

Preface

What are the advantages of using this textbook? You will get a good understanding of the 17 United Nations' (UN) Sustainable Development Goals (SDGs) while also developing your English reading, listening, writing, and speaking abilities.

The SDGs show what the UN aims to achieve for our planet by the year 2030. Learning about the SDGs is important because they are regularly in the news, often influence government policy, and may affect every person on Earth. Each unit of this textbook uses a short reading passage to explain one SDG in English that is easy to understand, describing what that goal is, providing reasons why it is needed, and indicating how the UN wants to achieve that SDG. That reading passage is followed by a student and professor dialogue that explores the details of that SDG in more depth, using the kind of authentic English that is rarely found in textbooks.

Another reason that you should choose this textbook is that it can help improve your English reading, speaking, listening, and writing. The book is designed to help you become a more fluent reader by increasing your English vocabulary and your ability to guess the meaning of unknown vocabulary through context (or the words around that vocabulary). It also provides practice in answering main idea, detail, and opinion questions, which are designed to improve your reading and listening comprehension skills and provide important practice in English writing and speaking. The three-step active listening process used in this textbook helps you to improve your listening comprehension ability through prediction, confirmation, and reflection. Furthermore, this textbook regularly engages you in the kind of challenging oral and written production that increases communicative ability and creates multiple opportunities for corrective feedback.

We would like to thank our families for being patient with our absences as we wrote this textbook. Furthermore, we are quite grateful to the wonderful people at Sanshusha. We received helpful suggestions and support from them, and we truly appreciated the extended deadlines we got when we needed them. Moreover, we wish to thank our institutions, Centennial College and Fukuoka Institute of Technology, for our employment, and also the University of Toronto, where we met and began collaborating with each other on several educational endeavours. It is also important to state how grateful we are for the UN SDG website <https://www.un.org/sustainabledevelopment/> that provided the information about the SDGs which we used to create *Thinking About Our Future: Learning About the SDGs in English*. Finally, we are most thankful to you for choosing this textbook, which we are confident will be an excellent resource for learning about the SDGs while learning English.

Paul Gregory Quinn, PhD and Professor Yoshiyuki Okaura, Toronto, Canada, July 15, 2022

How to Use This Textbook

This textbook covers all 17 SDGs by dedicating a unit to each one. The units can be studied in order. However, the units are designed to stand alone, so you can study as many units as you wish, in whatever order you want. Each unit follows the same structure, which goes through a series of sections that are explained below.

INTRODUCTION

Each unit starts with the name and number of the SDG that it covers along with the UN's official symbol for that SDG and a photograph that illustrates what that SDG is about. On that photograph, there are two questions. The purpose of the first question is to encourage you to use what you already know about the topic to predict what the SDG is about. The second question requires you to use creative thinking to draw your own symbol for the SDG and explain how your version compares with the UN's official symbol.

VOCABULARY

The Vocabulary section pre-teaches seven essential words from the unit's reading passage. Pre-teaching these words is a vocabulary building task. In addition, it helps you understand the reading passage by allowing you to think about the meaning of the passage without being distracted by unknown vocabulary. Not only that but working with these seven words will help you to predict what the reading passage is about.

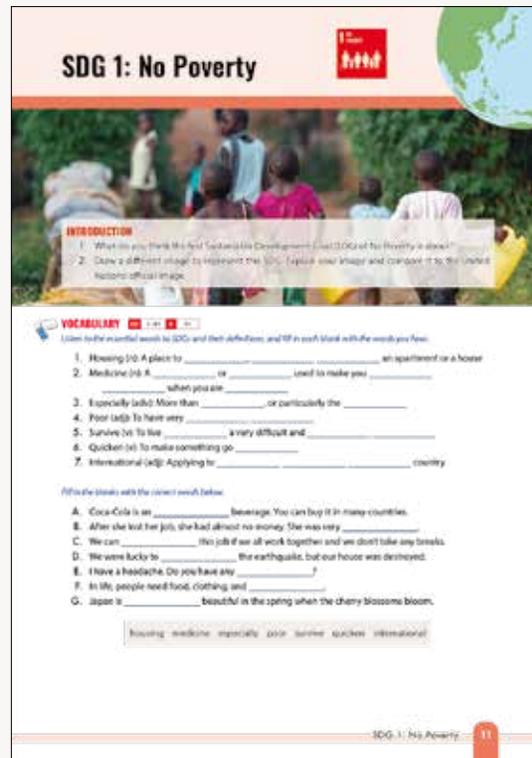
In the first part of this section, you listen to the definitions of the seven words and fill in the words that are missing in the definitions. For example, in Unit 1, you will hear the definition of housing as "A place to live, such as an apartment or a house" and fill in the blanks with "live, such as."

