

# WEEK 2 READING COMPREHENSION

## ACTIVITY 1: BEFORE READING

**We all live globally! Think about all the TV programs you watch, the music you listen to and the food you eat or prepare at home… have you ever realised they come from different countries! Let’s see:**

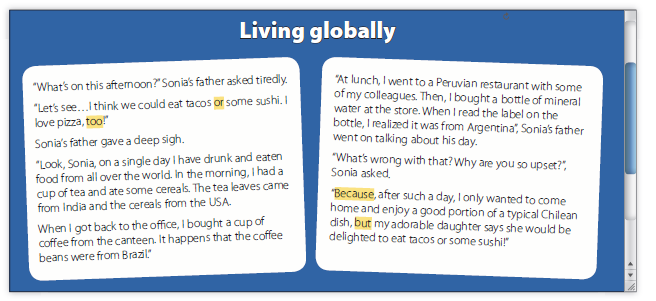
* At home, look around and find out the countries of origin of 10 different products you eat or use in your daily life. Follow the example.

**Answers may vary**

|  |  |  |
| --- | --- | --- |
| Product | Country of origin | Manufacturing origin |
| 1. Smartphone | **Korea** | **China** |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

(Source: Original material)

* Read this short story and answer questions a – e.



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|  |

Answers

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| --- |
| a.  b.  c.  d.  e. |

* Read the text again and respond. Which of the highlighted words (because – but) introduce:

1. Two alternatives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. A reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. An additional idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. A contrast: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Source: 2nd Graders Student’s Book)

## ACTIVITY 2: READING

* Read the article carefully.

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* Read the article again and identify the subtitle (a – h) for each paragraph (I- VIII)

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| --- |
| a. Children’s rights  b. Climate change  c. Global food production  d. Globalization  e. Ice shelf boundaries  f. Cultural diversity  g. Sustainability of the planet  h. Water shortage |

(Source: 2nd Graders Student’s Book)

* Write T (true) or false (F) next to each statement.

|  |  |  |
| --- | --- | --- |
| **a** | When we talk about a global issue we are usually referring to something that affects a number of countries and populations. |  |
| **b** | Over the past years, scientists have been noticing a rapid disintegration of ice shelves. |  |
| **c** | Since the early twentieth century, global temperatures have been increasing gradually. |  |
| **d** | The international community has recognized that indigenous people are vulnerable and that steps need to be taken to protect their unique cultures. |  |
| **e** | It is impossible to find “The Convention on the  Rights of the Child” online. |  |

## ACTIVITY 3: AFTER YOU READ

**Have another look at the reading text, reflect about it and answer the following questions:**

* Which of these specific issues are affecting your town / city / area? Why?
* Are you personally concerned about any of these issues? Why? / Why not?
* What can you do in order to face the issues you identified?

## ACTIVITY 4: SPONGE ACTIVITY

**Write one word related with globalization from this worksheet or from the previous one, for each letter of the alphabet. You can use the Pictionary from last week for extra help.**

**Example: *Communication for C.***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | A | B | C | D | |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | E | F | G | H | |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | I | J | K | L | |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | M | N | O | P | |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | Q | R | S | T | |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | U | V | W | X | |  |  |  |  | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | |  | Y | Z |  | |  |  |  |  | |

(Source: Original material)