

# Living as Global Citizens

An Introduction to the Sustainable Development Goals

地球市民として生きる：英語で学ぶSDGs実践入門

Kazuya Oseki Kevin M. McManus



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by  
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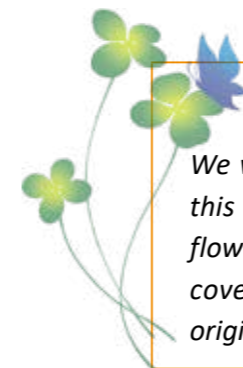
## A Message to Learners

This unique textbook has been designed not only to improve your English language ability but also to enable you to begin the journey toward becoming a global citizen.

The concept of global citizenship is based upon the idea that every single one of us is a member of the global community, and that we all have the power—collectively and individually—to make the world a better place. This textbook will introduce you to the Sustainable Development Goals, which were established by the United Nations General Assembly in response to the most serious problems facing the world today. You will learn about the practical things you can do to help solve these problems as the textbook guides you through a process of *making connections*, *recognizing differences*, and *looking to the future*. It's an exciting journey, and one that will ask you to reflect upon and develop your own values as you go. You might even think of it as two distinct life changing journeys: one an "outer journey" to learn more about our complex world, and the other an "inner journey" to learn more about yourself.

Our hope is that, in years to come, you will be able to look back upon this textbook and remember it as your first step toward becoming a global citizen and creating a more sustainable, better world.

Kazuya and Kevin



### **Special Thanks**

*We would like to thank the two wonderful students who contributed greatly to this textbook: Ms. Satsuki Yamagata, who created the beautiful hand-drawn flower images throughout the book as well as the scene depicted on the inner cover, and Ms. Ayano Uchiyama, who added color to each chapter with her original graphs and illustrations.*

## About this textbook

This textbook will help you improve your English skills in an interesting and engaging way while also gaining a better understanding of global issues. Each of its fourteen chapters consists of the following components:

### Introduction

Every chapter begins with a large color picture and a pair of thought-provoking questions relating to the chapter's theme as explored in the main reading passage.

**Chapter 1**  
**Global Perspectives**



**Introduction**

1. Have you ever heard of "SDGs"? What do you think the three initials stand for?
2. SDGs are a set of seventeen goals which, if achieved, will make the world a better place. If you could change anything to make the world a better place, what would you change? Why?



**Vocabulary List**

Match the words with the definitions below. Look up the definition and review the synonyms.

No.	Word	Definition	Definition in my language	Synonyms
1	universal (adj.)	d	世界の中心、万人の	global, broad
2	diverse (adj.)			differing, not alike
3	represent (v)			equal, mean
4	perspective (n.)			opinion, viewpoint
5	characteristic (n.)			personality, style
6	interconnected (adj.)			linked, similar
7	passive (adj.)			quiet, uninvolved
8	solution (n.)			result, answer
9	discrimination (n.)			hate, unfairness
10	alternative (adj.)			different, [and] other

Key: a = read, v = verb, adj = adjective, and = and/or

**Definitions**

- a. the position from which you think about something or view something
- b. discussing a choice, plan, or method that differs from that previously decided upon
- c. the answer to a question or problem
- d. relating to everyone in the world or to everyone in a particular group
- e. not acting to change a situation; allowing others to be in control
- f. including many different types; varied
- g. a feature that makes one person or thing different from others
- h. treating a particular type of person or group of people differently, often in a worse way
- i. having different parts connected to or relating to each other
- j. to be the equivalent of something or to symbolize something

**Key words for understanding the SDGs:**

- Sustainability = "the quality of being able to be maintained over time"
- Development = "improvement toward a better society in which everyone can use their abilities and live happily"

### Vocabulary List

Students acquire new vocabulary through a word-definition matching activity. Each new vocabulary item is presented alongside synonyms using words that students will likely already know.

### Reading Preview

The matching activity at the beginning of every reading passage encourages students to preview the passage by scanning the text for keywords and concepts represented by the pictures.

