

# Introduction to students

*You, Me and the World* has been designed to help you learn English while studying about global and social issues. In each unit, you will find all or most of the following activities.

## Discussion

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Each unit begins with a discussion called Talking about the Topic. There is at least one discussion later in each unit. If at first you are nervous about discussing topics in English, you could think about the questions and prepare answers before class. However, the main aim of this section is to develop confidence in exchanging opinions and ideas in English without advance preparation.

## Words in Context

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This section presents words you may need to know for the listening section. These words are presented in a context that enables you to guess what they mean and thus develop a skill that is useful for listening, reading and spontaneous vocabulary acquisition. You can check the meanings in a dictionary later if you have any doubts.

## Listening

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In this section, some tasks involve answering questions and others involve taking notes on an outline. However, in real life there are usually no questions or outlines, so it is important to also practice listening and taking notes with a blank sheet of paper. Watching videos on YouTube is a great way to practice listening and note-taking, especially if you can turn off the Closed Caption function.

## Read and Share

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In this section, each student gets a chance to be a teacher. For each unit, there are four or five different reading passages at the back of the textbook. After forming a group, each member will choose a different reading passage. Please decide quickly, as you will need plenty of time to complete this section. The reading passages are completely out of sequence, so you can't and shouldn't read any passage other than your own while doing this activity.

There are two formats:

### *Presentation format*

Read the passage you have chosen quietly and prepare to present and explain it (including important words that the other students might not know). Don't spend too long on preparation, because we have plenty of other things to do! When each student is ready, you will take turns to present your passages to the group. Presenters should pause frequently to allow the other students to take notes or to ask them to repeat or explain something. When the presenter has finished, the other students will try to summarize what they have found out using their notes. The speaker should provide prompts if necessary and correct any mistakes. When speaking, try to maintain eye contact. When listening, focus on what the speaker is saying and on taking brief notes.

### *Q & A format*

Read the passage you have chosen and prepare to answer questions about it. The questions are shown in the textbook. When each student is ready, decide who will be the first to answer questions. The other students will ask the questions provided. They may ask further questions if they want additional details or clarification. Finally, they will try to summarize what they have found out.

## Vocabulary Review

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This focuses on your ability to produce in context the words that you encounter in the Words in Context sections. It is better to write your answers on a separate sheet of paper rather than the textbook so that you can review regularly.

## Writing

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Each unit has one or more writing projects that may be assigned for homework. They generally involve some kind of research. Your teacher will provide specific guidelines. However, there is one rule you must never forget: every essay or report that you write must be ***in your own English***. If you want to include a few words from the original source, be sure to make this clear by using quotation marks (“.....”) and showing the source (e.g. According to ...).

You may be asked to present your research in addition to, or instead of, a written report.

### Other sections

The following sections are included in one or more units. Instructions are provided.

Survey (Unit 1)

Consolidation (Units 5, 6 and 8)

Project (Units 3, 9, 10, 11 and 14)

Brainstorming (Units 8 and 9)

Role Play (Units 1, 5 and 7)

### Keeping up to date

Global and social issues are constantly evolving and facts keep changing. For example, the first edition of this book anticipated climate change and some serious consequences. We now know it is already occurring, and the impacts appear regularly in the news. However, we also have clear targets and more options for dealing with it. Whenever you come across important new information, please check that it comes from a reliable source and then share it with your teacher and classmates.

# General Tips for Listening

- 1 Practice every day. Start with easy tasks. You can find plenty of free practice on the Internet, including many interesting videos on YouTube.
- 2 You can listen to English on TV and radio too.
- 3 When you listen to English on the Internet, you can use the **pause button** on your PC or smartphone anytime to stop and repeat or think about what you heard. It is better to use the pause button many times than to listen to the whole thing many times. But you should also practice without pauses.
- 4 Don't try to understand every word; it is usually not necessary and sometimes it is impossible.
- 5 Pay attention to what the speaker is saying **now**; don't focus on what the speaker has already said.
- 6 Don't try to **translate** in your head. Just focus on understanding the **key points**: who did what, where & when, why ...?
- 7 Be an **active** listener: take notes, join in the conversation, make comments.
- 8 Do your listening in a **quiet place**, with no distractions, or use headphones.
- 9 If you like movies, try watching a movie in Japanese first and then watch it in English. Or read the book in Japanese and then watch the movie in English.
- 10 Try watching movies and documentaries on YouTube with and without Closed Captions or subtitles.
- 11 And finally: relax and enjoy listening to English!

