



Activity 1

Look Around

LEAD IN

Match the global goals with the pictures that represent them. There is one picture you don't need to use.

1. END POVERTY

2. FIGHT INEQUALITY

3. RESPECT THE PLANET



LISTEN AND READ

Listen to and read about young inventors, creators and campaigners:

Teenagers can change the world

Our mission for 2030:

Fight
inequality

End extreme
poverty

Respect our
planet

What can we do?

Be an inventor

Be an innovator

Be a campaigner

Here are stories about teenagers that are changing the world.



Inventor

Elif is from Istanbul, Turkey. She is the creator of a new natural plastic made out of banana skin. She uses the banana skin because she wants people to stop using regular plastic. Regular plastic causes pollution!

Fuente: Kidsdiscover

Innovators

Life Do Grow Farm is a group of teen innovators from Philadelphia, Pennsylvania. They live on a farm in a poor neighbourhood. This project is great for the community because now people can make money and eat healthy, fresh food. The neighbourhood is safe now!

Fuente: Phillygentrification



Campaigner

Mazoun is from Daraa, Syria. She is the leader of a campaign. She helps girls who need to continue their education and not marry at a very young age. She talks to their parents because she knows that girls can change the world.

Fuente: Oblitans

You can be an inventor, innovator, and campaigner to change the world for good.

“SOMETIMES A HEALTHY WORLD IS ONE GREAT IDEA AWAY.”

LET'S UNDERSTAND

UNDERSTAND- EXERCISE 1

Complete the chart with information from the text. Look at the examples:

| Information | Teenagers can change the world | | |
|--|--|--|--|
| | Example: Elif | Life Do Grow Farm | Mazoun |
| Where are they from? | Istanbul, Turkey. | 1. | 4. |
| Are they inventors, innovators or campaigners? | inventor | 2. | 5. |
| What is their invention/innovation/campaign? | natural plastic made out of banana peels | 3. | 6. |
| What is their mission? Choose one option: | a. end poverty b. fight inequality c. respect the planet | a. end poverty b. fight inequality c. respect the planet | a. end poverty b. fight inequality c. respect the planet |

LET'S PRACTISE!

PRACTISE - EXERCISE 1

Match the cause with the correct effect. Follow the example:

| COLUMN A: EFFECT | | COLUMN B: CAUSE |
|------------------------------------|---|--|
| 1. Fresh water is disappearing ... | <div style="border: 1px solid black; padding: 5px; text-align: center;">BECAUSE</div> | A. ... their families need the money. |
| 2. Some children work ... | | B. ... people throw garbage into it. |
| 3. Some girls don't study ... | | C. ... she wants to raise awareness. |
| 4. She is a campaigner ... | | D. ... many people waste it. |
| 5. The river is contaminated ... | | E. ... they face discrimination in some countries. |



LISTENING COMPREHENSION

PRACTISE - EXERCISE 3

Listen to Melati and Isabel's presentation². Write TRUE or FALSE. You will hear the presentation twice.

Follow the example.

- | | |
|---|-------------|
| Example: Melati and Isabel are two sisters from Bali. | <u>TRUE</u> |
| 1. The problem is that the ocean is very contaminated with plastic bags. | _____ |
| 2. The first thing they did was collect signatures | _____ |
| 3. Melati and Isabel needed signatures to convince the governor to make Bali plastic-free | _____ |
| 4. They collected signatures in the supermarket. | _____ |
| 5. Melati and Isabel think that teenagers can change the world. | _____ |

¡NOTEMOS ALGO!

Luego de haber realizado las actividades 1 y 2 puedo concluir que:

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