



## Global Issues

Article: can young people help global problems?

### 1. Lead-in discussion

Talk with a partner before you write.

1. Which global issues do young people talk about most?
2. What small actions can students take locally?
3. Why might some people think student action is not enough?

#### Exercise 6 at a glance

Write an article, often for a school magazine.

Use a catchy title and opening hook.

Develop ideas with reasons and examples.

Use a semi-formal, engaging style.

### 2. Exam-style task

Your class has recently discussed whether young people can make a difference to global problems. Write an article for your school magazine about this topic.

Here are some comments from students to help you:

'Small actions can still matter.'

'Students can raise awareness online.'

'Big problems need governments to act.'

'It is easy to feel helpless.'

**Now write an article for your school magazine.**

The comments may give you some ideas, and you should also use some ideas of your own.

**Write about 120 to 160 words.**

### 3. Model article

#### Small Actions, Bigger Voices

Can teenagers really make a difference when global problems seem so huge? It is easy to feel helpless when we hear about climate change, poverty or conflict. Still, young people should not assume that their actions are pointless.

One reason students can help is that small actions often spread. A school campaign, a charity event or an online post can encourage others to think differently. Young people are also good at raising awareness because they know how to use social media quickly and creatively.

However, it would be unrealistic to pretend that students can solve global problems alone. Governments, businesses and international organisations have far more power and money. If young people are told that everything depends on them, they may feel guilty rather than hopeful, which is not fair or useful.

In my view, the best answer is shared responsibility. Students can take local action, support charities and keep important issues visible. They may not change the whole world overnight, but they can add pressure, ideas and energy where it is needed.

## 4. Explore the model: structure, content and register

Work with the model article. Underline, label or make short notes.

Focus	What to find	Done?
Article structure	Find the title, hook, reasons, contrast and final view.	
Content point 1	Where does the writer explain how students can help?	
Content point 2	Where does the writer explain why students cannot solve everything?	
Final view	Where does the writer suggest shared responsibility?	
Audience and register	Find two places where the article sounds engaging but suitable for a school magazine.	
Development	Find one example, reason or effect that improves the answer.	

## 5. Language from the task prompts

The task prompts can guide your grammar and content choices. Notice which language each prompt naturally needs.

Prompt	Useful language	Why it fits	Example from the model
student action	examples + effect language	You are showing how small actions can lead to wider effects.	A school campaign... can encourage others / raising awareness
limits of action	contrast + scale language	You are making the answer balanced and realistic.	However, it would be unrealistic / far more power and money
your view	shared responsibility language	You are giving a clear view that includes more than one group.	the best answer is shared responsibility / Students can take local action

## 6. Build an engaging article

Notice how article phrases help you interest the reader and organise ideas clearly.

Job	Useful article phrases
hook the reader	Can teenagers really make a difference...? / Are small actions pointless? / What can students do when problems feel huge?
add context	It is easy to feel helpless when... / global problems seem so... / Young people should not assume...
introduce action	One reason students can help is... / small actions often spread / can encourage others to...
show contrast	However, it would be unrealistic to... / far more power and money / solve global problems alone
show effect	raise awareness / keep important issues visible / add pressure, ideas and energy
finish with a view	In my view... / The best answer is... / They may not..., but they can...

## 7. Vocabulary and useful article phrases

Use chunks that sound natural for this task. You can also upgrade your writing with precise words and phrases.

Purpose	Useful chunks / language	Add your own
describe issues	climate change / poverty / conflict / global problems	
describe action	school campaign / charity event / online post / local action	
describe limits	not solve everything / unrealistic / feel guilty	
sound article-like	Small actions, bigger voices / change the whole world overnight	
upgrade ideas	shared responsibility / raising awareness / keep issues visible	

## 8. Plan your own article

Use the same task, or change the details to another global issue students care about.

Section	My idea	Useful language
catchy title		
opening hook / context		
how students can help		
limits / other side		
final view / suggestion		