**Beginning the Journey**

**Reading Preview**

Scan the Reading Passage and choose the paragraph number (1-5) that matches the pictures below.





(A) Paragraph No. \_\_\_\_\_ (B) Paragraph No. \_\_\_\_\_ (C) Paragraph No. \_\_\_\_\_




(D) Paragraph No. \_\_\_\_\_ (E) Paragraph No. \_\_\_\_\_

**Reading Passage**

**Common Goals for Our Future**

[1] The Sustainable Development Goals (SDGs) are a set of **universal** goals to make a better world. All of the member states at the 2015 United Nations General Assembly agreed upon them. The SDGs clarified the global challenges that both developed and developing countries need to tackle in three areas: the environment, society, and the economy. Importantly, these goals were not simply created by government organizations, but by a **diverse** range of groups including companies, NGOs, minorities, and young people. The SDGs **represent** everyone and are based on the collective voices of people from around the world.

[2] The SDGs aim to change our future and reflect a vision of our world in 2030. They are made up of seventeen goals and 169 targets for achieving them. Each goal focuses on a different important issue such as climate change or poverty. It may seem impossible to tackle so many different problems on such a large scale. However, if we view the SDGs from "global perspective," we can see that they all share certain **characteristics**. Let's take a look at three key perspectives and how they relate to the SDGs.

[3] The first perspective is making connections. All of the goals outlined in the SDGs are **interconnected** with each other. This means that rather than trying to tackle all seventeen goals at the same time, we can start with one and use it as a **gateway** for dealing with other issues. The problems facing our world are very complex, so, first, we need to understand how they are related to each other on a global scale. We also need to be aware of how they connect

**Check Your Understanding**

with our daily lives. In other words, in order to solve the world's problems, we cannot think of ourselves as **passive** outsiders. Instead, we should take daily steps toward a **solution**.

[4] The second perspective is recognizing differences. The SDGs aim for a world without **discrimination** in which "no one is left behind." They take a holistic approach in which everyone from you and me to different vulnerable groups, animals, and even the environment is included. To achieve this, we should try to accept diversity and recognize that there is more than one perspective on any single issue. There is no single "right answer" to any of the problems identified by the SDGs. Different possible answers will be created as we tackle the world's biggest problems together.

[5] The final perspective is looking to the future. According to the SDGs, just learning about the issues is not enough. To change the world, we need to reflect on our own individual lifestyles and values. The problems we are facing are difficult to overcome, so people from different backgrounds must come together to work toward their common goals. The future is not set in stone. There are many possible **alternative** futures depending on the actions we take today. Even if we choose to do nothing, it will still affect our common future.

### Check Your Understanding

Reading passages are followed by four comprehension questions. Two of these questions are open-ended and check the students' comprehension of general concepts. The remaining two questions check specific details from the passage.

**Check Your Understanding**

Answer the following questions about the Reading Passage.

1. What are the three global perspectives that are shared by all of the SDGs?
2. Why isn't our future "set in stone"?
3. According to the passage, which of the following statements is NOT true about the SDGs?
  - a. The SDGs are a set of universal goals agreed upon by both developing and developed countries.
  - b. The SDGs are all interconnected with each other.
  - c. The SDGs contain seventeen goals and 169 targets based on a vision of how the world might appear in 2030.
  - d. The SDGs were mostly created by government organizations.
4. What does taking a "holistic approach" mean for solving the world's problems?
  - a. It means that there is only one perspective for each issue.
  - b. It means that we should consider everyone, including animals and the environment.
  - c. It means that we should try to tackle all seventeen goals at the same time.
  - d. It means that we should become passive outsiders in order to find new solutions.

**Vocabulary Review**

Fill in the blanks with the words from the box below. Change the form of the words if necessary.

universal	diverse	represent	perspective	characteristic
interconnected	passive	solution	discrimination	alternative

1. One aim of the SDGs is for a world without \_\_\_\_\_ where everyone is treated equally.
2. To many people, cherry blossom trees \_\_\_\_\_ the beauty of Japan.
3. Communicative ability is one of the most important \_\_\_\_\_ that companies look for in new employees.
4. Hitomi's study abroad experience in India has given her a unique \_\_\_\_\_ on Indian culture.
5. The bridge was closed this morning, so Bill had to use an \_\_\_\_\_ route to get to work.
6. Music is thought of as a \_\_\_\_\_ language because everyone can appreciate it.
7. We can't be \_\_\_\_\_ in our action against climate change. All of us need to actively take steps to overcome it.

