

Our World How technology will change our lives

Tomorrow

Our World Tomorrow

How technology will change our lives

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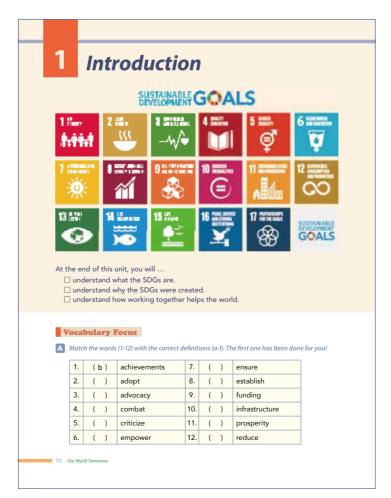
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About this book

Our World Tomorrow is a 5-skill Content Language Integrated Learning (CLIL) textbook that focuses on technologies that will help us meet the 17 Sustainable Development Goals (SDGs) that were adopted by the United Nations in 2015. Although some high-level technical vocabulary is used, 70% of the words in the readings are inside the first 1000 most commonly used words of English. This allows L2 students to improve their language skills while at the same time learning the content.

The exercises and activities in this book are the result of empirical observation by the authors in their own classes, which makes this book attractive not only from the language point of view but also as a tool for teaching that has been proven to work.

This approach is very effective when used in conjunction with active learning strategies. Critical thinking is promoted in every unit through small group work and by questions that require students to find answers on their own.

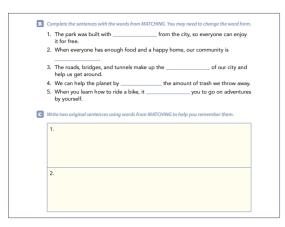


Every unit has a very appealing and easy to understand picture that gives an idea of what is going to be learned by the students.

Before starting a unit, the learning objectives are made clear, so students know what to expect.

Before starting, a Vocabulary Focus exercise challenges students on advanced vocabulary that is necessary in order to fully understand the main text.

About this book

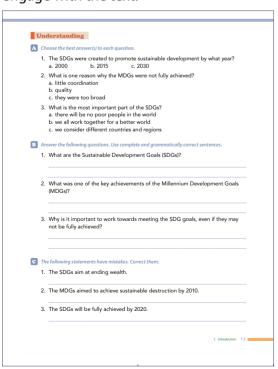


During the gap-fill activity, students must, once again, make sure they know all the additional unit vocabulary.

In addition, by having students create their own sentences, instructors can explain vocabulary with different meanings.

The main unit text, with 70% or more within the 1000 most common words of English, helps ensure that even students with lower levels of English proficiency can grasp the content. The work done in Vocabulary Focus helps ensure that additional vocabulary is covered before students engage with the unit text.

Additionally, notes in Japanese are available for specific technical vocabulary to help students fully engage with the text.



Read this passage carefully and underline any unknown words.

Working Together for a Better World

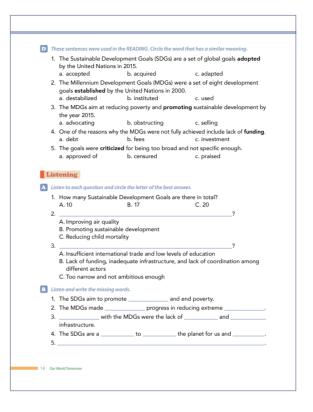
The Sustainable Development Goals (SDGa) are a set of global goals adopted by the United Nations in 2015 to end poverty, protect the planet, and ensure pose and prosperity for all people. There are 17 SDGs in total, and they cover a wide range of issues such as education, health, inequality, climate change, and clean energy.

Setting up goals for a better world is not something new. Just like the SDGs aim at promoting sustainable development by 1803; the Millennium Development Goals (MDGs) were a set of eight development goals established by the United Nations in 2000, with the aim of reducing poverty and promoting sustainable development by the year 2015. The goals included reducing "extreme "poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing 'hid mortality, improving maternal health, combating HIV/AIDS, malaria, and other diseases, ensuring environmental sustainability, and developing a global partnership for development.