# Expressions for Use in Discussion

## 1 Asking for repetition or for the speaker to slow down

- Could you say that again, please?
- Sorry, could you repeat that?
- Sorry, could you speak more slowly, please?

## 2 Asking for clarification

- Could you explain that?
- What exactly do you mean?
- I'm afraid I don't understand.
- Could you give me an example?

## 3 Confirming understanding

- Do you mean ...?
- So ..., right?
- If I understand correctly, ...

## 4 Asking for further information

- Can you tell me a bit more about ...?
- Do you have any other examples/reasons/data?

## 5 Showing understanding

- OK.
- I see.

## 6 Checking listener's comprehension

- OK?
- Did you follow that?
- Would you like me to explain that again?
- Do you have any questions?

## 7 Saying it another way

- In other words ...
- What I mean is ...
- To put it another way ...

## 8 Taking a turn & interrupting

- I'd like to add a comment, if I may.
- Could I add something?
- Excuse me for interrupting, but ...

## 9 Offering a turn

- What do you think?
- Do you agree?
- What are your views on this?
- Does anyone have a different opinion?

## 10 Asking opinions

- What do you think about ...?
- How do you feel about ...?
- What's your opinion of ...?
- What are your views on ...?

## 11 Giving opinions

- I think ...
- In my opinion ...
- I don't really care.
- I'm not really interested.
- I don't know much about that.
- I've never really thought about it.

## 12 Agreeing and disagreeing

- I agree.
- I think so too.
- I agree to some extent.
- That's true, but on the other hand, ...

- Really? Why?
- Oh, I wouldn't say that.
- I'm afraid I (totally) disagree.

### 13 Reacting

- Really? That's great/interesting/surprising/shocking ...

### 14 Asking for, making and responding to suggestions

- What do you think we should do?
- Do you have any ideas/suggestions?
- How about ...?
- Why don't we ...?
- We could ...
- That's a great idea!
- That sounds good.
- I doubt if that would work.
- It might be better to ...

### 15 Disputing facts

- Are you sure about that?
- Really? I thought ...

### 16 Asking someone to back up a statement

- Really? What makes you think that?
- Can you give an example?
- How do you know that?

### 17 Providing support

- For example, ...
- According to ...,
- For instance, ...
- ... such as ...

### 18 Conceding

- I hadn't thought of that.
- That's a good point.
- Really? I didn't know that.

### 19 Offering a counter argument

- That may be so, but ...
- Yes, but on the other hand ...
- I take your point, but ...

### 20 Questioning relevance

- What does ... have to do with ...?
- Are you sure that's relevant?
- I doubt if that makes much difference.
- That's beside the point.
- So what?

### 21 Referring back

- As I mentioned earlier, ...
- As you've already pointed out, ...

### 22 Returning to the main issue

- If I may, I'd like to go back to what you said about ...
- Can we get back to the original issue?
- Let's go back to the question of ...
- I think we're getting away from the main issue.

### 23 Using hedging devices when unsure of the facts

- I'm not sure, but I think ...
- I may be wrong, but I've heard ...
- If I'm not mistaken, ...

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# UNIT 1

# WASTE AND RECYCLING



## Unit Goals

In this unit, you will find out about:

- sustainable and unsustainable approaches to garbage management
- urban mining
- the merits and demerits of plastic bags

## 1 | Talking about the Topic

Discuss the following questions with a partner or in a small group.

- How much garbage do you and your family throw away each week?
- What could you do to reduce that amount?
- What kinds of trash can be recycled where you live?
- What happens to trash that isn't recycled?





## 2 | Words in Context

What do you think the words and phrases in bold type below mean? Try to guess, and then check them in a dictionary.

**Tip:** You can often guess the meanings of unfamiliar words from the context.

- We should **deal with** this problem before it's too late.
- All the garbage that can't be recycled or burned is dumped in **landfills**.
- My solar panel **generates** all the electricity I need.
- Incineration** of garbage is convenient but it causes air pollution.
- Dumping bottles and cans in a landfill is a waste of **resources**.
- It's cheaper to buy imported paper than to recycle it, so recycling isn't **profitable**.
- They recycle gold, platinum and other **precious** metals.
- Some people **extract** aluminum cans from garbage dumps and sell them to recyclers.
- I agree with a ban on plastic straws, but **overall**, I think plastic is a great invention.
- Plastic bags have been **banned** in many countries.