**Listening Comprehension**

Listen to two students having a conversation on the train. Use the words in the box below to complete the summary of the conversation.

While on her way to school, Sally sees a 1. \_\_\_\_\_ about SDGs in the train. She recently learned about SDGs in her 2. \_\_\_\_\_ class, so she tells James about them. Sally explains that they include broad goals such as making 3. \_\_\_\_\_ available to everyone and promoting equality. Importantly, they encourage people to make 4. \_\_\_\_\_ in their daily lives. Sally refers to coffee shops that no longer use 5. \_\_\_\_\_ as an example. They decide to 6. \_\_\_\_\_ some of the other goals before class.

Global Studies	large changes	clean water
plastic cups	poster	plastic straws
small changes	look up	Environmental Studies

### Reading Passage

Reading passages are accessibly written, include interesting and surprising facts, and colorfully highlight target vocabulary. Each passage applies the following five-paragraph structure:

- Paragraph 1: Introduction
- Paragraphs 2 and 3: Discussion of a global issue
- Paragraph 4: Discussion of how the issue relates to Japan
- Paragraph 5: Suggestions regarding everyday actions to help solve the issue

### Vocabulary Review

Rather than follow the vocabulary list, this sentence-matching exercise comes *after* the reading and comprehension activities. This is to encourage spaced repetition of the new vocabulary items, thus facilitating acquisition.

### Listening Comprehension

Each chapter includes a short conversation between two speakers followed by comprehension questions. The conversations refer to real-life actions that may be taken in order to relieve the problems explained in the reading passage.

## SDG Highlight

This section highlights a Sustainable Development Goal relating to the contents of the reading section and the listening section.

### Making Connections / Recognizing Differences / Looking to the Future

This section facilitates the development of global perspectives by requiring students to reflect upon the current chapter and express what they learned. The questions are designed to encourage relational thinking and provide the basic framework for oral interaction with classmates.

### Action

This section encourages students to proactively take steps to help solve the problems under discussion by further deepening their understanding and by making changes in their daily lives.

### SDGs Quick Quiz

This section consists of interesting “quiz-style” questions relating to the highlighted SDG. Students are encouraged to take a guess based on their existing knowledge rather than looking up the answer online.

**Sustainable Development Goals**  
In this section of each chapter, you will be introduced to SDGs relating to the chapter's content. In addition, this section will ask you to make connections, recognize differences, and look into the future from global perspectives.

**Making Connections**  
The pictures below show some global issues. How do they make the world unsustainable? Choose one and write a few sentences to explain your thoughts. Then discuss them with a partner.

Global Warming    Nuclear Weapons    Plastic Waste

**My reaction**

**Action: Getting to Know the SDGs**  
This activity will help you become familiar with the SDGs. Go to page 104 for details.

**SDGs Quick Quiz**  
Can you guess the answer to the following question? Test your knowledge.  
The "Doomsday Clock" shows how close human life is to ending at midnight. According to the "Doomsday clock," what time is it now?  
a. A little after 8 p.m.    b. A little after 11 p.m.  
c. A little after 11:30 p.m.    d. A little after 11:58 p.m.

**Chapter 1 Action Worksheet**

**Getting to Know the SDGs**  
Step 1 Look at each of the seventeen SDGs below and divide them into three groups: Environment, Society, and Economy. There is no single correct answer, so use your imagination.

Environment	Society	Economy

Step 2 Share your opinion with a partner.

Step 3 Select three of the SDGs that interest you the most and write down why you chose them. Then get into small groups and share your opinion.

Step 4 Of the different ideas you heard in this activity, which ones are you the most interested in? Why?

