

Welcome to *SDGs x Discussion!*

Given the devastating and far-reaching consequences of the COVID-19 pandemic on the world, the authors believe that this textbook is especially timely and relevant for students. Poverty, hunger, environmental problems, and human rights abuses are well-known global issues. However, what has been revealed through the pandemic is how these problems have not only been exacerbated by, but have also had a disproportionate impact on the most vulnerable and marginalized people across the globe due to systemic inequalities. Thus, knowledge of the Sustainable Development Goals (SDGs) is particularly important in order to work towards a more equal, inclusive, and sustainable post-pandemic world.

This textbook consists of fifteen chapters, fourteen of which focus on a particular global issue. Each issue covered is relevant to at least one, and often several SDGs. This will heighten the learners' awareness of the interconnected nature of the SDGs, and thus the necessity of a multi-pronged and integrated approach to resolve the complex issues the world is facing today.

Based upon content that is focused on the SDGs, the textbook also provides a systematic approach to improve students' discussion skills. Each chapter follows a similar six-part organizational pattern: **Warm-Up, Vocabulary, Reading, Listen to the Discussion, Let's Research & Discuss**, and **Let's Make a Speech**. Following an engaging warm-up activity, students move on to a vocabulary exercise that leads into a short reading connected to the chapter's theme. The reading provides a context for further discussions and research, as does the subsequent listening activity. Students will be able to practice useful words and phrases in addition to discussion strategies. The culmination of each chapter guides students to research a topic, prepare a speech, and facilitate their own small-group discussion.

Finally, as authors and instructors, we hope *SDGs x Discussion* will provide the content and language tools for students and teachers alike to think creatively and deeply about their own roles in shaping the future during these challenging times.

Authors

What are SDGs?

In September 2015, all United Nations Member States adopted the Sustainable Development Goals (SDGs). Member states involving their respective governments, businesses, media, institutions of higher education, and local NGOs are now working to meet the SDGs by 2030. There are 17 SDGs that cut across issues such as climate change, environmental degradation, health, education, gender equality, and peace. All of these goals are closely intertwined, and all of us on earth need to tackle them to transform the world for the better.



Overview of the 17 SDG



Goal 1 No Poverty

— End poverty in all its forms everywhere



Goal 2 Zero Hunger

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



Goal 3 Good Health and Well-Being

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



Goal 4 Quality Education

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



Goal 5 Gender Equality

— Achieve gender equality and empower all women and girls



Goal 6 Clean Water and Sanitation

— Ensure availability and sustainable management of water and sanitation for all



Goal 7 Affordable and Clean Energy

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



Goal 8 Decent Work and Economic Growth

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



Goal 9 Industry, Innovation and Infrastructure

— Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation



Goal 10 Reduced Inequalities

— Reduce inequality within and among countries



Goal 11 Sustainable Cities and Communities

— Make cities and human settlements inclusive, safe, resilient and sustainable



Goal 12 Responsible Consumption and Production

— Ensure sustainable consumption and production patterns



Goal 13 Climate Action

— Take urgent action to combat climate change and its impacts



Goal 14 Life Below Water

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



Goal 15 Life on Land

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



Goal 16 Peace, Justice and Strong Institutions

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



Goal 17 Partnerships for the Goals

— Strengthen the means of implementation and revitalize the global partnership for sustainable development

Chapter Structure

Warm-Up

You will be asked to rate your level of agreement with three simple statements. This will activate your initial thoughts on the topic.

Vocabulary

You can expand your vocabulary by matching the key words from the reading with English definitions.

Reading

The readings will introduce you to a wide range of issues the world is facing—climate change, environmental degradation, health, education, working conditions, gender equality and peace to name a few. Read them carefully and critically, as they provide you with some content knowledge and prepare you for discussions to come.

Comprehension Questions

You can check your understanding of the reading by answering the multiple-choice questions.

After You Read

You will be asked to discuss with your partner which of the 17 SDGs are relevant to the reading. List as many goals as possible that you think are relevant.



Useful Words and Phrases for Discussion

This section provides you with a list of useful expressions for successfully conducting discussions.