In the second part, you must use the contextual clues (or hints about the word's meaning that are around the word) in the example sentences to guess which word (from the square word bank under the items) is needed to fill in the blank in each item. Thus, for the first item "A. Coca-Cola is an _____ beverage. You can buy it in many countries." you can guess the correct word is "international" because an adjective is required and the second sentence includes "many countries," which is a synonym to "international." Practice in guessing a word by the context will make you a better reader over time.

READING

The Reading section begins with three questions designed to continue the process of prediction about the passage that began in the Vocabulary section. Anticipating what will be read in a passage increases your comprehension. You should then read the text to discover whether your answers were correct or not.

The reading passage itself is structured in the same way in all units. Getting used to that structure will help you to read the passages more fluently as you go through the units. There are two paragraphs. The first paragraph explains what the Unit's SDG is about and why it is something that the UN wants to address before 2030. The second paragraph tells you some of the important things the UN aims at achieving to



address that SDG. The seven essential words that you learned in the vocabulary section appear in blue font in the reading passage.

After reading the passage, you can once again engage in vocabulary building with the Words and Phrases activity, which further helps you to understand the reading passage. This activity includes 10 words from the passage. To complete the Words and Phrases activity, you read simple definitions of the 10 words and search the reading passage for the word or phrase that matches the definition. To help you, the number of letters in each mystery word or phrase is provided in dashes, which makes this activity like a crossword puzzle and focuses you on correct spelling as well as meaning.

The screenshot shows a reading passage titled "SDG 1: No Poverty" with a red header. The passage discusses the UN's goal to end extreme poverty by 2030, mentioning that over 10% of the world's population lives in extreme poverty and that COVID-19 could increase this. It also notes that 8% of workers live in extreme poverty. The passage mentions the UN's targets, including ending extreme poverty, ensuring 50% of the population has equal rights to economic resources, and increasing national and international investment to speed up the end of poverty.

Reading Comprehension Questions

Main Idea

Q. What is the main idea of the first paragraph?

- To describe the UN's plans for ending poverty
- To explain what happened between 1990 and 1995
- To provide information about where the problems of poverty is worst
- To explain why poverty is a problem

Details

- What does SDG stand for?
- How much money per day is extreme poverty?
- What percentage of people live in extreme poverty today?
- Who does the UN want to have equal rights?
- What is an example of an economic resource?

EXPRESS YOUR OPINION

If you lived in extreme poverty for one month, what would you purchase to survive?

- Write your opinion and its reason concisely.
- Explain your opinion and its reason concisely to your classmates.

Words and Phrases

Read each definition and find the equivalent word used in the Passage above.

- S. _____ Something can continue to work correctly for a long time
- D. _____ The process of becoming improved or becoming better
- P. _____ The state of being poor
- E. _____ Furthest from the middle
- S. _____ Related to the making, buying, and selling of goods and services
- R. _____ All the sources of wealth of a country
- T. _____ Having to do with machines
- F. _____ Having to do with money
- I. _____ Using money in such a way as to get a profit from it
- C. _____ The things we wear to cover our bodies, which keep us warm and protect us from the wind, rain, and sun

The final components of the Reading section are the two kinds of reading comprehension questions. First, there is a main idea question which is sometimes about the main idea of the entire passage and sometimes about just one paragraph of the passage. This question always provides four multiple-choice answers. The multiple-choice answers will help you avoid the common mistakes that people make when answering main idea questions on English tests. For example, sometimes there are distractors that seem like the correct answer. At other times, a detail is provided which is in the passage but is not the main idea. You can find the main idea by skimming (or reading the first and last sentence or quickly reading every other line). Sometimes, but not always, the main idea can be found in the first or last lines of a passage. However, the main idea can always be found by noticing what idea repeats throughout a passage.

Second, there are five short-answer questions about details. To answer the short-answer questions, decide what the key words are in the question. Then, scan the passage like a computer to find them. Be sure to read the area where you find the answer carefully to be certain you have found the correct details.