### Action Worksheet

This section consists of a full-page worksheet to be used together with the “Action” section in each chapter. This worksheet enables the students to compile and keep their own portfolios as a record of what they learned and how it has affected their behavior.

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# PROLOGUE

## Chapter 1 Global Perspectives

*To be able to tackle global issues effectively, it is not enough for us to merely have a passing knowledge about what the issues are. Rather, we are required to develop global perspectives that enable us to understand what the issues entail and how they relate to our daily lives. In this first section, we will learn about global perspectives as a basis for transforming the world through our day-to-day actions.*

# Beginning the Journey

*We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.*

*UN (2015) Transforming Our World: The 2030 Agenda for Sustainable Development*



*Sweet Peas  
Meaning: Departure*

# Chapter 1

## Global Perspectives



### Introduction

1. Have you ever heard of “SDGs”? What do you think the three initials stand for?
2. SDGs are a set of seventeen goals which, if achieved, will make the world a better place. If you could change anything to make the world a better place, what would you change? Why?



### Vocabulary List

Match the words with the definitions below. Look up the definition and review the synonyms.

No.	Word	Definition	Definition in my language	Synonyms
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10	alternative (adj.)			different, (an) other

Key: n. = noun, v. = verb, adj. = adjective, adv. = adverb

### Definitions

- a. the position from which you think about something or view something
- b. describing a choice, plan, or method that differs from that previously decided upon
- c. the answer to a question or problem
- d. relating to everyone in the world or to everyone in a particular group
- e. not acting to change a situation; allowing others to be in control
- f. including many different types; varied
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- h. treating a particular type of person or group of people differently, often in a worse way
- i. having different parts connected to or relating to each other
- j. to be the equivalent of something or to symbolize something

### Key words for understanding the SDGs

- Sustainability = “the quality of being able to be maintained over time”
- Development = “improvement toward a better society in which everyone can use their abilities and live happily”

## Reading Preview

Scan the Reading Passage and choose the paragraph number (1–5) that matches the pictures below.



(A) Paragraph No. \_\_\_\_\_



(B) Paragraph No. \_\_\_\_\_



(C) Paragraph No. \_\_\_\_\_

17/169

(D) Paragraph No. \_\_\_\_\_



(E) Paragraph No. \_\_\_\_\_

## Reading Passage

### Common Goals for Our Future



[1] The Sustainable Development Goals (SDGs) are a set of **universal** goals to make a better world. All of the member states at the 2015 United Nations General Assembly agreed upon them. The SDGs clarified the global challenges that both developed and developing countries need to tackle in three areas: the environment, society, and the economy. Importantly, these goals were not simply created by government organizations, but by a **diverse** range of groups including companies, NPOs, minorities, and young people. The SDGs **represent** everyone and are based on the collective voices of people from around the world.

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[3] The first perspective is *making connections*. All of the goals outlined in the SDGs are **interconnected** with each other. This means that rather than trying to tackle all seventeen goals at the same time, we can start with one and use it as a gateway for dealing with other issues. The problems facing our world are very complex, so, first, we need to understand how they are related to each other on a global scale. We also need to be aware of how they connect

with our daily lives. In other words, in order to solve the world’s problems, we cannot think of ourselves as **passive** outsiders. Instead, we should take daily steps toward a **solution**.

[4] The second perspective is *recognizing differences*. The SDGs aim for a world without **discrimination** in which “no one is left behind.” They take a holistic approach in which everyone from you and me to different vulnerable groups, animals, and even the environment is included. To achieve this, we should try to accept diversity and recognize that there is more than one perspective on any single issue. There is no single “right answer” to any of the problems identified by the SDGs. Different possible answers will be created as we tackle the world’s biggest problems together.

[5] The final perspective is *looking to the future*. According to the SDGs, just learning about the issues is not enough. To change the world, we need to reflect on our own individual lifestyles and values. The problems we are facing are difficult to overcome, so people from different backgrounds must come together to work toward their common goals. The future is not set in stone. There are many possible **alternative** futures depending on the actions we take today. Even if we choose to do nothing, it will still affect our common future.

