

はじめに

本教科書は、CLIL (Content and Language Integrated Learning) (内容と言語を統合した学習) という教育理念を基盤として構成してあります。内容 (題材) として、国際連合 (国連) が設定し、世界中が注目している持続可能な開発目標 (SDGs) を扱います。高校や大学などで日本語で学ぶSDGsに英語を統合し、英語コミュニケーション能力を育成できるように工夫しました。さらに、SDGs に実践的にかかわる専門家、英語文法の専門家など、異なる分野で CLIL 教育を実践的に推進する著者が作成に携わりました。

CLIL は、内容 (Content)、思考 (Cognition)、コミュニケーション (Communication)、文化間理解 (Culture) という、「4つのC」(4Cs) を考慮して学ぶことを大切にしています。本教科書はSDGsの理解と実践を目標としています。そのために英語は必要なツールです。英語を使うためには語彙、文法、発音という基礎は疎かにできません。そこで、文法学習にも焦点を当てています。SDGsの様々な場面で英語を実践として活用するための「文法の基礎」を強調しています。基本のルールを活用して語彙を増やし、実践的にSDGsを理解し、不完全であっても英語を使いながら「意味を伝える (communicate)」活動をするを大切にしています。この「4つのC」(4Cs) を常に頭に置き活動しながら、SDGsの17の目標を少しでも達成できるような基礎的な英語コミュニケーション力を育成することが、本教科書の目的です。

学習者の英語力は、CEFRの6レベルのB1(一部B2)を想定していますが、リスニングとスピーキングについては、A2程度で十分学習可能な内容です。学習者によっては多少むずかしい部分もありますが、英語の難易度にしばられることなく、内容にこだわり、積極的に活動し、教科書の話題から多様に興味を広げ自律的に学んでください。本教科書での学習を通じて、持続可能な開発目標 (SDGs) を理解した「グローバル市民 (Global citizen)」として活躍することを願います。

著者一同

各 Unit の構成と活動

各 Unit で学ぶ SDG を提示

- 1 Background (facts & figures)** ————— Unit に関連する数字や事実の確認
- 2 Topic-related vocabulary check** ————— 関連する語句の確認
 - 2.1 Listen and fill in the blanks ————— 語句の発音と意味の理解
 - 2.2 Ask each other in pairs ————— 語句の意味を使いながら確認
- 3 Knowledge check (quiz)** ————— Unit に関連する知識の確認
 - 3.1 Look up the answer online ————— 予習などで調べて答えを見つける
 - 3.2 Do some research online and discuss the following questions with your classmates
————— 学んだ知識をさらに発展して調べ、話し合う
(日本語も可)
- 4 Understanding SDGs** ————— SDGs の理解
 - 4.1 Listen and fill in the blanks ————— 聞いて読んで事実を理解する
 - 4.2 Questions for discussion ————— 事実をもとに考える
- 5 Reading** ————— Unit に関連する話題
 - 5.1 Question ————— 話題を読み取るポイントを考える
 - 5.2 Discussion points ————— 話題を深く考える (日本語も可)
- 6 Basic grammar exercises** ————— 文法の復習 (英語使用のため)
 - 6.1 Quiz ————— 文法の基本の復習
 - 6.2 Read aloud ————— 文法に注意しながら音読
 - 6.3 Discussion ————— 文法に注意しながら内容を考える
- 7 Reading graphs and charts** ————— 文法の実際の使用を理解
- 8 Research** ————— Unit で学んだことを総合してリサーチして発表

・ グロサリー

・ 文法マスター (文法理解のために基礎練習)

持続可能な開発目標（SDGs）とは？



持続可能な開発目標は、Sustainable Developmental Goals の略で、SDGs と言われます。SDGs は、国連が設定した 2016 年から 2030 年までの国際社会の共通目標です。「質の高い教育（quality education）」「ジェンダー平等（gender equality）」「気候変動へのアクション（climate action）」など、世界が一丸となって取り組む必要がある 17 の目標（goal）と 169 のターゲット（target）で構成されています。

2000 年 9 月にニューヨークの国連本部で国連ミレニアム・サミットが開催されました。その際に、参加した 147 の国家元首を含む 189 の国連加盟国代表が、「国連ミレニアム宣言」を採択し、21 世紀の国際社会の目標として、より安全で豊かな世界づくりへの協力を約束しました。この宣言と 1990 年代に開催された主要な国際会議やサミットでの開発目標をまとめたものが、「ミレニアム開発目標（MDGs）」（Millennium Development Goals）です。その発展として SDGs が設定されました。