Although the MDGs were not fully achieved, significant progress was made in certain areas. According to the World Bank, in the year 2000, about 12 billion people were living in extreme poverty. This number went down to about 700 million in 2015 and it was one of the key achievements of the Millennium Development Goals (MDGs). Some of the reasons why the MDGs were not fully achieved include lack of funding, inadequate infrastructure, and not enough coordination. Additionally, the goals were criticized for being too broad and not specific enough, and for not considering the different needs and challenges locale infrastructure, and not enough coordination. Additionally, the goals were criticized for being too broad and not specific enough, and for not considering the different needs and challenges locale, whether it strongly advances, volunteering, or making changes in our daily lives. Even if we cannot achieve 100% of all SDG goals

Comprehension of the text is crucial for students to understand the content of the unit. In this part, students are required to go back into the text and find answers. The comprehension section is conveniently placed on the opposite page so that students have access to the text.

To further test students' understanding, section C requires students to fix misleading statements. All the information, again, is available in the text on the left page.



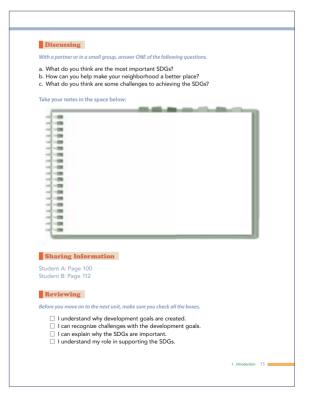
Extra vocabulary work is done with synonyms by exploring words with meanings that are context dependent.

In the first section of Listening (A), the students listen to a spoken prompt (unwritten) and choose the best option. The second section (B), is a dictation task where the students write the missing phrases or sentences. All the audio files are available for download.

Discussion prompts can be used to facilitate pair or small group discussion. This helps the students to relate to the contents of the unit. These prompts promote knowledge sharing among students. Notes and drawings can be taken directly in the textbook.

Located in the Appendix, Sharing Information is a speaking and listening information-gap activity where students interact each other.

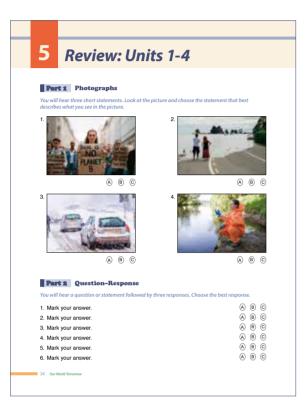
At the end of the unit, students can check their learning progress by checking which learning objectives have been met.

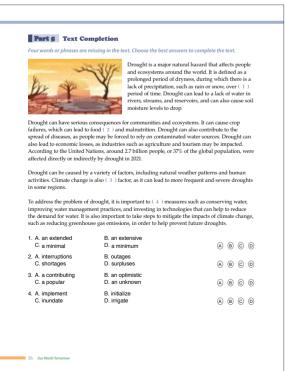


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About this book

Review units are presented to students to consolidate knowledge every four units. Questions similar in format to the TOEIC cover the following skills:





Listening

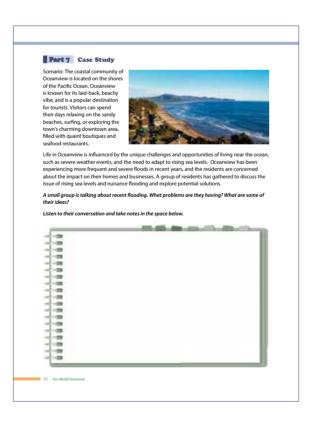
- Photographs (4)
- Question-Response (6)
- Short Conversations (2)
- Short Talk (1)

Reading

- Text Completion (1)
- Reading Comprehension (1)

Integrated Skills

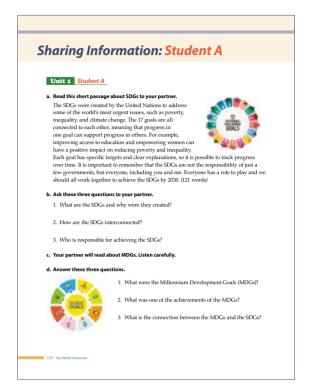
- Case Study (1)



If you have students who are hungry for even more knowledge, Information Sharing activities are available in the Appendix. Pair Reading and information-gap charts extend the usability of the book even more, making it a great tool to promote speaking and listening.

These activities can also be used to introduce target language that instructors want to cover.