## Check Your Understanding

Answer the following questions about the Reading Passage.

1. What are the three global perspectives that are shared by all of the SDGs?
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  - d. The SDGs were mostly created by government organizations.
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  - a. It means that there is only one perspective for each issue.
  - b. It means that we should consider everyone, including animals and the environment.
  - c. It means that we should try to tackle all seventeen goals at the same time.
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**Vocabulary Review**

Fill in the blanks with the words from the box below. Change the form of the words if necessary.

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interconnected	passive	solution	discrimination	alternative

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- To many people, cherry blossom trees \_\_\_\_\_ the beauty of Japan.
- Communicative ability is one of the most important \_\_\_\_\_ that companies look for in new employees.
- Hitomi’s study abroad experience in India has given her a unique \_\_\_\_\_ on Indian culture.
- The bridge was closed this morning, so Bill had to use an \_\_\_\_\_ route to get to work.
- Music is thought of as a \_\_\_\_\_ language because everyone can appreciate it.
- We can’t be \_\_\_\_\_ in our action against climate change. All of us need to actively take steps to overcome it.

**Listening Comprehension**

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Global Studies	large changes	clean water
plastic cups	poster	plastic straws
small changes	look up	Environmental Studies

**Sustainable Development Goals**

In this section of each chapter, you will be introduced to SDGs relating to the chapter’s content. In addition, this section will ask you to *make connections, recognize differences, and look into the future* from global perspectives.

**Making Connections**

The pictures below show some global issues. How do they make the world unsustainable? Choose one and write a few sentences to explain your thoughts. Then discuss them with a partner.



Global Warming



Nuclear Weapons



Plastic Waste

**My reaction**

**Action Getting to Know the SDGs**

In this activity you will become familiar with the SDGs. Go to page 104 for details.

**SDGs Quick Quiz**

*Can you guess the answer to the following question? Test your knowledge.*

The “Doomsday Clock” shows how close human life is to ending at midnight. According to the “Doomsday clock,” what time is it now?

a. A little after 8 p.m.

c. A little after 11:30 p.m.

b. A little after 11 p.m.

d. A little after 11:58 p.m.

*Check your answer on page 104.*



## PART ONE

### Chapter 2 Climate Change Chapter 3 Water Chapter 4 Clean Energy

*Our way of living has a great impact on the global environment.  
Conversely, the environment has a great influence on our daily lives.  
In this section, we will look at the nature of the relationship between human life  
and the environment through the exploration of three themes:  
climate change, water, and clean energy.*

# The Environment

*You don't know how to fix the holes in our ozone layer.  
You don't know how to bring salmon back up a dead stream.  
You don't know how to bring back an animal now extinct.  
And you can't bring back forests that once grew where there is now desert.  
If you don't know how to fix it, please stop breaking it!*

*Severn Cullis-Suzuki speaking at the Earth Summit in Rio de Janeiro, 1992*



*Magnolias  
Meaning: Love of Nature*

# Chapter 2 Climate Change



## Introduction

1. You've probably heard of "global warming." What is one cause of global warming?
2. Have you ever experienced harsh weather such as unusually high temperatures in summer or strong typhoons? Take a moment to think about one of your experiences and share it with a partner.



## Vocabulary List

Match the words with the definitions below. Look up the definition and review the synonyms.

No.	Word	Definition	Definition in my language	Synonyms
1	climate (n.)	b	気候	temperature, weather
2	tragedy (n.)			disaster, hardship
3	headline (n.)			story, title
4	starvation (n.)			famine, malnutrition
5	irreversible (adj.)			permanent, unchangeable
6	devastating (adj.)			damaging, destructive
7	emission (n.)			discharge, outpouring
8	abolish (v.)			cancel, put an end to
9	mock (v.)			insult, tease
10	reluctant (adj.)			cautious, hesitant