作成にあたっては、世界各地でのテーマ別の会合、国別の会合、オンライン調査、聞き取り調査などで「みんなの」意見を聞きました。その結果、2015 年 9 月の国連サミットで全会一致により採択されました。「グローバル・ゴールズ（Global Goals）」とも呼ばれています。貧困を半減するなどの平均値での目標ではなく、SDGs は「誰一人取り残さない（No one left behind）」という理念のもと、貧困ゼロ、飢餓ゼロと、世界中のすべての人が「理想の社会」にたどり着くことを目標としています。

世界人口は増え続け、1950年当時の25億人から、2020年には77億人、2060年には100億人を超えると推定されています。人口が増え続ければ、その分、経済社会活動も活発になり、CO₂の排出量、水の消費量、車の数、魚の漁獲量の増加など地球や環境への負担が高まります。世界で開発が進み、各国が豊かになるのは喜ばしい反面、世界中のすべての国が日本のような暮らしをすると、地球が2.8個、アメリカのような生活では5個、カタールのような生活では8.8個が必要です。

国家の枠組みを超えたテロ組織や新型コロナウイルスのような感染症など、新たな脅威も生まれています。つまり、「これまで問題なく生活できたからこれからも同じ生き方でよい」ではなく、個人も組織も、新しい生き方やあり方を考えなくてはいけない時期にきているのです。

SDGsを知り、学ぶことは、「グローバル市民 (global citizen)」として、地球、世界の課題を「自分事」として捉える視点やマインドを持つきっかけにもなります。SDGsを考えることは、今の世代だけではなく、次の世代、続いていくその先の世代のことも意識し、持続可能な未来をつくっていく責任感にもつながります。現在、世界の教育現場で、SDGsは積極的に紹介され、SDGsに貢献できる人材育成（グローバル教育）が行われています。

もう一つ忘れてはいけないことは、英語という言語の重要性です。日本語やそれぞれの国の言語も大切ですが、互いのコミュニケーションを考えるとやはり英語が最も便利な言語です。英語でSDGsの内容を共有し、互いの文化を理解し、それぞれ個人で自律的に考え、意見を述べ、コミュニケーションできることが求められます。この教科書『CLIL 英語で考えるSDGs』は、そのことを目的としています。学習者が、SDGsを知識として学ぶのではなく、SDGsを英語で理解し行動するために活用し、世界で活躍することを期待します。

SDGsに関してはインターネット上に多くのリソースがあります。詳しくはそれぞれで参照してください。例を一つあげておきます。

17 Goals to Transform Our World

<https://www.un.org/sustainabledevelopment/>

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Unit 1

No Poverty / Zero Hunger

貧困をなくそう・飢餓をゼロに

Goal 1 End poverty in all its forms everywhere

Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture



1 Background (facts & figures)

Which facts and figures are you interested in?

- **About 10 % of the world population** still live in extreme poverty, surviving on **less than 1.9 US dollars a day**.
- **Two thirds of undernourished people** worldwide live in sub-Saharan Africa and southern Asia.



2 Topic-related vocabulary check

CD 001
↓
001

2.1 Listen and fill in the blanks

words	meaning
poverty <i>n.</i>	the state of being extremely () [= 貧しい]
undernourished <i>adj.</i>	unhealthy and weak due to not enough () [= 食事]
obese <i>adj.</i>	very () in a way that is unhealthy [= 太っている]
eradicate <i>v.</i>	to completely () rid of something such as a disease or a social problem [= 排除する]
sanitation <i>n.</i>	the protection of public () by removing and treating waste, etc. [= 健康]
underweight <i>n.</i>	weighing () than is expected or normal [= より少ない]
disaster <i>n.</i>	a sudden event such as a flood or storm which causes great () [= 損害・被害]
malnutrition <i>n.</i>	lack of proper () [= 栄養]
stunted <i>adj.</i>	not () properly to full size [= 発育する]
orphanage <i>n.</i>	a large house where () who are orphans live and are taken care of [= 子供たち]

2.2 Ask each other in pairs

A: What does “poverty” mean? Please explain it to me.

B: “Poverty” means the state of being extremely poor.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) How many people live with less than 1.9 US dollars a day?
 - a) Around 700 people.
 - b) Around 7,000 people.
 - c) Over 700 million people.