EXPRESS YOUR OPINION

In this section of each unit, you answer an opinion question about the unit's SDG. First, you must write your answer to the question on your own. Next, you must explain and discuss your answer with another person. This section helps you write about your own opinion and share it with other people. It also allows you to develop the ability to listen and understand the opinions of others.

LISTENING

As noted in the preface, each unit includes a dialogue between a student and a professor. The student is Sakura Noguchi, a Japanese student who is studying at a Canadian university. Sakura recently discovered the SDGs, and she is now considering majoring in International Development, so she can study more about the UN's goals for 2030. Before officially declaring her major, Sakura wants to learn more about the SDGs, so she turns to two professors in the area, Nina Jang and Alister Swain, who are experts on the SDGs. Sakura meets with these professors many times to discuss and ask questions about the SDGs.



Sakura
Noguchi



Nina
Jang



Alister
Swain

The English in the dialogues is authentic conversational English designed to help you develop your comprehension of genuine spoken English.

This textbook uses a three-step listening process, which means that you have a reason for listening each of the times that you listen to the same dialogue.

1st Listening

 The first step of the listening process is called Prediction. At the top of the page, there is a question that asks you to predict what Sakura is going to ask her professor about in terms of the unit's SDG. You should actively listen to check if you were correct or not. You should also read the five True (T) or False (F) statements, so that you can circle T or F as you listen to the dialogue for the first time.

2nd Listening

 The second step is called Confirmation (or making sure). In this step, you should listen so that you can check with yourself to confirm that you heard the information in the dialogue correctly. You should compare what you heard in terms of what you had predicted and also check your answer to the five T or F questions. Before listening for the second time, based on what you heard in the first listening, you should also the three multiple-choice questions, as well.

 When comparing your answers to the T or F questions and trying to answer the multiple-choice questions, you should write a question mark next to any questions that you are not sure are correct. Then focus your listening on the answers with the question marks and listen again.

The third step is called Reflection. In this step, you must listen and read the excerpt from the dialogue at the same time. You should fill in the missing words.

LISTENING: Sakura's Questions About SDG 1: No Poverty

What is Sakura going to ask her professor about SDG 1?



Listening Comprehension Questions

Prediction: Listen to the dialogue and circle T (True) or F (False).

1. T / F The UN plans to achieve its goals for SDG 1 by next year.
2. T / F Poverty was becoming less of a problem until recently.
3. T / F COVID-19 may make the problem of poverty worse.
4. T / F Every country in the world thinks of poverty in the same way.
5. T / F The UN plans to help women more than men.

Confirmation: Try to answer the following questions and listen to the dialogue again.

1. What percentage did extreme poverty decrease by between 1990 and 2015?
 - a. 10%
 - b. 12%
 - c. 20%
 - d. 0%
2. Who does the UN want to raise money?
 - a. Companies
 - b. Individuals
 - c. Countries
 - d. All of the above
3. How much does the UN wish to cut all forms of poverty by?
 - a. Half
 - b. 12%
 - c. 60%
 - d. 100%

Reflection: Listen to the part of the dialogue and fill in the blanks.

Sakura: Hello, Professor Nina Jang.

N: "Dimensions" is just another way of saying "types." Different countries think about poverty in many ways, and there are more kinds of poverty than extreme poverty.

S: So, _____ will the UN _____ in 2030 goal?

N: _____ other _____ to make _____ that economic resources such as land ownership and technological services can be gotten _____ by all men and women. Also, it plans to prepare poor people to survive when economic shocks such as COVID-19 occur.

S: Nina, thanks so much for helping me to understand the first SDG.

N: You're _____, Sakura.

SELF-ASSESSMENT on CEFR-1 CAN-DO Descriptor
 Scan to page 7 and check out to clarify which CAN-DO Descriptor(s) you have achieved.

3rd Listening

 Also, you should underline any parts of the transcript that you can understand by reading but could not catch by listening alone. After several units, you should use these underlined parts to look for patterns of weakness in your listening and then try to improve your listening in those areas that need development.

 Finally, you should circle any new words and later add them (and their definitions) to the vocabulary list that you should keep.

 After you have completed the three-step listening process, you should use the dialogue to practice your pronunciation. The listening section features authentic English, and you can improve how natural your English sounds by working with a partner and reading the roles in the dialogue. First, one person should read the professor's lines while the other reads Sakura's part. Then, switch roles and read the dialogue again.