Key: n. = noun, v. = verb, adj. = adjective, adv. = adverb

## Definitions

- a. describing something that cannot go back to how it was before
- b. the weather conditions usually experienced by a particular geographic region
- c. to officially end something, especially a law or system
- d. an event or situation that is very sad, and often involves death
- e. to laugh at someone or something in an unkind way
- f. the state of not having enough food, often causing sickness or death
- g. causing a lot of damage or destruction
- h. not wanting to do something
- i. the title of a news article; the main story in a newspaper, on a news website, or TV news program
- j. something (such as gas, heat, radiation or light) sent out into the air, often as a waste product

### Vocabulary Tip

il- / ir- / im- / in- are all prefixes meaning "not"

Which prefix you should use depends on the first letter of the word it will be attached to

First letter	Prefix	Examples
L	il-	illegal, illiterate
R	ir-	irreversible, irresponsible
P, M, B	im-	impolite, immature, imbalanced
All others	in-	inexpensive, independent, insane

## Reading Preview

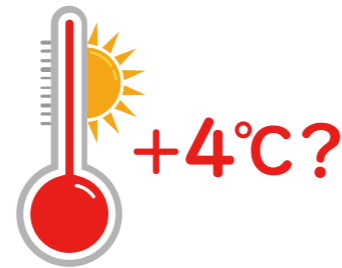
Scan the Reading Passage and choose the paragraph number (1–5) that matches the pictures below.



(A) Paragraph No. \_\_\_\_\_



(B) Paragraph No. \_\_\_\_\_



(C) Paragraph No. \_\_\_\_\_

Climate  
Crisis

(D) Paragraph No. \_\_\_\_\_



(E) Paragraph No. \_\_\_\_\_

## Reading Passage

### Running Out of Time



[1] Recently, we often hear phrases like “the hottest weather in fifty years” or “the heaviest rainfall in a century” on the news. It seems like almost every year, Japan is hit with record-setting rainfall, often resulting in great damage. **Climate change** is mainly caused by global warming and is a major reason for extreme weather events such as heatwaves, floods, typhoons, and droughts. In fact, climate change has become such a serious problem that it is being referred to as the “Climate Crisis.”

[2] The impact of climate change on the world is wide-ranging. **Tragedies** like the Australian bushfires that killed nearly a billion animals make **headlines**, but extreme weather conditions are endangering wildlife everywhere. According to the IUCN Red List, more than 1,750 species are endangered because of global warming. Of course, climate change affects humans, too. Extreme weather can ruin crops, destroying small farming communities and leaving people without food. In developing countries, food and water shortages can cause **starvation**, the spreading of disease, and regional conflicts.

[3] We must act quickly to avoid the **irreversible** effects of global warming. Scientists predict that the Earth will heat up by around 4 degrees Celsius by 2100. This would be **devastating** to humans, animals, and the environment. In response, developed and developing countries from around the world came together in 2015 to draw up the Paris Agreement. The

agreement aims to limit the rise in temperature to 2 degrees Celsius and, ideally, 1.5 degrees Celsius as an ideal goal. This will be extremely difficult to achieve, even if the entire world works together. In order to do this, scientists estimate that global greenhouse gas **emissions** must be reduced to almost zero by 2050.

[4] To fulfill its commitments to the Paris Agreement, Japan will have to make significant changes. In fact, Japan is the fifth highest CO<sub>2</sub> emitting country in the world. Nearly 40 percent of Japan’s greenhouse gas emissions are from power plants, half of which are coal-powered. Burning coal releases a lot of CO<sub>2</sub>, so it must be internationally **abolished** to meet the goals set by the Paris Agreement. Despite this, Japan has announced that it will continue to use coal power and has even developed new coal plants. Shamefully, Japan has been awarded a **mocking** “Fossil” award for being **reluctant** to tackle global warming.

[5] You may be thinking, “If entire countries won’t change their ways, what good can my individual actions do?” Fortunately, there is a lot we can do. About 20 percent of Japan’s CO<sub>2</sub> emissions come from people’s homes, so by making efforts to save electricity, we can make a real difference. We can also find like-minded people and work together to address climate change. In 2018, a young girl with a hand made sign sat down in front of Sweden’s parliament building. Since then, her small protest has become the largest social climate movement ever. When we work together, even the smallest actions can lead to great things.

