



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、世界中が注目している、国際連合（国連）が設定した SDGs（持続可能な開発目標）を扱っています。高校や大学などで日本語でも学ぶ SDGs に英語を統合し、より実践的な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、基礎的な英語の知識や技能についても学習できるように 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っています。

CLIL では、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。その点を踏まえて、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ので、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に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べるように工夫してあります。さらには、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、不安定で先の見えない世界情勢ですが、元気に活躍することを願います。

改訂にあたって

初版の刊行から 6 年が経ちました。その間、新型コロナウイルス感染症の流行、世界各地での紛争など、世界情勢は大きく変化しています。国際連合のサイトなどを参考に内容を見直しました。

2030 年までの SDGs の 17 の目標の達成は、たいへん厳しい状況です。SDGs の目標は貴重であり、多くの学習者がますます真剣に考え、達成に向けて発信できることが重要であることは言うまでもありません。みなさんを取りまく環境について考えるきっかけになることを願います。

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、リサーチのうえ発表

・ Glossary 語彙

・ 文法マスター（文法理解のために基礎練習）

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持続可能な開発目標（SDGs）とは？



持続可能な開発目標は、Sustainable Development Goals の略で、SDGs と言われます。SDGs は、国際連合が設定した 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」（Millennium Development Goals: MDGs）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、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気候変動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して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、英語という言葉の重要性です。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。例を一つ挙げておきます。

SDGs Report 2026

<https://unstats.un.org/sdgs/report/2026/>

United Nations Sustainable Development Goals web site:

<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 3.0 US dollars a day**.
- In 2024, **approximately 20% of the global population** experienced moderate to severe food insecurity.



2 Topic-related vocabulary check

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 () [= 食べ物]
obese <i>adj.</i>	very () in a way that is unhealthy [= 太っている]
eradicate <i>v.</i>	to completely () () () something such as a disease or a social problem [= 排除する]
food insecurity <i>n.</i>	the condition of not having access to sufficient food, or food of an adequate (), to meet one's basic needs [= 質]
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

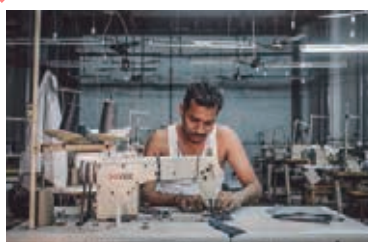
A: What does "poverty" mean? Please explain it to me.

B: "Poverty" means the state of being extremely poor.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) How many people lived with less than 3.0 US dollars a day in 2025?
 - a) Around 677 million people
 - b) Around 700 million people
 - c) Around 808 million people
- 2) What percentage of children and adolescents aged 5-19 in the world were obese in 2022?
 - a) About 1%
 - b) About 8%
 - c) About 20%
- 3) What does the term 'wasting' refer to?
 - a) Low height-for-age
 - b) Low weight-for-height
- 4) What percentage of countries experienced moderately to abnormally high food prices in 2023?
 - a) About 50%
 - b) About 90%
- 5) What percentage of employed workers and their families worldwide were extremely poor in 2024?
 - a) 2.1%
 - b) 6.9%
 - c) 8.4%



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 Understanding SDGs | No poverty / zero hunger

4.1 Listen and fill in the blanks

↓ 002

Goal 1 End poverty in all its forms everywhere



- The World Bank updated global (1) data in 2025. With the change, the international poverty line was raised from \$2.15 (2017 purchasing power parity, PPP) to \$3.00 (2021 PPP). About 1.5 (2) people were lifted out of poverty between 1990 and 2022, but about 808 million—around one in ten people—were still living in extreme poverty in 2025.
- Worldwide, (3) poverty has decreased a lot over the past 25 years. In 2024, only 6.9% of workers—about 240 million people—were living on (4) than \$2.15 per day (2017 PPP), down from 8.4% in 2015. However, in many regions, progress has (5) in recent years.
- In 2023, more than half of the world's people (52.4%) received at least one social (6) benefit, up from 42.8% in 2015. This shows that more people have (7) when they need it, although 3.8 billion people are still not protected.

↓ 003

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



- Unfortunately, extreme hunger and (8) still affects children's growth and health. From 2012 to 2024, the number of (9) children under age 5 fell from 26.4% to 23.2%. However, progress has slowed, and (10) million children are still stunted, mostly in poorer countries. In 2024, stunting was more common among boys (24.4%) than girls (21.9%). To reach the 2030 goal, stronger (11) are needed. (12) among young children stayed almost the same, around 5%. (13) decreased from 7.4% to 6.6%, but most affected children still live in (14).
- In order to end (15) and malnutrition, it is crucial to support (16) farmers, create equal access to land, develop technology and markets, and encourage sustainable (17). It is also necessary to help develop agriculture in (18) countries. To improve agricultural productivity, we will need to have international (19) 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?

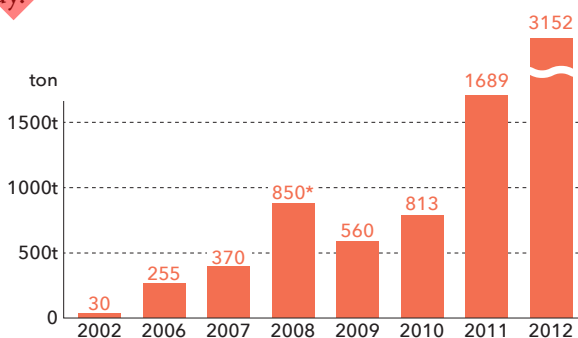
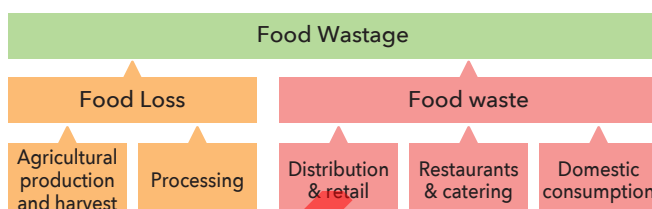
5.1 Do you know about food banks? Are there any food banks in Japan?

Even though there are about 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. They have set an extremely challenging goal of achieving an annual supply of 15,000 tons by 2030. 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.

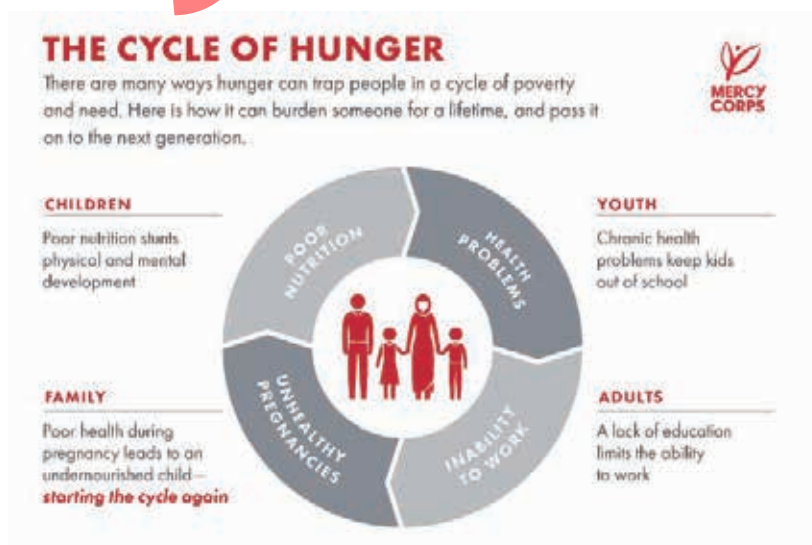
6.2 Read aloud the text and see how the present simple is used

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



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

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

Unit

2

Good Health and Well-Being

すべての人に健康と福祉を

Goal 3 Ensure healthy lives and promote well-being for all at all ages



1 Background (facts & figures)

Which facts and figures are you interested in?

- **More than four million children** die before their fifth birthday each year.
- Unsafe water, inadequate sanitation, and lack of hygiene led to **a total of 1.4 million deaths** in 2023.



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2 Topic-related vocabulary check

005

2.1 Listen and fill in the blanks

words	meaning
mortality <i>n.</i>	the number of () in a particular society during a particular period of time [= 死亡者]
fatal <i>adj.</i>	causing death or () effects [= 悪い]
facility <i>n.</i>	a (), equipment, and service used for a particular purpose or activity [= 建物]
preventable <i>adj.</i>	capable of being stopped from () [= 起こる]
hygienic <i>adj.</i>	() in order to prevent disease [= 清潔な]
infectious <i>adj.</i>	able to be passed () person to person [= ～から]
disease <i>n.</i>	an illness that affects people, often caused by () [= 感染]
contribute <i>v.</i>	to be one of the () of something [= 原因]
sanitation <i>n.</i>	the protection of public () by removing and treating waste, etc. [= 健康]

2.2 Ask each other in pairs

- A: What does “mortality” mean? Please explain it to me.
- B: “Mortality” is the number of deaths in a particular society during a particular period of time.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) Are children under 5 years of age likely to survive today than in 2000?
 - a) Yes, they are. The total number of under-5 deaths dropped from 6.2 million in 2015 to 4.8 million in 2023.
 - b) No, they aren't. More than 9 million children still die each year.



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- 2) What is the third leading cause of death among people aged 15 to 29 globally in 2021?
 - a) Road traffic injuries
 - b) Suicide
 - c) Drugs and alcohol



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- 3) Vaccinations resulted in an 80% drop in death from _____.
 - a) HIV
 - b) Malaria
 - c) Measles
- 4) Two thirds of the world's maternal deaths occur in sub-Saharan Africa. In these regions, _____% of births were assisted by skilled attendants.
 - a) 60
 - b) 73
 - c) 87



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

- 1) How do you prevent illness and diseases every day?
e.g. I avoid junk food and have a good sleep.
- 2) Do you think there is a relationship between poverty and well-being?
e.g. Yes. I did research regarding poverty and well-being. I found out that many people in poor countries actually die prematurely.



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4.1 Listen and fill in the blanks

↓ 006

Goal 3 Ensure healthy lives and promote well-being for all at all ages



Reproductive, maternal, newborn and child health

- Millions of children are more likely to (1) today than in 2000, but about 4.8 million children still die before reaching (2) years of age. More than (3)% of those deaths occurred in sub-Saharan Africa and Southern Asia. Almost half of the total number of under-5 deaths took place in the first (4) of life.
- Nearly 260,000 women around the world died due to complications in (5) and childbirth in 2023. (6)% of these deaths occurred in low- and middle-income countries, and two thirds of them were in sub-Saharan Africa. In sub-Saharan Africa, only (7)% of births were assisted by skilled (8). These deaths are (9) with appropriate management and care. Globally in 2024, (10)% of all births took place in the presence of skilled health personnel.

Environmental risk

- Unsafe drinking water, inadequate sanitation and lack of hygiene continue to be (11) contributors to global mortality, resulting in 1.4 million deaths. Air pollution increases the risk of (12). Every year 7 million people die from exposure to fine particles in polluted air. Around 2.8 billion people still rely on polluting fuels and technologies for cooking.

Mental health

- Mental (13) occur in all regions and cultures. The most common are anxiety and depression. These can frequently lead to (14). In 2021, an estimated 727,000 people worldwide committed suicide. Currently, the majority of suicides occur in low- and middle-income countries.

4.2 Questions for discussion

- 1) What health problem are you interested in?
- 2) Do you know the life expectancy in your country or hometown?
- 3) Why are there still too many children dying in the world?
- 4) What can be done to improve mental health in your country?

5.1 Why do we need to wash our hands? When and how do you wash your hands?

About 16,000 children under the age of 5 are dying from preventable diseases such as diarrhea and pneumonia every day in developing countries, and most of the diseases that cause death are preventable through the simple act of handwashing with soap.

SARAYA Co., Ltd., which developed the first medicated hand soap and dispenser in Japan, started the “Wash A Million Hands!” project in 2010. The project aims to educate people in Uganda on correct handwashing using soap to prevent children from fatal diseases. Conflict in the country has lasted over 20 years, and since 2006, Uganda has lacked infrastructure such as water supplying facilities, schools, and health centers. Due to poor hygienic conditions, only 14% of people washed their hands after using the toilet in 2007.

SARAYA has built handwashing facilities and offered support for hygienic education to children and their mothers. The rate of people who wash their hands with soap after going to the toilet increased to 37% in 2017. In addition, the under-5 mortality rate in Uganda decreased from 89 to 53 deaths per 1,000 live births between 2009 and 2016.

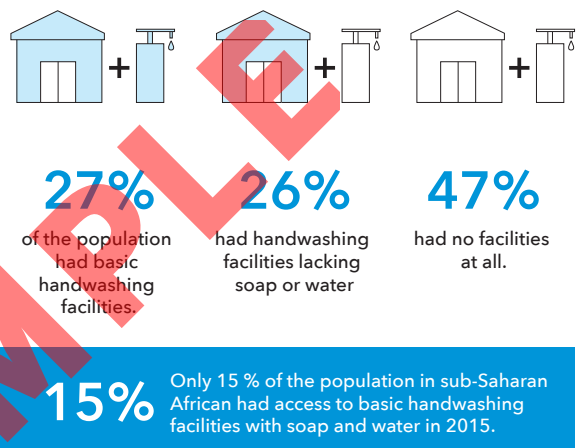
The project has shown great results, but the hygienic environment in Uganda is still severe. The under-5 mortality rate in Uganda remains at 55 deaths per 1,000 live births, which is a bit higher than the SDGs target of 45 deaths per 1,000 live births. To achieve the SDGs target, we further need to raise awareness of handwashing practice and educate people on its importance to the world and future generations.

5.2 Discussion points

- 1) How is diarrhea and pneumonia preventable?
- 2) What is the purpose of the “Wash A Million Hands!” project?
- 3) Do you wash your hands after going to the toilet? Have you ever seen people who don't do it?
- 4) Do you think handwashing activities save children's lives?

WHO HAS THE LEAST ACCESS?

The world's least developed countries have the least access to handwashing facilities. In 2015:



<https://www.unicef.org/stories/infographic-get-facts-handwashing>

Grammar point conjunctions (接続詞)

文中の下線部 and, but, in addition は、語句と語句、文と文などを結びつける接続詞です。接続詞の代わりに also, on the other hand, therefore などを使うこともできます。(⇒文法マスター参照)

e.g. Some people have no basic healthcare **and** others lack social protection.

6 Basic grammar exercises: conjunctions

6.1 Choose the appropriate answer

- 1) I don't drink (and / or / but) smoke for my well-being.
- 2) Most people want to have a healthy, safe (and / or / but) comfortable life.
- 3) We did great work, (and / or / but) the environment is not good enough yet.

6.2 Read aloud the text and see how conjunctions are used

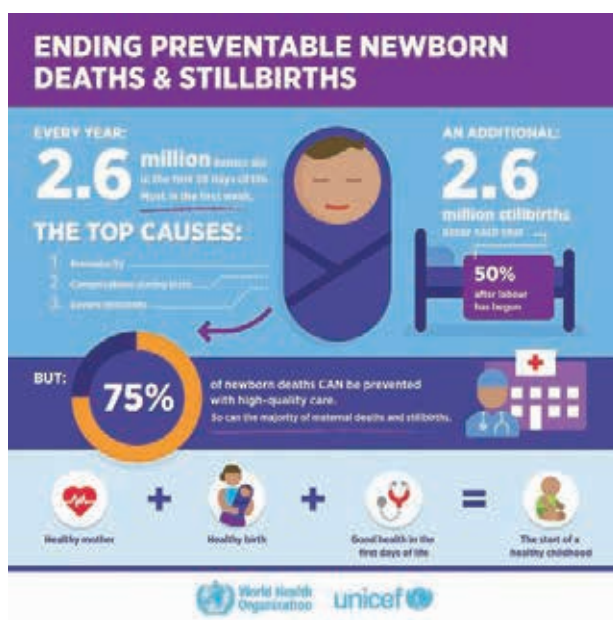
Millions of children are more likely to survive today than before. However, 4 million children or more still die before they reach the age of five. Moreover, half of those deaths occurred in sub-Saharan Africa and thirty percent occurred in Southern Asia. Therefore, we should consider the problem seriously.

6.3 Discussion: Why is handwashing essential to prevent child deaths? Give as many reasons as you can.

7 Reading graphs and charts

Check how conjunctions are used and discuss newborn deaths in groups

Newborn deaths account for 45% of deaths among children under the age of 5 globally. In addition, 2.6 million babies die in the last 3 months of pregnancy or during stillbirths, and 303,000 maternal deaths occur each year. We could prevent at least two-thirds of these deaths, and that is one of the aims of the global 'Every Newborn Action Plan' (ENAP) that launched in 2014. It provides a road map of strategic actions for ending preventable newborn mortality and stillbirths, and contributes to reducing maternal mortality and morbidity.



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 good health and well-being
- 2) Identify the problems of healthy lives and well-being that SDG 3 shows
- 3) Examine the realities around you with regard to SDG 3
- 4) Check the local or global efforts that are being done to achieve SDG 3
- 5) Explain what you can do to achieve SDG 3
- 6) Refer to the local policies that aim to solve the problems of health and well-being
- 7) Propose your own ideas or actions to solve these problems

Sample

PROTECT MORE PEOPLE FROM TABACCO CLIL University Sanshu Hana  1	Outline 1. Health Effects 2. Data and Statistics 3. Youth Tobacco Prevention 4. Global Tobacco Control 5. Conclusion 2
Smoking can cause cancer almost anywhere in your body  3	Youth are exposed to E-cigarette advertisements  retail stores the Internet TV or movies magazines 4
Youth Tobacco In 2013, more than a quarter million middle school and high school students never smoked regular cigarettes but had used e-cigarettes. 3 times as many as 2011 Source: Office on Smoking and Health National Center for Chronic Disease Prevention and Health Promotion 5	What the government needs to do • monitor tobacco use and prevention policies • protect people from tobacco smoke • offer help people to quit tobacco use • warn people about the dangers of tobacco • enforce bans on tobacco advertising promotion, and sponsorship • raise taxes on tobacco Source: World Health Organization 6

Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



1 Background (facts & figures)

Which facts and figures are you interested in?

- **7% of youth** were illiterate in 2024.
- **754 million adults** remained illiterate in 2024.
- **11.2% of children of primary school age** were out of school in 2025.



2 Topic-related vocabulary check

008

2.1 Listen and fill in the blanks

words	meaning
education <i>n.</i>	the process of teaching and (), usually at school [= 学び]
proficiency <i>n.</i>	a good standard of (), experience and skill [= 能力]
illiterate <i>adj.</i>	not having the basic ability to () and write [= 読む]
early childhood education <i>n.</i>	() and other forms of education provided for children before entering primary school [= 幼稚園]
compulsory <i>adj.</i>	() by the law or authority [= 必要な]
enrolment rate <i>n.</i>	the rate of () who have arranged to join a school, university, course, etc. [= 学生・生徒]
literacy rate <i>n.</i>	the rate of people who can read and () [= 書く]
remote education <i>n.</i>	the education of students who study online at () [= 家]

2.2 Ask each other in pairs

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

B: “Illiterate” means not having the basic ability to read and write.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) Non-proficiency rates are the highest in ____, where 70% of children at the end of primary education were not proficient in reading in 2019.

a) South Asia
b) Latin America
c) sub-Saharan Africa



- 2) In 2023, only ____% of children experienced early childhood education (kindergartens, nursery schools, etc.) in the least developed countries (LDCs).

a) 22 b) 42 c) 62



- 3) Although considerable progress in educational participation has been seen since 2000, ____ million children, adolescents and youth (6 to 17 years old) were still out of school in 2024.

a) 63 b) 273 c) 483

- 4) In some countries, there are many teachers who have not received good teacher training before starting to teach. In 2024, the percentage of trained teachers in primary education in sub-Saharan African countries was about ____%.

a) 53 b) 73 c) 93



- 5) About ____ of all illiterate people in the world were women in 2024.

a) one half b) two thirds c) three quarters



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

- 1) Are there any school-age children who don't go to school?

e.g. Very few in Japan, but I saw some in a country I visited last summer.

- 2) What prevents children from going to school?

e.g. I guess some parents have their children stay home to help them work or do household chores.

4 Understanding SDGs | Quality education

4.1 Listen and fill in the blanks

009

Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



- Education is the key to realizing sustainable development of human society. Without education, it is very difficult for us to develop our own societies, break from the cycle of (1), reduce (2), and foster (3) of cultural differences.
- Education can be divided into levels. (4) education, usually for children of about 6 to 12 years old, is provided at primary or elementary school. The next level of education is called (5) education, which is for 12 to 15-year-old students as part of (6) education in some countries, while it is offered as an option in other countries. After finishing secondary education, many people in developed countries receive tertiary education, which is (7) at places such as colleges and universities.
- Education is a process of teaching and learning what society has established. Thus, the contents taught through education may (8) from country to country. For example, Japanese secondary schools provide Japanese martial arts classes as part of (9) courses, while British secondary schools provide (10) education for all students.
- In some countries, many schools lack basic resources such as electricity, water, computers, and the Internet. In 2024, 78% of primary schools in the world had access to electricity and 80% to drinking water; in sub-Saharan African countries, only (11)% of schools had electricity and (12)% had drinking water. As for information and communication technologies, only (13) of primary schools in LDCs had access to the Internet in 2021.

4.2 Questions for discussion

- 1) Do you think everyone should participate in early childhood education before entering a primary or elementary school? Why or why not?
- 2) Senior high school is not compulsory in Japan. Do you think it should be compulsory in Japan? Why or why not?
- 3) Do you think the enrolment rate of tertiary education should be higher in Japan?
- 4) Who do you think should pay for education?

5.1 Do you know why there are so many children who don't go to school?

If you live in Japan, you may not be surprised to hear that the enrolment rate at primary education in Japan is nearly 100%. When you look at the data of enrolment rates in other countries, however, you may be surprised at how low the rate is in some countries. According to the data issued by the UNESCO Institute for Statistics (UIS), the rates of out-of-school children of primary school age in 2022 were 40.4% in Eritrea, 38.3% in Liberia, and 28.6% in Pakistan. In terms of regions, the highest rate was found in sub-Saharan African countries (20.7%).

Actually, there are some very serious reasons why so many children don't go to school.

- **Lack of schools:** There are no schools they can attend near their home. It is very tough for small children to walk for hours, which may deprive them of energy and motivation for studying.
- **Lack of teachers:** Even if there is a school building, there are few teachers present. Lack of teachers is mainly due to lack of teacher training, low payment for teachers, and bad school environments.
- **Lack of money:** In many countries compulsory education is basically free of charge, but school children need some money for textbooks and stationery. Their parents are also not rich enough to pay for them.
- **Child labor:** Instead of going to school, children have to work for their household because their parents' income is low, their parents are sick, or there are no adults who can take care of them.
- **Parents' attitude toward education:** Some parents consider education less important than work. They sometimes don't allow girls to go to school.