**A** Listen and write your answers to the following questions. Then share your answers with a partner or in a small group.

1 What are the three main ways of dealing with garbage?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 What are the advantages and disadvantages of incineration?

\_\_\_\_\_

3 Which approach is best for the environment?

\_\_\_\_\_

4 How much of San Francisco's waste is recycled?

\_\_\_\_\_

5 What helps Norway to recycle all of its PET bottles?

\_\_\_\_\_

6 What happens to most of Japan's garbage?

\_\_\_\_\_

7 What is Kamikatsucho's big ambition?

\_\_\_\_\_

8 How is it trying to achieve that?

\_\_\_\_\_

9 How did recycling support the 2020 Summer Olympics?

\_\_\_\_\_

10 What is urban mining?

\_\_\_\_\_

11 Why did many people join a campaign to ban plastic straws?

\_\_\_\_\_

12 Why are plastic bags popular?

\_\_\_\_\_

13 What was the conclusion of the BBC report about the use of plastic bags?

\_\_\_\_\_

**B** Present a short summary of what you have found out.



## 4 | Discussion

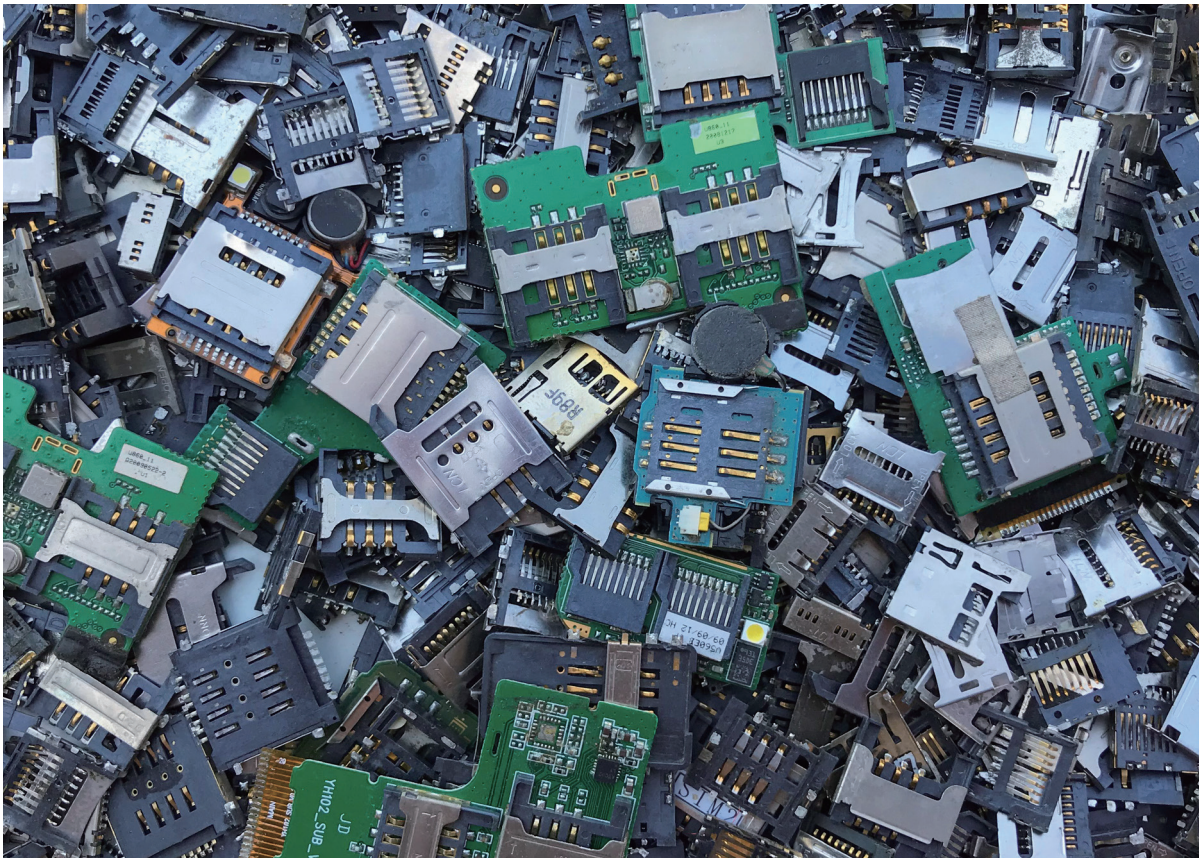
Discuss the following questions with a partner or in a small group.

