**)

**3.1.f.** In 1972

(correct answer: **When did the United Nations (UN) Conference take place?**)

**Activity 2: TEACHER'S ALOUD READING –**

**SS' INDIVIDUAL SILENT READING AND WHILE READING -** 15 minutes

The teacher **reads paragraph 5 aloud** taking care to deliver **a clear and correct pronunciation**. He/she puts a **particular stress on the dimension of the New Agenda**.

**SS follow the teacher in a silent reading mode and are ready to carry out the following tasks.**

**A. List the 5P's**

- 1 people,**
- 2 prosperity ,**
- 3 planet,**
- 4 partnership and**
- 5 peace**

**B. Discover the question to the following answers and write them on your notebook.**

- The three core elements of sustainable development are **social inclusion, economic growth and environmental protection**.

(correct answer: **What are the core elements of Sustainable Development?**)

- The Agenda 2030 added additional two components: **partnership and peace**.

(correct answer: **How many components did The Agenda 2030 add to the previous ones?**)

- The dimensions promoted decision taking of States, the UN and people.

(correct answer: **What did the dimensions promote?**)

**Activity 3: CLASS READING ACTIVITY AND DICTIONARY CONSULTING - GROUP SPEAKING ACTIVITY. - 15 minutes**

The teacher reads the conclusion for the class and invites SS to find out the meaning of unknown words using an online dictionary and make sense of the content. After that, in groups of 4, SS are asked to read the CONCLUSION again and each member should be ready to tell the other partners:

- Did the 2030 Agenda inspire you? If yes, how? If no, why?
- Do you agree with the Agenda Plan of Action?
- What steps do you think you can personally take to encourage Sustainable Development?
- Do you think education can be considered an important element in sustainable development? If yes, why?

**Activity 4: INDIVIDUAL LOG BOOK WRITING - 15 minutes**

SS are invited to write a personal reflection on the three units about the Agenda 2030. They should consider the following questions as guidelines.

- Did you find the UNITS interesting or boring?
- What did you consider important about what you read and discussed?
- Which activities/tasks did you appreciate? Why?
- Which activities/tasks did you not appreciate? Why?
- Did you feel at ease during the learning process?
- Did you find particular difficulties in understanding the language or was the collaboration with your peers and teacher help you?
- Did you feel proud to speak English about a different subject?

**HOMEWORK**

SS are asked to generate a **Slide Show about the Agenda 2030.**

Formative assessment: According to GRID