5.2 Discussion points

- 1) Where are Eritrea, Liberia, and Pakistan on the map?
- 2) Why is the salary for teachers very low in some countries?
- 3) Suppose you are a first-year elementary school student, and you have to walk to school. How many kilometers is the maximum distance you could walk from your house to school?
- 4) What are the main reasons why many children don't go to school in Eritrea, Liberia, and Pakistan?

Grammar point present progressive (現在進行形)

現在進行形 (be + -ing) は、進行中の動作や継続 (～している (ところだ))、確実な未来 (これから～する)、状況や物事の変化 (～している、しつつある) などの表現ができます。(➡文法マスター参照)

e.g. Some NGOs **are building** schools in Cambodia.

6 Basic grammar exercises: present progressive

6.1 Choose the appropriate answer

- 1) One out of three adolescents and youth of secondary school age (do not attend / are not attending) school now.
- 2) Look at the picture on the right. The girl (carries / is carrying) water with a big bucket.
- 3) Only 12 people (works / are working) as primary school teachers in Niue.



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

Education is changing in the world. Many countries have developed remote education systems. Students can study online at home using PCs, tablets or smartphones. Even in developing countries such as Kenya and Tanzania, the governments are making efforts to develop online education systems.

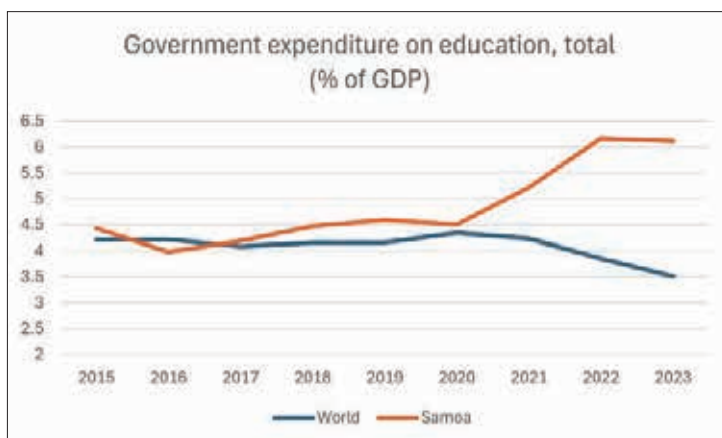
6.3 Discussion: Do you agree with the idea that the Japanese government should invest more in education? Why or why not?

7 Reading graphs and charts

Check how the present progressive is used and discuss education in groups

In recent years, government expenditure on education is declining globally. In 2020, the percentage of GDP spent on education was 4.3%, but it fell to 3.5% in 2023.

Conversely, this figure is rising in only a few countries. One of these countries is Samoa, which had a percentage of 4.5% in 2020 and 6.1% in 2023.



Data from the World Bank

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 (quality) education, proficiency, and minimum literacy
- 2) Identify the problems of education that SDG 4 shows
- 3) Examine the realities around you with regards to SDG 4
- 4) Check the local or global efforts that are being done to achieve SDG 4
- 5) Explain what you can do to achieve SDG 4
- 6) Refer to the local government policies that aim to solve the problems of education
- 7) Propose your own ideas or actions to solve these problems

Sample

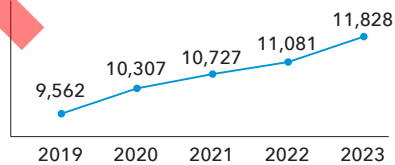
Helping students from overseas

Sanshu Hana
CLIL University

1

Elementary students from overseas in the city

愛知県内の外国人児童数



2

Problems in daily life



- Cultural differences
- Expenses
- Language (Parents / children)

3

Students from overseas: Their problems at school

- Learning support
 - Local government
 - Community
 - Peers

- Basic literacy
- Bullying



4

Assistance for students from overseas: Language support

- For students
 - Textbooks / handouts
 - Assistants
- For parents
 - Handouts / Web pages
- Japanese language schools / teaching volunteers



5

Assistance for students from overseas: Community building

- At school
 - Crosscultural understanding
 - Education on human rights

- In the community
 - Events
 - Working together
 - Volunteer activities



6

Gender Equality / Reduced Inequalities

ジェンダー平等を実現しよう・人や国の不平等をなくそう

Goal 5 Achieve gender equality and empower all women and girls



Goal 10 Reduce inequality within and among countries



1 Background (facts & figures)

Which facts and figures are you interested in?

- Women devote on average **about 2.5 times more time** to unpaid care and domestic work than men globally.
- Reports of discrimination are increasing worldwide, and they are more common among women, people with disabilities and the poorest.



©UN-Photo

2 Topic-related vocabulary check

011

2.1 Listen and fill in the blanks

words	meaning
gender <i>n.</i>	the ~~state~~ of being male, female, or neuter as expressed by social or () distinctions and differences [= 文化的な]
decision-making <i>n.</i>	the process of making important () [= 決定]
unpaid work <i>n.</i>	work () receiving a salary, wage or payment [= ~なしで]
discrimination <i>n.</i>	~~treating~~ a person or group differently from another in an () way [= 不公平な]
migrant <i>n.</i>	someone who goes to live in another area or country, especially in order to find () [= 仕事]
refugee <i>n.</i>	a person who is outside their () of origin because of a well founded fear of persecution, conflict, violence, or other circumstances [= 国]
well-being <i>n.</i>	the state of being () and happy [= 健康な]

2.2 Ask each other in pairs

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

B: LGBTQ+ is a term that includes people who have different sexual orientations and gender identities, such as lesbian, gay, bisexual, transgender people, and queer or questioning people, with the “+” including other diverse sexual orientations and gender identities.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) Worldwide, what proportion of women aged 15–49 experience physical and/or sexual violence by a current or former intimate partner in a year?
a) About 1 in 20 b) About 1 in 8 c) About 1 in 3
- 2) 19% of women aged 20 to 24 years were married _____.
a) after 18 years old b) before 18 years old



©Yuichi Ishida

- 3) Women continue to be underrepresented at all levels of political leadership. As of 2024, women's representation in national parliaments globally is about: _____.
a) 27.2% b) 10.5% c) 45%



©Avalon / 時事通信フォト

- 4) At least 739 million adults worldwide still lack basic literacy skills. What proportion of them are women?
a) About one third b) About half c) About two thirds
- 5) By mid-2024, the global refugee population under UNHCR's mandate reached approximately:
a) 15 million b) 37.8 million c) 1 million

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

- 1) Do you think it is important to increase women's leadership? Do you have any ideas on how to change the situation?
e.g. Yes. I believe that women's representation in leadership is very important. To change this, we should start from childhood by giving children equal education regardless of gender and helping girls gain confidence.
- 2) What are the LDCs? Why do we need to offer special assistance and treatment to the LDCs?
e.g. The LDCs or the least developed countries are low-income, low-developed and vulnerable countries. They have severe problems in sustainable development.



4 Understanding SDGs | Gender equality / reduced inequalities

4.1 Listen and fill in the blanks

↓ 012

Goal 5 Achieve gender equality and empower all women and girls



- Gender equality is a basic human (1), and its achievement has enormous socio-economic influences. Empowering women fuels growing economies, driving up (2) and growth. Yet (3) inequalities remain deeply stable in every society. Many women can't easily (4) decent work, and frequently face work segregation and gender wage gaps. They can often be blocked access to (5) education and health care. Women all over the world can suffer from (6) and discrimination.
- Women are underrepresented in political and economic (7) processes. The United Nations has made significant progress in advancing gender equality for many years, (8) landmark agreements (9) as the Convention on the Elimination of All Forms of Discrimination (10) Women (CEDAW).

↓ 013

Goal 10 Reduce inequality within and among countries



- Economic inequality remains a serious global (11). The (12) 1% own more wealth than the bottom 95% of the world population combined. This disparity is based on the current economic system that values the (13) of the rich (14), while undervaluing (15) work done primarily by women and (16) around the world.
- In developing countries, cooking, cleaning, and fetching water and firewood are essential (17) tasks for the well-being of societies, communities and the functioning of the economy. The heavy and (18) responsibility of care work for women reinforces a lot more gender and economic inequalities.

Source: Oxfam inequality reports (2024 and 2025) and "Time to Care" (2020)

4.2 Questions for discussion

- 1) Which SDG are you interested in, Goal 5 or Goal 10?
- 2) Why do we need to eliminate all forms of harmful practices, such as child, early and forced marriage and female genital mutilation (FGM)?
- 3) Let's discuss the difference between conscious bias and unconscious bias.
- 4) Are refugees responsible for their situation, or are there larger global factors involved?

5.1 Why did Shabana study in a secret school? What is the power of education?

Under the Taliban regime in Afghanistan girls' education was forbidden. Shabana Basij-Rasikh dressed as a boy and went to a secret school with her older sister in Kabul during her childhood. It was the only way that girls could study. Each day, they took different ways to school so that no one could suspect their activities. Their parents believed in the power of education.

Shabana sometimes felt scared to go to the secret school. She was crying and asking her father not to send her to school, but he said to her, "You can lose everything you own in your life. Your money can be stolen. But the one thing that will always remain with you is what is in here. Your education is the biggest investment in your life. Don't ever regret it."

After the first Taliban regime was driven out, Shabana co-founded the School of Leadership, Afghanistan (SOLA), the country's first private boarding school for girls in 2008 when she was only 18 years old. She was devoted to her mission of supporting girls' education. However, in August 2021, when the Taliban regained control of Afghanistan and girls' education beyond the sixth grade became forbidden once again, she decided to evacuate the entire SOLA community to Rwanda. With numerous allies worldwide, she relocated 256 people including her entire student body, as well as teachers and numerous staff members and their families.

Shabana continues providing education for Afghan girls in Rwanda today. She also launched SOLAx, an online academy that allows students to access education from anywhere on a daily basis. She believes that educating a girl can change the world. As an educator, humanitarian, and women's rights activist, she offers her students—and society—a new vision of what is possible.



5.2 Discussion points

- 1) Why did Shabana study in a secret school with her sister during the Taliban regime in Afghanistan?
- 2) Why did she ask her parents not to send her to the secret school?
- 3) What did her father think about her education?
- 4) Discuss the current situation of girls' education in Afghanistan.

Grammar point past simple and past progressive (過去形・過去進行形)

文中の下線部 **dressed** や **went** は動詞の過去形で、過去の状態や動作を表します。**was crying** は過去進行形で、過去のある時点で進行していた動作や継続していた状態を表します。(➡文法マスター参照)

e.g. While boys **were enjoying** school life, girls in some countries **had** to work.

6 Basic grammar exercises: past simple and past progressive

6.1 Choose the appropriate answer

- 1) A lack of education (was leading / led) to devastating effects on girls some years ago.
- 2) Her father (was listening / listened) to the radio when she entered his room.
- 3) The Taliban (forbade / was forbidden) girls from receiving education beyond the sixth grade.
- 4) She (was deciding / decided) to fight against inequality last year.

6.2 Read aloud the text and see how the past simple and the past progressive are used

SDG 5 aims to end child marriage. Historically many girls were suffering from fear of child marriage. I heard a sad story. A 15-year-old girl was forced to marry a man, but two years later she was murdered for escaping from her husband. Surprisingly, her father ordered her killing. It happened in Asia. I didn't believe this story when I first heard it.

6.3 Discussion: Do you want to get married when you are young? What do you think about child marriage?

7 Reading graphs and charts

Check how the past simple and the past progressive are used and discuss social and gender situations in groups

Data presented here was used in the preparation of the Human Development Report Website. The table shows how the social and gender situations between Afghanistan and Japan were as of 2023. We were comparing the social and gender situations when we made this table.

Year 2023	Afghanistan	Japan
Life expectancy at birth, female (years)	67.5	87.7
Population with at least some secondary education, female (% ages 25 and older)	7.0	98.2
Population with at least some secondary education, male (% ages 25 and older)	24.1	99.1
Adolescent birth rate (births per 1,000 women aged 15-19)	64.1	1.7
Estimated gross national income per capita, female (US dollar)	721	37,017
Estimated gross national income per capita, male (US dollar)	3,198	59,059

Source: UNDP Human Development Report 2025

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 gender equality, inequality or gender bias
- 2) Identify the problems of gender equality and inequality that SDG 5 and SDG 10 show
- 3) Examine the realities around you with regards to SDG 5 and SDG 10
- 4) Check the local or global efforts that are being done to achieve SDG 5 and SDG 10
- 5) Explain what you can do to achieve SDG 5 and SDG 10
- 6) Refer to the local policies that aim to solve the problems of gender equality and inequality
- 7) Propose your own ideas or actions to solve these problems

Sample

Girls' education in Afghanistan

United Nations

Afghanistan HDI: 0.496 World Rank: 181

Japan HDI: 0.925 World Rank: 23

*HDI (the Human Development Index) = an index that measures key dimensions of human development

- Worldwide, 133 million girls are out of school due to lack of funding, persistent gender bias, or even regressive policies
- Gender-equitable education systems help keep both girls and boys in school, building prosperity for entire countries

Source: UNDP and UNESCO

Background The Taliban forbid girls' education in Afghanistan



Shabana Basij-Rasikh dressed as a boy and went to a secret school. It was the only way that girls could study.

Shabana Basij-Rasikh ©SOLA

Shabana is now the President of **the School of Leadership, Afghanistan (SOLA)**. SOLA is an Afghanistan-led first private boarding school to provide education opportunities and security for girls.



©SOLA

FACT on girls' education in Afghanistan

- 3.7 million children are out of school and 60 % are girls.
- Afghanistan is currently the only country in the world where girls are barred from education beyond primary school.
- Many Afghan girls face long-term barriers to literacy and employment due to restrictions on education.
- Girls continue to marry very young – 17 percent before their 15th birthday.

Sources: UNICEF & UNESCO (2025–2026)

Goal 6 Ensure availability and sustainable management of water and sanitation for all



1 Background (facts & figures)

Which facts and figures are you interested in?

- Now, more than **2 billion people** are living with the risk of reduced access to freshwater resources.
- By 2050, at least **one in four people** is likely to live in a country affected by chronic or recurring **shortages of freshwater**.



2 Topic-related vocabulary check

↓ 015

2.1 Listen and fill in the blanks

words	meaning
human waste <i>n.</i>	the () that the human body gets rid of when we go to the toilet [= 物]
hygiene <i>n.</i>	the practice of keeping your body () in order to prevent illness and disease [= 清潔な]
irrigation <i>n.</i>	the process of supplying land with water in order for () and plants to grow on it [= 作物]
diarrhea <i>n.</i>	loose and watery stool during a bowel movement, in which your solid waste is more () than usual [= 液状の]
open defecation <i>n.</i>	the act of going to the toilet or discharging solid waste () [= 外で]
infrastructure <i>n.</i>	the basic, underlying framework of a system and (), such as power plants, schools and transportation systems [= サービス]
mitigation <i>n.</i>	the act of () how harmful, serious or unpleasant things are [= 減らす]

2.2 Ask each other in pairs

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

B: “Open defecation” means the act of going to the toilet or discharging solid waste outside.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) How much of the global population suffers from water scarcity for at least one month each year?
 - a) Approximately 4 million people
 - b) Approximately 2 billion people
 - c) Approximately 4 billion people
- 2) How many people worldwide lack access to basic sanitation services in 2024?
 - a) 1.5 billion people
 - b) 98 million people
 - c) 980,000 people
- 3) In 2022, at least ____ people globally use a source of drinking water that is contaminated by human waste.
 - a) 2.4 billion
 - b) 1.7 billion
 - c) 100 million
- 4) In 2023, around ____ daily deaths of children under five were due to unsafe water, sanitation and hygiene.
 - a) 20,000
 - b) 1,000
 - c) 10,000
- 5) Approximately ____ of all available water is used for irrigation in the world.
 - a) 33%
 - b) 15%
 - c) 70%



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

- 1) Do you think the number of people who suffer from water scarcity will increase or decrease in the next 10 years? Do you think this problem depends on climate change?
e.g. I think the number of people who will suffer from water scarcity is increasing, because there will be more droughts which will affect people's access to water.
- 2) Why do so many people around the world use a source of water contaminated by human waste?
e.g. I think this is because many people do not have access to basic sanitation facilities and the water is not thoroughly cleaned before consumption.

4.1 Listen and fill in the blanks

↓ 016

Goal 6 Ensure availability and sustainable management of water and sanitation for all

- Access to water, sanitation and (1) is a basic human right, yet billions of people still find it difficult to even get the most basic of water services. Around (2) billion people globally use a (3) of drinking water that is fecally contaminated. This means that it has not been cleaned and treated and is polluted with human waste.
- Contaminated water and bad (4) can lead to illness and more than (5) children die every day from diarrheal diseases. (6) million people remain without even basic drinking water services and 1 out of 4 healthcare facilities (7) basic drinking water supplies on a worldwide basis. In order to give these millions of people access to basic services and safe drinking water, we (8) invest in good infrastructure, create sanitation facilities and (9) people on good hygiene (10).
- Throughout the world there are (11) of people who lack basic sanitation. Basic sanitation means people have (12) that ensure hygienic separation of human waste from human contact. They include having (13) toilets. Some 2.4 billion people lack access to basic sanitation services. Now, around (14) million people practice open defecation. This means that people go to the toilet outside in the open environment. This is a very serious problem and every 20 (15) a child dies because of poor sanitation.

4.2 Questions for discussion

- 1) Which goal is the most important to achieve, drinking water or basic sanitation?
- 2) What do you think about children who suffer from bad sanitation and water supplies?
- 3) Why do you think millions of people do not have basic water services?
- 4) What can we do to give people access to basic sanitation and encourage good hygiene?

5.1 Do you know about World Water Day?

World Water Day takes place on the 22nd of March every year. The day helps people understand the importance of water and aims to raise awareness of billions of people who live without access to safe water. The day is also useful to make people familiar with SDG 6: clean water and sanitation for all by 2030.



©UN Water

World Water Day has a different theme every year. The theme in 2025 was Glacier Preservation. Glaciers store freshwater and regulate river flows for billions of people, but they are melting rapidly due to climate change. Their loss threatens water security, ecosystems, agriculture, and livelihoods, especially downstream communities.

People need water for basic sanitation and healthcare. If strong and durable WASH (water, sanitation and hygiene) facilities are built in poor communities, they could provide people with clean water and the sanitation they need. In addition, these communities will be able to combat longer dry seasons and flooding. WASH services can also help reduce risks of diseases and raise living standards.

As for climate change, experts can predict higher temperatures and more extreme weather conditions. These extreme weather conditions could affect the availability and distribution of rainfall, river flow and groundwater. They could also deteriorate water quality. Poor communities have already been affected by bad water supplies. Climate change will most likely damage them in the future. Water is therefore a key factor to help adapt to climate change.

Clean water and sanitation as stated in SDG 6 have a strong relationship with climate action in SDG 13. It sets out the goal to take urgent action to combat climate change and its impact. Climate change can affect the water cycle, so climate action is very important to achieve SDG 6.

5.2 Discussion points

- 1) How can natural disasters affect water supplies and sanitation services?
- 2) What should we do to help poor communities achieve this SDG?
- 3) Are you trying to save water in your daily life? What are you doing about it?
- 4) Are you worried about climate change?

Grammar point auxiliary verbs (助動詞)

文中の下線部 **can, could, will** などの助動詞は、話し手の気持ちや態度を表し、事実とは異なる主観的な感情を表します。

e.g. Clean water **could** save thousands of lives.

6 Basic grammar exercises: auxiliary verbs

6.1 Choose the appropriate answer

We know that clean water, along with decent sanitation and hygiene, is very effective in reducing poverty. It can help save lives, drive economic growth, keep children in school and increase opportunities for women and girls. If investment is given to help improve water and sanitation services, many child deaths in poor regions ¹(may / must) be reduced. Many more children ²(could / must) also go to school if they had adequate drinking water and sanitation facilities. If we are to eradicate diseases, good hygiene ³(must / could) be practiced. If health conditions improve and better water and sanitation facilities are available, workers ⁴(will / should) increase productivity and people over 60 ⁵(will / should) live longer.

6.2 Read aloud the text to see how auxiliary verbs are used

Basic clean water and sanitation is a must for everyone in the world. If everyone had basic drinking facilities and adequate sanitation, disease could be reduced and there would be a better chance for everyone to be healthy and live a longer and more comfortable life.

6.3 Discussion: What could happen if water and sanitation services were improved around the world?

7 Reading graphs and charts

Check how auxiliary verbs are used and discuss clean water in groups

We should not waste our water and everyone can help in keeping our water clean. For example, we can participate in river cleanups. We must also avoid flushing things down the toilet that are not biodegradable. They can end up polluting our beaches and water. If we could all do such simple things and know about where our water comes from, we could make sure that future generations also have access to this valuable resource.

<https://www.behance.net/gallery/20611539/Water-Sanitation-and-Hygiene-Infographics>



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 clean water and sanitation
- 2) Identify the problems of clean water and sanitation that SDG 6 shows
- 3) Examine the realities around you with regards to SDG 6
- 4) Check the local or global efforts that are being done to achieve SDG 6
- 5) Explain what you can do to achieve SDG 6
- 6) Refer to the local policies that aim to solve the problems of clean water and sanitation
- 7) Propose your own ideas or actions to solve these problems

Poster sample

Clean water and climate change

- We need clean water
- Climate change can affect rainfall, river flow and groundwater
- Climate change can deteriorate water quality



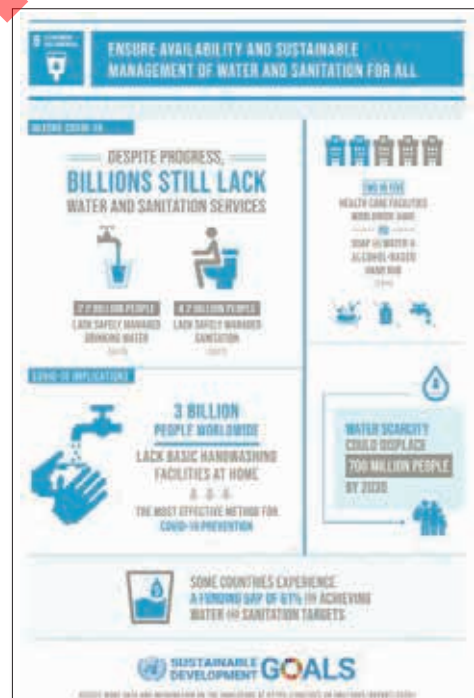
Take action!

- Don't let your water consumption run out of control
- Save water, money and energy
- Don't wash clothes every day
- Get a low-flush toilet
- Cut down on meat and dairy, and eat seasonal vegetables
- Reduce food waste

WASH

(Water, Sanitation and Hygiene)

WASH is essential!



https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/E_Infographic_06.pdf

Unit 6

Affordable and Clean Energy

エネルギーをみんなにそしてクリーンに

Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all



1 Background (facts & figures)

Which facts and figures are you interested in?