**Tip:** We often express opinions with phrases such as: **In my opinion ...**

We can agree or disagree like this:

**I (completely) agree. I agree to some extent. I'm afraid I disagree.**

- Why is Japan's recycling rate so low?
- What do you think of Norway's PET bottle deposit system?
- Would you be willing to sort your garbage into 45 categories?
- Are there any other ways to achieve zero waste?
- How could a plastic straw end up in a turtle's nose?
- Do you think plastic straws should be banned?
- What about plastic bags?



Form a small group. Each member will choose one reading passage. Read yours carefully and be ready to present and explain it. The other members will listen and take notes without looking at the reading passages. After each presentation, they will report what they have found out. The presenter will add anything they overlooked and correct any misunderstandings.

Tip: Useful expressions:

**Listeners**

**Could you say that again, please? Could you explain that, please?**

**Could you speak a little more slowly, please?**

**Sorry, could you repeat your explanation about ...?**

**Speakers**

**Shall I repeat that? Would you like me to explain that?**

**Do you have any questions?**

**The 'r's of garbage management**

**Used electrical appliances**

**Paper**

**Drink containers**

## 6 | Survey **How Green Are You?**

Work with a partner. Interview each other. Ask the following questions. Score your answers as shown and then calculate the total.

**1** Which of the following things do you recycle?

- PET bottles
- Cans (drink and food containers)
- Paper cartons (for milk and juice)
- Glass jars (for jam, etc.)
- Styrofoam trays
- Newspapers and magazines
- Clothes



**Award yourself one point** for each 'Yes' or 'I never use these products': \_\_\_\_\_

**2** Do you sometimes buy

- second-hand goods? What? (e.g. books, umbrellas, etc.)
- things made of recycled materials? What? (e.g. printer paper)
- things with no packaging? What?
- refills (e.g. for ballpoint pens, shampoo, printer ink, etc.)

**Award yourself one point** for each 'Yes': \_\_\_\_\_

**3** Do you sometimes

- bring your own bag to the supermarket?
- bring your own lunchbox or flask?
- give away or sell books and other things that you no longer need?
- get things repaired when they break, or repair them yourself? (What?)

**Award yourself one point** for each 'Yes': \_\_\_\_\_

**4** Do you ever

- buy things you don't need?
- buy disposable goods (e.g. cheap ballpoint pens or paper cups & plates)
- throw away food? (Why?)
- buy takeaway drinks with plastic cups or straws?
- buy 'fast fashion' garments?
- buy things that can't be safely disposed of after use? (e.g. bleach)

**Take off one penalty point** for each 'Yes': \_\_\_\_\_

**Your Score:** \_\_\_\_\_



## 7 | Role Play City Garbage Policy

**A** Form a small group. You are the councilors of a small city. Your city has just one landfill, and it is full. There is no space for a new one. You also have an old incinerator that emits harmful gases. A court has ordered you to close it. Decide what to do.

Tip: We can make suggestions like this:

**Why don't we ...?    How about ...ing ...?    What if we ...?**

**Maybe we could ...    Let's ...**

We can respond like this:

**That's a good/great idea.    That wouldn't help much.**

**I don't think that would be a good idea/effective.**

### Proposals

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**B** Consider the advantages and disadvantages of each proposal. Finally, prepare your official statement to the local citizens.



## 8 | Vocabulary Review

Fill each space with a suitable word or phrase from this unit. You may need to change some words so that they fit grammatically.

- 1 There are no cigarette vending machines here: they were ..... last year.
- 2 Her business used to be very ....., but now it's losing money.
- 3 ..... means burning stuff we want to get rid of.
- 4 The trash in old ..... includes some interesting and valuable things.
- 5 This machine can ..... gold and other valuable metals from old smartphones.
- 6 This small power station ..... 2,000 kilowatts of electricity a day.
- 7 The best way to ..... PET bottles is to wash and recycle them.
- 8 This country is rich, due to its valuable ..... such as gold and oil.
- 9 Nothing is more ..... than life itself.
- 10 Sorting trash into 36 different types is extreme, but ....., I think recycling is good.