- 2) How many children under 5 in the world are obese?
 - a) About 4 million.
 - b) About 40 million.
 - c) About 400 million.



- 3) Are there more people living in poverty now, compared to 25 years ago?
 - a) Yes, there are. There are more than one billion people living in poverty.
 - b) No, there aren't. About one billion people have been lifted out of poverty.

- 4) What is the percentage of deaths due to disaster in low- and middle-income countries?
 - a) More than 50 %.
 - b) More than 90 %.
- 5) What percentage of employed workers and their families worldwide are extremely poor?
 - a) 2 %.
 - b) 8 %.
 - c) 15 %.



3.2 Do some research online and discuss the following questions with your classmates

- 1) Do you think it is important to provide economic support for poverty? Is there any other idea to eradicate poverty?

e.g. Sure. I think some financial support for poor countries is necessary, but we need to know how they are used and where they go. It is important to know the facts.

- 2) Do you think there is a relationship between poverty and obesity?

e.g. Yes. I did some research on poverty and obesity. The fact is that many people in poor countries actually have problems with obesity. It surprised me.



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4.1 Listen and fill in the blanks


Goal 1 End poverty in all its forms everywhere


- Eradicating extreme (1) is one of the crucial issues in the world. The number of people living in extreme poverty declined by more than (2) between 1990 and (3), but still one person in every (4) is extremely poor. Half of all people living in poverty are under (5) years old. Those people lack food, clean (6) water, sanitation, medical care and education.
- Disasters can often lead to a (7) in economic development and make poverty (8). It is estimated that disasters resulted in more than 3 trillion dollars of direct economic (9) from 1998 to 2017. Moreover, 1.3 million people (10) from climate-related disasters.


Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture


- Unfortunately, extreme hunger and malnutrition in the world (11) about 821 million people in 2017. And also, (12) million children under five suffered from stunting and 49 million children were (13). These people were hungry and undernourished due to (14) degradation, conflict and drought. The number of undernourished people has been on the (15) since 2014 from 784 million people. On the other hand, 40 million children under 5 years of age were overweight in 2018.
- In order to end (16) and malnutrition, it is crucial to support (17) farmers, create equal access to land, develop technology and markets, and encourage sustainable (18). It is also necessary to help develop agriculture in (19) countries. To improve agricultural productivity, we will need to have international (20) to establish investment in infrastructure and technology.

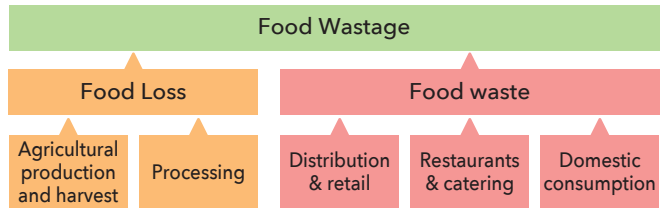
4.2 Questions for discussion

- 1) What do you think about extreme poverty?
- 2) Why are there still too many undernourished people in the world?
- 3) What can we do to end hunger and malnutrition?
- 4) Do you think people in your country suffer from hunger?

5.1 Do you know about food banks? Are there any food banks in Japan?

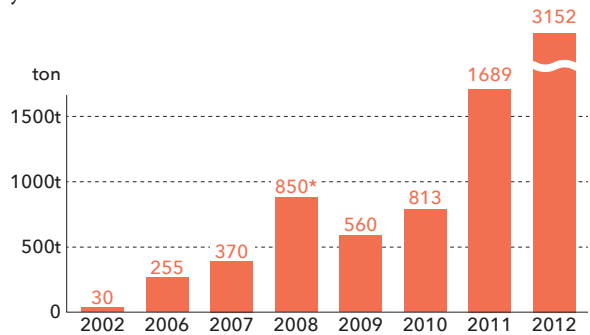
Even though there are over 700 million people living without enough food in the world, more than one third of food produced is disposed of every year for various reasons, such as damaged packaging. In fact, those foods are still edible and safe. The amount of food loss in Japan is substantial compared to the total amount of food aid distributed world-wide.

Food banks are one of the solutions for food loss. Food banks collect surplus food and distribute it to those who need food support, such as orphanages, women’s shelters,



welfare agencies, NPOs and community centers. Food banking has many advantages not only for donors but also for beneficiaries. Donors, including food manufacturers, food importers and farmers, can reduce their disposal costs. They can also distribute free samples to recipient agencies to promote their products. Since donating is a corporate social responsibility (CSR), donors can also make an impact on the community. Beneficiaries can reduce food expenses and save money as well. They can also eat nutritious food and also enjoy some premium snacks or newly released sweets that they could not normally afford to buy.

