



Our

World

How technology will change our lives

Tomorrow

Adam Murray Anderson Passos

About this book

Our World Tomorrow
How technology will change our lives

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Adam Murray
Anderson Passos

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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.

1 Introduction

SUSTAINABLE DEVELOPMENT GOALS

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

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

Vocabulary Focus

A 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

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

B Complete the sentences with the words from MATCHING. You may need to change the word form.

- The park was built with _____ from the city, so everyone can enjoy it for free.
- When everyone has enough food and a happy home, our community is _____.
- The roads, bridges, and tunnels make up the _____ of our city and help us get around.
- We can help the planet by _____ the amount of trash we throw away.
- When you learn how to ride a bike, it _____ you to go on adventures by yourself.

C Write two original sentences using words from MATCHING to help you remember them.

-
-

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.

Understanding

A Choose the best answer(s) to each question.

- The SDGs were created to promote sustainable development by what year?
a. 2000 b. 2015 c. 2030
- What is one reason why the MDGs were not fully achieved?
a. little coordination
b. quality
c. they were too broad
- 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.

- What are the Sustainable Development Goals (SDGs)?

- What was one of the key achievements of the Millennium Development Goals (MDGs)?

- 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.

- The SDGs aim at ending wealth. _____
- The MDGs aimed to achieve sustainable destruction by 2010. _____
- The SDGs will be fully achieved by 2020. _____

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 ___ seconds

Notes:
- extreme poverty: The World Bank defines as less than \$1.90 US per person per day
- child mortality: 児童死亡率
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.

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.

D These 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
- The Millennium Development Goals (MDGs) were a set of eight development goals **established** by the United Nations in 2000.
a. destabilized b. instituted c. used
- The MDGs aim at reducing poverty and **promoting** sustainable development by the year 2015.
a. advocating b. obstructing c. selling
- One of the reasons why the MDGs were not fully achieved include lack of **funding**.
a. debt b. fees c. investment
- The goals were **criticized** for being too broad and not specific enough.
a. approved of b. censured c. praised

Listening

A Listen to each question and circle the letter of the best answer.

- How many Sustainable Development Goals are there in total?
A. 10 B. 17 C. 20
- _____?
A. Improving air quality
B. Promoting sustainable development
C. Reducing child mortality
- _____?
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

B Listen and write the missing words.

- The SDGs aim to promote _____ and end poverty.
- The MDGs made _____ progress in reducing extreme _____.
- _____ with the MDGs were the lack of _____ and _____ infrastructure.
- The SDGs are a _____ to _____ the planet for us and _____.
- _____.

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.

Discussing

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

- What do you think are the most important SDGs?
- How can you help make your neighborhood a better place?
- 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.


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


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:


5 Review: Units 1-4

Part 1 Photographs
You will hear three short statements. Look at the picture and choose the statement that best describes what you see in the picture.

1.  (A) (B) (C)

2.  (A) (B) (C)

3.  (A) (B) (C)

4.  (A) (B) (C)

Part 2 Question-Response
You will hear a question or statement followed by three responses. Choose the best response.

1. Mark your answer. (A) (B) (C)

2. Mark your answer. (A) (B) (C)

3. Mark your answer. (A) (B) (C)

4. Mark your answer. (A) (B) (C)

5. Mark your answer. (A) (B) (C)

6. Mark your answer. (A) (B) (C)

34 Our World Tomorrow

Listening

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


Reading

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

Integrated Skills

- Case Study (1)

Part 5 Text Completion
Four words or phrases are missing in the text. Choose the best answers to complete the text.

 Drought is a major natural hazard that affects people and ecosystems around the world. It is defined as a prolonged period of dryness, during which there is a lack of precipitation, such as rain or snow, over (1) period of time. Drought can lead to a lack of water in rivers, streams, and reservoirs, and can also cause soil moisture levels to drop.

Drought can have serious consequences for communities and ecosystems. It can cause crop failures, which can lead to food (2) and malnutrition. Drought can also contribute to the spread of diseases, as people may be forced to rely on contaminated water sources. Drought can also lead to economic losses, as industries such as agriculture and tourism may be impacted. According to the United Nations, around 2.7 billion people, or 37% of the global population, were affected directly or indirectly by drought in 2021.

Drought can be caused by a variety of factors, including natural weather patterns and human activities. Climate change is also (3) factor, as it can lead to more frequent and severe droughts in some regions.

To address the problem of drought, it is important to (4) measures such as conserving water, improving water management practices, and investing in technologies that can help to reduce the demand for water. It is also important to take steps to mitigate the impacts of climate change, such as reducing greenhouse gas emissions, in order to help prevent future droughts.

1. A. an extended
C. a minimal
B. an extensive
D. a minimum (A) (B) (C) (D)

2. A. interruptions
C. shortages
B. outages
D. surpluses (A) (B) (C) (D)


3. A. a contributing
C. a popular
B. an optimistic
D. an unknown (A) (B) (C) (D)

4. A. implement
C. inundate
B. initialize
D. irrigate (A) (B) (C) (D)

36 Our World Tomorrow


Part 7 Case Study

Scenario: The coastal community of Oceanview is located on the shores of the Pacific Ocean. Oceanview is known for its laid-back, beachy vibe, and is a popular destination for tourists. Visitors can spend their days relaxing on the sandy beaches, surfing, or exploring the town's charming downtown area, filled with quaint boutiques and seafood restaurants.