- In 2023, **666 million people** didn't have access to electricity, mostly in sub-Saharan Africa.
- In 2022, the world has obtained **17.9% of its total final energy consumption** from renewable sources.



2 Topic-related vocabulary check

↓ 018

2.1 Listen and fill in the blanks

words	meaning
affordable <i>adj.</i>	() or reasonable enough for most people to afford [= 安価]
renewable <i>adj.</i>	capable of being replaced () or easily without the risk of using energy and natural resources [= 自然に]
carbon dioxide <i>n.</i>	the () produced when people breathe out, wood is burned in the air, or foods decay [= ガス]
pollute <i>v.</i>	to make air, water or soil terribly () and not suitable for us to use [= 汚れた]
alternative <i>adj.</i>	relating to activities that are () from what is usual or traditional [= 異なる]
replenish <i>v.</i>	to () something up again [= 満たす]
emission <i>n.</i>	the act of sending out gas, (), light, etc. [= 熱]
hydroelectricity <i>n.</i>	electricity produced by the force of fast-moving () such as rivers or waterfalls [= 水]
geothermal <i>adj.</i>	related to using the heat inside the () [= 地球]
biomass <i>n.</i>	plant and () matter used to provide power or energy [= 動物]

2.2 Ask each other in pairs

A: What does "replenish" mean? Please explain it to me.

B: "Replenish" means to fill something up again.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) Clean energy cannot be produced with _____.
 - a) coal
 - b) sun
 - c) wind
 - d) waves
- 2) Which gas in the atmosphere causes global warming?
 - a) Ozone
 - b) Carbon dioxide
 - c) Mustard gas
- 3) How many people cook with open fires or simple stoves fueled by kerosene relying on polluted fuels in 2023?
 - a) Approximately 1 million
 - b) Approximately 20 million
 - c) Approximately 2 billion
- 4) Which region's population increased its global electricity access the most between 2010 and 2023?
 - a) sub-Saharan Africa
 - b) Central and Southern Asia
- 5) Which country has introduced wind-powered electricity the most?
 - a) China
 - b) The U.S.
 - c) Germany



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

- 1) There are two different methods for calculating renewable energy percentages globally. Research and explain these two approaches.

e.g. The two methods are: (1) electricity-based calculation, measuring renewables as a percentage of electricity generation only, and (2) primary energy calculation, including all energy sources like electricity, transportation fuels, and heating.
- 2) Why has renewable energy made little progress in Japan?

e.g. I looked into renewable energy. I found out that there are three main obstacles in Japan. These are, technical problems, economic problems and social problems.



4 Understanding SDGs | Affordable and clean energy

4.1 Listen and fill in the blanks

019

Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all



- 666 million people live without electricity and approximately 2.1 billion people lack (1) to clean-cooking solutions in 2023. Those people burn carbon (2) for cooking and heating, and they (3) large amounts of greenhouse gases. They not only cause (4) but also have harmful impacts on people's health and the environment such as air (5).
- Lack of electricity affects people's health, their (6) opportunities and their livelihoods. Without electricity, medical (7) in hospitals cannot be (8), many school children cannot finish their homework, people cannot work at night, and refrigerators cannot safely (9) food, medicine and vaccine.
- In order to (10) the electricity problem, it is necessary to find clean, efficient, and (11) energy sources. Renewable energy sources are thought to be the best (12) to fossil fuels. They are constantly replenished through natural (13), and have a very limited (14) impact on the environment.
- There are five main (15) considered renewable energy sources. One of the most popular renewable energy sources is solar power. It comes from the sun. Wind power is generated from wind spinning massive turbines. Hydroelectricity is produced by moving water at dams or (16). Geothermal energy comes from the earth's (17) heat. Biomass, such as agricultural crops, food, wood waste, animal manure and human sewage, is burned or (18) into gas to produce heat.

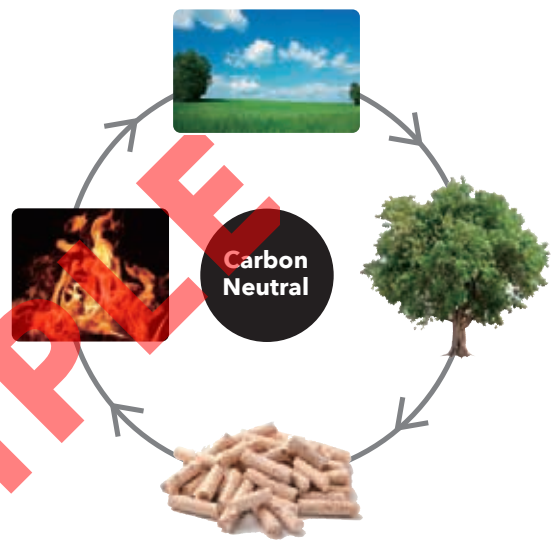
4.2 Questions for discussion

- 1) What are the problems of having no access to clean-cooking?
- 2) If we don't have electricity, what kind of problems do we have?
- 3) What do you think about renewable energy sources?
- 4) Do you know any technologies that are considered renewable energy sources?

5.1 Do you know about the pellet stove? Have you ever heard about carbon neutral?

A pellet stove is a heating appliance that works by burning wood pellets as fuel. Although pellet stoves have similar principles as wood stoves that burn firewood, they are considered to be more environmentally friendly. Why? Wood pellets are produced by crushing and densifying waste timber like sawdust, forestry residues, and industrial by-products. They would otherwise be dumped into landfills or left in the forest.

Since wood pellets are made from trees that absorb carbon dioxide, they are often considered carbon neutral biomass energy when forests are sustainably managed. Growing trees captures carbon emitted by wood pellet combustion. Moreover, the level of carbon dioxide released by burning wood pellets is similar to the level of carbon dioxide exhausted when wood is decomposed naturally on the forest floor. In this way, unlike fossil fuels which only release carbon dioxide in a one-way process, wood pellets can be carbon neutral.



Pellet stoves have many advantages. They produce low ash content of about 0.5 to 1%, and emit very low levels of toxic chemicals and smoke, compared to fossil fuel stoves. Pellet stoves are also easy to use and highly efficient, since they contain an automatic ignition and a power modulation. Wood pellets are often more affordable than heating oil and electric heating. In addition, pellet stoves are very easy to install.

However, pellet stoves also have some disadvantages. The burn pot of the stove needs to be cleaned every week. It also needs to be checked by a professional every year. Furthermore, it may cost around 2,000 dollars or more depending on the model. Would you like to install a pellet stove in your house?

5.2 Discussion points

- 1) What do you think about pellet stoves? Do you think they are a good idea?
- 2) Is it true that wood pellets are renewable but carbon neutral?
- 3) Do you understand the advantages and disadvantages of wood pellets and pellet stoves?
- 4) What can we do to expand the use of renewable energy?

Grammar point adjectives and adverbs (形容詞・副詞)

文中の下線部 *environmentally, naturally, highly* は副詞で、それぞれ形容詞 (*friendly*)、動詞 (*decomposed*)、形容詞 (*efficient*) を修飾しています。形容詞は名詞を修飾し補語としても働きます。(⇒文法マスター参照)
e.g. Wood pellets are **quite readily available**.

6 Basic grammar exercises: adjectives and adverbs

6.1 Choose the appropriate answer

- 1) People in sub-Saharan Africa don't have (reliability / reliable) access to electricity.
- 2) The share of renewable energy is (rapid / rapidly) increasing in the world.
- 3) The amount of wind power energy in China is the (highest / highly) in the world.
- 4) We need to use electricity (wise / wisely) and efficiently.

6.2 Read aloud the text and see how adverbs and adjectives are used

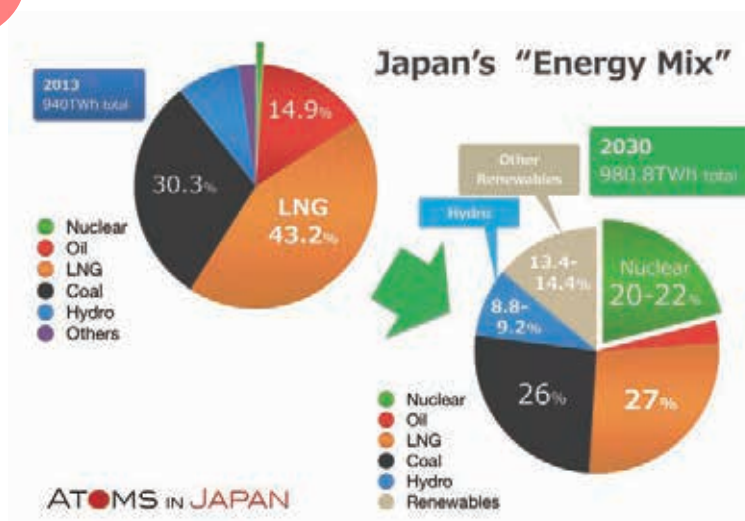
A feed-in tariff is an economic policy which is created to promote active investment in renewable energy sources. Since anyone who produces renewable energy can sell the electricity to an electric power company at quite high fixed prices for a long term, it seems a pretty good deal. However, after the contract has expired, we actually won't be able to sell it at a reasonable price. I think this is a serious problem.

6.3 Discussion: Do you agree with the idea of the feed-in tariff?

7 Reading graphs and charts

Check how adjectives and adverbs are used and discuss energy in groups

Look at the two graphs on the right. In 2013, LNG accounted for 43.2% of Japan's power generation, and coal and oil accounted for 30.3% and 14.9% respectively. Nuclear power accounted for just 1.7%. In 2015 however, a proposal for Japan to increase nuclear power from 20 to 22% by 2030 was introduced. The plan scaled back fossil fuel use and also called for an expansion of renewable energy sources.



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8 Research

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

Tips for doing your research

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

Sample

Renewable energy

CLIL University
Sanshu Taro

Question!

Have you ever heard about biomass energy?



Realities and Problems

- Realities
We rely on fossil fuels 85.5% of the time.
We only use renewable energy about 10% of the time.
- Problems
We only have a limited amount of fossil fuels.
Burning fossil fuels release green house gases.
The global population is increasing.

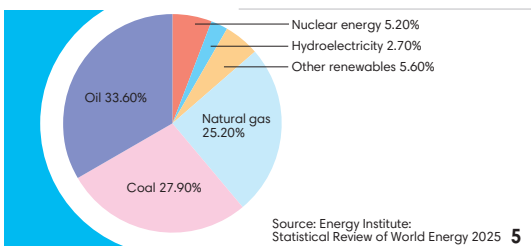
What can we do?

Renewable energy (clean energy) will be the solution!

- ✓Solar power
- ✓Wind power
- ✓Hydroelectric power
- ✓Biomass energy
- ✓Geothermal energy

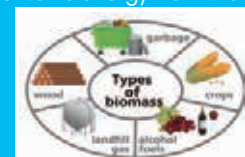


What powered the World in 2024?



Biomass energy

- Biomass is renewable energy from plants and animals, and it also contains energy from the sun.
- Examples of biomass
 - Wood
 - Garbage
 - Crops
 - Landfill gas
 - Alcohol fuels



Unit 7

Decent Work and Economic Growth

働きがいも経済成長も

Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



1 Background (facts & figures)

Which facts and figures are you interested in?

- **One fifth of young people** are not in education, employment or training.
- Around the world, **160 million children** are trapped in child labor in 2020.



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2 Topic-related vocabulary check

021

2.1 Listen and fill in the blanks

words	meaning
decent <i>adj.</i>	of an adequate ~~good~~ enough standard or () [= 質]
employ <i>v.</i>	to give () to people and pay them for it [= 仕事]
unemployment <i>n.</i>	a () in which some people don't have work [= 状況]
significant <i>adj.</i>	having an important () on what will happen in the future [= 影響]
child labor <i>n.</i>	~~the~~ use of children who are legally too () to work [= 若い]
force <i>v.</i>	to make () do things they don't want to do [= 人々]
earnings <i>n.</i>	the amount of () paid for the work [= お金]
afford <i>v.</i>	to have () money or time to buy or do something [= 十分な]
opportunity <i>n.</i>	a () or occasion that makes it possible to do something [= 機会]
vocational <i>adj.</i>	relating to education and skills you need to do a () job [= 特定の]
engage in <i>v.</i>	to become involved in an () [= 活動]

2.2 Ask each other in pairs

A: What does "child labor" mean? Please explain it to me.

B: "Child labor" means the use of children who are legally too young to work.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) What proportion of young people in the world are not engaged in education, employment or training in 2024?
a) 33% b) 20% c) 10%
- 2) How many people in the world have jobs that do not protect their rights or provide social security (known as informal employment)?
a) About 500 million (15% of all workers)
b) About 2 billion (58% of all workers)
c) About 4 billion (90% of all workers)
- 3) The adults unemployment rate was 4.9%, but the youth unemployment rate was ____ in 2024.
a) 3% b) 13% c) 23%
- 4) How many children are engaged in child labor in 2024?
a) 48 million
b) 98 million
c) 138 million
- 5) Which of the following can force children into child labor the most in Ghana?
a) Cotton b) Cocoa c) Banana



©ACE



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

- 1) Do you think there is a relationship between education and decent work ?

e.g. Yes. I did research on education and decent work.
I found out that young people in poor countries have no schooling.



©ACE

- 2) Do you agree with child labor? Why does child labor occur in some countries?
e.g. No, of course not. I don't agree with child labor. However, there are some reasons for it. I think people are very poor and couldn't live if children didn't work.

4.1 Listen and fill in the blanks

022

Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



- Since 2015, the number of people in (1) employment has been gradually (2). By 2024, 57.8% of workers around the world still lacked adequate social security, (3) protection, and (4) working conditions. The rate is projected to decrease slightly to 57.7% by 2026, but an additional 38 million people are expected to enter informal employment.
- We need to reduce the (5) pay gap. Women still earn significantly (6) than men. Based on the latest data, men's hourly pay is (7)% higher than that of women. Gender pay gaps are (8) in social norms and cultural expectations about women's roles in society.
- We further need to increase employment opportunities, particularly for young people. In 2024, youths were (9) times more likely to be (10) than adults, and one in (11) young people are not (12) in education, employment or training (NEET). This means 259 million youth are missing opportunities to gain professional experience or developing skills through educational or (13) programs in their prime years. Young women were more than (14) as likely as young men to be unemployed, outside the labor force, and not in school or in a training program.
- We have to eradicate (15) labor and end child labor in all its forms. Around the world, more than (16) million children are engaged in child labor, and (17) of them are in hazardous work. Child labor endangers children's health, safety, and moral (18).

4.2 Questions for discussion

- 1) Which target are you interested in, decent work or economic growth?
- 2) Do you think the working environment in your country is safe and secure?
- 3) Do you think the number of young people labelled NEET is decreasing now?
- 4) What can you do to reduce inequalities across age groups and genders?

5.1 Do you know where chocolate comes from?

In 2016, 152 million children around the world remained trapped in child labor. Today, a lot of children in Ghana are still forced to work in cocoa farms under life threatening conditions, such as using sharp tools, spraying pesticides, carrying heavy things or working long hours in the sun. Those children are not allowed to go to school. The main reason why they have to work is poverty. Most cocoa farms are on such a small scale that farmers cannot make a living by only producing cacao beans. They can't afford to send their children to school. More severely, some children are victims of human trafficking in poorer areas.

In 2009, ACE, which is a Japanese NGO, launched "SMILE-Ghana Project" to protect children from child labor and support their education in partnership with the local NGO. ACE monitors where child labor exists, improves school environments, and establishes child committees where children can talk about their own problems and convey their opinions to adults. ACE also provides cocoa farmers with training in agricultural techniques to enhance productivity and earnings.

Mobilizing local resources and improving the livelihood of the community, the project has removed more than 450 children from child labor and enrolled them into schools. It has helped more than 6,000 children by improving school environments. In 2016, ACE succeeded in making child labor-free chocolate produced by the project. Next time you see chocolate, think about where it comes from and whether or not it is child labor-free.



©ACE

<http://acejapan.org/choco/smile-ghana>

5.2 Discussion points

- 1) Why are a lot of children in Ghana forced to work?
- 2) What are examples of ACE's activities?
- 3) What do you think about chocolate produced by child labor?
- 4) Do you know any other goods produced by child labor?

Grammar point participles (分詞)

文中の下線部 **trapped, threatening, mobilizing, improving, produced** は分詞です。現在分詞(動詞の -ing 形)と過去分詞(動詞の -ed 形)があり、形容詞の働きをしたり、分詞構文として使われます。(➡文法マスター参照)
e.g. a **developing** country (開発途上国) a **developed** country (先進国)

6 Basic grammar exercises: participles

6.1 Choose the appropriate answer

- 1) An (estimated / estimating) 188 million people were without work in 2023.
- 2) There are few people (engaged / engaging) in education, employment or training.
- 3) To reduce the number of people (lived / living) below the poverty line, we have to create decent, (well-paid / well-paying) jobs.

6.2 Read aloud the text and see how the participle is used

138 million children around the world remain **trapped** in child labor in 2024. Today, a lot of children living in Ghana are still forced to work in **cocoa** farms under dangerous conditions. Some of them have to work in **unpaid** situations.

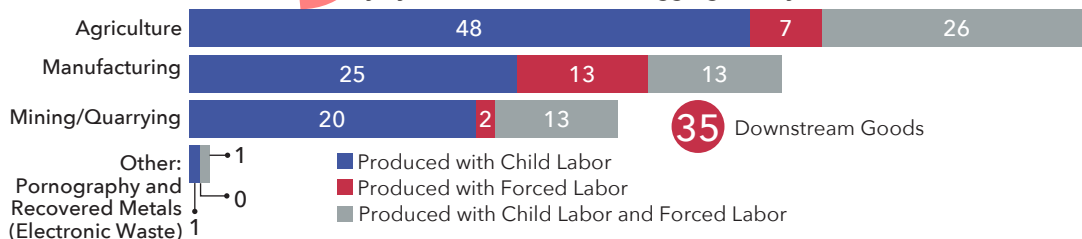
6.3 Discussion: What should both **developed** and **developing** countries do to promote safe and secure working **environments** for all workers?

7 Reading graphs and charts

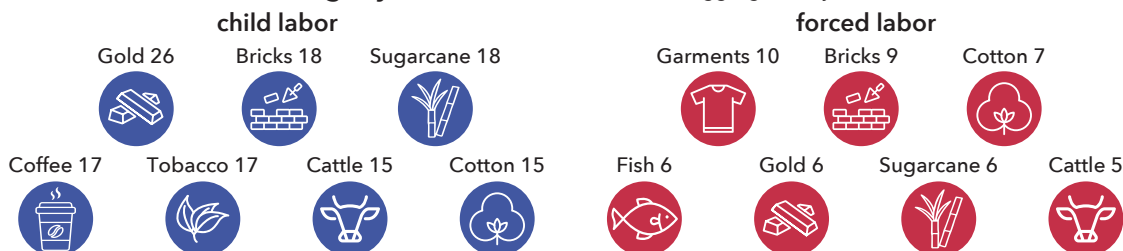
Check how the participle is used and discuss child labor in groups

The list has a total of 204 **goods** produced by child labor and forced labor in violation of international standards in 82 countries and areas around the world. These include widespread items such as **gold, bricks, sugarcane, and cotton**.

Number of Goods Produced Globally by Production Sector, Disaggregated by Child Labor and Forced Labor



Goods with the Most Listings by Number of Countries Disaggregated by Child Labor and Forced Labor



2024 List of goods produced by child labor or forced labor. U.S. Department of Labor

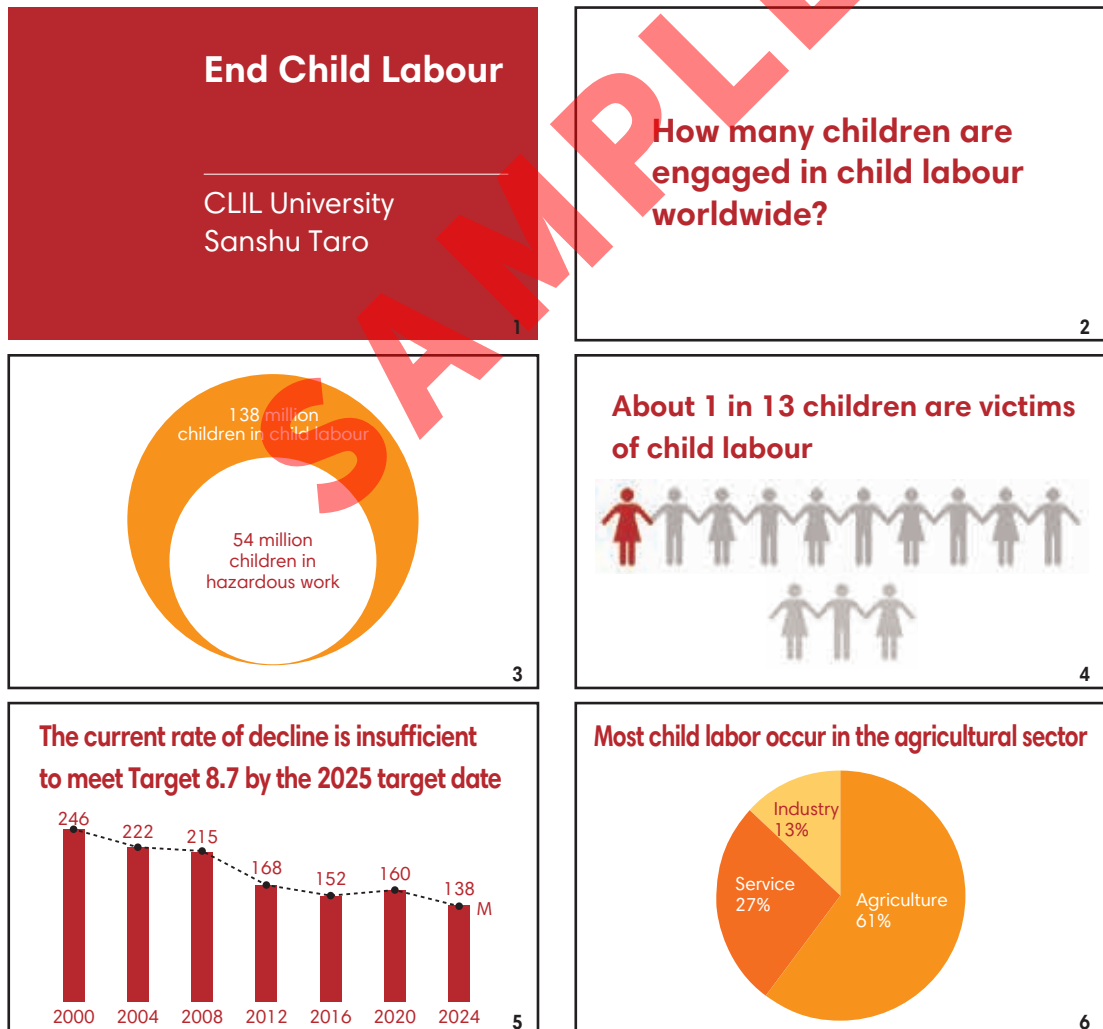
8 Research

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 child labor and hazardous work
- 2) Identify the problems of child labor or hazardous work that SDG 8 show
- 3) Examine the realities around you with regards to SDG 8
- 4) Check the local or global efforts that are being done to achieve SDG 8
- 5) Show what you can do to achieve SDG 8
- 6) Refer to the local policies that aim to solve the child labor or hazardous work
- 7) Propose your own ideas or actions to solve these problems

Sample



<https://www.ilo.org/resource/other/2024-global-estimates-child-labour-figures>

Unit 8

Industry, Innovation and Infrastructure

産業と技術革新の基盤をつくろう

Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation



1 Background (facts & figures)

Which facts and figures are you interested in?