For instructors wishing to extend their lessons, additional photocopiable materials are available in the Teacher's Manual, including Single and Pair Crosswords as well as sample lesson plans and unit tests.



We would like to thank you for choosing *Our World Tomorrow* and we hope the content and activities will help you teach your course successfully. Class activities and homework tasks can and should go beyond the scope of this book, but we really hope this textbook to be an easy to understand and use educational tool for both instructors and students.

Adam and Anderson

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Introduction

SUSTAINABLE GOALS



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH











5 GENDER EQUALITY

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At the end of this unit, you will ...

- \square understand what the SDGs are.
- understand why the SDGs were created.
- understand how working together helps the world.

Vocabulary Focus

Match the words (1-12) with the correct definitions (a-l). The first one has been done for you!

1.	(b)	achievements	7.	()	ensure
2.	()	adopt	8.	()	establish
3.	()	advocacy	9.	()	funding
4.	()	combat	10.	()	infrastructure
5.	()	criticize	11.	()	prosperity
6.	()	empower	12.	()	reduce

a. supporting something publicly

b. something you have accomplished or done well

- c. when things are going well and people are successful and happy
- d. to make sure that something will happen or be done
- e. money that is given to support a project or an organization
- f. to fight against something or someone
- g. the basic facilities, systems, and structures needed by a community to function properly
- h. to start something and make it officially recognized
- i. to start doing or using something
- to say something negative about something or someone
- k. make something smaller or less in amount
- I. to give someone the ability and power to do something

s get around. n help the planet by	nake up the the ame, it	of our city and nount of trash we throw away you to go on adventures
s get around. In help the planet by you learn how to ride a bike rself.	the ame, it	nount of trash we throw away. you to go on adventures
you learn how to ride a bike rself.	e, it	you to go on adventures
rself.		
original sentences using words f	from MATCHING to	help you remember them.

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Reading

Read this passage carefully and underline any unknown words.

Working Together for a Better World

The Sustainable Development Goals (SDGs) are a set of global goals **adopted** by the United Nations in 2015 to end poverty, protect the planet, and ensure peace and **prosperity** for all people. There are 17 SDGs in total, and they cover a wide range of issues such as education, health, inequality, climate change, and clean energy.



Setting up goals for a better world is not something new. Just like the SDGs aim at **promoting** sustainable development by 2030, the Millennium Development Goals (MDGs) were a set of eight development goals **established** by the United Nations in 2000, with the aim of **reducing** poverty and **promoting** sustainable development by the year 2015. The goals included reducing *extreme poverty and hunger, achieving universal primary education, promoting gender equality and **empowering** women, reducing *child mortality, improving maternal health, **combating** HIV/ AIDS, malaria, and other diseases, **ensuring** environmental sustainability, and developing a global partnership for development.

Although the MDGs were not fully achieved, significant progress was made in certain areas. According to the World Bank, in the year 2000, about 1.2 billion people were living in extreme poverty. This number went down to about 700 million in 2015 and it was one of the key **achievements** of the Millennium Development Goals (MDGs). Some of the reasons why the MDGs were not fully achieved include lack of **funding**, inadequate **infrastructure**, and not enough coordination. Additionally, the goals were **criticized** for being too broad and not specific enough, and for not considering the different needs and challenges faced by different countries and regions.

Setting up such goals is essential because it helps us think about how our actions today will affect people and the planet in the future. By focusing on long-term goals, we can ensure that our actions are sustainable and do not harm future generations. Achieving the SDGs will require collaboration and cooperation between governments, businesses, society, and individuals around the world. Everyone has a role to play in achieving these goals, whether it's through **advocacy**, volunteering, or making changes in our daily lives. Even if we cannot achieve 100% of all SDG goals, the most important thing is that we are all working together.

🔥 361 words: minutes	s seconds
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Notes:

- extreme poverty the World Bank defines as less than \$1.90 US per person per day
- child mortality 幼児死亡率

Because the MDGs were set in 2000 and the SDGs in 2015, it is likely that the global community will create a new set of goals after 2030.

