

THE AGENDA 30. A CHALLENGE FOR HUMANITY

A CLIL UNIT

TARGET CLASS

The learning process designed here below is addressed to a 3rd form middle class of 20 mixed-ability pupils that, despite been mostly rather weak in English language accuracy are quite motivated by green issues and appreciate group work even if they are rather shy when it comes to speaking in plenary.

In addition, they need improvement in reading activities with a view to becoming more independent in comprehension tasks that will better prepare them for later writing activities.

The Unit is also meant to promote efficient study skills and critical thinking about hot issues and personal commitment.

The unit can also be developed with students of the first two forms of a secondary school with adaptations suitable to the target class.

CONTENT

The learning process will have the text below as a **privilege object of study** but it will also be helpful as **springboard for eventual follow ups** about reflection and action taking in favour of Sustainable Development.

THE TEXT

https://www.unssc.org/sites/default/files/2030_agenda_for_sustainable_development_kcsd_primer_en.pdf



Prerequisites and Assumed Knowledge

- The problem of green and global warming and human responsibility
- 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 ⇒

5 bad ⇒

6 amazing ⇒

7 pretty ⇒

8 flat ⇒

9 short ⇒

10 exciting ⇒



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 is*

- 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 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.

LANGUGE. 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
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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