- Global investment in research and development was **\$2.8 trillion in 2023, up from 1.9 trillion in 2015.**
- In 2024, **92%** of people lived within range of a **4G or higher quality mobile network**, but not all can afford to use it.



2 Topic-related vocabulary check

024

2.1 Listen and fill in the blanks

words	meaning
innovation <i>n.</i>	introduction of new () or methods [= 考え]
infrastructure <i>n.</i>	basic systems and structures that a () needs to work properly, such as roads, railways, and banks [= 地域社会]
manufacture <i>n.</i>	the making of goods or materials, usually in large numbers or amount, often using () [= 機械]
investment <i>n.</i>	use of money, or the money used, to get a () or to make a business activity successful [= 利益]
research and development <i>n.</i>	part of activities concerned with studying new ideas and () new products [= 計画する]
microcredit <i>n.</i>	small amounts of money that are lent to people in poor countries to help them start or maintain a small () [= 事業]
exploit <i>v.</i>	to treat people () by asking them to do things, but giving them very little in return [= 不公平に]

2.2 Ask each other in pairs

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

B: “Innovation” means the introduction of new ideas or methods.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) The gap in industrial productivity between developed and developing countries remains big. In 2025, for instance, manufacturing value added (MVA) per capita was only ____ dollars in the least developed countries (LDCs), compared to a global average of 1,956 dollars.
a) 178 b) 678 c) 1,178
- 2) One of the biggest challenges industries in the LDCs face is lack of access to ____ for everyday business activities.
a) loans or lines of credit
b) temporary staff dispatching services
c) foreign language education
- 3) In 2023, 58% of total MVA came from ____ sectors in Europe. In contrast, the shares in sub-Saharan Africa were only 14.3%.
a) traditional handicrafts b) heavy metal c) medium-high and high-tech
- 4) In 2023, 2.5% of GDP was spent on ____ in Europe and Northern America, compared to 0.4% in sub-Saharan Africa and 1.2% in Western Asia.
a) mining
b) public transportation development
c) research and development
- 5) More than half of the world's population was covered by a ____ mobile network in 2024, but the rates are much lower in the LDCs (3.4%).
a) 3G b) 4G c) 5G



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

- 1) Which countries are called the LDCs? Are there any differences between developing countries and the LDCs?
e.g. I think Benin, Mali and Togo are called the LDCs, but I don't know there are many differences between developing countries and the LDCs.
- 2) How would your life be without the Internet?
e.g. We wouldn't be able to get enough information about global issues.

4.1 Listen and fill in the blanks

↓ 025

Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

- Inclusive and sustainable industrialization is a key to developing countries' economic (1) and social development. Developed countries have established highly industrialized societies based on (2) in infrastructure, industrial development and technological progress.
- As has often been the case in developed countries, industrial development may (3) some serious problems. First, it may cause environmental problems such as air or water (4) and deforestation, which can lead to instability and destruction of people's lives, bad health conditions of the residents in the polluted areas, and loss of (5). It may also cause social disparity, in which poor workers may be (6) by only a few successful people. To prevent these problems from happening, we need to realize inclusive and (7) industrialization in all areas of the world.
- Basic (8), such as roads, electricity, water and sanitation, supports our lives. In many developing countries, however, it remains scarce. About one in four people in the world do not have (9) to safe drinking water, and 41% of people worldwide lack access to safely managed (10) services.
- Research and development, or R&D, plays a key role in industrial development and (11). Many developing countries, however, can't afford to advance further due to lack of enough budget, facilities, and human (12).

4.2 Questions for discussion

- 1) Do you think all developing countries should be industrialized like developed countries? Why or why not?
- 2) What does "inclusive and sustainable industrialization" mean?
- 3) What should developing countries do to advance R&D?

5.1 How to improve small-scale businesses in developing countries

It is not easy for small-scale industry workers in developing countries to open a savings account and receive loans. That is because banks regard their financial status as unstable and do not trust them as good customers. In order to encourage them to save money or receive loans, some groups or organizations are making efforts.



The first example of such organizations is the Grameen Bank in Bangladesh. Established in 1983, the Grameen Bank has been encouraging the poor, especially women, to start or develop their business. It offers low-interest loans that do not require collateral. Customers are told to apply for the loan in small groups. The bank gives a small loan, called microcredit, to the groups. Then the groups are asked to repay it with fixed interest within a certain period of time. According to the bank, the number of borrowers reached 10.6 million in 2024, and now it has various programs for the development of education, agriculture, and information technology in Bangladesh.

Another example is the activities implemented by FINCA Peru, which is a non-governmental microfinance organization operating in Peru. Not only does it offer microcredit to local women who run small businesses, but also gives business workshops on bookkeeping, understanding seasonal trends, how to stock goods, and so on. Research shows that the group of women who participated in the workshop attained significantly higher profit than those who didn't.



These are only some of the examples that are working very well to encourage poor people to run their businesses successfully. We must keep searching for better ways that are suitable for each situation.

5.2 Discussion points

- 1) What are the bank's criteria to give a loan to a customer?
- 2) Have you ever heard of the word "microcredit"?
- 3) Do you think microcredit is a good way to help poor women make their financial status better? Why or why not?
- 4) Besides giving loans and giving business workshops, what is a good way for poor women to break free from poverty in developing countries?

Grammar point subject-verb agreement (主語と動詞の一致)

文中の下線部 some groups or organizations are ..., The Bank gives ..., the number of borrowers reached ... の例のように、主語と動詞は人称や時制を一致させる原則があります。(➡文法マスター参照)
e.g. **Everyone** in this village **works** as a farmer.

6 Basic grammar exercises: subject-verb agreement

6.1 Choose the appropriate answer

- 1) About three-fourths of the world's population (use / uses) the Internet.
- 2) In some countries the police (don't check / doesn't check) the rate of interest, and money lenders (impose / imposes) a very high rate of interest on borrowers.
- 3) The school (have / has) five classrooms, but each of them (have / has) only four desks and chairs.
- 4) In Europe and Northern America, 2.5% of GDP (was / were) spent on research and development in 2023.

6.2 Read aloud the text and see how subjects and verbs are used

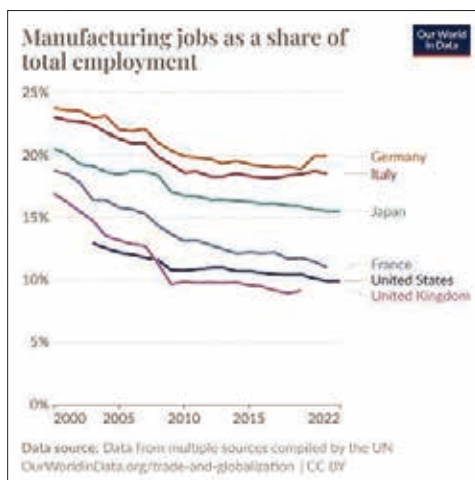
Many LDCs depend on imports from other countries in terms of medium-high and high-tech products. They need to develop more researchers and experts in the field to improve their domestic manufacturing, but not all countries have good education systems to realize it. Every country needs to establish and implement a good education system first in order to develop domestic industries.

6.3 Discussion: What is the best way to develop experts in high-tech industry?

7 Reading graphs and charts

Check how subjects and verbs are used and discuss manufacturing in groups

The manufacturing sectors are less and less important for national incomes of both developing and developed countries. Manufacturing value added (MVA) accounted for 18.4% of GDP in 2000, but it declined to 15.0% in 2024. As a result, there are fewer manufacturing workers in many countries. In the U.S., the percentage of manufacturing workers fell from 13% in 2000 to 10% in 2024. In Germany, which was leading among the countries in the graph, the percentage dropped from 24% in 2000 to 18% in 2024.



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 innovation, infrastructure, and R&D
- 2) Identify the problems of industry, innovation and infrastructure that SDG 9 shows
- 3) Examine the realities around you with regards to SDG 9
- 4) Check the local or global efforts that are being done to achieve SDG 9
- 5) Explain what you can do to achieve SDG 9
- 6) Refer to the local policies that aim to solve the problems of industry, innovation and infrastructure
- 7) Propose your own ideas or actions to solve these problems

Sample

Importance of ICT in the LDCs

Comparing Internet Access in Japan and Burkina Faso

Sanshu Hana
CLIL University

1

Burkina Faso (BF)

- Land area: 274,200 km² (about 70% of Japan's land area)
- Population: 23,550,000 (as of 2024)
- Capital: Ouagadougou
- Languages: French (official), native African languages belonging Sudanic family
- Muslim (63.8%), Roman Catholic (20.1%)



2

Industry and ICT

- Communication (domestic / international)
- Research and development
- Education



3

Data comparison

(as of 2024)	Japan	Burkina Faso
Population	123,802,000	23,550,000
Nominal GDP per capita (US\$)	32,443 [40]	982 [178]
Number of Internet users	105,860,000	4,690,000
Ratio of Internet users (%)	85.54 [82]	28.25 [174]

[]: international rank 4

Hypothesis

- GDP and Internet diffusion: highly correlated



- Rising Internet diffusion may help develop industry of the country



5

How to help BF develop its ICT

- Human resources
- Education (system / teacher development)
- Exchange program (universities / companies)



6

Unit 9

Sustainable Cities and Communities

住み続けられるまちづくりを

Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable



1 Background (facts & figures)

Which facts and figures are you interested in?

- Housing affordability has reached crisis levels amid rapid urbanization, impacting **between 1.6 and 3 billion people** worldwide.
- **1.12 billion** live in slums or informal settlements worldwide facing challenges.



2 Topic-related vocabulary check

027

2.1 Listen and fill in the blanks

words	meaning
urban <i>adj.</i>	situated in or relating to a town or () [= 都市]
slum <i>n.</i>	a poor and crowded area where people live in a very () condition [= 悪い]
waste collection <i>n.</i>	the () and transport of waste and unwanted materials [= 収集]
disposal <i>n.</i>	a device to reduce () [= ゴミ]
public transport <i>n.</i>	a system of vehicles such as () and trains, that are available for everyone [= バス]
resilience <i>n.</i>	the ability to become strong, happy, or successful again after a () situation or event [= 困難な]
vulnerable <i>adj.</i>	capable of being (), mentally or emotionally hurt [= 肉体的に]
exacerbate <i>v.</i>	to make a bad situation () [= より悪い]
jeopardize <i>v.</i>	to put someone or something in () [= 危険]
hand-to-mouth <i>adj.</i>	having just enough () and food to live [= お金]

2.2 Ask each other in pairs

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

B: “Slum” means a poor and crowded area where people live in a very bad condition.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) Where will 90 percent of urban expansion in the next decade take place?
 - a) Developing countries
 - b) Advanced countries
- 2) The world's cities occupy just ____% of the Earth's land, but account for 60 to 80% of energy consumption and at least 70% of carbon emissions.
 - a) 3 b) 20 c) 40
- 3) In recent data, what percentage of people breathe polluted air exceeding the World Health Organization (WHO)'s guidelines?
 - a) 50% b) 75% c) 99%
- 4) What percentage of urban residents have convenient access to public transportation?
 - a) About 50%
 - b) About 30%
 - c) About 80%
- 5) The ____ Framework for Disaster Risk Reduction 2015-2030 is a global agreement to reduce and prevent disaster risks across the globe.
 - a) Sendai b) Tokyo c) Hong Kong



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

- 1) What kind of benefits do you expect if we have convenient access to public transport?

e.g. Public transport can reduce air pollution and climate change instead of using cars. In addition, it helps our economic activities and quality of life.
- 2) What kind of things can you do to reduce the risk of disaster in the world?

e.g. In my opinion, there is a link between the risk of disaster, poverty, and development. Developing countries are more vulnerable compared to advanced countries.



4.1 Listen and fill in the blanks

028

Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable



- Cities today face complex environmental, social, and economic (1). Local governments play a crucial role in addressing these challenges and advancing the (2). While national governments set policies, cities and regions are often responsible for turning global goals into local (3). The City of Kitakyushu in Japan is widely known as a leader in sustainability and has pioneered new ways for cities to (4) with global development efforts.
- Although the United Nations recognized the importance of local actors, there was no (5) framework to assess the local progress towards the SDGs. In 2018, Kitakyushu City, Toyama City, Shimokawa Town, and New York City thought about a way of expressing how global goals are implemented in local (6), and presented one of the world's first the Voluntary Local Reviews, or VLRs at the United Nations in New York, gaining (7) at the High-Level Political Forum, or HLPF. VLRs were inspired by Voluntary (8) Reviews, known as VNRs, a common reporting system for national governments.
- Kitakyushu's story is also one of environmental transformation. Once known for heavy (9) and pollution, the city faced serious environmental problems in the past. Through cooperation among citizens, businesses, and the local (10), Kitakyushu improved its environment and became a model of sustainable urban development. Today, it shares its (11) with cities overseas, especially in (12), and was selected as an SDGs Future City by the Japanese government.
- More broadly, (13) governments are now seen as key actors in achieving the SDGs. Organizations such as the OECD and the Institute for Global Environmental Strategies, or IGES, support cities through (14) and collaboration. IGES run initiatives such as the Online VLR Lab, which helps cities learn from each other and recognize the expansion of local actions through (15). By connecting global goals with local realities, cities can create more effective (16) and contribute to a more (17) future.

Source: Kitakyushu City the Sustainable Development Goals Report 2018
Online Voluntary Local Review Lab (<https://www.iges.or.jp/en/projects/vlr>)

4.2 Questions for discussion

- 1) Do you live in an urban area or a rural area? Please explain your advantages and disadvantages.
- 2) If you did not have public transport, how would you go to school?
- 3) What kinds of SDG initiatives are being implemented in the city where you live?

5.1 Waste can jeopardize people's life, health and work. Do you think the waste management project in the Maldives is good?

The Maldives, which is proud of its white sand beaches and coral reefs, has trouble in managing solid waste and associated environmental, economic and social issues. Waste jeopardizes the country's major industry, tourism and fishing as well as local people's life and health.



In the Maldives, more than 500,000 people live in the small island nation in the Indian Ocean. Nearly one half of its population lives in Male. The country faces a number of challenges, such as insufficient infrastructure, difficulties with waste transportation and limited budget. Waste management has especially been a critical issue. For example, plastic bottles and bins are overflowing on their beautiful beaches.

Shoko Noda, who has been working for the UN, was one of the key people to contribute to a waste management project. She worked as the head of the UN in the Maldives previously. The project set strategies to create awareness about waste management and the risk that poor waste management could cause. It established a disposal facility in eleven islands and waste collection systems which local people could manage by themselves. The residents in each island were provided with color-coded trash bins to separate waste at the household level.

Noda said, "More countries can learn a lot from the waste management system in Japan. I hope to see more countries adopt the 3R (reduce, reuse, and recycle), so we can preserve the earth's beautiful nature for future generations."



5.2 Discussion points

- 1) Why is waste management important?
- 2) What kind of social issues related to waste did people in the Maldives have?
- 3) How is the waste management system in your community?
- 4) What can you do to reduce, reuse and recycle waste?

Grammar point relative pronouns (関係代名詞)

文中の下線部 **which**, **who**, **that** は関係代名詞です。先行する名詞句などを修飾し補足説明する働きがあります。
(→文法マスター参照)

e.g. Slums **that** have limited access to water are more vulnerable to COVID-19.

6 Basic grammar exercises: relative pronouns

6.1 Choose the appropriate answer

- 1) Waste is something (that / who) we cannot neglect.
- 2) Fertilizers, (who / which) are produced from food waste, are vital for plant growth.
- 3) The Maldives has about 1,200 islands, in (which / that) approximately 200 islands are inhabited.
- 4) Those (who / which) have easy access to public transport remain low in the Maldives.
- 5) There are strategies (that / who) can help solve urbanization challenges.

6.2 Read aloud the text and see how the relative pronoun is used

The number of people who live in slums or informal settlements is over 1 billion worldwide. There are an estimated 3 billion people who will require adequate and affordable housing by 2030. However, urbanization and population growth are outpacing the construction of new affordable homes.

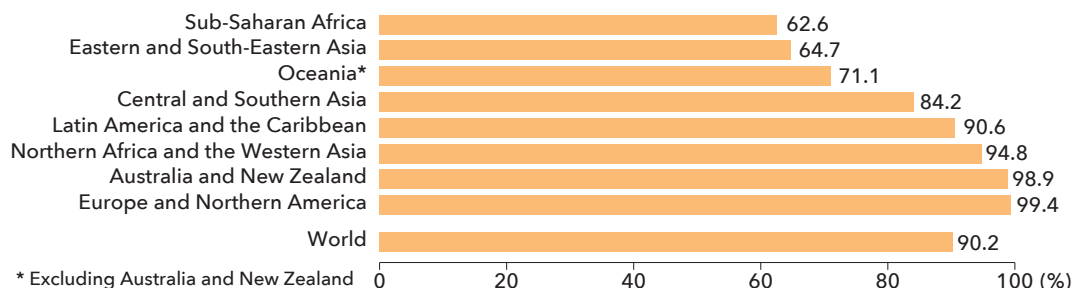
7 Reading graphs and charts

Check how the relative pronoun is used and discuss municipal solid waste collection in group

Waste management is an essential service for people who live in cities. It is also important for public health and environmental sustainability. As urban populations continue to grow, cities face increasing challenges in managing municipal solid waste, which is generated in large amounts every day.

According to recent global data, large regional disparities remain. While some regions have near-universal waste collection, others still struggle to provide basic services.

Average coverage of municipal solid waste collection, latest date from 2010-2024 (percentage)



<https://unstats.un.org/sdgs/report/2025/goal-11/>

8 Research

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

Tips for doing your research

- 1) Define the term(s), such as sustainable city and community
- 2) Identify the problems of sustainable cities and communities that SDG 11 shows
- 3) Examine the realities in your own municipality (city, town, or village) with regards to SDG 11
- 4) Check the local or global efforts that are being made by your municipality to achieve SDG 11
- 5) Explain what you can do to achieve SDG 11 in your local community
- 6) Propose your own ideas or actions to solve these problems at the local level

Sample

Kitakyushu: Transformative Change to a "Green" SDGs Future City



Gray City → Pollution → Citizen Action → Green City → Global Leader

What Kitakyushu Is Doing

Citizen Power (since 1950s)



Pollution
→ Green City

Eco-Town (since 1997)



Multiple recycling
plants and research
facilities

VLR (Presented at 2018)



Presented
at the UN

Global Impact



150+ Cities
Supported

Simple Actions Students Can Take for the SDGs

- ✓ Participate in recycling programs and energy-saving practices.
- ✓ Join community clean-up events to protect the local environment.
- ✓ Take classes that teach SDGs and global sustainability issues.
- ✓ Use public transportation, walk, or bike to reduce carbon emissions.
- ✓ Share knowledge about the SDGs with friends and family.
- ✓ Support local, eco-friendly businesses and products.
- ✓ Promote SDG awareness among friends, family, and classmates.

Goal 12 Ensure sustainable consumption and production patterns



1 Background (facts & figures)

Which facts and figures are you interested in?

- **1.3 billion tons** of food is wasted every year.
- If the global population reaches **9.6 billion by 2050**, we would need nearly **three planets** to provide the natural resources to sustain our current lifestyles.



2 Topic-related vocabulary check

030

2.1 Listen and fill in the blanks

words	meaning
undernourished <i>n.</i>	the state of not eating enough food or getting enough () [= 栄養]
energy efficient <i>adj.</i>	using less energy or () energy consumption [= 減らす]
litter <i>n.</i>	small pieces of () that have been left outside [= ごみ]
disposal <i>n.</i>	a product that we use and then () () [= 捨てる]
decompose <i>v.</i>	to break down a substance into () parts [= 小さい]
biodegradable <i>adj.</i>	able to () naturally and harmlessly [= 腐敗する]
landfill <i>n.</i>	a place where we () waste material [= 埋める]
ecological footprint <i>n.</i>	a way to () how much nature we have and use [= 測る]
CO ₂ emission <i>n.</i>	sending out carbon dioxide into the atmosphere, stemming from the burning of () () [= 化石燃料]
livestock <i>n.</i>	animals and birds that are raised and kept on a () [= 牧場]

2.2 Ask each other in pairs

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

B: “Livestock” means animals and birds that are raised and kept on a farm.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) If everyone used energy efficient lightbulbs, how much money would be saved a year?

a) 120 thousand dollars
b) 120 billion dollars
c) 120 million dollars



- 2) How many people went hungry in the world in 2024?

a) 593 million people
b) 673 million people
c) 793 million people



- 3) All the households in the world use 29% of global energy. This means that such usage contributes to ____ of CO₂ emissions.

a) 21% b) 49% c) 77%

- 4) In the 1950's the global production of plastic materials was around 2 million tons, and today it is over ____ .

a) 450 million b) 100 million c) 1 trillion

- 5) 130 gallons of water is needed to make half a kilo of wheat. In order to produce certain kinds of meat, the amount of water used can be multiplied ____ .

a) 1,000 times b) 100 times c) 5 to 10 times



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

- 1) Do you think your lifestyle is energy efficient?

e.g. Yes. I always use public transport, turn lights off when not in use, and always use my own bag.

- 2) Do you think people should cut down on the amount of meat they eat and perhaps eat more fish?

e.g. I prefer meat than fish, but if it is more sustainable to eat fish. I think people should at least try to cut down on how much meat they eat.