Listening Speed

A very useful feature of this textbook is the listening-speed option. The dialogues are available at slow and natural speeds. You may wish to do the first two steps of the three-step listening process two times, first at the slow speed and then again at the natural speed.

SELF-ASSESSMENT on CEFR-J CAN-DO Descriptor

Some questions of this textbook are based on the CEFR-J, the Japanese version developed from the original CEFR (Common European Framework of Reference). The questions and the CEFR-J CAN-DO Descriptor and its level corresponding to them are as shown below, so after learning about each SDG through the questions, you should check out to clarify which CAN-DO Descriptors(s) you have achieved or you have not achieved.

理解（聞くこと） UNDERSTANDING (Listening)
First Listening and Second Listening (Slow speed): B1.1 <input type="checkbox"/> I can understand the main points of extended discussions around me, provided speech is clearly articulated and in a familiar accent.
First Listening and Second Listening (Natural speed): B2.2 <input type="checkbox"/> I can understand the speaker's point of view about topics of current common interest and in specialized fields, provided it is delivered at a natural speed and articulated in standard English.
理解（読むこと） UNDERSTANDING (Reading)
Main Idea Questions: B1.1 <input type="checkbox"/> I can understand the main points of English newspaper and magazine articles adapted for educational purposes.
Detail Questions: B2.2 <input type="checkbox"/> I can search through rather complex texts (e.g., articles and reports), and can identify key passages. I can adapt my reading speed and style, and read accurately, when I decide closer study is worthwhile.
話すこと（発表） SPEAKING (Spoken production)
EXPRESS YOUR OPINION 1: B1.1 <input type="checkbox"/> I can talk about familiar topics and other topics of personal interest without causing confusion to the listeners, provided I can prepare my ideas in advance and use brief notes to help me.
話すこと（やりとり） SPEAKING (Spoken interaction)
EXPRESS YOUR OPINION 1: B1.1 <input type="checkbox"/> I can express opinions and exchange information about familiar topics (e.g., school, hobbies, hopes for the future), using a wide range of simple English.
書くこと（書くこと） WRITING (Writing)
EXPRESS YOUR OPINION 1: A2.2 <input type="checkbox"/> I can write my impressions and opinions briefly about what I have listened to and read (e.g., explanations about lifestyles, culture, stories), using basic everyday vocabulary and expressions.

*『CEFR-J 本体：英語版 Version 1.0』CEFR-J 研究開発チーム（代表：投野由紀夫）.
(URL: <http://www.cefr-j.org/download.html#cefrj> より 2022 年 2 月ダウンロード)