## 9 | Writing

Find out about the garbage management policies of San Francisco and a large city in your own country, compare them and write a report.

### Tips:

- 1 Be sure to choose reliable sources of information when using the internet, such as reports by government agencies (.gov), well-established NGOs (.org) and academic institutions (.edu).
- 2 Make sure the information is both correct and up-to-date.
- 3 If your sources are English (many teachers require this), the teacher will want to be sure that you wrote your report by yourself and didn't just copy it. To avoid that risk, you should
  - use more than one source
  - use paraphrase and summary
  - use "quotation marks" for any sentences that you found in the original.
- 4 To be absolutely sure of writing it in your own English, first take notes in your own language and use those notes to write the report.
- 5 Use in-text citation and references to show where your information and ideas came from.

# Read and Share –Key to reading passages

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# Instructions for Read and Share section

The main aim of this section is to practice presentation, conversation management and note-taking. Students will work in groups of 3 to 5 members. In each Read and Share section, there are some short readings related to the theme of the unit. For example, Unit 1 has five topics. Each member of the group will choose a different reading. (If the number of members doesn't match the number of readings, some students can work with two readings, or some readings can be skipped.)

There are two formats.

## **Presentation** (e.g. Unit 1)

Each student will study a topic and then present it, with pauses for the other members to take short notes. The other students will then summarize what they have found out and the presenter will correct any mistakes.

## **Q & A** (Units 3, 5, 7 and 8)

Each student will study a topic and then answer questions about that topic from the other members. The other students will write the answers. Using those answers, they will then summarize what they have found out.

With both formats, students will need to be ready to explain not only the content but also the language, using paraphrase, explaining unfamiliar words, and so on.

Try to use these expressions.

### **Presenters:**

I'm going to tell you about ...

Did you understand?

Would you like me to repeat that?

In other words, ...

Do you have any questions?

So what did you find out from my presentation?

### **Other members:**

Could you say that again, please?

Excuse me. Could you speak more slowly, please?

Could we have a little more time to write the answers?

What did you say about ...?

Did you say ...?

## 1 The 'r's of Garbage Management (Unit 1)

People often talk about the three 'r's of waste management: **reduce**, **reuse**, and **recycle**. That means we should reduce the amount of stuff we buy and use, reuse things such as supermarket bags, and recycle drink cans and other containers. But there are more 'r's that can help us improve our garbage management. For example, we can **repair** things like broken umbrellas (or get them repaired), we can **recharge** our batteries instead of buying new ones, and we can **refill** our ballpoint pens instead of buying new ones. And what can we do with old houses instead of demolishing them? **Renovate** them. It saves money and resources. We should also **refrain** from buying disposable goods, and **reject** pressure from the advertising industry to buy stuff we don't need. And of course, we must **refuse** the plastic bags offered by supermarket clerks. Above all, waste management has to do with our attitudes. We must **resolve** to live more sustainably, **redefine** happiness in a way that includes having less stuff, and **respect** the environment!

## 2 Copenhagen (Unit 2)

Copenhagen is a relatively small city with a big ambition: to be carbon-neutral before 2030. During the period from 2005 to 2015, they cut their emissions by over 40%. The city's electricity comes from a power station that burns wood chips (a renewable resource) and from an incinerator which is so clean that it has a park on top. Waste heat from the power station is used to heat 98% of all homes. 58% of their garbage is recycled—98% if you include what's burned to produce electricity. Most buses are electric, but 55% of the city's residents cycle every day. There are over 360 kilometers of bicycle-only routes. Less than 30% of all households own a car. 25% of the food sold is organic, and there are many vegan and vegetarian restaurants. Several have their own kitchen gardens or rooftop farms. A lot of the residents live in co-housing communities, where they share a garden and other amenities.