4.1 Listen and fill in the blanks

031

Goal 12 Ensure sustainable consumption and production patterns



[as of 2025]

- At the moment the way we produce and (1) plastic is not sustainable. In the past (2) years, our consumption and usage of plastic has (3) 20 times with (4) million tons of plastic being produced a year. That is a lot of plastic. What happens, however, when we (5) of this plastic? Where does it go? Plastic litter, such as single-use straws, plastic bags, bottles and food packaging, can (6) in our oceans. At least (7) billion pounds or just over 8 billion kilos of plastic is (8) to be in the sea. This has a profound effect on marine life. In March 2019, a washed-up dead whale was found in the Philippines with 40 kilos of plastic in its (9).
- Plastic is not biodegradable. This means that it is not able to decompose or be (10) down through bacteria or other (11) organisms. Instead, once plastic is made and used, it is with us for generations. For example, the plastic bottles to be used (12) after you drink something, can take at least 450 years to (13). We can, of course, recycle plastic, but from the estimated 8.3 billion tons of plastic created in the last 70 years, only 9% has been (14). Now, only a small amount of plastic is being recycled and most of it ends up in (15) and the ocean.
- One of the reasons why we have so much plastic pollution is because the plastic we create and (16) is used only once or for the short term. A lot of this plastic cannot be recycled. There is a need to (17) the production of this single-use disposable (18). Try to imagine how much of this single-use disposable plastic you use in a week, and you might be (19).

4.2 Questions for discussion

- 1) Make a list of all the disposable plastic items you use (for example, plastic bottles).
- 2) How can we protect marine life from pollution?
- 3) Do you recycle? How do you recycle in your local community?
- 4) Do you agree with a charge for plastic carrier bags?

5.1 What do we need to do for sustainable consumption and development?

As the economy has grown, our social progress has developed. This has led to environmental damage, where water, food and energy consumption can be affected. The things we rely on in our lives could be at risk because of these environmental changes.

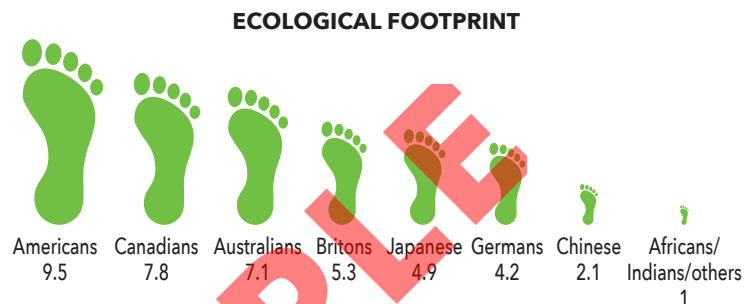
In order to keep creating this economic growth along with sustainable development, we need to reduce our ecological footprint. This can be done by reducing our resource consumption and changing how we consume the resources we have.

Unfortunately, we are polluting our water faster than nature can purify or clean it in lakes and rivers. Moreover, nearly one third of food produced is wasted. Our overall

energy consumption also needs to be reduced. This can lead to a reduction in CO₂ emissions. Sustainable consumption and production means ‘doing more and better with less.’ We are responsible to future generations to leave the planet safe. This is the reason why we need to reduce our resource consumption and waste.

What can we do to ensure sustainable consumption and production patterns? Reducing, reusing and recycling are probably things that we can do. This can be done by not wasting food, by reducing the use of plastic which is one of the main pollutants of our oceans, and by recycling and reusing what you used.

It is also important to beware what you buy. For example, we can reduce the amount of meat we eat. The demand for meat is increasing and global production of meat is set to double by 2050. This will have a huge impact on resources. Beef, for example, needs around 20 times more land to produce and emits 20 times more greenhouse gas emissions than plant proteins such as beans.



5.2 Discussion points

- 1) How can we reduce our ecological footprint?
- 2) Do you waste food? Do you have an eco-friendly lifestyle?
- 3) Do you use plastic bags at supermarkets or convenience stores?
- 4) Do you think you could give up eating beef?

Grammar point relative adverbs (関係副詞)

下線部 **where, when, why** は関係副詞で、場所、時、理由などを表し、接続詞＋副詞の働きをします。たとえば **when** は時を示す語が先行詞になります。(➡文法マスター参照)

e.g. This is the time **when** we need to think about our environment.

6 Basic grammar exercises: relative adverbs

6.1 Choose the appropriate answer

- 1) We are living in a time (where / why / when) plastic causes problems.
- 2) We know the reasons (where / why / when) our oceans are polluted.
- 3) The ocean is a place (where / why / when) many kinds of marine life live.
- 4) Our food is produced in countries (where / why / when) people don't eat enough.

6.2 Read aloud the text and see how the relative adverb is used

Do you know any place where most of our plastic rubbish goes? I think the place where a lot of rubbish goes in is in landfills. There are many reasons why our oceans are polluted. Can you name three of them? I think the biggest reason why our oceans are polluted is because of the amount of plastic that is dumped into them.

6.3 Discussion: Do you use a lot of plastic in your daily life?

7 Reading graphs and charts

Check how relative adverbs are used and discuss E-waste in groups.

E-waste refers to various forms of electric and electronic equipment in your house, where you will not use them anymore. E-waste products have lost their utility value due to redundancy, replacement or breakage. Examples of E-waste includes refrigerators, washing machines, microwaves, televisions, radios, computers, and cell phones.



<https://www.itu.int/en/sustainable-world/Pages/goal12.aspx>

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 responsible consumption and production
- 2) Identify the problems of responsible consumption and production that SDG 12 shows
- 3) Examine the realities around you with regards to SDG 12
- 4) Check the local or global efforts that aim to achieve SDG 12
- 5) Explain what you can do to achieve SDG 12
- 6) Refer to the local policies that aim to solve the problems of responsible consumption and production
- 7) Propose your own ideas or actions to solve these problems

Sample poster

How the ecological footprint works

Sustainable consumption and production / Doing more and better with less

The ecological footprint is the only metric that measures:

1. How much nature we have (the supply side)
2. How much nature we use (the demand side)

1. Biocapacity

cropland, grazing land, forest land, fishing grounds, and built-up land

2. Natural resources

plant-based food and products, livestock and fish products, timber and other forest products, and space for urban infrastructure

The Ecological Footprint

MEASURES

how fast we consume resources and generate waste



Source: Global Footprint Network, <https://www.footprintnetwork.org>

Unit 11

Climate Action

気候変動に具体的な対策を

Goal 13 Take urgent action to combat climate change and its impacts



1 Background (facts & figures)

Which facts and figures are you interested in?

- Sea levels have risen by **about 20 cm** since 1880 and are projected to rise **another 30–122 cm** by 2100.
- The global mean temperature in 2024 was **about 1.55 degree** above the pre-industrial baseline.



2 Topic-related vocabulary check

033

2.1 Listen and fill in the blanks

words	meaning
sea level <i>n.</i>	the average () of the sea [= 高さ]
drought <i>n.</i>	a long period of () weather when there is not enough water for plants and animals to live [= 乾燥した]
extinction <i>n.</i>	a situation where an animal or a plant stops () [= 存在する]
emit <i>v.</i>	to send out (), heat, light, sound, and so on into the air [= ガス]
greenhouse gas <i>n.</i>	a gas that stops () from leaving the atmosphere and causes the greenhouse effect [= 熱]
trap <i>v.</i>	to () something such as gas or water from getting away [= 妨げる]
melt <i>v.</i>	to become () [= 液体]
flooding <i>n.</i>	a situation in which an area of land becomes covered with () [= 水]
deplete <i>v.</i>	to () the amount of something that is present or available [= 減らす]

2.2 Ask each other in pairs

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

B: “Emit” means to send out gas, heat, light, sound, and so on into the air.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) The ____ sector produces about 30% of global greenhouse gas emissions in 2024, the largest share of any sector.
a) transport b) agriculture and industry c) power
- 2) Where did world leaders agree to a climate change deal in 2015?
a) In Paris (Paris Agreement)
b) In Kyoto (Kyoto Agreement)
c) In New York (The Manhattan Agreement)
- 3) The World Meteorological Organization reported that 2024 was the hottest year on record, with global temperatures ____°C above pre-industrial levels.
a) 1.14 b) 1.21 c) 1.55
- 4) Which of these countries emits carbon dioxide most?
a) The U.S. b) China c) Russia d) Japan
- 5) What is caused by the increase in atmospheric CO₂?
a) Sea level rise b) Heavy rain and drought
c) Temperature rise d) Extinction of wildlife species
e) All of the above



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

- 1) What is the connection between global disasters and climate change?
e.g. Climate change is making natural disasters more severe and frequent. Rising temperatures intensify events like hurricanes, droughts, and wildfires by adding more energy to our atmosphere and oceans. I think many of today's extreme weather events are directly connected to global warming.
- 2) Please explain what net-zero is.
e.g. Net-zero means you're not adding any extra CO₂ to the atmosphere. So, if a company emits 10 tons of carbon, they'd need to remove 10 tons through stuff like planting forests or using carbon capture tech.



4.1 Listen and fill in the blanks

034

Goal 13 Take urgent action to combat climate change and its impacts



- Climate change is the (1) effects in global temperature. Although the Earth's climate has changed (2) history, the Earth's average temperature has been (3) rising since the mid-20th century compared to many other times. Greenhouse gases such as (4) are thought to be the most significant (5) of climate change.
- The greenhouse gases are (6) in large part by human activities such as burning (7). They trap solar (8) and keep heat close to the Earth's (9) rather than letting it escape into space. When the amount of greenhouse gases increases, they will trap extra heat and raise the Earth's temperature. That (10) of heat is called the greenhouse effect.
- There are four major greenhouse gases. Carbon dioxide is the main greenhouse gas which comes from burning (11), oil, gas and solid waste. Methane is released from a cow's burp, (12) of organic waste in landfills, and natural gas. Nitrous oxide is released from bacteria in (13). Modern agriculture and livestock, including (14), manure, and burning of the agricultural residues, are the sources of nitrous oxide. Chlorofluorocarbon is one of the industrial gases used in a (15) and an air-conditioner.
- Greenhouse effects could have huge impacts on us. Rising sea levels due to the (16) of the ice sheets contributes to more (17) storms and erosion. Warming ocean temperatures hurt most ocean dwellers and make frequent hurricanes. Heavy (18) leads to flooding. Warming temperatures cause infectious diseases to spread to many areas of the world and also proliferate (19) and diseases that affect many (20).

4.2 Questions for discussion

- 1) What do you think about global warming? Are you worried about it?
- 2) Do you understand how the greenhouse effect occurs?
- 3) Are you contributing to greenhouse gases?
- 4) What do you know about the impact of the greenhouse effect?

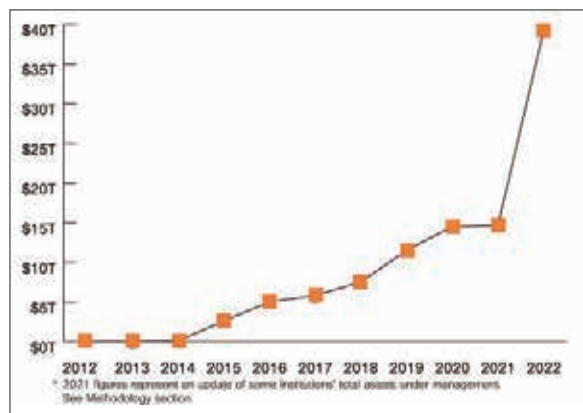
5.1 Do you know about fossil fuel divestment?

Divestment is the opposite of investment. It means to remove your money from stocks, bonds or funds. Fossil fuel divestment is a global movement. It asks institutions, universities, local authorities and pension funds to move their stocks, bonds or investment capitals out of fossil fuel related companies. It also asks them to reinvest their money in sustainable projects, climate action and non-fossil fuel related companies.

The fossil fuel companies play a huge role in CO₂ emissions causing global warming. Divesting from the fossil fuel companies, therefore, has serious implications and impact. Not only institutions but also individuals can take action in the world to ensure that their money should not be used to fund projects and industries for global warming. As of 2021, over 1,660 institutions representing about 40 trillion dollars in assets worldwide divested from fossil fuel companies.

You may feel that you have nothing to do with investment. However, part of your money at a bank might be used to invest in fossil fuel related companies. For that reason, there is the potential to be able to contribute to this movement on the individual level. For example, you can just withdraw your personal finances from fossil fuel-related institutions and reinvest them in local businesses, not-for-profit credit unions or clean energy future.

It is important to slow down global warming. Not using fossil fuels could be one of the greatest ideas to drastically transform business models of fossil fuel companies which exhaust limited fossil fuel reserves.



5.2 Discussion points

- 1) What is divestment?
- 2) Why is divestment important?
- 3) How many people and how much money were divested from fossil fuels in 2021?
- 4) How can divestment help reduce global warming?

Grammar point gerunds and infinitives (動名詞・不定詞)

文中の下線部 divesting, not using などの動名詞 (動詞 + ing) と、to remove, to slow などの to 不定詞は名詞の働きをします。(→文法マスター参照)

e.g. **Understanding** the impacts of global warming is important.

6 Basic grammar exercises: gerunds and infinitives

6.1 Choose the appropriate answer

- 1) Energy companies ended up (wasting / to waste) \$2.2 trillion in fossil fuel investments.
- 2) The Paris Agreement aims (to achieve / achieving) net zero emissions by 2050.
- 3) Many countries promised (to deploy / deploying) more clean energy.

6.2 Read aloud the text and see how gerunds and infinitives are used

Recently I often feel that global warming is occurring around me because of the heavy rain, storms and forest fires happening all around the world. Stopping global warming for the next generation is something we need to do. I think there are many things we can do now. For example, we can stop wasting food; we can avoid using cars, and use public transportation. We can also use renewable energy and invest our money in clean energy companies.

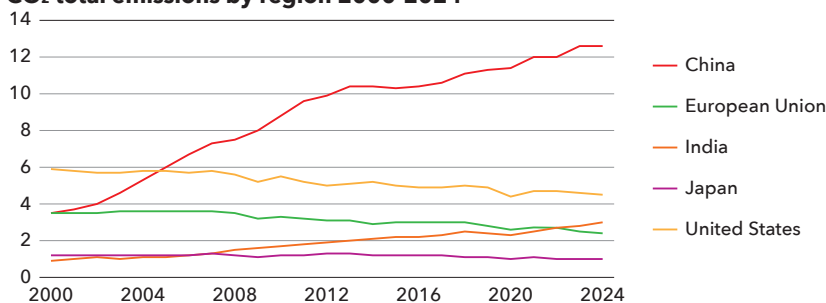
6.3 Discussion: Do you feel that global warming is happening around you?

7 Reading graphs and charts

Check how gerunds and infinitives are used and discuss CO₂ emission in groups

This chart helps us to gain a clearer understanding of each country's progression since 2000, allowing us to compare long-term trends in emissions across nations. In particular, observing the staggering rise in China's emissions makes it possible to recognize just how rapidly the country has developed over the past 20 years, largely as a result of consuming large amounts of oil and gas to support its expanding economy and industrial growth.

CO₂ total emissions by region 2000-2024



<https://www.iea.org/reports/global-energy-review-2025/co2-emissions>

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 climate change, greenhouse gases, and divestment
- 2) Identify the problems of global warming that SDG 13 shows
- 3) Examine the realities around you with regards to SDG 13
- 4) Check the local or global efforts that are being done to achieve SDG 13
- 5) Explain what you can do to achieve SDG 13
- 6) Refer to the local government policies that aim to solve the problems of global warming
- 7) Propose your own ideas or actions to solve these problems

Sample

GLOBAL WARMING is happening

Sanshu Taro
CLIL University

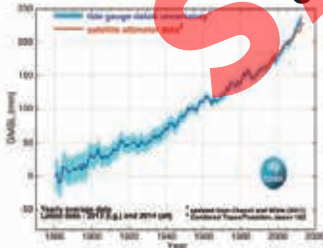
1

Bush fires in Australia



2

Sea level is rising



©CRISCO, Australia

3

What can we do to stop global warming?



4

- Voice your concerns
- Use renewable energy
- Think and buy energy-efficient appliances
- Reduce water waste
- Think about food loss
- Unplug devices
- Take public transportation

5

References

- <https://climate.nasa.gov/vital-signs/sea-level/>
- <https://www.nrdc.org/stories/how-you-can-stop-global-warming>

6

Unit 12

Life below Water / Life on Land

海の豊かさを守ろう・陸の豊かさも守ろう

Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development



Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

1 Background (facts & figures)

Which facts and figures are you interested in?

- **Thirty percent of the world's marine fish stocks** are overfished today.
- Every year, **13 million hectares of forests** are being lost which is equivalent to **36 football fields per minute**.



2 Topic-related vocabulary check

036

2.1 Listen and fill in the blanks

words	meaning
resource <i>n.</i>	something that exists in () and can be used by people [= 自然]
habitat <i>n.</i>	the natural () that an animal or plant usually lives in [= 環境]
ecosystem <i>n.</i>	all the living things that live in a particular area together with the () relationship [= 複雑な]
biodiversity <i>n.</i>	a wide () of plant and animal species that exist in a particular region and make a balanced environment [= 多様性]
livelihood <i>n.</i>	the () you earn the money you need to pay for food, a place to live, and clothing [= 方法]
degradation <i>n.</i>	the process of something being damaged or made () [= より悪くする]

2.2 Ask each other in pairs

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

B: “Degradation” means the process of something being damaged or made worse.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) How many people depend on forests for their livelihood?
 - a) Around 2.6 billion people do
 - b) Around 1.6 billion people do
 - c) Around 70 million people do



- 2) What percentage of world oceans are heavily affected by human activities?
 - a) More than 60%
 - b) As much as 40%
 - c) Only 20%



- 3) Do oceans absorb carbon dioxide produced by humans?
 - a) Yes, they do. Oceans absorb about 30% of carbon dioxide, buffering the impacts of global warming.
 - b) No, they don't. Instead, forests absorb about 40% of carbon dioxide created by humans.
- 4) What percentage of the Earth's fresh water is provided by mountain areas?
 - a) 20-40%
 - b) 60-80%
 - c) 90-95%



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

- 1) Why do you think trees are important? Give as many reasons as you can.
e.g. Trees clean the air we breathe and provide habitat to over 80% of the world's terrestrial biodiversity.
- 2) Do you know what causes ocean pollution?
e.g. Yes. I found out that billions of tons of trash enter the ocean.

4.1 Listen and fill in the blanks

037

Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development



- Oceans cover more than 70% of the (1) of the Earth, and contain 97% of the planet's water. Oceans (2) about (3) of the oxygen we breathe, (4) the global ecosystem by absorbing (5) from the atmosphere, and (6) about 30% of the carbon dioxide produced by humans.
- Oceans are (7) for human well-being and social and economic development worldwide. Over 3 billion people depend on marine and (8) resources for their livelihood. The market value of marine and coastal resources and industries is (9) at 3 trillion dollars per year or about 5% of global GDP.

Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss



- Forests cover 31% of the surface of the Earth, and mountains (10) 60 to 80% of the world's (11). Every year, we lose 10 million hectares of (12) that are home to more than (13)% of all terrestrial (14) and provide livelihood to around 1.6 billion people.
- 2.6 billion people depend directly on (15) for a living, but land (16) now undermines the well-being of (17) billion people globally. Between 2015 and 2019, the proportion of degraded land worldwide increased from 11.3 to 15.5 percent.

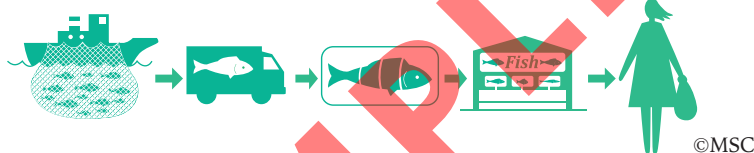
4.2 Questions for discussion

- Which SDG are you interested in, life below water or life on land?
- Why are oceans and seas important to us?
- Do you know what animals or what species of fish are endangered?
- What can you do to conserve the oceans and manage forests?

5.1 Have you ever seen the blue MSC ecolabel?

Oceans play an important role in providing nutritious food and good livelihoods. Around the world, more than a billion people rely on fish for their main source of protein. Around 1 in 10 people depend on fishing for their livelihood, and seafood is the most traded food in the world. Despite this importance, the world's marine and coastal resources are threatened by overfishing, pollution and habitat degradation.

Today, more than 30 percent of global fish stocks are overfished. Overfishing not only reduces food production and biodiversity, but it also impairs the functioning of ecosystems. Illegal, unreported and unregulated fishing makes matters worse. The way that seafood gets from the ocean to your plate is not so simple that you might eat illegal fish without realizing it. How do we know which seafood products are safer and more sustainable than other foods?



The Marine Stewardship Council (MSC) sets a standard for sustainable fishing. This standard is used to check that 1) the fish stock is at healthy level, 2) impact of fishing on marine life and habitats is minimized, and 3) the effective management system exists and the fisheries comply with it. Once all these checks are satisfied, the fishery is certified. Any company which wants to sell certified products with MSC's little blue label needs a chain of custody certification for seafood traceability. It also makes sure that the MSC certified seafood is not mixed with non-certified seafood. By choosing seafood products with the blue MSC ecolabel, you can directly support fishing communities that take care of our oceans. Today, you can see the blue MSC ecolabel on fish sandwiches and rice balls. We have to think a lot more about fisheries than we have done before.



写真提供：日本マクドナルド

5.2 Discussion points

- 1) How many people eat fish in the world?
- 2) What does the blue MSC ecolabel mean?
- 3) Do you know where your seafood comes from?
- 4) What do you think about the ecolabeling system?

Grammar point comparatives (比較)

文中の下線部 more than, the most traded food, safer and more sustainable than などは、比較の表現です。状態、様態、程度を表す形容詞、副詞に用いられます。(→文法マスター参照)

e.g. Rice is **as healthy as** bread.

Overfishing means fishing **harder than** needed.

6 Basic grammar exercises: comparatives

6.1 Choose the appropriate answer

- 1) Biodiversity is declining (as fast as / faster than / fastest) before.
- 2) The Amazon forest regrows much (as slow as / slower than / slowest) thought.
- 3) You drank (as much water as / water than / the most water) I did.
- 4) We should remove (as much plastic / more plastic than / the most plastic) as possible.

6.2 Read aloud the text and see how comparatives are used

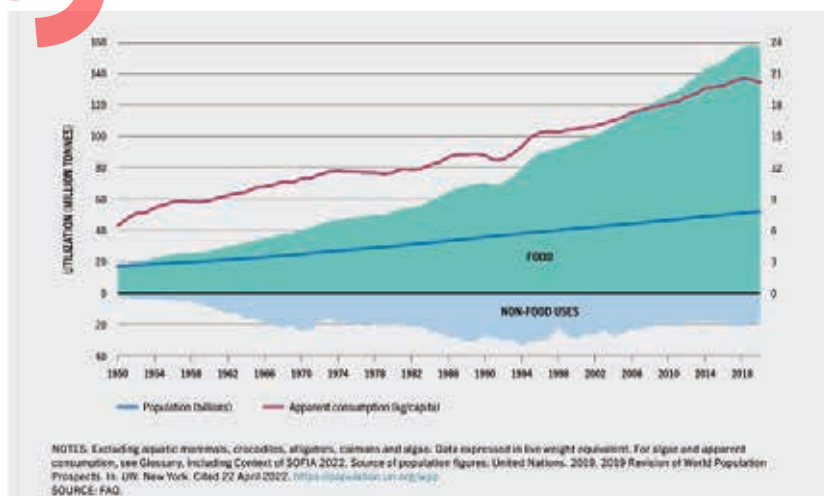
To protect wildlife in the ocean and on land, you should use more renewable and recycled materials. Besides, you should eliminate more waste and make your lifestyle more affordable and sustainable. If you do this, you might be considered a good environmental citizen. I hope lots of people will do as much as they can.