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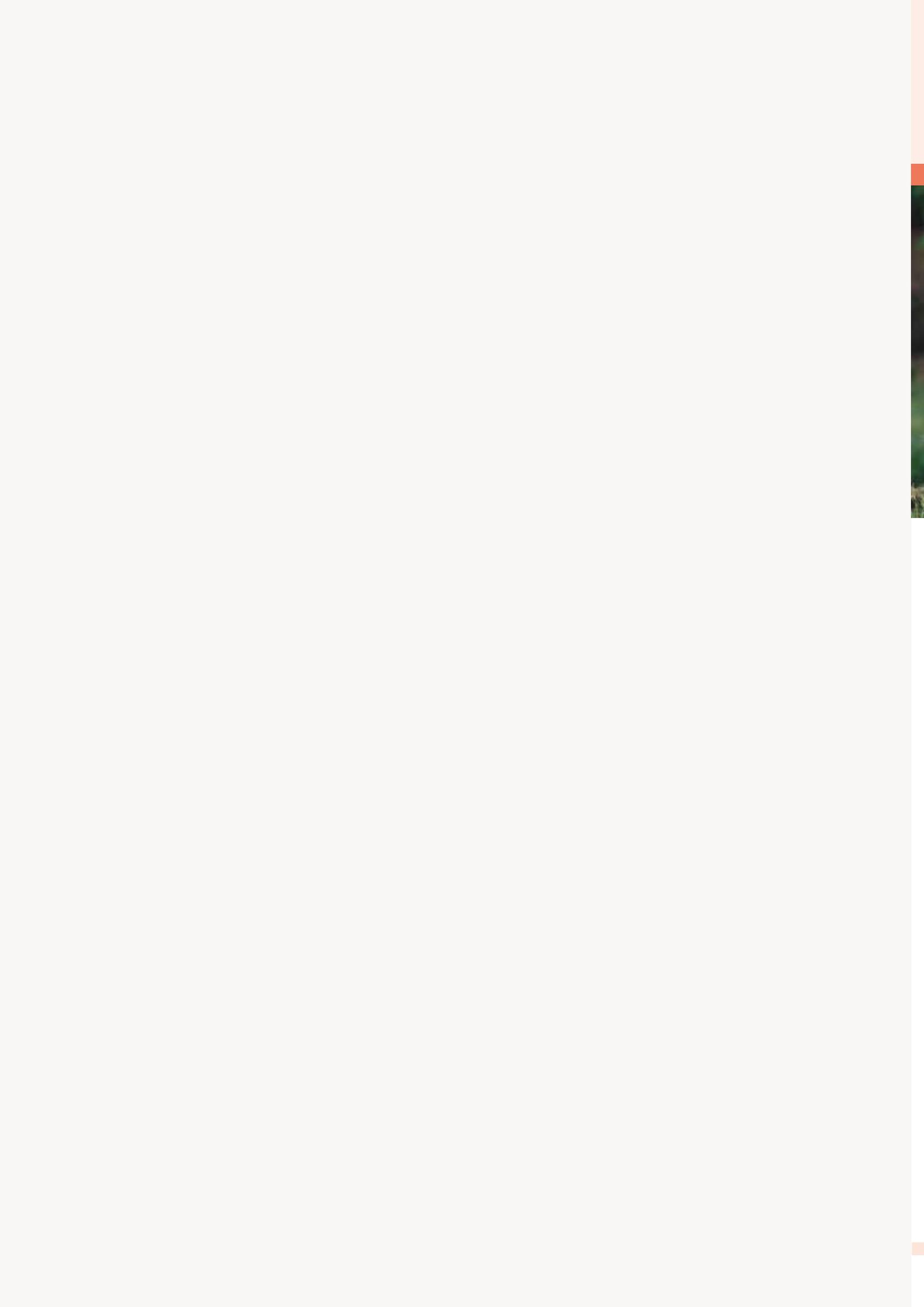
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SDG 1: No Poverty



INTRODUCTION

1. What do you think the first Sustainable Development Goal (SDG) of No Poverty is about?
2. Draw a different image to represent this SDG. Explain your image and compare it to the United Nations' official image.



VOCABULARY CD 1-01 ▶ 01

Listen to the essential words to SDGs and their definitions, and fill in each blank with the words you hear.

1. Housing (n): A place to _____, _____ an apartment or a house
2. Medicine (n): A _____ or _____ used to make you _____
_____ when you are _____
3. Especially (adv): More than _____, or particularly the _____
4. Poor (adj): To have very _____
5. Survive (v): To live _____ a very difficult and _____
6. Quicken (v): To make something go _____
7. International (adj): Applying to _____ country

Fill in the blanks with the correct words below.

- A. Coca-Cola is an _____ beverage. You can buy it in many countries.
- B. After she lost her job, she had almost no money. She was very _____.
- C. We can _____ this job if we all work together and we don't take any breaks.
- D. We were lucky to _____ the earthquake, but our house was destroyed.
- E. I have a headache. Do you have any _____?
- F. In life, people need food, clothing, and _____.
- G. Japan is _____ beautiful in the spring when the cherry blossoms bloom.

housing medicine especially poor survive quicken international



READING

- Q1. What examples of poverty do you think you will read about in the reading?
 Q2. Do you think poverty is a big problem in the world right now?
 Q3. What do you think the UN plans to do about poverty?



SDG 1: No Poverty

CD 1-02 ▶ 02

The first Sustainable Development Goal (SDG) is “No Poverty.” Poverty means not having enough money to pay for the basic things in life, such as food, **housing**, clothing, and **medicine**. The UN describes extreme poverty as living on less than \$1.25 per day. From 1990 to 2015, the number of people living in extreme poverty went from 36% to 10%. However, today more than 10% of the world’s population lives in extreme poverty, and COVID-19 could cause an 8% addition in extreme poverty. There is more poverty in the countryside than in cities. (Sub-Saharan Africa is **especially poor**, and that is where the most people live who **survive** on \$1.90 per day.) One out of five children in the world lives in extreme poverty. Finally, 8% of workers also live in extreme poverty.