Listen to the Discussion

You will listen to the discussions by three college students. They discuss SDGs as ways to deal with the issues addressed in the reading section. By providing a natural process of investigating problems and then considering solutions, this section can be the catalyst for your own successful discussion. After you listen, you will be engaged in two comprehension exercises (A and B) and then a dictation exercise (C) for the purpose of reviewing the expressions you have learned so far.

► After You Listen

After listening to the discussion, this section gets you to think once again about which of the SDGs relate to the overall chapter topic. How have your views on the SDGs changed over learning? Add all the goals that you think are relevant, and you will realize the 17 SDGs are intertwined with each other.

Let's Research & Discuss

► Research

In this section, you will research a person, company, institution, organization, or community that is making conscious efforts towards achieving the SDGs. You can use the provided table to organize your information.

► Discuss

You will be asked to share what you have researched in the previous section with your classmates. Try to use the useful words and phrases for discussion you have learned so far to activate the discussion.









Let's Make a Speech

The last activity is to make your own speech on what you have researched and then present it in front of your class. By using the provided table, organize your report and check to see if it is logically coherent.

► Evaluation

Using Evaluation Sheet (See Page 108), you will evaluate your speech and your classmates' speeches by a set of checklists.

Table of Contents

| | Chapter | Title |
|--|---------|---|
|  | 1 | What Are Sustainable Development Goals? |
| | 2 | What Is a Woman-Friendly Society? |
|  | 3 | Does Saving Infant's Lives Slow Population Growth? |
| | 4 | Can Technology Solve the Water Crisis? |
|  | 5 | How Can Quality Education for All Be Achieved? |
| | 6 | What Does It Mean to Be a Sustainable City? |
|  | 7 | Will <i>Black Companies</i> Survive in the Future? |
| | 8 | What Can We Do to Help Stop Child Labor? |
|  | 9 | How Can We Reduce Food Waste? |
| | 10 | Is a World without Plastic Possible? |
|  | 11 | How Can We Embrace Diversity in Society? |
| | 12 | What Kind of Energy Is Affordable and Clean? |
|  | 13 | What Is Behind the Fashion Industry? |
| | 14 | Why Should We Protect Endangered Species? |
|  | 15 | Will Tourism Break Down Cultural and Historical Barriers? |
| | | Appendix: Evaluation Sheet for Speech |

| Useful Words and Phrases for Discussion | Page | |
|---|------|---|
| ● Introducing yourself | 10 |  |
| ● Opening the discussion | 16 | |
| ● Expressing a lack of understanding | 22 |  |
| ● Asking for clarification | 28 | |
| ● Returning the discussion to the main point | 34 |  |
| ● Changing the topic | 40 | |
| ● Wrapping-up the discussion | 46 |  |
| ● Expressing opinions and thoughts | 52 | |
| ● Providing evidence and examples | 58 |  |
| ● Expressing agreement with reasons | 64 | |
| ● Expressing disagreement | 70 |  |
| ● Paraphrasing another person's ideas | 76 | |
| ● Politely asking for clarification or confirmation | 82 |  |
| ● Commenting on an idea/opinion | 88 | |
| ● Asking for an opinion | 94 |  |
| ● Introducing different ideas and perspectives | 108 | |
| ● Summarizing the discussion | | |
| ● Tips for a successful group discussion | | |

2

What Is a Woman-Friendly Society?



Warm-Up

Rate your level of agreement with the following statements on a scale from 1 (strongly disagree) to 5 (strongly agree). Then discuss your answers with a partner.

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| There are few female politicians in my country. | | | | | |
| Over 40 percent of business executives in my country are women. | | | | | |
| In my country, boys and girls receive equal treatment in the educational system. | | | | | |

Vocabulary

Match each word below with the best definition.

| Word | Definition |
|--------------------|--|
| 1. parity () | a. deserving to be noticed |
| 2. attainment () | b. to put a plan or decision into effect |
| 3. empowerment () | c. something that is achieved |
| 4. noteworthy () | d. having more control over one's own life |
| 5. implement () | e. the state of being equal |

Reading



DL 04



CD1-04

Read the article. Then answer the comprehension questions.