## Check Your Understanding

Answer the following questions about the Reading Passage.

1. What can happen as a result of water shortages in developing countries?
2. What is the goal of the Paris Agreement?
3. According to the passage, which of the following statements is true of Japan?
  - a. There are only four other countries in the world that produce more CO<sub>2</sub> than Japan.
  - b. Japan won an award for fulfilling its commitments to the Paris Agreement.
  - c. Japan has stopped making coal-burning power plants.
  - d. Nearly 40 percent of Japan’s greenhouse gas emissions come from people’s homes.
4. Why do scientists say that global greenhouse gas emissions must be reduced to almost zero in the next thirty years?
  - a. To heat up the earth by 4 degrees Celsius
  - b. To meet the temperature goal set by the Paris Agreement
  - c. To prevent protests and social movements
  - d. To save electricity

**Vocabulary Review**

Fill in the blanks with the words from the box below. Change the form of the words if necessary.

climate	tragedy	headline	starvation	irreversible
devastating	emission	abolish	mock	reluctant

- The earthquake and tsunami in Tohoku, Japan was a \_\_\_\_\_ that many communities are still recovering from.
- It's not nice to \_\_\_\_\_ people when they make mistakes. After all, we all make mistakes sometimes.
- Climate change has caused \_\_\_\_\_ damage to our environment that can never be completely fixed.
- The practice of burning coal releases a lot of CO<sub>2</sub> into the air, so it must be \_\_\_\_\_ if we want to stop global warming.
- The local news story became an international \_\_\_\_\_ when it was featured on a popular news website.
- The student was \_\_\_\_\_ to go to school because he had not studied for his exam.
- Sadly, millions of people die every year from \_\_\_\_\_ because they do not have access to food.

**Listening Comprehension**


Listen to two students having a conversation at school. Use the words in the box below to complete the summary of the conversation.



Sally will go to Tokyo 1. \_\_\_\_\_. She plans to 2. \_\_\_\_\_ a demonstration about climate change. The demonstration is part of a worldwide social movement called "Fridays for 3. \_\_\_\_\_." It was started by 4. \_\_\_\_\_ and encourages 5. \_\_\_\_\_ to help the environment. James thinks the event sounds 6. \_\_\_\_\_, so he decides to join Sally.

scientists	this weekend	young people	a Swedish girl
interesting	next week	the Planet	check out
			the Future

**Key Organization: IPCC**  
 IPCC (Intergovernmental Panel on Climate Change) is the UN organization that conducted a comprehensive study on climate change. It won the Nobel Peace Prize in 2007.




**SDG 13: Climate Action**

The aim of SDG 13 is to take urgent action against climate change and to reduce its environmental impact. Climate change has been directly linked to our daily lifestyle habits. Everyone, therefore, has a part to play in tackling this problem.

**Looking to the Future**

The pictures below show some of the expected consequences of the Earth's temperature rising by 4 degrees Celsius. Think about how these changes may affect future generations. Write a few sentences to explain your thoughts and discuss them with a partner.

<p>Extreme Weather</p>  <ul style="list-style-type: none"> <li>▪ Typhoons bigger than ever before</li> <li>▪ Flooding to occur four times more frequently</li> </ul>	<p>Ocean Life</p>  <ul style="list-style-type: none"> <li>▪ 99% of reef forming coral to die</li> <li>▪ 25% reduction in catchable fish</li> </ul>	<p>Global Economy</p>  <ul style="list-style-type: none"> <li>▪ 30% decrease in economic production</li> <li>▪ Worldwide food shortages</li> </ul>
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**My reaction**

**Action What Can We Do To Tackle Climate Change?**

In this activity, you will brainstorm the different everyday actions we can take to help prevent climate change. Go to page 105 for details.

**SDGs Quick Quiz**

*Can you guess the answer to the following SDGs-related question? Test your knowledge.*

What percentage of animal species may disappear by 2070 as a result of climate change?

a. 10 percent      b. 20 percent      c. 33 percent      d. 50 percent

*Check your answer on page 105.*