By 2030, the UN has several targets to work on to achieve the first SDG. These targets include ending extreme poverty and cutting by 50% all dimensions of poverty as they are understood by different nations. Also, the UN wants all men and women to have the same rights to economic resources and services, including land ownership, natural resources, and technological and financial services. In addition, it plans on improving poor people’s ability to survive economic shocks. Furthermore, the UN wants to increase national and **international** investment to **quicken** the end of poverty. The UN plans on helping to get resources and start programs to meet that goal.

Words and Phrases

Read each definition and find the equivalent word used in the Passage above.

- | | |
|-------------|--|
| 1. S _____ | Something can continue to work correctly for a long time |
| 2. D _____ | The process of becoming improved or becoming better |
| 3. P _____ | The state of being poor |
| 4. E _____ | Furthest from the middle |
| 5. E _____ | Related to the making, buying, and selling of goods and services |
| 6. R _____s | All the sources of wealth of a country |
| 7. T _____ | Having to do with machines |
| 8. F _____ | Having to do with money |
| 9. I _____ | Using money in such a way as to get a profit from it |
| 10. C _____ | The things we wear to cover our bodies, which keep us warm and protect us from the wind, rain, and sun |

Reading Comprehension Questions

Main Idea

- Q. What is the main idea of the first paragraph?
- To describe the UN's plans for ending poverty
 - To explain what happened between 1990 and 1995
 - To provide information about where the problem of poverty is worst
 - To explain why poverty is a problem

Details

1. What does SDG stand for?

2. How much money per day is extreme poverty?

3. What percentage of people live in extreme poverty today?

4. Who does the UN want to have equal rights?

5. What is an example of an economic resource?



EXPRESS YOUR OPINION

If you lived in extreme poverty for one month, what would you purchase to survive?

1. Write your opinion and its reason concisely.

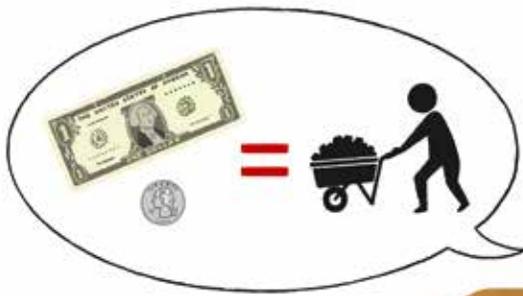
2. Explain your opinion and its reason concisely to your classmates.



LISTENING: Sakura's Questions About SDG 1: No Poverty

CD 1 - Natural 03 / Slow 04 ▶ Natural 03 / Slow 04

What is Sakura going to ask her professor about SDG 1?



Listening Comprehension Questions

1st
Listening

Prediction: Listen to the dialogue and circle T (True) or F (False).



- [T / F] The UN plans to achieve its goals for SDG 1 by next year.
- [T / F] Poverty was becoming less of a problem until recently.
- [T / F] COVID-19 may make the problem of poverty worse.
- [T / F] Every country in the world thinks of poverty in the same way.
- [T / F] The UN plans to help women more than men.

2nd
Listening

Confirmation: Try to answer the following questions and listen to the dialogue again.



- What percentage did extreme poverty decrease by between 1990 and 2015?
a. 16% b. 10% c. 26% d. 0%



- Who does the UN want to raise money?
a. Companies b. Individuals c. Countries d. All of the above
- How much does the UN wish to cut all forms of poverty by?
a. Half b. 15% c. 60% d. 100%

3rd
Listening

Reflection: Listen to the part of the dialogue and fill in the blanks.

CD 1 - Natural 05 / Slow 06 ▶ Natural 05 / Slow 06

S=Sakura Noguchi, N=Professor Nina Jang



N: "Dimensions" is just another way of saying "types." Different countries think about poverty in many ways, and there are more kinds of poverty than extreme poverty.



S: So, 1. _____ 2. _____ will the UN 3. _____ its 2030 goal?



N: 4. _____ other 5. _____, it 6. _____ to make 7. _____ that economic resources such as land ownership and technological services can be gotten

8. _____ by all men and women. Also, it plans to prepare poor people to survive when economic shocks such as COVID-19 occur.

S: Nina, thanks so much for helping me to understand the first SDG.

N: You're 9. _____ 10. _____, Sakura.

SELF-ASSESSMENT on CEFR-J CAN-DO Descriptor

Turn to page 7 and determine which CAN-DO Descriptor(s) you have achieved.