6.3 Discussion: What are the causes of environmental change?

7 Reading graphs and charts

Check how comparatives are used and discuss the change in groups

Fish can spoil more quickly than many other foods these days. The global increase in food fish consumption was higher than population growth. Fish consumption per person grew from 9 kg in 1961 to 20.2 kg in 2015.



<https://openknowledge.fao.org/server/api/core/bitstreams/a2090042-8cda-4f35-9881-16f6302ce757/content>

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 ecolabel and biodiversity
- 2) Identify the problems of life below water and life on land that SDG 14 and SDG 15 show
- 3) Examine the realities around you with regards to SDG 14 and SDG 15
- 4) Check the local or global efforts that are being done to achieve SDG 14 and SDG 15
- 5) Explain what you can do to achieve SDG 14 and SDG 15
- 6) Refer to the local policies that aim to solve the problems of life below water and life on land
- 7) Propose your own ideas or actions to solve these problems

Sample

Rainforest Alliance Certification

CLIL University
Sanshu Hana



1

Deforestation

- Nearly half of the world's forests have been lost.
- Each year additional 32 million acres are destroyed.
- Many of Earth's plants and animals will be endangered.

2

Forests are important

- Source of air, water and food
- Shelter
- Livelihoods for 1.6 billion people
- 80 percent of the world's terrestrial biodiversity

3

Rainforest Alliance Certification

- increase productivity
- improve farmer incomes



Profit



People

- promote rights of rural people
- provide a decent life for all



Planet

- use land and water carefully
- protect natural resources

Source: Rainforest Alliance

4

Certified Products

The little green frog symbol can be found on farm and forest products around the world.

- Banana
- Cocoa
- Coffee
- Tea etc.



Source: Rainforest Alliance

5

References and Websites

Rainforest Alliance
<https://www.rainforest-alliance.org/>

Food and Agriculture Organization of the United Nations
<http://www.fao.org/home/en/>

WWF
<https://wwf.panda.org/>

6

Unit 13

Peace, Justice and Strong Institutions

平和と公正をすべての人に

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



1 Background (facts & figures)

Which facts and figures are you interested in?

- In 2022, **61% of detected victims** of human trafficking were women and girls.
- **A total of 502 killings and 123 disappearances of human rights defenders, journalists, and trade unionists** were documented in 2024.



2 Topic-related vocabulary check

040

2.1 Listen and fill in the blanks

words	meaning
human trafficking <i>n.</i>	taking people to another country and forcing them to () [= 働く]
human rights <i>n.</i>	the basic rights every person should have to be treated in a () equal way [= 公正な]
persecution <i>n.</i>	cruel or () treatment of people, especially because of their religious or political beliefs [= 不公平な]
conflict <i>n.</i>	a state of disagreement, argument, () or war between people, groups, countries, etc. [= 争い]
homicide <i>n.</i>	the crime of () [= 殺人]
refugee <i>n.</i>	someone who has been forced to leave the country, especially during a () [= 戦争]
sexual exploitation <i>n.</i>	a situation in which someone is forced to have sexual () with someone else [= 関係]
abduct <i>v.</i>	to take someone () by force [= 離れて]
victim <i>n.</i>	someone who () because of something bad that happens [= 苦しむ]

2.2 Ask each other in pairs

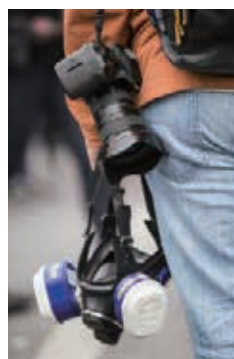
A: What does “human trafficking” mean? Please explain it to me.

B: “Human trafficking” means taking people to another country and forcing them to work.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) What was the number of people fleeing war, persecution and conflict in 2024?
 - a) About 1.23 million people
 - b) About 12.3 million people
 - c) About 123 million people
- 2) Which of the following areas had the highest intentional homicide rate in 2023?
 - a) Sub-Saharan Africa
 - b) North America
 - c) Latin America and the Caribbean
- 3) How did the number of trafficking victims change between 2020 and 2022?
 - a) It increased by 43%.
 - b) It decreased by 43%.
 - c) It stayed almost the same.
- 4) What was the percentage of children under 5 who have registered their births in sub-Saharan Africa in 2023?
 - a) About 51%
 - b) About 61%
 - c) About 71%
- 5) How many female human rights defenders, journalists and trade unionists were killed worldwide in 2025?
 - a) 4 b) 34 c) 64



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

- 1) What are the causes of wars?
e.g. Some wars are caused for territorial or economic gains.
- 2) What is the purpose of human trafficking?
e.g. Some children may be trafficked and forced to work with a very low wage.



4.1 Listen and fill in the blanks

041

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



- Refugees are people who have (1) from their own country for several reasons. Reasons include wars, civil wars, and political or religious (2). According to UNHCR, as of mid-2025, 5.5 million refugees were from Syria, where the civil war between the (3) forces and anti-government groups had (4) from 2011 to 2024. Other countries with a large number of (5) are Ukraine (5.3 million), Afghanistan (4.8 million), Sudan (2.5 million), South Sudan (2.4 million), and Myanmar (1.5 million).
- The number of human trafficking (6) detected in 2022 was (7). About 60% of them were women and girls, most of whom were trafficked for sexual (8). In addition, many children were trafficked for forced (9). In both cases, the victims were usually forced to live and work under very bad (10) in terms of food, shelter, and (11).
- In order for people to live in (12), it is very important for every country to establish national human rights institution(s) (NHRIs). Based on the so-called Paris (13) resolved at the United Nations (14) in 1993, each UN member state is required to establish an NHRI independent of its government, and more than 100 NHRIs have been (15) in the world so far. (16), however, is one of the few countries that have not yet established an NHRI, and the Japan Federation of Bar Associations and other groups, as (17) as the United Nations Human Rights Committee, have been (18) the Japanese government to establish an independent NHRI as soon as possible.



©UNHCR

4.2 Questions for discussion

- What are the major causes of the refugee problem?
- What are the serious problems refugees have? What kind of assistance do they need?
- What do you think about the fact that the major reason for trafficking is sexual exploitation?
- What can you do to eradicate sexual exploitation?

5.1 Do you know there are many child soldiers around the world?

It is said that many children are recruited and used as child soldiers in armed conflicts around the world. Armed groups recruit boys and girls as young soldiers or servants, often in very violent ways.

Onimaru and Ogawa (2005) tells the story of a boy named Charles, who became a young soldier of an anti-government group called Lord's Resistance Army (LRA) in Uganda. He was once abducted by some members of LRA, then taken back to his house, told to cut off his mother's arm, and taken again to their base. Forced to fight against the government forces for three years, Charles was able to come back to his home village.

According to Onimaru and Ogawa, such armed groups practice some ways to make it very difficult for boys and girls to escape, such as threatening, the use of alcohol and drugs, and brainwashing. Girls may be forced to get married to member soldiers and give birth to babies, who in turn may be raised as members of the group. In addition, poverty may force them to stay in the groups so that they can at least get enough food to live. A lack of people's understanding and acceptance may also have negative effects on the child soldiers' returning to their home community.

Some NGOs are working hard to get former child soldiers back to their community and encourage them to live peaceful lives. The NGOs also provide them with basic education so that they can work and earn money to live, and they give psychotherapy, because they have suffered serious trauma caused by horrible experiences. The fundamental solution is, however, to stop war and conflict around the world. As global citizens, we all must think about how we can realize a peaceful world.

* 鬼丸昌也・小川真吾 (2005) 『ぼくは13歳 職業、兵士。——あなたが戦争のある村で生まれたら』 合同出版



©AFP = 時事

5.2 Discussion points

- 1) Where are wars and conflicts happening in the world now?
- 2) Why do armed groups recruit child soldiers? What are the advantages of recruiting children, compared to recruiting adults?
- 3) What kind of help do former child soldiers need?

Grammar point articles (冠詞)

文中の下線部 **a, an, the** は冠詞です。初めて話題に上る単数形の名詞には不定冠詞 **a/an** (特定できない中の一つ)、すでに話し手・聞き手双方に認識されているものを示す名詞には定冠詞 **the** が使われます。(➡文法マスター参照)

e.g. I visited **a** small village four years ago. I saw **a** lot of broken houses and buildings in **the** village.

6 Basic grammar exercises: articles

6.1 Choose the appropriate answer

- 1) There is (an / the) armed group called LRA. (A / The) boy named Charles was abducted by (a / the) group ten years ago.
- 2) Lucy was 13 years old when she was kidnaped by a violent extremist group. Right after she was kidnaped, she was forced to get married to (a / the) soldier in (a / the) same group.
- 3) (A / The) government of Japan has not yet established (a / the) national human rights institute (NHRI) independent of the government.

6.2 Read aloud the text and see how articles are used

The Rohingya are a Muslim ethnic group in Western Myanmar, and they have been suffering from persecution and discrimination by the local people and troops. A severe armed conflict occurred in 2017, and the conflict has forced more than 1 million Rohingya people to flee from the area they lived in. Most of them are now living at refugee camps in Bangladesh, but the living conditions are awful.

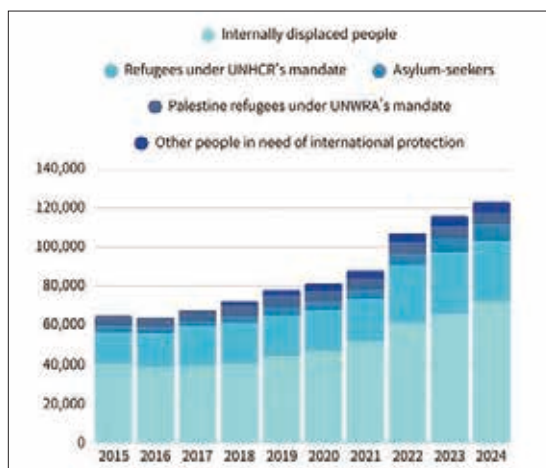
6.3 Discussion: What do you think you can do for Rohingya people?

7 Reading graphs and charts

Check how articles are used and discuss refugee problems in groups

In 2024, the number of people who escaped war, persecution, and conflict exceeded 123 million. This is the highest level on record. The majority of forcibly displaced people are internally displaced people, who have been forced to leave their homes and relocate within the same country.

Number of forcibly displaced people (thousand)



Data source: UNHCR (<https://www.unhcr.org/refugee-statistics/insights/>)

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 refugees, human trafficking, and birth registration
- 2) Identify the problems of peace, justice, and strong institutions that SDG 16 shows
- 3) Examine the realities around you with regards to SDG 16
- 4) Check the local or global efforts that are being done to achieve SDG 16
- 5) Explain what you can do to achieve SDG 16
- 6) Refer to the local policies that aim to solve the problems of peace, justice, and strong institutions
- 7) Propose your own ideas or actions to solve these problems

Sample

Accepting more refugees in Japan

Sanshu Taro
CLIL University

1

Refugees around the world



Over 123 million people are fleeing from war, persecution and conflict

<https://www.unhcr.org/refugee-statistics/insights/annexes/forcibly-displaced-maps.html>

2

Acceptance of refugees in Japan

Year	Applicants	Admitted as refugees
2018	10,493	42
2019	10,375	44
2020	3,936	47
2021	2,413	74
2022	3,772	202
2023	13,823	303
2024	12,373	190

Source: 法務省 出入国在留管理庁
<https://www.moj.go.jp/isa/content/001434935.pdf>

3

Refugees in asylum countries (2024)

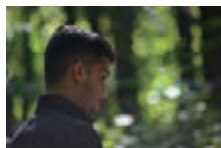
Country	Refugees accepted
Iran	3,489,257
Türkiye	2,940,735
Germany	2,749,266
Uganda	1,759,492
Pakistan	1,560,480
Japan	29,068

Source: UNHCR
<https://www.unhcr.org/refugee-statistics/download>

4

Problems in accepting refugees in Japan

- Geographical distance
- Overly strict examination
- Assistance for refugees
 - Social services
 - Education
 - Job opportunities
 - Mutual understanding in the community



5

What we can do

- Get to know more about refugees
 - Study / Research
 - Read books about refugees
 - Watch movies
 - Talk directly with refugees
- Language assistance
- Education assistance



6

Unit 14

Partnerships for the Goals

パートナーシップで目標を達成しよう

Goal 17 Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development



1 Background (facts & figures)

Which facts and figures are you interested in?

- By 2024, **more than two thirds of the world's population** had access to the Internet. However, access remains much lower in areas such as sub-Saharan Africa.
- Net ODA flows **totalled \$212 billion** in 2024, **around 7% down** from 2023. The decline was **driven by** reduced contributions to international organizations and lower humanitarian aid.



2 Topic-related vocabulary check

043

2.1 Listen and fill in the blanks

words	meaning
digital divide <i>n.</i>	the gap that exists between () who can use the ICT and those who can't [= 人々]
remittance <i>n.</i>	money that is () by foreign workers back to family or others in their own country [= 送る]
income <i>n.</i>	money that you () from your work or receive from investments [= 稼ぐ]
public sector <i>n.</i>	organizations and services that are operated by () or public authorities for the public [= 政府]
private sector <i>n.</i>	the part of the economy that is () and run by a private company [= 所有する]
ODA <i>n.</i>	official development assistance to promote the () development and welfare of developing countries [= 経済的な]
net ODA <i>n.</i>	grants or loans to () countries [= 開発途上の]

2.2 Ask each other in pairs

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

B: “Remittance” means money that is sent by foreign workers back to family or others in their own country.

3 Knowledge check (quiz)

3.1 Look up the answer online

- 1) What does “multilateral aid” refer to?
 - a) Assistance through international organizations
 - b) Assistance through NGOs
 - c) Assistance through individuals
- 2) What does “a private sector or company” refer to?
 - a) The Japanese government
 - b) The World Bank
 - c) Panasonic Corporation
- 3) Remittances are currently the ____ source of external financing in low- and middle-income countries.
 - a) largest b) lowest c) highest
- 4) Why is data important for the SDGs?
 - a) It makes reports look longer
 - b) It helps track progress and make better decisions
 - c) It is only needed in rich countries
- 5) What is “South-South cooperation (SSC)”?
 - a) The technical cooperation among developing countries
 - b) The technical cooperation between developing countries and developed countries
 - c) The technical cooperation among countries in the Southern Hemisphere



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

- 1) Why do private sectors or companies actively commit to global issues and SDGs?
e.g. They have knowledge, products and human resources. They can contribute to addressing global issues and do business in the world.
- 2) Why are remittances needed especially in low-income countries?
e.g. In low-income countries, unemployment rates are higher, so people want to move to other countries to earn money.

4.1 Listen and fill in the blanks

↓ 044

Goal 17 Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

- We need to have a (1) commitment to partnership and cooperation to achieve this goal. We will need (2) policies, first. Then we will make a good environment for sustainable development at all (3) and by all actors. In addition, we need to have a global partnership. Towards this end, we have identified some areas as critical, such as technology, trade, (4), monitoring, and accountability.
- Project Everyone was devised by Richard Curtis, a (5) and founder of Comic Relief. He has been working closely with the United Nations to (6) the SDGs. The initiative contributed to the design of the (7), graphics and the short names for each goal in order to make them as clear and useful for (8) as possible. Each logo has a (9) and message.
- The #HelloGlobalGoals collaboration with Sanrio Co., Ltd. aims to raise (10) of the SDGs among Hello Kitty's fans worldwide through a monthly series of YouTube videos. Launched in (11) 2019, during the High-Level Debate of the General Assembly, the SDG-themed videos continue to be (12) on Hello Kitty's global channel. They show Kitty (13) about the SDGs from UN (14) and traveling to different parts of the world to see actual UN projects.
- In recent years, major companies have established (15) divisions and are strengthening sustainability (16) to investors, consumers, employees, and society. Not only promoting initiatives but also preventing (17) and misleading messages is their (18).

4.2 Questions for discussion

- 1) What is the advantage of having a partnership for achieving this SDG?
- 2) How does Hello Kitty contribute to and promote the SDGs?
- 3) Do you have any ideas to motivate people to think about the earth, environment, vulnerable people and countries?
- 4) What can you do to achieve this SDG by 2030?

5.1 The Role of the Private Sector in Achieving the SDGs

Many experts argue that achieving the Sustainable Development Goals (SDGs) requires strong partnerships among governments, international organizations, businesses, civil society and citizens. While the public sector plays a significant role, the contribution of the private sector and individual citizens has become increasingly important. Companies are now key actors in addressing global challenges such as climate change, waste reduction and human rights protection through everyday business activities.

A notable example is Ryohin Keikaku, the Japanese company behind the MUJI brand. Founded in 1980 as an antithesis to mass-consumption society, MUJI promotes simplicity, sustainability and ethical values. With more than 1,474 stores worldwide as of 2025, the company says that it aims to become a front runner of environmental, social and governance (ESG) management by 2030.

MUJI integrates ESG principles into its business model. Environmentally, the company develops products designed to reduce environmental impact and energy use, promotes natural and recycled materials, and operates large-scale collection and recycling programs. All stores provide collection points for used clothing and plastic products, supporting a circular economy. Socially, MUJI works closely with local communities through workshops, regional revitalization projects and inclusive workplace initiatives. In terms of governance, the company emphasizes ethical management, respect for human rights and transparent dialogue with stakeholders.

MUJI's efforts in the use of eco-conscious materials, resource circulation, community engagement and sustainable product design illustrate how business can contribute directly to the SDGs. At the same time, consumers also play an important role by choosing sustainable products and supporting responsible companies.

This example highlights a key message of Goal 17: achieving the SDGs is not the responsibility of the public sector alone. Partnerships that include businesses, communities and individuals, with responsible consumption and everyday actions, are essential for building a more sustainable society.

5.2 Questions for Discussion

- 1) Why are partnerships important for achieving the SDGs?
- 2) What part of MUJI's sustainability efforts do you think is most effective?
- 3) Do you consider environmental or social factors when choosing products? Why or why not?
- 4) What responsibilities do consumers have in supporting sustainable companies?

Grammar point direct and reported speech (直接話法・間接話法)

文中の下線部 the company says that は、間接話法 (reported speech)、を導いています。間接話法は内容を間接的に伝え、直接話法 (direct speech) は発話をそのまま伝えます。(➡文法マスター参照)

e.g. The company says that it aims to become a leader ...

The company says, "we aim to become a leader ..."

6 Basic grammar exercises: direct and reported speech

6.1 Choose the appropriate answer

- 1) She said, "I will work for the UN." = She said that (I / she) would work for the UN.
- 2) She said to me, "Where do you live?"
= She asked me (where I lived / where he lived).
- 3) He said to us, "Do you agree with SDG 17?"
= He asked us (that we / if we) agreed with SDG 17.
- 4) They shouted to her, "Don't come!" = They shouted to her (not to / don't) come.

6.2 Read aloud the text and see how direct and reported speech is used

Dr. Tetsu Nakamura, a Japanese physician and humanitarian, explained of his belief, "we do not necessarily have a firm philosophy about what an aid organization should do." "What is very clear to me, however," he added, "is that we must view things from the local people's perspective and respect their culture and values." He believed that helping the people in this way would truly benefit them.

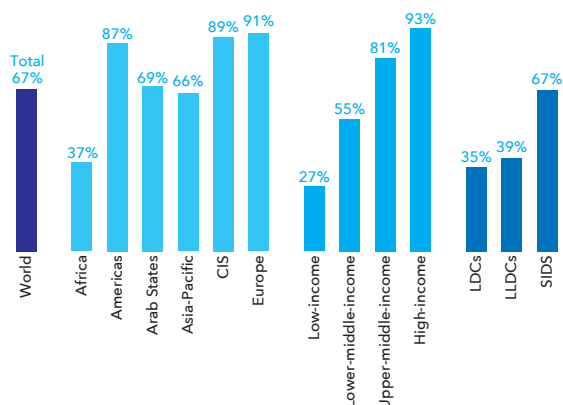
6.3 Discussion: What do you think about Dr. Tetsu Nakamura?

7 Reading graphs and charts

Check how direct and reported speech is used and discuss the Internet in groups

In high-income countries, most people are online. 93% of individuals use the Internet. They say, "You cannot work without the Internet." However, in low-income countries, only 27% of individuals are online in 2023. Africa is the region with the lowest Internet users. Research suggests that Internet uses are growing across sub-Saharan Africa but most are still offline.

Percentage of Individuals using Internet by region, 2023



Source: ITU

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 terms, such as partnership and PPPs
- 2) Identify the problems of partnership, capacity-development and technology transfer that SDG 17 shows
- 3) Examine the realities around you with regards to SDG 17
- 4) Check your local or global efforts to achieve SDG 17
- 5) Explain what you can do to achieve SDG 17
- 6) Refer to the local policies that aim to solve the problems of partnership
- 7) Propose your own ideas or actions to solve these problems

Sample

Partnership for the SDGs



©UN Photo / Cia Pak

1

Who are the actors for the SDGs?

- Public Sectors
- Private Sectors
- Academia
- NGOs and NPOs
- Civil Society
- Citizens

2

Why do we need partnership to achieve the SDGs?

- Share knowledge and skills
- Enhance capacities
- Strengthen resources, organization and systems
- Create innovation
- Create new synergy effect
- Create momentum toward "social good" etc.