Understanding

- A Choose the best answer(s) to each question.
 - 1. The SDGs were created to promote sustainable development by what year?
 - a. 2000
- b. 2015
- c. 2030
- 2. What is one reason why the MDGs were not fully achieved?
 - a. little coordination
 - b. quality
 - c. they were too broad
- 3. What is the most important part of the SDGs?
 - a. there will be no poor people in the world
 - b. we all work together for a better world
 - c. we consider different countries and regions
- **B** Answer the following questions. Use complete and grammatically correct sentences.
 - 1. What are the Sustainable Development Goals (SDGs)?
 - 2. What was one of the key achievements of the Millennium Development Goals (MDGs)?
 - 3. Why is it important to work towards meeting the SDG goals, even if they may not be fully achieved?
- **C** The following statements have mistakes. Correct them.
 - 1. The SDGs aim at ending wealth.
 - 2. The MDGs aimed to achieve sustainable destruction by 2010.
 - 3. The SDGs will be fully achieved by 2020.

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D	Th	hese sentences were used in the READING. Circle the word that has a similar meaning.					
	 The Sustainable Development Goals (SDGs) are a set of global goals adopted by the United Nations in 2015. 						
		a. accepted	b. acquired	c. adapted			
	2.	The Millennium Developm goals established by the a. destabilized		set of eight development c. used			
	3.	The MDGs aim at reducir the year 2015.		sustainable development by			
		a. advocating	b. obstructing	c. selling			
	4.	One of the reasons why tha. debt	ne MDGs were not fully ach b. fees	ieved include lack of funding . c. investment			
	5.		for being too broad and r	not specific enough			
	٥.	a. approved of	b. censured	c. praised			
				•			
I	ist	tening					
A	Lis	ten to each question and circl	e the letter of the best answer.				
	How many Sustainable Development Goals are there in total?						
		A. 10	B. 17	C. 20			
	2.			?			
		A. Improving air quality					
	B. Promoting sustainable development C. Reducing child mortality						
	2						
3?							
	 A. Insufficient international trade and low levels of education B. Lack of funding, inadequate infrastructure, and lack of coordination among different actors C. Too narrow and not ambitious enough 						
В	Lis	ten and write the missing wor	ds.				
	1.	The SDGs aim to promote	e and end	poverty.			
	2.	The MDGs made	progress in reduc	ing extreme			
			. •	and			
		infrastructure.					
	4.	The SDGs are a	to the p	lanet for us and			

Discussing

With a partner or in a small group, answer ONE of the following questions.

- a. What do you think are the most important SDGs?
- b. How can you help make your neighborhood a better place?
- c. What do you think are some challenges to achieving the SDGs?

Take your notes in the space below:



Sharing Information

Student A: Page 100 Student B: Page 112

Reviewing

Before you move on to the next unit, make sure you check all the boxes.

\square I understand why development goals are created.
☐ I can recognize challenges with the development goals
\square I can explain why the SDGs are important.
\square I understand my role in supporting the SDGs.

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Good Health



At the end of this unit, you will ...

- understand different types of health-tracking devices.
- understand the kinds of data collected by health-tracking devices.
- $\hfill\square$ understand what e-coaching is.

Vocabulary Focus

A Match the words (1-12) with the correct definitions (a-l). The first one has been done for you!

1.	(g)	behavior	7.	()	epidemic
2.	()	chronic	8.	()	gadget
3.	()	correlate	9.	()	glimpse
4.	()	crowdsource	10.	()	monitor
5.	()	diagnose	11.	()	pervasive
6.	()	dose	12.	()	wearable

- a. things that are closely connected and affect or depend on each other
- b. a small electronic device that does something useful
- c. to identify an illness or the cause of a problem
- d. to see for a short time or a small part of something
- e. a large number of cases of a disease at the same time
- f. to get information or help from a large number of people, by using the internet
- g. the way someone acts or do to make something happen
- h. a device that can be worn and often includes tracking information related to health and fitness
- i. lasting for a long time; difficult to cure
- j. to watch and check something over time
- k. throughout every part of something
- I. the amount of a medicine taken at one time

3	Complete the sentences with the words from MATCHING. You may need to change the	e word form.
	Because of advances in electronics, the number of increased.	has greatly
	2. To improve your health, you need to change your eating	·
	3. The new professional sports team names for their mascot.	new
	4. The man became quite sick when he took the wrong medication.	of the
	5. The retired athlete suffered from back pain.	
3	Write two original sentences using words from MATCHING to help you remember to 1.	hem.
	2.	

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