## 15 Used Electrical Appliances (Unit 1)

Until 2001, Japanese manufacturers had little interest in what happened to their products after they broke down. But then the government introduced strict recycling regulations making the manufacturers responsible for proper disposal of unwanted air conditioners, TVs, refrigerators and washing machines. Computers were added to the list in 2003. As recycling technology developed, it became possible to cut costs, and eventually it was cheaper to recycle than to import some of the metals needed. It was also better for the environment. For example, cellphones contain coltan, which is mined in Africa. The mines are very poorly regulated, and the natural environment is destroyed. But now coltan and other important minerals such as gold and copper can be recovered from old cellphones and other devices. What's more, some researchers think the world's largest supply of valuable metals may actually be in Japan's old landfills.

## 16 Oslo (Unit 2)

Oslo's main climate goal is to cut its overall carbon emissions to zero by 2030. The city is lucky enough to be the capital of Norway, a country that gets 98.5% of its electricity from hydropower and wind, and has enough leftover to sell to its neighbors. The city's trams and metro are electric, and from 2025, all new cars sold in Norway must be electric. Of course, all the electricity used by cars will be from renewable energy, but the buses will run on biogas made from food waste. Biomass plants also provide district heating for homes. Much of Oslo's waste is recycled. The rest is burned in incinerators that don't emit greenhouse gases because they use carbon capture and storage. Oslo was chosen as the European Green Capital in 2017, and one reason was the fact that 72% of the city is green space. This is said to be the highest proportion in the world for a capital city.

## 29 Paper (Unit 1)

As you probably know, most paper is made from wood pulp, which comes from trees. In Japan, about 80% of all waste paper is recycled. That's important for three reasons. First, to produce new paper, trees have to be cut. Cutting trees and not replacing them is one cause of climate change. Second, making new paper uses a lot more energy than recycling it. Third, when paper is burned, it emits harmful gases such as chlorine. So why don't we recycle all of our paper? For one thing, the fibers in the pulp become weaker each time it's recycled. For another, it's difficult and expensive to recycle certain kinds of paper products, such as paper cups and photos. A further problem is that it often costs less to import cheap virgin pulp from countries such as Indonesia, than to recycle paper in Japan. We should at least make sure that our paper comes from sustainably-managed forests.

## 30 Freiburg (Unit 2)

Freiburg is said to be the greenest city in Germany. It all began in 1975 when residents opposed a decision to build a nuclear power plant nearby. Various environmental institutes were created, and a cluster of green businesses developed, focusing on energy, architecture, services, and environmental protection. The world's first carbon-negative house was built here. Freiburg has 400 kilometers of bicycle paths, and 40% of the town is forest, certified by the Forest Stewardship Council (FSC). That forest has Germany's tallest tree: 63 meters tall. There are about 22,000 trees along the streets. The city center is car-free. Freiburg has more solar panels than any other city in Germany, despite only having 230,000 residents. One goal is for all of their electricity to be from renewable sources by 2035.

## 43 Drink Containers (Unit 1)

Drinks can be sold in PET bottles, metal cans, glass bottles and paper packs. Manufacturers like PET bottles because they're strong, light and cheap to make. About seven billion are used every year in Japan, and approximately 95% are recycled. That's good, because a lot of energy is needed to make them, and they're hard to get rid of. They release harmful gases when burned and take a long time to degrade in landfills. Metal cans are also popular, especially in vending machines, and the recycling rate for them is high too. On the other hand, glass bottles are heavy and break easily, so they tend to be used mostly for alcoholic drinks and expensive cooking oil. Products such as milk and fruit juice are commonly sold in paper packages, and these also have high recycling rates. But as recycling technology improves, we should be able to achieve 100% recycling rates for all drink containers in order to protect the environment and save resources.

## 44 Vienna (Unit 2)

Vienna is often described as the world's most livable city. It's also one of the most sustainable. First, it's very green: around half of the city consists of woods, fields, parks, gardens, lawns and even vineyards. There's also a large natural wetland with over 100 kinds of birds. Second, the city has an excellent public transport network carrying 966 million passengers a year on trams, metro and buses covering the entire city. There are 1,400 kilometers of bicycle-friendly routes. And Vienna is an extremely walkable city. So most people don't need a car. But for anyone who does, there are over 1,850 charging stations for electric vehicles. Actually, Vienna's first electric car was introduced in 1899! Third, with around 800 farms within the city, Vienna can produce a lot of food with zero food miles. There are also many local farmers' markets. Fourth, 65% of all municipal waste is recycled. Some is transformed into electricity in an incinerator that's a very popular tourist attraction owing to its unique design. Vienna is a very green city.