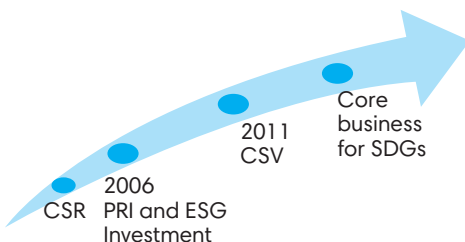
3

To understand partnership, let's check the following words

- CSR: Corporate Social Responsibility
- PRI: Principle for Responsible Investment
- ESG: Environment, Social and Governance
- CSV: Creating Shared Value
- PPP: Public Private Partnership
- SSC: South-South cooperation

4

Transformation of Business



5

Let's find an example of partnership from the SDGs online platform



6

スライド・ポスター作成方法

How to make slides and a poster

スライドを使いプレゼンテーションをする際の基本手順と効果的なスライド作成のポイントに従い、スライドを作成してみよう。

1 プレゼンテーション・スライド作成の基本的手順と例

- ① **最初のスライド**：プレゼンテーションのタイトル、自分の所属と名前、メールアドレス、プレゼンテーションの日付、授業科目名等を入れる。
- ② **2枚目のスライド**：outline として、プレゼンテーションの流れ、または目次を入れる。
- ③ **3枚目のスライド**：introduction（導入）を入れ、問題提起や聞き手に質問などを投げかけることにより、聞き手を引き付ける。
- ④ **4枚目のスライドから**：outline に沿って、プレゼンテーションを進める。
- ⑤ **プレゼンテーションの最後**：必ず conclusion（結論）を入れ、プレゼンテーションで言いたかったことを簡潔にまとめる。
- ⑥ **最後に**：引用した書籍やウェブサイトなどあれば、References（参考文献）として入れる。

(例)

DO YOU KNOW FOOD BANK?

CLIL University
Sanshu Hana

1

Outline

1. Introduction
2. Food Bank
3. Advantages and Disadvantages
4. Conclusion
5. References

2

Introduction

Have you heard about food loss?



3

Conclusion

- The food bank may solve the problems of hunger in the world.
- Let's think about what we can do every day for achieving SDGs!

4

2 スライド作成のポイント

① 伝えたいメッセージを短く一言に

スライドは、「読ませるもの」ではなく、「見せる」ものであるため、一つのスライドには、伝えたいメッセージを短く一言にまとめる。プレゼンテーション資料と同じ内容の長い文で構成されたスライドでは、聞き手は、読むことに集中してしまうため、プレゼンテーションを聞き逃してしまう。

② 一つのスライドに、一つのメッセージ

複数のメッセージを一つのスライドに入れると、内容が複雑になり、プレゼンターが、何を本当に言いたいことなのか、聞き手が混乱してしまい、わからなくなる。原則として、一つのスライドには、一つのメッセージを入れる。スライドが複数になっても構わない。

③ スライドの流れを論理的に

スライドを作成後、話の流れが論理的かどうか、聞き手にわかりやすいかどうかを何度も確認する。また、結論との整合性も確認する。後で、資料だけを見ても、内容や結論が正しく伝わるように簡潔に作成する。

④ レイアウトを工夫

スライドのタイトルやメッセージの位置、サイズを統一し、同じグループの情報は近くにまとめて配列する。

⑤ テキスト

文字の大きさ、書体（フォント）、書式、色を統一させる。色数はできるだけ少なくし、文字の装飾機能は、限定的にする。黄色など、見えにくい色は使用しないようにする。

⑥ 図やグラフ

文字や数字だけでなく、図、グラフ、表、イラストや写真を活用することにより、聞き手によりイメージを伝えやすくなる。しかし、一枚にたくさんの写真やイラストを使うと見えづらくなるため、余白を生かす程度に控えめに使う。また、背景に画像やイラストをなるべく入れないようにする。

⑦ 画面切り替えとアニメーション

原則として、画面の切り替えとアニメーションは必要ないが、聞き手の興味や注意をひくためやアクセントをつけるために効果的な場合もある。しかし、頻繁に使いすぎないほうがよい。

⑧ スライド番号とスライド合計

スライドに、スライド番号とスライドの合計を入れる。スライド番号は質疑応答の際やプレゼンテーションの時間の目安を知るのに効果的である。

3 ポスター作成のポイント例

ポスター発表とは、大判のポスターの前で行うプレゼンテーションの一形式である。基本的には、スライドを使ったプレゼンテーションと似ているが、同時に発表を行う点や発表者と聞き手対話を行えるなど異なる点もある。次のポスターの作成のポイントを踏まえ、ポスター発表をしてみよう。

① タイトルが大事

見る人を引き付けるような短く、簡潔な新聞の見出しのようなタイトルをつける。

② タイトルや見出しの文字は大きくする

文字ポイント数の目安：A0 サイズ（118.9 × 84.1cm）の場合

タイトル 100 / 発表者名 55 / 見出し 60

③ ポスターと論文（レポート）は似ている

レポートや論文のように、概要、序論、疑問、目的（仮説）、結果、考察、結論、参考文献をはっきりと書くこと。序論と結論を対応させる。

④ ポスターはレポートとは似ていない点もある

論文やレポートと異なり、ポスターでは、書くことができる文字の分量がとても少ない。その中で、内容を精査しなくてはならないが、言いたいことや流れなどは維持しなくてはならない。

⑤ セクションごとに見出しを付ける

導入、結論などのセクションごとに見出しを付け、文字を大きめにする。

⑥ 読む順番を明白に

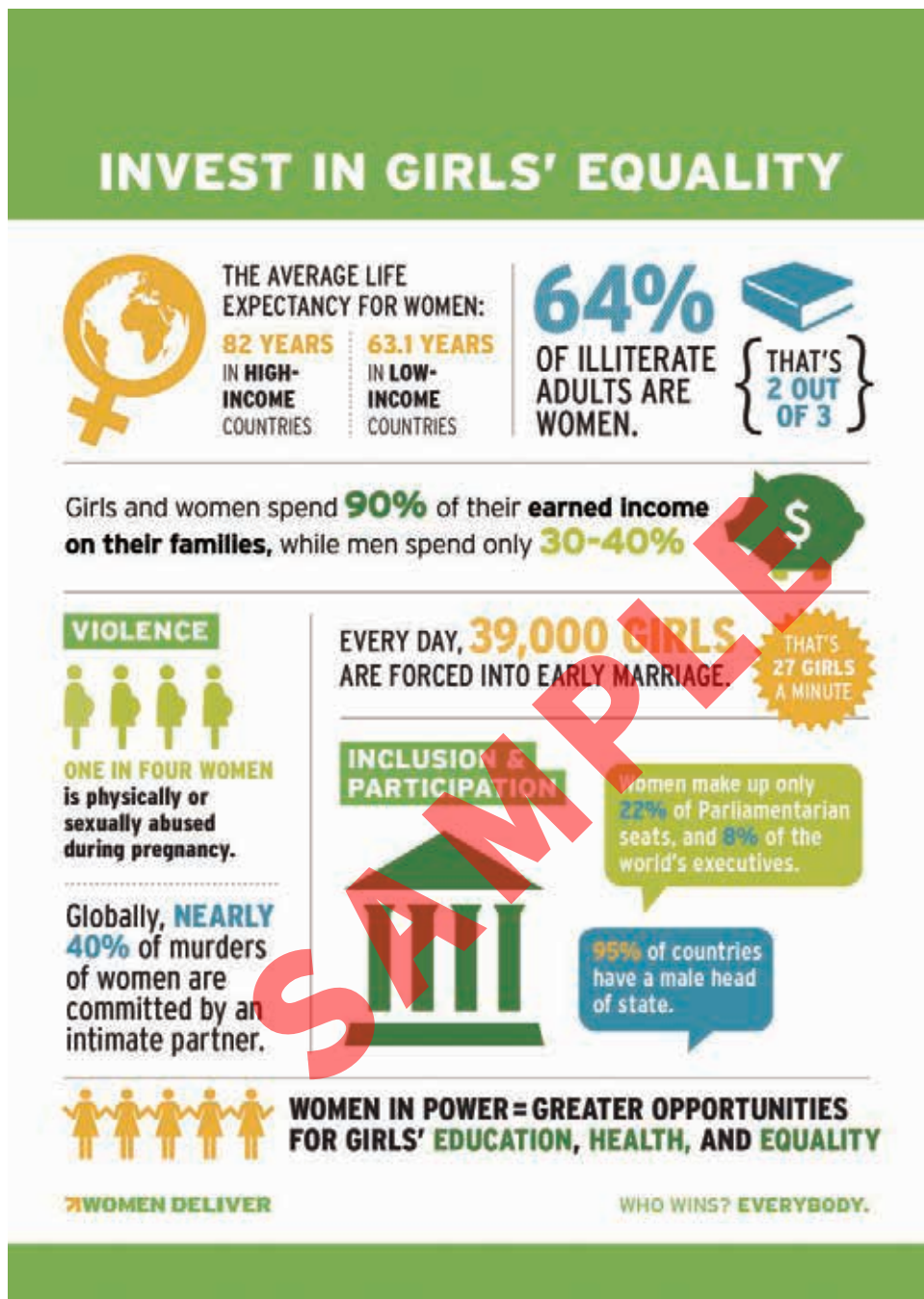
見る人が、どの順番で読むのかが分かりやすいように、番号を付けたり、上から下、左から右に配列したりと工夫をする。

⑦ レイアウト、フォント、色などが大事

見る人が全体の流れを把握しやすいようにレイアウトを工夫する。また、小さすぎるフォント、見えにくい色、色の使い過ぎなどに気を付ける。文字は大き目で。強調したい部分のデザインを工夫する。テーマカラーを決め、色を統一する。

⑧ 図やグラフを活用しよう

視覚に訴える図やグラフは、一目でたくさんの内容や情報を提供できるため効果的である。文字は少なく、図やイラストを多用する。また、図やグラフの要点も付加する。



Glossary 語彙

Unit 1

【Page 8】

poverty 貧困
population 人口
extreme 極度の
food insecurity 食糧不安
undernourished 栄養不良の
obese 肥満の
due to ... …が原因で、…に起因して
eradicate 根絶する、撲滅させる
underweight 低体重の
disaster 災害、天災
malnutrition 栄養不要、悪い栄養状態
stunted 発育阻害、発育停止
orphanage 児童養護施設

【Page 9】

adolescent 思春期の若者
wasting 消耗症
moderately ほどほどに、適度に
abnormally 異常に

【Page 10】

billion 10 億
purchasing power parity (PPP) 購買力平価 (ある国
である価格で買える商品が他国ならいくらかで買えるかを示す
交換レート)
lifted out of 持ち上げられた
crucial 極めて重要 [重大] な
small-scale farmer 小規模 [零細] 農家
encourage 勧める、奨励する
sustainable 持続できる
agriculture 農業
productivity 生産性
cooperation 連携
establish 設置 [開設] する
investment 投資
infrastructure 基盤、インフラ、生活の基盤となる施設

【Page 11】

dispose 捨てる [廃棄する、処分する]
damaged packaging 損傷した容器
edible 食べられる
substantial 十分な
Food bank フード・バンク、食糧銀行 (困窮者や、困窮者

に食料援助を行う NPO に食料を配給する、民間の組織ま
たはその施設)

surplus 余剰
distribute ～を分配する
women's shelters 女性のための一時的な収容施設
welfare 福祉事業
beneficiary 恩恵を受ける人、受益者
donor 寄贈者、贈与者
recipient 受領者、受益者
donate 寄付する
corporate social responsibility (CSR) 企業の社会的責任
expense 費用、出費
afford ～を買う [雇う・支払う] ことができる

【Page 12】

financial support 資金援助
be liable to ... …しがちだ
burden 負担、重荷
pass on to ～へ伝える
chronic 習慣的な、常習的な、慢性の

Unit 2

【Page 14】

ensure ～を確かにする、保証する
promote 促進させる
well-being 健康で安心なこと、幸福
inadequate 不十分な、不適切な
sanitation 公衆衛生、下水設備
hygiene 衛生状態
mortality 死亡率
fatal 命に関わる、致命的な
facility 施設、設備、機関
preventable 回避 [予防] 可能な
hygienic 衛生的な
infectious 感染性の
infection 感染
contribute 原因の一つになる

【Page 15】

be likely to ... …しそうである、起こり得る
suicide 自殺
traffic 交通 (量)
measles はしか、麻疹
malaria マラリア

maternal 母親の
sub-Saharan Africa サハラ以南のアフリカ
attendant (医療現場などでの) 世話人、看護人
prevent (病気・事故など)を予防する、防止する
avoid 避ける
prematurely 通常より早く

[Page 16]

newborn 新生児 (の)
complication 複雑な [困難な] 事態
low-income 低所得の
middle-income 中間所得層の
childbirth 出産
estimate 見積もる、推定する
appropriate 適切な、妥当な、ふさわしい
personnel 職員、社員
contributor 原因となるもの
air pollution 大気汚染
fuel 燃料
disorder 疾患
anxiety 不安、心配、懸念
depression 落ち込み
life expectancy 平均余命 (ある年齢の人があと何年生きる
れるかの統計的期待値)

[Page 17]

diarrhea 下痢
pneumonia 肺炎
dispenser ディスペンサー (紙タオル [コップ]、液体石けん
などを必要ずつ取り出せる容器)
conflict 紛争
severe 厳しい、深刻な、重大な
awareness (あるものについて) 気付いて [自覚して] いること

[Page 18]

stillbirth 死産
strategic 方策の、方略の
morbidity 病的な状態、罹病率
pregnancy 妊娠

Unit 3

[Page 20]

inclusive 包摂的な、すべての人々を含む
equitable 公平な、公正な
proficiency 技能、能力
illiterate 非識字の、読み書きができない
compulsory 必須の、義務の
enrolment 入学、就学
literacy 識字、読み書きの能力
remote 遠い、遠隔の

[Page 21]

considerable かなりの、相当の
participation 参加
adolescent 青年、若者

[Page 22]

inequality 不平等、不公平、不均衡
foster 育成する、促進する
tolerance 寛容、包容力
differ 異なる
martial arts 武道、格闘技
citizenship 市民権、市民意識

[Page 23]

statistics 統計
out-of-school 通学していない
attend 出席する
deprive ~ of ... ~から...を奪う
motivation 動機、やる気
stationery 文具
household 家計
income 所得、収入
attitude 態度、姿勢、考え方

[Page 24]

decline 減る、減少する
invest 投資する

Unit 4

[Page 26]

gender ジェンダー、社会的・文化的観点から見た性差
equality 平等、等しいこと、同等 (のもの)
empower ~に力をつけさせる、~に能力を与える
unpaid 無給の、無報酬の
domestic 家庭の、家事的
neuter 中性の、無性の
decision-making 意思決定
unpaid work 無償労働、ただ働き
discrimination 不公平な扱い、差別
duty-free 無税 (の)、免税 (の)
migrant 移住者、移民、移住性の
refugee 難民

[Page 27]

ever-partnered これまでパートナーがいたことがある
underrepresented 過少に少なく・低く評価する
representation 代表 [代理] を務めること
parliament 国会、議会
literacy 読み書き能力
mandate 権限、任務

LDCs 後発開発途上国 (= the Least Developed Countries)
low-income 低所得の

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enormous 非常に大きな、巨大な
socio-economic 社会経済の、社会経済的な
drive up つり上げる、跳ね上がらせる
decent work 働きがよいのある人間らしい仕事
segregation 分離、隔離 (人種・宗教・性別などによって人々の居場所を別々に分けること)
wage gap 賃金格差
landmark agreement 画期的な合意
billionaire 億万長者
fetch 「物や人を」取り「連れ」に行ってくる、取って「連れて」くる
firewood まき
responsibility 責任、義務
conscious bias 自覚している偏見、意図的なバイアス
unconscious bias 無自覚の偏見、アンコンシャスバイアス

[Page 29]

Taliban タリバン (イスラム原理主義組織)
regime 政治「統治」体制
investment 投資
co-founded 共同で設立した
secret school 秘密の学校 (正式な制度がないなかで非公式に行われる教育)
boarding school 寄宿学校
evacuate 避難させる
relocate 移転させる
humanitarian 人道主義
activist 活動家

[Page 30]

devastating 破壊的な、衝撃的な
forbid 禁止する
Human Development Report 人間開発報告書

[Page 31]

gender bias 社会的・文化的性差による偏見、性差「ジェンダー」に関する先入観
prosperity 繁盛

Unit 5

[Page 32]

reduced 削減「縮小」された
recurring 繰り返し起きる
shortage 「～の」不足
human waste 人糞

irrigation かんがい
mitigate 和らげる、緩和する
open defecation 屋外での排便

[Page 33]

scarcity 不足
contaminated 汚染された
thoroughly 完全に
drought 干ばつ、渇水
consumption 消費、飲食、食物摂取

[Page 34]

human right 人権
fecally 糞便によって
supply 供給
hygiene practice 衛生習慣
flush toilet 水洗トイレ

[Page 35]

durable 耐久性のある
combat ～と闘う、～に対抗する
living standard 生活水準
predict ～を予測する
groundwater 地下水
adapt 順応「適応・変化」させる

[Page 36]

decent 適切な
end up … 結局「最後には」…になる
valuable 役立つ

Unit 6

[Page 38]

electricity 電気、電力
mostly 主に
obtain 取得する、入手する
total final energy consumption 最終エネルギー消費
source 源
affordable 手頃な価格、入手可能な
renewable 再生可能な
carbon dioxide 二酸化炭素
pollute ～を汚染する
alternative 代替手段「案」
replenish 補充する
emission 排出
hydroelectricity 水力電気
geothermal 地熱の
biomass バイオマス (代替エネルギーの供給源としての植物)

[Page 39]

clean energy クリーンエネルギー

coal 石炭

mustard gas マスタード・ガス (第1次大戦中に化学兵器として使われた。皮膚と粘膜をびらんさせ、致命的な呼吸困難を引き起こすことがある)

kerosene 灯油

approximately おおよそ

electricity-based calculation 電気料金に基づく計算

primary energy calculation 一次エネルギー計算

obstacle 障害 (物)、妨害 (物)、邪魔

[Page 40]

clean-cooking solutions クリーンな調理手段

greenhouse gas 温室効果ガス

livelihood 生活

device 機器

efficient 効率的な

fossil fuel 化石燃料

constantly 何度も

generate ～を作り出す

massive 大量の

turbine タービン

waterfall 滝

animal manure 動物のふん (の肥料)

sewage 下水、汚水

convert 転換する

[Page 41]

pellet stove ペレットストーブ

appliance 電化製品、設備

principle 動作 [作用] 原理

crush 打ち砕く

densify ～を圧縮する

timber 木材

sawdust おがくず

forestry residue 森林廃棄物

byproduct 副産物

dump 投げ捨てる

landfill 埋め立てごみ (処理地)、ごみ廃棄場

absorb 吸収する

carbon neutral カーボンニュートラル (植物由来の原料の場合、燃やして炭酸ガスを放出しても、その炭酸ガス中の炭素は元来植物が光合成によって大気中の炭酸ガスから取り込んだものなので、大気中の炭酸ガス濃度は常に一定に保たれる。このような炭素循環の考え方をカーボンニュートラルという)

combustion 燃焼

exhaust 使い果たす

decompose 腐敗 [腐食] させる、分解する

toxic 有毒な

ignition 点火、着火

power modulation 電力変調

install 設置する

[Page 42]

reliable 信頼 [信用] できる

feed-in tariff 固定価格買取制度 (自然エネルギーの普及などのため、買取価格を法律で定め、助成する制度)

LNG 液化天然ガス (= Liquefied Natural Gas)

power generation 発電

respectively それぞれ、各々

scale back 規模を縮小する

expansion 拡大

Unit 7

[Page 44]

inclusive 包括的な

child labor 児童労働

significant 重要な

earnings 報酬、賃金

opportunity 良い機会、好機

vocational 職業の、職業教育の

engage in ... …に従事する、…に携わる

[Page 46]

rooted 根付いた、根のある

label ～ as ... ～に…という表示を付ける、～を…に分類する、～に…というレッテルを貼る

forced labor 強制労働

hazardous 有害な、危険な

endanger ～を危険にさらす、危うくする

[Page 47]

pesticide 殺虫剤

scale 規模

victim 被害者

human trafficking 人身売買

monitor 監視する、観察する

convey 伝える

mobilize 動員する

enroll 登録する、入学させる

Unit 8

[Page 50]

innovation 革新、刷新

infrastructure 社会基盤、インフラ

resilient 強靱な、回復力のある

industrialization 産業化、工業化

manufacture 製造業

material 材料、素材

investment 投資
profit 利益
microcredit マイクロクレジット (貧困層の人々を対象とした
少額融資)
exploit 搾取する
unfairly 不公平に

【Page 51】

manufacturing value added (MVA) 製造業付加価値
(製品を製造し販売した際の売上高から原材料等の購入費
を引いたもの)

per capita 〈ラテン語〉《統計》一人当たりの
challenge 困難な問題、難問
lines of credit 融資限度、最大貸付金額
dispatching 派遣
in contrast 対照的に
handicrafts 工芸(品)、手芸(品)
heavy metal 重金属
mining 採鉱、鉱業
public transportation 公共交通

【Page 52】

deforestation 森林伐採、森林破壊
instability 不安定(さ)
resident 住人、居住者
disparity 格差
scarce 乏しい、欠乏した
can't afford to ... …する(金銭的)余裕がない

【Page 53】

interest 利子、利息
collateral 担保
repay 払い戻す、返済する
implement 実行する、実施する
attain 得る、達成する
criteria 標準、基準(単数形は criterion)

【Page 54】

impose 課す、負わせる

【Page 55】

nominal 名目の
hypothesis 仮説
diffusion 普及、拡散
correlate 相互に関係がある、相関する

Unit 9

【Page 56】

Housing Affordability 住居の買いやすさ・借りやすさ
urbanization 都市化

slum 貧民街、スラム
unwanted 求められていない、不必要な
disposal 廃棄、処理
vehicle 乗り物
vulnerable 弱い、脆弱な
potential 潜在的な、ありうる
exacerbate 悪化させる
jeopardize 危険にさらす
hand-to-mouth その日暮らしの、一時しのぎの

【Page 57】

breathe 呼吸する
public transport 公共交通機関(バス・電車など)

【Page 58】

Voluntary Local Review (VRL) 自発的自治体レ
ビュー
High-Level Political Forum (HLPF) ハイレベル政
治フォーラム
Voluntary National Review (VNR) 自発的國家レ
ビュー
heavy industry 重工業
SDGs Future City SDGs 未来都市

【Page 59】

coral reef サンゴ礁
overflow あふれる
color-coded 色分けされた

【Page 60】

neglect 怠る、疎かにする、無視する
fertilizer 肥料
informal 非公式の
outpace ～を上回る、追い越す
municipal 自治体の
waste management ごみ管理(ごみ処理の仕組み)

Unit 10

【Page 62】

energy efficient エネルギー[資源]効率の良い
litter ごみ
biodegradable 生(物)分解可能な
decay 腐る
ecological footprint エコロジカル・フットプリント(人間
が生きていくために使用している自然環境[農地・牧場・漁
獲海域・森林などの生態系リソース]の総面積)
CO₂ emission CO₂[二酸化炭素]排出量
livestock 家畜

[Page 63]

lightbulb 電球
wheat 小麦
multiply ～を拡大させる
cut down 削減する、減らす

[Page 64]

consume 消費する
profound 深刻な
marine life 海洋生物
washed-up 疲れ切った
pollution 汚染
for generations 何世代にもわたり [わたって]