According to the Global Gender Gap Report 2021, Japan ranked 120th out of 156 countries. Japan remains the worst-ranked member of the Group of Seven (G7) industrialized nations. The statistical data on gender parity is analyzed by weighing four categories: 1) economic participation and opportunity; 2) educational attainment; 3) health and survival; and 4) political empowerment.

A noteworthy fact is that Japan ranked very low in the political empowerment category. According to the report, women make up only 9.9% of the Diet's Lower House

5

and 10.0% of the Cabinet. In terms of economic participation and opportunity, Japan has also made little progress in closing the gender gap. Japan's gender wage gap is still high and the percentage of women in managerial positions remains below the world average.

In contrast, more women are in leadership positions in other developed countries. Iceland ranked the highest, followed by Finland, Norway, New Zealand, and Sweden. In many cases, these countries introduced positive action, which are measures carried out by governments and employers to enable “protected” groups to minimize disadvantages, to meet their different needs, and to encourage their participation in society. Positive action for women is one way to reduce the gender gap and expand women's participation in society. Similar policies implemented in other countries may be known as “quotas” or “affirmative action.”

In order to achieve gender equality, these countries are making laws and policies at the national level. Corporations, institutions, and organizations are then implementing their own policies to promote women-friendly working environments. (251 words)

The Global Gender Gap Index 2021 rankings
Top 5

| | |
|---|-------------|
| 1 | Iceland |
| 2 | Finland |
| 3 | Norway |
| 4 | New Zealand |
| 5 | Sweden |

Source: World Economic Forum

G7

| | |
|-----|----------------|
| 11 | Germany |
| 16 | France |
| 23 | United Kingdom |
| 24 | Canada |
| 30 | United States |
| 63 | Italy |
| 120 | Japan |

Comprehension Questions

Circle the best answer to each question. Compare with a partner.

- In which category did Japan rank poorly?
 - Educational attainment
 - Health and survival
 - Political empowerment
- What is positive action for women?
 - Policies that encourage the advancement of women
 - A worldwide initiative to reduce the gender wage gap
 - A government bill to build women's communities
- How did the top five countries achieve greater gender equality?
 - Their government forced corporations to make policies to hire women.
 - These countries implemented laws and policies to advance women in society.
 - Women in these countries were very motivated to work outside the home.

After You Read

Work with a partner. Discuss which of the SDGs are relevant to the reading. Support your ideas with examples.



Useful Words and Phrases for Discussion

Choose a leader to start a discussion on the assigned topic. The leader will introduce the topic and facilitate the discussion. Here are phrases to start a discussion.

● Opening the discussion

- Today, I will lead a discussion on...
- Today, we will discuss...
- Our discussion topic is...

Listen to the Discussion

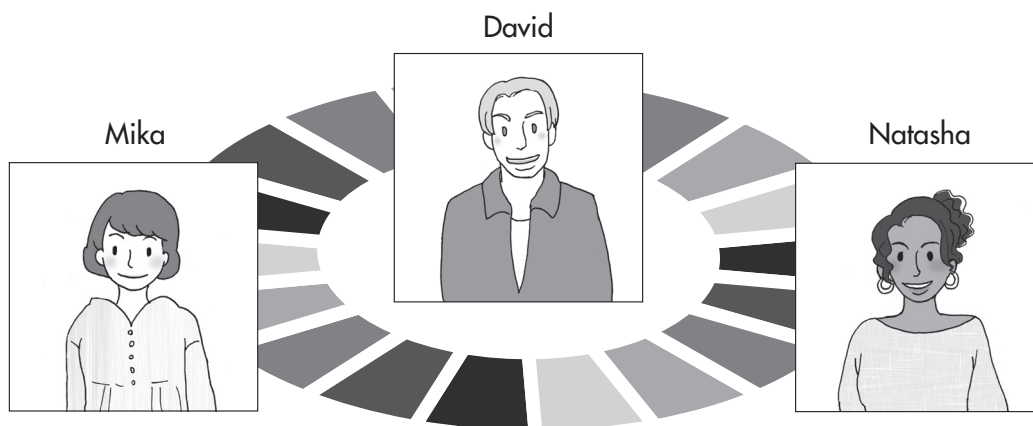


DL 05



CD1-05

Listen to the discussion. Then answer the following questions.