 Life in Oceanview is influenced by the unique challenges and opportunities of living near the ocean, such as severe weather events, and the need to adapt to rising sea levels. Oceanview has been experiencing more frequent and severe floods in recent years, and the residents are concerned about the impact on their homes and businesses. A group of residents has gathered to discuss the issue of rising sea levels and nuisance flooding and explore potential solutions.

A small group is talking about recent flooding. What problems are they having? What are some of their ideas?

Listen to their conversation and take notes in the space below.



38 Our World Tomorrow

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

Sharing Information: Student A

Unit 1 Student A

a. Read this short passage about SDGs to your partner.
The SDGs were created by the United Nations to address some of the world's most urgent issues, such as poverty, inequality, and climate change. The 17 goals are all connected to each other, meaning that progress in one goal can support progress in others. For example, improving access to education and empowering women can have a positive impact on reducing poverty and inequality. Each goal has specific targets and clear explanations, so it is possible to track progress over time. It is important to remember that the SDGs are not the responsibility of just a few governments, but everyone, including you and me. Everyone has a role to play and we should all work together to achieve the SDGs by 2030. (121 words)




b. Ask these three questions to your partner.

1. What are the SDGs and why were they created?
2. How are the SDGs interconnected?
3. Who is responsible for achieving the SDGs?

c. Your partner will read about MDGs. Listen carefully.

d. Answer these three questions.



1. What were the Millennium Development Goals (MDGs)?
2. What was one of the achievements of the MDGs?
3. What is the connection between the MDGs and the SDGs?

100 Our World Tomorrow

Contents

1	Introduction	10
2	Good Health	16
3	Breaking the Poverty Cycle	22
4	Clean Water	28
5	Review: Units 1-4	34
6	Zero Hunger	40
7	Sustainable Infrastructure	46
8	Clean Energy	52
9	Remote Work	58
10	Review: Units 6-9	64
11	Quality Education for All	70
12	Reducing Inequalities	76
13	Keeping Peace	82
14	Partnerships	88
15	Review: Units 11-14	94
	Sharing Information: Student A	100
	Sharing Information: Student B	112

1

Introduction

SUSTAINABLE DEVELOPMENT GOALS



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

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- understand why the SDGs were created.
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Vocabulary Focus

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

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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
- j. to say something negative about something or someone
- k. make something smaller or less in amount
- l. to give someone the ability and power to do something

B Complete the sentences with the words from MATCHING. You may need to change the word form.

- The park was built with _____ from the city, so everyone can enjoy it for free.
- When everyone has enough food and a happy home, our community is _____.
- The roads, bridges, and tunnels make up the _____ of our city and help us get around.
- We can help the planet by _____ the amount of trash we throw away.
- When you learn how to ride a bike, it _____ you to go on adventures by yourself.

C Write two original sentences using words from MATCHING to help you remember them.

1.	
2.	

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.



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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 ___ seconds

Notes:
• extreme poverty the World Bank defines as less than \$1.90 US per person per day
• child mortality 幼兒死亡率
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.

- The SDGs were created to promote sustainable development by what year?
a. 2000 b. 2015 c. 2030
- What is one reason why the MDGs were not fully achieved?
a. little coordination
b. quality
c. they were too broad
- 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.

- What are the Sustainable Development Goals (SDGs)?
.....
.....
- What was one of the key achievements of the Millennium Development Goals (MDGs)?
.....
.....
- 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.

- The SDGs aim at ending wealth.
.....
- The MDGs aimed to achieve sustainable destruction by 2010.
.....
- The SDGs will be fully achieved by 2020.
.....

D These 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.
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- The goals were **criticized** for being too broad and not specific enough.
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Listening

A Listen to each question and circle the letter of the best answer.

- How many Sustainable Development Goals are there in total?
A. 10 B. 17 C. 20
- _____?
A. Improving air quality
B. Promoting sustainable development
C. Reducing child mortality
- _____?
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

B Listen and write the missing words.

- The SDGs aim to promote _____ and end poverty.
- The MDGs made _____ progress in reducing extreme _____.
- _____ with the MDGs were the lack of _____ and _____ infrastructure.
- The SDGs are a _____ to _____ the planet for us and _____.
- _____.

Discussing

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

- What do you think are the most important SDGs?
- How can you help make your neighborhood a better place?
- 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.

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

2 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.
- understand what e-coaching is.

- 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
- l. the amount of a medicine taken at one time

B Complete the sentences with the words from MATCHING. You may need to change the word form.

1. Because of advances in electronics, the number of _____ has greatly increased.
2. To improve your health, you need to change your eating _____.
3. The new professional sports team _____ names for their new mascot.
4. The man became quite sick when he took the wrong _____ of the medication.
5. The retired athlete suffered from _____ back pain.

C Write two original sentences using words from MATCHING to help you remember them.

1.	
2.	

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