Second Harvest Japan is the first food bank in Japan. Since it started its activities in 2002, the amount of deliveries grew from 30 tons to 3,152 tons in 2012. This is an increase of over 100 times. To support its activities, we need to donate food and money. We can also donate our time to help them as a volunteer.



Food Delivery 2002-2012

*In 2008 we received a one-time donation of 320 tons of tomato juice

Source: Second Harvest Japan

5.2 Discussion points

- 1) Why is a third of food produced in the world wasted? Do you waste food?
- 2) Do you understand the system of the food bank? Do you think it is good?
- 3) Do you want to be a beneficiary?
- 4) What can we do to support Second Harvest Japan’s activities?

Grammar point present simple (現在形)

文中の下線部 collect と distribute は事実を述べているので現在形で表されます。現在形は、習慣、状態、真理などを述べるときに使われます。(→文法マスター参照)

e.g. People in developing countries **need** food support.

6 Basic grammar exercises: present simple

6.1 Choose the appropriate answer

- 1) Some girls in developing nations (are usually waking / usually wake) up early to collect water.
- 2) Disasters (often create / are often creating) an impact on communities.
- 3) I (know / am knowing) one of the leading food manufactures.
- 4) Food banks (are usually correcting / usually correct) the surplus food problem.
- 5) Many people who live in extreme poverty (are needing / need) financial support.

6.2 Read aloud the text and see how the present simple is used

Two out of three adults that live in the U.S. are reported to be overweight or obese. However, the rise of obesity is limited to a few countries. These include most developed countries and some developing countries. Some poor people in developing countries, who don't usually have regular meals but mostly fast food, are liable to suffer from obesity.

6.3 Discussion: Do you eat fast food often? Are you worried about obesity?

7 Reading graphs and charts

Check how the present simple is used and discuss the topic of hunger in groups

THE CYCLE OF HUNGER

There are many ways hunger can trap people in a cycle of poverty and need. Here is how it can burden someone for a lifetime, and pass it on to the next generation.

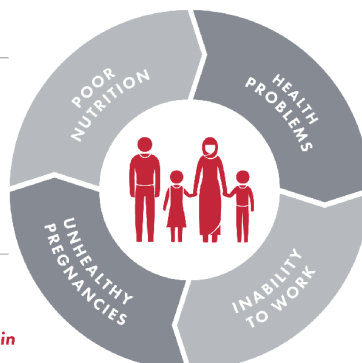


CHILDREN

Poor nutrition stunts physical and mental development

FAMILY

Poor health during pregnancy leads to an undernourished child—**starting the cycle again**



YOUTH

Chronic health problems keep kids out of school

ADULTS

A lack of education limits the ability to work

<https://www.mercycorps.org/blog/quick-facts-global-hunger>

8 Research

Try to do some research and make a presentation using slides, a poster or a handout

Tips for doing your research

- 1) Define the term(s), such as poverty, hunger, food bank or food loss
- 2) Identify the problems of poverty and hunger that SDG 1 and SDG 2 show
- 3) Examine the realities around you with regards to SDG 1 and SDG 2
- 4) Check the local or global efforts that are being done to achieve SDG 1 and SDG 2
- 5) Explain what you can do to achieve SDG 1 and SDG 2
- 6) Refer to the local policies that aim to solve the problems of poverty and hunger
- 7) Propose your own ideas or actions to solve these problems

Sample

Let's start a food bank

Sanshu Hana
CLIL University



1

SDGs 1 & 2

- Goal 1: End poverty in all its forms everywhere
- Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture



2

What are food banks?

- Food banks collect surplus food and distribute it to those who need food support.
- Orphanages, women's shelters, welfare agencies, NPOs and community centers.
- Food banking has many advantages.

3

Second harvest Japan

- **Second Harvest Japan** is the food bank in Japan.
- To support its activities, we need to donate and raise money. We can also donate our time to help people as a volunteer.

4

Problems and Realities

- **Food waste** is food loss that occurs "at the end of the food chain"
- **Food loss** is "the decrease in edible food mass throughout the part of the supply chain"

5

Our ideas or actions to solve the problems

- Don't waste food!
- Stop food loss!
- Understand food banking!
- Let's create a food bank in our city!
- If we do so, we can achieve the SDGs 1 & 2.

6