A. Read each statement. Check the box of the speaker.

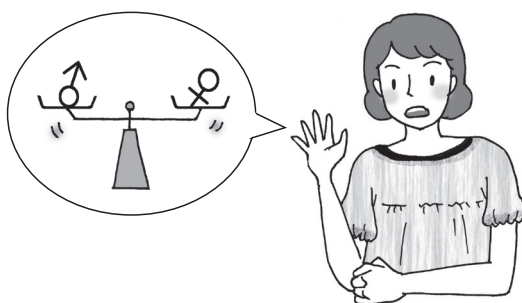
| | Mika | David | Natasha |
|--|------|-------|---------|
| 1. Scandinavian countries have always maintained top rankings in the gender gap index. | | | |
| 2. Renault has implemented positive action plans for gender diversity since 2010. | | | |
| 3. There used to be only a small population of female students in higher education. | | | |

B. Circle T (True) or F (False) for each statement.

1. The discussion topic is the gender gap in wages. [T / F]
2. In Sweden, half of the political party leaders are women. [T / F]
3. Natasha mentioned positive action plans and brought up an example of EU plans. [T / F]
4. Mika talked about affirmative action. [T / F]
5. In the US, progressive policies have promoted gender diversity in education. [T / F]

C. Below is Mika's first statement. Listen again and fill in the blanks.

Mika: Hi, my name is Mika. I'm going to be **1** _____.
Our topic is how to promote the advancement of women. First, **2** _____
_____ some background about the situation for women in Japan. The
percentage of Japanese women who hold high-level or managerial positions in
politics and business is way behind the world average. How did this happen? David,
3 _____?



After You Listen

Work with a partner. After you listen to the discussion, which of the SDGs would you like to add? Explain why.

Let's Research & Discuss

Research

Research a person, company, institution, organization, or community that empowers women. Investigate what it does to promote women's participation and encourage women-friendly working environments. Complete the table below.

| | |
|---|--|
| Person/Company/Institution/ Organization/Community | |
| Where did you find this information? (Internet, books, newspapers, etc.) | |
| What are they doing to promote gender equality? | |
| Which SDGs are relevant to these actions? (List as many as possible.) | |

Discuss

1. Let's discuss what you've researched in small groups. You can refer to the model discussion before you start. Also, check the useful phrases below.

● Model Discussion

A: Let's share what we've researched. Who's going to start?

B: OK, I will. I researched action taken by Nagano Prefecture regarding this SDG. I found this information in a local newspaper.

C: What kind of action is the prefecture taking to promote gender equality?

B: The percentage of women in managerial positions is low in Nagano, so they started a networking event where women can talk about their careers with each other.

⋮

● Useful phrases to open a discussion / share information

- Let's share what we've researched.
- I researched action taken by... • I found this information...
- To promote women's participation, the organization initiated...

2. To encourage discussion, ask additional questions.

What do you think of positive action? Is it effective? Is it reverse discrimination? / Would you like to engage with their SDG-related actions for gender equality?

Let's Make a Speech

Use the table below to help you organize your report to the class.

Topic: Describe SDG-related measures for gender equality which a person, company, institution, organization, or community has taken.

| | |
|--|---|
| <p>Introduction</p> <ul style="list-style-type: none"> • Opening comments • Introduce a person, company, institution, organization, or community that you have researched. • Give the source(s) of your information. | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Description of the measures</p> <ul style="list-style-type: none"> • Describe the SDG-related measures. • Present additional SDG-related measures. | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Conclusion</p> <ul style="list-style-type: none"> • Final thoughts (a summary and/or an opinion) | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Evaluation

Use the Evaluation Sheet (see p.108) to evaluate your speech and your classmates' speeches.