[Page 65]

rely on ... …を頼り [当て] にする
along with ... …と併せて
purify ～を浄化する
protein タンパク質

[Page 66]

rubbish ごみ、廃棄物
refer to ... …に言及する
electronic 電子的な
utility 有用性
redundancy 余剰性
breakage 破損

Unit 11

[Page 68]

urgent 緊急の、差し迫った
mean temperature 平均温度 [気温]
pre-industrial level 産業革命前 [以前] の
sea level 海水面、海水位
drought 干ばつ、渇水
extinction (動植物の種族の) 絶滅
trap (気体・水など) を閉じ込める
emit 放つ、放射する
melt 溶ける、融解する
flooding 洪水、氾濫
deplete 使い果たす [尽くす]

[Page 69]

sector セクター
pre-industrial level 産業革命以前のレベル
intensify 強める
wildfire 山火事

[Page 70]

driver 原動力、けん引役

escape 逃げる

solid waste 固形廃棄物

methane メタン

burp げっぷ

decay 腐敗、分解

nitrous oxide 亜酸化窒素

manure (有機質) 肥料、肥やし

residue 残留物

chlorofluorocarbon フロンガス

ice sheet (北極・南極を覆う) 氷床

erosion 浸食

proliferate 急増する

crop 作物、農作物

[Page 71]

divestment (子会社や株などの) 売却、処分
stock 株、株式
bond 保証証券
fund 国債、公債
institution 機関
pension fund 年金基金
investment capital 投下 [投資] 資本
implication 意味あい
take action 行動を取る [起こす]
trillion 1 兆
withdraw 引き落とす
drastically 大幅に
exhaust 排気

[Page 72]

progression 進行状況
long-term 長期間にわたる
observe 観察
stagger 驚くべき
aviation 航空

Unit 12

[Page 74]

conserve 保存する、保護する、保全する
restore ～を元の状態に戻す、～を修復 [復元・復旧] する
terrestrial 地球の、陸地の
ecosystem 生態系
desertification 砂漠化
degradation 低下、劣化、悪化
biodiversity 生物の種が多様であること、種 [生態系] の多様性、生物学的多様性、生物の多種多様性
fish stock 魚種資源
overfish 魚を乱獲する
be equivalent to 同じ、同等の、同意義の
habitat 生息環境、生息地、生息場所、居住環境、居住地

[Page 75]

global warming 地球温暖化
tropical rainforest 熱帯雨林

[Page 76]

surface 表面、面
oxygen 酸素
regulate 調整する、調節する
atmosphere 大気
freshwater 真水
species 種

[Page 77]

nutritious 栄養になる、滋養の多い
threaten ~の[する] 恐れがある、~の兆候を示す
impair 悪くする、損なう、害する、減じる、弱める
illegal 違法の
unreported 報告されていない
unregulated 規制[規定・統制・管理・制限・調節・調整]
されていない、無秩序な

[Page 78]

wildlife 野生動物
eliminate 除外する
spoil 台無しになる、だめになる、腐る、役に立たなくなる
intake 摂取量

Unit 13

[Page 80]

accountable 責任がある、責任を持つ
at all levels あらゆる水準[レベル]で
detect 見つける、検知する
trafficking 不法な取引、密売
defender 擁護者
trade unionist 労働組合員、労働組合主義者
persecution 迫害
homicide 殺人
refugee 難民、避難民
exploitation 搾取
abduct 誘拐する

[Page 81]

flee 逃げる、逃れる

[Page 82]

civil war 内戦
shelter 住居
national human rights institution (NHRI) 国内
人権機関(政府から独立した、人権の促進・擁護を目的とし
て各国に設置される機関)

the Paris Principles パリ原則(1993年に国連総会で決
議された「国内人権機関の地位に関する原則」の通称。各
国に国内人権機関(NHRI)の設置を求めている)

resolve 決議する

assembly 集会、総会

[Page 83]

recruit 募集する、(新兵を)集める
armed 武装した
servant 使用人、召し使い
resistance 抵抗
Lord's Resistance Army (LRA) 神の抵抗軍(ウガン
ダおよびその周辺で活動する反政府組織)
brainwash 洗脳する
acceptance 受容、受け入れ
psychotherapy 精神療法、心理療法
trauma 精神的外傷、トラウマ

[Page 84]

kidnap 誘拐する
extremist 過激主義者
awful 恐ろしい、ひどい
exceed 超える、超過する
forcibly 強制的に
displace 立ち退かせる、退去させる

[Page 85]

geographical 地理的な

Unit 14

[Page 86]

implementation 遂行、実施
revitalize ~を復興させる、再生する
digital divide 情報(技術)格差(によって生じる経済格差)
remittance 送金
private sector 民間部門[企業]
net 正味の、最終的な
ODA 政府開発援助(= Official Development
Assistance)
public-private partnership (PPP) 官民[公共と民間]
のパートナーシップ

[Page 87]

multilateral aid 多国間援助
South-South cooperation 南南協力(開発途上国によ
る別の開発途上国への支援)
hemisphere 半球

[Page 88]

commitment 公約、献身、約束、深い関与

coherent 理路整然と〔首尾一貫〕していてわかりやすい
critical 重要な、重大な
accountability 説明責任〔義務〕
devise 考案〔立案〕する
initiative 新たな取り組み、イニシアティブ
launch 始める
general assembly 総会、全体会、国連総会

【Page 89】

public sector 公共サービスや政策を担う主体（政府や自治体など）
private sector 企業や民間組織
civil society 市民社会（NGO、NPO、市民団体など、政府や企業以外の社会的主体）
sustainability 持続可能性（環境・社会・経済のバランスを保ちながら将来世代にも配慮する考え方）
ESG 環境・社会・ガバナンス
circular economy 循環型経済
stakeholders 企業活動に影響を受ける、または影響を与える人々や組織（顧客、従業員、投資家、地域社会など）
governance ガバナンス（組織を適切に運営・管理する仕組みや意思決定のあり方）

【Page 90】

proactively 前向きに、積極的に
physician 医師
necessarily （否定形で）必ずしも～でない
firm 確固たる
philosophy 哲学
perspective 視点
offline オフラインで

SAMPLE

くり る えい ご かんが えすでいーじーず
CLIL 英語で考えるSDGs
—じ ぞく か のう かいはずもくひょう かい ていばん
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SDGs

Sustainable Development Goals

SANSHUSHA

SAMPLE

Unit
1

現在形 present simple

現在形は、「習慣的に昨日も今日も明日も繰り返し行われること」と「事実」に関して使われます。頻度を表す副詞とともに扱われる場合は、ふつう副詞＋一般動詞、be 動詞＋副詞の語順となります。

①習慣的に繰り返し行われること（例えば、学校へ行く、歯を磨くなど）

例 A lot of people still **live** on less than US\$3.0 a day.

一日 3 ドル以下で生活している人がいるという状態を表す。

②事実（例えば、太陽は東から昇る、水は 100 度で沸騰するなど）

例 Half of all people living in poverty **are** usually under 18.

貧しい国で暮らしている人の半分の 18 歳以下だという事実を表す。

【問題を解いてみよう！】 次の単語を並べ替えなさい。

1) people / health care / have / to / poor / adequate / usually / do not / access

2) a food bank / in / never / 80% / food / of people / poverty / access

3) agriculture / several / all over / small-scale / faces / problems / the world

4) drought / food / associated / serious / shortage / with / often / is

5) generations / poor families / poor / remain / for / three or more

Unit 2

接続詞 conjunctions

and, but, or などの等位接続詞は、対等な関係にある語と語、句と句、節と節を結びつけます。また、特にライティングでは、文のはじめに and, but, so を使用することは避け、代わりに transition words (転換語) などを使いましょう。

①対等な関係

例 It is important **not only** to be vaccinated, **but also** to follow good hygiene practice.

②転換語の例

and: also, in addition
but: however, on the other hand
so: therefore, as a result

例 Handwashing is effective to prevent infectious diseases. **However**, the rate of handwashing is low in many countries.

【問題を解いてみよう！】適切な接続詞を用いて、次の2つの文をつなげなさい。

1) Mortality rates have been reduced. Life expectancy continues to increase globally.

2) It is crucial to reduce maternal mortality. It is crucial to reduce stillbirths.

3) Funding for malaria had been increasing since 2000. It has recently decreased.

4) Air pollution increases the risk of disease. It leads to millions of deaths every year.

5) Half of the world's population suffers from financial hardship. They are still without access to essential health services.



現在進行形 present progressive

現在進行形は「現在進行中の動作や継続」、「確実な未来」そして「状況や物事の変化」といった意味を表すときに使います。また、進行形でふつう使用しない動詞 (want, like, belong, know, suppose, remember, forget, understand, need, realize, mean, forget, believe など) に注意しましょう。

①現在進行中の動作や出来事、動作の反復、一定の期間内の習慣などを表します。

例 I **am studying** about the SDGs at the moment.

今を含めた一定期間内（最近）に SDGs を勉強していることを表す。

②確定された未来や予定に向かって進んでいることを表します。

例 I **am donating** the money to the poor schools **this weekend**.

確定された未来（今週末）に、貧しい学校にお金を寄付する予定であることを表す。

③状況や物事の変化を表す表現として使われます。

例 The population of the world **is rising** very fast.

世界人口の増加現象を示しているということを表す。

【問題を解いてみよう！】単語を利用し、今現在起きていることを表すように文を作りなさい。

1) government programs / improve / the situation / for the poor children

2) Latin American communities / bridge / the skills gap

3) the city / promote / quality education

4) African children / face / a future of unemployment / and poverty

5) girls / suffer from / discrimination / based on their gender

過去形・過去進行形

past simple and past progressive

動詞の過去形は、過去に完結した行為や、過去の習慣的出来事を表します。過去のある特定の時に進行していた動作や継続していた状態を表すときには、過去進行形 (was/were と動詞の -ing 形) を使います。

- ❶過去の出来事の最中に別の出来事が起きていた場合、過去進行形が when 節や while 節とともに使われます。

例 While most of the girls in developed countries **were enjoying** school life, many girls in other countries still **had** to work.

- ❷過去の出来事が同時に進行していない場合は、過去形を使いましょう。

例 After their husbands **came** back home, most women in developing countries **prepared** a meal.

= Their husbands **came** back home, and then most women in developing countries **prepared** a meal.

【問題を解いてみよう!】与えられた動詞を適切な形にして文を完成させなさい。

- 1) The world is a better place for women today than it () in the past.
be
- 2) Globally, around 640 million of women alive today () married before their 18th birthday.
be
- 3) At a time when Sara was promoted to a managerial position, Kinbari, a girl living in a developing country, () to get married before her 18th birthday.
prepare
- 4) Females who () child marriage mostly didn't have formal employment irrespective of their school status.
experience
- 5) While women () around 40 percent of world employment, less than 30 percent of managerial positions in the world were occupied by women.
represent



助動詞 auxiliary verbs

助動詞は、話し手の気持ちや態度を表し、自分（話し手）の意見や考えを伝えるとき、文の主語の意志・能力・義務を表すときに使います。助動詞の後では動詞は原形です。

① 自分（話し手）の考えや気持ちを伝える表現

should : 何かよい考えや解決策を提案するとき

例 You **should** not waste water in your daily life.

日常生活で水を無駄使いすべきでないという話し手の考えを示す。

could : 可能な解決策を提案するとき

例 You **could** use waste to create art.

ゴミでアート作品を作ることができるかもしれないという話し手の考えを示す。

② 文の主語の意志、能力、義務を表すとき

例 Some **can** play with water, but others **have to** drink dirty water.

水で遊ぶことができる人がいるが、汚れた水を飲まなければならない人もいるという話し手の考えを表す。

【問題を解いてみよう！】空欄に適切な助動詞を入れて文を完成させなさい。

- 1) Wasted water () be seen as a sustainable source of water rather than as a burden.
- 2) Drinking water () be affordable, which means that payment for services should not prevent access to clean water.
- 3) By 2030, 700 million people () be displaced by intense water scarcity.
- 4) Around 350 million people still () practice open defecation.
- 5) 7.3 billion people () access basic drinking water, but around 750 million people cannot.

Unit
6

形容詞・副詞 adjectives and adverbs

形容詞は、名詞を修飾し、補語としても働きます。副詞は、副詞、動詞、形容詞を修飾します。

❶形容詞 (-able, -ful, -ant, -al, -ive, -tic など) は名詞を修飾します。

例 extremely important fuel

❷形容詞は、補語の働きもします。

例 Sustainable energy is important.

❸副詞 (-ly) は、副詞、形容詞、動詞を修飾します。

例 High-level Political Forum on Sustainable Development meets annually.

We have recently received investment and support from the government.

【問題を解いてみよう!】適切な語を選びなさい。

- 1) Fossil fuel is creating (drastic / drastically) changes to our climate.
- 2) By investing in solar energy, you can (ultimately / ultimate) save money.
- 3) Let's find ways to use energy (effectively / effective / effectivity) in buildings.
- 4) 3 billion people rely on polluting and (unhealthiness / unhealthy) fuels for cooking.
- 5) Energy is central to (nearly / near / neared) every major challenge the world faces today.
- 6) The use of renewable (electric / electrical / electricity) is increasing in the world.
- 7) Greenhouse gases have a (harm / harmful / harmfully) impact on people's well-being.

Unit
7

分詞 participles

分詞は、形容詞と同じように、名詞を修飾したり、述語として使用されたりします。完了や受身の意味では、過去分詞（動詞の -ed 形）を使い、未完了や進行の意味では、現在分詞（動詞の -ing 形）を使います。

①名詞の修飾語句として

・過去分詞

【例】 **developed** countries（先進国）

・現在分詞

【例】 **developing** countries（開発途上国）

② be 動詞の後に述語として

【例】 There is no clear agreement on which country **is developed** or which country is **developing**.

【問題を解いてみよう！】与えられた語句を用いて、文を完成させなさい。

【employed / unemployed / educated / **increasing** / living / developed / developing / continued】

- 1) The number of () people is rapidly increasing every year.
- 2) () people **have** more employment opportunities.
- 3) A(n) () number of young people are neither participating in education and training nor employed.
- 4) The number of workers () in extreme poverty has declined dramatically.
- 5) Many () countries are looking for ways to ensure () growth.
- 6) Women in () countries are more often () in lower-wage and low skilled jobs than men.

Unit
8

主語と動詞の一致 subject-verb agreement

主語が単数か複数かによって、動詞の形態が変わってきます。主語が単数なら動詞も単数の形に、主語が複数なら動詞も複数の形になります。また、主語と動詞は、人称や時制を一致させる原則があります。

❶ government, staff, family, team, committeeなどの集合名詞は、複数扱いとなります。

例 More than 2 billion **people** still **do** not have access to the Internet.

*people は、それを組織している個々の人を表すため複数形。

❷ 主語に every, each, either, neither が含まれると単数扱いとなります。

例 **Each** of us **has** the power to confront the issues of SDGs.

❸ someone, somebody, something, anyone, anybody, anything, everything, every one, nobody, no one, nothing は、単数扱いとなります。

例 **Nobody wants** to feel left out.

【問題を解いてみよう！】適切な動詞を選びなさい。

- 1) Everyone (want / wants) **to** help their family, their community, their country.
- 2) People (need / needs) **access to the** Internet.
- 3) There (is / are) **someone** somewhere moving the SDGs forward.
- 4) Children (is / are) **by nature** more vulnerable than adults.
- 5) Each of the goals (is / are) connected to each other.

Unit

9

関係代名詞

relative pronouns

関係詞代名詞は、形容詞のように名詞を修飾し、補足説明するはたらきをします。何を修飾するのかによって、関係代名詞の形が変わります。

❶人を修飾するときは、その後に、関係代名詞 **who (that)** を使います。

people と関係詞節内の動詞 live に数の一致があることに注意しましょう。

例 People **who** live in cities are breathing polluted air.

〔都市に住んでいる〕人々は汚染された空気を吸っているということを表す。

❷人ではないものを修飾するときは、その後に、関係代名詞 **which (that)** を使います。

ここでも air と関係詞節内の be 動詞に数の一致があることに注意しましょう

例 Urban residents are breathing air **which** is polluted.

都市住民は〔汚染された〕空気を吸っているということを表す。

【問題を解いてみよう!】

次のチャート内の語句と関係詞節を使って、**事実を表す文**を完成させなさい。

people	live in urban areas	often have limited access to soap and clean water
half of people	live in slums	are exposed to air pollution
		have convenient access to public transport
		lack access to basic services and housing

1)

2)

3)

4)

Unit
10

関係副詞 relative adverbs

関係副詞は、前の名詞（先行詞）の場所（where）、時（when）、理由（why）について説明を加える際に使用します。前置詞＋関係代名詞についても確認しましょう。

① Landfills where garbage is buried under the soil will be full soon.

← Landfills will be full soon + garbage is buried under the soil in the landfills

landfill を説明している後ろの文と前の文を、where でくっつけています。また、後ろの文で、landfill が副詞として働いている（前置詞が必要）。

= Landfills in which garbage is buried... とも言える。

② The time when all the SDGs targets are accomplished will come.

← The time will come + all the SDGs targets are accomplished at the time.

= The time at which all the SDGs targets will be ... とも言える。

③ We need to find the reason why humans consume too many resources.

*why は reason が先行詞の時のみに使われるため省略されることもある。

【問題を解いてみよう！】 次の二つの文を一文に書き換えなさい。

1) Do you know the reason? We need to reduce our ecological footprint for this reason.

2) It is the time. We shift towards a more resource efficient economy at the time.

3) The food is provided to some people at the food bank. The food bank is the place.

4) There are some cases. Doubting common sense will lead you to find the best idea for SDGs in some cases.

Unit 11

動名詞・不定詞 gerunds and infinitives

動名詞 (-ing) と不定詞 (to) は、名詞の働きをします。動詞によって、動名詞のみ、不定詞のみ、または、その両方を取るか異なります。

❶ 動名詞のみを取る動詞は、現在または過去の経験・行為への指向があります。

admit, consider, suggest, avoid, involve, deny, give up, keep, go on など

例 It is important to **keep talking** about climate change.

❷ 不定詞のみを取る動詞は、未来 (これからのこと) への指向があります。

want, agree, offer, decide, hope, promise, expect, **learn**, tend, seem など

例 We **want to learn** about climate change and its effects.

❸ 動名詞と不定詞のどちらでも構わない動詞があります。

like, love, start, prefer, hate, begin, continue など

例 Do you **like to use / using** public transportation?

❹ 動名詞・不定詞の両方を取る動詞で、それぞれ意味が異なる場合があります。

stop, remember, need, try など

例 We **need to understand** climate change.

理解する必要がある

例 Climate change **needs understanding**.

理解される必要がある

【問題を解いてみよう！】与えられた動詞を動名詞か不定詞にして、空欄に補いなさい。

1) It's clear that we should avoid () fossil fuels as much as possible.

use

2) My university decided () renewable energy technologies. **install**

3) Some countries have stopped () new nuclear power plants.

introduce

4) As the planet warms, scientists expect () big ecological changes in the Arctic. **see**

5) Twelve out of the 17 SDGs involve () action on climate change.

take

Unit 12

比較 comparatives

-er/more を用いた形容詞や副詞の形は、単に物事を比較するときだけでなく、物事の変化や量の増減を表すときにも使用されます。名詞に more をつけるときは、可算名詞では複数形 (more) animals に、不可算名詞はそのまま単数形 (more) fish にします。

①形容詞の比較級

例 The ocean is **larger** than the entire land area on the earth.

②副詞の比較級

例 Biodiversity is declining **faster** than at any other time in human history.

③名詞の比較級

例 **More animals** are being pushed out of their natural habitats.

The world now farms **more fish** than it catches.

【問題を解いてみよう!】与えられた形容詞や名詞を適切な形に直して、空欄に補い文を完成させなさい。

- 1) Wild fish stocks are declining () than we thought. **fast**
- 2) The Amazon forest regrows **much** () than first thought. **slow**
- 3) We're losing more () than we're planting. **tree**
- 4) The oceans will have () than fish. **plastic**
- 5) The problem of plastic in the ocean is () than we thought. **bad**
- 6) In forest management, sustainability means not to cut down () than will grow back. **wood**

Unit
13

冠詞 articles

基本的に名詞には冠詞 (a/an, the) が付きます。初めて話題に上る単数形の可算名詞には不定冠詞 a/an(特定できない中の一つ) が付き、すでに話し手・聞き手双方に認識されている名詞には定冠詞 the (すでにわかっているもの、特定のもの、場所など) が付きます。日本語にはない文法なので確認しましょう。

【例】 There is **an** interesting SNS campaign. **The** campaign is about preventing violent extremism.

初めて話題に上がる campaign には不定冠詞 (a/an) が付き、「ある campaign」となり、もうすでに話題に上がっている次の campaign には定冠詞 (the) が付き、「その campaign」となっている。

【問題を解いてみよう!】 適切な冠詞を選びなさい。

- 1) Armed violence has (a / the) destructive impact on a country's development.
- 2) In some countries, (a / the) child's legal proof of identity is missing. Without (a / the) legal proof, many children can't get routine vaccines and other healthcare services.
- 3) Human trafficking is (a / the) crime that forcefully exploits women, men, and children. (A / The) victims of crime are mainly women and girls.
- 4) Every week, (an / the) average of nine people were murdered. (An / The) average is increasing every year.
- 5) There has been (an / the) overall increase in (a / the) detection of victims of trafficking, which could reflect either (a / the) positive or negative development.
- 6) There is (an / the) armed group called LRA. (A / The) boy called "Charles" was abducted by (a / the) group ten years ago.

Unit
14

直接話法・間接話法
direct and reported speech

直接話法の形で、誰かの発言をそのまま引用するときには、quotation marks（引用符）“ ”を用います（主に英国では single quotation marks ‘ ’ が用いられます）。間接話法は、内容を伝えます。引用符を使うときは、カンマ (,) や疑問符 (?) の位置に注意しましょう。

① 間接話法から直接話法への転換

- 例 He said (that) we needed strong collaboration with government, corporations, communities, academia and other organizations.
- He said, “We need strong collaboration with ... and other organization.”
 - “We need strong collaboration with ... and other organization,” he said.

② 間接話法（間接疑問文）から直接話法への転換

- 例 The mayor asked if there were any questions.
- The mayor asked, “Are there any questions?”
 - “Are there any questions?” the mayor asked.

【問題を解いてみよう！】 間接話法は直接話法の文に、直接話法は間接話法の文に書き換えなさい。

- 1) “These new partnerships could lead to a fantastic increase in the well-being of people,” he added.
-

- 2) He asked whether the SDGs had been included in the mayor’s plan.
-

- 3) She said the government alone was unable to solve these challenges.
-

- 4) The United Nations Secretary said, “We are facing a global health crisis in the 80-year history of the United Nations.”
-

SAMPLE

SAMPLE

SAMPLE

SAMPLE